



LibQUAL+[®]
2012 Survey

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LibQUAL⁺

2012 Survey

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2012 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2012.

The LibQUAL+® project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+® team for their key roles in the development of this service. From Texas A&M University, the qualitative leadership of Yvonna Lincoln has been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative in the early years. From the Association of Research Libraries, we are appreciative of the past contributions of Consuella Askew, MaShana Davis, Richard Groves, Kaylyn Groves, Amy Hoseth, Kristina Justh, Mary Jackson, Jonathan Sousa, and Benny Yu.

A New Measures initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+® would not have been possible. We would like to extend a special thank you to all administrators at the participating consortia and libraries that are making this project happen effectively across various institutions.

We would like to acknowledge the role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education, which provided grant funds of \$498,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of \$245,737 over a three-year period (2002-04) to adapt the LibQUAL+® instrument for use in the science, math, engineering, and technology education digital library community, a project known as DigiQUAL. We would like to express our thanks for the financial support that has enabled the researchers engaged in this project to exceed all of our expectations in stated goals and objectives and deliver a remarkable assessment tool to the library community.

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1.2 LibQUAL+®: A Project from StatsQUAL®

I would personally like to say a word about the development of LibQUAL+® over the last few years and to thank the people that have been involved in this effort. LibQUAL+® would not have been possible without the many people who have offered their time and constructive feedback over the years for the cause of improving library services. In a sense, LibQUAL+® has built three kinds of partnerships: one between ARL and Texas A&M University, a second one among the participating libraries and their staff, and a third one comprising the thousands of users who have provided their valuable survey responses over the years.

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries. Through 2010, we have had 1,492 surveys implemented in over 20 countries, 20 language translations, and well over 1 million surveys. About 40% of the users who respond to the survey provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL®. Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added an experimental version of the LibQUAL+® Analytics (for more information, see Section 1.6). Between 2007 and 2010 we incorporated additional languages including non-roman languages like Chinese, Greek, Hebrew, and Japanese.

In 2008, we started experimenting with a new technology platform that incorporates many desired enhancements and tested a shorter version of the LibQUAL+® survey known as LibQUAL+® Lite. In 2010, we launched the new platform in our operational environment after researching extensively the LibQUAL+® Lite behavior [see: Kyriallidou, M. (2009). *Item Sampling in Service Quality Assessment Surveys to Improve Rates and Reduce Respondent Burden: The 'LibQUAL+® Lite' Randomized Control Trial (RCT)* (Doctoral dissertation). Retrieved from <https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyriallidou_Martha.pdf?sequence=3>].

In 2010, we introduced a participation fee that rewards systematic periodic participation in LibQUAL+® in a way that the implementation fee gets reduced when a library implements the protocol on an annual or biennial basis. In 2011, we are introducing a Membership Subscription fee to support access to the data repository for those years that libraries do not implement a survey and for future enhancement of LibQUAL+® Analytics.

LibQUAL+® findings have engaged thousands of librarians in discussions with colleagues and ARL on what these findings mean for local libraries, for their regions, and for the future of libraries across the globe. Consortia have supported their members' participation in LibQUAL+® in order to offer an informed understanding of the changes occurring in their shared environment. Summary highlights have been published on an annual basis showcasing the rich array of information available through LibQUAL+®:

LibQUAL+® 2009 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights2009_Full.pdf>

<http://www.libqual.org/documents/admin/LibQUALHighlights2009_Full_Supplement.pdf>

LibQUAL+® 2008 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf>

<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf>

LibQUAL+® 2007 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full1.pdf>

<http://www.libqual.org/documents/admin/2007_Highlights_Supplemental.pdf>

LibQUAL+® 2006 Survey Highlights

<<http://www.libqual.org/documents/admin/LibQUALHighlights2006.pdf>>

LibQUAL+® 2005 Survey Highlights

<<http://www.libqual.org/documents/admin/LibQUALHighlights20051.pdf>>

LibQUAL+® 2004 Survey Highlights

<<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>>

LibQUAL+® 2003 Survey Highlights

<http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf>

Summary published reports have also been made available:

<<http://www.arl.org/resources/pubs/libqualpubs/index.shtml>>

The socio-economic and technological changes that are taking place around us are affecting the ways users interact with libraries. We used to think that libraries could provide *reliable and reasonably complete access* to published and scholarly output, yet we now know from LibQUAL+® that *users have an insatiable appetite for content. No library can ever have sufficient information content that would come close to satisfying this appetite.*

The team at ARL and beyond has worked hard to nurture the community that has been built around LibQUAL+®. We believe that closer collaboration and sharing of resources will bring libraries nearer to meeting the ever changing needs of their demanding users. It is this spirit of collaboration and a willingness to view the world of libraries as an organic, integrated, and cohesive environment that can bring forth major innovations and break new ground. Innovation and aggressive marketing of the role of libraries in benefiting their communities strengthen libraries.

In an example of collaboration, LibQUAL+® participants are sharing their results within the LibQUAL+® community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+® participants are actively shaping our Share Fair gatherings, our in-person events, and our understanding of how the collected data can be used. LibQUAL+® offers a rich resource that can be viewed using many lenses, should be interpreted in multiple ways, and is a powerful tool libraries can use to understand their environment.

LibQUAL+® is a community mechanism for improving libraries and I hope we see an increasing number of libraries utilizing it successfully in the years to come. I look forward to your continuing active involvement in helping us understand the many ways we can improve library services.

With warm regards,

Martha Kyrillidou, PhD
Senior Director, ARL Statistics and Service Quality Programs
Association of Research Libraries

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

What is LibQUAL+®?

LibQUAL+® is a suite of services 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 program's centerpiece is a rigorously tested Web-based survey paired with training 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

Since 2000, more than 1,000 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. LibQUAL+® has expanded internationally, with participating institutions in Africa, Asia, Australia and Europe. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Greek, Hebrew, Japanese, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+® benefit your library?

Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for LibQUAL+® participants
- Access to an online library of LibQUAL+® research articles
- The opportunity to become part of a community interested in developing excellence in library services

LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. You can develop services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

How is the LibQUAL+® survey conducted?

Conducting the LibQUAL+® survey requires little technical expertise on your part. Use our online Management Center to set up and track the progress of your survey. You invite your users to take the survey by distributing the URL for your library's Web form via e-mail or posting a link to your survey on the library's Web site. Respondents complete the survey form and their answers are sent to the LibQUAL+® database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+® survey?

The LibQUAL+® survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for

assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. 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).

1.4 Web Access to Data

Data summaries from the 2012 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/DataRepository.aspx>>

1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+® results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

http://www.libqual.org/about/about_survey/tools

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

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.

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 is a measure of the spread of data around their mean. The standard deviation (SD) 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.

In this notebook, standard deviations are provided for every mean presented in the tables. In a very real sense, the SD indicates how well a given numerical mean does at representing all the data. If the SD of the scores about a given mean was zero, the mean perfectly represents everyone's scores, and all the scores and the mean are all identical!

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.

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

In consortia notebooks, institution type summaries are not shown if there is only one library for an institution type. Individual library notebooks are produced separately for each participant.

1.6 A Few Words about LibQUAL+® 2012

Libraries today confront escalating pressure to demonstrate value and impact. As Cullen (2001) has noted,

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+® service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Kyrillidou & Cook, 2008; Kyrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrillidou & Cook, 2007a, 2007b, 2008).

Within a service-quality assessment model, "only customers judge quality; all other judgments are essentially irrelevant" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+® was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+® items were developed through several iterations of studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+® survey has been grounded in the users' perspective as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+® is not just a list of 22 standardized items. First, LibQUAL+® offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. Almost half of the people responding to the LibQUAL+® survey provide valuable feedback through the comments box. These open-ended comments are helpful for not only (a) understanding why users provide certain ratings, but also (b) understanding what policy changes users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think outside of the box and develop innovative ways for improving library services.

LibQUAL+® is one of 11 ways of listening to users, called a total market survey. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard to peer institutions can provide important insights Berry recommended using multiple listening methods and emphasized that "Ongoing data collection... is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

LibQUAL+® Lite

In 2010, the LibQUAL+® Lite customization feature was introduced: a shorter version of the survey that takes less time to fill in. The Lite protocol uses item sampling methods to gather data on all 22 LibQUAL+® core items, while only requiring a given single user to respond to a subset of the 22 core questions. Every Lite user responds to one “linking” item from each of the subscales (Affect of Service, Information Control, and Library as Place), and to a randomly-selected subset of five items from the remaining 19 core LibQUAL+® items. However, all 22 core items are completed by at least some users on a given campus. As a consequence, because individual Lite users only complete a subset of the core items, survey response times are roughly cut in half, while the library still receives data on every survey question. Each participating library sets a “Lite-view Percentage” to determine what percentage of individuals will randomly receive the Lite versus the long version of the survey.

The mechanics of item sampling strategy and results from pilot testing are described in Martha Kyriallidou’s dissertation. Findings indicate that LibQUAL+® Lite is the preferred and improved alternative to the long form of 22 core items that has been established since 2003. The difference between the long and the Lite version of the survey is enough to result in higher participation rates ranging from 3.1 to 10.6 percent more for surveys that reduce average response times from 10 to 6 minutes (Kyriallidou, 2009, Thompson, Kyriallidou & Cook, 2009a; Thompson, Kyriallidou & Cook, 2009b).

Score Scaling

“Perceived” scores on the 22 LibQUAL+® core items, the three subscales, and the total score, are all scaled 1 to 9, with 9 being the most favorable. Both the gap scores (“Adequacy” = “Perceived” - “Minimum”; “Superiority” = “Perceived” - “Desired”) are scaled such that higher scores are more favorable. Thus, an *adequacy* gap score of +1.2 on an item, subscale, or total score is better than an adequacy gap score of +1.0. A *superiority* gap score of -0.5 on an item, subscale, or total score is better than a superiority gap score of -1.0.

Using LibQUAL+® Data

In some cases LibQUAL+® data may confirm prior expectations and library staff will readily formulate action plans to remedy perceived deficiencies. But in many cases library decision-makers will seek additional information to corroborate interpretations or to better understand the dynamics underlying user perceptions.

For example, once an interpretation is formulated, library staff might review recent submissions of users to suggestion boxes to evaluate whether LibQUAL+® data are consistent with interpretations, and the suggestion box data perhaps also provide user suggestions for remedies. User focus groups also provide a powerful way to explore problems and potential solutions. A university-wide retreat with a small-group facilitated discussion to solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+® participating libraries.

Indeed, the open-ended comments gathered as part of LibQUAL+® are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+® is not 22 items. LibQUAL+® is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+®. Heath, Kyriallidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+® data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. Kyriallidou (2008) edited a compilation of articles that complements and provides an updated perspective on these earlier special issues. These publications can be ordered by sending an email to libqual@arl.org. Numerous other articles have been published in the literature and a good number of references can be located on the LibQUAL+® publication page search engine under ‘Related articles.’

2011 Data Screening

The 22 LibQUAL+® core items measure perceptions of total service quality, as well as three sub-dimensions of

perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work"); and (c) *Library as Place* (5 items, such as "a getaway for study, learning, or research").

However, as happens in any survey, in 2011 some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

1. Complete Data. The Web software that presents the core items monitors whether a given user has completed all items. On each of these items, 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 leave the Web page presenting the core items, 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, if applicable, were retained in summary statistics.*

2. Excessive "N/A" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., an iPod) for completing the survey, some users might have selected "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. *It was decided that 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 should be eliminated from the summary statistics.*

3. Excessive Inconsistent Responses. On the LibQUAL+® survey, user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating of 7.5 on the 1-to-9 (9 is highest) scale might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such 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. For each user a count of such inconsistencies was made. *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+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90 percent of institutions had service-adequacy gap scores lower than -0.5 (e.g., -0.7, -1.1), a mean gap score of -0.5 might actually be quite good. Users simply may have quite high expectations in this area. They may also communicate their dissatisfaction by rating both (a) "perceived" lower and (b) "minimum" higher. This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

Only norms give us insight into this comparative perspective. And a local user-satisfaction survey (as against a total market survey) can never provide this insight.

Common Misconception Regarding Norms. An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make \$25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in the United States.

But if you love the outdoors, you do not care very much about money, and you are very service-oriented, this fact statement might not be relevant to you. Or, in the context of your values, you might interpret this fact as being quite satisfactory.

LibQUAL+® Norms Tables. Of course, the fact statements made by the LibQUAL+® norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+® norms is provided by Cook and Thompson (2001), and Cook, Heath and B. Thompson (2002). LibQUAL+® norms are available on the LibQUAL+® Web site at::

[<http://www.libqual.org/resources/norms_tables>](http://www.libqual.org/resources/norms_tables)

Response Rates

At the American Library Association (ALA) Midwinter Meeting in San Antonio in January 2000, participants were cautioned that response rates on the final LibQUAL+® survey would probably range from 25-33 percent. Higher response rates can be realized (a) with shorter surveys that (b) are directly action-oriented (Cook, Heath & R.L. Thompson, 2000). For example, a very high response rate could be realized by a library director administering the following one-item survey to users:

Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes.**

Should we close the library at?

(A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

Lower response rates will be expected for total market surveys measuring general perceptions of users across institutions, and when an intentional effort is made to solicit perceptions of both users and non-users. Two considerations should govern the evaluation of LibQUAL+® response rates.

Minimum Response Rates. Response rates are computed by dividing the number of completed surveys at an institution by the number of persons asked to complete the survey. However, we do not know the actual response rates on LibQUAL+®, because we do not know the correct denominators for these calculations.

For example, given inadequacy in records at schools, we are not sure how many e-mail addresses for users are accurate. And we do not know how many messages to invite participation were actually opened. In other words, what we know for LibQUAL+® is the "lower-bound estimate" of response rates.

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 e-mail addresses were correct or that 800 e-mail messages were

opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

Representativeness Versus Response Rate. If 100 percent of the 800 people we randomly selected to complete our survey did so, then we can be assured that the results are representative of all users. But if only 25 percent of the 800 users complete the survey, the representativeness of the results is not assured. Nor is unrepresentativeness assured.

Representativeness is actually a matter of degree. And several institutions each with 25 percent response rates may have data with different degrees of representativeness.

We can never be sure about how representative our data are as long as not everyone completes the survey. But we can at least address this concern by comparing the demographic profiles of survey completers with the population (Thompson, 2000). At which university below would one feel more confident that LibQUAL+® results were reasonably representative?

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+® software has been expanded to automate these comparisons and to output side-by-side graphs and tables comparing sample and population profiles for given institutions. Show these to people who question result representativeness.

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers.

LibQUAL+® Analytics

The LibQUAL+® Analytics is a new tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. The current interface grants access to 2004-2011 statistical data and has two sections:

(a) Institution Explorer includes a summary of all questions and dimension means for any combination of user groups and disciplines.

(b) Longitudinal Analysis allows participants to perform longitudinal comparisons of their data across survey years.

These two functionalities are only the beginning of our effort to provide more customized analysis. More features are in development based on feedback we receive from our participants. For a subscription to LibQUAL+® Analytics, email libqual@arl.org.

Survey Data

In addition to the notebooks, the norms, and the Analytics, LibQUAL+® also makes available (a) raw survey data in SPSS and (b) raw survey data in Excel for all participating libraries. Additional training using the SPSS data file is available as a follow-up workshop and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in various formats from the Web site.

ARL Service Quality Evaluation Academy

LibQUAL+® is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+® initiative is more than a single tool. LibQUAL+® is an effort to create a culture of data-driven service quality assessment and service quality improvement within libraries.

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+® data, the Association of Research Libraries has created the ARL Service Quality Evaluation Academy. For more information about the Academy, see the LibQUAL+® Events page at

[<http://www.libqual.org/events>](http://www.libqual.org/events)

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

Library Assessment Conference

The growing community of practice related to library assessment is convening regularly in North America through the biennial Library Assessment Conference. The first gathering of this community took place in 2006 in Charlottesville, VA. The proceedings and recent information is available at

[<http://www.libraryassessment.org>](http://www.libraryassessment.org)

For more information, about LibQUAL+® or the Association of Research Libraries' Statistics and Assessment program, see:

[<http://www.libqual.org/>](http://www.libqual.org)
[<http://www.statsqual.org/>](http://www.statsqual.org)
[<http://www.arl.org/stats/>](http://www.arl.org/stats/>)

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1.7 Survey Protocol and Language for ARL

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

		Long	Lite	Total (by Language)
English (American)	Count	4,138	14,526	18,664
	% of Protocol	99.86	100.00	99.97
	% of Language	22.17	77.83	100.00
	% of Total Cases	22.16	77.80	99.97
French (Canada)	Count	6	0	6
	% of Protocol	0.14	0.00	0.03
	% of Language	100.00	0.00	100.00
	% of Total Cases	0.03	0.00	0.03
Total (by Survey Protocol)	Count	4,144	14,526	18,670
	% of Protocol	100.00	100.00	100.00
	% of Language	22.20	77.80	100.00
	% of Total Cases	22.20	77.80	100.00

2 Respondents by Institution for ARL

Below is a listing of all the consortium institutions that participated in the 2012 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) University of Utah	1,064	5.70%
2) University of Illinois at Chicago	421	2.25%
3) University of Missouri-Columbia	1,209	6.48%
4) JOHNS HOPKINS	2,585	13.85%
5) Vanderbilt University, Jean and Alexander Heard Library	2,409	12.90%
6) McGill University Library	1,428	7.65%
7) Temple University Libraries	672	3.60%
8) University of Alberta Libraries	475	2.54%
9) University of Houston Libraries	615	3.29%
10) Ohio University Libraries, Athens Campus	627	3.36%
11) University of Texas at Austin	1,115	5.97%
12) Washington State University	484	2.59%
13) University of Cincinnati Libraries	540	2.89%
14) Florida State University	2,266	12.14%
15) Texas A&M University, College Station	1,532	8.21%
16) Brigham Young University : LDS Business College	304	1.63%
17) University of Arizona Library	547	2.93%
Sub Total	18,293	97.98%
Academic Health Sciences		
18) Temple University Libraries : Temple University Health Sciences Center	377	2.02%
Sub Total	377	2.02%
Grand Total:	18,670	100.00%

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: All

3 Summary for College or University

3.1 Demographic Summary for College or University

3.1.1 Respondents by User Group

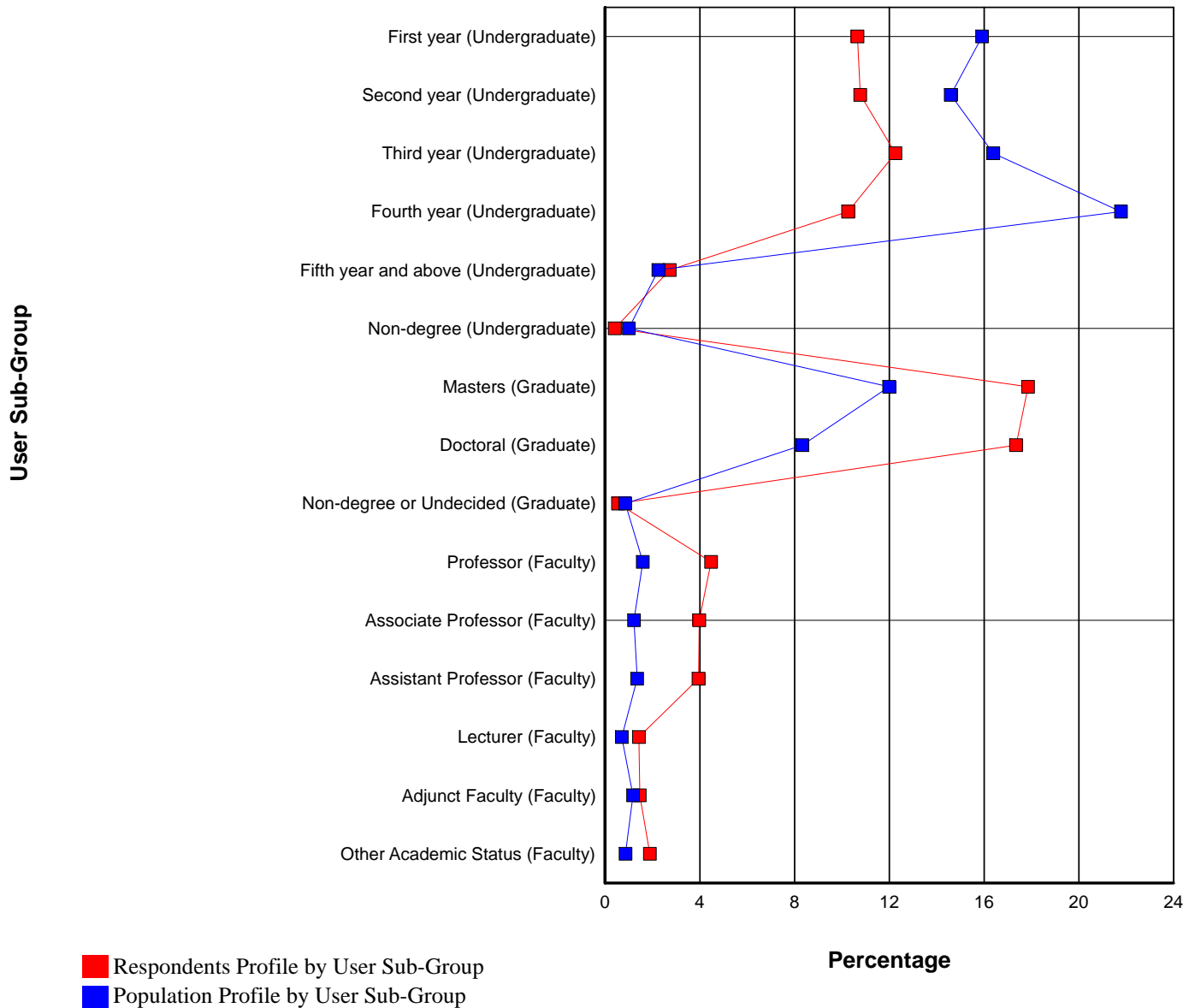
User Group	Respondent n	Respondent %
Undergraduate		
First year	1,769	9.67%
Second year	1,789	9.78%
Third year	2,035	11.12%
Fourth year	1,704	9.32%
Fifth year and above	453	2.48%
Non-degree	68	0.37%
Sub Total:	7,818	42.74%
Graduate		
Masters	2,965	16.21%
Doctoral	2,881	15.75%
Non-degree or Undecided	90	0.49%
Sub Total:	5,936	32.45%
Faculty		
Professor	743	4.06%
Associate Professor	660	3.61%
Assistant Professor	655	3.58%
Lecturer	237	1.30%
Adjunct Faculty	243	1.33%
Other Academic Status	314	1.72%
Sub Total:	2,852	15.59%
Library Staff		
Administrator	25	0.14%
Manager, Head of Unit	35	0.19%
Public Services	106	0.58%
Systems	15	0.08%
Technical Services	55	0.30%
Other	69	0.38%
Sub Total:	305	1.67%
Staff		
Research Staff	385	2.10%
Other Staff Positions	997	5.45%
Sub Total:	1,382	7.55%
Total:	18,293	100.00%

3.1.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	101,442	15.91	1,769	10.65	5.26
Second year (Undergraduate)	93,028	14.59	1,789	10.77	3.82
Third year (Undergraduate)	104,437	16.38	2,035	12.25	4.13
Fourth year (Undergraduate)	138,819	21.78	1,704	10.26	11.52
Fifth year and above (Undergraduate)	14,352	2.25	453	2.73	-0.48
Non-degree (Undergraduate)	6,382	1.00	68	0.41	0.59
Masters (Graduate)	76,450	11.99	2,965	17.85	-5.86
Doctoral (Graduate)	53,058	8.32	2,881	17.35	-9.03
Non-degree or Undecided (Graduate)	5,428	0.85	90	0.54	0.31
Professor (Faculty)	10,146	1.59	743	4.47	-2.88
Associate Professor (Faculty)	7,775	1.22	660	3.97	-2.75
Assistant Professor (Faculty)	8,634	1.35	655	3.94	-2.59
Lecturer (Faculty)	4,490	0.70	237	1.43	-0.72
Adjunct Faculty (Faculty)	7,515	1.18	243	1.46	-0.28
Other Academic Status (Faculty)	5,485	0.86	314	1.89	-1.03
Total:	637,441	100.00	16,606	100.00	0.00

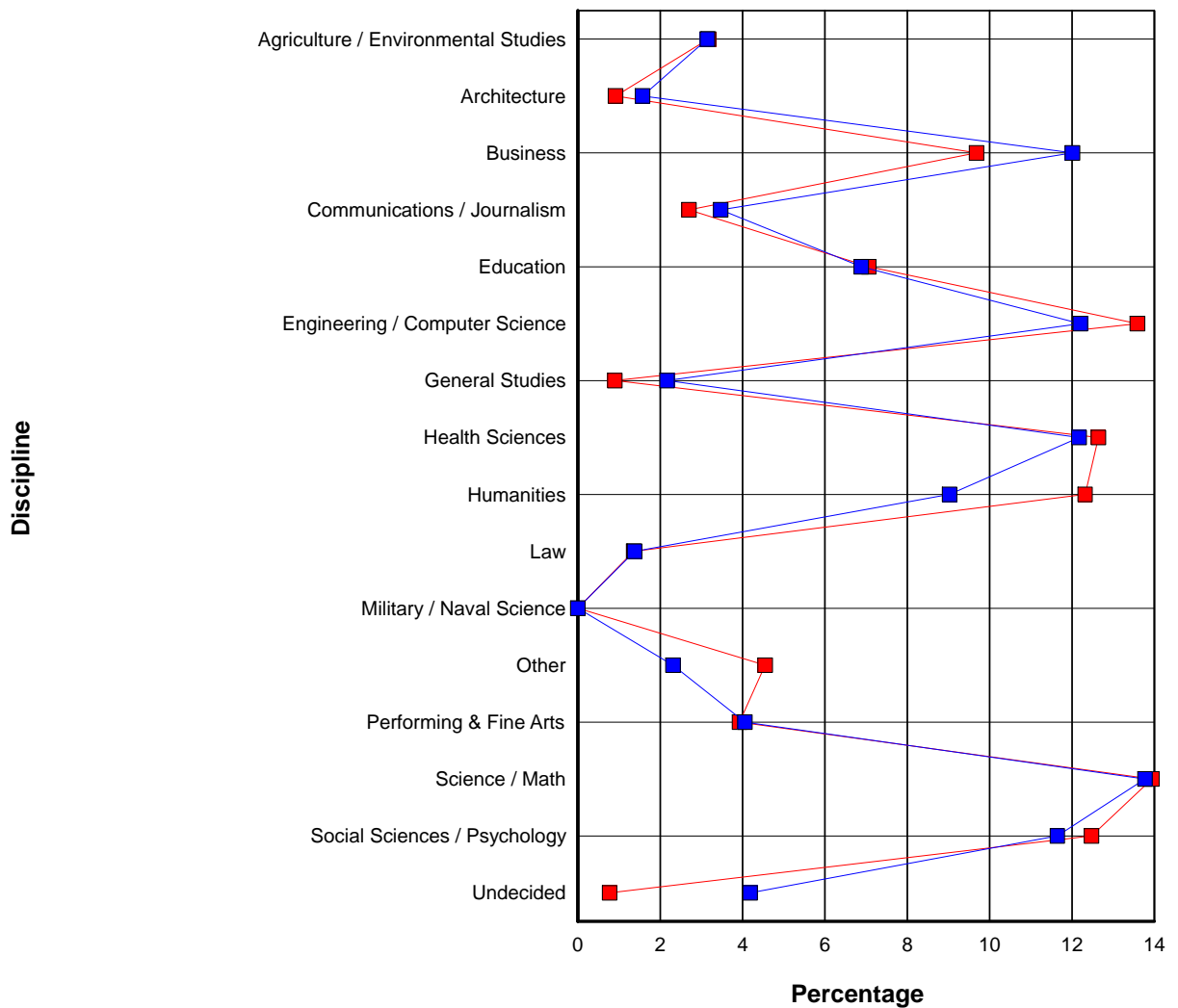
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

3.1.3 Population and Respondents by Standard Discipline

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

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

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



■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	15,637	3.15	527	3.17	-0.03
Architecture	7,813	1.57	152	0.92	0.66
Business	59,697	12.01	1,607	9.68	2.33
Communications / Journalism	17,235	3.47	448	2.70	0.77
Education	34,204	6.88	1,173	7.07	-0.18
Engineering / Computer Science	60,636	12.20	2,256	13.59	-1.39
General Studies	10,772	2.17	149	0.90	1.27
Health Sciences	60,493	12.17	2,099	12.64	-0.47
Humanities	44,857	9.03	2,045	12.32	-3.29
Law	6,858	1.38	225	1.36	0.02
Military / Naval Science	0	0.00	0	0.00	0.00
Other	11,481	2.31	755	4.55	-2.24
Performing & Fine Arts	20,162	4.06	652	3.93	0.13
Science / Math	68,440	13.77	2,314	13.94	-0.17
Social Sciences / Psychology	57,881	11.65	2,071	12.48	-0.83
Undecided	20,791	4.18	128	0.77	3.41
Total:	496,957	100.00	16,601	100.00	0.00

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

3.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	50	0.28
18 - 22	6,842	38.05
23 - 30	5,107	28.40
31 - 45	3,306	18.39
46 - 65	2,385	13.26
Over 65	291	1.62
Total:	17,981	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.

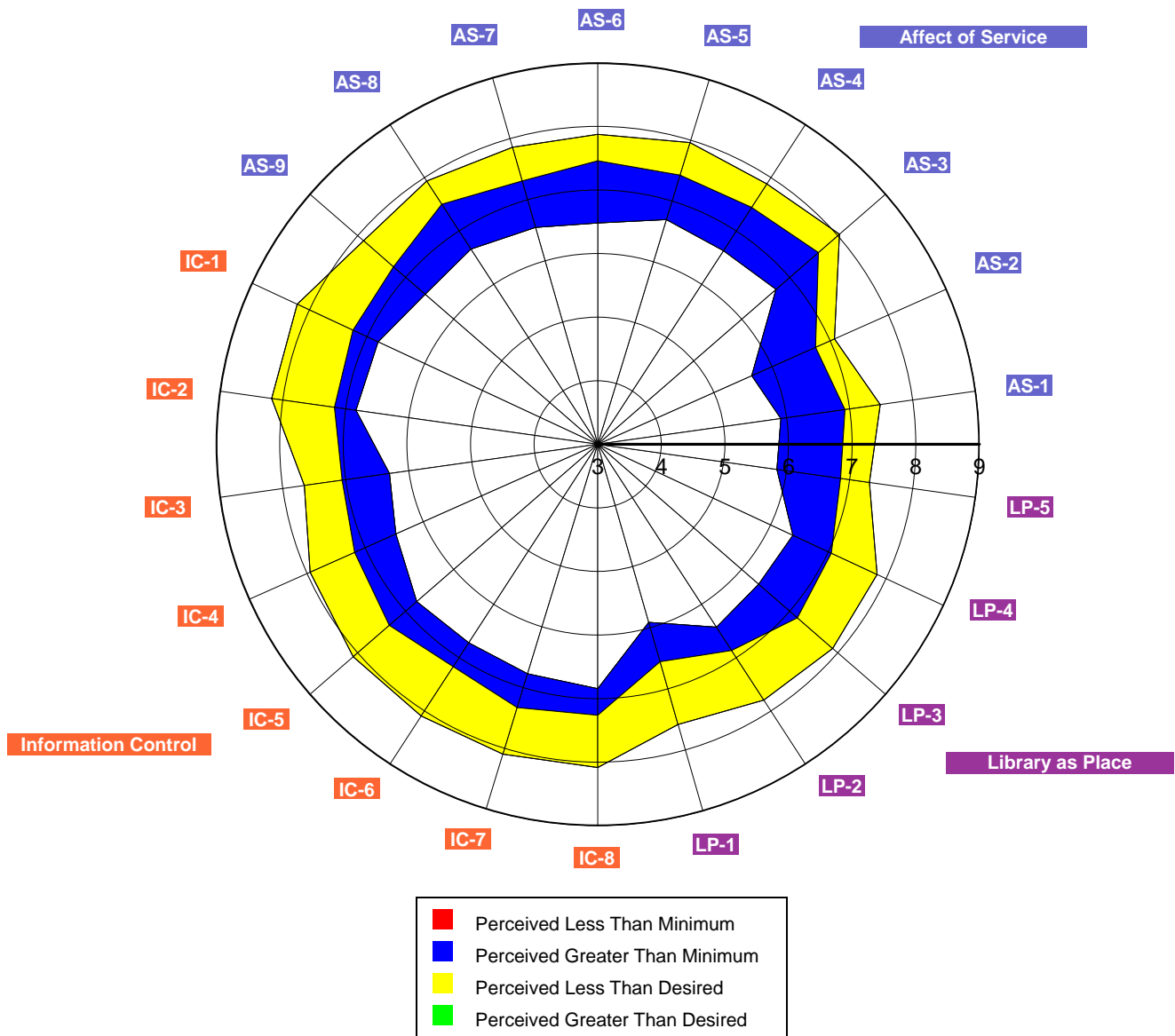
Sex:	Population N	Population %	Respondents n	Respondents %
Female	227,636	49.57	10,126	56.32
Male	231,619	50.43	7,853	43.68
Total:	459,255	100.00	17,979	100.00

3.2 Core Questions Summary for ARL

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.91	7.49	6.93	1.02	-0.56	6,834
AS-2	Giving users individual attention	5.65	7.08	6.75	1.10	-0.33	6,943
AS-3	Employees who are consistently courteous	6.72	8.04	7.60	0.88	-0.44	7,417
AS-4	Readiness to respond to users' questions	6.63	7.88	7.44	0.81	-0.44	7,029
AS-5	Employees who have the knowledge to answer user questions	6.70	7.96	7.43	0.73	-0.53	7,133
AS-6	Employees who deal with users in a caring fashion	6.48	7.88	7.46	0.98	-0.42	17,160
AS-7	Employees who understand the needs of their users	6.55	7.86	7.31	0.76	-0.55	7,021
AS-8	Willingness to help users	6.66	7.94	7.50	0.84	-0.43	7,261
AS-9	Dependability in handling users' service problems	6.60	7.88	7.25	0.66	-0.62	6,423
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.81	8.21	7.25	0.44	-0.97	7,734
IC-2	A library Web site enabling me to locate information on my own	6.84	8.18	7.18	0.34	-1.00	7,907
IC-3	The printed library materials I need for my work	6.31	7.66	7.06	0.75	-0.60	7,174
IC-4	The electronic information resources I need	6.47	7.95	7.18	0.71	-0.76	17,562
IC-5	Modern equipment that lets me easily access needed information	6.77	8.09	7.34	0.57	-0.75	7,760
IC-6	Easy-to-use access tools that allow me to find things on my own	6.72	8.10	7.17	0.45	-0.92	7,960
IC-7	Making information easily accessible for independent use	6.77	8.10	7.33	0.56	-0.77	7,777
IC-8	Print and/or electronic journal collections I require for my work	6.85	8.09	7.26	0.42	-0.82	7,466
Library as Place							
LP-1	Library space that inspires study and learning	5.91	7.59	6.56	0.65	-1.03	16,557
LP-2	Quiet space for individual activities	6.43	7.80	6.87	0.44	-0.93	6,978
LP-3	A comfortable and inviting location	6.36	7.90	7.16	0.80	-0.74	7,297
LP-4	A getaway for study, learning, or research	6.39	7.85	7.05	0.66	-0.79	7,046
LP-5	Community space for group learning and group study	5.85	7.31	6.86	1.01	-0.46	6,506
Overall:		6.41	7.81	7.14	0.73	-0.67	17,988

