



LibQUAL⁺
2024 Survey

ARL

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1 Introduction

1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2024 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 1,350 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 2023, there have been 3,402 institutional surveys implemented across 1,353 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 2024 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>](http://www.libqual.org/resources/norms_tables)

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1.4 Survey Protocol and Language for ARL

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

		Lite	Total (by Language)
English (American)	Count	4,411	4,411
	% of Protocol	100.00	100.00
	% of Language	100.00	100.00
	% of Total Cases	100.00	100.00
Total (by Survey Protocol)	Count	4,411	4,411
	% of Protocol	100.00	100.00
	% of Language	100.00	100.00
	% of Total Cases	100.00	100.00

2 Respondents by Institution for ARL

Below is a listing of all the consortium institutions that participated in the 2024 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) Auburn University	2,976	67.47%
2) University of Kentucky Libraries	1,435	32.53%
Sub Total	4,411	100.00%
Grand Total:	4,411	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	602	13.65%
Second year	514	11.65%
Third year	489	11.09%
Fourth year	459	10.41%
Fifth year and above	107	2.43%
Non-degree	23	0.52%
Sub Total:	2,194	49.74%
Graduate		
Masters	407	9.23%
Doctoral	658	14.92%
Non-degree or Undecided	60	1.36%
Sub Total:	1,125	25.50%
Faculty		
Professor	136	3.08%
Associate Professor	114	2.58%
Assistant Professor	118	2.68%
Lecturer	74	1.68%
Adjunct Faculty	7	0.16%
Other Academic Status	82	1.86%
Sub Total:	531	12.04%
Library Staff		
Administrator	4	0.09%
Manager, Head of Unit	9	0.20%
Public Services	7	0.16%
Systems	1	0.02%
Technical Services	10	0.23%
Other	18	0.41%
Sub Total:	49	1.11%
Staff		
Research Staff	109	2.47%
Other Staff Positions	403	9.14%
Sub Total:	512	11.61%
Total:	4,411	100.00%

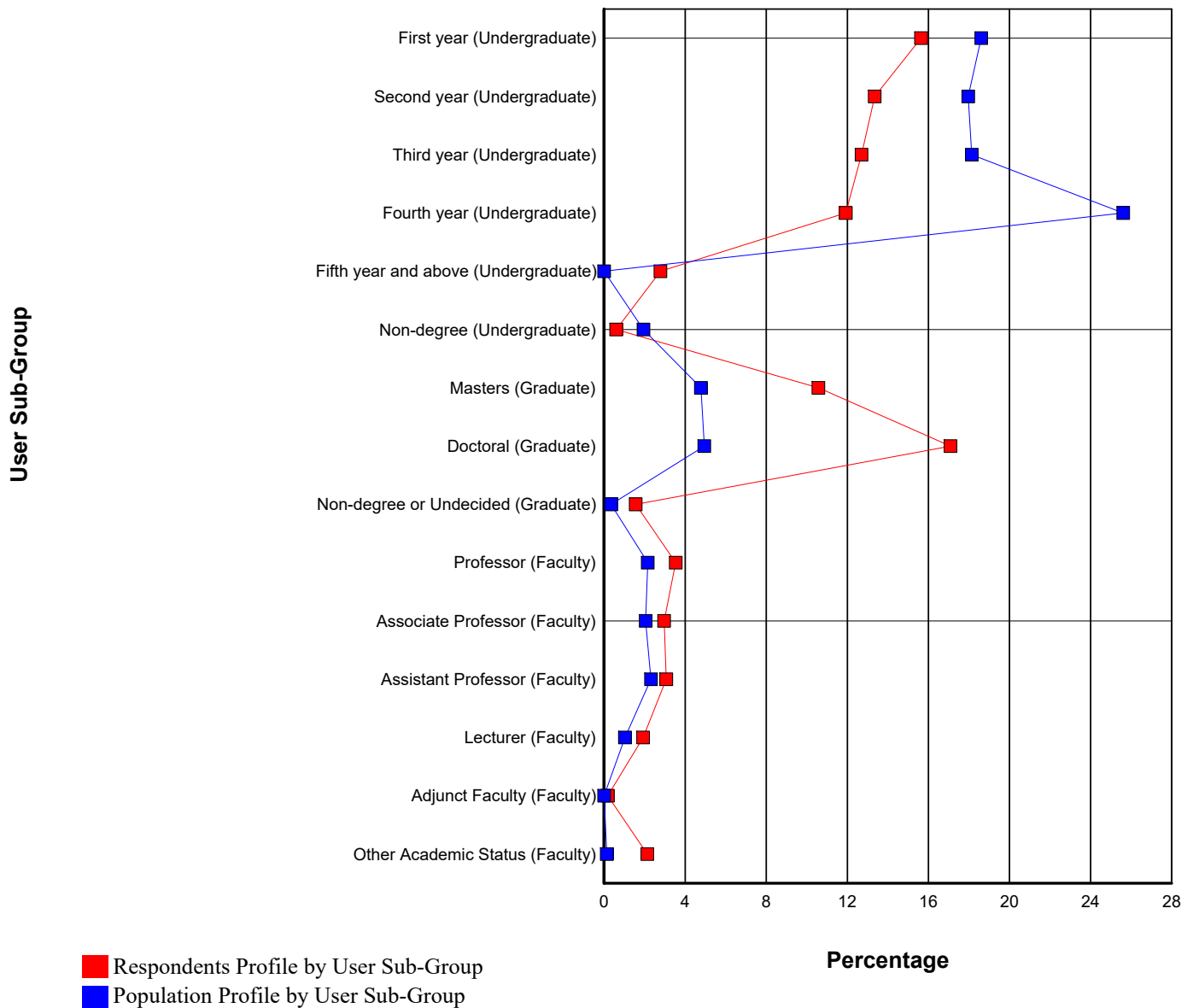
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: All

3.1.2 Population and Respondents by User Sub-Group

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

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

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



Language: English (American)
 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)	11,004	18.60	602	15.64	2.97
Second year (Undergraduate)	10,626	17.97	514	13.35	4.61
Third year (Undergraduate)	10,729	18.14	489	12.70	5.44
Fourth year (Undergraduate)	15,147	25.61	459	11.92	13.69
Fifth year and above (Undergraduate)	0	0.00	107	2.78	-2.78
Non-degree (Undergraduate)	1,149	1.94	23	0.60	1.35
Masters (Graduate)	2,826	4.78	407	10.57	-5.79
Doctoral (Graduate)	2,924	4.94	658	17.09	-12.15
Non-degree or Undecided (Graduate)	202	0.34	60	1.56	-1.22
Professor (Faculty)	1,274	2.15	136	3.53	-1.38
Associate Professor (Faculty)	1,212	2.05	114	2.96	-0.91
Assistant Professor (Faculty)	1,367	2.31	118	3.06	-0.75
Lecturer (Faculty)	609	1.03	74	1.92	-0.89
Adjunct Faculty (Faculty)	0	0.00	7	0.18	-0.18
Other Academic Status (Faculty)	78	0.13	82	2.13	-2.00
Total:	59,147	100.00	3,850	100.00	0.00

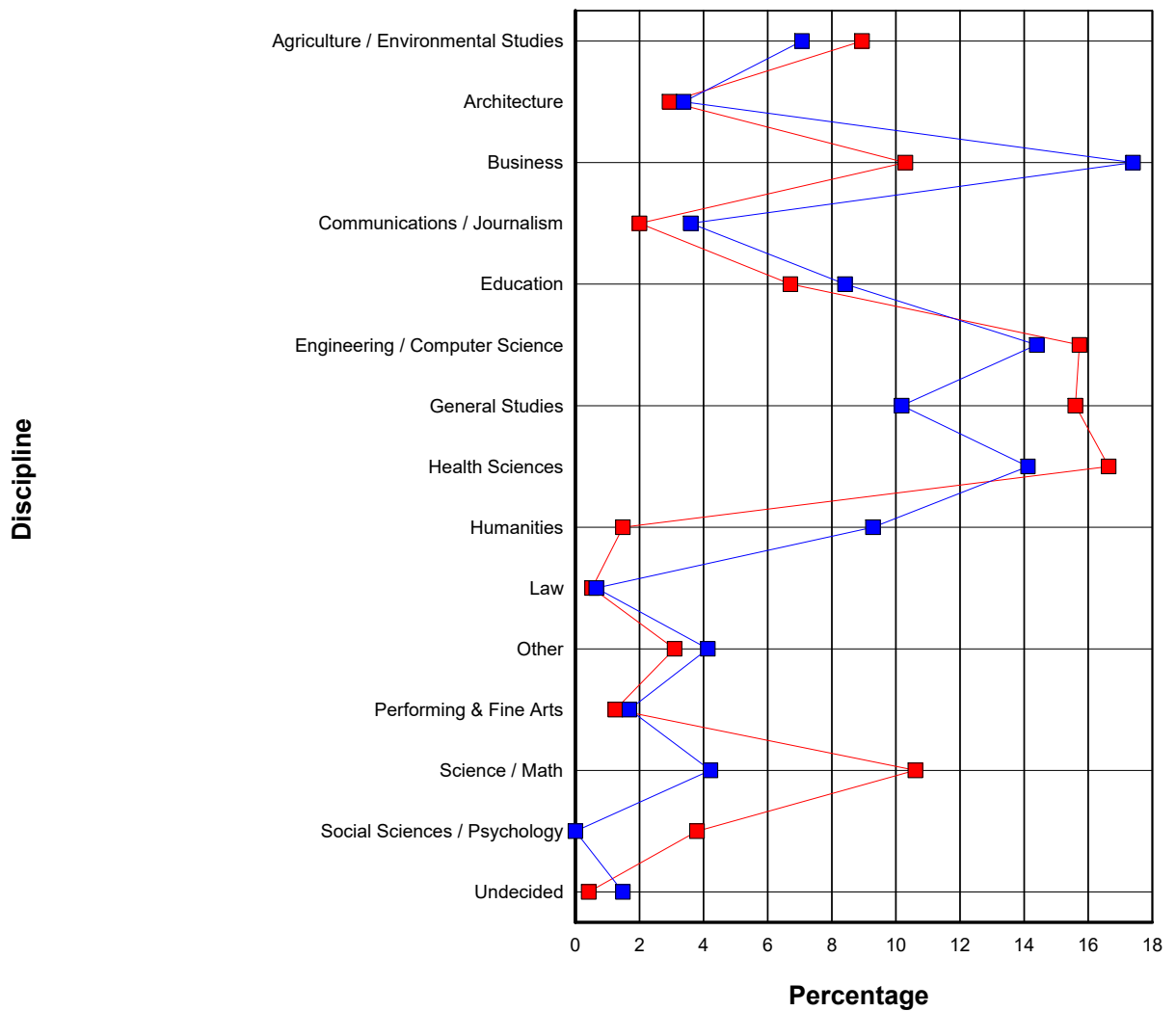
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

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)
 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	4,911	7.07	344	8.94	-1.87
Architecture	2,347	3.38	113	2.94	0.44
Business	12,086	17.40	396	10.29	7.10
Communications / Journalism	2,498	3.60	77	2.00	1.59
Education	5,843	8.41	258	6.71	1.70
Engineering / Computer Science	9,999	14.39	605	15.73	-1.33
General Studies	7,072	10.18	600	15.60	-5.42
Health Sciences	9,810	14.12	640	16.64	-2.51
Humanities	6,450	9.28	57	1.48	7.80
Law	452	0.65	20	0.52	0.13
Other	2,871	4.13	119	3.09	1.04
Performing & Fine Arts	1,170	1.68	48	1.25	0.44
Science / Math	2,929	4.22	408	10.61	-6.39
Social Sciences / Psychology	0	0.00	146	3.80	-3.80
Undecided	1,030	1.48	16	0.42	1.07
Total:	69,468	100.00	3,847	100.00	0.00

Language: English (American)
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	4	0.28
18 - 22	616	43.23
23 - 30	307	21.54
31 - 45	276	19.37
46 - 65	199	13.96
Over 65	23	1.61
Total:	1,425	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	21,121	58.43	0	0.00
Male	15,029	41.57	0	0.00
Total:	36,150	100.00	0	100.00

3.1.6 Respondent Profile by Full or part-time student?

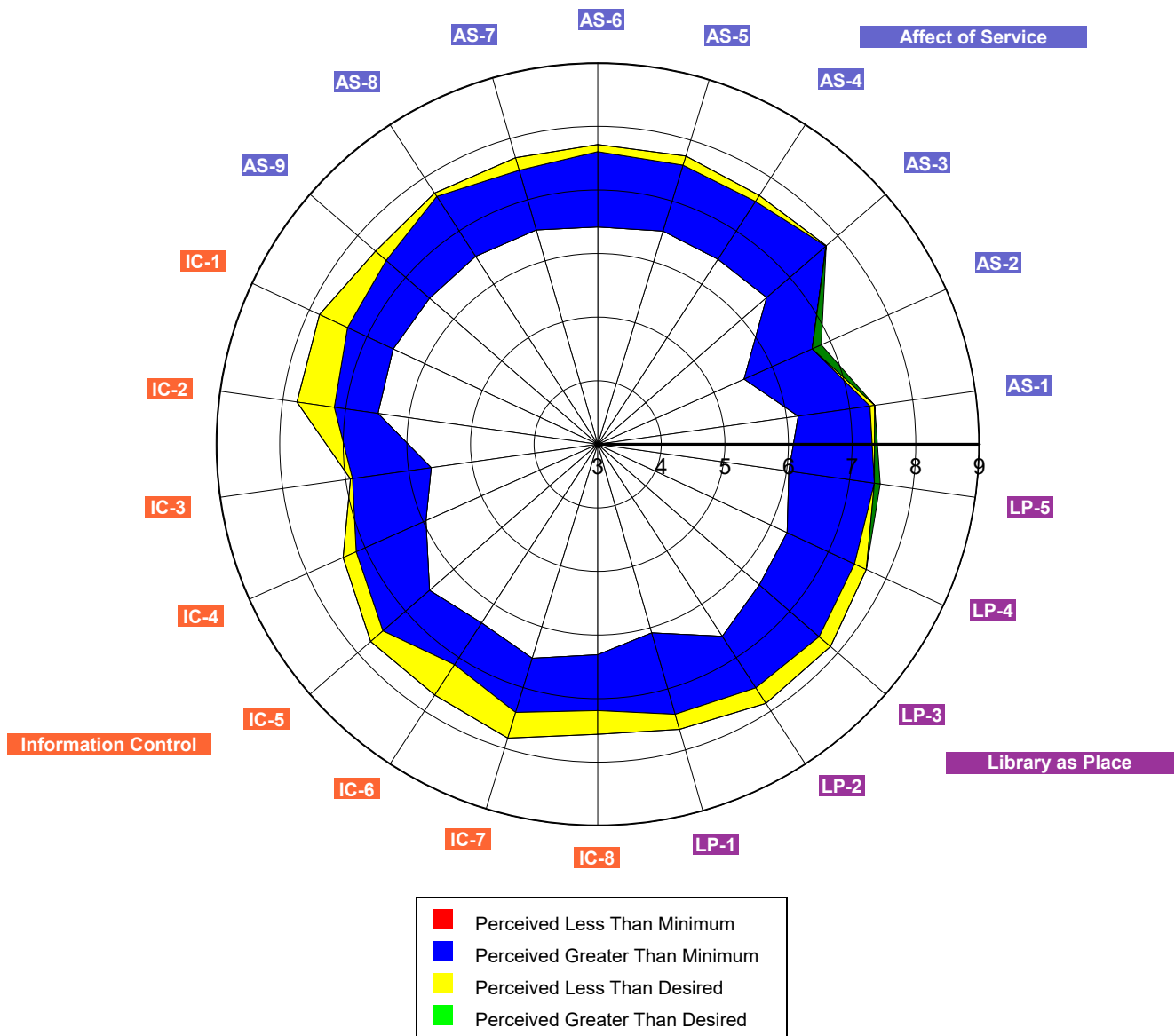
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	57,273	82.47	3,023	69.62
Part-time	10,445	15.04	316	7.28
Does not apply / NA	1,726	2.49	1,003	23.10
Total:	69,444	100.00	4,342	100.00

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)
 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	6.18	7.40	7.32	1.14	-0.07	790
AS-2	Giving users individual attention	5.52	6.69	6.85	1.33	0.16	1,007
AS-3	Employees who are consistently courteous	6.52	7.76	7.75	1.23	-0.01	1,166
AS-4	Readiness to respond to users' questions	6.47	7.67	7.56	1.08	-0.11	1,171
AS-5	Employees who have the knowledge to answer user questions	6.51	7.74	7.59	1.08	-0.15	1,085
AS-6	Employees who deal with users in a caring fashion	6.42	7.71	7.60	1.18	-0.11	4,147
AS-7	Employees who understand the needs of their users	6.51	7.69	7.48	0.98	-0.20	1,042
AS-8	Willingness to help users	6.52	7.71	7.65	1.12	-0.06	1,089
AS-9	Dependability in handling users' service problems	6.50	7.63	7.41	0.90	-0.22	740
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.55	7.83	7.34	0.79	-0.49	927
IC-2	A library Web site enabling me to locate information on my own	6.49	7.77	7.18	0.69	-0.59	1,292
IC-3	The printed library materials I need for my work	5.64	6.93	6.89	1.25	-0.03	1,231
IC-4	The electronic information resources I need	5.96	7.38	7.16	1.20	-0.23	4,216
IC-5	Modern equipment that lets me easily access needed information	6.50	7.73	7.48	0.97	-0.25	1,345
IC-6	Easy-to-use access tools that allow me to find things on my own	6.35	7.71	7.13	0.78	-0.57	1,236
IC-7	Making information easily accessible for independent use	6.52	7.83	7.41	0.89	-0.42	1,344
IC-8	Print and/or electronic journal collections I require for my work	6.31	7.56	7.19	0.88	-0.37	840
Library as Place							
LP-1	Library space that inspires study and learning	6.09	7.66	7.42	1.33	-0.25	4,071
LP-2	Quiet space for individual activities	6.60	7.86	7.57	0.97	-0.29	1,010
LP-3	A comfortable and inviting location	6.37	7.85	7.61	1.24	-0.23	1,059
LP-4	A getaway for study, learning, or research	6.29	7.66	7.46	1.17	-0.21	1,075
LP-5	Community space for group learning and group study	6.04	7.39	7.49	1.45	0.09	941
Overall:		6.28	7.61	7.39	1.11	-0.22	4,362

