



Score Norms

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Presented by:

Bruce Thompson, M. Kyrillidou and Colleen Cook

Project URL – <http://www.libqual.org/>

Multiple Methods of Listening to Customers



- Transactional surveys*
- Mystery shopping
- New, declining, and lost-customer surveys
- Focus group interviews
- Customer advisory panels
- Service reviews
- Customer complaint, comment, and inquiry capture
- **Total market surveys***
- Employee field reporting
- Employee surveys
- Service operating data capture

**A SERVQUAL-type instrument is most suitable for these methods*

Note. A. Parasuraman. The SERVQUAL Model: Its Evolution And Current Status. (2000).

Paper presented at ARL Symposium on Measuring Service Quality, Washington, D.C.

“22 Items and The Box....”



Why the Box is so Important

- About 40% of participants provide open-ended comments, and these are linked to demographics and quantitative data.
- Users elaborate the details of their concerns.
- Users feel the need to be constructive in their criticisms, and offer specific suggestions for action.

Seminal Quotation #1



PERCEPTIONS ←————→ **SERVICE**

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

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

Seminal Quotation #2



*“Il est plus nécessaire d'étudier
les hommes que les livres”*

—FRANÇOIS DE LA ROCHEFOUCAULD

Seminal Quotation #3



“We only care about the things we measure.”

--Bruce Thompson, CASLIN, Czech Republic, 2006

Interpreting Service Quality Data



Three Interpretation Frameworks

Interpretation Framework #1



Benchmarking Against **Peer Institutions**

--*1,000,000 Users; 1,000 Institutions!*

NORMS! NORMS! NORMS!

Score Norms



- Norm Conversion Tables facilitate the interpretation of observed scores using norms created for a large and representative sample.
- LibQUAL+™ norms have been created at both the **individual** and **institutional** level

Institutional Norms for Perceived Means on 25 Core Questions



Percentile	Value	Percentile	Value	Percentile	Value
5.00	6.352	10.00	6.526	15.00	6.663
20.00	6.693	25.00	6.770	30.00	6.818
33.00	6.832	35.00	6.840	40.00	6.897
45.00	6.913	50.00	6.946	55.00	6.995
60.00	7.042	65.00	7.077	66.00	7.083
70.00	7.117	75.00	7.156	80.00	7.214
85.00	7.260	90.00	7.348	95.00	7.483
Valid cases	162	Missing cases	0		

Note: Thompson, B. LibQUAL+™ Spring 2002 Selected Norms, (2002).

