

2006 LibQUAL+ *Bibliographers* Report

for

Psychology



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 Psychology collection. 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 "Psychology." 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:

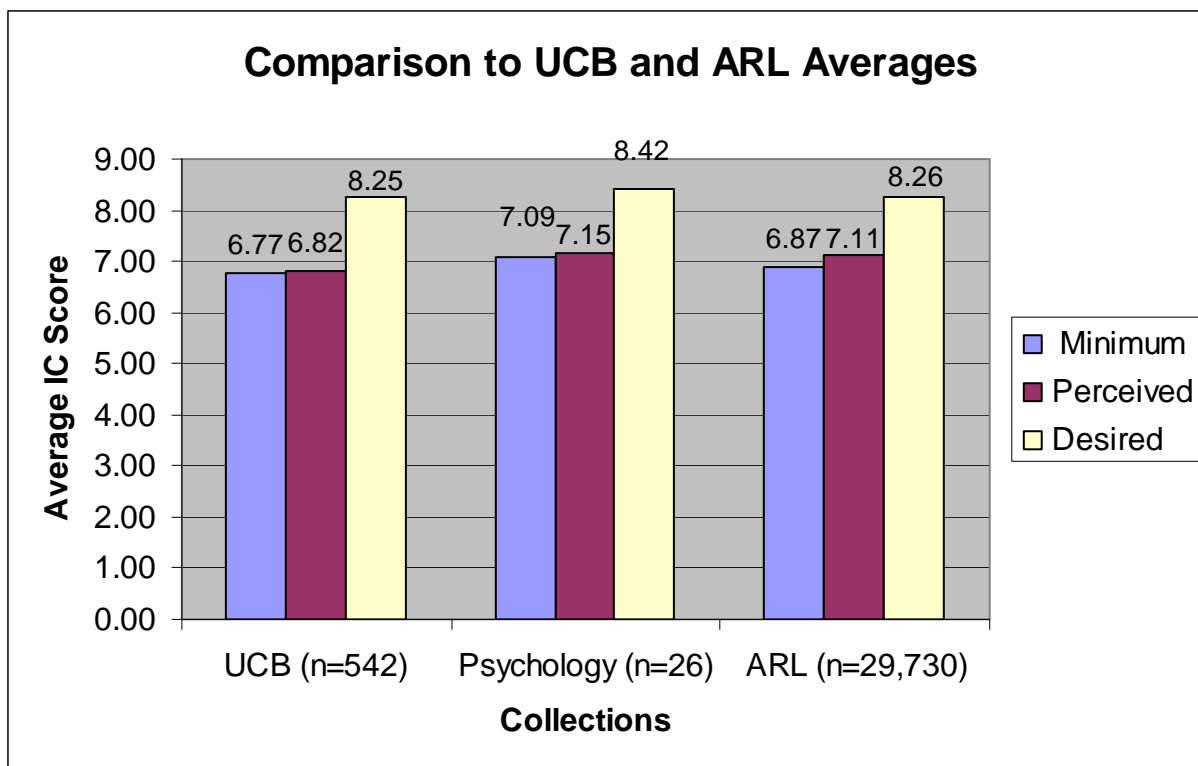
- IC-1 Making electronic resources accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed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