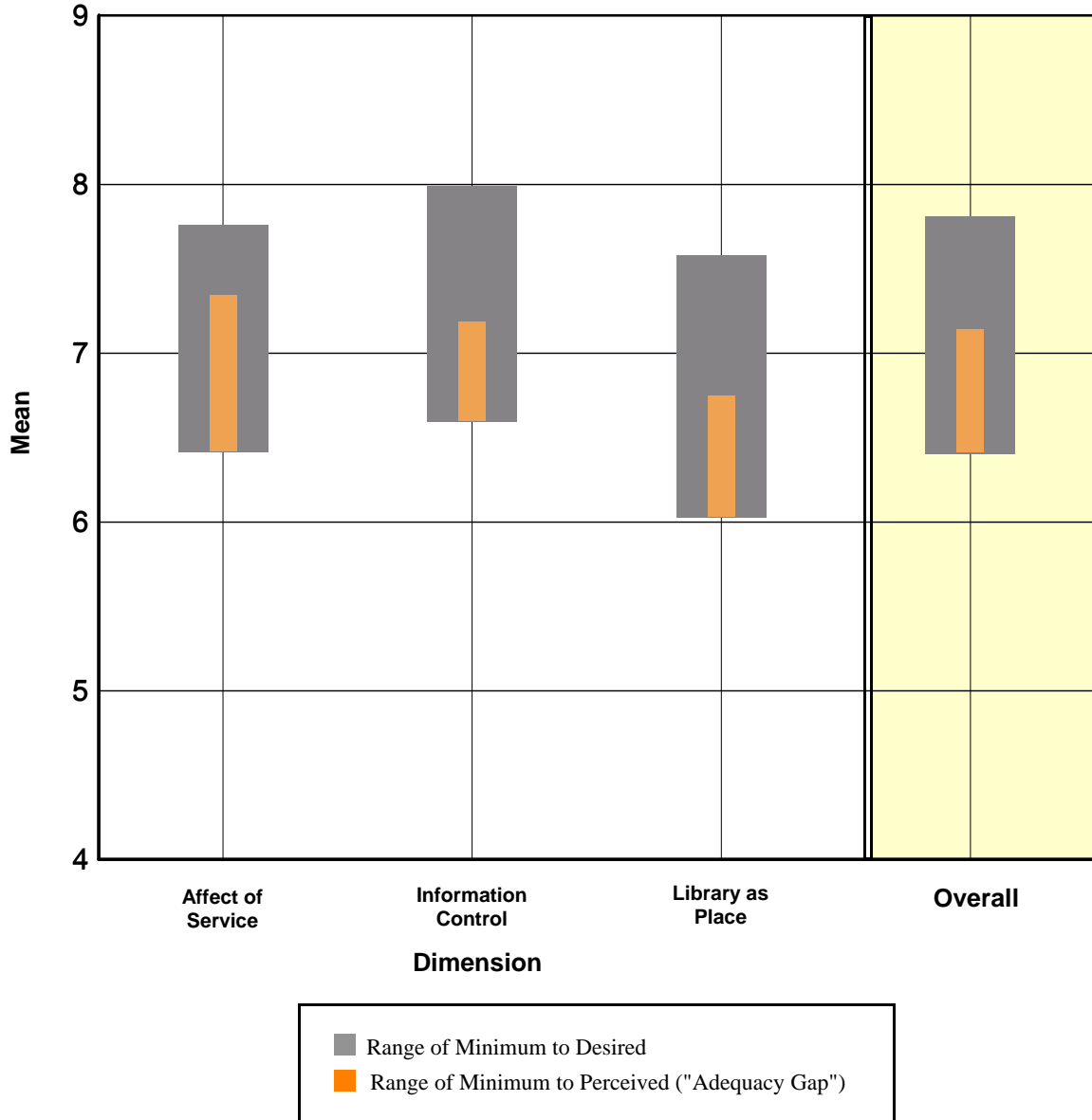
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.96	1.61	1.65	1.84	1.70	6,834
AS-2	Giving users individual attention	2.09	1.84	1.78	1.92	1.78	6,943
AS-3	Employees who are consistently courteous	1.83	1.30	1.46	1.86	1.52	7,417
AS-4	Readiness to respond to users' questions	1.77	1.38	1.49	1.74	1.53	7,029
AS-5	Employees who have the knowledge to answer user questions	1.76	1.36	1.47	1.77	1.55	7,133
AS-6	Employees who deal with users in a caring fashion	1.86	1.42	1.50	1.84	1.59	17,160
AS-7	Employees who understand the needs of their users	1.79	1.37	1.49	1.77	1.51	7,021
AS-8	Willingness to help users	1.79	1.38	1.47	1.72	1.47	7,261
AS-9	Dependability in handling users' service problems	1.77	1.40	1.51	1.77	1.56	6,423
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.83	1.31	1.63	1.96	1.72	7,734
IC-2	A library Web site enabling me to locate information on my own	1.73	1.27	1.59	1.91	1.69	7,907
IC-3	The printed library materials I need for my work	1.99	1.70	1.61	2.01	1.86	7,174
IC-4	The electronic information resources I need	1.85	1.49	1.49	1.90	1.70	17,562
IC-5	Modern equipment that lets me easily access needed information	1.71	1.26	1.46	1.79	1.56	7,760
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.25	1.50	1.81	1.59	7,960
IC-7	Making information easily accessible for independent use	1.68	1.25	1.44	1.76	1.53	7,777
IC-8	Print and/or electronic journal collections I require for my work	1.84	1.43	1.54	1.97	1.74	7,466
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.85	1.87	2.36	2.37	16,557
LP-2	Quiet space for individual activities	2.00	1.67	1.82	2.33	2.18	6,978
LP-3	A comfortable and inviting location	1.88	1.44	1.64	2.03	1.86	7,297
LP-4	A getaway for study, learning, or research	1.97	1.61	1.68	2.08	1.94	7,046
LP-5	Community space for group learning and group study	2.14	1.96	1.78	2.32	2.24	6,506
Overall:		1.42	1.05	1.16	1.39	1.20	17,988

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

3.3 Core Question Dimensions Summary for ARL

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.42	7.76	7.34	0.93	-0.42	17,745
Information Control	6.60	7.99	7.18	0.59	-0.81	17,959
Library as Place	6.03	7.58	6.74	0.72	-0.84	17,111
Overall	6.41	7.81	7.14	0.73	-0.67	17,988

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.65	1.27	1.34	1.56	1.34	17,745
Information Control	1.53	1.15	1.25	1.55	1.35	17,959
Library as Place	1.84	1.63	1.62	2.03	2.00	17,111
Overall	1.42	1.05	1.16	1.39	1.20	17,988

3.4 Local Question Summary for ARL

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.64	8.07	6.89	0.25	-1.18	84
Providing health information when and where I need it	6.39	7.37	6.65	0.25	-0.73	51
An environment that facilitates group study and problem solving	5.65	6.85	6.54	0.88	-0.32	372
Ease of use of electronic resources	7.02	8.21	7.40	0.39	-0.81	109
Providing help when and where I need it	6.55	7.81	7.33	0.79	-0.48	135
Teaching me how to access, evaluate, and use information	5.92	7.31	6.82	0.90	-0.49	957
Making me aware of library services	5.89	7.51	6.53	0.64	-0.98	130
Library orientations / instruction sessions	5.53	6.66	6.53	1.00	-0.13	502
Online course support (readings, links, references)	6.25	7.65	6.87	0.62	-0.79	208
Collections of online full-text articles sufficient to meet my needs	7.01	8.29	7.33	0.32	-0.96	192
Electronic resources matching my information needs	7.37	8.33	7.03	-0.35	-1.31	78
Contribution to the intellectual atmosphere of the campus	6.17	7.71	7.24	1.07	-0.47	537
Ready access to computers / Internet / software	7.01	8.09	7.14	0.13	-0.95	429
Library keeping me informed about all of its services	5.50	7.04	6.62	1.12	-0.41	273
Access to photocopying and printing facilities	5.93	7.46	6.93	1.00	-0.53	398
Availability of subject specialist assistance	5.94	7.46	6.80	0.86	-0.66	1,926
Providing reliable access to resources when and where I need them	7.11	8.21	7.20	0.09	-1.01	228
Making me aware of library resources and services	5.99	7.43	6.52	0.53	-0.91	533
Teaching me how to locate, evaluate, and use information	5.67	7.13	7.00	1.34	-0.13	616
Convenient service hours	6.60	8.13	7.28	0.68	-0.85	434
Ability to navigate library Web pages easily	6.77	8.18	6.77	0.00	-1.42	1,908
A secure and safe place	7.32	8.37	7.73	0.41	-0.64	2,401
Access to archives, special collections	5.58	7.07	6.86	1.28	-0.21	443
Convenient access to library collections	6.65	8.02	7.37	0.72	-0.65	2,111
Enabling me to find information myself 24 hours a day	6.63	7.84	7.31	0.68	-0.53	213
Personalization features in the electronic library	5.68	6.96	6.32	0.65	-0.64	155
Adequate hours of service	6.53	7.84	7.29	0.76	-0.55	466

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

Timely delivery of the articles and documents that I need	6.90	8.13	7.67	0.77	-0.46	184
Library staff providing help that assists in finding information needed now while improving my research skills	6.49	7.70	7.39	0.90	-0.31	296
The library provides access to archival materials (documents, manuscripts, and photographs)	6.08	7.66	7.17	1.09	-0.50	1,764
Ease and timeliness in getting materials from other libraries	6.27	7.72	7.07	0.80	-0.65	765
Helpful online guides and tutorials	6.11	7.27	6.80	0.69	-0.46	383
An online catalog that is user-friendly for finding materials	7.13	8.28	6.81	-0.32	-1.47	289
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.79	8.04	6.96	0.17	-1.08	697
Availability of assistance to improve my research skills	5.90	7.28	6.94	1.04	-0.34	217
Reliable mix of technology to help me complete my work	6.70	8.08	7.53	0.83	-0.54	2,075
Library materials available when and where I need them	6.73	8.29	7.37	0.64	-0.92	460
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.41	6.96	6.95	1.55	-0.01	622
The value of the library's resources and services to me for my academic success	7.29	8.28	7.64	0.35	-0.63	439

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	2.00	1.12	1.88	2.08	1.93	84
Providing health information when and where I need it	2.39	2.18	2.20	2.76	2.60	51
An environment that facilitates group study and problem solving	2.10	2.11	1.71	2.02	2.12	372
Ease of use of electronic resources	1.85	1.33	1.49	1.76	1.57	109
Providing help when and where I need it	1.80	1.44	1.53	1.63	1.41	135
Teaching me how to access, evaluate, and use information	2.10	1.92	1.74	1.98	1.92	957
Making me aware of library services	1.89	1.48	1.78	2.01	1.93	130
Library orientations / instruction sessions	2.26	2.20	1.86	2.13	2.04	502
Online course support (readings, links, references)	1.76	1.56	1.46	1.78	1.61	208
Collections of online full-text articles sufficient to meet my needs	1.74	1.17	1.42	1.97	1.52	192
Electronic resources matching my information needs	1.23	0.96	1.60	2.08	1.83	78
Contribution to the intellectual atmosphere of the campus	2.00	1.53	1.59	1.91	1.70	537
Ready access to computers / Internet / software	1.65	1.40	1.61	1.91	1.82	429
Library keeping me informed about all of its services	1.99	1.82	1.77	2.15	2.21	273
Access to photocopying and printing facilities	2.18	1.90	1.71	2.06	1.87	398
Availability of subject specialist assistance	1.99	1.66	1.80	1.98	1.91	1,926
Providing reliable access to resources when and where I need them	1.54	1.23	1.49	1.63	1.46	228
Making me aware of library resources and services	1.93	1.53	1.85	2.05	1.94	533
Teaching me how to locate, evaluate, and use information	2.09	1.86	1.58	1.99	1.82	616
Convenient service hours	1.71	1.23	1.62	2.11	1.88	434
Ability to navigate library Web pages easily	1.63	1.21	1.67	2.02	1.84	1,908
A secure and safe place	1.76	1.24	1.40	1.88	1.55	2,401
Access to archives, special collections	2.28	2.13	1.66	2.15	2.05	443
Convenient access to library collections	1.79	1.31	1.48	1.86	1.56	2,111
Enabling me to find information myself 24 hours a day	1.87	1.61	1.50	1.83	1.58	213
Personalization features in the electronic library	2.20	2.01	2.04	1.78	1.85	155

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

Adequate hours of service	1.71	1.41	1.61	1.94	1.79	466
Timely delivery of the articles and documents that I need	1.58	1.13	1.28	1.51	1.19	184
Library staff providing help that assists in finding information needed now while improving my research skills	1.92	1.62	1.60	1.81	1.73	296
The library provides access to archival materials (documents, manuscripts, and photographs)	2.03	1.63	1.52	2.01	1.79	1,764
Ease and timeliness in getting materials from other libraries	1.86	1.55	1.59	1.83	1.63	765
Helpful online guides and tutorials	2.09	1.82	1.78	2.03	1.90	383
An online catalog that is user-friendly for finding materials	1.56	1.18	1.52	1.86	1.64	289
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.74	1.40	1.65	1.95	1.81	697
Availability of assistance to improve my research skills	2.09	1.95	1.66	2.25	2.15	217
Reliable mix of technology to help me complete my work	1.72	1.24	1.36	1.78	1.47	2,075
Library materials available when and where I need them	1.62	0.99	1.33	1.68	1.44	460
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.24	2.03	1.79	2.09	1.95	622
The value of the library's resources and services to me for my academic success	1.59	1.19	1.35	1.49	1.33	439

3.5 General Satisfaction Questions Summary for ARL

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.69	1.40	11,080
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.35	1.50	11,008
How would you rate the overall quality of the service provided by the library?	7.47	1.28	17,985

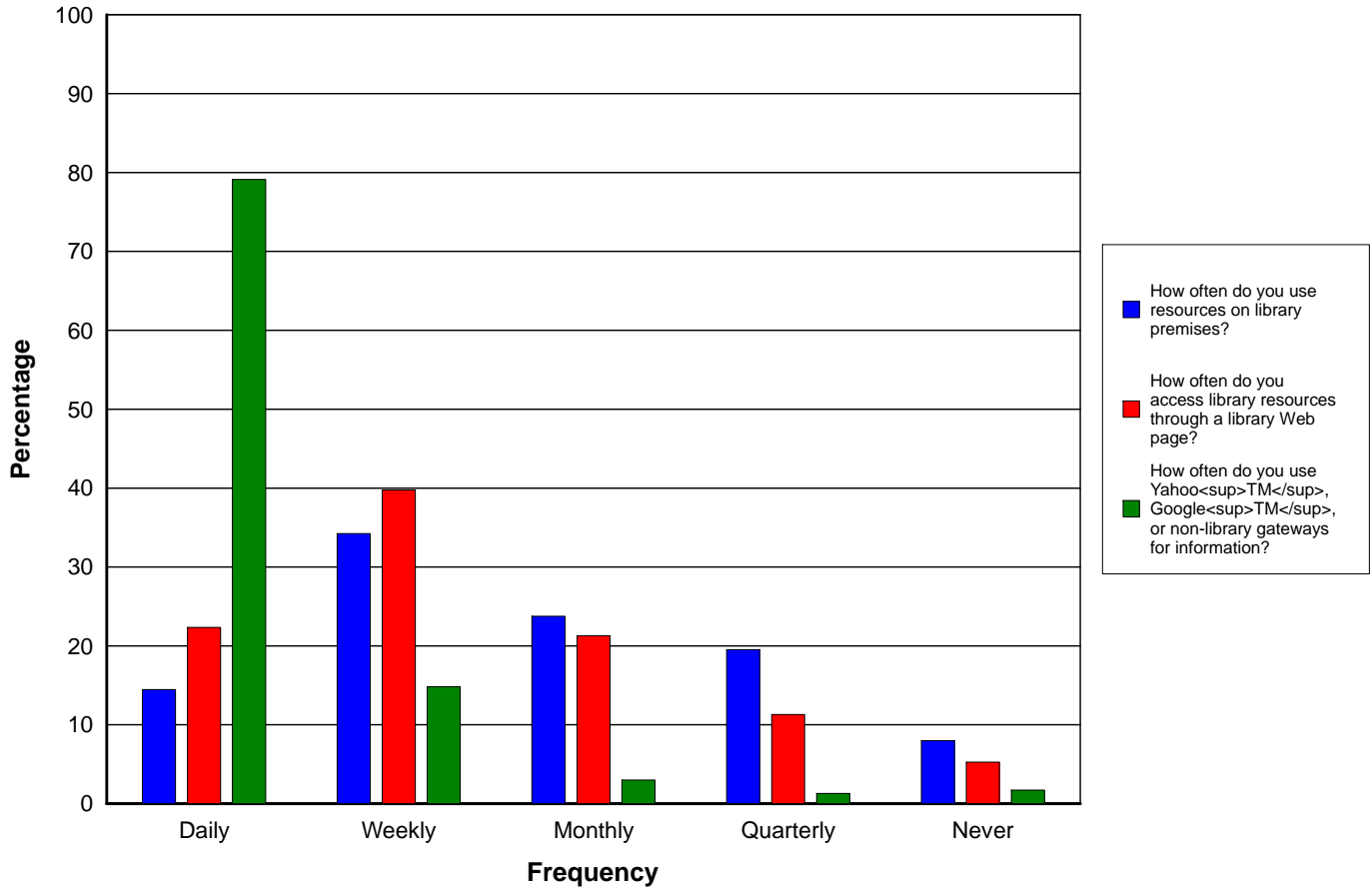
3.6 Information Literacy Outcomes Questions Summary for ARL

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.38	1.91	9,718
The library aids my advancement in my academic discipline or work.	7.27	1.59	9,718
The library enables me to be more efficient in my academic pursuits or work.	7.31	1.57	9,572
The library helps me distinguish between trustworthy and untrustworthy information.	6.41	1.87	9,682
The library provides me with the information skills I need in my work or study.	6.94	1.67	9,585

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?	2,603 14.47%	6,159 34.24%	4,276 23.77%	3,512 19.53%	1,436 7.98%	17,986 100.00%
How often do you access library resources through a library Web page?	4,020 22.35%	7,153 39.77%	3,829 21.29%	2,033 11.30%	949 5.28%	17,984 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	14,231 79.12%	2,668 14.83%	539 3.00%	236 1.31%	312 1.73%	17,986 100.00%

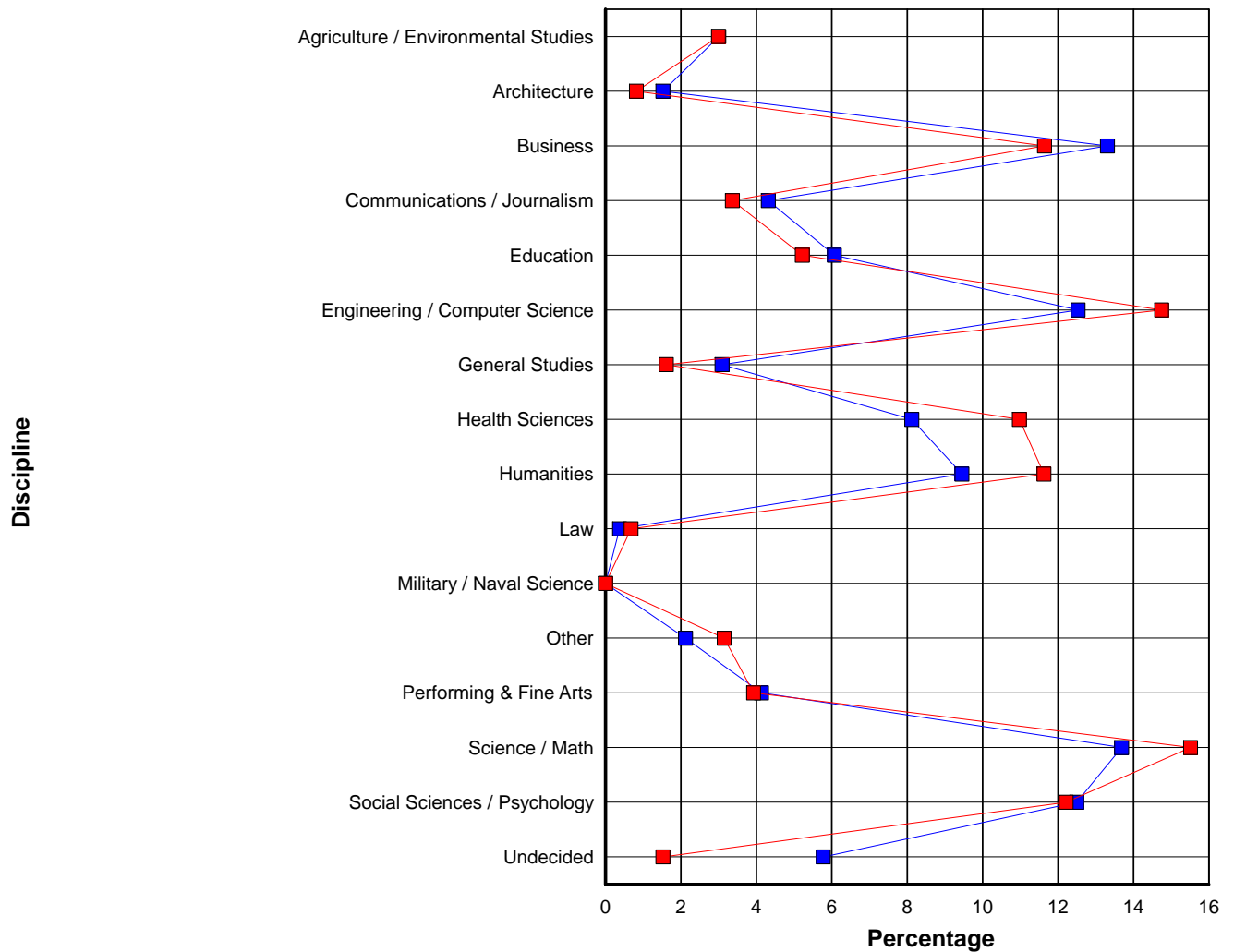
4 Summary for Undergraduate

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	10,333	3.00	234	2.99	0.01
Architecture	5,237	1.52	64	0.82	0.70
Business	45,778	13.31	910	11.64	1.67
Communications / Journalism	14,839	4.31	263	3.36	0.95
Education	20,873	6.07	408	5.22	0.85
Engineering / Computer Science	43,098	12.53	1,153	14.75	-2.22
General Studies	10,625	3.09	126	1.61	1.48
Health Sciences	27,929	8.12	858	10.97	-2.85
Humanities	32,502	9.45	909	11.63	-2.18
Law	1,278	0.37	53	0.68	-0.31
Military / Naval Science	0	0.00	0	0.00	0.00
Other	7,293	2.12	246	3.15	-1.03
Performing & Fine Arts	14,220	4.13	307	3.93	0.21
Science / Math	47,071	13.69	1,213	15.52	-1.83
Social Sciences / Psychology	42,968	12.49	955	12.22	0.28
Undecided	19,863	5.78	119	1.52	4.25
Total:	343,907	100.00	7,818	100.00	0.00

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

4.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	39	0.50
18 - 22	6,494	83.08
23 - 30	914	11.69
31 - 45	266	3.40
46 - 65	101	1.29
Over 65	3	0.04
Total:	7,817	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.

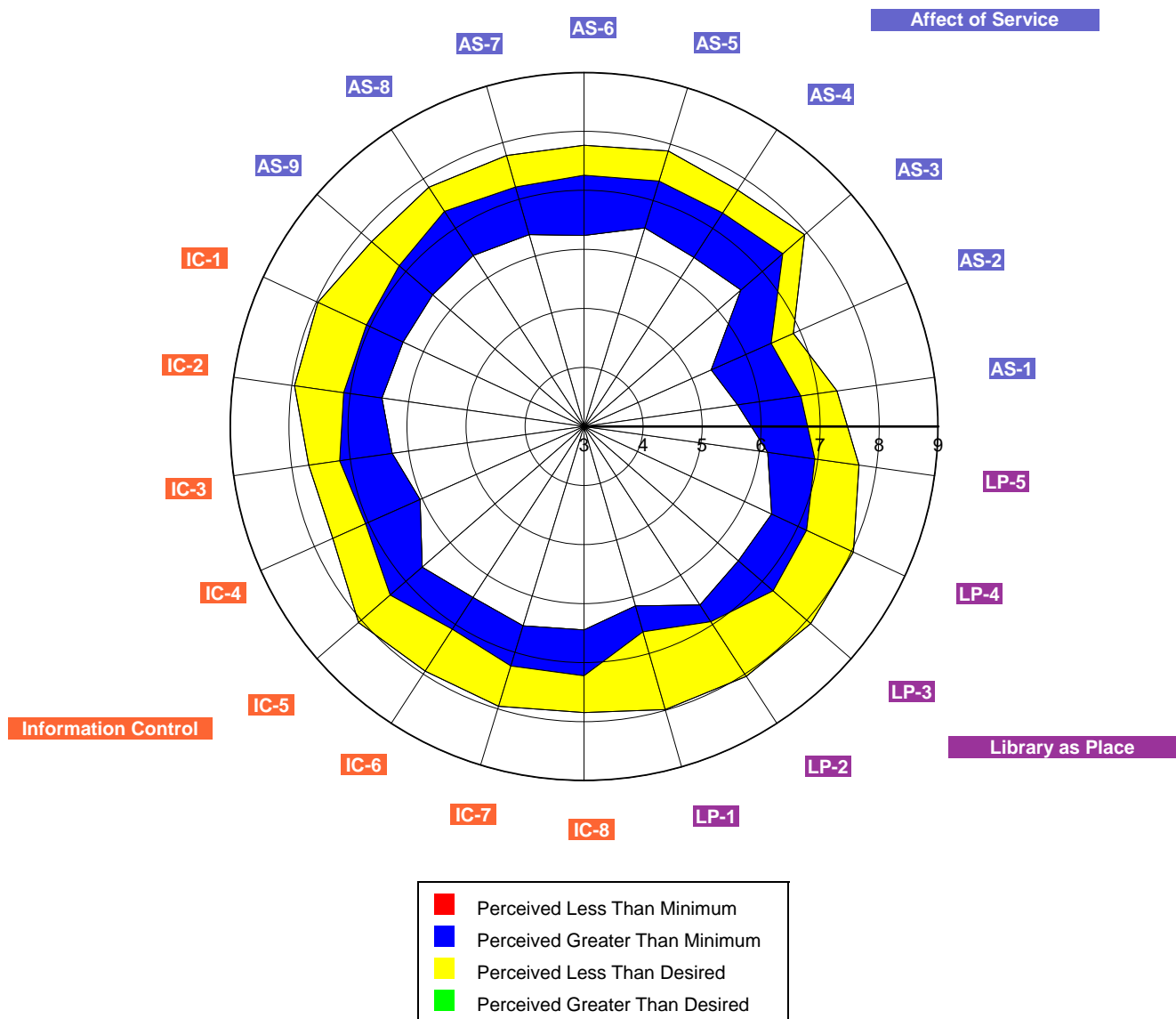
Sex:	Population N	Population %	Respondents n	Respondents %
Female	157,706	49.62	4,755	60.82
Male	160,150	50.38	3,063	39.18
Total:	317,856	100.00	7,818	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.63	7.33	6.71	1.08	-0.62	3,255
AS-2	Giving users individual attention	5.36	6.88	6.47	1.11	-0.41	3,360
AS-3	Employees who are consistently courteous	6.52	7.95	7.46	0.94	-0.49	3,543
AS-4	Readiness to respond to users' questions	6.42	7.78	7.31	0.90	-0.46	3,332
AS-5	Employees who have the knowledge to answer user questions	6.52	7.88	7.35	0.83	-0.53	3,387
AS-6	Employees who deal with users in a caring fashion	6.24	7.76	7.26	1.02	-0.51	7,426
AS-7	Employees who understand the needs of their users	6.38	7.77	7.22	0.84	-0.55	3,338
AS-8	Willingness to help users	6.45	7.83	7.34	0.89	-0.49	3,434
AS-9	Dependability in handling users' service problems	6.40	7.77	7.15	0.75	-0.62	3,068
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.39	7.98	7.07	0.68	-0.91	3,662
IC-2	A library Web site enabling me to locate information on my own	6.46	7.95	7.11	0.65	-0.84	3,688
IC-3	The printed library materials I need for my work	6.28	7.71	7.18	0.90	-0.53	3,356
IC-4	The electronic information resources I need	6.04	7.66	7.05	1.01	-0.61	7,574
IC-5	Modern equipment that lets me easily access needed information	6.63	8.06	7.35	0.72	-0.71	3,760
IC-6	Easy-to-use access tools that allow me to find things on my own	6.46	7.94	7.10	0.64	-0.85	3,746
IC-7	Making information easily accessible for independent use	6.53	7.96	7.24	0.71	-0.71	3,676
IC-8	Print and/or electronic journal collections I require for my work	6.45	7.84	7.22	0.77	-0.62	3,470
Library as Place							
LP-1	Library space that inspires study and learning	6.16	7.99	6.62	0.46	-1.37	7,721
LP-2	Quiet space for individual activities	6.61	8.05	6.94	0.34	-1.10	3,537
LP-3	A comfortable and inviting location	6.47	8.09	7.24	0.78	-0.85	3,589
LP-4	A getaway for study, learning, or research	6.51	8.04	7.16	0.65	-0.88	3,551
LP-5	Community space for group learning and group study	6.14	7.70	6.95	0.81	-0.75	3,464
Overall:		6.21	7.76	7.03	0.81	-0.74	7,818

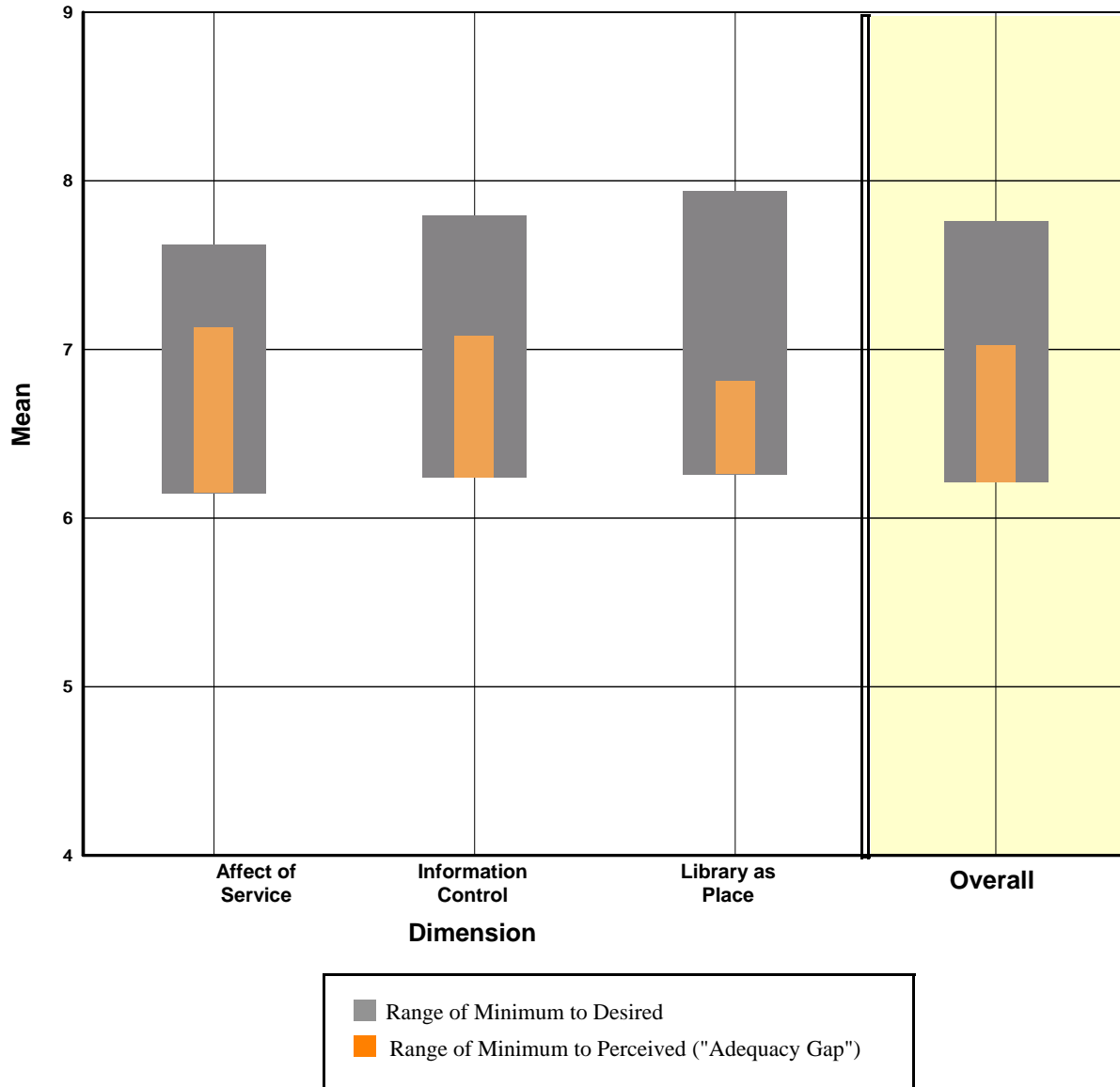
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: ARL
 User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.95	1.64	1.69	1.88	1.72	3,255
AS-2	Giving users individual attention	2.12	1.94	1.85	1.95	1.85	3,360
AS-3	Employees who are consistently courteous	1.85	1.34	1.48	1.87	1.54	3,543
AS-4	Readiness to respond to users' questions	1.79	1.43	1.51	1.78	1.57	3,332
AS-5	Employees who have the knowledge to answer user questions	1.79	1.39	1.48	1.79	1.57	3,387
AS-6	Employees who deal with users in a caring fashion	1.89	1.47	1.55	1.87	1.62	7,426
AS-7	Employees who understand the needs of their users	1.83	1.41	1.51	1.80	1.53	3,338
AS-8	Willingness to help users	1.83	1.43	1.51	1.75	1.52	3,434
AS-9	Dependability in handling users' service problems	1.83	1.48	1.50	1.80	1.59	3,068
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.87	1.43	1.66	1.97	1.77	3,662
IC-2	A library Web site enabling me to locate information on my own	1.80	1.39	1.62	1.89	1.73	3,688
IC-3	The printed library materials I need for my work	1.98	1.60	1.58	1.94	1.74	3,356
IC-4	The electronic information resources I need	1.89	1.63	1.52	1.88	1.73	7,574
IC-5	Modern equipment that lets me easily access needed information	1.75	1.26	1.47	1.78	1.55	3,760
IC-6	Easy-to-use access tools that allow me to find things on my own	1.75	1.34	1.55	1.85	1.61	3,746
IC-7	Making information easily accessible for independent use	1.76	1.34	1.50	1.80	1.57	3,676
IC-8	Print and/or electronic journal collections I require for my work	1.93	1.56	1.54	1.94	1.71	3,470
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.44	1.81	2.23	2.09	7,721
LP-2	Quiet space for individual activities	1.86	1.39	1.79	2.24	2.04	3,537
LP-3	A comfortable and inviting location	1.79	1.24	1.59	1.96	1.70	3,589
LP-4	A getaway for study, learning, or research	1.84	1.37	1.62	1.98	1.75	3,551
LP-5	Community space for group learning and group study	1.98	1.60	1.74	2.24	2.03	3,464
Overall:		1.45	1.07	1.16	1.39	1.18	7,818

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

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.15	7.62	7.13	0.98	-0.49	7,693
Information Control	6.24	7.79	7.08	0.84	-0.71	7,801
Library as Place	6.26	7.94	6.81	0.55	-1.13	7,780
Overall	6.21	7.76	7.03	0.81	-0.74	7,818

