



# **The LibQUAL+® assessment service for libraries**

**Knowing Your Users: Assessment of Library Service Quality  
International Workshop & Symposium on LibQUAL+TM**

**Japan  
February 2008**



- Mission:** Shaping the future of research libraries in the changing environment of public policy and scholarly communication.
- Members:** 123 major research libraries in North America.
- Ratios:** 4 percent of the higher education institutions providing 40 percent of the information resources.
- Users:** Three million students and faculty served.
- Expenditures:** \$3.4 billion annually, \$1.1 billion for acquisitions of which 41 percent is invested in access to electronic resources.





# ARL Statistics

In the beginning...



**ARL Statistics™**

**ARL Statistics** is a series of annual publications that describe the collections, expenditures, staffing, and service activities for ARL member libraries. These data have been collected since 1907-08, initially by James Gerould. Since 1961-62 ARL has collected and published these data annually. The whole data series represents the oldest and most comprehensive continuing library statistical series in North America.



**ARL**

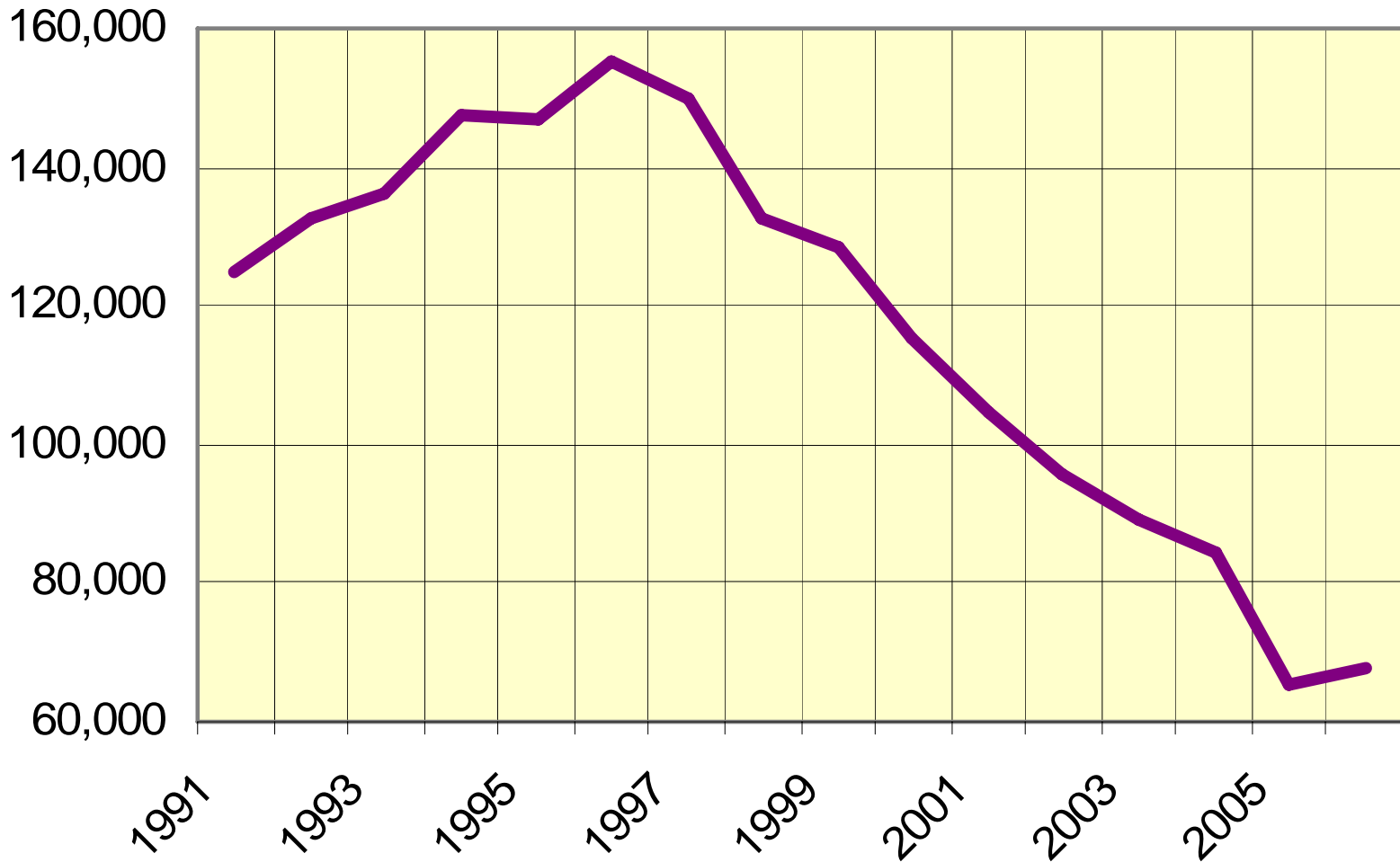
[www.libqual.org](http://www.libqual.org)

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# Reference Transactions

## ARL Statistics 2005-06



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# The need for LibQUAL+®

- Underlying need to demonstrate our worth
- The reallocation of resources from traditional services and functions
- Rapid shifts in information-seeking behavior
- Increasing user demands





# Recognizing Key People and Institutions

Joint effort between ARL and Texas A&M University Libraries within the context of New Measures Initiatives

Texas A&M: Colleen Cook, Fred Heath, Bruce Thompson, Yvonna Lincoln

ARL member libraries and leaders



# “The LibQUAL+® Background”

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“The Birth/Origins of LibQUAL+®”

By Bruce Thompson

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# SERVQUAL

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**PERCEPTIONS**  $\longleftrightarrow$  **SERVICE**

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

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





13 Libraries  
English LibQUAL+™ Version  
4000 Respondents

# LibQUAL+™ Project

	<u>PURPOSE</u>	<u>DATA</u>	<u>ANALYSIS</u>	<u>PRODUCT/RESULT</u>
<b>Emergent 2000</b> <b>QUAL</b>	Describe library environment; build theory of library service quality from user perspective	Unstructured interviews at 8 ARL institutions	Content analysis: (cards & Atlas TI)	Case studies <sup>1</sup>
<b>QUAN</b>	Test LibQUAL+™ instrument	Web-delivered survey	Reliability/validity analyses: Cronbachs Alpha, factor analysis, SEM, descriptive statistics	Valid LibQUAL+™ protocol Scalable process Enhanced understanding of user-centered views of service quality in the library environment <sup>2</sup>
<b>QUAL</b>	Refine theory of service quality	Unstructured interviews at Health Sciences and the Smithsonian libraries	Content analysis	Cultural perspective <sup>3</sup>
<b>QUAL</b>	Refine LibQUAL+™ instrument	E-mail to survey administrators	Content analysis	Refined survey delivery process and theory of service quality <sup>4</sup>
<b>QUAN</b>	Test LibQUAL+™ instrument	Web-delivered survey	Reliability/validity analyses including Cronbachs Alpha, factor analysis, SEM, descriptive statistics	Refined LibQUAL+™ instrument <sup>5</sup>
<b>QUAL</b>	Refine theory	Focus groups	Content analysis	Local contextual understanding of LibQUAL+™ survey responses <sup>6</sup>
<b>Iterative 2004</b>			Vignette Re-tooling	

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



# Dimensions

2000	2001	2002	2003-2008
41 items	56 items	25 items	22 items
Affect of Service	Affect of Service	Affect of Service	Affect of Service
Library as Place	Library as Place	Library as Place	Library as Place
Reliability	Reliability	Personal Control	Information Control
Provision of Physical Collections	Self-Reliance	Information Access	
Access to Information	Access to Information		





## Affect of Service

“I want to be treated with respect. I want you to be courteous, to look like you know what you are doing and enjoy what you are doing. ... Don't get into personal conversations when I am at the desk.”

