

***The ARL StatsQUAL gateway to  
assessment tools with a focus on  
LibQUAL+<sup>®</sup>, MINES for Libraries<sup>™</sup>, and  
ClimateQUAL<sup>™</sup> research and practice***

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Association of Research Libraries

Library Research Seminar V

University of Maryland, October 8, 2010



StatsQUAL



LibQUAL+®



ARL Statistics®



DigiQUAL®



MINES  
For Libraries®



ClimateQUAL®

Organizational  
Performance  
Assessment

Scenarios

Effective,  
Sustainable,  
and Practical  
Assessment

ARL  
Profiles

Balanced  
Scorecard

Return on  
Investment  
Lib-Value

<http://www.climatequal.org/>



# StatsQUAL®

A gateway to library assessment tools that describe the role, character, and impact of physical and digital libraries.

## ARL Statistics™



ARL Statistics™ is a series of annual publications that describe the collections, expenditures, staffing, and service activities for Association of Research Libraries (ARL) member libraries.

## LibQUAL+®



LibQUAL+® is a rigorously tested Web-based survey that libraries use to solicit, track, understand, and act upon users' opinions of service quality.

## DigiQUAL®



The DigiQUAL® online survey designed for users of digital libraries that measures reliability and trustworthiness of Web sites. DigiQUAL® is an adaptation of LibQUAL+® in the digital environment.

## MINES for Libraries®



Measuring the Impact of Networked Electronic Resources (MINES) is an online transaction-based survey that collects data on the purpose of use of electronic resources and the demographics of users.

## ClimateQUAL®



ClimateQUAL®: Organizational Climate and Diversity Assessment is an online survey that measures staff perceptions about: (a) the library's commitment to the principles of diversity, (b) organizational policies and procedures, and (c) staff attitudes.

# ARL Statistics® Interactive Edition

The screenshot displays the ARL Statistics Interactive Edition website. The header features the ARL Statistics logo and a 'Powered by StatsQUAL' badge. A navigation bar includes links for 'Survey Management Center', 'ABOUT', 'ANALYTICS', 'NEWS', 'PUBLICATIONS', and 'EVENTS'. The left sidebar contains a 'Home' link and a 'Management Center' section with options like 'Register for Subscription' and 'Manage Users'. Below this is an 'Admin Tools' section with various management functions. The main content area, titled 'Home > Analytics', includes a sub-navigation bar with links like 'About', 'Institutional Data', 'Ranked Lists', 'Summary Stats', 'Graphs', 'Download Data', 'Investment Index', and 'Help'. The 'About' section describes the current ARL statistics and lists capabilities such as reviewing library data, generating rankings, creating graphs, and downloading data. A 'History' section provides background on the statistics, mentioning the Gerould statistics and the current ARL statistics. The footer notes that the Gerould Statistics are now available in a revised edition [here](#).

**ARL Statistics™**  
Annual Library Statistics

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Home > Analytics

**Survey Management Center**

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**About** Institutional Data Ranked Lists Summary Stats Graphs Download Data Investment Index Help

The current ARL statistics include data on collections, staffing, expenditures, library services, and library and university characteristics for the ARL university libraries.

This site will allow you to:

- review the library data collected by ARL
- generate rankings of institutions by selected criteria
- create graphs from the data
- generate summary statistics for all ARL libraries
- download the data by year in spreadsheet format
- review the ARL index and membership criteria

**History**

Statistics have been collected and issued annually for the members of the Association of Research Libraries since 1961-62. Before that, annual statistics for university libraries had been collected by James Gerould, first at Minnesota and later at Princeton. These data cover the years 1907-08 through 1961-62, and are now called the Gerould statistics. The whole data series from 1908 to the present represents the oldest continuing library statistical series in North America. The current ARL statistics include data on collections, staffing, expenditures, library services, and library and university characteristics.

The Gerould Statistics are now available in a revised edition [here](#).

# Institutional Data example



The screenshot shows the ARL Statistics website interface. The header includes the ARL Statistics logo and navigation links: ABOUT, ANALYTICS, NEWS, PUBLICATIONS, and EVENTS. A sidebar on the left contains links for Home, Surveys, Management Center, and Admin Tools. The main content area is titled 'Institutional Data' and provides instructions on how to select variables and institutions for a report. It includes a table with two columns: Variables and Institutions. The Variables column lists various metrics like Region, Membership Year, and Volumes Held. The Institutions column lists various academic institutions with their corresponding years. A 'Year' dropdown is set to 2010, and there are buttons for 'Produce Data Listing' and 'Reset'.

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Annual Library Statistics

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[Home](#) > [Analytics](#)

[About](#) | [Institutional Data](#) | [Ranked Lists](#) | [Summary Stats](#) | [Graphs](#) | [Download Data](#) | [Membership Index](#) | [Investment Index](#) | [Help](#)

This section allows you to select an unlimited number of variables for up to seven institutions. The report displays the requested information for a selected year.

For best viewing, select up to 7 institutions and any number of variables. To make multiple selections, hold down the control key while clicking on your choices.

**Note:** Some variables are not available for all years. The years in parentheses next to the variables indicate beginning and ending years (where applicable) in the ARL data.

Variables	Institutions
All Variables	ALABAMA (1967)
Region	ALBERTA (1969)
Membership Year	ARIZONA (1967)
Canadian Exchange Rate	ARIZONA STATE (1973)
Volumes Held (-1963-)	AUBURN (1962)
Volumes Added, Gross (-1963-)	BOSTON (1962)
Volumes Added, Net (-1963-)	BOSTON COLLEGE (2000)
Monographs Purchased (-1966-)	BRIGHAM YOUNG (1974)
Current Serials Purchased (-1966-)	BRITISH COLUMBIA (1967)
Current Serials Not Purchased (-1966-)	BROWN (1932)

Year: 2010

[Produce Data Listing](#)  
[Reset](#)





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## Report for 2009

**Note:** Some variables are not available for all years. The years in parentheses next to the variables indicate beginning and ending years (where applicable) in the ARL data.

Variable	MARYLAND
Expenditures for Monographs (-1986-)	1,539,240
Expenditures for Serials (-1976-)	5,624,692
Total Materials Expenditures (-1963-)	9,499,472
Total Salaries & Wages (-1963-)	12,938,368
Total Library Expenditures (-1963-)	25,783,433
Variable	MARYLAND

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# Rank Lists example

The screenshot displays the ARL Statistics website interface. At the top, the ARL Statistics logo is visible, along with a 'STARSQUAL' badge and a user login area. The main navigation bar includes links for Survey Management Center, ABOUT, ANALYTICS, NEWS, PUBLICATIONS, and EVENTS. The left sidebar contains a 'Home' link and a 'Surveys' section with links to ARL Statistics 2009-10, Supplementary 2009-10, Data Repository, and ARL Index. Below this is the 'Management Center' with links to Manage Surveys, Manage Users, and Manage Branches. The 'Admin Tools' section includes links to Progress Grid, ARL Statistics 2009-10, Supplementary 2009-10, Manage All Branches, Survey Creator, Survey Contents, Question Bank, Header Bank, Instruction Bank, and Survey Registration.

The main content area is titled 'Home > Analytics' and features a sub-navigation bar with links for About, Institutional Data, **Ranked Lists**, Summary Stats, Graphs, Download Data, Membership Index, Investment Index, and Help. Below this, a text box explains the functionality: 'Please select the variable you wish to display, the year, and the order in which to sort the results. A ratio can be made by selecting both a numerator and denominator. Results will be displayed for all the institutions in the dataset. To list the ARL Ranking for each institution, choose the variable "Rank in ARL Membership Index" as the numerator, and sort ascending.'

A note states: 'Note: Some variables are not available for all years. The years in parentheses next to the variables indicate beginning and ending years (where applicable) in the ARL data.'

The main content area contains two side-by-side lists of variables for selection:

Single Variable or Numerator (for ratio):	Denominator (for ratio):
Rank in ARL Investment Index (-2003-)	NONE
Rank in ARL Membership Index (-1986-)	Rank in ARL Investment Index (-2003-)
Region	Rank in ARL Membership Index (-1986-)
Membership Year	Region
Canadian Exchange Rate	Membership Year
Volumes Held (-1963-)	Canadian Exchange Rate
Volumes Added, Gross (-1963-)	Volumes Held (-1963-)
Volumes Added, Net (-1963-)	Volumes Added, Gross (-1963-)
Monographs Purchased (-1986-)	Volumes Added, Net (-1963-)
Current Serials Purchased (-1986-)	Monographs Purchased (-1986-)

Below the lists, there are two dropdown menus: 'Year: 2009' and 'Sort order: Ascending Descending'. At the bottom, there are two buttons: 'Produce Data Listing' and 'Reset'.



## Survey Management Center

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## Ranked Lists for Institutions for 2009

Missing values are indicated by a period (.).

Note: Some variables are not available for all years. The years in parentheses next to the variables indicate beginning and ending years (where applicable) in the ARL data.

Rank	Institution name	Rank in ARL Investment Index
1	HARVARD	1
2	YALE	2
3	COLUMBIA	3
4	TORONTO	4
5	MICHIGAN	5
6	CALIFORNIA, BERKELEY	6
7	PENNSYLVANIA STATE	7
8	CALIFORNIA, LOS ANGELES	8
9	PRINCETON	9
10	TEXAS	10
11	NEW YORK	11
12	CORNELL	12



# Summary Stats example

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Annual Library Statistics

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This page provides descriptive statistics for all of the institutions in the data set. If you want to obtain statistics for a single institution or a subset of them, go to [Institutional Data](#) or [Graphs](#). If you want to download data for a subset or all of the institutions, go to [Download Data](#).

Please select the year and the variable you wish to display. You must specify the single variable you are interested in or make a ratio by choosing one variable as a numerator and another as a denominator. You can determine the **mean** and **median** for your selected variable or ratio. Please refer to the [Statistics Glossary](#) for more details on the descriptive statistics reported. These results display the top five and bottom five institutions for the variable or ratio you have selected. For the full list of rankings, use the [Ranked Lists](#) page.

**Note:** Some variables are not available for all years. The years in parentheses next to the variables indicate beginning and ending years (where applicable) in the ARL data.

Single Variable or Numerator (for ratio):	Denominator (for ratio):
Region	NONE
Membership Year	Region
Canadian Exchange Rate	Membership Year
Volumes Held (-1963-)	Canadian Exchange Rate
Volumes Added, Gross (-1963-)	Volumes Held (-1963-)
Volumes Added, Net (-1963-)	Volumes Added, Gross (-1963-)
Monographs Purchased (-1986-)	Volumes Added, Net (-1963-)
Current Serials Purchased (-1986-)	Monographs Purchased (-1986-)
Current Serials Not Purchased (-1986-)	Current Serials Purchased (-1986-)
Total Current Serials (-1972-)	Current Serials Not Purchased (-1986-)

Year: 2010

Produce Descriptive

Reset



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Academic Libraries Statistics

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## Descriptive Statistics for Academic Institutions

### Statistics Glossary

#### Descriptive Statistics for Total Current Serials in 2009

##### Basic Statistical Measures

N	114	Sum	8,442,054
Mean	74,053.1053	Std Deviation	22,951.3597
Median	73,762.5	Variance	526,764,910.1127
Mode	.	Range	120,480

##### Percentiles

100% Max	144,787
99%	132,107
95%	108,454
90%	102,000
75% Q3	90,156
50% Median	73,912
25% Q1	56,616
10%	41,413

# Graphs example

The screenshot shows the ARL Statistics website interface. The top navigation bar includes links for ABOUT, ANALYTICS, NEWS, PUBLICATIONS, and EVENTS. A left sidebar contains a 'Survey Management Center' and a list of links under 'Home', 'Surveys', 'Management Center', and 'Admin Tools'. The main content area is titled 'Graphs' and includes a sub-header 'One Institution, Multiple Variables'. Below this, there is a section for selecting a year range (Begin: 1963, End: 2010) and a list of institutions to choose from. At the bottom, there are two columns for selecting variables or numerators and denominators for ratios.

