



LibQUAL⁺
2023 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>

© 2023 Association of Research Libraries

1 Introduction

1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2023 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 2022, there have been 3,354 institutional surveys implemented across 1,349 institutions in 37 countries, 20 language translations, and over 3 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 2023 iteration of the LibQUAL survey will be available to project participants online in the Data Repository via the LibQUAL survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

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

Data Screening

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

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

LibQUAL Analytics

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

LibQUAL Norms

LibQUAL norms are available online at:

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

Selected Bibliography

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

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

- service quality assessment affect zone of tolerance boundaries?: A LibQUAL+® Lite study
<http://libqual.org/documents/LibQual/publications/lq_gr_2.pdf>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Kyrillidou, M. and Mark Young. ARL Statistics 2003-04. Washington, DC: Association of Research Libraries, 2005.
- Lane, Forrest C., Baaska Anderson, Hector F. Ponce and Prathiba Natesan. "Factorial Invariance of LibQUAL+® as a Measure of Library Service Quality Over Time." *Library & Information Science Research* 34, no. 1 (2012): 22–30.
- Miller, Kathleen. *Service Quality in Academic Libraries: An Analysis of LibQUAL+™ Scores and Institutional Characteristics*. Ed.D. Dissertation, University of Central Florida, 2008.
- Nitecki, D.A. "Changing the Concept and Measure of Service Quality in Academic Libraries." *The Journal of Academic Librarianship*, 22 (1996): 181–90.
- Parasuraman, A., Leonard Berry, and Valerie Zeithaml. "Refinement and Reassessment of the SERVQUAL Scale" *Journal of Retailing*, 67 (1991): 420–50.
- Thompson, B. "Representativeness Versus Response Rate: It Ain't the Response Rate!." Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC, October 2002.
- Thompson, B., Colleen C. Cook, and Fred Heath. "The LibQUAL+™ Gap Measurement Model: The Bad, the Ugly, and the Good of Gap Measurement." *Performance Measurement and Metrics*, 1 (2002): 165–78.
- Thompson, B., Colleen C. Cook, and Fred Heath. "Structure of Perceptions of Service Quality in Libraries: A LibQUAL+™ Study." *Structural Equation Modeling*, 10 (2003): 456–464.
- Thompson, B., Colleen C. Cook, and Russell L. Thompson. Reliability and Structure of LibQUAL+™ Scores: Measuring Perceived Library Service Quality. *portal: Libraries and the Academy*, 2 (2002): 3-12.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. (2005). Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure? *Journal of Academic Librarianship*, 31: 517-22.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+® Study." *portal: Libraries and the Academy*, 6(2) (2006): 219-30.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQUAL+® Study." Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore, April 3–4 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "How Can You Evaluate the Integrity of Your Library Assessment Data: Intercontinental LibQUAL+® Analysis Used as Concrete Heuristic Examples." Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA, August 4–6, 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study." *portal: Libraries and the Academy* 7 (4) (Oct 2007a): 463–480.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "User library service expectations in health science vs. other settings: a LibQUAL+® Study." *Health Information and Libraries Journal* 24 (8) Supplement 1, (Dec 2007b): 38–45.

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

1.4 Survey Protocol and Language for ARL

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

		Long	Lite	Total (by Language)
English (American)	Count	112	6,941	7,053
	% of Protocol	68.29	94.31	93.74
	% of Language	1.59	98.41	100.00
	% of Total Cases	1.49	92.25	93.74
French (Canada)	Count	52	419	471
	% of Protocol	31.71	5.69	6.26
	% of Language	11.04	88.96	100.00
	% of Total Cases	0.69	5.57	6.26
Total (by Survey Protocol)	Count	164	7,360	7,524
	% of Protocol	100.00	100.00	100.00
	% of Language	2.18	97.82	100.00
	% of Total Cases	2.18	97.82	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) Texas State University-San Marcos	1,413	18.78%
2) University of Maryland Libraries	2,007	26.67%
3) University of Ottawa	1,432	19.03%
4) Western University	2,672	35.51%
Sub Total	7,524	100.00%
Grand Total:	7,524	100.00%

3 Summary for College or University

3.1 Demographic Summary for College or University

3.1.1 Respondents by User Group

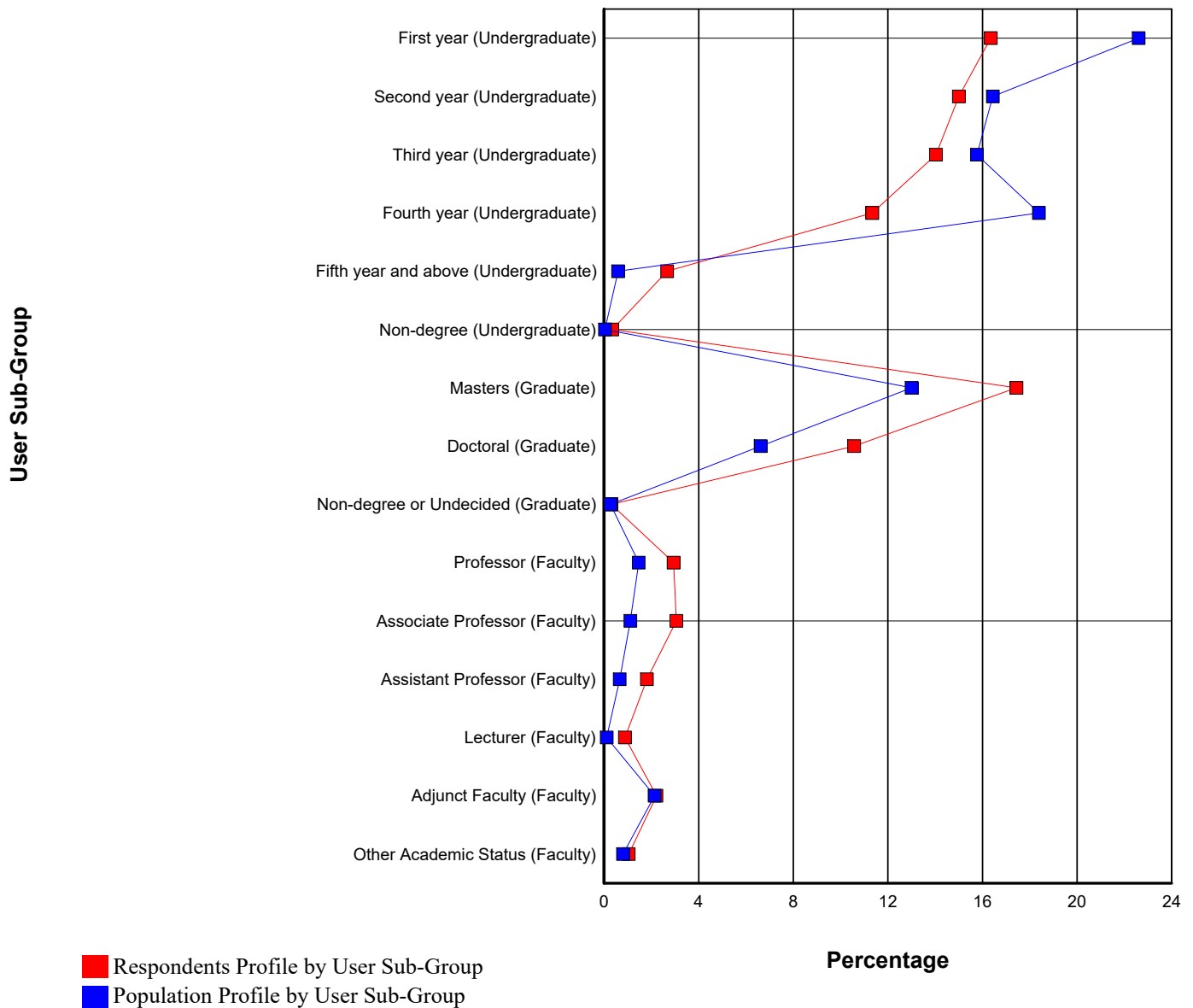
User Group	Respondent n	Respondent %
Undergraduate		
First year	1,129	15.01%
Second year	1,036	13.77%
Third year	969	12.88%
Fourth year	783	10.41%
Fifth year and above	184	2.45%
Non-degree	24	0.32%
Sub Total:	4,125	54.82%
Graduate		
Masters	1,204	16.00%
Doctoral	730	9.70%
Non-degree or Undecided	21	0.28%
Sub Total:	1,955	25.98%
Faculty		
Professor	203	2.70%
Associate Professor	211	2.80%
Assistant Professor	125	1.66%
Lecturer	61	0.81%
Adjunct Faculty	153	2.03%
Other Academic Status	72	0.96%
Sub Total:	825	10.96%
Library Staff		
Administrator	4	0.05%
Manager, Head of Unit	8	0.11%
Public Services	9	0.12%
Systems	1	0.01%
Technical Services	4	0.05%
Other	40	0.53%
Sub Total:	66	0.88%
Staff		
Research Staff	54	0.72%
Other Staff Positions	499	6.63%
Sub Total:	553	7.35%
Total:	7,524	100.00%

3.1.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	33,254	22.60	1,129	16.35	6.25
Second year (Undergraduate)	24,182	16.44	1,036	15.00	1.43
Third year (Undergraduate)	23,195	15.77	969	14.03	1.73
Fourth year (Undergraduate)	27,048	18.39	783	11.34	7.05
Fifth year and above (Undergraduate)	872	0.59	184	2.66	-2.07
Non-degree (Undergraduate)	51	0.03	24	0.35	-0.31
Masters (Graduate)	19,132	13.01	1,204	17.44	-4.43
Doctoral (Graduate)	9,738	6.62	730	10.57	-3.95
Non-degree or Undecided (Graduate)	400	0.27	21	0.30	-0.03
Professor (Faculty)	2,155	1.46	203	2.94	-1.48
Associate Professor (Faculty)	1,633	1.11	211	3.06	-1.95
Assistant Professor (Faculty)	971	0.66	125	1.81	-1.15
Lecturer (Faculty)	161	0.11	61	0.88	-0.77
Adjunct Faculty (Faculty)	3,139	2.13	153	2.22	-0.08
Other Academic Status (Faculty)	1,179	0.80	72	1.04	-0.24
Total:	147,110	100.00	6,905	100.00	0.00

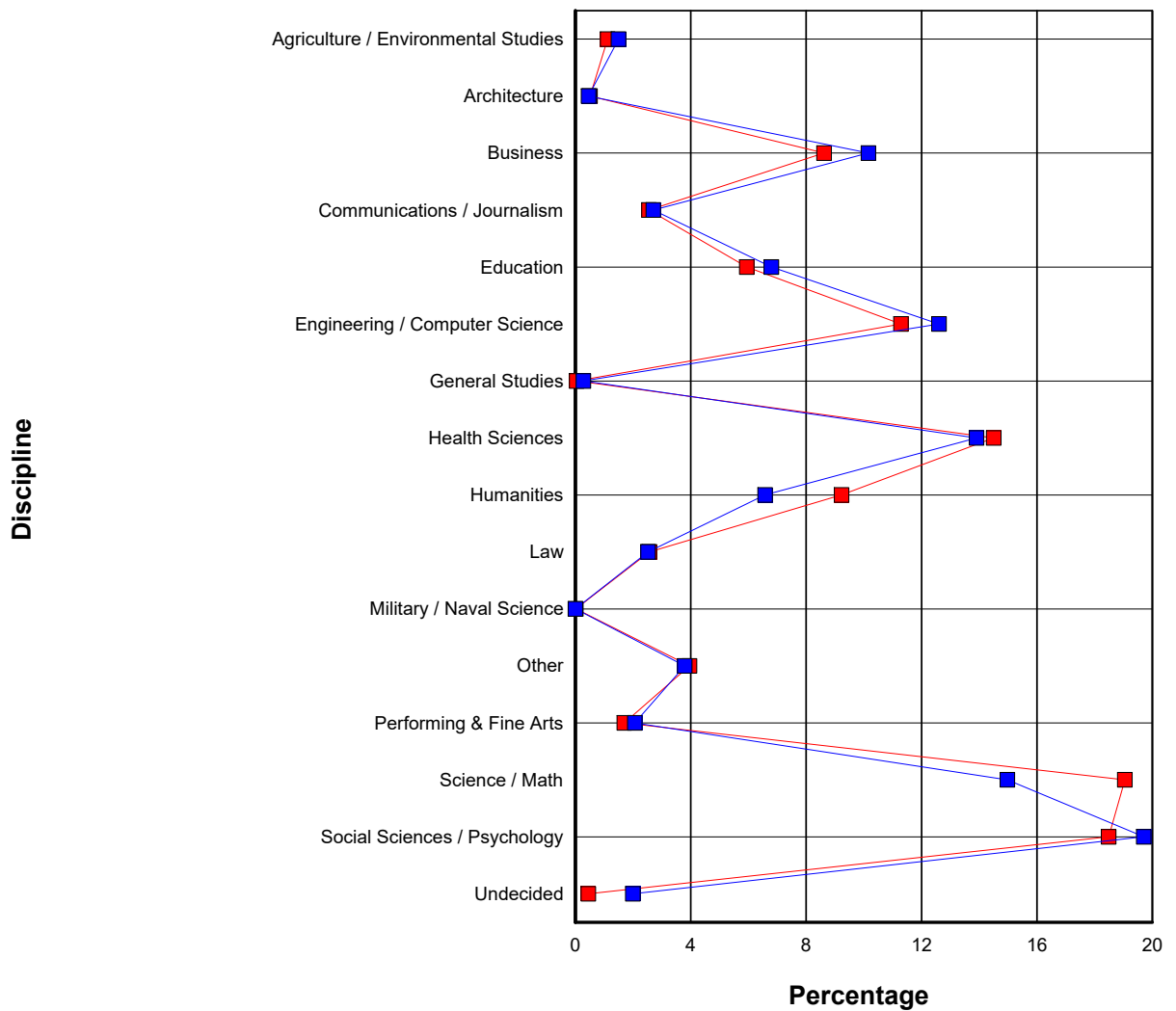
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

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	2,492	1.50	77	1.12	0.38
Architecture	760	0.46	35	0.51	-0.05
Business	16,930	10.16	595	8.62	1.54
Communications / Journalism	4,499	2.70	176	2.55	0.15
Education	11,322	6.79	410	5.94	0.85
Engineering / Computer Science	21,002	12.60	779	11.28	1.32
General Studies	465	0.28	3	0.04	0.24
Health Sciences	23,171	13.90	1,001	14.50	-0.60
Humanities	10,957	6.57	637	9.23	-2.65
Law	4,199	2.52	177	2.56	-0.04
Military / Naval Science	0	0.00	1	0.01	-0.01
Other	6,316	3.79	273	3.95	-0.16
Performing & Fine Arts	3,430	2.06	117	1.69	0.36
Science / Math	24,953	14.97	1,315	19.05	-4.08
Social Sciences / Psychology	32,836	19.70	1,276	18.48	1.22
Undecided	3,317	1.99	31	0.45	1.54
Total:	166,649	100.00	6,903	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	17	0.36
18 - 22	2,136	44.64
23 - 30	1,209	25.27
31 - 45	779	16.28
46 - 65	551	11.52
Over 65	93	1.94
Total:	4,785	100.00

3.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	41,736	52.23	0	0.00
Male	38,170	47.77	0	0.00
Total:	79,906	100.00	0	100.00

3.1.6 Respondent Profile by Full or part-time student?

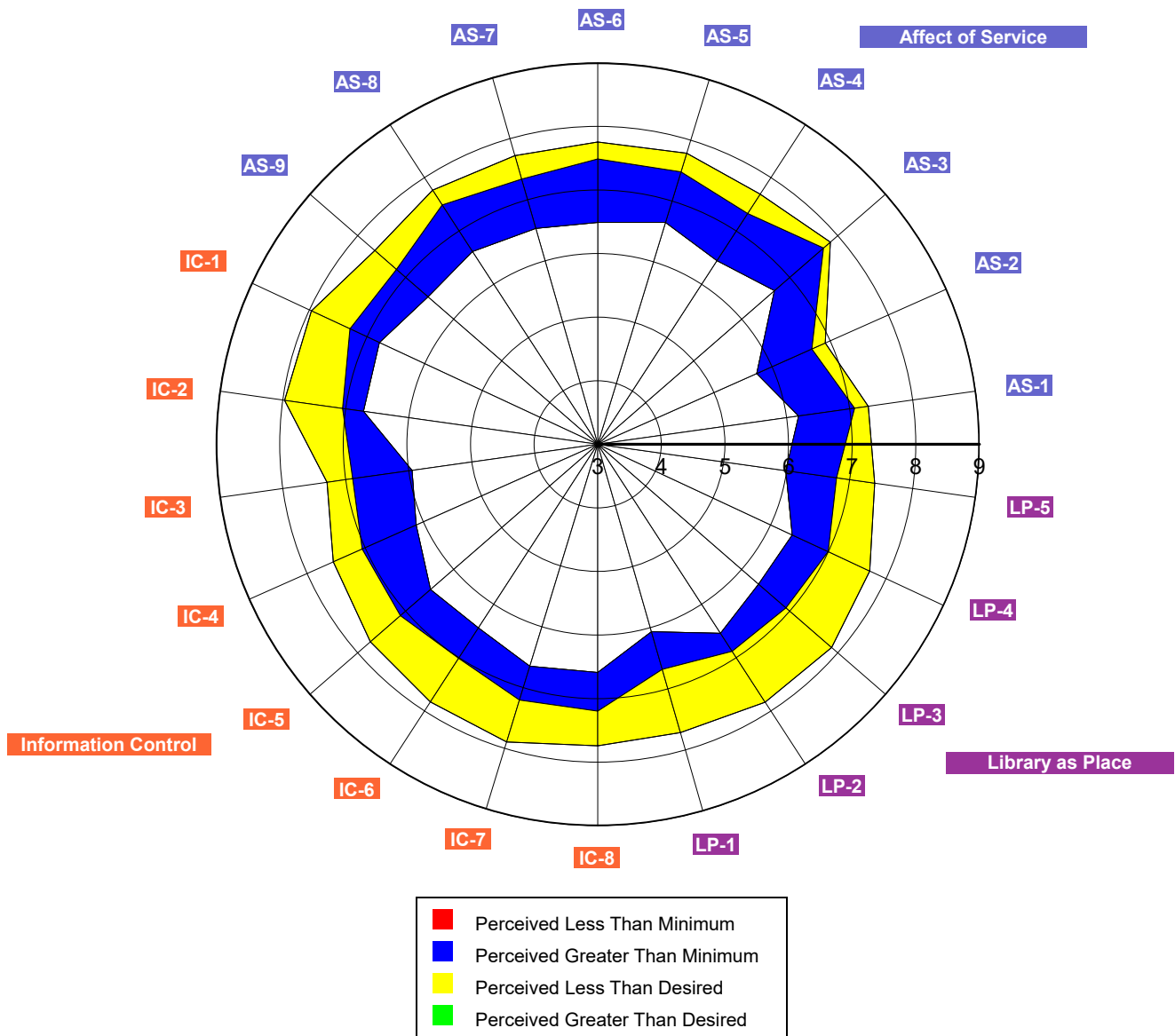
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	101,268	86.68	5,694	76.72
Part-time	15,557	13.32	406	5.47
Does not apply / NA		0.00	1,322	17.81
Total:	116,825	100.00	7,422	100.00

