Library Assessment and LibQUAL+®: Data Analysis

Presented by:

Selena Killick
Cranfield University

Muharraq, Bahrain
29-30 October, 2013
Introduction

• Based in the UK at Cranfield University
• Working for ARL to support LibQUAL+®
• Administering and Analysing LibQUAL+® surveys since 2003
• Support the SCONUL Consortium and European participants
Today’s Programme

• Introduction to LibQUAL+®

• LibQUAL+® in the UK & Ireland

• Preparing to run your survey

• LibQUAL+® Survey Administration

• Group Discussion

www.libqual.org
Tomorrow’s Programme

• Data analysis and interpretation

• Using LibQUAL+® data strategically

• Group Discussion
Questions
Introduction to LibQUAL+®
ARL Statistics and Assessment

Focus on articulating the value of research libraries by describing and measuring their performance and contributions to research, scholarship, and community service.
Focus on articulating the value of research libraries by describing and measuring their performance and contributions to research, scholarship, and community service.
ARL Statistics and Assessment

Focus on articulating the value of research libraries by describing and measuring their performance and contributions to research, scholarship, and community service.
ARL Statistics and Assessment Tools

StatsQUAL

LibQUAL+®
ARL Statistics®
ClimateQUAL®
DigiQUAL®
MINES For Libraries®

Organizational Performance Assessment
Scenarios
Effective, Sustainable, and Practical Assessment
ARL Profiles
Balanced Scorecard
Return on Investment Lib-Value

www.libqual.org
LibQUAL®

- Web-based Customer Survey
- Internationally Renown
- Robust
- Expectations & Perceptions
- Standardised

www.libqual.org
PERCEPTIONS ← SERVICE
“….only customers judge quality; all other judgments are essentially irrelevant”

LibQUAL+® Development

- An ARL/Texas A&M University joint developmental effort based on SERVQUAL.
- LibQUAL+® initially supported by a 3-year grant from the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE)
- Initial project established an expert team, re-grounded SERVQUAL concepts, and designed survey methodology
- Survey conducted at over 700 libraries resulting in a data base of over half a million user responses

www.libqual.org
<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>DATA</th>
<th>ANALYSIS</th>
<th>PRODUCT/RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<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 studies¹</td>
</tr>
<tr>
<td>Test LibQUAL+™ instrument</td>
<td>Web-delivered survey</td>
<td>Reliability/validity analyses: Cronbachs Alpha, factor analysis, SEM, descriptive statistics</td>
<td>Valid LibQUAL+™ protocol</td>
</tr>
<tr>
<td>Refine theory of service quality</td>
<td>Unstructured interviews at Health Sciences and the Smithsonian libraries</td>
<td>Content analysis</td>
<td>Scalable process</td>
</tr>
<tr>
<td>Refine LibQUAL+™ instrument</td>
<td>E-mail to survey administrators</td>
<td>Content analysis</td>
<td>Enhanced understanding of user-centered views of service quality in the library environment²</td>
</tr>
<tr>
<td>Test LibQUAL+™ instrument</td>
<td>Web-delivered survey</td>
<td>Reliability/validity analyses including Cronbachs Alpha, factor analysis, SEM, descriptive statistics</td>
<td>Refined survey delivery process and theory of service quality⁴</td>
</tr>
<tr>
<td>Refine theory</td>
<td>Focus groups</td>
<td>Content analysis</td>
<td>Refined LibQUAL+™ instrument⁵</td>
</tr>
</tbody>
</table>

¹ Cultural perspective³
² Local contextual understanding of LibQUAL+™ survey responses⁶
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
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 whatever 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 up 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 that 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 needed.
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]
“By habit, I usually try to be self-sufficient. And I’ve found that I am actually fairly proficient. I usually find what I’m looking for eventually. So I personally tend to ask a librarian only as a last resort.”

Graduate student

[from interviews conducted by Fred Heath and Colleen Cook]
Self-reliance

“...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]
## Dimensions

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

Library Service Quality

Affect of Service
- Empathy
- Responsiveness
- Assurance
- Reliability

Library as Place
- Utilitarian Space
- Symbol
- Refuge

Information Control
- Scope of Content
- Convenience
- Ease of Navigation
- Timeliness
- Equipment
- Self-Reliance

www.libqual.org
Research & Development

• Colleen Cook, “A MIXED-METHODS APPROACH TO THE IDENTIFICATION AND MEASUREMENT OF ACADEMIC LIBRARY SERVICES” (PhD diss., Texas A&M University, 2001).

• Martha Kyrillidou, “ITEM SAMPLING IN SERVICE QUALITY ASSESSMENT SURVEYS TO IMPROVE RESPONSE RATES AND REDUCE RESPONDENT BURDEN: THE ‘LibQUAL+® Lite’ RANDOMIZED CONTROL TRIAL (RCT)” (PhD diss., University of Illinois at Urbana-Champaign, 2009)
Rapid Growth

• **Languages**
  - Afrikaans
  - English (American, British)
  - Chinese
  - Danish
  - Dutch
  - Finnish
  - French (Belge, Canada, Europe)
  - German
  - **Greek**
  - Hebrew
  - Japanese
  - Norwegian
  - Spanish
  - Swedish
  - Welsh

• **Consortia**
  *Each may create 5 local questions to add to their survey*

• **Countries**
  - Australia, Canada, Cyprus, Denmark, Egypt, Finland, France, Hong Kong, Ireland, Japan, Mexico, the Netherlands, New Zealand, Norway, Singapore, South Africa, Sweden, Switzerland, UAE, U.K., U.S., etc..

• **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

www.libqual.org
World LibQUAL+® Survey
LibQUAL+®
“Top Ten Resources”

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

• Register via www.libqual.org
• Institutional contact sets survey to local needs
• Send link to the survey via email
• Watch the surveys come in
• Close the survey when ready, institutional results available within a week-10 days
  – PDF
  – Excel
Survey Composition

• 22 Core Questions
  – Affect of Service
  – Information Control
  – Library as Place

• 5 Optional Questions
• Information Literacy
• General Satisfaction
• Demographics
• Free-text Comments Box

www.libqual.org
جربى تقييم العبارات الأثرية (1 الأدنى، 9 الأعلى)  من خلال تحديد:

الرقم الأول - الرقم الذي يمثل أولى روالد من الخدمات التي تقدمها مكتبة

الرقم الثاني - الرقم الذي يتمثل مستوى الخدمة التي تريدها شخصيًا

الرقم الثالث - الرقم الذي يتمثل مستوى الخدمة التي تعتبر بأن المكتبة تقدمه حاليا

كل بلد، على أنه أن تقوم البلد في الأعداد الثلاثة كلها أو أن تحدد البلد كلا من الخطاب. وعند اختيارك "لا ينطبق" ستتجاوز جميع الإجابات المتعلقة بهذا البلد.

<table>
<thead>
<tr>
<th>رقم</th>
<th>مستوى الخدمة المرغوب من الخدمات</th>
<th>الدقة الأدنى لمستوى الخدمات</th>
<th>الدقة الأدنى لمستوى الخدمات</th>
<th>الدقة الأدنى لمستوى الخدمات</th>
<th>الدقة الأدنى لمستوى الخدمات</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>موظف المكتبة الذين يفسرون الكتاب لدى المستخدمين</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>إجابة الوصول إلى المصادر الإلكترونية من منزلية أو مكتبي</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>3</td>
<td>مساحة المكتبة التي تتبع على الدراسة والتعلم</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>4</td>
<td>الاهتمام بكل مستخدم على حدة</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>5</td>
<td>موقع المكتبة على شبكة الإنترنت يمكمني من العثور على المعلومات بمفرد</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
<td>9 8 7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>
LibQUAL+® Lite

Sampling Methodology:
• All questions asked
• Respondents answer a random sample only
• Reduced Survey Time
• Increase Response Rates

Survey Composition:
• 8 Core Questions
• 1 Optional Question
• 1 Information Literacy
• 2 General Satisfaction
• Demographics
• Free-Text Comments Box
Three Scales

For the 22 core and 5 optional questions respondents are asked to rate on a scale of 1 – 9 their:

– Minimum service level
– Desired service level
– Perceived service performance
Why Three Scales?

Average Rating

Information Control
Affect of Service
Library as Place

Perceived
Range of Minimum to Desired

www.libqual.org
Free-Text Comments Box

• About 50% of participants provide open-ended comments; 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
• Available in real-time enabling prompt responses to concerns

www.libqual.org
Expect Everything

From:
• The library is one of the best, if not the best, departments of the campus. The staff are outstanding, professional, helpful and extremely friendly. The place is always inviting and welcoming.

