LibQUAL+® and Beyond: Using Results Effectively

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LibQUAL+™ Premise

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

—FRANÇOIS DE LA ROCHEFOUCAULD

SERVQUAL

PERCEPTIONS ⟷ **SERVICE**

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

Note. Zeithaml, Parasuraman, Berry. (1999). Delivering quality service. NY: The Free Press.

Multiple Methods of Listening to Customers

- Transactional surveys*
- Mystery shopping
- New, declining, and lost-customer surveys
- Focus group interviews
- Customer advisory panels
- Service reviews
- Customer complaint, comment, and inquiry capture
- Total market surveys*
- Employee field reporting
- Employee surveys
- Service operating data capture

Note. A. Parasuraman. The SERVQUAL Model: Its Evolution And Current Status. (2000). Paper presented at ARL Symposium on Measuring Service Quality, Washington, D.C.

**A SERVQUAL-type instrument is most suitable for these methods*

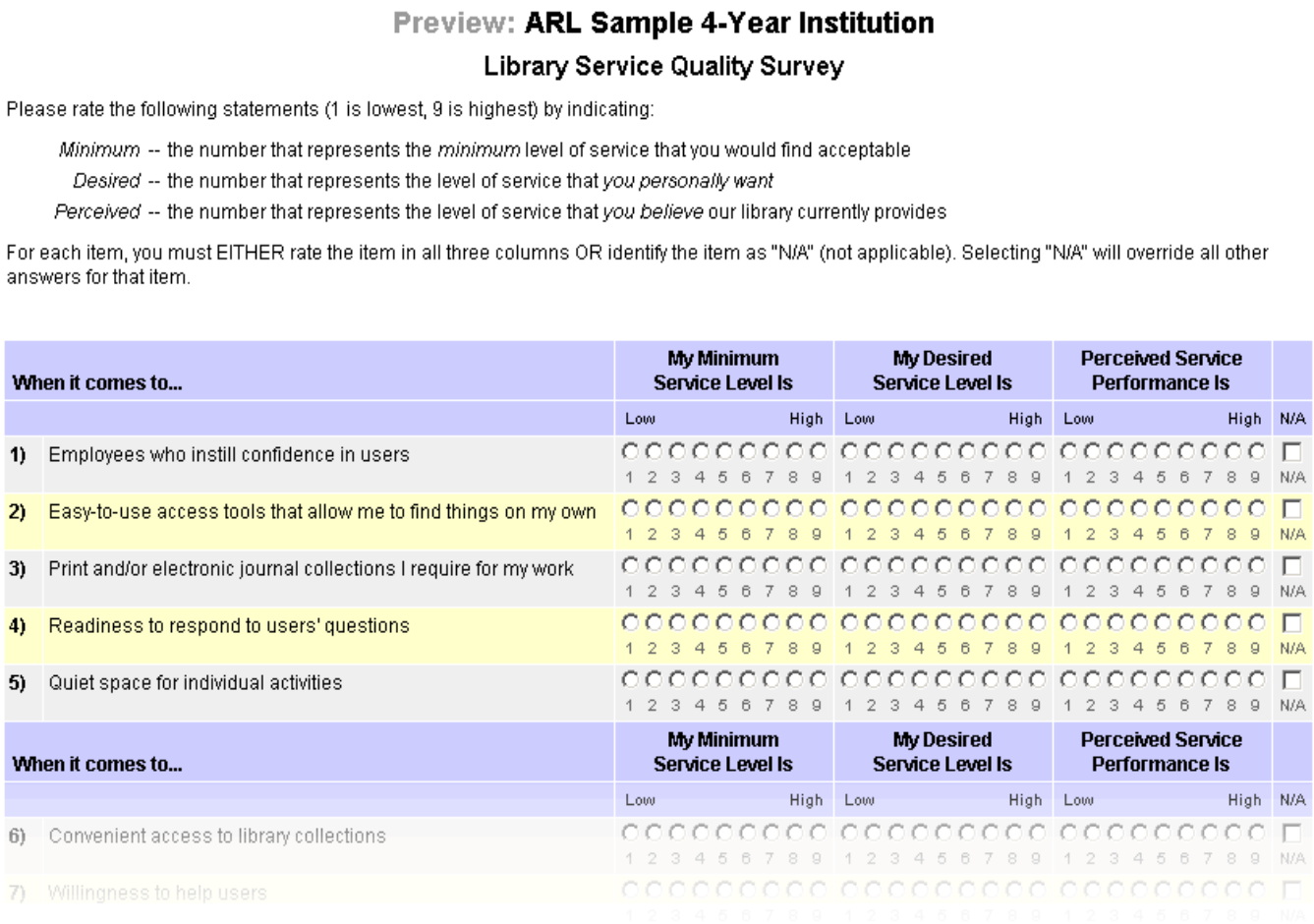
Core Items and Dimensions

22 core items (i.e., questions)

Three dimensions:

- Affect of Service – 9 questions
- Information Control – 8 questions
- Library as Place – 5 questions

Survey Structure (Detail View)



Preview: ARL Sample 4-Year Institution

Library Service Quality Survey

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.

