

Using Assessment Data to Improve Library Services

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Overview

- What is LibQUAL+™?
- Why LibQUAL+™?
- Implementation
- Results
 - original perceptions, 2004
 - actions/reactions
 - improved perceptions, 2006
- Impact on library

What is LibQUAL+™?

- Quantitative
- Uses user perceptions to measure the quality of library services
- Based on service gap metrics
- Developed from SERVQUAL instrument
- Joint project of Texas A&M University and the Association of Research Libraries (ARL)
- More than 500 libraries have participated



Survey Instrument

When it comes to...	My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		
	Low	High	Low	High	Low	High	N/A
1) Employees who instill confidence in users	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
2) Making electronic resources accessible from my home or office	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
3) Library space that inspires study and learning	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
4) Giving users individual attention	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
5) A library Web site enabling me to locate information on my own	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
6) Providing health information when and where I need it	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
7) Employees who are consistently courteous	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
8) The printed library materials I need for my work	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
9) Quiet space for individual activities	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
10) Readiness to respond to users' questions	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
11) The electronic information resources I need	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
12) Employees teaching me how to access or manage information	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
13) Employees who have the knowledge to answer user questions	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
14) An environment that facilitates group study and problem solving	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
15) A comfortable and inviting location	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
16) Employees who deal with users in a caring fashion	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
17) Modern equipment that lets me easily access needed information	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
18) Access to information resources that support patient care	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
19) Employees who understand the needs of their users	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
20) Easy-to-use access tools that allow me to find things on my own	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
21) A getaway for study, learning, or research	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
22) Willingness to help users	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
23) Making information easily accessible for independent use	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
24) Print and/or electronic journal collections I require for my work	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
25) Community space for group learning and group study	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
26) Electronic resources matching my information needs	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>
27) Dependability in handling users' service problems	○○○○○○○○○○		○○○○○○○○○○		○○○○○○○○○○		<input type="checkbox"/>

Please indicate the degree to which you agree with the following statements:

28) The library helps me stay abreast of developments in my field(s) of interest. ○○○○○○○○

29) The library aids my advancement in my academic discipline. ○○○○○○○○

30) The library enables me to be more efficient in my academic pursuits. ○○○○○○○○

31) The library helps me distinguish between trustworthy and untrustworthy information. ○○○○○○○○

32) The library provides me with the information skills I need in my work or study. ○○○○○○○○

33) In general, I am satisfied with the way in which I am treated at the library. ○○○○○○○○

34) In general, I am satisfied with library support for my learning, research, and/or teaching needs. ○○○○○○○○

35) How would you rate the overall quality of the service provided by the library? ○○○○○○○○

Please indicate your library usage patterns:

36) How often do you use resources on library premises?

37) How often do you access library resources through a library Web page?

38) How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?

Please answer a few questions about yourself:

39) The library that you use most often:

40) Age:

41) Sex:

42) Discipline:

43) Position: (Select the ONE option that best describes you.) Undergraduate:
Graduate:
Faculty:
Library Staff:
Staff:

45) Enter your e-mail address in the box below if you would like to enter an optional drawing for a prize. Your e-mail address will be kept confidential and will not be linked to your survey responses. (Not required)

Complete the Survey

If you have any questions, e-mail the [Survey Administrator](mailto:survey@iit.edu)

Perceptions/Dimensions

- Affect of service (AS)
 - library services
 - library staff
- Library as place (LP)
 - facilities
 - furniture
 - technology
- Information control (IC)
 - library collections
 - access to information

LibQUAL+™: why use it?

- Inform strategic planning
- Determine “just how bad” user perception was in key areas, particularly library space and library collections
- Make more informed case for resource allocation from university
- Prepare for NCA accreditation (2006)

LibQUAL+™: IIT implementation

- Two cycles, in 2004 and 2006
- Subsequent assessments on a three year cycle (next assessment in 2009)
- Sampled entire student body
 - to ensure adequate, statistically valid sample size
 - to achieve the best representativeness

Overview of results

- Sample size
- Representativeness
- Perceptions/Dimensions
- Quantification

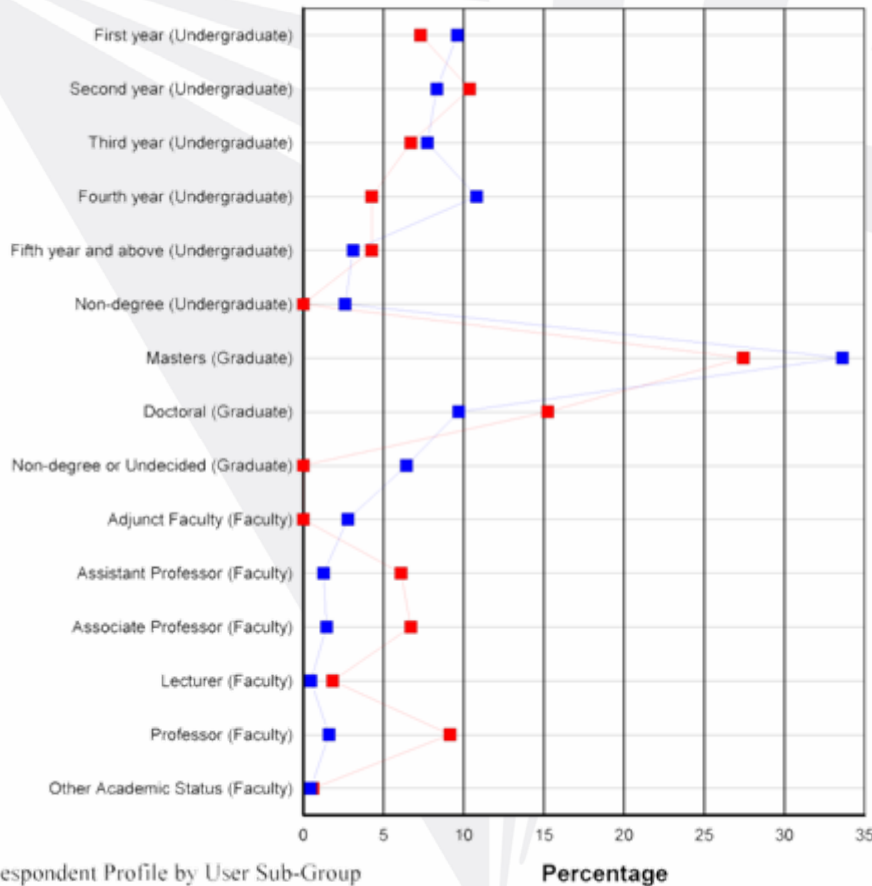
Representativeness

- By user group
- By year
- By ARL standard disciplines
- By local disciplines
 - Schools/colleges
 - Departments/majors

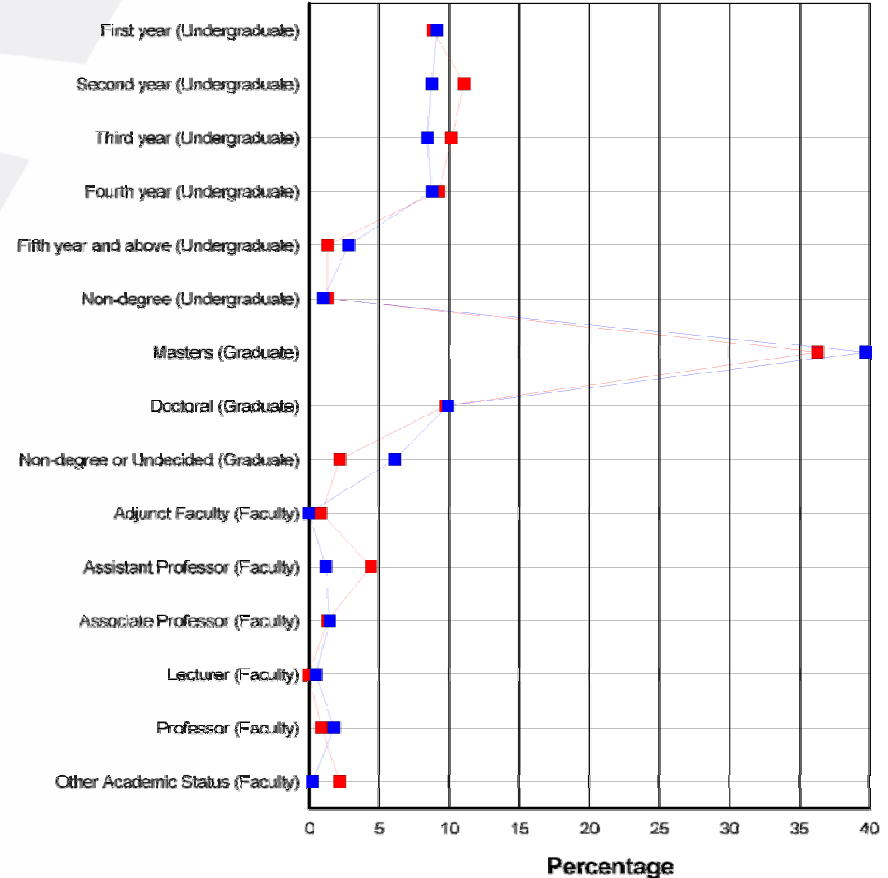
Overview of results:

representativeness of population and respondents by user subgroup, 2004 and 2006

2004



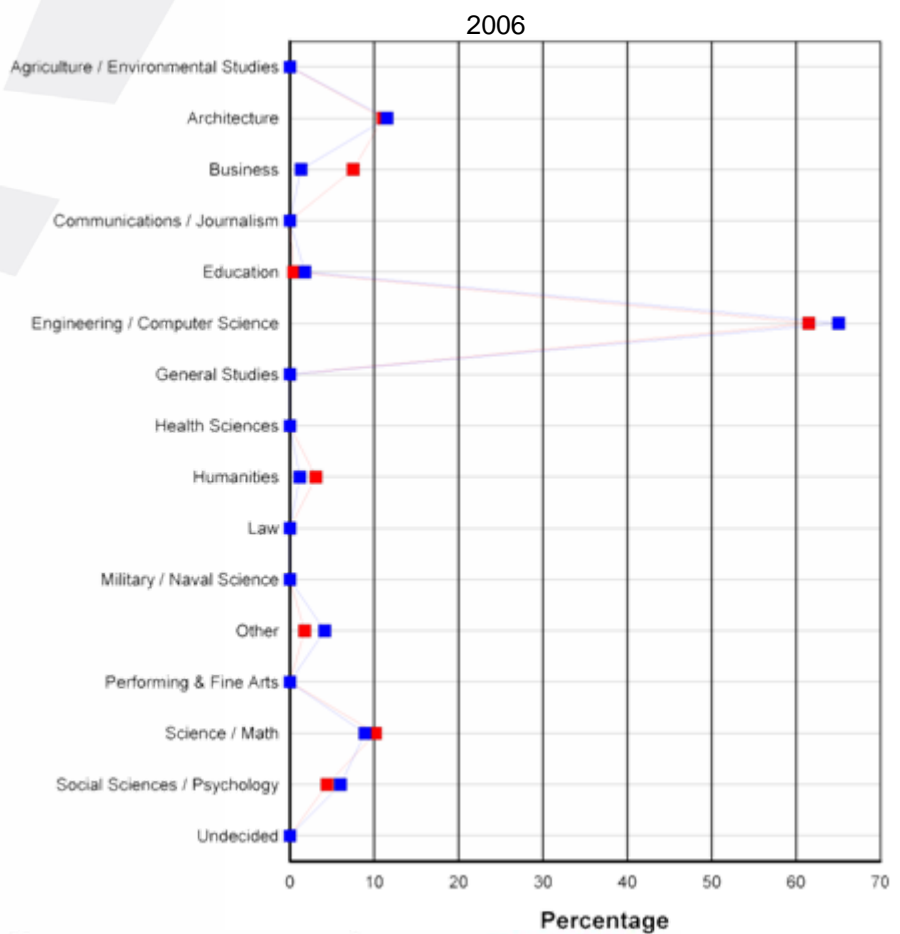
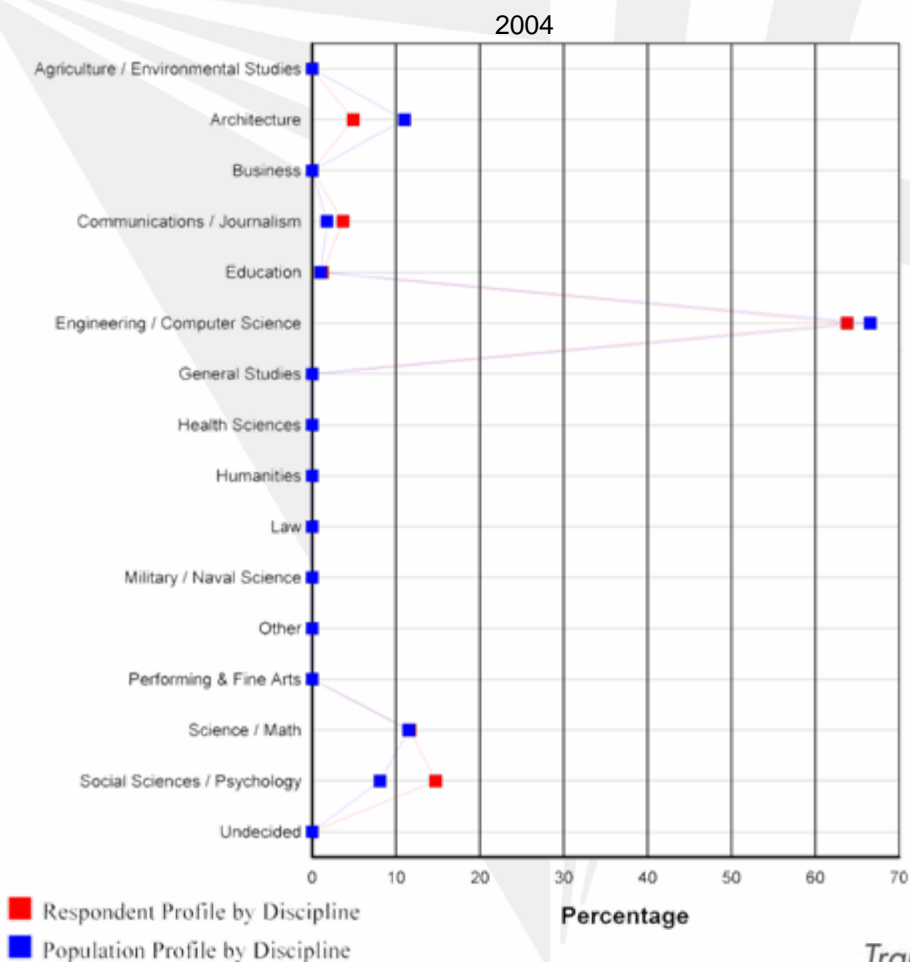
2006



■ Respondent Profile by User Sub-Group
■ Population Profile by User Sub-Group

Overview of results:

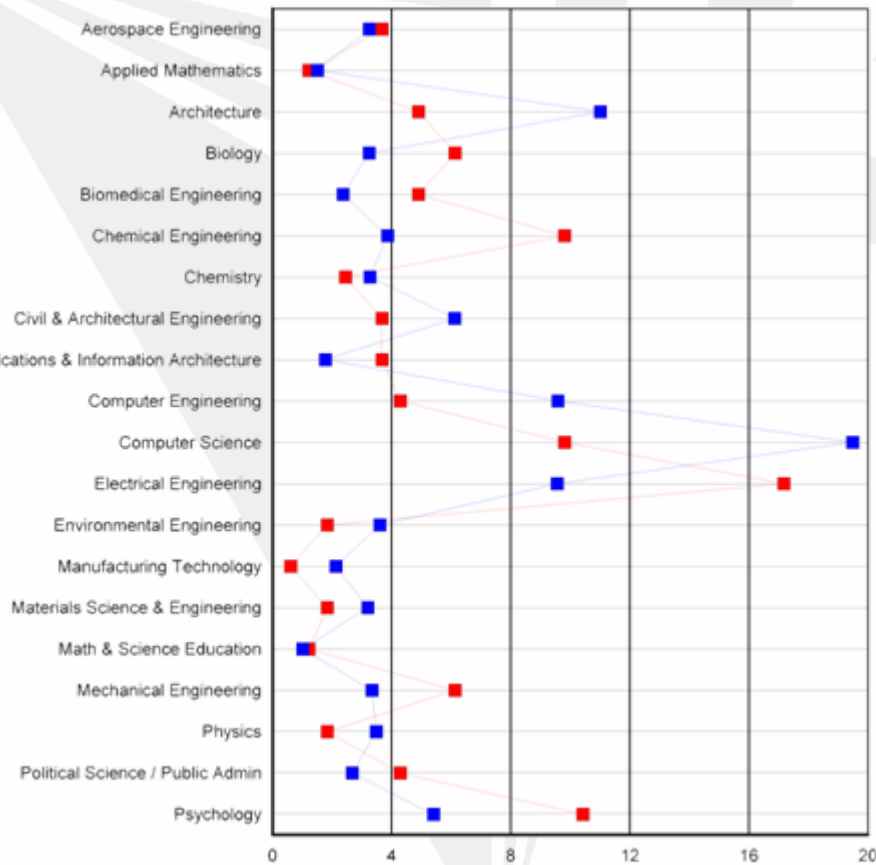
representativeness of population and respondents
by ARL standard discipline, 2004 and 2006



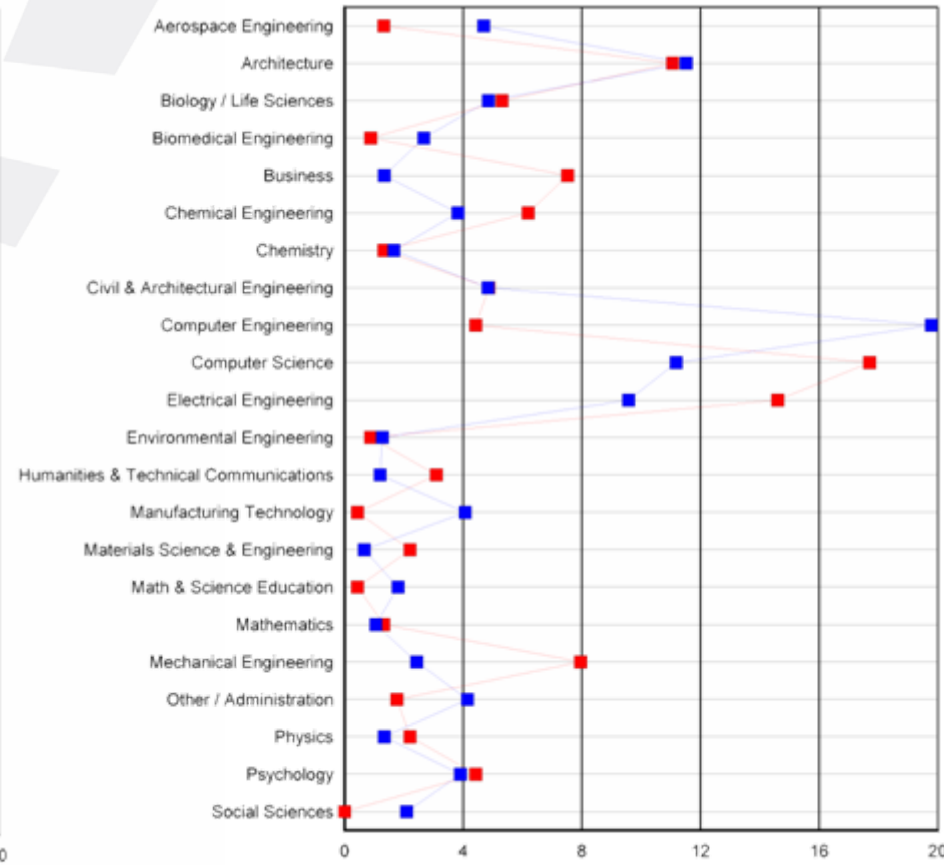
Overview of results:

representativeness of population and respondents by local discipline, 2004 and 2006

2004



2006



■ Respondent Profile by Discipline

■ Population Profile by Discipline

Percentage

Percentage

Quantification

- Service adequacy
 - difference between the patron's minimal acceptable level of service and perceived level of service
- Service superiority
 - difference between the patron's desired level of service & perceived level of service

Quantification

- Adequacy mean
 - average of service adequacy measured for any subset of patrons for a particular dimension
- Superiority mean
 - average of service superiority measured for any subset of patrons for a particular dimension

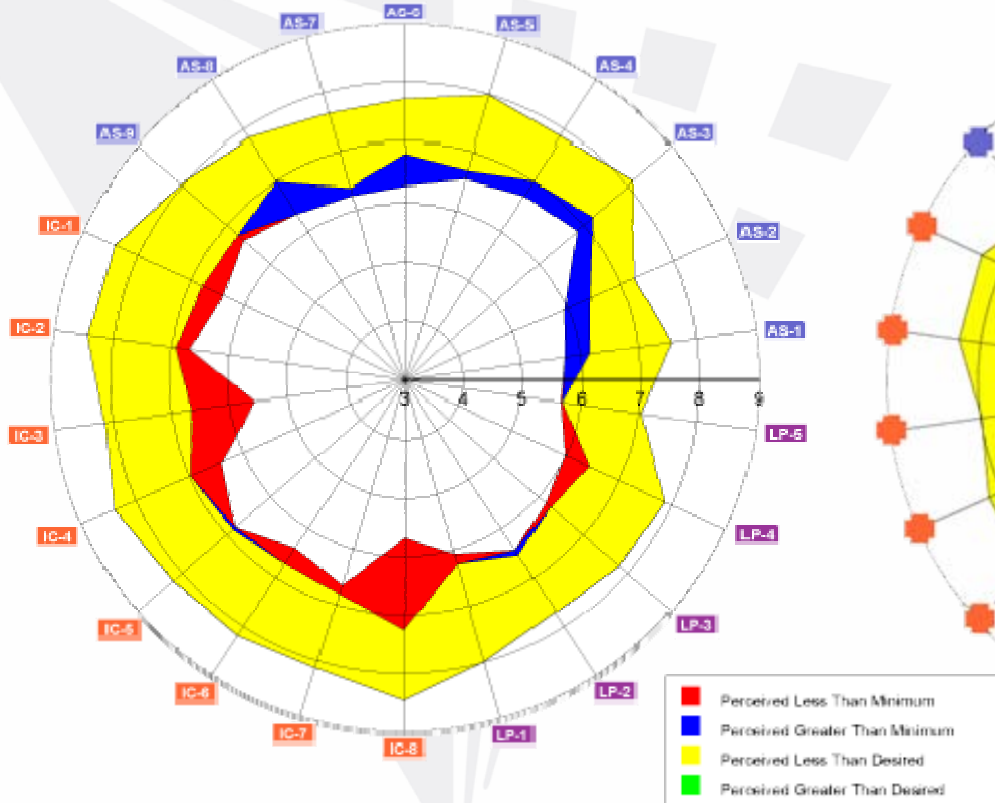
Original perceptions (2004)

- Overall, the greatest dissatisfaction was with the library's collections (IC) with an adequacy mean of **-0.51**
- Undergraduates expressed greatest dissatisfaction with the library's facilities (LP) with an adequacy mean of **-0.42**
- Graduate students & faculty expressed greatest dissatisfaction with the library's collections (IC) with adequacy means of **-0.44** and **-0.82** respectively