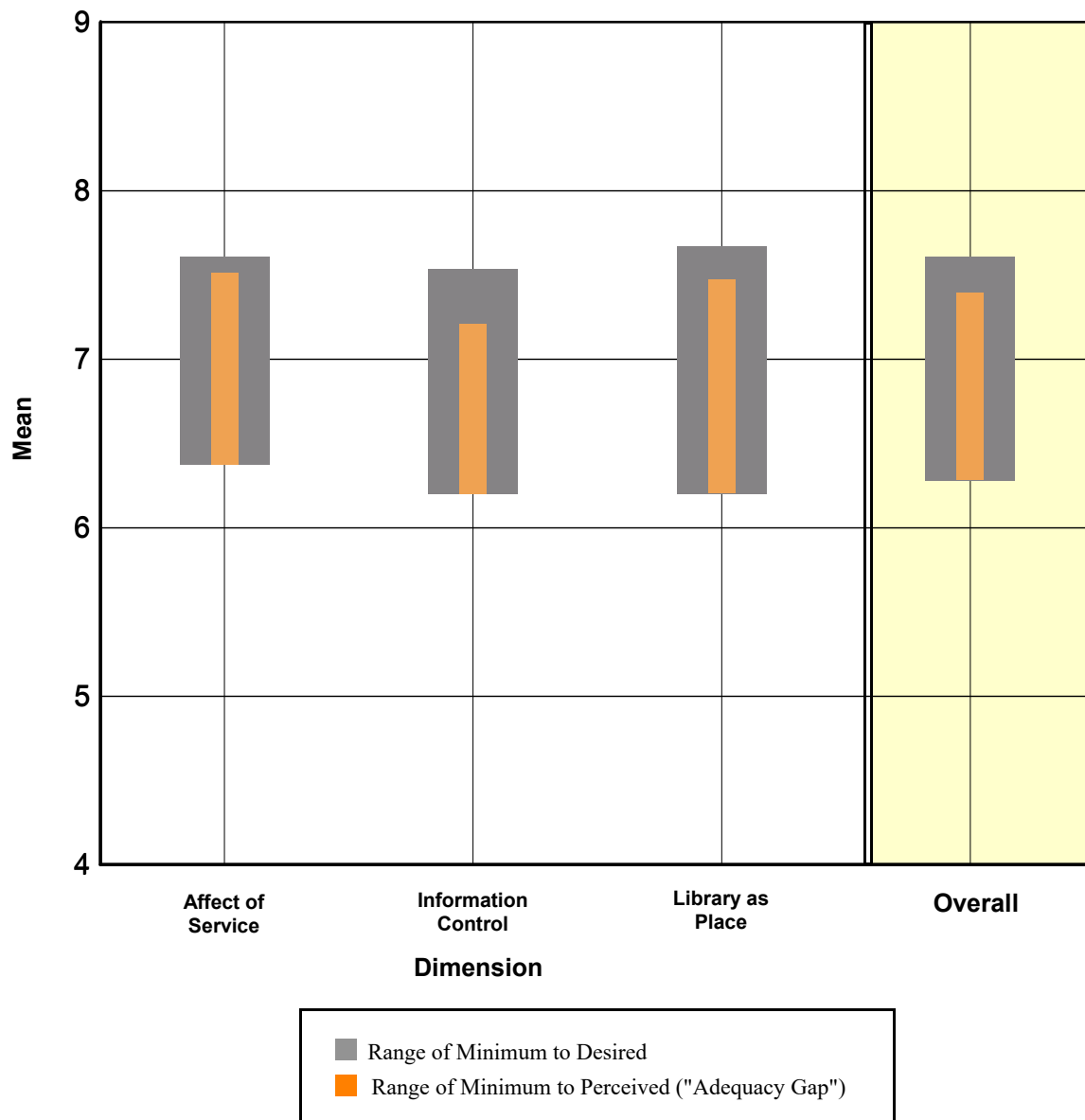
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

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	2.12	1.69	1.63	1.77	1.41	790
AS-2	Giving users individual attention	2.28	2.00	1.84	1.92	1.65	1,007
AS-3	Employees who are consistently courteous	1.94	1.50	1.39	1.78	1.35	1,166
AS-4	Readiness to respond to users' questions	1.93	1.47	1.44	1.71	1.40	1,171
AS-5	Employees who have the knowledge to answer user questions	1.92	1.41	1.45	1.73	1.34	1,085
AS-6	Employees who deal with users in a caring fashion	1.95	1.53	1.49	1.80	1.46	4,147
AS-7	Employees who understand the needs of their users	1.89	1.45	1.48	1.71	1.44	1,042
AS-8	Willingness to help users	1.89	1.51	1.41	1.73	1.37	1,089
AS-9	Dependability in handling users' service problems	1.82	1.48	1.48	1.66	1.40	740
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.95	1.53	1.60	1.85	1.61	927
IC-2	A library Web site enabling me to locate information on my own	1.92	1.54	1.67	1.86	1.67	1,292
IC-3	The printed library materials I need for my work	2.28	2.14	1.81	2.26	2.20	1,231
IC-4	The electronic information resources I need	2.01	1.76	1.59	1.95	1.80	4,216
IC-5	Modern equipment that lets me easily access needed information	1.81	1.45	1.43	1.73	1.47	1,345
IC-6	Easy-to-use access tools that allow me to find things on my own	1.87	1.45	1.60	1.83	1.67	1,236
IC-7	Making information easily accessible for independent use	1.84	1.39	1.50	1.82	1.55	1,344
IC-8	Print and/or electronic journal collections I require for my work	2.13	1.81	1.74	2.11	1.87	840
Library as Place							
LP-1	Library space that inspires study and learning	2.07	1.69	1.59	2.06	1.84	4,071
LP-2	Quiet space for individual activities	1.98	1.59	1.58	1.99	1.80	1,010
LP-3	A comfortable and inviting location	1.98	1.48	1.49	1.85	1.55	1,059
LP-4	A getaway for study, learning, or research	1.99	1.60	1.56	1.96	1.67	1,075
LP-5	Community space for group learning and group study	2.11	1.81	1.57	2.10	1.89	941
Overall:		1.58	1.17	1.17	1.43	1.13	4,362

Language: English (American)
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)
 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	6.37	7.61	7.51	1.13	-0.10	4,288
Information Control	6.20	7.54	7.21	1.01	-0.33	4,345
Library as Place	6.20	7.67	7.47	1.27	-0.20	4,186
Overall	6.28	7.61	7.39	1.11	-0.22	4,362

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	1.77	1.36	1.34	1.54	1.21	4,288
Information Control	1.70	1.37	1.34	1.61	1.42	4,345
Library as Place	1.88	1.50	1.43	1.82	1.57	4,186
Overall	1.58	1.17	1.17	1.43	1.13	4,362

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
The library assists me in achieving academic success	6.61	7.70	7.65	1.04	-0.05	260
Making me aware of library resources and services	5.92	7.14	6.89	0.97	-0.25	263
Teaching me how to locate, evaluate, and use information	6.09	7.20	7.13	1.04	-0.07	261
Getting research assistance and finding the help I need	6.38	7.49	7.42	1.05	-0.07	252
Library collections that represent a range of voices, viewpoints, and perspectives	6.74	7.57	7.56	0.83	-0.01	270
A library website that is easy to navigate	6.56	7.88	7.02	0.46	-0.86	589
Library services that support me in advancing research and scholarship	6.40	7.70	7.34	0.94	-0.36	564
Library instruction to develop my research skills	5.88	7.11	7.12	1.24	0.01	505
Online tutorials and other learning tools that help me use library resources independently	5.74	7.09	6.88	1.14	-0.21	487
Library spaces, technology, and training supporting creativity and innovation	6.20	7.51	7.49	1.29	-0.02	524

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
The library assists me in achieving academic success	1.96	1.57	1.48	1.78	1.43	260
Making me aware of library resources and services	2.16	1.70	1.80	2.10	1.91	263
Teaching me how to locate, evaluate, and use information	2.08	1.90	1.78	1.92	1.65	261
Getting research assistance and finding the help I need	1.92	1.60	1.59	1.79	1.61	252
Library collections that represent a range of voices, viewpoints, and perspectives	2.02	1.75	1.47	1.88	1.67	270
A library website that is easy to navigate	1.87	1.42	1.62	1.94	1.75	589
Library services that support me in advancing research and scholarship	1.91	1.49	1.56	1.80	1.56	564
Library instruction to develop my research skills	2.25	1.93	1.75	1.91	1.72	505
Online tutorials and other learning tools that help me use library resources independently	2.16	1.84	1.83	1.87	1.84	487
Library spaces, technology, and training supporting creativity and innovation	2.02	1.54	1.51	1.95	1.55	524

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.	8.09	1.18	2,183
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.72	1.37	2,179
How would you rate the overall quality of the service provided by the library?	7.84	1.19	4,362

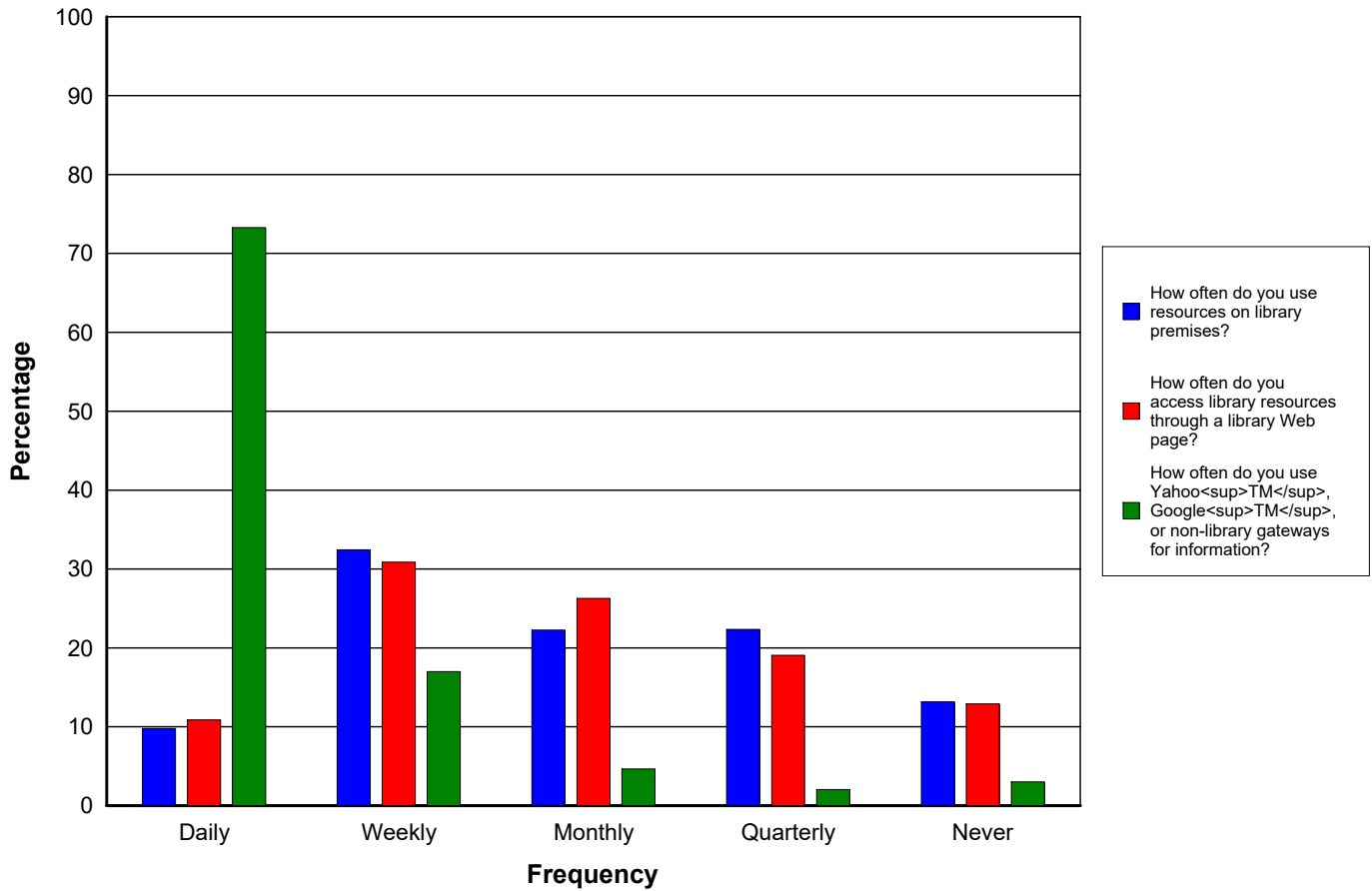
3.6 Information Literacy Outcomes Questions Summary for ARL

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.	6.74	1.87	1,235
The library aids my advancement in my academic discipline or work.	7.53	1.49	2,083
The library enables me to be more efficient in my academic pursuits or work.	7.68	1.43	2,062
The library helps me distinguish between trustworthy and untrustworthy information.	6.93	1.73	2,078
The library provides me with the information skills I need in my work or study.	7.45	1.48	1,266

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?	427 9.79%	1,414 32.42%	971 22.27%	975 22.36%	574 13.16%	4,361 100.00%
How often do you access library resources through a library Web page?	475 10.89%	1,346 30.86%	1,146 26.28%	831 19.06%	563 12.91%	4,361 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	3,196 73.27%	742 17.01%	203 4.65%	89 2.04%	132 3.03%	4,362 100.00%

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

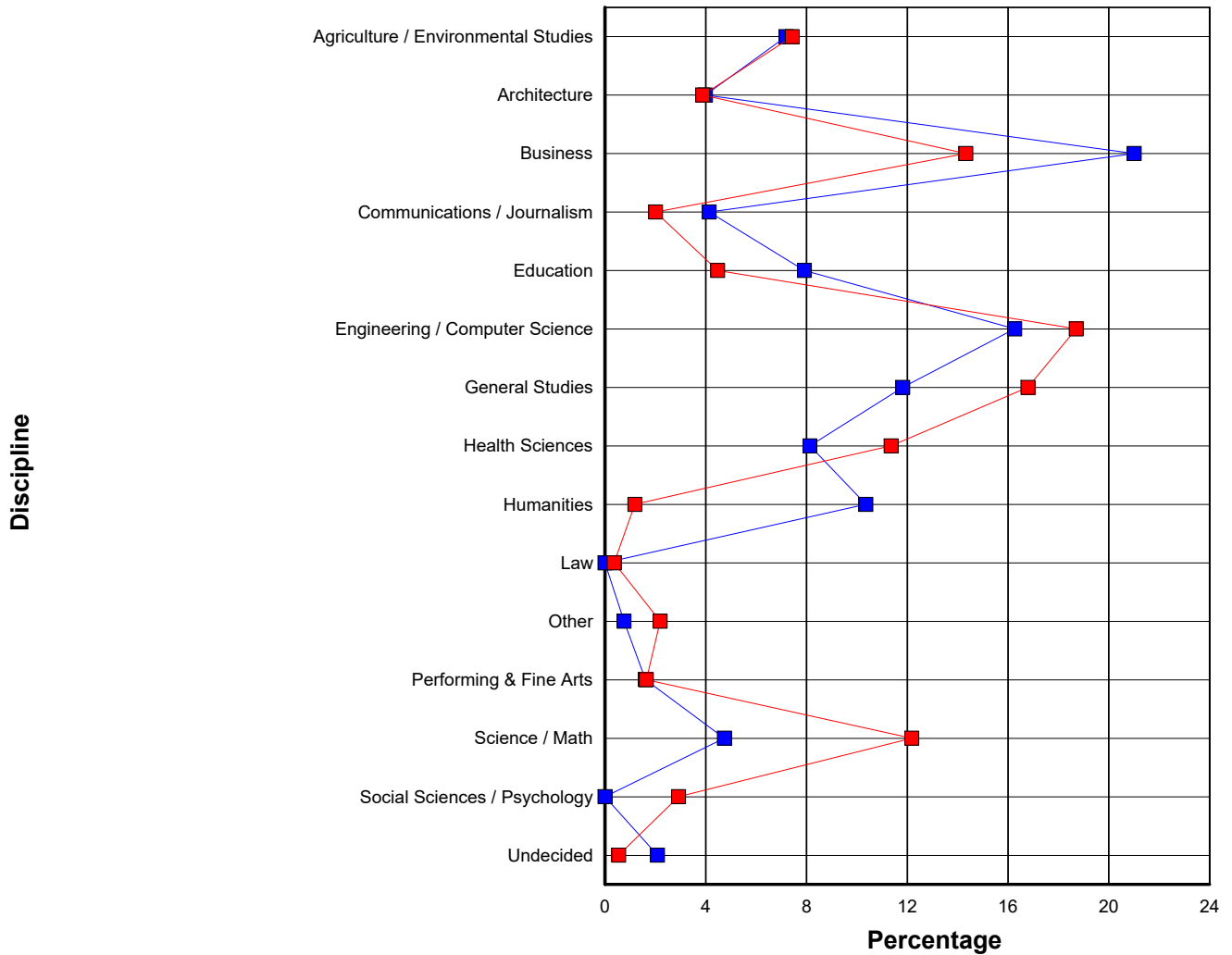
4 Summary for Undergraduate

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)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	3,558	7.19	163	7.44	-0.25
Architecture	1,973	3.99	85	3.88	0.11
Business	10,396	21.01	314	14.32	6.68
Communications / Journalism	2,046	4.13	44	2.01	2.13
Education	3,918	7.92	98	4.47	3.45
Engineering / Computer Science	8,047	16.26	410	18.70	-2.44
General Studies	5,849	11.82	368	16.79	-4.97
Health Sciences	4,025	8.13	249	11.36	-3.23
Humanities	5,124	10.36	26	1.19	9.17
Law	0	0.00	8	0.36	-0.36
Other	374	0.76	48	2.19	-1.43
Performing & Fine Arts	797	1.61	36	1.64	-0.03
Science / Math	2,345	4.74	267	12.18	-7.44
Social Sciences / Psychology	0	0.00	64	2.92	-2.92
Undecided	1,030	2.08	12	0.55	1.53
Total:	49,482	100.00	2,192	100.00	0.00

