



Library Quality Assessment through LibQUAL+[®]

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Universal Values



LibQUAL+™ Premise

*“Il est plus nécessaire d'étudier
les hommes que les livres”*

—FRANÇOIS DE LA ROCHEFOUCAULD

SERVQUAL

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.



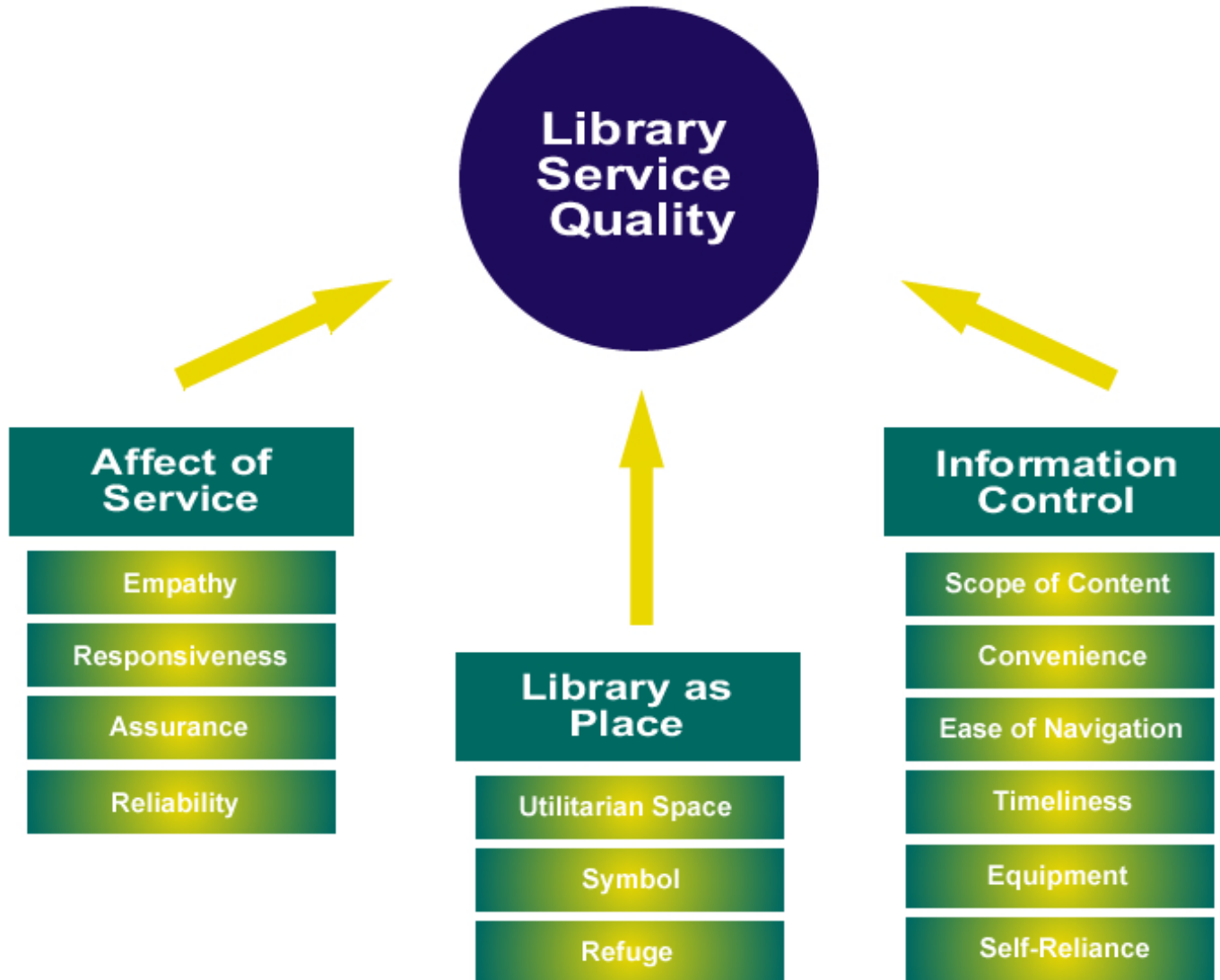
Multiple Methods of Listening to Customers

- Transactional surveys*
- Mystery shopping
- New, declining, and lost-customer surveys
- Focus group interviews
- Customer advisory panels
- Service reviews
- Customer complaint, comment, and inquiry capture
- Total market surveys*
- Employee field reporting
- Employee surveys
- Service operating data capture

Note. A. Parasuraman. The SERVQUAL Model: Its Evolution And Current Status. (2000).
Paper presented at ARL Symposium on Measuring Service Quality, Washington, D.C.

