



LibQUAL⁺
2019 Survey

ARL

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 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 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 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 2019 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.

		Long	Lite	Total (by Language)
English (American)	Count	1,012	9,607	10,619
	% of Protocol	100.00	99.09	99.18
	% of Language	9.53	90.47	100.00
	% of Total Cases	9.45	89.73	99.18
French (Canada)	Count	0	88	88
	% of Protocol	0.00	0.91	0.82
	% of Language	0.00	100.00	100.00
	% of Total Cases	0.00	0.82	0.82
Total (by Survey Protocol)	Count	1,012	9,695	10,707
	% of Protocol	100.00	100.00	100.00
	% of Language	9.45	90.55	100.00
	% of Total Cases	9.45	90.55	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) McGill University Library	1,088	10.16%
2) Rutgers, the State University of New Jersey	2,864	26.75%
3) Texas A&M University, College Station	1,012	9.45%
4) University of Colorado at Boulder Libraries	843	7.87%
5) University of Georgia Libraries	2,572	24.02%
6) Western University	2,328	21.74%
Sub Total	10,707	100.00%
Grand Total:	10,707	100.00%

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: All

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	1,371	12.80%
Second year	1,462	13.65%
Third year	1,460	13.64%
Fourth year	1,204	11.24%
Fifth year and above	243	2.27%
Non-degree	396	3.70%
Sub Total:	6,136	57.31%
Graduate		
Masters	991	9.26%
Doctoral	1,143	10.68%
Non-degree or Undecided	362	3.38%
Sub Total:	2,496	23.31%
Faculty		
Professor	428	4.00%
Associate Professor	286	2.67%
Assistant Professor	228	2.13%
Lecturer	107	1.00%
Adjunct Faculty	53	0.50%
Other Academic Status	441	4.12%
Sub Total:	1,543	14.41%
Library Staff		
Administrator	6	0.06%
Manager, Head of Unit	14	0.13%
Public Services	22	0.21%
Systems	3	0.03%
Technical Services	17	0.16%
Other	53	0.50%
Sub Total:	115	1.07%
Staff		
Research Staff	67	0.63%
Other Staff Positions	350	3.27%
Sub Total:	417	3.89%
Total:	10,707	100.00%

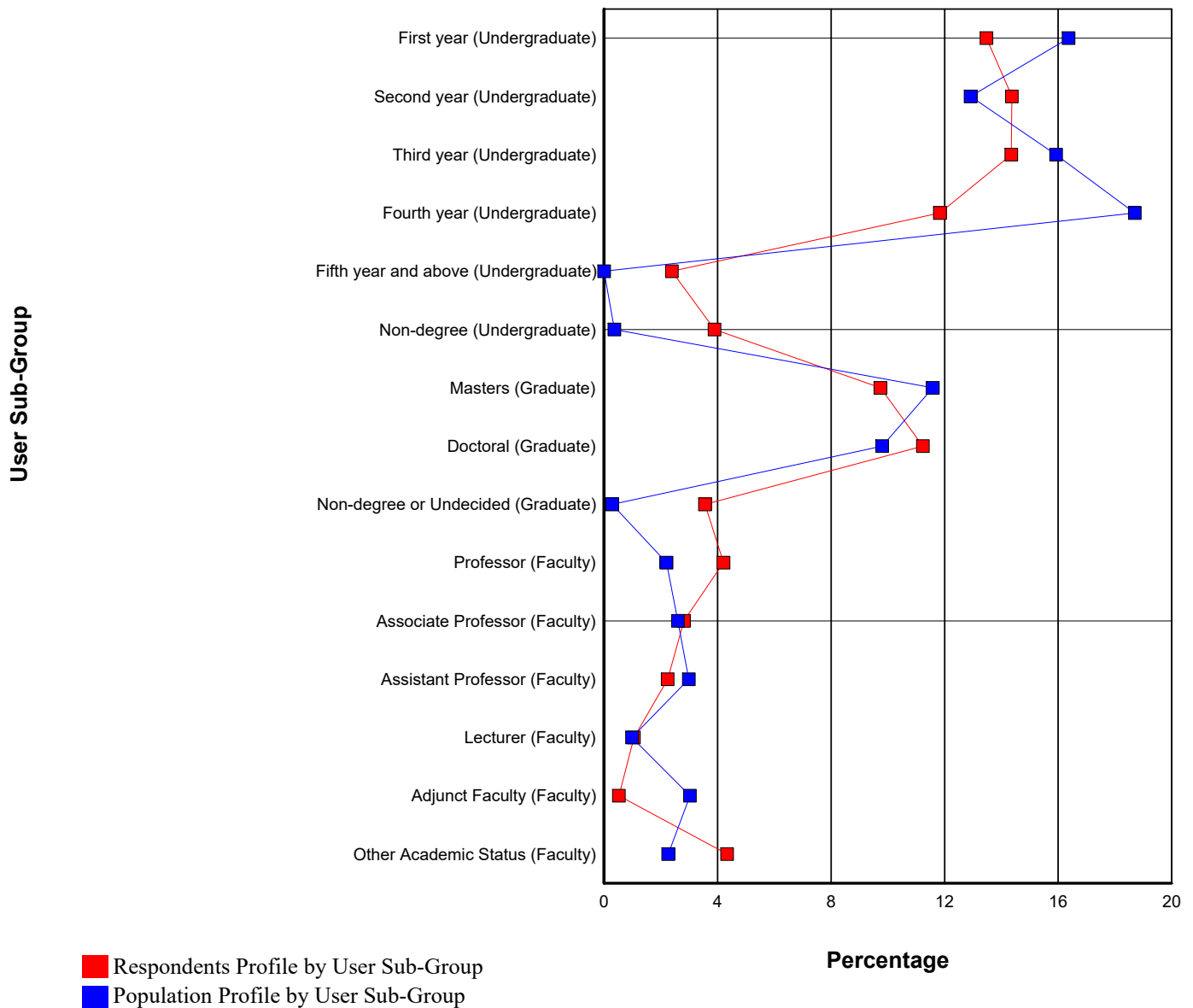
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: All

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)	21,063	16.37	1,371	13.47	2.89
Second year (Undergraduate)	16,621	12.92	1,462	14.37	-1.45
Third year (Undergraduate)	20,496	15.93	1,460	14.35	1.58
Fourth year (Undergraduate)	24,065	18.70	1,204	11.83	6.87
Fifth year and above (Undergraduate)	0	0.00	243	2.39	-2.39
Non-degree (Undergraduate)	468	0.36	396	3.89	-3.53
Masters (Graduate)	14,905	11.58	991	9.74	1.84
Doctoral (Graduate)	12,611	9.80	1,143	11.23	-1.43
Non-degree or Undecided (Graduate)	365	0.28	362	3.56	-3.27
Professor (Faculty)	2,829	2.20	428	4.21	-2.01
Associate Professor (Faculty)	3,346	2.60	286	2.81	-0.21
Assistant Professor (Faculty)	3,843	2.99	228	2.24	0.75
Lecturer (Faculty)	1,265	0.98	107	1.05	-0.07
Adjunct Faculty (Faculty)	3,893	3.03	53	0.52	2.50
Other Academic Status (Faculty)	2,911	2.26	441	4.33	-2.07
Total:	128,681	100.00	10,175	100.00	0.00

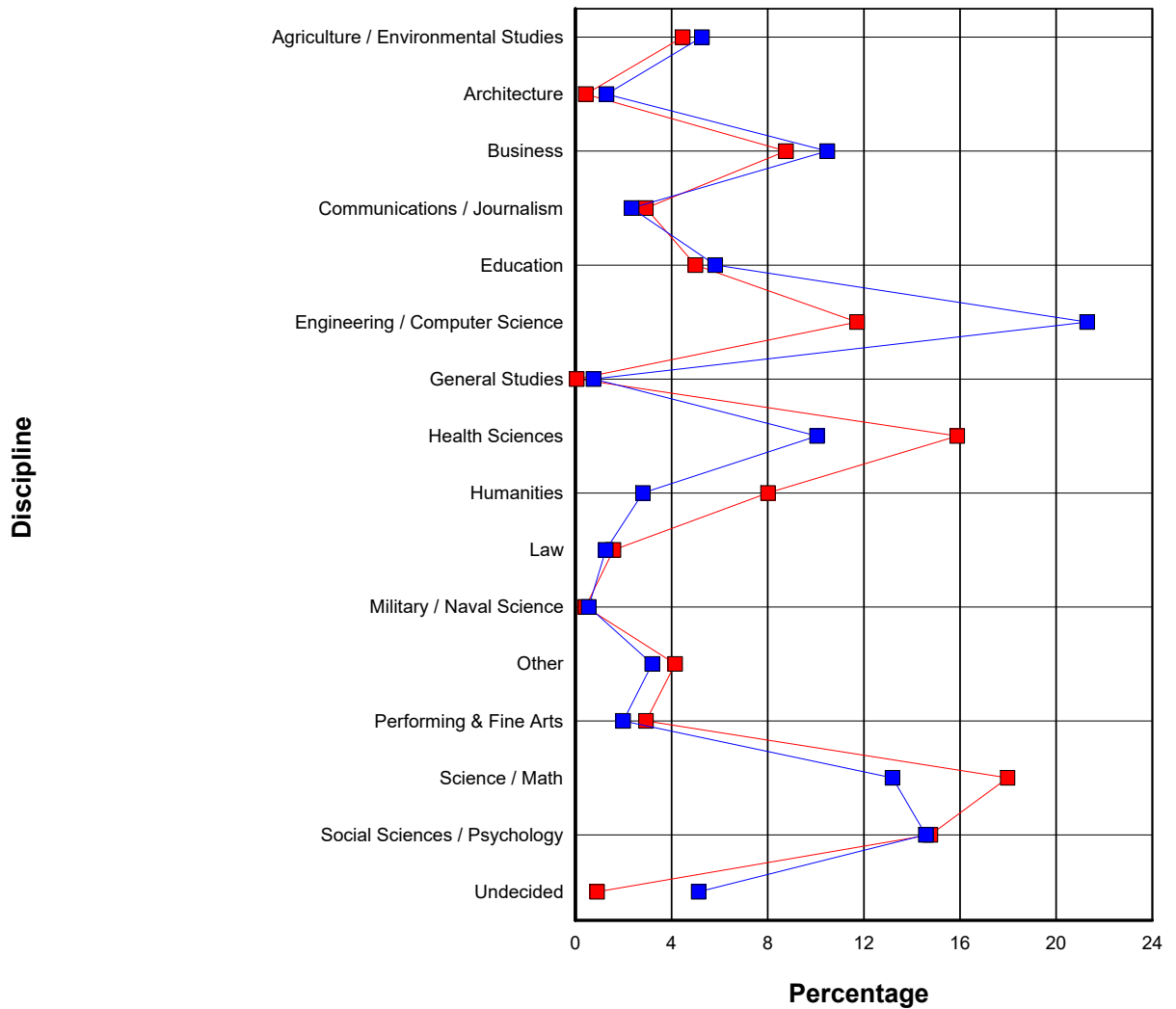
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

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	15,487	5.26	454	4.46	0.80
Architecture	3,813	1.30	44	0.43	0.86
Business	30,839	10.48	891	8.76	1.72
Communications / Journalism	6,881	2.34	298	2.93	-0.59
Education	17,114	5.82	508	4.99	0.82
Engineering / Computer Science	62,665	21.29	1,192	11.72	9.58
General Studies	2,217	0.75	6	0.06	0.69
Health Sciences	29,587	10.05	1,616	15.89	-5.83
Humanities	8,272	2.81	815	8.01	-5.20
Law	3,722	1.26	161	1.58	-0.32
Military / Naval Science	1,631	0.55	43	0.42	0.13
Other	9,410	3.20	422	4.15	-0.95
Performing & Fine Arts	5,845	1.99	299	2.94	-0.95
Science / Math	38,822	13.19	1,829	17.98	-4.79
Social Sciences / Psychology	42,903	14.58	1,502	14.77	-0.19
Undecided	15,083	5.13	92	0.90	4.22
Total:	294,291	100.00	10,172	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	26	0.32
18 - 22	4,355	53.83
23 - 30	1,869	23.10
31 - 45	980	12.11
46 - 65	707	8.74
Over 65	154	1.90
Total:	8,091	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	31,341	49.68	0	0.00
Male	31,747	50.32	0	0.00
Total:	63,088	100.00	0	100.00

3.1.6 Respondent Profile by Full or part-time student?

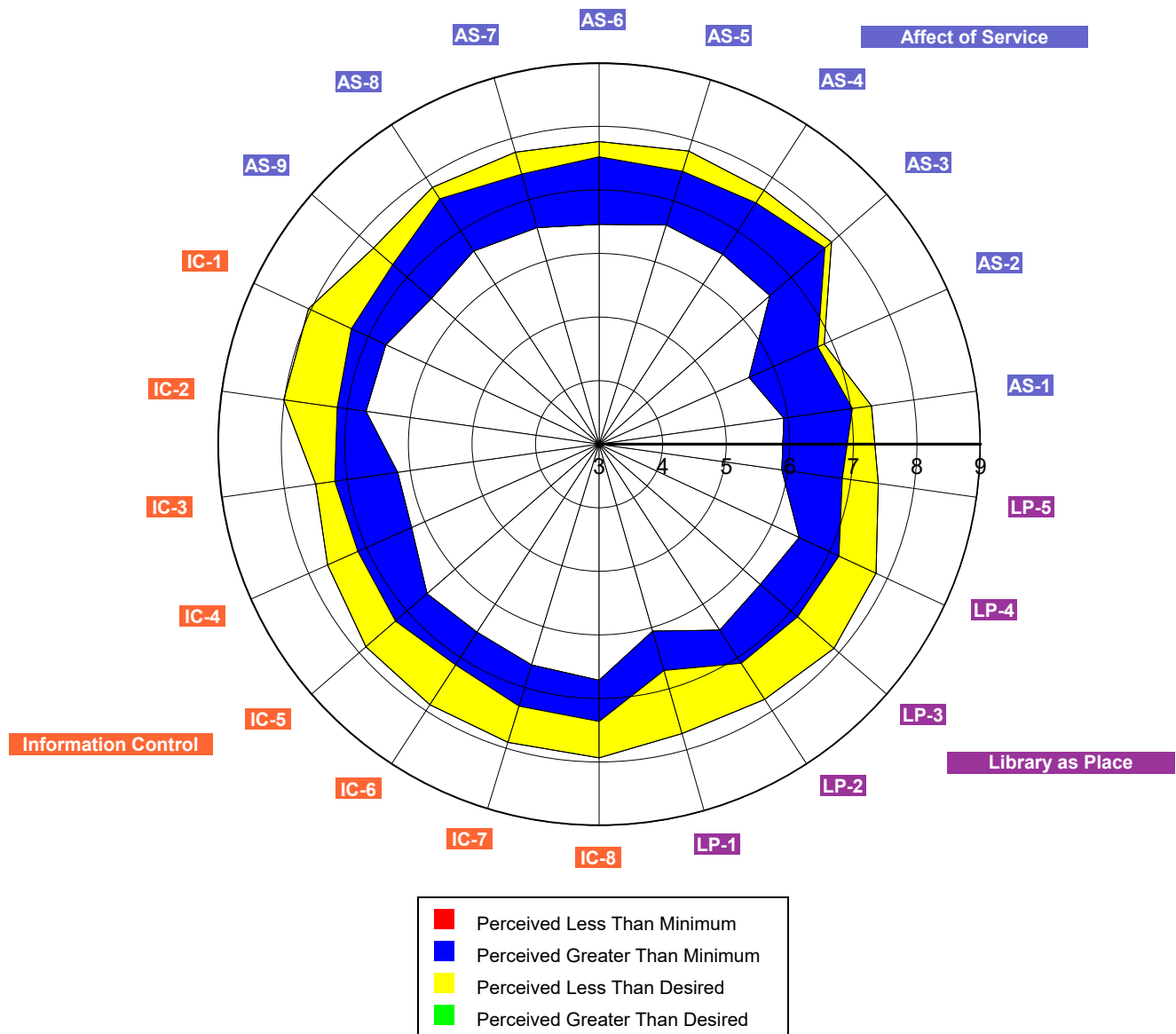
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	59,641	91.63	4,900	81.59
Part-time	5,444	8.36	219	3.65
Does not apply / NA	4	0.01	887	14.77
Total:	65,089	100.00	6,006	100.00

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	5.94	7.33	7.03	1.09	-0.30	2,824
AS-2	Giving users individual attention	5.58	6.88	6.77	1.18	-0.11	3,280
AS-3	Employees who are consistently courteous	6.56	7.85	7.71	1.15	-0.14	3,271
AS-4	Readiness to respond to users' questions	6.57	7.76	7.53	0.96	-0.24	3,058
AS-5	Employees who have the knowledge to answer user questions	6.61	7.82	7.49	0.88	-0.33	3,329
AS-6	Employees who deal with users in a caring fashion	6.46	7.76	7.52	1.06	-0.24	10,037
AS-7	Employees who understand the needs of their users	6.54	7.78	7.42	0.88	-0.36	3,272
AS-8	Willingness to help users	6.62	7.82	7.60	0.98	-0.21	3,094
AS-9	Dependability in handling users' service problems	6.50	7.70	7.30	0.81	-0.40	2,618
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.70	8.04	7.30	0.60	-0.74	3,164
IC-2	A library Web site enabling me to locate information on my own	6.70	8.01	7.16	0.46	-0.85	3,993
IC-3	The printed library materials I need for my work	6.20	7.50	7.20	1.00	-0.30	3,245
IC-4	The electronic information resources I need	6.23	7.67	7.15	0.92	-0.52	10,262
IC-5	Modern equipment that lets me easily access needed information	6.59	7.86	7.24	0.66	-0.61	3,833
IC-6	Easy-to-use access tools that allow me to find things on my own	6.53	7.89	7.14	0.61	-0.75	3,901
IC-7	Making information easily accessible for independent use	6.63	7.91	7.31	0.68	-0.60	3,613
IC-8	Print and/or electronic journal collections I require for my work	6.71	7.93	7.36	0.65	-0.57	2,963
Library as Place							
LP-1	Library space that inspires study and learning	6.06	7.74	6.71	0.64	-1.03	10,017
LP-2	Quiet space for individual activities	6.49	7.79	7.11	0.62	-0.68	3,214
LP-3	A comfortable and inviting location	6.36	7.90	7.14	0.78	-0.76	3,307
LP-4	A getaway for study, learning, or research	6.48	7.81	7.16	0.69	-0.64	3,150
LP-5	Community space for group learning and group study	5.90	7.44	6.87	0.96	-0.57	2,901
Overall:		6.37	7.73	7.17	0.80	-0.56	10,592

