

***IS THERE LIFE AFTER
LIBQUAL+™?***

**LibQUAL+™ In An Established Assessment
Program at the University of Washington**

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***“Is There Life After LibQUAL+™”* Panel**

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University of Washington



- **Located in beautiful Seattle metro population 2.5 million**
- **Comprehensive research university**
 - 27,000 undergraduate students
 - 11,000 graduate and professional students
 - 4,000 research and teaching faculty
- **1st among U.S. public univ. in federal research funds (\$800 million plus annually)**
- **Large comprehensive research library system**
 - \$30 million+ annual budget
 - 140 librarians

University of Washington Libraries

Assessment Methods Used

- Large scale user surveys every 3 years (“triennial survey”): 1992, 1995, 1998, 2001, 2004
 - All faculty
 - Sample of undergraduate and graduate students
 - 2004 survey Web-based (with paper option for faculty)
- In-library use surveys every 3 years beginning 1993
- **LibQUAL+™ in 2000, 2001, 2002, 2003**
- Focus groups (annually since 1998)
- Observation (guided and non-obtrusive)
- Usability
- Information about assessment program available at:
<http://www.lib.washington.edu/assessment/>

UW Triennial Library Use Survey

Number of Respondents and Response Rate 1992-2004
Core Questions deal with needs, importance, use, and satisfaction

Large number of respondents allows for detailed analysis within groups

	2004	2001	1998	1995	1992
Faculty	1560 40%	1345 36%	1503 40%	1359 31%	1108 28%
Grad Student	627 40%	597 40%	457 46%	409 41%	560 56%
Undergrad	502 25%	497 25%	787 39%	463 23%	407 41%

What We've Learned About/From the UW Community

- Libraries are essential to learning and research
- High satisfaction level among all groups
- Library needs/use patterns vary by academic area/group
- Library as place remains important to undergraduates
- Faculty and students use libraries differently than librarians think they do (or prefer them too)
- Library/information environment is perceived as too complex; users find simpler ways (Google) to get info
- Remote access is preferred and has changed the way faculty and students work and use libraries

Why LibQUAL+™ at UW?

- Gain experience with a Web-based survey tool
- Work with a less costly survey method utilizing a standardized survey instrument
- Identify service gaps
- Compare results with peer institutions
- Track user satisfaction and needs during non-triennial survey years
- Complement existing assessment program
- Participate in a national assessment activity

LibQUAL+(™)