Faculty member





# Information Control

“By habit, I usually try to be self-sufficient. And I’ve found that I am actually fairly proficient. I usually find what I’m looking for eventually. So I personally tend to ask a librarian only as a last resort.”

Graduate student





## Library as Place

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

Faculty member





# Rapid Growth

- **Languages**

- Afrikaans
- American English
- British English
- Chinese
- Danish
- Dutch
- Finnish
- French
- German
- Japanese
- Norwegian
- Spanish
- Swedish
- Welsh

- **Consortia**

- \*Each may create 5 local questions to add to their survey

- **Countries**

- Australia, Canada, Denmark, Egypt, Finland, France, Hong Kong, Ireland, New Zealand, the Netherlands, Norway, South Africa, Sweden, Switzerland, UAE, U.K., U.S.

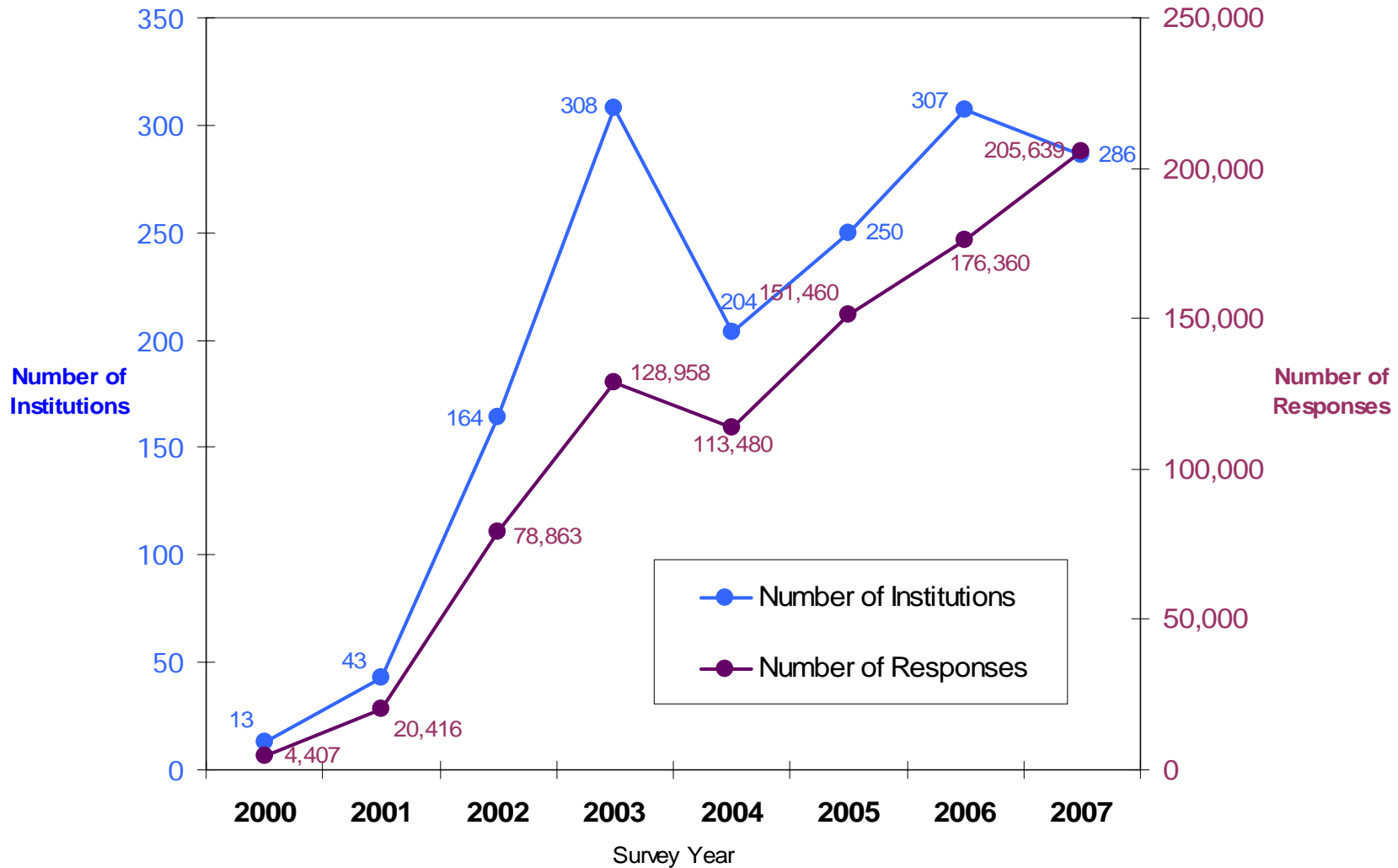
- **Types of Institutions**

- Academic Health Sciences
- Academic Law
- Academic Military
- College or University
- Community College
- Electronic
- European Business
- European Parliament
- Family History
- Research Centers (FFRDC) Libraries
- High School
- Hospital
- National Health Service England
- Natural Resources
- New York Public
- Public
- Smithsonian
- State
- University/TAFE





# LibQUAL+® Participants



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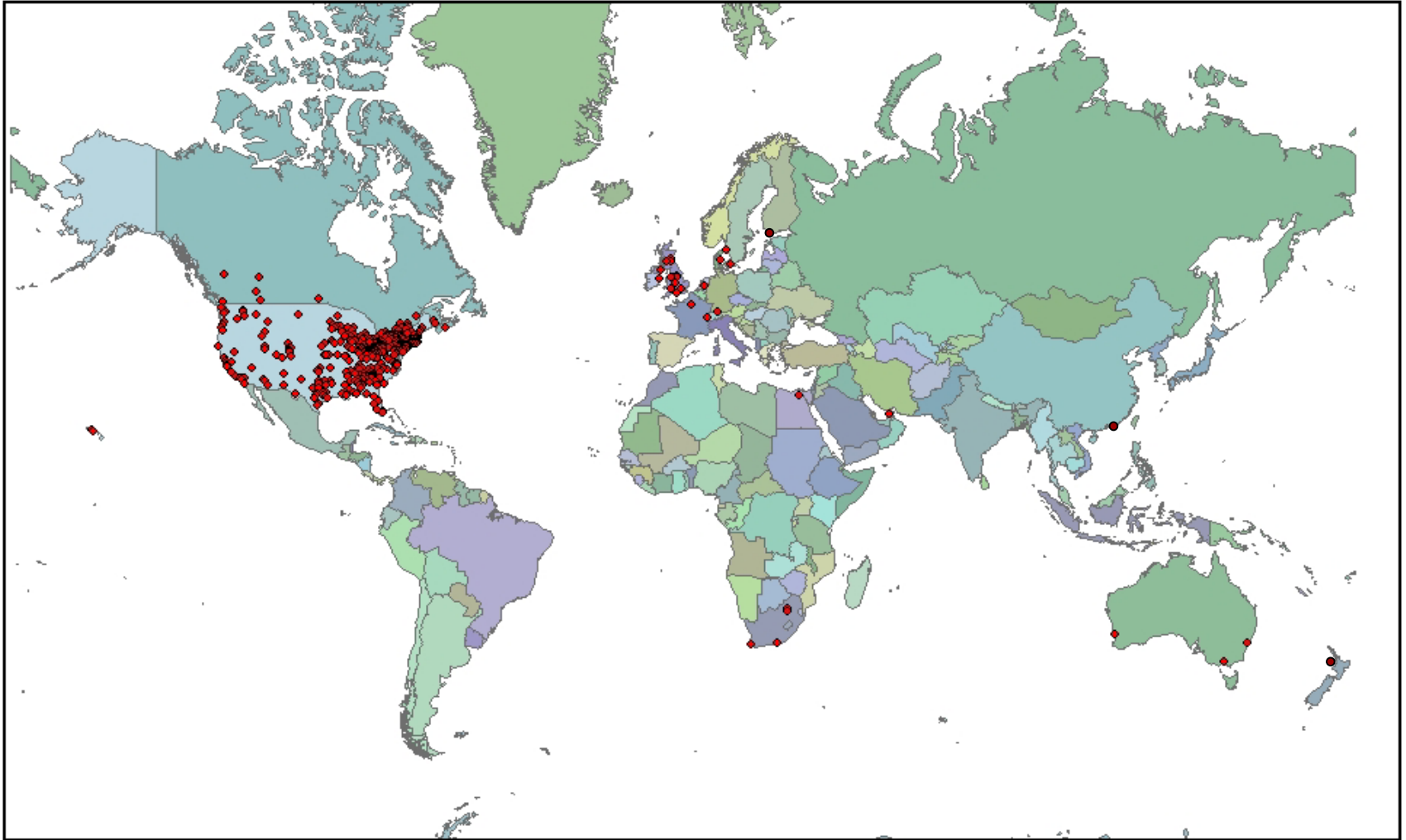


