2006 LibQUAL+ Bibliographers Report

for

Communications / Journalism

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 communications and journalism 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 indicted their discipline was “communications/journalism.” Therefore, as close as possible, this data is represents users’ expectations and perceptions of these collections. Unfortunately, because users chose this as a conflated discipline in the survey, it is not possible to disaggregate them. 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.”

### Comparison to UCB and ARL Averages

![Comparison to UCB and ARL Averages](image)

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

### Comparison to UCB and ARL Averages by User Group

![Comparison to UCB and ARL Averages by User Group](image)

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.

### Comparison to UCB and ARL Gaps

<table>
<thead>
<tr>
<th>Collection</th>
<th>Adequacy Gap</th>
<th>Superiority Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB (n=542)</td>
<td>0.05</td>
<td>-1.43</td>
</tr>
<tr>
<td>Comm/Jour (n=20)</td>
<td>0.15</td>
<td>-1.83</td>
</tr>
<tr>
<td>ARL (n=29,730)</td>
<td>0.24</td>
<td>-1.16</td>
</tr>
</tbody>
</table>

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

### Comparison to UCB and ARL Gaps by User Group

<table>
<thead>
<tr>
<th>Collection</th>
<th>Adequacy Gap</th>
<th>Superiority Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>U=11,071 G=10,314 F=6,096 ARL (n=29,730)</td>
<td>0.53</td>
<td>-1.02</td>
</tr>
<tr>
<td>U=7 G=9 F=4 Comm/Jour (n=20)</td>
<td>0.08</td>
<td>-1.95</td>
</tr>
<tr>
<td>U=125 G=225 F=126 UCB (n=542)</td>
<td>0.55</td>
<td>-1.18</td>
</tr>
</tbody>
</table>

### Non-library Example

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)

<table>
<thead>
<tr>
<th></th>
<th>U=7</th>
<th>G=9</th>
<th>F=4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm/Jour (n=20)</td>
<td>Minimum</td>
<td>6.00</td>
<td>6.22</td>
<td>6.50</td>
</tr>
<tr>
<td></td>
<td>Perceived</td>
<td>7.14</td>
<td>5.89</td>
<td>5.75</td>
</tr>
<tr>
<td></td>
<td>Desired</td>
<td>7.86</td>
<td>8.56</td>
<td>8.00</td>
</tr>
<tr>
<td>U=110</td>
<td>G=210</td>
<td>F=176</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>UCB (n=496)</td>
<td>Minimum</td>
<td>6.47</td>
<td>6.74</td>
<td>6.83</td>
</tr>
<tr>
<td></td>
<td>Perceived</td>
<td>6.95</td>
<td>6.87</td>
<td>6.71</td>
</tr>
<tr>
<td></td>
<td>Desired</td>
<td>7.93</td>
<td>8.09</td>
<td>8.06</td>
</tr>
</tbody>
</table>

|       | U=1015 | G=9541 | F=5759 | Total |
| U=1015 | G=9541 | F=5759 | Total |
| U=10156 | G=9541 | F=5759 | Total |
| Comm/Jour (n=20) | Ad Gap | 1.14 | -0.33 | -0.75 | 0.10 |
|       | Sup Gap | -0.71 | -2.67 | -2.25 | -1.90 |
| U=110 | G=210 | F=176 | Total |
| UCB (n=496) | Ad Gap | 0.55 | -0.16 | -0.51 | -0.13 |
|       | Sup Gap | -1.01 | -1.57 | -1.86 | -1.55 |
| U=1015 | G=9541 | F=5759 | Total |
| ARL (n=27397) | Ad Gap | 0.49 | 0.13 | -0.12 | 0.23 |
|       | Sup Gap | -0.98 | -1.22 | -1.35 | -1.13 |

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

<table>
<thead>
<tr>
<th></th>
<th>Comm/Jour (n=20)</th>
<th>U=7</th>
<th>G=9</th>
<th>F=4</th>
<th>Total</th>
<th>U=123</th>
<th>G=223</th>
<th>F=123</th>
<th>Total</th>
<th>U=1745</th>
<th>G=1311</th>
<th>F=5993</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived</td>
<td></td>
<td>6.43</td>
<td>5.78</td>
<td>7.00</td>
<td>6.25</td>
<td>6.98</td>
<td>6.79</td>
<td>6.65</td>
<td>6.85</td>
<td>7.10</td>
<td>7.16</td>
<td>7.38</td>
<td>7.30</td>
</tr>
<tr>
<td>Desired</td>
<td></td>
<td>8.43</td>
<td>8.78</td>
<td>8.50</td>
<td>8.60</td>
<td>8.02</td>
<td>8.51</td>
<td>8.31</td>
<td>8.33</td>
<td>8.08</td>
<td>8.47</td>
<td>8.47</td>
<td>8.30</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th></th>
<th>Comm/Jour (n=20)</th>
<th>U=7</th>
<th>G=9</th>
<th>F=4</th>
<th>Total</th>
<th>U=123</th>
<th>G=223</th>
<th>F=123</th>
<th>Total</th>
<th>U=1745</th>
<th>G=1311</th>
<th>F=5993</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Gap</td>
<td></td>
<td>0.29</td>
<td>-0.22</td>
<td>0.50</td>
<td>0.10</td>
<td>0.76</td>
<td>-0.28</td>
<td>-0.07</td>
<td>0.03</td>
<td>0.61</td>
<td>0.10</td>
<td>-0.09</td>
<td>0.26</td>
</tr>
<tr>
<td>Sup Gap</td>
<td></td>
<td>-2.00</td>
<td>-3.00</td>
<td>-150</td>
<td>-2.35</td>
<td>-103</td>
<td>-172</td>
<td>-146</td>
<td>-147</td>
<td>-0.98</td>
<td>-130</td>
<td>-133</td>
<td>-1.17</td>
</tr>
</tbody>
</table>

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

Please remember that this data is not an evaluation of the communications and journalism 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.

Comments

LibQUAL+ 2006 also provided respondents an opportunity to provide comments. The following are comments from users who indicated their discipline was “communications/journalism.” Similarly to the response data, it is not always possible to determine what collection they are considering. They are all graduate students.

Graduates:

more electronic journals should be purchased. to only have a few years of each is ridiculous.

I think that the library does quite well considering the lack of funding for educational infrastructure, such as the library, at this university.

Catalog search computers actually in the stacks would be helpful. The Prospector and Pascal systems are great!

I almost exclusively use Norlin. The material resources (building, computers, books, etc.) are great, more than I expected before coming to CU. However, the service provided by the staff should be improved. Many times I have been served in a rush, although there is no one else waiting to be helped. Other times, I have been served with an attitude that makes me feel like asking questions is not cool. Everything boils down to one thing: people expect from other people what technology and print materials can not offer as good as humans: a service that is efficient, but also humane, caring, and that make you feel like you are being helped by
another human being and not by a computer or a machine. Another thing: some areas of the library have the type of employees I've just described, but others like the registration desk do not.

I am extremely satisfied with the service I get while in Norlin library. But, I have lots of difficulty accessing library materials when not in the library. It could either be more simple or would be helpful to send out detailed descriptions.

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:


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


**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?