



LibQUAL⁺
2020 Survey

ARL

Association of Research Libraries / Texas A&M University
www.libqual.org

Association of Research Libraries

21 Dupont Circle, Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

© 2020 Association of Research Libraries

1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2020 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 2019, there have been 3,254 institutional surveys implemented across 1,339 institutions in 35 countries, 19 language translations, and over 2.9 million respondents. About 38% 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 2020 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>

Selected Bibliography

- Begay, Wendy, Daniel R. Lee, Jim Martin, and Michael Ray. "Quantifying Qualitative Data: Using LibQUAL+(TM) Comments for Library-Wide Planning Activities at the University of Arizona." *Journal of Library Administration* 40, no. 3/4 (2004): 111-120.
- Berry, L.L. *On Great Service: A Framework For Action*. New York: The Free Press, 1995.
- Bradford, Dennis W. and Tim Bower. "Using Content Analysis Software to Analyze Survey Comments." *Portal: Libraries and the Academy* 8, no. 4 (2008): 423-437.
- Cabrerizo, Francisco J., Ignacio J. Pérez, Javier López-Gijón, Enrique Herrera-Viedma, An Extended LibQUAL+ Model Based on Fuzzy Linguistic Information. *Modeling Decisions for Artificial Intelligence Lecture Notes in Computer Science 2012*: 90-101.
- Calvert, Philip, J. *Assessing the Effectiveness and Quality of Libraries*. Ph.D. Thesis, Victoria University of Wellington, 2008.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. LibQUAL+™ from the UK Perspective. 5th Northumbria International Conference Proceedings, Durham, UK, July, 2003.
- Cook, Colleen C. (Guest Ed.). "Library Decision-Makers Speak to Their Uses of Their LibQUAL+™ Data: Some LibQUAL+™ Case Studies." *Performance Measurement and Metrics*, 3 (2002b).
- Cook, Colleen C. "A Mixed-Methods Approach to the Identification and Measurement of Academic Library Service Quality Constructs: LibQUAL+™." (PhD diss., Texas A&M University, 2001) *Dissertation Abstracts International*, 62 (2002A): 2295A (University Microfilms No. AAT3020024).
- Cook, Colleen C., and Fred Heath. "Users' Perceptions of Library Service Quality: A 'LibQUAL+™' Qualitative Study." *Library Trends*, 49 (2001): 548-84.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. "'Zones of tolerance' in Perceptions of Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 3 (2003): 113-123.
- Cook, Colleen C., Fred Heath and Bruce Thompson.. "Score Norms for Improving Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 2 (2002): 13-26.
- Cook, Colleen C., Fred Heath, and Russell L. Thompson. "A Meta-Analysis of Response Rates in Web- or Internet-based Surveys." *Educational and Psychological Measurement*, 60 (2000): 821-36.
- Cook, Colleen C., and Bruce Thompson. "Psychometric Properties of Scores from the Web-based LibQUAL+™ Study of Perceptions of Library Service Quality." *Library Trends*, 49 (2001): 585-604.
- Cook, C., Bruce Thompson, and Martha Kyrrilidou. (2010, May). Does using item sampling methods in library service quality assessment affect score norms?: A LibQUAL+® Lite study. <http://libqual.org/documents/LibQual/publications/lq_gr_3.pdf>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Cullen, Rowena. "Perspectives on User Satisfaction Surveys." *Library Trends*, 49 (2002): 662-86.
- Detlor, Brian and Kathy Ball. "Getting more value from the LibQUAL+ survey: The merits of qualitative analysis

- and importance-satisfaction matrices in assessing library patron comments." *College and Research Libraries*, 76 (2015): 796-810.
- Fagan, Jodi Condit. "The dimensions of library service quality: A confirmatory factor analysis of the LibQUAL+ model." *Library & Information Science Research* 36, no. 1 (2014): 36-48.
- Greenwood, Judy T., Alex P. Watson, and Melissa Dennis. "Ten Years of LibQual: A Study of Qualitative and Quantitative Survey Results at the University of Mississippi 2001-2010." *The Journal of Academic Librarianship* 37, no. 4 (2011): 312-318.
- Guidry, Julie Anna. "LibQUAL+(TM) spring 2001 comments: a qualitative analysis using Atlas.ti ." *Performance Measurement and Metrics* 3, no. 2 (2002): 100-107.
- Heath, F., Martha Kyrillidou. and Consuella A. Askew (Guest Eds.). "Libraries Report on Their LibQUAL+® Findings: From Data to Action." *Journal of Library Administration* 40 (3/4) (2004).
- Heath, F., Colleen C. Cook, Martha Kyrillidou, and Bruce Thompson. "ARL Index and Other Validity Correlates of LibQUAL+™ Scores." *portal: Libraries and the Academy*, 2 (2002): 27-42.
- Jones, Sherri and Kayongo, Jessica. "Identifying Student and Faculty Needs through LibQUAL+™: An Analysis of Qualitative Survey Comments." *College & Research Libraries* 69, no. 6 (2008): 493-509.
- Kieftenbeld, Vincent and Prathiba Natesan. "Examining the measurement and structural invariance of LibQUAL+® across user groups." *Library & Information Science Research* 35, no. 2 (2013): 143-150.
- Kyrillidou, M. The Globalization of Library Assessment and the Role of LibQUAL+®. From Library Science to Information Science: Studies in Honor of G. Kakouri (Athens, Greece: Tipothito-Giorgos Dardanos, 2005). [In Greek]
- Kyrillidou, Martha. "Library Assessment As A Collaborative Enterprise." *Resource Sharing and Information Networks*, 18 ½ (2005-2006): 73-87.
- Kyrillidou, Martha. (2006). "Measuring Library Service Quality: A Perceived Outcome for Libraries. This chapter appears in *Revisiting Outcomes Assessment in Higher Education*. Edited by Peter Hernon, Robert E. Dugan, and Candy Schwartz (Westport, CT: Library Unlimited, 2006): 351-66.
- Kyrillidou, Martha. (Guest Ed.). "LibQUAL+® and Beyond: Library assessment with a focus on library improvement." *Performance Measurement and Metrics*, 9 (3) (2008).
- Kyrillidou, M. "Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The "LibQUAL+® Lite" Randomized Control Trial (RCT)" (PhD diss., University of Illinois at Urbana-Champaign, 2009).
<https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyrillidou_Martha.pdf?sequence=3>
- Kyrillidou, Martha and Colleen C. Cook. "The evolution of measurement and evaluation of libraries: a perspective from the Association of Research Libraries." *Library Trends* 56 (4) (Spring 2008): 888-909.
- Kyrillidou, Martha and Colleen C. Cook and S. Shyam Sunder Rao. "Measuring the Quality of Library Service through LibQUAL+®." In *Academic Library Research: Perspectives and Current Trends*. Edited by Marie L. Radford and Pamela Snelson (Chicago, IL: ACRL/ALA, 2008): 253-301.
- Kyrillidou, M., Terry Olshen, Fred Heath, Claude Bonnelly, and Jean-Pierre Côté. "Cross-Cultural Implementation of LibQUAL+™: the French Language Experience. *5th Northumbria International Conference Proceedings* (Durham, UK, 2003): 193-99.

- Kyrillidou, M., Colleen Cook, and Bruce Thompson. (2010, May). Does using item sampling methods in library service quality assessment affect zone of tolerance boundaries?: A LibQUAL+® Lite study <http://libqual.org/documents/LibQual/publications/lq_gr_2.pdf>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Kyrillidou, M. and Mark Young. ARL Statistics 2003-04. Washington, DC: Association of Research Libraries, 2005.
- Lane, Forrest C., Baaska Anderson, Hector F. Ponce and Prathiba Natesan. "Factorial Invariance of LibQUAL+® as a Measure of Library Service Quality Over Time." *Library & Information Science Research* 34, no. 1 (2012): 22-30.
- Miller, Kathleen. *Service Quality in Academic Libraries: An Analysis of LibQUAL+™ Scores and Institutional Characteristics*. Ed.D. Dissertation, University of Central Florida, 2008.
- Nitecki, D.A. "Changing the Concept and Measure of Service Quality in Academic Libraries." *The Journal of Academic Librarianship*, 22 (1996): 181-90.
- Parasuraman, A., Leonard Berry, and Valerie Zeithaml. "Refinement and Reassessment of the SERVQUAL Scale" *Journal of Retailing*, 67 (1991): 420-50.
- Thompson, B. "Representativeness Versus Response Rate: It Ain't the Response Rate!" Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC, October 2002.
- Thompson, B., Colleen C. Cook, and Fred Heath. "The LibQUAL+™ Gap Measurement Model: The Bad, the Ugly, and the Good of Gap Measurement." *Performance Measurement and Metrics*, 1 (2002): 165-78.
- Thompson, B., Colleen C. Cook, and Fred Heath. "Structure of Perceptions of Service Quality in Libraries: A LibQUAL+™ Study." *Structural Equation Modeling*, 10 (2003): 456-464.
- Thompson, B., Colleen C. Cook, and Russell L. Thompson. Reliability and Structure of LibQUAL+™ Scores: Measuring Perceived Library Service Quality. *portal: Libraries and the Academy*, 2 (2002): 3-12.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. (2005). Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure? *Journal of Academic Librarianship*, 31: 517-22.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+® Study." *portal: Libraries and the Academy*, 6(2) (2006): 219-30.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQUAL+® Study." Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore, April 3-4 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "How Can You Evaluate the Integrity of Your Library Assessment Data: Intercontinental LibQUAL+® Analysis Used as Concrete Heuristic Examples." Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA, August 4-6, 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study." *portal: Libraries and the Academy* 7 (4) (Oct 2007a): 463-480.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "User library service expectations in health science vs. other settings: a LibQUAL+® Study." *Health Information and Libraries Journal* 24 (8) Supplement 1,

- (Dec 2007b): 38-45.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Library Users Service Desires: a LibQUAL+® Study." *Library Quarterly* 78 (1) (Jan 2008): 1-18.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Item sampling in service quality assessment surveys to improve response rates and reduce respondent burden: The "LibQUAL+® Lite" example." *Performance Measurement & Metrics*, 10 (1) (2009): 6-16.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Equating scores on Lite and long library user survey forms: The LibQUAL+® Lite randomized control trials." *Performance Measurement & Metrics*, 10 (3) (2009): 212-219.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. (2010, May). "Does using item sampling methods in library service quality assessment compromise data integrity?: A LibQUAL+® Lite study. <http://libqual.org/documents/LibQual/publications/lq_gr_1.pdf>". Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Does using item sampling methods in library service quality assessment compromise data integrity or zone of tolerance interpretation?: A LibQUAL+® Lite Study." 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment. Baltimore MD, October 25-27, 2010. (Washington DC: Association of Research Libraries, 2011).
- Town, S., and Martha Kyrillidou. "Developing a Values Scorecard" *Performance Measurement and Metrics* 14 (1) (2013): 1-16.
- Voorbij, H.. "The use of LibQUAL+ by European research libraries," *Performance Measurement and Metrics*, Vol. 13 Iss: 3 (2012): 154 - 168.
- Zeithaml, Valerie, A. Parasuraman, and Leonard L. Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. New York: Free Press, 1990.

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	2,531	1,539	4,070
	% of Protocol	99.76	98.21	99.17
	% of Language	62.19	37.81	100.00
	% of Total Cases	61.67	37.50	99.17
French (Canada)	Count	6	28	34
	% of Protocol	0.24	1.79	0.83
	% of Language	17.65	82.35	100.00
	% of Total Cases	0.15	0.68	0.83
Total (by Survey Protocol)	Count	2,537	1,567	4,104
	% of Protocol	100.00	100.00	100.00
	% of Language	61.82	38.18	100.00
	% of Total Cases	61.82	38.18	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	566	13.79%
2) University of Delaware	2,430	59.21%
3) University of Kentucky Libraries	1,108	27.00%
Sub Total	4,104	100.00%
Grand Total:	4,104	100.00%

3 Summary for College or University

3.1 Demographic Summary for College or University

3.1.1 Respondents by User Group

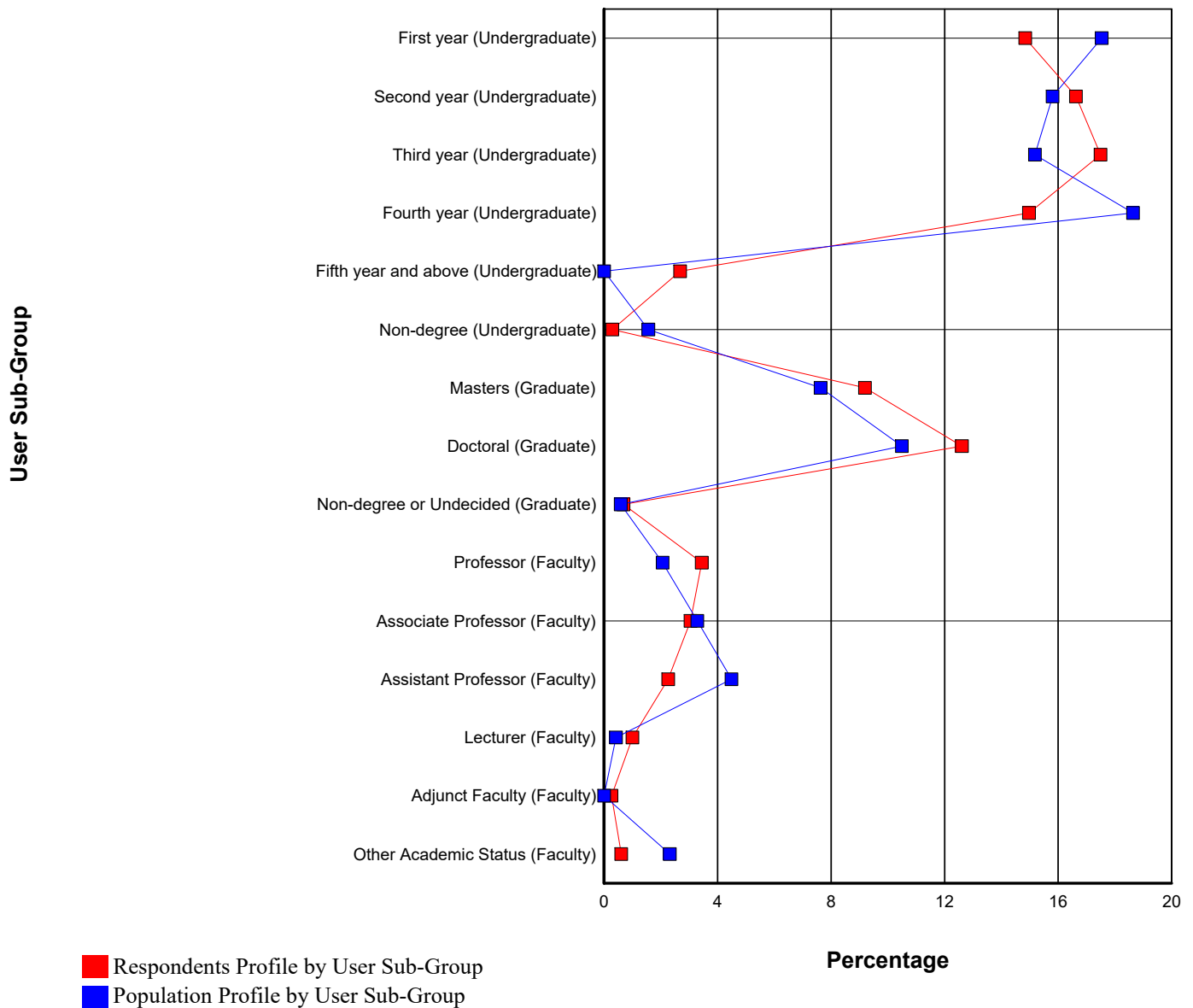
User Group	Respondent n	Respondent %
Undergraduate		
First year	565	13.77%
Second year	633	15.42%
Third year	666	16.23%
Fourth year	570	13.89%
Fifth year and above	102	2.49%
Non-degree	11	0.27%
Sub Total:	2,547	62.06%
Graduate		
Masters	350	8.53%
Doctoral	480	11.70%
Non-degree or Undecided	26	0.63%
Sub Total:	856	20.86%
Faculty		
Professor	131	3.19%
Associate Professor	116	2.83%
Assistant Professor	86	2.10%
Lecturer	38	0.93%
Adjunct Faculty	10	0.24%
Other Academic Status	23	0.56%
Sub Total:	404	9.84%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	3	0.07%
Public Services	1	0.02%
Systems	0	0.00%
Technical Services	1	0.02%
Other	43	1.05%
Sub Total:	48	1.17%
Staff		
Research Staff	23	0.56%
Other Staff Positions	226	5.51%
Sub Total:	249	6.07%
Total:	4,104	100.00%

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)	10,441	17.54	565	14.84	2.69
Second year (Undergraduate)	9,410	15.80	633	16.63	-0.82
Third year (Undergraduate)	9,040	15.18	666	17.49	-2.31
Fourth year (Undergraduate)	11,099	18.64	570	14.97	3.67
Fifth year and above (Undergraduate)	0	0.00	102	2.68	-2.68
Non-degree (Undergraduate)	928	1.56	11	0.29	1.27
Masters (Graduate)	4,543	7.63	350	9.19	-1.56
Doctoral (Graduate)	6,248	10.49	480	12.61	-2.11
Non-degree or Undecided (Graduate)	349	0.59	26	0.68	-0.10
Professor (Faculty)	1,227	2.06	131	3.44	-1.38
Associate Professor (Faculty)	1,956	3.29	116	3.05	0.24
Assistant Professor (Faculty)	2,673	4.49	86	2.26	2.23
Lecturer (Faculty)	249	0.42	38	1.00	-0.58
Adjunct Faculty (Faculty)	0	0.00	10	0.26	-0.26
Other Academic Status (Faculty)	1,378	2.31	23	0.60	1.71
Total:	59,541	100.00	3,807	100.00	0.00