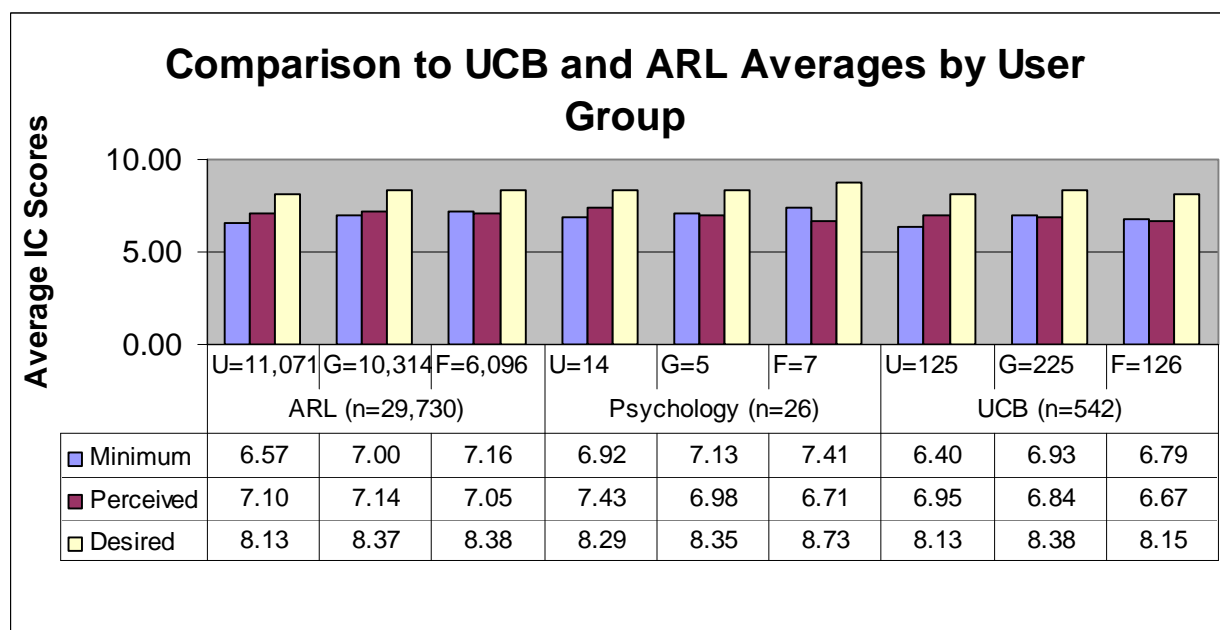
LibQUAL+ Results

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.”

