



Working Effectively with LibQUAL+®

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Association of Research Libraries

**Library Assessment Conference
Baltimore MD
October 24, 2010**



Desired Outcomes

As a result of our work together today, you will be *prepared* to...

- Initiate a process of continuous assessment
- Perform some simple analyses of the LibQUAL+[®] survey results data
 - Working mainly with the 22 core LibQUAL+[®] questions
- Utilize the data to target areas for improvement
- Communicate results to different stakeholders
- Organize your library colleagues to work with LibQUAL+[®] results
- Identify your Next Steps



What's in your Work Plan?

- **Initiating a Process of Continuous Assessment**
 - Thinking in terms of a “culture of assessment”, re/confirming survey objectives, organizing the library, colleagues and groups to work with LibQUAL+® results
- **Understanding the Data and Results**
 - Interpreting representativeness, performing simple analyses of the quantitative and qualitative results data, preparing charts & graphs, making comparisons, mining LibQUAL+® Analytics, when to use SPSS, identifying what is actionable, and more...
- **Developing the Organization**
 - Presenting results to stakeholders, engaging staff in utilizing data
- **Using LibQUAL+® Effectively**
 - Targeting incremental improvements, establishing SMART goals, applying data in decision-making, finalizing tasks, roles, & responsibilities, planning Next Steps in a cycle of continuous assessment and improvement



See Handout #4: Work Plan: After the LibQUAL+® Survey

Work Plan: Tasks, Roles & Responsibilities

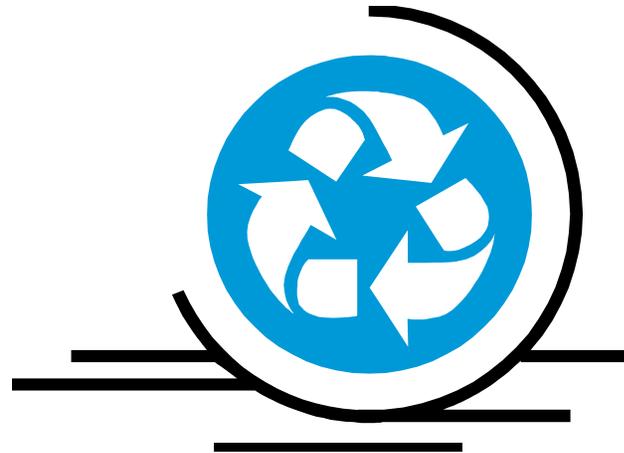


- Develop an understanding of the work that your library may want to undertake after the LibQUAL+[®] survey
- Decide what work your library will / won't do
- Determine if your library will assign the responsibility to a single individual or will assemble a group / team
- Identify the knowledge, skills, abilities (KSAs) needed to successfully perform the desired work
- Assign the work to match the KSAs and/or acquire the needed KSAs



(Consider the above for all library assessment, not just LibQUAL+[®]?)

Initiating a Process of Continuous Assessment



Developing a Culture of Assessment



A Culture of Assessment is an organizational environment in which decisions are based on facts, research and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders. A Culture of Assessment exists in organizations where staff care to know what results they produce and how those results relate to customers' expectations. Organizational mission, values, structures, and systems support behavior that is performance and learning focused.

Originally developed by Amos Lakos (University of Waterloo) and Betsy Wilson (University of Washington) - 1998
Revised and updated by Amos Lakos and Shelley Phipps (University of Arizona) - 2002





Developing a Culture of Assessment

“The issue is this: libraries, in general, recognize the value of collecting and using data for planning and decision-making, but they do not do this systematically or effectively”

The *portal: Libraries and the Academy* Board of Editors Awards Committee is pleased to announce that “Evidence-Based Library Management: The Leadership Challenge,” featured in the October 2007, Volume 7, Number 4 issue has been awarded the 2008 Johns Hopkins University Press Award for the best article featured in *portal* in the 2007 volume.



“We’re not just measuring, we’re aiming for improvement.”

Shelley Phipps, August 5, 2008



Organizational Performance Assessment for Libraries (OPAL)



- ***How prepared is your library to demonstrate the value of its contributions to the institution and to the work of faculty, students, researchers and clinicians?***
- OPAL consulting has two main thrusts: user-centered focus and strategically aligned assessment.
- OPAL is the successor to, and builds upon, the Effective, Sustainable, and Practical Assessment initiative developed by ARL Visiting Program Officers Jim Self (U. of Virginia) and Steve Hiller (U. of Washington), working with Martha Kyrillidou
- Beginning in 2011, Raynna Bowlby will join the ARL team and augment the capabilities of these experienced ESP consultants with additional expertise in consulting, training, and organizational development.
- An OPAL consultation is suitable for libraries that may have previously had an ESP consultation but are ready to align and advance their planning and assessment or for libraries early in their development of an assessment program; the consultation will be customized to an individual library's unique situation.
- OPAL can also help libraries take advantage of the analysis and community building capabilities of StatsQUAL®, ARL's gateway to library assessment tools.

PLUG IN ...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 3:

*Building Scorecards in Academic Research
Libraries: Organizational Issues and
Measuring Performance*

Vivian Lewis, McMaster University

Steve Hiller, University of Washington

Elizabeth Mengel, Johns Hopkins University

Donna Tolson, University of Virginia

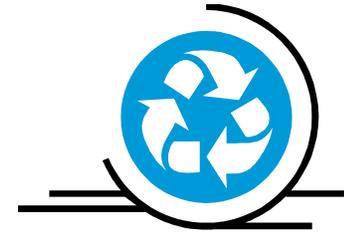
Tuesday, October 26 10:30 a.m. – 12 noon

Re/Confirm Survey

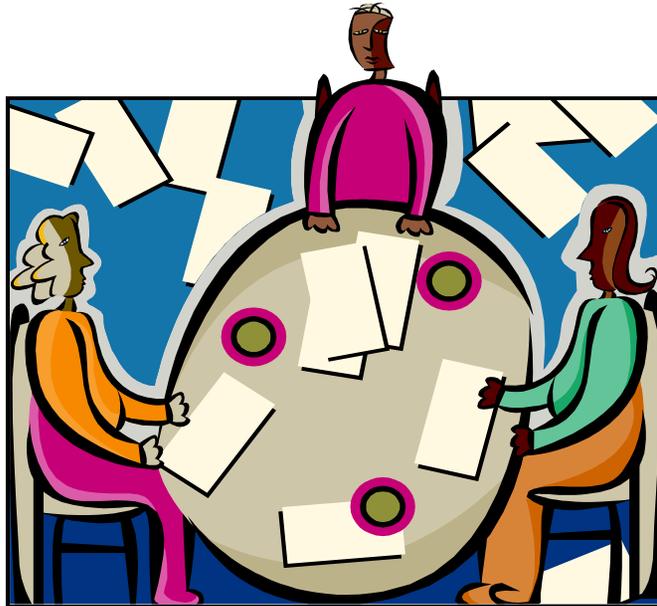


Objectives/Desired Outcomes

- Conducting LibQUAL+[®] is not an end in itself
- Review (or articulate) *WHY* the library wants feedback from users; be specific
 - Why did your library administer LibQUAL+[®]?
- Be mindful of potential targets of interest, e.g.:
 - Customer input for library Strategic Planning
 - Assessment for institutional accreditation
 - Intention to become more user-centered
 - Focus on specific institutional or library strategic initiatives such as:
 - space/facilities issues
 - collection(s) changes
 - web re/design
 - customer service, etc.

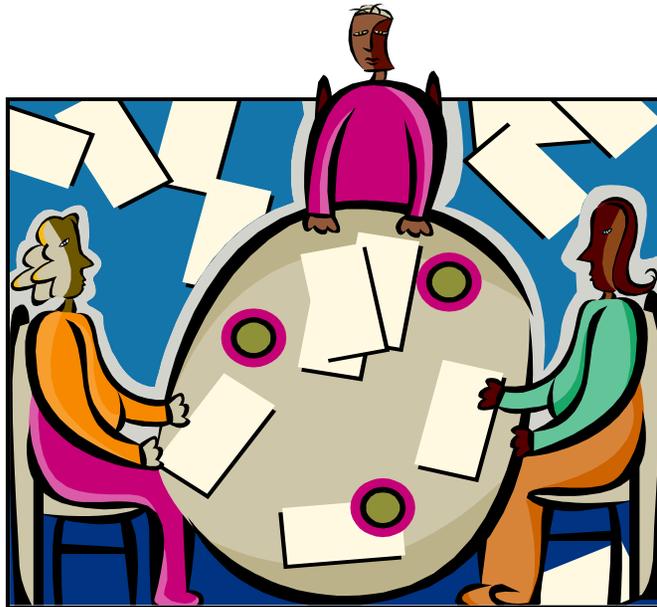


Enlisting Colleagues: An Assessment Group or Team



**What are the responsibilities of your Library's
group or team vis-à-vis LibQUAL+®?**

Enlisting Colleagues: An Assessment Group or Team



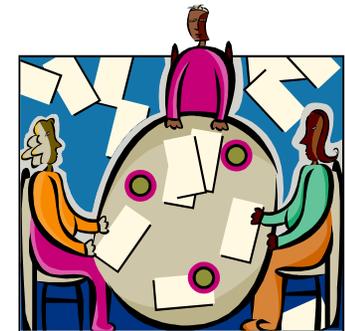
See Handout #5: Implementing a Group or Team

Implementing a LibQUAL+® or Assessment Group/Team



Consider the purpose / scope of the group's work:

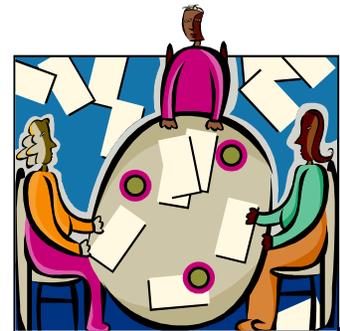
- Broad (all assessment) vs. specific (LibQUAL+® only)?
- On-going vs. situational?
- Task-oriented
 - administer, analyze?
- Facilitative
 - communicate, present, assist others in understanding/utilizing data/results?
- Leadership-focused
 - synthesize, recommend, direct others to implement changes?



Components of the Charge for a Group/Team



- Purpose and/or Scope
- Products / Deliverables
- Assumptions and Parameters
 - the extent of the group's autonomy / authority
 - approval process(es)
 - w/whom and how often the group will communicate w/colleagues
 - suggested approaches for methods of operation and how the group will function
 - available resources (budget, people, etc.)
- Timeline
- Member knowledge, skills, & abilities



PLUG IN...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 6:

***Recruiting for Results: Assessment Skills
and the Academic Library Job Market***

**Scott Walter, University of Illinois at
Urbana-Champaign
Megan Oakleaf, Syracuse University**

Wednesday, October 27 8:30 a.m. – 10 a.m.

PLUG IN ...
brought to you by ARL



Don't miss ARL SPEC Kit #303 :

Library Assessment

Stephanie Wright (U. Washington)
&
Lynda White (U. Virginia)

Understanding LibQUAL+® Data & Results





The screenshot shows the LibQUAL+ website home page. At the top, there is a navigation bar with links for Home, Contact Us, and a StatsQUAL logo. The main header features the LibQUAL+ logo and the tagline "Charting Library Service Quality". Below this is a secondary navigation bar with tabs for Survey Management Center, ABOUT, ANALYTICS, NEWS, PUBLICATIONS, and EVENTS. The main content area is divided into several sections: "What is LibQUAL+?" (describing the suite of services), "THE BIRTH OF LIBQUAL+®" (historical context), "THE LIBQUAL+® SURVEY" (participation statistics), "VIEW A SAMPLE SURVEY" (link to a sample survey), "How will LibQUAL+® benefit your library users?" (benefits for library administrators), "LibQUAL+® Top 10 Resources" (search results for the program), "Register for LibQUAL+®" (sign-up information), "NEWS" (recent news items), "EVENTS" (upcoming training sessions and conferences), and "PUBLICATIONS" (recent articles and reports). The footer contains copyright information for the Association of Research Libraries and contact details.

These LQ Data Tools are Your Friends



Most are available at: <http://www.libqual.org/home>

- Results Notebook
- [Custom Notebooks*]
- Comments file
- LibQUAL+® Analytics
- Excel data files
- [SPSS data files]



*These files requested during LibQUAL+® survey registration

Results Notebook

In Adobe PDF format



- Sections for **Overall, Undergraduates, Graduates, Faculty, Staff, Library Staff** include:

- Demographic Summary
- Core Questions Summary
- Dimensions Summary
- Local Questions
- General Satisfaction Questions
- Information Literacy Outcomes Questions
- Library Use Summary



- Appendix describing changes in the dimensions and the questions included in each dimension.

Results Notebook

Demographic Summary



9 College or University Libraries Demographic Summary for ARL

9.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduates		
First year	1,508	4.66%
Second year	1,272	3.94%
Third year	1,429	4.37%
Fourth year	1,442	4.39%
Fifth year and above	481	1.46%
Non-degree	88	0.27%
Sub Total:	5,744	17.19%
Graduate		
Master's	2,977	9.14%
Doctoral	2,883	8.87%
Non-degree or Unclassified	129	0.39%
Sub Total:	5,989	18.41%
Faculty		
Adjunct Faculty	148	0.45%
Assistant Professor	483	1.47%
Associate Professor	794	2.42%
Lecturer	328	1.00%
Professor	881	2.69%
Other Academic Items	247	0.75%
Sub Total:	2,881	8.87%
Library Staff		
Administrative	18	0.05%
Manager, Head of Unit	58	0.18%
Public Services	101	0.31%
Systems	9	0.03%
Technical Services	78	0.24%
Other	71	0.22%
Sub Total:	315	0.97%
Staff		
Research Staff	290	0.89%
Other staff positions	712	2.18%
Sub Total:	1,002	3.07%
Total:	33,141	100.00%

Language: American English
 Institution Type: College or University
 Country: USA
 LibQual: ARL



Results Notebook

Core Question Summary



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Superiority Mean	n	
Affect of Service							
AS-1	Employees who instill confidence in users	7.05	7.51	6.94	0.95	-0.57	14,702
AS-2	Giving users individual attention	7.06	7.14	6.58	0.91	-0.57	14,711
AS-3	Employees who are consistently courteous	6.81	6.80	7.31	0.69	-0.70	13,944
AS-4	Readiness to respond to user questions	6.41	7.00	7.00	0.69	-0.42	14,607
AS-5	Employees who have the knowledge to answer user questions	6.73	6.80	7.26	0.53	-0.76	14,688
AS-6	Employees who deal with users in a caring fashion	6.33	7.77	7.13	0.79	-0.45	14,702
AS-7	Employees who understand the needs of their users	6.11	7.88	7.13	0.41	-0.74	14,607
AS-8	Willingness to help users	6.36	7.92	7.29	0.73	-0.45	14,746
AS-9	Dependability in handling users' service problems	6.67	7.95	7.13	0.46	-0.82	13,980
Information Content							
IC-1	Making electronic resources accessible from my home or office	6.87	6.37	7.21	0.37	-1.17	13,442
IC-2	A library Web site providing me to locate information on my own	6.95	6.38	7.23	0.17	-1.20	13,592
IC-3	The printed library materials I need for my work	6.37	7.91	6.94	0.38	-0.94	14,311
IC-4	The electronic information resources I need	6.94	6.28	7.23	0.39	-1.07	13,422
IC-5	Mobile equipment that lets me easily access needed information	6.81	6.21	7.28	0.37	-0.95	13,204
IC-6	Easy-to-use search tools that allow me to find things on my own	6.68	6.23	7.13	0.38	-1.10	13,332
IC-7	Making information easily accessible for independent use	6.88	6.20	7.23	0.39	-0.95	13,175
IC-8	Print and/or electronic journal collections I require for my work	7.07	6.13	7.19	0.11	-1.14	14,718
Library as Place							
LP-1	Library space that inspires study and learning	6.19	7.82	6.47	0.28	-1.20	14,947
LP-2	Quiet space for individual activities	6.39	7.78	6.72	0.23	-1.08	14,744
LP-3	A comfortable and inviting location	6.20	7.87	6.94	0.13	-1.23	13,388
LP-4	A gateway for study, learning, or research	6.38	7.88	6.27	0.48	-1.01	14,585
LP-5	Convenient space for group learning and group study	5.76	7.23	6.51	0.75	-0.73	13,128
Overall:		6.33	7.61	7.00	0.30	-0.90	13,780

Language: Worksheet English
 Institution Type: College or University
 Classification: ARL
 Data Group: All (Including Library Staff)

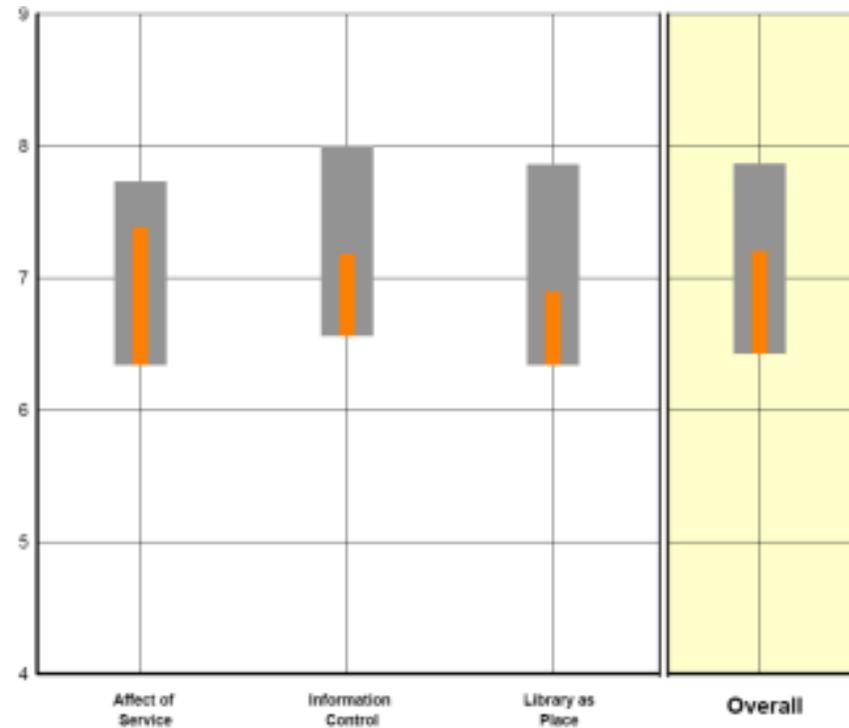
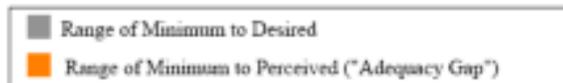


Results Notebook

Dimension Summary



Key Term:
Zone of Tolerance



Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.34	7.73	7.38	1.04	-0.35	2,446
Information Control	6.56	8.00	7.18	0.62	-0.82	2,447
Library as Place	6.34	7.86	6.89	0.55	-0.97	2,441
Overall:	6.43	7.86	7.20	0.77	-0.67	2,448



Results Notebook

Local Questions Summary



3.3 Local Question Summary

This table shows mean scores of each of the local questions added by the individual library or consortium, where *n* is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenient service hours	6.65	7.82	7.61	0.96	-0.21	233
Informing me of useful library services	5.92	7.20	6.85	0.92	-0.35	239
Providing direction to self-navigate the library	6.37	7.57	7.03	0.66	-0.55	194
Providing help when and where I need it	6.54	7.94	7.69	1.16	-0.25	255
Teaching me how to locate, evaluate, and use information	6.12	7.35	7.35	1.24	0	212





Results Notebook

Satisfaction & Outcome Questions Summary

10.4 General Satisfaction Questions Summary

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.42	1.60	15,789
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.12	1.66	15,789
How would you rate the overall quality of the service provided by the library?	7.27	1.41	15,790

10.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.18	1.96	15,789
The library aids my advancement in my academic discipline or work.	7.07	1.69	15,789
The library enables me to be more efficient in my academic pursuits or work.	7.13	1.71	15,789
The library helps me distinguish between trustworthy and untrustworthy information.	6.02	2.02	15,786
The library provides me with the information skills I need in my work or study.	6.43	1.87	15,786



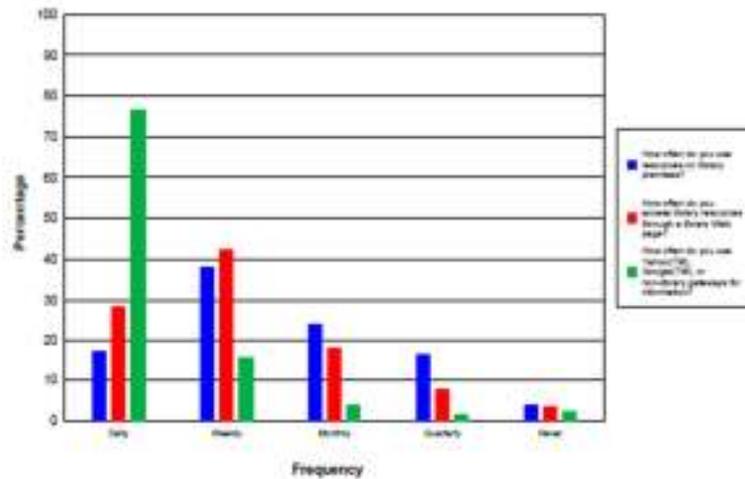
Results Notebook

Library Use Summary



10.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	2,760 17.4%	6,030 32.3%	3,781 23.9%	2,604 16.4%	469 3.5%	15,784 100.00%
How often do you access library resources through a library Web page?	4,470 28.3%	6,470 41.2%	2,878 18.2%	1,340 7.8%	330 3.3%	15,788 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	12,081 76.5%	2,731 16.6%	464 3.8%	246 1.5%	324 2.0%	15,786 100.00%

Language: American English
 Institution Type: College or University
 Classification: ALA
 Year Group: All (Including Library Staff)



Comments File



Available from: [Data Repository link](#)

Plus, real-time access to the comments during Stage 2) Monitor Survey Progress

Basic demographic information such as user group, age, sex, and library branch (if available) is provided with each comment. Comments are also tagged with a unique identification number that enables you to link each comment to the individual's survey response.

```
Number: 1
User Group: Undergraduate
Discipline: Social Sciences
Library Branch: Baker-Berry Library
Comment:
Government majors need access to Westlaw, plain and simple. Not Westlaw Campus,
which is a pitiful imitation. The searching functions of Westlaw Campus are, simply put,
awful. Westlaw Campus is a good way to pull up material when we have citations, but
when it comes to finding new material, it stinks. We aren't in high school... Westlaw
Campus just doesn't cut it.

The Department of Justice has a special deal with Westlaw--rather than pay by the
minute, they pay Westlaw a lump sum, in exchange for giving its employees unlimited
Westlaw access. Why don't we give Westlaw a lump sum (in proportion to the vastly
smaller number of people) to allow Dartmouth students to access the real Westlaw
service?

While it is true that Dartmouth does not have a law school, the offerings in the
Government Department would be greatly enhanced with the addition of Westlaw as a
library resource. The same goes for the Computer Science senior seminar. And several
history classes. And several philosophy classes. And some math classes and science
classes. Hey--just about everyone could find it to be handy. So why don't we have it?

Number: 2
User Group: Undergraduate
Discipline: Engineering
Library Branch: Feldberg Business-Engineering Library
Comment:
When filling out the survey I thought of the libraries in general or specifically Baker/Berry
even though the library that I tend to spend most of my time in is Feldberg. The Feldberg
library would benefit from more group space and an overall facelift in appearance.

Number: 3
User Group: Undergraduate
Discipline: Medical/Health
Library Branch: Baker-Berry Library
Comment:
Need more comfortable places to study, they often fill up. And need more attractive
artwork throughout the library,
```

Comments are not visible to other institutions participating in LibQUAL+®;
only your institution has access to your comments.

LibQUAL+® Analytics



<http://www.libqual.org/SurveyInstruments/LibQual/Analytics.aspx>

Home | Contact Us | Powered by StatsQUAL™

Welcome, Rayna | My Account | Logout

Survey Management Center

Home

Management Center

- + Register for Surveys
- + Manage Surveys
- + Manage Users
- + Manage Permissions
- + Resources
- + Data Repository
- + Directory

ABOUT **ANALYTICS** **NEWS** **PUBLICATIONS** **EVENTS**

The analytics engine is under construction. Thank you for your patience as we migrate content and verify data to this page during the coming months. For survey years not in the list, please visit <http://old.libqual.org>.

Disseminating Results

Institutions may share their OWN data within their institutions in any way they see appropriate for promoting and improving library services. 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.

Institution Explorer Longitudinal Analysis

Master Survey:

Institution:

[Get your statistics](#)

LibQUAL+® Analytics



<http://www.libqual.org/SurveyInstruments/LibQual/Analytics.aspx>

-
- Basic Statistics
 - Means and Standard Deviation
 - Institution Explorer
 - User Group and Standard Discipline analysis
 - Representativeness graphs
 - Radar chart
 - Library Use chart
 - Thermometer chart
 - Cumulative percentile distribution
 - Longitudinal
-



LibQUAL+® Analytics

<http://www.libqual.org/SurveyInstruments/LibQual/Analytics.aspx>

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Home

Management Center

- + Register for Surveys
- + Manage Surveys
- + Manage Users
- + Manage Permissions
- + Resources
- + Data Repository
- + Directory

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Positions (Hide Details)

<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Library Staff
<input checked="" type="checkbox"/> Staff			
<input checked="" type="checkbox"/> Select All			

Disciplines (Hide Details)

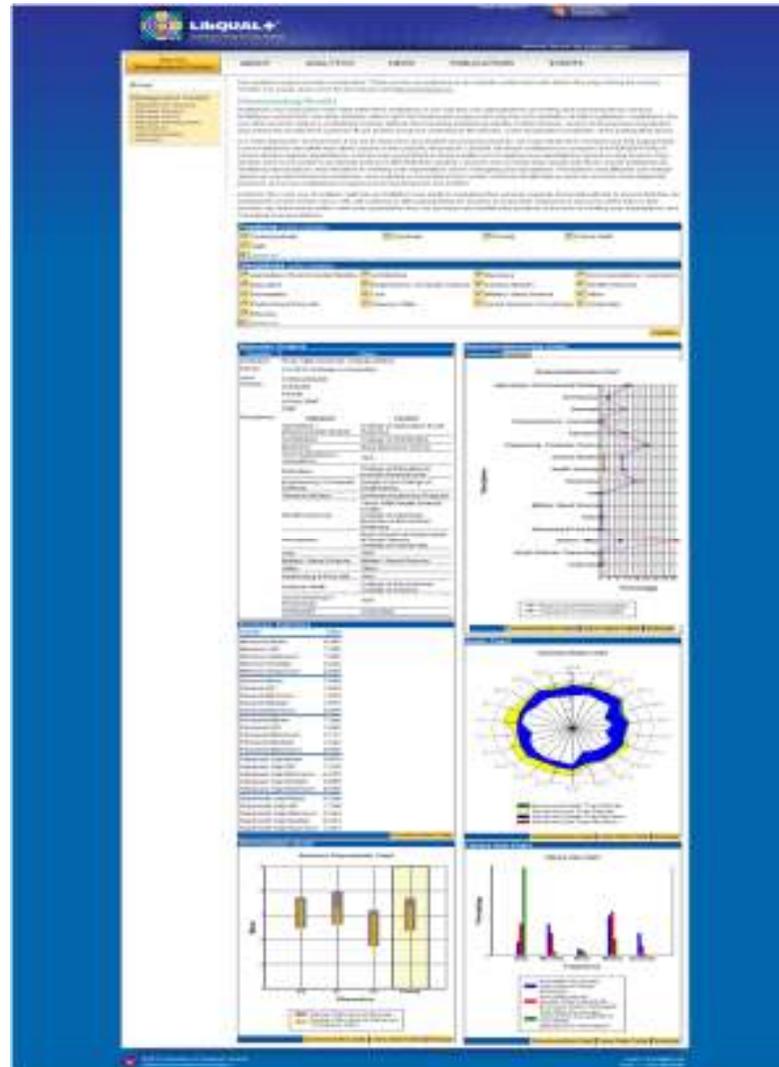
<input checked="" type="checkbox"/> Agriculture / Environmental Studies	<input checked="" type="checkbox"/> Architecture	<input checked="" type="checkbox"/> Business	<input checked="" type="checkbox"/> Communications / Journalism
<input checked="" type="checkbox"/> Education	<input checked="" type="checkbox"/> Engineering / Computer Science	<input checked="" type="checkbox"/> General Studies	<input checked="" type="checkbox"/> Health Sciences
<input checked="" type="checkbox"/> Humanities	<input checked="" type="checkbox"/> Law	<input checked="" type="checkbox"/> Military / Naval Science	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Performing & Fine Arts	<input checked="" type="checkbox"/> Science / Math	<input checked="" type="checkbox"/> Social Sciences / Psychology	<input checked="" type="checkbox"/> Undecided
<input checked="" type="checkbox"/> Missing			
<input checked="" type="checkbox"/> Select All			

Update

LibQUAL+® Analytics



<http://www.libqual.org/SurveyInstruments/LibQual/Analytics.aspx>



Before we go on...



