

2006 LibQUAL+ *Bibliographers* Report

for

Engineering / Computer Science



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 engineering and computer science 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 "engineering/computer science." Therefore, as close as possible, this data represents users' expectations and perceptions of these collections. Unfortunately, because users chose this conflated discipline, 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:

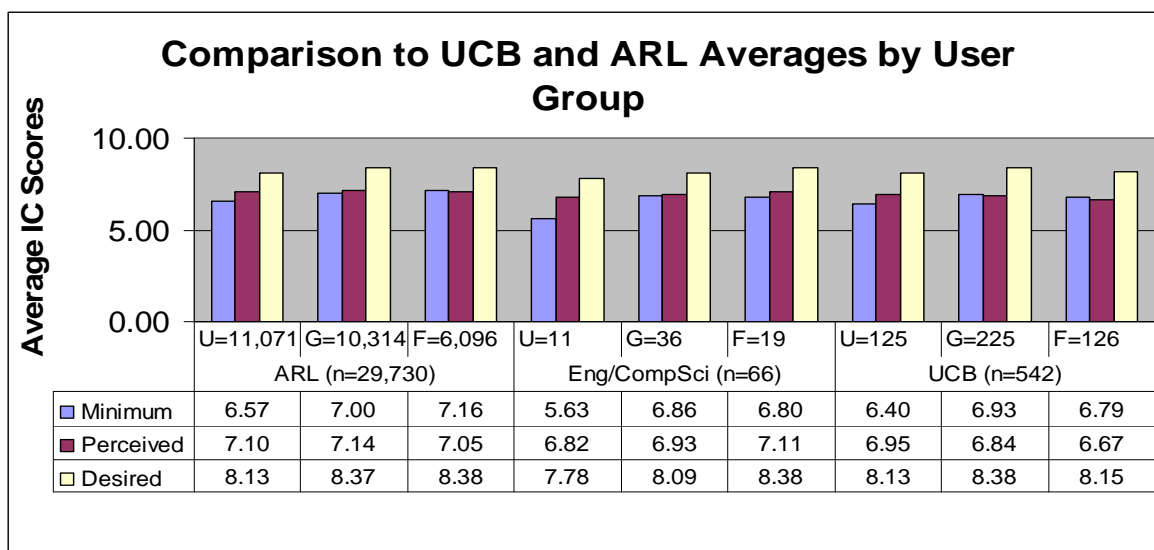
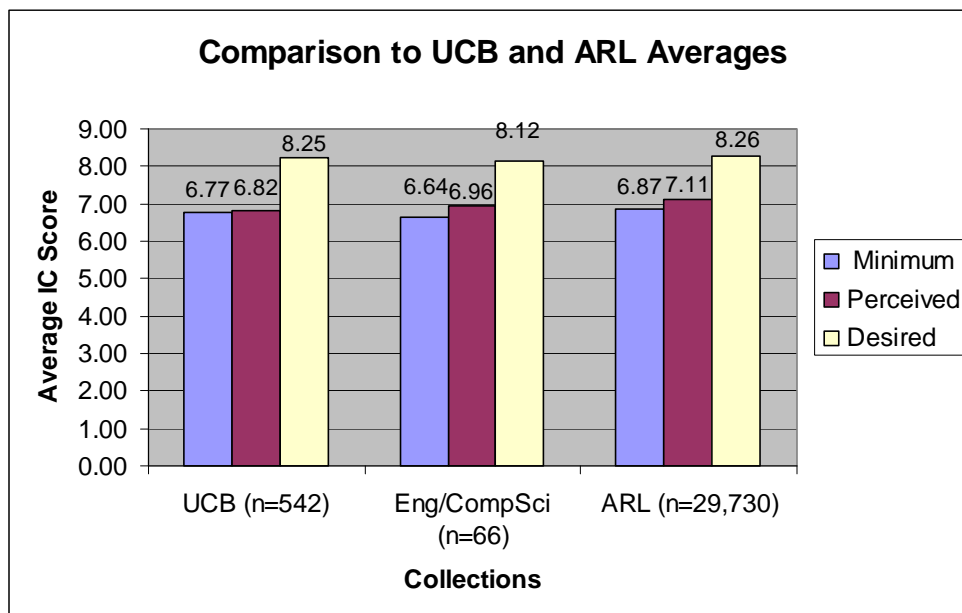
- IC-1 Making electronic resources accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed 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