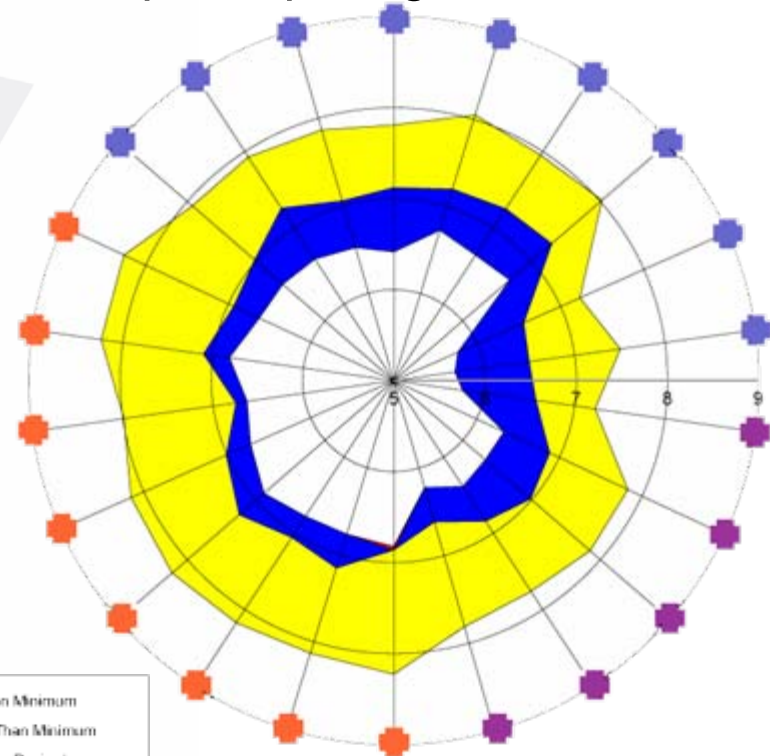
Overview of results:

comparison of IIT's results with average for all participants for all user groups, 2004

Illinois Institute of Technology



All participating universities



Actions/reactions – impact on the library

- **Library as Place**
 - enhanced access
 - improvements in the facility
- **Affect of Service**
 - expanded instruction program
 - enhanced reference services and access to librarians
- **Information Control**
 - top-to-bottom review of collection
 - enhanced monograph acquisitions



Impact on library space: actions taken – access to library

- Expanded in-semester hours
 - increased open hours from 80 to 90 hours per week
- 24 hour access for finals week
- New security and access policy

Paul V. Galvin Library

“BACK BY POPULAR DEMAND!”

ILLINOIS INSTITUTE OF TECHNOLOGY

Study 24 hours a day @ Galvin Library during Spring Finals Week!

Galvin Library will open at 8:30 am on Saturday, May 5th and won't close until Thursday, May 10th at Midnight.

After 6pm bring your ID, grab a bean bag, and get ready to cram!

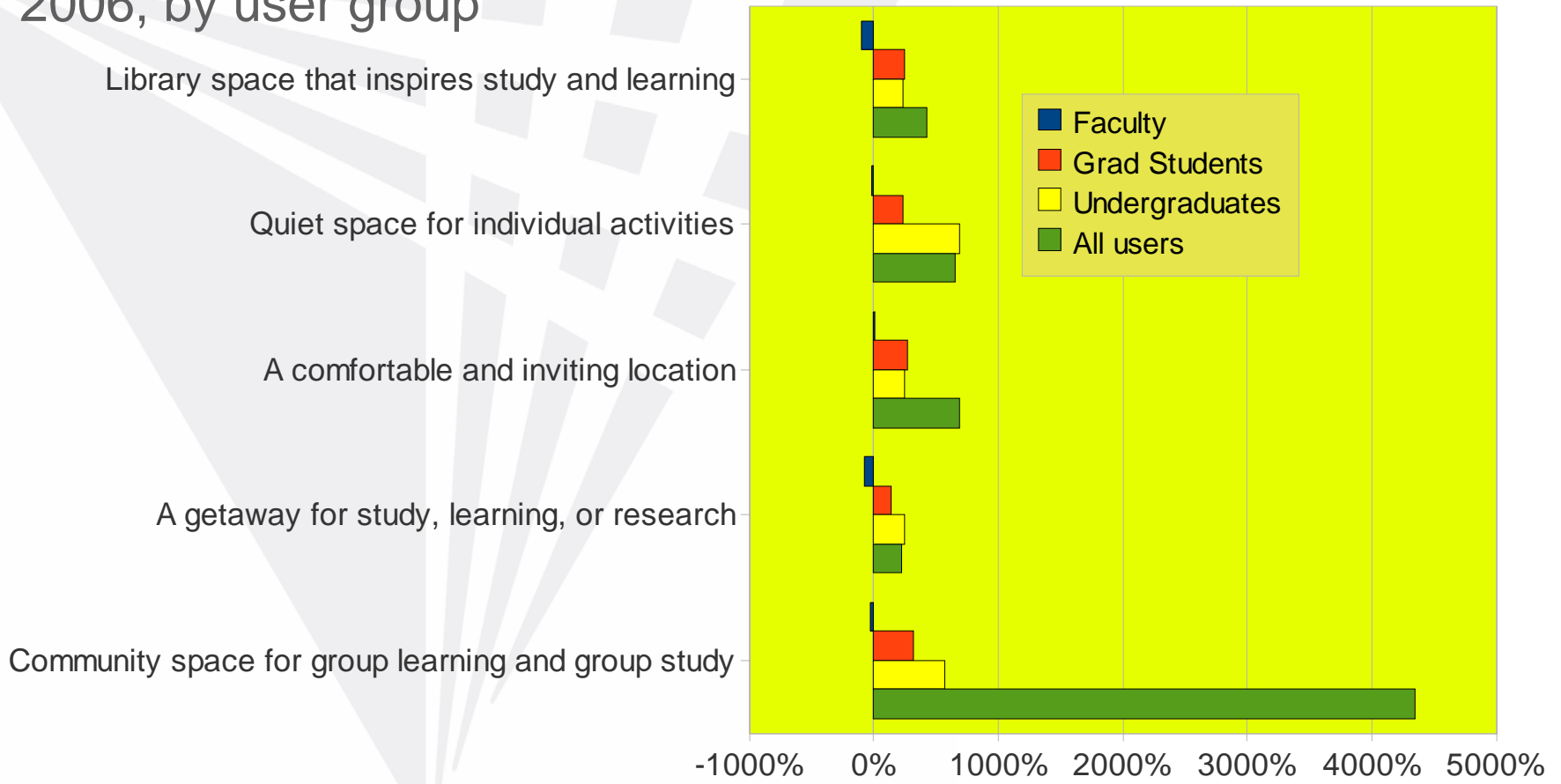
Impact on library space: actions taken - facilities

- “Fatboys” and other soft seating
- Expanded access for study rooms
- Expanded wireless network and available power outlets
- Added PCs and peripherals to common area
- Improved lighting on lower level
- Leveraged data to improve maintenance and improvements to HVAC and windows



Impact on library space:

percent change in affect of service adequacy means, 2004-2006, by user group



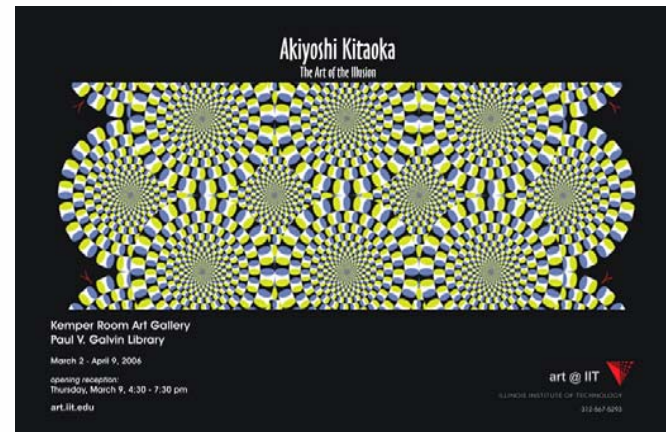
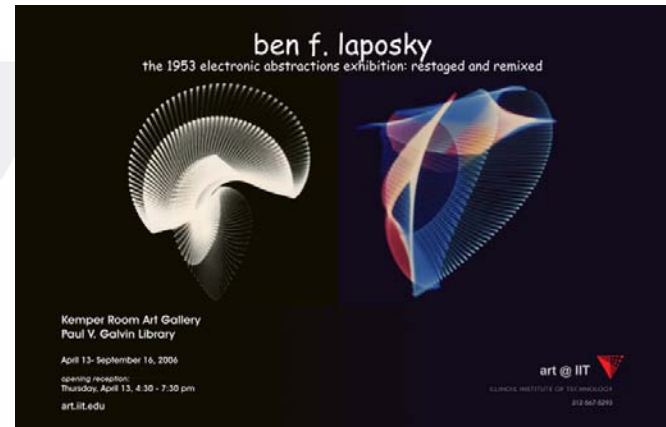
Impact on library services:

actions taken – public services

- Expanded instruction program
- Re-thought removing librarians from reference desk
- Implemented several elements of Library 2.0
- Updated websites
- Performed quality review on circulation services

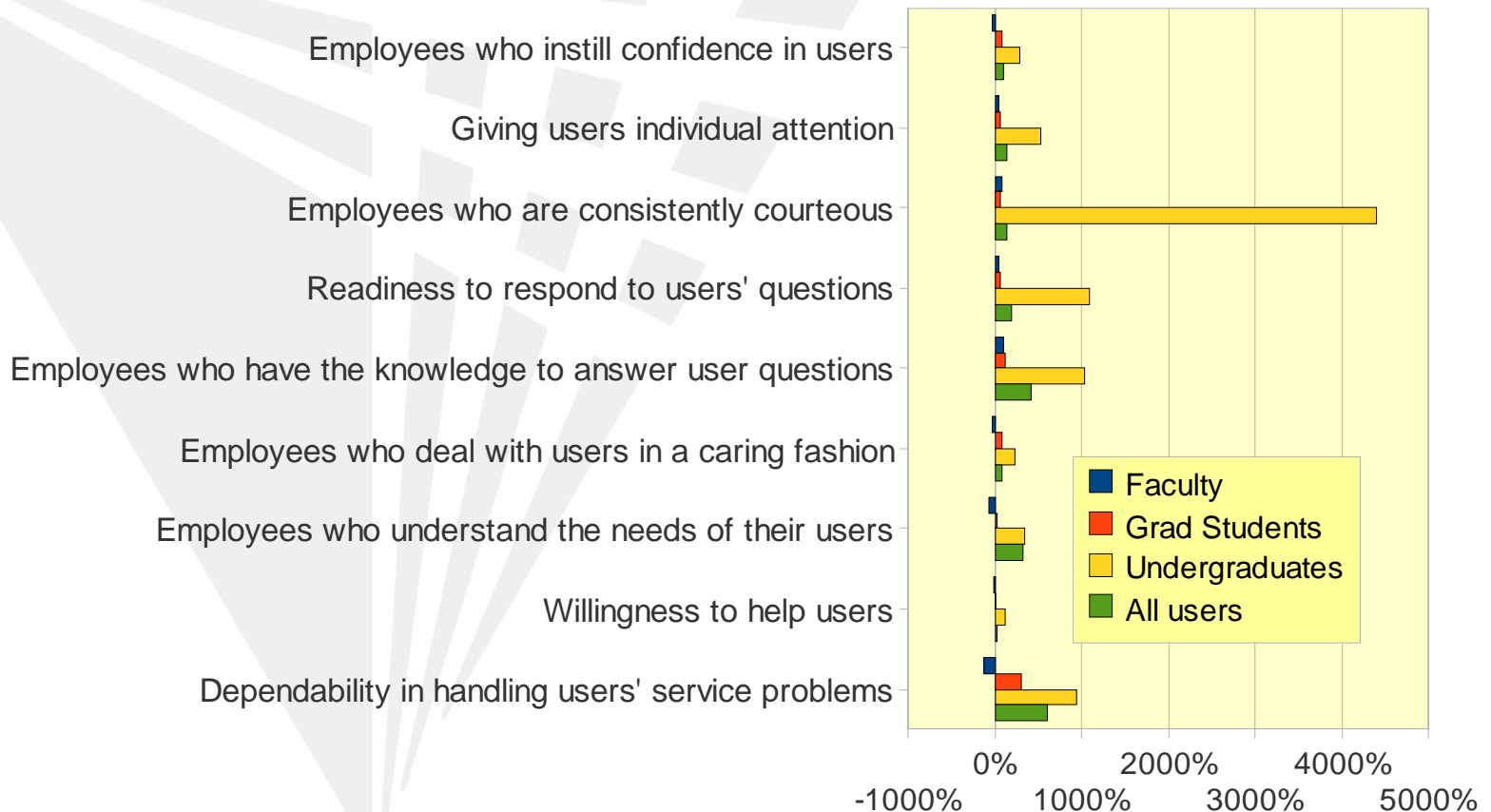
Impact on library services: actions taken – library outreach

