

# A Longitudinal Analysis of 2003-2013 LibQUAL+ Survey Results

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# LibQUAL+ at UCLA



Image courtesy of UCLA Library Webpage, [www.ucla.edu](http://www.ucla.edu)

# The Problem: Data Analysis

University of California, Los Angeles\_RawData.xlsx

Home Layout Tables Charts SmartArt Formulas Data Review

Font:Calibri (Body) 12 Alignment:abc Wrap Text Number:General Format:Normal Bad

|    | A        | B      | C       | D      | E      | F      | G        | H        | I      | J      | K             | L        | M      | N     | O    | P    | Q |
|----|----------|--------|---------|--------|--------|--------|----------|----------|--------|--------|---------------|----------|--------|-------|------|------|---|
| 1  | SurveyID | UserID | InstID  | TypeID | LangID | DiscID | DiscLOCA | UGroupID | RoleID | ConsID | Browser       | Complete | Active | Start | Stop | STIn |   |
| 2  | 1        | 8436   | 3795180 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 3  | 2        | 8436   | 3795181 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 4  | 3        | 8436   | 3795184 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 5  | 4        | 8436   | 3795187 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 6  | 5        | 8436   | 3863164 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 7  | 6        | 8436   | 3875401 | 19     | 1      | 1      |          |          |        |        | Mozilla/4.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
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| 10 | 9        | 8436   | 3957693 | 19     | 1      | 1      |          |          |        |        | Mozilla/5.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 11 | 10       | 8436   | 3957697 | 19     | 1      | 1      | 487      | 152313   | 521    | 528    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 12 | 11       | 8436   | 3957706 | 19     | 1      | 1      |          |          |        |        | Mozilla/5.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 13 | 12       | 8436   | 3957731 | 19     | 1      | 1      | 489      | 152315   | 521    | 527    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 14 | 13       | 8436   | 3957737 | 19     | 1      | 1      | 495      | 152321   | 521    | 527    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 15 | 14       | 8436   | 3957758 | 19     | 1      | 1      |          |          |        |        | Mozilla/5.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 16 | 15       | 8436   | 3957759 | 19     | 1      | 1      |          |          |        |        | Mozilla/5.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 17 | 16       | 8436   | 3957760 | 19     | 1      | 1      | 496      | 152322   | 522    | 533    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 18 | 17       | 8436   | 3957761 | 19     | 1      | 1      | 495      | 152321   | 521    | 529    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 19 | 18       | 8436   | 3957762 | 19     | 1      | 1      | 495      | 152321   | 522    | 533    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 20 | 19       | 8436   | 3957765 | 19     | 1      | 1      | 489      | 152315   | 522    | 533    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 21 | 20       | 8436   | 3957769 | 19     | 1      | 1      | 491      | 152317   | 522    | 533    | Mozilla/5.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 22 | 21       | 8436   | 3957771 | 19     | 1      | 1      | 484      | 152310   | 522    | 532    | Mozilla/4.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 23 | 22       | 8436   | 3957776 | 19     | 1      | 1      |          |          |        |        | Mozilla/5.0 ( | 0        | 0      | 0     | 0    | 0    | 0 |
| 24 | 23       | 8436   | 3957777 | 19     | 1      | 1      | 489      | 152315   | 522    | 532    | Mozilla/4.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |
| 25 | 24       | 8436   | 3957780 | 19     | 1      | 1      | 487      | 152313   | 521    | 527    | Mozilla/4.0 ( | 1        | 1      | 1     | 1    | 1    | 1 |

# Data Analysis at UCLA



Image courtesy of [www.risk.net](http://www.risk.net)

# Project Objectives

- Create a method by which to combine and present the past reports longitudinally across the different years and user groups
- Make it easily understood by different members of the library system staff
- Create a guide or directions for this method, ensuring that this method could be replicated for future deployment of the LibQUAL+ survey.



# Finding a Method

# Literature Review

- Lit review done to find methods of analyzing LibQUAL+ data
- Method needed to fit several parameters, including the ability to simplify the raw data, allow for longitudinal analysis
- Seven articles caught our attention
- In the end we found one article and one method that fit our needs

# D-M Score Background

- “How to Get More from your Quantitative LibQUAL+ Dataset: Making Results Practical”
  - Tim Bower and Bradford Dennis
  - Western Michigan University, 2007
- They needed a way to easily interpret and disseminate LibQUAL+ data to stakeholders
- Allows libraries’ to rank problem areas that needed to be addressed first



# Why D-M Score?

- Analyzed the three facets: minimum, desired, and perceived score, and created one number
- Concise, comprehensible
- Versatile, multi-faceted
- Able to study data longitudinally
- Relatively easy to deploy
  - Microsoft Excel or other spreadsheet software



# D-M Score Method

# D-M Score Formula

D-M Score =

$$\frac{(\text{perceived score} - \text{minimum score})}{(\text{desired score} - \text{minimum score})} \times 100$$

# Applying the D-M Score

- Formula was applied to raw data for the three main dimensions of the survey
  - Affect of Service, Library as Place, Information Control
- Each respondent then has three D-M scores (one for each dimension of survey)
- D-M scores of each survey dimension were averaged within each user group
- D-M scores were plotted on a line graph

# Other Survey Questions

Two other question types in LibQUAL+:

- Answer on a scale from 1-10
  - Simple average on a line graph
- Answer based on frequency
  - Daily, Weekly, Monthly, Quarterly, Never
  - Tabulated the data and created bar graphs

# What do the D-M scores mean?

## Simple Breakdown:

- Positive scores: Library is exceeding minimum desired level of service
- Score of zero: Library is meeting minimum level of service
- Negative scores: Library is below minimum level of service

## Detailed Breakdown:

- D-M Score  $> 100$ : Above desired level of service
- D-M Score = 100: Meeting the desired level of service
- **0 < D-M Score < 100: Above the minimum, below the desired**
- D-M Score = 0: Meeting the minimum level of service
- D-M Score  $< 0$ : Below minimum level of service



# Data Analysis Process

# LibQUAL+ Data Repository

- + Register for a Subscription
- + Manage Surveys
  - > LQ 2013 (150372)
  - \* University of California, Los Angeles (269)
- + Manage Users
- + Manage Permissions
- + Resources
- + Data Repository
- + Organization Websites
- + Directory

Institutions should NOT use other libraries' data in any way that would compromise and harm the reputation of other institutions. Institutions may use other libraries' data in a confidential manner without disclosing the institutional identity of other libraries. Access to this password-protected area where the results from LibQUAL+® are posted should be controlled by the director, or the designated coordinator, of the participating library.

In a "New Measures" environment, if we are to learn from one another and improve libraries, we must refrain from comparisons that suggest that some institutions are better than others based on the LibQUAL+® protocol. LibQUAL+® allows institutions to compare user PERCEPTIONS of service delivery against expectations; a library may assert that it is doing a better job of meeting user expectations (based on Gap Scores), than another but it is not useful to assert that a library is BETTER than another. Libraries may compare their results with those of peer institutions for identifying best practices and emulation in meeting user expectations and in managing user perceptions. Perceptions and attitudes can change rapidly as a result of local circumstances; rank ordering is not useful in this context. LibQUAL+® attempts to serve as a tool for local diagnostic purposes and cross-institutional comparisons for learning from one another.

LibQUAL+® is only one of multiple methods an institution may adopt in evaluating their services regularly and systematically to ensure that they are meeting the needs of their users. ARL will continue to offer opportunities for libraries to share their experiences and uses of the data so that libraries can learn how to better meet user expectations from an exemplar and identify best practices in the area of meeting user expectations and managing user perceptions.

Survey: LQ 2003

[Instructions](#) for creating your own SPSS file.

| Consortium  | Report |
|---|--------|
| AAHSL   |        |
| Alabama Academic (NAAL)                               |        |
| MERLN (Military Education & Research Library Network) |        |
| NY3Rs College and University Libraries                |        |
| NY3Rs Public Libraries                                |        |
| Oberlin Libraries Group                               |        |
| OhioLINK  |        |
| SCONUL  |        |

| Institution                           | Report | Custom Report | Print Surveys | Summary | Representativeness | Raw Data | Data Keys | SPSS Syntax | Comments |
|---------------------------------------|--------|---------------|---------------|---------|--------------------|----------|-----------|-------------|----------|
| University of California, Los Angeles |        |               |               |         |                    |          |           |             |          |

Raw Data

| Institution                         | Report | Summary |
|-------------------------------------|--------|---------|
| Adirondack Community College        |        |         |
| Agnes Scott College                 |        |         |
| Air University                      |        |         |
| ... of Pharmacy and Health Sciences |        |         |







# Analysis Process

- We created a step-by-step process to follow to convert the raw data into usable data, graphs
  - A. Calculate and interpret raw data
  - B. Creating graphs
  - C. Updating graphs with new LibQUAL+ data
- A handout is available for more information

# Consulting Team

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Jeremy Whitt: [jwhitt@gmail.com](mailto:jwhitt@gmail.com)