* *A SERVQUAL-type instrument is most suitable for these methods*

LibQUAL+® Dimensions: What do they measure?



Survey Structure: What We Ask Library Users

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

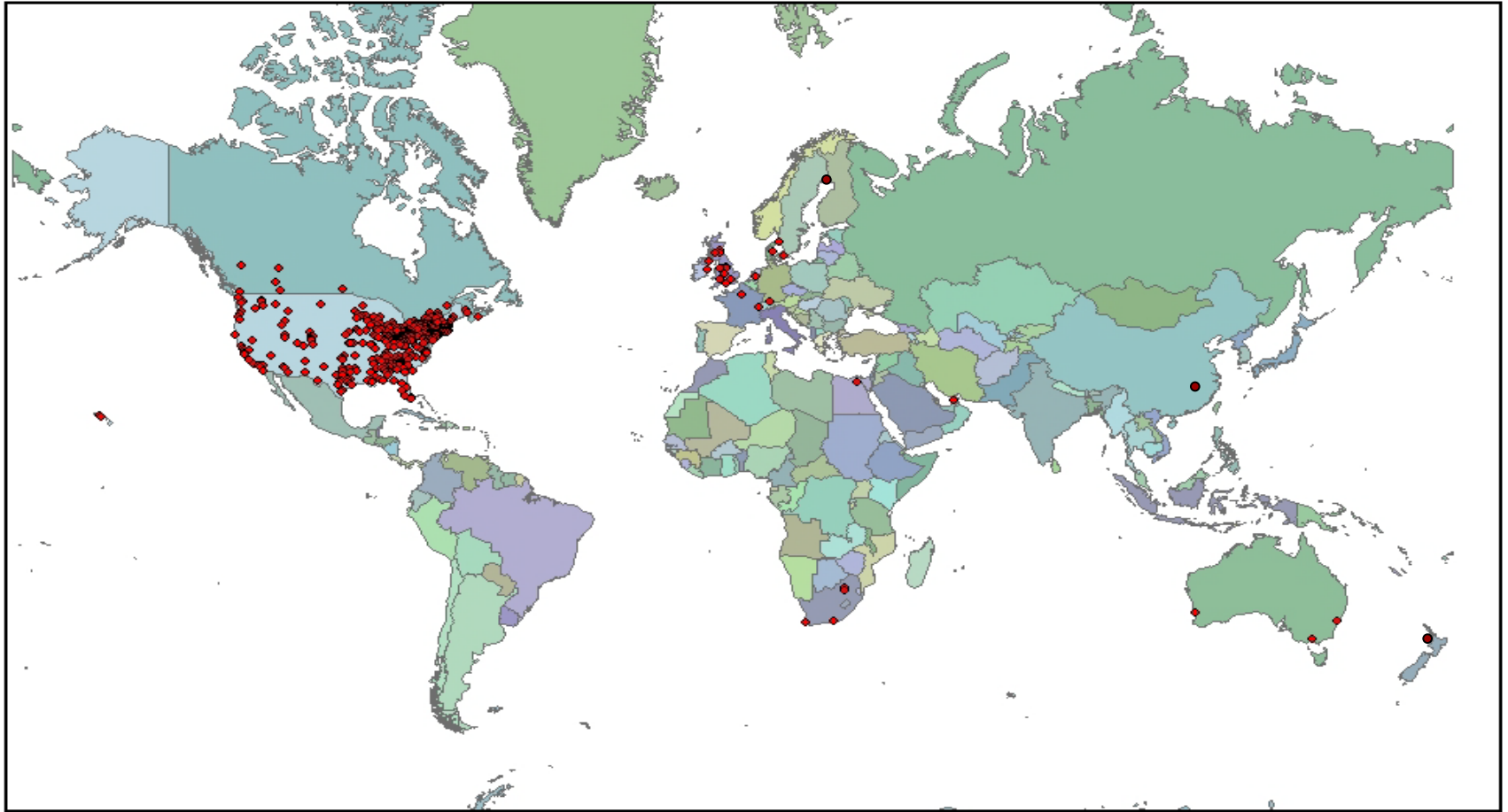
Desired -- the number that represents the level of service that *you personally want*

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		N/A																					
		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"/>
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"/>
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"/>
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"/>
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"/>
When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is																							

LibQUAL+®



Digital Assessment

In the 21st century world, the power of digital information to catalyze progress is limited only by the power of the human mind.