These LQ Constructs can be Challenging!

- Means and Standard Deviation
- The Zone of Tolerance
- Radar Charts
- Standard vs. Customized Disciplines
- Representativeness



Understanding Means & Standard Deviation



- Mean = arithmetic average
 - A measure of central tendency
 - Takes into account all scores
 - Sensitive to all values and affected by extreme scores
- Standard Deviation = average distance
 - A measure of dispersion
 - Takes into account all scores
 - Sensitive to all values and affected by extreme scores



Means & Standard Deviation



Exercise

- Evaluate the means and standard deviations
 - How do you interpret mean scores?
 - How do you interpret standard deviations?



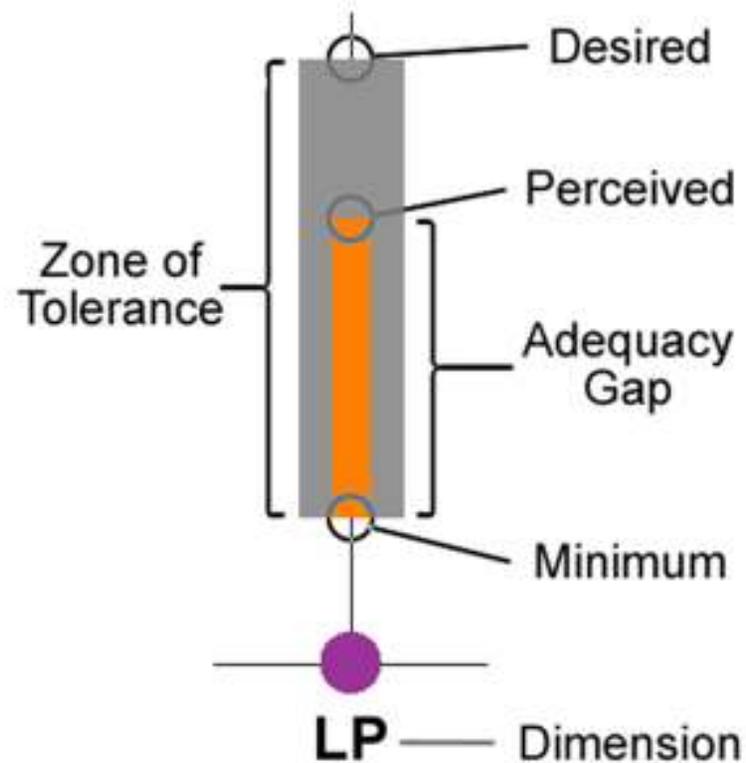


Understanding the Zone of Tolerance

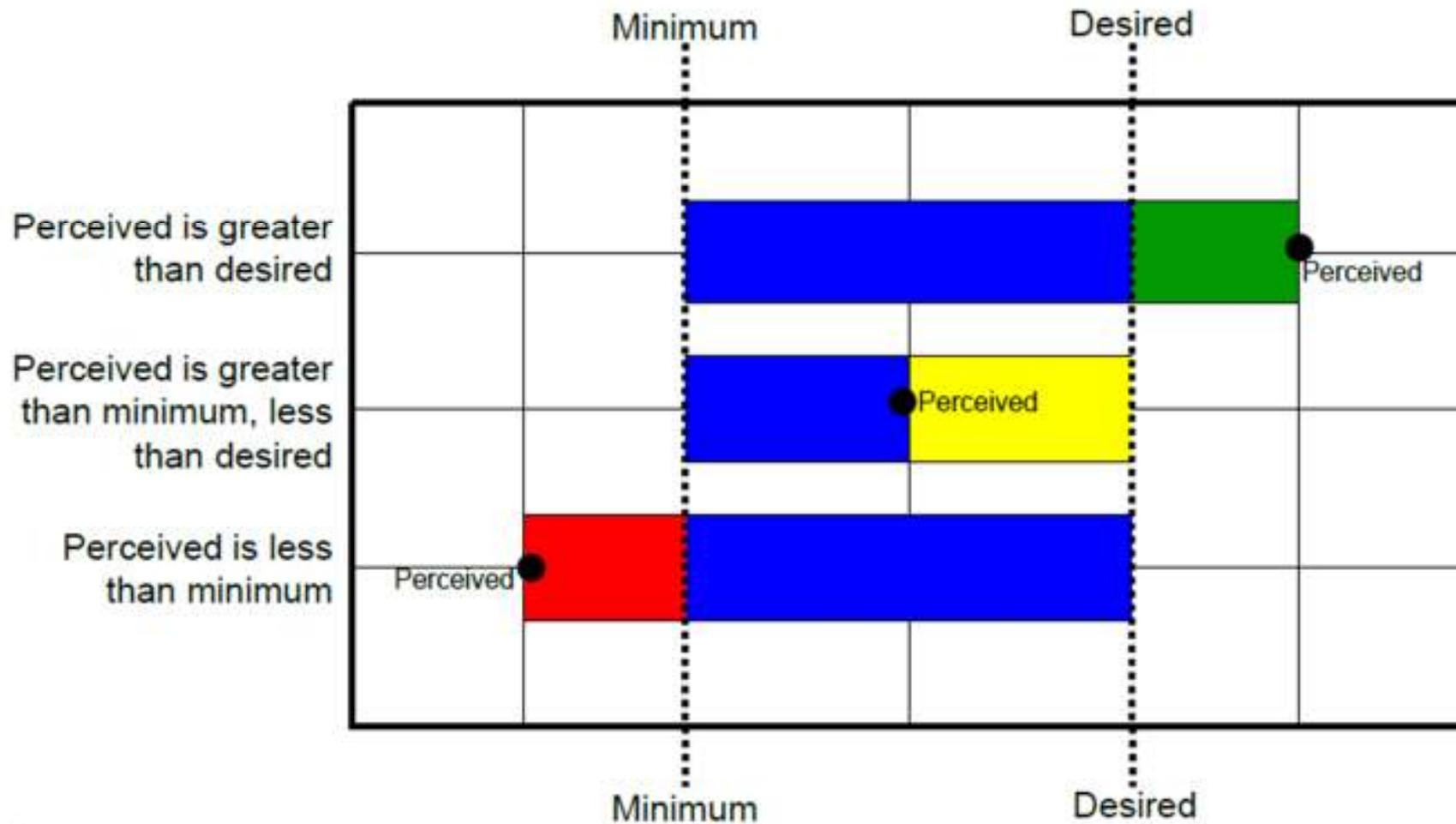
- For the 22 items LibQUAL+® asks users' to rate their
 - Minimum service level
 - Desired service level
 - Perceived service performance
 - This gives us a 'Zone of Tolerance' for each question; the distance between minimally acceptable and desired service ratings
 - Perception ratings ideally fall within the Zone of Tolerance
-



Understanding the Zone of Tolerance

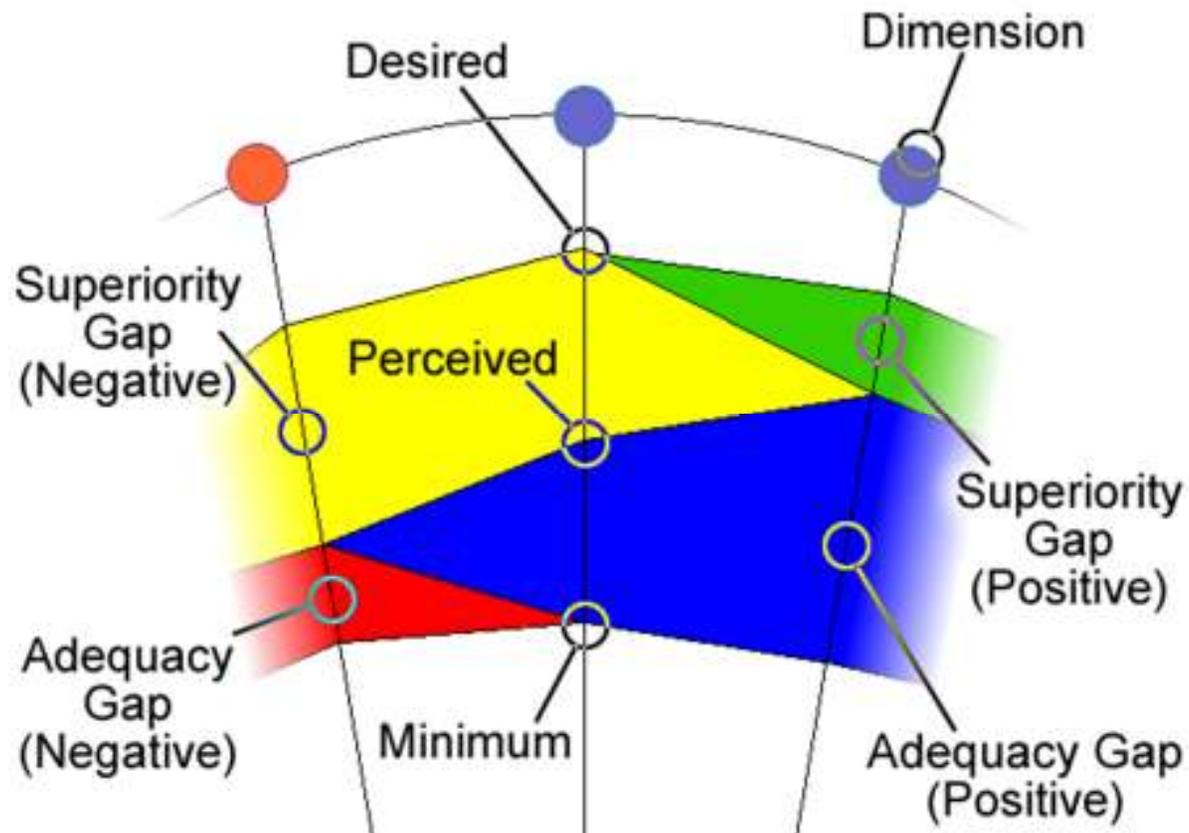


Understanding the Zone of Tolerance



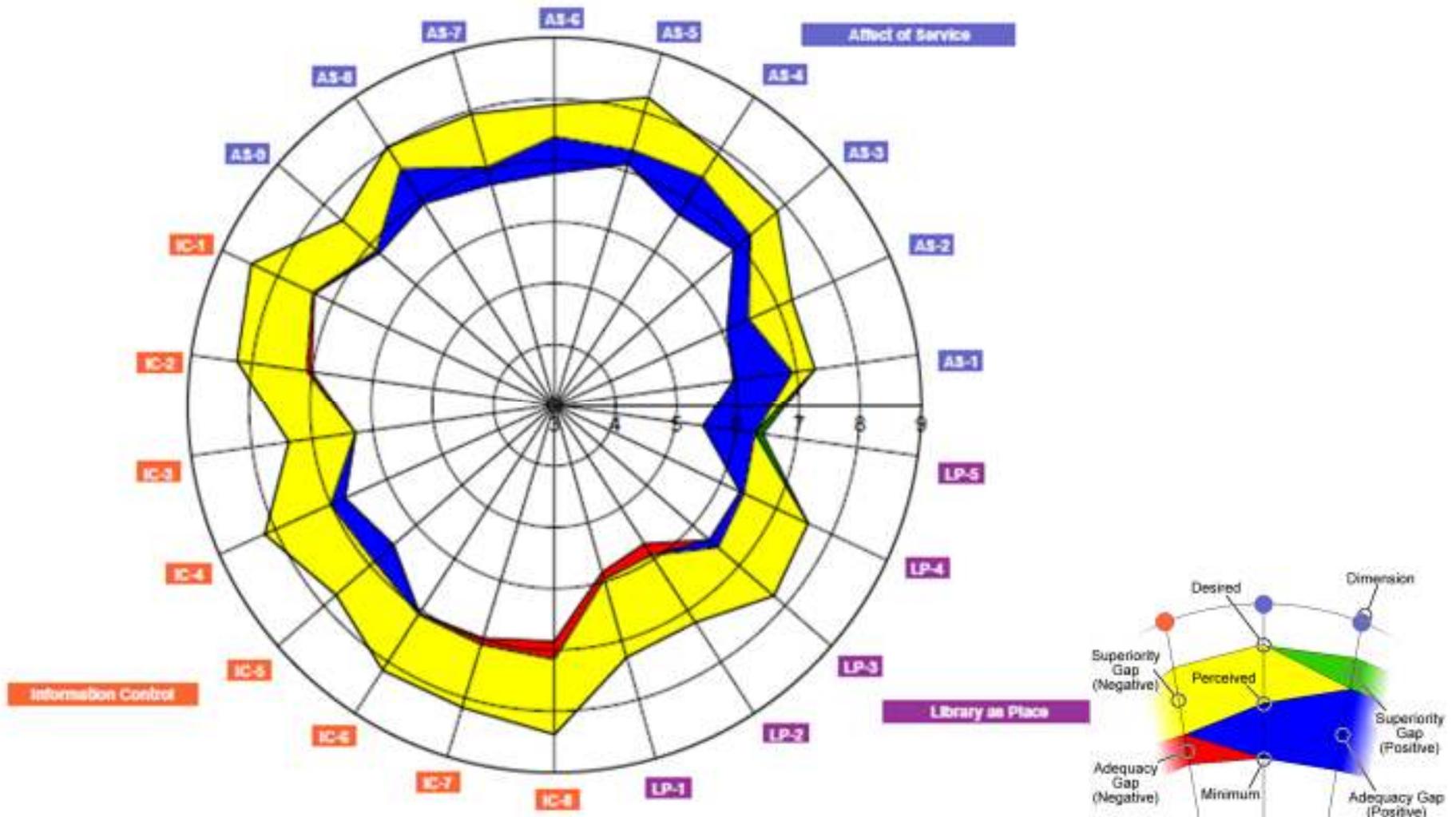


Understanding Radar Charts





Understanding Radar Charts





Understanding Disciplines

Standard Disciplines

- LibQUAL+® provides standard discipline options that you can customize to your institution's disciplines or other affiliations. The standard disciplines used on the American English version of the survey are adapted from those used by the National Center for Education Statistics (NCES) for U.S. institutions of higher education, based on the Classification of Instructional Programs (CIP).

Custom Disciplines

- You may choose to create your own discipline categories, using your local terminology. If you choose to add your own categories, each **MUST** be mapped to a LibQUAL+® standard discipline for data analysis purposes. (Please make sure your new term(s) relate to the standard disciplines.)



Understanding Representativeness

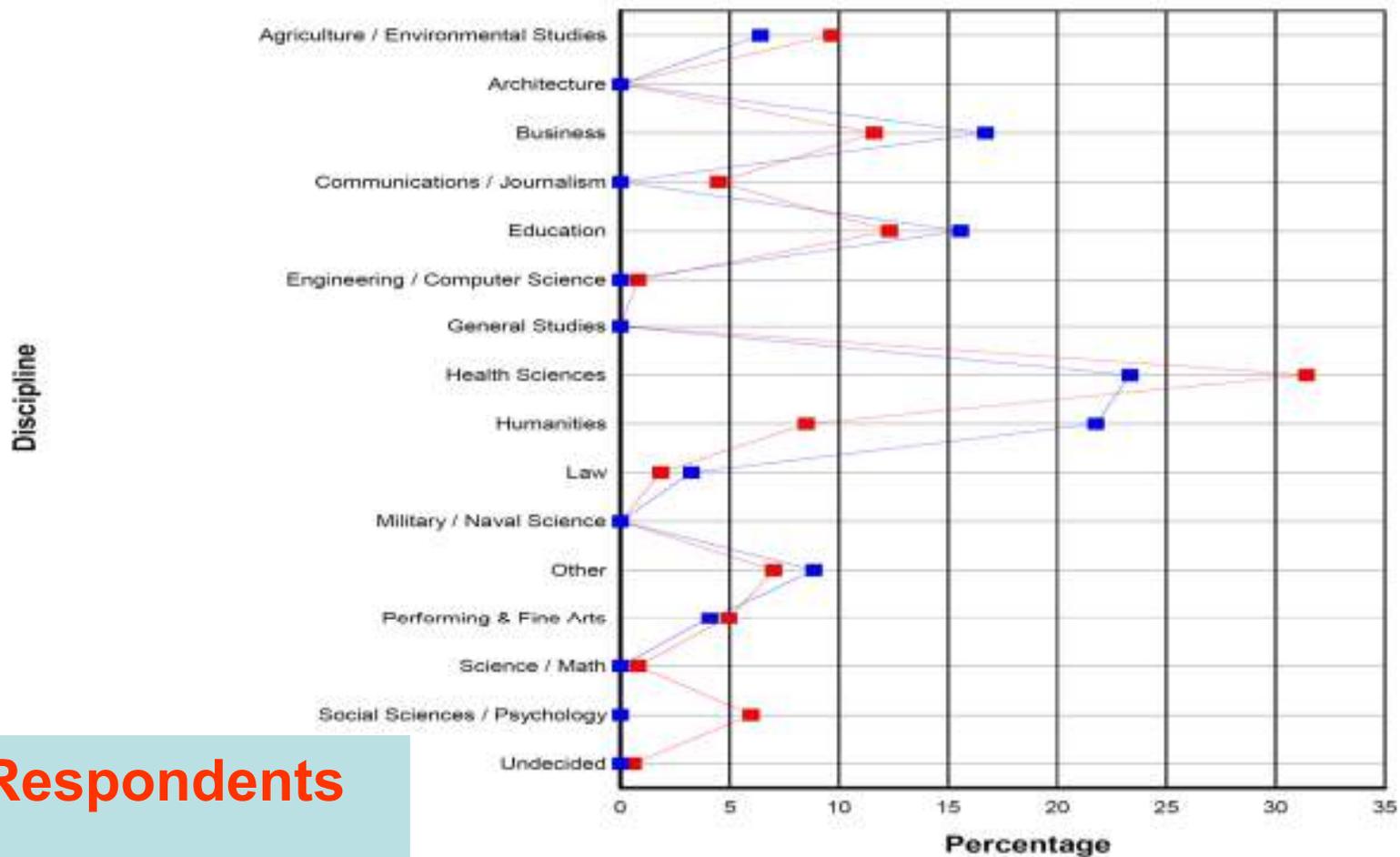
Conclusions and recommendations are grounded in an understanding about your survey respondents and the population you surveyed



Representativeness - Standard Disciplines



An Academic Library



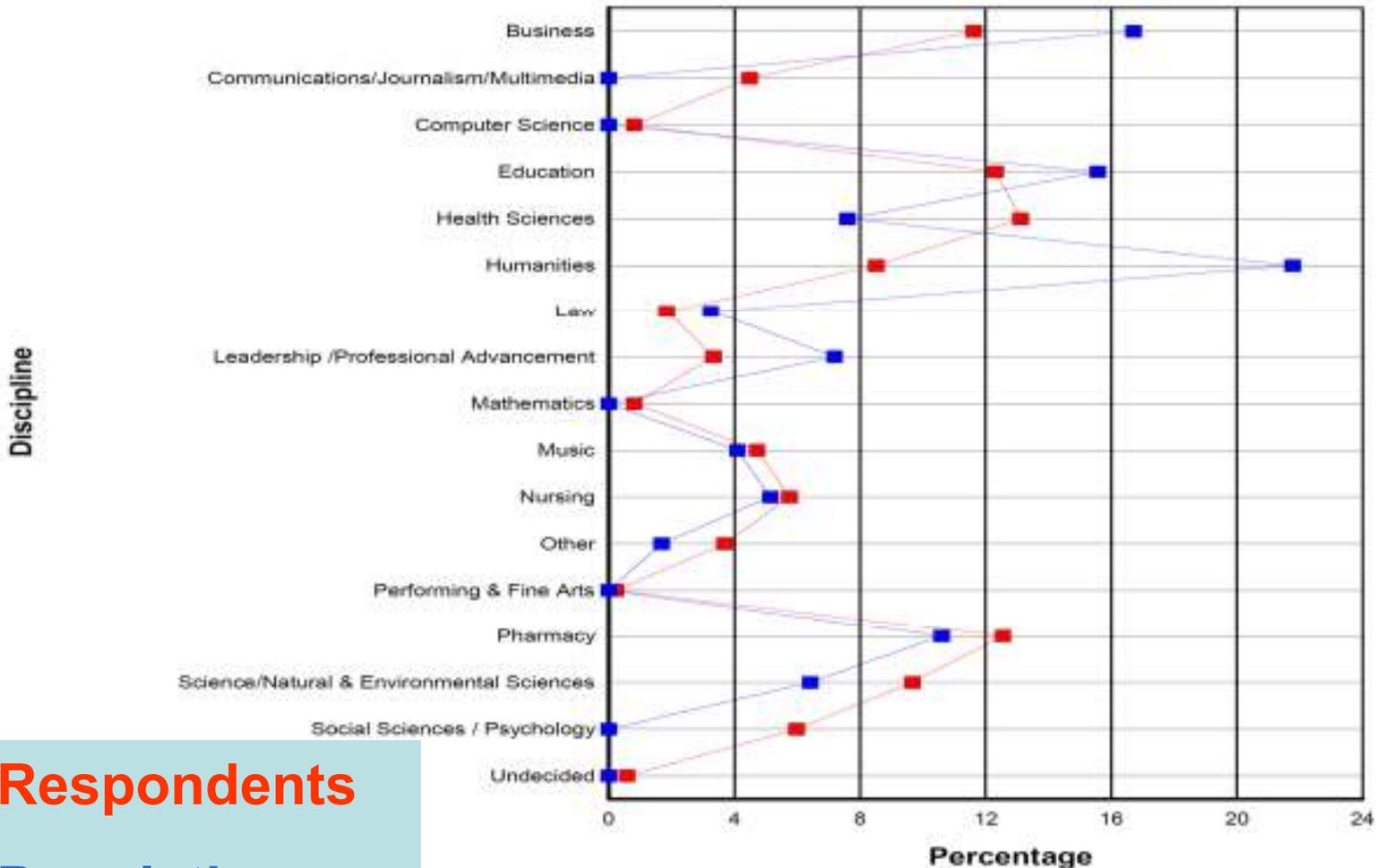
Respondents

Population

Representativeness - Customized Disciplines



An Academic Library



Respondents

Population

Raw Data Files

In Excel and SPSS Format
Data Repository Link



- You will receive access to your complete raw survey data in Excel format
- You will also receive an SPSS syntax file that you can apply to the Excel file to analyze your data in SPSS
- All records—partial, invalid, and completed—are included in the Excel file
- It may be downloaded from the Repository



SPSS Data Files



Statistical Package for the Social Sciences ... bought by IBM!

- More complex analysis than Excel in an easier way
 - Excel can do a lot of things that SPSS can do but not everything
- Analyze datasets – LQ Questions you can answer:
 - Discipline means and SD
 - Relationship between different variables
 - Validity and reliability analysis

The SPSS data file production process is now available through the data repository. You will have to download your Excel file and apply an SPSS syntax file that will be available to you through the data repository to produce the .sav file. This way you can have the SPSS datafile as soon as you close your survey.



PLUG IN ...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 1:

Does Using Item Sampling Methods in Library Service Quality Assessment Compromise Data Integrity or Zone of Tolerance Interpretation?: A LibQUAL+® Lite Study

Bruce Thompson, Texas A&M U

Martha Kyrillidou, ARL

Colleen Cook, Texas A&M U

Monday, October 25 1:30 – 3:00 p.m.

BREAK



How do we
INTERPRET
survey results?

Typical Framework



How do users rate
the Library?

What "scores" do
users give the
Library's
performance?

Note: This is the simplest analysis and does not take advantage of the "gap analysis" opportunity



From the user's perspective...