To:
• The library is consistently unimpressive, except as a consumer of funds and resources.

And everything in between!
Interpreting Results
Results Notebooks

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

*excluding Library Staff

www.libqual.org
Key Terms

Adequacy:
- Calculated by subtracting Minimum from Perceived score
- A negative score indicates failing to meet minimum expectations

Superiority:
- Calculated by subtracting Desired from Perceived score
- A positive score indicates exceeding desired expectations

Zone of Tolerance:
- The range between the Minimum and Desired scores
Key Terms

1. Minimum Mean
2. Desired Mean
3. Perceived Mean

Question 1

Zone of Tolerance

Adequacy

Superiority

www.libqual.org
Understanding the Zone of Tolerance

Zone of Tolerance

Perceived is greater than desired
Perceived is greater than minimum, less than desired
Perceived is less than minimum

Minimum
Desired

Perceived

www.libqual.org
Much more on Interpreting the Results tomorrow!
After the Break...

• LibQUAL+® in the UK & Ireland

• Preparing to run your survey

• LibQUAL+® Survey Administration

• Group Discussion
LibQUAL+® in the UK and Ireland

Presented by:

Selena Killick
Cranfield University

Library Assessment and LibQUAL+®: Data Analysis
Muharraq, Bahrain
29-30 October, 2013
Overview

• Background
• Consortium Composition
• Customer Expectations
• Customer Perceptions
• Comparison
• Results in Action
• Feedback from Librarians
• Cranfield Case Study
SCONUL

• Society of College, National and University Libraries
• Represents all University libraries in the United Kingdom and Ireland
• 175 member libraries
CONUL

• Consortium of National and University Libraries
• Represents Ireland’s main research libraries
• 13 member libraries
SCONUL: Performance and Quality Strategy Group

Disseminates practical methods of evaluating and improving the performance and quality of SCONUL libraries, including reviewing performance data, assessment techniques and benchmarking.
Performance Measurement in the UK & Ireland

- Northumbria Library Performance Measurement Conference established 1995
- SERVQUAL – 1999
- LibQUAL+® - 2001

www.libqual.org
UK HE Libraries survey methods

- General Satisfaction
  - Exit questionnaires
  - SCONUL Satisfaction Survey

- Designed Surveys
  - Satisfaction vs Importance 1989-
  - Priority Surveys 1993-

- National Student Survey
  - Undergraduates
  - Taught Postgraduates
  - Research Postgraduates
LibQUAL+® in the UK & Ireland: 2003

- LibQUAL+® pilot project 2003
- First country outside of the USA to use LibQUAL+®
- British English
- Survey consisted of 4 dimensions, 25 core questions
- Limited flexibility
- Only available Jan – June
- Tested with 20 SCONUL Members

www.libqual.org
LibQUAL+® in the UK & Ireland: 2013

- Adopted by 73 member libraries
- Survey consists of 3 dimensions, 22 core questions
- Flexibility for optional questions, subject disciplines and positions
- LibQUAL+® Lite
- Available 10 months a year
- Analytics tool to aid data manipulation

www.libqual.org
Consortium Composition
Number of SCONUL LibQUAL+® Participants by Year

- **LibQUAL+ Participants**
- **Unique LibQUAL+ Participants**
UK LibQUAL+® Repeat Participation Styles

- Biennial: 49%
- Annual: 14%
- Three-yearly: 16%
- Other: 21%
UK LibQUAL+® Participants

Cranfield UNIVERSITY

UNIVERSITY OF LEEDS

MANCHESTER 1824
The University of Manchester

THE UNIVERSITY OF EDINBURGH

University of GLASGOW

UNIVERSITY OF LIVERPOOL

UNIVERSITY OF YORK

UNIVERSITY OF WESTMINSTER

UNIVERSITY OF OXFORD

www.libqual.org
Customer Expectations
## Highest Desired

<table>
<thead>
<tr>
<th>ID</th>
<th>Question</th>
<th>Desired (2011)</th>
<th>Years in Top 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC-1</td>
<td>Making electronic resources accessible from my home or office</td>
<td>8.30</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Library space that inspires study and learning</td>
<td>8.16</td>
<td>2</td>
</tr>
<tr>
<td>IC-2</td>
<td>A library Web site enabling me to locate information on my own</td>
<td>8.10</td>
<td>9</td>
</tr>
<tr>
<td>IC-7</td>
<td>Making information easily accessible for independent use</td>
<td>8.06</td>
<td>2</td>
</tr>
<tr>
<td>IC-8</td>
<td>Print and/or electronic journal collections I require for my work</td>
<td>8.06</td>
<td>8</td>
</tr>
</tbody>
</table>
## Lowest Desired

<table>
<thead>
<tr>
<th>ID</th>
<th>Question</th>
<th>Desired (2011)</th>
<th>Years in Bottom 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-2</td>
<td>Giving users individual attention</td>
<td>6.77</td>
<td>9</td>
</tr>
<tr>
<td>LP-5</td>
<td>Space for group learning and group study</td>
<td>7.32</td>
<td>9</td>
</tr>
<tr>
<td>AS-1</td>
<td>Library staff who instill confidence in users</td>
<td>7.49</td>
<td>8</td>
</tr>
<tr>
<td>AS-6</td>
<td>Library staff who deal with users in a caring fashion</td>
<td>7.73</td>
<td>9</td>
</tr>
<tr>
<td>AS-7</td>
<td>Library staff who understand the needs of their users</td>
<td>7.74</td>
<td>2</td>
</tr>
</tbody>
</table>
SCONUL LibQUAL+® Dimension Desired Mean Comparisons

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Desired Mean 2004</th>
<th>Desired Mean 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>7.20</td>
<td>7.50</td>
</tr>
<tr>
<td>Information Control</td>
<td>7.90</td>
<td>8.00</td>
</tr>
<tr>
<td>Library as Place</td>
<td>7.70</td>
<td>7.80</td>
</tr>
<tr>
<td>Overall</td>
<td>7.50</td>
<td>7.80</td>
</tr>
</tbody>
</table>
Space for group learning and group study
Making electronic resources accessible from my home or office
Library staff who deal with users in a caring fashion
A comfortable and inviting location

SCONUL LibQUAL+® Increasing Minimum Expectations

Minimum Mean 2004
Minimum Mean 2011
The printed library materials I need for my work
Print and/or electronic journal collections I require for my work
Giving users individual attention
Quiet space for individual work
Modern equipment that lets me easily access needed information

Desired Mean 2004
Desired Mean 2011
Customer Perceptions
## Highest Perceived Scores

<table>
<thead>
<tr>
<th>ID</th>
<th>Question Text</th>
<th>2011</th>
<th>Desired Rank 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-3</td>
<td>Library staff who are consistently courteous</td>
<td>7.32</td>
<td>10</td>
</tr>
<tr>
<td>AS-5</td>
<td>Library staff who have the knowledge to answer user questions</td>
<td>7.28</td>
<td>12</td>
</tr>
<tr>
<td>AS-4</td>
<td>Readiness to respond to users' enquiries</td>
<td>7.25</td>
<td>11</td>
</tr>
<tr>
<td>AS-8</td>
<td>Willingness to help users</td>
<td>7.21</td>
<td>13</td>
</tr>
<tr>
<td>AS-6</td>
<td>Library staff who deal with users in a caring fashion</td>
<td>7.17</td>
<td>19</td>
</tr>
</tbody>
</table>
## Lowest Perceived Scores

<table>
<thead>
<tr>
<th>ID</th>
<th>Question Text</th>
<th>2011</th>
<th>Desired Rank 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-2</td>
<td>Giving users individual attention</td>
<td>6.10</td>
<td>22</td>
</tr>
<tr>
<td>LP-1</td>
<td>Library space that inspires study and learning</td>
<td>6.28</td>
<td>15</td>
</tr>
<tr>
<td>LP-2</td>
<td>Quiet space for individual work</td>
<td>6.60</td>
<td>4</td>
</tr>
<tr>
<td>LP-4</td>
<td>A haven for study, learning, or research</td>
<td>6.60</td>
<td>9</td>
</tr>
<tr>
<td>LP-5</td>
<td>Space for group learning and group study</td>
<td>6.64</td>
<td>21</td>
</tr>
</tbody>
</table>
SCONUL LibQUAL+® Dimension Perceived Mean Comparisons

Affect of Service: Perceived Mean 2004 = 6.60, Perceived Mean 2011 = 7.30
Information Control: Perceived Mean 2004 = 6.50, Perceived Mean 2011 = 6.90
Library as Place: Perceived Mean 2004 = 6.00, Perceived Mean 2011 = 6.30
Overall: Perceived Mean 2004 = 6.00, Perceived Mean 2011 = 6.50

Legend: Perceived Mean 2004, Perceived Mean 2011
SCONUL LibQUAL+® Affect of Service 2004 - 2011

Minimum Mean
Desired Mean
Perceived Mean
SCONUL LibQUAL+® Overall 2004 - 2011

Mean

Minimum Mean  Desired Mean  Perceived Mean
Comparisons
Comparisons for Individual Items

• Perceived Scores for all questions are higher in the USA

• Desired mean scores vary, generally:
  – USA has the highest expectations for Affect of Service questions
  – UK has the highest expectations for Library as Place questions
LibQUAL+® Results in Action
Feedback from SCONUL Participants

- Secured additional funding to increase resources
- Increased liaison with Academic staff
- Improvements to the Library building & facilities
- Developed information literacy training
- Increased help and support
The Library is one of the most oppressively depressing locations on the face of the earth; its ugly décor and offensive lighting gnaw at the soul and the carpeting is an invitation to madness.

