

2006 LibQUAL+ *Bibliographers* Report

for

Biology and Chemistry



University of Colorado at Boulder



**Assessment Committee**

<http://ucblibraries.colorado.edu/internal/assessment/index.htm>

## Introduction

The University Libraries Assessment Committee is providing these LibQUAL+ data tables to you as bibliographers responsible for the biology and chemistry collections. We hope that this information will be valuable to you in understanding users' expectations and perceptions of the collection. To put the data in context, we are providing it relative to the entire Libraries collection and the average for the Association of Research Libraries (ARL). This information is for informational purposes only. We do not intend to analyze the data, and will provide only cautionary notes to your own analysis of it.

## What this report analyzes

The data represented in this report are the mean desired, perceived and minimum ratings for information control questions, as well as their gaps. Information Control (IC) questions most closely correspond to a users' expectations and perceptions of a library's collection, and all the respondents including in the following data indicated their discipline was either "biology" (n=35) or "chemistry" (n=14). Therefore, as close as possible, this data represents users' expectations and perceptions of these collections. We combined these data as both collections reside in the Science Library, and our criteria for completing reports for response values of greater than 20 would have excluded chemistry. However, data on each of them is available on our website, or through contacting a member of the Committee. If you would like more information on some other notes on analysis please read "Guidelines to Analysis."

The data in the tables that follows are an aggregate of the following questions:

- IC-1 Making electronic resources accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed information
- IC-6 Easy-to-use access tools that allow me to find things on my own
- IC-7 Making information easily accessible for independent use
- IC-8 Print and/or electronic journal collections I require for my work

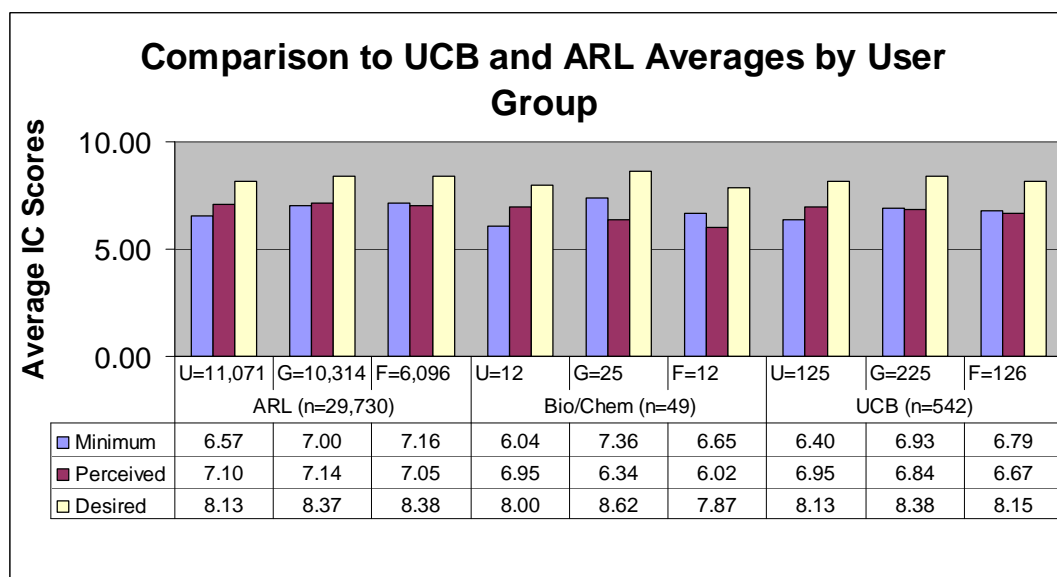
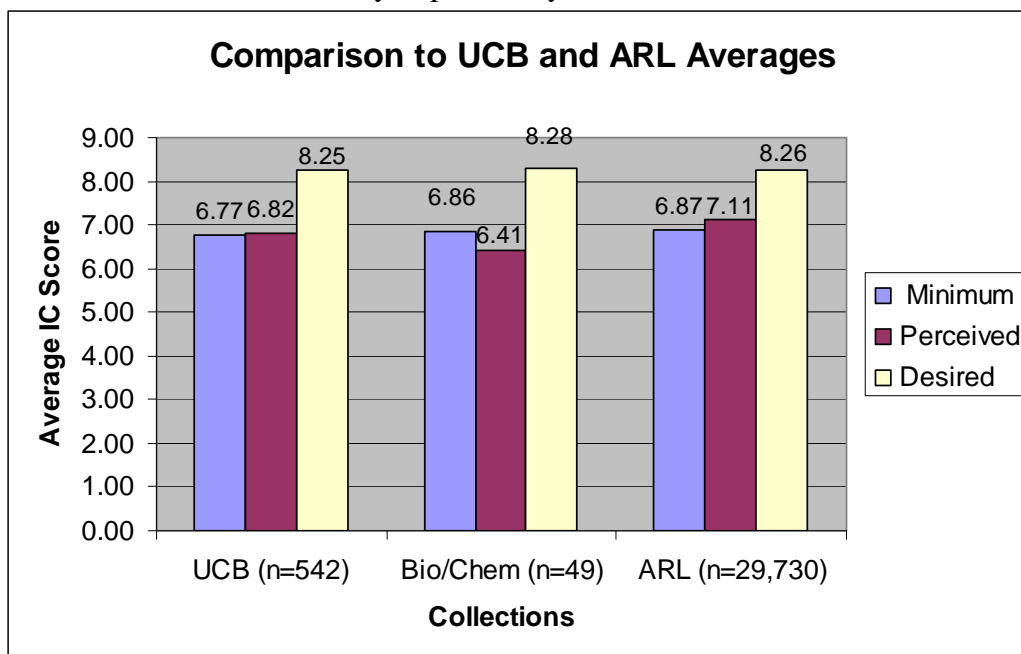
Obviously, not all of these services are directly under a bibliographer's control. Some of these services have more to do with reference or instruction, and it is not possible to determine what the respondent is rating in many of these statements (e.g. what website is being considered in response to IC-2?). But the Committee feels an overall picture of how users' perceive the Libraries' ability to collect, organize, and provide access to a specific collection is a valuable place for a bibliographer to begin analyzing LibQUAL+'s data.