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.66	1.31	1.35	1.57	1.36	7,693
Information Control	1.56	1.23	1.26	1.52	1.35	7,801
Library as Place	1.65	1.24	1.55	1.89	1.73	7,780
Overall	1.45	1.07	1.16	1.39	1.18	7,818

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	5.78	7.89	5.61	-0.17	-2.28	18
Providing health information when and where I need it	5.92	7.25	6.67	0.75	-0.58	12
An environment that facilitates group study and problem solving	6.08	7.47	6.59	0.52	-0.88	91
Ease of use of electronic resources	6.69	8.00	7.21	0.52	-0.79	29
Providing help when and where I need it	6.32	7.88	7.18	0.86	-0.69	65
Teaching me how to access, evaluate, and use information	5.70	7.20	6.61	0.91	-0.58	384
Making me aware of library services	6.09	7.74	6.74	0.65	-1.00	54
Library orientations / instruction sessions	5.32	6.44	6.28	0.96	-0.16	146
Online course support (readings, links, references)	6.05	7.56	6.86	0.81	-0.70	101
Collections of online full-text articles sufficient to meet my needs	6.56	8.15	7.40	0.84	-0.75	81
Electronic resources matching my information needs	7.32	8.32	7.00	-0.32	-1.32	25
Contribution to the intellectual atmosphere of the campus	5.86	7.72	7.17	1.31	-0.55	234
Ready access to computers / Internet / software	6.88	8.00	7.33	0.44	-0.67	95
Library keeping me informed about all of its services	5.03	6.81	6.23	1.20	-0.58	124
Access to photocopying and printing facilities	6.45	7.95	7.07	0.62	-0.88	153
Availability of subject specialist assistance	5.74	7.40	6.70	0.96	-0.69	946
Providing reliable access to resources when and where I need them	6.62	7.84	6.69	0.07	-1.15	81
Making me aware of library resources and services	5.73	7.24	6.47	0.73	-0.77	300
Teaching me how to locate, evaluate, and use information	5.55	7.15	6.86	1.31	-0.29	298
Convenient service hours	6.58	8.38	6.79	0.21	-1.58	173
Ability to navigate library Web pages easily	6.48	8.02	6.78	0.30	-1.24	782
A secure and safe place	7.18	8.41	7.79	0.61	-0.62	1,242
Access to archives, special collections	5.28	6.87	6.67	1.38	-0.20	151
Convenient access to library collections	6.41	7.93	7.44	1.03	-0.50	1,052

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

Enabling me to find information myself 24 hours a day	6.38	7.62	7.05	0.68	-0.57	120
Personalization features in the electronic library	5.49	6.98	6.28	0.79	-0.70	47
Adequate hours of service	6.46	7.79	7.22	0.76	-0.57	291
Timely delivery of the articles and documents that I need	6.86	7.89	7.34	0.48	-0.55	88
Library staff providing help that assists in finding information needed now while improving my research skills	6.26	7.48	7.38	1.12	-0.10	120
The library provides access to archival materials (documents, manuscripts, and photographs)	5.89	7.62	7.24	1.35	-0.38	907
Ease and timeliness in getting materials from other libraries	6.00	7.49	6.80	0.81	-0.68	314
Helpful online guides and tutorials	6.03	7.28	6.73	0.70	-0.55	169
An online catalog that is user-friendly for finding materials	6.97	8.17	6.86	-0.11	-1.31	132
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.28	7.75	6.80	0.52	-0.95	240
Availability of assistance to improve my research skills	5.88	7.38	6.76	0.88	-0.61	93
Reliable mix of technology to help me complete my work	6.54	8.03	7.62	1.08	-0.41	1,058
Library materials available when and where I need them	6.47	8.13	7.21	0.74	-0.92	197
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.05	6.71	6.79	1.74	0.08	263
The value of the library's resources and services to me for my academic success	7.10	8.07	7.52	0.41	-0.56	188

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	2.07	1.23	1.82	2.41	2.37	18
Providing health information when and where I need it	2.39	2.22	1.92	2.05	2.31	12
An environment that facilitates group study and problem solving	1.90	1.68	1.68	1.95	1.93	91
Ease of use of electronic resources	1.93	1.39	1.45	1.55	1.57	29
Providing help when and where I need it	1.99	1.41	1.52	1.80	1.52	65
Teaching me how to access, evaluate, and use information	2.13	1.93	1.74	1.98	1.89	384
Making me aware of library services	2.01	1.35	1.78	2.25	1.97	54
Library orientations / instruction sessions	2.40	2.25	1.90	2.40	2.18	146
Online course support (readings, links, references)	1.79	1.70	1.49	1.74	1.66	101
Collections of online full-text articles sufficient to meet my needs	1.88	1.34	1.59	1.76	1.37	81
Electronic resources matching my information needs	1.25	0.90	1.78	2.38	2.19	25
Contribution to the intellectual atmosphere of the campus	1.86	1.40	1.45	1.78	1.55	234
Ready access to computers / Internet / software	1.70	1.59	1.49	1.82	1.72	95
Library keeping me informed about all of its services	1.98	1.90	1.76	2.34	2.38	124
Access to photocopying and printing facilities	1.98	1.42	1.66	1.99	2.00	153
Availability of subject specialist assistance	1.93	1.61	1.76	1.93	1.89	946
Providing reliable access to resources when and where I need them	1.74	1.60	1.73	1.84	1.75	81
Making me aware of library resources and services	1.92	1.59	1.80	2.08	1.93	300
Teaching me how to locate, evaluate, and use information	2.02	1.75	1.48	1.95	1.78	298
Convenient service hours	1.71	1.04	1.80	2.14	1.96	173
Ability to navigate library Web pages easily	1.67	1.35	1.64	1.94	1.81	782
A secure and safe place	1.76	1.12	1.33	1.80	1.41	1,242
Access to archives, special collections	2.41	2.24	1.73	2.17	2.19	151
Convenient access to library collections	1.84	1.34	1.43	1.84	1.51	1,052
Enabling me to find information myself 24 hours a day	1.96	1.75	1.59	2.00	1.68	120
Personalization features in the electronic library	2.26	1.97	1.97	2.03	2.04	47
Adequate hours of service	1.73	1.52	1.67	1.96	1.84	291
Timely delivery of the articles and documents that I need	1.80	1.28	1.29	1.52	1.18	88

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

Library staff providing help that assists in finding information needed now while improving my research skills	2.09	1.77	1.71	1.95	1.80	120
The library provides access to archival materials (documents, manuscripts, and photographs)	2.02	1.61	1.51	2.03	1.77	907
Ease and timeliness in getting materials from other libraries	1.88	1.64	1.67	1.84	1.66	314
Helpful online guides and tutorials	2.12	1.86	1.85	1.95	1.79	169
An online catalog that is user-friendly for finding materials	1.57	1.24	1.37	1.75	1.66	132
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.82	1.57	1.69	1.96	1.80	240
Availability of assistance to improve my research skills	2.04	1.79	1.66	2.32	2.23	93
Reliable mix of technology to help me complete my work	1.75	1.25	1.25	1.73	1.40	1,058
Library materials available when and where I need them	1.59	1.13	1.28	1.64	1.44	197
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.27	2.20	1.92	2.22	2.13	263
The value of the library's resources and services to me for my academic success	1.71	1.35	1.43	1.59	1.29	188

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.62	1.41	5,042
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.28	1.49	4,978
How would you rate the overall quality of the service provided by the library?	7.37	1.27	7,818

4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.22	1.84	4,471
The library aids my advancement in my academic discipline or work.	7.06	1.60	4,466
The library enables me to be more efficient in my academic pursuits or work.	7.20	1.57	4,397
The library helps me distinguish between trustworthy and untrustworthy information.	6.58	1.79	4,469
The library provides me with the information skills I need in my work or study.	6.96	1.63	4,437

Language: English (American), French (Canada)

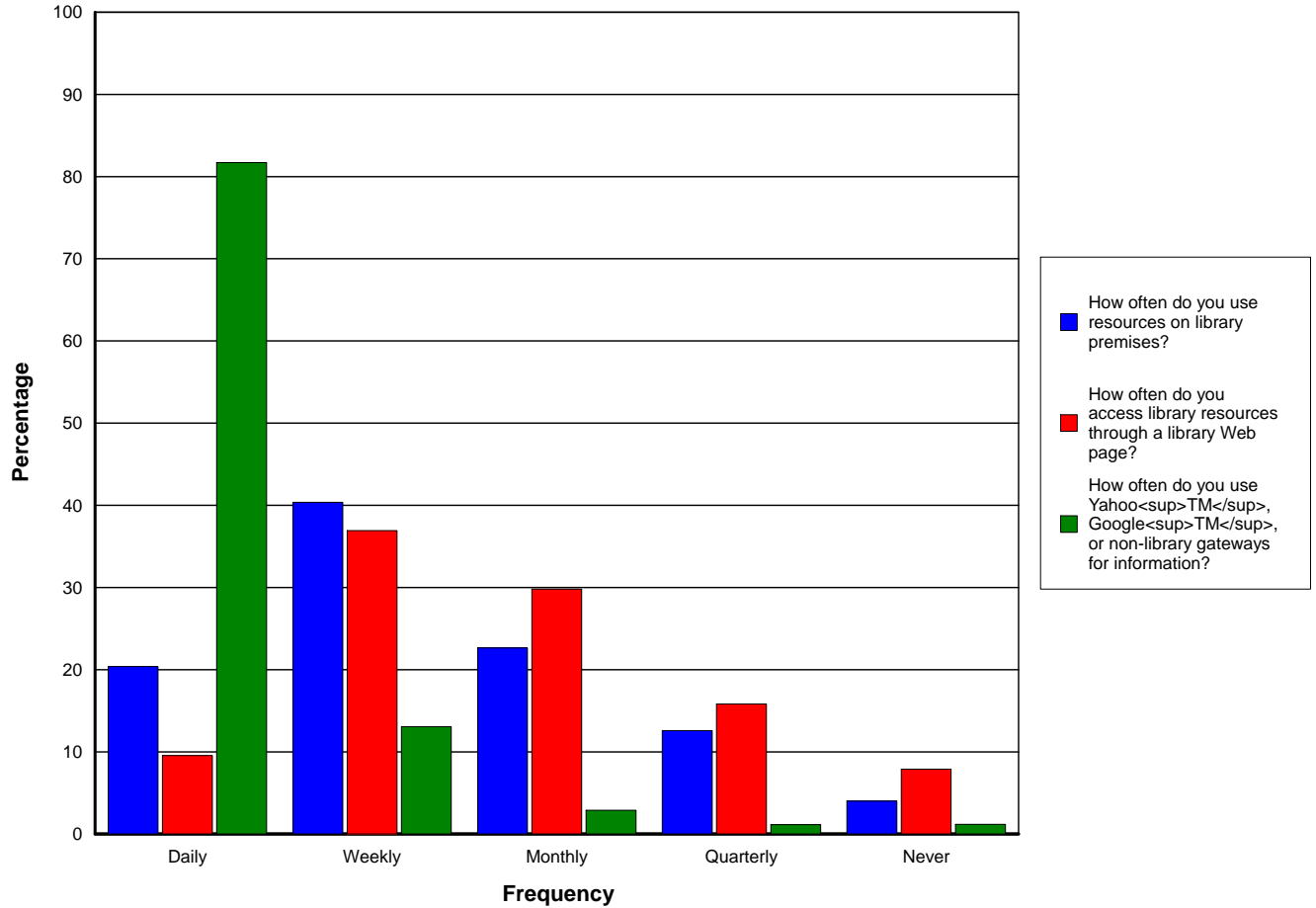
Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	1,593 20.38%	3,156 40.37%	1,771 22.66%	984 12.59%	313 4.00%	7,817 100.00%
How often do you access library resources through a library Web page?	747 9.56%	2,886 36.92%	2,330 29.81%	1,237 15.82%	617 7.89%	7,817 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	6,387 81.71%	1,022 13.07%	226 2.89%	89 1.14%	93 1.19%	7,817 100.00%

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

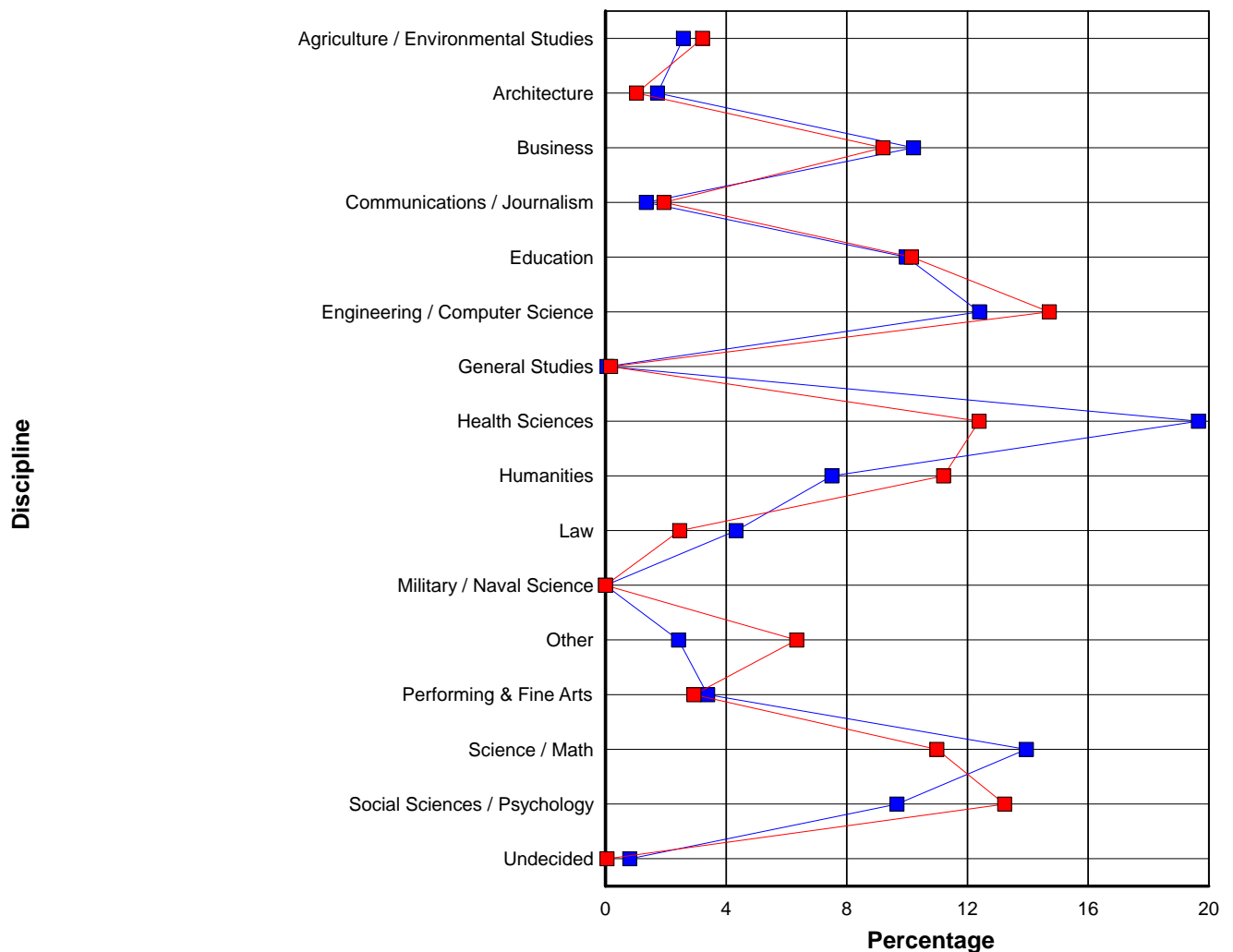
5 Summary for Graduate

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,981	2.58	191	3.22	-0.64
Architecture	1,989	1.72	61	1.03	0.69
Business	11,788	10.21	546	9.20	1.01
Communications / Journalism	1,559	1.35	115	1.94	-0.59
Education	11,508	9.97	602	10.14	-0.18
Engineering / Computer Science	14,313	12.40	873	14.71	-2.31
General Studies	61	0.05	10	0.17	-0.12
Health Sciences	22,693	19.66	735	12.39	7.27
Humanities	8,663	7.50	665	11.21	-3.70
Law	4,999	4.33	146	2.46	1.87
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,792	2.42	376	6.34	-3.92
Performing & Fine Arts	3,908	3.39	174	2.93	0.45
Science / Math	16,108	13.95	652	10.99	2.97
Social Sciences / Psychology	11,154	9.66	785	13.23	-3.57
Undecided	928	0.80	3	0.05	0.75
Total:	115,444	100.00	5,934	100.00	0.00

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

5.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	2	0.03
18 - 22	275	4.63
23 - 30	3,823	64.40
31 - 45	1,450	24.43
46 - 65	376	6.33
Over 65	10	0.17
Total:	5,936	100.00

5.1.3 Respondent Profile by Sex:

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

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

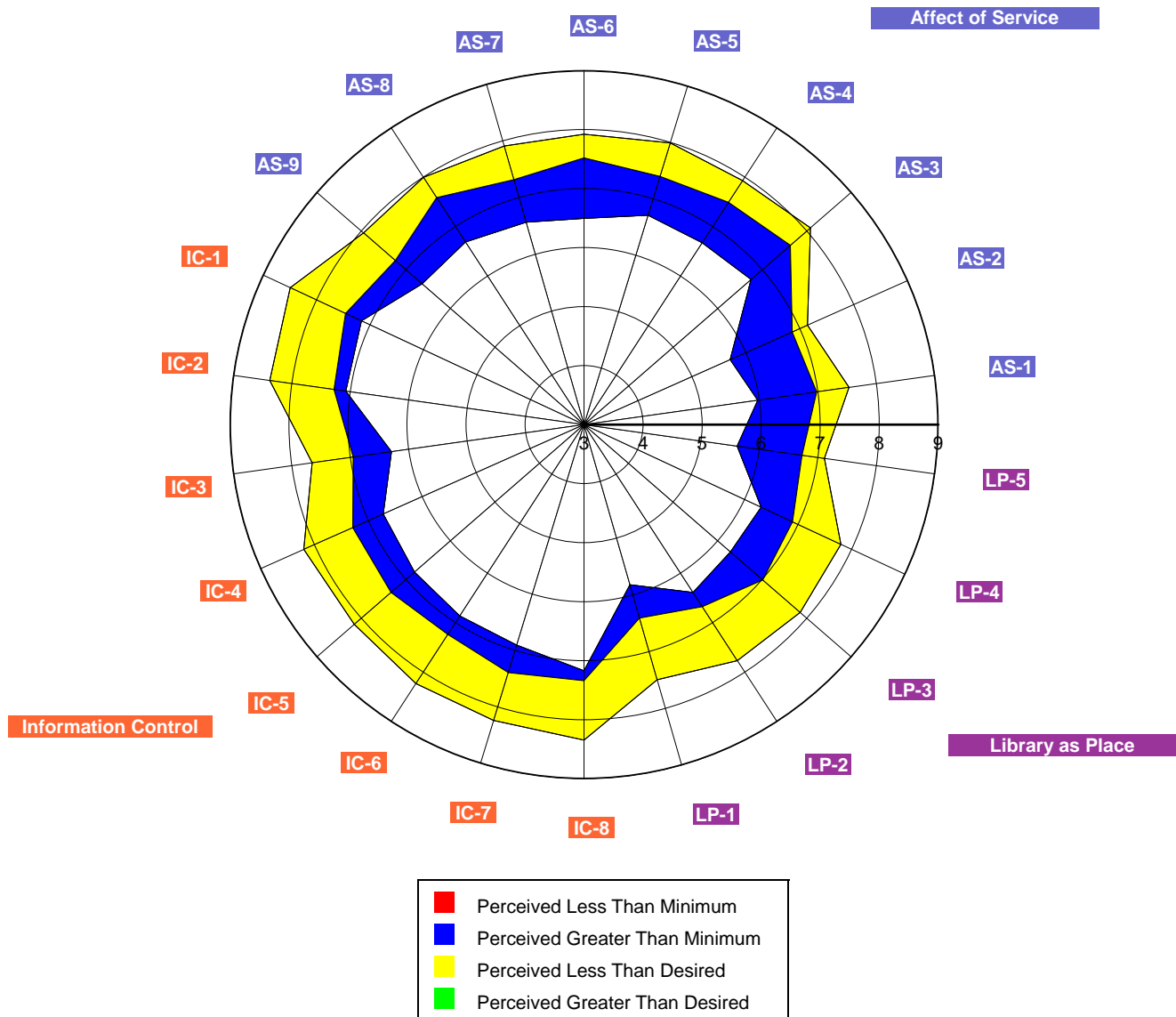
Sex:	Population N	Population %	Respondents n	Respondents %
Female	57,066	52.09	3,264	55.00
Male	52,477	47.91	2,671	45.00
Total:	109,543	100.00	5,935	100.00

5.2 Core Questions Summary for Graduate

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

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

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



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

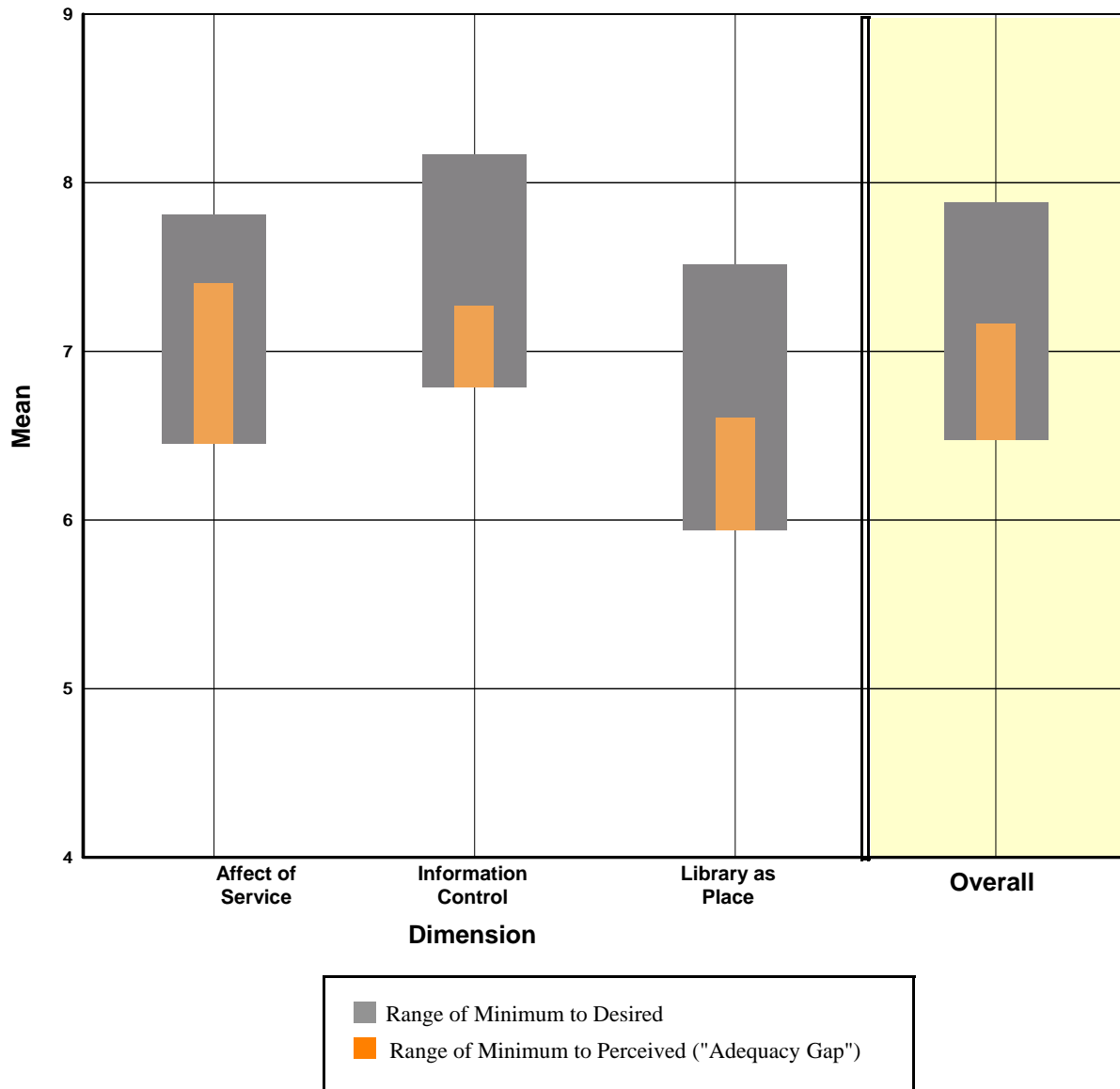
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.97	7.53	6.98	1.01	-0.55	2,099
AS-2	Giving users individual attention	5.71	7.14	6.86	1.15	-0.28	2,125
AS-3	Employees who are consistently courteous	6.75	8.08	7.63	0.88	-0.45	2,329
AS-4	Readiness to respond to users' questions	6.67	7.93	7.49	0.82	-0.44	2,169
AS-5	Employees who have the knowledge to answer user questions	6.71	7.99	7.40	0.69	-0.59	2,159
AS-6	Employees who deal with users in a caring fashion	6.49	7.92	7.52	1.03	-0.40	5,643
AS-7	Employees who understand the needs of their users	6.57	7.91	7.32	0.75	-0.59	2,149
AS-8	Willingness to help users	6.69	8.00	7.59	0.90	-0.41	2,252
AS-9	Dependability in handling users' service problems	6.64	7.95	7.24	0.60	-0.71	1,978
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.16	8.49	7.46	0.30	-1.03	2,430
IC-2	A library Web site enabling me to locate information on my own	7.08	8.38	7.28	0.20	-1.10	2,510
IC-3	The printed library materials I need for my work	6.30	7.65	6.95	0.66	-0.70	2,296
IC-4	The electronic information resources I need	6.72	8.20	7.29	0.57	-0.91	5,865
IC-5	Modern equipment that lets me easily access needed information	6.81	8.16	7.33	0.53	-0.82	2,391
IC-6	Easy-to-use access tools that allow me to find things on my own	6.87	8.23	7.24	0.37	-0.99	2,485
IC-7	Making information easily accessible for independent use	6.91	8.24	7.39	0.49	-0.85	2,457
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.35	7.34	0.17	-1.00	2,434
Library as Place							
LP-1	Library space that inspires study and learning	5.82	7.50	6.41	0.59	-1.09	5,420
LP-2	Quiet space for individual activities	6.39	7.77	6.68	0.29	-1.09	2,129
LP-3	A comfortable and inviting location	6.29	7.85	7.01	0.72	-0.84	2,248
LP-4	A getaway for study, learning, or research	6.31	7.80	6.90	0.59	-0.91	2,157
LP-5	Community space for group learning and group study	5.62	7.11	6.73	1.11	-0.38	1,963
Overall:		6.48	7.88	7.17	0.69	-0.72	5,936

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.92	1.59	1.63	1.82	1.69	2,099
AS-2	Giving users individual attention	2.03	1.78	1.71	1.94	1.77	2,125
AS-3	Employees who are consistently courteous	1.79	1.26	1.46	1.89	1.53	2,329
AS-4	Readiness to respond to users' questions	1.74	1.33	1.50	1.77	1.53	2,169
AS-5	Employees who have the knowledge to answer user questions	1.76	1.36	1.49	1.82	1.57	2,159
AS-6	Employees who deal with users in a caring fashion	1.83	1.37	1.49	1.85	1.59	5,643
AS-7	Employees who understand the needs of their users	1.76	1.35	1.49	1.77	1.52	2,149
AS-8	Willingness to help users	1.78	1.35	1.42	1.73	1.45	2,252
AS-9	Dependability in handling users' service problems	1.70	1.34	1.57	1.77	1.59	1,978
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.67	1.04	1.56	1.91	1.64	2,430
IC-2	A library Web site enabling me to locate information on my own	1.62	1.09	1.52	1.87	1.61	2,510
IC-3	The printed library materials I need for my work	1.99	1.74	1.65	2.04	1.89	2,296
IC-4	The electronic information resources I need	1.70	1.26	1.43	1.83	1.57	5,865
IC-5	Modern equipment that lets me easily access needed information	1.69	1.19	1.45	1.81	1.52	2,391
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	1.12	1.43	1.78	1.55	2,485
IC-7	Making information easily accessible for independent use	1.60	1.14	1.38	1.74	1.49	2,457
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.19	1.51	1.89	1.66	2,434
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.86	1.93	2.44	2.46	5,420
LP-2	Quiet space for individual activities	1.98	1.68	1.89	2.42	2.28	2,129
LP-3	A comfortable and inviting location	1.86	1.44	1.70	2.10	1.97	2,248
LP-4	A getaway for study, learning, or research	2.00	1.67	1.75	2.12	2.04	2,157
LP-5	Community space for group learning and group study	2.20	2.09	1.85	2.43	2.42	1,963
Overall:		1.37	0.99	1.15	1.39	1.18	5,936

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	6.45	7.81	7.40	0.95	-0.41	5,846
Information Control	6.79	8.17	7.27	0.48	-0.90	5,933
Library as Place	5.94	7.52	6.61	0.67	-0.91	5,612
Overall	6.48	7.88	7.17	0.69	-0.72	5,936

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.61	1.22	1.32	1.57	1.34	5,846
Information Control	1.42	1.01	1.21	1.50	1.27	5,933
Library as Place	1.85	1.64	1.69	2.12	2.10	5,612
Overall	1.37	0.99	1.15	1.39	1.18	5,936

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.30	7.81	7.00	0.70	-0.81	27
Providing health information when and where I need it	6.05	7.00	6.43	0.38	-0.57	21
An environment that facilitates group study and problem solving	5.68	6.77	6.55	0.87	-0.22	136
Ease of use of electronic resources	6.98	8.17	7.39	0.41	-0.78	46
Providing help when and where I need it	6.53	7.67	7.26	0.72	-0.42	43
Teaching me how to access, evaluate, and use information	5.97	7.38	6.93	0.95	-0.45	348
Making me aware of library services	5.42	7.42	6.03	0.61	-1.39	33
Library orientations / instruction sessions	5.49	6.70	6.68	1.19	-0.02	170
Online course support (readings, links, references)	6.65	7.98	6.88	0.22	-1.10	81
Collections of online full-text articles sufficient to meet my needs	7.24	8.44	7.52	0.27	-0.92	62
Electronic resources matching my information needs	7.46	8.58	6.92	-0.54	-1.67	24
Contribution to the intellectual atmosphere of the campus	6.15	7.64	7.22	1.07	-0.42	168
Ready access to computers / Internet / software	7.00	8.05	7.05	0.05	-1.00	153
Library keeping me informed about all of its services	5.94	7.30	7.05	1.10	-0.25	108
Access to photocopying and printing facilities	5.75	7.21	6.84	1.09	-0.37	171
Availability of subject specialist assistance	6.01	7.54	6.84	0.83	-0.71	589
Providing reliable access to resources when and where I need them	7.27	8.49	7.47	0.20	-1.01	70
Making me aware of library resources and services	6.25	7.62	6.61	0.36	-1.01	201
Teaching me how to locate, evaluate, and use information	5.63	7.06	7.15	1.52	0.08	193
Convenient service hours	6.54	7.99	7.48	0.94	-0.52	166
Ability to navigate library Web pages easily	6.88	8.28	6.78	-0.10	-1.50	681
A secure and safe place	7.40	8.39	7.68	0.28	-0.71	718
Access to archives, special collections	5.70	7.35	7.04	1.34	-0.31	182
Convenient access to library collections	6.92	8.21	7.25	0.33	-0.96	662

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

Enabling me to find information myself 24 hours a day	6.68	7.97	7.62	0.94	-0.35	65
Personalization features in the electronic library	5.69	6.79	6.17	0.48	-0.62	58
Adequate hours of service	6.63	7.94	7.41	0.78	-0.52	172
Timely delivery of the articles and documents that I need	6.74	8.26	7.89	1.16	-0.37	57
Library staff providing help that assists in finding information needed now while improving my research skills	6.38	7.84	7.39	1.01	-0.45	87
The library provides access to archival materials (documents, manuscripts, and photographs)	6.20	7.78	7.04	0.85	-0.74	524
Ease and timeliness in getting materials from other libraries	6.43	7.88	7.21	0.79	-0.67	351
Helpful online guides and tutorials	6.17	7.33	7.02	0.85	-0.31	110
An online catalog that is user-friendly for finding materials	7.25	8.38	6.81	-0.44	-1.57	109
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.90	8.12	7.08	0.18	-1.04	293
Availability of assistance to improve my research skills	6.06	7.34	7.10	1.04	-0.24	99
Reliable mix of technology to help me complete my work	6.81	8.17	7.41	0.59	-0.76	635
Library materials available when and where I need them	6.82	8.45	7.35	0.53	-1.09	164
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.80	7.23	7.13	1.33	-0.10	219
The value of the library's resources and services to me for my academic success	7.44	8.52	7.80	0.36	-0.72	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
Availability of online help when using my library's electronic resources	2.37	1.36	2.18	2.45	2.24	27
Providing health information when and where I need it	2.22	2.30	2.04	2.16	2.09	21
An environment that facilitates group study and problem solving	2.14	2.10	1.85	2.11	2.08	136
Ease of use of electronic resources	1.77	1.57	1.57	1.87	1.66	46
Providing help when and where I need it	1.61	1.66	1.72	1.67	1.42	43
Teaching me how to access, evaluate, and use information	2.19	1.97	1.79	2.00	1.92	348
Making me aware of library services	1.95	1.84	1.83	1.94	2.25	33
Library orientations / instruction sessions	2.21	2.24	1.92	1.99	2.06	170
Online course support (readings, links, references)	1.58	1.13	1.48	1.77	1.53	81
Collections of online full-text articles sufficient to meet my needs	1.63	0.90	1.20	1.93	1.28	62
Electronic resources matching my information needs	1.32	0.88	1.61	2.15	1.66	24
Contribution to the intellectual atmosphere of the campus	1.99	1.49	1.66	1.86	1.68	168
Ready access to computers / Internet / software	1.77	1.45	1.76	1.99	1.94	153
Library keeping me informed about all of its services	1.78	1.66	1.63	1.96	2.00	108
Access to photocopying and printing facilities	2.20	2.00	1.75	2.04	1.69	171
Availability of subject specialist assistance	2.07	1.72	1.85	1.99	1.89	589
Providing reliable access to resources when and where I need them	1.48	0.88	1.36	1.60	1.46	70
Making me aware of library resources and services	1.89	1.43	1.89	2.02	1.88	201
Teaching me how to locate, evaluate, and use information	2.07	1.92	1.50	1.86	1.82	193
Convenient service hours	1.70	1.36	1.52	2.20	1.89	166
Ability to navigate library Web pages easily	1.60	1.10	1.70	2.02	1.86	681
A secure and safe place	1.72	1.21	1.46	1.89	1.61	718
Access to archives, special collections	2.13	1.93	1.59	2.29	1.98	182
Convenient access to library collections	1.67	1.19	1.55	1.88	1.57	662
Enabling me to find information myself 24 hours a day	1.71	1.47	1.39	1.68	1.59	65
Personalization features in the electronic library	2.30	2.19	2.07	1.81	1.73	58
Adequate hours of service	1.68	1.22	1.53	1.92	1.72	172
Timely delivery of the articles and documents that I need	1.28	0.94	1.14	1.41	1.17	57