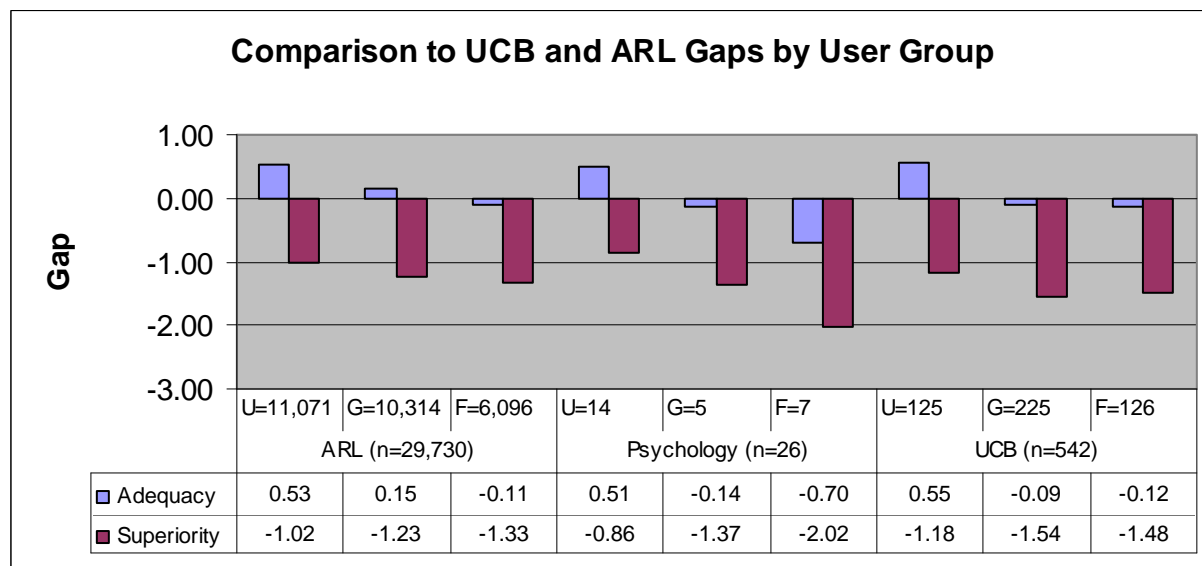
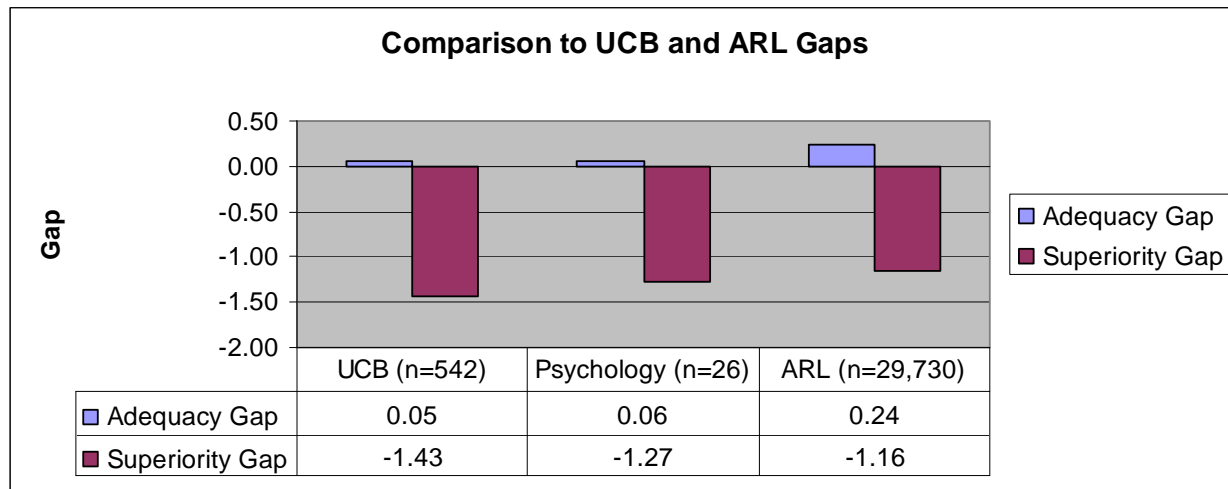


Note: The scale is 1 to 9.



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

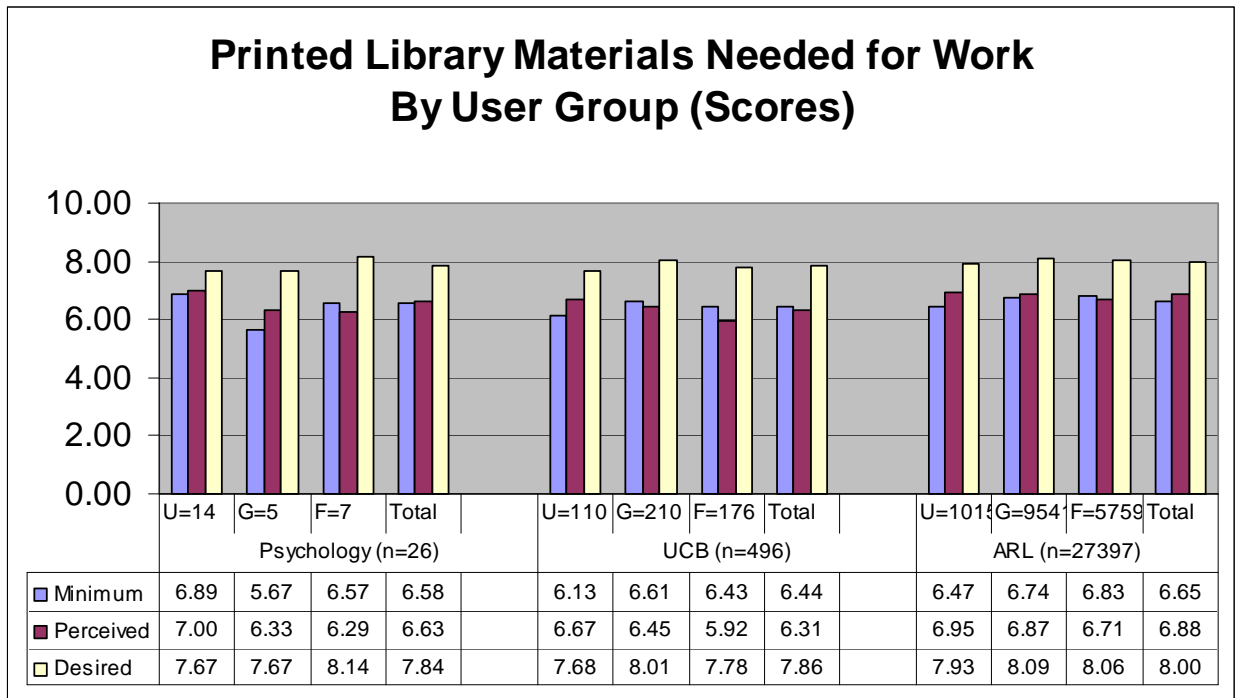
The “gaps” between the ratings allow you to see how far from adequate users perceive the service, and also how far from desirable. In other words, the difference between minimum and perceived, the “**adequacy gap**,” is how adequate or inadequate the service is rated; and the difference between perceived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



