



LibQUAL⁺™

2005 Survey

ARL

Association of Research Libraries / Texas A&M University

www.libqual.org



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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2005 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2005.

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 this developmental project. From Texas A&M University, the quantitative guidance of Bruce Thompson and the qualitative leadership of Yvonna Lincoln have 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. From the Association of Research Libraries, we are appreciative of the project management role of Martha Kyrillidou, the technical development role of Jonathan Sousa, and the communications and training support of Amy Hoseth.

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, an assessment tool in development now called DigiQUAL (formerly known as e-QUAL). As we move towards the conclusion of these grant funding activities, 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+™: 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 bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. 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 libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of spring 2005, more than 600 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries-some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and Europe, and has been translated into a number of languages, including French, Swedish, Dutch, and Afrikaans. 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 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

How does LibQUAL+™ benefit your library users?

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. You invite your users to take the survey, distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central 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).

1.3 Web Access to Data

Data summaries from the 2005 iteration of the LibQUAL+™ survey will be available to project participants online via the LibQUAL+™ survey management site:

<http://www.libqual.org/Manage/Results/index.cfm>

1.4 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/Information/Tools/index.cfm>

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), Library as Place (LP), and Information Control (IC).

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 graphically show strengths and weaknesses 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.

In this notebook, standard deviations are provided for every mean presented in the tables.

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 the consortium 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.

1.5 A Few Words about LibQUAL+™ 2005

Libraries today confront escalating pressure to demonstrate 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)

In this environment, "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+™ project (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyriellidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002). The book by Cook, Heath and Thompson (forthcoming) details much of the related history and research.

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 quantitative 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 a way 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, LibQUAL+™ is only one of 11 "ways of listening" to customers, a "total market survey." 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).

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, Kyrillidou, 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 recently been published by Hayworth Press as a monograph. This publication can be ordered through the LibQUAL+™ web site at <<http://www.libqual.org>>.

2005 Data Screening

The 22 LibQUAL+™ core quantitative 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) *Library as Place* (5 items, such as "a getaway for study, learning, or research"); and (c) *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").

However, as happens in any survey, in 2005 some users provided incomplete data, or 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 22 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" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 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 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

2. Excessive "NA" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a Palm PDA) for completing the survey, some users might have selected "NA" 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. *In this survey it was decided that records containing more than 11 "NA" responses should be eliminated from the summary statistics.*

3. Excessive Inconsistent Responses. On LibQUAL+™ 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 on the 1-to-9 (9 is highest) scale of 7.5 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 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, ranging from "0" to "22," was made. *Records containing more than 9 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, 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 for earlier years are available on the Web at the following URL:

<http://www.coe.tamu.edu/~bthompson/libq2005.htm>

Response Rates

At the American Library Association mid-winter 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)

Population (N=23,000)

Gender	Gender
Students 35% female	Students 59% female
Faculty 65% female	Faculty 43% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 15%
Science 20%	Science 35%
Other 40%	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+™ Interactive Statistics

In addition to the institution and group notebooks and the norms, LibQUAL+™ has also provided an interactive environment for data analysis where institutions can mine institutional data for peer comparisons. The LibQUAL+™ Interactive Statistics web page includes graphing capabilities for all LibQUAL+™ scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either JPEG format for presentation purposes or Flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. Additional development aims at delivering norms in an interactive environment. To access the LibQUAL+™ Interactive Statistics online, go to:

[<http://www.libqual.org/Manage/Results/index.cfm>](http://www.libqual.org/Manage/Results/index.cfm)

Survey Data

In addition to the notebooks, the interactive statistics, and the norms, LibQUAL+™ also makes available (a) raw survey data in SPSS at the request of participating libraries, and (b) raw survey data in Excel for all participating libraries. Additional training using the SPSS datafile is available as a follow-up workshop activity and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in Excel format.

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 annual *ARL Service Quality Evaluation Academy*. For more information about the Academy, see the LibQUAL+™ events page at

<http://www.libqual.org/Events/index.cfm>

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 third cohort of Academy participants graduated in May, 2004. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

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

<http://www.libqual.org>

<http://www.statsqual.org>

<http://www.arl.org>

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2 Respondents by Institution for ARL

Below is a listing of all the ARL institutions that participated in the 2005 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, Academic Law, College or University). The number of respondents from each institution and the percentage of the total number of ARL respondents that they represent are provided.

Institution	Respondents n	Respondents %
Academic Health Sciences		
1) Columbia University Health Sciences Library	343	1.69%
2) Northwestern University, Galter Health Sciences Library	271	1.33%
3) Ohio State University, Health Sciences Library	566	2.79%
4) UNM Health Sciences Library and Informatics Center	336	1.65%
Sub Total:	1,516	7.47%
Academic Law		
5) University of Connecticut Law Library	105	0.52%
6) University of Hawai'i at Manoa, Richardson School of Law	100	0.49%
Sub Total:	205	1.01%
College or University		
7) Auburn University	276	1.36%
8) Brown University Library	1,926	9.48%
9) Cornell University Library	423	2.08%
10) Duke University Libraries	549	2.70%
11) Emory University	398	1.96%
12) Iowa State University Library	508	2.50%
13) McGill University Libraries	1,027	5.06%
14) Ohio State University Libraries	251	1.24%
15) Ohio University Libraries, Athens Campus	615	3.03%
16) Purdue University	862	4.24%
17) Rutgers, the State University of New Jersey	796	3.92%
18) Syracuse University	456	2.25%
19) Texas A&M University, College Station	515	2.54%
20) Texas A&M University, Galveston	72	0.35%
21) Université Laval	319	1.57%
22) University of Alabama	812	4.00%
23) University of Alberta Libraries	615	3.03%
24) University of Arizona Library	592	2.92%
25) University of California, Los Angeles	461	2.27%
26) University of Cincinnati Libraries	436	2.15%
27) University of Florida, George A. Smathers Libraries	378	1.86%
28) University of Guelph	721	3.55%

Language: American English
 Institution Type: All
 Consortium: ARL
 User Group: All

College or University (continued)

29)	University of Houston Libraries	310	1.53%
30)	University of Maryland Libraries	285	1.40%
31)	University of Oklahoma Libraries	465	2.29%
32)	University of Oregon Libraries	336	1.65%
33)	University of Pittsburgh	294	1.45%
34)	University of South Carolina - Columbia	275	1.35%
35)	University of Southern California	680	3.35%
36)	University of Texas at Austin	855	4.21%
37)	UNM Libraries	888	4.37%
38)	Virginia Polytechnic Institute and State University	281	1.38%
39)	Wayne State University	727	3.58%
Sub Total:		18,404	90.62%

Natural Resources Library

40)	Bibliothèque et Archives Canada - Français	11	0.05%
41)	Library and Archives Canada - English	172	0.85%
Sub Total:		183	0.90%

Grand Total:		20,308	100.00%
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Language: American English
Institution Type: All
Consortium: ARL
User Group: All

3 Academic Health Sciences Libraries Demographic Summary for ARL

3.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	16	1.06%
Second year	12	0.79%
Third year	22	1.45%
Fourth year	33	2.18%
Fifth year and above	26	1.72%
Non-degree	13	0.86%
Sub Total:	122	8.05%
Graduate		
Masters	102	6.73%
Doctoral	292	19.26%
Non-degree or Undecided	15	0.99%
Sub Total:	409	26.98%
Faculty		
Adjunct Faculty	17	1.12%
Assistant Professor	134	8.84%
Associate Professor	84	5.54%
Lecturer	18	1.19%
Professor	76	5.01%
Other Academic Status	55	3.63%
Sub Total:	384	25.33%
Library Staff		
Administrator	2	0.13%
Manager, Head of Unit	4	0.26%
Public Services	5	0.33%
Systems	1	0.07%
Technical Services	5	0.33%
Other	3	0.20%
Sub Total:	20	1.32%
Staff		
Administrator/Manager	88	5.80%
Basic Science Staff (non-faculty)	94	6.20%
Clerical Staff (non-exempt)	55	3.63%
Clinical Staff (non-faculty)	97	6.40%
Resident, Fellow, or Intern	54	3.56%
Technical Support Staff	49	3.23%
Other staff positions	144	9.50%
Sub Total:	581	38.32%
Total:	1,516	100.00%

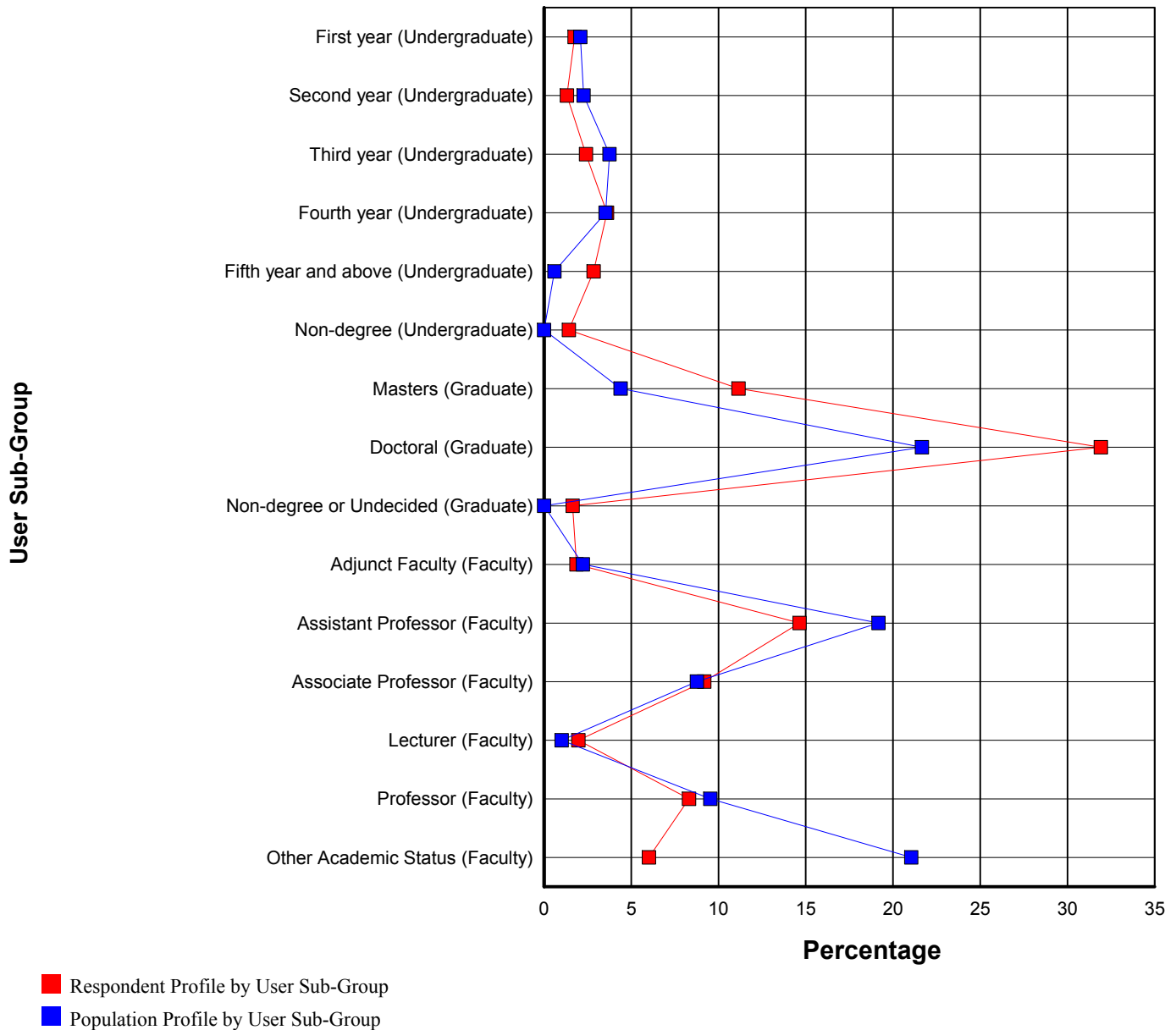
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All

3.2 Population and Respondent Profiles by User Sub-Group

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

The chart maps 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 both the general population (N) and 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: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	157	2.08%	16	1.75%	0.33%
Second year (Undergraduate)	171	2.27%	12	1.31%	0.95%
Third year (Undergraduate)	283	3.75%	22	2.40%	1.35%
Fourth year (Undergraduate)	266	3.53%	33	3.61%	-0.08%
Fifth year and above (Undergraduate)	45	0.60%	26	2.84%	-2.25%
Non-degree (Undergraduate)	0	0.00%	13	1.42%	-1.42%
Masters (Graduate)	331	4.39%	102	11.15%	-6.76%
Doctoral (Graduate)	1,634	21.66%	292	31.91%	-10.26%
Non-degree or Undecided (Graduate)	0	0.00%	15	1.64%	-1.64%
Adjunct Faculty (Faculty)	168	2.23%	17	1.86%	0.37%
Assistant Professor (Faculty)	1,446	19.17%	134	14.64%	4.52%
Associate Professor (Faculty)	661	8.76%	84	9.18%	-0.42%
Lecturer (Faculty)	76	1.01%	18	1.97%	-0.96%
Professor (Faculty)	719	9.53%	76	8.31%	1.22%
Other Academic Status (Faculty)	1,588	21.05%	55	6.01%	15.04%
Total:	7,545	100.00%	915	100.00%	0.00%

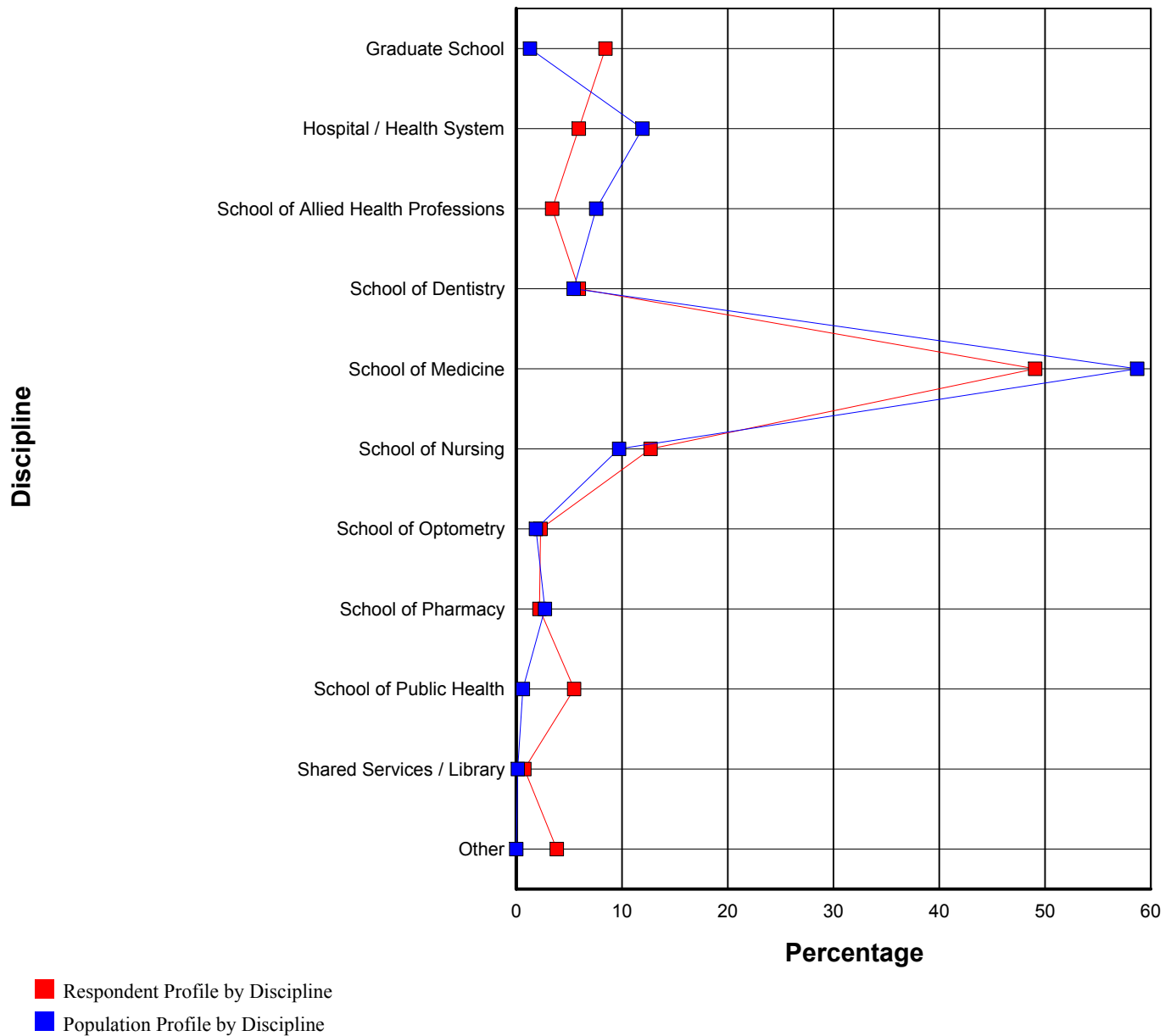
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excluding Library Staff, Staff, Other Patrons)

3.3 Population and Respondent Profiles by Standard Discipline

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

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 both the general population (N) and 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: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	193	1.29%	77	8.43%	-7.14%
Hospital / Health System	1,782	11.93%	54	5.91%	6.01%
School of Allied Health Professions	1,130	7.56%	31	3.40%	4.17%
School of Dentistry	811	5.43%	54	5.91%	-0.49%
School of Medicine	8,771	58.72%	448	49.07%	9.65%
School of Nursing	1,453	9.73%	116	12.71%	-2.98%
School of Optometry	278	1.86%	21	2.30%	-0.44%
School of Pharmacy	405	2.71%	20	2.19%	0.52%
School of Public Health	93	0.62%	50	5.48%	-4.85%
Shared Services / Library	22	0.15%	7	0.77%	-0.62%
Other	0	0.00%	35	3.83%	-3.83%
Total:	14,938	100.00%	913	100.00%	0.00%

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

3.4 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	1	0.07%
18 - 22	78	5.22%
23 - 30	460	30.77%
31 - 45	460	30.77%
46 - 65	466	31.17%
Over 65	30	2.01%
Total:	1,495	100.00%

3.5 Population and Respondent Profiles 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 %
Male	3,812	54.19%	518	34.70%
Female	3,223	45.81%	975	65.30%
Total:	7,035	100.00%	1,493	100.00%

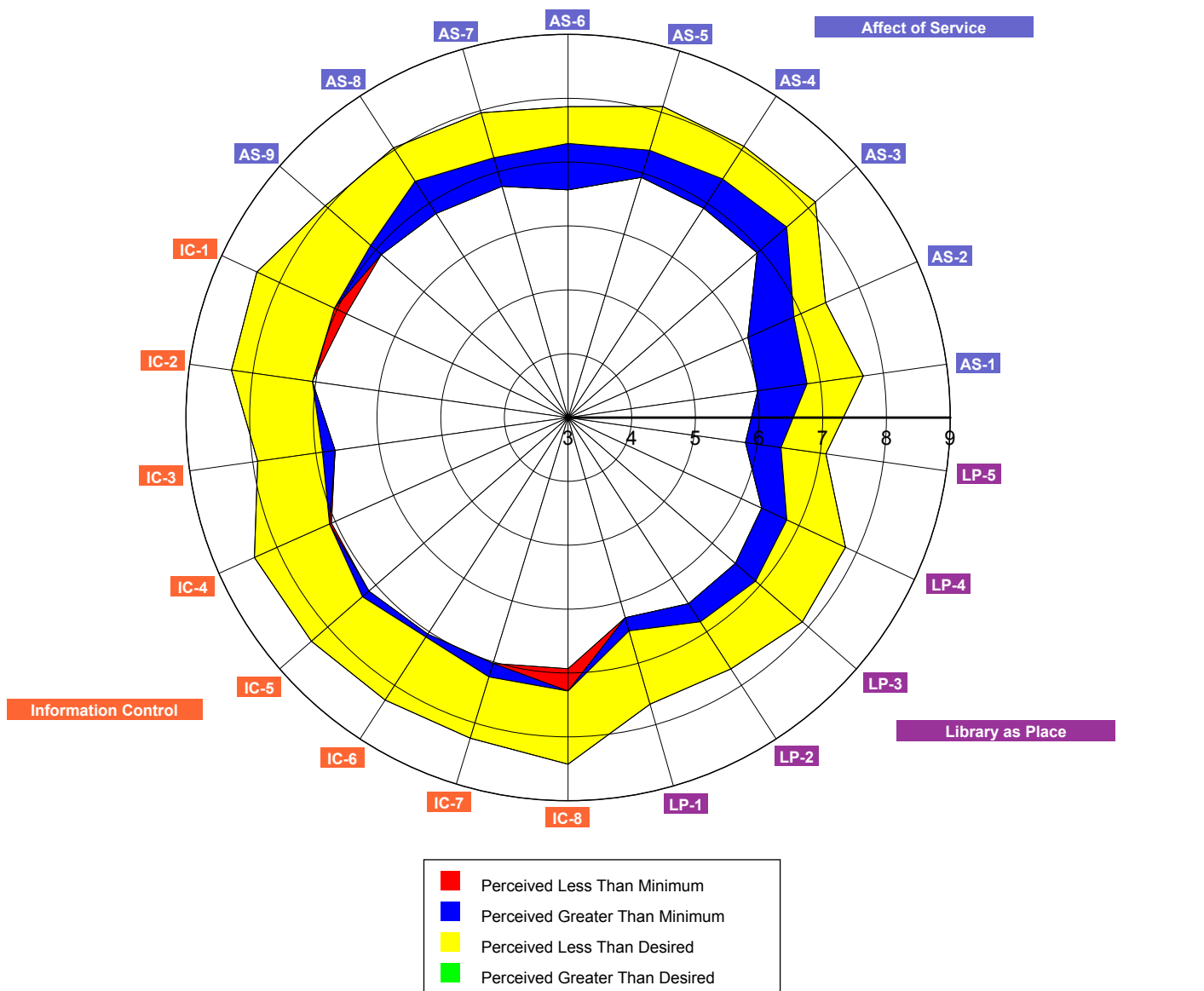
4 Academic Health Sciences Libraries Survey Item Summary for ARL

4.1 Core Questions Summary

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	6.01	7.68	6.79	0.78	-0.89	1,395
AS-2	Giving users individual attention	6.09	7.43	6.88	0.79	-0.54	1,408
AS-3	Employees who are consistently courteous	6.94	8.15	7.55	0.61	-0.60	1,460
AS-4	Readiness to respond to users' questions	6.91	8.07	7.46	0.54	-0.61	1,422
AS-5	Employees who have the knowledge to answer user questions	6.93	8.09	7.38	0.44	-0.72	1,399
AS-6	Employees who deal with users in a caring fashion	6.57	7.87	7.29	0.73	-0.58	1,422
AS-7	Employees who understand the needs of their users	6.77	7.96	7.23	0.46	-0.73	1,379
AS-8	Willingness to help users	6.81	8.03	7.41	0.60	-0.62	1,401
AS-9	Dependability in handling users' service problems	6.89	8.05	7.11	0.22	-0.94	1,271
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.05	8.39	6.84	-0.21	-1.55	1,437
IC-2	A library Web site enabling me to locate information on my own	7.06	8.34	7.06	0.00	-1.28	1,473
IC-3	The printed library materials I need for my work	6.70	7.92	6.90	0.20	-1.03	1,356
IC-4	The electronic information resources I need	7.10	8.39	7.07	-0.03	-1.32	1,463
IC-5	Modern equipment that lets me easily access needed information	7.15	8.34	7.28	0.13	-1.06	1,447
IC-6	Easy-to-use access tools that allow me to find things on my own	7.05	8.28	7.10	0.05	-1.18	1,446
IC-7	Making information easily accessible for independent use	7.03	8.25	7.25	0.22	-1.00	1,440
IC-8	Print and/or electronic journal collections I require for my work	7.29	8.43	6.93	-0.35	-1.50	1,403
Library as Place							
LP-1	Library space that inspires study and learning	6.26	7.67	6.48	0.21	-1.19	1,396
LP-2	Quiet space for individual activities	6.48	7.69	6.81	0.34	-0.88	1,349
LP-3	A comfortable and inviting location	6.48	7.87	6.90	0.42	-0.97	1,429
LP-4	A getaway for study, learning, or research	6.36	7.81	6.79	0.44	-1.02	1,334
LP-5	Community space for group learning and group study	5.81	7.09	6.38	0.56	-0.71	1,127
Overall:		6.73	8.01	7.05	0.32	-0.96	1,496

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

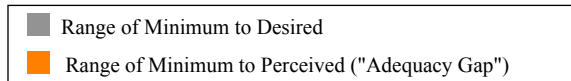
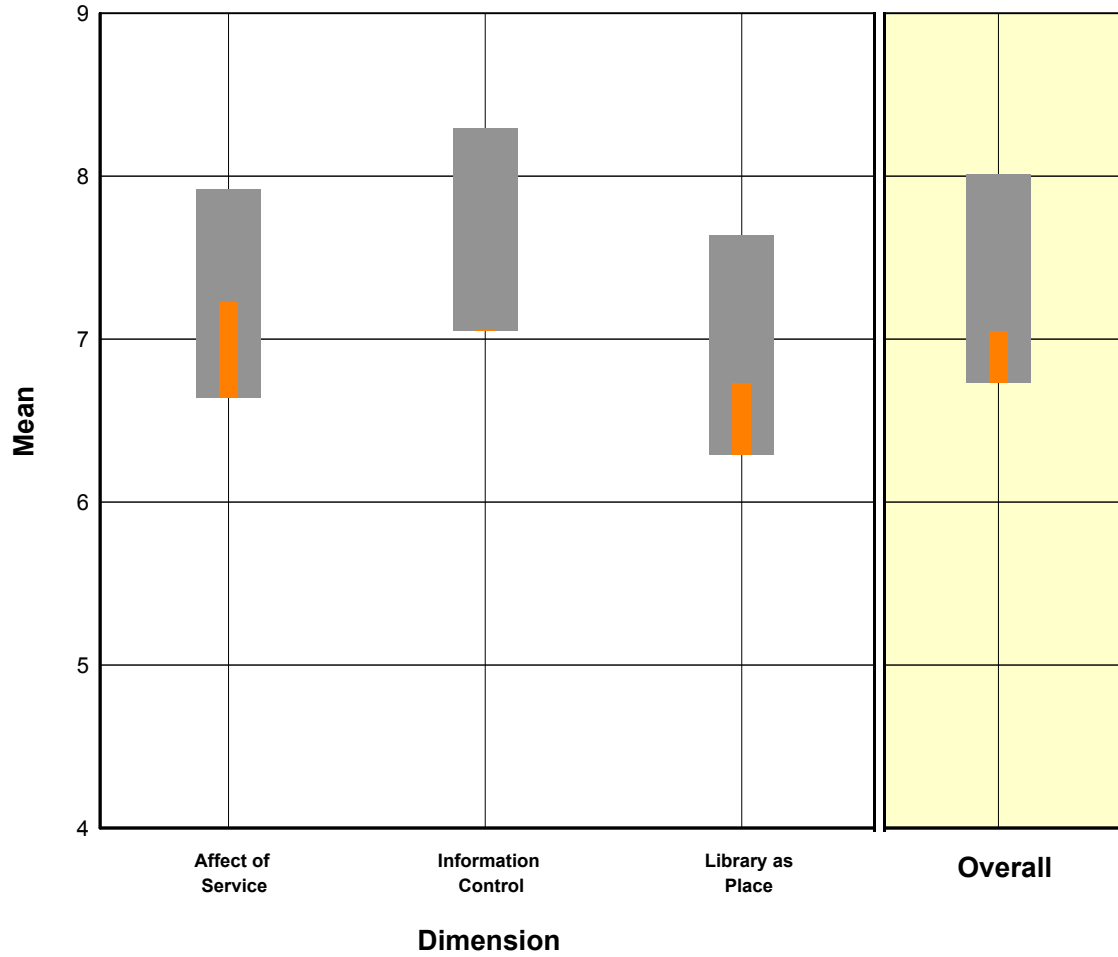
User Group: All (Excluding Library Staff)