**Year Range:** Begin: 1963 End: 2010

**Institution:** ALABAMA (1967), ALBERTA (1969), ARIZONA (1967), ARIZONA STATE (1973), AUBURN (1962), BOSTON (1962), BOSTON COLLEGE (2006), BRIGHAM YOUNG (1974), BRITISH COLUMBIA (1967), BROWN (1932)

**Variables or Numerator (for ratio):** Region, Membership Year, Canadian Exchange Rate, Volumes Held (-1963), Volumes Added, Gross (-1963), Volumes Added, Net (-1963), Monographs Purchased (-1996), Current Serials Purchased (-1995)

**Denominator (for ratio):** NONE, Region, Membership Year, Canadian Exchange Rate, Volumes Held (-1963), Volumes Added, Gross (-1963), Volumes Added, Net (-1963), Monographs Purchased (-1995)







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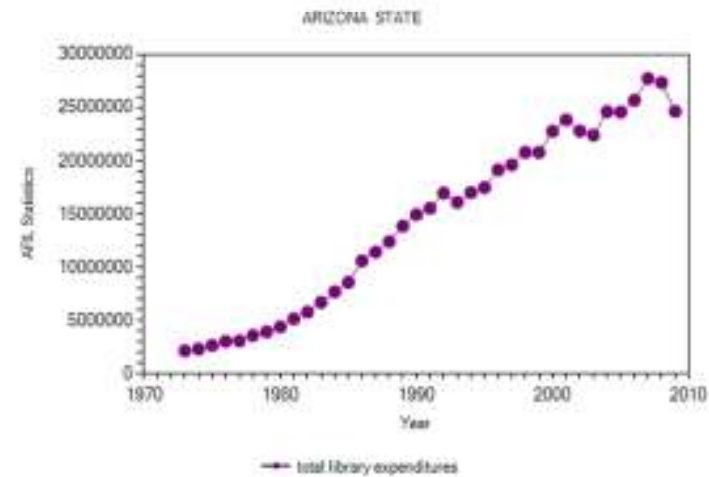
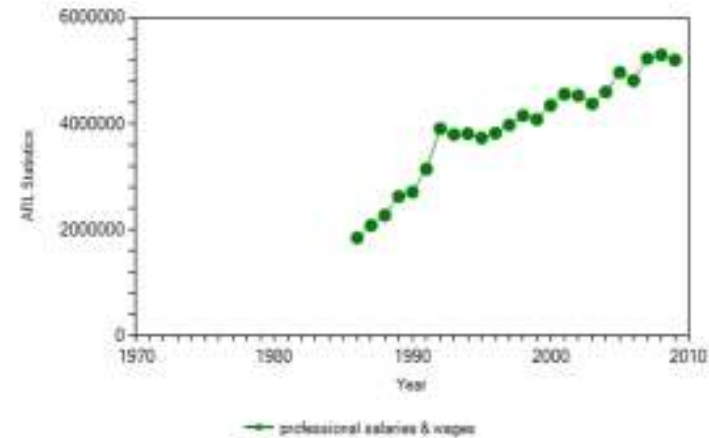
### JOHNS HOPKINS

Year	total prof. + support staff	total materials expenditures	professional salaries & wages	total library expenditures	Investment Index Score
2003	292	11,347,362	6,234,929	28,109,777	0.5295
2004	292	12,295,966	6,045,313	28,165,251	0.4478
2005	296	12,279,738	6,101,258	28,565,767	0.4004
2006	297	13,638,688	5,517,577	28,123,663	0.242
2007	274	14,195,523	7,058,789	31,807,561	0.4067
2008	275	14,824,216	5,657,282	29,150,588	0.1299
2009	259	14,572,377	5,995,234	29,124,364	0.1254
Year	total prof. + support staff	total materials expenditures	professional salaries & wages	total library expenditures	Investment Index Score

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# Graphs of index data



# Questions

- Are we measuring the right things?
- What are some ways we can deliver evidence that can easily be used for decision making?
- How do we maintain the integrity of the data?
- How can we make assessment activities sustainable in our member libraries and at ARL?



# LibQUAL+®

Presented by:

**David Green**  
**Association of Research Libraries**

Library Research Seminar V  
University of Maryland  
College Park, MD  
October 8, 2010



# SERVQUAL → LibQUAL+

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**PERCEPTIONS** ↔ **SERVICE**

“....**only** customers judge quality;  
all other judgments are essentially  
irrelevant”

Note. Zeithaml, Parasuraman, Berry. (1999).  
Delivering quality service. NY: The Free Press.



# Research & Development

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- Colleen Cook, “*A Mixed-methods Approach to the Identification and Measurement of Academic Library Services*” (PhD diss., Texas A&M University, 2001).
- Martha Kyrillidou, “*Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The ‘LibQUAL+® Lite’ Randomized Control Trial (RCT)*” (PhD diss., University of Illinois at Urbana-Champaign, 2009)





# Reach and Range

- **Languages**

- Afrikaans
- English (American, British)
- Chinese
- Danish
- Dutch
- Finnish
- French (Belge, Canada, Europe)
- German
- **Greek**
- **Hebrew**
- Japanese
- Norwegian
- Spanish
- Swedish
- Welsh

- **Consortia**

- \*Each may create 5 local questions to add to their survey

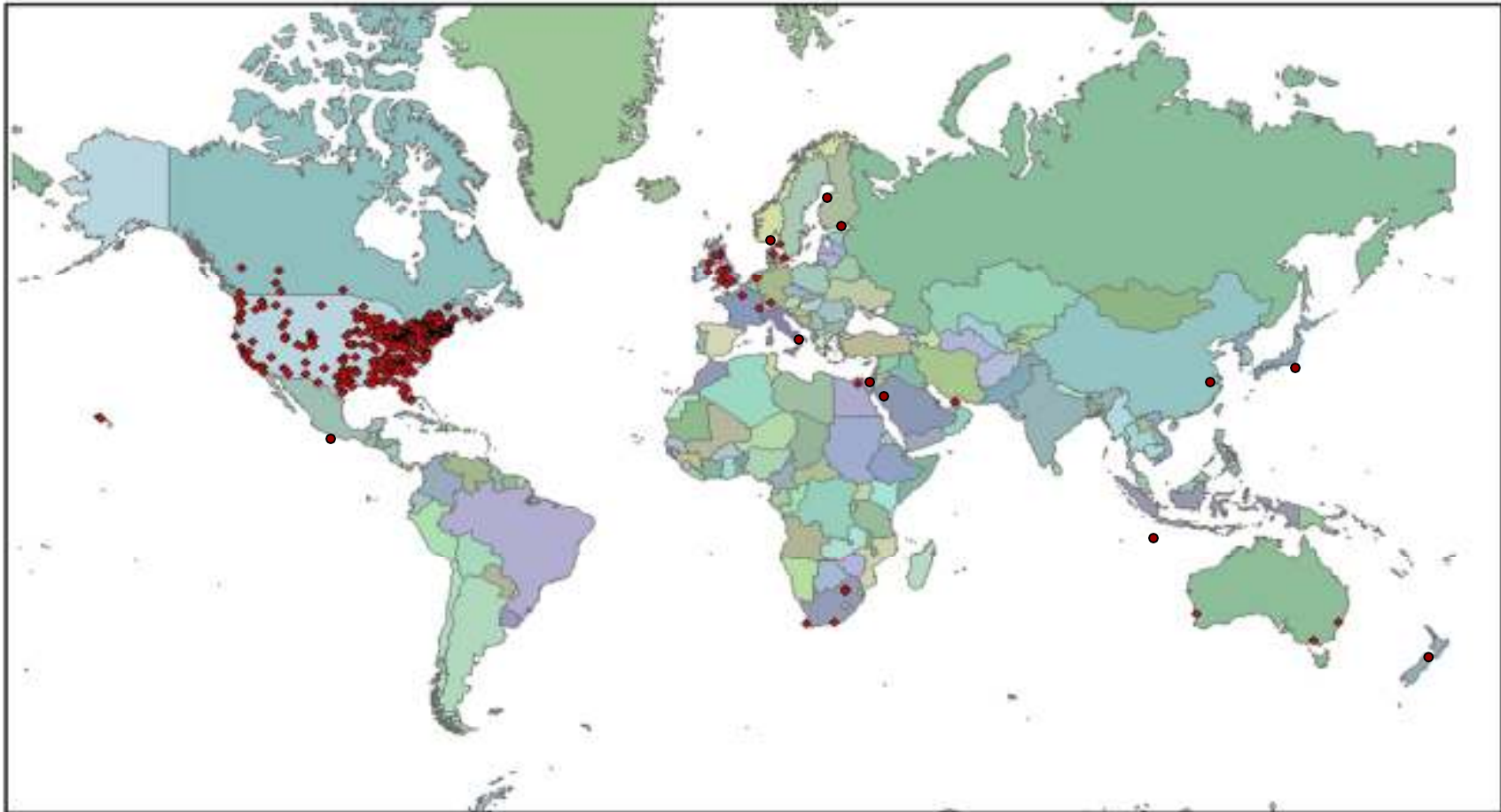
- **Countries**

- Australia, Canada, Cyprus, Denmark, Egypt, Finland, France, Hong Kong, Ireland, Japan, Mexico, the Netherlands, New Zealand, Norway, Singapore, South Africa, Sweden, Switzerland, UAE, U.K., U.S., etc.....

- **Types of Institutions**

- Academic Health Sciences
- Academic Law
- Academic Military
- College or University
- Community College
- European Business
- European Parliament
- Family History
- Research Centers (FFRDC) Libraries
- Hospital
- National Health Service England
- Natural Resources
- New York Public
- Public
- Smithsonian
- State
- University/TAFE

# Globe Trotting





# Core Items and Dimensions

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22 core items (i.e., questions)

Three dimensions:

- Affect of Service – 9 questions
- Information Control – 8 questions
- Library as Place – 5 questions



# Survey Structure

## Preview: ARL Sample 4-Year Institution Library Service Quality Survey

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

*Minimum* -- the number that represents the *minimum* level of service that you would find acceptable

*Desired* -- the number that represents the level of service that you personally want

*Perceived* -- the number that represents the level of service that you believe our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

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="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
2) Easy-to-use access tools that allow me to find things on my own	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
3) Print and/or electronic journal collections I require for my work	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
4) Readiness to respond to users' questions	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
5) Quiet space for individual activities	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
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
6) Convenient access to library collections	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>
7) Willingness to help users	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9		<input type="checkbox"/>



# LibQUAL+® Lite

---

**LibQUAL+® Lite** is a survey methodology in which  
(a) **ALL** users answer a **few, selected** survey questions, but (b) the **remaining survey questions are answered ONLY** by a randomly-selected subsample of the users.

Thus, (a) *data are collected on ALL QUESTIONS*, but (b) *each user answers FEWER QUESTIONS, thus shortening the required response time*

---





# LibQUAL+® Lite: Matrix Sampling

Item	Person				
	Bob	Mary	Bill	Sue	Ted
Service Affect #1	X	X	X	X	X
Info Control #1	X	X	X	X	X
Service Affect #2		X		X	
Library as Place #1	X	X	X	X	X
Service Affect #3	X	X			
Info Control #2				X	X
Library as Place #2			X	X	

Randomization within sets of questions in each block  
(within-block design)



When it comes to...	My Minimum Service Level Is			My Desired Service Level Is			Perceived Service Performance Is		
	Low		High	Low		High	Low		High
6) Employees who model courteous behavior	1	2	3	4	5	6	7	8	9
7) Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9
8) Library space that inspires study and learning	1	2	3	4	5	6	7	8	9
9) Giving users individual attention	1	2	3	4	5	6	7	8	9
10) A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9
When it comes to...	My Minimum Service Level Is			My Desired Service Level Is			Perceived Service Performance Is		
	Low		High	Low		High	Low		High
6) Employees who are consistently courteous	1	2	3	4	5	6	7	8	9
7) The printed library materials I need for my work	1	2	3	4	5	6	7	8	9
8) Quiet space for individual activities	1	2	3	4	5	6	7	8	9
9) Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9
10) The electronic information resources I need	1	2	3	4	5	6	7	8	9
When it comes to...	My Minimum Service Level Is			My Desired Service Level Is			Perceived Service Performance Is		
	Low		High	Low		High	Low		High
11) Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9
12) A comfortable and inviting location	1	2	3	4	5	6	7	8	9
13) Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9
14) Modern equipment that lets me quickly access needed information	1	2	3	4	5	6	7	8	9
15) Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9
When it comes to...	My Minimum Service Level Is			My Desired Service Level Is			Perceived Service Performance Is		
	Low		High	Low		High	Low		High
16) Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9
17) A gateway to study, learning, or research	1	2	3	4	5	6	7	8	9
18) Willingness to help users	1	2	3	4	5	6	7	8	9
19) Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9
20) Find and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9
When it comes to...	My Minimum Service Level Is			My Desired Service Level Is			Perceived Service Performance Is		
	Low		High	Low		High	Low		High
21) Community space for group learning and group study	1	2	3	4	5	6	7	8	9
22) Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9



# LibQUAL+® Lite: Core Items

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) The electronic information resources I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
2) Library space that inspires study and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
3) Employees who deal with users in a caring fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
4) The printed library materials I need for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
5) Employees who are consistently courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
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		
6) Print and/or electronic journal collections I require for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
7) Community space for group learning and group study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		
8) Employees who have the knowledge to answer user questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A		





**LibQUAL+**  
Charting Library Service Quality

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### What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services. [more](#)

#### THE BIRTH OF LIBQUAL+®?

In 1998, Fred Heath and Colleen Cook, both then at Texas A & M University, realized that use of "proxy" variables, such as collection or service counts, were limited as measures of library service quality. [more](#)

#### THE LIBQUAL+® SURVEY?

Since 2000, more than 1,000 libraries have participated in LibQUAL+® domestically and internationally, with participating institutions in Africa, Australia, Asia, and Europe. [more](#)

#### VIEW A SAMPLE SURVEY?

The LibQUAL+® survey is a two-page, web-based instrument. For more information about the survey instrument, [click here](#).