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Graduate

Library staff providing help that assists in finding information needed now while improving my research skills	1.77	1.61	1.51	1.75	1.83	87
The library provides access to archival materials (documents, manuscripts, and photographs)	2.02	1.62	1.56	2.07	1.88	524
Ease and timeliness in getting materials from other libraries	1.86	1.44	1.52	1.91	1.69	351
Helpful online guides and tutorials	2.07	1.68	1.76	2.10	2.00	110
An online catalog that is user-friendly for finding materials	1.58	1.16	1.61	1.90	1.52	109
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.67	1.39	1.55	1.84	1.75	293
Availability of assistance to improve my research skills	1.91	1.77	1.57	2.07	1.92	99
Reliable mix of technology to help me complete my work	1.69	1.20	1.41	1.75	1.46	635
Library materials available when and where I need them	1.65	0.80	1.28	1.82	1.39	164
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.06	1.79	1.53	1.88	1.69	219
The value of the library's resources and services to me for my academic success	1.58	0.98	1.31	1.32	1.29	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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.67	1.42	3,542
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.34	1.52	3,552
How would you rate the overall quality of the service provided by the library?	7.46	1.29	5,935

5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.45	1.95	3,068
The library aids my advancement in my academic discipline or work.	7.47	1.51	3,057
The library enables me to be more efficient in my academic pursuits or work.	7.38	1.54	3,098
The library helps me distinguish between trustworthy and untrustworthy information.	6.30	1.90	3,066
The library provides me with the information skills I need in my work or study.	6.90	1.69	3,060

Language: English (American), French (Canada)

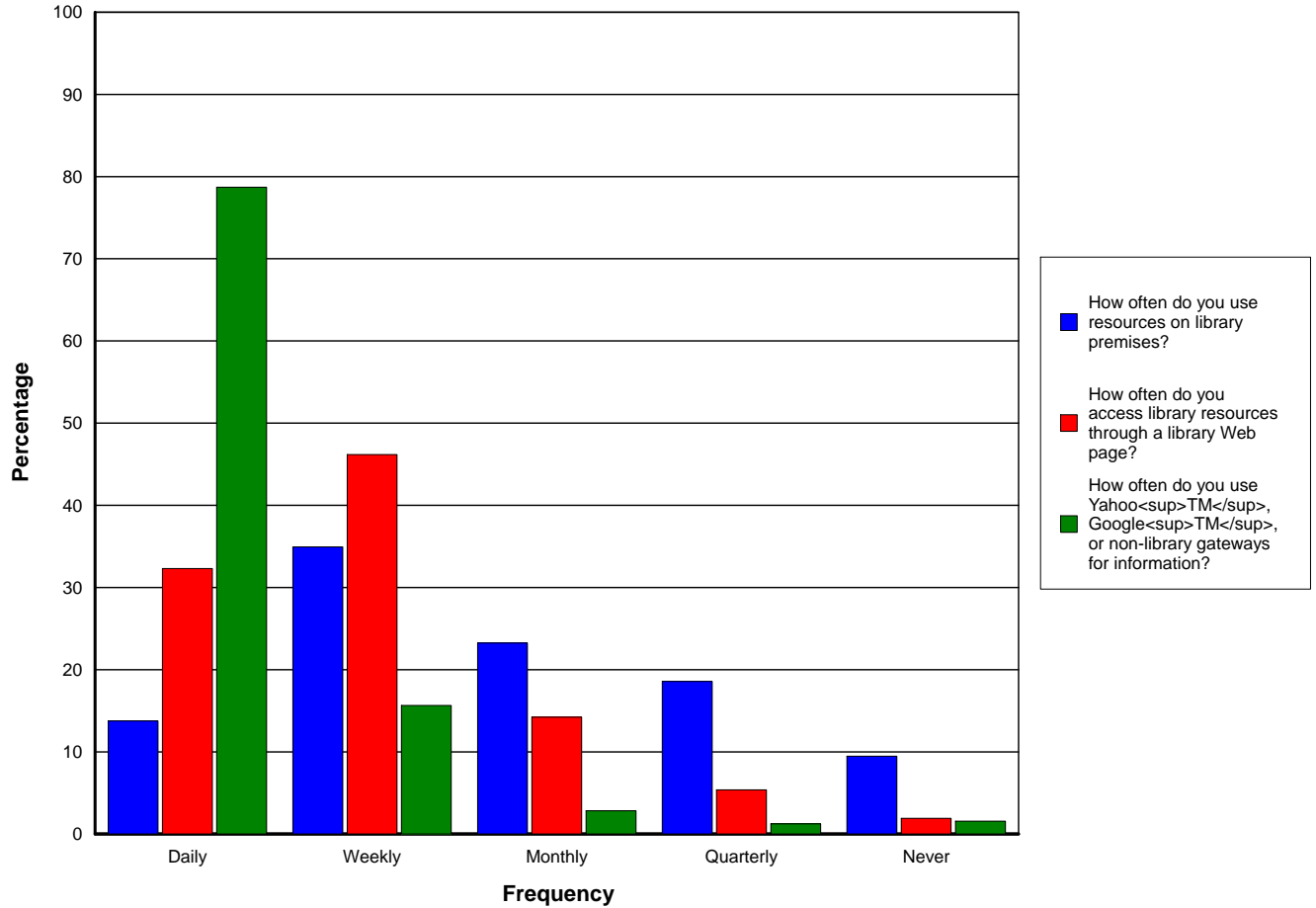
Institution Type: College or University

Consortium: ARL

User Group: Graduate

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?	817 13.77%	2,074 34.95%	1,380 23.25%	1,102 18.57%	562 9.47%	5,935 100.00%
How often do you access library resources through a library Web page?	1,917 32.31%	2,740 46.17%	844 14.22%	319 5.38%	114 1.92%	5,934 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	4,671 78.70%	929 15.65%	169 2.85%	73 1.23%	93 1.57%	5,935 100.00%

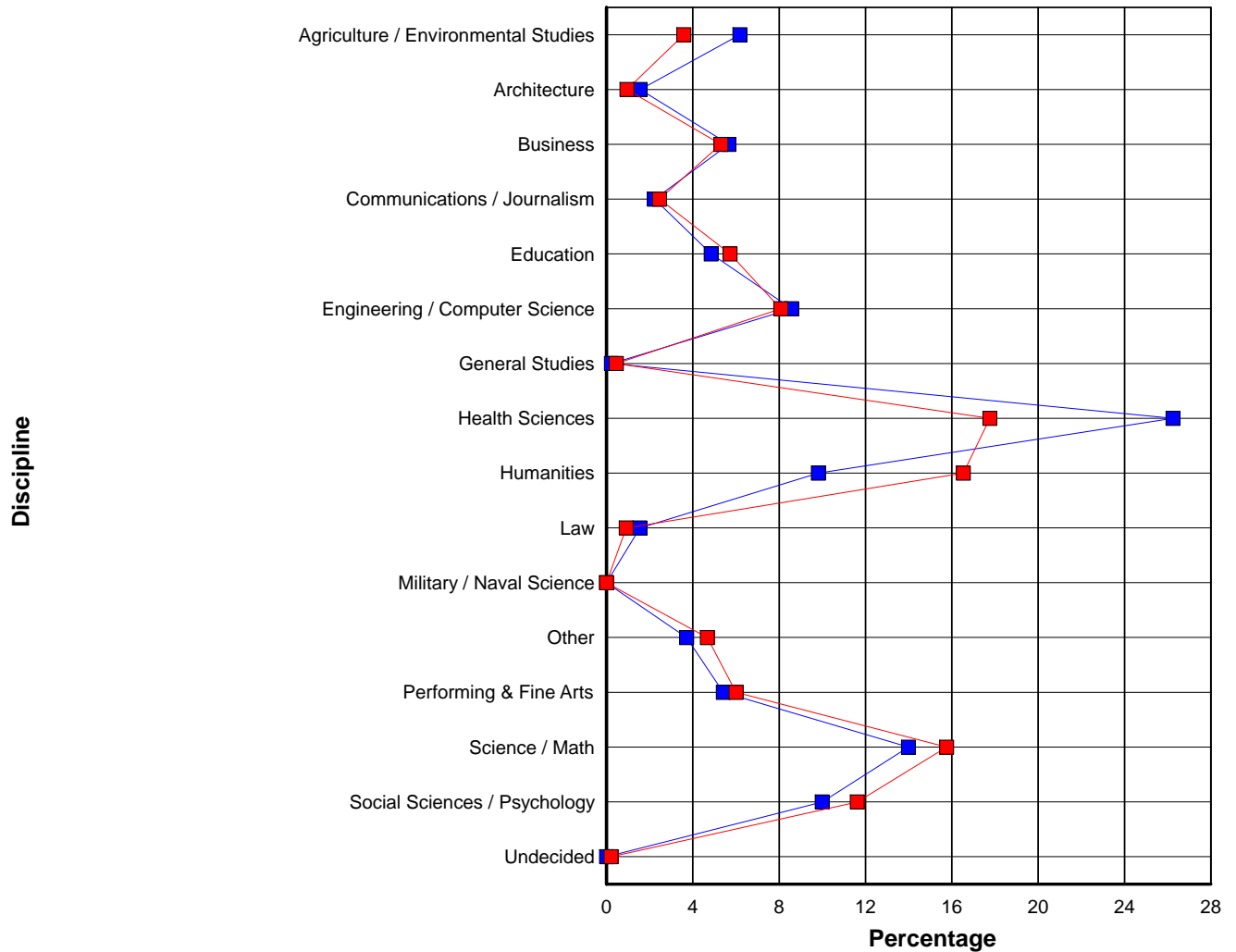
6 Summary for Faculty

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,323	6.18	102	3.58	2.60
Architecture	587	1.56	27	0.95	0.61
Business	2,131	5.67	151	5.30	0.37
Communications / Journalism	837	2.23	70	2.46	-0.23
Education	1,823	4.85	163	5.72	-0.87
Engineering / Computer Science	3,225	8.58	230	8.07	0.50
General Studies	86	0.23	13	0.46	-0.23
Health Sciences	9,871	26.25	506	17.76	8.49
Humanities	3,692	9.82	471	16.53	-6.71
Law	581	1.54	26	0.91	0.63
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,396	3.71	133	4.67	-0.96
Performing & Fine Arts	2,034	5.41	171	6.00	-0.59
Science / Math	5,261	13.99	449	15.76	-1.77
Social Sciences / Psychology	3,759	10.00	331	11.62	-1.62
Undecided	0	0.00	6	0.21	-0.21
Total:	37,606	100.00	2,849	100.00	0.00

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

6.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	5	0.18
18 - 22	4	0.14
23 - 30	102	3.58
31 - 45	1,064	37.36
46 - 65	1,412	49.58
Over 65	261	9.16
Total:	2,848	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.

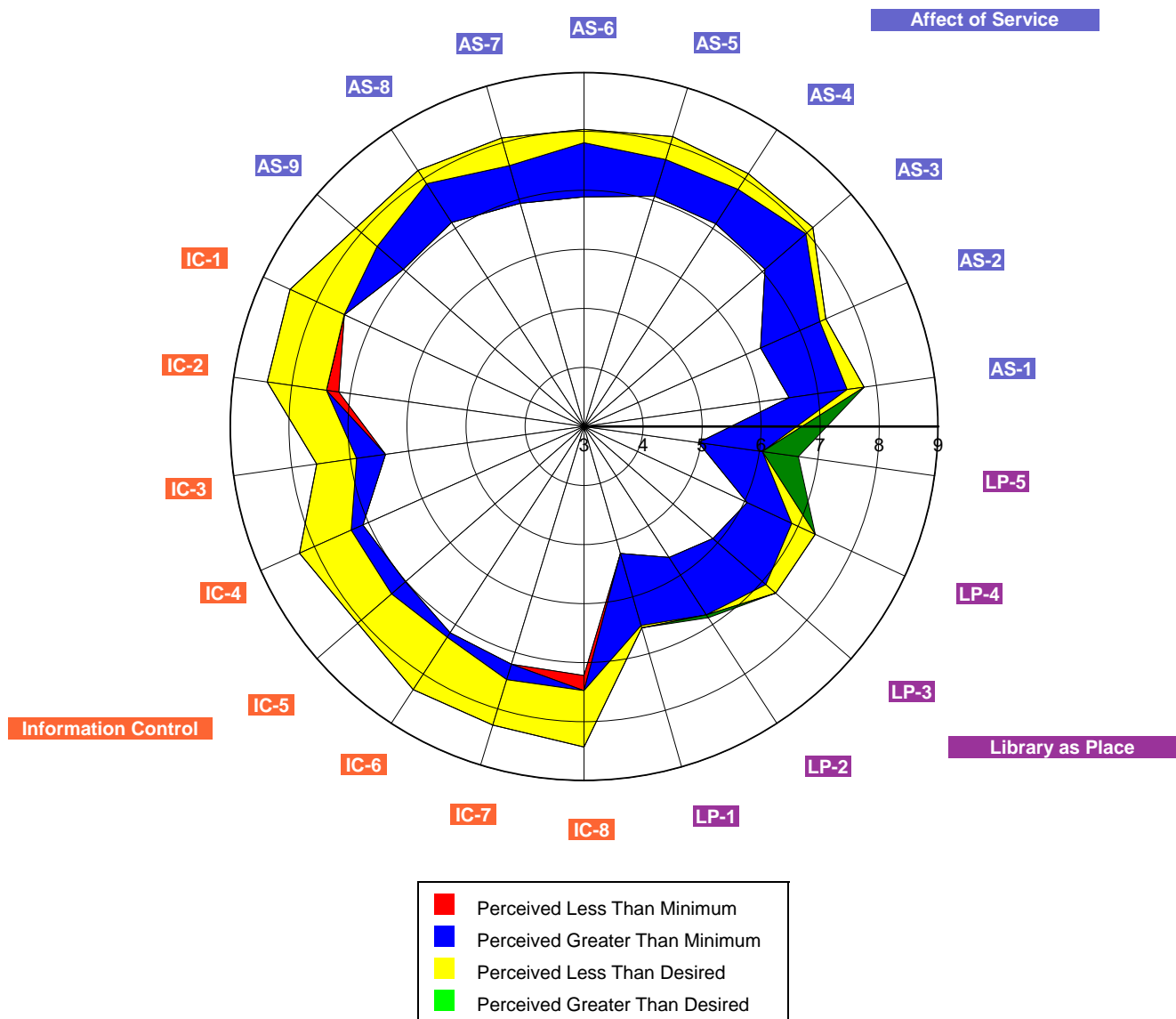
Sex:	Population N	Population %	Respondents n	Respondents %
Female	12,864	40.38	1,255	44.10
Male	18,992	59.62	1,591	55.90
Total:	31,856	100.00	2,846	100.00

6.2 Core Questions Summary for Faculty

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

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

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



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

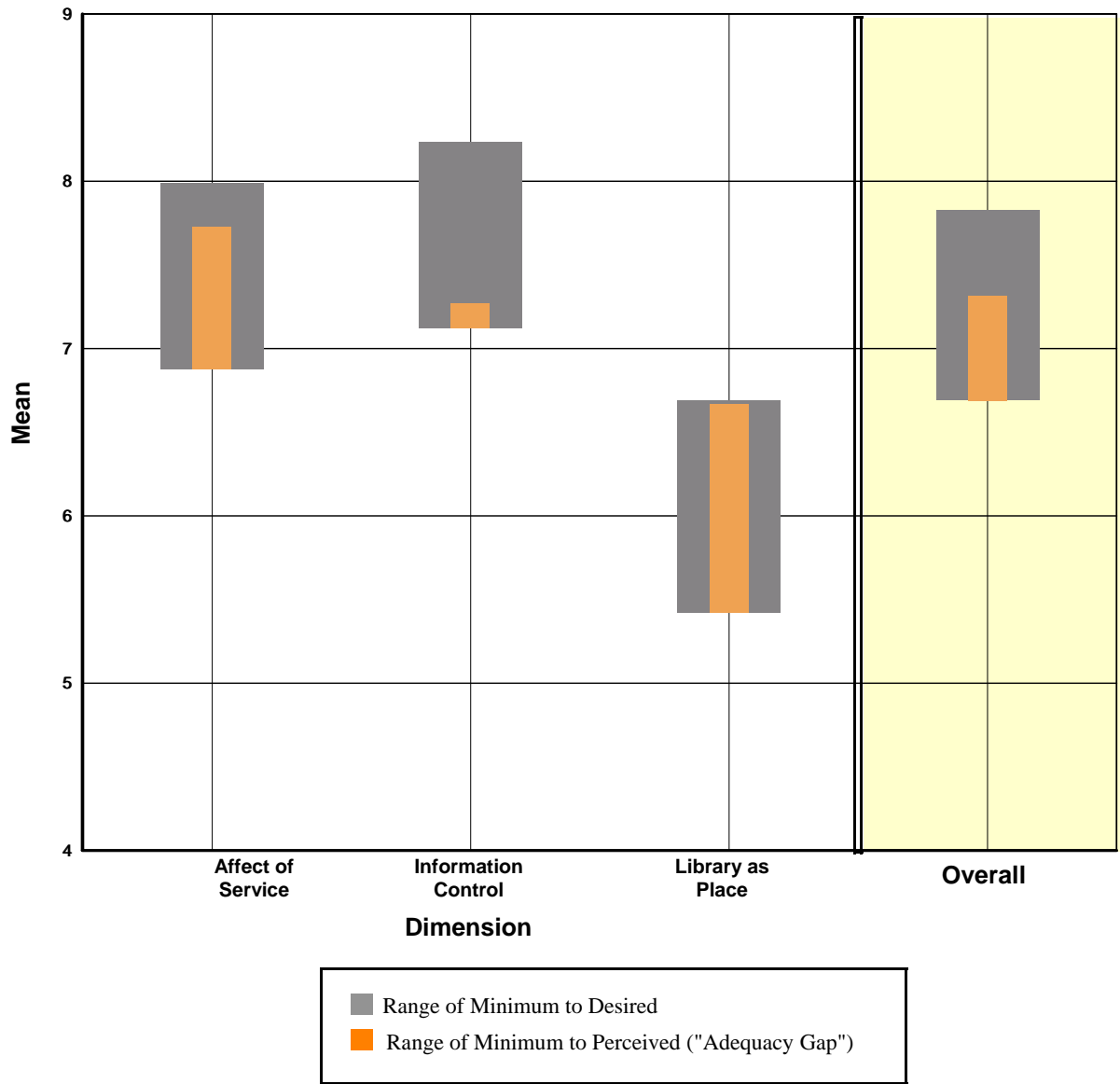
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.51	7.79	7.50	0.99	-0.29	896
AS-2	Giving users individual attention	6.28	7.48	7.37	1.10	-0.11	898
AS-3	Employees who are consistently courteous	7.06	8.14	7.98	0.92	-0.16	936
AS-4	Readiness to respond to users' questions	7.10	8.11	7.79	0.69	-0.32	911
AS-5	Employees who have the knowledge to answer user questions	7.08	8.14	7.73	0.65	-0.41	988
AS-6	Employees who deal with users in a caring fashion	6.89	8.03	7.81	0.92	-0.23	2,760
AS-7	Employees who understand the needs of their users	6.93	8.08	7.60	0.66	-0.49	921
AS-8	Willingness to help users	7.12	8.17	7.90	0.78	-0.27	979
AS-9	Dependability in handling users' service problems	7.06	8.12	7.65	0.59	-0.48	859
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.48	8.49	7.48	0.00	-1.01	1,027
IC-2	A library Web site enabling me to locate information on my own	7.41	8.42	7.20	-0.21	-1.23	1,079
IC-3	The printed library materials I need for my work	6.40	7.57	6.89	0.50	-0.68	961
IC-4	The electronic information resources I need	7.10	8.28	7.32	0.22	-0.96	2,822
IC-5	Modern equipment that lets me easily access needed information	7.01	8.08	7.32	0.31	-0.76	1,011
IC-6	Easy-to-use access tools that allow me to find things on my own	7.17	8.32	7.26	0.09	-1.06	1,110
IC-7	Making information easily accessible for independent use	7.21	8.29	7.49	0.27	-0.80	991
IC-8	Print and/or electronic journal collections I require for my work	7.47	8.43	7.22	-0.26	-1.21	1,010
Library as Place							
LP-1	Library space that inspires study and learning	5.24	6.55	6.51	1.27	-0.04	2,257
LP-2	Quiet space for individual activities	5.65	6.80	6.86	1.22	0.06	767
LP-3	A comfortable and inviting location	5.89	7.30	7.08	1.19	-0.22	856
LP-4	A getaway for study, learning, or research	6.05	7.32	6.88	0.83	-0.44	807
LP-5	Community space for group learning and group study	4.96	6.05	6.67	1.71	0.61	628
Overall:		6.69	7.82	7.32	0.63	-0.51	2,852

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	1.92	1.59	1.48	1.85	1.69	896
AS-2	Giving users individual attention	1.96	1.64	1.59	1.85	1.59	898
AS-3	Employees who are consistently courteous	1.81	1.34	1.34	1.82	1.41	936
AS-4	Readiness to respond to users' questions	1.69	1.26	1.41	1.65	1.40	911
AS-5	Employees who have the knowledge to answer user questions	1.69	1.27	1.39	1.68	1.45	988
AS-6	Employees who deal with users in a caring fashion	1.77	1.36	1.36	1.78	1.49	2,760
AS-7	Employees who understand the needs of their users	1.74	1.28	1.43	1.76	1.47	921
AS-8	Willingness to help users	1.66	1.20	1.34	1.70	1.38	979
AS-9	Dependability in handling users' service problems	1.63	1.25	1.42	1.75	1.51	859
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.63	1.08	1.56	1.92	1.61	1,027
IC-2	A library Web site enabling me to locate information on my own	1.50	1.06	1.61	1.90	1.70	1,079
IC-3	The printed library materials I need for my work	2.03	1.87	1.65	2.17	2.13	961
IC-4	The electronic information resources I need	1.72	1.28	1.52	1.96	1.76	2,822
IC-5	Modern equipment that lets me easily access needed information	1.69	1.37	1.53	1.82	1.66	1,011
IC-6	Easy-to-use access tools that allow me to find things on my own	1.55	1.08	1.47	1.78	1.60	1,110
IC-7	Making information easily accessible for independent use	1.53	1.11	1.38	1.76	1.51	991
IC-8	Print and/or electronic journal collections I require for my work	1.55	1.16	1.59	1.99	1.80	1,010
Library as Place							
LP-1	Library space that inspires study and learning	2.33	2.42	1.95	2.57	2.71	2,257
LP-2	Quiet space for individual activities	2.44	2.32	1.85	2.53	2.42	767
LP-3	A comfortable and inviting location	2.14	1.88	1.71	2.20	2.12	856
LP-4	A getaway for study, learning, or research	2.31	2.06	1.78	2.48	2.38	807
LP-5	Community space for group learning and group study	2.42	2.50	1.83	2.37	2.39	628
Overall:		1.36	1.05	1.15	1.42	1.23	2,852

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

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.88	7.99	7.73	0.85	-0.26	2,834
Information Control	7.12	8.23	7.27	0.15	-0.96	2,851
Library as Place	5.42	6.69	6.67	1.25	-0.02	2,453
Overall	6.69	7.82	7.32	0.63	-0.51	2,852

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	1.59	1.21	1.25	1.55	1.30	2,834
Information Control	1.39	1.00	1.29	1.62	1.43	2,851
Library as Place	2.16	2.14	1.71	2.24	2.29	2,453
Overall	1.36	1.05	1.15	1.42	1.23	2,852

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	7.42	8.42	7.46	0.04	-0.96	26
Providing health information when and where I need it	6.91	7.64	6.36	-0.55	-1.27	11
An environment that facilitates group study and problem solving	5.32	6.60	6.66	1.34	0.06	53
Ease of use of electronic resources	7.33	8.38	7.43	0.10	-0.95	21
Providing help when and where I need it	7.06	7.94	7.83	0.78	-0.11	18
Teaching me how to access, evaluate, and use information	6.34	7.36	7.19	0.86	-0.16	98
Making me aware of library services	5.89	7.32	6.76	0.87	-0.55	38
Library orientations / instruction sessions	5.85	6.93	6.84	0.99	-0.09	99
Online course support (readings, links, references)	5.77	7.00	6.85	1.08	-0.15	26
Collections of online full-text articles sufficient to meet my needs	7.49	8.36	6.96	-0.53	-1.40	45
Electronic resources matching my information needs	7.56	8.33	6.94	-0.61	-1.39	18
Contribution to the intellectual atmosphere of the campus	6.74	7.91	7.32	0.58	-0.59	111
Ready access to computers / Internet / software	7.25	8.35	7.38	0.13	-0.97	68
Library keeping me informed about all of its services	5.88	7.08	6.65	0.78	-0.43	40
Access to photocopying and printing facilities	4.95	6.68	6.65	1.70	-0.03	37
Availability of subject specialist assistance	6.18	7.41	6.97	0.79	-0.43	207
Providing reliable access to resources when and where I need them	7.57	8.48	7.50	-0.07	-0.98	60
Making me aware of library resources and services	6.65	8.25	5.95	-0.70	-2.30	20
Teaching me how to locate, evaluate, and use information	5.91	7.07	7.08	1.17	0.01	98
Convenient service hours	6.72	7.97	7.88	1.16	-0.09	64
Ability to navigate library Web pages easily	7.22	8.41	6.79	-0.42	-1.61	263
A secure and safe place	7.26	7.98	7.76	0.50	-0.21	216
Access to archives, special collections	6.40	7.10	6.94	0.54	-0.16	50
Convenient access to library collections	6.80	7.99	7.36	0.56	-0.63	183

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

Enabling me to find information myself 24 hours a day	7.61	8.46	7.71	0.11	-0.75	28
Personalization features in the electronic library	5.74	6.92	6.46	0.72	-0.46	39
Adequate hours of service	8.00	7.50	8.00	0.00	0.50	2
Timely delivery of the articles and documents that I need	7.38	8.57	8.16	0.78	-0.41	37
Library staff providing help that assists in finding information needed now while improving my research skills	6.96	7.89	7.56	0.60	-0.33	80
The library provides access to archival materials (documents, manuscripts, and photographs)	6.21	7.45	7.20	0.99	-0.25	149
Ease and timeliness in getting materials from other libraries	6.97	8.03	7.54	0.56	-0.49	39
Helpful online guides and tutorials	6.11	7.14	6.70	0.59	-0.43	88
An online catalog that is user-friendly for finding materials	7.29	8.36	6.78	-0.51	-1.58	45
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	7.49	8.40	6.86	-0.63	-1.55	104
Availability of assistance to improve my research skills	5.17	6.48	6.87	1.70	0.39	23
Reliable mix of technology to help me complete my work	6.80	8.05	7.46	0.66	-0.59	169
Library materials available when and where I need them	7.18	8.40	7.68	0.50	-0.72	68
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.73	7.04	7.41	1.68	0.37	71
The value of the library's resources and services to me for my academic success	7.64	8.45	7.75	0.11	-0.70	100

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.21	0.81	1.33	1.48	1.15	26
Providing health information when and where I need it	3.02	2.46	3.11	4.80	4.27	11
An environment that facilitates group study and problem solving	2.23	2.31	1.70	2.01	2.14	53
Ease of use of electronic resources	1.59	0.86	1.60	1.18	1.77	21
Providing help when and where I need it	1.21	1.06	0.99	1.06	1.13	18
Teaching me how to access, evaluate, and use information	1.96	1.92	1.58	2.03	2.13	98
Making me aware of library services	1.66	1.34	1.51	1.68	1.55	38
Library orientations / instruction sessions	2.30	2.18	1.62	2.14	1.94	99
Online course support (readings, links, references)	2.01	1.92	1.38	1.79	1.52	26
Collections of online full-text articles sufficient to meet my needs	1.52	1.21	1.36	2.15	1.96	45
Electronic resources matching my information needs	1.20	1.03	1.80	2.03	1.79	18
Contribution to the intellectual atmosphere of the campus	2.07	1.60	1.77	2.02	1.78	111
Ready access to computers / Internet / software	1.26	0.89	1.47	1.88	1.55	68
Library keeping me informed about all of its services	2.16	1.93	1.90	1.87	2.21	40
Access to photocopying and printing facilities	2.46	2.63	2.16	2.15	1.98	37
Availability of subject specialist assistance	2.06	1.83	2.01	2.19	2.19	207
Providing reliable access to resources when and where I need them	1.21	0.75	1.14	1.40	1.07	60
Making me aware of library resources and services	1.90	0.97	2.21	1.63	2.39	20
Teaching me how to locate, evaluate, and use information	2.40	2.13	1.97	2.41	2.05	98
Convenient service hours	1.74	1.19	1.05	1.76	1.18	64
Ability to navigate library Web pages easily	1.53	1.05	1.66	2.08	1.77	263
A secure and safe place	2.02	1.83	1.55	2.11	1.88	216
Access to archives, special collections	2.19	2.07	1.53	1.85	1.73	50
Convenient access to library collections	1.81	1.45	1.65	1.85	1.66	183
Enabling me to find information myself 24 hours a day	1.47	1.00	1.15	1.13	1.00	28
Personalization features in the electronic library	2.04	1.95	2.22	1.45	1.96	39
Adequate hours of service	1.41	0.71	1.41	0.00	0.71	2
Timely delivery of the articles and documents that I need	1.34	0.80	1.24	1.53	1.26	37

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

Library staff providing help that assists in finding information needed now while improving my research skills	1.75	1.35	1.39	1.54	1.27	80
The library provides access to archival materials (documents, manuscripts, and photographs)	2.23	1.96	1.64	1.86	1.90	149
Ease and timeliness in getting materials from other libraries	1.58	1.14	1.12	1.43	1.17	39
Helpful online guides and tutorials	2.08	1.85	1.57	2.08	1.89	88
An online catalog that is user-friendly for finding materials	1.52	1.09	1.73	2.01	1.75	45
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.49	1.00	2.00	2.17	2.19	104
Availability of assistance to improve my research skills	2.82	3.00	2.05	2.69	2.66	23
Reliable mix of technology to help me complete my work	1.73	1.34	1.70	2.10	1.86	169
Library materials available when and where I need them	1.50	0.90	1.45	1.52	1.43	68
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.31	2.09	1.55	2.23	2.17	71
The value of the library's resources and services to me for my academic success	1.13	0.98	1.12	1.31	1.28	100

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.93	1.32	1,632
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.53	1.51	1,589
How would you rate the overall quality of the service provided by the library?	7.70	1.30	2,851

6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.72	2.04	1,389
The library aids my advancement in my academic discipline or work.	7.60	1.55	1,402
The library enables me to be more efficient in my academic pursuits or work.	7.62	1.56	1,313
The library helps me distinguish between trustworthy and untrustworthy information.	6.15	2.00	1,384
The library provides me with the information skills I need in my work or study.	6.99	1.77	1,323

Language: English (American), French (Canada)

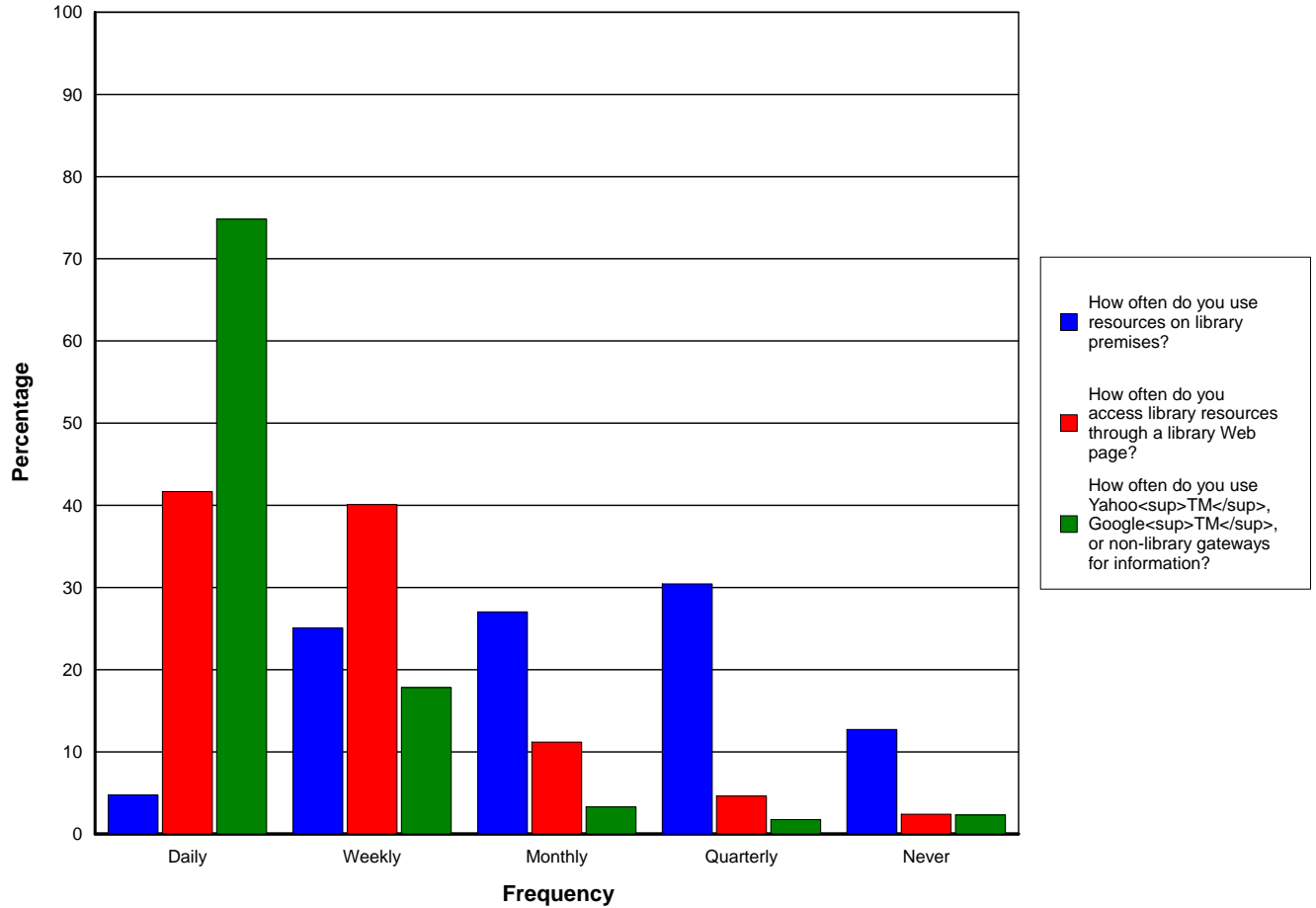
Institution Type: College or University

Consortium: ARL

User Group: Faculty

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?	135 4.73%	715 25.07%	771 27.03%	868 30.43%	363 12.73%	2,852 100.00%
How often do you access library resources through a library Web page?	1,188 41.67%	1,143 40.09%	319 11.19%	132 4.63%	69 2.42%	2,851 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	2,134 74.82%	508 17.81%	94 3.30%	50 1.75%	66 2.31%	2,852 100.00%

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.33
18 - 22	14	4.61
23 - 30	44	14.47
31 - 45	99	32.57
46 - 65	138	45.39
Over 65	8	2.63
Total:	304	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.