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	1.82	1.47	1.64	1.81	1.63	1,395
AS-2	Giving users individual attention	1.91	1.65	1.73	1.82	1.66	1,408
AS-3	Employees who are consistently courteous	1.74	1.26	1.56	1.86	1.54	1,460
AS-4	Readiness to respond to users' questions	1.66	1.26	1.52	1.72	1.47	1,422
AS-5	Employees who have the knowledge to answer user questions	1.68	1.28	1.53	1.76	1.51	1,399
AS-6	Employees who deal with users in a caring fashion	1.83	1.45	1.54	1.79	1.54	1,422
AS-7	Employees who understand the needs of their users	1.72	1.30	1.56	1.80	1.57	1,379
AS-8	Willingness to help users	1.71	1.25	1.51	1.78	1.55	1,401
AS-9	Dependability in handling users' service problems	1.66	1.30	1.66	1.89	1.71	1,271
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.20	1.84	2.18	1.96	1,437
IC-2	A library Web site enabling me to locate information on my own	1.60	1.07	1.66	1.97	1.72	1,473
IC-3	The printed library materials I need for my work	1.77	1.41	1.64	2.00	1.85	1,356
IC-4	The electronic information resources I need	1.59	1.02	1.53	1.93	1.68	1,463
IC-5	Modern equipment that lets me easily access needed information	1.55	1.04	1.53	1.90	1.65	1,447
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.08	1.50	1.83	1.60	1,446
IC-7	Making information easily accessible for independent use	1.55	1.11	1.43	1.77	1.56	1,440
IC-8	Print and/or electronic journal collections I require for my work	1.60	1.07	1.67	2.06	1.82	1,403
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.69	2.03	2.47	2.48	1,396
LP-2	Quiet space for individual activities	1.98	1.64	1.84	2.30	2.22	1,349
LP-3	A comfortable and inviting location	1.86	1.48	1.97	2.37	2.26	1,429
LP-4	A getaway for study, learning, or research	1.94	1.56	1.82	2.27	2.12	1,334
LP-5	Community space for group learning and group study	2.18	2.09	1.99	2.40	2.40	1,127
Overall:		1.33	0.89	1.24	1.44	1.22	1,496

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

4.2 Core Question Dimensions Summary

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: American English
 Institution Type: Academic Health Sciences
 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	6.64	7.92	7.23	0.58	-0.70	1,493
Information Control	7.05	8.29	7.06	0.01	-1.24	1,496
Library as Place	6.29	7.64	6.73	0.44	-0.91	1,478
Overall:	6.73	8.01	7.05	0.32	-0.96	1,496

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	1.47	1.07	1.35	1.48	1.26	1,493
Information Control	1.32	0.84	1.27	1.57	1.34	1,496
Library as Place	1.70	1.38	1.65	2.00	1.93	1,478
Overall:	1.33	0.89	1.24	1.44	1.22	1,496

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

4.3 Local Questions Summary

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.57	7.91	6.81	0.24	-1.10	1,319
Employees teaching me how to access or manage information	6.36	7.69	7.01	0.65	-0.67	1,321
An environment that facilitates group study and problem solving	5.82	7.10	6.70	0.88	-0.40	186
Access to information resources that support patient care	6.90	8.01	7.11	0.21	-0.89	1,088
Ease of use of electronic resources	7.17	8.25	7.28	0.11	-0.96	547
Library orientations / instruction sessions	5.45	6.71	6.33	0.87	-0.38	258
Collections of online full-text articles sufficient to meet my needs	7.24	8.56	6.43	-0.82	-2.14	320
Electronic resources matching my information needs	7.07	8.23	7.23	0.16	-1.00	531
Provision of information skills training	5.66	7.10	6.21	0.56	-0.88	258
Making me aware of library resources and services	6.15	7.56	6.67	0.52	-0.89	319
Efficient interlibrary loan / document delivery	6.95	8.26	7.04	0.09	-1.22	216

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

This table displays the standard deviation 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 health information when and where I need it	1.73	1.44	1.60	1.84	1.73	1,319
Employees teaching me how to access or manage information	1.91	1.56	1.71	1.93	1.75	1,321
An environment that facilitates group study and problem solving	2.05	1.96	1.66	1.97	1.91	186
Access to information resources that support patient care	1.87	1.51	1.62	1.92	1.68	1,088
Ease of use of electronic resources	1.52	1.11	1.48	1.70	1.52	547
Library orientations / instruction sessions	2.31	2.29	1.93	2.15	2.26	258
Collections of online full-text articles sufficient to meet my needs	1.67	0.86	1.77	2.44	2.00	320
Electronic resources matching my information needs	1.53	1.13	1.49	1.75	1.61	531
Provision of information skills training	1.98	1.90	1.75	1.91	2.05	258
Making me aware of library resources and services	1.94	1.49	1.71	2.11	1.88	319
Efficient interlibrary loan / document delivery	1.65	1.22	1.86	2.33	2.03	216

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

4.4 General Satisfaction Questions Summary

This table displays 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 particular 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.	7.46	1.54	1,495
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.97	1.68	1,495
How would you rate the overall quality of the service provided by the library?	7.21	1.44	1,495

4.5 Information Literacy Outcomes Questions Summary

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 particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.55	1.77	1,495
The library aids my advancement in my academic discipline.	6.89	1.67	1,494
The library enables me to be more efficient in my academic pursuits.	6.95	1.71	1,494
The library helps me distinguish between trustworthy and untrustworthy information.	5.82	1.97	1,495
The library provides me with the information skills I need in my work or study.	6.45	1.72	1,493

Language: American English

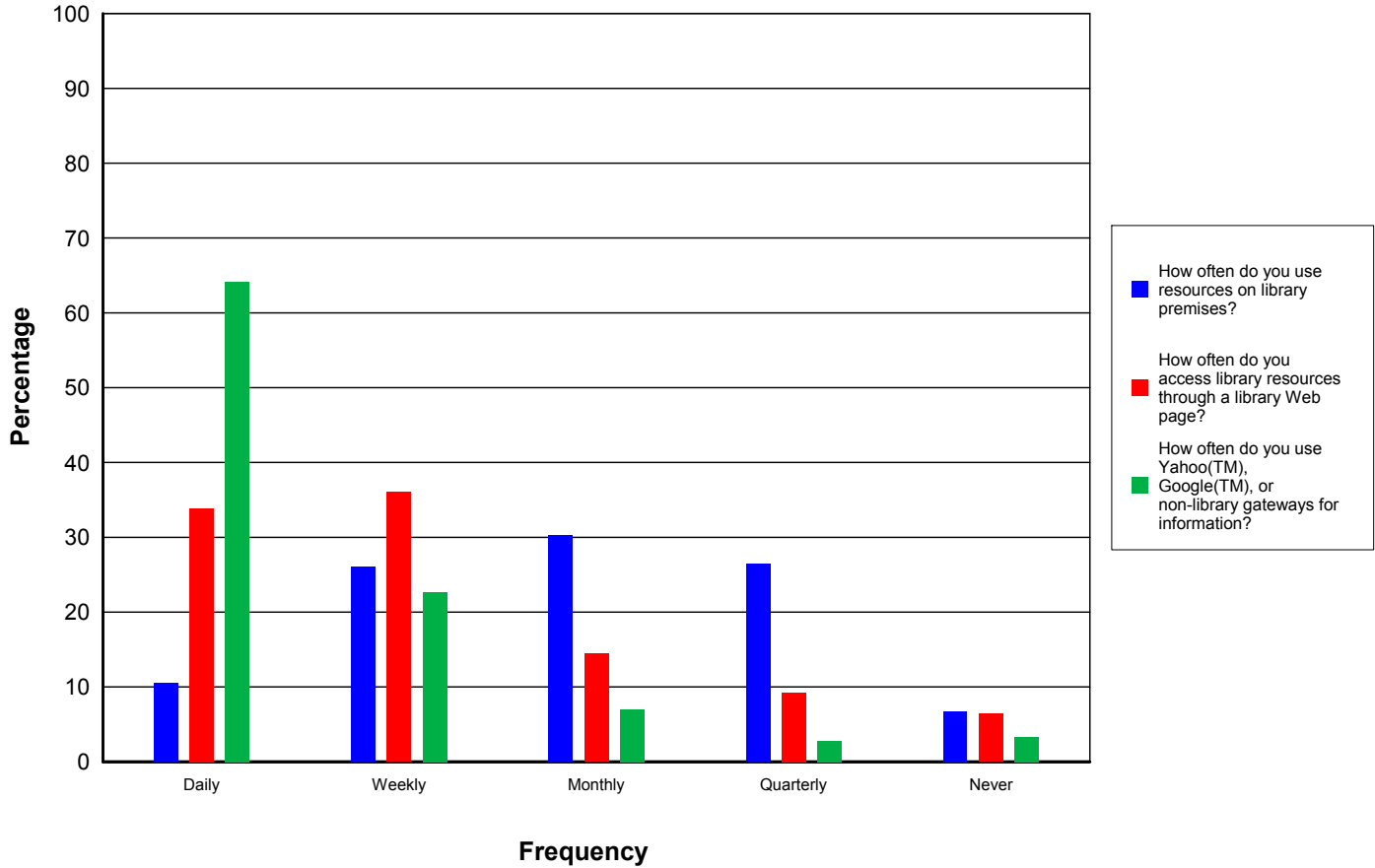
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)

4.6 Library Use Summary

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	n / %
How often do you use resources on library premises?	157 10.51%	389 26.04%	452 30.25%	395 26.44%	101 6.76%	1,494 100.00%
How often do you access library resources through a library Web page?	507 33.89%	539 36.03%	216 14.44%	138 9.22%	96 6.42%	1,496 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	960 64.17%	339 22.66%	105 7.02%	42 2.81%	50 3.34%	1,496 100.00%

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

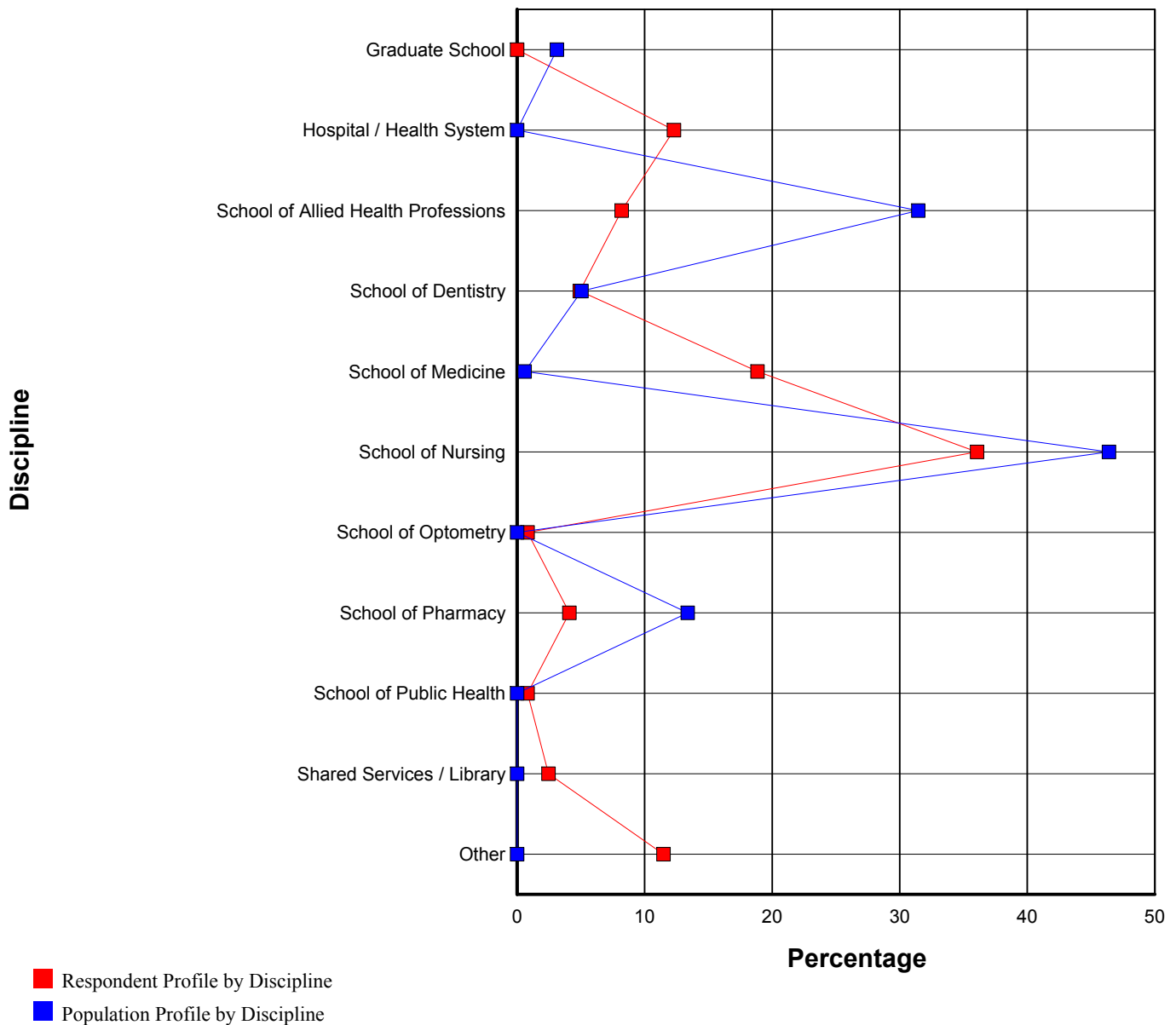
5 Academic Health Sciences Libraries Undergraduate Summary for ARL

5.1 Demographic Summary for Undergraduate

5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	79	3.12%	0	0.00%	3.12%
Hospital / Health System	0	0.00%	15	12.30%	-12.30%
School of Allied Health Professions	797	31.45%	10	8.20%	23.26%
School of Dentistry	128	5.05%	6	4.92%	0.13%
School of Medicine	15	0.59%	23	18.85%	-18.26%
School of Nursing	1,176	46.41%	44	36.07%	10.34%
School of Optometry	0	0.00%	1	0.82%	-0.82%
School of Pharmacy	339	13.38%	5	4.10%	9.28%
School of Public Health	0	0.00%	1	0.82%	-0.82%
Shared Services / Library	0	0.00%	3	2.46%	-2.46%
Other	0	0.00%	14	11.48%	-11.48%
Total:	2,534	100.00%	122	100.00%	0.00%

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Undergraduate

5.1.2 Respondent Profile for Undergraduate 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	36	29.51%
23 - 30	43	35.25%
31 - 45	27	22.13%
46 - 65	16	13.11%
Over 65	0	0.00%
Total:	122	100.00%

5.1.3 Population and Respondent Profiles for Undergraduate 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.

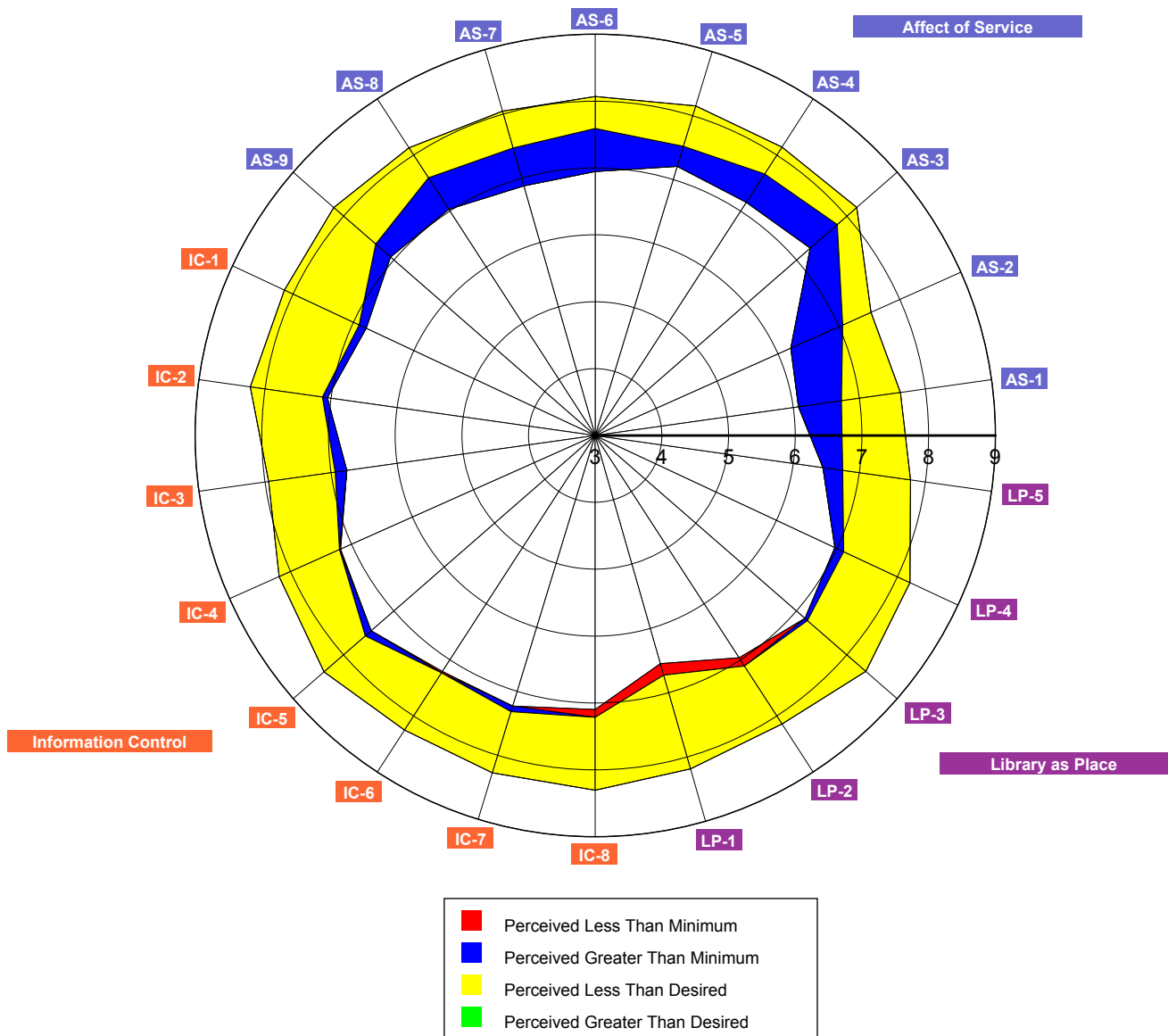
Sex	Population N	Population %	Respondents n	Respondents %
Male	247	26.79%	34	27.87%
Female	675	73.21%	88	72.13%
Total:	922	100.00%	122	100.00%

5.2 Core Questions Summary for Undergraduate

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.08	7.62	6.73	0.65	-0.89	114
AS-2	Giving users individual attention	6.21	7.53	7.06	0.85	-0.46	114
AS-3	Employees who are consistently courteous	7.27	8.20	7.81	0.54	-0.39	121
AS-4	Readiness to respond to users' questions	7.16	8.14	7.66	0.50	-0.48	113
AS-5	Employees who have the knowledge to answer user questions	7.21	8.15	7.52	0.32	-0.63	111
AS-6	Employees who deal with users in a caring fashion	6.95	8.07	7.59	0.64	-0.48	115
AS-7	Employees who understand the needs of their users	6.88	8.04	7.47	0.59	-0.57	112
AS-8	Willingness to help users	7.03	8.13	7.59	0.56	-0.53	116
AS-9	Dependability in handling users' service problems	7.07	8.20	7.36	0.29	-0.83	102
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.79	8.14	6.91	0.12	-1.24	119
IC-2	A library Web site enabling me to locate information on my own	7.06	8.23	7.13	0.08	-1.09	120
IC-3	The printed library materials I need for my work	6.76	7.95	6.94	0.18	-1.01	114
IC-4	The electronic information resources I need	7.20	8.19	7.18	-0.02	-1.01	116
IC-5	Modern equipment that lets me easily access needed information	7.45	8.39	7.57	0.12	-0.82	121
IC-6	Easy-to-use access tools that allow me to find things on my own	7.23	8.25	7.21	-0.03	-1.04	115
IC-7	Making information easily accessible for independent use	7.23	8.28	7.32	0.09	-0.96	116
IC-8	Print and/or electronic journal collections I require for my work	7.22	8.31	7.10	-0.12	-1.21	111
Library as Place							
LP-1	Library space that inspires study and learning	6.73	8.19	6.55	-0.18	-1.64	118
LP-2	Quiet space for individual activities	7.11	8.15	6.97	-0.15	-1.18	117
LP-3	A comfortable and inviting location	7.17	8.38	7.22	0.05	-1.16	119
LP-4	A getaway for study, learning, or research	6.97	8.21	7.11	0.15	-1.09	116
LP-5	Community space for group learning and group study	6.45	7.78	6.75	0.30	-1.03	107
Overall:		6.97	8.13	7.19	0.22	-0.94	122

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

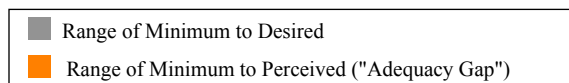
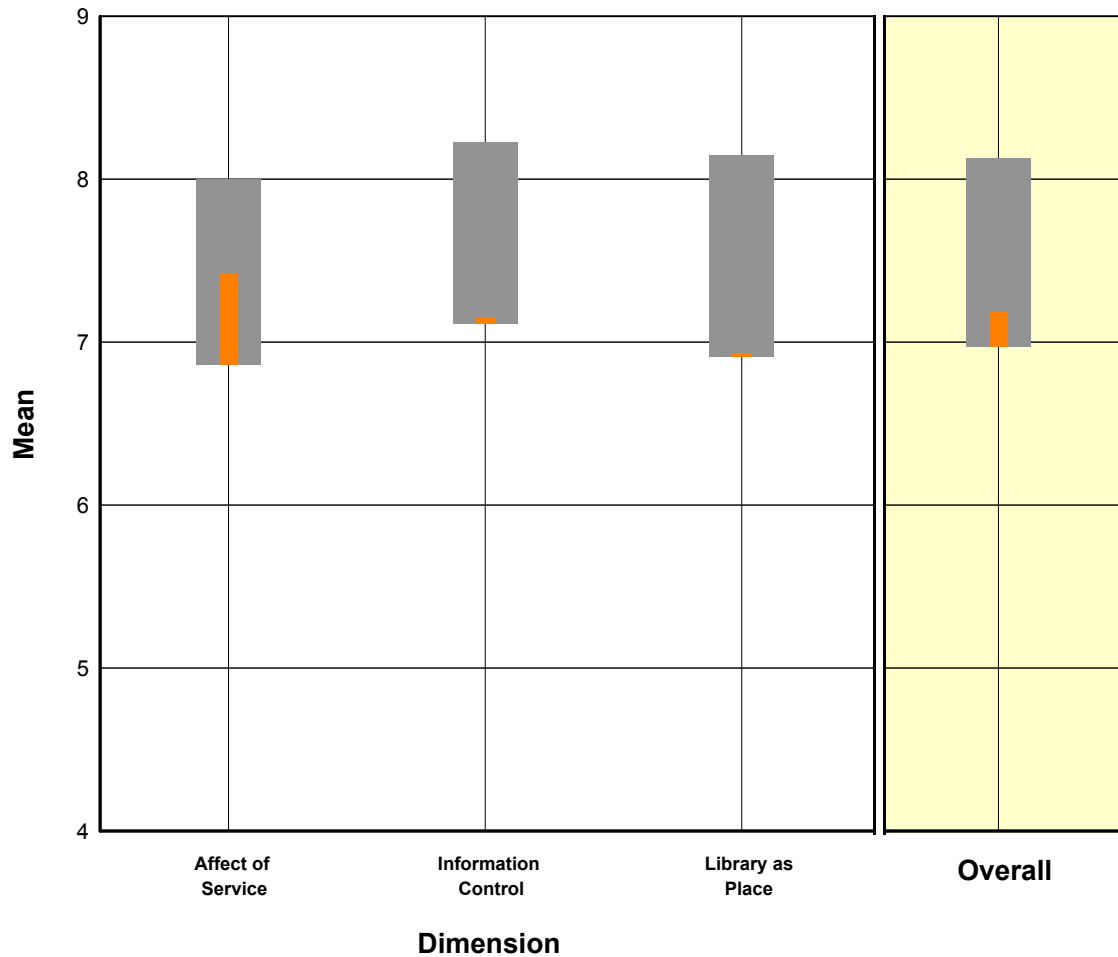
User Group: Undergraduate

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	1.93	1.48	1.86	1.97	1.96	114
AS-2	Giving users individual attention	2.14	1.63	1.96	1.77	1.67	114
AS-3	Employees who are consistently courteous	1.61	1.31	1.59	1.75	1.57	121
AS-4	Readiness to respond to users' questions	1.77	1.22	1.68	1.74	1.65	113
AS-5	Employees who have the knowledge to answer user questions	1.72	1.18	1.77	1.74	1.79	111
AS-6	Employees who deal with users in a caring fashion	1.86	1.46	1.74	1.89	1.53	115
AS-7	Employees who understand the needs of their users	1.86	1.28	1.78	1.92	1.68	112
AS-8	Willingness to help users	1.81	1.31	1.69	1.67	1.68	116
AS-9	Dependability in handling users' service problems	1.95	1.27	1.91	1.98	1.86	102
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.99	1.63	1.86	1.90	1.96	119
IC-2	A library Web site enabling me to locate information on my own	1.89	1.31	1.89	1.86	1.74	120
IC-3	The printed library materials I need for my work	1.99	1.48	1.98	1.94	2.11	114
IC-4	The electronic information resources I need	1.78	1.37	1.67	1.79	1.73	116
IC-5	Modern equipment that lets me easily access needed information	1.67	1.04	1.76	1.98	1.69	121
IC-6	Easy-to-use access tools that allow me to find things on my own	1.79	1.18	1.86	1.98	1.95	115
IC-7	Making information easily accessible for independent use	1.80	1.15	1.74	1.70	1.69	116
IC-8	Print and/or electronic journal collections I require for my work	1.97	1.33	1.97	2.26	2.02	111
Library as Place							
LP-1	Library space that inspires study and learning	2.14	1.36	2.21	2.41	2.34	118
LP-2	Quiet space for individual activities	1.84	1.38	2.04	2.13	2.23	117
LP-3	A comfortable and inviting location	1.80	1.14	2.13	2.27	2.23	119
LP-4	A getaway for study, learning, or research	1.96	1.34	1.93	2.12	2.02	116
LP-5	Community space for group learning and group study	2.14	1.76	2.16	2.31	2.50	107
Overall:		1.54	0.99	1.51	1.53	1.46	122

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Undergraduate

5.3 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.



