



LibQUAL+[®]
2018 Survey

ARL

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2018 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 2017, there have been 3,085 institutional surveys implemented across 1,383 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 2018 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>

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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.

		Lite	Total (by Language)
English (American)	Count	5,164	5,164
	% of Protocol	98.49	98.49
	% of Language	100.00	100.00
	% of Total Cases	98.49	98.49
French (Canada)	Count	79	79
	% of Protocol	1.51	1.51
	% of Language	100.00	100.00
	% of Total Cases	1.51	1.51
Total (by Survey Protocol)	Count	5,243	5,243
	% of Protocol	100.00	100.00
	% of Language	100.00	100.00
	% of Total Cases	100.00	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 %
College or University		
1) Brigham Young University : LDS Business College	524	9.99%
2) Florida State University	711	13.56%
3) McGill University Library	1,038	19.80%
4) University of Oregon	2,970	56.65%
Sub Total	5,243	100.00%
Grand Total:	5,243	100.00%

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 %
Undergraduate		
First year	850	16.21%
Second year	828	15.79%
Third year	834	15.91%
Fourth year	726	13.85%
Fifth year and above	150	2.86%
Non-degree	26	0.50%
Sub Total:	3,414	65.12%
Graduate		
Masters	524	9.99%
Doctoral	546	10.41%
Non-degree or Undecided	37	0.71%
Sub Total:	1,107	21.11%
Faculty		
Professor	114	2.17%
Associate Professor	98	1.87%
Assistant Professor	71	1.35%
Lecturer	22	0.42%
Adjunct Faculty	72	1.37%
Other Academic Status	76	1.45%
Sub Total:	453	8.64%
Library Staff		
Administrator	2	0.04%
Manager, Head of Unit	1	0.02%
Public Services	0	0.00%
Systems	0	0.00%
Technical Services	0	0.00%
Other	52	0.99%
Sub Total:	55	1.05%
Staff		
Research Staff	42	0.80%
Other Staff Positions	172	3.28%
Sub Total:	214	4.08%
Total:	5,243	100.00%

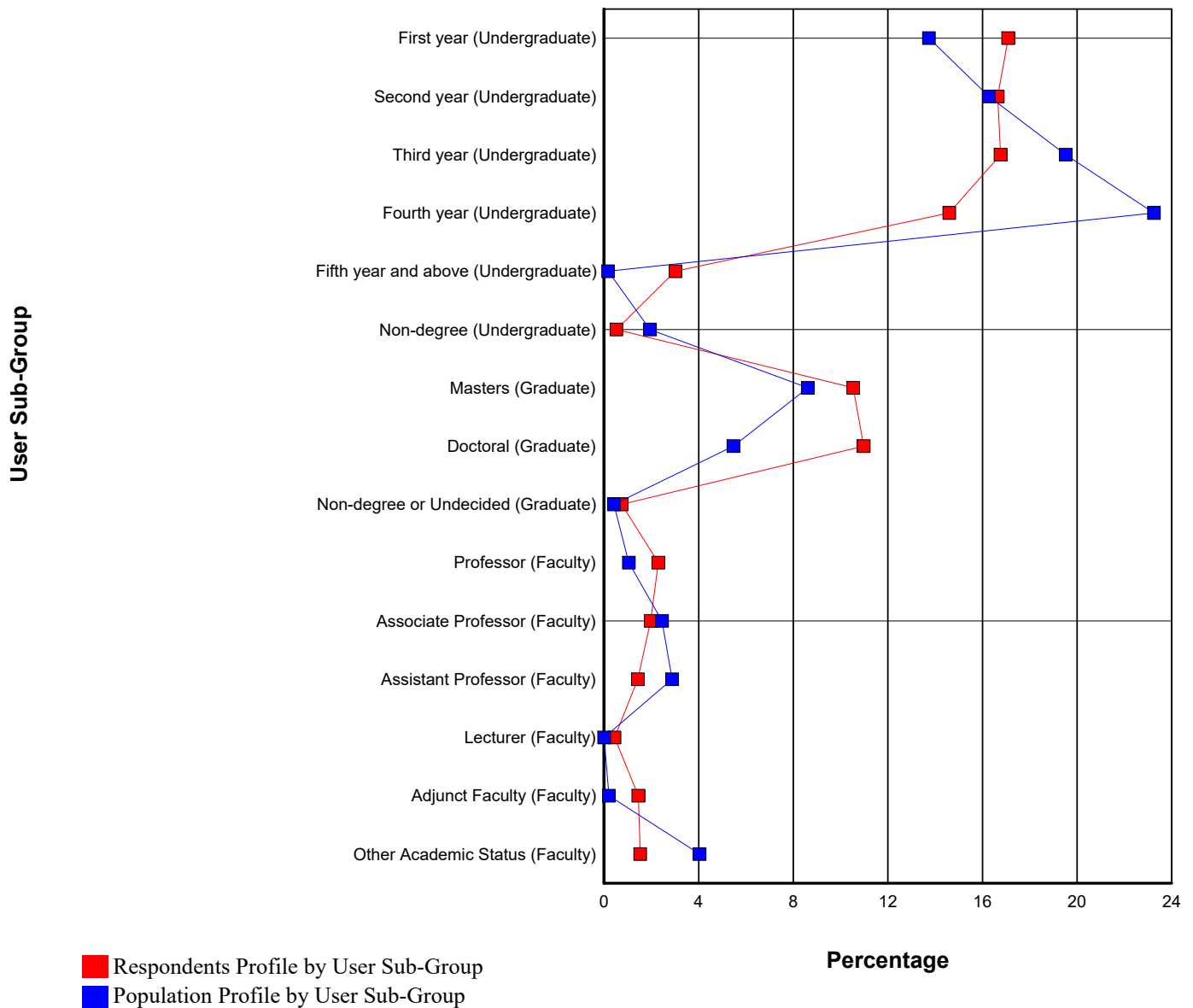
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: All

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), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	9,936	13.74	850	17.09	-3.35
Second year (Undergraduate)	11,769	16.27	828	16.65	-0.38
Third year (Undergraduate)	14,121	19.52	834	16.77	2.75
Fourth year (Undergraduate)	16,818	23.25	726	14.60	8.65
Fifth year and above (Undergraduate)	123	0.17	150	3.02	-2.85
Non-degree (Undergraduate)	1,403	1.94	26	0.52	1.42
Masters (Graduate)	6,234	8.62	524	10.53	-1.92
Doctoral (Graduate)	3,957	5.47	546	10.98	-5.51
Non-degree or Undecided (Graduate)	298	0.41	37	0.74	-0.33
Professor (Faculty)	757	1.05	114	2.29	-1.25
Associate Professor (Faculty)	1,771	2.45	98	1.97	0.48
Assistant Professor (Faculty)	2,080	2.88	71	1.43	1.45
Lecturer (Faculty)	0	0.00	22	0.44	-0.44
Adjunct Faculty (Faculty)	148	0.20	72	1.45	-1.24
Other Academic Status (Faculty)	2,920	4.04	76	1.53	2.51
Total:	72,335	100.00	4,974	100.00	0.00

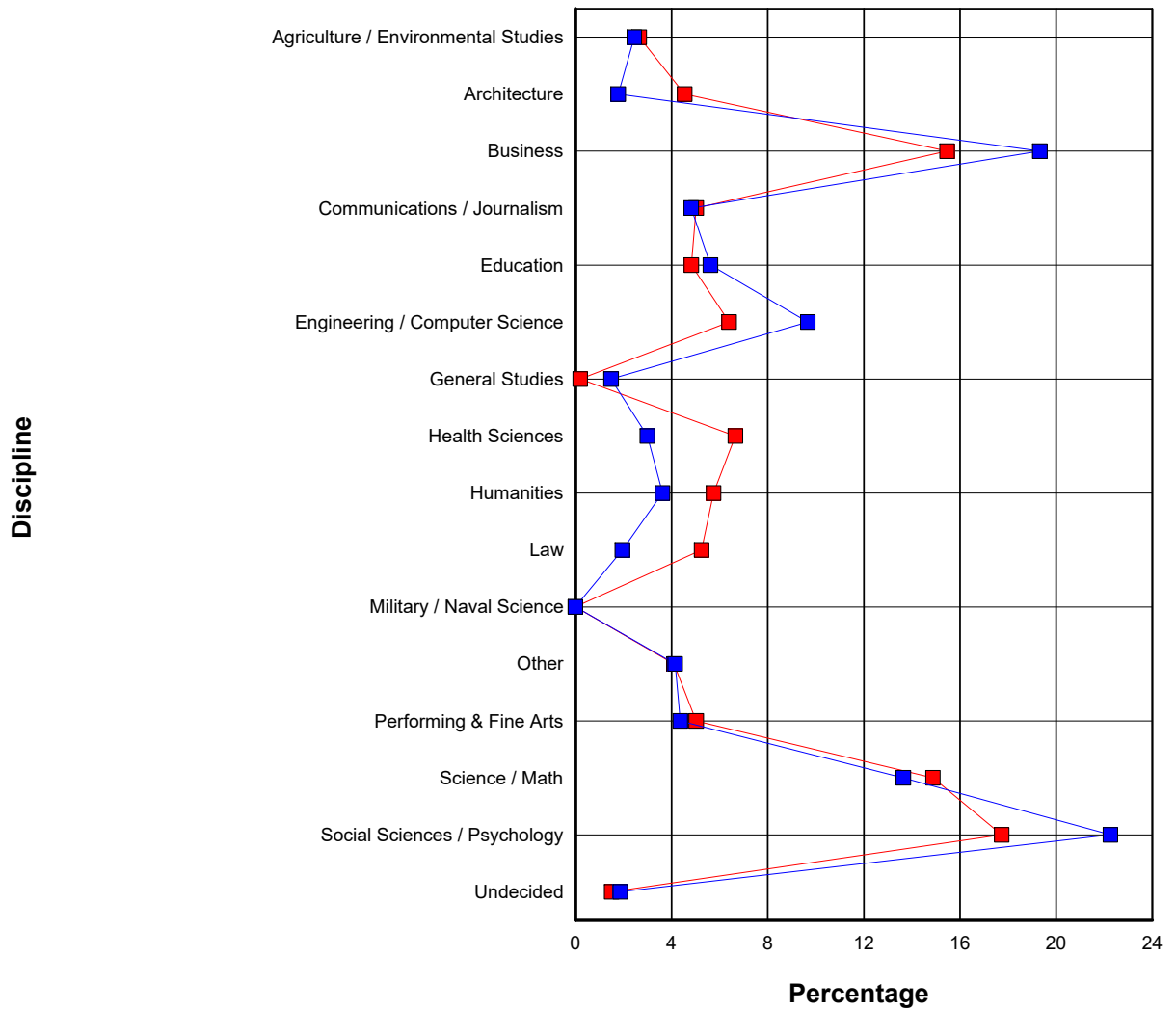
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

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), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,762	2.45	132	2.65	-0.20
Architecture	2,007	1.78	226	4.54	-2.76
Business	21,764	19.32	769	15.46	3.86
Communications / Journalism	5,425	4.82	250	5.03	-0.21
Education	6,327	5.62	240	4.83	0.79
Engineering / Computer Science	10,890	9.67	318	6.39	3.28
General Studies	1,672	1.48	10	0.20	1.28
Health Sciences	3,372	2.99	331	6.65	-3.66
Humanities	4,082	3.62	286	5.75	-2.13
Law	2,201	1.95	261	5.25	-3.29
Military / Naval Science	0	0.00	0	0.00	0.00
Other	4,673	4.15	204	4.10	0.05
Performing & Fine Arts	4,914	4.36	250	5.03	-0.66
Science / Math	15,366	13.64	740	14.88	-1.23
Social Sciences / Psychology	25,075	22.26	882	17.73	4.53
Undecided	2,104	1.87	75	1.51	0.36
Total:	112,634	100.00	4,974	100.00	0.00

Language: English (American), French (Canada)
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	15	0.29
18 - 22	2,843	54.80
23 - 30	1,215	23.42
31 - 45	668	12.88
46 - 65	374	7.21
Over 65	73	1.41
Total:	5,188	100.00

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	928	43.92	262	50.00
Male	1,185	56.08	262	50.00
Total:	2,113	100.00	524	100.00

3.1.6 Respondent Profile by Full or part-time student?

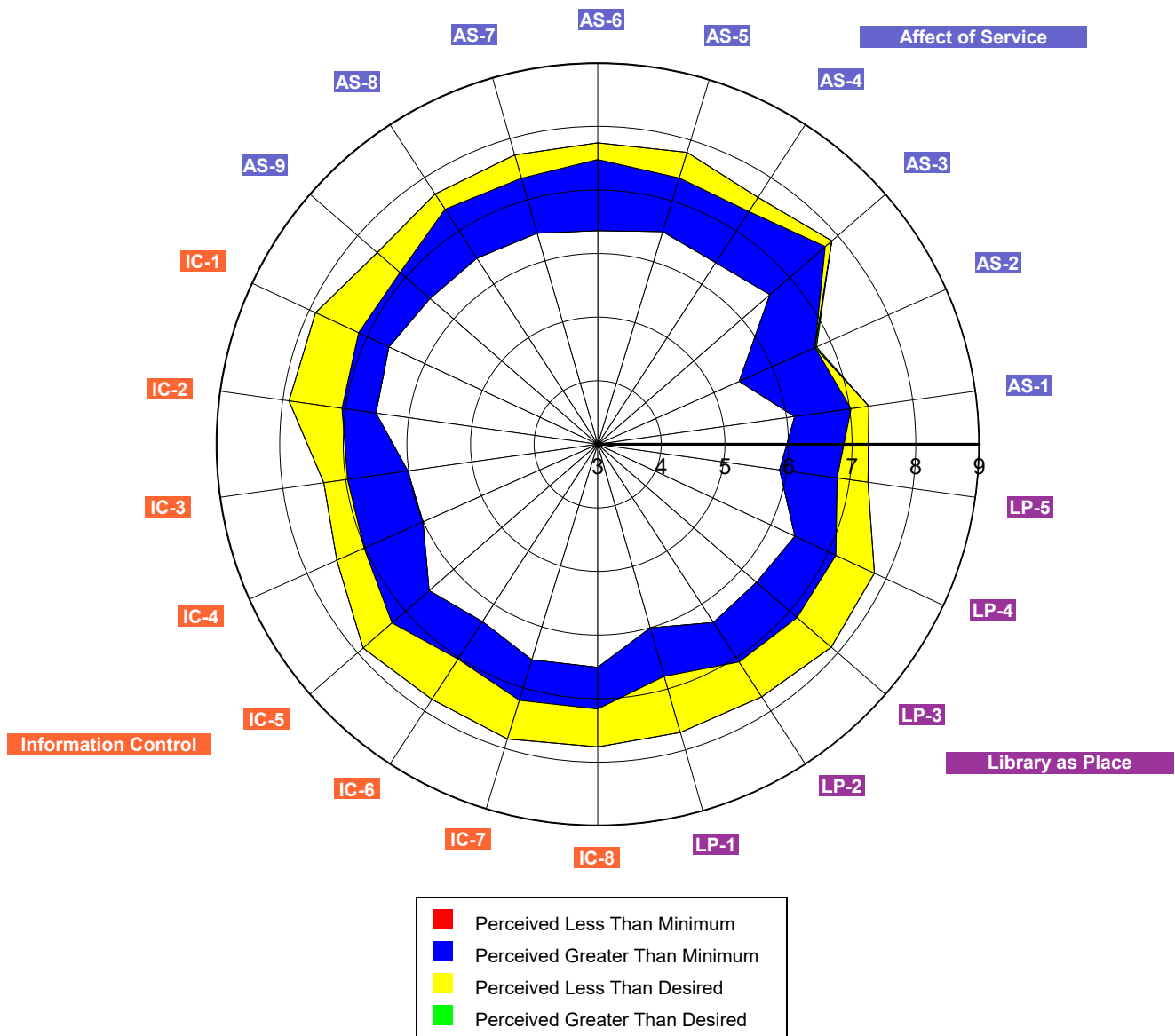
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	58,064	85.10	3,495	84.24
Part-time	8,551	12.53	219	5.28
Does not apply / NA	1,614	2.37	435	10.48
Total:	68,229	100.00	4,149	100.00

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), French (Canada)
 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
Affect of Service							
AS-1	Employees who instill confidence in users	6.13	7.31	7.02	0.90	-0.28	1,046
AS-2	Giving users individual attention	5.44	6.74	6.77	1.33	0.03	1,265
AS-3	Employees who are consistently courteous	6.59	7.88	7.74	1.15	-0.14	1,286
AS-4	Readiness to respond to users' questions	6.41	7.63	7.37	0.96	-0.26	1,166
AS-5	Employees who have the knowledge to answer user questions	6.50	7.80	7.38	0.88	-0.42	1,266
AS-6	Employees who deal with users in a caring fashion	6.36	7.74	7.48	1.12	-0.26	4,929
AS-7	Employees who understand the needs of their users	6.45	7.73	7.35	0.90	-0.38	1,282
AS-8	Willingness to help users	6.49	7.69	7.41	0.92	-0.28	1,188
AS-9	Dependability in handling users' service problems	6.50	7.59	7.12	0.62	-0.47	927
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.62	7.90	7.15	0.53	-0.75	1,202
IC-2	A library Web site enabling me to locate information on my own	6.52	7.90	7.06	0.54	-0.84	1,582
IC-3	The printed library materials I need for my work	6.02	7.35	6.97	0.96	-0.38	1,333
IC-4	The electronic information resources I need	6.01	7.49	7.02	1.01	-0.47	5,019
IC-5	Modern equipment that lets me easily access needed information	6.51	7.89	7.28	0.77	-0.60	1,555
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	7.79	7.03	0.71	-0.75	1,555
IC-7	Making information easily accessible for independent use	6.55	7.85	7.21	0.67	-0.63	1,471
IC-8	Print and/or electronic journal collections I require for my work	6.51	7.76	7.16	0.65	-0.60	1,152
Library as Place							
LP-1	Library space that inspires study and learning	6.01	7.72	6.80	0.79	-0.92	5,008
LP-2	Quiet space for individual activities	6.34	7.74	7.08	0.74	-0.65	1,251
LP-3	A comfortable and inviting location	6.31	7.87	7.16	0.84	-0.71	1,318
LP-4	A getaway for study, learning, or research	6.42	7.80	7.13	0.71	-0.67	1,239
LP-5	Community space for group learning and group study	5.89	7.29	6.80	0.91	-0.49	1,129
Overall:		6.26	7.67	7.14	0.88	-0.53	5,188