Language: English (American)
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	4	0.59
18 - 22	584	85.63
23 - 30	44	6.45
31 - 45	25	3.67
46 - 65	22	3.23
Over 65	3	0.44
Total:	682	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	13,793	57.75	0	0.00
Male	10,089	42.25	0	0.00
Total:	23,882	100.00	0	100.00

4.1.4 Respondent Profile by Full or part-time student?

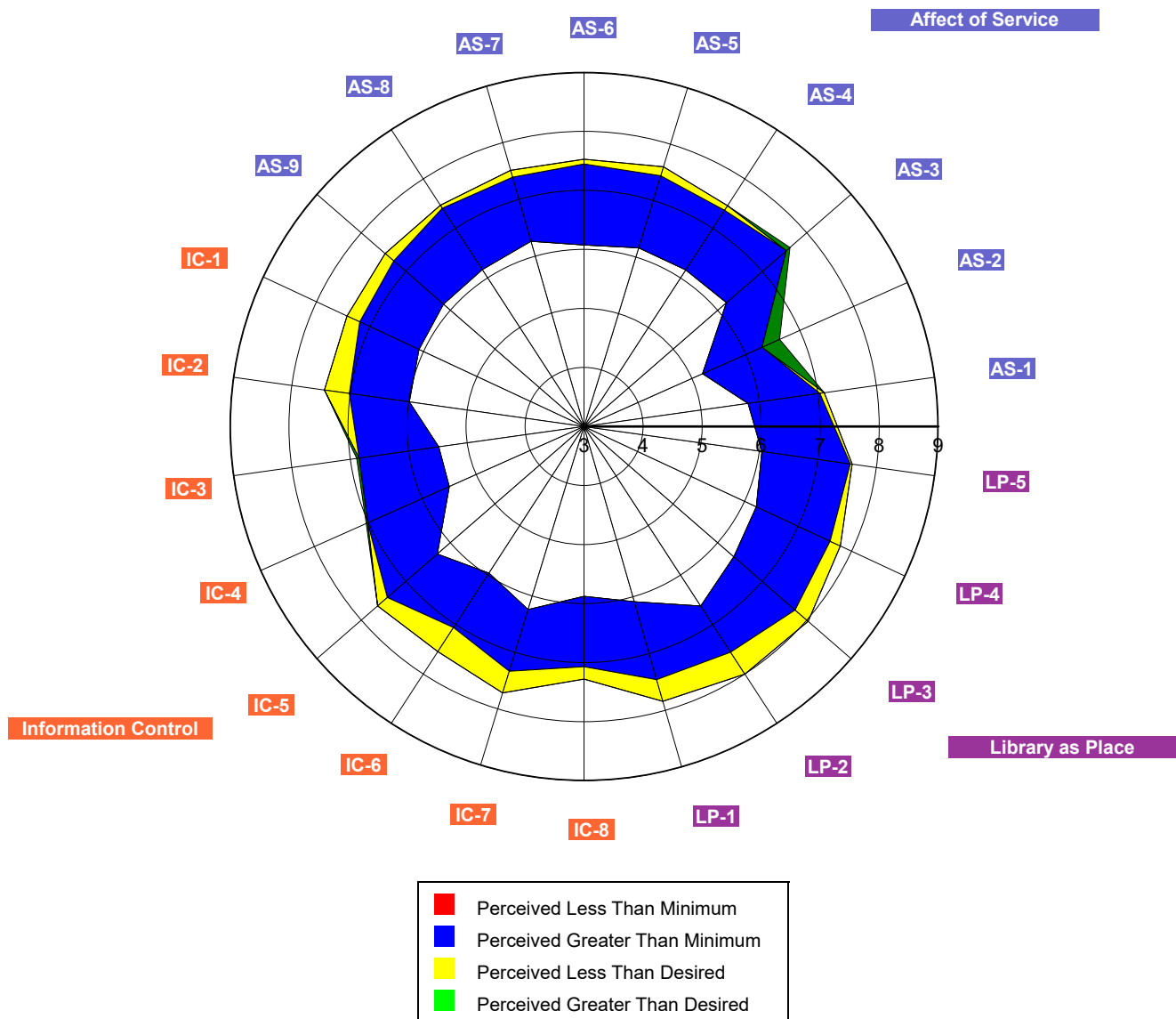
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	44,075	89.07	2,066	94.47
Part-time	5,407	10.93	100	4.57
Does not apply / NA		0.00	21	0.96
Total:	49,482	100.00	2,187	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.81	7.11	7.03	1.23	-0.08	422
AS-2	Giving users individual attention	5.20	6.30	6.63	1.43	0.32	543
AS-3	Employees who are consistently courteous	6.20	7.54	7.62	1.43	0.08	599
AS-4	Readiness to respond to users' questions	6.16	7.46	7.37	1.20	-0.09	598
AS-5	Employees who have the knowledge to answer user questions	6.16	7.60	7.44	1.28	-0.16	558
AS-6	Employees who deal with users in a caring fashion	6.07	7.53	7.45	1.37	-0.08	2,107
AS-7	Employees who understand the needs of their users	6.27	7.52	7.39	1.13	-0.12	497
AS-8	Willingness to help users	6.17	7.47	7.41	1.24	-0.06	537
AS-9	Dependability in handling users' service problems	6.16	7.47	7.27	1.12	-0.19	354
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.09	7.43	7.19	1.11	-0.24	482
IC-2	A library Web site enabling me to locate information on my own	5.99	7.44	7.02	1.02	-0.43	653
IC-3	The printed library materials I need for my work	5.49	6.85	6.89	1.40	0.04	648
IC-4	The electronic information resources I need	5.50	7.01	7.04	1.54	0.03	2,115
IC-5	Modern equipment that lets me easily access needed information	6.30	7.63	7.42	1.12	-0.22	703
IC-6	Easy-to-use access tools that allow me to find things on my own	5.96	7.55	7.06	1.10	-0.49	623
IC-7	Making information easily accessible for independent use	6.24	7.72	7.34	1.09	-0.38	659
IC-8	Print and/or electronic journal collections I require for my work	5.88	7.28	7.07	1.19	-0.21	404
Library as Place							
LP-1	Library space that inspires study and learning	6.09	7.84	7.46	1.37	-0.38	2,172
LP-2	Quiet space for individual activities	6.63	8.00	7.56	0.93	-0.44	573
LP-3	A comfortable and inviting location	6.36	8.03	7.74	1.37	-0.29	541
LP-4	A getaway for study, learning, or research	6.22	7.79	7.60	1.38	-0.19	568
LP-5	Community space for group learning and group study	6.04	7.59	7.56	1.51	-0.03	490
Overall:		6.00	7.47	7.30	1.30	-0.17	2,194

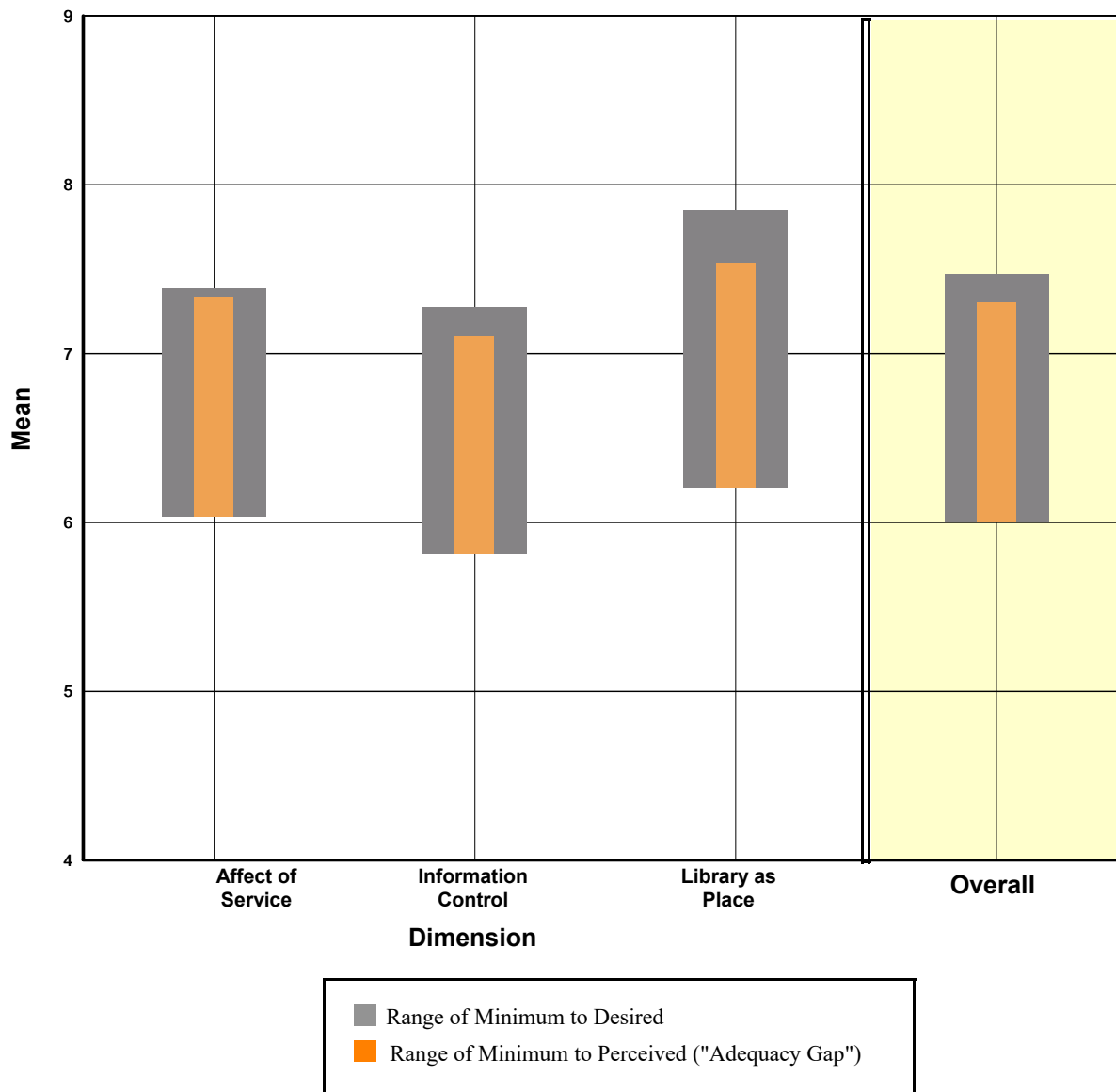
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	2.20	1.74	1.70	1.86	1.48	422
AS-2	Giving users individual attention	2.27	2.05	1.84	1.98	1.71	543
AS-3	Employees who are consistently courteous	1.96	1.56	1.45	1.81	1.35	599
AS-4	Readiness to respond to users' questions	1.92	1.52	1.39	1.65	1.41	598
AS-5	Employees who have the knowledge to answer user questions	1.91	1.48	1.46	1.77	1.38	558
AS-6	Employees who deal with users in a caring fashion	1.96	1.57	1.50	1.82	1.48	2,107
AS-7	Employees who understand the needs of their users	1.96	1.48	1.49	1.70	1.32	497
AS-8	Willingness to help users	1.86	1.56	1.46	1.72	1.38	537
AS-9	Dependability in handling users' service problems	1.86	1.53	1.47	1.69	1.44	354
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.01	1.68	1.59	1.80	1.66	482
IC-2	A library Web site enabling me to locate information on my own	1.97	1.69	1.70	1.92	1.73	653
IC-3	The printed library materials I need for my work	2.26	2.15	1.84	2.24	2.21	648
IC-4	The electronic information resources I need	1.98	1.84	1.58	1.87	1.79	2,115
IC-5	Modern equipment that lets me easily access needed information	1.75	1.45	1.44	1.73	1.50	703
IC-6	Easy-to-use access tools that allow me to find things on my own	1.93	1.48	1.68	1.87	1.62	623
IC-7	Making information easily accessible for independent use	1.84	1.37	1.52	1.75	1.49	659
IC-8	Print and/or electronic journal collections I require for my work	2.15	1.85	1.77	2.16	1.95	404
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.45	1.51	2.00	1.68	2,172
LP-2	Quiet space for individual activities	1.87	1.43	1.59	1.98	1.77	573
LP-3	A comfortable and inviting location	1.90	1.29	1.35	1.79	1.41	541
LP-4	A getaway for study, learning, or research	1.91	1.40	1.46	1.93	1.55	568
LP-5	Community space for group learning and group study	1.99	1.62	1.49	1.93	1.76	490
Overall:		1.55	1.18	1.14	1.40	1.11	2,194

Language: English (American)
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	6.03	7.39	7.33	1.30	-0.05	2,163
Information Control	5.82	7.28	7.11	1.29	-0.17	2,189
Library as Place	6.21	7.85	7.53	1.33	-0.31	2,182
Overall	6.00	7.47	7.30	1.30	-0.17	2,194

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	1.77	1.41	1.34	1.54	1.22	2,163
Information Control	1.66	1.41	1.32	1.55	1.39	2,189
Library as Place	1.76	1.26	1.33	1.75	1.42	2,182
Overall	1.55	1.18	1.14	1.40	1.11	2,194

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
The library assists me in achieving academic success	6.27	7.46	7.53	1.25	0.07	135
Making me aware of library resources and services	5.55	6.97	6.54	0.99	-0.42	125
Teaching me how to locate, evaluate, and use information	5.93	7.02	7.08	1.15	0.05	128
Getting research assistance and finding the help I need	6.36	7.30	7.38	1.02	0.07	135
Library collections that represent a range of voices, viewpoints, and perspectives	6.43	7.46	7.60	1.17	0.14	123
A library website that is easy to navigate	6.21	7.62	6.94	0.73	-0.68	320
Library services that support me in advancing research and scholarship	6.03	7.37	7.15	1.12	-0.22	290
Library instruction to develop my research skills	5.70	7.04	6.98	1.29	-0.06	280
Online tutorials and other learning tools that help me use library resources independently	5.33	6.93	6.81	1.48	-0.13	246
Library spaces, technology, and training supporting creativity and innovation	5.85	7.38	7.46	1.61	0.07	268

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
The library assists me in achieving academic success	2.05	1.77	1.53	1.90	1.59	135
Making me aware of library resources and services	2.25	1.85	1.90	2.07	2.00	125
Teaching me how to locate, evaluate, and use information	2.17	1.85	1.75	1.83	1.42	128
Getting research assistance and finding the help I need	2.02	1.70	1.57	1.82	1.62	135
Library collections that represent a range of voices, viewpoints, and perspectives	2.12	1.81	1.50	2.03	1.73	123
A library website that is easy to navigate	1.89	1.50	1.58	1.80	1.62	320
Library services that support me in advancing research and scholarship	1.97	1.60	1.60	1.76	1.58	290
Library instruction to develop my research skills	2.14	1.89	1.77	1.86	1.69	280
Online tutorials and other learning tools that help me use library resources independently	2.22	1.85	1.84	2.01	2.01	246
Library spaces, technology, and training supporting creativity and innovation	2.00	1.60	1.49	1.97	1.57	268

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.	8.11	1.14	1,092
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.79	1.29	1,102
How would you rate the overall quality of the service provided by the library?	7.87	1.15	2,194

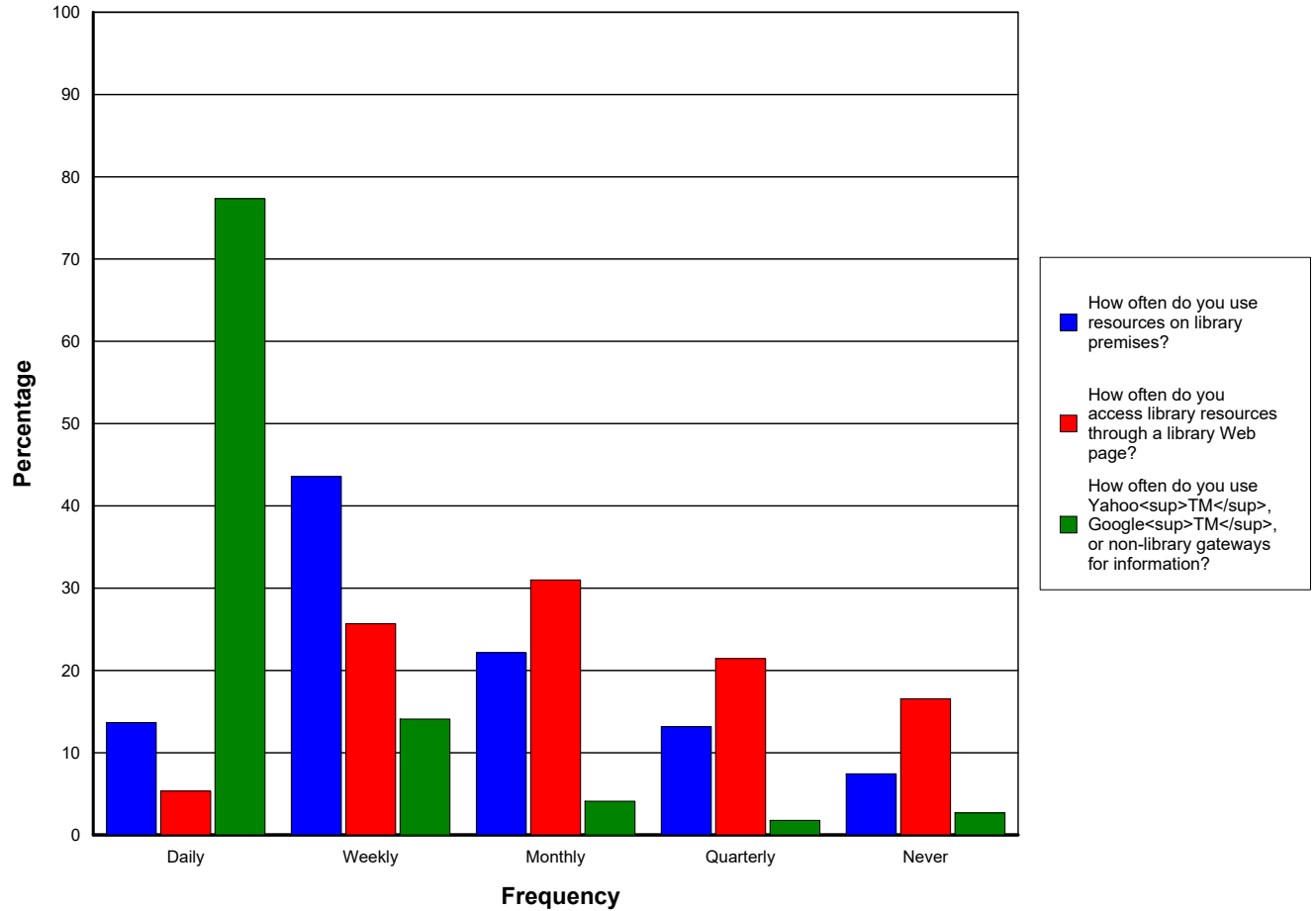
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.76	1.81	628
The library aids my advancement in my academic discipline or work.	7.56	1.43	1,046
The library enables me to be more efficient in my academic pursuits or work.	7.86	1.28	1,038
The library helps me distinguish between trustworthy and untrustworthy information.	6.99	1.71	1,030
The library provides me with the information skills I need in my work or study.	7.49	1.44	646

