



Share Fair

Poster Abstracts Related to LibQUAL+®
Presented at the Library Assessment
Conference 2010

Monday, October 25, 2010

6:30 – 9:00 p.m.

Renaissance Baltimore Harborplace

Baltimore, Maryland

Thank you from the LibQUAL+® Team

This Share Fair includes presentations from 14 posters from LibQUAL+(R) partner institutions presented at the 2010 Library Assessment Conference. These presentations provide examples of many aspects of LibQUAL+® including:

- survey administration and marketing
- quantitative and qualitative analyses using your survey results
- methods of engaging your library staff, stakeholders, and customers in understanding and using the findings

LibQUAL+® is one tool in the library assessment toolkit and is intended to assist libraries in making effective improvements.

We hope you will find these presentations helpful and that you will consider the presenters as resource contacts as you begin to work with your own survey results. To help facilitate that connection, this booklet includes abstracts and contact information for each presenting institution. We also hope that you will consider participating in a future Share Fair and become active participants in the Library Assessment Conferences.

Sincerely,
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Brown University

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Duquesne University

David Nolfi, Tracie Ballock,
Allison Brungard, and Bridget
Euliano

East Carolina University

Janice Lewis

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Julie Miller

Keio University

Yukiko Sakai and Midori Ichiko

Richard Stockton College of New Jersey

Jianrong Wang and Carolyn
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Francine M. DeFranco and
Raynna Bowlby

University of North Texas

Diane Wahl and Hector Ponce

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Beth Avery and Diane Wahl

University of Nevada, Las Vegas

Jeanne M. Brown

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Felix Chu

Association of Research Libraries

Henry Gross, David Green,
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American University

Participation: 2001, 2003, 2005, 2007, 2009, 2010

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LibQUAL+® and Campus Climate Surveys as Tools for Reshaping Library Spaces

American University Library has administered the LibQUAL+® survey biannually since 2001 and a “campus climate survey” since 1992. Recent surveys revealed a growing gap in meeting user needs for welcoming space, including computing space, group study rooms, and library meeting rooms. Data gathered from these surveys informed a remodeling of the main floor of the library to include a new training and events room, enhanced exhibit space, mediated collaborative work rooms, restaurant booth and lounge seating, and a new reference desk configuration and a variety of additional computer workstations.

Feedback from students and other library users has been overwhelming positive about the changes.

Augusta State University

Participation: 2006, 2010

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Using LibQUAL+® Feedback to Improve Your Library as a Place

In spring 2006, Reese Library at Augusta State University administered the LibQUAL+® survey to university faculty, staff, and students. Using both the quantitative and qualitative analysis of this survey, areas of improvement in the three LibQUAL+® service dimensions of Information Control, Affect of Service, and Library as a Place were identified. While all dimension responses fell within the “zone of tolerance” as defined by LibQUAL+®, Reese Library personnel decided that, based on survey responses and respondent feedback, Library as a Place should be targeted for improvement. In fact, Library as a Place improvements have become a permanent element of the Library's Unit Plan.

The main challenge was to create an environment in which instruction and research could flourish, and would also serve as a cultural and intellectual resource for the community. The goal was to improve the appearance, navigability, and safety of the library building.

As a direct response to the 2006 LibQUAL+® survey results, some of the changes Reese Library implemented were:

- Purchases of furniture throughout the building (including all public and staff areas), display cases, shelving, library-wide

directional signage, floor lamps, computers, printers, copiers, and carpeting;

- Installation of fire sprinklers;
- Application of fresh paint throughout the building;
- Addition of an art gallery in previously unused space;
- Rearrangement of furniture to meet patron space and traffic flow; and
- Improvement of library staff job satisfaction.

In addition, the construction of a new student activities building attached to the Library raised awareness of and increased traffic to the building.

This poster presentation will explore these and other improvements Reese Library underwent from 2006-2010, and how those changes affected the Library as a Place responses in the subsequent LibQUAL+® survey administered in spring 2010, four years after the original survey.

