



LibQUAL+[®]
2022 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>

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1 Introduction

1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2022 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 2021, there have been 3,321 institutional surveys implemented across 1,347 institutions in 37 countries, 20 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 2022 iteration of the LibQUAL survey will be available to project participants online in the Data Repository via the LibQUAL survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

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

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

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's

overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

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

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

Data Screening

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

- 1. Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*
- 2. "N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
- 3. Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL Analytics

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

LibQUAL Norms

LibQUAL norms are available online at:

<http://www.libqual.org/resources/norms_tables>

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1.4 Survey Protocol and Language for ARL

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

		Long	Lite	Total (by Language)
English (American)	Count	1,128	2,194	3,322
	% of Protocol	100.00	95.64	97.08
	% of Language	33.96	66.04	100.00
	% of Total Cases	32.96	64.11	97.08
French (Canada)	Count	0	100	100
	% of Protocol	0.00	4.36	2.92
	% of Language	0.00	100.00	100.00
	% of Total Cases	0.00	2.92	2.92
Total (by Survey Protocol)	Count	1,128	2,294	3,422
	% of Protocol	100.00	100.00	100.00
	% of Language	32.96	67.04	100.00
	% of Total Cases	32.96	67.04	100.00

2 Respondents by Institution for ARL

Below is a listing of all the consortium institutions that participated in the 2022 LibQUAL survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution	Respondents n	Respondents %
College or University		
1) McGill University Library	1,314	38.40%
2) University of Connecticut Libraries	1,089	31.82%
3) Virginia Commonwealth University Libraries	1,019	29.78%
Sub Total	3,422	100.00%
Grand Total:	3,422	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	418	12.22%
Second year	515	15.05%
Third year	475	13.88%
Fourth year	468	13.68%
Fifth year and above	41	1.20%
Non-degree	18	0.53%
Sub Total:	1,935	56.55%
Graduate		
Masters	311	9.09%
Doctoral	355	10.37%
Non-degree or Undecided	41	1.20%
Sub Total:	707	20.66%
Faculty		
Professor	329	9.61%
Associate Professor	106	3.10%
Assistant Professor	53	1.55%
Lecturer	61	1.78%
Adjunct Faculty	55	1.61%
Other Academic Status	95	2.78%
Sub Total:	699	20.43%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	3	0.09%
Public Services	6	0.18%
Systems	4	0.12%
Technical Services	0	0.00%
Other	8	0.23%
Sub Total:	21	0.61%
Staff		
Research Staff	43	1.26%
Other Staff Positions	17	0.50%
Sub Total:	60	1.75%
Total:	3,422	100.00%

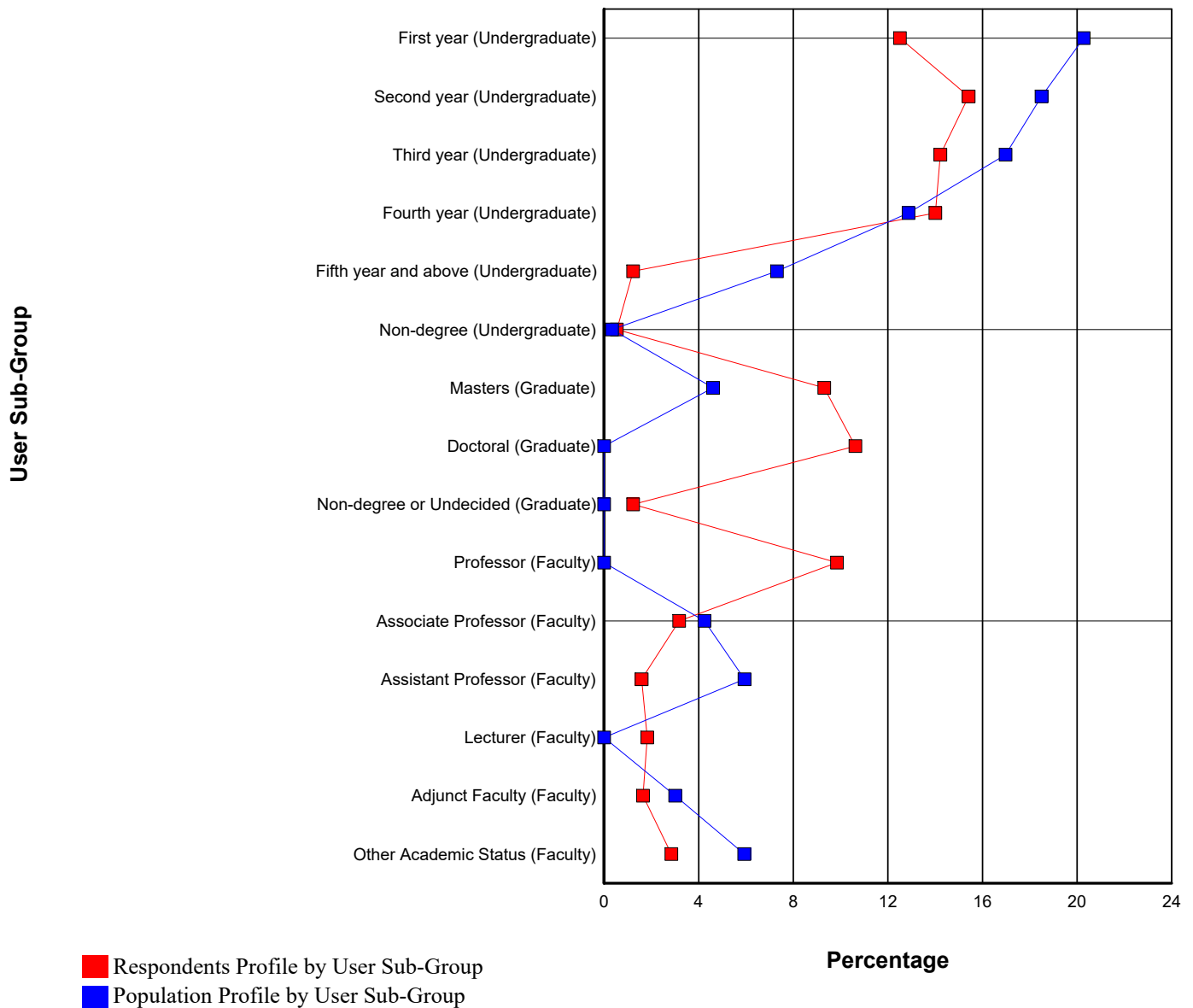
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: All

3.1.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	5,641	20.28	418	12.51	7.77
Second year (Undergraduate)	5,146	18.50	515	15.41	3.08
Third year (Undergraduate)	4,722	16.98	475	14.22	2.76
Fourth year (Undergraduate)	3,581	12.87	468	14.01	-1.13
Fifth year and above (Undergraduate)	2,033	7.31	41	1.23	6.08
Non-degree (Undergraduate)	93	0.33	18	0.54	-0.20
Masters (Graduate)	1,282	4.61	311	9.31	-4.70
Doctoral (Graduate)	0	0.00	355	10.63	-10.63
Non-degree or Undecided (Graduate)	0	0.00	41	1.23	-1.23
Professor (Faculty)	0	0.00	329	9.85	-9.85
Associate Professor (Faculty)	1,181	4.25	106	3.17	1.07
Assistant Professor (Faculty)	1,652	5.94	53	1.59	4.35
Lecturer (Faculty)	0	0.00	61	1.83	-1.83
Adjunct Faculty (Faculty)	837	3.01	55	1.65	1.36
Other Academic Status (Faculty)	1,649	5.93	95	2.84	3.08
Total:	27,817	100.00	3,341	100.00	0.00

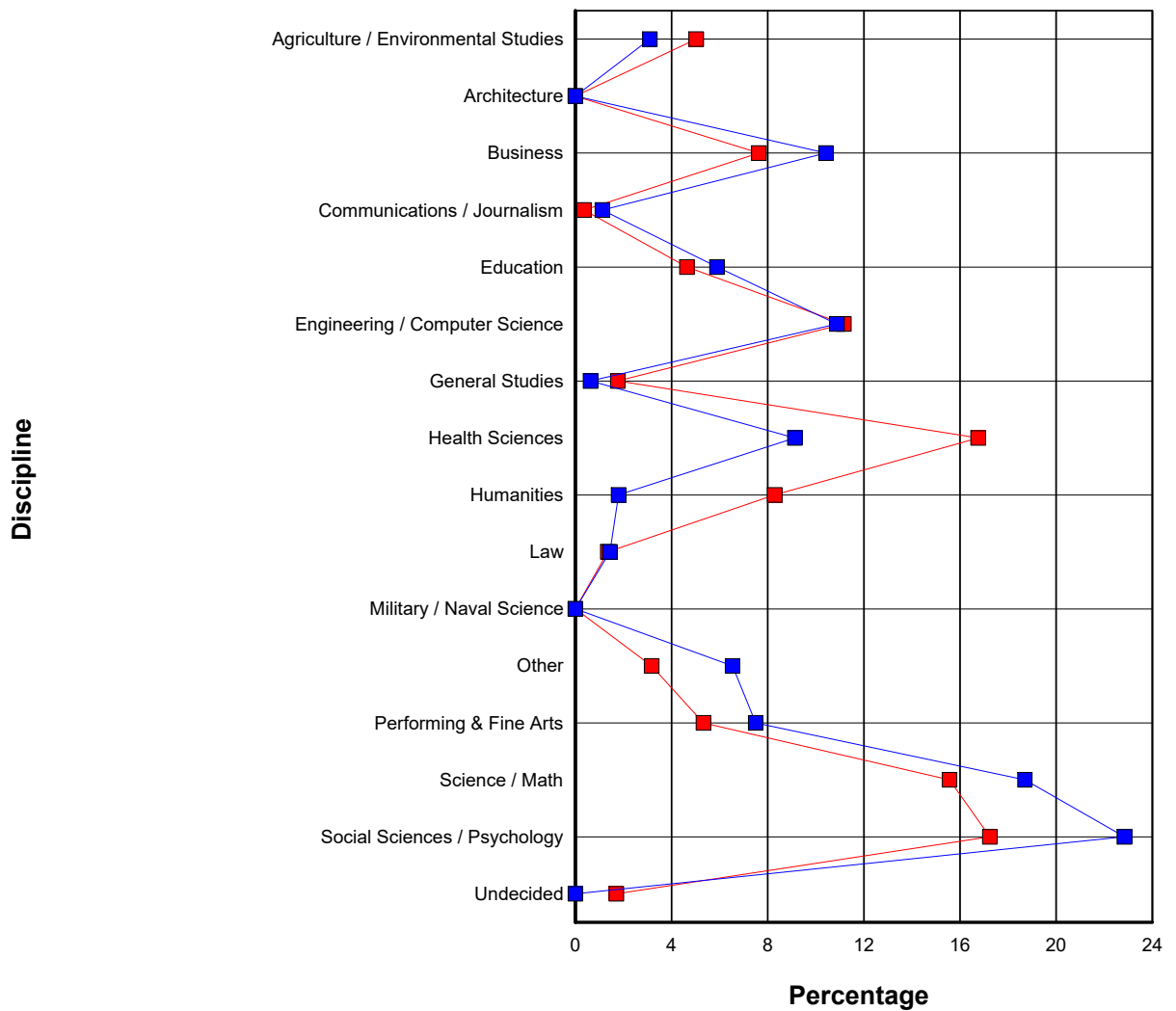
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

3.1.3 Population and Respondents by Standard Discipline

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

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

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



■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,091	3.10	168	5.03	-1.93
Architecture	0	0.00	0	0.00	0.00
Business	7,035	10.43	255	7.63	2.79
Communications / Journalism	758	1.12	12	0.36	0.76
Education	3,977	5.89	155	4.64	1.25
Engineering / Computer Science	7,339	10.88	373	11.16	-0.29
General Studies	425	0.63	59	1.77	-1.14
Health Sciences	6,161	9.13	560	16.76	-7.63
Humanities	1,214	1.80	277	8.29	-6.49
Law	970	1.44	45	1.35	0.09
Military / Naval Science	0	0.00	0	0.00	0.00
Other	4,410	6.54	106	3.17	3.36
Performing & Fine Arts	5,061	7.50	178	5.33	2.17
Science / Math	12,619	18.70	520	15.56	3.14
Social Sciences / Psychology	15,412	22.84	576	17.24	5.60
Undecided	0	0.00	57	1.71	-1.71
Total:	67,472	100.00	3,341	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	12	0.50
18 - 22	1,401	58.82
23 - 30	369	15.49
31 - 45	275	11.54
46 - 65	250	10.50
Over 65	75	3.15
Total:	2,382	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:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	0	100.00

3.1.6 Respondent Profile by Full or part-time student?

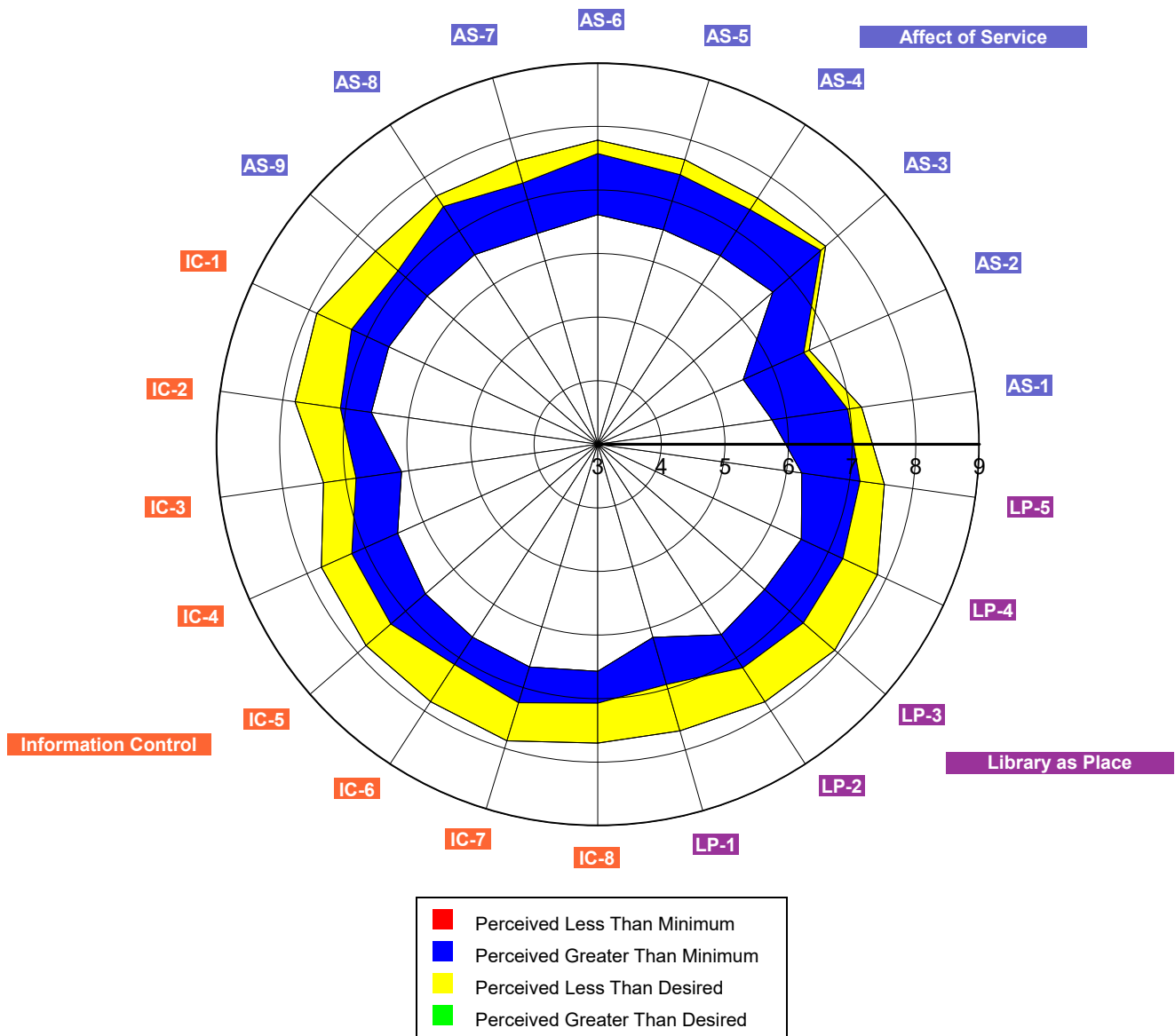
Full or part-time student?	Respondents n	Respondents %
Full-time	942	88.37
Part-time	27	2.53
Does not apply / NA	97	9.10
Total:	1,066	100.00

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	5.77	7.19	6.97	1.20	-0.22	1,465
AS-2	Giving users individual attention	5.50	6.64	6.55	1.04	-0.09	1,553
AS-3	Employees who are consistently courteous	6.65	7.75	7.65	1.00	-0.10	1,585
AS-4	Readiness to respond to users' questions	6.54	7.62	7.40	0.86	-0.22	1,531
AS-5	Employees who have the knowledge to answer user questions	6.53	7.68	7.43	0.90	-0.25	1,562
AS-6	Employees who deal with users in a caring fashion	6.61	7.78	7.57	0.96	-0.21	3,169
AS-7	Employees who understand the needs of their users	6.45	7.63	7.27	0.82	-0.36	1,512
AS-8	Willingness to help users	6.56	7.66	7.46	0.90	-0.20	1,531
AS-9	Dependability in handling users' service problems	6.55	7.63	7.16	0.61	-0.47	1,421
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.63	7.87	7.27	0.65	-0.60	1,634
IC-2	A library Web site enabling me to locate information on my own	6.60	7.80	7.08	0.49	-0.72	1,775
IC-3	The printed library materials I need for my work	6.11	7.35	6.84	0.72	-0.52	1,504
IC-4	The electronic information resources I need	6.45	7.76	7.23	0.79	-0.52	3,276
IC-5	Modern equipment that lets me easily access needed information	6.59	7.83	7.31	0.72	-0.52	1,717
IC-6	Easy-to-use access tools that allow me to find things on my own	6.62	7.83	7.13	0.52	-0.70	1,712
IC-7	Making information easily accessible for independent use	6.66	7.88	7.25	0.59	-0.62	1,658
IC-8	Print and/or electronic journal collections I require for my work	6.57	7.70	7.07	0.50	-0.63	1,487
Library as Place							
LP-1	Library space that inspires study and learning	6.16	7.69	6.93	0.77	-0.76	3,123
LP-2	Quiet space for individual activities	6.57	7.83	7.19	0.62	-0.64	1,559
LP-3	A comfortable and inviting location	6.48	7.94	7.28	0.81	-0.65	1,628
LP-4	A getaway for study, learning, or research	6.53	7.85	7.25	0.72	-0.60	1,546
LP-5	Community space for group learning and group study	6.24	7.55	7.17	0.93	-0.38	1,480
Overall:		6.48	7.72	7.23	0.75	-0.50	3,401

