LibQUAL+® Survey Introduction

Presented by:

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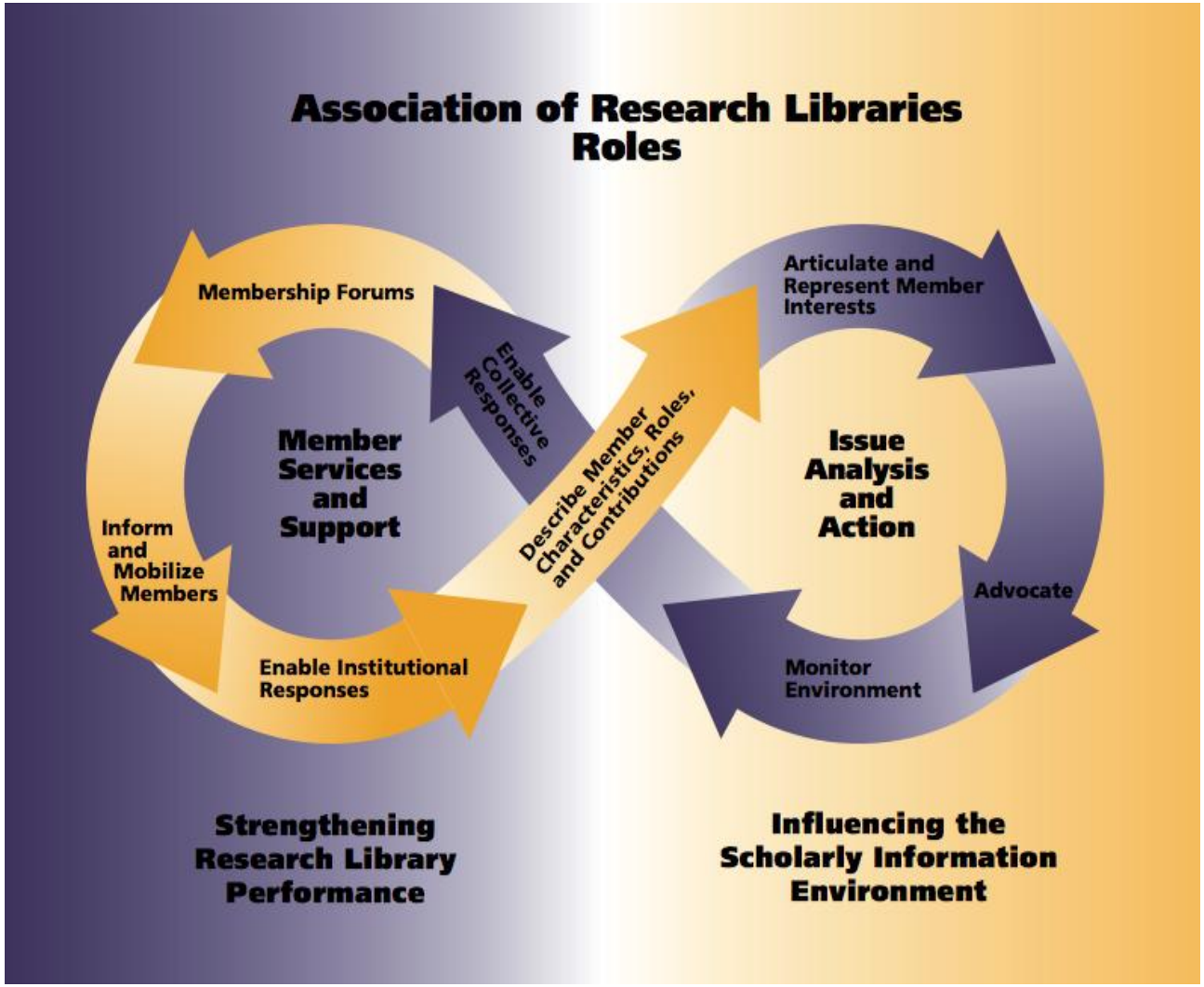
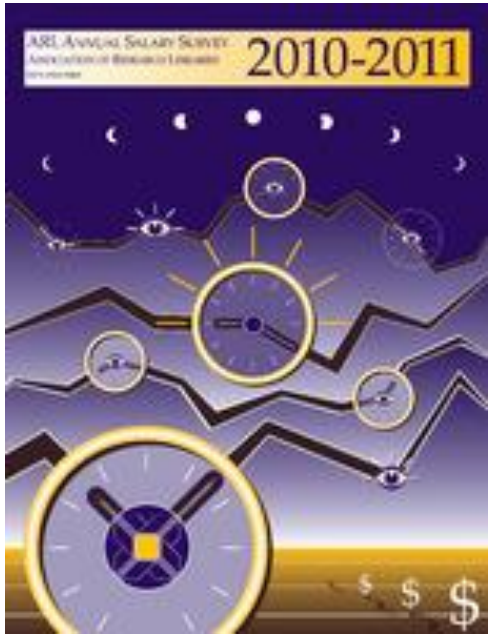
ARL Roles


Association of Research Libraries Roles
Membership Forums
Enable Collective Responses
Member Services and Support
Inform and Mobilize Members
Enable Institutional Responses
Describe Member Characteristics, Roles, and Contributions
Articulate and Represent Member Interests
Issue Analysis and Action
Advocate
Monitor Environment
Strengthening Research Library Performance
Influencing the Scholarly Information Environment

In the beginning …
Statistics & Salaries



ARL Statistics and Assessment

…To **describe** and measure the performance of research libraries and their contribution to teaching, research, scholarship and community service …

Assessment

"The difficulty lies in trying to find a single model or set of simple indicators that can be used by different institutions, and that will compare something across large groups that is by definition only locally applicable—i.e., how well a library meets the needs of its institution. Librarians have either made do with oversimplified national data or have undertaken customized local evaluations of effectiveness, but there has not been devised an effective way to link the two."

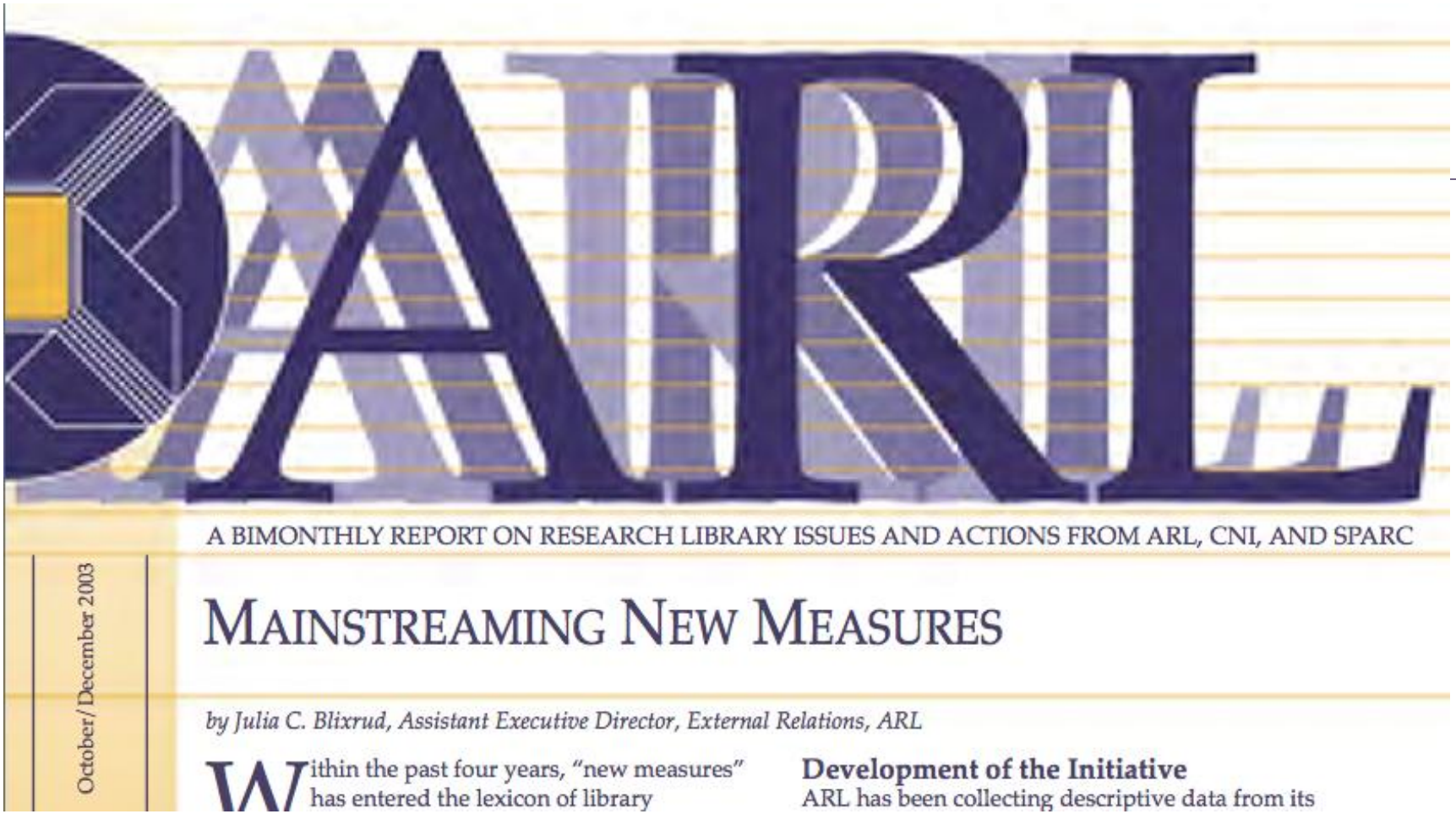
Sarah Pritchard, Library Trends, 1996

ARL Statistics and Assessment

…To describe and measure the performance of research libraries and their

contribution to

teaching, research, scholarship and community service …



Issue 230/231 available on the web

Library Value May Be Proven If Not Self-Evident

Guest Editor, Martha Kyrillidou, Senior Director, Statistics and Service Quality Programs, ARL

We hold these truths to be self-evident: libraries are valuable to humankind; libraries preserve knowledge; libraries enable access to information; libraries serve the information needs of their users. To the believer the truth is evident. But libraries are not natural phenomena like the sun rising and setting every day. Libraries are institutions created and supported by those individuals who hold that these statements are true even if not self-evident to everyone.