### Register for LIBQUAL+®

Sign up and register here to start a LibQUAL+® survey.

[REGISTER NOW](#)

### NEWS

- 12/15/2009: [Launching New Website](#)
- 9/22/2009: [Register for the 2010 LibQUAL+® survey!](#)
- 2/26/2009: [LibQUAL+® Shore Fair, Chicago, July 13, 2009: Call for Entries](#)

[+ MORE NEWS](#)

### EVENTS

- 5/24/2010: [2010 LibQUAL+® and Beyond](#) - Glasgow, Scotland
- 2/5/2010: [2010 Introduction to LibQUAL+®](#) - London, England
- 1/18/2010: [LibQUAL+® Training Sessions](#) - Boston, MA

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### PUBLICATIONS

- [Describing the Research Library of the 21st Century: The ARL Profiles](#)
- [Library Assessment Conference 2008, Seattle, Washington August 4-7: Recap & Evaluation](#)
- [Library Quality Assessment through LibQUAL+®](#)

[+ MORE RESOURCES](#)

### How will LibQUAL+® benefit your library users?

Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. Institutional data and reports enable you to assess whether your library services are meeting user expectations—and develop services that better meet these expectations.



### LibQUAL+® Top 10 Resources

A Google™ search on "LibQUAL+®" yields approximately 100,000 hits, and more than 50 refereed journal articles have been published on the protocol. To use to learn about LibQUAL+®...

[+ MORE RESOURCES](#)



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Statistical and Measurement Program

email: [libqual@arl.org](mailto:libqual@arl.org)  
voice: +1 202 295-2200



# Survey Process: Manage Your Survey

## Seven Sections:

- Customization
- Preview
- Representativeness
- Monitor Survey Progress
- Incentive Winners
- Post Hoc
- Evaluation

### Stage 1) Pre-launch

#### A. Configure Your Survey

Configure your LibQUAL+® survey using the tabs below. You must save your progress along the way using the "Save" button at the bottom of the page, enabling the system to retain your selections without completing the entire survey set-up process in one session.

**Preferences** Customization Optional Questions Branch Library Options Discipline Options

#### Preferences

Please follow the instructions below to select your survey preferences.

• **Survey Title**—Please choose a label to display on your results report. This label should not be more than 60 characters long. **English (American):**

• **Survey Start and End Dates**—Please indicate the dates you intend to open and close the survey at your institution. Note that these dates are for our information only and are not binding. You must manually open and close your survey. **Start Date:**  (mm/dd/yyyy) **End Date:**  (mm/dd/yyyy)

• **Lite-view Percentage**—There are two versions of this survey: the full version with 22 core questions and a "lite" version with 8 core questions. Please enter the percentage of patrons who should receive the shortened "lite" survey. **Lite View:**  0%

• **Reporting Language**—Please select one of your languages for use in your notebook and other reports. **Reporting Language:**  English (American)

[next step](#)

**Save**

#### B. Preview Your Survey

Preview the LibQUAL+® survey as it will appear to users at your institution. This step allows you to ensure that your survey is correct before it goes live at your institution. You must view and complete a preview of your survey in every language in which it is being offered before you will be permitted to launch your survey. Use the checklist at the right to ensure all previews have been completed.

[English \(American\) Preview Survey](#) ☐

#### C. Launch Your Survey

Click the button below to launch your survey and receive your URL(s) for distribution. Note that the button will not be activated until all previews are completed. Also be aware that once your survey is launched, no further changes or customizations can be made.

**Launch**





# Managing the Survey: Customization - Disciplines

---

- Results notebooks summarize findings by user group and provide a chart for both standard *and* custom disciplines
- Standard disciplines (based on your institution type, i.e., College/University)
- Customized disciplines mapped to standards



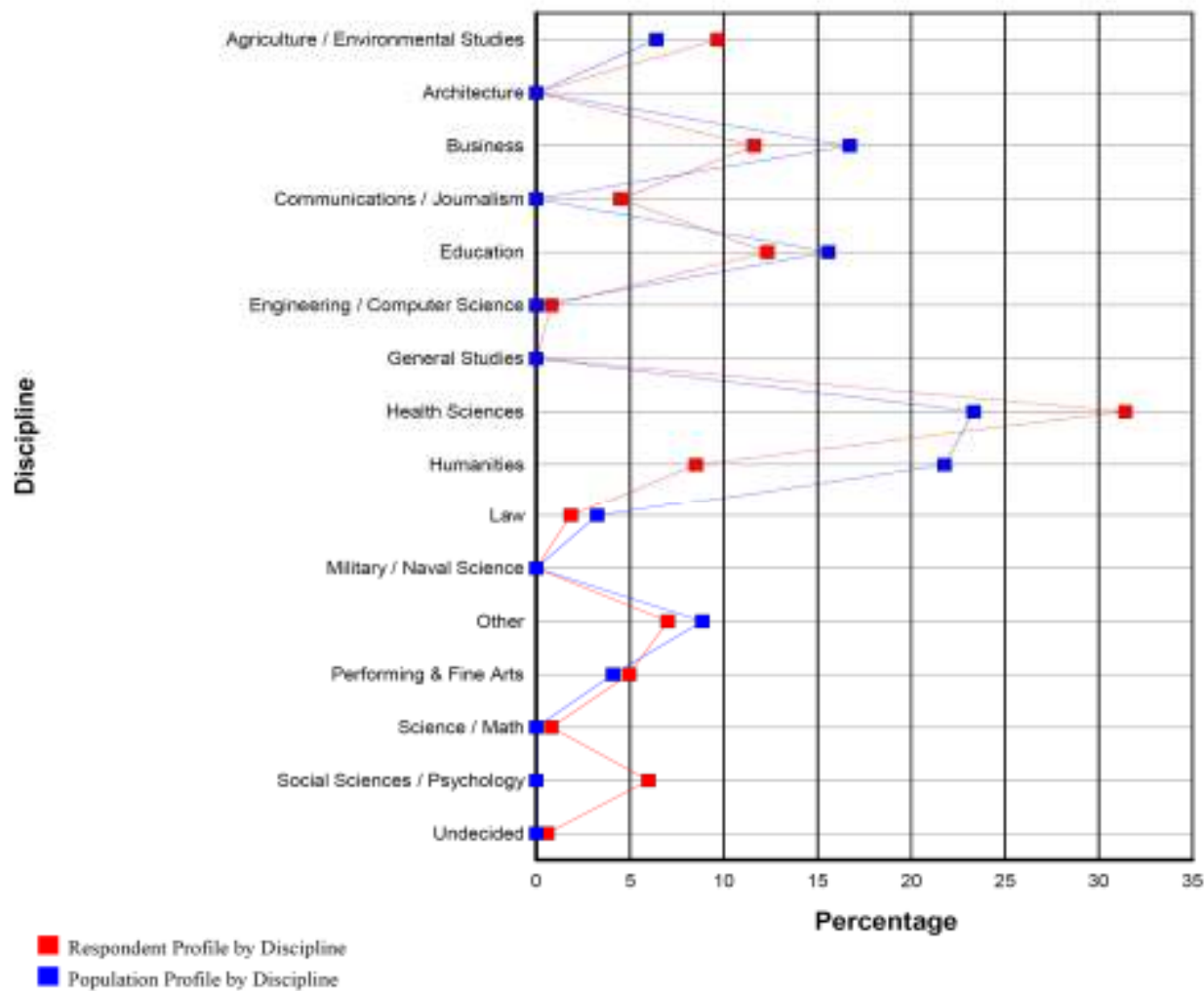
# Representativeness Questionnaire

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- Determines how your institutional profile compares to your survey data
- Requires the following information:
  - # of individuals per user group
  - # of individuals within each discipline
  - # of males and females
  - Library Statistics
    - Volumes added during the year – Gross/Total (including e-books)
    - Total number of current serials received (including electronic serials)
    - Total library expenditures (U.S. dollars)
    - Personnel – professional staff, full-time equivalent (FTE)
    - Personnel – support staff, full-time equivalent (FTE)



# Representativeness in Results Notebook



# Managing the Survey: Completing Post Hoc & Evaluation Questionnaires



## Post Hoc Questionnaire

- Information about your survey
  - Sample size
  - # of e-mails sent
  - #of invalid e-mail addresses
  - Incentives offered
  - Marketing techniques
  - Etc.

## Evaluation Questionnaire

- Feedback about your LibQUAL+<sup>®</sup> experience
- All survey liaisons and assistants are encouraged to complete this questionnaire



# Survey Results

## Data Repository:

- Individual Notebooks
- Group Notebook
- User Comments
- Excel / SPSS data files

## Additional Services:

- Customized Discipline Analysis
- Library Branch Analysis
- Other Analyses

Survey: [LO 3009](#)

Consortium	Report			Summary		
ARL	<a href="#">Report</a>			<a href="#">Summary</a>		
Institution	Report	Summary	Representativeness	Raw Data	Data Keys	Comments
Aberdeen University Library	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
Albany College Of Pharmacy and Health Sciences	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
American University Library	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
Austin Peay State University	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
Binghamton University (S.U.N.Y.)	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
Bloomsburg University, Andrus Library	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California Polytechnic State University at San Luis Obispo	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California State University Northridge	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California State University, Chico	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California State University, Sacramento	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California State University, San Bernardino	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
California University of Pennsylvania	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>
Cambridge University Library - West Road Site(National Health Service England - English (British))	<a href="#">Report</a>	<a href="#">Summary</a>	<a href="#">Representativeness</a>	<a href="#">Raw Data</a>	<a href="#">Data Keys</a>	<a href="#">Comments</a>



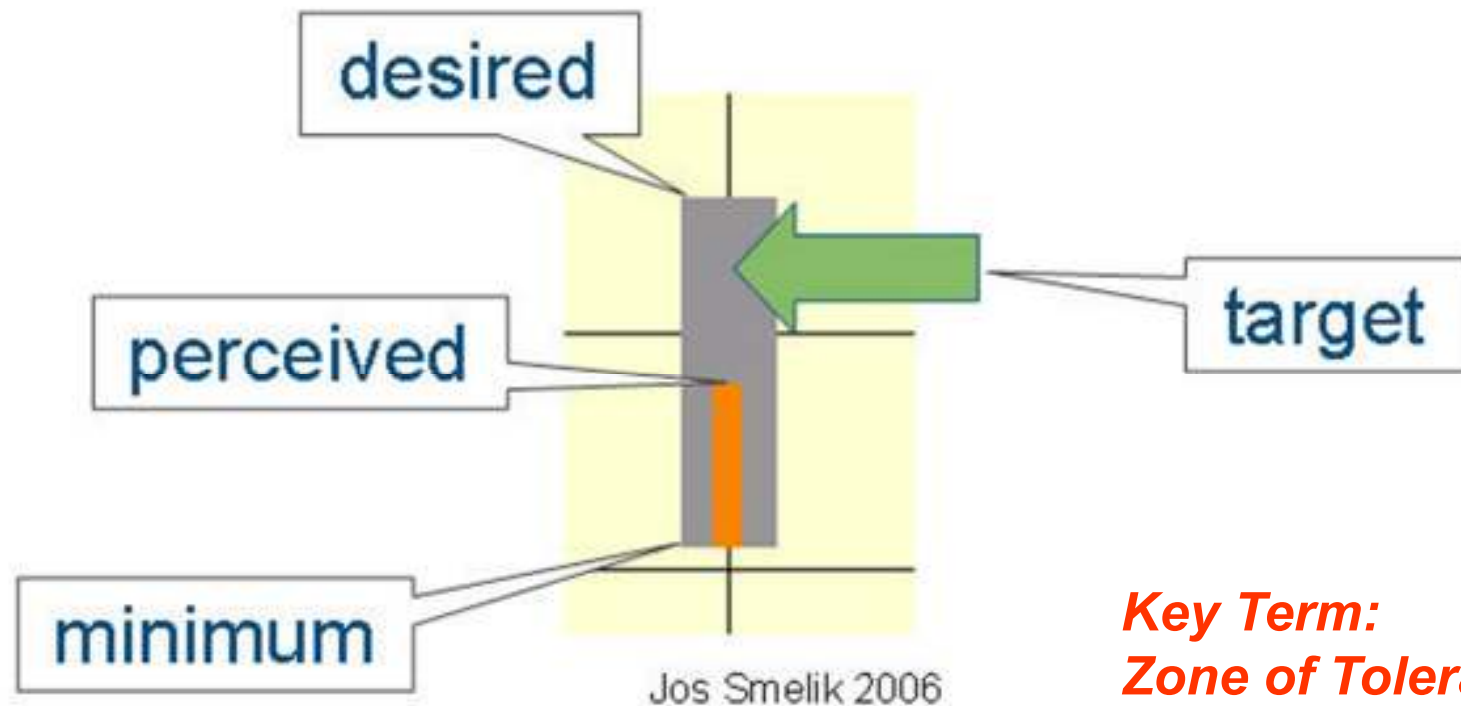
# Three interpretation frameworks

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- Zone of tolerance
  - Perceptions vs. expectations
  - meeting users minimum expectations
  - Approaching users' desired expectations
- My scores over time (longitudinal)
  - Am I doing better or worse compared to last time I measured my performance
- Peer comparisons