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# World LibQUAL+® Survey



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# The LibQUAL+® Questionnaire



# Process Overview

- Register with ARL (2008 cost \$3,000)
- Institutional contact sets survey to local needs
  - Local Questions
  - Disciplines
- Send out a URL to the survey via email
  - Mounted on ARL servers
- Watch the surveys come in
- Close the survey when ready, institutional results available after a couple of weeks
  - PDF
  - SPSS
  - Excel





# Time frame

- December – Registration
- February to May – Session I
- July to December – Session II
- January 2009 – Consortium results available



# Survey Composition

- 22 Core Questions
  - Affect of Service
  - Information Control
  - Library as Place
- 5 Local Questions (optional)
- 5 Information Literacy Questions
- 3 General Satisfaction Questions
- Library Usage Patterns
- Demographics
- Free Text Comments Box





## “...and Five Ancillary Items”

Either Zero or Five Ancillary items are selected to address local or consortial concerns

- Items from the initial LibQUAL+™ item pool.
- Items written by previous consortial groups.





# “22 Items and The Box....”

## Why the Box is so Important

- About 40% of participants provide open-ended comments, and these are linked to demographics and quantitative data.
- Users elaborate the details of their concerns.
- Users feel the need to be constructive in their criticisms, and offer specific suggestions for action.
- Available in real-time enabling prompt responses to concerns





# Usage & Demographics

- Library Usage
  - User group
  - Discipline
  - Age
  - Sex
  - Gender
- 
- Attached to SPSS and Excel results
  - Enabling detailed further analysis by type





# Survey Instrument

## Preview: ARL Sample 4-Year Institution Library Service Quality Survey

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

*Minimum* -- the number that represents the *minimum* level of service that you would find acceptable

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

*Perceived* -- the number that represents the level of service that *you believe* our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