3.2 Core Questions Summary for ARL

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.19	7.30	7.08	0.89	-0.22	1,626
AS-2	Giving users individual attention	5.74	6.92	6.69	0.95	-0.23	1,904
AS-3	Employees who are consistently courteous	6.69	7.85	7.71	1.02	-0.14	1,839
AS-4	Readiness to respond to users' questions	6.45	7.69	7.33	0.88	-0.36	1,722
AS-5	Employees who have the knowledge to answer user questions	6.65	7.79	7.48	0.83	-0.31	1,996
AS-6	Employees who deal with users in a caring fashion	6.49	7.76	7.49	1.00	-0.27	6,966
AS-7	Employees who understand the needs of their users	6.53	7.72	7.34	0.81	-0.38	1,940
AS-8	Willingness to help users	6.62	7.77	7.49	0.87	-0.28	1,779
AS-9	Dependability in handling users' service problems	6.54	7.65	7.19	0.66	-0.45	1,556
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.79	7.97	7.30	0.51	-0.67	1,862
IC-2	A library Web site enabling me to locate information on my own	6.72	7.97	7.05	0.33	-0.92	2,458
IC-3	The printed library materials I need for my work	5.95	7.30	6.89	0.94	-0.41	1,783
IC-4	The electronic information resources I need	6.13	7.55	7.05	0.93	-0.50	7,196
IC-5	Modern equipment that lets me easily access needed information	6.48	7.74	7.11	0.63	-0.63	2,323
IC-6	Easy-to-use access tools that allow me to find things on my own	6.44	7.83	7.01	0.57	-0.82	2,394
IC-7	Making information easily accessible for independent use	6.65	7.90	7.21	0.56	-0.69	2,185
IC-8	Print and/or electronic journal collections I require for my work	6.59	7.74	7.20	0.61	-0.55	1,774
Library as Place							
LP-1	Library space that inspires study and learning	6.07	7.72	6.68	0.62	-1.03	6,972
LP-2	Quiet space for individual activities	6.55	7.84	6.88	0.34	-0.95	1,829
LP-3	A comfortable and inviting location	6.35	7.87	6.92	0.57	-0.95	1,852
LP-4	A getaway for study, learning, or research	6.38	7.72	7.00	0.62	-0.72	1,902
LP-5	Community space for group learning and group study	5.99	7.40	6.79	0.80	-0.61	1,774
Overall:		6.36	7.69	7.11	0.75	-0.58	7,458

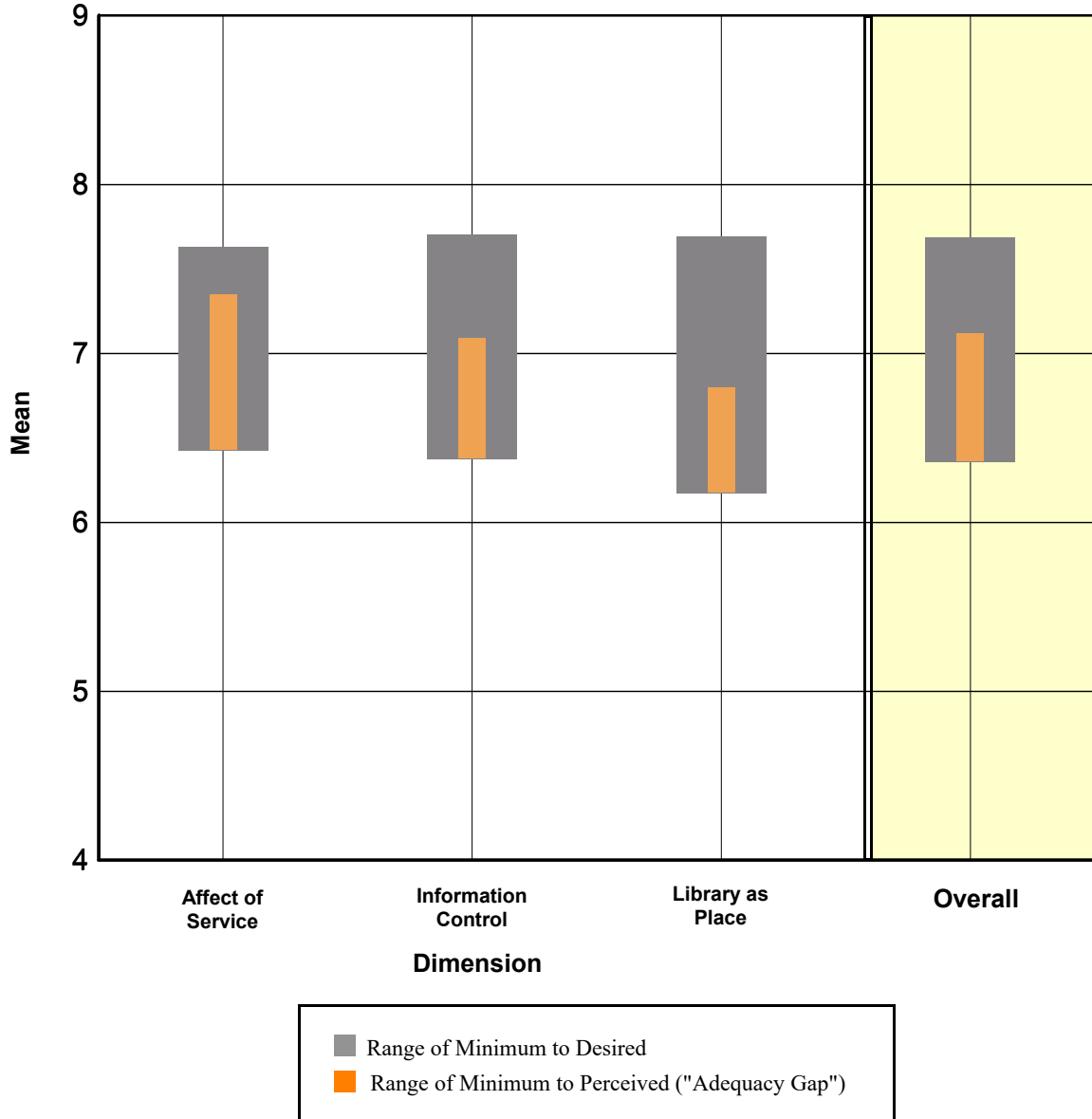
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

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	2.06	1.71	1.71	1.85	1.64	1,626
AS-2	Giving users individual attention	2.16	1.86	1.85	1.81	1.68	1,904
AS-3	Employees who are consistently courteous	1.87	1.40	1.45	1.80	1.49	1,839
AS-4	Readiness to respond to users' questions	1.78	1.37	1.54	1.78	1.52	1,722
AS-5	Employees who have the knowledge to answer user questions	1.82	1.43	1.49	1.73	1.50	1,996
AS-6	Employees who deal with users in a caring fashion	1.86	1.44	1.53	1.81	1.53	6,966
AS-7	Employees who understand the needs of their users	1.82	1.41	1.49	1.77	1.47	1,940
AS-8	Willingness to help users	1.84	1.43	1.49	1.70	1.41	1,779
AS-9	Dependability in handling users' service problems	1.78	1.45	1.58	1.76	1.57	1,556
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.82	1.33	1.63	1.88	1.65	1,862
IC-2	A library Web site enabling me to locate information on my own	1.75	1.35	1.70	1.89	1.75	2,458
IC-3	The printed library materials I need for my work	2.14	1.89	1.77	2.12	2.03	1,783
IC-4	The electronic information resources I need	1.93	1.64	1.59	1.89	1.75	7,196
IC-5	Modern equipment that lets me easily access needed information	1.77	1.43	1.57	1.82	1.64	2,323
IC-6	Easy-to-use access tools that allow me to find things on my own	1.81	1.38	1.62	1.90	1.75	2,394
IC-7	Making information easily accessible for independent use	1.71	1.32	1.49	1.72	1.54	2,185
IC-8	Print and/or electronic journal collections I require for my work	1.97	1.66	1.64	1.96	1.79	1,774
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.59	1.81	2.17	2.11	6,972
LP-2	Quiet space for individual activities	1.95	1.57	1.84	2.27	2.14	1,829
LP-3	A comfortable and inviting location	1.85	1.40	1.76	2.08	1.93	1,852
LP-4	A getaway for study, learning, or research	1.92	1.51	1.70	2.03	1.88	1,902
LP-5	Community space for group learning and group study	2.04	1.79	1.80	2.22	2.16	1,774
Overall:		1.47	1.07	1.23	1.40	1.21	7,458

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	6.42	7.63	7.34	0.92	-0.29	7,271
Information Control	6.38	7.70	7.08	0.71	-0.62	7,444
Library as Place	6.18	7.70	6.79	0.62	-0.90	7,136
Overall	6.36	7.69	7.11	0.75	-0.58	7,458

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	1.39	1.55	1.30	7,271
Information Control	1.59	1.25	1.36	1.55	1.40	7,444
Library as Place	1.77	1.43	1.62	1.93	1.86	7,136
Overall	1.47	1.07	1.23	1.40	1.21	7,458

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
Availability of online help when using my library's electronic resources	6.34	7.57	6.73	0.38	-0.84	337
Library keeping me informed about all of its services	6.08	7.18	6.41	0.34	-0.77	407
The library assists me in achieving academic success	6.21	7.63	6.92	0.72	-0.71	473
A library environment that is hospitable and conducive to finding and using information	6.51	7.89	7.31	0.80	-0.58	400
Feeling like I belong in the library	6.22	7.53	6.93	0.71	-0.60	500
The Library keeping me informed about library resources and services	6.24	7.32	7.59	1.35	0.27	287
A climate that encourages diversity and inclusion	7.06	7.89	7.87	0.81	-0.02	242
The library as a community hub on campus	5.68	7.01	6.59	0.91	-0.42	514
A user-friendly online library catalog for books and articles	6.54	7.83	6.94	0.40	-0.89	493
Accessibility of library resources and services during COVID-19	6.99	7.90	7.70	0.70	-0.21	184
Collections, services, and resources that encourage diversity and inclusion	6.14	7.30	7.04	0.90	-0.26	454
A library that supports equity, diversity, inclusion, justice, and accessibility	7.13	8.10	7.89	0.76	-0.21	354
Ability to navigate library Web pages easily	6.78	8.02	6.87	0.09	-1.15	767
Access to archives, special collections	5.69	6.90	7.12	1.43	0.22	540
Timely document delivery / interlibrary loan	6.89	7.87	7.71	0.82	-0.16	221
Helpful online guides and tutorials	6.23	7.47	6.76	0.53	-0.71	347
An online catalog that is user-friendly for finding materials	6.82	8.04	6.95	0.13	-1.09	394
A service which can find for me rapidly and easily the documents not available in my own institution	6.34	7.72	7.09	0.75	-0.64	373

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.94	1.54	1.79	1.94	1.78	337
Library keeping me informed about all of its services	2.01	1.74	2.01	2.02	2.06	407
The library assists me in achieving academic success	1.89	1.51	1.69	1.77	1.67	473
A library environment that is hospitable and conducive to finding and using information	1.72	1.35	1.52	1.87	1.68	400
Feeling like I belong in the library	2.08	1.66	1.86	2.08	1.91	500
The Library keeping me informed about library resources and services	2.21	1.84	1.63	2.20	1.93	287
A climate that encourages diversity and inclusion	2.23	1.84	1.64	2.01	1.50	242
The library as a community hub on campus	2.14	1.90	1.77	1.99	1.76	514
A user-friendly online library catalog for books and articles	1.85	1.55	1.67	1.83	1.71	493
Accessibility of library resources and services during COVID-19	2.03	1.66	1.56	1.84	1.45	184
Collections, services, and resources that encourage diversity and inclusion	2.06	1.76	1.54	2.07	1.83	454
A library that supports equity, diversity, inclusion, justice, and accessibility	1.90	1.37	1.30	1.87	1.46	354
Ability to navigate library Web pages easily	1.74	1.26	1.79	2.05	1.89	767
Access to archives, special collections	2.42	2.12	1.74	2.32	2.08	540
Timely document delivery / interlibrary loan	1.84	1.34	1.41	1.86	1.52	221
Helpful online guides and tutorials	2.03	1.63	1.82	1.97	1.84	347
An online catalog that is user-friendly for finding materials	1.73	1.32	1.70	1.86	1.71	394
A service which can find for me rapidly and easily the documents not available in my own institution	1.88	1.47	1.67	2.03	1.70	373

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

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.	7.79	1.36	3,819
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.36	1.51	3,801
How would you rate the overall quality of the service provided by the library?	7.51	1.29	7,457

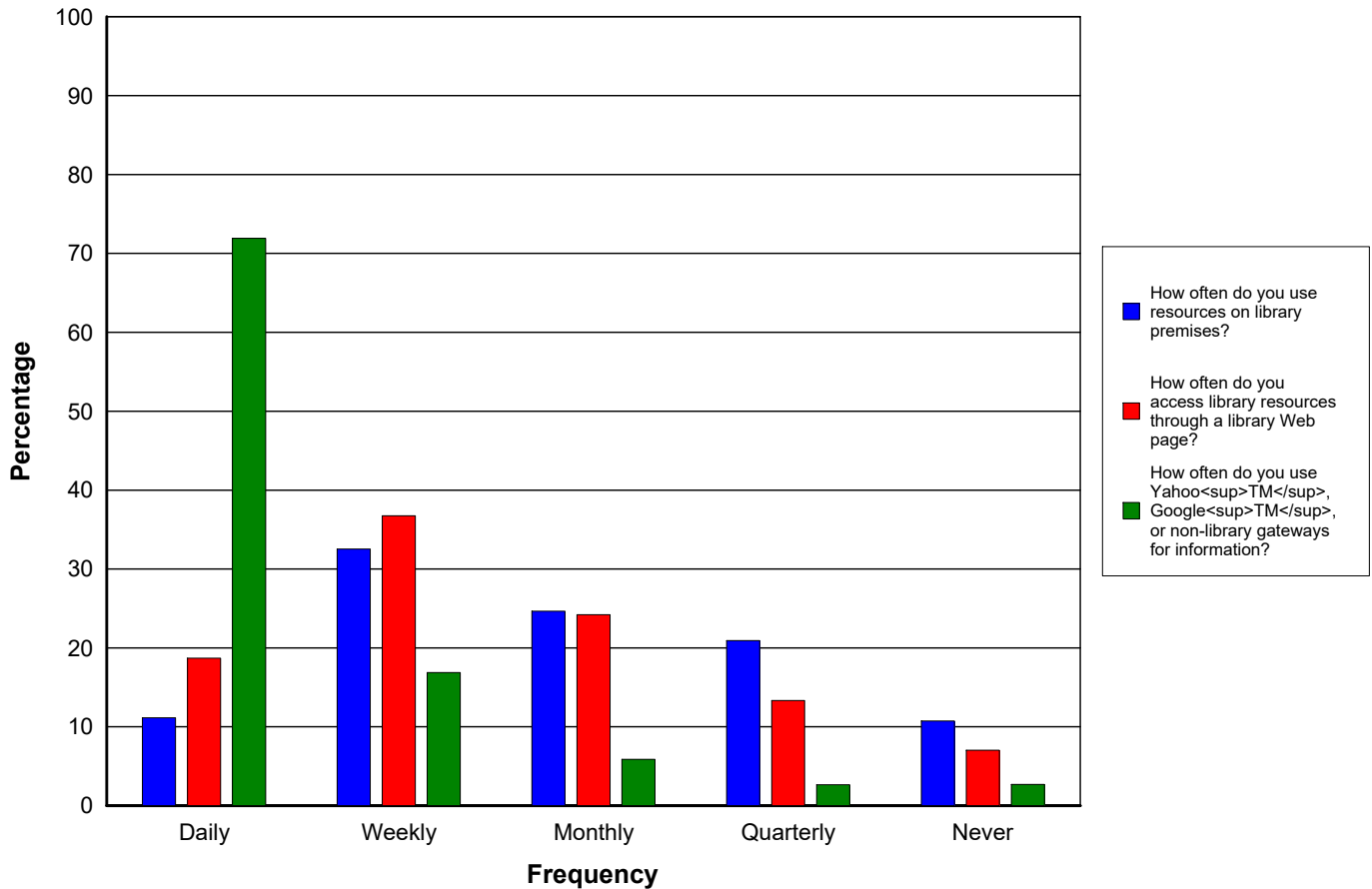
3.6 Information Literacy Outcomes Questions Summary for ARL

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.	6.58	1.84	2,489
The library aids my advancement in my academic discipline or work.	7.33	1.57	3,423
The library enables me to be more efficient in my academic pursuits or work.	7.38	1.57	3,500
The library helps me distinguish between trustworthy and untrustworthy information.	6.79	1.80	3,461
The library provides me with the information skills I need in my work or study.	7.11	1.61	2,530

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?	831 11.14%	2,427 32.54%	1,838 24.64%	1,561 20.93%	801 10.74%	7,458 100.00%
How often do you access library resources through a library Web page?	1,394 18.69%	2,741 36.75%	1,805 24.20%	994 13.33%	524 7.03%	7,458 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	5,363 71.91%	1,258 16.87%	438 5.87%	198 2.65%	201 2.70%	7,458 100.00%