Identify areas where
the user community
thinks the Library is
performing "best"
and "worst"

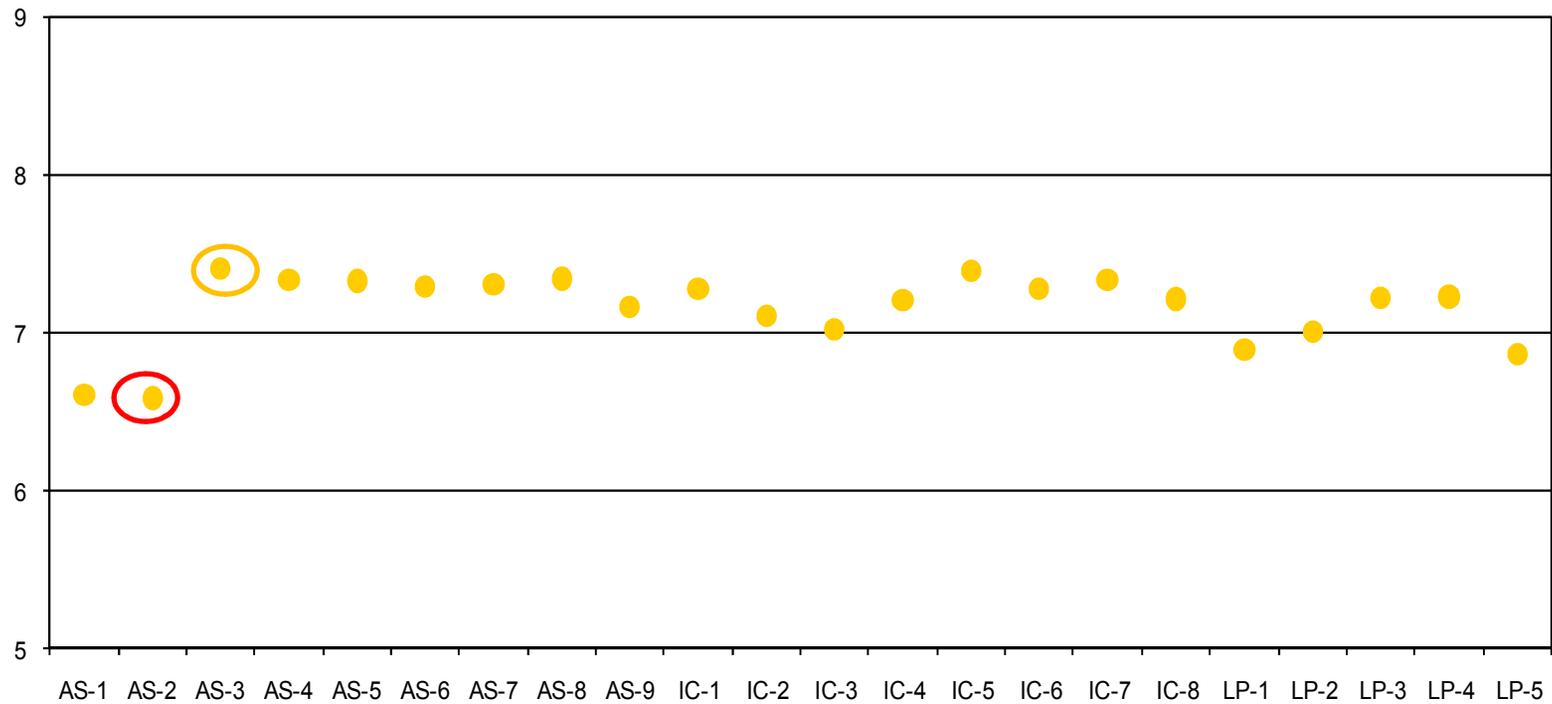
Note: This is the simplest analysis and does not take advantage of the "gap analysis" opportunity

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.55	7.38	6.61	1.06	-0.77	2,641
AS-2	Giving users individual attention	5.58	7.07	6.79	1.01	-0.48	2,629
AS-3	Employees who are consistently courteous	6.56	7.88	7.41	0.85	-0.47	2,725
AS-4	Readiness to respond to users' questions	6.56	7.83	7.34	0.78	-0.49	2,629
AS-5	Employees who have the knowledge to answer user questions	6.64	7.89	7.33	0.69	-0.56	2,660
AS-6	Employees who deal with users in a caring fashion	6.38	7.76	7.29	0.91	-0.46	2,651
AS-7	Employees who understand the needs of their users	6.48	7.80	7.31	0.82	-0.49	2,640
AS-8	Willingness to help users	6.48	7.78	7.35	0.86	-0.44	2,676
AS-9	Dependability in handling users' service problems	6.62	7.89	7.17	0.55	-0.72	2,458
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.70	8.23	7.28	0.58	-0.96	2,732
IC-2	A library Web site enabling me to locate information on my own	6.75	8.15	7.11	0.36	-1.04	2,749
IC-3	The printed library materials I need for my work	6.44	7.75	7.01	0.58	-0.73	2,592
IC-4	The electronic information resources I need	6.70	8.02	7.21	0.51	-0.81	2,723
IC-5	Modern equipment that lets me easily access needed information	6.91	8.13	7.39	0.48	-0.74	2,716
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	8.10	7.28	0.49	-0.82	2,722
IC-7	Making information easily accessible for independent use	6.77	8.08	7.33	0.56	-0.75	2,713
IC-8	Print and/or electronic journal collections I require for my work	6.83	8.07	7.21	0.38	-0.86	2,649
Library as Place							
LP-1	Library space that inspires study and learning	6.31	7.89	6.89	0.58	-1.00	2,708
LP-2	Quiet space for individual activities	6.54	7.87	7.00	0.46	-0.87	2,629
LP-3	A comfortable and inviting location	6.45	7.95	7.22	0.77	-0.72	2,732
LP-4	A gateway for study, learning, or research	6.48	7.90	7.23	0.75	-0.67	2,663
LP-5	Community space for group learning and group study	6.04	7.48	6.87	0.83	-0.61	2,505
Overall:		6.49	7.87	7.14	0.67	-0.71	2,780

Common Interpretation Framework

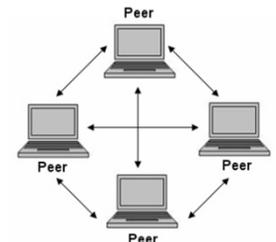
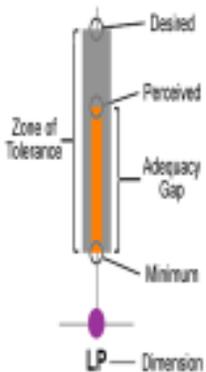
Example Library Core Summary “Perceived” - 2008

Example Library
Core Summary - 2008



Interpreting Service Quality Data

Three Interpretation Frameworks

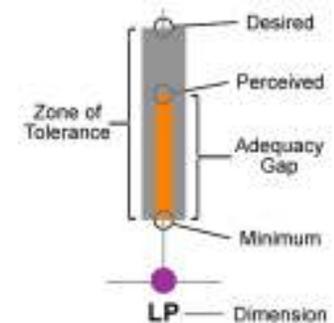


- #1 – Zone of Tolerance**
- #2 – Longitudinal**
- #3 – Peer Comparisons**



Interpretation Framework #1

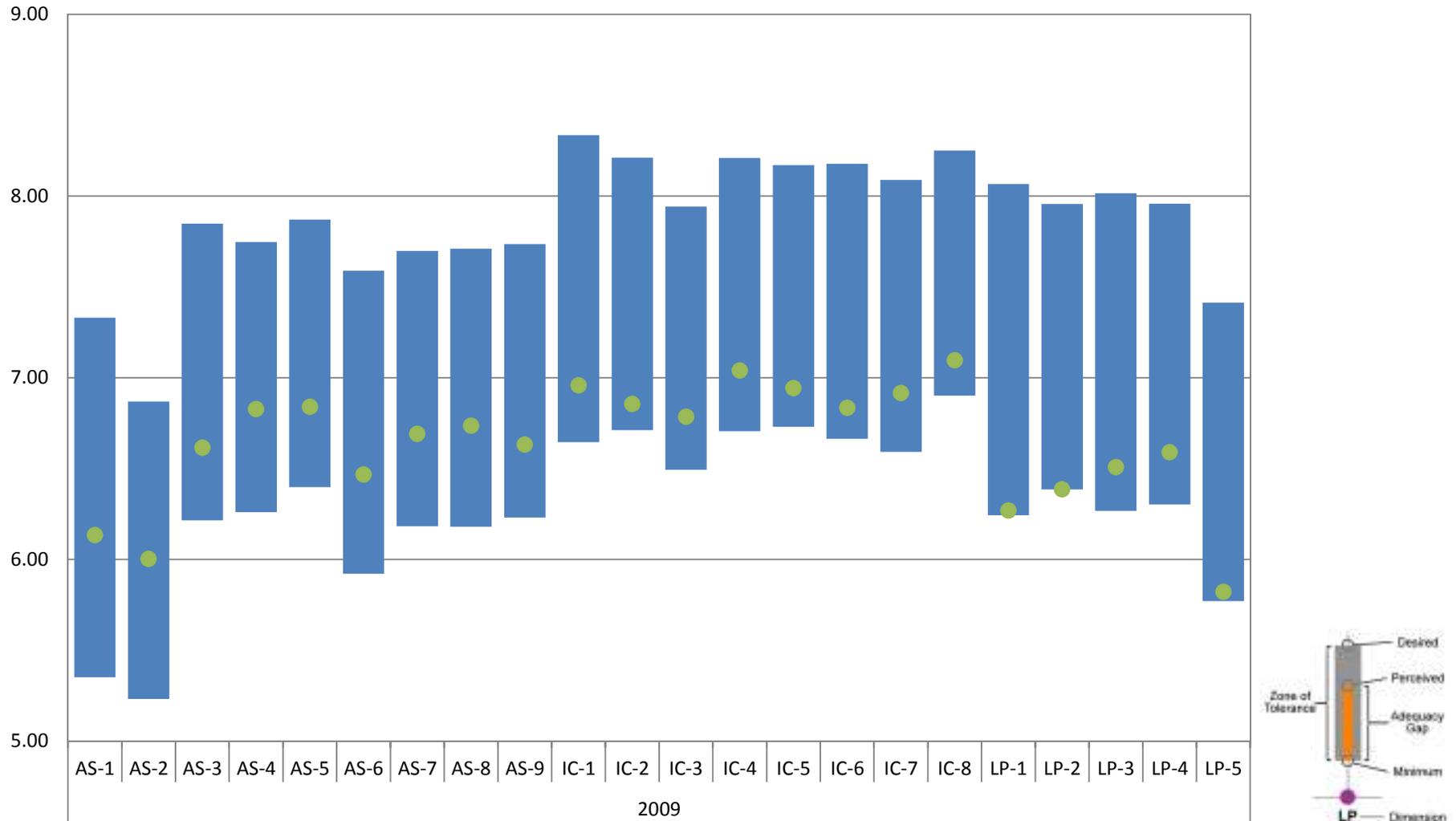
Interpreting **Perceived** Scores Against
Minimally-Acceptable and
Desired Service Levels
(i.e., “**Zones of Tolerance**”)



Framework # 1– Zone of Tolerance



Example Library Core Summary - 2009





From the user's perspective...

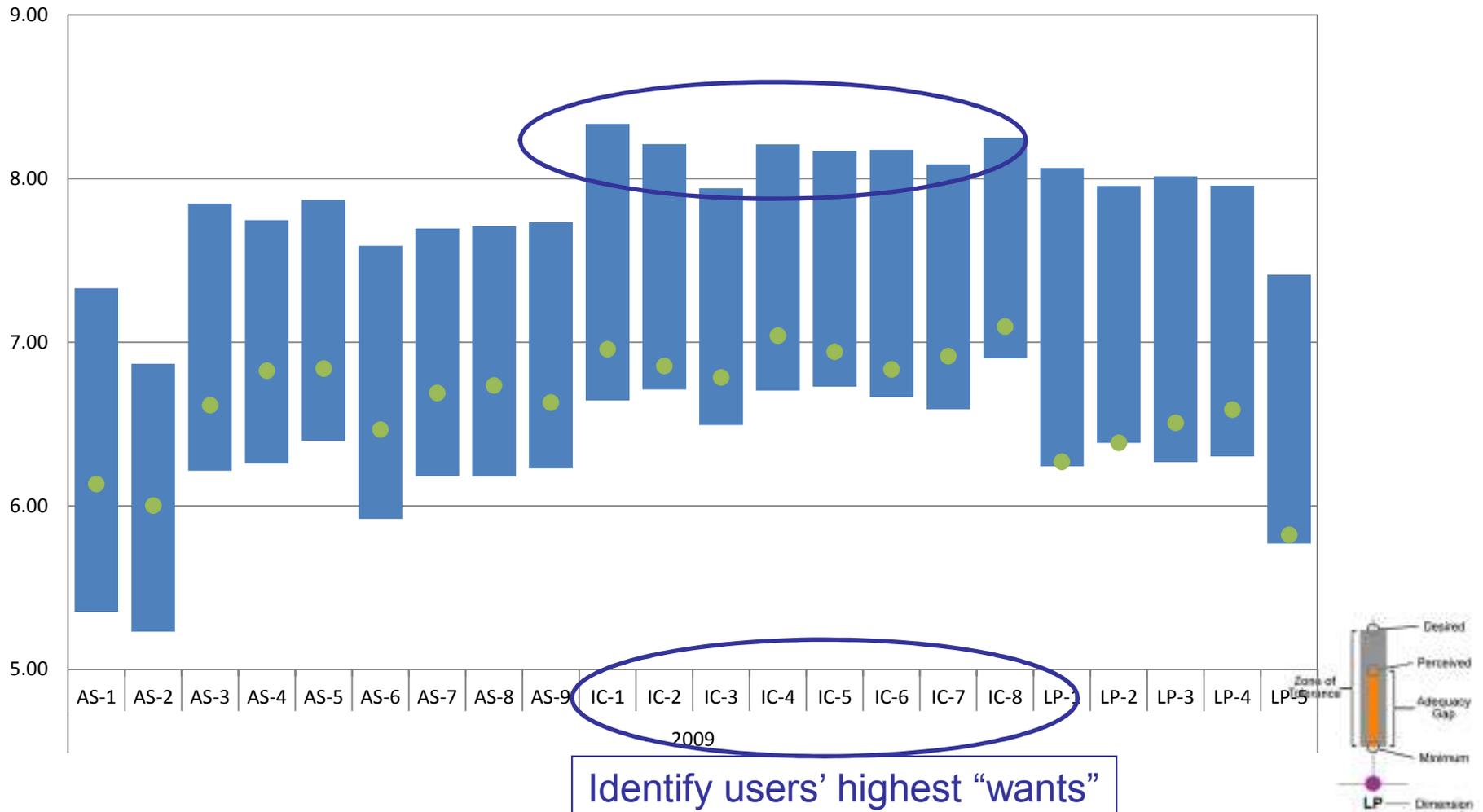


Identify areas where
the user community
has the highest
"wants"

Framework # 1– Zone of Tolerance



Example Library Core Summary - 2009





From the user's perspective...

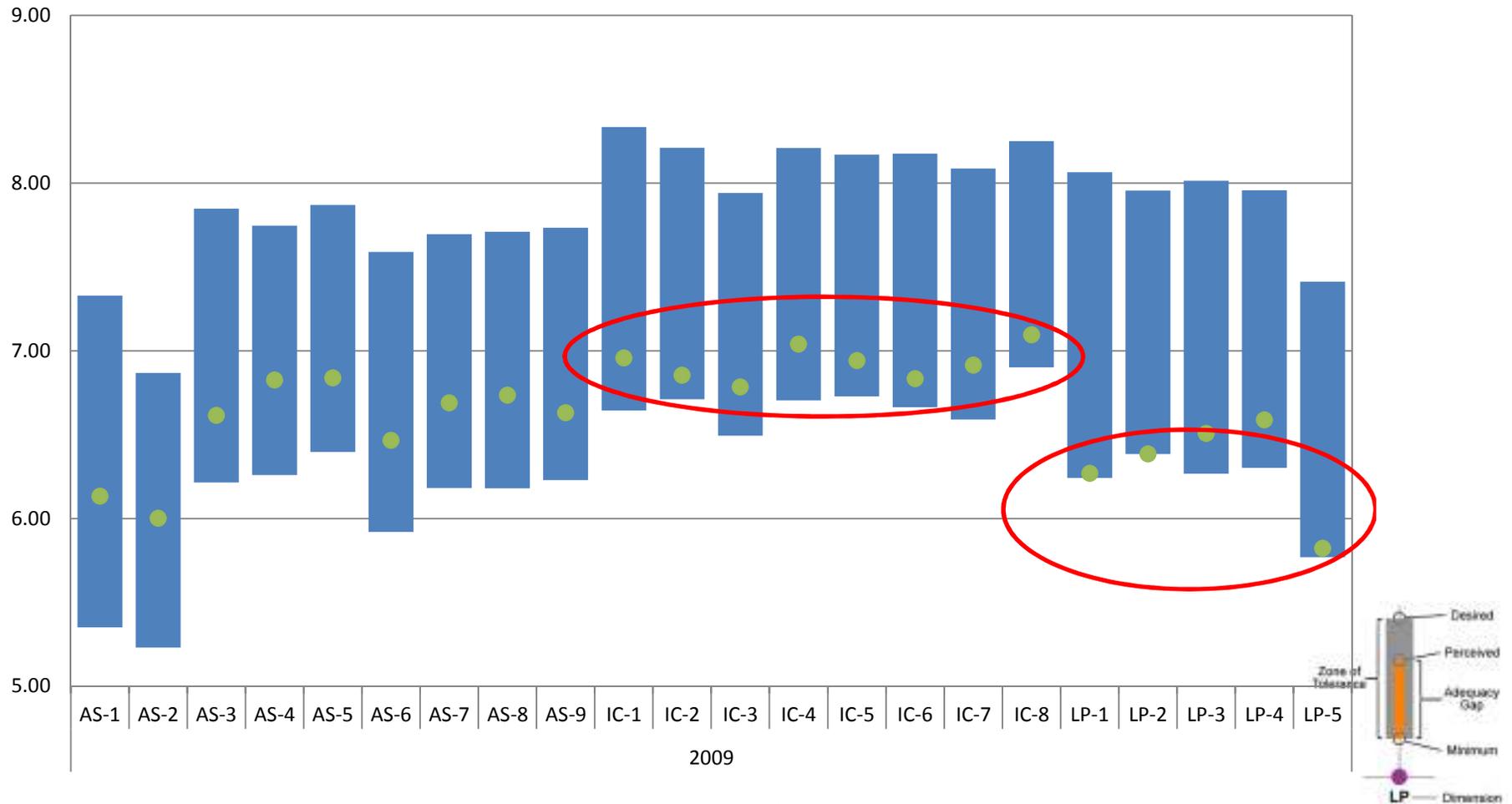


Identify areas where
the user community
thinks the Library is
"furthest from
meeting minimum
needs"

Framework # 1– Zone of Tolerance



Example Library Core Summary - 2009

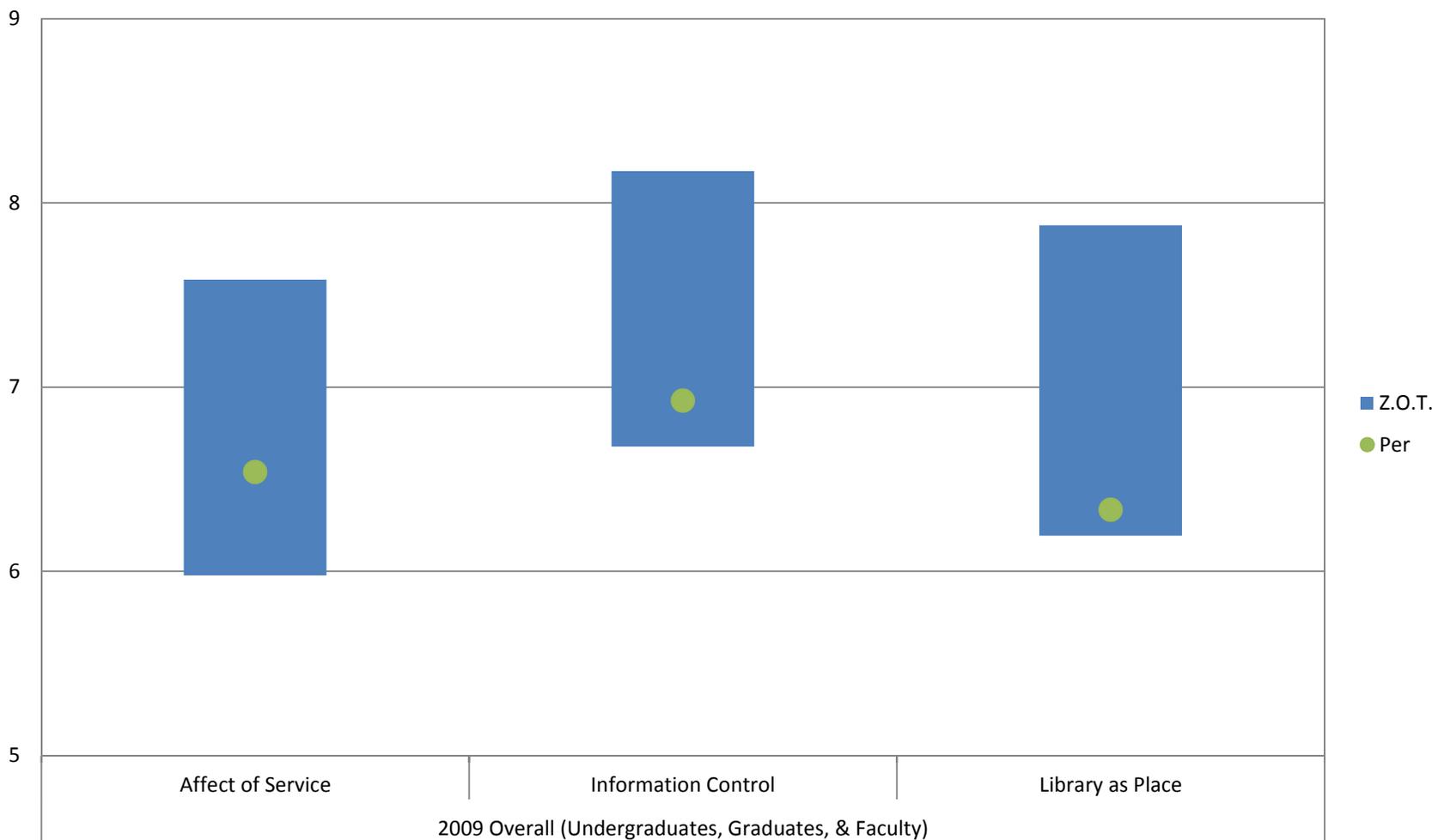


Identify areas where the Libraries are furthest from meeting users' minimum "needs"

Framework # 1– Zone of Tolerance



Example Library Dimension Summary - 2009



Interpreting Service Quality Data

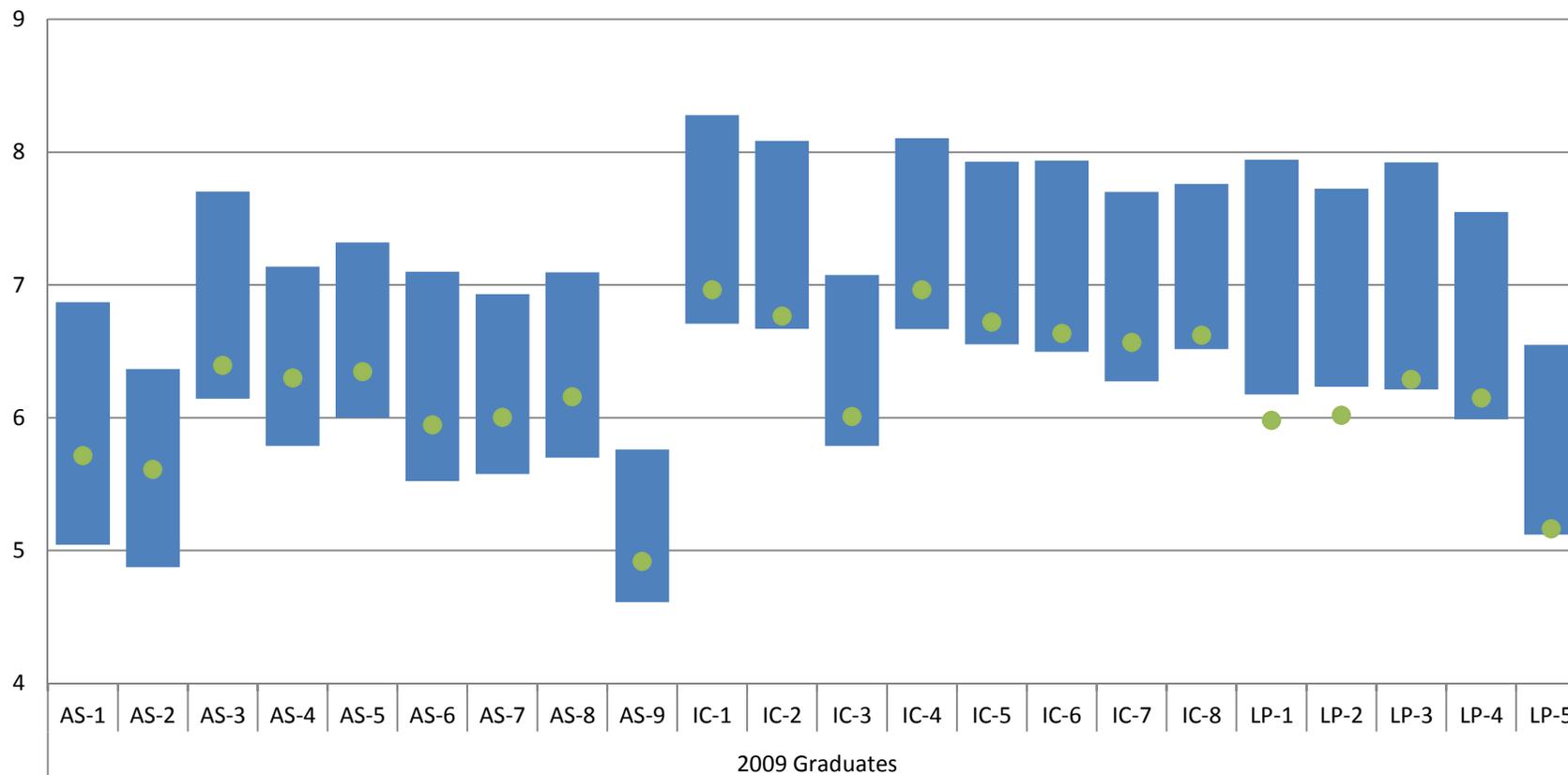


*Interpretation Frameworks
can also be applied to data gathered
by separate **User Groups**,
by **Discipline** affiliation and
by primary library (**Branch**) use*

Framework # 1– Zone of Tolerance



Example Library Core Summary by User Group (Grad Students)



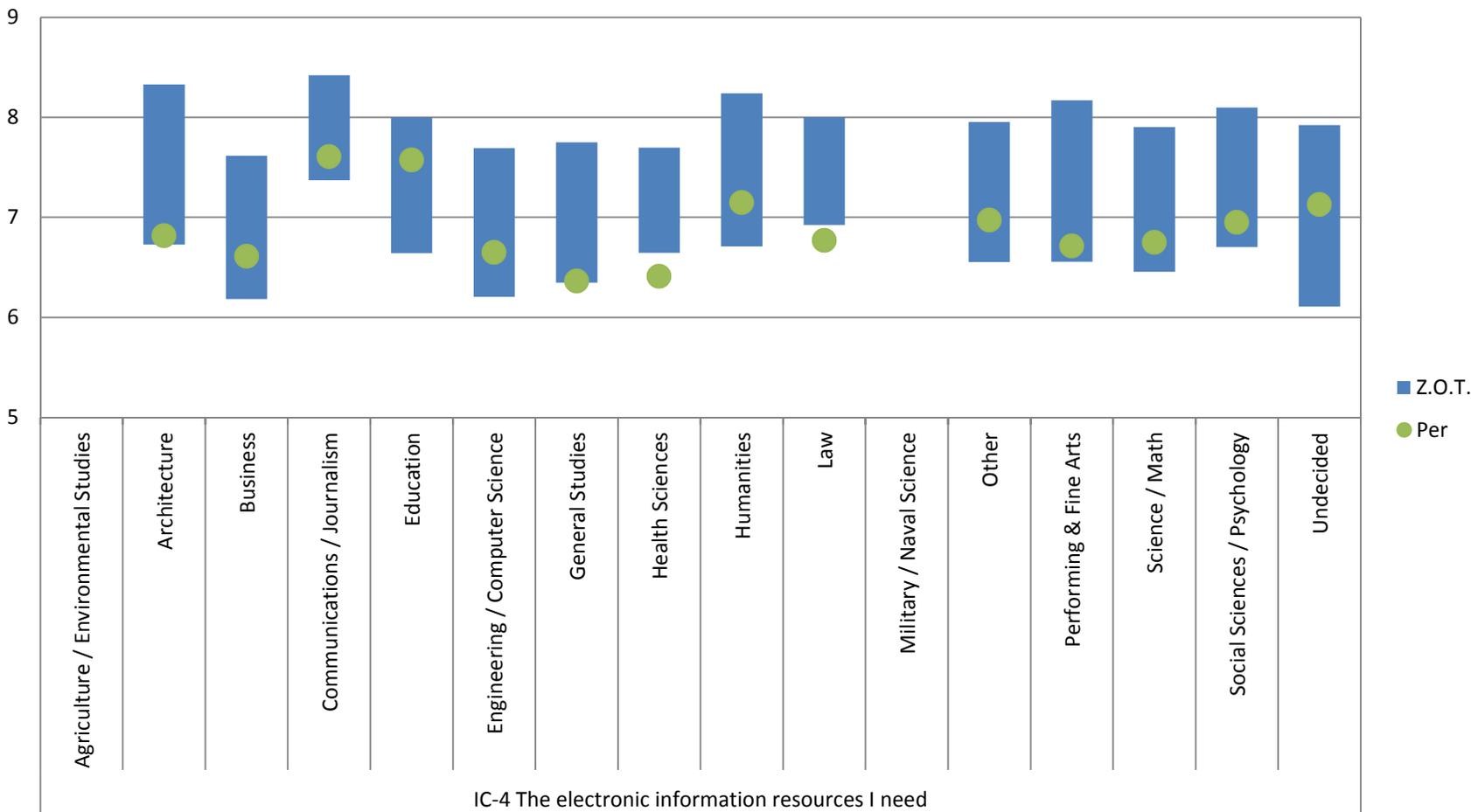
Identify highest “wants” for Grad Students

Identify areas where the Libraries are furthest from meeting Grad minimum “needs”

Framework # 1– Zone of Tolerance



Example Library Single Core Item by Discipline



Identify disciplines with highest “wants” for e-resources

Identify where the e-resources are furthest from meeting discipline minimum “needs”



Interpretation Framework #2

Benchmarking Against **Self**, **Longitudinally**

“**Nobody** is more like me than me!”