Considerations in Analyzing and Using Results

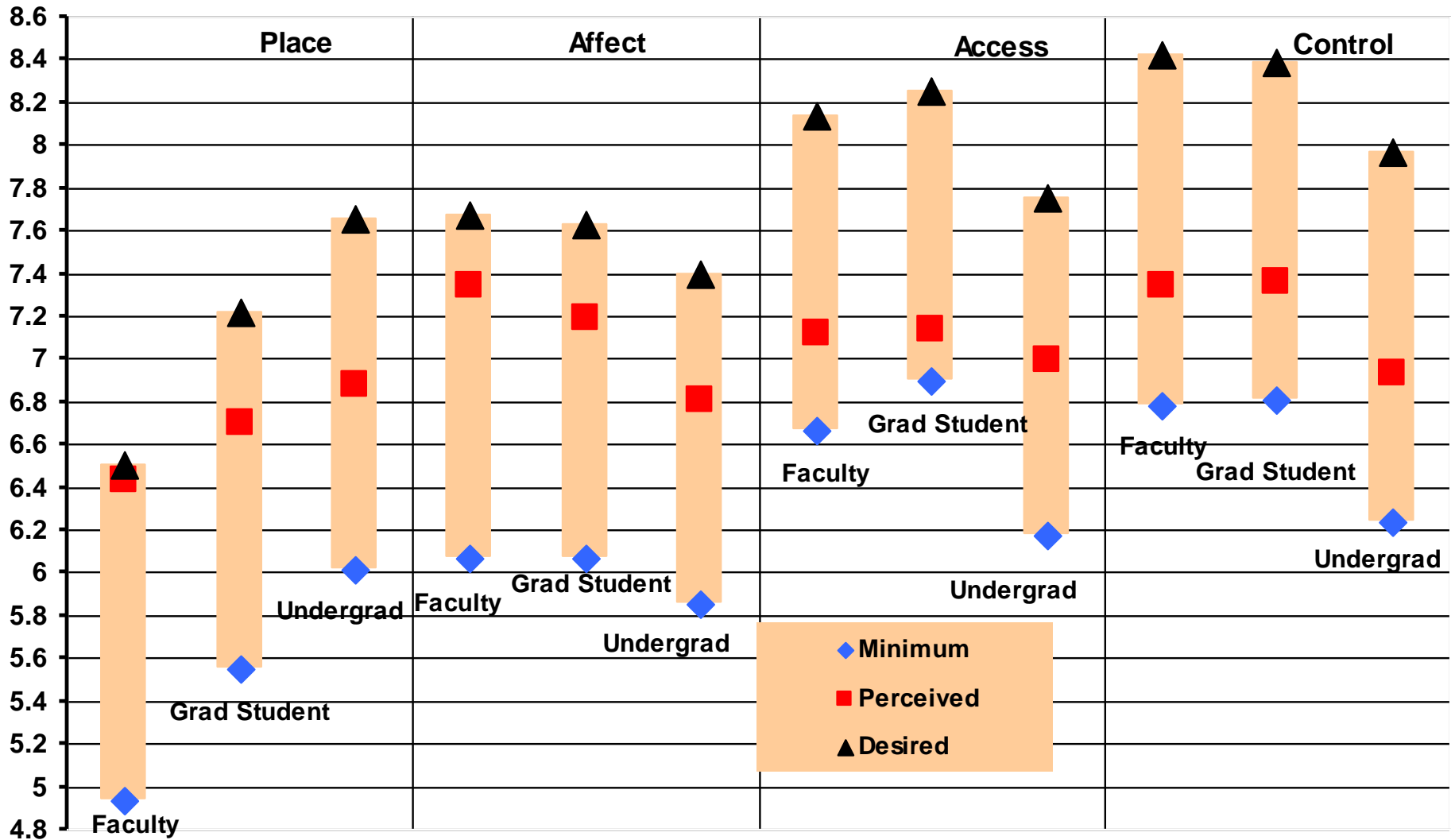
- Responses based on user expectations and experiences
 - May vary within/between institutions and groups
- Composition of respondent group varies and differs from total population
 - Cannot use an overall “institutional” score
- Number of responses for each group are critical
 - Large response allows analyses at the subgroup level
- Standard result sets may be difficult to analyze and use
 - Using the complete data set (with a statistical analysis package) greatly enhances analysis and understanding
- Comments are what they are; add context and meaning