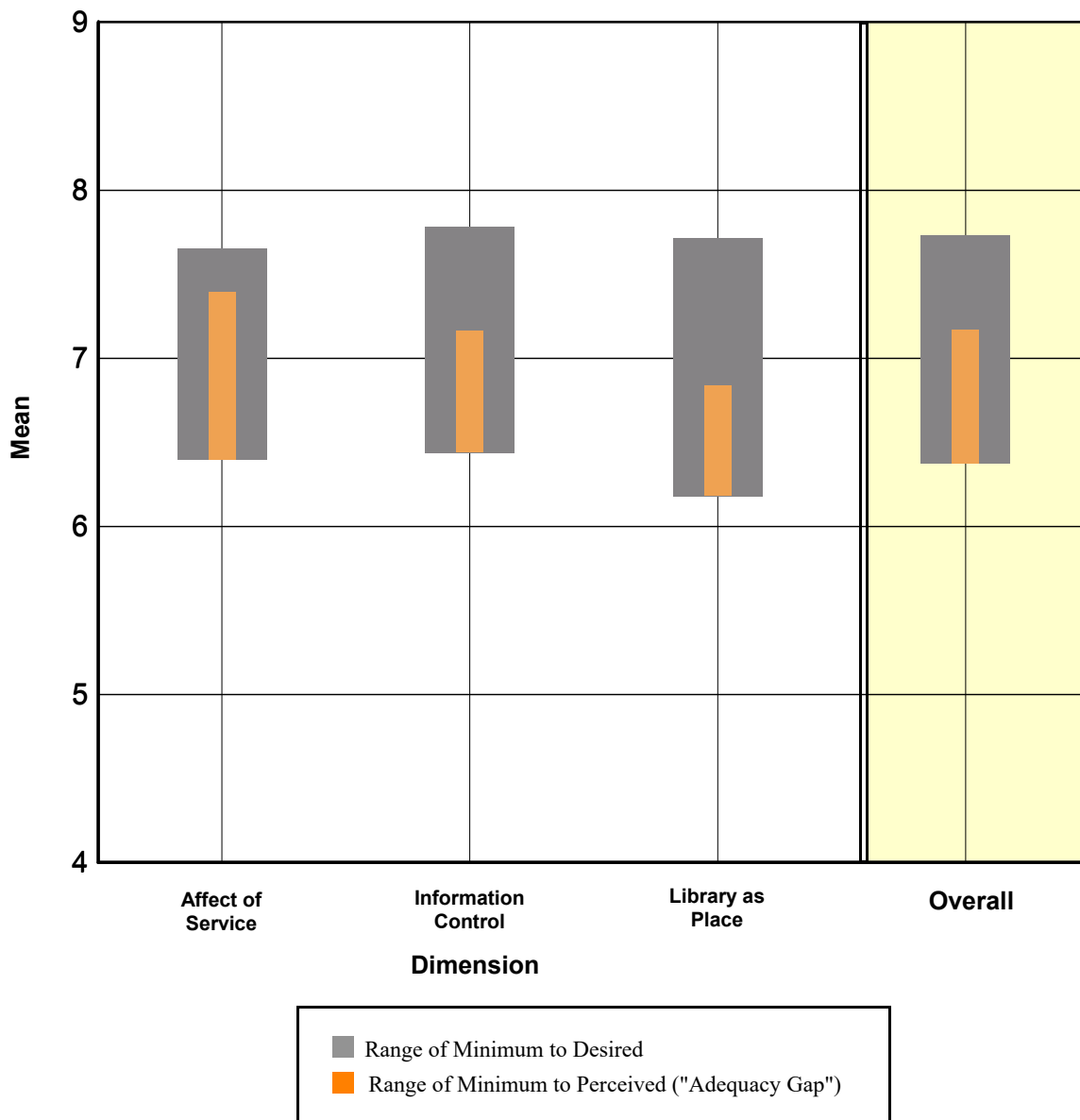
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

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	2.07	1.72	1.73	1.96	1.71	2,824
AS-2	Giving users individual attention	2.17	1.95	1.82	1.90	1.75	3,280
AS-3	Employees who are consistently courteous	1.92	1.42	1.44	1.89	1.53	3,271
AS-4	Readiness to respond to users' questions	1.86	1.47	1.50	1.77	1.51	3,058
AS-5	Employees who have the knowledge to answer user questions	1.84	1.42	1.52	1.74	1.53	3,329
AS-6	Employees who deal with users in a caring fashion	1.91	1.50	1.53	1.86	1.59	10,037
AS-7	Employees who understand the needs of their users	1.85	1.42	1.53	1.82	1.55	3,272
AS-8	Willingness to help users	1.86	1.41	1.49	1.76	1.47	3,094
AS-9	Dependability in handling users' service problems	1.79	1.47	1.53	1.77	1.54	2,618
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.39	1.59	1.93	1.68	3,164
IC-2	A library Web site enabling me to locate information on my own	1.81	1.41	1.63	2.00	1.75	3,993
IC-3	The printed library materials I need for my work	2.12	1.79	1.67	2.13	1.94	3,245
IC-4	The electronic information resources I need	1.92	1.64	1.55	1.93	1.78	10,262
IC-5	Modern equipment that lets me easily access needed information	1.81	1.44	1.53	1.86	1.64	3,833
IC-6	Easy-to-use access tools that allow me to find things on my own	1.77	1.36	1.53	1.84	1.66	3,901
IC-7	Making information easily accessible for independent use	1.75	1.37	1.49	1.81	1.59	3,613
IC-8	Print and/or electronic journal collections I require for my work	1.90	1.54	1.57	1.92	1.72	2,963
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.67	1.83	2.25	2.22	10,017
LP-2	Quiet space for individual activities	2.01	1.68	1.76	2.33	2.18	3,214
LP-3	A comfortable and inviting location	1.92	1.45	1.68	2.12	1.92	3,307
LP-4	A getaway for study, learning, or research	1.93	1.57	1.71	2.02	1.90	3,150
LP-5	Community space for group learning and group study	2.08	1.82	1.76	2.29	2.20	2,901
Overall:		1.46	1.09	1.21	1.44	1.24	10,592

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	6.39	7.65	7.39	1.00	-0.26	10,409
Information Control	6.44	7.78	7.16	0.72	-0.62	10,568
Library as Place	6.18	7.72	6.84	0.65	-0.88	10,228
Overall	6.37	7.73	7.17	0.80	-0.56	10,592

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	1.34	1.38	1.59	1.34	10,409
Information Control	1.59	1.26	1.32	1.59	1.41	10,568
Library as Place	1.79	1.49	1.62	1.99	1.92	10,228
Overall	1.46	1.09	1.21	1.44	1.24	10,592

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
Contribution to the intellectual atmosphere of the campus	6.52	7.58	7.07	0.55	-0.51	538
Library staff teaching me how to find information	6.15	7.39	7.34	1.19	-0.05	189
Using the library for research	7.01	8.02	7.23	0.22	-0.79	221
Making me aware of library resources and services	6.13	7.29	6.81	0.68	-0.48	543
Library space for small group collaborative-work using technology	6.00	7.42	6.28	0.28	-1.14	400
A climate that encourages diversity and inclusion	6.78	7.85	7.67	0.88	-0.18	720
Teaching me or my students how to access, evaluate, and use information	6.21	7.49	7.27	1.05	-0.22	758
Access to primary sources at the special collections libraries	5.87	7.21	7.35	1.47	0.14	519
The library providing space with technology that supports creativity	5.66	6.91	6.21	0.55	-0.70	412
The library as a community hub on campus	5.42	6.80	6.48	1.06	-0.32	417
Providing a welcoming and safe place	6.64	7.90	7.54	0.89	-0.37	177
Providing spaces, resources, events, or assistance that allow me to engage critically with information	5.81	7.23	6.80	0.99	-0.42	158
Facilitating my ability to discover and innovate	5.83	7.31	6.44	0.61	-0.87	123
Providing support to share and promote the work of CU students, faculty, and staff	5.84	7.01	6.82	0.99	-0.18	141
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	4.80	6.56	6.45	1.65	-0.11	144
Efficient interlibrary loan / document delivery	6.58	7.71	7.39	0.81	-0.32	472
A place for reflection and creativity	5.64	7.03	6.00	0.37	-1.02	444
Providing me with information allowing me to work in my own way	6.51	7.67	7.14	0.63	-0.53	438
Space that facilitates quiet study	6.71	8.10	6.77	0.06	-1.33	184
Space for students to study and work in groups	6.15	7.67	6.19	0.04	-1.48	174
Providing me with the information skills I need for my work or study	6.58	7.54	7.11	0.54	-0.43	525
Library staff providing help that assists in finding information needed now while improving my research skills	6.61	7.63	7.51	0.90	-0.12	521
An online catalog that is user-friendly for finding materials	6.95	8.04	6.86	-0.09	-1.18	208

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

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
Contribution to the intellectual atmosphere of the campus	2.03	1.63	1.74	1.99	1.73	538
Library staff teaching me how to find information	2.23	2.02	1.63	2.22	2.06	189
Using the library for research	1.66	1.46	1.49	1.67	1.53	221
Making me aware of library resources and services	2.03	1.70	1.87	2.04	2.00	543
Library space for small group collaborative-work using technology	1.76	1.61	1.76	2.13	2.18	400
A climate that encourages diversity and inclusion	2.24	1.76	1.48	2.18	1.81	720
Teaching me or my students how to access, evaluate, and use information	2.10	1.77	1.73	2.09	1.91	758
Access to primary sources at the special collections libraries	2.23	1.96	1.74	2.16	2.04	519
The library providing space with technology that supports creativity	2.02	2.05	1.85	2.14	2.21	412
The library as a community hub on campus	2.17	1.98	1.82	2.16	2.11	417
Providing a welcoming and safe place	2.18	1.57	1.52	2.05	1.54	177
Providing spaces, resources, events, or assistance that allow me to engage critically with information	1.84	1.62	1.54	1.68	1.61	158
Facilitating my ability to discover and innovate	2.23	1.83	1.78	1.67	1.82	123
Providing support to share and promote the work of CU students, faculty, and staff	2.27	2.04	1.95	2.10	1.85	141
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	2.50	2.24	2.02	2.44	2.09	144
Efficient interlibrary loan / document delivery	2.01	1.61	1.75	2.05	1.85	472
A place for reflection and creativity	2.06	1.96	1.89	2.00	2.02	444
Providing me with information allowing me to work in my own way	1.68	1.34	1.48	1.68	1.53	438
Space that facilitates quiet study	1.73	1.36	1.64	2.25	2.06	184
Space for students to study and work in groups	1.81	1.68	1.64	2.26	2.34	174
Providing me with the information skills I need for my work or study	1.91	1.69	1.75	1.84	1.79	525
Library staff providing help that assists in finding information needed now while improving my research skills	1.94	1.60	1.65	1.88	1.63	521

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

An online catalog that is user-friendly for finding materials	1.69	1.37	1.81	2.37	2.07	208
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3.5 General Satisfaction Questions Summary for ARL

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.84	1.38	5,835
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.46	1.50	5,746
How would you rate the overall quality of the service provided by the library?	7.56	1.32	10,589

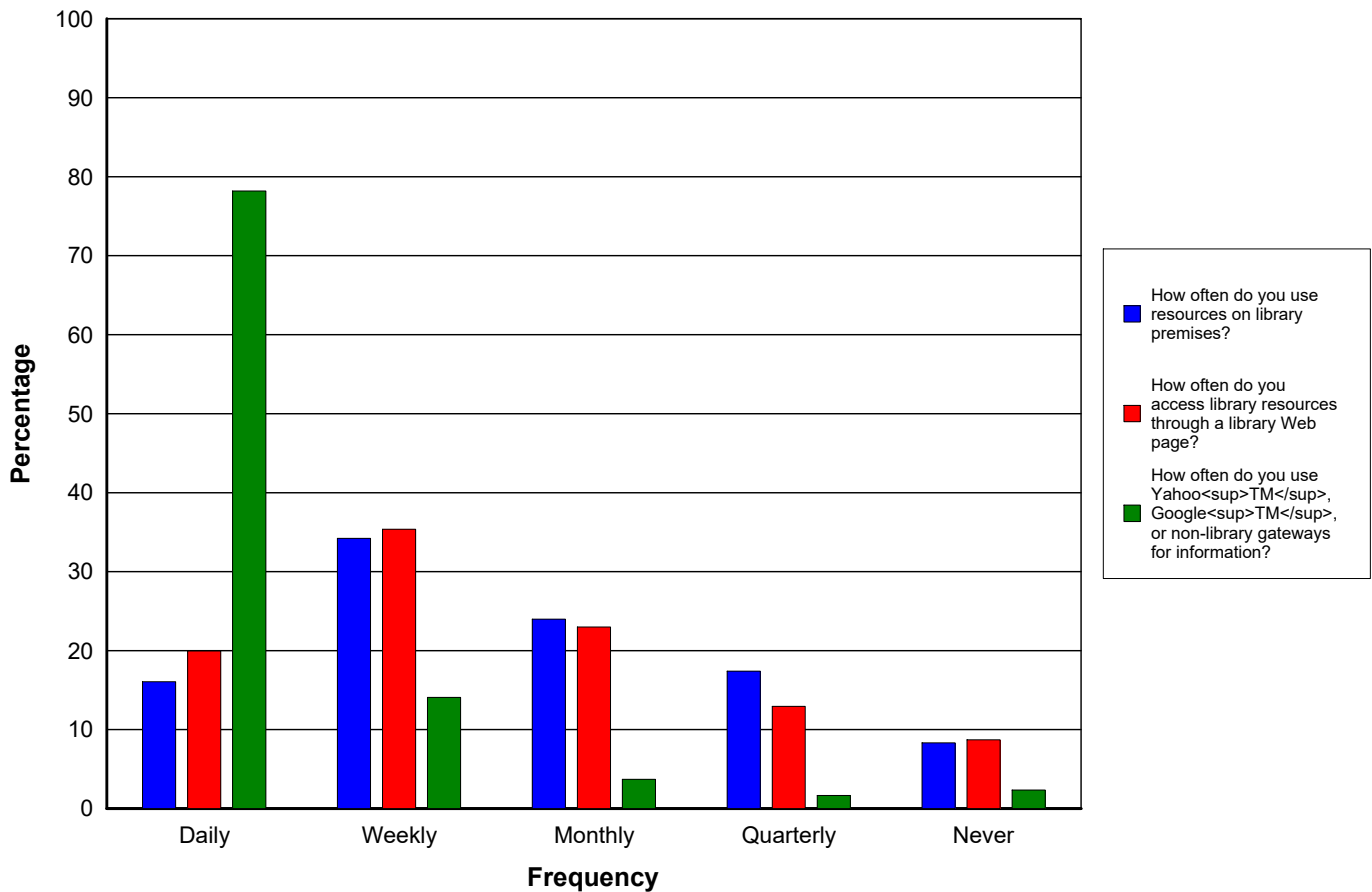
3.6 Information Literacy Outcomes Questions Summary for ARL

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.	6.55	1.91	3,977
The library aids my advancement in my academic discipline or work.	7.39	1.57	5,292
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.53	5,374
The library helps me distinguish between trustworthy and untrustworthy information.	6.66	1.86	5,432
The library provides me with the information skills I need in my work or study.	7.08	1.65	4,077

3.7 Library Use Summary for ARL

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	1,701 16.06%	3,624 34.21%	2,540 23.98%	1,844 17.41%	883 8.34%	10,592 100.00%
How often do you access library resources through a library Web page?	2,114 19.96%	3,746 35.37%	2,436 23.00%	1,371 12.95%	923 8.72%	10,590 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	8,280 78.19%	1,491 14.08%	393 3.71%	176 1.66%	250 2.36%	10,590 100.00%

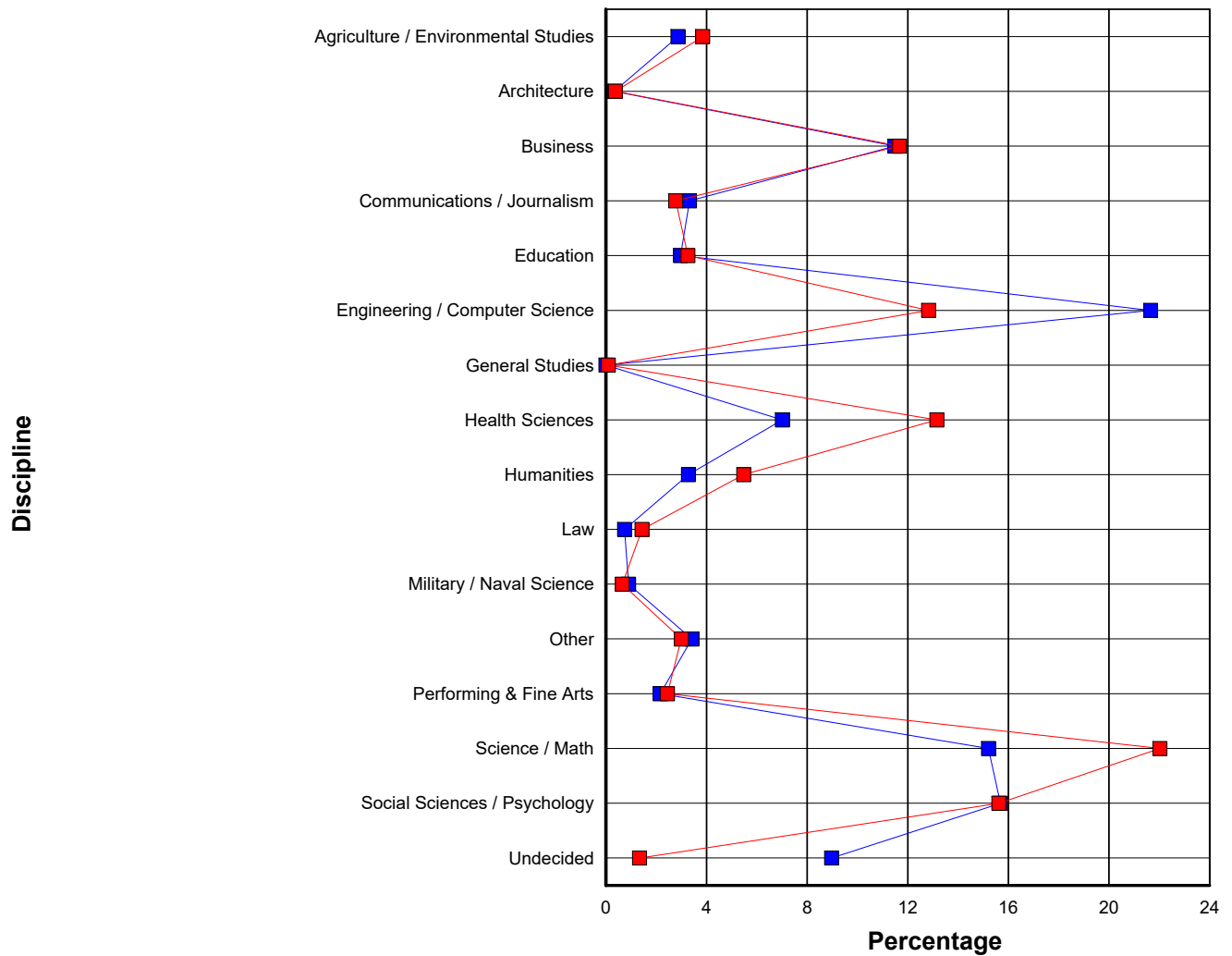
4 Summary for Undergraduate

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	4,763	2.86	236	3.85	-0.98
Architecture	548	0.33	23	0.37	-0.05
Business	19,100	11.49	716	11.67	-0.18
Communications / Journalism	5,526	3.32	170	2.77	0.55
Education	4,933	2.97	200	3.26	-0.29
Engineering / Computer Science	36,003	21.66	787	12.83	8.83
General Studies	0	0.00	6	0.10	-0.10
Health Sciences	11,662	7.01	807	13.16	-6.14
Humanities	5,451	3.28	336	5.48	-2.20
Law	1,233	0.74	88	1.43	-0.69
Military / Naval Science	1,499	0.90	40	0.65	0.25
Other	5,675	3.41	184	3.00	0.41
Performing & Fine Arts	3,589	2.16	150	2.45	-0.29
Science / Math	25,286	15.21	1,351	22.02	-6.82
Social Sciences / Psychology	26,073	15.68	958	15.62	0.06
Undecided	14,912	8.97	82	1.34	7.63
Total:	166,253	100.00	6,134	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	20	0.41
18 - 22	4,185	86.50
23 - 30	499	10.31
31 - 45	94	1.94
46 - 65	33	0.68
Over 65	7	0.14
Total:	4,838	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	24,388	50.52	0	0.00
Male	23,887	49.48	0	0.00
Total:	48,275	100.00	0	100.00

