

2006 LibQUAL+ *Bibliographers* Report

for

English, American and Comparative Literature / Theatre and Dance / Performing  
Arts



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 a bibliographer responsible for the English, American and Comparative Literature, Theatre and Dance, Performing Arts 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 "English, American and Comparative Literature" (Undergraduates=9, Graduate Students=15, Faculty=12), "Theatre and Dance" (Graduate Students=3, Faculty=2), or "Performing Arts" (Undergraduates=2, Graduate Students=1). Therefore, as close as possible, this data represents users' expectations and perceptions of these questions based on those collections. If you would like more information on some other notes on analysis please read "Cautionary Notes to Analysis."

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

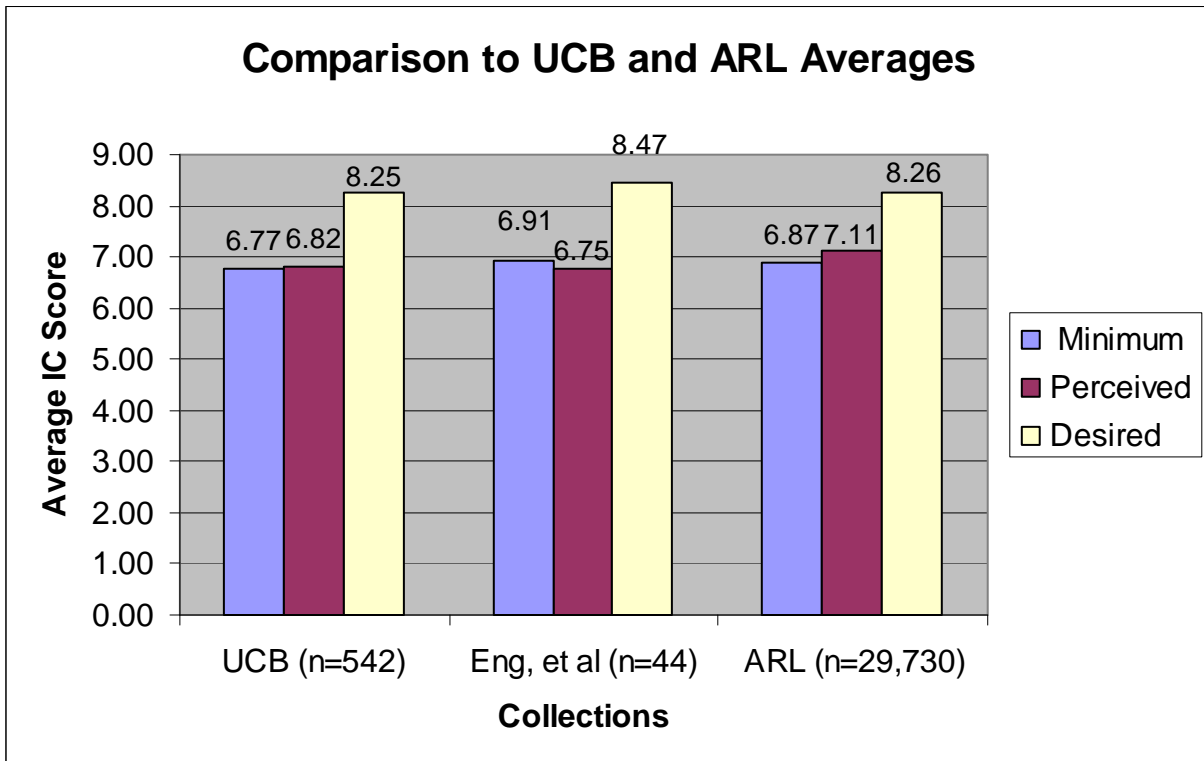
- IC-1 Making electronic resources accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed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