£14 million renovation project completed at the Library, including expand the collection, increase study space and replacing the carpet.
Libraries are being transformed into rowdy social spaces… many of the changes have had unfortunate – even disastrous – consequences for the place of libraries in university scholarship and study.

Response published in the next edition of THE from SCONUL outlining that LibQUAL+® results show that academic staff perceptions of library buildings are the highest they’ve ever been.
Feedback from the CONUL LibQUAL+® Librarians

Research conducted by Ciara McCaffrey, University of Limerick
Why measure?

Main reason:
- Demand for metrics

Other factors:
- Following appointment of a new director
- Prior to a new building
- Part of quality reviews
- CONUL participation in 2010

Why LibQUAL+®?
- Ability to compare with others
- Ability to compare yourself over time
- Recognised international tool
- Confidence in ARL
Librarian’s View of LibQUAL+®

Useful
- Benchmarking
- Confirmation
- Low scores
- Leverage
- Motivator
- Quality reviews
- Impresses university management
- Gives us the push we need

Less Useful
- Lack of specificity
- Translating results to faculty & library staff
- Ambiguity of the language
- CONUL exercise
- High scores
- Complexity of the data
Overall experience of using LibQUAL+®

• 3 Libraries: Very useful as part of regular planning cycle

• 2 Libraries: Very useful but occasional

• 1 Library: Useful but no plans to run again

• 2 Libraries: Less useful but occasional
Tips for Participating

• Use a large sample
• Promote the survey to help increase the response rate
• Allow enough time to collect demographics data
• Exploit all areas of help and advice
Summary
Summary

• A number of SCONUL & CONUL Libraries use LibQUAL+® as part of their regular performance assessment
• Expectations rising in most areas
• Perceptions also rising
• We’re not quite as good as the USA
• LibQUAL+® helps Libraries to develop and improve services
• Majority of CONUL Libraries think LibQUAL+® is a useful tool
With thanks to

• Ciara McCaffrey, University of Limerick
• The SCONUL LibQUAL+® Participants
• The ARL LibQUAL+® Participants
• SCONUL Working Group on Performance and Quality
• Stephen, Martha, Bruce, Colleen and the rest of the LibQUAL+® team
LibQUAL+ at Cranfield University

Selena Killick
Library Assessment and LibQUAL+®: Data Analysis
Muharraq, Bahrain
29-30 October, 2013
Who are we?

• The UK's only wholly postgraduate university focused on science, technology, engineering and management
• One of the UK's top five research intensive universities
• Annual turnover £150m
• We deliver the UK Ministry of Defence's largest educational contract
Cranfield University Libraries

- Three libraries on two campuses
- Different senior stakeholders
- 1,700 Staff
- 4,400 Students
- 47% Part time
- 440,000 Print Items
- 36,000 Serials
- 330,000 visits per year
LibQUAL+ at Cranfield

- Continual improvement culture
- LibQUAL+ pilot institution in 2003
- Used annually 2005 – 2012
- Biennial 2014 onwards
- Supported by other assessment activities
- Conduct detailed analysis of results
Response Rate

- 2005: 207, 16%
- 2006: 273, 26%
- 2007: 133, 15%
- 2008: 65, 6%
- 2009: 104, 8%

Completed Surveys: [Bar Graph]
Response Rate: [Line Graph]
Improving the Response Rate

- **Incentive:** Amazon Vouchers
- **Communication:** Mailshot personalised emails sent to FT CU email addresses, PT home email addresses
- **Publicity:** Improved both physically and virtually
- **Survey fatigue:** Survey timed to minimise overlap with PTES and PRES
- **Survey length:** LibQUAL+ Lite
Response Rate

![Graph showing the response rate from 2005 to 2012 with completed surveys and response rate percentages.]

- 2005: 207 completed surveys, 16% response rate
- 2006: 273 completed surveys, 26% response rate
- 2007: 133 completed surveys, 15% response rate
- 2008: 65 completed surveys, 6% response rate
- 2009: 104 completed surveys, 8% response rate
- 2010: 318 completed surveys, 21% response rate
- 2011: 198 completed surveys, 5% response rate
- 2012: 253 completed surveys, 18% response rate

Completed Surveys: Green bars
Response Rate: Red line
Demographic Changes

Number of LibQUAL+ Responses from Full-Time and Part-Time Students

- Full-Time
- Part-Time

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>120</td>
<td>35</td>
</tr>
<tr>
<td>2006</td>
<td>156</td>
<td>62</td>
</tr>
<tr>
<td>2007</td>
<td>89</td>
<td>11</td>
</tr>
<tr>
<td>2008</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>202</td>
</tr>
<tr>
<td>2011</td>
<td>58</td>
<td>135</td>
</tr>
<tr>
<td>2012</td>
<td>62</td>
<td>162</td>
</tr>
</tbody>
</table>
LibQUAL+ Lite Experience

- First year 2010: 50% Lite Survey

Findings:
- Equally distributed across all user groups, disciplines, branch library, age range, gender and study status
- Lite and Long compared using independent $t$-Tests
  - No statistically significant difference in the scores
- Drop in expectations and perceptions

Outcome:
- 100% Lite adopted for all subsequent years
Using the Data

• Results used to:
  • Develop and improve services
  • Assess the impact of change
  • Demonstrate our value to senior stakeholders

• Results benchmarked:
  • Internally
  • Externally
  • Longitudinally
• All comments coded for detailed analysis
• Analysis conducted separately for each branch library
• Key issues identified: Highest desired, lowest perceptions
• Key issues explored:
  • Longitudinal analysis
  • User group / study mode / discipline results
  • Comments received
  • External & internal benchmarking
Reporting the Results

- Presentation to all Library staff discussing the key findings
  - Exploring areas for improvement
- Full written reports for the Library Senior Management Team
  - Informs strategic planning
- Presentation of strategic priorities and key findings to senior stakeholders
Results into Action

- E-Book procurement policy to assist distant learners and to maximise budget
- Increased academic liaison to ensure resource provision aligns to teaching needs
- Improved online training and give all new students a ‘Library Essentials’ handbook
- Constantly evolving off-site access to electronic resources
- Improving access to e-resources
- Review of Library Space
• LibQUAL+ has helped to support our culture of continuous improvement
• Library staff can be fearful of asking for customer views
• Effective promotion of the survey is necessary
• Additional analysis of results enables issues to be identified / explored
Preparing To Run Your Survey

Selena Killick
Cranfield University
Overview

Key Task
1. Establish an Assessment team
2. Obtain permission to run the survey
3. Create email account
4. Create marketing materials
5. Train Library Staff

Key Decisions
1. Who to Survey
2. Lite or Long?
3. Optional questions
4. Discipline categories
5. Position Categories
6. Survey Timing
7. Branch Libraries

www.libqual.org
Remember to check the Procedures Manual
Welcome to LibQUAL+®!

Download the new 2010 Procedures M

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 users.

- To view and set user permissions for your survey run (available Jan. 2010) Management Center. Here you can set a user's role in administrating your LibQUAL+®.

- To configure and launch your survey (available Jan. 2010), visit the survey...
Key Task: Assessment Team
Create an Assessment Group/Team

• Agree on your aims for LibQUAL+
• Share responsibility for
  – Marketing materials
  – Gathering representativeness data
  – Staff training
  – Monitoring / responding to customer comments
  – Analysing the results
  – Reporting back
Become Familiar with LibQUAL+® Resources

• Manage Your Survey
  http://www.libqual.org/

• LibQUAL+® Procedures Manual

• Discussion list
  LIBQUAL-L@listserv.tamu.edu
Why is Your Library Participating in LibQUAL+®?

• Institutional goals:
  – what do you want to get out of the survey?