4.1.4 Respondent Profile by Full or part-time student?

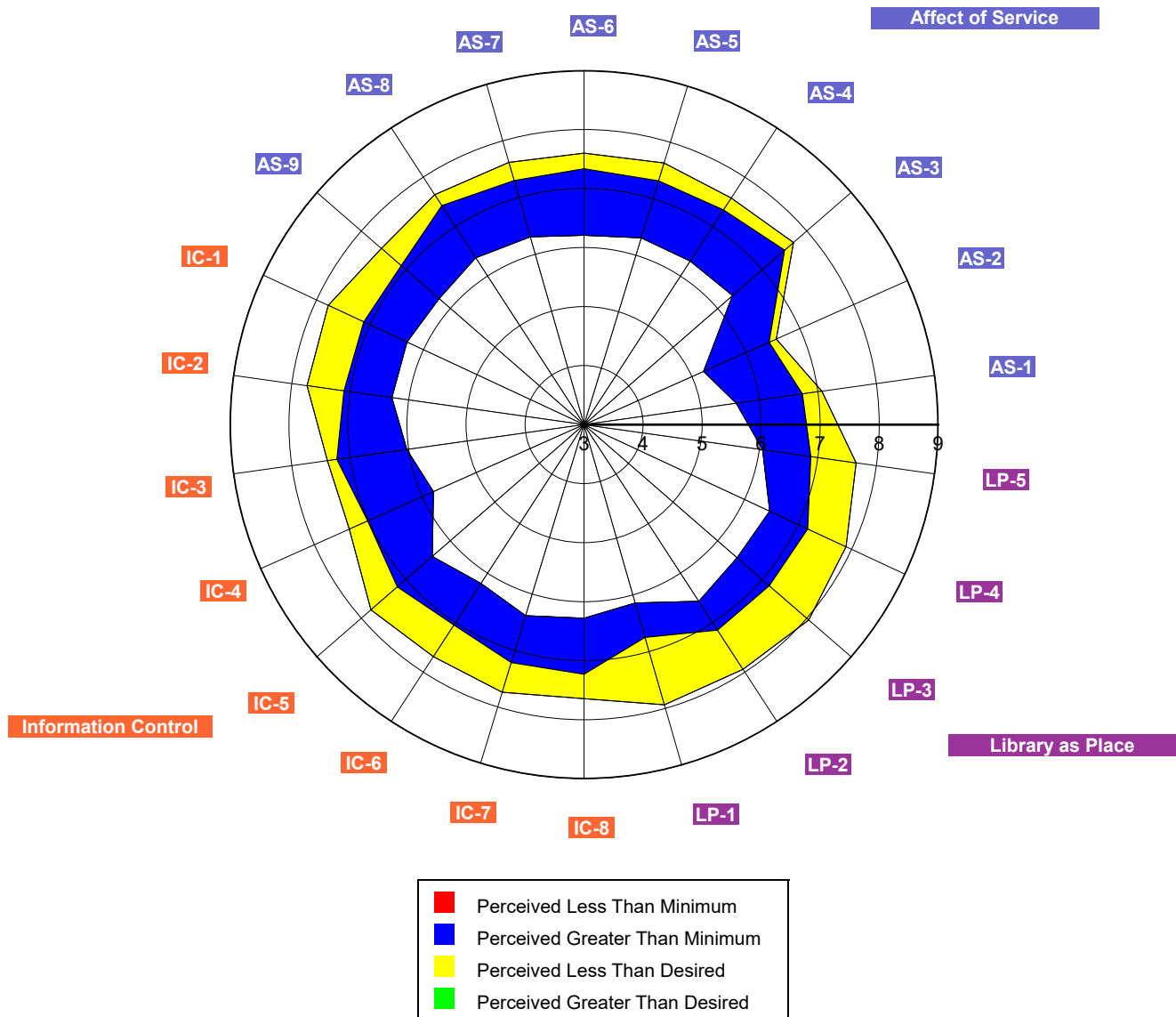
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	48,279	96.83	3,623	96.46
Part-time	1,583	3.17	110	2.93
Does not apply / NA		0.00	23	0.61
Total:	49,862	100.00	3,756	100.00

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.)



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

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	5.61	7.07	6.74	1.13	-0.33	1,629
AS-2	Giving users individual attention	5.22	6.57	6.43	1.22	-0.13	1,895
AS-3	Employees who are consistently courteous	6.33	7.70	7.51	1.17	-0.20	1,872
AS-4	Readiness to respond to users' questions	6.30	7.58	7.34	1.04	-0.24	1,719
AS-5	Employees who have the knowledge to answer user questions	6.31	7.64	7.32	1.01	-0.31	1,887
AS-6	Employees who deal with users in a caring fashion	6.21	7.60	7.34	1.13	-0.26	5,779
AS-7	Employees who understand the needs of their users	6.31	7.62	7.30	0.99	-0.32	1,851
AS-8	Willingness to help users	6.37	7.64	7.43	1.06	-0.22	1,769
AS-9	Dependability in handling users' service problems	6.25	7.55	7.11	0.85	-0.44	1,519
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.31	7.78	7.12	0.81	-0.66	1,826
IC-2	A library Web site enabling me to locate information on my own	6.29	7.74	7.11	0.82	-0.63	2,215
IC-3	The printed library materials I need for my work	6.03	7.39	7.23	1.20	-0.16	1,863
IC-4	The electronic information resources I need	5.79	7.35	7.01	1.22	-0.34	5,895
IC-5	Modern equipment that lets me easily access needed information	6.41	7.79	7.19	0.79	-0.59	2,264
IC-6	Easy-to-use access tools that allow me to find things on my own	6.21	7.69	7.05	0.84	-0.64	2,184
IC-7	Making information easily accessible for independent use	6.38	7.74	7.22	0.83	-0.53	2,105
IC-8	Print and/or electronic journal collections I require for my work	6.28	7.64	7.23	0.95	-0.41	1,668
Library as Place							
LP-1	Library space that inspires study and learning	6.14	7.94	6.75	0.61	-1.19	6,091
LP-2	Quiet space for individual activities	6.57	7.94	7.15	0.58	-0.79	1,965
LP-3	A comfortable and inviting location	6.44	8.04	7.16	0.72	-0.88	1,965
LP-4	A getaway for study, learning, or research	6.47	7.90	7.18	0.71	-0.71	1,834
LP-5	Community space for group learning and group study	6.06	7.66	6.88	0.83	-0.78	1,863
Overall:		6.16	7.61	7.06	0.90	-0.56	6,136

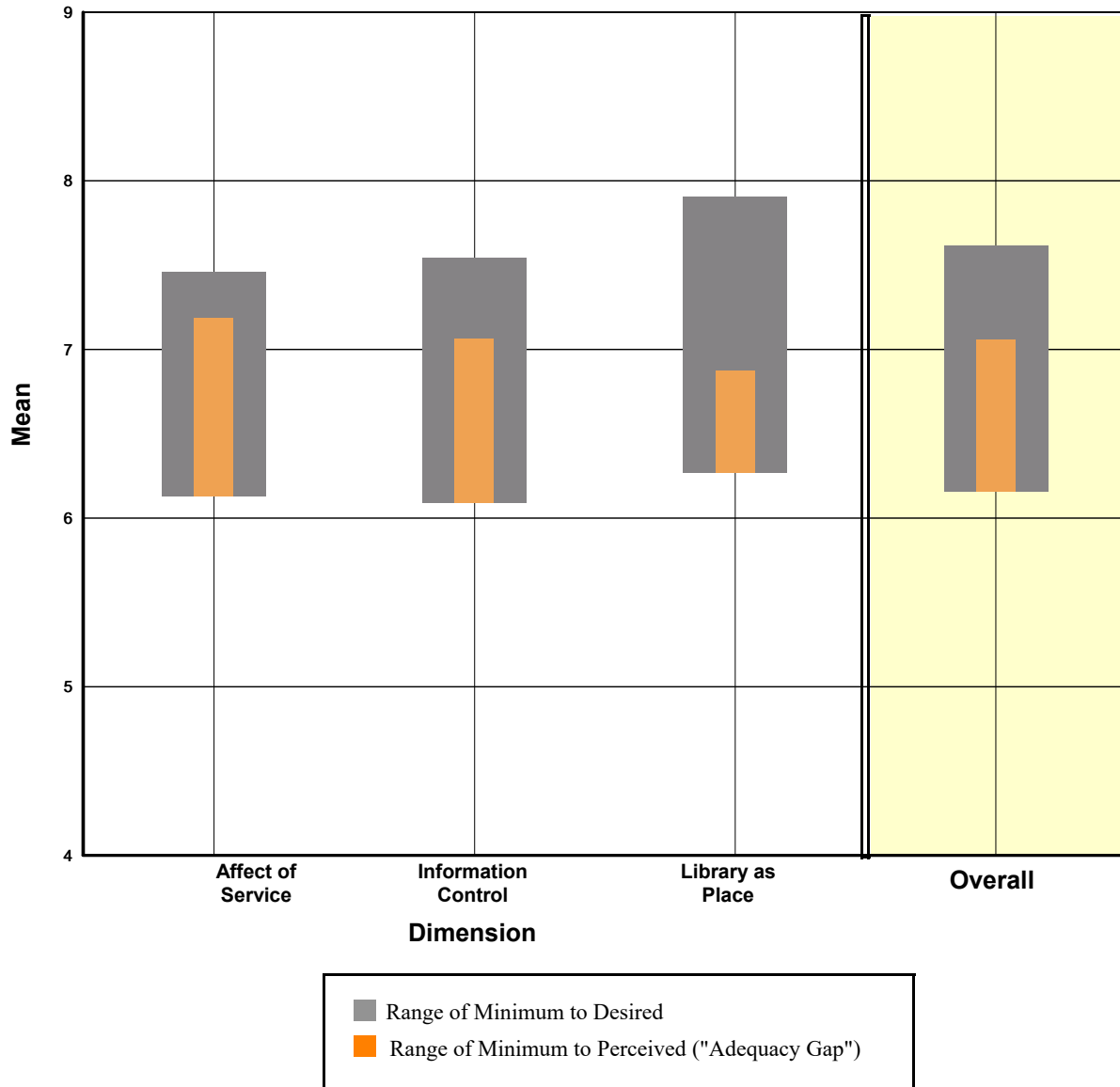
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	2.09	1.77	1.77	1.98	1.75	1,629
AS-2	Giving users individual attention	2.19	2.01	1.86	1.91	1.78	1,895
AS-3	Employees who are consistently courteous	1.95	1.48	1.47	1.86	1.53	1,872
AS-4	Readiness to respond to users' questions	1.91	1.54	1.52	1.78	1.50	1,719
AS-5	Employees who have the knowledge to answer user questions	1.90	1.52	1.56	1.77	1.58	1,887
AS-6	Employees who deal with users in a caring fashion	1.95	1.55	1.56	1.87	1.60	5,779
AS-7	Employees who understand the needs of their users	1.89	1.47	1.53	1.77	1.50	1,851
AS-8	Willingness to help users	1.92	1.49	1.52	1.78	1.50	1,769
AS-9	Dependability in handling users' service problems	1.82	1.51	1.53	1.79	1.57	1,519
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.88	1.50	1.59	1.92	1.72	1,826
IC-2	A library Web site enabling me to locate information on my own	1.87	1.55	1.60	1.93	1.70	2,215
IC-3	The printed library materials I need for my work	2.18	1.83	1.66	2.10	1.88	1,863
IC-4	The electronic information resources I need	1.94	1.75	1.58	1.89	1.80	5,895
IC-5	Modern equipment that lets me easily access needed information	1.81	1.44	1.54	1.84	1.60	2,264
IC-6	Easy-to-use access tools that allow me to find things on my own	1.80	1.46	1.55	1.76	1.65	2,184
IC-7	Making information easily accessible for independent use	1.79	1.44	1.53	1.80	1.63	2,105
IC-8	Print and/or electronic journal collections I require for my work	1.99	1.68	1.62	1.91	1.75	1,668
Library as Place							
LP-1	Library space that inspires study and learning	1.84	1.41	1.79	2.13	2.03	6,091
LP-2	Quiet space for individual activities	1.90	1.48	1.72	2.21	2.04	1,965
LP-3	A comfortable and inviting location	1.85	1.26	1.65	2.08	1.80	1,965
LP-4	A getaway for study, learning, or research	1.88	1.43	1.67	1.97	1.79	1,834
LP-5	Community space for group learning and group study	1.96	1.58	1.71	2.20	2.05	1,863
Overall:		1.47	1.11	1.21	1.42	1.21	6,136

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	6.13	7.46	7.19	1.06	-0.27	6,012
Information Control	6.09	7.55	7.06	0.97	-0.48	6,120
Library as Place	6.27	7.90	6.87	0.60	-1.03	6,119
Overall	6.16	7.61	7.06	0.90	-0.56	6,136

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.73	1.38	1.38	1.58	1.33	6,012
Information Control	1.59	1.32	1.32	1.53	1.38	6,120
Library as Place	1.65	1.22	1.57	1.87	1.74	6,119
Overall	1.47	1.11	1.21	1.42	1.21	6,136

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
Contribution to the intellectual atmosphere of the campus	6.29	7.32	6.98	0.69	-0.34	327
Library staff teaching me how to find information	6.03	7.17	7.17	1.14	0.00	88
Using the library for research	6.68	7.83	7.16	0.49	-0.67	111
Making me aware of library resources and services	6.12	7.29	6.86	0.74	-0.43	349
Library space for small group collaborative-work using technology	6.13	7.52	6.26	0.13	-1.26	321
A climate that encourages diversity and inclusion	6.49	7.80	7.57	1.08	-0.23	395
Teaching me or my students how to access, evaluate, and use information	5.69	7.17	7.04	1.35	-0.13	405
Access to primary sources at the special collections libraries	5.42	6.94	7.17	1.75	0.22	289
The library providing space with technology that supports creativity	5.67	6.99	6.15	0.48	-0.83	290
The library as a community hub on campus	5.50	6.83	6.55	1.05	-0.28	291
Providing a welcoming and safe place	6.50	8.02	7.61	1.11	-0.42	84
Providing spaces, resources, events, or assistance that allow me to engage critically with information	5.61	6.96	6.87	1.25	-0.09	67
Facilitating my ability to discover and innovate	5.11	7.07	5.98	0.87	-1.09	45
Providing support to share and promote the work of CU students, faculty, and staff	5.82	6.95	7.14	1.32	0.18	65
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	4.66	6.50	6.50	1.84	0.00	56
Efficient interlibrary loan / document delivery	6.26	7.36	7.25	0.99	-0.11	277
A place for reflection and creativity	5.58	7.05	6.01	0.43	-1.04	335
Providing me with information allowing me to work in my own way	6.35	7.54	7.05	0.70	-0.49	324
Space that facilitates quiet study	6.81	8.09	6.76	-0.05	-1.33	100
Space for students to study and work in groups	6.17	7.85	6.00	-0.17	-1.85	100
Providing me with the information skills I need for my work or study	6.49	7.49	7.02	0.53	-0.47	328
Library staff providing help that assists in finding information needed now while improving my research skills	6.55	7.52	7.51	0.96	-0.02	321

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

An online catalog that is user-friendly for finding materials	6.57	7.75	6.86	0.29	-0.89	96
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This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	2.05	1.69	1.76	1.89	1.72	327
Library staff teaching me how to find information	2.26	1.98	1.81	2.16	1.99	88
Using the library for research	1.75	1.52	1.41	1.57	1.49	111
Making me aware of library resources and services	2.14	1.74	1.89	2.06	2.02	349
Library space for small group collaborative-work using technology	1.65	1.46	1.73	2.04	2.15	321
A climate that encourages diversity and inclusion	2.30	1.70	1.52	2.19	1.73	395
Teaching me or my students how to access, evaluate, and use information	2.18	1.91	1.78	2.12	2.02	405
Access to primary sources at the special collections libraries	2.22	2.01	1.78	2.13	2.04	289
The library providing space with technology that supports creativity	1.89	1.86	1.84	1.91	1.97	290
The library as a community hub on campus	2.09	1.85	1.76	2.06	1.84	291
Providing a welcoming and safe place	2.21	1.33	1.38	1.95	1.19	84
Providing spaces, resources, events, or assistance that allow me to engage critically with information	1.47	1.63	1.51	1.51	1.60	67
Facilitating my ability to discover and innovate	2.28	1.85	1.97	1.58	1.95	45
Providing support to share and promote the work of CU students, faculty, and staff	2.17	2.06	1.56	2.14	1.84	65
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	2.57	2.31	1.95	2.41	2.27	56
Efficient interlibrary loan / document delivery	2.03	1.72	1.66	1.96	1.80	277
A place for reflection and creativity	1.98	1.92	1.85	1.92	1.97	335
Providing me with information allowing me to work in my own way	1.64	1.38	1.44	1.67	1.55	324
Space that facilitates quiet study	1.73	1.33	1.55	2.16	2.04	100
Space for students to study and work in groups	1.73	1.69	1.61	2.23	2.36	100
Providing me with the information skills I need for my work or study	1.89	1.69	1.75	1.87	1.83	328
Library staff providing help that assists in finding information needed now while improving my research skills	2.04	1.63	1.64	1.86	1.58	321
An online catalog that is user-friendly for finding materials	1.73	1.51	1.61	2.06	1.87	96

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

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.76	1.40	3,309
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.37	1.51	3,367
How would you rate the overall quality of the service provided by the library?	7.47	1.33	6,134