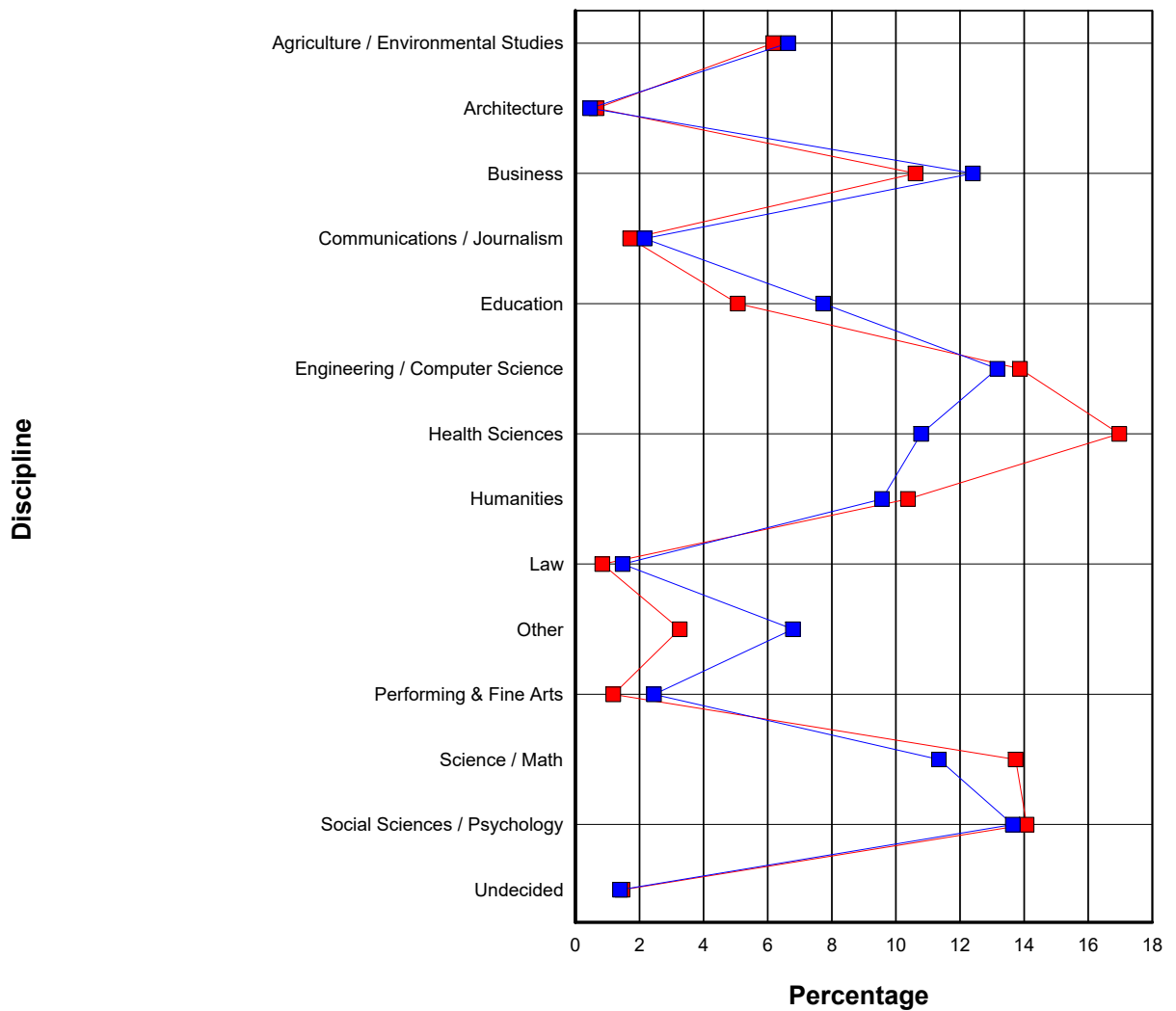
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

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	6,230	6.64	235	6.17	0.46
Architecture	431	0.46	25	0.66	-0.20
Business	11,642	12.40	404	10.61	1.79
Communications / Journalism	2,026	2.16	65	1.71	0.45
Education	7,255	7.73	193	5.07	2.66
Engineering / Computer Science	12,357	13.17	528	13.87	-0.70
Health Sciences	10,123	10.79	646	16.97	-6.18
Humanities	8,978	9.57	395	10.38	-0.81
Law	1,384	1.47	32	0.84	0.63
Other	6,370	6.79	124	3.26	3.53
Performing & Fine Arts	2,301	2.45	45	1.18	1.27
Science / Math	10,643	11.34	523	13.74	-2.40
Social Sciences / Psychology	12,808	13.65	536	14.08	-0.43
Undecided	1,308	1.39	56	1.47	-0.08
Total:	93,856	100.00	3,807	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	9	0.22
18 - 22	2,357	58.13
23 - 30	751	18.52
31 - 45	488	12.03
46 - 65	368	9.08
Over 65	82	2.02
Total:	4,055	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	31,732	55.51	0	0.00
Male	25,437	44.49	0	0.00
Total:	57,169	100.00	0	100.00

3.1.6 Respondent Profile by Full or part-time student?

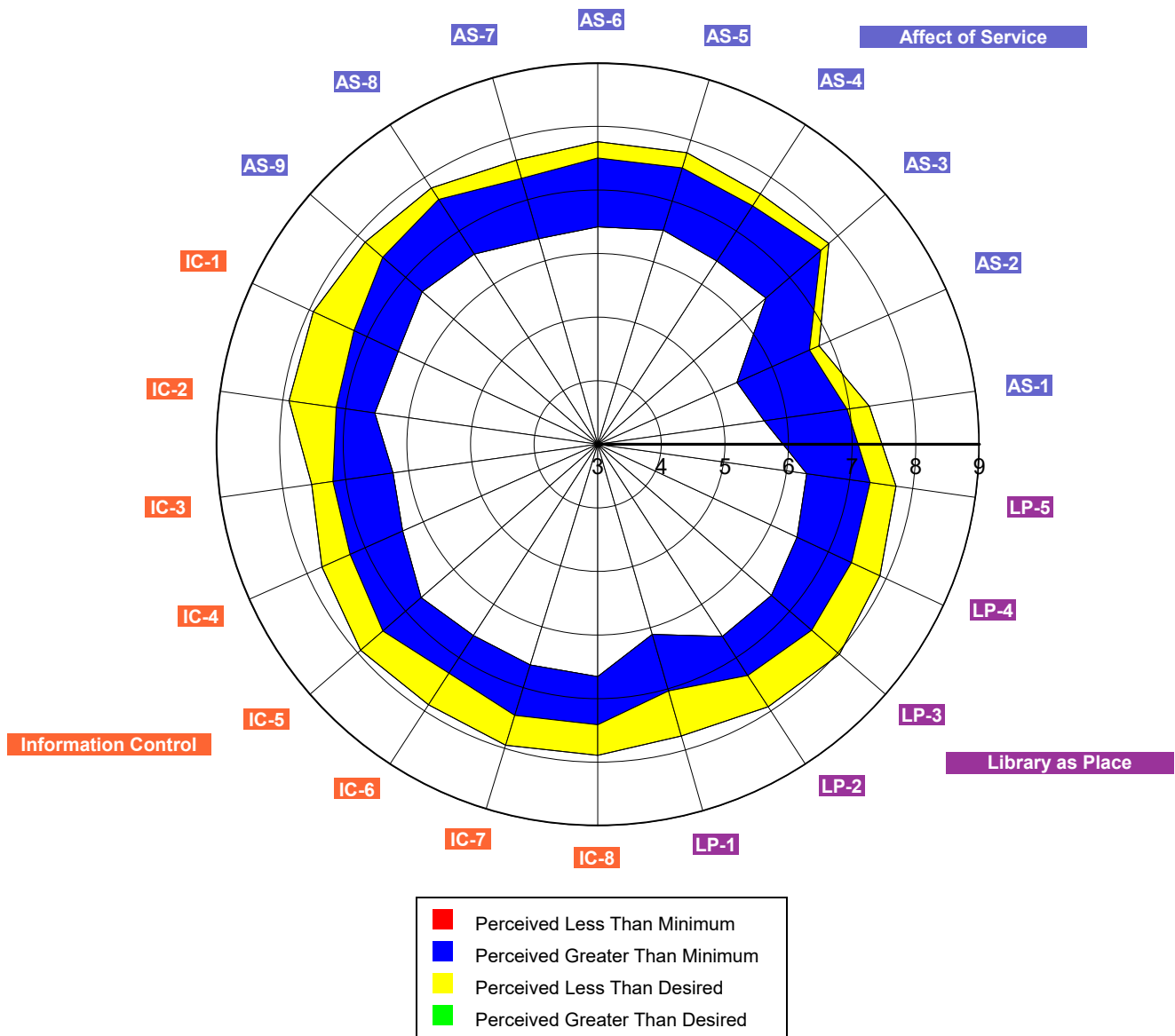
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	49,296	90.30	2,753	79.22
Part-time	5,293	9.70	213	6.13
Does not apply / NA		0.00	509	14.65
Total:	54,589	100.00	3,475	100.00

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	5.64	7.31	6.96	1.31	-0.35	2,680
AS-2	Giving users individual attention	5.40	6.81	6.65	1.25	-0.16	2,706
AS-3	Employees who are consistently courteous	6.51	7.82	7.65	1.14	-0.17	2,790
AS-4	Readiness to respond to users' questions	6.44	7.70	7.47	1.03	-0.22	2,700
AS-5	Employees who have the knowledge to answer user questions	6.52	7.80	7.55	1.02	-0.25	2,743
AS-6	Employees who deal with users in a caring fashion	6.42	7.76	7.50	1.08	-0.26	3,800
AS-7	Employees who understand the needs of their users	6.37	7.65	7.35	0.99	-0.30	2,691
AS-8	Willingness to help users	6.57	7.81	7.59	1.03	-0.21	2,703
AS-9	Dependability in handling users' service problems	6.66	7.85	7.48	0.83	-0.36	2,528
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.46	7.93	7.23	0.77	-0.70	2,776
IC-2	A library Web site enabling me to locate information on my own	6.54	7.90	7.15	0.61	-0.75	2,956
IC-3	The printed library materials I need for my work	6.25	7.54	7.20	0.95	-0.34	2,566
IC-4	The electronic information resources I need	6.36	7.75	7.26	0.90	-0.49	3,905
IC-5	Modern equipment that lets me easily access needed information	6.68	7.94	7.48	0.80	-0.46	2,822
IC-6	Easy-to-use access tools that allow me to find things on my own	6.59	7.88	7.29	0.71	-0.59	2,904
IC-7	Making information easily accessible for independent use	6.63	7.95	7.46	0.83	-0.49	2,838
IC-8	Print and/or electronic journal collections I require for my work	6.66	7.89	7.41	0.76	-0.48	2,593
Library as Place							
LP-1	Library space that inspires study and learning	6.11	7.77	7.04	0.92	-0.74	3,861
LP-2	Quiet space for individual activities	6.60	7.92	7.34	0.73	-0.59	2,744
LP-3	A comfortable and inviting location	6.62	8.04	7.46	0.84	-0.58	2,836
LP-4	A getaway for study, learning, or research	6.46	7.90	7.40	0.94	-0.49	2,728
LP-5	Community space for group learning and group study	6.32	7.74	7.33	1.01	-0.41	2,590
Overall:		6.34	7.73	7.26	0.92	-0.46	4,056

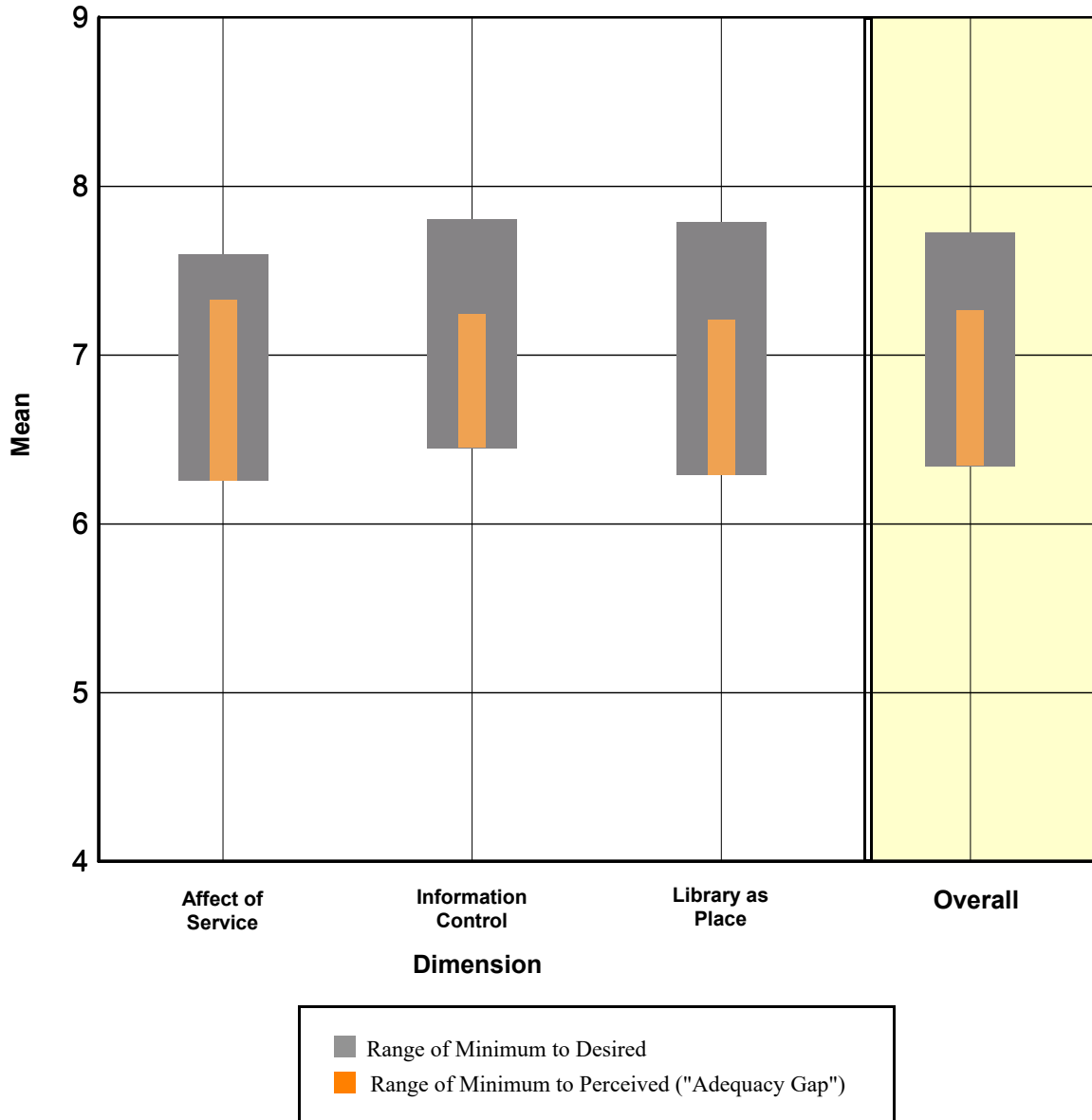
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

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	1.97	1.69	1.67	1.88	1.65	2,680
AS-2	Giving users individual attention	2.19	1.93	1.85	1.93	1.76	2,706
AS-3	Employees who are consistently courteous	1.93	1.45	1.53	1.91	1.53	2,790
AS-4	Readiness to respond to users' questions	1.81	1.42	1.51	1.75	1.40	2,700
AS-5	Employees who have the knowledge to answer user questions	1.81	1.41	1.43	1.72	1.42	2,743
AS-6	Employees who deal with users in a caring fashion	1.91	1.47	1.54	1.87	1.55	3,800
AS-7	Employees who understand the needs of their users	1.83	1.43	1.47	1.74	1.48	2,691
AS-8	Willingness to help users	1.87	1.39	1.45	1.76	1.39	2,703
AS-9	Dependability in handling users' service problems	1.83	1.42	1.47	1.74	1.45	2,528
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.88	1.45	1.65	1.83	1.68	2,776
IC-2	A library Web site enabling me to locate information on my own	1.84	1.46	1.66	1.89	1.68	2,956
IC-3	The printed library materials I need for my work	2.01	1.73	1.66	2.01	1.77	2,566
IC-4	The electronic information resources I need	1.91	1.57	1.55	1.87	1.63	3,905
IC-5	Modern equipment that lets me easily access needed information	1.74	1.30	1.46	1.76	1.49	2,822
IC-6	Easy-to-use access tools that allow me to find things on my own	1.78	1.35	1.51	1.82	1.54	2,904
IC-7	Making information easily accessible for independent use	1.78	1.33	1.44	1.72	1.44	2,838
IC-8	Print and/or electronic journal collections I require for my work	1.94	1.53	1.58	1.91	1.64	2,593
Library as Place							
LP-1	Library space that inspires study and learning	1.98	1.61	1.74	2.09	1.97	3,861
LP-2	Quiet space for individual activities	1.91	1.44	1.65	2.05	1.80	2,744
LP-3	A comfortable and inviting location	1.85	1.33	1.53	1.89	1.64	2,836
LP-4	A getaway for study, learning, or research	1.91	1.42	1.56	1.92	1.61	2,728
LP-5	Community space for group learning and group study	2.00	1.57	1.63	2.15	1.85	2,590
Overall:		1.48	1.08	1.20	1.40	1.15	4,056

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	6.26	7.60	7.32	1.07	-0.27	3,993
Information Control	6.45	7.81	7.24	0.79	-0.57	4,053
Library as Place	6.29	7.79	7.21	0.92	-0.58	3,975
Overall	6.34	7.73	7.26	0.92	-0.46	4,056

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	1.65	1.26	1.33	1.50	1.24	3,993
Information Control	1.55	1.19	1.29	1.49	1.27	4,053
Library as Place	1.72	1.34	1.46	1.77	1.60	3,975
Overall	1.48	1.08	1.20	1.40	1.15	4,056

3.4 Local Question Summary for ARL

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.30	7.85	7.18	0.88	-0.66	211
Teaching me how to access, evaluate, and use information	5.75	7.17	6.88	1.13	-0.29	2,234
Access to rare and historical materials	5.18	6.50	6.75	1.56	0.25	1,757
Library staff teaching me how to find information	6.08	7.23	7.22	1.15	-0.01	171
Using the library for research	6.81	8.07	7.33	0.52	-0.74	178
The library assists me in achieving academic success	6.43	7.71	7.34	0.91	-0.37	203
Making me aware of library resources and services	5.94	7.40	6.96	1.02	-0.44	2,508
Teaching me how to locate, evaluate, and use information	5.97	7.22	6.98	1.02	-0.24	187
A climate that encourages diversity and inclusion	6.76	7.89	7.55	0.80	-0.34	2,220
Getting research assistance and finding the help I need	6.08	7.44	7.17	1.09	-0.27	204
A secure and safe place	7.28	8.24	8.00	0.72	-0.23	2,344
Space that facilitates quiet study	6.69	7.94	6.55	-0.13	-1.39	193
Space for students to study and work in groups	6.32	7.71	6.43	0.11	-1.29	164
An online catalog that is user-friendly for finding materials	7.17	8.31	6.93	-0.24	-1.37	177

This table shows the standard deviations for each of the local questions added by the individual library or consortium, where *n* is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	2.01	1.47	1.59	1.83	1.76	211
Teaching me how to access, evaluate, and use information	1.99	1.73	1.66	1.99	1.77	2,234
Access to rare and historical materials	2.39	2.25	1.80	2.30	2.13	1,757
Library staff teaching me how to find information	2.06	1.85	1.70	1.94	1.75	171
Using the library for research	1.75	1.40	1.49	1.91	1.65	178
The library assists me in achieving academic success	2.06	1.66	1.89	2.03	1.72	203
Making me aware of library resources and services	2.02	1.61	1.68	2.03	1.86	2,508
Teaching me how to locate, evaluate, and use information	2.15	1.93	1.77	1.99	1.96	187
A climate that encourages diversity and inclusion	2.10	1.60	1.58	2.03	1.60	2,220
Getting research assistance and finding the help I need	2.06	1.67	1.62	1.99	1.51	204
A secure and safe place	1.84	1.31	1.32	1.75	1.31	2,344
Space that facilitates quiet study	1.78	1.51	1.70	2.10	2.06	193
Space for students to study and work in groups	1.88	1.67	1.79	2.46	2.41	164
An online catalog that is user-friendly for finding materials	1.60	0.99	1.67	2.05	1.86	177

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.	7.89	1.34	3,319
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.48	3,231
How would you rate the overall quality of the service provided by the library?	7.63	1.29	4,056