When it comes to...	My Minimum Service Level Is	My Desired Service Level Is	Perceived Service Performance Is	
	Low 1 2 3 4 5 6 7 8 9 High	Low 1 2 3 4 5 6 7 8 9 High	Low 1 2 3 4 5 6 7 8 9 High	N/A
1) Employees who instill confidence in users	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
2) Easy-to-use access tools that allow me to find things on my own	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
3) Print and/or electronic journal collections I require for my work	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
4) Readiness to respond to users' questions	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
5) Quiet space for individual activities	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A

When it comes to...	My Minimum Service Level Is	My Desired Service Level Is	Perceived Service Performance Is	
	Low 1 2 3 4 5 6 7 8 9 High	Low 1 2 3 4 5 6 7 8 9 High	Low 1 2 3 4 5 6 7 8 9 High	N/A
6) Convenient access to library collections	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
7) Willingness to help users	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A

Community

- **Languages**
  - Afrikaans
  - American English
  - British English
  - Chinese
  - Danish
  - Dutch
  - Finnish
  - French
  - German
  - Japanese
  - Norwegian
  - Spanish
  - Swedish
  - Welsh
- **Consortia**
  - *Each may create 5 local questions to add to their survey
- **Countries**
  - Australia, Canada, Denmark, Egypt, Finland, France, Hong Kong, Ireland, New Zealand, the Netherlands, Norway, South Africa, Sweden, Switzerland, UAE, U.K., U.S.
- **Types of Institutions**
  - Academic Health Sciences
  - Academic Law
  - Academic Military
  - College or University
  - Community College
  - Electronic
  - European Business
  - European Parliament
  - Family History
  - Research Centers (FFRDC) Libraries
  - High School
  - Hospital
  - National Health Service England
  - Natural Resources
  - New York Public
  - Public
  - Smithsonian
  - State
  - University/TAFE

European Participation by Country

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
Belgium									3	**3**
Denmark					1		2		4	**7**
Finland							2		8	**10**
France					1		2	1	4	**8**
Ireland					1	1	2	1	1	**6**
Netherlands				1	1		5		1	**8**
Norway							2		4	**6**
Sweden					3	4	4	2	3	**16**
Switzerland					2		2		1	**5**
UK				20	17	16	33	21	18	**125**

European Participation by Type

	Belgium	Denmark	Finland	France	Ireland	Netherlands	Norway	Sweden	Switzerland	UK
College or University	1		2	4	5	4		8	3	66
Electronic										1
European Business	2	4	6	2	1	1	4	3	3	2
European Parliament	2									
FFRDC										3
Hospital								3		1
National Health Service England										10

Benefits of Using LibQUAL+®

- Standardization across institution types
- Benchmarking capabilities
- Streamlined processes through Web interface
- Alleviates costs and staff time associated with survey design and develop
- Can be used with other assessment tools (i.e., localized surveys)

Results Notebooks

- Sections for Overall, Undergraduates, Graduates, Faculty, Staff, Library Staff include:
  - Demographic Summary
  - Core Questions Summary
  - Dimensions Summary
  - Local Questions
  - General Satisfaction Questions
  - Information Literacy Outcomes Questions
  - Library Use Summary

- Appendix describing changes in the dimensions and the questions included in each dimension.

Results

- Results Notebooks (PDF)

  http://old.libqual.org/Manage/Results/index.cfm
  - Group Notebook (PDF)
  - Unified Notebook (PDF)
  - User Comments
  - Excel Data File

SPSS data files (if requested at registration) will be e-mailed to the primary contact two to three months after the session has closed.

DO YOU UNDERSTAND YOUR RESULTS?

Understanding Your Individual Results

- Look at the top 5 most desired services
- Compare your results with peer or ARL institutions
- Compare your results over time
- Compare your faculty's minimum with the aggregate minimum acceptable levels
  - Same for perceived and desired
- Look at user groups individually