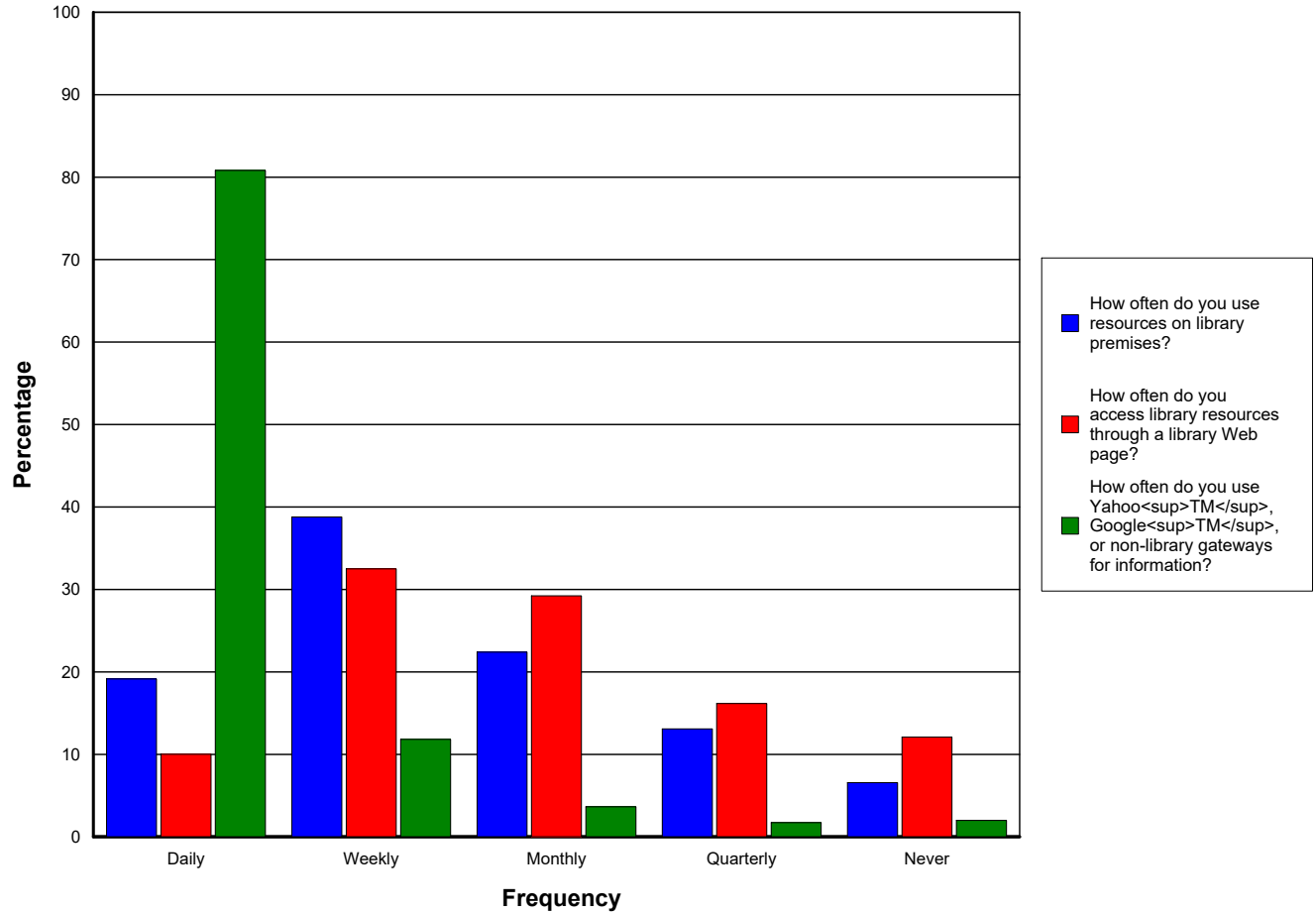
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.41	1.86	2,278
The library aids my advancement in my academic discipline or work.	7.23	1.57	3,049
The library enables me to be more efficient in my academic pursuits or work.	7.46	1.53	3,132
The library helps me distinguish between trustworthy and untrustworthy information.	6.72	1.83	3,121
The library provides me with the information skills I need in my work or study.	7.01	1.65	2,312

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	1,175 19.15%	2,380 38.79%	1,375 22.41%	803 13.09%	403 6.57%	6,136 100.00%
How often do you access library resources through a library Web page?	614 10.01%	1,993 32.49%	1,793 29.23%	992 16.17%	742 12.10%	6,134 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	4,958 80.81%	725 11.82%	224 3.65%	106 1.73%	122 1.99%	6,135 100.00%

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

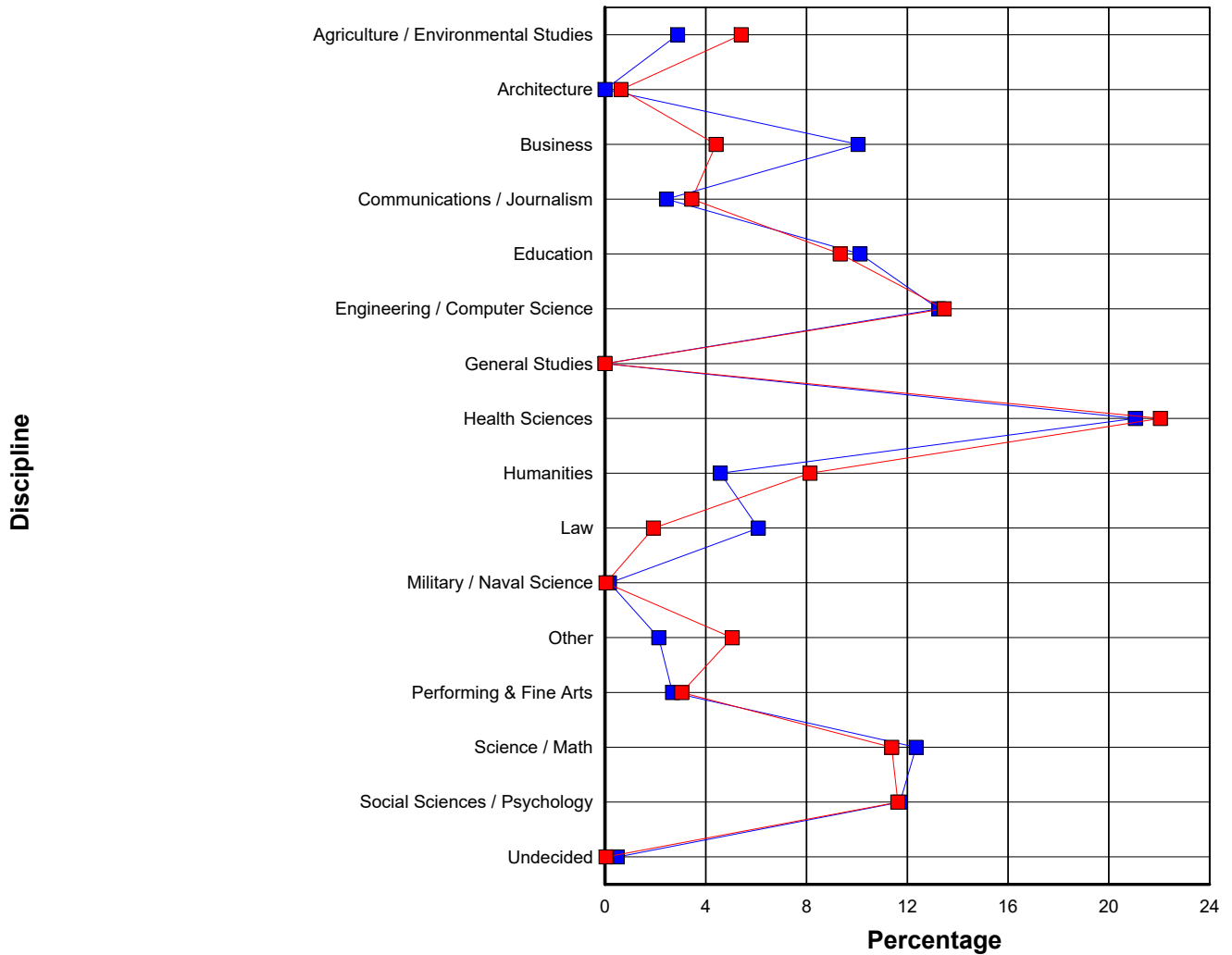
5 Summary for Graduate

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	1,004	2.88	135	5.41	-2.53
Architecture	0	0.00	16	0.64	-0.64
Business	3,499	10.05	110	4.41	5.64
Communications / Journalism	849	2.44	86	3.45	-1.01
Education	3,525	10.12	233	9.34	0.79
Engineering / Computer Science	4,613	13.25	336	13.47	-0.22
General Studies	0	0.00	0	0.00	0.00
Health Sciences	7,330	21.05	550	22.04	-0.99
Humanities	1,593	4.58	203	8.14	-3.56
Law	2,120	6.09	48	1.92	4.16
Military / Naval Science	62	0.18	1	0.04	0.14
Other	742	2.13	126	5.05	-2.92
Performing & Fine Arts	933	2.68	76	3.05	-0.37
Science / Math	4,300	12.35	284	11.38	0.97
Social Sciences / Psychology	4,077	11.71	290	11.62	0.09
Undecided	171	0.49	1	0.04	0.45
Total:	34,818	100.00	2,495	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	0	0.00
18 - 22	165	8.23
23 - 30	1,295	64.56
31 - 45	455	22.68
46 - 65	85	4.24
Over 65	6	0.30
Total:	2,006	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:	Population N	Population %	Respondents n	Respondents %
Female	5,842	49.16	0	0.00
Male	6,041	50.84	0	0.00
Total:	11,883	100.00	0	100.00

5.1.4 Respondent Profile by Full or part-time student?

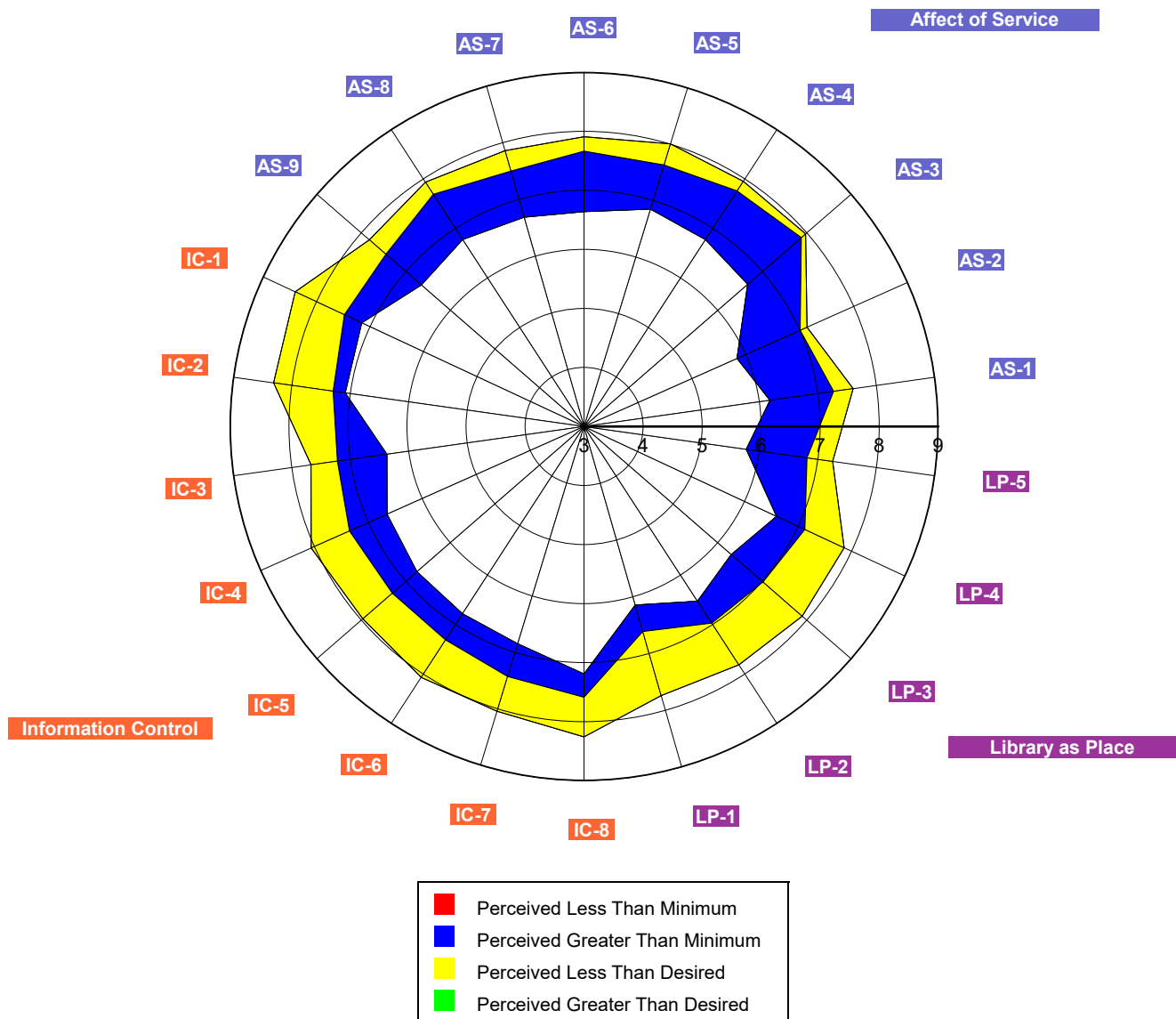
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,442	68.65	1,237	90.69
Part-time	3,855	31.35	97	7.11
Does not apply / NA		0.00	30	2.20
Total:	12,297	100.00	1,364	100.00

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.)



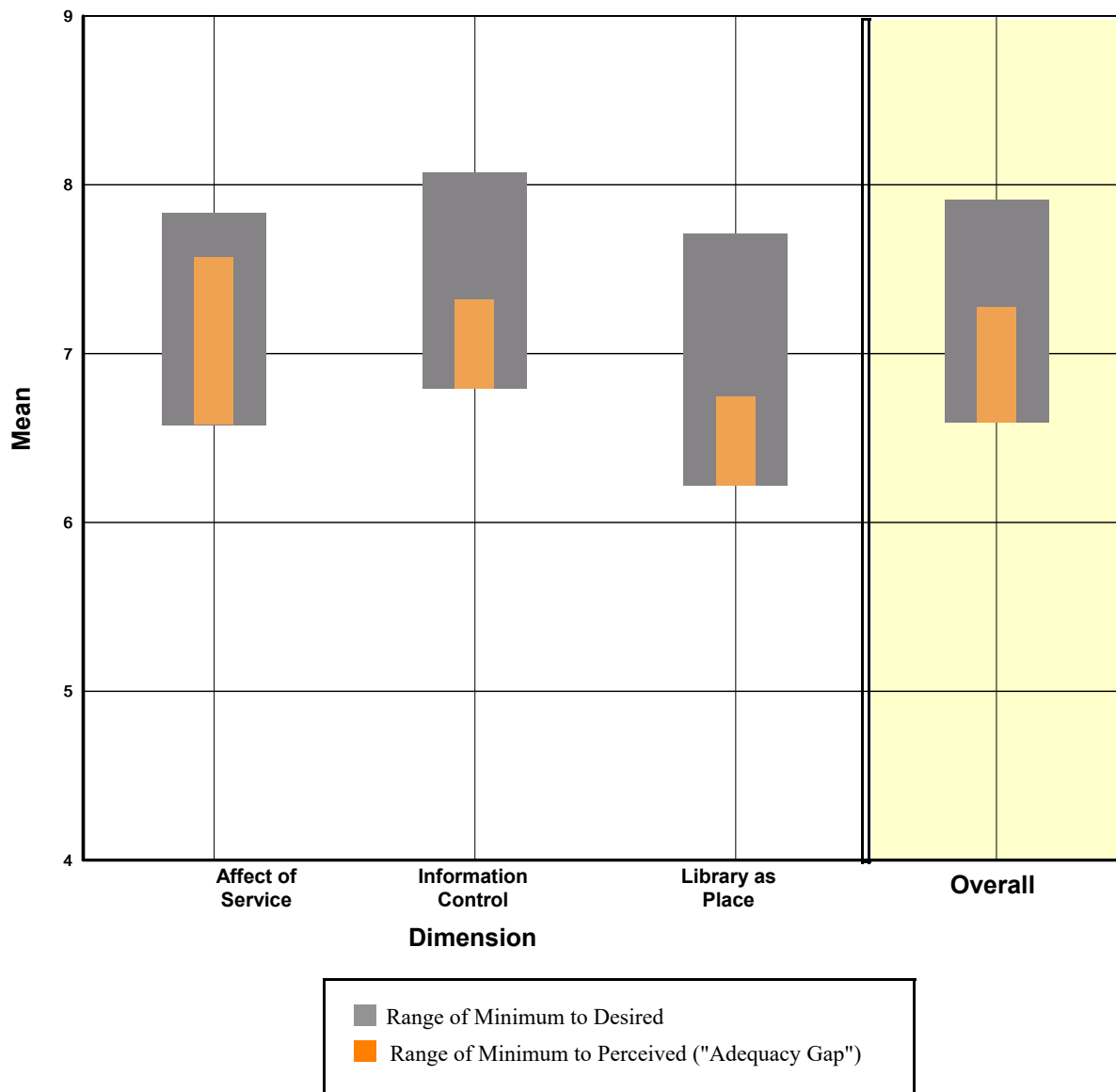
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.18	7.60	7.27	1.09	-0.33	639
AS-2	Giving users individual attention	5.84	7.13	7.01	1.17	-0.13	757
AS-3	Employees who are consistently courteous	6.67	7.97	7.88	1.21	-0.10	754
AS-4	Readiness to respond to users' questions	6.78	7.95	7.76	0.98	-0.19	730
AS-5	Employees who have the knowledge to answer user questions	6.85	8.01	7.63	0.78	-0.37	765
AS-6	Employees who deal with users in a caring fashion	6.64	7.91	7.67	1.03	-0.24	2,377
AS-7	Employees who understand the needs of their users	6.69	7.86	7.50	0.81	-0.36	764
AS-8	Willingness to help users	6.78	7.93	7.69	0.91	-0.24	727
AS-9	Dependability in handling users' service problems	6.65	7.82	7.45	0.80	-0.37	621
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.16	8.40	7.48	0.32	-0.92	736
IC-2	A library Web site enabling me to locate information on my own	7.09	8.31	7.29	0.21	-1.02	953
IC-3	The printed library materials I need for my work	6.37	7.67	7.22	0.85	-0.45	745
IC-4	The electronic information resources I need	6.66	8.06	7.35	0.70	-0.71	2,445
IC-5	Modern equipment that lets me easily access needed information	6.75	7.97	7.31	0.56	-0.66	877
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.07	7.31	0.53	-0.76	943
IC-7	Making information easily accessible for independent use	6.85	8.05	7.43	0.58	-0.62	854
IC-8	Print and/or electronic journal collections I require for my work	7.19	8.26	7.59	0.40	-0.67	753
Library as Place							
LP-1	Library space that inspires study and learning	6.15	7.74	6.61	0.47	-1.13	2,334
LP-2	Quiet space for individual activities	6.53	7.81	6.97	0.45	-0.84	754
LP-3	A comfortable and inviting location	6.31	7.90	7.02	0.71	-0.88	759
LP-4	A getaway for study, learning, or research	6.60	7.86	7.13	0.53	-0.73	750
LP-5	Community space for group learning and group study	5.77	7.25	6.82	1.04	-0.44	671
Overall:		6.59	7.91	7.28	0.68	-0.64	2,496

