



**LibQUAL<sup>+</sup>**

*2006 Survey*

**ARL**

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**Association of Research Libraries / Texas A&M University**

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





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*2006 Survey*

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# 1 Introduction

## 1.1 Acknowledgements

This notebook contains information from the 2006 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2006.

The LibQUAL+™ project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+™ team for their key roles in this developmental project. From Texas A&M University, the quantitative guidance of Bruce Thompson and the qualitative leadership of Yvonna Lincoln have been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative. From the Association of Research Libraries, we are appreciative of the project management role of Martha Kyrillidou and the technical development role of Jonathan Sousa, as well as the communications and administration support provided by Amy Hoseth, Richard Groves, and MaShana Davis.

A New Measures Initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+™ would not have been possible. We would like to extend a special thank you to all administrators at the participating consortia and libraries that are making this project happen effectively across various institutions.

We would like to acknowledge the role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education, which provided grant funds of \$498,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of \$245,737 over a three-year period (2002-04) to adapt the LibQUAL+™ instrument for use in the science, math, engineering, and technology education digital library community, an assessment tool in development now called DigiQUAL. We would like to express our thanks for the financial support that has enabled the researchers engaged in this project to exceed all of our expectations in stated goals and objectives and deliver a remarkable assessment tool to the library community.

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Duane Webster  
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## 1.2 LibQUAL+™: a Project from StatsQUAL™

I would personally like to say a word about the development of LibQUAL+™ over the last few years and to thank the people that have been involved in this effort. LibQUAL+™ would not have been possible without the many people who have offered their time and constructive feedback over the years for the cause of improving library services. In a sense, LibQUAL+™ has built three kinds of partnerships: one between ARL and Texas A&M University, a second one among the participating libraries and their staff, and a third one comprising the thousands of users who have provided their valuable survey responses over the years.

LibQUAL+™ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL Libraries under the leadership of, Fred Heath and Colleen Cook, then both at the Texas A&M University libraries. It matured quickly into a standard assessment tool that has been applied at more than 700 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+™, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+™ over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+™ servers were moved from Texas A&M to an external hosting facility under the ARL brand known as StatsQUAL™. Through the StatsQUAL™ gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years.

LibQUAL+™ findings have engaged thousands of librarians in discussions with colleagues and ARL on what these findings mean for local libraries, for their regions, and for the future of libraries across the globe. Consortia have supported their members' participation in LibQUAL+™ in order to offer an informed understanding of the changes occurring in their shared environment. Summary highlights have been published on an annual basis showcasing the rich array of information available through LibQUAL+™:

LibQUAL+™ 2005 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights20051.pdf>

LibQUAL+™ 2004 Survey Highlights

<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>

LibQUAL+™ 2003 Survey Highlights

[http://www.libqual.org/documents/admin/ExecSummary1.1\\_locked.pdf](http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf)

Summary published reports have also been made available:

<http://www.arl.org/pubscat/libqualpubs.html>

The socio-economic and technological changes that are taking place around us are affecting the ways users interact with libraries. We used to think that libraries could provide reliable and reasonably complete access to published and scholarly output, yet we now know from LibQUAL+™ that users have an insatiable appetite for content. No library can ever have sufficient information content that would come close to satisfying this appetite.

The team at ARL and beyond has worked hard to nurture the community that has been built around LibQUAL+™. We believe that closer collaboration and sharing of resources will bring libraries nearer to meeting the ever changing needs of their demanding users. It is this spirit of collaboration and a willingness to view the world of libraries as an organic, integrated, and cohesive environment that can bring forth major innovations and break new ground. Innovation and aggressive marketing of the role of libraries in benefiting their communities strengthen libraries.

In an example of collaboration, LibQUAL+™ participants are sharing their results within the LibQUAL+™ community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+™ participants are actively shaping our Share Fair gatherings, our in-person events, and our understanding of how the collected data can be used. LibQUAL+™ offers a rich resource that can be viewed using many lenses, should be interpreted in multiple ways, and is a powerful tool libraries can use to understand their environment.

LibQUAL+™ is a community mechanism for improving libraries and I hope we see an increasing number of libraries utilizing it successfully in the years to come. I look forward to your continuing active involvement in helping us understand the many ways we can improve library services.

With warm regards,

Martha Kyrillidou  
Director, ARL Statistics and Measurement Program

## 1.3 LibQUAL+™: Defining and Promoting Library Service Quality

### 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, change organizational culture, and market the library. The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of spring 2006, more than 700 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries-some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and other European countries as well as Australia and South Africa. It has been translated into a number of languages, including French, Swedish, Dutch, Afrikaans, German, Danish, Finnish, and Norwegian. The growing LibQUAL+™ community of participants and its extensive dataset are rich resources for improving library services.

### How will LibQUAL+™ benefit your library?

Library administrators have successfully used LibQUAL+™ survey data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for participants
- Access to an online library of LibQUAL+™ research articles
- The opportunity to become part of a community interested in developing excellence in library services

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. You can develop services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

### How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take



the survey by distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

**What are the origins of the LibQUAL+™ survey?**

The LibQUAL+™ survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+™. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

## 1.4 Web Access to Data

Data summaries from the 2006 iteration of the LibQUAL+™ survey will be available to project participants online via the LibQUAL+™ survey management site:

**<<http://www.libqual.org/Manage/Results/index.cfm>>**

## 1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+™ results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

[<http://www.libqual.org/Information/Tools/index.cfm>](http://www.libqual.org/Information/Tools/index.cfm)

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

### **Radar Charts**

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

#### **What is a radar chart?**

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called “spider charts” or “polar charts”, radar charts feature multiple axes or “spokes” along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+™ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Library as Place (LP), and Information Control (IC).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

#### **How to read a radar chart**

Radar charts are an effective way to graphically show strengths and weaknesses by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart’s overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents’ minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+™ radar charts. The resulting “gaps” between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users’ perceptions of service fall within the “zone of tolerance”; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users’ perceptions fall outside the “zone of tolerance,” the graph will include areas of red and green shading. If the distance between users’ minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

## Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number.

In this notebook, means are provided for users' minimum, desired, and perceived levels of service quality for each item on the LibQUAL+™ survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

## Standard Deviation

Standard deviation is a measure of the spread of data around their mean. The standard deviation (SD) depends on calculating the average distance of each score from the mean.

In this notebook, standard deviations are provided for every mean presented in the tables.

## Service Adequacy

The Service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

## Service Superiority

The Service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

In the consortium notebooks, institution type summaries are not shown if there is only one library for an institution type. Individual library notebooks are produced separately for each participant.

## 1.6 A Few Words about LibQUAL+™ 2006

Libraries today confront escalating pressure to demonstrate impact. As Cullen (2001) has noted,

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures initiative is the LibQUAL+™ project (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002).

Within a service-quality assessment model, "only customers judge quality; all other judgments are **essentially irrelevant**" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+™ was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+™ items were developed through several iterations of studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+™ survey has been grounded in the *users' perspective* as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+™ is **not** just a list of 22 standardized items. First, LibQUAL+™ offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. *Almost half of the people responding to the LibQUAL+™ survey provide valuable feedback through the comments box.* These open-ended comments are helpful for not only (a) understanding **why** users provide certain ratings, but also (b) understanding **what policy changes** users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think outside of the box and develop innovative ways for improving library services.

LibQUAL+™ is one of 11 ways of listening to users, called a *total market survey*. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard to peer institutions can provide important insights Berry recommended using multiple listening methods, and emphasized that "Ongoing data collection... is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

### Score Scaling

"Perceived" scores on the 22 LibQUAL+™ core items, the three subscales, and the total score, are all scaled 1 to 9, with 9 being the most favorable. Both the gap scores ("Adequacy" = "Perceived" - "Minimum"; "Superiority" = "Perceived" - "Desired") are scaled such that higher scores are more favorable. Thus, an *adequacy* gap score of +1.2 on an item, subscale, or total score is better than an adequacy gap score of +1.0. A *superiority* gap score of -0.5 on an item, subscale, or total score is better than a superiority gap score of -1.0.

### Using LibQUAL+™ Data

In some cases LibQUAL+™ data may confirm prior expectations and library staff will readily formulate action plans to remedy perceived deficiencies. But in many cases library decision-makers will seek additional information to corroborate interpretations or to better understand the dynamics underlying user perceptions.

For example, once an interpretation is formulated, library staff might review recent submissions of users to suggestion boxes to evaluate whether LibQUAL+™ data are consistent with interpretations, and the suggestion box data perhaps also provide user suggestions for remedies. User focus groups also provide a powerful way to explore problems and potential solutions. A university-wide retreat with a small-group facilitated discussion to solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+™ participating libraries.

Indeed, the open-ended comments gathered as part of LibQUAL+™ are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+™ is not 22 items. LibQUAL+™ is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+™. Heath, Kyrillidou, and Askew edited a special issue of the Journal of Library Administration (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+™ data to aid the improvement of library service quality. This special issue has recently been published by Hayworth Press as a monograph. These publications can be ordered by sending an email to libqual@arl.org.

### 2006 Data Screening

The 22 LibQUAL+™ core quantitative items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Library as Place* (5 items, such as "a getaway for study, learning, or research"); and (c) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work").

However, as happens in any survey, in 2006 some users provided incomplete data, or inconsistent data, or both. In

compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

**1. Complete Data.** The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

**2. Excessive "NA" Responses.** Because some institutions provided access to a lottery drawing for an incentive (e.g., a Palm PDA) for completing the survey, some users might have selected "NA" choices for all or most of the items rather than reporting their actual perceptions. Or some users may have views on such a narrow range of quality issues that their data are not very informative. *In this survey it was decided that records containing more than 11 "NA" responses should be eliminated from the summary statistics.*

**3. Excessive Inconsistent Responses.** On LibQUAL+™, user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating on the 1-to-9 (9 is highest) scale of 7.5 might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a count of such inconsistencies, ranging from "0" to "22," was made. *Records containing more than 9 logical inconsistencies were eliminated from the summary statistics.*

### **LibQUAL+™ Norms**

An important way to interpret LibQUAL+™ data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

A total market survey administered to more than 100,000 users, as was LibQUAL+™ in 2004 and 2005, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all

individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90 percent of institutions had service-adequacy gap scores lower than -0.5 (e.g., -0.7, -1.1), a mean gap score of -0.5 might actually be quite good. Users simply may have quite high expectations in this area. They may also communicate their dissatisfaction by rating both (a) "perceived" lower and (b) "minimum" higher.

This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

Only norms give us insight into this comparative perspective. And a local user-satisfaction survey (as against a total market survey) can never provide this insight.

**Common Misconception Regarding Norms.** An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make \$25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in the United States.

But if you love the outdoors, you do not care very much about money, and you are very service -oriented, this fact statement might not be relevant to you. Or, in the context of your values, you might interpret this fact as being quite satisfactory.

**LibQUAL+™ Norms Tables.** Of course, the fact statements made by the LibQUAL+™ norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+™ norms is provided by Cook and Thompson (2001) and Cook, Heath and B. Thompson (2002). LibQUAL+™ norms for earlier years are available on the Web at the following URLs:

<<http://www.coe.tamu.edu/~bthompson/libq2005.htm>>

<<http://www.coe.tamu.edu/~bthompson/libq2004.htm>>

## Response Rates

At the American Library Association mid-winter meeting in San Antonio in January, 2000, participants were cautioned that response rates on the final LibQUAL+™ survey would probably range from 25-33 percent. Higher response rates can be realized (a) with shorter surveys that (b) are directly action-oriented (Cook, Heath & R.L. Thompson, 2000). For example, a very high response rate could be realized by a library director administering the following one-item survey to users:

Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes.**

Should we close the library at?

(A) 10 p.m.            (B) 11 p.m.            (C) midnight            (D) 2 p.m.



Lower response rates will be expected for total market surveys measuring general perceptions of users across institutions, and when an intentional effort is made to solicit perceptions of both users and non-users. Two considerations should govern the evaluation of LibQUAL+™ response rates.

**Minimum Response Rates.** Response rates are computed by dividing the number of completed surveys at an institution by the number of persons asked to complete the survey. However, we do not know the actual response rates on LibQUAL+™, because we do not know the correct denominators for these calculations.

For example, given inadequacy in records at schools, we are not sure how many e-mail addresses for users are accurate. And we do not know how many messages to invite participation were actually opened. In other words, what we know for LibQUAL+™ is the "lower-bound estimate" of response rates.

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 e-mail addresses were correct or that 800 e-mail messages were opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

**Representativeness Versus Response Rate.** If 100 percent of the 800 people we randomly selected to complete our survey did so, then we can be assured that the results are representative of all users. But if only 25 percent of the 800 users complete the survey, the representativeness of the results is not assured. Nor is unrepresentativeness assured.

Representativeness is actually a matter of degree. And several institutions each with 25 percent response rates may have data with different degrees of representativeness.

We can never be sure about how representative our data are as long as not everyone completes the survey. But we can at least address this concern by comparing the demographic profiles of survey completers with the population (Thompson, 2000). At which university below would one feel more confident that LibQUAL+™ results were reasonably representative?

**Alpha University**

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

**Omega University**

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+™ software has been expanded to automate these comparisons and to output side-by-side graphs and tables comparing sample and population profiles for given institutions. Show these to people who question result representativeness.

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers.

### **LibQUAL+™ Interactive Statistics**

In addition to the institution and group notebooks and the norms, LibQUAL+™ has also provided an interactive environment for data analysis where institutions can mine institutional data for peer comparisons in 2003 and 2004. The LibQUAL+™ Interactive Statistics for these years includes graphing capabilities for all LibQUAL+™ scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either JPEG format for presentation purposes or flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. Additional development aims at delivering norms in an interactive environment. To access the LibQUAL+™ Interactive Statistics online, go to:

[<http://www.libqual.org/Manage/Results/index.cfm>](http://www.libqual.org/Manage/Results/index.cfm)

In addition to the framework that is there for analyzing the 2003 and 2004 data, ARL is working on establishing a data mining environment that will allow all institutions to analyze data from every year whether or not they have conducted the survey that year. This interface will be available to participants on a subscription basis.

### **Survey Data**

In addition to the notebooks, the interactive statistics, and the norms, LibQUAL+™ also makes available (a) raw survey data in SPSS at the request of participating libraries, and (b) raw survey data in Excel for all participating libraries. Additional training using the SPSS datafile is available as a follow-up workshop activity and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in Excel format.

### **ARL Service Quality Evaluation Academy**

LibQUAL+™ is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+™ initiative is more than a single tool. LibQUAL+™ is an effort to create a culture of data-driven service quality assessment and service quality improvement within libraries.

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+™ data, the Association of Research Libraries has created the annual *ARL Service Quality Evaluation Academy*. For more information about the Academy, see the LibQUAL+™ events page at

[<http://www.libqual.org/Events/index.cfm>](http://www.libqual.org/Events/index.cfm)

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The fourth cohort of Academy participants graduated in May,

2005. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

For more information, about LibQUAL+™ or the Association of Research Libraries' Statistics and Measurement program, see:

<<http://www.libqual.org/>>  
<<http://www.statsqual.org/>>  
<<http://www.arl.org/stats/>>

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## 2 Respondents by Institution for ARL

Below is a listing of all the ARL institutions that participated in the 2006 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, Academic Law, College or University). The number of respondents from each institution and the percentage of the total number of ARL respondents that they represent are provided.

Institution	Respondents n	Respondents %
<b>Academic Health Sciences</b>		
1) OUHSC Bird HS Library	470	1.45%
2) Temple University Health Sciences Center	365	1.13%
3) University of Connecticut Health Center Library	149	0.46%
4) University of Florida, Health Science Center Libraries	250	0.77%
<b>Sub Total:</b>	<b>1,234</b>	<b>3.81%</b>
<b>Academic Law</b>		
5) Georgetown University Law Library	561	1.73%
6) Howard W. Hunter Law Library	69	0.21%
<b>Sub Total:</b>	<b>630</b>	<b>1.94%</b>
<b>College or University</b>		
7) Arizona State University	327	1.01%
8) Arizona State University West	718	2.21%
9) Boston College	458	1.41%
10) Brigham Young University	1,076	3.32%
11) Columbia University Libraries	286	0.88%
12) Florida State University	1,318	4.06%
13) George Washington University	287	0.89%
14) Georgetown University	410	1.26%
15) Georgia Institute of Technology	254	0.78%
16) Indiana University, Bloomington	1,242	3.83%
17) KSG Library	242	0.75%
18) McMaster University Libraries	684	2.11%
19) New York University Libraries	449	1.38%
20) Northwestern	564	1.74%
21) Ohio State University Libraries	469	1.45%
22) Temple University Libraries	697	2.15%
23) Texas A&M University, College Station	434	1.34%
24) UH Manoa Library	276	0.85%
25) UIC	1,298	4.00%
26) University at Albany Libraries	538	1.66%
27) University of Alberta Libraries	452	1.39%
28) University of Arizona Library	443	1.37%

Language: American English  
 Institution Type: All  
 Consortium: ARL  
 User Group: All

<b>College or University (continued)</b>		
29)	University of Colorado at Boulder Libraries	544 1.68%
30)	University of Georgia Libraries	1,222 3.77%
31)	University of Houston Libraries	287 0.89%
32)	University of Iowa	1,491 4.60%
33)	University of Kansas Libraries	1,154 3.56%
34)	University of Manitoba	660 2.04%
35)	University of Notre Dame University Libraries	2,737 8.44%
36)	University of Pittsburgh	260 0.80%
37)	University of South Carolina - Columbia	258 0.80%
38)	University of Southern California	748 2.31%
39)	University of Tennessee Libraries	2,368 7.30%
40)	University of Texas at Austin	816 2.52%
41)	University of Utah	755 2.33%
42)	University of Virginia Library	750 2.31%
43)	University of Wisconsin - Madison	886 2.73%
44)	UNM Libraries	496 1.53%
45)	Vanderbilt University, Jean and Alexander Heard Library	1,800 5.55%
46)	Washington State University	408 1.26%
<b>Sub Total:</b>		<b>30,562 94.25%</b>
<b>Grand Total:</b>		<b>32,426 100.00%</b>

Language: American English

Institution Type: All

Consortium: ARL

User Group: All

### 3 Academic Health Sciences Libraries Demographic Summary for ARL

#### 3.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	13	1.05%
Second year	15	1.22%
Third year	29	2.35%
Fourth year	37	3.00%
Fifth year and above	22	1.78%
Non-degree	6	0.49%
<b>Sub Total:</b>	<b>122</b>	<b>9.89%</b>
<b>Graduate</b>		
Masters	120	9.72%
Doctoral	482	39.06%
Non-degree or Undecided	9	0.73%
<b>Sub Total:</b>	<b>611</b>	<b>49.51%</b>
<b>Faculty</b>		
Adjunct Faculty	6	0.49%
Assistant Professor	104	8.43%
Associate Professor	71	5.75%
Lecturer	9	0.73%
Professor	97	7.86%
Other Academic Status	29	2.35%
<b>Sub Total:</b>	<b>316</b>	<b>25.61%</b>
<b>Library Staff</b>		
Administrator	0	0.00%
Manager, Head of Unit	2	0.16%
Public Services	6	0.49%
Systems	0	0.00%
Technical Services	3	0.24%
Other	5	0.41%
<b>Sub Total:</b>	<b>16</b>	<b>1.30%</b>
<b>Staff</b>		
Administrator/Manager	32	2.59%
Basic Science Staff (non-faculty)	17	1.38%
Clerical Staff (non-exempt)	20	1.62%
Clinical Staff (non-faculty)	14	1.13%
Resident, Fellow, or Intern	42	3.40%
Technical Support Staff	13	1.05%
Other staff positions	31	2.51%
<b>Sub Total:</b>	<b>169</b>	<b>13.70%</b>
<b>Total:</b>	<b>1,234</b>	<b>100.00%</b>

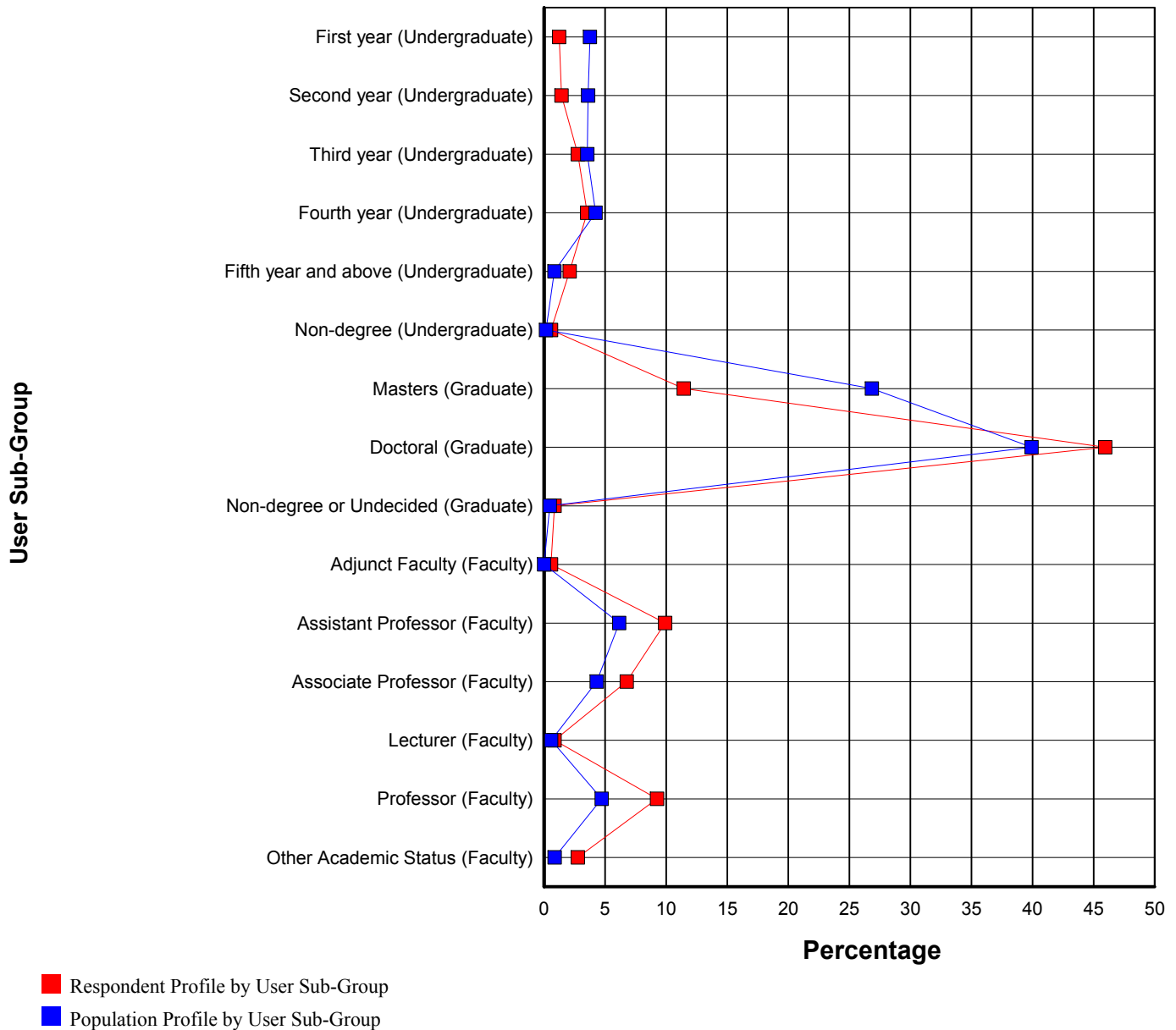
Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All

### 3.2 Population and Respondent Profiles by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user sub-group, for both the general population (N) and survey respondents (n).

*\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff, Staff, Other Patrons)



User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	371	3.76%	13	1.24%	2.52%
Second year (Undergraduate)	356	3.60%	15	1.43%	2.17%
Third year (Undergraduate)	350	3.54%	29	2.76%	0.78%
Fourth year (Undergraduate)	417	4.22%	37	3.53%	0.69%
Fifth year and above (Undergraduate)	84	0.85%	22	2.10%	-1.25%
Non-degree (Undergraduate)	16	0.16%	6	0.57%	-0.41%
Masters (Graduate)	2,651	26.84%	120	11.44%	15.40%
Doctoral (Graduate)	3,943	39.92%	482	45.95%	-6.03%
Non-degree or Undecided (Graduate)	46	0.47%	9	0.86%	-0.39%
Adjunct Faculty (Faculty)	0	0.00%	6	0.57%	-0.57%
Assistant Professor (Faculty)	608	6.16%	104	9.91%	-3.76%
Associate Professor (Faculty)	426	4.31%	71	6.77%	-2.46%
Lecturer (Faculty)	58	0.59%	9	0.86%	-0.27%
Professor (Faculty)	466	4.72%	97	9.25%	-4.53%
Other Academic Status (Faculty)	86	0.87%	29	2.76%	-1.89%
<b>Total:</b>	<b>9,878</b>	<b>100.00%</b>	<b>1,049</b>	<b>100.00%</b>	<b>0.00%</b>

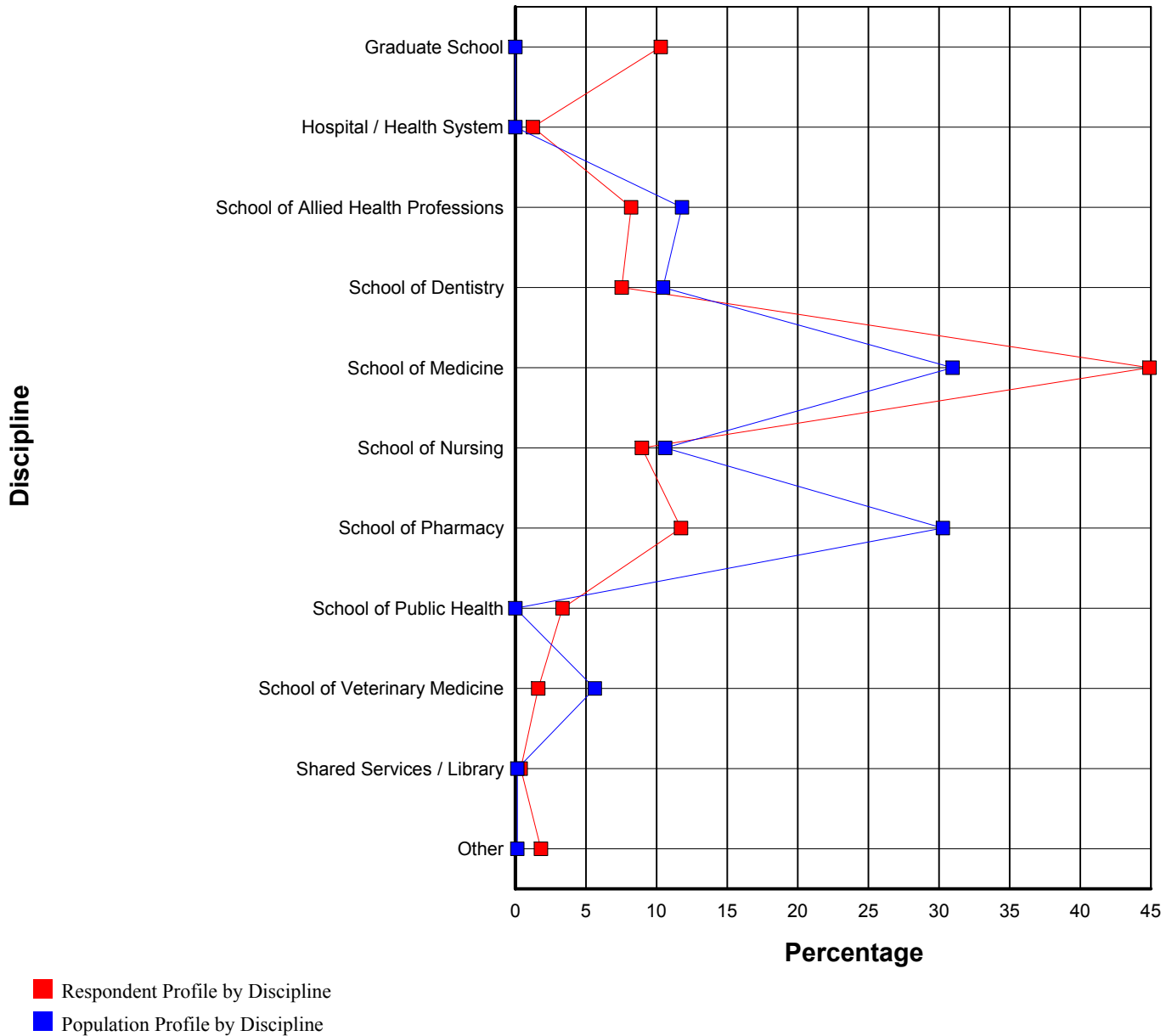
Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: All (Excluding Library Staff, Staff, Other Patrons)

### 3.3 Population and Respondent Profiles by Standard Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).

*\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	0	0.00%	108	10.30%	-10.30%
Hospital / Health System	0	0.00%	13	1.24%	-1.24%
School of Allied Health Professions	1,177	11.80%	86	8.20%	3.60%
School of Dentistry	1,043	10.46%	79	7.53%	2.92%
School of Medicine	3,089	30.96%	471	44.90%	-13.94%
School of Nursing	1,058	10.61%	94	8.96%	1.64%
School of Pharmacy	3,020	30.27%	123	11.73%	18.55%
School of Public Health	0	0.00%	35	3.34%	-3.34%
School of Veterinary Medicine	561	5.62%	17	1.62%	4.00%
Shared Services / Library	14	0.14%	4	0.38%	-0.24%
Other	14	0.14%	19	1.81%	-1.67%
<b>Total:</b>	<b>9,976</b>	<b>100.00%</b>	<b>1,049</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: All (Excluding Library Staff, Staff, Other Patrons)

### 3.4 Respondent Profile by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	0.08%
18 - 22	91	7.48%
23 - 30	544	44.70%
31 - 45	286	23.50%
46 - 65	273	22.43%
Over 65	22	1.81%
<b>Total:</b>	<b>1,217</b>	<b>100.00%</b>

### 3.5 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	4,974	49.59%	526	43.22%
Female	5,057	50.41%	691	56.78%
<b>Total:</b>	<b>10,031</b>	<b>100.00%</b>	<b>1,217</b>	<b>100.00%</b>

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

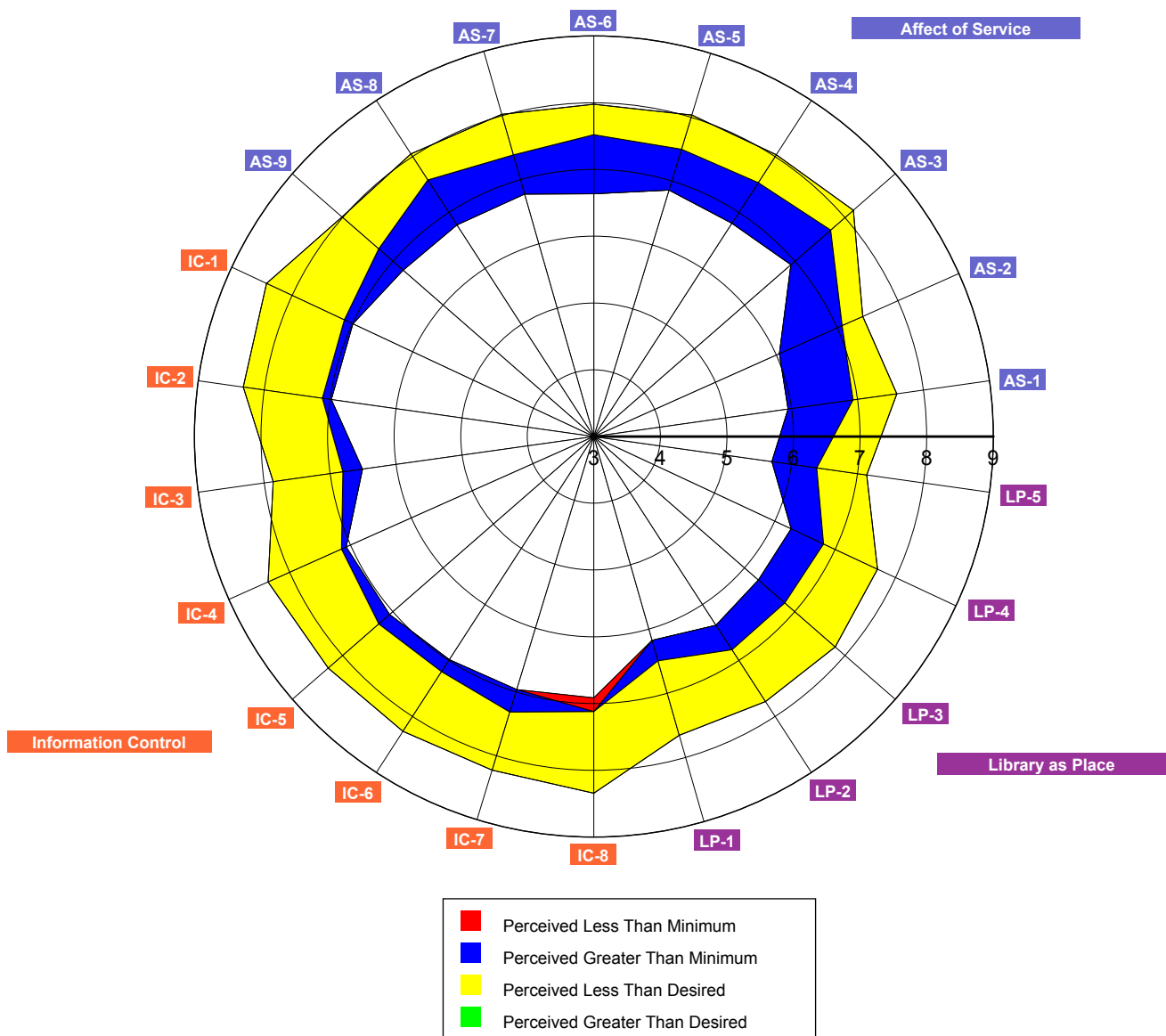
## 4 Academic Health Sciences Libraries Survey Item Summary for ARL

### 4.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.95	7.60	6.93	0.99	-0.66	1,148
AS-2	Giving users individual attention	6.05	7.42	7.08	1.03	-0.34	1,159
AS-3	Employees who are consistently courteous	6.92	8.17	7.71	0.79	-0.45	1,192
AS-4	Readiness to respond to users' questions	6.81	8.03	7.54	0.73	-0.50	1,169
AS-5	Employees who have the knowledge to answer user questions	6.86	8.04	7.50	0.64	-0.53	1,161
AS-6	Employees who deal with users in a caring fashion	6.64	7.98	7.52	0.88	-0.46	1,169
AS-7	Employees who understand the needs of their users	6.78	8.02	7.39	0.61	-0.63	1,167
AS-8	Willingness to help users	6.78	8.05	7.58	0.80	-0.47	1,165
AS-9	Dependability in handling users' service problems	6.80	8.01	7.28	0.49	-0.73	1,062
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.99	8.43	7.14	0.14	-1.29	1,193
IC-2	A library Web site enabling me to locate information on my own	6.99	8.32	7.12	0.13	-1.20	1,202
IC-3	The printed library materials I need for my work	6.51	7.87	6.81	0.30	-1.06	1,122
IC-4	The electronic information resources I need	7.07	8.36	7.15	0.08	-1.21	1,201
IC-5	Modern equipment that lets me easily access needed information	7.07	8.29	7.28	0.21	-1.01	1,188
IC-6	Easy-to-use access tools that allow me to find things on my own	6.99	8.27	7.20	0.21	-1.06	1,196
IC-7	Making information easily accessible for independent use	6.96	8.23	7.32	0.35	-0.91	1,178
IC-8	Print and/or electronic journal collections I require for my work	7.12	8.34	6.92	-0.21	-1.43	1,167
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.18	7.66	6.50	0.32	-1.16	1,125
LP-2	Quiet space for individual activities	6.37	7.73	6.81	0.44	-0.92	1,102
LP-3	A comfortable and inviting location	6.28	7.81	6.80	0.52	-1.00	1,137
LP-4	A getaway for study, learning, or research	6.27	7.70	6.81	0.54	-0.89	1,096
LP-5	Community space for group learning and group study	5.70	7.14	6.38	0.68	-0.76	935
<b>Overall:</b>		6.68	7.99	7.14	0.46	-0.86	1,218

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

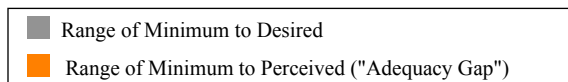
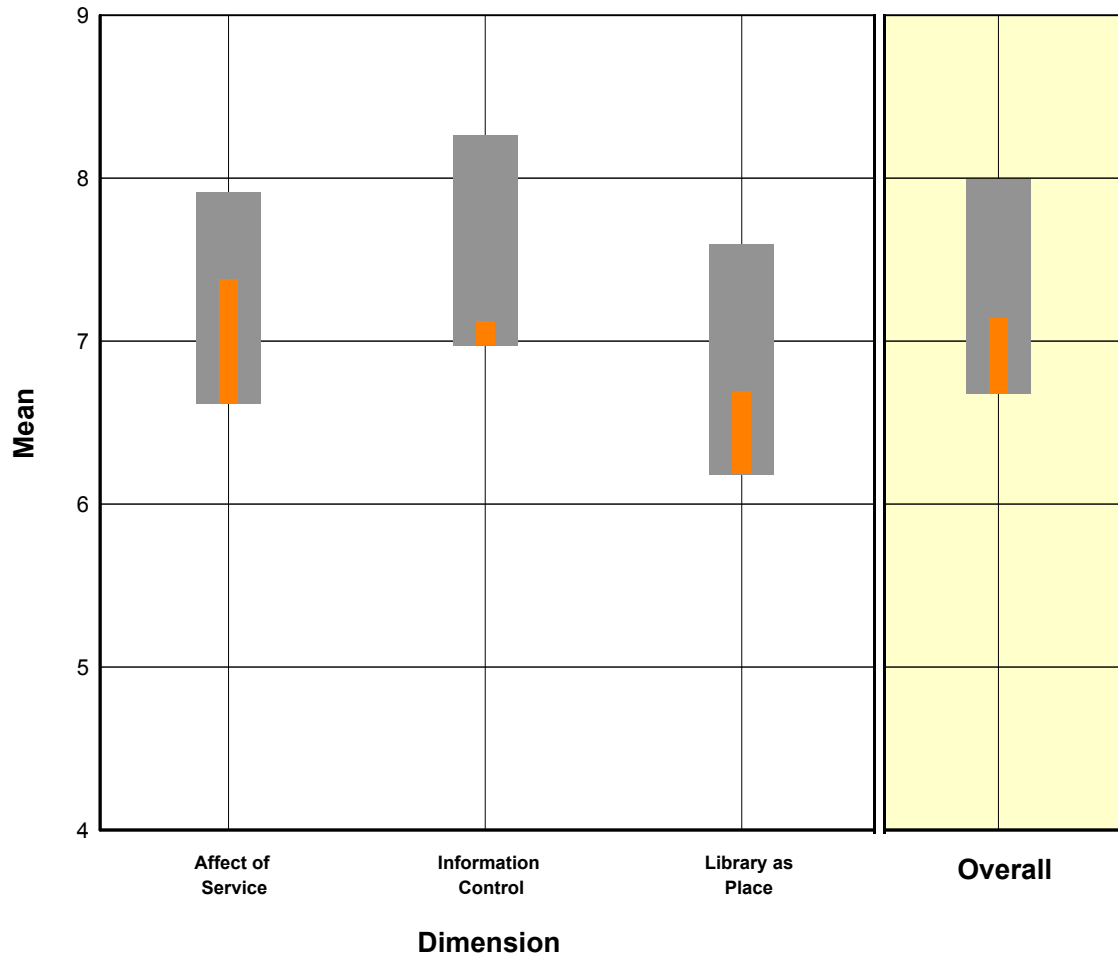
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.80	1.55	1.63	1.85	1.66	1,148
AS-2	Giving users individual attention	1.91	1.75	1.66	1.89	1.74	1,159
AS-3	Employees who are consistently courteous	1.78	1.29	1.55	1.96	1.62	1,192
AS-4	Readiness to respond to users' questions	1.72	1.32	1.53	1.83	1.52	1,169
AS-5	Employees who have the knowledge to answer user questions	1.75	1.36	1.49	1.81	1.55	1,161
AS-6	Employees who deal with users in a caring fashion	1.76	1.38	1.52	1.86	1.57	1,169
AS-7	Employees who understand the needs of their users	1.70	1.30	1.56	1.81	1.56	1,167
AS-8	Willingness to help users	1.72	1.29	1.54	1.81	1.54	1,165
AS-9	Dependability in handling users' service problems	1.70	1.35	1.60	1.88	1.67	1,062
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.73	1.16	1.78	2.21	1.88	1,193
IC-2	A library Web site enabling me to locate information on my own	1.68	1.14	1.72	2.07	1.78	1,202
IC-3	The printed library materials I need for my work	1.80	1.51	1.76	2.07	1.94	1,122
IC-4	The electronic information resources I need	1.63	1.12	1.67	2.15	1.80	1,201
IC-5	Modern equipment that lets me easily access needed information	1.63	1.15	1.62	2.01	1.69	1,188
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.16	1.61	2.04	1.73	1,196
IC-7	Making information easily accessible for independent use	1.64	1.18	1.56	1.93	1.63	1,178
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.17	1.83	2.32	2.01	1,167
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.96	1.79	2.02	2.48	2.48	1,125
LP-2	Quiet space for individual activities	1.96	1.71	1.93	2.35	2.28	1,102
LP-3	A comfortable and inviting location	1.88	1.57	1.93	2.27	2.19	1,137
LP-4	A getaway for study, learning, or research	1.98	1.74	1.81	2.24	2.08	1,096
LP-5	Community space for group learning and group study	2.14	2.08	2.02	2.47	2.48	935
<b>Overall:</b>		1.38	0.99	1.28	1.53	1.29	1,218

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: All (Excluding Library Staff)

## 4.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.91	7.38	0.77	-0.53	1,218
Information Control	6.97	8.26	7.12	0.15	-1.14	1,218
Library as Place	6.18	7.60	6.69	0.51	-0.91	1,188
<b>Overall:</b>	6.68	7.99	7.14	0.46	-0.86	1,218

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.51	1.14	1.35	1.55	1.32	1,218
Information Control	1.41	0.94	1.39	1.73	1.44	1,218
Library as Place	1.70	1.54	1.69	2.00	1.96	1,188
<b>Overall:</b>	1.38	0.99	1.28	1.53	1.29	1,218

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

### 4.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.48	7.87	6.87	0.39	-1.00	1,078
Employees teaching me how to access or manage information	6.30	7.63	7.12	0.82	-0.51	1,104
An environment that facilitates group study and problem solving	5.79	7.19	6.38	0.59	-0.80	955
Access to information resources that support patient care	6.89	8.09	7.23	0.34	-0.86	939
Electronic resources matching my information needs	7.02	8.34	7.03	0.02	-1.30	1,178

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.83	1.46	1.65	2.05	1.77	1,078
Employees teaching me how to access or manage information	1.95	1.68	1.76	2.02	1.87	1,104
An environment that facilitates group study and problem solving	2.13	2.01	1.98	2.38	2.39	955
Access to information resources that support patient care	1.84	1.44	1.63	2.12	1.82	939
Electronic resources matching my information needs	1.66	1.13	1.68	2.20	1.81	1,178

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

#### 4.4 General Satisfaction Questions Summary

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.63	1.51	1,218
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.10	1.69	1,217
How would you rate the overall quality of the service provided by the library?	7.31	1.43	1,218

#### 4.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.61	1.78	1,218
The library aids my advancement in my academic discipline.	6.94	1.74	1,218
The library enables me to be more efficient in my academic pursuits.	7.01	1.72	1,218
The library helps me distinguish between trustworthy and untrustworthy information.	5.92	1.96	1,218
The library provides me with the information skills I need in my work or study.	6.56	1.81	1,218

Language: American English

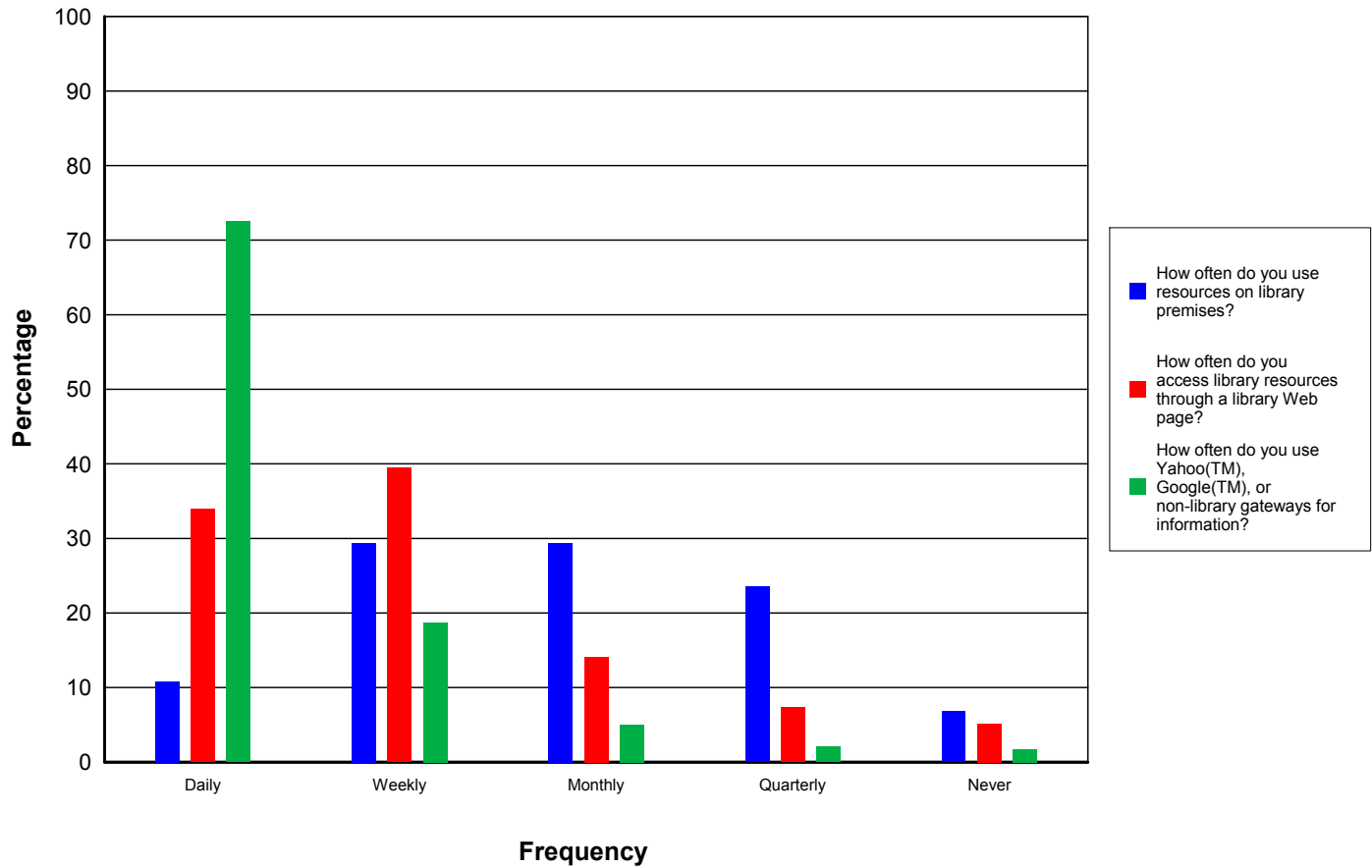
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

### 4.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	132 10.84%	358 29.39%	358 29.39%	287 23.56%	83 6.81%	<b>1,218</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	413 33.91%	481 39.49%	172 14.12%	89 7.31%	63 5.17%	<b>1,218</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	883 72.50%	228 18.72%	61 5.01%	25 2.05%	21 1.72%	<b>1,218</b> <b>100.00%</b>

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

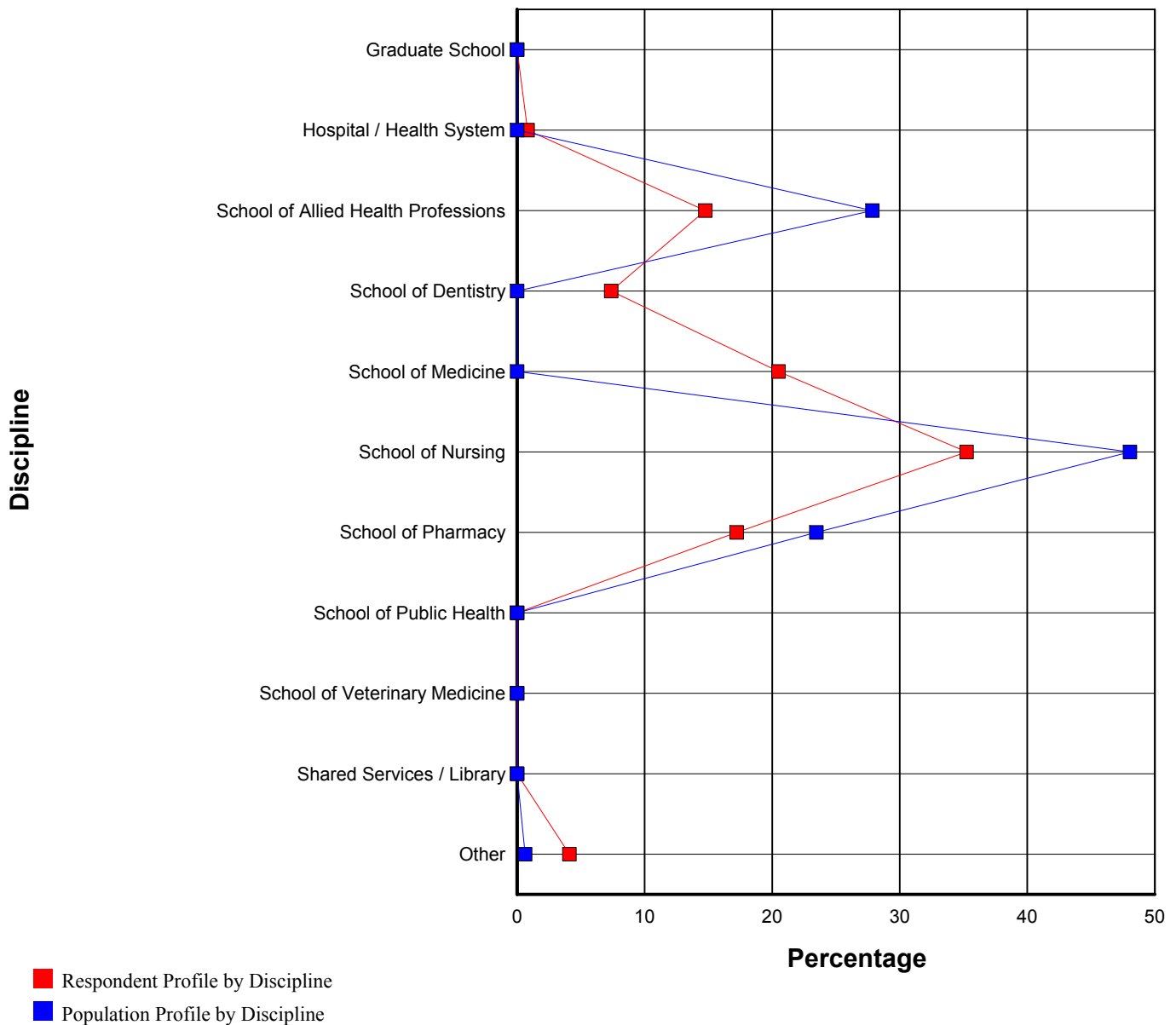
## 5 Academic Health Sciences Libraries Undergraduate Summary for ARL

### 5.1 Demographic Summary for Undergraduate

#### 5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	0	0.00%	0	0.00%	0.00%
Hospital / Health System	0	0.00%	1	0.82%	-0.82%
School of Allied Health Professions	444	27.85%	18	14.75%	13.10%
School of Dentistry	0	0.00%	9	7.38%	-7.38%
School of Medicine	0	0.00%	25	20.49%	-20.49%
School of Nursing	766	48.06%	43	35.25%	12.81%
School of Pharmacy	374	23.46%	21	17.21%	6.25%
School of Public Health	0	0.00%	0	0.00%	0.00%
School of Veterinary Medicine	0	0.00%	0	0.00%	0.00%
Shared Services / Library	0	0.00%	0	0.00%	0.00%
Other	10	0.63%	5	4.10%	-3.47%
<b>Total:</b>	<b>1,594</b>	<b>100.00%</b>	<b>122</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Undergraduate

### 5.1.2 Respondent Profile for Undergraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	0.82%
18 - 22	35	28.69%
23 - 30	66	54.10%
31 - 45	14	11.48%
46 - 65	6	4.92%
Over 65	0	0.00%
<b>Total:</b>	<b>122</b>	<b>100.00%</b>

### 5.1.3 Population and Respondent Profiles for Undergraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	658	41.28%	36	29.51%
Female	936	58.72%	86	70.49%
<b>Total:</b>	<b>1,594</b>	<b>100.00%</b>	<b>122</b>	<b>100.00%</b>

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

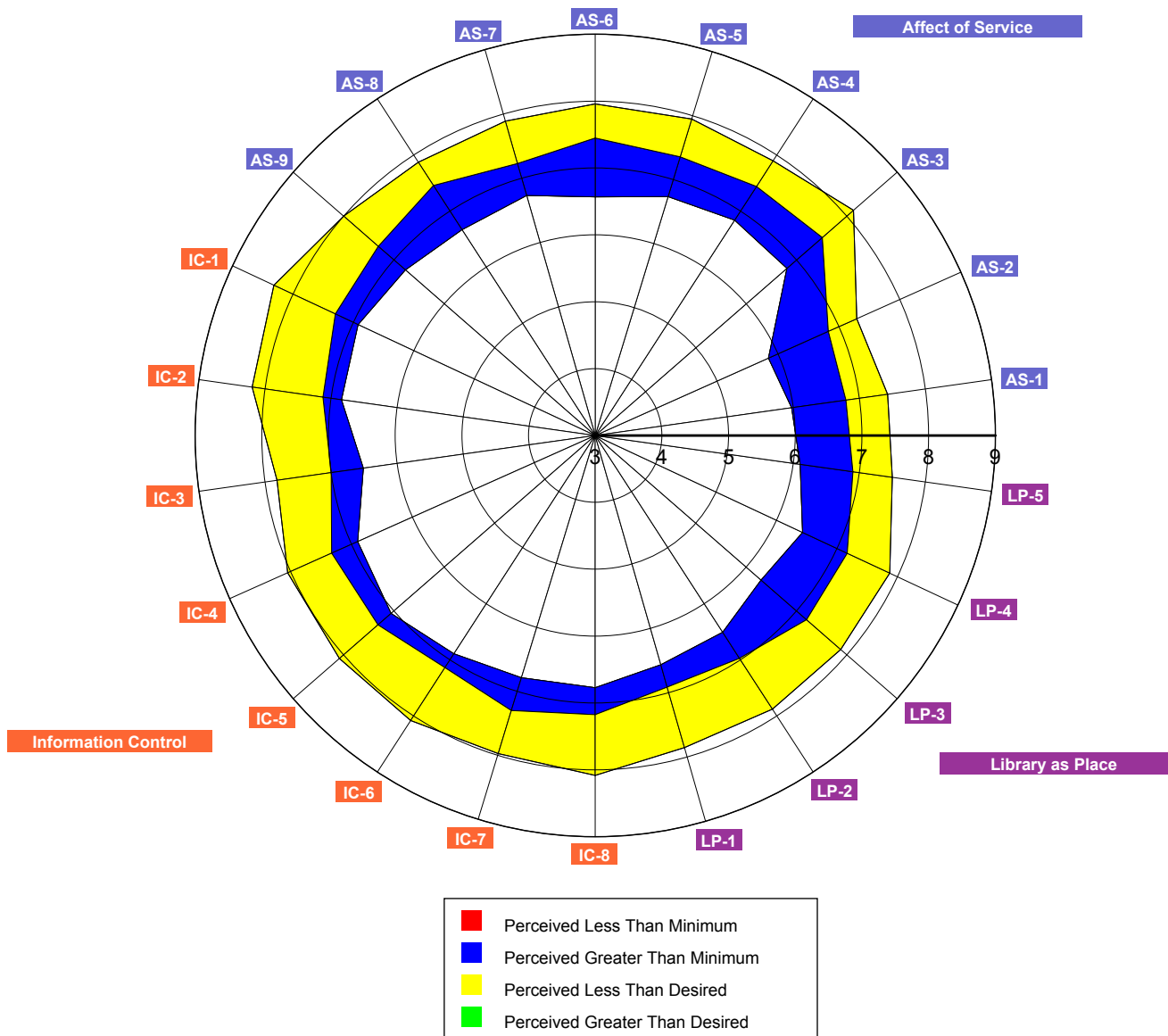


## 5.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.97	7.43	6.80	0.82	-0.63	119
AS-2	Giving users individual attention	5.84	7.29	6.83	0.98	-0.47	116
AS-3	Employees who are consistently courteous	6.81	8.13	7.51	0.70	-0.62	121
AS-4	Readiness to respond to users' questions	6.84	7.90	7.44	0.60	-0.46	118
AS-5	Employees who have the knowledge to answer user questions	6.74	7.95	7.36	0.62	-0.59	117
AS-6	Employees who deal with users in a caring fashion	6.57	7.96	7.45	0.88	-0.51	118
AS-7	Employees who understand the needs of their users	6.74	7.89	7.23	0.50	-0.66	117
AS-8	Willingness to help users	6.67	7.87	7.46	0.79	-0.42	118
AS-9	Dependability in handling users' service problems	6.77	8.00	7.31	0.54	-0.69	106
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.93	8.32	7.30	0.38	-1.02	120
IC-2	A library Web site enabling me to locate information on my own	6.84	8.20	7.12	0.28	-1.07	122
IC-3	The printed library materials I need for my work	6.51	7.82	7.00	0.49	-0.82	111
IC-4	The electronic information resources I need	6.90	8.05	7.33	0.43	-0.72	122
IC-5	Modern equipment that lets me easily access needed information	7.06	8.08	7.32	0.26	-0.77	120
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.08	7.14	0.25	-0.94	121
IC-7	Making information easily accessible for independent use	6.79	7.97	7.30	0.51	-0.67	119
IC-8	Print and/or electronic journal collections I require for my work	6.77	8.08	7.18	0.40	-0.91	119
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.57	7.86	6.92	0.35	-0.94	118
LP-2	Quiet space for individual activities	6.51	7.88	6.97	0.47	-0.91	116
LP-3	A comfortable and inviting location	6.30	7.88	7.20	0.90	-0.68	115
LP-4	A getaway for study, learning, or research	6.43	7.87	7.17	0.74	-0.70	118
LP-5	Community space for group learning and group study	6.11	7.50	6.90	0.80	-0.60	114
<b>Overall:</b>		6.65	7.92	7.21	0.56	-0.71	122