Data are not consumed by the ideas and innovations they spark but are an endless **fuel for creativity**.

*- Harnessing the power of digital data for science and society
(January 2009)*

Community

- **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



European Participation by Country

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
Belgium									3	3
Denmark					1		2		4	7
Finland							2		8	10
France					1		2	1	4	8
Ireland					1	1	2	1	1	6
Netherlands				1	1		5		1	8
Norway							2		4	6
Sweden					3	4	4	2	3	16
Switzerland					2		2		1	5
UK				20	17	16	33	21	18	125

Benefits of Using LibQUAL+®

- Standardization across institution types
- Benchmarking capabilities
- Streamlined processes through Web interface
- Alleviates costs and staff time associated with survey design and develop
- Can be used with other assessment tools (i.e., localized surveys)

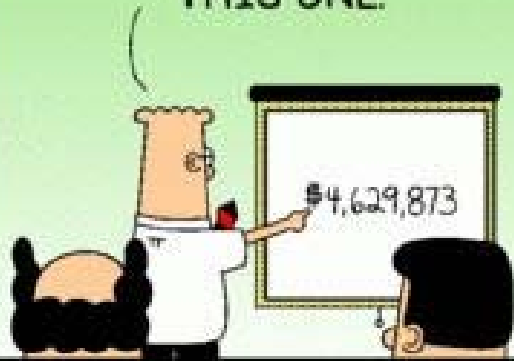
Results Notebooks

- 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.



**DO YOU
UNDERSTAND
YOUR RESULTS?**

I DIDN'T HAVE ANY
ACCURATE NUMBERS
SO I JUST MADE UP
THIS ONE.



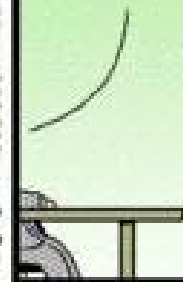
www.dilbert.com scottadams@aol.com

STUDIES HAVE SHOWN
THAT ACCURATE
NUMBERS AREN'T ANY
MORE USEFUL THAN THE
ONES YOU MAKE UP.

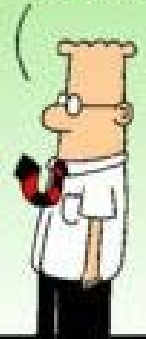


5-8-08 ©2008 Scott Adams, Inc./Dist. by UFS, Inc.

HOW
MANY
STUDIES
SHOWED
THAT?



EIGHTY-
SEVEN.

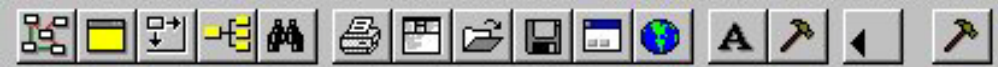


Qualitative Analysis: User Comments

- About one-half of users include comments on their surveys
- User Comments available on the LibQUAL+[®] Web site
 - Download comments in Excel or text file
- Skim the comments
- Conduct content analysis (e.g. ATLAS.ti)

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, and offer **specific suggestions for action**.



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 a
 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 bei
 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

Interpreting LibQUAL+® Service Quality Data

Three Interpretation Frameworks

Interpretation Framework #1

Benchmarking Against **Peer Institutions**

--*1,000,000 Users; 1,000 Institutions!*

NORMS! NORMS! NORMS!