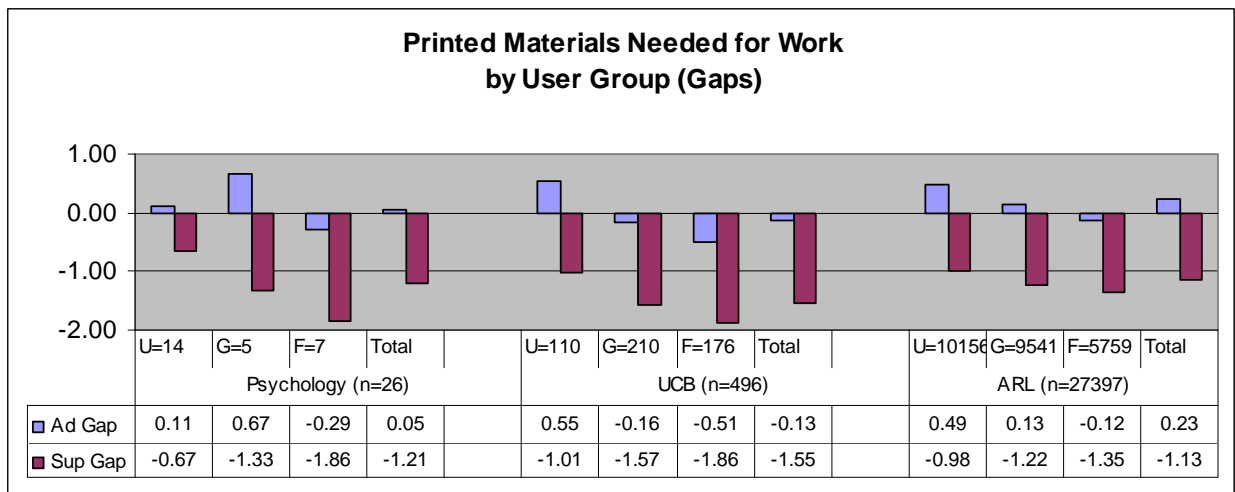
Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

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.