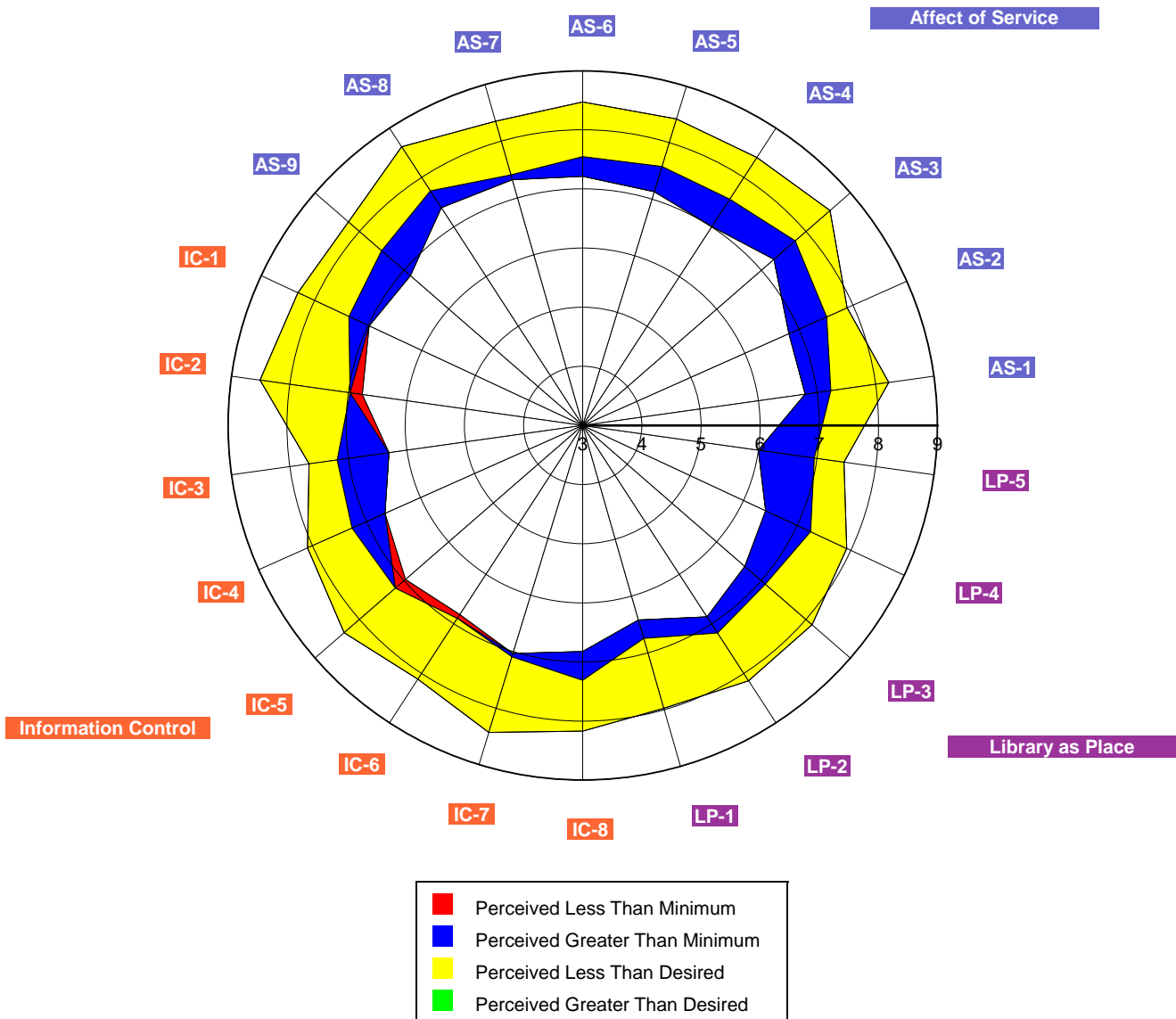
Sex:	Respondents n	Respondents %
Female	208	68.42
Male	96	31.58
Total:	304	100.00

7.2 Core Questions Summary for Library Staff

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

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

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



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

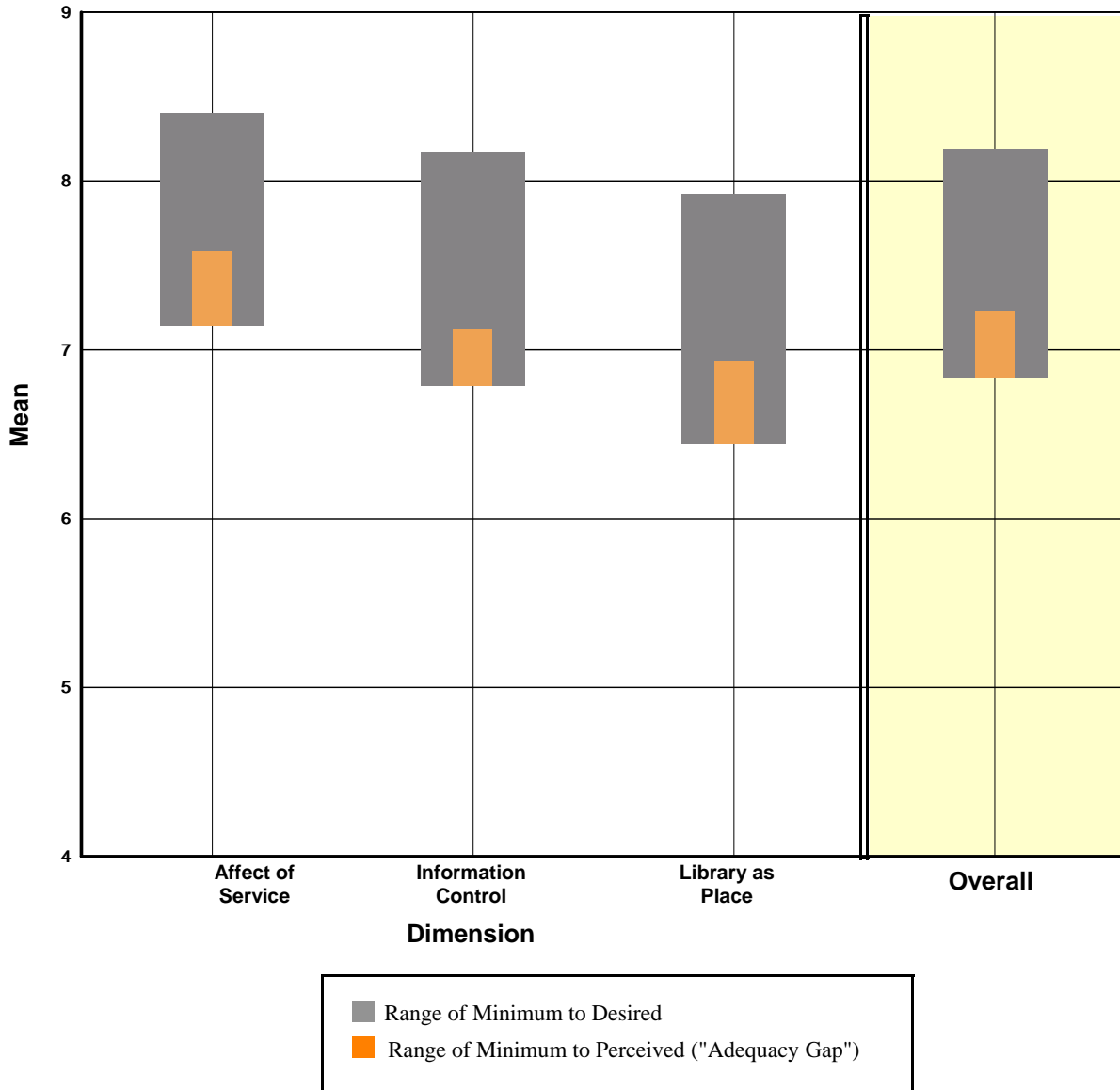
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.80	8.22	7.24	0.44	-0.99	89
AS-2	Giving users individual attention	6.82	7.89	7.51	0.70	-0.38	103
AS-3	Employees who are consistently courteous	7.28	8.54	7.76	0.48	-0.78	113
AS-4	Readiness to respond to users' questions	7.01	8.40	7.56	0.55	-0.84	94
AS-5	Employees who have the knowledge to answer user questions	7.13	8.42	7.58	0.45	-0.84	112
AS-6	Employees who deal with users in a caring fashion	7.21	8.47	7.55	0.33	-0.92	298
AS-7	Employees who understand the needs of their users	7.32	8.35	7.41	0.08	-0.94	108
AS-8	Willingness to help users	7.39	8.62	7.73	0.34	-0.89	100
AS-9	Dependability in handling users' service problems	6.86	8.25	7.50	0.64	-0.74	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.98	8.31	7.36	0.38	-0.95	119
IC-2	A library Web site enabling me to locate information on my own	6.97	8.51	6.76	-0.21	-1.75	110
IC-3	The printed library materials I need for my work	6.31	7.67	7.19	0.88	-0.48	94
IC-4	The electronic information resources I need	6.66	8.09	7.27	0.61	-0.82	294
IC-5	Modern equipment that lets me easily access needed information	7.20	8.34	6.97	-0.23	-1.37	102
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.12	6.81	-0.08	-1.30	112
IC-7	Making information easily accessible for independent use	7.03	8.43	7.09	0.06	-1.34	119
IC-8	Print and/or electronic journal collections I require for my work	6.82	8.17	7.31	0.49	-0.86	113
Library as Place							
LP-1	Library space that inspires study and learning	6.42	7.98	6.75	0.33	-1.23	289
LP-2	Quiet space for individual activities	6.86	8.15	7.19	0.32	-0.96	108
LP-3	A comfortable and inviting location	6.63	8.14	7.09	0.46	-1.05	109
LP-4	A getaway for study, learning, or research	6.41	7.92	7.25	0.84	-0.67	92
LP-5	Community space for group learning and group study	6.00	7.46	6.95	0.95	-0.51	85
Overall:		6.83	8.19	7.23	0.40	-0.96	305

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	1.60	1.17	1.64	1.71	1.35	89
AS-2	Giving users individual attention	1.65	1.44	1.35	1.69	1.55	103
AS-3	Employees who are consistently courteous	1.51	0.86	1.25	1.74	1.37	113
AS-4	Readiness to respond to users' questions	1.43	0.81	1.21	1.56	1.31	94
AS-5	Employees who have the knowledge to answer user questions	1.46	0.80	1.27	1.83	1.52	112
AS-6	Employees who deal with users in a caring fashion	1.46	0.87	1.36	1.69	1.42	298
AS-7	Employees who understand the needs of their users	1.37	1.04	1.39	1.68	1.51	108
AS-8	Willingness to help users	1.32	0.63	1.29	1.64	1.34	100
AS-9	Dependability in handling users' service problems	1.56	1.11	1.26	1.84	1.67	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.57	1.02	1.39	1.91	1.64	119
IC-2	A library Web site enabling me to locate information on my own	1.33	0.78	1.68	2.08	1.89	110
IC-3	The printed library materials I need for my work	1.98	1.60	1.36	1.78	1.66	94
IC-4	The electronic information resources I need	1.55	1.26	1.34	1.84	1.62	294
IC-5	Modern equipment that lets me easily access needed information	1.40	1.02	1.54	1.84	1.54	102
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.28	1.46	1.92	1.82	112
IC-7	Making information easily accessible for independent use	1.48	0.82	1.31	1.70	1.45	119
IC-8	Print and/or electronic journal collections I require for my work	1.55	1.08	1.32	1.97	1.57	113
Library as Place							
LP-1	Library space that inspires study and learning	1.73	1.48	1.74	1.98	1.88	289
LP-2	Quiet space for individual activities	1.77	1.15	1.48	2.03	1.80	108
LP-3	A comfortable and inviting location	1.74	1.13	1.61	1.88	1.79	109
LP-4	A getaway for study, learning, or research	1.86	1.39	1.33	1.67	1.28	92
LP-5	Community space for group learning and group study	2.05	1.52	1.84	2.53	2.13	85
Overall:		1.23	0.79	0.99	1.33	1.08	305

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

7.3 Core Question Dimensions Summary for Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.14	8.40	7.58	0.44	-0.82	303
Information Control	6.79	8.17	7.12	0.34	-1.05	304
Library as Place	6.44	7.92	6.93	0.49	-0.99	296
Overall	6.83	8.19	7.23	0.40	-0.96	305

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	1.23	0.74	1.09	1.35	1.12	303
Information Control	1.33	0.99	1.11	1.52	1.34	304
Library as Place	1.63	1.26	1.45	1.80	1.62	296
Overall	1.23	0.79	0.99	1.33	1.08	305

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
Availability of online help when using my library's electronic resources	5.00	5.00	9.00	4.00	4.00	1
Providing health information when and where I need it	9.00	9.00	9.00	0.00	0.00	1
An environment that facilitates group study and problem solving	5.20	7.20	6.00	0.80	-1.20	5
Teaching me how to access, evaluate, and use information	5.00	6.78	6.67	1.67	-0.11	9
Library orientations / instruction sessions	5.50	7.33	7.00	1.50	-0.33	6
Online course support (readings, links, references)	6.75	7.50	6.25	-0.50	-1.25	8
Collections of online full-text articles sufficient to meet my needs	7.33	8.11	7.67	0.33	-0.44	9
Electronic resources matching my information needs	7.00	8.50	7.50	0.50	-1.00	4
Contribution to the intellectual atmosphere of the campus	6.84	8.05	7.00	0.16	-1.05	19
Ready access to computers / Internet / software	6.20	8.00	6.00	-0.20	-2.00	5
Library keeping me informed about all of its services	6.00	8.00	7.25	1.25	-0.75	8
Access to photocopying and printing facilities	5.80	7.00	6.60	0.80	-0.40	5
Availability of subject specialist assistance	6.90	7.75	7.10	0.20	-0.65	20
Making me aware of library resources and services	6.80	7.80	8.00	1.20	0.20	5
Teaching me how to locate, evaluate, and use information	7.15	8.25	8.00	0.85	-0.25	20
Convenient service hours	6.10	7.90	7.10	1.00	-0.81	21
Ability to navigate library Web pages easily	7.25	8.45	6.30	-0.95	-2.15	40
A secure and safe place	7.67	8.48	7.96	0.30	-0.52	27
Access to archives, special collections	5.80	7.00	6.40	0.60	-0.60	5
Convenient access to library collections	7.17	8.00	7.54	0.38	-0.46	24
Personalization features in the electronic library	4.00	5.00	7.00	3.00	2.00	1
Timely delivery of the articles and documents that I need	9.00	9.00	6.00	-3.00	-3.00	1
Library staff providing help that assists in finding information needed now while improving my research skills	6.00	7.88	7.63	1.63	-0.25	8

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

The library provides access to archival materials (documents, manuscripts, and photographs)	6.16	7.68	7.44	1.28	-0.24	25
Ease and timeliness in getting materials from other libraries	6.29	8.29	7.43	1.14	-0.86	7
Helpful online guides and tutorials	5.88	8.13	7.13	1.25	-1.00	8
An online catalog that is user-friendly for finding materials	7.29	7.93	6.29	-1.00	-1.64	14
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.86	8.57	7.00	0.14	-1.57	14
Availability of assistance to improve my research skills	7.06	8.61	7.44	0.39	-1.17	18
Reliable mix of technology to help me complete my work	7.22	8.33	6.70	-0.52	-1.63	27
Library materials available when and where I need them	6.93	8.33	7.00	0.07	-1.33	15
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	6.75	8.38	7.63	0.88	-0.75	8
The value of the library's resources and services to me for my academic success	8.00	8.86	7.71	-0.29	-1.14	7

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources						1
Providing health information when and where I need it						1
An environment that facilitates group study and problem solving	2.68	1.64	2.24	1.10	0.84	5
Teaching me how to access, evaluate, and use information	2.55	2.11	1.12	1.94	1.69	9
Library orientations / instruction sessions	2.43	1.63	1.41	2.26	1.37	6
Online course support (readings, links, references)	1.83	1.20	1.83	2.67	2.25	8
Collections of online full-text articles sufficient to meet my needs	0.50	0.93	1.00	1.22	1.33	9
Electronic resources matching my information needs	1.41	0.58	0.58	1.00	0.82	4
Contribution to the intellectual atmosphere of the campus	1.61	1.35	1.29	1.54	1.61	19
Ready access to computers / Internet / software	2.39	1.22	1.41	2.28	1.41	5
Library keeping me informed about all of its services	2.14	1.07	1.98	2.12	1.28	8
Access to photocopying and printing facilities	1.10	2.00	1.34	1.48	2.61	5
Availability of subject specialist assistance	2.31	1.33	1.65	2.28	1.81	20
Making me aware of library resources and services	1.48	0.84	1.22	1.64	1.10	5
Teaching me how to locate, evaluate, and use information	1.63	0.72	0.79	1.42	0.97	20
Convenient service hours	1.18	1.14	1.48	1.61	1.60	21
Ability to navigate library Web pages easily	1.41	0.78	1.71	2.00	1.83	40
A secure and safe place	1.62	0.89	0.94	1.92	1.50	27
Access to archives, special collections	2.39	2.92	2.61	4.10	3.97	5
Convenient access to library collections	2.06	1.35	1.61	2.32	1.59	24
Personalization features in the electronic library						1
Timely delivery of the articles and documents that I need						1
Library staff providing help that assists in finding information needed now while improving my research skills	1.77	1.13	1.06	1.51	1.39	8
The library provides access to archival materials (documents, manuscripts, and photographs)	2.58	1.73	1.64	2.32	1.54	25
Ease and timeliness in getting materials from other libraries	1.60	1.25	0.79	1.21	0.69	7
Helpful online guides and tutorials	1.73	0.83	0.99	1.04	1.20	8
An online catalog that is user-friendly for finding materials	1.27	1.21	1.49	1.80	1.39	14

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

An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.41	0.76	1.62	2.25	1.95	14
Availability of assistance to improve my research skills	0.94	0.61	0.78	1.38	1.10	18
Reliable mix of technology to help me complete my work	1.87	1.30	1.90	2.50	2.06	27
Library materials available when and where I need them	1.58	0.98	1.73	1.62	1.76	15
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	1.16	0.92	0.92	1.13	0.71	8
The value of the library's resources and services to me for my academic success	1.15	0.38	1.38	0.49	1.46	7

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.67	1.20	162
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.54	1.33	181
How would you rate the overall quality of the service provided by the library?	7.63	1.18	304

7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.80	1.46	141
The library aids my advancement in my academic discipline or work.	7.53	1.13	139
The library enables me to be more efficient in my academic pursuits or work.	7.51	1.19	144
The library helps me distinguish between trustworthy and untrustworthy information.	6.99	1.59	149
The library provides me with the information skills I need in my work or study.	7.28	1.33	152

Language: English (American), French (Canada)

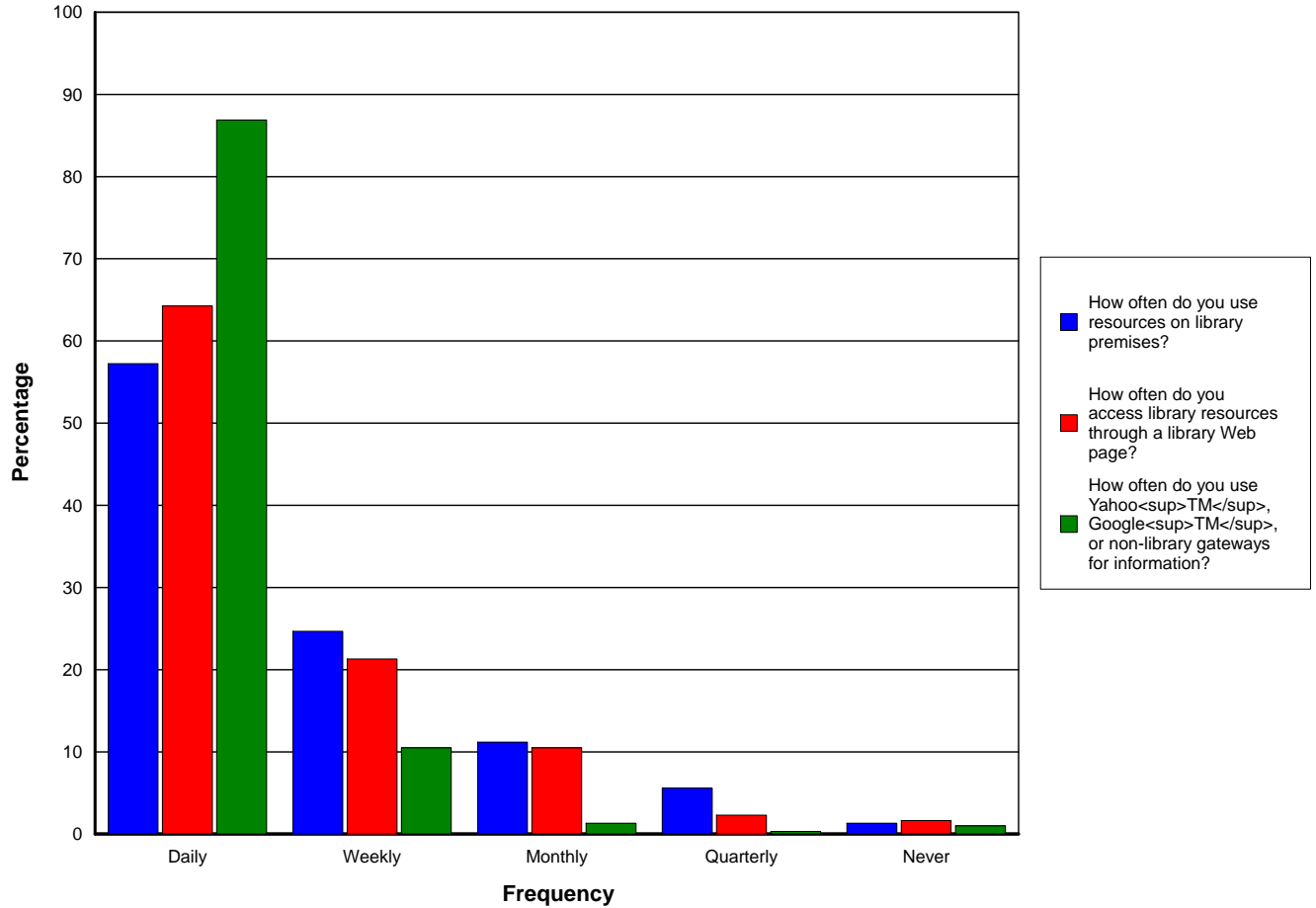
Institution Type: College or University

Consortium: ARL

User Group: Library Staff

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	174 57.24%	75 24.67%	34 11.18%	17 5.59%	4 1.32%	304 100.00%
How often do you access library resources through a library Web page?	196 64.26%	65 21.31%	32 10.49%	7 2.30%	5 1.64%	305 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	265 86.89%	32 10.49%	4 1.31%	1 0.33%	3 0.98%	305 100.00%

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	4	0.29
18 - 22	69	5.00
23 - 30	268	19.42
31 - 45	526	38.12
46 - 65	496	35.94
Over 65	17	1.23
Total:	1,380	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.

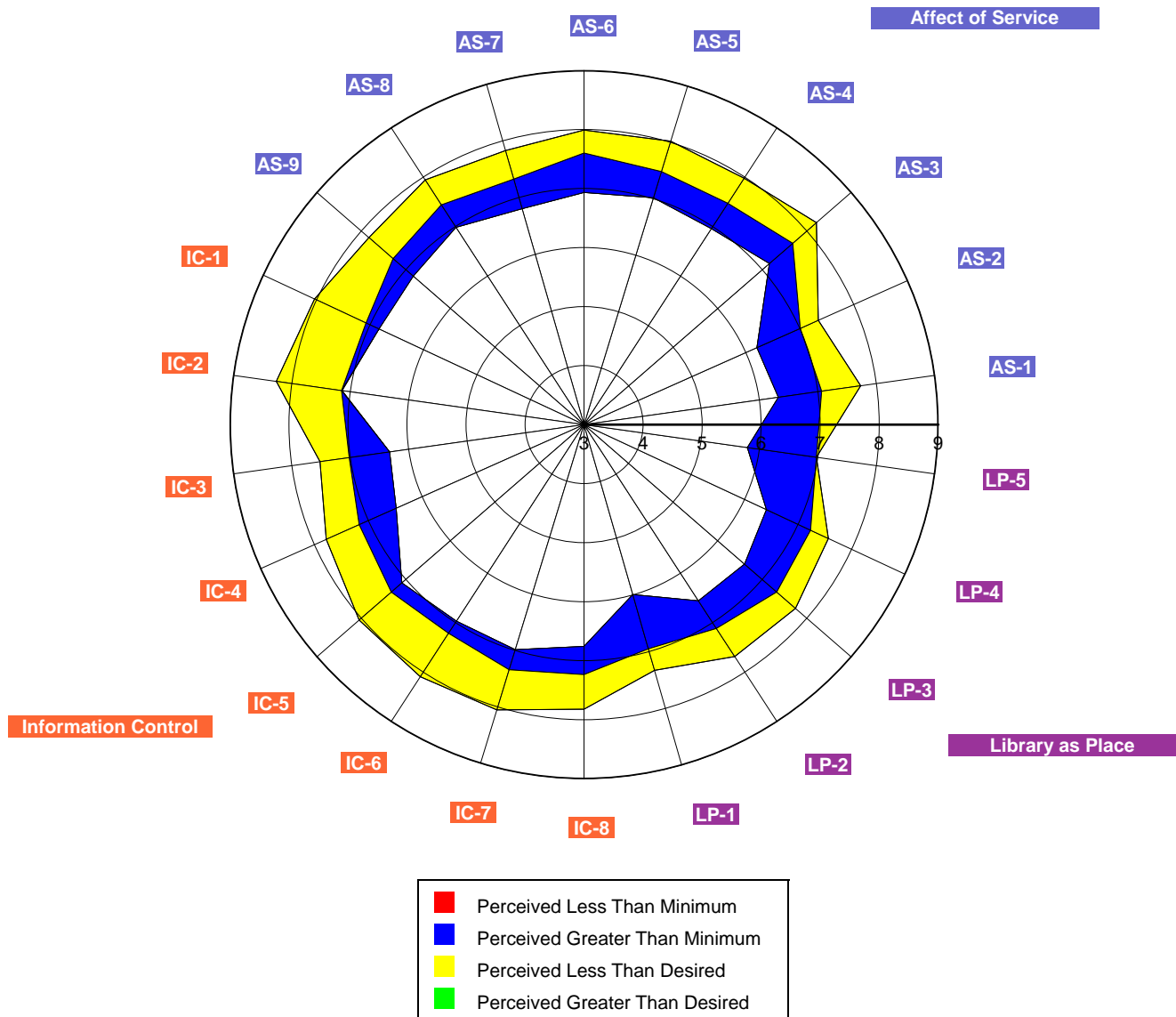
Sex:	Respondents n	Respondents %
Female	852	61.74
Male	528	38.26
Total:	1,380	100.00

8.2 Core Questions Summary for Staff

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

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

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



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

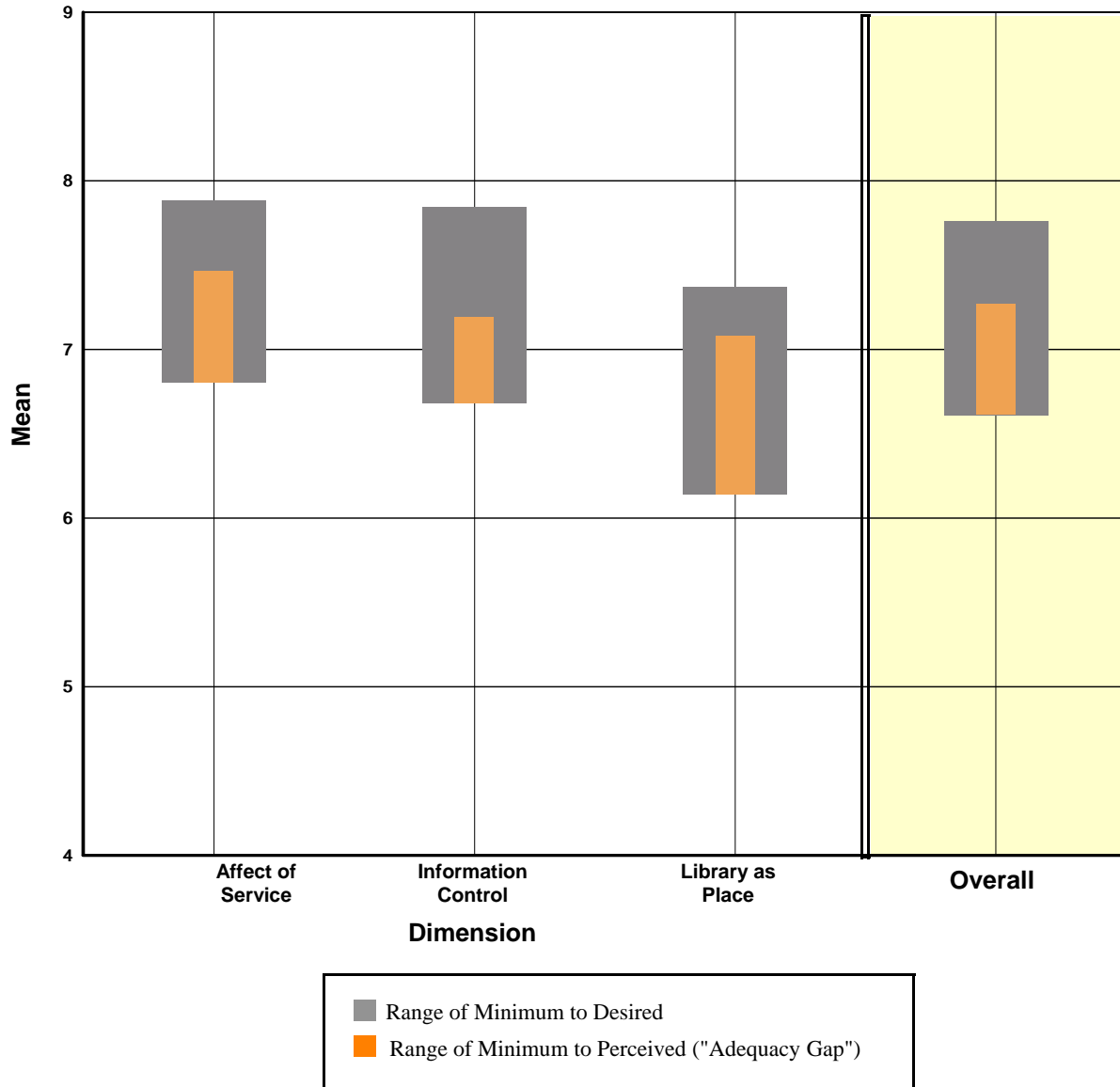
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.33	7.73	7.07	0.74	-0.67	584
AS-2	Giving users individual attention	6.21	7.34	7.01	0.80	-0.33	560
AS-3	Employees who are consistently courteous	7.16	8.22	7.68	0.52	-0.53	609
AS-4	Readiness to respond to users' questions	6.96	7.98	7.47	0.51	-0.50	617
AS-5	Employees who have the knowledge to answer user questions	7.02	8.02	7.49	0.47	-0.54	599
AS-6	Employees who deal with users in a caring fashion	6.93	7.99	7.60	0.67	-0.39	1,331
AS-7	Employees who understand the needs of their users	6.81	7.83	7.33	0.52	-0.50	613
AS-8	Willingness to help users	6.98	7.94	7.44	0.46	-0.50	596
AS-9	Dependability in handling users' service problems	6.83	7.83	7.29	0.45	-0.54	518
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.84	8.04	7.08	0.24	-0.96	615
IC-2	A library Web site enabling me to locate information on my own	7.15	8.27	7.14	-0.01	-1.12	630
IC-3	The printed library materials I need for my work	6.33	7.52	7.02	0.69	-0.50	561
IC-4	The electronic information resources I need	6.49	7.78	7.17	0.68	-0.61	1,301
IC-5	Modern equipment that lets me easily access needed information	7.09	8.05	7.33	0.24	-0.72	598
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.09	7.22	0.25	-0.88	619
IC-7	Making information easily accessible for independent use	6.99	8.05	7.34	0.36	-0.71	653
IC-8	Print and/or electronic journal collections I require for my work	6.76	7.82	7.24	0.48	-0.59	552
Library as Place							
LP-1	Library space that inspires study and learning	6.00	7.33	6.95	0.96	-0.38	1,159
LP-2	Quiet space for individual activities	6.56	7.69	7.12	0.56	-0.57	545
LP-3	A comfortable and inviting location	6.60	7.75	7.32	0.72	-0.42	604
LP-4	A getaway for study, learning, or research	6.41	7.57	7.24	0.82	-0.33	531
LP-5	Community space for group learning and group study	5.79	6.98	6.98	1.18	0.00	451
Overall:		6.61	7.76	7.27	0.66	-0.49	1,382

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.85	1.47	1.53	1.68	1.56	584
AS-2	Giving users individual attention	1.93	1.64	1.53	1.78	1.61	560
AS-3	Employees who are consistently courteous	1.65	1.14	1.34	1.71	1.41	609
AS-4	Readiness to respond to users' questions	1.64	1.35	1.41	1.55	1.45	617
AS-5	Employees who have the knowledge to answer user questions	1.56	1.29	1.38	1.51	1.41	599
AS-6	Employees who deal with users in a caring fashion	1.77	1.44	1.40	1.73	1.57	1,331
AS-7	Employees who understand the needs of their users	1.61	1.38	1.36	1.54	1.37	613
AS-8	Willingness to help users	1.66	1.37	1.41	1.53	1.36	596
AS-9	Dependability in handling users' service problems	1.69	1.38	1.46	1.51	1.37	518
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.85	1.51	1.71	1.98	1.93	615
IC-2	A library Web site enabling me to locate information on my own	1.64	1.27	1.61	1.82	1.71	630
IC-3	The printed library materials I need for my work	1.98	1.79	1.50	1.92	1.86	561
IC-4	The electronic information resources I need	1.90	1.66	1.47	1.86	1.79	1,301
IC-5	Modern equipment that lets me easily access needed information	1.57	1.31	1.36	1.70	1.51	598
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.31	1.47	1.65	1.62	619
IC-7	Making information easily accessible for independent use	1.54	1.25	1.34	1.58	1.48	653
IC-8	Print and/or electronic journal collections I require for my work	1.84	1.69	1.52	1.96	1.91	552
Library as Place							
LP-1	Library space that inspires study and learning	2.10	2.00	1.67	2.18	2.25	1,159
LP-2	Quiet space for individual activities	1.96	1.67	1.65	2.07	1.91	545
LP-3	A comfortable and inviting location	1.91	1.59	1.52	1.85	1.75	604
LP-4	A getaway for study, learning, or research	1.99	1.82	1.46	1.90	1.87	531
LP-5	Community space for group learning and group study	2.20	2.13	1.62	2.14	2.18	451
Overall:		1.44	1.17	1.13	1.34	1.23	1,382

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

8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.81	7.89	7.47	0.66	-0.42	1,372
Information Control	6.68	7.84	7.19	0.51	-0.65	1,374
Library as Place	6.14	7.37	7.08	0.94	-0.29	1,266
Overall	6.61	7.76	7.27	0.66	-0.49	1,382

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.58	1.24	1.25	1.46	1.28	1,372
Information Control	1.54	1.32	1.25	1.52	1.44	1,374
Library as Place	1.93	1.77	1.48	1.88	1.88	1,266
Overall	1.44	1.17	1.13	1.34	1.23	1,382

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	7.00	8.15	7.31	0.31	-0.85	13
Providing health information when and where I need it	7.43	8.29	7.71	0.29	-0.57	7
An environment that facilitates group study and problem solving	5.38	6.51	6.39	1.01	-0.12	92
Ease of use of electronic resources	7.38	8.54	7.85	0.46	-0.69	13
Providing help when and where I need it	7.22	7.78	7.78	0.56	0.00	9
Teaching me how to access, evaluate, and use information	6.11	7.40	6.87	0.76	-0.54	127
Making me aware of library services	6.80	7.00	5.80	-1.00	-1.20	5
Library orientations / instruction sessions	5.60	6.64	6.30	0.70	-0.34	87
Collections of online full-text articles sufficient to meet my needs	7.25	8.25	7.50	0.25	-0.75	4
Electronic resources matching my information needs	7.00	7.82	7.45	0.45	-0.36	11
Contribution to the intellectual atmosphere of the campus	6.75	7.25	7.75	1.00	0.50	24
Ready access to computers / Internet / software	6.99	8.06	6.96	-0.03	-1.10	113
Library keeping me informed about all of its services	1.00	5.00	8.00	7.00	3.00	1
Access to photocopying and printing facilities	5.62	7.43	7.11	1.49	-0.32	37
Availability of subject specialist assistance	6.47	7.56	6.97	0.51	-0.59	184
Providing reliable access to resources when and where I need them	7.12	7.82	7.41	0.29	-0.41	17
Making me aware of library resources and services	6.83	7.83	7.33	0.50	-0.50	12
Teaching me how to locate, evaluate, and use information	6.30	7.52	7.22	0.93	-0.30	27
Convenient service hours	6.87	7.81	7.74	0.87	-0.06	31
Ability to navigate library Web pages easily	6.96	8.21	6.64	-0.32	-1.58	182
A secure and safe place	7.84	8.48	7.54	-0.30	-0.94	225
Access to archives, special collections	5.27	6.72	6.73	1.47	0.02	60
Convenient access to library collections	6.90	7.92	7.43	0.53	-0.49	214
Personalization features in the electronic library	6.18	7.91	6.82	0.64	-1.09	11