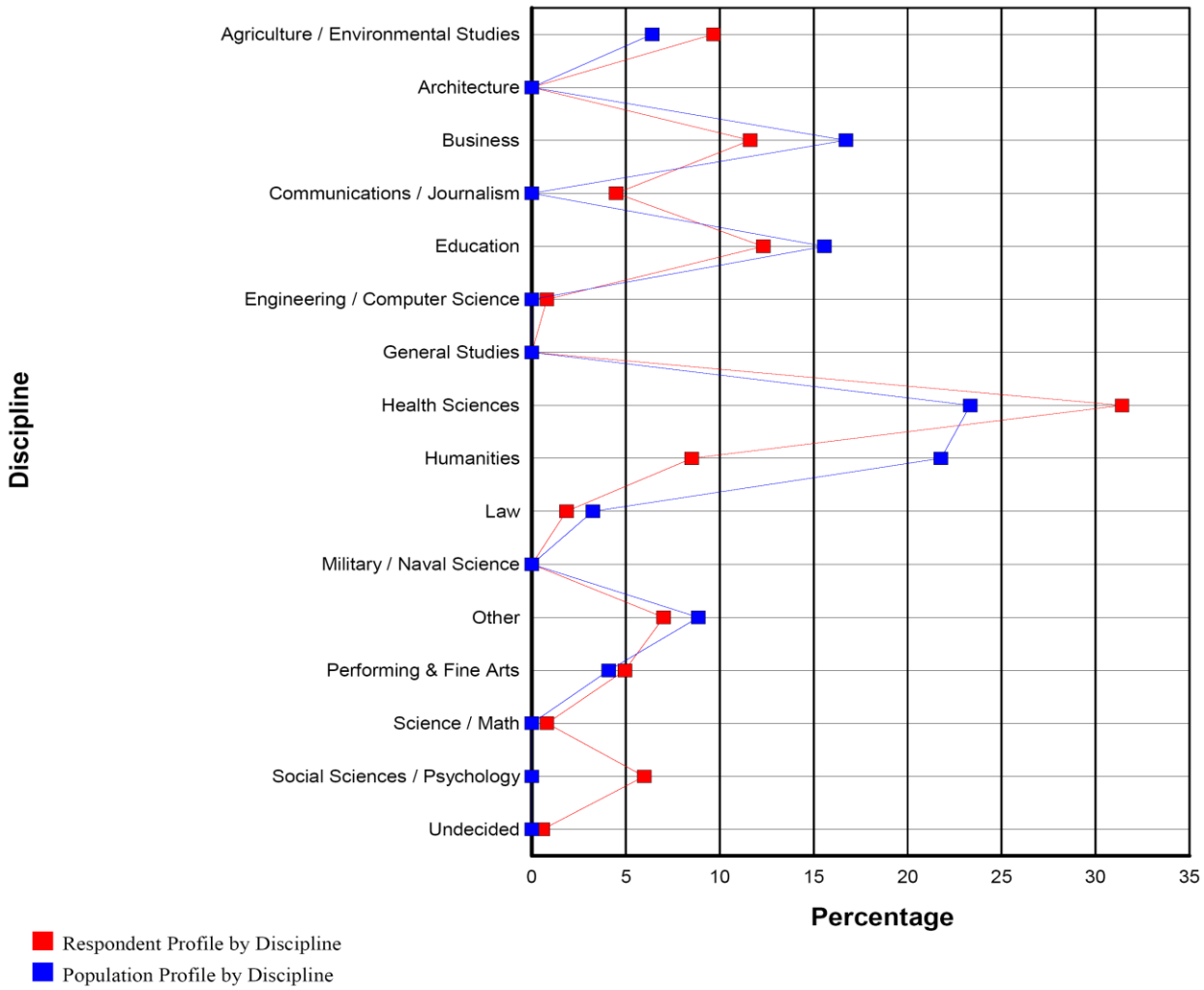
Understanding Your Individual Results

- Look at user groups by discipline
- Look at results to determine if users are not aware of what the library already does
- Explore one question by discipline and user group
- Probe the questions that had meaningful gaps between perceived results and minimum expectations
- Focus on questions with negative gaps (i.e., the red)

Interpreting Your LibQUAL+® Data

- Determining representativeness
- Qualitative Analysis: Comments
- LibQUAL+® Scores have 3 interpretation frameworks:
  - Zone of tolerance
  - Peer comparisons
  - Longitudinal analysis
- Quantitative Analysis: Excel Data