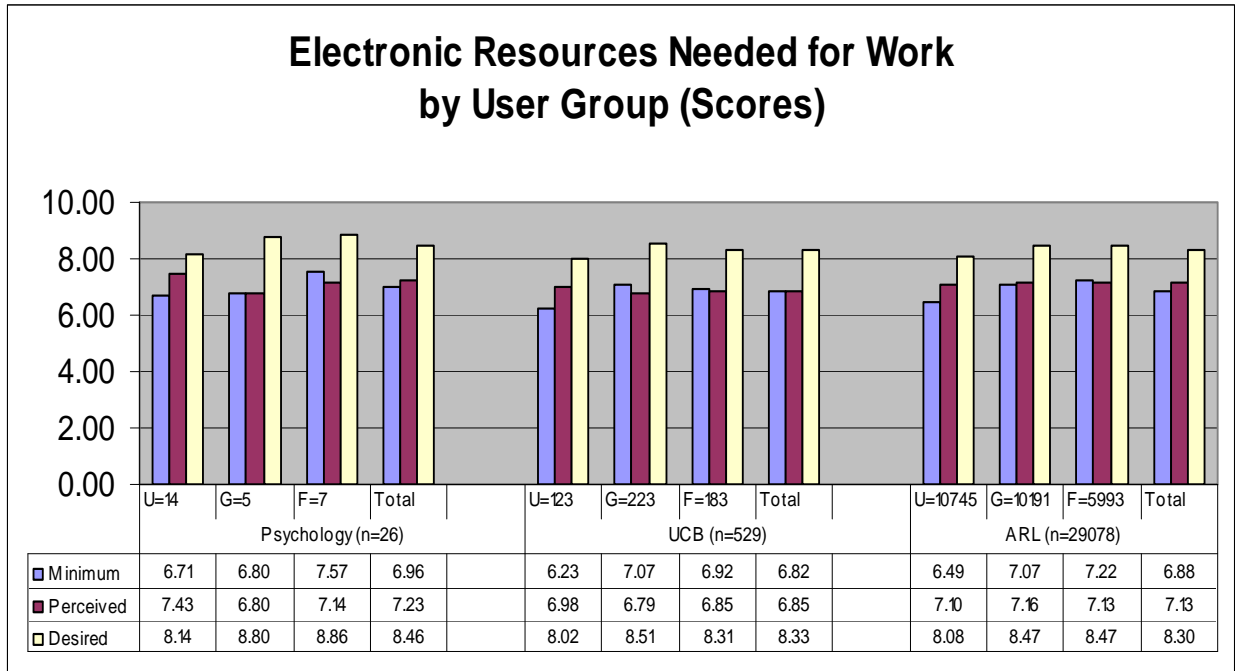
Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty. The scale is 1 to 9.



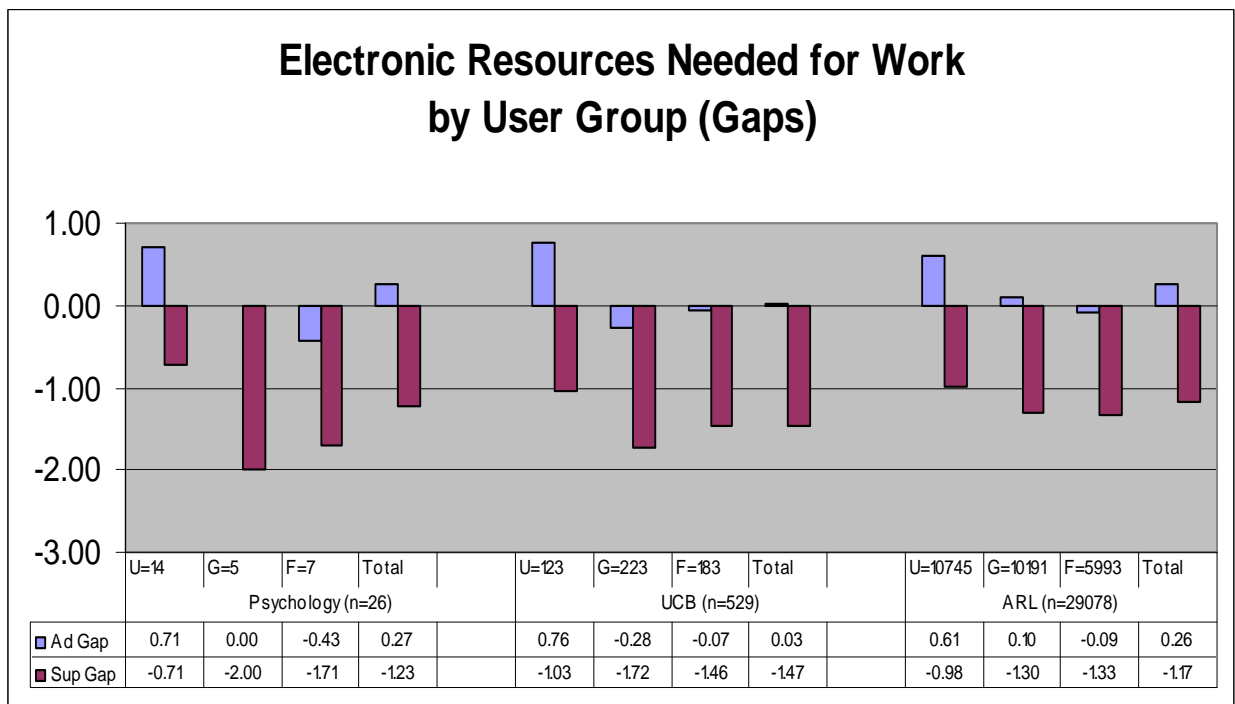
Note: U is the number of Undergraduates, G is Graduate Students, and F is Faculty.