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

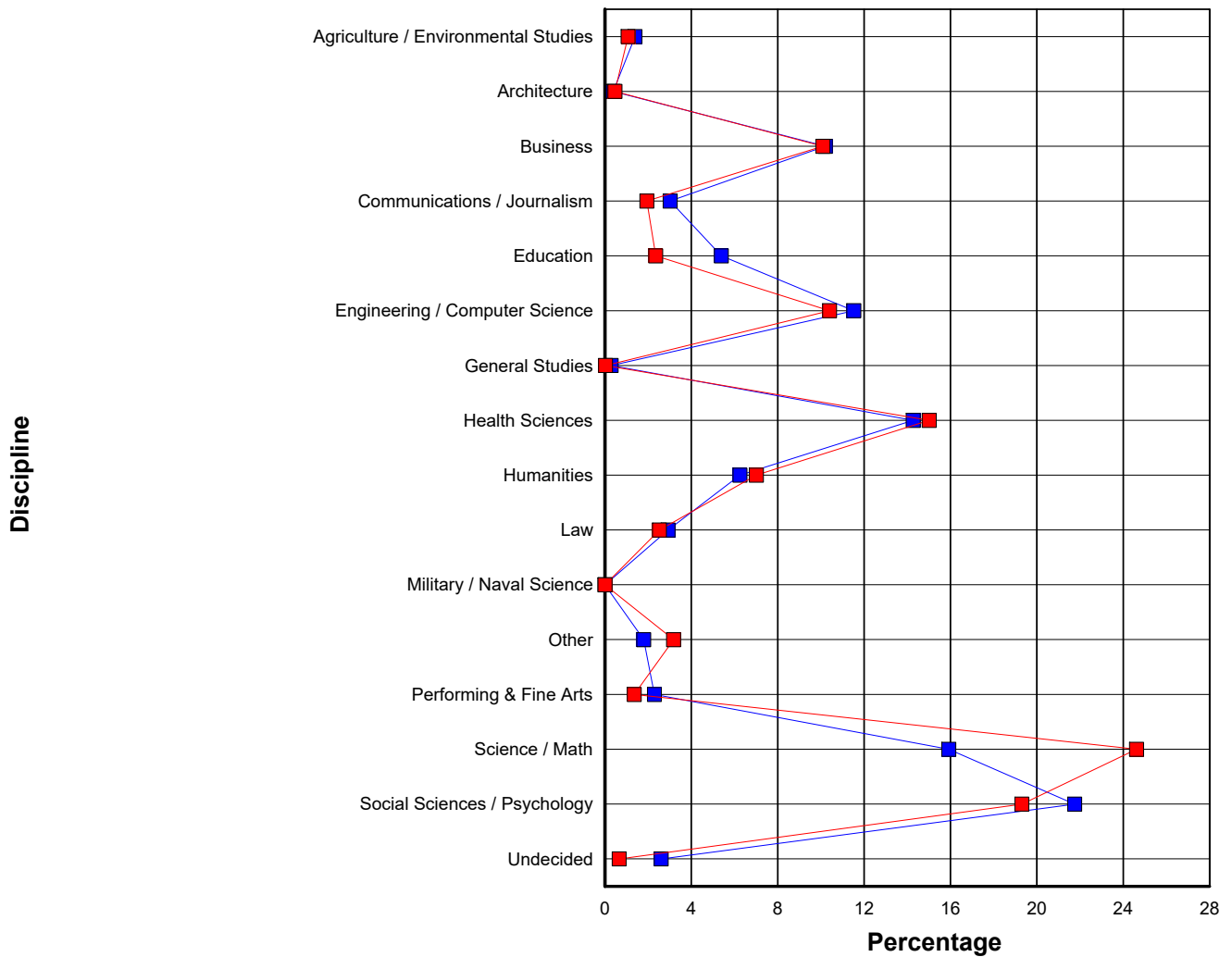
4 Summary for Undergraduate

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	1,746	1.39	44	1.07	0.32
Architecture	481	0.38	19	0.46	-0.08
Business	12,834	10.20	416	10.09	0.11
Communications / Journalism	3,797	3.02	80	1.94	1.08
Education	6,783	5.39	97	2.35	3.04
Engineering / Computer Science	14,495	11.52	429	10.41	1.12
General Studies	361	0.29	1	0.02	0.26
Health Sciences	17,958	14.27	619	15.01	-0.74
Humanities	7,869	6.26	289	7.01	-0.75
Law	3,672	2.92	104	2.52	0.40
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,259	1.80	131	3.18	-1.38
Performing & Fine Arts	2,879	2.29	56	1.36	0.93
Science / Math	20,027	15.92	1,015	24.62	-8.70
Social Sciences / Psychology	27,365	21.75	796	19.31	2.45
Undecided	3,276	2.60	27	0.65	1.95
Total:	125,802	100.00	4,123	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	14	0.59
18 - 22	2,012	84.89
23 - 30	270	11.39
31 - 45	58	2.45
46 - 65	14	0.59
Over 65	2	0.08
Total:	2,370	100.00

4.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	30,469	53.31	0	0.00
Male	26,690	46.69	0	0.00
Total:	57,159	100.00	0	100.00

4.1.4 Respondent Profile by Full or part-time student?

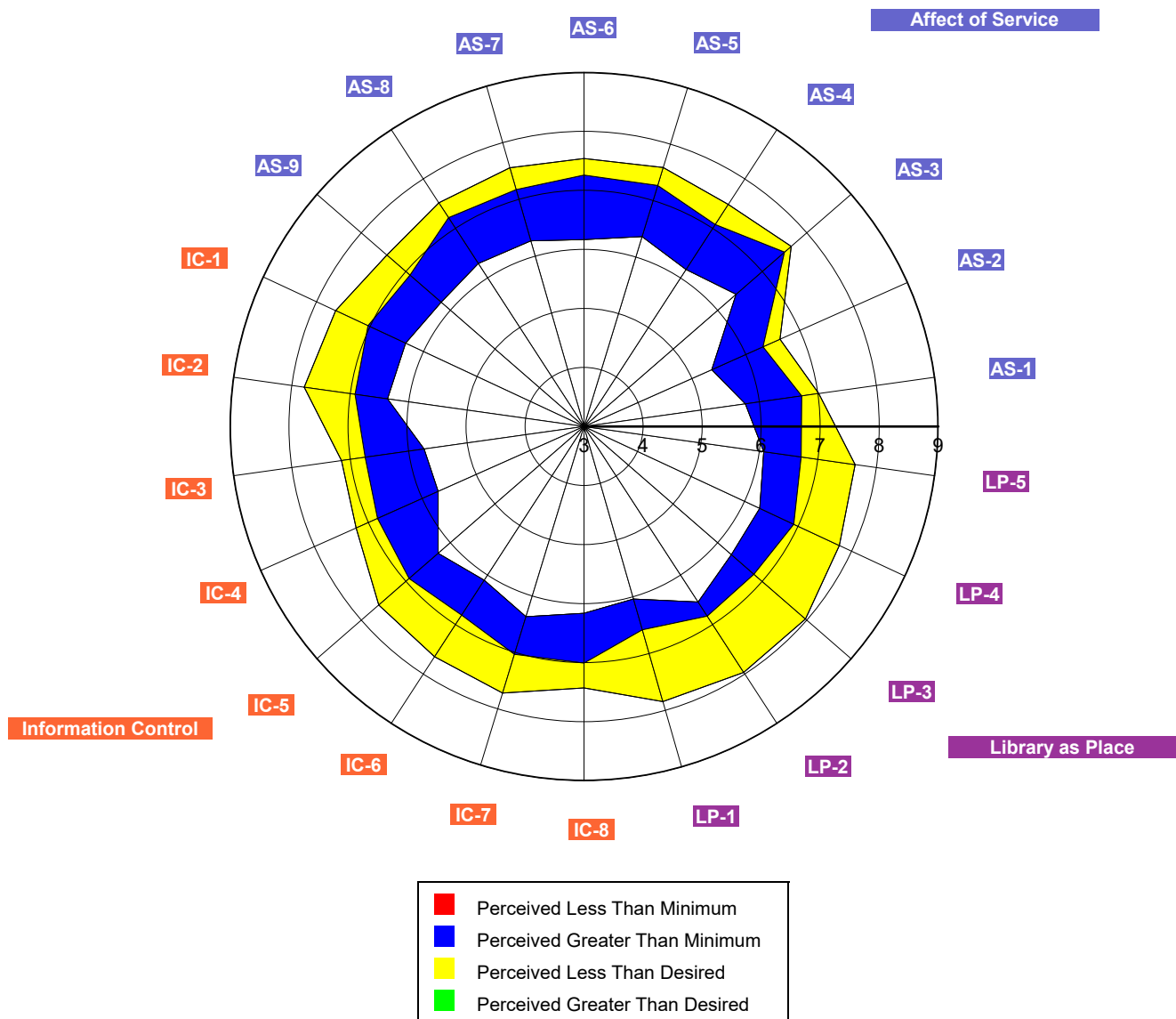
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	81,114	88.28	3,928	95.48
Part-time	10,767	11.72	165	4.01
Does not apply / NA		0.00	21	0.51
Total:	91,881	100.00	4,114	100.00

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	5.76	7.01	6.72	0.96	-0.29	909
AS-2	Giving users individual attention	5.37	6.63	6.32	0.95	-0.32	1,046
AS-3	Employees who are consistently courteous	6.42	7.65	7.50	1.09	-0.15	1,011
AS-4	Readiness to respond to users' questions	6.17	7.49	7.08	0.91	-0.40	967
AS-5	Employees who have the knowledge to answer user questions	6.36	7.59	7.27	0.91	-0.32	1,106
AS-6	Employees who deal with users in a caring fashion	6.17	7.54	7.26	1.09	-0.28	3,831
AS-7	Employees who understand the needs of their users	6.27	7.56	7.17	0.90	-0.39	1,064
AS-8	Willingness to help users	6.29	7.52	7.22	0.92	-0.30	985
AS-9	Dependability in handling users' service problems	6.21	7.43	6.91	0.70	-0.52	863
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.34	7.64	7.04	0.70	-0.60	1,042
IC-2	A library Web site enabling me to locate information on my own	6.36	7.79	6.92	0.55	-0.87	1,364
IC-3	The printed library materials I need for my work	5.74	7.15	6.74	1.01	-0.40	996
IC-4	The electronic information resources I need	5.71	7.23	6.83	1.12	-0.40	3,950
IC-5	Modern equipment that lets me easily access needed information	6.28	7.61	6.93	0.65	-0.68	1,329
IC-6	Easy-to-use access tools that allow me to find things on my own	6.11	7.65	6.81	0.71	-0.84	1,309
IC-7	Making information easily accessible for independent use	6.37	7.72	7.04	0.67	-0.69	1,212
IC-8	Print and/or electronic journal collections I require for my work	6.17	7.43	7.01	0.84	-0.42	943
Library as Place							
LP-1	Library space that inspires study and learning	6.04	7.85	6.58	0.54	-1.26	4,085
LP-2	Quiet space for individual activities	6.55	7.97	6.83	0.28	-1.14	1,099
LP-3	A comfortable and inviting location	6.31	7.97	6.81	0.50	-1.16	1,070
LP-4	A getaway for study, learning, or research	6.28	7.77	6.92	0.64	-0.85	1,116
LP-5	Community space for group learning and group study	6.08	7.64	6.71	0.64	-0.92	1,073
Overall:		6.09	7.54	6.91	0.82	-0.64	4,125

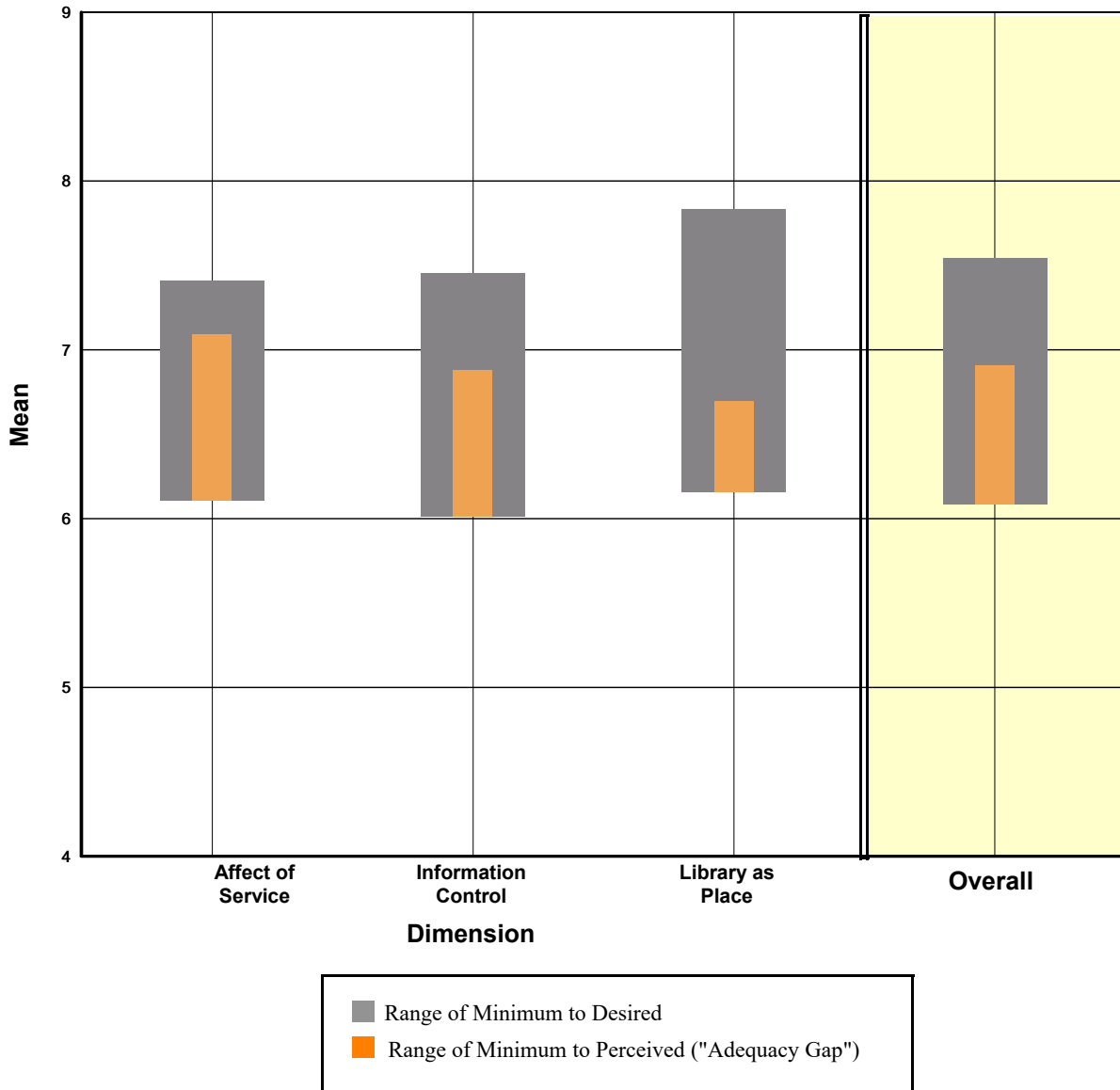
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	2.05	1.76	1.75	1.88	1.70	909
AS-2	Giving users individual attention	2.11	1.88	1.90	1.81	1.69	1,046
AS-3	Employees who are consistently courteous	1.89	1.48	1.45	1.68	1.44	1,011
AS-4	Readiness to respond to users' questions	1.76	1.44	1.59	1.80	1.60	967
AS-5	Employees who have the knowledge to answer user questions	1.83	1.48	1.54	1.74	1.54	1,106
AS-6	Employees who deal with users in a caring fashion	1.85	1.52	1.58	1.82	1.58	3,831
AS-7	Employees who understand the needs of their users	1.83	1.45	1.52	1.74	1.46	1,064
AS-8	Willingness to help users	1.87	1.53	1.54	1.72	1.49	985
AS-9	Dependability in handling users' service problems	1.80	1.54	1.65	1.83	1.60	863
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.46	1.71	1.89	1.70	1,042
IC-2	A library Web site enabling me to locate information on my own	1.78	1.45	1.73	1.84	1.77	1,364
IC-3	The printed library materials I need for my work	2.17	1.90	1.80	2.08	2.03	996
IC-4	The electronic information resources I need	1.92	1.74	1.62	1.87	1.79	3,950
IC-5	Modern equipment that lets me easily access needed information	1.74	1.44	1.61	1.83	1.67	1,329
IC-6	Easy-to-use access tools that allow me to find things on my own	1.79	1.43	1.68	1.86	1.78	1,309
IC-7	Making information easily accessible for independent use	1.70	1.37	1.52	1.72	1.56	1,212
IC-8	Print and/or electronic journal collections I require for my work	2.06	1.83	1.73	1.96	1.81	943
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.41	1.79	2.08	2.00	4,085
LP-2	Quiet space for individual activities	1.86	1.40	1.85	2.23	2.10	1,099
LP-3	A comfortable and inviting location	1.78	1.26	1.76	2.07	1.92	1,070
LP-4	A getaway for study, learning, or research	1.81	1.41	1.71	1.95	1.83	1,116
LP-5	Community space for group learning and group study	1.91	1.54	1.80	2.18	2.04	1,073
Overall:		1.43	1.09	1.24	1.36	1.20	4,125

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	6.10	7.41	7.09	0.99	-0.32	4,002
Information Control	6.01	7.46	6.88	0.87	-0.58	4,114
Library as Place	6.16	7.83	6.70	0.54	-1.14	4,112
Overall	6.09	7.54	6.91	0.82	-0.64	4,125

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	1.35	1.42	1.53	1.31	4,002
Information Control	1.57	1.30	1.39	1.51	1.41	4,114
Library as Place	1.63	1.23	1.59	1.84	1.76	4,112
Overall	1.43	1.09	1.24	1.36	1.20	4,125

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
Availability of online help when using my library's electronic resources	6.18	7.52	6.63	0.45	-0.89	208
Library keeping me informed about all of its services	5.83	7.07	6.43	0.59	-0.65	260
The library assists me in achieving academic success	6.03	7.54	6.65	0.63	-0.88	312
A library environment that is hospitable and conducive to finding and using information	6.27	7.79	7.26	0.99	-0.53	238
Feeling like I belong in the library	6.14	7.53	6.90	0.75	-0.64	344
The Library keeping me informed about library resources and services	6.24	7.31	7.45	1.21	0.14	71
A climate that encourages diversity and inclusion	7.09	7.88	8.02	0.92	0.14	64
The library as a community hub on campus	5.59	6.98	6.55	0.97	-0.43	344
A user-friendly online library catalog for books and articles	6.33	7.58	6.86	0.53	-0.72	334
Accessibility of library resources and services during COVID-19	6.41	7.50	7.31	0.91	-0.19	32
Collections, services, and resources that encourage diversity and inclusion	5.80	7.14	6.95	1.16	-0.18	303
A library that supports equity, diversity, inclusion, justice, and accessibility	7.08	8.08	7.81	0.73	-0.28	228
Ability to navigate library Web pages easily	6.58	7.87	6.90	0.32	-0.97	447
Access to archives, special collections	5.27	6.52	6.89	1.62	0.37	256
Timely document delivery / interlibrary loan	6.71	7.67	7.76	1.04	0.09	45
Helpful online guides and tutorials	6.10	7.45	6.61	0.52	-0.84	217
An online catalog that is user-friendly for finding materials	6.48	7.88	6.88	0.40	-1.00	248
A service which can find for me rapidly and easily the documents not available in my own institution	6.00	7.46	6.82	0.83	-0.64	204

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
Availability of online help when using my library's electronic resources	1.98	1.59	1.71	1.93	1.79	208
Library keeping me informed about all of its services	2.09	1.71	2.07	2.16	2.15	260
The library assists me in achieving academic success	1.88	1.56	1.75	1.84	1.78	312
A library environment that is hospitable and conducive to finding and using information	1.66	1.40	1.50	1.87	1.64	238
Feeling like I belong in the library	2.03	1.62	1.85	2.11	1.93	344
The Library keeping me informed about library resources and services	2.21	1.78	1.86	2.43	2.12	71
A climate that encourages diversity and inclusion	2.08	1.82	1.46	1.99	1.32	64
The library as a community hub on campus	2.12	1.87	1.80	1.99	1.72	344
A user-friendly online library catalog for books and articles	1.87	1.67	1.67	1.80	1.68	334
Accessibility of library resources and services during COVID-19	2.35	2.05	1.94	1.35	1.53	32
Collections, services, and resources that encourage diversity and inclusion	2.10	1.83	1.61	2.12	1.91	303
A library that supports equity, diversity, inclusion, justice, and accessibility	1.97	1.38	1.36	1.94	1.43	228
Ability to navigate library Web pages easily	1.74	1.29	1.69	1.83	1.74	447
Access to archives, special collections	2.40	2.26	1.75	2.27	2.21	256
Timely document delivery / interlibrary loan	2.13	1.60	1.51	2.02	1.55	45
Helpful online guides and tutorials	2.01	1.55	1.87	1.99	1.84	217
An online catalog that is user-friendly for finding materials	1.74	1.37	1.64	1.81	1.61	248
A service which can find for me rapidly and easily the documents not available in my own institution	1.94	1.59	1.60	2.06	1.72	204

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.	7.66	1.39	2,114
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.20	1.50	2,113
How would you rate the overall quality of the service provided by the library?	7.34	1.29	4,125