- Improved marketing and revamped library publications
- Opened permanent gallery space
- Expanded cultural events
- Reviewed and recast subject liaison to academic departments
- Implemented one-student/one librarian program
- Greatly increased library involvement in campus recruiting, orientation, and retention efforts



Impact on library services:

percent change in affect of service adequacy means, 2004-2006, by user group



Impact on collection development:

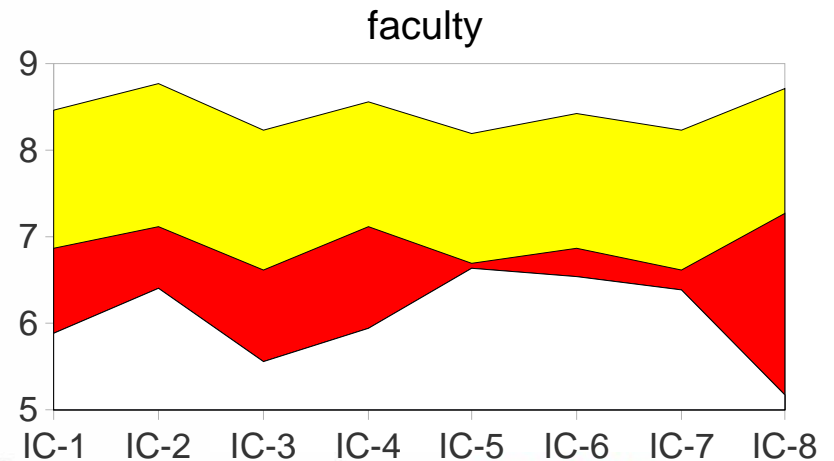
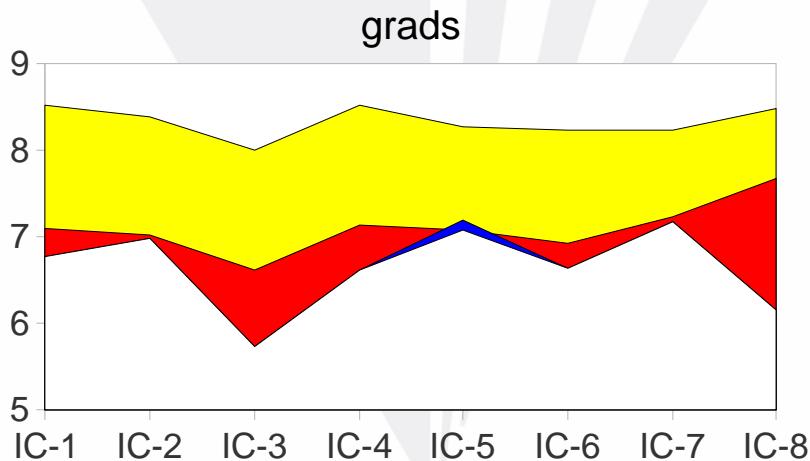
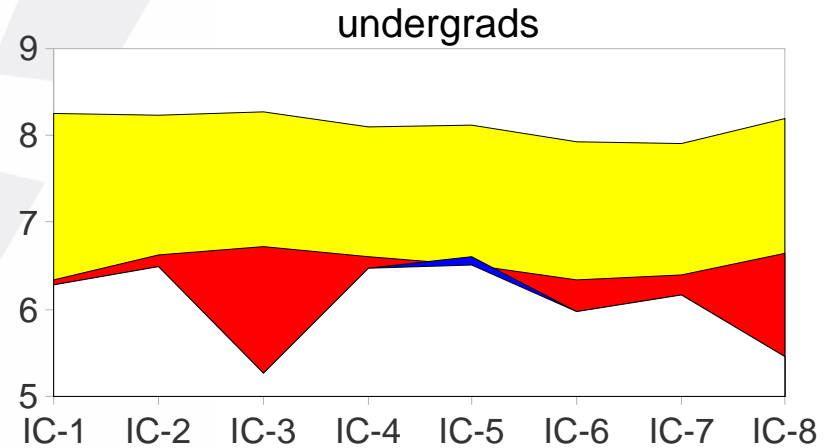
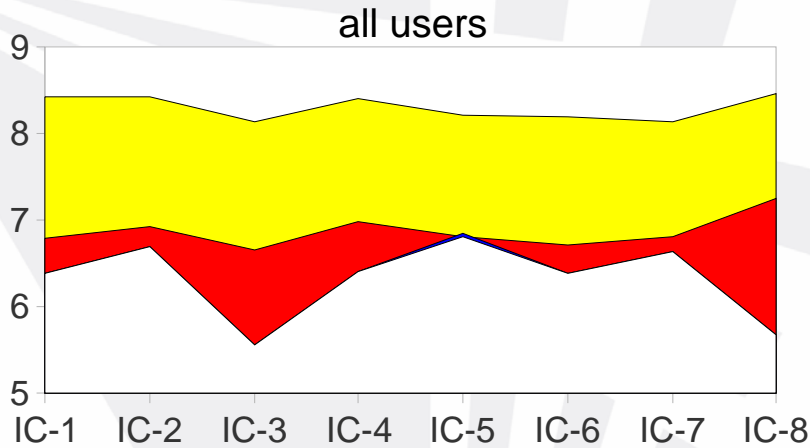
original perceptions (2004) – students

- Overall, undergraduates were least dissatisfied with the library's collections (adequacy mean of **-0.37**)
- Undergraduates expressed greatest dissatisfaction with book collection (adequacy mean of **-1.45**)
 - preference for printed books over online e-books
 - expectation that library has class textbooks
- Graduate students expressed greatest dissatisfaction with journal collection (adequacy means of **-1.51**)
 - overwhelming preference for online journals over printed & bound journals

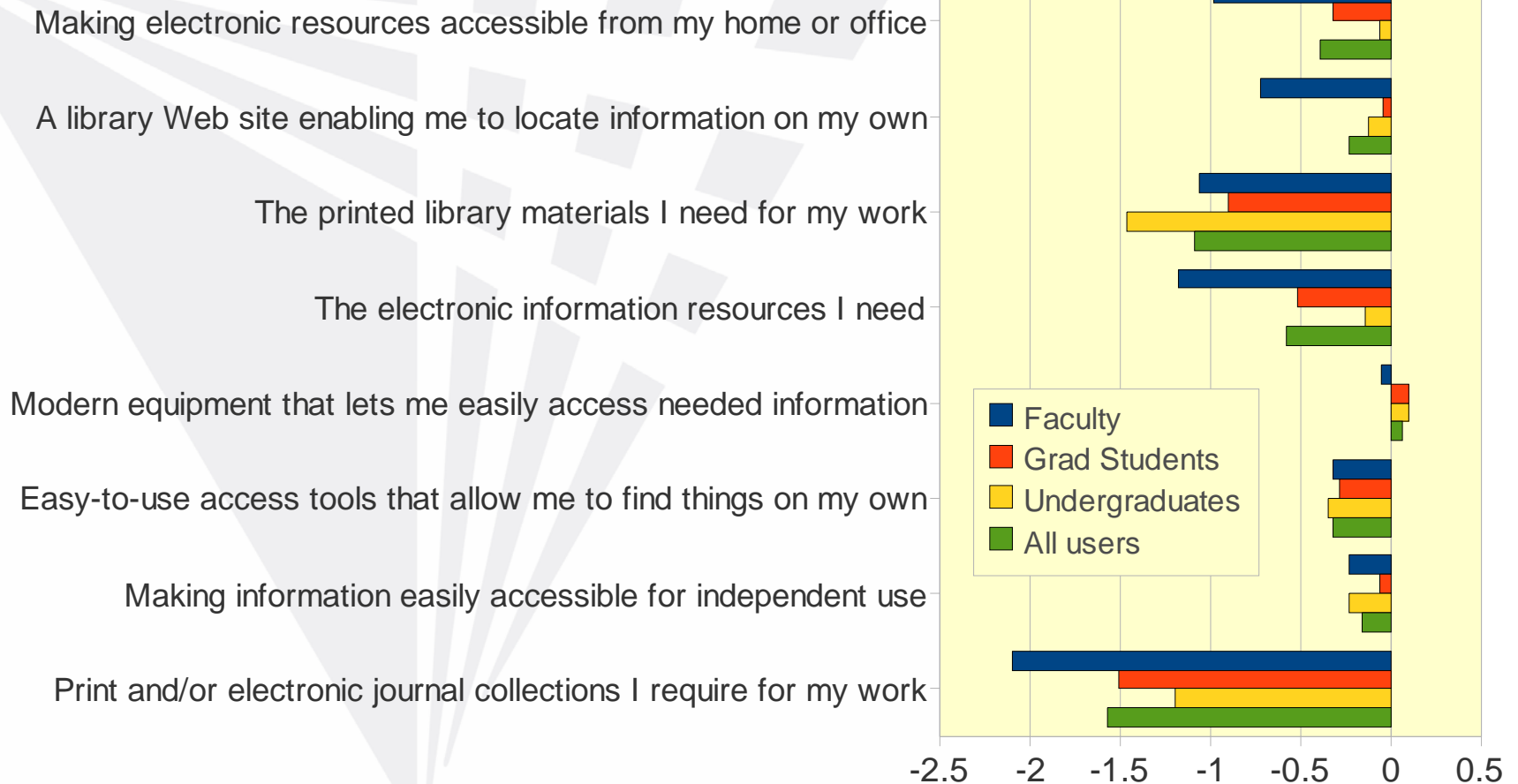
Impact on collection development: original perceptions (2004) – faculty

- Overall, faculty were least satisfied of all user groups with the library's collections (adequacy mean of **-0.82**)
- Greatest dissatisfaction with journal collection (adequacy means of **-2.10**)
 - overwhelming preference for online journals over printed & bound journals