## LibQUAL+ Results

LibQUAL+ data allows you to analyze users' perceptions of service *relative to their expectations of it*. In three broad areas of library service—information control, library as

place, and affect of service—respondents are asked to rate the **minimum**, **perceived**, and **desired** levels of service on a scale of 1-9.

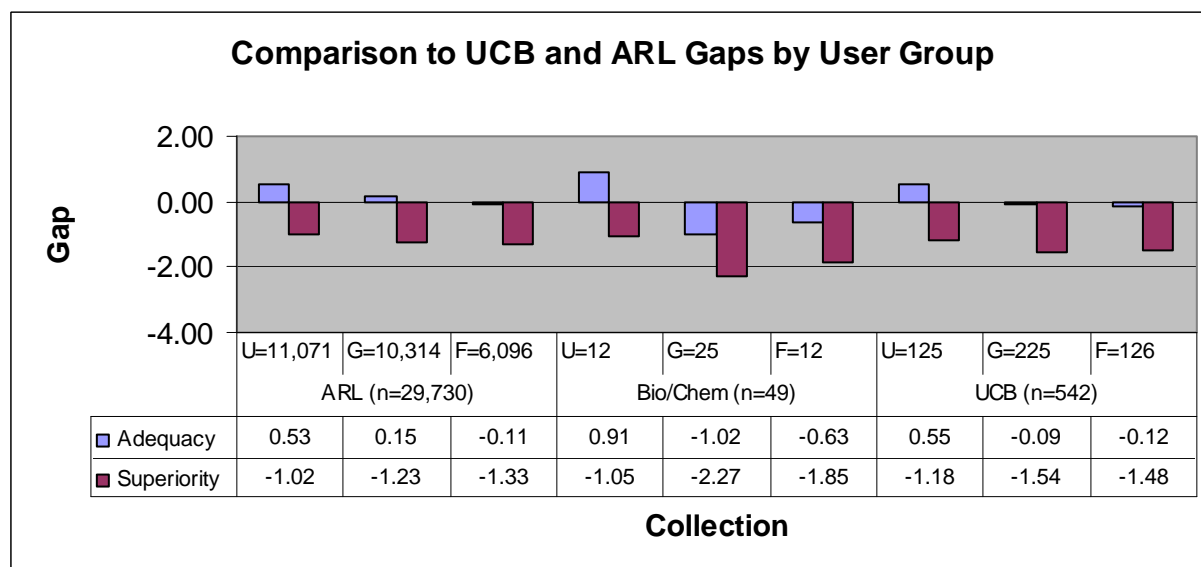
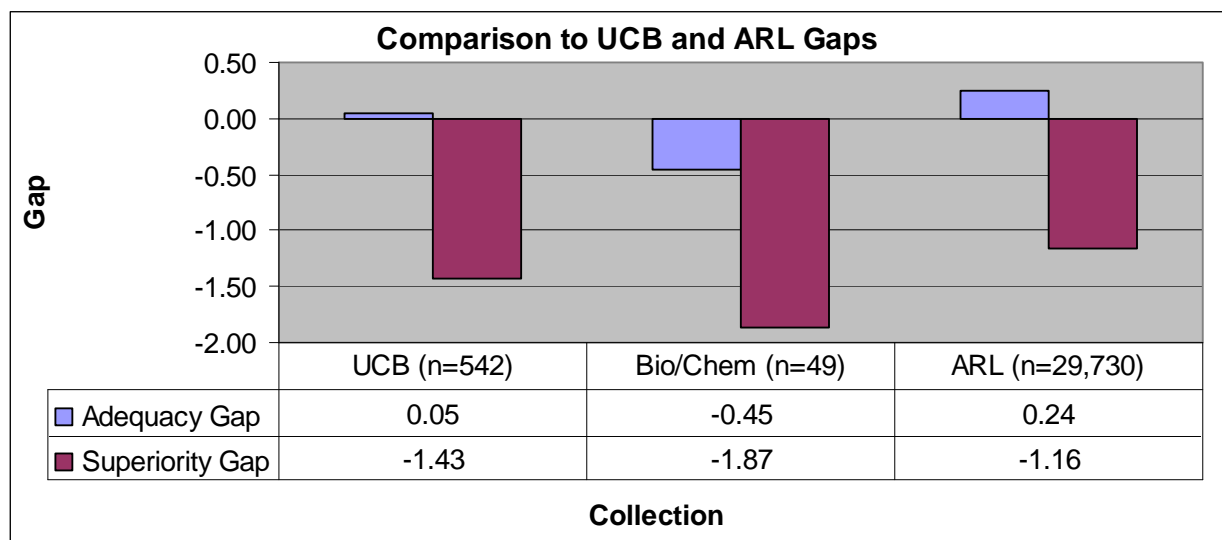
**Minimum** is defined on the survey as “the number that represents the minimum level of service you would find acceptable.” **Perceived** is defined as “the number that represents the level of service that you believe the library currently provides.” **Desired** is defined as “the number of the service that you personally want.”



Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty. Scale is 1-9.

The “gaps” between the ratings allow you to see how far from adequate users perceive the service, and also how far from desirable. In other words, the difference between minimum and perceived, the “**adequacy gap**,” is how adequate or inadequate the service is rated; and the difference between perceived and desired, the “**superiority gap**,” is how far from

optimal levels of service users expect. The larger (on the positive side) the gap number, the better. In other words, a score of .5 is better than a score of -1.5.