Score Norms

- Norm Conversion Tables facilitate the interpretation of observed scores using norms created for a large and representative sample.
- LibQUAL+® norms have been created at both the **individual** and **institutional** level

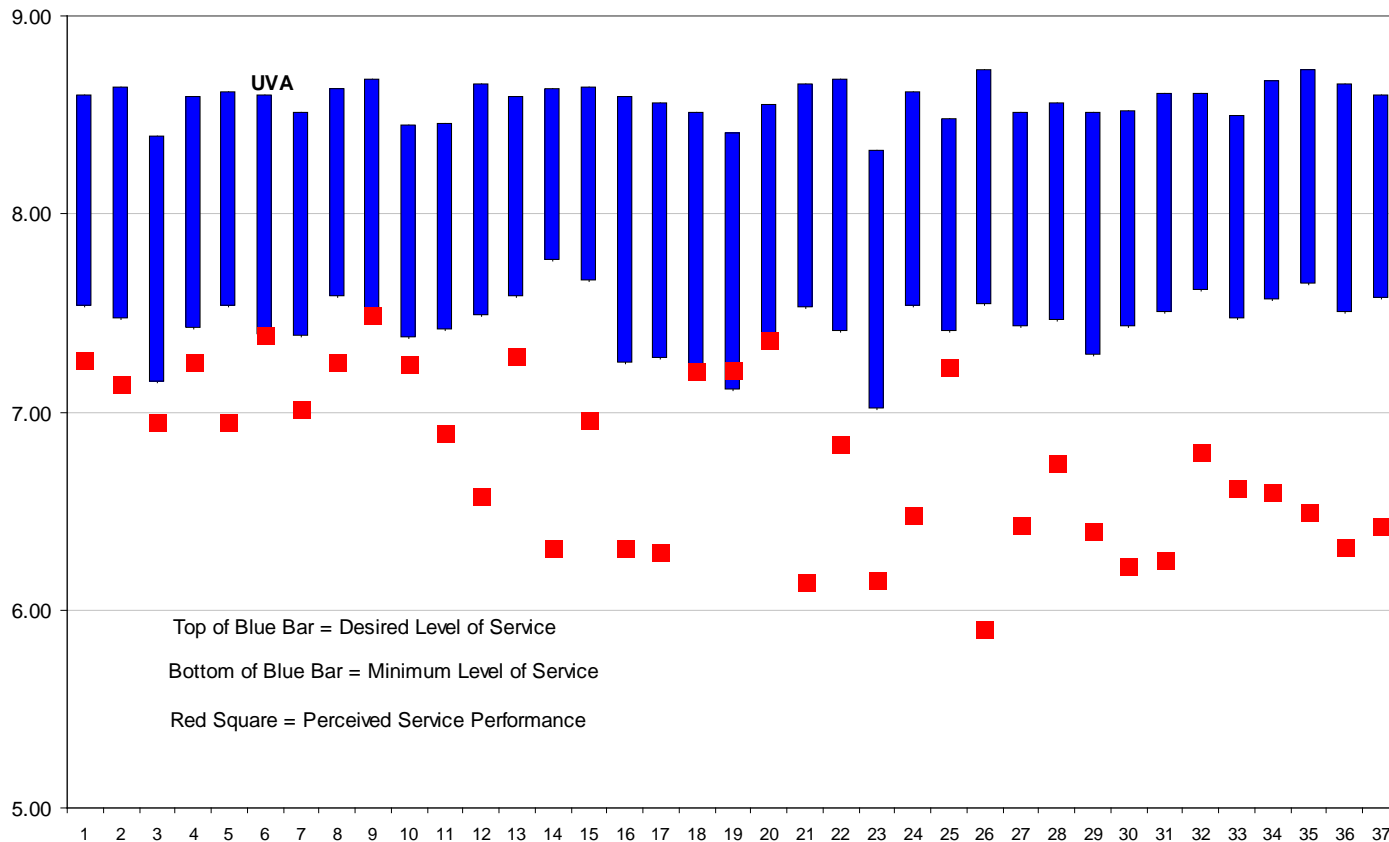
Institutional Norms for Perceived Means on 25 Core Questions

Percentile	Value	Percentile	Value	Percentile	Value
5.00	6.352	10.00	6.526	15.00	6.663
20.00	6.693	25.00	6.770	30.00	6.818
33.00	6.832	35.00	6.840	40.00	6.897
45.00	6.913	50.00	6.946	55.00	6.995
60.00	7.042	65.00	7.077	66.00	7.083
70.00	7.117	75.00	7.156	80.00	7.214
85.00	7.260	90.00	7.348	95.00	7.483
Valid cases	162	Missing cases	0		

Note: Thompson, B. LibQUAL+™ Spring 2002 Selected Norms, (2002).