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

Adequate hours of service	9.00	9.00	7.00	-2.00	-2.00	1
Timely delivery of the articles and documents that I need	4.50	7.00	6.50	2.00	-0.50	2
Library staff providing help that assists in finding information needed now while improving my research skills	6.33	7.56	5.89	-0.44	-1.67	9
The library provides access to archival materials (documents, manuscripts, and photographs)	6.57	7.71	7.15	0.58	-0.57	184
Ease and timeliness in getting materials from other libraries	6.31	7.80	7.30	0.98	-0.51	61
Helpful online guides and tutorials	6.44	7.44	6.63	0.19	-0.81	16
An online catalog that is user-friendly for finding materials	7.67	8.67	5.33	-2.33	-3.33	3
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	7.08	8.20	7.22	0.13	-0.98	60
Availability of assistance to improve my research skills	7.00	8.50	7.50	0.50	-1.00	2
Reliable mix of technology to help me complete my work	7.14	8.06	7.53	0.39	-0.53	213
Library materials available when and where I need them	6.84	8.23	7.74	0.90	-0.48	31
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.22	6.96	6.55	1.33	-0.41	69
The value of the library's resources and services to me for my academic success	6.19	7.56	7.19	1.00	-0.38	16

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.91	0.80	1.49	1.80	1.41	13
Providing health information when and where I need it	1.72	1.11	1.38	0.49	0.98	7
An environment that facilitates group study and problem solving	2.11	2.27	1.57	1.94	2.27	92
Ease of use of electronic resources	2.33	0.78	1.07	2.60	0.95	13
Providing help when and where I need it	2.17	1.39	1.48	1.24	0.87	9
Teaching me how to access, evaluate, and use information	1.80	1.78	1.63	1.88	1.86	127
Making me aware of library services	1.30	1.22	2.95	1.73	1.79	5
Library orientations / instruction sessions	2.06	2.03	1.86	1.93	1.88	87
Collections of online full-text articles sufficient to meet my needs	0.50	0.96	1.29	1.50	1.89	4
Electronic resources matching my information needs	1.10	1.08	0.69	1.04	1.12	11
Contribution to the intellectual atmosphere of the campus	2.51	2.42	1.45	2.64	2.57	24
Ready access to computers / Internet / software	1.64	1.43	1.56	1.91	1.89	113
Library keeping me informed about all of its services						1
Access to photocopying and printing facilities	2.20	1.94	1.13	2.13	1.80	37
Availability of subject specialist assistance	1.81	1.55	1.53	1.86	1.75	184
Providing reliable access to resources when and where I need them	1.32	1.33	1.33	1.45	1.06	17
Making me aware of library resources and services	2.37	1.40	1.83	1.73	1.88	12
Teaching me how to locate, evaluate, and use information	1.84	1.53	1.58	1.66	1.32	27
Convenient service hours	1.82	1.35	1.26	1.61	0.96	31
Ability to navigate library Web pages easily	1.53	1.15	1.70	2.11	1.97	182
A secure and safe place	1.51	1.17	1.45	1.88	1.67	225
Access to archives, special collections	2.31	2.41	1.76	1.74	2.15	60
Convenient access to library collections	1.67	1.38	1.29	1.65	1.58	214
Personalization features in the electronic library	2.18	1.22	1.47	1.75	1.38	11
Adequate hours of service						1
Timely delivery of the articles and documents that I need	0.71	1.41	0.71	0.00	0.71	2
Library staff providing help that assists in finding information needed now while improving my research skills	1.80	1.74	2.09	1.94	2.65	9
The library provides access to archival materials (documents, manuscripts, and photographs)	1.84	1.51	1.35	1.65	1.47	184

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: ARL

User Group: Staff

Ease and timeliness in getting materials from other libraries	1.70	1.78	1.57	1.47	1.37	61
Helpful online guides and tutorials	2.16	2.31	2.25	2.23	2.40	16
An online catalog that is user-friendly for finding materials	0.58	0.58	1.53	2.08	2.08	3
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.54	1.09	1.22	1.68	1.19	60
Availability of assistance to improve my research skills	2.83	0.71	0.71	2.12	0.00	2
Reliable mix of technology to help me complete my work	1.60	1.26	1.37	1.69	1.46	213
Library materials available when and where I need them	1.70	0.99	1.50	1.40	1.65	31
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	2.41	1.96	2.14	2.00	1.75	69
The value of the library's resources and services to me for my academic success	2.07	1.46	1.91	2.25	2.33	16

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.69	1.32	864
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.38	1.42	889
How would you rate the overall quality of the service provided by the library?	7.60	1.20	1,381

8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.51	1.80	790
The library aids my advancement in my academic discipline or work.	7.08	1.66	793
The library enables me to be more efficient in my academic pursuits or work.	7.11	1.64	764
The library helps me distinguish between trustworthy and untrustworthy information.	6.37	1.86	763
The library provides me with the information skills I need in my work or study.	6.93	1.69	765

Language: English (American), French (Canada)

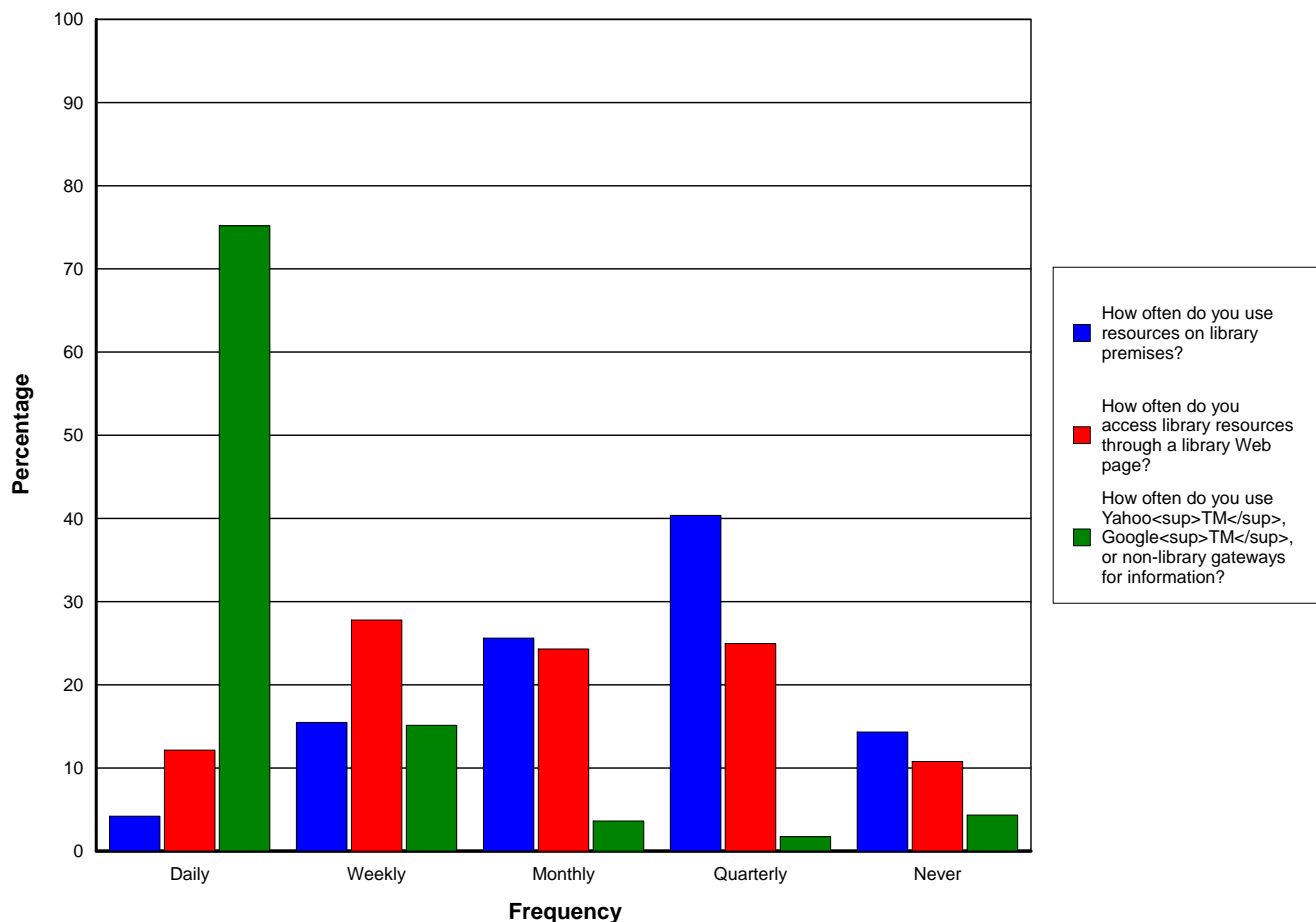
Institution Type: College or University

Consortium: ARL

User Group: Staff

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources on library premises?	58 4.20%	214 15.48%	354 25.62%	558 40.38%	198 14.33%	1,382 100.00%
How often do you access library resources through a library Web page?	168 12.16%	384 27.79%	336 24.31%	345 24.96%	149 10.78%	1,382 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,039 75.18%	209 15.12%	50 3.62%	24 1.74%	60 4.34%	1,382 100.00%

9 Summary for Academic Health Sciences

9.1 Demographic Summary for Academic Health Sciences

9.1.1 Respondents by User Group

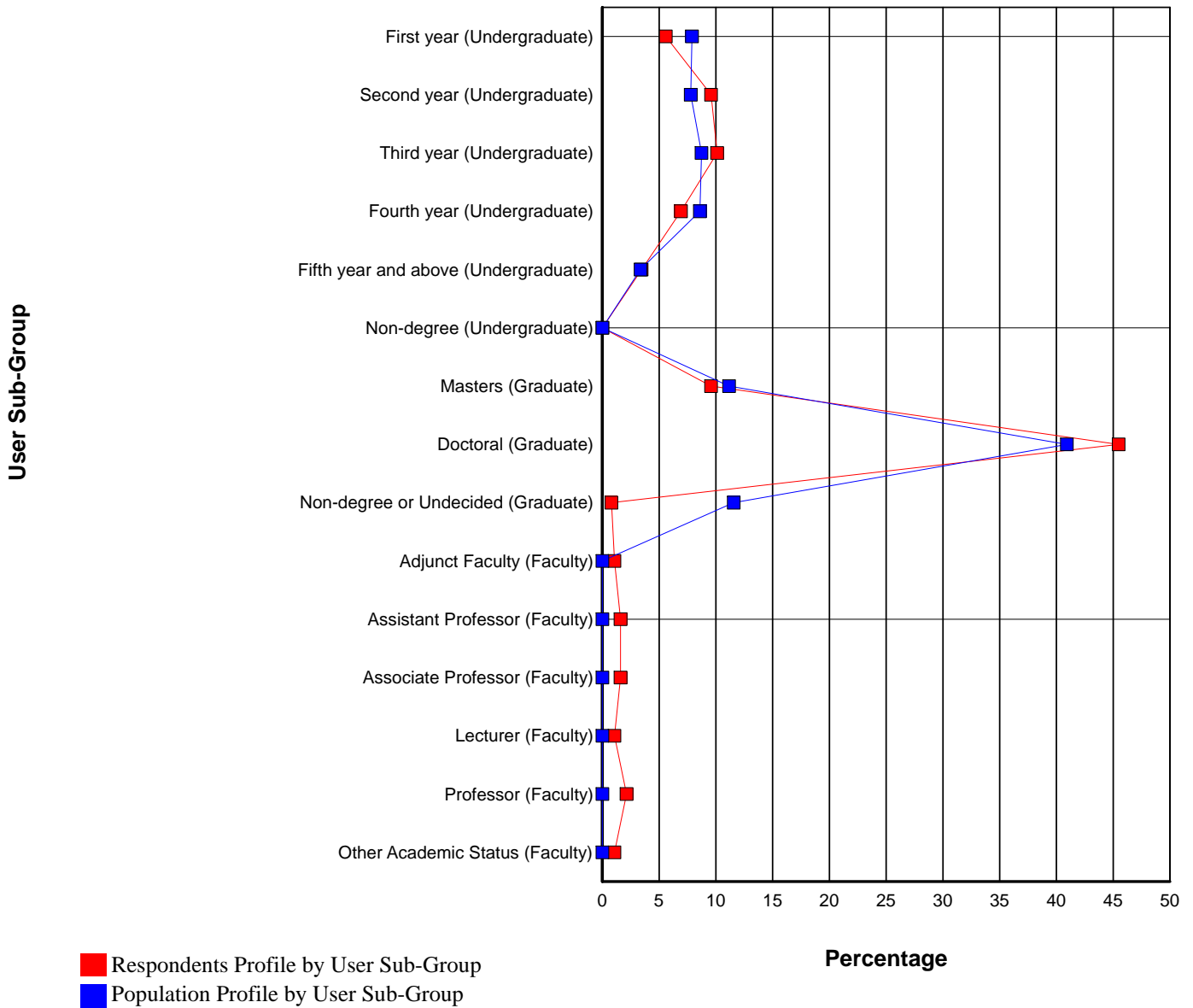
User Group	Respondent n	Respondent %
Undergraduate		
First year	21	5.57%
Second year	36	9.55%
Third year	38	10.08%
Fourth year	26	6.90%
Fifth year and above	13	3.45%
Non-degree	0	0.00%
Sub Total:	134	35.54%
Graduate		
Masters	36	9.55%
Doctoral	171	45.36%
Non-degree or Undecided	3	0.80%
Sub Total:	210	55.70%
Faculty		
Adjunct Faculty	4	1.06%
Assistant Professor	6	1.59%
Associate Professor	6	1.59%
Lecturer	4	1.06%
Professor	8	2.12%
Other Academic Status	4	1.06%
Sub Total:	32	8.49%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	0	0.00%
Public Services	0	0.00%
Systems	0	0.00%
Technical Services	0	0.00%
Other	0	0.00%
Sub Total:	0	0.00%
Staff		
Administrator/Manager	0	0.00%
Basic Science Staff (non-faculty)	0	0.00%
Clerical Staff (non-exempt)	0	0.00%
Clinical Staff (non-faculty)	1	0.27%
Resident, Fellow, or Intern	0	0.00%
Technical Support Staff	0	0.00%
Other staff positions	0	0.00%
Sub Total:	1	0.27%
Total:	377	100.00%

9.1.2 Population and Respondents by User Sub-Group

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

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

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



Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	498	7.89	21	5.59	2.31
Second year (Undergraduate)	491	7.78	36	9.57	-1.79
Third year (Undergraduate)	551	8.73	38	10.11	-1.37
Fourth year (Undergraduate)	542	8.59	26	6.91	1.67
Fifth year and above (Undergraduate)	212	3.36	13	3.46	-0.10
Non-degree (Undergraduate)	0	0.00	0	0.00	0.00
Masters (Graduate)	704	11.16	36	9.57	1.58
Doctoral (Graduate)	2,582	40.92	171	45.48	-4.56
Non-degree or Undecided (Graduate)	730	11.57	3	0.80	10.77
Adjunct Faculty (Faculty)	0	0.00	4	1.06	-1.06
Assistant Professor (Faculty)	0	0.00	6	1.60	-1.60
Associate Professor (Faculty)	0	0.00	6	1.60	-1.60
Lecturer (Faculty)	0	0.00	4	1.06	-1.06
Professor (Faculty)	0	0.00	8	2.13	-2.13
Other Academic Status (Faculty)	0	0.00	4	1.06	-1.06
Total:	6,310	100.00	376	100.00	0.00

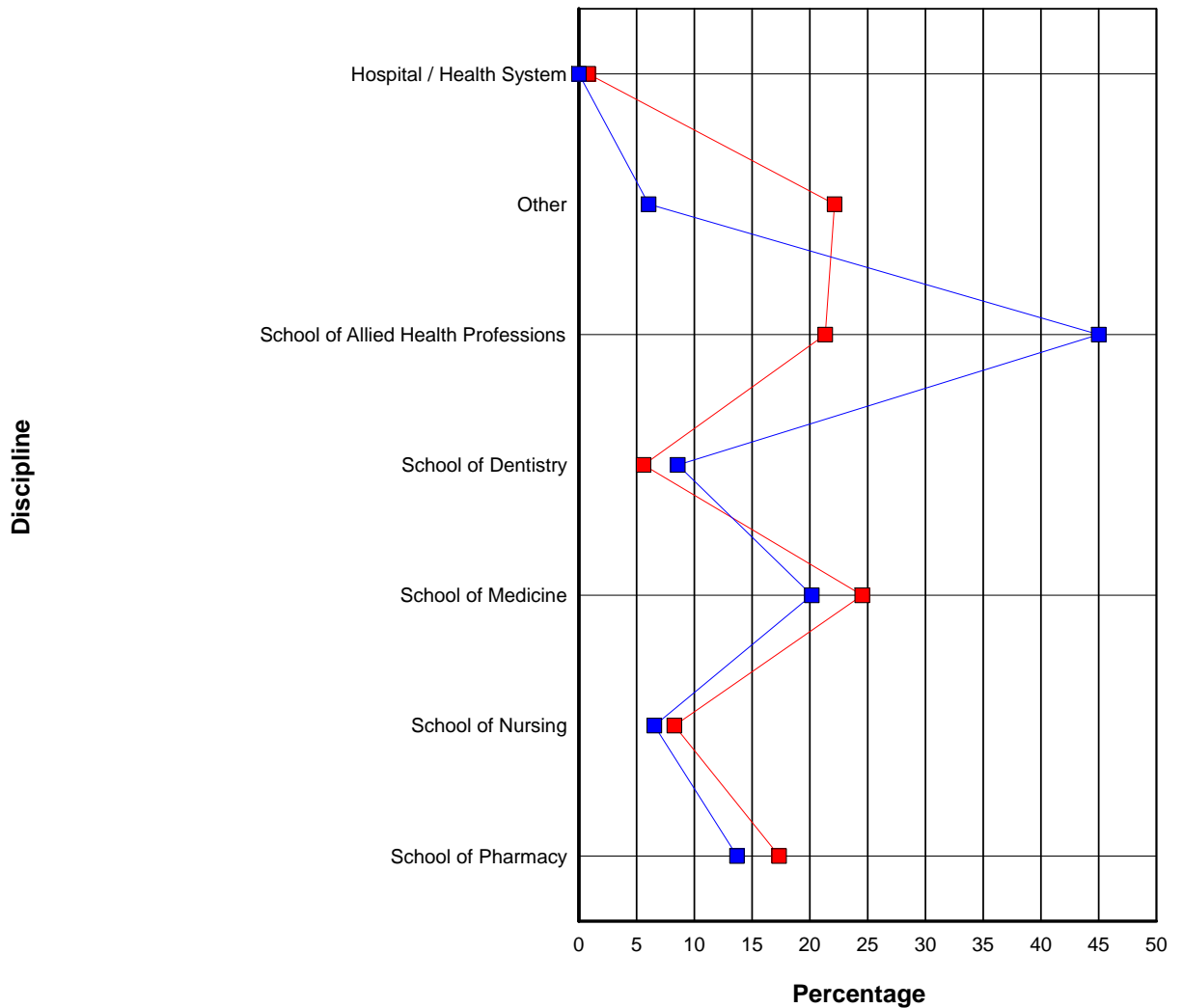
Language: English (American), French (Canada)
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

9.1.3 Population and Respondents by Standard Discipline

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

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Hospital / Health System	0	0.00	3	0.80	-0.80
Other	433	6.04	83	22.13	-16.09
School of Allied Health Professions	3,225	45.00	80	21.33	23.67
School of Dentistry	614	8.57	21	5.60	2.97
School of Medicine	1,445	20.16	92	24.53	-4.37
School of Nursing	468	6.53	31	8.27	-1.74
School of Pharmacy	981	13.69	65	17.33	-3.64
Total:	7,166	100.00	375	100.00	0.00

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

9.1.4 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	0	0.00
18 - 22	102	27.06
23 - 30	206	54.64
31 - 45	33	8.75
46 - 65	35	9.28
Over 65	1	0.27
Total:	377	100.00

9.1.5 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.

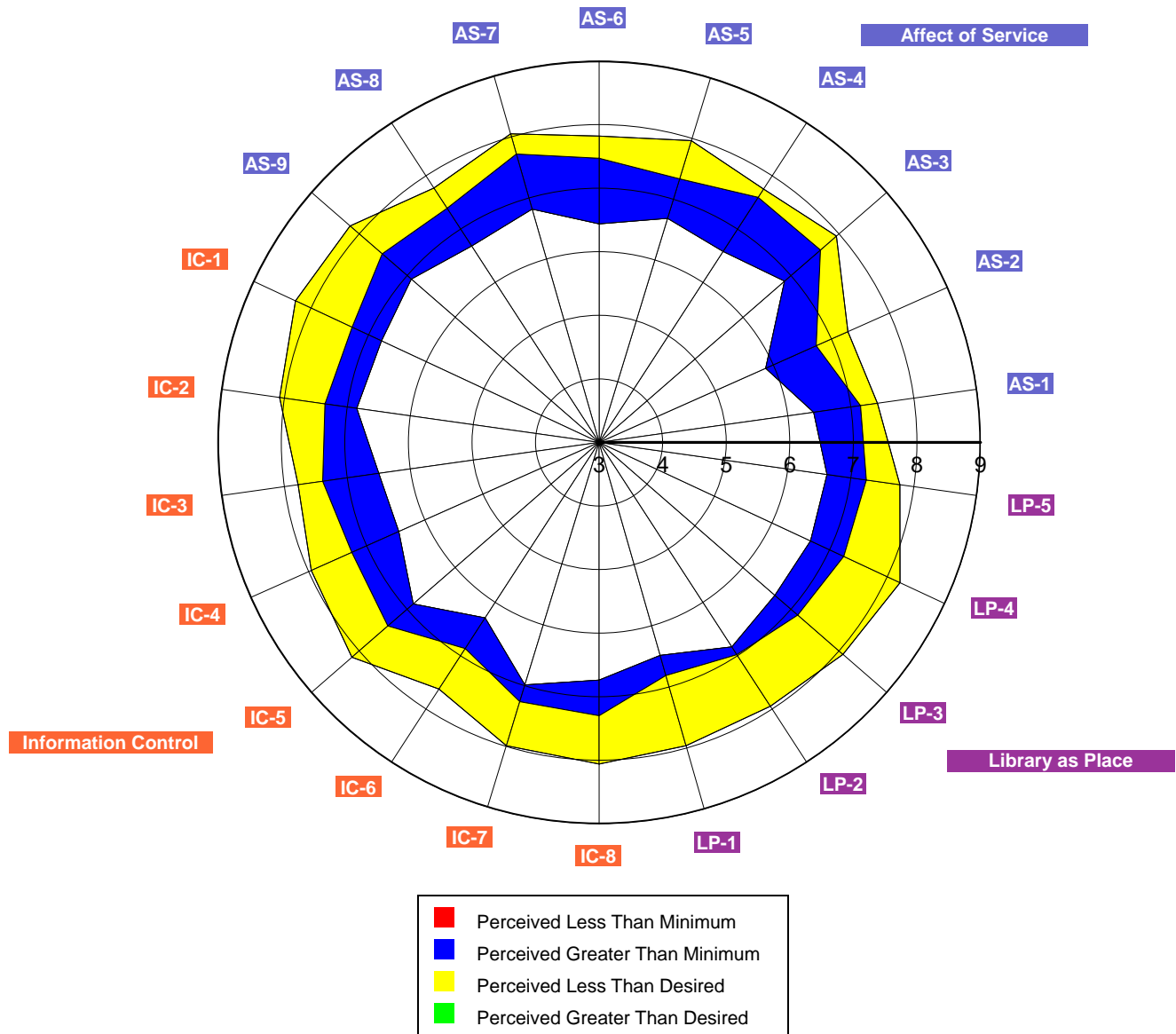
Sex:	Population N	Population %	Respondents n	Respondents %
Female	3,665	44.53	255	67.82
Male	4,565	55.47	121	32.18
Total:	8,230	100.00	376	100.00

9.2 Core Questions Summary for ARL

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

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

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



Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 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	6.41	7.42	7.15	0.74	-0.27	78
AS-2	Giving users individual attention	5.87	7.29	6.74	0.87	-0.55	77
AS-3	Employees who are consistently courteous	6.87	7.95	7.62	0.75	-0.33	99
AS-4	Readiness to respond to users' questions	6.58	7.75	7.60	1.01	-0.16	77
AS-5	Employees who have the knowledge to answer user questions	6.69	7.97	7.34	0.65	-0.63	86
AS-6	Employees who deal with users in a caring fashion	6.44	7.82	7.47	1.03	-0.35	365
AS-7	Employees who understand the needs of their users	6.82	8.05	7.72	0.90	-0.33	100
AS-8	Willingness to help users	6.68	7.77	7.39	0.71	-0.38	79
AS-9	Dependability in handling users' service problems	6.92	8.19	7.52	0.61	-0.67	84
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.78	8.27	7.29	0.51	-0.98	104
IC-2	A library Web site enabling me to locate information on my own	6.85	8.07	7.36	0.50	-0.72	107
IC-3	The printed library materials I need for my work	6.50	7.78	7.39	0.89	-0.39	92
IC-4	The electronic information resources I need	6.45	7.96	7.26	0.81	-0.70	370
IC-5	Modern equipment that lets me easily access needed information	6.88	8.15	7.40	0.53	-0.75	104
IC-6	Easy-to-use access tools that allow me to find things on my own	6.29	7.63	6.87	0.58	-0.76	99
IC-7	Making information easily accessible for independent use	6.99	7.99	7.27	0.28	-0.72	109
IC-8	Print and/or electronic journal collections I require for my work	6.74	8.06	7.30	0.56	-0.76	100
Library as Place							
LP-1	Library space that inspires study and learning	6.49	7.96	6.82	0.33	-1.15	362
LP-2	Quiet space for individual activities	6.84	7.95	6.98	0.15	-0.97	116
LP-3	A comfortable and inviting location	6.67	8.08	7.14	0.48	-0.94	84
LP-4	A getaway for study, learning, or research	6.67	8.22	7.25	0.58	-0.98	85
LP-5	Community space for group learning and group study	6.62	7.78	7.25	0.62	-0.53	77
Overall:		6.61	7.91	7.25	0.65	-0.66	377

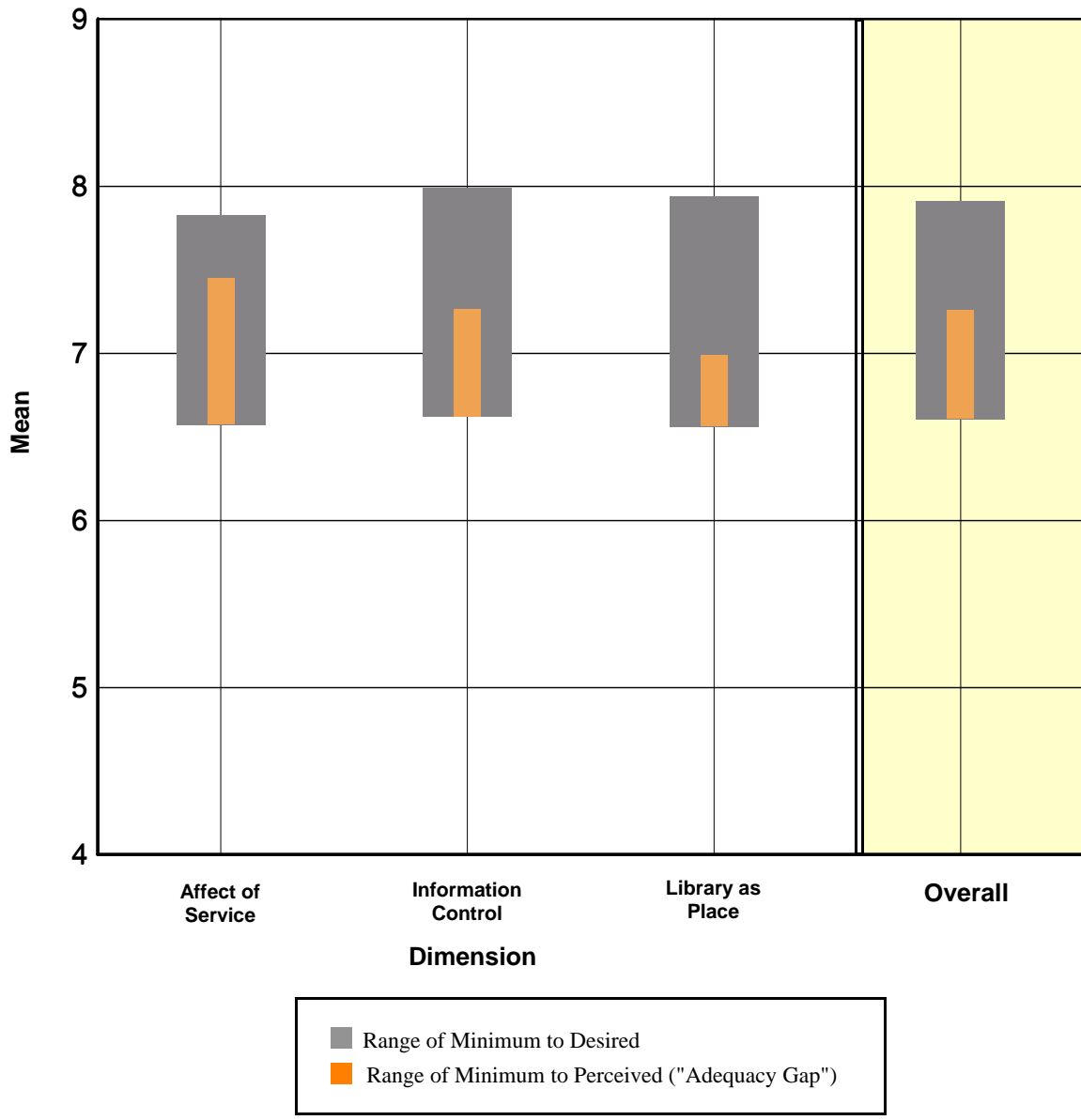
Language: English (American), French (Canada)
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.06	1.76	1.73	1.60	1.27	78
AS-2	Giving users individual attention	2.10	1.78	1.73	2.14	1.69	77
AS-3	Employees who are consistently courteous	1.90	1.40	1.60	2.19	1.67	99
AS-4	Readiness to respond to users' questions	1.89	1.51	1.72	1.87	1.45	77
AS-5	Employees who have the knowledge to answer user questions	1.74	1.43	1.60	1.90	1.45	86
AS-6	Employees who deal with users in a caring fashion	1.97	1.59	1.70	2.02	1.62	365
AS-7	Employees who understand the needs of their users	1.71	1.15	1.30	1.77	1.43	100
AS-8	Willingness to help users	1.96	1.82	1.74	1.73	1.39	79
AS-9	Dependability in handling users' service problems	1.69	1.14	1.30	1.51	1.26	84
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.82	1.35	1.51	1.47	1.41	104
IC-2	A library Web site enabling me to locate information on my own	1.69	1.28	1.46	1.75	1.49	107
IC-3	The printed library materials I need for my work	2.01	1.50	1.56	1.75	1.48	92
IC-4	The electronic information resources I need	1.86	1.48	1.58	1.80	1.63	370
IC-5	Modern equipment that lets me easily access needed information	1.96	1.06	1.67	2.15	1.54	104
IC-6	Easy-to-use access tools that allow me to find things on my own	1.99	1.76	1.88	2.01	1.80	99
IC-7	Making information easily accessible for independent use	1.70	1.35	1.66	1.91	1.67	109
IC-8	Print and/or electronic journal collections I require for my work	1.93	1.50	1.57	2.13	1.61	100
Library as Place							
LP-1	Library space that inspires study and learning	2.00	1.74	2.15	2.45	2.35	362
LP-2	Quiet space for individual activities	1.77	1.55	2.01	2.18	2.17	116
LP-3	A comfortable and inviting location	1.63	1.17	1.65	2.10	1.74	84
LP-4	A getaway for study, learning, or research	2.12	1.48	1.95	2.35	1.95	85
LP-5	Community space for group learning and group study	1.79	1.41	1.66	2.25	1.87	77
Overall:		1.51	1.12	1.32	1.51	1.22	377

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff)

9.3 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.