Interpretation Framework #2



Benchmarking Against **Self, Longitudinally**

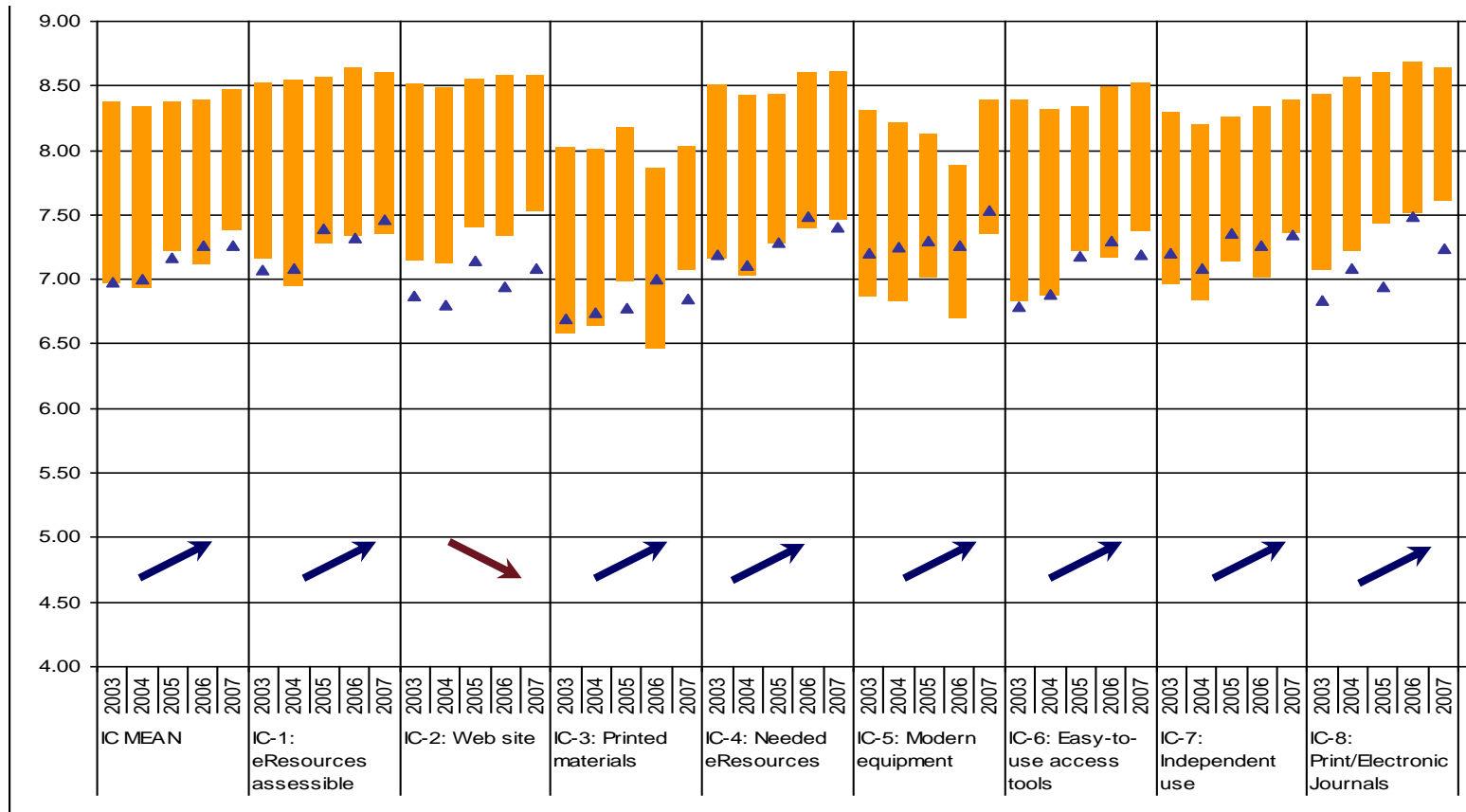
“**Nobody** is more like me than me!”

--Anonymous



Longitudinal Graphs

Information Control - Faculty (Compare 2003 to 2007)



