



**LibQUAL<sup>+</sup>**  
*2017 Survey*

**ARL**

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# 1 Introduction

## 1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2017 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

LibQUAL+ is a tool 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 protocol is a rigorously tested web-based survey that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. 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 comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. 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).

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries---some through various consortia, others as independent participants. Through 2016, there have been 3,004 institutional surveys implemented across 1,361 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

## 1.2 Web Access to Data

Data summaries from the 2017 iteration of the LibQUAL+® survey will be available to project participants online in the Data Repository via the LibQUAL+® survey management site:

**<<http://www.libqual.org/repository>>**

## 1.3 Interpreting Your Data

### 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 (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

### 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.

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. 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), Information Control (IC), and Library as Place (LP).

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 show strengths and weaknesses graphically 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.

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

### Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

- 1. Complete Data.** 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" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, 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 presented core items and where respondents chose a user group were retained in summary statistics.*
- 2. "N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" 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. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
- 3. Inconsistent Responses.** One appealing feature of 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. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

### LibQUAL+ Analytics

LibQUAL+ Analytics is a tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. Participants can refine the data by selecting specific years, user groups, and disciplines; view and save the selection in various tables and charts; and download their datasets for further manipulation in their preferred software. As a benefit of registration, libraries have access to their own data in LibQUAL+ Analytics, as well as to the data for other institutions participating in the same year. Expanded access to LibQUAL+ data, encompassing all libraries in all years from 2000 to the present, is available for an additional fee through a LibQUAL+ membership subscription.

### LibQUAL+ Norms

LibQUAL+ norms are available online at:

<[http://www.libqual.org/resources/norms\\_tables](http://www.libqual.org/resources/norms_tables)>

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## 1.4 Survey Protocol and Language for ARL

The data below indicate the number of valid surveys collected by language and long/Lite breakdowns.

		Long	Lite	Total (by Language)
<b>English (American)</b>	Count	3,651	10,739	14,390
	% of Protocol	100.00	100.00	100.00
	% of Language	25.37	74.63	100.00
	% of Total Cases	25.37	74.63	100.00
<b>Total</b> (by Survey Protocol)	Count	3,651	10,739	14,390
	% of Protocol	100.00	100.00	100.00
	% of Language	25.37	74.63	100.00
	% of Total Cases	25.37	74.63	100.00

## 2 Respondents by Institution for ARL

Below is a listing of all the consortium institutions that participated in the 2013 LibQUAL+® survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution	Respondents n	Respondents %
<b>College or University</b>		
1) Boston College : Thomas P. O'Neill Library	871	6.05%
2) Brigham Young University	2,051	14.25%
3) Texas Tech University Libraries	3,651	25.37%
4) University of Kentucky Libraries	1,543	10.72%
5) University of Maryland Libraries	5,005	34.78%
6) University of New Mexico	1,269	8.82%
<b>Sub Total</b>	<b>14,390</b>	<b>100.00%</b>
<b>Grand Total:</b>	<b>14,390</b>	<b>100.00%</b>

### 3 Summary for College or University

#### 3.1 Demographic Summary for College or University

##### 3.1.1 Respondents by User Group

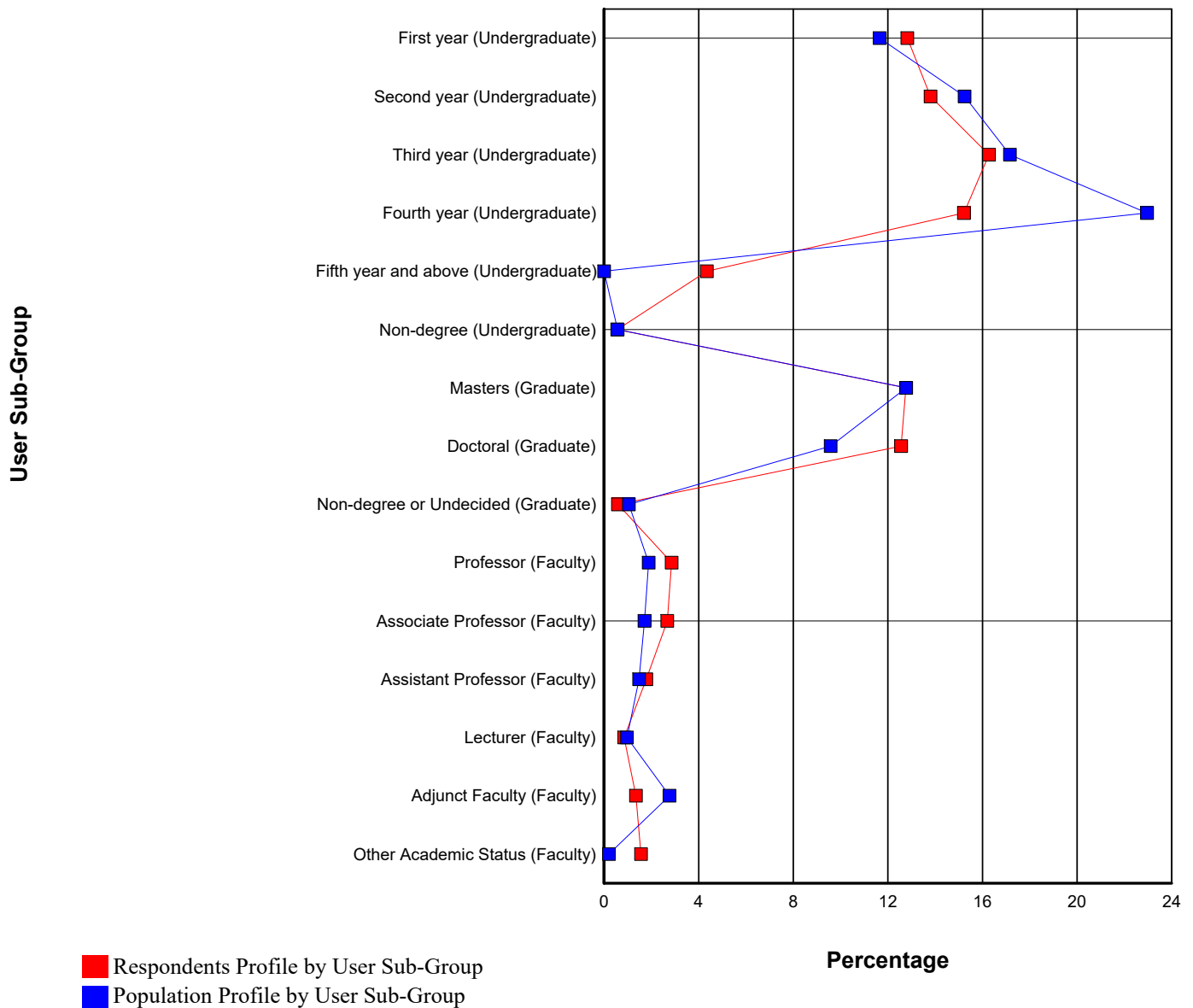
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	1,752	12.18%
Second year	1,886	13.11%
Third year	2,224	15.46%
Fourth year	2,079	14.45%
Fifth year and above	594	4.13%
Non-degree	76	0.53%
<b>Sub Total:</b>	<b>8,611</b>	<b>59.84%</b>
<b>Graduate</b>		
Masters	1,744	12.12%
Doctoral	1,716	11.92%
Non-degree or Undecided	80	0.56%
<b>Sub Total:</b>	<b>3,540</b>	<b>24.60%</b>
<b>Faculty</b>		
Professor	390	2.71%
Associate Professor	365	2.54%
Assistant Professor	244	1.70%
Lecturer	116	0.81%
Adjunct Faculty	184	1.28%
Other Academic Status	213	1.48%
<b>Sub Total:</b>	<b>1,512</b>	<b>10.51%</b>
<b>Library Staff</b>		
Administrator	6	0.04%
Manager, Head of Unit	18	0.13%
Public Services	56	0.39%
Systems	6	0.04%
Technical Services	19	0.13%
Other	33	0.23%
<b>Sub Total:</b>	<b>138</b>	<b>0.96%</b>
<b>Staff</b>		
Research Staff	110	0.76%
Other Staff Positions	479	3.33%
<b>Sub Total:</b>	<b>589</b>	<b>4.09%</b>
<b>Total:</b>	<b>14,390</b>	<b>100.00%</b>

### 3.1.2 Population and Respondents by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group (e.g. First year, Masters, Professor), based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions in the online Representativeness section\*.

The chart maps the 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 the general population (N) and for 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: English (American)  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: All (Excluding Library Staff, Staff)

<b>User Sub-Group</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
First year (Undergraduate)	18,096	11.65	1,752	12.82	-1.17
Second year (Undergraduate)	23,675	15.24	1,886	13.80	1.44
Third year (Undergraduate)	26,653	17.16	2,224	16.28	0.88
Fourth year (Undergraduate)	35,658	22.96	2,079	15.22	7.74
Fifth year and above (Undergraduate)	0	0.00	594	4.35	-4.35
Non-degree (Undergraduate)	885	0.57	76	0.56	0.01
Masters (Graduate)	19,842	12.78	1,744	12.76	0.01
Doctoral (Graduate)	14,878	9.58	1,716	12.56	-2.98
Non-degree or Undecided (Graduate)	1,629	1.05	80	0.59	0.46
Professor (Faculty)	2,926	1.88	390	2.85	-0.97
Associate Professor (Faculty)	2,653	1.71	365	2.67	-0.96
Assistant Professor (Faculty)	2,297	1.48	244	1.79	-0.31
Lecturer (Faculty)	1,501	0.97	116	0.85	0.12
Adjunct Faculty (Faculty)	4,296	2.77	184	1.35	1.42
Other Academic Status (Faculty)	318	0.20	213	1.56	-1.35
<b>Total:</b>	<b>155,307</b>	<b>100.00</b>	<b>13,663</b>	<b>100.00</b>	<b>0.00</b>

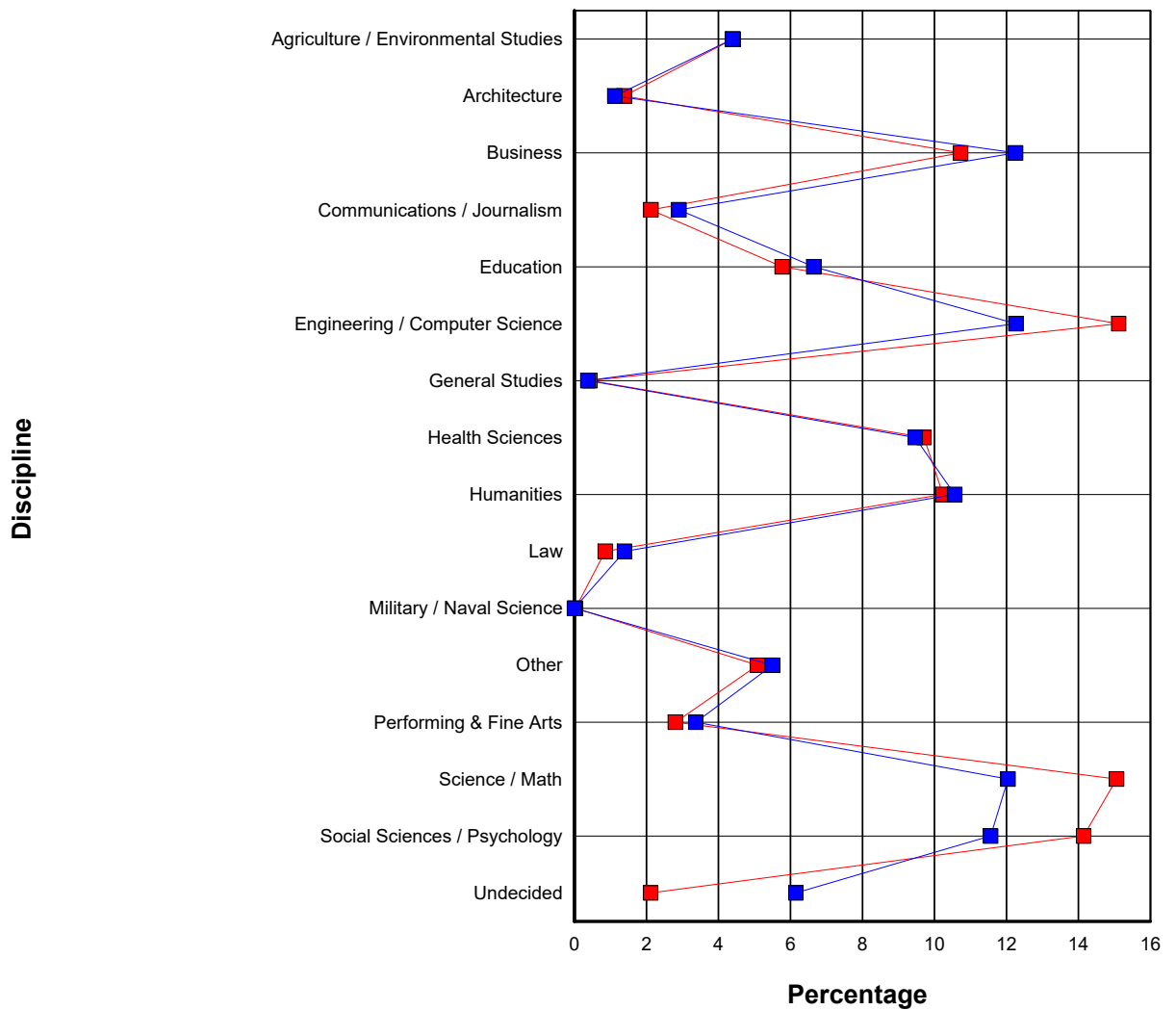
Language: English (American)  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff, Staff)

### 3.1.3 Population and Respondents by Standard Discipline

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

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. 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 the general population (N) and for 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.*



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	8,324	4.40	602	4.41	-0.01
Architecture	2,124	1.12	189	1.38	-0.26
Business	23,201	12.25	1,465	10.73	1.53
Communications / Journalism	5,495	2.90	290	2.12	0.78
Education	12,590	6.65	788	5.77	0.88
Engineering / Computer Science	23,224	12.26	2,065	15.12	-2.86
General Studies	705	0.37	59	0.43	-0.06
Health Sciences	17,928	9.47	1,326	9.71	-0.24
Humanities	20,002	10.56	1,398	10.24	0.33
Law	2,634	1.39	117	0.86	0.53
Military / Naval Science	0	0.00	4	0.03	-0.03
Other	10,422	5.50	695	5.09	0.41
Performing & Fine Arts	6,382	3.37	383	2.80	0.57
Science / Math	22,811	12.04	2,057	15.06	-3.02
Social Sciences / Psychology	21,896	11.56	1,932	14.14	-2.58
Undecided	11,649	6.15	289	2.12	4.04
<b>Total:</b>	<b>189,387</b>	<b>100.00</b>	<b>13,659</b>	<b>100.00</b>	<b>0.00</b>

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

### 3.1.4 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	35	0.25
18 - 22	7,100	49.85
23 - 30	3,679	25.83
31 - 45	1,990	13.97
46 - 65	1,214	8.52
Over 65	225	1.58
<b>Total:</b>	<b>14,243</b>	<b>100.00</b>

### 3.1.5 Respondent Profile 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 %
Female	83,484	54.96	6,027	56.78
Male	68,427	45.04	4,587	43.22
<b>Total:</b>	<b>151,911</b>	<b>100.00</b>	<b>10,614</b>	<b>100.00</b>

## 3.1.6 Respondent Profile by Full or part-time student?

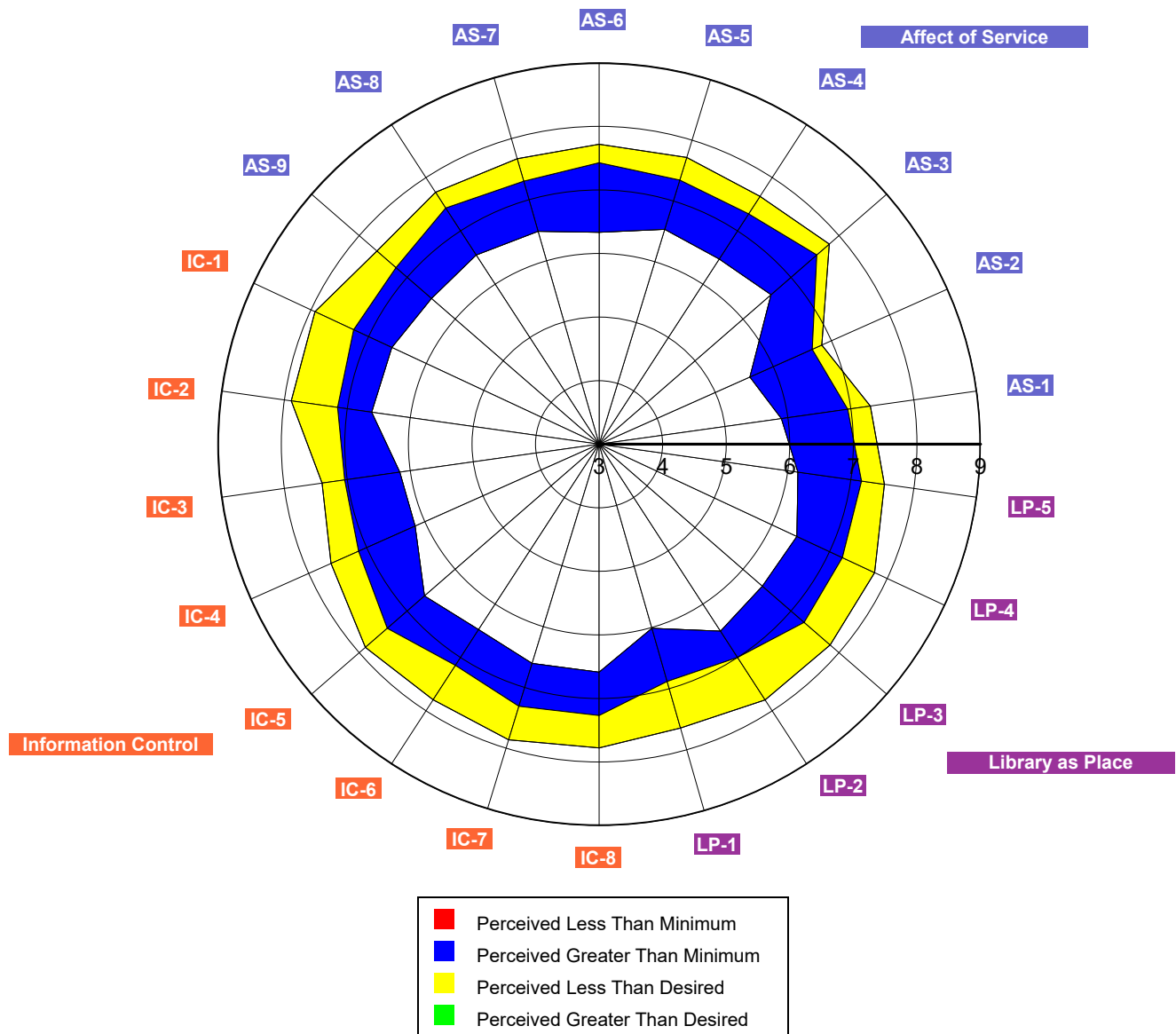
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	134,999	80.80	11,004	77.56
Part-time	32,069	19.20	1,209	8.52
Does not apply / NA		0.00	1,974	13.91
<b>Total:</b>	<b>167,068</b>	<b>100.00</b>	<b>14,187</b>	<b>100.00</b>

### 3.2 Core Questions Summary for ARL

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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: English (American)  
 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	5.90	7.31	6.95	1.05	-0.36	5,616
AS-2	Giving users individual attention	5.60	6.84	6.67	1.07	-0.16	5,912
AS-3	Employees who are consistently courteous	6.59	7.80	7.54	0.95	-0.26	6,060
AS-4	Readiness to respond to users' questions	6.47	7.65	7.32	0.85	-0.33	5,878
AS-5	Employees who have the knowledge to answer user questions	6.53	7.72	7.35	0.81	-0.37	6,040
AS-6	Employees who deal with users in a caring fashion	6.33	7.72	7.43	1.10	-0.29	13,541
AS-7	Employees who understand the needs of their users	6.48	7.67	7.31	0.82	-0.37	5,969
AS-8	Willingness to help users	6.55	7.73	7.43	0.88	-0.29	5,955
AS-9	Dependability in handling users' service problems	6.50	7.63	7.23	0.74	-0.40	5,056
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.60	7.93	7.26	0.66	-0.67	6,064
IC-2	A library Web site enabling me to locate information on my own	6.61	7.89	7.16	0.54	-0.74	6,796
IC-3	The printed library materials I need for my work	6.17	7.40	7.04	0.88	-0.36	5,898
IC-4	The electronic information resources I need	6.17	7.62	7.14	0.97	-0.47	13,831
IC-5	Modern equipment that lets me easily access needed information	6.64	7.87	7.42	0.78	-0.46	6,700
IC-6	Easy-to-use access tools that allow me to find things on my own	6.48	7.80	7.15	0.67	-0.65	6,652
IC-7	Making information easily accessible for independent use	6.61	7.86	7.31	0.70	-0.55	6,440
IC-8	Print and/or electronic journal collections I require for my work	6.59	7.78	7.27	0.68	-0.51	5,605
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.02	7.65	6.88	0.87	-0.76	13,541
LP-2	Quiet space for individual activities	6.51	7.80	7.00	0.49	-0.80	5,952
LP-3	A comfortable and inviting location	6.41	7.82	7.28	0.87	-0.54	6,098
LP-4	A getaway for study, learning, or research	6.44	7.78	7.22	0.79	-0.56	5,996
LP-5	Community space for group learning and group study	6.16	7.53	7.17	1.01	-0.36	5,584
<b>Overall:</b>		<b>6.29</b>	<b>7.68</b>	<b>7.18</b>	<b>0.89</b>	<b>-0.50</b>	<b>14,252</b>