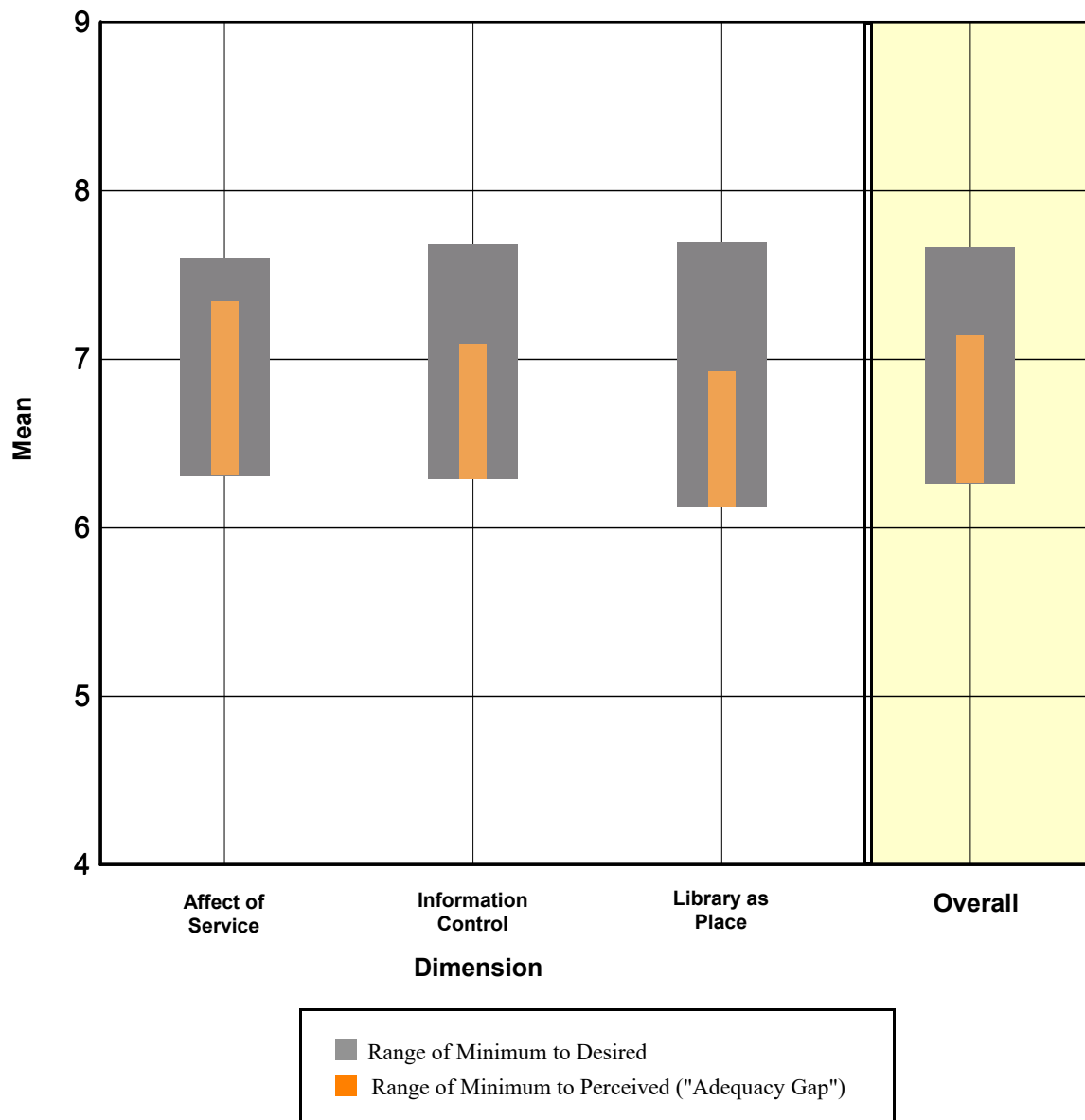
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.03	1.76	1.71	1.82	1.64	1,046
AS-2	Giving users individual attention	2.22	1.95	1.78	1.96	1.74	1,265
AS-3	Employees who are consistently courteous	1.87	1.39	1.39	1.80	1.49	1,286
AS-4	Readiness to respond to users' questions	1.81	1.47	1.51	1.74	1.52	1,166
AS-5	Employees who have the knowledge to answer user questions	1.85	1.44	1.46	1.81	1.47	1,266
AS-6	Employees who deal with users in a caring fashion	1.91	1.49	1.52	1.84	1.57	4,929
AS-7	Employees who understand the needs of their users	1.81	1.44	1.50	1.78	1.54	1,282
AS-8	Willingness to help users	1.82	1.50	1.49	1.75	1.48	1,188
AS-9	Dependability in handling users' service problems	1.77	1.45	1.51	1.73	1.52	927
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.94	1.52	1.64	1.91	1.76	1,202
IC-2	A library Web site enabling me to locate information on my own	1.83	1.50	1.64	1.95	1.78	1,582
IC-3	The printed library materials I need for my work	2.11	1.87	1.66	2.12	1.95	1,333
IC-4	The electronic information resources I need	1.93	1.73	1.60	1.93	1.80	5,019
IC-5	Modern equipment that lets me easily access needed information	1.74	1.35	1.49	1.77	1.60	1,555
IC-6	Easy-to-use access tools that allow me to find things on my own	1.82	1.39	1.57	1.77	1.59	1,555
IC-7	Making information easily accessible for independent use	1.71	1.38	1.48	1.78	1.57	1,471
IC-8	Print and/or electronic journal collections I require for my work	1.96	1.60	1.55	2.01	1.76	1,152
Library as Place							
LP-1	Library space that inspires study and learning	1.97	1.64	1.76	2.18	2.09	5,008
LP-2	Quiet space for individual activities	2.06	1.69	1.76	2.31	2.14	1,251
LP-3	A comfortable and inviting location	1.89	1.47	1.59	1.99	1.84	1,318
LP-4	A getaway for study, learning, or research	1.91	1.52	1.69	2.00	1.77	1,239
LP-5	Community space for group learning and group study	2.03	1.85	1.72	2.22	2.21	1,129
Overall:		1.47	1.12	1.19	1.42	1.21	5,188

Language: English (American), French (Canada)
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.



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.31	7.60	7.34	1.03	-0.26	5,093
Information Control	6.29	7.68	7.09	0.80	-0.59	5,179
Library as Place	6.12	7.69	6.92	0.80	-0.77	5,073
Overall	6.26	7.67	7.14	0.88	-0.53	5,188

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	1.71	1.36	1.37	1.59	1.34	5,093
Information Control	1.58	1.28	1.31	1.57	1.40	5,179
Library as Place	1.79	1.48	1.57	1.94	1.82	5,073
Overall	1.47	1.12	1.19	1.42	1.21	5,188

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
Library staff teaching me how to find information	6.37	7.46	7.45	1.08	-0.02	168
Using the library for research	6.89	7.97	7.24	0.35	-0.73	174
Spaces and technology that support creativity	5.86	7.26	6.58	0.72	-0.68	568
The library assists me in achieving academic success	6.32	7.74	7.35	1.02	-0.40	502
Librarians teaching me how to find and evaluate reliable information	5.91	7.10	7.16	1.25	0.06	550
Canvas support	5.85	7.12	6.81	0.96	-0.31	433
Teaching me how to locate, evaluate, and use information	6.29	7.59	7.11	0.82	-0.48	96
Signage in the library that is helpful	6.46	7.62	7.23	0.77	-0.38	138
Availability of library resources for online courses	6.77	7.73	7.55	0.79	-0.18	107
Services that help me achieve academic success	6.69	7.92	7.42	0.73	-0.50	126
A secure and safe place	7.41	8.21	7.84	0.43	-0.37	148
Space that facilitates quiet study	6.70	7.89	6.93	0.23	-0.96	202
Space for students to study and work in groups	6.26	7.67	6.55	0.30	-1.11	183
Helpful online guides and tutorials	5.28	6.80	6.34	1.06	-0.46	497
An online catalog that is user-friendly for finding materials	7.00	8.27	6.90	-0.10	-1.36	199

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
Library staff teaching me how to find information	1.98	1.82	1.65	1.72	1.74	168
Using the library for research	1.90	1.53	1.45	1.83	1.59	174
Spaces and technology that support creativity	1.93	1.74	1.77	2.00	2.03	568
The library assists me in achieving academic success	1.96	1.53	1.53	1.77	1.49	502
Librarians teaching me how to find and evaluate reliable information	2.21	1.93	1.79	2.18	2.03	550
Canvas support	2.15	2.00	1.74	2.13	1.89	433
Teaching me how to locate, evaluate, and use information	2.13	1.50	1.86	2.27	1.81	96
Signage in the library that is helpful	1.94	1.66	1.54	1.86	1.73	138
Availability of library resources for online courses	1.94	1.68	1.46	1.77	1.60	107
Services that help me achieve academic success	1.82	1.38	1.53	1.96	1.46	126
A secure and safe place	1.86	1.42	1.43	1.50	1.25	148
Space that facilitates quiet study	1.94	1.64	1.75	2.36	2.15	202
Space for students to study and work in groups	2.05	1.80	1.76	2.62	2.52	183
Helpful online guides and tutorials	2.06	1.90	1.83	1.97	1.82	497
An online catalog that is user-friendly for finding materials	1.60	1.22	1.60	1.98	1.82	199

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.	7.88	1.28	2,656
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.46	2,529
How would you rate the overall quality of the service provided by the library?	7.54	1.26	5,186

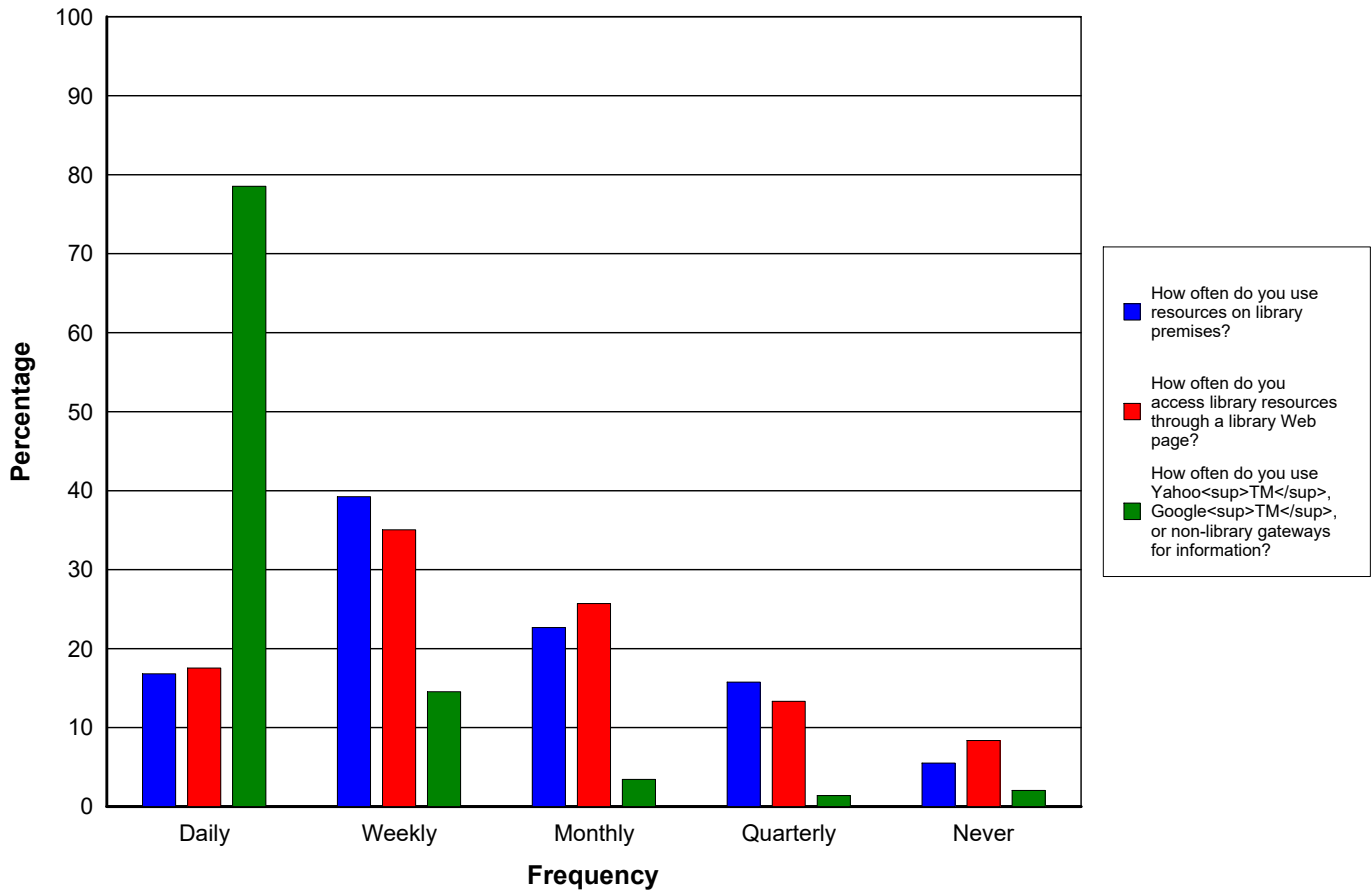
3.6 Information Literacy Outcomes Questions Summary for ARL

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.	6.41	1.88	1,704
The library aids my advancement in my academic discipline or work.	7.31	1.57	2,352
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.50	2,355
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.83	2,383
The library provides me with the information skills I need in my work or study.	7.09	1.58	1,578

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?	872 16.81%	2,035 39.23%	1,176 22.67%	818 15.77%	286 5.51%	5,187 100.00%
How often do you access library resources through a library Web page?	910 17.54%	1,818 35.05%	1,334 25.72%	691 13.32%	434 8.37%	5,187 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	4,074 78.54%	755 14.56%	179 3.45%	73 1.41%	106 2.04%	5,187 100.00%

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

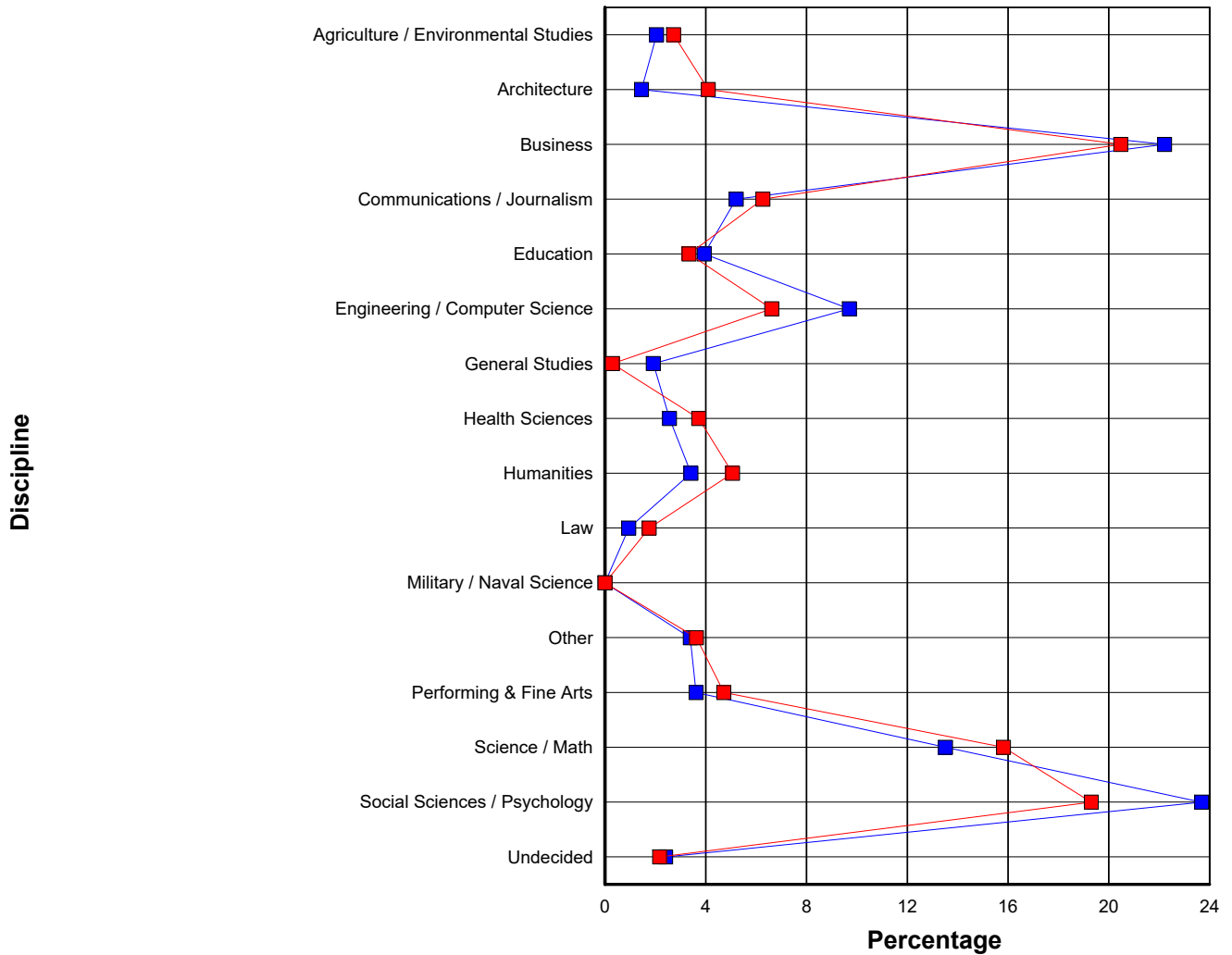
4 Summary for Undergraduate

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), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,783	2.05	93	2.72	-0.68
Architecture	1,262	1.45	140	4.10	-2.65
Business	19,337	22.21	699	20.47	1.74
Communications / Journalism	4,535	5.21	214	6.27	-1.06
Education	3,429	3.94	114	3.34	0.60
Engineering / Computer Science	8,444	9.70	226	6.62	3.08
General Studies	1,669	1.92	10	0.29	1.62
Health Sciences	2,229	2.56	127	3.72	-1.16
Humanities	2,970	3.41	173	5.07	-1.66
Law	820	0.94	60	1.76	-0.82
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,946	3.38	124	3.63	-0.25
Performing & Fine Arts	3,148	3.62	161	4.72	-1.10
Science / Math	11,766	13.52	540	15.82	-2.30
Social Sciences / Psychology	20,617	23.68	659	19.30	4.38
Undecided	2,094	2.41	74	2.17	0.24
Total:	87,049	100.00	3,414	100.00	0.00