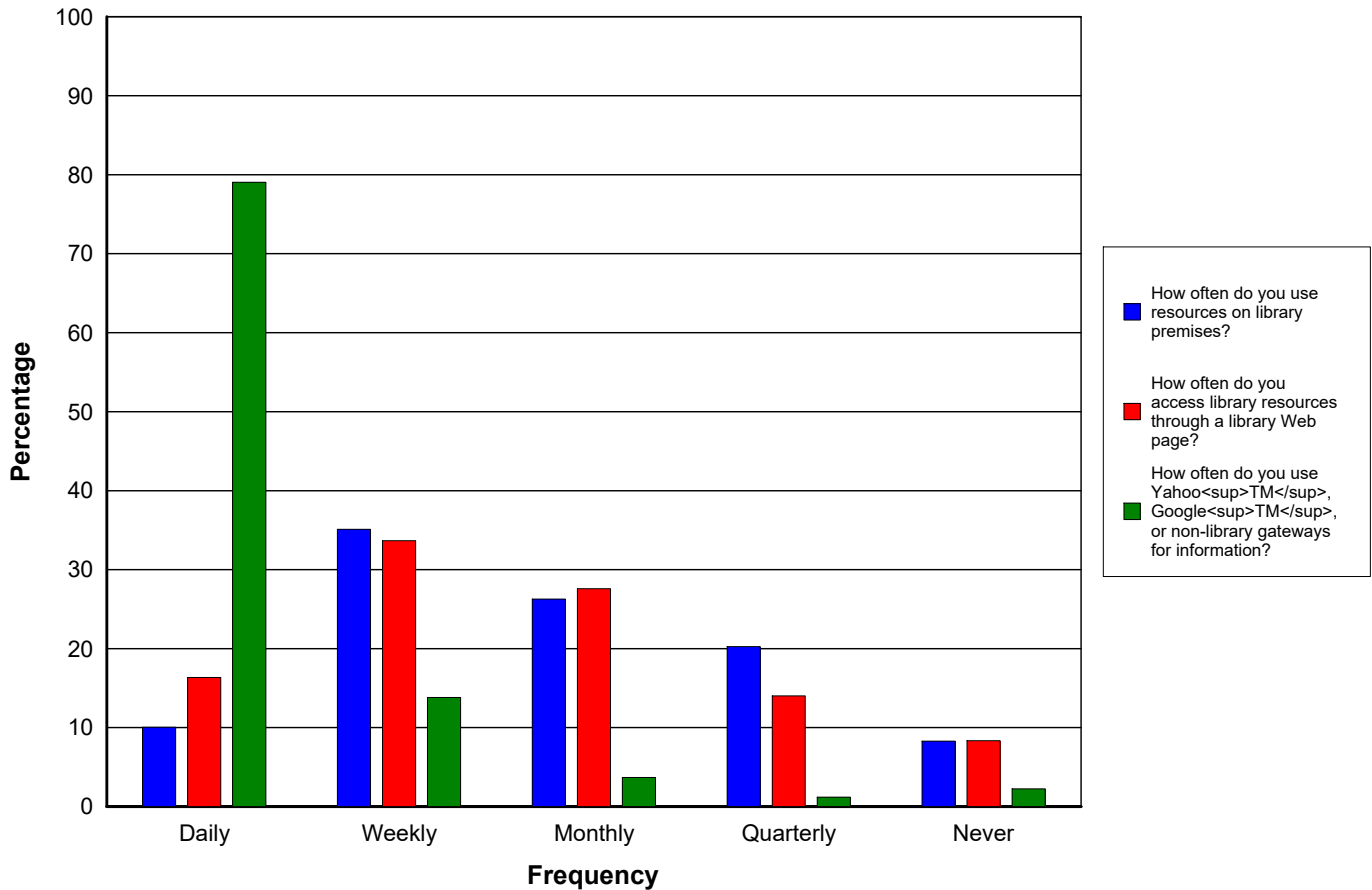
3.6 Information Literacy Outcomes Questions Summary for ARL

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	1.88	3,011
The library aids my advancement in my academic discipline or work.	7.35	1.58	3,245
The library enables me to be more efficient in my academic pursuits or work.	7.44	1.58	3,204
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.87	3,170
The library provides me with the information skills I need in my work or study.	6.96	1.73	2,966

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?	408 10.06%	1,424 35.11%	1,066 26.28%	822 20.27%	336 8.28%	4,056 100.00%
How often do you access library resources through a library Web page?	663 16.35%	1,366 33.68%	1,119 27.59%	569 14.03%	339 8.36%	4,056 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	3,205 79.04%	560 13.81%	150 3.70%	49 1.21%	91 2.24%	4,055 100.00%

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

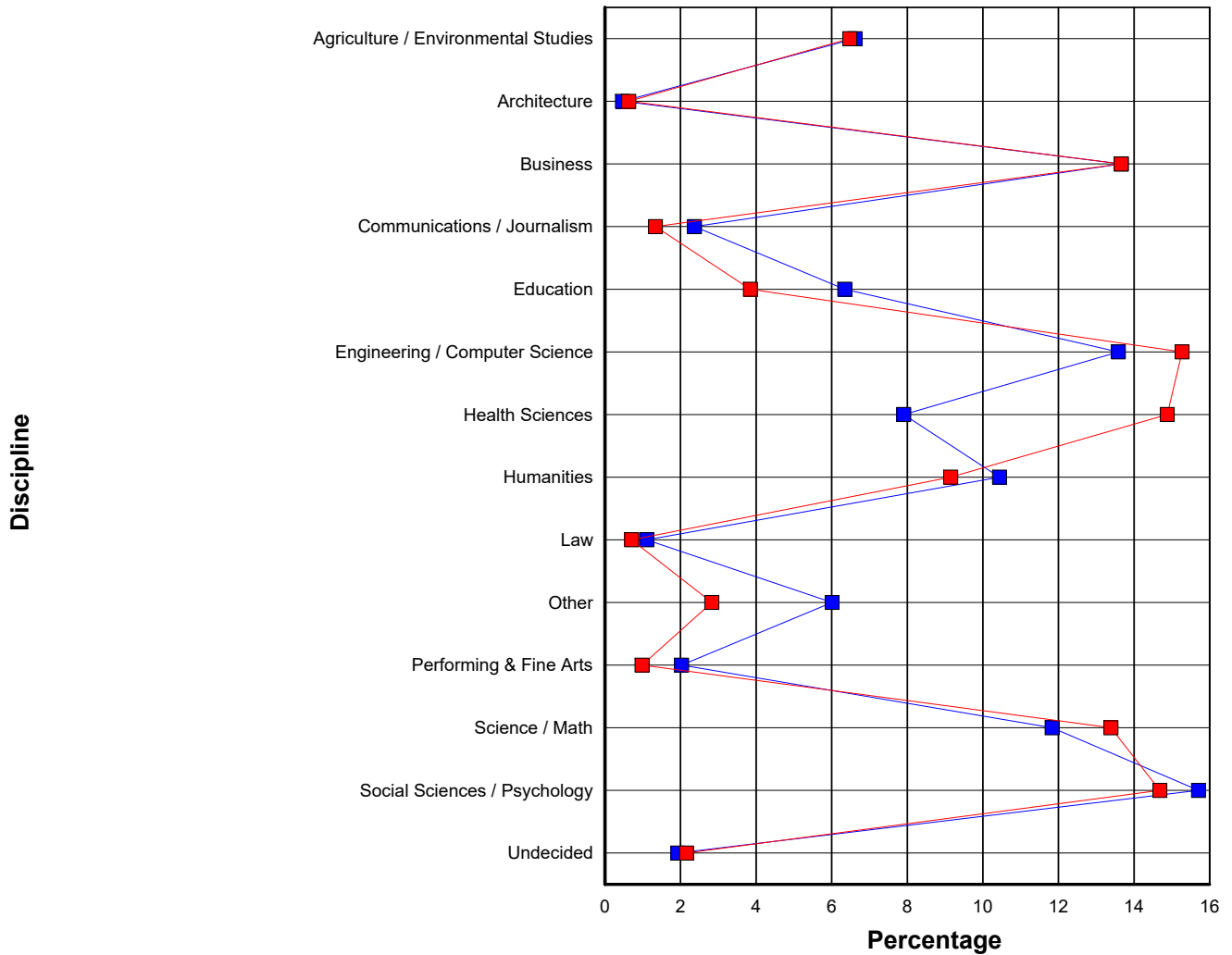
4 Summary for Undergraduate

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles by Standard Discipline

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

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,478	6.61	165	6.48	0.13
Architecture	314	0.46	16	0.63	-0.16
Business	9,250	13.66	348	13.66	0.00
Communications / Journalism	1,603	2.37	34	1.33	1.03
Education	4,298	6.35	98	3.85	2.50
Engineering / Computer Science	9,200	13.59	389	15.27	-1.69
Health Sciences	5,355	7.91	379	14.88	-6.97
Humanities	7,070	10.44	233	9.15	1.29
Law	749	1.11	18	0.71	0.40
Other	4,071	6.01	72	2.83	3.18
Performing & Fine Arts	1,373	2.03	25	0.98	1.05
Science / Math	8,012	11.83	341	13.39	-1.56
Social Sciences / Psychology	10,636	15.71	374	14.68	1.02
Undecided	1,308	1.93	55	2.16	-0.23
Total:	67,717	100.00	2,547	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	9	0.35
18 - 22	2,299	90.26
23 - 30	174	6.83
31 - 45	44	1.73
46 - 65	15	0.59
Over 65	6	0.24
Total:	2,547	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	23,741	56.65	0	0.00
Male	18,166	43.35	0	0.00
Total:	41,907	100.00	0	100.00

4.1.4 Respondent Profile by Full or part-time student?

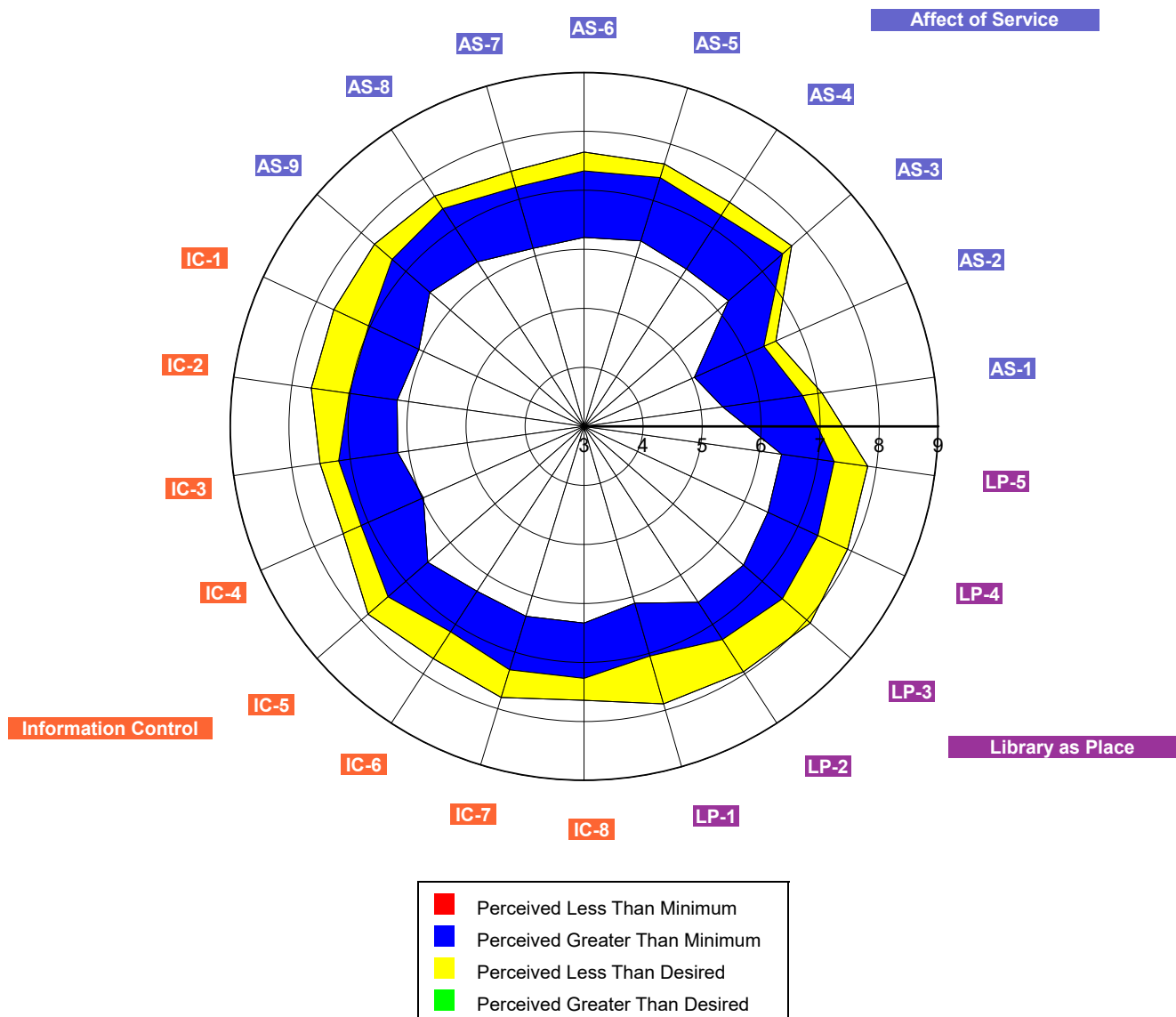
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	39,000	93.05	2,165	95.75
Part-time	2,914	6.95	86	3.80
Does not apply / NA		0.00	10	0.44
Total:	41,914	100.00	2,261	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.37	7.07	6.74	1.37	-0.33	1,753
AS-2	Giving users individual attention	5.05	6.56	6.34	1.29	-0.22	1,747
AS-3	Employees who are consistently courteous	6.25	7.66	7.46	1.21	-0.20	1,804
AS-4	Readiness to respond to users' questions	6.18	7.53	7.26	1.08	-0.27	1,759
AS-5	Employees who have the knowledge to answer user questions	6.29	7.65	7.41	1.12	-0.24	1,766
AS-6	Employees who deal with users in a caring fashion	6.20	7.65	7.33	1.13	-0.32	2,391
AS-7	Employees who understand the needs of their users	6.14	7.50	7.21	1.08	-0.28	1,752
AS-8	Willingness to help users	6.32	7.65	7.40	1.08	-0.25	1,745
AS-9	Dependability in handling users' service problems	6.46	7.71	7.31	0.85	-0.39	1,663
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.09	7.68	7.03	0.94	-0.65	1,799
IC-2	A library Web site enabling me to locate information on my own	6.20	7.67	7.02	0.82	-0.65	1,899
IC-3	The printed library materials I need for my work	6.19	7.52	7.20	1.01	-0.32	1,710
IC-4	The electronic information resources I need	5.98	7.47	7.14	1.16	-0.33	2,436
IC-5	Modern equipment that lets me easily access needed information	6.51	7.85	7.40	0.89	-0.45	1,862
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	7.69	7.15	0.82	-0.54	1,874
IC-7	Making information easily accessible for independent use	6.37	7.80	7.31	0.95	-0.49	1,829
IC-8	Print and/or electronic journal collections I require for my work	6.33	7.64	7.27	0.94	-0.37	1,660
Library as Place							
LP-1	Library space that inspires study and learning	6.12	7.89	7.05	0.93	-0.84	2,525
LP-2	Quiet space for individual activities	6.55	7.96	7.31	0.75	-0.65	1,848
LP-3	A comfortable and inviting location	6.58	8.08	7.45	0.87	-0.62	1,857
LP-4	A getaway for study, learning, or research	6.44	7.93	7.37	0.93	-0.55	1,834
LP-5	Community space for group learning and group study	6.38	7.85	7.28	0.90	-0.57	1,800
Overall:		6.13	7.62	7.14	1.01	-0.48	2,547

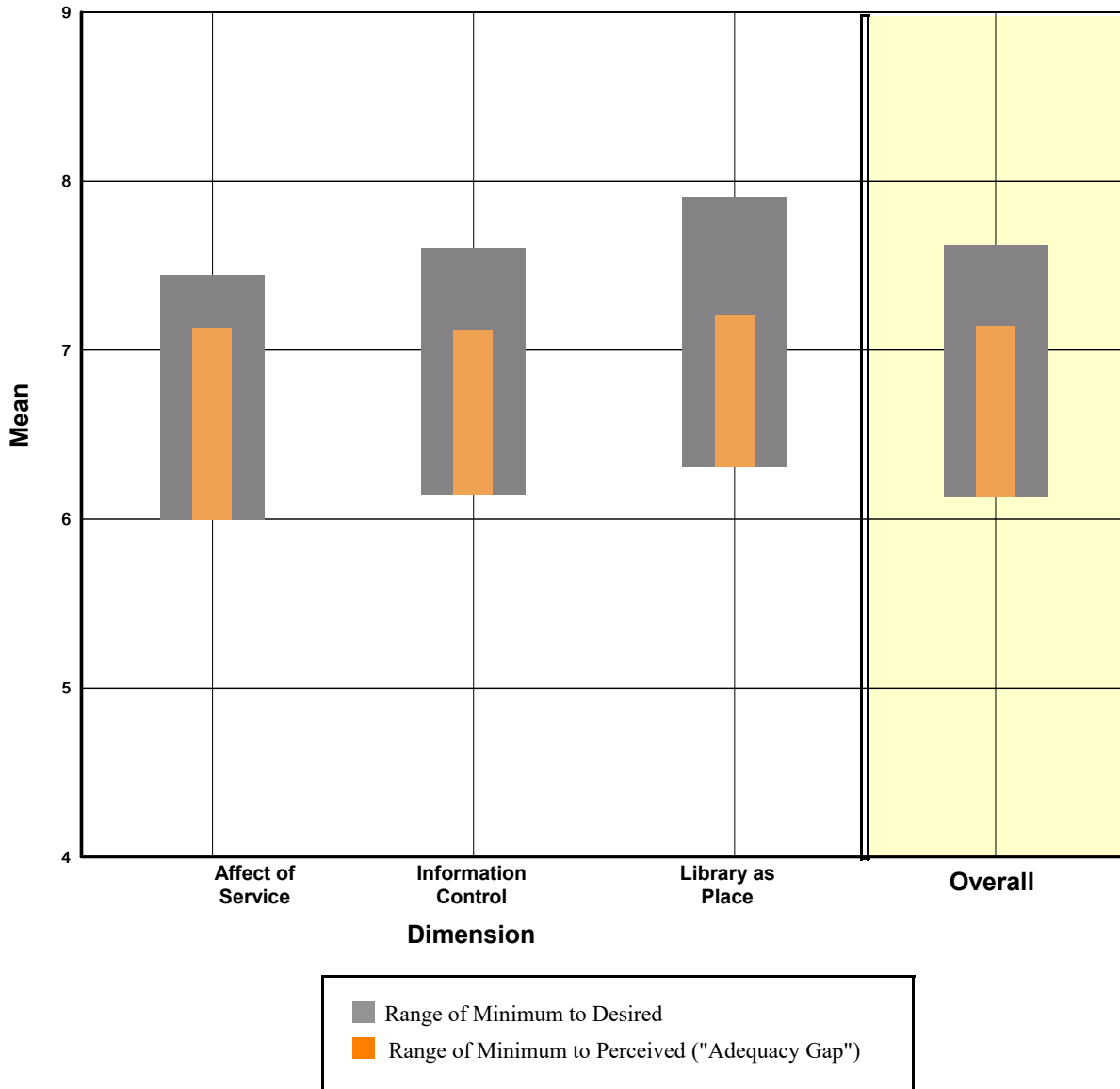
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	1.99	1.75	1.73	1.94	1.73	1,753
AS-2	Giving users individual attention	2.22	1.97	1.91	1.93	1.81	1,747
AS-3	Employees who are consistently courteous	1.96	1.54	1.59	1.94	1.56	1,804
AS-4	Readiness to respond to users' questions	1.85	1.49	1.58	1.81	1.46	1,759
AS-5	Employees who have the knowledge to answer user questions	1.85	1.49	1.49	1.77	1.48	1,766
AS-6	Employees who deal with users in a caring fashion	1.93	1.51	1.60	1.92	1.59	2,391
AS-7	Employees who understand the needs of their users	1.88	1.49	1.51	1.76	1.48	1,752
AS-8	Willingness to help users	1.92	1.47	1.53	1.82	1.46	1,745
AS-9	Dependability in handling users' service problems	1.88	1.48	1.55	1.78	1.52	1,663
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.90	1.56	1.69	1.87	1.77	1,799
IC-2	A library Web site enabling me to locate information on my own	1.89	1.61	1.75	1.94	1.74	1,899
IC-3	The printed library materials I need for my work	2.01	1.72	1.69	1.98	1.73	1,710
IC-4	The electronic information resources I need	1.94	1.69	1.61	1.87	1.67	2,436
IC-5	Modern equipment that lets me easily access needed information	1.79	1.36	1.51	1.80	1.53	1,862
IC-6	Easy-to-use access tools that allow me to find things on my own	1.82	1.44	1.58	1.83	1.58	1,874
IC-7	Making information easily accessible for independent use	1.83	1.41	1.50	1.75	1.49	1,829
IC-8	Print and/or electronic journal collections I require for my work	2.00	1.63	1.62	1.94	1.71	1,660
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.44	1.75	2.08	1.88	2,525
LP-2	Quiet space for individual activities	1.91	1.41	1.70	2.09	1.78	1,848
LP-3	A comfortable and inviting location	1.87	1.28	1.56	1.92	1.63	1,857
LP-4	A getaway for study, learning, or research	1.91	1.40	1.58	1.92	1.59	1,834
LP-5	Community space for group learning and group study	1.96	1.45	1.66	2.18	1.82	1,800
Overall:		1.50	1.12	1.24	1.42	1.17	2,547