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	6.57	7.83	7.45	0.87	-0.38	370
Information Control	6.62	7.99	7.26	0.64	-0.73	376
Library as Place	6.56	7.94	6.99	0.42	-0.96	371
Overall	6.61	7.91	7.25	0.65	-0.66	377

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	1.74	1.35	1.42	1.67	1.27	370
Information Control	1.64	1.19	1.39	1.59	1.28	376
Library as Place	1.76	1.46	1.84	2.12	1.98	371
Overall	1.51	1.12	1.32	1.51	1.22	377

9.4 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
Providing help when and where I need it	7.23	8.09	7.78	0.55	-0.31	64
Making me aware of library services	5.76	7.13	6.49	0.72	-0.64	72
Library orientations / instruction sessions	5.70	7.11	6.70	1.00	-0.41	61
Providing reliable access to resources when and where I need them	7.08	8.35	7.31	0.23	-1.04	78
The value of the library's resources and services to me for my academic success	7.06	8.07	7.58	0.52	-0.49	69

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
Providing help when and where I need it	1.75	1.48	1.56	1.69	1.41	64
Making me aware of library services	2.14	2.13	1.94	2.48	2.21	72
Library orientations / instruction sessions	2.22	2.18	1.92	2.10	2.25	61
Providing reliable access to resources when and where I need them	1.73	1.03	1.50	1.76	1.58	78
The value of the library's resources and services to me for my academic success	1.64	1.14	1.47	1.67	1.46	69

9.5 General Satisfaction Questions Summary for ARL

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.58	1.56	175
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.39	1.59	202
How would you rate the overall quality of the service provided by the library?	7.41	1.48	377

9.6 Information Literacy Outcomes Questions Summary for ARL

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.71	1.78	148
The library aids my advancement in my academic discipline or work.	7.28	1.64	165
The library enables me to be more efficient in my academic pursuits or work.	7.22	1.55	153
The library helps me distinguish between trustworthy and untrustworthy information.	6.18	2.01	150
The library provides me with the information skills I need in my work or study.	7.15	1.74	138

Language: English (American), French (Canada)

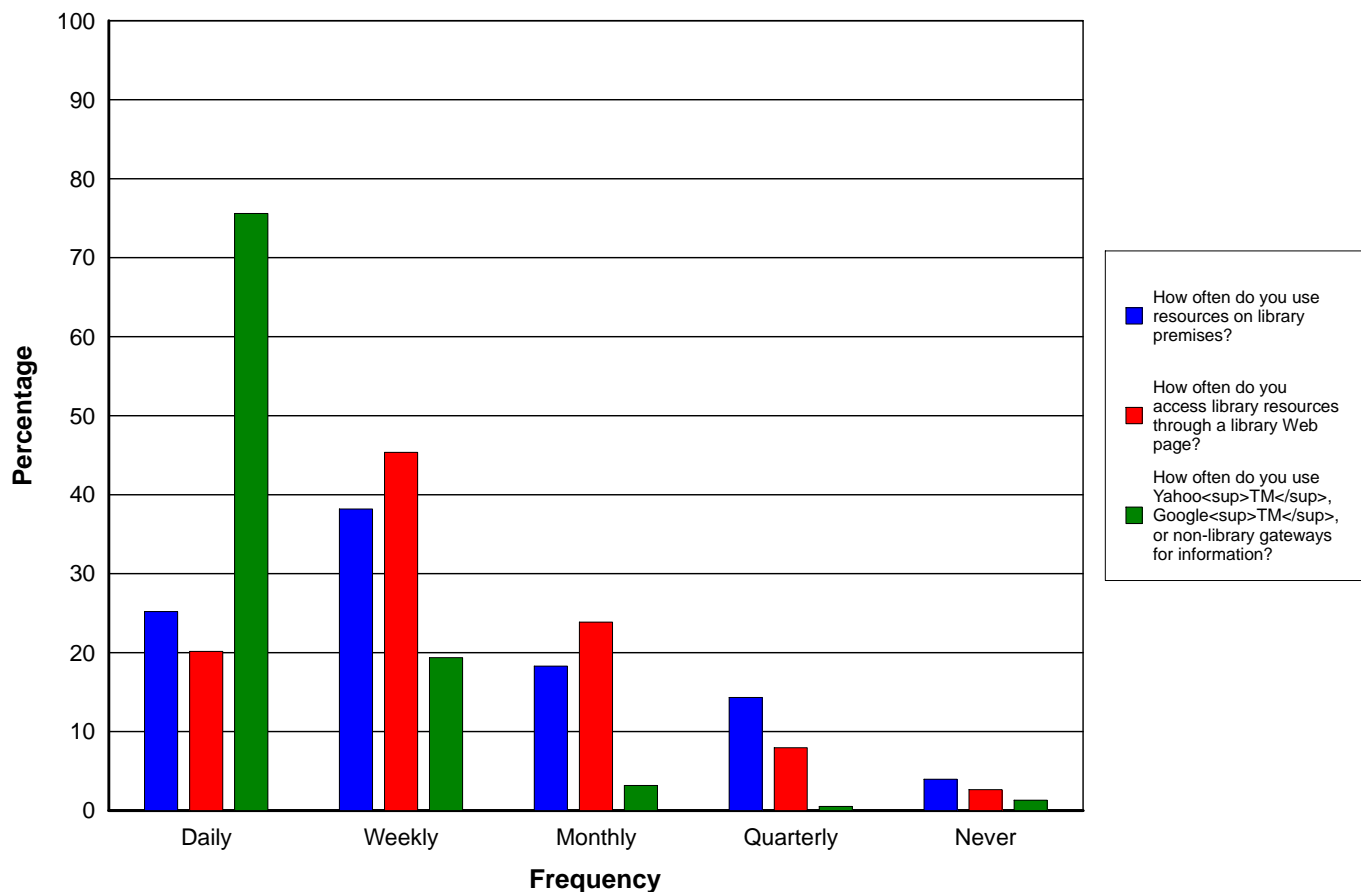
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

9.7 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?	95 25.20%	144 38.20%	69 18.30%	54 14.32%	15 3.98%	377 100.00%
How often do you access library resources through a library Web page?	76 20.16%	171 45.36%	90 23.87%	30 7.96%	10 2.65%	377 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	285 75.60%	73 19.36%	12 3.18%	2 0.53%	5 1.33%	377 100.00%

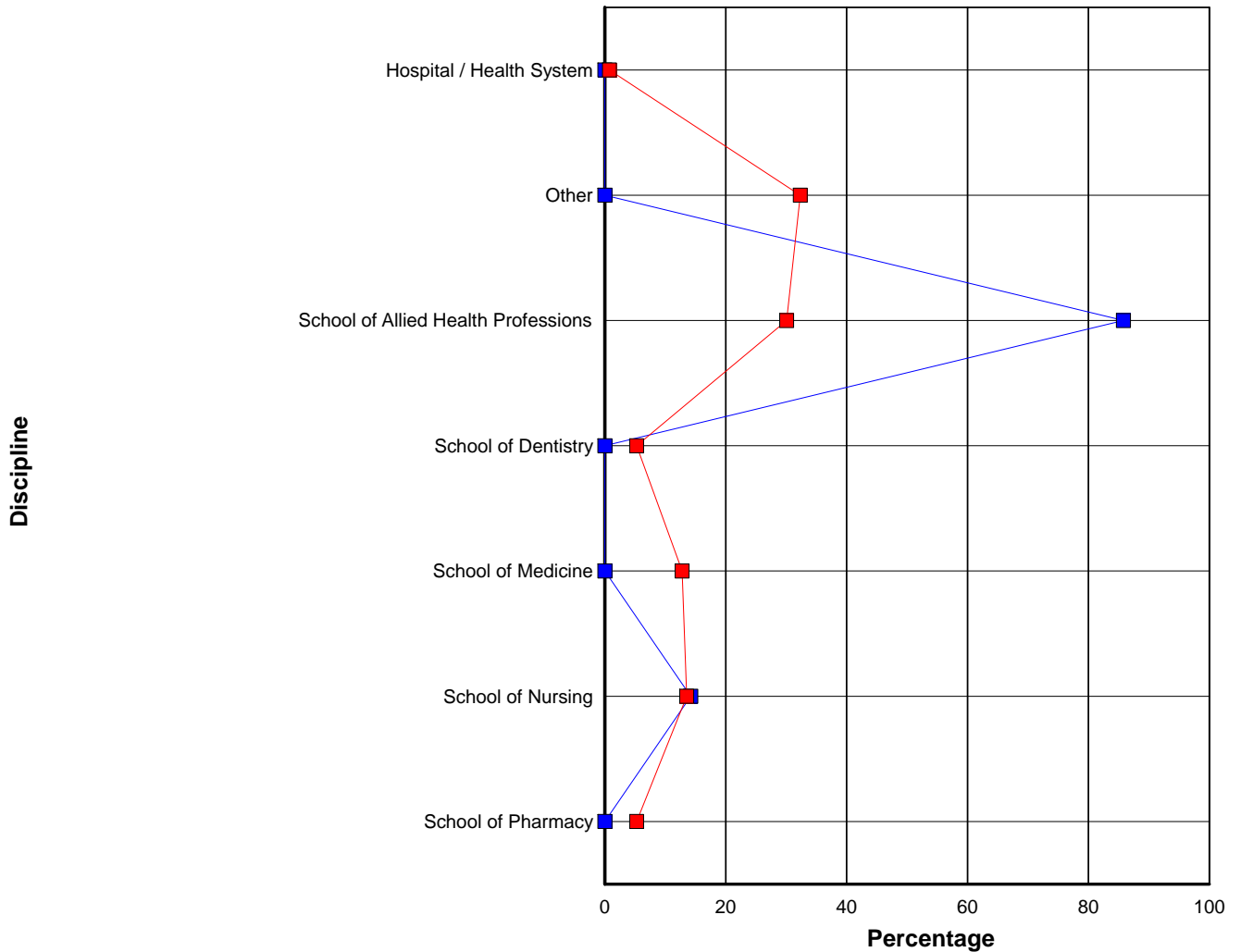
10 Summary for Undergraduate

10.1 Demographic Summary for Undergraduate

10.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Hospital / Health System	0	0.00	1	0.75	-0.75
Other	0	0.00	43	32.33	-32.33
School of Allied Health Professions	2,294	85.79	40	30.08	55.71
School of Dentistry	0	0.00	7	5.26	-5.26
School of Medicine	0	0.00	17	12.78	-12.78
School of Nursing	380	14.21	18	13.53	0.68
School of Pharmacy	0	0.00	7	5.26	-5.26
Total:	2,674	100.00	133	100.00	0.00

10.1.2 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	85	63.43
23 - 30	45	33.58
31 - 45	4	2.99
46 - 65	0	0.00
Over 65	0	0.00
Total:	134	100.00

10.1.3 Respondent Profile by Sex:

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

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

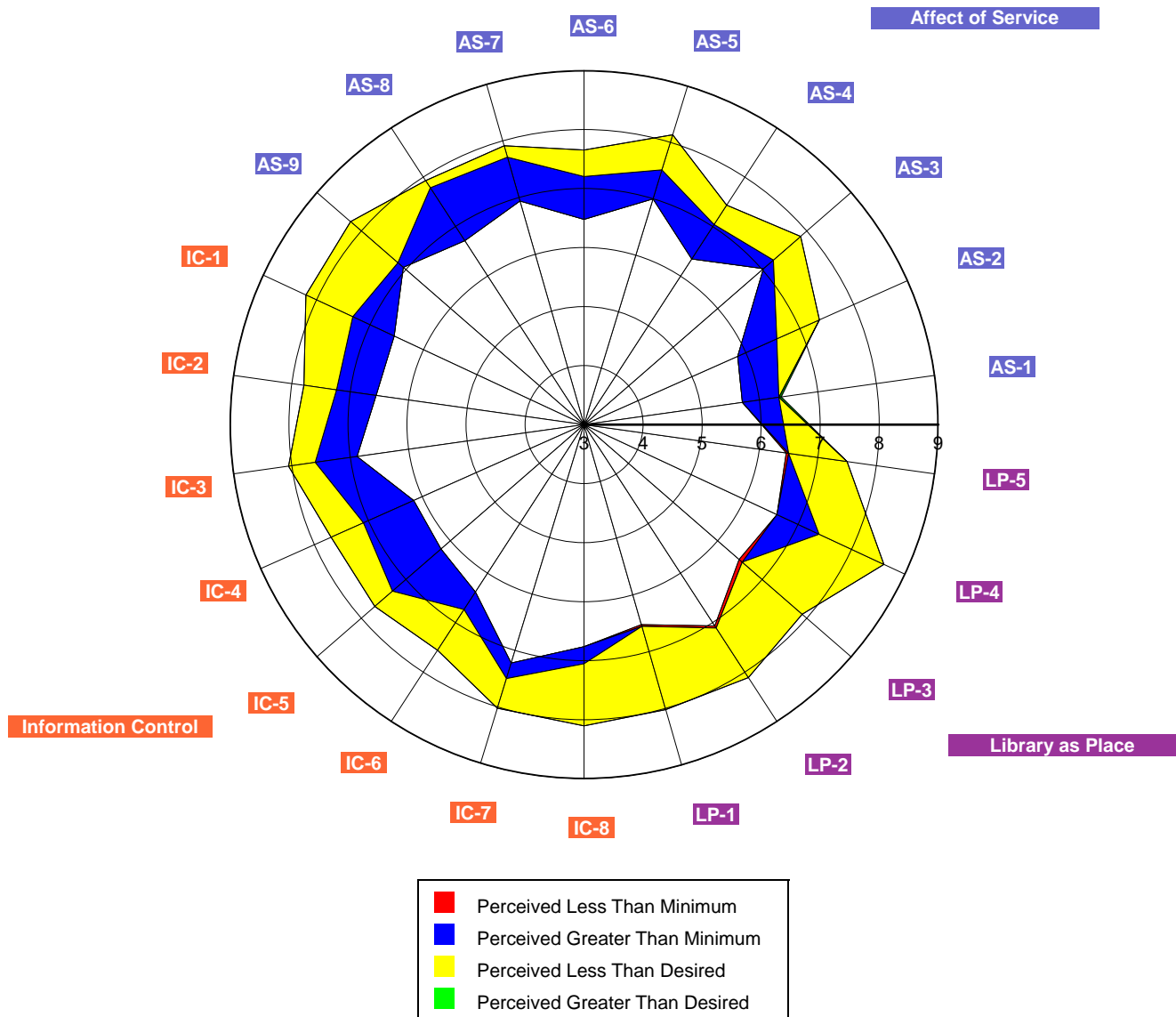
Sex:	Population N	Population %	Respondents n	Respondents %
Female	2,247	41.93	102	76.12
Male	3,112	58.07	32	23.88
Total:	5,359	100.00	134	100.00

10.2 Core Questions Summary for Undergraduate

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

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

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

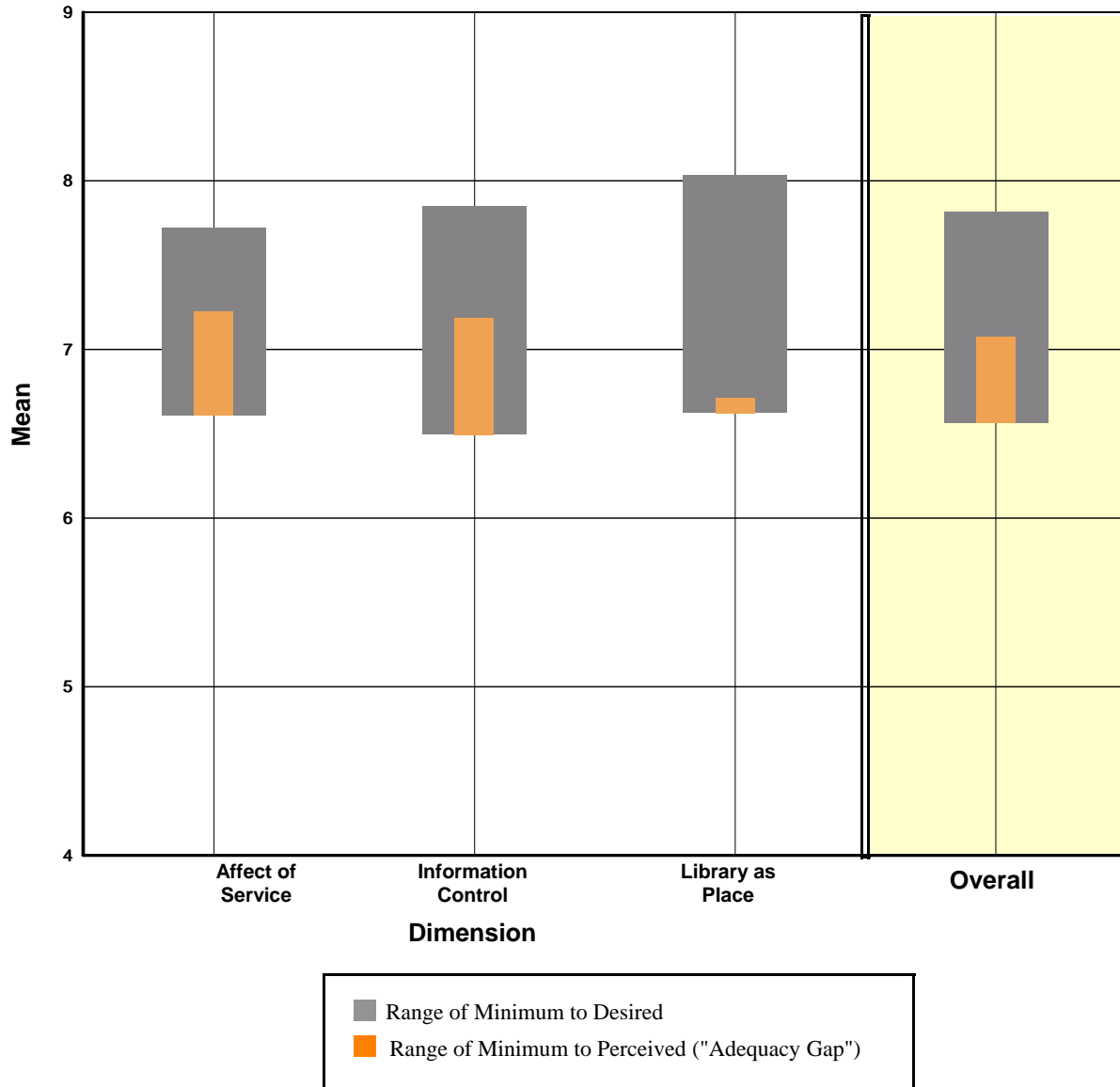


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.71	6.33	6.38	0.67	0.04	24
AS-2	Giving users individual attention	5.85	7.36	6.58	0.73	-0.79	33
AS-3	Employees who are consistently courteous	7.03	7.86	7.25	0.22	-0.61	36
AS-4	Readiness to respond to users' questions	6.35	7.43	7.04	0.70	-0.39	23
AS-5	Employees who have the knowledge to answer user questions	7.00	8.14	7.51	0.51	-0.62	37
AS-6	Employees who deal with users in a caring fashion	6.48	7.65	7.20	0.73	-0.45	132
AS-7	Employees who understand the needs of their users	6.94	7.91	7.71	0.77	-0.20	35
AS-8	Willingness to help users	6.71	7.93	7.79	1.07	-0.14	28
AS-9	Dependability in handling users' service problems	7.06	8.24	7.18	0.12	-1.06	33
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.55	8.20	7.33	0.78	-0.88	40
IC-2	A library Web site enabling me to locate information on my own	6.56	7.79	7.24	0.68	-0.56	34
IC-3	The printed library materials I need for my work	6.89	8.06	7.60	0.71	-0.46	35
IC-4	The electronic information resources I need	6.16	7.69	7.09	0.93	-0.60	130
IC-5	Modern equipment that lets me easily access needed information	6.21	7.70	7.30	1.09	-0.39	33
IC-6	Easy-to-use access tools that allow me to find things on my own	6.38	7.56	6.74	0.35	-0.82	34
IC-7	Making information easily accessible for independent use	7.23	8.03	7.50	0.28	-0.53	40
IC-8	Print and/or electronic journal collections I require for my work	6.76	8.11	7.05	0.29	-1.05	38
Library as Place							
LP-1	Library space that inspires study and learning	6.56	8.02	6.53	-0.03	-1.50	133
LP-2	Quiet space for individual activities	7.11	8.11	7.07	-0.04	-1.04	45
LP-3	A comfortable and inviting location	6.55	7.90	6.48	-0.07	-1.41	29
LP-4	A getaway for study, learning, or research	6.61	8.61	7.39	0.79	-1.21	33
LP-5	Community space for group learning and group study	6.50	7.50	6.46	-0.04	-1.04	24
Overall:		6.56	7.82	7.08	0.51	-0.74	134

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.99	2.16	2.04	1.40	1.23	24
AS-2	Giving users individual attention	2.15	1.45	1.77	2.55	1.95	33
AS-3	Employees who are consistently courteous	1.84	1.64	1.79	2.13	1.84	36
AS-4	Readiness to respond to users' questions	1.75	1.44	1.82	1.89	1.64	23
AS-5	Employees who have the knowledge to answer user questions	1.55	1.06	1.26	1.30	1.06	37
AS-6	Employees who deal with users in a caring fashion	1.99	1.63	1.73	1.93	1.71	132
AS-7	Employees who understand the needs of their users	1.63	1.25	1.41	1.83	1.64	35
AS-8	Willingness to help users	2.07	1.63	1.13	1.96	1.48	28
AS-9	Dependability in handling users' service problems	1.60	1.25	1.40	1.24	1.43	33
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.81	1.09	1.31	1.44	1.44	40
IC-2	A library Web site enabling me to locate information on my own	1.52	1.49	1.39	1.65	1.58	34
IC-3	The printed library materials I need for my work	1.89	1.26	1.40	1.84	1.22	35
IC-4	The electronic information resources I need	1.94	1.56	1.59	2.07	1.75	130
IC-5	Modern equipment that lets me easily access needed information	2.16	1.33	1.72	2.52	1.43	33
IC-6	Easy-to-use access tools that allow me to find things on my own	1.72	1.48	1.69	1.76	1.36	34
IC-7	Making information easily accessible for independent use	1.46	1.27	1.26	1.50	1.43	40
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.37	1.72	2.35	1.68	38
Library as Place							
LP-1	Library space that inspires study and learning	1.99	1.53	2.12	2.37	2.30	133
LP-2	Quiet space for individual activities	1.65	1.23	1.99	2.13	1.98	45
LP-3	A comfortable and inviting location	1.50	1.35	1.70	2.17	2.23	29
LP-4	A getaway for study, learning, or research	2.15	0.86	1.41	2.29	1.32	33
LP-5	Community space for group learning and group study	1.44	1.25	1.41	1.71	1.63	24
Overall:		1.51	1.10	1.21	1.44	1.17	134

10.3 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	6.61	7.72	7.23	0.62	-0.49	132
Information Control	6.49	7.85	7.19	0.70	-0.66	133
Library as Place	6.62	8.03	6.71	0.09	-1.32	134
Overall	6.56	7.82	7.08	0.51	-0.74	134

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	1.37	1.41	1.57	1.36	132
Information Control	1.62	1.20	1.30	1.64	1.21	133
Library as Place	1.63	1.16	1.68	1.89	1.72	134
Overall	1.51	1.10	1.21	1.44	1.17	134

10.4 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
Providing help when and where I need it	7.58	8.27	8.04	0.46	-0.23	26
Making me aware of library services	5.57	6.89	6.75	1.18	-0.14	28
Library orientations / instruction sessions	5.27	6.64	6.14	0.86	-0.50	22
Providing reliable access to resources when and where I need them	7.11	8.32	7.18	0.07	-1.14	28
The value of the library's resources and services to me for my academic success	7.00	8.00	7.19	0.19	-0.81	21

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
Providing help when and where I need it	1.39	1.25	1.34	1.68	1.56	26
Making me aware of library services	2.18	2.51	1.80	2.21	2.22	28
Library orientations / instruction sessions	1.78	2.30	1.52	1.39	2.20	22
Providing reliable access to resources when and where I need them	1.97	1.06	1.63	2.32	1.88	28
The value of the library's resources and services to me for my academic success	1.55	1.18	1.81	1.36	1.72	21

Language: English (American), French (Canada)

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

10.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.39	1.43	70
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.28	1.74	64
How would you rate the overall quality of the service provided by the library?	7.18	1.47	134

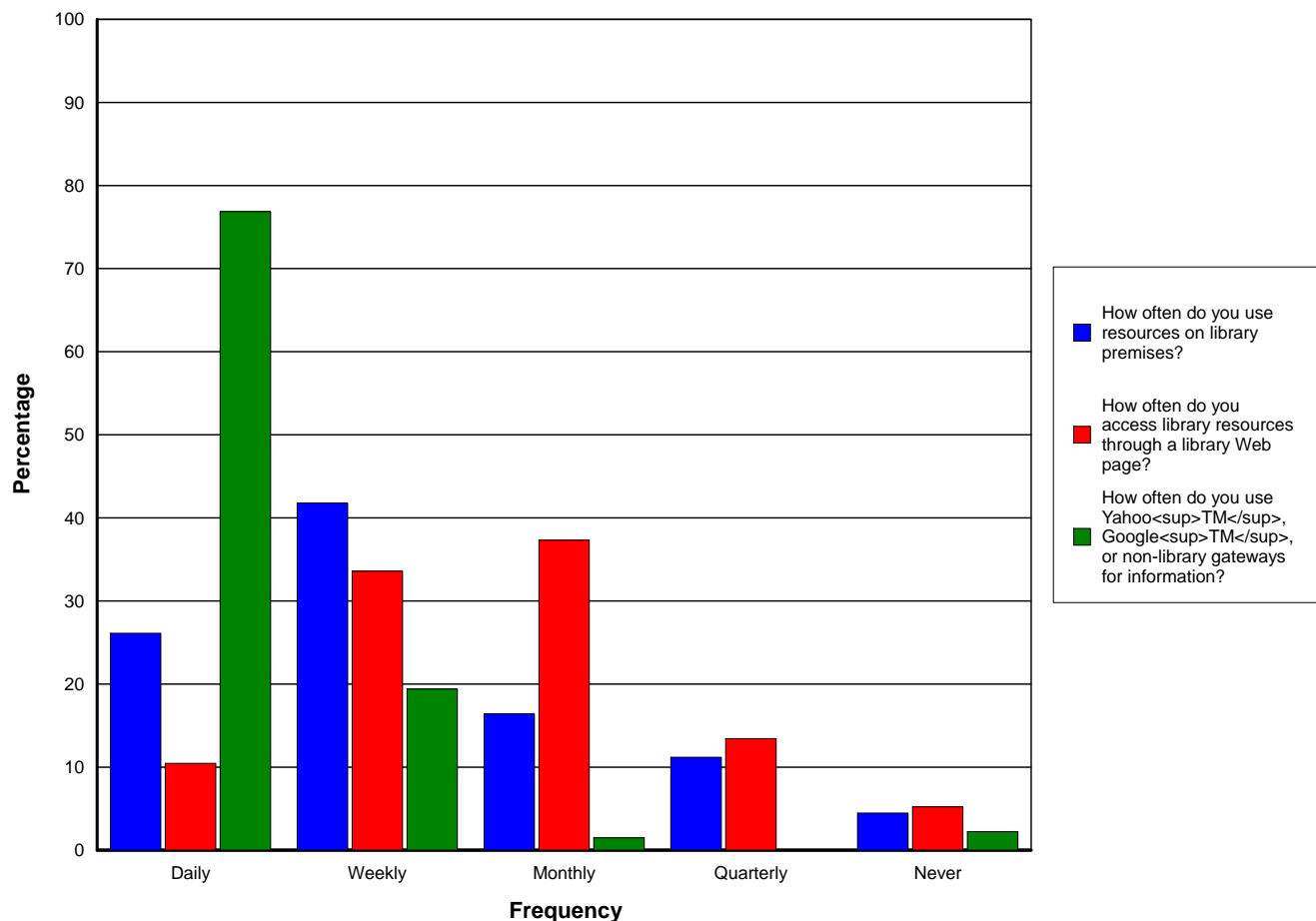
10.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.37	1.69	57
The library aids my advancement in my academic discipline or work.	7.08	1.64	61
The library enables me to be more efficient in my academic pursuits or work.	7.00	1.70	53
The library helps me distinguish between trustworthy and untrustworthy information.	6.51	1.79	51
The library provides me with the information skills I need in my work or study.	6.98	1.76	46

10.7 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?	35 26.12%	56 41.79%	22 16.42%	15 11.19%	6 4.48%	134 100.00%
How often do you access library resources through a library Web page?	14 10.45%	45 33.58%	50 37.31%	18 13.43%	7 5.22%	134 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	103 76.87%	26 19.40%	2 1.49%	0 0.00%	3 2.24%	134 100.00%

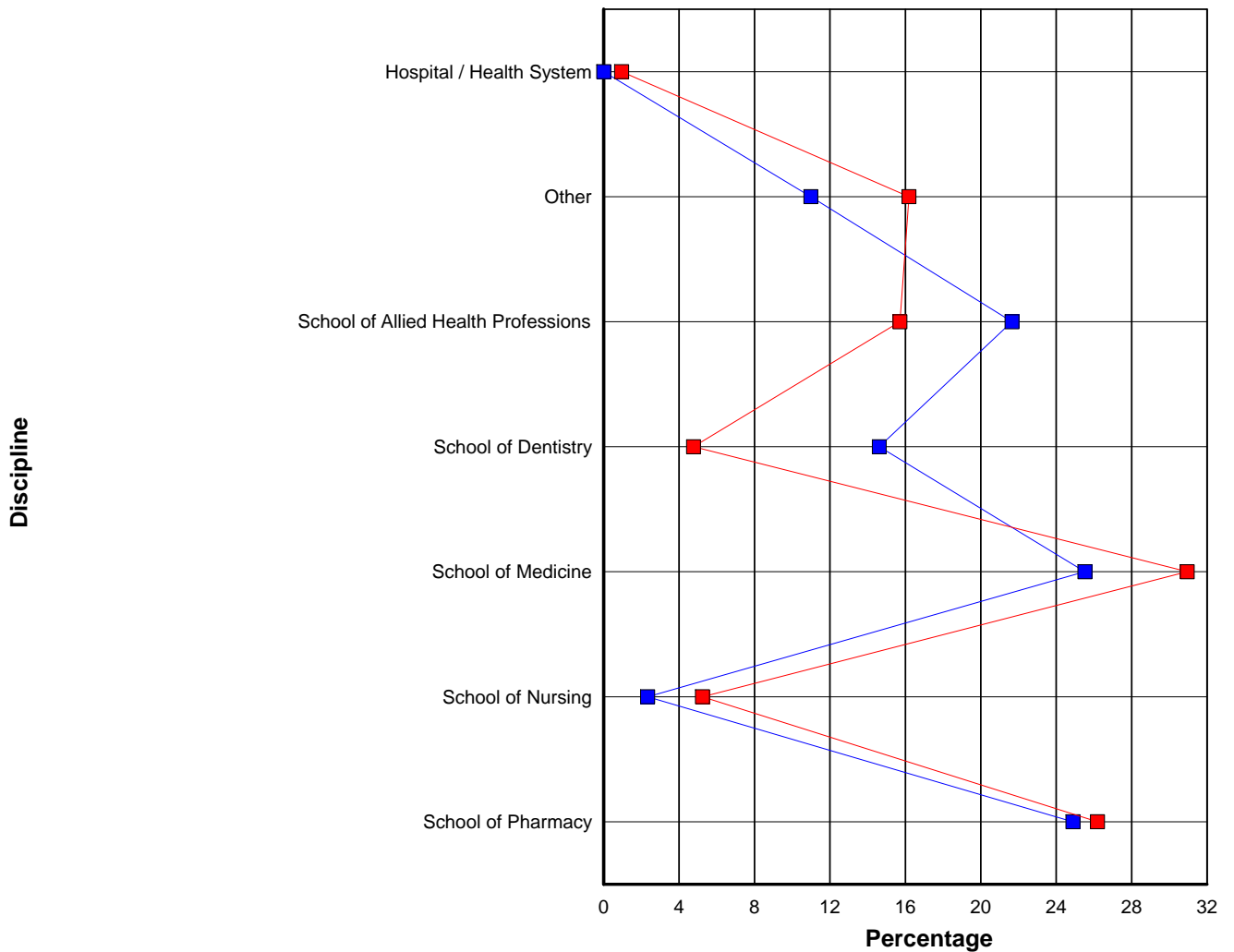
11 Summary for Graduate

11.1 Demographic Summary for Graduate

11.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Hospital / Health System	0	0.00	2	0.95	-0.95
Other	415	10.99	34	16.19	-5.20
School of Allied Health Professions	818	21.66	33	15.71	5.94
School of Dentistry	552	14.61	10	4.76	9.85
School of Medicine	964	25.52	65	30.95	-5.43
School of Nursing	88	2.33	11	5.24	-2.91
School of Pharmacy	940	24.89	55	26.19	-1.30
Total:	3,777	100.00	210	100.00	0.00

11.1.2 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	16	7.62
23 - 30	160	76.19
31 - 45	19	9.05
46 - 65	15	7.14
Over 65	0	0.00
Total:	210	100.00

11.1.3 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.