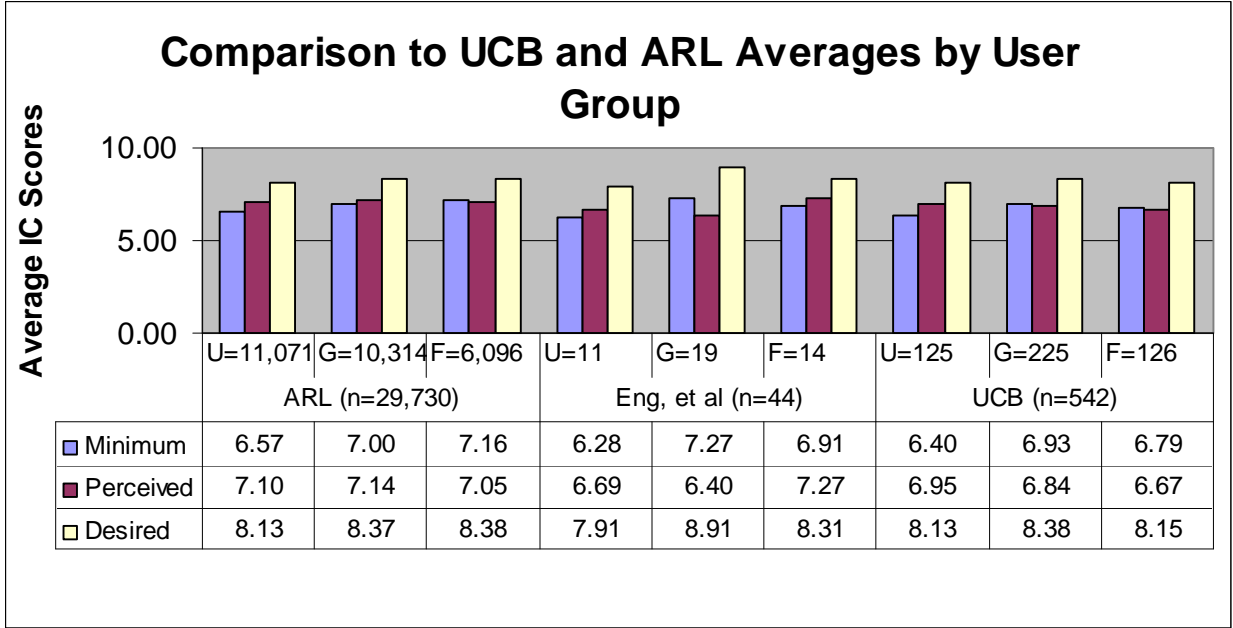
## LibQUAL+ Results

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.”