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	6.00	7.44	7.13	1.14	-0.31	2,510
Information Control	6.15	7.61	7.12	0.97	-0.49	2,545
Library as Place	6.31	7.90	7.21	0.90	-0.69	2,541
Overall	6.13	7.62	7.14	1.01	-0.48	2,547

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	1.65	1.29	1.36	1.50	1.25	2,510
Information Control	1.57	1.27	1.33	1.48	1.30	2,545
Library as Place	1.66	1.19	1.46	1.75	1.51	2,541
Overall	1.50	1.12	1.24	1.42	1.17	2,547

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	5.66	7.53	7.18	1.52	-0.35	122
Teaching me how to access, evaluate, and use information	5.59	7.08	6.73	1.14	-0.35	1,520
Access to rare and historical materials	5.01	6.33	6.67	1.66	0.34	1,271
Library staff teaching me how to find information	5.89	7.25	6.99	1.10	-0.26	72
Using the library for research	6.71	7.99	7.21	0.50	-0.78	92
The library assists me in achieving academic success	6.28	7.69	7.29	1.01	-0.40	138
Making me aware of library resources and services	5.72	7.25	6.84	1.13	-0.41	1,659
Teaching me how to locate, evaluate, and use information	5.96	7.24	6.92	0.96	-0.31	127
A climate that encourages diversity and inclusion	6.53	7.77	7.42	0.88	-0.35	1,503
Getting research assistance and finding the help I need	6.08	7.38	7.02	0.95	-0.36	129
A secure and safe place	7.13	8.18	7.90	0.77	-0.27	1,578
Space that facilitates quiet study	6.46	8.05	6.46	0.00	-1.59	98
Space for students to study and work in groups	6.30	7.79	6.23	-0.08	-1.57	92
An online catalog that is user-friendly for finding materials	6.89	8.25	6.77	-0.12	-1.48	83

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.99	1.65	1.56	1.62	1.69	122
Teaching me how to access, evaluate, and use information	2.00	1.73	1.71	2.01	1.77	1,520
Access to rare and historical materials	2.38	2.27	1.81	2.25	2.07	1,271
Library staff teaching me how to find information	2.00	1.55	1.67	1.93	1.55	72
Using the library for research	1.76	1.52	1.42	2.12	1.94	92
The library assists me in achieving academic success	2.06	1.55	1.91	2.29	1.85	138
Making me aware of library resources and services	2.04	1.65	1.73	2.05	1.88	1,659
Teaching me how to locate, evaluate, and use information	2.15	1.85	1.82	1.88	1.85	127
A climate that encourages diversity and inclusion	2.15	1.66	1.68	2.08	1.64	1,503
Getting research assistance and finding the help I need	2.15	1.64	1.79	2.13	1.58	129
A secure and safe place	1.89	1.34	1.40	1.79	1.33	1,578
Space that facilitates quiet study	1.91	1.59	1.69	2.16	1.98	98
Space for students to study and work in groups	1.87	1.55	1.80	2.46	2.25	92
An online catalog that is user-friendly for finding materials	1.75	1.01	1.60	2.09	1.83	83

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.	7.81	1.40	2,099
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.49	1.52	2,087
How would you rate the overall quality of the service provided by the library?	7.55	1.33	2,547

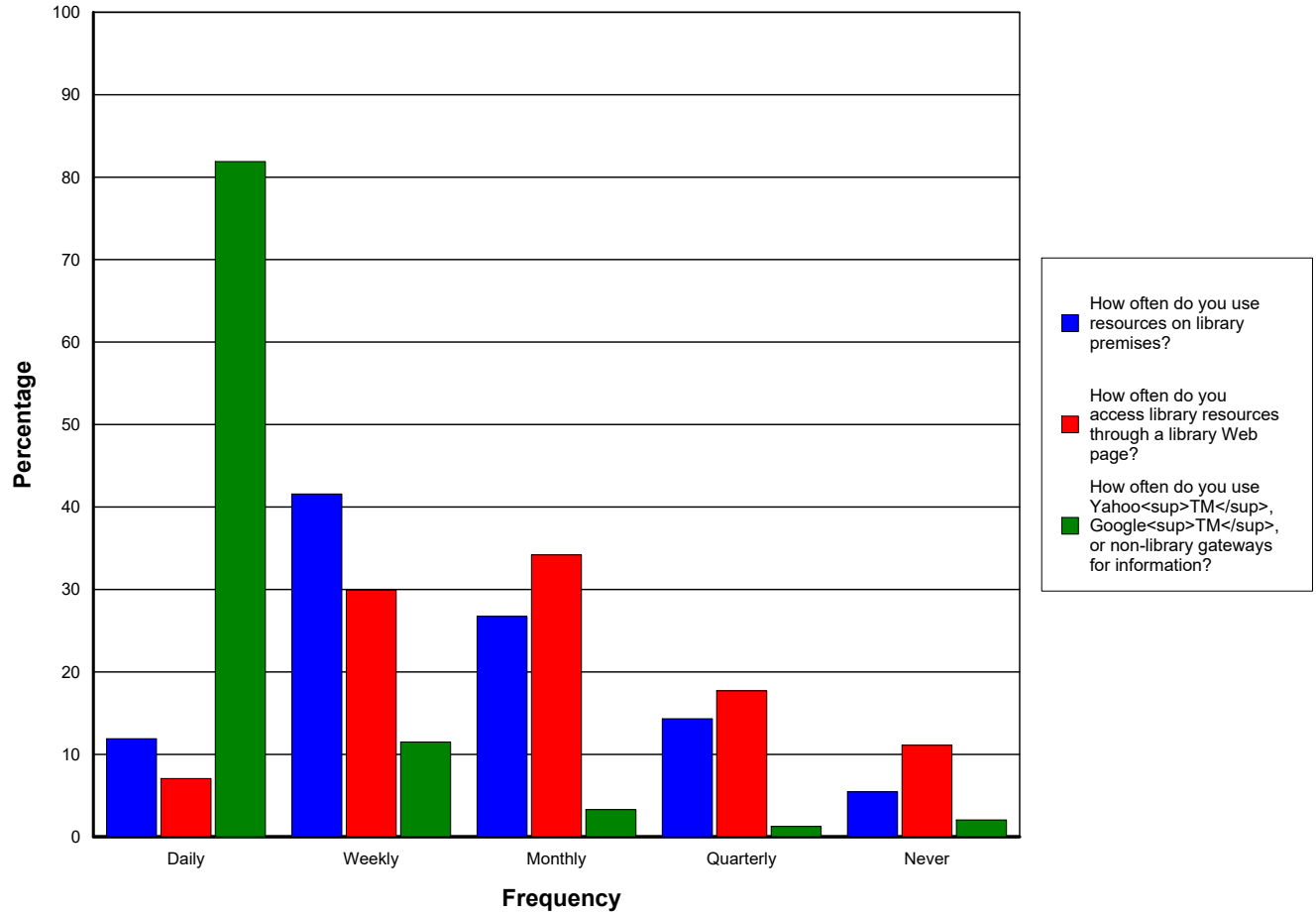
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.50	1.86	1,926
The library aids my advancement in my academic discipline or work.	7.26	1.59	2,075
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.57	2,060
The library helps me distinguish between trustworthy and untrustworthy information.	6.68	1.82	2,023
The library provides me with the information skills I need in my work or study.	6.95	1.71	1,927

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?	303 11.90%	1,059 41.58%	681 26.74%	365 14.33%	139 5.46%	2,547 100.00%
How often do you access library resources through a library Web page?	180 7.07%	762 29.92%	871 34.20%	451 17.71%	283 11.11%	2,547 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	2,086 81.90%	293 11.50%	84 3.30%	32 1.26%	52 2.04%	2,547 100.00%

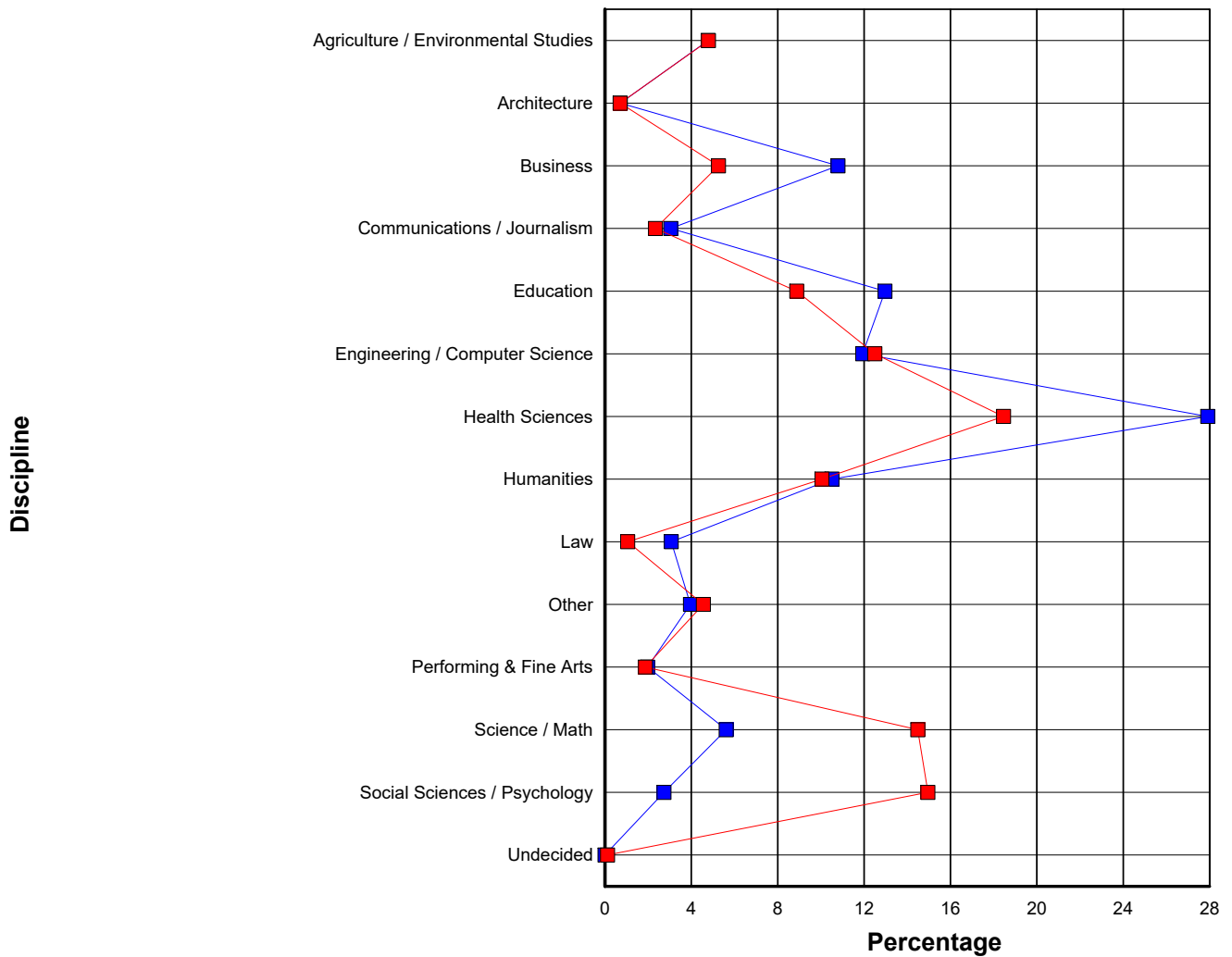
5 Summary for Graduate

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	540	4.78	41	4.79	-0.01
Architecture	80	0.71	6	0.70	0.01
Business	1,219	10.79	45	5.26	5.53
Communications / Journalism	344	3.05	20	2.34	0.71
Education	1,465	12.97	76	8.88	4.09
Engineering / Computer Science	1,348	11.93	107	12.50	-0.57
Health Sciences	3,153	27.91	158	18.46	9.45
Humanities	1,187	10.51	86	10.05	0.46
Law	347	3.07	9	1.05	2.02
Other	447	3.96	39	4.56	-0.60
Performing & Fine Arts	223	1.97	16	1.87	0.10
Science / Math	634	5.61	124	14.49	-8.87
Social Sciences / Psychology	309	2.74	128	14.95	-12.22
Undecided	0	0.00	1	0.12	-0.12
Total:	11,296	100.00	856	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	54	6.31
23 - 30	513	59.93
31 - 45	227	26.52
46 - 65	50	5.84
Over 65	12	1.40
Total:	856	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	6,285	55.63	0	0.00
Male	5,012	44.37	0	0.00
Total:	11,297	100.00	0	100.00

5.1.4 Respondent Profile by Full or part-time student?

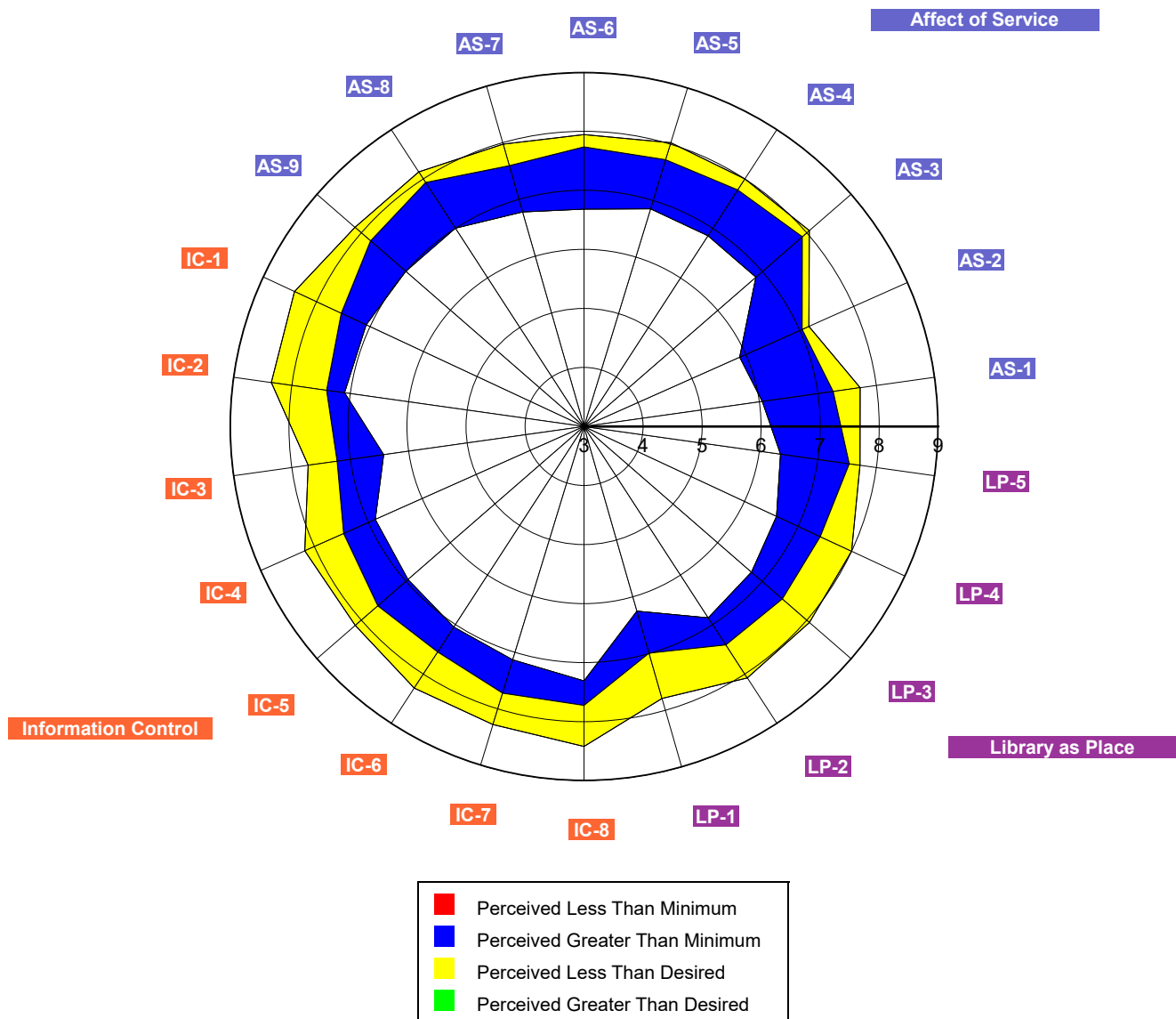
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,942	79.16	565	83.58
Part-time	2,354	20.84	103	15.24
Does not apply / NA		0.00	8	1.18
Total:	11,296	100.00	676	100.00

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.)