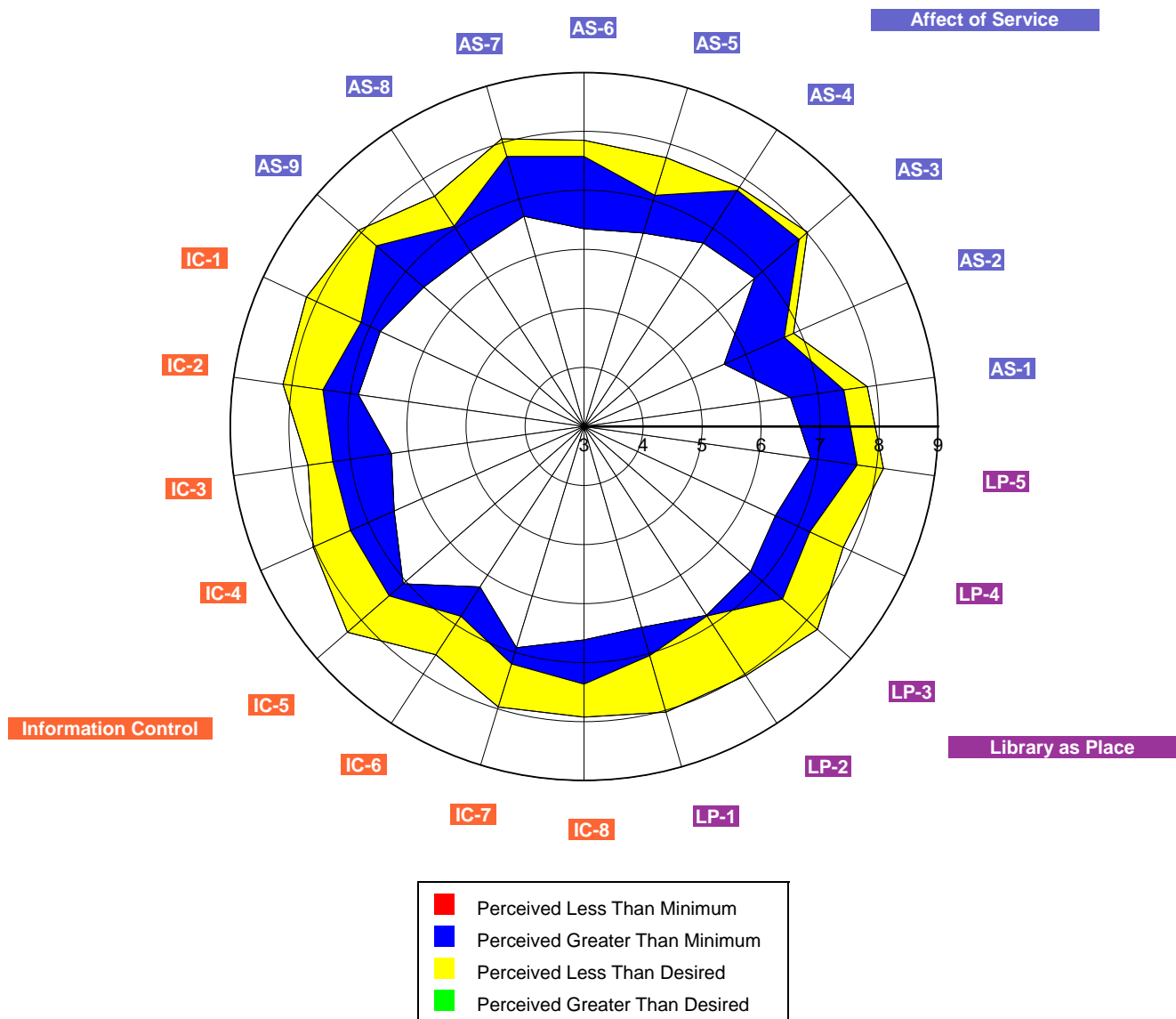
Sex:	Population N	Population %	Respondents n	Respondents %
Female	1,418	49.39	136	65.07
Male	1,453	50.61	73	34.93
Total:	2,871	100.00	209	100.00

11.2 Core Questions Summary for Graduate

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

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

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

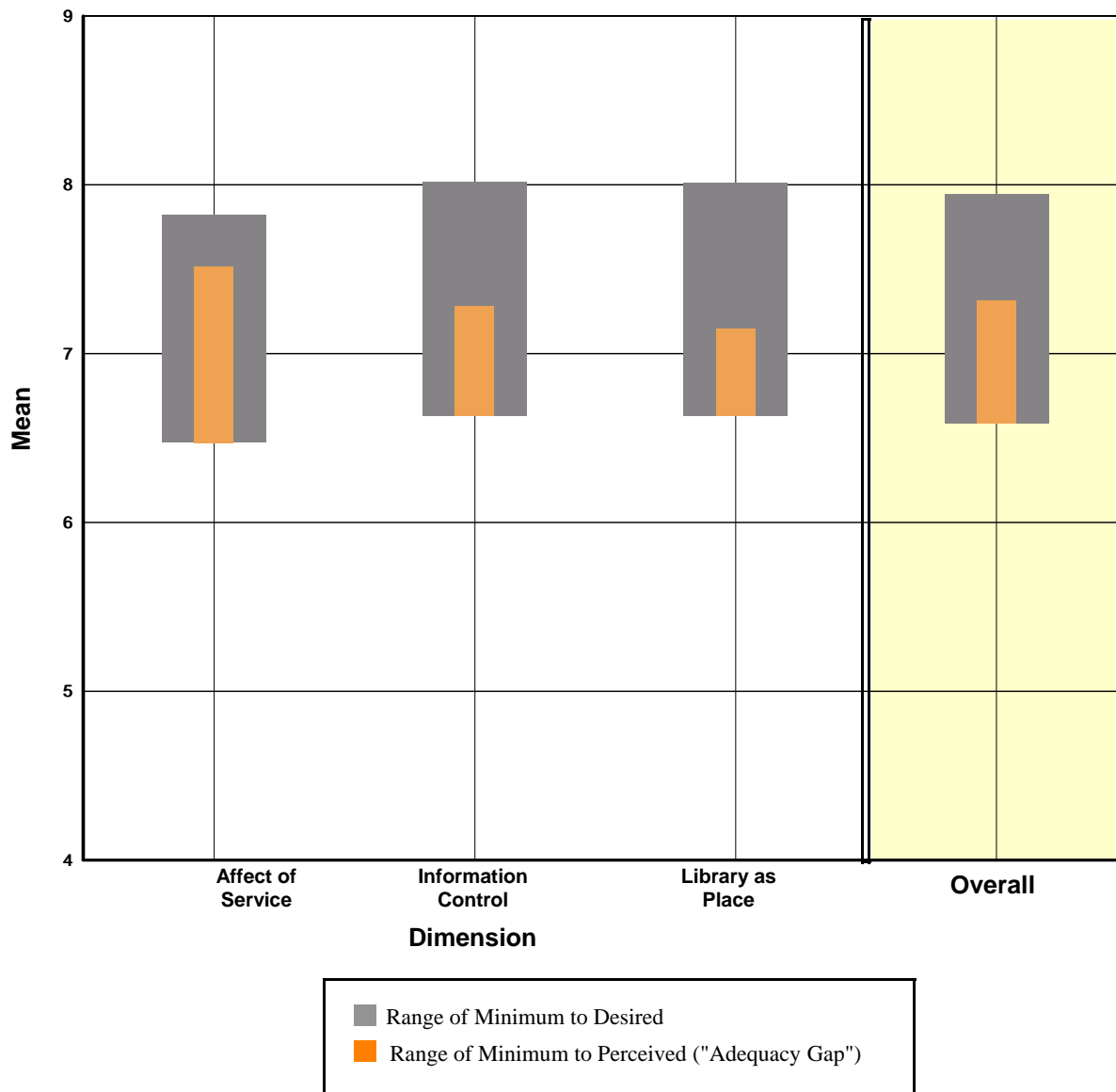


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.53	7.84	7.44	0.91	-0.40	45
AS-2	Giving users individual attention	5.60	6.89	6.71	1.11	-0.17	35
AS-3	Employees who are consistently courteous	6.83	8.02	7.83	1.00	-0.19	59
AS-4	Readiness to respond to users' questions	6.71	7.83	7.77	1.06	-0.06	48
AS-5	Employees who have the knowledge to answer user questions	6.43	7.76	7.10	0.67	-0.67	42
AS-6	Employees who deal with users in a caring fashion	6.35	7.85	7.58	1.23	-0.27	203
AS-7	Employees who understand the needs of their users	6.71	8.07	7.76	1.05	-0.31	58
AS-8	Willingness to help users	6.53	7.65	7.05	0.51	-0.60	43
AS-9	Dependability in handling users' service problems	6.60	8.07	7.67	1.07	-0.40	45
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.81	8.19	7.17	0.36	-1.02	53
IC-2	A library Web site enabling me to locate information on my own	6.86	8.15	7.47	0.61	-0.68	66
IC-3	The printed library materials I need for my work	6.30	7.72	7.30	1.00	-0.43	47
IC-4	The electronic information resources I need	6.52	8.02	7.33	0.81	-0.69	207
IC-5	Modern equipment that lets me easily access needed information	7.06	8.31	7.38	0.31	-0.94	64
IC-6	Easy-to-use access tools that allow me to find things on my own	6.24	7.61	6.83	0.59	-0.78	54
IC-7	Making information easily accessible for independent use	6.92	7.97	7.21	0.29	-0.76	63
IC-8	Print and/or electronic journal collections I require for my work	6.62	7.92	7.37	0.75	-0.56	52
Library as Place							
LP-1	Library space that inspires study and learning	6.54	8.03	7.04	0.50	-1.00	207
LP-2	Quiet space for individual activities	6.81	8.03	6.83	0.02	-1.20	64
LP-3	A comfortable and inviting location	6.74	8.24	7.46	0.72	-0.78	46
LP-4	A getaway for study, learning, or research	6.58	7.84	7.22	0.64	-0.62	45
LP-5	Community space for group learning and group study	6.88	8.12	7.67	0.80	-0.45	49
Overall:		6.59	7.94	7.32	0.73	-0.63	210

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.14	1.38	1.52	1.76	1.25	45
AS-2	Giving users individual attention	2.06	2.05	1.81	1.86	1.52	35
AS-3	Employees who are consistently courteous	1.80	1.21	1.43	2.10	1.60	59
AS-4	Readiness to respond to users' questions	1.90	1.60	1.70	1.85	1.45	48
AS-5	Employees who have the knowledge to answer user questions	1.85	1.74	1.92	2.33	1.79	42
AS-6	Employees who deal with users in a caring fashion	1.98	1.60	1.69	2.12	1.58	203
AS-7	Employees who understand the needs of their users	1.81	1.12	1.19	1.73	1.19	58
AS-8	Willingness to help users	1.99	1.95	2.02	1.58	1.42	43
AS-9	Dependability in handling users' service problems	1.74	1.10	1.22	1.63	1.14	45
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.87	1.61	1.71	1.55	1.47	53
IC-2	A library Web site enabling me to locate information on my own	1.78	1.19	1.50	1.74	1.42	66
IC-3	The printed library materials I need for my work	2.05	1.57	1.68	1.79	1.69	47
IC-4	The electronic information resources I need	1.79	1.45	1.59	1.66	1.59	207
IC-5	Modern equipment that lets me easily access needed information	1.83	0.85	1.69	2.01	1.63	64
IC-6	Easy-to-use access tools that allow me to find things on my own	2.10	1.82	1.99	2.02	1.63	54
IC-7	Making information easily accessible for independent use	1.85	1.43	1.84	2.21	1.76	63
IC-8	Print and/or electronic journal collections I require for my work	2.03	1.69	1.50	2.00	1.59	52
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.71	2.15	2.44	2.30	207
LP-2	Quiet space for individual activities	1.71	1.46	2.04	1.96	1.96	64
LP-3	A comfortable and inviting location	1.58	1.02	1.53	1.99	1.36	46
LP-4	A getaway for study, learning, or research	2.19	1.81	2.31	2.45	2.25	45
LP-5	Community space for group learning and group study	1.88	1.18	1.66	2.45	1.87	49
Overall:		1.51	1.13	1.38	1.56	1.21	210

11.3 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	6.47	7.82	7.52	1.04	-0.30	207
Information Control	6.63	8.02	7.28	0.65	-0.73	210
Library as Place	6.63	8.01	7.15	0.52	-0.86	207
Overall	6.59	7.94	7.32	0.73	-0.63	210

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	1.37	1.45	1.75	1.25	207
Information Control	1.67	1.21	1.45	1.60	1.30	210
Library as Place	1.76	1.45	1.91	2.17	1.98	207
Overall	1.51	1.13	1.38	1.56	1.21	210

11.4 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
Providing help when and where I need it	7.00	8.03	7.63	0.63	-0.40	35
Making me aware of library services	5.71	7.16	6.37	0.66	-0.79	38
Library orientations / instruction sessions	5.75	7.13	7.00	1.25	-0.13	32
Providing reliable access to resources when and where I need them	6.92	8.24	7.24	0.32	-1.00	38
The value of the library's resources and services to me for my academic success	7.04	8.09	7.72	0.67	-0.37	46

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
Providing help when and where I need it	1.97	1.60	1.68	1.75	1.35	35
Making me aware of library services	2.15	1.92	1.96	2.49	2.03	38
Library orientations / instruction sessions	2.50	2.21	1.98	2.27	2.18	32
Providing reliable access to resources when and where I need them	1.58	1.10	1.50	1.40	1.49	38
The value of the library's resources and services to me for my academic success	1.73	1.15	1.29	1.81	1.34	46

11.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.68	1.68	88
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.54	122
How would you rate the overall quality of the service provided by the library?	7.49	1.53	210

11.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.85	1.78	75
The library aids my advancement in my academic discipline or work.	7.27	1.72	90
The library enables me to be more efficient in my academic pursuits or work.	7.34	1.45	89
The library helps me distinguish between trustworthy and untrustworthy information.	5.95	2.09	86
The library provides me with the information skills I need in my work or study.	7.13	1.77	80

Language: English (American), French (Canada)

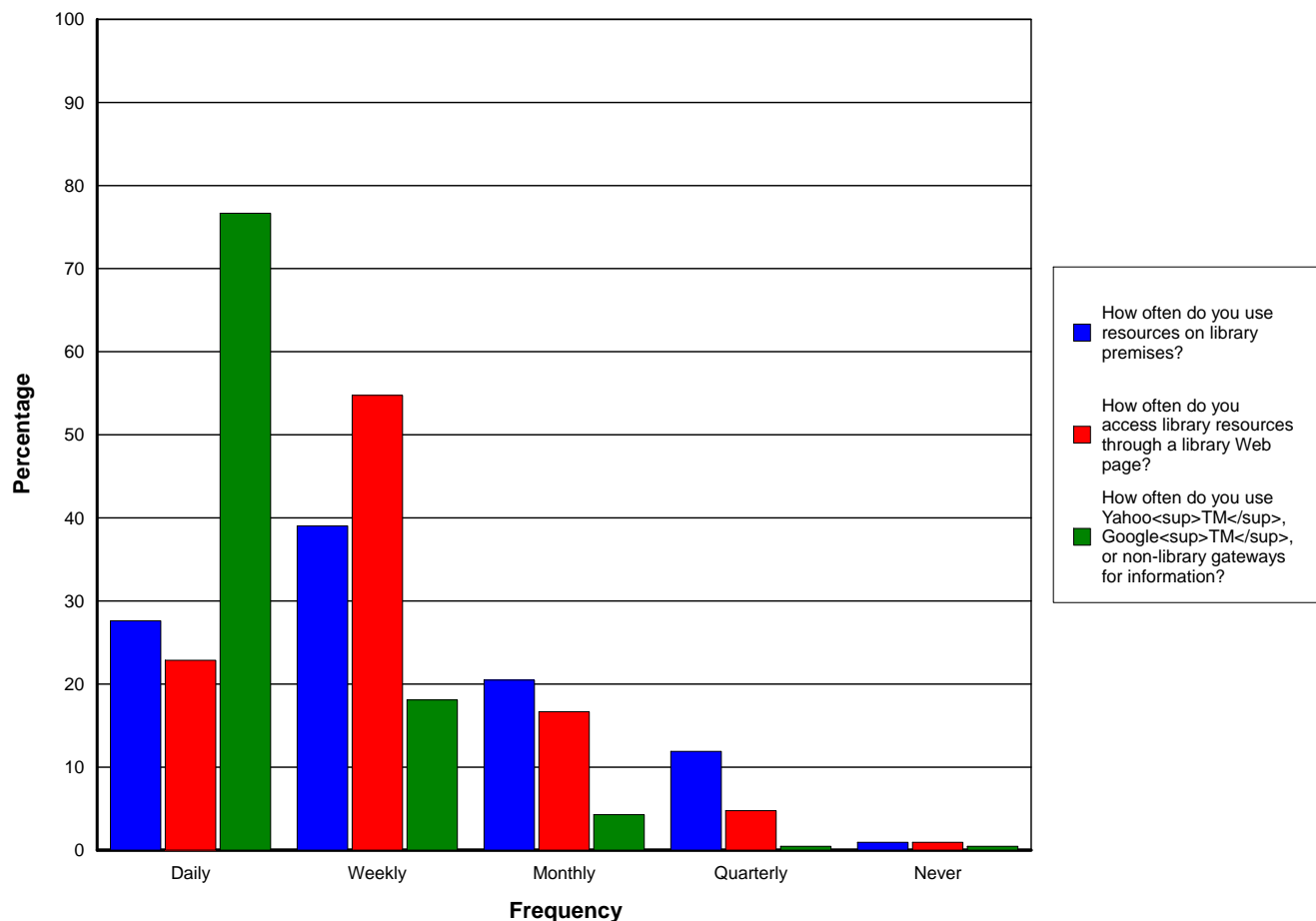
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Graduate

11.7 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?	58 27.62%	82 39.05%	43 20.48%	25 11.90%	2 0.95%	210 100.00%
How often do you access library resources through a library Web page?	48 22.86%	115 54.76%	35 16.67%	10 4.76%	2 0.95%	210 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	161 76.67%	38 18.10%	9 4.29%	1 0.48%	1 0.48%	210 100.00%

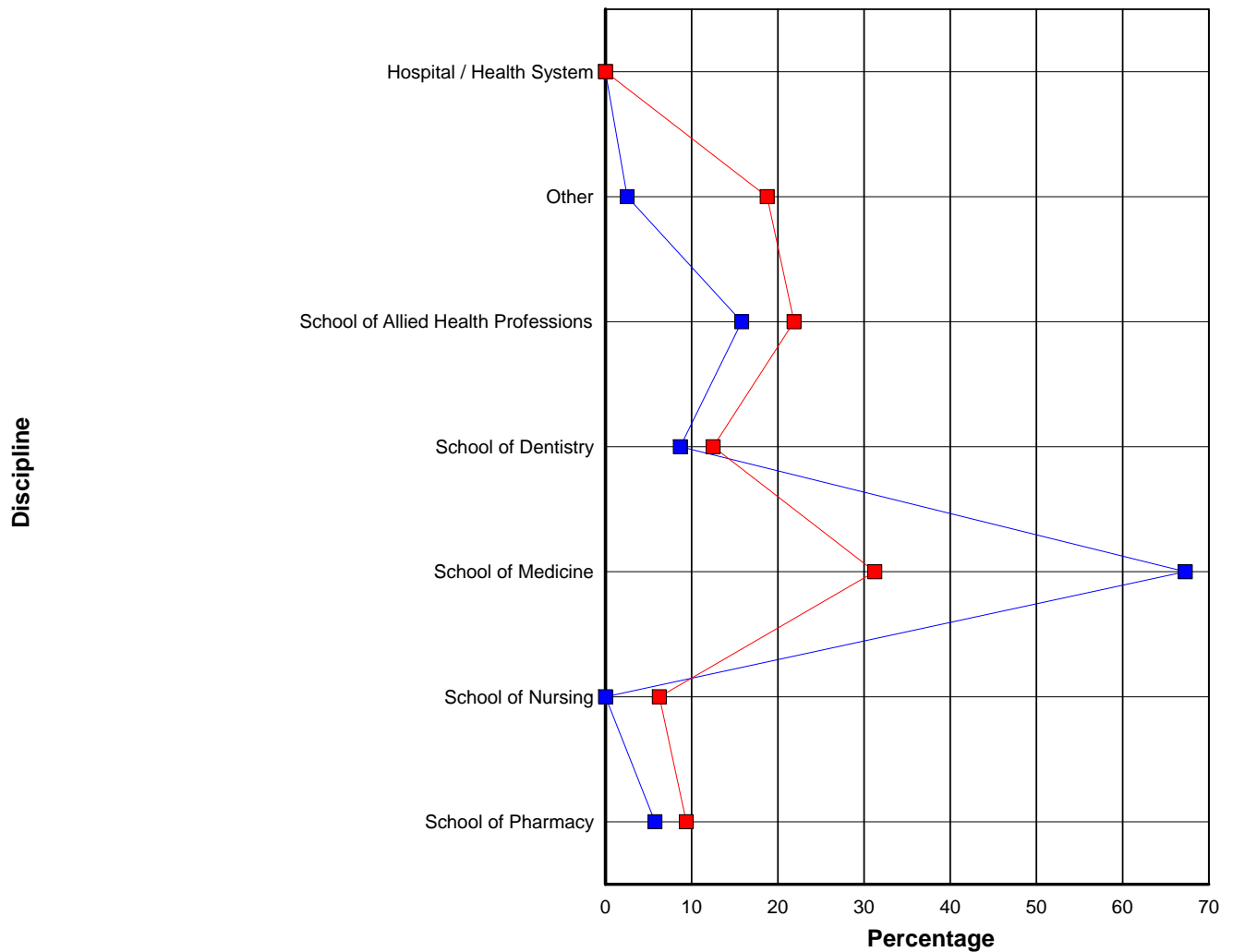
12 Summary for Faculty

12.1 Demographic Summary for Faculty

12.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American), French (Canada)
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Hospital / Health System	0	0.00	0	0.00	0.00
Other	18	2.52	6	18.75	-16.23
School of Allied Health Professions	113	15.80	7	21.88	-6.07
School of Dentistry	62	8.67	4	12.50	-3.83
School of Medicine	481	67.27	10	31.25	36.02
School of Nursing	0	0.00	2	6.25	-6.25
School of Pharmacy	41	5.73	3	9.38	-3.64
Total:	715	100.00	32	100.00	0.00

12.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	3.13
23 - 30	1	3.13
31 - 45	10	31.25
46 - 65	19	59.38
Over 65	1	3.13
Total:	32	100.00

12.1.3 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.

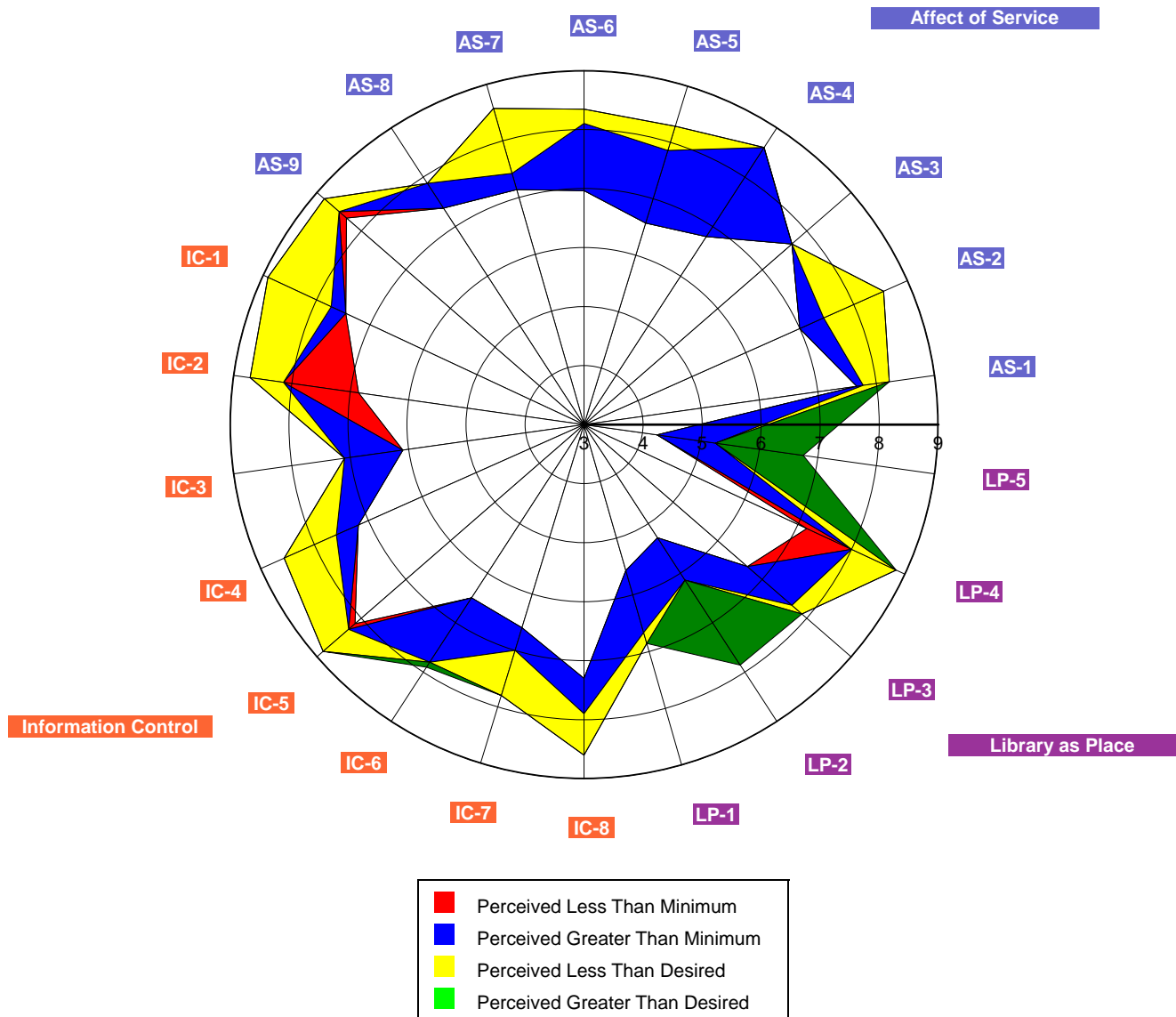
Sex:	Respondents n	Respondents %
Female	16	50.00
Male	16	50.00
Total:	32	100.00

12.2 Core Questions Summary for Faculty

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

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

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

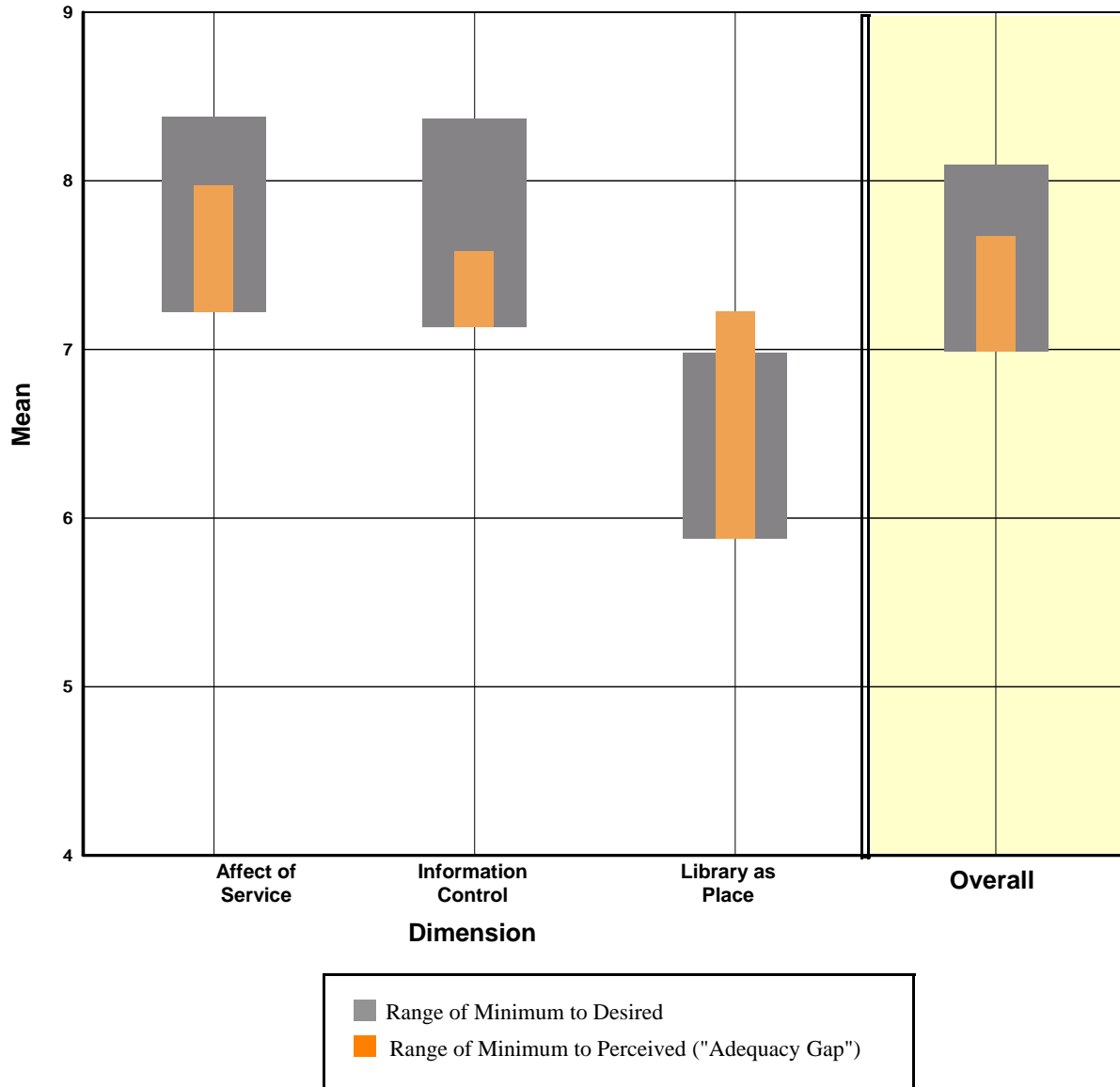


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.67	8.22	7.78	0.11	-0.44	9
AS-2	Giving users individual attention	7.00	8.56	7.44	0.44	-1.11	9
AS-3	Employees who are consistently courteous	7.67	7.67	7.67	0.00	0.00	3
AS-4	Readiness to respond to users' questions	6.80	8.60	8.60	1.80	0.00	5
AS-5	Employees who have the knowledge to answer user questions	6.57	8.29	7.86	1.29	-0.43	7
AS-6	Employees who deal with users in a caring fashion	6.97	8.34	8.10	1.14	-0.24	29
AS-7	Employees who understand the needs of their users	7.14	8.57	7.43	0.29	-1.14	7
AS-8	Willingness to help users	7.38	7.88	7.88	0.50	0.00	8
AS-9	Dependability in handling users' service problems	8.50	8.83	8.33	-0.17	-0.50	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.45	8.91	7.73	0.27	-1.18	11
IC-2	A library Web site enabling me to locate information on my own	8.14	8.71	6.86	-1.29	-1.86	7
IC-3	The printed library materials I need for my work	6.10	7.10	7.10	1.00	0.00	10
IC-4	The electronic information resources I need	7.19	8.56	7.59	0.41	-0.97	32
IC-5	Modern equipment that lets me easily access needed information	8.29	8.86	8.14	-0.14	-0.71	7
IC-6	Easy-to-use access tools that allow me to find things on my own	6.50	7.80	7.90	1.40	0.10	10
IC-7	Making information easily accessible for independent use	6.60	7.80	7.00	0.40	-0.80	5
IC-8	Print and/or electronic journal collections I require for my work	7.30	8.60	7.90	0.60	-0.70	10
Library as Place							
LP-1	Library space that inspires study and learning	5.57	6.86	6.67	1.10	-0.19	21
LP-2	Quiet space for individual activities	5.29	6.14	7.86	2.57	1.71	7
LP-3	A comfortable and inviting location	6.67	7.89	7.67	1.00	-0.22	9
LP-4	A getaway for study, learning, or research	8.00	8.83	7.17	-0.83	-1.67	6
LP-5	Community space for group learning and group study	4.25	5.25	6.75	2.50	1.50	4
Overall:		6.99	8.10	7.67	0.68	-0.43	32

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	1.00	0.83	1.20	1.17	1.42	9
AS-2	Giving users individual attention	1.94	1.01	1.13	1.51	0.93	9
AS-3	Employees who are consistently courteous	2.31	2.31	2.31	0.00	0.00	3
AS-4	Readiness to respond to users' questions	2.68	0.55	0.55	2.17	0.00	5
AS-5	Employees who have the knowledge to answer user questions	1.99	1.11	0.69	1.70	0.98	7
AS-6	Employees who deal with users in a caring fashion	1.74	1.32	1.23	1.53	1.06	29
AS-7	Employees who understand the needs of their users	1.46	0.79	1.72	1.89	2.04	7
AS-8	Willingness to help users	1.30	1.89	1.55	1.60	0.53	8
AS-9	Dependability in handling users' service problems	0.84	0.41	0.82	0.41	0.55	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.57	0.30	1.10	1.19	0.98	11
IC-2	A library Web site enabling me to locate information on my own	0.90	0.49	1.35	1.50	1.46	7
IC-3	The printed library materials I need for my work	2.18	1.85	1.60	1.25	1.33	10
IC-4	The electronic information resources I need	1.79	1.01	1.27	1.39	1.12	32
IC-5	Modern equipment that lets me easily access needed information	0.76	0.38	1.21	0.90	0.95	7
IC-6	Easy-to-use access tools that allow me to find things on my own	2.32	2.44	1.37	2.67	2.96	10
IC-7	Making information easily accessible for independent use	0.89	1.30	1.22	0.55	0.45	5
IC-8	Print and/or electronic journal collections I require for my work	1.64	0.70	1.20	2.07	1.42	10
Library as Place							
LP-1	Library space that inspires study and learning	2.44	2.78	2.11	2.77	2.69	21
LP-2	Quiet space for individual activities	2.43	2.97	1.86	3.26	3.55	7
LP-3	A comfortable and inviting location	2.35	1.36	1.58	2.35	1.48	9
LP-4	A getaway for study, learning, or research	0.89	0.41	1.47	1.72	1.63	6
LP-5	Community space for group learning and group study	0.50	2.22	1.26	1.29	2.08	4
Overall:		1.55	1.15	1.08	1.47	1.28	32

12.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.22	8.38	7.97	0.75	-0.41	30
Information Control	7.14	8.37	7.58	0.45	-0.79	32
Library as Place	5.88	6.98	7.22	1.34	0.24	29
Overall	6.99	8.10	7.67	0.68	-0.43	32

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	1.53	1.02	1.10	1.34	0.93	30
Information Control	1.52	1.00	1.08	1.25	1.11	32
Library as Place	2.27	2.30	1.85	2.54	2.40	29
Overall	1.55	1.15	1.08	1.47	1.28	32

12.4 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
Providing help when and where I need it	7.00	7.33	7.33	0.33	0.00	3
Making me aware of library services	7.00	8.00	6.00	-1.00	-2.00	6
Library orientations / instruction sessions	6.86	8.57	7.14	0.29	-1.43	7
Providing reliable access to resources when and where I need them	7.73	8.73	8.09	0.36	-0.64	11
The value of the library's resources and services to me for my academic success	8.00	8.50	8.50	0.50	0.00	2

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
Providing help when and where I need it	2.00	2.08	2.08	1.53	1.00	3
Making me aware of library services	1.67	1.26	2.53	3.22	2.90	6
Library orientations / instruction sessions	1.86	0.53	2.54	3.09	2.76	7
Providing reliable access to resources when and where I need them	1.56	0.65	0.70	1.43	0.67	11
The value of the library's resources and services to me for my academic success	0.00	0.71	0.71	0.71	1.41	2

Language: English (American), French (Canada)

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Faculty

12.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.13	1.09	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.69	1.45	16
How would you rate the overall quality of the service provided by the library?	7.94	0.91	32

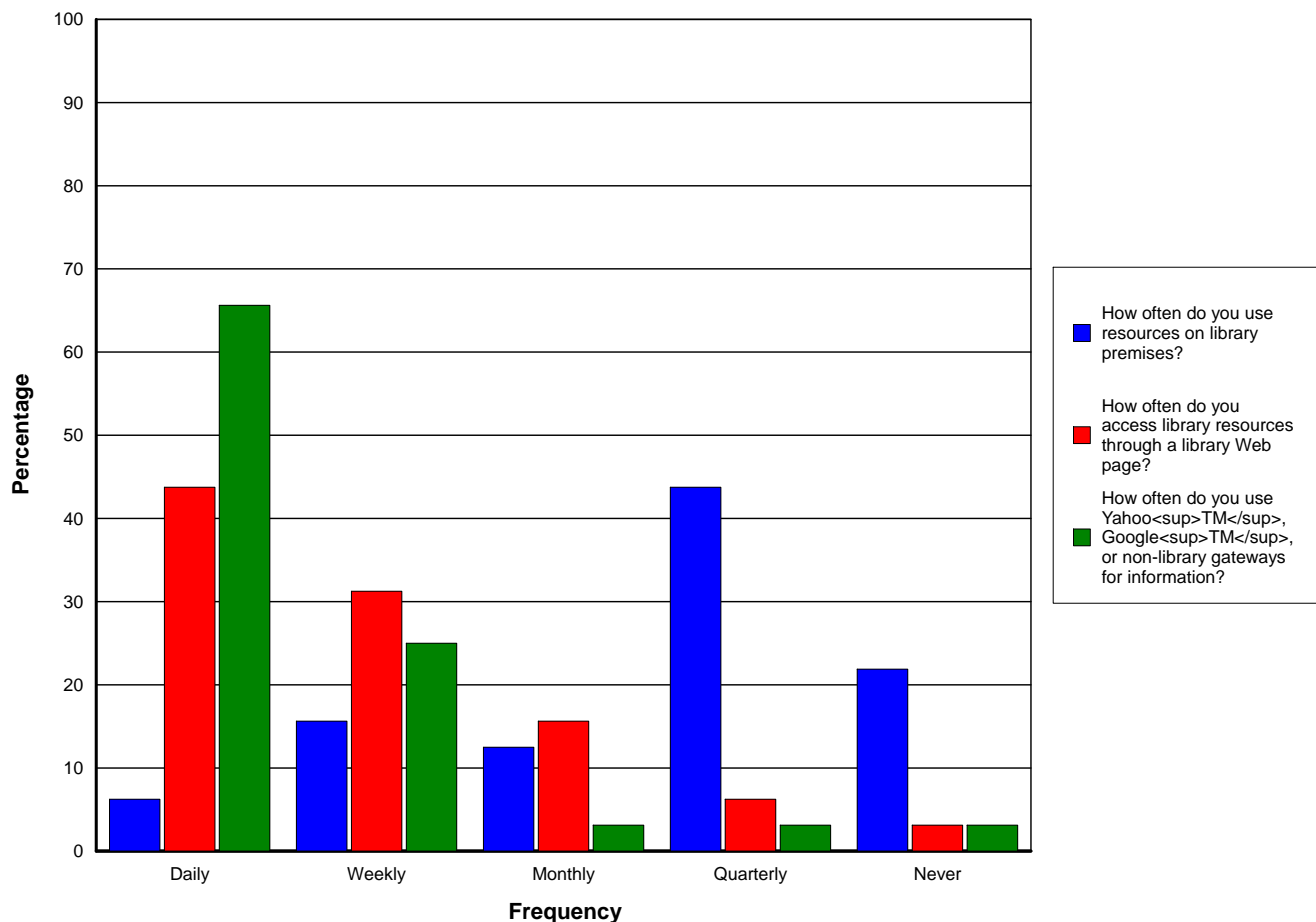
12.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.25	2.02	16
The library aids my advancement in my academic discipline or work.	8.29	0.47	14
The library enables me to be more efficient in my academic pursuits or work.	7.60	1.35	10
The library helps me distinguish between trustworthy and untrustworthy information.	6.75	1.91	12
The library provides me with the information skills I need in my work or study.	8.00	1.35	12

12.7 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?	2 6.25%	5 15.63%	4 12.50%	14 43.75%	7 21.88%	32 100.00%
How often do you access library resources through a library Web page?	14 43.75%	10 31.25%	5 15.63%	2 6.25%	1 3.13%	32 100.00%
How often do you use Yahoo TM , Google TM , or non-library gateways for information?	21 65.63%	8 25.00%	1 3.13%	1 3.13%	1 3.13%	32 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+® 2000 Dimensions

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

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

LibQUAL+® 2001 Dimensions

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

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

LibQUAL+® 2002 and 2003 Dimensions

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

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

LibQUAL+® 2004 - Present Dimensions

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

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

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

Affect of Service

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

Information Control

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

Library as Place

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



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