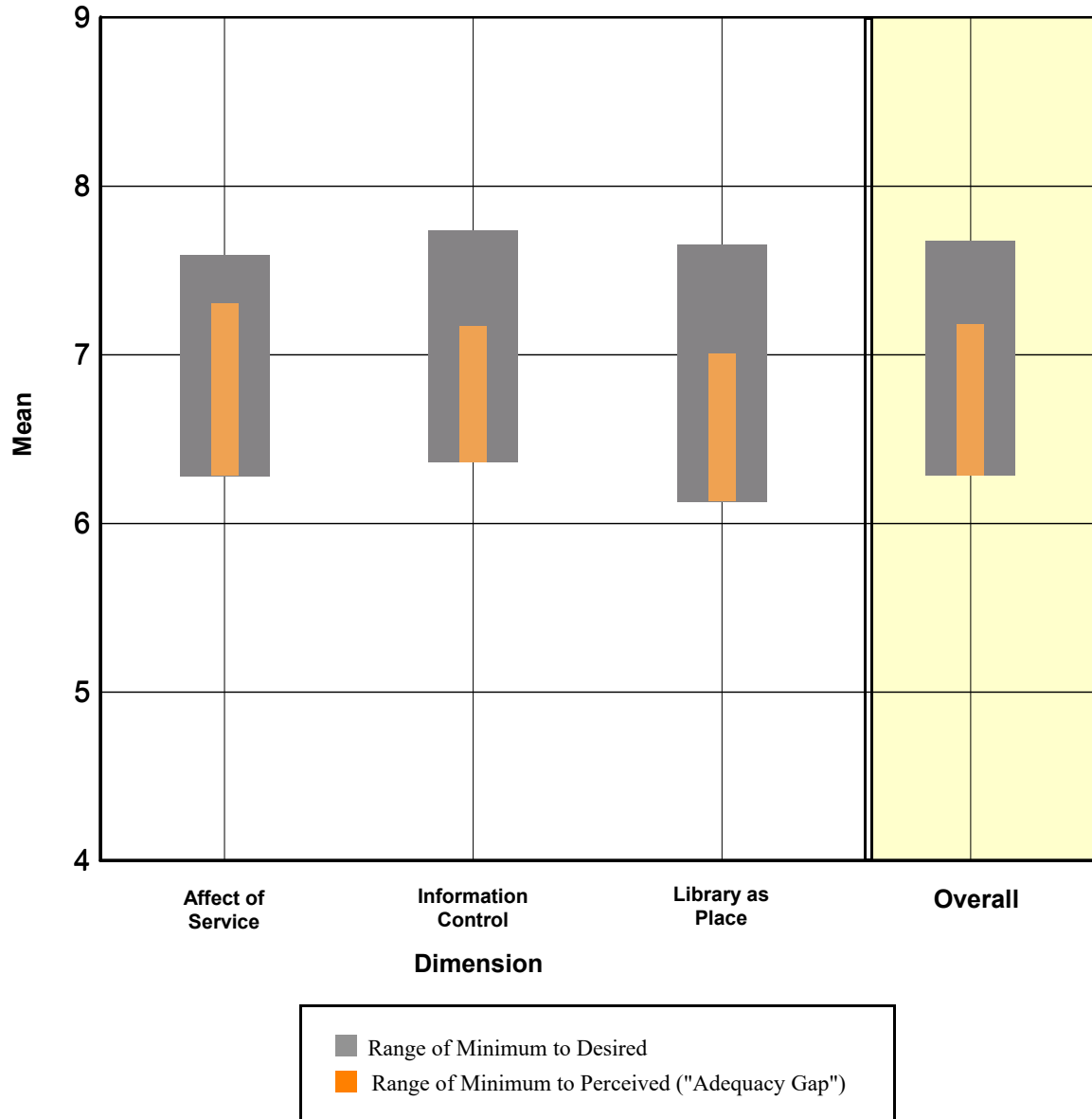
Language: English (American)  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)

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	2.03	1.71	1.67	1.82	1.66	5,616
AS-2	Giving users individual attention	2.19	1.94	1.84	1.90	1.72	5,912
AS-3	Employees who are consistently courteous	1.93	1.46	1.52	1.86	1.51	6,060
AS-4	Readiness to respond to users' questions	1.87	1.51	1.56	1.78	1.52	5,878
AS-5	Employees who have the knowledge to answer user questions	1.87	1.50	1.55	1.80	1.58	6,040
AS-6	Employees who deal with users in a caring fashion	1.95	1.53	1.54	1.86	1.58	13,541
AS-7	Employees who understand the needs of their users	1.89	1.50	1.54	1.76	1.53	5,969
AS-8	Willingness to help users	1.89	1.48	1.51	1.77	1.47	5,955
AS-9	Dependability in handling users' service problems	1.84	1.52	1.57	1.74	1.55	5,056
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.90	1.46	1.65	1.93	1.72	6,064
IC-2	A library Web site enabling me to locate information on my own	1.87	1.48	1.66	1.93	1.75	6,796
IC-3	The printed library materials I need for my work	2.08	1.81	1.71	2.05	1.89	5,898
IC-4	The electronic information resources I need	1.93	1.63	1.57	1.91	1.75	13,831
IC-5	Modern equipment that lets me easily access needed information	1.82	1.41	1.47	1.77	1.53	6,700
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.44	1.59	1.84	1.65	6,652
IC-7	Making information easily accessible for independent use	1.79	1.37	1.49	1.73	1.53	6,440
IC-8	Print and/or electronic journal collections I require for my work	1.98	1.61	1.63	2.01	1.75	5,605
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.98	1.70	1.75	2.17	2.13	13,541
LP-2	Quiet space for individual activities	1.98	1.61	1.80	2.22	2.06	5,952
LP-3	A comfortable and inviting location	1.91	1.47	1.63	2.02	1.80	6,098
LP-4	A getaway for study, learning, or research	1.96	1.53	1.65	2.00	1.79	5,996
LP-5	Community space for group learning and group study	2.05	1.71	1.68	2.16	1.94	5,584
<b>Overall:</b>		<b>1.51</b>	<b>1.14</b>	<b>1.20</b>	<b>1.42</b>	<b>1.20</b>	<b>14,252</b>

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

### 3.3 Core Question Dimensions Summary for ARL

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.



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	6.28	7.59	7.30	1.02	-0.29	14,036
Information Control	6.36	7.74	7.17	0.81	-0.57	14,221
Library as Place	6.13	7.65	7.00	0.87	-0.65	13,854
<b>Overall</b>	<b>6.29</b>	<b>7.68</b>	<b>7.18</b>	<b>0.89</b>	<b>-0.50</b>	<b>14,252</b>

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	1.73	1.36	1.37	1.56	1.32	14,036
Information Control	1.61	1.27	1.31	1.56	1.37	14,221
Library as Place	1.79	1.49	1.53	1.90	1.80	13,854
<b>Overall</b>	<b>1.51</b>	<b>1.14</b>	<b>1.20</b>	<b>1.42</b>	<b>1.20</b>	<b>14,252</b>



### 3.4 Local Question Summary for ARL

This table shows mean scores of 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
Ease of use of electronic resources	6.49	7.78	7.01	0.52	-0.77	305
Providing help when and where I need it	6.63	7.77	7.68	1.04	-0.09	156
Teaching me how to access, evaluate, and use information	5.89	7.27	7.00	1.11	-0.26	227
Contribution to the intellectual atmosphere of the campus	6.71	8.01	7.60	0.90	-0.40	139
Services that help me manage and store my research data	6.36	7.41	7.02	0.66	-0.39	2,965
Services that help me manage and share my research data	6.10	7.29	6.97	0.87	-0.33	126
Availability of subject specialist assistance	5.55	6.91	6.60	1.06	-0.31	254
Food services in the library	3.69	5.55	4.96	1.27	-0.59	345
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.48	7.09	6.68	1.20	-0.42	703
Spaces and technology that support creativity	5.58	7.08	6.75	1.17	-0.33	489
The library assists me in achieving academic success	6.18	7.72	7.32	1.15	-0.40	365
A library environment that is hospitable and conducive to finding and using information	6.57	7.91	7.18	0.61	-0.73	936
Making me aware of library resources and services	5.68	7.11	6.72	1.04	-0.39	256
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.37	7.56	7.29	0.92	-0.27	3,095
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	6.55	7.91	7.39	0.84	-0.52	193
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.37	7.40	7.16	0.79	-0.23	2,574
Adequate seating with natural light	5.67	7.52	6.61	0.94	-0.91	379
Teaching me how to locate, evaluate, and use information	5.91	7.25	6.99	1.09	-0.25	507
Ability to navigate library Web pages easily	6.51	7.82	7.00	0.49	-0.82	4,518
Access to archives, special collections	5.64	6.95	6.83	1.19	-0.12	769
Availability of timely help when using my library's electronic resources	6.81	7.84	7.52	0.71	-0.32	217
Helpful online guides and tutorials	6.10	7.23	6.90	0.80	-0.34	3,504
A service which can find for me rapidly and easily the documents not available in my own institution	6.42	7.71	7.13	0.71	-0.58	950
Availability of assistance to improve my research skills	6.06	7.47	7.46	1.40	-0.01	137

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

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Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.29	6.89	6.86	1.57	-0.03	363
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This table shows the standard deviations 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
Ease of use of electronic resources	1.88	1.49	1.71	2.22	1.92	305
Providing help when and where I need it	1.81	1.52	1.38	1.72	1.40	156
Teaching me how to access, evaluate, and use information	2.33	2.04	1.83	2.02	1.82	227
Contribution to the intellectual atmosphere of the campus	1.77	1.16	1.35	1.50	1.23	139
Services that help me manage and store my research data	2.06	1.71	1.76	1.93	1.81	2,965
Services that help me manage and share my research data	2.05	1.95	1.72	1.73	1.82	126
Availability of subject specialist assistance	2.05	1.93	1.81	2.03	2.16	254
Food services in the library	2.26	2.59	1.98	2.46	2.67	345
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.20	2.00	1.84	2.27	2.22	703
Spaces and technology that support creativity	2.12	1.97	1.67	2.02	1.92	489
The library assists me in achieving academic success	1.99	1.65	1.62	1.87	1.51	365
A library environment that is hospitable and conducive to finding and using information	1.80	1.39	1.60	1.84	1.57	936
Making me aware of library resources and services	2.14	1.82	1.85	2.08	2.03	256
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	2.05	1.69	1.70	2.07	1.82	3,095
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	1.73	1.57	1.67	1.88	1.68	193
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	2.06	1.77	1.72	1.83	1.62	2,574
Adequate seating with natural light	2.17	1.79	1.81	2.42	2.25	379
Teaching me how to locate, evaluate, and use information	2.16	1.87	1.78	2.01	1.81	507
Ability to navigate library Web pages easily	1.87	1.45	1.70	1.94	1.82	4,518
Access to archives, special collections	2.27	2.04	1.73	2.06	2.03	769
Availability of timely help when using my library's electronic resources	1.75	1.41	1.69	1.91	1.65	217
Helpful online guides and tutorials	2.11	1.79	1.78	1.95	1.79	3,504
A service which can find for me rapidly and easily the documents not available in my own institution	1.88	1.55	1.58	1.87	1.68	950

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

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Availability of assistance to improve my research skills	2.08	1.89	1.55	2.15	1.86	137
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.22	2.07	1.77	2.03	1.89	363

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### 3.5 General Satisfaction Questions Summary for ARL

This table displays the 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 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.	7.78	1.37	8,975
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.44	1.49	8,908
How would you rate the overall quality of the service provided by the library?	7.58	1.30	14,250

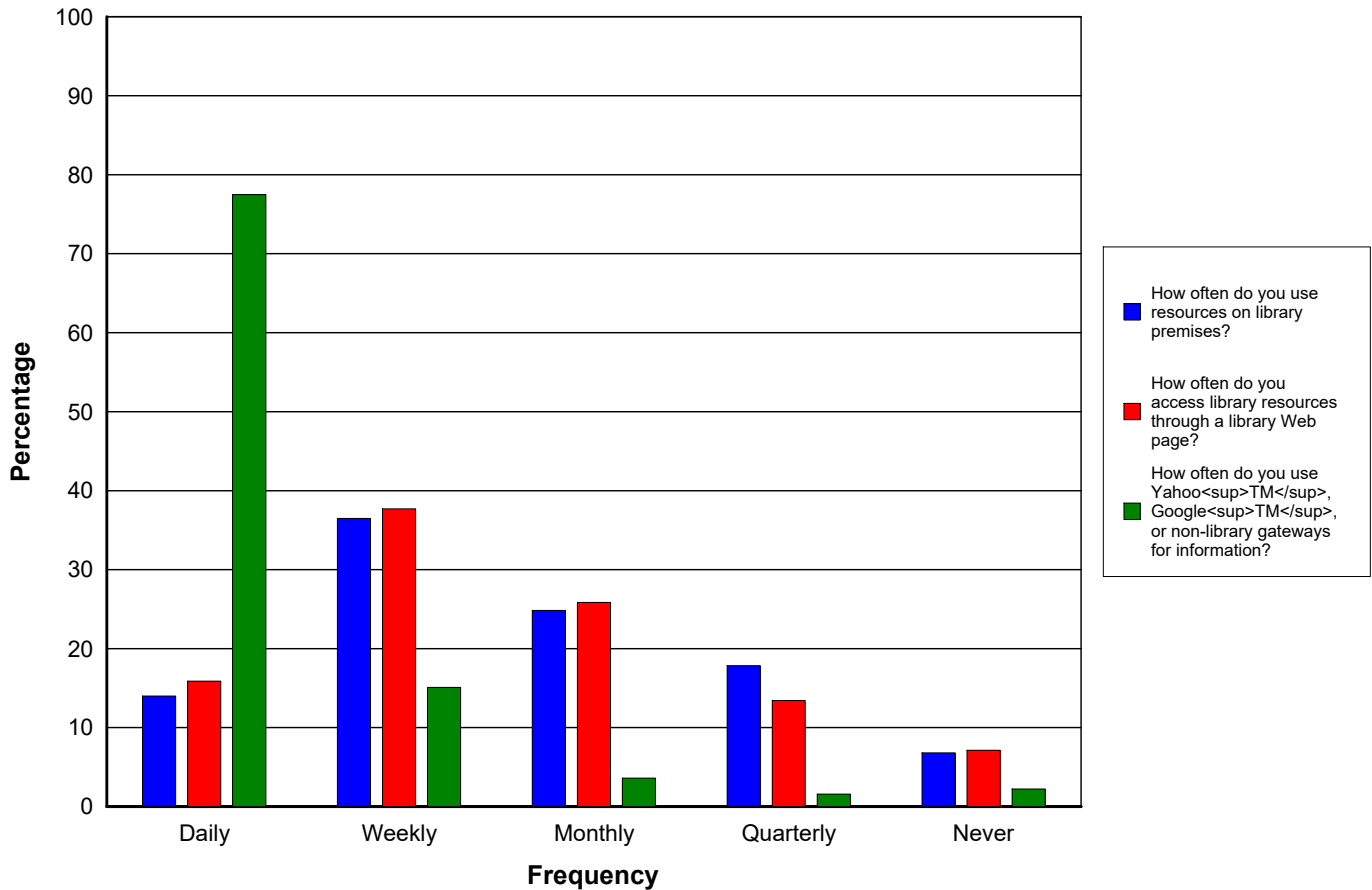
### 3.6 Information Literacy Outcomes Questions Summary for ARL

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 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.	6.53	1.88	7,050
The library aids my advancement in my academic discipline or work.	7.28	1.61	8,421
The library enables me to be more efficient in my academic pursuits or work.	7.39	1.56	8,485
The library helps me distinguish between trustworthy and untrustworthy information.	6.68	1.84	8,413
The library provides me with the information skills I need in my work or study.	7.08	1.66	7,025

### 3.7 Library Use Summary for ARL

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	Total
How often do you use resources on library premises?	1,995 14.00%	5,200 36.49%	3,540 24.84%	2,544 17.85%	971 6.81%	14,250 100.00%
How often do you access library resources through a library Web page?	2,262 15.88%	5,370 37.69%	3,684 25.86%	1,915 13.44%	1,017 7.14%	14,248 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	11,039 77.49%	2,151 15.10%	513 3.60%	226 1.59%	317 2.23%	14,246 100.00%

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

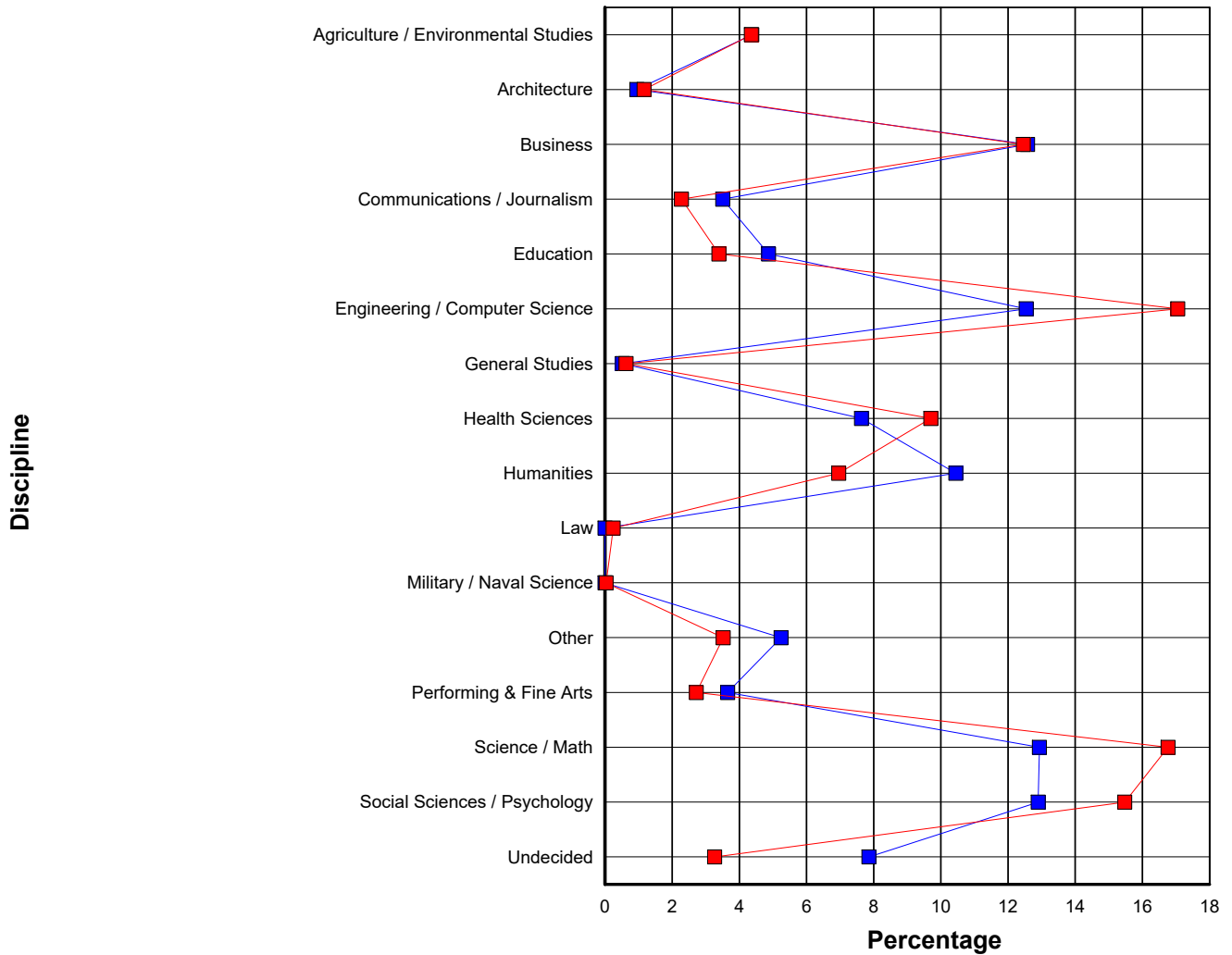
## 4 Summary for Undergraduate

### 4.1 Demographic Summary for Undergraduate

#### 4.1.1 Population and Respondent Profiles by Standard Discipline

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

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. 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 the general population (N) and for survey respondents (n).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)  
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	5,879	4.37	375	4.36	0.02
Architecture	1,277	0.95	100	1.16	-0.21
Business	16,913	12.58	1,072	12.45	0.13
Communications / Journalism	4,713	3.51	196	2.28	1.23
Education	6,550	4.87	292	3.39	1.48
Engineering / Computer Science	16,861	12.54	1,468	17.05	-4.51
General Studies	698	0.52	54	0.63	-0.11
Health Sciences	10,264	7.63	835	9.70	-2.07
Humanities	14,041	10.44	599	6.96	3.49
Law	0	0.00	21	0.24	-0.24
Military / Naval Science	0	0.00	3	0.03	-0.03
Other	7,047	5.24	303	3.52	1.72
Performing & Fine Arts	4,908	3.65	234	2.72	0.93
Science / Math	17,389	12.93	1,443	16.76	-3.83
Social Sciences / Psychology	17,340	12.90	1,332	15.47	-2.58
Undecided	10,562	7.86	281	3.26	4.59
<b>Total:</b>	<b>134,442</b>	<b>100.00</b>	<b>8,608</b>	<b>100.00</b>	<b>0.00</b>