# D-M Score Graphs

D-M Score  $> 100$ : Above desired level of service

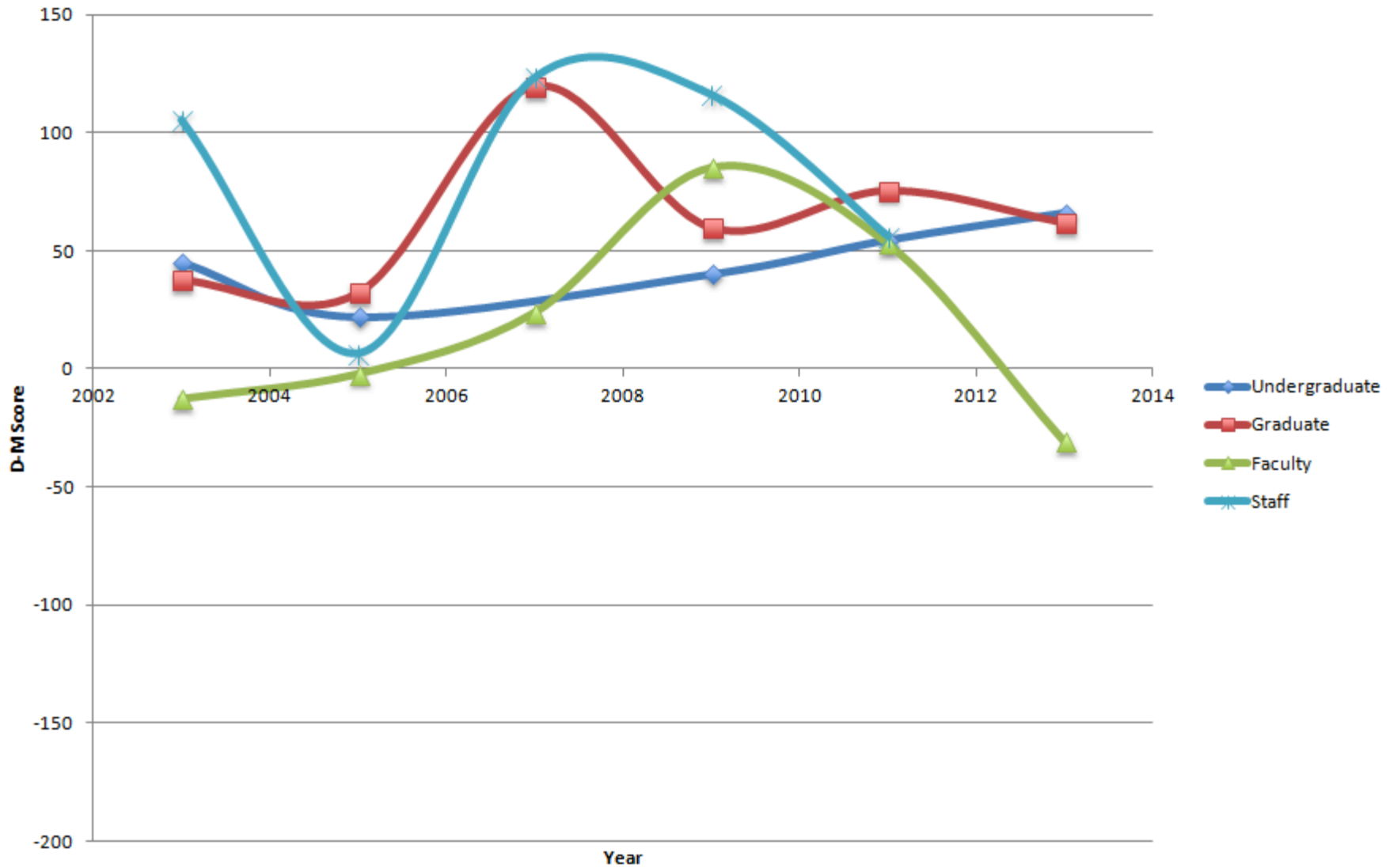
D-M Score = 100: Meeting the desired level of service

**0 < D-M Score < 100: Above the minimum, below the desired**

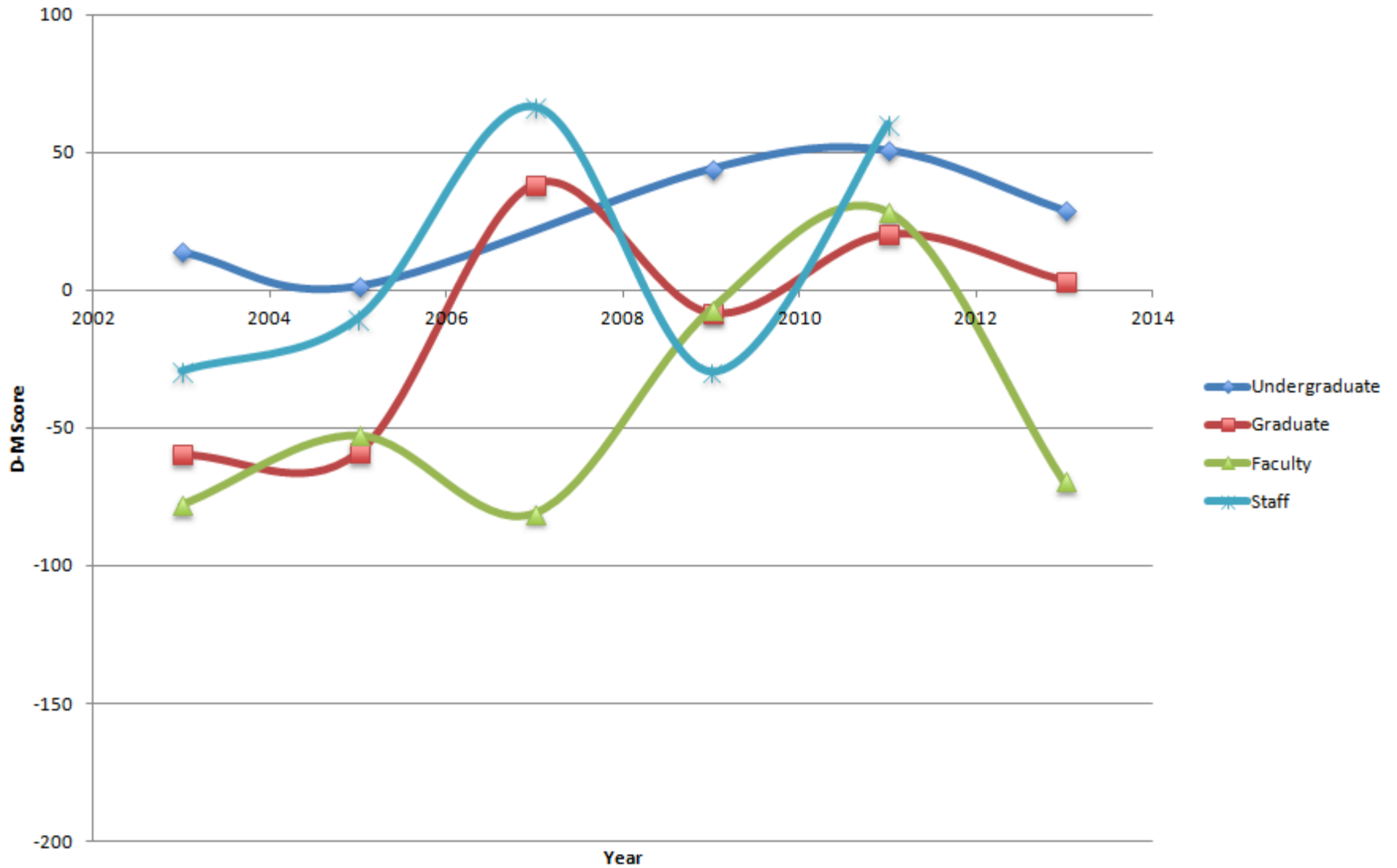
D-M Score = 0: Meeting the minimum level of service