Impact on collection development: perceived service levels by user group, 2004



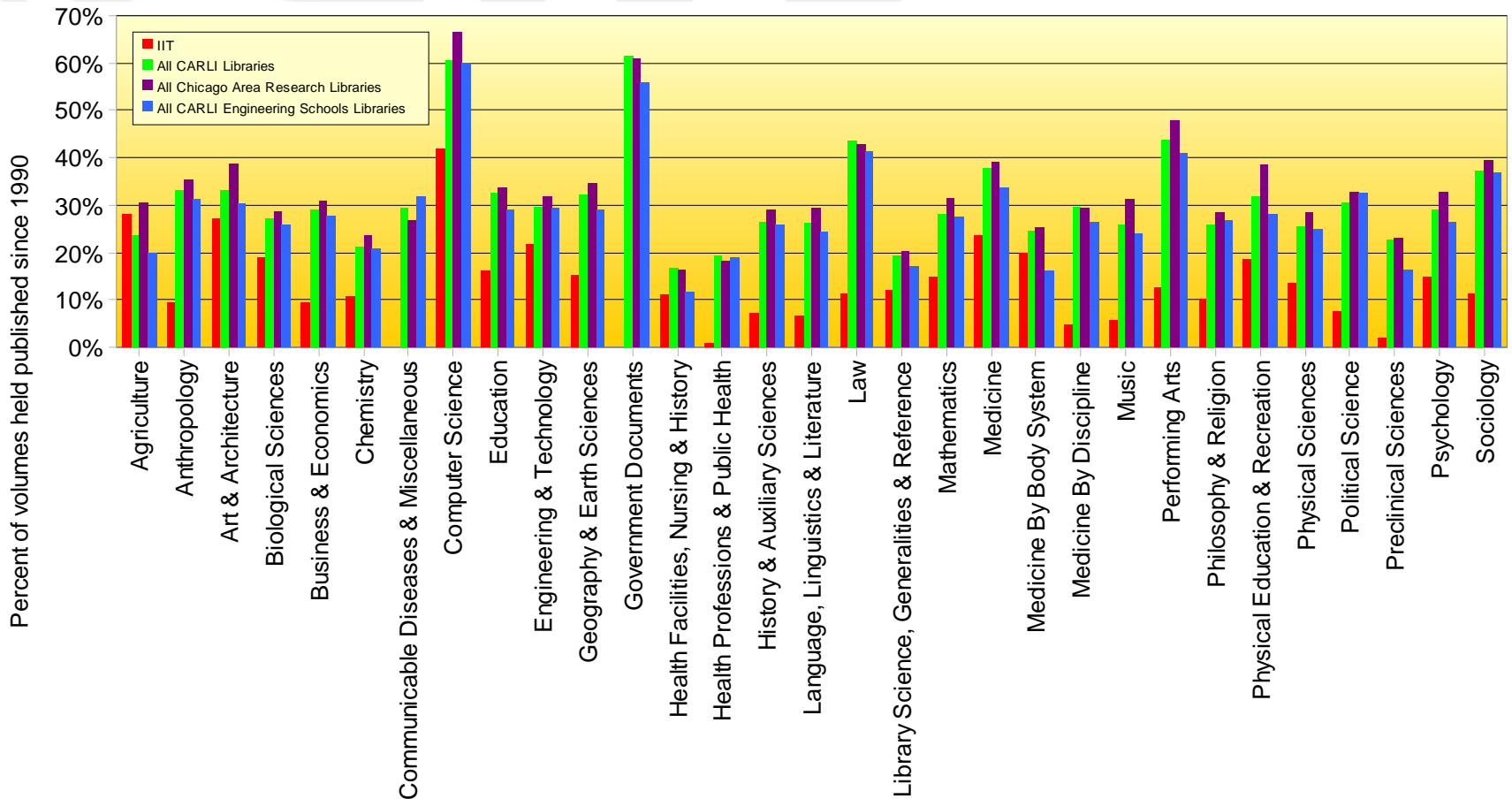
Impact on collection development: adequacy means by user group, 2004



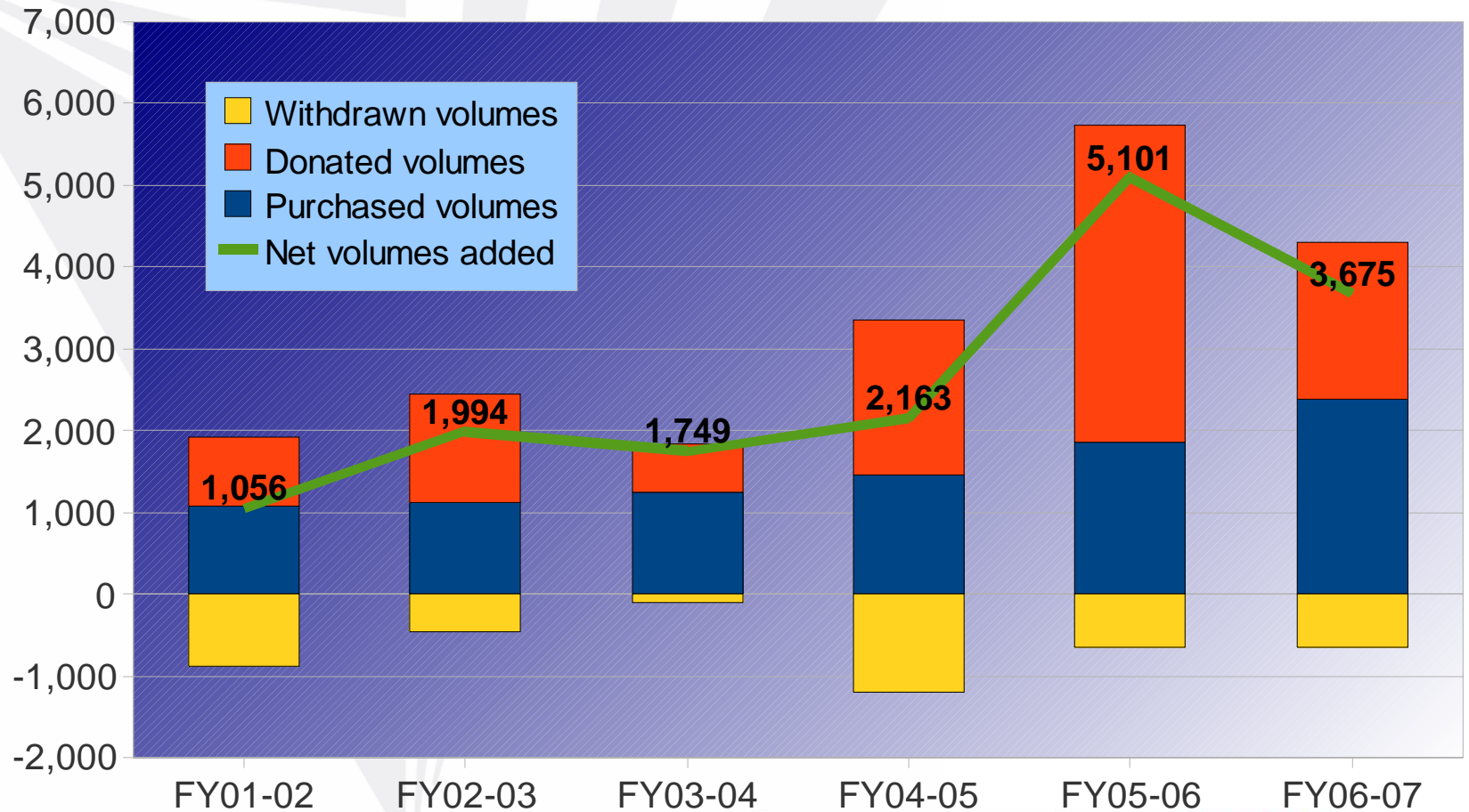
Impact on collection development: actions taken, monographs

- Evaluation of monograph collection in comparison with peer institutions with respect to age and scope
- Increased book budget
- Re-allocated funds to emphasize undergraduate curriculum
- Increased spending on non-technical subject areas to support liberal education core curriculum
- Increasing number of textbooks on reserve
- Added popular fiction/non-fiction leisure reading collection
- Sought out donations-in-kind more aggressively

Impact on collection development: actions taken, evaluation of monograph collection



Impact on collection development: actions taken, increased monograph acquisitions





Impact on collection development: actions taken, serials

- Comprehensive review of library subscriptions
 - converted all Indexing and Abstracting (I&A) services to electronic counterparts
 - converted all scholarly journal subscriptions to on-line only format
- Increased unique title count
 - more publisher bundles
 - more aggregated full-text databases
 - consortial and joint-access offerings

Booklines
Newsletter of the Paul V. Galvin Library - Illinois Institute of Technology - www.gli.it.edu

October 2006, Volume 16, Issue 2

Web of Science; INSPEC Among New Resources for IIT

This fall, Galvin Library is pleased to offer several new research tools for the IIT community.

Web of Science provides seamless access to current and retrospective multidisciplinary information from approximately 5,900 of the most prestigious, high impact research journals in the world. Web of Science also provides a unique search method, cited reference searching, which enables finding articles that cite a previously published work or articles that were cited by another relevant source.

LexisNexis Academic Search provides full-text documents from over 5,900 news, business, legal, medical, and reference publications with a variety of powerful search options. Notable sources include: national and regional newspapers, wire services, broadcast transcripts, international news, non-English language sources, business journals, company financial information, SEC filings & reports, as well as industry and market news.

INSPEC is the leading bibliographic database providing abstracts and indexing to the world's scientific and technical papers in physics, electrical engineering, electronics, communications, control engineering, computing, information technology, manufacturing, production and mechanical engineering, containing over 8 million records. Created by the IEE (Institution of Electrical Engineers), INSPEC provides coverage from over 3,400 journals, 2,000 conference proceedings as well as numerous books, dissertations, and reports.

RefWorks allows users to create, manage, store, and share citations and references. It is an on-line research management tool that researchers can use to insert references directly into papers and to generate formatted bibliographies and manuscripts in seconds. RefWorks is compatible with EndNote and most academic literature databases.

SASKIA Digital Images Archive, a rich collection of 30,000 digital images from Scholars Resource, features an international selection of historically significant paintings, architecture, sculpture, and more. It is displayed in high resolution or thumbnail format. Featured collections include the Prado, the Kunsthistorisches Museum, the Uffizi, and the Louvre, as well as archeological sites in Greece, Italy, Turkey and Egypt.

Avery Index of Architectural Periodicals via CSA Illumina now offers a simpler, more user-friendly approach to searching while maintaining powerful options for experienced users. Galvin Library's new agreement with CSA allows for unlimited simultaneous use of the Index. The only comprehensive American guide to current literature of architecture and design, the Index surveys more than 2,500 US and foreign journals. Three-fourths of the items are not indexed in any other source.

These and over 100 other online databases can be accessed at www.gli.it.edu; selecting Resources and then choosing Databases.

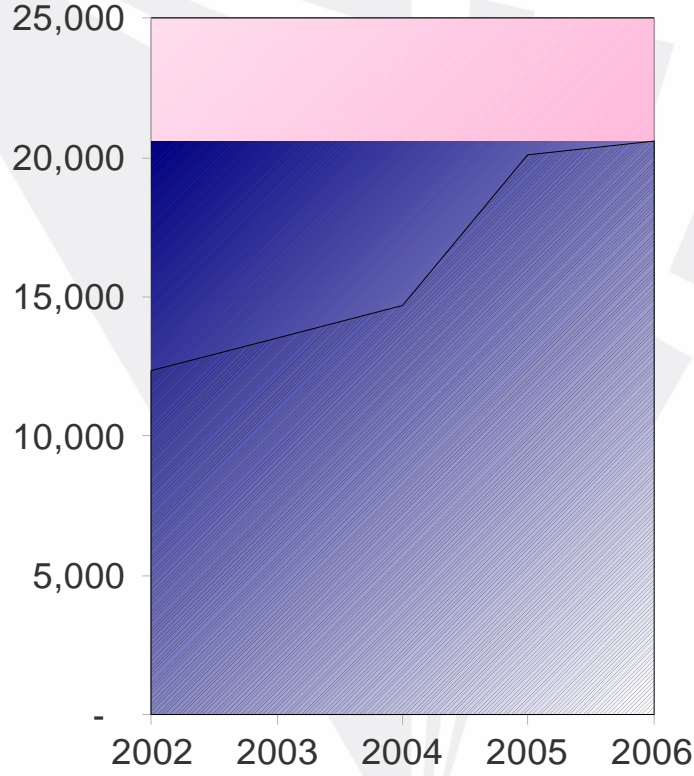
can access most electronic resources 24/7. In addition to its Sunday hours, Galvin is open Monday - Thursday 8:30AM - 12:00 AM (Midnight), Friday and Saturday 8:30AM - 5:00 PM.