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?	300 13.67%	956 43.57%	486 22.15%	289 13.17%	163 7.43%	2,194 100.00%
How often do you access library resources through a library Web page?	117 5.34%	563 25.67%	680 31.01%	470 21.43%	363 16.55%	2,193 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	1,697 77.35%	309 14.08%	90 4.10%	39 1.78%	59 2.69%	2,194 100.00%

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

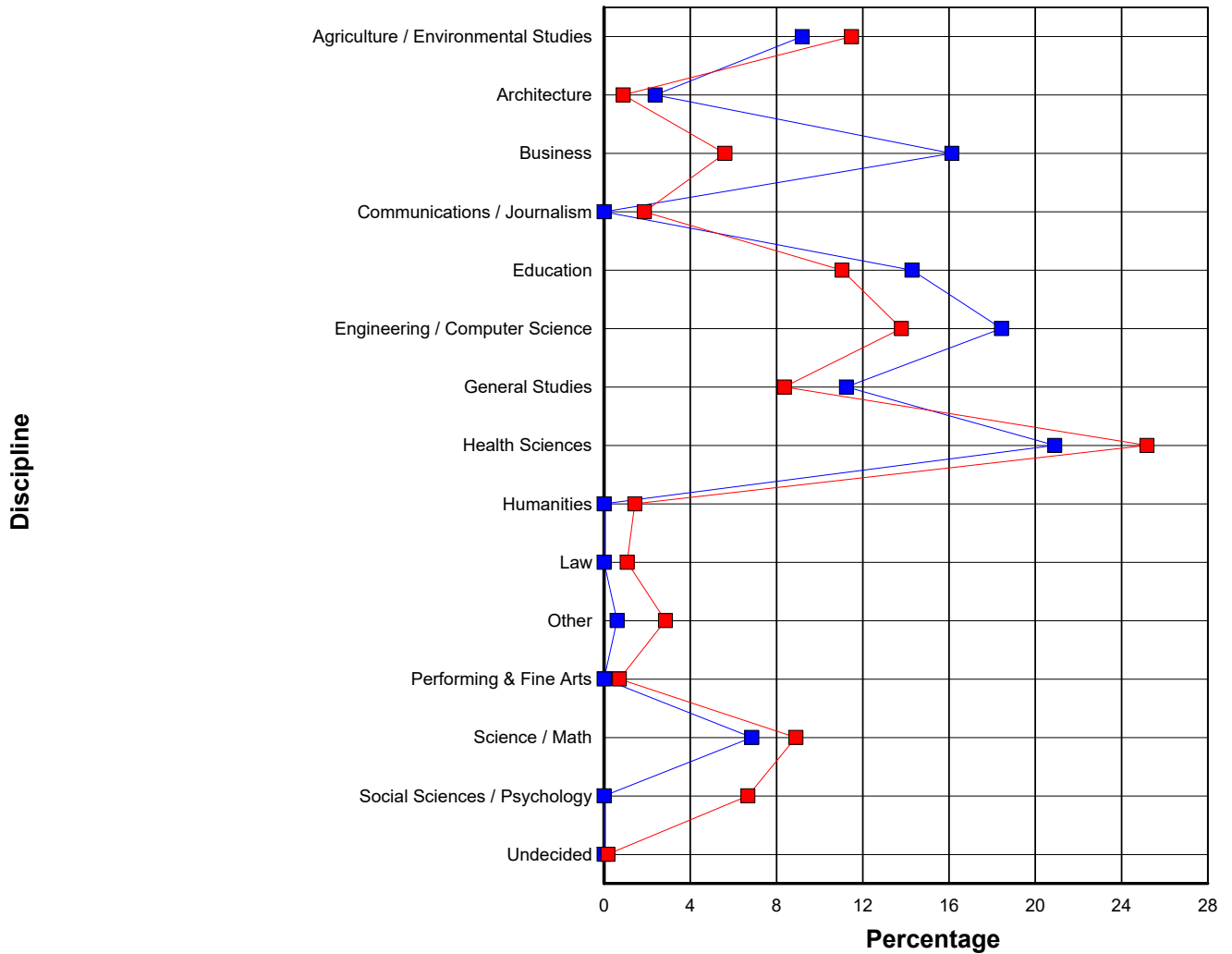
5 Summary for Graduate

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)
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	547	9.19	129	11.48	-2.29
Architecture	141	2.37	10	0.89	1.48
Business	960	16.13	63	5.60	10.52
Communications / Journalism	0	0.00	21	1.87	-1.87
Education	850	14.28	124	11.03	3.25
Engineering / Computer Science	1,097	18.43	155	13.79	4.64
General Studies	669	11.24	94	8.36	2.88
Health Sciences	1,244	20.90	283	25.18	-4.28
Humanities	0	0.00	16	1.42	-1.42
Law	0	0.00	12	1.07	-1.07
Other	36	0.60	32	2.85	-2.24
Performing & Fine Arts	0	0.00	8	0.71	-0.71
Science / Math	408	6.85	100	8.90	-2.04
Social Sciences / Psychology	0	0.00	75	6.67	-6.67
Undecided	0	0.00	2	0.18	-0.18
Total:	5,952	100.00	1,124	100.00	0.00

Language: English (American)
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	31	7.56
23 - 30	220	53.66
31 - 45	118	28.78
46 - 65	36	8.78
Over 65	5	1.22
Total:	410	100.00

5.1.3 Respondent Profile by Sex:

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

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

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

5.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	3,390	56.96	909	80.94
Part-time	2,562	43.04	176	15.67
Does not apply / NA		0.00	38	3.38
Total:	5,952	100.00	1,123	100.00

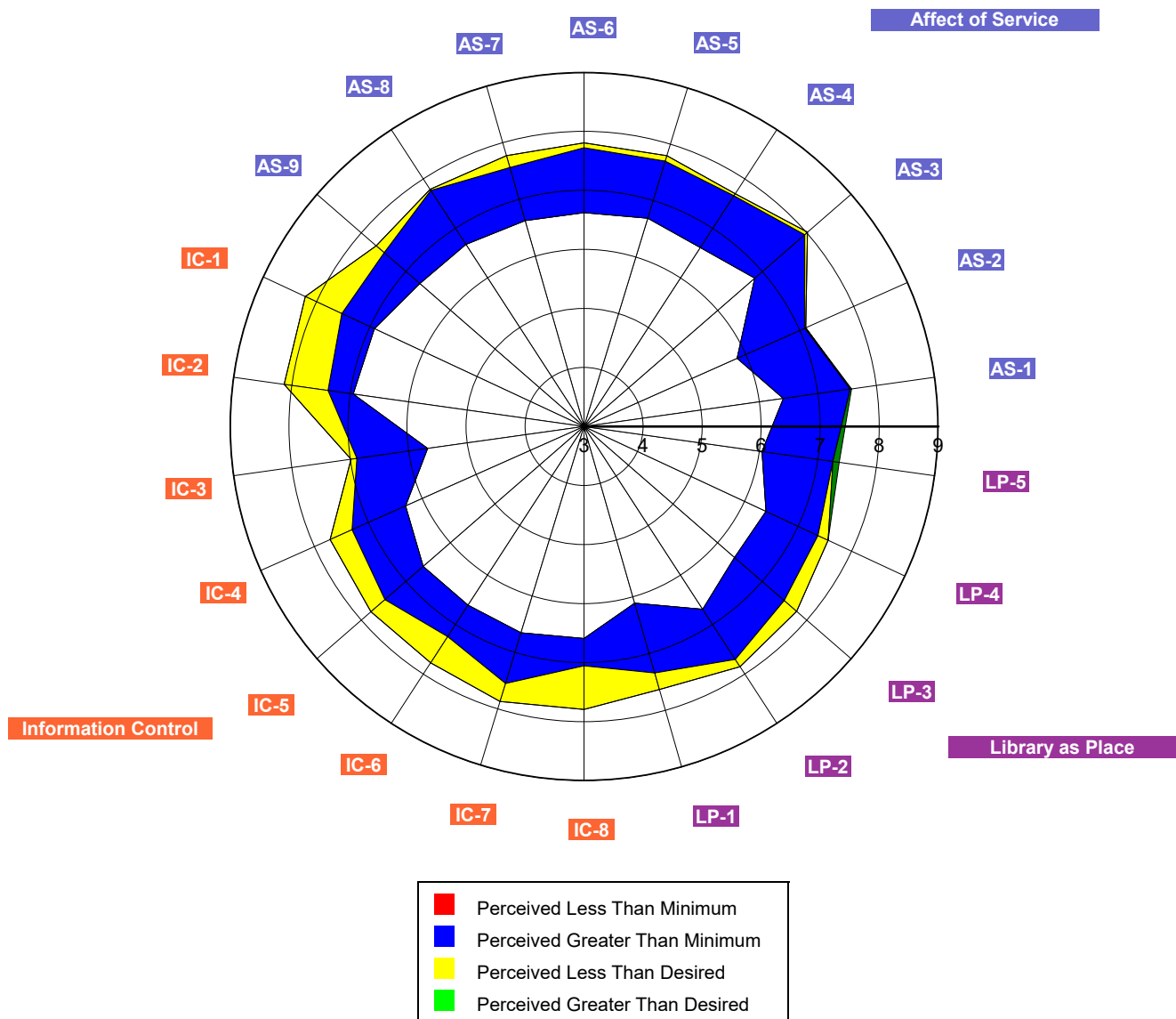
Language: English (American)
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

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.)



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

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	6.41	7.55	7.58	1.17	0.02	173
AS-2	Giving users individual attention	5.84	7.11	7.09	1.25	-0.02	236
AS-3	Employees who are consistently courteous	6.83	8.02	7.95	1.12	-0.06	297
AS-4	Readiness to respond to users' questions	6.61	7.70	7.66	1.05	-0.04	301
AS-5	Employees who have the knowledge to answer user questions	6.69	7.80	7.70	1.01	-0.10	271
AS-6	Employees who deal with users in a caring fashion	6.62	7.80	7.72	1.10	-0.08	1,049
AS-7	Employees who understand the needs of their users	6.63	7.77	7.56	0.94	-0.21	294
AS-8	Willingness to help users	6.68	7.79	7.77	1.09	-0.02	286
AS-9	Dependability in handling users' service problems	6.69	7.66	7.49	0.80	-0.18	197
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.92	8.21	7.53	0.61	-0.68	227
IC-2	A library Web site enabling me to locate information on my own	6.95	8.13	7.38	0.43	-0.75	332
IC-3	The printed library materials I need for my work	5.68	6.99	6.89	1.21	-0.10	292
IC-4	The electronic information resources I need	6.31	7.71	7.30	0.99	-0.41	1,093
IC-5	Modern equipment that lets me easily access needed information	6.61	7.78	7.47	0.86	-0.31	323
IC-6	Easy-to-use access tools that allow me to find things on my own	6.61	7.77	7.24	0.63	-0.53	339
IC-7	Making information easily accessible for independent use	6.66	7.87	7.55	0.90	-0.32	380
IC-8	Print and/or electronic journal collections I require for my work	6.59	7.79	7.06	0.46	-0.74	216
Library as Place							
LP-1	Library space that inspires study and learning	6.11	7.63	7.34	1.23	-0.29	1,021
LP-2	Quiet space for individual activities	6.69	7.85	7.71	1.01	-0.15	225
LP-3	A comfortable and inviting location	6.38	7.77	7.49	1.11	-0.28	286
LP-4	A getaway for study, learning, or research	6.40	7.56	7.37	0.97	-0.19	263
LP-5	Community space for group learning and group study	6.05	7.26	7.36	1.32	0.11	244
Overall:		6.48	7.73	7.47	0.99	-0.26	1,125

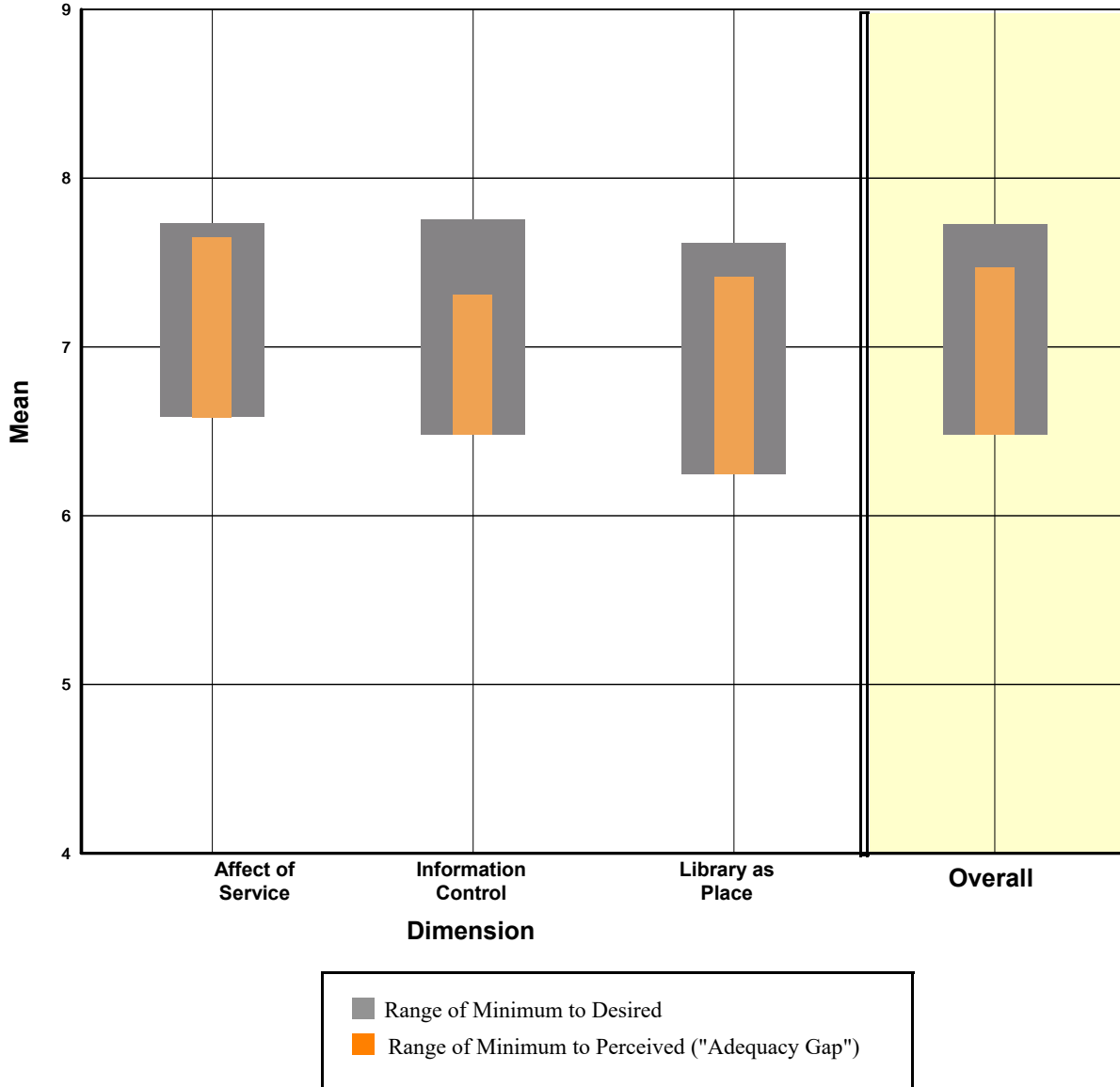
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.08	1.64	1.55	1.79	1.24	173
AS-2	Giving users individual attention	2.32	1.92	1.84	1.90	1.52	236
AS-3	Employees who are consistently courteous	1.81	1.22	1.18	1.74	1.22	297
AS-4	Readiness to respond to users' questions	1.92	1.41	1.45	1.84	1.44	301
AS-5	Employees who have the knowledge to answer user questions	1.90	1.34	1.46	1.62	1.25	271
AS-6	Employees who deal with users in a caring fashion	1.88	1.48	1.47	1.75	1.41	1,049
AS-7	Employees who understand the needs of their users	1.78	1.36	1.37	1.66	1.30	294
AS-8	Willingness to help users	1.80	1.42	1.36	1.62	1.32	286
AS-9	Dependability in handling users' service problems	1.72	1.45	1.51	1.58	1.31	197
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.17	1.54	1.85	1.41	227
IC-2	A library Web site enabling me to locate information on my own	1.70	1.13	1.56	1.70	1.55	332
IC-3	The printed library materials I need for my work	2.28	2.03	1.79	2.25	2.11	292
IC-4	The electronic information resources I need	1.91	1.56	1.55	1.93	1.67	1,093
IC-5	Modern equipment that lets me easily access needed information	1.85	1.44	1.53	1.68	1.40	323
IC-6	Easy-to-use access tools that allow me to find things on my own	1.69	1.37	1.43	1.61	1.57	339
IC-7	Making information easily accessible for independent use	1.77	1.41	1.33	1.83	1.53	380
IC-8	Print and/or electronic journal collections I require for my work	2.05	1.82	1.86	1.95	1.78	216
Library as Place							
LP-1	Library space that inspires study and learning	2.08	1.64	1.62	2.05	1.76	1,021
LP-2	Quiet space for individual activities	1.92	1.63	1.49	1.88	1.86	225
LP-3	A comfortable and inviting location	1.98	1.51	1.50	1.84	1.63	286
LP-4	A getaway for study, learning, or research	1.87	1.57	1.53	1.74	1.53	263
LP-5	Community space for group learning and group study	2.11	1.80	1.61	2.18	1.97	244
Overall:		1.53	1.09	1.15	1.38	1.06	1,125