D-M Score  $< 0$ : Below minimum level of service

## Affect of Service

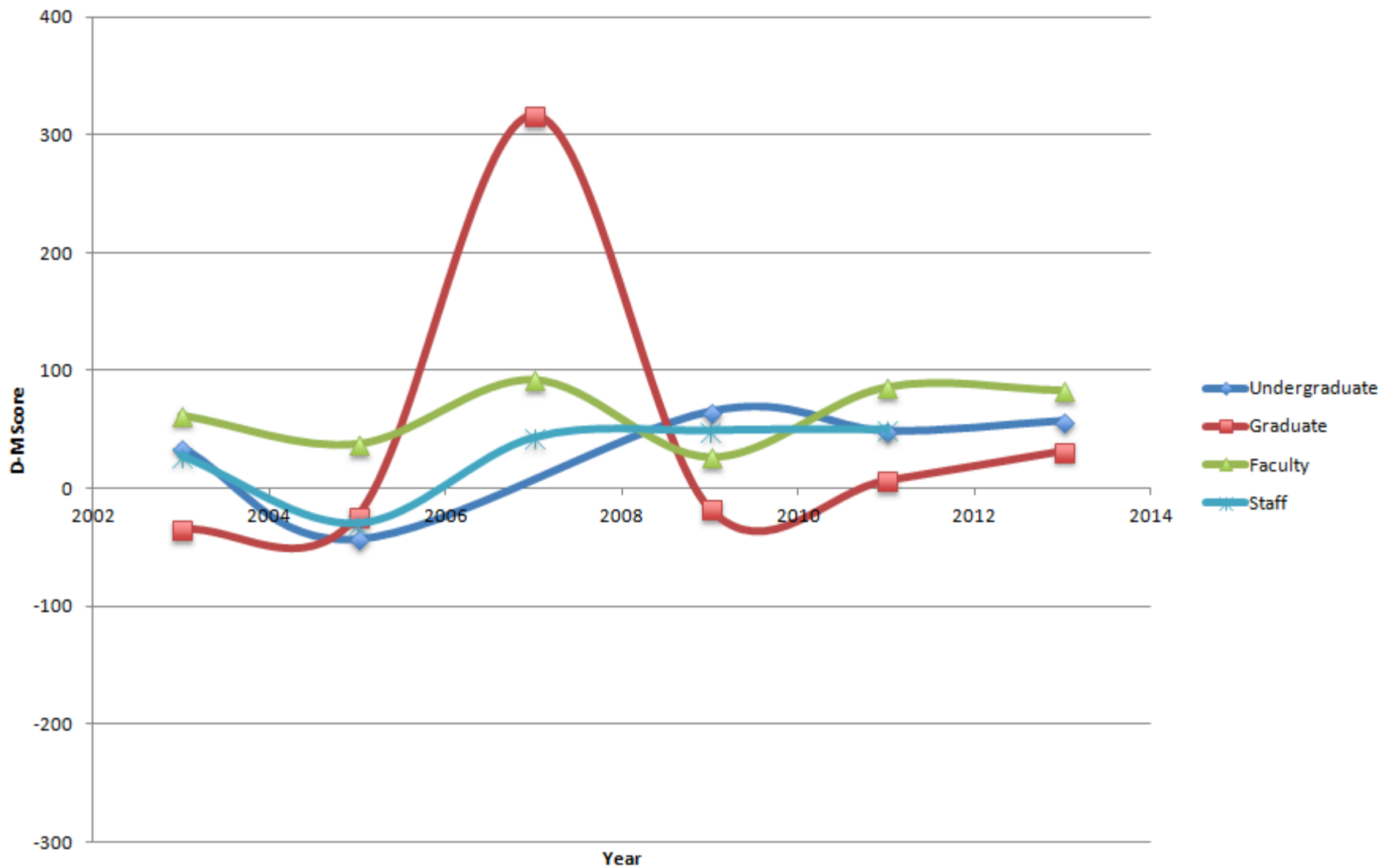


## Library as Place





## Information Control



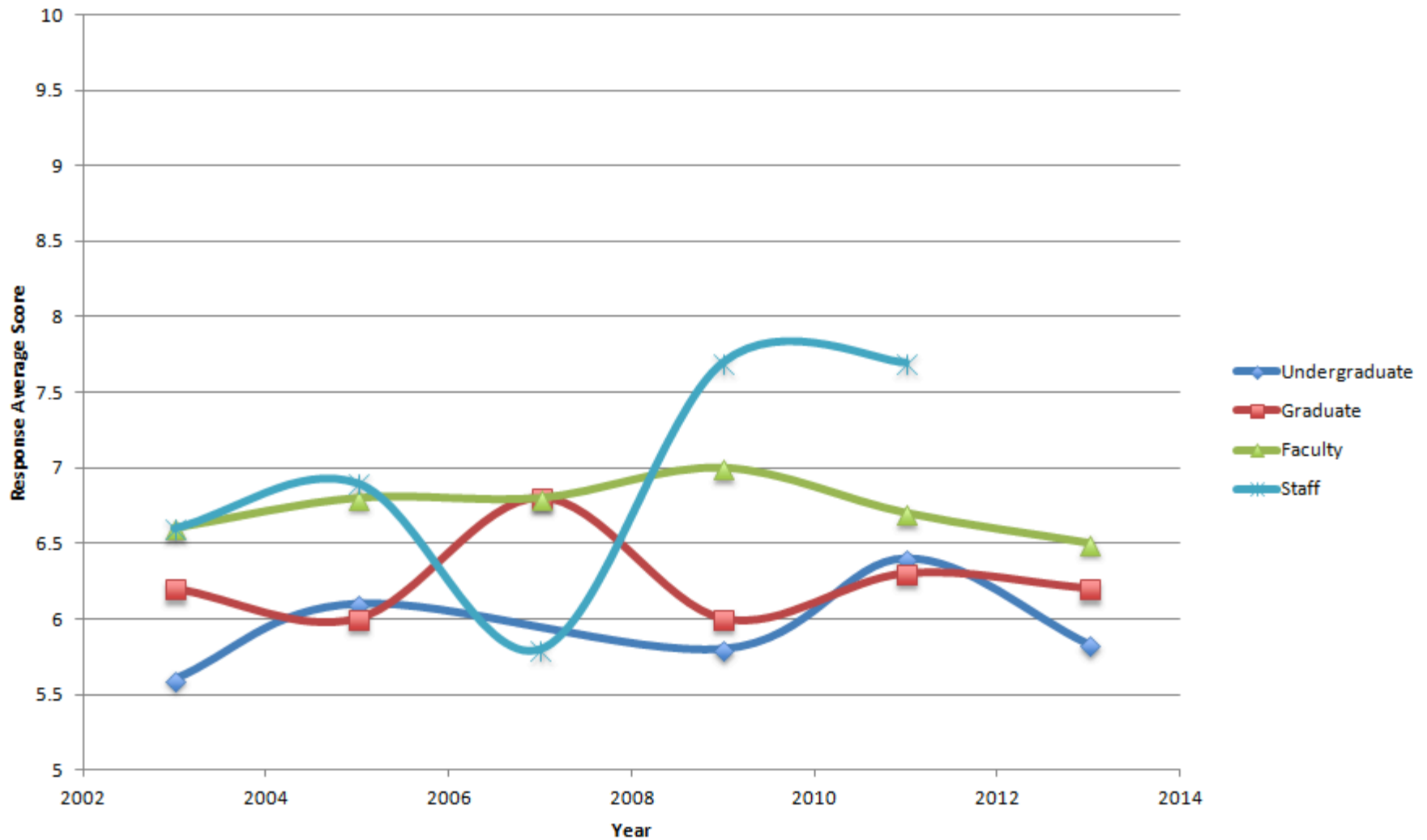


# Literacy Outcome Graphs

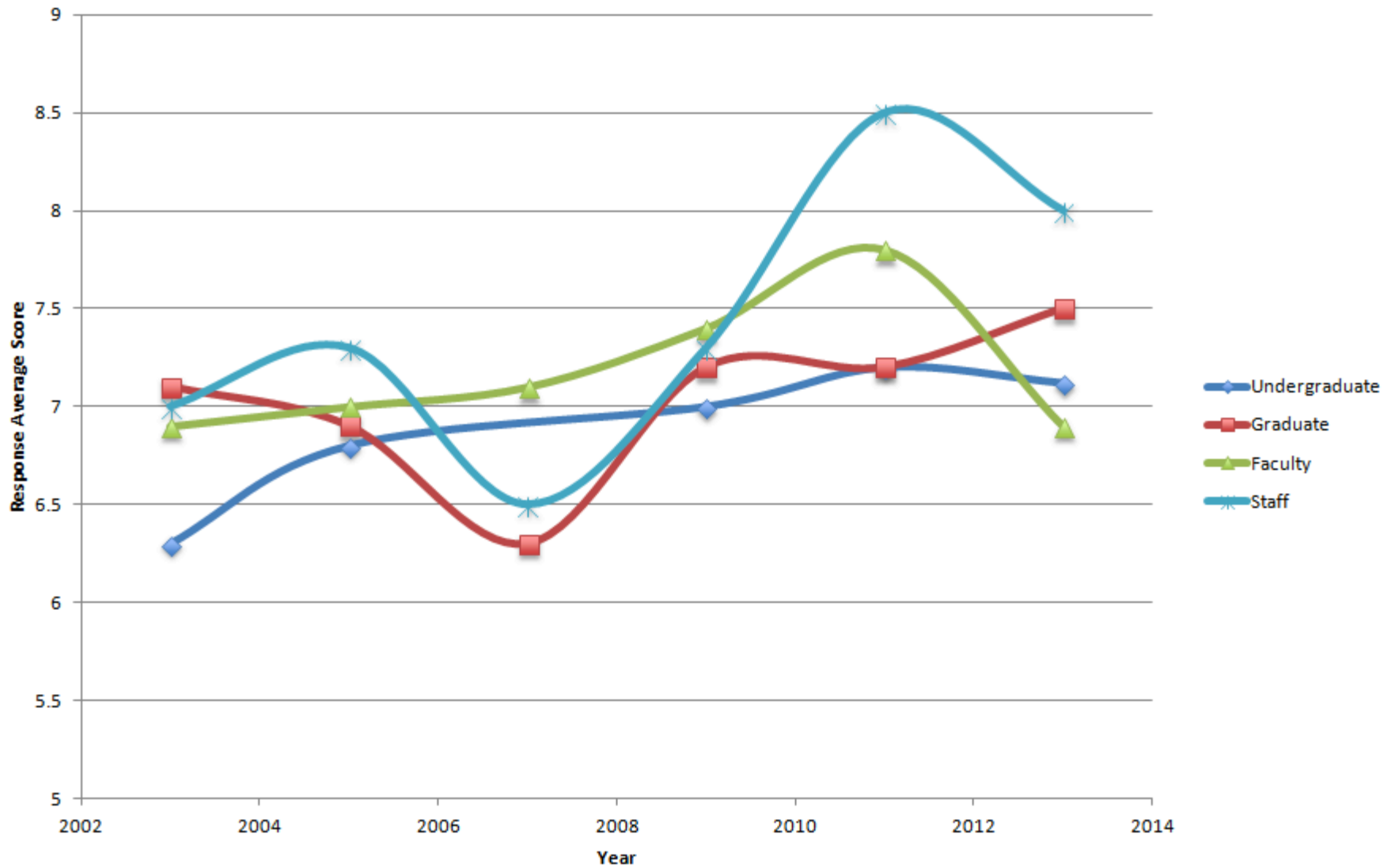
On a scale from 1-10



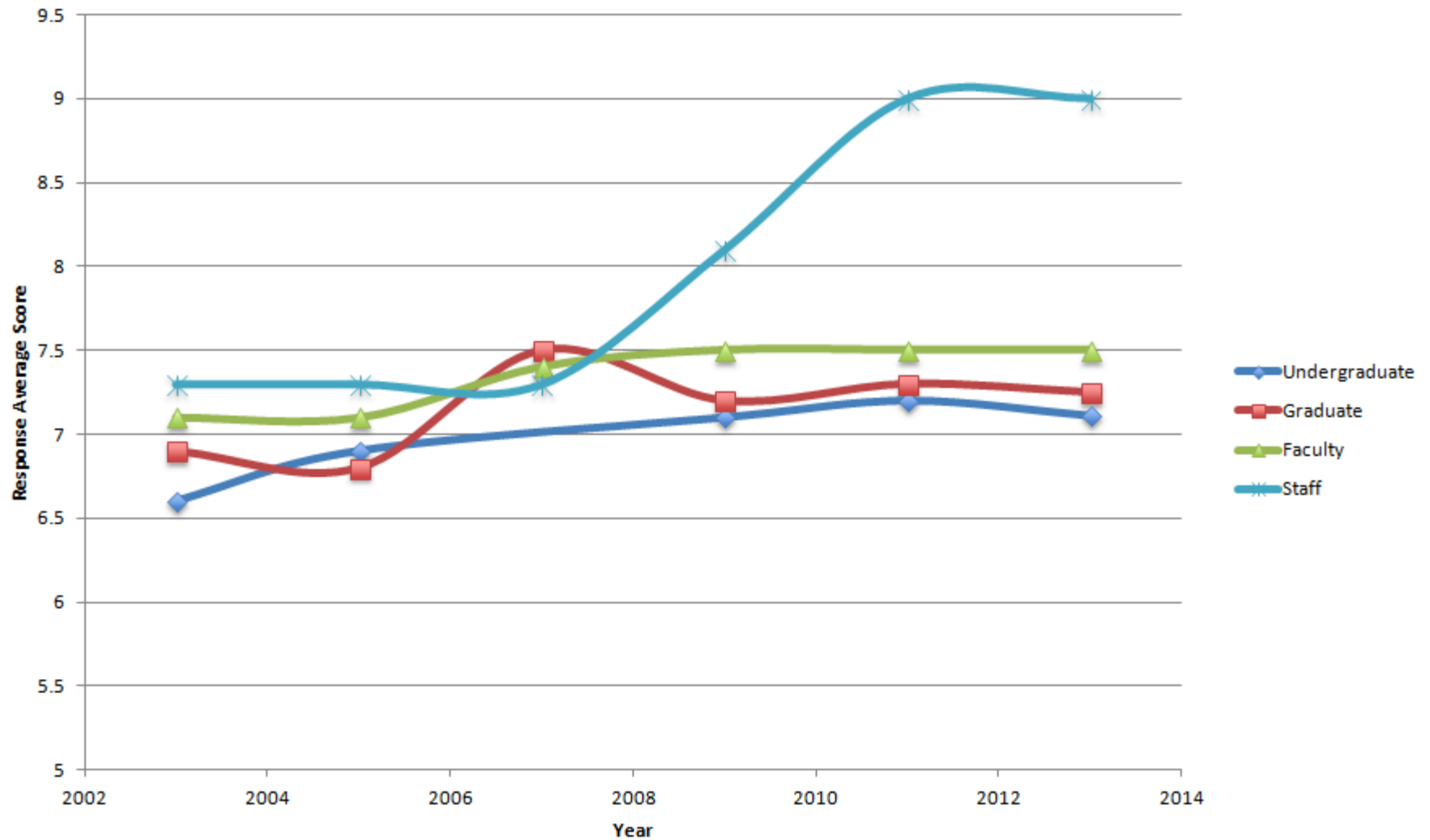
## The library helps me stay abreast of developments in my field(s) of interest.