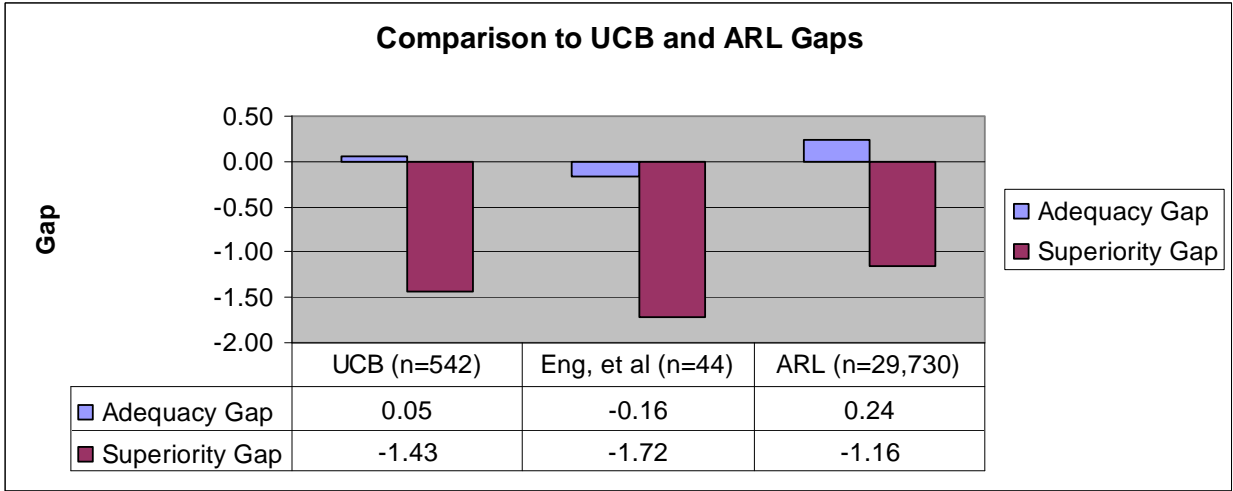


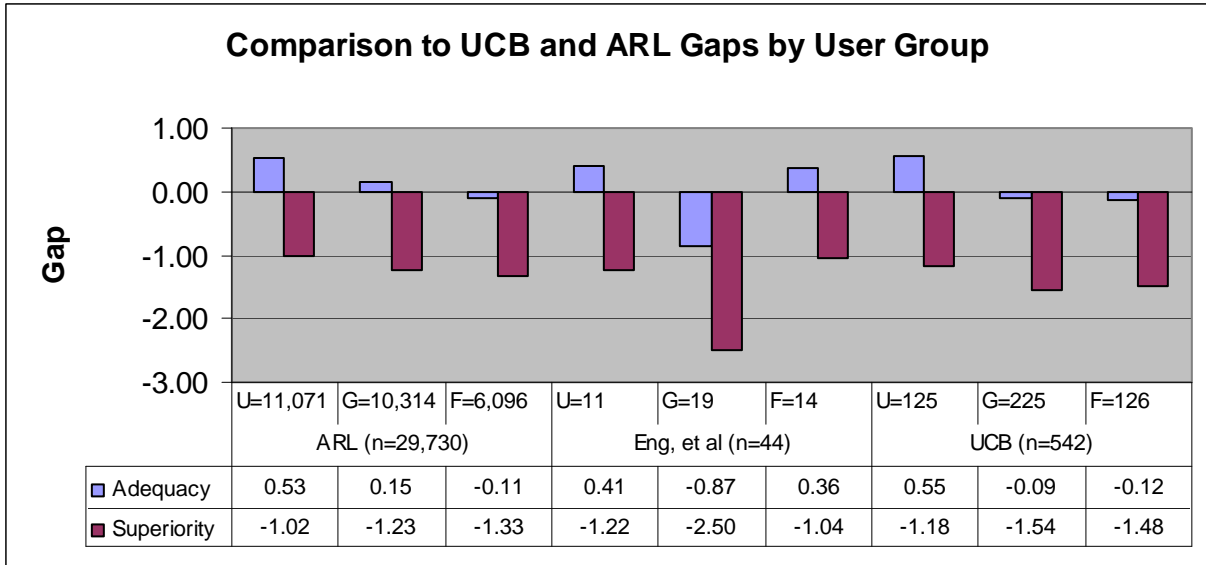
Note: The scale is 1 to 9.



Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty. The scale is 1 to 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.