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Participation: 2002, 2005, 2008

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[Sharing the Wealth: A Process for Engaging a Large Group in Coding LibQUAL+® Survey Comments](#)

In the past ten years, the LibQUAL+® survey has grown to be a widely used tool for gathering feedback directly from users on library service quality. While the quantitative LibQUAL+ data are provided to each participating library both as raw data and summarized in a statistical report, the qualitative data (i.e., free-text comments) obtained from the LibQUAL+® survey are provided only as a raw file for local handling and analysis. Research on the extent to which libraries have undertaken a thorough and methodical analysis of their LibQUAL+ comments is scarce. Anecdotally, one obstacle to qualitative analysis cited often by libraries is the labor-intensive nature of the process and the lack of staff time to devote to it. When libraries do perform this more intensive analysis, it typically is done by one or two staff members, thus having the practical effect of isolating the data from other staff and contributing to the false impression that assessment is a task to be done by “someone else.”

This presentation describes the process used to engage a large group of library staff (24 subject librarians) to perform the coding and analysis for the open-ended comments received by Brown University Library during the spring 2008 LibQUAL+® survey. Staff worked in small groups (8 teams of 3 people in each team) to code sets of individual LibQUAL+®

comments based on a common taxonomy developed by the group as a whole. The entire group then employed a “knowledge café” method to discuss the findings and trends, identify areas for potential improvement, and prioritize follow-up actions. Key advantages to the group approach included dividing the effort across a number of staff throughout the organization, exposing more staff directly to the data (i.e., providing a systematic means for more staff to “listen” directly to our users' feedback), obtaining a broader perspective on the findings and interpretations of the data, and having wider and stronger buy-in of staff for using the data for timely follow-up and improvements. This process represents a practical way to engage a larger cross-section of staff to interact directly with assessment data that are accessible and intuitive to most people (i.e., the narrative comments provided by survey respondents). It provides an efficient and timely way to perform a type of assessment that libraries sometimes ignore due to staff/time constraints, and it increases the impact of the survey data by creating a sense of ownership in the process among a larger group of staff.

Duquesne University

Participation: 2006, 2009, 2012

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[Qualitative Assessment on a Shoestring: Developing a Cost Effective Strategy to Analyze LibQUAL+® Comments](#)

Gumberg Library administered the LibQUAL+® survey in February 2009. Duquesne University is an urban Catholic university with approximately 10,000 students. Gumberg Library serves all ten university schools with 17 librarians and 27 additional staff members (FTE).

One of our major goals was to analyze the respondents' comments thoroughly in order to gain a better understanding of the quantitative sections of LibQUAL+® and to identify additional student, faculty, and staff concerns. We created a LibQUAL+® Analysis Task Force (LATF) that included the Health Sciences Librarian, Collection Management Librarian, Acquisitions Librarian, and a Reference Librarian.

Faced with 697 comments comprising nearly 30,000 words, the LATF decided to use Microsoft Access to analyze the comments since the software was readily available and there was no budget to purchase qualitative analysis software. We created a database that enabled us to

group comments with demographic data, assign codes, and create queries and reports throughout the analysis process.

Two LATF members analyzed the comments and initially identified five major themes. Although the LATF worked to allow the themes to arise from the comments, two themes mapped directly to the LibQUAL+® dimensions “Affect of Service” and “Library as Place,” two mapped to “Information Control,” and one could be mapped to both “Library as Place” and “Affect of Service.” The LATF members assigned at least one major theme to each comment.

Each LATF member thoroughly read all comments within a theme and then developed documentation containing additional codes and rules used to sub-divide the theme. The whole LATF reviewed and edited the code definitions and rules, creating a coding manual. In order to reduce potential biases, LATF members used Access to code comments in teams of two (technical services and public services) by closely following the coding manual. Each team agreed on all codes assigned to every comment. Most comments received more than one code.

The coding process identified three levels: quick fixes, easily implemented solutions, and strategic challenges. In response to comments, one quick fix involved erasing epithets written on study carrel whiteboards. An easily implemented solution was opening the library earlier in the morning based on numerous respondents' comments that they needed access to the building before early classes. Strategic challenges included stated desires for a larger building, improved collections, and additional computers.