--Anonymous





Framework # 2 – Longitudinal

- An interpretation framework that allows you to compare performance over time
- Are my scores increasing or decreasing?
- Are my scores increasing or decreasing for specific subgroups of my population: faculty, grad, undergraduates, and/or disciplines or branches?



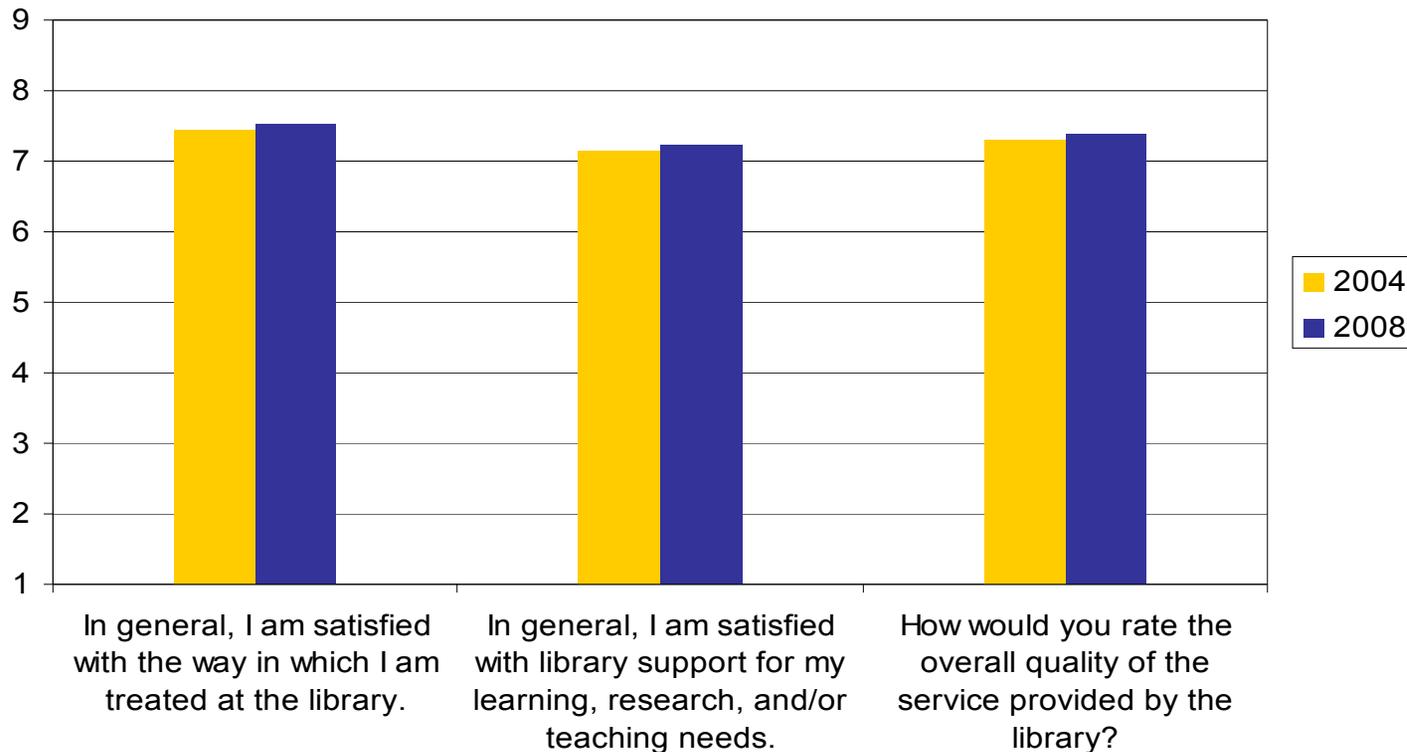


Framework # 2 – Longitudinal

Example Library Satisfaction (All Users, 2004 – 2008)

General Satisfaction Overall 2004 to 2008

*All user groups (excluding Library Staff)



Increase in satisfaction in all
3 satisfaction measures for Total Population

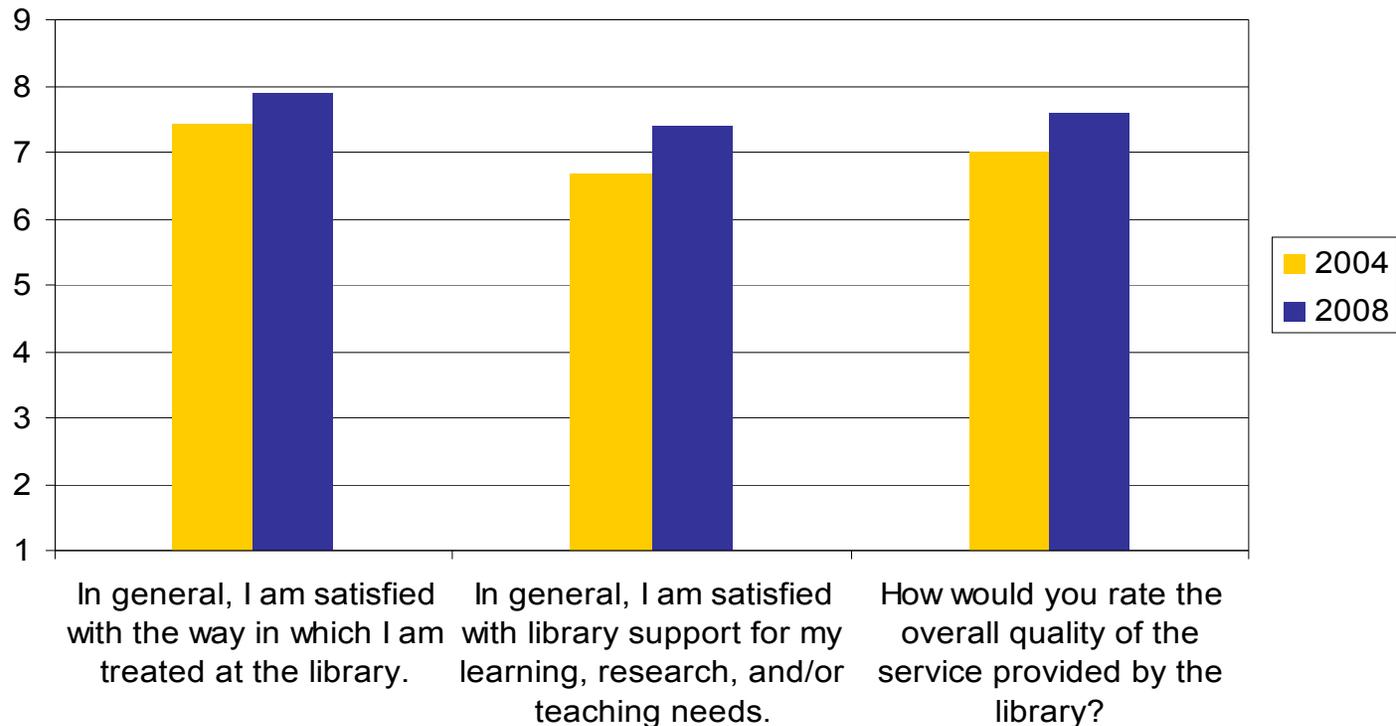
Framework # 2 – Longitudinal



Example Library Satisfaction (Faculty, 2004 – 2008)

General Satisfaction Faculty 2004 to 2008

*All user groups (excluding Library Staff)



Increase in satisfaction in all
3 satisfaction measures for Faculty

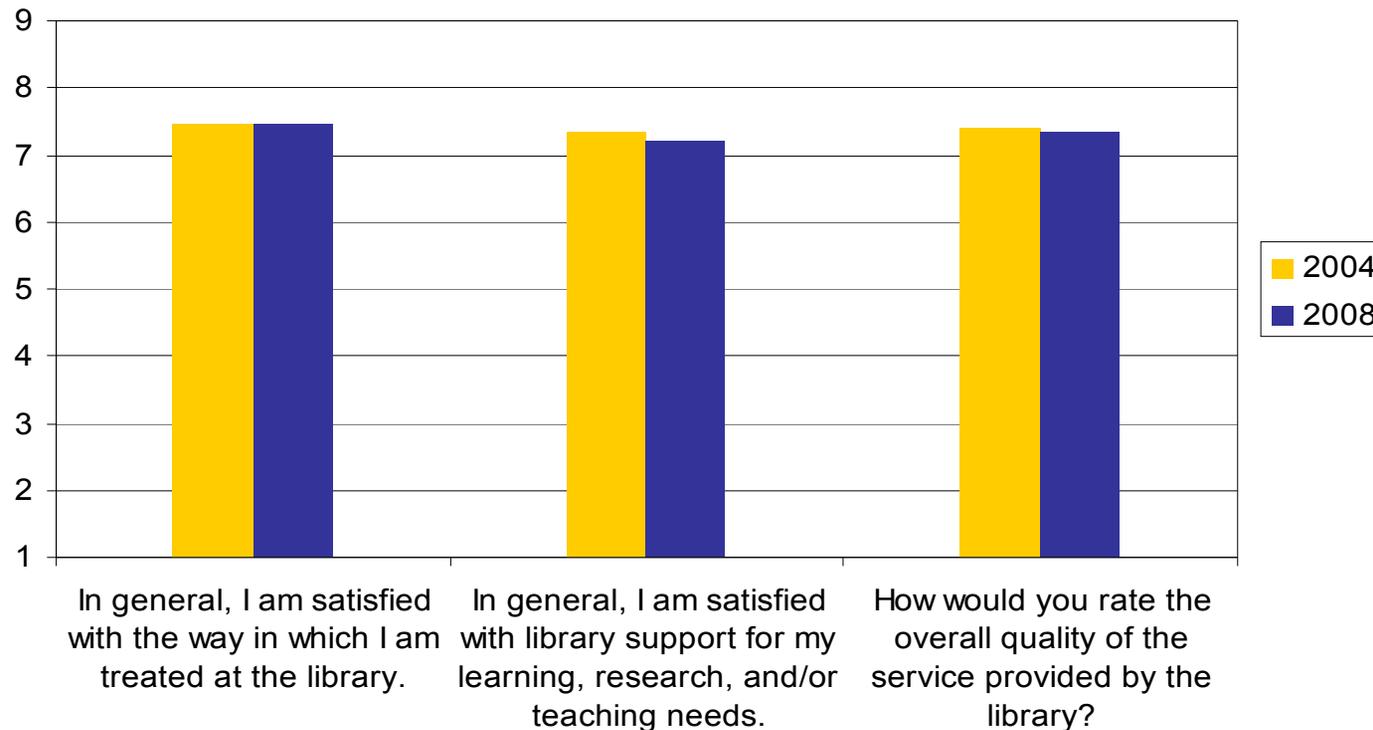


Framework # 2 – Longitudinal

Example Library Satisfaction (Undergrads, 2004 – 2008)

General Satisfaction Undergraduates 2004 to 2008

*All user groups (excluding Library Staff)

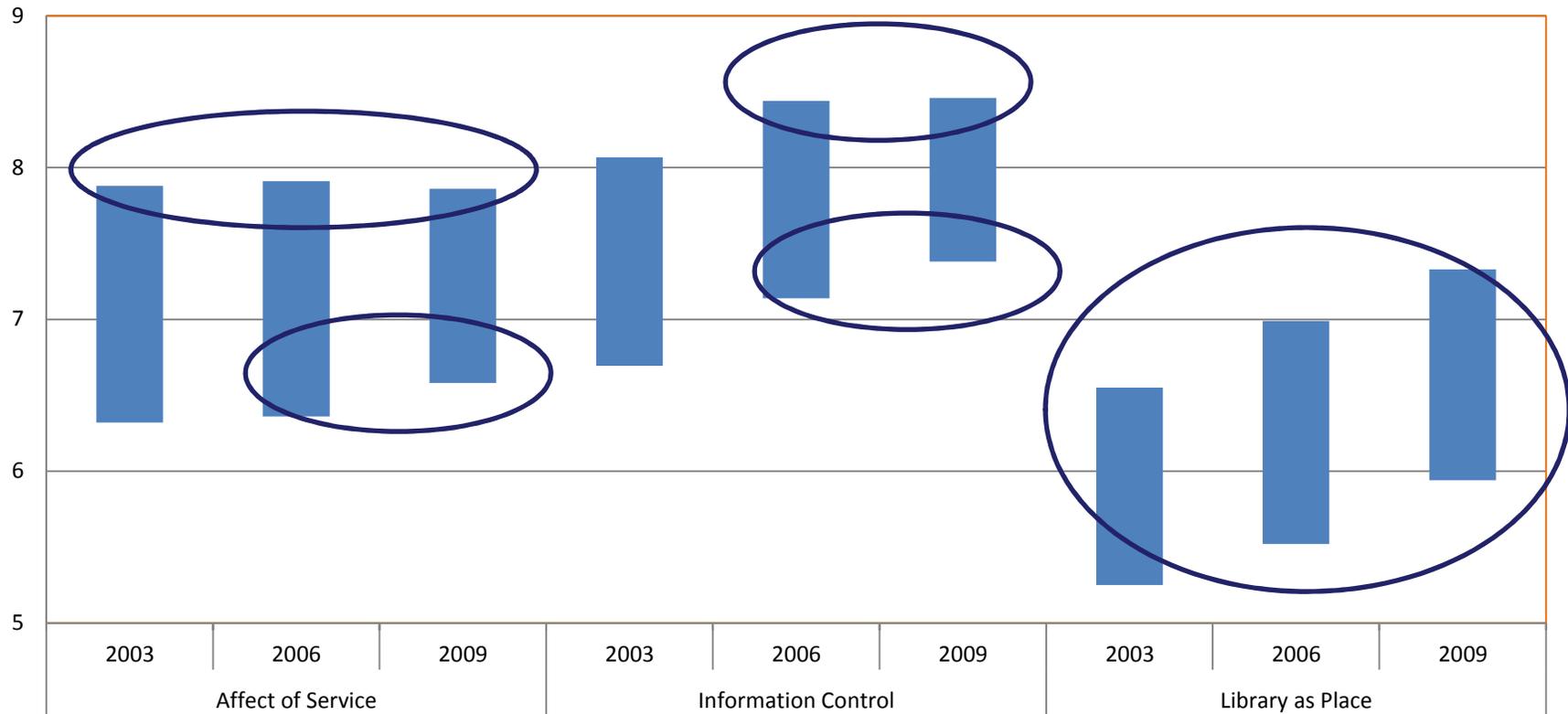


Unchanged or decrease in satisfaction in all
3 satisfaction measures for Undergraduates

Framework #1 + #2 – Z.O.T. + Longitudinal



Example Library Changing Expectations (Faculty, 2003 – 2009)



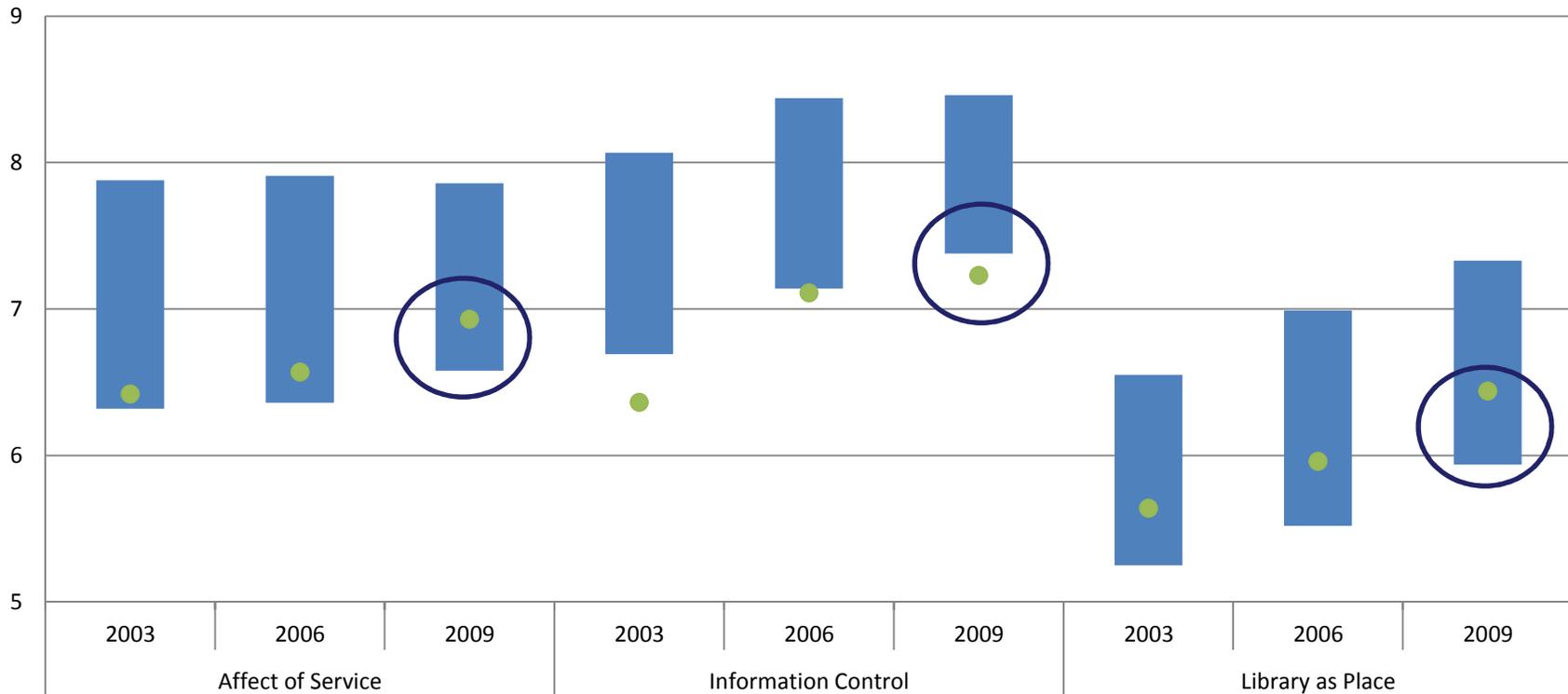
Faculty tolerance is narrowing:
their minimum needs are higher
but their desires are stable

Space and place needs are
increasing over time, though
overall remain less critical for
faculty than other issues



Framework #1 + #2 – Z.O.T. + Longitudinal

Example Library Changing Expectations & Performance (Faculty, 2003 – 2009)



Wow, customer service for faculty is improving even while some expectations are increasing!

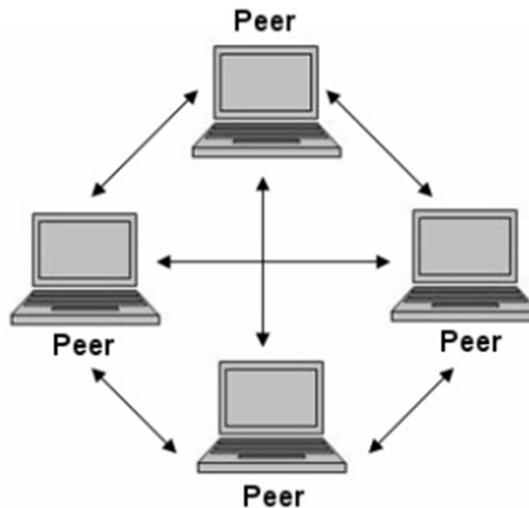
Ouch, even though this Library improved slightly, the ability to meet faculty needs for information and access is not keeping pace with expectations

This Library seems to be keeping pace with increasing faculty expectations about library spaces



Interpretation Framework #3

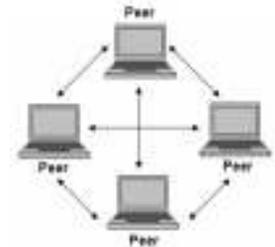
Benchmarking Against **Peer Institutions**
--1,000,000 Users; 1,000 Institutions!





Framework #3 – Peer Comparisons

- How do I select peers?
 - Listen, talk to, or search web sites of your University Office of Institutional Research, Provost, President
 - Consortium members
 - Descriptive library statistics
 - Type of institution
 - Size of the faculty, student body (in specific disciplines)