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



#### 4.1.2 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	32	0.37
18 - 22	6,905	80.20
23 - 30	1,312	15.24
31 - 45	257	2.98
46 - 65	96	1.11
Over 65	8	0.09
<b>Total:</b>	<b>8,610</b>	<b>100.00</b>

#### 4.1.3 Respondent Profile 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 %
Female	56,865	58.45	3,684	59.70
Male	40,422	41.55	2,487	40.30
<b>Total:</b>	<b>97,287</b>	<b>100.00</b>	<b>6,171</b>	<b>100.00</b>

#### 4.1.4 Respondent Profile by Full or part-time student?

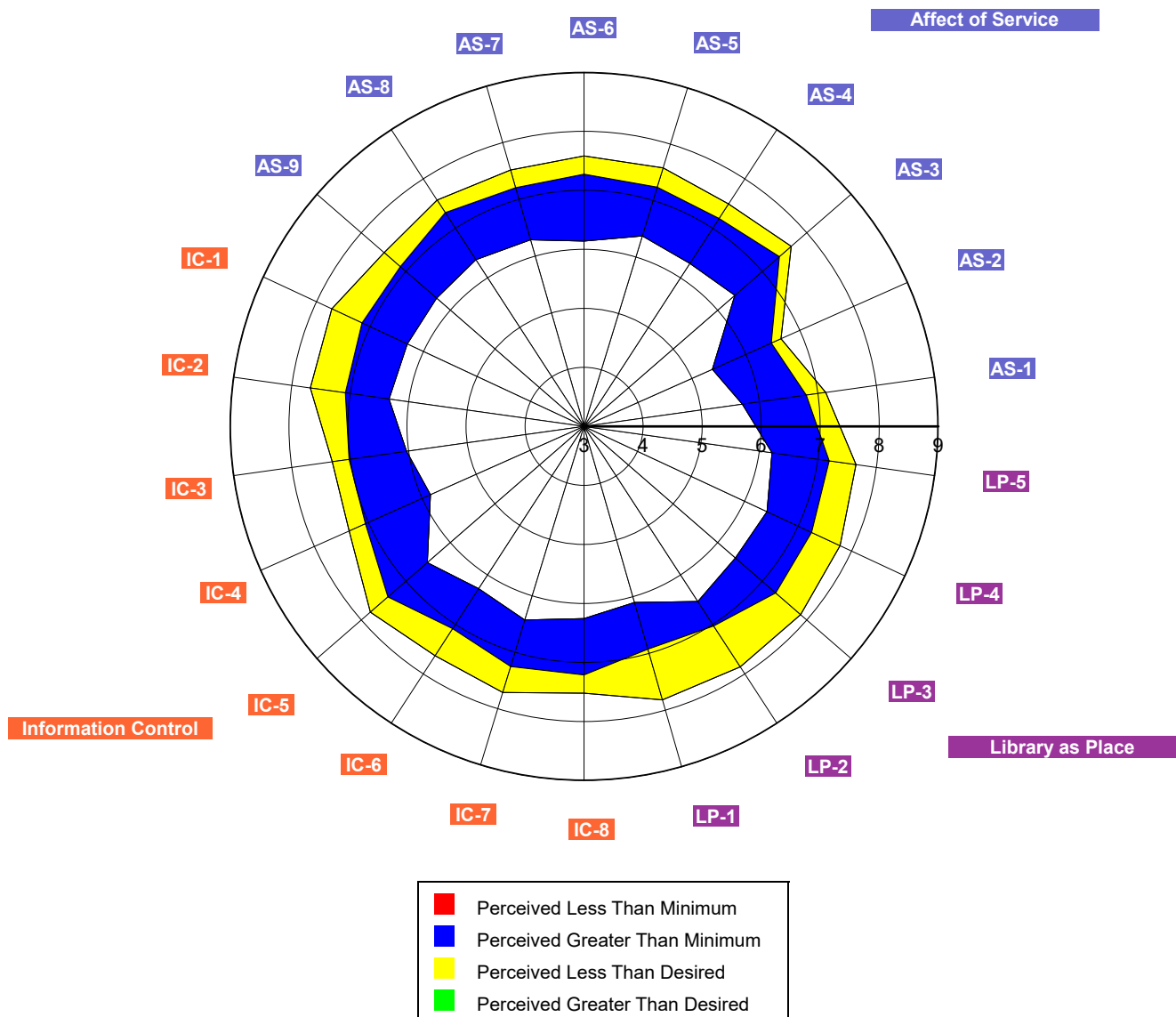
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	96,261	89.38	7,999	93.16
Part-time	11,432	10.62	526	6.13
Does not apply / NA		0.00	61	0.71
<b>Total:</b>	<b>107,693</b>	<b>100.00</b>	<b>8,586</b>	<b>100.00</b>

## 4.2 Core Questions Summary for Undergraduate

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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.)



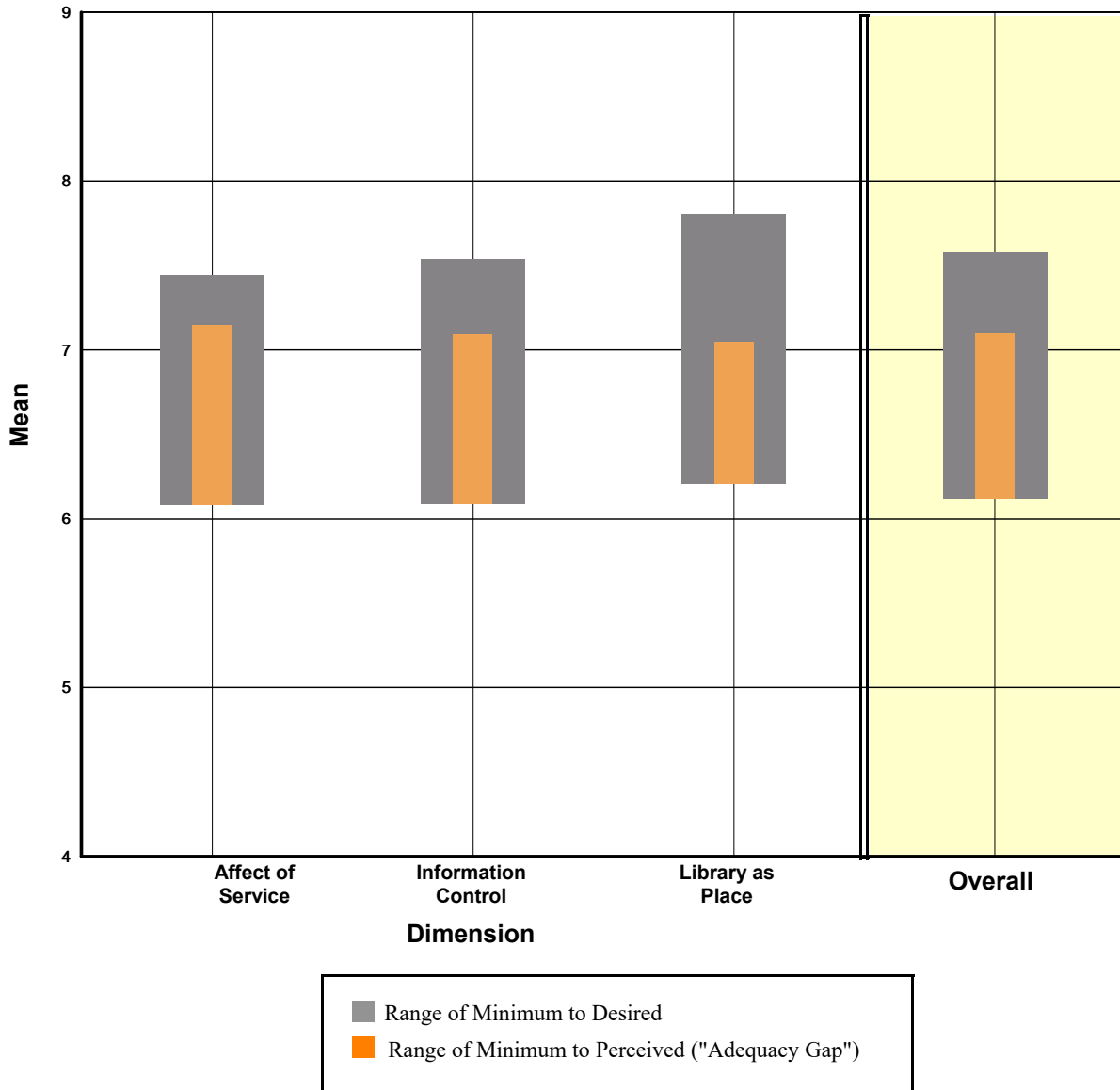
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.71	7.13	6.80	1.09	-0.33	3,568
AS-2	Giving users individual attention	5.38	6.65	6.47	1.09	-0.18	3,766
AS-3	Employees who are consistently courteous	6.39	7.65	7.39	1.00	-0.26	3,858
AS-4	Readiness to respond to users' questions	6.29	7.49	7.20	0.91	-0.29	3,710
AS-5	Employees who have the knowledge to answer user questions	6.38	7.58	7.24	0.86	-0.34	3,797
AS-6	Employees who deal with users in a caring fashion	6.14	7.58	7.27	1.13	-0.31	8,174
AS-7	Employees who understand the needs of their users	6.29	7.52	7.21	0.92	-0.31	3,830
AS-8	Willingness to help users	6.37	7.57	7.32	0.95	-0.25	3,797
AS-9	Dependability in handling users' service problems	6.31	7.49	7.13	0.81	-0.36	3,250
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.31	7.71	7.15	0.84	-0.56	3,817
IC-2	A library Web site enabling me to locate information on my own	6.34	7.68	7.08	0.75	-0.60	4,197
IC-3	The printed library materials I need for my work	6.04	7.31	7.02	0.98	-0.29	3,813
IC-4	The electronic information resources I need	5.85	7.36	7.06	1.21	-0.30	8,303
IC-5	Modern equipment that lets me easily access needed information	6.52	7.80	7.41	0.89	-0.39	4,323
IC-6	Easy-to-use access tools that allow me to find things on my own	6.28	7.63	7.09	0.81	-0.55	4,199
IC-7	Making information easily accessible for independent use	6.43	7.71	7.25	0.82	-0.46	4,055
IC-8	Print and/or electronic journal collections I require for my work	6.26	7.52	7.21	0.96	-0.31	3,503
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.10	7.82	6.93	0.82	-0.89	8,530
LP-2	Quiet space for individual activities	6.54	7.86	7.03	0.49	-0.83	3,901
LP-3	A comfortable and inviting location	6.40	7.86	7.30	0.90	-0.56	3,969
LP-4	A getaway for study, learning, or research	6.42	7.79	7.25	0.83	-0.53	3,935
LP-5	Community space for group learning and group study	6.21	7.65	7.19	0.98	-0.46	3,831
<b>Overall:</b>		<b>6.12</b>	<b>7.58</b>	<b>7.10</b>	<b>0.98</b>	<b>-0.48</b>	<b>8,611</b>

Language: English (American)  
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	2.05	1.74	1.73	1.82	1.70	3,568
AS-2	Giving users individual attention	2.20	1.95	1.88	1.91	1.74	3,766
AS-3	Employees who are consistently courteous	1.95	1.52	1.59	1.91	1.58	3,858
AS-4	Readiness to respond to users' questions	1.90	1.54	1.59	1.80	1.54	3,710
AS-5	Employees who have the knowledge to answer user questions	1.91	1.56	1.60	1.82	1.59	3,797
AS-6	Employees who deal with users in a caring fashion	1.97	1.58	1.59	1.87	1.60	8,174
AS-7	Employees who understand the needs of their users	1.92	1.55	1.59	1.77	1.53	3,830
AS-8	Willingness to help users	1.92	1.52	1.53	1.80	1.49	3,797
AS-9	Dependability in handling users' service problems	1.87	1.54	1.59	1.74	1.53	3,250
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.94	1.54	1.67	1.93	1.74	3,817
IC-2	A library Web site enabling me to locate information on my own	1.92	1.57	1.69	1.91	1.74	4,197
IC-3	The printed library materials I need for my work	2.10	1.81	1.74	2.05	1.88	3,813
IC-4	The electronic information resources I need	1.94	1.70	1.58	1.90	1.73	8,303
IC-5	Modern equipment that lets me easily access needed information	1.85	1.42	1.48	1.78	1.52	4,323
IC-6	Easy-to-use access tools that allow me to find things on my own	1.88	1.50	1.62	1.84	1.66	4,199
IC-7	Making information easily accessible for independent use	1.85	1.43	1.52	1.75	1.54	4,055
IC-8	Print and/or electronic journal collections I require for my work	2.03	1.70	1.65	1.98	1.75	3,503
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.89	1.49	1.72	2.08	1.96	8,530
LP-2	Quiet space for individual activities	1.91	1.49	1.80	2.15	1.96	3,901
LP-3	A comfortable and inviting location	1.89	1.38	1.62	2.02	1.73	3,969
LP-4	A getaway for study, learning, or research	1.93	1.48	1.63	1.98	1.74	3,935
LP-5	Community space for group learning and group study	1.97	1.58	1.67	2.13	1.89	3,831
<b>Overall:</b>		<b>1.51</b>	<b>1.16</b>	<b>1.22</b>	<b>1.41</b>	<b>1.19</b>	<b>8,611</b>

### 4.3 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.



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	6.08	7.44	7.14	1.07	-0.30	8,472
Information Control	6.09	7.54	7.09	1.00	-0.45	8,589
Library as Place	6.21	7.81	7.05	0.84	-0.76	8,592
<b>Overall</b>	<b>6.12</b>	<b>7.58</b>	<b>7.10</b>	<b>0.98</b>	<b>-0.48</b>	<b>8,611</b>

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	1.72	1.38	1.39	1.55	1.30	8,472
Information Control	1.62	1.31	1.32	1.53	1.35	8,589
Library as Place	1.68	1.28	1.49	1.80	1.64	8,592
<b>Overall</b>	<b>1.51</b>	<b>1.16</b>	<b>1.22</b>	<b>1.41</b>	<b>1.19</b>	<b>8,611</b>

## 4.4 Local Question Summary for Undergraduate

This table shows mean scores of 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
Ease of use of electronic resources	6.07	7.48	7.07	0.99	-0.41	164
Providing help when and where I need it	6.13	7.54	7.33	1.20	-0.21	61
Teaching me how to access, evaluate, and use information	5.83	7.25	6.91	1.08	-0.35	130
Contribution to the intellectual atmosphere of the campus	6.54	7.94	7.62	1.08	-0.33	52
Services that help me manage and store my research data	6.23	7.27	7.06	0.83	-0.20	2,065
Services that help me manage and share my research data	5.74	7.18	6.86	1.12	-0.32	50
Availability of subject specialist assistance	5.11	6.42	6.33	1.22	-0.09	125
Food services in the library	4.02	6.18	5.16	1.14	-1.02	237
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.38	7.02	6.56	1.18	-0.45	455
Spaces and technology that support creativity	5.68	7.36	6.78	1.10	-0.58	300
The library assists me in achieving academic success	6.05	7.75	7.30	1.25	-0.45	226
A library environment that is hospitable and conducive to finding and using information	6.41	7.79	7.13	0.71	-0.67	576
Making me aware of library resources and services	5.35	6.89	6.56	1.21	-0.34	133
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.25	7.45	7.25	1.00	-0.21	2,165
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	6.23	7.62	7.11	0.88	-0.51	101
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.19	7.16	7.09	0.90	-0.07	1,718
Adequate seating with natural light	5.77	7.70	6.52	0.75	-1.19	248
Teaching me how to locate, evaluate, and use information	5.97	7.24	6.89	0.92	-0.35	289
Ability to navigate library Web pages easily	6.30	7.63	6.98	0.68	-0.65	2,968
Access to archives, special collections	5.44	6.74	6.75	1.32	0.01	477
Availability of timely help when using my library's electronic resources	6.72	7.73	7.52	0.80	-0.21	117

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

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Helpful online guides and tutorials	5.96	7.08	6.83	0.87	-0.24	2,343
A service which can find for me rapidly and easily the documents not available in my own institution	6.12	7.49	7.02	0.89	-0.48	604
Availability of assistance to improve my research skills	5.90	7.57	7.50	1.60	-0.07	58
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.17	6.81	6.62	1.45	-0.19	217

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This table displays the standard deviations of 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
Ease of use of electronic resources	1.88	1.68	1.63	2.00	1.83	164
Providing help when and where I need it	1.91	1.91	1.46	1.46	1.32	61
Teaching me how to access, evaluate, and use information	2.35	2.16	1.98	1.92	1.85	130
Contribution to the intellectual atmosphere of the campus	1.65	1.19	1.21	1.40	1.08	52
Services that help me manage and store my research data	2.09	1.74	1.72	1.90	1.69	2,065
Services that help me manage and share my research data	2.22	2.05	1.93	2.00	1.75	50
Availability of subject specialist assistance	1.98	1.98	1.90	2.16	2.12	125
Food services in the library	2.27	2.33	1.91	2.48	2.57	237
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.17	2.07	1.88	2.14	2.20	455
Spaces and technology that support creativity	2.01	1.71	1.63	1.83	1.68	300
The library assists me in achieving academic success	2.00	1.60	1.60	1.84	1.48	226
A library environment that is hospitable and conducive to finding and using information	1.79	1.40	1.60	1.83	1.58	576
Making me aware of library resources and services	2.20	1.80	1.90	2.07	2.07	133
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	2.08	1.71	1.73	2.08	1.81	2,165
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	1.83	1.79	1.83	2.07	1.94	101
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	2.11	1.85	1.73	1.81	1.60	1,718
Adequate seating with natural light	2.14	1.64	1.83	2.52	2.32	248
Teaching me how to locate, evaluate, and use information	2.09	1.80	1.85	1.90	1.77	289
Ability to navigate library Web pages easily	1.93	1.54	1.71	1.94	1.79	2,968
Access to archives, special collections	2.31	2.11	1.73	1.97	2.02	477
Availability of timely help when using my library's electronic resources	1.86	1.44	1.73	1.90	1.59	117
Helpful online guides and tutorials	2.13	1.83	1.80	1.98	1.79	2,343
A service which can find for me rapidly and easily the documents not available in my own institution	1.95	1.64	1.61	1.92	1.71	604
Availability of assistance to improve my research skills	2.07	1.73	1.37	2.02	1.80	58
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.16	2.06	1.78	2.05	1.98	217

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



## 4.5 General Satisfaction Questions Summary for Undergraduate

This table displays the 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 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.	7.73	1.40	5,539
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.51	5,512
How would you rate the overall quality of the service provided by the library?	7.54	1.31	8,610