Peer Comparison

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

Interpretation Framework #2

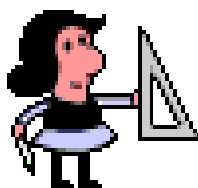
Benchmarking Against **Self**,
Longitudinally

“**Nobody** is more like me than me!”

--Anonymous

Longitudinal Analysis

Comparisons are powerful...
And four years of data ROCKS!



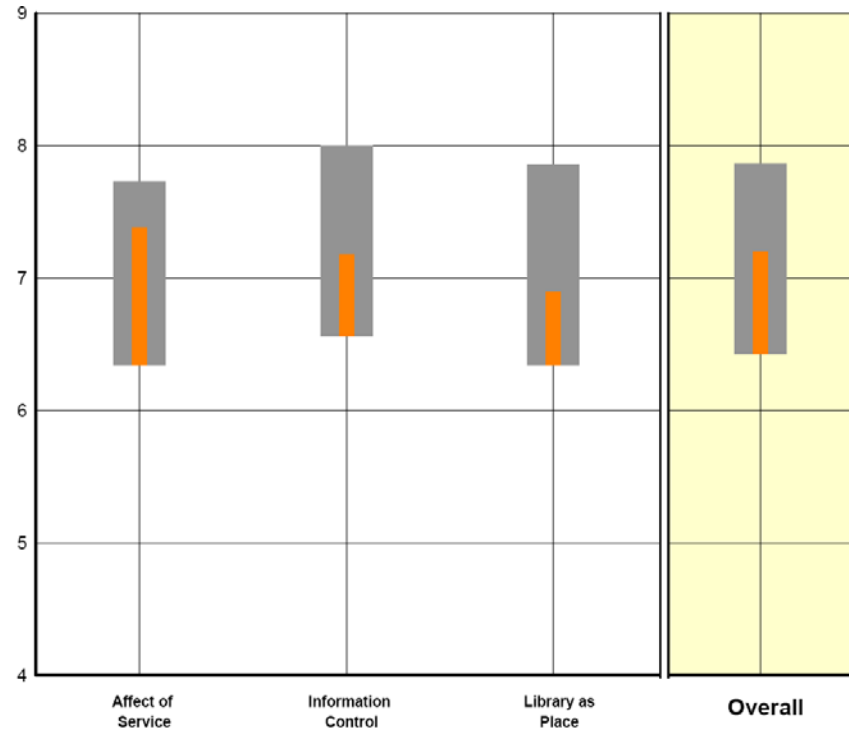
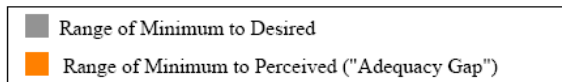
Dimensions ALL	2003	2004	2005	2006
<u>Minimum Mean</u>				
Affect of Service	6.85	6.64	6.51	6.89
Information Control	6.98	6.94	6.85	7.22
Library as Place	6.71	6.55	6.44	6.84
Personal Control	7.02			
Overall:	6.86	6.74	6.62	7.00
<u>Desired Mean</u>				
Affect of Service	8.2	8.08	8.04	8.01
Information Control	8.32	8.28	8.32	8.32
Library as Place	8.14	8	7.96	8.01
Personal Control	8.43			
Overall:	8.24	8.14	8.13	8.13
<u>Perceived Mean</u>				
Affect of Service	7.72	7.49	7.18	7.67
Information Control	7.29	7.48	7.35	7.72
Library as Place	7.65	7.4	7.39	7.79
Personal Control	7.69			
Overall:	7.59	7.47	7.29	7.73
<u>Adequacy Mean</u>				
Affect of Service	0.91	0.84	0.67	0.78