The caretakers of libraries have gathered data on library performance for decades and have used this information to understand how to improve service and programs they provide to their users. The ability to measure the quality of library services is extremely important as libraries are faced with the need to make informed decisions about the best way to meet the needs of the users of those services. This ability has become even more important as libraries make transformative changes during times of fiscal constraint and increased

Research Library Issues, no 271, August 2010

StatsQUAL® 2005

LibQUAL+®
2000

MINES for Libraries®
2003

DigiQUAL®
2002

LibValue 2009

Organizational Performance Assessment Consulting 2005

Library Assessment Conference 2006

Balanced Scorecard 2009

Scenarios 2010

ARL Profiles 2011

Special Collections & Facilities 2013?

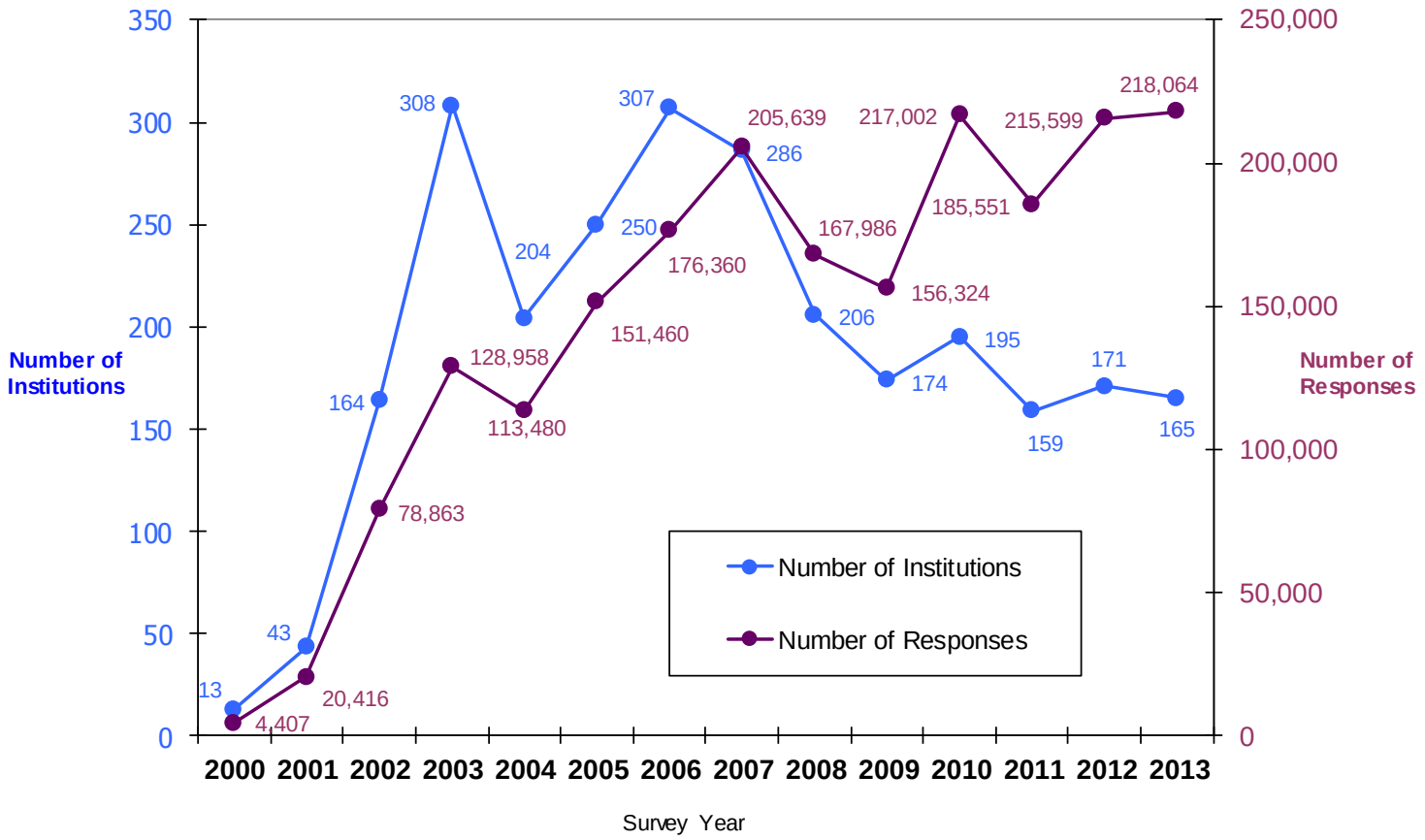
Library Value and Strategic Metrics

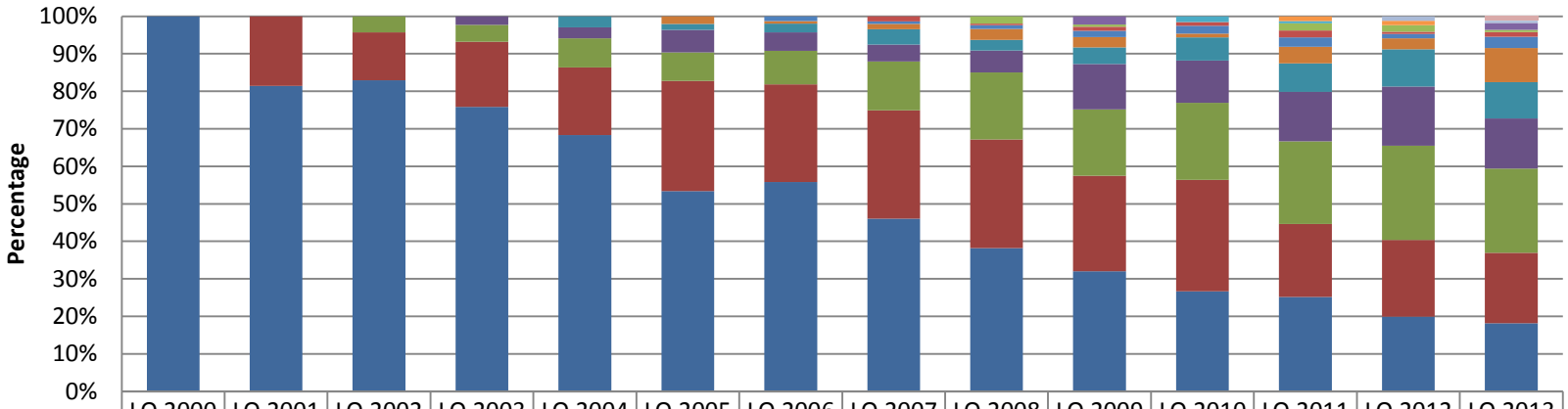
Rapid Growth

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

  *Each may create 5 local questions to add to their survey
- **Countries**
  - Australia, Bahrain, 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

LibQUAL+® Participation





	LQ 2000	LQ 2001	LQ 2002	LQ 2003	LQ 2004	LQ 2005	LQ 2006	LQ 2007	LQ 2008	LQ 2009	LQ 2010	LQ 2011	LQ 2012	LQ 2013
14														1.21%
13													1.17%	0.61%
12												1.26%	1.17%	
11											1.54%	0.63%		
10										2.21%				1.82%
9									1.93%	0.55%		1.89%	1.75%	0.61%
8								1.37%	0.48%	1.10%	1.03%	1.89%	0.58%	1.21%
7							1.32%	0.69%	0.97%	1.66%	2.05%	2.52%	1.17%	3.03%
6						2.01%	0.66%	1.37%	2.90%	2.76%	1.03%	4.40%	2.92%	9.09%
5					2.93%	1.61%	2.31%	4.12%	2.90%	4.42%	6.15%	7.55%	9.94%	9.70%
4				2.26%	2.93%	6.02%	4.95%	4.47%	5.80%	12.15%	11.28%	13.21%	15.79%	13.33%
3			4.27%	4.52%	7.80%	7.63%	8.91%	13.06%	17.87%	17.68%	20.51%	22.01%	25.15%	22.42%
2		18.60%	12.80%	17.42%	18.05%	29.32%	26.07%	28.87%	28.99%	25.41%	29.74%	19.50%	20.47%	18.79%
1	100.00%	81.40%	82.93%	75.81%	68.29%	53.41%	55.78%	46.05%	38.16%	32.04%	26.67%	25.16%	19.88%	18.18%