Interpretation Framework #3



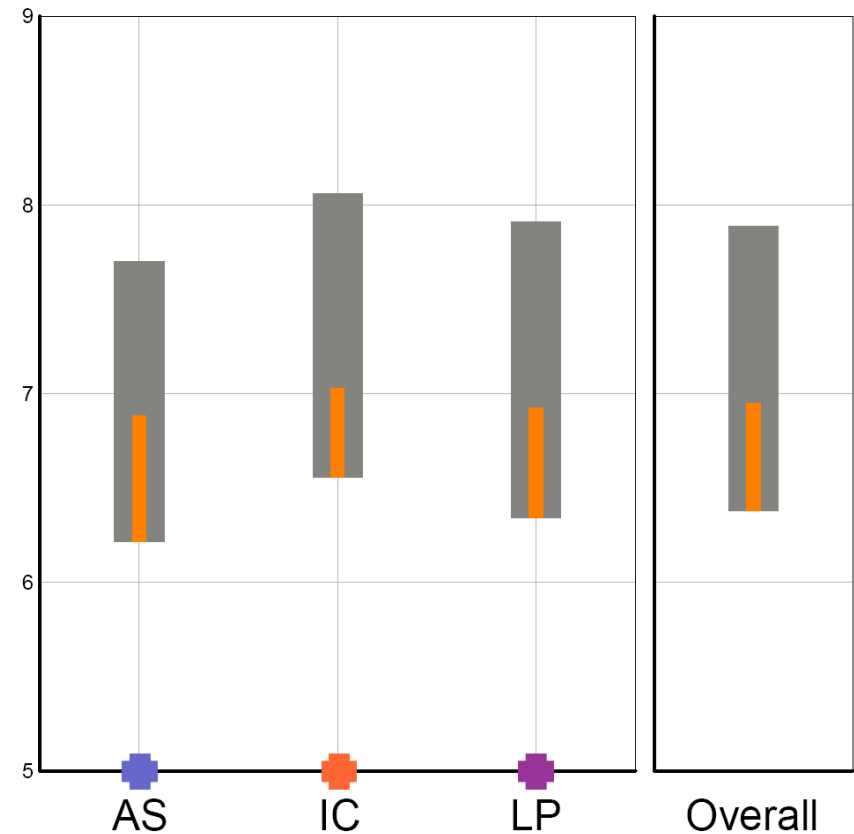
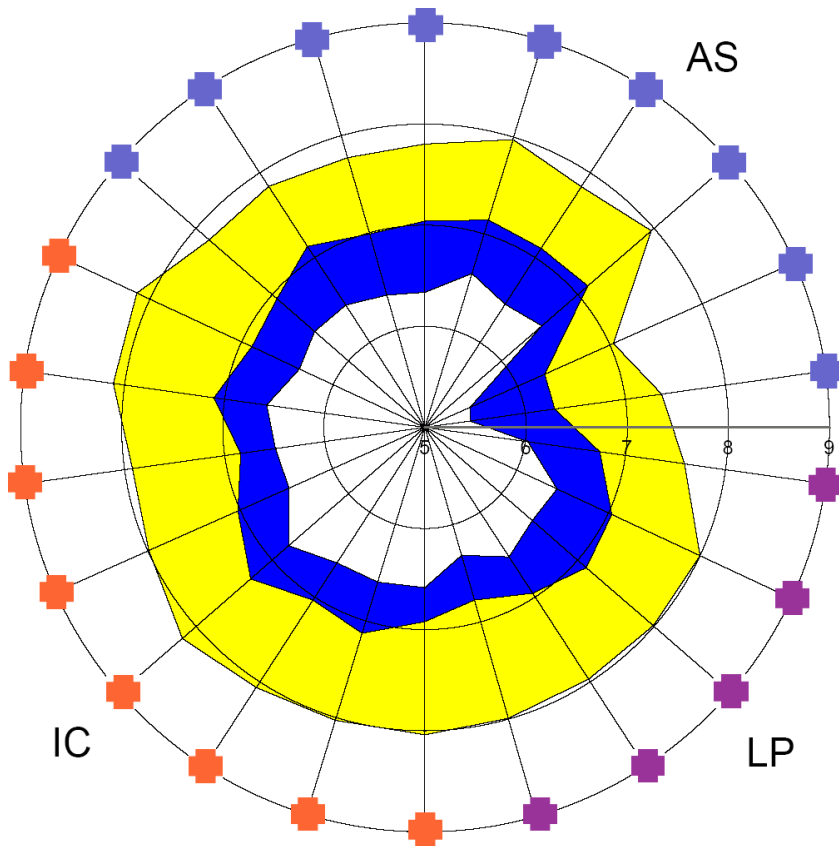
Interpreting **Perceived** Scores Against
Minimally-Acceptable and **Desired**
Service Levels (i.e., “**Zones of**
Tolerance”)

