LibQUAL+®

Share Fair

Poster Abstracts Related to LibQUAL+®
Presented at the Library Assessment
Conference 2012

Monday, October 29, 2012
6:00 – 8:00 p.m.
Omni Charlottesville
Charlottesville, Virginia

Thank you from the LibQUAL+® Team

This Share Fair includes presentations from 10 posters from LibQUAL+(R) partner institutions presented at the 2012 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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Presenters

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Sarah Dahlen

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Octavious Spruill
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Jennifer Nutefall
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Radford University
Eric Ackermann

University of Arkansas at Little Rock
Wanda Dole
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Anne Liebst
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Association of Research Libraries
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Participation: 2007, 2010

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Building a 21st Century Learning Environment: The Power of LibQUAL+® Information to Foster Change!

Purpose

One of the priorities articulated by key stakeholders of the Atlanta University Center (AUC) Robert W. Woodruff Library in the 2006 strategic plan was to build a 21st century learning environment. This would be accomplished through enhancement of resources and services, programs, technology, as well as the transformation of the physical space. Although there had been several commissioned studies that outlined both rationale and recommendations for transforming the Woodruff Library's environment, there was no formal data to guide or strategic organizational priorities and action. This project documents how the Library used LibQUAL+® assessment results to foster transformation of the learning space - a $16.2M interior renovation. LibQUAL+® results were critical to framing the narrative for capital campaign funding and to developing messaging that would appeal to the core benefits and unique needs of each of the four member institutions the Woodruff Library services: Clark Atlanta University, the Interdenominational Theological Center, Morehouse College and Spelman College. More than half of the funding for the project was acquired through a capital campaign. For the remaining funding, a Library renovation fee was assessed to each AUC student per semester over a five-year period, which began fall 2008.

Design/Methodology/Approach
In 2005, the Woodruff Library collaborated with a national, award-winning design firm, Shepley Bulfinch, Richardson & Abbot (SBRA), to develop a conceptual plan to re-envision the new Library. This was followed by a 2006 feasibility study to determine who would provide financial support and how much, as the Library had no historical relations for capital funding. In 2007, the Library conducted the LibQUAL+® survey. A multi-pronged marketing approach was implemented, using a print and electronic survey distribution strategy. The Library partnered with student opinion leaders, student and faculty advisory councils, department chairs, and The Andrew E. Mellon Foundation interns to administer the LibQUAL+® survey. Exceeding the established objective of 15% participation of AUC student and faculty population (10,807) by 10%, the Woodruff Library had quantitative and qualitative data to move forward with renovation plans.

Findings
LibQUAL+® scores were ranked by Superiority Gap scores, the calculation of "Perceived" level of service ratings minus "Desired" level of service ratings, in three service dimensions (information control, affect of service, and library as a place). The top five and biggest Superiority Gap scores correlated directly with the learning environment. Verbatim comments provided context to the numerical ratings and additional insight was gained through focus group discussions. The Woodruff Library had the statistical data to support library renovation as a top priority action. AUC stakeholders had spoken clearly and decisively.

Practical Implications/Value
LibQUAL+® data supplemented other management and assessment reports. Renovated space (130,000 square feet of a total footprint of 222,000 square feet) includes: learning commons, technology design studio, print shop, café, Information and Research Consultation Centers, "smart" classrooms, Mac workstations, 1,200 seats, 18 group study rooms, 230 computers, audio and editing studios, practice presentation studios with video playback, graduate and quiet study suites, building-wide wireless access, etc.

California State University, Monterey Bay

Participation: 2005, 2011

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Coding Practices Decoded: Using NVivo Software to Analyze LibQUAL+® Comments

As noted at the 2010 Library Assessment Conference, the majority of LibQUAL+® users perform qualitative analysis on survey comments, but the literature on the coding procedures employed is sparse.[1] While coding is not a one-size-fits-all endeavor, there is value in sharing effective practices among institutions. This poster will focus on the qualitative methods and tools employed successfully at one small, public institution to analyze LibQUAL+® comments. NVivo was chosen as the software tool for qualitative analysis, and the presenter will address the benefits, drawbacks, and logistics of learning and using this program. Specifically designed for qualitative data, NVivo allows the user to code comments, create queries to address a variety of research questions, and generate graphics and reports of the results. The poster will demystify the practice of coding for those new to qualitative analysis and allow attendees to evaluate whether NVivo is a good fit for their assessment needs.

1. Neurohr, Karen, Eric Ackermann, Daniel P. O'Mahony, and Lynda S. White. "Coding Practices for LibQUAL+® Comments: Survey Findings." In Proceedings of the 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, 131–145. Baltimore, MD: Association of Research Libraries, 2010.