Number of Years	LQ 2000	LQ 2001	LQ 2002	LQ 2003	LQ 2004	LQ 2005	LQ 2006	LQ 2007	LQ 2008	LQ 2009	LQ 2010	LQ 2011	LQ 2012	LQ 2013
1	100.00%	81.40%	82.93%	75.81%	68.29%	53.41%	55.78%	46.05%	38.16%	32.04%	26.67%	25.16%	19.88%	18.18%
2		18.60%	12.80%	17.42%	18.05%	29.32%	26.07%	28.87%	28.99%	25.41%	29.74%	19.50%	20.47%	18.79%
3			4.27%	4.52%	7.80%	7.63%	8.91%	13.06%	17.87%	17.68%	20.51%	22.01%	25.15%	22.42%
4				2.26%	2.93%	6.02%	4.95%	4.47%	5.80%	12.15%	11.28%	13.21%	15.79%	13.33%
5					2.93%	1.61%	2.31%	4.12%	2.90%	4.42%	6.15%	7.55%	9.94%	9.70%
6						2.01%	0.66%	1.37%	2.90%	2.76%	1.03%	4.40%	2.92%	9.09%
7							1.32%	0.69%	0.97%	1.66%	2.05%	2.52%	1.17%	3.03%
8								1.37%	0.48%	1.10%	1.03%	1.89%	0.58%	1.21%
9									1.93%	0.55%		1.89%	1.75%	0.61%
10										2.21%				1.82%
11											1.54%	0.63%		
12												1.26%	1.17%	
13													1.17%	0.61%
14														1.21%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LibQUAL+® Surveys by Type

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Academic law				1	23	10	6	3	3	1	1	2	1	
Academic Military				6		1		1						
Canadian Government								18						
College or University	13	41	111	244	148	201	219	221	166	140	174	138	157	154
Community College			16	29	3	15	27	26	11	2	14	13	4	6
Electronic						1								
European Business					5		16		19			1	2	1
European Parliament									2		1			
Family History					1		2		1					
FFRDC						5	1	2	1					
Health Sciences		1	35	23	12	13	9	11	3	5	3	5	5	4
High School								1						
Hospital					10	1	1							
National Health Service Eng.							10			1				
Natural Resources						4								
New York Public library			1											
Public				4	1	1	3	2			1			
Oxford													1	
Smithsonian			1		1									
State				1		1	3	2						
University/TAFE						2	1	2			1		1	
TOTAL	**13**	**42**	**164**	**308**	**204**	**255**	**298**	**289**	**206**	**149**	**195**	**159**	**171**	**165**

LibQUAL+® Surveys by Language

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Afrikaans						4	1		4			1	2	1
Arabic														1
Chinese								4	1			6		1
Danish							1		2			1	1	
Dutch					1		2		2	1			2	1
Dutch (Belgium)													2	
English (American)	13	42	164	285	172	207	236	218	134	99	150	120	118	117
English (British)				20	23	31	50	40	43	20	22	28	31	25
English (Dutch)				1	1		2		2	1	1		5	1
English (Finnish)											2		2	
English (France)											1	2	3	2
English (Norwegian)										6				
English (Swedish)						1								
English (Swiss)											3	1	1	3
Finnish							1		2		2		2	
French (BE)											1		1	
French (Belge)										3				
French (Canada)				2	1	4		26	1	1	13	1	1	14
French (France)					1		1		6	9	9	9	12	6
French (Swiss)												1	1	1
German							1							
German (Swiss)											3			3
Greek											1		1	
Hebrew										1				1
Japanese									3	1	1	1	1	2
Korean													1	
Norwegian							1		2	6			1	1
Spanish									1	1	1	1	3	1
Swedish					5	2	1	1			3			2
Swedish (BE)							1		2					
Welsh									1				1	

LibQUAL+® Surveys by Consortia

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
AAHSL		1	35	21	12	12	7	11	3	1	3	5	4	4
AJCU					20		21					1	2	2
AJCU-Law							1						1	
Alabama Academic (NAAL)				10	1	8	2	13		1	6	1	1	2
CES					6									
CCLA							7		6		3	3	2	1
CCCU									15	1		3	8	1
California State University System										6		1	1	1
City University of New York						19								
CONSULS							5							
CUC						8		1						
Department of Justice Canada								12						
EBSLG					6		17		19				2	1
FFRDC						5								
GCC														2
Georgia							19	1			5	1	1	2
Harrisburg CC							5							
JULAC								11				6		
Keystone Lib Network							15			2	1		14	
LibQUAL Belge										3				
LibQUAL France									5	9	7	8	12	6
LibQUAL Canada								63	3	1	51	1	1	48
LibQUAL Japan												1	1	2

LibQUAL+® Surveys by Consortia (cont'd)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Hospital/MLA					7									
Maine URSUS Libraries								13						
Mass-LSTA							5							
MCCLPHEI								23			1	1		5
MERLN				6										
National Health							10							
NC Comm Coll							15							
NELLCO						8		1						
Norwegian Academic Libraries										12				
NY3Rs				76		2	1	1			2	3	5	
Oberlin				12	9	13	2	1	2	1	1	2	2	
OhioLINK			57	45	1	14	2	6		2	3	1	3	3
SCONUL				20	17	16	20	21	17	16	16	17	18	14
State Universities of Florida					6	2	1	1	2		2	2	3	2
Swiss University Libraries											3	1	1	3
University of Wisconsin System					14				12					
VALE						12	1		11		1	7	1	
WY Community College Consortium												7		
Independent	13	41	72	118	108	121	156	179	98	57	89	87	88	66

Participating Libraries by Country

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Australia					2	6	2	3	4		2		2	
Bahamas									1					
Bahrain														1
Belgium									4	3	1		2	
Canada	1	3	4	8	9	15	11	75	9	8	53	4	4	49
China									1			6		1
Cyprus											1		1	
Denmark					1		2		4			1	1	
Egypt					1		2	1			1			
Finland							2		6		2		2	
France					2		2	1	5	8	8	9	12	6
French Polynesia										1				
Japan									3	2	1	1	1	2
Jamaica													1	
Hong Kong								11						
Ireland					1	1	2	1	1	2	6	1	4	2
Israel										2				1
Republic of Korea													1	
Mexico								1	1	1	1	1	3	1
Namibia													1	
Netherlands				1	2		5		2	2	1		3	1
New Zealand							1	3	1				1	
Norway							2		4	12			1	1
Saudi Arabia														1
Singapore									1	1			1	1
South Africa						12	8	5	11	2	2	3	4	4
Sweden					7	4	4	2	3		3			2
Switzerland					2		2				3	1	1	4
U.A.E.					1				1				1	
UK				20	16	16	33	21	18	14	11	17	15	14
Total	1	3	4	29	44	54	78	124	80	58	96	44	62	91

Surveys by Session: 2004-2013

Year	Session I	Session II
2004	202	2
2005	199	56
2006	205	93
2007	218	68
2008	154	58
2009	131	19
2010	147	48
2011	101	58
2012	105	66
2013	121	44

World LibQUAL+ Survey

R&D

- 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)