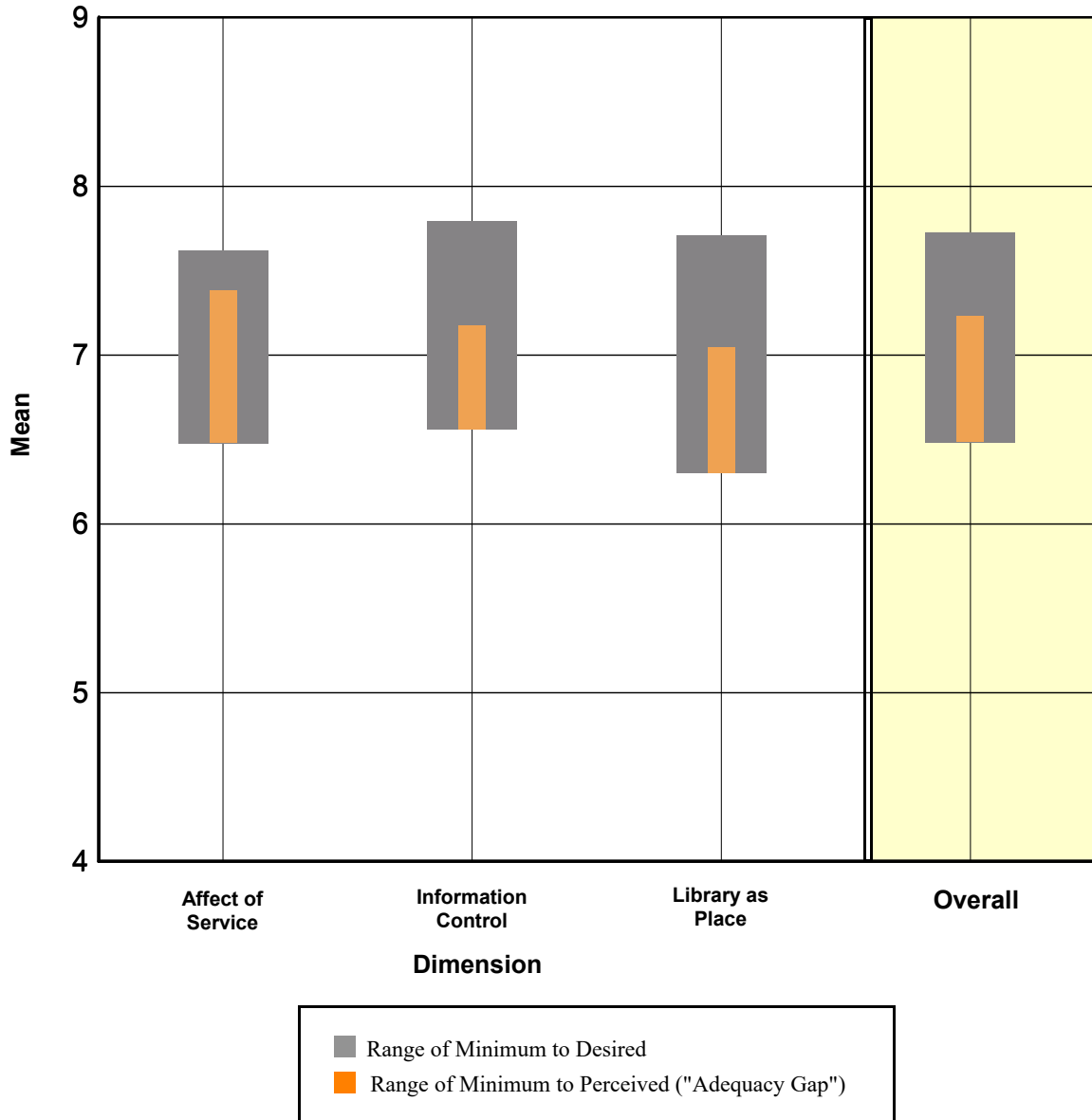
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.14	1.75	1.73	1.93	1.72	1,465
AS-2	Giving users individual attention	2.24	2.12	2.03	1.88	1.74	1,553
AS-3	Employees who are consistently courteous	1.93	1.50	1.53	1.78	1.37	1,585
AS-4	Readiness to respond to users' questions	1.85	1.51	1.58	1.76	1.46	1,531
AS-5	Employees who have the knowledge to answer user questions	1.92	1.49	1.59	1.77	1.50	1,562
AS-6	Employees who deal with users in a caring fashion	1.87	1.44	1.53	1.81	1.49	3,169
AS-7	Employees who understand the needs of their users	1.87	1.49	1.59	1.74	1.48	1,512
AS-8	Willingness to help users	1.93	1.51	1.58	1.80	1.50	1,531
AS-9	Dependability in handling users' service problems	1.86	1.54	1.68	1.70	1.56	1,421
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.95	1.53	1.69	1.94	1.77	1,634
IC-2	A library Web site enabling me to locate information on my own	1.89	1.50	1.72	1.85	1.72	1,775
IC-3	The printed library materials I need for my work	2.11	1.84	1.90	2.08	1.94	1,504
IC-4	The electronic information resources I need	1.88	1.56	1.56	1.82	1.61	3,276
IC-5	Modern equipment that lets me easily access needed information	1.84	1.43	1.56	1.79	1.57	1,717
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.42	1.63	1.84	1.65	1,712
IC-7	Making information easily accessible for independent use	1.84	1.39	1.64	1.82	1.60	1,658
IC-8	Print and/or electronic journal collections I require for my work	2.02	1.65	1.76	2.06	1.77	1,487
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.67	1.75	2.11	2.03	3,123
LP-2	Quiet space for individual activities	1.96	1.54	1.79	2.16	1.95	1,559
LP-3	A comfortable and inviting location	1.89	1.40	1.66	1.93	1.76	1,628
LP-4	A getaway for study, learning, or research	1.91	1.49	1.71	1.97	1.74	1,546
LP-5	Community space for group learning and group study	2.07	1.76	1.75	2.11	1.95	1,480
Overall:		1.48	1.09	1.24	1.38	1.16	3,401

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	6.48	7.62	7.38	0.90	-0.24	3,329
Information Control	6.56	7.79	7.17	0.62	-0.62	3,394
Library as Place	6.30	7.71	7.05	0.74	-0.66	3,218
Overall	6.48	7.72	7.23	0.75	-0.50	3,401

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	1.30	1.40	1.53	1.27	3,329
Information Control	1.58	1.21	1.35	1.51	1.30	3,394
Library as Place	1.77	1.47	1.55	1.84	1.73	3,218
Overall	1.48	1.09	1.24	1.38	1.16	3,401

3.4 Local Question Summary for ARL

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Library staff teaching me how to find information	6.15	7.38	7.28	1.13	-0.10	230
Using the library for research	6.77	7.87	7.39	0.62	-0.48	226
Physical library spaces that feel inclusive and welcoming to all people	7.00	7.87	7.80	0.79	-0.07	220
A library website that feels inclusive and welcoming to all people	6.85	7.79	7.76	0.91	-0.03	206
Providing access to information resources that reflect underrepresented points of view	6.65	7.68	7.36	0.70	-0.33	196
Library employees who are welcoming to and inclusive of all people	7.48	8.23	8.33	0.85	0.10	241
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	6.85	7.72	7.90	1.05	0.18	217
A library that supports equity, diversity, inclusion, justice, and accessibility	7.03	7.91	7.62	0.59	-0.30	1,008
Access to the University's archives and special collections	5.74	6.89	6.85	1.11	-0.04	838
The library making me aware of the services and collections it offers	5.71	7.10	6.37	0.66	-0.73	1,022
Education in using Library resources relevant to my research or learning	6.14	7.39	6.96	0.82	-0.43	977
The resources I need for my classes	6.56	7.75	7.14	0.58	-0.61	982
Space that facilitates quiet study	6.64	7.89	6.83	0.20	-1.05	211
Space for students to study and work in groups	6.24	7.60	6.22	-0.03	-1.39	222
An online catalog that is user-friendly for finding materials	6.81	8.01	6.93	0.12	-1.09	240

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Library staff teaching me how to find information	2.08	1.78	1.67	1.87	1.63	230
Using the library for research	1.76	1.54	1.45	1.81	1.58	226
Physical library spaces that feel inclusive and welcoming to all people	1.88	1.58	1.46	1.84	1.59	220
A library website that feels inclusive and welcoming to all people	2.02	1.59	1.44	1.92	1.61	206
Providing access to information resources that reflect underrepresented points of view	1.88	1.73	1.49	1.79	1.59	196
Library employees who are welcoming to and inclusive of all people	1.79	1.32	1.04	1.67	1.22	241
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	2.05	1.59	1.46	1.88	1.52	217
A library that supports equity, diversity, inclusion, justice, and accessibility	2.06	1.57	1.53	1.85	1.46	1,008
Access to the University's archives and special collections	2.27	2.03	1.86	2.04	1.88	838
The library making me aware of the services and collections it offers	2.13	1.76	2.04	2.03	1.98	1,022
Education in using Library resources relevant to my research or learning	2.04	1.68	1.76	1.90	1.74	977
The resources I need for my classes	1.94	1.52	1.76	1.84	1.68	982
Space that facilitates quiet study	1.78	1.63	1.82	2.15	1.96	211
Space for students to study and work in groups	1.93	1.71	1.90	2.38	2.37	222
An online catalog that is user-friendly for finding materials	1.73	1.46	1.75	1.93	1.81	240

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.83	1.43	2,283
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43	1.54	2,225
How would you rate the overall quality of the service provided by the library?	7.59	1.32	3,400

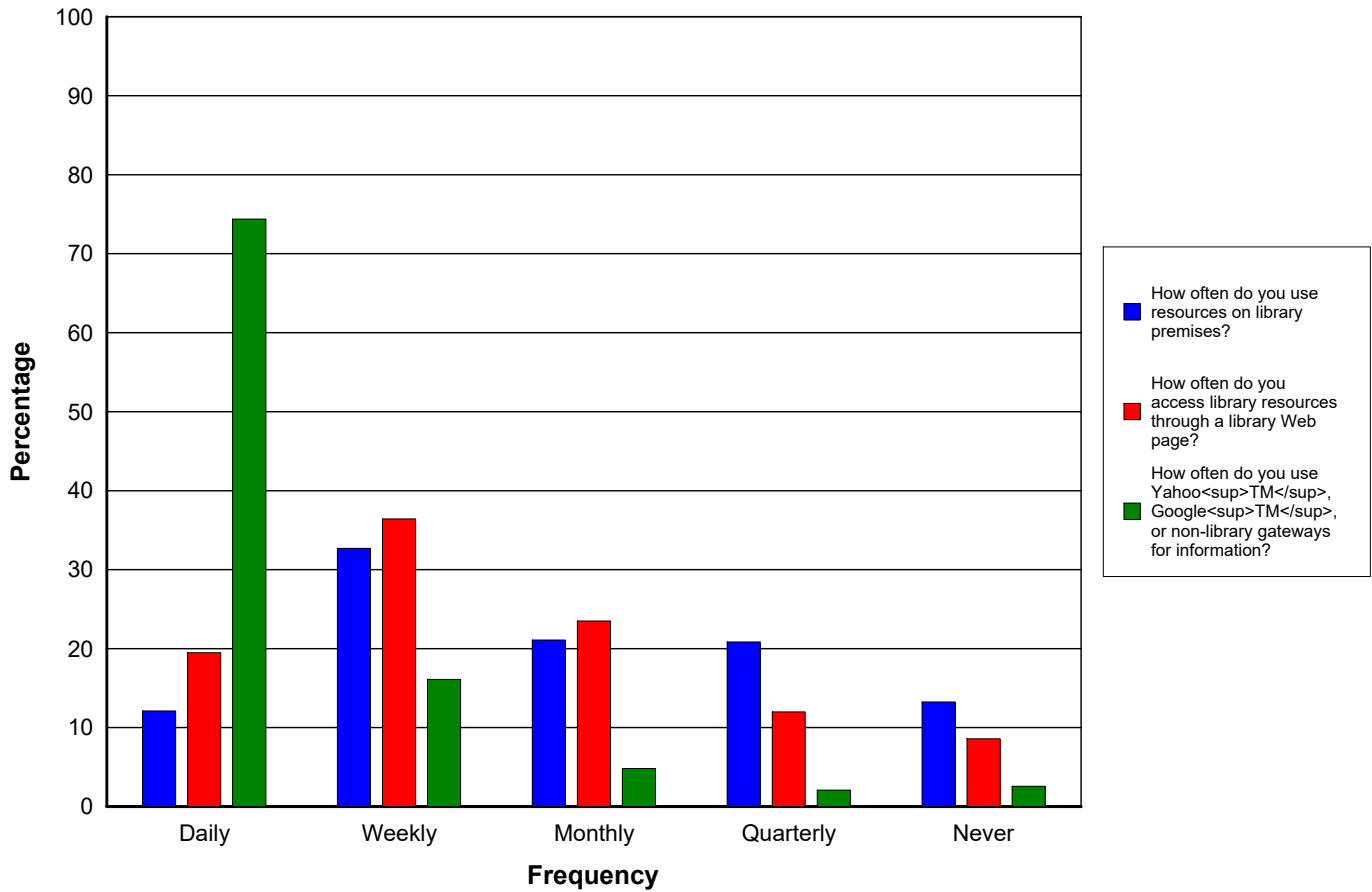
3.6 Information Literacy Outcomes Questions Summary for ARL

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.46	1.91	1,865
The library aids my advancement in my academic discipline or work.	7.33	1.64	2,143
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.59	2,164
The library helps me distinguish between trustworthy and untrustworthy information.	6.48	1.95	2,129
The library provides me with the information skills I need in my work or study.	6.86	1.81	1,822

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?	412 12.11%	1,112 32.70%	717 21.08%	709 20.85%	451 13.26%	3,401 100.00%
How often do you access library resources through a library Web page?	663 19.49%	1,239 36.43%	799 23.49%	408 12.00%	292 8.59%	3,401 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	2,530 74.39%	548 16.11%	164 4.82%	71 2.09%	88 2.59%	3,401 100.00%

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

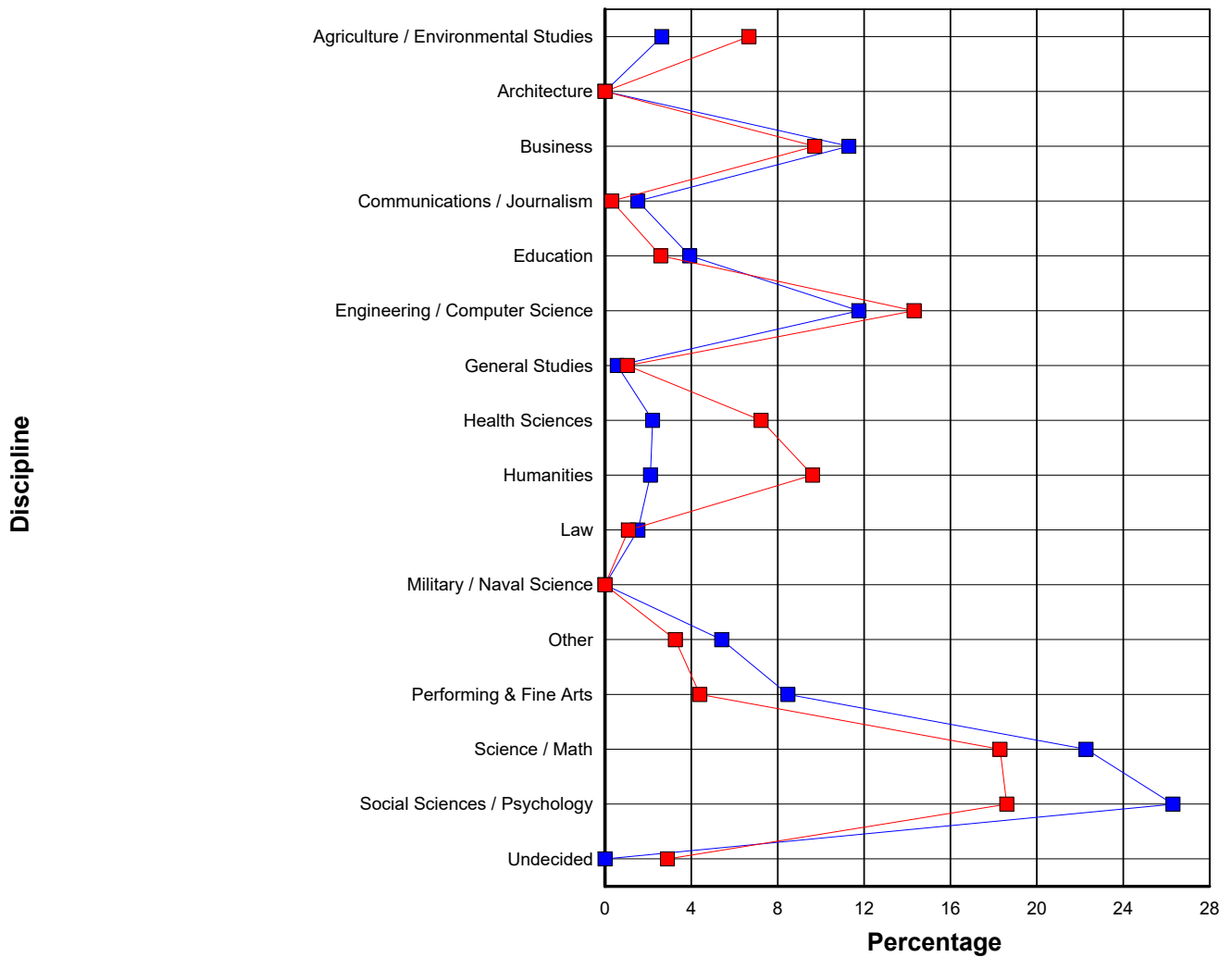
4 Summary for Undergraduate

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,195	2.63	129	6.67	-4.04
Architecture	0	0.00	0	0.00	0.00
Business	5,132	11.30	188	9.72	1.58
Communications / Journalism	690	1.52	6	0.31	1.21
Education	1,784	3.93	50	2.58	1.34
Engineering / Computer Science	5,342	11.76	277	14.32	-2.56
General Studies	258	0.57	20	1.03	-0.47
Health Sciences	1,002	2.21	140	7.24	-5.03
Humanities	956	2.10	186	9.61	-7.51
Law	694	1.53	21	1.09	0.44
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,454	5.40	63	3.26	2.15
Performing & Fine Arts	3,851	8.48	85	4.39	4.08
Science / Math	10,123	22.28	354	18.29	3.99
Social Sciences / Psychology	11,952	26.31	360	18.60	7.70
Undecided	0	0.00	56	2.89	-2.89
Total:	45,433	100.00	1,935	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	12	0.80
18 - 22	1,367	90.65
23 - 30	101	6.70
31 - 45	20	1.33
46 - 65	5	0.33
Over 65	3	0.20
Total:	1,508	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:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	0	100.00