Language: English (American)
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	6.58	7.73	7.65	1.07	-0.08	1,095
Information Control	6.48	7.76	7.31	0.83	-0.45	1,121
Library as Place	6.25	7.62	7.42	1.17	-0.20	1,056
Overall	6.48	7.73	7.47	0.99	-0.26	1,125

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	1.70	1.25	1.28	1.52	1.13	1,095
Information Control	1.63	1.25	1.31	1.58	1.33	1,121
Library as Place	1.87	1.47	1.42	1.76	1.54	1,056
Overall	1.53	1.09	1.15	1.38	1.06	1,125

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
The library assists me in achieving academic success	6.91	7.89	7.72	0.81	-0.17	75
Making me aware of library resources and services	5.96	7.03	7.23	1.27	0.20	75
Teaching me how to locate, evaluate, and use information	6.33	7.60	7.26	0.93	-0.33	84
Getting research assistance and finding the help I need	6.16	7.74	7.72	1.56	-0.02	61
Library collections that represent a range of voices, viewpoints, and perspectives	6.77	7.48	7.48	0.71	0.00	82
A library website that is easy to navigate	6.86	8.12	7.24	0.38	-0.89	122
Library services that support me in advancing research and scholarship	6.41	7.85	7.45	1.04	-0.41	143
Library instruction to develop my research skills	6.27	7.29	7.41	1.14	0.12	118
Online tutorials and other learning tools that help me use library resources independently	6.16	7.27	6.98	0.82	-0.29	135
Library spaces, technology, and training supporting creativity and innovation	6.57	7.65	7.30	0.73	-0.35	135

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
The library assists me in achieving academic success	1.90	1.32	1.49	1.49	0.94	75
Making me aware of library resources and services	2.09	1.68	1.65	2.33	1.81	75
Teaching me how to locate, evaluate, and use information	1.73	1.61	1.70	1.84	1.47	84
Getting research assistance and finding the help I need	1.74	1.47	1.31	1.58	1.48	61
Library collections that represent a range of voices, viewpoints, and perspectives	2.04	1.87	1.46	1.80	1.81	82
A library website that is easy to navigate	1.66	1.30	1.66	2.13	1.81	122
Library services that support me in advancing research and scholarship	1.82	1.42	1.52	1.81	1.67	143
Library instruction to develop my research skills	2.21	1.84	1.49	1.97	1.72	118
Online tutorials and other learning tools that help me use library resources independently	2.09	1.85	1.78	1.51	1.53	135
Library spaces, technology, and training supporting creativity and innovation	1.91	1.46	1.57	1.88	1.48	135

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.	8.11	1.16	567
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.69	1.43	558
How would you rate the overall quality of the service provided by the library?	7.84	1.21	1,125

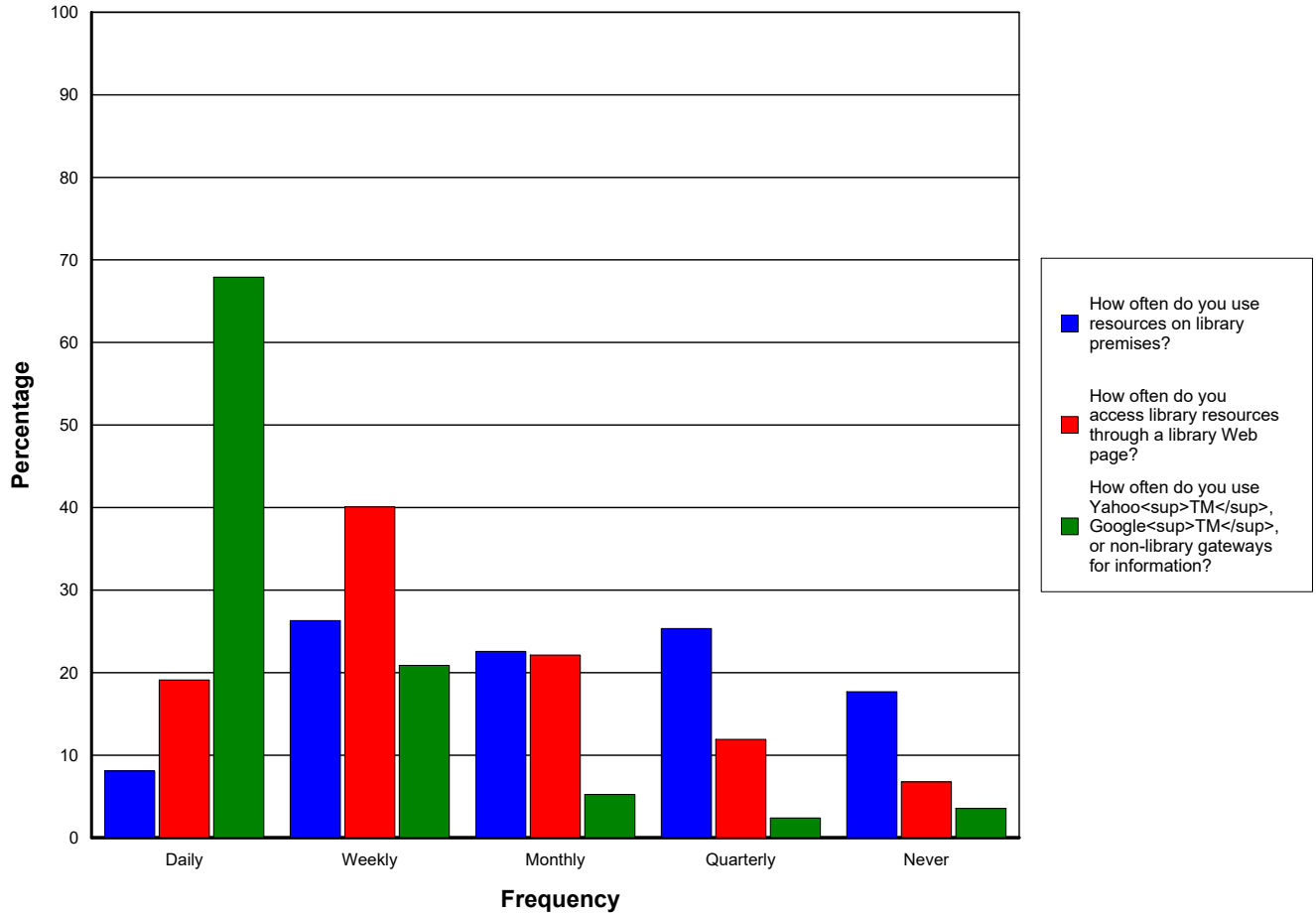
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.72	1.97	303
The library aids my advancement in my academic discipline or work.	7.56	1.54	541
The library enables me to be more efficient in my academic pursuits or work.	7.58	1.50	538
The library helps me distinguish between trustworthy and untrustworthy information.	6.97	1.70	546
The library provides me with the information skills I need in my work or study.	7.48	1.47	322

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?	91 8.09%	296 26.31%	254 22.58%	285 25.33%	199 17.69%	1,125 100.00%
How often do you access library resources through a library Web page?	215 19.11%	451 40.09%	249 22.13%	134 11.91%	76 6.76%	1,125 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	764 67.91%	235 20.89%	59 5.24%	27 2.40%	40 3.56%	1,125 100.00%

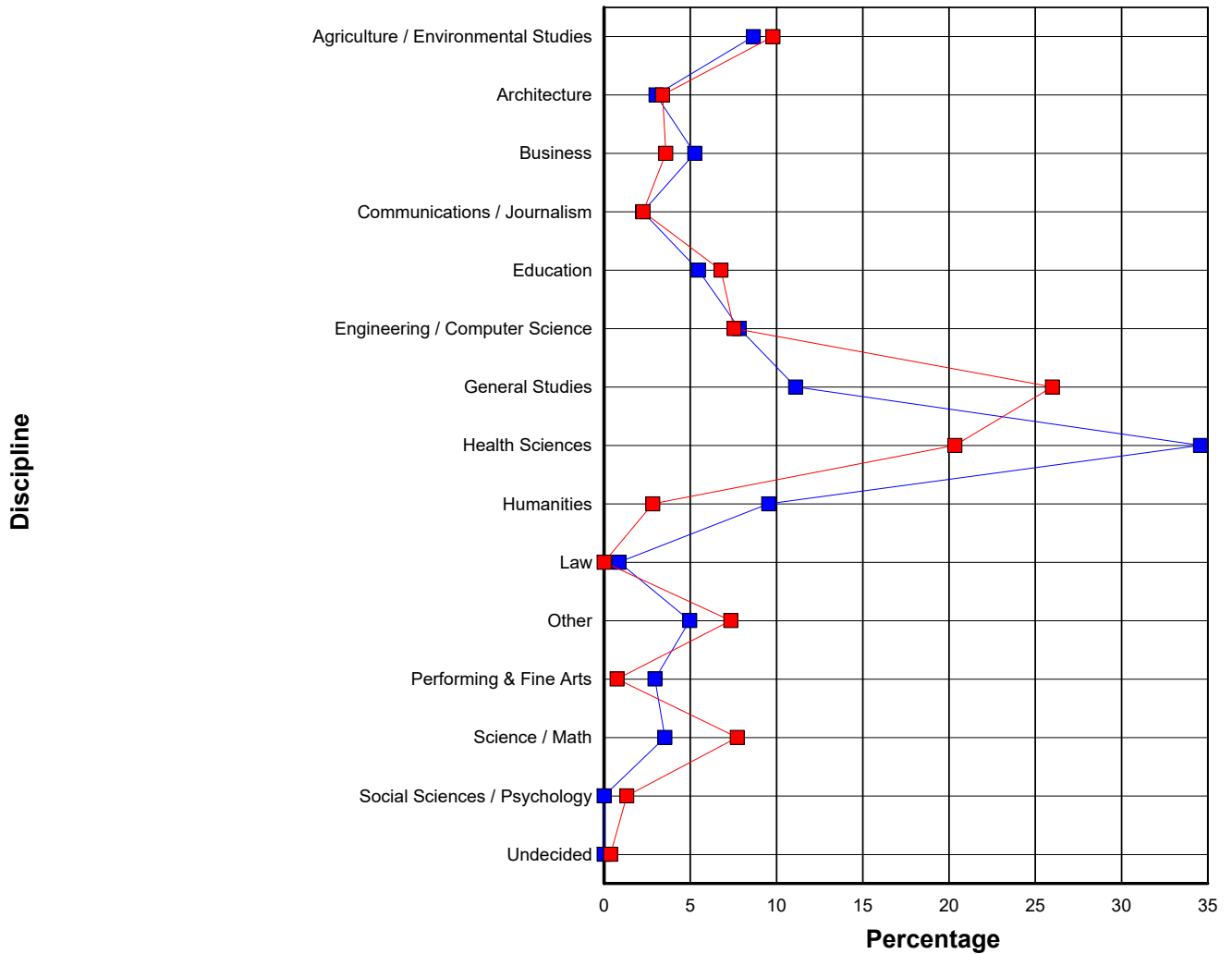
6 Summary for Faculty

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)
Institution Type: College or University
Consortium: ARL
User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	432	8.66	52	9.79	-1.13
Architecture	150	3.01	18	3.39	-0.38
Business	262	5.25	19	3.58	1.67
Communications / Journalism	112	2.24	12	2.26	-0.01
Education	273	5.47	36	6.78	-1.31
Engineering / Computer Science	391	7.84	40	7.53	0.30
General Studies	554	11.10	138	25.99	-14.88
Health Sciences	1,725	34.58	108	20.34	14.24
Humanities	476	9.54	15	2.82	6.72
Law	43	0.86	0	0.00	0.86
Other	248	4.97	39	7.34	-2.37
Performing & Fine Arts	147	2.95	4	0.75	2.19
Science / Math	176	3.53	41	7.72	-4.19
Social Sciences / Psychology	0	0.00	7	1.32	-1.32
Undecided	0	0.00	2	0.38	-0.38
Total:	4,989	100.00	531	100.00	0.00

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

6.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	5	3.88
31 - 45	51	39.53
46 - 65	59	45.74
Over 65	14	10.85
Total:	129	100.00

6.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	1,541	47.14	0	0.00
Male	1,728	52.86	0	0.00
Total:	3,269	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	2,770	55.46	28	5.33
Part-time	499	9.99	8	1.52
Does not apply / NA	1,726	34.55	489	93.14
Total:	4,995	100.00	525	100.00

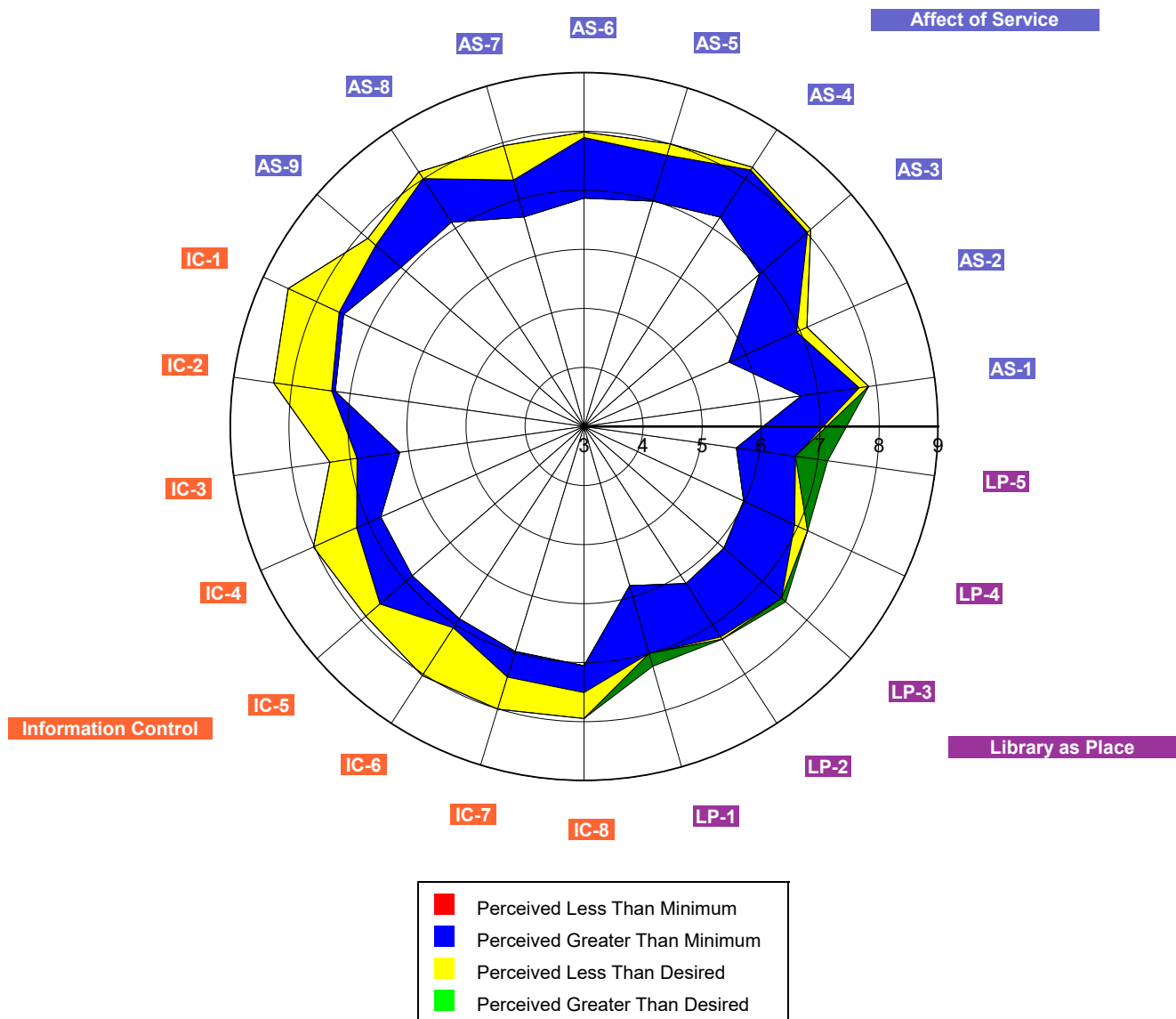
Language: English (American)
 Institution Type: College or University
 Consortium: ARL
 User Group: Faculty