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

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	6.86	8.00	7.42	0.56	-0.58	121
Information Control	7.11	8.23	7.15	0.04	-1.08	122
Library as Place	6.91	8.14	6.93	0.02	-1.21	121
Overall:	6.97	8.13	7.19	0.22	-0.94	122

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.57	1.09	1.50	1.53	1.45	121
Information Control	1.59	1.03	1.58	1.62	1.56	122
Library as Place	1.70	1.12	1.83	1.83	1.85	121
Overall:	1.54	0.99	1.51	1.53	1.46	122

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

5.4 Local Questions Summary for Undergraduate

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.92	8.01	7.05	0.13	-0.96	110
Employees teaching me how to access or manage information	6.71	7.82	7.28	0.57	-0.54	109
An environment that facilitates group study and problem solving	6.00	7.40	5.60	-0.40	-1.80	5
Access to information resources that support patient care	7.31	8.06	7.38	0.07	-0.68	100
Ease of use of electronic resources	7.16	8.15	7.25	0.09	-0.89	55
Library orientations / instruction sessions	5.69	6.77	6.69	1.00	-0.08	13
Collections of online full-text articles sufficient to meet my needs	7.55	8.61	6.82	-0.74	-1.79	38
Electronic resources matching my information needs	7.31	8.15	7.29	-0.02	-0.85	55
Provision of information skills training	6.21	7.50	6.71	0.50	-0.79	14
Making me aware of library resources and services	6.47	7.66	7.32	0.84	-0.34	38
Efficient interlibrary loan / document delivery	6.00	6.00	7.50	1.50	1.50	2

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

This table displays the standard deviation 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 health information when and where I need it	1.88	1.35	1.72	1.70	1.74	110
Employees teaching me how to access or manage information	1.99	1.56	1.91	1.85	1.87	109
An environment that facilitates group study and problem solving	0.71	1.14	3.21	3.85	4.15	5
Access to information resources that support patient care	1.91	1.62	1.81	2.01	1.68	100
Ease of use of electronic resources	2.02	1.46	1.99	1.97	2.00	55
Library orientations / instruction sessions	2.50	2.80	1.75	2.38	2.87	13
Collections of online full-text articles sufficient to meet my needs	1.64	0.72	2.17	2.77	2.30	38
Electronic resources matching my information needs	1.95	1.51	2.02	1.98	2.05	55
Provision of information skills training	1.67	1.34	1.77	0.65	1.25	14
Making me aware of library resources and services	1.96	1.49	1.53	2.03	1.83	38
Efficient interlibrary loan / document delivery	1.41	1.41	0.71	2.12	2.12	2

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

5.5 General Satisfaction Questions Summary for Undergraduate

This table displays 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 particular 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.	7.77	1.49	122
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.38	1.61	122
How would you rate the overall quality of the service provided by the library?	7.44	1.54	122

5.6 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 particular 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.	6.43	1.77	122
The library aids my advancement in my academic discipline.	7.00	1.84	122
The library enables me to be more efficient in my academic pursuits.	7.14	1.75	122
The library helps me distinguish between trustworthy and untrustworthy information.	6.19	2.10	122
The library provides me with the information skills I need in my work or study.	6.67	1.79	122

Language: American English

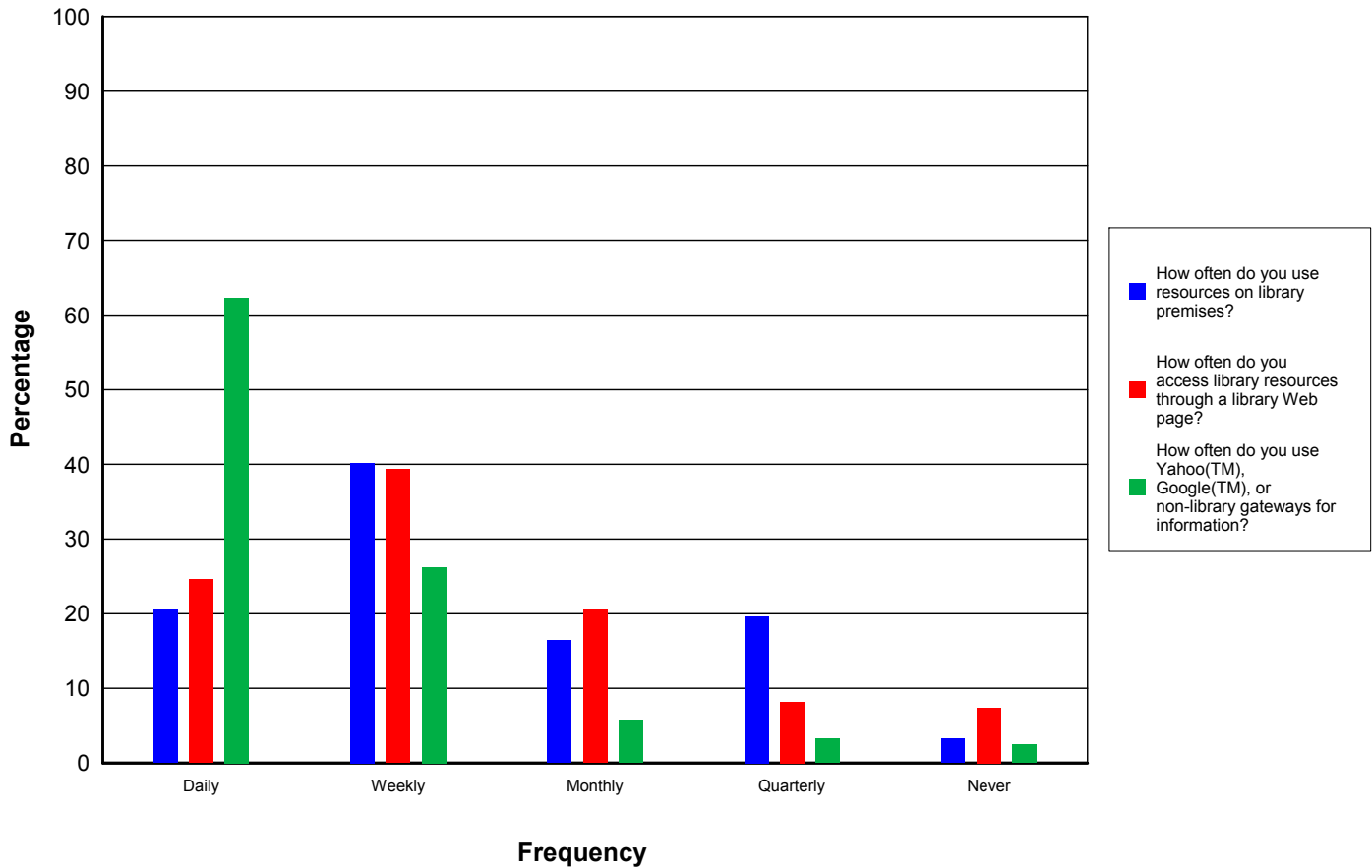
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

5.7 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	n / %
How often do you use resources on library premises?	25 20.49%	49 40.16%	20 16.39%	24 19.67%	4 3.28%	122 100.00%
How often do you access library resources through a library Web page?	30 24.59%	48 39.34%	25 20.49%	10 8.20%	9 7.38%	122 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	76 62.30%	32 26.23%	7 5.74%	4 3.28%	3 2.46%	122 100.00%

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

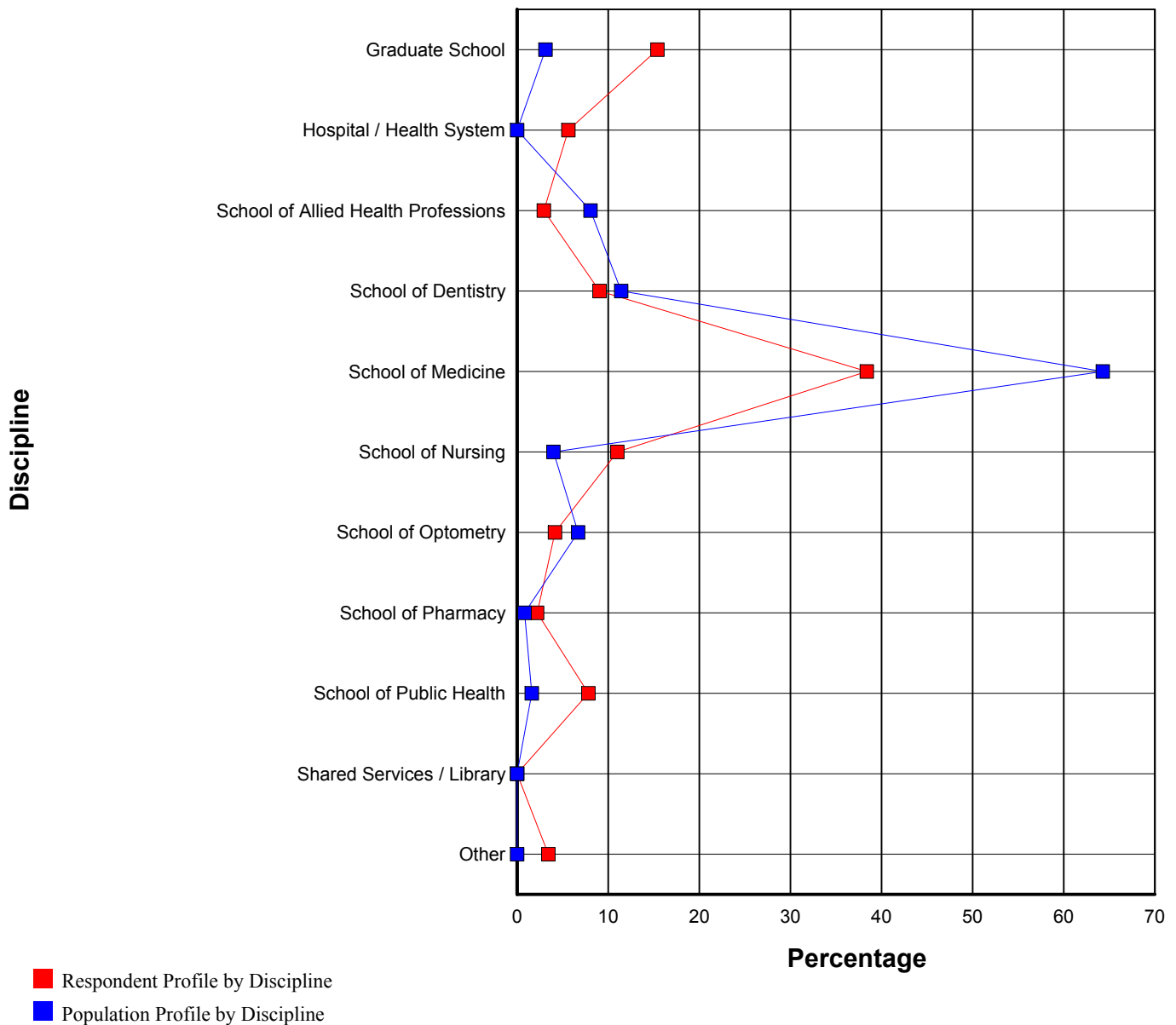
6 Academic Health Sciences Libraries Graduate Summary for ARL

6.1 Demographic Summary for Graduate

6.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	114	3.11%	63	15.40%	-12.29%
Hospital / Health System	0	0.00%	23	5.62%	-5.62%
School of Allied Health Professions	295	8.06%	12	2.93%	5.13%
School of Dentistry	418	11.42%	37	9.05%	2.37%
School of Medicine	2,353	64.29%	157	38.39%	25.90%
School of Nursing	146	3.99%	45	11.00%	-7.01%
School of Optometry	245	6.69%	17	4.16%	2.54%
School of Pharmacy	30	0.82%	9	2.20%	-1.38%
School of Public Health	59	1.61%	32	7.82%	-6.21%
Shared Services / Library	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	14	3.42%	-3.42%
Total:	3,660	100.00%	409	100.00%	0.00%

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Graduate

6.1.2 Respondent Profile for Graduate 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	28	6.85%
23 - 30	267	65.28%
31 - 45	73	17.85%
46 - 65	41	10.02%
Over 65	0	0.00%
Total:	409	100.00%

6.1.3 Population and Respondent Profiles for Graduate 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.

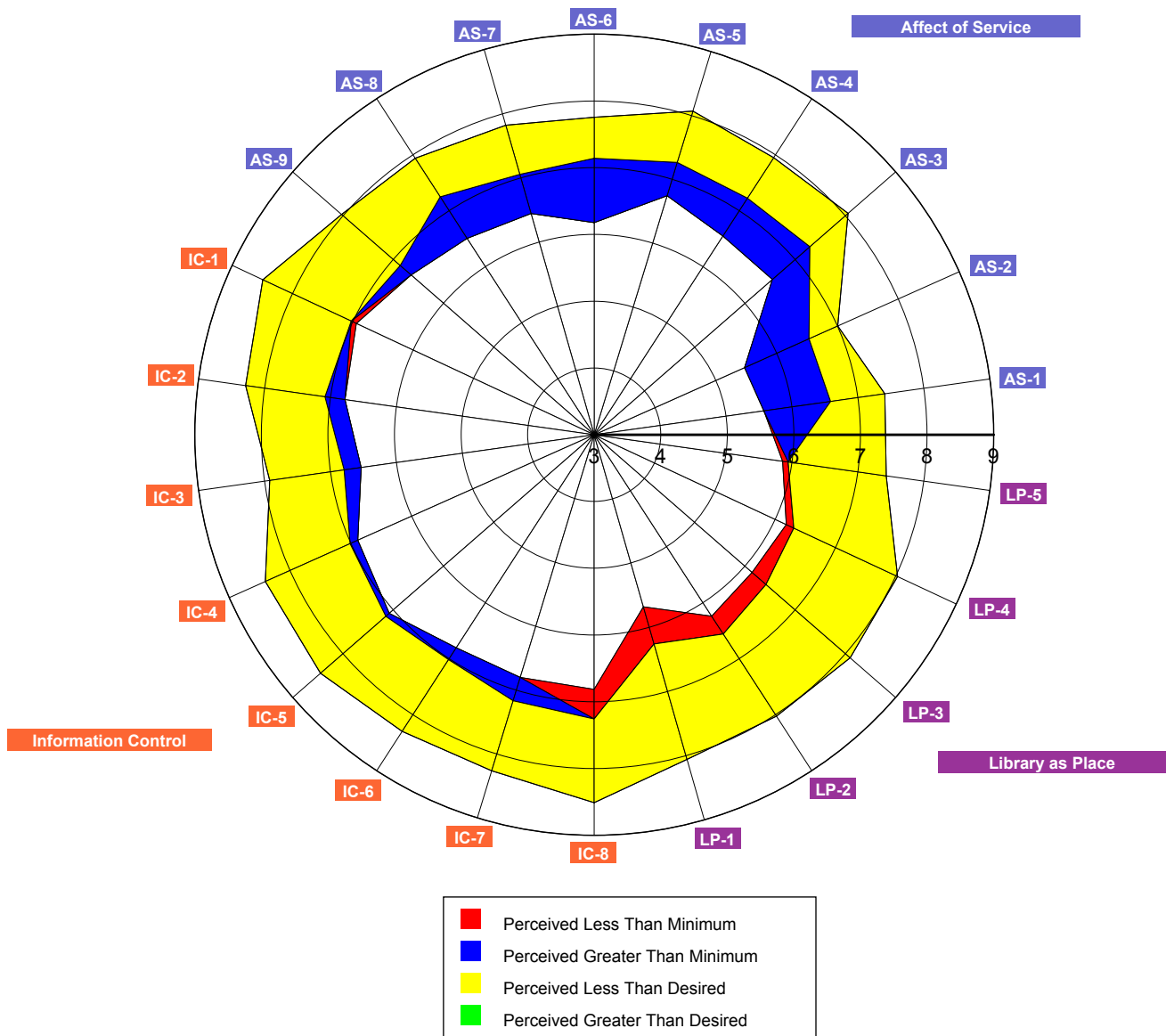
Sex	Population N	Population %	Respondents n	Respondents %
Male	603	41.44%	129	31.54%
Female	852	58.56%	280	68.46%
Total:	1,455	100.00%	409	100.00%

6.2 Core Questions Summary for Graduate

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Health Sciences
 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	5.57	7.41	6.59	1.01	-0.82	385
AS-2	Giving users individual attention	5.47	7.01	6.53	1.06	-0.47	382
AS-3	Employees who are consistently courteous	6.55	8.05	7.29	0.75	-0.76	402
AS-4	Readiness to respond to users' questions	6.55	7.95	7.23	0.68	-0.72	376
AS-5	Employees who have the knowledge to answer user questions	6.74	8.07	7.27	0.52	-0.80	371
AS-6	Employees who deal with users in a caring fashion	6.18	7.76	7.14	0.96	-0.62	382
AS-7	Employees who understand the needs of their users	6.45	7.82	7.06	0.61	-0.76	360
AS-8	Willingness to help users	6.51	7.94	7.25	0.74	-0.69	374
AS-9	Dependability in handling users' service problems	6.65	8.03	6.86	0.22	-1.17	328
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.03	8.49	6.94	-0.08	-1.55	399
IC-2	A library Web site enabling me to locate information on my own	6.78	8.29	7.08	0.30	-1.20	402
IC-3	The printed library materials I need for my work	6.54	7.92	6.79	0.26	-1.13	360
IC-4	The electronic information resources I need	6.89	8.41	7.01	0.13	-1.39	404
IC-5	Modern equipment that lets me easily access needed information	7.08	8.45	7.15	0.07	-1.30	404
IC-6	Easy-to-use access tools that allow me to find things on my own	6.81	8.30	7.02	0.21	-1.28	387
IC-7	Making information easily accessible for independent use	6.80	8.27	7.17	0.37	-1.10	391
IC-8	Print and/or electronic journal collections I require for my work	7.26	8.51	6.81	-0.44	-1.70	388
Library as Place							
LP-1	Library space that inspires study and learning	6.26	8.06	5.68	-0.58	-2.38	404
LP-2	Quiet space for individual activities	6.56	8.03	6.24	-0.32	-1.79	393
LP-3	A comfortable and inviting location	6.42	8.10	6.14	-0.28	-1.95	400
LP-4	A getaway for study, learning, or research	6.31	8.03	6.18	-0.13	-1.84	390
LP-5	Community space for group learning and group study	5.94	7.43	5.86	-0.08	-1.57	362
Overall:		6.53	8.03	6.78	0.25	-1.25	409

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

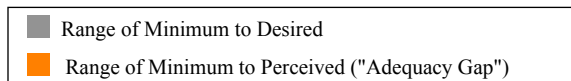
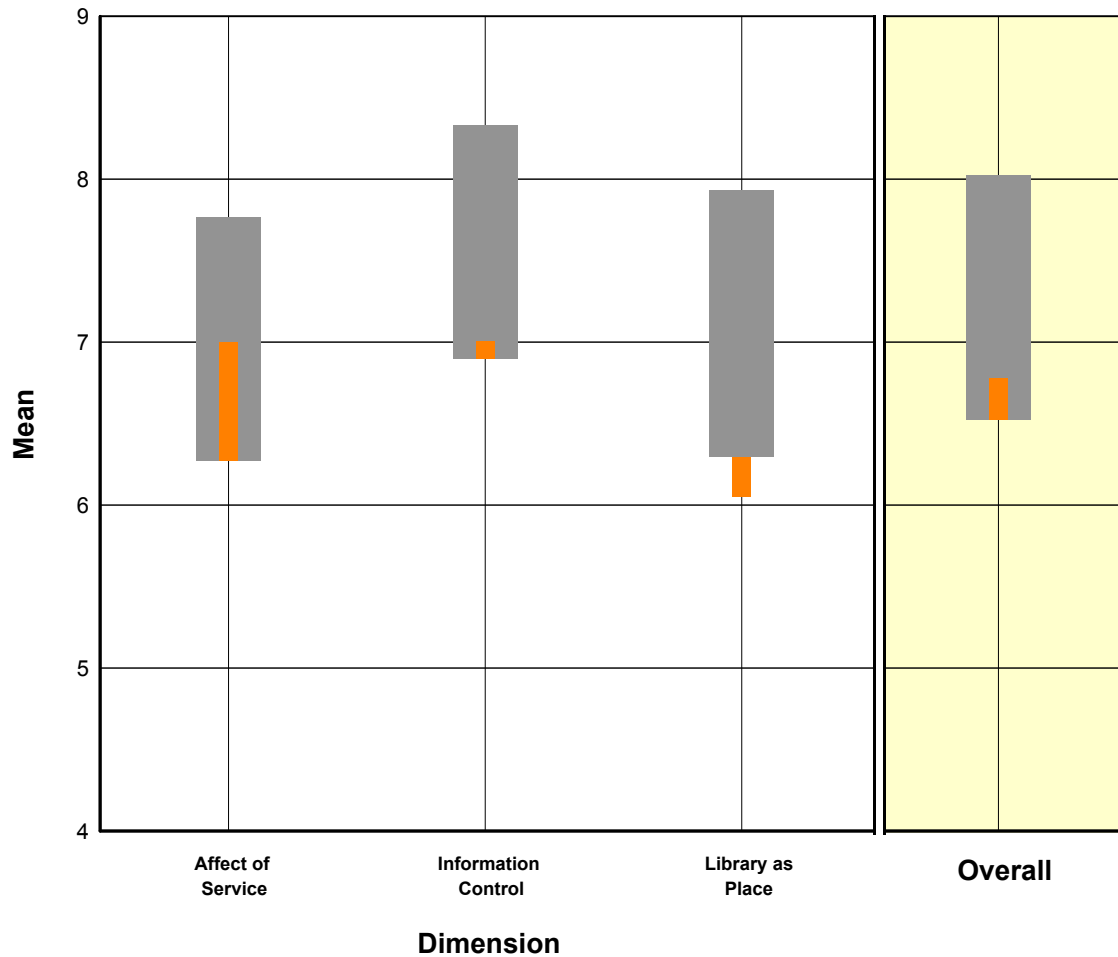
User Group: Graduate

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	1.82	1.54	1.76	1.82	1.72	385
AS-2	Giving users individual attention	1.86	1.80	1.88	1.94	1.75	382
AS-3	Employees who are consistently courteous	1.80	1.35	1.74	2.08	1.76	402
AS-4	Readiness to respond to users' questions	1.68	1.35	1.64	1.78	1.48	376
AS-5	Employees who have the knowledge to answer user questions	1.70	1.42	1.69	1.87	1.64	371
AS-6	Employees who deal with users in a caring fashion	1.83	1.45	1.63	1.90	1.62	382
AS-7	Employees who understand the needs of their users	1.74	1.42	1.67	2.00	1.73	360
AS-8	Willingness to help users	1.74	1.30	1.63	1.88	1.59	374
AS-9	Dependability in handling users' service problems	1.77	1.41	1.81	2.08	1.92	328
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	1.06	1.77	2.08	1.89	399
IC-2	A library Web site enabling me to locate information on my own	1.60	1.12	1.54	1.90	1.64	402
IC-3	The printed library materials I need for my work	1.75	1.41	1.63	2.12	1.93	360
IC-4	The electronic information resources I need	1.66	0.98	1.53	1.99	1.69	404
IC-5	Modern equipment that lets me easily access needed information	1.55	0.93	1.65	2.08	1.81	404
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.04	1.53	1.88	1.61	387
IC-7	Making information easily accessible for independent use	1.57	1.12	1.44	1.85	1.64	391
IC-8	Print and/or electronic journal collections I require for my work	1.58	1.01	1.67	2.04	1.78	388
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.48	2.38	2.92	2.82	404
LP-2	Quiet space for individual activities	1.85	1.36	2.10	2.71	2.56	393
LP-3	A comfortable and inviting location	1.84	1.38	2.40	2.89	2.72	400
LP-4	A getaway for study, learning, or research	1.84	1.35	2.05	2.66	2.43	390
LP-5	Community space for group learning and group study	2.04	1.98	2.20	2.82	2.77	362
Overall:		1.30	0.86	1.32	1.57	1.31	409

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Graduate

6.3 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.



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

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	6.27	7.77	7.00	0.73	-0.77	408
Information Control	6.90	8.33	7.01	0.11	-1.33	409
Library as Place	6.30	7.93	6.05	-0.24	-1.88	408
Overall:	6.53	8.03	6.78	0.25	-1.25	409

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	1.47	1.14	1.47	1.59	1.34	408
Information Control	1.33	0.79	1.24	1.59	1.31	409
Library as Place	1.56	1.16	1.94	2.42	2.28	408
Overall:	1.30	0.86	1.32	1.57	1.31	409

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

6.4 Local Questions Summary for Graduate

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.24	7.81	6.63	0.39	-1.18	360
Employees teaching me how to access or manage information	5.88	7.44	6.86	0.98	-0.58	354
An environment that facilitates group study and problem solving	5.96	7.50	6.61	0.65	-0.89	74
Access to information resources that support patient care	6.73	7.99	6.92	0.19	-1.07	277
Ease of use of electronic resources	7.18	8.36	7.38	0.20	-0.98	90
Library orientations / instruction sessions	5.08	6.33	6.14	1.06	-0.19	127
Collections of online full-text articles sufficient to meet my needs	6.86	8.59	6.50	-0.36	-2.09	80
Electronic resources matching my information needs	7.01	8.27	7.42	0.41	-0.85	85
Provision of information skills training	5.43	6.93	6.16	0.72	-0.78	122
Making me aware of library resources and services	5.78	7.67	6.89	1.11	-0.78	81
Efficient interlibrary loan / document delivery	6.50	8.22	6.44	-0.06	-1.78	54

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Graduate

This table displays the standard deviation 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 health information when and where I need it	1.75	1.48	1.67	1.92	1.83	360
Employees teaching me how to access or manage information	1.91	1.71	1.73	2.02	1.73	354
An environment that facilitates group study and problem solving	2.00	1.85	1.66	2.00	1.83	74
Access to information resources that support patient care	1.75	1.45	1.67	2.05	1.75	277
Ease of use of electronic resources	1.45	0.93	1.31	1.74	1.42	90
Library orientations / instruction sessions	2.27	2.41	2.13	2.24	2.45	127
Collections of online full-text articles sufficient to meet my needs	1.79	0.82	1.63	2.27	1.80	80
Electronic resources matching my information needs	1.51	1.11	1.16	1.55	1.30	85
Provision of information skills training	1.90	2.08	1.85	1.94	2.27	122
Making me aware of library resources and services	2.06	1.42	1.71	2.22	1.88	81
Efficient interlibrary loan / document delivery	1.77	1.40	2.05	2.30	2.13	54

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

6.5 General Satisfaction Questions Summary for Graduate

This table displays 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 particular 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.	7.35	1.63	409
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.71	1.79	409
How would you rate the overall quality of the service provided by the library?	6.94	1.55	409

6.6 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 particular 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.	6.42	1.77	409
The library aids my advancement in my academic discipline.	6.90	1.69	409
The library enables me to be more efficient in my academic pursuits.	6.83	1.81	409
The library helps me distinguish between trustworthy and untrustworthy information.	5.46	1.89	409
The library provides me with the information skills I need in my work or study.	6.25	1.73	409