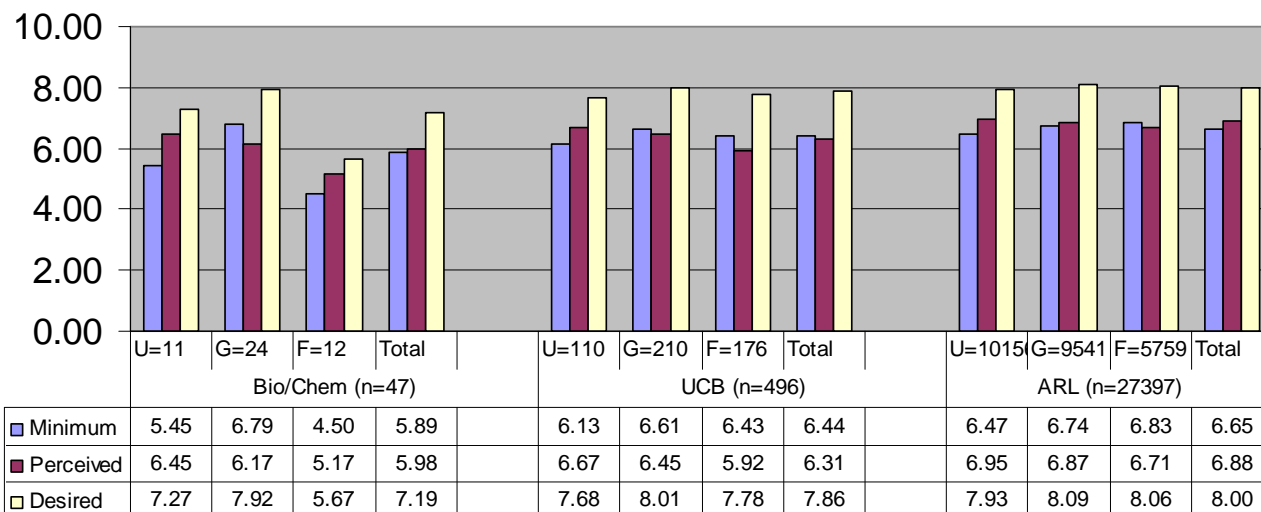


**Note:** U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

Here is a non-library example to help you understand these numbers: Imagine you go to a restaurant and order a taco. You expect at the very least to receive a taco (this is your **minimum** score). Now you would really like to have a good taco, one with all your favorite toppings (this is your **desired** score). The taco that comes to the table has sour cream; your opinion of the taco before you is the **perceived** score. Now I like my tacos without sour cream, so I will perceive that my taco is less **adequate**, whereas you may be fond of sour cream and so view such a taco as **superior**. This example highlights one of the important features to keep in mind when examining this data: this is an examination of user's expectations and those can differ greatly from person to person. See the "Guidelines to Analysis" section for more issues to consider when examining LibQUAL+ data.

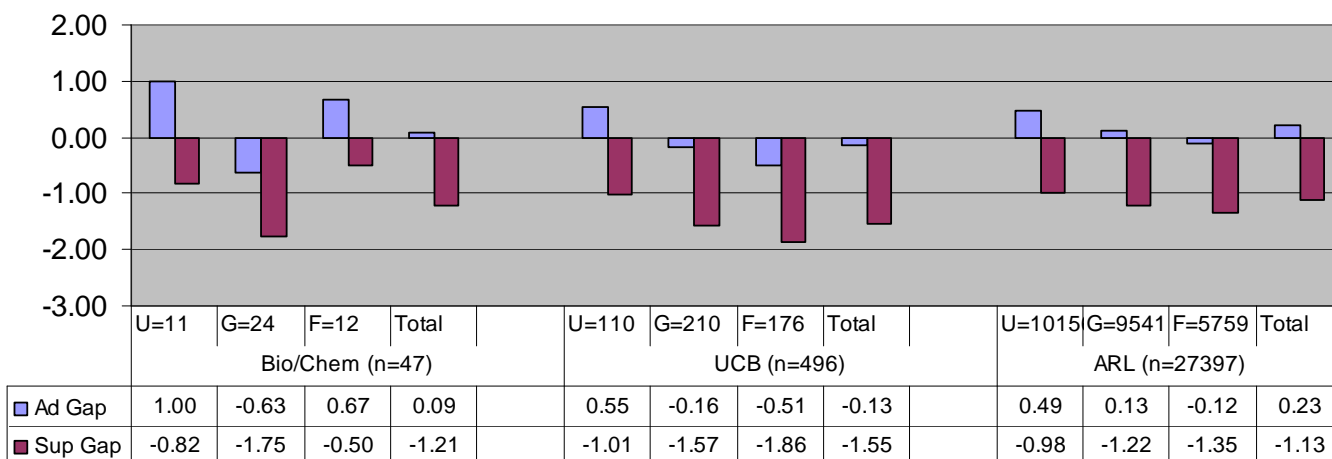
The following two charts look simply at question IC-3 “The printed library materials I need for my work.” The variables retain the same definitions used above.

### Printed Library Materials Needed for Work By User Group (Scores)



Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty. Scale is 1-9.