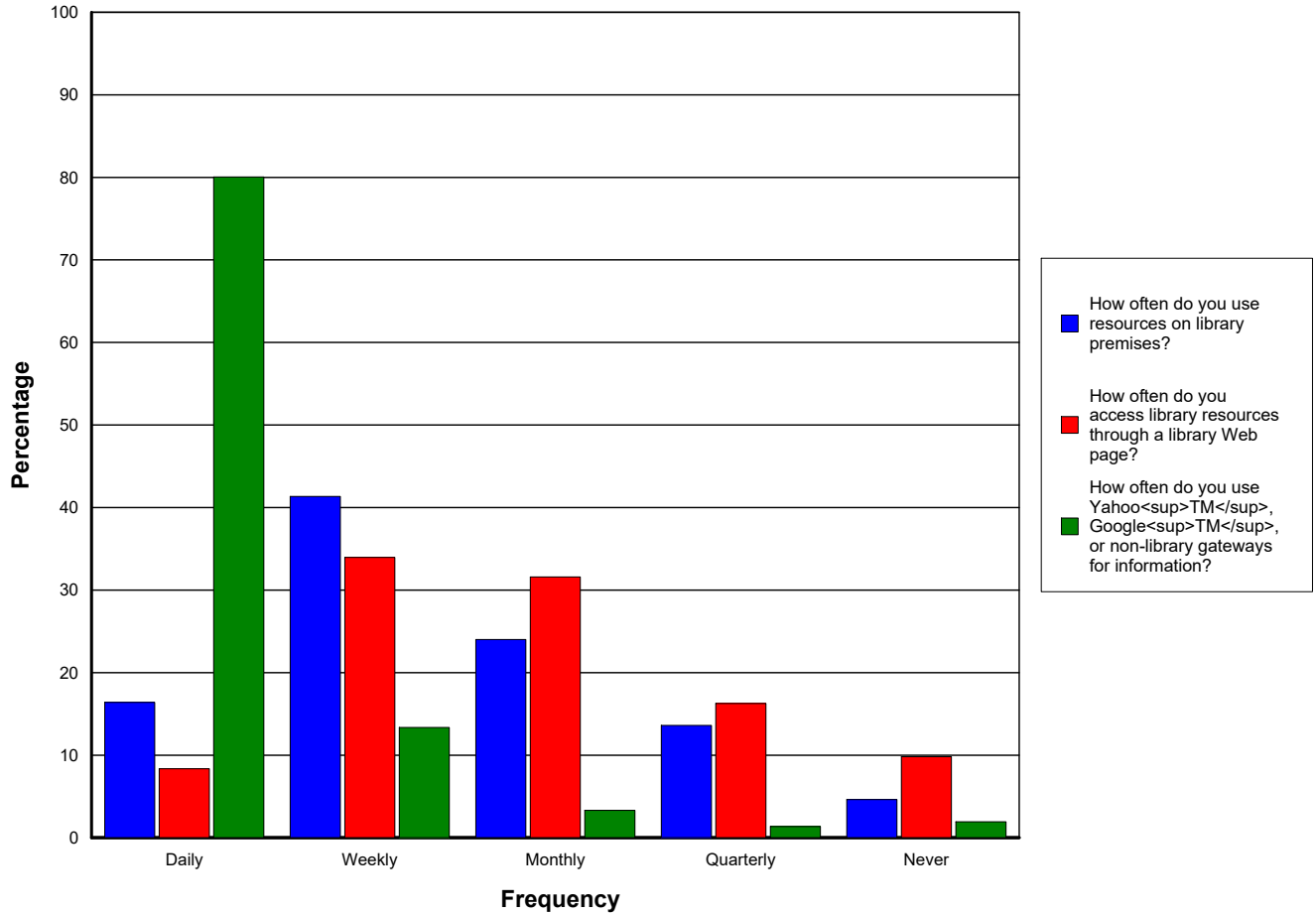
## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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 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	1.87	4,370
The library aids my advancement in my academic discipline or work.	7.16	1.63	5,250
The library enables me to be more efficient in my academic pursuits or work.	7.32	1.59	5,260
The library helps me distinguish between trustworthy and untrustworthy information.	6.76	1.81	5,239
The library provides me with the information skills I need in my work or study.	7.06	1.67	4,422

### 4.7 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	Total
How often do you use resources on library premises?	1,411 16.39%	3,560 41.35%	2,068 24.02%	1,172 13.61%	398 4.62%	8,609 100.00%
How often do you access library resources through a library Web page?	720 8.37%	2,923 33.96%	2,719 31.59%	1,400 16.27%	845 9.82%	8,607 100.00%
How often do you use Yahoo <sup>TM</sup> , Google <sup>TM</sup> , or non-library gateways for information?	6,889 80.06%	1,149 13.35%	285 3.31%	116 1.35%	166 1.93%	8,605 100.00%

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

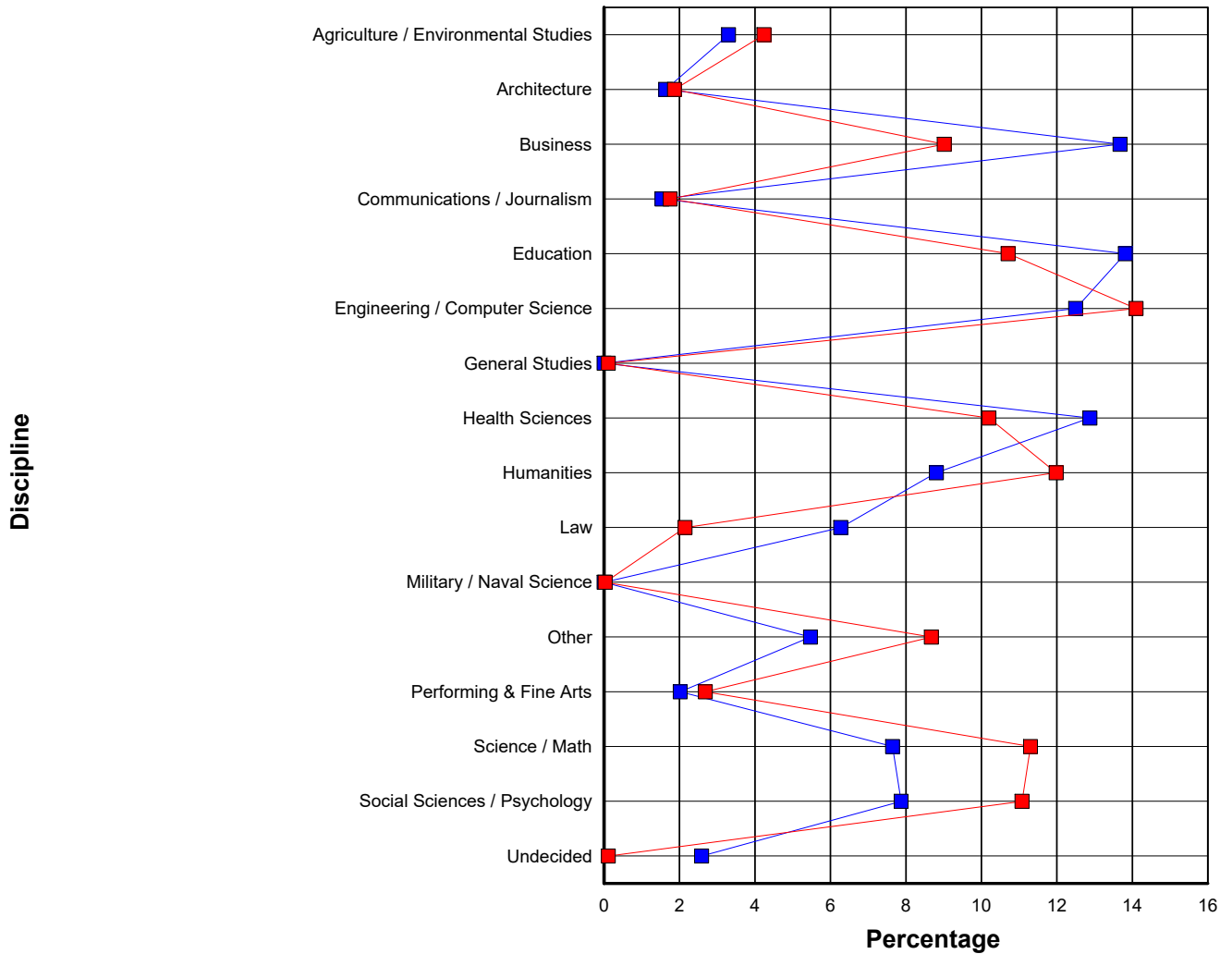
## 5 Summary for Graduate

### 5.1 Demographic Summary for Graduate

#### 5.1.1 Population and Respondent Profiles by Standard Discipline

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

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. 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 the general population (N) and for survey respondents (n).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)  
 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	1,225	3.30	150	4.24	-0.94
Architecture	606	1.63	66	1.86	-0.23
Business	5,076	13.67	319	9.01	4.66
Communications / Journalism	570	1.54	62	1.75	-0.22
Education	5,128	13.81	379	10.71	3.11
Engineering / Computer Science	4,640	12.50	499	14.10	-1.60
General Studies	0	0.00	4	0.11	-0.11
Health Sciences	4,779	12.87	361	10.20	2.67
Humanities	3,269	8.81	424	11.98	-3.17
Law	2,328	6.27	76	2.15	4.12
Military / Naval Science	0	0.00	1	0.03	-0.03
Other	2,031	5.47	307	8.67	-3.20
Performing & Fine Arts	749	2.02	95	2.68	-0.67
Science / Math	2,838	7.65	400	11.30	-3.66
Social Sciences / Psychology	2,922	7.87	392	11.08	-3.20
Undecided	959	2.58	4	0.11	2.47
<b>Total:</b>	<b>37,120</b>	<b>100.00</b>	<b>3,539</b>	<b>100.00</b>	<b>0.00</b>

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

### 5.1.2 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.

<b>Age:</b>	<b>Respondents n</b>	<b>Respondents %</b>
Under 18	2	0.06
18 - 22	182	5.15
23 - 30	2,147	60.70
31 - 45	943	26.66
46 - 65	245	6.93
Over 65	18	0.51
<b>Total:</b>	<b>3,537</b>	<b>100.00</b>

### 5.1.3 Respondent Profile 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.

<b>Sex:</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Female	16,538	51.27	1,524	56.74
Male	15,721	48.73	1,162	43.26
<b>Total:</b>	<b>32,259</b>	<b>100.00</b>	<b>2,686</b>	<b>100.00</b>

### 5.1.4 Respondent Profile by Full or part-time student?

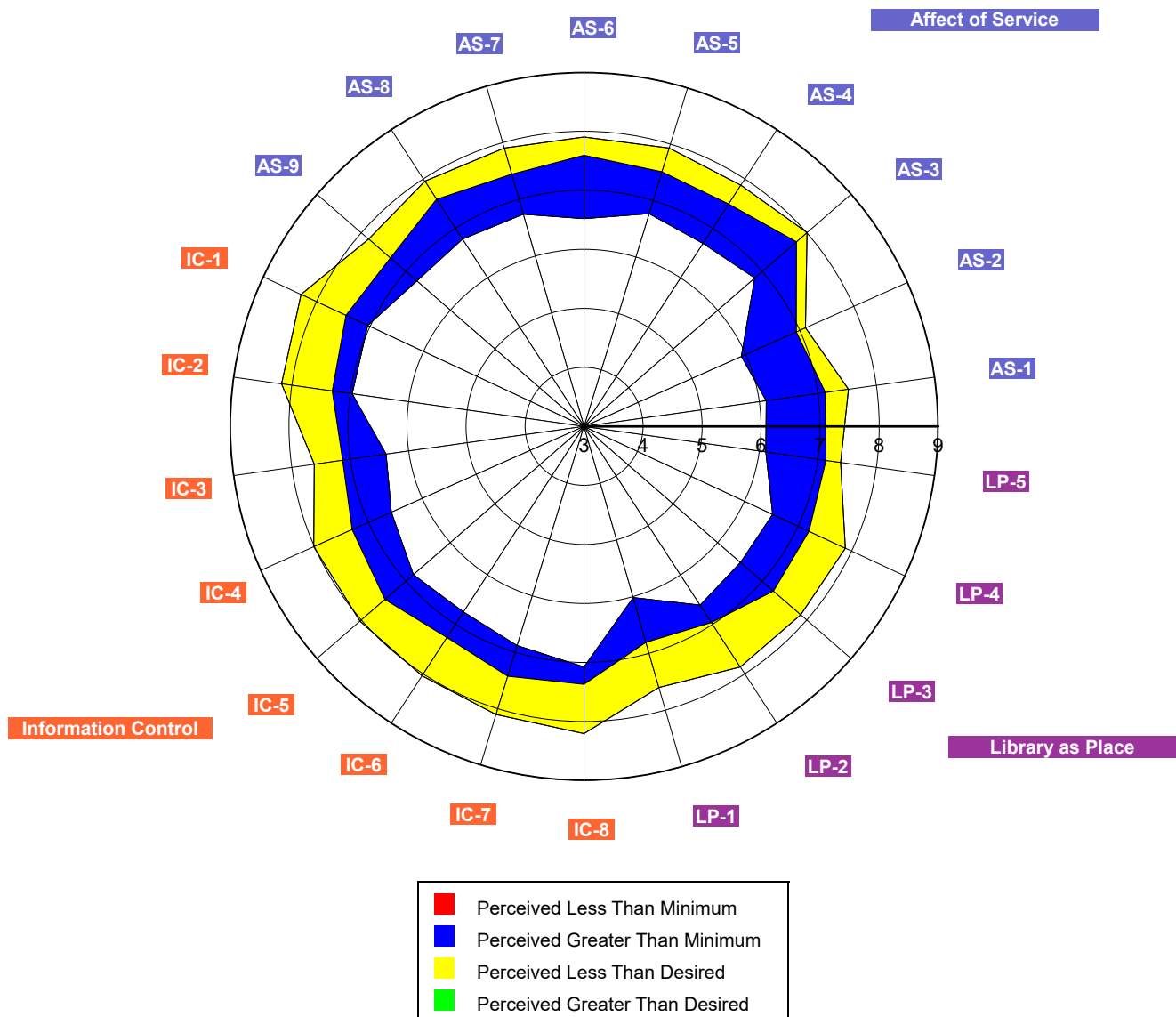
<b>Full or part-time student?</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	24,571	69.04	2,896	81.97
Part-time	11,021	30.96	588	16.64
Does not apply / NA		0.00	49	1.39
<b>Total:</b>	<b>35,592</b>	<b>100.00</b>	<b>3,533</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Graduate

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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.)





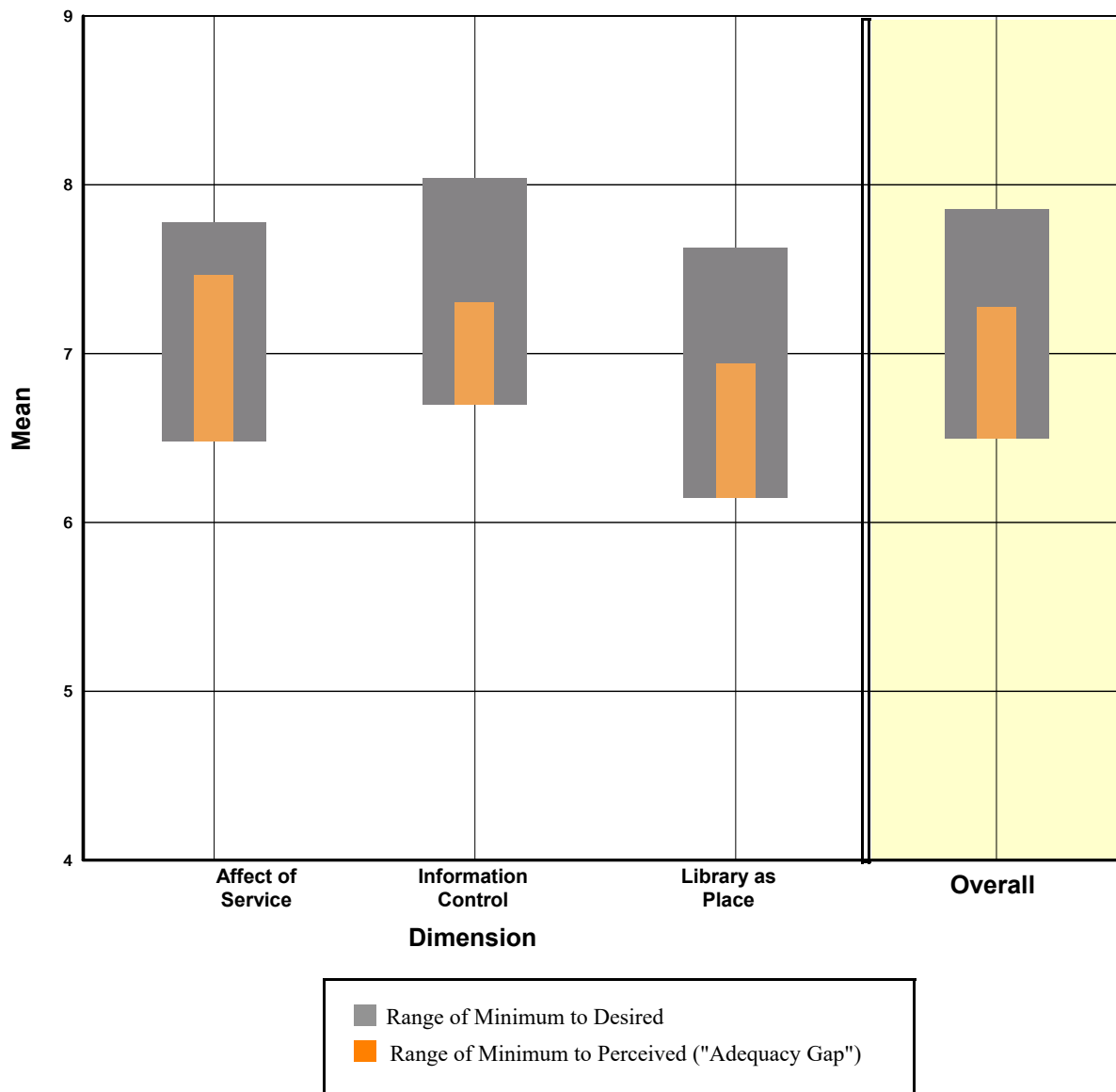
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.12	7.52	7.13	1.01	-0.40	1,356
AS-2	Giving users individual attention	5.92	7.11	6.94	1.02	-0.17	1,418
AS-3	Employees who are consistently courteous	6.83	8.01	7.77	0.94	-0.24	1,453
AS-4	Readiness to respond to users' questions	6.70	7.87	7.50	0.80	-0.38	1,424
AS-5	Employees who have the knowledge to answer user questions	6.77	7.93	7.51	0.74	-0.42	1,469
AS-6	Employees who deal with users in a caring fashion	6.52	7.90	7.59	1.07	-0.31	3,344
AS-7	Employees who understand the needs of their users	6.74	7.91	7.45	0.70	-0.46	1,388
AS-8	Willingness to help users	6.78	7.95	7.59	0.80	-0.36	1,425
AS-9	Dependability in handling users' service problems	6.76	7.84	7.35	0.59	-0.49	1,194
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.05	8.29	7.45	0.40	-0.84	1,481
IC-2	A library Web site enabling me to locate information on my own	6.97	8.18	7.31	0.34	-0.87	1,712
IC-3	The printed library materials I need for my work	6.39	7.62	7.13	0.74	-0.48	1,365
IC-4	The electronic information resources I need	6.58	8.01	7.30	0.73	-0.71	3,481
IC-5	Modern equipment that lets me easily access needed information	6.83	8.03	7.47	0.64	-0.56	1,589
IC-6	Easy-to-use access tools that allow me to find things on my own	6.75	8.04	7.27	0.51	-0.77	1,585
IC-7	Making information easily accessible for independent use	6.88	8.11	7.43	0.54	-0.68	1,583
IC-8	Print and/or electronic journal collections I require for my work	7.08	8.21	7.37	0.29	-0.83	1,400
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.02	7.60	6.81	0.79	-0.80	3,283
LP-2	Quiet space for individual activities	6.61	7.86	6.96	0.35	-0.90	1,414
LP-3	A comfortable and inviting location	6.51	7.86	7.25	0.74	-0.61	1,427
LP-4	A getaway for study, learning, or research	6.53	7.88	7.21	0.68	-0.68	1,390
LP-5	Community space for group learning and group study	6.11	7.39	7.14	1.03	-0.25	1,229
<b>Overall:</b>		<b>6.49</b>	<b>7.86</b>	<b>7.28</b>	<b>0.78</b>	<b>-0.58</b>	<b>3,540</b>