Using a systematic process to code and analyze LibQUAL+® comments enabled us to gain an in-depth understanding of respondents' comments. It provided starting points for our strategic planning process and helped stimulate productive communication with key campus stakeholders. We believe our method could serve as a practical model for any small to medium size library seeking a manageable approach to transform LibQUAL+® comments into an action plan.

East Carolina University

Participation: 2003, 2007, 2009, 2011

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[Using LibQUAL+® Data for an Accreditation Review](#)

East Carolina University (ECU) is a national leader in distance education. It is planning for its Reaffirmation of Accreditation by the Southern Association of Colleges and Schools (SACS) in 2013. SACS guidelines require courses and programs offered via distance education, as well as those offered by more traditional methods, to meet the core requirements and comprehensive standards found in its Principles of Accreditation. For example, ECU must show that distance education students have access to and can effectively use library resources. It must regularly assess the effectiveness of its provision of library resources for distance education students.

Administration of the LibQUAL+® user satisfaction survey is one way that ECU assesses the effectiveness of its services and identifies where improvements are needed. In 2007, we administered LibQUAL+® only to students who were enrolled in at least one online course. The results helped us identify the areas of most importance to students in these courses. We developed action items to address areas with the largest superiority gaps. In 2009, we administered LibQUAL+® to all students and faculty. Because the survey did not provide a method for identifying students who took distance education classes, we faced a dilemma regarding how to use the results to assess the effectiveness of our services to these students specifically. Our solution was to filter by

responses to the question, “The library that you use most often.” Students who chose the response “Online only use of ECU Library resources” were treated as distance education students for the purpose of survey analysis. Their results were compared with the results for students who chose the response “Joyner Library” for this question. Since neither the LibQUAL+® Results Notebook nor its Analytics tool offers an option for analyzing results by “library used most often,” we used the Excel results file to conduct the analysis. To keep the analysis manageable, we identified seven core questions, two outcomes questions, and two use questions that were most relevant to distance education students. We also compared the mean values of the overall Adequacy and Superiority Gaps for the core questions, and mean values of the Adequacy and Superiority Gaps for two dimensions—Affect of Service and Information Control.

This poster will compare results for these two student populations and discuss how the data was used to document the effectiveness of our provision of library resources to distance education students for SACS reaffirmation purposes. The poster should be of interest to two population groups: those who want to use LibQUAL+® data in a reaffirmation or accreditation review and those who are interested in making better use of the Excel files that accompany their LibQUAL+® results. A review of the literature found only a few articles dealing with the use of LibQUAL+® Excel files. Sharing methods for analyzing this data will increase the body of knowledge on this topic and increase use of LibQUAL+® results to improve services to our users.

Eastern Washington University

Participation: 2004, 2007, 2010

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Using LibQUAL+® for Continuous Improvement at Eastern Washington University Libraries

“We've got the survey results. Now what do we do with them?” At Eastern Washington University Libraries, we have been able to close the gap between planning and assessment by integrating the LibQUAL+® survey into improvement processes. This poster session will use the plan-do-check-act model (also known as the "Deming Cycle") to illustrate how we use LibQUAL+® in a practical, meaningful way.

EWU Libraries have incorporated the LibQUAL+® user satisfaction survey, to be administered every three years beginning with LibQUAL+® 2004, into our program of assessment. The poster session will identify how and where the LibQUAL+® survey has been integrated into the plan-do-check-act process for improvement, to plan activities in alignment with the university's mission and strategic goals, to do the activities that help us meet the goals, to check on progress and evaluate effectiveness, and to act and adjust based on that progress.

The benefits of using the LibQUAL+® survey as one tool in our assessment program include having a core set of quantitative data that can be used to measure progress toward specific strategic goals. We can compare results over time and against peer institutions, providing sound evidence to inform the decisions we make. Additionally, the survey is a rich source for qualitative assessment, with comments from users that can be analyzed by user group, discipline, age, and sex to help the library identify areas for improvement that may be unique to a specific demographic.

Keio University

Participation: 2008

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Analysis Using Japanese Norms: Aspects of National/International Benchmarking

Purpose

In fiscal year 2008, LibQUAL+® surveys were conducted for the first time at four institutions in Japan. The purpose of this proposed study is to examine how Japanese participants can use LibQUAL+® surveys as a national and international benchmarking tool.