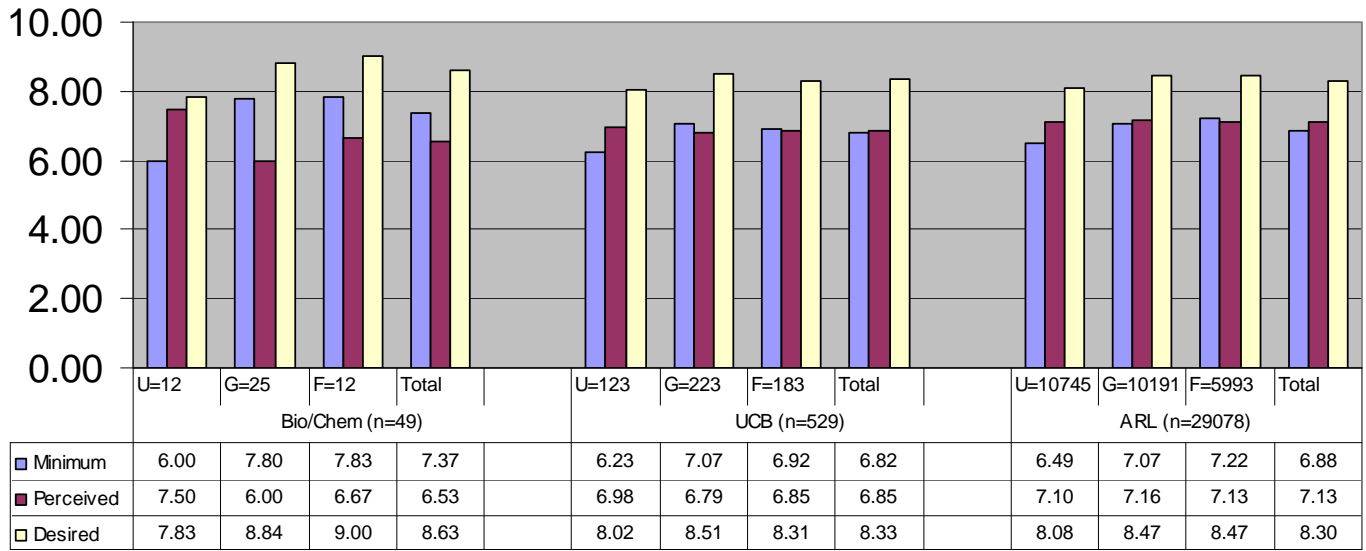
### Printed Materials Needed for Work by User Group (Gaps)



Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

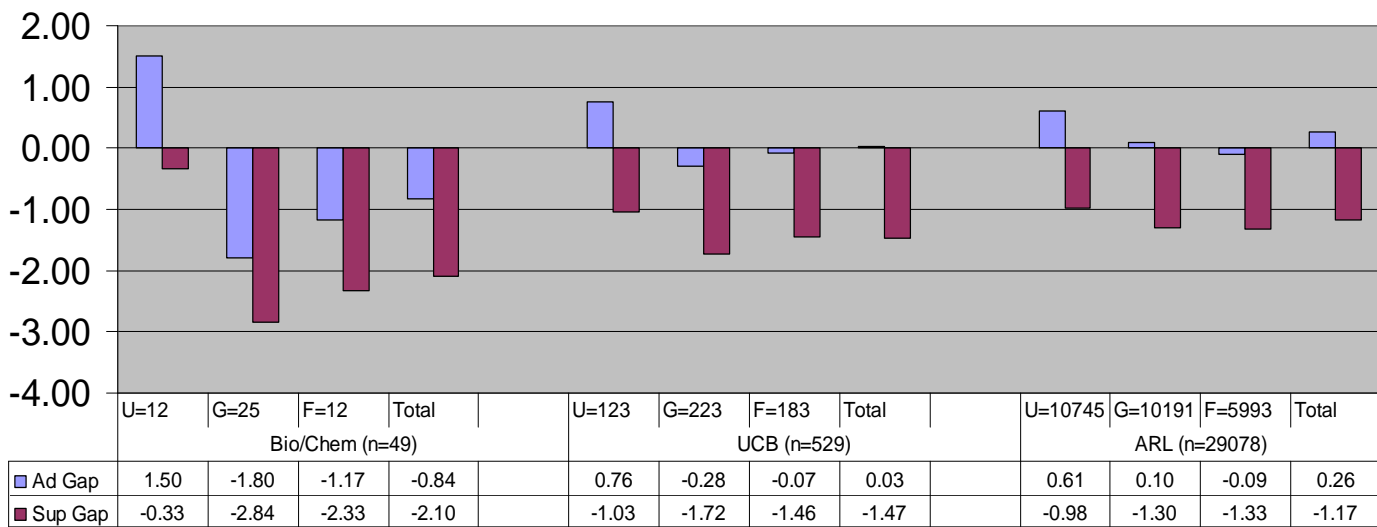
These are the charts looking simply at question IC-4 “The electronic information resources I need.” As mentioned before, if there are additional questions you would like for analysis, please do not hesitate to contact a member of the assessment committee.