Language: English (American), French (Canada)
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	13	0.38
18 - 22	2,777	81.34
23 - 30	455	13.33
31 - 45	126	3.69
46 - 65	38	1.11
Over 65	5	0.15
Total:	3,414	100.00

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	921	43.94	244	50.21
Male	1,175	56.06	242	49.79
Total:	2,096	100.00	486	100.00

4.1.4 Respondent Profile by Full or part-time student?

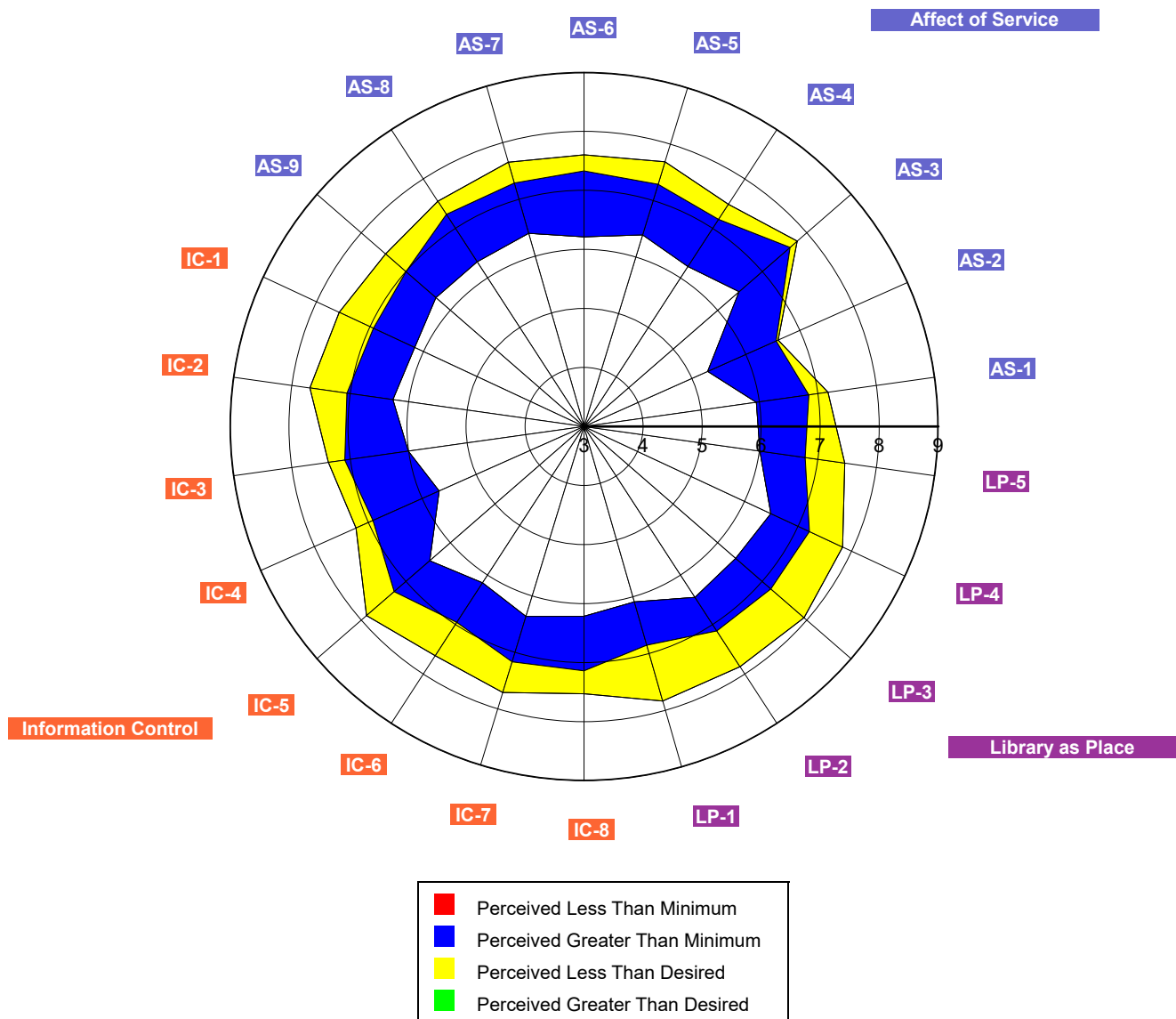
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	47,400	88.31	2,774	94.39
Part-time	5,534	10.31	151	5.14
Does not apply / NA	743	1.38	14	0.48
Total:	53,677	100.00	2,939	100.00

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
Affect of Service							
AS-1	Employees who instill confidence in users	5.95	7.17	6.85	0.90	-0.33	668
AS-2	Giving users individual attention	5.29	6.60	6.56	1.27	-0.04	830
AS-3	Employees who are consistently courteous	6.48	7.79	7.62	1.14	-0.16	828
AS-4	Readiness to respond to users' questions	6.23	7.49	7.18	0.95	-0.31	784
AS-5	Employees who have the knowledge to answer user questions	6.39	7.69	7.29	0.90	-0.40	824
AS-6	Employees who deal with users in a caring fashion	6.21	7.60	7.33	1.12	-0.27	3,245
AS-7	Employees who understand the needs of their users	6.41	7.66	7.29	0.89	-0.37	844
AS-8	Willingness to help users	6.33	7.55	7.28	0.96	-0.26	813
AS-9	Dependability in handling users' service problems	6.33	7.46	7.00	0.67	-0.46	639
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.17	7.58	6.94	0.77	-0.64	758
IC-2	A library Web site enabling me to locate information on my own	6.27	7.69	7.06	0.79	-0.63	1,003
IC-3	The printed library materials I need for my work	6.01	7.37	7.10	1.09	-0.28	905
IC-4	The electronic information resources I need	5.69	7.23	6.92	1.23	-0.31	3,289
IC-5	Modern equipment that lets me easily access needed information	6.47	7.88	7.26	0.80	-0.62	1,066
IC-6	Easy-to-use access tools that allow me to find things on my own	6.16	7.63	6.96	0.80	-0.67	1,018
IC-7	Making information easily accessible for independent use	6.37	7.71	7.17	0.80	-0.54	979
IC-8	Print and/or electronic journal collections I require for my work	6.22	7.53	7.14	0.92	-0.39	773
Library as Place							
LP-1	Library space that inspires study and learning	6.09	7.84	6.86	0.76	-0.98	3,395
LP-2	Quiet space for individual activities	6.45	7.85	7.13	0.68	-0.72	860
LP-3	A comfortable and inviting location	6.41	7.94	7.20	0.79	-0.74	876
LP-4	A getaway for study, learning, or research	6.49	7.83	7.21	0.72	-0.62	847
LP-5	Community space for group learning and group study	6.01	7.46	6.78	0.77	-0.68	779
Overall:		6.14	7.58	7.07	0.93	-0.50	3,414

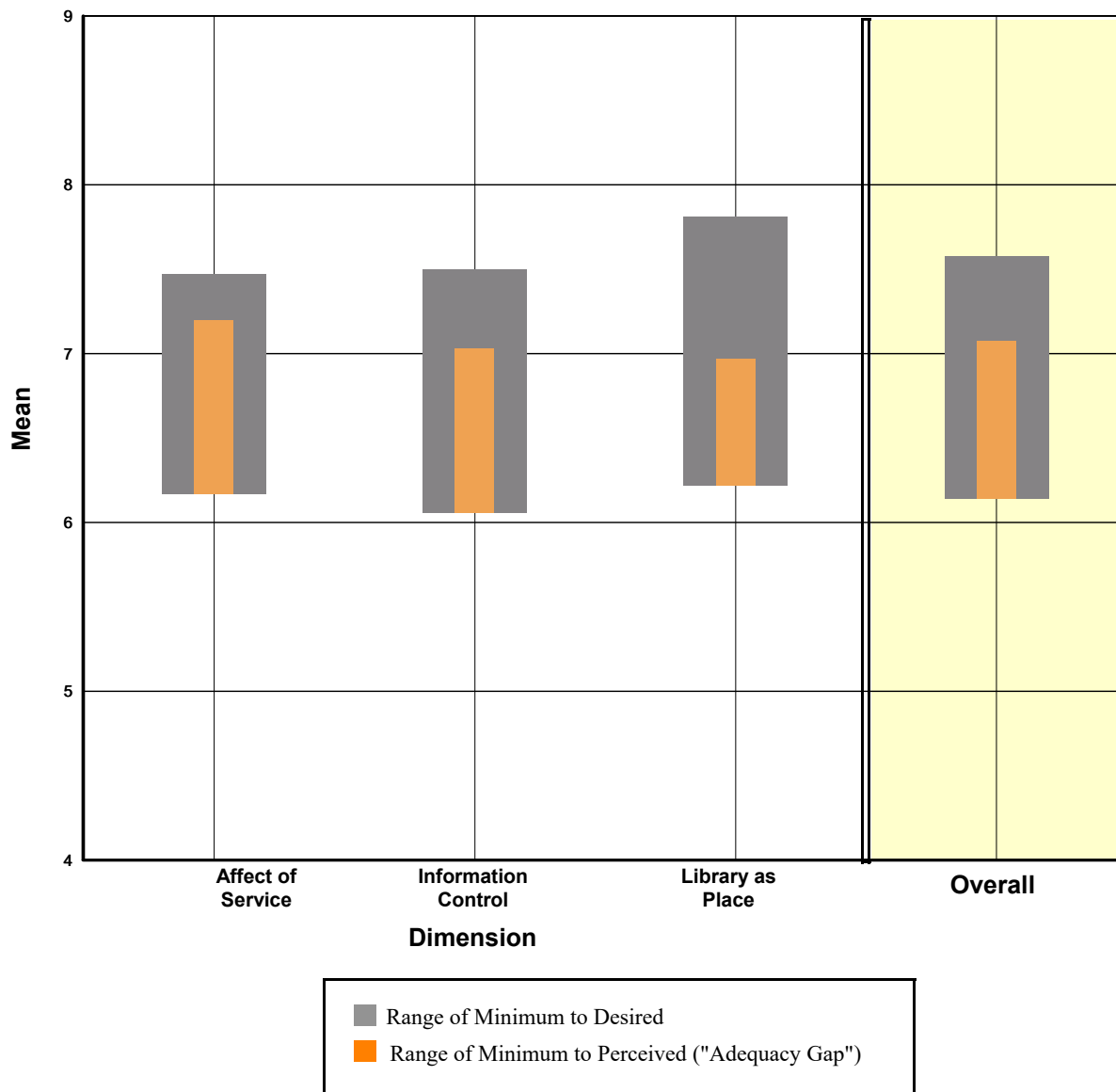
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.03	1.72	1.70	1.81	1.63	668
AS-2	Giving users individual attention	2.26	2.01	1.85	1.90	1.73	830
AS-3	Employees who are consistently courteous	1.88	1.42	1.46	1.79	1.50	828
AS-4	Readiness to respond to users' questions	1.80	1.47	1.56	1.80	1.61	784
AS-5	Employees who have the knowledge to answer user questions	1.90	1.53	1.49	1.82	1.50	824
AS-6	Employees who deal with users in a caring fashion	1.94	1.56	1.57	1.83	1.60	3,245
AS-7	Employees who understand the needs of their users	1.84	1.50	1.52	1.81	1.57	844
AS-8	Willingness to help users	1.84	1.56	1.53	1.73	1.48	813
AS-9	Dependability in handling users' service problems	1.80	1.51	1.52	1.69	1.53	639
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.00	1.67	1.71	1.98	1.89	758
IC-2	A library Web site enabling me to locate information on my own	1.87	1.61	1.65	1.85	1.74	1,003
IC-3	The printed library materials I need for my work	2.12	1.83	1.67	2.01	1.78	905
IC-4	The electronic information resources I need	1.93	1.80	1.63	1.91	1.82	3,289
IC-5	Modern equipment that lets me easily access needed information	1.76	1.34	1.53	1.75	1.59	1,066
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.46	1.62	1.81	1.63	1,018
IC-7	Making information easily accessible for independent use	1.71	1.41	1.47	1.71	1.52	979
IC-8	Print and/or electronic journal collections I require for my work	1.95	1.65	1.57	1.91	1.72	773
Library as Place							
LP-1	Library space that inspires study and learning	1.89	1.45	1.76	2.10	1.97	3,395
LP-2	Quiet space for individual activities	1.98	1.53	1.75	2.19	2.03	860
LP-3	A comfortable and inviting location	1.85	1.37	1.65	1.96	1.80	876
LP-4	A getaway for study, learning, or research	1.85	1.45	1.66	1.95	1.71	847
LP-5	Community space for group learning and group study	1.95	1.69	1.80	2.15	2.13	779
Overall:		1.48	1.13	1.21	1.40	1.20	3,414

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

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	6.17	7.47	7.20	1.03	-0.27	3,352
Information Control	6.06	7.50	7.03	0.97	-0.47	3,411
Library as Place	6.22	7.81	6.97	0.75	-0.84	3,408
Overall	6.14	7.58	7.07	0.93	-0.50	3,414

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	1.40	1.40	1.56	1.35	3,352
Information Control	1.58	1.31	1.32	1.52	1.37	3,411
Library as Place	1.70	1.31	1.57	1.86	1.73	3,408
Overall	1.48	1.13	1.21	1.40	1.20	3,414

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
Library staff teaching me how to find information	6.21	7.54	7.18	0.98	-0.36	87
Using the library for research	6.59	7.76	6.95	0.35	-0.81	74
Spaces and technology that support creativity	5.90	7.31	6.57	0.68	-0.74	407
The library assists me in achieving academic success	6.22	7.61	7.25	1.03	-0.36	347
Librarians teaching me how to find and evaluate reliable information	5.85	7.02	7.04	1.18	0.02	385
Canvas support	5.68	6.95	6.73	1.05	-0.22	324
Teaching me how to locate, evaluate, and use information	6.14	7.59	7.14	1.00	-0.46	59
Signage in the library that is helpful	6.53	7.78	7.36	0.83	-0.43	87
Availability of library resources for online courses	6.71	7.62	7.56	0.86	-0.05	78
Services that help me achieve academic success	6.38	7.87	7.42	1.04	-0.45	69
A secure and safe place	7.48	8.25	7.88	0.40	-0.37	93
Space that facilitates quiet study	6.88	8.06	7.03	0.15	-1.03	98
Space for students to study and work in groups	6.62	7.91	6.42	-0.20	-1.49	86
Helpful online guides and tutorials	5.21	6.76	6.31	1.10	-0.45	355
An online catalog that is user-friendly for finding materials	6.70	8.14	6.85	0.15	-1.29	87

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
Library staff teaching me how to find information	1.82	1.57	1.65	1.80	1.66	87
Using the library for research	1.68	1.51	1.45	1.72	1.60	74
Spaces and technology that support creativity	1.85	1.65	1.76	1.90	1.98	407
The library assists me in achieving academic success	2.00	1.57	1.57	1.81	1.47	347
Librarians teaching me how to find and evaluate reliable information	2.25	1.99	1.89	2.18	2.06	385
Canvas support	2.17	2.08	1.72	2.04	1.87	324
Teaching me how to locate, evaluate, and use information	2.18	1.39	1.88	2.13	1.81	59
Signage in the library that is helpful	1.81	1.32	1.41	1.56	1.33	87
Availability of library resources for online courses	2.03	1.74	1.46	1.75	1.48	78
Services that help me achieve academic success	1.97	1.38	1.51	2.05	1.45	69
A secure and safe place	1.85	1.29	1.38	1.56	1.27	93
Space that facilitates quiet study	1.83	1.50	1.77	2.18	2.10	98
Space for students to study and work in groups	1.76	1.55	1.85	2.59	2.44	86
Helpful online guides and tutorials	2.06	1.87	1.89	1.99	1.81	355
An online catalog that is user-friendly for finding materials	1.66	1.35	1.62	2.08	1.78	87

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.	7.84	1.32	1,747
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.40	1.44	1,666
How would you rate the overall quality of the service provided by the library?	7.49	1.28	3,413