QUANTITATIVE EVIDENCE

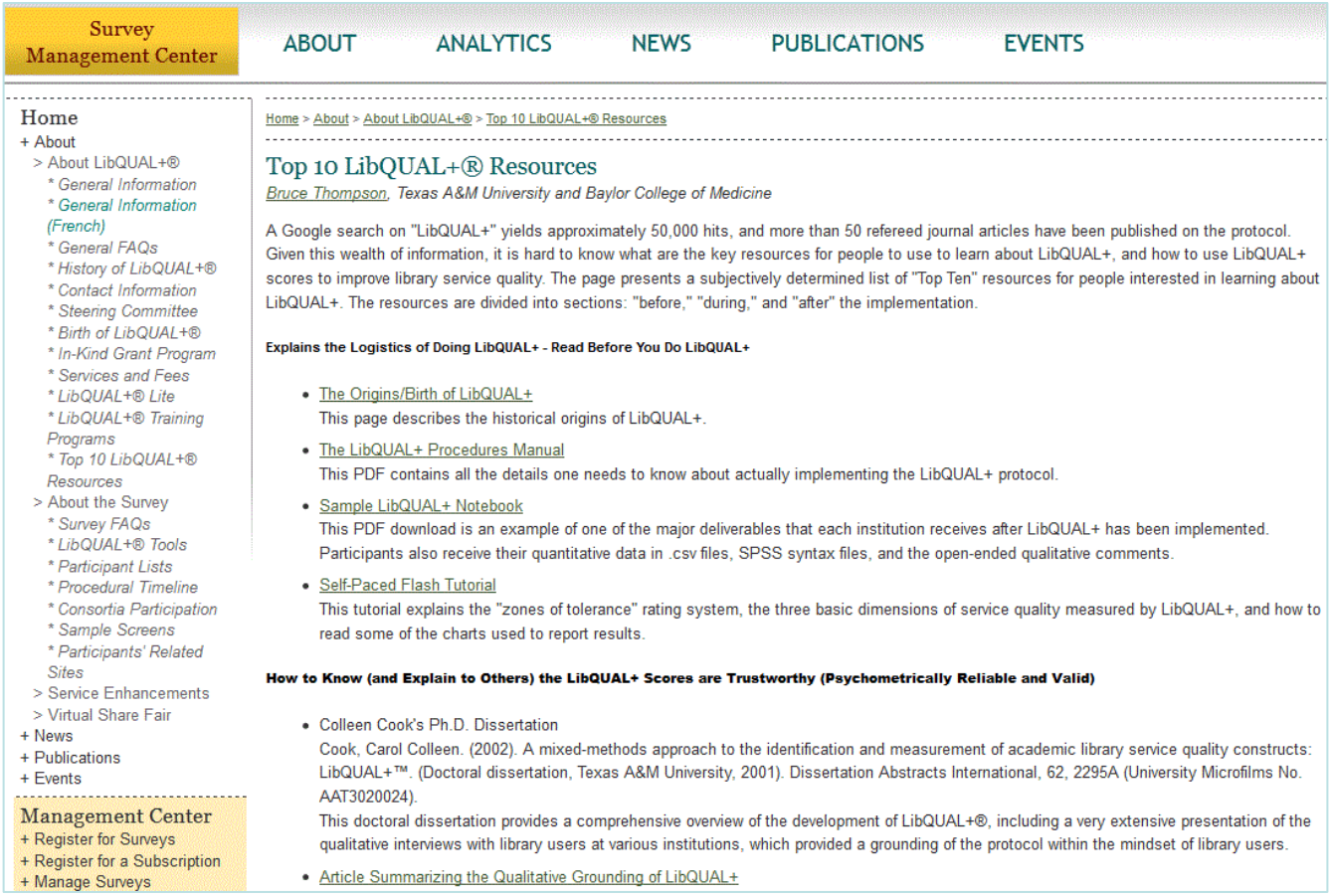
The LibQUAL+ Background

"The Birth/Origins of LibQUAL+®"

http://www.coe.tamu.edu/~bthompson/libbirth.htm

LibQUAL+ Top Ten Resources

http://libqual.org/about/about_lq/top_resources



Survey Management Center

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Top 10 LibQUAL+® Resources

Bruce Thompson, Texas A&M University and Baylor College of Medicine

A Google search on "LibQUAL+" yields approximately 50,000 hits, and more than 50 refereed journal articles have been published on the protocol. Given this wealth of information, it is hard to know what are the key resources for people to use to learn about LibQUAL+, and how to use LibQUAL+ scores to improve library service quality. The page presents a subjectively determined list of "Top Ten" resources for people interested in learning about LibQUAL+. The resources are divided into sections: "before," "during," and "after" the implementation.

Explains the Logistics of Doing LibQUAL+ - Read Before You Do LibQUAL+

- The Origins/Birth of LibQUAL+
  This page describes the historical origins of LibQUAL+.
- The LibQUAL+ Procedures Manual
  This PDF contains all the details one needs to know about actually implementing the LibQUAL+ protocol.
- Sample LibQUAL+ Notebook
  This PDF download is an example of one of the major deliverables that each institution receives after LibQUAL+ has been implemented. Participants also receive their quantitative data in .csv files, SPSS syntax files, and the open-ended qualitative comments.
- Self-Paced Flash Tutorial
  This tutorial explains the "zones of tolerance" rating system, the three basic dimensions of service quality measured by LibQUAL+, and how to read some of the charts used to report results.

How to Know (and Explain to Others) the LibQUAL+ Scores are Trustworthy (Psychometrically Reliable and Valid)

- Colleen Cook's Ph.D. Dissertation
  Cook, Carol Colleen. (2002). A mixed-methods approach to the identification and measurement of academic library service quality constructs: LibQUAL+™. (Doctoral dissertation, Texas A&M University, 2001). Dissertation Abstracts International, 62, 2295A (University Microfilms No. AAT3020024).
  This doctoral dissertation provides a comprehensive overview of the development of LibQUAL+®, including a very extensive presentation of the qualitative interviews with library users at various institutions, which provided a grounding of the protocol within the mindset of library users.
- Article Summarizing the Qualitative Grounding of LibQUAL+

Premises

Three Seminal Quotations

LibQUAL+ Premise #1

PERCEPTIONS ⟷ **SERVICE**

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

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

LibQUAL+ Premise #2

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

—FRANÇOIS DE LA ROCHEFOUCAULD

LibQUAL+ Premise #3

"We only care about the things we measure."

--Bruce Thompson, CASLIN, 2006

“22 Items and The Box….”

Why the Box is so Important

- About 40% 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.

“…and Five Ancillary Items”

Up to Five Ancillary items are selected to address local or consortial concerns

- Items from the initial LibQUAL+ item pool.
- Items written by previous consortial groups.
- Locally developed items (2014 pilot)

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

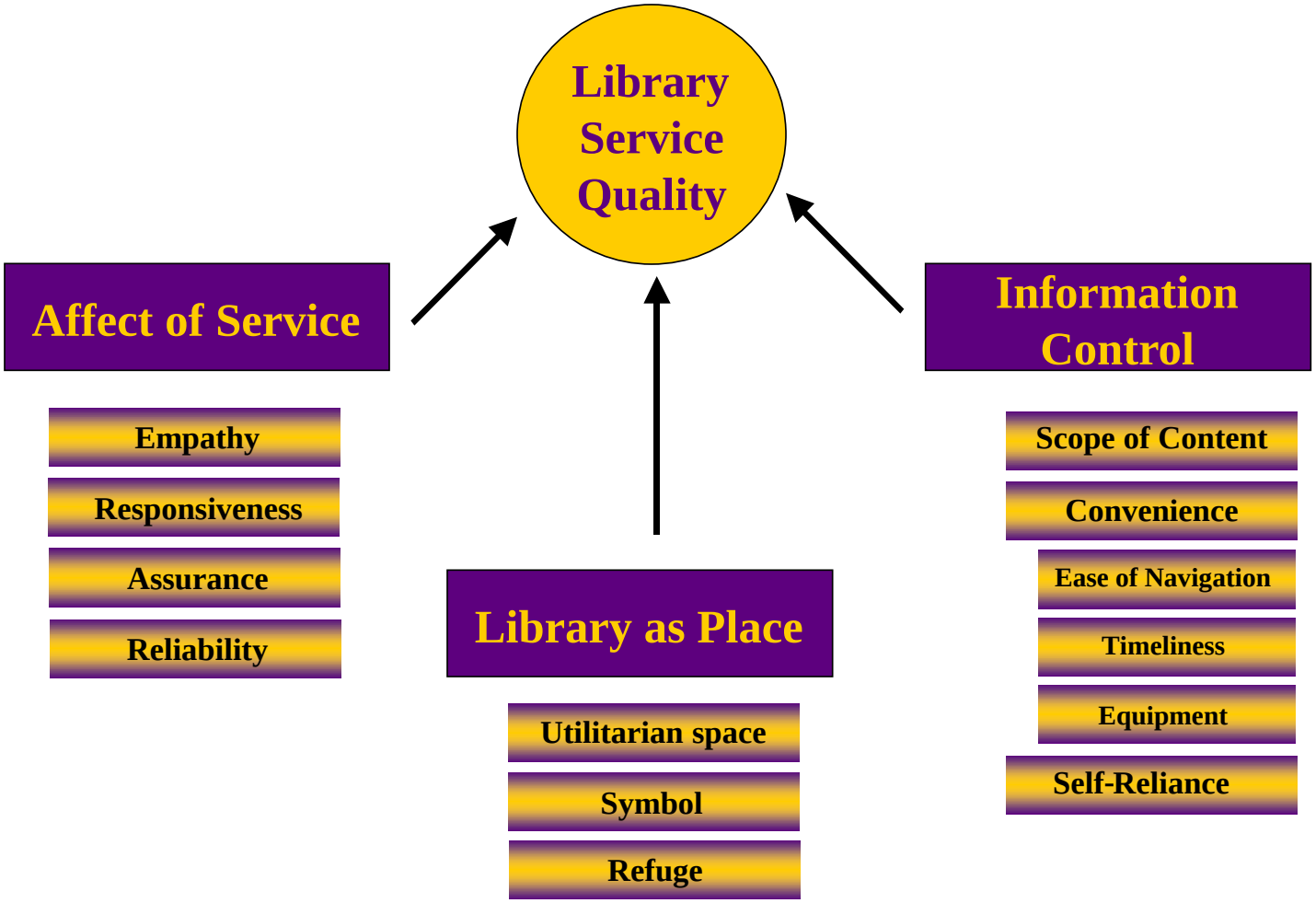
Desired -- the number that represents the level of service that *you personally want*