Interpretation Framework #3

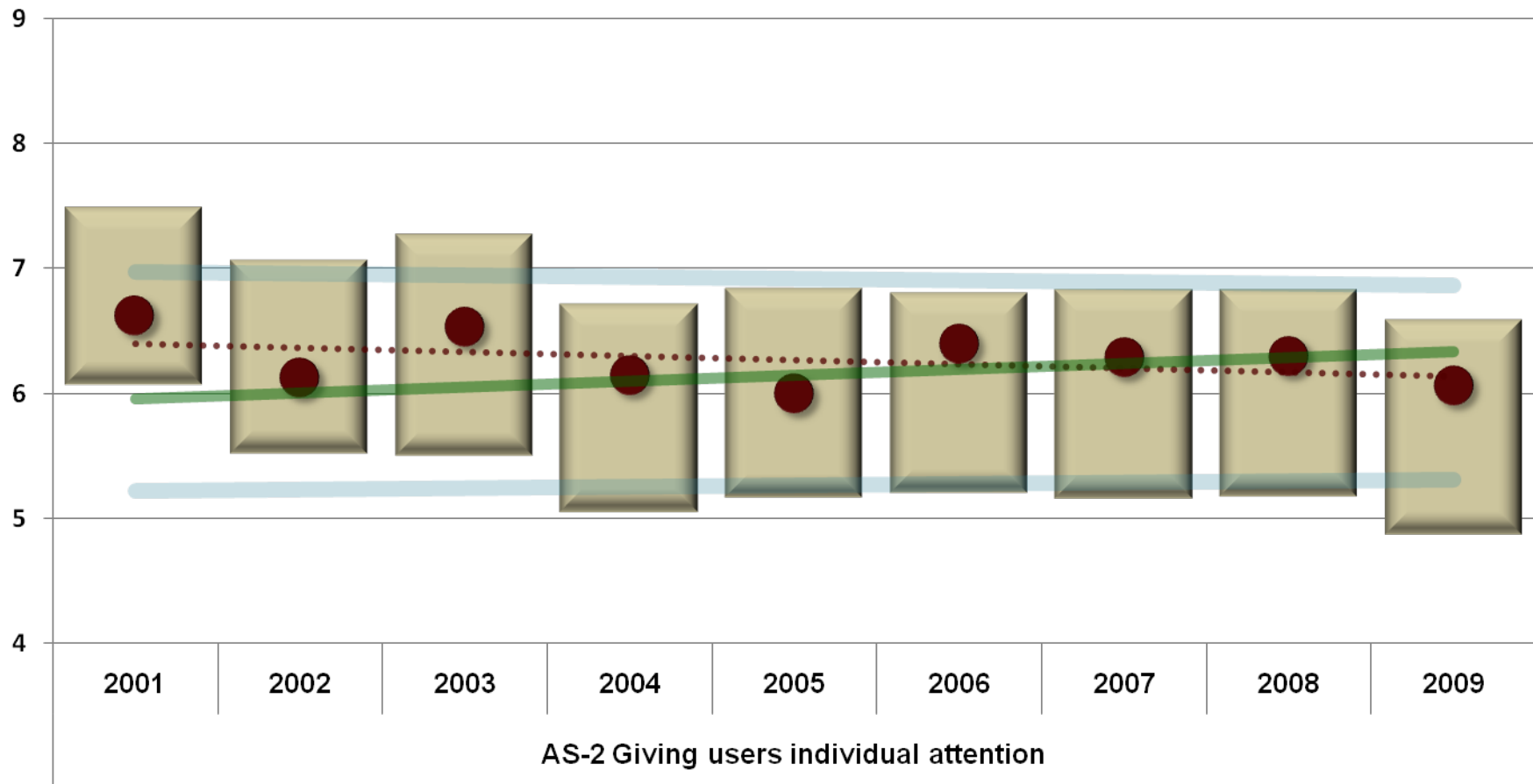
Interpreting **Perceived** Scores Against
Minimally-Acceptable and **Desired**
Service Levels (i.e., “**Zones of**
Tolerance”)

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



AS-2 Giving users individual attention

TAMU Undergraduate Minimum
 Linear (ARL Undergraduate Minimum)

● Texas A&M Undergraduate Perceived
 Linear (ARL Undergraduate Perceived)

..... Linear (Texas A&M Undergraduate Perceived)
 Linear (ARL Undergraduate Desired)

- Comparisons of Library Users Expectations and Perceptions Across North American, European, African, Asian and Australian Libraries