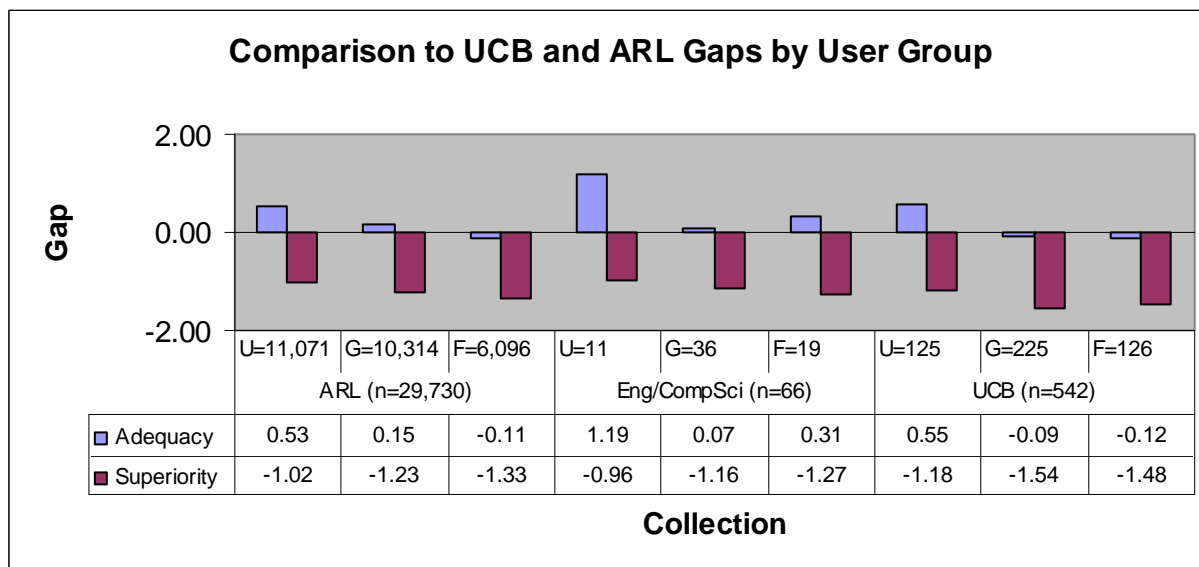
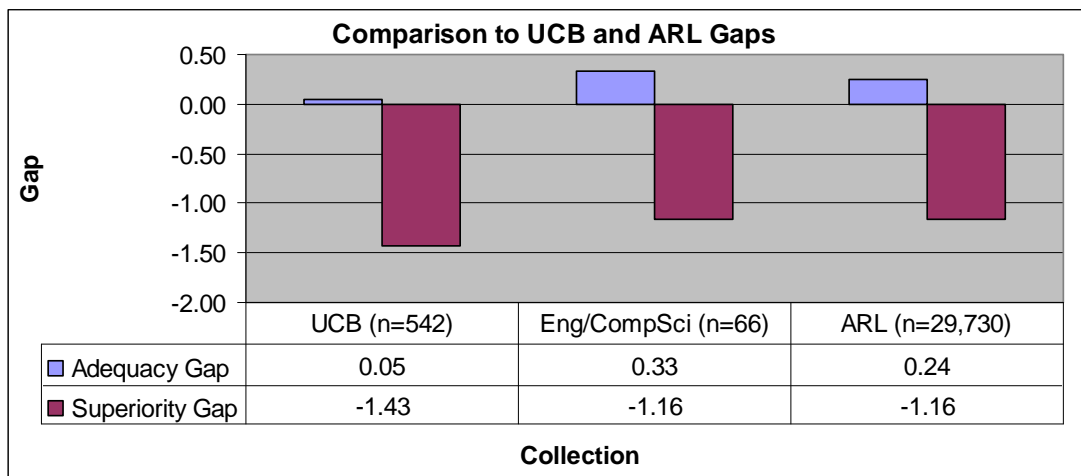
LibQUAL+ data allows you to analyze users' perceptions of service *relative to their expectations of it*. In three broad areas of library service—information control, library as place, and affect of service—respondents are asked to rate the **minimum**, **perceived**, and **desired** levels of service 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.”



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.