Language: American English

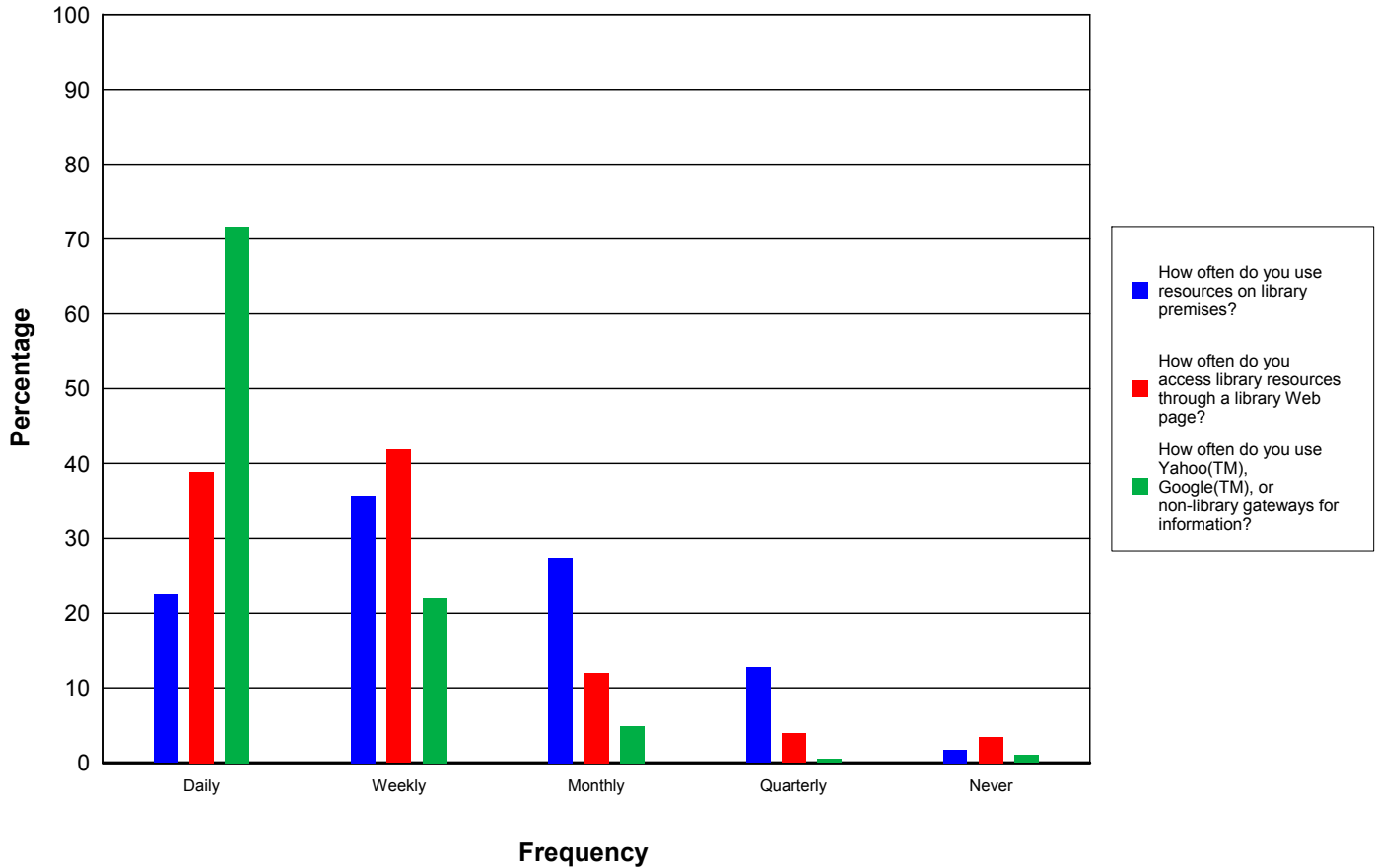
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Graduate

6.7 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	n / %
How often do you use resources on library premises?	92 22.49%	146 35.70%	112 27.38%	52 12.71%	7 1.71%	409 100.00%
How often do you access library resources through a library Web page?	159 38.88%	171 41.81%	49 11.98%	16 3.91%	14 3.42%	409 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	293 71.64%	90 22.00%	20 4.89%	2 0.49%	4 0.98%	409 100.00%

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

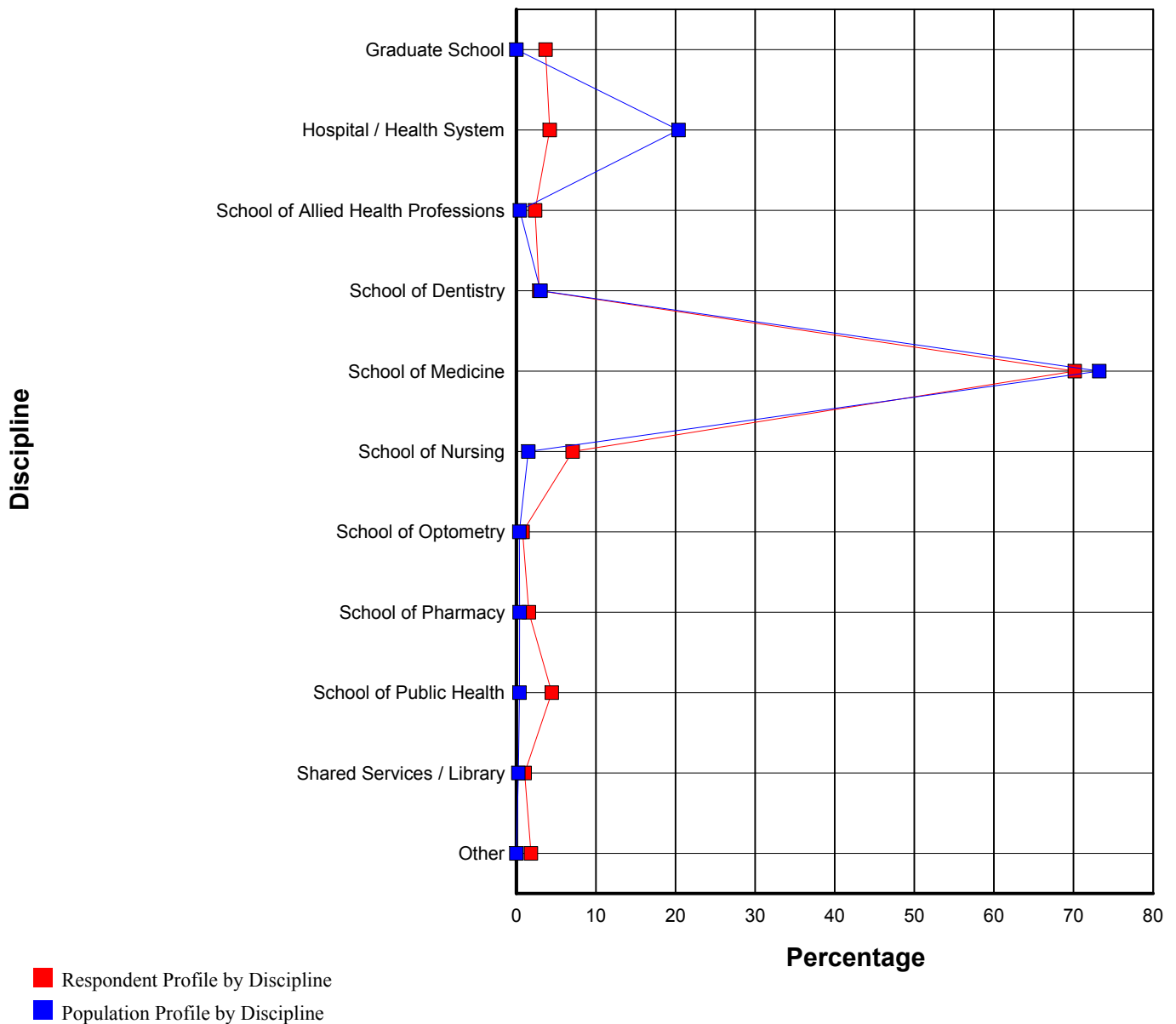
7 Academic Health Sciences Libraries Faculty Summary for ARL

7.1 Demographic Summary for Faculty

7.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	0	0.00%	14	3.66%	-3.66%
Hospital / Health System	1,782	20.38%	16	4.19%	16.19%
School of Allied Health Professions	38	0.43%	9	2.36%	-1.92%
School of Dentistry	265	3.03%	11	2.88%	0.15%
School of Medicine	6,403	73.23%	268	70.16%	3.07%
School of Nursing	131	1.50%	27	7.07%	-5.57%
School of Optometry	33	0.38%	3	0.79%	-0.41%
School of Pharmacy	36	0.41%	6	1.57%	-1.16%
School of Public Health	34	0.39%	17	4.45%	-4.06%
Shared Services / Library	22	0.25%	4	1.05%	-0.80%
Other	0	0.00%	7	1.83%	-1.83%
Total:	8,744	100.00%	382	100.00%	0.00%

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Faculty

7.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	15	3.92%
31 - 45	141	36.81%
46 - 65	204	53.26%
Over 65	23	6.01%
Total:	383	100.00%

7.1.3 Population and Respondent Profiles for Faculty 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 %
Male	2,962	63.59%	215	56.28%
Female	1,696	36.41%	167	43.72%
Total:	4,658	100.00%	382	100.00%

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

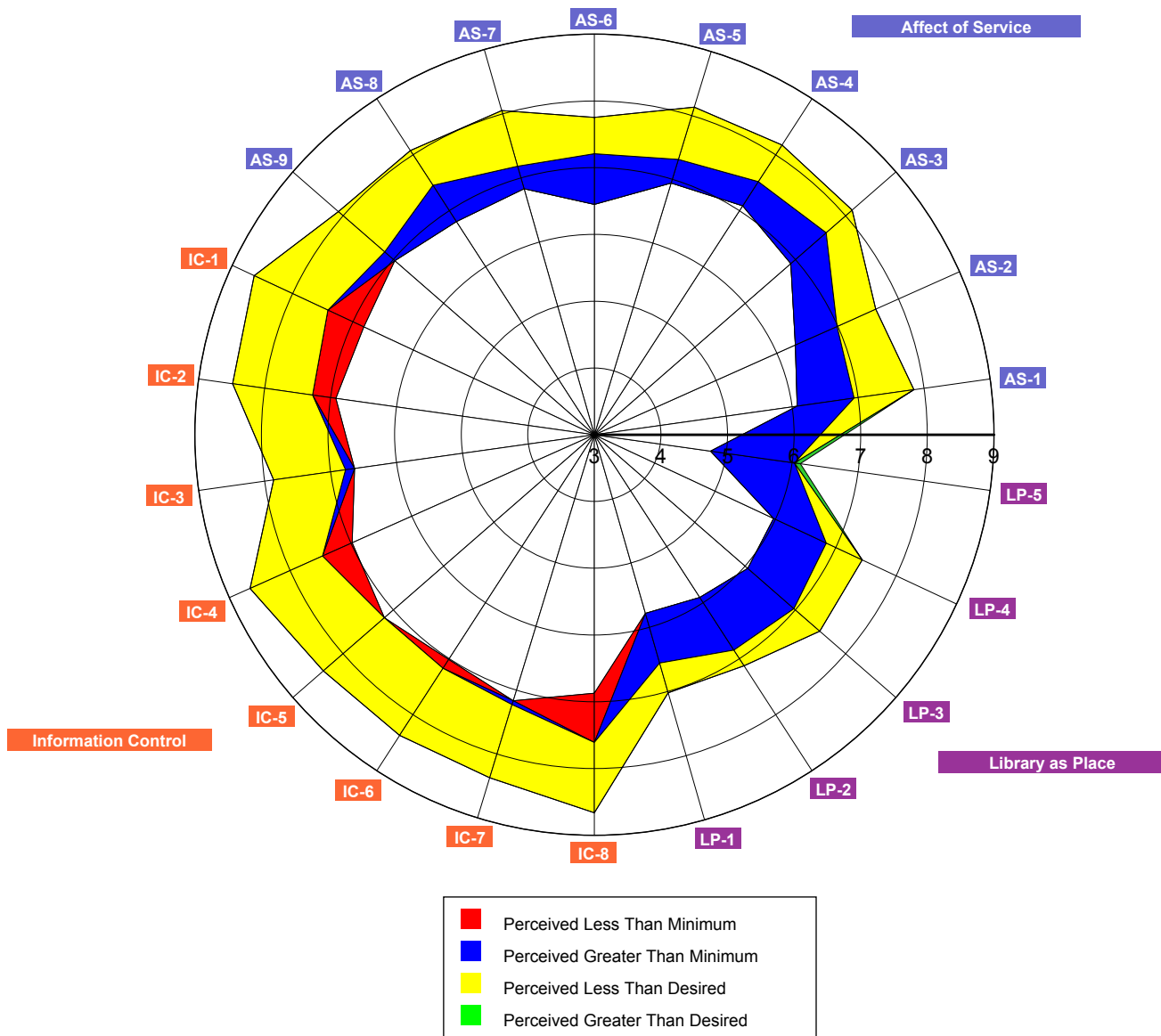
User Group: Faculty

7.2 Core Questions Summary for Faculty

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Health Sciences
 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	6.08	7.85	6.94	0.86	-0.91	351
AS-2	Giving users individual attention	6.30	7.62	6.99	0.68	-0.64	365
AS-3	Employees who are consistently courteous	6.91	8.13	7.61	0.71	-0.52	370
AS-4	Readiness to respond to users' questions	7.09	8.18	7.52	0.43	-0.65	376
AS-5	Employees who have the knowledge to answer user questions	6.94	8.13	7.31	0.37	-0.82	362
AS-6	Employees who deal with users in a caring fashion	6.45	7.75	7.21	0.76	-0.54	361
AS-7	Employees who understand the needs of their users	6.83	8.05	7.18	0.35	-0.87	357
AS-8	Willingness to help users	6.81	8.07	7.45	0.65	-0.62	361
AS-9	Dependability in handling users' service problems	6.97	8.10	7.17	0.20	-0.92	335
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.42	8.64	6.82	-0.59	-1.81	377
IC-2	A library Web site enabling me to locate information on my own	7.28	8.49	6.92	-0.35	-1.57	381
IC-3	The printed library materials I need for my work	6.64	7.87	6.77	0.14	-1.09	364
IC-4	The electronic information resources I need	7.47	8.66	6.98	-0.49	-1.68	377
IC-5	Modern equipment that lets me easily access needed information	7.18	8.39	7.18	0.00	-1.21	360
IC-6	Easy-to-use access tools that allow me to find things on my own	7.17	8.37	7.02	-0.16	-1.36	377
IC-7	Making information easily accessible for independent use	7.17	8.38	7.23	0.06	-1.15	368
IC-8	Print and/or electronic journal collections I require for my work	7.61	8.66	6.87	-0.74	-1.79	377
Library as Place							
LP-1	Library space that inspires study and learning	5.78	7.02	6.56	0.78	-0.46	347
LP-2	Quiet space for individual activities	5.91	7.13	6.85	0.94	-0.28	330
LP-3	A comfortable and inviting location	6.05	7.49	6.97	0.92	-0.51	356
LP-4	A getaway for study, learning, or research	5.97	7.44	6.84	0.87	-0.59	333
LP-5	Community space for group learning and group study	4.76	6.04	6.12	1.36	0.09	250
Overall:		6.73	7.99	7.05	0.31	-0.94	384

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

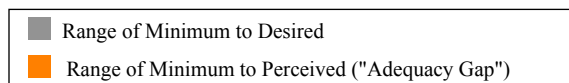
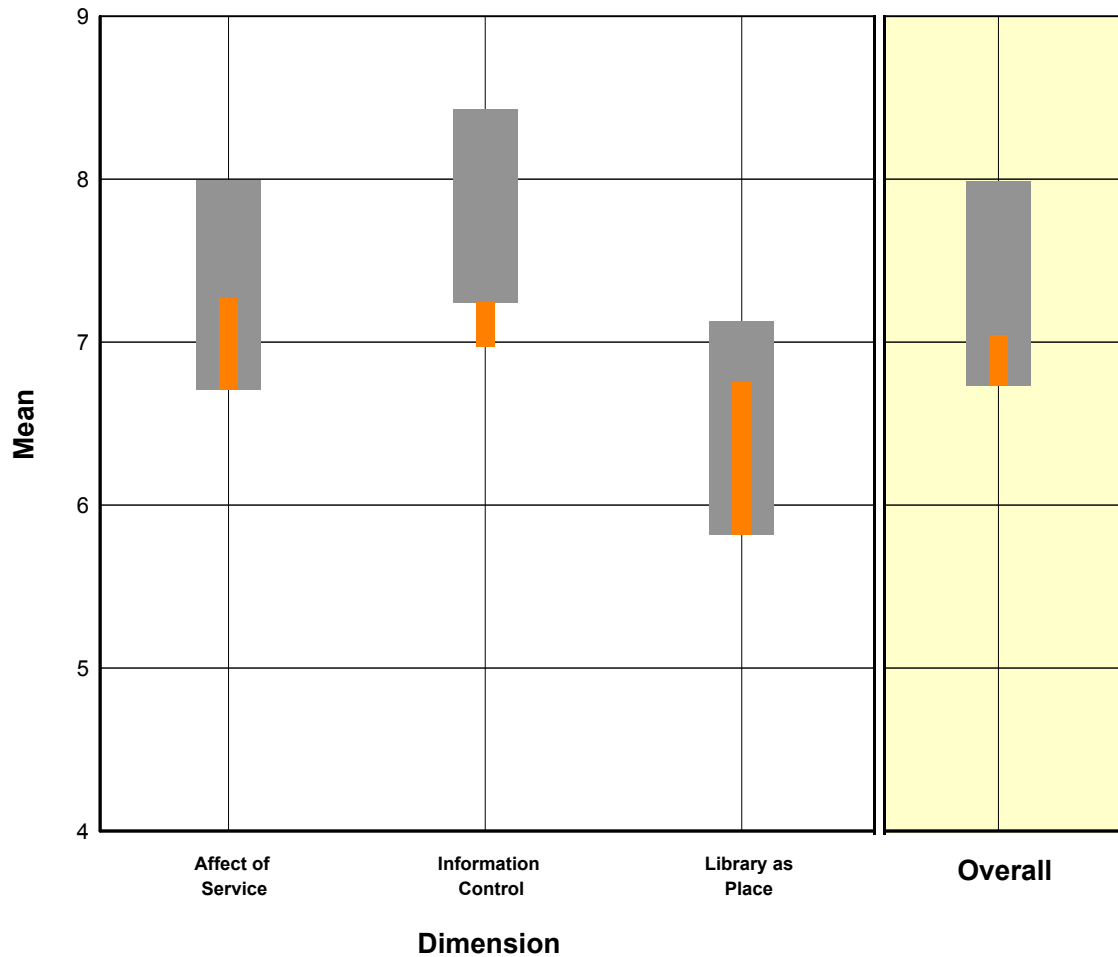
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.89	1.51	1.59	1.90	1.64	351
AS-2	Giving users individual attention	1.89	1.67	1.68	1.86	1.76	365
AS-3	Employees who are consistently courteous	1.76	1.33	1.50	1.79	1.53	370
AS-4	Readiness to respond to users' questions	1.62	1.20	1.49	1.81	1.58	376
AS-5	Employees who have the knowledge to answer user questions	1.67	1.28	1.52	1.79	1.56	362
AS-6	Employees who deal with users in a caring fashion	1.91	1.70	1.57	1.75	1.62	361
AS-7	Employees who understand the needs of their users	1.70	1.26	1.57	1.79	1.60	357
AS-8	Willingness to help users	1.70	1.30	1.53	1.93	1.67	361
AS-9	Dependability in handling users' service problems	1.49	1.23	1.64	1.91	1.72	335
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.53	0.91	1.87	2.24	1.99	377
IC-2	A library Web site enabling me to locate information on my own	1.47	1.02	1.78	2.02	1.80	381
IC-3	The printed library materials I need for my work	1.81	1.44	1.67	2.12	1.88	364
IC-4	The electronic information resources I need	1.36	0.78	1.60	2.06	1.74	377
IC-5	Modern equipment that lets me easily access needed information	1.49	1.06	1.51	1.94	1.71	360
IC-6	Easy-to-use access tools that allow me to find things on my own	1.41	1.00	1.47	1.78	1.60	377
IC-7	Making information easily accessible for independent use	1.42	1.01	1.44	1.82	1.56	368
IC-8	Print and/or electronic journal collections I require for my work	1.35	0.74	1.71	2.04	1.84	377
Library as Place							
LP-1	Library space that inspires study and learning	1.98	2.00	1.72	2.18	2.31	347
LP-2	Quiet space for individual activities	2.21	2.02	1.71	2.07	2.06	330
LP-3	A comfortable and inviting location	1.89	1.68	1.75	2.09	2.11	356
LP-4	A getaway for study, learning, or research	2.04	1.85	1.70	2.13	2.03	333
LP-5	Community space for group learning and group study	2.29	2.39	1.81	2.01	2.08	250
Overall:		1.26	0.88	1.20	1.40	1.20	384

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Faculty

7.3 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.



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

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	6.70	7.99	7.27	0.56	-0.72	384
Information Control	7.24	8.43	6.97	-0.27	-1.46	384
Library as Place	5.82	7.13	6.76	0.94	-0.37	378
Overall:	6.73	7.99	7.05	0.31	-0.94	384

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	1.46	1.09	1.35	1.53	1.33	384
Information Control	1.17	0.69	1.31	1.62	1.39	384
Library as Place	1.81	1.66	1.48	1.70	1.73	378
Overall:	1.26	0.88	1.20	1.40	1.20	384

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

7.4 Local Questions Summary for Faculty

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.67	8.03	6.72	0.06	-1.30	341
Employees teaching me how to access or manage information	6.38	7.66	6.99	0.61	-0.67	337
An environment that facilitates group study and problem solving	5.32	6.38	6.72	1.40	0.34	53
Access to information resources that support patient care	7.00	8.09	7.16	0.16	-0.93	282
Ease of use of electronic resources	7.18	8.38	7.34	0.16	-1.04	77
Library orientations / instruction sessions	5.70	7.14	6.39	0.69	-0.75	84
Collections of online full-text articles sufficient to meet my needs	7.68	8.75	6.02	-1.66	-2.73	96
Electronic resources matching my information needs	7.04	8.49	7.20	0.16	-1.29	79
Provision of information skills training	5.93	7.29	6.14	0.21	-1.15	85
Making me aware of library resources and services	6.31	7.55	6.75	0.44	-0.80	93
Efficient interlibrary loan / document delivery	7.28	8.34	7.33	0.05	-1.01	86

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Faculty

This table displays the standard deviation 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 health information when and where I need it	1.69	1.41	1.59	1.91	1.71	341
Employees teaching me how to access or manage information	1.91	1.60	1.67	2.00	1.89	337
An environment that facilitates group study and problem solving	2.21	2.25	1.69	1.90	1.76	53
Access to information resources that support patient care	1.95	1.58	1.54	1.89	1.69	282
Ease of use of electronic resources	1.50	1.16	1.49	1.67	1.64	77
Library orientations / instruction sessions	2.24	2.03	1.65	2.03	1.96	84
Collections of online full-text articles sufficient to meet my needs	1.40	0.54	1.85	2.41	1.95	96
Electronic resources matching my information needs	1.52	1.00	1.44	1.68	1.70	79
Provision of information skills training	2.07	1.67	1.71	1.99	1.86	85
Making me aware of library resources and services	1.79	1.54	1.52	1.89	1.63	93
Efficient interlibrary loan / document delivery	1.55	1.17	1.70	2.34	2.01	86

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

7.5 General Satisfaction Questions Summary for Faculty

This table displays 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 particular 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.	7.47	1.52	383
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.89	1.77	383
How would you rate the overall quality of the service provided by the library?	7.27	1.45	383

7.6 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 particular 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.	6.77	1.91	383
The library aids my advancement in my academic discipline.	7.04	1.73	383
The library enables me to be more efficient in my academic pursuits.	7.21	1.70	383
The library helps me distinguish between trustworthy and untrustworthy information.	5.58	2.15	383
The library provides me with the information skills I need in my work or study.	6.36	1.79	381

Language: American English

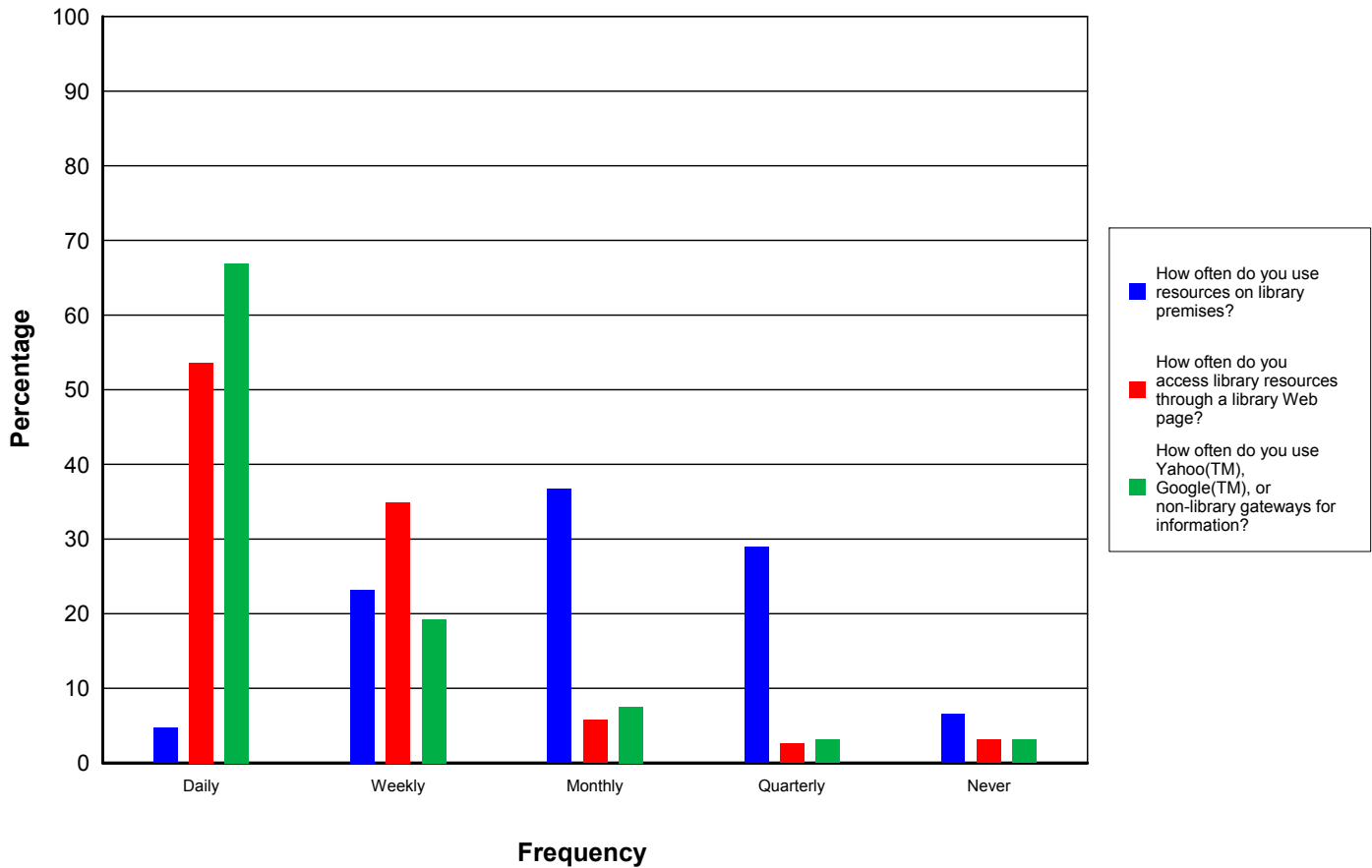
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Faculty

7.7 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	n / %
How often do you use resources on library premises?	18 4.69%	89 23.18%	141 36.72%	111 28.91%	25 6.51%	384 100.00%
How often do you access library resources through a library Web page?	206 53.65%	134 34.90%	22 5.73%	10 2.60%	12 3.13%	384 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	257 66.93%	74 19.27%	29 7.55%	12 3.13%	12 3.13%	384 100.00%

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

8 Academic Health Sciences Libraries Library Staff Summary for ARL

8.1 Demographic Summary for Library Staff

8.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	4	20.00%
31 - 45	5	25.00%
46 - 65	11	55.00%
Over 65	0	0.00%
Total:	20	100.00%