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







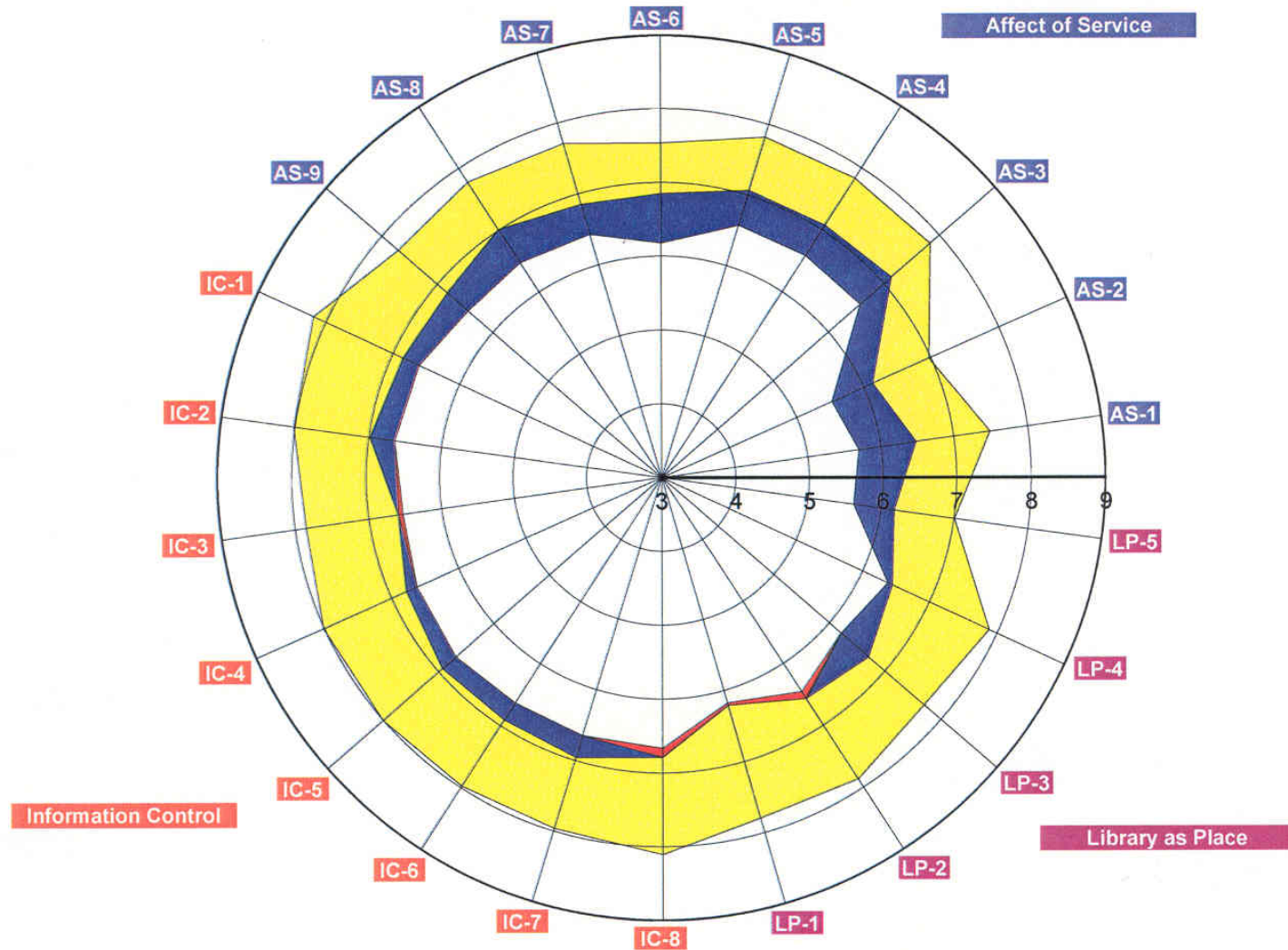
# Gap Theory

- 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





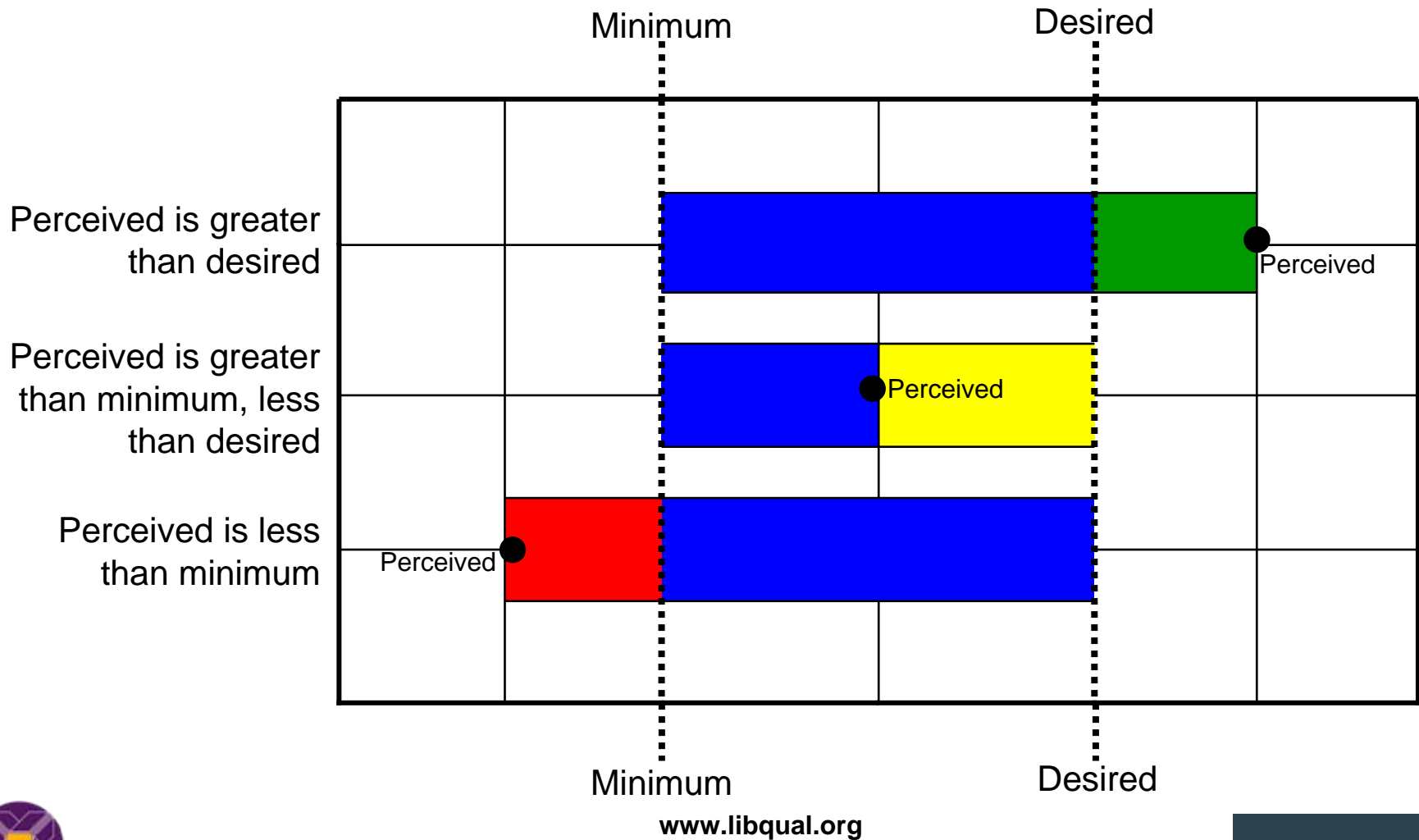
# UK SCONUL 2007



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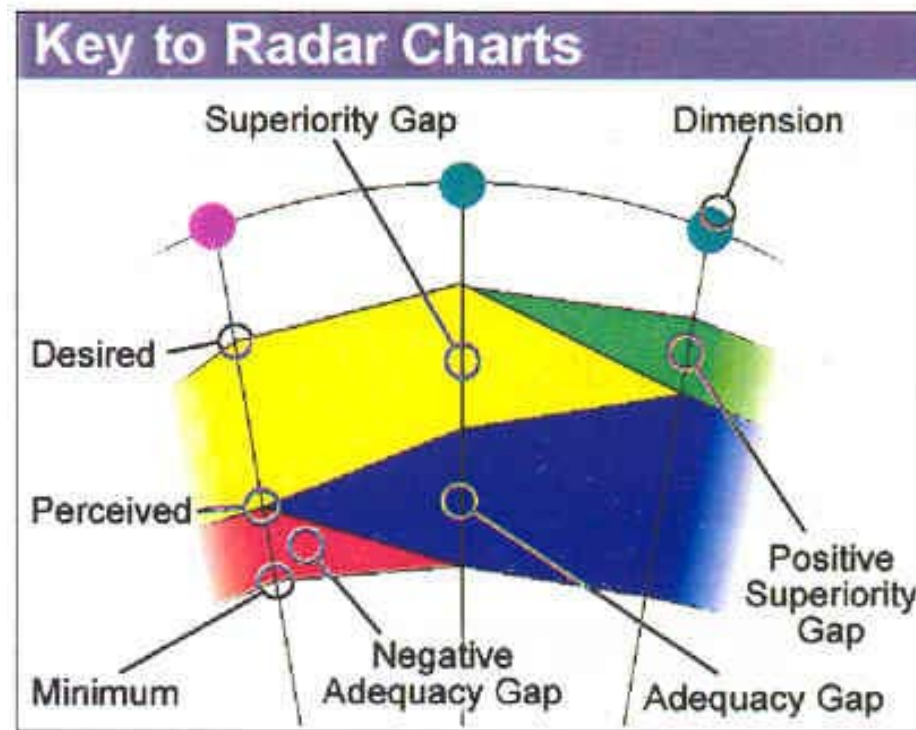


# Gap Theory





# Core Questions





# General findings

- Highly desired
  - Making electronic resources accessible from my home or office
  - Print and/or electronic journals I require for my work
  - A haven for study, learning or research
- Lowest
  - Library staff who instil confidence in users
  - Giving users individual attention
  - Space for group learning and group study





# Why use LibQUAL+®?

## Feedback from LibQUAL+® Users

“Why did you choose to use LibQUAL+®?”

- LibQUAL+® was recommended to us as offering a well designed, thoroughly Library-focused set of survey tools
- Cost-effectiveness
- Automated processing & fast delivery of results
- Opportunity to benchmark
- Respectability and comparability (with others and historically)





# LibQUAL+® vs. Local

- Advantages

- Administered for you
  - Limited local effort
- Analysis conducted for you
- Cost effective
- Benchmarking capabilities
- Respectability

- Disadvantages

- Limited ability to focus on local issues
- User Group Demographics not customisable

- Advantages

- Ability to focus on local issues
- Customisable

- Disadvantages

- Question writing
- Requires a lot of staff time
  - Design
  - Administering
  - Marketing
  - Collating and Analysing





# LibQUAL+® Process Overview







# Preparing for the Survey Implementation

- Why is Your Library Participating in LibQUAL+® ?
  - what do you want to get out of the survey?
- Decide who to sample
  - Random Sample
  - Entire Population





# Random Sample or Entire Population

- If you sample
  - Recommend at least 1,200 random email addresses for each user group
  - Separate sample groups for undergraduates, graduates, faculty, and staff
- If you survey the entire population
  - Think about survey fatigue if you want to repeat the survey regularly
- Keep notes on your methodology as you will be asked to describe it in the Post Hoc Questionnaire





# Obtain Email Addresses

- Typical sources include:
  - Campus computing office
  - Campus administrative records office
  - Library patron database





# Marketing Your Survey

- Place ads in campus newspaper
- Write article for library newsletter
- Post flyers around campus
- Present at faculty meetings & student orientations
- Create a survey Web site and feature on library's home page
- Take the survey to where users are: dining halls, study rooms, dorms
- More ideas on <http://www.libqual.org/Publications/index.cfm>  
(Publication Type = Special)





# Become Familiar with LibQUAL+® Resources

- Management Center
  - <http://www.libqual.org/Manage/index.cfm>
- LibQUAL+® Procedures Manual
  - <http://www.libqual.org/Manual/index.cfm>
- Discussion list
  - [LIBQUAL-L@listserv.tamu.edu](mailto:LIBQUAL-L@listserv.tamu.edu)





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# The Survey Process: Initial Steps

# LibQUAL+® Management Center: Getting Started

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- Login (Required to use the Management Center)
- Center Sections:
  - Personal Profile
  - Institution Profile
  - Manage Users
  - Manage Your Survey
  - Survey Results
  - Resources
  - Directory





# Survey Process: Manage Your Survey

## Eight Sections:

- Preferences
- Customization
- Preview
- Representativeness
- Monitor Survey Progress
- Incentive Winners
- Post Hoc
- Evaluation

\*Sections must be completed in order

## Survey Management Area

LibQUAL+(TM) Session: **2007, Session 2**

July 1, 2007 - December 10, 2007

Institution Name: **Sample LibQUAL+® Institution**

Institution Type: **College or University**

Consortium: **None**

Use the icons below to manage the 2007 LibQUAL+(TM) Survey.