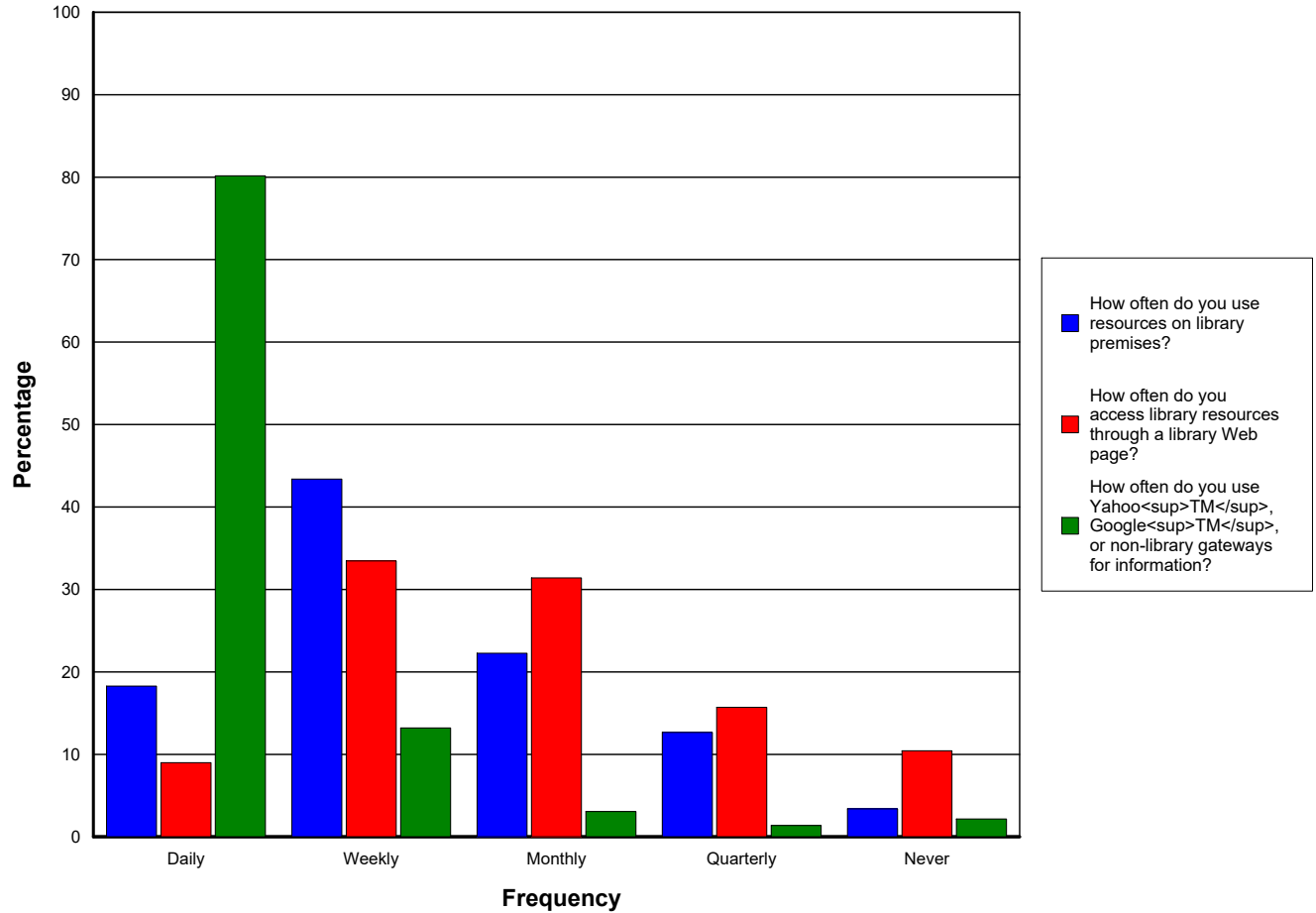
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.34	1.89	1,118
The library aids my advancement in my academic discipline or work.	7.20	1.59	1,533
The library enables me to be more efficient in my academic pursuits or work.	7.46	1.47	1,537
The library helps me distinguish between trustworthy and untrustworthy information.	6.70	1.80	1,588
The library provides me with the information skills I need in my work or study.	7.05	1.60	1,050

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?	624 18.28%	1,481 43.39%	760 22.27%	432 12.66%	116 3.40%	3,413 100.00%
How often do you access library resources through a library Web page?	307 9.00%	1,142 33.46%	1,072 31.41%	536 15.70%	356 10.43%	3,413 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	2,736 80.16%	451 13.21%	105 3.08%	47 1.38%	74 2.17%	3,413 100.00%

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

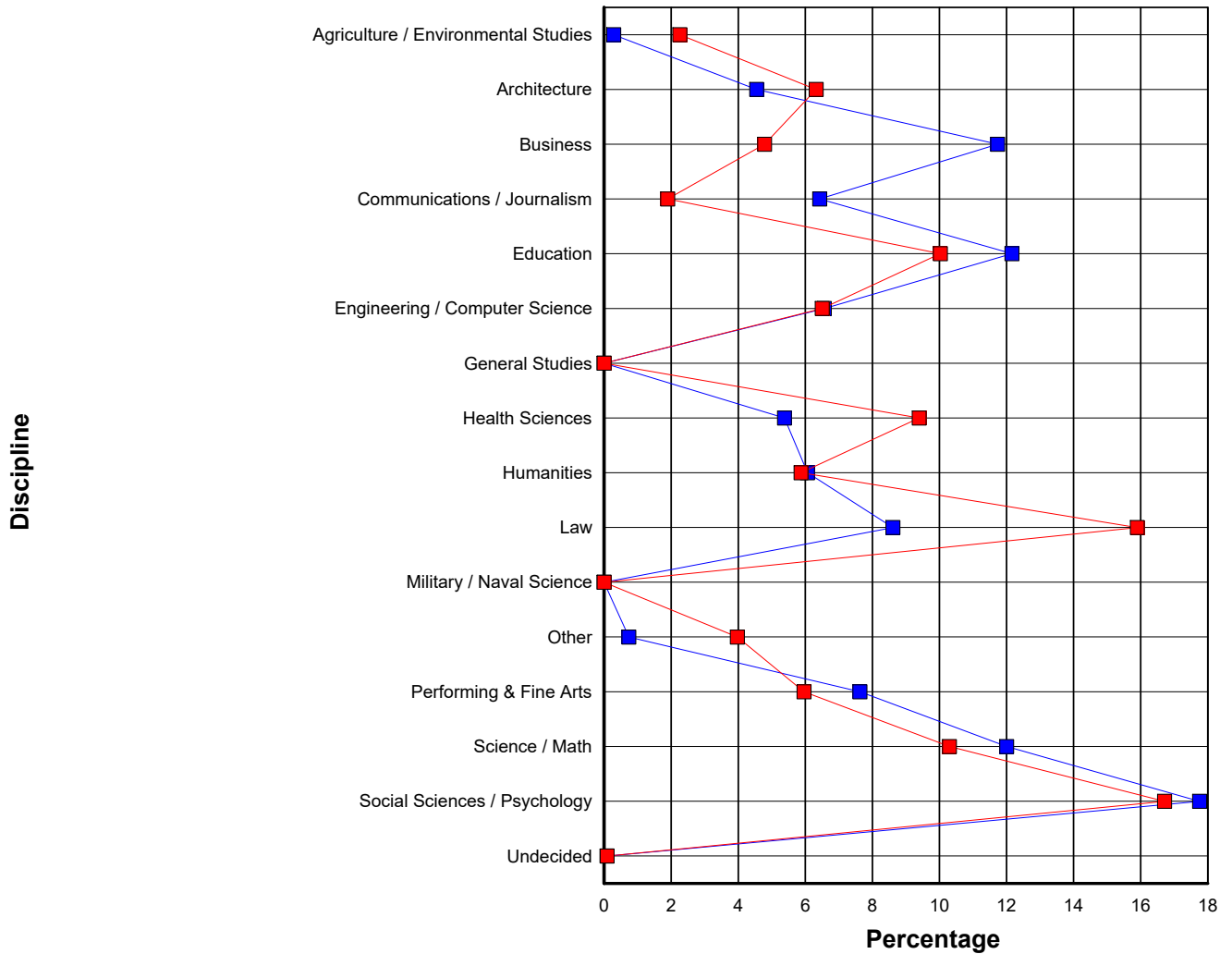
5 Summary for Graduate

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), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	33	0.29	25	2.26	-1.97
Architecture	523	4.55	70	6.32	-1.77
Business	1,349	11.74	53	4.79	6.95
Communications / Journalism	739	6.43	21	1.90	4.53
Education	1,398	12.16	111	10.03	2.13
Engineering / Computer Science	755	6.57	72	6.50	0.06
General Studies	0	0.00	0	0.00	0.00
Health Sciences	618	5.38	104	9.39	-4.02
Humanities	697	6.06	65	5.87	0.19
Law	990	8.61	176	15.90	-7.29
Military / Naval Science	0	0.00	0	0.00	0.00
Other	85	0.74	44	3.97	-3.24
Performing & Fine Arts	877	7.63	66	5.96	1.67
Science / Math	1,380	12.01	114	10.30	1.71
Social Sciences / Psychology	2,041	17.76	185	16.71	1.04
Undecided	10	0.09	1	0.09	0.00
Total:	11,495	100.00	1,107	100.00	0.00

Language: English (American), French (Canada)
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.

Age:	Respondents n	Respondents %
Under 18	1	0.09
18 - 22	65	5.87
23 - 30	706	63.78
31 - 45	297	26.83
46 - 65	36	3.25
Over 65	2	0.18
Total:	1,107	100.00

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.

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	0	100.00

5.1.4 Respondent Profile by Full or part-time student?

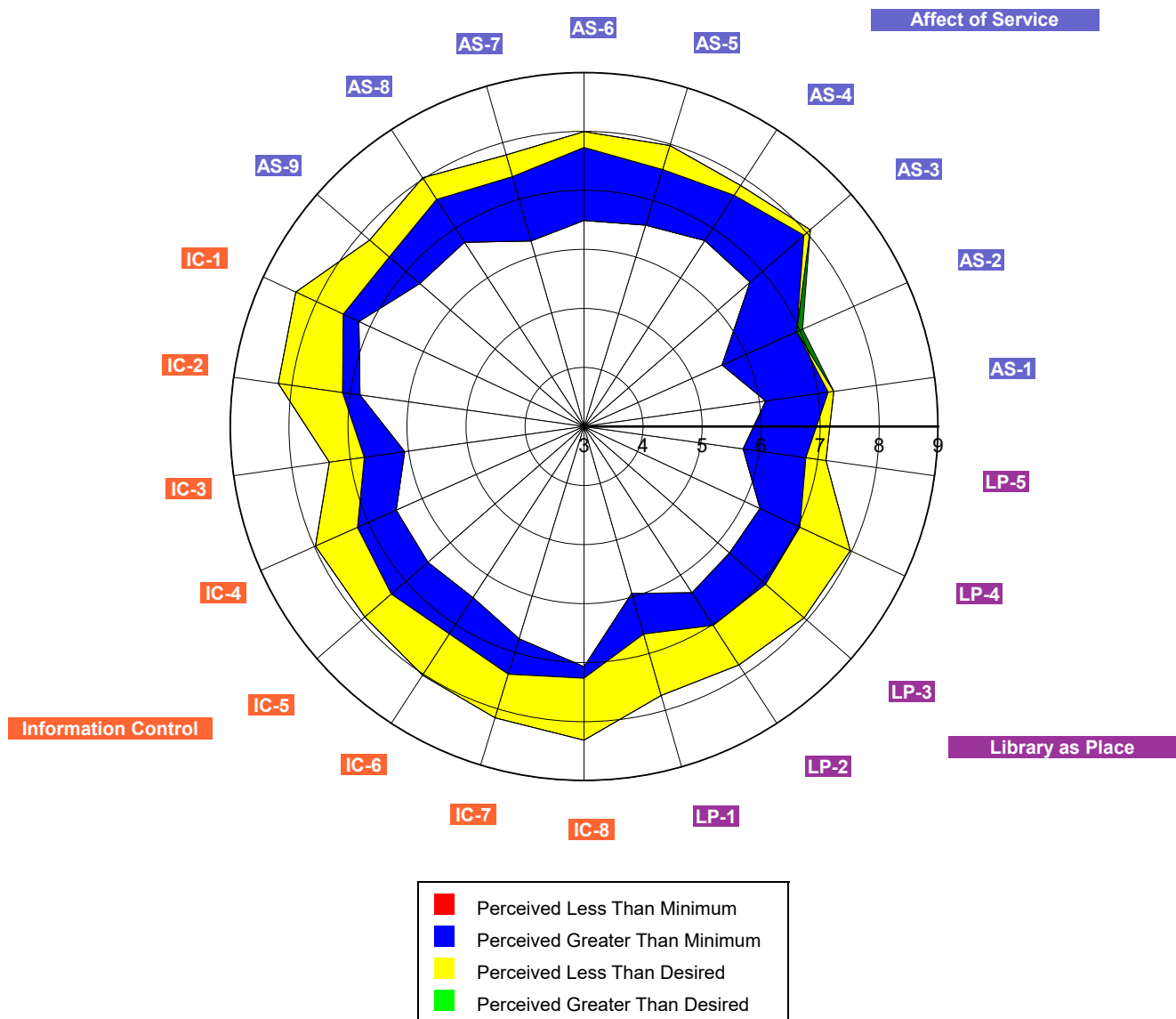
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,608	71.41	702	91.29
Part-time	2,954	24.50	58	7.54
Does not apply / NA	493	4.09	9	1.17
Total:	12,055	100.00	769	100.00

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.)



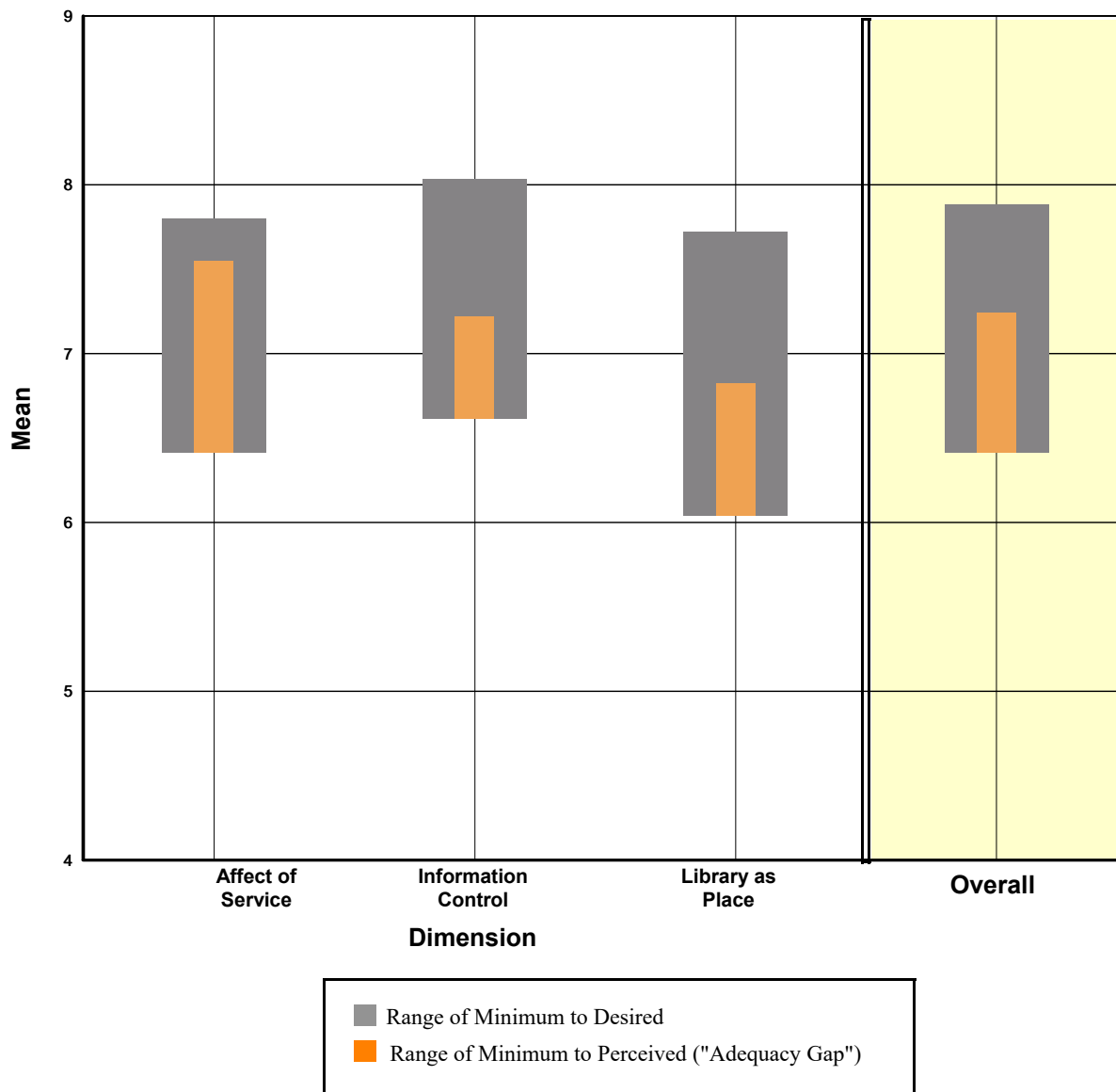
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.11	7.27	7.18	1.07	-0.10	220
AS-2	Giving users individual attention	5.56	6.94	7.05	1.49	0.11	277
AS-3	Employees who are consistently courteous	6.73	8.08	7.94	1.21	-0.14	282
AS-4	Readiness to respond to users' questions	6.76	7.87	7.67	0.91	-0.20	230
AS-5	Employees who have the knowledge to answer user questions	6.57	7.98	7.55	0.99	-0.42	288
AS-6	Employees who deal with users in a caring fashion	6.49	7.99	7.73	1.24	-0.27	1,056
AS-7	Employees who understand the needs of their users	6.27	7.79	7.40	1.13	-0.38	270
AS-8	Willingness to help users	6.72	8.02	7.59	0.87	-0.44	254
AS-9	Dependability in handling users' service problems	6.69	7.81	7.37	0.68	-0.44	171
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.21	8.39	7.50	0.29	-0.88	268
IC-2	A library Web site enabling me to locate information on my own	6.83	8.23	7.13	0.30	-1.10	354
IC-3	The printed library materials I need for my work	6.07	7.36	6.76	0.69	-0.60	277
IC-4	The electronic information resources I need	6.49	7.98	7.20	0.72	-0.78	1,086
IC-5	Modern equipment that lets me easily access needed information	6.51	7.92	7.33	0.82	-0.59	327
IC-6	Easy-to-use access tools that allow me to find things on my own	6.46	8.02	7.19	0.73	-0.83	345
IC-7	Making information easily accessible for independent use	6.76	8.16	7.39	0.63	-0.77	301
IC-8	Print and/or electronic journal collections I require for my work	7.07	8.31	7.27	0.20	-1.05	245
Library as Place							
LP-1	Library space that inspires study and learning	5.94	7.74	6.66	0.72	-1.08	1,069
LP-2	Quiet space for individual activities	6.36	7.82	7.02	0.66	-0.80	273
LP-3	A comfortable and inviting location	6.27	7.94	7.07	0.81	-0.87	281
LP-4	A getaway for study, learning, or research	6.29	7.98	7.04	0.75	-0.94	248
LP-5	Community space for group learning and group study	5.72	7.14	6.80	1.07	-0.34	245
Overall:		6.41	7.88	7.24	0.83	-0.64	1,107