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

Some Measurement Integrity Evidence



Model 3

Dimensions

2000	2001	2002	2003-Present
41 items	**56 items**	**25 items**	**22 items**
Affect of Service	Affect of Service	Affect of Service	Affect of Service
Library as Place	Library as Place	Library as Place	Library as Place
Reliability	Reliability	Personal Control	Information Control
Provision of Physical Collections	Self-Reliance	Information Access	
Access to Information	Access to Information		

alpha By Language

By Language

Group	n	Service Affect	Info. Control	Lib as Place	TOTAL
American (all)	59,318	.95	.91	.88	.96
British (all)	6,773	.93	.87	.81	.94
French (all)	172	.95	.90	.89	.95

alpha by University Type

By University Type

Group	n	Service Affect	Info. Control	Lib as Place	TOTAL
Comm Colleges	4,189	.96	.92	.89	.97
4 yr Not ARL	36,430	.95	.91	.88	.96
4 yr, ARL	14,080	.95	.90	.87	.96
Acad Health	3,263	.95	.92	.90	.96

alphas for 2006 Scores

A Key Resource:

"How You Can… Integrity… Service Quality…"

--Virginia 2006 Assessment Conference and Performance Measurement and Metrics

Service Affect

Service Affect (n = 71,170 English)

SA20APER	.80541	.22199	.27521
SA07APER	.80338	.27236	.20993
SA17APER	.79655	.20844	.22793
SA04APER	.77062	.29258	.17694
SA15APER	.73437	.34646	.24299
SA23APER	.73391	.34359	.27896
SA01APER	.71589	.29773	.16972
SA12APER	.71541	.32229	.25528
SA10APER	.68825	.35941	.28090

Library as Place

Library as Place (n = 71,170 English)

LP13APER	.26213	.25710	.80013
LP05APER	.20412	.15920	.73601
LP09APER	.27765	.24869	.72631
LP24APER	.26672	.34873	.72148
LP19APER	.19630	.28102	.70295

Information Control

Information Control (n = 71,170 English)

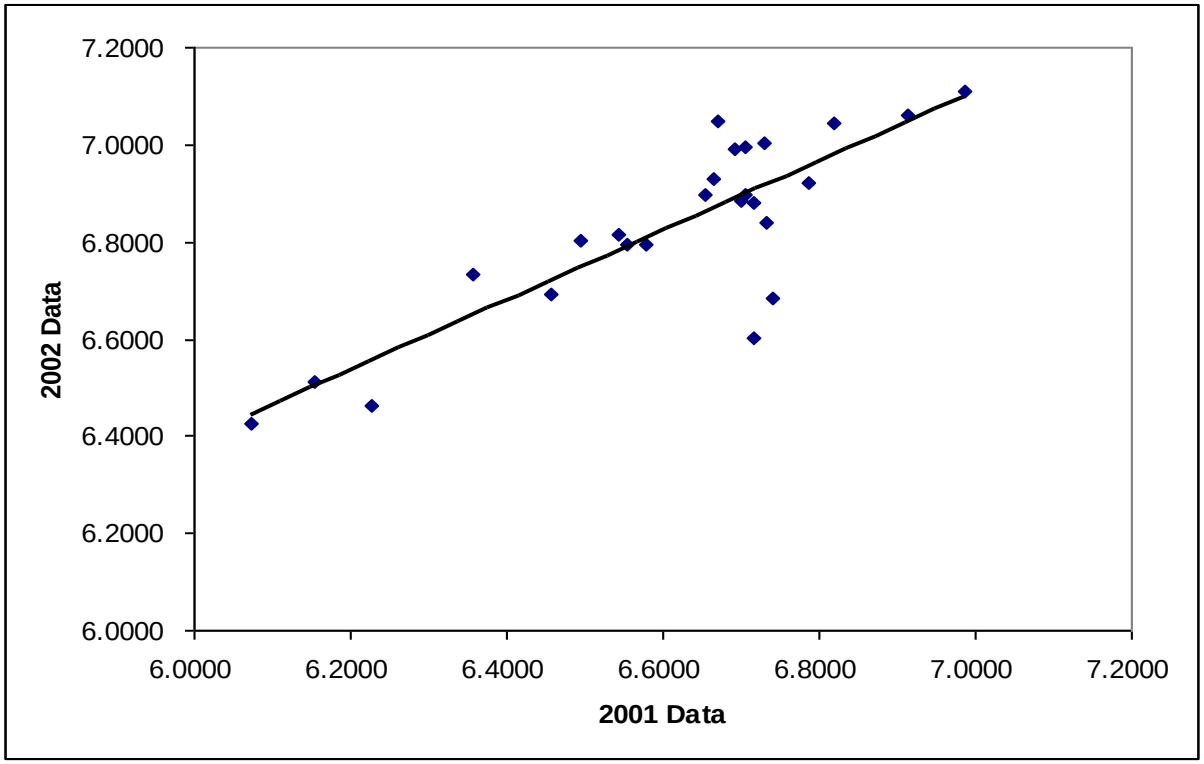
IA18APER	.29824	.73480	.28164
PC11APER	.29045	.71111	.19999
IA03APER	.24482	.70341	.18989
PC25APER	.21770	.68760	.22736
PC21APER	.41572	.65615	.30096
PC02APER	.37847	.63860	.16559
PC16APER	.33439	.61598	.36448
IA14APER	.28759	.58521	.39295

Validity Correlations

Validity Correlations

	Serv_Aff	Info_Con	LibPlace	TOTALper
Serv_Aff	1.0000	.7113	.5913	.9061
Info_Con	.7113	1.0000	.6495	.9029
LibPlace	.5913	.6495	1.0000	.8053
TOTALper	.9061	.9029	.8053	1.0000
ESAT_TOT	.7286	.6761	.5521	.7587
EOUT_TOT	.5315	.6155	.4917	.6250

Interpretation:
Mean Perceived Scores (n=34)



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).

2006 Singapore Norms Stability Study

r's for LibQUAL+™ Total Percentile Scores Across Two Language Versions and Five Years ('01 to '05)

Sample/ Variable	AmEng_01	AmEng_02	AmEng03a	BrEng_03	AmEng03b
n	16,918	63,285	93,550	6,853	93,550
v	25	25	25	25	22
AmEng_01	1.0000				
AmEng_02	.9823	1.0000			
AmEng03a	.9996	.9819	1.0000		
BrEng_03	.9998	.9827	.9994	1.0000	
AmEng03b	.9995	.9818	1.0000	.9993	1.0000
AmEng_04	.9998	.9825	.9996	.9998	.9995
BrEng_04	.9993	.9822	.9983	.9995	.9982
AmEng_05	.9996	.9819	.9999	.9994	.9998
BrEng_05	.9989	.9825	.9980	.9994	.9978

Singapore (cont.)

r's for LibQUAL+™ Service Affect Percentile Scores Across Years for American English

Sample/	Year			
Variable	2001	2003	2004	2005
n	16,918	93,413	24,980	61,991
v	9	9	9	9
2001	1.0000			
2003	.9988	1.0000		
2004	.9989	.9991	1.0000	
2005	.9989	.9994	.9993	1.0000

Stunning Stability of User Desires

2008 article in Library Quarterly

LibQUAL+®

- ‘total market survey’ available to libraries through a standardized web protocol; it measures service quality from the user’s perspective and allows libraries to understand performance (a) within the context of users’ expectations (zone of tolerance), (b) longitudinally, and (c) in relation to peer institutions
- It has been implemented in multiple institutions, languages and countries since 2000

Web surveys – response & burden

The measurement strategy we are about to describe, used in 'LibQUAL+ Lite,' could be used in **ANY** Web local survey with more than a few questions, to:

1. maximize response rate
2. minimize burdens on respondents
3. ascertain quality of the information gathered when shortening survey length