8.1.2 Respondent Profile for Library Staff 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.

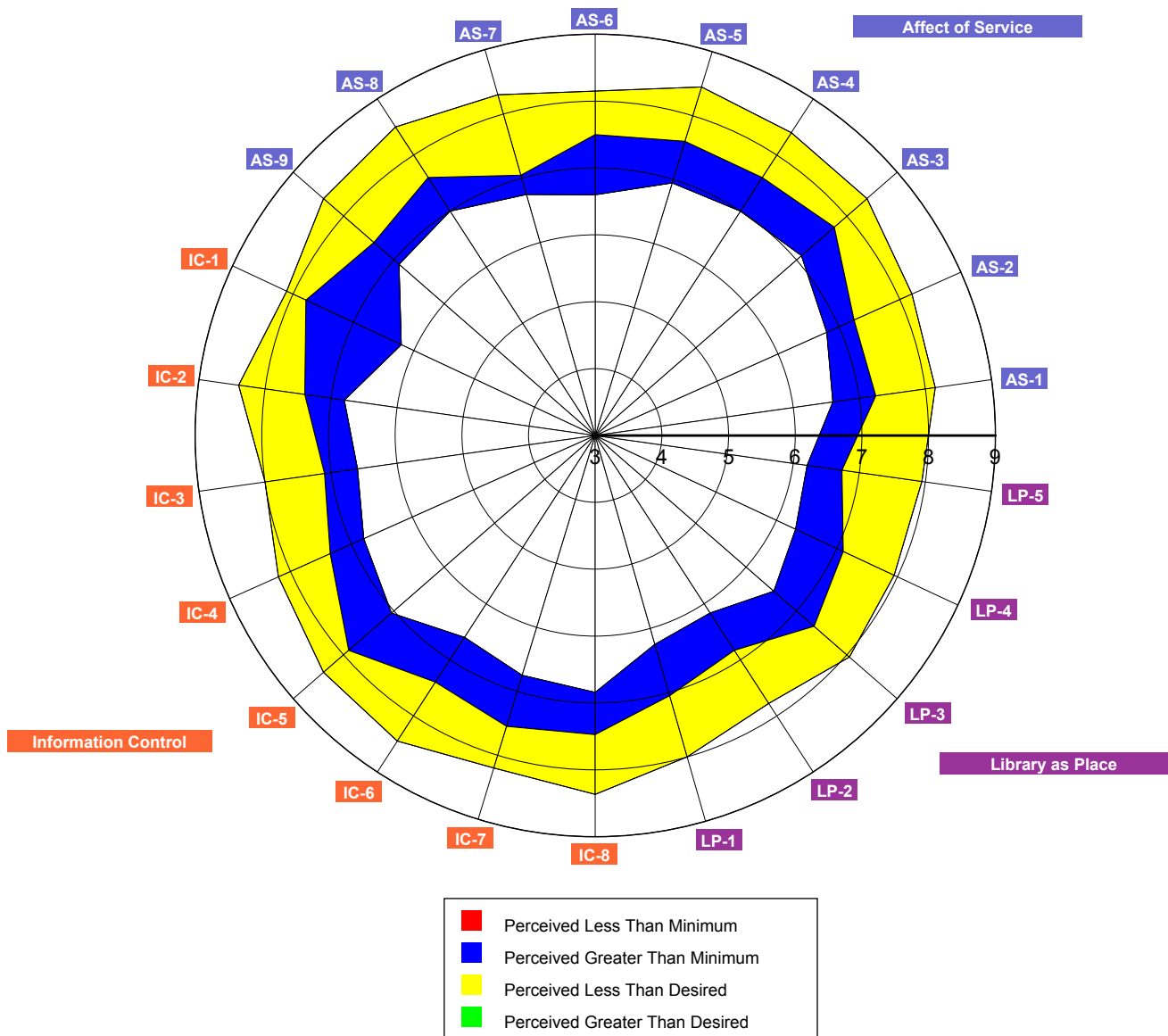
Sex	Respondents n	Respondents %
Male	7	35.00%
Female	13	65.00%
Total:	20	100.00%

8.2 Core Questions Summary for Library Staff

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Health Sciences
 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	6.60	8.15	7.25	0.65	-0.90	20
AS-2	Giving users individual attention	6.80	8.20	7.25	0.45	-0.95	20
AS-3	Employees who are consistently courteous	7.10	8.40	7.75	0.65	-0.65	20
AS-4	Readiness to respond to users' questions	7.00	8.40	7.60	0.60	-0.80	20
AS-5	Employees who have the knowledge to answer user questions	6.95	8.45	7.60	0.65	-0.85	20
AS-6	Employees who deal with users in a caring fashion	6.60	8.15	7.50	0.90	-0.65	20
AS-7	Employees who understand the needs of their users	6.75	8.30	7.05	0.30	-1.25	20
AS-8	Willingness to help users	7.00	8.50	7.60	0.60	-0.90	20
AS-9	Dependability in handling users' service problems	6.90	8.40	7.40	0.50	-1.00	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.21	8.11	7.79	1.58	-0.32	19
IC-2	A library Web site enabling me to locate information on my own	6.80	8.40	7.40	0.60	-1.00	20
IC-3	The printed library materials I need for my work	6.60	8.00	7.10	0.50	-0.90	20
IC-4	The electronic information resources I need	6.80	8.20	7.35	0.55	-0.85	20
IC-5	Modern equipment that lets me easily access needed information	7.05	8.40	7.90	0.85	-0.50	20
IC-6	Easy-to-use access tools that allow me to find things on my own	6.60	8.45	7.40	0.80	-1.05	20
IC-7	Making information easily accessible for independent use	6.75	8.20	7.55	0.80	-0.65	20
IC-8	Print and/or electronic journal collections I require for my work	6.84	8.37	7.47	0.63	-0.89	19
Library as Place							
LP-1	Library space that inspires study and learning	6.25	8.00	7.05	0.80	-0.95	20
LP-2	Quiet space for individual activities	6.17	7.78	6.83	0.67	-0.94	18
LP-3	A comfortable and inviting location	6.55	8.05	7.35	0.80	-0.70	20
LP-4	A getaway for study, learning, or research	6.32	7.95	7.11	0.79	-0.84	19
LP-5	Community space for group learning and group study	6.21	7.95	6.74	0.53	-1.21	19
Overall:		6.67	8.22	7.38	0.70	-0.84	20

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

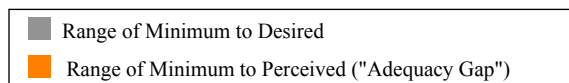
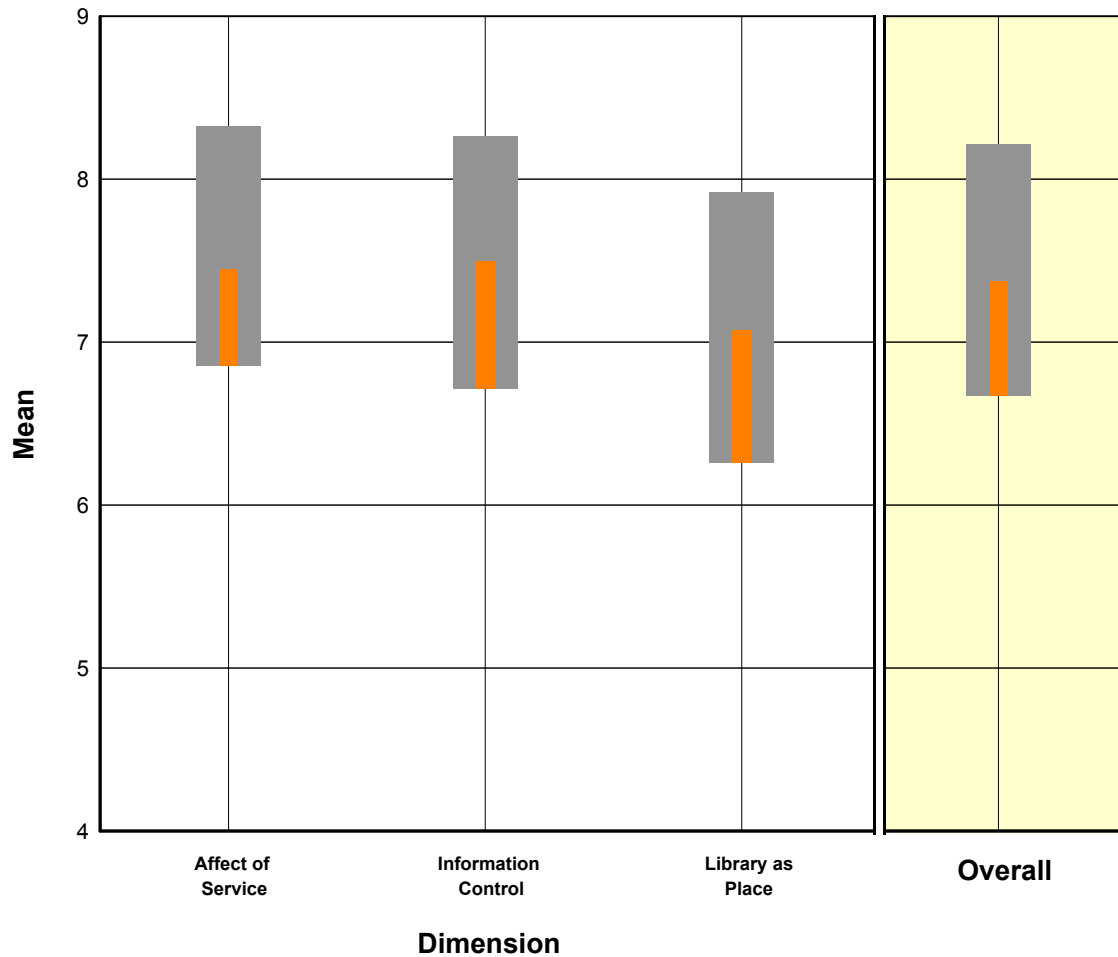
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.57	0.99	1.07	1.69	1.33	20
AS-2	Giving users individual attention	1.28	0.77	1.12	1.61	1.67	20
AS-3	Employees who are consistently courteous	1.48	0.75	1.07	1.95	1.50	20
AS-4	Readiness to respond to users' questions	1.34	0.68	1.05	1.93	1.51	20
AS-5	Employees who have the knowledge to answer user questions	1.43	0.69	1.05	1.66	1.50	20
AS-6	Employees who deal with users in a caring fashion	1.50	1.14	1.00	1.71	1.50	20
AS-7	Employees who understand the needs of their users	1.45	0.66	1.28	1.81	1.68	20
AS-8	Willingness to help users	1.34	0.69	1.14	1.70	1.48	20
AS-9	Dependability in handling users' service problems	1.33	0.82	1.05	1.61	1.49	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.87	1.29	1.23	1.57	1.53	19
IC-2	A library Web site enabling me to locate information on my own	1.24	0.88	1.05	1.27	1.41	20
IC-3	The printed library materials I need for my work	1.43	0.92	1.21	1.70	1.52	20
IC-4	The electronic information resources I need	1.40	0.62	0.93	1.32	1.23	20
IC-5	Modern equipment that lets me easily access needed information	1.32	0.75	1.21	1.39	1.47	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	0.69	1.05	1.40	1.39	20
IC-7	Making information easily accessible for independent use	1.45	0.77	1.00	1.20	1.35	20
IC-8	Print and/or electronic journal collections I require for my work	1.54	0.68	0.96	1.34	1.20	19
Library as Place							
LP-1	Library space that inspires study and learning	1.37	1.08	1.70	1.74	1.90	20
LP-2	Quiet space for individual activities	1.82	1.52	1.29	1.64	1.63	18
LP-3	A comfortable and inviting location	1.70	1.05	1.46	2.12	1.92	20
LP-4	A getaway for study, learning, or research	1.63	1.08	1.05	1.51	1.42	19
LP-5	Community space for group learning and group study	1.75	1.31	1.37	1.68	1.99	19
Overall:		1.25	0.65	0.77	1.31	1.22	20

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Library Staff

8.3 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.



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: 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	6.86	8.33	7.44	0.59	-0.88	20
Information Control	6.71	8.26	7.49	0.78	-0.77	20
Library as Place	6.26	7.92	7.08	0.81	-0.85	20
Overall:	6.67	8.22	7.38	0.70	-0.84	20

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	1.28	0.65	0.87	1.56	1.33	20
Information Control	1.29	0.64	0.88	1.12	1.17	20
Library as Place	1.37	0.99	0.99	1.52	1.53	20
Overall:	1.25	0.65	0.77	1.31	1.22	20

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Library Staff

8.4 Local Questions Summary for Library Staff

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	7.00	8.42	7.42	0.42	-1.00	19
Employees teaching me how to access or manage information	6.65	8.25	7.45	0.80	-0.80	20
An environment that facilitates group study and problem solving	7.50	8.50	6.67	-0.83	-1.83	6
Access to information resources that support patient care	6.80	7.87	7.13	0.33	-0.73	15
Ease of use of electronic resources	6.63	8.13	7.63	1.00	-0.50	8
Library orientations / instruction sessions	4.00	9.00	4.00	0.00	-5.00	1
Collections of online full-text articles sufficient to meet my needs	6.25	7.75	7.75	1.50	0.00	4
Electronic resources matching my information needs	6.75	8.13	7.75	1.00	-0.38	8
Provision of information skills training	4.00	9.00	5.00	1.00	-4.00	1
Making me aware of library resources and services	6.20	7.40	7.40	1.20	0.00	5
Efficient interlibrary loan / document delivery	7.67	8.83	7.17	-0.50	-1.67	6

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Library Staff

This table displays the standard deviation 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 health information when and where I need it	1.37	0.77	1.30	1.35	1.25	19
Employees teaching me how to access or manage information	1.35	0.72	0.83	1.24	1.24	20
An environment that facilitates group study and problem solving	1.52	0.84	1.03	1.47	0.75	6
Access to information resources that support patient care	1.90	1.19	1.36	1.54	1.71	15
Ease of use of electronic resources	1.06	0.83	0.52	1.31	0.76	8
Library orientations / instruction sessions						1
Collections of online full-text articles sufficient to meet my needs	1.50	0.50	0.96	1.91	1.41	4
Electronic resources matching my information needs	1.28	0.83	0.71	0.93	0.92	8
Provision of information skills training						1
Making me aware of library resources and services	1.30	0.89	1.14	1.92	1.58	5
Efficient interlibrary loan / document delivery	1.21	0.41	0.98	1.05	0.82	6

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Library Staff

8.5 General Satisfaction Questions Summary for Library Staff

This table displays 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 particular 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.	7.50	1.24	20
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.90	1.41	20
How would you rate the overall quality of the service provided by the library?	7.35	0.99	20

8.6 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 particular 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.	6.75	1.45	20
The library aids my advancement in my academic discipline.	6.50	1.57	20
The library enables me to be more efficient in my academic pursuits.	6.85	1.46	20
The library helps me distinguish between trustworthy and untrustworthy information.	6.70	1.45	20
The library provides me with the information skills I need in my work or study.	7.25	1.21	20

Language: American English

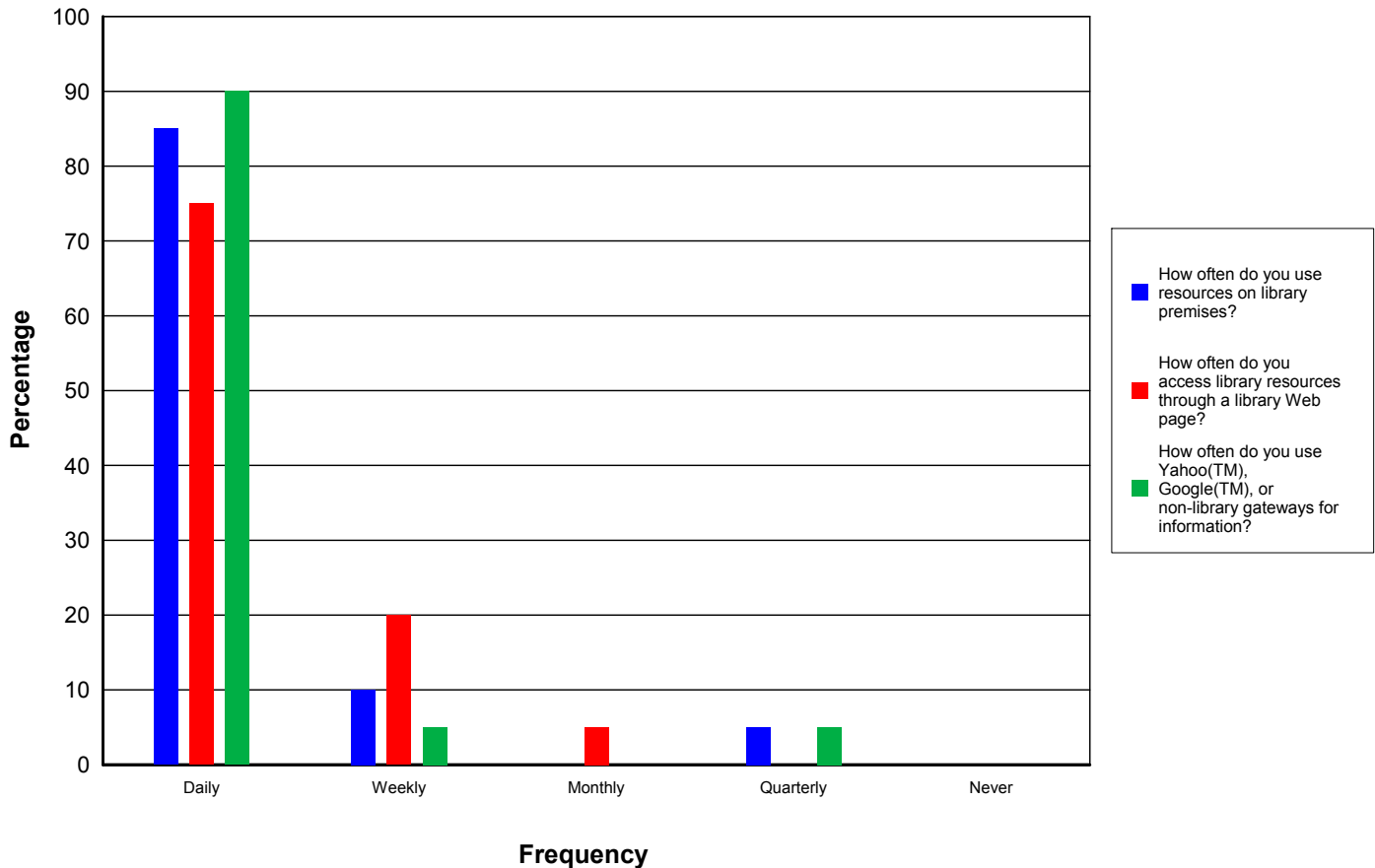
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Library Staff

8.7 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	n / %
How often do you use resources on library premises?	17	2	0	1	0	20
	85.00%	10.00%	0.00%	5.00%	0.00%	100.00%
How often do you access library resources through a library Web page?	15	4	1	0	0	20
	75.00%	20.00%	5.00%	0.00%	0.00%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	18	1	0	1	0	20
	90.00%	5.00%	0.00%	5.00%	0.00%	100.00%

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Library Staff

9 Academic Health Sciences Libraries Staff Summary for ARL

9.1 Demographic Summary for Staff

9.1.1 Respondent Profile for Staff 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	0.17%
18 - 22	14	2.41%
23 - 30	135	23.24%
31 - 45	219	37.69%
46 - 65	205	35.28%
Over 65	7	1.20%
Total:	581	100.00%

9.1.2 Respondent Profile for Staff 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 %
Male	140	24.14%
Female	440	75.86%
Total:	580	100.00%

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

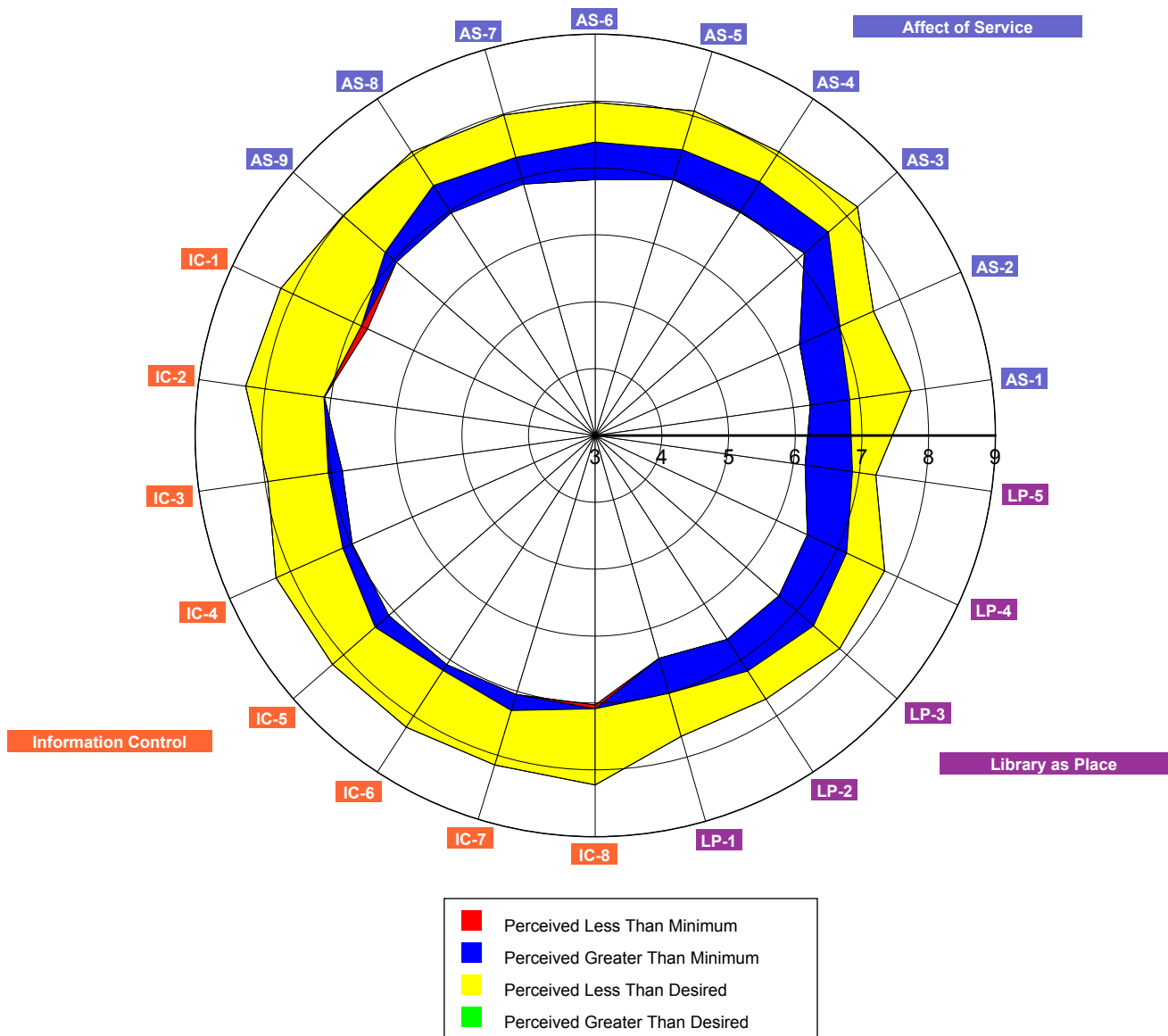
User Group: Staff

9.2 Core Questions Summary for Staff

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Health Sciences
 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	6.26	7.78	6.86	0.60	-0.93	545
AS-2	Giving users individual attention	6.35	7.57	7.02	0.66	-0.55	547
AS-3	Employees who are consistently courteous	7.16	8.21	7.63	0.48	-0.57	567
AS-4	Readiness to respond to users' questions	6.98	8.06	7.52	0.54	-0.53	557
AS-5	Employees who have the knowledge to answer user questions	7.00	8.07	7.47	0.46	-0.61	555
AS-6	Employees who deal with users in a caring fashion	6.83	7.98	7.39	0.56	-0.59	564
AS-7	Employees who understand the needs of their users	6.91	7.99	7.33	0.42	-0.66	550
AS-8	Willingness to help users	6.97	8.05	7.46	0.49	-0.60	550
AS-9	Dependability in handling users' service problems	6.95	8.01	7.18	0.22	-0.84	506
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.87	8.20	6.77	-0.10	-1.43	542
IC-2	A library Web site enabling me to locate information on my own	7.10	8.30	7.11	0.01	-1.19	570
IC-3	The printed library materials I need for my work	6.83	7.96	7.04	0.21	-0.91	518
IC-4	The electronic information resources I need	6.99	8.24	7.14	0.15	-1.10	566
IC-5	Modern equipment that lets me easily access needed information	7.10	8.22	7.37	0.27	-0.85	562
IC-6	Easy-to-use access tools that allow me to find things on my own	7.09	8.20	7.19	0.10	-1.01	567
IC-7	Making information easily accessible for independent use	7.05	8.15	7.30	0.25	-0.85	565
IC-8	Print and/or electronic journal collections I require for my work	7.09	8.23	7.03	-0.06	-1.20	527
Library as Place							
LP-1	Library space that inspires study and learning	6.47	7.68	7.01	0.54	-0.67	527
LP-2	Quiet space for individual activities	6.64	7.70	7.20	0.56	-0.50	509
LP-3	A comfortable and inviting location	6.65	7.86	7.34	0.69	-0.52	554
LP-4	A getaway for study, learning, or research	6.51	7.79	7.16	0.65	-0.63	495
LP-5	Community space for group learning and group study	6.18	7.25	6.90	0.72	-0.35	408
Overall:		6.83	7.99	7.21	0.38	-0.78	581

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

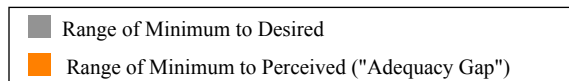
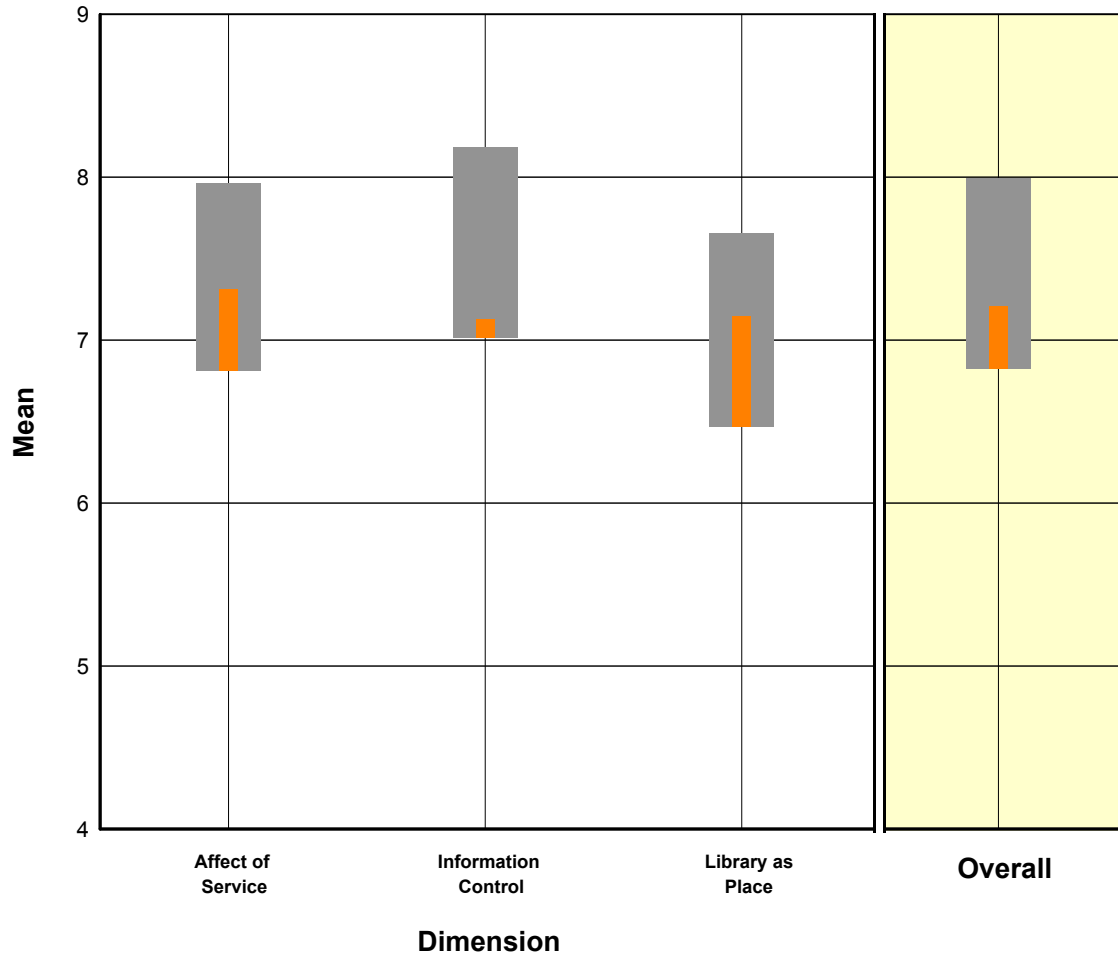
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.69	1.35	1.51	1.68	1.48	545
AS-2	Giving users individual attention	1.81	1.48	1.57	1.70	1.52	547
AS-3	Employees who are consistently courteous	1.65	1.14	1.44	1.74	1.35	567
AS-4	Readiness to respond to users' questions	1.63	1.23	1.42	1.62	1.35	557
AS-5	Employees who have the knowledge to answer user questions	1.67	1.19	1.35	1.67	1.31	555
AS-6	Employees who deal with users in a caring fashion	1.72	1.26	1.40	1.70	1.42	564
AS-7	Employees who understand the needs of their users	1.66	1.23	1.41	1.65	1.41	550
AS-8	Willingness to help users	1.65	1.16	1.37	1.63	1.41	550
AS-9	Dependability in handling users' service problems	1.62	1.28	1.50	1.73	1.50	506
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.32	1.88	2.23	1.98	542
IC-2	A library Web site enabling me to locate information on my own	1.59	1.02	1.60	1.98	1.69	570
IC-3	The printed library materials I need for my work	1.69	1.36	1.54	1.83	1.70	518
IC-4	The electronic information resources I need	1.59	1.08	1.46	1.78	1.56	566
IC-5	Modern equipment that lets me easily access needed information	1.56	1.10	1.37	1.69	1.43	562
IC-6	Easy-to-use access tools that allow me to find things on my own	1.55	1.14	1.42	1.79	1.49	567
IC-7	Making information easily accessible for independent use	1.55	1.16	1.35	1.69	1.46	565
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.21	1.57	2.01	1.74	527
Library as Place							
LP-1	Library space that inspires study and learning	1.90	1.56	1.68	2.11	1.92	527
LP-2	Quiet space for individual activities	1.88	1.51	1.54	1.97	1.75	509
LP-3	A comfortable and inviting location	1.79	1.42	1.51	2.00	1.71	554
LP-4	A getaway for study, learning, or research	1.89	1.50	1.54	1.95	1.70	495
LP-5	Community space for group learning and group study	2.04	1.83	1.69	2.06	1.90	408
Overall:		1.32	0.90	1.11	1.33	1.07	581

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Staff

9.3 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.



Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: 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	6.82	7.96	7.31	0.50	-0.65	580
Information Control	7.02	8.19	7.13	0.11	-1.06	581
Library as Place	6.47	7.66	7.15	0.68	-0.51	571
Overall:	6.83	7.99	7.21	0.38	-0.78	581

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	1.41	1.01	1.20	1.36	1.12	580
Information Control	1.33	0.90	1.20	1.48	1.24	581
Library as Place	1.64	1.27	1.31	1.73	1.48	571
Overall:	1.32	0.90	1.11	1.33	1.07	581

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Staff

9.4 Local Questions Summary for Staff

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.68	7.88	6.94	0.27	-0.94	508
Employees teaching me how to access or manage information	6.61	7.84	7.08	0.47	-0.77	521
An environment that facilitates group study and problem solving	6.09	7.24	6.91	0.81	-0.33	54
Access to information resources that support patient care	6.86	7.95	7.15	0.29	-0.80	429
Ease of use of electronic resources	7.17	8.20	7.25	0.08	-0.95	325
Library orientations / instruction sessions	6.15	7.03	6.71	0.56	-0.32	34
Collections of online full-text articles sufficient to meet my needs	7.03	8.36	6.59	-0.43	-1.76	106
Electronic resources matching my information needs	7.05	8.17	7.17	0.12	-1.00	312
Provision of information skills training	5.54	7.03	6.38	0.84	-0.65	37
Making me aware of library resources and services	6.18	7.47	6.21	0.03	-1.26	107
Efficient interlibrary loan / document delivery	6.93	8.27	7.14	0.20	-1.14	74

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Staff

This table displays the standard deviation 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 health information when and where I need it	1.68	1.44	1.51	1.76	1.64	508
Employees teaching me how to access or manage information	1.82	1.40	1.67	1.82	1.64	521
An environment that facilitates group study and problem solving	1.98	1.70	1.43	1.69	1.64	54
Access to information resources that support patient care	1.86	1.48	1.58	1.84	1.62	429
Ease of use of electronic resources	1.46	1.08	1.42	1.65	1.42	325
Library orientations / instruction sessions	2.43	2.12	1.82	2.00	1.97	34
Collections of online full-text articles sufficient to meet my needs	1.72	1.11	1.59	2.31	1.98	106
Electronic resources matching my information needs	1.45	1.08	1.47	1.77	1.57	312
Provision of information skills training	2.06	1.92	1.52	1.85	1.98	37
Making me aware of library resources and services	1.94	1.52	1.83	2.13	2.05	107
Efficient interlibrary loan / document delivery	1.63	1.08	1.85	2.37	1.90	74

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Staff

9.5 General Satisfaction Questions Summary for Staff

This table displays 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 particular 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.	7.46	1.50	581
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.11	1.51	581
How would you rate the overall quality of the service provided by the library?	7.32	1.31	581

9.6 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 particular 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.	6.53	1.67	581
The library aids my advancement in my academic discipline.	6.75	1.58	580
The library enables me to be more efficient in my academic pursuits.	6.82	1.60	580
The library helps me distinguish between trustworthy and untrustworthy information.	6.16	1.81	581
The library provides me with the information skills I need in my work or study.	6.60	1.63	581

Language: American English

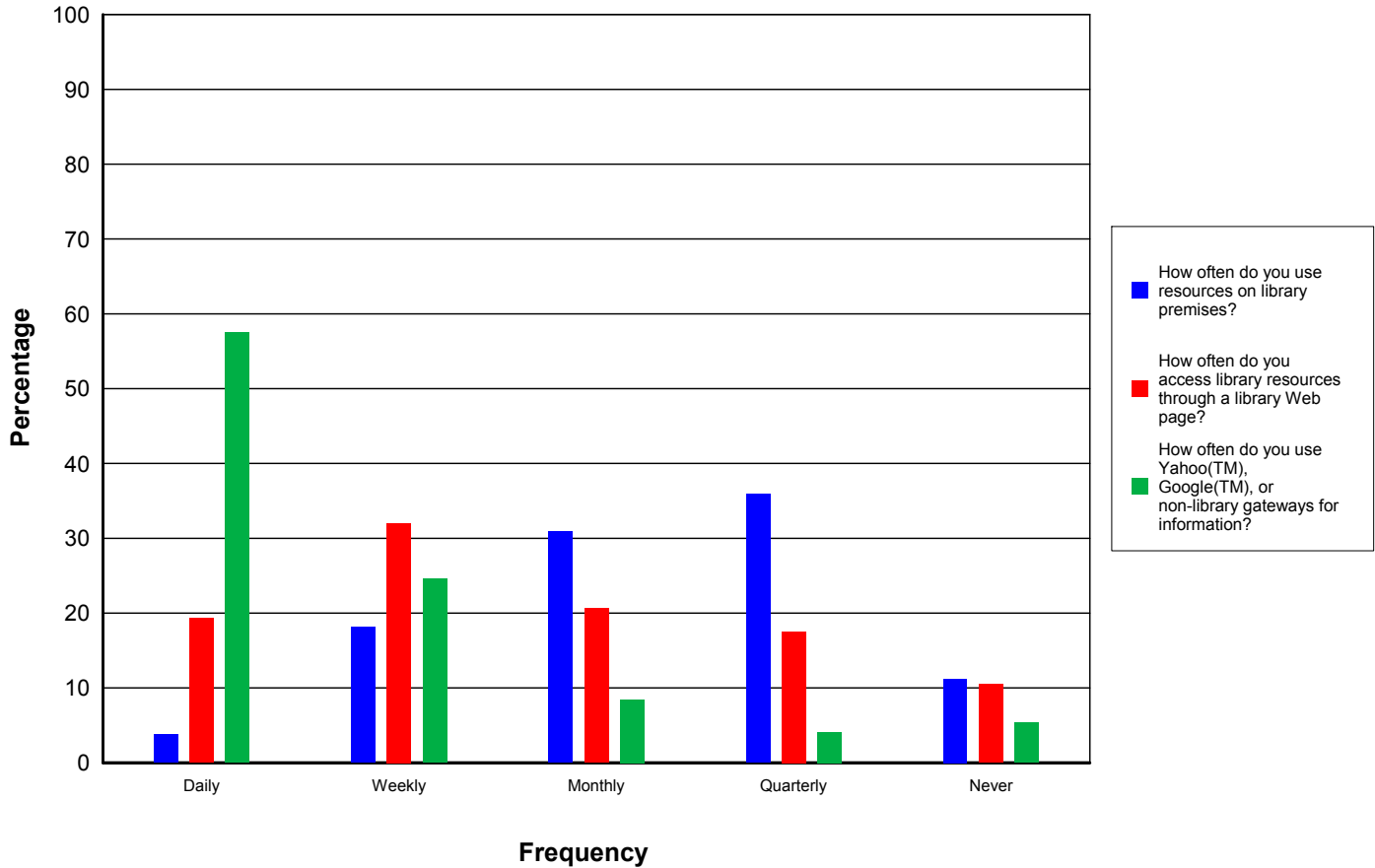
Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Staff

9.7 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	n / %
How often do you use resources on library premises?	22 3.80%	105 18.13%	179 30.92%	208 35.92%	65 11.23%	579 100.00%
How often do you access library resources through a library Web page?	112 19.28%	186 32.01%	120 20.65%	102 17.56%	61 10.50%	581 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	334 57.49%	143 24.61%	49 8.43%	24 4.13%	31 5.34%	581 100.00%

Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Staff

10 Academic Law Libraries Demographic Summary for ARL

10.1 Respondents by User Group

User Group	Respondent n	Respondent %
Law Students		
First Year	59	28.78%
Second Year	63	30.73%
Third Year	44	21.46%
Fourth Year	4	1.95%
Sub Total:	170	82.93%
Graduate		
Doctoral	0	0.00%
LL.M.	7	3.41%
Sub Total:	7	3.41%
Faculty		
Adjunct Faculty	1	0.49%
Assistant Professor	1	0.49%
Associate Professor	5	2.44%
Professor	11	5.37%
Visiting Professor	0	0.00%
Other Academic Status	3	1.46%
Sub Total:	21	10.24%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	0	0.00%
Public Services	2	0.98%
Systems	0	0.00%
Technical Services	0	0.00%
Other	2	0.98%
Sub Total:	4	1.95%
Staff		
Administrator/Manager	1	0.49%
Research Staff	0	0.00%
Other staff positions	2	0.98%
Sub Total:	3	1.46%
Other Patrons		
Alumnus	0	0.00%
Member or subscriber	0	0.00%
Sub Total:	0	0.00%
Total:	205	100.00%

Language: American English

Institution Type: Academic Law

Consortium: ARL

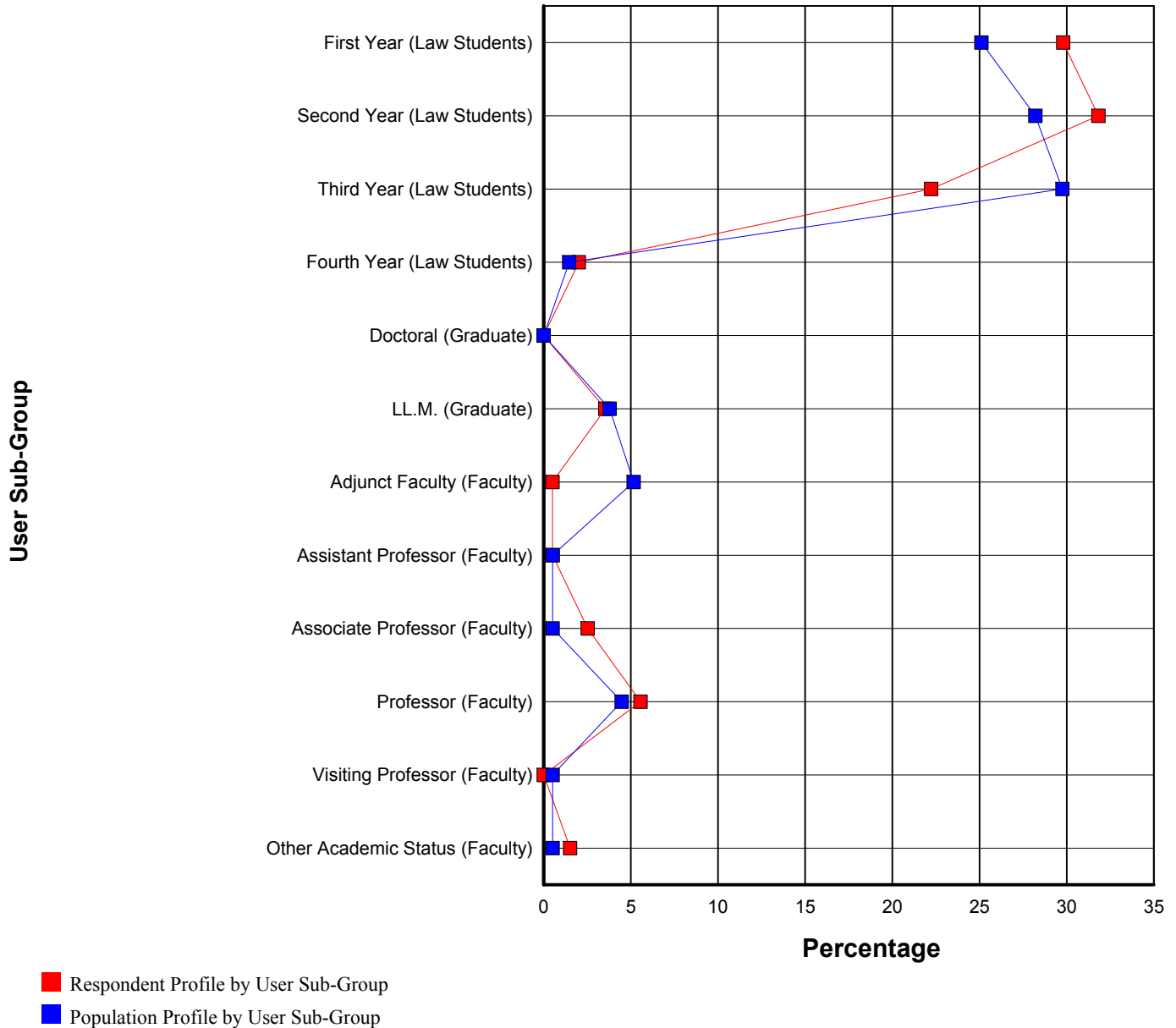
User Group: All

10.2 Population and Respondent Profiles by User Sub-Group

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

The chart maps 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 both the general population (N) and 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: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First Year (Law Students)	292	25.11%	59	29.80%	-4.69%
Second Year (Law Students)	328	28.20%	63	31.82%	-3.62%
Third Year (Law Students)	346	29.75%	44	22.22%	7.53%
Fourth Year (Law Students)	17	1.46%	4	2.02%	-0.56%
Doctoral (Graduate)	0	0.00%	0	0.00%	0.00%
LL.M. (Graduate)	44	3.78%	7	3.54%	0.25%
Adjunct Faculty (Faculty)	60	5.16%	1	0.51%	4.65%
Assistant Professor (Faculty)	6	0.52%	1	0.51%	0.01%
Associate Professor (Faculty)	6	0.52%	5	2.53%	-2.01%
Professor (Faculty)	52	4.47%	11	5.56%	-1.08%
Visiting Professor (Faculty)	6	0.52%	0	0.00%	0.52%
Other Academic Status (Faculty)	6	0.52%	3	1.52%	-1.00%
Total:	1,163	100.00%	198	100.00%	0.00%

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff, Staff, Other Patrons)

10.3 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	9	4.48%
23 - 30	127	63.18%
31 - 45	44	21.89%
46 - 65	18	8.96%
Over 65	3	1.49%
Total:	201	100.00%

10.4 Population and Respondent Profiles 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 %
Male	568	50.40%	89	44.28%
Female	559	49.60%	112	55.72%
Total:	1,127	100.00%	201	100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: All (Excluding Library Staff)

10.5 Respondent Profile by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

Day/Evening Student	Respondents n	Respondents %
Day	156	78.00%
Evening	20	10.00%
Does not apply / NA	24	12.00%
Total:	200	100.00%

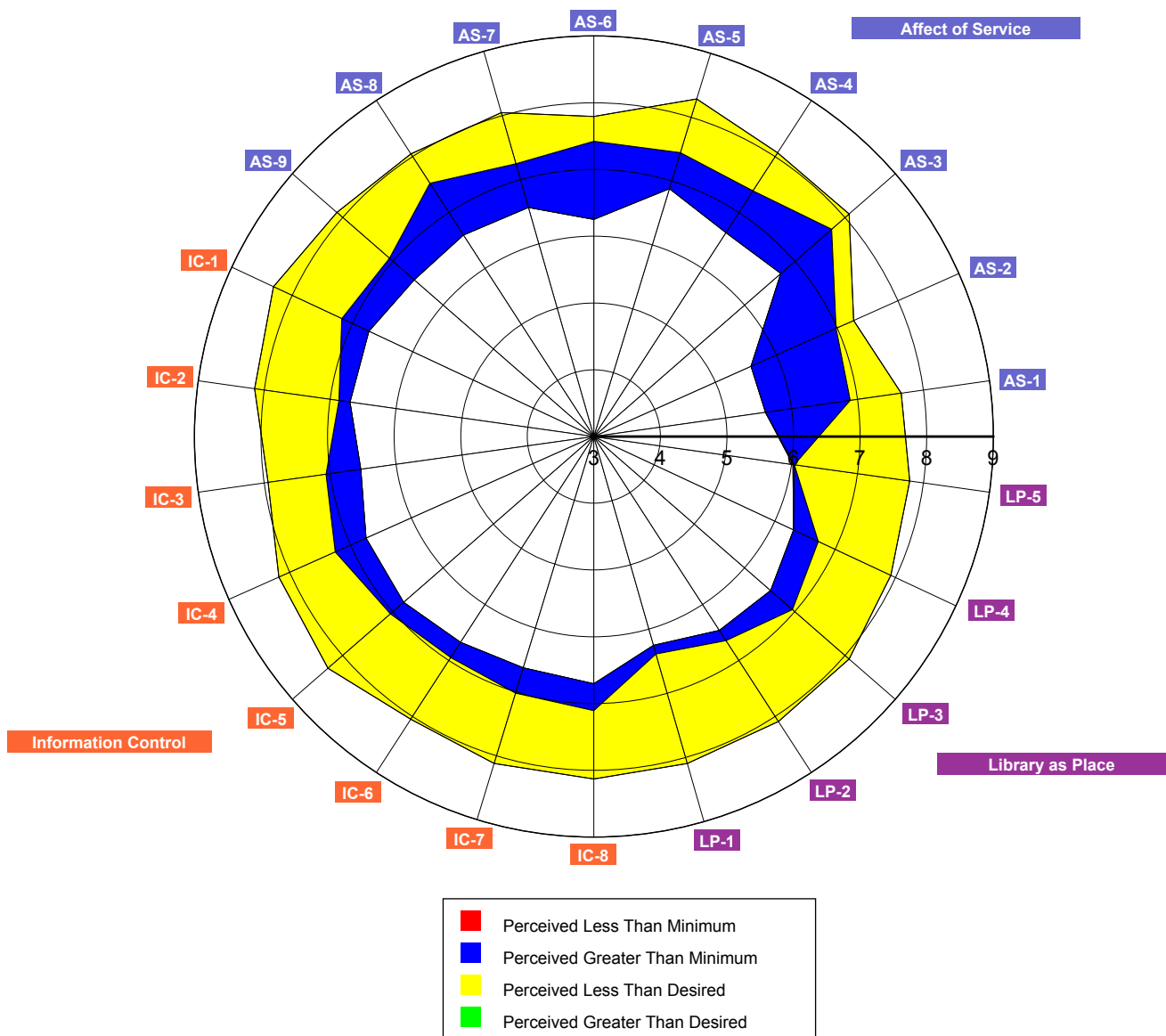
11 Academic Law Libraries Survey Item Summary for ARL

11.1 Core Questions Summary

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Law
 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	5.61	7.66	6.89	1.28	-0.77	190
AS-2	Giving users individual attention	5.59	7.27	6.98	1.40	-0.29	191
AS-3	Employees who are consistently courteous	6.72	8.08	7.73	1.01	-0.35	199
AS-4	Readiness to respond to users' questions	6.64	8.07	7.39	0.75	-0.68	193
AS-5	Employees who have the knowledge to answer user questions	6.88	8.29	7.45	0.56	-0.84	195
AS-6	Employees who deal with users in a caring fashion	6.25	7.79	7.42	1.17	-0.37	194
AS-7	Employees who understand the needs of their users	6.57	8.05	7.25	0.68	-0.79	195
AS-8	Willingness to help users	6.60	8.05	7.52	0.93	-0.52	189
AS-9	Dependability in handling users' service problems	6.58	8.12	7.07	0.49	-1.05	173
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.73	8.31	7.18	0.45	-1.13	196
IC-2	A library Web site enabling me to locate information on my own	6.70	8.15	6.87	0.17	-1.28	197
IC-3	The printed library materials I need for my work	6.54	7.94	7.06	0.53	-0.88	190
IC-4	The electronic information resources I need	6.75	8.18	7.25	0.51	-0.93	189
IC-5	Modern equipment that lets me easily access needed information	6.79	8.29	7.05	0.26	-1.24	198
IC-6	Easy-to-use access tools that allow me to find things on my own	6.68	8.05	6.95	0.27	-1.10	195
IC-7	Making information easily accessible for independent use	6.62	8.12	7.02	0.40	-1.10	189
IC-8	Print and/or electronic journal collections I require for my work	6.70	8.13	7.11	0.40	-1.02	176
Library as Place							
LP-1	Library space that inspires study and learning	6.25	8.10	6.39	0.14	-1.71	197
LP-2	Quiet space for individual activities	6.46	8.09	6.65	0.18	-1.44	196
LP-3	A comfortable and inviting location	6.52	8.08	6.95	0.44	-1.13	197
LP-4	A getaway for study, learning, or research	6.31	7.92	6.72	0.41	-1.20	193
LP-5	Community space for group learning and group study	6.04	7.79	6.02	-0.02	-1.77	192
Overall:		6.49	8.02	7.03	0.55	-0.99	201

Language: American English

Institution Type: Academic Law

Consortium: ARL

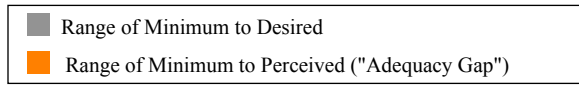
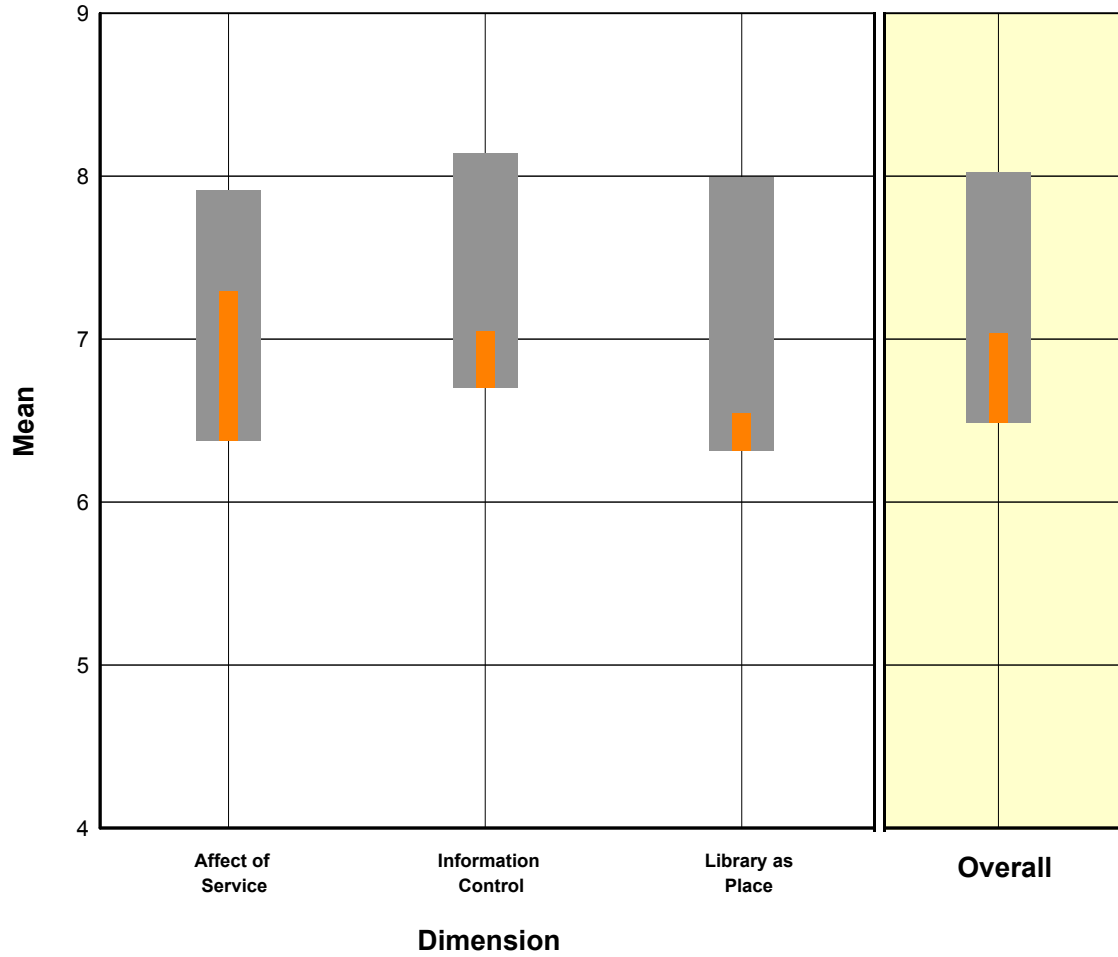
User Group: All (Excluding Library Staff)

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	1.87	1.54	1.44	2.00	1.81	190
AS-2	Giving users individual attention	1.91	1.80	1.54	1.89	1.87	191
AS-3	Employees who are consistently courteous	1.79	1.33	1.46	1.92	1.68	199
AS-4	Readiness to respond to users' questions	1.58	1.15	1.46	1.91	1.49	193
AS-5	Employees who have the knowledge to answer user questions	1.46	1.14	1.42	1.73	1.60	195
AS-6	Employees who deal with users in a caring fashion	1.81	1.45	1.39	1.99	1.71	194
AS-7	Employees who understand the needs of their users	1.56	1.18	1.31	1.68	1.47	195
AS-8	Willingness to help users	1.59	1.21	1.39	1.67	1.48	189
AS-9	Dependability in handling users' service problems	1.64	1.10	1.49	1.71	1.66	173
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.24	1.65	2.03	1.86	196
IC-2	A library Web site enabling me to locate information on my own	1.70	1.28	1.79	2.07	1.95	197
IC-3	The printed library materials I need for my work	1.72	1.32	1.49	1.92	1.61	190
IC-4	The electronic information resources I need	1.49	1.12	1.39	1.69	1.55	189
IC-5	Modern equipment that lets me easily access needed information	1.52	1.03	1.55	1.85	1.71	198
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.16	1.49	1.74	1.68	195
IC-7	Making information easily accessible for independent use	1.51	1.19	1.45	1.69	1.58	189
IC-8	Print and/or electronic journal collections I require for my work	1.67	1.42	1.54	1.94	1.90	176
Library as Place							
LP-1	Library space that inspires study and learning	1.92	1.49	1.94	2.60	2.38	197
LP-2	Quiet space for individual activities	1.78	1.39	1.79	2.43	2.19	196
LP-3	A comfortable and inviting location	1.72	1.38	1.84	2.33	2.18	197
LP-4	A getaway for study, learning, or research	1.91	1.60	1.77	2.41	2.28	193
LP-5	Community space for group learning and group study	1.94	1.67	2.14	2.77	2.66	192
Overall:		1.25	0.88	1.04	1.37	1.20	201