Placing LibQUAL+™ Data in Context

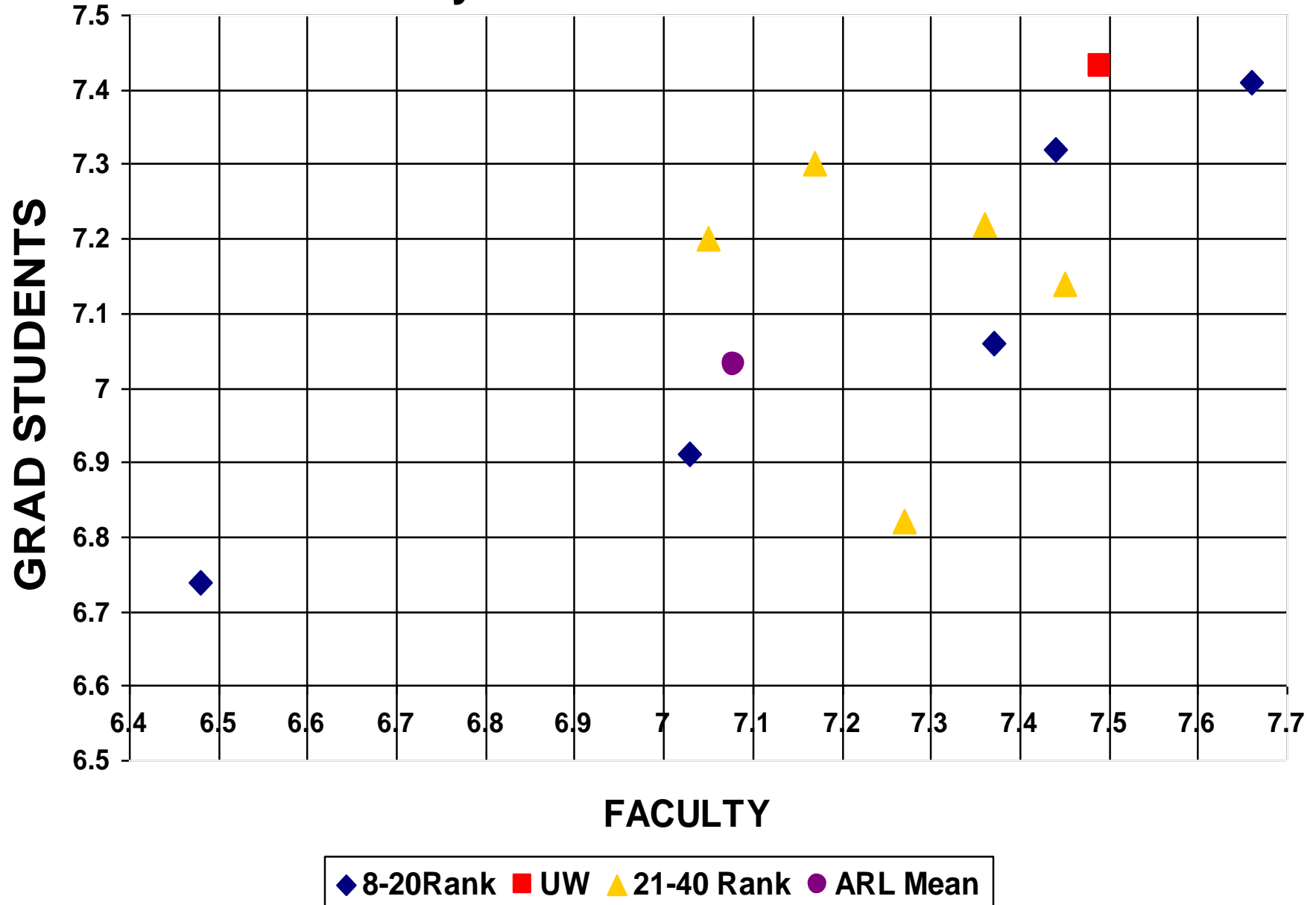
Visualizing Comparisons

- **Internal by group and dimension or question**
 - How do desired, perceived, and minimum vary by group
 - What do we do well (largest positive adequacy gaps)
 - Where do we need to improve (largest negative superiority gaps)
- **External by group and dimension or question**
 - Compare desired, perceived and minimum between UW & ARL faculty
 - Compare importance and service most positive adequacy gaps with peers
 - Compare importance and least positive (or negative) service adequacy gap with peers
- **Satisfaction**
 - LibQUAL+™ comparisons with ARL and selected peers
 - Compare UW Triennial Survey and LibQUAL+™
- **Take Care in Making Comparisons**

LibQUAL+™ 2003: UW Mean Scores by Dimension & Group



LibQUAL+™ 2003 Peer Comparison (ARL Top 40): Overall Faculty and Grad Student Satisfaction



LibQUAL+™ 2003 Service Affect:

UW/ARL *Positive Adequacy Gaps*

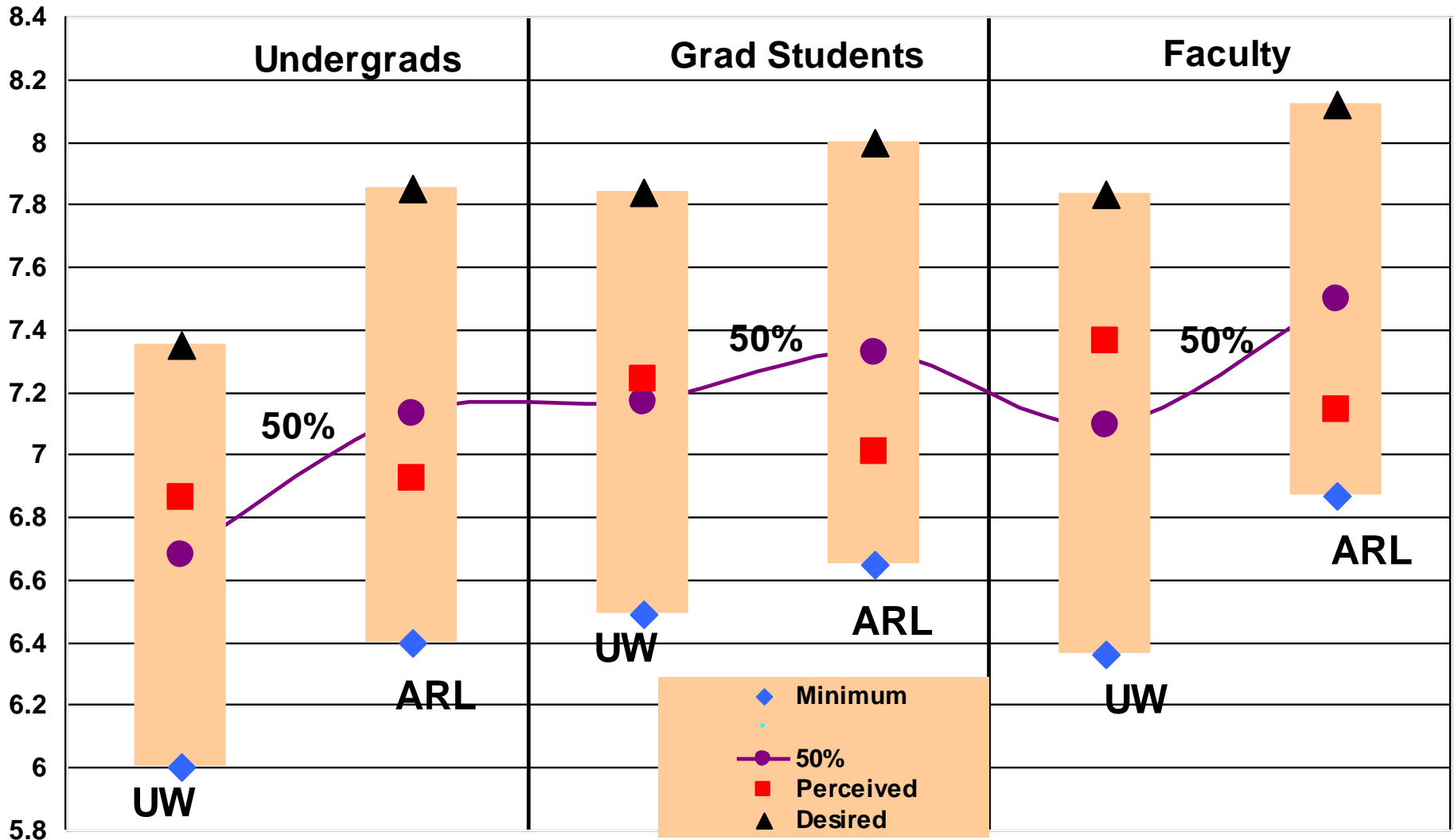
(Percent equals distance Perceived is between Minimum and Desired)

Affect of Service: Most Important		Faculty	Grad	Undergrad
Dependability in handling user's service problems	UW	1.01 69%	0.75 56%	0.86 64%
	ARL	0.27 22%	0.36 27%	0.51 35%
Employees who have the knowledge to answer user questions	UW	1.11 76%	0.78 54%	0.84 54%
	ARL	0.44 33%	.45 34%	0.54 38%
Employees who understand the needs of their users	UW	1.08 72%	0.88 62%	1.03 66%
	ARL	0.46 35%	0.57 41%	0.66 44%