Proposed Design/Methodology/Approach

The percentile equivalents of the total perception scores will be calculated using the LibQUAL+® 2008 scores obtained from three of four similar university libraries (i.e., Keio University, Osaka University, and Kanazawa University), and these values will be used as the tentative Japanese score norms. Second, the median ratings, the score dispersions of the ratings, and the lower/higher ends of the score distributions will be compared against percentile equivalents obtained from four other international cohorts (i.e., ARL, SCONUL, Canada, and Hong Kong) to clarify the characteristics of the Japanese LibQUAL+® survey results. Third, the Japanese and international norms will be used to further analyze the scores obtained at Keio University in terms of national and international benchmarks.

Expected Findings

A comparison using preliminary percentile equivalents calculated from the scores of two institutions (i.e., Keio University and Osaka

University) showed that the Japanese results exhibited lower median ratings, a lower positivity for both the lower and higher ends, and a wider range of dispersions, compared with international benchmarks. The reasons for these characteristics will be discussed in terms of cultural and educational backgrounds. Further analysis of the results obtained at Keio University will also be discussed to create an analysis prototype. The findings should indicate how participants in Japan compare with both Japanese and international norms. Further evaluation of a larger number of peer institutions will be needed to establish more valid and reliable Japanese norms.

Practical Implications/Value

The study will provide a practical prototype of further analysis of LibQUAL+® survey results for Japanese and other international participants.

Richard Stockton College of New Jersey

Participation: 2005, 2008, 2011

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Mission Difficult, but Not Impossible: How We Followed Up LibQUAL+® Results to Satisfy User Needs

Library assessment is a process toward improving library services and meeting user needs. One shortcoming is that there is frequently no follow up to assessment. Stakeholders are not informed of the results or what measures are being taken to remediate the problems identified through assessment.

In 2005 and 2008, The Richard Stockton College of New Jersey Library participated in LibQUAL+®, a web-based assessment survey tool that collects and interprets library users' perceptions of library service quality. This poster presentation illustrates the librarians' grass roots approach in following up on the LibQUAL+® results and examining them, not in isolation, but from a broad viewpoint, in search of trends and patterns that accurately reflect the overall perception of the library. Additionally, it also shares the roles the librarians played in this difficult endeavor, and what they have achieved in responding to the users' needs.

Using statistical correlation analysis, the 2005 and 2008 LibQUAL+® survey results were analyzed in three dimensions: Affect of Service, Information Control, and Library as Place. Local questions were also examined. In addition, the 2008 results were compared with that of other

libraries in New Jersey to benchmark the library's services. Information collected was used to track trends and highlight the strengths and weaknesses of the library in the eyes of its users.

The findings from the comparison of 2005 and 2008 results showed an increase in perceived service in all three dimensions, but student and faculty expectations have risen even faster, especially with regard to Information Control (databases, equipment, and access to full-text of journal articles). There was also an increase in demand for group study space as more students participate in team projects. Positive results on Affect of Service (expertise, service attitude, and willingness to help by staff) demonstrated that users continued to value the personal attention and expertise of the library staff.

Librarians played an important role in this assessment process. They initiated an assessment committee, analyzed LibQUAL+® data, and presented the findings to the President, Provost, and the Council of Deans of the College. In addition, they collected qualitative data through student focus groups. Both the quantitative and qualitative data proved to be essential in supporting the need for increased budgets for desired resources, staff training, lighting improvement, furniture rearrangement, and space reclamation. All these follow-up measures have greatly improved the library services. This assessment has moved the library one step further toward a user-centered library.

University of Connecticut

Participation: 2000, 2004, 2008, 2010

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Guiding Subject Liaison Librarians in Understanding and Acting on User Survey Results: A Model LibQUAL+® Consultation from ARL

Successful initiatives such as the “Effective, Sustainable, Practical Assessment” spearheaded by the Association of Research Libraries (ARL) and efforts organized by the Association of College & Research Libraries (ACRL/ALA) have nurtured a growing number of librarians charged with library assessment responsibilities. Assessment librarians lead efforts to obtain input from the user community, often in the form of user surveys. However, assessment librarians cannot single-handedly implement improvements for users; indeed, staff throughout the library must be able to understand, interpret, and act upon user survey results. This poster session will describe a consultation process used to engage key library staff in responding to user feedback, highlighting this implementation at the University of Connecticut (UConn) Libraries.