4.1.4 Respondent Profile by Full or part-time student?

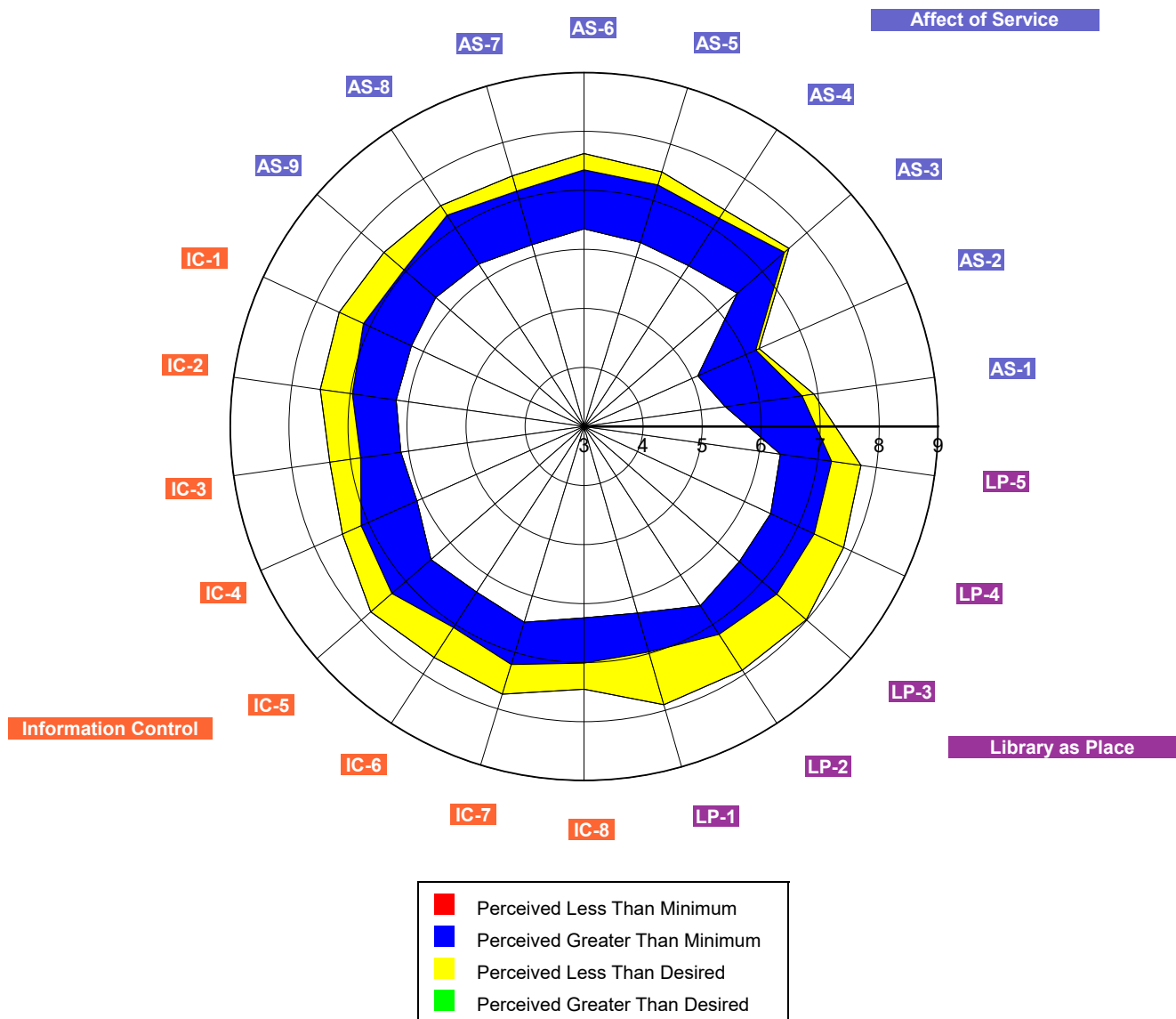
Full or part-time student?	Respondents n	Respondents %
Full-time	871	97.87
Part-time	13	1.46
Does not apply / NA	6	0.67
Total:	890	100.00

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	5.42	6.94	6.73	1.31	-0.20	1,034
AS-2	Giving users individual attention	5.11	6.25	6.19	1.07	-0.06	1,055
AS-3	Employees who are consistently courteous	6.44	7.60	7.50	1.06	-0.10	1,114
AS-4	Readiness to respond to users' questions	6.25	7.37	7.21	0.96	-0.17	1,043
AS-5	Employees who have the knowledge to answer user questions	6.26	7.51	7.28	1.02	-0.23	1,049
AS-6	Employees who deal with users in a caring fashion	6.35	7.62	7.35	1.00	-0.28	1,798
AS-7	Employees who understand the needs of their users	6.21	7.42	7.15	0.94	-0.27	1,053
AS-8	Willingness to help users	6.28	7.46	7.27	0.99	-0.19	1,076
AS-9	Dependability in handling users' service problems	6.33	7.49	7.04	0.71	-0.45	986
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.23	7.58	7.13	0.90	-0.45	1,100
IC-2	A library Web site enabling me to locate information on my own	6.21	7.51	6.96	0.75	-0.55	1,180
IC-3	The printed library materials I need for my work	6.14	7.35	6.82	0.69	-0.53	1,043
IC-4	The electronic information resources I need	6.10	7.48	7.13	1.03	-0.35	1,837
IC-5	Modern equipment that lets me easily access needed information	6.44	7.79	7.31	0.88	-0.47	1,175
IC-6	Easy-to-use access tools that allow me to find things on my own	6.35	7.67	7.06	0.72	-0.60	1,152
IC-7	Making information easily accessible for independent use	6.47	7.74	7.22	0.75	-0.52	1,136
IC-8	Print and/or electronic journal collections I require for my work	6.24	7.45	7.01	0.77	-0.44	1,015
Library as Place							
LP-1	Library space that inspires study and learning	6.29	7.90	6.97	0.69	-0.93	1,911
LP-2	Quiet space for individual activities	6.62	7.92	7.20	0.58	-0.72	1,151
LP-3	A comfortable and inviting location	6.49	7.99	7.33	0.84	-0.66	1,155
LP-4	A getaway for study, learning, or research	6.49	7.85	7.30	0.81	-0.55	1,147
LP-5	Community space for group learning and group study	6.36	7.74	7.24	0.87	-0.50	1,125
Overall:		6.25	7.60	7.09	0.84	-0.51	1,935

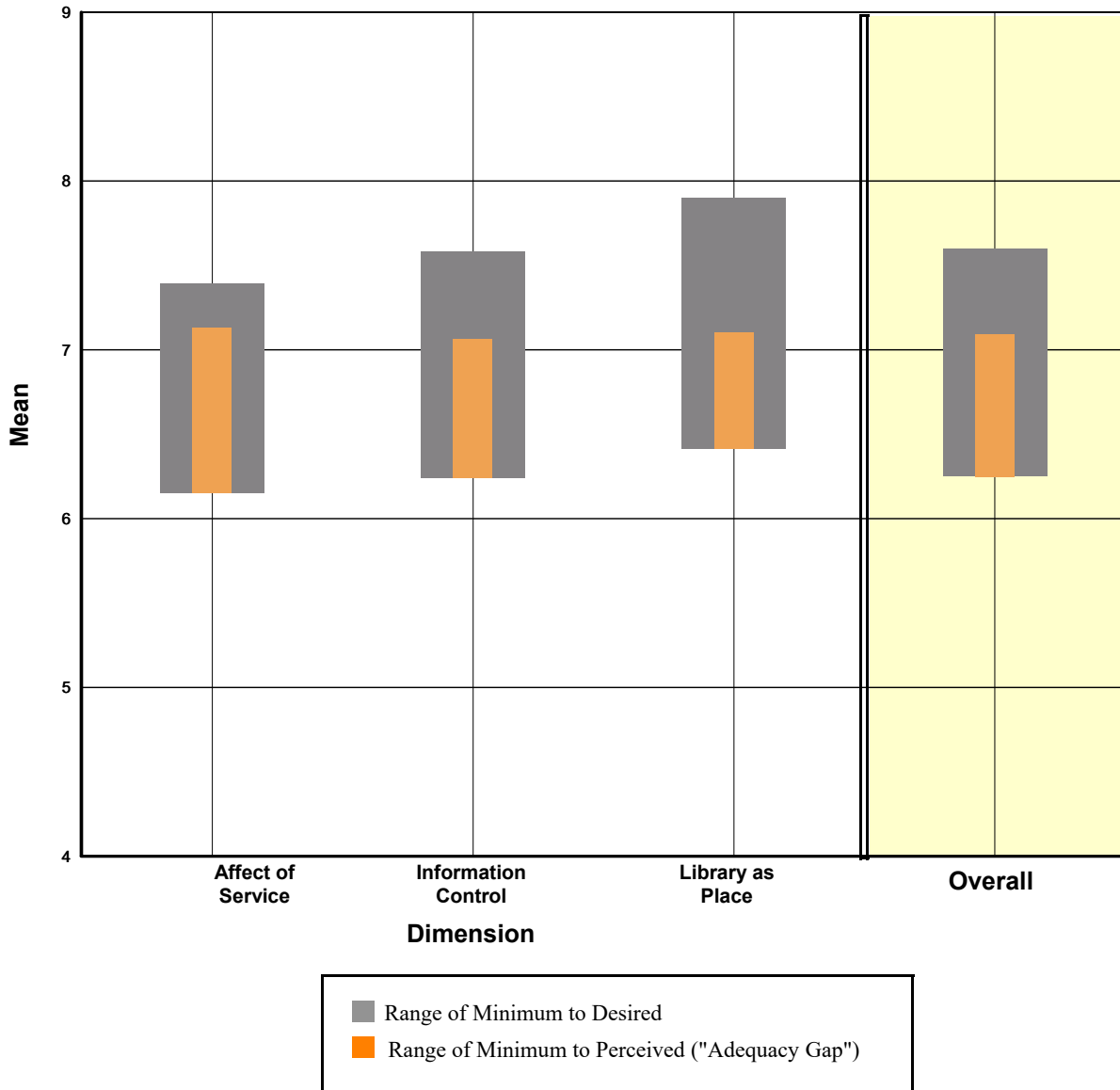
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.10	1.76	1.72	1.88	1.71	1,034
AS-2	Giving users individual attention	2.24	2.20	2.03	1.84	1.70	1,055
AS-3	Employees who are consistently courteous	1.96	1.54	1.54	1.83	1.37	1,114
AS-4	Readiness to respond to users' questions	1.87	1.58	1.58	1.72	1.38	1,043
AS-5	Employees who have the knowledge to answer user questions	1.91	1.50	1.56	1.73	1.45	1,049
AS-6	Employees who deal with users in a caring fashion	1.90	1.49	1.58	1.83	1.51	1,798
AS-7	Employees who understand the needs of their users	1.88	1.53	1.54	1.70	1.39	1,053
AS-8	Willingness to help users	1.95	1.54	1.57	1.76	1.41	1,076
AS-9	Dependability in handling users' service problems	1.86	1.55	1.66	1.68	1.50	986
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.96	1.64	1.69	1.89	1.76	1,100
IC-2	A library Web site enabling me to locate information on my own	1.91	1.61	1.74	1.77	1.70	1,180
IC-3	The printed library materials I need for my work	2.09	1.81	1.90	2.03	1.81	1,043
IC-4	The electronic information resources I need	1.89	1.62	1.55	1.71	1.51	1,837
IC-5	Modern equipment that lets me easily access needed information	1.88	1.43	1.56	1.79	1.52	1,175
IC-6	Easy-to-use access tools that allow me to find things on my own	1.87	1.45	1.61	1.79	1.58	1,152
IC-7	Making information easily accessible for independent use	1.85	1.41	1.60	1.78	1.53	1,136
IC-8	Print and/or electronic journal collections I require for my work	2.04	1.72	1.72	1.94	1.64	1,015
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.40	1.72	1.99	1.83	1,911
LP-2	Quiet space for individual activities	1.89	1.42	1.80	2.07	1.84	1,151
LP-3	A comfortable and inviting location	1.86	1.31	1.63	1.92	1.71	1,155
LP-4	A getaway for study, learning, or research	1.88	1.43	1.66	1.93	1.66	1,147
LP-5	Community space for group learning and group study	1.97	1.54	1.72	2.05	1.83	1,125
Overall:		1.49	1.09	1.22	1.34	1.09	1,935

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	6.15	7.39	7.13	0.98	-0.26	1,891
Information Control	6.24	7.58	7.06	0.82	-0.52	1,928
Library as Place	6.42	7.90	7.10	0.69	-0.80	1,923
Overall	6.25	7.60	7.09	0.84	-0.51	1,935

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	1.67	1.30	1.38	1.48	1.20	1,891
Information Control	1.58	1.24	1.32	1.40	1.22	1,928
Library as Place	1.61	1.17	1.47	1.67	1.49	1,923
Overall	1.49	1.09	1.22	1.34	1.09	1,935

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Library staff teaching me how to find information	6.04	7.25	7.12	1.08	-0.12	97
Using the library for research	6.48	7.64	7.28	0.80	-0.36	106
Physical library spaces that feel inclusive and welcoming to all people	6.81	7.91	7.67	0.86	-0.24	97
A library website that feels inclusive and welcoming to all people	6.94	7.70	7.76	0.82	0.06	82
Providing access to information resources that reflect underrepresented points of view	6.53	7.62	7.28	0.75	-0.33	81
Library employees who are welcoming to and inclusive of all people	7.28	8.11	8.11	0.83	0.00	103
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	6.45	7.38	7.41	0.96	0.02	91
A library that supports equity, diversity, inclusion, justice, and accessibility	7.00	7.89	7.61	0.61	-0.28	857
Access to the University's archives and special collections	5.65	6.82	6.77	1.12	-0.06	724
The library making me aware of the services and collections it offers	5.56	7.01	6.30	0.74	-0.71	854
Education in using Library resources relevant to my research or learning	6.04	7.33	6.94	0.90	-0.39	821
The resources I need for my classes	6.46	7.66	7.12	0.66	-0.54	830
Space that facilitates quiet study	6.68	8.06	7.07	0.39	-0.99	109
Space for students to study and work in groups	6.36	7.93	6.28	-0.08	-1.66	119
An online catalog that is user-friendly for finding materials	6.40	7.75	6.76	0.36	-0.99	121

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Library staff teaching me how to find information	2.07	1.74	1.64	1.81	1.76	97
Using the library for research	1.79	1.52	1.40	1.73	1.40	106
Physical library spaces that feel inclusive and welcoming to all people	1.95	1.38	1.63	1.84	1.31	97
A library website that feels inclusive and welcoming to all people	2.00	1.52	1.44	1.84	1.34	82
Providing access to information resources that reflect underrepresented points of view	1.83	1.62	1.52	1.86	1.57	81
Library employees who are welcoming to and inclusive of all people	1.85	1.24	1.20	1.76	1.10	103
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	2.12	1.58	1.75	1.91	1.50	91
A library that supports equity, diversity, inclusion, justice, and accessibility	2.05	1.57	1.52	1.81	1.42	857
Access to the University's archives and special collections	2.26	2.01	1.85	2.02	1.84	724
The library making me aware of the services and collections it offers	2.13	1.79	2.02	2.00	1.96	854
Education in using Library resources relevant to my research or learning	2.03	1.69	1.72	1.85	1.66	821
The resources I need for my classes	1.93	1.54	1.70	1.79	1.60	830
Space that facilitates quiet study	1.67	1.44	1.87	1.84	1.81	109
Space for students to study and work in groups	1.62	1.16	1.82	2.17	2.16	119
An online catalog that is user-friendly for finding materials	1.76	1.53	1.82	2.02	1.84	121

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.76	1.42	1,401
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.34	1.51	1,440
How would you rate the overall quality of the service provided by the library?	7.47	1.29	1,935