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

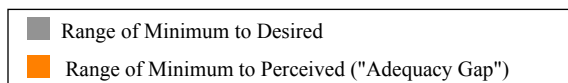
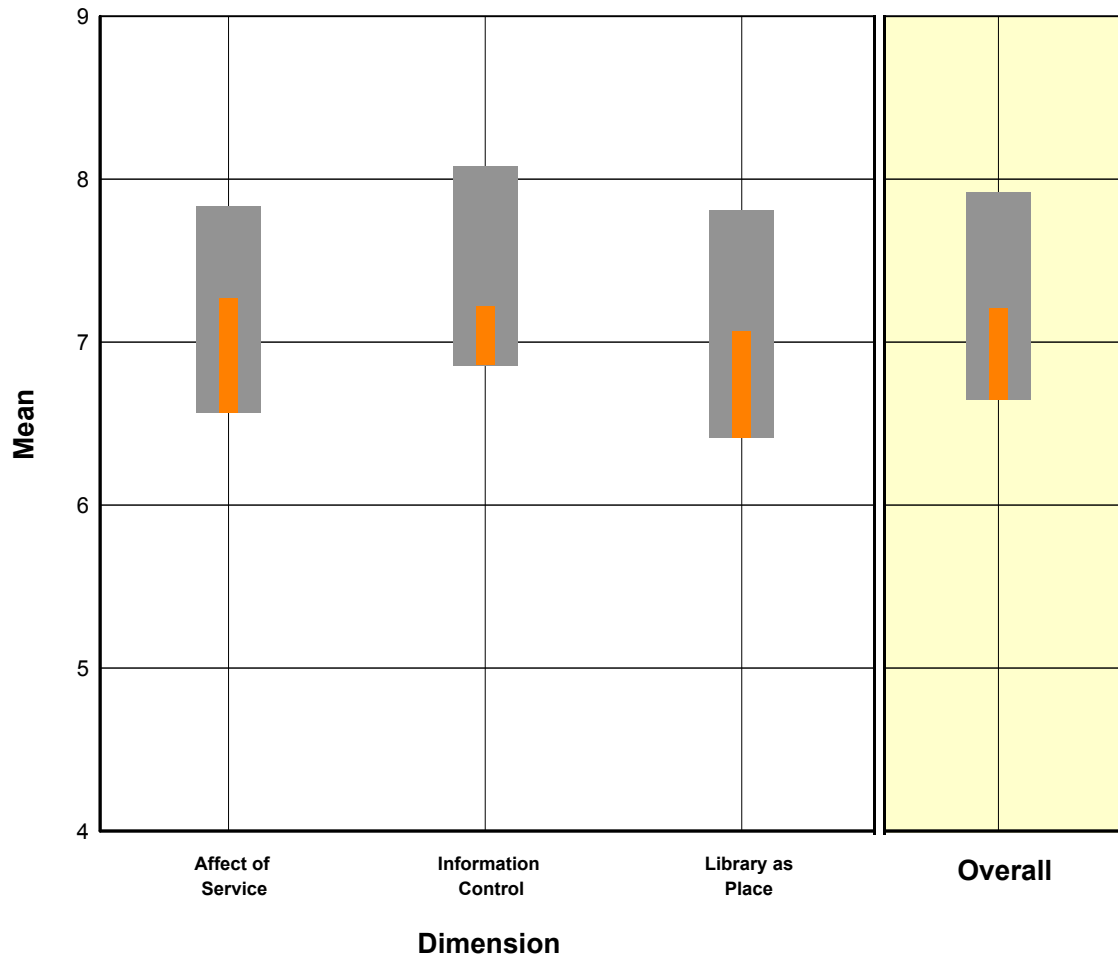
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.81	1.61	1.73	2.04	1.86	119
AS-2	Giving users individual attention	1.92	1.60	1.63	1.91	1.60	116
AS-3	Employees who are consistently courteous	1.90	1.25	1.61	2.07	1.59	121
AS-4	Readiness to respond to users' questions	1.79	1.28	1.60	1.86	1.47	118
AS-5	Employees who have the knowledge to answer user questions	1.80	1.35	1.63	1.95	1.64	117
AS-6	Employees who deal with users in a caring fashion	1.80	1.35	1.49	1.94	1.56	118
AS-7	Employees who understand the needs of their users	1.73	1.30	1.72	1.86	1.79	117
AS-8	Willingness to help users	1.67	1.24	1.64	1.81	1.72	118
AS-9	Dependability in handling users' service problems	1.75	1.23	1.68	2.00	1.71	106
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.72	1.08	1.78	2.04	1.84	120
IC-2	A library Web site enabling me to locate information on my own	1.72	1.17	1.92	2.21	1.92	122
IC-3	The printed library materials I need for my work	1.73	1.37	1.75	2.00	1.69	111
IC-4	The electronic information resources I need	1.72	1.23	1.67	2.04	1.72	122
IC-5	Modern equipment that lets me easily access needed information	1.76	1.28	1.73	2.01	1.70	120
IC-6	Easy-to-use access tools that allow me to find things on my own	1.77	1.22	1.78	2.13	1.81	121
IC-7	Making information easily accessible for independent use	1.71	1.30	1.64	1.92	1.66	119
IC-8	Print and/or electronic journal collections I require for my work	1.67	1.21	1.79	2.15	1.93	119
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.87	1.48	1.91	2.51	2.36	118
LP-2	Quiet space for individual activities	1.98	1.58	2.08	2.40	2.19	116
LP-3	A comfortable and inviting location	2.00	1.53	1.72	2.26	2.07	115
LP-4	A getaway for study, learning, or research	1.81	1.48	1.81	2.10	1.98	118
LP-5	Community space for group learning and group study	1.99	1.65	1.92	2.63	2.27	114
<b>Overall:</b>		1.42	0.97	1.36	1.59	1.33	122

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Undergraduate

### 5.3 Core Question Dimensions Summary for Undergraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.57	7.83	7.27	0.70	-0.56	122
Information Control	6.86	8.08	7.22	0.36	-0.86	122
Library as Place	6.42	7.81	7.07	0.65	-0.74	119
<b>Overall:</b>	6.65	7.92	7.21	0.56	-0.71	122

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.52	1.07	1.39	1.57	1.34	122
Information Control	1.49	0.99	1.48	1.74	1.46	122
Library as Place	1.60	1.24	1.60	1.98	1.80	119
<b>Overall:</b>	1.42	0.97	1.36	1.59	1.33	122

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

## 5.4 Local Questions Summary for Undergraduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.45	7.88	6.98	0.53	-0.90	115
Employees teaching me how to access or manage information	6.37	7.68	7.04	0.66	-0.65	113
An environment that facilitates group study and problem solving	6.12	7.49	6.81	0.70	-0.68	112
Access to information resources that support patient care	6.86	7.95	7.32	0.45	-0.63	111
Electronic resources matching my information needs	6.83	8.00	7.28	0.46	-0.72	116

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.80	1.39	1.70	1.93	1.66	115
Employees teaching me how to access or manage information	1.80	1.57	1.79	1.91	1.90	113
An environment that facilitates group study and problem solving	1.99	1.74	1.78	2.23	2.20	112
Access to information resources that support patient care	1.86	1.38	1.73	2.09	1.73	111
Electronic resources matching my information needs	1.69	1.27	1.61	2.17	1.72	116

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

## 5.5 General Satisfaction Questions Summary for Undergraduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.61	1.53	122
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.14	1.63	122
How would you rate the overall quality of the service provided by the library?	7.31	1.45	122

## 5.6 Information Literacy Outcomes Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.48	1.76	122
The library aids my advancement in my academic discipline.	6.76	1.93	122
The library enables me to be more efficient in my academic pursuits.	6.92	1.82	122
The library helps me distinguish between trustworthy and untrustworthy information.	6.17	1.97	122
The library provides me with the information skills I need in my work or study.	6.65	1.84	122

Language: American English

Institution Type: Academic Health Sciences

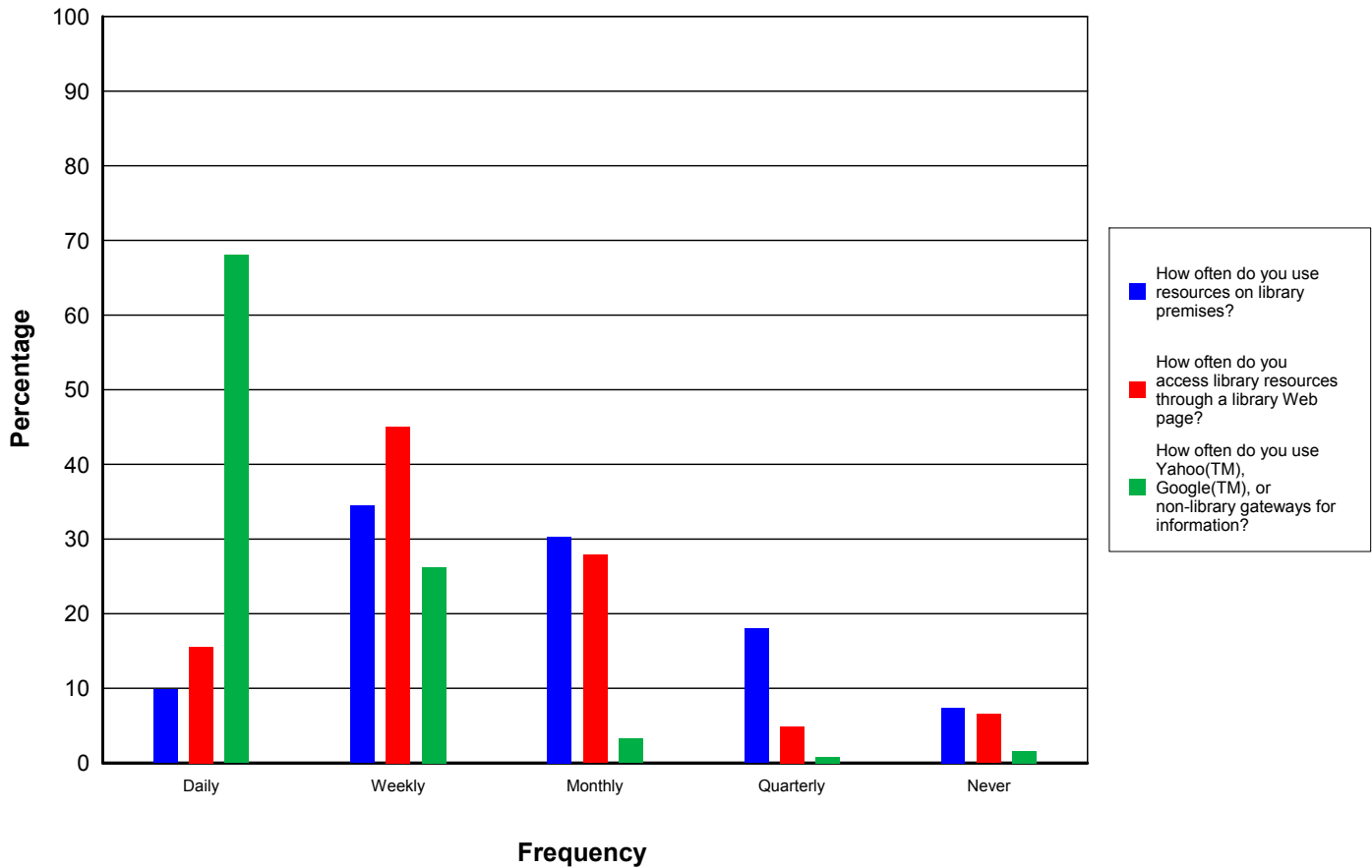
Consortium: ARL

User Group: Undergraduate



### 5.7 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	12 9.84%	42 34.43%	37 30.33%	22 18.03%	9 7.38%	122 100.00%
How often do you access library resources through a library Web page?	19 15.57%	55 45.08%	34 27.87%	6 4.92%	8 6.56%	122 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	83 68.03%	32 26.23%	4 3.28%	1 0.82%	2 1.64%	122 100.00%

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Undergraduate

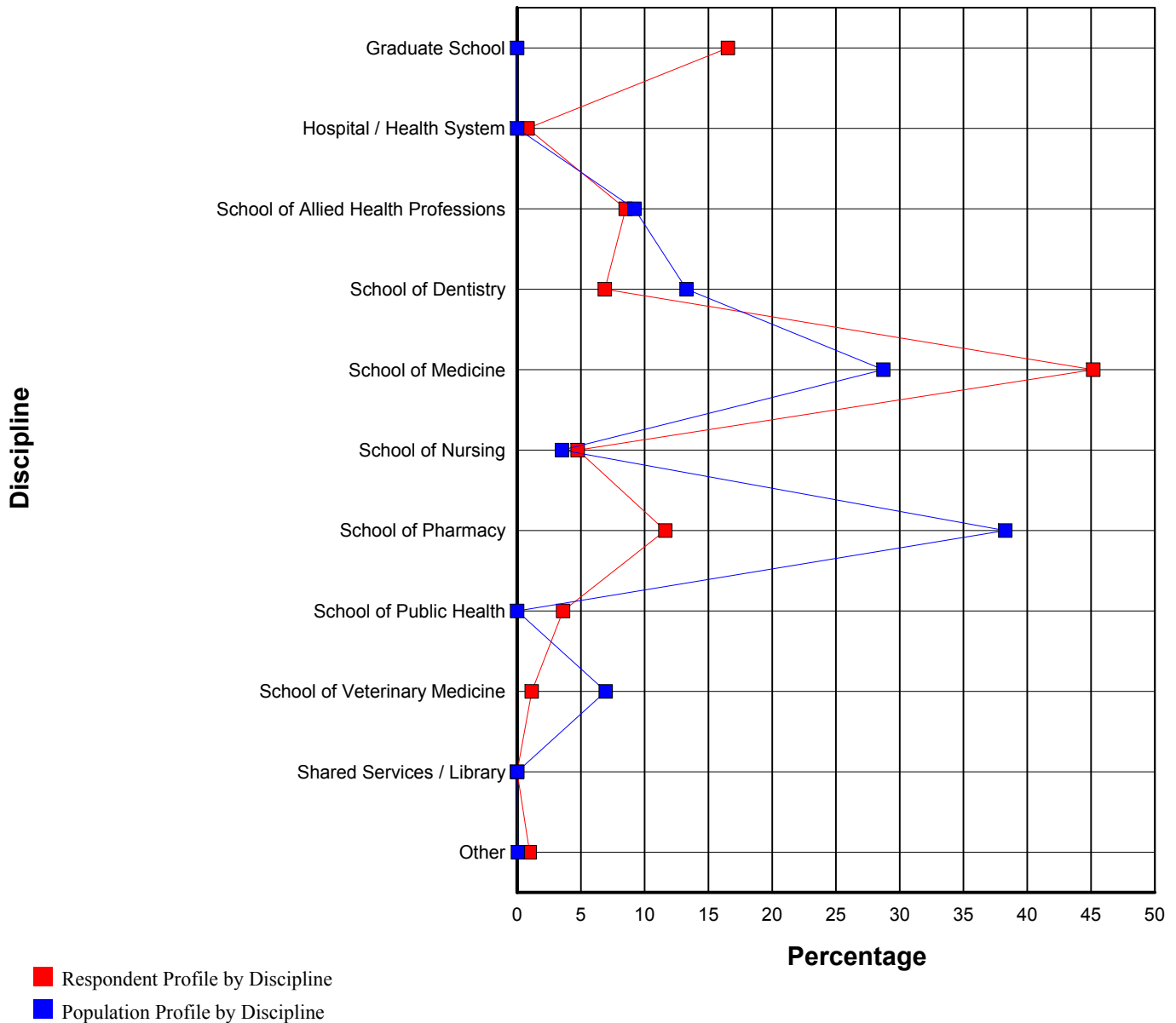
## 6 Academic Health Sciences Libraries Graduate Summary for ARL

### 6.1 Demographic Summary for Graduate

#### 6.1.1 Population and Respondent Profiles for Graduate by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	0	0.00%	101	16.53%	-16.53%
Hospital / Health System	0	0.00%	5	0.82%	-0.82%
School of Allied Health Professions	620	9.20%	52	8.51%	0.69%
School of Dentistry	895	13.28%	42	6.87%	6.41%
School of Medicine	1,935	28.72%	276	45.17%	-16.45%
School of Nursing	237	3.52%	29	4.75%	-1.23%
School of Pharmacy	2,579	38.28%	71	11.62%	26.66%
School of Public Health	0	0.00%	22	3.60%	-3.60%
School of Veterinary Medicine	468	6.95%	7	1.15%	5.80%
Shared Services / Library	0	0.00%	0	0.00%	0.00%
Other	4	0.06%	6	0.98%	-0.92%
<b>Total:</b>	<b>6,738</b>	<b>100.00%</b>	<b>611</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Graduate

### 6.1.2 Respondent Profile for Graduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	54	8.85%
23 - 30	423	69.34%
31 - 45	105	17.21%
46 - 65	28	4.59%
Over 65	0	0.00%
<b>Total:</b>	<b>610</b>	<b>100.00%</b>

### 6.1.3 Population and Respondent Profiles for Graduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

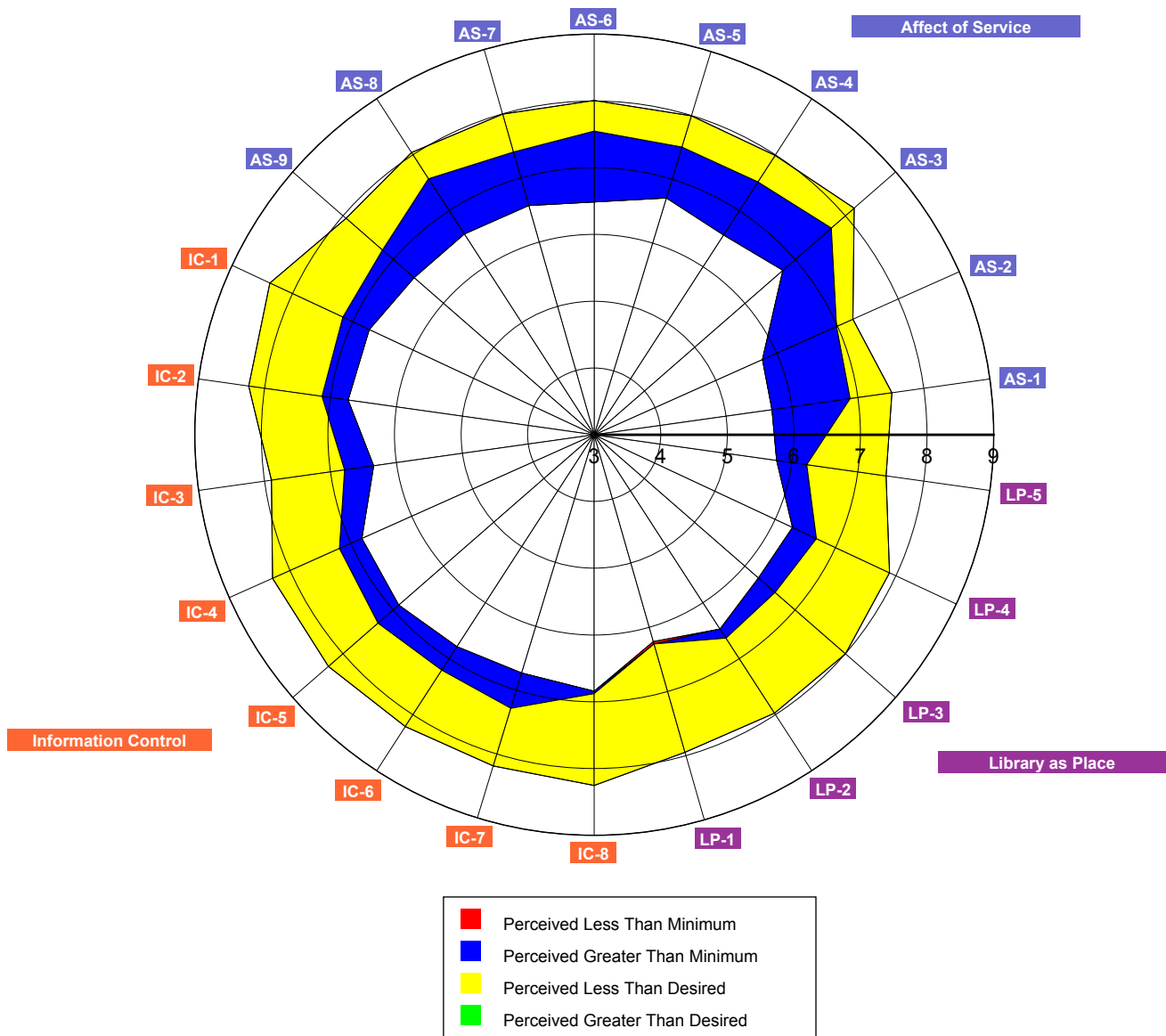
Sex	Population N	Population %	Respondents n	Respondents %
Male	3,180	46.81%	251	41.15%
Female	3,613	53.19%	359	58.85%
<b>Total:</b>	<b>6,793</b>	<b>100.00%</b>	<b>610</b>	<b>100.00%</b>

## 6.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.70	7.52	6.88	1.19	-0.63	577
AS-2	Giving users individual attention	5.77	7.25	6.99	1.22	-0.27	578
AS-3	Employees who are consistently courteous	6.76	8.17	7.72	0.96	-0.45	600
AS-4	Readiness to respond to users' questions	6.57	7.99	7.52	0.95	-0.47	581
AS-5	Employees who have the knowledge to answer user questions	6.71	7.99	7.51	0.80	-0.49	575
AS-6	Employees who deal with users in a caring fashion	6.49	8.01	7.55	1.06	-0.46	588
AS-7	Employees who understand the needs of their users	6.57	8.00	7.41	0.83	-0.59	581
AS-8	Willingness to help users	6.59	8.04	7.57	0.99	-0.47	586
AS-9	Dependability in handling users' service problems	6.59	7.94	7.22	0.63	-0.72	525
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.73	8.38	7.17	0.44	-1.21	600
IC-2	A library Web site enabling me to locate information on my own	6.74	8.24	7.13	0.40	-1.11	601
IC-3	The printed library materials I need for my work	6.35	7.90	6.79	0.44	-1.11	555
IC-4	The electronic information resources I need	6.82	8.29	7.19	0.37	-1.10	600
IC-5	Modern equipment that lets me easily access needed information	6.89	8.29	7.30	0.41	-0.99	602
IC-6	Easy-to-use access tools that allow me to find things on my own	6.79	8.21	7.21	0.42	-1.01	596
IC-7	Making information easily accessible for independent use	6.73	8.19	7.29	0.55	-0.90	590
IC-8	Print and/or electronic journal collections I require for my work	6.84	8.25	6.88	0.03	-1.38	577
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.26	7.95	6.22	-0.04	-1.73	579
LP-2	Quiet space for individual activities	6.47	7.97	6.63	0.16	-1.34	577
LP-3	A comfortable and inviting location	6.27	8.00	6.60	0.33	-1.40	586
LP-4	A getaway for study, learning, or research	6.29	7.90	6.68	0.40	-1.21	574
LP-5	Community space for group learning and group study	5.77	7.43	6.23	0.46	-1.20	524
<b>Overall:</b>		6.51	8.01	7.08	0.57	-0.93	611

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

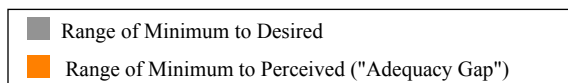
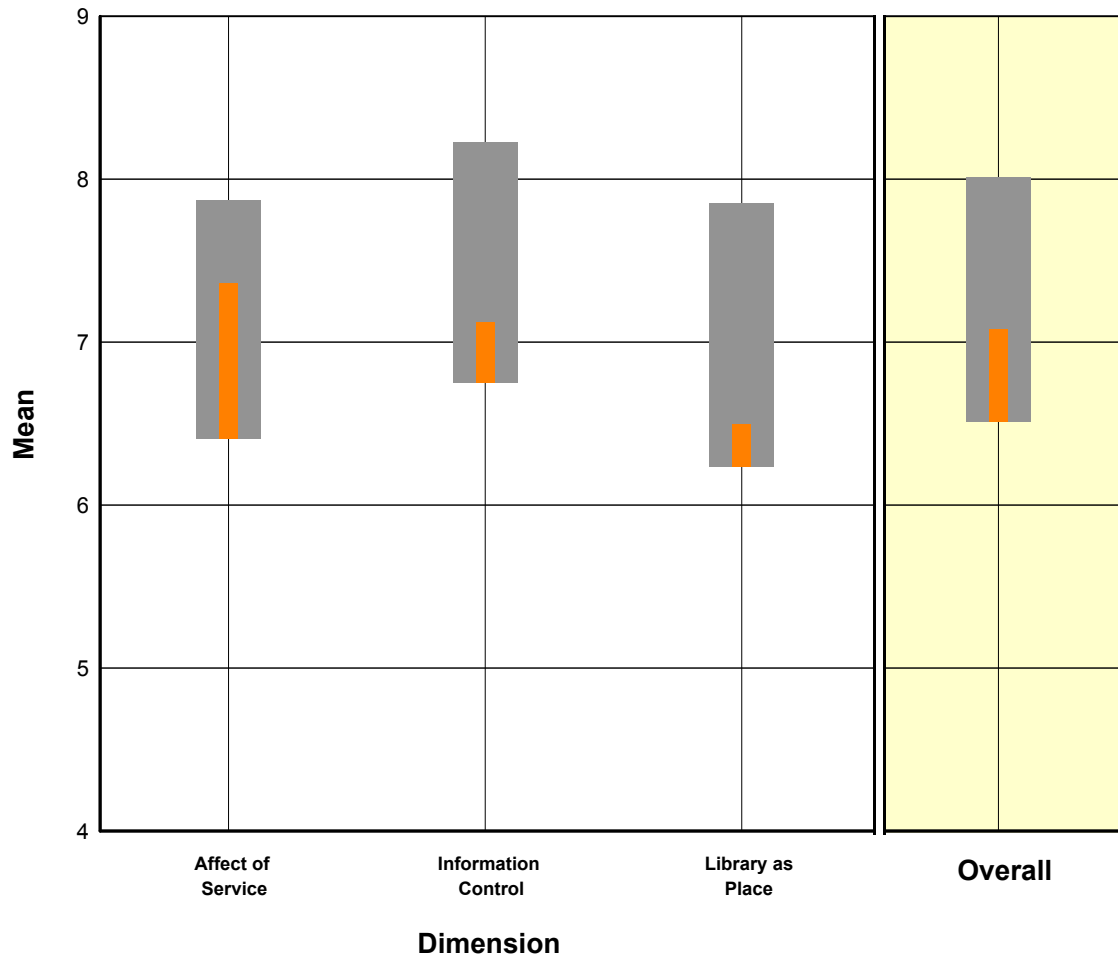
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.78	1.56	1.62	1.90	1.67	577
AS-2	Giving users individual attention	1.95	1.85	1.68	1.97	1.82	578
AS-3	Employees who are consistently courteous	1.84	1.27	1.56	2.05	1.66	600
AS-4	Readiness to respond to users' questions	1.77	1.36	1.50	1.87	1.48	581
AS-5	Employees who have the knowledge to answer user questions	1.82	1.40	1.46	1.83	1.53	575
AS-6	Employees who deal with users in a caring fashion	1.82	1.35	1.57	1.94	1.56	588
AS-7	Employees who understand the needs of their users	1.78	1.33	1.51	1.84	1.46	581
AS-8	Willingness to help users	1.79	1.32	1.55	1.85	1.52	586
AS-9	Dependability in handling users' service problems	1.73	1.39	1.60	1.93	1.66	525
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.79	1.22	1.70	2.18	1.82	600
IC-2	A library Web site enabling me to locate information on my own	1.71	1.21	1.65	2.00	1.73	601
IC-3	The printed library materials I need for my work	1.88	1.53	1.80	2.05	1.91	555
IC-4	The electronic information resources I need	1.68	1.19	1.61	2.04	1.71	600
IC-5	Modern equipment that lets me easily access needed information	1.69	1.12	1.60	2.06	1.64	602
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.19	1.59	2.06	1.69	596
IC-7	Making information easily accessible for independent use	1.71	1.21	1.55	1.96	1.61	590
IC-8	Print and/or electronic journal collections I require for my work	1.84	1.27	1.86	2.35	2.01	577
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.90	1.60	2.14	2.64	2.53	579
LP-2	Quiet space for individual activities	1.87	1.53	2.04	2.52	2.43	577
LP-3	A comfortable and inviting location	1.87	1.43	2.05	2.42	2.28	586
LP-4	A getaway for study, learning, or research	1.94	1.57	1.92	2.36	2.15	574
LP-5	Community space for group learning and group study	2.13	1.91	2.12	2.62	2.54	524
<b>Overall:</b>		1.44	1.00	1.26	1.57	1.27	611

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Graduate

### 6.3 Core Question Dimensions Summary for Graduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.41	7.87	7.36	0.96	-0.51	611
Information Control	6.75	8.23	7.12	0.37	-1.10	611
Library as Place	6.24	7.85	6.50	0.26	-1.35	599
<b>Overall:</b>	6.51	8.01	7.08	0.57	-0.93	611

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.54	1.15	1.32	1.58	1.28	611
Information Control	1.48	0.99	1.34	1.70	1.37	611
Library as Place	1.68	1.36	1.78	2.16	2.04	599
<b>Overall:</b>	1.44	1.00	1.26	1.57	1.27	611

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate

## 6.4 Local Questions Summary for Graduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.20	7.80	6.83	0.63	-0.96	541
Employees teaching me how to access or manage information	6.08	7.54	7.10	1.02	-0.44	545
An environment that facilitates group study and problem solving	5.83	7.41	6.29	0.46	-1.12	542
Access to information resources that support patient care	6.69	8.10	7.23	0.53	-0.88	478
Electronic resources matching my information needs	6.73	8.24	7.02	0.30	-1.22	586

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Graduate

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.83	1.44	1.62	2.04	1.74	541
Employees teaching me how to access or manage information	2.02	1.75	1.76	2.00	1.84	545
An environment that facilitates group study and problem solving	2.10	1.90	2.07	2.47	2.44	542
Access to information resources that support patient care	1.84	1.40	1.55	2.05	1.71	478
Electronic resources matching my information needs	1.70	1.20	1.64	2.11	1.77	586

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate

## 6.5 General Satisfaction Questions Summary for Graduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.62	1.53	611
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.65	611
How would you rate the overall quality of the service provided by the library?	7.31	1.37	611

## 6.6 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.52	1.71	611
The library aids my advancement in my academic discipline.	6.93	1.71	611
The library enables me to be more efficient in my academic pursuits.	6.93	1.73	611
The library helps me distinguish between trustworthy and untrustworthy information.	5.90	1.92	611
The library provides me with the information skills I need in my work or study.	6.60	1.80	611

Language: American English

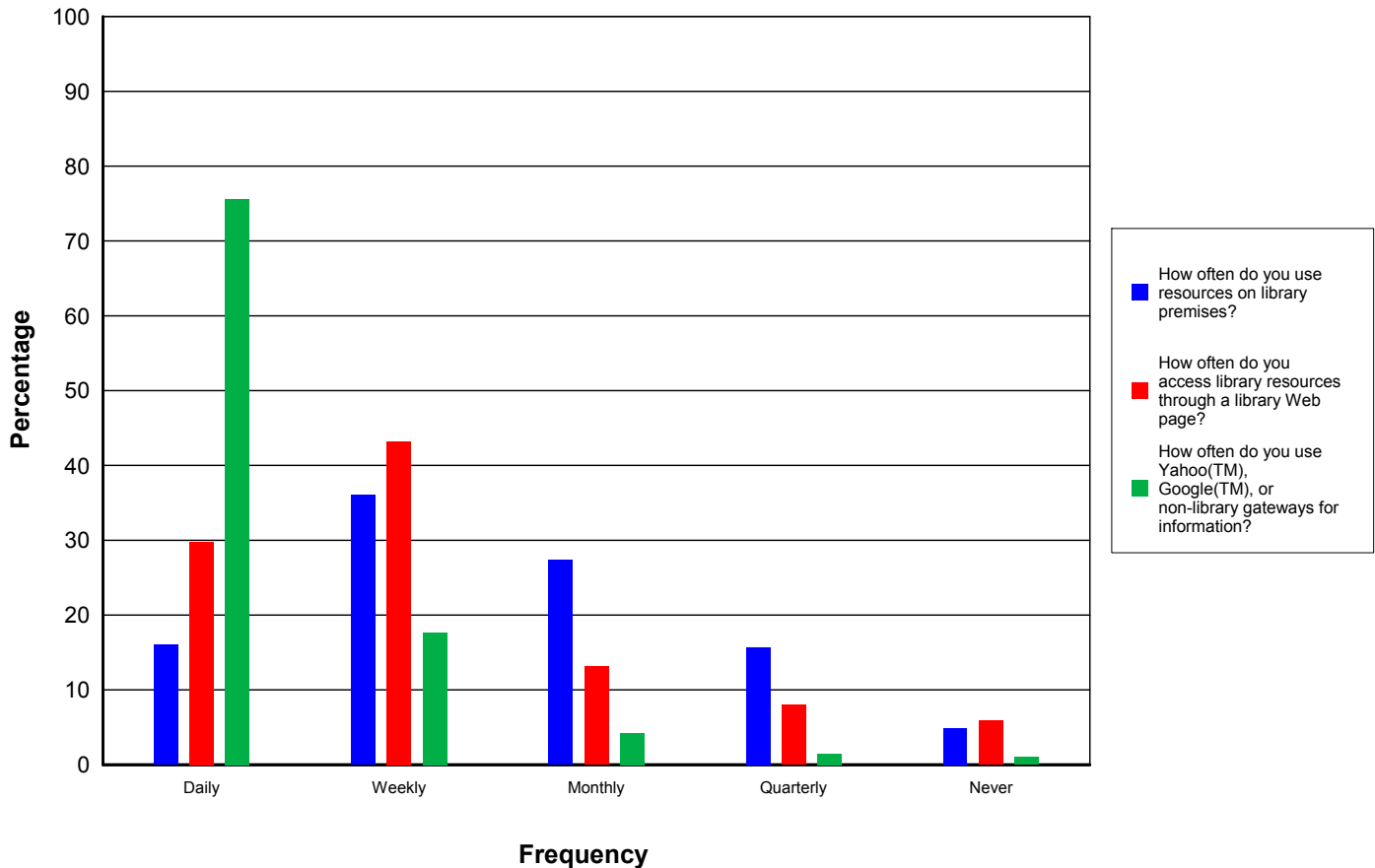
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Graduate

### 6.7 Library Use Summary for Graduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	98 16.04%	220 36.01%	167 27.33%	96 15.71%	30 4.91%	611 100.00%
How often do you access library resources through a library Web page?	182 29.79%	264 43.21%	80 13.09%	49 8.02%	36 5.89%	611 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	462 75.61%	108 17.68%	26 4.26%	9 1.47%	6 0.98%	611 100.00%

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Graduate

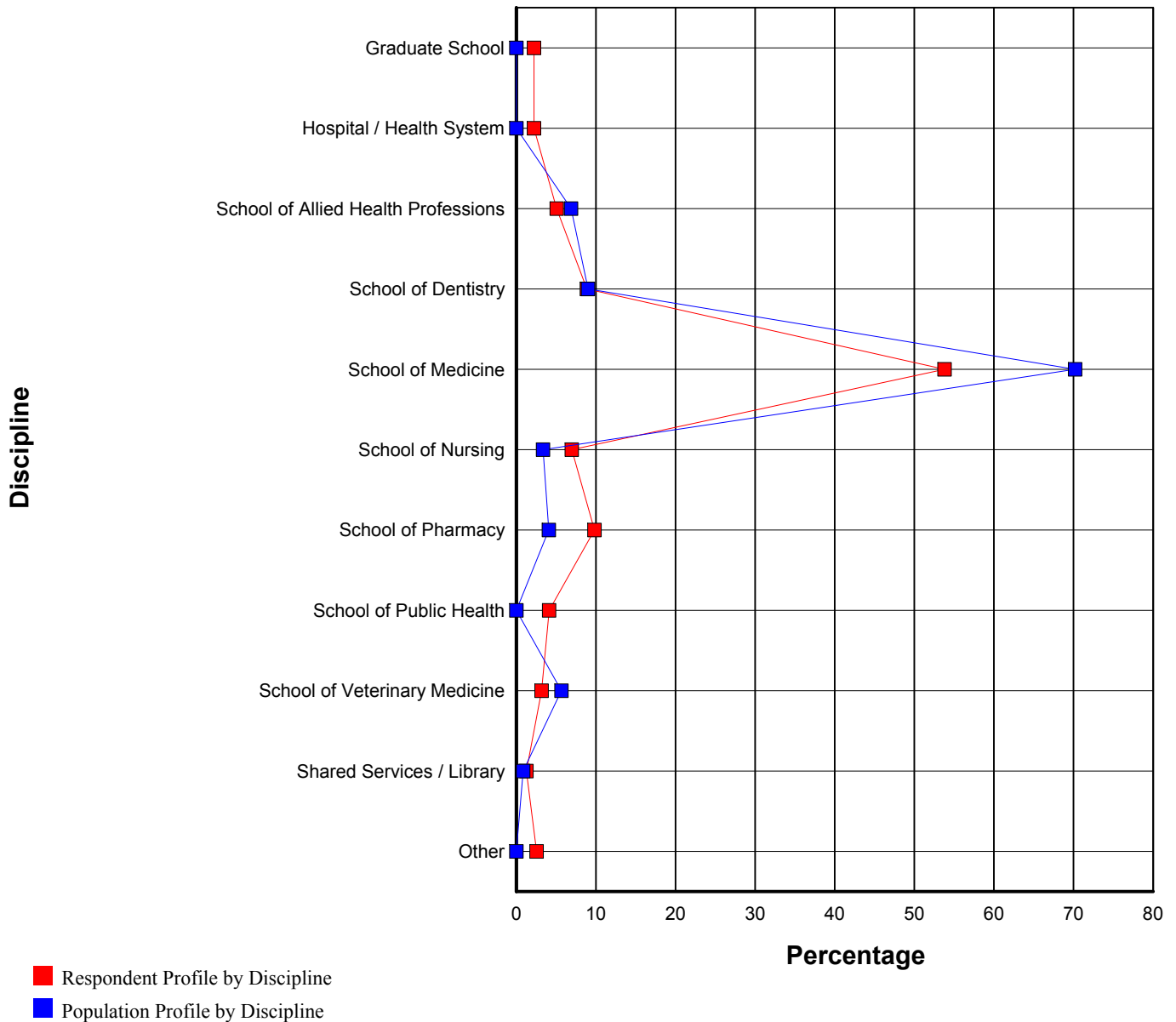
## 7 Academic Health Sciences Libraries Faculty Summary for ARL

### 7.1 Demographic Summary for Faculty

#### 7.1.1 Population and Respondent Profiles for Faculty by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	0	0.00%	7	2.22%	-2.22%
Hospital / Health System	0	0.00%	7	2.22%	-2.22%
School of Allied Health Professions	113	6.87%	16	5.06%	1.81%
School of Dentistry	148	9.00%	28	8.86%	0.14%
School of Medicine	1,154	70.19%	170	53.80%	16.40%
School of Nursing	55	3.35%	22	6.96%	-3.62%
School of Pharmacy	67	4.08%	31	9.81%	-5.73%
School of Public Health	0	0.00%	13	4.11%	-4.11%
School of Veterinary Medicine	93	5.66%	10	3.16%	2.49%
Shared Services / Library	14	0.85%	4	1.27%	-0.41%
Other	0	0.00%	8	2.53%	-2.53%
<b>Total:</b>	<b>1,644</b>	<b>100.00%</b>	<b>316</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Faculty

### 7.1.2 Respondent Profile for Faculty by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	8	2.53%
31 - 45	100	31.65%
46 - 65	187	59.18%
Over 65	21	6.65%
<b>Total:</b>	<b>316</b>	<b>100.00%</b>

### 7.1.3 Population and Respondent Profiles for Faculty by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	1,136	69.10%	183	57.91%
Female	508	30.90%	133	42.09%
<b>Total:</b>	<b>1,644</b>	<b>100.00%</b>	<b>316</b>	<b>100.00%</b>

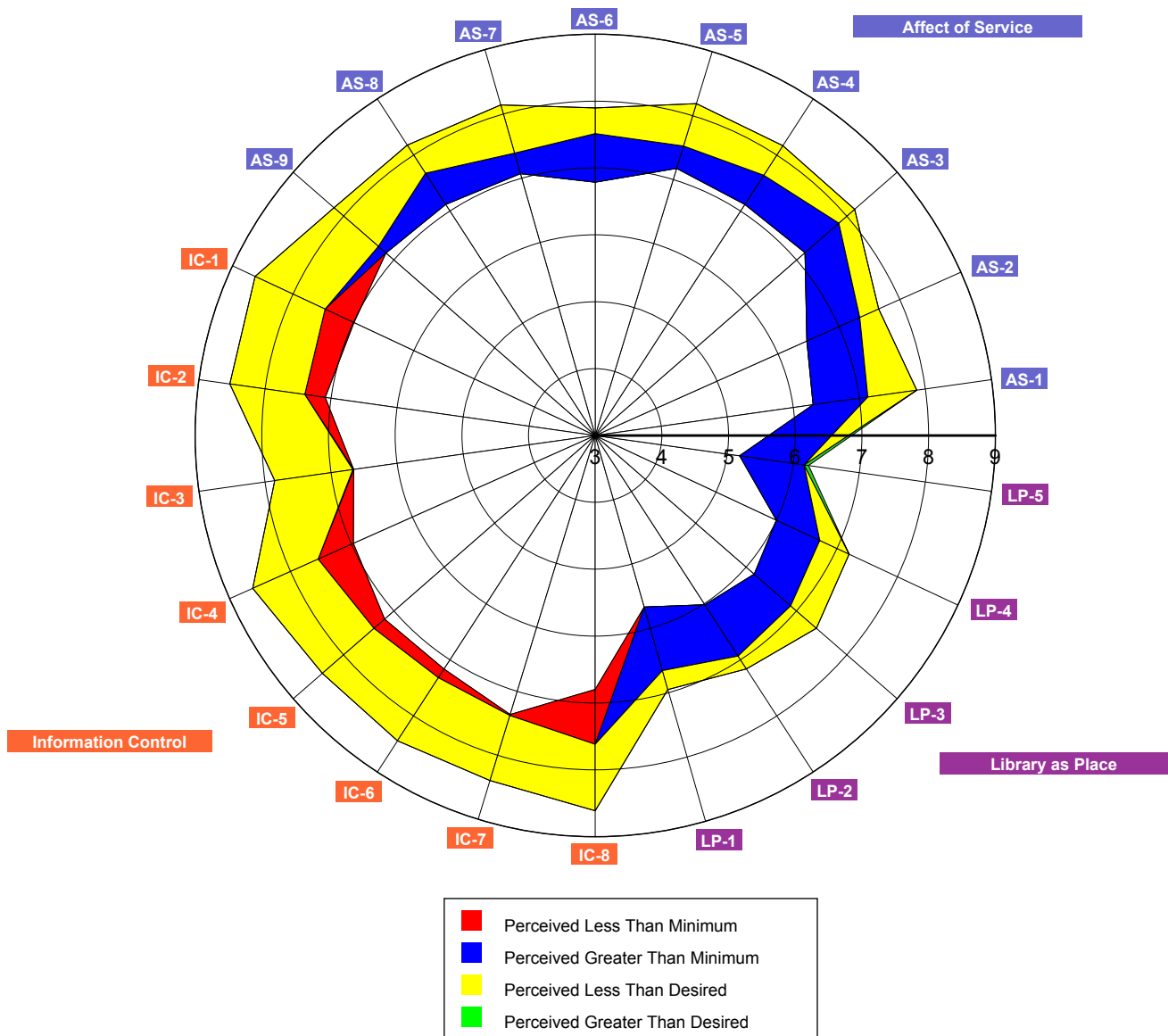


## 7.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.30	7.87	7.13	0.83	-0.74	293
AS-2	Giving users individual attention	6.47	7.65	7.34	0.87	-0.31	300
AS-3	Employees who are consistently courteous	7.17	8.15	7.84	0.67	-0.31	304
AS-4	Readiness to respond to users' questions	7.12	8.17	7.64	0.52	-0.53	306
AS-5	Employees who have the knowledge to answer user questions	7.18	8.19	7.53	0.35	-0.66	306
AS-6	Employees who deal with users in a caring fashion	6.79	7.90	7.52	0.73	-0.38	297
AS-7	Employees who understand the needs of their users	7.07	8.14	7.39	0.32	-0.75	303
AS-8	Willingness to help users	7.12	8.18	7.68	0.56	-0.50	297
AS-9	Dependability in handling users' service problems	7.16	8.19	7.31	0.15	-0.88	277
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.47	8.63	6.99	-0.48	-1.63	312
IC-2	A library Web site enabling me to locate information on my own	7.40	8.53	7.09	-0.31	-1.44	313
IC-3	The printed library materials I need for my work	6.66	7.85	6.67	0.01	-1.18	299
IC-4	The electronic information resources I need	7.55	8.62	6.97	-0.58	-1.65	315
IC-5	Modern equipment that lets me easily access needed information	7.40	8.42	7.19	-0.21	-1.24	300
IC-6	Easy-to-use access tools that allow me to find things on my own	7.32	8.45	7.16	-0.15	-1.28	310
IC-7	Making information easily accessible for independent use	7.38	8.40	7.36	-0.02	-1.03	308
IC-8	Print and/or electronic journal collections I require for my work	7.62	8.61	6.80	-0.82	-1.81	312
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.67	6.95	6.66	0.99	-0.29	275
LP-2	Quiet space for individual activities	6.02	7.16	6.93	0.91	-0.23	257
LP-3	A comfortable and inviting location	6.16	7.39	6.88	0.72	-0.51	276
LP-4	A getaway for study, learning, or research	6.00	7.20	6.72	0.72	-0.48	260
LP-5	Community space for group learning and group study	5.19	6.16	6.23	1.04	0.07	182
<b>Overall:</b>		6.90	8.01	7.16	0.26	-0.85	316

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

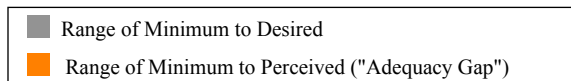
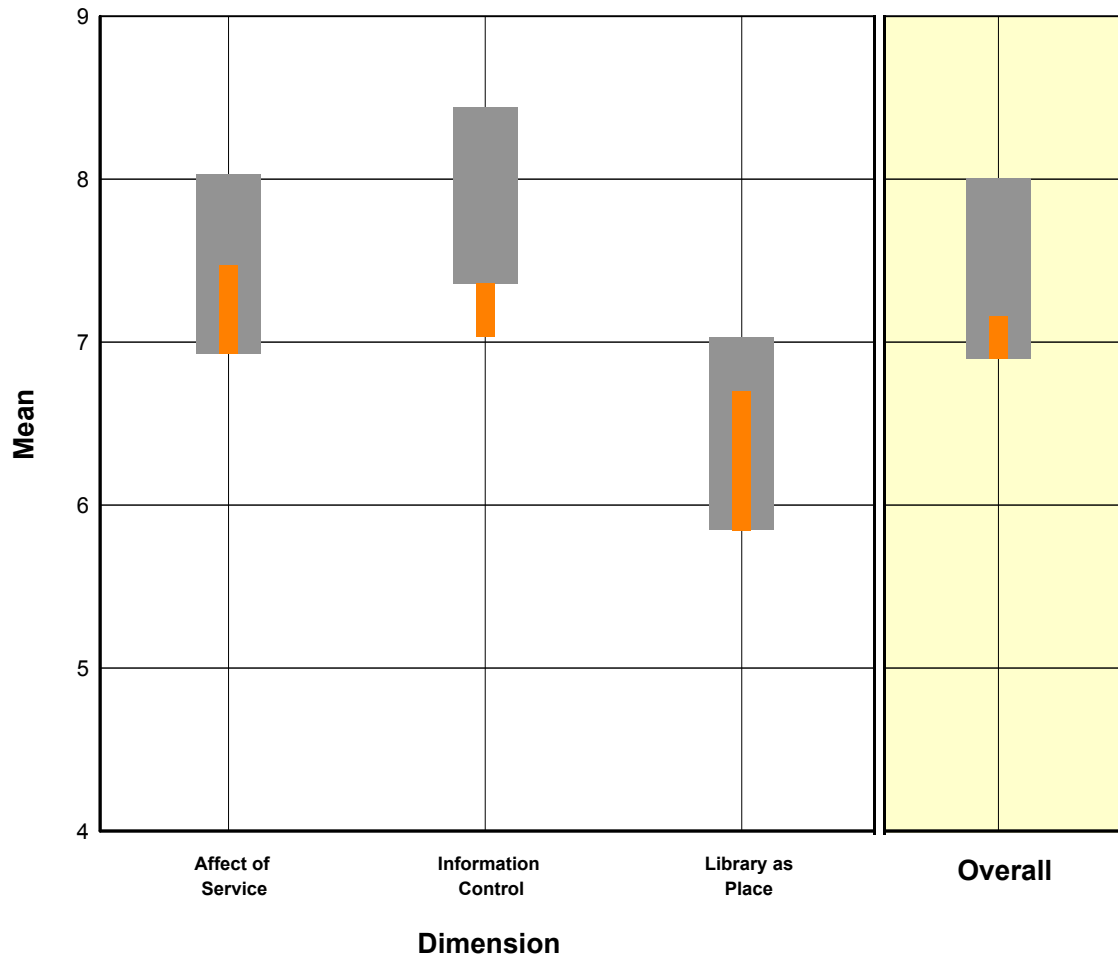
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.75	1.46	1.61	1.60	1.47	293
AS-2	Giving users individual attention	1.75	1.67	1.51	1.56	1.51	300
AS-3	Employees who are consistently courteous	1.71	1.41	1.41	1.69	1.41	304
AS-4	Readiness to respond to users' questions	1.60	1.28	1.39	1.61	1.42	306
AS-5	Employees who have the knowledge to answer user questions	1.60	1.24	1.47	1.67	1.48	306
AS-6	Employees who deal with users in a caring fashion	1.65	1.48	1.41	1.57	1.48	297
AS-7	Employees who understand the needs of their users	1.52	1.23	1.54	1.54	1.48	303
AS-8	Willingness to help users	1.52	1.20	1.44	1.53	1.31	297
AS-9	Dependability in handling users' service problems	1.55	1.27	1.60	1.70	1.64	277
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.51	1.01	1.90	2.13	1.94	312
IC-2	A library Web site enabling me to locate information on my own	1.47	0.94	1.72	1.95	1.70	313
IC-3	The printed library materials I need for my work	1.70	1.55	1.73	2.13	2.07	299
IC-4	The electronic information resources I need	1.39	0.86	1.80	2.12	1.81	315
IC-5	Modern equipment that lets me easily access needed information	1.40	1.07	1.61	1.80	1.67	300
IC-6	Easy-to-use access tools that allow me to find things on my own	1.41	1.05	1.59	1.84	1.63	310
IC-7	Making information easily accessible for independent use	1.43	1.05	1.54	1.76	1.55	308
IC-8	Print and/or electronic journal collections I require for my work	1.39	0.88	1.77	2.09	1.87	312
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.12	2.18	1.79	2.04	2.27	275
LP-2	Quiet space for individual activities	2.10	2.05	1.74	1.96	1.99	257
LP-3	A comfortable and inviting location	1.88	1.83	1.80	1.98	1.96	276
LP-4	A getaway for study, learning, or research	2.12	2.10	1.65	2.14	2.05	260
LP-5	Community space for group learning and group study	2.16	2.47	1.79	1.97	2.25	182
<b>Overall:</b>		1.21	0.96	1.26	1.32	1.18	316

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Faculty

### 7.3 Core Question Dimensions Summary for Faculty

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.93	8.03	7.47	0.54	-0.56	316
Information Control	7.36	8.44	7.03	-0.33	-1.41	316
Library as Place	5.85	7.03	6.70	0.86	-0.33	304
<b>Overall:</b>	6.90	8.01	7.16	0.26	-0.85	316

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.39	1.14	1.32	1.36	1.23	316
Information Control	1.18	0.78	1.44	1.60	1.39	316
Library as Place	1.80	1.86	1.54	1.70	1.79	304
<b>Overall:</b>	1.21	0.96	1.26	1.32	1.18	316

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

## 7.4 Local Questions Summary for Faculty

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.89	7.97	6.91	0.02	-1.06	273
Employees teaching me how to access or manage information	6.65	7.78	7.18	0.53	-0.60	289
An environment that facilitates group study and problem solving	5.55	6.50	6.25	0.70	-0.25	184
Access to information resources that support patient care	7.20	8.16	7.11	-0.09	-1.05	226
Electronic resources matching my information needs	7.50	8.61	6.91	-0.59	-1.70	313

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Faculty

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.79	1.54	1.64	1.88	1.72	273
Employees teaching me how to access or manage information	1.81	1.64	1.71	2.01	1.88	289
An environment that facilitates group study and problem solving	2.22	2.30	1.81	2.08	2.25	184
Access to information resources that support patient care	1.86	1.58	1.78	2.19	2.01	226
Electronic resources matching my information needs	1.46	0.92	1.76	2.17	1.82	313

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

## 7.5 General Satisfaction Questions Summary for Faculty

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.67	1.39	316
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.01	1.78	315
How would you rate the overall quality of the service provided by the library?	7.29	1.49	316

## 7.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.76	1.92	316
The library aids my advancement in my academic discipline.	7.05	1.77	316
The library enables me to be more efficient in my academic pursuits.	7.13	1.75	316
The library helps me distinguish between trustworthy and untrustworthy information.	5.65	2.09	316
The library provides me with the information skills I need in my work or study.	6.31	1.85	316