Language: American English
Institution Type: Academic Law
Consortium: ARL
User Group: All (Excluding Library Staff)

11.2 Core Question Dimensions Summary

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: American English
 Institution Type: Academic Law
 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	6.38	7.91	7.29	0.92	-0.62	201
Information Control	6.70	8.14	7.05	0.35	-1.09	201
Library as Place	6.32	7.99	6.55	0.23	-1.44	200
Overall:	6.49	8.02	7.03	0.55	-0.99	201

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	1.35	1.01	1.09	1.37	1.21	201
Information Control	1.23	0.85	1.20	1.44	1.31	201
Library as Place	1.58	1.26	1.51	2.06	1.89	200
Overall:	1.25	0.88	1.04	1.37	1.20	201

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: All (Excluding Library Staff)

11.3 Local Questions Summary

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.69	8.20	7.25	0.56	-0.95	100
Providing help when and where I need it	6.51	8.17	7.46	0.96	-0.71	95
Making me aware of library services	5.78	7.49	6.69	0.92	-0.80	95
Online course support (readings, links, references)	5.93	7.81	5.94	0.01	-1.87	89
Library keeping me informed about all of its services	5.52	7.01	6.33	0.81	-0.68	95
Helpfulness in dealing with users' IT problems	6.99	8.42	7.00	0.01	-1.42	96
Efficient interlibrary loan / document delivery	6.56	8.00	7.68	1.11	-0.32	62
Convenient service hours	6.95	8.45	6.35	-0.60	-2.10	97
Ability to navigate library Web pages easily	6.45	8.15	6.93	0.48	-1.22	191

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff)

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.74	1.20	1.39	1.68	1.53	100
Providing help when and where I need it	1.56	1.08	1.24	1.64	1.30	95
Making me aware of library services	2.03	1.38	1.61	2.21	1.88	95
Online course support (readings, links, references)	1.86	1.66	1.96	2.30	2.25	89
Library keeping me informed about all of its services	1.84	1.75	1.62	2.11	2.11	95
Helpfulness in dealing with users' IT problems	1.57	1.02	1.77	2.17	1.92	96
Efficient interlibrary loan / document delivery	1.70	1.24	1.16	1.68	1.48	62
Convenient service hours	1.65	1.06	2.11	2.43	2.34	97
Ability to navigate library Web pages easily	1.63	1.23	1.61	1.97	1.75	191

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: All (Excluding Library Staff)

11.4 General Satisfaction Questions Summary

This table displays 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 particular 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.	7.65	1.49	201
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.94	1.55	201
How would you rate the overall quality of the service provided by the library?	7.13	1.31	201

11.5 Information Literacy Outcomes Questions Summary

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 particular 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.	5.53	1.89	201
The library aids my advancement in my academic discipline.	6.56	1.61	201
The library enables me to be more efficient in my academic pursuits.	6.77	1.55	201
The library helps me distinguish between trustworthy and untrustworthy information.	5.54	1.79	201
The library provides me with the information skills I need in my work or study.	6.31	1.77	201

Language: American English

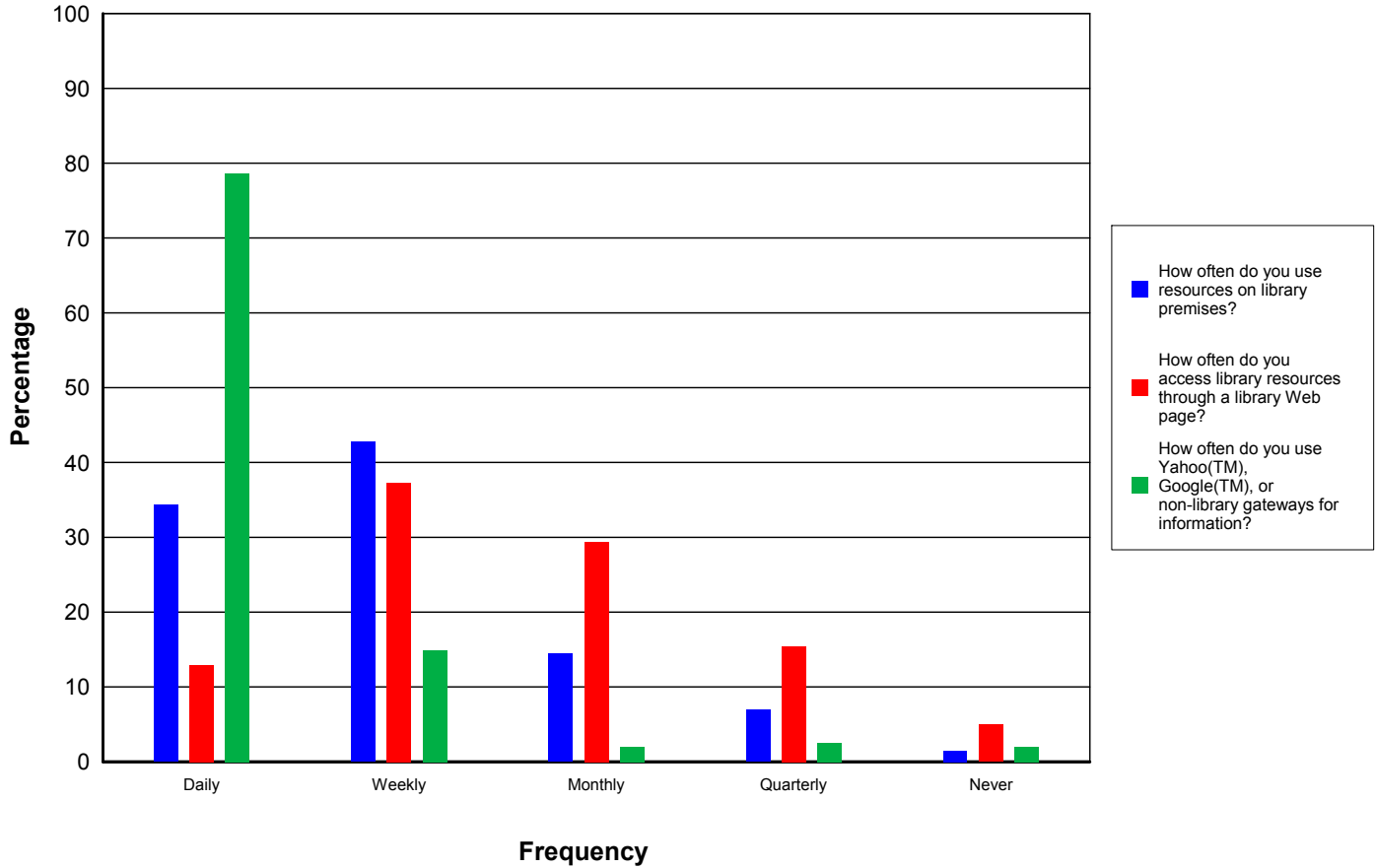
Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff)

11.6 Library Use Summary

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	n / %
How often do you use resources on library premises?	69 34.33%	86 42.79%	29 14.43%	14 6.97%	3 1.49%	201 100.00%
How often do you access library resources through a library Web page?	26 12.94%	75 37.31%	59 29.35%	31 15.42%	10 4.98%	201 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	158 78.61%	30 14.93%	4 1.99%	5 2.49%	4 1.99%	201 100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: All (Excluding Library Staff)

12 Academic Law Libraries Law Students Summary for ARL

12.1 Demographic Summary for Law Students

12.1.1 Respondent Profile for Law Students 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	9	5.29%
23 - 30	121	71.18%
31 - 45	35	20.59%
46 - 65	5	2.94%
Over 65	0	0.00%
Total:	170	100.00%

12.1.2 Population and Respondent Profiles for Law Students 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 %
Male	481	48.59%	72	42.35%
Female	509	51.41%	98	57.65%
Total:	990	100.00%	170	100.00%

12.1.3 Respondent Profile for Law Students by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

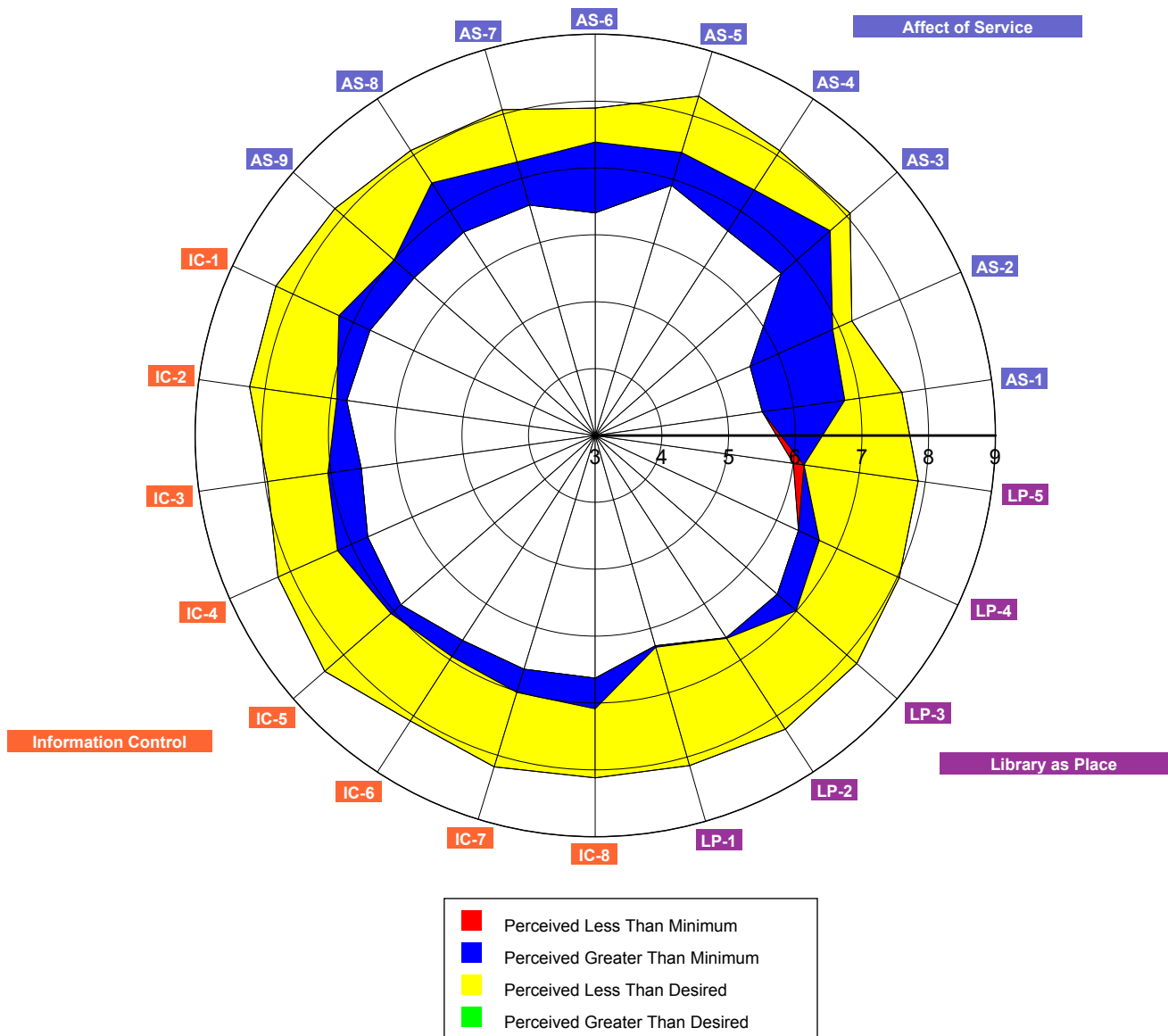
Day/Evening Student	Respondents n	Respondents %
Day	149	87.65%
Evening	19	11.18%
Does not apply / NA	2	1.18%
Total:	170	100.00%

12.2 Core Questions Summary for Law Students

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Law Students

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	5.53	7.64	6.78	1.25	-0.86	160
AS-2	Giving users individual attention	5.54	7.21	6.90	1.36	-0.31	160
AS-3	Employees who are consistently courteous	6.70	8.07	7.67	0.97	-0.40	169
AS-4	Readiness to respond to users' questions	6.65	8.08	7.38	0.73	-0.70	163
AS-5	Employees who have the knowledge to answer user questions	6.91	8.30	7.43	0.51	-0.88	164
AS-6	Employees who deal with users in a caring fashion	6.33	7.90	7.39	1.06	-0.51	164
AS-7	Employees who understand the needs of their users	6.59	8.07	7.26	0.67	-0.81	164
AS-8	Willingness to help users	6.63	8.08	7.50	0.88	-0.58	161
AS-9	Dependability in handling users' service problems	6.60	8.17	7.00	0.40	-1.17	144
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.73	8.28	7.24	0.52	-1.04	165
IC-2	A library Web site enabling me to locate information on my own	6.77	8.23	6.92	0.15	-1.32	166
IC-3	The printed library materials I need for my work	6.54	7.96	7.05	0.51	-0.91	162
IC-4	The electronic information resources I need	6.74	8.21	7.23	0.50	-0.97	159
IC-5	Modern equipment that lets me easily access needed information	6.86	8.38	7.06	0.20	-1.32	168
IC-6	Easy-to-use access tools that allow me to find things on my own	6.65	8.09	6.95	0.29	-1.15	165
IC-7	Making information easily accessible for independent use	6.66	8.18	7.02	0.36	-1.16	160
IC-8	Print and/or electronic journal collections I require for my work	6.63	8.12	7.09	0.46	-1.03	149
Library as Place							
LP-1	Library space that inspires study and learning	6.27	8.14	6.30	0.02	-1.84	169
LP-2	Quiet space for individual activities	6.61	8.24	6.62	0.01	-1.62	168
LP-3	A comfortable and inviting location	6.62	8.20	6.99	0.38	-1.20	168
LP-4	A getaway for study, learning, or research	6.36	8.03	6.71	0.35	-1.32	165
LP-5	Community space for group learning and group study	6.16	7.89	6.00	-0.16	-1.89	166
Overall:		6.51	8.06	7.01	0.50	-1.06	170

Language: American English
Institution Type: Academic Law
Consortium: ARL
User Group: Law Students

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	1.79	1.48	1.45	1.99	1.84	160
AS-2	Giving users individual attention	1.87	1.81	1.54	1.78	1.86	160
AS-3	Employees who are consistently courteous	1.80	1.37	1.48	1.96	1.71	169
AS-4	Readiness to respond to users' questions	1.57	1.14	1.39	1.86	1.43	163
AS-5	Employees who have the knowledge to answer user questions	1.41	1.09	1.38	1.75	1.58	164
AS-6	Employees who deal with users in a caring fashion	1.74	1.40	1.39	1.98	1.69	164
AS-7	Employees who understand the needs of their users	1.56	1.17	1.28	1.66	1.46	164
AS-8	Willingness to help users	1.59	1.21	1.40	1.68	1.47	161
AS-9	Dependability in handling users' service problems	1.67	1.09	1.51	1.74	1.69	144
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.30	1.64	2.04	1.86	165
IC-2	A library Web site enabling me to locate information on my own	1.62	1.16	1.74	2.01	1.92	166
IC-3	The printed library materials I need for my work	1.61	1.33	1.44	1.77	1.59	162
IC-4	The electronic information resources I need	1.48	1.11	1.38	1.63	1.47	159
IC-5	Modern equipment that lets me easily access needed information	1.43	0.90	1.46	1.78	1.56	168
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	1.10	1.43	1.67	1.63	165
IC-7	Making information easily accessible for independent use	1.50	1.18	1.45	1.64	1.56	160
IC-8	Print and/or electronic journal collections I require for my work	1.63	1.40	1.53	1.88	1.88	149
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.41	1.92	2.54	2.34	169
LP-2	Quiet space for individual activities	1.60	1.18	1.80	2.29	2.11	168
LP-3	A comfortable and inviting location	1.64	1.28	1.77	2.20	2.04	168
LP-4	A getaway for study, learning, or research	1.80	1.47	1.76	2.33	2.19	165
LP-5	Community space for group learning and group study	1.81	1.55	2.10	2.66	2.57	166
Overall:		1.22	0.83	1.01	1.32	1.14	170

Language: American English

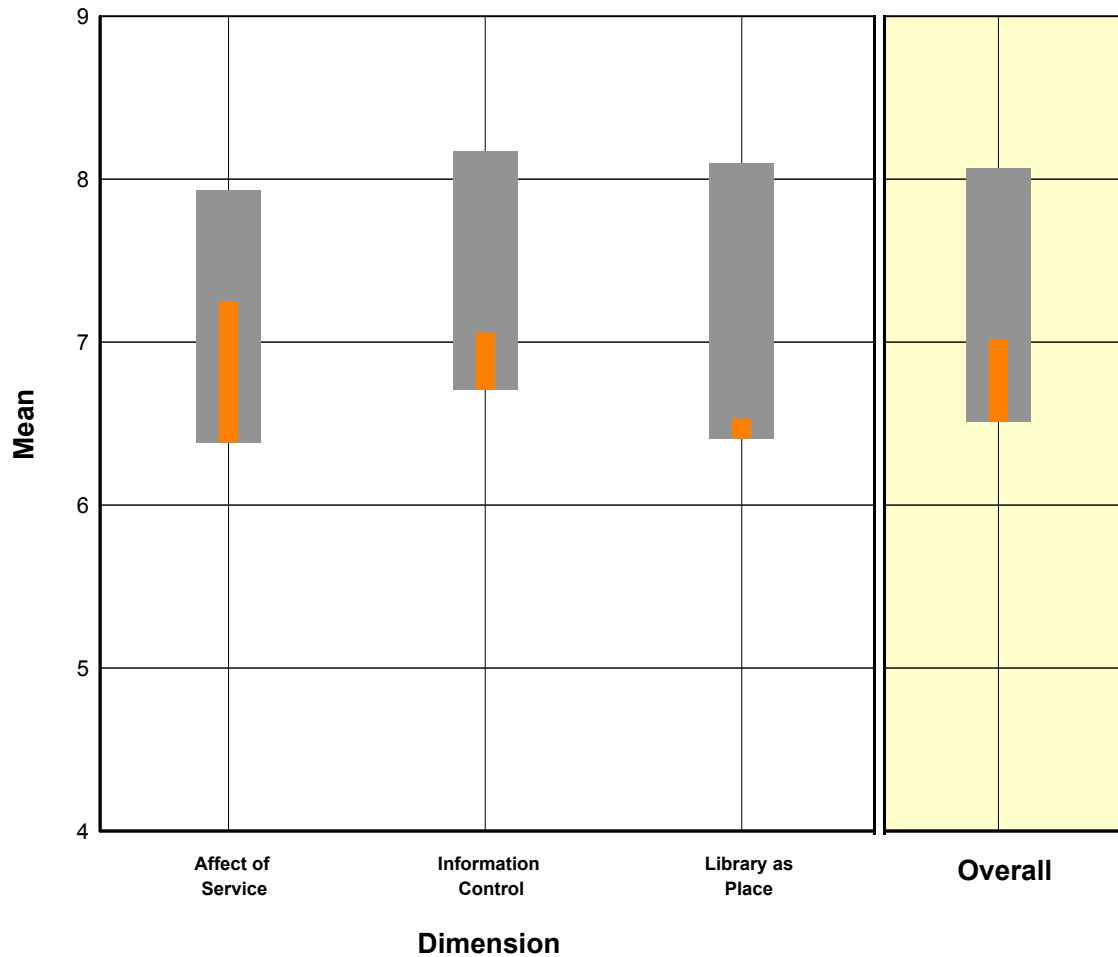
Institution Type: Academic Law

Consortium: ARL

User Group: Law Students

12.3 Core Question Dimensions Summary for Law Students

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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Law Students

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	6.38	7.93	7.25	0.87	-0.68	170
Information Control	6.71	8.17	7.05	0.34	-1.12	170
Library as Place	6.41	8.10	6.53	0.12	-1.57	170
Overall:	6.51	8.06	7.01	0.50	-1.06	170

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.34	0.99	1.07	1.36	1.18	170
Information Control	1.20	0.82	1.16	1.39	1.27	170
Library as Place	1.48	1.11	1.51	1.97	1.80	170
Overall:	1.22	0.83	1.01	1.32	1.14	170

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Law Students

12.4 Local Questions Summary for Law Students

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.66	8.22	7.19	0.53	-1.02	83
Providing help when and where I need it	6.61	8.16	7.36	0.75	-0.80	76
Making me aware of library services	5.87	7.57	6.65	0.78	-0.92	77
Online course support (readings, links, references)	5.87	7.85	5.87	0.00	-1.97	78
Library keeping me informed about all of its services	5.53	7.02	6.30	0.77	-0.72	83
Helpfulness in dealing with users' IT problems	6.98	8.48	7.18	0.20	-1.30	84
Efficient interlibrary loan / document delivery	6.48	7.92	7.52	1.04	-0.40	48
Convenient service hours	7.06	8.58	6.42	-0.64	-2.16	86
Ability to navigate library Web pages easily	6.47	8.18	6.96	0.49	-1.23	164

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Law Students

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.78	1.20	1.41	1.63	1.51	83
Providing help when and where I need it	1.55	1.12	1.25	1.58	1.35	76
Making me aware of library services	2.01	1.37	1.68	2.31	1.88	77
Online course support (readings, links, references)	1.79	1.64	2.00	2.36	2.27	78
Library keeping me informed about all of its services	1.72	1.67	1.54	2.06	2.00	83
Helpfulness in dealing with users' IT problems	1.52	0.81	1.61	2.10	1.84	84
Efficient interlibrary loan / document delivery	1.73	1.29	1.15	1.75	1.51	48
Convenient service hours	1.47	0.77	2.02	2.37	2.23	86
Ability to navigate library Web pages easily	1.63	1.17	1.56	1.93	1.72	164

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Law Students

12.5 General Satisfaction Questions Summary for Law Students

This table displays 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 particular 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	1.54	170
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.84	1.57	170
How would you rate the overall quality of the service provided by the library?	7.01	1.32	170

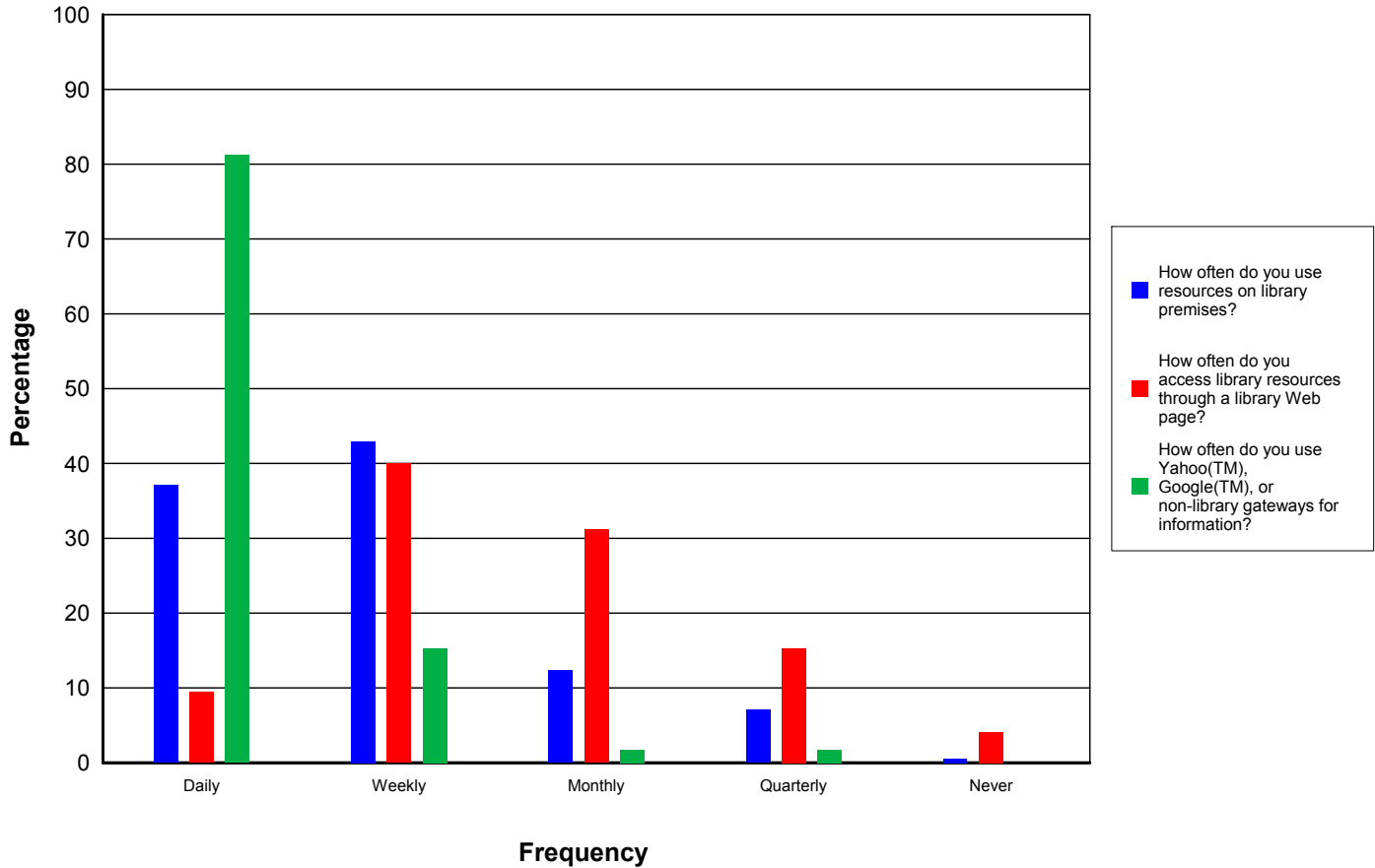
12.6 Information Literacy Outcomes Questions Summary for Law Students

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 particular 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.	5.36	1.84	170
The library aids my advancement in my academic discipline.	6.46	1.61	170
The library enables me to be more efficient in my academic pursuits.	6.69	1.52	170
The library helps me distinguish between trustworthy and untrustworthy information.	5.59	1.72	170
The library provides me with the information skills I need in my work or study.	6.26	1.75	170

12.7 Library Use Summary for Law Students

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	n / %
How often do you use resources on library premises?	63 37.06%	73 42.94%	21 12.35%	12 7.06%	1 0.59%	170 100.00%
How often do you access library resources through a library Web page?	16 9.41%	68 40.00%	53 31.18%	26 15.29%	7 4.12%	170 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	138 81.18%	26 15.29%	3 1.76%	3 1.76%	0 0.00%	170 100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Law Students

13 Academic Law Libraries Graduate Summary for ARL

13.1 Demographic Summary for Graduate

13.1.1 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	5	71.43%
31 - 45	1	14.29%
46 - 65	1	14.29%
Over 65	0	0.00%
Total:	7	100.00%

13.1.2 Population and Respondent Profiles for Graduate 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 %
Male	25	56.82%	3	42.86%
Female	19	43.18%	4	57.14%
Total:	44	100.00%	7	100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

13.1.3 Respondent Profile for Graduate by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

Day/Evening Student	Respondents n	Respondents %
Day	6	85.71%
Evening	1	14.29%
Does not apply / NA	0	0.00%
Total:	7	100.00%