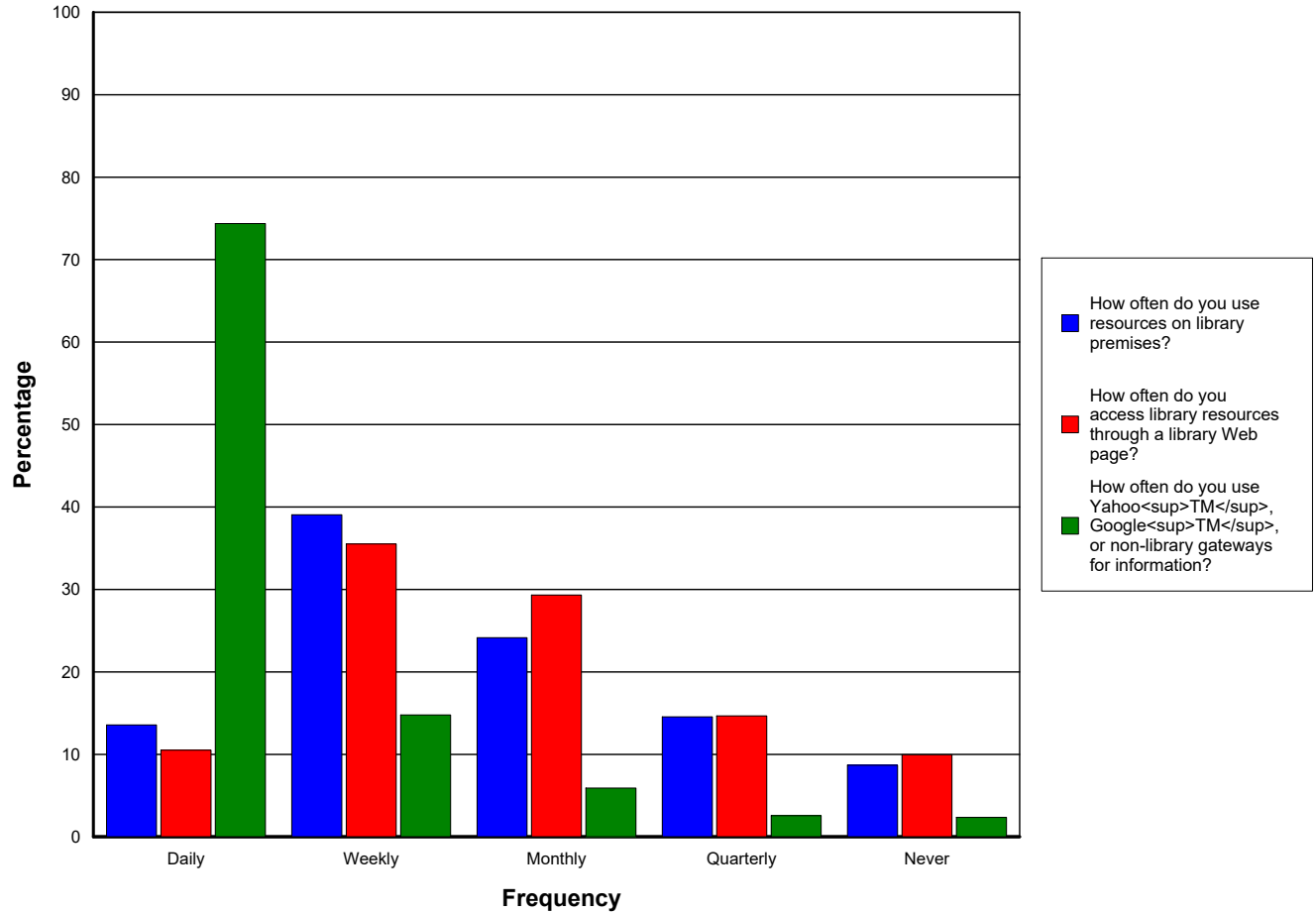
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.37	1.81	1,360
The library aids my advancement in my academic discipline or work.	7.14	1.61	1,857
The library enables me to be more efficient in my academic pursuits or work.	7.27	1.61	1,947
The library helps me distinguish between trustworthy and untrustworthy information.	6.73	1.77	1,938
The library provides me with the information skills I need in my work or study.	6.92	1.64	1,450

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?	560 13.58%	1,611 39.05%	996 24.15%	600 14.55%	358 8.68%	4,125 100.00%
How often do you access library resources through a library Web page?	434 10.52%	1,465 35.52%	1,210 29.33%	605 14.67%	411 9.96%	4,125 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	3,068 74.38%	610 14.79%	244 5.92%	106 2.57%	97 2.35%	4,125 100.00%

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

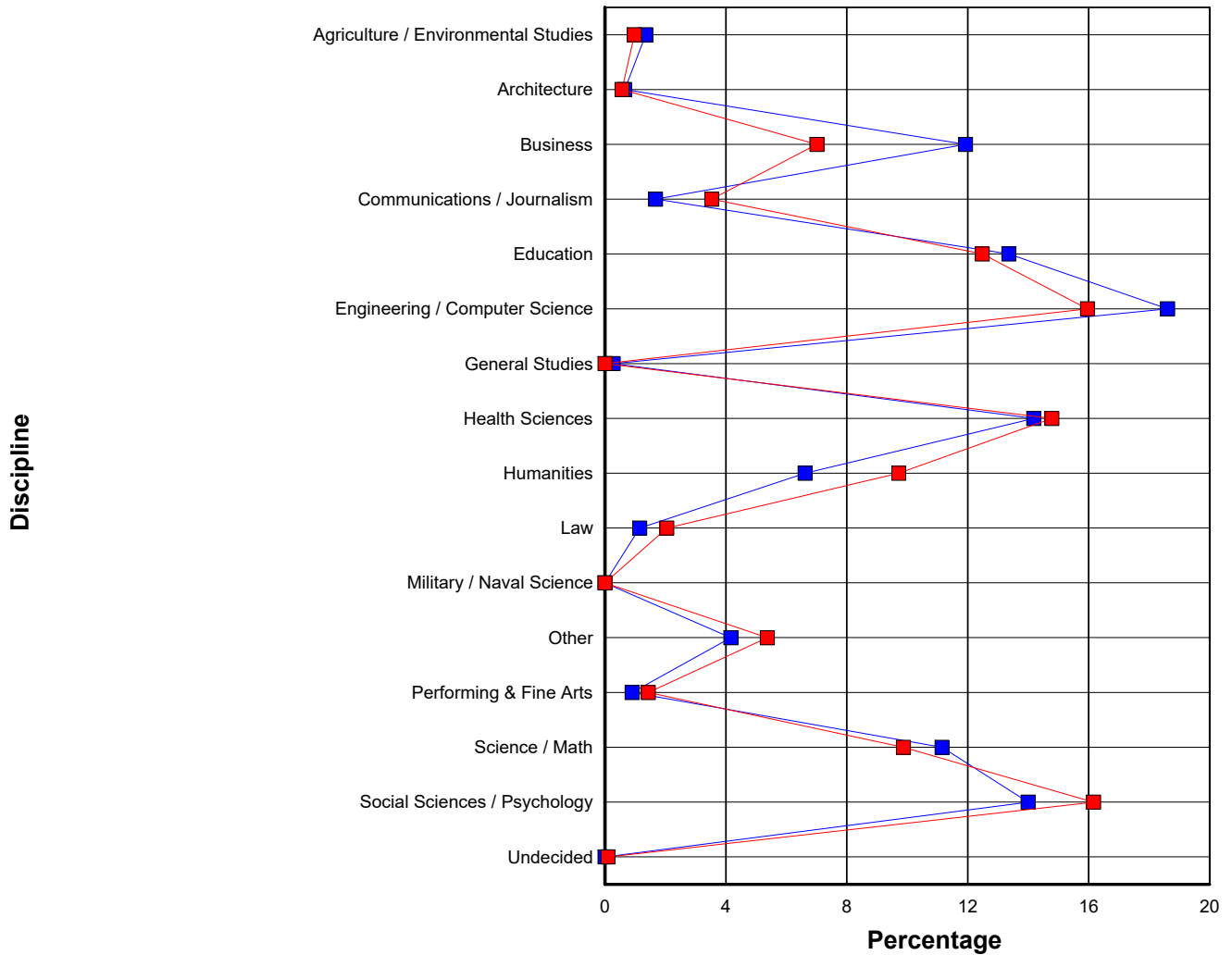
5 Summary for Graduate

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	399	1.35	19	0.97	0.37
Architecture	194	0.65	11	0.56	0.09
Business	3,537	11.93	137	7.01	4.92
Communications / Journalism	497	1.68	69	3.53	-1.85
Education	3,961	13.36	244	12.48	0.88
Engineering / Computer Science	5,519	18.61	312	15.96	2.65
General Studies	80	0.27	0	0.00	0.27
Health Sciences	4,206	14.18	289	14.78	-0.60
Humanities	1,963	6.62	190	9.72	-3.10
Law	340	1.15	40	2.05	-0.90
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,235	4.16	105	5.37	-1.21
Performing & Fine Arts	266	0.90	28	1.43	-0.54
Science / Math	3,306	11.15	193	9.87	1.28
Social Sciences / Psychology	4,151	14.00	316	16.16	-2.17
Undecided	0	0.00	2	0.10	-0.10
Total:	29,654	100.00	1,955	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	114	8.71
23 - 30	811	61.96
31 - 45	312	23.83
46 - 65	65	4.97
Over 65	7	0.53
Total:	1,309	100.00

5.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	8,959	52.45	0	0.00
Male	8,122	47.55	0	0.00
Total:	17,081	100.00	0	100.00

5.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	17,341	80.14	1,709	87.55
Part-time	4,297	19.86	213	10.91
Does not apply / NA		0.00	30	1.54
Total:	21,638	100.00	1,952	100.00

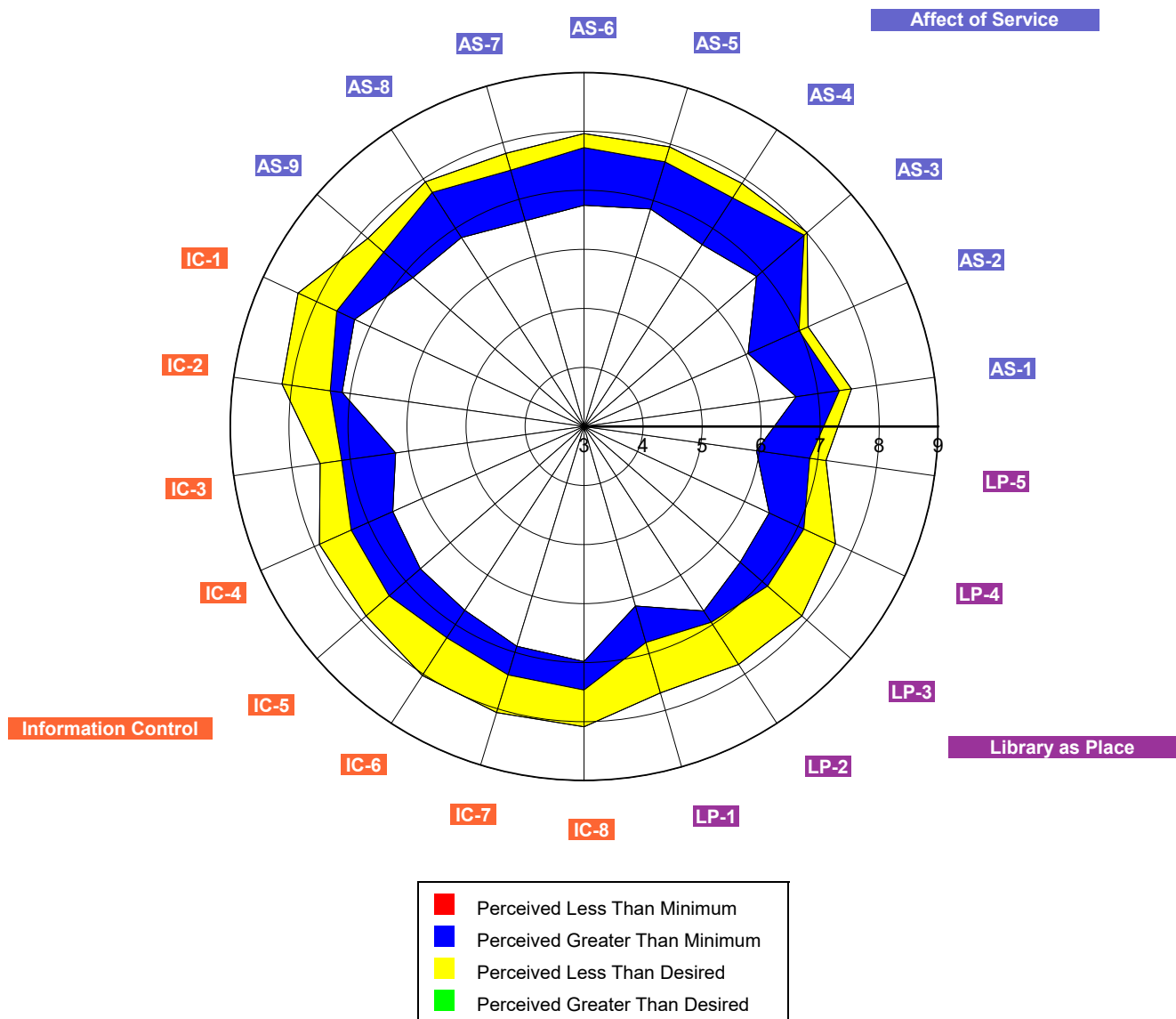
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

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	6.63	7.57	7.37	0.74	-0.20	423
AS-2	Giving users individual attention	6.04	7.15	6.99	0.95	-0.16	510
AS-3	Employees who are consistently courteous	6.87	8.01	7.94	1.07	-0.07	502
AS-4	Readiness to respond to users' questions	6.68	7.91	7.62	0.94	-0.29	438
AS-5	Employees who have the knowledge to answer user questions	6.85	7.95	7.69	0.83	-0.27	523
AS-6	Employees who deal with users in a caring fashion	6.75	7.96	7.73	0.98	-0.24	1,823
AS-7	Employees who understand the needs of their users	6.62	7.81	7.52	0.89	-0.30	501
AS-8	Willingness to help users	6.82	7.94	7.73	0.91	-0.21	438
AS-9	Dependability in handling users' service problems	6.84	7.85	7.50	0.66	-0.35	406
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.29	8.35	7.63	0.33	-0.72	495
IC-2	A library Web site enabling me to locate information on my own	7.14	8.17	7.34	0.20	-0.83	664
IC-3	The printed library materials I need for my work	6.23	7.52	7.15	0.92	-0.37	469
IC-4	The electronic information resources I need	6.55	7.91	7.32	0.77	-0.59	1,915
IC-5	Modern equipment that lets me easily access needed information	6.68	7.89	7.38	0.70	-0.52	596
IC-6	Easy-to-use access tools that allow me to find things on my own	6.71	8.03	7.27	0.56	-0.76	618
IC-7	Making information easily accessible for independent use	6.89	8.07	7.40	0.51	-0.67	571
IC-8	Print and/or electronic journal collections I require for my work	6.98	8.09	7.47	0.48	-0.62	488
Library as Place							
LP-1	Library space that inspires study and learning	6.17	7.69	6.81	0.64	-0.89	1,788
LP-2	Quiet space for individual activities	6.73	7.81	6.96	0.23	-0.85	457
LP-3	A comfortable and inviting location	6.51	7.89	7.12	0.61	-0.77	498
LP-4	A getaway for study, learning, or research	6.46	7.70	7.11	0.64	-0.59	489
LP-5	Community space for group learning and group study	5.95	7.14	6.86	0.91	-0.28	431
Overall:		6.61	7.86	7.34	0.72	-0.52	1,955

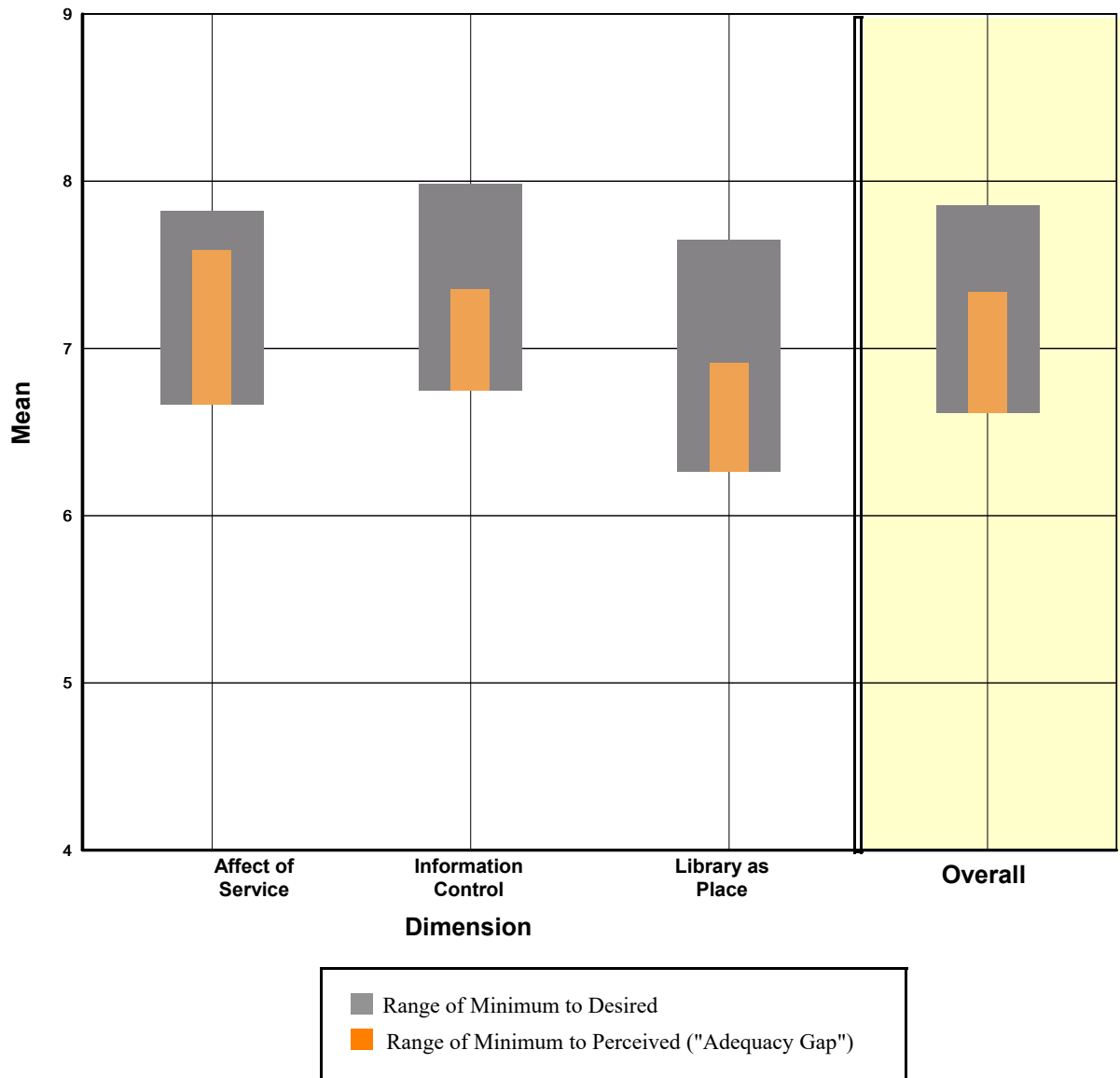
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Graduate