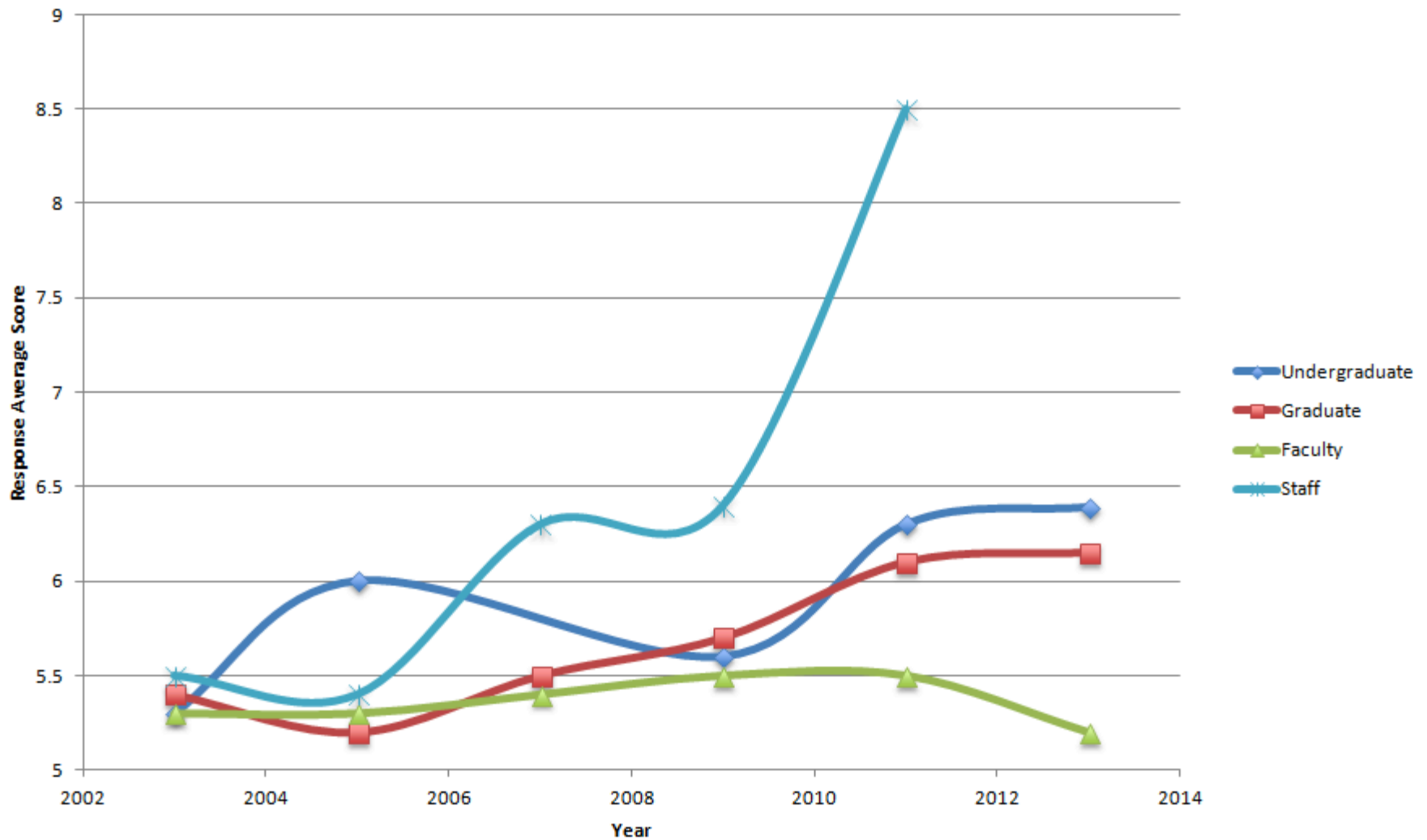
## The library aids my advancement in my academic discipline or work.



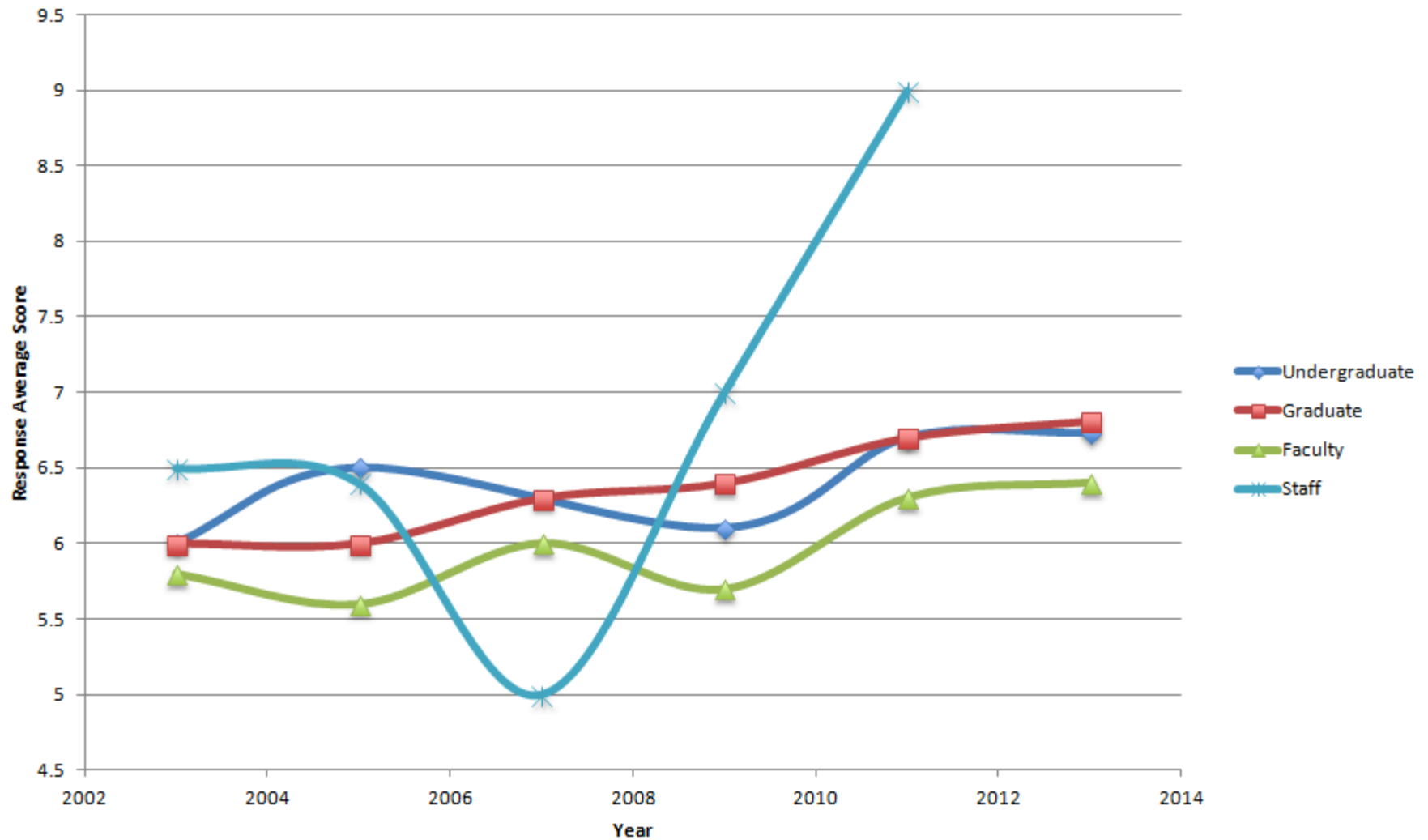
## The library enables me to be more efficient in my academic pursuits or work.