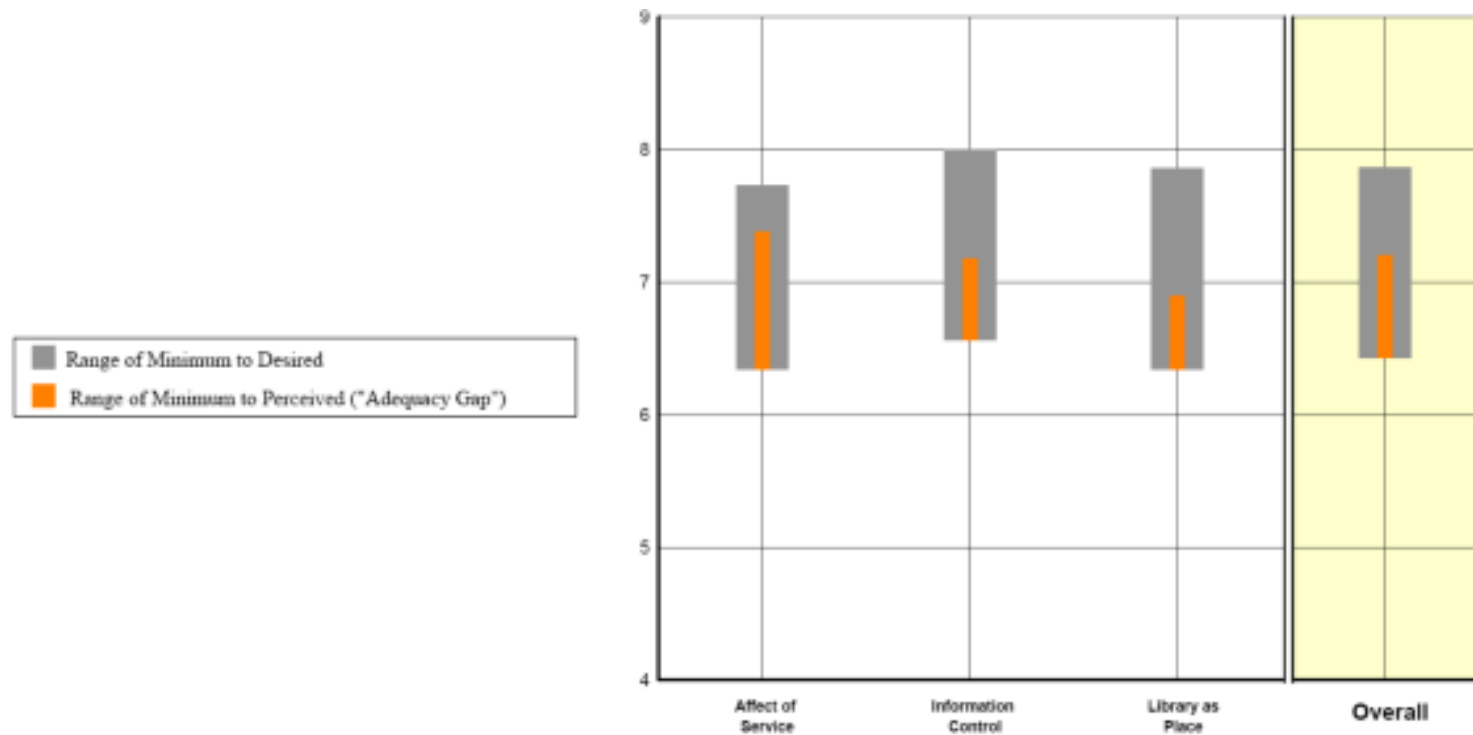


# Understanding Your Individual Results: Thermometer Charts



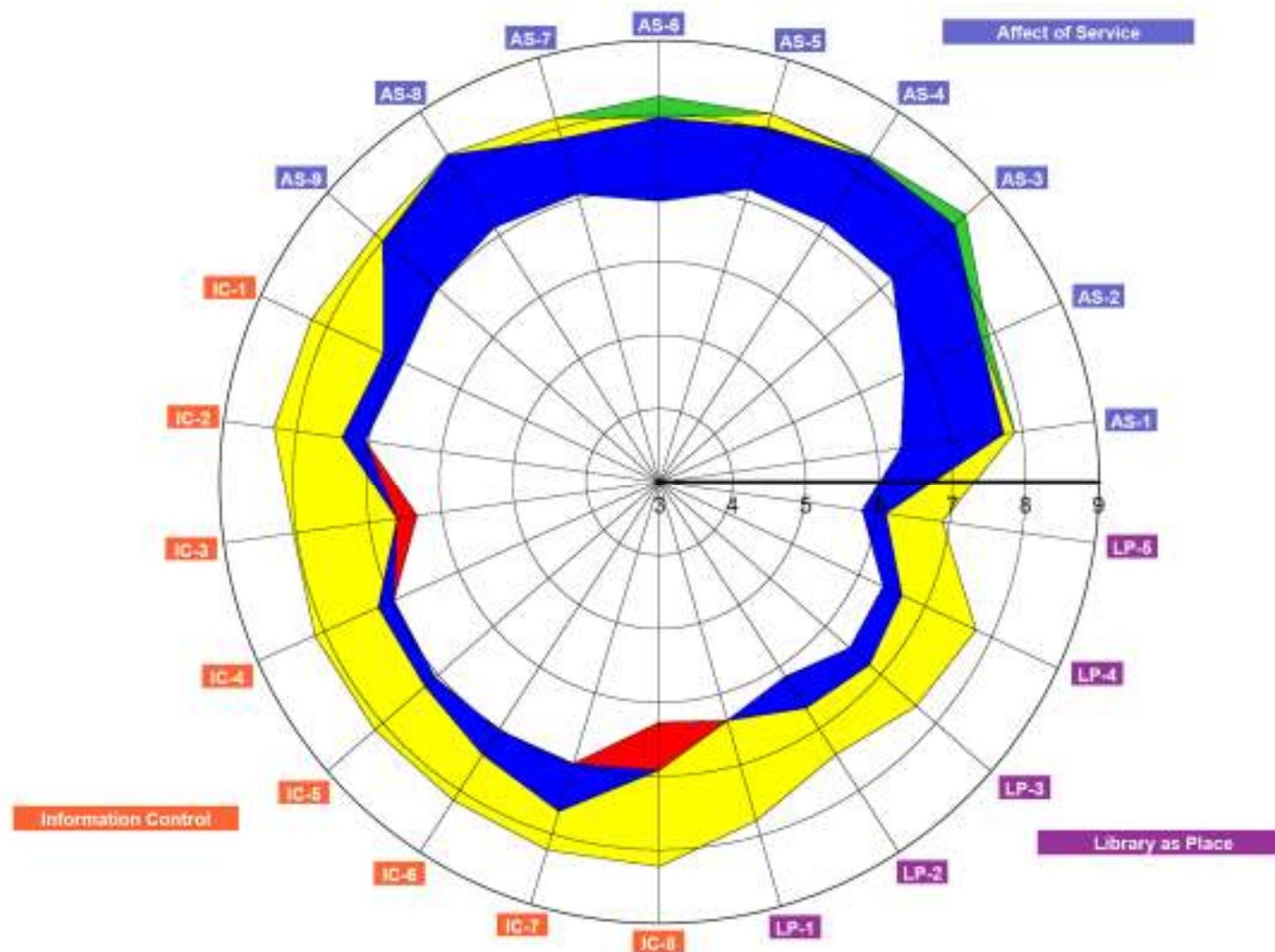


# Dimension Summary



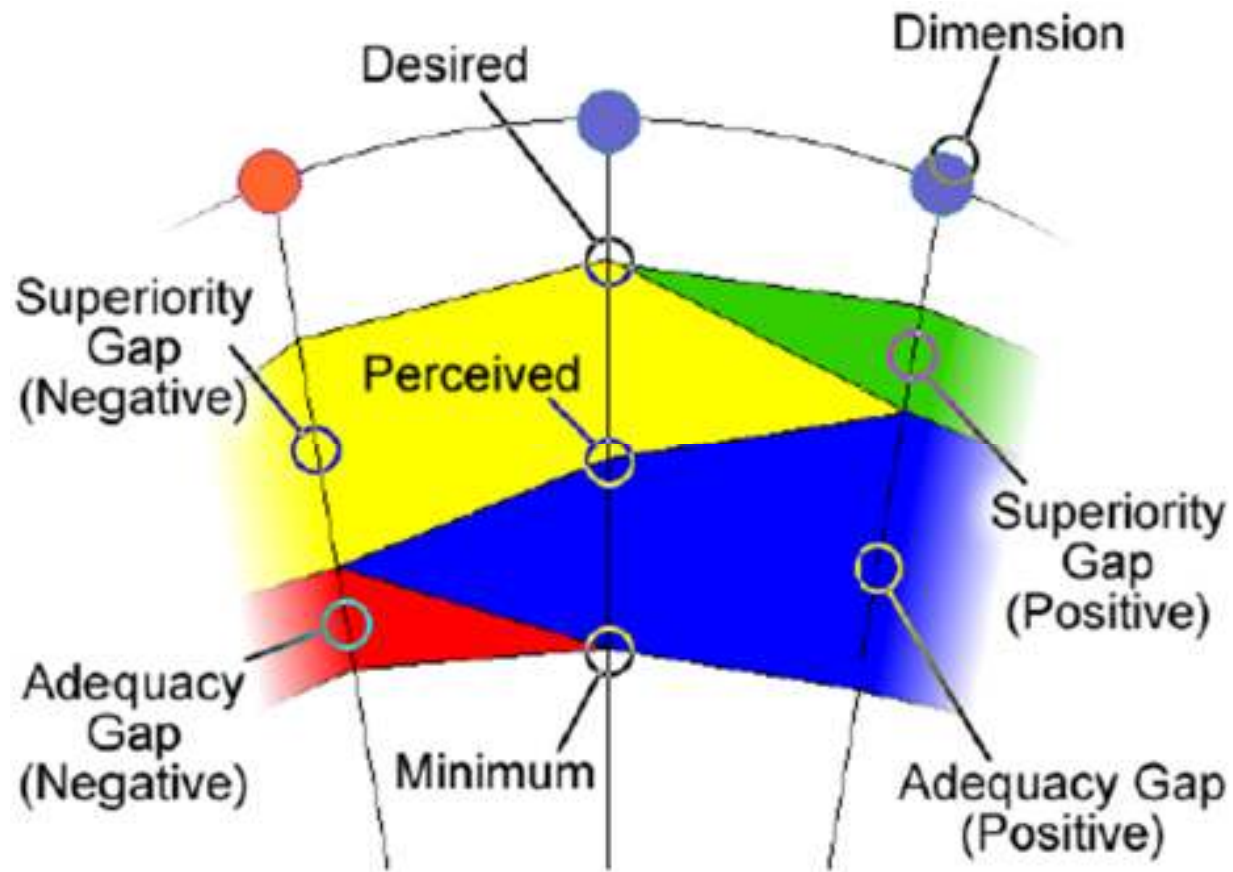
Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.34	7.73	7.38	1.04	-0.35	2,446
Information Control	6.56	8.00	7.18	0.62	-0.82	2,447
Library as Place	6.34	7.86	6.89	0.55	-0.97	2,441
Overall:	6.43	7.86	7.20	0.77	-0.67	2,448

# Understanding Results: Radar Charts





# Key to Radar Charts





# Quantitative Analysis: Excel Data

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- Excel/SPSS data files available on the LibQUAL+® Web site
- Use customized radar chart template to create custom analyses



## Other Analytical Tools

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- LibQUAL+® Analytics
  - Institutional Explorer (peer comparison)
  - Longitudinal Analysis
- Norms
- SPSS





# Qualitative Analysis: User Comments

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- About one-half of users include comments on their surveys
- User Comments available on the LibQUAL+® Web site
  - Download comments in Excel or text file
- Browse the comments
- Conduct ATLAS.ti analysis



# LibQUAL+® Resources

- New LibQUAL+® Web site
- New LibQUAL+® Lite
- Publications
- Events and Training
- LibQUAL+® Procedures Manual

**[www.libqual.org](http://www.libqual.org)**

Register for LibQUAL+®  
Sign up and register here to start a LibQUAL+® survey.