Duquesne University

Participation: 2006, 2009, 2012

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Doing LibQUAL+® at the Worst Possible Time: How Changes in the University and Library Affected Results

This poster will show how significant changes in the library affected users' responses to LibQUAL+® Lite questions, focusing particularly on changes that were beyond the library's control. Gumberg Library administered LibQUAL+® Lite in February 2012 shortly after (1) announcing university-imposed budget cuts; (2) restricting access to the library building due to safety incidents; and (3) launching a new library website because of a new university content management system. This confluence of events created unease in both users and library staff, and, thus, the results of LibQUAL+® Lite reflect these feelings.

To illustrate how changes affected responses, we will examine both the comments and the numerical data provided by LibQUAL+®. Our adequacy and superiority gap means for affected questions (e.g., IC-2: "A library Web site enabling me to locate information on my own") will be compared to our LibQUAL+® 2006 and 2009 results to assess differences in user satisfaction. Similarly, the overall adequacy and

superiority gap means in our 2012 survey for the LibQUAL+® dimensions, particularly "Information Control" and "Library as Place," and gap means for the library overall will be compared to our 2006 and 2009 results to determine if these dimensions showed any marked change. Relevant local questions will be analyzed, and qualitative data will be coded and counted for frequency to determine user reaction to these changes.

LibQUAL+® Lite was administered February 6-29, and the results notebook has been created. Analysis of comments has begun and will be completed by the end of the summer, along with comparisons of gap means. We hypothesize that users will mostly view the changes negatively and that the comments about the changes will make up a significant portion of the comments. However, overall ratings have improved, showing that while the sudden changes may have affected respondents' ratings to some degree, they did not create a decrease in overall user satisfaction from 2009 to 2012.

The library is a dynamic place, and assessment should not stop just because change has recently occurred. Administering LibQUAL+® allowed us to continue the assessment cycle we began in 2006, even though internal changes would impact results. LibQUAL+® Lite was already planned, and it provided a convenient and cost-effective way to obtain feedback on recent changes. Complaints about changes do not necessarily equal overall dissatisfaction with a library, but they can provide insights into users' perceptions of change. Ultimately, understanding how changes in the university and library affect users' lived experiences will help successfully manage future challenges.

North Carolina A&T State University

Participation: 2006, 2008, 2011

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Boost Your Survey Results with People Power

As a part of National Library Week activities, F.D. Bluford Library utilized the survey program LibQUAL+® to evaluate the quality of its library services. The Assessment Committee reviewed the preliminary data from the 896 patrons (students, faculty, and staff) and determined that this year was a record breaking year for survey participates. After reviewing the results of the survey, the committee determined that the three main factors influencing the increase of patron participation were library staff volunteers, student workers, and incentives for patrons. This year, our Library experienced a 75% increase in survey users. We credited this increase to the time and effort that our Library Faculty and Staff provided. Not only did they volunteer, but they recruited their work study students to help out. Thus, we had young student workers recruiting other students to take the survey.

Another key factor to the increase was the incentives. We displayed a 50 gallon clear vase filled with candy and snacks. At first, we were going to hold a drawing and give all of the candy away to the first patron that guessed the correct number. Fortunately, we had an "explosion of patrons" approaching the desk and asking for a piece. The other "big

incentive" was an IPAD 2 giveaway. At the end of the survey, we gave away an IPAD 2 to a student. This poster presentation will give a detailed examination (from start to finish) on how we increased our numbers and energized the student population. Librarians will learn "techniques and secrets" on how to increase their survey numbers.

Oklahoma State University

Participation: 2001, 2008, 2009, 2010, 2011

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Beyond Positive and Negative: A Taxonomy for Open-Ended Comments

Coding open-ended comments can help researchers find meaning in data. Lyn Richards (2009) distinguishes between three types of coding: "descriptive, topic, and analytical" (p. 96). Descriptive refers to information about the speaker such as age or gender. Topic refers to what the passage is about and often utilizes words the speaker used. Analytical requires consideration for what else is occurring in the data. Frequently, only two words are used for analytical classification: "positive" or "negative." Yet, these choices do not apply to many comments. Reviewing open-ended comments from several administrations of LibQUAL+® and other library data sources clearly revealed that more choices are needed. A review of existing literature revealed some choices, yet not as many as were desired. A taxonomy of seven choices was developed and has been used successfully: praise, strong praise, complaint, strong complaint, suggestion, question, and neutral observation. Classifying comments into these expanded choices facilitates action for library improvement and resonates with stakeholders. This poster will define the taxonomy, offer sample comments, and will describe how the comments have been utilized for library improvement.

Richards, L. (2009). Handling qualitative data: A practical guide. (2nd ed.). Los Angeles, Sage Publications.

Oregon State University

Participation: 2001, 2003, 2011

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"We Hope it Helps": The Impact of Incentives on LibQUAL+® Response Rates

Purpose
Our research focuses on the question: what is the perception among
librarians of the impact of lottery incentives on response rates to the
LibQUAL+® survey?