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	1.97	1.59	1.61	1.78	1.53	423
AS-2	Giving users individual attention	2.13	1.86	1.73	1.72	1.78	510
AS-3	Employees who are consistently courteous	1.85	1.32	1.39	1.97	1.61	502
AS-4	Readiness to respond to users' questions	1.76	1.22	1.39	1.82	1.49	438
AS-5	Employees who have the knowledge to answer user questions	1.78	1.35	1.36	1.68	1.42	523
AS-6	Employees who deal with users in a caring fashion	1.82	1.30	1.41	1.80	1.44	1,823
AS-7	Employees who understand the needs of their users	1.86	1.41	1.45	1.85	1.50	501
AS-8	Willingness to help users	1.71	1.27	1.38	1.70	1.39	438
AS-9	Dependability in handling users' service problems	1.73	1.32	1.38	1.65	1.49	406
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.59	1.03	1.45	1.87	1.59	495
IC-2	A library Web site enabling me to locate information on my own	1.57	1.13	1.57	1.84	1.65	664
IC-3	The printed library materials I need for my work	2.02	1.78	1.66	2.10	2.01	469
IC-4	The electronic information resources I need	1.81	1.40	1.51	1.86	1.63	1,915
IC-5	Modern equipment that lets me easily access needed information	1.80	1.35	1.44	1.81	1.57	596
IC-6	Easy-to-use access tools that allow me to find things on my own	1.80	1.27	1.52	1.83	1.63	618
IC-7	Making information easily accessible for independent use	1.67	1.21	1.44	1.79	1.53	571
IC-8	Print and/or electronic journal collections I require for my work	1.75	1.34	1.43	1.89	1.68	488
Library as Place							
LP-1	Library space that inspires study and learning	2.02	1.62	1.79	2.21	2.13	1,788
LP-2	Quiet space for individual activities	1.87	1.55	1.84	2.30	2.18	457
LP-3	A comfortable and inviting location	1.87	1.36	1.64	2.02	1.84	498
LP-4	A getaway for study, learning, or research	1.97	1.51	1.64	2.01	1.84	489
LP-5	Community space for group learning and group study	2.19	1.96	1.77	2.20	2.19	431
Overall:		1.46	0.98	1.15	1.43	1.19	1,955

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

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	6.66	7.82	7.59	0.92	-0.23	1,905
Information Control	6.75	7.98	7.36	0.61	-0.63	1,955
Library as Place	6.26	7.65	6.91	0.65	-0.74	1,846
Overall	6.61	7.86	7.34	0.72	-0.52	1,955

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.68	1.21	1.27	1.57	1.27	1,905
Information Control	1.52	1.07	1.26	1.56	1.34	1,955
Library as Place	1.85	1.46	1.59	1.96	1.85	1,846
Overall	1.46	0.98	1.15	1.43	1.19	1,955

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
Availability of online help when using my library's electronic resources	6.48	7.48	6.99	0.51	-0.49	82
Library keeping me informed about all of its services	6.47	7.53	6.68	0.21	-0.85	94
The library assists me in achieving academic success	6.43	7.78	7.40	0.98	-0.38	120
A library environment that is hospitable and conducive to finding and using information	7.07	7.94	7.35	0.28	-0.60	89
Feeling like I belong in the library	6.46	7.72	7.09	0.63	-0.63	121
The Library keeping me informed about library resources and services	6.13	7.23	7.56	1.42	0.33	97
A climate that encourages diversity and inclusion	7.23	7.98	8.04	0.80	0.06	82
The library as a community hub on campus	5.88	7.03	6.70	0.82	-0.33	116
A user-friendly online library catalog for books and articles	6.91	8.36	7.25	0.34	-1.11	106
Accessibility of library resources and services during COVID-19	7.16	8.03	7.83	0.67	-0.20	75
Collections, services, and resources that encourage diversity and inclusion	6.80	7.59	7.13	0.32	-0.46	111
A library that supports equity, diversity, inclusion, justice, and accessibility	7.29	8.22	8.02	0.73	-0.21	63
Ability to navigate library Web pages easily	6.79	8.17	6.97	0.19	-1.20	193
Access to archives, special collections	6.01	7.21	7.27	1.27	0.07	153
Timely document delivery / interlibrary loan	6.66	7.63	7.68	1.02	0.05	87
Helpful online guides and tutorials	6.51	7.59	7.17	0.66	-0.41	92
An online catalog that is user-friendly for finding materials	7.18	8.24	7.17	-0.01	-1.07	94
A service which can find for me rapidly and easily the documents not available in my own institution	6.55	7.88	7.37	0.82	-0.50	105

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
Availability of online help when using my library's electronic resources	1.89	1.50	1.86	1.85	1.70	82
Library keeping me informed about all of its services	1.76	1.70	1.87	1.47	1.79	94
The library assists me in achieving academic success	1.89	1.41	1.46	1.63	1.43	120
A library environment that is hospitable and conducive to finding and using information	1.62	1.26	1.54	1.78	1.61	89
Feeling like I belong in the library	2.14	1.59	1.83	2.08	1.92	121
The Library keeping me informed about library resources and services	2.26	1.83	1.67	2.22	1.93	97
A climate that encourages diversity and inclusion	2.07	1.54	1.21	2.16	1.60	82
The library as a community hub on campus	2.27	2.00	1.74	1.91	1.69	116
A user-friendly online library catalog for books and articles	1.88	1.09	1.58	1.63	1.51	106
Accessibility of library resources and services during COVID-19	2.01	1.56	1.45	1.82	1.34	75
Collections, services, and resources that encourage diversity and inclusion	1.83	1.58	1.51	1.90	1.74	111
A library that supports equity, diversity, inclusion, justice, and accessibility	1.70	1.28	1.07	1.41	1.42	63
Ability to navigate library Web pages easily	1.73	1.17	1.94	2.24	2.08	193
Access to archives, special collections	2.48	1.98	1.73	2.16	1.76	153
Timely document delivery / interlibrary loan	1.77	1.36	1.29	1.64	1.41	87
Helpful online guides and tutorials	1.85	1.50	1.61	1.87	1.69	92
An online catalog that is user-friendly for finding materials	1.57	1.12	1.85	1.94	1.96	94
A service which can find for me rapidly and easily the documents not available in my own institution	1.75	1.36	1.61	1.89	1.66	105

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	1.30	996
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.46	996
How would you rate the overall quality of the service provided by the library?	7.70	1.22	1,954

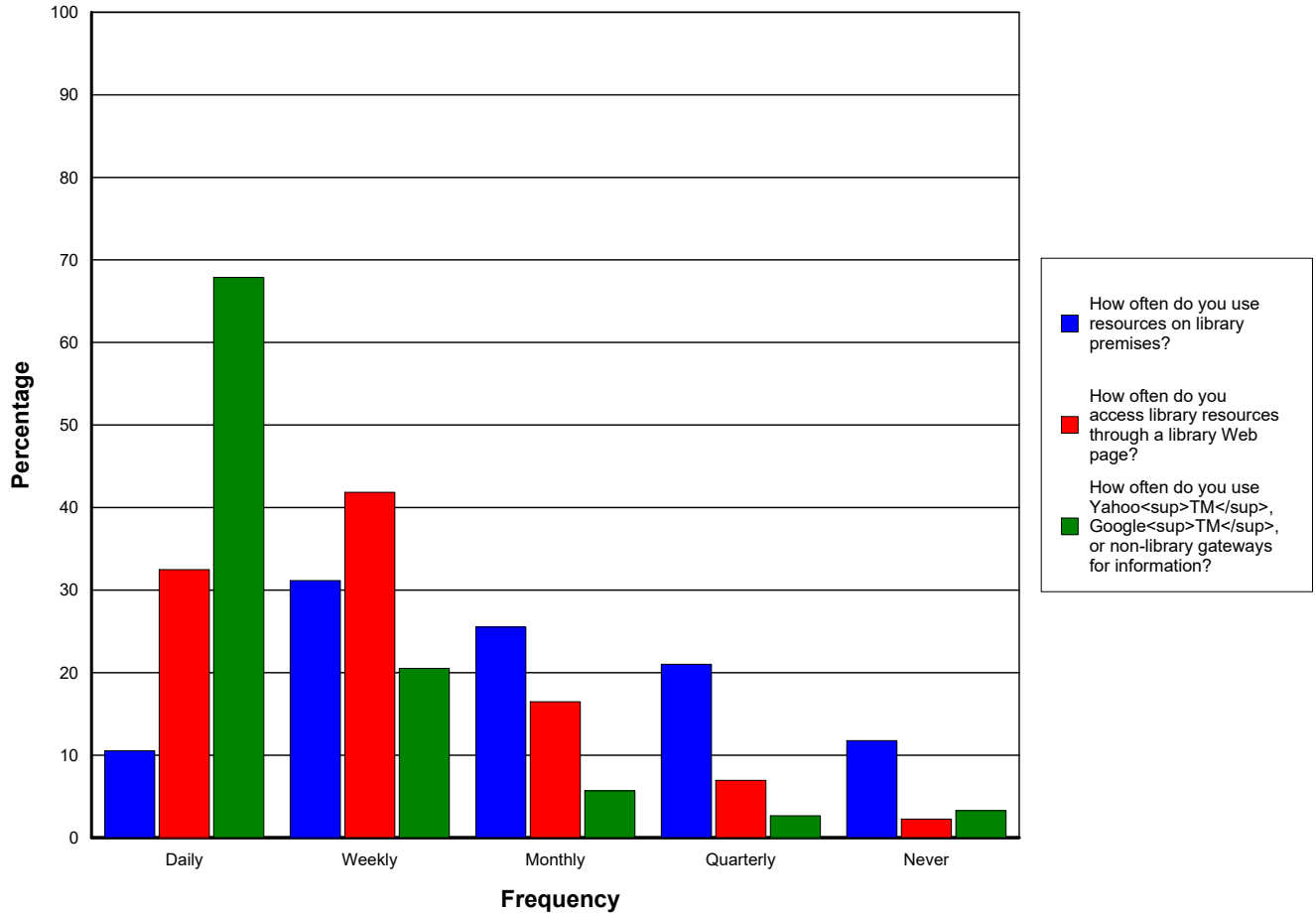
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.88	1.83	646
The library aids my advancement in my academic discipline or work.	7.59	1.44	909
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.50	913
The library helps me distinguish between trustworthy and untrustworthy information.	6.91	1.78	923
The library provides me with the information skills I need in my work or study.	7.37	1.50	636

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?	206 10.54%	609 31.15%	499 25.52%	411 21.02%	230 11.76%	1,955 100.00%
How often do you access library resources through a library Web page?	635 32.48%	818 41.84%	322 16.47%	136 6.96%	44 2.25%	1,955 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	1,327 67.88%	401 20.51%	111 5.68%	52 2.66%	64 3.27%	1,955 100.00%

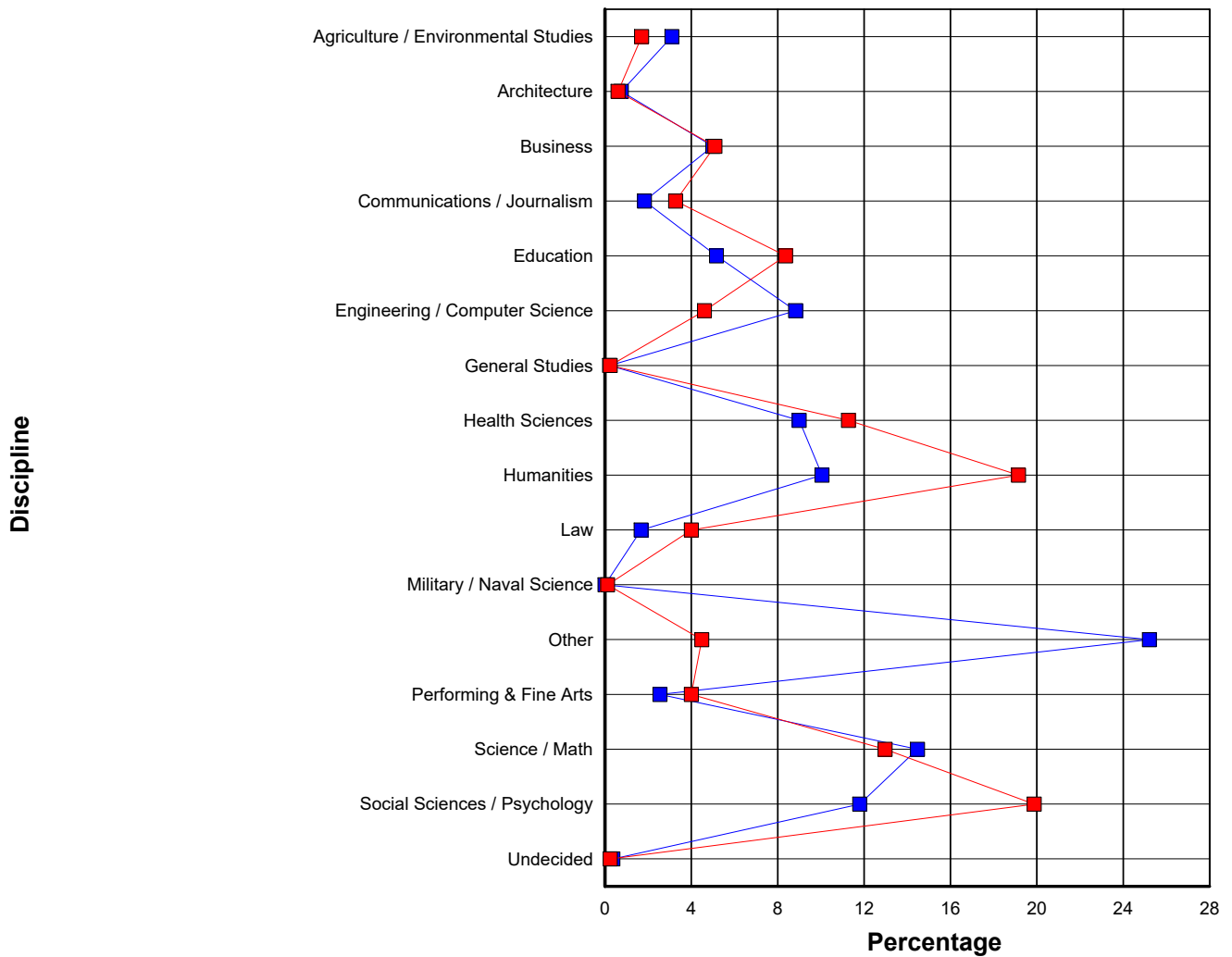
6 Summary for Faculty

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	347	3.10	14	1.70	1.40
Architecture	85	0.76	5	0.61	0.15
Business	559	4.99	42	5.09	-0.10
Communications / Journalism	205	1.83	27	3.27	-1.44
Education	578	5.16	69	8.36	-3.20
Engineering / Computer Science	988	8.83	38	4.61	4.22
General Studies	24	0.21	2	0.24	-0.03
Health Sciences	1,007	9.00	93	11.27	-2.28
Humanities	1,125	10.05	158	19.15	-9.10
Law	187	1.67	33	4.00	-2.33
Military / Naval Science	0	0.00	1	0.12	-0.12
Other	2,822	25.21	37	4.48	20.73
Performing & Fine Arts	285	2.55	33	4.00	-1.45
Science / Math	1,620	14.47	107	12.97	1.50
Social Sciences / Psychology	1,320	11.79	164	19.88	-8.09
Undecided	41	0.37	2	0.24	0.12
Total:	11,193	100.00	825	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	2	0.28
18 - 22	1	0.14
23 - 30	36	5.12
31 - 45	249	35.42
46 - 65	348	49.50
Over 65	67	9.53
Total:	703	100.00

6.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	2,308	40.73	0	0.00
Male	3,358	59.27	0	0.00
Total:	5,666	100.00	0	100.00

6.1.4 Respondent Profile by Full or part-time student?

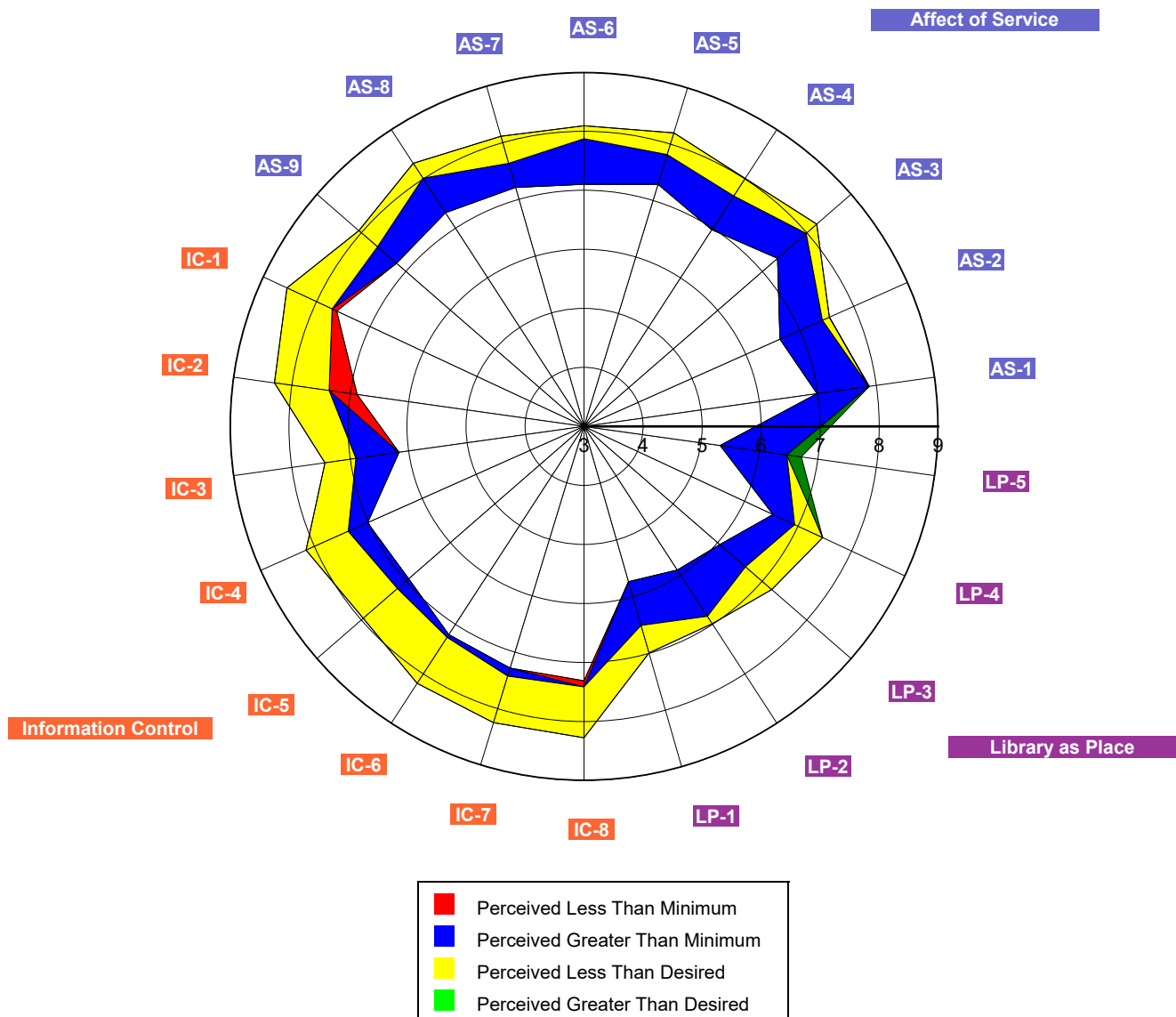
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,813	85.09	38	4.71
Part-time	493	14.91	11	1.36
Does not apply / NA		0.00	757	93.92
Total:	3,306	100.00	806	100.00