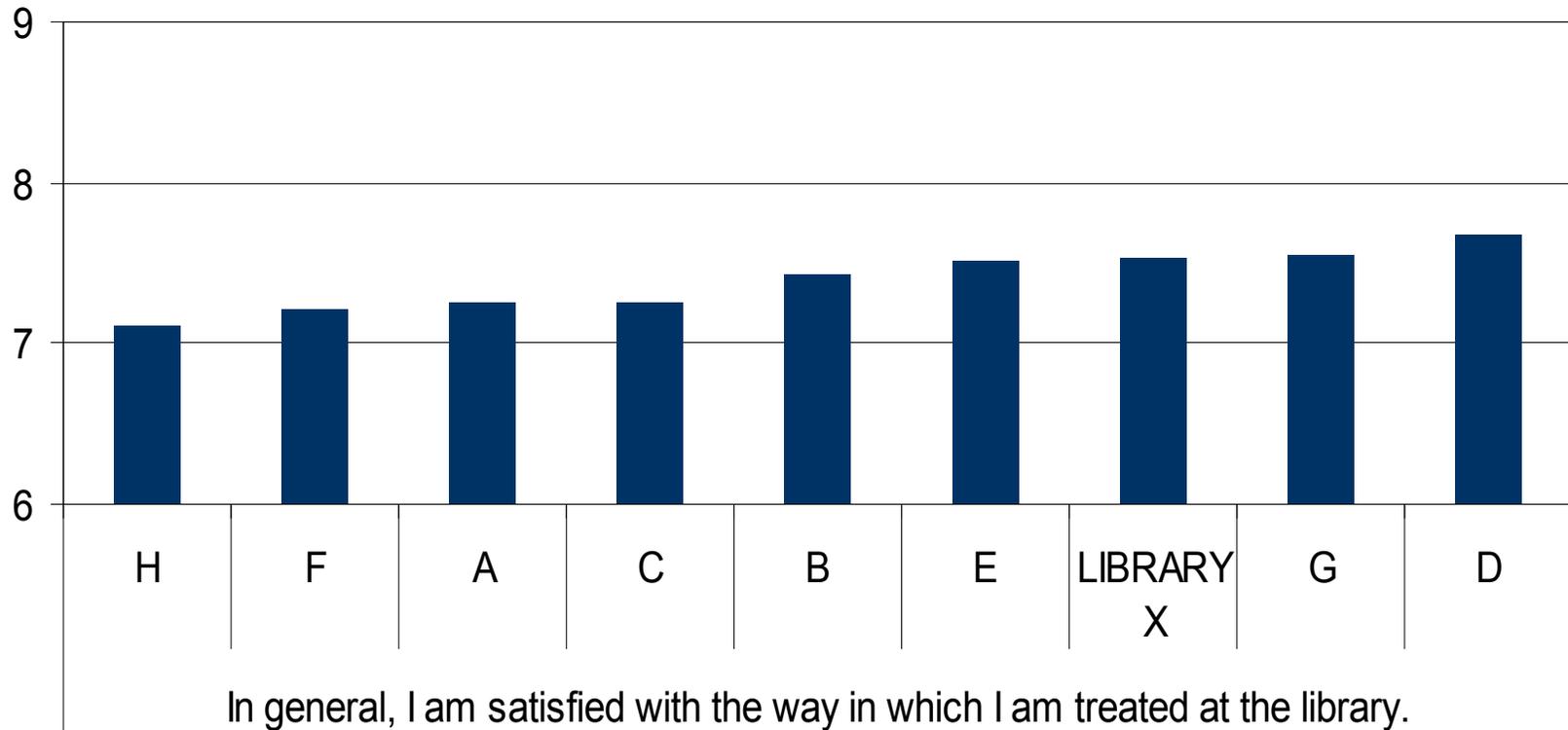




Framework #3 – Peer Comparisons

Peer Comparison General Satisfaction

*Data taken from last year of participation

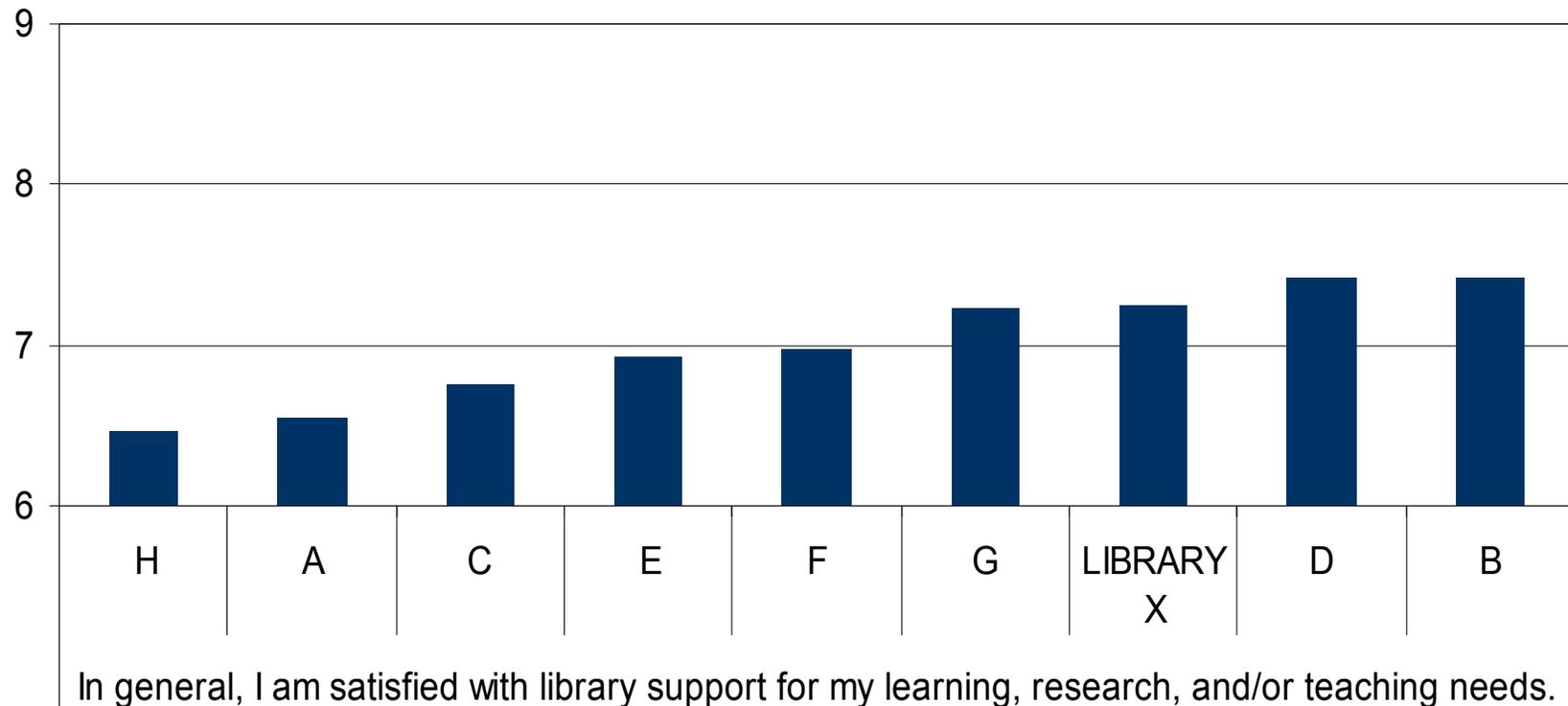




Framework #3 – Peer Comparisons

Peer Comparison General Satisfaction

*Data taken from last year of participation

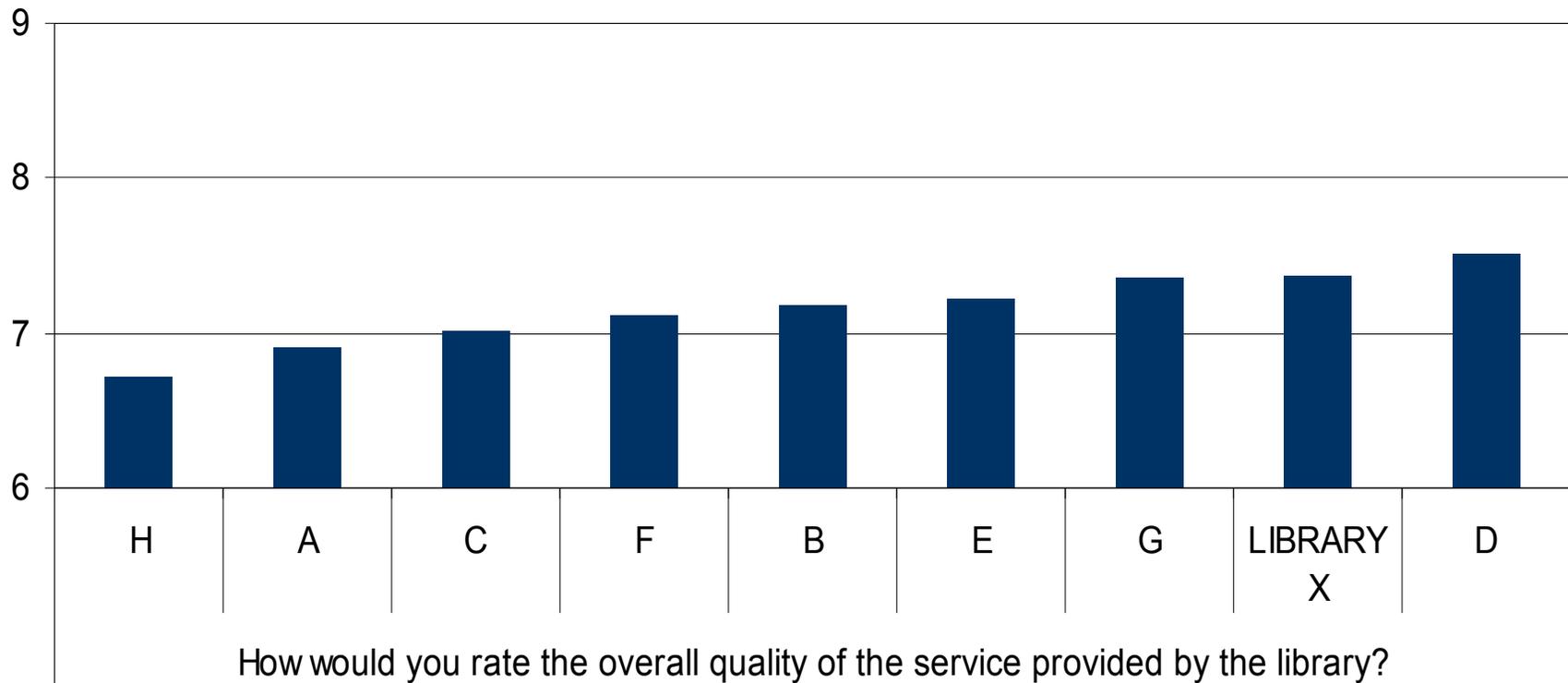




Framework #3 – Peer Comparisons

Peer Comparison General Satisfaction

*Data taken from last year of participation



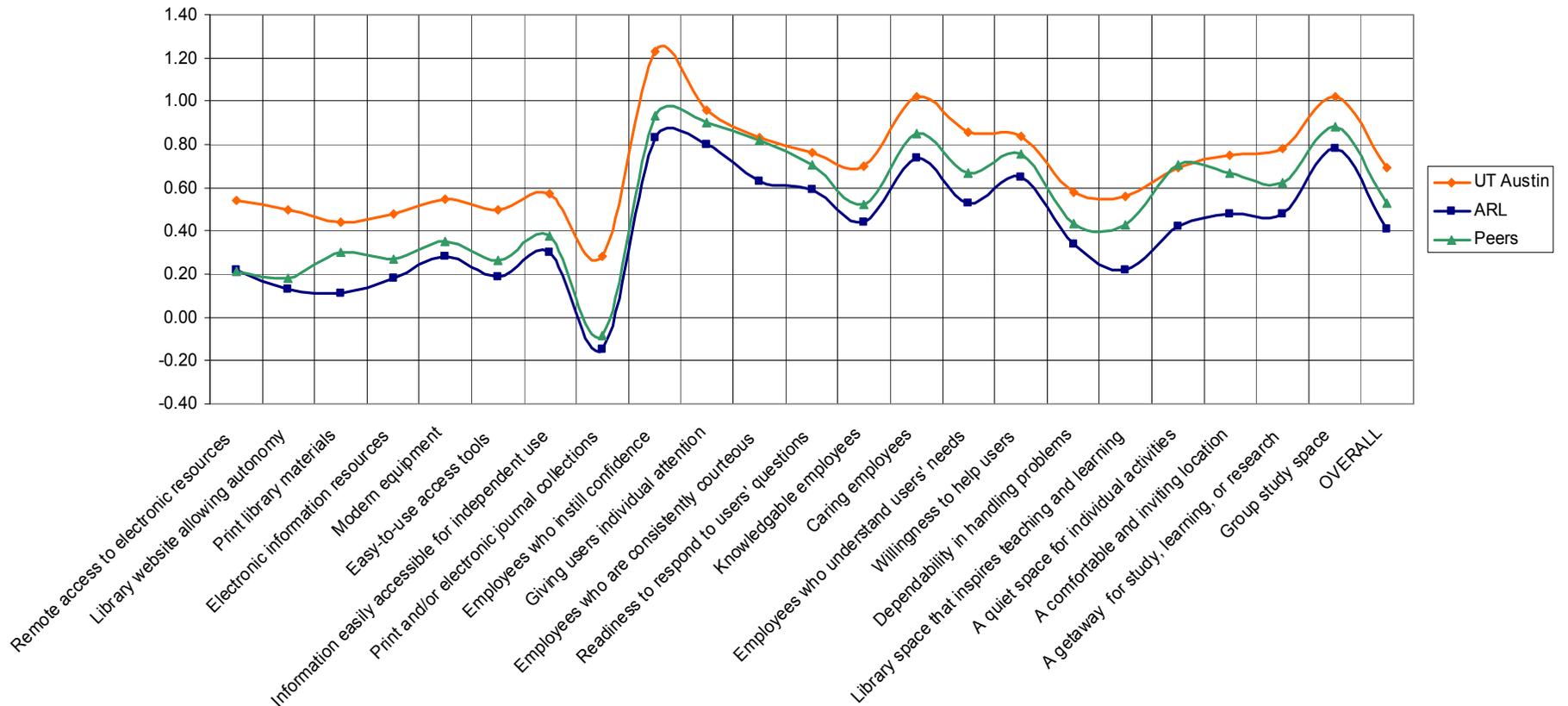
Library's conclusion: There's still room for improvement!



Framework #3 – Peer Comparisons

Adequacy Gap

The difference between the minimum and perceived score.



Source: Fred Heath, LibQUAL+™ Results Meeting, ALA Annual Conference, Seattle, WA, January 22, 2007

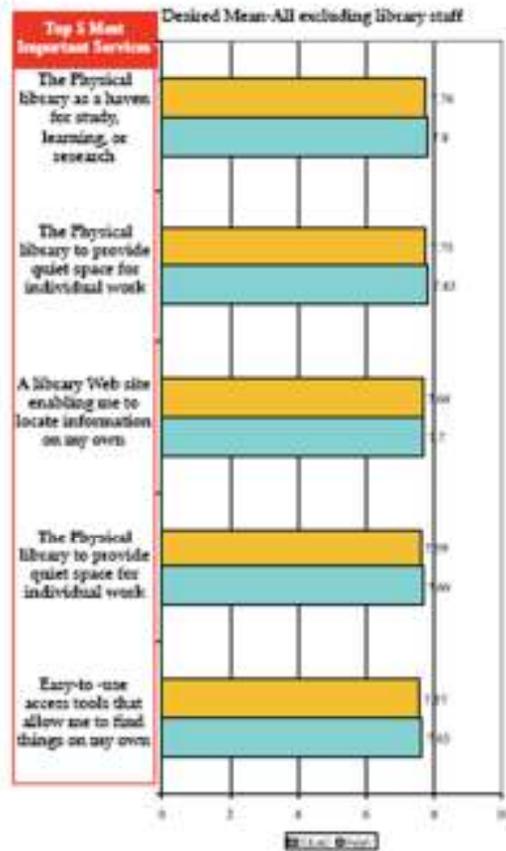


Framework #3 – Peer Comparisons

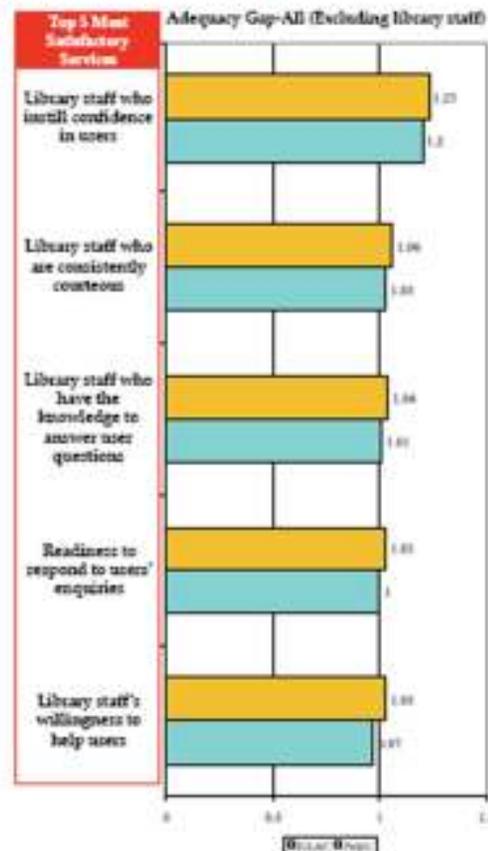
Library Values

The Hong Kong Polytechnic University <http://libraryassessment.org/bm~doc/chim.pdf>

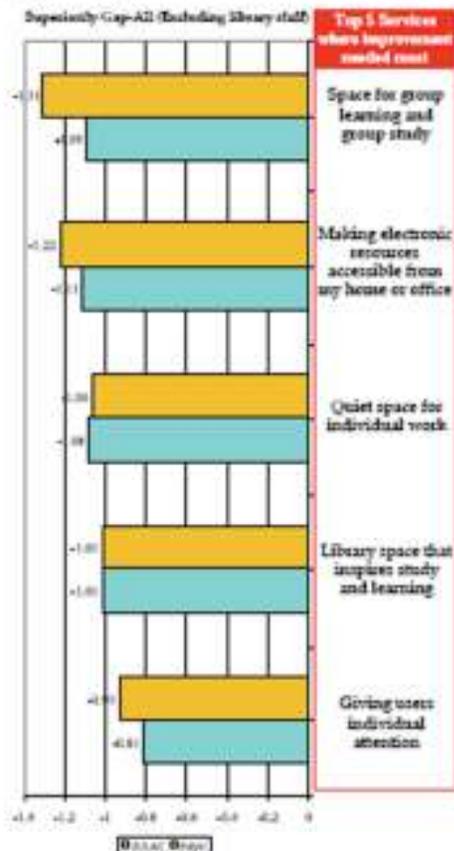
What matters most



What do we do best



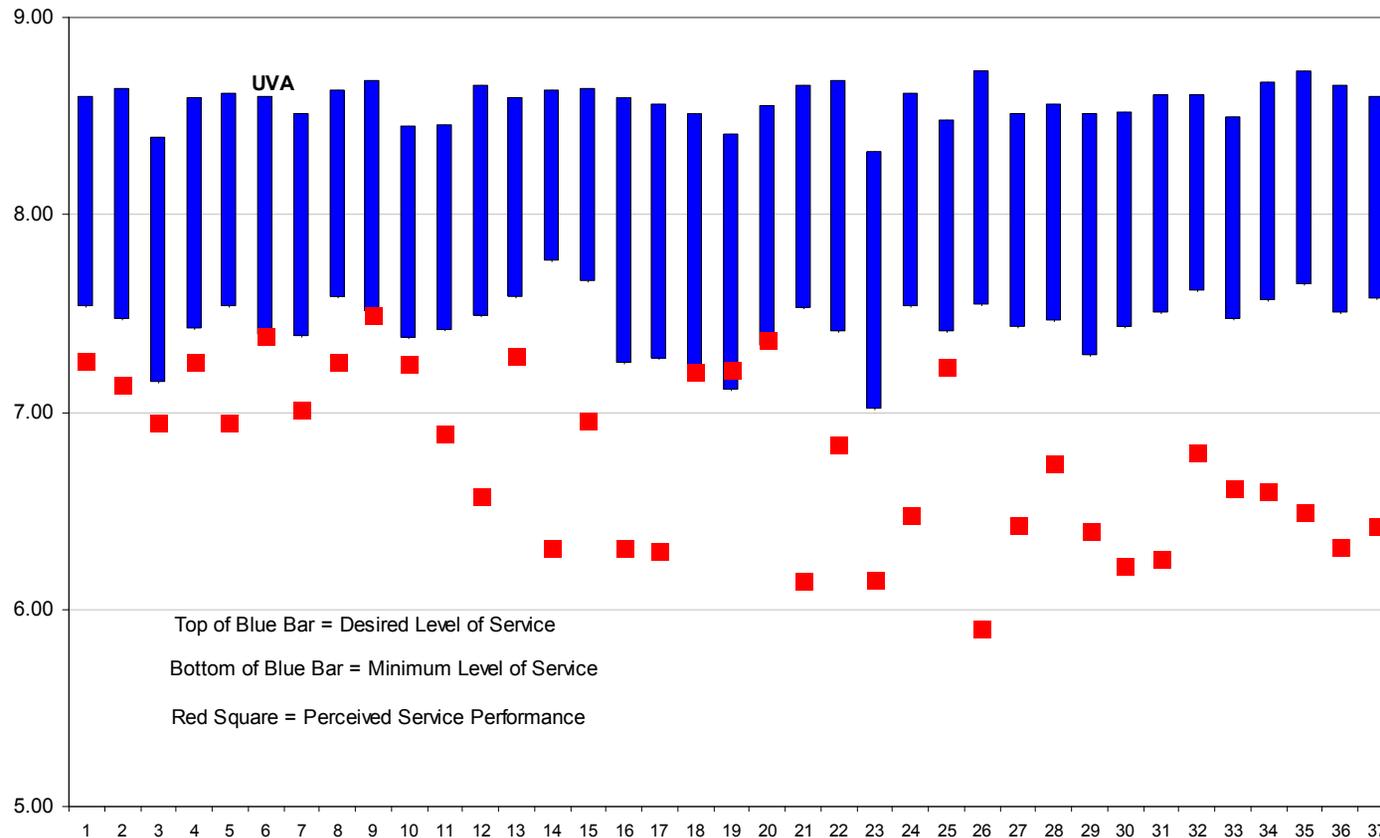
Improvement needed most





Framework #3 – Peer Comparisons

LibQUAL+ 2006
Faculty Ratings of Journal Collections
ARL Libraries

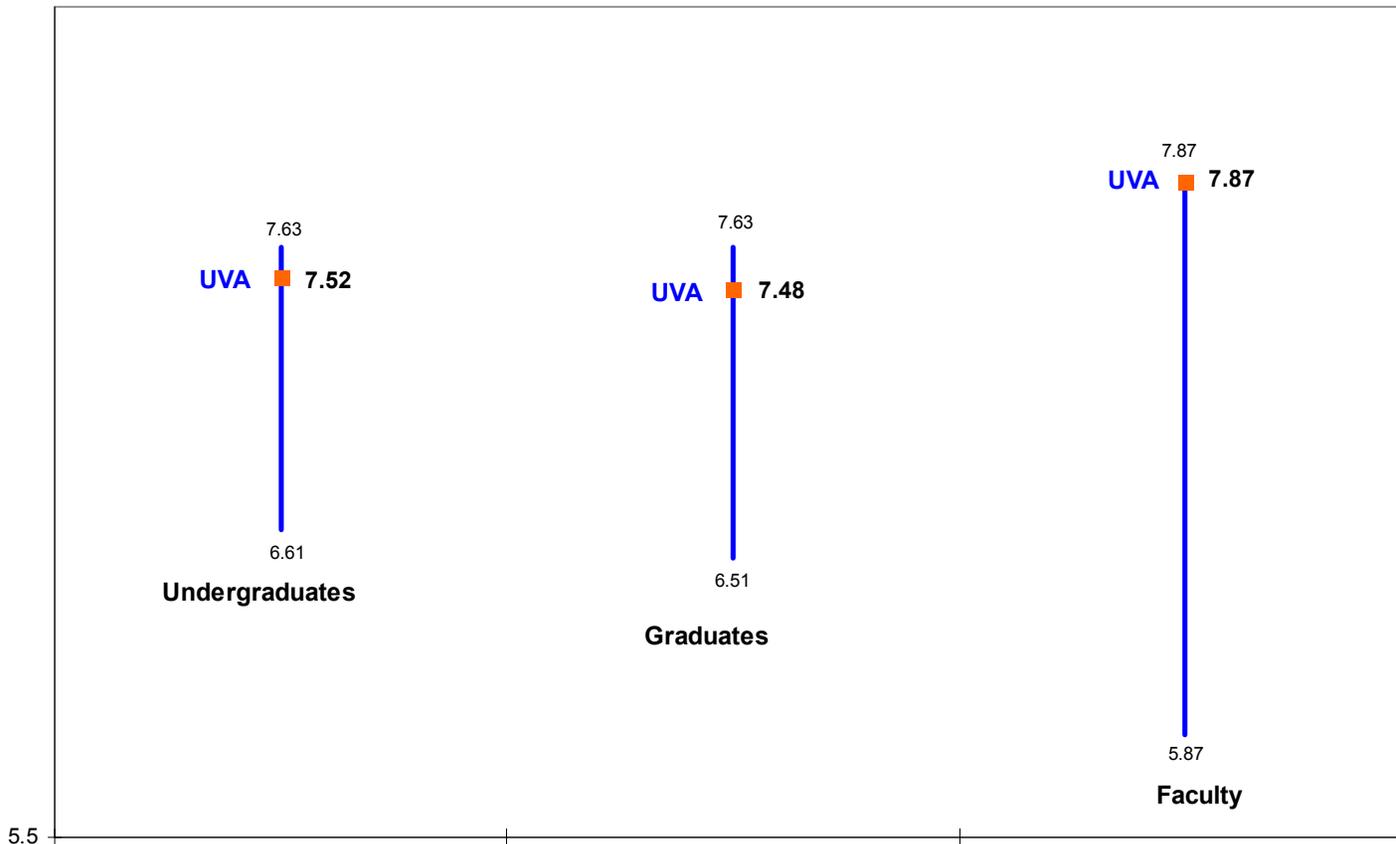


Source: Jim Self, University of Virginia, Presented at [Performance Measurement in Academic Libraries](#) Workshop, EBLIP4, Durham, North Carolina, May 11, 2007



Framework #3 – Peer Comparisons

LibQUAL+ 2006
Overall Quality of the Service Provided by the Library
38 ARL Libraries



Source: Jim Self, University of Virginia, Presented at [Performance Measurement in Academic Libraries](#) Workshop, EBLIP4, Durham, North Carolina, May 11, 2007

PLUG IN ...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 1:

*Canada Lite: Impact of LibQUAL+® Lite on
the Members of the LibQUAL+® Canada
Consortium*

Sam Kalb, Queen's U

Sylvain Champaign, HEC Montreal

Susan Czarnocki, McGill U

Eun-ha-Hong, Wilfred Laurier U

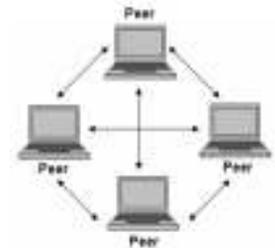
Monday, October 25 1:30 – 3:00 p.m.

Framework #3 – Peer Comparisons:



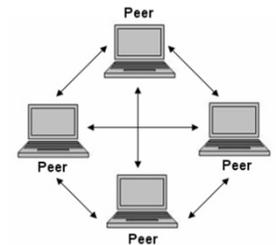
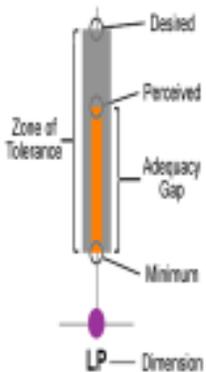
LibQUAL+® Norms: <http://people.cehd.tamu.edu/%7Ebthompson/libq2005.htm>

- Identify your score
- Compare it to a relevant norms table
 - Year
 - Subgroup
 - Dimension
- Norms are stable and are not calculated on an annual basis anymore (see article)



Interpreting Service Quality Data

Putting It All Together!



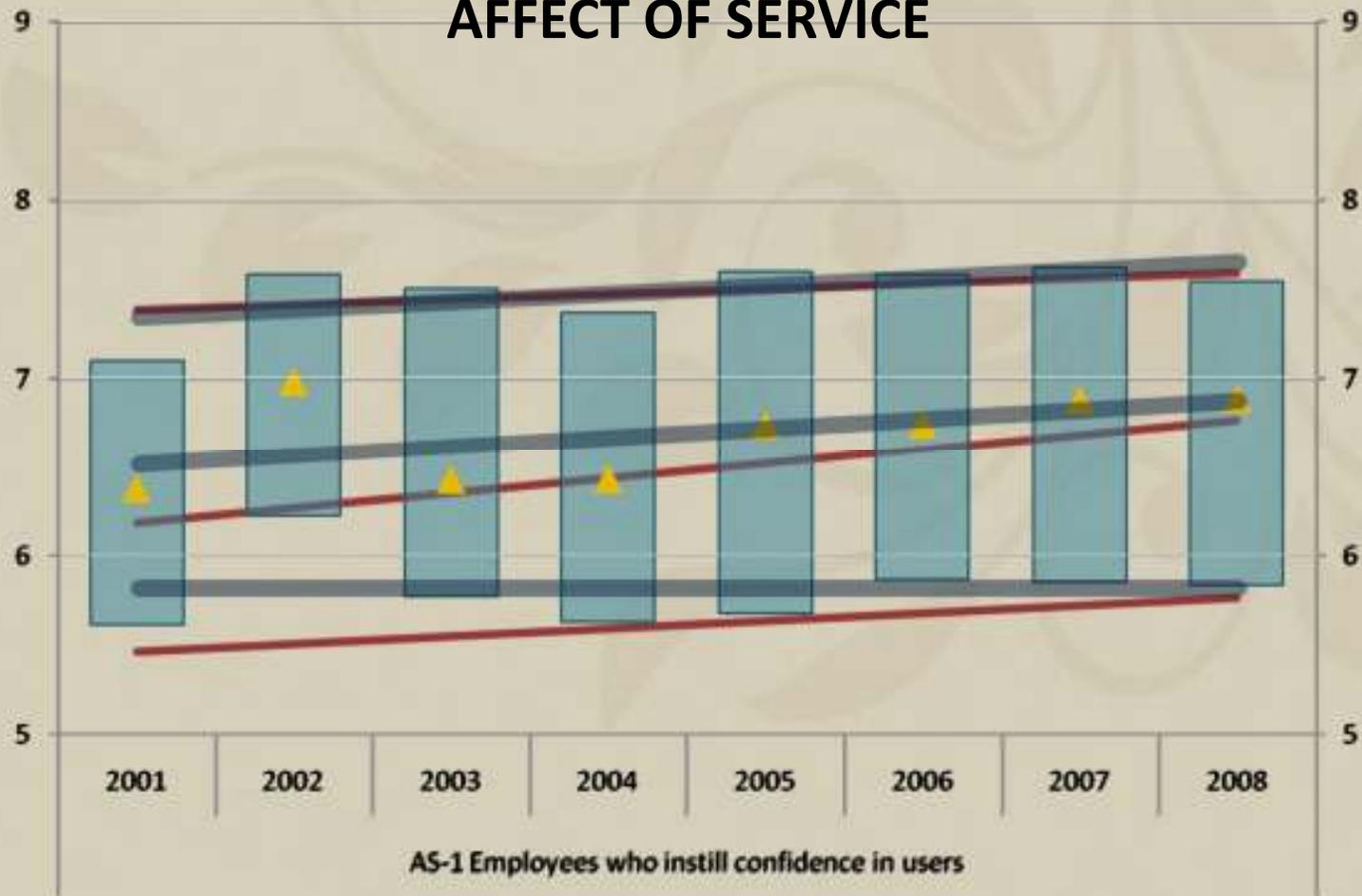
- #1 – Zone of Tolerance**
- #2 – Longitudinal**
- #3 – Peer Comparisons**