REGISTER NOW

### NEWS

- + 12/15/2009: [Launching New Website](#)
- + 9/22/2009: [Register for the 2010 LibQUAL+® survey!](#)
- + 2/20/2009: [LibQUAL+® Share Fair, Chicago, July 13, 2009: Call for Entries](#)

+ MORE NEWS

### EVENTS

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- + 1/18/2010: [LibQUAL+® Training Sessions](#) - Boston, MA

+ MORE EVENTS

### PUBLICATIONS

- + [Describing the Research Library of the 21st Century: The ARL Profiles](#)



# **MINES for Libraries®**

Presented by:

**Gary Roebuck**  
**Association of Research Libraries**

Library Research Seminar V  
University of Maryland  
College Park, MD  
October 8, 2010



# MINES for Libraries ®

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**Objective:** Present an overview of the research and practice behind MINES for Libraries ®

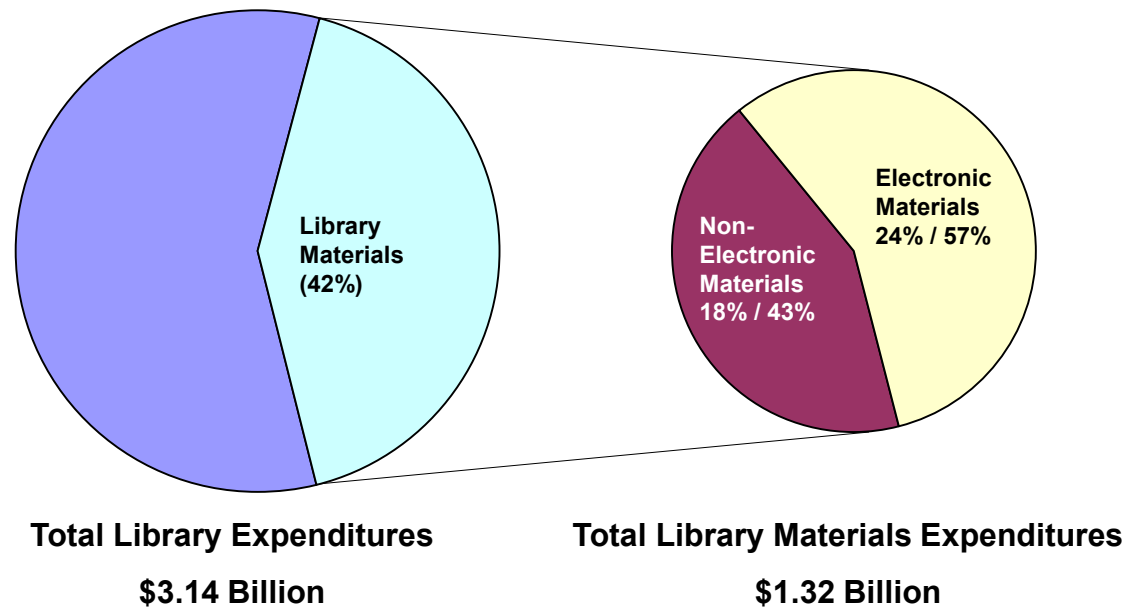
## Agenda

- I. Overview & Introduction
- II. Web survey presentation considerations
- III. Information architecture in libraries: point-of-use web survey implementation methodologies
- IV. Research design issues:
  - I. Sampling plan options
  - II. Mandatory and optional versions of the point-of-use web survey protocols and effects of non-response bias
- V. Validated quality checks



# I. Overview & Introduction

Procurement and provision of electronic resources comprise a significant portion of academic library budgets



Source: 2008-09 ARL Statistics, 114 University Libraries

**Total expenditures for electronic materials: \$753 million**

- # of libraries where total > 50% of library materials expenditures: 88
- # of libraries where total > 20% of total library expenditures: 94



# I. Overview & Introduction

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**In these lean economic times, the library is compelled to demonstrate the value of e-resources and their contribution to research, teaching, and learning**

Potential sources of information:

- External
  - vendor supplied census counts
- Internal
  - Local census counts
  - Web server logs/web traffic analysis
  - User surveys





# I. Overview & Introduction

**MINES for Libraries®** [Measuring the Impact of Networked Electronic Resources] is part of the StatsQUAL® suite of assessment tools administered by the Association of Research Libraries (ARL).

## **MINES for Libraries ®:**

- Is action research historically rooted in indirect cost studies
- Deepens the institutional understanding of census data
- Addresses weaknesses of web-based surveys
- Has been administered in over 50 North American libraries in the last five years (100K network services surveyed)
- Attempts to articulate:
  - a set of recommendations of research design
  - set of recommendations for Web survey presentation
  - set of recommendations for information architecture in libraries
  - set of validated quality checks
- Its scaling can:
  - Serve as basis for a plan for continual assessment of networked electronic resources
  - Provide an opportunity to benchmark across libraries



# I. Overview & Introduction

MINES for Libraries ® collects information on:

- Patron status (relationship with the institution)
- Affiliation (academic discipline)
- Location (where resource was requested)
- Purpose (reason for requesting resource)
- Resource being requested

RecordID	SessionID	Date/Time	IP	Classification	Affiliation	Location	Purpose	Fund Source	Target URL
41561	198623A9D4D1898FAE3656E869E68BD5	10/2/09 14:41	192.168.0.168	grad	Engineering	Off Campus	funded_research	DOE	<a href="http://dx.doi.org/10.1115/1.2838032?nosfx=y">http://dx.doi.org/10.1115/1.2838032?nosfx=y</a>
41763	198623A9D4D1898FAE3656E869E68BD5	10/2/09 15:10	192.168.0.168	grad	Engineering	Off Campus	funded_research	DOE	<a href="http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701">http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701</a>
41767	19A5141EB0B006738079850564A40D58	10/2/09 15:11	169.254.1.112	grad	Arts&Sciences	In Library	non_funded		<a href="http://www.csa.com/htbin/dbmg.cgi?user=169.254.1.112">http://www.csa.com/htbin/dbmg.cgi?user=169.254.1.112</a>
41931	19AD73E44EA582E023048A895437DD39	10/2/09 15:35	169.254.1.22	faculty	Arts&Sciences	In Library	funded_research		<a href="http://springerlink.metapress.com/openurl.169.254.1.22">http://springerlink.metapress.com/openurl.169.254.1.22</a>
41576	1A9693197FB3DED862E019866D169168	10/2/09 14:44	169.254.1.22	faculty	Engineering	In Library	other_activities		<a href="http://isiknowledge.com/wos">http://isiknowledge.com/wos</a>
41587	1A9693197FB3DED862E019866D169168	10/2/09 14:46	169.254.1.22	faculty	Engineering	In Library	other_activities		<a href="http://dx.doi.org/10.1038/78929?nosfx=y">http://dx.doi.org/10.1038/78929?nosfx=y</a>
41637	1A9693197FB3DED862E019866D169168	10/2/09 14:52	169.254.1.22	faculty	Engineering	In Library	other_activities		<a href="http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701">http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701</a>
41651	1A9693197FB3DED862E019866D169168	10/2/09 14:54	169.254.1.22	faculty	Engineering	In Library	other_activities		<a href="http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701">http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701</a>
41488	1C1E83FBC7C8DB1579F36565839713E8	10/2/09 14:29	169.254.1.202	grad	Engineering	In Library	non_funded		<a href="http://isiknowledge.com/wos">http://isiknowledge.com/wos</a>
41303	1CC10488FACDAF8A3C9BE806094F57C5	10/2/09 13:57	169.254.1.109	faculty	Arts&Sciences	In Library	non_funded		<a href="http://isiknowledge.com/wos">http://isiknowledge.com/wos</a>
41612	1CC10488FACDAF8A3C9BE806094F57C5	10/2/09 14:49	169.254.1.109	undergrad	Arts&Sciences	In Library	non_funded		<a href="http://links.jstor.org/sici?origin=sfx%3Asfx">http://links.jstor.org/sici?origin=sfx%3Asfx</a>
41461	1CC10488FACDAF8A3C9BE806094F57C5	10/2/09 14:22	169.254.1.109	undergrad	Arts&Sciences	In Library	other_activities		<a href="http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701">http://linkinghub.elsevier.com/retrieve/cookiepolicy/117701</a>



## II. Web survey presentation considerations



### UConn Library Electronic Services Web Survey

This survey is being conducted during a **two-hour** time period by the University of Connecticut to assess the usage of the Library's electronic services. **All responses are anonymous.** The data is critical for obtaining continued funding.

After completing the survey, you will be connected to the service you selected.

Thank you for your help.

<b>Patron Status</b>	<input type="text" value="Select Patron Status"/>
<b>Affiliation</b>	<input type="text" value="Select Affiliation"/>
<b>Location</b>	<input type="text" value="Select Location"/>
<b>Purpose for Using this Electronic Resource:</b>	<input type="radio"/> Sponsored (Funded) Research <a href="#">Definition</a>
	<input type="radio"/> Instruction/Education/Departmental (Non-Funded) Research <a href="#">Definition</a>
	<input type="radio"/> Other Activities <a href="#">Definition</a>
	<input type="button" value="Submit Survey"/>

### III. Information architecture in libraries: point-of-use web survey implementation methodologies



- Rewriting proxy server (EZproxy)
- OpenURL (SFX, WebBridge)
- Link generating scripts (Coldfusion, JavaScript, ASP, PHP, Limesurvey)

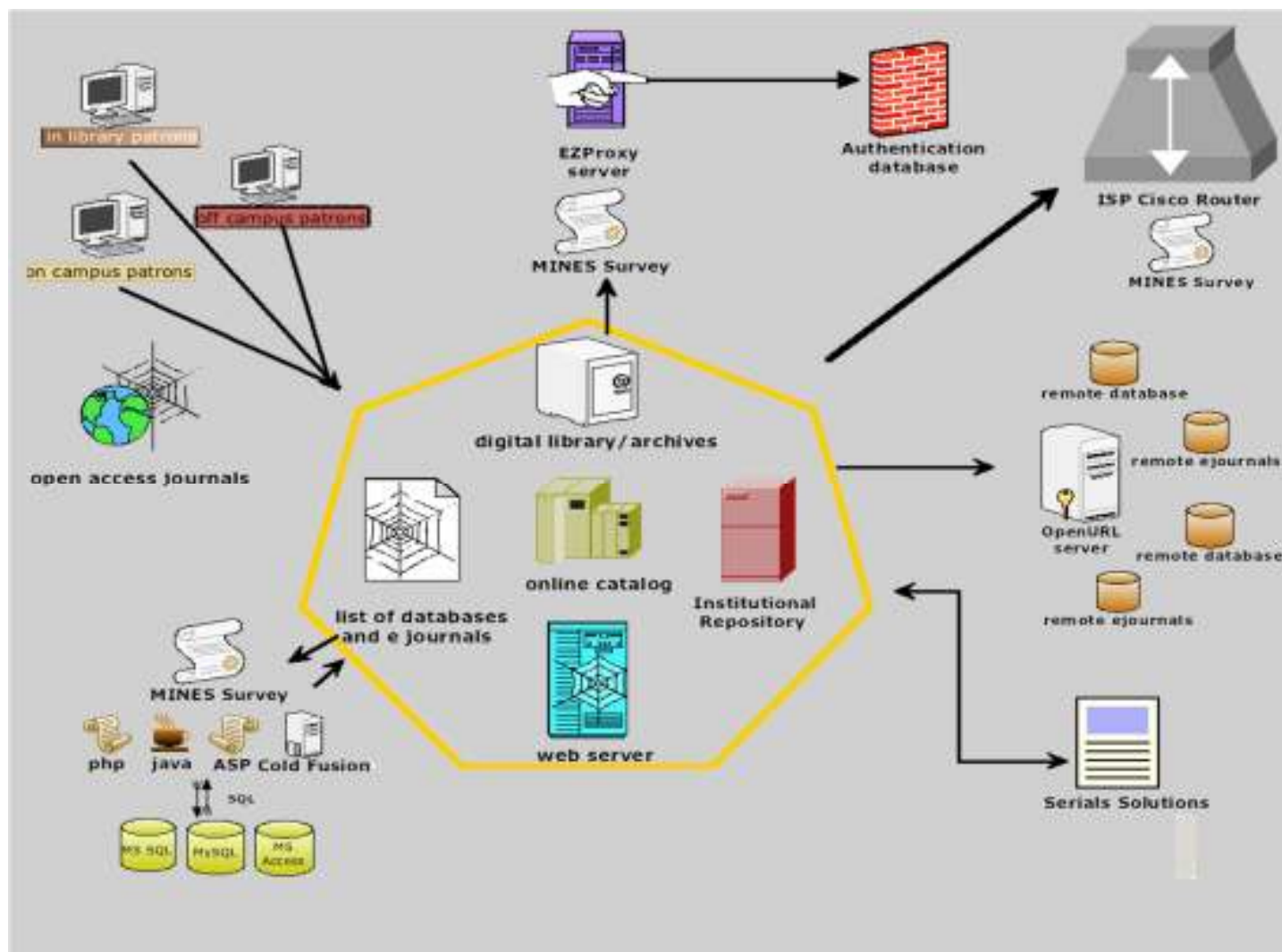
**TABLE 1** MINES for Libraries Usage Surveys Initiated or Ongoing in 2008–2010

Date	University library	Session ID	OpenURL	ERM A–Z Journals	EZproxy	Link generating script
2008	West coast public academic	yes			yes	
2008	Mountain states public academic	no	<b>WebBridge</b>	Local		<b>ColdFusion</b>
2008	West coast public academic	yes		<b>Local</b>		<b>ColdFusion</b>
2008	New England public academic	yes	<b>SFX</b>	Local		<b>ColdFusion</b>
2008	Mid Atlantic public academic health sciences	yes	SFX	Serials Solutions		<b>JavaScript</b>
2008	New England public academic	no	SFX	SFX	yes	<b>ASP</b>
2008	South public academic health sciences	no		Ebsco A-Z		<b>php</b>
2008	Midwest private academic	yes	SFX	Serials Solutions	yes	<b>JavaScript</b>
2009	Mid Atlantic public university	yes	SFX	SFC	yes	<b>Php script and EZproxy server</b>
2009	West coast public academic	yes	SFX (consortial)	Local ERM	no	<b>Php script</b>
2009	Southwest public academic	yes	SFX	Local ERM	yes	<b>Php script</b>
2010	North consortia of university libraries—OCUL	No—every nth	<b>SFX</b>	<b>SFX</b>	yes	Limesurvey

Note: The boldface applications are the primary method used to implement the intercept survey.