Determining Representativeness

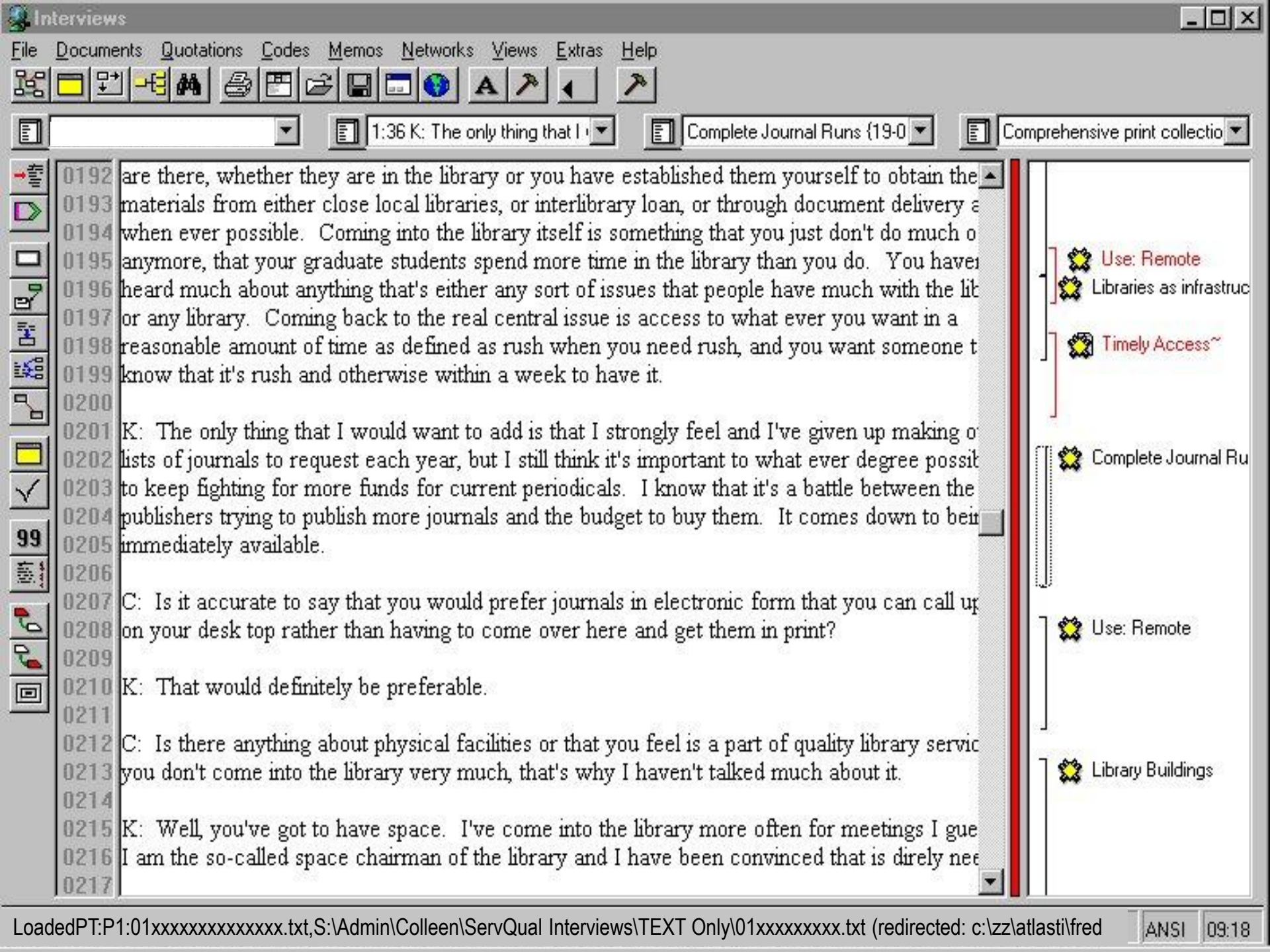


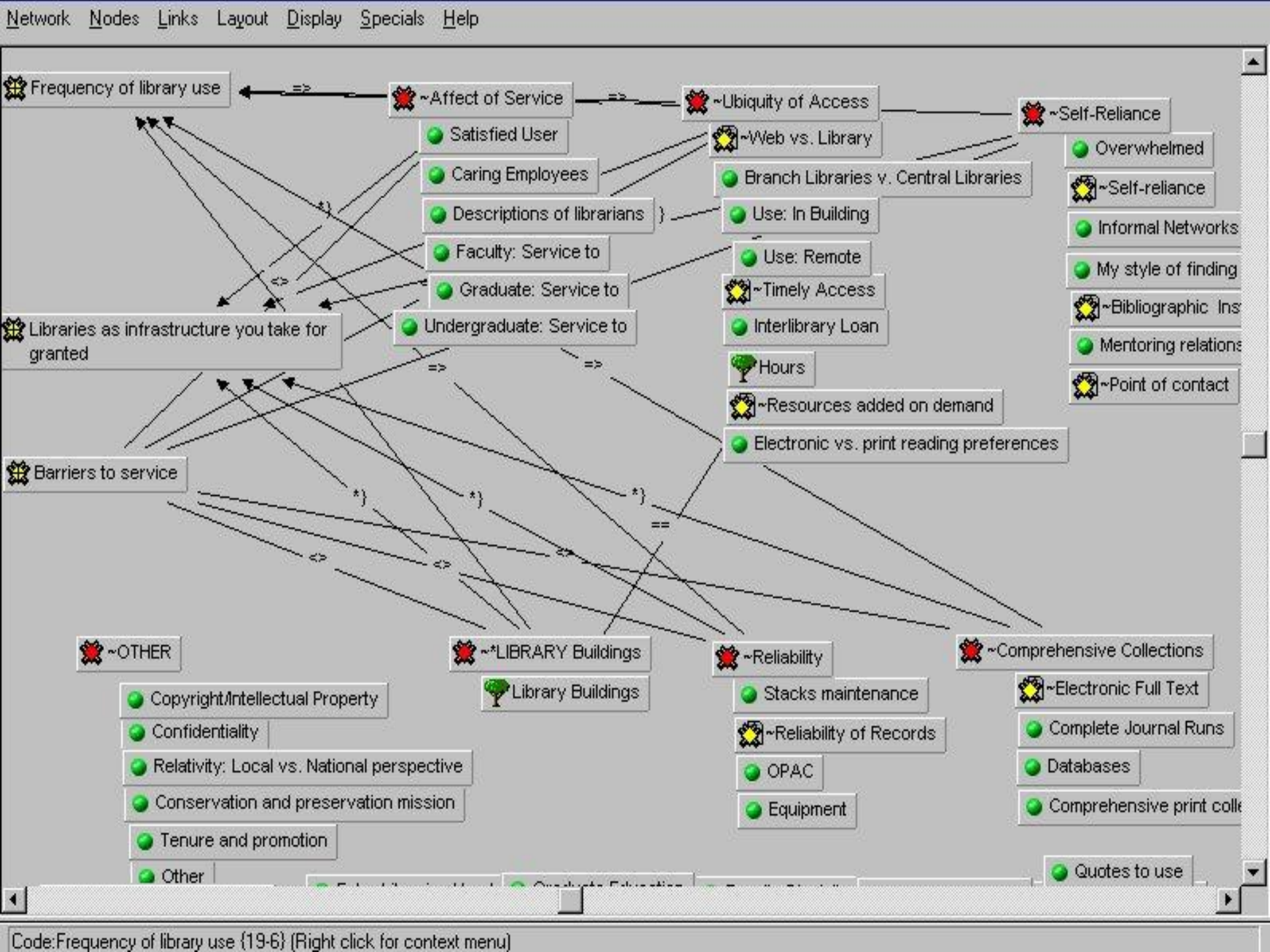
Qualitative Analysis: User Comments

- 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

Comments

- Why the Box is so Important:
  - About half 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.