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	6.99	7.87	7.88	0.89	0.01	178
AS-2	Giving users individual attention	6.63	7.55	7.42	0.79	-0.13	202
AS-3	Employees who are consistently courteous	7.34	8.22	7.98	0.64	-0.24	198
AS-4	Readiness to respond to users' questions	6.98	8.01	7.66	0.68	-0.35	204
AS-5	Employees who have the knowledge to answer user questions	7.29	8.20	7.82	0.53	-0.38	234
AS-6	Employees who deal with users in a caring fashion	7.10	8.09	7.88	0.77	-0.22	788
AS-7	Employees who understand the needs of their users	7.21	8.11	7.64	0.43	-0.48	240
AS-8	Willingness to help users	7.32	8.32	8.01	0.70	-0.30	212
AS-9	Dependability in handling users' service problems	7.21	8.06	7.64	0.43	-0.42	180
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.71	8.56	7.63	-0.09	-0.93	200
IC-2	A library Web site enabling me to locate information on my own	7.36	8.30	6.88	-0.48	-1.42	262
IC-3	The printed library materials I need for my work	6.17	7.43	6.90	0.74	-0.53	199
IC-4	The electronic information resources I need	7.02	8.16	7.37	0.36	-0.78	815
IC-5	Modern equipment that lets me easily access needed information	6.94	7.96	7.19	0.25	-0.77	227
IC-6	Easy-to-use access tools that allow me to find things on my own	7.21	8.19	7.26	0.06	-0.93	288
IC-7	Making information easily accessible for independent use	7.28	8.25	7.42	0.14	-0.82	250
IC-8	Print and/or electronic journal collections I require for my work	7.42	8.28	7.31	-0.11	-0.97	236
Library as Place							
LP-1	Library space that inspires study and learning	5.74	6.99	6.51	0.77	-0.48	640
LP-2	Quiet space for individual activities	5.90	6.99	6.84	0.93	-0.15	152
LP-3	A comfortable and inviting location	6.05	7.21	6.62	0.57	-0.59	173
LP-4	A getaway for study, learning, or research	6.53	7.46	6.94	0.40	-0.52	176
LP-5	Community space for group learning and group study	5.33	6.47	6.72	1.39	0.25	149
Overall:		6.87	7.91	7.38	0.50	-0.53	825

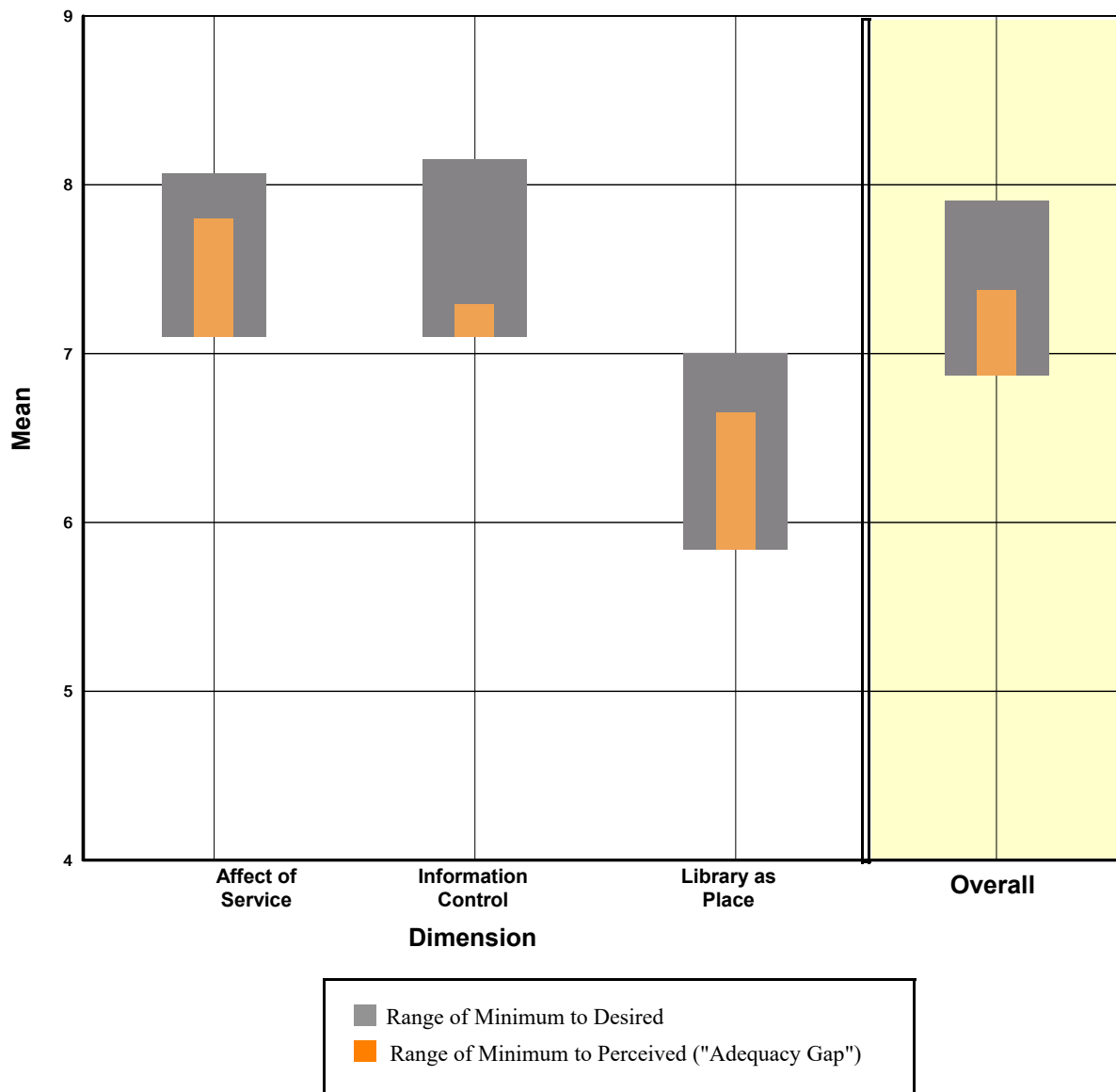
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Faculty

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	1.85	1.46	1.40	1.88	1.53	178
AS-2	Giving users individual attention	1.97	1.50	1.54	1.98	1.59	202
AS-3	Employees who are consistently courteous	1.67	1.05	1.48	1.95	1.46	198
AS-4	Readiness to respond to users' questions	1.77	1.18	1.48	1.75	1.31	204
AS-5	Employees who have the knowledge to answer user questions	1.76	1.26	1.53	1.81	1.52	234
AS-6	Employees who deal with users in a caring fashion	1.70	1.22	1.40	1.84	1.53	788
AS-7	Employees who understand the needs of their users	1.55	1.16	1.40	1.77	1.48	240
AS-8	Willingness to help users	1.66	1.06	1.27	1.52	1.14	212
AS-9	Dependability in handling users' service problems	1.53	1.27	1.51	1.71	1.59	180
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.53	0.93	1.43	1.66	1.48	200
IC-2	A library Web site enabling me to locate information on my own	1.59	1.21	1.89	2.08	1.92	262
IC-3	The printed library materials I need for my work	2.23	2.00	1.83	2.52	2.27	199
IC-4	The electronic information resources I need	1.77	1.30	1.51	1.90	1.72	815
IC-5	Modern equipment that lets me easily access needed information	1.74	1.47	1.57	1.84	1.71	227
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.19	1.48	1.96	1.68	288
IC-7	Making information easily accessible for independent use	1.48	1.02	1.37	1.51	1.45	250
IC-8	Print and/or electronic journal collections I require for my work	1.64	1.28	1.56	1.98	1.90	236
Library as Place							
LP-1	Library space that inspires study and learning	2.30	2.16	1.96	2.67	2.57	640
LP-2	Quiet space for individual activities	2.56	2.26	1.81	2.62	2.34	152
LP-3	A comfortable and inviting location	2.25	2.08	2.02	2.29	2.17	173
LP-4	A getaway for study, learning, or research	2.30	1.98	1.86	2.38	2.20	176
LP-5	Community space for group learning and group study	2.31	2.36	1.89	2.41	2.47	149
Overall:		1.42	1.02	1.19	1.47	1.24	825

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	7.10	8.07	7.80	0.70	-0.27	818
Information Control	7.10	8.15	7.29	0.19	-0.86	825
Library as Place	5.84	7.00	6.65	0.81	-0.36	684
Overall	6.87	7.91	7.38	0.50	-0.53	825

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.54	1.08	1.31	1.61	1.32	818
Information Control	1.46	1.04	1.28	1.60	1.43	825
Library as Place	2.21	2.03	1.78	2.35	2.24	684
Overall	1.42	1.02	1.19	1.47	1.24	825

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
Availability of online help when using my library's electronic resources	6.93	8.00	6.70	-0.23	-1.30	44
Library keeping me informed about all of its services	6.55	7.06	5.86	-0.69	-1.20	51
The library assists me in achieving academic success	6.90	7.90	7.43	0.52	-0.48	21
A library environment that is hospitable and conducive to finding and using information	6.40	8.09	7.06	0.66	-1.03	35
Feeling like I belong in the library	6.20	6.60	6.93	0.73	0.33	15
The Library keeping me informed about library resources and services	6.35	7.38	7.87	1.52	0.49	63
A climate that encourages diversity and inclusion	6.45	7.55	7.55	1.10	0.00	42
The library as a community hub on campus	5.09	6.50	6.59	1.50	0.09	22
A user-friendly online library catalog for books and articles	7.30	8.39	6.39	-0.91	-2.00	23
Accessibility of library resources and services during COVID-19	7.13	8.21	7.94	0.81	-0.28	47
Collections, services, and resources that encourage diversity and inclusion	7.00	7.50	7.17	0.17	-0.33	12
A library that supports equity, diversity, inclusion, justice, and accessibility	7.08	7.92	8.18	1.11	0.26	38
Ability to navigate library Web pages easily	7.43	8.28	6.39	-1.04	-1.89	92
Access to archives, special collections	6.40	7.48	7.39	0.99	-0.09	75
Timely document delivery / interlibrary loan	7.39	8.23	7.73	0.33	-0.50	66
Helpful online guides and tutorials	6.30	7.24	6.57	0.27	-0.68	37
An online catalog that is user-friendly for finding materials	7.84	8.43	6.88	-0.96	-1.55	51
A service which can find for me rapidly and easily the documents not available in my own institution	7.10	8.40	7.83	0.73	-0.56	48

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
Availability of online help when using my library's electronic resources	1.76	1.31	2.06	2.10	1.85	44
Library keeping me informed about all of its services	1.86	1.94	1.89	1.88	2.04	51
The library assists me in achieving academic success	1.76	1.45	1.50	1.89	1.44	21
A library environment that is hospitable and conducive to finding and using information	1.82	1.07	1.63	1.68	1.64	35
Feeling like I belong in the library	2.46	2.47	2.22	2.19	1.72	15
The Library keeping me informed about library resources and services	2.18	1.94	1.29	2.14	1.83	63
A climate that encourages diversity and inclusion	2.72	2.37	1.84	1.95	1.43	42
The library as a community hub on campus	2.20	2.39	1.53	2.46	2.62	22
A user-friendly online library catalog for books and articles	1.26	0.99	1.62	1.76	1.88	23
Accessibility of library resources and services during COVID-19	1.79	1.28	1.33	2.02	1.10	47
Collections, services, and resources that encourage diversity and inclusion	1.13	1.31	1.03	0.83	1.07	12
A library that supports equity, diversity, inclusion, justice, and accessibility	1.99	1.62	1.25	2.00	1.67	38
Ability to navigate library Web pages easily	1.61	1.32	1.94	2.28	2.10	92
Access to archives, special collections	2.26	1.94	1.77	2.82	2.50	75
Timely document delivery / interlibrary loan	1.61	1.15	1.40	1.70	1.47	66
Helpful online guides and tutorials	2.49	2.27	1.85	2.09	2.11	37
An online catalog that is user-friendly for finding materials	1.42	1.30	1.75	1.56	1.65	51
A service which can find for me rapidly and easily the documents not available in my own institution	1.68	0.79	1.64	1.93	1.49	48

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Faculty

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.98	1.37	424
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.54	1.59	423
How would you rate the overall quality of the service provided by the library?	7.72	1.35	825

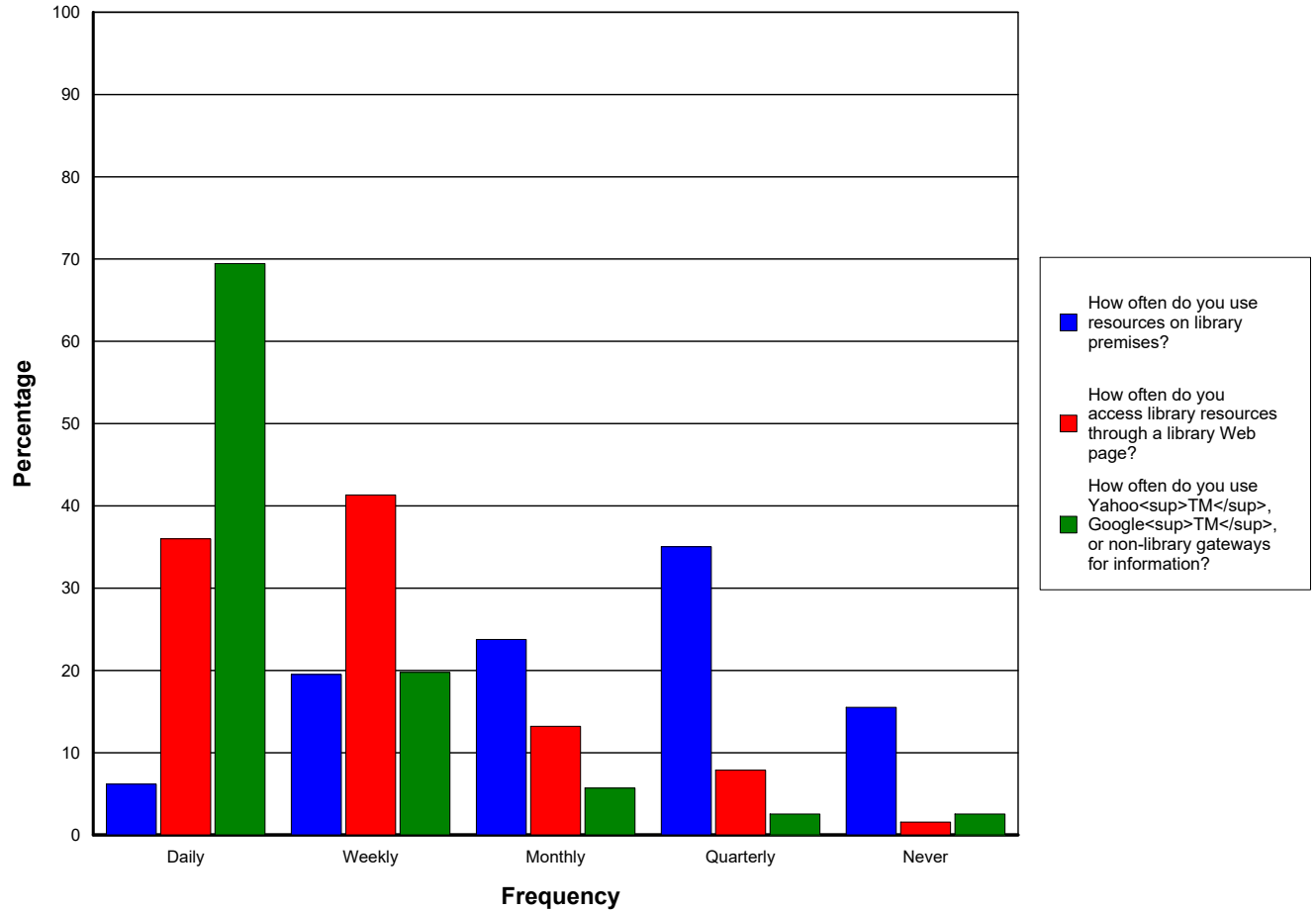
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.68	1.99	294
The library aids my advancement in my academic discipline or work.	7.68	1.50	386
The library enables me to be more efficient in my academic pursuits or work.	7.61	1.47	383
The library helps me distinguish between trustworthy and untrustworthy information.	6.65	2.02	368
The library provides me with the information skills I need in my work or study.	7.25	1.69	284

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?	51 6.18%	161 19.52%	196 23.76%	289 35.03%	128 15.52%	825 100.00%
How often do you access library resources through a library Web page?	297 36.00%	341 41.33%	109 13.21%	65 7.88%	13 1.58%	825 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	573 69.45%	163 19.76%	47 5.70%	21 2.55%	21 2.55%	825 100.00%

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	4	6.06
23 - 30	13	19.70
31 - 45	20	30.30
46 - 65	22	33.33
Over 65	7	10.61
Total:	66	100.00