TEXAS A&M UNIVERSITY LIBRARIES



AFFECT OF SERVICE

GRADUATE

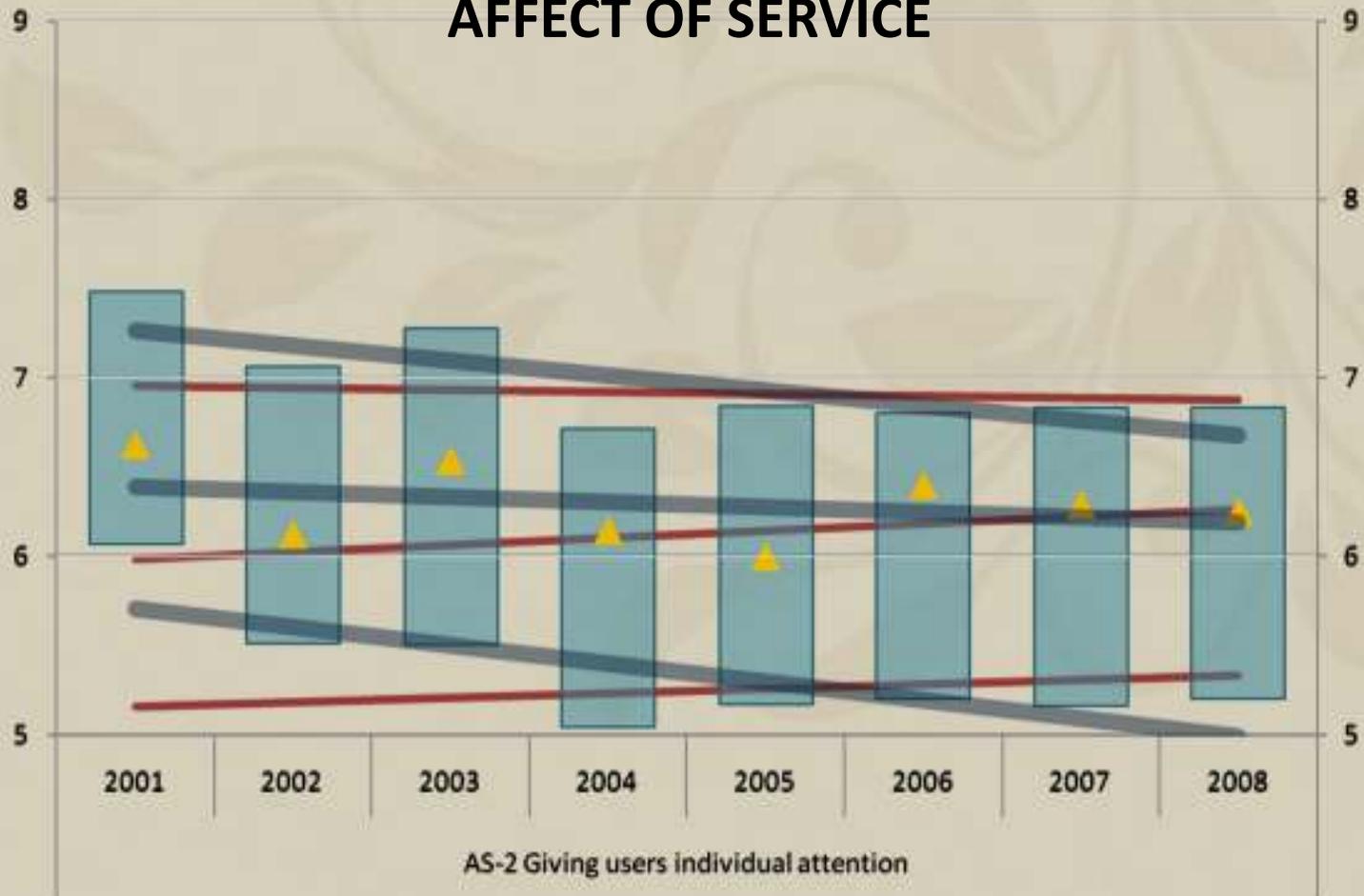


TEXAS A&M UNIVERSITY LIBRARIES



AFFECT OF SERVICE

UNDERGRADUATE

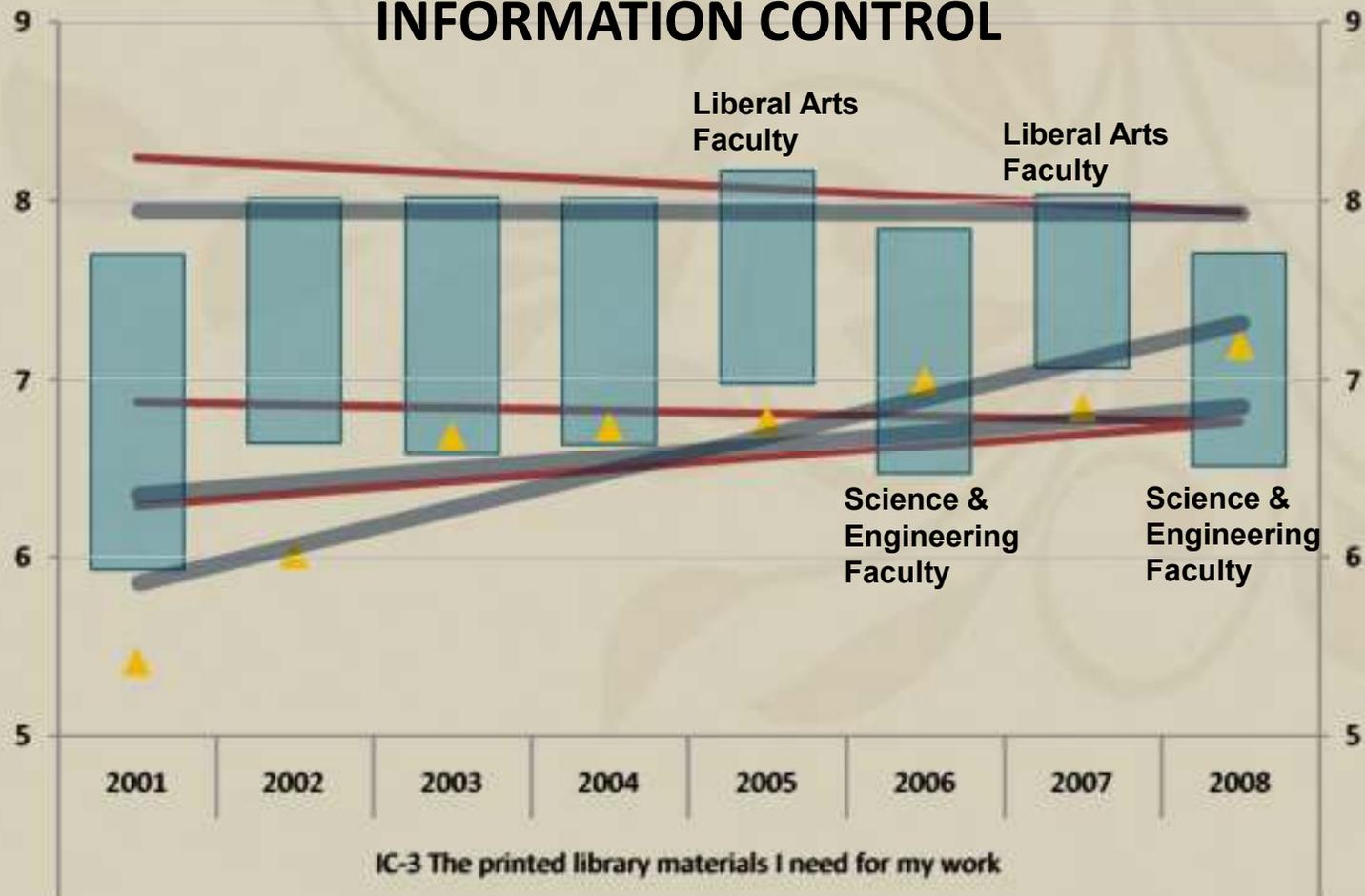


TEXAS A&M UNIVERSITY LIBRARIES



INFORMATION CONTROL

FACULTY

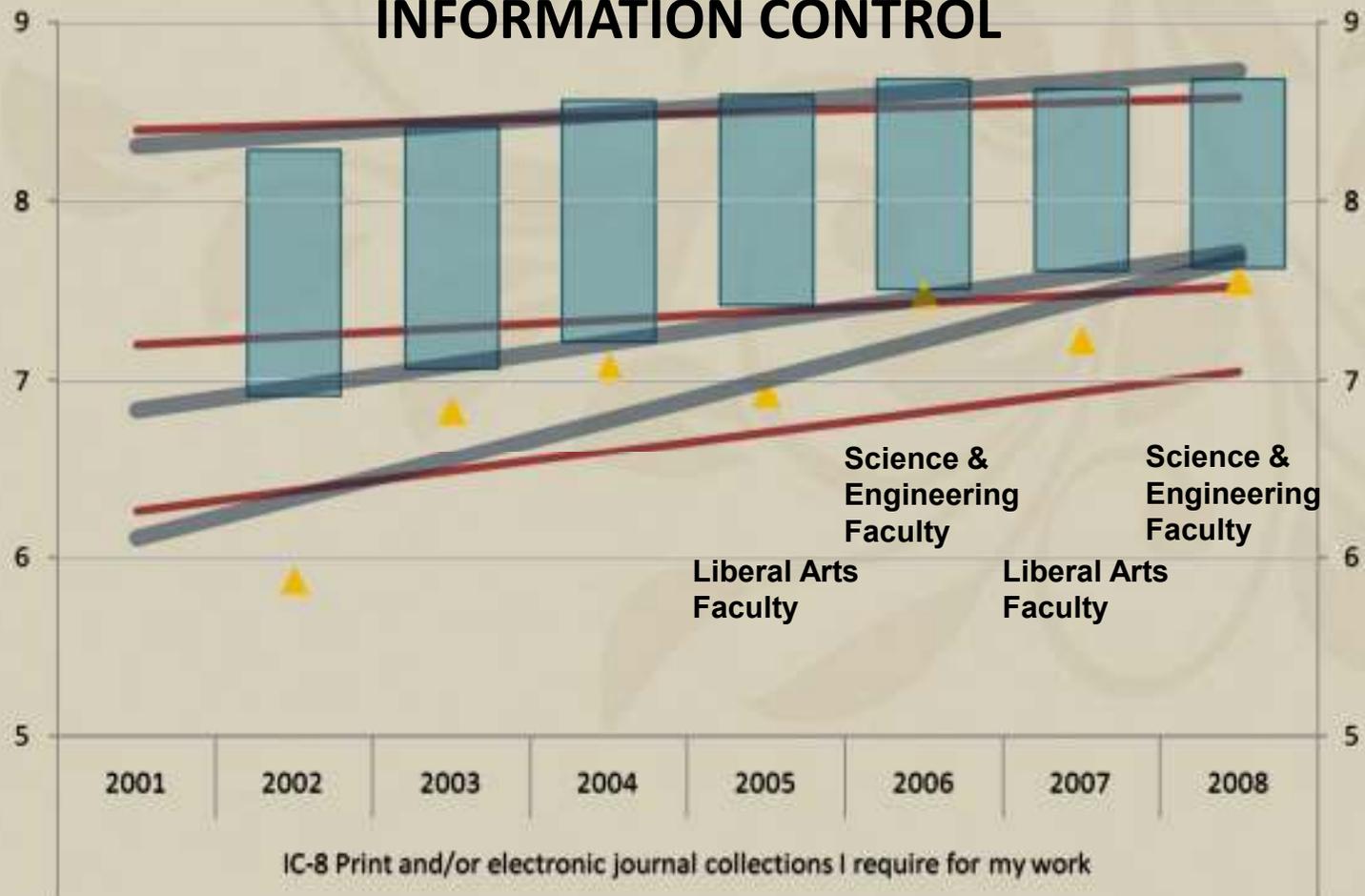


TEXAS A&M UNIVERSITY LIBRARIES



INFORMATION CONTROL

FACULTY



Exercise:



What do you want to know from LQ?

- Formulate a research question; then decide how you would find & use the data:
 - How do undergraduates rate perceptions of library as space?
 - How do undergraduates that use the library premises daily rate library as space questions?
 - How do health science affiliated faculty rate the library when it comes to ‘the electronic information resources I need?’

Exercise:



What do you want to know from LQ?

- What were your original objectives?
- Formulate a research question; then decide how you would find & use the data:
 - ???

LUNCH



Identifying What Is Actionable



Conclusions and Recommendations are Grounded in
Survey Data

Focused on Specific User Populations



Identifying What Is Actionable

Conclusions and Recommendations are Grounded in Survey Data:

- Do all user groups have the same wants/priorities, or are there differences?
- Which items clearly stand out as the top wants/priorities of your users?
- Is there a small or a large spread at some point(s) among the items?

Identify the TOP priorities, by user group



- Do all user groups have the same lowest priorities, or are there differences?
- Which items clearly stand out and the lowest wants/priorities of your users?



Identifying What Is Actionable

Conclusions and Recommendations are Grounded in Survey Data:

- Do all user groups have the same weaknesses, or are there differences?
- Which items clearly stand out as the top weaknesses for your users?
- Is there a small or a large spread at some point(s) among the items?

Identify the TOP weaknesses, by user group

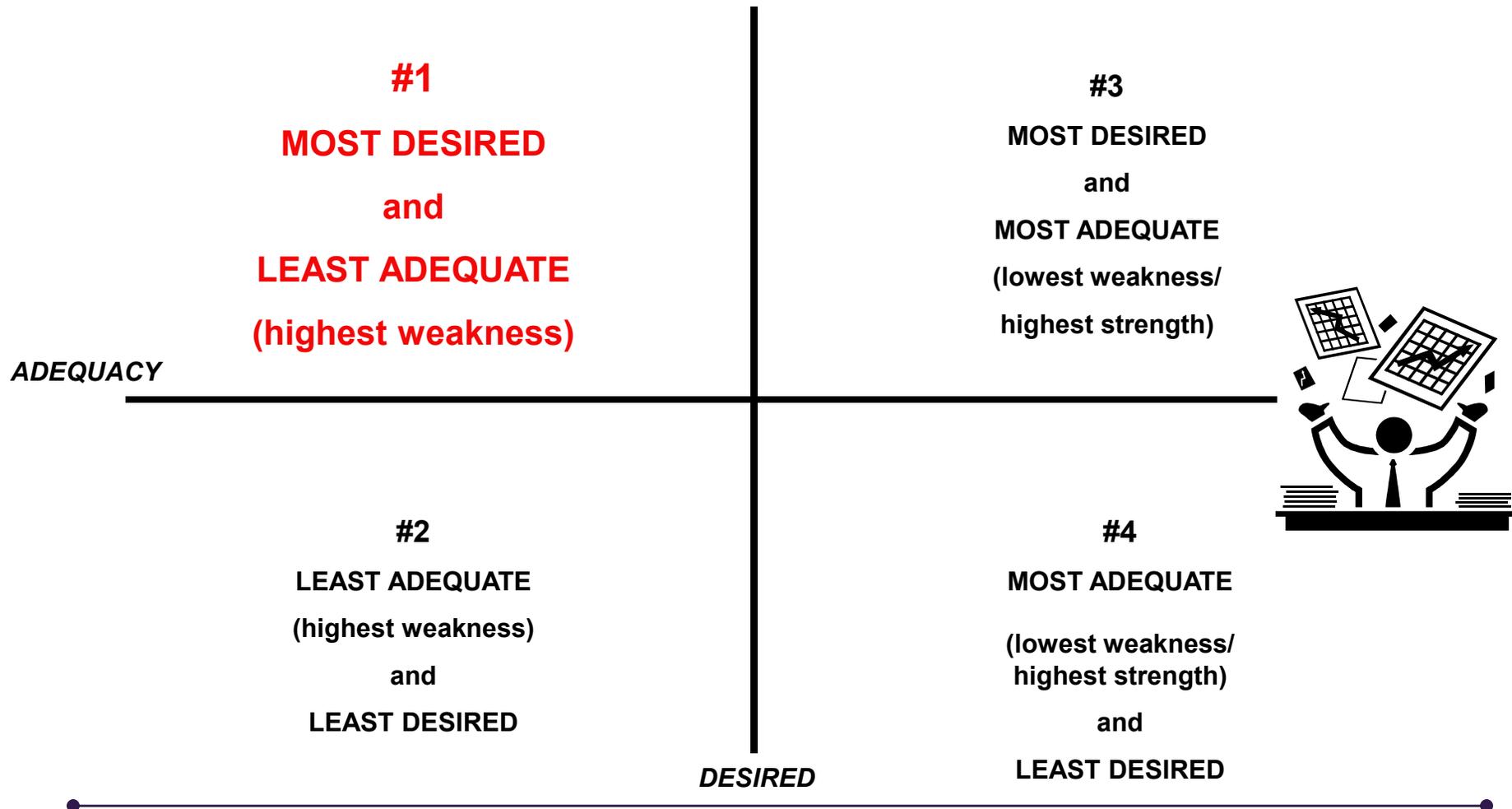


- Do all user groups have the same strengths, or are there differences?
- Which items clearly stand out and the strengths for your users?

Identifying What Is Actionable



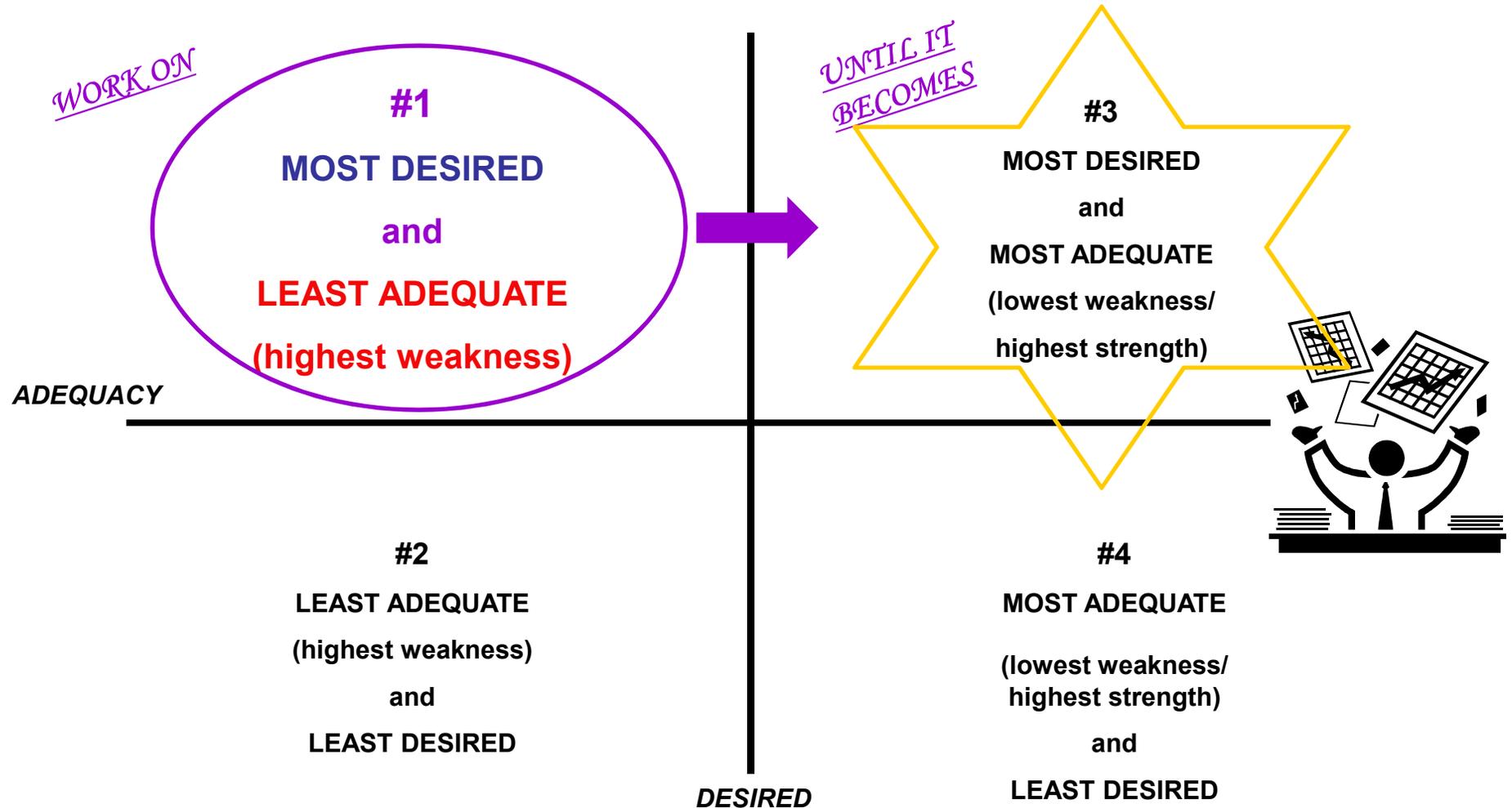
Conclusions and Recommendations are Grounded in Survey Data:



Identifying What Is Actionable



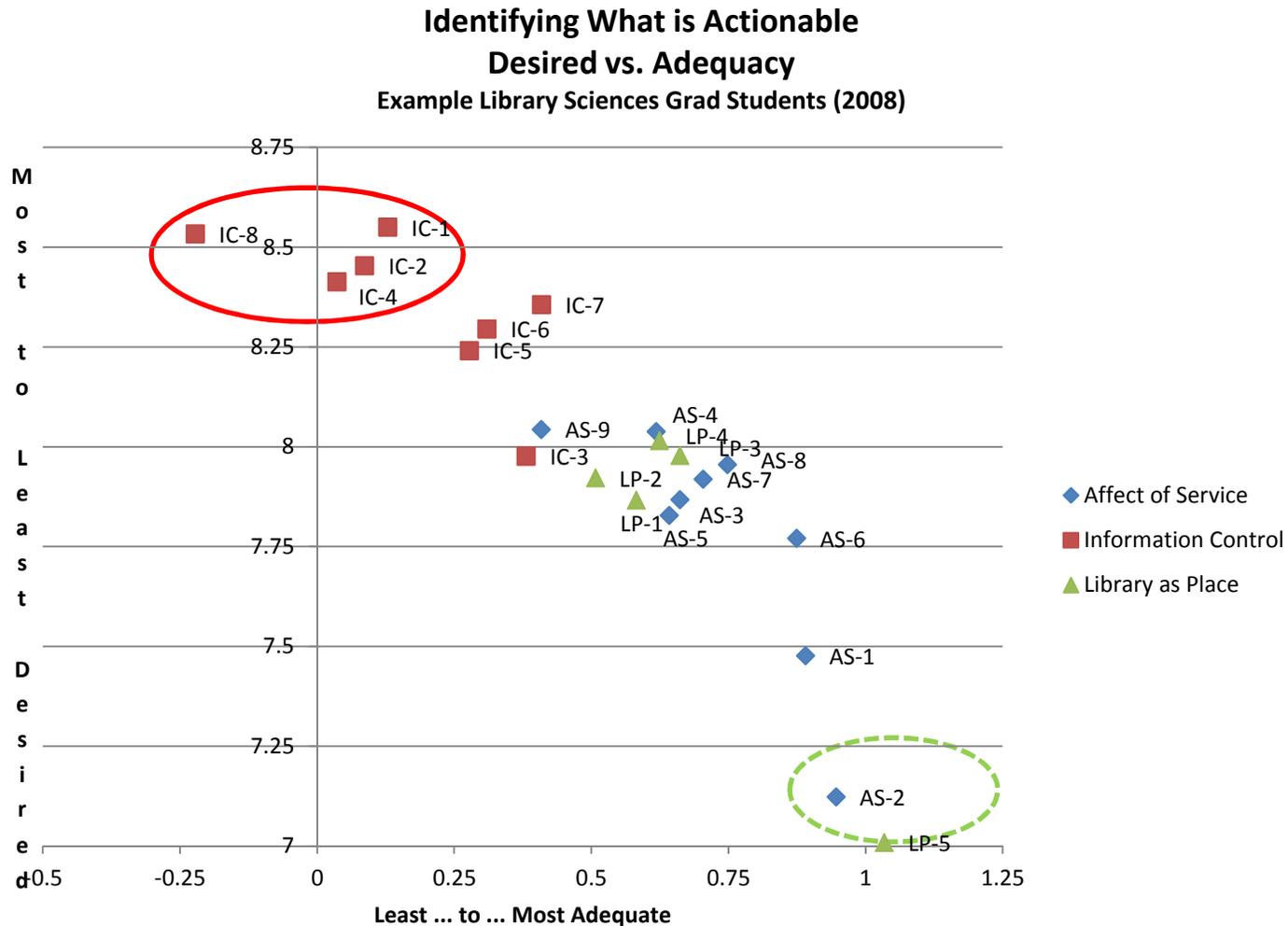
Conclusions and Recommendations are Grounded in Survey Data:





Identifying What Is Actionable

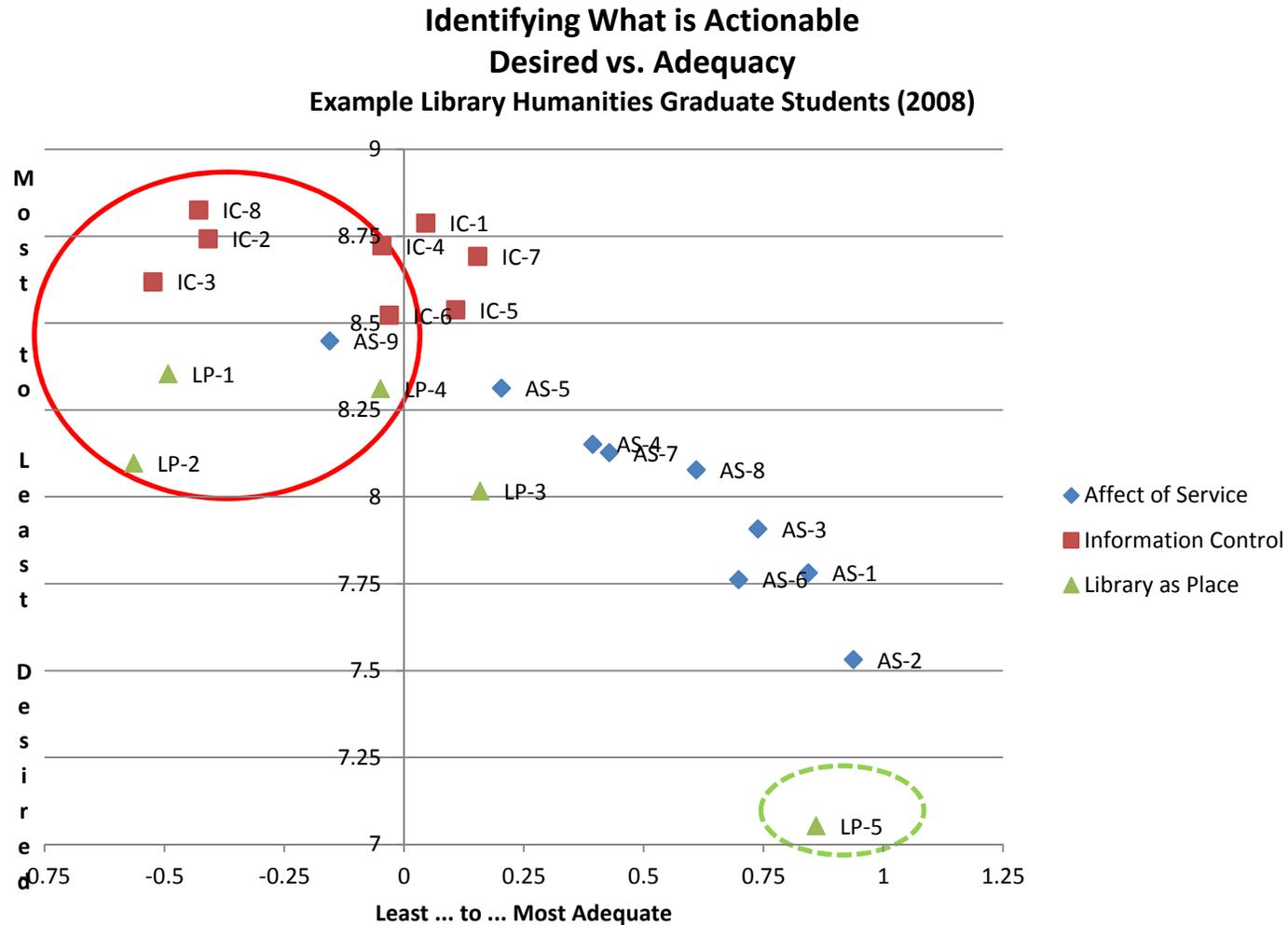
Example Library - Sciences Graduate Students (2008)





Identifying What Is Actionable

Example Library - Humanities Graduate Students (2008)