• Survey requirements:
  – people, supplies, technology

• End result:
  – How are you going to use the data?
Key Task: Obtaining Permission
Obtaining Permission

Institutional Review Board:
• Local group that approves human subject research
• May also be called
  – Committee for Human Subject Research
  – Committee for the Protection of Human Subjects
  – Research Ethics Committee
• Not all institutions need to obtain permission
Obtaining Permission

Institution Review Board:

• If permission is required:
  – Seek well in advance of survey
  – Supply a copy of the survey, if requested
  – Inform them that results will be shared among participants

• No need to inform LibQUAL+® of decision
Obtaining Permission

Data Security:

• Check institutional requirements
• Not eligible for Safe Harbor Certification
• Statement on Compliance available from LibQUAL+
Obtaining Permission

Email Communications:

• Check your institutional policy on bulk emails
• Ensure email communications meet Institutional requirements
• Agree communication strategy
• If no emails are permissible survey promotion will be challenging
Key Decision: Who to Survey?
Determine Whom to Survey

• Random sample

or

• Entire population
If You Sample...

• Recommendations:
  – At least 1,200 random email addresses for each user group
  – Separate sample groups for undergraduates, graduates, faculty, and staff
  – Think about survey fatigue if you want to repeat the survey regularly

• Keep notes on your methodology as you will be asked to describe it in the Post Hoc Questionnaire
If You Survey the Entire Population...

- Recommendations:
  - Think about survey fatigue if you want to repeat the survey regularly

- Keep notes on your methodology as you will be asked to describe it in the Post Hoc Questionnaire
Key Decision: Lite or Long?
Lite or Long?

• Choice of percentage of Lite surveys
  – 100% Lite = only Lite surveys
  – 0% Lite = only Long surveys

• Maximum number of questions:
  – Lite = 24
  – Long = 46

• Participation rates – 13% more on Lite

• Completion times – 4 minutes less on Lite on average
Key Decision: Survey Timing
Survey Timing

- Survey can be run mid-Jan to mid-Dec, but not during June
- Recommend a minimum of three weeks
- Avoid holidays, examinations, start of the academic year
- Check with other departments for any other planned surveys
- Avoid overlap where possible
Key Decision: Position Categories
Position Categories

- Undergraduate
  - 6 sub-categories
- Graduate
  - 5 sub-categories
- Faculty
  - 6 sub-categories
- Library Staff
  - 5 sub-categories
- Staff
  - 2 sub-categories
Position Customisation

- Position categories can be customised
- All position categories and sub-categories can be renamed or removed
- Additional sub-categories can be added
Things to Remember

• Respondents must provide an answer
• Respondents can only provide one answer
• Your notebook will present the results for each parent position category separately
• Parent categories must have at least one sub-category
• You will need to provide representative data for your customised categories
• You will need to map customised categories to appropriate standard categories

www.libqual.org
Key Decision: Discipline Categories
Customised Disciplines

- Similar to positions, tailor your disciplines to suit your institution
- Expand broad disciplines
- Remove irrelevant disciplines
- Map them back to the standard disciplines to aid benchmarking
- Representativeness data is presented in the notebooks
Things to Remember

- Respondents must provide an answer
- Respondents can only provide one answer
- Need to provide representativeness data for your customised disciplines
- If surveying Administrative staff not linked to a discipline provide an ‘other’ category
- Too many choices present challenges to users, difficult to navigate on screen
Considerations

• Think about how you are going to use the data
  – What information do you need?
• Results by subject are not presented in the notebook
• Standard subjects available in LibQUAL+® Analytics
• Customise subjects require additional analysis
Key Task: Representativeness Data
Representativeness Data

- Informs the representativeness of your survey
- Works with your customised position & discipline categories
- May take time to collect
- Only accessible once your preview survey has been finalised
- Aids benchmarking
Representativeness Data

- Requires the following information:
  - # of individuals per user group
  - # of individuals within each discipline
  - # of males and females
  - Library Statistics
    - Volumes added during the year – Gross/Total (including e-books)
    - Total number of current serials received (including electronic serials)
    - Total library expenditures (U.S. dollars)
    - Personnel – professional staff, full-time equivalent (FTE)
    - Personnel – support staff, full-time equivalent (FTE)

- Complete before closing survey
Key Decision: Optional Questions
Optional Questions

• You may choose 5 or Zero optional questions only
• English language: 118 questions to choose from
• Arabic language: No questions currently translated
• List of questions available in the Survey Management Area

www.libqual.org
Key Decision: Branch Libraries
Branch Libraries

• If you have more than one Library you can add the question:
  ‘Select the Library you use most often’
• Respondents must provide an answer
• Respondents can only provide one answer
• Too many choices present challenges to users, difficult to navigate on screen
• Results by branch are not presented in the notebook, will require additional analysis

www.libqual.org
Key Task: LibQUAL+® Email Account
LibQUAL+® Email Account

• Added to the LibQUAL+® Survey
• Recommend you create a dedicated email account for LibQUAL+® enquiries
• Share the account management amongst your assessment team
• Provide prompt responses to enquiries
• Could be used to distribute your survey

www.libqual.org
Key Task: Marketing & Promotion
Emailing Your Survey

- Emails will be your primary marketing channel
- Recommend send email on the second day of the business week
Obtain Email Addresses

Typical sources include:

- Campus computing office
- Campus administrative records office
- Library patron database
Incentives

- Decide whether to offer an incentive
- Ensure incentives are permissible in your local context
- Popular options include iPads, Kindles, laptops, amazon vouchers
- Small incentives also work: coffee vouchers, sweets
- Make the incentive fit your institution

www.libqual.org
Promoting Your Survey

• Use all available channels
  – Print media
  – Social media
  – Audio / video
  – Website
  – Email
  – Face to face

• Go to the customers

www.libqual.org
Library LibQUAL+® Webpage

• Used by many libraries to inform customers about LibQUAL+®
• Before: Advertises upcoming survey
• During: Links to the survey
• After: Provides survey results
• List of examples are available on the LibQUAL+® website

www.libqual.org
Marketing Suggestions

• Place ads in campus newspaper
• Write article for library newsletter
• Post flyers around campus
• Present at faculty meetings & student orientations
• Tweet / facebook links
• YouTube advertisements

Resource Tip: Institutional Marketing Materials are available on the LibQUAL+® Website
Sending Reminders

• Send email reminders to sample populations

• Include a thank you to respondents who have completed the survey

• Suggestion: link to ‘You said: We did’

• Boost marketing efforts around campus
  – More flyers, table tents, ads in campus newspaper
  – Get professors and other staff involved
Key Task: Training Library Staff
Promoting Your Survey to Library Staff

• Use Face to Face promotion of the survey by Library Staff

• Ensure all staff are familiar with the
  – Benefits
  – Aims
  – The survey itself

• Spend time discussing the survey with your staff

• Encourage them to complete the survey

www.libqual.org
Summary
Summary

Key Task
• Establish an Assessment team
• Obtain permission to run the survey
• Create email account
• Create marketing materials
• Train Library Staff

Key Decisions
• Who to Survey
• Lite or Long?
• Optional questions
• Discipline categories
• Position Categories
• Survey Timing
• Branch Libraries
Remember to check the Procedures Manual
After the Break…

• LibQUAL+® Survey Administration

• Group Discussion
LibQUAL+® Survey Administration

Selena Killick
Cranfield University

Library Assessment and LibQUAL+®: Data Analysis
Muharraq, Bahrain
29-30 October, 2013

www.libqual.org
Outline

- The Management Centre
- Managing your Survey: Pre-Launch
- Monitor Survey Progress
- Representativeness Questionnaire
- Closing Your Survey
- Post-Survey Tasks
- After Completion
The LibQUAL+® Management Center (aka Your Friend)

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 roles and permissions.
- To view and set user permissions for your survey run (available Jan. 2010), visit the 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 configuration area.
Accessing the Management Centre

• To create a new institutional account:
  – email libqual@arl.org

• To access your existing institutional account:
  – speak to your institution’s primary contact
  – Email libqual@arl.org
LibQUAL+® Management Center: Getting Started

- Login (Required to use the Management Center)
- Center Sections:
  - Manage Surveys
  - Manage Users
  - Manage Permissions
  - Data Repository
  - Organization Websites
  - Directory
Managing Users

• Manage Users:
  – Add additional contacts

• Manage Permissions:
  – Liaison: Full permissions
  – Assistant: ‘View only’
  – Analyst: Data Repository & Analytics
Data Repository

- Access to your results notebook, raw data and comments
- Access to all notebooks for the year you participate in LibQUAL+®
- Additional years available under the Membership Subscription

www.libqual.org
Organizational Websites

• Add your LibQUAL+® website to the database available on the LibQUAL+ Website

www.libqual.org
Directory

- Find contacts and benchmarking partners
- Extensive search functionality
Managing your Survey: Pre-Launch
Manage Your Survey:
Stage 1 – Pre-Launch

Manage Survey
Stage 1) Pre-launch (Liverpool John Moores University)
A. Configure Your Survey

Configure your LibQUAL+® survey using the tabs below. You must save your progress along the way using the “Save” button at the bottom of the page, enabling the system to retain your selections without completing the entire survey set-up process in one session.