6.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.72	7.87	7.71	0.99	-0.16	106
AS-2	Giving users individual attention	5.69	7.13	6.94	1.25	-0.19	106
AS-3	Employees who are consistently courteous	6.94	8.09	8.01	1.07	-0.07	136
AS-4	Readiness to respond to users' questions	7.23	8.24	8.18	0.95	-0.06	143
AS-5	Employees who have the knowledge to answer user questions	6.99	8.01	7.80	0.81	-0.20	133
AS-6	Employees who deal with users in a caring fashion	6.87	7.99	7.90	1.03	-0.09	504
AS-7	Employees who understand the needs of their users	6.69	7.95	7.34	0.65	-0.60	131
AS-8	Willingness to help users	7.13	8.14	8.01	0.88	-0.13	126
AS-9	Dependability in handling users' service problems	7.11	7.86	7.68	0.57	-0.18	90
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.50	8.53	7.58	0.08	-0.95	119
IC-2	A library Web site enabling me to locate information on my own	7.26	8.31	7.32	0.06	-0.99	160
IC-3	The printed library materials I need for my work	6.15	7.35	6.88	0.73	-0.46	155
IC-4	The electronic information resources I need	6.77	8.02	7.22	0.45	-0.80	527
IC-5	Modern equipment that lets me easily access needed information	6.86	7.90	7.58	0.73	-0.32	161
IC-6	Easy-to-use access tools that allow me to find things on my own	6.88	8.03	7.07	0.18	-0.97	152
IC-7	Making information easily accessible for independent use	6.99	8.01	7.44	0.45	-0.57	143
IC-8	Print and/or electronic journal collections I require for my work	7.05	7.95	7.51	0.46	-0.44	114
Library as Place							
LP-1	Library space that inspires study and learning	5.81	7.00	7.23	1.42	0.23	429
LP-2	Quiet space for individual activities	6.17	7.30	7.25	1.08	-0.05	104
LP-3	A comfortable and inviting location	6.14	7.44	7.53	1.39	0.09	108
LP-4	A getaway for study, learning, or research	5.98	7.18	6.94	0.95	-0.24	129
LP-5	Community space for group learning and group study	5.61	6.62	7.17	1.56	0.55	89
Overall:		6.67	7.80	7.48	0.81	-0.32	531

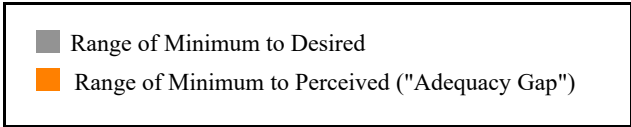
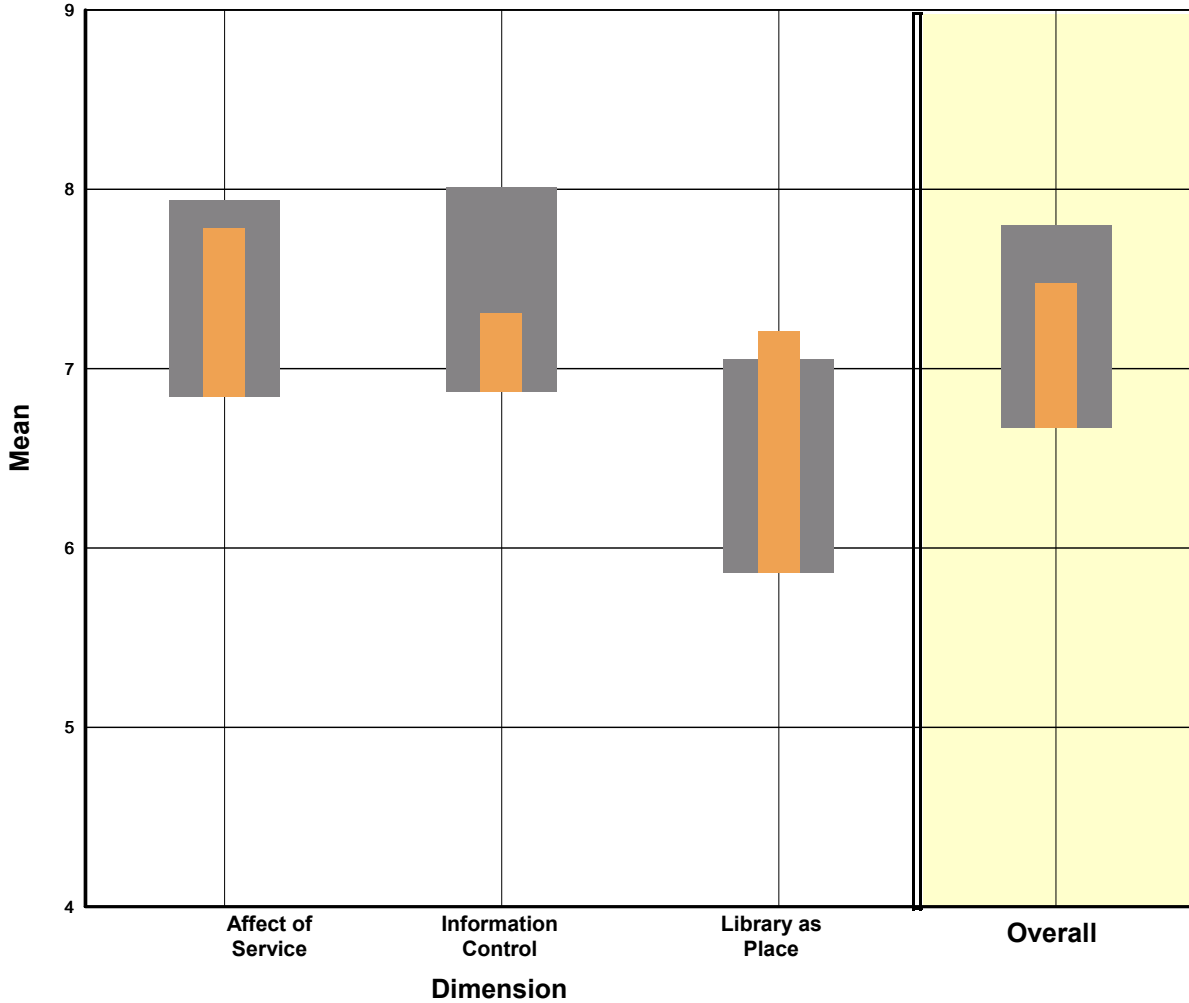
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.93	1.58	1.46	1.53	1.40	106
AS-2	Giving users individual attention	2.24	1.81	1.79	1.89	1.67	106
AS-3	Employees who are consistently courteous	2.02	1.62	1.30	1.77	1.38	136
AS-4	Readiness to respond to users' questions	1.70	1.23	1.16	1.62	1.14	143
AS-5	Employees who have the knowledge to answer user questions	1.89	1.40	1.29	1.72	1.30	133
AS-6	Employees who deal with users in a caring fashion	1.90	1.53	1.39	1.75	1.42	504
AS-7	Employees who understand the needs of their users	1.82	1.54	1.67	1.71	1.88	131
AS-8	Willingness to help users	1.92	1.41	1.35	1.82	1.37	126
AS-9	Dependability in handling users' service problems	1.78	1.44	1.54	1.43	1.46	90
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.63	1.10	1.55	1.82	1.58	119
IC-2	A library Web site enabling me to locate information on my own	1.73	1.33	1.75	1.80	1.71	160
IC-3	The printed library materials I need for my work	2.26	2.13	1.77	2.24	2.23	155
IC-4	The electronic information resources I need	1.88	1.49	1.67	1.99	1.81	527
IC-5	Modern equipment that lets me easily access needed information	1.88	1.57	1.32	1.73	1.50	161
IC-6	Easy-to-use access tools that allow me to find things on my own	1.78	1.58	1.62	1.83	1.76	152
IC-7	Making information easily accessible for independent use	1.89	1.45	1.66	1.87	1.71	143
IC-8	Print and/or electronic journal collections I require for my work	1.89	1.62	1.62	1.96	1.75	114
Library as Place							
LP-1	Library space that inspires study and learning	2.50	2.44	1.87	2.41	2.47	429
LP-2	Quiet space for individual activities	2.39	2.13	1.83	2.30	1.96	104
LP-3	A comfortable and inviting location	2.32	1.91	1.67	1.95	1.65	108
LP-4	A getaway for study, learning, or research	2.45	2.36	1.96	2.25	2.31	129
LP-5	Community space for group learning and group study	2.60	2.51	2.05	2.68	2.54	89
Overall:		1.61	1.27	1.25	1.46	1.27	531

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

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.84	7.94	7.78	0.94	-0.15	524
Information Control	6.87	8.01	7.31	0.44	-0.70	530
Library as Place	5.86	7.05	7.21	1.35	0.15	463
Overall	6.67	7.80	7.48	0.81	-0.32	531

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	1.77	1.39	1.33	1.54	1.26	524
Information Control	1.62	1.29	1.43	1.63	1.51	530
Library as Place	2.34	2.20	1.79	2.16	2.09	463
Overall	1.61	1.27	1.25	1.46	1.27	531

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
The library assists me in achieving academic success	7.00	8.10	7.86	0.86	-0.24	21
Making me aware of library resources and services	5.83	7.89	6.67	0.83	-1.22	18
Teaching me how to locate, evaluate, and use information	5.73	6.93	6.60	0.87	-0.33	15
Getting research assistance and finding the help I need	6.67	7.63	7.23	0.57	-0.40	30
Library collections that represent a range of voices, viewpoints, and perspectives	6.87	7.65	7.26	0.39	-0.39	23
A library website that is easy to navigate	7.01	8.23	6.85	-0.16	-1.39	98
Library services that support me in advancing research and scholarship	7.56	8.50	7.68	0.12	-0.82	78
Library instruction to develop my research skills	5.84	6.95	7.34	1.51	0.39	61
Online tutorials and other learning tools that help me use library resources independently	6.17	7.21	6.62	0.45	-0.59	58
Library spaces, technology, and training supporting creativity and innovation	6.47	7.76	7.85	1.38	0.09	66

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
The library assists me in achieving academic success	1.79	1.22	1.39	2.37	2.00	21
Making me aware of library resources and services	1.72	1.08	1.57	2.28	1.59	18
Teaching me how to locate, evaluate, and use information	2.49	2.79	2.44	2.29	2.55	15
Getting research assistance and finding the help I need	1.97	1.63	1.81	1.79	1.45	30
Library collections that represent a range of voices, viewpoints, and perspectives	1.89	1.61	1.60	2.08	1.78	23
A library website that is easy to navigate	1.93	1.32	1.68	1.92	1.98	98
Library services that support me in advancing research and scholarship	1.34	0.92	1.49	1.61	1.37	78
Library instruction to develop my research skills	2.55	2.17	1.86	2.01	1.83	61
Online tutorials and other learning tools that help me use library resources independently	2.23	1.94	2.07	1.83	1.73	58
Library spaces, technology, and training supporting creativity and innovation	2.16	1.40	1.56	1.79	1.61	66

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.11	1.25	264
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.60	1.41	267
How would you rate the overall quality of the service provided by the library?	7.80	1.27	531

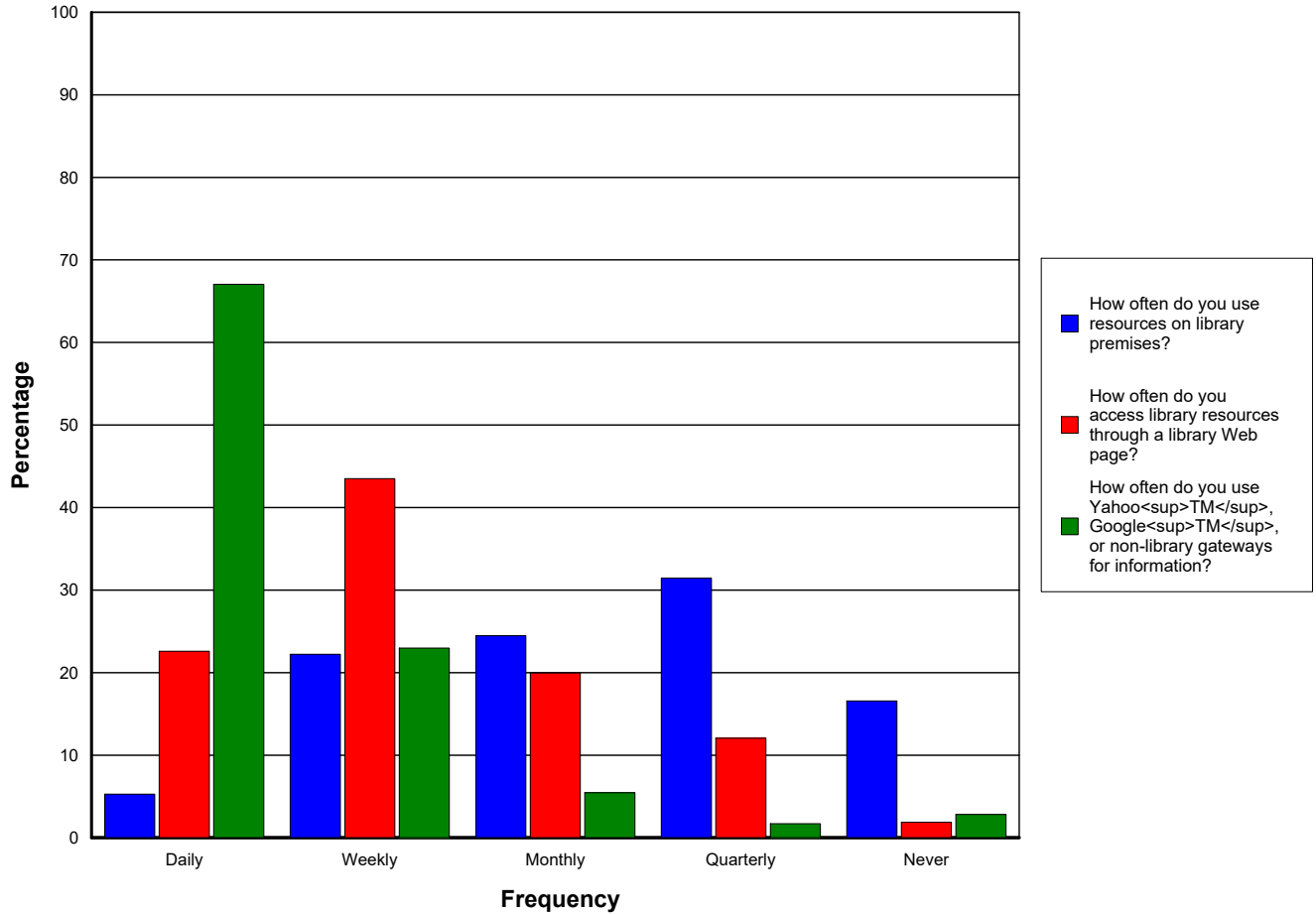
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.76	2.01	156
The library aids my advancement in my academic discipline or work.	7.55	1.49	255
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.59	244
The library helps me distinguish between trustworthy and untrustworthy information.	6.65	1.91	255
The library provides me with the information skills I need in my work or study.	7.29	1.58	152

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?	28 5.27%	118 22.22%	130 24.48%	167 31.45%	88 16.57%	531 100.00%
How often do you access library resources through a library Web page?	120 22.60%	231 43.50%	106 19.96%	64 12.05%	10 1.88%	531 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	356 67.04%	122 22.98%	29 5.46%	9 1.69%	15 2.82%	531 100.00%

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

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	12.50
18 - 22	1	12.50
23 - 30	1	12.50
31 - 45	1	12.50
46 - 65	4	50.00
Over 65	0	0.00
Total:	8	100.00

7.1.2 Respondent Profile by Sex:

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

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

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

7.1.3 Respondent Profile by Full or part-time student?

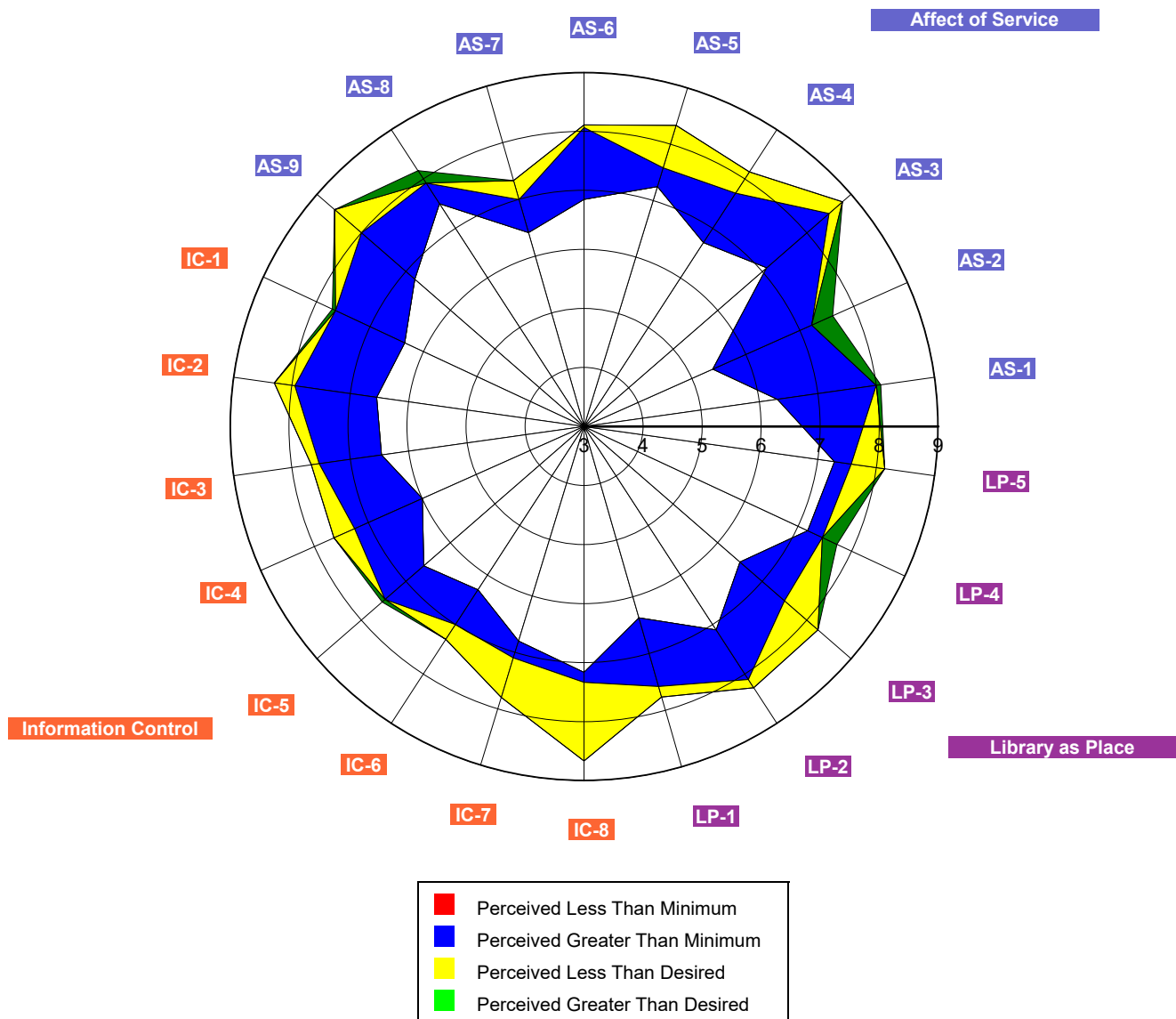
Full or part-time student?	Respondents n	Respondents %
Full-time	4	8.16
Part-time	1	2.04
Does not apply / NA	44	89.80
Total:	49	100.00