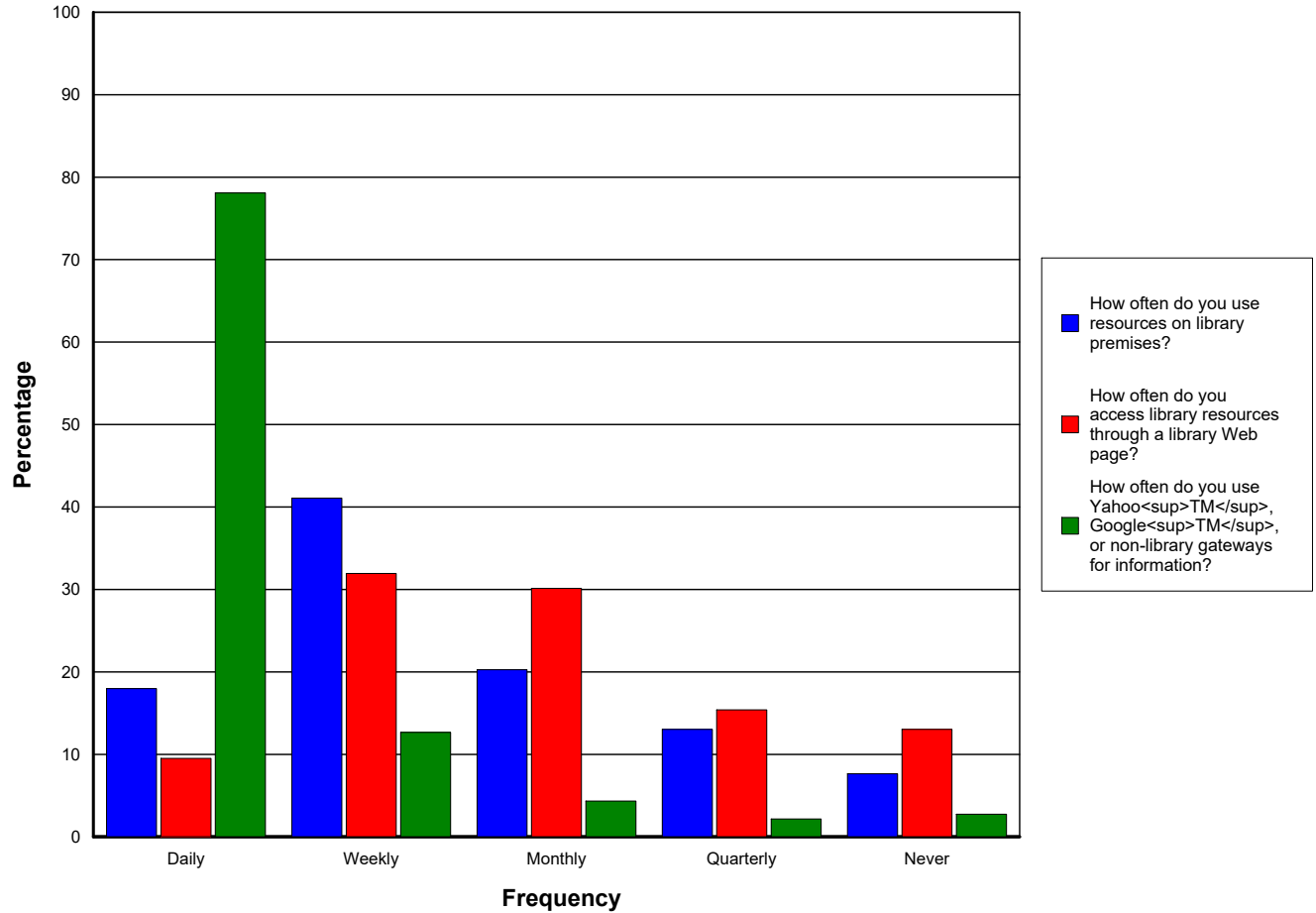
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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 to 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.	6.39	1.85	1,240
The library aids my advancement in my academic discipline or work.	7.19	1.58	1,364
The library enables me to be more efficient in my academic pursuits or work.	7.41	1.52	1,367
The library helps me distinguish between trustworthy and untrustworthy information.	6.44	1.91	1,378
The library provides me with the information skills I need in my work or study.	6.73	1.79	1,239

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?	348 17.98%	795 41.09%	392 20.26%	252 13.02%	148 7.65%	1,935 100.00%
How often do you access library resources through a library Web page?	184 9.51%	618 31.94%	583 30.13%	298 15.40%	252 13.02%	1,935 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	1,511 78.09%	245 12.66%	84 4.34%	42 2.17%	53 2.74%	1,935 100.00%

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

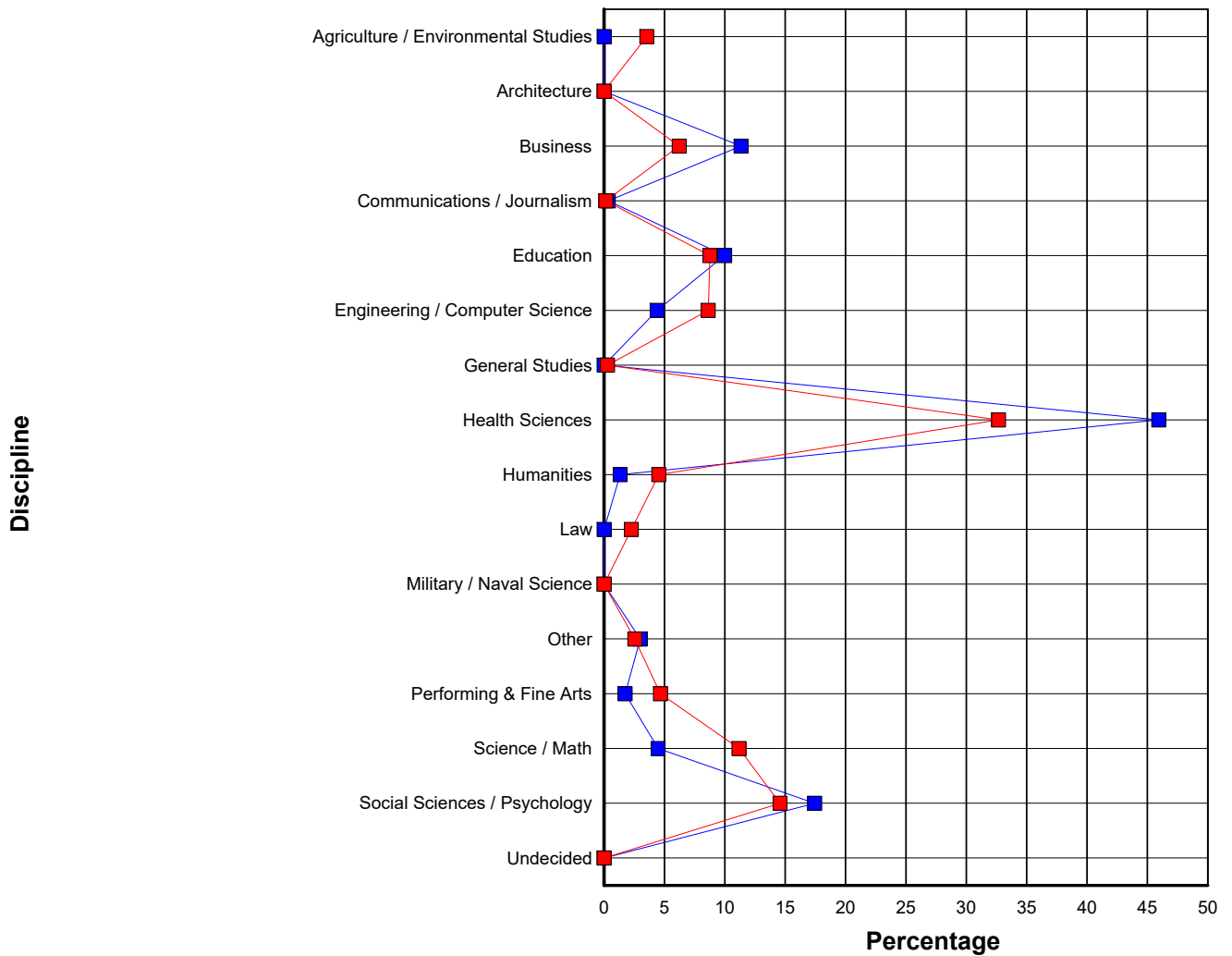
5 Summary for Graduate

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	25	3.54	-3.54
Architecture	0	0.00	0	0.00	0.00
Business	818	11.34	44	6.22	5.12
Communications / Journalism	25	0.35	1	0.14	0.21
Education	720	9.98	62	8.77	1.21
Engineering / Computer Science	317	4.40	61	8.63	-4.23
General Studies	0	0.00	2	0.28	-0.28
Health Sciences	3,313	45.94	231	32.67	13.26
Humanities	96	1.33	32	4.53	-3.20
Law	0	0.00	16	2.26	-2.26
Military / Naval Science	0	0.00	0	0.00	0.00
Other	216	3.00	18	2.55	0.45
Performing & Fine Arts	126	1.75	33	4.67	-2.92
Science / Math	323	4.48	79	11.17	-6.70
Social Sciences / Psychology	1,258	17.44	103	14.57	2.87
Undecided	0	0.00	0	0.00	0.00
Total:	7,212	100.00	707	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	32	7.39
23 - 30	253	58.43
31 - 45	128	29.56
46 - 65	19	4.39
Over 65	1	0.23
Total:	433	100.00

5.1.3 Respondent Profile by Sex:

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

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

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

5.1.4 Respondent Profile by Full or part-time student?

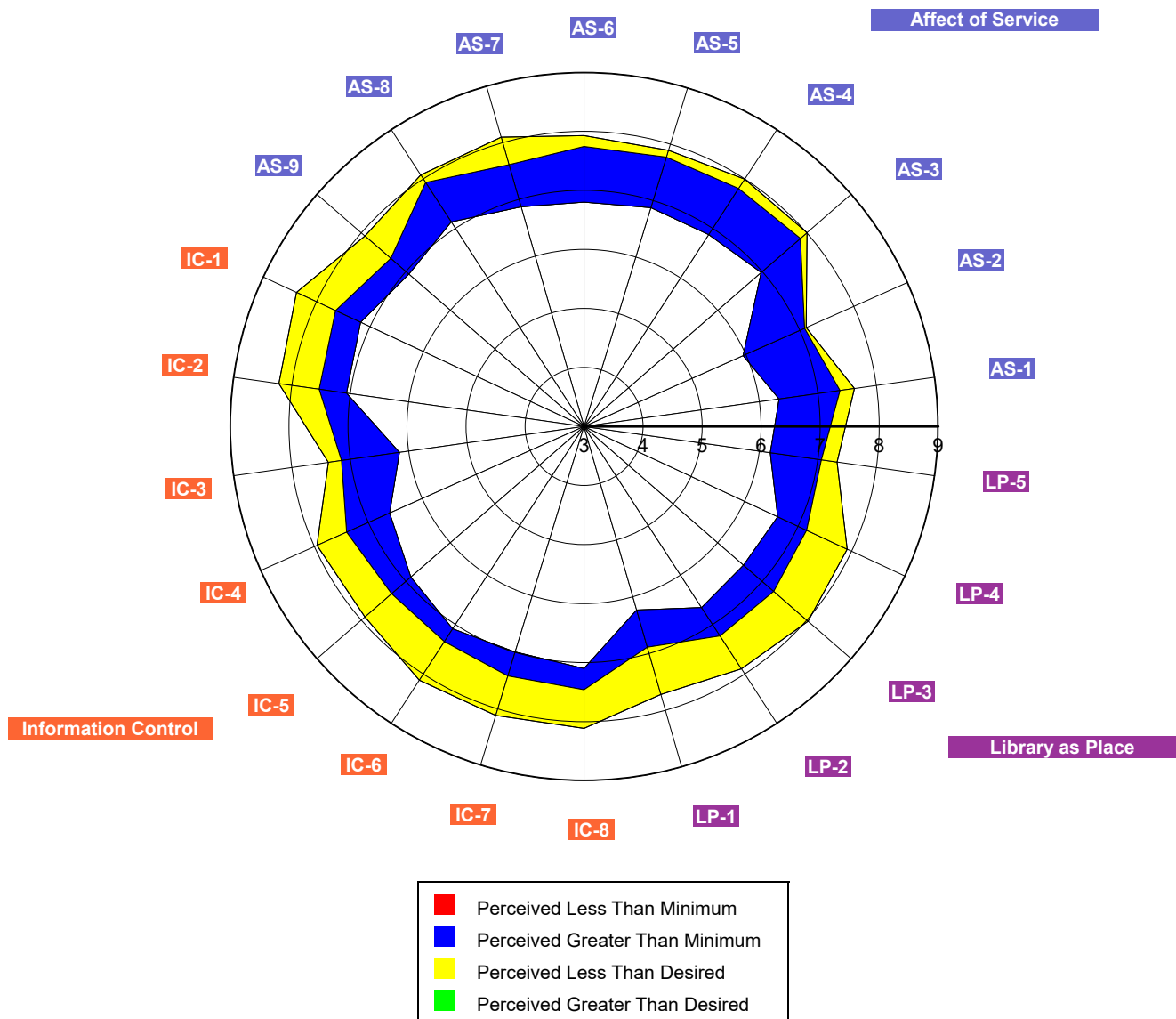
Full or part-time student?	Respondents n	Respondents %
Full-time	65	84.42
Part-time	12	15.58
Does not apply / NA	0	0.00
Total:	77	100.00

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.)



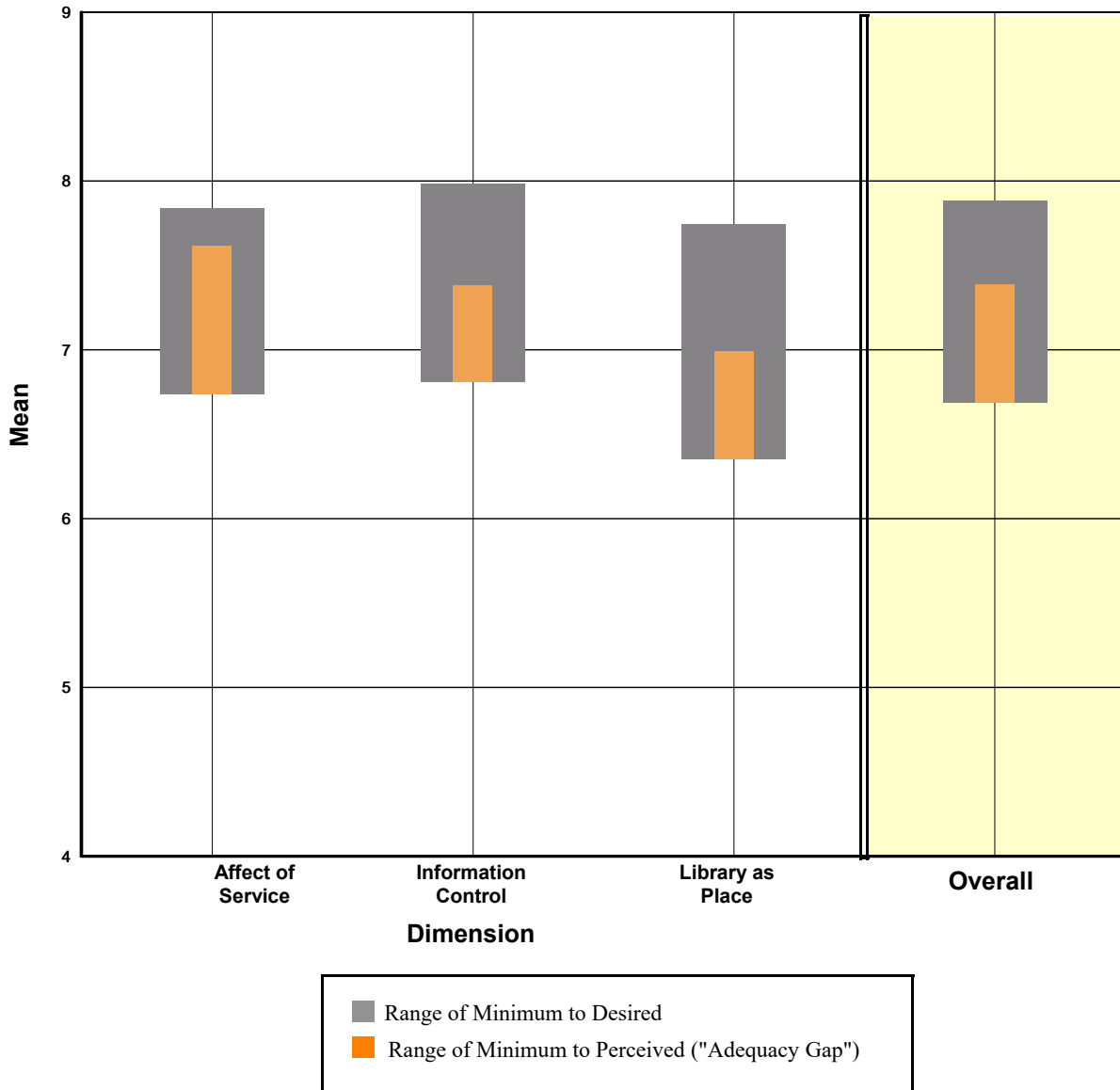
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.34	7.63	7.38	1.04	-0.24	192
AS-2	Giving users individual attention	5.95	7.12	7.09	1.14	-0.03	224
AS-3	Employees who are consistently courteous	6.98	8.00	7.86	0.88	-0.15	218
AS-4	Readiness to respond to users' questions	6.88	8.00	7.81	0.93	-0.19	219
AS-5	Employees who have the knowledge to answer user questions	6.88	7.89	7.77	0.90	-0.12	242
AS-6	Employees who deal with users in a caring fashion	6.80	7.93	7.74	0.94	-0.19	659
AS-7	Employees who understand the needs of their users	6.87	8.10	7.61	0.74	-0.49	212
AS-8	Willingness to help users	7.13	8.08	7.93	0.80	-0.15	210
AS-9	Dependability in handling users' service problems	6.93	7.92	7.34	0.41	-0.58	197
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.18	8.37	7.65	0.47	-0.73	235
IC-2	A library Web site enabling me to locate information on my own	7.06	8.22	7.53	0.47	-0.69	266
IC-3	The printed library materials I need for my work	6.16	7.37	7.15	0.99	-0.22	214
IC-4	The electronic information resources I need	6.61	7.95	7.40	0.80	-0.55	688
IC-5	Modern equipment that lets me easily access needed information	6.89	7.92	7.32	0.43	-0.60	256
IC-6	Easy-to-use access tools that allow me to find things on my own	7.09	8.13	7.35	0.26	-0.78	255
IC-7	Making information easily accessible for independent use	7.00	8.12	7.42	0.42	-0.70	253
IC-8	Print and/or electronic journal collections I require for my work	7.10	8.11	7.46	0.36	-0.65	228
Library as Place							
LP-1	Library space that inspires study and learning	6.23	7.72	6.89	0.66	-0.83	648
LP-2	Quiet space for individual activities	6.66	7.89	7.23	0.57	-0.66	216
LP-3	A comfortable and inviting location	6.58	8.03	7.26	0.68	-0.77	239
LP-4	A getaway for study, learning, or research	6.62	7.92	7.16	0.54	-0.76	200
LP-5	Community space for group learning and group study	6.19	7.33	7.06	0.87	-0.27	182
Overall:		6.69	7.89	7.39	0.70	-0.50	707