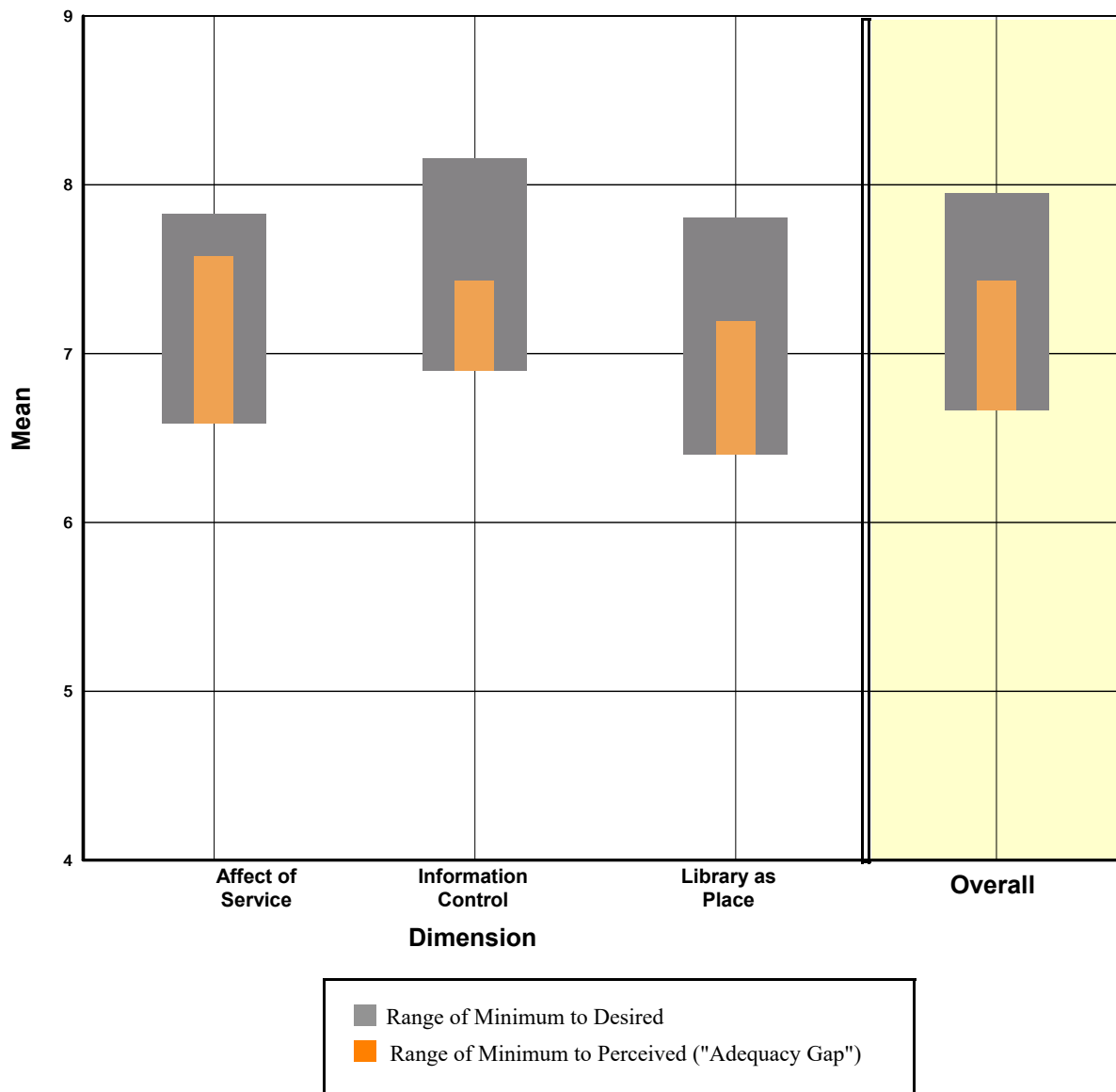
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.05	7.72	7.26	1.21	-0.46	496
AS-2	Giving users individual attention	5.89	7.17	7.05	1.16	-0.12	526
AS-3	Employees who are consistently courteous	6.86	8.06	7.90	1.04	-0.16	536
AS-4	Readiness to respond to users' questions	6.85	8.00	7.78	0.93	-0.22	523
AS-5	Employees who have the knowledge to answer user questions	6.86	8.03	7.73	0.87	-0.30	547
AS-6	Employees who deal with users in a caring fashion	6.68	7.94	7.74	1.05	-0.21	799
AS-7	Employees who understand the needs of their users	6.78	7.98	7.60	0.82	-0.38	512
AS-8	Willingness to help users	7.01	8.14	7.93	0.92	-0.21	516
AS-9	Dependability in handling users' service problems	7.01	8.14	7.79	0.79	-0.35	473
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.07	8.41	7.54	0.47	-0.87	532
IC-2	A library Web site enabling me to locate information on my own	7.10	8.35	7.41	0.31	-0.94	579
IC-3	The printed library materials I need for my work	6.43	7.72	7.23	0.80	-0.49	490
IC-4	The electronic information resources I need	6.87	8.18	7.46	0.59	-0.72	840
IC-5	Modern equipment that lets me easily access needed information	6.95	8.14	7.63	0.68	-0.50	543
IC-6	Easy-to-use access tools that allow me to find things on my own	7.05	8.28	7.56	0.50	-0.73	576
IC-7	Making information easily accessible for independent use	7.13	8.28	7.72	0.59	-0.56	558
IC-8	Print and/or electronic journal collections I require for my work	7.31	8.42	7.73	0.41	-0.69	523
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.79	7.00	0.74	-0.80	804
LP-2	Quiet space for individual activities	6.87	8.08	7.41	0.55	-0.67	526
LP-3	A comfortable and inviting location	6.76	8.06	7.45	0.69	-0.61	550
LP-4	A getaway for study, learning, or research	6.60	8.00	7.42	0.82	-0.58	535
LP-5	Community space for group learning and group study	6.36	7.72	7.54	1.18	-0.18	473
Overall:		6.66	7.95	7.43	0.77	-0.52	856

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	1.83	1.48	1.57	1.86	1.49	496
AS-2	Giving users individual attention	2.07	1.85	1.69	1.99	1.73	526
AS-3	Employees who are consistently courteous	1.76	1.24	1.45	1.90	1.58	536
AS-4	Readiness to respond to users' questions	1.62	1.19	1.33	1.65	1.31	523
AS-5	Employees who have the knowledge to answer user questions	1.67	1.27	1.31	1.66	1.35	547
AS-6	Employees who deal with users in a caring fashion	1.80	1.34	1.38	1.84	1.53	799
AS-7	Employees who understand the needs of their users	1.59	1.16	1.33	1.71	1.44	512
AS-8	Willingness to help users	1.71	1.11	1.22	1.66	1.24	516
AS-9	Dependability in handling users' service problems	1.61	1.20	1.24	1.62	1.26	473
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.63	1.11	1.50	1.69	1.50	532
IC-2	A library Web site enabling me to locate information on my own	1.58	1.04	1.50	1.71	1.57	579
IC-3	The printed library materials I need for my work	1.97	1.62	1.58	2.12	1.88	490
IC-4	The electronic information resources I need	1.67	1.25	1.39	1.72	1.53	840
IC-5	Modern equipment that lets me easily access needed information	1.66	1.17	1.36	1.71	1.44	543
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.03	1.40	1.81	1.49	576
IC-7	Making information easily accessible for independent use	1.57	1.10	1.27	1.64	1.42	558
IC-8	Print and/or electronic journal collections I require for my work	1.60	1.11	1.42	1.78	1.49	523
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.57	1.77	2.04	2.00	804
LP-2	Quiet space for individual activities	1.75	1.28	1.57	1.96	1.84	526
LP-3	A comfortable and inviting location	1.77	1.31	1.49	1.81	1.68	550
LP-4	A getaway for study, learning, or research	1.79	1.28	1.53	1.85	1.54	535
LP-5	Community space for group learning and group study	2.03	1.61	1.55	2.05	1.76	473
Overall:		1.33	0.91	1.10	1.35	1.13	856

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	6.59	7.83	7.58	0.99	-0.25	834
Information Control	6.90	8.15	7.43	0.53	-0.72	855
Library as Place	6.40	7.80	7.19	0.79	-0.61	834
Overall	6.66	7.95	7.43	0.77	-0.52	856

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.54	1.14	1.22	1.51	1.23	834
Information Control	1.36	0.93	1.18	1.43	1.23	855
Library as Place	1.67	1.30	1.48	1.74	1.65	834
Overall	1.33	0.91	1.10	1.35	1.13	856

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.80	8.20	7.06	0.26	-1.14	50
Teaching me how to access, evaluate, and use information	6.14	7.47	7.24	1.10	-0.23	392
Access to rare and historical materials	5.69	6.98	6.93	1.24	-0.05	265
Library staff teaching me how to find information	6.13	7.10	7.41	1.29	0.32	63
Using the library for research	6.66	8.15	7.23	0.57	-0.92	53
The library assists me in achieving academic success	6.86	7.93	7.67	0.81	-0.26	42
Making me aware of library resources and services	6.47	7.84	7.27	0.80	-0.57	458
Teaching me how to locate, evaluate, and use information	6.38	7.56	7.18	0.79	-0.38	39
A climate that encourages diversity and inclusion	7.25	8.24	7.86	0.61	-0.39	389
Getting research assistance and finding the help I need	5.80	7.39	7.33	1.52	-0.07	46
A secure and safe place	7.66	8.43	8.23	0.57	-0.20	408
Space that facilitates quiet study	7.05	7.80	6.69	-0.36	-1.11	61
Space for students to study and work in groups	6.20	7.45	6.55	0.35	-0.90	49
An online catalog that is user-friendly for finding materials	7.41	8.29	6.90	-0.52	-1.40	58

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.88	1.07	1.83	1.75	1.94	50
Teaching me how to access, evaluate, and use information	1.93	1.68	1.46	1.98	1.75	392
Access to rare and historical materials	2.33	2.07	1.69	2.45	2.25	265
Library staff teaching me how to find information	2.24	2.19	1.63	1.60	1.70	63
Using the library for research	1.92	1.39	1.69	1.88	1.37	53
The library assists me in achieving academic success	1.69	1.44	1.51	1.19	1.33	42
Making me aware of library resources and services	1.86	1.37	1.54	2.03	1.83	458
Teaching me how to locate, evaluate, and use information	1.70	1.62	1.67	1.79	1.66	39
A climate that encourages diversity and inclusion	1.84	1.29	1.25	1.84	1.41	389
Getting research assistance and finding the help I need	1.89	1.73	1.23	1.81	1.40	46
A secure and safe place	1.59	1.13	1.12	1.56	1.25	408
Space that facilitates quiet study	1.65	1.47	1.65	1.84	2.07	61
Space for students to study and work in groups	1.99	2.02	1.83	2.56	2.75	49
An online catalog that is user-friendly for finding materials	1.56	1.09	2.01	2.23	2.15	58

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.	8.00	1.19	665
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.65	1.41	644
How would you rate the overall quality of the service provided by the library?	7.71	1.19	856

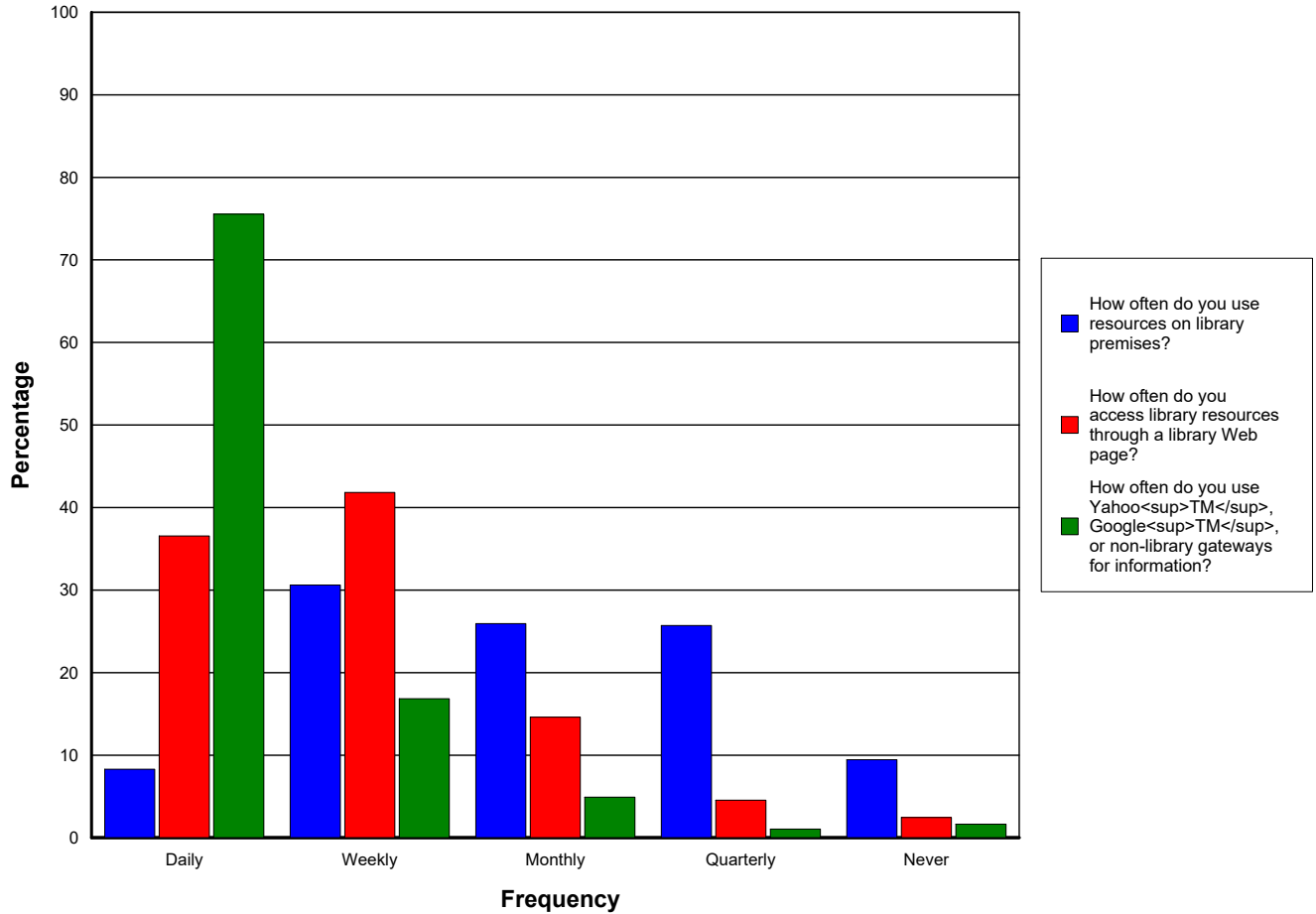
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.69	1.89	591
The library aids my advancement in my academic discipline or work.	7.60	1.46	644
The library enables me to be more efficient in my academic pursuits or work.	7.52	1.49	633
The library helps me distinguish between trustworthy and untrustworthy information.	6.63	1.86	636
The library provides me with the information skills I need in my work or study.	7.12	1.66	567

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?	71 8.29%	262 30.61%	222 25.93%	220 25.70%	81 9.46%	856 100.00%
How often do you access library resources through a library Web page?	313 36.57%	358 41.82%	125 14.60%	39 4.56%	21 2.45%	856 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	646 75.56%	144 16.84%	42 4.91%	9 1.05%	14 1.64%	855 100.00%

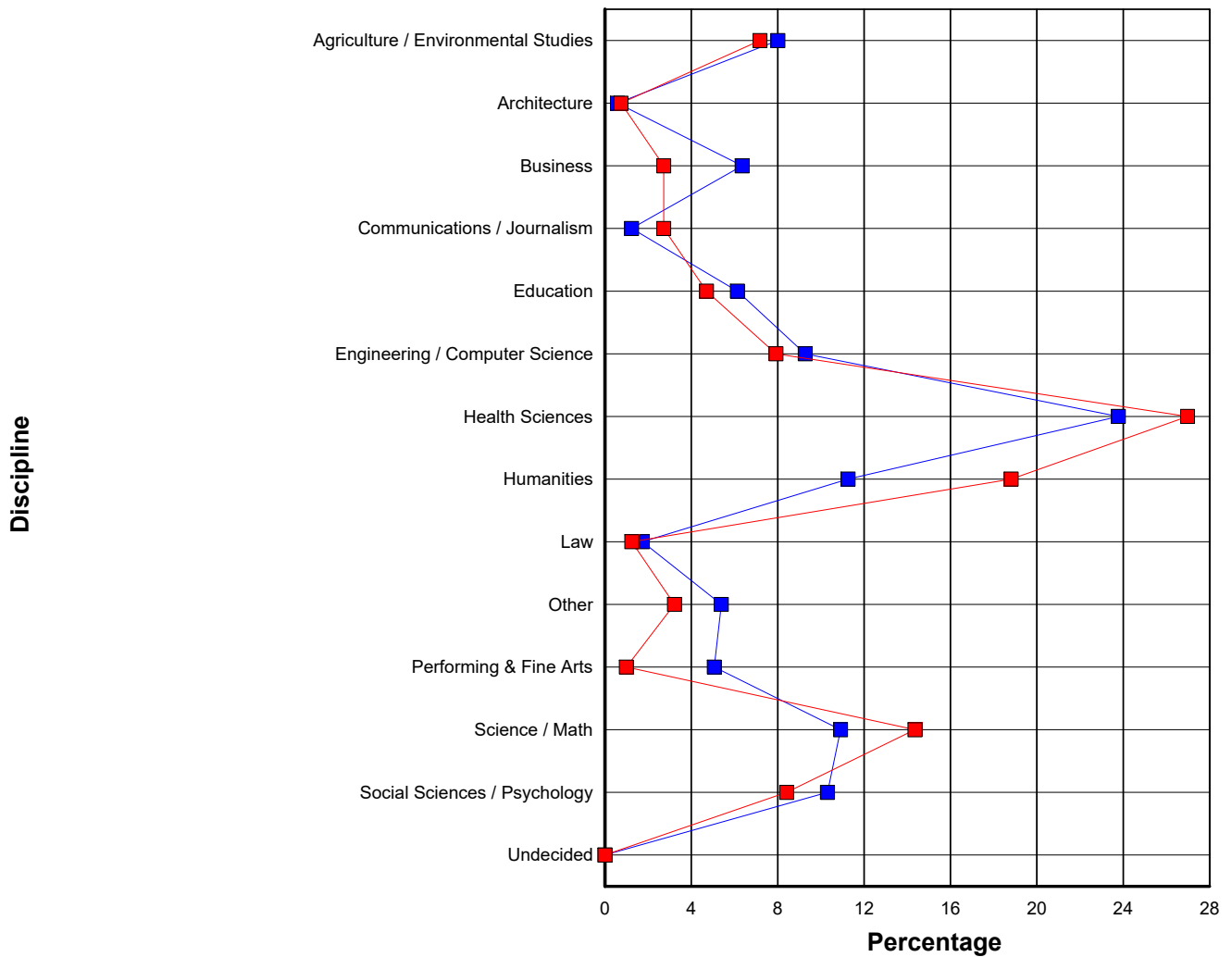
6 Summary for Faculty

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	513	8.01	29	7.18	0.83
Architecture	37	0.58	3	0.74	-0.16
Business	407	6.35	11	2.72	3.63
Communications / Journalism	79	1.23	11	2.72	-1.49
Education	393	6.13	19	4.70	1.43
Engineering / Computer Science	594	9.27	32	7.92	1.35
Health Sciences	1,523	23.77	109	26.98	-3.21
Humanities	721	11.26	76	18.81	-7.56
Law	111	1.73	5	1.24	0.50
Other	345	5.39	13	3.22	2.17
Performing & Fine Arts	324	5.06	4	0.99	4.07
Science / Math	699	10.91	58	14.36	-3.44
Social Sciences / Psychology	660	10.30	34	8.42	1.89
Undecided	0	0.00	0	0.00	0.00
Total:	6,406	100.00	404	100.00	0.00

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

6.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	0.25
23 - 30	14	3.47
31 - 45	123	30.52
46 - 65	208	51.61
Over 65	57	14.14
Total:	403	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	1,706	43.03	0	0.00
Male	2,259	56.97	0	0.00
Total:	3,965	100.00	0	100.00