7.2 Core Questions Summary for Library Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.31	8.00	8.08	1.77	0.08	13
AS-2	Giving users individual attention	5.39	7.22	7.61	2.22	0.39	18
AS-3	Employees who are consistently courteous	7.10	8.80	8.50	1.40	-0.30	10
AS-4	Readiness to respond to users' questions	6.71	8.14	7.71	1.00	-0.43	7
AS-5	Employees who have the knowledge to answer user questions	7.25	8.33	7.58	0.33	-0.75	12
AS-6	Employees who deal with users in a caring fashion	6.85	8.11	8.07	1.22	-0.04	46
AS-7	Employees who understand the needs of their users	6.42	7.33	7.00	0.58	-0.33	12
AS-8	Willingness to help users	7.50	7.92	8.17	0.67	0.25	12
AS-9	Dependability in handling users' service problems	6.80	8.60	8.00	1.20	-0.60	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.35	7.65	7.71	1.35	0.06	17
IC-2	A library Web site enabling me to locate information on my own	6.55	8.30	7.95	1.40	-0.35	20
IC-3	The printed library materials I need for my work	6.47	7.67	7.53	1.07	-0.13	15
IC-4	The electronic information resources I need	6.00	7.64	7.26	1.26	-0.38	47
IC-5	Modern equipment that lets me easily access needed information	6.60	7.47	7.53	0.93	0.07	15
IC-6	Easy-to-use access tools that allow me to find things on my own	6.30	7.30	7.00	0.70	-0.30	10
IC-7	Making information easily accessible for independent use	6.80	7.80	7.10	0.30	-0.70	10
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.67	7.33	0.17	-1.33	6
Library as Place							
LP-1	Library space that inspires study and learning	6.37	7.77	7.58	1.21	-0.19	43
LP-2	Quiet space for individual activities	7.11	8.28	8.11	1.00	-0.17	18
LP-3	A comfortable and inviting location	6.50	8.25	7.50	1.00	-0.75	8
LP-4	A getaway for study, learning, or research	7.18	7.45	7.73	0.55	0.27	11
LP-5	Community space for group learning and group study	7.29	8.14	7.57	0.29	-0.57	7
Overall:		6.57	7.85	7.66	1.09	-0.19	49

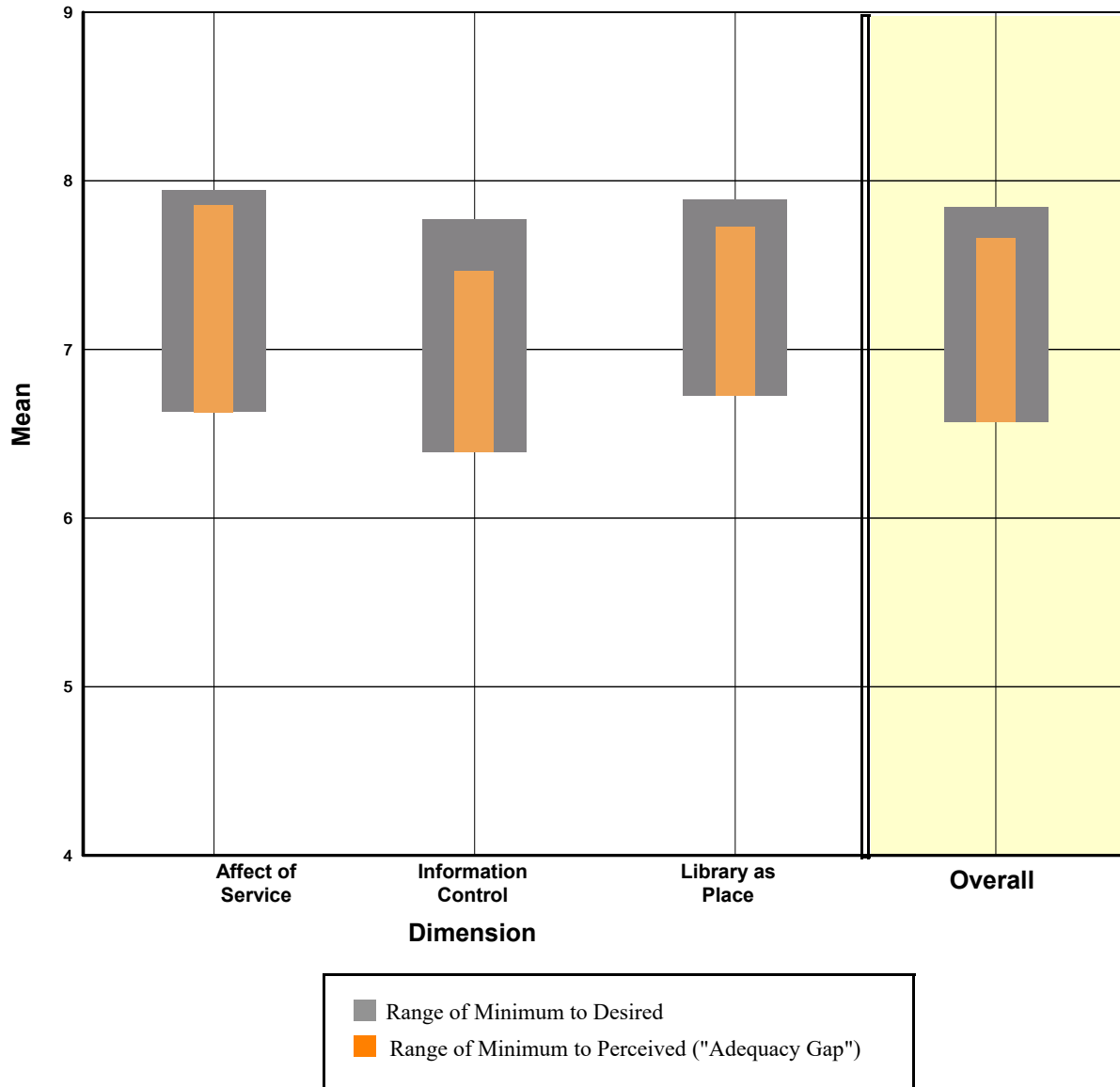
Language: English (American)
Institution Type: College or University
Consortium: ARL
User Group: Library Staff

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	1.89	1.00	0.86	1.30	1.26	13
AS-2	Giving users individual attention	2.03	1.31	0.98	2.10	1.75	18
AS-3	Employees who are consistently courteous	1.73	0.63	0.97	2.07	1.25	10
AS-4	Readiness to respond to users' questions	1.25	1.46	1.11	1.41	1.72	7
AS-5	Employees who have the knowledge to answer user questions	1.42	1.07	1.38	1.07	0.97	12
AS-6	Employees who deal with users in a caring fashion	1.85	1.23	1.16	2.03	1.46	46
AS-7	Employees who understand the needs of their users	1.68	1.72	1.60	1.51	1.83	12
AS-8	Willingness to help users	1.57	1.44	1.27	1.23	1.06	12
AS-9	Dependability in handling users' service problems	1.10	0.55	0.71	1.48	0.89	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.84	1.50	1.36	1.84	1.68	17
IC-2	A library Web site enabling me to locate information on my own	1.64	1.17	1.19	1.88	1.46	20
IC-3	The printed library materials I need for my work	1.64	1.18	1.19	1.53	1.41	15
IC-4	The electronic information resources I need	1.60	1.82	1.61	1.74	1.87	47
IC-5	Modern equipment that lets me easily access needed information	1.18	1.41	1.41	1.53	1.39	15
IC-6	Easy-to-use access tools that allow me to find things on my own	1.25	1.57	1.15	1.64	2.00	10
IC-7	Making information easily accessible for independent use	1.75	1.40	1.37	1.70	1.95	10
IC-8	Print and/or electronic journal collections I require for my work	1.60	0.52	1.63	1.47	1.51	6
Library as Place							
LP-1	Library space that inspires study and learning	1.77	1.54	1.40	1.66	1.45	43
LP-2	Quiet space for individual activities	1.49	1.02	1.18	1.46	1.34	18
LP-3	A comfortable and inviting location	1.20	0.89	1.41	1.07	0.71	8
LP-4	A getaway for study, learning, or research	1.25	1.13	0.90	1.37	1.19	11
LP-5	Community space for group learning and group study	1.38	1.07	1.27	0.76	1.40	7
Overall:		1.27	1.08	1.01	1.34	1.26	49

Language: English (American)
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	6.63	7.94	7.86	1.23	-0.09	48
Information Control	6.39	7.77	7.46	1.07	-0.31	48
Library as Place	6.73	7.89	7.73	1.00	-0.16	46
Overall	6.57	7.85	7.66	1.09	-0.19	49

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	1.57	1.14	1.11	1.65	1.30	48
Information Control	1.31	1.26	1.16	1.44	1.44	48
Library as Place	1.39	1.15	1.19	1.37	1.27	46
Overall	1.27	1.08	1.01	1.34	1.26	49

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
The library assists me in achieving academic success	5.50	9.00	7.50	2.00	-1.50	2
Making me aware of library resources and services	6.25	7.50	7.00	0.75	-0.50	4
Teaching me how to locate, evaluate, and use information	4.00	8.00	6.00	2.00	-2.00	1
Getting research assistance and finding the help I need	6.00	6.00	9.00	3.00	3.00	1
A library website that is easy to navigate	7.00	8.50	7.30	0.30	-1.20	10
Library services that support me in advancing research and scholarship	6.67	8.22	7.67	1.00	-0.56	9
Library instruction to develop my research skills	6.60	7.40	8.40	1.80	1.00	5
Online tutorials and other learning tools that help me use library resources independently	6.00	6.83	7.17	1.17	0.33	6
Library spaces, technology, and training supporting creativity and innovation	7.00	8.20	7.20	0.20	-1.00	5

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The library assists me in achieving academic success	3.54	0.00	0.71	2.83	0.71	2
Making me aware of library resources and services	0.96	1.91	1.63	0.96	1.00	4
Teaching me how to locate, evaluate, and use information						1
Getting research assistance and finding the help I need						1
A library website that is easy to navigate	1.41	0.71	1.83	1.77	1.75	10
Library services that support me in advancing research and scholarship	1.32	0.97	1.50	1.00	1.33	9
Library instruction to develop my research skills	1.67	1.67	0.89	1.79	1.41	5
Online tutorials and other learning tools that help me use library resources independently	2.00	1.47	1.60	1.83	1.51	6
Library spaces, technology, and training supporting creativity and innovation	1.87	1.79	1.48	1.10	1.00	5

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.93	1.18	28
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.95	1.20	21
How would you rate the overall quality of the service provided by the library?	8.06	1.01	49

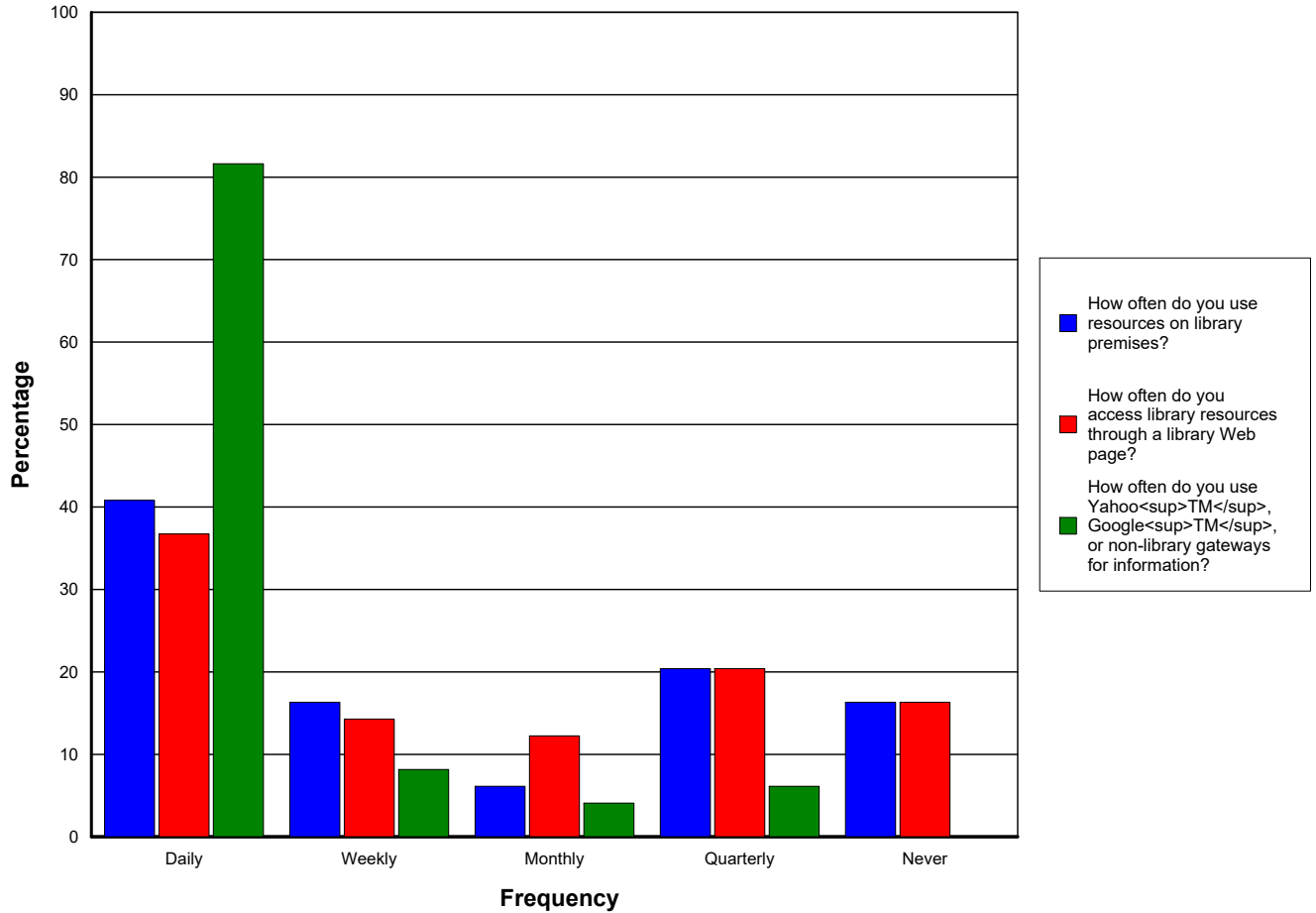
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.89	1.79	19
The library aids my advancement in my academic discipline or work.	7.48	1.57	31
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.62	23
The library helps me distinguish between trustworthy and untrustworthy information.	7.56	1.36	16
The library provides me with the information skills I need in my work or study.	8.33	0.87	9

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?	20 40.82%	8 16.33%	3 6.12%	10 20.41%	8 16.33%	49 100.00%
How often do you access library resources through a library Web page?	18 36.73%	7 14.29%	6 12.24%	10 20.41%	8 16.33%	49 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	40 81.63%	4 8.16%	2 4.08%	3 6.12%	0 0.00%	49 100.00%

8 Summary for Staff

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	0.49
23 - 30	38	18.63
31 - 45	82	40.20
46 - 65	82	40.20
Over 65	1	0.49
Total:	204	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?