## The library helps me distinguish between trustworthy and untrustworthy information.



## The library provides me with the information skills I need in my work or study.





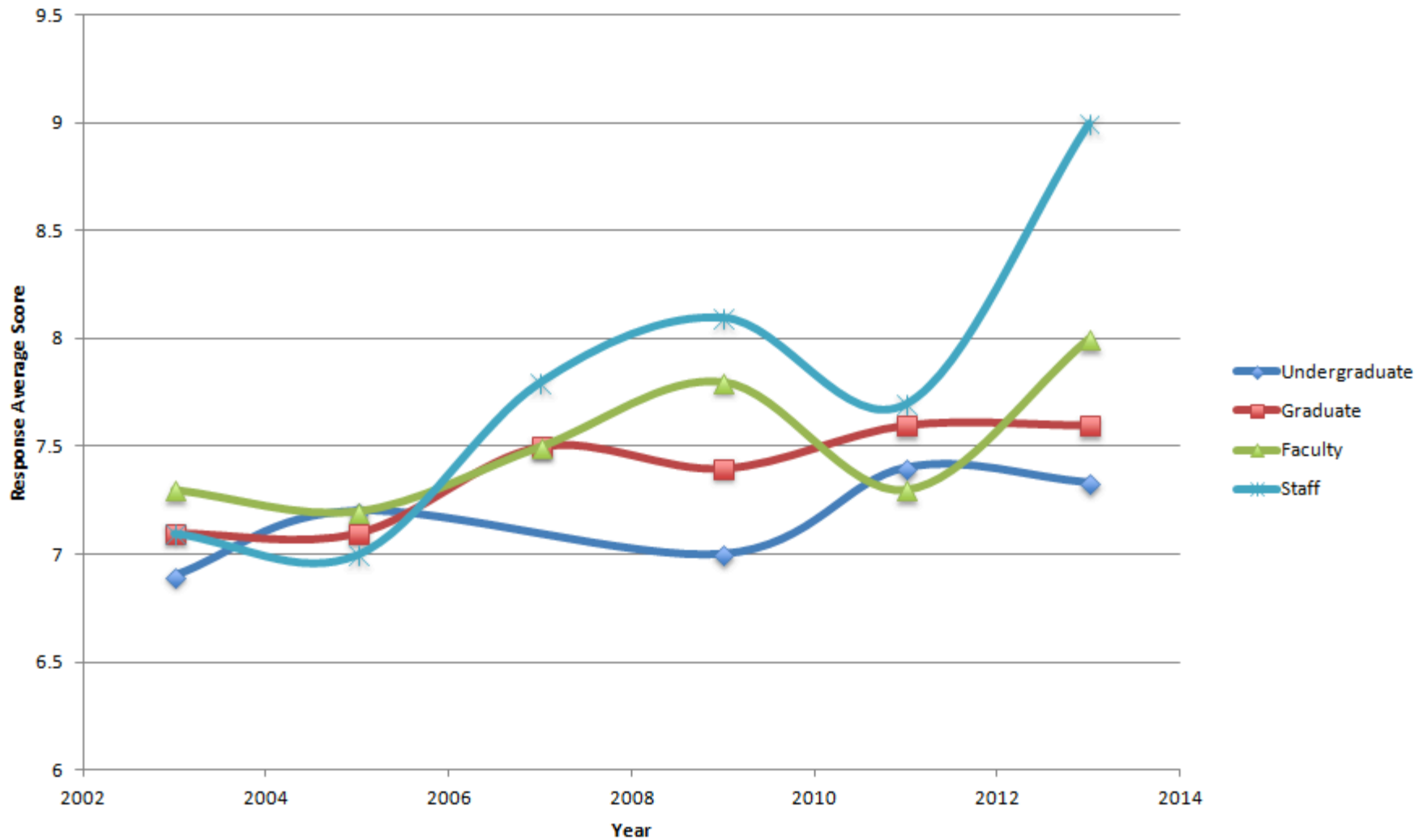
# Satisfaction Graphs

On a scale from 1-10

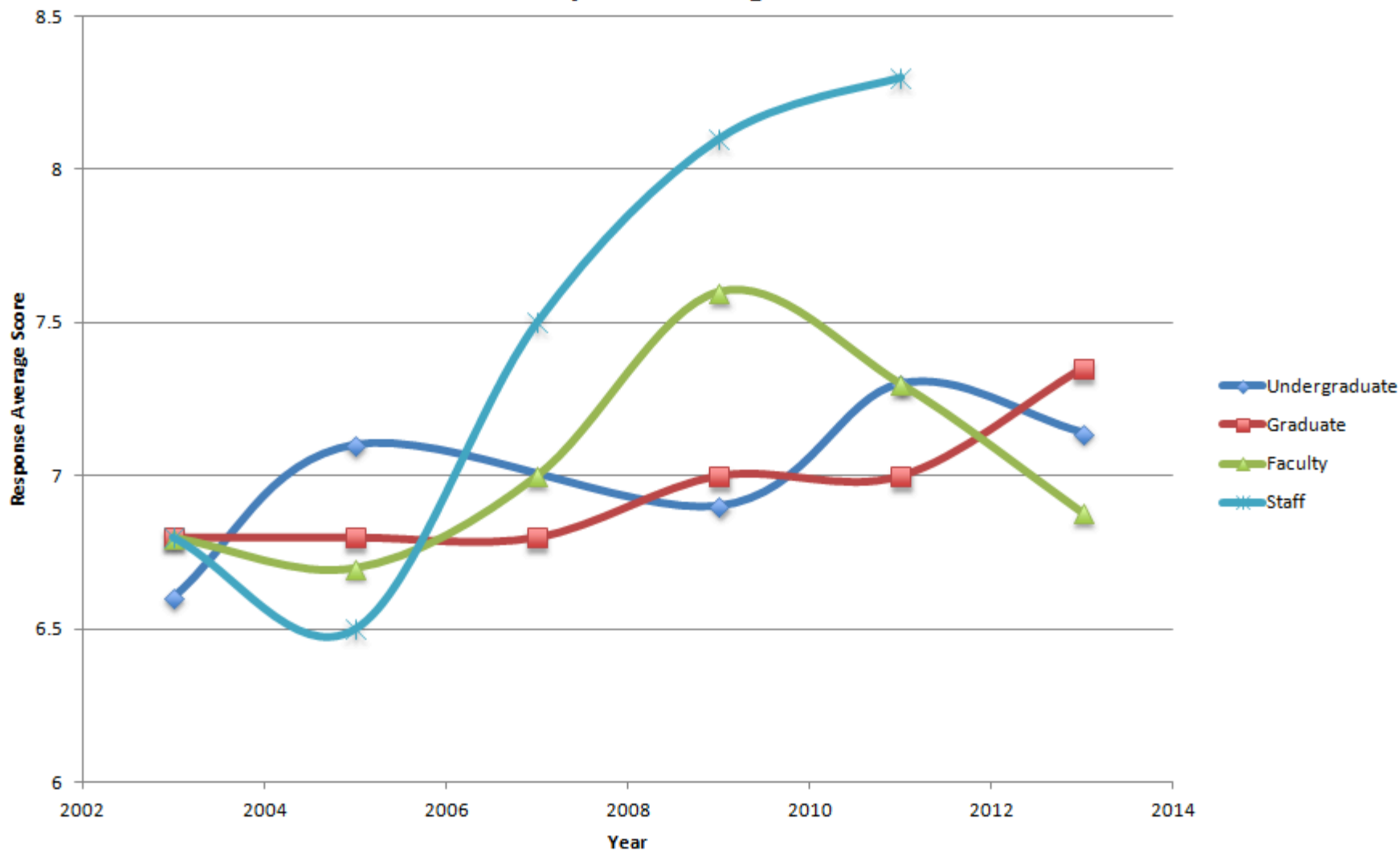




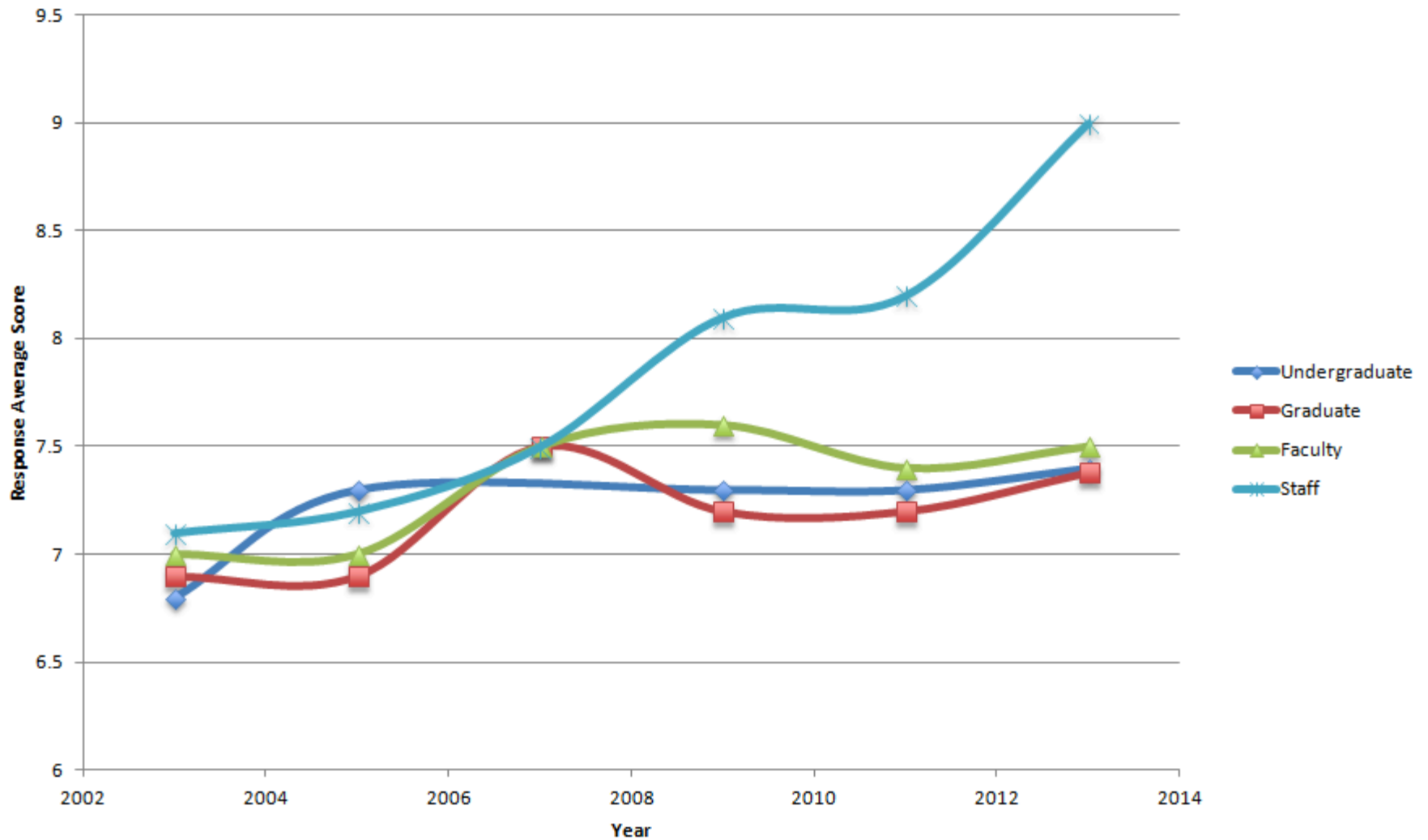
## In general, I am satisfied with the way in which I am treated at the library.