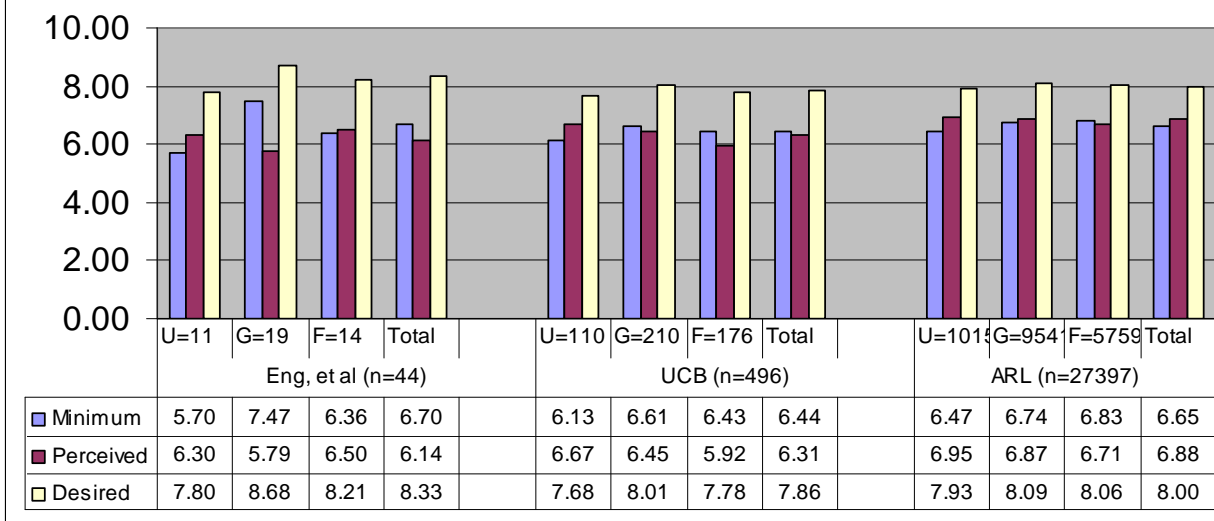




**Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty.**

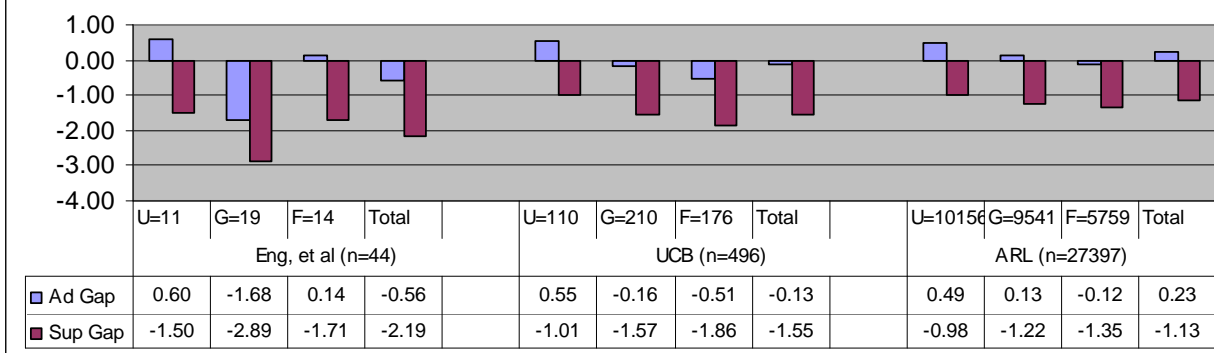
Here is a non-library example to help you understand these numbers: Imagine you go to a restaurant and order a taco. You expect at the least to receive a taco (this is your **minimum** score). Now you would really like to have a good taco, one with all your favorite toppings (this is your **desired** 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 "Cautionary Notes to Analysis" section for more issues to consider when examining LibQUAL+ data.

## 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. The scale is 1 to 9.

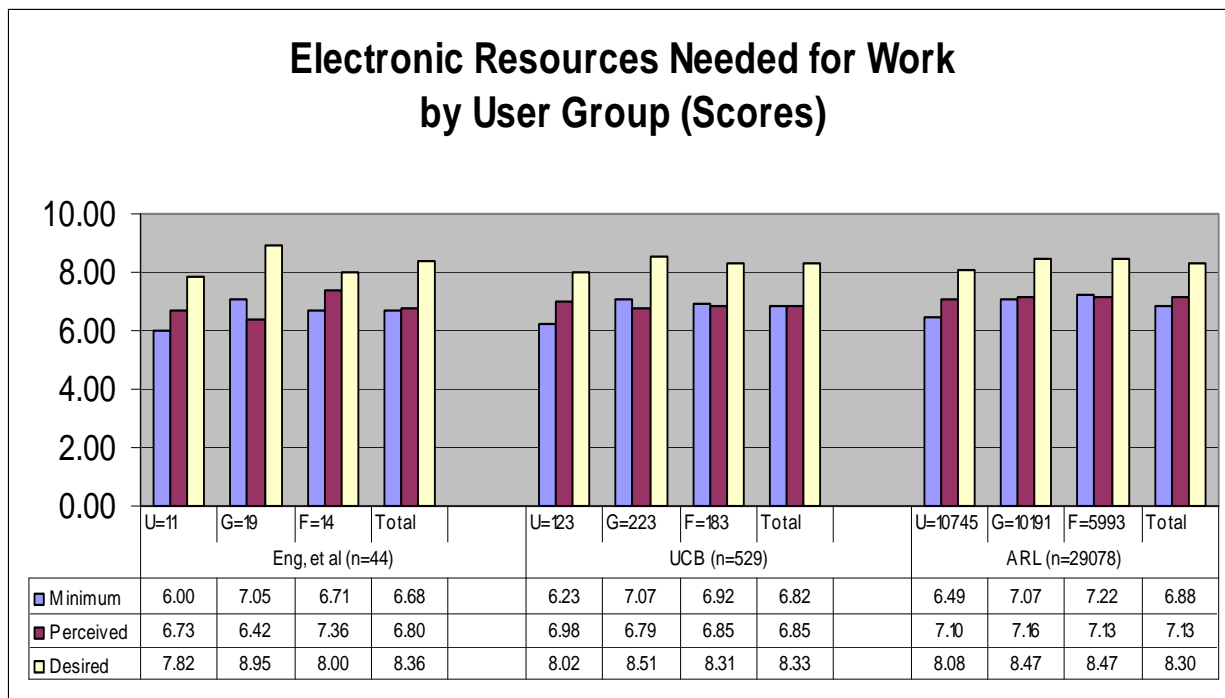
## Printed Materials Needed for Work by User Group (Gaps)