LibQUAL+™ 2003: UW and ARL

Dependability in Handling User's Service Problems

Goal: Perceived to be at least 50% between Minimum and Desired



LibQUAL+™ 2003: Information Control

Largest Service Superiority *Negative* Gaps by Group

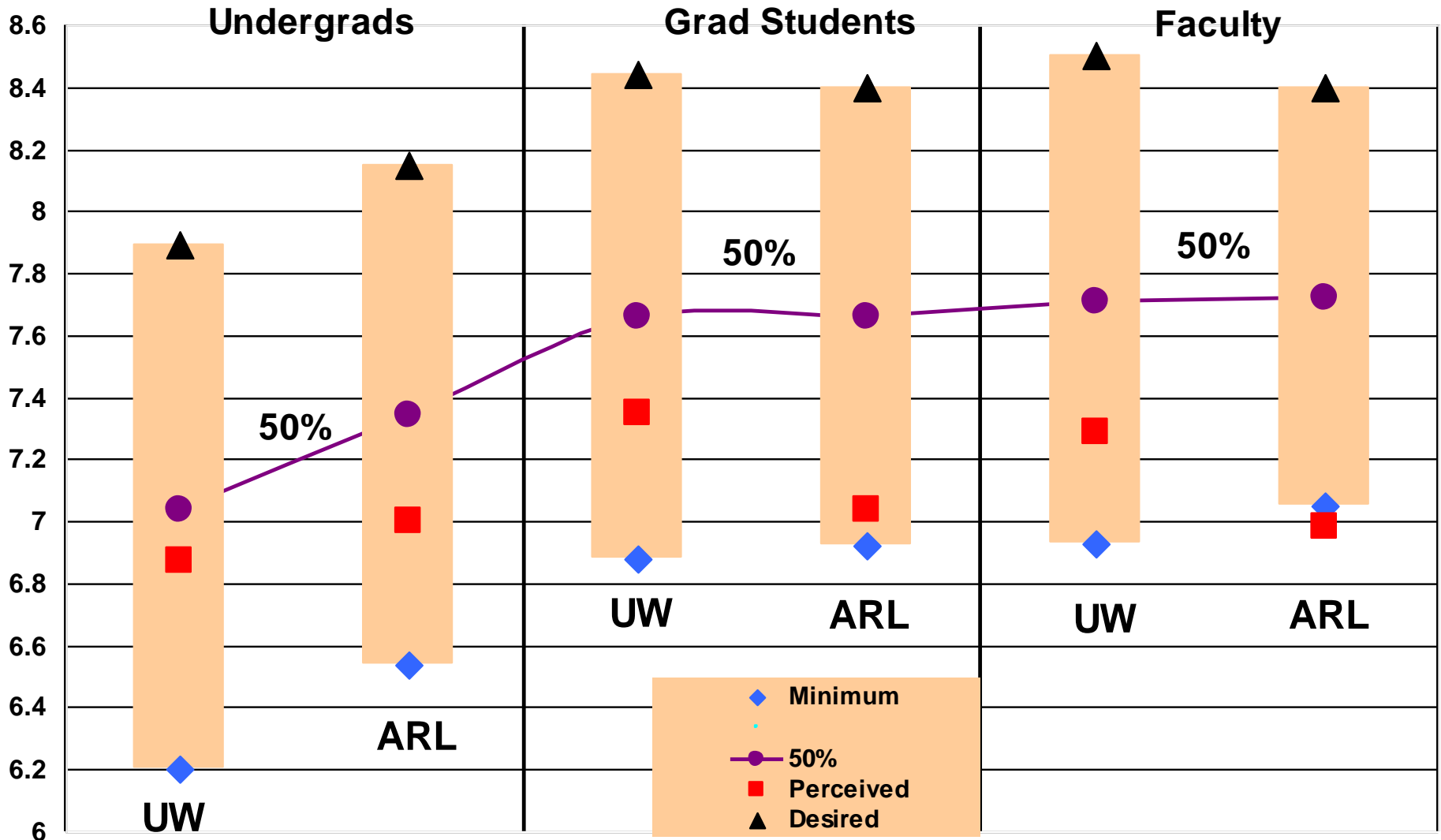
(Percent equals distance Perceived is between Minimum and Desired)

INFORMATION CONTROL	Faculty	Grad	Undergrad
Easy to use access tools	-1.38 25%	-1.19 36%	-1.27 32%
Electronic resources accessible remotely	-1.29 7%	-1.27 19%	-1.31 19%
Make information easily accessible	-0.93 37%	-0.87 42%	-1.01 43%
Library web site let's me find info I need	-1.14 30%	-1.07 30%	-0.91 48%
Electronic information resources I need	-1.28 12%	-1.08 21%	-0.61 58%

LibQUAL+™ 2003: UW and ARL

5 Information Control Questions

Goal: Perceived to be at least 50% between minimum and desired



LibQUAL+™ Follow-Up: Internal Library Marketing

- **Improve services**
 - Web site usability
 - Accelerate shift to online resources
 - Enhance resource discovery tools for undergrads
 - Improve remote access via proxy server
- **Recognize staff**
 - Positive ratings for service affect
 - Comments

Assessment Use in External Marketing: Librarian Recruitment

- Positive assessment results used as recruitment tool. The following appears in UW librarian job ads:
 - **assessment process** that makes the user-centered library not just a goal, but a reality
 - Students and faculty rank the Libraries as the **most important source of information** for their work.
 - The Libraries receives the **highest satisfaction rating** of any academic service on graduating senior surveys
 - The Libraries commended in the University's 2003 accreditation review for commitment to **assessment of service**

Assessment Use in External Marketing: Working With the Campus Community

- Thank respondents publicly
- Highlight changes made as a result of input
- Follow-up with other assessment methods such as focus groups, surveys
- “In Their Own Words” – Use their language (from comments and qualitative follow-ups), not ours, to speak with community
- Use by development for fund-raising (maintain excellence)

LibQUAL+™

Another Tool in the Assessment Box

- Cost-effective, easy to apply, complements other assessment efforts, consistent with other survey results
- Ability to identify service “gaps” adds important context
- Helpful to know what you’re doing right and where improvement needed
- Opportunity to compare results with peer institutions is valuable and provides broader measure
- Can be an essential part of community assessment which is foundation for marketing