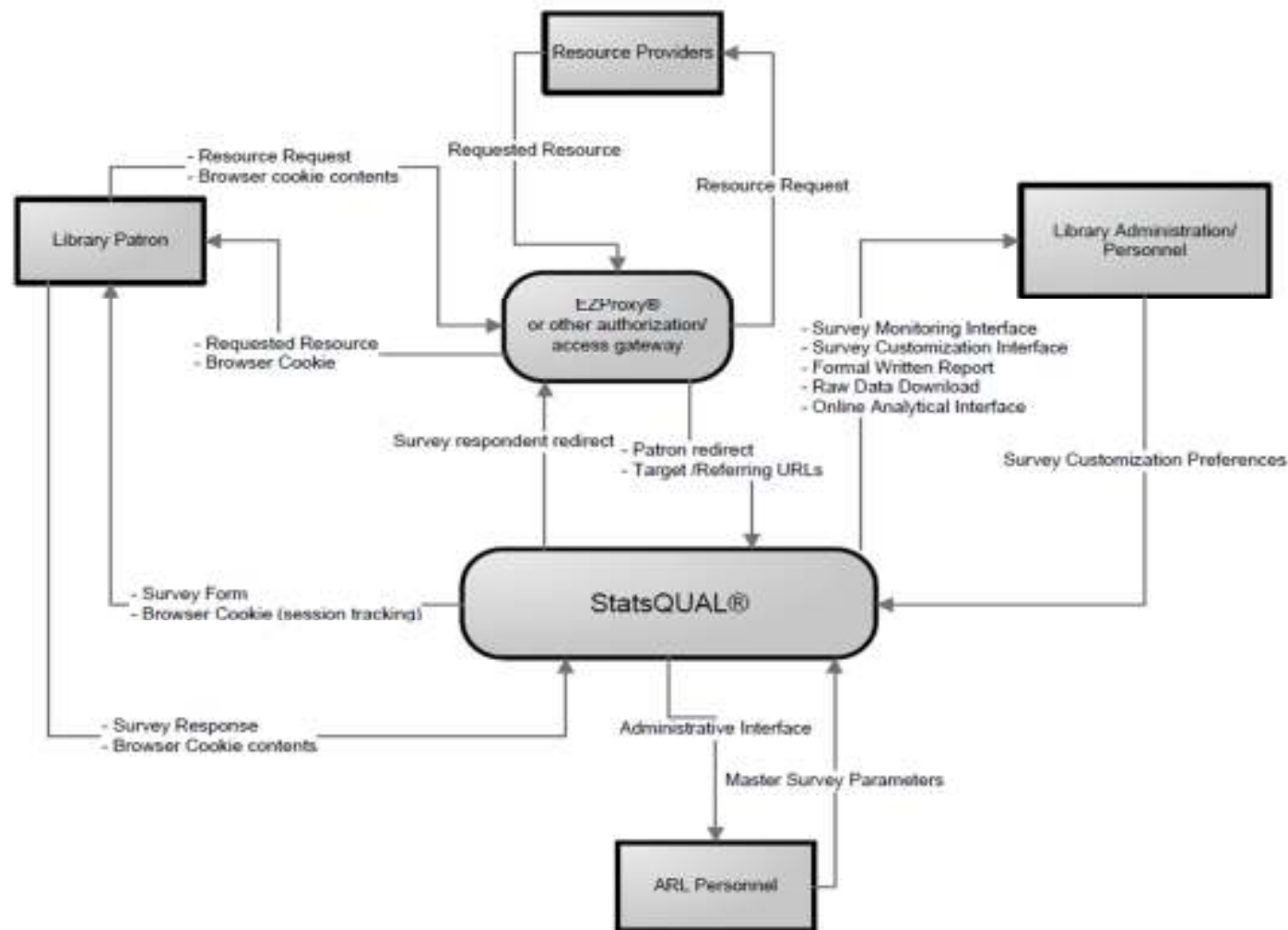
Results are commensurable between institutions regardless of implementation methodology

### III. Information architecture in libraries: point-of-use web survey implementation methodologies





### III. Information architecture in libraries: point-of-use web survey implementation methodologies





## IV. Research design issues: Sampling plan options

- Random moment
  - One 2-hour randomly selected (from all possible 2 hour intervals available in a month) period per month for 12 months
  - One 2-hour randomly selected period per day for 3 months [University of Macedonia]
- Every n-th sampling plan
  - n depends on survey type (mandatory vs. optional) and population size
    - 1:1000 for mandatory surveys
    - 1:500 or less for optional surveys
  - Session IDs are no longer needed: easier implementation, less ethical issues



#### IV. Research design issues: mandatory vs. optional versions of the point-of-use web survey protocols

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“This is the central dilemma of non-response: the impact of non-response on survey data cannot be determined without data (either actual or estimated) from non-respondents.” J. Burkell (2003)



## IV. Research design issues: mandatory vs. optional versions of the point-of-use web survey protocols

MINES has preliminary data that estimates non-respondents in web-based surveys

- 2005 study at University of Connecticut: data collected on non-respondents (i.e. count of users who opted out).

**TABLE 4** Comparison of Mandatory and Optional Protocol by User Group: MINES for Libraries Exploratory Study at the University of Connecticut (January–May 2005)

User group	Mandatory		Optional+none		% Diff	Optional-none		% Diff
Faculty	340	17.3%	174	8.7%	8.56	174	10.7%	10.7%
Graduate Student	676	34.4%	528	26.5%	7.89	528	32.5%	32.5%
Post-Doc	36	1.8%	21	1.1%	0.78	21	1.3%	1.3%
Staff	223	11.3%	154	7.7%	3.61	154	9.5%	9.5%
Undergraduate Student	515	26.2%	661	33.1%	-6.97	661	40.7%	40.7%
Non-UConn	177	9.0%	85	4.3%	4.74	85	5.2%	5.2%
No Classification	0	0.0%	3	0.2%	-0.15	0	0.0%	0.0%
None	0	0.0%	368	18.5%		0	0.0%	0.0%
TOTAL	1967	100.0%	1994	100.0%		1623	100.0%	
Cramer's V	0.359							
Squared Cramer's V	0.12888							

- 2010 OCUL implementation
  - Group 1: Schools running simultaneous mandatory **and** optional surveys
  - Group 2 Schools running optional-only surveys
  - Hopefully will lead to method of normalizing non-respondent effects between mandatory and optional web survey protocols



## V. Validated Quality Checks

- Usage is checked against IP or sessionID
- Order of questions is changed over time
- Workstation IPs are spot-checked against self-identified location
- Purpose of use questions:
  - Response of undergrads choosing 'sponsored' research are spot checked to ensure understanding
  - Sponsored research responses: open ended field added requesting name of PI, granting agency, etc.
- Discussions with local librarians
- Pre-testing
- Turn-ways/Non-response are tracked (some institutions)



# References

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<http://www.arl.org/stats/initiatives/mines/minesresources.shtml>



# ClimateQUAL® Panel: Background and Overview

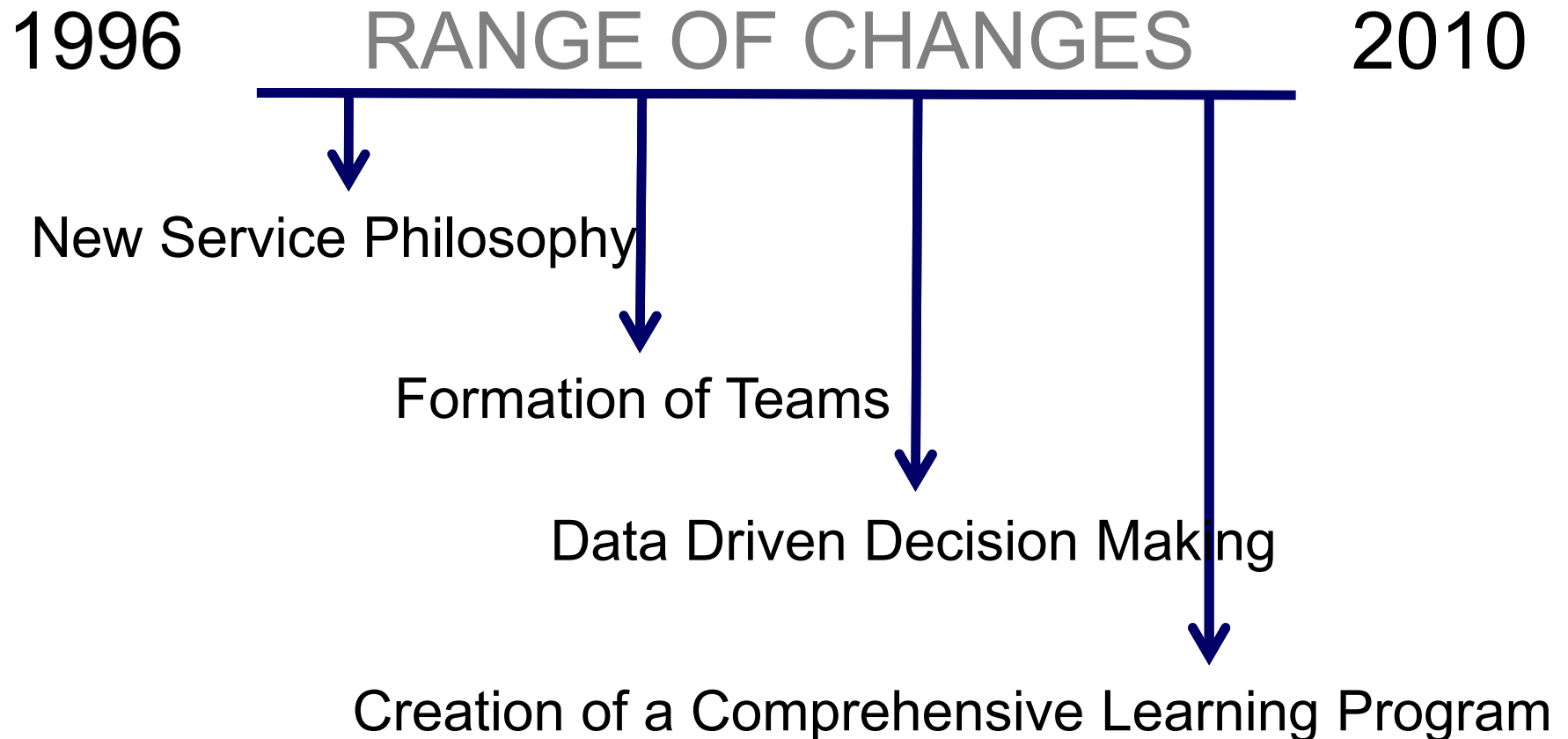
Charles B. Lowry, Ph.D.

Executive Director, Association of Research Libraries

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Library Research Seminar – Integrating Practice and Research  
University of Maryland, College of Information Studies  
College Park, MD • October 9, 2010

# UM Libraries Survey History



# UM Libraries Survey History



2000

OCDA

Addresses

- Diversity
- Teamwork
- Learning
- Fairness

Insight into

- Work and Diversity
- Climate and Culture

Provides  
A baseline



# UM Libraries Survey History



2004

## REPEATED SURVEY

Includes Measures of Climates for

- Teamwork and Continual Learning
- Current Managerial Practices
- Individuals Attitudes and Beliefs

Provides  
updated snapshot of the diversity and  
organizational climate

# ARL Tools for Library Assessment



As a result of the work of the New Measures and  
Assessment Initiative (1999)...