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	1.98	1.62	1.60	1.94	1.64	192
AS-2	Giving users individual attention	2.15	1.84	1.79	1.88	1.79	224
AS-3	Employees who are consistently courteous	1.82	1.35	1.45	1.55	1.21	218
AS-4	Readiness to respond to users' questions	1.65	1.27	1.35	1.60	1.31	219
AS-5	Employees who have the knowledge to answer user questions	1.82	1.52	1.48	1.65	1.41	242
AS-6	Employees who deal with users in a caring fashion	1.79	1.30	1.44	1.73	1.42	659
AS-7	Employees who understand the needs of their users	1.71	1.18	1.50	1.63	1.49	212
AS-8	Willingness to help users	1.74	1.26	1.39	1.69	1.45	210
AS-9	Dependability in handling users' service problems	1.78	1.42	1.58	1.59	1.41	197
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.12	1.51	1.78	1.48	235
IC-2	A library Web site enabling me to locate information on my own	1.64	1.15	1.53	1.64	1.57	266
IC-3	The printed library materials I need for my work	2.19	1.84	1.71	1.98	1.94	214
IC-4	The electronic information resources I need	1.81	1.48	1.49	1.78	1.57	688
IC-5	Modern equipment that lets me easily access needed information	1.62	1.44	1.57	1.61	1.59	256
IC-6	Easy-to-use access tools that allow me to find things on my own	1.70	1.29	1.65	1.77	1.59	255
IC-7	Making information easily accessible for independent use	1.74	1.32	1.53	1.59	1.49	253
IC-8	Print and/or electronic journal collections I require for my work	1.89	1.45	1.55	1.79	1.53	228
Library as Place							
LP-1	Library space that inspires study and learning	1.90	1.58	1.68	1.98	1.90	648
LP-2	Quiet space for individual activities	1.92	1.43	1.64	2.14	1.91	216
LP-3	A comfortable and inviting location	1.84	1.35	1.67	1.83	1.69	239
LP-4	A getaway for study, learning, or research	1.91	1.49	1.77	1.93	1.74	200
LP-5	Community space for group learning and group study	2.18	1.88	1.75	2.09	1.93	182
Overall:		1.41	1.03	1.19	1.33	1.10	707

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	6.74	7.84	7.62	0.88	-0.22	691
Information Control	6.81	7.99	7.38	0.57	-0.60	707
Library as Place	6.35	7.74	6.99	0.64	-0.75	664
Overall	6.69	7.89	7.39	0.70	-0.50	707

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	1.24	1.33	1.53	1.26	691
Information Control	1.51	1.15	1.28	1.47	1.22	707
Library as Place	1.76	1.42	1.56	1.78	1.67	664
Overall	1.41	1.03	1.19	1.33	1.10	707

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Library staff teaching me how to find information	6.09	7.38	7.42	1.33	0.04	69
Using the library for research	6.75	8.02	7.43	0.68	-0.58	60
Physical library spaces that feel inclusive and welcoming to all people	7.35	8.10	7.88	0.52	-0.23	48
A library website that feels inclusive and welcoming to all people	7.00	8.08	8.21	1.21	0.13	48
Providing access to information resources that reflect underrepresented points of view	6.65	7.65	7.06	0.41	-0.59	51
Library employees who are welcoming to and inclusive of all people	7.49	8.30	8.32	0.84	0.03	74
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	7.00	8.00	8.00	1.00	0.00	44
A library that supports equity, diversity, inclusion, justice, and accessibility	7.36	8.25	7.78	0.42	-0.47	72
Access to the University's archives and special collections	6.49	7.63	7.49	1.00	-0.14	57
The library making me aware of the services and collections it offers	6.40	7.73	7.13	0.73	-0.60	77
Education in using Library resources relevant to my research or learning	6.62	7.77	7.28	0.66	-0.49	74
The resources I need for my classes	7.25	8.33	7.61	0.36	-0.72	72
Space that facilitates quiet study	6.65	7.93	6.60	-0.05	-1.33	57
Space for students to study and work in groups	6.10	7.29	6.00	-0.10	-1.29	62
An online catalog that is user-friendly for finding materials	7.37	8.42	7.17	-0.20	-1.25	65

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Library staff teaching me how to find information	2.25	1.94	1.79	2.03	1.31	69
Using the library for research	1.74	1.63	1.62	1.94	1.90	60
Physical library spaces that feel inclusive and welcoming to all people	1.44	1.21	1.25	1.15	0.99	48
A library website that feels inclusive and welcoming to all people	2.02	1.40	0.85	1.84	1.36	48
Providing access to information resources that reflect underrepresented points of view	2.01	1.92	1.43	1.99	1.81	51
Library employees who are welcoming to and inclusive of all people	1.65	1.17	1.01	1.43	1.05	74
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	2.08	1.35	1.33	2.00	1.36	44
A library that supports equity, diversity, inclusion, justice, and accessibility	1.95	1.29	1.46	1.90	1.29	72
Access to the University's archives and special collections	2.09	1.63	1.77	1.56	1.37	57
The library making me aware of the services and collections it offers	1.85	1.41	1.87	2.02	2.03	77
Education in using Library resources relevant to my research or learning	1.87	1.47	1.88	1.73	1.88	74
The resources I need for my classes	1.89	1.21	1.65	1.66	1.59	72
Space that facilitates quiet study	1.66	1.45	1.79	2.57	1.95	57
Space for students to study and work in groups	2.27	2.09	2.18	2.88	2.75	62
An online catalog that is user-friendly for finding materials	1.47	0.86	1.46	1.54	1.66	65

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Graduate

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.89	1.35	416
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.64	1.42	371
How would you rate the overall quality of the service provided by the library?	7.71	1.28	707

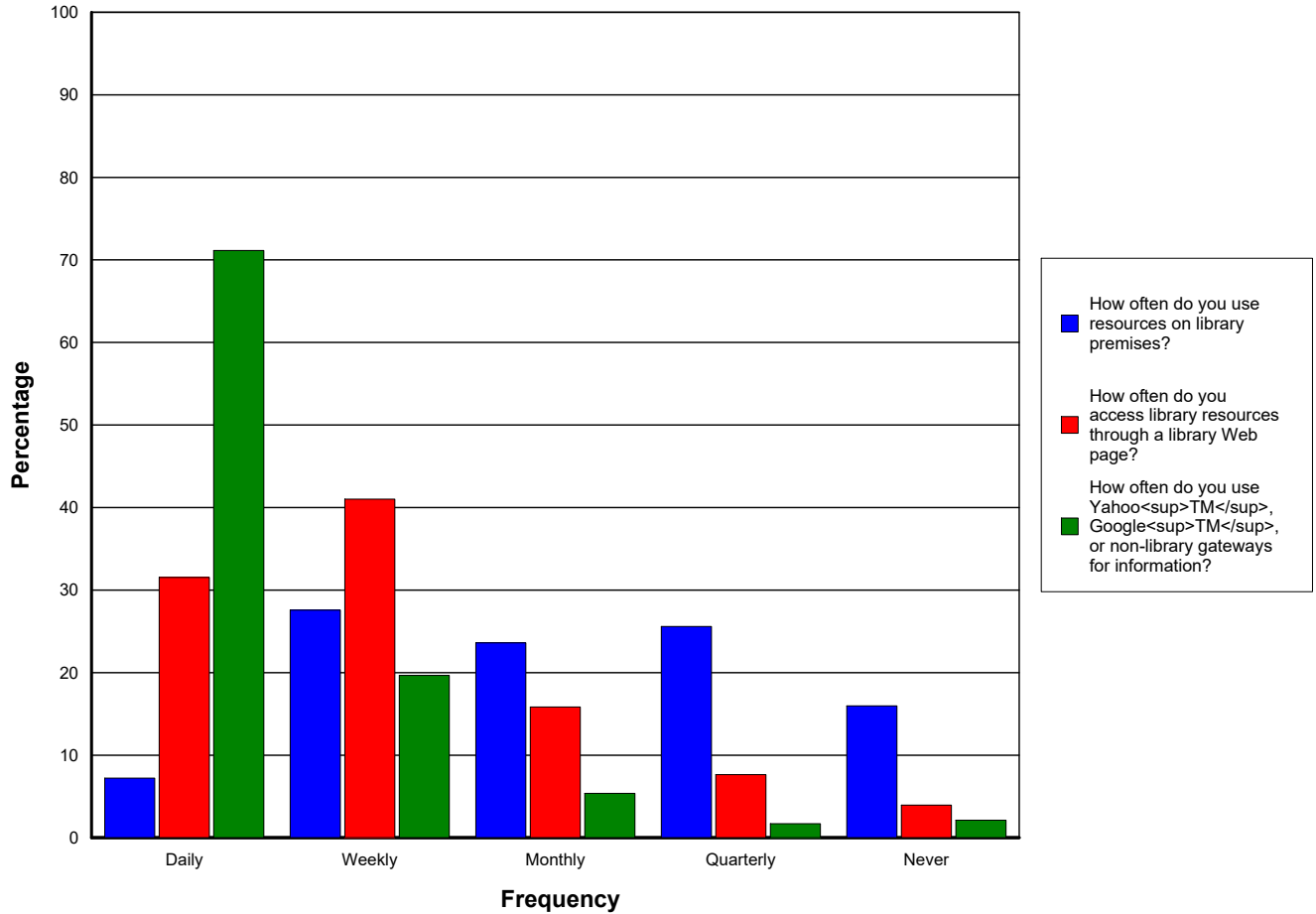
5.6 Information Literacy Outcomes Questions Summary for Graduate

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.76	1.76	284
The library aids my advancement in my academic discipline or work.	7.59	1.51	379
The library enables me to be more efficient in my academic pursuits or work.	7.60	1.50	365
The library helps me distinguish between trustworthy and untrustworthy information.	6.86	1.65	367
The library provides me with the information skills I need in my work or study.	7.28	1.59	259

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?	51 7.21%	195 27.58%	167 23.62%	181 25.60%	113 15.98%	707 100.00%
How often do you access library resources through a library Web page?	223 31.54%	290 41.02%	112 15.84%	54 7.64%	28 3.96%	707 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	503 71.15%	139 19.66%	38 5.37%	12 1.70%	15 2.12%	707 100.00%

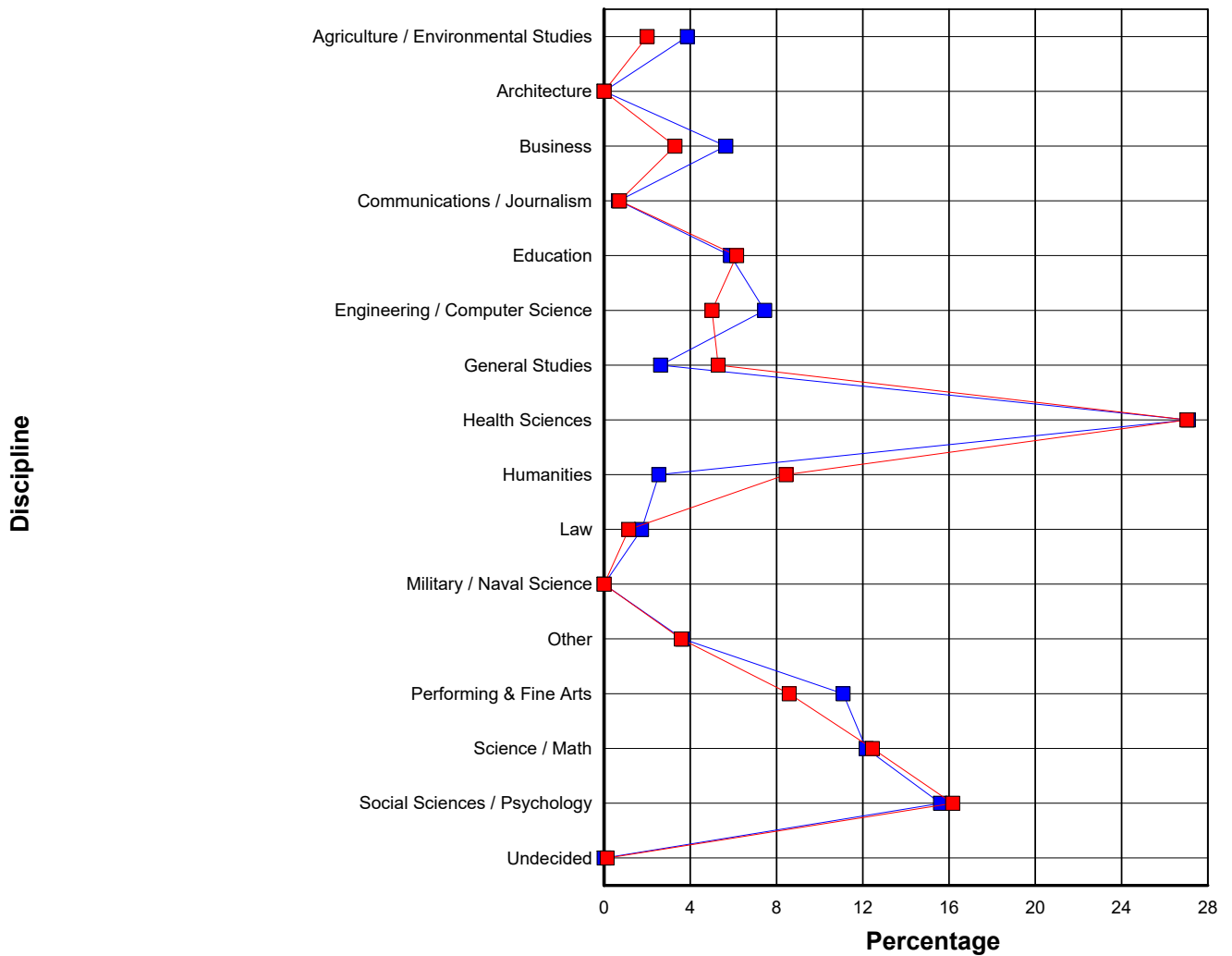
6 Summary for Faculty

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	246	3.86	14	2.00	1.86
Architecture	0	0.00	0	0.00	0.00
Business	360	5.65	23	3.29	2.36
Communications / Journalism	43	0.67	5	0.72	-0.04
Education	374	5.87	43	6.15	-0.29
Engineering / Computer Science	475	7.45	35	5.01	2.44
General Studies	167	2.62	37	5.29	-2.67
Health Sciences	1,728	27.10	189	27.04	0.06
Humanities	162	2.54	59	8.44	-5.90
Law	111	1.74	8	1.14	0.60
Military / Naval Science	0	0.00	0	0.00	0.00
Other	233	3.65	25	3.58	0.08
Performing & Fine Arts	707	11.09	60	8.58	2.50
Science / Math	775	12.15	87	12.45	-0.29
Social Sciences / Psychology	995	15.61	113	16.17	-0.56
Undecided	0	0.00	1	0.14	-0.14
Total:	6,376	100.00	699	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	0.26
23 - 30	4	1.05
31 - 45	98	25.72
46 - 65	208	54.59
Over 65	70	18.37
Total:	381	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:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	0	100.00

6.1.4 Respondent Profile by Full or part-time student?

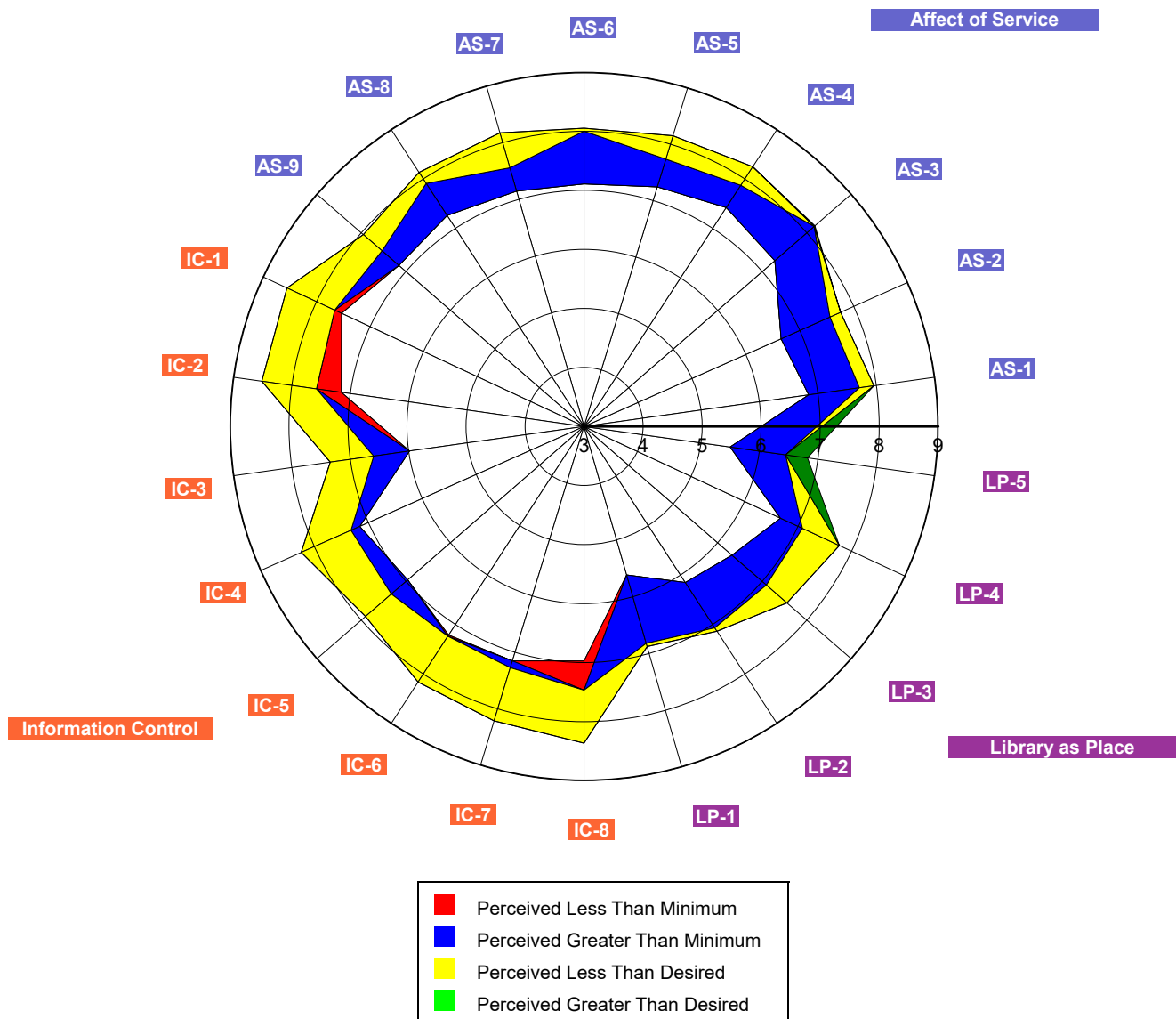
Full or part-time student?	Respondents n	Respondents %
Full-time	5	5.43
Part-time	2	2.17
Does not apply / NA	85	92.39
Total:	92	100.00