Design/Methodology/Approach
A LibQUAL+® incentives survey was developed by the researchers to
find out why administrators do or do not offer incentives, what types of
incentives are offered, and what the perception is of the impact of lottery
incentives for the LibQUAL+® survey. The 25-item questionnaire was
administered to all 124 US and Canadian (English language only)
academic libraries (excluding community college) that participated in
LibQUAL+® in 2010. Additionally, data for the LibQUAL+® data
repository provided additional information on the 124 institutions
including response rate broken down by population, potential respondent
pool size, and survey used.

Findings
We received a 31% response rate to the survey. While the results should be viewed with caution due to the sample, the findings are revealing in the type of advertising used, the amount and type of incentives offered, and if the LibQUAL+® administrators felt the incentives made an impact on their response rates. Incentives are only one variable to help increase response rate, especially among students. Based on extensive literature on incentives, alternatives are offered and suggestions made for combining different methodologies, including offering prepaid incentives.

Practical Implications/Value
Every LibQUAL+® administrator needs to determine whether they will offer an incentive(s) and if so, what kind of incentives and how much needs to be determined. Our research shows that LibQUAL+® administrators make the decision mainly based on past practice or a sense of competition with other surveys on campus. However, there is extensive literature on the use of incentives and what amounts can impact response rate. Our research can help LibQUAL+® administrators make more educated decisions about incentives before implementing LibQUAL+®.

Radford University

Participation: 2002, 2005, 2006, 2008, 2009

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[Protocols and Priorities, Comparing Radford University Users' Priorities using LibQUAL+® Long and Triads Survey Data: A Preliminary Study](#)

Purpose

By comparing the rating (quantitative) and comment (qualitative) data from four previous LibQUAL+® (Long) surveys to that from the 2012 LibQUAL+® Triads (Triads) survey, this study will try to discover if:

- The two protocols produce significantly different library service and resource priorities for the primary Radford University (RU) library users. Of particular interest is the fate of the "intractables", those priorities that seem particularly resistant (alas!) to ongoing efforts to rectify them.
- The Triads instrument increases user response rate and representativeness.
- The Triads survey provides an improved user experience as evidenced by a higher completion rate and fewer negative comments about the instrument/protocol.

Design/Methodology/Approach

To help facilitate the comparisons across the two survey protocols, the study's design will include the following:

- The target population, sampling strategy and timeframe for the Triads protocol will be the same as used in previous Long surveys: current RU faculty, staff, and students older than 17

years old; using a census or sample of the whole; administered over a two-three week survey period.

- The study will limit the comparison to the six LibQUAL+® core items used in the Triad instrument, a subset of the twenty items used in the Long survey.
- The previous Long survey quantitative (score) data will be converted to the 3-point scale used by the Triad protocol. Standardize mean effect size metrics (e.g., Cohen's d, BESD, and confidence intervals), and independent means tests will be used for comparisons across time and protocols.
- The qualitative data will be analyzed using a common set of descriptive statistics.

Practical Implications/Value

LibQUAL+® in one form or another has been a sustained part of the McConnell Library's ongoing assessment program at RU since its first administration in 2002. The library is continuing this program by transitioning from a three year to a two year LibQUAL+® assessment cycle, and integrating it into the assessment component of the library's strategic plan. LibQUAL+® has a sustained, demonstrated value to RU's Office of Academic Assessment as evidenced by its funding of all the previous surveys, coordination of survey schedules, and storage of all the data and analyses.

LibQUAL+® has always been a practical form of action research for McConnell Library. The appeal of the Triads protocol is its perceived potential to sharpen and clarify the library users' true priorities, thereby improving the allocation of limited library resources to increasingly contribute to their academic success at RU. If confirmed by this study, the Triads protocol will go a long way to making a very useful assessment tool even more so.

University of Arkansas at Little Rock

Participation: 2008

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Write on the Wall: Soliciting Student Input for Library Renovation

Purpose
This poster reports assessment activities conducted to learn user preference for the redesign and furnishing of an area slated to become a new student learning space.

Design/Methodology/Approach
The 2010 transfer of archives collections and staff to another facility presented the Ottenheimer Library with the opportunity to create a new student learning space in the area vacated. Rather than assume we knew what students wanted, we decided to ask them. Renovation plans included the removal of temporary walls that enclosed the former archives area. Before removal, we covered one wall with craft paper and used it as a "Write on the Wall" place where students could tell us what the "Perfect" space should include. Photos of "Before" and an artist's rendering of the basic details of new space ("Next") were posted on the wall near the area for visualizations of the "Perfect After" space. In addition to this low-cost, low-tech assessment tool, a variety of

qualitative and quantitative tools were used including, User observation, "Write on the Wall" user preference study, Focus group data, LibQUAL+® data

Findings
The results of the "Write on the Wall" assessment reinforced with the findings of LibQUAL+® and focus group that students preferred improved, technology-rich study space, more outlets and comfortable, flexible seating.