Language: American English

Institution Type: Academic Health Sciences

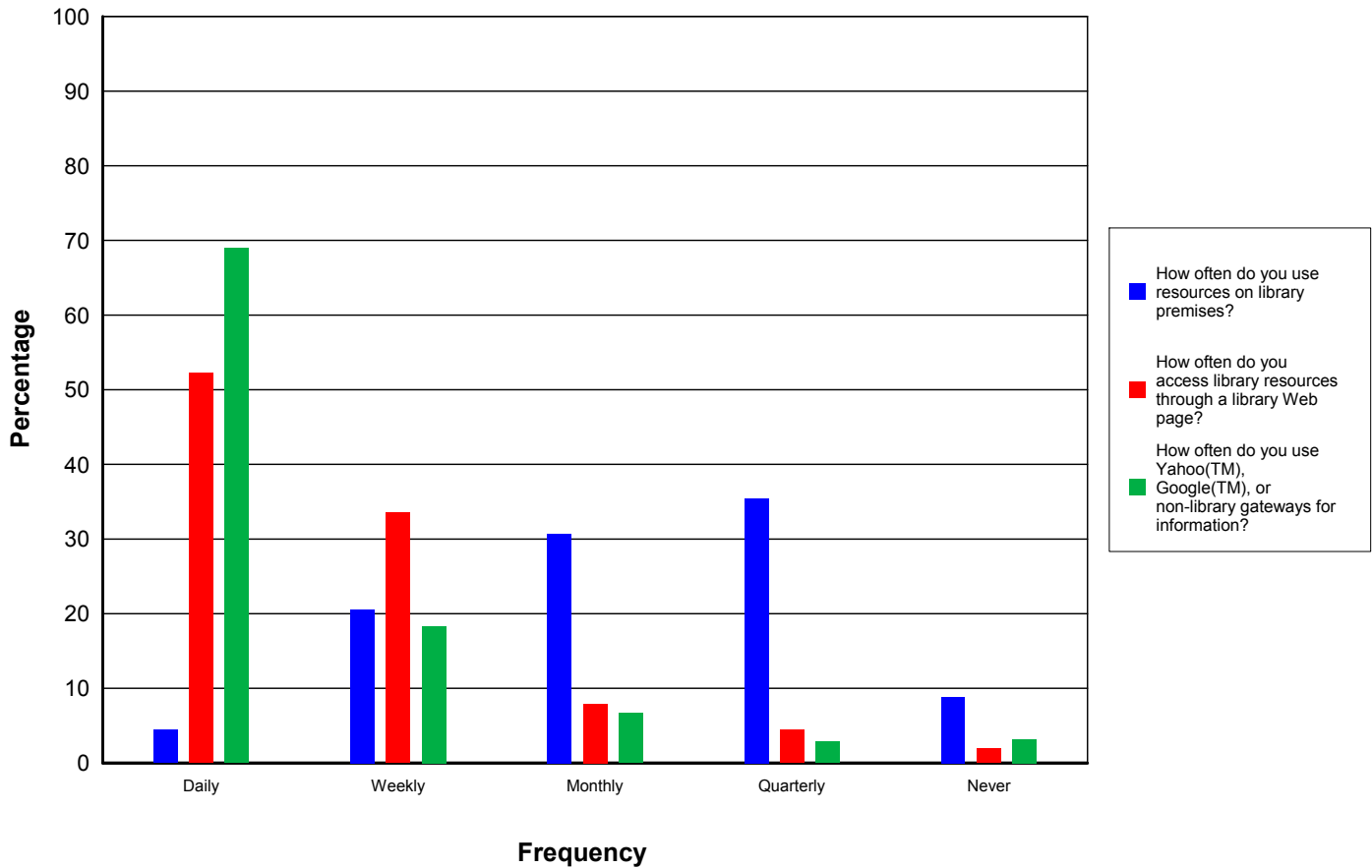
Consortium: ARL

User Group: Faculty



### 7.7 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	14 4.43%	65 20.57%	97 30.70%	112 35.44%	28 8.86%	316 100.00%
How often do you access library resources through a library Web page?	165 52.22%	106 33.54%	25 7.91%	14 4.43%	6 1.90%	316 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	218 68.99%	58 18.35%	21 6.65%	9 2.85%	10 3.16%	316 100.00%

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Faculty

## 8 Academic Health Sciences Libraries Library Staff Summary for ARL

### 8.1 Demographic Summary for Library Staff

#### 8.1.1 Respondent Profile for Library Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	3	18.75%
31 - 45	1	6.25%
46 - 65	11	68.75%
Over 65	1	6.25%
<b>Total:</b>	<b>16</b>	<b>100.00%</b>

#### 8.1.2 Respondent Profile for Library Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	0	0.00%
Female	16	100.00%
<b>Total:</b>	<b>16</b>	<b>100.00%</b>

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

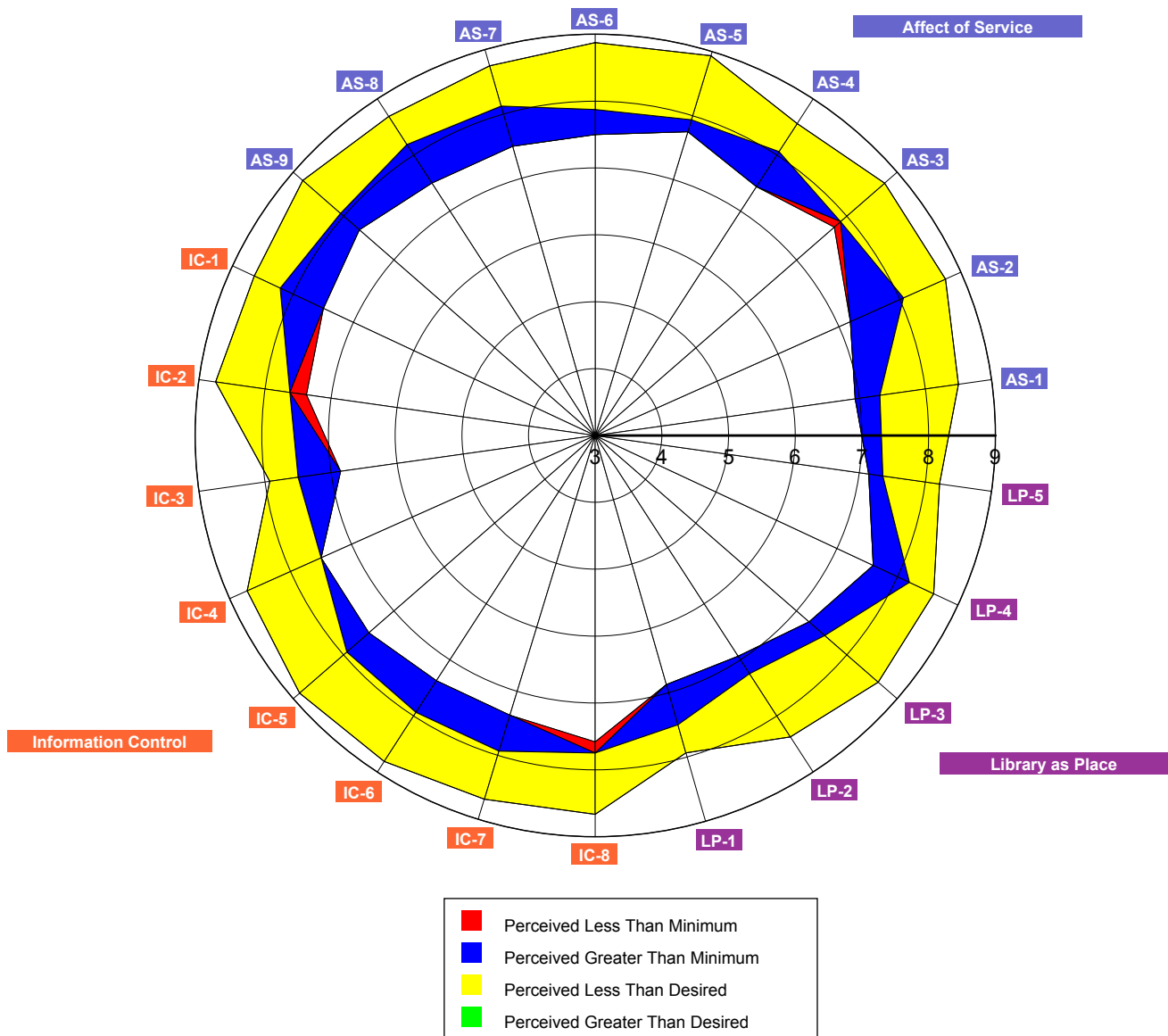
User Group: Library Staff

## 8.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.94	8.50	7.31	0.38	-1.19	16
AS-2	Giving users individual attention	7.19	8.75	8.06	0.88	-0.69	16
AS-3	Employees who are consistently courteous	7.88	8.75	7.75	-0.13	-1.00	16
AS-4	Readiness to respond to users' questions	7.44	8.56	8.06	0.63	-0.50	16
AS-5	Employees who have the knowledge to answer user questions	7.75	8.94	7.94	0.19	-1.00	16
AS-6	Employees who deal with users in a caring fashion	7.50	8.88	7.88	0.38	-1.00	16
AS-7	Employees who understand the needs of their users	7.50	8.75	8.13	0.63	-0.63	16
AS-8	Willingness to help users	7.50	8.69	8.19	0.69	-0.50	16
AS-9	Dependability in handling users' service problems	7.69	8.81	8.06	0.38	-0.75	16
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.50	8.64	8.21	0.71	-0.43	14
IC-2	A library Web site enabling me to locate information on my own	7.63	8.75	7.38	-0.25	-1.38	16
IC-3	The printed library materials I need for my work	6.86	7.93	7.50	0.64	-0.43	14
IC-4	The electronic information resources I need	7.50	8.71	7.50	0.00	-1.21	14
IC-5	Modern equipment that lets me easily access needed information	7.50	8.88	7.94	0.44	-0.94	16
IC-6	Easy-to-use access tools that allow me to find things on my own	7.38	8.81	7.94	0.56	-0.88	16
IC-7	Making information easily accessible for independent use	7.38	8.69	7.94	0.56	-0.75	16
IC-8	Print and/or electronic journal collections I require for my work	7.75	8.67	7.58	-0.17	-1.08	12
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.88	7.94	7.50	0.63	-0.44	16
LP-2	Quiet space for individual activities	6.94	8.38	7.25	0.31	-1.13	16
LP-3	A comfortable and inviting location	7.25	8.63	7.56	0.31	-1.06	16
LP-4	A getaway for study, learning, or research	7.60	8.60	8.20	0.60	-0.40	15
LP-5	Community space for group learning and group study	7.14	8.21	7.36	0.21	-0.86	14
<b>Overall:</b>		7.35	8.62	7.79	0.44	-0.83	16

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

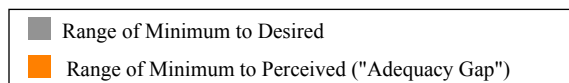
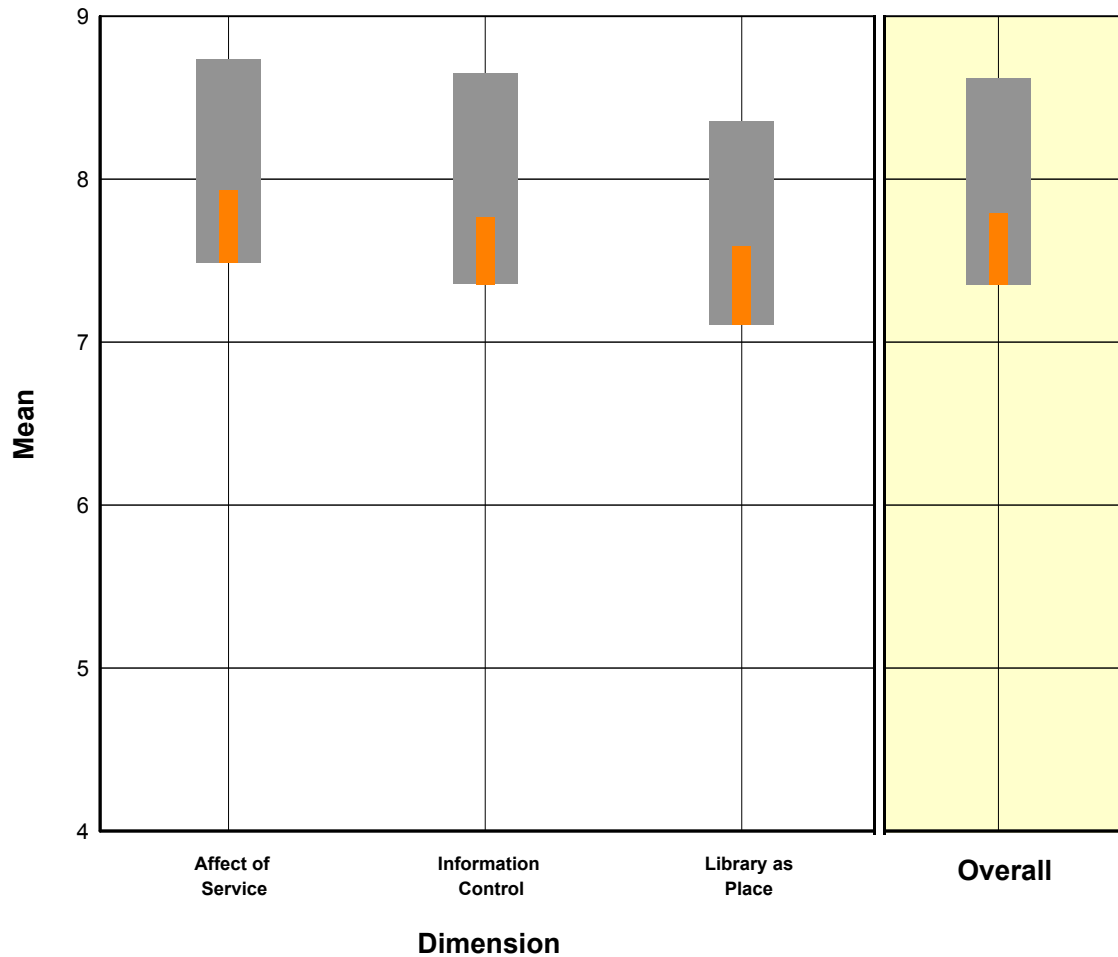
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.44	0.82	1.66	1.41	1.76	16
AS-2	Giving users individual attention	1.47	0.45	1.48	1.41	1.35	16
AS-3	Employees who are consistently courteous	1.31	0.58	1.61	1.78	1.63	16
AS-4	Readiness to respond to users' questions	1.50	0.63	1.29	1.45	1.21	16
AS-5	Employees who have the knowledge to answer user questions	1.34	0.25	1.12	1.68	1.15	16
AS-6	Employees who deal with users in a caring fashion	1.37	0.34	1.50	1.86	1.51	16
AS-7	Employees who understand the needs of their users	1.26	0.58	1.02	1.15	0.89	16
AS-8	Willingness to help users	1.46	0.60	1.28	1.20	1.15	16
AS-9	Dependability in handling users' service problems	1.25	0.54	1.06	1.41	1.00	16
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.51	0.63	1.12	1.44	1.02	14
IC-2	A library Web site enabling me to locate information on my own	1.36	0.45	1.67	2.11	1.59	16
IC-3	The printed library materials I need for my work	1.61	1.38	1.74	2.37	2.28	14
IC-4	The electronic information resources I need	1.29	1.07	1.40	1.47	1.25	14
IC-5	Modern equipment that lets me easily access needed information	1.32	0.34	1.53	1.41	1.34	16
IC-6	Easy-to-use access tools that allow me to find things on my own	1.36	0.40	1.29	1.75	1.26	16
IC-7	Making information easily accessible for independent use	1.41	0.60	1.24	1.67	1.29	16
IC-8	Print and/or electronic journal collections I require for my work	1.48	0.65	1.38	1.59	1.38	12
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.59	1.39	1.75	1.31	1.93	16
LP-2	Quiet space for individual activities	1.53	1.20	1.48	0.87	1.20	16
LP-3	A comfortable and inviting location	1.44	1.02	1.71	2.09	1.77	16
LP-4	A getaway for study, learning, or research	1.40	0.74	1.26	0.99	0.74	15
LP-5	Community space for group learning and group study	1.66	1.67	1.86	0.89	1.10	14
<b>Overall:</b>		1.16	0.42	1.12	1.16	0.93	16

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Library Staff

### 8.3 Core Question Dimensions Summary for Library Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Library Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.49	8.74	7.93	0.44	-0.81	16
Information Control	7.35	8.65	7.77	0.41	-0.88	16
Library as Place	7.10	8.35	7.59	0.48	-0.77	16
<b>Overall:</b>	7.35	8.62	7.79	0.44	-0.83	16

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.21	0.39	1.26	1.25	1.17	16
Information Control	1.18	0.40	1.11	1.36	1.00	16
Library as Place	1.35	0.97	1.36	1.13	1.07	16
<b>Overall:</b>	1.16	0.42	1.12	1.16	0.93	16

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Library Staff

## 8.4 Local Questions Summary for Library Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	7.27	8.53	8.13	0.87	-0.40	15
Employees teaching me how to access or manage information	7.06	8.75	8.06	1.00	-0.69	16
An environment that facilitates group study and problem solving	6.67	8.20	7.47	0.80	-0.73	15
Access to information resources that support patient care	8.00	8.73	8.00	0.00	-0.73	11
Electronic resources matching my information needs	7.57	8.86	7.79	0.21	-1.07	14

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Library Staff



This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

<b>Question Text</b>	<b>Minimum SD</b>	<b>Desired SD</b>	<b>Perceived SD</b>	<b>Adequacy SD</b>	<b>Superiority SD</b>	<b>n</b>
Providing health information when and where I need it	1.53	0.92	1.30	1.41	1.50	15
Employees teaching me how to access or manage information	1.39	0.45	1.29	1.26	1.20	16
An environment that facilitates group study and problem solving	1.76	1.42	1.85	1.52	1.49	15
Access to information resources that support patient care	0.89	0.47	1.34	1.26	1.27	11
Electronic resources matching my information needs	1.45	0.36	1.31	1.76	1.21	14

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Library Staff

## 8.5 General Satisfaction Questions Summary for Library Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.88	1.36	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.88	1.15	16
How would you rate the overall quality of the service provided by the library?	7.69	1.20	16

## 8.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.56	1.21	16
The library aids my advancement in my academic discipline.	7.00	2.03	16
The library enables me to be more efficient in my academic pursuits.	7.06	2.02	16
The library helps me distinguish between trustworthy and untrustworthy information.	7.69	1.35	16
The library provides me with the information skills I need in my work or study.	7.88	1.09	16

Language: American English

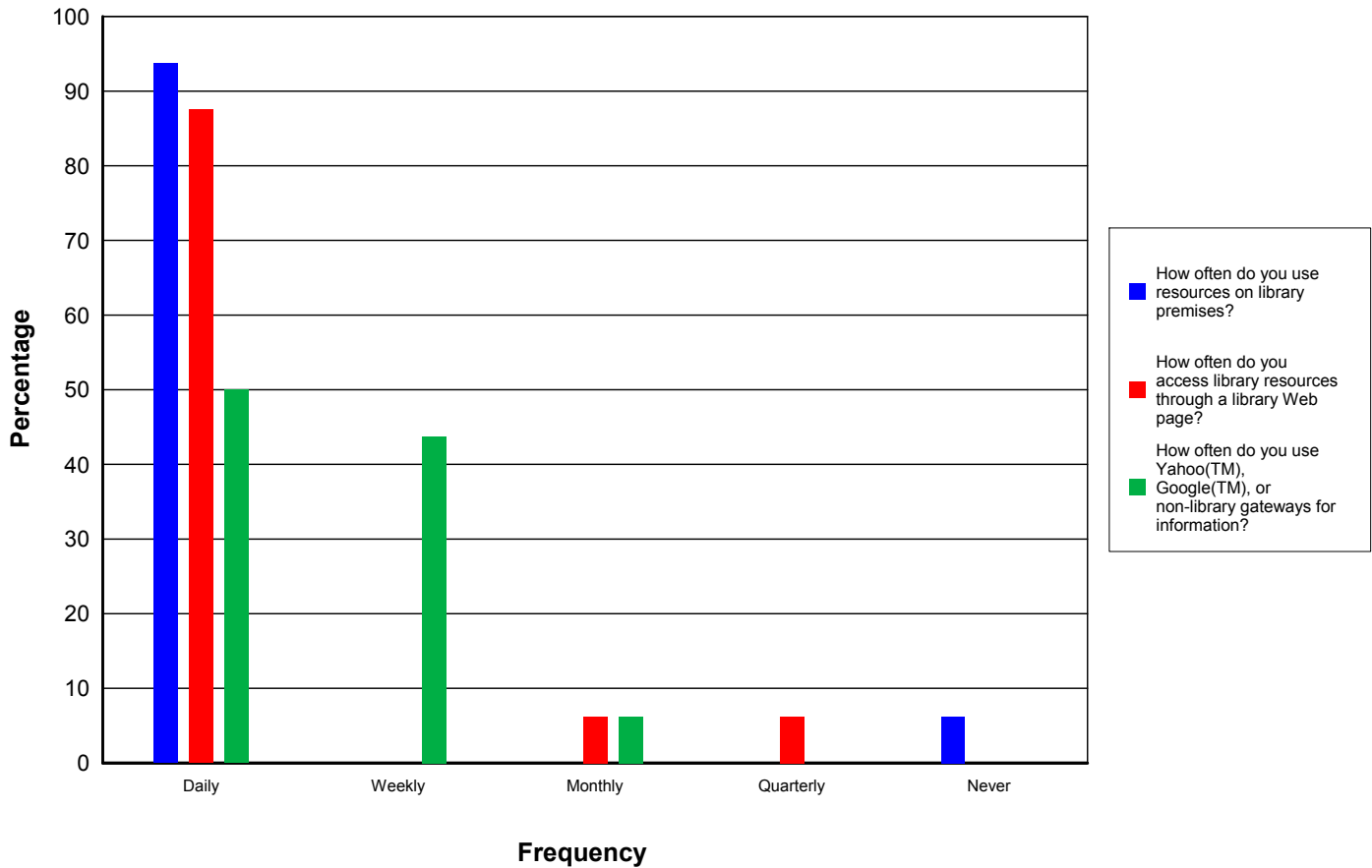
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Library Staff

### 8.7 Library Use Summary for Library Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	15 93.75%	0 0.00%	0 0.00%	0 0.00%	1 6.25%	<b>16</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	14 87.50%	0 0.00%	1 6.25%	1 6.25%	0 0.00%	<b>16</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8 50.00%	7 43.75%	1 6.25%	0 0.00%	0 0.00%	<b>16</b> <b>100.00%</b>

## 9 Academic Health Sciences Libraries Staff Summary for ARL

### 9.1 Demographic Summary for Staff

#### 9.1.1 Respondent Profile for Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	2	1.18%
23 - 30	47	27.81%
31 - 45	67	39.64%
46 - 65	52	30.77%
Over 65	1	0.59%
<b>Total:</b>	<b>169</b>	<b>100.00%</b>

#### 9.1.2 Respondent Profile for Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

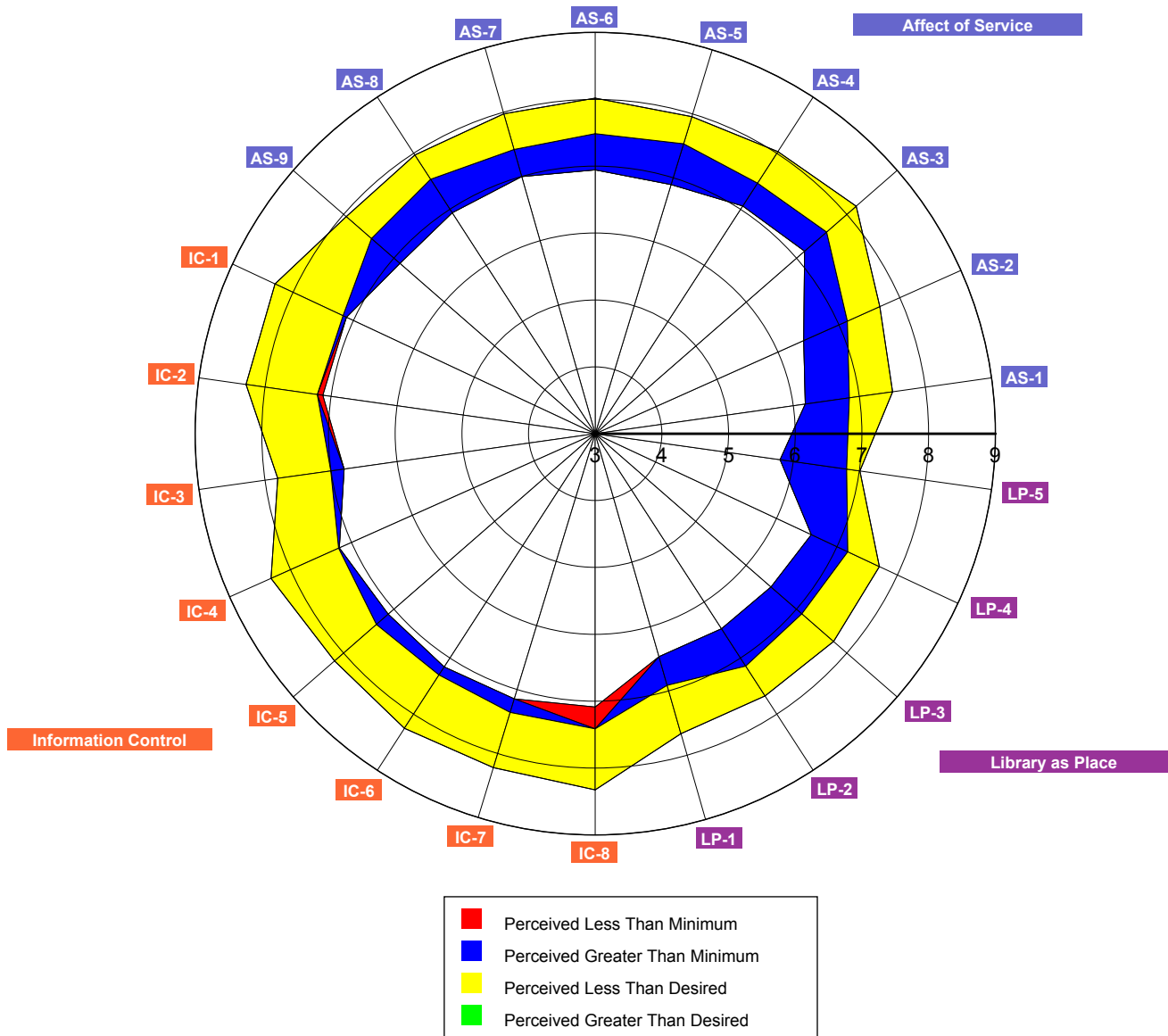
Sex	Respondents n	Respondents %
Male	56	33.14%
Female	113	66.86%
<b>Total:</b>	<b>169</b>	<b>100.00%</b>

## 9.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.18	7.50	6.85	0.67	-0.65	159
AS-2	Giving users individual attention	6.42	7.67	7.14	0.72	-0.53	165
AS-3	Employees who are consistently courteous	7.16	8.19	7.60	0.44	-0.59	167
AS-4	Readiness to respond to users' questions	7.06	8.03	7.47	0.41	-0.56	164
AS-5	Employees who have the knowledge to answer user questions	6.90	7.96	7.53	0.64	-0.42	163
AS-6	Employees who deal with users in a caring fashion	6.95	8.02	7.49	0.54	-0.53	166
AS-7	Employees who understand the needs of their users	7.00	7.98	7.42	0.42	-0.55	166
AS-8	Willingness to help users	6.94	7.97	7.54	0.60	-0.43	164
AS-9	Dependability in handling users' service problems	6.88	7.95	7.45	0.56	-0.50	154
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.12	8.30	7.17	0.06	-1.12	161
IC-2	A library Web site enabling me to locate information on my own	7.21	8.29	7.13	-0.08	-1.16	166
IC-3	The printed library materials I need for my work	6.80	7.81	7.01	0.20	-0.80	157
IC-4	The electronic information resources I need	7.20	8.32	7.21	0.01	-1.11	164
IC-5	Modern equipment that lets me easily access needed information	7.11	8.18	7.35	0.23	-0.83	166
IC-6	Easy-to-use access tools that allow me to find things on my own	7.16	8.25	7.30	0.14	-0.95	169
IC-7	Making information easily accessible for independent use	7.15	8.22	7.36	0.21	-0.86	161
IC-8	Print and/or electronic journal collections I require for my work	7.42	8.33	7.09	-0.33	-1.24	159
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.47	7.67	6.92	0.44	-0.75	153
LP-2	Quiet space for individual activities	6.48	7.68	7.14	0.66	-0.53	152
LP-3	A comfortable and inviting location	6.49	7.74	7.11	0.61	-0.63	160
LP-4	A getaway for study, learning, or research	6.58	7.70	7.18	0.60	-0.52	144
LP-5	Community space for group learning and group study	5.80	7.01	6.81	1.01	-0.20	115
<b>Overall:</b>		6.87	7.96	7.25	0.38	-0.71	169

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

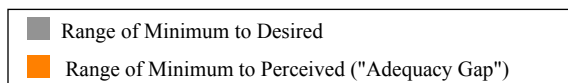
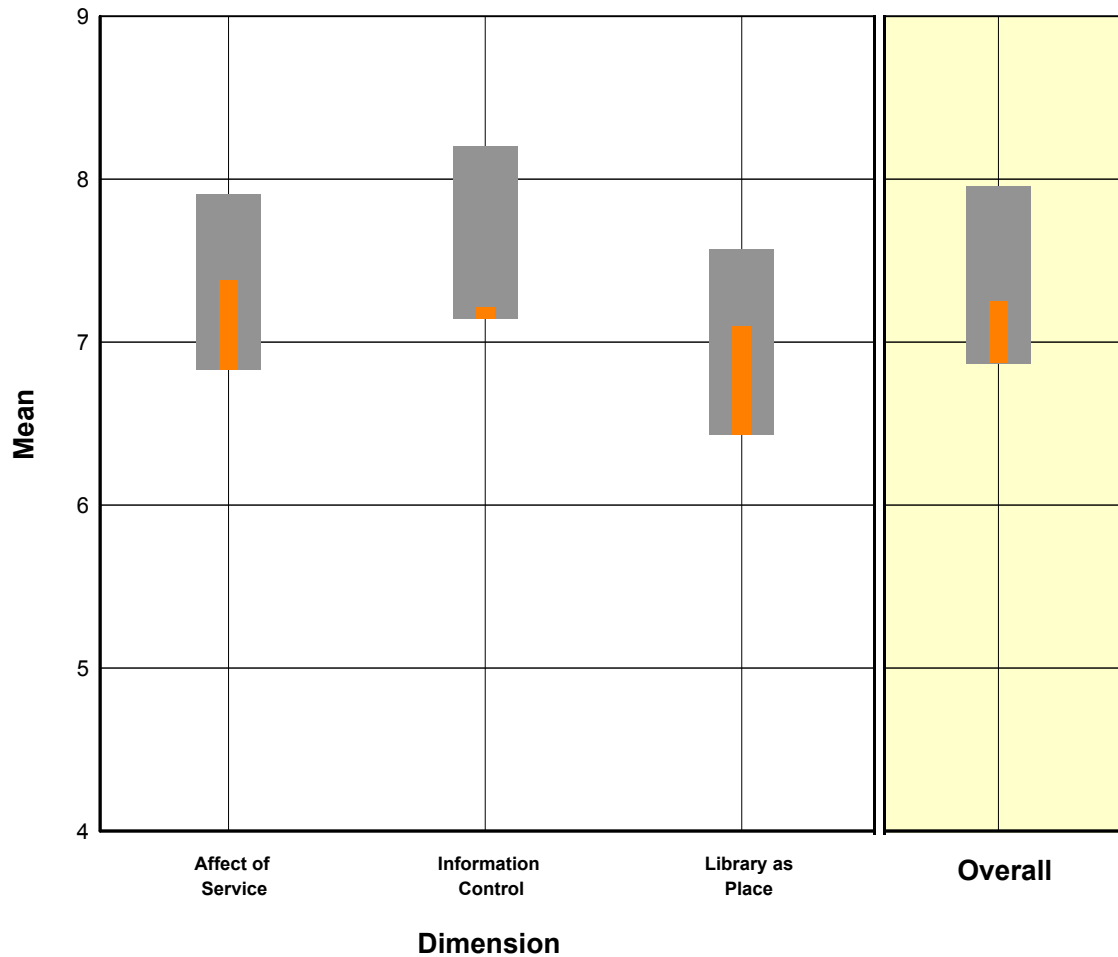
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.84	1.56	1.62	1.87	1.83	159
AS-2	Giving users individual attention	1.84	1.54	1.81	2.10	1.90	165
AS-3	Employees who are consistently courteous	1.53	1.18	1.69	1.93	1.84	167
AS-4	Readiness to respond to users' questions	1.61	1.25	1.79	1.93	1.82	164
AS-5	Employees who have the knowledge to answer user questions	1.71	1.41	1.55	1.89	1.69	163
AS-6	Employees who deal with users in a caring fashion	1.64	1.32	1.58	1.94	1.77	166
AS-7	Employees who understand the needs of their users	1.61	1.34	1.62	2.04	1.83	166
AS-8	Willingness to help users	1.77	1.34	1.63	2.05	1.85	164
AS-9	Dependability in handling users' service problems	1.68	1.44	1.54	1.90	1.73	154
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.77	1.21	1.87	2.32	1.97	161
IC-2	A library Web site enabling me to locate information on my own	1.73	1.11	1.83	2.29	1.97	166
IC-3	The printed library materials I need for my work	1.70	1.52	1.65	2.02	1.96	157
IC-4	The electronic information resources I need	1.61	1.10	1.65	2.36	2.02	164
IC-5	Modern equipment that lets me easily access needed information	1.59	1.28	1.59	2.11	1.84	166
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	1.17	1.59	2.16	1.95	169
IC-7	Making information easily accessible for independent use	1.57	1.13	1.56	2.02	1.81	161
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.20	1.82	2.51	2.22	159
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.81	1.56	1.90	2.33	2.18	153
LP-2	Quiet space for individual activities	1.99	1.64	1.62	2.12	1.87	152
LP-3	A comfortable and inviting location	1.80	1.47	1.79	2.15	2.09	160
LP-4	A getaway for study, learning, or research	1.93	1.68	1.60	2.02	1.74	144
LP-5	Community space for group learning and group study	2.19	2.09	1.83	2.17	2.33	115
<b>Overall:</b>		1.32	1.03	1.36	1.67	1.51	169

Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Staff

### 9.3 Core Question Dimensions Summary for Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Staff



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.83	7.91	7.38	0.55	-0.53	169
Information Control	7.14	8.20	7.21	0.07	-0.99	169
Library as Place	6.43	7.57	7.10	0.67	-0.47	166
<b>Overall:</b>	6.87	7.96	7.25	0.38	-0.71	169

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.46	1.17	1.47	1.72	1.61	169
Information Control	1.35	0.97	1.42	1.90	1.68	169
Library as Place	1.58	1.40	1.53	1.76	1.71	166
<b>Overall:</b>	1.32	1.03	1.36	1.67	1.51	169

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Staff

## 9.4 Local Questions Summary for Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.79	7.92	6.85	0.05	-1.07	149
Employees teaching me how to access or manage information	6.39	7.65	7.15	0.76	-0.50	157
An environment that facilitates group study and problem solving	5.65	6.91	6.61	0.96	-0.31	117
Access to information resources that support patient care	7.10	8.04	7.35	0.25	-0.69	124
Electronic resources matching my information needs	7.26	8.40	7.14	-0.12	-1.26	163

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Staff

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

<b>Question Text</b>	<b>Minimum SD</b>	<b>Desired SD</b>	<b>Perceived SD</b>	<b>Adequacy SD</b>	<b>Superiority SD</b>	<b>n</b>
Providing health information when and where I need it	1.77	1.48	1.76	2.33	2.07	149
Employees teaching me how to access or manage information	2.00	1.60	1.82	2.10	1.97	157
An environment that facilitates group study and problem solving	2.17	2.01	1.92	2.45	2.31	117
Access to information resources that support patient care	1.67	1.40	1.58	2.20	1.90	124
Electronic resources matching my information needs	1.60	1.03	1.71	2.34	1.87	163

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Staff

## 9.5 General Satisfaction Questions Summary for Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.63	1.61	169
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.32	1.71	169
How would you rate the overall quality of the service provided by the library?	7.37	1.53	169

## 9.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.73	1.75	169
The library aids my advancement in my academic discipline.	6.86	1.63	169
The library enables me to be more efficient in my academic pursuits.	7.11	1.56	169
The library helps me distinguish between trustworthy and untrustworthy information.	6.32	1.80	169
The library provides me with the information skills I need in my work or study.	6.79	1.70	169

Language: American English

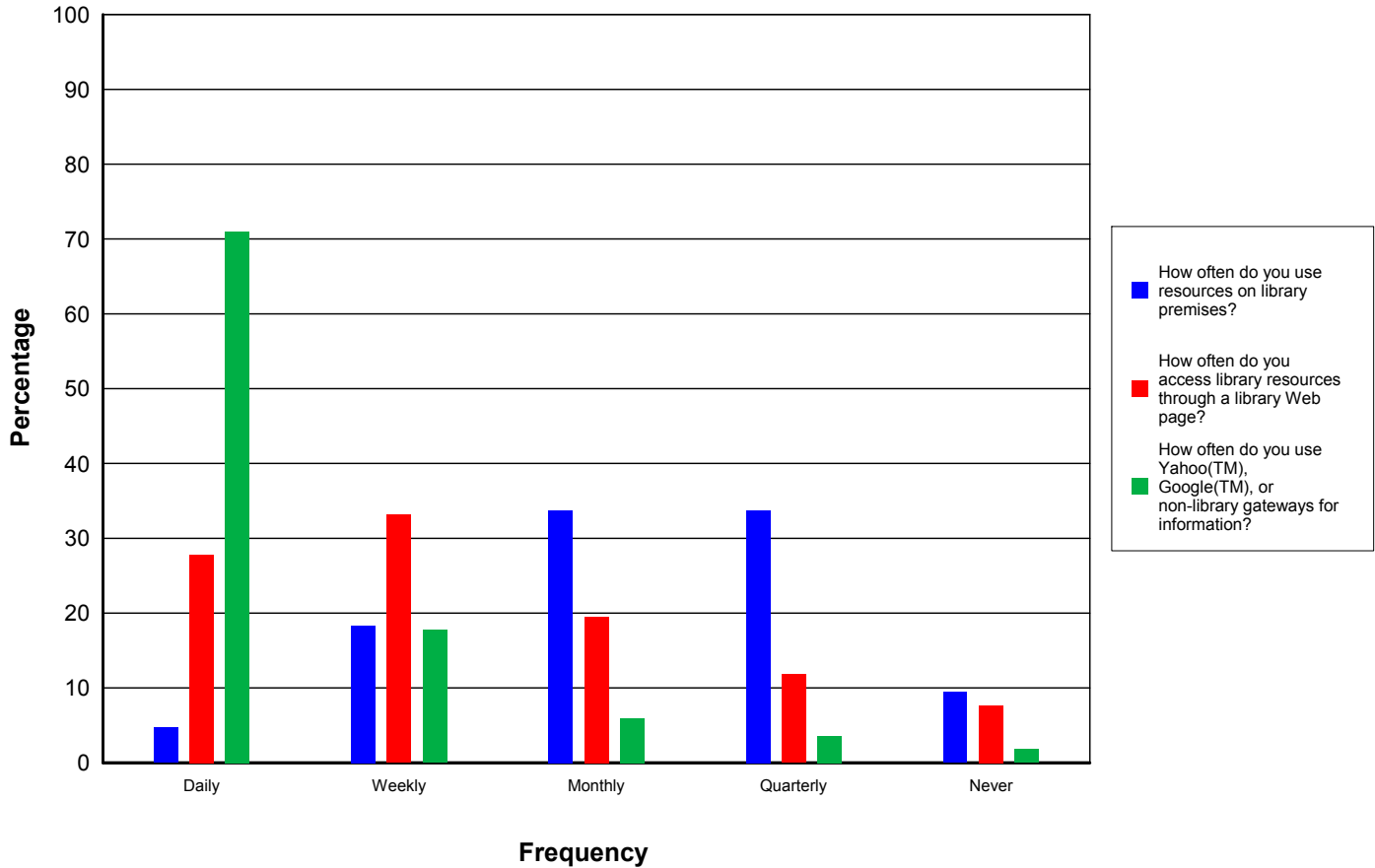
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Staff

### 9.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	8 4.73%	31 18.34%	57 33.73%	57 33.73%	16 9.47%	169 100.00%
How often do you access library resources through a library Web page?	47 27.81%	56 33.14%	33 19.53%	20 11.83%	13 7.69%	169 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	120 71.01%	30 17.75%	10 5.92%	6 3.55%	3 1.78%	169 100.00%

Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: Staff

## 10 Academic Law Libraries Demographic Summary for ARL

### 10.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Law Students</b>		
First Year	152	24.13%
Second Year	180	28.57%
Third Year	165	26.19%
Fourth Year	17	2.70%
<b>Sub Total:</b>	<b>514</b>	<b>81.59%</b>
<b>Graduate</b>		
Doctoral	4	0.63%
LL.M.	69	10.95%
<b>Sub Total:</b>	<b>73</b>	<b>11.59%</b>
<b>Faculty</b>		
Adjunct Faculty	1	0.16%
Assistant Professor	0	0.00%
Associate Professor	3	0.48%
Professor	15	2.38%
Visiting Professor	2	0.32%
Other Academic Status	6	0.95%
<b>Sub Total:</b>	<b>27</b>	<b>4.29%</b>
<b>Library Staff</b>		
Administrator	0	0.00%
Manager, Head of Unit	1	0.16%
Public Services	1	0.16%
Systems	0	0.00%
Technical Services	0	0.00%
Other	1	0.16%
<b>Sub Total:</b>	<b>3</b>	<b>0.48%</b>
<b>Staff</b>		
Administrator/Manager	8	1.27%
Research Staff	1	0.16%
Other staff positions	3	0.48%
<b>Sub Total:</b>	<b>12</b>	<b>1.90%</b>
<b>Other Patrons</b>		
Alumnus	1	0.16%
Member or subscriber	0	0.00%
<b>Sub Total:</b>	<b>1</b>	<b>0.16%</b>
<b>Total:</b>	<b>630</b>	<b>100.00%</b>

Language: American English

Institution Type: Academic Law

Consortium: ARL

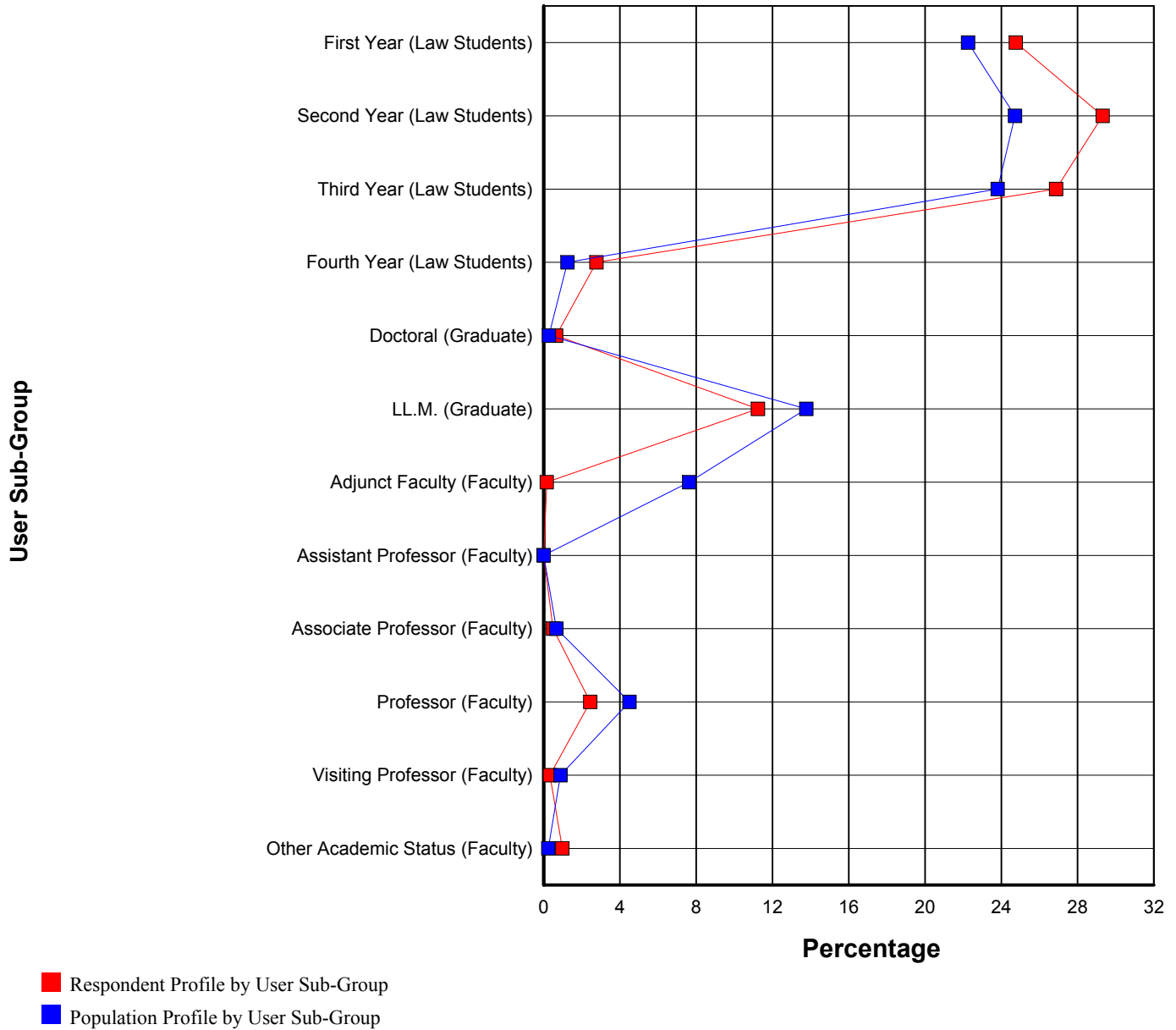
User Group: All

## 10.2 Population and Respondent Profiles by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user sub-group, for both the general population (N) and survey respondents (n).

*\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First Year (Law Students)	732	22.26%	152	24.76%	-2.50%
Second Year (Law Students)	813	24.72%	180	29.32%	-4.60%
Third Year (Law Students)	783	23.81%	165	26.87%	-3.07%
Fourth Year (Law Students)	41	1.25%	17	2.77%	-1.52%
Doctoral (Graduate)	9	0.27%	4	0.65%	-0.38%
LL.M. (Graduate)	453	13.77%	69	11.24%	2.54%
Adjunct Faculty (Faculty)	251	7.63%	1	0.16%	7.47%
Assistant Professor (Faculty)	0	0.00%	0	0.00%	0.00%
Associate Professor (Faculty)	22	0.67%	3	0.49%	0.18%
Professor (Faculty)	148	4.50%	15	2.44%	2.06%
Visiting Professor (Faculty)	29	0.88%	2	0.33%	0.56%
Other Academic Status (Faculty)	8	0.24%	6	0.98%	-0.73%
<b>Total:</b>	<b>3,289</b>	<b>100.00%</b>	<b>614</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff, Staff, Other Patrons)



### 10.3 Respondent Profile by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	24	3.83%
23 - 30	474	75.60%
31 - 45	97	15.47%
46 - 65	30	4.78%
Over 65	2	0.32%
<b>Total:</b>	<b>627</b>	<b>100.00%</b>

### 10.4 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	1,870	58.57%	321	51.28%
Female	1,323	41.43%	305	48.72%
<b>Total:</b>	<b>3,193</b>	<b>100.00%</b>	<b>626</b>	<b>100.00%</b>

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

## 10.5 Respondent Profile by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	499	79.71%
Evening	81	12.94%
Does not apply / NA	46	7.35%
<b>Total:</b>	<b>626</b>	<b>100.00%</b>

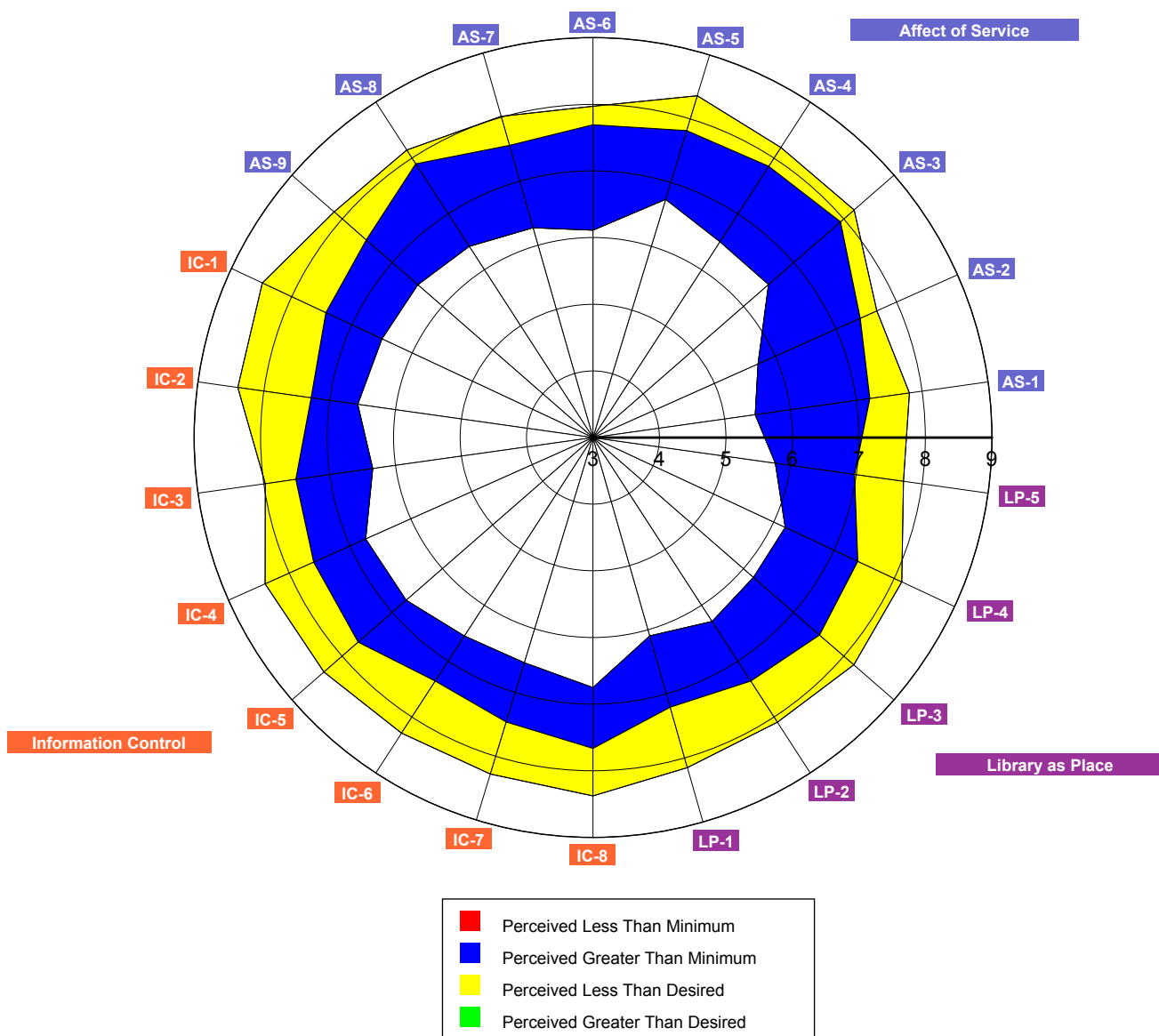
# 11 Academic Law Libraries Survey Item Summary for ARL

## 11.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.47	7.81	7.21	1.74	-0.60	595
AS-2	Giving users individual attention	5.72	7.67	7.40	1.68	-0.27	595
AS-3	Employees who are consistently courteous	6.50	8.21	7.93	1.43	-0.27	617
AS-4	Readiness to respond to users' questions	6.51	8.19	7.86	1.35	-0.34	600
AS-5	Employees who have the knowledge to answer user questions	6.74	8.36	7.82	1.08	-0.55	604
AS-6	Employees who deal with users in a caring fashion	6.11	7.97	7.69	1.58	-0.28	601
AS-7	Employees who understand the needs of their users	6.28	8.01	7.56	1.29	-0.45	596
AS-8	Willingness to help users	6.42	8.14	7.90	1.48	-0.25	602
AS-9	Dependability in handling users' service problems	6.49	8.16	7.52	1.03	-0.64	459
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.50	8.49	7.43	0.93	-1.05	610
IC-2	A library Web site enabling me to locate information on my own	6.58	8.40	7.28	0.71	-1.11	617
IC-3	The printed library materials I need for my work	6.35	7.98	7.52	1.17	-0.46	581
IC-4	The electronic information resources I need	6.75	8.40	7.60	0.86	-0.80	612
IC-5	Modern equipment that lets me easily access needed information	6.72	8.36	7.68	0.96	-0.68	612
IC-6	Easy-to-use access tools that allow me to find things on my own	6.55	8.29	7.36	0.81	-0.93	612
IC-7	Making information easily accessible for independent use	6.54	8.28	7.47	0.93	-0.82	600
IC-8	Print and/or electronic journal collections I require for my work	6.75	8.38	7.67	0.91	-0.71	554
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.10	8.15	7.21	1.11	-0.94	615
LP-2	Quiet space for individual activities	6.29	8.09	7.36	1.07	-0.74	605
LP-3	A comfortable and inviting location	6.20	8.20	7.52	1.32	-0.68	613
LP-4	A getaway for study, learning, or research	6.19	8.13	7.40	1.20	-0.73	594
LP-5	Community space for group learning and group study	5.77	7.72	6.97	1.20	-0.74	569
<b>Overall:</b>		6.34	8.15	7.51	1.17	-0.64	627

Language: American English

Institution Type: Academic Law

Consortium: ARL

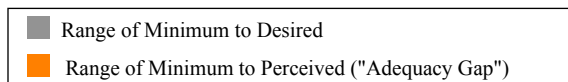
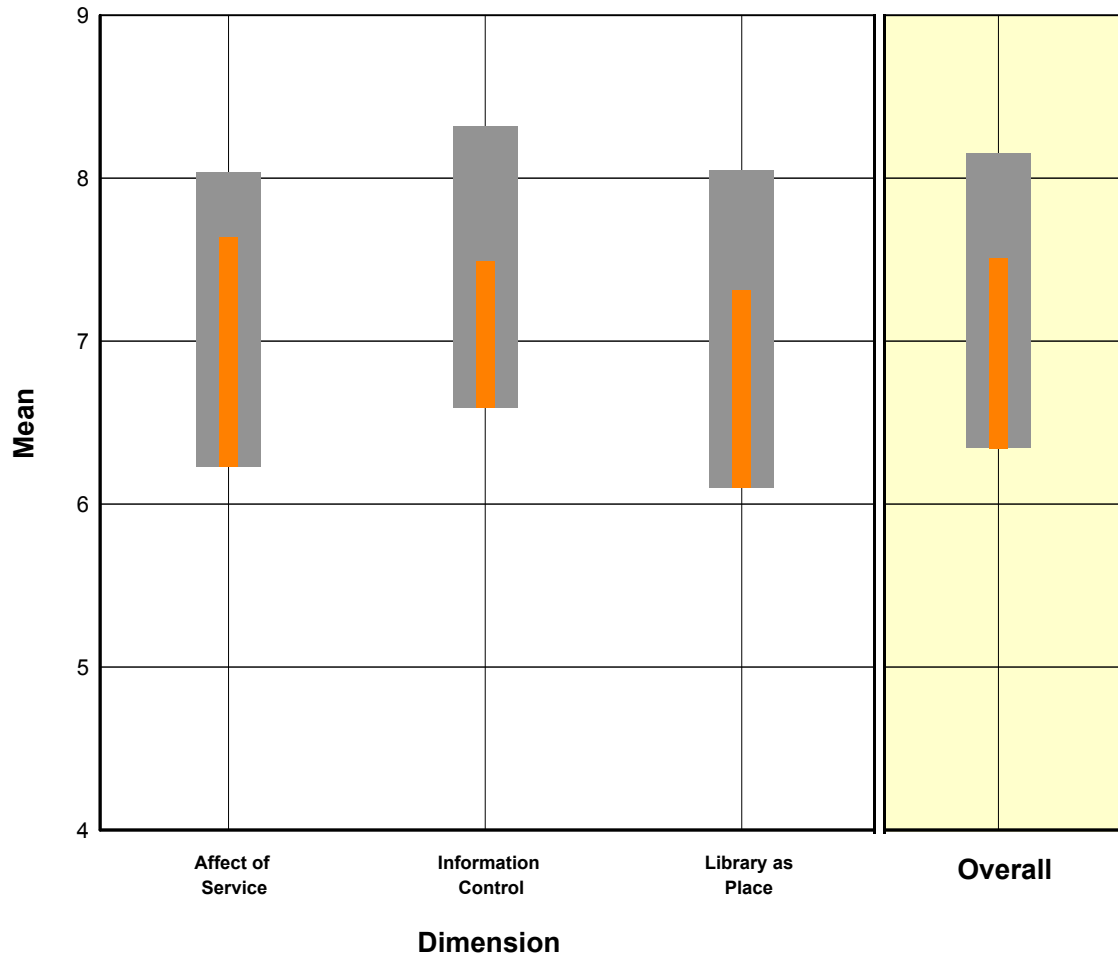
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.78	1.42	1.42	1.66	1.57	595
AS-2	Giving users individual attention	1.84	1.42	1.37	1.75	1.43	595
AS-3	Employees who are consistently courteous	1.94	1.23	1.38	2.01	1.56	617
AS-4	Readiness to respond to users' questions	1.69	1.17	1.20	1.68	1.26	600
AS-5	Employees who have the knowledge to answer user questions	1.66	1.10	1.23	1.65	1.31	604
AS-6	Employees who deal with users in a caring fashion	1.96	1.36	1.31	1.88	1.46	601
AS-7	Employees who understand the needs of their users	1.73	1.36	1.31	1.63	1.45	596
AS-8	Willingness to help users	1.78	1.23	1.20	1.75	1.28	602
AS-9	Dependability in handling users' service problems	1.65	1.18	1.37	1.69	1.46	459
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.66	1.01	1.41	1.85	1.62	610
IC-2	A library Web site enabling me to locate information on my own	1.65	1.01	1.43	1.81	1.52	617
IC-3	The printed library materials I need for my work	1.80	1.44	1.31	1.81	1.58	581
IC-4	The electronic information resources I need	1.57	1.03	1.21	1.64	1.25	612
IC-5	Modern equipment that lets me easily access needed information	1.65	1.06	1.18	1.75	1.38	612
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.08	1.24	1.61	1.38	612
IC-7	Making information easily accessible for independent use	1.69	1.11	1.26	1.72	1.37	600
IC-8	Print and/or electronic journal collections I require for my work	1.72	1.06	1.39	1.86	1.53	554
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.91	1.26	1.50	2.19	1.79	615
LP-2	Quiet space for individual activities	1.99	1.41	1.46	2.11	1.78	605
LP-3	A comfortable and inviting location	1.87	1.24	1.41	2.06	1.67	613
LP-4	A getaway for study, learning, or research	1.88	1.34	1.31	1.95	1.64	594
LP-5	Community space for group learning and group study	2.04	1.66	1.56	2.21	2.11	569
<b>Overall:</b>		1.35	0.82	0.92	1.31	0.98	627