Language: English (American)  
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	1.96	1.64	1.56	1.83	1.57	1,356
AS-2	Giving users individual attention	2.13	1.85	1.74	1.87	1.63	1,418
AS-3	Employees who are consistently courteous	1.84	1.32	1.40	1.80	1.43	1,453
AS-4	Readiness to respond to users' questions	1.77	1.41	1.50	1.74	1.48	1,424
AS-5	Employees who have the knowledge to answer user questions	1.77	1.33	1.45	1.75	1.49	1,469
AS-6	Employees who deal with users in a caring fashion	1.89	1.41	1.46	1.86	1.55	3,344
AS-7	Employees who understand the needs of their users	1.78	1.34	1.44	1.71	1.48	1,388
AS-8	Willingness to help users	1.82	1.40	1.48	1.73	1.44	1,425
AS-9	Dependability in handling users' service problems	1.77	1.45	1.55	1.78	1.62	1,194
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.72	1.22	1.59	1.86	1.66	1,481
IC-2	A library Web site enabling me to locate information on my own	1.72	1.31	1.58	1.86	1.71	1,712
IC-3	The printed library materials I need for my work	2.00	1.76	1.66	1.98	1.83	1,365
IC-4	The electronic information resources I need	1.79	1.40	1.50	1.84	1.68	3,481
IC-5	Modern equipment that lets me easily access needed information	1.75	1.34	1.46	1.72	1.54	1,589
IC-6	Easy-to-use access tools that allow me to find things on my own	1.74	1.30	1.54	1.81	1.59	1,585
IC-7	Making information easily accessible for independent use	1.65	1.22	1.42	1.67	1.46	1,583
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.34	1.59	1.93	1.64	1,400
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.02	1.79	1.79	2.23	2.27	3,283
LP-2	Quiet space for individual activities	1.98	1.66	1.79	2.26	2.15	1,414
LP-3	A comfortable and inviting location	1.88	1.49	1.67	1.96	1.84	1,427
LP-4	A getaway for study, learning, or research	1.98	1.51	1.68	2.00	1.83	1,390
LP-5	Community space for group learning and group study	2.17	1.86	1.71	2.26	2.04	1,229
<b>Overall:</b>		<b>1.46</b>	<b>1.06</b>	<b>1.17</b>	<b>1.42</b>	<b>1.20</b>	<b>3,540</b>

### 5.3 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.



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	6.48	7.78	7.46	0.98	-0.31	3,481
Information Control	6.70	8.04	7.31	0.61	-0.73	3,536
Library as Place	6.14	7.63	6.94	0.80	-0.69	3,388
<b>Overall</b>	<b>6.49</b>	<b>7.86</b>	<b>7.28</b>	<b>0.78</b>	<b>-0.58</b>	<b>3,540</b>

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	1.68	1.27	1.31	1.58	1.30	3,481
Information Control	1.50	1.11	1.26	1.53	1.34	3,536
Library as Place	1.85	1.56	1.57	1.98	1.92	3,388
<b>Overall</b>	<b>1.46</b>	<b>1.06</b>	<b>1.17</b>	<b>1.42</b>	<b>1.20</b>	<b>3,540</b>

## 5.4 Local Question Summary for Graduate

This table shows mean scores of 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
Ease of use of electronic resources	6.76	7.99	7.17	0.41	-0.82	94
Providing help when and where I need it	6.67	7.90	7.90	1.23	0.00	52
Teaching me how to access, evaluate, and use information	5.87	7.14	6.99	1.12	-0.16	69
Contribution to the intellectual atmosphere of the campus	6.43	7.86	7.39	0.96	-0.47	49
Services that help me manage and store my research data	6.71	7.78	6.95	0.25	-0.83	678
Services that help me manage and share my research data	6.53	7.87	7.05	0.53	-0.82	38
Availability of subject specialist assistance	5.99	7.34	6.84	0.85	-0.50	103
Food services in the library	3.88	5.76	4.90	1.02	-0.86	50
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.62	7.15	6.89	1.28	-0.25	169
Spaces and technology that support creativity	5.37	6.80	6.48	1.12	-0.31	93
The library assists me in achieving academic success	5.94	7.37	7.16	1.23	-0.21	62
A library environment that is hospitable and conducive to finding and using information	6.70	8.07	7.29	0.59	-0.78	221
Making me aware of library resources and services	5.98	7.16	6.95	0.98	-0.21	80
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.67	7.85	7.37	0.71	-0.47	669
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	6.74	8.11	7.65	0.92	-0.46	72
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.75	7.87	7.33	0.58	-0.54	638
Adequate seating with natural light	5.48	7.48	6.86	1.38	-0.62	58
Teaching me how to locate, evaluate, and use information	5.89	7.42	7.17	1.27	-0.25	161
Ability to navigate library Web pages easily	6.92	8.19	7.15	0.24	-1.03	1,076
Access to archives, special collections	5.98	7.34	7.05	1.07	-0.29	172
Availability of timely help when using my library's electronic resources	6.75	7.92	7.45	0.70	-0.47	77

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

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Helpful online guides and tutorials	6.40	7.59	7.08	0.68	-0.51	837
A service which can find for me rapidly and easily the documents not available in my own institution	6.80	8.04	7.27	0.47	-0.77	219
Availability of assistance to improve my research skills	5.91	7.41	7.16	1.25	-0.25	44
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	4.76	6.50	6.93	2.17	0.43	58

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This table displays the standard deviations of 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
Ease of use of electronic resources	1.71	1.17	1.36	2.17	1.52	94
Providing help when and where I need it	1.67	1.21	1.09	1.66	1.39	52
Teaching me how to access, evaluate, and use information	2.38	1.95	1.65	2.34	1.98	69
Contribution to the intellectual atmosphere of the campus	1.63	1.26	1.44	1.54	1.37	49
Services that help me manage and store my research data	1.92	1.55	1.85	1.95	1.96	678
Services that help me manage and share my research data	1.89	1.47	1.71	1.31	1.67	38
Availability of subject specialist assistance	1.98	1.79	1.63	2.00	2.29	103
Food services in the library	1.93	2.22	1.91	2.36	2.18	50
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.33	1.85	1.75	2.52	2.22	169
Spaces and technology that support creativity	2.17	2.24	1.65	2.26	2.17	93
The library assists me in achieving academic success	1.98	1.78	1.55	2.02	1.57	62
A library environment that is hospitable and conducive to finding and using information	1.86	1.41	1.56	1.73	1.40	221
Making me aware of library resources and services	2.04	1.76	1.81	2.10	1.84	80
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	1.99	1.57	1.66	2.08	1.86	669
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	1.61	1.31	1.47	1.77	1.38	72
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	1.89	1.48	1.69	1.81	1.63	638
Adequate seating with natural light	2.06	1.59	1.70	1.95	1.93	58
Teaching me how to locate, evaluate, and use information	2.23	1.86	1.66	2.20	1.83	161
Ability to navigate library Web pages easily	1.71	1.21	1.64	1.87	1.77	1,076
Access to archives, special collections	2.23	1.91	1.64	2.20	1.97	172
Availability of timely help when using my library's electronic resources	1.69	1.44	1.67	2.00	1.71	77
Helpful online guides and tutorials	2.02	1.64	1.73	1.83	1.71	837
A service which can find for me rapidly and easily the documents not available in my own institution	1.66	1.31	1.54	1.72	1.60	219
Availability of assistance to improve my research skills	2.07	2.11	1.85	2.51	1.79	44
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.42	2.16	1.89	1.92	1.74	58

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





## 5.5 General Satisfaction Questions Summary for Graduate

This table displays the 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 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.	7.83	1.34	2,216
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.47	1.44	2,175
How would you rate the overall quality of the service provided by the library?	7.60	1.27	3,540

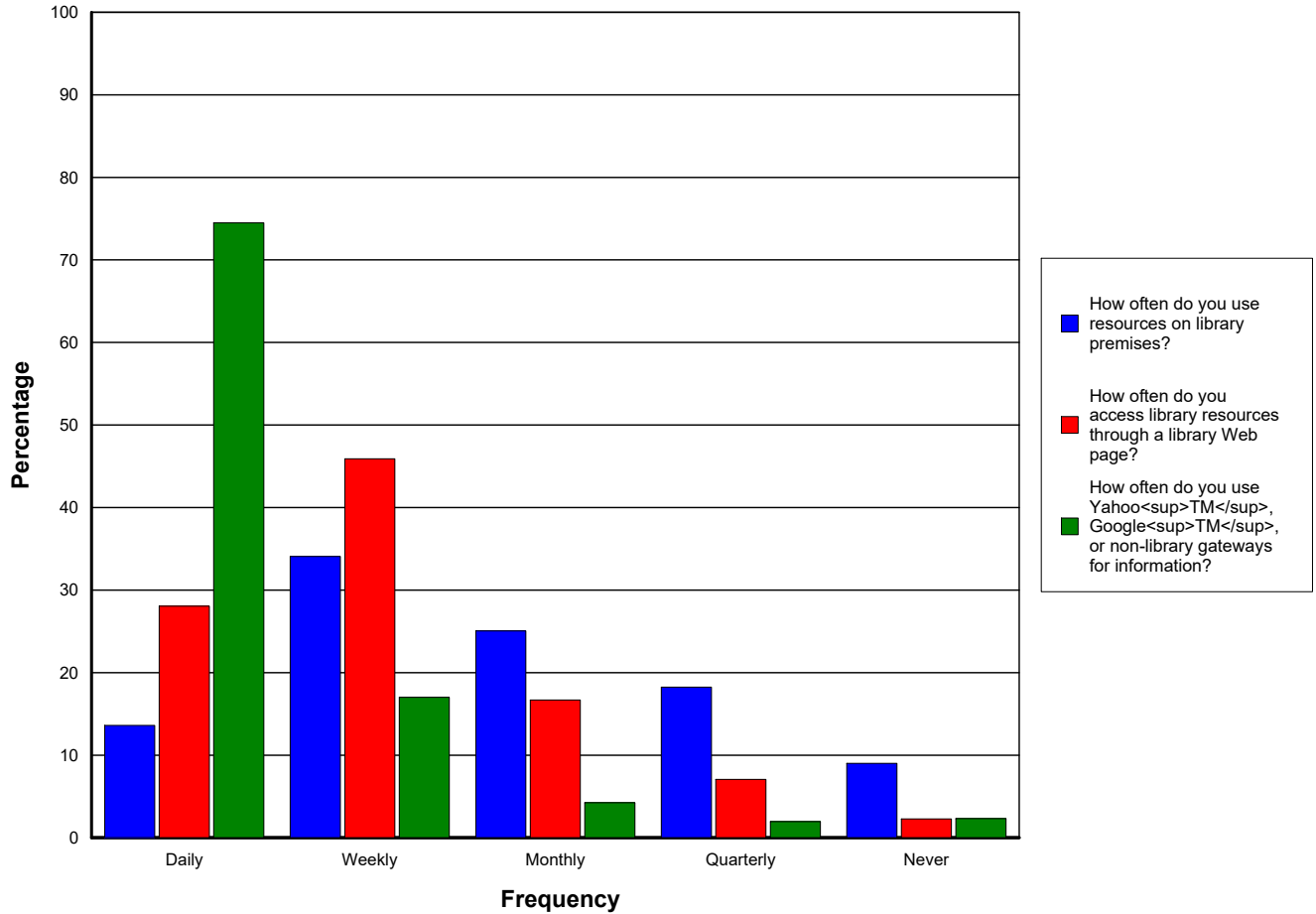
## 5.6 Information Literacy Outcomes Questions Summary for Graduate

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 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.	6.63	1.89	1,735
The library aids my advancement in my academic discipline or work.	7.50	1.53	2,012
The library enables me to be more efficient in my academic pursuits or work.	7.47	1.52	2,087
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.88	2,097
The library provides me with the information skills I need in my work or study.	7.16	1.64	1,702

### 5.7 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	Total
How often do you use resources on library premises?	482 13.62%	1,206 34.07%	887 25.06%	646 18.25%	319 9.01%	3,540 100.00%
How often do you access library resources through a library Web page?	993 28.05%	1,625 45.90%	591 16.69%	250 7.06%	81 2.29%	3,540 100.00%
How often do you use Yahoo <sup>TM</sup> , Google <sup>TM</sup> , or non-library gateways for information?	2,637 74.49%	602 17.01%	150 4.24%	69 1.95%	82 2.32%	3,540 100.00%

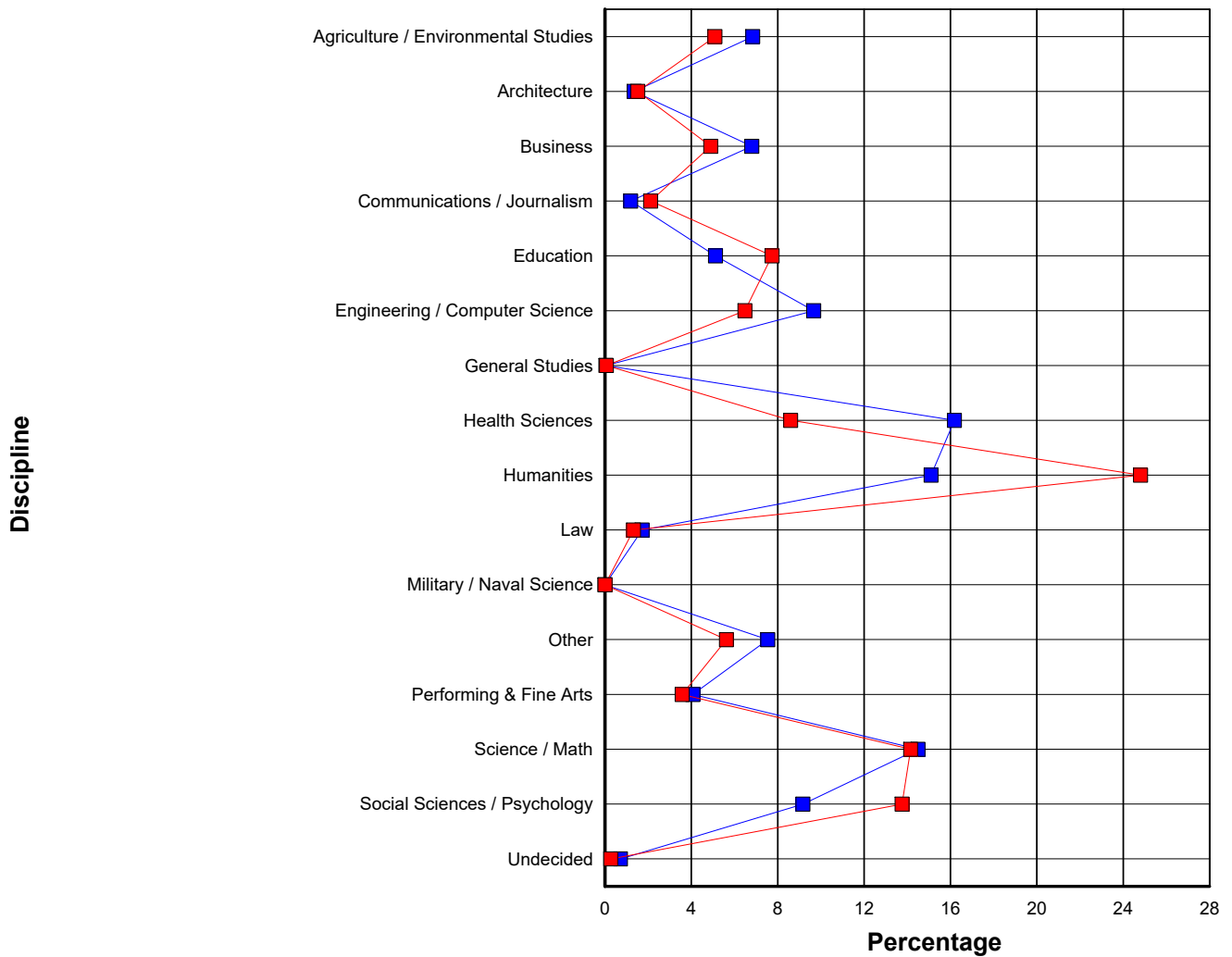
## 6 Summary for Faculty

### 6.1 Demographic Summary for Faculty

#### 6.1.1 Population and Respondent Profiles by Standard Discipline

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

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. 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 the general population (N) and for survey respondents (n).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)  
 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	1,220	6.84	77	5.09	1.75
Architecture	241	1.35	23	1.52	-0.17
Business	1,212	6.80	74	4.89	1.91
Communications / Journalism	212	1.19	32	2.12	-0.93
Education	912	5.12	117	7.74	-2.62
Engineering / Computer Science	1,723	9.67	98	6.48	3.18
General Studies	7	0.04	1	0.07	-0.03
Health Sciences	2,885	16.19	130	8.60	7.59
Humanities	2,692	15.10	375	24.80	-9.70
Law	306	1.72	20	1.32	0.39
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,344	7.54	85	5.62	1.92
Performing & Fine Arts	725	4.07	54	3.57	0.50
Science / Math	2,584	14.50	214	14.15	0.34
Social Sciences / Psychology	1,634	9.17	208	13.76	-4.59
Undecided	128	0.72	4	0.26	0.45
<b>Total:</b>	<b>17,825</b>	<b>100.00</b>	<b>1,512</b>	<b>100.00</b>	<b>0.00</b>

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

### 6.1.2 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.

<b>Age:</b>	<b>Respondents n</b>	<b>Respondents %</b>
Under 18	1	0.07
18 - 22	1	0.07
23 - 30	68	4.51
31 - 45	541	35.88
46 - 65	711	47.15
Over 65	186	12.33
<b>Total:</b>	<b>1,508</b>	<b>100.00</b>

### 6.1.3 Respondent Profile 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.

<b>Sex:</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Female	10,081	45.07	590	43.80
Male	12,284	54.93	757	56.20
<b>Total:</b>	<b>22,365</b>	<b>100.00</b>	<b>1,347</b>	<b>100.00</b>

### 6.1.4 Respondent Profile by Full or part-time student?

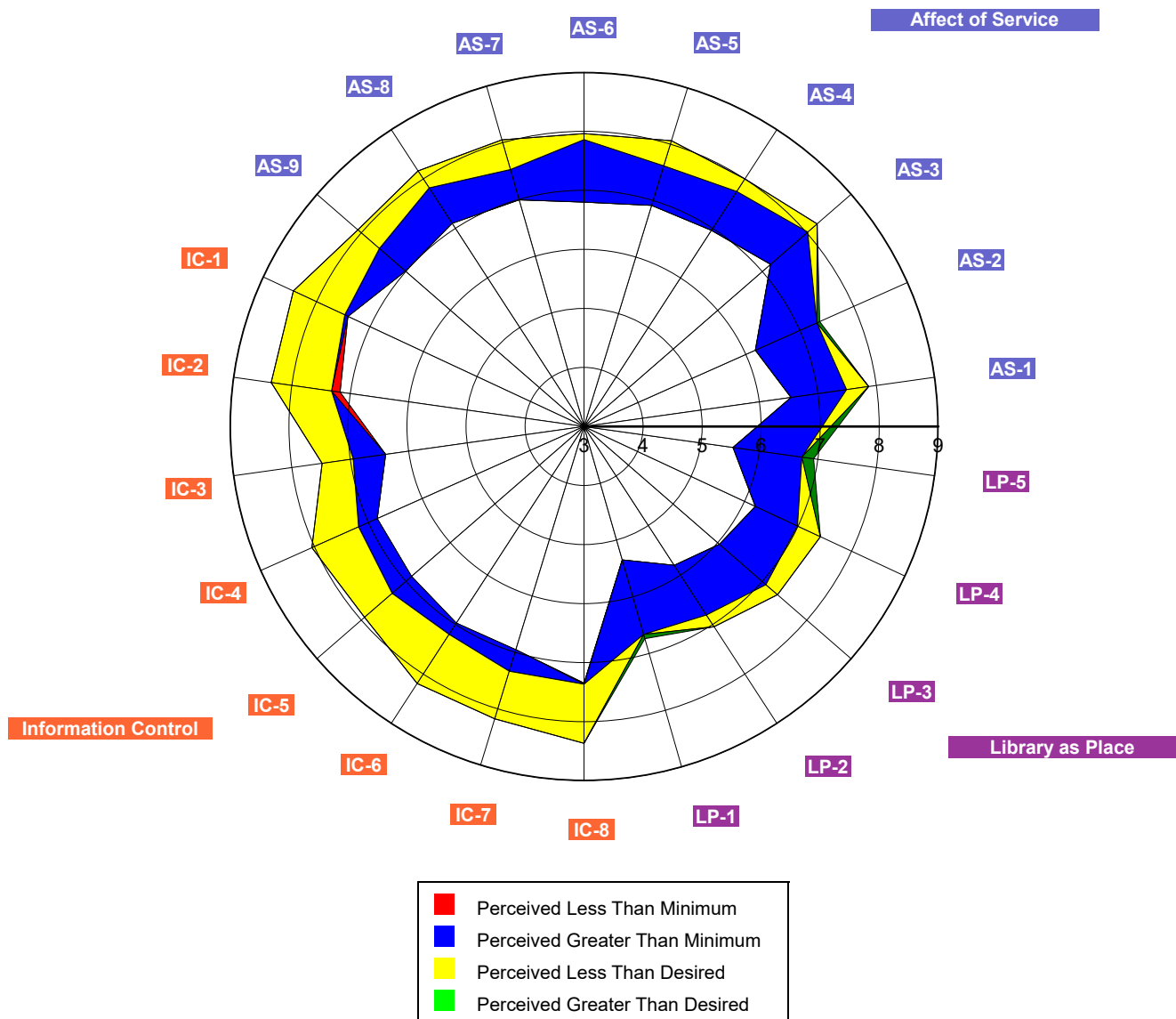
<b>Full or part-time student?</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	14,167	59.57	73	4.92
Part-time	9,616	40.43	24	1.62
Does not apply / NA		0.00	1,386	93.46
<b>Total:</b>	<b>23,783</b>	<b>100.00</b>	<b>1,483</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Faculty

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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.)