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	1.95	1.58	1.64	1.98	1.67	639
AS-2	Giving users individual attention	2.10	1.83	1.70	1.85	1.65	757
AS-3	Employees who are consistently courteous	1.81	1.32	1.41	1.93	1.55	754
AS-4	Readiness to respond to users' questions	1.71	1.34	1.35	1.65	1.39	730
AS-5	Employees who have the knowledge to answer user questions	1.73	1.24	1.44	1.69	1.42	765
AS-6	Employees who deal with users in a caring fashion	1.80	1.38	1.47	1.81	1.52	2,377
AS-7	Employees who understand the needs of their users	1.78	1.35	1.45	1.84	1.54	764
AS-8	Willingness to help users	1.73	1.34	1.51	1.73	1.45	727
AS-9	Dependability in handling users' service problems	1.72	1.38	1.56	1.81	1.58	621
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.06	1.57	1.88	1.56	736
IC-2	A library Web site enabling me to locate information on my own	1.60	1.10	1.58	1.94	1.64	953
IC-3	The printed library materials I need for my work	1.98	1.66	1.66	2.02	1.83	745
IC-4	The electronic information resources I need	1.76	1.34	1.44	1.86	1.58	2,445
IC-5	Modern equipment that lets me easily access needed information	1.72	1.35	1.49	1.81	1.58	877
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.20	1.46	1.86	1.59	943
IC-7	Making information easily accessible for independent use	1.63	1.26	1.39	1.71	1.41	854
IC-8	Print and/or electronic journal collections I require for my work	1.63	1.27	1.44	1.82	1.59	753
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.64	1.87	2.29	2.22	2,334
LP-2	Quiet space for individual activities	2.00	1.65	1.77	2.42	2.21	754
LP-3	A comfortable and inviting location	1.92	1.46	1.75	2.15	1.98	759
LP-4	A getaway for study, learning, or research	1.78	1.48	1.72	1.97	1.93	750
LP-5	Community space for group learning and group study	2.14	1.96	1.79	2.39	2.31	671
Overall:		1.39	0.99	1.16	1.43	1.17	2,496

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	6.58	7.83	7.57	0.99	-0.26	2,459
Information Control	6.79	8.07	7.32	0.53	-0.75	2,491
Library as Place	6.22	7.71	6.75	0.53	-0.96	2,398
Overall	6.59	7.91	7.28	0.68	-0.64	2,496

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	1.22	1.31	1.60	1.29	2,459
Information Control	1.45	1.07	1.26	1.55	1.30	2,491
Library as Place	1.80	1.48	1.67	2.05	1.95	2,398
Overall	1.39	0.99	1.16	1.43	1.17	2,496

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
Contribution to the intellectual atmosphere of the campus	6.70	7.95	7.42	0.72	-0.52	111
Library staff teaching me how to find information	6.18	7.74	7.43	1.26	-0.31	74
Using the library for research	7.33	8.14	7.35	0.02	-0.79	85
Making me aware of library resources and services	6.22	7.45	6.67	0.45	-0.78	106
Library space for small group collaborative-work using technology	5.68	7.18	6.29	0.61	-0.89	56
A climate that encourages diversity and inclusion	6.94	7.87	7.61	0.67	-0.26	124
Teaching me or my students how to access, evaluate, and use information	6.60	7.80	7.44	0.84	-0.36	164
Access to primary sources at the special collections libraries	6.27	7.39	7.64	1.36	0.25	96
The library providing space with technology that supports creativity	5.76	6.96	6.48	0.72	-0.47	93
The library as a community hub on campus	5.56	7.04	6.39	0.83	-0.65	94
Providing a welcoming and safe place	6.59	7.73	7.50	0.91	-0.23	64
Providing spaces, resources, events, or assistance that allow me to engage critically with information	5.72	7.21	6.69	0.97	-0.52	61
Facilitating my ability to discover and innovate	6.71	7.58	6.68	-0.03	-0.89	38
Providing support to share and promote the work of CU students, faculty, and staff	5.92	7.18	6.96	1.04	-0.22	50
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	4.45	6.43	6.53	2.08	0.10	49
Efficient interlibrary loan / document delivery	6.69	8.02	7.13	0.45	-0.89	89
A place for reflection and creativity	5.97	7.20	6.09	0.12	-1.11	76
Providing me with information allowing me to work in my own way	6.85	8.05	7.43	0.59	-0.62	92
Space that facilitates quiet study	6.64	8.22	6.91	0.27	-1.31	67
Space for students to study and work in groups	6.34	7.56	6.40	0.06	-1.16	62
Providing me with the information skills I need for my work or study	6.53	7.42	7.16	0.63	-0.26	115
Library staff providing help that assists in finding information needed now while improving my research skills	6.73	7.85	7.47	0.74	-0.38	108

An online catalog that is user-friendly for finding materials	7.14	8.26	7.10	-0.03	-1.16	87
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This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.99	1.37	1.33	1.95	1.42	111
Library staff teaching me how to find information	2.18	1.84	1.46	2.26	1.95	74
Using the library for research	1.49	1.47	1.54	1.50	1.40	85
Making me aware of library resources and services	1.91	1.61	1.93	2.06	2.11	106
Library space for small group collaborative-work using technology	2.05	2.09	2.00	2.56	2.42	56
A climate that encourages diversity and inclusion	2.13	1.72	1.49	2.23	1.90	124
Teaching me or my students how to access, evaluate, and use information	1.83	1.54	1.66	1.81	1.63	164
Access to primary sources at the special collections libraries	2.16	2.03	1.55	2.01	2.08	96
The library providing space with technology that supports creativity	2.19	2.17	1.80	2.42	2.36	93
The library as a community hub on campus	2.29	1.93	1.91	2.39	2.30	94
Providing a welcoming and safe place	2.27	1.90	1.58	2.15	1.85	64
Providing spaces, resources, events, or assistance that allow me to engage critically with information	2.11	1.67	1.58	1.68	1.54	61
Facilitating my ability to discover and innovate	2.01	2.00	1.47	1.99	2.00	38
Providing support to share and promote the work of CU students, faculty, and staff	2.29	1.72	1.70	2.01	1.53	50
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	2.26	2.35	1.93	2.07	1.79	49
Efficient interlibrary loan / document delivery	2.07	1.36	2.02	2.39	2.00	89
A place for reflection and creativity	2.22	1.77	1.95	2.23	2.06	76
Providing me with information allowing me to work in my own way	1.72	1.12	1.48	1.71	1.46	92
Space that facilitates quiet study	1.53	1.10	1.72	2.22	1.94	67
Space for students to study and work in groups	1.75	1.57	1.65	2.04	2.14	62
Providing me with the information skills I need for my work or study	1.98	1.78	1.81	1.75	1.61	115
Library staff providing help that assists in finding information needed now while improving my research skills	1.71	1.45	1.41	1.60	1.28	108
An online catalog that is user-friendly for finding materials	1.68	1.15	1.83	2.43	1.94	87

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

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.91	1.35	1,423
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.57	1.41	1,303
How would you rate the overall quality of the service provided by the library?	7.63	1.25	2,496

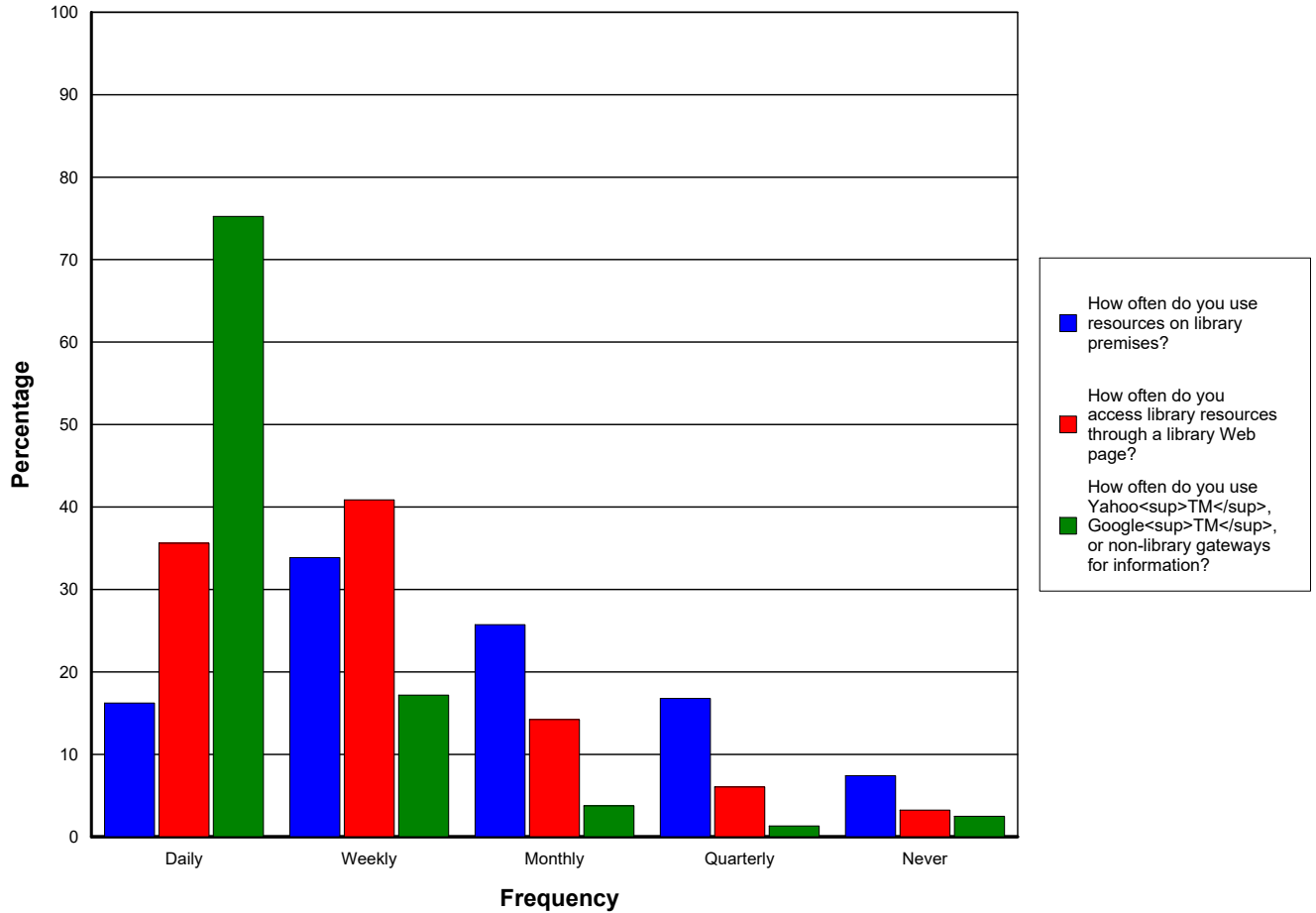
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.76	1.86	930
The library aids my advancement in my academic discipline or work.	7.64	1.46	1,228
The library enables me to be more efficient in my academic pursuits or work.	7.52	1.51	1,231
The library helps me distinguish between trustworthy and untrustworthy information.	6.63	1.84	1,306
The library provides me with the information skills I need in my work or study.	7.24	1.56	987

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?	405 16.23%	845 33.85%	642 25.72%	419 16.79%	185 7.41%	2,496 100.00%
How often do you access library resources through a library Web page?	889 35.62%	1,020 40.87%	355 14.22%	151 6.05%	81 3.25%	2,496 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,878 75.24%	429 17.19%	94 3.77%	33 1.32%	62 2.48%	2,496 100.00%

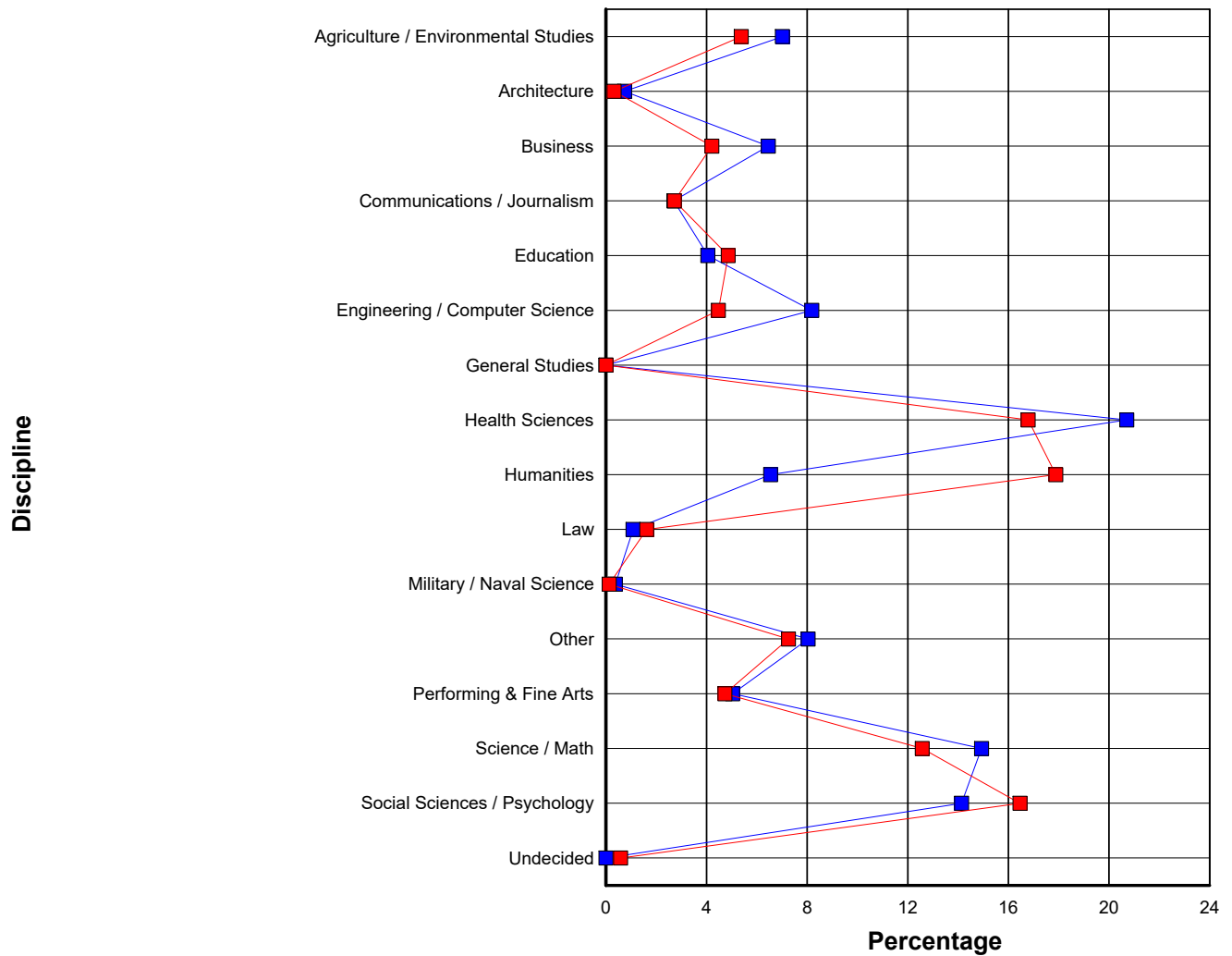
6 Summary for Faculty

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	1,316	7.02	83	5.38	1.64
Architecture	139	0.74	5	0.32	0.42
Business	1,211	6.46	65	4.21	2.24
Communications / Journalism	506	2.70	42	2.72	-0.02
Education	760	4.05	75	4.86	-0.81
Engineering / Computer Science	1,535	8.18	69	4.47	3.71
General Studies	0	0.00	0	0.00	0.00
Health Sciences	3,884	20.71	259	16.79	3.92
Humanities	1,228	6.55	276	17.89	-11.34
Law	202	1.08	25	1.62	-0.54
Military / Naval Science	70	0.37	2	0.13	0.24
Other	1,508	8.04	112	7.26	0.78
Performing & Fine Arts	945	5.04	73	4.73	0.31
Science / Math	2,801	14.93	194	12.57	2.36
Social Sciences / Psychology	2,652	14.14	254	16.46	-2.32
Undecided	0	0.00	9	0.58	-0.58
Total:	18,757	100.00	1,543	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	5	0.45
18 - 22	4	0.36
23 - 30	47	4.19
31 - 45	388	34.55
46 - 65	543	48.35
Over 65	136	12.11
Total:	1,123	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	1,111	37.92	0	0.00
Male	1,819	62.08	0	0.00
Total:	2,930	100.00	0	100.00

6.1.4 Respondent Profile by Full or part-time student?

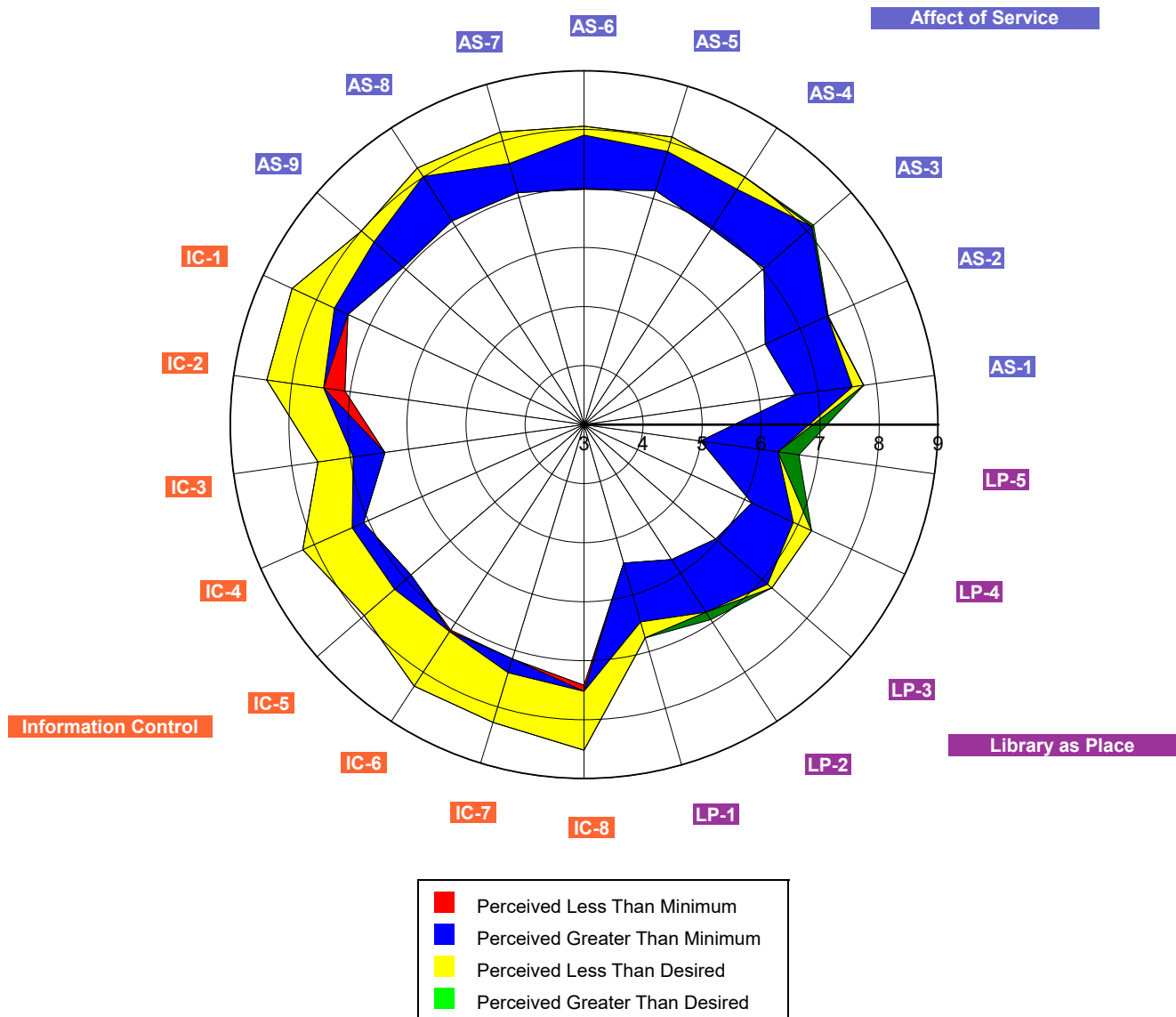
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,920	99.66	39	4.52
Part-time	6	0.20	10	1.16
Does not apply / NA	4	0.14	814	94.32
Total:	2,930	100.00	863	100.00

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.)