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.02	1.90	1.73	1.87	1.71	220
AS-2	Giving users individual attention	2.11	1.75	1.65	1.95	1.68	277
AS-3	Employees who are consistently courteous	1.81	1.23	1.27	1.88	1.42	282
AS-4	Readiness to respond to users' questions	1.72	1.42	1.39	1.57	1.26	230
AS-5	Employees who have the knowledge to answer user questions	1.76	1.21	1.41	1.82	1.39	288
AS-6	Employees who deal with users in a caring fashion	1.83	1.25	1.39	1.87	1.51	1,056
AS-7	Employees who understand the needs of their users	1.76	1.31	1.44	1.76	1.50	270
AS-8	Willingness to help users	1.69	1.19	1.45	1.73	1.40	254
AS-9	Dependability in handling users' service problems	1.57	1.19	1.43	1.73	1.30	171
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.60	0.99	1.40	1.73	1.47	268
IC-2	A library Web site enabling me to locate information on my own	1.65	1.16	1.57	1.95	1.70	354
IC-3	The printed library materials I need for my work	2.03	1.91	1.46	2.12	2.07	277
IC-4	The electronic information resources I need	1.73	1.39	1.46	1.82	1.57	1,086
IC-5	Modern equipment that lets me easily access needed information	1.66	1.32	1.43	1.85	1.61	327
IC-6	Easy-to-use access tools that allow me to find things on my own	1.74	1.23	1.43	1.72	1.50	345
IC-7	Making information easily accessible for independent use	1.55	1.10	1.33	1.71	1.47	301
IC-8	Print and/or electronic journal collections I require for my work	1.72	1.19	1.44	2.06	1.60	245
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.58	1.72	2.27	2.14	1,069
LP-2	Quiet space for individual activities	1.92	1.59	1.74	2.34	2.11	273
LP-3	A comfortable and inviting location	1.89	1.36	1.50	1.93	1.67	281
LP-4	A getaway for study, learning, or research	1.93	1.34	1.62	2.08	1.86	248
LP-5	Community space for group learning and group study	2.10	1.90	1.51	2.27	2.08	245
Overall:		1.39	0.95	1.09	1.42	1.13	1,107

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	6.41	7.80	7.55	1.13	-0.25	1,081
Information Control	6.62	8.03	7.22	0.60	-0.81	1,106
Library as Place	6.04	7.72	6.82	0.78	-0.90	1,080
Overall	6.41	7.88	7.24	0.83	-0.64	1,107

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.64	1.20	1.29	1.61	1.30	1,081
Information Control	1.45	1.06	1.22	1.54	1.31	1,106
Library as Place	1.78	1.40	1.49	1.99	1.80	1,080
Overall	1.39	0.95	1.09	1.42	1.13	1,107

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
Library staff teaching me how to find information	6.54	7.52	7.64	1.10	0.12	50
Using the library for research	7.07	8.09	7.37	0.29	-0.72	68
Spaces and technology that support creativity	6.03	7.36	6.68	0.65	-0.68	115
The library assists me in achieving academic success	6.48	8.04	7.53	1.04	-0.52	118
Librarians teaching me how to find and evaluate reliable information	6.08	7.39	7.56	1.48	0.16	117
Canvas support	6.14	7.53	6.97	0.83	-0.56	77
Teaching me how to locate, evaluate, and use information	6.22	7.83	7.22	1.00	-0.61	23
Signage in the library that is helpful	6.39	7.39	6.90	0.52	-0.48	31
Availability of library resources for online courses	7.20	8.40	7.40	0.20	-1.00	15
Services that help me achieve academic success	6.71	7.89	7.37	0.66	-0.51	35
A secure and safe place	6.84	8.13	7.71	0.87	-0.42	31
Space that facilitates quiet study	6.38	7.76	6.71	0.33	-1.05	66
Space for students to study and work in groups	6.32	7.63	6.51	0.19	-1.12	73
Helpful online guides and tutorials	5.40	6.75	6.25	0.85	-0.51	85
An online catalog that is user-friendly for finding materials	7.13	8.34	7.29	0.16	-1.05	62

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
Library staff teaching me how to find information	2.14	1.89	1.71	1.50	1.45	50
Using the library for research	2.10	1.54	1.62	1.94	1.66	68
Spaces and technology that support creativity	2.02	1.69	1.90	2.26	2.13	115
The library assists me in achieving academic success	1.81	1.45	1.44	1.55	1.51	118
Librarians teaching me how to find and evaluate reliable information	2.06	1.54	1.45	2.19	1.80	117
Canvas support	2.02	1.62	1.77	2.30	1.71	77
Teaching me how to locate, evaluate, and use information	2.00	1.50	1.93	2.81	2.27	23
Signage in the library that is helpful	1.99	2.09	1.74	2.00	1.91	31
Availability of library resources for online courses	1.61	1.12	1.84	1.97	1.85	15
Services that help me achieve academic success	1.58	1.43	1.66	1.83	1.48	35
A secure and safe place	1.83	1.45	1.19	1.57	1.50	31
Space that facilitates quiet study	1.95	1.65	1.73	2.57	2.19	66
Space for students to study and work in groups	1.88	1.79	1.66	2.26	2.39	73
Helpful online guides and tutorials	2.16	2.08	1.75	1.92	1.92	85
An online catalog that is user-friendly for finding materials	1.49	1.01	1.40	1.72	1.68	62

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.	7.96	1.23	565
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.52	1.37	541
How would you rate the overall quality of the service provided by the library?	7.63	1.19	1,106

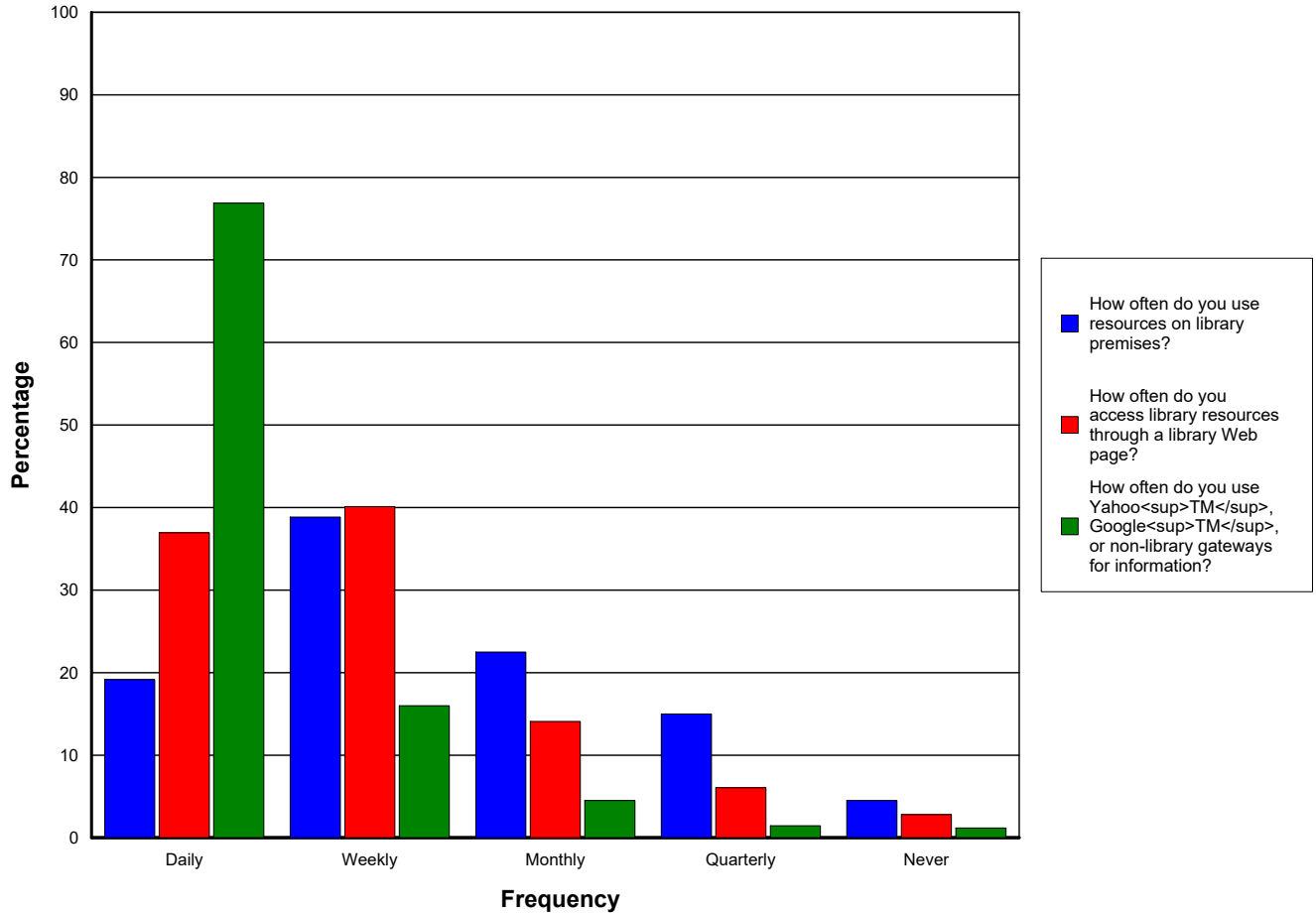
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.49	1.81	344
The library aids my advancement in my academic discipline or work.	7.67	1.29	499
The library enables me to be more efficient in my academic pursuits or work.	7.47	1.41	525
The library helps me distinguish between trustworthy and untrustworthy information.	6.54	1.82	508
The library provides me with the information skills I need in my work or study.	7.21	1.45	336

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?	212 19.15%	430 38.84%	249 22.49%	166 15.00%	50 4.52%	1,107 100.00%
How often do you access library resources through a library Web page?	409 36.95%	444 40.11%	156 14.09%	67 6.05%	31 2.80%	1,107 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	851 76.87%	177 15.99%	50 4.52%	16 1.45%	13 1.17%	1,107 100.00%

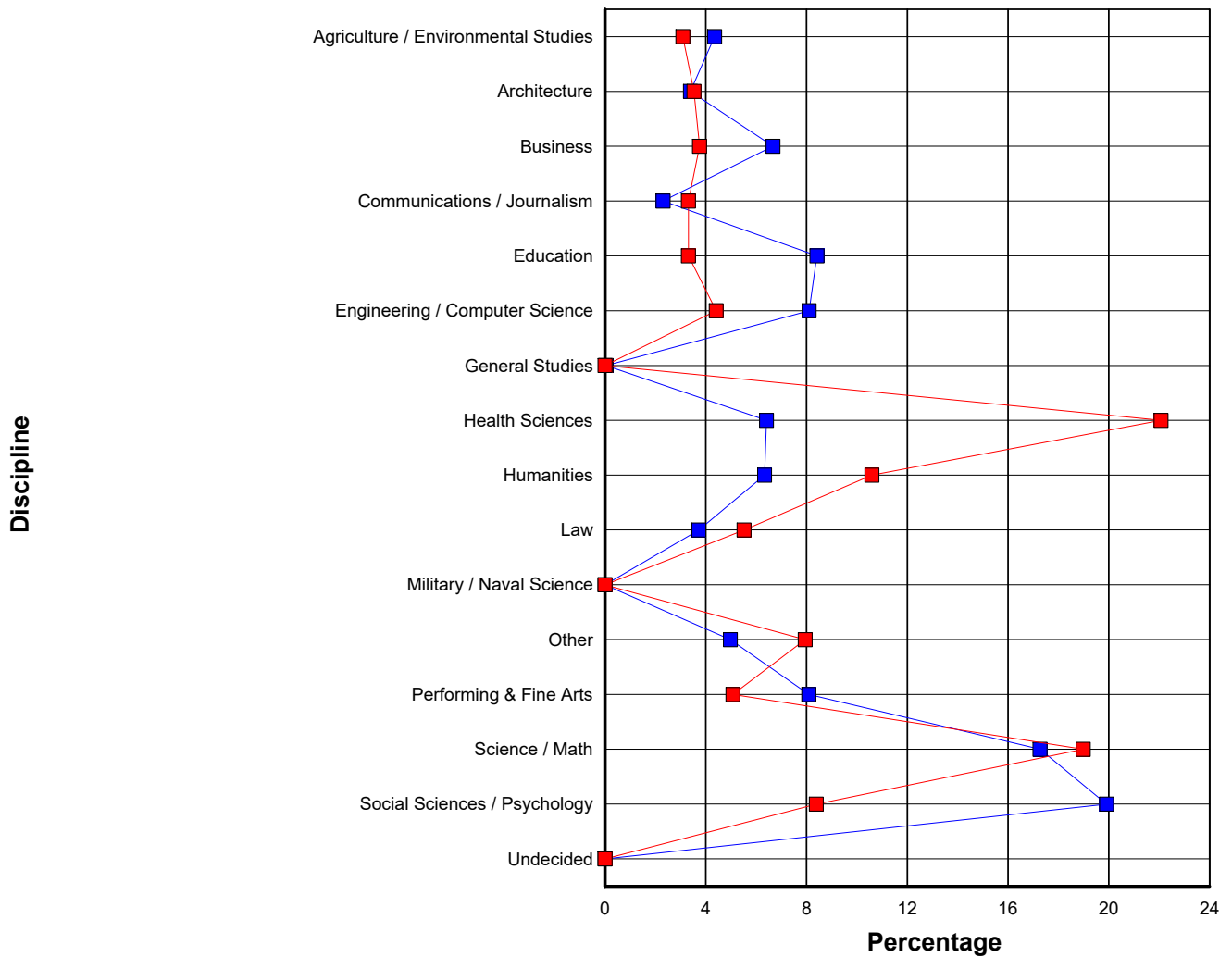
6 Summary for Faculty

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), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	285	4.35	14	3.09	1.26
Architecture	222	3.39	16	3.53	-0.14
Business	437	6.67	17	3.75	2.92
Communications / Journalism	151	2.31	15	3.31	-1.01
Education	551	8.41	15	3.31	5.10
Engineering / Computer Science	531	8.11	20	4.42	3.69
General Studies	3	0.05	0	0.00	0.05
Health Sciences	420	6.41	100	22.08	-15.66
Humanities	415	6.34	48	10.60	-4.26
Law	244	3.73	25	5.52	-1.79
Military / Naval Science	0	0.00	0	0.00	0.00
Other	326	4.98	36	7.95	-2.97
Performing & Fine Arts	530	8.09	23	5.08	3.01
Science / Math	1,131	17.27	86	18.98	-1.72
Social Sciences / Psychology	1,304	19.91	38	8.39	11.52
Undecided	0	0.00	0	0.00	0.00
Total:	6,550	100.00	453	100.00	0.00

Language: English (American), French (Canada)
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.

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	18	3.97
31 - 45	148	32.67
46 - 65	225	49.67
Over 65	62	13.69
Total:	453	100.00

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.

Sex:	Population N	Population %	Respondents n	Respondents %
Female	7	41.18	15	55.56
Male	10	58.82	12	44.44
Total:	17	100.00	27	100.00

6.1.4 Respondent Profile by Full or part-time student?

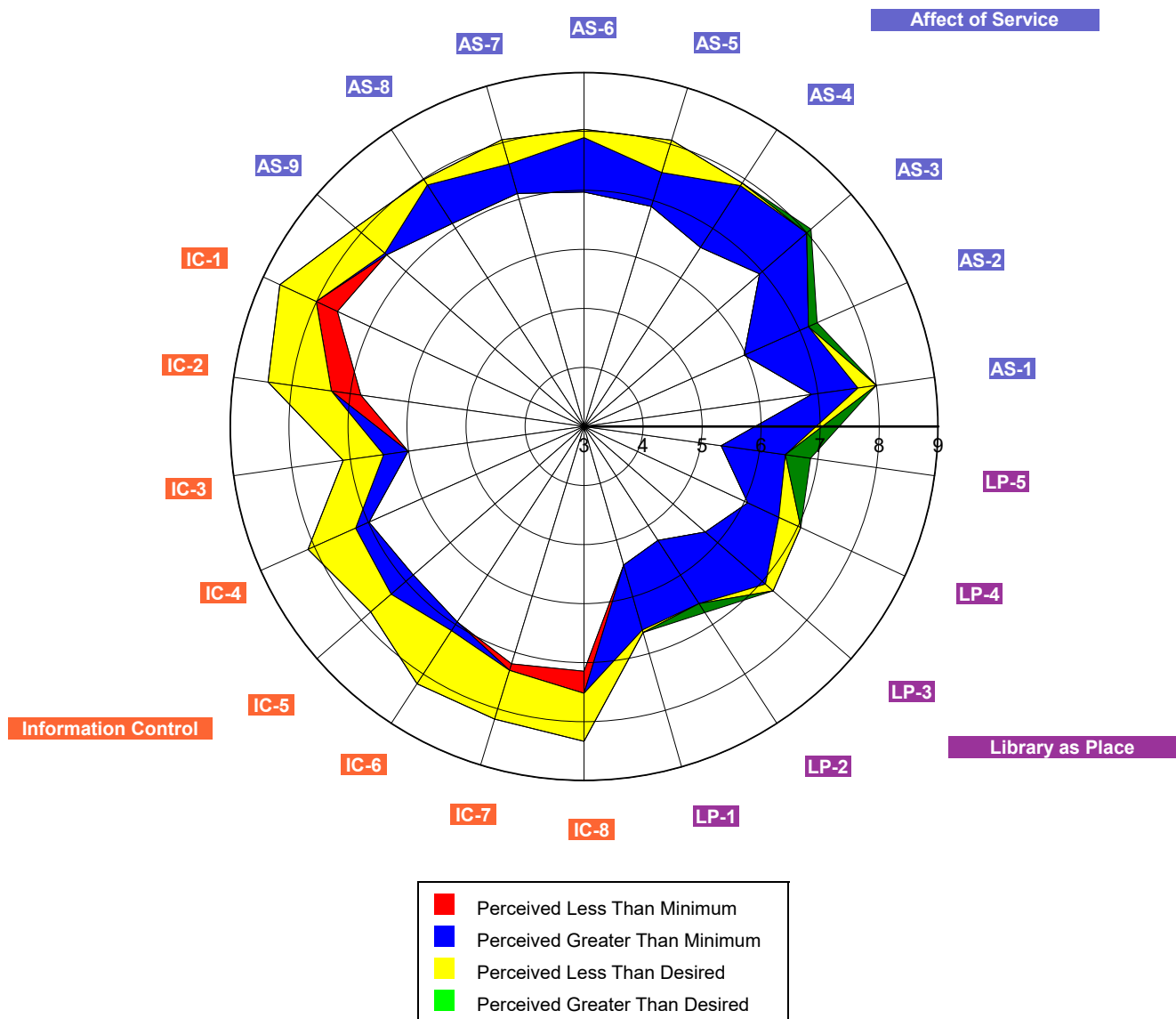
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,056	82.34	10	3.50
Part-time	63	2.52	2	0.70
Does not apply / NA	378	15.14	274	95.80
Total:	2,497	100.00	286	100.00

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.)