LibQUAL+ Lite RCT

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***

Control and Randomization

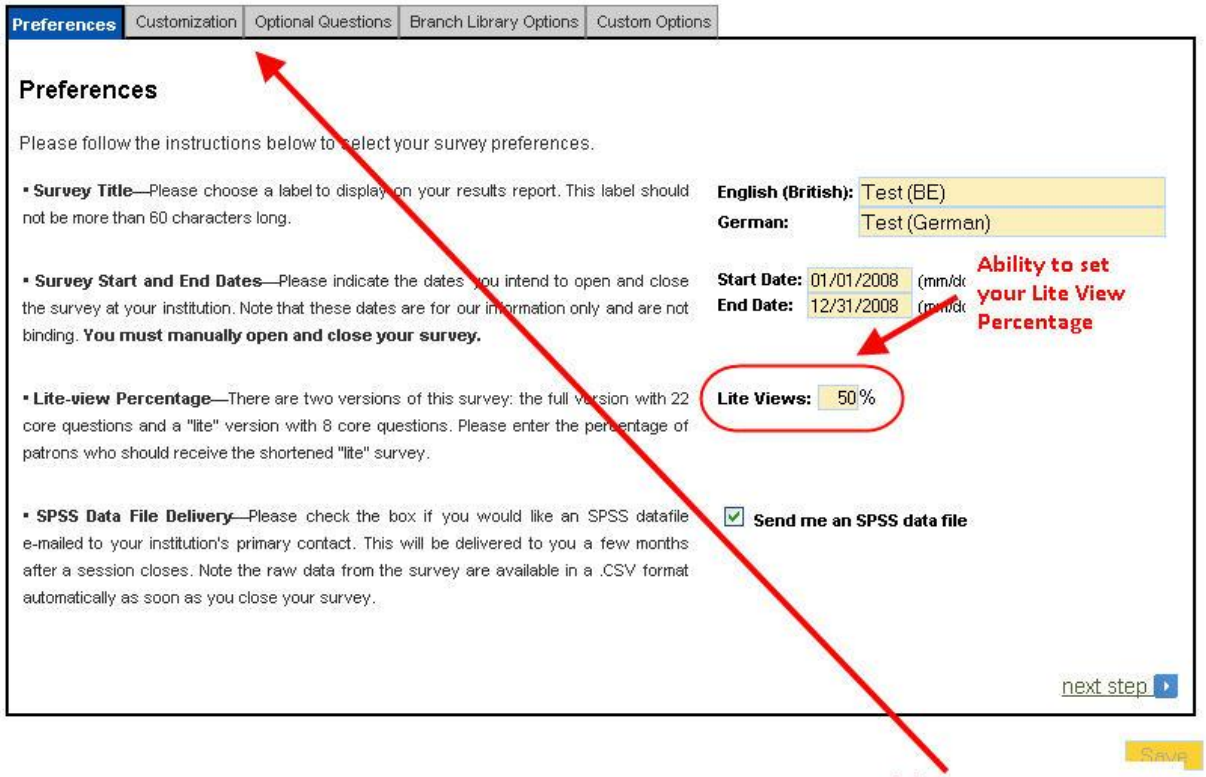
- Control group was assigned the ‘long’ form - by not receiving the treatment this group provides important clues to the effectiveness of the treatment (‘Lite’), its effects, and parameters that modify these effects
- Balance: power is higher when sample sizes are equal
- Minimal selection bias: triple-blind trial (participant, researcher, and library)
- Accidental bias: Covariates related to the outcome that may introduce bias (user group and discipline)

Matrix sampling

	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	

Randomization within sets of questions

A. Configure Your Survey



Ability to customize, preview, and launch dual language surveys in one interface

B. Preview Your Survey

Preview the LibQUAL+® survey as it will appear to users at your institution. This step allows you to ensure [illegible] live at your institution. You must view and complete a preview of your survey in every language in which it is being offered before you will be permitted to launch your survey. Use the checklist at the right to ensure all previews have been completed.

English (British) Preview Survey
German Preview Survey

C. Launch Your Survey

Click the button below to launch your survey and receive your URL(s) for distribution. Note that the button will not be activated until all previews are completed. Also be aware that once your survey is launched, no further changes or customizations can be made.

Launch

Core Items – Long version

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) Making electronic resources accessible from my home or office	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
3) Library space that inspires study and learning	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
4) Giving users individual attention	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
5) A library Web site enabling me to locate information on my own	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ 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) Employees who are consistently courteous	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
7) The printed library materials I need for my work	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
8) Quiet space for individual activities	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
9) Readiness to respond to users' questions	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
10) The electronic information resources I need	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ 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
11) Employees who have the knowledge to answer user questions	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
12) A comfortable and inviting location	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
13) Employees who deal with users in a caring fashion	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
14) Modern equipment that lets me easily access needed information	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
15) Employees who understand the needs of their users	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ 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
16) Easy-to-use access tools that allow me to find things on my own	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
17) A getaway for study, learning, or research	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
18) Willingness to help users	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
19) Making information easily accessible for independent use	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
20) Print and/or electronic journal collections I require for my work	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ 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
21) Community space for group learning and group study	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
22) Dependability in handling users' service problems	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A

Core Items – Lite version

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) The electronic information resources I need	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
2) Library space that inspires study and learning	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
3) Employees who deal with users in a caring fashion	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
4) The printed library materials I need for my work	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
5) Employees who are consistently courteous	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ 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) Print and/or electronic journal collections I require for my work	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
7) Community space for group learning and group study	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A
8) Employees who have the knowledge to answer user questions	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○	☐ N/A

Comparison Table

LibQUAL+® Lite	LibQUAL+®	
Core Questions		
IC10	AS01	Employees who instill confidence in users
LP03	IC02	Making electronic resources accessible from my home or office
AS13	LP03	Library space that inspires study and learning
IC(random)	AS04	Giving users individual attention
AS(random)	IC05	A library Web site enabling me to locate information on my own
IC(random)	AS06	Employees who are consistently courteous
LP(random)	IC07	The printed library materials I need for my work
AS(random)	LP08	Quiet space for individual activities
	AS09	Readiness to respond to users' questions
	IC10	The electronic information resources I need
	AS11	Employees who have the knowledge to answer user questions
	LP12	A comfortable and inviting location
	AS13	Employees who deal with users in a caring fashion
	IC14	Modern equipment that lets me easily access needed information
	AS15	Employees who understand the needs of their users
	IC16	Easy-to-use access tools that allow me to find things on my own
	LP17	A getaway for study, learning or research
	AS18	Willingness to help users
	IC19	Making information easily accessible for independent use
	IC20	Print and/or electronic journal collections I require for my work
	LP21	Community space for group learning and group study
	AS22	Dependability in handling users' service problems

Lite Advantage

1. participation rates – 13% more on Lite
2. completion times – 4 minutes less on Lite on average: *Up to 2 years time saving overall across 250+ participating institutions every year*
3. Are the perception scores the same between the long and the Lite version of the protocol? Yes
4. No need for score adjustment for the majority of the institutions

“22 Items and a Box”

QUALITATIVE GROUNDING

Premise for Mixed-Methods

"The underlying premise of mixed-method inquiry is that each paradigm offers a meaningful and legitimate way of knowing and understanding" (p. 7).

Note. Greene, J.C. and Caracelli, V. J. (Eds.). (1997). *Advances in mixed-method valuation.* San Francisco, CA: Jossey-Bass.

LibQUAL+™ Project

13 Libraries
English LibQUAL+™ Version
4000 Respondents

Emergent
2000

	PURPOSE	DATA	ANALYSIS	PRODUCT/RESULT
QUAL	Describe library environment; build theory of library service quality from user perspective	Unstructured interviews at 8 ARL institutions	Content analysis: (cards & Atlas TI)	Case studies[1]
QUAN	Test LibQUAL+™ instrument	Web-delivered survey	Reliability/validity analyses: Cronbachs Alpha, factor analysis, SEM, descriptive statistics	Valid LibQUAL+™ protocol Scalable process Enhanced understanding of user-centered views of service quality in the library environment[2]
QUAL	Refine theory of service quality	Unstructured interviews at Health Sciences and the Smithsonian libraries	Content analysis	Cultural perspective[3]
QUAL	Refine LibQUAL+™ instrument	E-mail to survey administrators	Content analysis	Refined survey delivery process and theory of service quality[4]
QUAN	Test LibQUAL+™ instrument	Web-delivered survey	Reliability/validity analyses including Cronbachs Alpha, factor analysis, SEM, descriptive statistics	Refined LibQUAL+™ instrument[5]
QUAL	Refine theory	Focus groups	Content analysis	Local contextual understanding of LibQUAL+™ survey responses[6]

Vignette
Re-tooling

Iterative
2004 ….