Demographic Type
- College or University

Consortium
- SCONUL

Languages
- Afrikaans
- Arabic
- Chinese (Traditional)
- Danish

Save
Manage Your Survey: Stage 1 – Customization

Customization

• Survey Title—Please choose a label to display at the top of your survey. This label should not be more than 60 characters long.

• Upload your Institution’s Logo—Your institution’s logo will be displayed at the top of the survey. The image must be a JPEG, GIF, or PNG file; 915x200 pixels or smaller; and its file size must be less than 200 KB.

• Support E-mail Address—Provide an e-mail address to appear on your survey as the first point of contact for survey-takers who have questions or concerns. We recommend that your institution set up a designated personal account just for these e-mails.

• Lite-view Percentage—There are two versions of this survey: the long version with 22 core questions and a Lite version with 8 core questions. Please enter the percentage of patrons who should receive the shortened Lite survey.

• Incentives—if you will be providing an incentive prize to one or more randomly-selected survey takers, check the box at the right. If you choose this option, your survey-takers will then be asked for their e-mail addresses at the bottom of the survey. After you close your survey, you can access a list of 50 randomly-selected winners.

• 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 our information only and are not binding. You must manually open and close your survey.

• Reporting Language—Please select one of your languages for use in your notebook and other reports.

www.libqual.org
Optional Questions

Use this tab to add extra questions to your survey, selected from a list provided below. This list contains only optional questions available in ALL the languages in which you are offering your survey. You can choose to add either five questions or none. If you do not want optional questions, leave the form blank. No other number of questions is allowed (thus, if you attempt to save with fewer than five questions selected, none of them will be saved). These five optional questions will be interspersed within the core questions on the survey.

- To add an optional question to your selected list: click the '+' icon adjacent to the question in the 'Available' list.
- To remove an optional question from your selected list: click the 'x' icon adjacent to the question.

All optional questions

Available

- A center for intellectual stimulation
- A contemplative environment
- A haven for quiet and solitude
- A library environment that is hospitable and conducive to finding and using information
- A meditative place
- A place for reflection and creativity
- A secure and safe place

Selected

1. Access to archives, special collections
2. Access to information resources that support patient care
3. Access to photocopying and printing facilities
4. Adequate hours of service
5. Efficient interlibrary loan / document delivery
Manage Your Survey:
Stage 1 - Branch Library

Branch Library Options

In this tab you can specify the options from which users will choose their response to the question, "The library that you use most often: ". If you do not want to include this question on your survey (for example, if your institution has only one library), simply leave the area below empty.

If you enter options, the question will be included in the demographics section of the survey. Responses to this question will be returned to you as part of your survey data file, but will not be reported in your results notebook. The libraries added will appear in the order they are listed on this tab in the survey form.

- To add a library option: click the 'Add New Option' button.
- To amend a library option: click on the option's text field and make changes.
- To remove a library 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.

"The library that you use most often:"

<table>
<thead>
<tr>
<th>Options</th>
<th>English (American)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Branch 1</td>
<td></td>
</tr>
<tr>
<td>2. Branch 2</td>
<td></td>
</tr>
<tr>
<td>3. Branch 3</td>
<td></td>
</tr>
</tbody>
</table>

Add New Option

See how this question will appear on the survey in English (American)
Manage Your Survey:  
Stage 1 – Position Options

• For the question:
  “Select the ONE option that best describes you”

• You may rename, remove or add positions

• You must align your customised positions to the standard positions
Position Options

This tab enables you to select the role terms that you want to use in the demographics section of your LibQUAL+® survey. The standard role terms for each of your survey languages appear below by default. You may choose to use some or all of the LibQUAL+® standard role terms, or you may choose to create your own role categories. **If you choose to add your own categories, they MUST be mapped to a LibQUAL+® standard role for data analysis purposes.** Your disciplines will appear in the order displayed here. You can also change the terms for the parent user groups. Be careful to enter new terms exactly as you want them to appear on your survey! Make a note to check your role options for any spelling, grammatical, or formatting errors here as well as during the "preview" stage.

- **To amend a role option:** click on the option text field and make changes. You can also reassign the option to another standard role category if desired.
- **To remove a role 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 role option:** click the 'Add New Option' button.

"Position: (Select the ONE option that best describes you.)"

<table>
<thead>
<tr>
<th>Parent Options</th>
<th>English (British)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>Faculty</td>
<td>Academic Staff</td>
</tr>
<tr>
<td>Library Staff</td>
<td>Library Staff</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Reporting Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First year</td>
<td>Undergraduate: First year</td>
</tr>
</tbody>
</table>
Manage Your Survey:
Stage 1 – Position Options

"Position: (Select the ONE option that best describes you.)"

<table>
<thead>
<tr>
<th>Parent Options</th>
<th>Reporting Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (British)</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>First year</td>
</tr>
<tr>
<td>Graduate</td>
<td>Second year</td>
</tr>
<tr>
<td>Faculty</td>
<td>Third year</td>
</tr>
<tr>
<td>Library Staff</td>
<td>Fourth year</td>
</tr>
<tr>
<td>Staff</td>
<td>Fifth year and above</td>
</tr>
<tr>
<td></td>
<td>Non-degree</td>
</tr>
<tr>
<td>Taught Masters degree</td>
<td>Undergraduate: Master's degree</td>
</tr>
<tr>
<td>Research Masters degree</td>
<td>Undergraduate: Research Masters degree</td>
</tr>
<tr>
<td>Doctoral Research degree</td>
<td>Undergraduate: Doctoral Research degree</td>
</tr>
<tr>
<td></td>
<td>Undergraduate: Non-degree</td>
</tr>
<tr>
<td></td>
<td>Undergraduate: Undecided</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Reader</td>
</tr>
<tr>
<td></td>
<td>Senior / Principal Lecturer</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td>Research Staff</td>
</tr>
<tr>
<td></td>
<td>Other Academic Status</td>
</tr>
<tr>
<td></td>
<td>Senior Management</td>
</tr>
<tr>
<td></td>
<td>Department Head / Team Leader</td>
</tr>
<tr>
<td></td>
<td>Professional Staff</td>
</tr>
<tr>
<td></td>
<td>Support Staff</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Administrative or Academic Related Staff</td>
</tr>
<tr>
<td></td>
<td>Other staff positions</td>
</tr>
</tbody>
</table>

Add New Option
## Mapping Categories Correctly

<table>
<thead>
<tr>
<th>Standard</th>
<th>Customised</th>
<th>Mapped to</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Year 1</td>
<td>Undergraduate: First Year</td>
</tr>
<tr>
<td>Taught Masters Degree</td>
<td>Postgraduate (Taught)</td>
<td>Graduate: Taught Masters Degree</td>
</tr>
<tr>
<td>Research Masters Degree</td>
<td>Postgraduate (Research)</td>
<td>Graduate: Research Masters Degree</td>
</tr>
<tr>
<td>Professor</td>
<td>Level 8 Academic</td>
<td>Faculty: Professor</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Information Specialist</td>
<td>Library Staff: Professional Staff</td>
</tr>
</tbody>
</table>

[www.libqual.org](http://www.libqual.org)
## Mapping Categories Incorrectly

<table>
<thead>
<tr>
<th>Standard</th>
<th>Customised</th>
<th>Mapped to</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Undergraduates</td>
<td>Undergraduate: First Year</td>
</tr>
<tr>
<td>Taught Masters Degree</td>
<td>Postgraduate (Taught)</td>
<td>Undergraduate: First Year</td>
</tr>
<tr>
<td>Research Masters Degree</td>
<td>Engineering Postgraduates</td>
<td>Graduate: Research Masters Degree</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Library Staff</td>
<td>Undergraduate: First Year</td>
</tr>
</tbody>
</table>
Manage Your Survey: 
Stage 1 – Position Options

Remember:

• The results notebook will contain results from each user group and overall

• For a parent option to be present it must have at least one sub-category option
Manage Your Survey: Stage 1 - Disciplines

- Results notebooks charts the number of responses for both standard *and* custom disciplines