UConn administers the LibQUAL+® user survey on a regular 3-year cycle and those involved in assessment activities are knowledgeable about the tool and the specifics of the users' responses. Yet while various methods had been used by the assessment librarian and committee to disseminate survey results internally, most liaison librarians had not achieved a solid and in-depth understanding and internalization of the survey and the results. Consequently, they had not consistently and

proactively analyzed the findings and made changes to better respond to the specific academic communities with which they work. After the 2008 survey, the Libraries sought a way to evolve the knowledge base beyond the assessment librarian and committee to the librarians directly responsible to support education, research, and scholarship. The ARL Statistics and Assessment Program welcomed the opportunity presented by UConn to pioneer and test the feasibility of a post-survey consultation service.

This poster will demonstrate how the consultation tailored the objective and desired outcomes to the specific needs of the institution. At UConn, the overall objective was to better equip subject liaison librarians to act upon survey results and implement continuous improvements. The desired outcomes for the participants included the development of the ability to:

1. Examine the results in the context of general findings and specified peer libraries.
2. Mine the data by separate user population and discipline subgroup.
3. Develop actionable goals and objectives for the Libraries' Strategic Plan related to Graduate Education and Research, Scholarship and Creative activity.
4. Identify metrics among specific LibQUAL+® survey items to serve both as targets for continuous improvement and measures of impact.

Three approaches used by the consultants during a one-day site visit will be described:

1. Presenting background information about the survey and observations of notable findings by the “experts”
2. Training the liaisons to “drill down” and examine results by individual academic discipline

3. Facilitating the librarians in writing measurable goals based on the survey data specific to the population which each liaison is charged to serve

As a result of this consultation, UConn's subject liaisons internalized the findings and contributed to the development of goals and metrics targeted to different user populations for the Libraries' Strategic Plan. The library staff that work most directly with faculty and students now have a better understanding of their particular user communities and they can make data-based, user-centered decisions for continuous improvement in their delivery of programs and services.

University of North Texas

Participation: 2005, 2007, 2008, 2009, 2011

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[LibQUAL+® Lite at UNT](#)

Purpose

After participating in the LibQUAL+® Lite pilot, I was interested in determining if our results were significantly different from results we had gotten using the original version of the survey.

Design/Methodology/Approach

In addition to the LibQUAL+® Lite pilot, UNT Libraries has participated in three LibQUAL+® surveys: 2005, 2007, and 2009. Minimum, desired, and perceived scores, as well as adequacy and superiority gaps for the twenty-two standard questions from the four surveys were compared for undergraduates and for graduate students using line charts. The number of participants from these two groups was also analyzed. Faculty and staff results were not included because these groups did not participate in the pilot. Finally, an exploratory factor analysis test, which correlates questions in a survey to identify latent constructs (in this case, dimensions), was performed on the 2008 results to determine if the item sampling affected the validity of the dimensions.

Findings

Results of the four surveys were remarkably similar. Two primary causes for significant differences were identified:

1. The 2005 survey results showed the most differences from the other surveys. This is the only survey that was sent to a sample.

The other surveys went to all undergraduates and graduate students.

2. The perceived scores, and the adequacy and superiority gaps, which are calculated using the perceived score, showed more differences than the minimum and desired scores. For the most part, these differences indicated slight improvements each year.

With respect to participation, UNT Libraries always administers the survey during the first half of the semester, when students are less busy, while the pilot was administered in the three weeks just prior to final exams, a very busy period for students. However, there was only a slight drop off in the number of student responses to the pilot. The 2009 survey showed a much greater drop off than the pilot, probably because a number of other surveys (not library surveys) were administered to students that semester.

The exploratory factor analysis test confirmed the existence of the three dimensions in the 2008 survey question results.