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	6.84	7.96	7.71	0.87	-0.25	218
AS-2	Giving users individual attention	6.65	7.76	7.56	0.90	-0.20	252
AS-3	Employees who are consistently courteous	7.28	8.17	8.18	0.90	0.02	236
AS-4	Readiness to respond to users' questions	7.42	8.25	7.87	0.45	-0.37	251
AS-5	Employees who have the knowledge to answer user questions	7.25	8.15	7.74	0.49	-0.41	248
AS-6	Employees who deal with users in a caring fashion	7.11	8.05	8.00	0.89	-0.05	657
AS-7	Employees who understand the needs of their users	7.15	8.17	7.56	0.41	-0.61	231
AS-8	Willingness to help users	7.26	8.13	7.91	0.65	-0.22	233
AS-9	Dependability in handling users' service problems	7.16	7.95	7.54	0.38	-0.42	220
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.66	8.55	7.54	-0.13	-1.02	278
IC-2	A library Web site enabling me to locate information on my own	7.58	8.51	7.15	-0.42	-1.36	306
IC-3	The printed library materials I need for my work	5.99	7.34	6.60	0.61	-0.74	233
IC-4	The electronic information resources I need	7.16	8.25	7.32	0.16	-0.92	692
IC-5	Modern equipment that lets me easily access needed information	6.96	7.90	7.33	0.37	-0.58	262
IC-6	Easy-to-use access tools that allow me to find things on my own	7.24	8.16	7.21	-0.02	-0.95	282
IC-7	Making information easily accessible for independent use	7.15	8.21	7.27	0.12	-0.94	249
IC-8	Print and/or electronic journal collections I require for my work	7.47	8.36	6.97	-0.49	-1.39	225
Library as Place							
LP-1	Library space that inspires study and learning	5.62	6.88	6.82	1.20	-0.06	516
LP-2	Quiet space for individual activities	6.15	7.13	7.07	0.92	-0.07	178
LP-3	A comfortable and inviting location	6.32	7.56	7.09	0.77	-0.46	214
LP-4	A getaway for study, learning, or research	6.67	7.77	7.08	0.41	-0.69	181
LP-5	Community space for group learning and group study	5.50	6.45	6.82	1.32	0.37	162
Overall:		6.88	7.88	7.44	0.56	-0.45	699

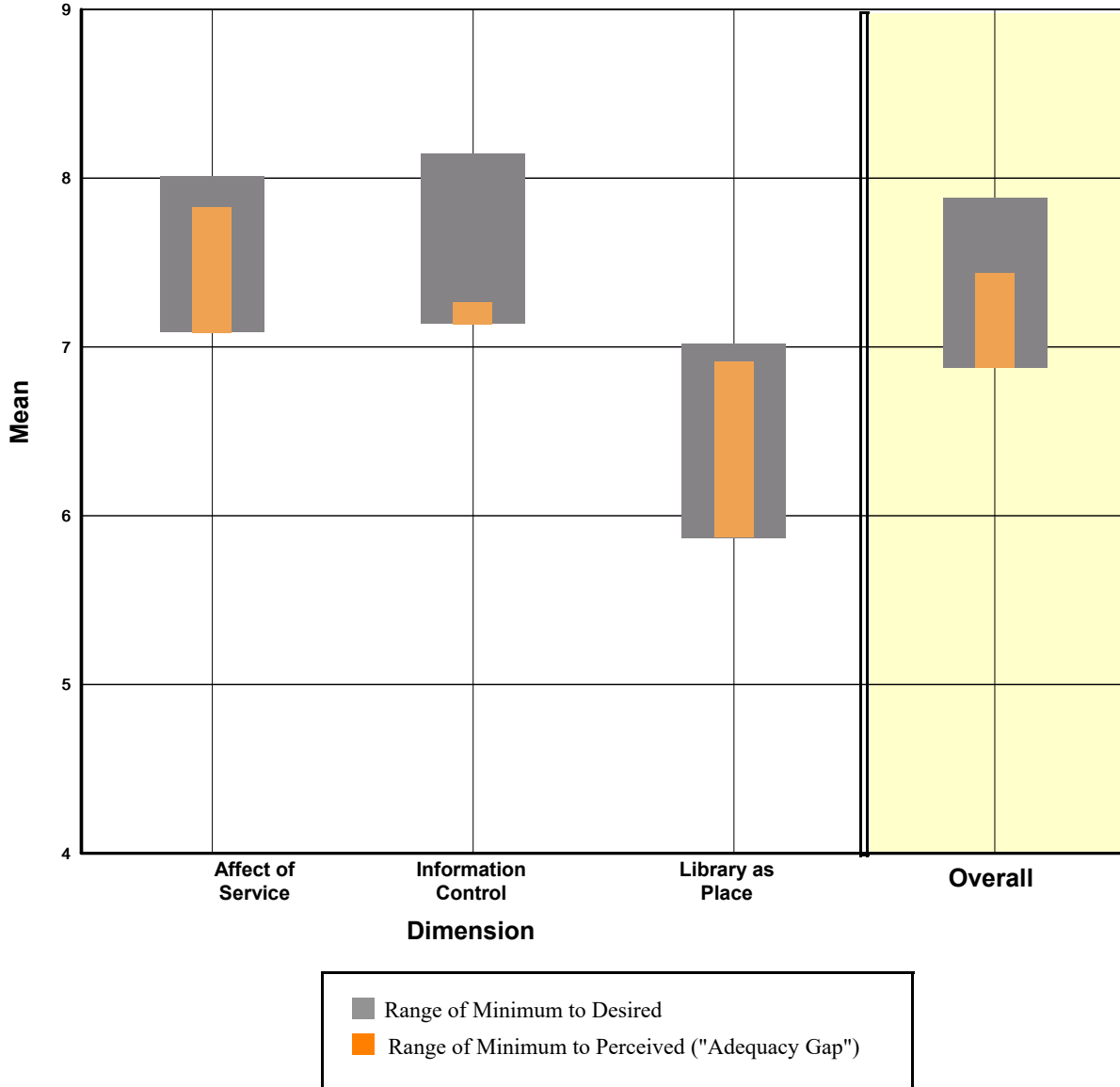
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Faculty

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	1.93	1.47	1.62	2.09	1.80	218
AS-2	Giving users individual attention	1.85	1.44	1.73	2.05	1.77	252
AS-3	Employees who are consistently courteous	1.71	1.34	1.32	1.65	1.39	236
AS-4	Readiness to respond to users' questions	1.62	1.13	1.55	1.97	1.71	251
AS-5	Employees who have the knowledge to answer user questions	1.82	1.34	1.70	1.99	1.76	248
AS-6	Employees who deal with users in a caring fashion	1.79	1.42	1.39	1.82	1.49	657
AS-7	Employees who understand the needs of their users	1.69	1.27	1.75	1.93	1.80	231
AS-8	Willingness to help users	1.68	1.40	1.57	2.04	1.86	233
AS-9	Dependability in handling users' service problems	1.77	1.58	1.76	1.85	1.85	220
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.61	1.03	1.79	2.04	1.93	278
IC-2	A library Web site enabling me to locate information on my own	1.52	0.91	1.75	1.99	1.74	306
IC-3	The printed library materials I need for my work	2.09	2.01	2.02	2.33	2.38	233
IC-4	The electronic information resources I need	1.73	1.32	1.67	2.00	1.82	692
IC-5	Modern equipment that lets me easily access needed information	1.80	1.43	1.54	1.86	1.72	262
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.28	1.67	2.02	1.90	282
IC-7	Making information easily accessible for independent use	1.78	1.27	1.88	2.08	1.91	249
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.25	2.06	2.50	2.27	225
Library as Place							
LP-1	Library space that inspires study and learning	2.33	2.32	1.91	2.59	2.66	516
LP-2	Quiet space for individual activities	2.36	2.15	1.82	2.60	2.51	178
LP-3	A comfortable and inviting location	2.10	1.81	1.81	2.04	2.00	214
LP-4	A getaway for study, learning, or research	2.09	1.78	1.94	2.25	2.15	181
LP-5	Community space for group learning and group study	2.44	2.46	1.84	2.39	2.48	162
Overall:		1.43	1.12	1.32	1.53	1.37	699

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

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.09	8.01	7.83	0.74	-0.18	688
Information Control	7.14	8.14	7.27	0.13	-0.88	699
Library as Place	5.87	7.02	6.91	1.04	-0.11	577
Overall	6.88	7.88	7.44	0.56	-0.45	699

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	1.61	1.26	1.38	1.66	1.43	688
Information Control	1.48	1.10	1.47	1.69	1.54	699
Library as Place	2.19	2.11	1.76	2.33	2.32	577
Overall	1.43	1.12	1.32	1.53	1.37	699

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Library staff teaching me how to find information	6.41	7.63	7.41	1.00	-0.22	54
Using the library for research	7.28	8.16	7.51	0.23	-0.65	43
Physical library spaces that feel inclusive and welcoming to all people	7.03	7.67	7.91	0.88	0.24	75
A library website that feels inclusive and welcoming to all people	6.66	7.71	7.49	0.83	-0.22	76
Providing access to information resources that reflect underrepresented points of view	6.81	7.80	7.69	0.88	-0.11	64
Library employees who are welcoming to and inclusive of all people	7.78	8.36	8.70	0.92	0.34	64
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	7.22	7.95	8.39	1.17	0.44	82
A library that supports equity, diversity, inclusion, justice, and accessibility	6.99	7.85	7.69	0.71	-0.15	72
Access to the University's archives and special collections	6.20	6.94	7.33	1.14	0.39	51
The library making me aware of the services and collections it offers	6.55	7.45	6.49	-0.06	-0.95	85
Education in using Library resources relevant to my research or learning	6.66	7.58	6.82	0.16	-0.76	76
The resources I need for my classes	6.97	8.08	6.94	-0.04	-1.14	77
Space that facilitates quiet study	6.36	7.33	6.46	0.10	-0.87	39
Space for students to study and work in groups	6.03	7.00	6.36	0.33	-0.64	33
An online catalog that is user-friendly for finding materials	7.08	8.13	7.02	-0.06	-1.12	52

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Library staff teaching me how to find information	1.98	1.66	1.63	1.90	1.83	54
Using the library for research	1.65	1.54	1.47	1.69	1.65	43
Physical library spaces that feel inclusive and welcoming to all people	2.03	1.98	1.37	2.16	2.10	75
A library website that feels inclusive and welcoming to all people	2.04	1.76	1.67	2.05	1.98	76
Providing access to information resources that reflect underrepresented points of view	1.84	1.72	1.47	1.50	1.40	64
Library employees who are welcoming to and inclusive of all people	1.81	1.59	0.61	1.78	1.55	64
Getting help from library employees remotely (email, text, Zoom, chat, phone, etc.)	1.89	1.65	0.91	1.80	1.60	82
A library that supports equity, diversity, inclusion, justice, and accessibility	2.24	1.83	1.52	2.15	1.72	72
Access to the University's archives and special collections	2.57	2.53	1.76	2.65	2.66	51
The library making me aware of the services and collections it offers	2.06	1.61	2.17	2.20	2.06	85
Education in using Library resources relevant to my research or learning	2.23	1.77	1.89	2.38	2.24	76
The resources I need for my classes	1.88	1.44	2.21	2.32	2.19	77
Space that facilitates quiet study	2.23	2.19	1.65	2.37	2.39	39
Space for students to study and work in groups	2.42	2.32	1.83	2.33	2.41	33
An online catalog that is user-friendly for finding materials	1.76	1.74	1.94	2.13	1.94	52

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.52	426
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.76	387
How would you rate the overall quality of the service provided by the library?	7.79	1.41	698

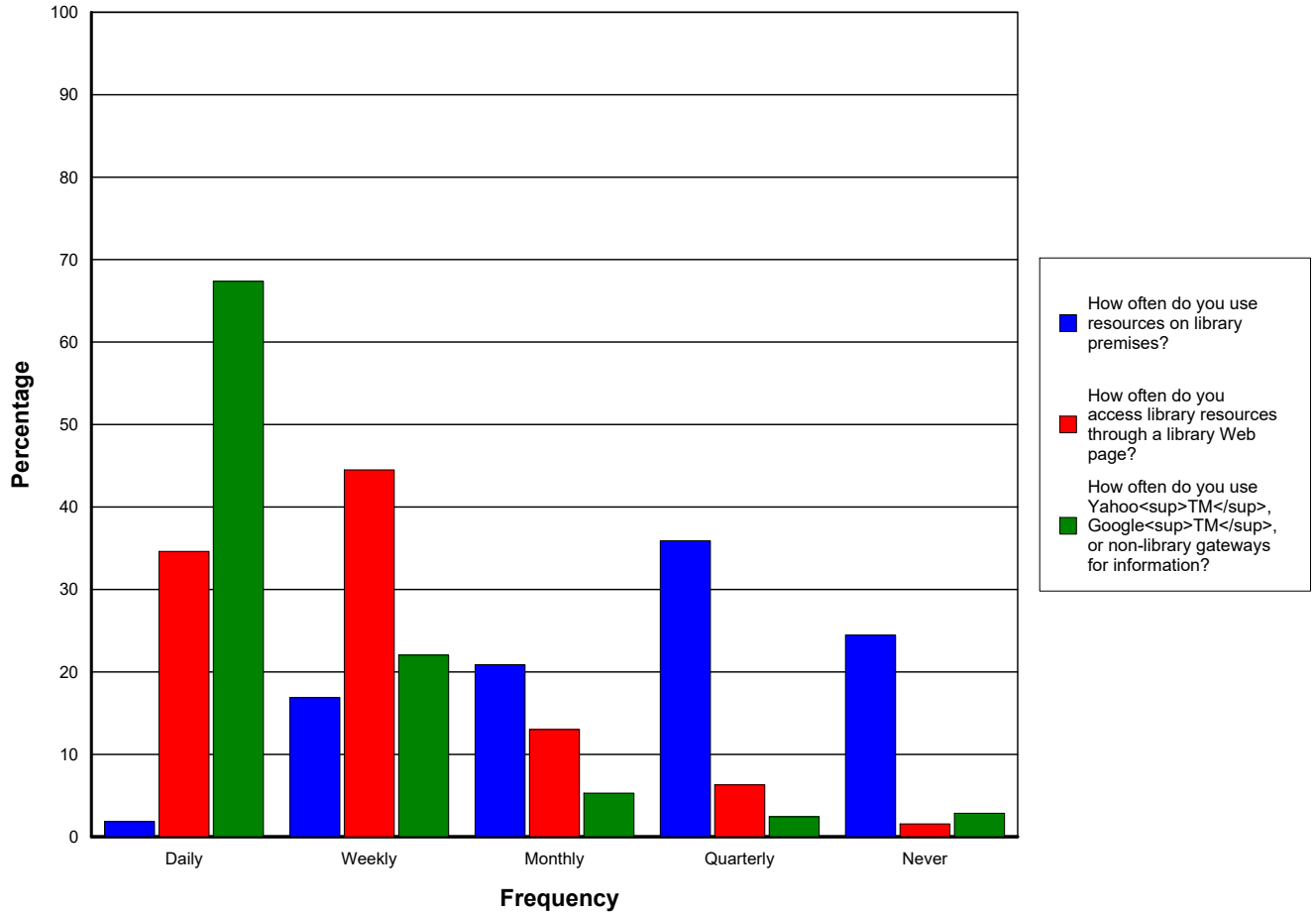
6.6 Information Literacy Outcomes Questions Summary for Faculty

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.49	2.24	317
The library aids my advancement in my academic discipline or work.	7.56	1.87	368
The library enables me to be more efficient in my academic pursuits or work.	7.51	1.82	396
The library helps me distinguish between trustworthy and untrustworthy information.	6.28	2.28	360
The library provides me with the information skills I need in my work or study.	6.99	2.01	299

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?	13 1.86%	118 16.88%	146 20.89%	251 35.91%	171 24.46%	699 100.00%
How often do you access library resources through a library Web page?	242 34.62%	311 44.49%	91 13.02%	44 6.29%	11 1.57%	699 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	471 67.38%	154 22.03%	37 5.29%	17 2.43%	20 2.86%	699 100.00%

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

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	4.76
23 - 30	3	14.29
31 - 45	10	47.62
46 - 65	7	33.33
Over 65	0	0.00
Total:	21	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?