Set your preferences for the survey run, such as your survey start and end dates, whether your institution will offer an incentive, and more. **You must complete these preferences before you can complete the steps below.**



Choose five additional questions to add to your institution's local survey instrument, define the disciplines listed in the demographics section of your survey, and more. **You must start the customization section before you can preview your survey.**



Preview the LibQUAL+(TM) survey as it will appear to users at your institution. This step allows you to make sure that your survey looks correct before it goes live at your institution. **You must preview your survey before it can go live at your institution.**

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# Preferences

Fields marked  
with \* are  
required

Survey Home 1 Preferences 2 Survey Customization 3 Preview 4 Representativeness 5 Monitor Progress 6 Incentive Winners 7 Post Hoc Questionnaire 8 Evaluation Questionnaire

## Preferences

Please answer the following questions to indicate your preferences for the **2007, Session 1 LibQUAL+(TM) Survey** survey run. However, you are required to answer the items marked with a red asterisk (\*) before you can launch your survey.

**\* Language:** American English ▼

**Survey Start Date:** Indicate the date you intend to open the survey at your institution. January 15, 2007 is the latest date you can open the survey.  
January ▼ / 15 ▼ / 2007

**Survey End Date:** Select the date you intend to close the survey at your institution. May 31, 2007 is the latest date you can close the survey.  
March ▼ / 15 ▼ / 2007

**\* Local Incentive:** By choosing "Yes" you are indicating that you will be providing some sort of incentive prize for participants who provide their e-mail address at the end of the survey and we will provide a list of 50 random names to you indicating that you are not offering an incentive prize.  
Need ideas?  
☒ Yes ☐ No

**SPSS Data File Delivery:** The raw data from the survey will be made available to participants online in MS Excel format for primary contact?  
☒ Yes ☐ No

**\* Survey Support E-Mail Address:** The address you provide below will appear on your survey as the first point of contact for special account just for these e-mails.  
emailaddress@domain.edu

**\* Upload Your Institution's Logo:** Provide your library's logo as you want it to appear on your LibQUAL+(TM) survey webpage. Click the "Browse" button below. Your logo should be a GIF or JPG image, 50-100 pixels high by 50-100 pixels wide. The file name should end with the suffix (e.g., .gif, .jpg) at the end.  
K:\StatsQUAL\LibQUAL\ Browse...  
Save My Changes

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Click this button to  
save your changes.



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# Customization: Optional/Local Questions

**Section 1 - Question Packages:**

- ☐ AAHSL (5 Questions)
- ☒ Alabama Academic (NAAL) (5 Questions)
- ☐ CUC Group (5 Questions)
- ☐ Georgia Consortium (5 Questions)
- ☐ LibQUAL Canada (0 Questions)
- ☐ Maine URSUS Libraries (0 Questions)
- ☐ MCCLPHEI (0 Questions)
- ☐ NY3Rs College and University Libraries (5 Questions)
- ☐ Oberlin Libraries Group (5 Questions)
- ☐ OhioLINK (5 Questions)
- ☐ SCONUL (5 Questions)
- ☐ State University Libraries of Florida (5 Questions)
- ☐ Mix & Match the Questions in Section 2 Below
- ☐ No Optional Questions

**Save My Changes**

Select  
questions  
developed  
by your  
consortium

OR

Mix & Match  
from section 2

OR

Do not add  
local  
questions  
to your survey

**Section 2 - Mix & Match Questions:**

Total Selected: 5

- 1) ☐ Comprehensive collections of fulltext articles online
- ☐ Convenience of borrowing books from other colleges
- 3) ☐ Ease of using library's online article indexes
- 4) ☒ Availability of online help when using my library's electronic resources
- 5) ☐ Informing me of useful library services
- 6) ☒ Providing health information when and where I need it
- 7) ☐ Employees teaching me how to access or manage information
- 8) ☐ An environment that facilitates group study and problem solving
- 9) ☐ Access to information resources that support patient care
- 10) ☒ Having comprehensive electronic resources
- 11) ☐ Ease of use of electronic resources
- 12) ☐ Providing help when and where I need it
- 13) ☒ Providing information that answers my questions
- 14) ☐ Teaching me how to access, evaluate, and use information
- 15) ☐ Making me aware of library services
- 16) ☒ Subject bibliographies
- 17) ☐ The right mix of electronic content
- 18) ☐ The right mix of easy-to-use tools to access military and other scholarly content
- 19) ☐ Library orientations / instruction sessions





# Customization: Disciplines

- Results notebooks summarise findings by user group and provide a chart for both standard and custom disciplines
- Standard disciplines (based on your institution type, i.e., College/University)
- Customised disciplines
  - Recommend no more than 16 disciplines, if possible





# Customised Disciplines

- Tailor your disciplines to suit your institution
- Map them back to the standard disciplines to aid benchmarking
- Cautions:
  - Need to provide representativeness data for your customised disciplines
  - Too many choices present challenges to users, difficult to navigate on screen





# Manage Your Survey:

## Customization – Customized Disciplines

### Core Discipline Mapping:

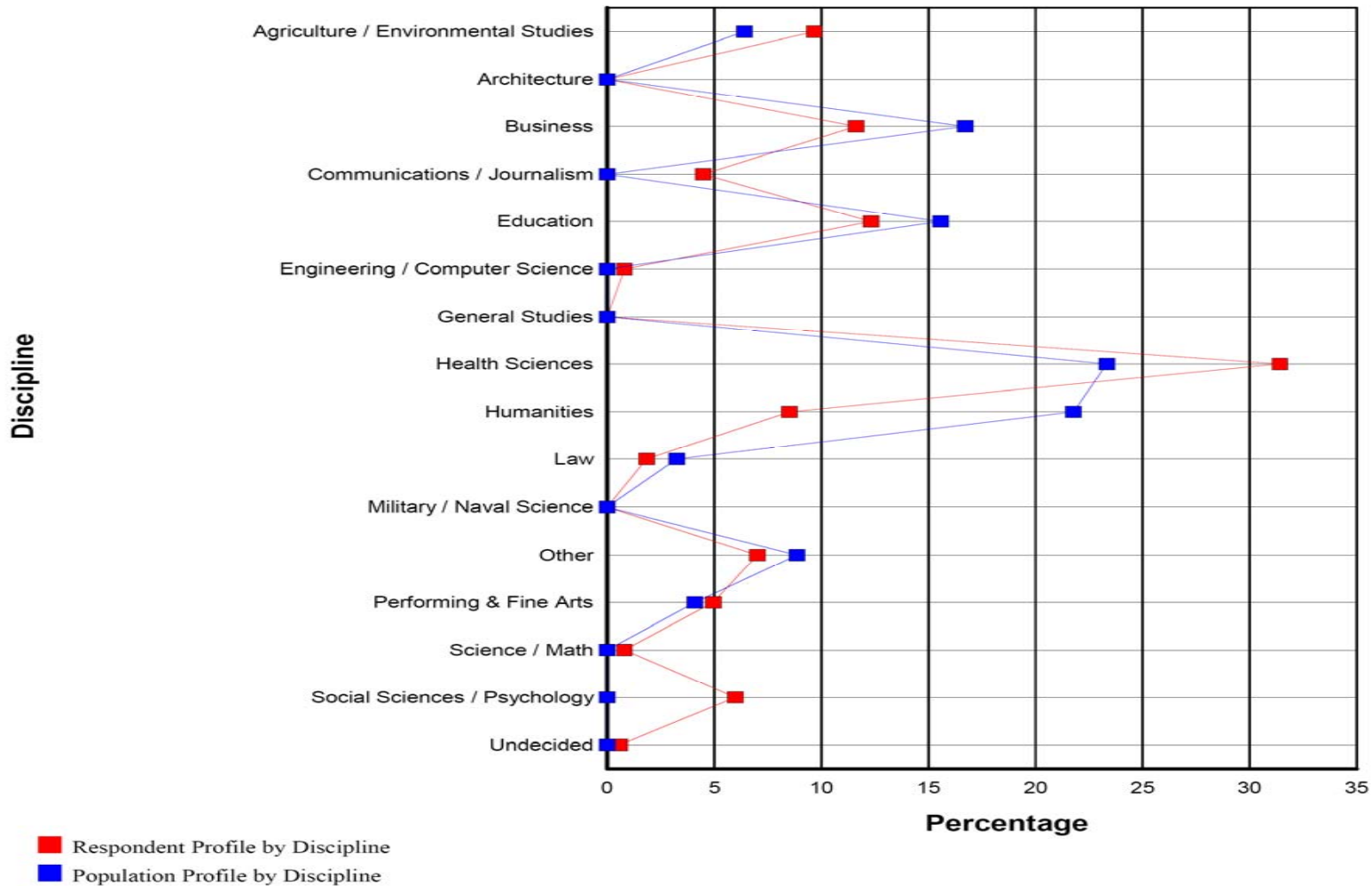
Display on Survey	LibQUAL+(TM) Disciplines	Alternate Term to Display
1) <input type="checkbox"/>	Agriculture / Environmental Studies	
2) <input type="checkbox"/>	Architecture	
3) <input checked="" type="checkbox"/>	Business	Business/ Commercial Law
4) <input checked="" type="checkbox"/>	Communications / Journalism	
5) <input checked="" type="checkbox"/>	Education	
6) <input checked="" type="checkbox"/>	Engineering / Computer Science	
7) <input checked="" type="checkbox"/>	General Studies	
8) <input checked="" type="checkbox"/>	Health Sciences	Health and Human Services
9) <input checked="" type="checkbox"/>	Humanities	
10) <input type="checkbox"/>	Law	
11) <input type="checkbox"/>	Military / Naval Science	
12) <input checked="" type="checkbox"/>	Other	
13) <input checked="" type="checkbox"/>	Performing & Fine Arts	
14) <input checked="" type="checkbox"/>	Science / Math	
15) <input checked="" type="checkbox"/>	Social Sciences / Psychology	
16) <input checked="" type="checkbox"/>	Undecided	