- Standard disciplines (based on your institution type, i.e., College/University)

- Customized disciplines
  - Recommend no more than 16 disciplines, if possible
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 add your own discipline terms. 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 terms relate to the standard disciplines; in other words, do not enter “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 reassign 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>Options</th>
<th>English (British)</th>
<th>Reporting Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>Education</td>
<td>x</td>
</tr>
<tr>
<td>2. Humanities</td>
<td>Humanities</td>
<td>x</td>
</tr>
<tr>
<td>3. Lex</td>
<td>Law</td>
<td>x</td>
</tr>
<tr>
<td>4. Other</td>
<td>Other</td>
<td>x</td>
</tr>
<tr>
<td>5. Medicine &amp; Dentistry</td>
<td>Medicine &amp; Dentistry</td>
<td>x</td>
</tr>
<tr>
<td>6. Subjects allied to Medicine</td>
<td>Subjects allied to Medicine</td>
<td>x</td>
</tr>
<tr>
<td>7. Biological Sciences</td>
<td>Biological Sciences</td>
<td>x</td>
</tr>
<tr>
<td>8. Veterinary Science</td>
<td>Veterinary Science</td>
<td>x</td>
</tr>
<tr>
<td>9. Agriculture and Related</td>
<td>Agriculture and Related Subjects</td>
<td>x</td>
</tr>
<tr>
<td>10. Physical Sciences</td>
<td>Physical Sciences</td>
<td>x</td>
</tr>
<tr>
<td>11. Mathematical Sciences</td>
<td>Mathematical Sciences</td>
<td>x</td>
</tr>
<tr>
<td>12. Computer Science</td>
<td>Computer Science</td>
<td>x</td>
</tr>
<tr>
<td>13. Engineering &amp; Technic</td>
<td>Engineering &amp; Technology</td>
<td>x</td>
</tr>
<tr>
<td>14. Architecture, Building, Architecture, Building, Planning</td>
<td>Architecture, Building, Planning</td>
<td>x</td>
</tr>
<tr>
<td>15. Social, Economic, &amp; Pol</td>
<td>Social, Economic, &amp; Political Studies</td>
<td>x</td>
</tr>
<tr>
<td>16. Business &amp; Administration</td>
<td>Business &amp; Administrative Studies</td>
<td>x</td>
</tr>
<tr>
<td>17. Librarianship &amp; Inform</td>
<td>Librarianship &amp; Information Science</td>
<td>x</td>
</tr>
<tr>
<td>18. Languages</td>
<td>Languages</td>
<td>x</td>
</tr>
<tr>
<td>19. Creative Arts</td>
<td>Creative Arts &amp; Design</td>
<td>x</td>
</tr>
<tr>
<td>20. Combined Studies</td>
<td>Combined Studies</td>
<td>x</td>
</tr>
</tbody>
</table>
Example

- Agriculture and Related Subjects
- Architecture, Building & Planning
- Biological Sciences
- Business
- Combined Studies
- Computer Science
- Creative Art & Design
- Education
- Engineering & Technology
- Humanities
- Languages
- Law
- Librarianship & Information Science
- Mathematical Science
- Medicine & Dentistry
- Other
Example

- Agriculture and Related Subjects
- Architecture, Building & Planning
- Biological Sciences
- Business
- Combined Studies
- Computer Science
- Creative Art & Design
- Education
- Engineering & Technology
- Humanities
- Languages
- Law
- Librarianship & Information Science
- Mathematical Science
- Medicine & Dentistry
- Other
- Management Studies
- Aerospace Engineering
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Maths
- Health
Manage Your Survey: Results Notebook - Standard Disciplines

*Note: Disciplines are for an Academic Library
Manage Your Survey: Results Notebook - Customized Disciplines

*Note: Disciplines are for an Academic Library*
Manage Your Survey: Stage 1 - Previewing Your Survey & Launch

**Preview**
- Complete at least **one** full run of your preview survey
- Test in different settings, using different platforms and Web browsers
- Get library staff involved in testing

**Launch**
- Can no longer make changes
- Live survey URL becomes available

Tip: Launch the survey a few weeks before you intend to run the survey, allowing you to add the URL to marketing materials
Monitor Survey Progress
Survey URLs

Manage Survey
Stage 2) Monitor Survey Progress

Use the tabs below to obtain your URL(s) for distribution and monitor the progress of your survey. There is also a tab where you can view and complete your Representativeness survey. Be sure to visit this tab early in the survey run to allow enough time to gather the necessary information for its completion.

Below is a unique survey URL for each of the languages in which you are offering your LibQUAL+® survey. Please distribute these URLs to your respondents.

**English (British):** [http://www.libqual.org/survey/RWSVDQ62PUL53VNY](http://www.libqual.org/survey/RWSVDQ62PUL53VNY)

When you are finished collecting survey responses, click the 'Ready to Close' button.
### Summary

<table>
<thead>
<tr>
<th></th>
<th>Long Views</th>
<th>Lite Views</th>
<th>All Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Surveys:</td>
<td>0</td>
<td>1287</td>
<td>1287</td>
</tr>
<tr>
<td>View Percentage:</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Completed Surveys:</td>
<td>0</td>
<td>717</td>
<td>717</td>
</tr>
<tr>
<td>Valid Surveys:</td>
<td>0</td>
<td>681</td>
<td>681</td>
</tr>
<tr>
<td>Median Survey Time:</td>
<td>0:00</td>
<td>6:01</td>
<td>6:01</td>
</tr>
<tr>
<td>Average Survey Time:</td>
<td>0:00</td>
<td>17:16</td>
<td>17:16</td>
</tr>
<tr>
<td>Average Minimum:</td>
<td>0.0000</td>
<td>6.4381</td>
<td>6.4381</td>
</tr>
<tr>
<td>Average Desired:</td>
<td>0.0000</td>
<td>7.7702</td>
<td>7.7702</td>
</tr>
<tr>
<td>Average Perceived:</td>
<td>0.0000</td>
<td>7.2731</td>
<td>7.2731</td>
</tr>
</tbody>
</table>

*When you are finished collecting survey responses, click the 'Ready to Close' button.*
### Valid Surveys Over Past Days

#### Valid Surveys by Date:

<table>
<thead>
<tr>
<th>Date</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/5/2012</td>
<td>107</td>
<td>15.71 %</td>
<td></td>
</tr>
<tr>
<td>3/6/2012</td>
<td>20</td>
<td>4.11 %</td>
<td></td>
</tr>
<tr>
<td>3/7/2012</td>
<td>9</td>
<td>1.32 %</td>
<td></td>
</tr>
<tr>
<td>3/8/2012</td>
<td>4</td>
<td>0.59 %</td>
<td></td>
</tr>
<tr>
<td>3/9/2012</td>
<td>2</td>
<td>0.34 %</td>
<td></td>
</tr>
<tr>
<td>3/10/2012</td>
<td>3</td>
<td>0.46 %</td>
<td></td>
</tr>
<tr>
<td>3/11/2012</td>
<td>6</td>
<td>0.86 %</td>
<td></td>
</tr>
<tr>
<td>3/12/2012</td>
<td>4</td>
<td>0.59 %</td>
<td></td>
</tr>
<tr>
<td>3/13/2012</td>
<td>37</td>
<td>5.43 %</td>
<td></td>
</tr>
<tr>
<td>3/14/2012</td>
<td>17</td>
<td>2.50 %</td>
<td></td>
</tr>
<tr>
<td>3/15/2012</td>
<td>12</td>
<td>1.76 %</td>
<td></td>
</tr>
<tr>
<td>3/16/2012</td>
<td>27</td>
<td>3.56 %</td>
<td></td>
</tr>
<tr>
<td>3/17/2012</td>
<td>24</td>
<td>3.52 %</td>
<td></td>
</tr>
<tr>
<td>3/18/2012</td>
<td>12</td>
<td>1.76 %</td>
<td></td>
</tr>
<tr>
<td>3/19/2012</td>
<td>6</td>
<td>0.66 %</td>
<td></td>
</tr>
<tr>
<td>3/20/2012</td>
<td>5</td>
<td>0.65 %</td>
<td></td>
</tr>
<tr>
<td>3/21/2012</td>
<td>8</td>
<td>1.17 %</td>
<td></td>
</tr>
<tr>
<td>3/22/2012</td>
<td>6</td>
<td>0.86 %</td>
<td></td>
</tr>
<tr>
<td>3/23/2012</td>
<td>6</td>
<td>0.86 %</td>
<td></td>
</tr>
<tr>
<td>3/24/2012</td>
<td>1</td>
<td>0.15 %</td>
<td></td>
</tr>
<tr>
<td>3/25/2012</td>
<td>1</td>
<td>0.15 %</td>
<td></td>
</tr>
<tr>
<td>3/26/2012</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>3/27/2012</td>
<td>100</td>
<td>15.66 %</td>
<td></td>
</tr>
<tr>
<td>3/28/2012</td>
<td>27</td>
<td>3.56 %</td>
<td></td>
</tr>
<tr>
<td>3/29/2012</td>
<td>27</td>
<td>3.56 %</td>
<td></td>
</tr>
<tr>
<td>3/30/2012</td>
<td>6</td>
<td>0.86 %</td>
<td></td>
</tr>
<tr>
<td>3/31/2012</td>
<td>1</td>
<td>0.15 %</td>
<td></td>
</tr>
<tr>
<td>4/1/2012</td>
<td>2</td>
<td>0.29 %</td>
<td></td>
</tr>
<tr>
<td>4/2/2012</td>
<td>87</td>
<td>12.78 %</td>
<td></td>
</tr>
<tr>
<td>4/3/2012</td>
<td>24</td>
<td>3.52 %</td>
<td></td>
</tr>
<tr>
<td>4/4/2012</td>
<td>38</td>
<td>5.58 %</td>
<td></td>
</tr>
<tr>
<td>4/5/2012</td>
<td>10</td>
<td>1.47 %</td>
<td></td>
</tr>
<tr>
<td>4/6/2012</td>
<td>2</td>
<td>0.29 %</td>
<td></td>
</tr>
<tr>
<td>4/7/2012</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>4/8/2012</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>4/9/2012</td>
<td>2</td>
<td>0.29 %</td>
<td></td>
</tr>
</tbody>
</table>
### Valid Surveys by Branch:

<table>
<thead>
<tr>
<th>Branch</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cranfield - Kings Norton Library</td>
<td>312</td>
<td>45.95 %</td>
<td></td>
</tr>
<tr>
<td>Cranfield - Management and Information Resource Centre (MIRC)</td>
<td>78</td>
<td>11.49 %</td>
<td></td>
</tr>
<tr>
<td>Shrivenham - Barrington Library</td>
<td>267</td>
<td>39.32 %</td>
<td></td>
</tr>
<tr>
<td>Shrivenham - Other Defence Academy Libraries</td>
<td>6</td>
<td>0.88 %</td>
<td></td>
</tr>
<tr>
<td>Other University Libraries (SCONUL Access)</td>
<td>5</td>
<td>0.88 %</td>
<td></td>
</tr>
<tr>
<td>Other Libraries</td>
<td>10</td>
<td>1.47 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>679</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Valid Surveys by Sex:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>189</td>
<td>27.84 %</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>490</td>
<td>72.15 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>679</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Valid Surveys by Age:

<table>
<thead>
<tr>
<th>Age</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 22</td>
<td>40</td>
<td>5.87 %</td>
<td></td>
</tr>
<tr>
<td>23 - 30</td>
<td>265</td>
<td>39.91 %</td>
<td></td>
</tr>
<tr>
<td>31 - 45</td>
<td>257</td>
<td>37.74 %</td>
<td></td>
</tr>
<tr>
<td>46 - 65</td>
<td>116</td>
<td>17.03 %</td>
<td></td>
</tr>
<tr>
<td>Over 65</td>
<td>3</td>
<td>0.44 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>681</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# By User Group (continued)

## Valid Surveys by Discipline:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>105</td>
<td>15.44 %</td>
<td></td>
</tr>
<tr>
<td>Agriculture &amp; Related Subjects</td>
<td>5</td>
<td>0.74 %</td>
<td></td>
</tr>
<tr>
<td>Air transport</td>
<td>11</td>
<td>1.62 %</td>
<td></td>
</tr>
<tr>
<td>Automotive &amp; Motorsport</td>
<td>12</td>
<td>1.76 %</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>98</td>
<td>14.41 %</td>
<td></td>
</tr>
<tr>
<td>Chemistry &amp; Chemical Engineering</td>
<td>11</td>
<td>1.62 %</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>1</td>
<td>0.15 %</td>
<td></td>
</tr>
<tr>
<td>Computing &amp; Information Technology</td>
<td>30</td>
<td>5.59 %</td>
<td></td>
</tr>
<tr>
<td>Creative Design</td>
<td>4</td>
<td>0.59 %</td>
<td></td>
</tr>
<tr>
<td>Defence &amp; Security</td>
<td>139</td>
<td>20.44 %</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>3</td>
<td>0.44 %</td>
<td></td>
</tr>
<tr>
<td>Environment &amp; Water</td>
<td>47</td>
<td>7.61 %</td>
<td></td>
</tr>
<tr>
<td>Forensic Science</td>
<td>23</td>
<td>3.68 %</td>
<td></td>
</tr>
<tr>
<td>Human Factors (Aerospace)</td>
<td>7</td>
<td>1.03 %</td>
<td></td>
</tr>
<tr>
<td>Innovation &amp; Design</td>
<td>1</td>
<td>0.15 %</td>
<td></td>
</tr>
<tr>
<td>Logistics &amp; Supply Chain Management</td>
<td>22</td>
<td>3.42 %</td>
<td></td>
</tr>
<tr>
<td>Manufacturing (School of Applied Sciences)</td>
<td>17</td>
<td>2.50 %</td>
<td></td>
</tr>
<tr>
<td>Materials Science</td>
<td>20</td>
<td>3.04 %</td>
<td></td>
</tr>
<tr>
<td>Mathematics &amp; Operational Research</td>
<td>4</td>
<td>0.69 %</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>37</td>
<td>5.94 %</td>
<td></td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>23</td>
<td>3.68 %</td>
<td></td>
</tr>
<tr>
<td>Offshore &amp; Subsea Engineering</td>
<td>10</td>
<td>1.57 %</td>
<td></td>
</tr>
<tr>
<td>Process &amp; Systems Engineering</td>
<td>28</td>
<td>4.47 %</td>
<td></td>
</tr>
<tr>
<td>Other: Support staff</td>
<td>15</td>
<td>2.32 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>590</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Valid Surveys by Position:

<table>
<thead>
<tr>
<th>Position</th>
<th>Valid</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15</td>
<td>2.20 %</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>554</td>
<td>81.35 %</td>
<td></td>
</tr>
<tr>
<td>Academic Staff</td>
<td>88</td>
<td>12.02 %</td>
<td></td>
</tr>
<tr>
<td>Library Staff</td>
<td>2</td>
<td>0.29 %</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>22</td>
<td>3.23 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>591</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments

• Available in real time
• Contains demographic information and respondent #
• Be selective on who can see the comments initially
• Consider responding to some comments during the survey
Representativeness Questionnaire
Position Example:

1) Positions:
Please enter the number of persons at your institution in each of these categories. (Please use only whole numbers; no punctuation).

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td></td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td></td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td></td>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>Fourth year</td>
<td></td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Fifth year and above</td>
<td></td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Non-degree</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td>2500</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Non-degree or Undecided</td>
<td></td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Academic Status</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember: questions alter depending on your customisation
Discipline Example:

2) Disciplines:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture / Environmental Studies</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Communications / Journalism</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Engineering / Computer Science</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>General Studies</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Humanities</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Military / Naval Science</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Other</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Performing &amp; Fine Arts</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Science / Math</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Social Sciences / Psychology</td>
<td>1291</td>
<td>333</td>
<td>44</td>
</tr>
<tr>
<td>Undecided</td>
<td>1299</td>
<td>337</td>
<td>51</td>
</tr>
</tbody>
</table>

Remember: questions alter depending on your customisation
Gender:

- Number of females and males at your institutions who are:
  - Undergraduates
  - Graduates
  - Faculty

3) Overall Statistics:

Please enter the number of persons at your institution in each of these categories.
(Please use only whole numbers; no punctuation).

<table>
<thead>
<tr>
<th>Sex</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7750</td>
<td>2000</td>
<td>268</td>
</tr>
<tr>
<td>Male</td>
<td>7750</td>
<td>2000</td>
<td>267</td>
</tr>
</tbody>
</table>
Library Statistics:

- Volumes held
- Volumes added during year – gross
- Number of serials
- Library expenditure (US$)
- Library materials expenditure (US$)
- Salary and wage expenditure (US$)
- Professional staff (FTE)
- Support staff (FTE)
Completed Representativeness Questionnaire

Representativeness Completed

Representativeness NOT Completed

www.libqual.org
Closing Your Survey
Manage Your Survey: Stage 3 - Closing Your Survey

- We recommend a survey run of at least 3 weeks
- Confirm you want to close – irreversible step

When you are finished collecting survey responses, click the 'Ready to Close' button.