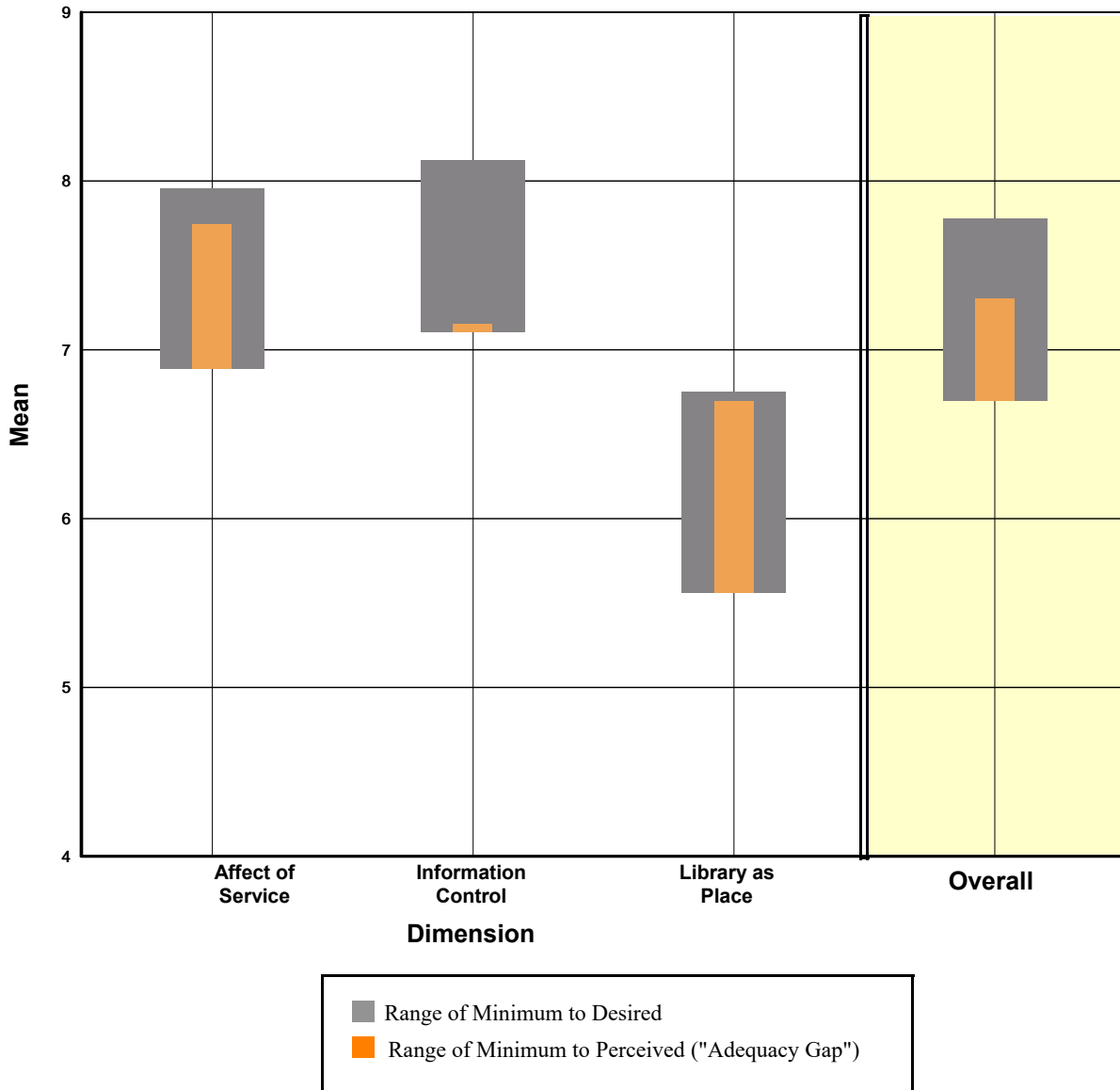
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.90	8.00	7.69	0.79	-0.31	115
AS-2	Giving users individual attention	5.97	7.16	7.32	1.35	0.16	99
AS-3	Employees who are consistently courteous	6.94	8.00	8.09	1.15	0.09	117
AS-4	Readiness to respond to users' questions	6.62	7.92	7.87	1.25	-0.05	97
AS-5	Employees who have the knowledge to answer user questions	6.90	8.07	7.50	0.60	-0.57	110
AS-6	Employees who deal with users in a caring fashion	6.97	8.03	7.89	0.92	-0.14	425
AS-7	Employees who understand the needs of their users	7.11	8.05	7.63	0.52	-0.43	112
AS-8	Willingness to help users	7.10	7.99	7.88	0.78	-0.11	90
AS-9	Dependability in handling users' service problems	7.43	8.13	7.47	0.04	-0.66	76
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.01	8.69	7.61	-0.40	-1.07	121
IC-2	A library Web site enabling me to locate information on my own	7.32	8.41	6.82	-0.50	-1.59	155
IC-3	The printed library materials I need for my work	6.01	7.12	6.43	0.42	-0.69	98
IC-4	The electronic information resources I need	6.99	8.12	7.24	0.25	-0.88	447
IC-5	Modern equipment that lets me easily access needed information	6.83	7.79	7.33	0.50	-0.46	109
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.20	7.12	0.18	-1.07	137
IC-7	Making information easily accessible for independent use	7.32	8.18	7.21	-0.11	-0.98	131
IC-8	Print and/or electronic journal collections I require for my work	7.52	8.33	7.15	-0.37	-1.19	102
Library as Place							
LP-1	Library space that inspires study and learning	5.44	6.63	6.59	1.14	-0.05	367
LP-2	Quiet space for individual activities	5.30	6.58	6.76	1.46	0.18	83
LP-3	A comfortable and inviting location	5.72	7.24	7.07	1.35	-0.17	98
LP-4	A getaway for study, learning, or research	6.06	7.05	6.64	0.58	-0.41	100
LP-5	Community space for group learning and group study	5.35	6.44	6.88	1.53	0.43	72
Overall:		6.70	7.78	7.30	0.60	-0.48	453

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.94	1.56	1.47	1.80	1.56	115
AS-2	Giving users individual attention	2.16	1.92	1.43	2.12	1.83	99
AS-3	Employees who are consistently courteous	1.88	1.47	1.11	1.83	1.57	117
AS-4	Readiness to respond to users' questions	1.93	1.48	1.20	1.76	1.51	97
AS-5	Employees who have the knowledge to answer user questions	1.68	1.12	1.30	1.71	1.46	110
AS-6	Employees who deal with users in a caring fashion	1.80	1.45	1.29	1.79	1.56	425
AS-7	Employees who understand the needs of their users	1.62	1.30	1.50	1.64	1.42	112
AS-8	Willingness to help users	1.81	1.41	1.17	1.85	1.54	90
AS-9	Dependability in handling users' service problems	1.42	1.04	1.49	1.75	1.50	76
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.11	0.67	1.40	1.51	1.40	121
IC-2	A library Web site enabling me to locate information on my own	1.56	1.13	1.73	2.12	1.83	155
IC-3	The printed library materials I need for my work	2.33	2.16	2.00	2.94	2.83	98
IC-4	The electronic information resources I need	1.72	1.47	1.64	2.06	1.96	447
IC-5	Modern equipment that lets me easily access needed information	1.79	1.59	1.33	1.82	1.65	109
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	1.19	1.44	1.65	1.57	137
IC-7	Making information easily accessible for independent use	1.64	1.31	1.67	2.00	1.69	131
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.42	1.63	2.03	1.85	102
Library as Place							
LP-1	Library space that inspires study and learning	2.45	2.52	1.87	2.59	2.61	367
LP-2	Quiet space for individual activities	2.64	2.53	1.94	3.01	2.71	83
LP-3	A comfortable and inviting location	2.11	2.15	1.49	2.36	2.38	98
LP-4	A getaway for study, learning, or research	2.33	2.23	2.04	2.06	1.79	100
LP-5	Community space for group learning and group study	2.44	2.47	1.58	2.32	2.40	72
Overall:		1.42	1.16	1.14	1.48	1.29	453

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	6.89	7.96	7.75	0.86	-0.21	448
Information Control	7.11	8.13	7.15	0.05	-0.97	452
Library as Place	5.56	6.75	6.70	1.14	-0.06	393
Overall	6.70	7.78	7.30	0.60	-0.48	453

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	1.69	1.28	1.18	1.64	1.34	448
Information Control	1.44	1.14	1.39	1.74	1.59	452
Library as Place	2.25	2.27	1.69	2.31	2.27	393
Overall	1.42	1.16	1.14	1.48	1.29	453

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
Library staff teaching me how to find information	6.35	7.00	7.85	1.50	0.85	26
Using the library for research	7.43	8.13	7.65	0.22	-0.48	23
Spaces and technology that support creativity	5.00	6.52	6.59	1.59	0.07	27
The library assists me in achieving academic success	6.65	8.00	7.57	0.91	-0.43	23
Librarians teaching me how to find and evaluate reliable information	6.03	7.03	7.37	1.33	0.33	30
Canvas support	7.17	8.22	7.09	-0.09	-1.13	23
Teaching me how to locate, evaluate, and use information	6.40	7.00	6.60	0.20	-0.40	10
Signage in the library that is helpful	6.53	7.33	7.47	0.93	0.13	15
Availability of library resources for online courses	6.70	7.50	7.70	1.00	0.20	10
Services that help me achieve academic success	7.69	8.19	7.44	-0.25	-0.75	16
A secure and safe place	7.50	7.86	7.86	0.36	0.00	14
Space that facilitates quiet study	6.48	7.36	6.68	0.20	-0.68	25
Space for students to study and work in groups	4.24	6.53	7.06	2.82	0.53	17
Helpful online guides and tutorials	5.51	7.28	6.65	1.14	-0.63	43
An online catalog that is user-friendly for finding materials	7.28	8.35	6.50	-0.78	-1.85	40

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
Library staff teaching me how to find information	2.23	2.51	1.52	1.92	2.33	26
Using the library for research	1.85	1.71	0.98	1.95	1.62	23
Spaces and technology that support creativity	2.27	2.65	1.47	2.34	2.60	27
The library assists me in achieving academic success	2.35	1.21	1.04	2.17	1.44	23
Librarians teaching me how to find and evaluate reliable information	2.33	2.47	1.61	2.28	2.50	30
Canvas support	1.70	1.09	1.98	2.37	1.98	23
Teaching me how to locate, evaluate, and use information	2.12	2.00	1.84	1.40	0.84	10
Signage in the library that is helpful	2.17	2.19	1.25	2.55	2.33	15
Availability of library resources for online courses	1.64	1.72	1.06	1.70	1.81	10
Services that help me achieve academic success	1.35	1.22	1.36	1.73	1.69	16
A secure and safe place	2.21	2.28	2.28	0.74	0.00	14
Space that facilitates quiet study	2.52	2.27	2.01	2.96	2.64	25
Space for students to study and work in groups	2.99	2.76	1.89	3.09	3.24	17
Helpful online guides and tutorials	2.07	1.99	1.63	2.02	1.86	43
An online catalog that is user-friendly for finding materials	1.69	1.37	1.63	1.82	1.94	40

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.	8.06	1.09	230
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.69	222
How would you rate the overall quality of the service provided by the library?	7.65	1.27	453

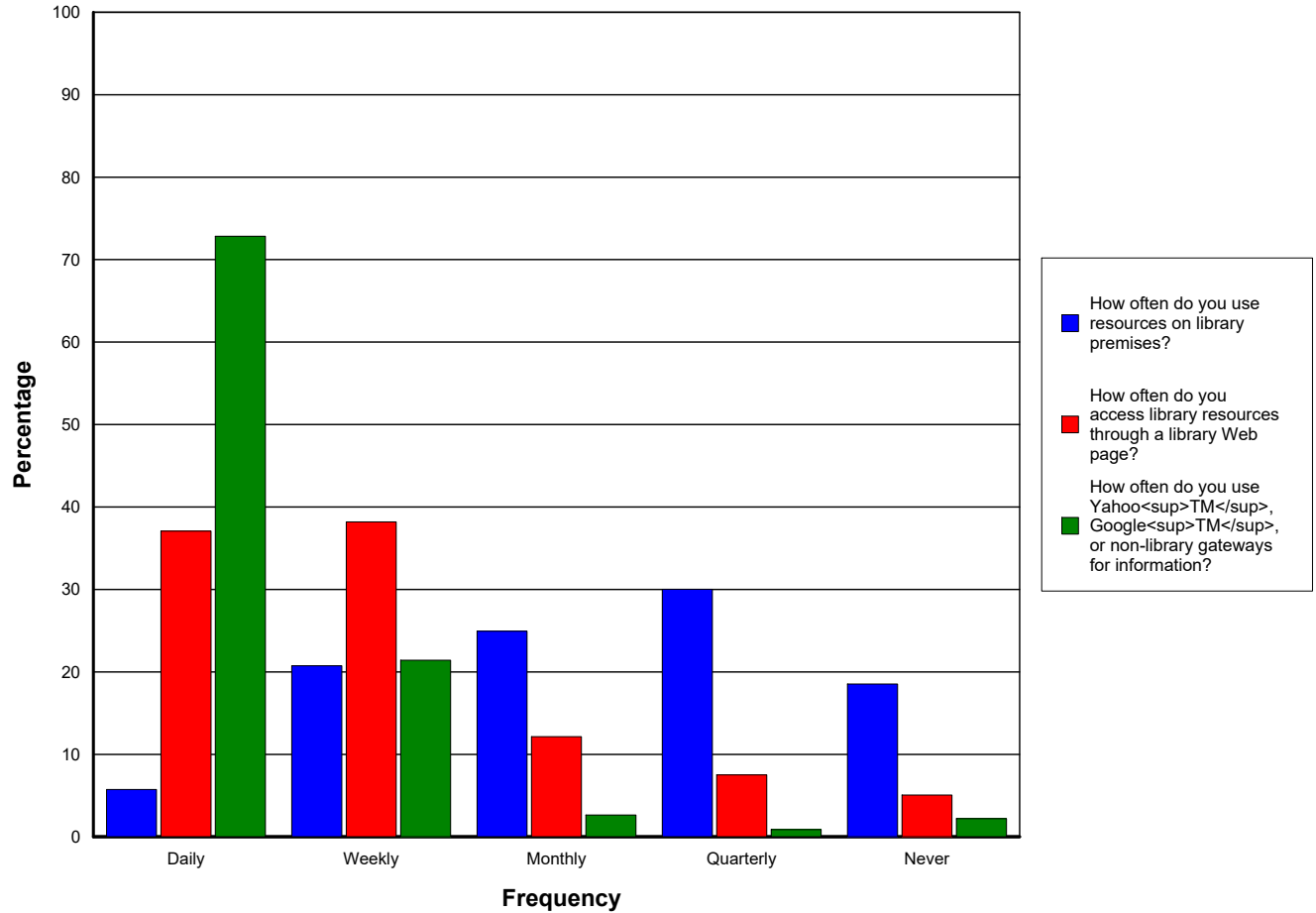
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.60	1.97	161
The library aids my advancement in my academic discipline or work.	7.45	1.78	217
The library enables me to be more efficient in my academic pursuits or work.	7.55	1.63	199
The library helps me distinguish between trustworthy and untrustworthy information.	6.27	2.00	193
The library provides me with the information skills I need in my work or study.	7.03	1.64	136

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?	26 5.74%	94 20.75%	113 24.94%	136 30.02%	84 18.54%	453 100.00%
How often do you access library resources through a library Web page?	168 37.09%	173 38.19%	55 12.14%	34 7.51%	23 5.08%	453 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	330 72.85%	97 21.41%	12 2.65%	4 0.88%	10 2.21%	453 100.00%

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	0	0.00
18 - 22	2	3.64
23 - 30	9	16.36
31 - 45	21	38.18
46 - 65	22	40.00
Over 65	1	1.82
Total:	55	100.00

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	0	0.00
Male	0	0.00
Total:	0	100.00

7.1.3 Respondent Profile by Full or part-time student?

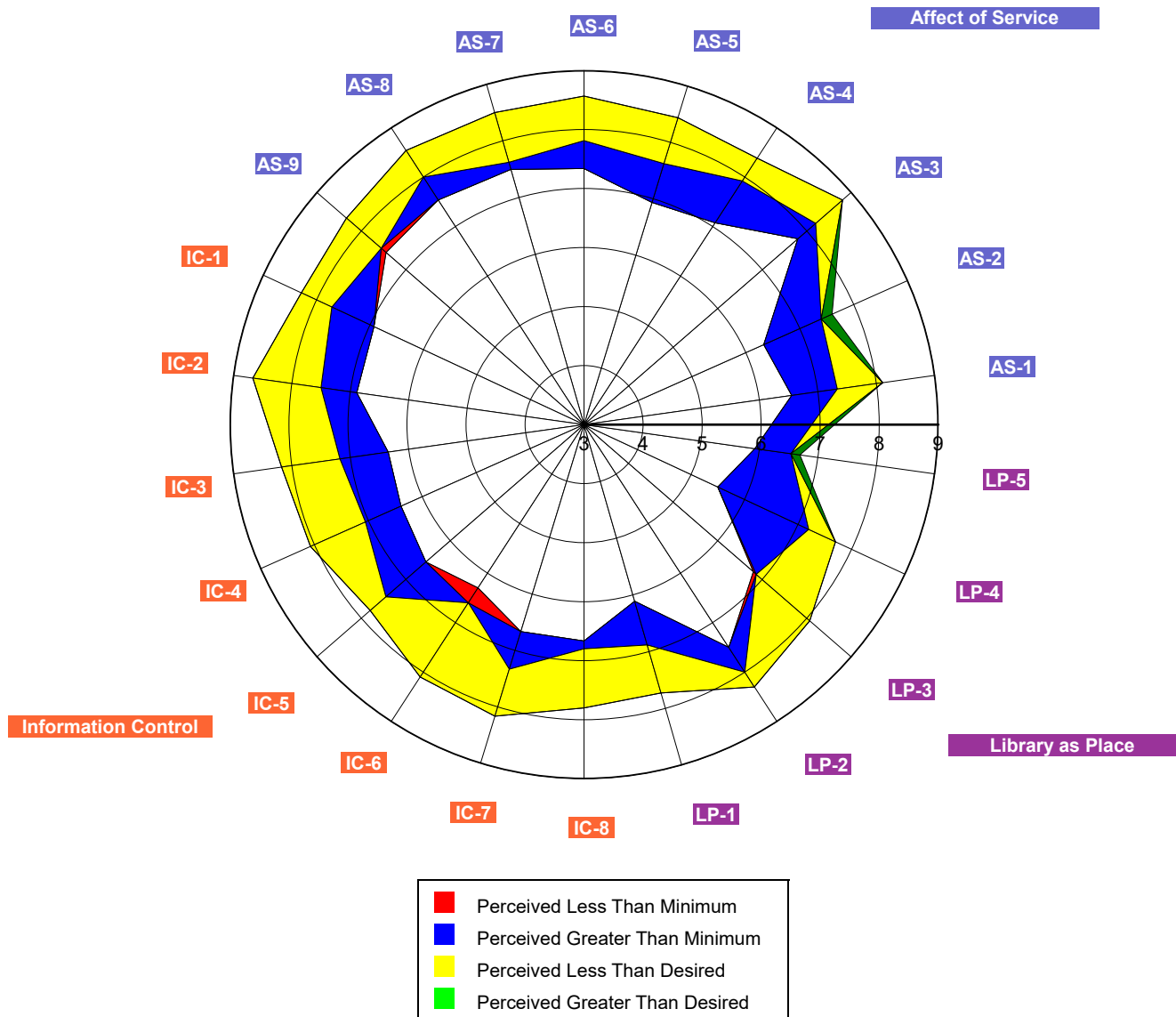
Full or part-time student?	Respondents n	Respondents %
Full-time	4	8.89
Part-time	1	2.22
Does not apply / NA	40	88.89
Total:	45	100.00

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.)