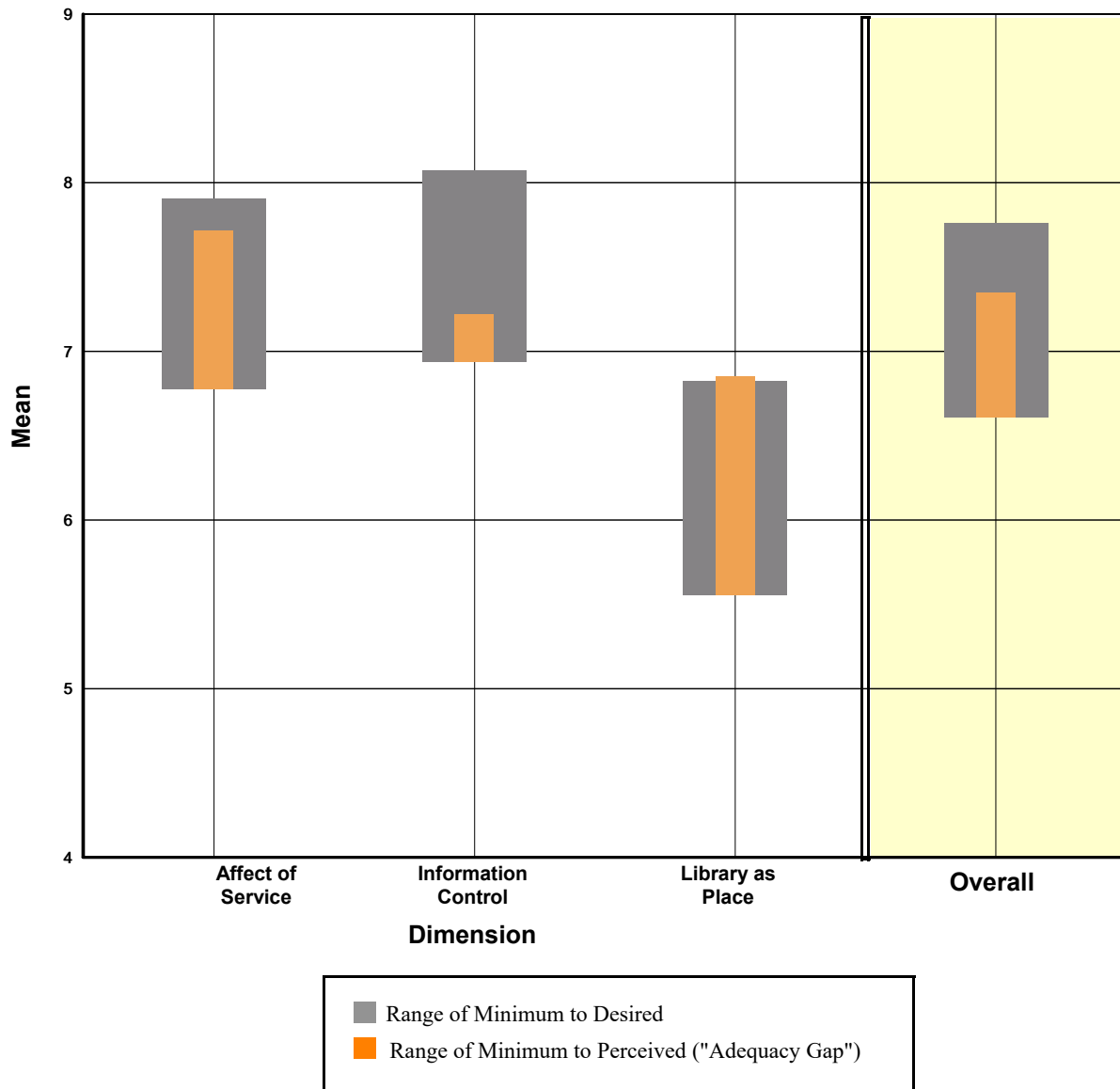
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.54	7.87	7.49	0.95	-0.38	439
AS-2	Giving users individual attention	6.18	7.32	7.37	1.19	0.05	457
AS-3	Employees who are consistently courteous	7.19	8.23	8.02	0.83	-0.21	475
AS-4	Readiness to respond to users' questions	6.96	8.00	7.75	0.78	-0.25	459
AS-5	Employees who have the knowledge to answer user questions	6.92	8.06	7.62	0.70	-0.44	499
AS-6	Employees who deal with users in a caring fashion	6.80	7.96	7.86	1.06	-0.10	1,454
AS-7	Employees who understand the needs of their users	7.00	8.05	7.53	0.53	-0.52	481
AS-8	Willingness to help users	7.10	8.16	7.82	0.72	-0.34	467
AS-9	Dependability in handling users' service problems	7.01	8.08	7.60	0.59	-0.48	401
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.41	8.43	7.47	0.06	-0.96	492
IC-2	A library Web site enabling me to locate information on my own	7.32	8.35	7.18	-0.14	-1.18	582
IC-3	The printed library materials I need for my work	6.40	7.48	6.95	0.55	-0.53	485
IC-4	The electronic information resources I need	6.84	8.05	7.18	0.34	-0.87	1,488
IC-5	Modern equipment that lets me easily access needed information	6.87	7.93	7.31	0.44	-0.62	519
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.19	7.20	0.23	-0.99	561
IC-7	Making information easily accessible for independent use	6.95	8.18	7.34	0.38	-0.84	527
IC-8	Print and/or electronic journal collections I require for my work	7.37	8.37	7.35	-0.02	-1.02	486
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.35	6.66	6.74	1.39	0.08	1,235
LP-2	Quiet space for individual activities	5.81	7.04	6.81	1.00	-0.24	385
LP-3	A comfortable and inviting location	6.04	7.34	7.08	1.04	-0.26	443
LP-4	A getaway for study, learning, or research	6.20	7.42	6.99	0.79	-0.43	420
LP-5	Community space for group learning and group study	5.55	6.73	6.93	1.38	0.20	314
<b>Overall:</b>		<b>6.61</b>	<b>7.76</b>	<b>7.35</b>	<b>0.74</b>	<b>-0.41</b>	<b>1,512</b>

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	1.49	1.45	1.82	1.64	439
AS-2	Giving users individual attention	2.14	1.92	1.57	1.95	1.85	457
AS-3	Employees who are consistently courteous	1.84	1.28	1.27	1.77	1.40	475
AS-4	Readiness to respond to users' questions	1.88	1.51	1.39	1.82	1.64	459
AS-5	Employees who have the knowledge to answer user questions	1.84	1.43	1.48	1.90	1.74	499
AS-6	Employees who deal with users in a caring fashion	1.87	1.46	1.31	1.83	1.56	1,454
AS-7	Employees who understand the needs of their users	1.70	1.34	1.47	1.86	1.62	481
AS-8	Willingness to help users	1.65	1.29	1.31	1.67	1.38	467
AS-9	Dependability in handling users' service problems	1.66	1.32	1.37	1.67	1.56	401
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.61	1.15	1.60	1.90	1.66	492
IC-2	A library Web site enabling me to locate information on my own	1.62	1.16	1.64	2.01	1.87	582
IC-3	The printed library materials I need for my work	2.12	1.92	1.75	2.23	2.18	485
IC-4	The electronic information resources I need	1.81	1.53	1.64	2.00	1.88	1,488
IC-5	Modern equipment that lets me easily access needed information	1.84	1.53	1.49	1.85	1.67	519
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.24	1.49	1.86	1.71	561
IC-7	Making information easily accessible for independent use	1.60	1.28	1.51	1.79	1.67	527
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.20	1.56	2.10	1.87	486
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.32	2.38	1.87	2.54	2.66	1,235
LP-2	Quiet space for individual activities	2.38	2.27	1.93	2.65	2.56	385
LP-3	A comfortable and inviting location	2.14	1.96	1.73	2.38	2.31	443
LP-4	A getaway for study, learning, or research	2.26	2.00	1.71	2.26	2.18	420
LP-5	Community space for group learning and group study	2.28	2.20	1.64	2.24	2.20	314
<b>Overall:</b>		<b>1.48</b>	<b>1.19</b>	<b>1.16</b>	<b>1.46</b>	<b>1.31</b>	<b>1,512</b>



### 6.3 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.



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	6.78	7.91	7.72	0.94	-0.19	1,496
Information Control	6.94	8.07	7.22	0.28	-0.85	1,509
Library as Place	5.56	6.82	6.85	1.30	0.03	1,332
<b>Overall</b>	<b>6.61</b>	<b>7.76</b>	<b>7.35</b>	<b>0.74</b>	<b>-0.41</b>	<b>1,512</b>

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	1.70	1.34	1.24	1.61	1.40	1,496
Information Control	1.52	1.19	1.35	1.65	1.51	1,509
Library as Place	2.16	2.14	1.67	2.29	2.33	1,332
<b>Overall</b>	<b>1.48</b>	<b>1.19</b>	<b>1.16</b>	<b>1.46</b>	<b>1.31</b>	<b>1,512</b>

## 6.4 Local Question Summary for Faculty

This table shows mean scores of 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
Ease of use of electronic resources	7.53	8.44	6.56	-0.98	-1.88	43
Providing help when and where I need it	7.34	7.94	7.88	0.53	-0.06	32
Teaching me how to access, evaluate, and use information	6.21	7.64	7.50	1.29	-0.14	28
Contribution to the intellectual atmosphere of the campus	7.29	8.33	7.75	0.46	-0.58	24
Services that help me manage and store my research data	6.62	7.75	6.71	0.10	-1.04	104
Services that help me manage and share my research data	6.04	6.79	7.11	1.07	0.32	28
Availability of subject specialist assistance	5.96	7.70	7.00	1.04	-0.70	23
Food services in the library	2.17	2.81	4.22	2.05	1.41	58
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.78	7.39	6.52	0.74	-0.87	46
Spaces and technology that support creativity	5.41	6.44	6.86	1.45	0.43	87
The library assists me in achieving academic success	6.75	7.93	7.53	0.78	-0.41	76
A library environment that is hospitable and conducive to finding and using information	6.91	8.18	7.12	0.21	-1.06	77
Making me aware of library resources and services	6.21	7.88	6.91	0.70	-0.97	33
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.44	7.68	7.40	0.96	-0.27	117
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	7.50	8.65	7.85	0.35	-0.80	20
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.62	7.83	7.08	0.46	-0.75	112
Adequate seating with natural light	5.41	6.84	6.72	1.31	-0.12	68
Teaching me how to locate, evaluate, and use information	5.78	6.94	7.14	1.35	0.20	51
Ability to navigate library Web pages easily	7.11	8.36	6.68	-0.43	-1.67	242
Access to archives, special collections	6.30	7.46	6.79	0.49	-0.67	70
Availability of timely help when using my library's electronic resources	7.48	8.17	7.74	0.26	-0.43	23

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

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Helpful online guides and tutorials	6.13	7.28	6.61	0.48	-0.67	163
A service which can find for me rapidly and easily the documents not available in my own institution	7.37	8.28	7.38	0.01	-0.90	78
Availability of assistance to improve my research skills	6.50	7.30	7.70	1.20	0.40	30
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.94	7.33	7.41	1.47	0.08	87

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This table displays the standard deviations of 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
Ease of use of electronic resources	1.76	1.01	2.36	2.39	2.29	43
Providing help when and where I need it	1.72	1.27	1.58	2.08	1.54	32
Teaching me how to access, evaluate, and use information	2.17	1.64	1.40	1.67	1.27	28
Contribution to the intellectual atmosphere of the campus	2.16	0.96	1.54	1.59	1.38	24
Services that help me manage and store my research data	1.99	1.82	1.87	2.03	2.18	104
Services that help me manage and share my research data	1.99	2.13	1.40	1.78	1.93	28
Availability of subject specialist assistance	2.36	1.64	2.00	1.49	1.74	23
Food services in the library	1.85	2.09	2.14	2.34	2.56	58
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.29	2.05	1.94	2.67	2.77	46
Spaces and technology that support creativity	2.45	2.32	1.85	2.37	2.26	87
The library assists me in achieving academic success	1.90	1.66	1.71	1.84	1.54	76
A library environment that is hospitable and conducive to finding and using information	1.60	1.12	1.81	1.78	1.67	77
Making me aware of library resources and services	1.96	1.69	1.63	2.27	2.47	33
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	2.01	1.92	1.58	2.07	1.98	117
Ease and timeliness in getting materials from other libraries (Interlibrary Loan)	1.19	0.81	1.31	1.14	1.24	20
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	1.96	1.62	1.58	1.84	1.64	112
Adequate seating with natural light	2.40	2.30	1.85	2.41	2.13	68
Teaching me how to locate, evaluate, and use information	2.18	2.02	1.56	1.94	1.90	51
Ability to navigate library Web pages easily	1.60	1.10	1.83	2.05	1.94	242
Access to archives, special collections	1.97	1.79	1.83	2.37	2.39	70
Availability of timely help when using my library's electronic resources	1.31	1.11	1.63	1.63	1.80	23
Helpful online guides and tutorials	2.19	1.97	1.91	2.33	2.19	163
A service which can find for me rapidly and easily the documents not available in my own institution	1.55	1.15	1.60	1.88	1.79	78
Availability of assistance to improve my research skills	2.10	1.97	1.44	1.90	2.13	30
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.13	1.97	1.57	1.99	1.73	87

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



## 6.5 General Satisfaction Questions Summary for Faculty

This table displays the 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 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.	7.97	1.27	843
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.46	1.54	831
How would you rate the overall quality of the service provided by the library?	7.71	1.28	1,511

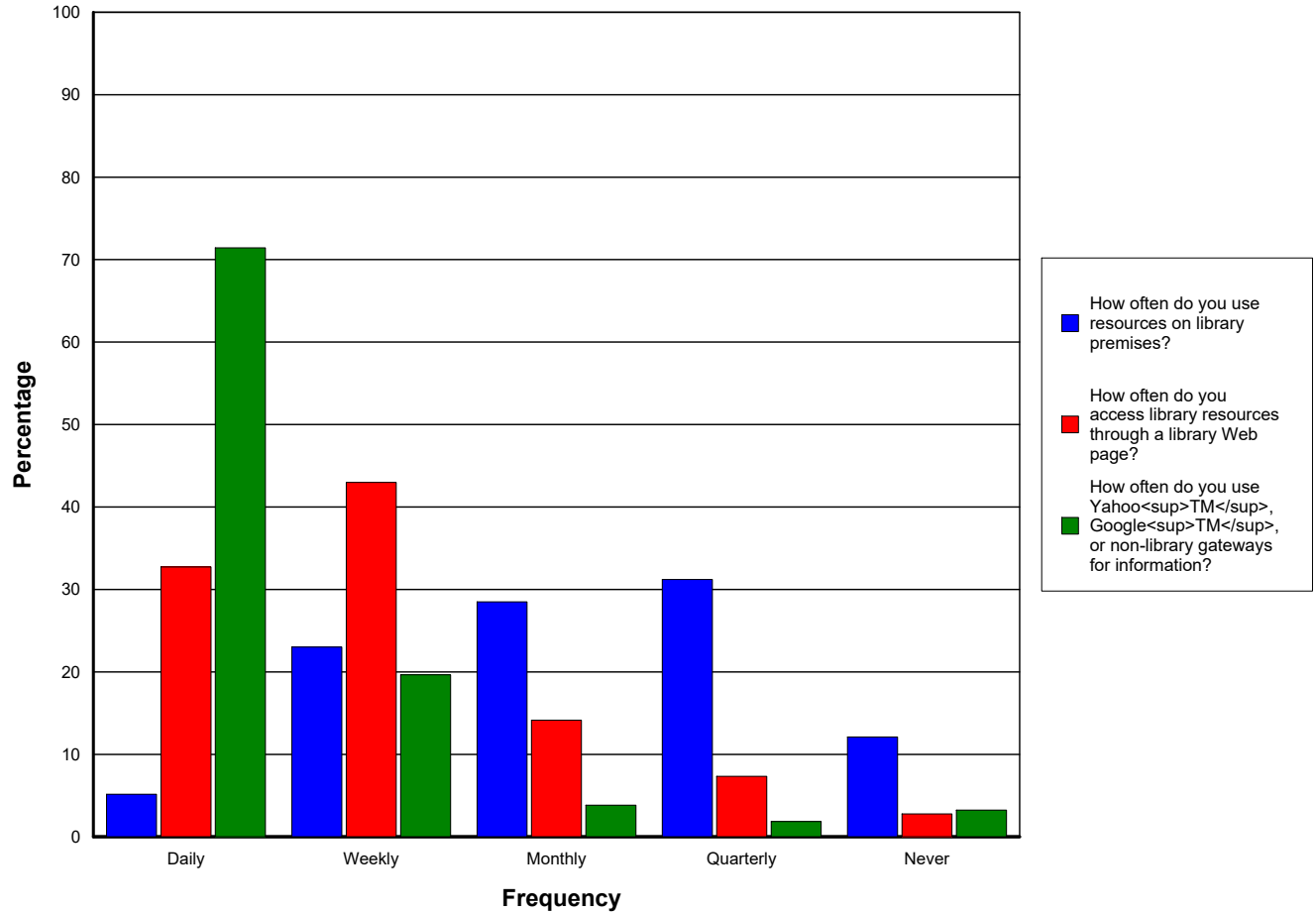
## 6.6 Information Literacy Outcomes Questions Summary for Faculty

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 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.	6.53	1.98	644
The library aids my advancement in my academic discipline or work.	7.47	1.60	791
The library enables me to be more efficient in my academic pursuits or work.	7.63	1.53	767
The library helps me distinguish between trustworthy and untrustworthy information.	6.25	1.96	724
The library provides me with the information skills I need in my work or study.	7.01	1.71	582

### 6.7 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	Total
How often do you use resources on library premises?	78 5.16%	348 23.02%	431 28.51%	472 31.22%	183 12.10%	1,512 100.00%
How often do you access library resources through a library Web page?	495 32.74%	650 42.99%	214 14.15%	111 7.34%	42 2.78%	1,512 100.00%
How often do you use Yahoo<sup>TM</sup>, Google<sup>TM</sup>, or non-library gateways for information?	1,080 71.43%	297 19.64%	58 3.84%	28 1.85%	49 3.24%	1,512 100.00%

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



## 7 Summary for Library Staff

### 7.1 Demographic Summary for Library Staff

#### 7.1.1 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	0.72
18 - 22	5	3.62
23 - 30	20	14.49
31 - 45	38	27.54
46 - 65	64	46.38
Over 65	10	7.25
<b>Total:</b>	<b>138</b>	<b>100.00</b>

#### 7.1.2 Respondent Profile 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 %
Female	77	64.71
Male	42	35.29
<b>Total:</b>	<b>119</b>	<b>100.00</b>

## 7.1.3 Respondent Profile by Full or part-time student?

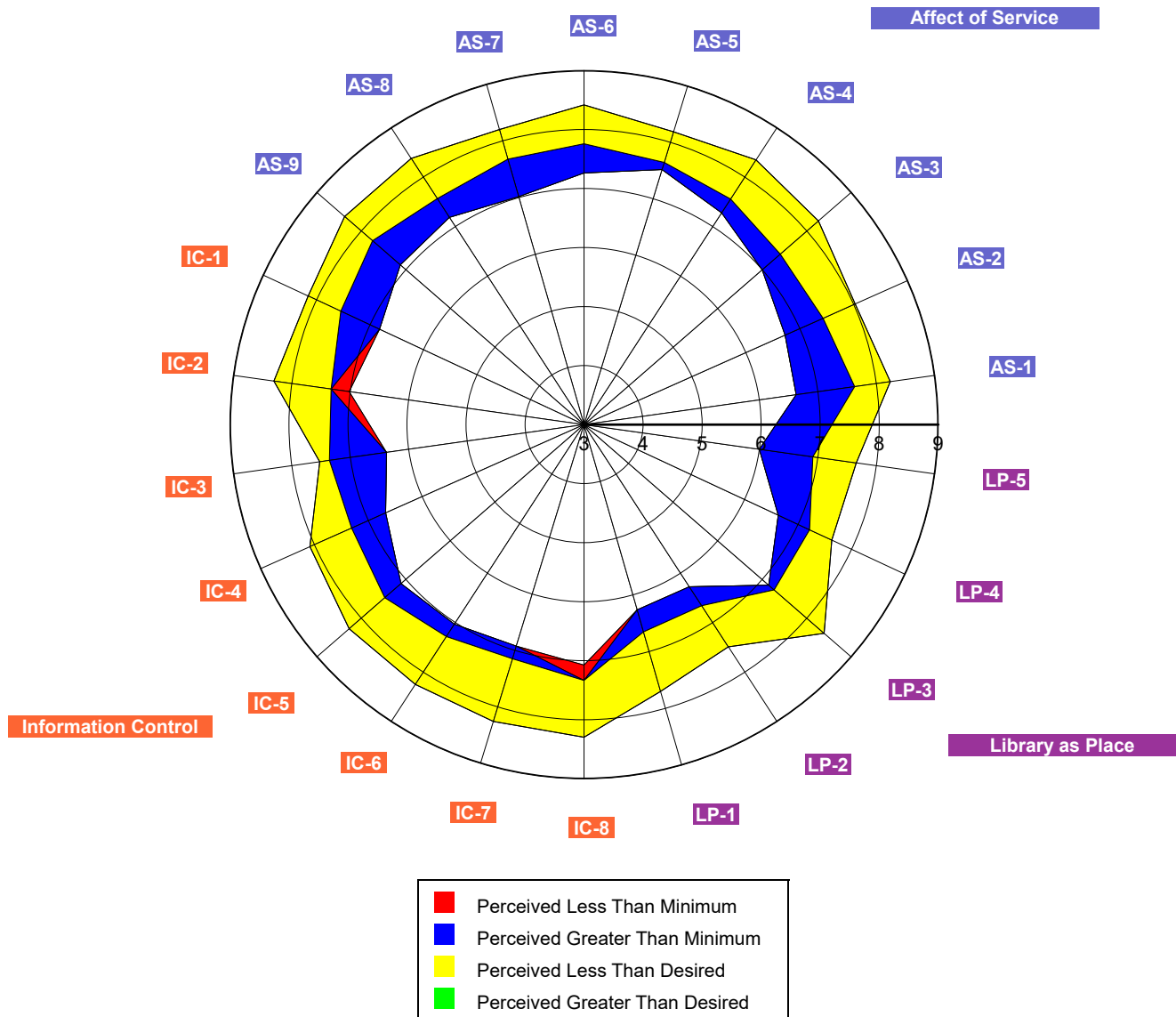
<b>Full or part-time student?</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	7	5.15
Part-time	9	6.62
Does not apply / NA	120	88.24
<b>Total:</b>	<b>136</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Library Staff

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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.)