**ARL Statistics™**

*Since 1907-08*



**LibQUAL+®**

*Since 2000*



**MINES for  
Libraries®**

*Since 2003*



**DigiQUAL®**

*Since 2003*



**ClimateQUAL®**

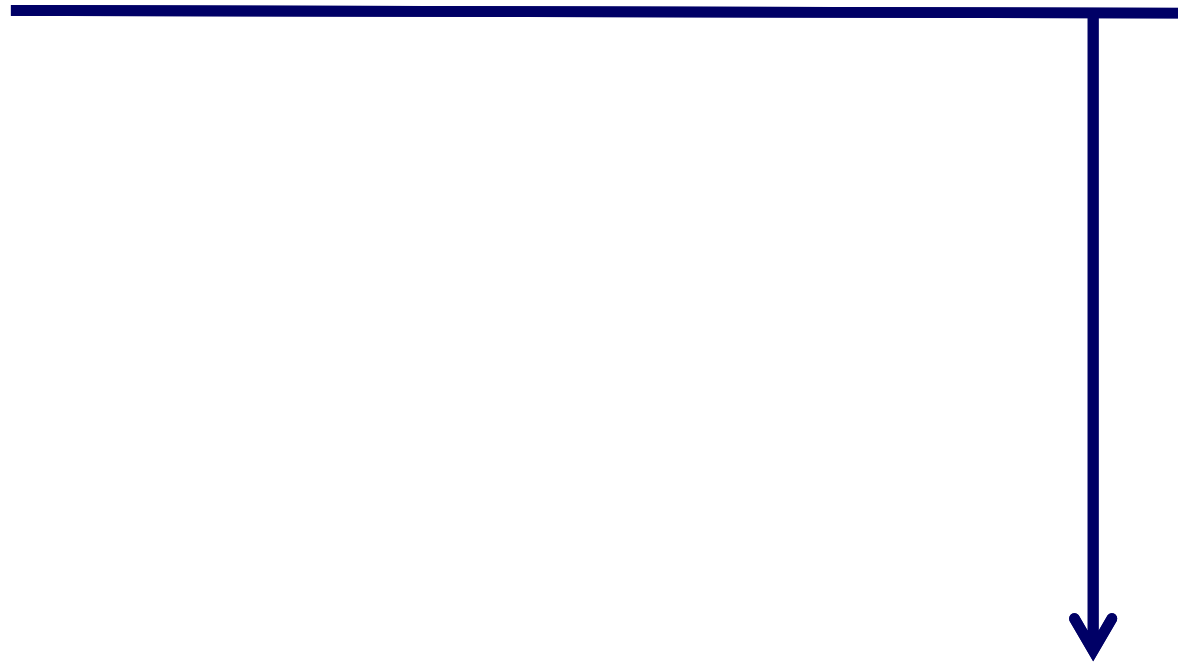
*Since 2007*

# UM Libraries Survey History



2008

THIRD SURVEY



Development of Improvement Strategies

# Early Research



- 
- Healthy organization is better able to fulfill its service mission.
  - Conflict within an organization can have a direct negative impact on customers.
  - Climate for diversity improves the way an organization operates.
  - Survey results can be turned into strategies for change that will improve the organization's climate and ultimately the experience of the customer.

# Survey to Action



---

## ACTION PROGRAM

↓  
Improve Climate

↓  
Reshape Customer  
Experience

↓  
Creation of Participant Community  
Establishment of Normative Measures

# ClimateQUAL<sup>®</sup> Scales



- 
- Climate for Justice
  - Climate for Leadership
  - Climate for Deep Diversity
  - Climate for Demographic Diversity
  - Climate for Innovation
  - Climate for Continual Learning
  - Climate for Teamwork
  - Climate for Customer Service
  - Climate for Psychological Safety

# ClimateQUAL<sup>®</sup> Concepts



- 
- Job Satisfaction
  - Organizational Commitment
  - Organizational Citizenship Behaviors
  - Organizational Withdrawal
  - Task Engagement
  - Team Psychological Empowerment
  - Work Unit Conflict
-



# ClimateQUAL<sup>®</sup> Concepts

---

A large, light blue circular arrow diagram with two arrows forming a continuous loop, one pointing clockwise and the other counter-clockwise, surrounding the central text.

**Continuous Organizational  
Development**

# ARL Strategic Positioning



<http://www.climatequal.org/>

# Early Research

- Healthy organization is better able to fulfill its service mission.
- Conflict within an organization can have a direct negative impact on customers.
- Climate for diversity improves the way an organization operates.
- Survey results can be turned into strategies for change that will improve the organization's climate and ultimately the experience of the customer.

# Organizational Climate

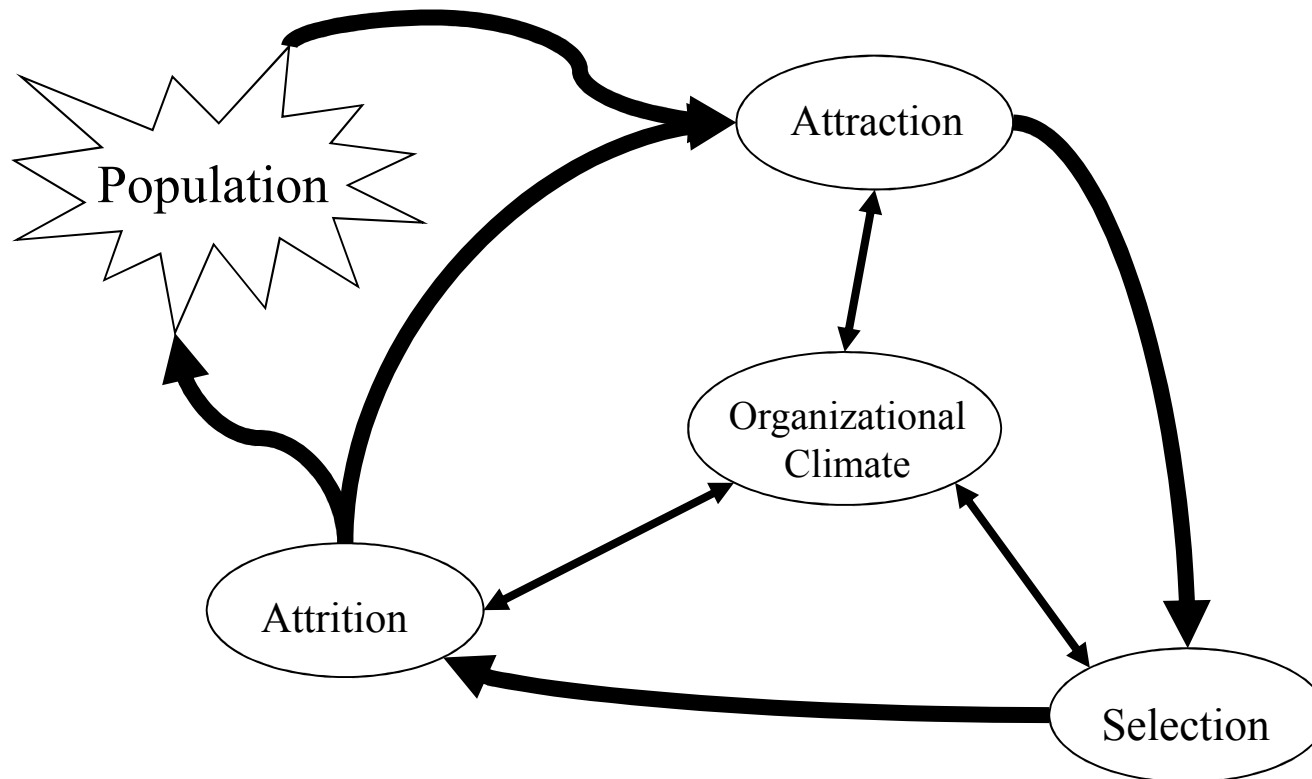
- Employees' shared perceptions of the themes, goals, or imperatives that describe their workplace
  - Reichers & Schneider (1990)
- Shared perceptions of important organizational imperatives clarifies everyone's understandings of what behavior is:
  - expected,
  - rewarded,
  - supported at work

# Organizational Climate

- Early literature on climate measured employees' global perception of the organization
  - Not useful
- New work focuses on specific organizational imperatives
  - Climate for safety
  - Climate for productivity
  - Climate for Customer Service
  - Climate for Diversity

# Attraction-Selection-Attrition Model

- Schneider (1987)
- Schneider, Goldstein, & Smith (1995)



# Positive Aspect

- Creation of a climate
  - “Personality” of an organization
  - Benefits of a strong climate



# Negative Aspect

- Diminished Diversity of:
  - ideas
  - values
  - thoughts
  - interests
  - abilities
  - knowledge
  - skills
- Homogenization of organizational workforce

# Organization stops being responsive to environment

- If the environment changes, the organization might not be able to change to meet new demands
  - Life (and death) cycle of organizations
- What can an organization do to slow the negative consequences?

# How can an organization remain in touch with its environment?

- Requires anticipating environmental changes
  - Formal survey of customers
  - Assessment of broader societal trends
  - Internal feedback
- Requires an organization that can change
  - Workforce diversity
  - Surface diversity
  - Deep diversity
- Requires an organization that can maintain a diverse workforce
  - employees feel empowered.
  - employees believe that management values them and treats them fairly.
  - policies, practices, and procedures are administered consistently and these practices work in concert to facilitate the attainment of one or more organizational goals (e.g., productivity, efficiency, safety).

# Results

The Learning Organization (Garvin, Edmondson, & Gino, 2008).

Three Aspects:

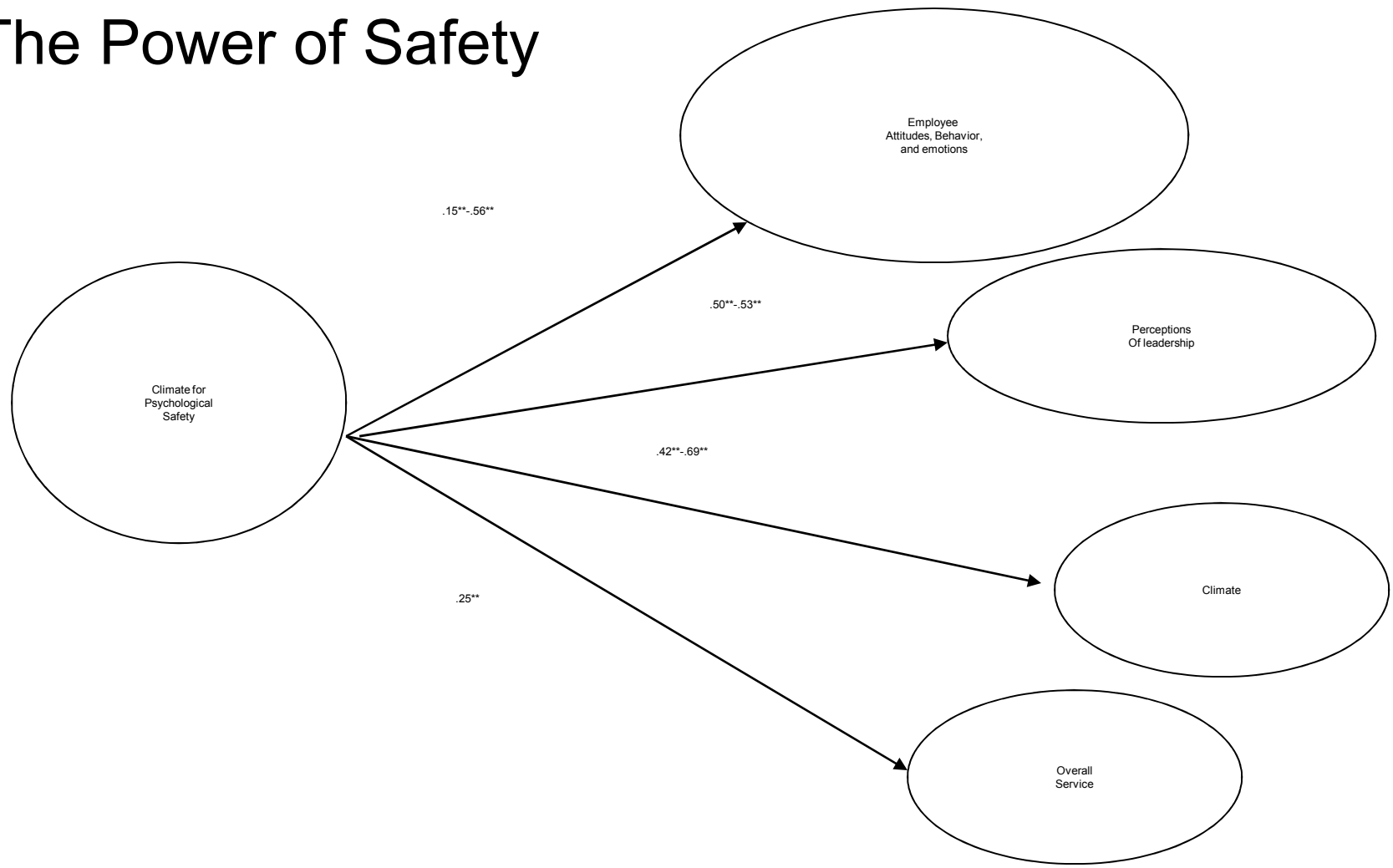
- Supportive Learning Environment
  - Appreciation of differences
  - Openness to new ideas
  - Psychological Safety
- Concrete Learning Processes
  - Knowledge sharing reviews

## The Learning Organization (Garvin, Edmondson, & Gino, 2008).

### Three Aspects:

- Leadership that models/reinforces behavior
  - Actively question and listen to employees
  - Spends time on problem identification, knowledge transfer, reflective post-audits

- The Power of Safety



# ClimateQUAL<sup>®</sup> Scales

- Climate for Justice
- Climate for Leadership
- Climate for Deep Diversity
- Climate for Demographic Diversity
- Climate for Innovation
- Climate for Continual Learning
- Climate for Teamwork
- Climate for Customer Service
- Climate for Psychological Safety

# ClimateQUAL<sup>®</sup> Concepts

- Job Satisfaction
- Organizational Commitment
- Organizational Citizenship Behaviors
- Organizational Withdrawal
- Task Engagement
- Team Psychological Empowerment
- Work Unit Conflict



# Connecting Improvement Strategies to Results

After receiving ClimateQUAL<sup>®</sup> results:

- What is going well in the Library that we want to continue doing?
- What issues uncovered should be tackled first?
- Are there any patterns that hint at the problematic organizational systems?
- Are there any patterns that suggest strategies that could improve climate?
- Are there tools to support improvement strategies?