Expansion of LibQUAL+[®]: No. of Institutions by Country

Country	Survey					
	2003	2004	2005	2006	2007	2008
Australia		2	6	2	3	1
Bahamas						1
Belgium						2
Canada	9	9	15	11	71	8
Denmark		1 (EBSLG)		2		4
Egypt		1			1	
Finland				4 (EBSLG)		8
France		2 (EBSLG)		2	1	4
Hong Kong					11	
Ireland		1 (EBSLG)	1	2	1	1
Mexico					1	1
Netherlands	1	2 (EBSLG)		5		
New Zealand				1	3	1
Norway				2 (EBSLG)		4
South Africa			11	8	5	9
Sweden		7 (EBSLG)	4	2	2	3
Switzerland		2 (EBSLG)		2		
United Arab Emirates		1				1
United Kingdom	20	16	15	33	22	12
USA	278	160	195	222	162	93



Expansion of LibQUAL+[®]: No. of Institutions by Language

Language	Survey					
	2003	2004	2005	2006	2007	2008
Afrikaans			4	1		4
American English	285	172	206	236	217	102
British English	20	23	31	50	38	36
Chinese (Traditional)					4	
Danish				1		2
Dutch		1		2		
Finnish				1		2
French (Canada)	2	1	4		23	1
French (Europe)		1		1		5
German				1		
Norwegian				1		2
Spanish						1
Swedish		5	2	1	1	
Swedish (BE)				1		2
Welsh						1

Expansion of LibQUAL+®: No. of Users by Country

Country	Survey					
	2003	2004	2005	2006	2007	2008
Australia		3376	15300	3039	5467	530
Bahamas						122
Belgium						426
Canada	4698	5690	8645	8451	47388	5322
Denmark		377		1005		2372
Egypt		492			326	
Finland				2146		3805
France		401		338	577	6100
Hong Kong					14516	
Ireland		1772	913	703	1063	1040
Mexico					1086	777
Netherlands	735	368		1922		
New Zealand				306	5843	541
Norway				571		500
South Africa			9318	3509	3217	6442
Sweden		2508	1645	2345	1211	1024
Switzerland		1161		872		
United Arab Emirates		415				610
United Kingdom	11329	14858	16211	19608	17268	9405
USA	103441	74659	91104	119330	93731	61580

Perceptions by Country: Mean Scores

Country	Survey					
	2003	2004	2005	2006	2007	2008
Australia		6.51	6.78	6.82	6.86	6.88
Bahamas						6.43
Belgium						7.01
Canada	6.81	6.77	6.93	6.88	7.04	7.05
Denmark		6.38		6.48		6.57
Egypt		6.53			6.67	
Finland				6.82		6.84
France		6.73		6.73	5.95	6.13
Hong Kong					6.65	
Ireland		5.96	6.03	7.08	6.50	6.69
Mexico					7.50	7.69
Netherlands	6.66	6.66		6.68		
New Zealand				7.05	7.05	6.79
Norway				6.79		6.71
South Africa			6.68	6.40	6.34	6.86
Sweden		6.28	6.59	6.60	6.24	6.64
Switzerland		6.51		6.62		
United Arab Emirates		6.83				7.10
United Kingdom	6.59	6.44	6.58	6.71	6.76	6.66
USA	7.11	7.01	7.02	7.14	7.18	7.19