Extended Sunday Hours

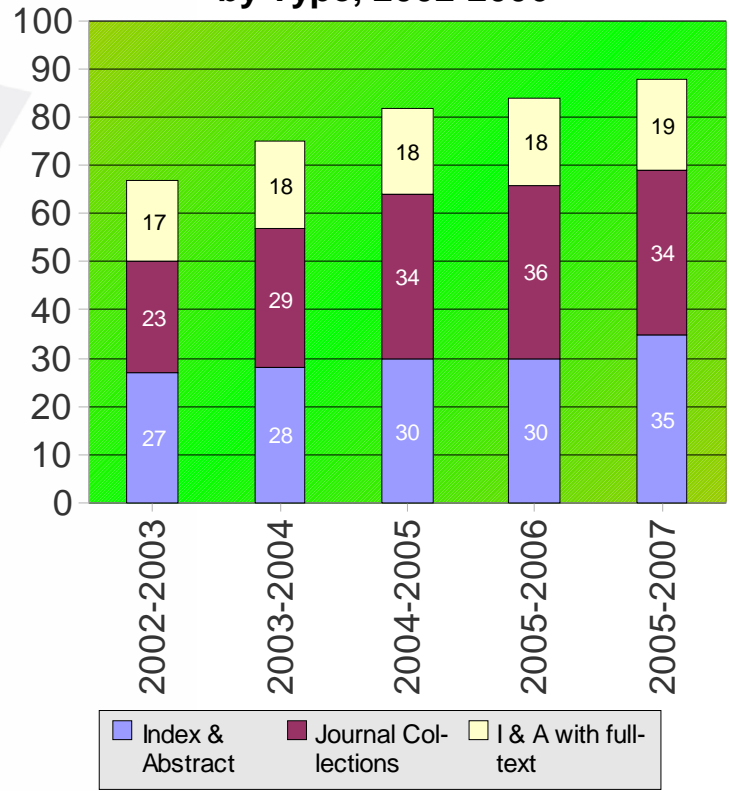
This Fall, Galvin Library will open at noon on Sunday and close at midnight. Previously, the library opened at 2:00 PM on Sundays. Library staff is available to assist during all hours of operation, and students

Impact on collection development: actions taken, improved serials holdings

**Number of Unique e-journal Titles,
2002-2006**



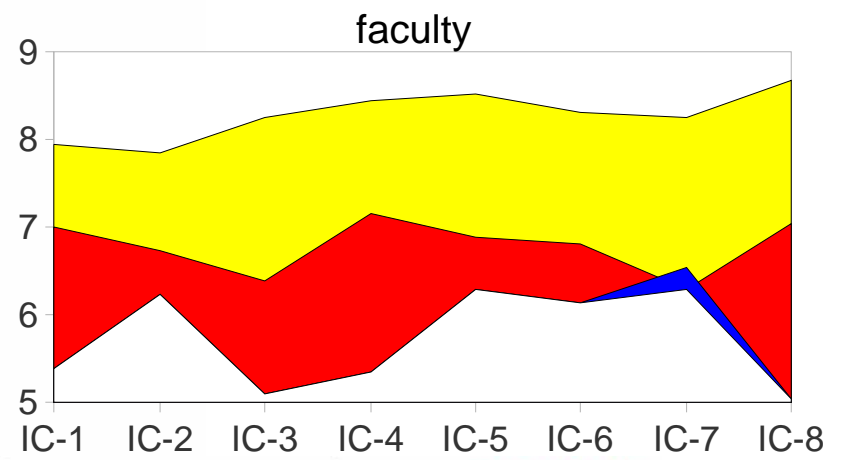
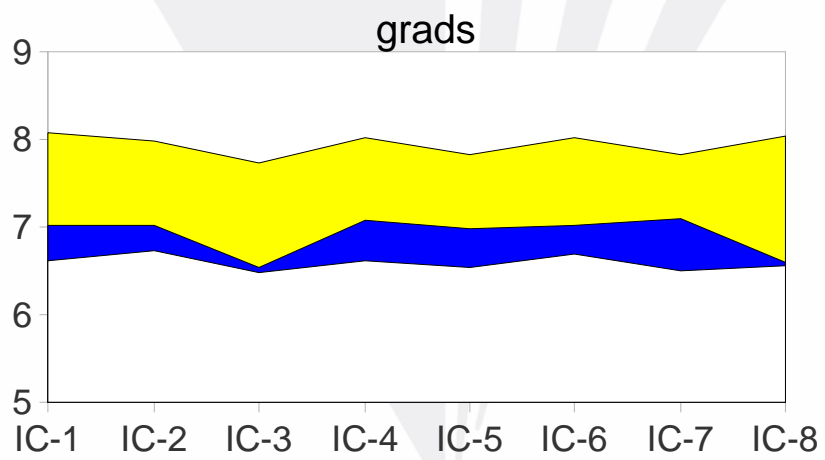
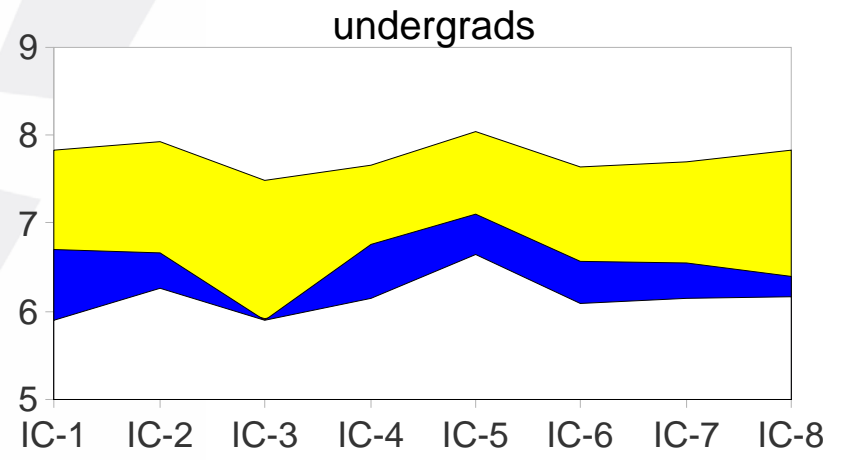
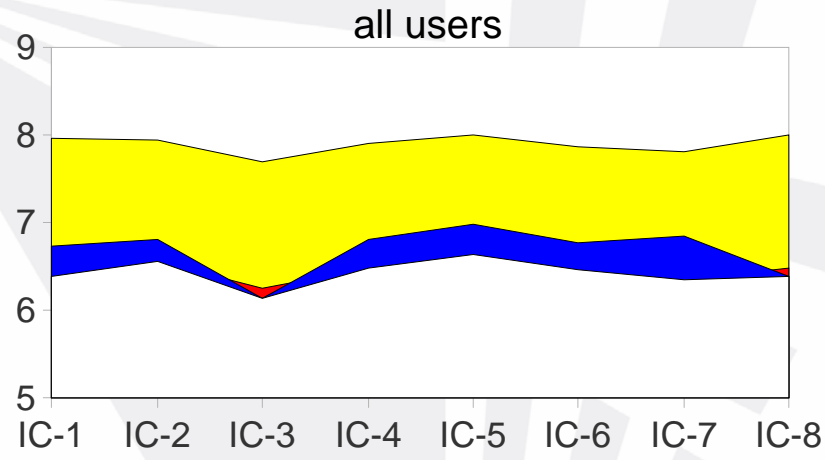
**Number of Electronic Databases
by Type, 2002-2006**



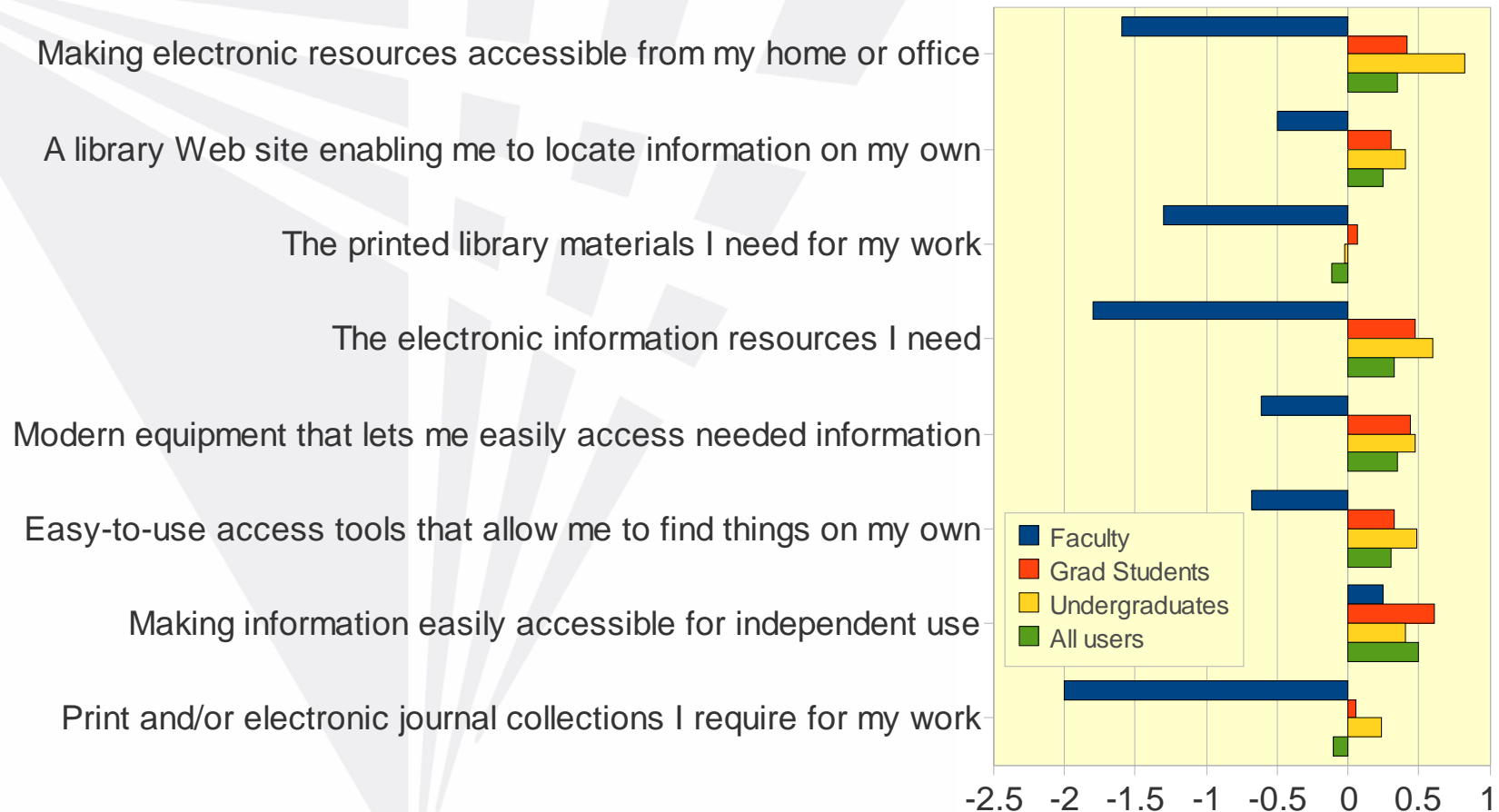
Impact on collection development: improved perceptions (2006)

- No overall adequacy gap—overall adequacy mean of +0.25
- Undergraduates still least satisfied with the book collection
 - adequacy mean improved from -1.45 to -0.02
- Grads & faculty still least satisfied with the journal collection
 - graduate adequacy mean improved by the greatest amount – from -1.51 to +0.05
 - faculty adequacy mean improved only slightly from -2.10 to -2.00

Impact on collection development: perceived service levels by user group, 2006



Impact on collection development: adequacy means by user group, 2006



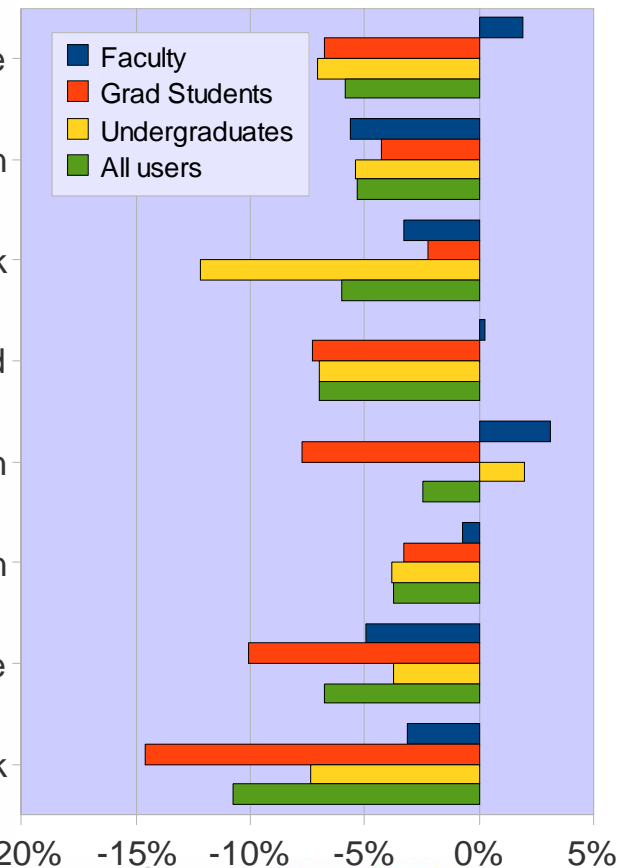
Improved perceptions & lowered expectations (2006)