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

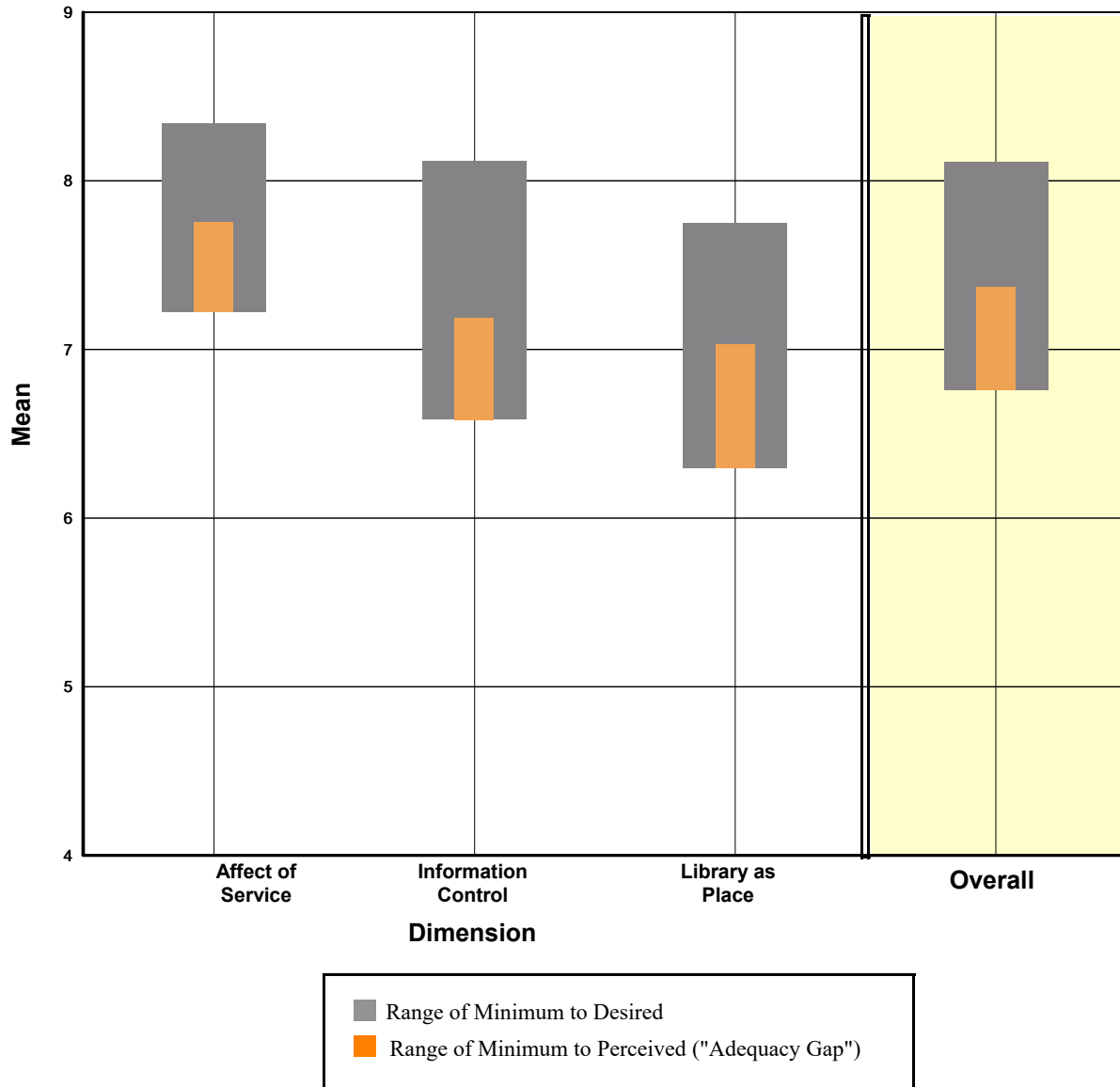
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.56	8.11	7.33	0.78	-0.78	9
AS-2	Giving users individual attention	6.33	7.40	7.60	1.27	0.20	15
AS-3	Employees who are consistently courteous	7.80	8.80	8.20	0.40	-0.60	15
AS-4	Readiness to respond to users' questions	7.08	8.38	7.92	0.85	-0.46	13
AS-5	Employees who have the knowledge to answer user questions	6.94	8.44	7.63	0.69	-0.81	16
AS-6	Employees who deal with users in a caring fashion	7.34	8.57	7.81	0.47	-0.75	53
AS-7	Employees who understand the needs of their users	7.50	8.50	7.63	0.13	-0.88	8
AS-8	Willingness to help users	7.54	8.54	8.00	0.46	-0.54	13
AS-9	Dependability in handling users' service problems	7.56	8.33	7.44	-0.11	-0.89	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.93	8.29	7.71	0.79	-0.57	14
IC-2	A library Web site enabling me to locate information on my own	6.89	8.67	7.50	0.61	-1.17	18
IC-3	The printed library materials I need for my work	6.35	8.18	7.18	0.82	-1.00	17
IC-4	The electronic information resources I need	6.40	8.08	7.06	0.66	-1.02	53
IC-5	Modern equipment that lets me easily access needed information	6.55	7.80	7.45	0.90	-0.35	20
IC-6	Easy-to-use access tools that allow me to find things on my own	6.60	8.10	6.30	-0.30	-1.80	10
IC-7	Making information easily accessible for independent use	6.67	8.17	7.33	0.67	-0.83	12
IC-8	Print and/or electronic journal collections I require for my work	6.67	7.80	6.80	0.13	-1.00	15
Library as Place							
LP-1	Library space that inspires study and learning	6.12	7.73	6.88	0.77	-0.85	52
LP-2	Quiet space for individual activities	7.50	8.30	8.00	0.50	-0.30	10
LP-3	A comfortable and inviting location	6.87	8.07	6.80	-0.07	-1.27	15
LP-4	A getaway for study, learning, or research	5.50	7.70	7.20	1.70	-0.50	10
LP-5	Community space for group learning and group study	5.92	6.54	6.69	0.77	0.15	13
Overall:		6.76	8.11	7.37	0.61	-0.74	55

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.46	1.05	1.12	2.49	1.48	9
AS-2	Giving users individual attention	2.41	1.68	1.35	2.99	1.93	15
AS-3	Employees who are consistently courteous	1.47	0.56	0.94	1.92	0.99	15
AS-4	Readiness to respond to users' questions	1.44	0.77	1.04	1.63	1.05	13
AS-5	Employees who have the knowledge to answer user questions	1.34	1.09	0.96	1.45	1.33	16
AS-6	Employees who deal with users in a caring fashion	1.71	0.80	1.09	2.02	1.14	53
AS-7	Employees who understand the needs of their users	1.41	0.93	0.74	1.64	1.13	8
AS-8	Willingness to help users	1.39	0.52	0.82	1.61	0.97	13
AS-9	Dependability in handling users' service problems	0.92	1.08	1.15	1.71	1.75	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.82	0.99	0.99	1.76	1.22	14
IC-2	A library Web site enabling me to locate information on my own	1.68	0.69	0.99	1.91	0.99	18
IC-3	The printed library materials I need for my work	1.58	0.81	1.24	1.74	1.50	17
IC-4	The electronic information resources I need	1.82	1.43	1.23	2.10	1.88	53
IC-5	Modern equipment that lets me easily access needed information	1.50	1.11	0.76	1.55	1.18	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.45	1.49	2.54	2.15	10
IC-7	Making information easily accessible for independent use	1.44	0.94	0.78	1.61	0.83	12
IC-8	Print and/or electronic journal collections I require for my work	2.02	1.57	1.42	2.59	2.20	15
Library as Place							
LP-1	Library space that inspires study and learning	1.99	1.60	1.40	2.12	1.79	52
LP-2	Quiet space for individual activities	1.35	1.34	1.05	1.35	1.77	10
LP-3	A comfortable and inviting location	2.10	2.05	1.70	1.83	2.05	15
LP-4	A getaway for study, learning, or research	2.22	1.25	1.32	2.54	1.90	10
LP-5	Community space for group learning and group study	2.43	2.50	1.49	3.09	3.24	13
Overall:		1.20	0.75	0.80	1.42	1.01	55

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

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	7.22	8.34	7.76	0.53	-0.58	55
Information Control	6.58	8.12	7.19	0.60	-0.93	55
Library as Place	6.30	7.75	7.03	0.73	-0.72	54
Overall	6.76	8.11	7.37	0.61	-0.74	55

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.52	0.90	0.89	1.84	1.24	55
Information Control	1.36	0.90	0.95	1.61	1.24	55
Library as Place	1.82	1.55	1.23	1.76	1.65	54
Overall	1.20	0.75	0.80	1.42	1.01	55

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
Library staff teaching me how to find information	8.00	8.00	7.00	-1.00	-1.00	2
Using the library for research	8.50	8.00	8.00	-0.50	0.00	2
Spaces and technology that support creativity	6.38	8.13	7.13	0.75	-1.00	8
The library assists me in achieving academic success	7.67	8.44	7.89	0.22	-0.56	9
Librarians teaching me how to find and evaluate reliable information	7.67	8.67	8.00	0.33	-0.67	3
Canvas support	7.67	9.00	7.33	-0.33	-1.67	3
Teaching me how to locate, evaluate, and use information	7.00	8.00	6.75	-0.25	-1.25	4
Services that help me achieve academic success	7.00	5.00	8.00	1.00	3.00	1
A secure and safe place	9.00	9.00	9.00	0.00	0.00	1
Space that facilitates quiet study	7.00	7.00	8.00	1.00	1.00	1
Helpful online guides and tutorials	5.25	7.25	6.50	1.25	-0.75	4
An online catalog that is user-friendly for finding materials	7.33	8.33	7.00	-0.33	-1.33	3

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
Library staff teaching me how to find information	1.41	1.41	0.00	1.41	1.41	2
Using the library for research	0.71	1.41	0.00	0.71	1.41	2
Spaces and technology that support creativity	1.51	1.46	1.13	1.04	2.07	8
The library assists me in achieving academic success	1.41	0.73	1.05	1.39	1.01	9
Librarians teaching me how to find and evaluate reliable information	1.53	0.58	1.00	1.53	0.58	3
Canvas support	2.31	0.00	0.58	2.08	0.58	3
Teaching me how to locate, evaluate, and use information	2.16	0.82	1.26	3.30	2.06	4
Services that help me achieve academic success						1
A secure and safe place						1
Space that facilitates quiet study						1
Helpful online guides and tutorials	2.87	2.06	0.58	2.87	2.06	4
An online catalog that is user-friendly for finding materials	1.53	0.58	1.00	2.52	1.53	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.	8.08	0.98	26
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.48	29
How would you rate the overall quality of the service provided by the library?	7.65	0.93	55

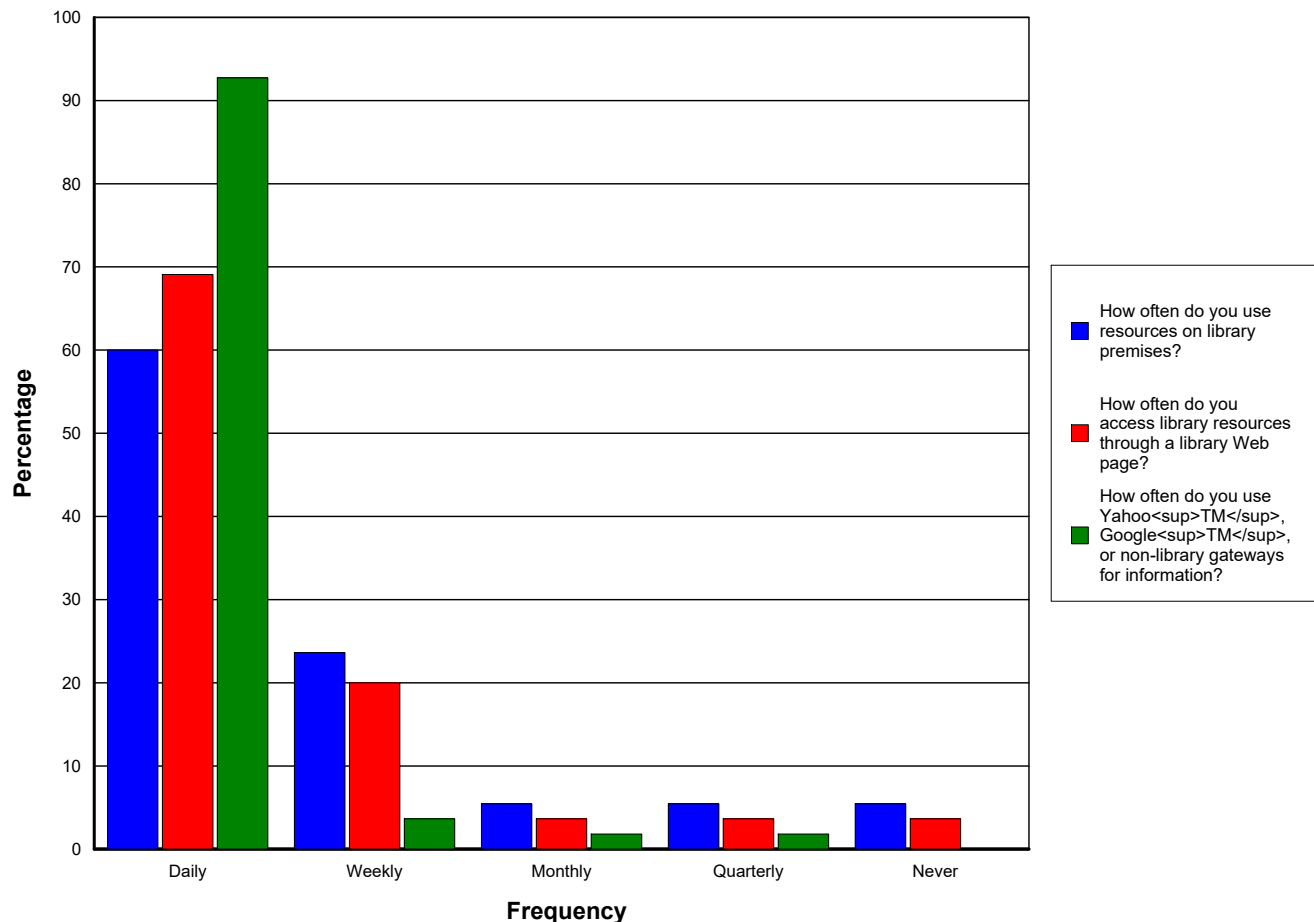
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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.	6.94	1.68	17
The library aids my advancement in my academic discipline or work.	7.38	1.47	24
The library enables me to be more efficient in my academic pursuits or work.	7.66	1.14	29
The library helps me distinguish between trustworthy and untrustworthy information.	7.37	1.80	27
The library provides me with the information skills I need in my work or study.	7.46	1.05	13

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?	33 60.00%	13 23.64%	3 5.45%	3 5.45%	3 5.45%	55 100.00%
How often do you access library resources through a library Web page?	38 69.09%	11 20.00%	2 3.64%	2 3.64%	2 3.64%	55 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	51 92.73%	2 3.64%	1 1.82%	1 1.82%	0 0.00%	55 100.00%

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	1	0.47
18 - 22	1	0.47
23 - 30	36	16.82
31 - 45	97	45.33
46 - 65	75	35.05
Over 65	4	1.87
Total:	214	100.00

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	3	27.27
Male	8	72.73
Total:	11	100.00

8.1.3 Respondent Profile by Full or part-time student?

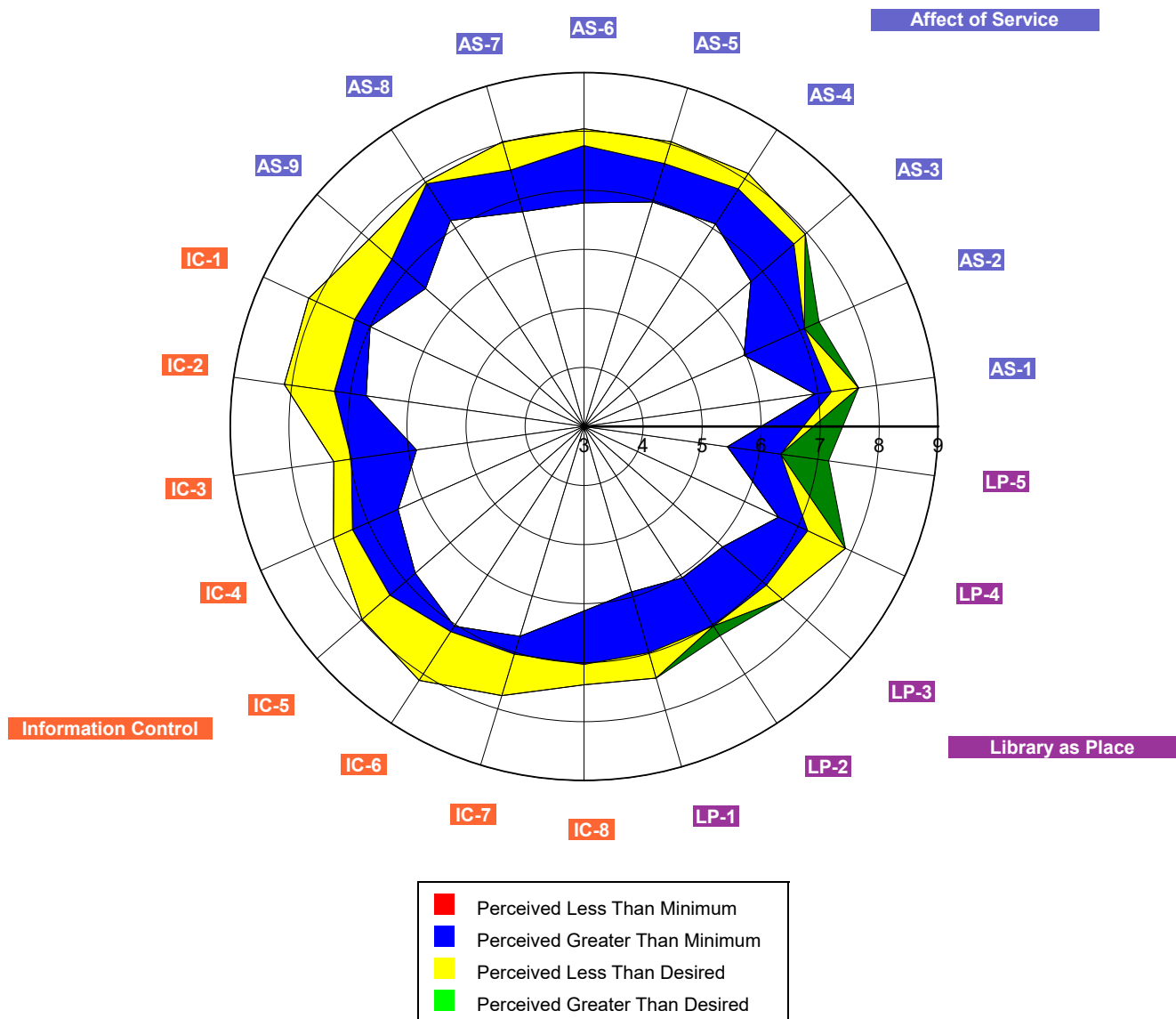
Full or part-time student?	Respondents n	Respondents %
Full-time	9	5.81
Part-time	8	5.16
Does not apply / NA	138	89.03
Total:	155	100.00

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.)