Practical Implications/Value

The results of the score comparisons suggest that the LibQUAL+® Lite Survey data is as valid a reflection of student opinions about library services as is the longer version of the survey. The participation analysis suggests that the survey is short enough that students will take it even when they are busy with end of semester activities. The exploratory factor analysis indicates that the dimension scores retain validity as a basis for decision making.

University of North Texas

Participation: 2005, 2007, 2008, 2009, 2011

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Learning from Our Users: Using Assessment to Drive Change

Purpose

Libraries need an effective way to incorporate the voice of the user into their strategic plans. They often use results from surveys such as the LibQUAL+® survey for this purpose. While these surveys may indicate problem areas, they don't give sufficient detail about the issues to fully delineate either the underlying problems or the appropriate actions to take.

Design/Methodology/Approach

Using analysis of LibQUAL+® demographic data and comments, as well as the university's strategic objectives, two groups, graduate students and distance students, were selected for the focus groups. Working groups of library staff involved in providing services to the targeted groups assisted in development of questions for the focus group scripts. The series of focus groups with graduate students was held in person. The series with online students was virtual and presented a number of technological challenges. The principle investigators analyzed the data to identify the issues and coordinated working groups of library staff, faculty, and academic support services staff that reviewed the results and developed responses.

Findings

These focus groups made the issues more concrete for library staff, faculty, and academic support services; and allowed users to propose their own ideas as well as provide feedback on solutions developed by library staff. This process provided data driven evidence to feed into the strategic planning process and overcame longstanding objections to some proposed solutions. Also notable was the consistency of the feedback within each targeted group and, in some cases, across the two targeted groups.

Practical Implications/Value

Our results confirmed for us our view that survey data provides a flag identifying problem areas but follow-up research is needed to provide an understanding of the full implications. They also indicated the importance of concrete evidence in overcoming barriers to solutions. Bringing together library staff, faculty, and academic support services staff resulted in increased cooperation among these groups and resulted in a wider range of possible ways to address the issues..

University of Nevada, Las Vegas

Participation: 2002, 2004, 2006, 2009

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LibQUAL+® Data for Subject Librarians

Purpose

To highlight the data categories in LibQUAL+® that are particularly relevant for subject librarians in their efforts to provide disciplinary collections and services.

Design/Methodology/Approach

Specific LibQUAL+® data elements will be examined for potential use by subject librarians. Information literacy and collections elements are only the most obvious examples of relevant LibQUAL+® data. Data on response rate, minimum and desired ratings, frequency of use, satisfaction, and web navigation, as well as collections and information literacy, will be examined and discussed. Both quantitative data and comments will be considered. The LibQUAL+® Customized Discipline Analysis report will be featured. Examples will be drawn from analysis of UNLV LibQUAL+® 2009 results.

Findings

LibQUAL+® is a rich source of disciplinary data. This data can be useful for the subject librarian in a variety of ways, among them informing their profile of the faculty and students in their discipline, providing a basis for planning services, and suggesting questions to pursue with individuals and groups in their areas.

Practical Implications

Liaisons or subject librarians are a primary, though substantially unacknowledged, stakeholder group for LibQUAL+® data. They can potentially be one of the most effective tools the library has for closing the loop between collected data and positive library change and improvement.

Western Illinois University

Participation: 2006, 2009

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Thinking in Cycles: Assessment, Improvement, and Validation

In looking at assessment as a continuous process, we want to know how well we are doing, whether we are doing the right things, and how we can improve. In this sense, we need to think in cycles. We assess, analyze the results, make changes, and then validate the changes.

The LibQUAL+® survey conducted in October 2006 is used as the beginning of the cycle. Quantitative results and comments were analyzed. Focus groups were then conducted in February and October of 2007. Results were analyzed for directions for improvement and changes were put into place. In October 2009, the LibQUAL+® survey was again conducted. Written comments were analyzed using a grounded theory approach. Quantitative data were then compared to the 2006 data using the two-tailed t-test, commonly used to compare means.