## Electronic Resources Needed for Work by User Group (Scores)



**Note:** U is the number of Undergraduates, G is Graduate Students, and F is Faculty. Scale is 1-9.

## Electronic Resources Needed for Work by User Group (Gaps)



## Guidelines to Analysis

**Please remember that this data is not an evaluation of the biology and chemistry collections and by no means is it an evaluation of your performance as a bibliographer. It is at best a summary of respondents' expectations and perceptions of that collection.** The Committee feels this is a very important note to LibQUAL+ analysis, especially in regards to IC. In most cases, a comparison of UCB collection to peer collections is very favorable to UCB. This data allows you to see your users' expectations of the collection, and how well the collection meets those expectations.

It is also important to note that there are three issues that could influence how respondents' perceive collections: awareness, discovery, and the resources themselves. Whether or not a user is aware of a resource, and whether or not they can discover the resource through access systems, impacts their perception of the resource. A bibliographer, then, must keep in mind promotion, access tools, in addition to collection-building itself when considering the analysis of LibQUAL+ data.

It is also important to note when looking at gap figures to remember that the scale is 1 to 9. Therefore if the mean number under desired is close to 9 (as several of the figures in this report are), this means the user desires a perfect collection, which may never be possible.

## Comments

LibQUAL+ 2006 also provided respondents an opportunity to provide comments. The following responses are from respondents who indicated their discipline was either "biology" or "chemistry." However, it is not always possible to determine what collection or service is being considered.

### **Undergraduates:**

#### *Biology:*

There needs to be more private and individual places to study. I really liked those small individual tables you had last year in places like GovPubs, etc.

Overall, I am satisfied with the library services.

#### *Chemistry:*

It would be convenient if some power strips were attached to the legs of study tables so that during heavy study times i wouldn't have to go hunting for a place to plug in my laptop which i use for many of my hw assignments and all of my studying. In addition adding simple tools to the computers in norlin such as MS Office Would allow for a little more

versatility. In addition I would be spared the effort of having to carry my laptop to the library if remote desktop were allowed on the machines there. I realize that there are certain security issues there but it really would make life a lot easier and unless the student is fairly computer savvy they won't even know what remote desktop is. Therefore only the students that are well versed in maintaining their computers would ever use it.

### **Graduates:**

#### *Biology:*

We need to add electronic journals, not get rid of any more.

Easier Access to Websites/Journals off-campus would be fabulous.

For Christ's sake put some staplers next to the photocopiers!

I don't use the library very much, so my answers are rather incomplete. I would like to see a more up-to-date and complete book selection in my field (I realize that there are monetary constraints).

The most vexing problem at Norlin is the large number of volumes that are supposedly in the library, but not where they're supposed to be (which I've heard from many people, and confirmed with volumes I've looked for on multiple occasions).

I believe the library staff are courteous, disciplined and genuinely try to help everyone they can. I feel the biggest weakness in the library is the availability of online peer-reviewed journals. I understand that it is difficult to get very old journal collections, but if I read an abstract online of a paper that came out within the last few years I should be able to have access to that PDF. An example of a popular journal we do not currently have a subscription to is evolution and development.

The full-time service in the library (the librarians, etc.) is fabulous. All librarians I've talked to have been specialists in their field of information and have understood the needs of the university well. They communicate with users well, and are very helpful. Part-time service in lower-level jobs is subpar--students working in the library often misplace books and make other clerical errors, and once a mistake is made, they have difficulty fixing it. They seem undertrained, under-supported, and reluctant to ask for help.