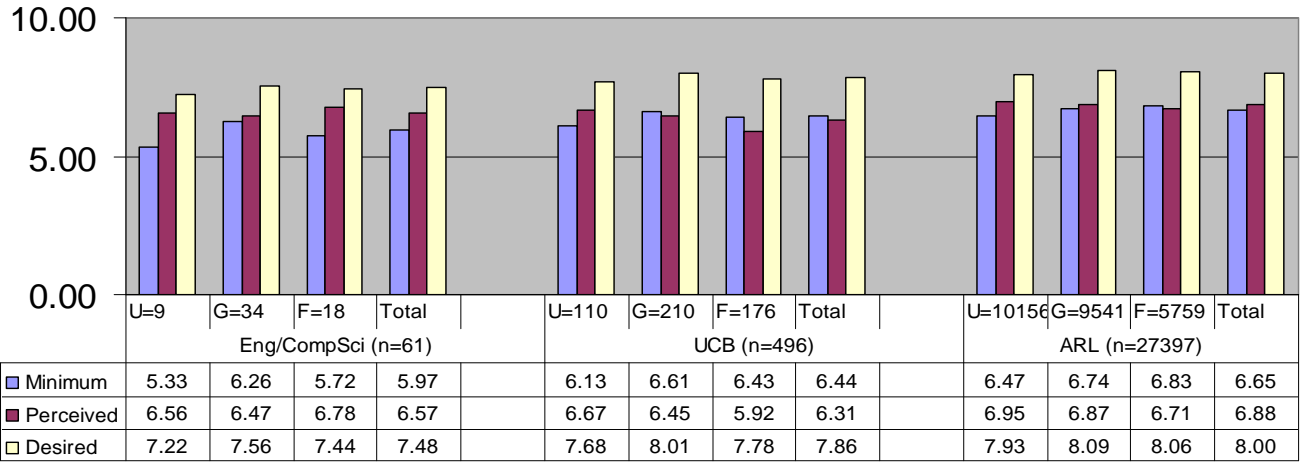


Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

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.

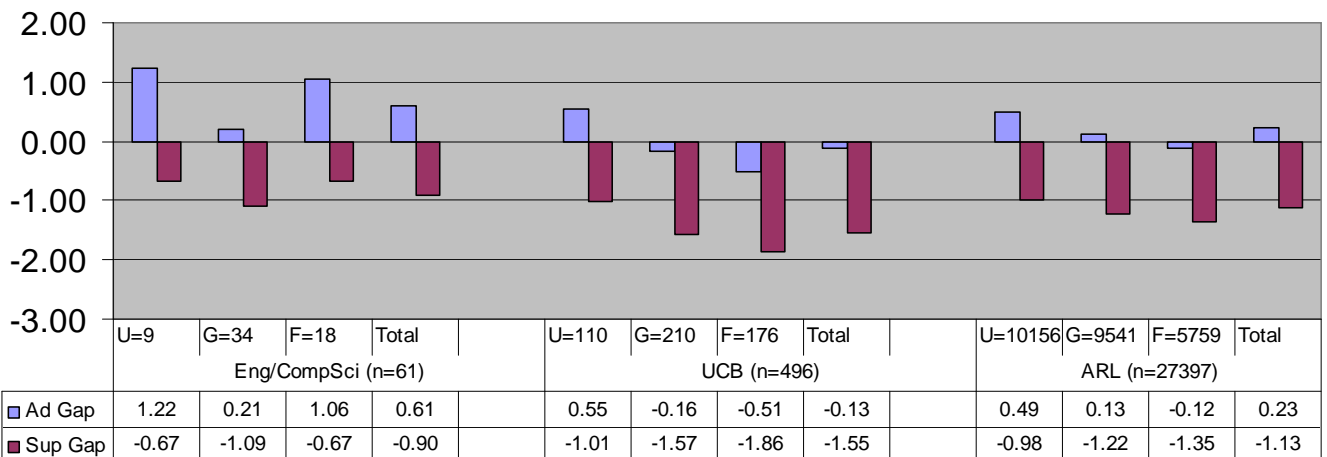
The following two charts look simply at question IC-3 "The printed library materials I need for my work." The variables retain the same definitions used above.

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.