# University of Maryland

1. Library Assembly's Staff Affairs Committee's reviewed and proposed revisions to selected library policies and procedures affecting staff.  
**(Procedural Justice)**
2. Increased and regular reporting and joint work between Library Executive Council (senior management group) and Library Assembly (shared governance group). **(Informational Justice)**
3. Supervisory development workshop series to begin in August 2010.  
**(Interpersonal Justice)**
4. Library staff, teaching faculty and students provided input and feedback on elements of new library strategic plan as it developed in 2009-2010.  
**(Innovation)**

# University of Iowa

1. Providing supervisor training in performance management, staff recognition, communication, and conflict resolution. **(Leadership, Interpersonal Justice, Innovation, Continual Learning, and Task Engagement)**
2. Created a Staff Recognition Committee (responsible for a variety of initiatives, including an annual event, training, & a “tip sheet”).  
**(Leadership, Interpersonal Justice, Organizational Citizen Behaviors, and Task Engagement)**
3. Created a new staff intranet with a number of “community building” elements. **(Organizational Citizen Behaviors)**

# University of Connecticut

1. Established a standard framework for university merit awards and communicated criteria for merit, including examples. **(Fairness)**
2. “Grants” for innovative projects are now given to staff whose proposals are accepted by a peer review team **(Innovation)**
3. Libraries new strategic plan includes metrics for improvements in certain LibQUAL+® scores **(Customer Service)**
4. Creation of a standing Diversity Advisory Team that reports to the Vice Provost for Libraries **(Demographic Diversity)**
5. Adopted mandatory training for Team Leaders on subjects like communication, facilitation skills, project management, managerial skills, and team building **(Teamwork)**

# Johns Hopkins University

1. Adapted the new university performance appraisal system for the libraries. **(Distributive/Procedural Justices)**
2. Charged a team to develop communication principles to adopt across the organization. **(Informative Justice)**
3. Charged the Management Team of developing an explicit set of managerial communication principles. **(Informative Justice)**
4. Require managers and supervisor to have regular meetings with their staff to keep them informed and facilitate face to face communication within departments and work groups. **(Informative Justice)**
5. Put staff pictures on the WIKI to facilitate people getting to know each other. **(Teamwork)**
6. Developed institutional teamwork checklists. **(Teamwork)**

# University of Massachusetts Amherst

1. Held meetings with staff to share the results, after our assessment staff interpreted them, including Senior Managers and Staff council committee.
2. Created a Task Force to develop recommendations for the library to address. Report was shared in the same way as in item #1.
3. Individual recommendations being addressed by appropriate parties, like Senior Management Group, Library Human Resources, Staff Council and Liaisons.
4. A Panel Discussion planned for early August with Library staff from UMass Medical regarding creation of a Career Ladder Development program for non-exempt staff.
5. A diversity video series is slated to begin this fall.

# Mapping the Scales

ClimateQUAL® - OCDA Scales	Organizational Systems	Organization Development Tools	Improvement Strategies / Activities
<b>Organizational Climates</b>			
Climate for Interpersonal Justice (Fairness) <i>The degree to which staff perceives there is fairness and respectfulness between employees and supervisors.</i>	Institutional values and expectations Rewards / Recognition	Focus groups Interviews Small group discussions Skills training	Create a staff intranet to support community building. Create a Staff Recognition Committee. Implement a quarterly or biannual program for recognizing staff achievements.

# Mapping the Scales

ClimateQUAL® - OCDA Scales	Organizational Systems	Organization Development Tools	Improvement Strategies / Activities
<b>Organizational Attitudes</b>			
Organizational Citizenship Behaviors <i>The degree to which staff perceives that 'professionalism' is exhibited within the organization.</i>	Communication Leader Behavior Staff Development & Training	Focus groups Surveys	Information sharing. Conduct training for supervisors. Create core competencies for supervisors that outline expected behaviors and how the behaviors will be evaluated.



# The Need for Assessment

- Underlying need to demonstrate our worth
- The reallocation of resources from traditional services and functions
- Rapid shifts in information-seeking behavior
- Increasing user demands

# ClimateQUAL<sup>®</sup> Comments



# Changes 2009

- 7 point scales
- Instrument shortened, approx. 200 questions
- Single sitting vs. saved surveys
- Quicker turnaround on reporting
- Normative data via Nesstar
- Full set of comments made available
- Exploration of content analysis for qualitative data (i.e., word clouds and Auto Map)
- Emphasis on interventions and organizational strategies (i.e., Psychological Safety and Authentic Leadership)

# Response Rates

Institution	Staff Responses	Response Rate
Arizona State University (2008)	165	54%
Cornell University (2008)	307	72%
Duke University (2008)	202	80%
Emory University (2008)	187	68%
George Mason University (2009)	100	68%
Illinois State University (2009)	73	78%
Johns Hopkins University (2009)	128	75%
Kansas State University (2008)	92	81%
New York University (2008)	166	45%

# Response Rates

Institution	Staff Responses	Response Rate
Northwestern University (2008)	142	74%
Oberlin College (2009)	155	78%
Texas A&M University (2007)	211	86%
University of Arizona (2007)	93	53%
University of California, Berkeley (2009)	223	51%
University of Connecticut (2007)	94	76%
University of Hawaii at Manoa (2009)	63	16%
University of Houston (2008)	81	78%
University of Illinois at Chicago (2010)	90	32%

# Response Rates

Institution	Staff Responses	Response Rate
University of Iowa (2007)	147	82%
University of Kansas (2007)	140	79%
University of Maryland (2008)	180	63%
University of Massachusetts, Amherst (2008)	105	77%
University of Nebraska, Lincoln (2009)	136	95%
University of Nebraska, Omaha (2009)	52	78%
University of Texas (2010)	167	57%
University of Wyoming (2009)	73	89%
Wayne State University (2010)	61	46%

# Overall Response Rates

Survey Year	Staff Responses	Response Rate
2007	685	76%
2008	1627	66%
2009	880	59%
2010	318	45%

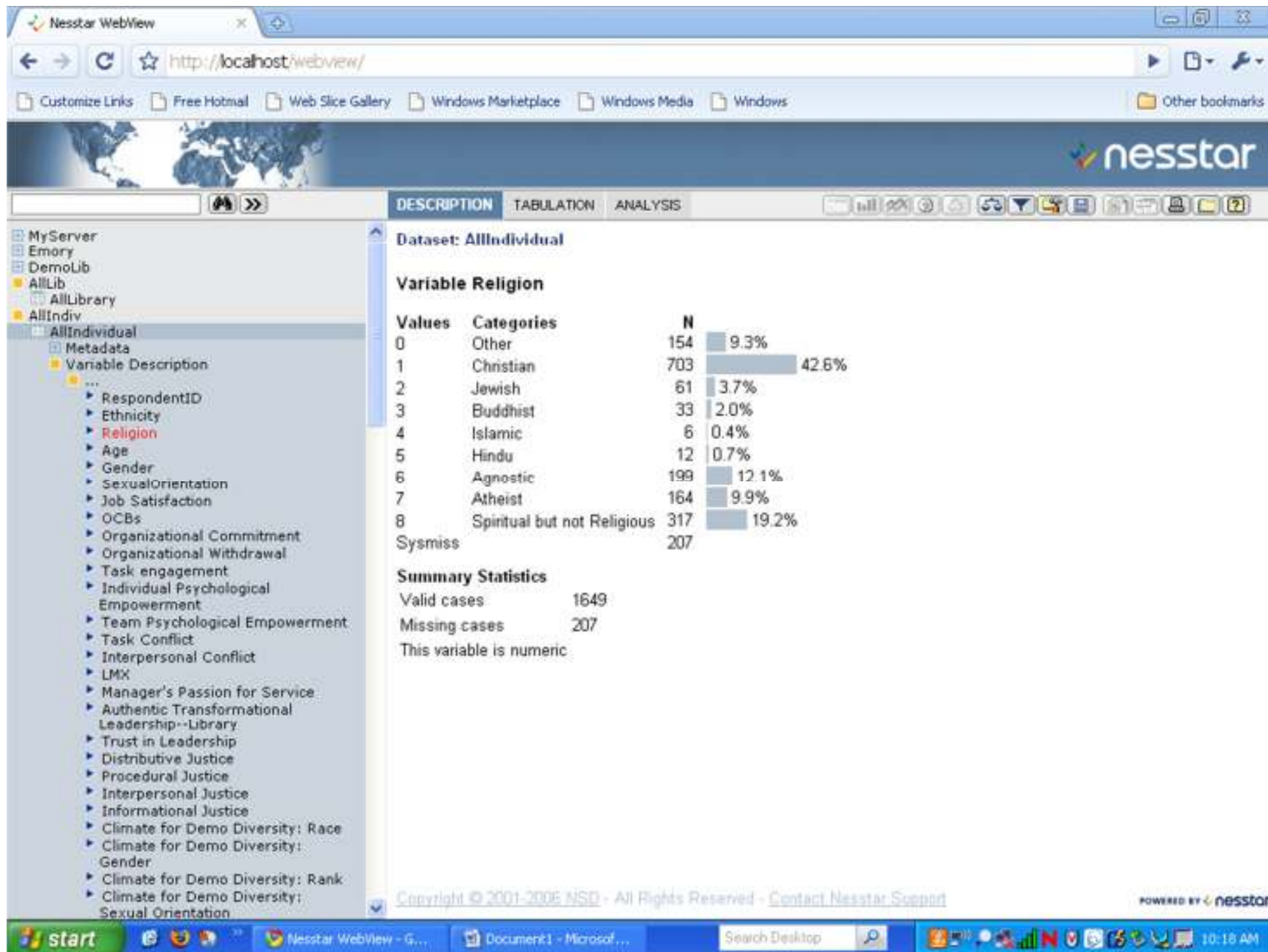
# Nesstar

- Working to provide access to institutional data
- Normative data:
  - All Libraries
  - All Individuals
  - Web view



# ClimateQUAL<sup>®</sup> and Nesstar

- How will Nesstar be used for ClimateQUAL<sup>®</sup>?
  - Web delivery of survey results
  - Normative data for all libraries
  - Normative data for all individuals
  - Frequencies and possible cross-tabulations
- Why Nesstar for ClimateQUAL<sup>®</sup>?
  - Faster delivery of survey results



Nesstar WebView

http://localhost/webview/

Customize Links Free Hotmail Web Slice Gallery Windows Marketplace Windows Media Windows Other bookmarks

nesstar

DESCRIPTION TABULATION ANALYSIS

MyServer Emory DemoLib AllLib

AllLibrary

- Metadata
- Variable Description
  - Library
  - Job Satisfaction
  - OCBs
  - Organizational Commitment
  - Organizational Withdrawal
  - Task engagement
  - Individual Psychological Empowerment
  - Team Psychological Empowerment
  - Task Conflict
  - Interpersonal Conflict
  - LMX
  - Manager's Passion for Service
  - Authentic Transformational Leadership--Library
  - Trust in Leadership
  - Distributive Justice
  - Procedural Justice
  - Interpersonal Justice
  - Informational Justice
  - Climate for Demo Diversity: Race
  - Climate for Demo Diversity: Gender
  - Climate for Demo Diversity: Rank
  - Climate for Demo Diversity: Sexual Orientation
  - Climate for Continual Learning
  - Climate for Innovation: Supervisory Support
  - Climate for Innovation: Team-Level
  - Climate for Teamwork: Benefits of Teams

Dataset: AllLibrary

Variable JS\_mean : Job Satisfaction

Summary Statistics

Valid cases	10
Missing cases	0
Standard deviation	0.157
Minimum	3.421
Maximum	3.941
Mean	3.690

This variable is numeric

Min, max, mean, and standard deviation

Copyright © 2001-2006 NSD - All Rights Reserved - Contact Nesstar Support

POWERED BY nesstar

start Nesstar WebView - G... Document1 - Microsof... Search Desktop 10:17 AM

# Final Details

- Post-survey questionnaires – data posted to the shared workspace
- Shared Workspace



StatsQUAL®



DigiQUAL®



MINES  
For Libraries®



LibQUAL+®



ARL Statistics®



ClimateQUAL®



<http://www.climatequal.org/>