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: All (Excluding Library Staff)

## 11.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.23	8.04	7.64	1.41	-0.40	624
Information Control	6.59	8.32	7.49	0.90	-0.83	627
Library as Place	6.10	8.05	7.31	1.21	-0.74	624
<b>Overall:</b>	6.34	8.15	7.51	1.17	-0.64	627

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	0.98	1.04	1.39	1.07	624
Information Control	1.36	0.80	0.99	1.36	1.05	627
Library as Place	1.63	1.07	1.14	1.70	1.39	624
<b>Overall:</b>	1.35	0.82	0.92	1.31	0.98	627

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

### 11.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	5.36	7.43	6.83	1.47	-0.60	464
Informing me of useful library services	5.34	7.23	6.65	1.32	-0.58	539
Providing information that answers my questions	6.38	8.58	7.77	1.39	-0.81	69
Teaching me how to access, evaluate, and use information	5.97	7.75	7.18	1.21	-0.57	524
Making me aware of library resources and services	5.46	7.66	6.62	1.16	-1.04	68
Efficient interlibrary loan / document delivery	5.82	8.04	7.24	1.42	-0.80	45
Convenient service hours	6.70	8.32	7.48	0.78	-0.84	612
A secure and safe place	6.59	8.48	7.90	1.30	-0.58	69
Timely document delivery / interlibrary loan	6.29	8.10	7.22	0.93	-0.88	363

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff)



This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	2.01	1.69	1.64	1.99	1.82	464
Informing me of useful library services	1.96	1.66	1.57	1.98	1.83	539
Providing information that answers my questions	1.45	0.98	1.13	1.66	1.18	69
Teaching me how to access, evaluate, and use information	1.90	1.53	1.47	1.83	1.67	524
Making me aware of library resources and services	1.90	1.42	1.76	2.38	1.92	68
Efficient interlibrary loan / document delivery	2.04	1.49	1.77	1.92	1.44	45
Convenient service hours	1.75	1.26	1.48	2.04	1.74	612
A secure and safe place	1.83	1.20	1.31	2.27	1.75	69
Timely document delivery / interlibrary loan	1.82	1.34	1.76	2.06	1.82	363

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

## 11.4 General Satisfaction Questions Summary

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.87	1.27	625
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.31	626
How would you rate the overall quality of the service provided by the library?	7.67	1.09	626

## 11.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.79	1.68	625
The library aids my advancement in my academic discipline.	6.93	1.51	625
The library enables me to be more efficient in my academic pursuits.	7.12	1.48	626
The library helps me distinguish between trustworthy and untrustworthy information.	5.85	1.78	625
The library provides me with the information skills I need in my work or study.	6.60	1.62	625

Language: American English

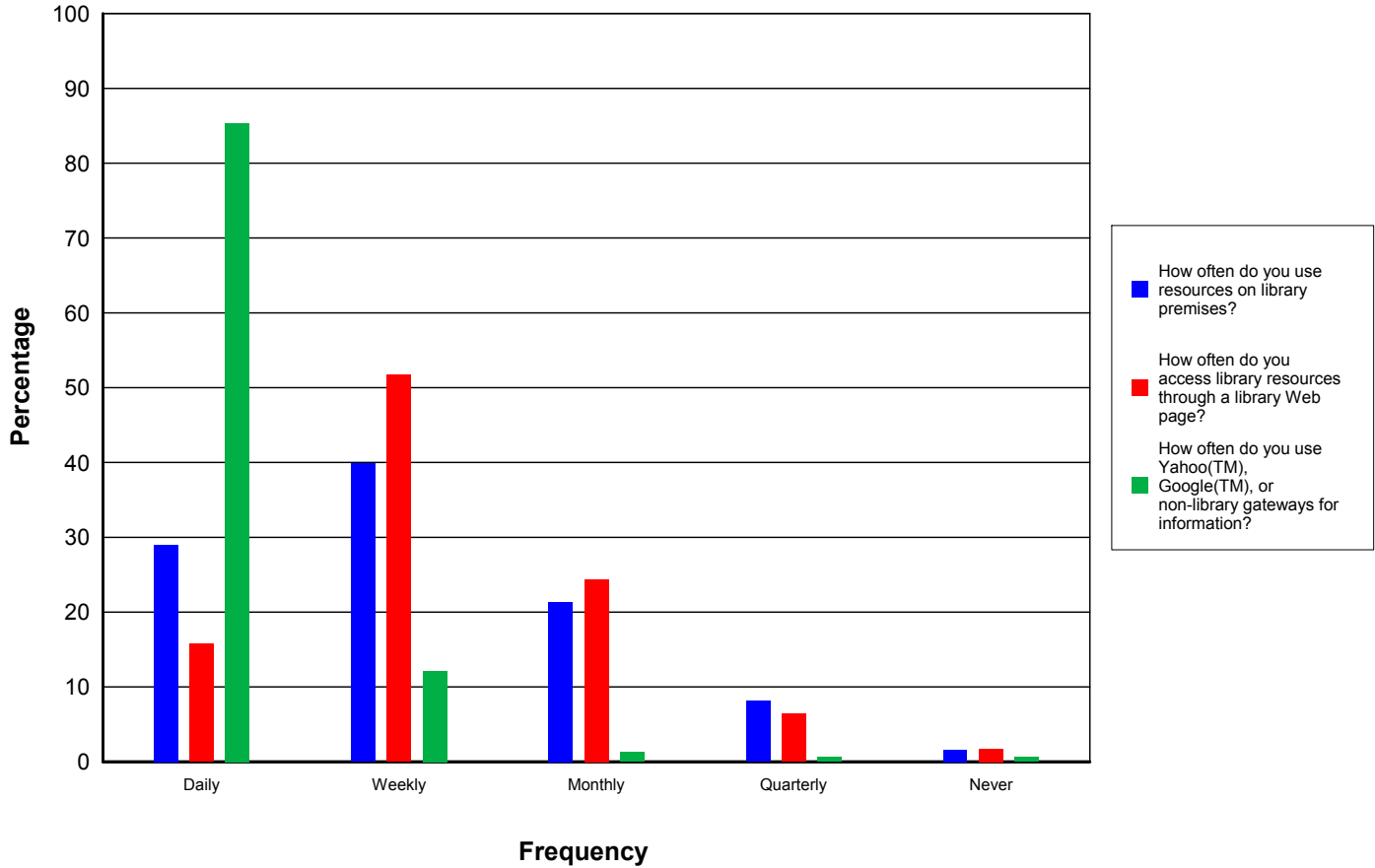
Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff)

### 11.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	182 29.03%	250 39.87%	134 21.37%	51 8.13%	10 1.59%	627 100.00%
How often do you access library resources through a library Web page?	99 15.79%	324 51.67%	153 24.40%	40 6.38%	11 1.75%	627 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	535 85.33%	76 12.12%	8 1.28%	4 0.64%	4 0.64%	627 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

## 12 Academic Law Libraries Law Students Summary for ARL

### 12.1 Demographic Summary for Law Students

#### 12.1.1 Respondent Profile for Law Students by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	24	4.67%
23 - 30	425	82.68%
31 - 45	59	11.48%
46 - 65	6	1.17%
Over 65	0	0.00%
<b>Total:</b>	<b>514</b>	<b>100.00%</b>

#### 12.1.2 Population and Respondent Profiles for Law Students by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	1,349	56.94%	266	51.75%
Female	1,020	43.06%	248	48.25%
<b>Total:</b>	<b>2,369</b>	<b>100.00%</b>	<b>514</b>	<b>100.00%</b>

### 12.1.3 Respondent Profile for Law Students by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

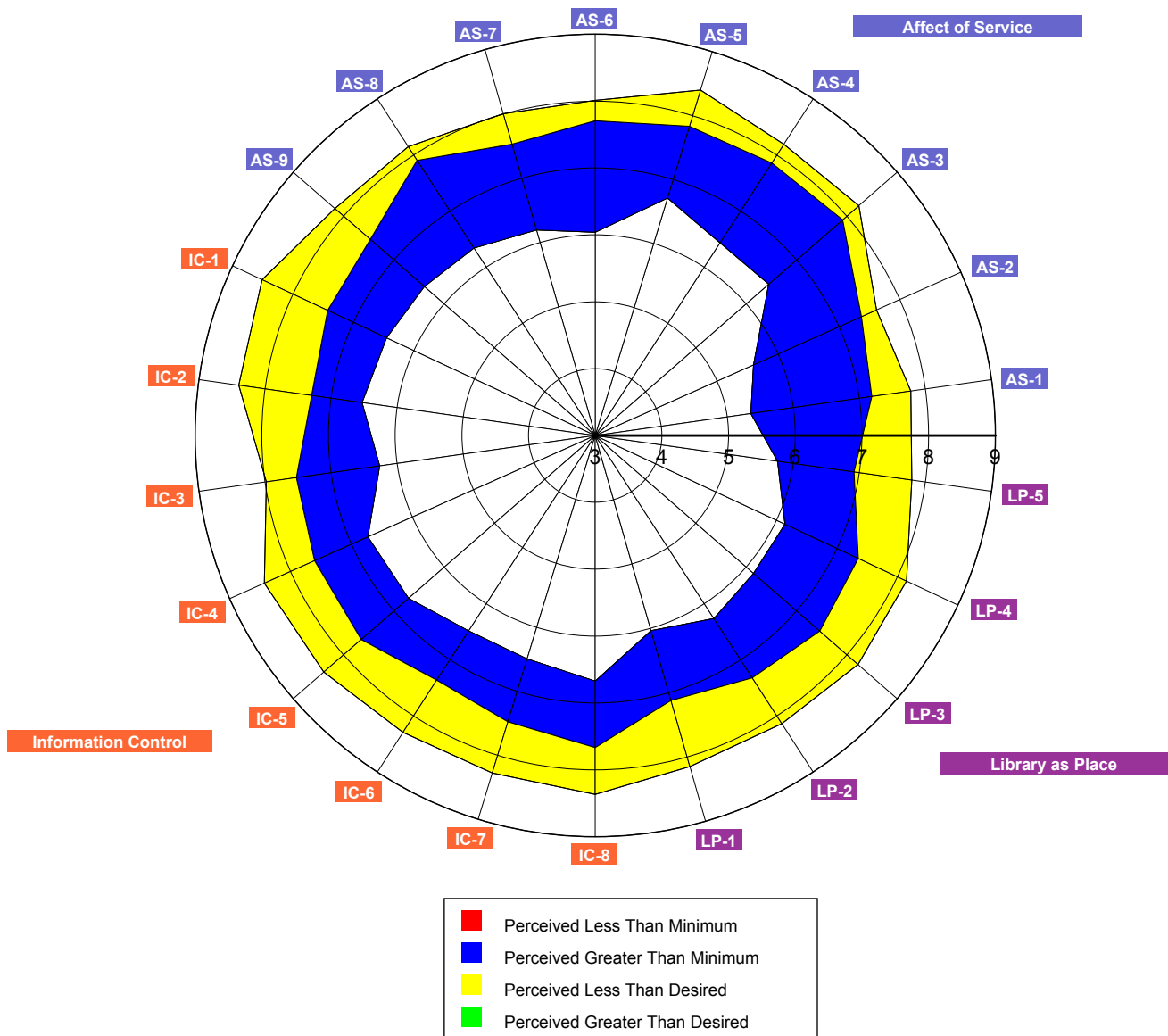
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	449	87.35%
Evening	65	12.65%
Does not apply / NA	0	0.00%
<b>Total:</b>	<b>514</b>	<b>100.00%</b>

## 12.2 Core Questions Summary for Law Students

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.36	7.78	7.19	1.83	-0.59	490
AS-2	Giving users individual attention	5.60	7.62	7.37	1.77	-0.25	486
AS-3	Employees who are consistently courteous	6.45	8.24	7.92	1.47	-0.32	507
AS-4	Readiness to respond to users' questions	6.44	8.19	7.86	1.42	-0.33	489
AS-5	Employees who have the knowledge to answer user questions	6.71	8.40	7.83	1.12	-0.57	496
AS-6	Employees who deal with users in a caring fashion	6.04	8.01	7.71	1.67	-0.31	491
AS-7	Employees who understand the needs of their users	6.20	8.00	7.53	1.34	-0.47	488
AS-8	Willingness to help users	6.34	8.15	7.90	1.56	-0.24	492
AS-9	Dependability in handling users' service problems	6.40	8.17	7.47	1.08	-0.70	369
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.46	8.51	7.43	0.97	-1.08	505
IC-2	A library Web site enabling me to locate information on my own	6.53	8.40	7.30	0.76	-1.10	509
IC-3	The printed library materials I need for my work	6.26	7.98	7.53	1.26	-0.45	477
IC-4	The electronic information resources I need	6.73	8.43	7.61	0.88	-0.83	504
IC-5	Modern equipment that lets me easily access needed information	6.71	8.39	7.65	0.94	-0.74	506
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	8.29	7.36	0.88	-0.93	502
IC-7	Making information easily accessible for independent use	6.49	8.28	7.48	0.98	-0.80	494
IC-8	Print and/or electronic journal collections I require for my work	6.67	8.37	7.67	0.99	-0.70	454
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.04	8.15	7.12	1.09	-1.03	510
LP-2	Quiet space for individual activities	6.27	8.14	7.32	1.06	-0.81	506
LP-3	A comfortable and inviting location	6.15	8.22	7.46	1.32	-0.76	509
LP-4	A getaway for study, learning, or research	6.14	8.15	7.35	1.21	-0.80	496
LP-5	Community space for group learning and group study	5.76	7.79	6.92	1.16	-0.87	486
<b>Overall:</b>		6.28	8.16	7.49	1.21	-0.67	514

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Law Students

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.77	1.44	1.40	1.63	1.56	490
AS-2	Giving users individual attention	1.82	1.40	1.35	1.75	1.41	486
AS-3	Employees who are consistently courteous	1.94	1.20	1.38	2.04	1.57	507
AS-4	Readiness to respond to users' questions	1.66	1.13	1.17	1.68	1.26	489
AS-5	Employees who have the knowledge to answer user questions	1.65	1.06	1.22	1.67	1.30	496
AS-6	Employees who deal with users in a caring fashion	1.97	1.30	1.27	1.92	1.40	491
AS-7	Employees who understand the needs of their users	1.73	1.37	1.31	1.63	1.41	488
AS-8	Willingness to help users	1.76	1.21	1.15	1.76	1.26	492
AS-9	Dependability in handling users' service problems	1.64	1.15	1.35	1.73	1.45	369
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.63	0.95	1.39	1.84	1.56	505
IC-2	A library Web site enabling me to locate information on my own	1.65	1.02	1.42	1.82	1.53	509
IC-3	The printed library materials I need for my work	1.80	1.42	1.31	1.81	1.57	477
IC-4	The electronic information resources I need	1.54	1.00	1.19	1.61	1.21	504
IC-5	Modern equipment that lets me easily access needed information	1.63	1.01	1.20	1.75	1.37	506
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.07	1.22	1.61	1.36	502
IC-7	Making information easily accessible for independent use	1.66	1.10	1.23	1.70	1.33	494
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.07	1.34	1.81	1.51	454
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.90	1.25	1.49	2.20	1.78	510
LP-2	Quiet space for individual activities	1.97	1.36	1.45	2.12	1.77	506
LP-3	A comfortable and inviting location	1.86	1.23	1.41	2.09	1.69	509
LP-4	A getaway for study, learning, or research	1.86	1.30	1.32	1.99	1.64	496
LP-5	Community space for group learning and group study	2.02	1.59	1.57	2.24	2.09	486
<b>Overall:</b>		1.33	0.79	0.90	1.33	0.98	514

Language: American English

Institution Type: Academic Law

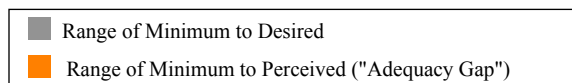
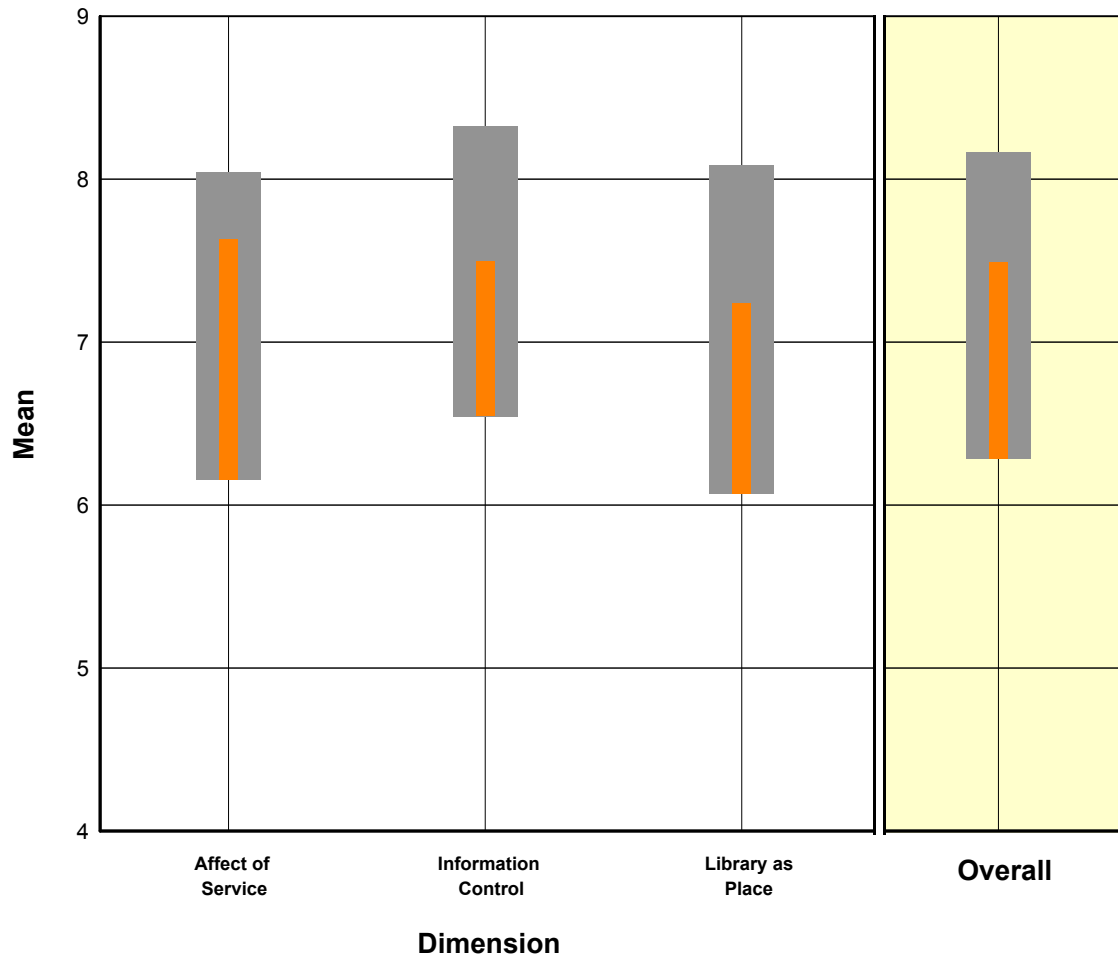
Consortium: ARL

User Group: Law Students



### 12.3 Core Question Dimensions Summary for Law Students

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.16	8.04	7.63	1.48	-0.41	511
Information Control	6.54	8.33	7.49	0.95	-0.83	514
Library as Place	6.07	8.09	7.24	1.17	-0.85	514
<b>Overall:</b>	6.28	8.16	7.49	1.21	-0.67	514

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.47	0.96	1.01	1.41	1.06	511
Information Control	1.33	0.77	0.97	1.35	1.04	514
Library as Place	1.58	1.03	1.13	1.72	1.39	514
<b>Overall:</b>	1.33	0.79	0.90	1.33	0.98	514

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Law Students

## 12.4 Local Questions Summary for Law Students

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	5.22	7.38	6.86	1.64	-0.52	381
Informing me of useful library services	5.17	7.15	6.66	1.49	-0.49	441
Providing information that answers my questions	6.29	8.58	7.85	1.56	-0.73	59
Teaching me how to access, evaluate, and use information	5.91	7.75	7.21	1.31	-0.53	432
Making me aware of library resources and services	5.41	7.72	6.64	1.22	-1.09	58
Efficient interlibrary loan / document delivery	5.58	7.89	7.21	1.63	-0.68	38
Convenient service hours	6.70	8.35	7.46	0.75	-0.89	505
A secure and safe place	6.69	8.59	7.85	1.15	-0.75	59
Timely document delivery / interlibrary loan	6.17	8.08	7.13	0.96	-0.95	292

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.99	1.67	1.59	1.97	1.80	381
Informing me of useful library services	1.95	1.68	1.53	1.95	1.80	441
Providing information that answers my questions	1.38	0.93	1.03	1.50	1.13	59
Teaching me how to access, evaluate, and use information	1.90	1.54	1.43	1.87	1.68	432
Making me aware of library resources and services	1.89	1.31	1.69	2.18	1.67	58
Efficient interlibrary loan / document delivery	2.02	1.57	1.80	1.84	1.34	38
Convenient service hours	1.73	1.26	1.50	2.07	1.77	505
A secure and safe place	1.82	0.95	1.36	2.25	1.55	59
Timely document delivery / interlibrary loan	1.78	1.29	1.74	2.12	1.87	292

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Law Students

## 12.5 General Satisfaction Questions Summary for Law Students

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.91	1.21	514
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.27	514
How would you rate the overall quality of the service provided by the library?	7.69	1.05	514

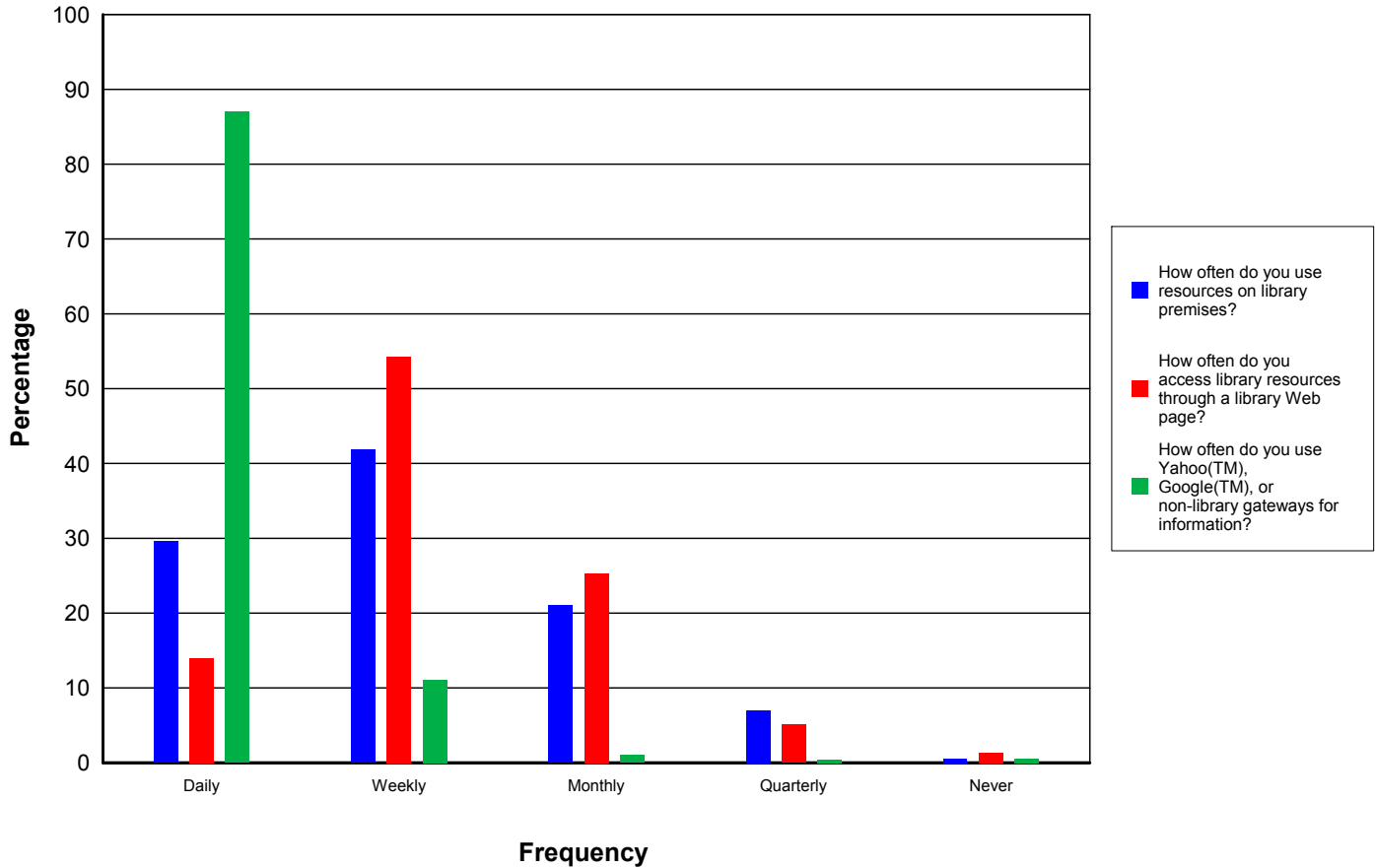
## 12.6 Information Literacy Outcomes Questions Summary for Law Students

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.68	1.62	513
The library aids my advancement in my academic discipline.	6.94	1.48	514
The library enables me to be more efficient in my academic pursuits.	7.16	1.42	514
The library helps me distinguish between trustworthy and untrustworthy information.	5.88	1.76	514
The library provides me with the information skills I need in my work or study.	6.65	1.57	514

### 12.7 Library Use Summary for Law Students

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	152 29.57%	215 41.83%	108 21.01%	36 7.00%	3 0.58%	514 100.00%
How often do you access library resources through a library Web page?	72 14.01%	279 54.28%	130 25.29%	26 5.06%	7 1.36%	514 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	447 86.96%	57 11.09%	5 0.97%	2 0.39%	3 0.58%	514 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

## 13 Academic Law Libraries Graduate Summary for ARL

### 13.1 Demographic Summary for Graduate

#### 13.1.1 Respondent Profile for Graduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	45	61.64%
31 - 45	25	34.25%
46 - 65	3	4.11%
Over 65	0	0.00%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

#### 13.1.2 Population and Respondent Profiles for Graduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	241	53.44%	35	47.95%
Female	210	46.56%	38	52.05%
<b>Total:</b>	<b>451</b>	<b>100.00%</b>	<b>73</b>	<b>100.00%</b>

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

### 13.1.3 Respondent Profile for Graduate by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	49	67.12%
Evening	16	21.92%
Does not apply / NA	8	10.96%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

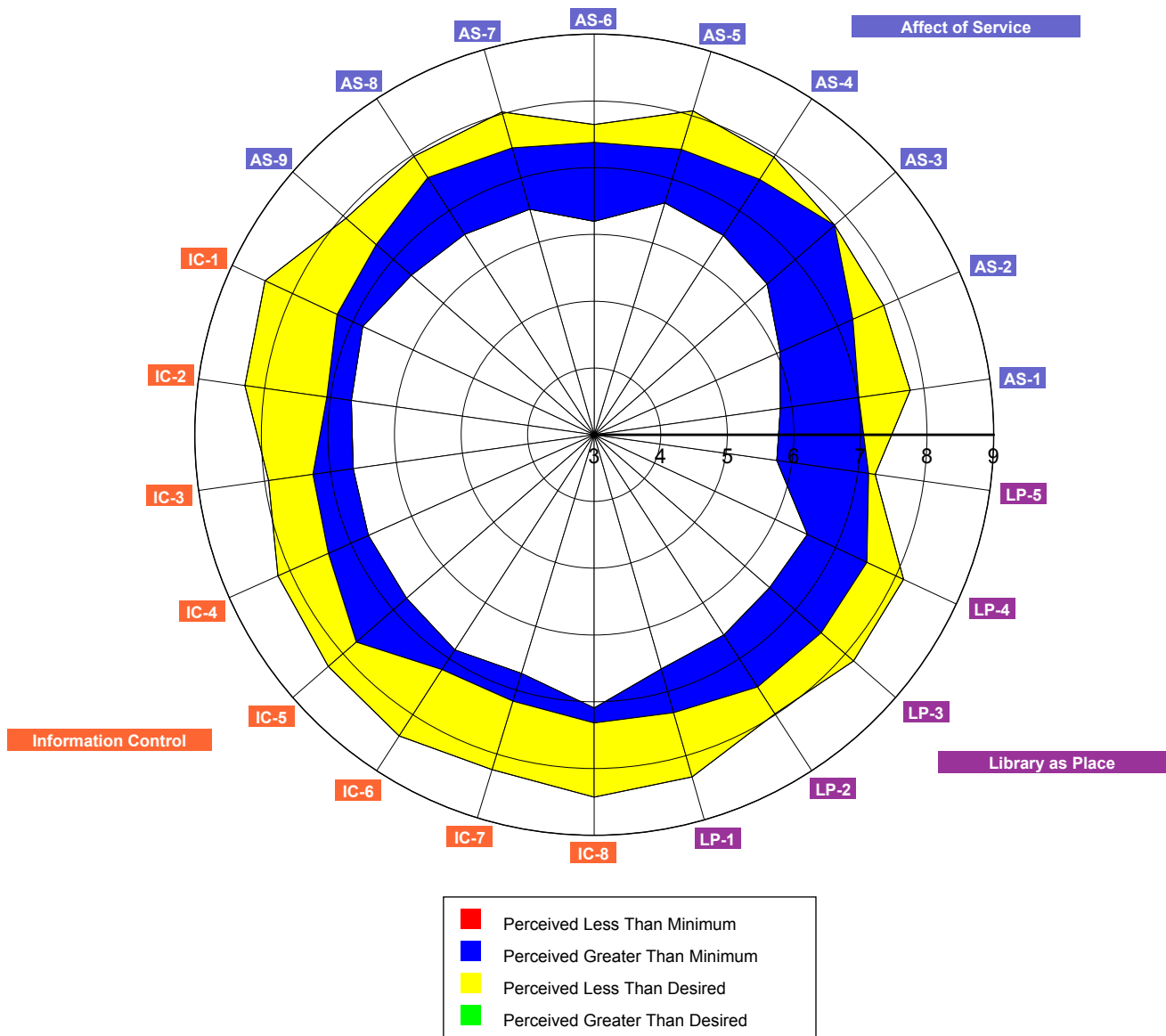


### 13.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.82	7.79	7.01	1.19	-0.78	68
AS-2	Giving users individual attention	6.06	7.76	7.25	1.20	-0.51	71
AS-3	Employees who are consistently courteous	6.44	7.79	7.79	1.34	0.00	70
AS-4	Readiness to respond to users' questions	6.56	7.96	7.56	1.00	-0.39	71
AS-5	Employees who have the knowledge to answer user questions	6.63	8.07	7.47	0.84	-0.60	68
AS-6	Employees who deal with users in a caring fashion	6.20	7.65	7.38	1.18	-0.27	71
AS-7	Employees who understand the needs of their users	6.51	8.03	7.47	0.96	-0.56	70
AS-8	Willingness to help users	6.58	7.97	7.59	1.01	-0.38	71
AS-9	Dependability in handling users' service problems	6.64	7.94	7.34	0.70	-0.60	53
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.84	8.46	7.26	0.43	-1.19	68
IC-2	A library Web site enabling me to locate information on my own	6.69	8.30	7.06	0.37	-1.24	70
IC-3	The printed library materials I need for my work	6.66	7.94	7.27	0.61	-0.67	67
IC-4	The electronic information resources I need	6.71	8.20	7.37	0.66	-0.83	70
IC-5	Modern equipment that lets me easily access needed information	6.74	8.29	7.74	1.00	-0.56	72
IC-6	Easy-to-use access tools that allow me to find things on my own	6.85	8.38	7.20	0.35	-1.18	71
IC-7	Making information easily accessible for independent use	6.74	8.25	7.17	0.43	-1.07	69
IC-8	Print and/or electronic journal collections I require for my work	7.10	8.43	7.32	0.22	-1.11	63
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.65	8.33	7.33	0.68	-1.00	72
LP-2	Quiet space for individual activities	6.58	7.99	7.51	0.93	-0.48	71
LP-3	A comfortable and inviting location	6.49	8.16	7.52	1.03	-0.64	73
LP-4	A getaway for study, learning, or research	6.54	8.13	7.52	0.99	-0.61	71
LP-5	Community space for group learning and group study	5.77	7.26	7.16	1.39	-0.10	61
<b>Overall:</b>		6.52	8.05	7.36	0.84	-0.69	73

Language: American English

Institution Type: Academic Law

Consortium: ARL

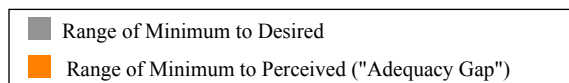
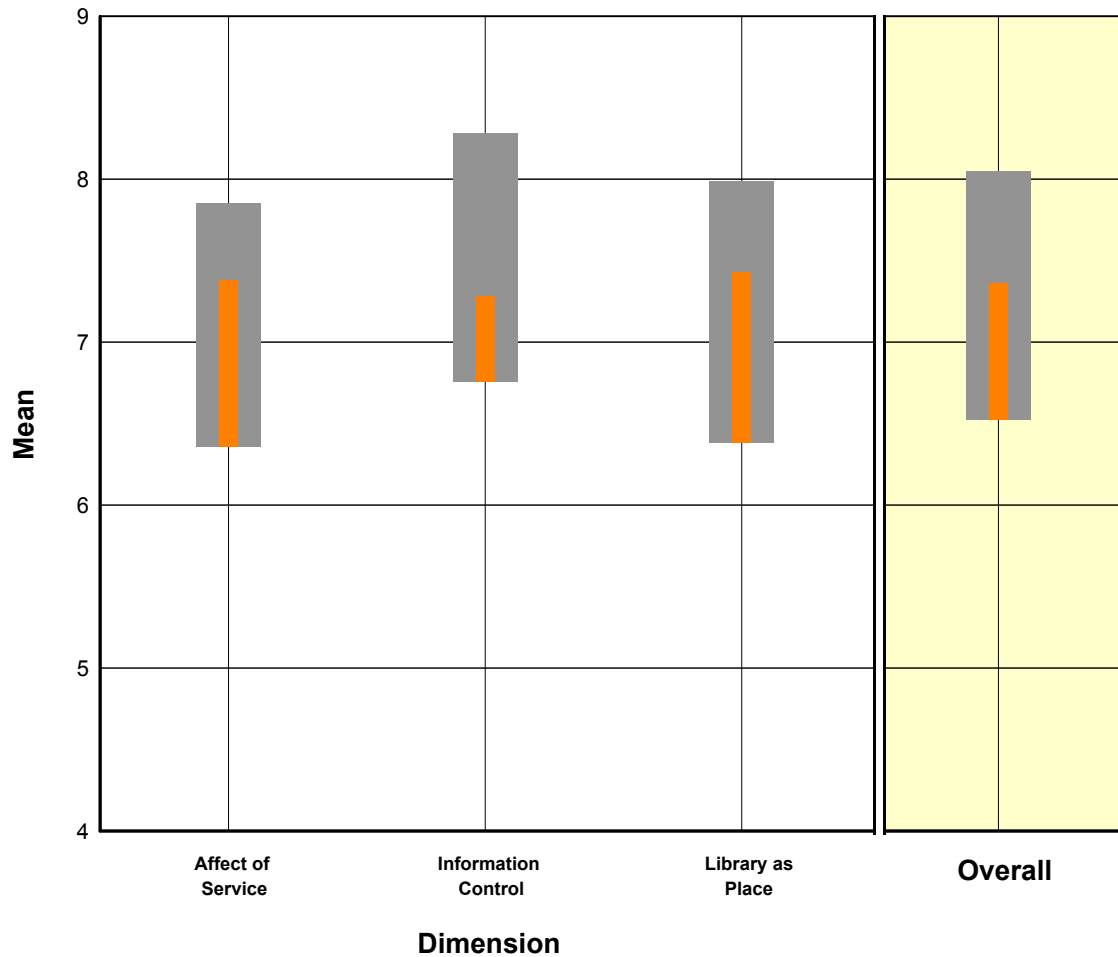
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.87	1.46	1.58	1.70	1.62	68
AS-2	Giving users individual attention	1.89	1.62	1.45	1.66	1.65	71
AS-3	Employees who are consistently courteous	1.94	1.47	1.45	1.82	1.66	70
AS-4	Readiness to respond to users' questions	2.00	1.53	1.42	1.83	1.28	71
AS-5	Employees who have the knowledge to answer user questions	1.86	1.30	1.29	1.60	1.16	68
AS-6	Employees who deal with users in a caring fashion	1.89	1.70	1.53	1.51	1.71	71
AS-7	Employees who understand the needs of their users	1.73	1.36	1.39	1.57	1.59	70
AS-8	Willingness to help users	1.86	1.38	1.55	1.61	1.43	71
AS-9	Dependability in handling users' service problems	1.65	1.38	1.49	1.42	1.28	53
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.85	1.18	1.59	1.85	1.96	68
IC-2	A library Web site enabling me to locate information on my own	1.77	1.09	1.42	1.74	1.37	70
IC-3	The printed library materials I need for my work	1.89	1.58	1.27	1.87	1.85	67
IC-4	The electronic information resources I need	1.79	1.16	1.34	1.87	1.35	70
IC-5	Modern equipment that lets me easily access needed information	1.89	1.34	1.15	1.78	1.29	72
IC-6	Easy-to-use access tools that allow me to find things on my own	1.75	0.99	1.37	1.68	1.39	71
IC-7	Making information easily accessible for independent use	1.94	1.22	1.43	1.94	1.58	69
IC-8	Print and/or electronic journal collections I require for my work	1.92	0.93	1.77	2.20	1.85	63
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.82	1.16	1.56	1.97	1.71	72
LP-2	Quiet space for individual activities	2.12	1.65	1.52	2.15	1.93	71
LP-3	A comfortable and inviting location	1.92	1.24	1.46	1.81	1.49	73
LP-4	A getaway for study, learning, or research	1.96	1.37	1.30	1.78	1.60	71
LP-5	Community space for group learning and group study	2.14	2.08	1.50	2.21	2.31	61
<b>Overall:</b>		1.58	0.99	1.02	1.20	0.97	73

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Graduate

### 13.3 Core Question Dimensions Summary for Graduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.35	7.85	7.38	1.02	-0.47	73
Information Control	6.75	8.28	7.28	0.53	-1.00	73
Library as Place	6.39	7.99	7.43	1.04	-0.56	73
<b>Overall:</b>	6.52	8.05	7.36	0.84	-0.69	73

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.64	1.21	1.22	1.29	1.12	73
Information Control	1.62	0.92	1.07	1.46	1.08	73
Library as Place	1.74	1.05	1.15	1.53	1.23	73
<b>Overall:</b>	1.58	0.99	1.02	1.20	0.97	73

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

### 13.4 Local Questions Summary for Graduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.05	7.68	6.68	0.63	-1.00	59
Informing me of useful library services	6.03	7.54	6.46	0.43	-1.09	68
Providing information that answers my questions	7.67	9.00	8.00	0.33	-1.00	3
Teaching me how to access, evaluate, and use information	6.16	7.64	6.81	0.66	-0.83	64
Making me aware of library resources and services	7.67	9.00	6.67	-1.00	-2.33	3
Efficient interlibrary loan / document delivery	7.67	9.00	7.67	0.00	-1.33	3
Convenient service hours	6.82	8.38	7.38	0.56	-1.00	72
A secure and safe place	6.00	7.33	8.33	2.33	1.00	3
Timely document delivery / interlibrary loan	6.41	7.88	7.10	0.68	-0.78	41

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.93	1.72	1.84	1.95	1.84	59
Informing me of useful library services	1.95	1.67	1.77	2.10	1.98	68
Providing information that answers my questions	2.31	0.00	1.00	2.52	1.00	3
Teaching me how to access, evaluate, and use information	1.99	1.70	1.64	1.72	1.65	64
Making me aware of library resources and services	2.31	0.00	3.21	4.58	3.21	3
Efficient interlibrary loan / document delivery	2.31	0.00	1.15	2.00	1.15	3
Convenient service hours	1.92	1.16	1.57	1.93	1.52	72
A secure and safe place	2.65	2.89	1.15	2.52	3.61	3
Timely document delivery / interlibrary loan	2.09	1.89	2.06	2.08	1.85	41

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

### 13.5 General Satisfaction Questions Summary for Graduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.35	1.58	72
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.33	73
How would you rate the overall quality of the service provided by the library?	7.27	1.22	73

### 13.6 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.14	1.69	73
The library aids my advancement in my academic discipline.	6.77	1.49	73
The library enables me to be more efficient in my academic pursuits.	6.81	1.76	73
The library helps me distinguish between trustworthy and untrustworthy information.	5.51	1.93	73
The library provides me with the information skills I need in my work or study.	6.15	1.77	73

Language: American English

Institution Type: Academic Law

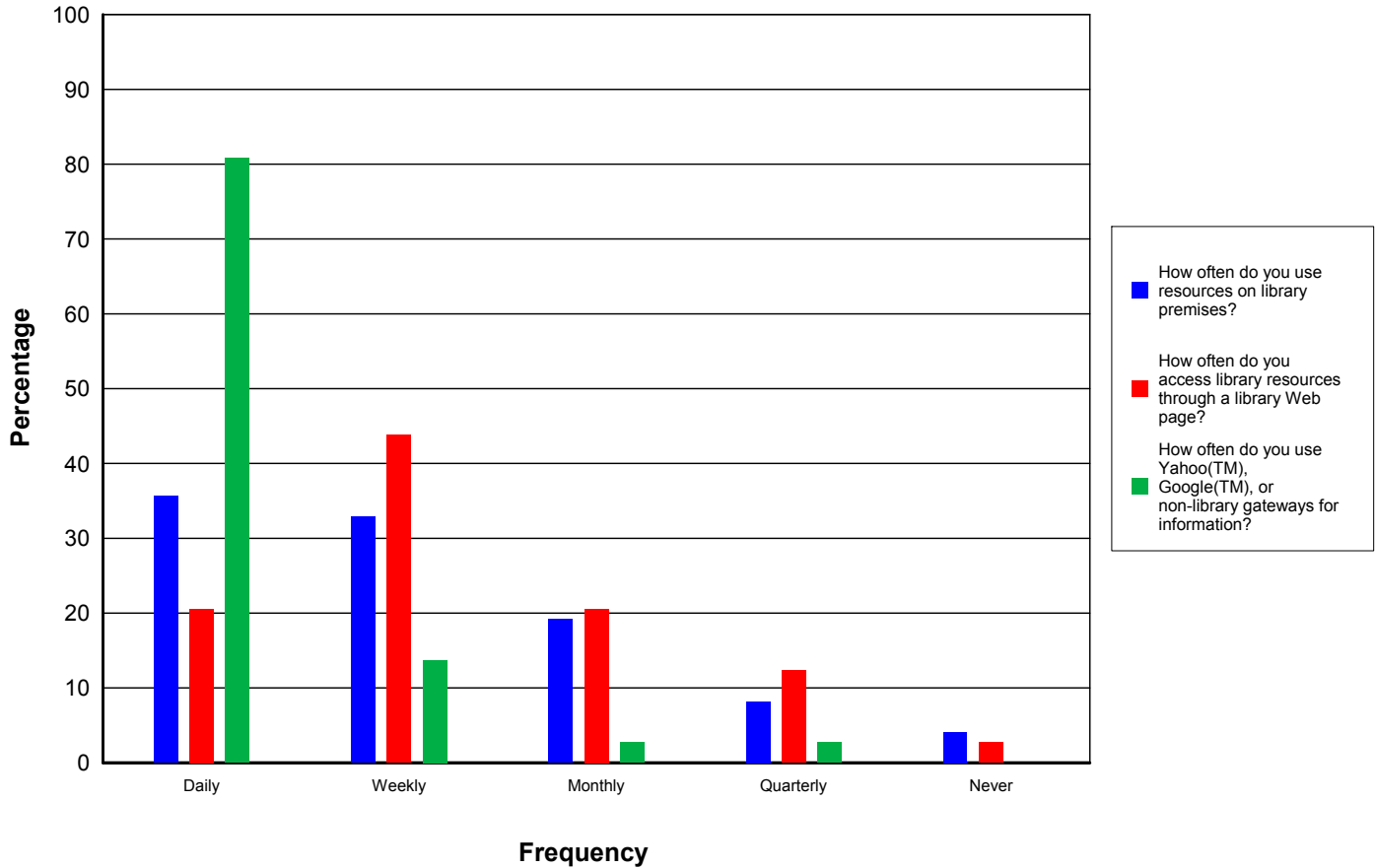
Consortium: ARL

User Group: Graduate



### 13.7 Library Use Summary for Graduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	26 35.62%	24 32.88%	14 19.18%	6 8.22%	3 4.11%	73 100.00%
How often do you access library resources through a library Web page?	15 20.55%	32 43.84%	15 20.55%	9 12.33%	2 2.74%	73 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	59 80.82%	10 13.70%	2 2.74%	2 2.74%	0 0.00%	73 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Graduate

## 14 Academic Law Libraries Faculty Summary for ARL

### 14.1 Demographic Summary for Faculty

#### 14.1.1 Respondent Profile for Faculty by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	0	0.00%
31 - 45	9	33.33%
46 - 65	16	59.26%
Over 65	2	7.41%
<b>Total:</b>	<b>27</b>	<b>100.00%</b>

#### 14.1.2 Population and Respondent Profiles for Faculty by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	280	75.07%	16	59.26%
Female	93	24.93%	11	40.74%
<b>Total:</b>	<b>373</b>	<b>100.00%</b>	<b>27</b>	<b>100.00%</b>

### 14.1.3 Respondent Profile for Faculty by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

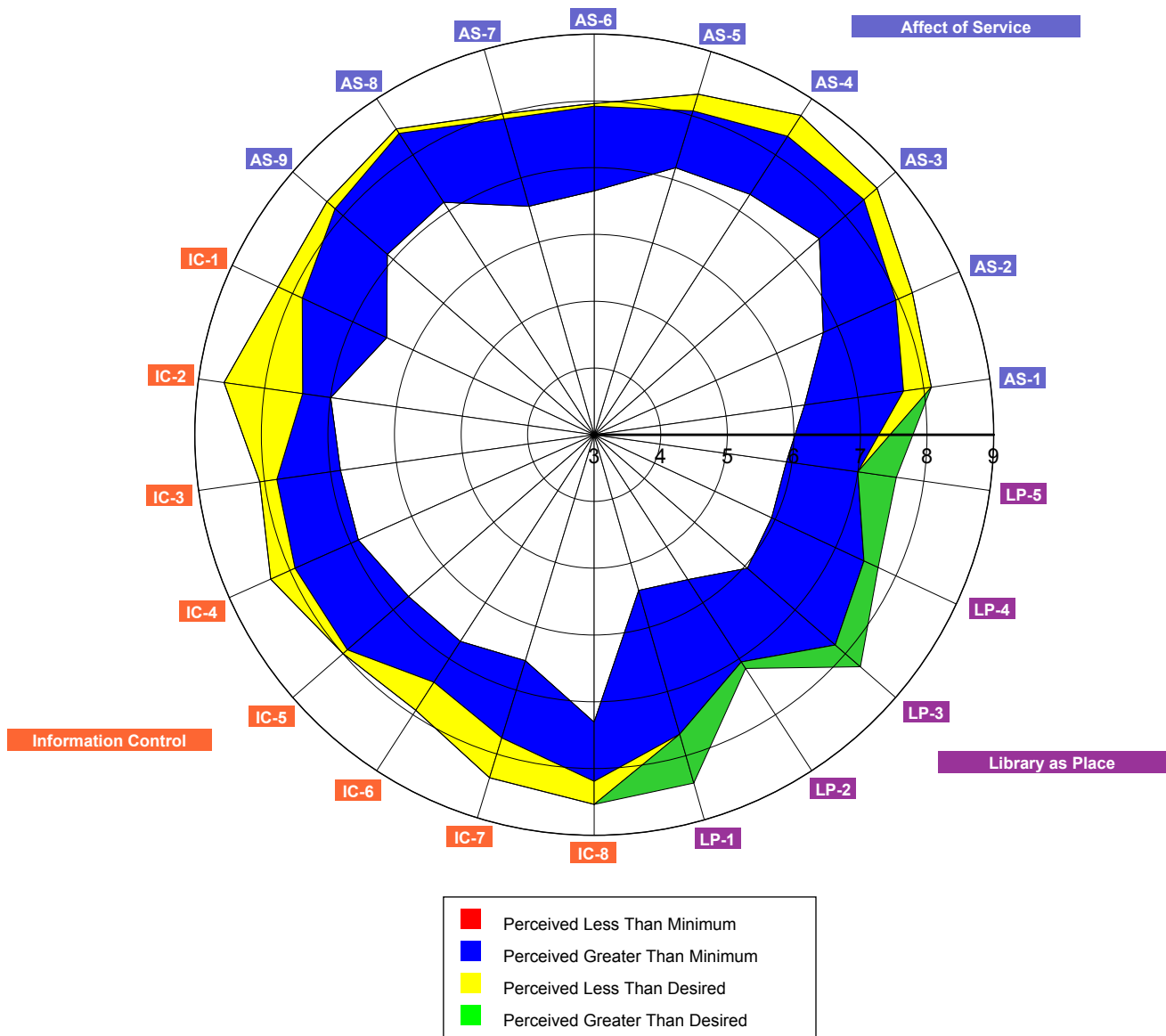
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	0	0.00%
Evening	0	0.00%
Does not apply / NA	27	100.00%
<b>Total:</b>	<b>27</b>	<b>100.00%</b>

## 14.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.19	8.12	7.69	1.50	-0.42	26
AS-2	Giving users individual attention	6.77	8.23	7.96	1.19	-0.27	26
AS-3	Employees who are consistently courteous	7.48	8.63	8.37	0.89	-0.26	27
AS-4	Readiness to respond to users' questions	7.30	8.70	8.33	1.04	-0.37	27
AS-5	Employees who have the knowledge to answer user questions	7.19	8.33	8.07	0.89	-0.26	27
AS-6	Employees who deal with users in a caring fashion	6.65	7.96	7.92	1.27	-0.04	26
AS-7	Employees who understand the needs of their users	6.56	8.00	7.92	1.36	-0.08	25
AS-8	Willingness to help users	7.15	8.46	8.38	1.23	-0.08	26
AS-9	Dependability in handling users' service problems	7.12	8.32	8.16	1.04	-0.16	25
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.44	8.24	7.84	1.40	-0.40	25
IC-2	A library Web site enabling me to locate information on my own	7.00	8.62	7.42	0.42	-1.19	26
IC-3	The printed library materials I need for my work	6.85	8.07	7.81	0.96	-0.26	27
IC-4	The electronic information resources I need	6.88	8.32	7.92	1.04	-0.40	25
IC-5	Modern equipment that lets me easily access needed information	6.70	8.00	7.91	1.22	-0.09	23
IC-6	Easy-to-use access tools that allow me to find things on my own	6.69	7.92	7.42	0.73	-0.50	26
IC-7	Making information easily accessible for independent use	6.54	8.38	7.75	1.21	-0.63	24
IC-8	Print and/or electronic journal collections I require for my work	7.31	8.54	8.19	0.88	-0.35	26
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.43	7.67	8.43	3.00	0.76	21
LP-2	Quiet space for individual activities	5.59	7.06	7.18	1.59	0.12	17
LP-3	A comfortable and inviting location	6.05	7.80	8.30	2.25	0.50	20
LP-4	A getaway for study, learning, or research	5.94	7.47	7.71	1.76	0.24	17
LP-5	Community space for group learning and group study	5.92	7.00	7.58	1.67	0.58	12
<b>Overall:</b>		6.70	8.15	7.96	1.26	-0.19	27

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.44	1.21	1.44	1.90	1.88	26
AS-2	Giving users individual attention	1.42	1.37	1.43	1.47	1.37	26
AS-3	Employees who are consistently courteous	1.40	0.93	1.18	1.50	0.94	27
AS-4	Readiness to respond to users' questions	1.20	0.72	1.07	1.37	1.28	27
AS-5	Employees who have the knowledge to answer user questions	1.44	1.27	1.17	1.60	1.83	27
AS-6	Employees who deal with users in a caring fashion	1.83	1.61	1.44	2.09	1.93	26
AS-7	Employees who understand the needs of their users	1.61	1.53	1.29	1.80	2.10	25
AS-8	Willingness to help users	1.62	1.14	0.85	1.75	1.49	26
AS-9	Dependability in handling users' service problems	1.48	1.35	1.40	1.86	1.99	25
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.56	1.36	1.31	2.04	1.83	25
IC-2	A library Web site enabling me to locate information on my own	1.26	0.70	1.55	1.77	1.72	26
IC-3	The printed library materials I need for my work	1.43	1.59	1.42	1.32	1.26	27
IC-4	The electronic information resources I need	1.59	1.31	1.08	1.51	1.61	25
IC-5	Modern equipment that lets me easily access needed information	1.49	1.38	1.08	1.86	1.73	23
IC-6	Easy-to-use access tools that allow me to find things on my own	1.35	1.49	1.10	1.48	1.63	26
IC-7	Making information easily accessible for independent use	1.56	1.21	1.36	1.35	1.38	24
IC-8	Print and/or electronic journal collections I require for my work	1.57	1.03	1.17	1.48	0.94	26
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.96	1.83	0.98	2.02	1.79	21
LP-2	Quiet space for individual activities	1.84	1.89	1.70	1.62	1.45	17
LP-3	A comfortable and inviting location	1.99	1.54	0.80	2.17	1.47	20
LP-4	A getaway for study, learning, or research	2.19	2.03	1.10	2.02	1.75	17
LP-5	Community space for group learning and group study	1.83	2.04	1.51	1.07	1.24	12
<b>Overall:</b>		1.07	0.95	0.83	1.14	1.08	27

Language: American English

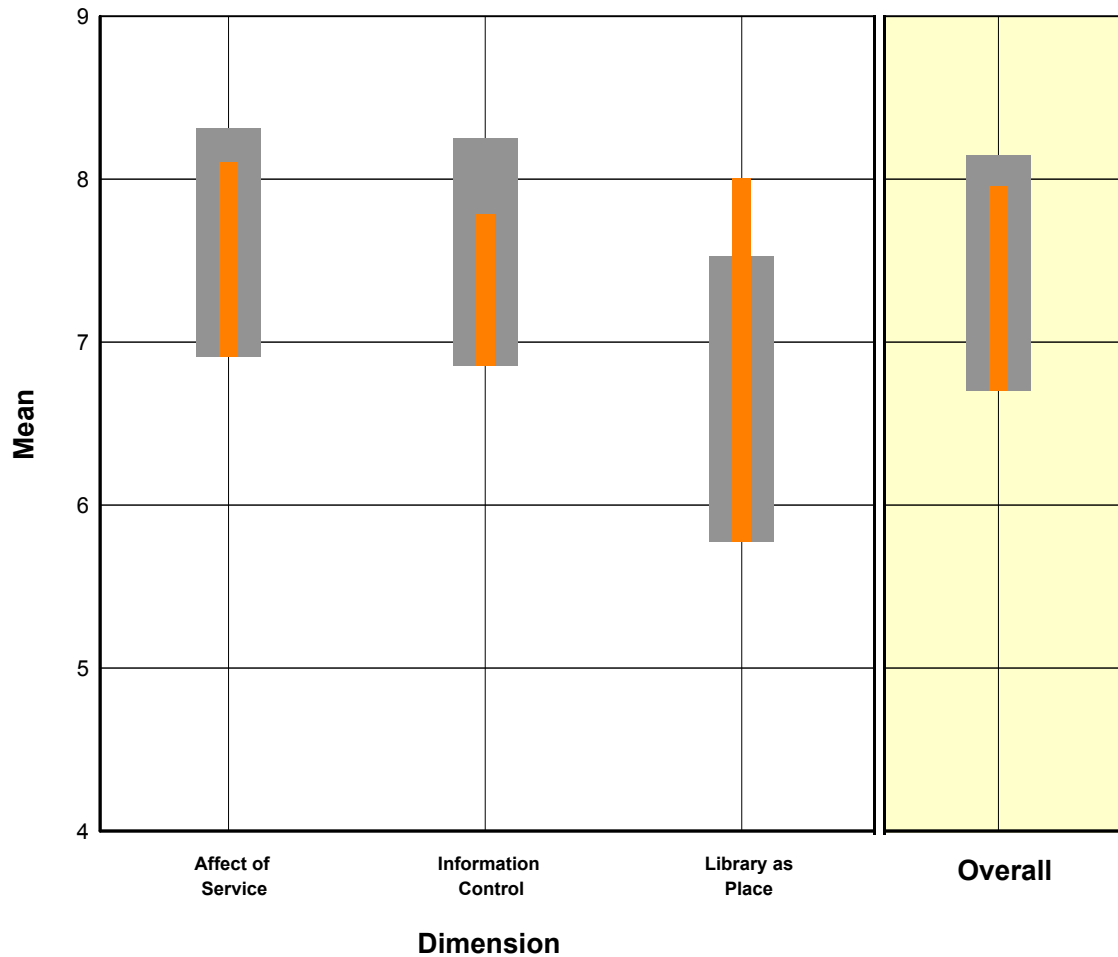
Institution Type: Academic Law

Consortium: ARL

User Group: Faculty

### 14.3 Core Question Dimensions Summary for Faculty

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired  
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Faculty