## In general, I am satisfied with library support for my learning, research, and/or teaching needs.



## How would you rate the overall quality of the service provided by the library?

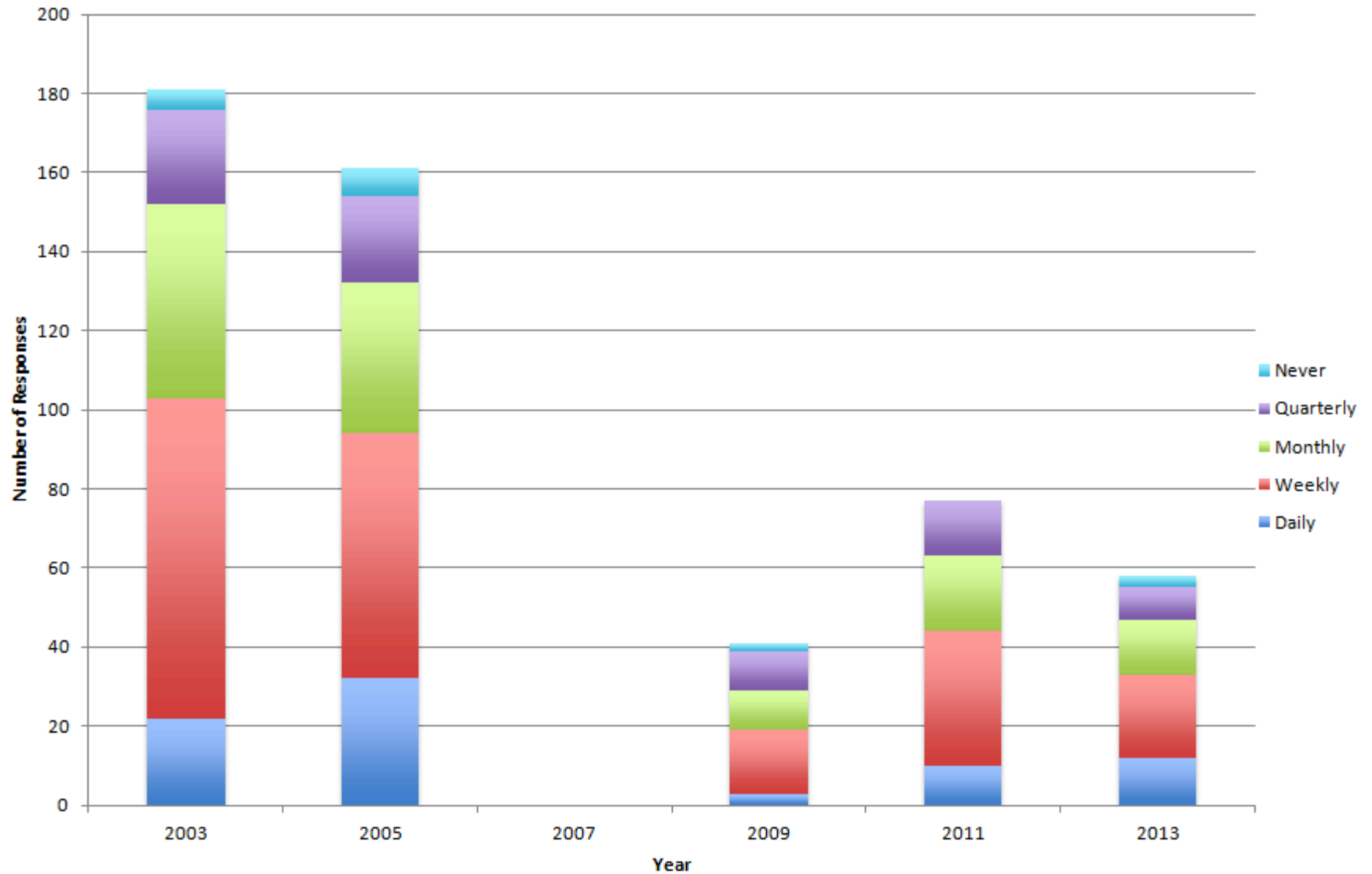


# Library Usage Graphs

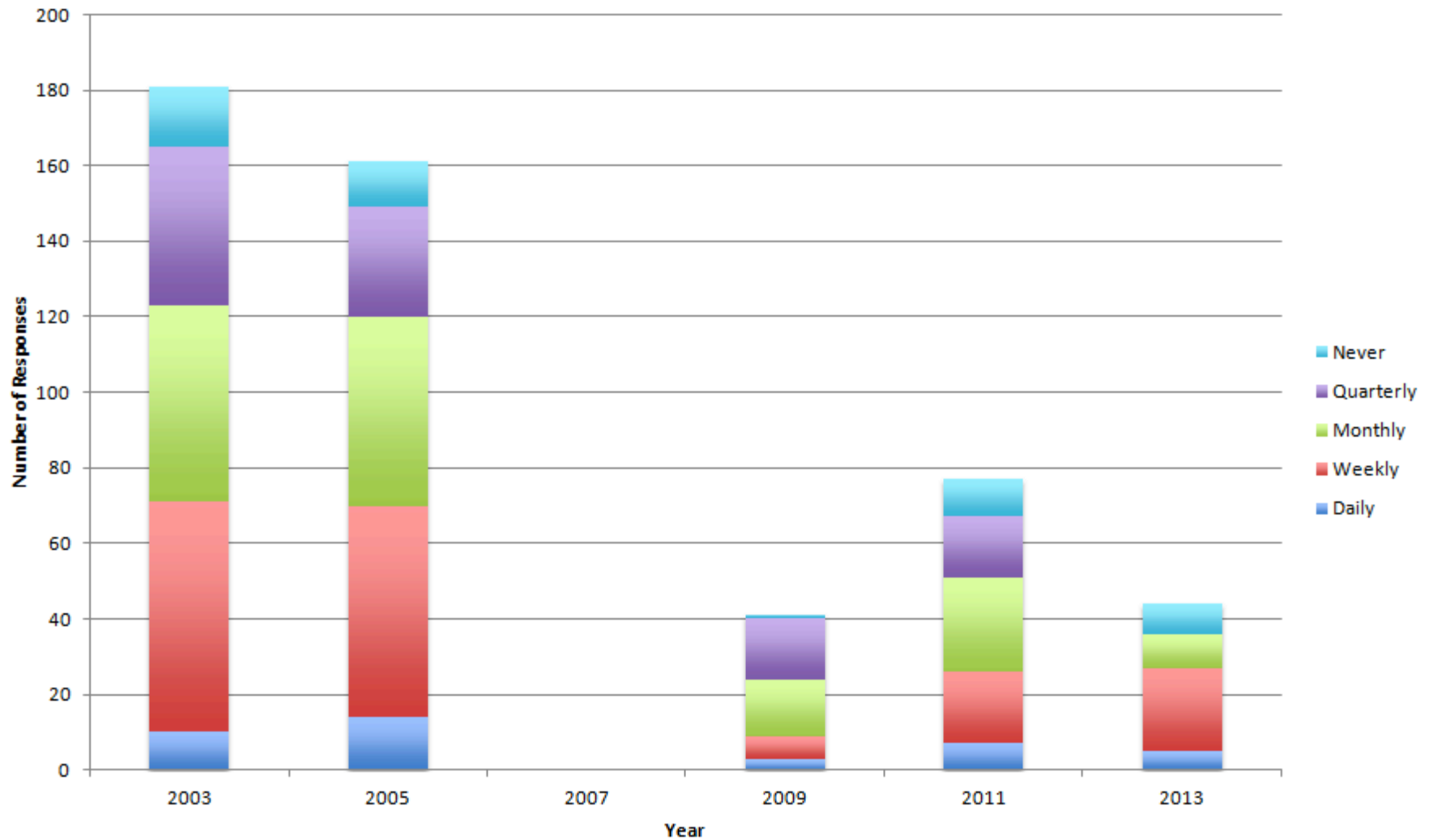
Tallied by Usage: daily, weekly, monthly, quarterly, never

Sorted by LibQUAL+ designated user groups:  
Undergraduates, Graduates, Faculty, Staff

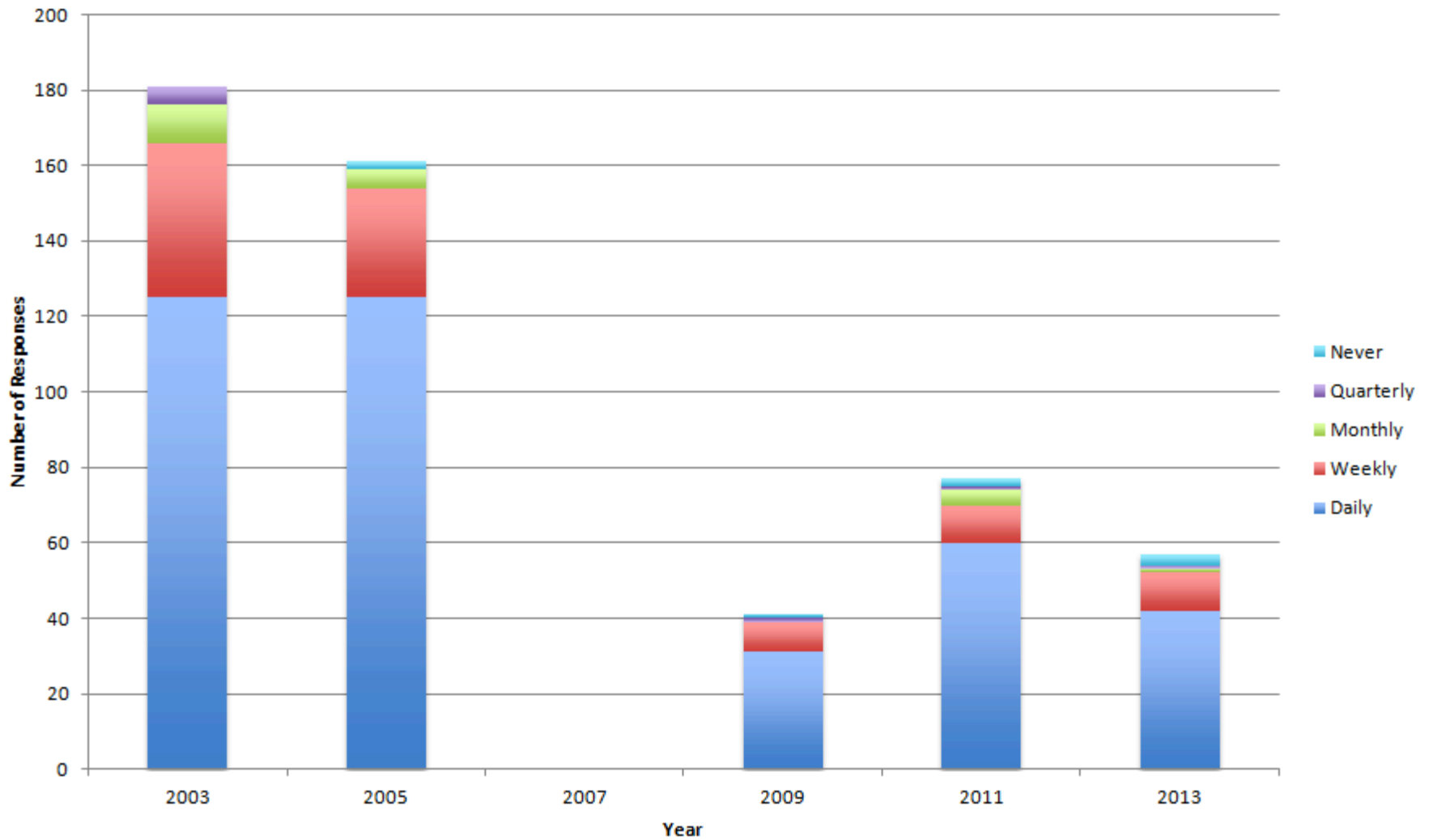
### (Undergraduate) How often do you use resources on library premises?