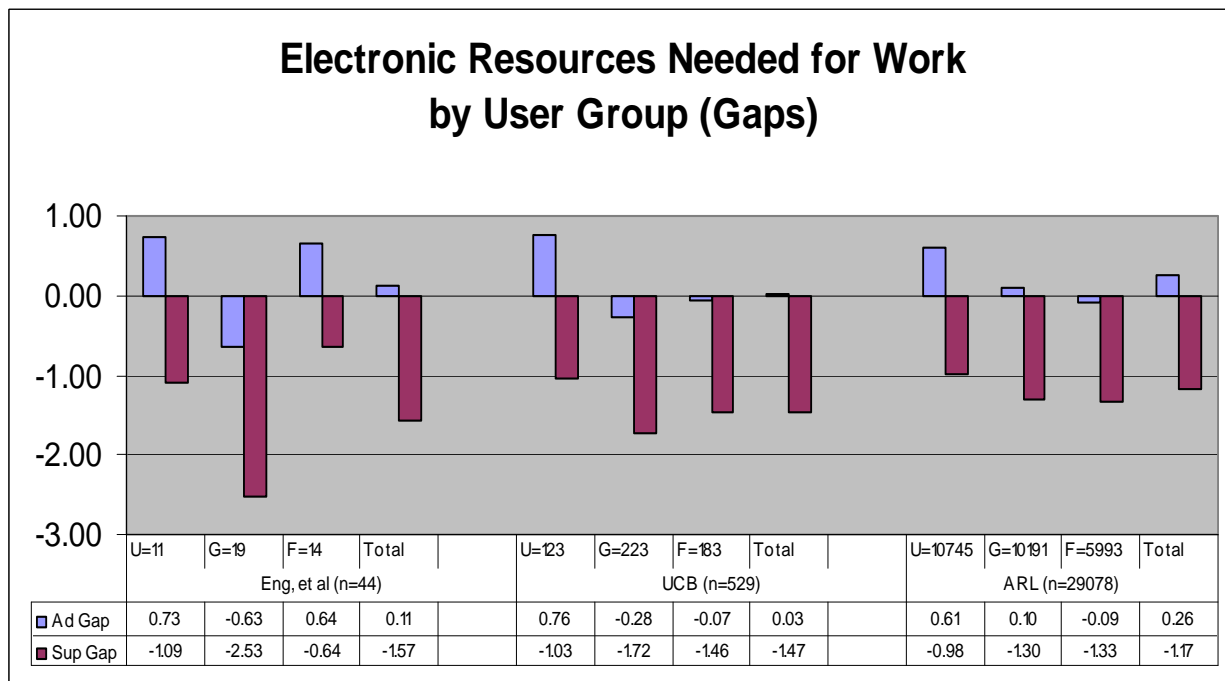
**Note:** U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

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

The following charts look 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.