6.1.4 Respondent Profile by Full or part-time student?

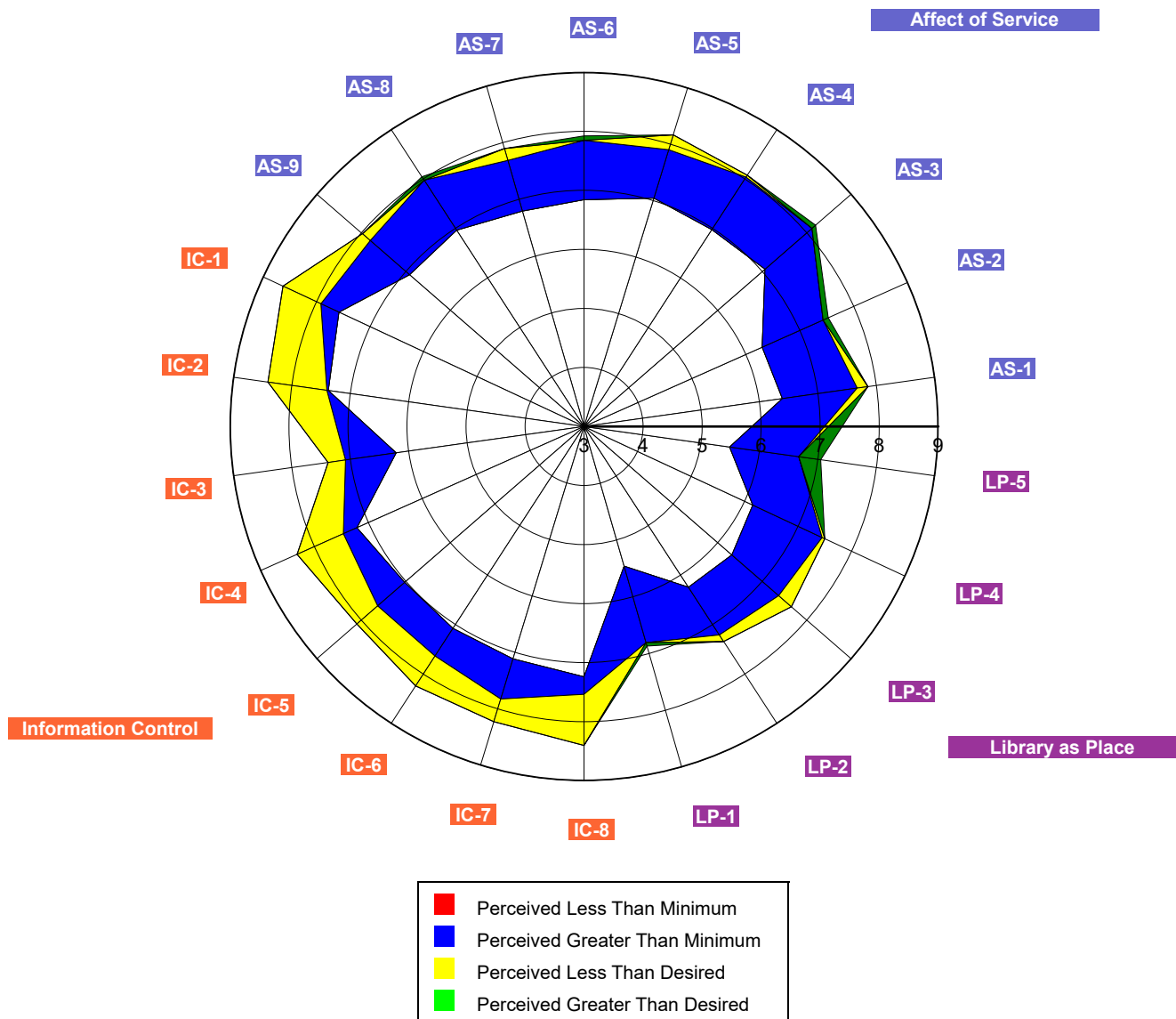
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	1,354	98.19	13	4.18
Part-time	25	1.81	4	1.29
Does not apply / NA		0.00	294	94.53
Total:	1,379	100.00	311	100.00

6.2 Core Questions Summary for Faculty

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

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

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



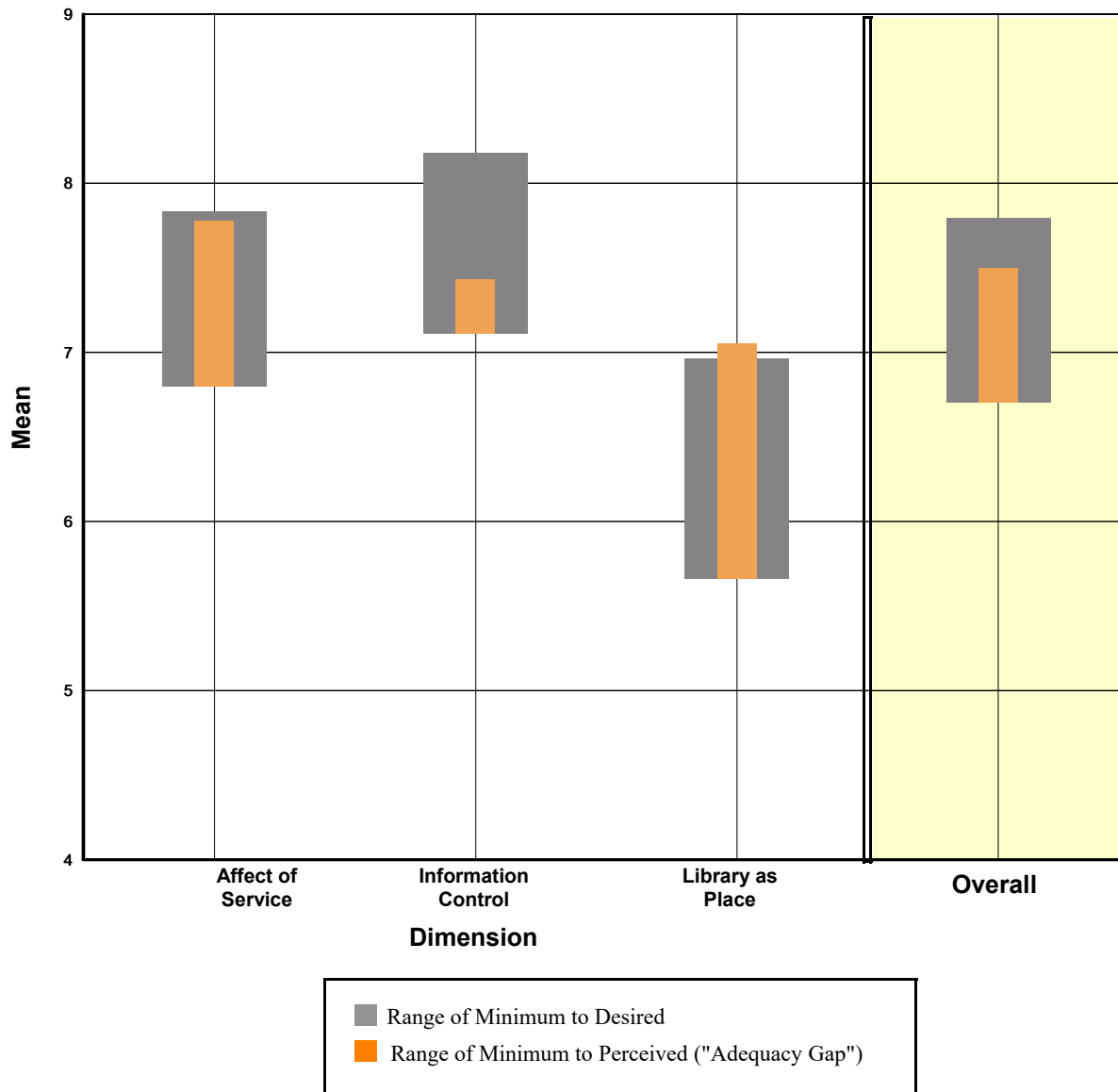
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.39	7.86	7.67	1.28	-0.18	224
AS-2	Giving users individual attention	6.30	7.43	7.53	1.23	0.10	231
AS-3	Employees who are consistently courteous	7.06	8.12	8.20	1.14	0.08	228
AS-4	Readiness to respond to users' questions	6.98	8.08	8.04	1.06	-0.04	210
AS-5	Employees who have the knowledge to answer user questions	7.05	8.17	7.90	0.86	-0.26	217
AS-6	Employees who deal with users in a caring fashion	6.84	7.85	7.92	1.08	0.07	370
AS-7	Employees who understand the needs of their users	6.80	7.90	7.69	0.89	-0.21	225
AS-8	Willingness to help users	6.97	7.97	8.04	1.08	0.07	229
AS-9	Dependability in handling users' service problems	6.92	7.98	7.80	0.88	-0.18	210
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.58	8.63	7.92	0.34	-0.71	242
IC-2	A library Web site enabling me to locate information on my own	7.38	8.41	7.40	0.02	-1.01	252
IC-3	The printed library materials I need for my work	6.22	7.38	7.08	0.87	-0.30	208
IC-4	The electronic information resources I need	7.22	8.32	7.47	0.25	-0.86	400
IC-5	Modern equipment that lets me easily access needed information	7.03	8.10	7.63	0.61	-0.47	219
IC-6	Easy-to-use access tools that allow me to find things on my own	7.08	8.24	7.64	0.56	-0.60	240
IC-7	Making information easily accessible for independent use	7.12	8.23	7.83	0.71	-0.40	239
IC-8	Print and/or electronic journal collections I require for my work	7.24	8.40	7.54	0.29	-0.87	248
Library as Place							
LP-1	Library space that inspires study and learning	5.46	6.81	6.87	1.41	0.06	321
LP-2	Quiet space for individual activities	6.25	7.34	7.21	0.96	-0.13	181
LP-3	A comfortable and inviting location	6.32	7.65	7.37	1.05	-0.29	217
LP-4	A getaway for study, learning, or research	6.15	7.50	7.45	1.30	-0.05	182
LP-5	Community space for group learning and group study	5.49	6.67	7.05	1.56	0.38	165
Overall:		6.70	7.79	7.50	0.80	-0.29	404

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.86	1.53	1.29	1.68	1.45	224
AS-2	Giving users individual attention	1.89	1.66	1.37	1.86	1.51	231
AS-3	Employees who are consistently courteous	1.83	1.28	1.12	1.78	1.34	228
AS-4	Readiness to respond to users' questions	1.68	1.19	1.21	1.61	1.17	210
AS-5	Employees who have the knowledge to answer user questions	1.73	1.08	1.25	1.58	1.23	217
AS-6	Employees who deal with users in a caring fashion	1.89	1.53	1.38	1.73	1.43	370
AS-7	Employees who understand the needs of their users	1.75	1.43	1.48	1.70	1.58	225
AS-8	Willingness to help users	1.74	1.31	1.15	1.68	1.30	229
AS-9	Dependability in handling users' service problems	1.86	1.48	1.34	1.77	1.39	210
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.61	0.85	1.34	1.81	1.35	242
IC-2	A library Web site enabling me to locate information on my own	1.57	0.99	1.48	1.78	1.48	252
IC-3	The printed library materials I need for my work	2.21	2.07	1.69	2.32	2.13	208
IC-4	The electronic information resources I need	1.69	1.26	1.53	2.02	1.63	400
IC-5	Modern equipment that lets me easily access needed information	1.63	1.24	1.32	1.61	1.33	219
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.11	1.17	1.82	1.49	240
IC-7	Making information easily accessible for independent use	1.65	1.21	1.25	1.68	1.20	239
IC-8	Print and/or electronic journal collections I require for my work	1.80	1.20	1.53	1.98	1.53	248
Library as Place							
LP-1	Library space that inspires study and learning	2.36	2.45	1.73	2.30	2.46	321
LP-2	Quiet space for individual activities	2.25	1.98	1.64	2.17	2.10	181
LP-3	A comfortable and inviting location	2.02	1.72	1.52	1.79	1.62	217
LP-4	A getaway for study, learning, or research	2.26	1.87	1.60	2.13	1.77	182
LP-5	Community space for group learning and group study	2.28	2.20	1.67	2.32	2.25	165
Overall:		1.49	1.17	1.15	1.41	1.10	404

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	6.80	7.83	7.77	0.98	-0.06	400
Information Control	7.11	8.18	7.44	0.32	-0.74	404
Library as Place	5.66	6.96	7.05	1.39	0.09	358
Overall	6.70	7.79	7.50	0.80	-0.29	404

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.66	1.29	1.22	1.51	1.17	400
Information Control	1.47	1.09	1.26	1.59	1.27	404
Library as Place	2.20	2.06	1.56	2.09	1.97	358
Overall	1.49	1.17	1.15	1.41	1.10	404

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	7.77	8.43	7.31	-0.46	-1.11	35
Teaching me how to access, evaluate, and use information	5.92	7.19	7.29	1.36	0.10	146
Access to rare and historical materials	5.56	6.96	6.92	1.36	-0.04	95
Library staff teaching me how to find information	6.39	7.52	7.32	0.94	-0.19	31
Using the library for research	7.44	8.20	7.88	0.44	-0.32	25
The library assists me in achieving academic success	6.37	7.26	6.84	0.47	-0.42	19
Making me aware of library resources and services	6.13	7.38	7.26	1.14	-0.12	191
Teaching me how to locate, evaluate, and use information	5.20	6.35	7.20	2.00	0.85	20
A climate that encourages diversity and inclusion	7.12	8.02	7.92	0.81	-0.10	139
Getting research assistance and finding the help I need	6.46	7.71	7.54	1.07	-0.18	28
A secure and safe place	7.33	8.19	8.14	0.81	-0.05	157
Space that facilitates quiet study	6.80	7.80	6.40	-0.40	-1.40	25
Space for students to study and work in groups	6.63	8.00	7.00	0.37	-1.00	19
An online catalog that is user-friendly for finding materials	7.34	8.41	7.31	-0.03	-1.09	32

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.19	0.95	1.28	1.67	1.49	35
Teaching me how to access, evaluate, and use information	1.98	1.88	1.49	1.98	1.90	146
Access to rare and historical materials	2.45	2.29	1.72	2.69	2.52	95
Library staff teaching me how to find information	1.96	1.88	1.94	2.63	2.27	31
Using the library for research	1.47	1.12	1.33	1.39	1.07	25
The library assists me in achieving academic success	2.79	2.70	2.48	1.71	1.71	19
Making me aware of library resources and services	1.98	1.71	1.52	1.93	1.75	191
Teaching me how to locate, evaluate, and use information	2.78	2.76	1.44	2.58	2.52	20
A climate that encourages diversity and inclusion	2.04	1.61	1.18	2.10	1.69	139
Getting research assistance and finding the help I need	1.91	1.72	1.29	1.46	1.39	28
A secure and safe place	1.92	1.52	1.07	1.81	1.33	157
Space that facilitates quiet study	1.53	1.44	2.02	2.43	2.31	25
Space for students to study and work in groups	1.74	1.20	1.45	2.03	1.83	19
An online catalog that is user-friendly for finding materials	1.21	0.80	1.12	1.60	1.44	32

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.	8.10	1.15	321
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.72	1.37	271
How would you rate the overall quality of the service provided by the library?	7.79	1.28	404

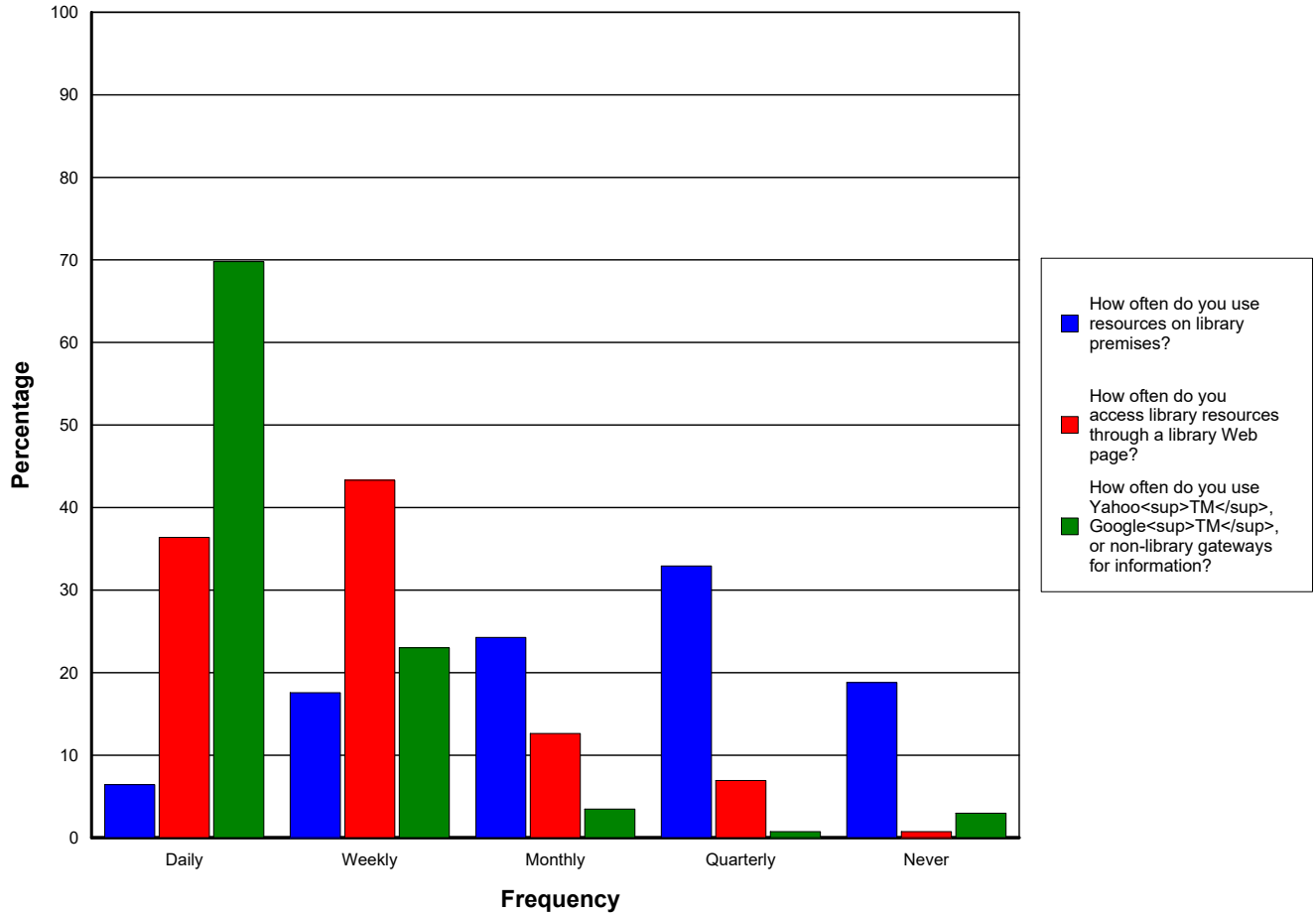
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.55	1.97	269
The library aids my advancement in my academic discipline or work.	7.75	1.41	297
The library enables me to be more efficient in my academic pursuits or work.	7.55	1.59	277
The library helps me distinguish between trustworthy and untrustworthy information.	6.26	2.03	280
The library provides me with the information skills I need in my work or study.	6.72	1.91	248

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	26 6.44%	71 17.57%	98 24.26%	133 32.92%	76 18.81%	404 100.00%
How often do you access library resources through a library Web page?	147 36.39%	175 43.32%	51 12.62%	28 6.93%	3 0.74%	404 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	282 69.80%	93 23.02%	14 3.47%	3 0.74%	12 2.97%	404 100.00%

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	2.08
23 - 30	4	8.33
31 - 45	16	33.33
46 - 65	21	43.75
Over 65	6	12.50
Total:	48	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?