7.1.2 Respondent Profile by Sex:

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

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

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

7.1.3 Respondent Profile by Full or part-time student?

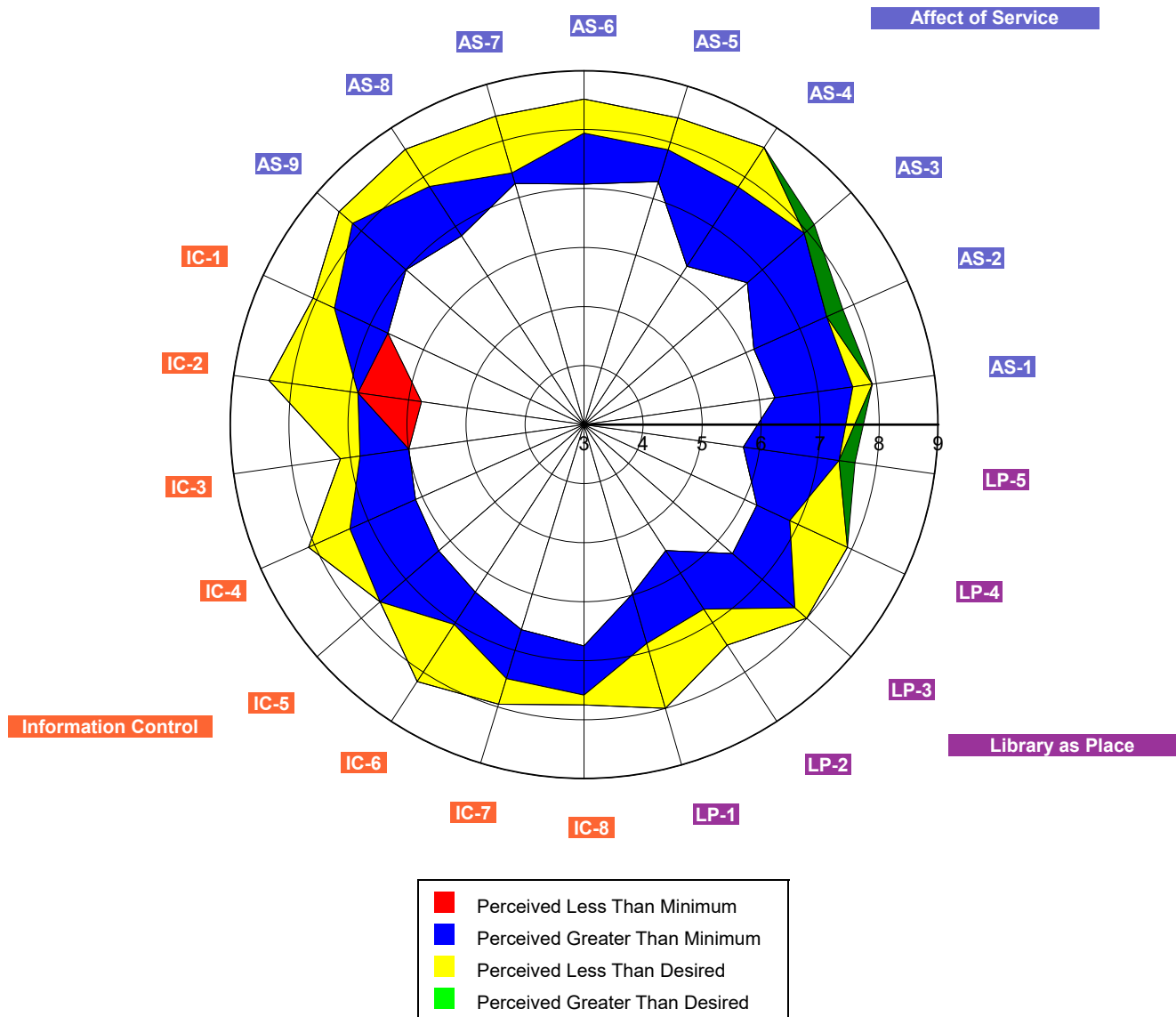
Full or part-time student?	Respondents n	Respondents %
Full-time	4	6.06
Part-time	5	7.58
Does not apply / NA	57	86.36
Total:	66	100.00

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	6.27	7.93	7.60	1.33	-0.33	15
AS-2	Giving users individual attention	6.15	7.50	7.80	1.65	0.30	20
AS-3	Employees who are consistently courteous	6.67	7.94	8.17	1.50	0.22	18
AS-4	Readiness to respond to users' questions	6.20	8.60	7.80	1.60	-0.80	10
AS-5	Employees who have the knowledge to answer user questions	7.30	8.43	7.87	0.57	-0.57	23
AS-6	Employees who deal with users in a caring fashion	7.08	8.52	7.94	0.86	-0.58	66
AS-7	Employees who understand the needs of their users	7.25	8.44	7.44	0.19	-1.00	16
AS-8	Willingness to help users	6.81	8.56	7.81	1.00	-0.75	16
AS-9	Dependability in handling users' service problems	7.00	8.50	8.20	1.20	-0.30	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.67	8.07	7.67	1.00	-0.40	15
IC-2	A library Web site enabling me to locate information on my own	6.87	8.39	5.78	-1.09	-2.61	23
IC-3	The printed library materials I need for my work	6.00	7.17	6.83	0.83	-0.33	12
IC-4	The electronic information resources I need	6.13	8.11	7.34	1.22	-0.77	64
IC-5	Modern equipment that lets me easily access needed information	6.26	7.58	7.58	1.32	0.00	19
IC-6	Easy-to-use access tools that allow me to find things on my own	6.38	8.19	7.04	0.65	-1.15	26
IC-7	Making information easily accessible for independent use	6.64	7.95	7.50	0.86	-0.45	22
IC-8	Print and/or electronic journal collections I require for my work	6.75	7.75	7.58	0.83	-0.17	12
Library as Place							
LP-1	Library space that inspires study and learning	5.98	8.00	6.86	0.87	-1.14	63
LP-2	Quiet space for individual activities	5.55	7.45	6.73	1.18	-0.73	22
LP-3	A comfortable and inviting location	6.33	8.00	7.73	1.40	-0.27	15
LP-4	A getaway for study, learning, or research	6.23	7.92	6.85	0.62	-1.08	13
LP-5	Community space for group learning and group study	5.73	7.36	7.64	1.91	0.27	11
Overall:		6.46	8.07	7.39	0.93	-0.68	66

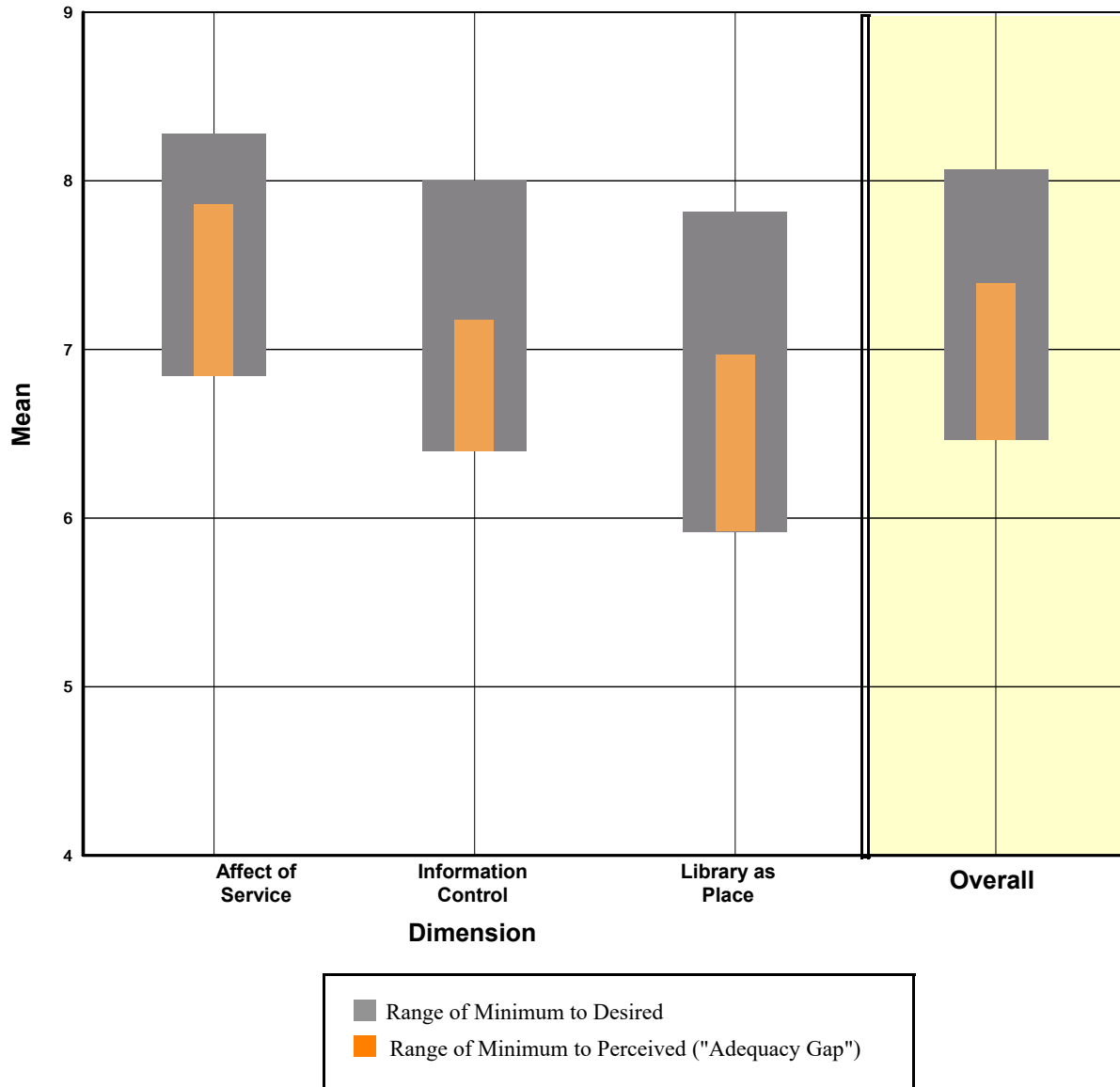
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Library Staff

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	1.87	1.91	1.50	1.35	1.23	15
AS-2	Giving users individual attention	1.87	1.64	1.74	2.01	1.95	20
AS-3	Employees who are consistently courteous	1.88	1.70	1.10	2.01	1.86	18
AS-4	Readiness to respond to users' questions	2.15	1.26	1.87	2.01	2.49	10
AS-5	Employees who have the knowledge to answer user questions	1.61	0.99	1.39	1.24	1.50	23
AS-6	Employees who deal with users in a caring fashion	1.82	1.01	1.42	1.36	1.52	66
AS-7	Employees who understand the needs of their users	1.65	1.09	1.67	1.91	1.90	16
AS-8	Willingness to help users	2.48	1.03	2.14	1.63	2.38	16
AS-9	Dependability in handling users' service problems	1.63	0.97	0.92	1.14	0.48	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.06	1.22	1.29	1.51	0.99	15
IC-2	A library Web site enabling me to locate information on my own	1.79	1.16	2.00	2.43	2.39	23
IC-3	The printed library materials I need for my work	2.73	2.33	2.21	2.76	3.37	12
IC-4	The electronic information resources I need	1.99	1.42	1.32	2.19	1.72	64
IC-5	Modern equipment that lets me easily access needed information	1.59	1.57	1.22	1.57	1.63	19
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.27	1.66	1.87	1.59	26
IC-7	Making information easily accessible for independent use	2.01	1.40	1.77	2.14	1.99	22
IC-8	Print and/or electronic journal collections I require for my work	2.14	1.82	2.15	2.08	1.70	12
Library as Place							
LP-1	Library space that inspires study and learning	1.87	1.38	1.91	2.20	2.17	63
LP-2	Quiet space for individual activities	1.77	1.79	1.61	2.54	2.60	22
LP-3	A comfortable and inviting location	1.59	1.31	1.33	1.68	1.67	15
LP-4	A getaway for study, learning, or research	2.35	1.55	1.72	2.26	2.43	13
LP-5	Community space for group learning and group study	2.41	2.34	1.57	2.47	3.00	11
Overall:		1.58	1.09	1.27	1.51	1.50	66

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	6.84	8.28	7.86	1.02	-0.42	66
Information Control	6.39	8.00	7.17	0.78	-0.83	65
Library as Place	5.92	7.82	6.97	1.05	-0.85	63
Overall	6.46	8.07	7.39	0.93	-0.68	66

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	1.08	1.39	1.34	1.56	66
Information Control	1.63	1.23	1.27	1.76	1.56	65
Library as Place	1.78	1.48	1.67	2.04	2.15	63
Overall	1.58	1.09	1.27	1.51	1.50	66

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 environment that is hospitable and conducive to finding and using information	6.43	7.43	7.29	0.86	-0.14	7
The Library keeping me informed about library resources and services	7.00	7.67	7.00	0.00	-0.67	3
A climate that encourages diversity and inclusion	7.43	8.86	6.71	-0.71	-2.14	7
Accessibility of library resources and services during COVID-19	5.33	8.00	8.33	3.00	0.33	6
A library that supports equity, diversity, inclusion, justice, and accessibility	6.60	8.40	8.20	1.60	-0.20	5
Ability to navigate library Web pages easily	5.50	8.00	5.50	0.00	-2.50	4
Access to archives, special collections	5.72	7.22	7.22	1.50	0.00	18
Timely document delivery / interlibrary loan	7.33	7.67	8.33	1.00	0.67	3
A service which can find for me rapidly and easily the documents not available in my own institution	7.33	9.00	6.83	-0.50	-2.17	6

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Library 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
A library environment that is hospitable and conducive to finding and using information	1.81	1.99	1.80	3.29	2.19	7
The Library keeping me informed about library resources and services	2.00	2.31	2.00	2.00	1.15	3
A climate that encourages diversity and inclusion	1.90	0.38	2.43	1.80	2.54	7
Accessibility of library resources and services during COVID-19	0.52	0.89	0.82	0.89	1.37	6
A library that supports equity, diversity, inclusion, justice, and accessibility	1.82	0.55	0.84	1.52	0.84	5
Ability to navigate library Web pages easily	0.58	1.15	1.29	1.15	0.58	4
Access to archives, special collections	2.11	2.21	1.77	2.07	1.61	18
Timely document delivery / interlibrary loan	2.08	2.31	1.15	2.65	3.06	3
A service which can find for me rapidly and easily the documents not available in my own institution	2.73	0.00	2.79	1.76	2.79	6

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.	8.29	1.18	35
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.45	1.34	31
How would you rate the overall quality of the service provided by the library?	7.94	1.20	66

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.	7.36	1.75	25
The library aids my advancement in my academic discipline or work.	7.37	1.83	30
The library enables me to be more efficient in my academic pursuits or work.	7.70	1.21	33
The library helps me distinguish between trustworthy and untrustworthy information.	7.09	1.90	22
The library provides me with the information skills I need in my work or study.	7.64	1.40	22

Language: English (American), French (Canada)

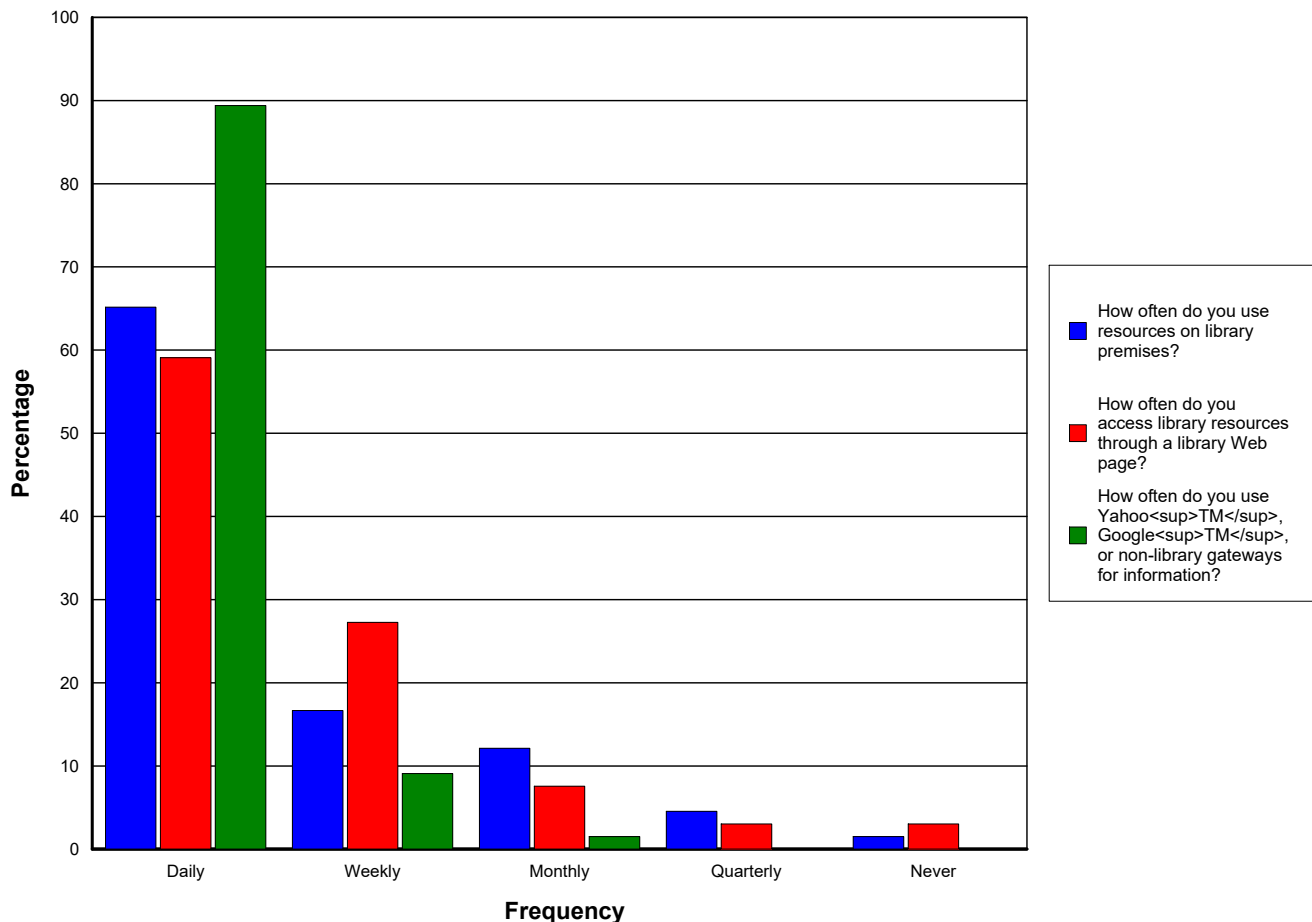
Institution Type: College or University

Consortium: ARL

User Group: Library Staff

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?	43 65.15%	11 16.67%	8 12.12%	3 4.55%	1 1.52%	66 100.00%
How often do you access library resources through a library Web page?	39 59.09%	18 27.27%	5 7.58%	2 3.03%	2 3.03%	66 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	59 89.39%	6 9.09%	1 1.52%	0 0.00%	0 0.00%	66 100.00%

8 Summary for Staff

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.25
18 - 22	9	2.23
23 - 30	92	22.83
31 - 45	160	39.70
46 - 65	124	30.77
Over 65	17	4.22
Total:	403	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?