Ready to Close
Post-Survey Tasks
Manage Your Survey: Stage 4 - Post-Survey Tasks

Manage Survey
Stage 4) Post-Survey and Results
Thanks for running your LibQUAL+® survey!
Your survey is now closed and no longer accepting responses.

![Post-Survey Tasks, Results, Incentive Winners]

**Representativeness Questionnaire**

Please make sure you have completed your Representativeness Questionnaire. Your Results Notebook will not be created until you have acknowledged that it is complete or that you are leaving it blank.

- I acknowledge that my representativeness questionnaire is complete.
- I acknowledge that my representativeness questionnaire is left blank intentionally.

**Other Questionnaires**

- Post Hoc Questionnaire
- Evaluation Questionnaire

www.libqual.org
Manage Your Survey: Stage 4 - Results

![Image of Manage Your Survey: Stage 4 - Results](image)

**Data**

- Results Notebook
- View/Download Comments
- Download Raw Data and Key for Variable Names and Key for Option IDs and SPSS Syntax File

**Below are links to print-friendly surveys for archival purposes.**

Manage Your Survey:  
Stage 4 – Incentive Winners

A list of randomly selected e-mail addresses is displayed below. These addresses were drawn from those individuals who took the survey at your institution and chose to enter their e-mail address. Use this list as you think best to distribute your local incentive prize(s). Our congratulations to your winners!

We recommend that you save a copy of this list if you think you will need to refer to it in the future. This page will be removed when next year’s survey registration begins. Download the winner list in CSV format.

<table>
<thead>
<tr>
<th>Place</th>
<th>Email Address</th>
<th>User Group</th>
<th>Discipline</th>
<th>Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><a href="mailto:meghan.363@tamu.edu">meghan.363@tamu.edu</a></td>
<td>Undergraduate</td>
<td>General Studies</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>2</td>
<td><a href="mailto:dean_jhim@tamu.edu">dean_jhim@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>3</td>
<td><a href="mailto:steeller@tamu.edu">steeller@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Dwight Look College of Engineering</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>4</td>
<td><a href="mailto:guangyi.ma@neo.tamu.edu">guangyi.ma@neo.tamu.edu</a></td>
<td>Graduate</td>
<td>Liberal Arts</td>
<td>PSEL - Policy Sciences &amp; Economics Library</td>
</tr>
<tr>
<td>5</td>
<td><a href="mailto:b-triplett@tamu.edu">b-triplett@tamu.edu</a></td>
<td>Graduate</td>
<td>Agriculture &amp; Life Sciences</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>6</td>
<td><a href="mailto:jin_ping@tamu.edu">jin_ping@tamu.edu</a></td>
<td>Graduate</td>
<td>Architecture</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>7</td>
<td><a href="mailto:swaypark.76@neo.tamu.edu">swaypark.76@neo.tamu.edu</a></td>
<td>Graduate</td>
<td>Dwight Look College of Engineering</td>
<td>Other</td>
</tr>
<tr>
<td>8</td>
<td><a href="mailto:augaz@tamu.edu">augaz@tamu.edu</a></td>
<td>Library Staff</td>
<td>Veterinary Medicine &amp; Biomedical Sciences</td>
<td>MSL - Medical Sciences Library</td>
</tr>
<tr>
<td>9</td>
<td><a href="mailto:sheoper@tikn.tamu.edu">sheoper@tikn.tamu.edu</a></td>
<td>Faculty</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>10</td>
<td><a href="mailto:monkey_child@tamu.edu">monkey_child@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Science</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>11</td>
<td><a href="mailto:rachaelcollins904@yahoo.com">rachaelcollins904@yahoo.com</a></td>
<td>Undergraduate</td>
<td>Liberal Arts</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>12</td>
<td><a href="mailto:mindhiade@tamu.edu">mindhiade@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Dwight Look College of Engineering</td>
<td>Annex - Library Annex</td>
</tr>
<tr>
<td>13</td>
<td><a href="mailto:btaylor@tamu.edu">btaylor@tamu.edu</a></td>
<td>Graduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>14</td>
<td><a href="mailto:heath_sternadel@tamu.edu">heath_sternadel@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Agriculture &amp; Life Sciences</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>15</td>
<td><a href="mailto:aggie_13@tamu.edu">aggie_13@tamu.edu</a></td>
<td>Undergraduate</td>
<td>General Studies</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>16</td>
<td><a href="mailto:jdkitchener@tamu.edu">jdkitchener@tamu.edu</a></td>
<td>Faculty</td>
<td>Liberal Arts</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>17</td>
<td><a href="mailto:john_schmitz@tamu.edu">john_schmitz@tamu.edu</a></td>
<td>Graduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
</tbody>
</table>

www.libqual.org
Post Hoc Questionnaire

• Information about your survey
  – Sample size
  – # of e-mails sent
  – # of invalid e-mail addresses
  – Incentives offered
  – Marketing techniques
  – Etc.

Evaluation Questionnaire

• Feedback about your LibQUAL+® experience
• All survey liaisons and assistants are encouraged to complete this questionnaire
After Completion
Data Screening

• All respondent data is screened for incomplete and/or inconsistent data.

Survey results removed for:
• Excessive “N/A” responses
  – 11 N/A (Long) or 4 N/A (Lite)
• Excessive inconsistent responses
  – ‘Minimum’ greater than ‘Desired’
  – 9 (Long) or 3 (Lite) or more inconsistencies
Survey Results

• Available in Survey Management Area
• Approximately one week after the survey closes
• Survey Results Notebook (PDF)
• Comments
• Excel/SPSS data files
• If applicable: Consortium notebooks available at the end of the survey window
Communication

- Thank your community for completing the survey
  - Aids future participation
- Incentive winner presentation
- Communicate results & actions you intend to take

Example:
Western Michigan University
Remember last spring when we asked you to help us improve our services by taking a survey? LibQual is a national survey, and it allows us to compare your expectations with our services. It also allows us to compare ourselves to other libraries. The library has been consistently improving since the first survey in 2003. We discovered that you have very high expectations of us, and that we’re going a pretty good job of living up to them. We gave out more than $500 in prizes to participants.

**Here are some of the results:**

442
The number of survey responses. That’s an amazing 45%!

88
The percent who said you had a great experience with the library staff.

80
The percent of the PSC community who use the library on a weekly basis.

47
The percent who use the resources inside the library on a daily basis.

24
The percent who use the library resources on the webpage on daily basis.

---

**You told us**

You understand that we have lots of resources available online, but you’d like to see more books on the shelves. As a direct result of this survey response, the library received an increased book budget for the year. **Look for our newest books in the display at the front of the library.** If there’s a book you think we should have, all you need to do is email the library with your request.

---

You love the library building. Library as a space was one place in the survey where we exceeded your expectations. We’re so glad that you love the space as much as we do, and we’re working on a few tweaks for the upcoming year that are sure to make the space even better. For instance, try out the new chairs in the 24 Hour Room.

---

**Because you care, so do we.**

Additional Services

• Customized Discipline Analysis
• Library Branch Analysis
• User Subgroup Analysis
• Other customized analyses (upon request)
• Printed Reports
Summary

• The Management Centre
• Managing your Survey: Pre-Launch
• Monitor Survey Progress
• Representativeness Questionnaire
• Closing Your Survey
• Post-Survey Tasks
• After Completion
General Discussion and Q&A
Summary and Closure
Summary of Today

• Introduction to LibQUAL+®

• LibQUAL+® in the UK & Ireland

• Preparing to run your survey

• LibQUAL+® Survey Administration

• Group Discussion
Tomorrow’s Programme

• Data analysis and interpretation

• Using LibQUAL+® data strategically
LibQUAL+® Resources

- LibQUAL+® Lite
- News
- Events and Training
- Publications
- LibQUAL+® Procedures Manual

www.libqual.org
Remember to check the Procedures Manual

www.libqual.org
Library Assessment Conference
Building Effective, Sustainable, Practical Assessment

Seattle, Washington
August 4-6, 2014
www.libraryassessment.org
The LibQUAL+® Team

The best way to contact us: libqual@arl.org

- Amy Yeager
  Library Relations Coordinator
  amy@arl.org

- Martha Kyrillidou
  Senior Director, Statistics and Service Quality Programs
  martha@arl.org

- Henry Gross
  Applications Developer
  david@arl.org

- Gary Roebuck
  Director of Information Technology
  gary@arl.org

- Shaneka Morris
  Statistics Editorial Assistant
  shaneka@arl.org

www.libqual.org
Thank you!

Selena Killick
LibQUAL+® European Support Officer
s.a.killick@cranfield.ac.uk
+44 1793 785561