Interviews
File Documents Quotations Codes Memos Networks Views Extras Help
1:36 K: The only thing that I
Complete Journal Runs (19-0
Comprehensive print collectio
0192 are there, whether they are in the library or you have established them yourself to obtain the
0193 materials from either close local libraries, or interlibrary loan, or through document delivery a
0194 when ever possible. Coming into the library itself is something that you just don't do much o
0195 anymore, that your graduate students spend more time in the library than you do. You haver
0196 heard much about anything that's either any sort of issues that people have much with the lib
0197 or any library. Coming back to the real central issue is access to what ever you want in a
0198 reasonable amount of time as defined as rush when you need rush, and you want someone t
0199 know that it's rush and otherwise within a week to have it.
0200
0201 K: The only thing that I would want to add is that I strongly feel and I've given up making o
0202 lists of journals to request each year, but I still think it's important to what ever degree possib
0203 to keep fighting for more funds for current periodicals. I know that it's a battle between the
0204 publishers trying to publish more journals and the budget to buy them. It comes down to bein
0205 immediately available.
0206
0207 C: Is it accurate to say that you would prefer journals in electronic form that you can call up
0208 on your desk top rather than having to come over here and get them in print?
0209
0210 K: That would definitely be preferable.
0211
0212 C: Is there anything about physical facilities or that you feel is a part of quality library servic
0213 you don't come into the library very much, that's why I haven't talked much about it.
0214
0215 K: Well, you've got to have space. I've come into the library more often for meetings I gue
0216 I am the so-called space chairman of the library and I have been convinced that is direly nee
0217
Use: Remote
Libraries as infrastruc
Timely Access~
Complete Journal Ru
Use: Remote
Library Buildings
LoadedPT:P1:01xxxxxxxxxxxxx.txt,S:\Admin\Colleen\ServQual Interviews\TEXT Only\01xxxxxxxx.txt (redirected: c:\zz\atlasti\fred
ANSI
09:18


Network
Nodes
Links
Layout
Display
Specials
Help
Frequency of library use
~Affect of Service
~Ubiquity of Access
~Self-Reliance
Satisfied User
~Web vs. Library
Overwhelmed
Caring Employees
Branch Libraries v. Central Libraries
~Self-reliance
Descriptions of librarians
Use: In Building
Informal Networks
Faculty: Service to
Use: Remote
My style of finding
Graduate: Service to
~Timely Access
~Bibliographic Ins
Libraries as infrastructure you take for granted
Undergraduate: Service to
Interlibrary Loan
Mentoring relations
Hours
~Point of contact
~Resources added on demand
Electronic vs. print reading preferences
Barriers to service
~OTHER
~*LIBRARY Buildings
~Reliability
~Comprehensive Collections
Copyright/Intellectual Property
Library Buildings
Stacks maintenance
~Electronic Full Text
Confidentiality
~Reliability of Records
Complete Journal Runs
Relativity: Local vs. National perspective
OPAC
Databases
Conservation and preservation mission
Equipment
Comprehensive print colle
Tenure and promotion
Other
Quotes to use
Code:Frequency of library use {19-6} (Right click for context menu)

Interpreting Service Quality Data

Three Interpretation Frameworks

Interpretation Framework #1

Benchmarking Against Peer Institutions

--1,000,000 Users; 1,000 Institutions!

NORMS! NORMS! NORMS!

Score Norms

- Norm Conversion Tables facilitate the interpretation of observed scores using norms created for a large and representative sample.
- LibQUAL+™ norms have been created at both the individual and institutional level