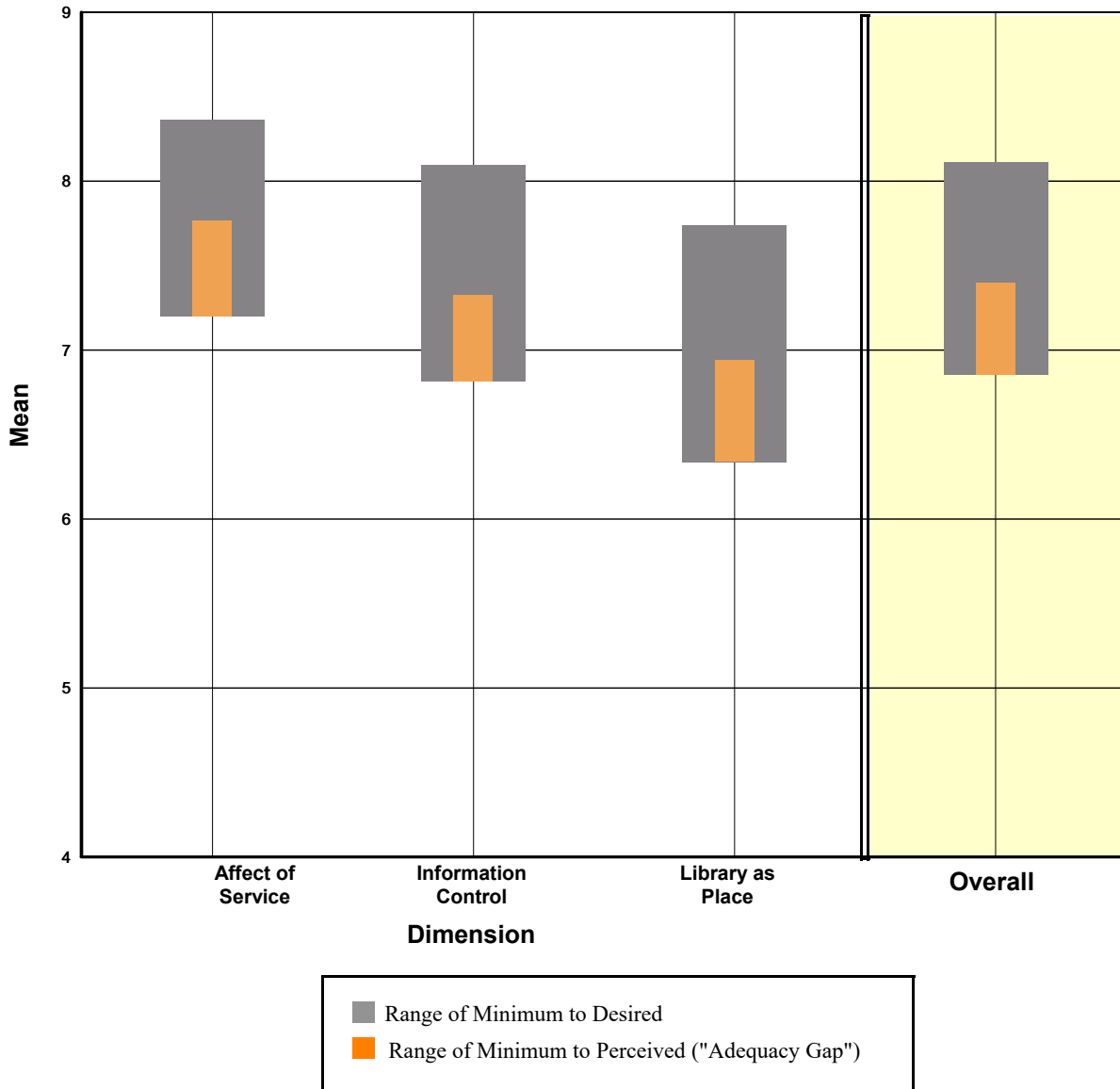


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.63	8.24	7.63	1.00	-0.61	46
AS-2	Giving users individual attention	6.73	8.03	7.43	0.70	-0.59	37
AS-3	Employees who are consistently courteous	7.00	8.26	7.40	0.40	-0.86	42
AS-4	Readiness to respond to users' questions	7.28	8.35	7.56	0.28	-0.79	43
AS-5	Employees who have the knowledge to answer user questions	7.52	8.19	7.65	0.13	-0.54	48
AS-6	Employees who deal with users in a caring fashion	7.27	8.42	7.76	0.49	-0.66	132
AS-7	Employees who understand the needs of their users	7.02	8.20	7.68	0.66	-0.52	50
AS-8	Willingness to help users	7.19	8.38	7.57	0.38	-0.81	53
AS-9	Dependability in handling users' service problems	7.13	8.38	7.75	0.63	-0.63	48
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.82	8.16	7.55	0.73	-0.61	51
IC-2	A library Web site enabling me to locate information on my own	7.33	8.31	7.02	-0.31	-1.29	52
IC-3	The printed library materials I need for my work	6.38	7.52	7.36	0.98	-0.17	42
IC-4	The electronic information resources I need	6.68	8.08	7.31	0.63	-0.77	131
IC-5	Modern equipment that lets me easily access needed information	7.11	8.27	7.47	0.36	-0.80	55
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.25	7.28	0.25	-0.97	60
IC-7	Making information easily accessible for independent use	6.93	8.26	7.15	0.22	-1.11	54
IC-8	Print and/or electronic journal collections I require for my work	7.33	8.30	7.07	-0.26	-1.22	27
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.27	7.70	6.65	0.39	-1.05	124
LP-2	Quiet space for individual activities	6.28	7.49	6.66	0.38	-0.83	47
LP-3	A comfortable and inviting location	7.15	8.39	7.27	0.12	-1.12	41
LP-4	A getaway for study, learning, or research	6.63	7.63	7.22	0.59	-0.41	46
LP-5	Community space for group learning and group study	6.00	7.66	6.91	0.91	-0.74	35
<b>Overall:</b>		<b>6.85</b>	<b>8.11</b>	<b>7.40</b>	<b>0.54</b>	<b>-0.71</b>	<b>138</b>

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	1.97	1.23	1.29	2.02	1.42	46
AS-2	Giving users individual attention	1.74	1.42	1.61	1.56	1.07	37
AS-3	Employees who are consistently courteous	1.70	1.19	1.55	1.73	1.66	42
AS-4	Readiness to respond to users' questions	1.33	1.02	1.08	1.16	1.01	43
AS-5	Employees who have the knowledge to answer user questions	1.37	1.18	1.41	1.57	1.29	48
AS-6	Employees who deal with users in a caring fashion	1.44	1.02	1.17	1.56	1.25	132
AS-7	Employees who understand the needs of their users	1.60	1.14	1.10	1.55	1.13	50
AS-8	Willingness to help users	1.52	1.10	1.22	1.53	1.35	53
AS-9	Dependability in handling users' service problems	1.52	1.10	0.91	1.47	0.98	48
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.82	1.43	1.27	1.52	1.30	51
IC-2	A library Web site enabling me to locate information on my own	1.35	1.04	1.36	1.80	1.55	52
IC-3	The printed library materials I need for my work	2.09	1.94	1.50	1.83	1.62	42
IC-4	The electronic information resources I need	1.58	1.34	1.39	1.79	1.62	131
IC-5	Modern equipment that lets me easily access needed information	1.57	1.16	1.54	1.38	1.46	55
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	1.10	1.25	1.67	1.51	60
IC-7	Making information easily accessible for independent use	1.61	0.91	1.43	1.81	1.54	54
IC-8	Print and/or electronic journal collections I require for my work	1.90	1.23	1.75	2.41	1.58	27
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.94	1.81	1.87	2.06	2.01	124
LP-2	Quiet space for individual activities	1.85	1.91	1.84	2.21	2.09	47
LP-3	A comfortable and inviting location	1.62	0.83	1.66	1.86	1.76	41
LP-4	A getaway for study, learning, or research	1.82	1.73	1.52	2.00	1.68	46
LP-5	Community space for group learning and group study	2.04	1.81	1.60	2.33	2.20	35
<b>Overall:</b>		<b>1.23</b>	<b>0.89</b>	<b>0.97</b>	<b>1.10</b>	<b>0.94</b>	<b>138</b>

### 7.3 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.



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	7.20	8.37	7.76	0.56	-0.60	137
Information Control	6.82	8.10	7.32	0.51	-0.77	137
Library as Place	6.34	7.74	6.94	0.60	-0.80	130
<b>Overall</b>	<b>6.85</b>	<b>8.11</b>	<b>7.40</b>	<b>0.54</b>	<b>-0.71</b>	<b>138</b>

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	1.26	0.90	0.97	1.20	0.98	137
Information Control	1.31	1.03	1.13	1.25	1.20	137
Library as Place	1.65	1.37	1.44	1.69	1.60	130
<b>Overall</b>	<b>1.23</b>	<b>0.89</b>	<b>0.97</b>	<b>1.10</b>	<b>0.94</b>	<b>138</b>

## 7.4 Local Question Summary for Library Staff

This table shows mean scores of 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
Ease of use of electronic resources	5.60	7.40	7.00	1.40	-0.40	5
Providing help when and where I need it	7.57	9.00	8.00	0.43	-1.00	7
Contribution to the intellectual atmosphere of the campus	6.67	7.50	7.33	0.67	-0.17	6
Services that help me manage and store my research data	7.09	7.91	6.64	-0.45	-1.27	11
Services that help me manage and share my research data	7.00	8.17	7.83	0.83	-0.33	6
Availability of subject specialist assistance	6.30	8.10	7.10	0.80	-1.00	10
Food services in the library	3.00	5.00	5.00	2.00	0.00	1
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.29	6.14	7.57	2.29	1.43	7
Spaces and technology that support creativity	7.50	8.50	7.75	0.25	-0.75	8
The library assists me in achieving academic success	8.00	9.00	8.00	0.00	-1.00	1
A library environment that is hospitable and conducive to finding and using information	6.80	8.40	7.90	1.10	-0.50	10
Making me aware of library resources and services	5.60	7.80	6.00	0.40	-1.80	5
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	7.00	7.92	7.62	0.62	-0.31	13
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.27	7.00	7.18	0.91	0.18	11
Adequate seating with natural light	6.00	6.50	6.75	0.75	0.25	4
Teaching me how to locate, evaluate, and use information	5.25	7.50	7.25	2.00	-0.25	4
Ability to navigate library Web pages easily	6.89	8.04	6.30	-0.59	-1.74	27
Access to archives, special collections	7.25	8.25	7.38	0.13	-0.88	8
Helpful online guides and tutorials	5.71	7.00	6.38	0.67	-0.63	24
A service which can find for me rapidly and easily the documents not available in my own institution	7.67	9.00	9.00	1.33	0.00	3
Availability of assistance to improve my research skills	6.71	7.71	8.14	1.43	0.43	7



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Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.67	7.33	7.67	2.00	0.33	3
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This table displays the standard deviations of 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
Ease of use of electronic resources	1.95	1.14	0.71	1.52	1.14	5
Providing help when and where I need it	1.62	0.00	1.15	2.15	1.15	7
Contribution to the intellectual atmosphere of the campus	3.39	2.35	1.51	1.97	1.17	6
Services that help me manage and store my research data	2.43	1.97	1.96	1.81	1.42	11
Services that help me manage and share my research data	1.55	1.17	1.47	1.33	1.03	6
Availability of subject specialist assistance	1.34	1.60	0.99	1.32	1.94	10
Food services in the library						1
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.50	2.85	1.40	2.43	2.15	7
Spaces and technology that support creativity	1.51	0.53	1.16	0.71	0.89	8
The library assists me in achieving academic success						1
A library environment that is hospitable and conducive to finding and using information	1.14	0.70	0.57	1.37	0.71	10
Making me aware of library resources and services	2.88	1.79	2.00	3.13	2.49	5
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	1.96	1.32	1.39	2.50	1.60	13
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	2.61	2.05	1.40	2.21	1.78	11
Adequate seating with natural light	2.58	2.52	1.71	0.96	1.26	4
Teaching me how to locate, evaluate, and use information	0.96	0.58	1.26	1.15	1.50	4
Ability to navigate library Web pages easily	1.65	1.48	2.03	2.04	2.07	27
Access to archives, special collections	1.39	1.39	1.60	1.81	1.46	8
Helpful online guides and tutorials	2.26	2.28	2.02	2.14	2.73	24
A service which can find for me rapidly and easily the documents not available in my own institution	1.15	0.00	0.00	1.15	0.00	3
Availability of assistance to improve my research skills	0.76	1.80	0.69	0.79	1.51	7
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.31	1.15	0.58	1.73	0.58	3

## 7.5 General Satisfaction Questions Summary for Library Staff

This table displays the 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 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.	7.96	1.27	73
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.71	1.23	84
How would you rate the overall quality of the service provided by the library?	7.92	0.93	138

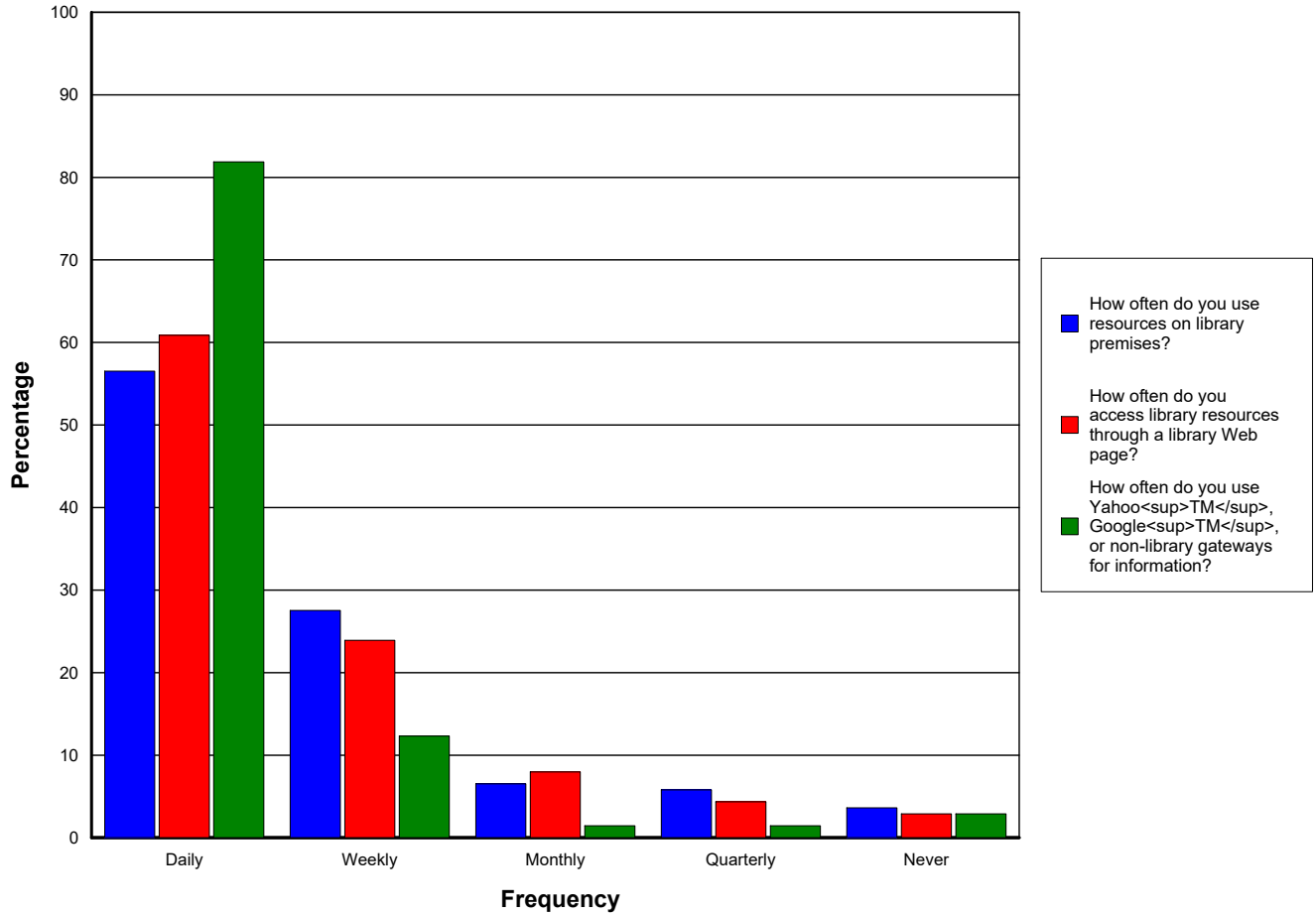
## 7.6 Information Literacy Outcomes Questions Summary for Library Staff

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 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.	6.74	1.99	57
The library aids my advancement in my academic discipline or work.	7.49	1.61	78
The library enables me to be more efficient in my academic pursuits or work.	7.78	1.32	76
The library helps me distinguish between trustworthy and untrustworthy information.	7.03	1.69	64
The library provides me with the information skills I need in my work or study.	7.59	1.36	58

### 7.7 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	Total
How often do you use resources on library premises?	78 56.52%	38 27.54%	9 6.52%	8 5.80%	5 3.62%	138 100.00%
How often do you access library resources through a library Web page?	84 60.87%	33 23.91%	11 7.97%	6 4.35%	4 2.90%	138 100.00%
How often do you use Yahoo<sup>TM</sup>, Google<sup>TM</sup>, or non-library gateways for information?	113 81.88%	17 12.32%	2 1.45%	2 1.45%	4 2.90%	138 100.00%

## 8 Summary for Staff

### 8.1 Demographic Summary for Staff

#### 8.1.1 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	12	2.04
23 - 30	152	25.85
31 - 45	249	42.35
46 - 65	162	27.55
Over 65	13	2.21
<b>Total:</b>	<b>588</b>	<b>100.00</b>

#### 8.1.2 Respondent Profile 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 %
Female	229	55.85
Male	181	44.15
<b>Total:</b>	<b>410</b>	<b>100.00</b>