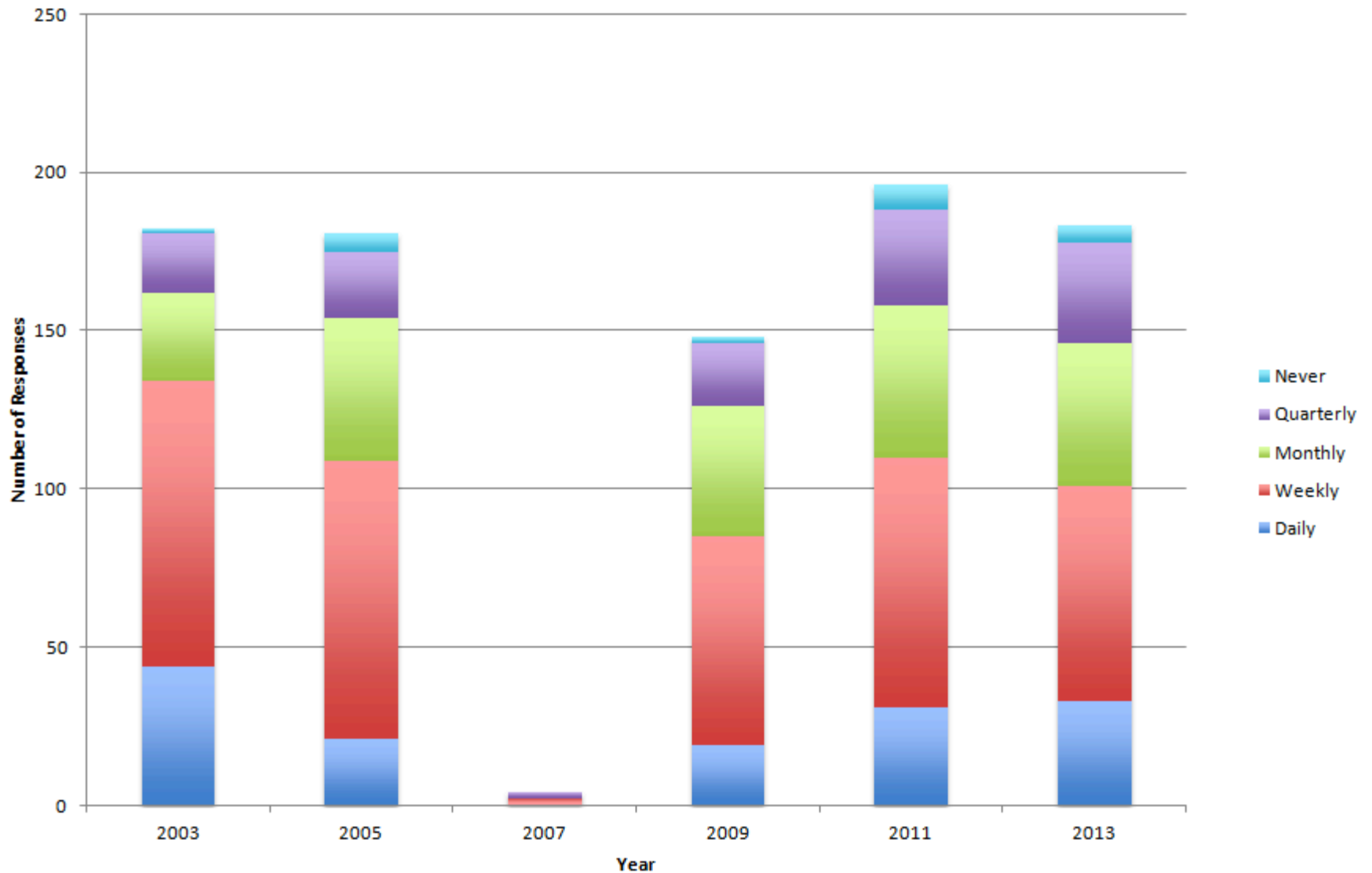
### (Undergraduate) How often do you access library resources through a library Web page?