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.91	8.32	8.10	1.19	-0.21	27
Information Control	6.85	8.25	7.78	0.93	-0.47	27
Library as Place	5.78	7.53	8.01	2.23	0.48	25
<b>Overall:</b>	6.70	8.15	7.96	1.26	-0.19	27

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.08	0.85	0.95	1.30	1.30	27
Information Control	1.17	1.06	0.93	1.20	1.12	27
Library as Place	1.87	1.69	0.88	1.67	1.30	25
<b>Overall:</b>	1.07	0.95	0.83	1.14	1.08	27

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Faculty



## 14.4 Local Questions Summary for Faculty

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	5.53	7.67	6.80	1.27	-0.87	15
Informing me of useful library services	6.15	7.90	6.70	0.55	-1.20	20
Providing information that answers my questions	6.40	8.20	6.80	0.40	-1.40	5
Teaching me how to access, evaluate, and use information	6.42	8.11	7.26	0.84	-0.84	19
Making me aware of library resources and services	4.80	6.40	6.40	1.60	0.00	5
Efficient interlibrary loan / document delivery	6.33	9.00	6.67	0.33	-2.33	3
Convenient service hours	6.04	7.57	7.78	1.74	0.22	23
A secure and safe place	5.60	8.00	8.20	2.60	0.20	5
Timely document delivery / interlibrary loan	7.24	8.62	8.14	0.90	-0.48	21

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Faculty

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	2.13	2.16	1.90	1.75	2.23	15
Informing me of useful library services	1.63	1.17	1.87	1.54	1.99	20
Providing information that answers my questions	1.82	1.79	1.79	2.30	1.67	5
Teaching me how to access, evaluate, and use information	1.54	1.05	1.69	1.26	1.64	19
Making me aware of library resources and services	1.48	2.41	2.41	3.51	3.74	5
Efficient interlibrary loan / document delivery	1.15	0.00	2.31	3.06	2.31	3
Convenient service hours	1.58	1.44	0.90	1.57	1.54	23
A secure and safe place	1.95	2.24	0.84	2.70	2.77	5
Timely document delivery / interlibrary loan	1.51	0.67	1.20	1.41	1.12	21

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Faculty

## 14.5 General Satisfaction Questions Summary for Faculty

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.04	1.37	27
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.93	27
How would you rate the overall quality of the service provided by the library?	8.11	1.28	27

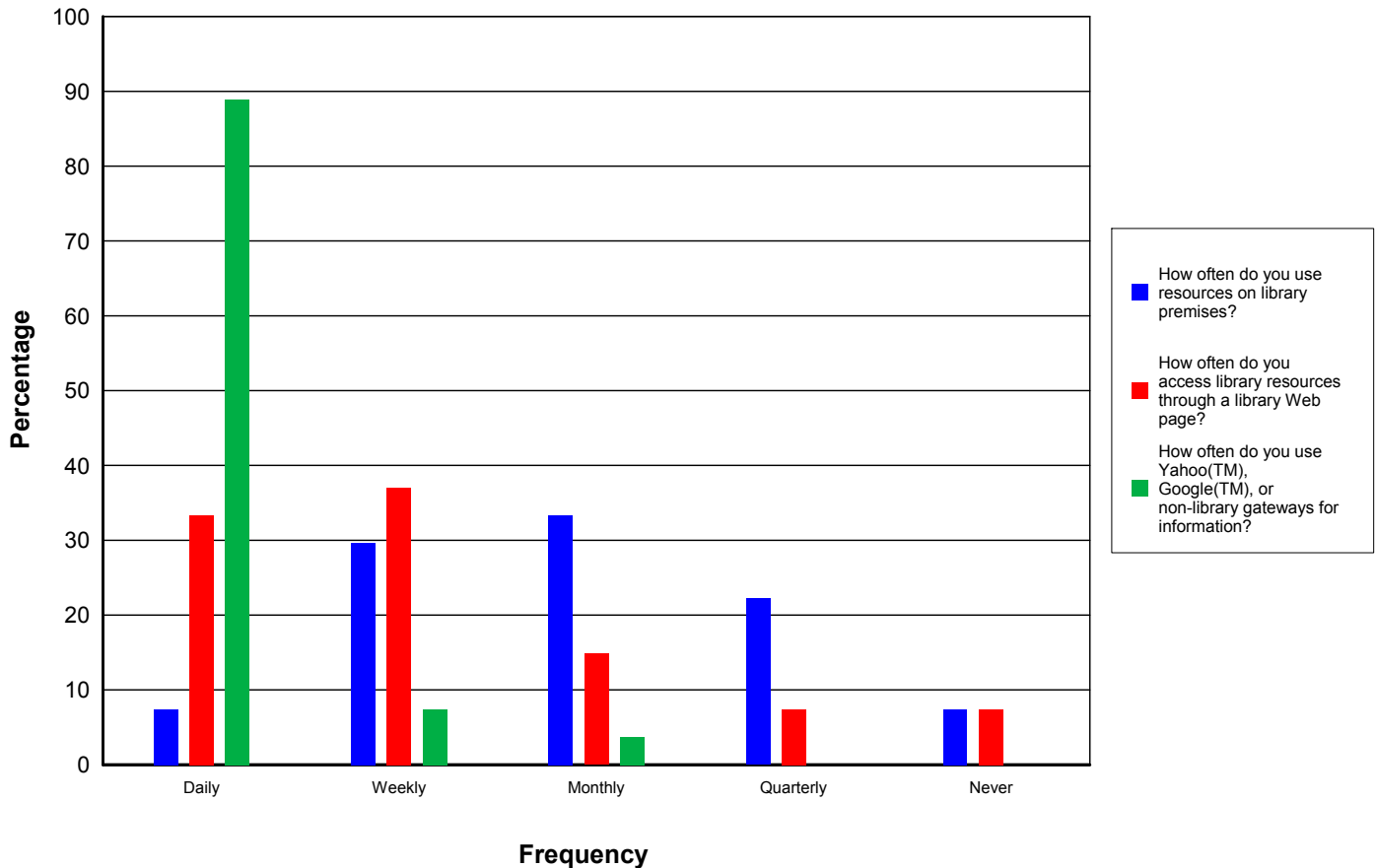
## 14.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.37	2.13	27
The library aids my advancement in my academic discipline.	6.81	2.14	26
The library enables me to be more efficient in my academic pursuits.	7.11	1.76	27
The library helps me distinguish between trustworthy and untrustworthy information.	5.58	1.63	26
The library provides me with the information skills I need in my work or study.	6.65	1.83	26

### 14.7 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	2 7.41%	8 29.63%	9 33.33%	6 22.22%	2 7.41%	27 100.00%
How often do you access library resources through a library Web page?	9 33.33%	10 37.04%	4 14.81%	2 7.41%	2 7.41%	27 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	24 88.89%	2 7.41%	1 3.70%	0 0.00%	0 0.00%	27 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Faculty

## 15 Academic Law Libraries Staff Summary for ARL

### 15.1 Demographic Summary for Staff

#### 15.1.1 Respondent Profile for Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	4	33.33%
31 - 45	3	25.00%
46 - 65	5	41.67%
Over 65	0	0.00%
<b>Total:</b>	<b>12</b>	<b>100.00%</b>

#### 15.1.2 Respondent Profile for Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	4	36.36%
Female	7	63.64%
<b>Total:</b>	<b>11</b>	<b>100.00%</b>

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

### 15.1.3 Respondent Profile for Staff by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

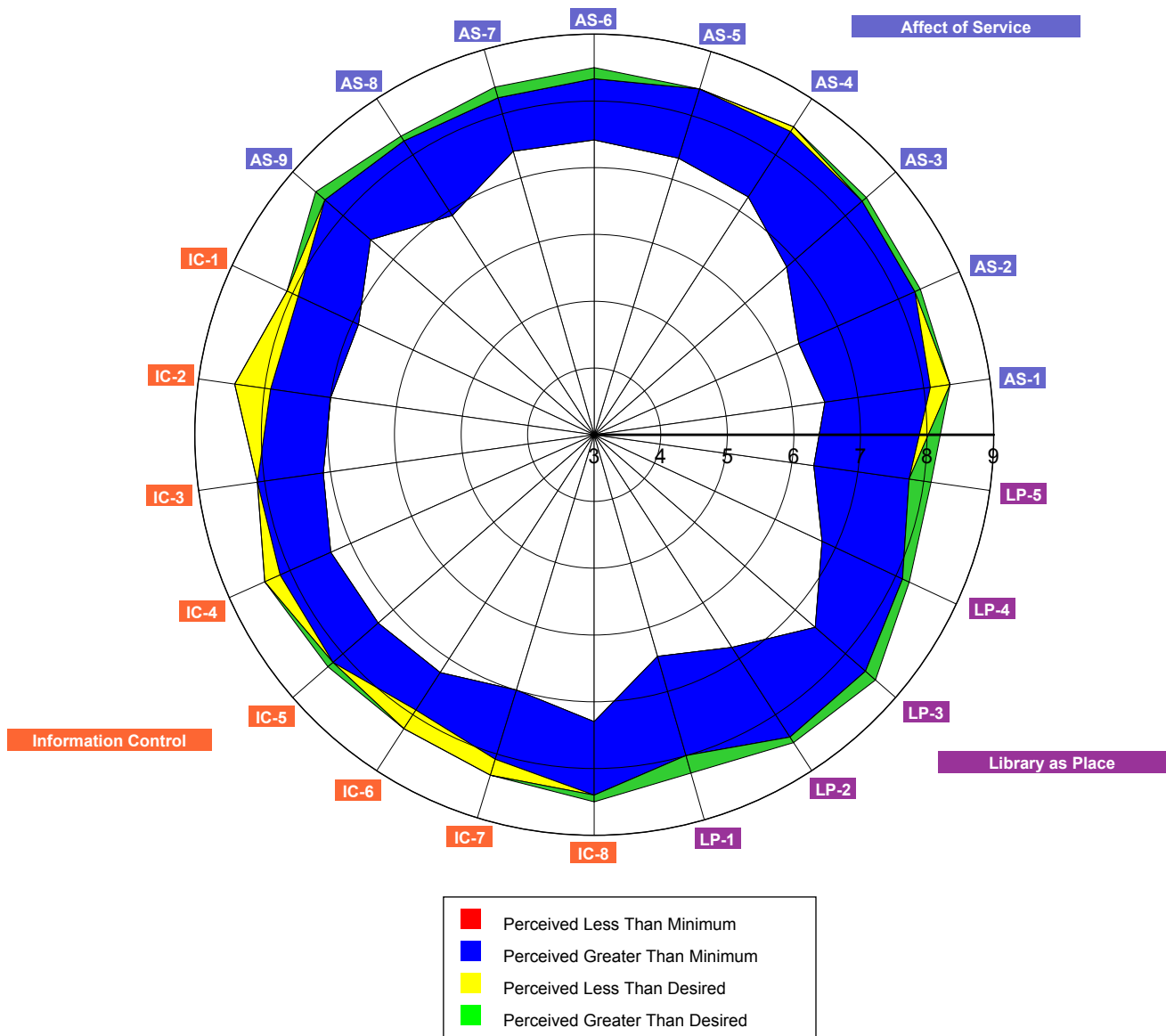
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	0	0.00%
Evening	0	0.00%
Does not apply / NA	11	100.00%
<b>Total:</b>	<b>11</b>	<b>100.00%</b>

## 15.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.50	8.40	8.10	1.60	-0.30	10
AS-2	Giving users individual attention	6.36	8.27	8.36	2.00	0.09	11
AS-3	Employees who are consistently courteous	6.83	8.33	8.42	1.58	0.08	12
AS-4	Readiness to respond to users' questions	7.25	8.50	8.42	1.17	-0.08	12
AS-5	Employees who have the knowledge to answer user questions	7.33	8.42	8.42	1.08	0.00	12
AS-6	Employees who deal with users in a caring fashion	7.42	8.33	8.50	1.08	0.17	12
AS-7	Employees who understand the needs of their users	7.42	8.25	8.42	1.00	0.17	12
AS-8	Willingness to help users	6.92	8.25	8.33	1.42	0.08	12
AS-9	Dependability in handling users' service problems	7.45	8.36	8.55	1.09	0.18	11
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.91	8.09	7.91	1.00	-0.18	11
IC-2	A library Web site enabling me to locate information on my own	7.00	8.45	7.91	0.91	-0.55	11
IC-3	The printed library materials I need for my work	7.11	8.11	8.11	1.00	0.00	9
IC-4	The electronic information resources I need	7.33	8.42	8.17	0.83	-0.25	12
IC-5	Modern equipment that lets me easily access needed information	7.30	8.20	8.30	1.00	0.10	10
IC-6	Easy-to-use access tools that allow me to find things on my own	7.25	8.25	7.92	0.67	-0.33	12
IC-7	Making information easily accessible for independent use	7.00	8.33	8.08	1.08	-0.25	12
IC-8	Print and/or electronic journal collections I require for my work	7.30	8.40	8.50	1.20	0.10	10
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.45	8.00	8.27	1.82	0.27	11
LP-2	Quiet space for individual activities	6.80	8.40	8.50	1.70	0.10	10
LP-3	A comfortable and inviting location	7.40	8.40	8.60	1.20	0.20	10
LP-4	A getaway for study, learning, or research	6.78	8.11	8.22	1.44	0.11	9
LP-5	Community space for group learning and group study	6.33	7.78	8.11	1.78	0.33	9
<b>Overall:</b>		7.01	8.30	8.32	1.31	0.02	12

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Staff

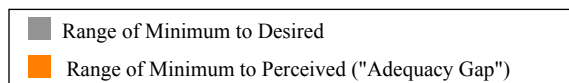
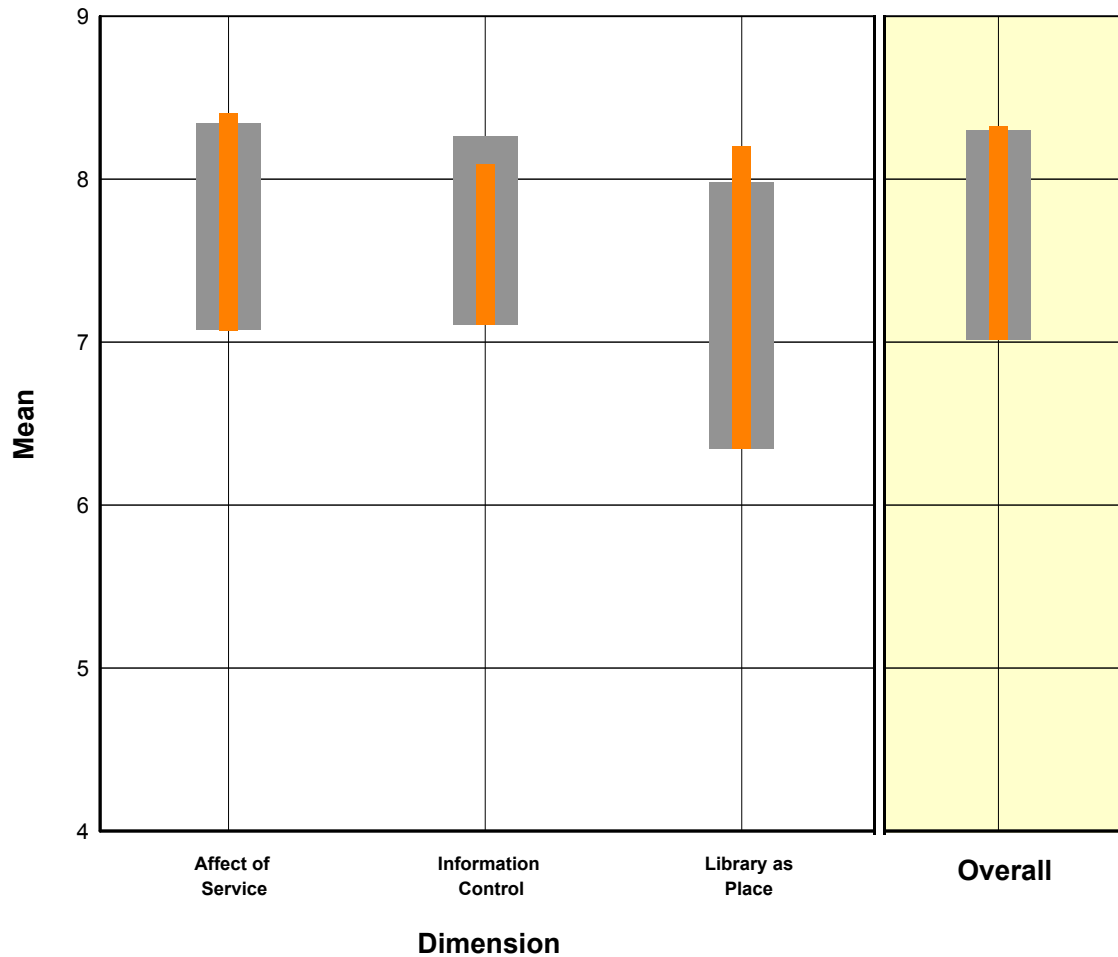


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.84	0.70	0.88	1.84	0.95	10
AS-2	Giving users individual attention	2.38	0.90	0.81	2.45	0.83	11
AS-3	Employees who are consistently courteous	2.48	0.98	1.08	2.75	1.16	12
AS-4	Readiness to respond to users' questions	1.29	0.80	0.90	1.27	0.67	12
AS-5	Employees who have the knowledge to answer user questions	1.15	0.67	0.90	1.38	1.13	12
AS-6	Employees who deal with users in a caring fashion	1.73	0.98	0.90	1.56	1.03	12
AS-7	Employees who understand the needs of their users	1.68	0.87	0.79	1.28	0.58	12
AS-8	Willingness to help users	1.88	0.87	0.98	1.44	0.67	12
AS-9	Dependability in handling users' service problems	1.51	0.81	0.93	1.45	0.98	11
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.58	1.30	1.22	1.79	0.87	11
IC-2	A library Web site enabling me to locate information on my own	1.67	0.82	1.51	1.87	1.63	11
IC-3	The printed library materials I need for my work	1.62	0.78	0.93	1.66	0.71	9
IC-4	The electronic information resources I need	1.30	0.90	1.19	1.85	1.60	12
IC-5	Modern equipment that lets me easily access needed information	1.49	0.79	0.67	1.41	0.74	10
IC-6	Easy-to-use access tools that allow me to find things on my own	1.36	0.87	1.38	1.44	1.30	12
IC-7	Making information easily accessible for independent use	1.35	0.78	1.16	1.56	1.36	12
IC-8	Print and/or electronic journal collections I require for my work	1.42	0.84	0.71	0.92	0.57	10
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.34	1.00	1.10	1.66	1.01	11
LP-2	Quiet space for individual activities	1.81	0.84	0.85	1.64	0.57	10
LP-3	A comfortable and inviting location	1.26	0.70	0.70	1.23	0.79	10
LP-4	A getaway for study, learning, or research	1.99	1.36	0.97	1.42	0.78	9
LP-5	Community space for group learning and group study	2.45	1.20	0.78	2.05	0.71	9
<b>Overall:</b>		1.38	0.63	0.68	1.19	0.64	12

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Staff

### 15.3 Core Question Dimensions Summary for Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.07	8.34	8.41	1.33	0.06	12
Information Control	7.11	8.27	8.10	0.99	-0.17	12
Library as Place	6.35	7.98	8.20	1.85	0.22	11
<b>Overall:</b>	7.01	8.30	8.32	1.31	0.02	12

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.46	0.72	0.80	1.32	0.71	12
Information Control	1.25	0.63	1.01	1.45	1.02	12
Library as Place	2.35	1.04	0.99	1.58	0.60	11
<b>Overall:</b>	1.38	0.63	0.68	1.19	0.64	12

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

## 15.4 Local Questions Summary for Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.63	7.75	7.00	0.38	-0.75	8
Informing me of useful library services	6.67	7.56	7.89	1.22	0.33	9
Providing information that answers my questions	7.00	9.00	7.50	0.50	-1.50	2
Teaching me how to access, evaluate, and use information	7.25	8.25	8.38	1.13	0.13	8
Making me aware of library resources and services	5.00	7.00	6.50	1.50	-0.50	2
Efficient interlibrary loan / document delivery	8.00	8.00	9.00	1.00	1.00	1
Convenient service hours	7.00	8.09	8.55	1.55	0.45	11
A secure and safe place	7.00	8.00	8.00	1.00	0.00	2
Timely document delivery / interlibrary loan	7.44	8.56	8.67	1.22	0.11	9

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	2.20	1.28	1.85	1.77	1.83	8
Informing me of useful library services	1.80	0.88	1.05	1.72	0.87	9
Providing information that answers my questions	1.41	0.00	2.12	3.54	2.12	2
Teaching me how to access, evaluate, and use information	1.39	0.71	0.74	0.83	0.64	8
Making me aware of library resources and services	0.00	0.00	0.71	0.71	0.71	2
Efficient interlibrary loan / document delivery						1
Convenient service hours	1.34	0.94	0.69	1.04	0.69	11
A secure and safe place	0.00	1.41	1.41	1.41	0.00	2
Timely document delivery / interlibrary loan	1.33	0.73	0.50	1.48	0.78	9

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

## 15.5 General Satisfaction Questions Summary for Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.45	0.82	11
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	1.18	11
How would you rate the overall quality of the service provided by the library?	8.55	0.69	11

## 15.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.55	1.57	11
The library aids my advancement in my academic discipline.	7.55	1.21	11
The library enables me to be more efficient in my academic pursuits.	7.82	1.33	11
The library helps me distinguish between trustworthy and untrustworthy information.	7.45	1.57	11
The library provides me with the information skills I need in my work or study.	7.45	1.92	11

Language: American English

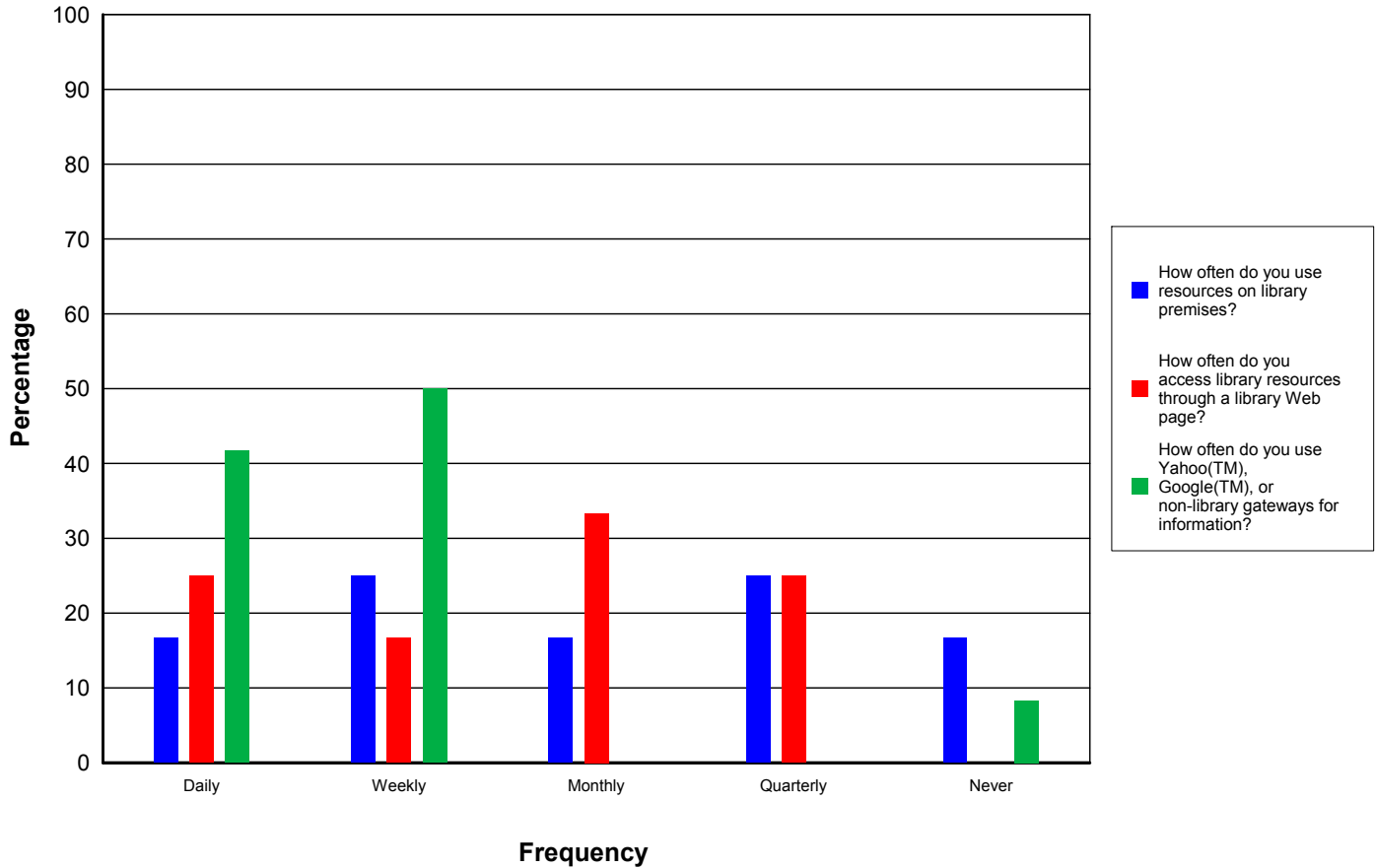
Institution Type: Academic Law

Consortium: ARL

User Group: Staff

### 15.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	2 16.67%	3 25.00%	2 16.67%	3 25.00%	2 16.67%	12 100.00%
How often do you access library resources through a library Web page?	3 25.00%	2 16.67%	4 33.33%	3 25.00%	0 0.00%	12 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	5 41.67%	6 50.00%	0 0.00%	0 0.00%	1 8.33%	12 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Staff

## 16 College or University Libraries Demographic Summary for ARL

### 16.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	2,138	7.00%
Second year	2,459	8.05%
Third year	2,672	8.74%
Fourth year	2,901	9.49%
Fifth year and above	796	2.60%
Non-degree	105	0.34%
<b>Sub Total:</b>	<b>11,071</b>	<b>36.22%</b>
<b>Graduate</b>		
Masters	4,458	14.59%
Doctoral	5,605	18.34%
Non-degree or Undecided	251	0.82%
<b>Sub Total:</b>	<b>10,314</b>	<b>33.75%</b>
<b>Faculty</b>		
Adjunct Faculty	363	1.19%
Assistant Professor	1,343	4.39%
Associate Professor	1,449	4.74%
Lecturer	406	1.33%
Professor	1,855	6.07%
Other Academic Status	680	2.22%
<b>Sub Total:</b>	<b>6,096</b>	<b>19.95%</b>
<b>Library Staff</b>		
Administrator	58	0.19%
Manager, Head of Unit	135	0.44%
Public Services	250	0.82%
Systems	25	0.08%
Technical Services	190	0.62%
Other	172	0.56%
<b>Sub Total:</b>	<b>830</b>	<b>2.72%</b>
<b>Staff</b>		
Research Staff	740	2.42%
Other staff positions	1,511	4.94%
<b>Sub Total:</b>	<b>2,251</b>	<b>7.37%</b>
<b>Total:</b>	<b>30,562</b>	<b>100.00%</b>

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All

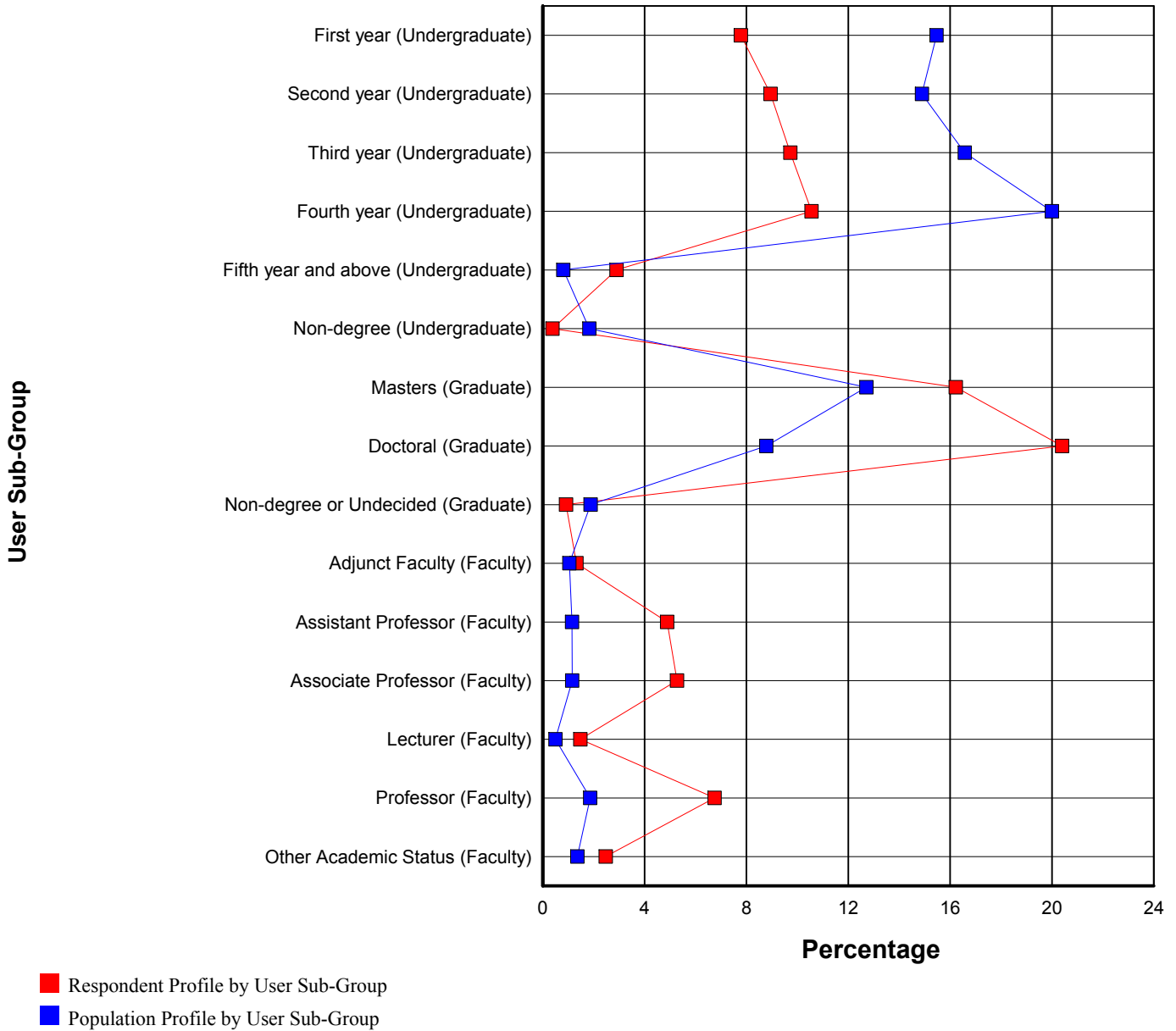


## 16.2 Population and Respondent Profiles by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user sub-group, for both the general population (N) and survey respondents (n).

*\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	175,885	15.47%	2,138	7.78%	7.69%
Second year (Undergraduate)	169,351	14.89%	2,459	8.95%	5.94%
Third year (Undergraduate)	188,471	16.57%	2,672	9.72%	6.85%
Fourth year (Undergraduate)	227,386	19.99%	2,901	10.56%	9.44%
Fifth year and above (Undergraduate)	9,164	0.81%	796	2.90%	-2.09%
Non-degree (Undergraduate)	20,791	1.83%	105	0.38%	1.45%
Masters (Graduate)	144,528	12.71%	4,458	16.22%	-3.51%
Doctoral (Graduate)	99,859	8.78%	5,605	20.40%	-11.61%
Non-degree or Undecided (Graduate)	21,384	1.88%	251	0.91%	0.97%
Adjunct Faculty (Faculty)	11,883	1.04%	363	1.32%	-0.28%
Assistant Professor (Faculty)	13,085	1.15%	1,343	4.89%	-3.74%
Associate Professor (Faculty)	13,147	1.16%	1,449	5.27%	-4.12%
Lecturer (Faculty)	5,656	0.50%	406	1.48%	-0.98%
Professor (Faculty)	21,167	1.86%	1,855	6.75%	-4.89%
Other Academic Status (Faculty)	15,464	1.36%	680	2.47%	-1.11%
<b>Total:</b>	<b>1,137,221</b>	<b>100.00%</b>	<b>27,481</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English

Institution Type: College or University

Consortium: ARL

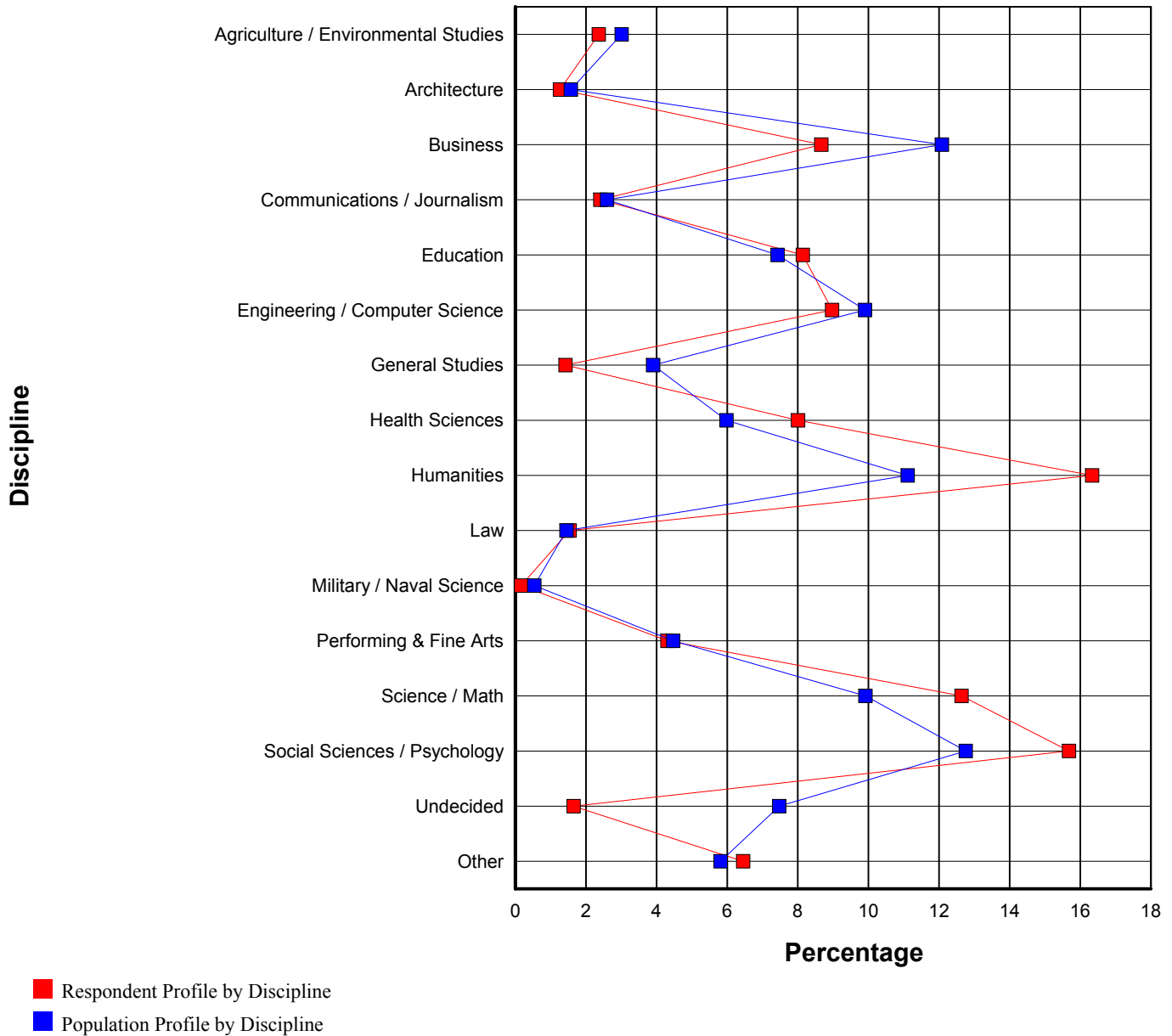
User Group: All (Excluding Library Staff, Staff, Other Patrons)

### 16.3 Population and Respondent Profiles by Standard Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).

*\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	31,672	3.01%	649	2.36%	0.65%
Architecture	16,528	1.57%	347	1.26%	0.31%
Business	127,099	12.08%	2,380	8.67%	3.41%
Communications / Journalism	27,315	2.60%	661	2.41%	0.19%
Education	78,155	7.43%	2,236	8.14%	-0.71%
Engineering / Computer Science	104,232	9.91%	2,464	8.97%	0.94%
General Studies	41,041	3.90%	390	1.42%	2.48%
Health Sciences	62,920	5.98%	2,199	8.01%	-2.03%
Humanities	116,931	11.11%	4,487	16.34%	-5.22%
Law	15,249	1.45%	422	1.54%	-0.09%
Military / Naval Science	5,645	0.54%	45	0.16%	0.37%
Performing & Fine Arts	47,050	4.47%	1,183	4.31%	0.16%
Science / Math	104,317	9.91%	3,471	12.64%	-2.72%
Social Sciences / Psychology	134,242	12.76%	4,307	15.68%	-2.92%
Undecided	78,626	7.47%	453	1.65%	5.82%
Other	61,174	5.81%	1,772	6.45%	-0.64%
<b>Total:</b>	<b>1,052,196</b>	<b>100.00%</b>	<b>27,466</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff, Staff, Other Patrons)

## 16.4 Respondent Profile by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	49	0.16%
18 - 22	9,190	30.93%
23 - 30	8,147	27.42%
31 - 45	6,477	21.80%
46 - 65	5,368	18.07%
Over 65	477	1.61%
<b>Total:</b>	<b>29,708</b>	<b>100.00%</b>

## 16.5 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	524,738	48.52%	13,028	43.88%
Female	556,777	51.48%	16,665	56.12%
<b>Total:</b>	<b>1,081,515</b>	<b>100.00%</b>	<b>29,693</b>	<b>100.00%</b>

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

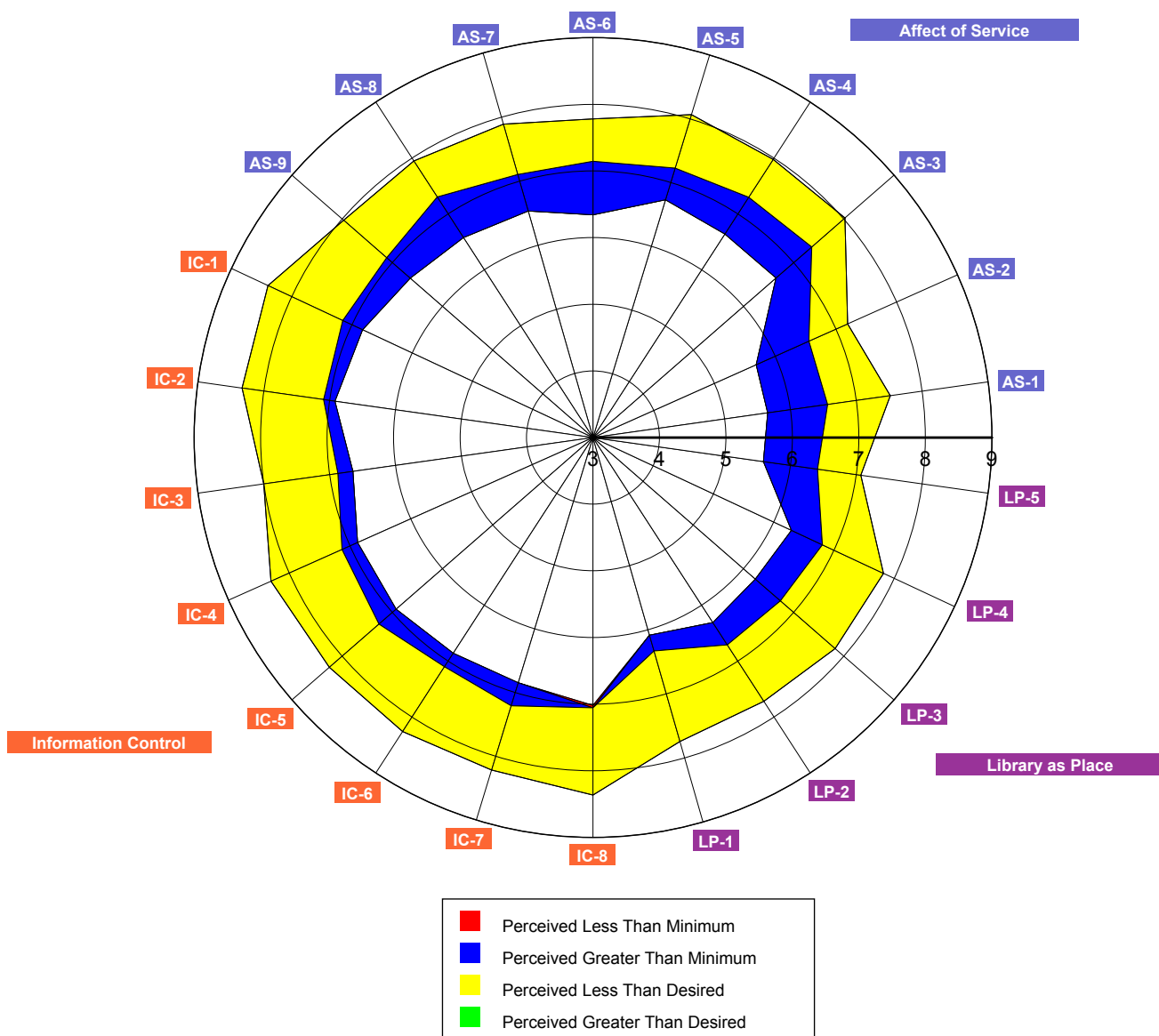
## 17 College or University Libraries Survey Item Summary for ARL

### 17.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.65	7.52	6.57	0.91	-0.95	27,640
AS-2	Giving users individual attention	5.69	7.19	6.56	0.87	-0.64	27,985
AS-3	Employees who are consistently courteous	6.65	8.02	7.36	0.71	-0.66	28,958
AS-4	Readiness to respond to users' questions	6.64	7.98	7.30	0.66	-0.68	28,129
AS-5	Employees who have the knowledge to answer user questions	6.73	8.07	7.23	0.50	-0.84	27,931
AS-6	Employees who deal with users in a caring fashion	6.34	7.78	7.15	0.80	-0.63	27,824
AS-7	Employees who understand the needs of their users	6.54	7.89	7.11	0.57	-0.78	27,525
AS-8	Willingness to help users	6.58	7.95	7.30	0.73	-0.64	27,947
AS-9	Dependability in handling users' service problems	6.65	7.97	7.11	0.47	-0.86	24,668
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.83	8.39	7.16	0.33	-1.24	29,080
IC-2	A library Web site enabling me to locate information on my own	6.92	8.33	7.09	0.17	-1.24	29,367
IC-3	The printed library materials I need for my work	6.65	8.00	6.88	0.23	-1.13	27,397
IC-4	The electronic information resources I need	6.88	8.30	7.13	0.26	-1.17	29,078
IC-5	Modern equipment that lets me easily access needed information	6.93	8.26	7.27	0.34	-0.99	28,681
IC-6	Easy-to-use access tools that allow me to find things on my own	6.86	8.26	7.10	0.24	-1.16	28,906
IC-7	Making information easily accessible for independent use	6.85	8.22	7.21	0.36	-1.01	28,627
IC-8	Print and/or electronic journal collections I require for my work	7.06	8.36	7.02	-0.04	-1.34	27,836
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.09	7.75	6.33	0.25	-1.41	28,017
LP-2	Quiet space for individual activities	6.31	7.72	6.71	0.40	-1.01	27,222
LP-3	A comfortable and inviting location	6.24	7.83	6.74	0.50	-1.09	28,414
LP-4	A getaway for study, learning, or research	6.30	7.82	6.81	0.51	-1.01	27,321
LP-5	Community space for group learning and group study	5.59	7.07	6.41	0.82	-0.66	23,851
<b>Overall:</b>		6.51	7.95	6.98	0.47	-0.97	29,732

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.85	1.57	1.69	1.91	1.80	27,640
AS-2	Giving users individual attention	1.98	1.75	1.79	1.91	1.78	27,985
AS-3	Employees who are consistently courteous	1.81	1.33	1.60	1.98	1.71	28,958
AS-4	Readiness to respond to users' questions	1.68	1.29	1.52	1.81	1.58	28,129
AS-5	Employees who have the knowledge to answer user questions	1.69	1.27	1.53	1.85	1.61	27,931
AS-6	Employees who deal with users in a caring fashion	1.85	1.46	1.56	1.90	1.66	27,824
AS-7	Employees who understand the needs of their users	1.73	1.34	1.53	1.86	1.62	27,525
AS-8	Willingness to help users	1.76	1.33	1.52	1.82	1.55	27,947
AS-9	Dependability in handling users' service problems	1.70	1.32	1.57	1.87	1.66	24,668
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.75	1.12	1.65	2.05	1.76	29,080
IC-2	A library Web site enabling me to locate information on my own	1.66	1.12	1.60	1.98	1.71	29,367
IC-3	The printed library materials I need for my work	1.73	1.39	1.65	2.01	1.84	27,397
IC-4	The electronic information resources I need	1.63	1.12	1.46	1.90	1.61	29,078
IC-5	Modern equipment that lets me easily access needed information	1.63	1.14	1.49	1.85	1.58	28,681
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.12	1.49	1.90	1.61	28,906
IC-7	Making information easily accessible for independent use	1.61	1.14	1.44	1.83	1.54	28,627
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.14	1.64	2.12	1.80	27,836
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.94	1.66	1.97	2.43	2.36	28,017
LP-2	Quiet space for individual activities	1.99	1.70	1.86	2.38	2.23	27,222
LP-3	A comfortable and inviting location	1.87	1.49	1.87	2.29	2.13	28,414
LP-4	A getaway for study, learning, or research	1.95	1.62	1.76	2.20	2.05	27,321
LP-5	Community space for group learning and group study	2.17	2.07	1.90	2.41	2.39	23,851
<b>Overall:</b>		1.34	0.92	1.16	1.44	1.20	29,732

Language: American English

Institution Type: College or University

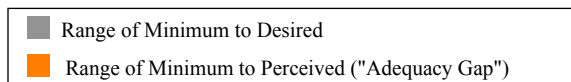
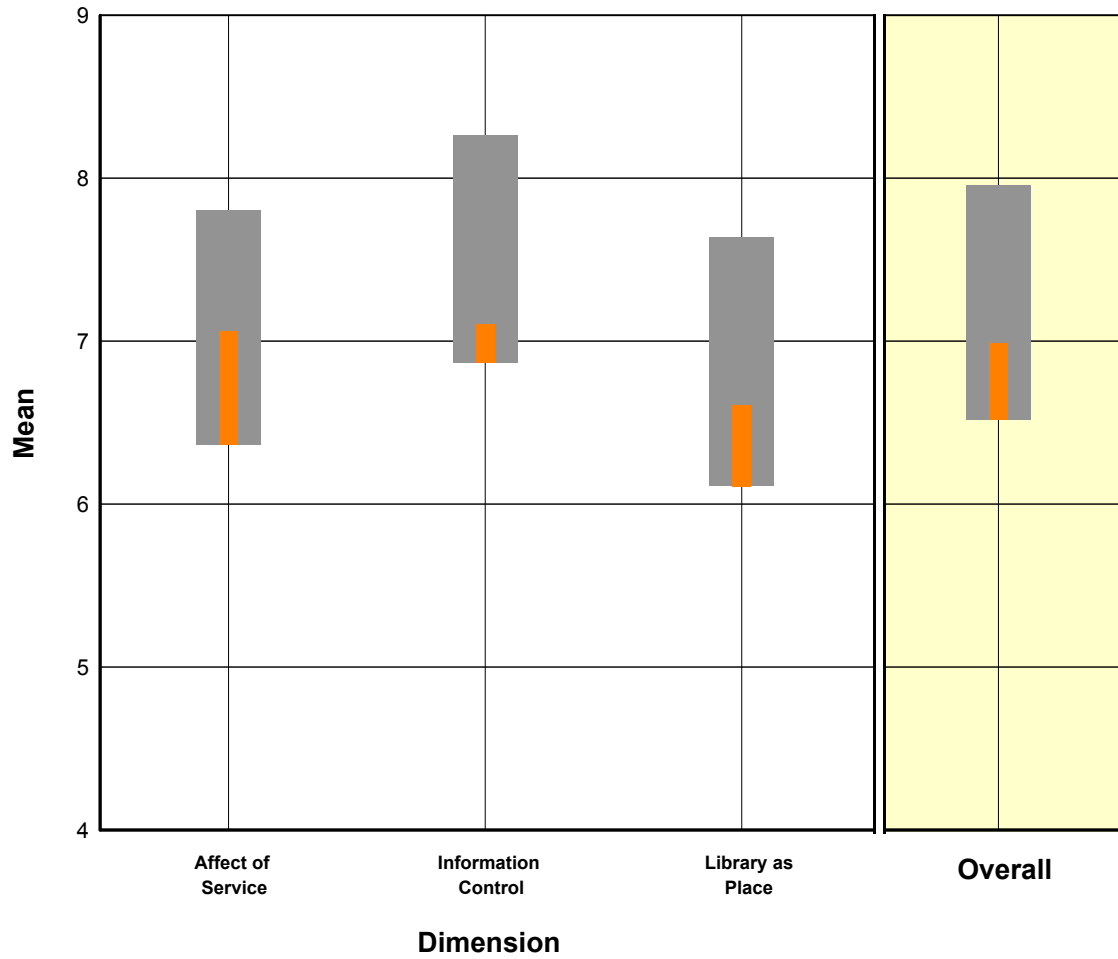
Consortium: ARL

User Group: All (Excluding Library Staff)



## 17.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.37	7.80	7.06	0.70	-0.74	29,668
Information Control	6.87	8.26	7.11	0.24	-1.16	29,730
Library as Place	6.11	7.63	6.61	0.50	-1.03	29,271
<b>Overall:</b>	6.51	7.95	6.98	0.47	-0.97	29,732

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.12	1.32	1.53	1.33	29,668
Information Control	1.36	0.87	1.19	1.54	1.26	29,730
Library as Place	1.67	1.40	1.56	1.93	1.81	29,271
<b>Overall:</b>	1.34	0.92	1.16	1.44	1.20	29,732

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

### 17.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.67	8.25	6.84	0.16	-1.41	1,378
Convenience of borrowing books from other colleges	6.09	7.62	6.98	0.89	-0.64	1,082
Availability of online help when using my library's electronic resources	6.10	7.57	6.52	0.42	-1.06	3,690
Informing me of useful library services	5.74	7.18	6.39	0.65	-0.79	2,195
Employees teaching me how to access or manage information	5.72	7.19	6.40	0.67	-0.79	769
An environment that facilitates group study and problem solving	5.46	6.89	6.24	0.79	-0.65	4,679
Access to information resources that support patient care	5.84	7.23	6.73	0.89	-0.50	740
Providing help when and where I need it	6.44	7.91	6.97	0.53	-0.94	4,289
Teaching me how to access, evaluate, and use information	5.93	7.31	6.48	0.55	-0.82	3,829
Making me aware of library services	5.83	7.25	6.17	0.35	-1.08	1,620
Subject bibliographies	6.35	7.53	6.97	0.62	-0.56	193
Library orientations / instruction sessions	4.74	6.28	6.28	1.54	0.00	3,415
Online course support (readings, links, references)	6.56	7.92	6.97	0.41	-0.95	642
Electronic resources matching my information needs	7.01	8.36	6.63	-0.38	-1.73	603
Access to rare and historical materials	5.58	7.23	6.26	0.68	-0.98	205
Contribution to the intellectual atmosphere of the campus	6.74	7.88	7.38	0.64	-0.50	947
Ready access to computers / Internet / software	6.86	8.10	7.23	0.37	-0.87	3,594
Library staff teaching me how to find information	5.82	7.39	6.44	0.62	-0.95	369
Using the library for research	7.17	8.42	7.18	0.01	-1.23	1,087
Library keeping me informed about all of its services	5.52	6.95	6.07	0.55	-0.88	1,392
The multimedia (CD / DVD / video / audio) collections I need	5.80	7.41	6.29	0.48	-1.13	2,664
An environment conducive to learning through classes, programs, activities, and meetings	5.79	7.12	6.29	0.50	-0.84	969
Access to photocopying and printing facilities	6.31	7.71	6.26	-0.05	-1.45	2,357
Provision of information skills training	5.66	7.08	6.75	1.09	-0.33	919
Availability of subject specialist assistance	5.68	7.24	6.51	0.83	-0.73	2,628
Helpfulness in dealing with users' IT problems	6.38	7.77	6.83	0.45	-0.94	3,774
Librarians teaching me how to effectively use the electronically available databases, journals, and books	5.91	7.41	6.57	0.66	-0.84	1,162
Providing reliable access to resources when and where I need them	7.13	8.28	6.91	-0.21	-1.37	763

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

A library environment that is hospitable and conducive to finding and using information	6.83	8.27	6.69	-0.15	-1.58	2,178
Making me aware of library resources and services	5.86	7.43	6.41	0.55	-1.02	6,592
Teaching me how to locate, evaluate, and use information	5.99	7.47	6.86	0.88	-0.61	7,176
Efficient interlibrary loan / document delivery	6.67	8.07	7.42	0.75	-0.65	3,646
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.82	7.42	7.04	1.22	-0.38	822
Convenient service hours	6.75	8.12	7.27	0.52	-0.86	8,398
Ability to navigate library Web pages easily	6.88	8.29	6.93	0.05	-1.36	8,452
A center for intellectual stimulation	6.43	7.59	6.18	-0.25	-1.41	244
A place for reflection and creativity	5.50	7.18	5.38	-0.12	-1.80	360
A secure and safe place	7.23	8.21	7.48	0.25	-0.73	3,282
Accuracy in the catalog, borrowing, and overdue records	6.79	8.06	7.37	0.58	-0.69	3,460
Browsing library materials in the stacks	6.04	7.60	6.50	0.46	-1.11	475
Center for intellectual interaction	5.82	7.11	6.15	0.34	-0.96	520
Convenient access to library collections	6.76	7.89	6.93	0.17	-0.96	604
Convenient business hours	6.92	8.24	7.39	0.47	-0.85	446
Enabling me to find information myself 24 hours a day	6.76	8.22	6.73	-0.03	-1.49	525
Facilitating self-directed research	6.56	8.07	6.97	0.40	-1.10	899
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.63	7.91	7.22	0.59	-0.69	236
Performing services right the first time	6.90	8.11	7.62	0.72	-0.49	1,278
Providing direction to self-navigate the library	6.68	7.99	7.05	0.38	-0.94	247
Providing services as promised	7.34	8.29	7.51	0.17	-0.78	243
Resources added to library collections on request	6.50	7.88	6.58	0.08	-1.31	321
Space for group / individual study and research needs	6.13	7.54	6.59	0.46	-0.95	4,967
Space that facilitates quiet study	6.60	7.96	6.30	-0.31	-1.67	1,714
Teaching me to find library resources myself	6.21	7.67	7.17	0.96	-0.51	596
Timely document delivery / interlibrary loan	6.54	8.04	7.17	0.63	-0.88	3,068
Personalization features in the electronic library	5.61	7.05	6.34	0.73	-0.71	614
Space for students to study and work in groups	5.64	7.14	6.52	0.88	-0.62	1,197
Adequate hours of service	6.49	8.07	7.41	0.92	-0.66	4,173
Timely delivery of the articles and documents that I need	7.00	8.39	7.62	0.62	-0.77	912
Providing me with the information skills I need for my work or study	6.53	7.77	6.79	0.26	-0.99	482
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.47	6.70	6.66	1.20	-0.04	615
The library collection provides information resources reflecting diverse points of view	6.55	7.88	7.25	0.70	-0.63	694