Institutional Norms for Perceived Means on 25 Core Questions

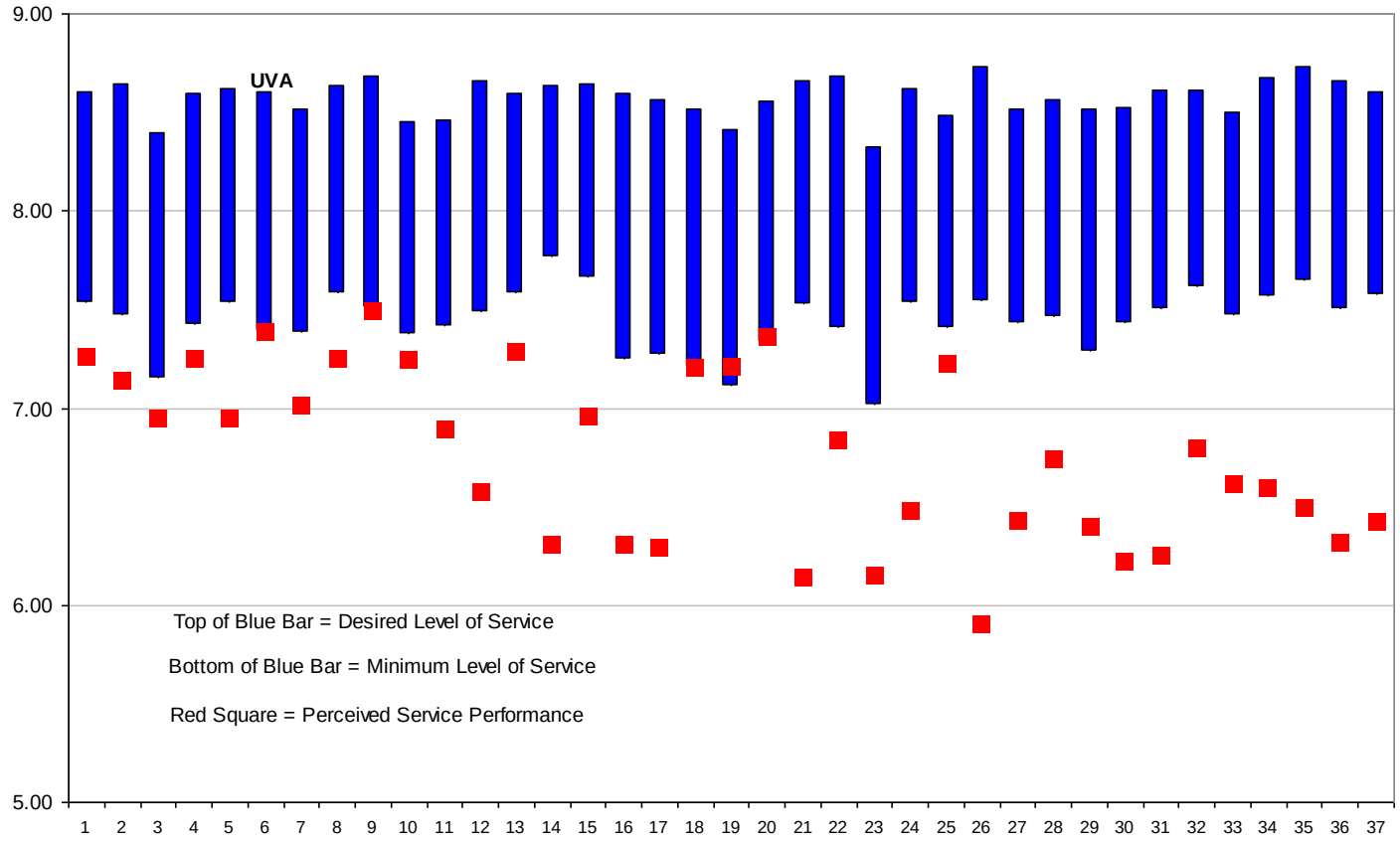
Percentile	Value	Percentile	Value	Percentile	Value
5.00	6.352	10.00	6.526	15.00	6.663
20.00	6.693	25.00	6.770	30.00	6.818
33.00	6.832	35.00	6.840	40.00	6.897
45.00	6.913	50.00	6.946	55.00	6.995
60.00	7.042	65.00	7.077	66.00	7.083
70.00	7.117	75.00	7.156	80.00	7.214
85.00	7.260	90.00	7.348	95.00	7.483

Valid cases	162	Missing cases	0

Note: Thompson, B. LibQUAL+™ Spring 2002 Selected Norms, (2002).

Peer Comparison

LibQUAL+ 2006
Faculty Ratings of Journal Collections
ARL Libraries



Source: Jim Self, University of Virginia, Presented at Performance Measurement in Academic Libraries Workshop, EBLIP4, Durham, North Carolina, May 11, 2007

Interpretation Framework #2

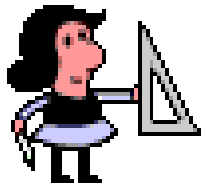
Benchmarking Against Self, Longitudinally

"Nobody is more like me than me!"

--Anonymous

Longitudinal Analysis

Comparisons are powerful…
And four years of data ROCKS!



Dimensions ALL	2003	2004	2005	2006
Minimum Mean				
Affect of Service	6.85	6.64	6.51	**6.89**
Information Control	6.98	6.94	6.85	7.22
Library as Place	6.71	6.55	6.44	6.84
Personal Control	7.02			
Overall:	**6.86**	**6.74**	**6.62**	**7.00**
Desired Mean				
Affect of Service	8.2	8.08	8.04	**8.01**
Information Control	8.32	8.28	8.32	8.32
Library as Place	8.14	8	7.96	8.01
Personal Control	8.43			
Overall:	**8.24**	**8.14**	**8.13**	**8.13**
Perceived Mean				
Affect of Service	7.72	7.49	7.18	**7.67**
Information Control	7.29	7.48	7.35	7.72
Library as Place	7.65	7.4	7.39	7.79
Personal Control	7.69			
Overall:	**7.59**	**7.47**	**7.29**	**7.73**
Adequacy Mean				
Affect of Service	0.91	0.84	0.67	**0.78**

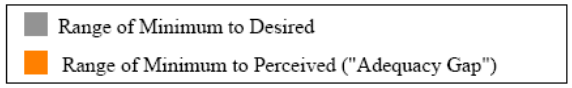
Source: Deborah Poole, Four Years of LibQUAL+®. ALA Annual, New Orleans, LA, June 26 2006.