### Additional Disciplines:

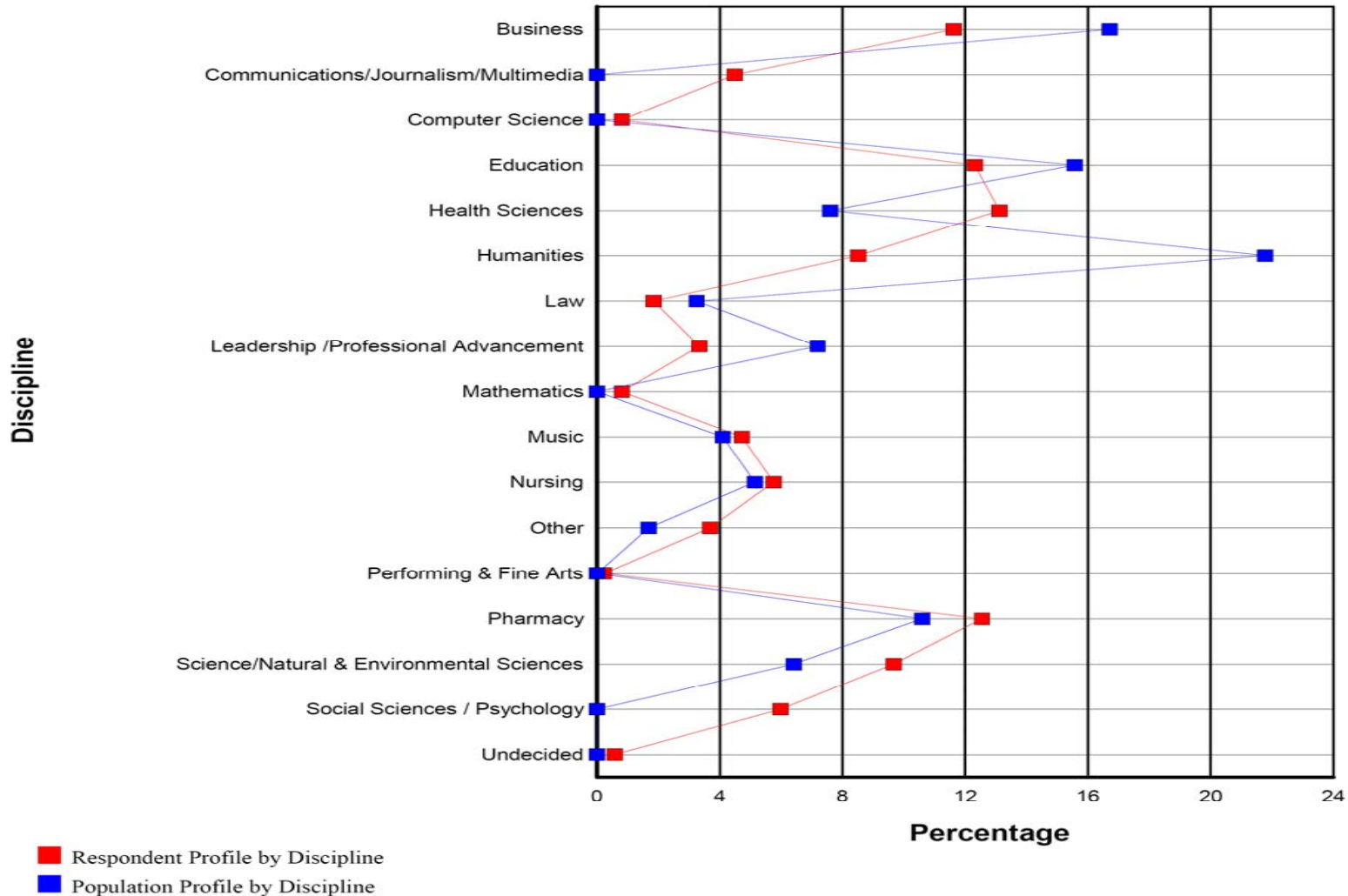
LibQUAL+(TM) Disciplines	Additional Discipline Terms (Optional)
1) Other	Aviation
2) Undecided	University Curriculum
3) Education	Counselor Education/ Counseling Psycho
4) Humanities	History



# Standard Disciplines: An Academic Library



# Customized Disciplines: An Academic Library





# Customization: Branch Libraries

The library you use most often.

**Library Branches:**

1) Main Library	11)
2) Fine Arts Library	12)
3) Health Sciences Library	13)
4) Public Library	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Save My Changes



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# Approving and Running Your Survey

# Previewing and Approving Your Survey



## Preview

- Complete at least one full run of your preview survey
- Test in different settings, using different platforms and Web browsers
- Get library staff involved in testing

## Approved

- Can no longer make changes
- Live survey URL will appear at the top of the “Manage Your Survey” page marked as Survey URL





# Distributing

- Once you have your URL you can send out invitations via email to complete the survey
- Can be done in own time
- Recommend you run Library staff training before your invitations go out if possible
  - Ideal way to capture Library Staff views





# Sending Reminders

- 3-5 reminders to sample populations
- Thank respondents who have completed the survey
- Boost up marketing efforts around campus
  - More fliers, table tents, ads in campus newspaper
  - Get professors and other staff involved
  - Increase number or types of incentives
- Examples of marketing and downloadable logos are available on the LibQUAL+® Web site.