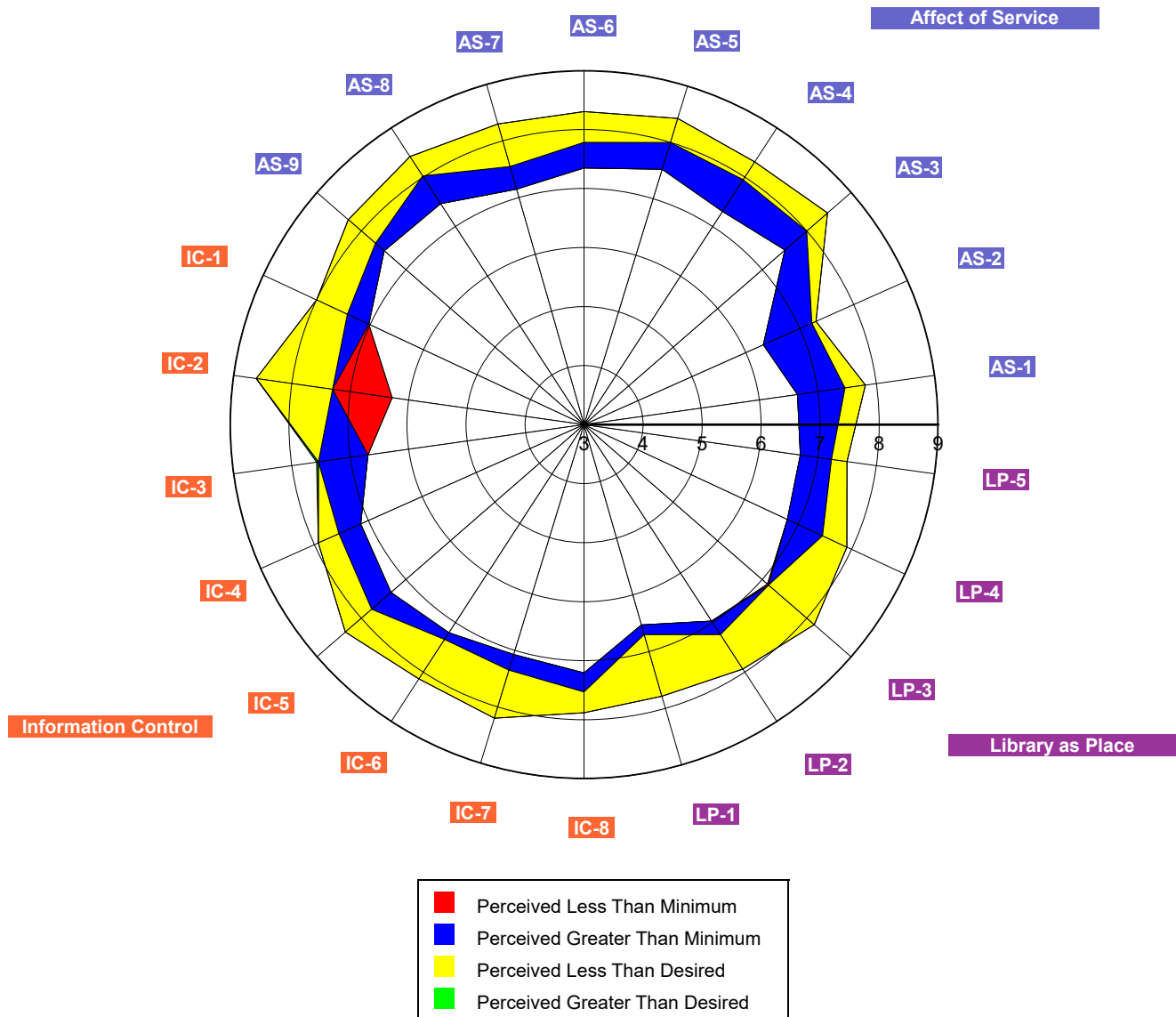
Full or part-time student?	Respondents n	Respondents %
Full-time	2	4.17
Part-time	3	6.25
Does not apply / NA	43	89.58
Total:	48	100.00

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.)



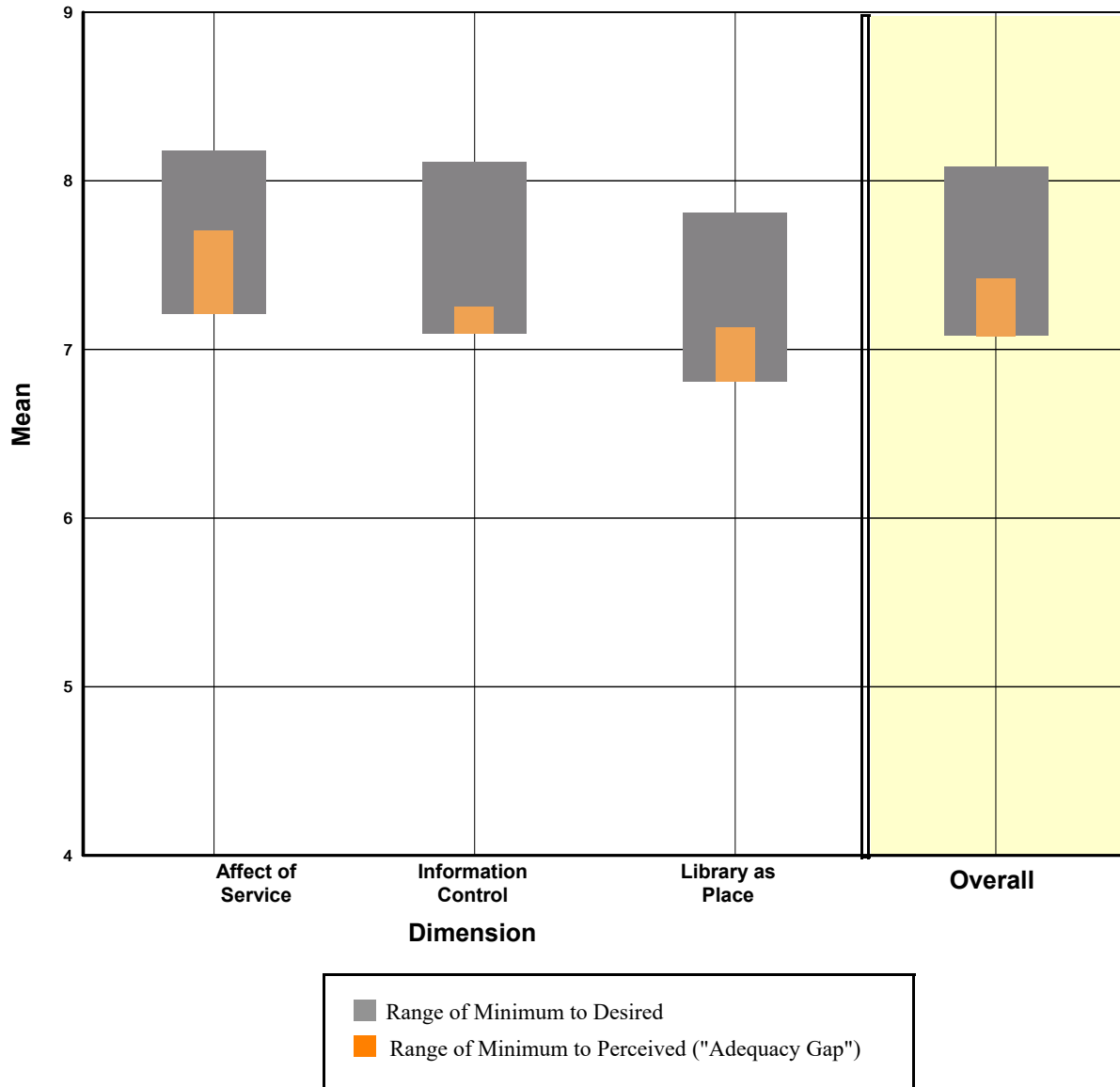
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.65	7.81	7.47	0.81	-0.35	43
AS-2	Giving users individual attention	6.33	7.30	7.23	0.90	-0.08	40
AS-3	Employees who are consistently courteous	7.51	8.47	8.00	0.49	-0.47	43
AS-4	Readiness to respond to users' questions	7.31	8.31	7.95	0.64	-0.36	39
AS-5	Employees who have the knowledge to answer user questions	7.53	8.43	8.00	0.48	-0.43	40
AS-6	Employees who deal with users in a caring fashion	7.35	8.30	7.78	0.43	-0.52	46
AS-7	Employees who understand the needs of their users	7.15	8.30	7.55	0.40	-0.75	40
AS-8	Willingness to help users	7.46	8.41	8.02	0.56	-0.39	41
AS-9	Dependability in handling users' service problems	7.49	8.29	7.68	0.20	-0.61	41
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.03	8.00	7.43	0.40	-0.58	40
IC-2	A library Web site enabling me to locate information on my own	7.30	8.61	6.28	-1.02	-2.33	46
IC-3	The printed library materials I need for my work	6.70	7.55	7.58	0.88	0.03	33
IC-4	The electronic information resources I need	7.14	7.93	7.55	0.40	-0.38	42
IC-5	Modern equipment that lets me easily access needed information	7.33	8.36	7.77	0.44	-0.59	39
IC-6	Easy-to-use access tools that allow me to find things on my own	7.20	8.14	7.34	0.14	-0.80	44
IC-7	Making information easily accessible for independent use	7.08	8.20	7.35	0.28	-0.85	40
IC-8	Print and/or electronic journal collections I require for my work	7.21	7.88	7.53	0.32	-0.35	34
Library as Place							
LP-1	Library space that inspires study and learning	6.53	7.79	6.70	0.17	-1.09	47
LP-2	Quiet space for individual activities	6.97	7.94	7.24	0.27	-0.70	33
LP-3	A comfortable and inviting location	7.14	8.17	7.12	-0.02	-1.05	42
LP-4	A getaway for study, learning, or research	6.80	7.91	7.46	0.66	-0.46	35
LP-5	Community space for group learning and group study	6.70	7.50	7.23	0.53	-0.27	30
Overall:		7.08	8.08	7.42	0.34	-0.66	48

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	1.33	1.16	0.98	1.28	1.23	43
AS-2	Giving users individual attention	1.58	1.60	1.35	1.13	1.47	40
AS-3	Employees who are consistently courteous	1.20	0.83	1.13	1.12	1.01	43
AS-4	Readiness to respond to users' questions	1.22	1.08	1.10	0.93	0.96	39
AS-5	Employees who have the knowledge to answer user questions	1.06	0.90	0.96	1.04	0.81	40
AS-6	Employees who deal with users in a caring fashion	1.46	1.28	1.30	1.39	1.35	46
AS-7	Employees who understand the needs of their users	1.08	0.88	1.22	1.24	1.21	40
AS-8	Willingness to help users	0.95	0.84	1.01	1.00	0.95	41
AS-9	Dependability in handling users' service problems	1.36	1.08	1.33	1.14	1.18	41
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.62	1.52	1.52	1.50	1.34	40
IC-2	A library Web site enabling me to locate information on my own	1.38	0.74	1.77	1.87	1.99	46
IC-3	The printed library materials I need for my work	1.81	1.87	1.15	1.73	1.93	33
IC-4	The electronic information resources I need	1.20	1.20	1.25	1.06	0.96	42
IC-5	Modern equipment that lets me easily access needed information	0.98	0.90	1.22	1.17	1.16	39
IC-6	Easy-to-use access tools that allow me to find things on my own	1.00	1.30	1.36	1.15	1.58	44
IC-7	Making information easily accessible for independent use	1.05	1.09	1.29	1.20	1.23	40
IC-8	Print and/or electronic journal collections I require for my work	1.65	1.74	1.69	1.25	1.25	34
Library as Place							
LP-1	Library space that inspires study and learning	1.25	1.37	1.68	1.71	2.07	47
LP-2	Quiet space for individual activities	1.86	1.48	2.03	2.08	1.85	33
LP-3	A comfortable and inviting location	1.28	1.08	1.56	1.58	1.75	42
LP-4	A getaway for study, learning, or research	1.30	1.20	1.24	1.03	1.27	35
LP-5	Community space for group learning and group study	1.39	1.61	1.63	1.46	1.78	30
Overall:		0.91	0.85	0.99	0.82	0.83	48

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

7.3 Core Question Dimensions Summary for Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.21	8.18	7.70	0.49	-0.47	48
Information Control	7.09	8.11	7.25	0.16	-0.86	48
Library as Place	6.81	7.81	7.13	0.32	-0.68	47
Overall	7.08	8.08	7.42	0.34	-0.66	48

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	1.03	0.84	0.92	0.86	0.77	48
Information Control	0.96	0.88	1.12	0.95	0.97	48
Library as Place	1.07	1.17	1.35	1.17	1.41	47
Overall	0.91	0.85	0.99	0.82	0.83	48

7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	9.00	9.00	7.00	-2.00	-2.00	1
Teaching me how to access, evaluate, and use information	6.58	7.61	7.30	0.73	-0.30	33
Access to rare and historical materials	6.00	7.26	7.48	1.48	0.22	27
The library assists me in achieving academic success	6.00	7.00	7.00	1.00	0.00	2
Making me aware of library resources and services	6.95	8.05	7.28	0.33	-0.78	40
A climate that encourages diversity and inclusion	7.40	8.26	7.83	0.43	-0.43	42
Getting research assistance and finding the help I need	8.00	8.00	7.33	-0.67	-0.67	3
A secure and safe place	7.83	8.38	8.07	0.24	-0.31	42

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources						1
Teaching me how to access, evaluate, and use information	1.48	1.27	1.16	1.21	1.10	33
Access to rare and historical materials	1.98	1.81	1.48	1.45	1.15	27
The library assists me in achieving academic success	4.24	2.83	2.83	1.41	0.00	2
Making me aware of library resources and services	1.22	1.32	1.48	1.35	1.80	40
A climate that encourages diversity and inclusion	1.38	1.08	1.19	1.31	1.19	42
Getting research assistance and finding the help I need	0.00	1.00	1.15	1.15	0.58	3
A secure and safe place	1.34	1.15	1.05	1.05	0.81	42

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.85	1.12	47
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.42	1.53	43
How would you rate the overall quality of the service provided by the library?	7.90	0.83	48

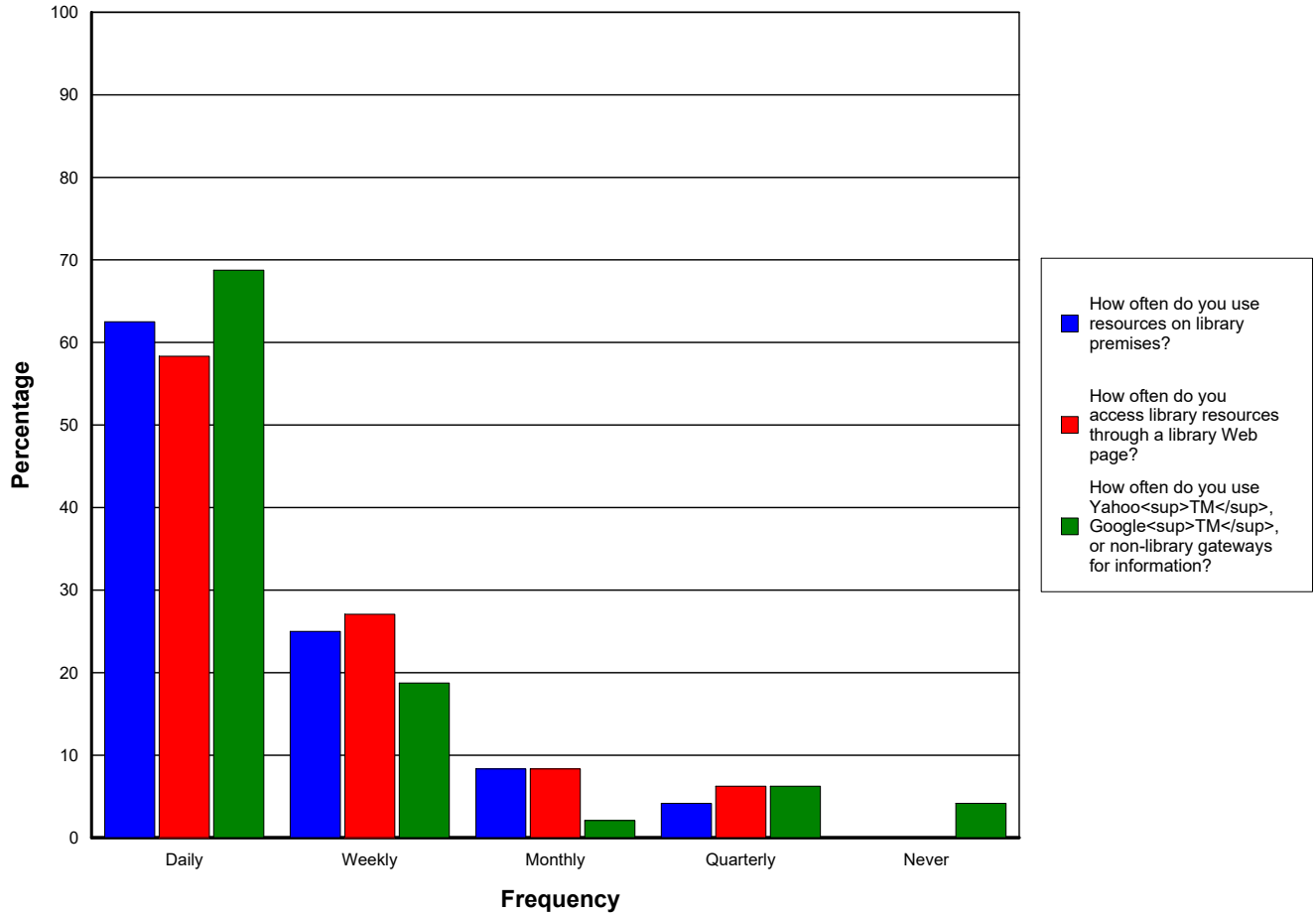
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.64	1.62	44
The library aids my advancement in my academic discipline or work.	7.00	1.69	45
The library enables me to be more efficient in my academic pursuits or work.	7.02	1.74	45
The library helps me distinguish between trustworthy and untrustworthy information.	7.24	1.46	45
The library provides me with the information skills I need in my work or study.	7.30	1.41	43

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?	30 62.50%	12 25.00%	4 8.33%	2 4.17%	0 0.00%	48 100.00%
How often do you access library resources through a library Web page?	28 58.33%	13 27.08%	4 8.33%	3 6.25%	0 0.00%	48 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	33 68.75%	9 18.75%	1 2.08%	3 6.25%	2 4.17%	48 100.00%

8 Summary for Staff

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	3	1.20
23 - 30	50	20.08
31 - 45	94	37.75
46 - 65	95	38.15
Over 65	7	2.81
Total:	249	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?