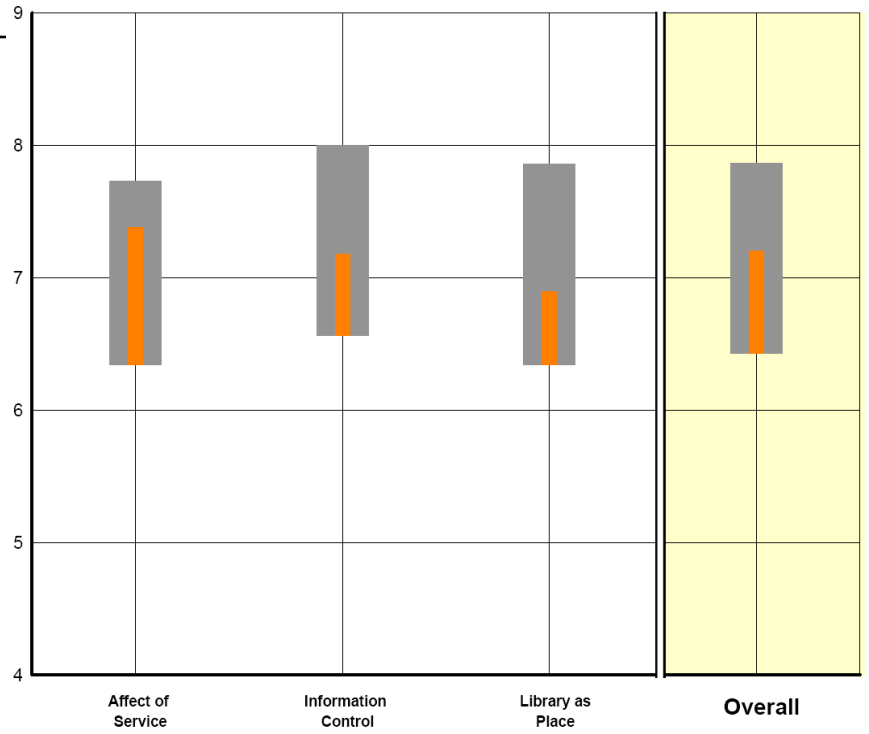
Interpretation Framework #3

Interpreting Perceived Scores Against Minimally-Acceptable and Desired Service Levels (i.e., "Zones of Tolerance")