- Marketing & outreach initiatives
 - lowered students' expectations (minimum means)
 - raised perceived service levels
- Changes and improvements
 - raised perceived service level for most users across most dimensions
 - raised expectations of faculty

Impact on collection development:

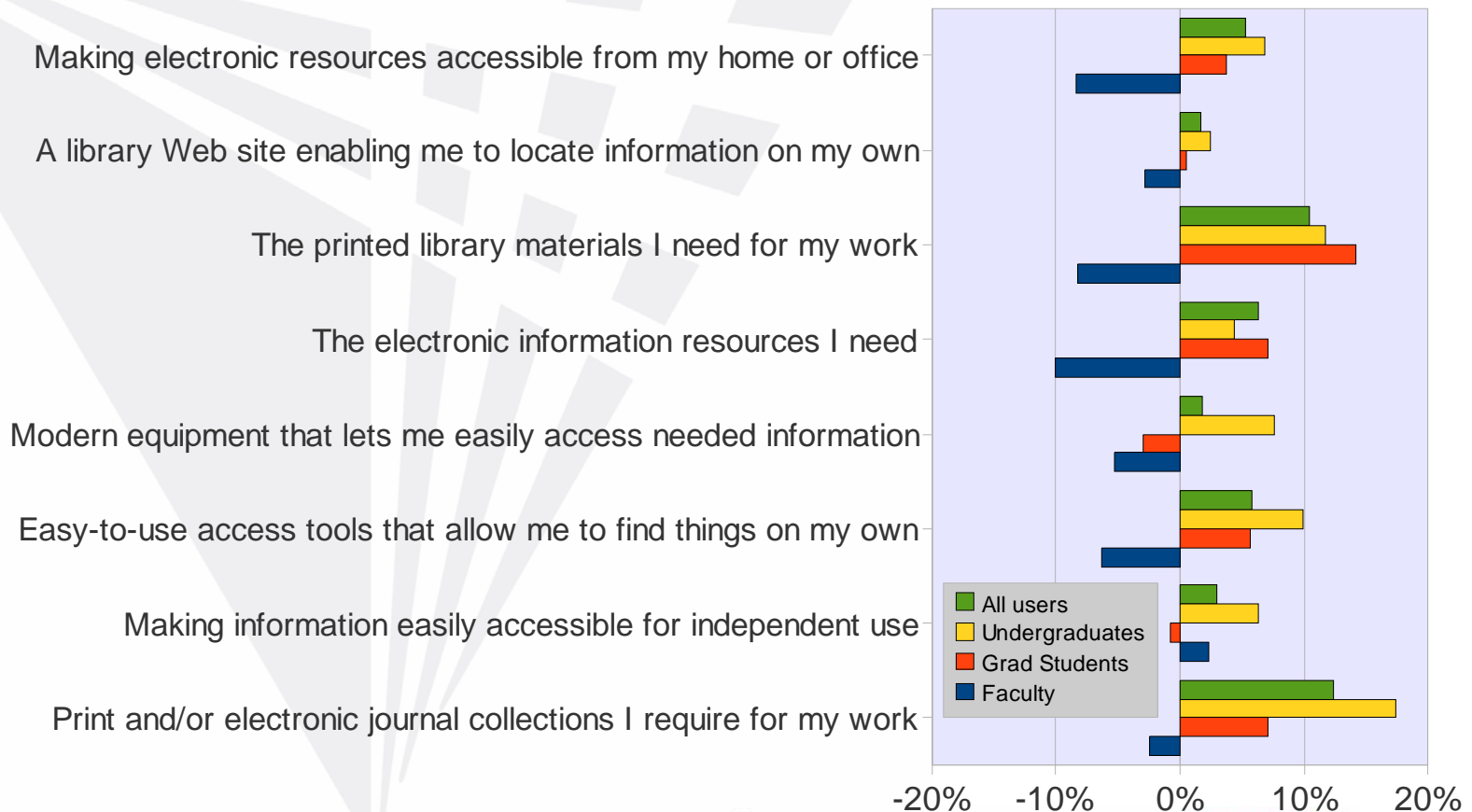
percent change in information control minimum means, 2004-2006, by user group

- Making electronic resources accessible from my home or office
- A library Web site enabling me to locate information on my own
- The printed library materials I need for my work
- The electronic information resources I need
- Modern equipment that lets me easily access needed information
- Easy-to-use access tools that allow me to find things on my own
- Making information easily accessible for independent use
- Print and/or electronic journal collections I require for my work



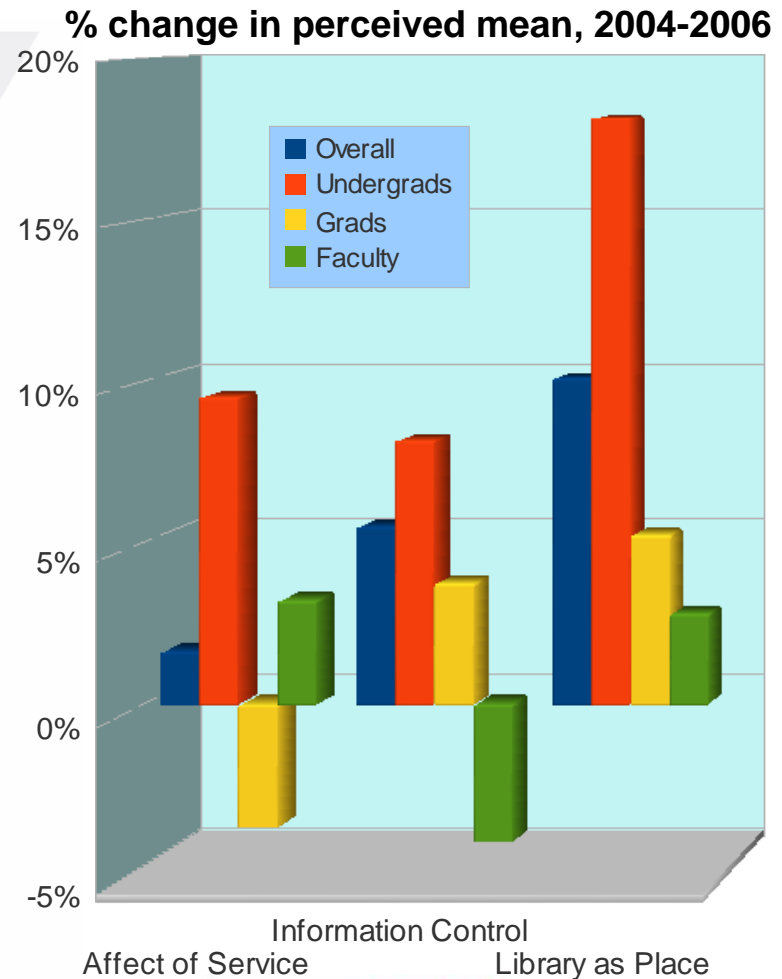
Impact on collection development:

percent change in information control perceived means, 2004-2006, by user group

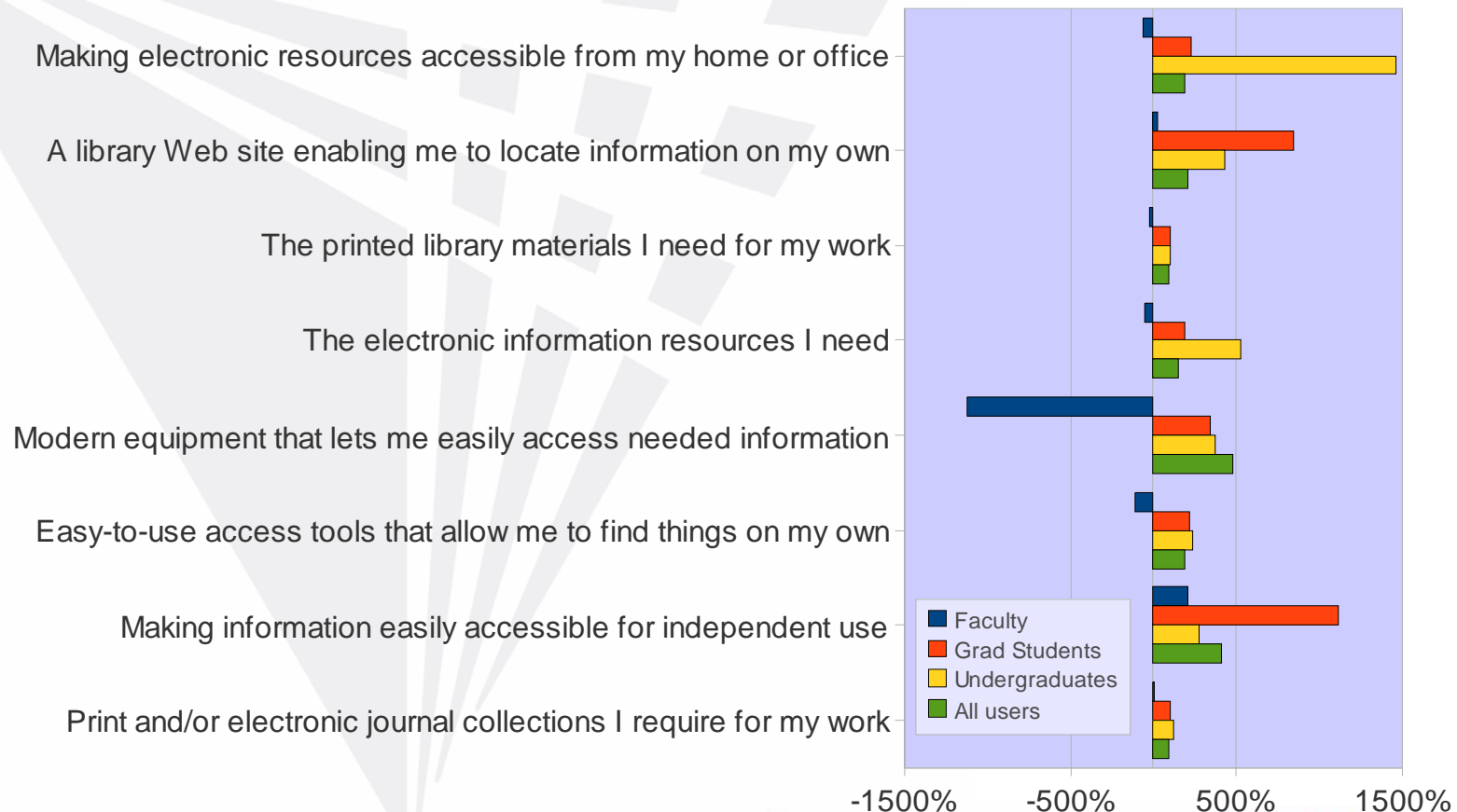


Improved perceptions (2006)

- User group showing greatest improvement is undergraduates
 - most instruction targets undergrads
- Dimension showing greatest improvement is Library as Place (LP)
 - most visible improvements