315 Libraries English, Dutch, Swedish,
German LibQUAL+™ Versions
160,000 anticipated respondents

LibQUAL+ Process

- SERVQUAL dimensions served as *a priori* theoretical starting point

Gap Theory of Assessment: Perceptions, Service Quality and Satisfaction

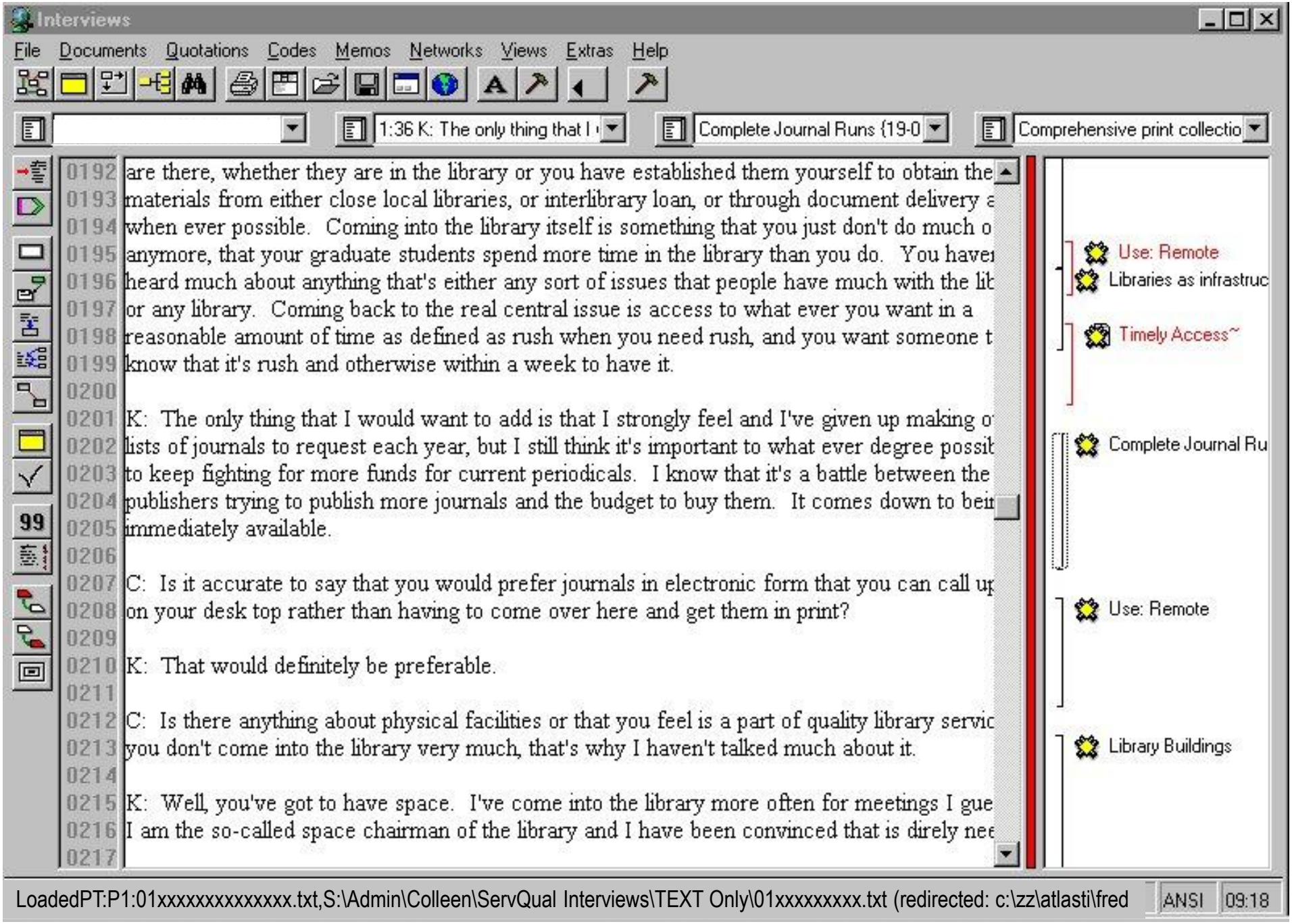
PERCEPTIONS ⟷ **SERVICE**

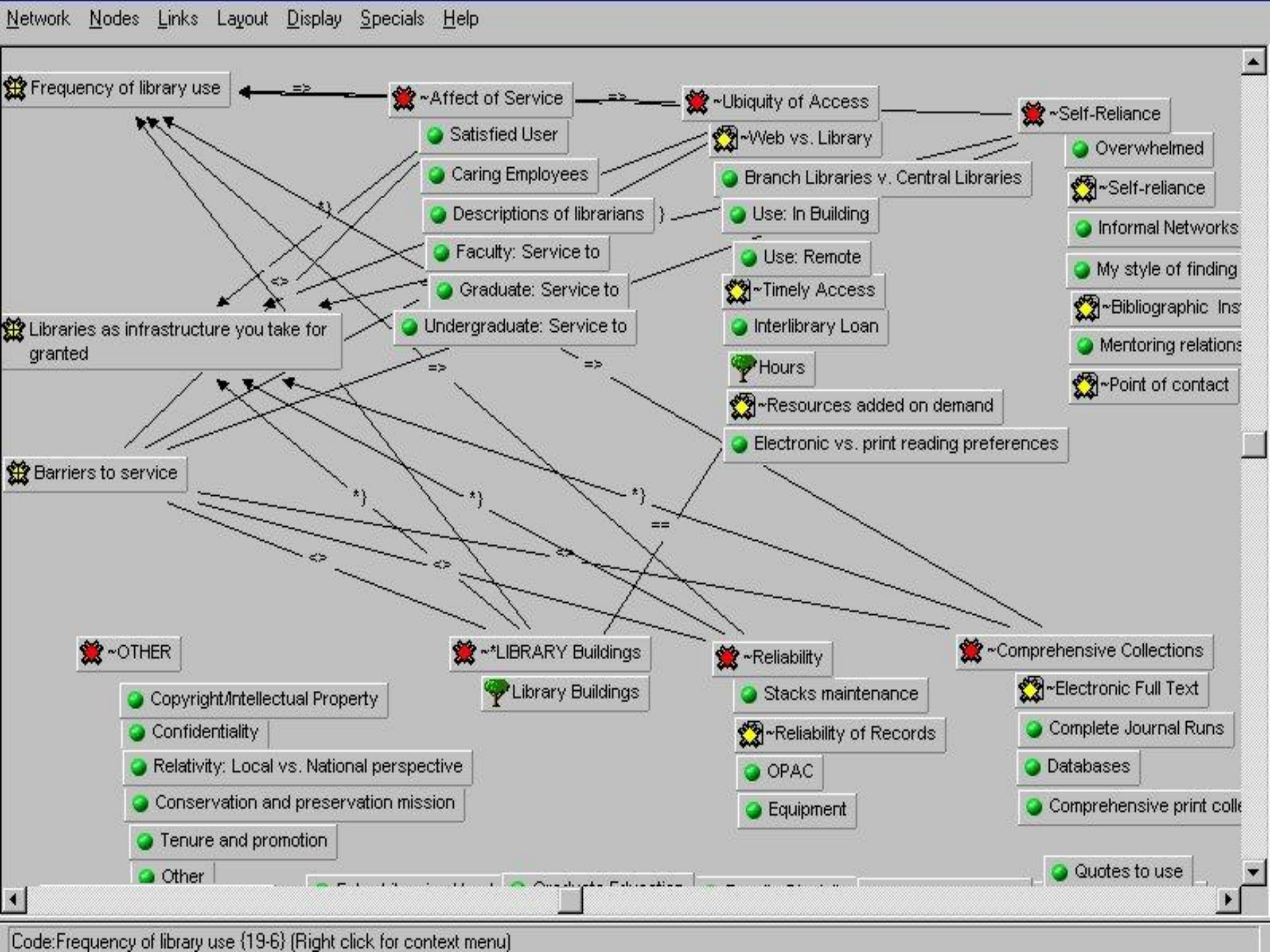
"….only customers judge quality; all other judgments are essentially irrelevant"

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

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


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 have
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\01xxxxxxxxx.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)

Dimensions of Library Service Quality

Model 1

Reliability

"You put a search on a book and it's just gone; it's not reacquired. … There's more of a problem of lost books, of books that are gone and nobody knows why and nobody's doing anything about it."

Faculty member

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

Ubiquity of Access

"Over time my own library use has become increasingly electronic. So that the amount of time I actually spend in the library is getting smaller and the amount of time I spend at my desk on the web … is increasing."

Faculty member

Comprehensive Collections

"I think one of the things I love about academic life in the United States is that as a culture…, we tend to appreciate the extraordinary importance of libraries in the life of the mind."

Faculty member

Library as Place

"One of the cherished rituals is going up the steps and through the gorgeous doors of the library and heading up to the fifth floor to my study. … I have my books and I have six million volumes downstairs that are readily available to me in an open stack library."

Faculty member

Library as Place

"I guess you'd call them satisfiers. As long as they are not negatives, they won't be much of a factor. If they are negatives, they are a big factor."

Faculty member

Library as Place

"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

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."