LibQUAL+™ 2004 Summary

Colleges or Universities



Undergraduates – American English



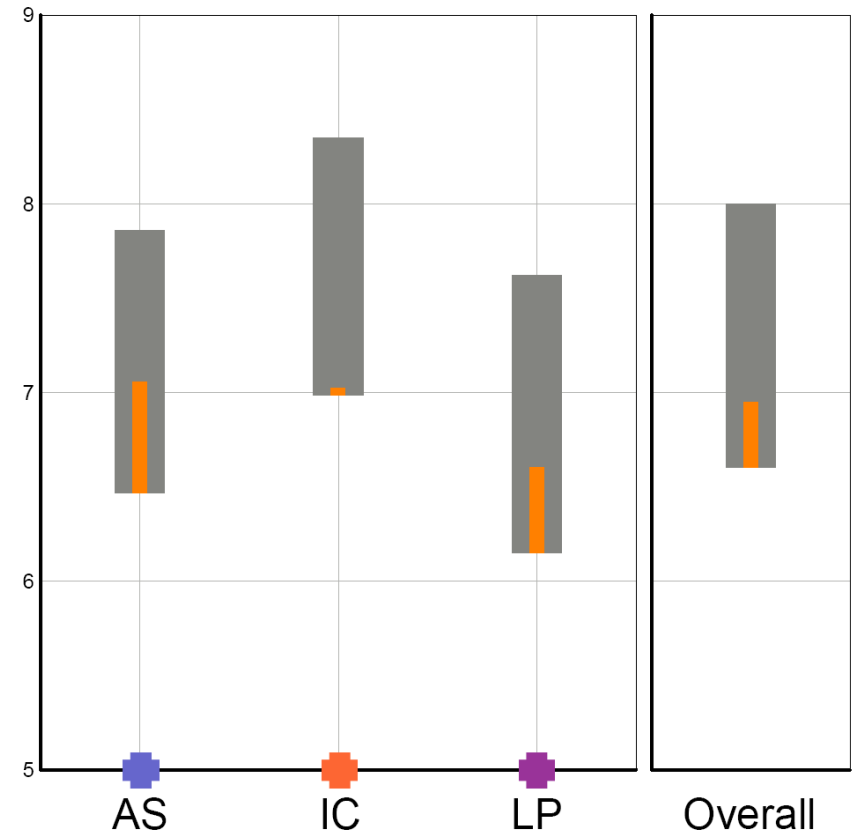
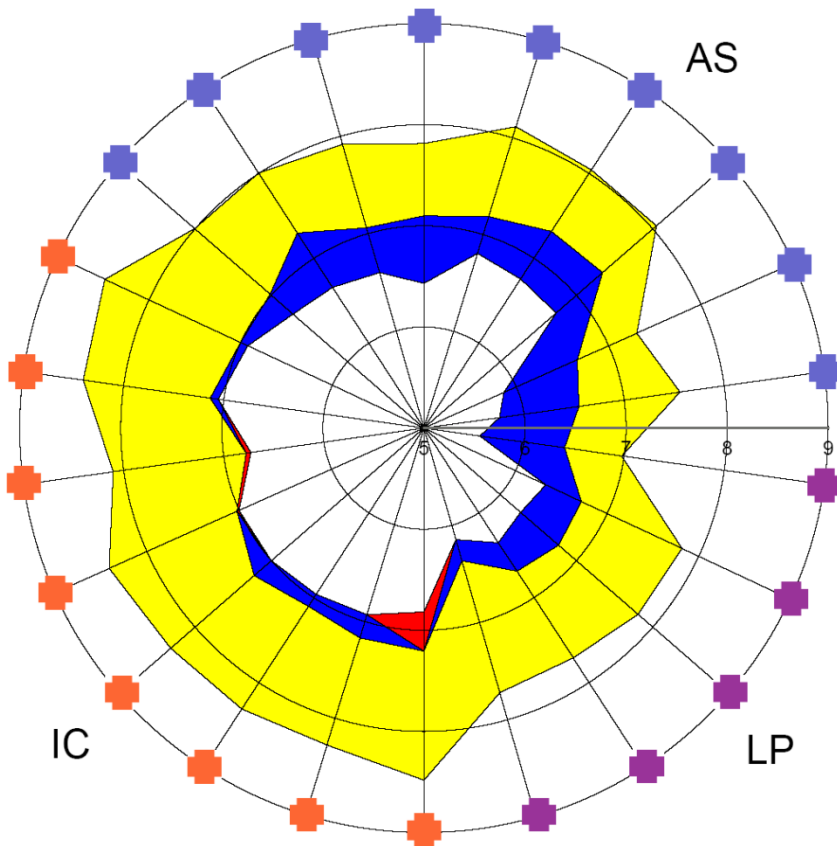
(n = 37,661)