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

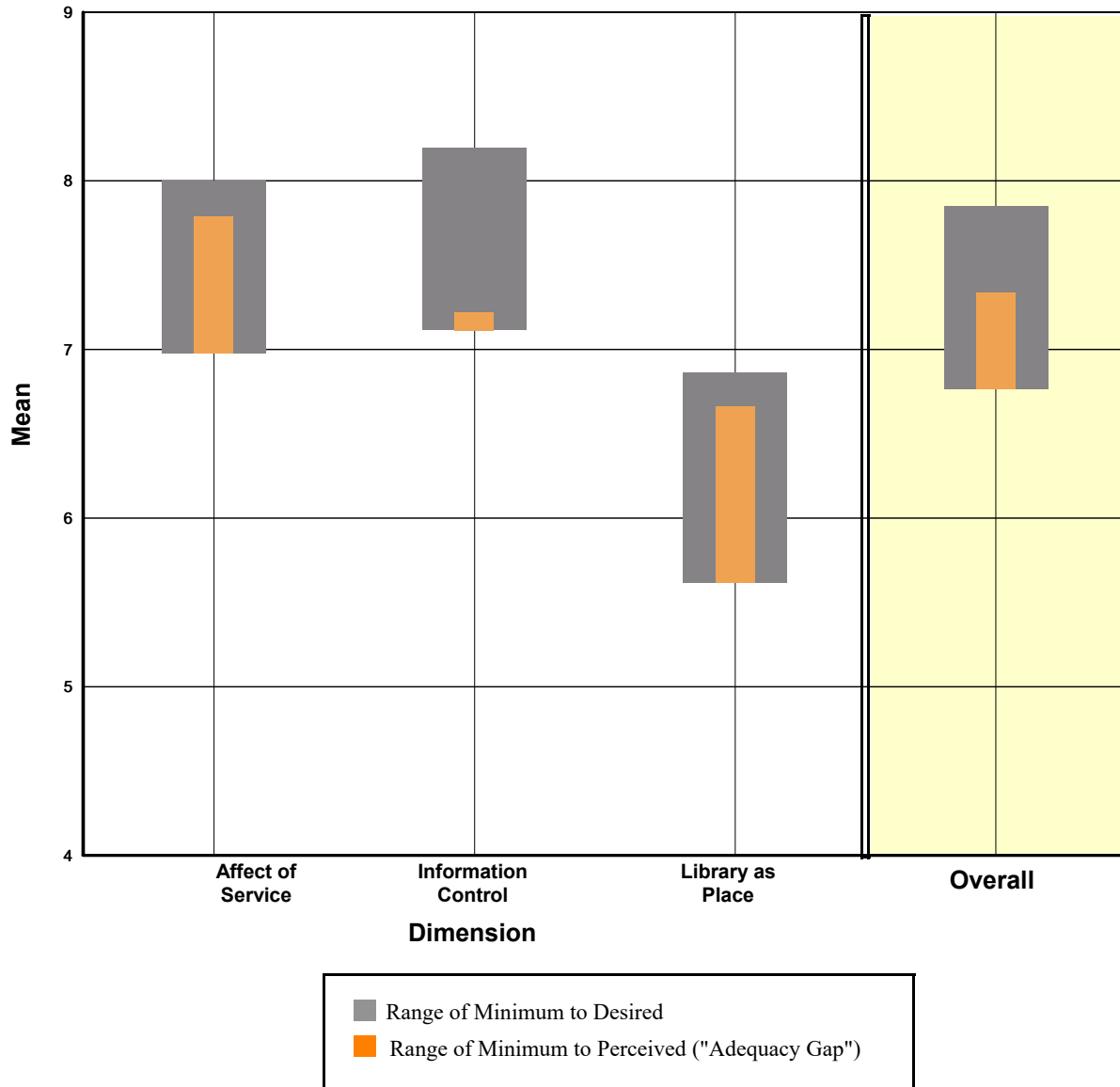
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.62	7.78	7.59	0.97	-0.19	401
AS-2	Giving users individual attention	6.36	7.52	7.53	1.17	0.01	450
AS-3	Employees who are consistently courteous	7.05	8.11	8.15	1.11	0.04	487
AS-4	Readiness to respond to users' questions	6.96	8.00	7.76	0.80	-0.24	458
AS-5	Employees who have the knowledge to answer user questions	7.15	8.10	7.84	0.69	-0.26	500
AS-6	Employees who deal with users in a caring fashion	6.99	8.05	7.91	0.92	-0.15	1,480
AS-7	Employees who understand the needs of their users	7.09	8.16	7.60	0.51	-0.56	478
AS-8	Willingness to help users	7.11	8.19	8.01	0.90	-0.17	437
AS-9	Dependability in handling users' service problems	7.06	8.00	7.72	0.66	-0.28	348
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.42	8.46	7.67	0.25	-0.79	453
IC-2	A library Web site enabling me to locate information on my own	7.46	8.43	7.09	-0.36	-1.34	616
IC-3	The printed library materials I need for my work	6.41	7.55	6.95	0.54	-0.60	488
IC-4	The electronic information resources I need	7.09	8.22	7.30	0.21	-0.91	1,528
IC-5	Modern equipment that lets me easily access needed information	6.89	7.94	7.25	0.37	-0.68	512
IC-6	Easy-to-use access tools that allow me to find things on my own	7.18	8.28	7.15	-0.03	-1.13	579
IC-7	Making information easily accessible for independent use	7.15	8.28	7.40	0.25	-0.88	476
IC-8	Print and/or electronic journal collections I require for my work	7.52	8.52	7.42	-0.10	-1.10	423
Library as Place							
LP-1	Library space that inspires study and learning	5.44	6.76	6.48	1.04	-0.28	1,236
LP-2	Quiet space for individual activities	5.73	6.79	6.94	1.21	0.15	341
LP-3	A comfortable and inviting location	5.96	7.22	7.12	1.17	-0.09	434
LP-4	A getaway for study, learning, or research	6.14	7.25	6.91	0.77	-0.34	408
LP-5	Community space for group learning and group study	5.00	6.32	6.68	1.68	0.36	263
Overall:		6.77	7.85	7.34	0.57	-0.52	1,543

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	2.00	1.62	1.48	1.96	1.67	401
AS-2	Giving users individual attention	1.96	1.72	1.57	1.96	1.79	450
AS-3	Employees who are consistently courteous	1.88	1.32	1.17	1.92	1.50	487
AS-4	Readiness to respond to users' questions	1.81	1.47	1.55	1.93	1.73	458
AS-5	Employees who have the knowledge to answer user questions	1.59	1.30	1.36	1.69	1.56	500
AS-6	Employees who deal with users in a caring fashion	1.81	1.41	1.44	1.87	1.64	1,480
AS-7	Employees who understand the needs of their users	1.70	1.31	1.65	2.01	1.79	478
AS-8	Willingness to help users	1.68	1.19	1.32	1.75	1.45	437
AS-9	Dependability in handling users' service problems	1.64	1.42	1.41	1.68	1.44	348
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.20	1.50	1.94	1.67	453
IC-2	A library Web site enabling me to locate information on my own	1.57	1.16	1.78	2.06	1.95	616
IC-3	The printed library materials I need for my work	2.13	1.91	1.78	2.41	2.34	488
IC-4	The electronic information resources I need	1.68	1.34	1.58	1.97	1.90	1,528
IC-5	Modern equipment that lets me easily access needed information	1.92	1.61	1.61	1.95	1.87	512
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	1.14	1.55	1.93	1.78	579
IC-7	Making information easily accessible for independent use	1.61	1.16	1.52	1.99	1.72	476
IC-8	Print and/or electronic journal collections I require for my work	1.53	1.05	1.56	1.97	1.72	423
Library as Place							
LP-1	Library space that inspires study and learning	2.37	2.39	1.91	2.66	2.83	1,236
LP-2	Quiet space for individual activities	2.49	2.43	1.96	2.82	2.74	341
LP-3	A comfortable and inviting location	2.21	1.96	1.66	2.34	2.24	434
LP-4	A getaway for study, learning, or research	2.38	2.16	1.94	2.39	2.29	408
LP-5	Community space for group learning and group study	2.46	2.49	1.94	2.57	2.75	263
Overall:		1.39	1.09	1.22	1.50	1.42	1,543

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

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	6.98	8.00	7.79	0.81	-0.21	1,527
Information Control	7.11	8.19	7.22	0.11	-0.97	1,542
Library as Place	5.62	6.86	6.66	1.05	-0.20	1,330
Overall	6.77	7.85	7.34	0.57	-0.52	1,543

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	1.62	1.26	1.33	1.63	1.45	1,527
Information Control	1.41	1.07	1.38	1.69	1.62	1,542
Library as Place	2.25	2.18	1.77	2.38	2.45	1,330
Overall	1.39	1.09	1.22	1.50	1.42	1,543

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
Contribution to the intellectual atmosphere of the campus	7.07	8.00	6.98	-0.09	-1.02	100
Library staff teaching me how to find information	6.38	6.96	7.67	1.29	0.71	24
Using the library for research	7.42	8.46	7.13	-0.29	-1.33	24
Making me aware of library resources and services	6.03	7.07	6.75	0.72	-0.32	88
Library space for small group collaborative-work using technology	4.90	6.57	6.52	1.62	-0.05	21
A climate that encourages diversity and inclusion	7.40	7.95	7.80	0.40	-0.14	112
Teaching me or my students how to access, evaluate, and use information	7.11	7.97	7.78	0.67	-0.19	122
Access to primary sources at the special collections libraries	6.46	7.51	7.32	0.85	-0.20	82
The library providing space with technology that supports creativity	4.96	5.62	6.04	1.08	0.42	26
The library as a community hub on campus	4.23	5.58	6.15	1.92	0.58	26
Providing a welcoming and safe place	7.17	7.93	7.41	0.24	-0.52	29
Providing spaces, resources, events, or assistance that allow me to engage critically with information	6.43	7.87	6.90	0.47	-0.97	30
Facilitating my ability to discover and innovate	5.80	7.33	6.73	0.93	-0.60	40
Providing support to share and promote the work of CU students, faculty, and staff	5.73	6.81	5.77	0.04	-1.04	26
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	5.44	6.82	6.28	0.85	-0.54	39
Efficient interlibrary loan / document delivery	7.33	8.35	7.94	0.61	-0.41	106
A place for reflection and creativity	5.15	6.22	5.70	0.56	-0.52	27
Providing me with information allowing me to work in my own way	7.53	8.05	7.74	0.21	-0.32	19
Space that facilitates quiet study	6.07	7.47	6.00	-0.07	-1.47	15
Space for students to study and work in groups	5.00	6.75	6.67	1.67	-0.08	12
Providing me with the information skills I need for my work or study	6.99	7.91	7.41	0.43	-0.50	82
Library staff providing help that assists in finding information needed now while improving my research skills	6.68	7.72	7.57	0.88	-0.15	92

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

An online catalog that is user-friendly for finding materials	7.67	8.33	6.08	-1.58	-2.25	24
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This table displays the standard deviations of each of the local questions added by the individual library or consortium, where *n* is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.89	1.50	2.01	2.23	1.99	100
Library staff teaching me how to find information	2.46	2.61	1.43	2.46	2.54	24
Using the library for research	1.53	0.98	1.68	2.40	2.08	24
Making me aware of library resources and services	1.71	1.64	1.74	1.95	1.75	88
Library space for small group collaborative-work using technology	2.26	1.99	1.60	1.75	1.66	21
A climate that encourages diversity and inclusion	2.00	1.82	1.40	1.86	1.69	112
Teaching me or my students how to access, evaluate, and use information	1.76	1.41	1.53	1.95	1.77	122
Access to primary sources at the special collections libraries	2.24	1.93	1.99	2.56	2.35	82
The library providing space with technology that supports creativity	2.72	3.02	2.01	2.91	3.24	26
The library as a community hub on campus	2.50	3.05	2.15	2.40	3.56	26
Providing a welcoming and safe place	1.85	1.41	1.76	2.06	1.68	29
Providing spaces, resources, events, or assistance that allow me to engage critically with information	1.91	1.36	1.56	1.96	1.61	30
Facilitating my ability to discover and innovate	2.13	1.64	1.77	1.27	1.46	40
Providing support to share and promote the work of CU students, faculty, and staff	2.55	2.55	2.82	1.93	2.22	26
Offering workshops, classes, or individual assistance that help me find, evaluate, or use information	2.62	2.00	2.26	2.75	2.15	39
Efficient interlibrary loan / document delivery	1.66	1.24	1.63	1.92	1.73	106
A place for reflection and creativity	2.63	2.83	2.25	2.22	2.39	27
Providing me with information allowing me to work in my own way	1.71	1.31	1.37	1.23	0.67	19
Space that facilitates quiet study	2.40	2.33	1.77	3.13	2.90	15
Space for students to study and work in groups	2.49	1.96	1.61	2.99	2.50	12
Providing me with the information skills I need for my work or study	1.86	1.50	1.62	1.85	1.86	82
Library staff providing help that assists in finding information needed now while improving my research skills	1.86	1.67	1.93	2.24	2.08	92
An online catalog that is user-friendly for finding materials	1.20	1.34	2.22	2.60	2.77	24

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

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.01	1.35	841
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.59	831
How would you rate the overall quality of the service provided by the library?	7.70	1.41	1,542

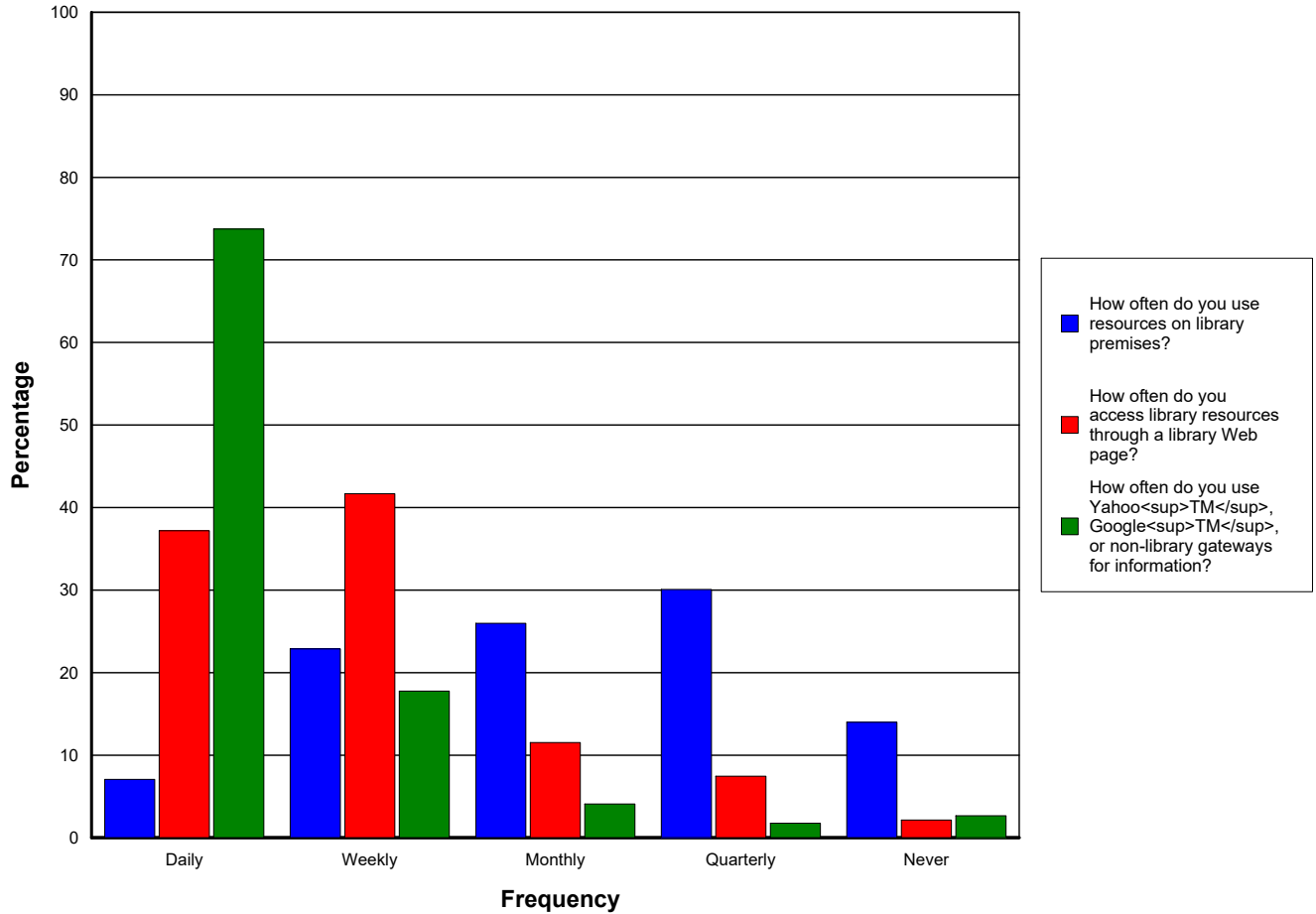
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.68	2.09	570
The library aids my advancement in my academic discipline or work.	7.70	1.60	769
The library enables me to be more efficient in my academic pursuits or work.	7.63	1.57	777
The library helps me distinguish between trustworthy and untrustworthy information.	6.41	2.00	769
The library provides me with the information skills I need in my work or study.	7.04	1.79	589

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?	109 7.06%	353 22.88%	401 25.99%	464 30.07%	216 14.00%	1,543 100.00%
How often do you access library resources through a library Web page?	574 37.20%	643 41.67%	178 11.54%	115 7.45%	33 2.14%	1,543 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,137 73.74%	274 17.77%	63 4.09%	27 1.75%	41 2.66%	1,542 100.00%

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

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	2.70
23 - 30	6	16.22
31 - 45	8	21.62
46 - 65	19	51.35
Over 65	3	8.11
Total:	37	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?