# Reviewing Comments

- About one-half of users include comments on their survey
- Download via the Monitor Survey Progress page (Excel file or text file)
- <http://www.libqual.org/Manage/Results/Comments/index.cfm>





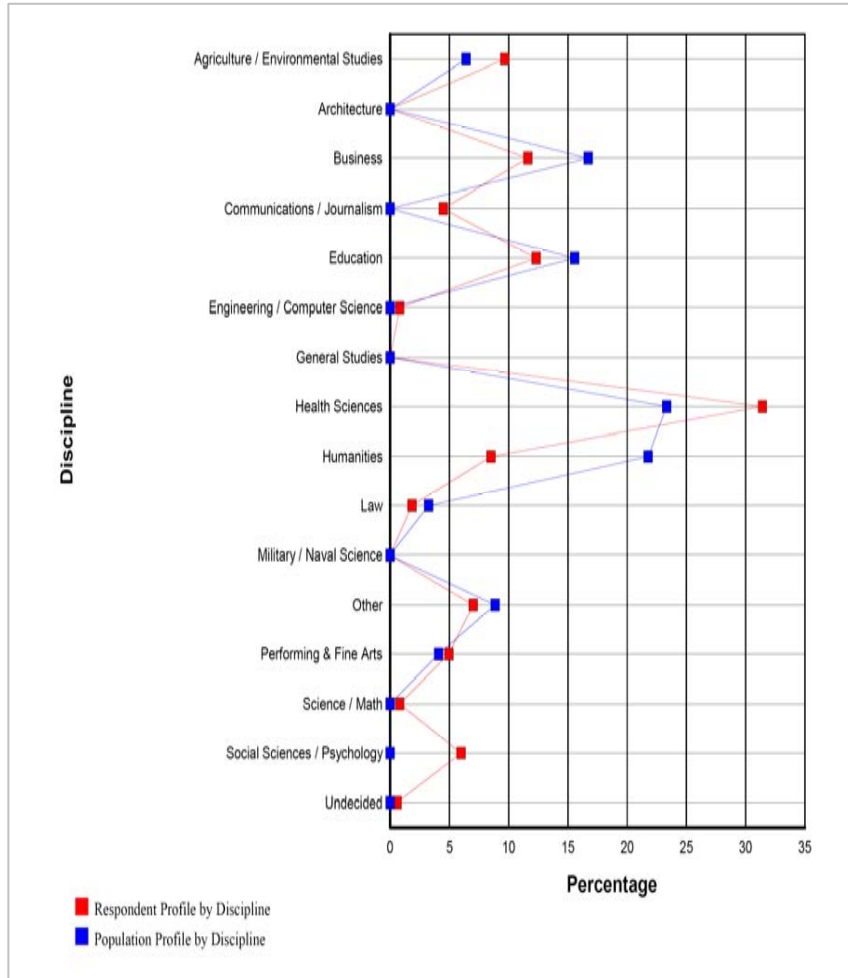
# Completing Your Representativeness Questionnaire

- Determines how your institutional profile compares to your survey data
- Requires the following information:
  - Number of individuals per user group
  - Number of individuals within each discipline
  - Number of males and females
  - Library Statistics
    - Volumes added during the year – Gross/Total
    - Total number of current serials received (including electronic serials)
    - Total library expenditures (in U.S. dollars)
    - Personnel – professional staff, full-time equivalent (FTE)
    - Personnel – support staff, full-time equivalent (FTE)
- Must be complete **BEFORE** closing survey

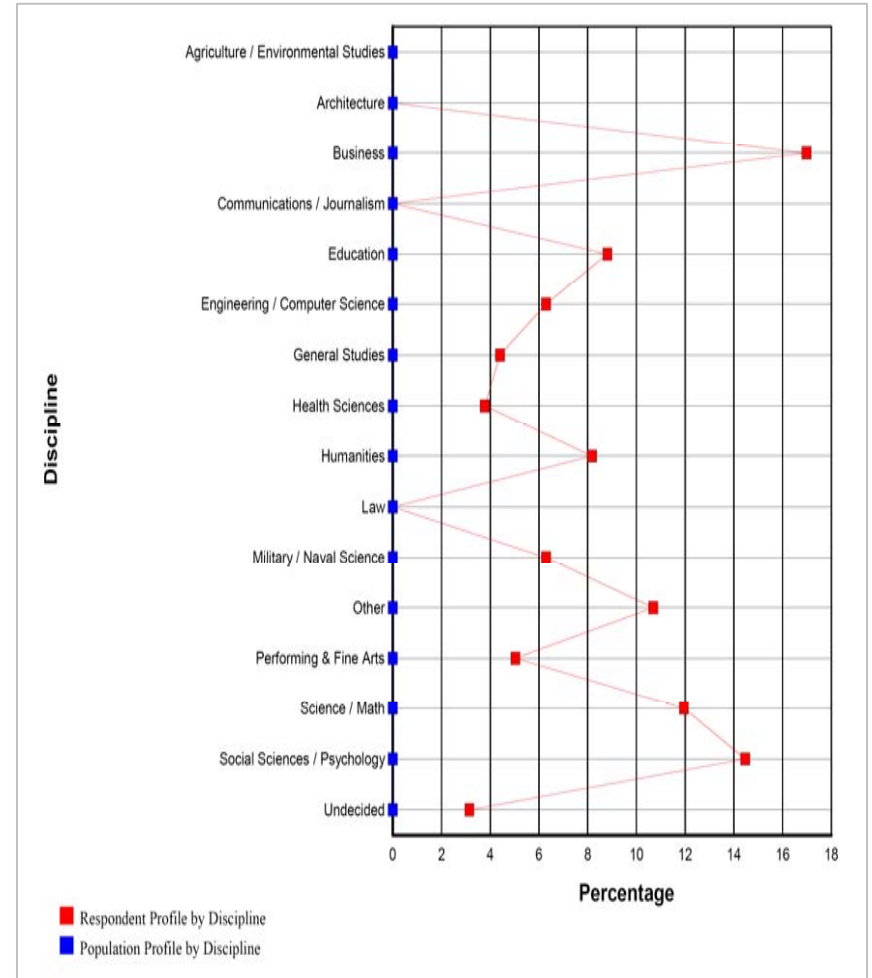




# Completing Your Representativeness Questionnaire



**Representativeness  
Completed**



**Representativeness  
NOT Completed**





# Closing Your Survey

- We recommend a survey run of a minimum of three weeks
- Once you close your survey:
  - Retrieve list of incentive winners
  - Fill out Post Hoc and Evaluation Questionnaires



# Completing Post Hoc and Evaluation Questionnaires



- Post Hoc Questionnaire
- Information about your survey
  - Sample size
  - Number of e-mails sent
  - Number of invalid e-mail addresses
  - Incentives offered
  - Marketing techniques
  - Etc.
- Evaluation Questionnaire
- Feedback about your LibQUAL+® experience
- All survey liaisons and assistants are encouraged to complete this questionnaire





# LibQUAL+® Management Center: Retrieving Survey Results

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- Survey Results Notebook (PDF)
  - Individual & Group Analyses
- Comments
  - About half of users provide comments
  - Download to a text or Excel file under Monitor Survey Progress (see Manage Your Survey)
- Excel data files
- SPSS (delivered 2-3 months after survey)
- Additional Services:
  - Customized Discipline Analysis
  - Library Branch Analysis
  - Other Customized Analyses (upon request)
  - Print Copies





# Summary

- Tasks for Institutional Contact:
  - Survey dates
  - Optional questions
  - Discipline mapping
  - Representativeness data
  - Marketing & distribution



**After the survey is closed**





# Making the Most of the Data

- Further data analysis is necessary to maximise the potential of your results
- Initial results will provide an overview of your service
- Detailed analysis allows further issues to be highlighted



# Quantitative Analysis: Excel Data

- Excel data files available on the LibQUAL+® Web site  
<http://www.libqual.org/Manage/Results/index.cfm>
- Use customized radar chart template to create custom analyses  
<http://www.libqual.org/Manage/Resources/SampleRadarChart/index.cfm>