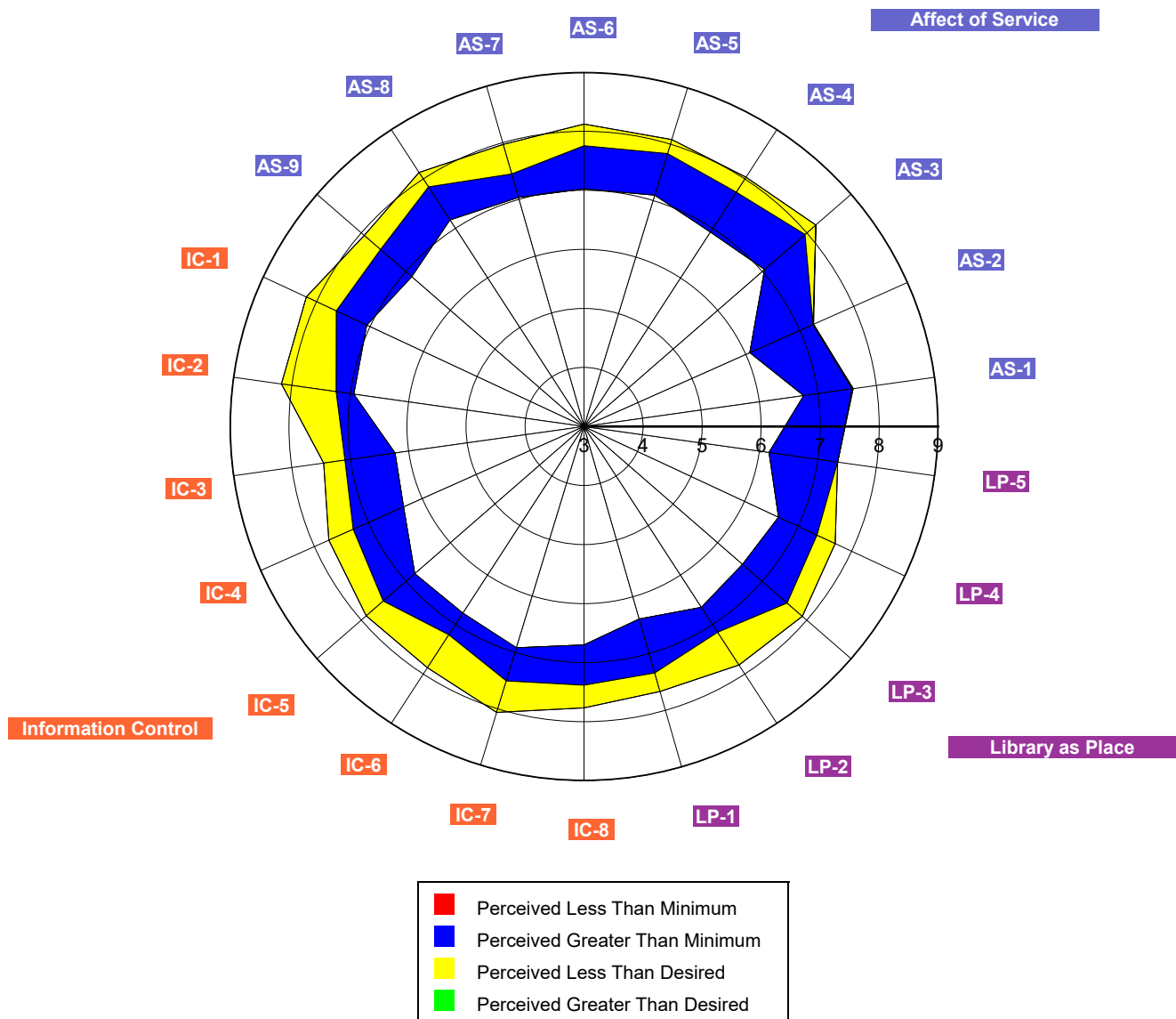
Full or part-time student?	Respondents n	Respondents %
Full-time	19	3.45
Part-time	17	3.09
Does not apply / NA	514	93.45
Total:	550	100.00

8.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.76	7.60	7.59	0.83	-0.02	116
AS-2	Giving users individual attention	6.08	7.25	7.26	1.18	0.01	146
AS-3	Employees who are consistently courteous	7.05	8.20	7.96	0.91	-0.24	128
AS-4	Readiness to respond to users' questions	6.93	8.04	7.73	0.81	-0.30	113
AS-5	Employees who have the knowledge to answer user questions	7.10	8.08	7.83	0.74	-0.25	133
AS-6	Employees who deal with users in a caring fashion	7.02	8.12	7.76	0.73	-0.37	524
AS-7	Employees who understand the needs of their users	7.04	7.97	7.45	0.41	-0.52	135
AS-8	Willingness to help users	7.17	8.13	7.84	0.67	-0.29	144
AS-9	Dependability in handling users' service problems	6.87	7.93	7.57	0.70	-0.36	107
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.06	8.19	7.63	0.57	-0.56	125
IC-2	A library Web site enabling me to locate information on my own	6.94	8.18	7.24	0.30	-0.93	168
IC-3	The printed library materials I need for my work	6.24	7.45	7.09	0.86	-0.36	119
IC-4	The electronic information resources I need	6.35	7.73	7.28	0.93	-0.45	516
IC-5	Modern equipment that lets me easily access needed information	6.80	7.89	7.51	0.71	-0.38	171
IC-6	Easy-to-use access tools that allow me to find things on my own	6.77	7.87	7.21	0.44	-0.66	179
IC-7	Making information easily accessible for independent use	6.92	8.07	7.51	0.59	-0.56	152
IC-8	Print and/or electronic journal collections I require for my work	6.70	7.77	7.38	0.68	-0.38	107
Library as Place							
LP-1	Library space that inspires study and learning	6.39	7.67	7.34	0.95	-0.32	459
LP-2	Quiet space for individual activities	6.65	7.82	7.16	0.50	-0.66	121
LP-3	A comfortable and inviting location	6.56	7.90	7.56	1.00	-0.34	111
LP-4	A getaway for study, learning, or research	6.64	7.69	7.36	0.72	-0.34	121
LP-5	Community space for group learning and group study	6.17	7.34	7.34	1.17	0.00	121
Overall:		6.72	7.86	7.47	0.75	-0.40	553

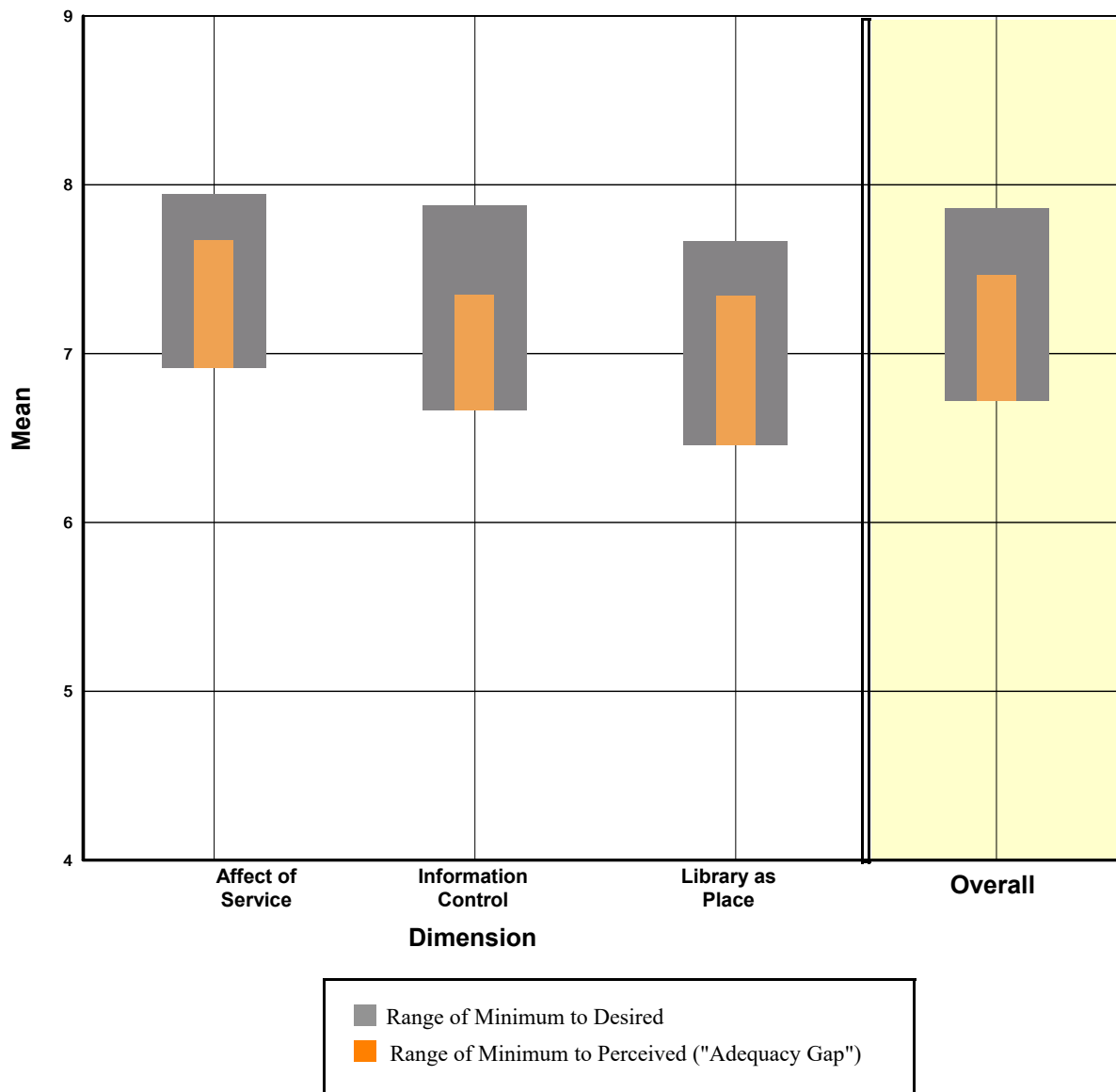
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.98	1.71	1.48	1.85	1.66	116
AS-2	Giving users individual attention	2.25	1.79	1.71	1.89	1.26	146
AS-3	Employees who are consistently courteous	1.66	1.19	1.39	1.71	1.41	128
AS-4	Readiness to respond to users' questions	1.65	1.36	1.46	1.54	1.27	113
AS-5	Employees who have the knowledge to answer user questions	1.61	1.26	1.18	1.68	1.42	133
AS-6	Employees who deal with users in a caring fashion	1.75	1.30	1.43	1.70	1.48	524
AS-7	Employees who understand the needs of their users	1.65	1.29	1.38	1.60	1.47	135
AS-8	Willingness to help users	1.73	1.19	1.43	1.82	1.25	144
AS-9	Dependability in handling users' service problems	1.54	1.19	1.36	1.62	1.53	107
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	1.09	1.52	1.87	1.65	125
IC-2	A library Web site enabling me to locate information on my own	1.65	1.20	1.53	1.78	1.54	168
IC-3	The printed library materials I need for my work	2.05	1.82	1.72	1.81	1.71	119
IC-4	The electronic information resources I need	1.77	1.59	1.56	1.87	1.83	516
IC-5	Modern equipment that lets me easily access needed information	1.74	1.44	1.43	1.75	1.47	171
IC-6	Easy-to-use access tools that allow me to find things on my own	1.70	1.47	1.60	2.15	1.97	179
IC-7	Making information easily accessible for independent use	1.82	1.42	1.54	1.76	1.61	152
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.55	1.74	1.79	1.74	107
Library as Place							
LP-1	Library space that inspires study and learning	2.00	1.73	1.68	2.03	1.96	459
LP-2	Quiet space for individual activities	2.06	1.71	1.86	1.96	1.68	121
LP-3	A comfortable and inviting location	1.74	1.32	1.59	1.99	1.75	111
LP-4	A getaway for study, learning, or research	2.00	1.66	1.55	2.20	1.89	121
LP-5	Community space for group learning and group study	2.13	1.88	1.69	2.17	2.09	121
Overall:		1.42	1.09	1.25	1.43	1.24	553

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	6.92	7.95	7.67	0.75	-0.28	546
Information Control	6.66	7.88	7.35	0.68	-0.53	550
Library as Place	6.46	7.67	7.34	0.88	-0.33	494
Overall	6.72	7.86	7.47	0.75	-0.40	553

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	1.58	1.21	1.30	1.50	1.23	546
Information Control	1.52	1.25	1.37	1.57	1.43	550
Library as Place	1.85	1.57	1.59	1.89	1.74	494
Overall	1.42	1.09	1.25	1.43	1.24	553

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
Availability of online help when using my library's electronic resources	5.67	7.33	6.67	1.00	-0.67	3
Library keeping me informed about all of its services	7.00	8.00	6.00	-1.00	-2.00	2
The library assists me in achieving academic success	7.00	7.95	7.80	0.80	-0.15	20
A library environment that is hospitable and conducive to finding and using information	6.84	8.13	7.74	0.89	-0.39	38
Feeling like I belong in the library	6.15	7.05	6.50	0.35	-0.55	20
The Library keeping me informed about library resources and services	6.30	7.43	7.50	1.20	0.07	56
A climate that encourages diversity and inclusion	7.22	8.04	7.70	0.48	-0.33	54
The library as a community hub on campus	6.31	7.59	6.56	0.25	-1.03	32
A user-friendly online library catalog for books and articles	6.93	8.37	7.20	0.27	-1.17	30
Accessibility of library resources and services during COVID-19	7.00	7.53	7.40	0.40	-0.13	30
Collections, services, and resources that encourage diversity and inclusion	6.89	7.82	7.57	0.68	-0.25	28
A library that supports equity, diversity, inclusion, justice, and accessibility	7.32	8.24	7.88	0.56	-0.36	25
Ability to navigate library Web pages easily	7.57	8.40	7.14	-0.43	-1.26	35
Access to archives, special collections	5.80	7.02	7.36	1.55	0.34	56
Timely document delivery / interlibrary loan	6.65	8.13	7.70	1.04	-0.43	23
Helpful online guides and tutorials	8.00	9.00	8.00	0.00	-1.00	1
An online catalog that is user-friendly for finding materials	7.00	8.00	8.00	1.00	0.00	1
A service which can find for me rapidly and easily the documents not available in my own institution	7.06	8.00	6.31	-0.75	-1.69	16

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
Availability of online help when using my library's electronic resources	0.58	1.53	1.15	1.00	0.58	3
Library keeping me informed about all of its services	1.41	1.41	1.41	0.00	0.00	2
The library assists me in achieving academic success	1.65	1.28	1.20	1.06	0.81	20
A library environment that is hospitable and conducive to finding and using information	1.91	1.44	1.46	2.06	2.10	38
Feeling like I belong in the library	2.16	1.79	1.99	1.42	1.54	20
The Library keeping me informed about library resources and services	2.21	1.86	1.62	1.92	1.81	56
A climate that encourages diversity and inclusion	2.22	1.85	2.14	1.84	1.58	54
The library as a community hub on campus	1.64	1.36	1.74	1.72	1.69	32
A user-friendly online library catalog for books and articles	1.51	1.10	1.81	2.41	2.12	30
Accessibility of library resources and services during COVID-19	2.05	1.89	1.65	2.11	2.08	30
Collections, services, and resources that encourage diversity and inclusion	1.95	1.56	0.84	1.96	1.55	28
A library that supports equity, diversity, inclusion, justice, and accessibility	1.73	1.16	1.27	2.02	1.47	25
Ability to navigate library Web pages easily	1.42	0.91	1.67	2.03	1.72	35
Access to archives, special collections	2.21	1.77	1.58	2.17	1.60	56
Timely document delivery / interlibrary loan	1.92	1.01	1.72	2.50	1.90	23
Helpful online guides and tutorials						1
An online catalog that is user-friendly for finding materials						1
A service which can find for me rapidly and easily the documents not available in my own institution	1.69	1.55	1.92	2.41	2.12	16

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Staff

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.	8.10	1.11	285
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.54	1.43	269
How would you rate the overall quality of the service provided by the library?	7.79	1.22	553

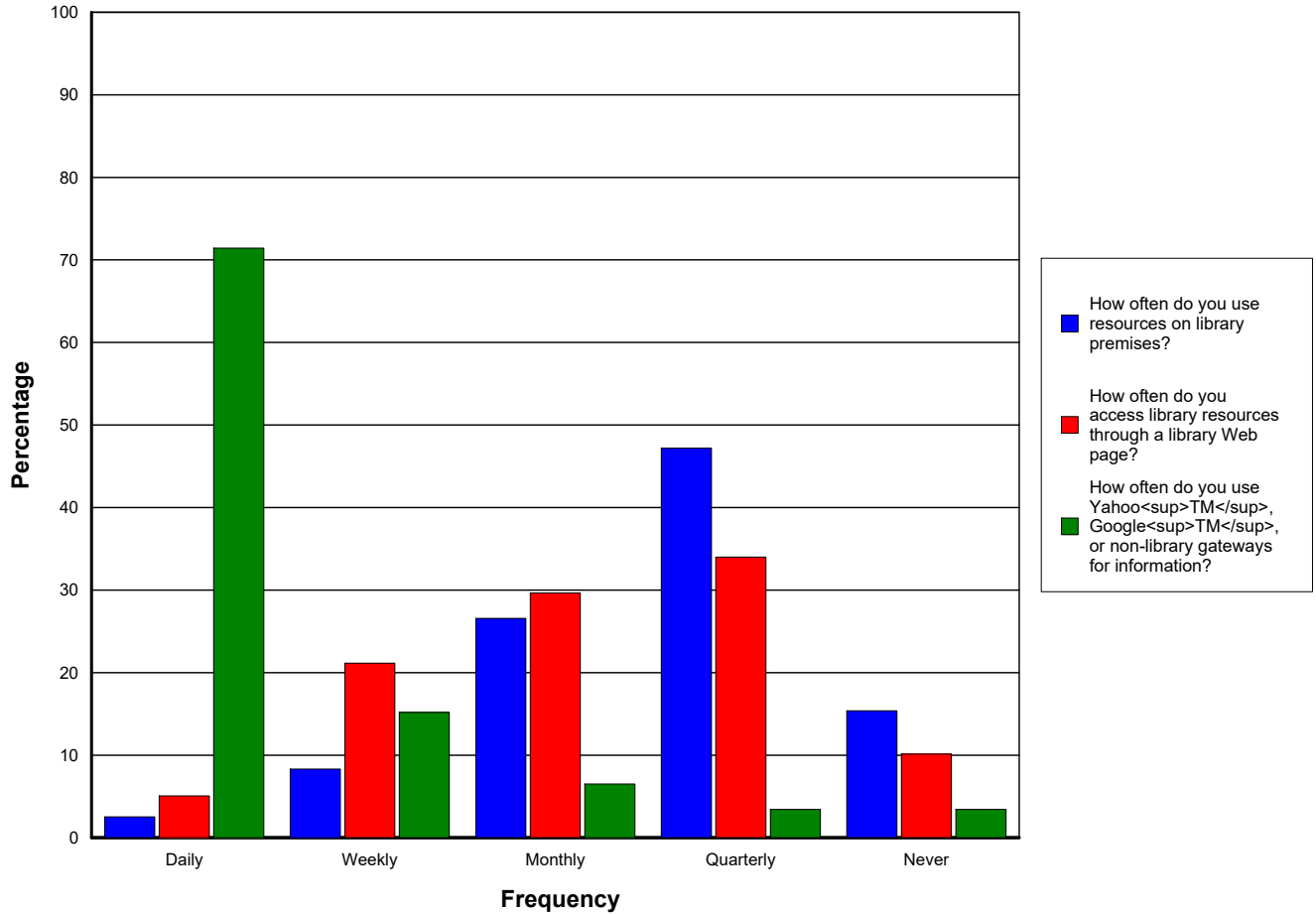
8.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.99	1.54	189
The library aids my advancement in my academic discipline or work.	7.36	1.58	271
The library enables me to be more efficient in my academic pursuits or work.	7.28	1.57	257
The library helps me distinguish between trustworthy and untrustworthy information.	7.09	1.71	232
The library provides me with the information skills I need in my work or study.	7.51	1.38	160

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?	14 2.53%	46 8.32%	147 26.58%	261 47.20%	85 15.37%	553 100.00%
How often do you access library resources through a library Web page?	28 5.06%	117 21.16%	164 29.66%	188 34.00%	56 10.13%	553 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	395 71.43%	84 15.19%	36 6.51%	19 3.44%	19 3.44%	553 100.00%

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

Appendix A: LibQUAL Dimensions

LibQUAL measures dimensions of perceived library quality---that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL survey tool; for more information on the origins of LibQUAL, go to [<http://www.libqual.org/Publications/>](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>
© 2023 Association of Research Libraries**