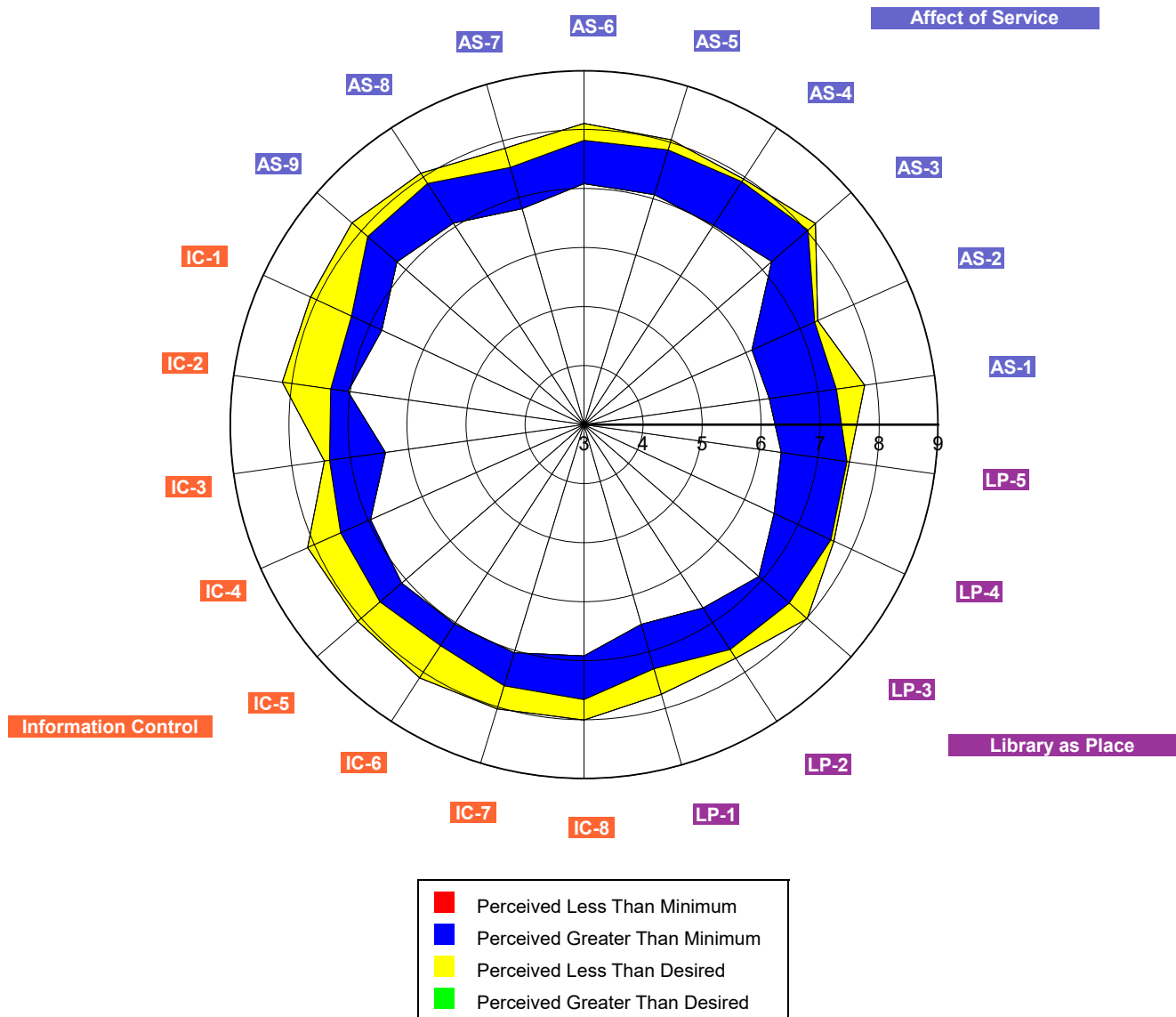
Full or part-time student?	Respondents n	Respondents %
Full-time	10	4.41
Part-time	20	8.81
Does not apply / NA	197	86.78
Total:	227	100.00

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.)



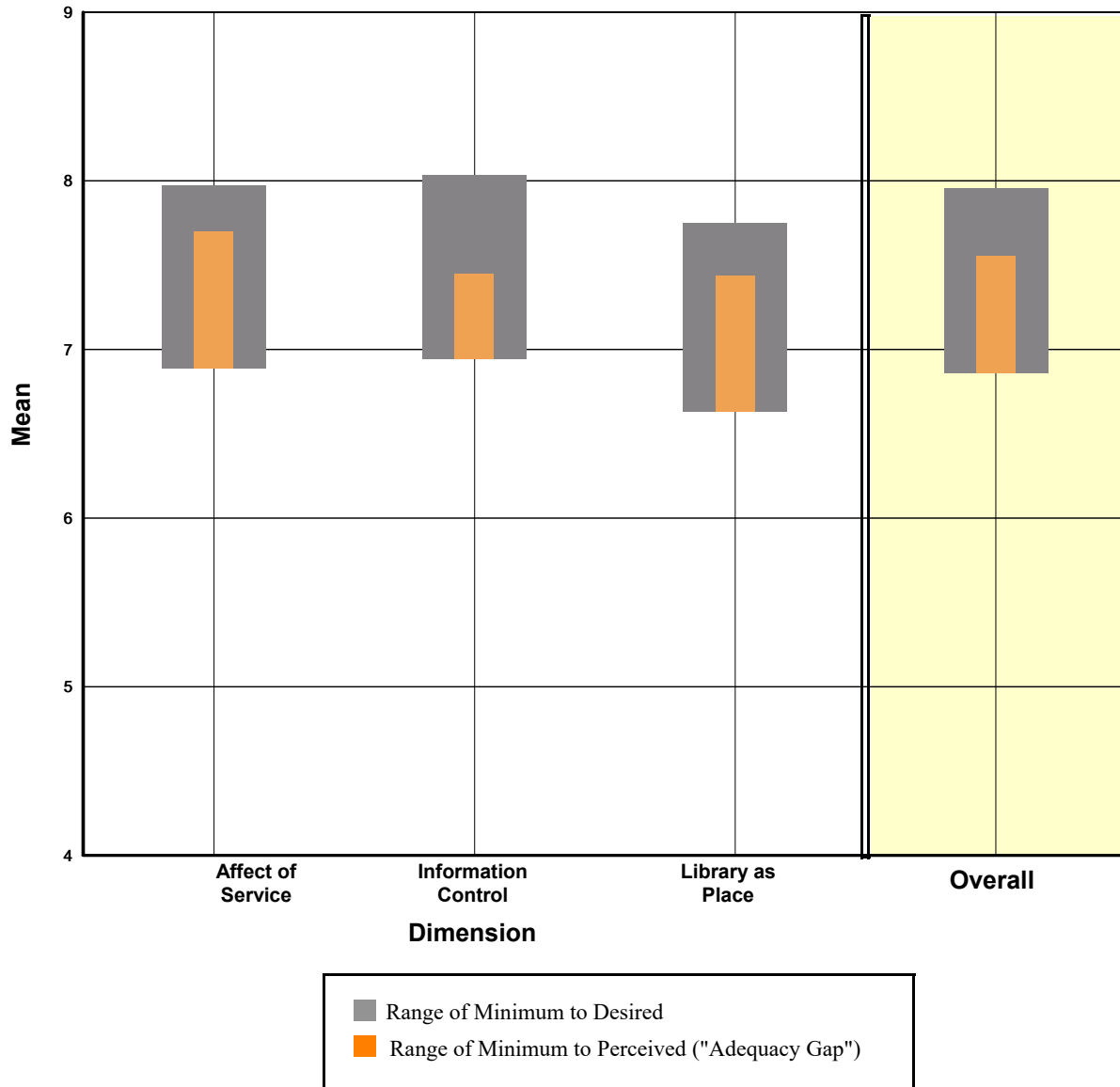
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Staff

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	6.17	7.80	7.32	1.15	-0.48	207
AS-2	Giving users individual attention	6.11	7.33	7.28	1.16	-0.05	202
AS-3	Employees who are consistently courteous	7.21	8.19	8.03	0.82	-0.17	222
AS-4	Readiness to respond to users' questions	7.03	7.96	7.91	0.88	-0.05	208
AS-5	Employees who have the knowledge to answer user questions	7.08	8.05	7.87	0.79	-0.18	213
AS-6	Employees who deal with users in a caring fashion	7.08	8.10	7.82	0.73	-0.29	240
AS-7	Employees who understand the needs of their users	6.81	7.87	7.53	0.73	-0.34	202
AS-8	Willingness to help users	7.07	8.08	7.87	0.80	-0.21	213
AS-9	Dependability in handling users' service problems	7.20	8.21	7.86	0.65	-0.35	182
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.78	8.11	7.35	0.57	-0.76	203
IC-2	A library Web site enabling me to locate information on my own	7.04	8.16	7.34	0.30	-0.83	226
IC-3	The printed library materials I need for my work	6.40	7.44	7.35	0.96	-0.09	158
IC-4	The electronic information resources I need	6.96	8.13	7.52	0.55	-0.61	229
IC-5	Modern equipment that lets me easily access needed information	7.10	8.08	7.58	0.48	-0.50	198
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.12	7.47	0.44	-0.65	214
IC-7	Making information easily accessible for independent use	7.04	8.04	7.63	0.58	-0.41	212
IC-8	Print and/or electronic journal collections I require for my work	6.92	8.01	7.66	0.74	-0.35	162
Library as Place							
LP-1	Library space that inspires study and learning	6.52	7.75	7.30	0.78	-0.45	211
LP-2	Quiet space for individual activities	6.70	7.72	7.54	0.84	-0.17	189
LP-3	A comfortable and inviting location	6.92	8.01	7.61	0.68	-0.40	212
LP-4	A getaway for study, learning, or research	6.55	7.67	7.62	1.06	-0.06	177
LP-5	Community space for group learning and group study	6.38	7.54	7.50	1.13	-0.04	152
Overall:		6.86	7.96	7.56	0.70	-0.40	249

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	1.73	1.39	1.43	1.58	1.42	207
AS-2	Giving users individual attention	1.94	1.65	1.47	1.87	1.58	202
AS-3	Employees who are consistently courteous	1.69	1.06	1.31	1.80	1.41	222
AS-4	Readiness to respond to users' questions	1.63	1.29	1.22	1.54	1.27	208
AS-5	Employees who have the knowledge to answer user questions	1.60	1.18	1.17	1.62	1.25	213
AS-6	Employees who deal with users in a caring fashion	1.64	1.17	1.32	1.63	1.33	240
AS-7	Employees who understand the needs of their users	1.70	1.32	1.37	1.70	1.38	202
AS-8	Willingness to help users	1.60	1.19	1.21	1.63	1.25	213
AS-9	Dependability in handling users' service problems	1.58	1.09	1.19	1.63	1.31	182
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	1.21	1.61	1.67	1.54	203
IC-2	A library Web site enabling me to locate information on my own	1.57	1.07	1.42	1.72	1.54	226
IC-3	The printed library materials I need for my work	1.86	1.69	1.54	1.57	1.31	158
IC-4	The electronic information resources I need	1.66	1.12	1.41	1.50	1.39	229
IC-5	Modern equipment that lets me easily access needed information	1.42	1.05	1.31	1.54	1.31	198
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.18	1.34	1.65	1.34	214
IC-7	Making information easily accessible for independent use	1.55	1.17	1.37	1.57	1.29	212
IC-8	Print and/or electronic journal collections I require for my work	1.78	1.45	1.50	1.65	1.45	162
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.53	1.48	1.93	1.81	211
LP-2	Quiet space for individual activities	1.91	1.43	1.41	1.75	1.49	189
LP-3	A comfortable and inviting location	1.72	1.30	1.39	1.83	1.55	212
LP-4	A getaway for study, learning, or research	1.94	1.47	1.31	1.93	1.64	177
LP-5	Community space for group learning and group study	1.88	1.59	1.33	1.84	1.70	152
Overall:		1.29	0.89	1.07	1.27	1.03	249

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	6.89	7.97	7.70	0.81	-0.27	249
Information Control	6.94	8.04	7.45	0.50	-0.59	249
Library as Place	6.63	7.75	7.44	0.81	-0.32	242
Overall	6.86	7.96	7.56	0.70	-0.40	249

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	1.34	0.99	1.14	1.37	1.15	249
Information Control	1.28	0.88	1.20	1.29	1.12	249
Library as Place	1.56	1.17	1.23	1.54	1.39	242
Overall	1.29	0.89	1.07	1.27	1.03	249

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	7.00	8.00	7.75	0.75	-0.25	4
Teaching me how to access, evaluate, and use information	6.13	7.30	7.06	0.93	-0.23	176
Access to rare and historical materials	5.59	6.88	7.08	1.49	0.20	126
Library staff teaching me how to find information	6.20	7.00	7.60	1.40	0.60	5
Using the library for research	7.13	8.13	7.75	0.63	-0.38	8
The library assists me in achieving academic success	7.75	8.50	8.25	0.50	-0.25	4
Making me aware of library resources and services	6.43	7.62	6.98	0.56	-0.64	200
Teaching me how to locate, evaluate, and use information	6.00	9.00	3.00	-3.00	-6.00	1
A climate that encourages diversity and inclusion	7.24	8.01	7.76	0.52	-0.25	189
Getting research assistance and finding the help I need	8.00	9.00	8.00	0.00	-1.00	1
A secure and safe place	7.63	8.34	8.22	0.59	-0.12	201
Space that facilitates quiet study	6.44	8.11	7.11	0.67	-1.00	9
Space for students to study and work in groups	6.50	7.75	6.75	0.25	-1.00	4
An online catalog that is user-friendly for finding materials	8.00	8.75	7.75	-0.25	-1.00	4

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
Ease of use of electronic resources	1.41	1.41	1.89	1.71	2.50	4
Teaching me how to access, evaluate, and use information	1.89	1.62	1.53	1.85	1.67	176
Access to rare and historical materials	2.39	2.23	1.85	2.09	2.11	126
Library staff teaching me how to find information	0.84	1.22	1.67	1.34	0.89	5
Using the library for research	0.83	0.64	0.89	1.19	0.92	8
The library assists me in achieving academic success	0.96	1.00	0.50	1.00	0.96	4
Making me aware of library resources and services	1.88	1.45	1.68	1.84	1.78	200
Teaching me how to locate, evaluate, and use information						1
A climate that encourages diversity and inclusion	1.92	1.58	1.43	1.94	1.61	189
Getting research assistance and finding the help I need						1
A secure and safe place	1.71	1.16	1.12	1.66	1.20	201
Space that facilitates quiet study	1.67	1.05	1.36	2.18	2.06	9
Space for students to study and work in groups	1.91	1.50	2.63	3.86	3.92	4
An online catalog that is user-friendly for finding materials	0.82	0.50	0.96	1.71	1.15	4

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.	8.01	1.35	234
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.72	1.46	229
How would you rate the overall quality of the service provided by the library?	7.81	1.16	249

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.	6.64	1.83	225
The library aids my advancement in my academic discipline or work.	6.88	1.82	229
The library enables me to be more efficient in my academic pursuits or work.	7.03	1.77	234
The library helps me distinguish between trustworthy and untrustworthy information.	6.49	2.03	231
The library provides me with the information skills I need in my work or study.	6.91	1.87	224

Language: English (American), French (Canada)

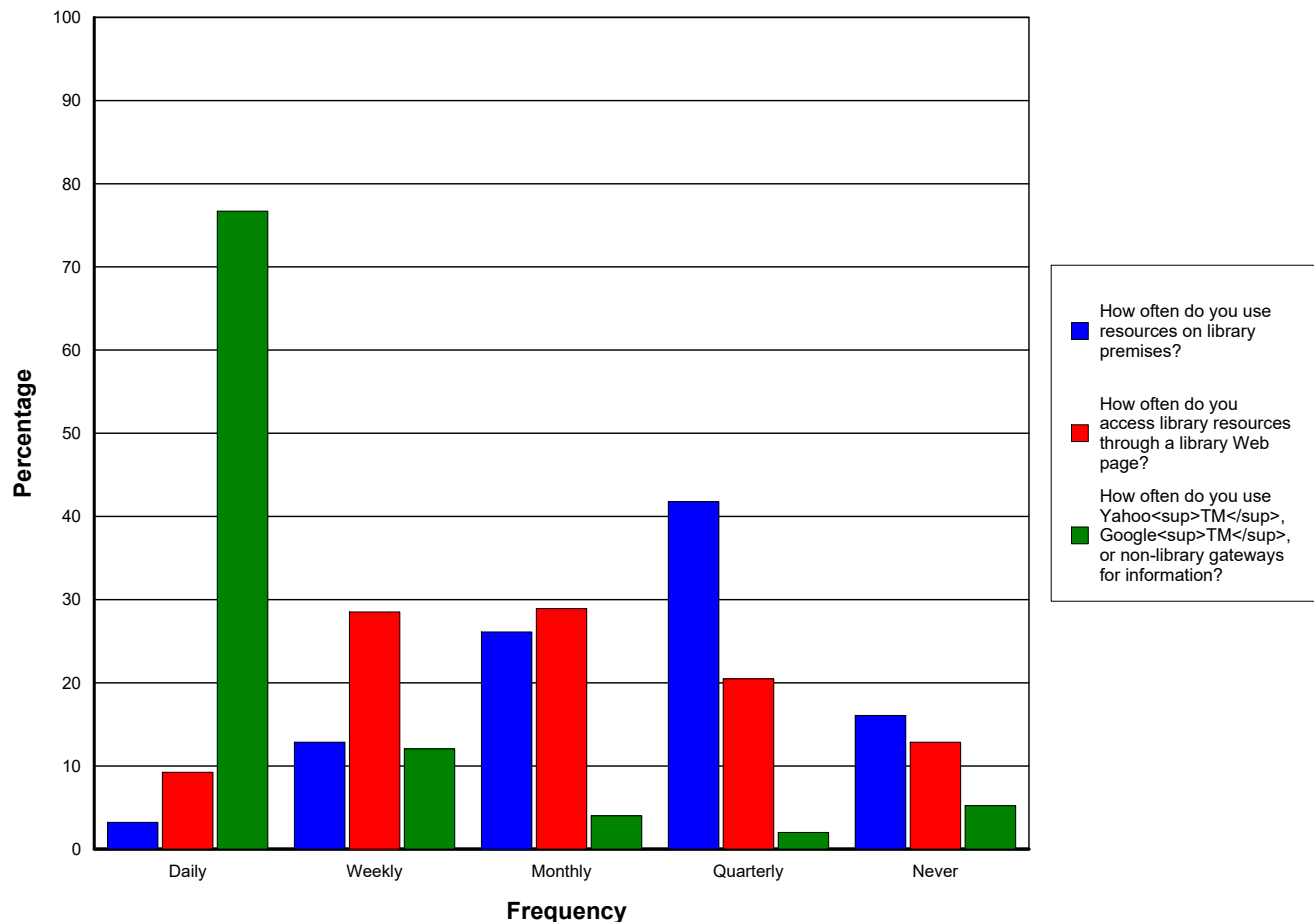
Institution Type: College or University

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?	8 3.21%	32 12.85%	65 26.10%	104 41.77%	40 16.06%	249 100.00%
How often do you access library resources through a library Web page?	23 9.24%	71 28.51%	72 28.92%	51 20.48%	32 12.85%	249 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	191 76.71%	30 12.05%	10 4.02%	5 2.01%	13 5.22%	249 100.00%

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



**21 Dupont Circle NW, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
<http://www.libqual.org>
© 2020 Association of Research Libraries**