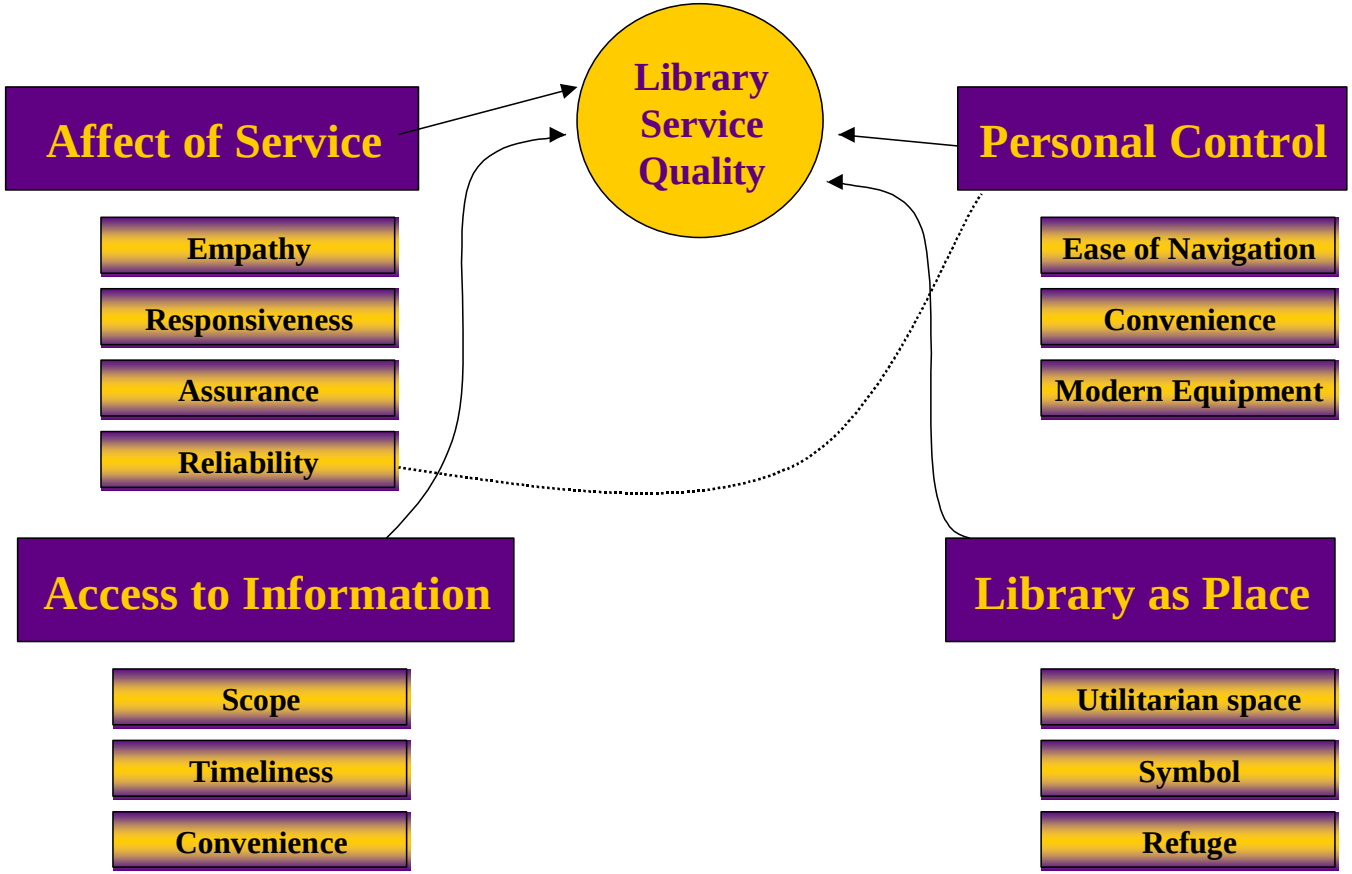
Faculty member

Self-reliance

"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."

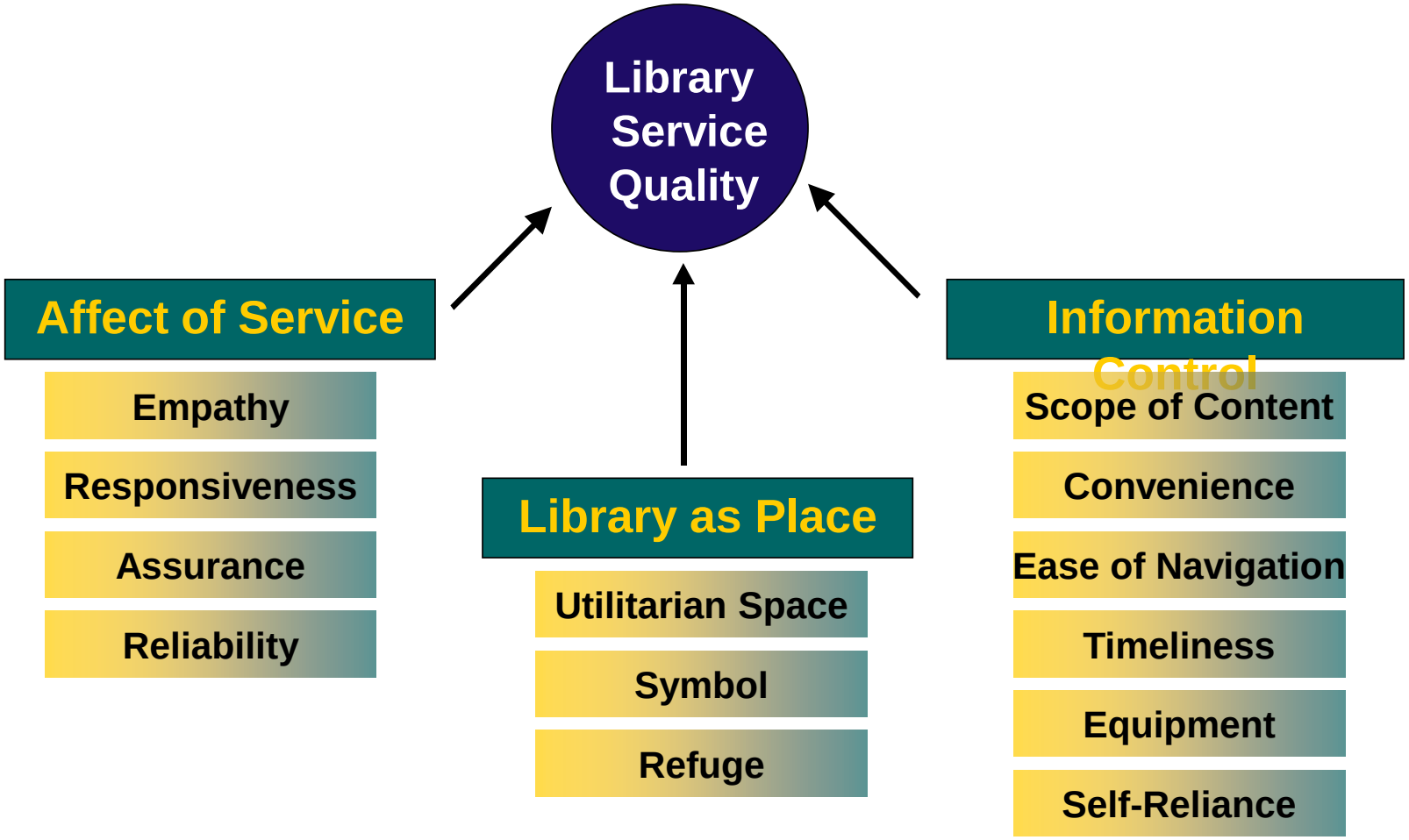
Graduate student

Dimensions of Library Service Quality



Model 2

Dimensions of Library Service Quality



LibQUAL+ Related Documents

LibQUAL+ Web Site

http://www.libqual.org

LibQUAL+ Bibliography

http://libqual.org/publications

Survey Participants Procedures Manual

http://www.libqual.org/documents/LibQual/publications/ProceduresManual.pdf

TEXAS A&M UNIVERSITY
LIBRARIES

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services ....more

THE BIRTH OF LibQUAL+®?

In 1999, Fred Heath and Colleen Cook, both then at Texas A & M University, realized that use of "input" variables, such as collection or serials counts, were limited as measures of library service quality...more

THE LibQUAL+® SURVEY?

Since 2000, more than 1,000 libraries have participated in LibQUAL+® domestically and internationally, with participating institutions in Africa, Australia, Asia, and Europe.... more

VIEW A SAMPLE SURVEY?

The LibQUAL+® survey is a two-page, web-based instrument. For more information about the survey instrument, click here...

Register for LibQUAL+®

Sign up and register here to start a LibQUAL+® survey.

+ REGISTER NO

NEWS

+ **12/15/2009:** Launching New Website
+ **9/22/2009:** Register for the 2010 LibQUAL+® survey!
+ **2/20/2009:** LibQUAL+® Share Fair, Chicago, July 13, 2009: Call for Entries

+ MORE NEW

EVENTS

+ **5/24/2010:** 2010 LibQUAL+® and Beyond - Glasgow, Scotland
+ **2/5/2010:** 2010 Introduction to LibQUAL+® - London, England
+ **1/18/2010:** LibQUAL+® Training Sessions - Boston, MA

+ MORE EVENT

How will LibQUAL+® benefit your library users?

Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. Institutional data and reports enable you to assess whether your library services are meeting user expectations—and develop services that better meet these expectations.

PUBLICATIONS

+ **Describing the Research Library of the 21st Century: The ARL Profiles**
+ **Library Assessment Conference 2008, Seattle, Washington Augus 4-7: Recap & Evaluation**
+ **Library Quality Assessment through LibQUAL+®**

+ MORE RESOURCE

LibQUAL+® Top 10 Resources

A Google™ search on "LibQUAL+" yields approximately 100,000 hits, and more than 50 refereed journal articles have been published on the protocol. To use to learn about LibQUAL+®...

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