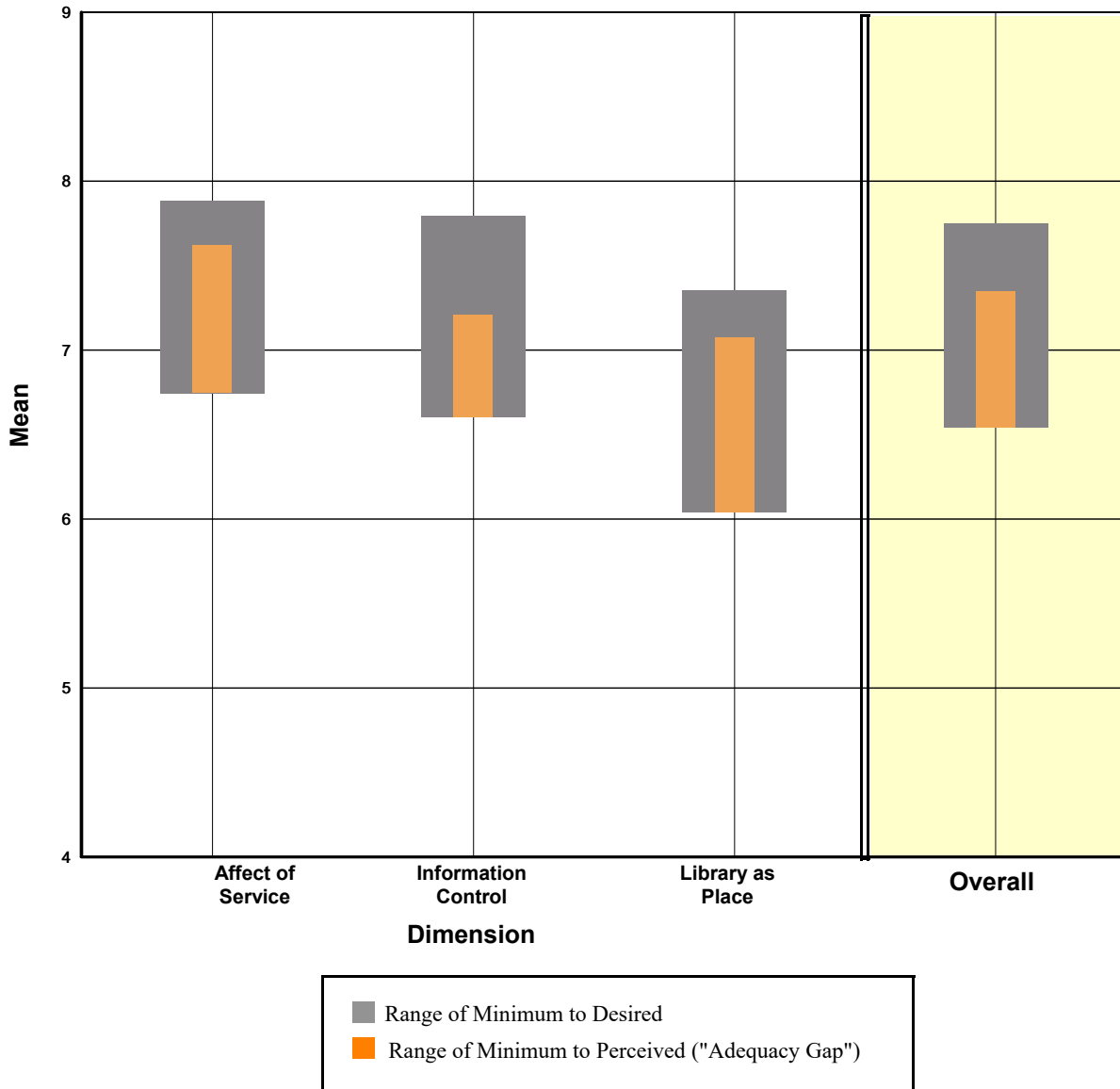
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.95	7.70	7.23	0.28	-0.47	43
AS-2	Giving users individual attention	5.97	7.08	7.36	1.39	0.27	59
AS-3	Employees who are consistently courteous	6.75	7.97	7.71	0.97	-0.25	59
AS-4	Readiness to respond to users' questions	7.09	8.11	7.80	0.71	-0.31	55
AS-5	Employees who have the knowledge to answer user questions	6.98	8.05	7.66	0.68	-0.39	44
AS-6	Employees who deal with users in a caring fashion	6.79	8.04	7.76	0.97	-0.29	203
AS-7	Employees who understand the needs of their users	6.79	8.02	7.52	0.73	-0.50	56
AS-8	Willingness to help users	7.16	7.94	7.90	0.74	-0.03	31
AS-9	Dependability in handling users' service problems	6.56	7.83	7.32	0.76	-0.51	41
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.00	8.15	7.29	0.29	-0.85	55
IC-2	A library Web site enabling me to locate information on my own	6.73	8.13	7.27	0.54	-0.86	70
IC-3	The printed library materials I need for my work	5.87	7.28	6.98	1.11	-0.30	53
IC-4	The electronic information resources I need	6.45	7.65	7.29	0.84	-0.36	197
IC-5	Modern equipment that lets me easily access needed information	6.79	7.98	7.36	0.57	-0.62	53
IC-6	Easy-to-use access tools that allow me to find things on my own	7.04	8.13	7.15	0.11	-0.98	55
IC-7	Making information easily accessible for independent use	6.72	7.77	7.03	0.32	-0.73	60
IC-8	Print and/or electronic journal collections I require for my work	6.13	7.38	7.03	0.91	-0.34	32
Library as Place							
LP-1	Library space that inspires study and learning	5.92	7.44	6.99	1.07	-0.45	177
LP-2	Quiet space for individual activities	6.06	7.03	7.23	1.17	0.20	35
LP-3	A comfortable and inviting location	6.11	7.46	7.10	0.98	-0.37	63
LP-4	A getaway for study, learning, or research	6.64	7.89	7.18	0.55	-0.70	44
LP-5	Community space for group learning and group study	5.45	6.36	7.18	1.73	0.82	33
Overall:		6.54	7.75	7.35	0.80	-0.40	214

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.75	1.78	1.80	1.74	1.55	43
AS-2	Giving users individual attention	2.15	1.78	1.44	2.48	1.90	59
AS-3	Employees who are consistently courteous	1.88	1.50	1.15	1.67	1.43	59
AS-4	Readiness to respond to users' questions	1.75	1.24	1.42	1.47	1.17	55
AS-5	Employees who have the knowledge to answer user questions	1.65	1.41	1.49	1.75	1.48	44
AS-6	Employees who deal with users in a caring fashion	1.85	1.35	1.38	1.82	1.51	203
AS-7	Employees who understand the needs of their users	1.63	1.23	1.41	1.55	1.50	56
AS-8	Willingness to help users	1.95	1.77	1.08	2.05	1.76	31
AS-9	Dependability in handling users' service problems	1.99	1.82	1.39	2.08	2.19	41
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.74	1.64	1.67	1.74	1.88	55
IC-2	A library Web site enabling me to locate information on my own	1.96	1.52	1.68	2.11	2.11	70
IC-3	The printed library materials I need for my work	2.05	1.86	1.41	2.10	1.95	53
IC-4	The electronic information resources I need	2.01	1.86	1.55	1.84	1.94	197
IC-5	Modern equipment that lets me easily access needed information	1.52	1.22	1.39	1.53	1.48	53
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.23	1.66	1.30	1.47	55
IC-7	Making information easily accessible for independent use	1.93	1.80	1.75	2.29	2.28	60
IC-8	Print and/or electronic journal collections I require for my work	2.32	2.21	1.64	2.36	2.29	32
Library as Place							
LP-1	Library space that inspires study and learning	2.19	2.06	1.76	2.21	2.23	177
LP-2	Quiet space for individual activities	2.80	2.55	1.77	2.81	2.82	35
LP-3	A comfortable and inviting location	1.87	1.76	1.36	2.02	1.98	63
LP-4	A getaway for study, learning, or research	1.97	1.33	1.74	2.37	2.06	44
LP-5	Community space for group learning and group study	2.32	2.52	1.76	2.59	3.25	33
Overall:		1.59	1.34	1.21	1.53	1.45	214

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	6.74	7.88	7.62	0.88	-0.26	212
Information Control	6.60	7.79	7.21	0.61	-0.58	210
Library as Place	6.04	7.36	7.08	1.04	-0.28	192
Overall	6.54	7.75	7.35	0.80	-0.40	214

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	1.37	1.26	1.66	1.40	212
Information Control	1.68	1.49	1.35	1.61	1.63	210
Library as Place	2.08	1.93	1.59	2.12	2.19	192
Overall	1.59	1.34	1.21	1.53	1.45	214

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
Library staff teaching me how to find information	7.60	8.00	8.00	0.40	0.00	5
Using the library for research	6.44	8.33	7.56	1.11	-0.78	9
Spaces and technology that support creativity	5.42	6.74	6.21	0.79	-0.53	19
The library assists me in achieving academic success	7.00	8.07	7.86	0.86	-0.21	14
Librarians teaching me how to find and evaluate reliable information	5.83	7.11	6.89	1.06	-0.22	18
Canvas support	6.11	7.00	7.56	1.44	0.56	9
Teaching me how to locate, evaluate, and use information	8.75	7.75	7.50	-1.25	-0.25	4
Signage in the library that is helpful	5.60	7.00	6.40	0.80	-0.60	5
Availability of library resources for online courses	6.50	8.00	7.50	1.00	-0.50	4
Services that help me achieve academic success	7.50	8.00	7.67	0.17	-0.33	6
A secure and safe place	8.40	8.60	7.80	-0.60	-0.80	10
Space that facilitates quiet study	7.38	8.31	7.77	0.38	-0.54	13
Space for students to study and work in groups	6.14	7.86	7.43	1.29	-0.43	7
Helpful online guides and tutorials	5.57	6.86	6.71	1.14	-0.14	14
An online catalog that is user-friendly for finding materials	7.70	8.60	6.60	-1.10	-2.00	10

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
Library staff teaching me how to find information	1.34	1.00	1.00	0.89	0.00	5
Using the library for research	1.88	1.00	0.53	1.62	0.97	9
Spaces and technology that support creativity	2.27	2.21	1.69	1.69	1.43	19
The library assists me in achieving academic success	1.41	1.21	1.79	2.11	2.04	14
Librarians teaching me how to find and evaluate reliable information	2.04	1.91	1.60	1.98	2.13	18
Canvas support	2.37	2.83	1.67	2.83	3.05	9
Teaching me how to locate, evaluate, and use information	0.50	1.89	1.73	1.89	0.50	4
Signage in the library that is helpful	3.29	2.45	2.97	3.56	4.10	5
Availability of library resources for online courses	2.38	2.00	1.00	1.83	1.91	4
Services that help me achieve academic success	1.52	1.67	1.63	1.33	0.82	6
A secure and safe place	0.97	0.97	1.23	1.07	1.14	10
Space that facilitates quiet study	1.04	0.75	0.73	1.39	1.13	13
Space for students to study and work in groups	1.95	1.21	0.98	1.70	1.27	7
Helpful online guides and tutorials	1.45	1.23	1.44	1.51	1.10	14
An online catalog that is user-friendly for finding materials	0.82	0.52	2.07	2.42	2.21	10

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.	7.81	1.24	114
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.20	1.61	100
How would you rate the overall quality of the service provided by the library?	7.66	1.17	214

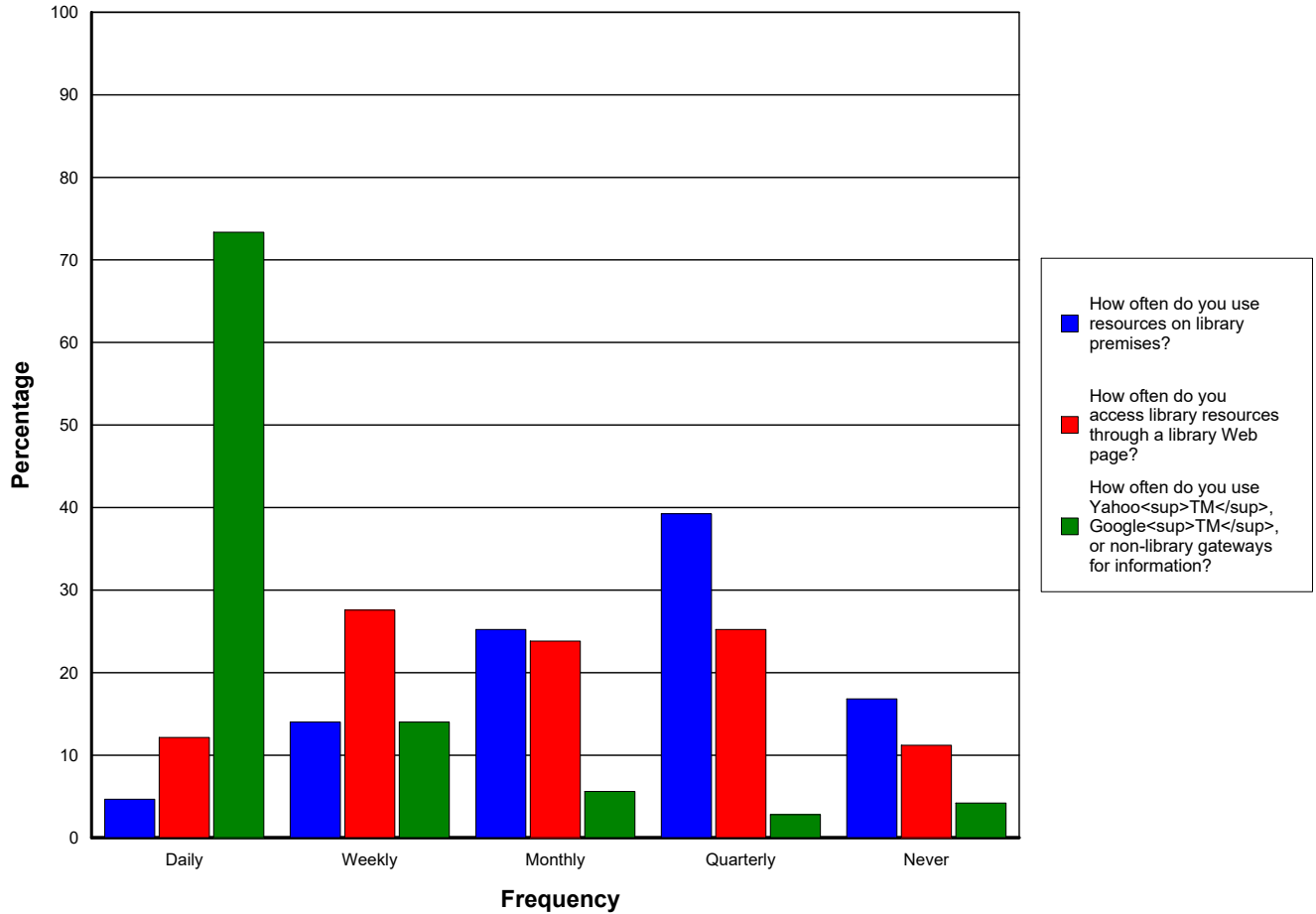
8.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.69	1.82	81
The library aids my advancement in my academic discipline or work.	7.04	1.85	103
The library enables me to be more efficient in my academic pursuits or work.	6.94	1.91	94
The library helps me distinguish between trustworthy and untrustworthy information.	6.51	1.89	94
The library provides me with the information skills I need in my work or study.	7.32	1.74	56

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?	10 4.67%	30 14.02%	54 25.23%	84 39.25%	36 16.82%	214 100.00%
How often do you access library resources through a library Web page?	26 12.15%	59 27.57%	51 23.83%	54 25.23%	24 11.21%	214 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	157 73.36%	30 14.02%	12 5.61%	6 2.80%	9 4.21%	214 100.00%

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

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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