In general, libraries at CU are underfunded. In my four years here, journal subscriptions have been cut several times. All of the facilities are in need

of renovations to make finding print items more user-friendly. All of the facilities need more storage space and more employees. In general, however, I feel that the library staff uses money more efficiently than any other organization on campus. They ask departments before canceling subscriptions when it becomes necessary. They have moved to making many things available only electronically rather than in print and electronic forms. Both of these actions save money but reduce impact on academics. I greatly appreciate the library staff, but I don't see how the libraries can be much improved without more funding. (The only other note is that I would prefer longer hours, particularly on weekends)

There should be direct links from the research journal search engines to the actual research articles. none of this hunt and search bull xxxx! Give me one click access!

The only real problem with the library (and it's a big problem) is that accessing the library web resources from off campus (necessary to access electronic journals which are essential to my research) is unreliable - causes computers to crash quite often.

Too many undergraduate employees that cannot answer even simple questions, and not enough trained staff around for help in the evenings and on weekends when I have time to use the library

The process you have for finding Articles and More is absurd. Looking up resources by their first letter is stupid enough but then to have the resources arbitrarily listed under specious categories like agriculture and history is even worse. Who were these assigned by? Try creating headings that are useful like humanities and then bridging logically from there

*Chemistry:*

The one thing that would improve the library the most for me is if the electronic journals went back farther in time. The ability to grab a pdf off the web and print it or read it on the computer is extremely beneficial. I know that Journals such as the Journal of Aerosol Science goes back farther than the library has access to.

I've had excellent and efficient service and help from the science librarians, but they are sometimes hard to find. I wish online access to journals was better or that the library had more of them on the premises. I often have to wait a week for stuff to come from PASCAL (despite promises that things should get here more quickly)

Very often I encounter that I do not have access to journal articles that are available online, but at a date prior to the libraries on-line subscriptions. This is very inconvenient to have to go to the library and find the article for photocopying, also this journals may be located off-site, which is an additional inconvenience. The library could make more of an effort to stay up-to-date on the purchasing of books in the fields of physical chemistry, biophysics, and chemical physics.

Suscribe to more electronic versions of journals including archives issues. I would like to actually never have to step foot in the library itself.

The only thing I wish the library/university provided was electronic access to the Science Direct articles that are older than 1997.

### **Faculty:**

#### *Biology:*

You guys do a very good job with limited resources

the policy of subscribing to print or electronic versions of journals based on what is cheaper is dumb, dumb, dumb. we should go all electronic.

My use of teh "library" is restricted to access to electronic journals. In this sense, I wish more journals were carried in electronic format with access to old issues as well (retro-digitized issues)

I would like to have more training available in resources that I may not even know exist. Also more access to new journals not currently having electronic access at CU.

I would like to have online access to more journals in my discipline, but don't need access to hardcopies in the library

Library buildings are lovely to look at, but are generally anachronisms. I would far prefer budget redirected toward improved on-line resources especially expanded access to on-line journals and collections.

The key for my needs is stellar access to journals on-line. Your collection is pretty good, but there are some glaring holes, ie: incomplete access to Nature and Cell journals!!

#### *Chemistry:*

Please subscribe to JSTOR for the rest of the journals (esp. Science and PNAS). Also, selection of journals in bioinformatics/computational biology, incl. electronic resources, is lacking. >From a research perspective, what we need is access to lots of resources electronically; if we never had to visit the physical building, it would be excellent.

I use electronic library resources extensively. These electronic resources have changed how I do my literature research. Web of Science is priceless. Having access to Web of Science and the journals electronically from home is extremely efficient and valuable.

Keep increasing electronic access to information.

### **What can be done with this data?**

LibQUAL+ data is best considered as an indicator of what further assessment might be done. If you feel any aspects of the report are problematic, you might consider conducting specific surveys, conversing with constituents, or reviewing some practices that pertain to those aspects. If you feel aspects are particularly positive, you might consider using the data as promotional material. Either way, communicating these results back to the users could create a valuable dialogue. The data may confirm your anecdotal beliefs, or it may lead you to new realizations of your users.

On the other hand, you might do nothing with it. LibQUAL+ data will increase in value over time, and future reports may bring more actionable data to light.