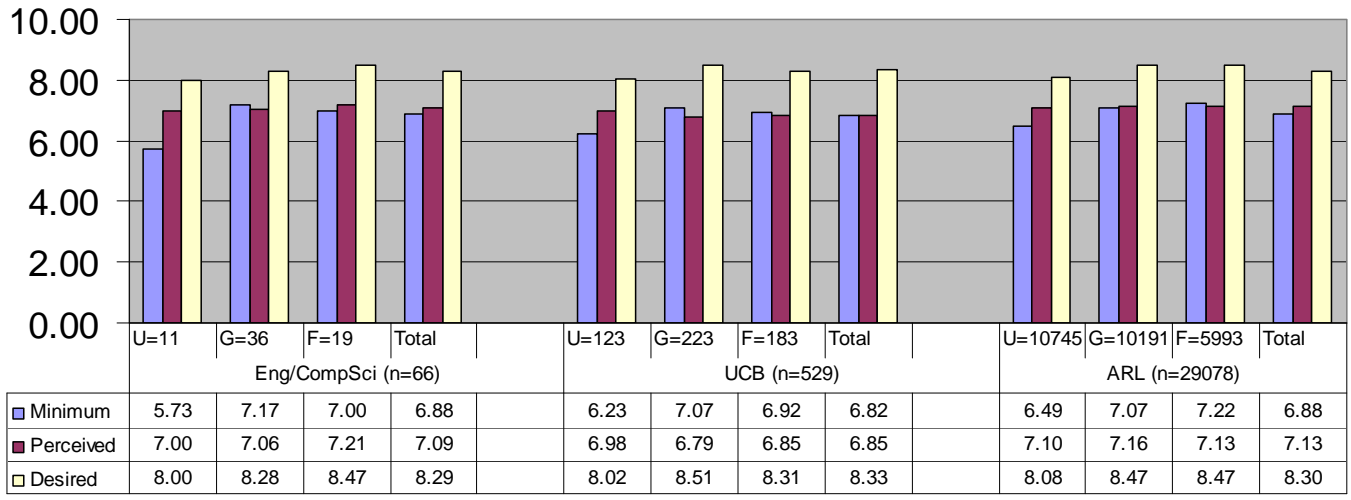
Printed Materials Needed for Work by User Group (Gaps)



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

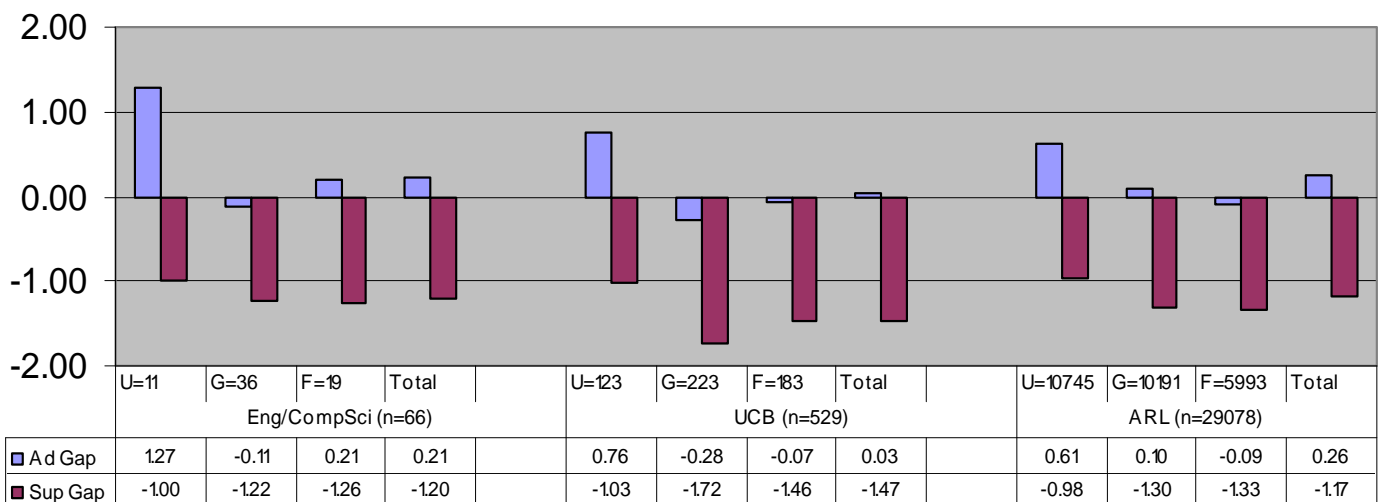
These are the charts looking simply at question IC-4 “The electronic information resources I need.” As mentioned before, if there are additional questions you would like for analysis, please do not hesitate to contact a member of the assessment committee.

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 engineering and computer science collections and by no means is it an evaluation of your performance as bibliographers. 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.

A particular note to the Engineering/Computer Science report is that although all respondents did indicate their discipline was "engineering/computer science," it is very likely that they are evaluating many other collections, rather than just that which you manage. While this is true of all bibliographer reports, the Committee feels this is especially true with respect to this one.

Comments

LibQUAL+ 2006 also provided respondents an opportunity to provide comments. The following are comments from users who indicated their discipline was "engineering/computer science" *and* their library was "Engineering Library." However, some comments were directed explicitly at Norlin, and these have been removed.