## 8.1.3 Respondent Profile by Full or part-time student?

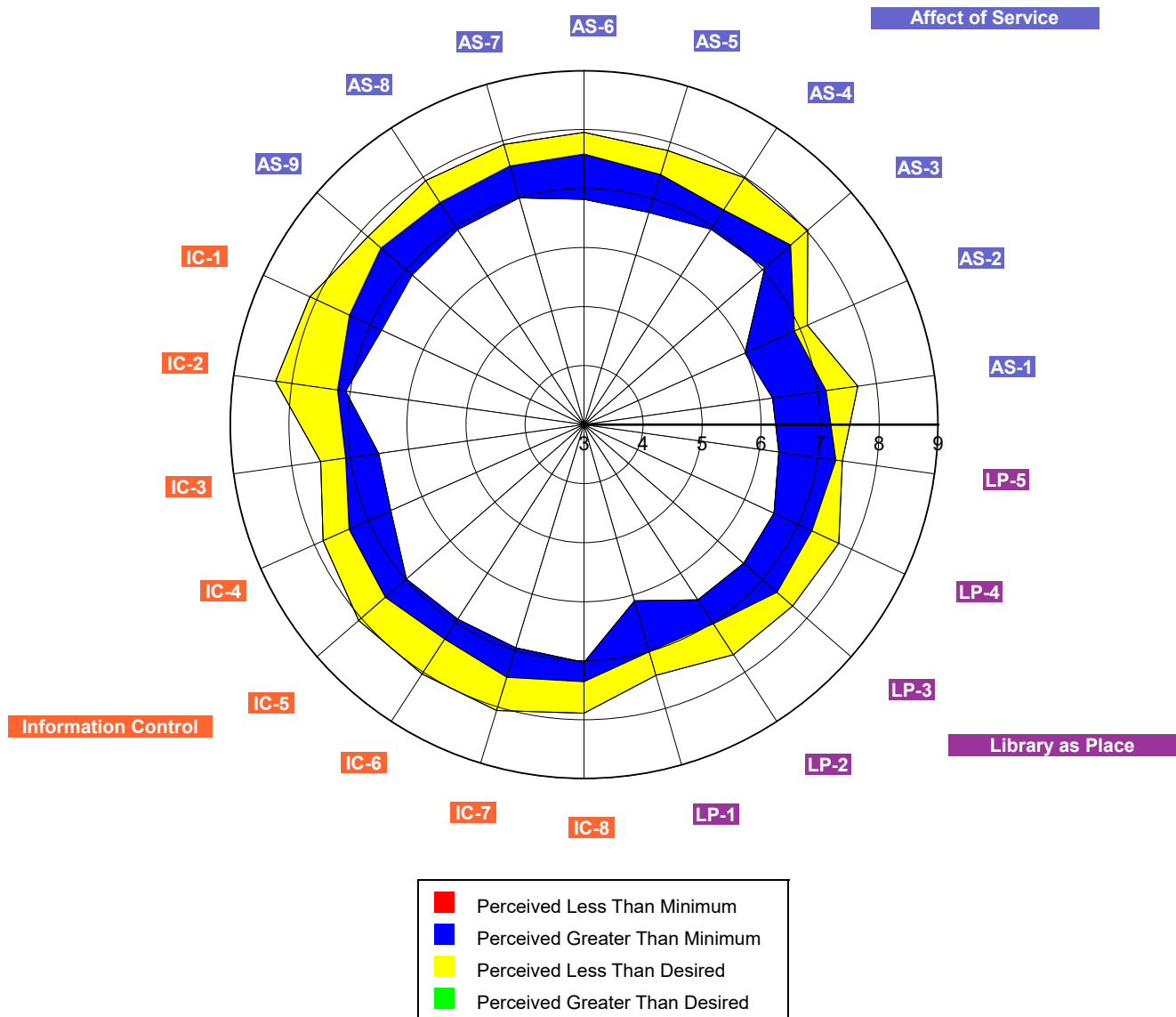
<b>Full or part-time student?</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	36	6.15
Part-time	71	12.14
Does not apply / NA	478	81.71
<b>Total:</b>	<b>585</b>	<b>100.00</b>

## 8.2 Core Questions Summary for Staff

This radar chart shows the 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, Information Control, and Library as Place.

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 or service superiority) are shaded in blue, yellow, green, and red.

The following two 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.)



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	6.23	7.68	7.14	0.92	-0.54	253
AS-2	Giving users individual attention	5.99	7.14	6.90	0.92	-0.24	271
AS-3	Employees who are consistently courteous	7.06	8.02	7.64	0.58	-0.38	274
AS-4	Readiness to respond to users' questions	6.95	7.99	7.34	0.39	-0.65	285
AS-5	Employees who have the knowledge to answer user questions	6.76	7.85	7.43	0.67	-0.42	275
AS-6	Employees who deal with users in a caring fashion	6.82	7.95	7.59	0.77	-0.37	569
AS-7	Employees who understand the needs of their users	7.00	7.94	7.56	0.56	-0.38	270
AS-8	Willingness to help users	6.94	7.93	7.48	0.55	-0.44	266
AS-9	Dependability in handling users' service problems	6.86	7.85	7.56	0.70	-0.29	211
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.79	8.12	7.39	0.60	-0.74	274
IC-2	A library Web site enabling me to locate information on my own	7.08	8.28	7.22	0.14	-1.06	305
IC-3	The printed library materials I need for my work	6.51	7.51	7.08	0.57	-0.43	235
IC-4	The electronic information resources I need	6.58	7.84	7.36	0.77	-0.48	559
IC-5	Modern equipment that lets me easily access needed information	6.99	8.06	7.46	0.47	-0.60	269
IC-6	Easy-to-use access tools that allow me to find things on my own	6.93	8.04	7.34	0.40	-0.70	307
IC-7	Making information easily accessible for independent use	6.96	8.07	7.48	0.52	-0.59	275
IC-8	Print and/or electronic journal collections I require for my work	7.03	7.89	7.36	0.33	-0.53	216
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.11	7.42	7.01	0.90	-0.41	493
LP-2	Quiet space for individual activities	6.54	7.65	7.02	0.48	-0.62	252
LP-3	A comfortable and inviting location	6.58	7.68	7.33	0.75	-0.35	259
LP-4	A getaway for study, learning, or research	6.55	7.76	7.26	0.71	-0.50	251
LP-5	Community space for group learning and group study	6.33	7.42	7.31	0.98	-0.11	210
<b>Overall:</b>		<b>6.65</b>	<b>7.80</b>	<b>7.34</b>	<b>0.69</b>	<b>-0.46</b>	<b>589</b>

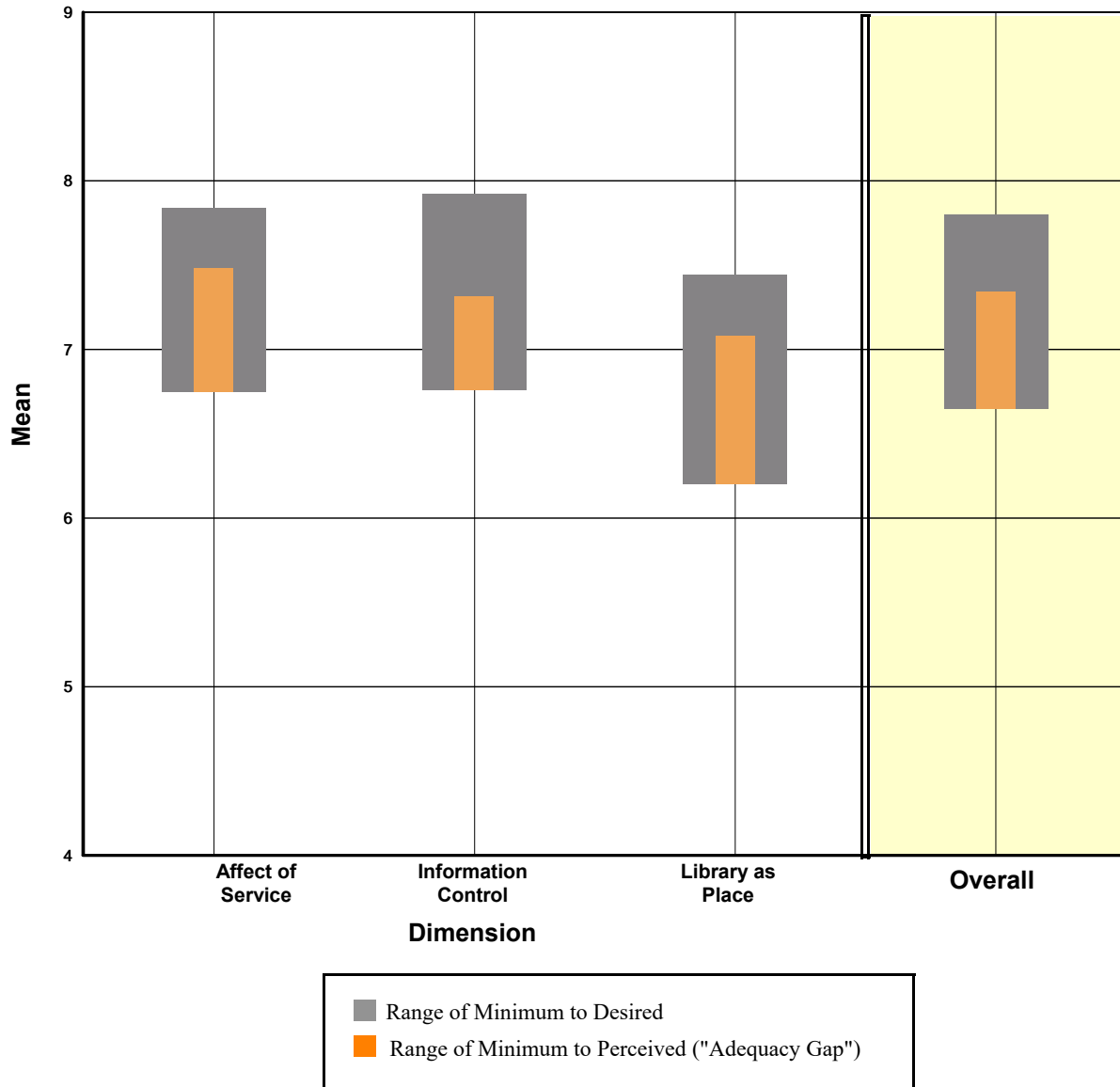


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.94	1.56	1.46	1.70	1.63	253
AS-2	Giving users individual attention	2.01	1.86	1.67	1.71	1.66	271
AS-3	Employees who are consistently courteous	1.67	1.25	1.32	1.46	1.21	274
AS-4	Readiness to respond to users' questions	1.60	1.18	1.41	1.58	1.32	285
AS-5	Employees who have the knowledge to answer user questions	1.76	1.44	1.37	1.63	1.54	275
AS-6	Employees who deal with users in a caring fashion	1.88	1.47	1.42	1.75	1.58	569
AS-7	Employees who understand the needs of their users	1.78	1.37	1.36	1.67	1.50	270
AS-8	Willingness to help users	1.76	1.36	1.56	1.64	1.43	266
AS-9	Dependability in handling users' service problems	1.82	1.49	1.43	1.55	1.23	211
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.87	1.30	1.58	1.93	1.66	274
IC-2	A library Web site enabling me to locate information on my own	1.64	1.17	1.65	1.88	1.70	305
IC-3	The printed library materials I need for my work	1.93	1.79	1.54	1.68	1.72	235
IC-4	The electronic information resources I need	1.80	1.49	1.41	1.68	1.61	559
IC-5	Modern equipment that lets me easily access needed information	1.60	1.19	1.31	1.46	1.32	269
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.22	1.49	1.76	1.55	307
IC-7	Making information easily accessible for independent use	1.64	1.10	1.27	1.37	1.24	275
IC-8	Print and/or electronic journal collections I require for my work	1.81	1.55	1.49	1.80	1.73	216
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.09	1.74	1.65	2.05	1.99	493
LP-2	Quiet space for individual activities	2.10	1.70	1.80	2.27	2.03	252
LP-3	A comfortable and inviting location	1.83	1.50	1.48	1.72	1.54	259
LP-4	A getaway for study, learning, or research	1.89	1.42	1.58	1.75	1.61	251
LP-5	Community space for group learning and group study	2.19	1.90	1.79	1.94	1.75	210
<b>Overall:</b>		<b>1.49</b>	<b>1.11</b>	<b>1.13</b>	<b>1.33</b>	<b>1.19</b>	<b>589</b>

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

### 8.3 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.



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	6.75	7.84	7.48	0.73	-0.35	587
Information Control	6.76	7.92	7.31	0.56	-0.61	587
Library as Place	6.20	7.44	7.08	0.88	-0.36	542
<b>Overall</b>	<b>6.65</b>	<b>7.80</b>	<b>7.34</b>	<b>0.69</b>	<b>-0.46</b>	<b>589</b>

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	1.66	1.30	1.26	1.47	1.30	587
Information Control	1.49	1.15	1.25	1.39	1.32	587
Library as Place	1.90	1.53	1.50	1.78	1.66	542
<b>Overall</b>	<b>1.49</b>	<b>1.11</b>	<b>1.13</b>	<b>1.33</b>	<b>1.19</b>	<b>589</b>

## 8.4 Local Question Summary for Staff

This table shows mean scores of 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
Ease of use of electronic resources	6.25	8.50	5.75	-0.50	-2.75	4
Providing help when and where I need it	7.18	7.91	8.00	0.82	0.09	11
Contribution to the intellectual atmosphere of the campus	7.29	8.21	8.07	0.79	-0.14	14
Services that help me manage and store my research data	6.50	7.53	6.95	0.45	-0.58	118
Services that help me manage and share my research data	6.40	7.10	6.80	0.40	-0.30	10
Availability of subject specialist assistance	5.33	6.67	6.67	1.33	0.00	3
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.76	7.45	7.33	1.58	-0.12	33
Spaces and technology that support creativity	6.11	7.00	7.33	1.22	0.33	9
The library assists me in achieving academic success	6.00	6.00	6.00	0.00	0.00	1
A library environment that is hospitable and conducive to finding and using information	7.19	8.05	7.35	0.16	-0.69	62
Making me aware of library resources and services	6.00	7.00	6.50	0.50	-0.50	10
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.67	7.81	7.45	0.78	-0.36	144
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	6.63	7.86	7.36	0.73	-0.50	106
Adequate seating with natural light	6.20	8.00	7.00	0.80	-1.00	5
Teaching me how to locate, evaluate, and use information	4.17	5.50	6.00	1.83	0.50	6
Ability to navigate library Web pages easily	6.74	8.02	6.90	0.16	-1.13	232
Access to archives, special collections	5.46	6.92	6.88	1.42	-0.04	50
Helpful online guides and tutorials	6.52	7.60	7.16	0.64	-0.43	161
A service which can find for me rapidly and easily the documents not available in my own institution	6.78	7.96	7.49	0.71	-0.47	49
Availability of assistance to improve my research skills	6.60	7.80	8.20	1.60	0.40	5
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	6.00	7.00	7.00	1.00	0.00	1

This table displays the standard deviations of 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
Ease of use of electronic resources	1.89	1.00	3.20	3.11	3.77	4
Providing help when and where I need it	1.54	0.94	1.26	2.14	1.64	11
Contribution to the intellectual atmosphere of the campus	1.77	0.97	1.14	1.58	1.03	14
Services that help me manage and store my research data	2.21	1.77	1.80	1.93	1.84	118
Services that help me manage and share my research data	1.84	2.23	1.62	1.43	2.06	10
Availability of subject specialist assistance	0.58	2.08	0.58	1.15	2.00	3
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	1.84	1.60	1.57	1.98	1.41	33
Spaces and technology that support creativity	2.03	2.06	1.50	1.48	1.50	9
The library assists me in achieving academic success						1
A library environment that is hospitable and conducive to finding and using information	1.81	1.44	1.47	2.22	1.86	62
Making me aware of library resources and services	2.21	2.54	2.27	0.85	0.85	10
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	1.84	1.64	1.37	1.78	1.64	144
The library provides support for tools (such as EndNote, Mendeley, ORCID, ResearcherID) that help me track and manage my research	2.05	1.51	1.76	2.13	1.59	106
Adequate seating with natural light	1.79	1.00	1.22	1.92	1.22	5
Teaching me how to locate, evaluate, and use information	2.64	3.02	2.76	2.23	1.76	6
Ability to navigate library Web pages easily	1.63	1.21	1.67	1.73	1.84	232
Access to archives, special collections	2.17	1.88	1.91	1.83	1.65	50
Helpful online guides and tutorials	1.89	1.56	1.43	1.60	1.50	161
A service which can find for me rapidly and easily the documents not available in my own institution	1.57	1.44	1.26	1.43	1.34	49
Availability of assistance to improve my research skills	2.51	1.64	0.84	2.07	1.52	5
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone						1

## 8.5 General Satisfaction Questions Summary for Staff

This table displays the 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 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.	7.82	1.28	377
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.36	390
How would you rate the overall quality of the service provided by the library?	7.66	1.24	589

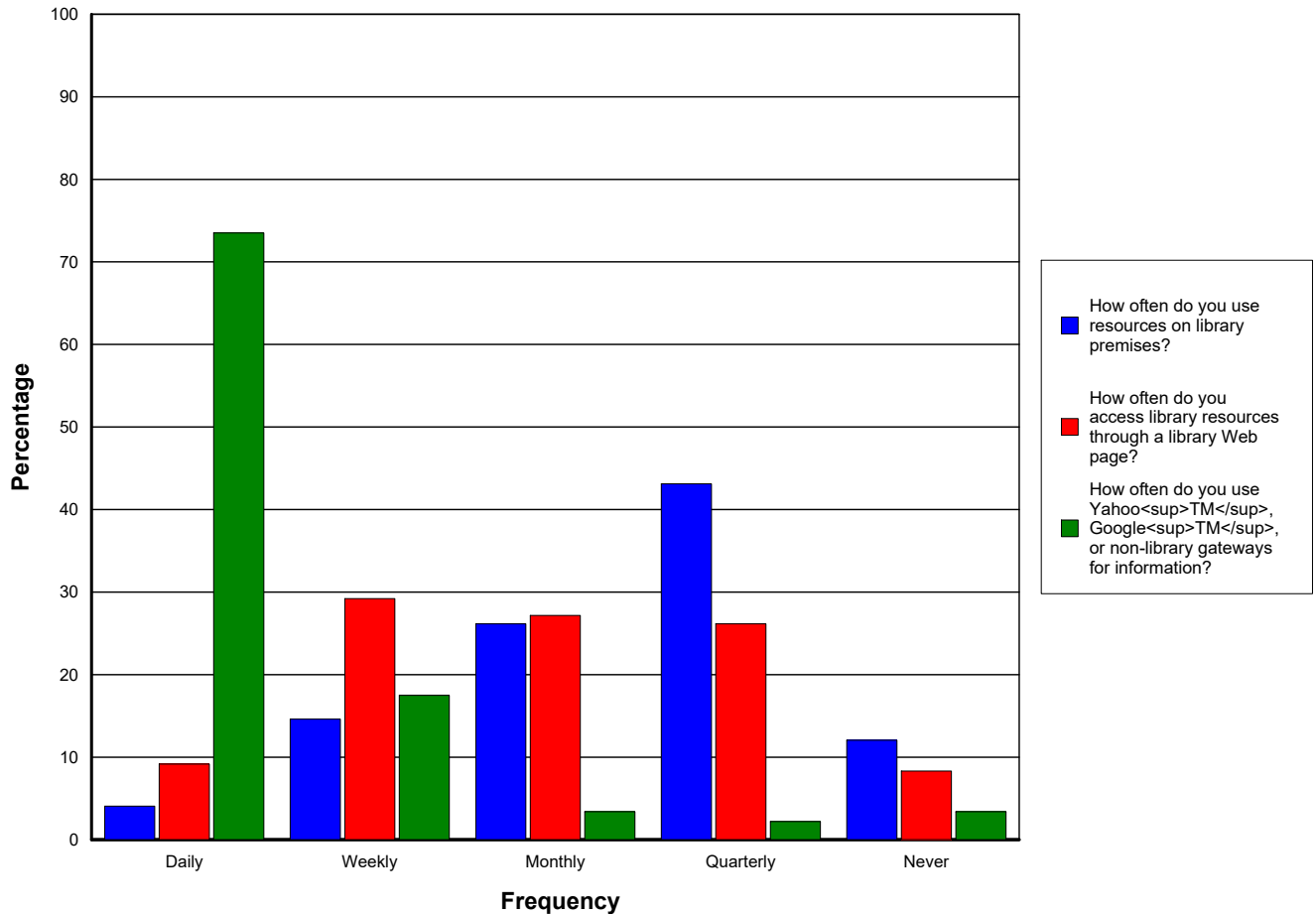
## 8.6 Information Literacy Outcomes Questions Summary for Staff

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 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.	6.59	1.79	301
The library aids my advancement in my academic discipline or work.	7.30	1.57	368
The library enables me to be more efficient in my academic pursuits or work.	7.36	1.42	371
The library helps me distinguish between trustworthy and untrustworthy information.	6.89	1.73	353
The library provides me with the information skills I need in my work or study.	7.10	1.60	319

### 8.7 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	Total
How often do you use resources on library premises?	24 4.07%	86 14.60%	154 26.15%	254 43.12%	71 12.05%	589 100.00%
How often do you access library resources through a library Web page?	54 9.17%	172 29.20%	160 27.16%	154 26.15%	49 8.32%	589 100.00%
How often do you use Yahoo<sup>TM</sup>, Google<sup>TM</sup>, or non-library gateways for information?	433 73.51%	103 17.49%	20 3.40%	13 2.21%	20 3.40%	589 100.00%

## 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 - Present 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: Affect of Service, Information Control, and Library as Place. In addition, three core items 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 2010 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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