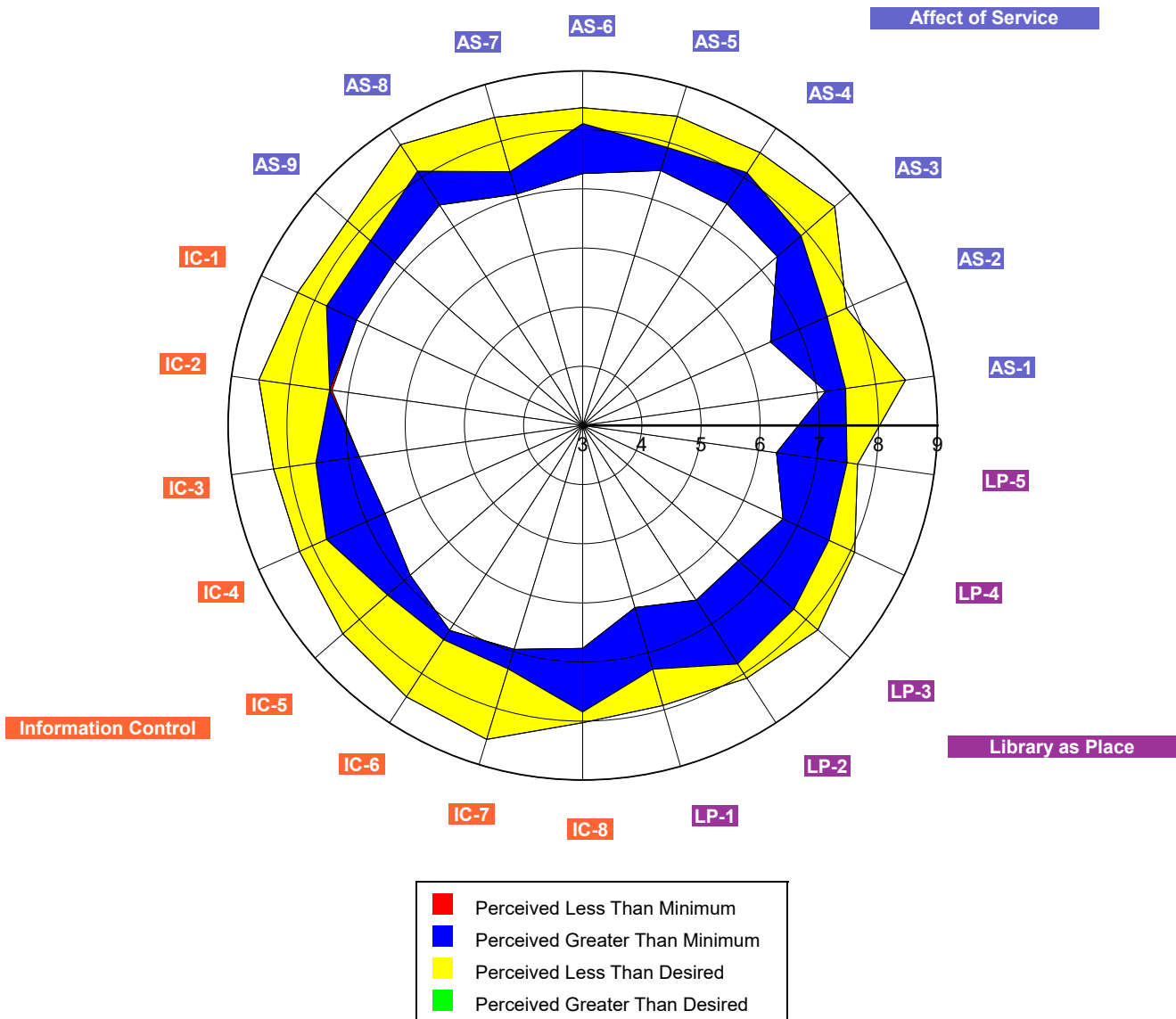
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	2	100.00
Total:	2	100.00

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.)



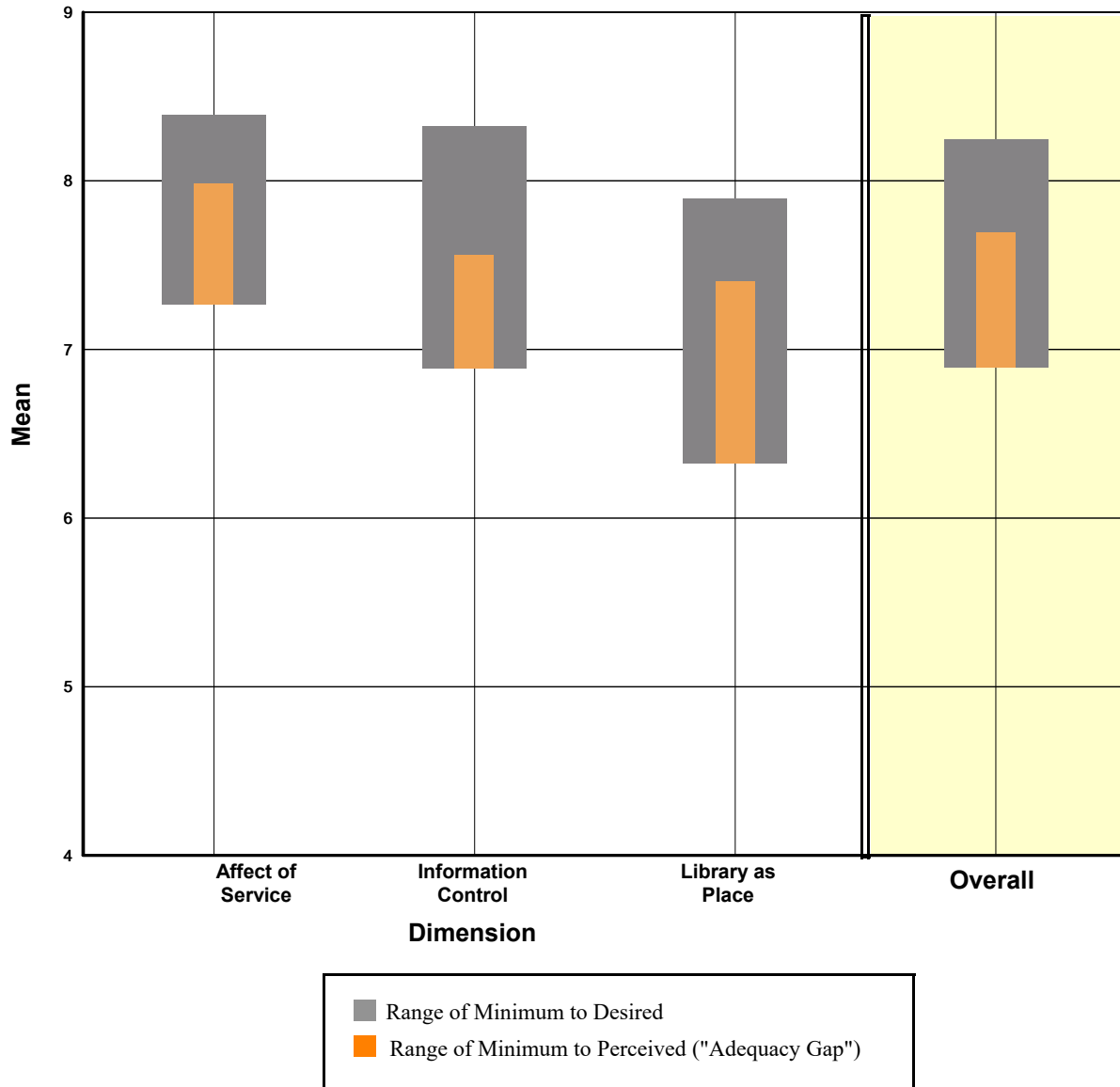
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: Library Staff

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	7.15	8.51	7.49	0.34	-1.02	47
AS-2	Giving users individual attention	6.48	7.88	7.52	1.05	-0.36	42
AS-3	Employees who are consistently courteous	7.36	8.64	7.89	0.53	-0.76	45
AS-4	Readiness to respond to users' questions	7.48	8.50	8.10	0.63	-0.40	40
AS-5	Employees who have the knowledge to answer user questions	7.51	8.47	7.91	0.40	-0.55	47
AS-6	Employees who deal with users in a caring fashion	7.26	8.38	8.11	0.85	-0.27	112
AS-7	Employees who understand the needs of their users	7.07	8.42	7.47	0.40	-0.95	43
AS-8	Willingness to help users	7.45	8.66	8.13	0.68	-0.53	47
AS-9	Dependability in handling users' service problems	7.22	8.27	7.76	0.54	-0.51	37
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.22	8.32	7.78	0.56	-0.54	41
IC-2	A library Web site enabling me to locate information on my own	7.32	8.53	7.28	-0.04	-1.25	53
IC-3	The printed library materials I need for my work	6.81	8.28	7.56	0.74	-0.72	43
IC-4	The electronic information resources I need	6.66	8.24	7.74	1.08	-0.50	112
IC-5	Modern equipment that lets me easily access needed information	6.86	8.37	7.37	0.51	-1.00	51
IC-6	Easy-to-use access tools that allow me to find things on my own	7.13	8.47	7.32	0.19	-1.15	53
IC-7	Making information easily accessible for independent use	6.96	8.55	7.31	0.35	-1.24	49
IC-8	Print and/or electronic journal collections I require for my work	6.77	8.03	7.85	1.08	-0.18	39
Library as Place							
LP-1	Library space that inspires study and learning	6.21	7.93	7.29	1.08	-0.64	107
LP-2	Quiet space for individual activities	6.52	8.10	7.81	1.29	-0.29	42
LP-3	A comfortable and inviting location	6.49	8.27	7.73	1.24	-0.54	41
LP-4	A getaway for study, learning, or research	6.74	8.07	7.60	0.86	-0.48	42
LP-5	Community space for group learning and group study	6.31	7.69	7.51	1.21	-0.18	39
Overall:		6.89	8.25	7.69	0.80	-0.55	115

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	1.61	0.83	1.56	1.70	1.66	47
AS-2	Giving users individual attention	1.66	1.58	1.29	2.00	1.91	42
AS-3	Employees who are consistently courteous	1.51	0.74	1.13	2.00	1.28	45
AS-4	Readiness to respond to users' questions	1.57	0.82	1.15	1.73	1.10	40
AS-5	Employees who have the knowledge to answer user questions	1.30	0.78	1.06	1.50	1.08	47
AS-6	Employees who deal with users in a caring fashion	1.60	1.05	0.99	1.68	1.24	112
AS-7	Employees who understand the needs of their users	1.33	0.96	1.39	1.80	1.53	43
AS-8	Willingness to help users	1.75	0.76	1.06	1.78	1.12	47
AS-9	Dependability in handling users' service problems	1.75	0.99	1.01	1.64	1.30	37
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	1.06	1.24	1.83	1.57	41
IC-2	A library Web site enabling me to locate information on my own	1.33	0.77	1.52	1.88	1.64	53
IC-3	The printed library materials I need for my work	1.62	1.08	1.37	1.85	1.42	43
IC-4	The electronic information resources I need	1.55	1.17	1.06	1.74	1.43	112
IC-5	Modern equipment that lets me easily access needed information	1.47	0.80	1.51	1.95	1.74	51
IC-6	Easy-to-use access tools that allow me to find things on my own	1.48	0.82	1.63	1.93	1.81	53
IC-7	Making information easily accessible for independent use	1.49	0.87	1.61	1.73	1.68	49
IC-8	Print and/or electronic journal collections I require for my work	1.78	1.58	1.11	1.94	1.90	39
Library as Place							
LP-1	Library space that inspires study and learning	1.91	1.41	1.68	2.19	2.12	107
LP-2	Quiet space for individual activities	1.67	1.21	1.45	2.09	1.71	42
LP-3	A comfortable and inviting location	1.73	1.27	1.18	1.81	1.73	41
LP-4	A getaway for study, learning, or research	1.62	1.20	1.42	1.56	1.31	42
LP-5	Community space for group learning and group study	2.04	1.49	1.21	1.51	1.19	39
Overall:		1.29	0.83	0.93	1.29	1.14	115

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	7.27	8.39	7.99	0.72	-0.40	114
Information Control	6.89	8.32	7.56	0.67	-0.77	115
Library as Place	6.32	7.89	7.40	1.08	-0.49	110
Overall	6.89	8.25	7.69	0.80	-0.55	115

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.46	0.92	0.99	1.46	1.20	114
Information Control	1.31	0.87	1.07	1.42	1.27	115
Library as Place	1.63	1.26	1.36	1.69	1.61	110
Overall	1.29	0.83	0.93	1.29	1.14	115

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
Using the library for research	8.00	8.67	7.67	-0.33	-1.00	3
A climate that encourages diversity and inclusion	6.65	8.61	7.17	0.52	-1.43	23
Teaching me or my students how to access, evaluate, and use information	7.16	8.05	8.00	0.84	-0.05	19
Access to primary sources at the special collections libraries	7.25	7.94	7.69	0.44	-0.25	16
Providing a welcoming and safe place	7.00	9.00	7.00	0.00	-2.00	2
Space that facilitates quiet study	8.00	8.50	6.50	-1.50	-2.00	2
Space for students to study and work in groups	7.00	7.50	5.00	-2.00	-2.50	2
An online catalog that is user-friendly for finding materials	6.80	8.20	5.80	-1.00	-2.40	5

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
Using the library for research	1.00	0.58	1.53	0.58	1.73	3
A climate that encourages diversity and inclusion	1.85	0.89	1.85	1.59	1.95	23
Teaching me or my students how to access, evaluate, and use information	1.68	1.18	1.37	1.38	1.22	19
Access to primary sources at the special collections libraries	2.14	1.73	1.49	1.71	1.77	16
Providing a welcoming and safe place	2.83	0.00	1.41	4.24	1.41	2
Space that facilitates quiet study	0.00	0.71	2.12	2.12	2.83	2
Space for students to study and work in groups	1.41	2.12	1.41	2.83	3.54	2
An online catalog that is user-friendly for finding materials	2.17	0.84	1.10	1.41	0.55	5

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.	8.19	1.13	62
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.72	1.29	75
How would you rate the overall quality of the service provided by the library?	8.02	1.02	115

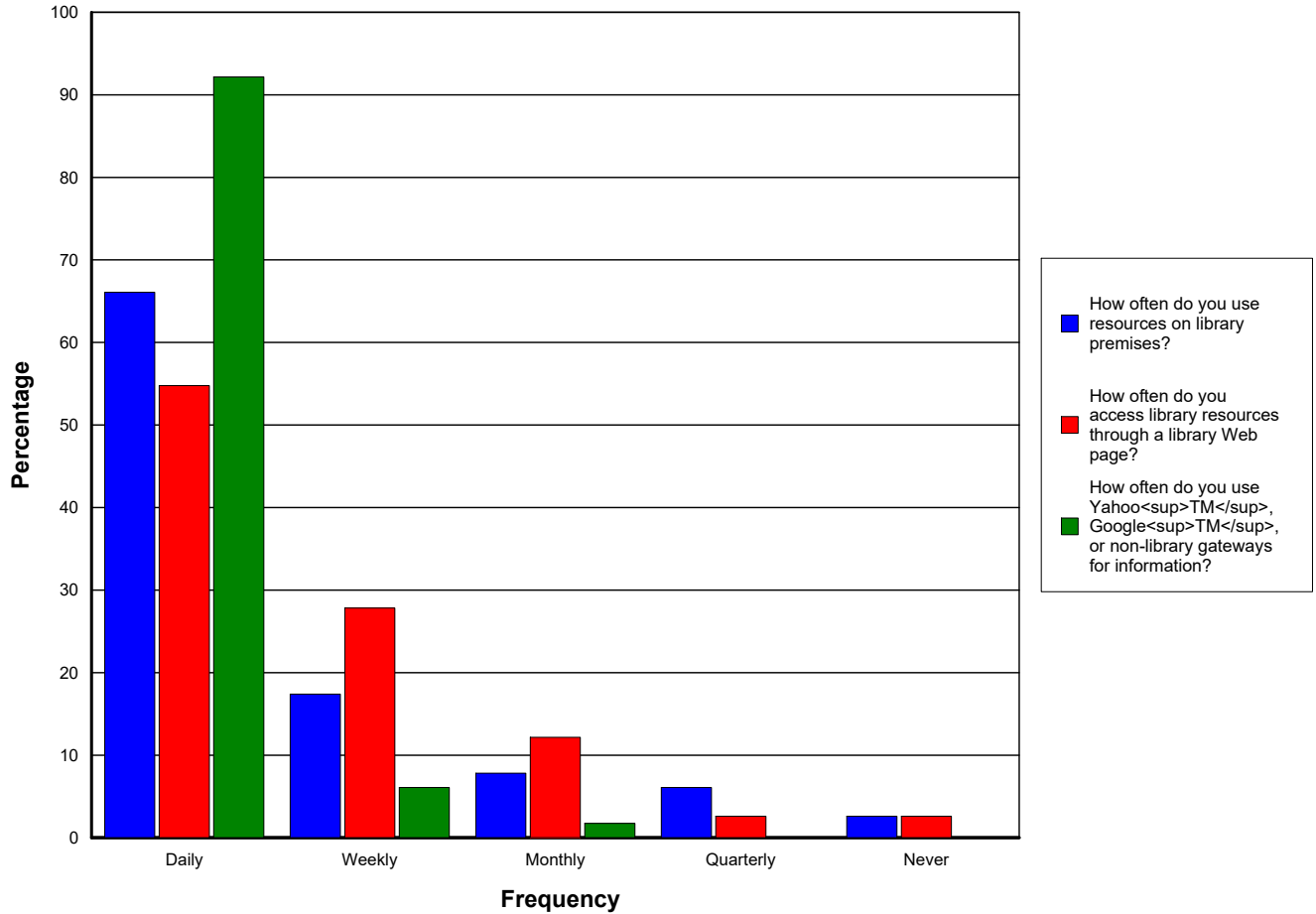
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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.	7.12	1.64	51
The library aids my advancement in my academic discipline or work.	7.75	1.22	60
The library enables me to be more efficient in my academic pursuits or work.	7.83	1.17	70
The library helps me distinguish between trustworthy and untrustworthy information.	7.41	1.57	63
The library provides me with the information skills I need in my work or study.	7.90	1.39	52

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?	76 66.09%	20 17.39%	9 7.83%	7 6.09%	3 2.61%	115 100.00%
How often do you access library resources through a library Web page?	63 54.78%	32 27.83%	14 12.17%	3 2.61%	3 2.61%	115 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	106 92.17%	7 6.09%	2 1.74%	0 0.00%	0 0.00%	115 100.00%

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	0.81
18 - 22	1	0.81
23 - 30	28	22.58
31 - 45	43	34.68
46 - 65	46	37.10
Over 65	5	4.03
Total:	124	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	0	0.00
Male	0	0.00
Total:	0	100.00