LibQUAL+™ 2004 Summary

Colleges or Universities



Graduates – American English



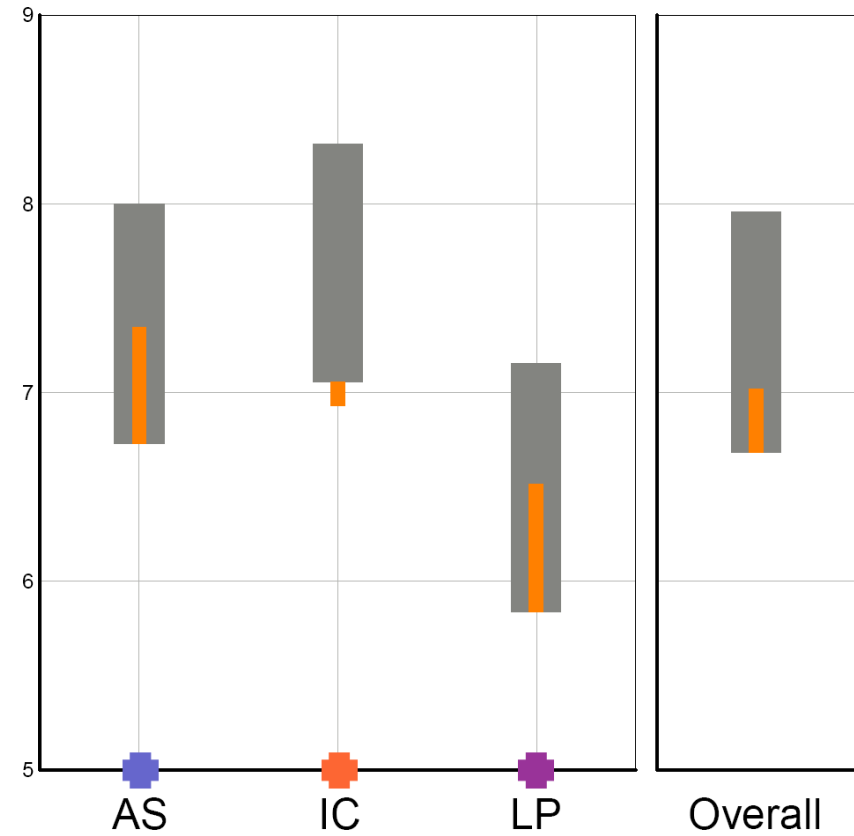
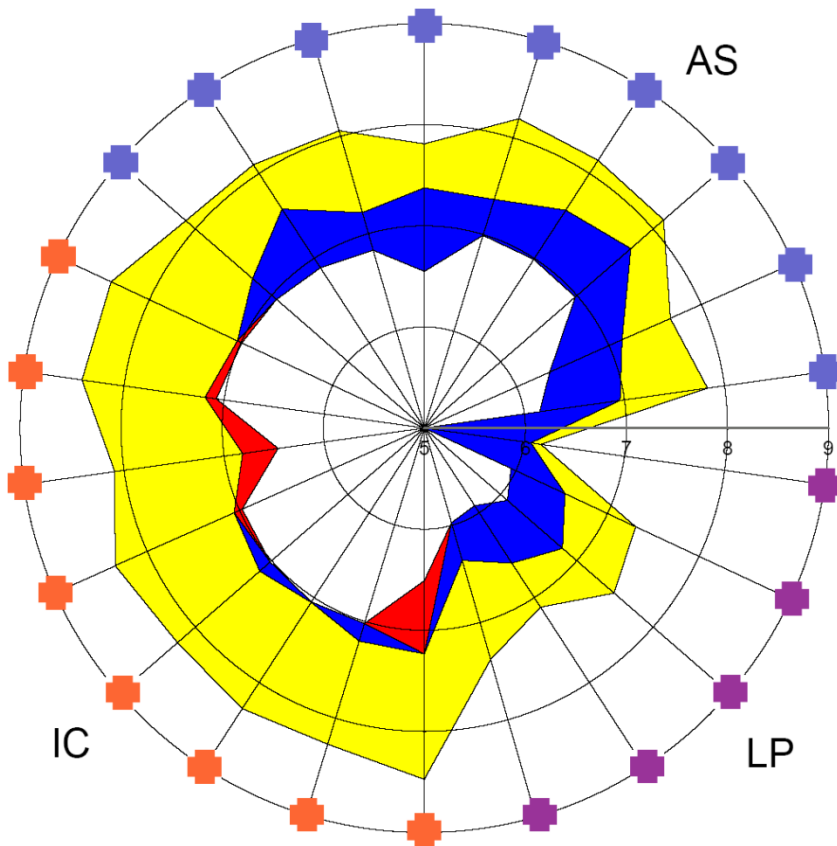
(n = 16,750)

LibQUAL+™ 2004 Summary

Colleges or Universities



Faculty – American English



(n = 11,755)

LibQUAL+™ Resources



- LibQUAL+™ Website:

<http://www.libqual.org>

- Publications:

<http://www.libqual.org/publications>

- Events and Training:

<http://www.libqual.org/events>

- **Gap Theory/Radargraph** Introduction:

<http://www.libqual.org/Information/Tools/libqualpresentation.cfm>

- LibQUAL+™ Procedures Manual:

<http://www.libqual.org/Manual/index.cfm>