**Note:** U is the number of Undergraduates, G is Graduate Students, and F is Faculty. The scale is 1 to 9.



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

## Cautionary Notes to Analysis

**Please remember that this data is *not an evaluation of the English, American and Comparative Literature, Theatre and Dance, Performing Arts 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.

## 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 the Assessment Committee.

## Comments

LibQUAL+ 2006 also provided respondents an opportunity to provide comments. The following are comments from users who indicated their discipline to be English Literature. These comments are being reported, typos and all.

### Undergraduate Students

Overall, I am pleased with the library and wish I would have been encouraged to explore earlier in my school career.

While there certainly seems to be ample enough computers in Norlin for everyone to use, there does not seem to be enough individual or group (project) study space available, in my opinion.

### **Graduate Students**

More class space for my students when doing research projects would be helpful. The special collections are SUPERB as are the staff who work there -- kudos.

The staff is great--The arrangement of the library could be improved both in terms of finding and accessing information and in terms of being comfortable and inviting.

The staff is generally wonderful; the resources, however, are woefully inadequate for a major research university.

The library building is run down, so its not pleasant to stay there. It has been very frustrating to have my research interrupted by recalls of books I am working with. Thanks to Sean Knowlton for improved service, both in regard to book acquisition and web guidance.

Book readily available (it seems few people check them out). Periodical room best for study (no excessive talking or cell phones). I wish there were computers in stacks for checking catalog information. Sometimes I'm on 3C and if I need a new catalog number I have to do down three levels just to find a call number.

I would like to see both more electronic journals as well as e-books. I often do my research late in the evening and making the trip to the library is often not the best use of my time.

There have been occasions when books are listed as available on the shelf and when I looked for them the book is not there. Perhaps an audit of what you actually do have on the shelf might come in handy once a year.

There is a lack of quiet, clean places to study in the library. Students talk on cellphones, with each other, and listen to their ipods so loudly that it is nearly impossible to find a quiet place to work. Moreover, most of the tables and booths are dirty, with trash, gum, and spilled drinks. The chinook search engine has a number of flaws, and it is hard to find all of the relevent books using this search engine. The library itself seems highly disorganized--it's not uncommon to look for a book that is supposedly available, and find that its not there, not on the stacking shelves. It's lost. Many of the collections are lacking, and I've spent a lot of money buying books on Amazon.com when the library did not have them. As for the staff, my feelings are neutral. They don't go out of their way

to help, nor do they actively offer information. A lot of times when I need to check out books, I feel as though I'm interrupting their study session, talking session, whatever.

## **Faculty**

I commend Skip Hamilton, Kris McCusker, Debbie Hollis, Curt Williams, and Brice Austin as \*always providing superb service and support.

My main concern is that library funding for purchasing materials and hiring staff not be cut any further. While Norlin has most of the books that I need, I'm surprised that I still do have to use Prospector as often as I do to get a few books that Norlin does not own. I almost never work in Norlin because there are no locked carrels for faculty and advanced graduate students - something that I miss about the main research library of my alma mater.

I'm happy with the library's services overall. I think frequent drop-in courses for faculty in regard to Information Technology Services would be a good idea, though--we oldsters don't know of the many techno tools that we could be using.

The library needs its funding increased. The library is the heart of a research library. The rare books collection is barely useful. The library's holdings (books periodicals) are only acceptable, which is unacceptable for what is the region's premiere research university.

Please cut the redundant/control questions. They become annoying; I almost didn't finish the survey.

The library is underfunded for materials, but \*\*\*grossly undergunded\*\*\* in its "people budget."

The worst service I've had is this year from the circulation department. It's like those kids are on drugs! I received a notice that a recalled book was in, and when I went to pick it up, it was lost. They put a trace on the book, but never notified me that it was found. I've also turned in several books that have subsequently been recalled, and they say the books were never checked in. There are at least 6 books unaccounted for by the library! How hard is it to check in a book?

## **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., Kyriallidou, 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?