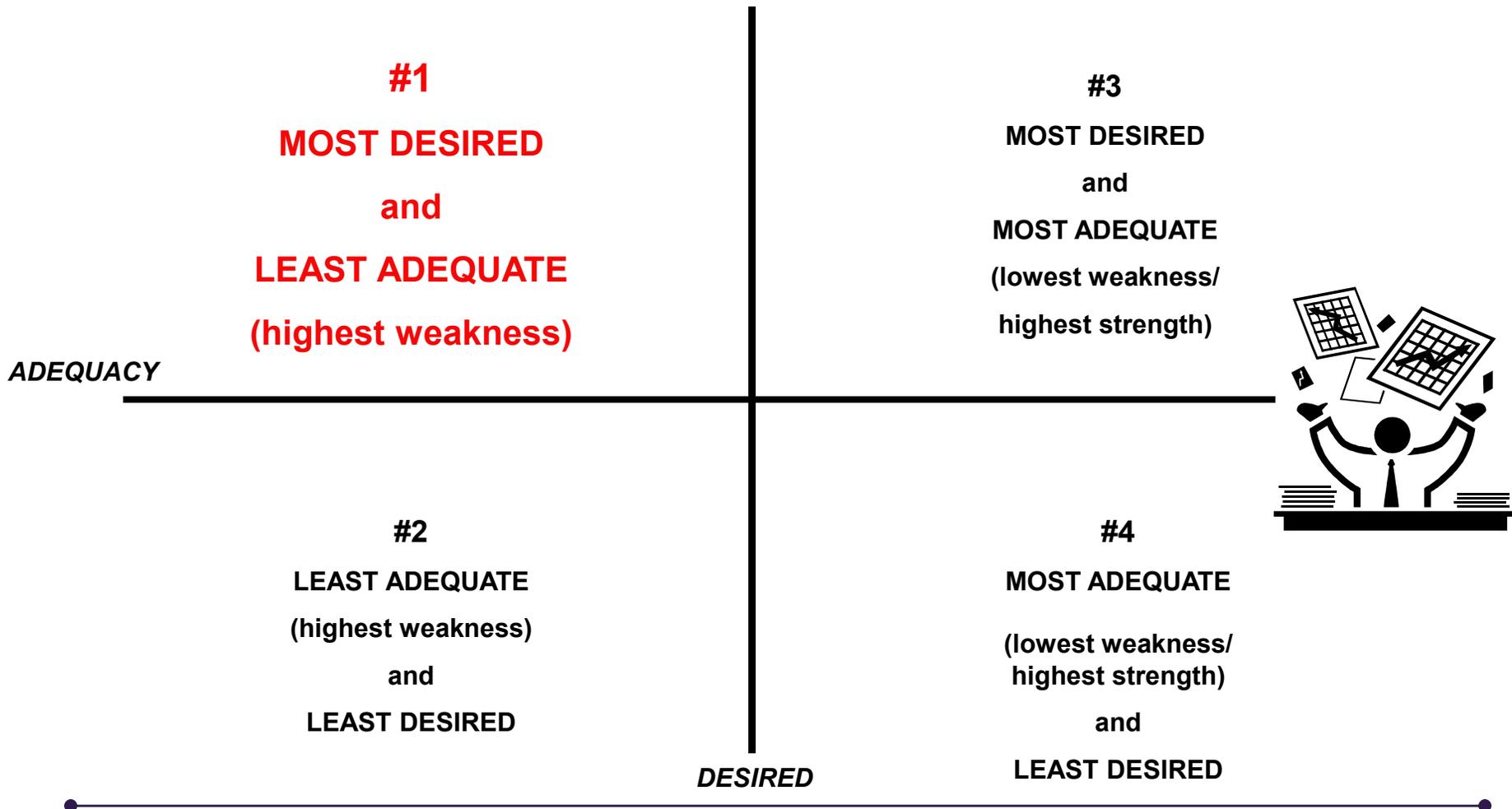


Exercise:



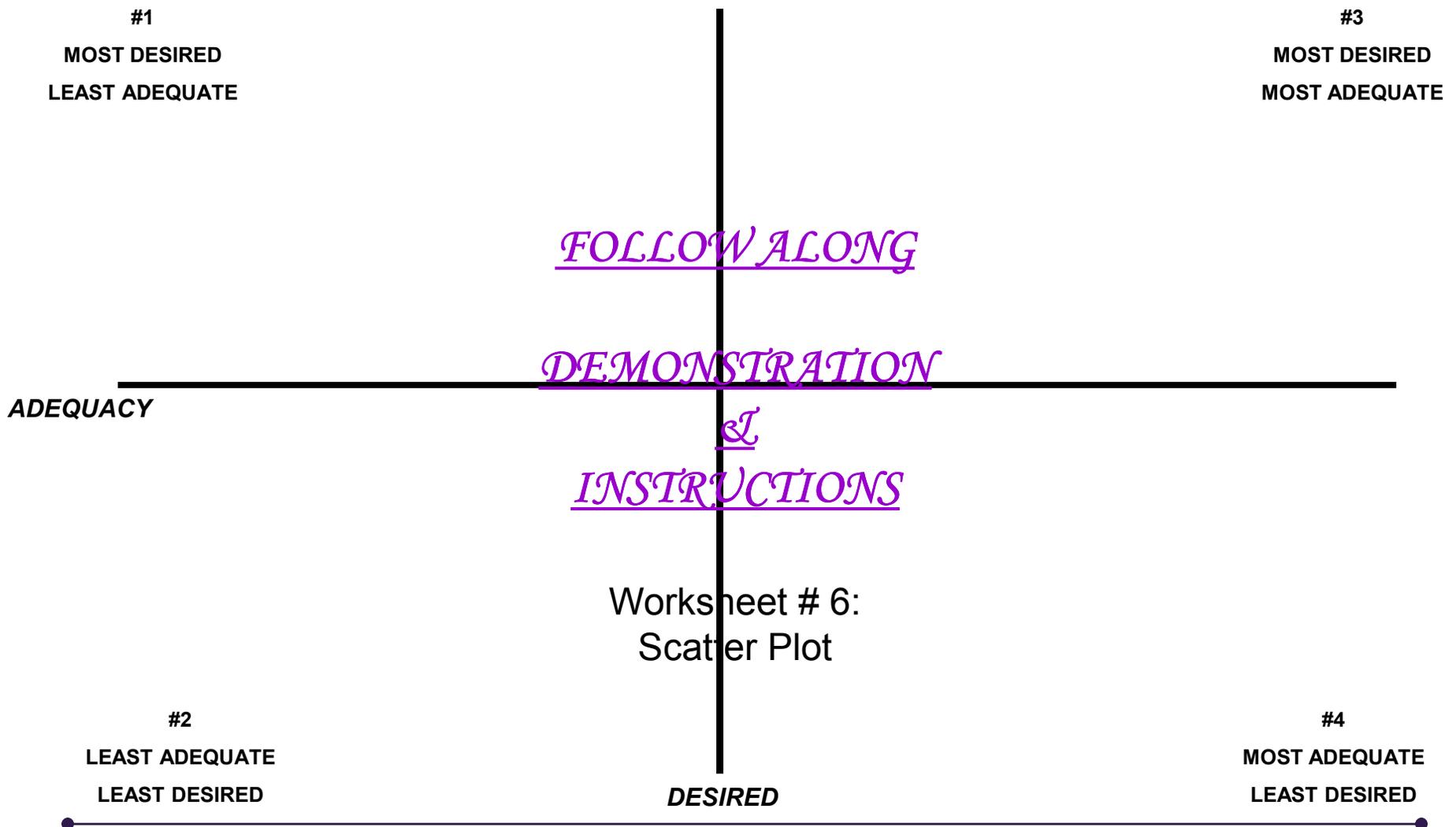
Identifying What Is Actionable

Conclusions and Recommendations are Grounded in Survey Data:



Identifying What Is Actionable

Your Library – User Group



LibQUAL+® Analytics

<http://www.libqual.org/SurveyInstruments/LibQual/Analytics.aspx>



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.

THE BIRTH OF LIBQUAL+®
In 1998, Todd Rosen and Colleen Cook, both faculty at Texas A & M University, realized that use of "your" variables, such as collection or service counts, were limited as measures of library service quality.

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.

VIEW A SAMPLE SURVEY
The LibQUAL+® survey is a two-page, web-based instrument. For more information about the survey instrument, [click here](#).

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.

LibQUAL+® Top 10 Resources
A Google™ search on "LibQUAL+®" yields approximately 120,000 hits, and more than 50 refereed journal articles have been published on the protocol. To see to learn about LibQUAL+®, [click here](#).

Click here to learn more about LibQUAL Lite

Register for LibQUAL+®
Sign up and register here to start a LibQUAL+® survey [click here](#). REGISTER NOW

NEWS

- 3/29/2016: LibQUAL+® Series Available for In-Kind Grant Proposal 2011
- 2/16/2016: LibQUAL+® Awards In-Kind Grants to Participants in 2010 Survey
- 6/27/2016: LibQUAL+® Use Described by Martha Kyrle Now Available via DEAL3.002

EVENTS

- 6/16/2011: LibQUAL+® Training Sessions 2011 - San Diego, California
- 6/7/2011-6/16/2011: LibQUAL+® Booth at ALA Midwinter 2011 - San Diego, California
- 11/25/2010-11/27/2010: 2010 Library Assessment Conference - Baltimore, Maryland

PUBLICATIONS

- Measuring the Impact of Networked Electronic Resources: Developing an assessment infrastructure for libraries, state, and other types of consortia
- LibQUAL+® Update: Spring 2010
- 2010 LibQUAL+® Session 1 Highlights

Worksheet #6: Scatter Plot

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Statistics and Assessment Program

email: libqual@arl.org
voice: +1 202 295-2296

BREAK

You Too Can Chart LQ Data!



Charting LibQUAL+(TM) Data

Jeff Stark
Training & Development Services
Texas A&M University Libraries
Texas A&M University

Revised March 2004



Qualitative Analysis: User Comments

- Why the Box is so Important:
 - About **half** 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 & offer **specific suggestions for action**
 - User Comments available on the LibQUAL+[®] Web site
 - Download comments in Excel or text file
 - Skim the comments
 - Conduct analysis
-

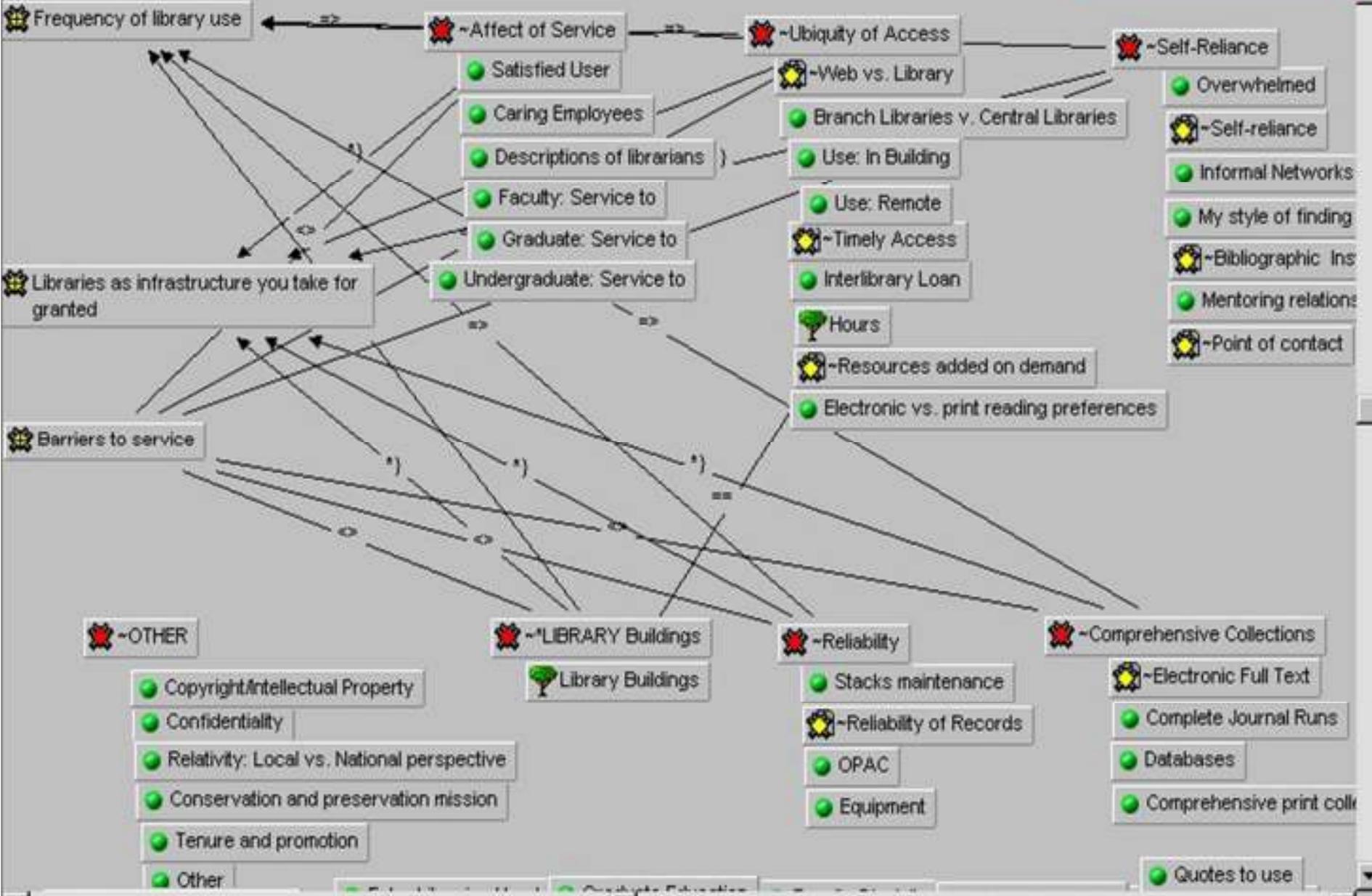
Interviews

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
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



Methodology for Coding Qualitative Data



http://www.libqual.org/documents/admin/BrownU_2005_LQ_qual_method.pdf



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In 2005, the Brown University's LibQUAL+® User Assessment Group used NVivo, a qualitative analysis software, to code user comments collected during the LibQUAL+® survey (819 comments). Determined to make the data readily accessible to Library departments and administration

the Group decided that it would be helpful to allow staff to be able to sort comments by different topics dealing with library service. To achieve this, the Group took several steps including developing a taxonomy or a master list of common themes ("nodes" in NVivo) based on keywords identified throughout user comments, importing comments into NVivo and assigning "nodes" to each comment based on keywords, exporting the comments into a database to develop a user interface where comments could be easily reviewed by Group members. The final taxonomy yielded 29 nodes that were used to describe distinct themes reflected in the user comments.

Brown plans to expand their user interface for 2008 by adding more labeling capabilities. In 2005, comments could only be labeled as "positive" or "negative"; however since any single comment could contain numerous distinct statements (i.e., "The staff is courteous, but the journal collection in my field is poor.") having the ability to attach multiple labels comments would have been useful in the previous analysis.

The LibQUAL+® User Assessment Group, consisting of six library staff members (Sarah Bordac, Raynna Bowlby, Diana Birkin, Dan O'Mahony, Eric Shoaf, and Tom Stieve) has made available documentation of their methodology at http://www.libqual.org/documents/admin/BrownU_2005_LQ_qual_method.pdf.



Methodology for Coding Qualitative Data



http://www.libqual.org/documents/admin/BrownU_2005_LQ_qual_method.pdf

- Use NVivo software to code & analyze text
- Review the comments as a whole
- Create a taxonomy
 - a master list of themes (referred to as “nodes” by NVivo) and the specific keywords mentioned by users in the survey comments for each of the nodes
 - can generate a word frequency list from the comments file to facilitate the creation of the taxonomy
- Import LQ Comments into NVivo
- Run reports to assign nodes to comments based on the taxonomy/ keywords
- Review the assigned nodes for each comment, making necessary corrections & additions
- Evaluate the qualitative data for frequency statistics & analyses of sub-sets of the comments

Brown U: Methodology for Coding Qualitative Data



The following table shows the total distribution of all 4,197 individual comments (or “tags”) according to the 29 topics identified in the taxonomy.

Topic (“Tag”)	Number of comments with this tag	Percentage of all comments
Negative	479	59%
Suggestion	465	58%
Positive	321	40%
Use	320	40%
Location	290	36%
Collection	264	33%
Policies	233	29%
Ambiance	226	28%
Customer Service	218	27%
Online content	176	22%
Hours	156	19%
Furnishings	134	16%
Ease of Use	109	13%
ILL	81	10%
Web site	77	9%
Quotable	68	8%
Computer Equipment	64	8%
Lighting	62	7%
Comparison	61	7%
Book Availability	56	7%
Non-computer equipment	55	6%
Catalog	53	6%
Survey	49	6%
Training	48	6%
Off campus	43	5%
Temperature	33	4%
Named Staff	28	3%
Financial	26	3%

PLUG IN ...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 1:

*Coding Practices for LibQUAL+® Comments:
Survey Findings*

Lynda White, University of Virginia

Eric Ackermann, Radford University

Karen Neurohr, Oklahoma State University

Daniel O'Mahony, Brown University

Monday, October 25 1:30 – 3:00 p.m.

BREAK



Developing the Organization



Engaging Others in Understanding & Using Data



- Spread knowledge about LibQUAL+®
 - Post Notebook on library web
 - Make staff aware of LQ tutorial:
 - <http://www.libqual.org/Information/Tools/index.cfm>
 - All-staff presentation
 - Enable key staff to access LibQUAL+® Analytics
 - Disseminate Comments to depts, units, groups, branches, librarians, etc.

Other?
What have you done?

- Develop a culture of assessment and accountability for listening to customers and acting on user feedback



Engaging Others in Understanding & Using Data



Guiding Library Staff in Understanding & Using **LibQUAL+® Results**

See Worksheet #7: Being User-Centered

Engaging Others in Understanding & Using Data



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Northeastern University found a creative way to communicate with their stakeholders through a project called the “Great Wall of LibQUAL+®.” The Wall was created by posting a department-specific radar chart for each academic department that showed the gaps between respondents’ minimum acceptable, desired and perceived levels of service for each LibQUAL+® dimension and question, gap summaries in tabular form, aggregate demographic data on respondents affiliated with that particular department, and respondents’ comments (including demographic data). The large array of data was prominently displayed along two long walls in the selectors’ home department.

The author of the project, Elizabeth Habich, Administrative Operations Manager, states that “placing the wall where department liaisons would normally pass it several times a day, made it easy to glance at and hard to ignore (important in an organization where the culture of assessment is still very young).

By including the radar chart, bar chart, numeric values, and comments for each discipline, I wanted to make information available to colleagues who preferred various presentation styles. The extent of the material provoked some humorous comments, but colleagues did begin to reference LibQUAL+® comments in their selection decisions!”



“Comments were sorted by academic department, which were posted along with department-specific radar charts and gap summaries, in the Research & Instruction Department.

The “Great Wall of LibQUAL+®” provoked discussion, and provided collection managers with insight into the concerns of the faculty and students in the departments they were serving.

Engaging Others in Understanding & Using Data



The Library Retreat: <http://www.uri.edu/library/libqualALA09/>



- [HELIN Catalog](#)
- [E-Journals](#)
- [Reference Databases](#)
- [Internet Resources](#)
- [User Guides](#)
- [Library Skills Tutorial](#)
- [Special Collections](#)

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Last updated: 7/8/09

University Libraries

LibQUAL+ Resources for Library Faculty/Staff Retreats

Peter Larsen & Brian Gallagher

Handouts for Mapping the Future: Using Faculty/Staff Retreat to Maximize Use of Survey Data at the University of Rhode Island's University Libraries, presented at ALA Annual Conference, July 2009.

Abstract: Realizing the need to assess its present location before embarking on a journey towards its future, the University of Rhode Island University Libraries conducted a LibQUAL+ survey during the years 2006 and 2009 with the intent to create an itinerary that leaves no doubt of the University Library's willingness to proceed forward over uncertain terrain in order to better serve the university community. In both 2006 and 2009, the next step in this mapping process involved gathering the faculty and staff of the University of Rhode Island University Libraries together in a one-day retreat (funded by assessment grant money) to look over the results of the survey, discuss their implications, and develop an Action Plan to guide the library in the next 3-year cycle, 2012. This Plan and the associated documents have been very useful in campus-wide planning, including the 10 year assessment and describing the Future of the Library for a new Provost and President.

At URI, we use an all-day retreat for Library Faculty and Staff to help turn the various LibQUAL+ measures into a concrete plan for improvement.

The retreats used the Retreat Reports, the comparison charts, and selected comments to provide a starting point for discussion.

Tables of 4-6, each with moderators to keep discussion going, spent roughly an hour discussing and half an hour "reporting out" for each of two sessions – the first was spent on examining the data and deciding what it meant, the second in developing a concrete set of actions that the library could pursue to react effectively to the LibQUAL+ findings.

- [Retreat Report 2006](#)
- [Final Report \(with Action Plan and Comparison Chart\) 2006](#)
- [Retreat Report 2009](#)
- [Comparison Chart 2009](#)

Engaging Others in Understanding & Using Data



(& Leading Change: Overcoming Resistance)

“We know what’s best”

“They are wrong”

“We don’t have the resources to...”

“...only customers judge quality; all other judgments are essentially irrelevant.”



Zeithaml, Parasuraman, Berry.(1999).
Delivering Quality Service.
NY: The Free Press

Developing the Organization



Developing Accountability for Acting on User Feedback

Work with department leaders & managers



See Worksheet #8: Identifying Library Departments

Presenting Results to Stakeholders



Gaining Stakeholders' Support

Presenting Results to Library staff

Consultation with students, faculty and senior management

Library Retreat

The Hong Kong Polytechnic University <http://libraryassessment.org/bm~doc/chim.pdf>



Presenting Results to Stakeholders

- Identify all of the stakeholders or constituents who want and need to know about the survey results
- Consider the “stake” of each of the above; what specific aspect of LibQUAL+[®] will be of most interest / concern
- Determine how to communicate with each identified stakeholder



Communicate with your Customers



(students, faculty, others)

- Particularly those whom you asked to participate in the survey
- Announce incentive award winners
- Inform users of highlights of survey results
- Focused follow-up for more specific insights
- Most importantly, what the library intends to do

“You asked for it...”

KU Libraries: We Listened to You!



LibQUAL+ 2006

Thanks to the more than 1,100 KU faculty, staff and students who completed the 2006 LibQUAL+ survey, KU Libraries has made significant changes over the past few months to better meet your research and service needs.

You requested:

- Access to the electronic resources from your home or office
 - Print and/or electronic journal collections you require for your work
 - A Libraries Web site that enables you to locate information on your own more quickly and easily
 - Librarians and staff members who have the knowledge to answer your questions
 - Dependability in handling your service problems

We delivered:

- More access to print and electronic materials, including 30,000 journals and many other primary resources
 - The new Information Gateway, a primary tool for searching the Libraries' proprietary online resources including databases, journals and images
 - A newly redesigned Web site
 - Access to electronic records for hundreds of thousands of previously inaccessible items
- An ongoing commitment to enhancing service quality through comprehensive training and continuous evaluation



Texas A&M : Annually Informing Users



TEXAS A&M UNIVERSITY® LIBRARIES

"What gets measured gets managed."

Adapted from the Quality Program

LibQUAL+™ 2006: Measuring Service to Achieve Excellence

The Texas A&M University Libraries recognizes that the needs of our students, faculty and community must be met by providing a substantial collection of materials and delivering effective service.

"Everything is great."

We are moving from good to great. During the past decade we have added over 1 million volumes to our libraries. Nationally the average growth rate for academic libraries over this 10 year period has been 24%. During those 10 years, the University Libraries has grown 45% with a 10% increase alone in the 2003-2004 cycle.

While the increase in our collections has been remarkable, TAMU Libraries' recent participation in LibQUAL+™ reinforces our efforts and provides valuable feedback from students and faculty in assessing library services.

LibQUAL+™ is an international program which measures *user responses* to the services offered by libraries. It addresses the library as place, information control, the affect of services, and related factors.

For the past three years (2003 - 2005), TAMU Libraries' ratings have exceeded both national and peer institutions in service quality, access to information, and efforts to create a positive learning environment.

"I find the library to be quite enjoyable and an extremely valuable resource. Keep up the good work."

Comments from the recently completed 2006 survey indicate both a critical eye at the services we provide and a positive response to these efforts. TAMU Libraries is on

the right track—we are identifying areas of improvement, providing services germane to user needs, and creating an environment that is meeting the high expectations of our Aggie community.

"Thank you for your assistance in our continuing education."

See back page for a list of services

Or visit our website: <http://library.tamu.edu>

www.libqual.org

"LibQUAL+™ is a powerful total market survey . . . with the ultimate goal of improving library service quality."

Colleen Cook, Fred Heath and Bruce Thompson

Library as Place



"The environment provided for studying is excellent."

"The Annex is a good place for group study with rooms to check out."

"The library is a place for me to access all of the resources I need."

"I mainly use the Annex and love the media services."

"I feel it is really a nice place for me to study."

"Great environment & overall attitude!"

"I really appreciate the 24 hours that WCL is open."

"I think the library is a good source of information ... I am pleased with the library facilities."

"I am very pleased with the services provided by the Library."

"Longer hours open on the weekend for some libraries would be beneficial."

"The library is a good place for me especially when I need to concentrate and get things done with studies and research"

"The library is too noisy."



"I really enjoy studying at Evans because it stays quiet and I get a lot done there and the staff is really helpful."

"Medical Sciences Library is very helpful to the life sciences student."

"Outlets for personal computers in study areas will allow for students to work on their lap tops in the library. This could bring more people to the library."

"Temperature control in study rooms would be nice."



User Perceptions About Services

"The overall service of the Library System is very good."

"The libraries are so helpful and everyone is really nice and helps if you need it."

"Please have an eMail reminder service the day before a book is due."

"I appreciate the helpful comments and aid that I receive when I have a problem or when I am looking for something that I cannot find."

"This is my second semester at A&M. I'm learning more about the help I can receive through the librarians visiting the classes. Thanks."

"Interlibrary loan is awesome."

"The staff at the main desk are very kind and helpful. Keep up the good work!"

"TAMU libraries have improved and really help me get things done efficiently since I can access almost all of what I need from my office or from home."

Access to Information

"AskNow is a great new service that I enjoy."

"This is an incredible library! It's well stocked with relevant books and journals. Moreover, the electronic accessibility is great. Finally, I've used the eDocs feature many times and it's been an extremely important tool for me. Thanks for providing a great service!"

"I've been greatly impressed with the use of SFX and TAMU-Full Text options that have become available over the last few years. Journals/resources."

"The My Portal library service is invaluable. Without it, I would spend countless hours looking up papers that I can easily get with a few clicks on your website."

"deliverEdocs is also a great new resource available to students."

"The web page is improved. There is still a lot of tedious clicking to get to exactly the database I need."



"I am not sure that students are really aware of the many library services available to them."

"Access to electronic versions of journals, SciFinder Scholar and eDocs are indispensable for my scholarly activities."

"I love eDocs. I usually try to mention this to hiring candidates with whom I meet, because it is a great service that is extremely helpful to researchers and is quite a bit above the level of service provided by libraries at other universities."



"I am an avid user of the Electronic Reserve System and depend on it for my teaching. I use the electronic access to numerous journals on an almost daily basis."

"The eDocs effort that sends us pdf copies of material we could not find online is the greatest boon to productivity (apart from the computer itself) I have seen in my 30 years of professional work."

"The Library has made great strides in electronic resources. Good job!"

Texas A&M University Libraries 2005 Statistics

Volumes Held	3,437,376
Total Current Serials	56,903
Cartographic Materials	223,947
Videos & Film	26,336
Audio	17,762
Number of Electronic Journals	51,096
Number of Electronic Books	345,280

"Great service, always can find someone who knows what to do to meet my needs."

"Extremely helpful and knowledgeable online help - first time I've ever used online support that has actually been useful - the staff here really know what they're doing."

"I would like to see monographs re-shelved more quickly than they are currently."

"The library staff has done a very good job keeping up-to-date in a very rapidly changing environment."

"The map room provides outstanding service."



TEXAS A&M UNIVERSITY®
LIBRARIES

www.libqual.org

Presenting Results to Decision Makers:



Using the “Mini-Survey” to Explain LQ+® to Stakeholders (Brown U Library)

LibQUAL Survey - Microsoft Internet Explorer

Address: http://128.148.7.210/~library/lqsurvey/lqsurvey.html

LibQUAL+
Charting Library Service Quality...

www.libqual.org

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.

When it comes to...	My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A	
	Low	High	Low	High	Low	High		
1) Employees who have the knowledge to answer user questions	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="checkbox"/> N/A
2) Willingness to help users	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="checkbox"/> N/A
3) Making electronic resources accessible from my home or office	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="checkbox"/> N/A
4) A library Web site enabling me to locate information on my own	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="checkbox"/> N/A
5) Print and/or electronic journal	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="checkbox"/> N/A

Done Internet

start 5 Internet Explorer Microsoft PowerPoint ... Calendar - Microsoft ... www.libqual.org 3:35 PM

The Library Summit:

Clemson University & U. of Texas at Austin & others



<http://www.libqual.org/documents/admin/Library%20Summit%20brochure.pdf>



LibQUAL+
Measuring Library Service Quality

The Library Summit

Now that you have LibQUAL+® survey data, what will you do with it?