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

The library program teaches me how to access, evaluate, and use information	5.91	7.39	6.82	0.91	-0.57	675
The 24 by 7 live chat service provides information assistance when and where I need it	5.75	6.97	6.76	1.01	-0.21	798
The library provides access to archival materials (documents, manuscripts, and photographs)	5.96	7.56	6.71	0.76	-0.85	573

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.74	1.30	1.51	1.98	1.72	1,378
Convenience of borrowing books from other colleges	1.99	1.68	1.69	2.00	1.84	1,082
Availability of online help when using my library's electronic resources	1.90	1.61	1.74	2.05	1.92	3,690
Informing me of useful library services	1.88	1.66	1.77	1.98	1.91	2,195
Employees teaching me how to access or manage information	2.04	1.85	1.77	1.91	1.82	769
An environment that facilitates group study and problem solving	2.08	2.05	1.83	2.23	2.25	4,679
Access to information resources that support patient care	2.00	1.90	1.58	1.81	1.79	740
Providing help when and where I need it	1.74	1.34	1.63	1.91	1.75	4,289
Teaching me how to access, evaluate, and use information	2.01	1.83	1.78	2.10	2.03	3,829
Making me aware of library services	1.91	1.71	1.85	2.14	2.12	1,620
Subject bibliographies	1.97	1.61	1.56	1.83	1.42	193
Library orientations / instruction sessions	2.25	2.25	1.89	2.13	2.15	3,415
Online course support (readings, links, references)	1.86	1.46	1.69	1.97	1.77	642
Electronic resources matching my information needs	1.54	1.06	1.59	1.96	1.71	603
Access to rare and historical materials	2.32	2.01	1.90	2.43	2.21	205
Contribution to the intellectual atmosphere of the campus	1.91	1.37	1.59	1.94	1.63	947
Ready access to computers / Internet / software	1.78	1.41	1.64	1.99	1.83	3,594
Library staff teaching me how to find information	2.20	1.77	1.92	2.42	2.15	369
Using the library for research	1.70	1.11	1.60	2.10	1.74	1,087
Library keeping me informed about all of its services	1.99	1.77	1.85	2.16	2.10	1,392
The multimedia (CD / DVD / video / audio) collections I need	2.04	1.82	1.78	2.32	2.17	2,664
An environment conducive to learning through classes, programs, activities, and meetings	2.09	1.96	1.95	2.14	2.09	969
Access to photocopying and printing facilities	1.91	1.63	1.94	2.38	2.26	2,357
Provision of information skills training	2.00	1.83	1.66	1.98	1.90	919
Availability of subject specialist assistance	1.89	1.63	1.70	1.85	1.75	2,628
Helpfulness in dealing with users' IT problems	1.82	1.50	1.65	1.96	1.81	3,774
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.06	1.85	1.90	2.24	2.13	1,162
Providing reliable access to resources when and where I need them	1.58	1.08	1.66	2.04	1.83	763

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

A library environment that is hospitable and conducive to finding and using information	1.69	1.19	1.87	2.25	2.00	2,178
Making me aware of library resources and services	1.93	1.62	1.75	2.14	1.99	6,592
Teaching me how to locate, evaluate, and use information	1.99	1.73	1.64	2.08	1.92	7,176
Efficient interlibrary loan / document delivery	1.82	1.38	1.59	1.92	1.63	3,646
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.02	1.77	1.56	2.16	1.98	822
Convenient service hours	1.72	1.28	1.64	2.15	1.88	8,398
Ability to navigate library Web pages easily	1.66	1.11	1.65	2.07	1.80	8,452
A center for intellectual stimulation	2.00	1.80	1.85	2.21	2.10	244
A place for reflection and creativity	2.19	2.12	1.98	2.68	2.60	360
A secure and safe place	1.83	1.35	1.55	2.05	1.71	3,282
Accuracy in the catalog, borrowing, and overdue records	1.83	1.37	1.55	1.95	1.64	3,460
Browsing library materials in the stacks	1.89	1.62	1.84	2.26	1.94	475
Center for intellectual interaction	2.16	1.96	1.97	2.09	2.01	520
Convenient access to library collections	1.55	1.28	1.46	1.90	1.73	604
Convenient business hours	1.58	1.15	1.44	1.95	1.68	446
Enabling me to find information myself 24 hours a day	1.79	1.25	1.72	2.12	1.81	525
Facilitating self-directed research	1.77	1.39	1.55	1.89	1.67	899
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.63	1.37	1.55	1.79	1.72	236
Performing services right the first time	1.73	1.20	1.34	1.74	1.39	1,278
Providing direction to self-navigate the library	1.67	1.33	1.58	2.04	1.81	247
Providing services as promised	1.55	1.12	1.39	1.76	1.41	243
Resources added to library collections on request	1.86	1.55	1.86	2.09	2.17	321
Space for group / individual study and research needs	1.99	1.77	1.81	2.29	2.18	4,967
Space that facilitates quiet study	1.96	1.61	2.07	2.67	2.47	1,714
Teaching me to find library resources myself	1.94	1.66	1.55	1.90	1.72	596
Timely document delivery / interlibrary loan	1.76	1.32	1.61	2.02	1.73	3,068
Personalization features in the electronic library	2.17	1.92	1.85	2.14	1.93	614
Space for students to study and work in groups	2.07	2.04	1.78	2.25	2.27	1,197
Adequate hours of service	1.75	1.31	1.59	2.19	1.87	4,173
Timely delivery of the articles and documents that I need	1.61	1.06	1.39	1.65	1.36	912
Providing me with the information skills I need for my work or study	1.91	1.56	1.69	2.02	1.83	482
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.42	2.42	1.99	1.90	1.91	615
The library collection provides information resources reflecting diverse points of view	1.85	1.55	1.42	1.66	1.49	694

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)

The library program teaches me how to access, evaluate, and use information	2.00	1.76	1.68	1.88	1.77	675
The 24 by 7 live chat service provides information assistance when and where I need it	2.40	2.15	2.07	2.25	2.10	798
The library provides access to archival materials (documents, manuscripts, and photographs)	2.01	1.74	1.57	1.95	1.86	573

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)



## 17.4 General Satisfaction Questions Summary

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.41	1.57	29,724
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.01	1.69	29,723
How would you rate the overall quality of the service provided by the library?	7.19	1.42	29,730

## 17.5 Information Literacy Outcomes Questions Summary

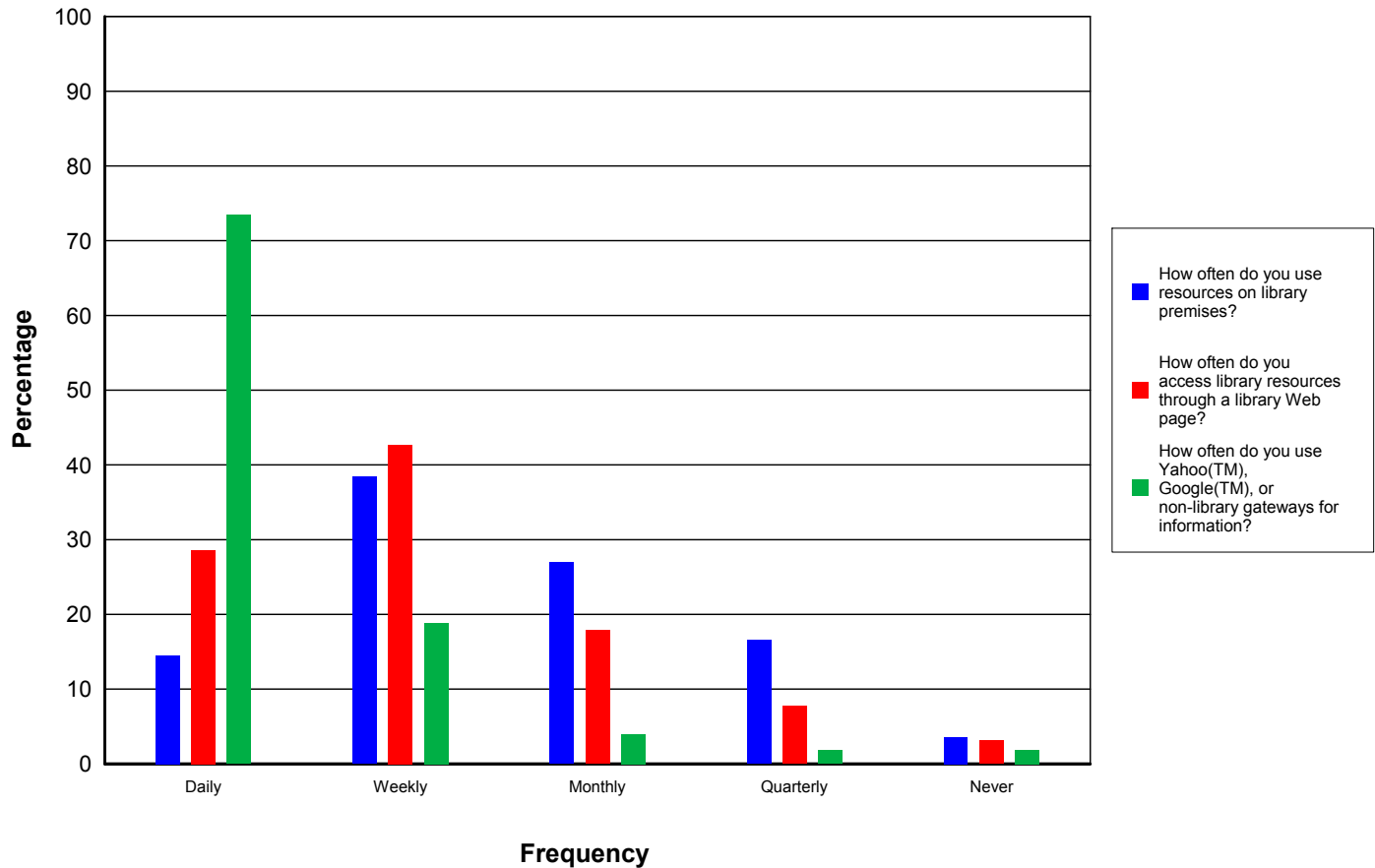
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.14	1.91	29,728
The library aids my advancement in my academic discipline.	6.86	1.73	29,725
The library enables me to be more efficient in my academic pursuits.	6.99	1.71	29,725
The library helps me distinguish between trustworthy and untrustworthy information.	5.84	2.00	29,722
The library provides me with the information skills I need in my work or study.	6.31	1.86	29,722

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

### 17.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	4,320	11,411	8,020	4,911	1,066	29,728
	14.53%	38.38%	26.98%	16.52%	3.59%	100.00%
How often do you access library resources through a library Web page?	8,500	12,684	5,308	2,299	935	29,726
	28.59%	42.67%	17.86%	7.73%	3.15%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	21,836	5,609	1,185	544	550	29,724
	73.46%	18.87%	3.99%	1.83%	1.85%	100.00%

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

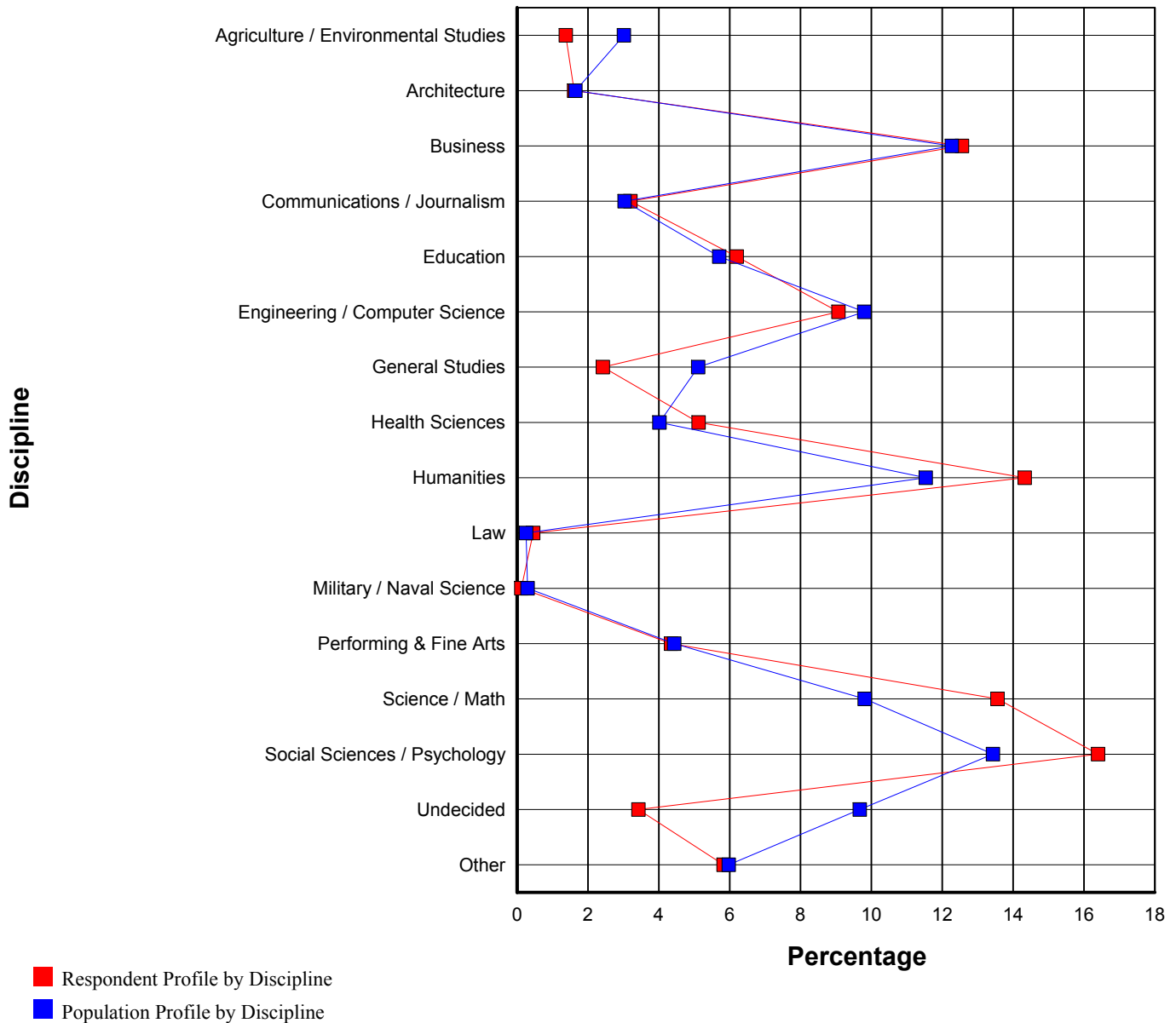
## 18 College or University Libraries Undergraduate Summary for ARL

### 18.1 Demographic Summary for Undergraduate

#### 18.1.1 Population and Respondent Profiles for Undergraduate by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	22,159	3.01%	152	1.37%	1.64%
Architecture	12,099	1.65%	178	1.61%	0.04%
Business	90,176	12.27%	1,390	12.56%	-0.29%
Communications / Journalism	22,287	3.03%	354	3.20%	-0.17%
Education	41,937	5.71%	686	6.20%	-0.49%
Engineering / Computer Science	72,031	9.80%	1,004	9.07%	0.73%
General Studies	37,567	5.11%	268	2.42%	2.69%
Health Sciences	29,518	4.02%	567	5.12%	-1.11%
Humanities	84,775	11.53%	1,586	14.33%	-2.79%
Law	1,864	0.25%	50	0.45%	-0.20%
Military / Naval Science	2,163	0.29%	13	0.12%	0.18%
Performing & Fine Arts	32,586	4.43%	481	4.35%	0.09%
Science / Math	72,113	9.81%	1,501	13.56%	-3.75%
Social Sciences / Psychology	98,725	13.43%	1,815	16.40%	-2.97%
Undecided	71,086	9.67%	379	3.42%	6.25%
Other	43,907	5.97%	645	5.83%	0.15%
<b>Total:</b>	<b>734,993</b>	<b>100.00%</b>	<b>11,069</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

### 18.1.2 Respondent Profile for Undergraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	41	0.37%
18 - 22	8,743	78.99%
23 - 30	1,500	13.55%
31 - 45	533	4.82%
46 - 65	241	2.18%
Over 65	10	0.09%
<b>Total:</b>	<b>11,068</b>	<b>100.00%</b>

### 18.1.3 Population and Respondent Profiles for Undergraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	358,776	47.25%	4,242	38.33%
Female	400,572	52.75%	6,825	61.67%
<b>Total:</b>	<b>759,348</b>	<b>100.00%</b>	<b>11,067</b>	<b>100.00%</b>

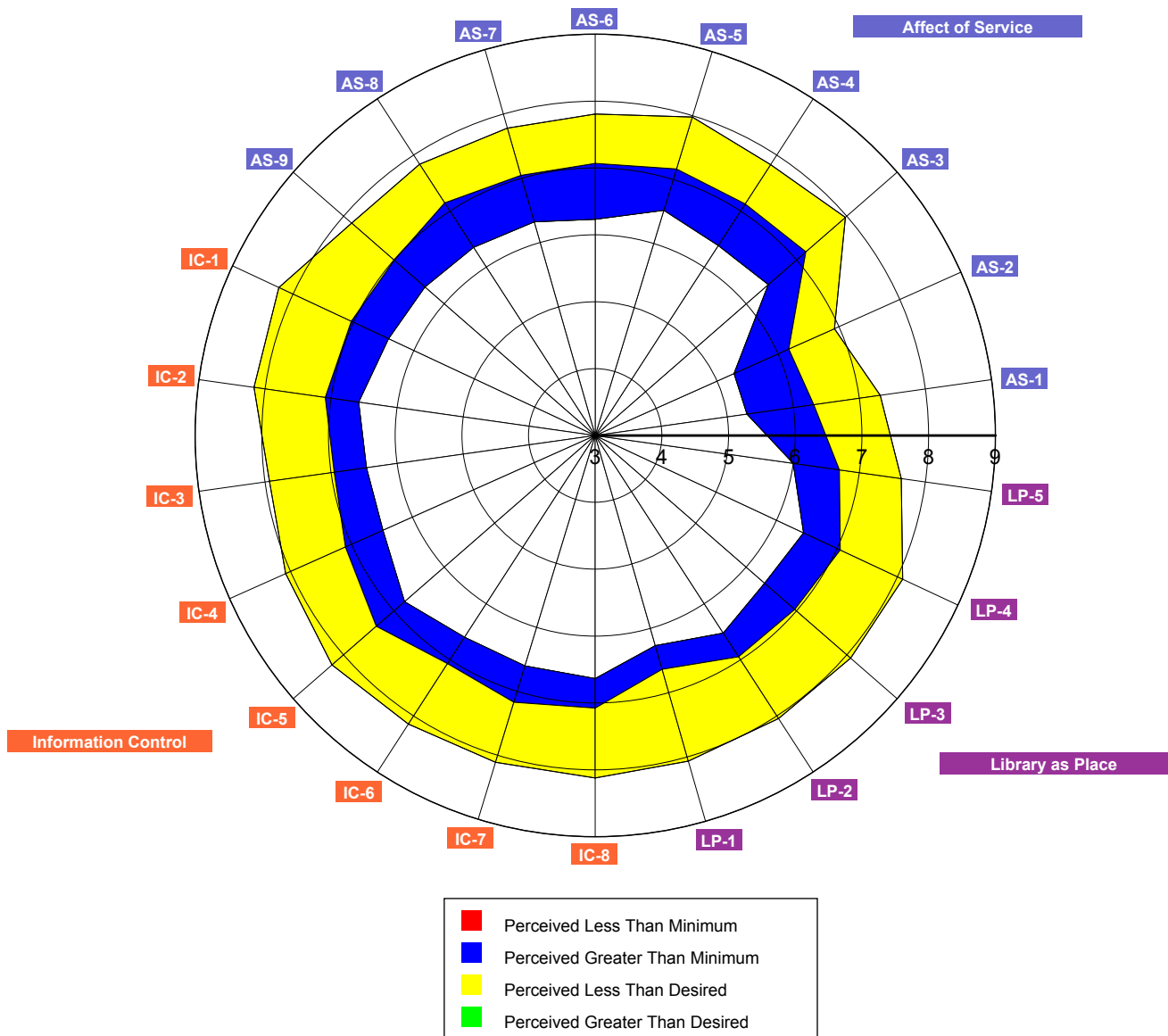
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

## 18.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.30	7.32	6.31	1.01	-1.01	10,212
AS-2	Giving users individual attention	5.28	6.93	6.18	0.90	-0.75	10,374
AS-3	Employees who are consistently courteous	6.44	7.97	7.19	0.75	-0.78	10,760
AS-4	Readiness to respond to users' questions	6.39	7.83	7.13	0.74	-0.70	10,291
AS-5	Employees who have the knowledge to answer user questions	6.52	7.98	7.17	0.65	-0.81	10,267
AS-6	Employees who deal with users in a caring fashion	6.23	7.81	7.07	0.83	-0.74	10,316
AS-7	Employees who understand the needs of their users	6.32	7.78	7.05	0.72	-0.73	10,141
AS-8	Willingness to help users	6.35	7.84	7.15	0.79	-0.69	10,356
AS-9	Dependability in handling users' service problems	6.39	7.84	6.99	0.61	-0.85	8,960
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.42	8.24	7.04	0.62	-1.20	10,774
IC-2	A library Web site enabling me to locate information on my own	6.58	8.17	7.09	0.51	-1.08	10,918
IC-3	The printed library materials I need for my work	6.47	7.93	6.95	0.49	-0.98	10,156
IC-4	The electronic information resources I need	6.49	8.08	7.10	0.61	-0.98	10,745
IC-5	Modern equipment that lets me easily access needed information	6.79	8.23	7.35	0.56	-0.88	10,828
IC-6	Easy-to-use access tools that allow me to find things on my own	6.60	8.15	7.07	0.47	-1.08	10,710
IC-7	Making information easily accessible for independent use	6.60	8.11	7.17	0.57	-0.94	10,695
IC-8	Print and/or electronic journal collections I require for my work	6.64	8.12	7.08	0.44	-1.05	10,027
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.27	8.07	6.64	0.37	-1.43	10,915
LP-2	Quiet space for individual activities	6.52	8.05	6.95	0.42	-1.10	10,870
LP-3	A comfortable and inviting location	6.37	8.07	6.97	0.60	-1.11	10,952
LP-4	A getaway for study, learning, or research	6.45	8.09	7.05	0.61	-1.03	10,761
LP-5	Community space for group learning and group study	6.00	7.63	6.70	0.70	-0.94	10,234
<b>Overall:</b>		6.34	7.93	6.97	0.63	-0.96	11,071

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.81	1.60	1.68	1.88	1.77	10,212
AS-2	Giving users individual attention	2.01	1.82	1.84	1.92	1.82	10,374
AS-3	Employees who are consistently courteous	1.83	1.36	1.64	1.98	1.71	10,760
AS-4	Readiness to respond to users' questions	1.71	1.35	1.54	1.80	1.58	10,291
AS-5	Employees who have the knowledge to answer user questions	1.74	1.31	1.52	1.85	1.60	10,267
AS-6	Employees who deal with users in a caring fashion	1.84	1.41	1.55	1.88	1.61	10,316
AS-7	Employees who understand the needs of their users	1.77	1.38	1.50	1.80	1.55	10,141
AS-8	Willingness to help users	1.80	1.37	1.54	1.81	1.55	10,356
AS-9	Dependability in handling users' service problems	1.74	1.37	1.55	1.84	1.61	8,960
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.79	1.22	1.66	2.03	1.76	10,774
IC-2	A library Web site enabling me to locate information on my own	1.72	1.25	1.62	1.94	1.72	10,918
IC-3	The printed library materials I need for my work	1.75	1.38	1.62	1.91	1.72	10,156
IC-4	The electronic information resources I need	1.69	1.24	1.45	1.83	1.58	10,745
IC-5	Modern equipment that lets me easily access needed information	1.70	1.15	1.48	1.84	1.53	10,828
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.21	1.52	1.91	1.63	10,710
IC-7	Making information easily accessible for independent use	1.68	1.20	1.45	1.83	1.54	10,695
IC-8	Print and/or electronic journal collections I require for my work	1.79	1.30	1.59	2.05	1.75	10,027
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.83	1.34	1.85	2.25	2.08	10,915
LP-2	Quiet space for individual activities	1.86	1.36	1.78	2.25	1.99	10,870
LP-3	A comfortable and inviting location	1.83	1.27	1.77	2.18	1.93	10,952
LP-4	A getaway for study, learning, or research	1.85	1.33	1.65	2.08	1.81	10,761
LP-5	Community space for group learning and group study	1.99	1.63	1.81	2.29	2.13	10,234
<b>Overall:</b>		1.37	0.93	1.14	1.41	1.15	11,071

Language: American English

Institution Type: College or University

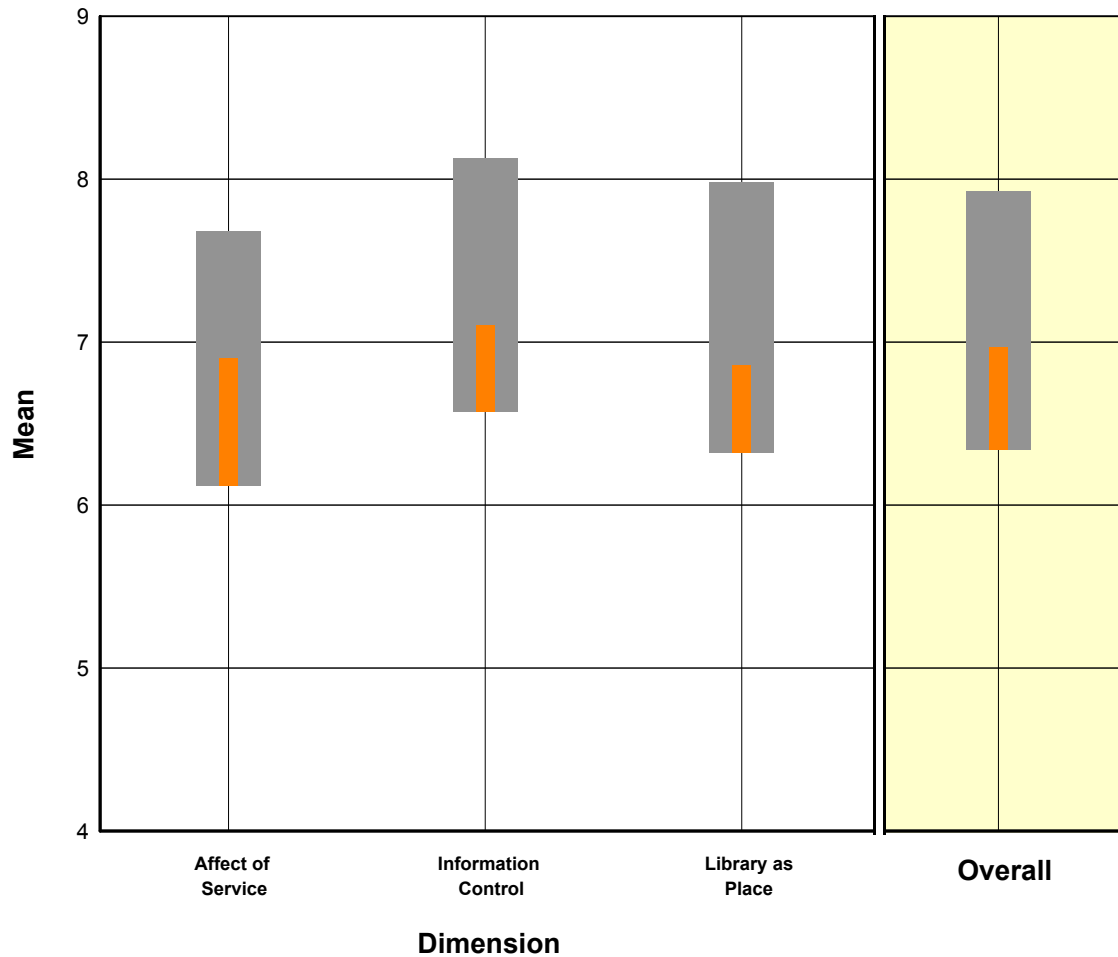
Consortium: ARL

User Group: Undergraduate



### 18.3 Core Question Dimensions Summary for Undergraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired  
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.12	7.68	6.90	0.78	-0.78	11,032
Information Control	6.57	8.13	7.10	0.53	-1.02	11,071
Library as Place	6.32	7.98	6.86	0.54	-1.12	11,052
<b>Overall:</b>	6.34	7.93	6.97	0.63	-0.96	11,071

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.14	1.29	1.48	1.28	11,032
Information Control	1.40	0.94	1.17	1.48	1.21	11,071
Library as Place	1.54	1.07	1.43	1.78	1.56	11,052
<b>Overall:</b>	1.37	0.93	1.14	1.41	1.15	11,071

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

## 18.4 Local Questions Summary for Undergraduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.25	7.99	6.66	0.41	-1.33	303
Convenience of borrowing books from other colleges	5.17	7.23	6.40	1.24	-0.83	218
Availability of online help when using my library's electronic resources	5.86	7.40	6.34	0.48	-1.06	955
Informing me of useful library services	5.76	7.19	6.35	0.59	-0.84	1,051
Employees teaching me how to access or manage information	5.57	7.09	6.23	0.66	-0.86	235
An environment that facilitates group study and problem solving	5.76	7.39	6.39	0.63	-1.00	1,862
Access to information resources that support patient care	5.14	6.75	6.25	1.11	-0.50	294
Providing help when and where I need it	6.38	7.86	7.01	0.63	-0.84	1,608
Teaching me how to access, evaluate, and use information	5.94	7.37	6.41	0.47	-0.96	1,292
Making me aware of library services	5.73	7.22	5.90	0.17	-1.32	449
Subject bibliographies	6.30	7.51	7.22	0.92	-0.30	74
Library orientations / instruction sessions	4.37	6.08	5.96	1.59	-0.12	1,874
Online course support (readings, links, references)	6.44	7.79	6.99	0.56	-0.80	216
Electronic resources matching my information needs	6.48	8.17	6.60	0.12	-1.57	143
Access to rare and historical materials	4.55	6.65	6.16	1.61	-0.49	49
Contribution to the intellectual atmosphere of the campus	6.75	7.87	7.42	0.67	-0.45	657
Ready access to computers / Internet / software	6.91	8.25	7.23	0.32	-1.02	1,204
Library staff teaching me how to find information	5.10	7.11	5.93	0.83	-1.18	89
Using the library for research	6.75	8.23	7.30	0.55	-0.93	256
Library keeping me informed about all of its services	5.52	6.97	6.03	0.51	-0.93	645
The multimedia (CD / DVD / video / audio) collections I need	5.78	7.48	6.56	0.78	-0.92	1,078
An environment conducive to learning through classes, programs, activities, and meetings	6.00	7.43	6.55	0.55	-0.88	442
Access to photocopying and printing facilities	6.34	7.79	6.43	0.08	-1.36	888
Provision of information skills training	5.73	7.08	6.75	1.02	-0.33	410
Availability of subject specialist assistance	5.38	7.16	6.21	0.83	-0.95	919
Helpfulness in dealing with users' IT problems	6.09	7.65	6.59	0.50	-1.06	1,421
Librarians teaching me how to effectively use the electronically available databases, journals, and books	5.82	7.43	6.49	0.67	-0.94	251

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

Providing reliable access to resources when and where I need them	6.84	8.12	7.07	0.23	-1.05	177
A library environment that is hospitable and conducive to finding and using information	6.76	8.33	7.03	0.27	-1.30	760
Making me aware of library resources and services	5.52	7.29	6.27	0.74	-1.02	2,973
Teaching me how to locate, evaluate, and use information	5.86	7.44	6.70	0.84	-0.74	2,387
Efficient interlibrary loan / document delivery	5.97	7.42	6.92	0.96	-0.50	955
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.69	7.47	7.14	1.45	-0.33	410
Convenient service hours	6.76	8.27	7.27	0.51	-1.00	2,725
Ability to navigate library Web pages easily	6.57	8.16	6.98	0.41	-1.18	2,646
A center for intellectual stimulation	6.51	7.56	6.62	0.11	-0.95	55
A place for reflection and creativity	5.18	7.42	5.59	0.41	-1.83	98
A secure and safe place	7.13	8.26	7.42	0.29	-0.83	1,122
Accuracy in the catalog, borrowing, and overdue records	6.65	7.99	7.41	0.76	-0.57	2,032
Browsing library materials in the stacks	5.97	7.68	6.99	1.01	-0.69	71
Center for intellectual interaction	5.84	7.27	6.62	0.78	-0.65	100
Convenient access to library collections	6.48	7.78	6.86	0.38	-0.93	147
Convenient business hours	6.91	8.26	7.35	0.43	-0.92	223
Enabling me to find information myself 24 hours a day	6.44	8.06	6.60	0.16	-1.47	124
Facilitating self-directed research	6.19	7.83	6.88	0.70	-0.94	226
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.38	7.88	7.05	0.67	-0.83	76
Performing services right the first time	6.95	8.10	7.57	0.61	-0.53	705
Providing direction to self-navigate the library	6.45	8.07	6.86	0.40	-1.21	84
Providing services as promised	7.35	8.41	7.41	0.05	-1.00	79
Resources added to library collections on request	6.25	7.82	6.54	0.29	-1.28	79
Space for group / individual study and research needs	6.41	7.98	6.81	0.40	-1.17	1,781
Space that facilitates quiet study	6.87	8.35	6.71	-0.16	-1.63	686
Teaching me to find library resources myself	5.91	7.66	6.80	0.90	-0.86	179
Timely document delivery / interlibrary loan	6.12	7.76	6.99	0.87	-0.76	1,398
Personalization features in the electronic library	5.47	6.88	6.42	0.95	-0.45	176
Space for students to study and work in groups	6.06	7.74	6.83	0.77	-0.90	504
Adequate hours of service	6.46	8.18	7.35	0.90	-0.83	2,514
Timely delivery of the articles and documents that I need	6.57	8.12	7.16	0.59	-0.97	200
Providing me with the information skills I need for my work or study	6.50	7.91	6.78	0.28	-1.14	138
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	4.84	6.57	6.24	1.41	-0.33	207

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

The library collection provides information resources reflecting diverse points of view	6.14	7.85	7.16	1.02	-0.69	226
The library program teaches me how to access, evaluate, and use information	5.26	7.13	6.33	1.07	-0.80	228
The 24 by 7 live chat service provides information assistance when and where I need it	5.96	7.21	6.86	0.90	-0.34	450
The library provides access to archival materials (documents, manuscripts, and photographs)	5.55	7.53	6.58	1.03	-0.95	178

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.85	1.43	1.67	2.28	2.09	303
Convenience of borrowing books from other colleges	1.99	1.78	1.77	2.12	1.85	218
Availability of online help when using my library's electronic resources	1.97	1.69	1.87	2.06	2.01	955
Informing me of useful library services	1.94	1.66	1.84	1.98	1.93	1,051
Employees teaching me how to access or manage information	1.95	1.80	1.73	1.79	1.73	235
An environment that facilitates group study and problem solving	1.93	1.67	1.82	2.13	2.05	1,862
Access to information resources that support patient care	1.93	1.91	1.56	1.83	1.83	294
Providing help when and where I need it	1.80	1.37	1.62	1.89	1.68	1,608
Teaching me how to access, evaluate, and use information	2.04	1.77	1.85	2.12	2.06	1,292
Making me aware of library services	1.97	1.74	2.01	2.13	2.21	449
Subject bibliographies	1.94	1.64	1.48	1.73	1.14	74
Library orientations / instruction sessions	2.14	2.24	1.89	2.11	2.15	1,874
Online course support (readings, links, references)	1.87	1.48	1.62	1.82	1.70	216
Electronic resources matching my information needs	1.69	1.29	1.54	2.01	1.68	143
Access to rare and historical materials	2.29	1.93	2.03	2.65	2.51	49
Contribution to the intellectual atmosphere of the campus	1.95	1.33	1.57	1.99	1.59	657
Ready access to computers / Internet / software	1.70	1.21	1.71	2.00	1.83	1,204
Library staff teaching me how to find information	2.30	1.75	1.96	2.34	2.27	89
Using the library for research	1.85	1.19	1.52	2.06	1.60	256
Library keeping me informed about all of its services	2.01	1.80	1.90	2.11	2.20	645
The multimedia (CD / DVD / video / audio) collections I need	1.93	1.63	1.64	2.09	1.90	1,078
An environment conducive to learning through classes, programs, activities, and meetings	2.03	1.73	1.90	1.92	1.85	442
Access to photocopying and printing facilities	1.90	1.53	1.92	2.32	2.17	888
Provision of information skills training	1.93	1.76	1.66	1.84	1.75	410
Availability of subject specialist assistance	1.87	1.63	1.69	1.90	1.82	919
Helpfulness in dealing with users' IT problems	1.84	1.55	1.73	2.09	1.90	1,421
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.07	1.73	1.84	2.36	2.18	251
Providing reliable access to resources when and where I need them	1.84	1.21	1.67	1.79	1.72	177

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

A library environment that is hospitable and conducive to finding and using information	1.73	1.06	1.70	2.02	1.79	760
Making me aware of library resources and services	1.90	1.66	1.71	2.10	1.95	2,973
Teaching me how to locate, evaluate, and use information	1.96	1.70	1.69	2.13	1.96	2,387
Efficient interlibrary loan / document delivery	1.92	1.63	1.68	1.96	1.81	955
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.86	1.60	1.47	1.94	1.71	410
Convenient service hours	1.73	1.12	1.70	2.21	1.86	2,725
Ability to navigate library Web pages easily	1.79	1.21	1.67	2.08	1.81	2,646
A center for intellectual stimulation	2.00	1.80	1.59	1.82	1.99	55
A place for reflection and creativity	2.27	1.87	1.98	2.32	2.11	98
A secure and safe place	1.90	1.30	1.58	2.14	1.73	1,122
Accuracy in the catalog, borrowing, and overdue records	1.85	1.40	1.51	1.86	1.53	2,032
Browsing library materials in the stacks	2.04	1.57	1.68	2.10	1.67	71
Center for intellectual interaction	2.00	1.75	1.88	2.07	1.86	100
Convenient access to library collections	1.54	1.24	1.41	1.78	1.61	147
Convenient business hours	1.67	1.20	1.43	2.02	1.74	223
Enabling me to find information myself 24 hours a day	1.88	1.27	1.85	2.12	1.91	124
Facilitating self-directed research	1.71	1.41	1.66	1.86	1.65	226
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.48	1.23	1.50	1.89	1.72	76
Performing services right the first time	1.77	1.20	1.41	1.84	1.45	705
Providing direction to self-navigate the library	1.62	1.12	1.70	2.21	1.86	84
Providing services as promised	1.52	1.02	1.22	1.82	1.42	79
Resources added to library collections on request	2.15	1.69	1.84	2.16	2.04	79
Space for group / individual study and research needs	1.90	1.40	1.80	2.27	2.06	1,781
Space that facilitates quiet study	1.83	1.17	2.03	2.43	2.18	686
Teaching me to find library resources myself	1.98	1.70	1.71	2.01	1.87	179
Timely document delivery / interlibrary loan	1.78	1.44	1.54	1.88	1.60	1,398
Personalization features in the electronic library	2.26	1.95	1.94	2.03	1.75	176
Space for students to study and work in groups	1.82	1.62	1.68	2.13	2.09	504
Adequate hours of service	1.73	1.21	1.62	2.23	1.86	2,514
Timely delivery of the articles and documents that I need	1.75	1.31	1.57	1.81	1.56	200
Providing me with the information skills I need for my work or study	1.91	1.40	1.54	1.78	1.68	138
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.24	2.30	2.00	1.83	1.80	207
The library collection provides information resources reflecting diverse points of view	1.88	1.51	1.43	1.74	1.45	226

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

The library program teaches me how to access, evaluate, and use information	2.00	1.86	1.71	2.03	1.98	228
The 24 by 7 live chat service provides information assistance when and where I need it	2.42	2.01	2.11	2.32	2.14	450
The library provides access to archival materials (documents, manuscripts, and photographs)	1.95	1.59	1.61	1.92	1.72	178

Language: **American English**  
Institution Type: **College or University**  
Consortium: **ARL**  
User Group: **Undergraduate**



## 18.5 General Satisfaction Questions Summary for Undergraduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.36	1.56	11,069
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.02	1.60	11,071
How would you rate the overall quality of the service provided by the library?	7.17	1.34	11,071

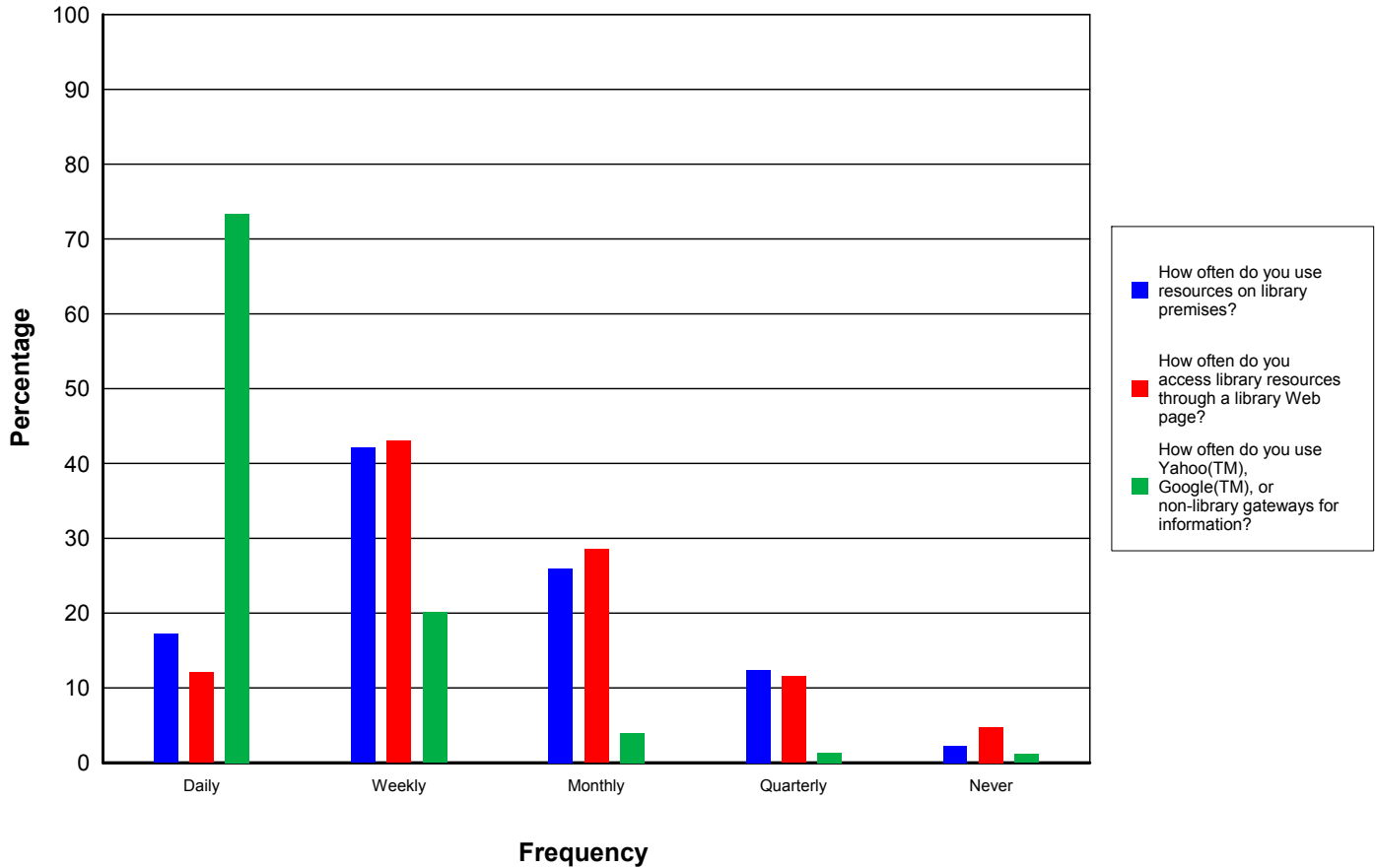
## 18.6 Information Literacy Outcomes Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.81	1.82	11,071
The library aids my advancement in my academic discipline.	6.67	1.70	11,071
The library enables me to be more efficient in my academic pursuits.	6.87	1.69	11,071
The library helps me distinguish between trustworthy and untrustworthy information.	6.11	1.91	11,069
The library provides me with the information skills I need in my work or study.	6.41	1.76	11,070

### 18.7 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1,908 17.23%	4,657 42.06%	2,879 26.00%	1,377 12.44%	250 2.26%	<b>11,071</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	1,339 12.09%	4,763 43.02%	3,163 28.57%	1,277 11.53%	529 4.78%	<b>11,071</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8,124 73.39%	2,229 20.14%	441 3.98%	149 1.35%	127 1.15%	<b>11,070</b> <b>100.00%</b>

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

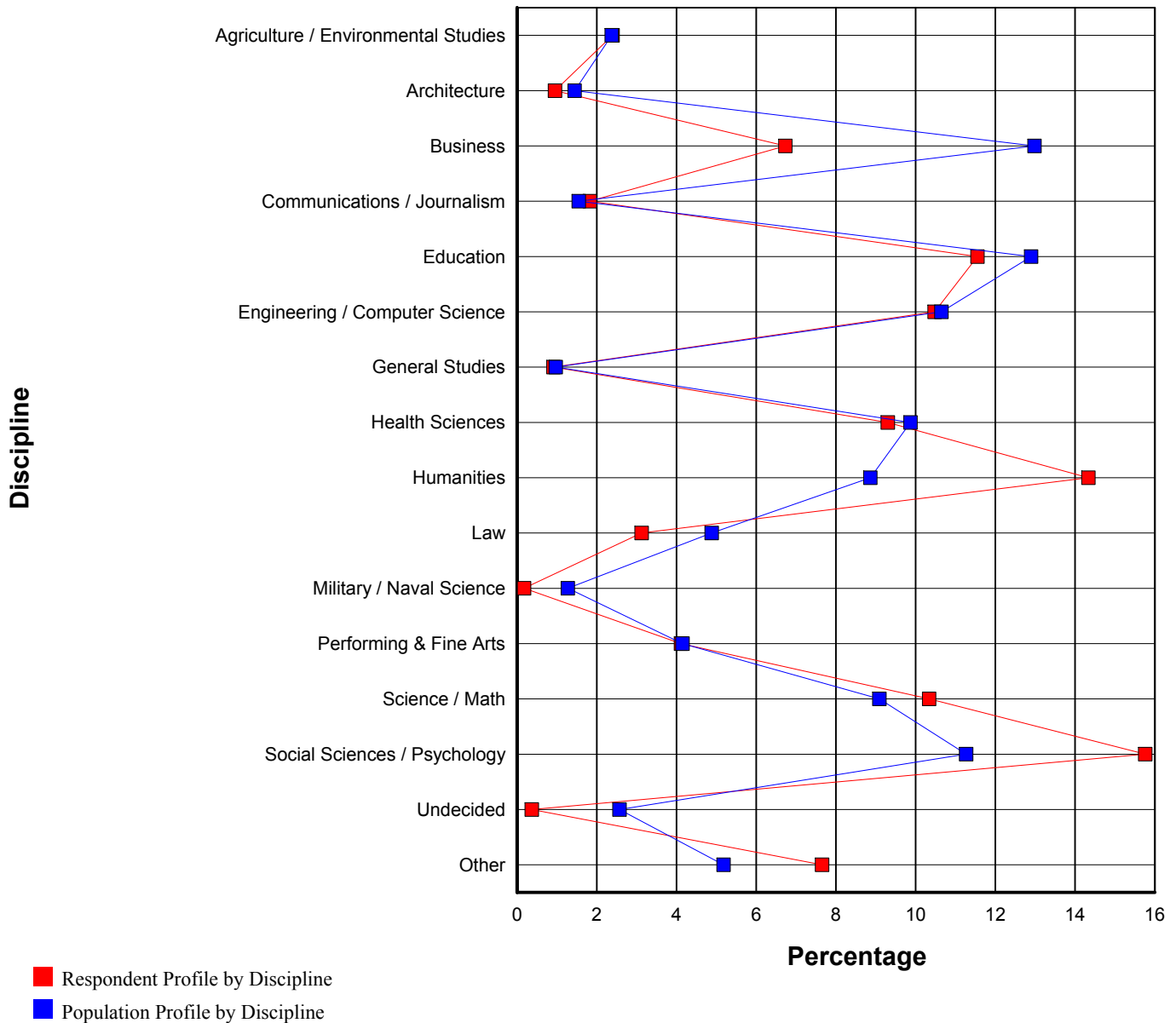
## 19 College or University Libraries Graduate Summary for ARL

### 19.1 Demographic Summary for Graduate

#### 19.1.1 Population and Respondent Profiles for Graduate by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	5,904	2.37%	247	2.40%	-0.02%
Architecture	3,591	1.44%	98	0.95%	0.49%
Business	32,304	12.98%	694	6.73%	6.25%
Communications / Journalism	3,847	1.55%	188	1.82%	-0.28%
Education	32,094	12.90%	1,191	11.55%	1.35%
Engineering / Computer Science	26,493	10.65%	1,080	10.47%	0.17%
General Studies	2,413	0.97%	94	0.91%	0.06%
Health Sciences	24,564	9.87%	959	9.30%	0.57%
Humanities	22,054	8.86%	1,478	14.33%	-5.47%
Law	12,150	4.88%	322	3.12%	1.76%
Military / Naval Science	3,168	1.27%	18	0.17%	1.10%
Performing & Fine Arts	10,324	4.15%	424	4.11%	0.04%
Science / Math	22,617	9.09%	1,066	10.34%	-1.25%
Social Sciences / Psychology	28,034	11.27%	1,625	15.76%	-4.49%
Undecided	6,393	2.57%	38	0.37%	2.20%
Other	12,888	5.18%	789	7.65%	-2.47%
<b>Total:</b>	<b>248,838</b>	<b>100.00%</b>	<b>10,311</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate

### 19.1.2 Respondent Profile for Graduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	4	0.04%
18 - 22	425	4.12%
23 - 30	6,083	59.00%
31 - 45	2,909	28.22%
46 - 65	872	8.46%
Over 65	17	0.16%
<b>Total:</b>	<b>10,310</b>	<b>100.00%</b>

### 19.1.3 Population and Respondent Profiles for Graduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	120,558	47.77%	4,344	42.15%
Female	131,822	52.23%	5,961	57.85%
<b>Total:</b>	<b>252,380</b>	<b>100.00%</b>	<b>10,305</b>	<b>100.00%</b>

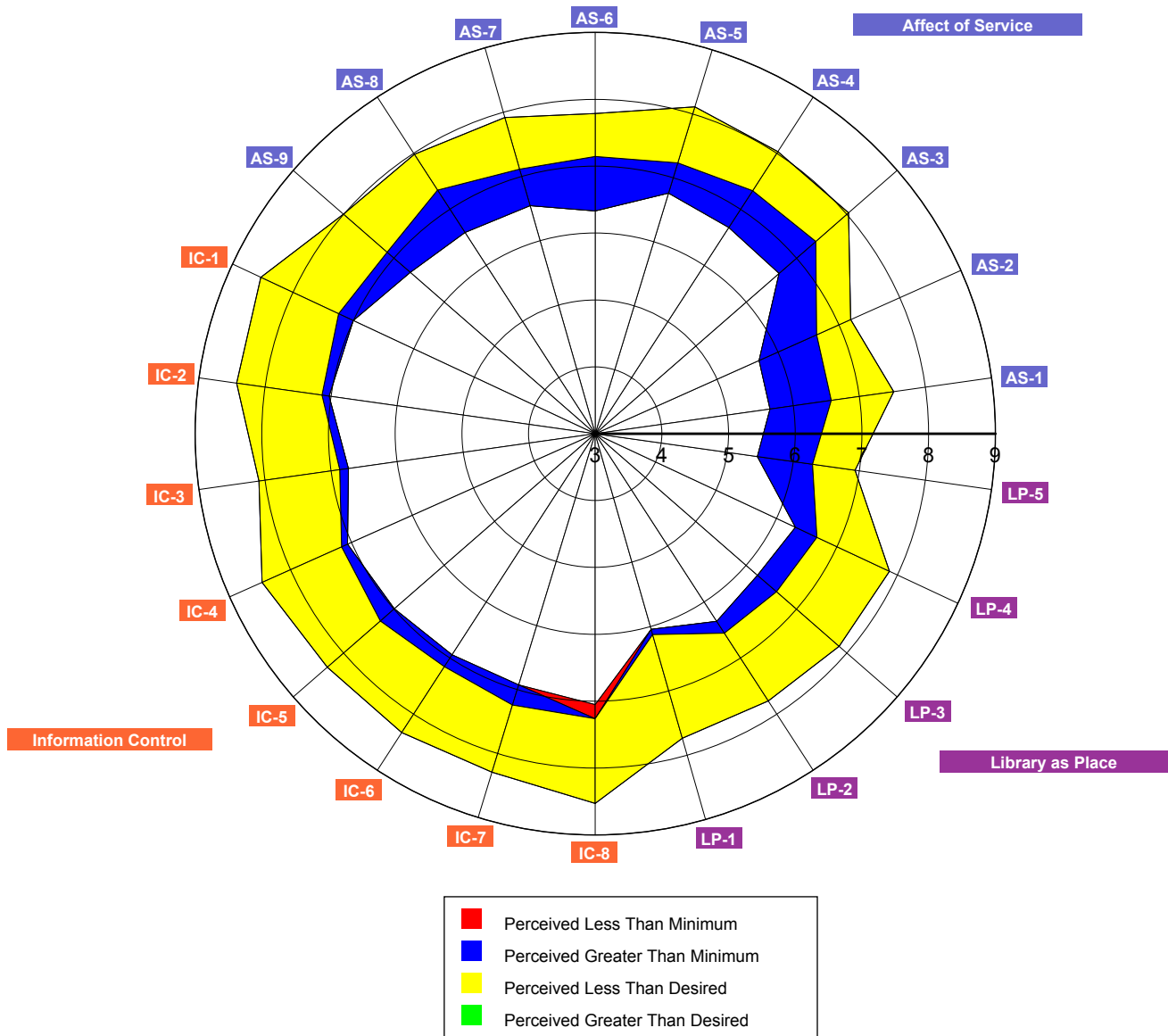
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

## 19.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.65	7.52	6.58	0.93	-0.94	9,569
AS-2	Giving users individual attention	5.69	7.19	6.64	0.95	-0.56	9,711
AS-3	Employees who are consistently courteous	6.66	8.03	7.38	0.73	-0.65	10,041
AS-4	Readiness to respond to users' questions	6.68	8.03	7.33	0.66	-0.70	9,787
AS-5	Employees who have the knowledge to answer user questions	6.76	8.11	7.23	0.47	-0.88	9,693
AS-6	Employees who deal with users in a caring fashion	6.33	7.79	7.15	0.81	-0.64	9,647
AS-7	Employees who understand the needs of their users	6.55	7.92	7.12	0.57	-0.80	9,499
AS-8	Willingness to help users	6.59	7.98	7.34	0.76	-0.64	9,699
AS-9	Dependability in handling users' service problems	6.68	8.00	7.14	0.46	-0.87	8,564
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.01	8.53	7.25	0.24	-1.29	10,166
IC-2	A library Web site enabling me to locate information on my own	7.03	8.43	7.14	0.11	-1.29	10,223
IC-3	The printed library materials I need for my work	6.74	8.09	6.87	0.13	-1.22	9,541
IC-4	The electronic information resources I need	7.07	8.47	7.16	0.10	-1.30	10,191
IC-5	Modern equipment that lets me easily access needed information	6.99	8.32	7.27	0.28	-1.05	9,968
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.33	7.15	0.21	-1.17	10,085
IC-7	Making information easily accessible for independent use	6.93	8.29	7.25	0.32	-1.05	9,955
IC-8	Print and/or electronic journal collections I require for my work	7.26	8.53	7.05	-0.21	-1.48	9,958
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.04	7.74	6.13	0.08	-1.61	9,835
LP-2	Quiet space for individual activities	6.35	7.77	6.56	0.21	-1.21	9,562
LP-3	A comfortable and inviting location	6.23	7.85	6.60	0.38	-1.24	9,892
LP-4	A getaway for study, learning, or research	6.31	7.87	6.67	0.36	-1.20	9,592
LP-5	Community space for group learning and group study	5.46	6.94	6.29	0.84	-0.64	8,290
<b>Overall:</b>		6.56	8.00	6.97	0.41	-1.03	10,314