8.1.3 Respondent Profile by Full or part-time student?

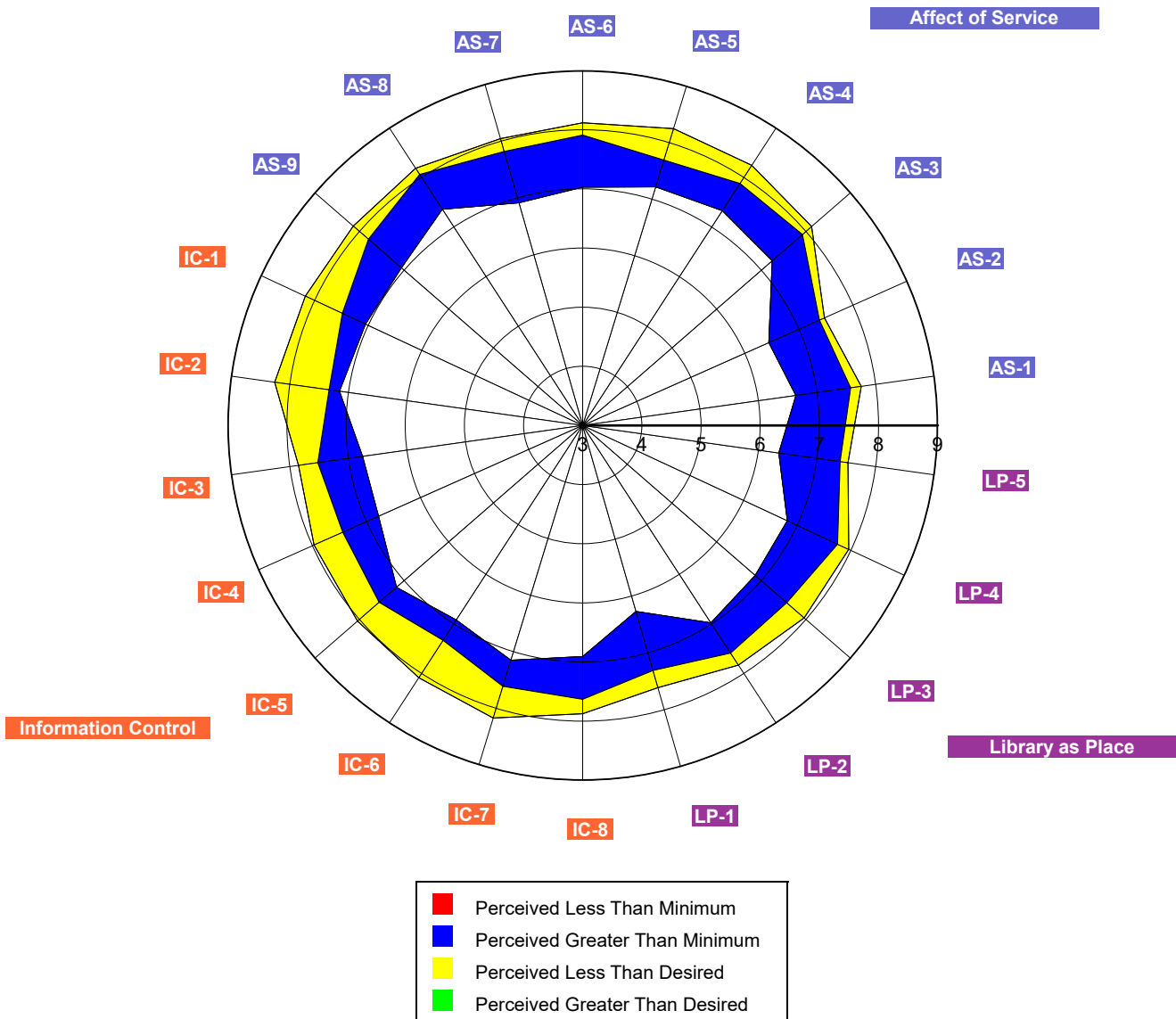
Full or part-time student?	Respondents n	Respondents %
Full-time	1	4.35
Part-time	2	8.70
Does not apply / NA	20	86.96
Total:	23	100.00

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.)



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

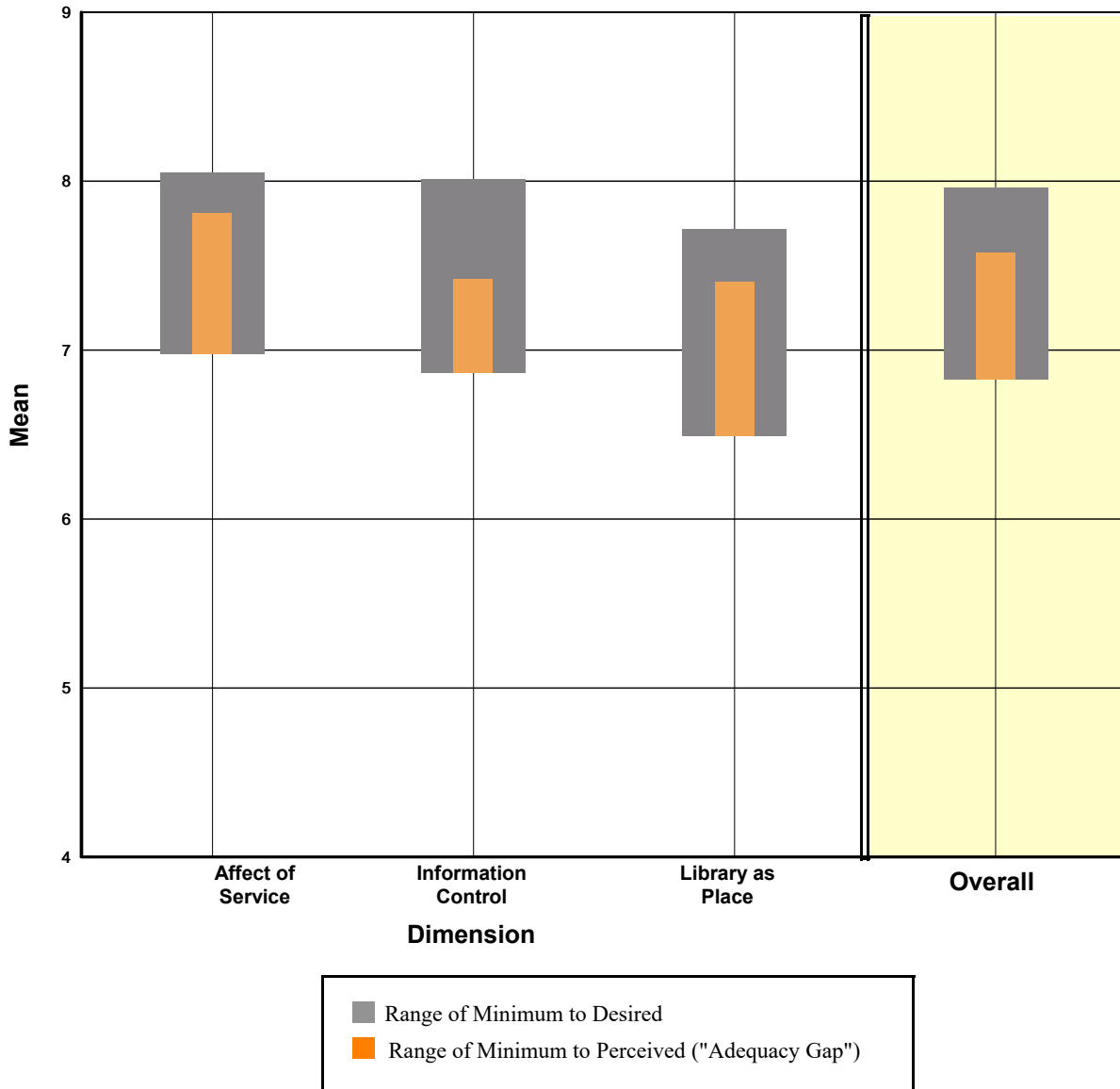
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.64	7.75	7.57	0.94	-0.18	155
AS-2	Giving users individual attention	6.44	7.47	7.38	0.94	-0.09	178
AS-3	Employees who are consistently courteous	7.25	8.13	7.92	0.68	-0.20	158
AS-4	Readiness to respond to users' questions	7.33	8.25	7.88	0.55	-0.36	151
AS-5	Employees who have the knowledge to answer user questions	7.22	8.25	7.69	0.47	-0.55	177
AS-6	Employees who deal with users in a caring fashion	7.03	8.12	7.91	0.88	-0.21	401
AS-7	Employees who understand the needs of their users	6.92	8.04	7.82	0.91	-0.22	179
AS-8	Willingness to help users	7.36	8.19	8.06	0.70	-0.12	161
AS-9	Dependability in handling users' service problems	7.06	8.14	7.80	0.74	-0.34	130
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.05	8.17	7.48	0.43	-0.69	149
IC-2	A library Web site enabling me to locate information on my own	7.15	8.26	7.33	0.18	-0.93	209
IC-3	The printed library materials I need for my work	6.76	7.85	7.52	0.77	-0.33	149
IC-4	The electronic information resources I need	6.78	7.97	7.44	0.66	-0.53	394
IC-5	Modern equipment that lets me easily access needed information	7.17	8.04	7.56	0.39	-0.48	180
IC-6	Easy-to-use access tools that allow me to find things on my own	6.92	8.09	7.33	0.41	-0.75	195
IC-7	Making information easily accessible for independent use	7.15	8.17	7.61	0.46	-0.56	178
IC-8	Print and/or electronic journal collections I require for my work	6.91	7.87	7.63	0.72	-0.24	119
Library as Place							
LP-1	Library space that inspires study and learning	6.27	7.61	7.31	1.04	-0.30	356
LP-2	Quiet space for individual activities	6.98	7.83	7.59	0.61	-0.24	154
LP-3	A comfortable and inviting location	6.87	7.96	7.57	0.70	-0.39	149
LP-4	A getaway for study, learning, or research	6.82	7.96	7.75	0.94	-0.21	158
LP-5	Community space for group learning and group study	6.35	7.53	7.39	1.05	-0.13	104
Overall:		6.83	7.96	7.58	0.75	-0.38	417

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	1.85	1.49	1.67	1.74	1.49	155
AS-2	Giving users individual attention	1.89	1.64	1.58	1.84	1.66	178
AS-3	Employees who are consistently courteous	1.67	1.18	1.42	1.72	1.45	158
AS-4	Readiness to respond to users' questions	1.49	1.03	1.44	1.53	1.32	151
AS-5	Employees who have the knowledge to answer user questions	1.60	1.11	1.50	1.52	1.43	177
AS-6	Employees who deal with users in a caring fashion	1.71	1.25	1.36	1.81	1.50	401
AS-7	Employees who understand the needs of their users	1.68	1.20	1.36	1.65	1.33	179
AS-8	Willingness to help users	1.58	1.10	1.27	1.54	1.28	161
AS-9	Dependability in handling users' service problems	1.61	1.15	1.30	1.42	1.28	130
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.25	1.64	1.85	1.76	149
IC-2	A library Web site enabling me to locate information on my own	1.58	1.16	1.65	1.95	1.83	209
IC-3	The printed library materials I need for my work	1.84	1.36	1.48	1.85	1.39	149
IC-4	The electronic information resources I need	1.71	1.40	1.48	1.80	1.65	394
IC-5	Modern equipment that lets me easily access needed information	1.65	1.41	1.47	1.87	1.77	180
IC-6	Easy-to-use access tools that allow me to find things on my own	1.74	1.20	1.46	1.85	1.49	195
IC-7	Making information easily accessible for independent use	1.61	1.15	1.45	1.66	1.51	178
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.69	1.48	1.65	1.64	119
Library as Place							
LP-1	Library space that inspires study and learning	2.06	1.73	1.78	2.20	2.13	356
LP-2	Quiet space for individual activities	1.85	1.63	1.63	2.00	1.94	154
LP-3	A comfortable and inviting location	1.66	1.32	1.67	1.90	1.82	149
LP-4	A getaway for study, learning, or research	1.74	1.47	1.36	1.68	1.66	158
LP-5	Community space for group learning and group study	2.09	1.78	1.83	2.04	1.81	104
Overall:		1.43	1.00	1.21	1.47	1.26	417

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	6.98	8.05	7.81	0.84	-0.24	411
Information Control	6.86	8.01	7.42	0.55	-0.59	415
Library as Place	6.49	7.71	7.41	0.92	-0.31	381
Overall	6.83	7.96	7.58	0.75	-0.38	417

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	1.55	1.09	1.26	1.56	1.30	411
Information Control	1.50	1.13	1.30	1.63	1.45	415
Library as Place	1.79	1.51	1.58	1.90	1.86	381
Overall	1.43	1.00	1.21	1.47	1.26	417

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	7.00	8.67	7.33	0.33	-1.33	3
Using the library for research	7.00	9.00	7.00	0.00	-2.00	1
Library space for small group collaborative-work using technology	6.00	6.00	7.00	1.00	1.00	2
A climate that encourages diversity and inclusion	7.08	7.89	8.00	0.92	0.11	89
Teaching me or my students how to access, evaluate, and use information	6.81	7.79	7.27	0.46	-0.52	67
Access to primary sources at the special collections libraries	6.75	7.85	7.87	1.12	0.02	52
The library providing space with technology that supports creativity	7.67	9.00	4.33	-3.33	-4.67	3
The library as a community hub on campus	4.33	6.83	6.00	1.67	-0.83	6
A place for reflection and creativity	6.50	7.33	5.83	-0.67	-1.50	6
Providing me with information allowing me to work in my own way	7.33	8.33	4.67	-2.67	-3.67	3
Space that facilitates quiet study	8.50	9.00	8.00	-0.50	-1.00	2
An online catalog that is user-friendly for finding materials	9.00	9.00	4.00	-5.00	-5.00	1

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Staff

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	0.00	0.58	1.53	1.53	1.53	3
Using the library for research						1
Library space for small group collaborative-work using technology	1.41	1.41	0.00	1.41	1.41	2
A climate that encourages diversity and inclusion	2.26	2.00	1.37	2.32	2.17	89
Teaching me or my students how to access, evaluate, and use information	1.90	1.65	1.75	2.46	2.10	67
Access to primary sources at the special collections libraries	1.85	1.24	1.30	1.64	1.21	52
The library providing space with technology that supports creativity	1.15	0.00	3.06	3.06	3.06	3
The library as a community hub on campus	1.37	1.72	1.55	1.75	2.14	6
A place for reflection and creativity	1.05	1.21	2.04	1.97	2.51	6
Providing me with information allowing me to work in my own way	1.15	0.58	2.52	1.53	2.08	3
Space that facilitates quiet study	0.71	0.00	1.41	0.71	1.41	2
An online catalog that is user-friendly for finding materials						1

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.96	1.32	262
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.72	1.45	245
How would you rate the overall quality of the service provided by the library?	7.89	1.21	417

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.	6.74	2.01	199
The library aids my advancement in my academic discipline or work.	7.15	1.68	246
The library enables me to be more efficient in my academic pursuits or work.	7.49	1.57	234
The library helps me distinguish between trustworthy and untrustworthy information.	6.84	1.80	236
The library provides me with the information skills I need in my work or study.	7.24	1.70	189

Language: English (American), French (Canada)

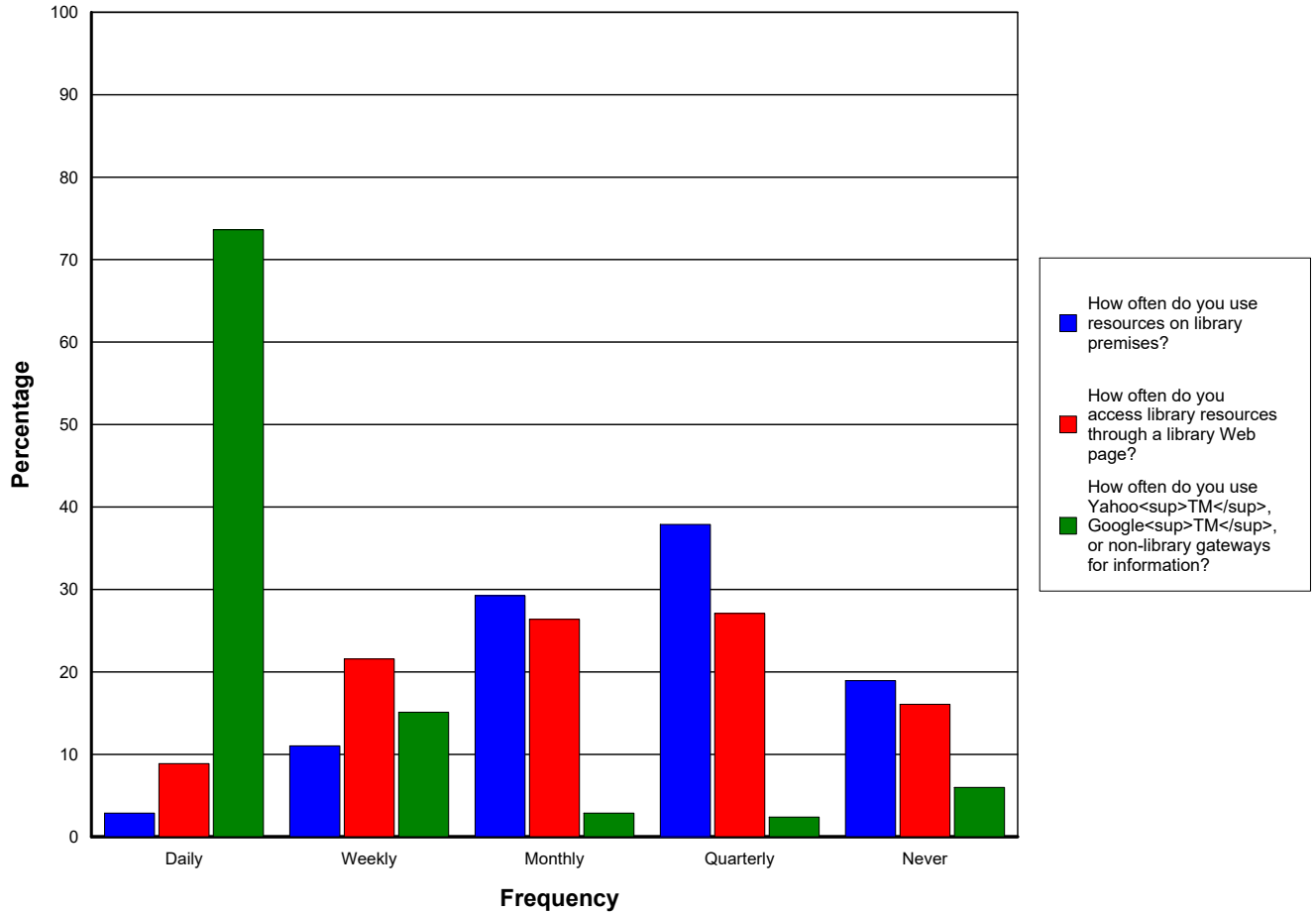
Institution Type: College or University

Consortium: ARL

User Group: Staff

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?	12 2.88%	46 11.03%	122 29.26%	158 37.89%	79 18.94%	417 100.00%
How often do you access library resources through a library Web page?	37 8.87%	90 21.58%	110 26.38%	113 27.10%	67 16.07%	417 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	307 73.62%	63 15.11%	12 2.88%	10 2.40%	25 6.00%	417 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+® 2000 Dimensions

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

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

LibQUAL+® 2001 Dimensions

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:

- Service Affect (nine items, such as “willingness to help users”)
- Library as Place (five items, such as “a haven for quiet and solitude”)
- Personal Control (six items, such as “website enabling me to locate information on my own”), and
- Information Access (five items, such as “comprehensive print collections” and “convenient business hours”)

LibQUAL+® 2002 and 2003 Dimensions

For the 2002 iteration of the LibQUAL+® survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:

- Access to Information
- Affect of Service
- Library as Place
- Personal Control

LibQUAL+® 2004 - Present Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey-Access to Information and Personal Control-had collapsed into one. The

following three dimensions have been measured since then: Affect of Service, Information Control, and Library as Place. In addition, three core items were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2010 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in a caring fashion
- [AS-7] Employees who understand the needs of their users
- [AS-8] Willingness to help users
- [AS-9] Dependability in handling users' service problems

Information Control

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

Library as Place

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study



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