The LibQUAL+® notebook, full of feedback about service quality, is an ideal catalyst for constructive dialogue on your campus about where your library should focus its energy and financial resources.

A Library Summit gathers people together who have a stake in the library's future. These individuals spend a full or half day together in facilitated small-group discussions about the LibQUAL+® results, adding depth and context to the survey numbers, and generating fresh solutions and suggestions for service improvements.

Planning a Summit for Your Library

Clemson University and the University of Texas at Austin are working with ARL to help other academic libraries put together their own Library Summits. Contact ARL or any Library Summit team member to for guidance on implementing your own Summit, or to discuss how a Summit could benefit your institution.

The Benefits of a Library Summit

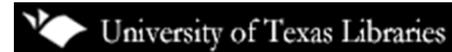
- **Goodwill.** An organization that makes its weaknesses public and asks for advice and help gains positive regard. Participants and library staff also appreciate having their opinions taken seriously.
- **"Closing the Loop."** Library plans based on LibQUAL+® survey results and Summit discussions provide good structure for showcasing positive outcomes in assessment.
- **Personal investment.** Participants tend to take ownership of their ideas and may stay more involved and connected with the library to see if their suggestions are implemented.
- **Outreach.** Everyone involved in a Library Summit learns something about library resources and services.
- **Original ideas.** Library "outsiders" provide fresh interpretations and insights that might not be generated internally.
- **More data.** Input from Library Summit participants provides richer and more detailed data for LibQUAL+® survey items.
- **Buy-in.** The Summit process is inclusive, so it reduces internal and external disagreements about priorities and decisions.
- **Climate change.** Administrative, faculty, staff, and student endorsement of a Summit sets the tone for campus-wide collaboration in library success.



Why Hold a Library Summit?

http://www.lib.utexas.edu/vprovost/assessment/libsummit/pdf/info_pkt.pdf

Why Hold a Library Summit?



Our intent in holding a library summit is to present the current state of library service quality to the University community and to generate new ideas for change and improvement. What role should the library play in the future of the University? How can the library best contribute to teaching and learning?

We are seeking new perspectives to help us improve the services we provide to the University community. Roundtable discussions will examine service quality trends as reported through our LibQUAL+ survey data* over the past three years and generate ideas that will be used in developing strategic goals for the University of Texas at Austin Libraries. The roundtable discussions will be organized around the service quality dimensions defined by the LibQUAL+ tool and participants will choose the roundtables representing the aspects of service quality in which they are most interested.

Specifically, we are seeking input to the following questions:

In what areas is the library performing below your expectations? What do you think contributes to this performance? What do you suggest we do to improve service quality in these areas?

Are there areas in which the library's performance is getting worse? What can be done to stop the deterioration of service quality in these areas?

In what areas is the library performing at or above your expectations? What do you think contributes to this performance?

In what areas do you think the library's performance is improving? What do you think contributes to this improvement?

What can the library do to become more relevant to you and your work?

Focused Follow-up



University of VA: <http://www.arl.org/bm~doc/arl-br-257-bound.pdf>

- Who is unhappy?
 - Drilling down by college and discipline
- Why are they unhappy?
 - Reading the comments
 - Conducting targeted interviews
- Focus on areas with low scores
- Diverse group of faculty
- Asked for specific needs and wants
 - Including names of needed titles
- Quick interviews

Source: Jim Self, University of Virginia

Focused Follow-up



University of VA: <http://www.arl.org/bm~doc/arl-br-257-bound.pdf>

- Is the Library meeting your minimal level, regarding journal collections?
 - If not, what can we do? (encouraged to state specific journals)
- Is the Library meeting your desired level?
 - If not, what can we do? (encouraged to state specific journals)
- Does it matter if journals are print or electronic?
- Any other comments about the Library?

Source: Jim Self, University of Virginia

PLUG IN...

brought to you by LAC



Don't miss LAC PARALLEL SESSION 3:

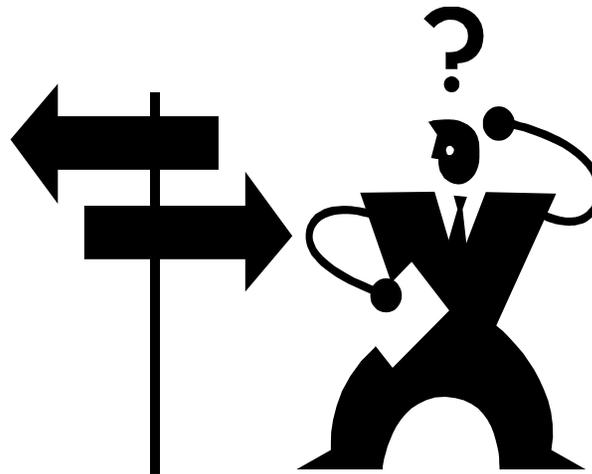
*Still Bound for Disappointment?
A Follow-up with Faculty about Journal
Collections, Based on LibQUAL+® Results*

Jennifer Rutner, Columbia University
Jim Self, University of Virginia

Tuesday, October 26 10:30 a.m. – 12 noon

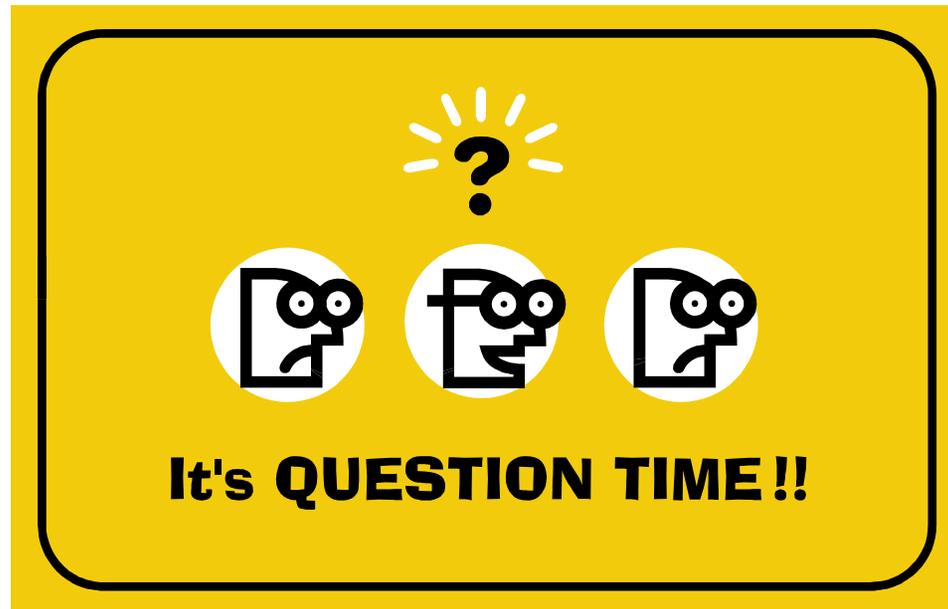


Using LibQUAL+® Effectively





From Analysis to Action

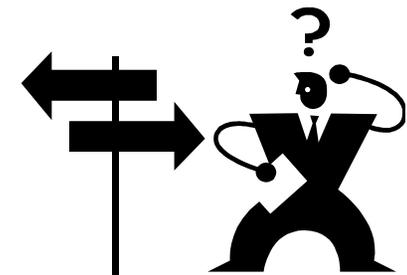


See Worksheet #9: From Analysis to Action: Questions for Planning & Goal Setting



From Analysis to Action

- From all of the data, determine what can and should be addressed
- Prioritize some action items
 - Align with mission, vision and goals of parent organization
 - Address users' top priorities, by user group
 - Improve areas of strong user dissatisfaction
 - Build on strengths, if they are truly user needs and priorities
 - Identify work that can be de-emphasized and resources that can be reallocated





From Analysis to Action





From Analysis to Action



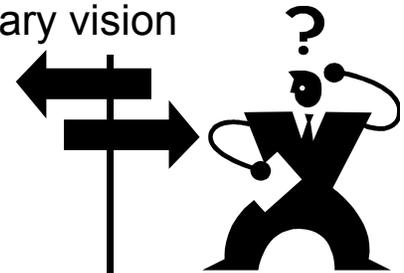
"We're not just measuring,
we're aiming for
improvement."

Shelley Phipps,
August 5, 2008



Using S.M.A.R.T. Goals

- **S** **Specific**
 - the desired outcome or result is clearly defined
- **M** **Measurable**
 - accomplishment can be charted and/or observed
- **A** **Attainable**
 - achievable, goal is challenging but realistic
- **R** **Relevant**
 - results-oriented, in line with institutional goals and library vision
- **T** **Timely**
 - deadlines are set for accomplishment



Use Worksheet #10: Targeting Incremental Improvements



Using S.M.A.R.T. Goals

For undergraduates, the **Adequacy Gap** -- the difference between *minimum* service level needed and the *perceived* service level provided by the library -- is smallest* for the following elements:

(*smaller number = less adequate service provided)

• Library space that inspires study and learning	0.11
• A library Web site enabling me to locate information on my own	0.38
• Print and/or electronic journal collections I require for my work	0.39



Examples of S.M.A.R.T goal for LibQUAL+® actionable item:

- Add task lighting to 75% of study carrels on north side of library by December 2010
- Reorganize Library space to provide 8 group study areas with flexible furniture and equipment (such as smart boards, plugs, wireless, etc.) by September 2010

Originally prepared by Raynna Bowlby & Dan O'Mahony (Brown U. Library): <http://libraryassessment.org/bm~doc/bowlby.pps>



Using S.M.A.R.T. Goals

Present **GOALS** that will enable improvement or growth. Give each goal the S.M.A.R.T. check [Specific – Measurable – Attainable – Relevant – Time-bound]:

		S	M	A	R	T
1		<input type="checkbox"/>				
2		<input type="checkbox"/>				
3		<input type="checkbox"/>				
4		<input type="checkbox"/>				
5		<input type="checkbox"/>				

Use Worksheet #10: Targeting Incremental Improvements

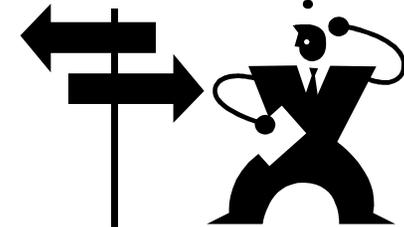
Originally prepared by Raynna Bowlby & Dan O'Mahony (Brown U. Library): <http://libraryassessment.org/bm~doc/bowlby.pps>
Adapted from a worksheet prepared by Pi Beta Phi Fraternity for Women



Identifying & Using Best Practices

- Seeking out and learning from colleague institutions
 - Participate in LibQUAL+® as part of a consortial, regional, or interest-group implementation
 - Identify peer institutions who may agree to do LibQUAL+® during the same cycle

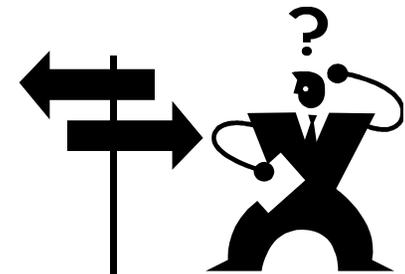
- Implementing improvements based upon best practices





Applying Data in Decision-Making

- All assessment and LibQUAL+® data and results are easily accessible and present when, where, and with whom decisions are made in your library
- Goals, priorities, and resource allocation are influenced by customer needs and wants



Archiving Data for Access



[About the Data Farm](#) | [Shared File Depository](#) | [Vendor Statistics](#) | [Related Sites](#) | [Staff Web](#)

Data Farm

University of Pennsylvania Library



[Penn Library Facts 2007](#)

Tools and Data

[E-resource Tracking](#) (use measures for e-journals, databases, and other electronic resources)

[Counter Data](#)

[Gate Counts](#)

[Photocopier & Printer Use](#)

[Image Collection Use](#) (down pending log changes)

[BorrowDirect Data Repository](#)

[EZBorrow Data Repository](#)

[Public Web Log Analytics](#) (down pending log changes)

[Research & Instructional Services](#)

[Annual Data Collection](#)

[2004 Library Quality/Impact Survey](#)

[2002 Library Quality/Impact Survey](#)

[Graduate Student Workshops](#)

[Annual Survey of Who Asks Questions Where](#)

[Library Staff Census](#) (under construction)

PLUG IN...

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Don't miss LAC PARALLEL SESSION 5:

***Data Farms or a Field of Dreams? Libraries
CAN Build Infrastructure for Collaborative
Assessment.***

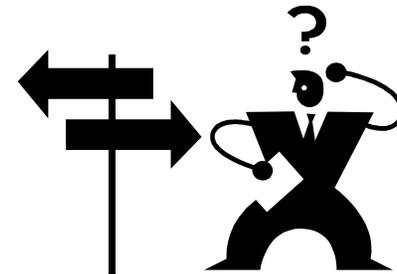
Joe Zucca, University of Pennsylvania

Tuesday, October 26 3:30 a.m. – 5:00

Integrating LibQUAL+® & other Assessments



-
- Confirming your conclusions
 - Obtaining user specifications for initiatives
 - Monitoring progress



Corroborating LibQUAL+[®] Results w/Other Data



- Consider if your LibQUAL+[®] data confirms your prior expectations & results from other assessments
- And, vice versa
- For example:
 - Undergrads have increasing needs & desires re: Library as Place *and* show increases in library gate counts/attendance
 - Faculty & grad students have access from home or office as highest priority *and* library web logs demonstrate increasing use from campus depts.

Cycle of Planning and Assessment



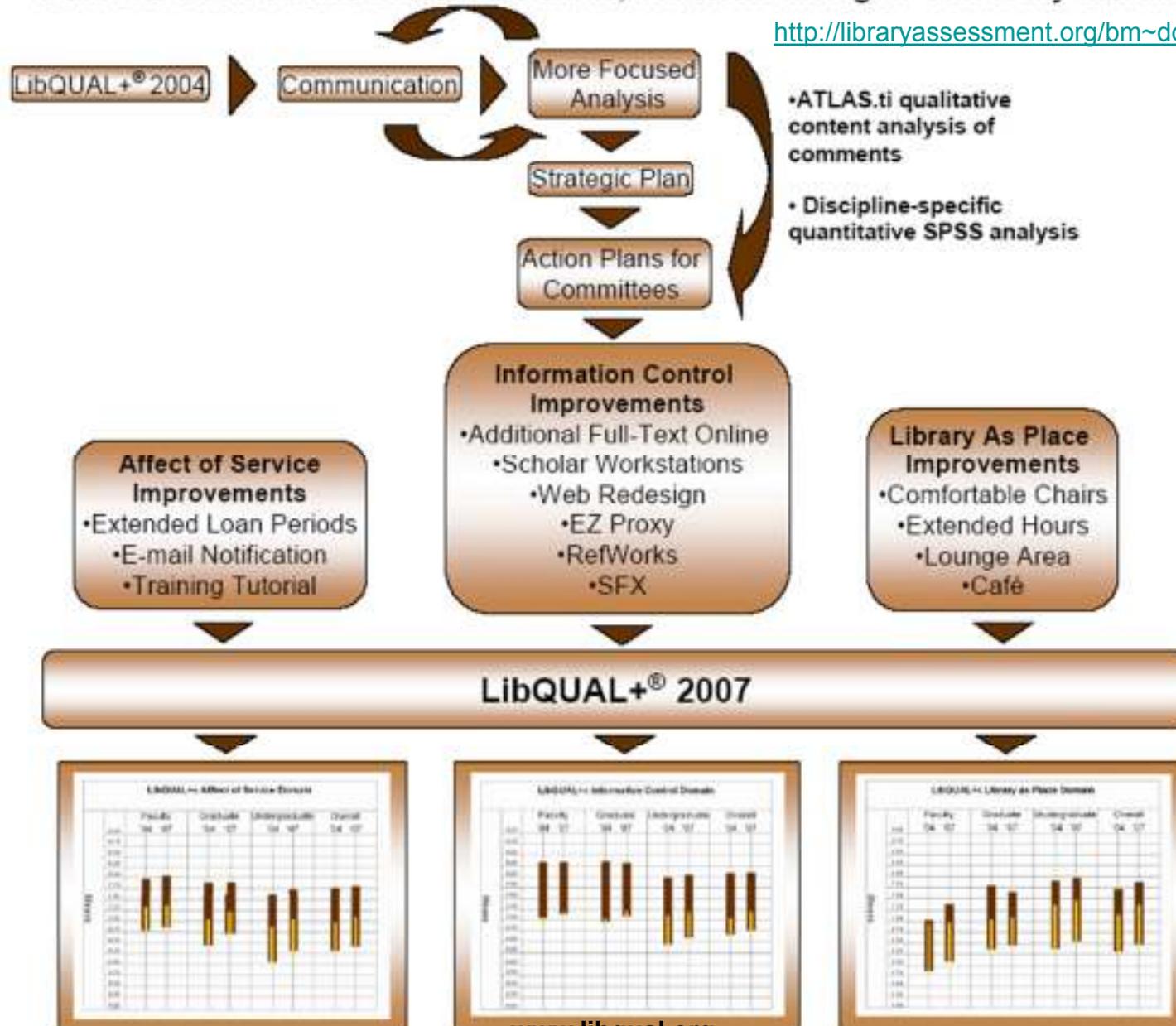


Using LibQUAL+® to Inform & Assess Strategic Planning

Barbara Cockrell and Bradford Dennis, Western Michigan University Libraries



<http://libraryassessment.org/bm~doc/cockrell.pdf>





Using LibQUAL+® to Inform & Assess Strategic Planning

Barbara Cockrell and Bradford Dennis, Western Michigan University Libraries



<http://libraryassessment.org/bm~doc/cockrell.pdf>

Role of LibQual in Strategic Plan

Like Stewart Saunders at Purdue University we found that our analyzed LibQual⁺ results had limited value for generating **Strategic Goals** since LibQual+ assesses levels of satisfaction with *current operations* rather than providing visionary strategic insight.



However, like Saunders, we found that our LibQual⁺ data informed several **Action Plans** that were significant subcomponent parts of our strategic goals.

"Existing 'operational needs' (that are identified by LibQual+) 'must (often) be addressed... to envision (and realize) a more daring future'". Stewart Saunders Proceedings of the Library Assessment Conference, Sept. 2006, Charlottesville, VA.



We were also able to use future LibQual+ scores as a metric for establishing **Targets** against which to **Assess** our success in addressing subcomponent objectives of our larger strategic goals.



Strategic Goal:

Libraries are actively engaged in the development of a responsive and ethical academic community at WMU

Objective:

Develop library-wide commitment to improved 'customer relations'

Action Plan:

Implement a library-wide customer-relations training program

Metric for Success:

Increased satisfaction as measured by LibQual⁺ Affect of Service measures

Target for success:

Increased D-M scores for all Affect of Service (AS) items between LibQual⁺ 2004 and 2007

All 2007 undergraduate AS items will have a D-M score of at least 50%

Outcomes:

Undergraduates – All measures of AS increased; all AS measures were above 50%

Graduates – 8/9 measures of AS increased

Faculty – 3/9 measures of AS increased.

Strategic Goal:

Library services and resources contribute to the University's student-centered research mission to build intellectual inquiry, investigation and discovery into all programs

Objective:

Improve physical and virtual access to existing collections

Action Plan:

Simplify/consolidate electronic access to information and information types

Metric for success:

Increased Information Control (IC) scores, IC1, IC2, IC6, IC7, between 2004 and 2007

Target for success:

Increase in identified IC D-M scores for faculty, graduates and undergraduate

Outcomes:

Undergraduates – 0/4 measures of IC increased

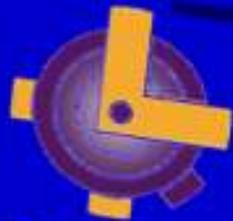
Graduates 2/4 measures of IC increased

Faculty 4/4 measures of IC increased.

WELCOME TO THE POOL OF
ONGOING ASSESSMENT



LibQUAL+™ 2008



LIBQUAL+™

2005

7.0

Service

6.9

Info. Control

6.8

Space

*Average Overall
Quality Perceived
Score; Mean*

University of
Lethbridge



Presented by Lorelei Harris,
Leona Jacobs, Donna Seyed Mahmoud
UNIVERSITY OF LETHBRIDGE LIBRARY

www.libqual.org



Examples of Strategic Plan Metrics Using LQ

Library Metric	Baseline <u>09</u>	<u>2014 Goal</u>
Increase the perceived level of service quality in ranking of “print or electronic journal collections needed” for All users	7.21	7.5
Increase the perceived level of service quality in ranking of “electronic information resources needed” for All users	7.21	7.5
Increase perceived level of service quality in ranking of “easy to use access tools” for All users	7.28	7.7
Increase Undergraduates perceived level of service quality ranking of “modern equipment that lets me easily access needed information.”	7.41	8.0
Increase Undergraduates perceived level of service quality ranking of library Web site “enabling me to locate information on my own.”	7.07	7.77
Increase Undergraduates perceived level of service quality ranking of “quiet space for individual activities.”	7.07	7.77



U. Arizona Strategic Plan: Using LibQUAL+® for Quality Standards

- **3-5 Year Measure:** Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Information Control” Dimension.
 - Quality Standard: Reduce superiority gap* from -1.09 (average 2005-2007) to -.87 measured in 2012.
- **3-5 Year Measure:** Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Affect of Service” Dimension.
 - Quality Standard: Reduce superiority gap* from -0.87 (average 2005-2007) to -0.70 measured in 2012.

Source: <http://intranet.library.arizona.edu/xf/slrp/documents/FY08-12StrategicPlanwithMeasures.pdf>

www.libqual.org

Planning Next Steps: Continuous Assessment & Improvement



Overview

The ARL Statistics and Assessment program focuses on describing and measuring the performance of research libraries and their contributions to research, scholarship, and community service. ARL serves a leadership role in the development, testing, and application of academic library performance measures, statistics, and management tools. Grounded in the tradition of the North American research library environment, the program provides analysis and reports of quantitative and qualitative indicators of library collections, personnel, and services by using a variety of evidence gathering mechanisms, and tools.

Library assessment is gaining in prominence as institutional calls for greater accountability abound. The [Library Assessment Conference](#) is a biennial event gathering a vibrant community of practitioners and researchers engaged with the noble mission of demonstrating the value of the library in today's ever-changing environment. The next conference is at capacity with more than 450 people meeting on Oct 25-27, 2010, in Baltimore, Maryland. Post-conference discussion on library assessment issues takes place via the [Library Assessment Blog](#) and the [ARL-ASSESS e-mail list](#). If you would like to subscribe to this list, please send an e-mail to ARL-ASSESS@arl.org. Building [Effective, Sustainable, and Practical Library Assessment](#) is an ongoing ARL-sponsored service. ARL offers training in relevant skills and methods through such events as the [Service Quality Evaluation Academy](#).



Creating Your Work Plan

- Review the list of steps describing work that can be accomplished after receiving the survey results, including initiating a culture of assessment, understanding the data and results, developing the organization, and using LibQUAL+® effectively



- Which steps might your library undertake?
- Will the assignment be individual or a group / team?
- What KSAs might best support the accomplishment of this work?
- Who will be assigned?

- (Who will you consult with to make these decisions)?

Use Handout #4: Work Plan



LibQUAL+[®] Resources

- LibQUAL+[®] Web site:
<http://www.libqual.org/home>
 - Publications:
<http://www.libqual.org/Publications.aspx>
 - Events and Training:
<http://www.libqual.org/events>
 - Gap Theory/Radar Graph Introduction:
http://libqual.org/about/about_survey/tools
 - LibQUAL+[®] Procedures Manual:
http://libqual.org/documents/LibQual/files/2010_Procedures_Manual.pdf
-

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Don't miss
LAC POSTER SESSION

LibQUAL+® Track

Monday, October 25
6:30 p.m. – 9 p.m.

LibQUAL+®

- 9** Guiding Subject Liaison Librarians in Understanding and Acting on Their Survey Results: A Model LibQUAL+® Consultation from ARL
Rayna Bowley (Library Management Consulting)
Francine M. DeFrancis (University of Connecticut)
- 12** LibQUAL+® Data for Subject Librarians
Jeanne M. Brown (University of Nevada, Las Vegas)
- 28** Promotion Techniques to Build a Larger and More Representative Sample for Your Survey: Findings from LibQUAL+®
David Green (Association of Research Libraries)
- 42** Using LibQUAL+® Data for an Accreditation Review
Janice Lewis (East Carolina University)
- 43** Using LibQUAL+® Feedback to Improve Your Library as a Place
Virginia Lovelace (Augusta State University)
- 50** Using LibQUAL+® for Continuous Improvement at Eastern Washington University Libraries
Julie Miller (Eastern Washington University)
- 55** Qualitative Assessment on a Shifting: Developing a Cost Effective Strategy to Analyze LibQUAL+® Comments
David Noll (Duquesne University)
Tracie Ballock (Duquesne University)
Allison Brangard (Duquesne University)
Bridget Euliano (Duquesne University)
- 57** Sharing the Wealth: A Process for Engaging a Large Group in Coding LibQUAL+® Survey Comments
Daniel O'Mahony (Brown University)
- 64** Selecting a Libr Survey Instrument and Adapting to Institutional Needs
Linda Pankrat (Boston University)
Sarah Struble (Boston University)
- 68** Analyzing Using Japanese Notes: Aspects of National/International Benchmarking
Yukiko Sakai (Keio University)
Mitsuo Ichiko (Keio University)
- 76** LibQUAL+® Lite at UNT
Diane Wald (University of North Texas)
Nector Ponce (University of North Texas)
- 77** Mission Difficult, but Not Impossible: How We Followed Up LibQUAL+® Results to Satisfy User Needs
Baronng Wang (The Richard Stockton College of New Jersey)
Carolyn Gutierrez (The Richard Stockton College of New Jersey)
- 80** LibQUAL+® and Campus Climate Surveys as Tools for Reimagining Library Space
Patricia West (American University)
Cecilynn Beece (American University)
Diana Vogelzang (American University)



LibQUAL+[®] Team

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- **Yolanda Glass - Administrative Assistant**
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- **Henry Gross - Applications Developer**
henry@arl.org
202-296-2296, x124

And sometimes, consultants
Rayna Bowlby
rayna.bowlby@charter.net

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LibQUAL+® Seeks Applicants for In-Kind Grant Program 2011

Apply by December 14, 2010

This is the sixth year LibQUAL+® has sponsored an in-kind grant program.

PLUG IN...

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Service Quality Evaluation Academy Now Accepting Nominations for 2011

Application Deadline: December 15, 2010

The 2011 Service Quality Evaluation Academy, co-sponsored by the Association of Research Libraries (ARL) and the Canadian Association of Research Libraries (CARL), is now accepting participant nominations, with a deadline of December 15, 2010. The academy is an intensive five-day program that focuses on both quantitative analyses (e.g., various descriptive statistics, and score reliability and validity analyses) and qualitative analysis of texts using the Atlas TI software and potentially some related strategies (e.g., focus groups) for analyzing library service quality data. The academy will also provide participants with the opportunity to share library service quality assessment plans/strategies and experiences.

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LibQUAL+® Training Sessions 2011

Date: Monday, January 10, 2011

Conference: ALA Midwinter Meeting 2011

Location: San Diego, California

LibQUAL+® Survey Introduction, 8:30 am - 10:00 am
[Required for all first-time survey administrators]

LibQUAL+® Survey Administration, 10:30 am - 1:30 pm

LibQUAL+® Survey Results, 2:00 pm - 4:30 pm

This is a set of workshops designed to provide potential and current participants with vital information to aid in the survey process. Each workshop covers a variety of topics including the history of LibQUAL+®, developing objectives and goals for administering the survey, marketing your survey, survey process via the LibQUAL+® Web site, analyzing survey results, and much more!



martha@arl.org

raynna.bowlby@charter.net