Dimension Summary

Key Term:
Zone of Tolerance

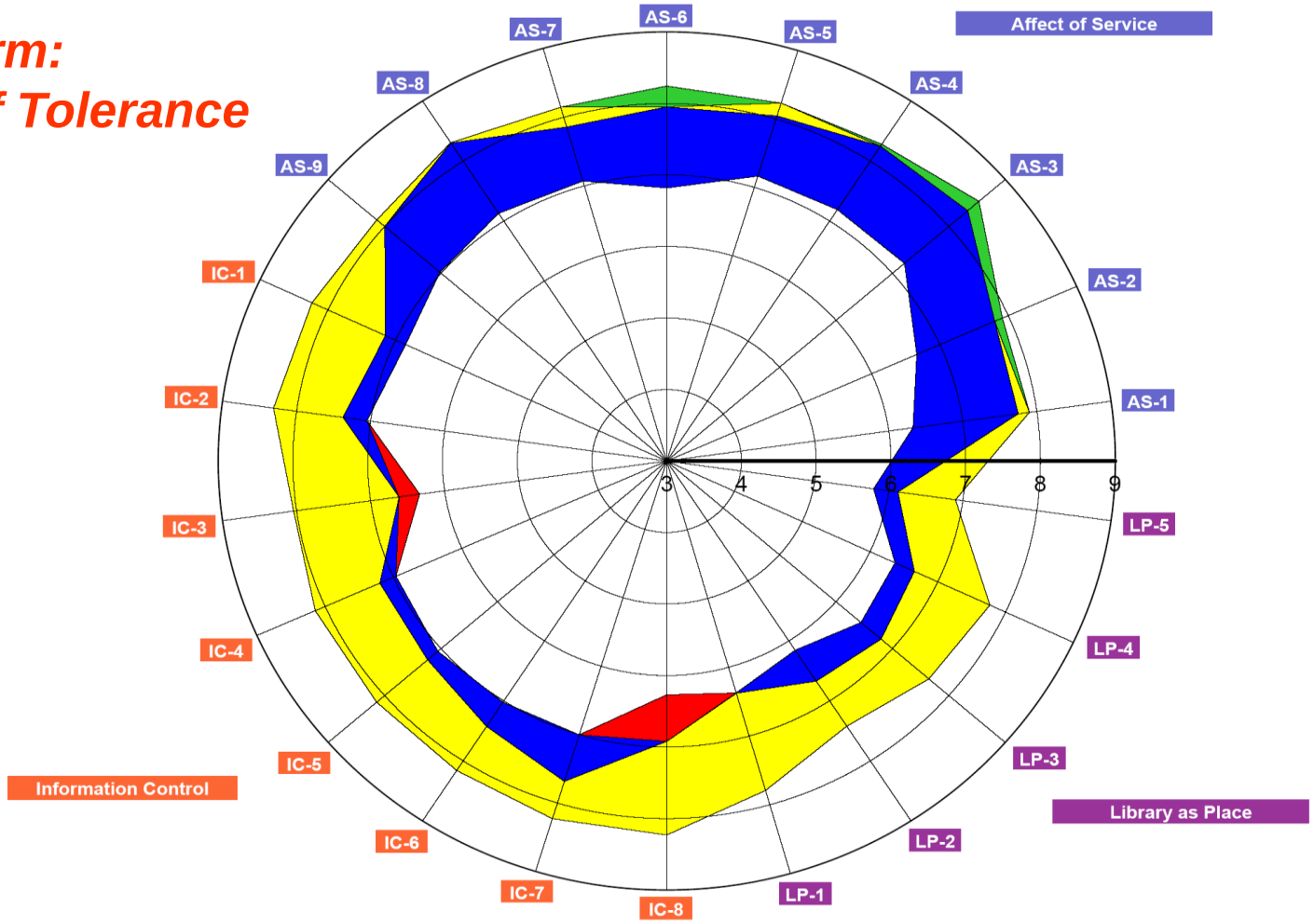




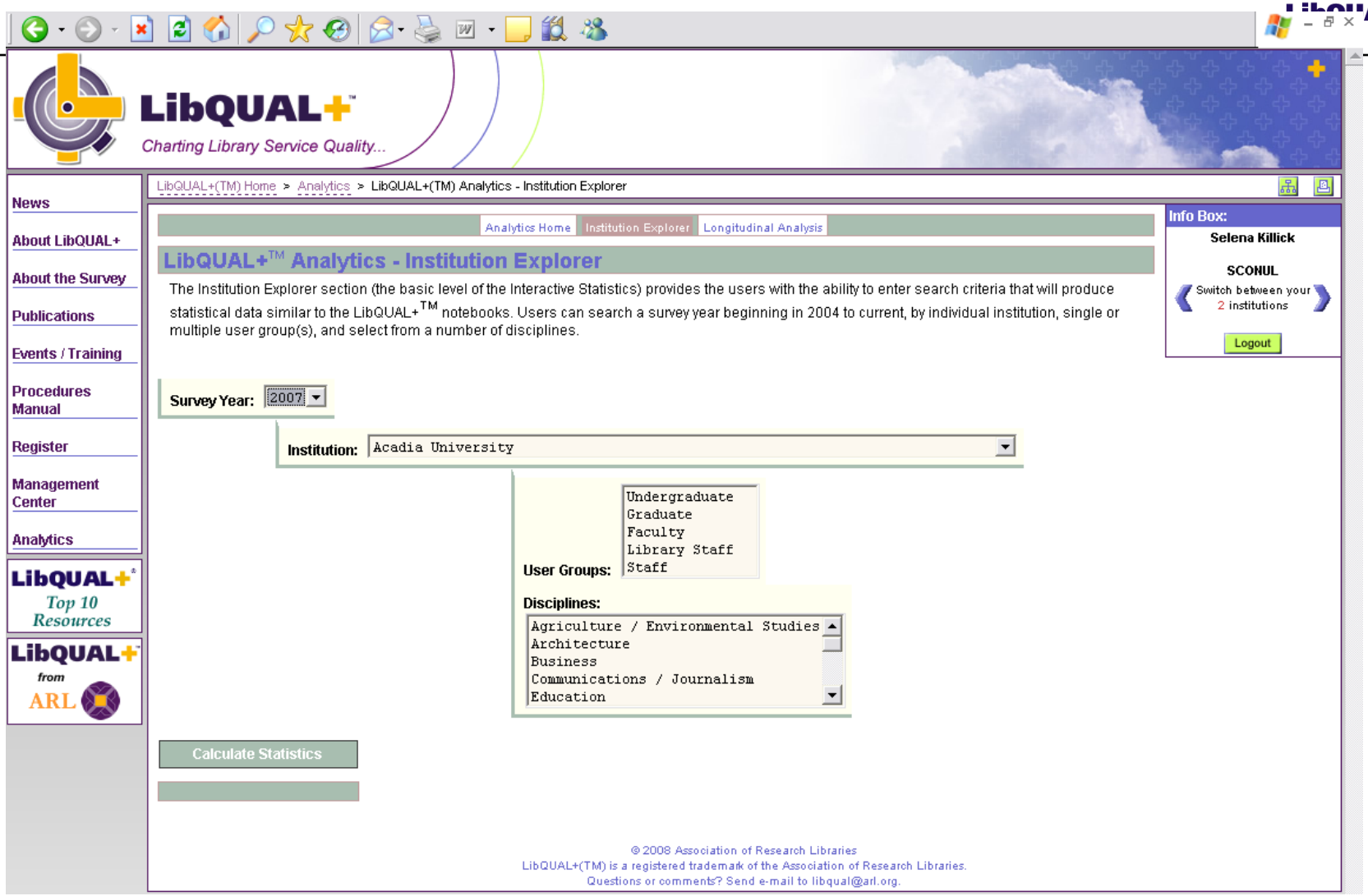
Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.34	7.73	7.38	1.04	-0.35	2,446
Information Control	6.56	8.00	7.18	0.62	-0.82	2,447
Library as Place	6.34	7.86	6.89	0.55	-0.97	2,441
Overall:	6.43	7.86	7.20	0.77	-0.67	2,448

Understanding Your Individual Results: Radar Charts

Key Term:
Zone of Tolerance



The Underused "Analytics Tool"



Q. What is NEW for 2008 and beyond?

A. LibQUAL+® Lite

LibQUAL+® Lite

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***!!!

LibQUAL+® Lite

	Person				
Item	Bob	Mary	Bill	Sue	Ted
Service Affect #1	X	X	X	X	X
Info Control #1	X	X	X	X	X
Service Affect #2		X		X	
Library as Place #1	X	X	X	X	X
Service Affect #3	X	X			
Info Control #2				X	X
Library as Place #2			X	X	

LibQUAL+™ Resources

- LibQUAL+™ Website:
  http://www.libqual.org
- Publications:
  http://www.libqual.org/publications
- Events and Training:
  http://www.libqual.org/events
- Gap Theory/Radargraph Introduction:
  http://www.libqual.org/Information/Tools/libqualpresentation.cfm
- LibQUAL+™ Procedures Manual:
  http://www.libqual.org/Manual/index.cfm

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