If you have any questions regarding LibQUAL+ whatsoever, please do not hesitate to contact a member of the Assessment Committee.

### **Resources**

#### **Assessment Committee**

*Website:* <http://ucblibraries.colorado.edu/internal/assessment/index.htm>

*Members:* Brice Austin, John Culshaw (Ex-officio), Deborah Fink (Co-Chair, Ex-officio), Jennifer Gerke, Matthew Hamilton, Lindsay Steussy, Jack Maness (Co-Chair), Scott Seaman, Heather Wicht.

### **Selected Bibliography:**

Cook, C. (Guest Ed.). (2002b). Library decision-makers speak to their uses of their LibQUAL+™ data: Some LibQUAL+™ case studies. *Performance Measurement and Metrics*, 3.

- Cook, C., Heath, F. & Thompson, B. (2002). Score norms for improving library service quality: A LibQUAL+™ study. *portal: Libraries and the Academy*, 2, 13-26.
- Cook, C., Heath, F. & Thompson, B. (2003). "Zones of tolerance" in perceptions of library service quality: A LibQUAL+™ study. *portal: Libraries and the Academy*, 3, 113-123.
- Edgar, W. B. Questioning LibQUAL+: Expanding its Assessment of Academic Library Effectiveness. *Portal/v.* 6 no. 4 (October 2006) p. 445-65
- Feather, J. [Libraries act on their LibQUAL+ findings]. *Education for Information v.* 23 no. 4 (December 2005) p. 264-6
- Heath, F., Kyrillidou, M. & Askew, C.A. (Guest Eds.). (2004). Libraries report on their LibQUAL+™ findings: From Data to Action. *Journal of Library Administration* (40) 3/4 (2004).
- Heinrichs, J. H., et. al., Relative Influence of the LibQUAL+ Dimensions on Satisfaction: A Subgroup Analysis. *College & Research Libraries v.* 66 no. 3 (May 2005) p. 248-65.
- Jankowska, M. A., et. al., Improving Library Service Quality to Graduate Students: LibQUAL+ Survey Results in a Practical Setting. *Portal/v.* 6 no. 1 (January 2006) p. 59-77.
- Thompson, B., et. al., Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+ Study. *Portal/v.* 6 no. 2 (April 2006) p. 219-30.
- Thompson, B., Cook, C., & Heath, F. (2000). The LibQUAL+™ gap measurement model: The bad, the ugly, and the good of gap measurement. *Performance Measurement and Metrics*, 1, 165-178.
- Thompson, B., Cook, C., & Thompson, R.L. (2002). Reliability and structure of LibQUAL+™ scores: Measuring perceived library service quality. *portal: Libraries and the Academy*, 2, 3-12.
- Thompson, B., Cook, C., & Kyrillidou, M. (2005). Concurrent validity of LibQUAL+™ scores: What do LibQUAL+™ scores measure? *Journal of Academic Librarianship*, 31, 517-522.

## Overview of LibQUAL+ Survey

### Demographic Questions:

- User Group (also subgroups by year or status)  
Undergraduate, Graduate, Faculty
- Age (by range)
- Sex
- Discipline
- Locally customized discipline

### Core Questions:

#### *Affect of Service*

- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in a caring fashion
- [AS-7] Employees who understand the needs of their users
- [AS-8] Willingness to help users
- [AS-9] Dependability in handling users' service problems

#### *Information Control*

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

#### *Library as Place*

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study

### Local Questions:

- Teaching me how to access, evaluate, and use information
- Librarians teaching me how to effectively use the electronically available databases, journals, and books

- A library environment that is hospitable and conducive to finding and using information
- Enabling me to find information myself 24 hours a day
- Facilitating self-directed research

**General Satisfaction Questions:**

- In general, I am satisfied with the way in which I am treated at the library.
- In general, I am satisfied with library support for my learning, research, and/or teaching needs.
- How would you rate the overall quality of the service provided by the library?

**Information Literacy Questions:**

- The library helps me stay abreast of developments in my field(s) of interest.
- The library aids my advancement in my academic discipline.
- The library enables me to be more efficient in my academic pursuits.
- The library helps me distinguish between trustworthy and untrustworthy information.
- The library provides me with the information skills I need in my work or study.

**Library Use Questions:**

- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?