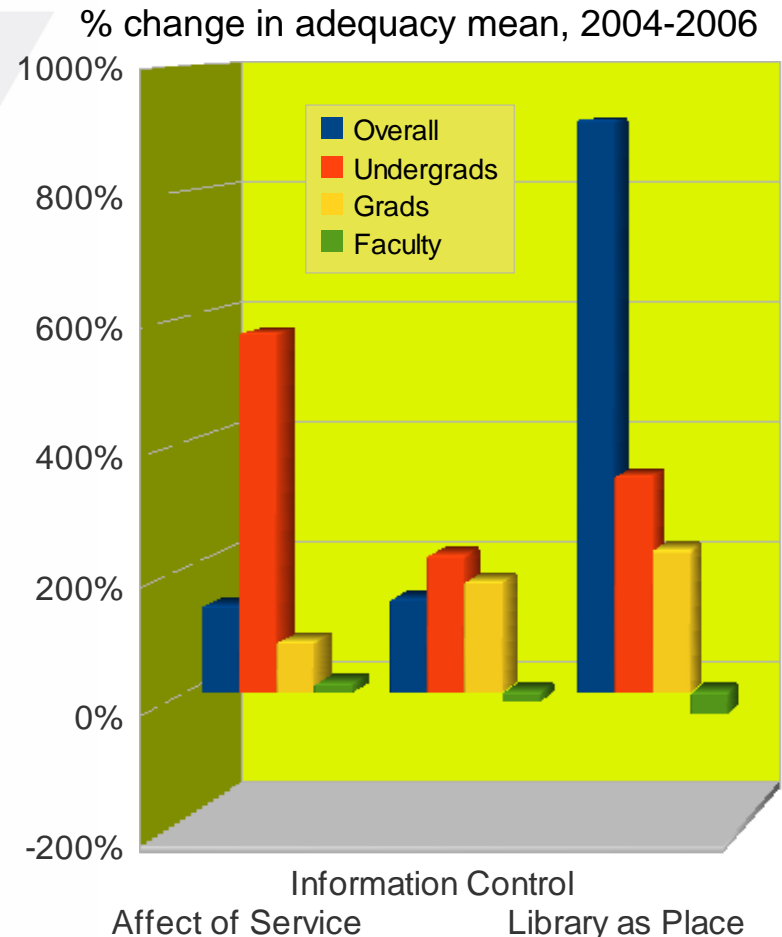


Impact on collection development: percent change in information control adequacy means, 2004- 2006, by user group



Lower expectations + improved perceptions = reduced adequacy gap

- No overall adequacy gap
- All user groups least satisfied with library collections (IC)
 - undergraduates adequacy mean of 0.44
 - graduate adequacy mean of 0.34
 - faculty adequacy mean of **0.93**



NCA Accreditation

- New Criteria for accreditation (2000-2004) places emphasis and learning outcomes and assessment
- LibQUAL+™ is increasingly recognized by accreditation teams as the standard for library assessment

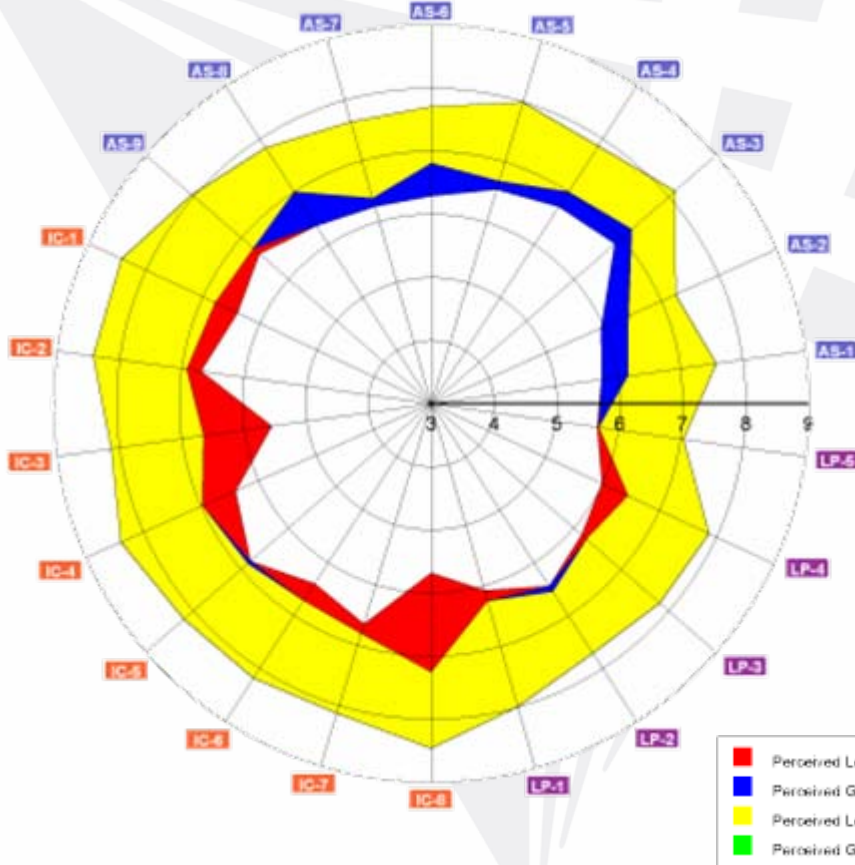
Important LibQUAL mapping areas for library in NCA Core Criteria

- Student Learning and Effective Teaching
(NCA 3c; 3d/ LibQUAL+™ AS; LP)
 - The organization creates effective learning environments.
 - The organization's learning resources support student learning and effective teaching.
- Acquisition, Discovery, and Application of Knowledge
(NCA 4d/ LibQUAL+™ IC; AS)
 - The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
- Engagement and Service (5a)
 - The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations

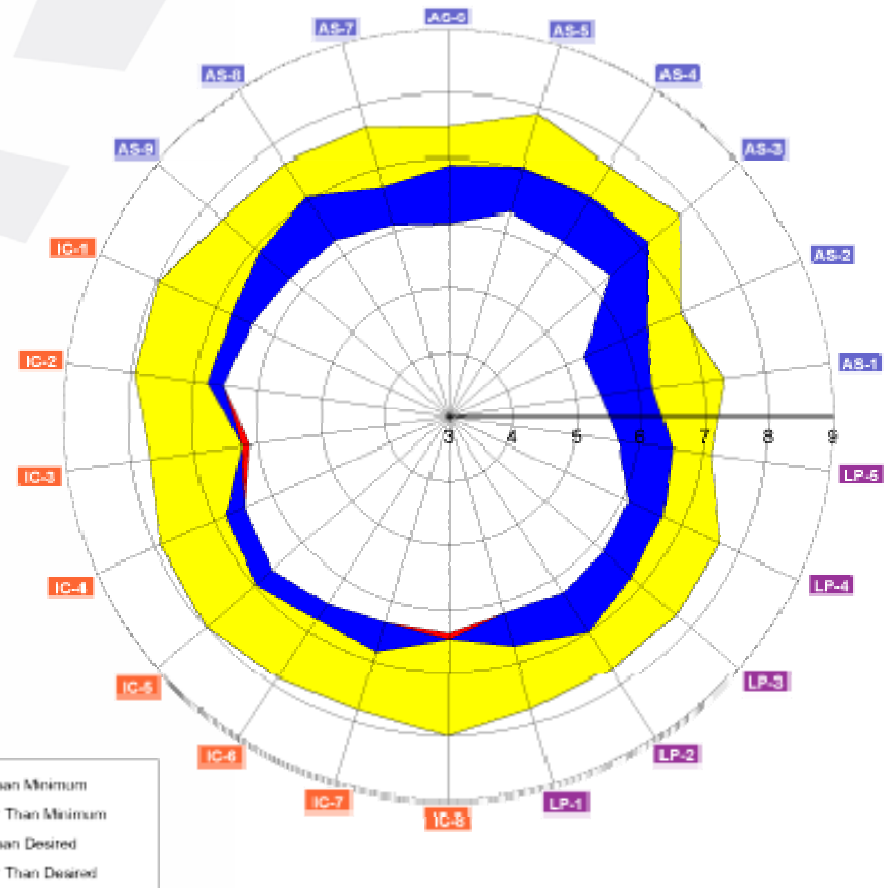
Overview of results:

comparison of IIT's results, 2004 vs. 2006

2004



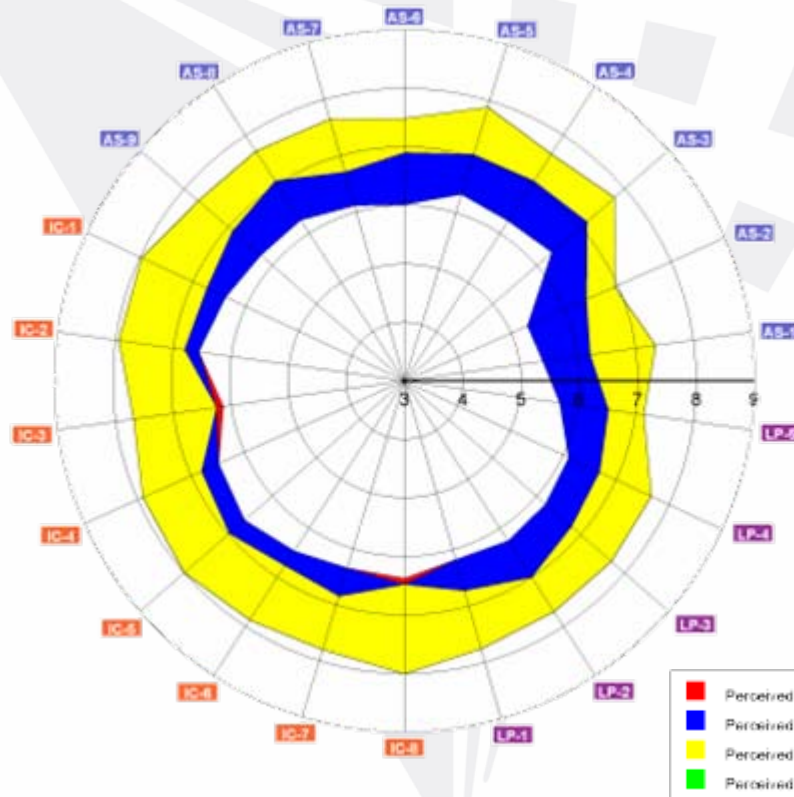
2006



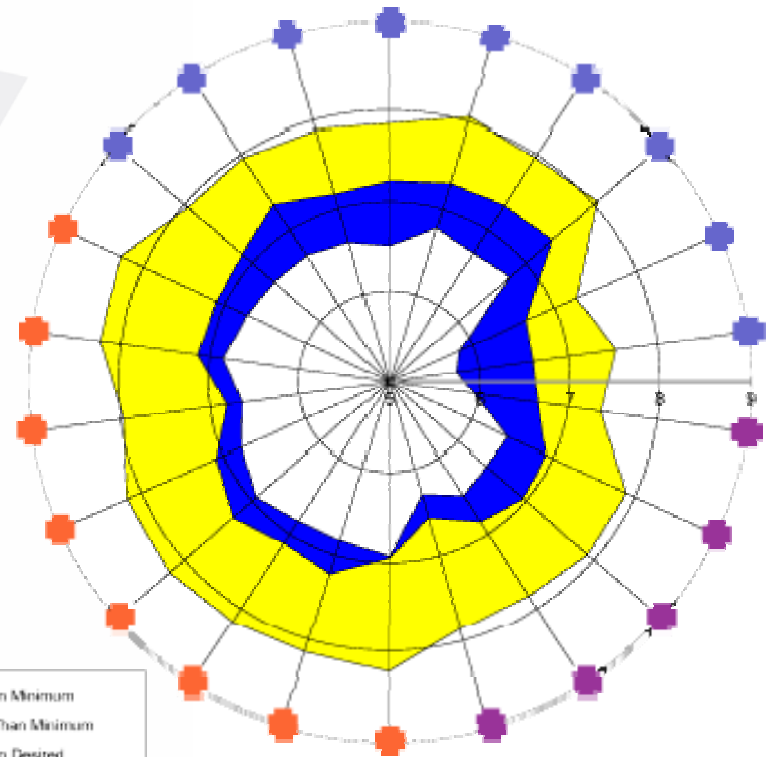
Overview of results:

comparison of IIT's results with average for all participants for all user groups, 2006

Illinois Institute of Technology



All participating universities



- Questions?
- 