### (Undergraduate) How often do you use Yahoo, Google, or non-library gateways for information?

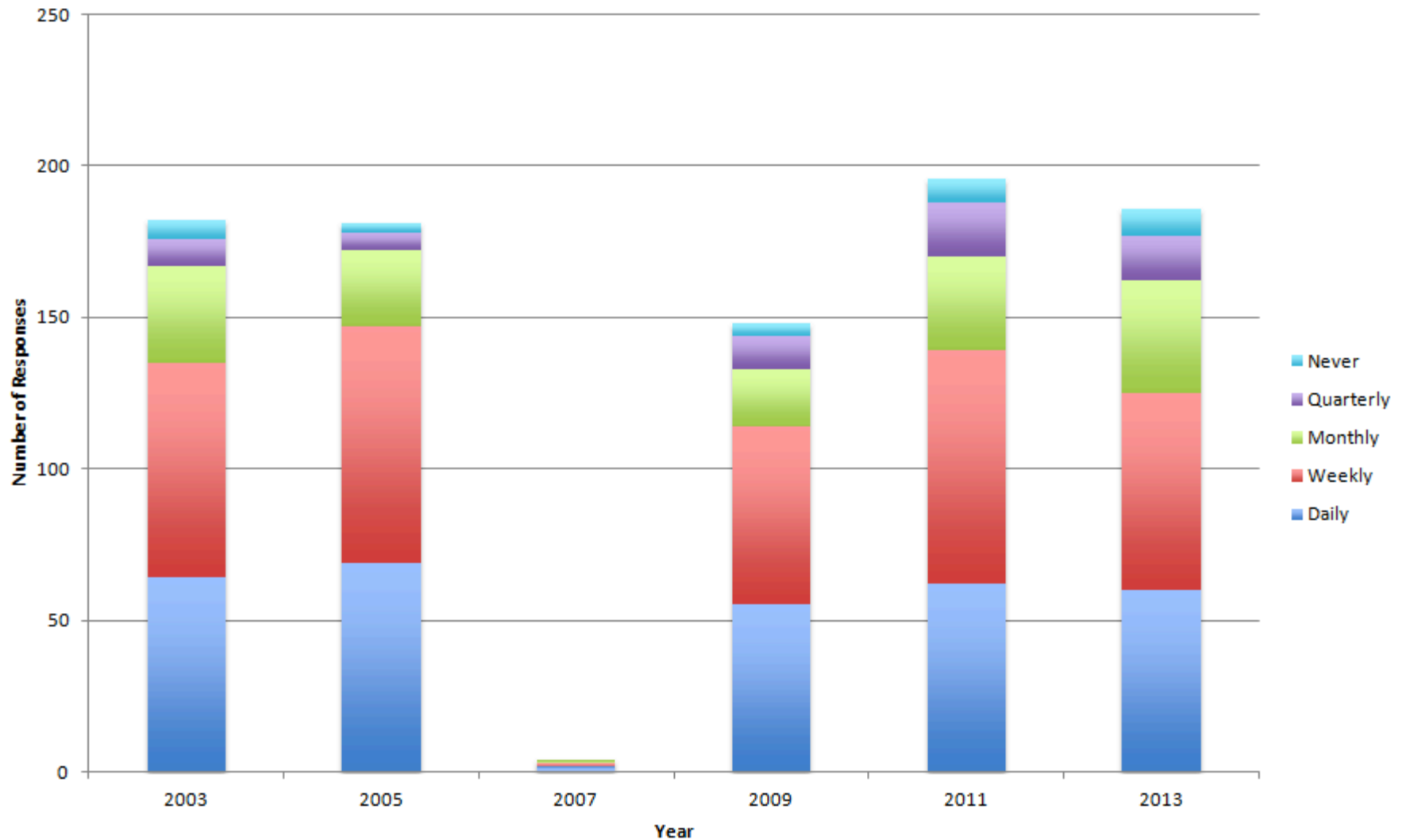


### (Graduate) How often do you use resources on library premises?

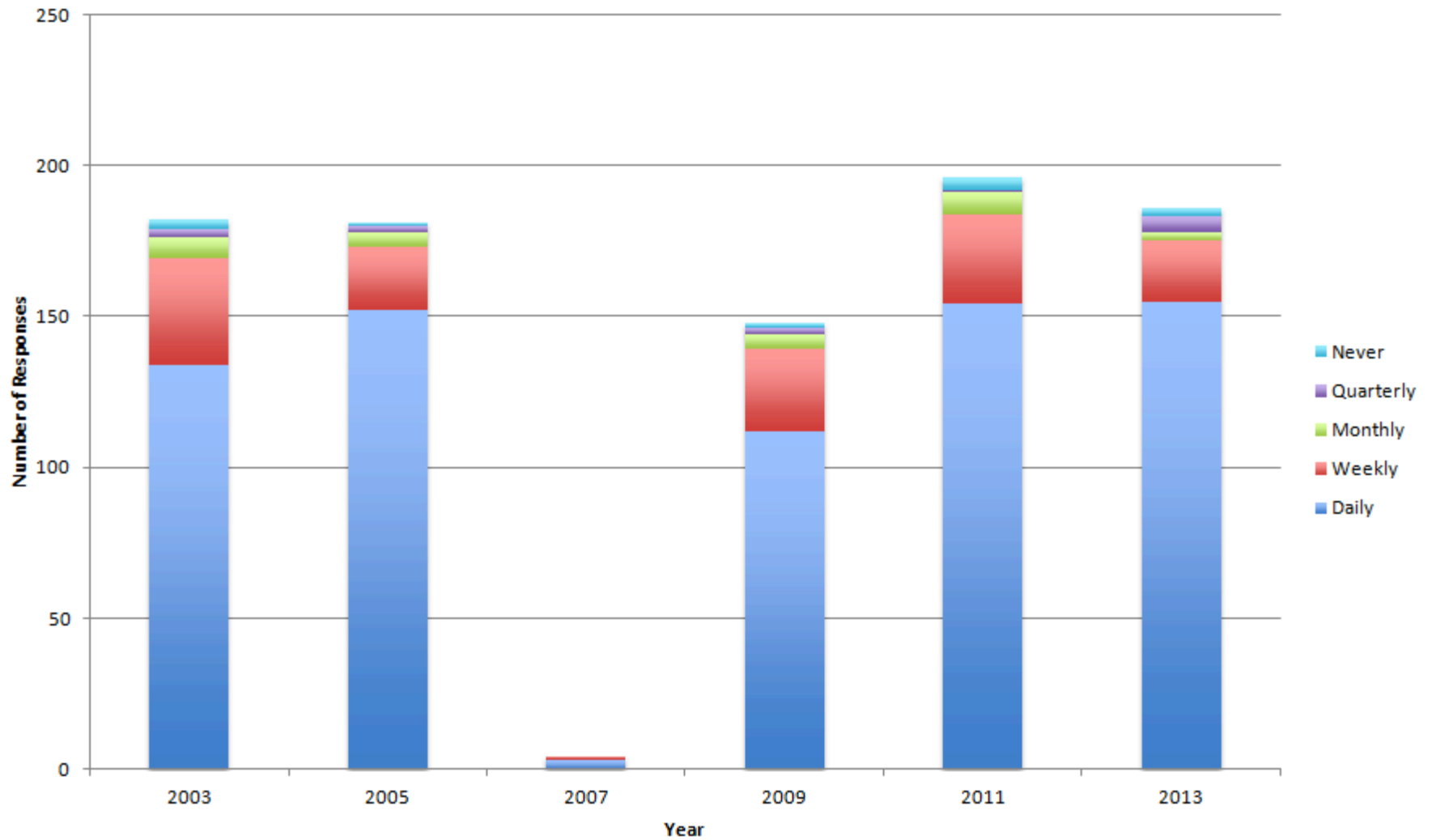




### (Graduate) How often do you access library resources through a library Web page?



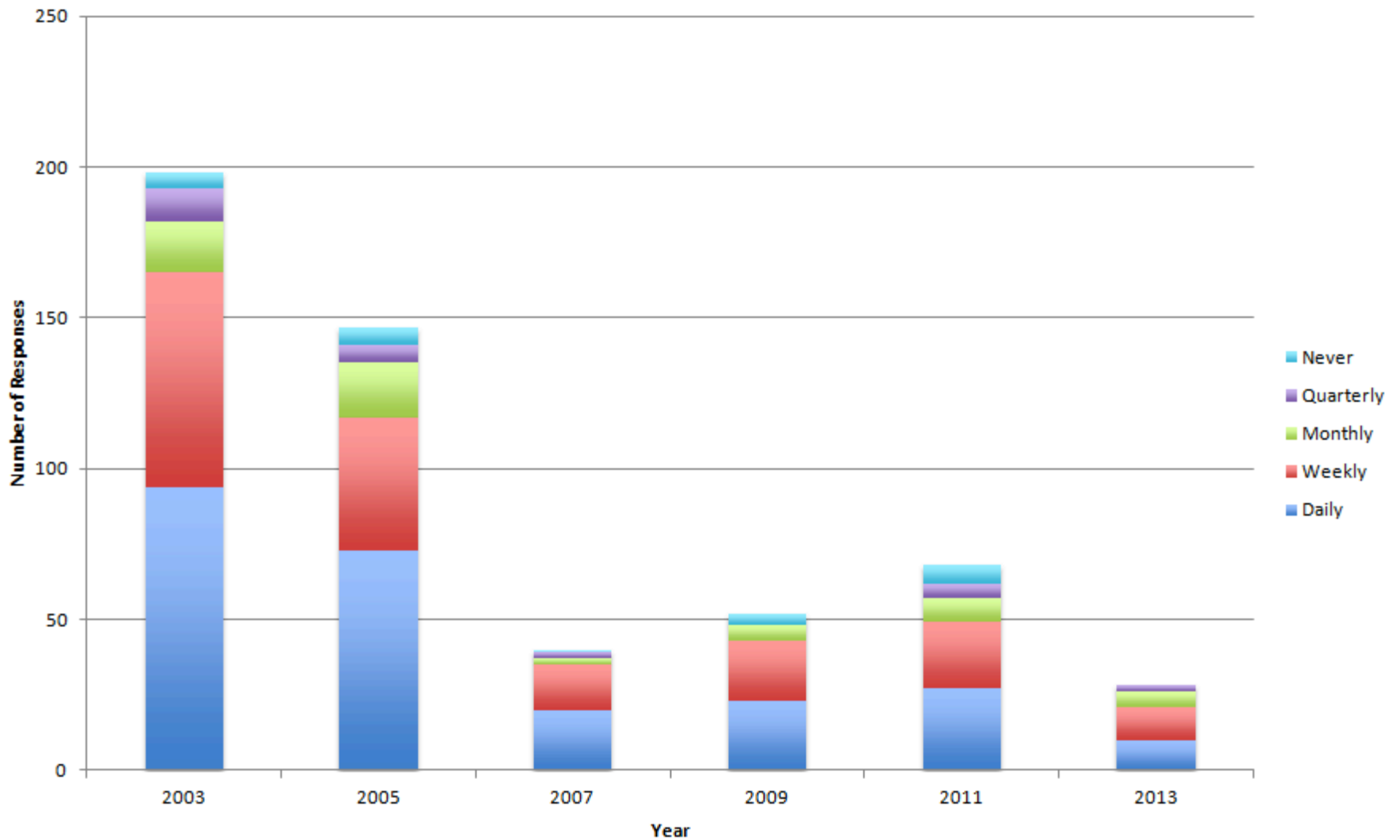
### (Graduate) How often do you use Yahoo, Google, or non-library gateways for information?



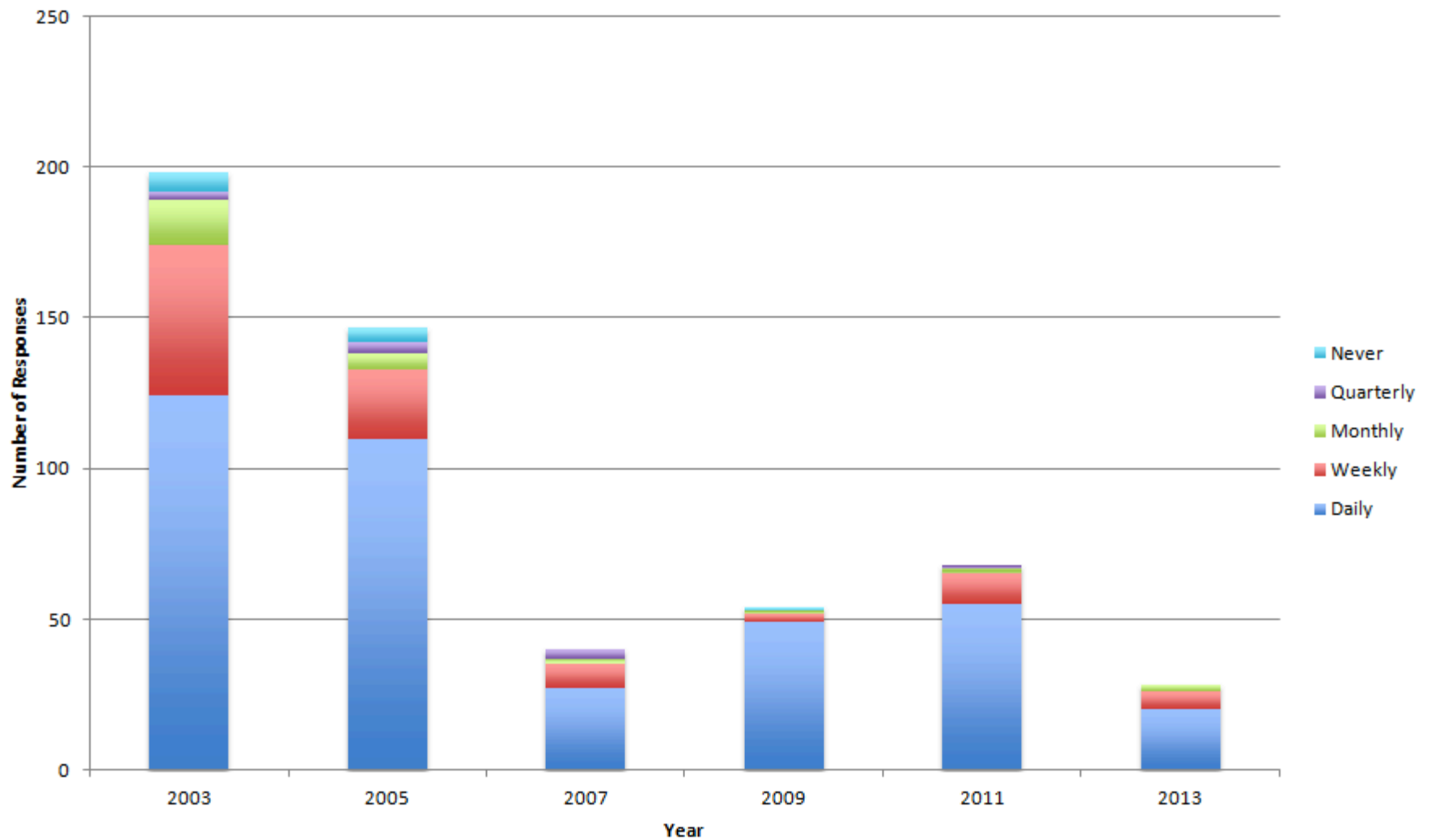
### (Faculty) How often do you use resources on library premises?



### (Faculty) How often do you access library resources through a library Web page?



### (Faculty) How often do you use Yahoo, Google, or non-library gateways for information?





Questions?