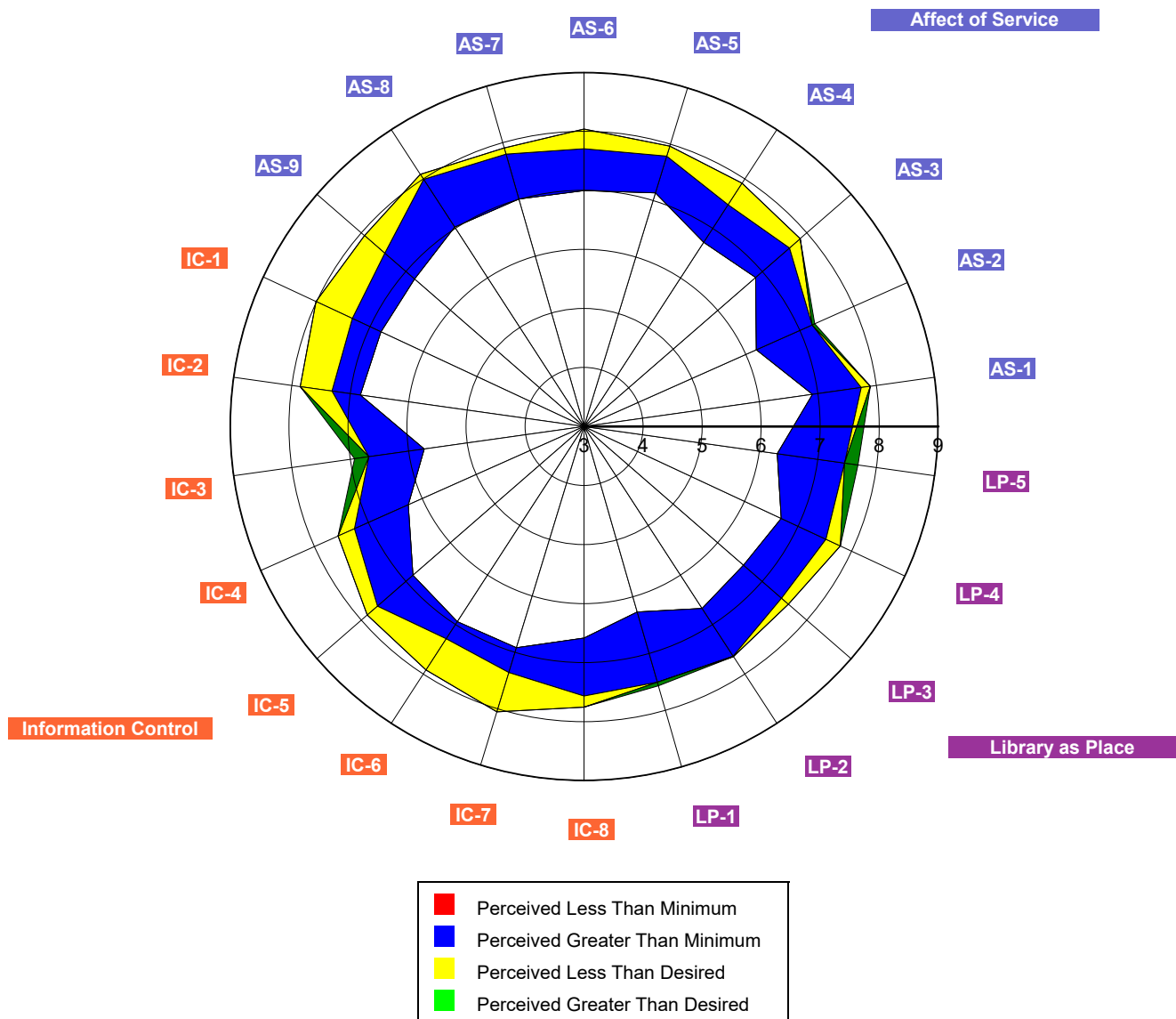
Full or part-time student?	Respondents n	Respondents %
Full-time	20	3.94
Part-time	32	6.31
Does not apply / NA	455	89.74
Total:	507	100.00

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.)



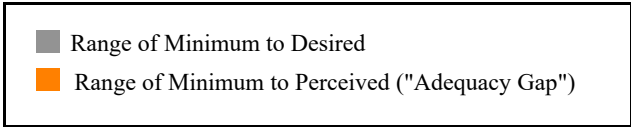
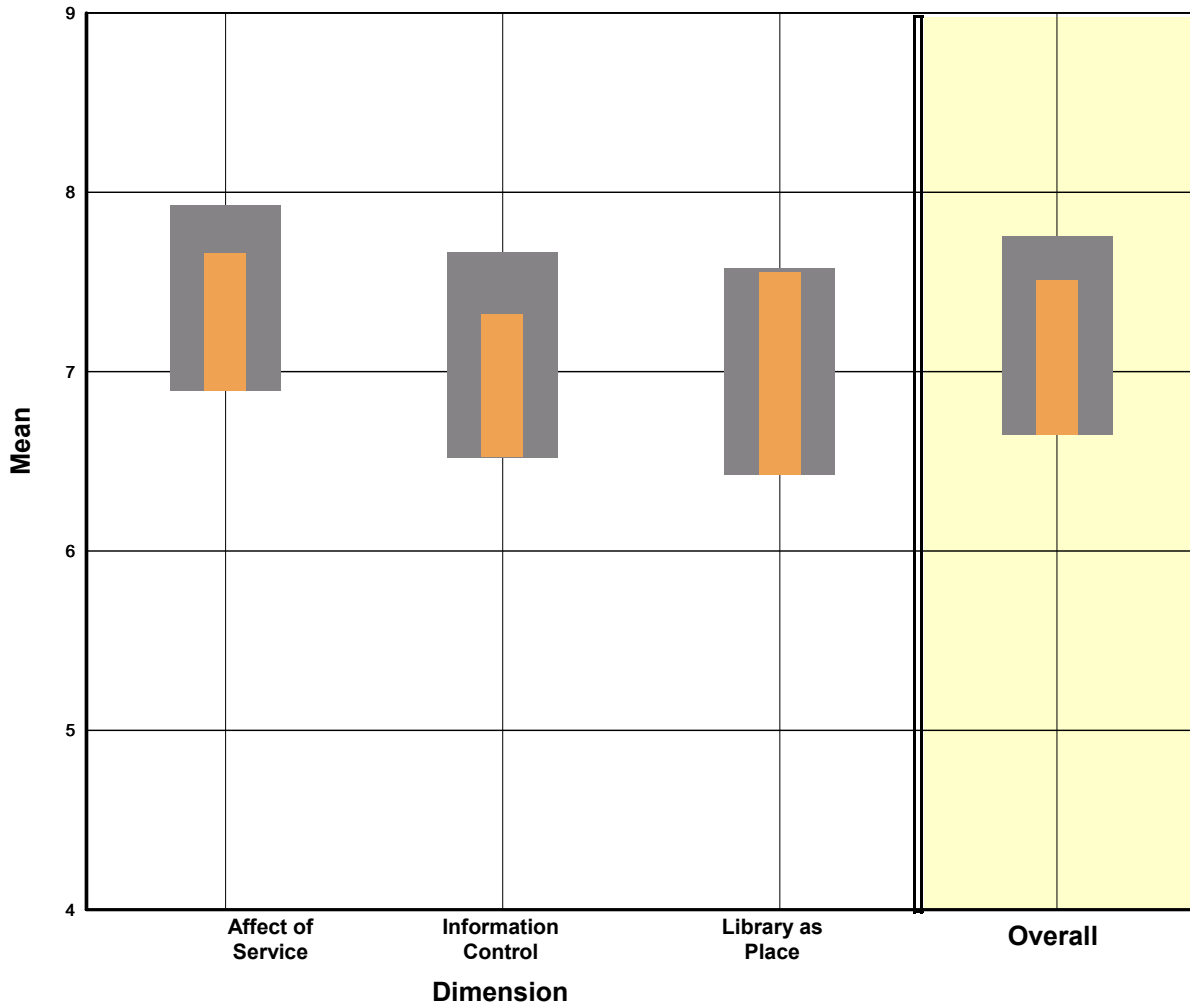
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.91	7.90	7.74	0.83	-0.16	89
AS-2	Giving users individual attention	6.20	7.23	7.28	1.08	0.05	122
AS-3	Employees who are consistently courteous	6.85	7.85	7.61	0.76	-0.24	134
AS-4	Readiness to respond to users' questions	6.72	7.91	7.48	0.76	-0.43	129
AS-5	Employees who have the knowledge to answer user questions	7.14	7.97	7.79	0.65	-0.18	123
AS-6	Employees who deal with users in a caring fashion	7.00	8.04	7.70	0.71	-0.33	487
AS-7	Employees who understand the needs of their users	7.01	7.91	7.80	0.79	-0.11	120
AS-8	Willingness to help users	7.03	8.09	7.99	0.96	-0.10	140
AS-9	Dependability in handling users' service problems	6.81	7.93	7.47	0.67	-0.45	99
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.80	8.01	7.33	0.54	-0.68	99
IC-2	A library Web site enabling me to locate information on my own	6.83	7.86	7.31	0.48	-0.54	147
IC-3	The printed library materials I need for my work	5.74	6.68	6.93	1.19	0.24	136
IC-4	The electronic information resources I need	6.26	7.56	7.26	1.00	-0.31	481
IC-5	Modern equipment that lets me easily access needed information	6.84	7.87	7.64	0.80	-0.23	158
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	7.92	7.29	0.34	-0.63	122
IC-7	Making information easily accessible for independent use	6.92	8.06	7.36	0.44	-0.70	162
IC-8	Print and/or electronic journal collections I require for my work	6.58	7.75	7.57	0.98	-0.19	106
Library as Place							
LP-1	Library space that inspires study and learning	6.27	7.51	7.57	1.30	0.06	449
LP-2	Quiet space for individual activities	6.68	7.65	7.64	0.96	-0.01	108
LP-3	A comfortable and inviting location	6.58	7.59	7.44	0.85	-0.15	124
LP-4	A getaway for study, learning, or research	6.69	7.79	7.52	0.83	-0.27	115
LP-5	Community space for group learning and group study	6.31	7.46	7.69	1.38	0.23	118
Overall:		6.65	7.76	7.51	0.86	-0.25	512

Language: English (American)
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	1.65	1.34	1.41	1.49	1.38	89
AS-2	Giving users individual attention	2.02	1.71	1.72	1.64	1.56	122
AS-3	Employees who are consistently courteous	1.84	1.54	1.57	1.65	1.57	134
AS-4	Readiness to respond to users' questions	1.88	1.45	1.66	1.70	1.50	129
AS-5	Employees who have the knowledge to answer user questions	1.72	1.18	1.44	1.61	1.38	123
AS-6	Employees who deal with users in a caring fashion	1.81	1.32	1.49	1.75	1.49	487
AS-7	Employees who understand the needs of their users	1.79	1.30	1.41	1.77	1.65	120
AS-8	Willingness to help users	1.89	1.39	1.19	1.93	1.43	140
AS-9	Dependability in handling users' service problems	1.69	1.26	1.39	1.79	1.35	99
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.96	1.42	1.74	1.79	1.68	99
IC-2	A library Web site enabling me to locate information on my own	1.81	1.45	1.60	1.76	1.54	147
IC-3	The printed library materials I need for my work	2.33	2.29	1.79	2.28	2.31	136
IC-4	The electronic information resources I need	2.04	1.75	1.62	1.99	1.89	481
IC-5	Modern equipment that lets me easily access needed information	1.76	1.35	1.25	1.81	1.49	158
IC-6	Easy-to-use access tools that allow me to find things on my own	1.75	1.25	1.66	1.86	1.97	122
IC-7	Making information easily accessible for independent use	1.74	1.34	1.65	1.92	1.67	162
IC-8	Print and/or electronic journal collections I require for my work	2.08	1.68	1.36	2.19	1.81	106
Library as Place							
LP-1	Library space that inspires study and learning	2.12	1.83	1.56	2.04	1.93	449
LP-2	Quiet space for individual activities	2.14	1.60	1.38	1.97	1.60	108
LP-3	A comfortable and inviting location	1.98	1.66	1.83	1.98	1.79	124
LP-4	A getaway for study, learning, or research	2.03	1.50	1.49	2.08	1.76	115
LP-5	Community space for group learning and group study	2.11	1.80	1.37	2.11	1.64	118
Overall:		1.54	1.13	1.26	1.48	1.24	512

8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.89	7.93	7.66	0.77	-0.27	506
Information Control	6.52	7.67	7.32	0.80	-0.35	505
Library as Place	6.42	7.57	7.55	1.13	-0.02	485
Overall	6.65	7.76	7.51	0.86	-0.25	512

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	1.63	1.17	1.37	1.52	1.29	506
Information Control	1.69	1.32	1.40	1.68	1.51	505
Library as Place	1.95	1.55	1.43	1.89	1.64	485
Overall	1.54	1.13	1.26	1.48	1.24	512

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
The library assists me in achieving academic success	7.10	8.00	7.90	0.79	-0.10	29
Making me aware of library resources and services	6.89	7.51	7.36	0.47	-0.16	45
Teaching me how to locate, evaluate, and use information	6.26	7.03	7.26	1.00	0.24	34
Getting research assistance and finding the help I need	6.65	7.73	7.19	0.54	-0.54	26
Library collections that represent a range of voices, viewpoints, and perspectives	7.50	8.02	7.79	0.29	-0.24	42
A library website that is easy to navigate	7.24	8.29	7.37	0.12	-0.92	49
Library services that support me in advancing research and scholarship	6.66	7.96	7.60	0.94	-0.36	53
Library instruction to develop my research skills	6.02	7.30	6.91	0.89	-0.39	46
Online tutorials and other learning tools that help me use library resources independently	6.13	7.29	7.29	1.17	0.00	48
Library spaces, technology, and training supporting creativity and innovation	6.69	7.51	7.71	1.02	0.20	55

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
The library assists me in achieving academic success	1.54	1.25	1.23	1.40	1.26	29
Making me aware of library resources and services	1.89	1.36	1.69	1.62	1.76	45
Teaching me how to locate, evaluate, and use information	2.35	2.22	1.75	2.30	2.30	34
Getting research assistance and finding the help I need	1.74	1.28	2.00	1.88	1.96	26
Library collections that represent a range of voices, viewpoints, and perspectives	1.55	1.33	1.35	1.24	1.05	42
A library website that is easy to navigate	1.71	1.00	1.55	2.05	1.73	49
Library services that support me in advancing research and scholarship	1.84	1.14	1.42	1.92	1.33	53
Library instruction to develop my research skills	2.48	2.06	2.02	1.98	1.65	46
Online tutorials and other learning tools that help me use library resources independently	1.58	1.53	1.57	1.80	1.83	48
Library spaces, technology, and training supporting creativity and innovation	1.93	1.53	1.36	1.89	1.52	55

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.91	1.28	260
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.48	252
How would you rate the overall quality of the service provided by the library?	7.76	1.23	512

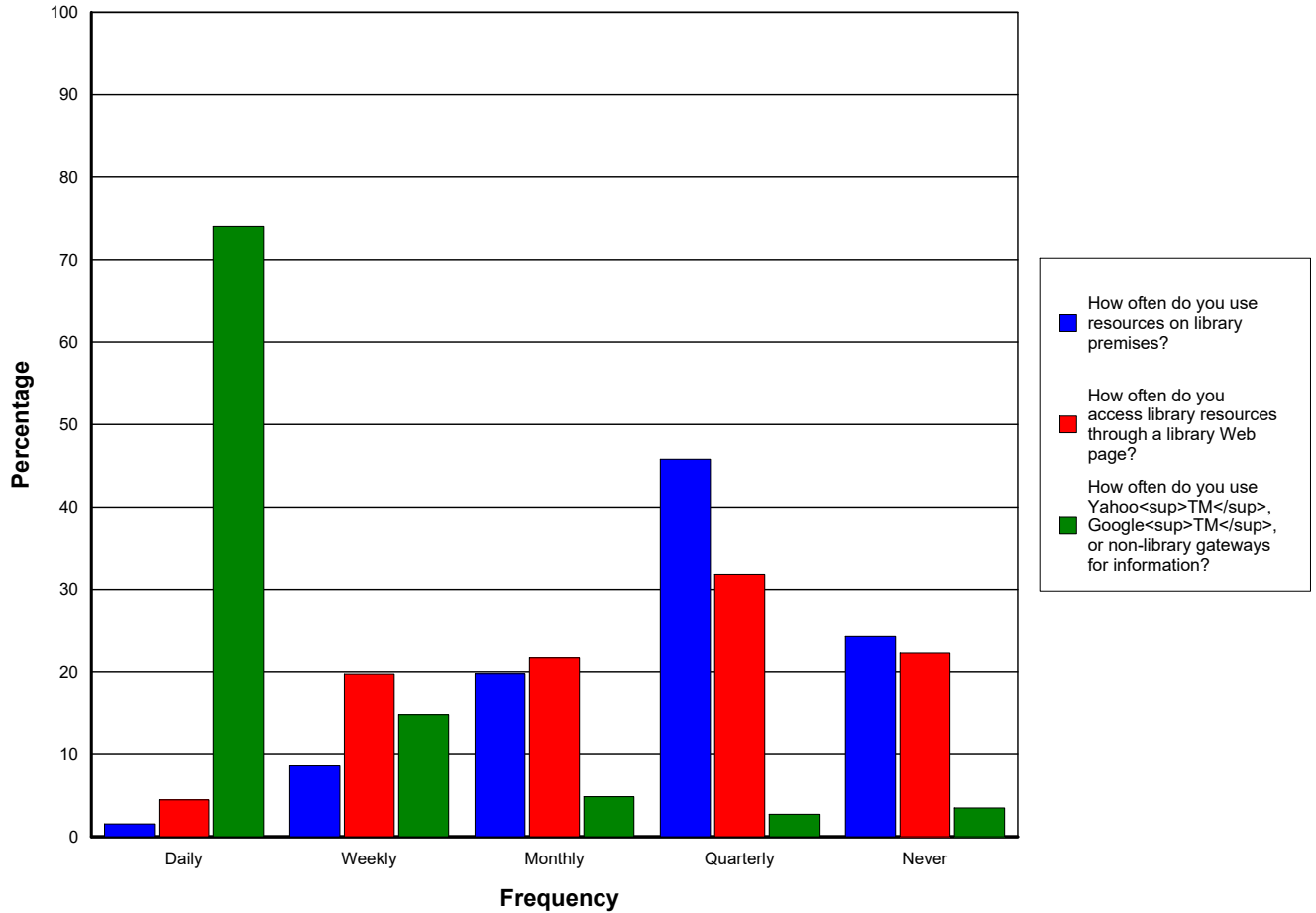
8.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.68	1.79	148
The library aids my advancement in my academic discipline or work.	7.26	1.61	241
The library enables me to be more efficient in my academic pursuits or work.	7.29	1.64	242
The library helps me distinguish between trustworthy and untrustworthy information.	6.90	1.65	247
The library provides me with the information skills I need in my work or study.	7.32	1.60	146

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	8 1.57%	44 8.61%	101 19.77%	234 45.79%	124 24.27%	511 100.00%
How often do you access library resources through a library Web page?	23 4.49%	101 19.73%	111 21.68%	163 31.84%	114 22.27%	512 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	379 74.02%	76 14.84%	25 4.88%	14 2.73%	18 3.52%	512 100.00%

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

Appendix A: LibQUAL Dimensions

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

LibQUAL 2000 Dimensions

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

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

LibQUAL 2001 Dimensions

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

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

LibQUAL 2002 and 2003 Dimensions

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

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

LibQUAL 2004–Present Dimensions

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

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

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

Affect of Service

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

Information Control

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

Library as Place

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



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