# Analytics Tool

The screenshot shows the LibQUAL+ Analytics - Institution Explorer web application. The interface includes a top navigation bar with the LibQUAL+ logo and tagline "Charting Library Service Quality...". Below the navigation bar, there is a sidebar with links to News, About LibQUAL+, About the Survey, Publications, Events / Training, Procedures Manual, Register, Management Center, and Analytics. The main content area displays the "LibQUAL+™ Analytics - Institution Explorer" section, which provides a description of the tool and its capabilities. It includes a "Survey Year" dropdown menu set to 2007, an "Institution" dropdown menu set to Acadia University, a "User Groups" dropdown menu with options: Undergraduate, Graduate, Faculty, Library Staff, and Staff, and a "Disciplines" dropdown menu with options: Agriculture / Environmental Studies, Architecture, Business, Communications / Journalism, and Education. A "Calculate Statistics" button is located at the bottom of the main content area. On the right side, there is an "Info Box" for Selena Killick, SCONUL, with a "Logout" button. The footer contains copyright information for the Association of Research Libraries (ARL) and the website address www.libqual.org.

LibQUAL+(TM) Home > Analytics > LibQUAL+(TM) Analytics - Institution Explorer

Analytics Home Institution Explorer Longitudinal Analysis

## LibQUAL+™ Analytics - Institution Explorer

The Institution Explorer section (the basic level of the Interactive Statistics) provides the users with the ability to enter search criteria that will produce statistical data similar to the LibQUAL+™ notebooks. Users can search a survey year beginning in 2004 to current, by individual institution, single or multiple user group(s), and select from a number of disciplines.

Survey Year: 2007

Institution: Acadia University

User Groups:

- Undergraduate
- Graduate
- Faculty
- Library Staff
- Staff

Disciplines:

- Agriculture / Environmental Studies
- Architecture
- Business
- Communications / Journalism
- Education

Calculate Statistics

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Questions or comments? Send e-mail to [libqual@arl.org](mailto:libqual@arl.org).





# LibQUAL+® Resources

- LibQUAL+® Web site:  
<http://www.libqual.org>
- Publications:  
<http://www.libqual.org/publications>
- Events and Training:  
<http://www.libqual.org/events>
- Gap Theory/Radar Graph Introduction:  
<http://www.libqual.org/Information/Tools/libqualpresentation.cfm>
- LibQUAL+® Procedures Manual:  
<http://www.libqual.org/Publications/index.cfm>







# In Closing LibQUAL+®

- Focuses on success from the users' point of view (outcomes)
- Demonstrates that a web-based survey can handle large numbers; users are willing to fill it out; and survey can be executed quickly with minimal expense
- Requires limited local survey expertise and resources
- Analysis available at local, national and inter-institutional levels
- Offers opportunities for highlighting and improving your status within the institution
- Can help in securing funding for the Library





# What's in a word?

What makes a **quality**  
**library**?

“Quality much like beauty is in the eye of the beholder”



## What's in a "Library"?

*A word is not crystal, transparent and unchanged; it is the skin of a living thought, and may vary greatly in color and content according to the circumstances and time in which it is used.*

--Justice Oliver Wendell Holmes





# ARL Tools for Library Assessment

As a result of the work of the New Measures and Assessment Initiative (1999)...



**ARL Statistics™**

*Since 1907-08*



**LibQUAL+®**

*Since 2000*



**MINES for  
Libraries™**

*Since 2003*



**DigiQUAL®**

*Since 2003*



**ClimateQUAL™**

*Since 2007*



**ARL**

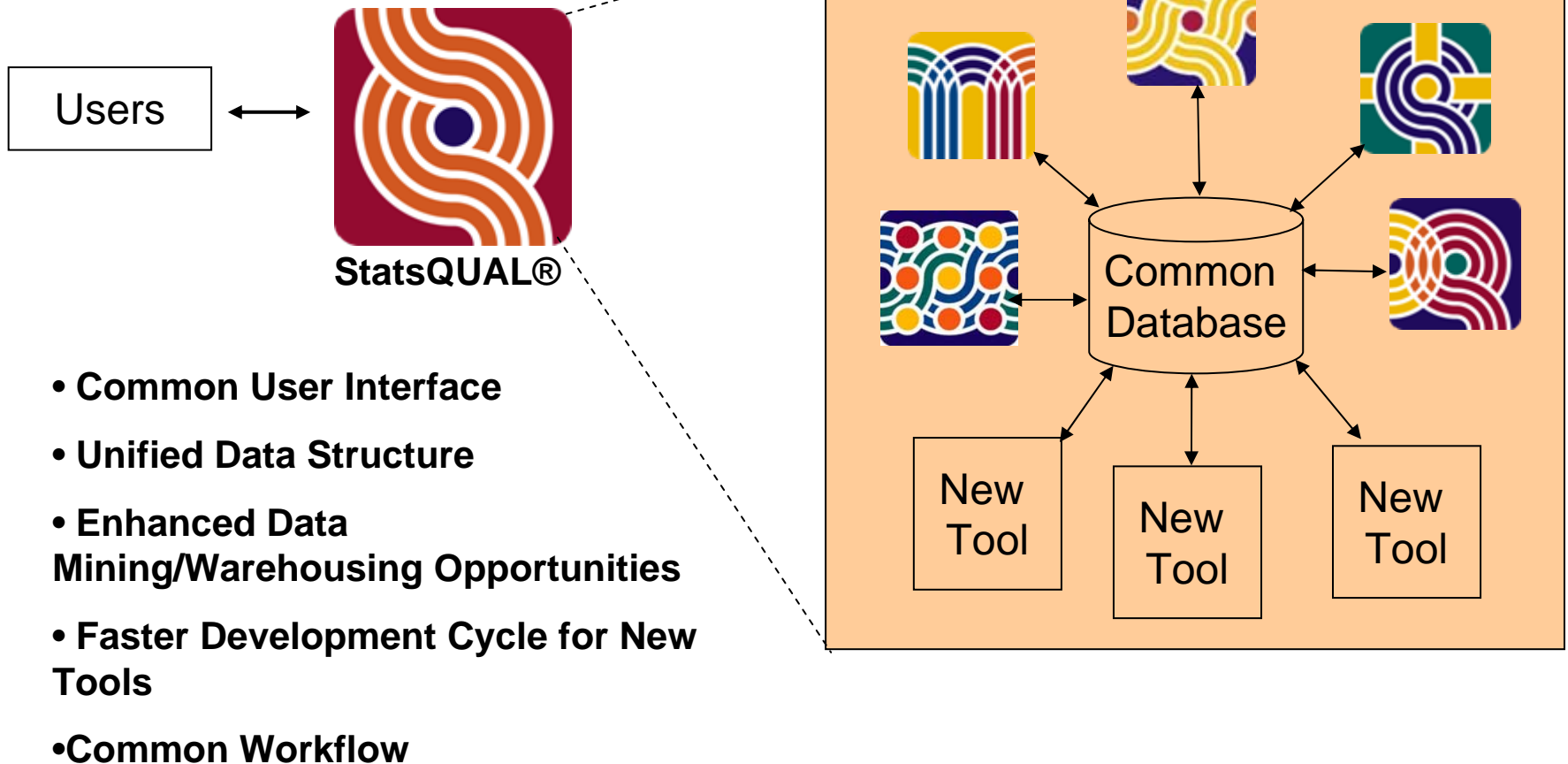
[www.libqual.org](http://www.libqual.org)

TEXAS A&M LIBRARIES



# ARL Tools for Library Assessment

As we look to the future...





# Thank you

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- **Martha Kyrillidou**

Director, Statistics and Service Quality  
Programs

[martha@arl.org](mailto:martha@arl.org)

[libqual@arl.org](mailto:libqual@arl.org)