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 Psychology collection 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 psychology. These comments are put in here as they were input on the survey, typos and all.

Undergraduate Students

I love the CU VPN software that allows me to log into the library from home. I could not imagine research without it!

I don't ever feel that Norlin has staff available to help me. It would be nice if it wasn't so lonely, and I didn't have to spend hours finding the answers to my questions myself. This is especially important since I am an undergraduate trying to learn the skills I'll need for graduate school, one of which is library research.

Also, I'm conducting my honors thesis this year and am very frustrated by the fact that the library does not have print copies of the journal "Appetite" and only has online access to the most recent volumes. My area is in food cravings and this is one of my best journal sources, therefore, I've had to purchase some of the articles I need from Science Direct.

The conversations, cell phones, and other noise in the supposed quiet zones are quite distracting in Norlin. I've talked to security and administrative personal and they tell me that all I can do is attempt to reserve a group tech room, but these are not always available and are sometimes no better. I grew up under norms that a library should be a quiet place to read and study, not an office building or a social lounge. A small collage that I transferred from at least had a reading room that asked people to leave if they were talking, rather than open rooms and corridors where high school students can be heard talking a mere 20 feet or so away in any section of the building every other day I'm at Norlin.

I will be doing more research as time goes on, currently I have not had to use much of what the library has to offer. I appreciate the computer labs, and I would like to see improvement on the quality of the chairs. Many that I have had to use are pretty deteriorated and uncomfortable and even painful to sit on.

I don't know that my opinion on these matters is so important because I don't go to the library for more than just a place to study.

Faculty

Your electronic access continues to improve. I use it all the time and love it. I think you guys are great. My only problem is access to some journals, but I understand that budget cuts have made that unavoidable. Keep pushing for more money! I supported the A & S vote on the libraries.

The electronic services are incredible and keep improving. They are most important to me. The actual hard-copy volumes in the library and journal subscriptions are sometimes lacking. The staff members are courteous and knowledgeable.

I am concerned about budget cuts leading to collection reductions in recent years.

In general, I am very pleased with the library resources and staff. I am even surprised, from time to time, by the diversity of materials in the library. Every once in a while, I'll come across a book that I wouldn't have expected to find in our library. I am disappointed, however, in the inflexibility of the chinook website, especially for web searches in the media library. A few months ago, I attended an informal conference at the Front Range Community College in Westminster and, while there, I consulted the College Hill Library website. I was surprised to find that it was superior to what I was used to working with at UCB.

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.

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Heath, F., Kyriillidou, 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).

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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., & Kyriillidou, 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?