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.83	1.56	1.69	1.93	1.83	9,569
AS-2	Giving users individual attention	1.95	1.73	1.75	1.91	1.75	9,711
AS-3	Employees who are consistently courteous	1.81	1.31	1.60	2.02	1.75	10,041
AS-4	Readiness to respond to users' questions	1.66	1.25	1.51	1.83	1.58	9,787
AS-5	Employees who have the knowledge to answer user questions	1.66	1.22	1.55	1.85	1.63	9,693
AS-6	Employees who deal with users in a caring fashion	1.84	1.45	1.57	1.93	1.69	9,647
AS-7	Employees who understand the needs of their users	1.72	1.33	1.53	1.88	1.65	9,499
AS-8	Willingness to help users	1.74	1.31	1.50	1.83	1.56	9,699
AS-9	Dependability in handling users' service problems	1.67	1.30	1.58	1.88	1.69	8,564
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.69	0.99	1.64	2.06	1.75	10,166
IC-2	A library Web site enabling me to locate information on my own	1.61	1.03	1.58	1.97	1.66	10,223
IC-3	The printed library materials I need for my work	1.69	1.32	1.65	2.05	1.85	9,541
IC-4	The electronic information resources I need	1.55	0.97	1.46	1.93	1.60	10,191
IC-5	Modern equipment that lets me easily access needed information	1.59	1.09	1.48	1.86	1.60	9,968
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	1.06	1.46	1.89	1.57	10,085
IC-7	Making information easily accessible for independent use	1.57	1.08	1.44	1.84	1.54	9,955
IC-8	Print and/or electronic journal collections I require for my work	1.57	0.97	1.65	2.11	1.78	9,958
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.94	1.65	2.03	2.54	2.48	9,835
LP-2	Quiet space for individual activities	1.98	1.67	1.91	2.51	2.35	9,562
LP-3	A comfortable and inviting location	1.85	1.46	1.91	2.36	2.21	9,892
LP-4	A getaway for study, learning, or research	1.92	1.56	1.79	2.26	2.10	9,592
LP-5	Community space for group learning and group study	2.20	2.10	1.93	2.54	2.54	8,290
<b>Overall:</b>		1.32	0.88	1.15	1.46	1.21	10,314

Language: American English

Institution Type: College or University

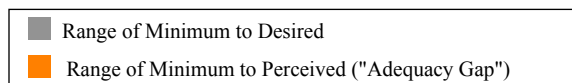
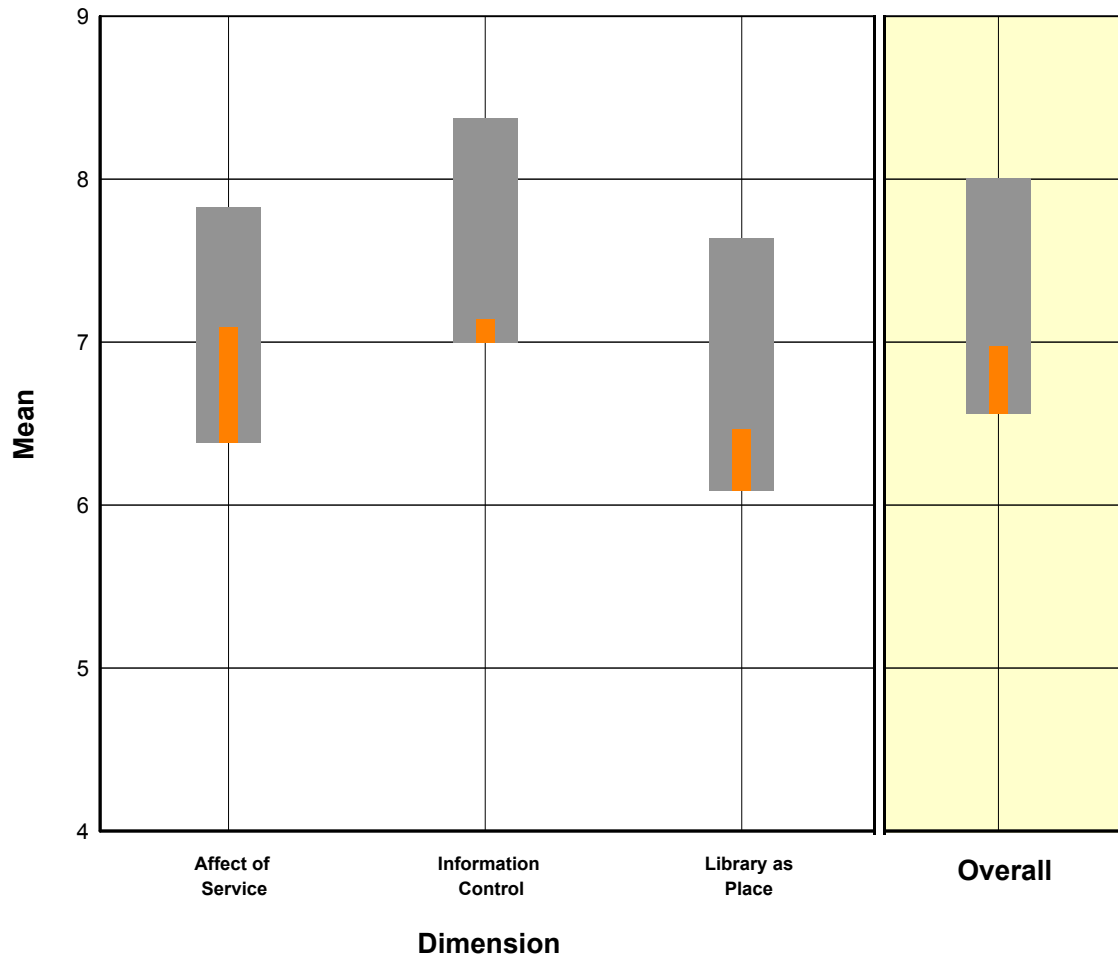
Consortium: ARL

User Group: Graduate



### 19.3 Core Question Dimensions Summary for Graduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.38	7.83	7.09	0.71	-0.74	10,294
Information Control	7.00	8.37	7.14	0.15	-1.23	10,314
Library as Place	6.09	7.64	6.47	0.37	-1.17	10,189
<b>Overall:</b>	6.56	8.00	6.97	0.41	-1.03	10,314

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.48	1.10	1.32	1.55	1.35	10,294
Information Control	1.31	0.80	1.18	1.55	1.26	10,314
Library as Place	1.65	1.36	1.59	2.02	1.89	10,189
<b>Overall:</b>	1.32	0.88	1.15	1.46	1.21	10,314

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Graduate

## 19.4 Local Questions Summary for Graduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.82	8.46	6.97	0.15	-1.49	491
Convenience of borrowing books from other colleges	6.33	7.78	7.14	0.81	-0.63	338
Availability of online help when using my library's electronic resources	6.00	7.57	6.60	0.60	-0.97	1,429
Informing me of useful library services	5.74	7.18	6.39	0.65	-0.80	677
Employees teaching me how to access or manage information	5.64	7.18	6.49	0.85	-0.69	290
An environment that facilitates group study and problem solving	5.34	6.77	6.12	0.77	-0.66	1,656
Access to information resources that support patient care	6.12	7.43	6.93	0.81	-0.50	307
Providing help when and where I need it	6.36	7.90	6.93	0.57	-0.98	1,558
Teaching me how to access, evaluate, and use information	5.90	7.34	6.61	0.71	-0.73	1,408
Making me aware of library services	5.73	7.26	6.10	0.37	-1.16	669
Subject bibliographies	6.63	7.72	6.85	0.23	-0.87	75
Library orientations / instruction sessions	5.05	6.50	6.60	1.55	0.11	879
Online course support (readings, links, references)	6.66	8.04	6.96	0.29	-1.08	306
Electronic resources matching my information needs	7.28	8.65	6.58	-0.70	-2.06	139
Access to rare and historical materials	5.68	7.44	6.48	0.81	-0.95	62
Contribution to the intellectual atmosphere of the campus	6.72	7.83	7.13	0.41	-0.70	177
Ready access to computers / Internet / software	6.89	8.17	7.24	0.34	-0.94	1,212
Library staff teaching me how to find information	5.88	7.40	6.62	0.74	-0.79	104
Using the library for research	7.32	8.49	7.39	0.06	-1.10	499
Library keeping me informed about all of its services	5.34	6.83	5.87	0.53	-0.96	374
The multimedia (CD / DVD / video / audio) collections I need	5.68	7.31	6.06	0.38	-1.25	751
An environment conducive to learning through classes, programs, activities, and meetings	5.60	6.88	6.18	0.58	-0.70	390
Access to photocopying and printing facilities	6.41	7.87	6.25	-0.16	-1.63	727
Provision of information skills training	5.59	7.13	6.66	1.07	-0.46	385
Availability of subject specialist assistance	5.77	7.29	6.63	0.87	-0.66	1,056
Helpfulness in dealing with users' IT problems	6.55	7.90	6.96	0.41	-0.94	1,408
Librarians teaching me how to effectively use the electronically available databases, journals, and books	5.82	7.35	6.43	0.61	-0.93	510

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

Providing reliable access to resources when and where I need them	7.22	8.34	6.85	-0.37	-1.49	374
A library environment that is hospitable and conducive to finding and using information	6.89	8.32	6.61	-0.28	-1.71	854
Making me aware of library resources and services	6.02	7.53	6.47	0.44	-1.06	1,987
Teaching me how to locate, evaluate, and use information	6.05	7.53	6.97	0.92	-0.56	2,692
Efficient interlibrary loan / document delivery	6.79	8.28	7.57	0.78	-0.72	1,569
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.79	7.35	6.96	1.17	-0.39	199
Convenient service hours	6.82	8.22	7.28	0.46	-0.95	3,251
Ability to navigate library Web pages easily	6.96	8.37	6.94	-0.02	-1.43	3,021
A center for intellectual stimulation	6.57	7.61	6.02	-0.55	-1.59	98
A place for reflection and creativity	5.81	7.41	5.55	-0.26	-1.86	108
A secure and safe place	7.29	8.26	7.47	0.18	-0.79	1,092
Accuracy in the catalog, borrowing, and overdue records	6.94	8.20	7.33	0.40	-0.86	911
Browsing library materials in the stacks	5.80	7.47	6.29	0.49	-1.18	214
Center for intellectual interaction	5.76	7.20	6.04	0.28	-1.16	178
Convenient access to library collections	6.98	8.10	6.95	-0.02	-1.15	220
Convenient business hours	6.92	8.21	7.44	0.52	-0.77	221
Enabling me to find information myself 24 hours a day	7.01	8.43	6.74	-0.27	-1.69	216
Facilitating self-directed research	6.60	8.24	7.02	0.42	-1.22	296
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.57	7.93	7.38	0.81	-0.55	74
Performing services right the first time	6.63	7.96	7.50	0.87	-0.46	308
Providing direction to self-navigate the library	6.70	8.01	7.33	0.63	-0.68	79
Providing services as promised	7.20	8.17	7.57	0.37	-0.61	76
Resources added to library collections on request	6.59	7.87	6.52	-0.07	-1.36	157
Space for group / individual study and research needs	6.12	7.58	6.48	0.37	-1.10	1,758
Space that facilitates quiet study	6.59	7.92	6.08	-0.51	-1.83	603
Teaching me to find library resources myself	6.23	7.73	7.19	0.96	-0.54	224
Timely document delivery / interlibrary loan	6.82	8.30	7.34	0.52	-0.96	1,008
Personalization features in the electronic library	5.71	7.30	6.39	0.68	-0.91	256
Space for students to study and work in groups	5.37	6.87	6.43	1.06	-0.44	414
Adequate hours of service	6.54	8.03	7.48	0.94	-0.55	1,006
Timely delivery of the articles and documents that I need	6.97	8.46	7.56	0.59	-0.90	336
Providing me with the information skills I need for my work or study	6.69	7.89	7.01	0.31	-0.89	170
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.61	6.69	6.65	1.03	-0.04	187

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate

The library collection provides information resources reflecting diverse points of view	6.66	7.98	7.21	0.55	-0.78	227
The library program teaches me how to access, evaluate, and use information	6.17	7.57	7.17	1.00	-0.40	210
The 24 by 7 live chat service provides information assistance when and where I need it	5.85	7.07	6.81	0.95	-0.26	193
The library provides access to archival materials (documents, manuscripts, and photographs)	6.20	7.66	6.93	0.74	-0.73	168

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.57	1.05	1.37	1.88	1.58	491
Convenience of borrowing books from other colleges	1.99	1.65	1.67	1.99	1.84	338
Availability of online help when using my library's electronic resources	1.89	1.60	1.67	2.06	1.88	1,429
Informing me of useful library services	1.82	1.65	1.66	1.91	1.79	677
Employees teaching me how to access or manage information	1.96	1.79	1.68	1.89	1.83	290
An environment that facilitates group study and problem solving	2.09	2.10	1.84	2.32	2.34	1,656
Access to information resources that support patient care	1.90	1.85	1.47	1.74	1.75	307
Providing help when and where I need it	1.67	1.33	1.62	1.87	1.78	1,558
Teaching me how to access, evaluate, and use information	1.98	1.80	1.68	2.07	2.02	1,408
Making me aware of library services	1.89	1.66	1.77	2.14	2.10	669
Subject bibliographies	1.89	1.43	1.53	1.81	1.45	75
Library orientations / instruction sessions	2.32	2.26	1.83	2.30	2.25	879
Online course support (readings, links, references)	1.82	1.45	1.77	2.11	1.84	306
Electronic resources matching my information needs	1.39	0.72	1.79	2.21	1.86	139
Access to rare and historical materials	2.23	1.81	1.70	1.92	1.74	62
Contribution to the intellectual atmosphere of the campus	1.93	1.48	1.71	1.91	1.77	177
Ready access to computers / Internet / software	1.75	1.36	1.63	2.06	1.86	1,212
Library staff teaching me how to find information	2.07	1.60	1.86	2.36	1.91	104
Using the library for research	1.50	1.00	1.56	1.89	1.68	499
Library keeping me informed about all of its services	2.08	1.75	1.84	2.22	1.98	374
The multimedia (CD / DVD / video / audio) collections I need	2.13	1.89	1.82	2.44	2.28	751
An environment conducive to learning through classes, programs, activities, and meetings	2.08	2.09	1.92	2.28	2.21	390
Access to photocopying and printing facilities	1.81	1.48	1.97	2.36	2.28	727
Provision of information skills training	2.12	1.89	1.74	2.08	2.01	385
Availability of subject specialist assistance	1.86	1.58	1.67	1.82	1.67	1,056
Helpfulness in dealing with users' IT problems	1.76	1.40	1.62	1.87	1.75	1,408
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.06	1.87	1.95	2.23	2.21	510
Providing reliable access to resources when and where I need them	1.47	1.05	1.64	2.04	1.85	374

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Graduate

A library environment that is hospitable and conducive to finding and using information	1.66	1.13	1.90	2.32	2.04	854
Making me aware of library resources and services	1.93	1.59	1.78	2.18	2.01	1,987
Teaching me how to locate, evaluate, and use information	1.97	1.65	1.61	2.08	1.87	2,692
Efficient interlibrary loan / document delivery	1.73	1.20	1.53	1.93	1.62	1,569
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.23	1.88	1.58	2.20	1.91	199
Convenient service hours	1.68	1.18	1.64	2.18	1.87	3,251
Ability to navigate library Web pages easily	1.62	1.04	1.69	2.09	1.82	3,021
A center for intellectual stimulation	2.12	1.80	2.01	2.33	2.05	98
A place for reflection and creativity	2.12	1.95	2.08	2.78	2.54	108
A secure and safe place	1.74	1.24	1.59	2.01	1.71	1,092
Accuracy in the catalog, borrowing, and overdue records	1.81	1.31	1.58	2.03	1.71	911
Browsing library materials in the stacks	1.76	1.61	1.88	2.06	1.89	214
Center for intellectual interaction	2.16	1.90	2.04	2.08	2.04	178
Convenient access to library collections	1.58	1.24	1.58	1.97	1.79	220
Convenient business hours	1.49	1.10	1.46	1.88	1.63	221
Enabling me to find information myself 24 hours a day	1.68	0.99	1.75	2.18	1.84	216
Facilitating self-directed research	1.75	1.23	1.53	1.90	1.70	296
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.60	1.48	1.69	1.73	1.88	74
Performing services right the first time	1.77	1.33	1.31	1.65	1.36	308
Providing direction to self-navigate the library	1.72	1.39	1.46	1.81	1.62	79
Providing services as promised	1.68	1.26	1.50	1.66	1.52	76
Resources added to library collections on request	1.71	1.48	1.88	1.92	2.19	157
Space for group / individual study and research needs	1.93	1.73	1.82	2.34	2.26	1,758
Space that facilitates quiet study	1.96	1.67	2.06	2.88	2.64	603
Teaching me to find library resources myself	1.94	1.61	1.49	1.87	1.59	224
Timely document delivery / interlibrary loan	1.65	1.14	1.63	2.06	1.80	1,008
Personalization features in the electronic library	2.01	1.71	1.75	2.13	1.93	256
Space for students to study and work in groups	2.14	2.10	1.76	2.26	2.30	414
Adequate hours of service	1.75	1.33	1.59	2.18	1.84	1,006
Timely delivery of the articles and documents that I need	1.61	0.92	1.42	1.71	1.41	336
Providing me with the information skills I need for my work or study	1.78	1.28	1.59	2.04	1.70	170
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.45	2.47	2.01	1.95	1.93	187
The library collection provides information resources reflecting diverse points of view	1.69	1.35	1.43	1.63	1.50	227

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate

The library program teaches me how to access, evaluate, and use information	1.81	1.56	1.38	1.80	1.68	210
The 24 by 7 live chat service provides information assistance when and where I need it	2.18	2.05	1.87	2.11	1.95	193
The library provides access to archival materials (documents, manuscripts, and photographs)	1.97	1.60	1.45	1.92	1.79	168

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Graduate



## 19.5 General Satisfaction Questions Summary for Graduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.39	1.58	10,312
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.02	1.70	10,311
How would you rate the overall quality of the service provided by the library?	7.16	1.43	10,313

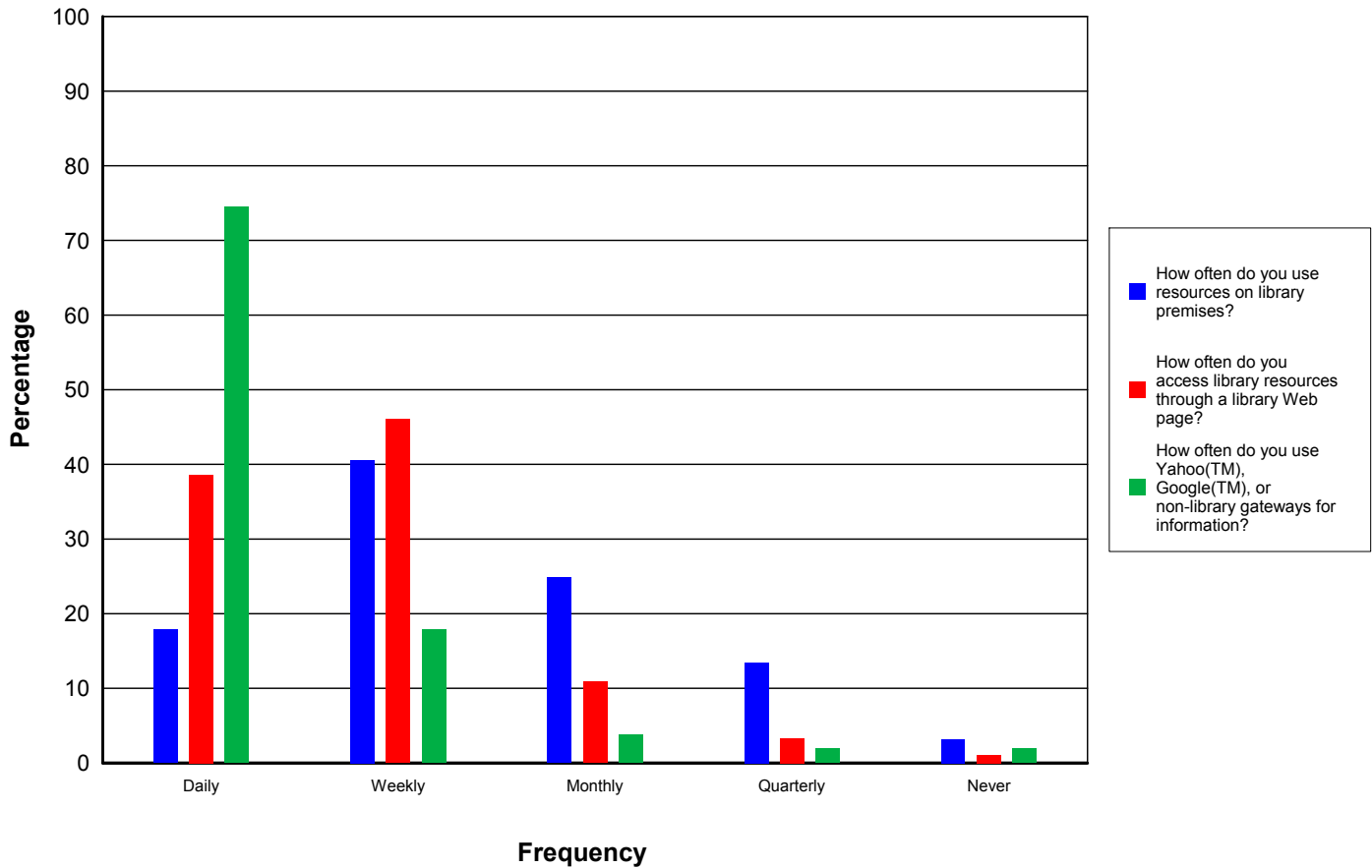
## 19.6 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.26	1.91	10,313
The library aids my advancement in my academic discipline.	7.09	1.64	10,313
The library enables me to be more efficient in my academic pursuits.	7.10	1.67	10,313
The library helps me distinguish between trustworthy and untrustworthy information.	5.73	1.98	10,312
The library provides me with the information skills I need in my work or study.	6.34	1.85	10,313

### 19.7 Library Use Summary for Graduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1,845 17.89%	4,185 40.58%	2,563 24.85%	1,388 13.46%	331 3.21%	<b>10,312</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	3,983 38.62%	4,749 46.05%	1,125 10.91%	344 3.34%	111 1.08%	<b>10,312</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	7,682 74.52%	1,844 17.89%	388 3.76%	197 1.91%	198 1.92%	<b>10,309</b> <b>100.00%</b>

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

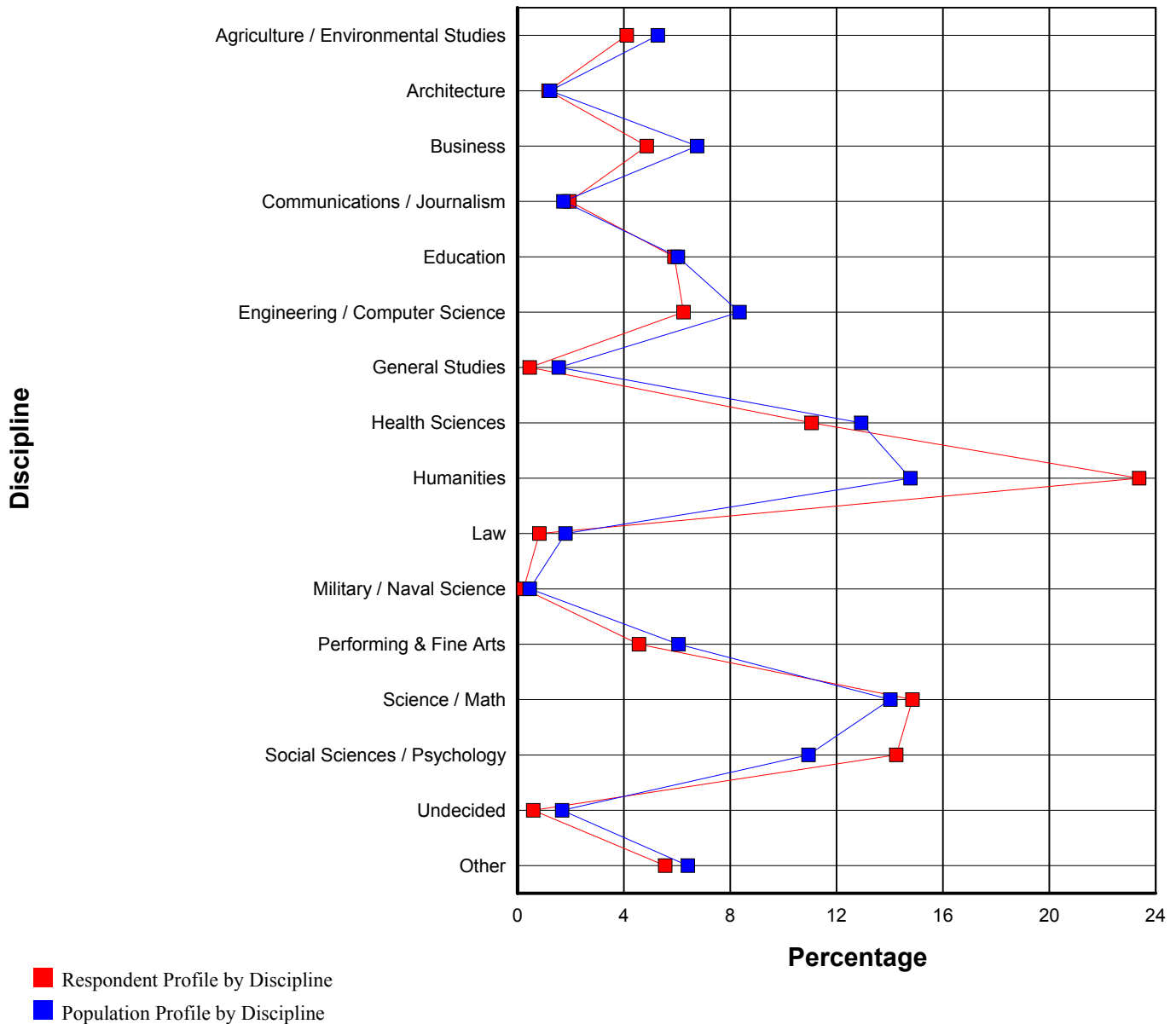
## 20 College or University Libraries Faculty Summary for ARL

### 20.1 Demographic Summary for Faculty

#### 20.1.1 Population and Respondent Profiles for Faculty by Discipline

The chart and table below show a breakdown of survey respondents by standard discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	3,609	5.28%	250	4.11%	1.17%
Architecture	838	1.23%	71	1.17%	0.06%
Business	4,619	6.76%	296	4.86%	1.89%
Communications / Journalism	1,181	1.73%	119	1.96%	-0.23%
Education	4,124	6.03%	359	5.90%	0.13%
Engineering / Computer Science	5,708	8.35%	380	6.24%	2.11%
General Studies	1,061	1.55%	28	0.46%	1.09%
Health Sciences	8,838	12.93%	673	11.06%	1.87%
Humanities	10,102	14.78%	1,423	23.38%	-8.60%
Law	1,235	1.81%	50	0.82%	0.98%
Military / Naval Science	314	0.46%	14	0.23%	0.23%
Performing & Fine Arts	4,140	6.06%	278	4.57%	1.49%
Science / Math	9,587	14.02%	904	14.85%	-0.83%
Social Sciences / Psychology	7,483	10.95%	867	14.25%	-3.30%
Undecided	1,147	1.68%	36	0.59%	1.09%
Other	4,379	6.41%	338	5.55%	0.85%
<b>Total:</b>	<b>68,365</b>	<b>100.00%</b>	<b>6,086</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

### 20.1.2 Respondent Profile for Faculty by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	3	0.05%
18 - 22	5	0.08%
23 - 30	196	3.22%
31 - 45	2,162	35.53%
46 - 65	3,299	54.22%
Over 65	420	6.90%
<b>Total:</b>	<b>6,085</b>	<b>100.00%</b>

### 20.1.3 Population and Respondent Profiles for Faculty by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	45,404	65.06%	3,597	59.20%
Female	24,383	34.94%	2,479	40.80%
<b>Total:</b>	<b>69,787</b>	<b>100.00%</b>	<b>6,076</b>	<b>100.00%</b>

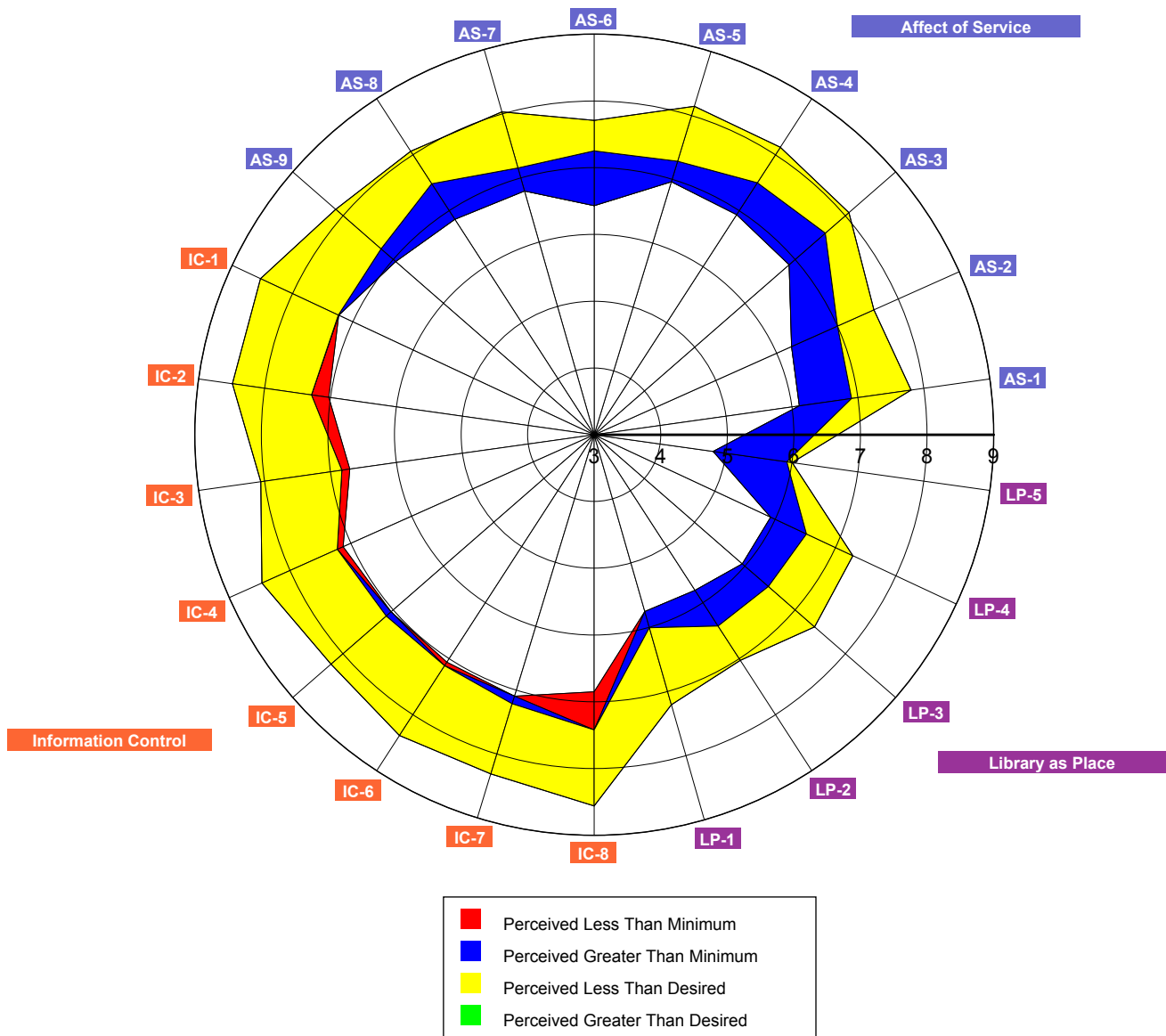
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

## 20.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.11	7.81	6.90	0.79	-0.90	5,739
AS-2	Giving users individual attention	6.25	7.60	7.00	0.76	-0.60	5,762
AS-3	Employees who are consistently courteous	6.88	8.07	7.60	0.72	-0.47	5,952
AS-4	Readiness to respond to users' questions	6.93	8.13	7.50	0.57	-0.63	5,891
AS-5	Employees who have the knowledge to answer user questions	6.96	8.15	7.29	0.32	-0.86	5,829
AS-6	Employees who deal with users in a caring fashion	6.43	7.71	7.25	0.82	-0.46	5,711
AS-7	Employees who understand the needs of their users	6.80	8.03	7.16	0.36	-0.87	5,756
AS-8	Willingness to help users	6.85	8.06	7.48	0.64	-0.58	5,746
AS-9	Dependability in handling users' service problems	6.95	8.15	7.24	0.29	-0.90	5,254
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.24	8.53	7.24	0.01	-1.29	5,993
IC-2	A library Web site enabling me to locate information on my own	7.29	8.49	7.03	-0.26	-1.46	6,017
IC-3	The printed library materials I need for my work	6.83	8.06	6.71	-0.12	-1.35	5,759
IC-4	The electronic information resources I need	7.22	8.47	7.13	-0.09	-1.33	5,993
IC-5	Modern equipment that lets me easily access needed information	7.04	8.24	7.14	0.10	-1.10	5,759
IC-6	Easy-to-use access tools that allow me to find things on my own	7.13	8.37	7.06	-0.06	-1.31	5,918
IC-7	Making information easily accessible for independent use	7.10	8.31	7.22	0.12	-1.10	5,823
IC-8	Print and/or electronic journal collections I require for my work	7.42	8.56	6.85	-0.57	-1.71	5,925
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.76	7.21	6.01	0.25	-1.20	5,333
LP-2	Quiet space for individual activities	5.78	7.03	6.42	0.64	-0.61	4,927
LP-3	A comfortable and inviting location	5.95	7.39	6.47	0.52	-0.92	5,494
LP-4	A getaway for study, learning, or research	5.93	7.29	6.52	0.59	-0.77	5,101
LP-5	Community space for group learning and group study	4.81	6.00	5.92	1.12	-0.08	3,880
<b>Overall:</b>		6.68	7.95	6.99	0.31	-0.96	6,096

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.84	1.52	1.66	1.97	1.83	5,739
AS-2	Giving users individual attention	1.82	1.57	1.66	1.90	1.74	5,762
AS-3	Employees who are consistently courteous	1.77	1.33	1.52	1.95	1.67	5,952
AS-4	Readiness to respond to users' questions	1.60	1.21	1.49	1.80	1.55	5,891
AS-5	Employees who have the knowledge to answer user questions	1.63	1.25	1.56	1.85	1.65	5,829
AS-6	Employees who deal with users in a caring fashion	1.87	1.54	1.57	1.92	1.68	5,711
AS-7	Employees who understand the needs of their users	1.66	1.29	1.59	1.92	1.70	5,756
AS-8	Willingness to help users	1.71	1.30	1.50	1.83	1.55	5,746
AS-9	Dependability in handling users' service problems	1.61	1.22	1.61	1.91	1.70	5,254
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.62	0.98	1.64	2.00	1.74	5,993
IC-2	A library Web site enabling me to locate information on my own	1.50	0.96	1.62	1.97	1.72	6,017
IC-3	The printed library materials I need for my work	1.72	1.44	1.72	2.11	2.01	5,759
IC-4	The electronic information resources I need	1.50	0.98	1.50	1.92	1.66	5,993
IC-5	Modern equipment that lets me easily access needed information	1.57	1.18	1.52	1.87	1.64	5,759
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	1.02	1.49	1.88	1.62	5,918
IC-7	Making information easily accessible for independent use	1.51	1.06	1.45	1.83	1.56	5,823
IC-8	Print and/or electronic journal collections I require for my work	1.50	0.95	1.72	2.14	1.88	5,925
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.08	2.00	2.02	2.59	2.66	5,333
LP-2	Quiet space for individual activities	2.20	2.10	1.91	2.47	2.43	4,927
LP-3	A comfortable and inviting location	1.94	1.78	1.98	2.42	2.37	5,494
LP-4	A getaway for study, learning, or research	2.15	2.06	1.87	2.35	2.37	5,101
LP-5	Community space for group learning and group study	2.33	2.49	1.94	2.47	2.60	3,880
<b>Overall:</b>		1.29	0.92	1.20	1.46	1.25	6,096

Language: American English

Institution Type: College or University

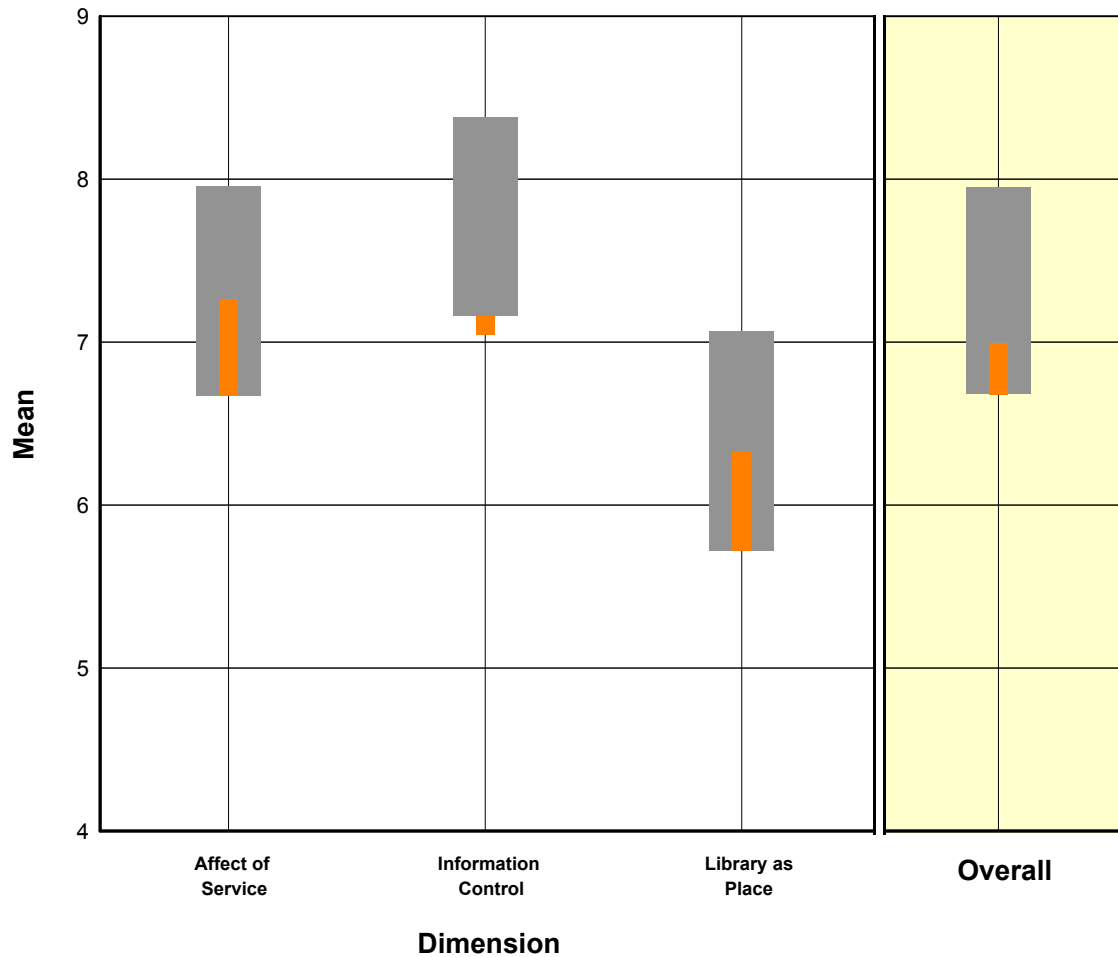
Consortium: ARL

User Group: Faculty



### 20.3 Core Question Dimensions Summary for Faculty

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired  
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.67	7.96	7.26	0.59	-0.69	6,092
Information Control	7.16	8.38	7.05	-0.11	-1.33	6,096
Library as Place	5.72	7.07	6.33	0.61	-0.74	5,866
<b>Overall:</b>	6.68	7.95	6.99	0.31	-0.96	6,096

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.46	1.09	1.34	1.58	1.37	6,092
Information Control	1.24	0.76	1.24	1.56	1.31	6,096
Library as Place	1.83	1.73	1.67	2.08	2.07	5,866
<b>Overall:</b>	1.29	0.92	1.20	1.46	1.25	6,096

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

## 20.4 Local Questions Summary for Faculty

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.98	8.41	6.96	-0.03	-1.45	317
Convenience of borrowing books from other colleges	6.37	7.76	7.16	0.79	-0.60	378
Availability of online help when using my library's electronic resources	6.35	7.72	6.56	0.21	-1.16	765
Informing me of useful library services	5.74	7.15	6.52	0.78	-0.63	403
Employees teaching me how to access or manage information	5.96	7.25	6.48	0.52	-0.77	144
An environment that facilitates group study and problem solving	4.86	6.00	5.97	1.10	-0.04	674
Access to information resources that support patient care	6.67	7.74	7.19	0.52	-0.55	116
Providing help when and where I need it	6.68	8.04	6.96	0.28	-1.08	708
Teaching me how to access, evaluate, and use information	5.87	7.13	6.35	0.49	-0.78	845
Making me aware of library services	6.06	7.31	6.55	0.49	-0.77	295
Subject bibliographies	5.85	7.12	6.56	0.71	-0.56	34
Library orientations / instruction sessions	5.31	6.46	6.76	1.45	0.30	493
Online course support (readings, links, references)	6.51	7.88	7.01	0.51	-0.87	89
Electronic resources matching my information needs	7.21	8.43	6.62	-0.59	-1.81	213
Access to rare and historical materials	6.04	7.40	6.16	0.12	-1.24	94
Contribution to the intellectual atmosphere of the campus	6.78	7.99	7.46	0.68	-0.53	85
Ready access to computers / Internet / software	6.69	7.81	7.17	0.47	-0.65	820
Library staff teaching me how to find information	6.32	7.64	6.70	0.39	-0.94	152
Using the library for research	7.43	8.56	6.58	-0.85	-1.98	204
Library keeping me informed about all of its services	5.70	7.06	6.34	0.64	-0.72	362
The multimedia (CD / DVD / video / audio) collections I need	5.99	7.48	6.08	0.09	-1.40	734
An environment conducive to learning through classes, programs, activities, and meetings	5.57	6.81	5.81	0.23	-1.01	129
Access to photocopying and printing facilities	6.19	7.50	5.96	-0.23	-1.53	600
Provision of information skills training	5.56	6.87	6.99	1.43	0.12	113
Availability of subject specialist assistance	5.99	7.33	6.75	0.76	-0.58	500
Helpfulness in dealing with users' IT problems	6.54	7.79	6.97	0.43	-0.82	667
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.04	7.46	6.71	0.67	-0.74	316

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

Providing reliable access to resources when and where I need them	7.24	8.30	6.82	-0.42	-1.48	158
A library environment that is hospitable and conducive to finding and using information	6.84	8.12	6.35	-0.49	-1.78	529
Making me aware of library resources and services	6.21	7.51	6.62	0.41	-0.89	1,189
Teaching me how to locate, evaluate, and use information	5.95	7.36	6.92	0.97	-0.44	1,412
Efficient interlibrary loan / document delivery	7.13	8.38	7.64	0.50	-0.74	818
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	6.05	7.40	6.93	0.87	-0.47	204
Convenient service hours	6.59	7.81	7.17	0.58	-0.64	1,771
Ability to navigate library Web pages easily	7.09	8.40	6.86	-0.24	-1.55	1,884
A center for intellectual stimulation	6.45	7.61	6.09	-0.36	-1.52	67
A place for reflection and creativity	5.38	6.77	5.14	-0.24	-1.63	132
A secure and safe place	7.20	8.06	7.62	0.41	-0.45	601
Accuracy in the catalog, borrowing, and overdue records	7.08	8.13	7.28	0.20	-0.84	488
Browsing library materials in the stacks	6.52	7.98	6.40	-0.12	-1.58	132
Center for intellectual interaction	5.58	6.91	5.87	0.29	-1.04	172
Convenient access to library collections	6.72	7.72	6.84	0.12	-0.88	146
Convenient business hours	9.00	9.00	8.00	-1.00	-1.00	1
Enabling me to find information myself 24 hours a day	6.69	8.09	6.79	0.10	-1.30	183
Facilitating self-directed research	6.78	8.09	6.91	0.13	-1.17	292
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.98	7.98	7.26	0.29	-0.71	80
Performing services right the first time	7.08	8.31	7.91	0.83	-0.40	250
Providing direction to self-navigate the library	6.96	7.95	7.04	0.08	-0.91	77
Providing services as promised	7.53	8.37	7.59	0.06	-0.78	81
Resources added to library collections on request	6.66	8.17	6.69	0.03	-1.48	65
Space for group / individual study and research needs	5.63	6.86	6.26	0.63	-0.60	886
Space that facilitates quiet study	6.06	7.32	5.80	-0.26	-1.52	324
Teaching me to find library resources myself	6.43	7.59	7.47	1.04	-0.13	190
Timely document delivery / interlibrary loan	7.07	8.33	7.26	0.20	-1.07	546
Personalization features in the electronic library	5.75	6.99	6.23	0.48	-0.76	147
Space for students to study and work in groups	5.26	6.44	6.07	0.81	-0.37	268
Adequate hours of service	6.55	7.80	7.57	1.02	-0.23	561
Timely delivery of the articles and documents that I need	7.25	8.52	7.96	0.71	-0.56	330
Providing me with the information skills I need for my work or study	6.45	7.57	6.63	0.18	-0.94	146
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.79	6.75	7.06	1.27	0.31	188

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

The library collection provides information resources reflecting diverse points of view	6.80	7.84	7.38	0.58	-0.46	204
The library program teaches me how to access, evaluate, and use information	6.21	7.48	6.95	0.74	-0.52	206
The 24 by 7 live chat service provides information assistance when and where I need it	5.02	6.11	6.44	1.43	0.34	131
The library provides access to archival materials (documents, manuscripts, and photographs)	6.03	7.51	6.60	0.57	-0.91	198

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Faculty

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.68	1.21	1.47	1.83	1.55	317
Convenience of borrowing books from other colleges	1.87	1.54	1.57	1.86	1.74	378
Availability of online help when using my library's electronic resources	1.85	1.57	1.71	2.04	1.85	765
Informing me of useful library services	1.88	1.69	1.77	2.12	1.99	403
Employees teaching me how to access or manage information	2.29	2.12	1.97	1.97	1.91	144
An environment that facilitates group study and problem solving	2.22	2.40	1.86	2.27	2.45	674
Access to information resources that support patient care	1.96	1.89	1.69	1.97	1.94	116
Providing help when and where I need it	1.72	1.30	1.68	2.05	1.83	708
Teaching me how to access, evaluate, and use information	2.09	2.01	1.85	2.11	2.04	845
Making me aware of library services	1.89	1.79	1.76	2.20	2.13	295
Subject bibliographies	2.27	2.04	1.74	2.04	1.83	34
Library orientations / instruction sessions	2.31	2.29	1.77	1.97	2.08	493
Online course support (readings, links, references)	1.95	1.33	1.63	1.97	1.82	89
Electronic resources matching my information needs	1.40	0.94	1.50	1.83	1.69	213
Access to rare and historical materials	2.25	2.13	1.97	2.47	2.30	94
Contribution to the intellectual atmosphere of the campus	1.78	1.48	1.55	1.83	1.83	85
Ready access to computers / Internet / software	1.95	1.72	1.60	1.96	1.85	820
Library staff teaching me how to find information	2.06	1.80	1.87	2.48	2.21	152
Using the library for research	1.68	0.93	1.68	2.32	1.77	204
Library keeping me informed about all of its services	1.85	1.75	1.76	2.19	2.06	362
The multimedia (CD / DVD / video / audio) collections I need	2.09	1.93	1.87	2.46	2.37	734
An environment conducive to learning through classes, programs, activities, and meetings	2.25	2.12	2.01	2.29	2.35	129
Access to photocopying and printing facilities	2.04	1.82	1.92	2.55	2.40	600
Provision of information skills training	1.90	1.85	1.42	2.09	1.99	113
Availability of subject specialist assistance	1.90	1.69	1.76	1.82	1.78	500
Helpfulness in dealing with users' IT problems	1.79	1.54	1.59	1.87	1.76	667
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.07	1.93	1.88	2.11	1.94	316
Providing reliable access to resources when and where I need them	1.52	0.98	1.73	2.27	1.95	158

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

A library environment that is hospitable and conducive to finding and using information	1.69	1.39	1.97	2.33	2.20	529
Making me aware of library resources and services	1.87	1.61	1.75	2.16	2.04	1,189
Teaching me how to locate, evaluate, and use information	2.05	1.86	1.59	2.04	1.92	1,412
Efficient interlibrary loan / document delivery	1.65	1.15	1.51	1.89	1.49	818
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.11	1.98	1.69	2.49	2.50	204
Convenient service hours	1.80	1.55	1.60	2.08	1.91	1,771
Ability to navigate library Web pages easily	1.51	0.99	1.61	2.04	1.78	1,884
A center for intellectual stimulation	1.86	1.80	1.81	2.38	2.32	67
A place for reflection and creativity	2.20	2.39	1.88	2.74	2.88	132
A secure and safe place	1.84	1.50	1.41	1.89	1.53	601
Accuracy in the catalog, borrowing, and overdue records	1.76	1.35	1.67	2.15	1.90	488
Browsing library materials in the stacks	1.88	1.46	1.87	2.45	2.12	132
Center for intellectual interaction	2.27	2.22	1.95	2.24	2.14	172
Convenient access to library collections	1.60	1.41	1.48	2.09	1.88	146
Convenient business hours						1
Enabling me to find information myself 24 hours a day	1.83	1.46	1.60	2.05	1.70	183
Facilitating self-directed research	1.77	1.47	1.53	1.90	1.68	292
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.77	1.36	1.44	1.76	1.62	80
Performing services right the first time	1.53	1.00	1.15	1.55	1.25	250
Providing direction to self-navigate the library	1.65	1.43	1.55	2.14	1.96	77
Providing services as promised	1.41	0.95	1.42	1.81	1.29	81
Resources added to library collections on request	1.66	1.22	1.91	2.36	2.17	65
Space for group / individual study and research needs	2.13	2.10	1.79	2.35	2.26	886
Space that facilitates quiet study	2.14	2.02	2.05	2.82	2.72	324
Teaching me to find library resources myself	1.87	1.68	1.41	1.83	1.65	190
Timely document delivery / interlibrary loan	1.69	1.11	1.75	2.27	1.91	546
Personalization features in the electronic library	2.21	2.05	1.90	2.10	1.96	147
Space for students to study and work in groups	2.23	2.36	1.89	2.41	2.50	268
Adequate hours of service	1.78	1.51	1.50	2.04	1.83	561
Timely delivery of the articles and documents that I need	1.46	0.97	1.16	1.49	1.13	330
Providing me with the information skills I need for my work or study	2.07	1.91	1.89	2.25	2.10	146
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.48	2.59	1.94	1.95	2.03	188
The library collection provides information resources reflecting diverse points of view	1.93	1.77	1.43	1.61	1.47	204

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Faculty

The library program teaches me how to access, evaluate, and use information	2.03	1.84	1.82	1.75	1.60	206
The 24 by 7 live chat service provides information assistance when and where I need it	2.53	2.51	2.22	2.23	2.15	131
The library provides access to archival materials (documents, manuscripts, and photographs)	2.05	1.97	1.64	1.99	2.02	198

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Faculty



## 20.5 General Satisfaction Questions Summary for Faculty

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.54	1.59	6,095
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.97	1.87	6,094
How would you rate the overall quality of the service provided by the library?	7.23	1.54	6,096

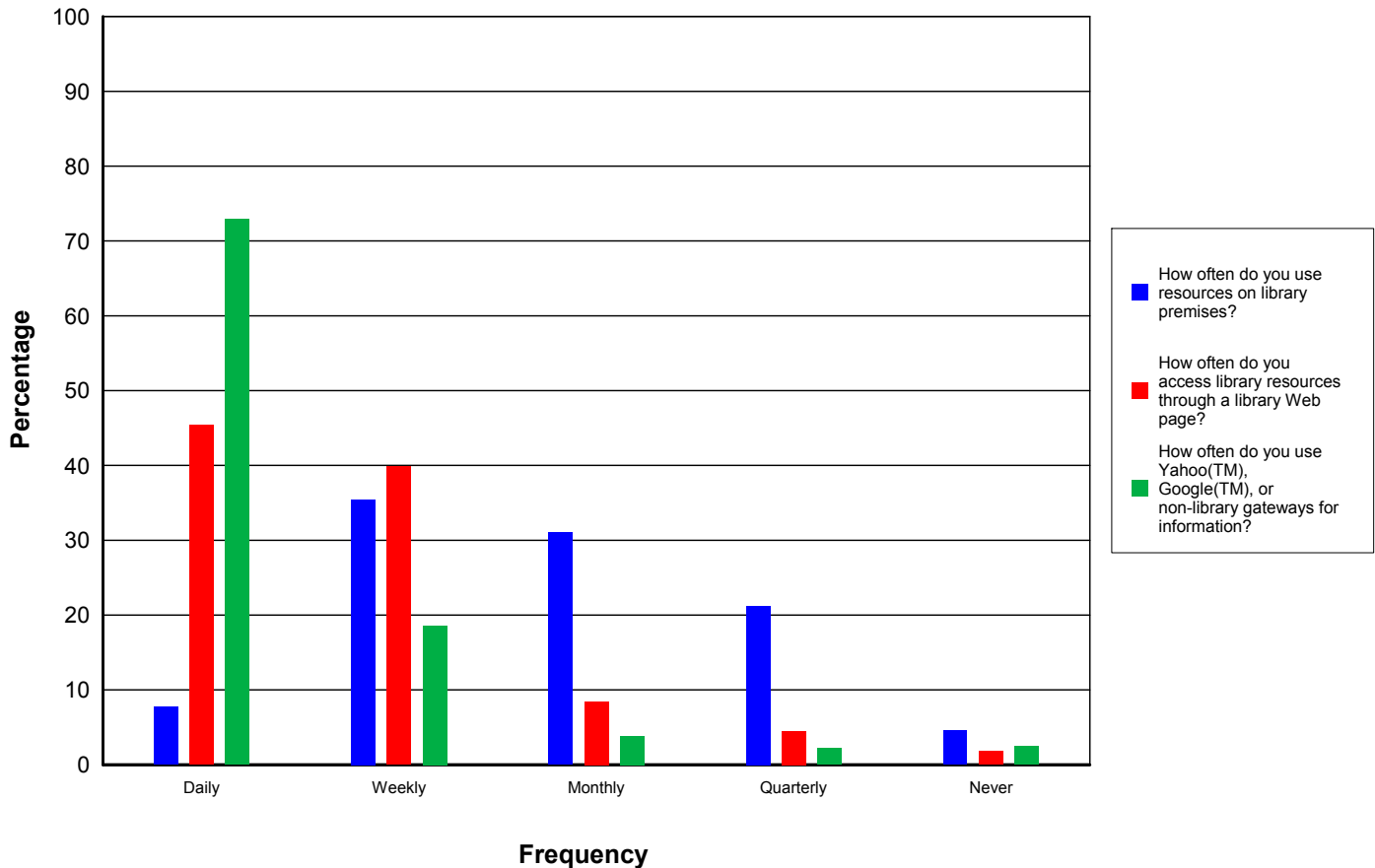
## 20.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.46	2.03	6,095
The library aids my advancement in my academic discipline.	6.91	1.87	6,093
The library enables me to be more efficient in my academic pursuits.	7.09	1.81	6,094
The library helps me distinguish between trustworthy and untrustworthy information.	5.50	2.15	6,093
The library provides me with the information skills I need in my work or study.	6.07	2.02	6,092

### 20.7 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	470 7.71%	2,159 35.43%	1,892 31.05%	1,294 21.23%	279 4.58%	<b>6,094</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	2,766 45.40%	2,429 39.87%	514 8.44%	275 4.51%	108 1.77%	<b>6,092</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,442 72.89%	1,133 18.59%	234 3.84%	135 2.22%	150 2.46%	<b>6,094</b> <b>100.00%</b>

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

## 21 College or University Libraries Library Staff Summary for ARL

### 21.1 Demographic Summary for Library Staff

#### 21.1.1 Respondent Profile for Library Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	6	0.72%
23 - 30	106	12.77%
31 - 45	268	32.29%
46 - 65	441	53.13%
Over 65	9	1.08%
<b>Total:</b>	<b>830</b>	<b>100.00%</b>

#### 21.1.2 Respondent Profile for Library Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	250	30.16%
Female	579	69.84%
<b>Total:</b>	<b>829</b>	<b>100.00%</b>