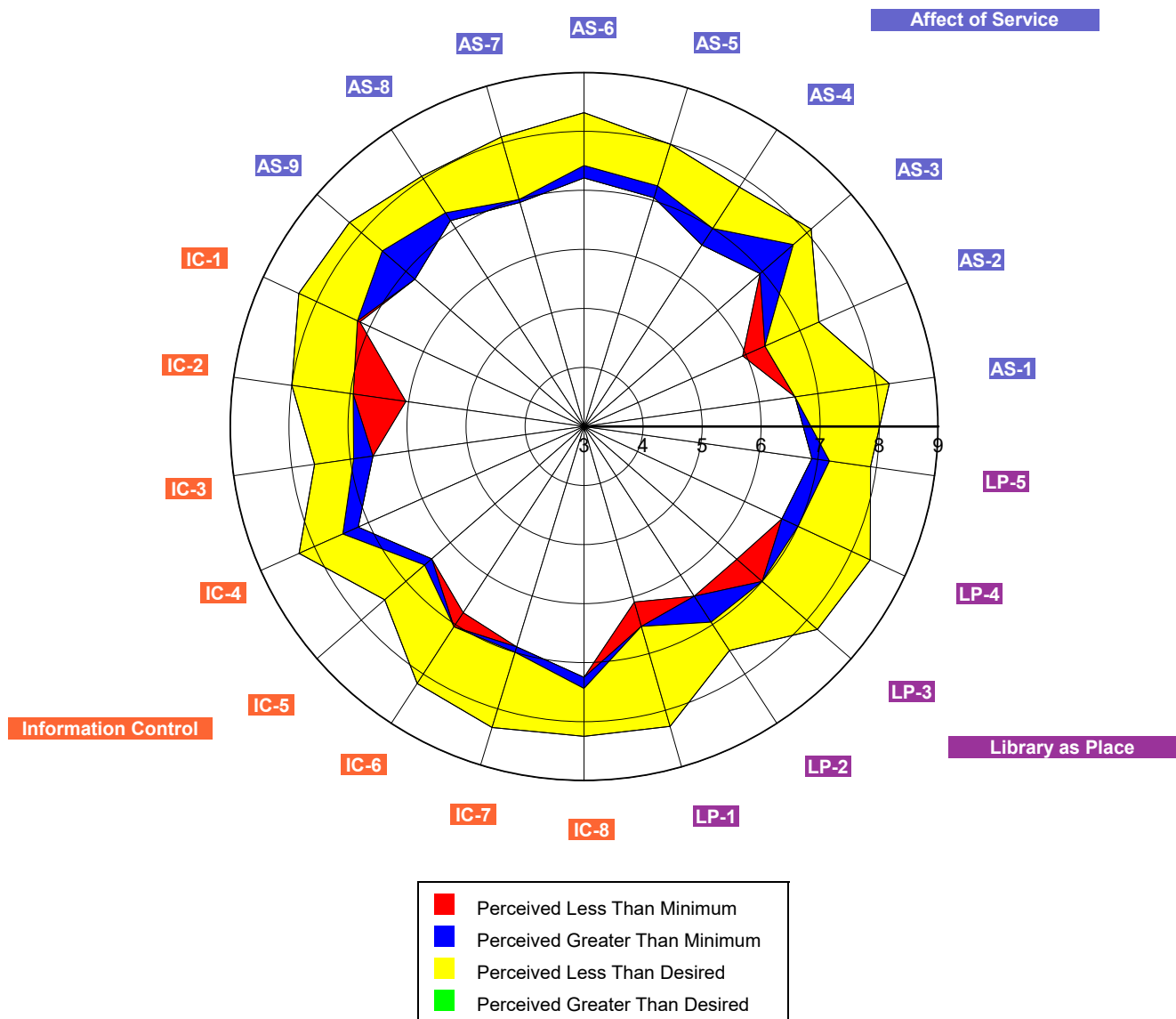
Full or part-time student?	Respondents n	Respondents %
Full-time	1	4.76
Part-time	0	0.00
Does not apply / NA	20	95.24
Total:	21	100.00

7.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.61	8.22	6.61	0.00	-1.61	18
AS-2	Giving users individual attention	6.35	7.35	5.94	-0.41	-1.41	17
AS-3	Employees who are consistently courteous	6.95	8.10	7.70	0.75	-0.40	20
AS-4	Readiness to respond to users' questions	6.67	7.83	7.00	0.33	-0.83	18
AS-5	Employees who have the knowledge to answer user questions	7.05	8.00	7.26	0.21	-0.74	19
AS-6	Employees who deal with users in a caring fashion	7.21	8.32	7.42	0.21	-0.89	19
AS-7	Employees who understand the needs of their users	6.95	8.10	7.00	0.05	-1.10	20
AS-8	Willingness to help users	7.16	8.05	7.32	0.16	-0.74	19
AS-9	Dependability in handling users' service problems	6.80	8.27	7.53	0.73	-0.73	15
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.24	8.33	7.19	-0.05	-1.14	21
IC-2	A library Web site enabling me to locate information on my own	6.95	8.00	6.05	-0.90	-1.95	20
IC-3	The printed library materials I need for my work	6.61	7.61	6.94	0.33	-0.67	18
IC-4	The electronic information resources I need	7.19	8.29	7.48	0.29	-0.81	21
IC-5	Modern equipment that lets me easily access needed information	6.42	7.47	6.58	0.16	-0.89	19
IC-6	Easy-to-use access tools that allow me to find things on my own	7.05	8.19	6.76	-0.29	-1.43	21
IC-7	Making information easily accessible for independent use	6.90	8.33	7.00	0.10	-1.33	21
IC-8	Print and/or electronic journal collections I require for my work	7.25	8.25	7.44	0.19	-0.81	16
Library as Place							
LP-1	Library space that inspires study and learning	6.52	8.29	6.10	-0.43	-2.19	21
LP-2	Quiet space for individual activities	6.43	7.52	6.95	0.52	-0.57	21
LP-3	A comfortable and inviting location	7.00	8.24	6.43	-0.57	-1.81	21
LP-4	A getaway for study, learning, or research	6.70	8.35	7.00	0.30	-1.35	20
LP-5	Community space for group learning and group study	6.90	7.90	7.20	0.30	-0.70	20
Overall:		6.89	8.09	6.94	0.05	-1.15	21

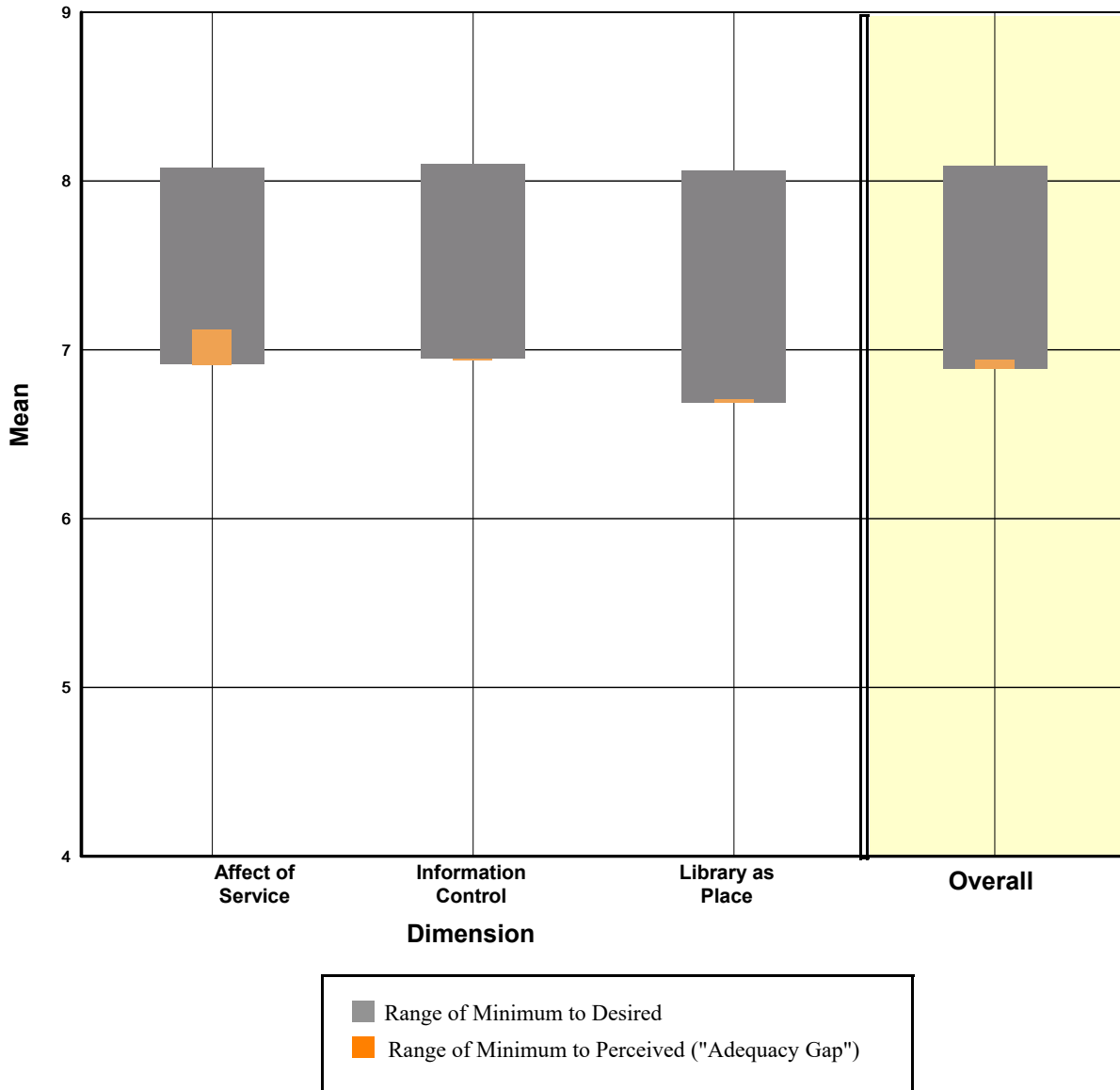
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.46	0.81	1.94	2.11	1.88	18
AS-2	Giving users individual attention	2.00	1.62	2.14	1.94	2.53	17
AS-3	Employees who are consistently courteous	1.85	1.17	1.56	2.24	1.85	20
AS-4	Readiness to respond to users' questions	1.91	1.38	1.97	2.20	1.92	18
AS-5	Employees who have the knowledge to answer user questions	1.58	1.41	1.33	1.40	1.59	19
AS-6	Employees who deal with users in a caring fashion	1.58	1.06	1.71	1.87	1.82	19
AS-7	Employees who understand the needs of their users	1.36	0.85	1.45	1.67	1.07	20
AS-8	Willingness to help users	1.77	1.65	1.60	1.61	1.94	19
AS-9	Dependability in handling users' service problems	1.82	0.80	1.41	2.05	1.44	15
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.02	1.77	2.09	1.63	1.39	21
IC-2	A library Web site enabling me to locate information on my own	1.88	1.45	1.85	1.97	1.99	20
IC-3	The printed library materials I need for my work	1.94	1.33	1.76	2.45	2.28	18
IC-4	The electronic information resources I need	1.57	1.10	1.33	1.62	1.25	21
IC-5	Modern equipment that lets me easily access needed information	2.01	1.87	1.89	1.54	1.45	19
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.36	1.61	1.59	1.83	21
IC-7	Making information easily accessible for independent use	1.61	1.06	1.45	2.12	1.62	21
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.00	1.26	2.23	1.68	16
Library as Place							
LP-1	Library space that inspires study and learning	1.44	0.78	2.14	2.75	2.16	21
LP-2	Quiet space for individual activities	1.83	1.69	1.63	2.29	1.80	21
LP-3	A comfortable and inviting location	1.82	0.83	2.36	2.64	2.32	21
LP-4	A getaway for study, learning, or research	1.75	0.75	1.78	2.23	1.73	20
LP-5	Community space for group learning and group study	1.48	1.65	1.24	2.00	2.11	20
Overall:		1.32	0.72	1.21	1.52	1.24	21

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	6.91	8.08	7.12	0.21	-0.96	20
Information Control	6.95	8.10	6.94	-0.01	-1.16	21
Library as Place	6.69	8.06	6.71	0.02	-1.36	21
Overall	6.89	8.09	6.94	0.05	-1.15	21

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	0.86	1.41	1.58	1.40	20
Information Control	1.45	1.08	1.17	1.51	1.22	21
Library as Place	1.45	0.86	1.58	2.04	1.63	21
Overall	1.32	0.72	1.21	1.52	1.24	21

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
A library that supports equity, diversity, inclusion, justice, and accessibility	7.19	8.48	6.38	-0.81	-2.10	21
Access to the University's archives and special collections	6.06	7.31	6.00	-0.06	-1.31	16
The library making me aware of the services and collections it offers	6.33	7.52	6.57	0.24	-0.95	21
Education in using Library resources relevant to my research or learning	6.25	7.38	7.19	0.94	-0.19	16
The resources I need for my classes	7.33	8.33	7.00	-0.33	-1.33	9

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
A library that supports equity, diversity, inclusion, justice, and accessibility	2.14	1.03	2.44	2.66	2.23	21
Access to the University's archives and special collections	2.32	1.45	2.53	3.28	2.77	16
The library making me aware of the services and collections it offers	1.56	1.54	1.94	1.87	2.18	21
Education in using Library resources relevant to my research or learning	1.61	2.00	1.33	1.77	1.91	16
The resources I need for my classes	1.50	1.00	1.41	1.22	1.50	9

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.67	1.91	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.76	2.19	21
How would you rate the overall quality of the service provided by the library?	7.19	1.91	21

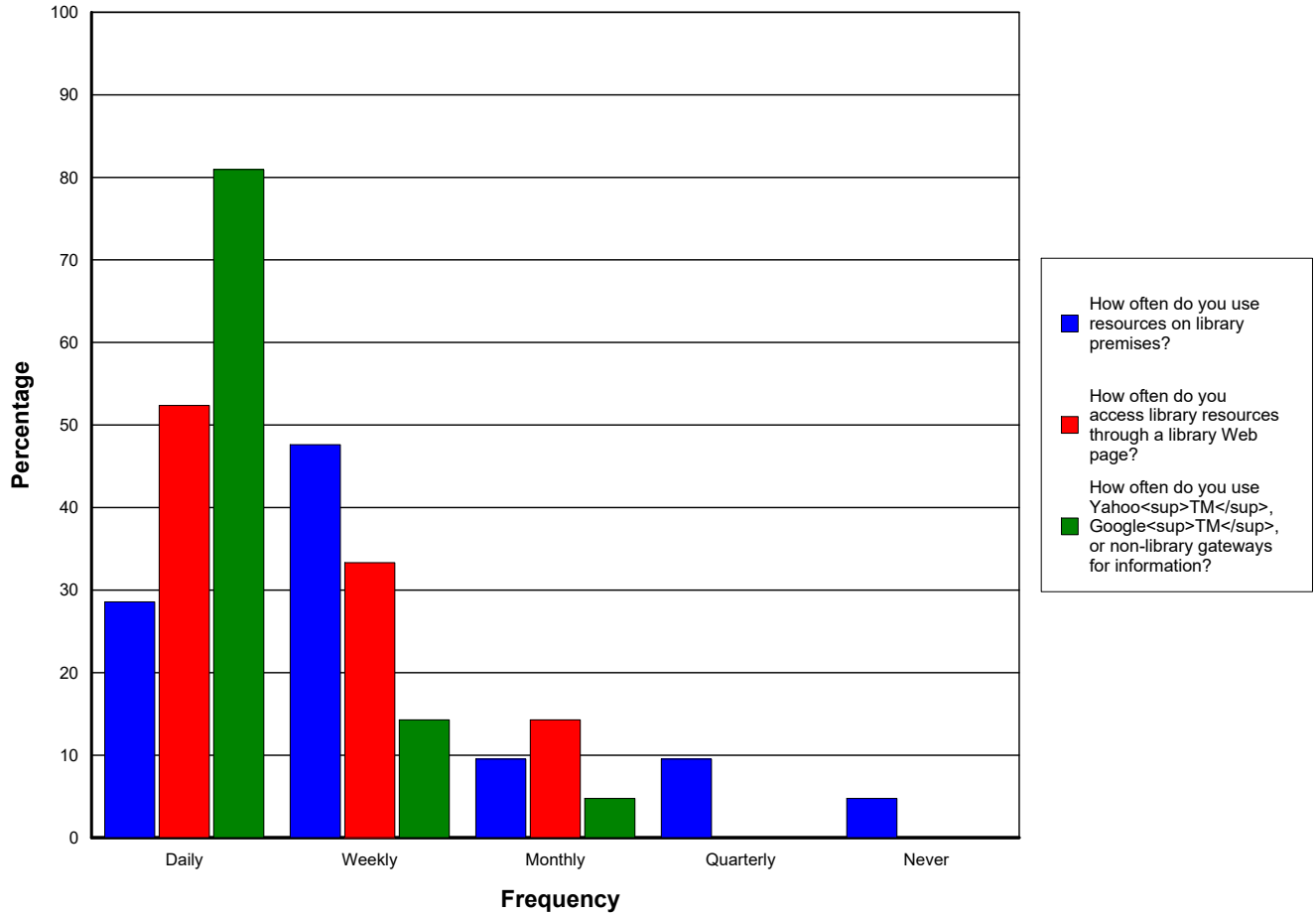
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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 to 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.	6.19	2.54	21
The library aids my advancement in my academic discipline or work.	6.71	2.10	21
The library enables me to be more efficient in my academic pursuits or work.	6.86	1.49	21
The library helps me distinguish between trustworthy and untrustworthy information.	6.43	1.89	21
The library provides me with the information skills I need in my work or study.	6.95	1.96	21

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?	6 28.57%	10 47.62%	2 9.52%	2 9.52%	1 4.76%	21 100.00%
How often do you access library resources through a library Web page?	11 52.38%	7 33.33%	3 14.29%	0 0.00%	0 0.00%	21 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	17 80.95%	3 14.29%	1 4.76%	0 0.00%	0 0.00%	21 100.00%

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	1	1.67
23 - 30	11	18.33
31 - 45	29	48.33
46 - 65	18	30.00
Over 65	1	1.67
Total:	60	100.00