Practical Implications/Value
This poster describes a low-cost, low-tech method of soliciting user feedback during renovation. It is another example of user-engaged renovation.

University of Wyoming

Participation: 2004, 2007, 2012

University of York

Participation: 2004, 2008, 2009, 2010, 2011, 2012

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From Wyoming to York: A Cross-Cultural Study of Student Experience and Expectations

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Purpose

The purpose of this study is to investigate the experience and expectations of students using new library buildings and services in two different national contexts. Both participating institutions have a strong commitment to developing as research libraries and have invested substantially in buildings and new environments to support their strategies. The principal objective for each participating institution is to refine the design of the service offering for students in the light of what is learnt from the study in each context. A secondary objective of pursuing the study in two different continents is to gauge the potential transferability of service design solutions. The study will take place in the UK context at a time when large fee payments are being imposed on UK students in a major change in government policy; a situation that has pertained in the US for some time. The study will be designed to reveal

whether there is convergence of expectations as student financial contexts become more alike.

Design/Methodology/Approach
The study employs a methodology of applying the same qualitative data collection methods and instruments in the two target libraries: the University of Wyoming in the US and the University of York in the UK. These findings will be supplemented with quantitative and qualitative data from LibQUAL+® surveys. Both libraries have invested significantly in buildings in the recent past, and both are looking to provide innovative environments for their patrons; learning spaces will therefore be a key focus of the study. The principal investigator (J. Kearley) will conduct the data collection, mainly through focus groups and interviews in both locations, limiting bias and variation. The process will ensure that each culture is viewed from within its own context, a prerequisite for cross-cultural learning.

Findings
The study is still in progress with US data collection mainly complete, and the UK phase is about to start through a sabbatical attachment in York. The responses to the five open-ended questions for the US are currently being transcribed, providing views on space and facilities, resources, webpage design, librarians, and instruction. University of York data collection begins in May. The findings will be compared and contrasted with the LibQUAL+® data from each institution.

Practical Implications/Value
Large-scale studies have been undertaken to gain understanding of the new landscape of student activity in relation to libraries. Few of these have been cross-cultural, with the potential for misapplication of findings into differing contexts. Some smaller scale studies have been conducted within single institutions, again with the potential for misapplying findings out of context. This appears to be the first study directly comparing UK and US experience, providing insight into what is common and universal and what is different across the student cultural contexts.

Association of Research Libraries

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Promotion Techniques to Build a Larger and More Representative Sample for Your Survey: Findings from LibQUAL+®

Purpose

This poster will address the following research question: What effect do incentives and certain methods of promotion have on survey views and completion counts as a percentage of population? If increased awareness and incentive to participate raise the rate of participation, the resulting dataset will be more robust and perhaps even be more representative of the population, a secondary point of interest in this study.

Design/Methodology/Approach

To address the research question, this study uses data collected from LibQUAL+® surveys, Post Hoc Questionnaires, and Representativeness Questionnaires conducted between 2004 and 2011, inclusive. All three surveys are voluntary, online questionnaires. The LibQUAL+® survey is a rigorously tested Web-based survey that measures user perceptions of library service quality. For the purposes of this study, the only data used from the LibQUAL+® survey itself is total surveys viewed, completed, and marked valid, and descriptive demographic data. The Post Hoc Questionnaire is the centerpiece of this study. After the completion of a LibQUAL+® survey run at an institution, contacts are asked to provide feedback on the local process for conducting their survey. The

questionnaire is voluntary and gathers the following information used for the current study: - Number of e-mail addresses to which survey notification e-mails were sent (broken down by position group, e.g. undergraduate, faculty, etc.) - Survey reminder e-mail dates - Incentives offered - Methods for promoting the survey The Representativeness Questionnaires are filled out by institution contacts during a LibQUAL+® survey run. The data provided is used to determine the representativeness of an institution's survey sample to its population once the survey run is completed. For the purposes of the current study, institutional counts for position, discipline, and sex are used to test whether marketing techniques affect representativeness.

Findings
This study is designed to determine how the various possible individual and combination of promotion techniques affect survey view and completion percentages, and how they affect representativeness. We have gathered all of the data needed and are preparing for analysis. Initial findings will be ready for review in early April.

Practical Implications/Value
The findings from this study will be shared with the LibQUAL+® community to help guide institutions in their administration of future survey runs. Significant findings would also be interesting to researchers studying ways to improve survey response rates and increasing sample representativeness of populations.

For information on future LibQUAL+® events visit:
http://www.libqual.org/Events/index.cfm

To register for future LibQUAL+® surveys visit:
http://www.libqual.org/Register/index.cfm

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