Undergraduates:

The Engineering Library is nice but I have no idea how to find additional resources I might need in my studies. I generally turn to the internet since I don't know what's available through the library

Graduates:

At my previous academic institution we had a book request service. So that I could request books from any library on campus to be delivered to any other library on campus. Having this service at CU would greatly speed research since I visit a branch library twice a week, but only go to Norlin when I am picking up books. The restroom on Math first floor near the engineering library also needs better cleaning. The walls near the urinals are always stained at this location. Some attention could be paid to chairs in the study areas. Have more relaxing

chairs and couches located near study tables to allow casual browsing of material. Many of the study tables have too few, too many, or many different types of chairs. Having a hodge podge of chairs makes for a cluttered study environment. Library staff / custodian should check tables daily to be sure chairs are in the right place. Things that are good and do not need change: Many study tables with natural lighting or located near windows with beautiful campus / Colorado views. Access to many journals from home via VPN. Good ILL service

Library web should be upgraded for user friendly ways

Sorry- I live accross the street from one of the public libraries so I use that one a lot more often. I also use the internet and my work's library for other sources so I'm not much help for this survey.

More Felxible access to study rooms

I hope that I can use library 24 hours to study and research during the night.

The engineering library does not stock sufficient copies of the recommended text for high demand courses leading to very often recalls and short duration of check outs. It would be very helpful and convinient if there were multiple copies (3 or more) of the course textbook available for checkout during a semester. This is especially a problem for graduate level courses were there are multiple text required and only a single copy can be individually purchased.

electronic access to journal articles and other resources is essential to research. i have found this access to be inconsistent over the years and often unacceptable. several resources exist to provide electronic versions of older articles, such as JSTOR, but the library does not subscribe to these. print versions are usually available, but are often off-site. in addition, there have been several texts which I feel should have been within the library system, but were located at other schools in the state. accessible through prospector, but inconvenient and a waste of time for many people.

Faculty:

:

I think there needs to be more and better signs in the library directing users where to go. I rarely go in to Norlin, so I don't know my way around. When I do go it, I have to wander around until I find a sign directing me to what I need. The main map in the entrance should be repositioned so that it is oriented the same way as the library-- up on the map should be ahead of me when I am looking at it; to the right on the map should be to my right, etc. Also, don't give directions like "South" or "West". If I'm inside a building, especially one that I am not familiar with, how do I know which way South is? Every person that uses the library will have to use it for the first time at some point, so everyone will benefit from

having good signs. I'd prefer to avoid going to Norlin because I know I will just get frustrated when I can't find what I need and someone tells me its in the South corner. I also was treated somewhat rudely by the librarian at the Engineering library. I had put one of my personal textbooks on reserve for my class, and I needed to use it, so I went to the circulation desk and asked for the book by giving her the course number. She remarked rather rudely that she needed the call number because that is how they are shelved and I should look it up online. Well, since it was my personal book, it should not have had a call number and it seemed like the referring to it by course number was the most appropriate thing to do. I guess what it really amounts to is that the libraries operate smoothly for people who know how they operate, but there really isn't much help for people who are new to the university. For example, why not put big signs that direct patrons to the copiers? I can wander around for a while and hopefully come across one, or I can ask for help, but wouldn't it save everyone (patrons and employees) time and frustration if there were signs that made this obvious. Of course, once I've been to a library and used the copier, I can probably find it again, but as I said above, everyone is a first-time user at some point. Likewise, make big signs that show where the stapler is, and the hole punch, and paper cutter. On another note, I didn't like this survey. There are some services that I think are important but haven't used yet; why am I required to enter a value for 'Perceived Service Performance'. I just put NA for those, but I am wondering if that also negates my response for my minimum and desired service levels? I hope not because that would cause the results to imply that the service is not applicable to me, when actually I just have not had an opportunity to use that service yet.

Everyone needs to lobby hard for increased book and periodical acquisition budgets. What is done with limited resources right now is remarkable, but nowhere near what is needed.

the library staff are quite helpful and I believe that they do a lot with limited funds. I think that the libraries should be moving toward more electronic content and education of users in how to access this content.

The staff in the Engineering Library have been extremely helpful and it greatly appreciated

The library is generally quite good, particularly because of electronic resources and Prospector & Interlibrary Loan. The library hours are too limited, however.

What can be done with this data?

LibQUAL+ data is best considered as an indicator of what further assessment might be done. The data may confirm your anecdotal beliefs, or it may lead you to new realizations of your users. 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, and increase the value of future LibQUAL+ surveys.

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:

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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.

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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?