8.1.2 Respondent Profile by Sex:

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

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

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

8.1.3 Respondent Profile by Full or part-time student?

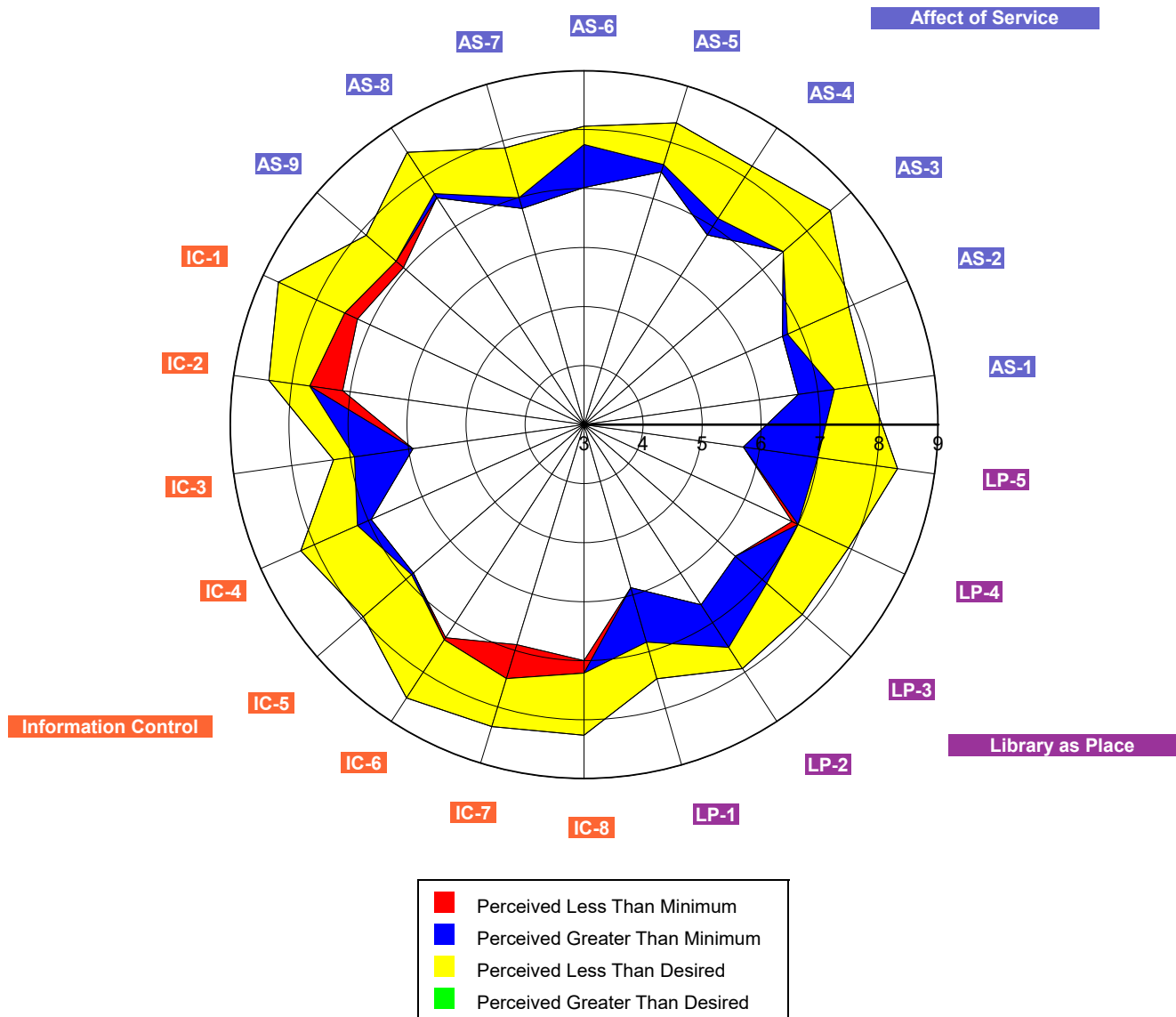
Full or part-time student?	Respondents n	Respondents %
Full-time	1	14.29
Part-time	0	0.00
Does not apply / NA	6	85.71
Total:	7	100.00

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	6.67	7.86	7.29	0.62	-0.57	21
AS-2	Giving users individual attention	6.68	7.91	6.77	0.09	-1.14	22
AS-3	Employees who are consistently courteous	7.47	8.53	7.47	0.00	-1.06	17
AS-4	Readiness to respond to users' questions	6.83	8.22	7.17	0.33	-1.06	18
AS-5	Employees who have the knowledge to answer user questions	7.48	8.35	7.61	0.13	-0.74	23
AS-6	Employees who deal with users in a caring fashion	7.02	8.05	7.75	0.73	-0.31	55
AS-7	Employees who understand the needs of their users	6.81	7.88	7.00	0.19	-0.88	16
AS-8	Willingness to help users	7.58	8.50	7.67	0.08	-0.83	12
AS-9	Dependability in handling users' service problems	7.22	7.89	7.06	-0.17	-0.83	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.48	8.71	7.24	-0.24	-1.48	21
IC-2	A library Web site enabling me to locate information on my own	7.70	8.39	7.13	-0.57	-1.26	23
IC-3	The printed library materials I need for my work	5.93	7.29	6.93	1.00	-0.36	14
IC-4	The electronic information resources I need	6.95	8.25	7.20	0.25	-1.05	59
IC-5	Modern equipment that lets me easily access needed information	6.83	7.96	6.88	0.04	-1.08	24
IC-6	Easy-to-use access tools that allow me to find things on my own	7.35	8.52	7.30	-0.04	-1.22	23
IC-7	Making information easily accessible for independent use	7.50	8.35	6.90	-0.60	-1.45	20
IC-8	Print and/or electronic journal collections I require for my work	7.21	8.26	7.00	-0.21	-1.26	19
Library as Place							
LP-1	Library space that inspires study and learning	5.88	7.48	6.83	0.96	-0.65	48
LP-2	Quiet space for individual activities	6.64	7.93	7.50	0.86	-0.43	14
LP-3	A comfortable and inviting location	6.40	7.90	7.10	0.70	-0.80	20
LP-4	A getaway for study, learning, or research	7.00	7.94	6.89	-0.11	-1.06	18
LP-5	Community space for group learning and group study	5.73	8.36	7.00	1.27	-1.36	11
Overall:		6.90	8.01	7.30	0.41	-0.71	60

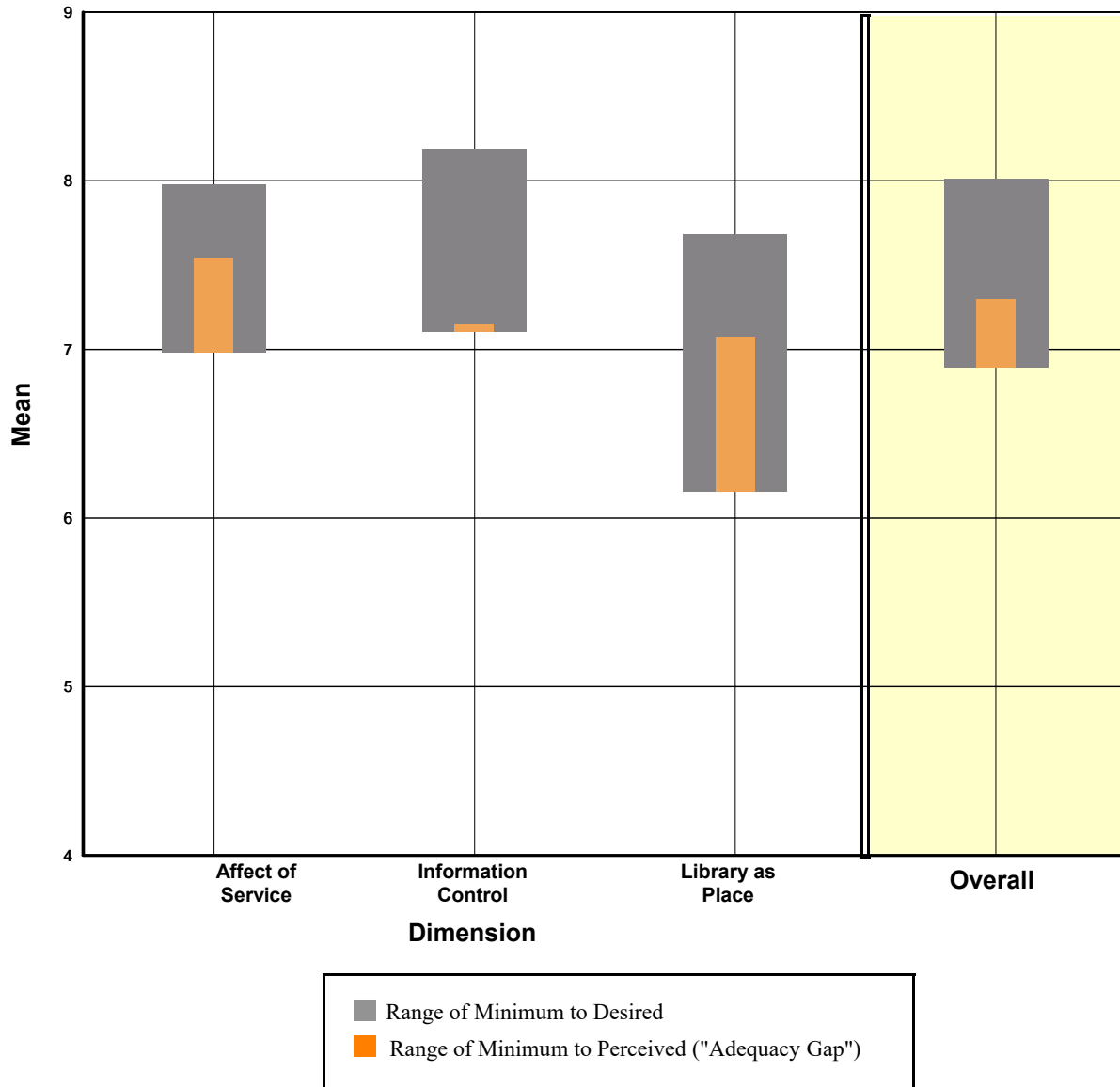
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.13	1.77	1.82	2.11	2.11	21
AS-2	Giving users individual attention	1.64	1.31	2.27	1.87	2.29	22
AS-3	Employees who are consistently courteous	1.94	0.72	2.03	1.97	2.14	17
AS-4	Readiness to respond to users' questions	1.58	1.22	2.12	2.47	2.75	18
AS-5	Employees who have the knowledge to answer user questions	1.50	0.98	1.47	1.14	1.51	23
AS-6	Employees who deal with users in a caring fashion	1.58	1.13	1.32	1.72	1.48	55
AS-7	Employees who understand the needs of their users	1.87	1.41	2.25	1.72	2.09	16
AS-8	Willingness to help users	1.56	1.24	2.02	1.62	2.04	12
AS-9	Dependability in handling users' service problems	1.48	1.32	1.92	1.58	2.33	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.44	0.56	1.55	2.02	1.66	21
IC-2	A library Web site enabling me to locate information on my own	1.33	0.84	1.58	1.78	1.76	23
IC-3	The printed library materials I need for my work	2.34	1.73	1.94	2.88	2.65	14
IC-4	The electronic information resources I need	1.55	1.06	1.28	1.77	1.73	59
IC-5	Modern equipment that lets me easily access needed information	1.76	1.60	1.57	1.83	2.00	24
IC-6	Easy-to-use access tools that allow me to find things on my own	1.40	1.08	1.52	1.15	1.68	23
IC-7	Making information easily accessible for independent use	1.36	0.81	1.83	1.60	1.96	20
IC-8	Print and/or electronic journal collections I require for my work	1.44	1.15	1.80	1.81	2.10	19
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.54	1.72	2.13	2.05	48
LP-2	Quiet space for individual activities	2.31	1.44	2.14	2.68	2.68	14
LP-3	A comfortable and inviting location	2.14	1.25	1.83	2.60	2.35	20
LP-4	A getaway for study, learning, or research	1.71	1.55	1.84	1.53	1.86	18
LP-5	Community space for group learning and group study	2.49	1.50	2.45	3.10	2.62	11
Overall:		1.21	0.88	1.12	1.26	1.28	60

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

8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.98	7.98	7.54	0.56	-0.44	59
Information Control	7.11	8.19	7.15	0.04	-1.04	60
Library as Place	6.16	7.68	7.08	0.92	-0.61	54
Overall	6.90	8.01	7.30	0.41	-0.71	60

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	1.36	0.99	1.27	1.38	1.38	59
Information Control	1.24	0.88	1.15	1.38	1.38	60
Library as Place	1.94	1.40	1.50	2.01	1.76	54
Overall	1.21	0.88	1.12	1.26	1.28	60

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Library staff teaching me how to find information	6.20	7.30	7.10	0.90	-0.20	10
Using the library for research	7.35	8.06	7.65	0.29	-0.41	17
A library that supports equity, diversity, inclusion, justice, and accessibility	7.29	8.71	6.57	-0.71	-2.14	7
Access to the University's archives and special collections	5.83	7.67	6.50	0.67	-1.17	6
The library making me aware of the services and collections it offers	6.50	6.50	5.67	-0.83	-0.83	6
Education in using Library resources relevant to my research or learning	7.00	8.50	7.17	0.17	-1.33	6
The resources I need for my classes	7.00	9.00	5.33	-1.67	-3.67	3
Space that facilitates quiet study	7.50	7.83	7.17	-0.33	-0.67	6
Space for students to study and work in groups	6.50	7.63	6.38	-0.13	-1.25	8
An online catalog that is user-friendly for finding materials	6.50	7.50	6.50	0.00	-1.00	2

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Library staff teaching me how to find information	1.62	1.57	1.29	1.10	1.23	10
Using the library for research	1.62	1.14	1.11	2.08	1.28	17
A library that supports equity, diversity, inclusion, justice, and accessibility	1.80	0.76	2.82	2.36	2.97	7
Access to the University's archives and special collections	1.83	1.75	2.51	2.34	2.40	6
The library making me aware of the services and collections it offers	1.97	2.95	3.08	1.83	3.60	6
Education in using Library resources relevant to my research or learning	2.28	0.84	2.79	2.23	2.94	6
The resources I need for my classes	2.00	0.00	4.04	2.08	4.04	3
Space that facilitates quiet study	1.64	1.94	1.72	1.63	1.75	6
Space for students to study and work in groups	1.20	1.41	1.06	1.55	1.58	8
An online catalog that is user-friendly for finding materials	0.71	2.12	0.71	1.41	1.41	2

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.80	1.67	40
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.48	1.45	27
How would you rate the overall quality of the service provided by the library?	7.72	1.34	60

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 to 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.	6.42	2.34	24
The library aids my advancement in my academic discipline or work.	7.19	2.13	32
The library enables me to be more efficient in my academic pursuits or work.	7.00	2.16	36
The library helps me distinguish between trustworthy and untrustworthy information.	6.00	2.06	24
The library provides me with the information skills I need in my work or study.	6.92	2.06	25

Language: English (American), French (Canada)

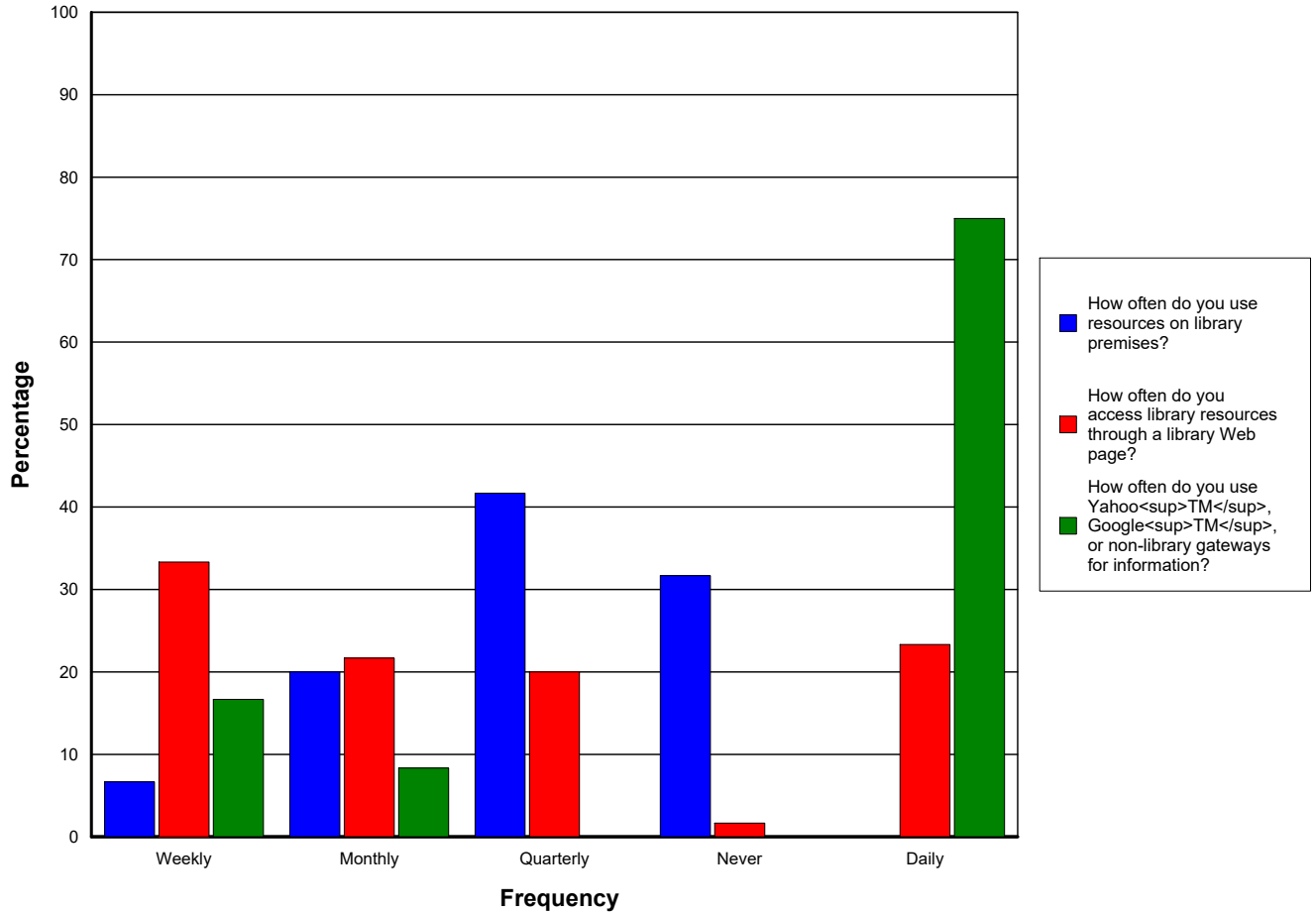
Institution Type: College or University

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?	0 0.00%	4 6.67%	12 20.00%	25 41.67%	19 31.67%	60 100.00%
How often do you access library resources through a library Web page?	14 23.33%	20 33.33%	13 21.67%	12 20.00%	1 1.67%	60 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	45 75.00%	10 16.67%	5 8.33%	0 0.00%	0 0.00%	60 100.00%

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>
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