While four out of the twenty-two items were rated below a 7 on a 9-point scale in 2006, only one was rated below 7 in 2009, but still above the minimal level, 6.97 for “employees who instill confidence in users.” In comparing ratings of the 22 core items, the 2009 results the ratings are all higher than the 2006 results. The significant increases include items related to services. Also significant are the availability of electronic resources, having modern equipment, and being able to have access from off-campus locations. Another area of significant improvement is having

a comfortable and inviting location. Overall, the rating went from 7.16 in 2006 to 7.44, a very significant increase ($p < .01$).

In looking at minimum levels and desired levels, it became evident that user expectations have shifted. For example, for the item concerning electronic journals, the 2009 perceived mean is 7.10. But the minimum level has increased from a value of 6.85 for 2006 to 7.14 for 2009. Thus, in absolute terms, current perceived mean is 0.25 more than the 2006 minimum, but the shift in expectation has outpaced our improvement. The other two areas where the minimum levels have increased concern access from off-campus and the amount of individual attention from library staff members. The desired levels have also increased in most areas of library service and in regard to access to electronic resources. In all areas of service, even though the perceived means have increased significantly, the desired levels have also increased. In one case, “giving users individual attention,” the 2009 perceived mean (7.39) is actually more than the 2006 desired value (7.3).

Written comments, while not directly comparable, have shifted in content. For example, comments from 2006 included calls for a coffee bar, lounge area for students, and group study spaces. With changes in place, for 2009, one fundamental shift is to a higher level of abstraction on whether the library should return to a purely academic space or remain as a social space.

With shifting user expectations, changes in libraries have to be mission- and value-driven. The findings provide evidence validating the changes implemented by the library. This is crucial in retaining our value within the institution.

Association of Research Libraries

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ARL Statistics™ Analytics through StatsQUAL®

One of the longest-running and most recognizable activities of the Association of Research Libraries is the ARL Statistics™ data collection. Quantitative and descriptive statistics have been collected and published annually for the members of ARL since 1961-62. Before 1962, annual statistics for university libraries had been collected by James Gerould, first at Minnesota and later at Princeton. These data cover the years 1907-08 through 1961-62, and are now called the Gerould statistics. The whole data series from 1908 to the present represents the oldest continuing library statistical series in North America. The current ARL Statistics™ include data on collections, staffing, expenditures, library services, and library and university characteristics of the member libraries of ARL.

In the 1990s, many of the annual surveys evolved into analytical products and services in unforeseen ways—primarily due to the use of new technologies ranging from innovations in data collection to electronic publishing of datasets, as well as derivative print publications. Probably the biggest challenge for any organization, including ARL, is the attempt to bring disparate web products and projects together in a way that complement and build on each other so that users can get maximum benefit.

The ARL Statistics™ Web Interactive Edition was one of the first electronic interactive products ever to appear on the web. From 1994 until this year, it was supported by what was one of the well-known electronic centers of the University of Virginia Library: the Geostat Center. In 2010, the interactive product has moved to the StatsQUAL® gateway, hosted by ARL.

In addition to the move, the new ARL Statistics™ Analytics is more tightly integrated with the main ARL Statistics™ data entry forms in the new StatsQUAL® system, pulling results directly from the values entered by institutions as soon as they are submitted. It runs on Windows Server and is powered by C#/ASP.NET 3.5 backed by a SQL Server 2008 database. This move reduces the complexity of the system and minimizes reliance on third party tools, while retaining the same functionality. It will also make extending the system simpler, resulting in shorter times to market new features.

ARL Statistics™ Analytics will allow users to:

- Review the library data collected by ARL—select institutions for peer group comparison and download the data in .csv format for every year separately since 1963.
- Generate rankings of institutions—based on any one of the variables or any ratio formed by any two of these variables for every year separately.
- Create graphs from the data—for one institution and up to a certain threshold of variables, or for a certain number of institutions and one variable.
- Generate summary statistics for all ARL libraries—on any of the variables, or a ratio formed by two of these variables, for every year for either all libraries or a user-defined peer group.
- Download the data by year in spreadsheet format—a dataset in .csv format created by selecting the institutions, geographic regions, variables, and year(s) in which you are interested.
- Review the ARL indices—a set of options for displaying individual institutional data and graphs on the variables comprising the ARL indices.

For information on future LibQUAL+® events visit:
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