Perceptions by Country: Dimension Mean Scores 2004-08

	2004			2005			2006			2007			2008		
Country	AS	IC	LP	AS	IC	LP	AS	IC	LP	AS	IC	LP	AS	IC	LP
Australia	6.59	6.69	6.06	6.81	6.91	6.50	6.91	6.90	6.50	6.89	6.94	6.63	6.82	7.08	6.64
Bahamas													6.77	6.20	6.17
Belgium													7.38	6.70	6.75
Canada	6.93	6.87	6.29	7.09	6.99	6.50	7.07	6.92	6.44	7.20	7.08	6.68	7.22	7.10	6.64
Denmark	6.74	6.65	5.21				6.97	6.77	5.12				6.63	6.78	6.08
Egypt	6.63	6.63	6.18							6.89	6.70	6.25			
Finland							6.95	6.94	6.35				6.98	6.90	6.44
France	7.02	6.87	5.93				7.11	6.95	5.71	6.08	6.05	5.60	6.15	6.26	5.90
Hong Kong										6.58	6.71	6.65			
Ireland	6.20	6.10	5.34	6.26	6.22	5.33	7.46	6.97	6.50	6.76	6.52	5.96	6.70	6.74	6.55
Mexico										7.61	7.48	7.34	7.87	7.64	7.46
Netherlands	6.82	6.87	5.96				6.71	6.85	6.32						
New Zealand							7.14	7.10	6.75	7.12	7.16	6.74	7.04	6.88	6.07
Norway							7.03	6.72	6.44				7.01	6.67	6.22
South Africa				6.70	6.72	6.59	6.54	6.35	6.23	6.43	6.38	6.08	6.87	6.83	6.85
Sweden	6.69	6.13	5.66	6.86	6.68	5.94	6.71	6.66	6.31	6.49	6.25	5.75	6.93	6.71	6.02
Switzerland	6.76	6.77	5.65				6.83	7.03	5.59						
United Arab Emirates	7.06	6.88	6.34										7.16	7.16	6.92
United Kingdom	6.59	6.57	5.97	6.70	6.67	6.19	6.87	6.80	6.25	6.85	6.85	6.44	6.77	6.82	6.18
USA	7.08	7.04	6.80	7.08	7.06	6.81	7.21	7.17	6.94	7.22	7.20	7.05	7.23	7.23	7.01

Perceptions by Language: Dimension Mean Scores 2004-08

	2004			2005			2006			2007			2008		
Language	AS	IC	LP	AS	IC	LP	AS	IC	LP	AS	IC	LP	AS	IC	LP
Afrikaans				6.96	6.80	6.92	7.41	7.02	6.85				7.13	7.04	7.17
American English	7.07	7.02	6.76	7.08	7.06	6.79	7.20	7.15	6.91	7.21	7.16	6.94	7.24	7.23	6.99
British English	6.57	6.56	5.90	6.72	6.76	6.33	6.84	6.76	6.28	6.81	6.84	6.50	6.77	6.79	6.33
Chinese (Traditional)										6.53	6.71	6.66			
Danish							6.97	6.76	5.09				6.59	6.75	6.04
Dutch	6.86	6.84	5.89				6.67	6.84	6.29						
Finnish							7.01	6.96	6.41				7.27	7.09	6.55
French (Canada)	6.86	6.71	6.14	7.23	6.95	6.13				7.22	7.07	6.73	7.97	7.57	7.65
French (Europe)	7.16	7.01	6.06				7.16	6.97	5.77				6.17	6.27	5.92
German							6.83	7.03	5.58						
Norwegian							7.04	6.70	6.42				7.01	6.63	6.23
Spanish													7.87	7.64	7.46
Swedish	6.68	6.11	5.64	6.85	6.68	5.92	6.70	6.66	6.30	6.45	6.20	5.69			
Swedish (BE)							6.66	6.82	6.04				7.01	6.82	6.15
Welsh													7.45	7.15	6.67

Collective consciousness needs assessment

The emerging library user sees the need for a different kind of library – a **library** that serves as a source of information ready to be **accessed any time, from anywhere**, using modern technologies.

Thompson, Kyrillidou & Cook, “Library Users’ Service Desires” *Library Quarterly* (2008)

Assessment is now **a critical skill** for librarians.

Kyrillidou & Cook, “The evolution of measurement and evaluation of libraries: a perspective from the Association of Research Libraries” *Library Trends* (2008)

Assessment frameworks for information access

Assessment ... frameworks as they will be refined over the years to come are forming the basis of guiding our understanding of libraries in an environment where: books are morphed into bytes, graphic materials are morphed into kilobytes, audio files are morphed into megabytes, video files are morphed into petabytes, where ..users ...are transformed into avatars existing in another reality, a second life.

Digital Assessment

A few bits, well found, can drive a giant leap of creativity. The **power of a data set is amplified by ingenuity** through applications unimagined by the authors and distant from the original field.

*- Harnessing the power of digital data for science and society
(January 2009)*

A conversation to be continued ...

- Aug 17, 2009 Northumbria Conference in Florence, Italy
- 2010 IATUL Conference in Purdue
- Oct 25-27, 2010 Library Assessment Conference in Baltimore

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>