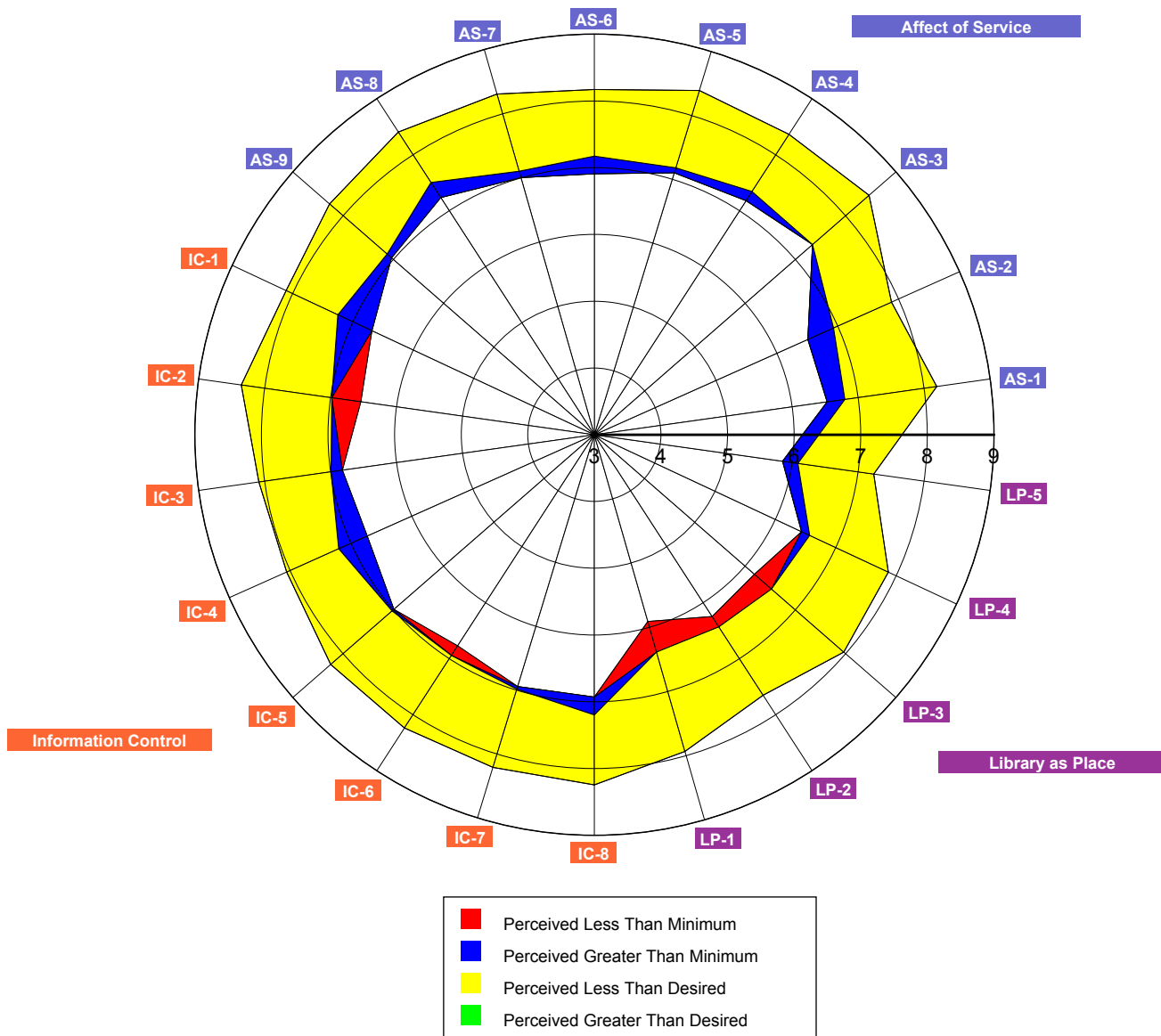
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

## 21.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.53	8.19	6.80	0.27	-1.39	808
AS-2	Giving users individual attention	6.51	7.88	6.93	0.42	-0.95	814
AS-3	Employees who are consistently courteous	7.34	8.47	7.34	0.00	-1.13	824
AS-4	Readiness to respond to users' questions	7.18	8.36	7.35	0.16	-1.02	812
AS-5	Employees who have the knowledge to answer user questions	7.10	8.39	7.18	0.08	-1.21	812
AS-6	Employees who deal with users in a caring fashion	6.91	8.17	7.17	0.26	-1.00	812
AS-7	Employees who understand the needs of their users	7.01	8.31	7.11	0.10	-1.20	810
AS-8	Willingness to help users	7.24	8.41	7.51	0.27	-0.90	820
AS-9	Dependability in handling users' service problems	7.04	8.27	7.13	0.09	-1.14	771
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.69	8.11	7.25	0.57	-0.85	783
IC-2	A library Web site enabling me to locate information on my own	6.98	8.36	6.54	-0.44	-1.81	825
IC-3	The printed library materials I need for my work	6.82	8.09	7.00	0.17	-1.09	783
IC-4	The electronic information resources I need	6.74	8.06	7.20	0.47	-0.85	792
IC-5	Modern equipment that lets me easily access needed information	6.99	8.25	7.03	0.04	-1.22	813
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	8.24	6.77	-0.17	-1.47	812
IC-7	Making information easily accessible for independent use	6.94	8.21	6.99	0.04	-1.22	806
IC-8	Print and/or electronic journal collections I require for my work	6.93	8.25	7.20	0.27	-1.05	726
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.39	7.94	5.91	-0.48	-2.02	805
LP-2	Quiet space for individual activities	6.43	7.65	6.25	-0.18	-1.41	795
LP-3	A comfortable and inviting location	6.52	7.96	6.19	-0.34	-1.78	818
LP-4	A getaway for study, learning, or research	6.44	7.87	6.57	0.13	-1.30	765
LP-5	Community space for group learning and group study	5.85	7.24	6.09	0.23	-1.15	712
<b>Overall:</b>		6.81	8.13	6.89	0.09	-1.23	830

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.67	1.14	1.51	1.94	1.71	808
AS-2	Giving users individual attention	1.75	1.33	1.57	1.92	1.72	814
AS-3	Employees who are consistently courteous	1.58	0.97	1.43	1.90	1.61	824
AS-4	Readiness to respond to users' questions	1.48	0.96	1.46	1.80	1.57	812
AS-5	Employees who have the knowledge to answer user questions	1.48	0.95	1.46	1.88	1.56	812
AS-6	Employees who deal with users in a caring fashion	1.65	1.19	1.45	1.86	1.63	812
AS-7	Employees who understand the needs of their users	1.49	0.97	1.48	1.86	1.65	810
AS-8	Willingness to help users	1.51	0.95	1.41	1.81	1.55	820
AS-9	Dependability in handling users' service problems	1.55	1.14	1.48	1.84	1.67	771
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.78	1.38	1.49	1.86	1.81	783
IC-2	A library Web site enabling me to locate information on my own	1.54	1.02	1.84	2.22	2.07	825
IC-3	The printed library materials I need for my work	1.58	1.21	1.47	1.82	1.71	783
IC-4	The electronic information resources I need	1.56	1.26	1.26	1.66	1.55	792
IC-5	Modern equipment that lets me easily access needed information	1.53	1.09	1.56	1.91	1.77	813
IC-6	Easy-to-use access tools that allow me to find things on my own	1.48	1.01	1.54	1.92	1.76	812
IC-7	Making information easily accessible for independent use	1.46	1.08	1.43	1.78	1.62	806
IC-8	Print and/or electronic journal collections I require for my work	1.56	1.14	1.35	1.84	1.60	726
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.68	1.42	1.98	2.37	2.43	805
LP-2	Quiet space for individual activities	1.78	1.57	1.86	2.32	2.30	795
LP-3	A comfortable and inviting location	1.70	1.28	1.95	2.35	2.23	818
LP-4	A getaway for study, learning, or research	1.75	1.41	1.71	2.01	1.93	765
LP-5	Community space for group learning and group study	2.04	1.91	1.89	2.40	2.44	712
<b>Overall:</b>		1.25	0.76	1.11	1.42	1.21	830

Language: American English

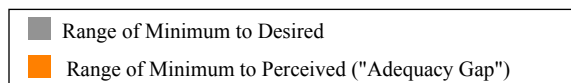
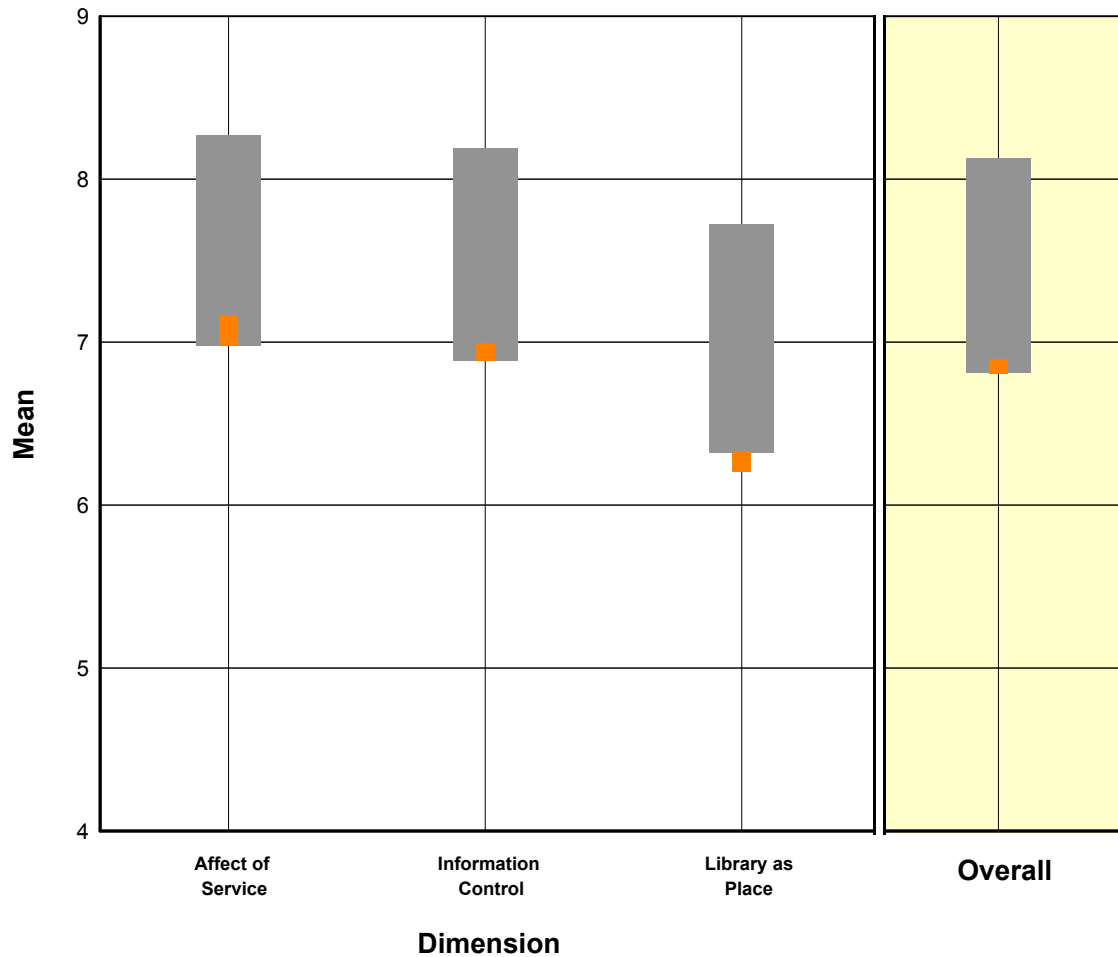
Institution Type: College or University

Consortium: ARL

User Group: Library Staff

### 21.3 Core Question Dimensions Summary for Library Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.98	8.27	7.16	0.18	-1.11	830
Information Control	6.89	8.19	7.00	0.11	-1.20	830
Library as Place	6.32	7.73	6.21	-0.12	-1.52	828
<b>Overall:</b>	6.81	8.13	6.89	0.09	-1.23	830

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.32	0.79	1.22	1.56	1.32	830
Information Control	1.27	0.82	1.12	1.44	1.26	830
Library as Place	1.48	1.15	1.57	1.89	1.82	828
<b>Overall:</b>	1.25	0.76	1.11	1.42	1.21	830

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff



## 21.4 Local Questions Summary for Library Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.13	7.47	6.82	0.68	-0.66	38
Convenience of borrowing books from other colleges	6.03	7.65	7.55	1.52	-0.10	60
Availability of online help when using my library's electronic resources	6.31	7.51	6.61	0.30	-0.90	84
Informing me of useful library services	6.18	7.39	5.89	-0.29	-1.50	28
An environment that facilitates group study and problem solving	6.05	7.31	6.29	0.23	-1.03	77
Providing help when and where I need it	6.42	7.87	6.61	0.19	-1.25	135
Teaching me how to access, evaluate, and use information	7.01	8.10	6.75	-0.27	-1.36	67
Making me aware of library services	6.00	7.82	6.00	0.00	-1.82	11
Subject bibliographies	6.33	7.33	7.33	1.00	0.00	3
Library orientations / instruction sessions	5.79	7.05	6.73	0.93	-0.32	121
Online course support (readings, links, references)	6.00	7.53	6.41	0.41	-1.12	17
Electronic resources matching my information needs	6.65	8.15	6.75	0.10	-1.40	60
Access to rare and historical materials	3.00	6.00	7.00	4.00	1.00	2
Contribution to the intellectual atmosphere of the campus	5.91	7.27	7.55	1.64	0.27	11
Ready access to computers / Internet / software	6.96	8.10	7.29	0.34	-0.81	89
Library staff teaching me how to find information	5.58	7.16	6.74	1.16	-0.42	19
Using the library for research	7.15	8.18	7.18	0.03	-1.00	33
Library keeping me informed about all of its services	6.13	7.46	4.92	-1.21	-2.54	24
The multimedia (CD / DVD / video / audio) collections I need	5.58	6.98	6.62	1.03	-0.36	91
An environment conducive to learning through classes, programs, activities, and meetings	6.29	7.29	6.14	-0.14	-1.14	7
Access to photocopying and printing facilities	6.70	8.02	6.55	-0.15	-1.47	91
Provision of information skills training	5.64	7.55	6.18	0.55	-1.36	11
Availability of subject specialist assistance	6.57	7.77	7.10	0.54	-0.67	69
Helpfulness in dealing with users' IT problems	6.77	7.79	7.08	0.30	-0.72	53
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.89	7.86	7.61	0.71	-0.25	28
Providing reliable access to resources when and where I need them	7.19	7.69	7.38	0.19	-0.31	26
A library environment that is hospitable and conducive to finding and using information	7.00	8.12	5.88	-1.12	-2.24	33

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

Making me aware of library resources and services	6.39	7.89	6.34	-0.05	-1.54	282
Teaching me how to locate, evaluate, and use information	6.69	7.97	6.95	0.26	-1.02	182
Efficient interlibrary loan / document delivery	6.76	8.13	7.83	1.07	-0.29	112
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.94	7.65	7.14	1.20	-0.51	51
Convenient service hours	6.83	7.97	7.55	0.72	-0.43	211
Ability to navigate library Web pages easily	6.93	8.32	6.33	-0.59	-1.99	364
A center for intellectual stimulation	6.57	7.43	5.71	-0.86	-1.71	7
A place for reflection and creativity	6.00	6.89	5.05	-0.95	-1.84	19
A secure and safe place	7.55	8.55	7.14	-0.40	-1.40	97
Accuracy in the catalog, borrowing, and overdue records	7.21	8.50	6.94	-0.26	-1.56	106
Browsing library materials in the stacks	6.00	8.00	7.00	1.00	-1.00	3
Center for intellectual interaction	5.85	7.30	5.87	0.01	-1.43	67
Convenient access to library collections	7.69	8.27	7.27	-0.42	-1.00	26
Enabling me to find information myself 24 hours a day	7.71	8.71	6.43	-1.29	-2.29	7
Facilitating self-directed research	7.27	8.27	6.45	-0.82	-1.82	11
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.00	8.06	7.44	0.44	-0.63	16
Performing services right the first time	6.68	8.04	7.04	0.36	-1.00	78
Providing direction to self-navigate the library	7.31	8.06	6.38	-0.94	-1.69	16
Providing services as promised	7.69	8.50	7.63	-0.06	-0.88	16
Resources added to library collections on request	7.12	8.00	6.82	-0.29	-1.18	17
Space for group / individual study and research needs	6.42	7.65	5.91	-0.51	-1.74	140
Space that facilitates quiet study	6.67	8.09	5.34	-1.33	-2.74	70
Teaching me to find library resources myself	6.33	7.72	6.78	0.45	-0.94	64
Timely document delivery / interlibrary loan	6.95	8.30	7.47	0.53	-0.83	93
Space for students to study and work in groups	5.92	7.21	6.26	0.34	-0.95	116
Adequate hours of service	6.58	7.86	7.89	1.31	0.03	134
Timely delivery of the articles and documents that I need	6.79	8.18	7.72	0.92	-0.46	130
Providing me with the information skills I need for my work or study	6.45	7.86	6.95	0.50	-0.91	22
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.91	7.36	6.91	0.00	-0.45	11
The library collection provides information resources reflecting diverse points of view	7.25	8.33	7.25	0.00	-1.08	12
The library program teaches me how to access, evaluate, and use information	6.83	7.83	7.67	0.83	-0.17	12
The 24 by 7 live chat service provides information assistance when and where I need it	4.78	5.89	6.44	1.67	0.56	9

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

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The library provides access to archival materials (documents, manuscripts, and photographs)	6.50	7.40	7.10	0.60	-0.30	10
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Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Library Staff

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.58	1.35	1.56	1.86	1.85	38
Convenience of borrowing books from other colleges	1.89	1.54	1.41	2.02	1.51	60
Availability of online help when using my library's electronic resources	1.79	1.60	1.61	2.10	2.00	84
Informing me of useful library services	1.74	1.34	1.40	1.78	1.48	28
An environment that facilitates group study and problem solving	2.23	2.00	2.00	2.43	2.60	77
Providing help when and where I need it	1.51	1.22	1.48	1.80	1.66	135
Teaching me how to access, evaluate, and use information	1.58	1.18	1.42	1.88	1.71	67
Making me aware of library services	2.19	1.25	1.84	1.95	1.78	11
Subject bibliographies	3.79	2.08	1.15	2.65	1.00	3
Library orientations / instruction sessions	1.98	1.92	1.63	2.05	2.09	121
Online course support (readings, links, references)	2.37	1.46	2.06	2.12	1.96	17
Electronic resources matching my information needs	1.46	1.04	1.30	1.63	1.62	60
Access to rare and historical materials	2.83	4.24	0.00	2.83	4.24	2
Contribution to the intellectual atmosphere of the campus	1.76	1.95	1.13	1.91	1.90	11
Ready access to computers / Internet / software	1.93	1.54	1.70	2.07	1.90	89
Library staff teaching me how to find information	2.01	1.86	1.41	1.71	1.46	19
Using the library for research	1.23	1.53	1.49	2.14	2.29	33
Library keeping me informed about all of its services	1.57	1.44	1.74	2.30	2.19	24
The multimedia (CD / DVD / video / audio) collections I need	1.93	1.83	1.49	2.10	2.16	91
An environment conducive to learning through classes, programs, activities, and meetings	1.70	1.70	2.97	2.97	2.19	7
Access to photocopying and printing facilities	1.88	1.31	1.69	1.93	1.70	91
Provision of information skills training	2.54	1.63	1.72	3.14	2.42	11
Availability of subject specialist assistance	1.80	1.39	1.36	1.71	1.24	69
Helpfulness in dealing with users' IT problems	1.71	1.76	1.37	1.76	2.06	53
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.71	1.30	1.34	1.63	1.04	28
Providing reliable access to resources when and where I need them	1.77	2.22	1.39	1.70	2.33	26
A library environment that is hospitable and conducive to finding and using information	1.48	0.96	2.26	2.92	2.41	33
Making me aware of library resources and services	1.55	1.21	1.66	2.03	1.90	282

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

Teaching me how to locate, evaluate, and use information	1.66	1.40	1.55	1.94	1.83	182
Efficient interlibrary loan / document delivery	1.76	1.24	1.24	1.60	1.58	112
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.96	1.73	1.44	2.08	2.02	51
Convenient service hours	1.59	1.24	1.41	1.90	1.62	211
Ability to navigate library Web pages easily	1.59	1.06	1.80	2.31	2.08	364
A center for intellectual stimulation	2.15	1.27	1.25	1.68	1.11	7
A place for reflection and creativity	2.36	2.18	2.17	3.31	2.99	19
A secure and safe place	1.72	0.99	1.61	2.02	1.84	97
Accuracy in the catalog, borrowing, and overdue records	1.60	0.89	1.79	2.20	1.91	106
Browsing library materials in the stacks	1.73	1.00	1.00	1.00	1.00	3
Center for intellectual interaction	1.92	1.82	1.76	2.22	2.31	67
Convenient access to library collections	1.32	0.92	1.25	1.33	1.23	26
Enabling me to find information myself 24 hours a day	1.11	0.49	2.15	1.25	2.21	7
Facilitating self-directed research	1.01	0.79	0.93	1.33	1.47	11
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.55	0.93	1.41	1.46	1.36	16
Performing services right the first time	1.57	1.20	1.24	1.57	1.34	78
Providing direction to self-navigate the library	1.54	1.12	1.89	1.69	1.96	16
Providing services as promised	1.30	0.82	1.02	1.24	0.96	16
Resources added to library collections on request	2.06	1.62	1.42	2.11	1.88	17
Space for group / individual study and research needs	1.95	1.60	1.93	2.36	2.30	140
Space that facilitates quiet study	1.83	1.34	1.98	2.34	2.22	70
Teaching me to find library resources myself	1.60	1.51	1.61	2.20	2.08	64
Timely document delivery / interlibrary loan	1.54	1.09	1.18	1.48	1.20	93
Space for students to study and work in groups	2.25	2.04	1.62	2.64	2.43	116
Adequate hours of service	1.72	1.28	1.05	1.68	1.35	134
Timely delivery of the articles and documents that I need	1.58	1.14	1.17	1.60	1.26	130
Providing me with the information skills I need for my work or study	1.65	1.28	1.81	1.30	1.44	22
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	1.58	1.75	2.02	1.67	2.21	11
The library collection provides information resources reflecting diverse points of view	1.54	0.78	1.06	1.28	1.08	12
The library program teaches me how to access, evaluate, and use information	1.53	1.47	1.15	1.34	1.19	12
The 24 by 7 live chat service provides information assistance when and where I need it	1.20	1.54	1.81	2.00	2.13	9
The library provides access to archival materials (documents, manuscripts, and photographs)	1.51	1.43	1.20	1.58	1.49	10

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Library Staff

## 21.5 General Satisfaction Questions Summary for Library Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.38	1.57	829
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.12	1.52	827
How would you rate the overall quality of the service provided by the library?	7.34	1.25	829

## 21.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.62	1.69	830
The library aids my advancement in my academic discipline.	6.86	1.65	829
The library enables me to be more efficient in my academic pursuits.	6.95	1.60	829
The library helps me distinguish between trustworthy and untrustworthy information.	6.50	1.79	830
The library provides me with the information skills I need in my work or study.	6.74	1.68	829

Language: American English

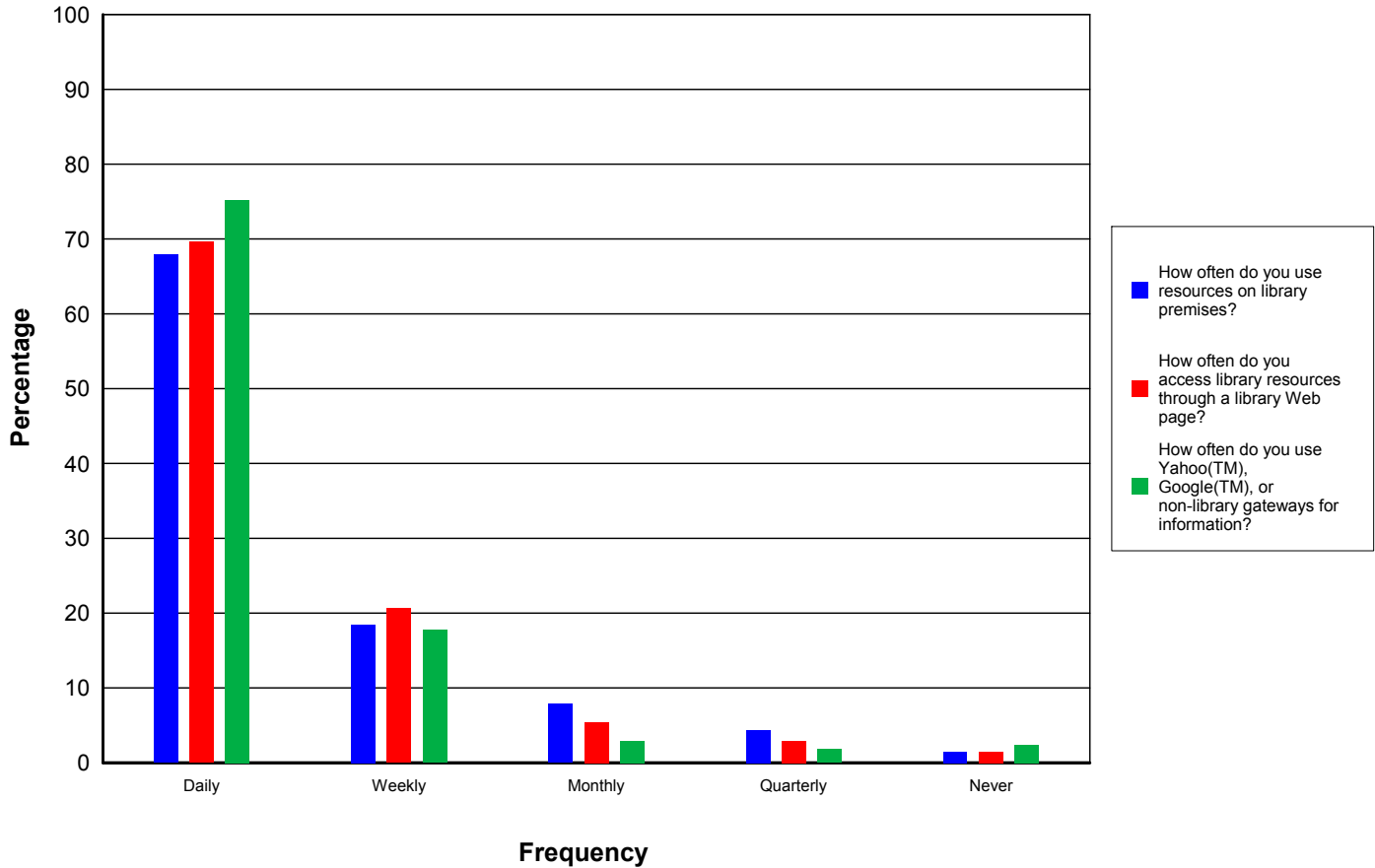
Institution Type: College or University

Consortium: ARL

User Group: Library Staff

## 21.7 Library Use Summary for Library Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	563 67.91%	153 18.46%	65 7.84%	36 4.34%	12 1.45%	<b>829</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	577 69.60%	171 20.63%	45 5.43%	24 2.90%	12 1.45%	<b>829</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	624 75.18%	147 17.71%	24 2.89%	15 1.81%	20 2.41%	<b>830</b> <b>100.00%</b>

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

## 22 College or University Libraries Staff Summary for ARL

### 22.1 Demographic Summary for Staff

#### 22.1.1 Respondent Profile for Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	0.04%
18 - 22	17	0.76%
23 - 30	368	16.39%
31 - 45	873	38.89%
46 - 65	956	42.58%
Over 65	30	1.34%
<b>Total:</b>	<b>2,245</b>	<b>100.00%</b>

#### 22.1.2 Respondent Profile for Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	845	37.64%
Female	1,400	62.36%
<b>Total:</b>	<b>2,245</b>	<b>100.00%</b>

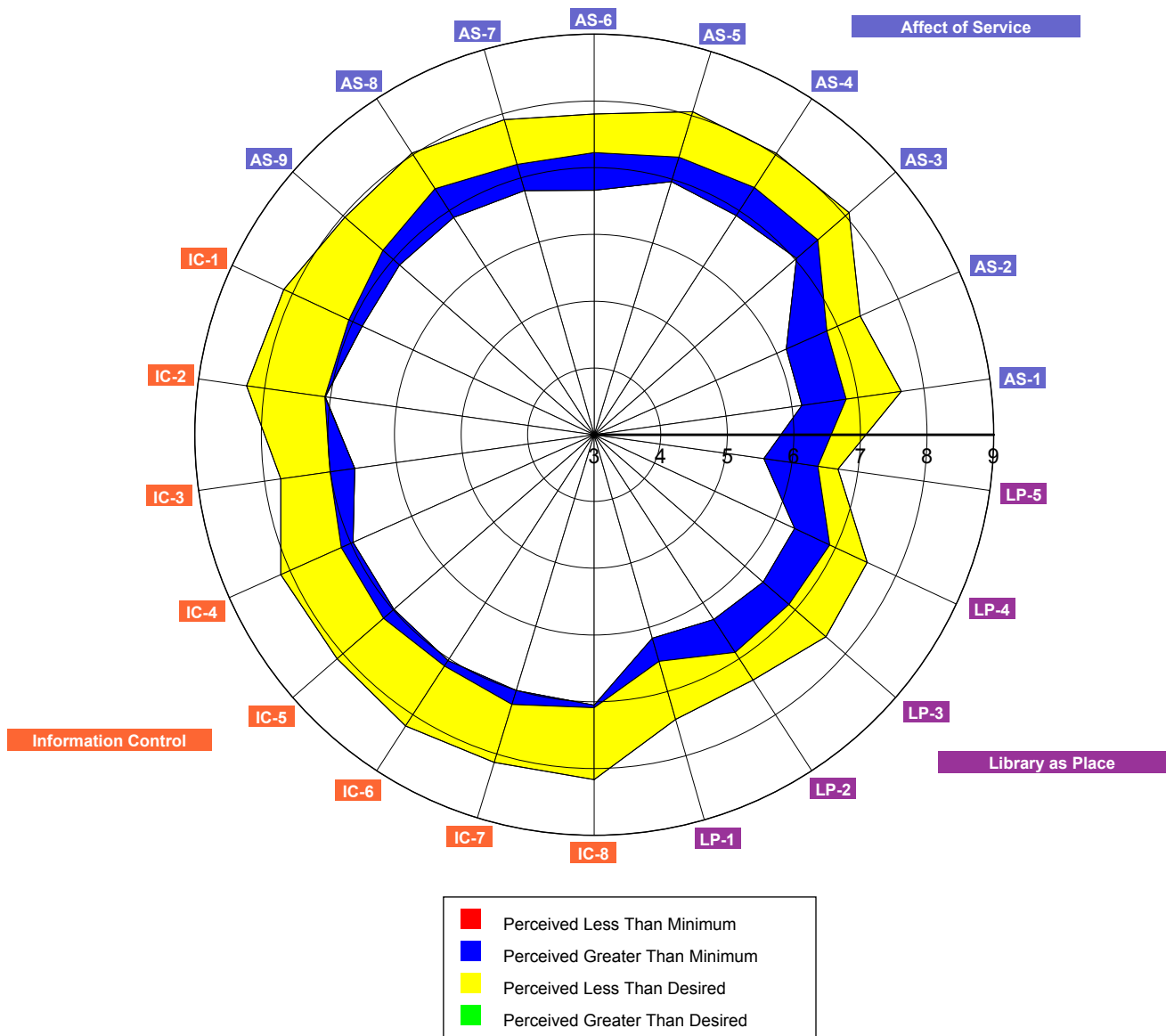


## 22.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy and service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.15	7.66	6.82	0.67	-0.84	2,120
AS-2	Giving users individual attention	6.16	7.37	6.83	0.67	-0.55	2,138
AS-3	Employees who are consistently courteous	7.03	8.07	7.45	0.42	-0.62	2,205
AS-4	Readiness to respond to users' questions	6.92	8.02	7.42	0.50	-0.61	2,160
AS-5	Employees who have the knowledge to answer user questions	6.96	8.06	7.35	0.38	-0.71	2,142
AS-6	Employees who deal with users in a caring fashion	6.66	7.80	7.23	0.56	-0.58	2,150
AS-7	Employees who understand the needs of their users	6.80	7.91	7.21	0.41	-0.70	2,129
AS-8	Willingness to help users	6.88	8.03	7.39	0.51	-0.63	2,146
AS-9	Dependability in handling users' service problems	6.88	7.96	7.21	0.33	-0.76	1,890
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.85	8.15	7.07	0.22	-1.08	2,147
IC-2	A library Web site enabling me to locate information on my own	7.09	8.27	7.08	-0.01	-1.19	2,209
IC-3	The printed library materials I need for my work	6.63	7.75	7.01	0.37	-0.75	1,941
IC-4	The electronic information resources I need	6.97	8.15	7.16	0.19	-1.00	2,149
IC-5	Modern equipment that lets me easily access needed information	6.99	8.12	7.19	0.21	-0.92	2,126
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.20	7.13	0.10	-1.07	2,193
IC-7	Making information easily accessible for independent use	7.01	8.13	7.23	0.22	-0.91	2,154
IC-8	Print and/or electronic journal collections I require for my work	7.05	8.17	7.09	0.04	-1.08	1,926
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.17	7.44	6.53	0.36	-0.90	1,934
LP-2	Quiet space for individual activities	6.30	7.38	6.89	0.59	-0.49	1,863
LP-3	A comfortable and inviting location	6.37	7.61	6.88	0.51	-0.74	2,076
LP-4	A getaway for study, learning, or research	6.32	7.53	6.90	0.58	-0.62	1,867
LP-5	Community space for group learning and group study	5.57	6.70	6.40	0.82	-0.30	1,447
<b>Overall:</b>		6.70	7.87	7.09	0.38	-0.79	2,251

Language: American English

Institution Type: College or University

Consortium: ARL

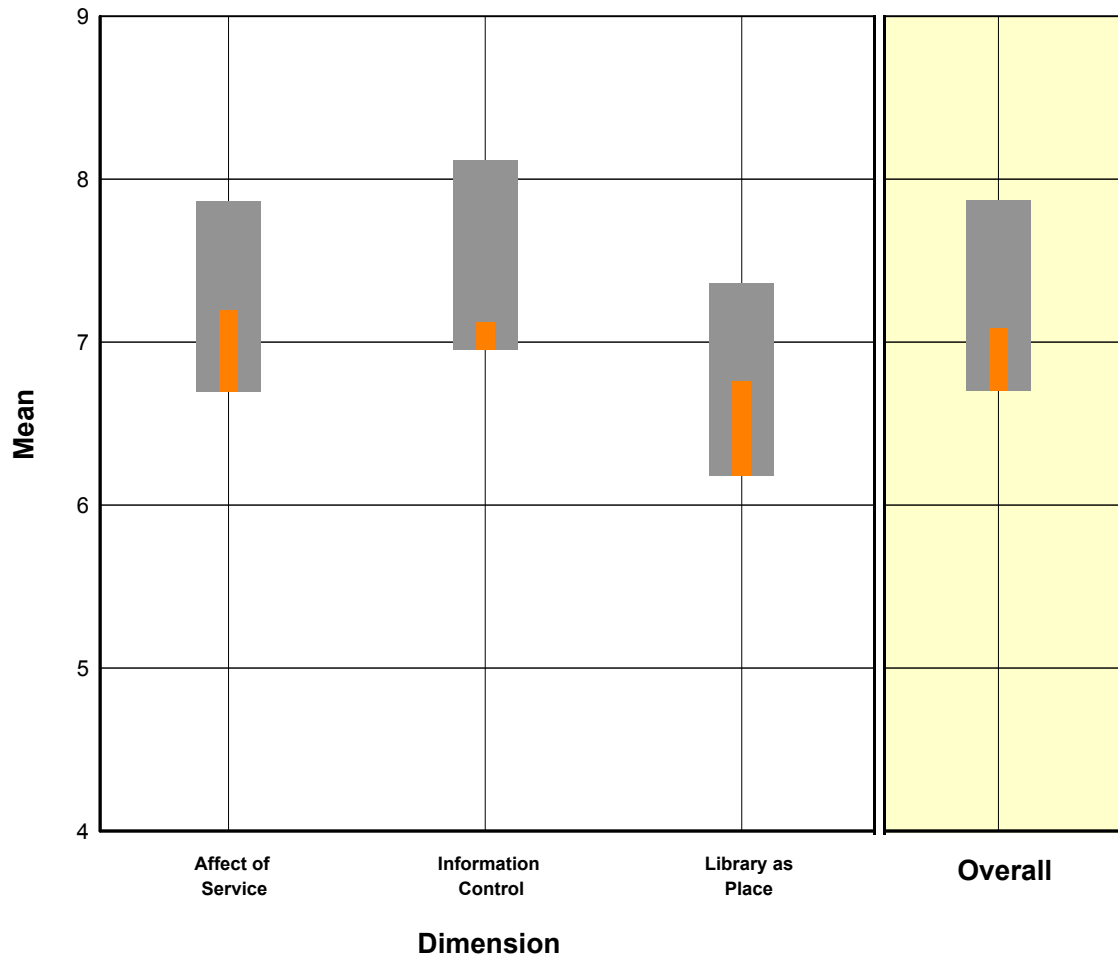
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.82	1.51	1.57	1.84	1.71	2,120
AS-2	Giving users individual attention	1.90	1.65	1.73	1.89	1.74	2,138
AS-3	Employees who are consistently courteous	1.74	1.32	1.53	1.87	1.62	2,205
AS-4	Readiness to respond to users' questions	1.64	1.29	1.49	1.77	1.56	2,160
AS-5	Employees who have the knowledge to answer user questions	1.65	1.27	1.44	1.73	1.52	2,142
AS-6	Employees who deal with users in a caring fashion	1.80	1.47	1.52	1.85	1.64	2,150
AS-7	Employees who understand the needs of their users	1.66	1.34	1.48	1.74	1.57	2,129
AS-8	Willingness to help users	1.69	1.30	1.46	1.79	1.54	2,146
AS-9	Dependability in handling users' service problems	1.63	1.34	1.48	1.76	1.60	1,890
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.74	1.36	1.69	1.97	1.84	2,147
IC-2	A library Web site enabling me to locate information on my own	1.63	1.19	1.60	1.96	1.74	2,209
IC-3	The printed library materials I need for my work	1.77	1.56	1.55	1.87	1.74	1,941
IC-4	The electronic information resources I need	1.62	1.27	1.42	1.79	1.56	2,149
IC-5	Modern equipment that lets me easily access needed information	1.60	1.25	1.46	1.71	1.53	2,126
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	1.17	1.45	1.82	1.61	2,193
IC-7	Making information easily accessible for independent use	1.56	1.20	1.41	1.72	1.51	2,154
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.32	1.53	1.93	1.71	1,926
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.96	1.79	1.83	2.25	2.30	1,934
LP-2	Quiet space for individual activities	1.99	1.82	1.72	2.16	2.10	1,863
LP-3	A comfortable and inviting location	1.89	1.56	1.73	2.09	1.97	2,076
LP-4	A getaway for study, learning, or research	1.98	1.74	1.64	2.07	1.99	1,867
LP-5	Community space for group learning and group study	2.19	2.11	1.81	2.29	2.27	1,447
<b>Overall:</b>		1.35	1.00	1.16	1.40	1.22	2,251

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

### 22.3 Core Question Dimensions Summary for Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired  
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.70	7.86	7.20	0.50	-0.66	2,250
Information Control	6.95	8.12	7.12	0.17	-1.00	2,249
Library as Place	6.18	7.36	6.76	0.58	-0.61	2,164
<b>Overall:</b>	6.70	7.87	7.09	0.38	-0.79	2,251

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.47	1.12	1.30	1.51	1.33	2,250
Information Control	1.35	1.01	1.21	1.47	1.29	2,249
Library as Place	1.74	1.50	1.49	1.82	1.74	2,164
<b>Overall:</b>	1.35	1.00	1.16	1.40	1.22	2,251

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Staff

## 22.4 Local Questions Summary for Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.52	7.98	6.66	0.14	-1.31	267
Convenience of borrowing books from other colleges	6.16	7.45	6.98	0.82	-0.47	148
Availability of online help when using my library's electronic resources	6.40	7.70	6.56	0.16	-1.14	541
Informing me of useful library services	5.42	7.05	6.17	0.75	-0.88	64
Employees teaching me how to access or manage information	5.98	7.37	6.40	0.42	-0.97	100
An environment that facilitates group study and problem solving	5.51	6.57	6.48	0.98	-0.09	487
Access to information resources that support patient care	6.96	8.22	7.83	0.87	-0.39	23
Providing help when and where I need it	6.61	7.91	7.03	0.42	-0.89	415
Teaching me how to access, evaluate, and use information	6.19	7.38	6.58	0.39	-0.80	284
Making me aware of library services	6.00	7.22	6.47	0.47	-0.75	207
Subject bibliographies	6.40	7.60	7.40	1.00	-0.20	10
Library orientations / instruction sessions	5.67	6.84	6.82	1.15	-0.02	169
Online course support (readings, links, references)	6.58	7.74	6.77	0.19	-0.97	31
Electronic resources matching my information needs	6.95	8.10	6.75	-0.20	-1.35	108
Contribution to the intellectual atmosphere of the campus	6.61	7.93	7.82	1.21	-0.11	28
Ready access to computers / Internet / software	6.96	7.96	7.34	0.38	-0.62	358
Library staff teaching me how to find information	5.17	6.79	5.88	0.71	-0.92	24
Using the library for research	7.00	8.28	7.13	0.13	-1.16	128
Library keeping me informed about all of its services	5.55	7.00	6.09	0.55	-0.91	11
The multimedia (CD / DVD / video / audio) collections I need	5.60	6.90	6.46	0.85	-0.45	101
An environment conducive to learning through classes, programs, activities, and meetings	6.13	7.00	4.75	-1.38	-2.25	8
Access to photocopying and printing facilities	6.06	7.19	6.51	0.44	-0.68	142
Provision of information skills training	6.09	7.36	6.82	0.73	-0.55	11
Availability of subject specialist assistance	5.93	7.07	6.67	0.74	-0.41	153
Helpfulness in dealing with users' IT problems	6.67	7.73	7.12	0.45	-0.60	278
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.27	7.60	7.16	0.89	-0.44	85
Providing reliable access to resources when and where I need them	7.07	8.33	7.11	0.04	-1.22	54

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Staff

A library environment that is hospitable and conducive to finding and using information	6.86	8.06	6.14	-0.71	-1.91	35
Making me aware of library resources and services	6.43	7.67	6.51	0.07	-1.16	443
Teaching me how to locate, evaluate, and use information	6.27	7.55	6.92	0.65	-0.63	685
Efficient interlibrary loan / document delivery	6.98	8.12	7.61	0.63	-0.51	304
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	6.89	7.44	7.11	0.22	-0.33	9
Convenient service hours	6.75	7.88	7.46	0.70	-0.42	651
Ability to navigate library Web pages easily	7.11	8.21	6.97	-0.14	-1.23	901
A center for intellectual stimulation	5.63	7.50	6.13	0.50	-1.38	24
A place for reflection and creativity	6.09	7.55	5.09	-1.00	-2.45	22
A secure and safe place	7.39	8.15	7.46	0.07	-0.69	467
Accuracy in the catalog, borrowing, and overdue records	7.21	8.14	7.41	0.21	-0.72	29
Browsing library materials in the stacks	5.91	7.14	6.90	0.98	-0.24	58
Center for intellectual interaction	6.50	7.16	6.47	-0.03	-0.69	70
Convenient access to library collections	6.74	7.81	7.13	0.40	-0.68	91
Convenient business hours	6.00	7.00	6.00	0.00	-1.00	1
Enabling me to find information myself 24 hours a day	7.00	8.00	8.00	1.00	0.00	2
Facilitating self-directed research	6.69	8.01	7.19	0.49	-0.82	85
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	5.83	7.17	6.67	0.83	-0.50	6
Performing services right the first time	6.87	8.13	7.60	0.73	-0.53	15
Providing direction to self-navigate the library	6.00	7.29	6.43	0.43	-0.86	7
Providing services as promised	6.43	7.43	7.14	0.71	-0.29	7
Resources added to library collections on request	6.20	7.25	6.80	0.60	-0.45	20
Space for group / individual study and research needs	6.04	7.06	6.71	0.66	-0.35	542
Space that facilitates quiet study	6.64	7.71	6.38	-0.27	-1.34	101
Teaching me to find library resources myself	8.67	8.67	7.67	-1.00	-1.00	3
Timely document delivery / interlibrary loan	6.54	7.97	7.36	0.82	-0.61	116
Personalization features in the electronic library	4.97	6.34	5.97	1.00	-0.37	35
Space for students to study and work in groups	6.00	7.00	6.73	0.73	-0.27	11
Adequate hours of service	6.45	7.39	7.40	0.96	0.01	92
Timely delivery of the articles and documents that I need	7.33	8.20	7.67	0.35	-0.52	46
Providing me with the information skills I need for my work or study	6.04	7.43	6.36	0.32	-1.07	28
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.73	7.30	7.15	0.42	-0.15	33
The library collection provides information resources reflecting diverse points of view	7.03	7.65	7.35	0.32	-0.30	37

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

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The library program teaches me how to access, evaluate, and use information	6.90	7.61	7.26	0.35	-0.35	31
The 24 by 7 live chat service provides information assistance when and where I need it	4.96	6.46	6.29	1.33	-0.17	24
The library provides access to archival materials (documents, manuscripts, and photographs)	6.55	7.48	7.00	0.45	-0.48	29

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Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff



This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comprehensive collections of fulltext articles online	1.84	1.54	1.58	1.93	1.70	267
Convenience of borrowing books from other colleges	1.93	1.82	1.73	2.16	2.04	148
Availability of online help when using my library's electronic resources	1.81	1.54	1.66	1.97	1.94	541
Informing me of useful library services	1.57	1.69	1.90	1.68	2.16	64
Employees teaching me how to access or manage information	2.05	1.73	1.83	2.10	1.84	100
An environment that facilitates group study and problem solving	2.16	2.12	1.70	2.16	2.12	487
Access to information resources that support patient care	1.66	0.95	0.89	1.32	0.89	23
Providing help when and where I need it	1.71	1.32	1.63	1.89	1.75	415
Teaching me how to access, evaluate, and use information	1.81	1.74	1.69	2.04	1.92	284
Making me aware of library services	1.87	1.73	1.75	2.08	1.86	207
Subject bibliographies	1.43	0.84	1.51	1.56	1.14	10
Library orientations / instruction sessions	2.04	1.88	1.81	1.95	1.75	169
Online course support (readings, links, references)	1.98	1.69	1.61	1.40	1.45	31
Electronic resources matching my information needs	1.60	1.19	1.54	1.65	1.50	108
Contribution to the intellectual atmosphere of the campus	1.31	1.27	1.22	1.03	1.07	28
Ready access to computers / Internet / software	1.68	1.37	1.50	1.74	1.54	358
Library staff teaching me how to find information	2.43	2.21	1.94	2.63	2.34	24
Using the library for research	2.01	1.46	1.53	2.18	1.85	128
Library keeping me informed about all of its services	1.86	1.67	1.04	1.81	1.81	11
The multimedia (CD / DVD / video / audio) collections I need	2.06	2.17	1.85	2.05	2.08	101
An environment conducive to learning through classes, programs, activities, and meetings	2.42	2.67	2.60	3.58	3.15	8
Access to photocopying and printing facilities	1.95	1.91	1.78	1.96	1.85	142
Provision of information skills training	1.45	1.57	1.25	1.56	1.81	11
Availability of subject specialist assistance	1.89	1.72	1.60	1.73	1.67	153
Helpfulness in dealing with users' IT problems	1.94	1.66	1.48	1.98	1.75	278
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.94	1.81	1.77	2.42	2.10	85
Providing reliable access to resources when and where I need them	1.44	1.06	1.49	1.88	1.51	54

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

A library environment that is hospitable and conducive to finding and using information	1.61	1.45	1.96	2.35	1.98	35
Making me aware of library resources and services	1.81	1.46	1.76	2.12	1.97	443
Teaching me how to locate, evaluate, and use information	2.03	1.80	1.62	1.97	1.92	685
Efficient interlibrary loan / document delivery	1.76	1.30	1.39	1.71	1.37	304
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.83	2.01	1.90	1.48	1.73	9
Convenient service hours	1.70	1.40	1.49	1.94	1.74	651
Ability to navigate library Web pages easily	1.57	1.21	1.59	1.84	1.69	901
A center for intellectual stimulation	1.81	1.87	1.80	1.84	1.81	24
A place for reflection and creativity	1.95	1.92	2.02	2.99	3.16	22
A secure and safe place	1.88	1.45	1.53	2.11	1.83	467
Accuracy in the catalog, borrowing, and overdue records	1.52	1.22	1.48	1.11	1.39	29
Browsing library materials in the stacks	2.04	1.91	1.71	2.41	1.68	58
Center for intellectual interaction	1.97	1.72	1.85	1.69	1.73	70
Convenient access to library collections	1.33	1.19	1.19	1.58	1.51	91
Convenient business hours						1
Enabling me to find information myself 24 hours a day	2.83	1.41	1.41	1.41	0.00	2
Facilitating self-directed research	1.83	1.52	1.41	1.82	1.51	85
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.47	1.94	1.75	1.47	1.05	6
Performing services right the first time	1.06	0.74	0.99	1.03	0.99	15
Providing direction to self-navigate the library	1.63	1.98	1.40	1.27	1.07	7
Providing services as promised	1.90	1.90	1.68	1.80	1.25	7
Resources added to library collections on request	2.38	2.34	1.74	2.16	2.48	20
Space for group / individual study and research needs	2.11	1.95	1.68	2.13	2.00	542
Space that facilitates quiet study	1.93	1.60	1.84	2.46	2.31	101
Teaching me to find library resources myself	0.58	0.58	1.15	1.00	1.00	3
Timely document delivery / interlibrary loan	1.56	1.29	1.34	1.64	1.58	116
Personalization features in the electronic library	2.63	2.48	1.95	2.71	2.43	35
Space for students to study and work in groups	2.45	2.00	1.62	3.26	2.69	11
Adequate hours of service	1.89	1.99	1.41	2.15	2.24	92
Timely delivery of the articles and documents that I need	1.56	1.24	1.28	1.61	1.38	46
Providing me with the information skills I need for my work or study	1.71	1.67	1.81	1.70	1.86	28
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.04	1.85	1.66	1.64	1.48	33
The library collection provides information resources reflecting diverse points of view	1.71	1.70	1.30	1.33	1.65	37

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

The library program teaches me how to access, evaluate, and use information	1.81	1.61	1.50	1.92	1.84	31
The 24 by 7 live chat service provides information assistance when and where I need it	2.31	2.15	1.68	1.95	1.88	24
The library provides access to archival materials (documents, manuscripts, and photographs)	1.97	1.88	1.51	2.01	1.90	29

Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

## 22.5 General Satisfaction Questions Summary for Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.39	1.55	2,248
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.05	1.63	2,247
How would you rate the overall quality of the service provided by the library?	7.27	1.39	2,250

## 22.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.36	1.84	2,249
The library aids my advancement in my academic discipline.	6.66	1.73	2,248
The library enables me to be more efficient in my academic pursuits.	6.79	1.71	2,247
The library helps me distinguish between trustworthy and untrustworthy information.	5.90	1.93	2,248
The library provides me with the information skills I need in my work or study.	6.39	1.80	2,247

Language: American English

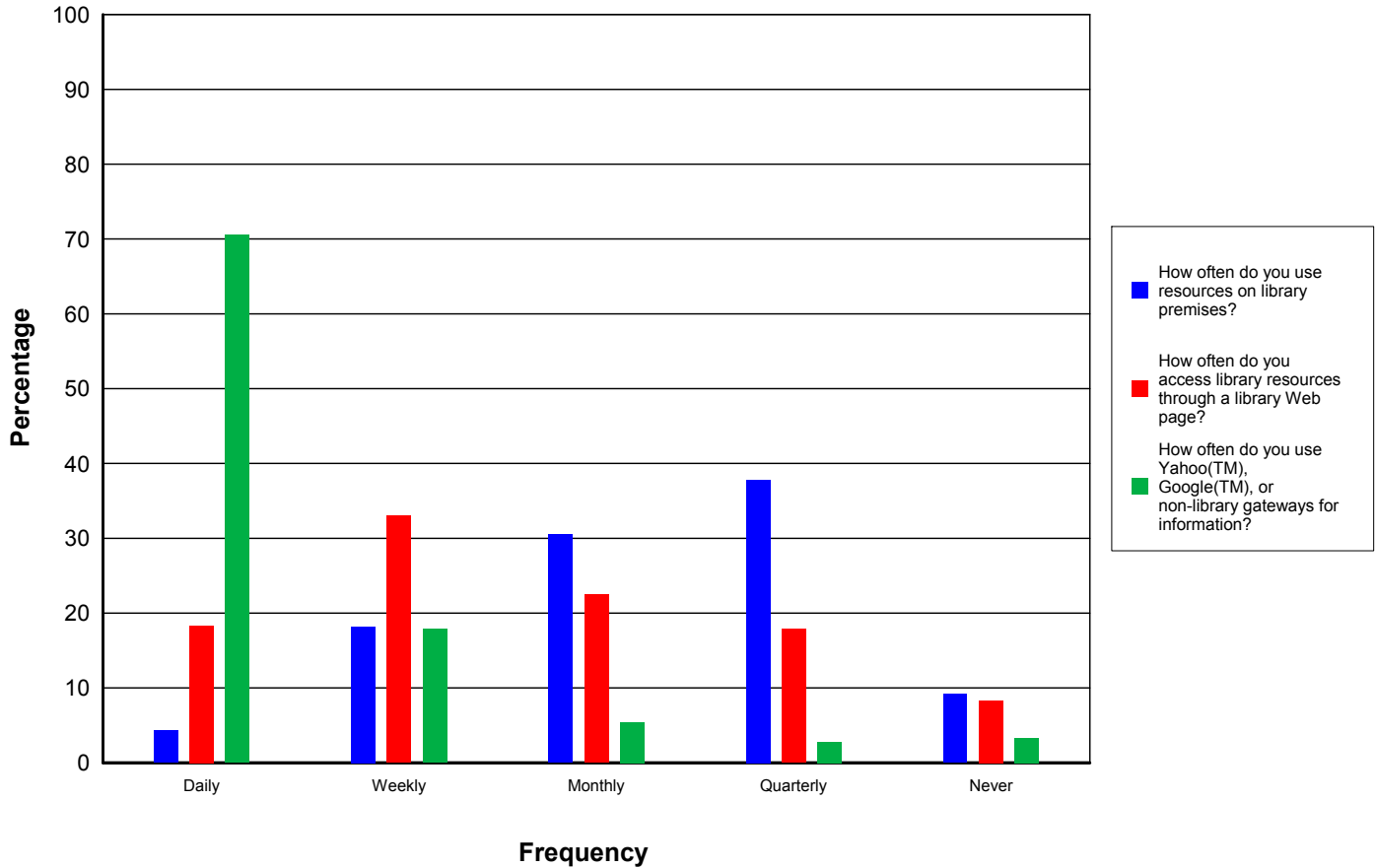
Institution Type: College or University

Consortium: ARL

User Group: Staff

## 22.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	97 4.31%	410 18.21%	686 30.48%	852 37.85%	206 9.15%	2,251 100.00%
How often do you access library resources through a library Web page?	412 18.30%	743 33.01%	506 22.48%	403 17.90%	187 8.31%	2,251 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,588 70.55%	403 17.90%	122 5.42%	63 2.80%	75 3.33%	2,251 100.00%

Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Staff

## 23 Appendix A: LibQUAL+™ Dimensions

LibQUAL+™ measures dimensions of perceived library quality - that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL+™ survey tool; for more information on the origins of LibQUAL+™, go to <http://www.libqual.org/Publications/>). The LibQUAL+™ survey dimensions have evolved with each iteration, becoming more refined and focused for application to the library context. Dimensions for each iteration of the LibQUAL+™ survey are outlined below.

### **LibQUAL+™ 2000 Dimensions**

The 2000 iteration of the LibQUAL+™ survey, which had 41 questions, measured eight separate dimensions:

- Assurance (the knowledge and courtesy of employees, and their ability to convey trust and confidence)
- Empathy (caring, individual attention)
- Library as Place (library as a sanctuary/haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help customers and provide prompt service)
- Tangibles (appearance of physical facilities, equipment, personnel and communications materials)
- Instructions/Custom Items
- Self-Reliance

### **LibQUAL+™ 2001 Dimensions**

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:

- Service Affect (nine items, such as “willingness to help users”)
- Library as Place (five items, such as “a haven for quiet and solitude”)
- Personal Control (six items, such as “website enabling me to locate information on my own”), and
- Information Access (five items, such as “comprehensive print collections” and “convenient business hours”)

### **LibQUAL+™ 2002 and 2003 Dimensions**

For the 2002 iteration of the LibQUAL+™ survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:

- Access to Information
- Affect of Service
- Library as Place
- Personal Control

## **LibQUAL+™ 2004 - 2006 Dimensions**

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey - Access to Information and Personal Control - had collapsed into one. The following three dimensions have been measured since then: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2006 notebooks, along with the questions that relate to each dimension. (Note: The questions below are those used in the College and University implementation of the survey, American English version.)

### **Affect of Service**

- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in a caring fashion
- [AS-7] Employees who understand the needs of their users
- [AS-8] Willingness to help users
- [AS-9] Dependability in handling users' service problems

### **Information Control**

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

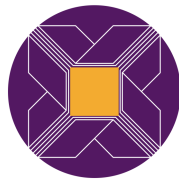
### **Library as Place**

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study









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