Language: American English

Institution Type: Academic Law

Consortium: ARL

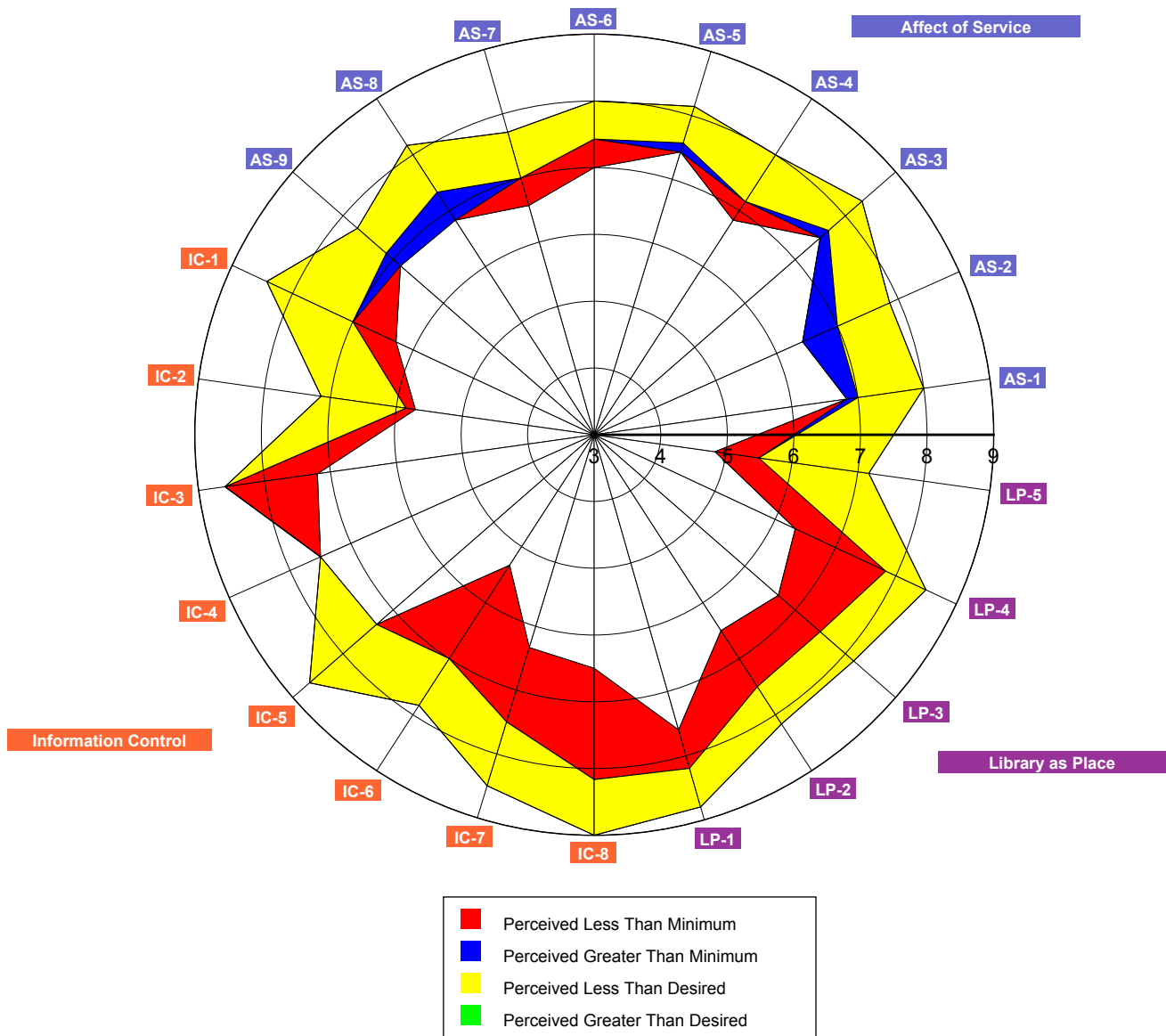
User Group: Graduate

13.2 Core Questions Summary for Graduate

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.83	8.00	7.00	0.17	-1.00	6
AS-2	Giving users individual attention	6.43	7.86	7.00	0.57	-0.86	7
AS-3	Employees who are consistently courteous	7.50	8.33	7.67	0.17	-0.67	6
AS-4	Readiness to respond to users' questions	7.17	8.00	6.83	-0.33	-1.17	6
AS-5	Employees who have the knowledge to answer user questions	7.43	8.14	7.57	0.14	-0.57	7
AS-6	Employees who deal with users in a caring fashion	7.43	8.00	7.00	-0.43	-1.00	7
AS-7	Employees who understand the needs of their users	7.00	7.71	6.57	-0.43	-1.14	7
AS-8	Willingness to help users	6.83	8.17	7.33	0.50	-0.83	6
AS-9	Dependability in handling users' service problems	6.86	7.71	7.14	0.29	-0.57	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.00	8.43	6.29	-0.71	-2.14	7
IC-2	A library Web site enabling me to locate information on my own	5.86	7.14	5.71	-0.14	-1.43	7
IC-3	The printed library materials I need for my work	8.60	8.60	7.20	-1.40	-1.40	5
IC-4	The electronic information resources I need	7.50	7.50	7.50	0.00	0.00	6
IC-5	Modern equipment that lets me easily access needed information	7.33	8.67	7.33	0.00	-1.33	6
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	7.83	5.33	-1.67	-2.50	6
IC-7	Making information easily accessible for independent use	7.50	8.50	6.33	-1.17	-2.17	6
IC-8	Print and/or electronic journal collections I require for my work	8.17	9.00	6.50	-1.67	-2.50	6
Library as Place							
LP-1	Library space that inspires study and learning	8.20	8.80	7.60	-0.60	-1.20	5
LP-2	Quiet space for individual activities	7.50	8.17	6.50	-1.00	-1.67	6
LP-3	A comfortable and inviting location	7.50	8.17	6.67	-0.83	-1.50	6
LP-4	A getaway for study, learning, or research	7.83	8.50	6.33	-1.50	-2.17	6
LP-5	Community space for group learning and group study	5.50	7.17	4.83	-0.67	-2.33	6
Overall:		7.17	8.08	6.74	-0.43	-1.34	7

Language: American English

Institution Type: Academic Law

Consortium: ARL

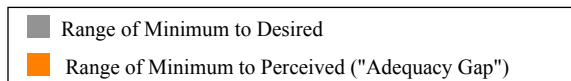
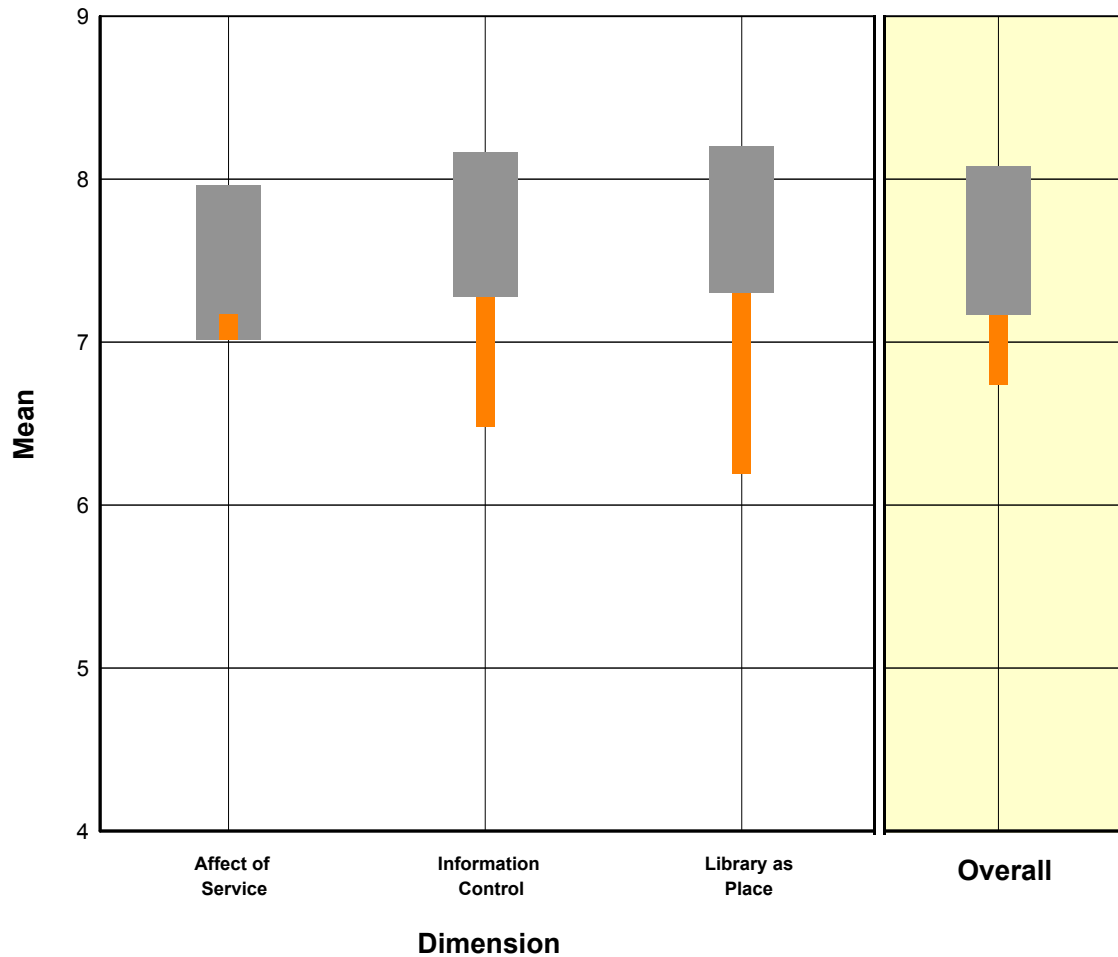
User Group: Graduate

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	1.47	1.26	0.63	1.94	1.41	6
AS-2	Giving users individual attention	1.62	1.57	1.15	1.81	1.57	7
AS-3	Employees who are consistently courteous	1.38	1.03	1.03	2.23	1.03	6
AS-4	Readiness to respond to users' questions	1.47	1.55	1.94	2.66	2.14	6
AS-5	Employees who have the knowledge to answer user questions	1.40	0.90	1.27	1.07	1.27	7
AS-6	Employees who deal with users in a caring fashion	0.98	1.00	1.29	1.90	1.73	7
AS-7	Employees who understand the needs of their users	1.73	1.60	1.27	1.90	1.21	7
AS-8	Willingness to help users	1.47	0.98	0.82	1.87	1.33	6
AS-9	Dependability in handling users' service problems	1.57	1.70	1.07	1.60	1.40	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.00	0.79	1.80	1.38	2.34	7
IC-2	A library Web site enabling me to locate information on my own	2.79	2.04	2.21	4.22	3.05	7
IC-3	The printed library materials I need for my work	0.89	0.89	1.48	1.67	1.67	5
IC-4	The electronic information resources I need	1.52	1.76	1.52	2.10	2.61	6
IC-5	Modern equipment that lets me easily access needed information	1.63	0.52	1.63	2.83	1.97	6
IC-6	Easy-to-use access tools that allow me to find things on my own	1.90	1.60	2.16	3.27	2.59	6
IC-7	Making information easily accessible for independent use	1.38	0.55	1.37	2.23	1.72	6
IC-8	Print and/or electronic journal collections I require for my work	0.98	0.00	2.17	2.07	2.17	6
Library as Place							
LP-1	Library space that inspires study and learning	1.30	0.45	1.67	0.89	1.79	5
LP-2	Quiet space for individual activities	1.38	1.17	0.84	1.67	1.51	6
LP-3	A comfortable and inviting location	1.05	1.17	3.01	2.48	2.88	6
LP-4	A getaway for study, learning, or research	1.47	0.84	1.97	1.87	1.83	6
LP-5	Community space for group learning and group study	2.35	2.56	2.40	4.08	3.50	6
Overall:		1.08	0.89	0.60	1.51	1.24	7

Language: American English
Institution Type: Academic Law
Consortium: ARL
User Group: Graduate

13.3 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.



Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

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	7.01	7.96	7.17	0.16	-0.80	7
Information Control	7.28	8.16	6.48	-0.80	-1.68	7
Library as Place	7.30	8.20	6.19	-1.11	-2.01	7
Overall:	7.17	8.08	6.74	-0.43	-1.34	7

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	1.16	1.11	0.72	1.65	1.32	7
Information Control	1.22	0.65	1.07	1.99	1.56	7
Library as Place	1.28	1.10	1.17	1.49	1.55	7
Overall:	1.08	0.89	0.60	1.51	1.24	7

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

13.4 Local Questions Summary for Graduate

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	8.67	7.67	6.67	-2.00	-1.00	3
Providing help when and where I need it	6.40	8.40	7.60	1.20	-0.80	5
Making me aware of library services	5.00	7.40	6.40	1.40	-1.00	5
Online course support (readings, links, references)	9.00	9.00	8.50	-0.50	-0.50	2
Library keeping me informed about all of its services	9.00	9.00	8.50	-0.50	-0.50	2
Helpfulness in dealing with users' IT problems	6.50	6.00	5.00	-1.50	-1.00	2
Efficient interlibrary loan / document delivery	8.00	9.00	7.50	-0.50	-1.50	2
Convenient service hours	5.50	5.50	2.00	-3.50	-3.50	2
Ability to navigate library Web pages easily	7.33	7.83	5.33	-2.00	-2.50	6

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Graduate

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	0.58	2.31	1.53	1.00	3.61	3
Providing help when and where I need it	0.89	0.89	0.89	1.30	1.30	5
Making me aware of library services	2.35	1.14	1.67	1.95	1.58	5
Online course support (readings, links, references)	0.00	0.00	0.71	0.71	0.71	2
Library keeping me informed about all of its services	0.00	0.00	0.71	0.71	0.71	2
Helpfulness in dealing with users' IT problems	3.54	4.24	4.24	0.71	0.00	2
Efficient interlibrary loan / document delivery	1.41	0.00	2.12	0.71	2.12	2
Convenient service hours	4.95	4.95	0.00	4.95	4.95	2
Ability to navigate library Web pages easily	1.86	1.94	1.86	2.45	2.35	6

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

13.5 General Satisfaction Questions Summary for Graduate

This table displays 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 particular 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.	7.57	0.98	7
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.14	1.07	7
How would you rate the overall quality of the service provided by the library?	7.29	0.95	7

13.6 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 particular 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.	6.14	1.95	7
The library aids my advancement in my academic discipline.	6.29	1.60	7
The library enables me to be more efficient in my academic pursuits.	7.00	1.53	7
The library helps me distinguish between trustworthy and untrustworthy information.	5.29	1.50	7
The library provides me with the information skills I need in my work or study.	7.43	0.98	7

Language: American English

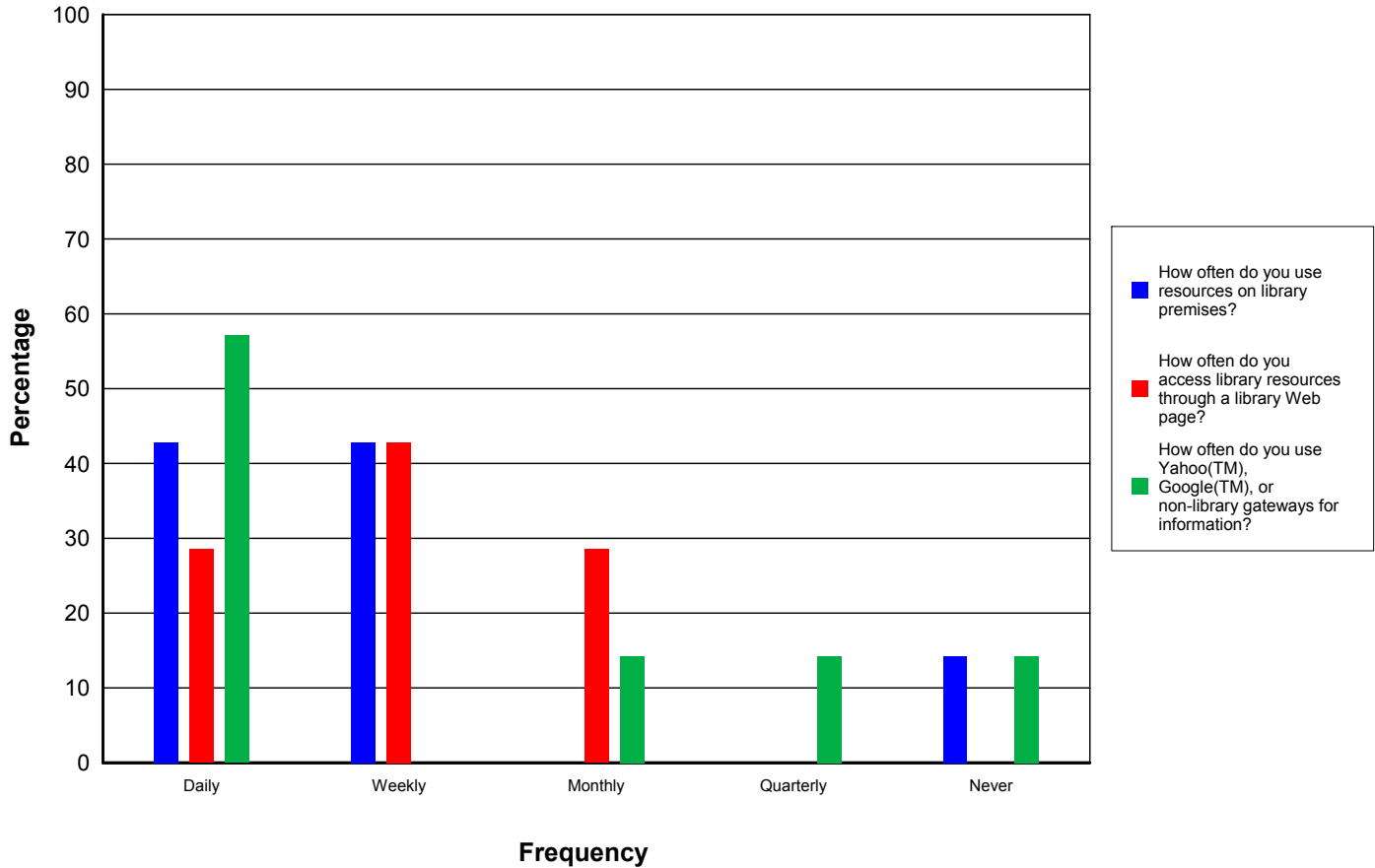
Institution Type: Academic Law

Consortium: ARL

User Group: Graduate

13.7 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	n / %
How often do you use resources on library premises?	3 42.86%	3 42.86%	0 0.00%	0 0.00%	1 14.29%	7 100.00%
How often do you access library resources through a library Web page?	2 28.57%	3 42.86%	2 28.57%	0 0.00%	0 0.00%	7 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4 57.14%	0 0.00%	1 14.29%	1 14.29%	1 14.29%	7 100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Graduate

14 Academic Law Libraries Faculty Summary for ARL

14.1 Demographic Summary for Faculty

14.1.1 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	1	4.76%
31 - 45	5	23.81%
46 - 65	12	57.14%
Over 65	3	14.29%
Total:	21	100.00%

14.1.2 Population and Respondent Profiles for Faculty 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 %
Male	62	66.67%	13	61.90%
Female	31	33.33%	8	38.10%
Total:	93	100.00%	21	100.00%

14.1.3 Respondent Profile for Faculty by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

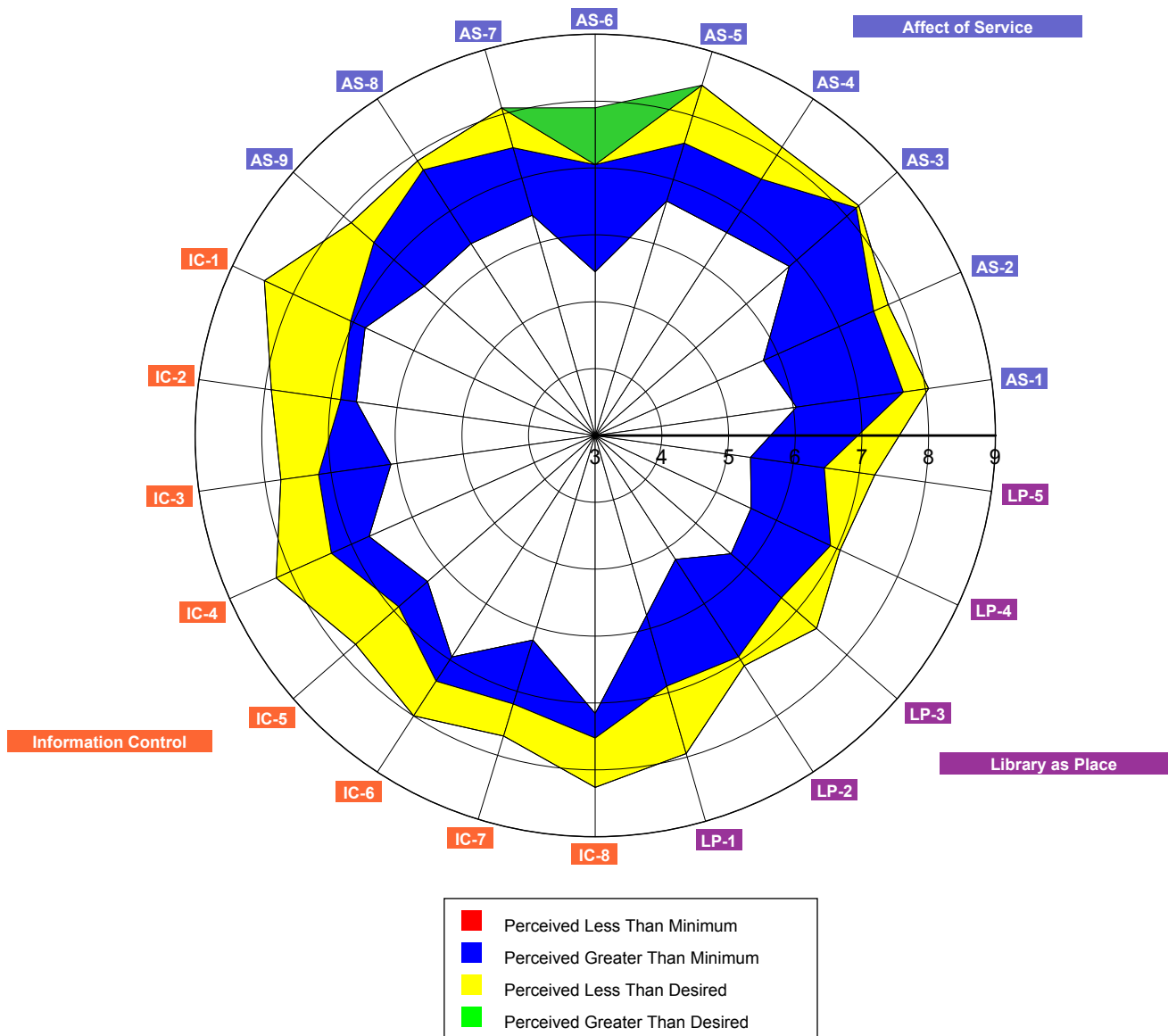
Day/Evening Student	Respondents n	Respondents %
Day	1	5.00%
Evening	0	0.00%
Does not apply / NA	19	95.00%
Total:	20	100.00%

14.2 Core Questions Summary for Faculty

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Law
 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	6.05	8.05	7.67	1.62	-0.38	21
AS-2	Giving users individual attention	5.76	7.81	7.57	1.81	-0.24	21
AS-3	Employees who are consistently courteous	6.86	8.24	8.19	1.33	-0.05	21
AS-4	Readiness to respond to users' questions	6.62	8.14	7.57	0.95	-0.57	21
AS-5	Employees who have the knowledge to answer user questions	6.67	8.48	7.57	0.90	-0.90	21
AS-6	Employees who deal with users in a caring fashion	5.45	7.05	7.90	2.45	0.85	20
AS-7	Employees who understand the needs of their users	6.43	8.10	7.48	1.05	-0.62	21
AS-8	Willingness to help users	6.42	7.89	7.74	1.32	-0.16	19
AS-9	Dependability in handling users' service problems	6.40	7.85	7.40	1.00	-0.45	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.81	8.48	7.05	0.24	-1.43	21
IC-2	A library Web site enabling me to locate information on my own	6.62	7.90	6.86	0.24	-1.05	21
IC-3	The printed library materials I need for my work	6.10	7.76	7.19	1.10	-0.57	21
IC-4	The electronic information resources I need	6.71	8.24	7.33	0.62	-0.90	21
IC-5	Modern equipment that lets me easily access needed information	6.33	7.76	6.90	0.57	-0.86	21
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.00	7.38	0.43	-0.62	21
IC-7	Making information easily accessible for independent use	6.20	7.70	7.20	1.00	-0.50	20
IC-8	Print and/or electronic journal collections I require for my work	7.16	8.26	7.53	0.37	-0.74	19
Library as Place							
LP-1	Library space that inspires study and learning	5.80	7.95	6.90	1.10	-1.05	20
LP-2	Quiet space for individual activities	5.21	7.11	6.95	1.74	-0.16	19
LP-3	A comfortable and inviting location	5.70	7.40	6.70	1.00	-0.70	20
LP-4	A getaway for study, learning, or research	5.58	7.05	6.89	1.32	-0.16	19
LP-5	Community space for group learning and group study	5.35	7.24	6.47	1.12	-0.76	17
Overall:		6.27	7.86	7.33	1.05	-0.53	21

Language: American English
Institution Type: Academic Law
Consortium: ARL
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.25	1.43	1.39	1.94	0.97	21
AS-2	Giving users individual attention	2.10	1.17	1.69	2.46	1.64	21
AS-3	Employees who are consistently courteous	1.88	1.00	1.47	1.49	1.47	21
AS-4	Readiness to respond to users' questions	1.66	0.96	1.89	2.01	1.78	21
AS-5	Employees who have the knowledge to answer user questions	1.59	0.81	1.83	1.73	1.70	21
AS-6	Employees who deal with users in a caring fashion	2.19	1.67	1.37	1.57	1.50	20
AS-7	Employees who understand the needs of their users	1.50	0.94	1.50	1.75	1.72	21
AS-8	Willingness to help users	1.61	1.10	1.59	1.49	1.64	19
AS-9	Dependability in handling users' service problems	1.57	0.99	1.50	1.49	1.47	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	0.93	1.69	1.89	1.60	21
IC-2	A library Web site enabling me to locate information on my own	1.83	1.64	2.15	1.73	1.91	21
IC-3	The printed library materials I need for my work	2.10	1.22	1.94	2.66	1.83	21
IC-4	The electronic information resources I need	1.59	0.89	1.62	2.06	1.81	21
IC-5	Modern equipment that lets me easily access needed information	1.80	1.34	2.21	2.09	2.56	21
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.26	1.56	1.50	1.60	21
IC-7	Making information easily accessible for independent use	1.54	1.30	1.54	1.78	1.57	20
IC-8	Print and/or electronic journal collections I require for my work	1.42	1.05	1.47	1.98	1.59	19
Library as Place							
LP-1	Library space that inspires study and learning	1.91	1.54	2.22	3.18	2.50	20
LP-2	Quiet space for individual activities	2.46	2.05	2.07	3.14	2.50	19
LP-3	A comfortable and inviting location	1.95	1.50	2.20	3.11	2.92	20
LP-4	A getaway for study, learning, or research	2.48	2.25	1.94	2.94	2.85	19
LP-5	Community space for group learning and group study	2.80	2.08	2.43	3.20	3.25	17
Overall:		1.34	0.82	1.39	1.46	1.44	21

Language: American English

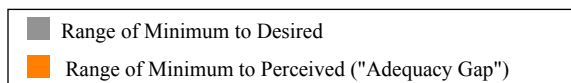
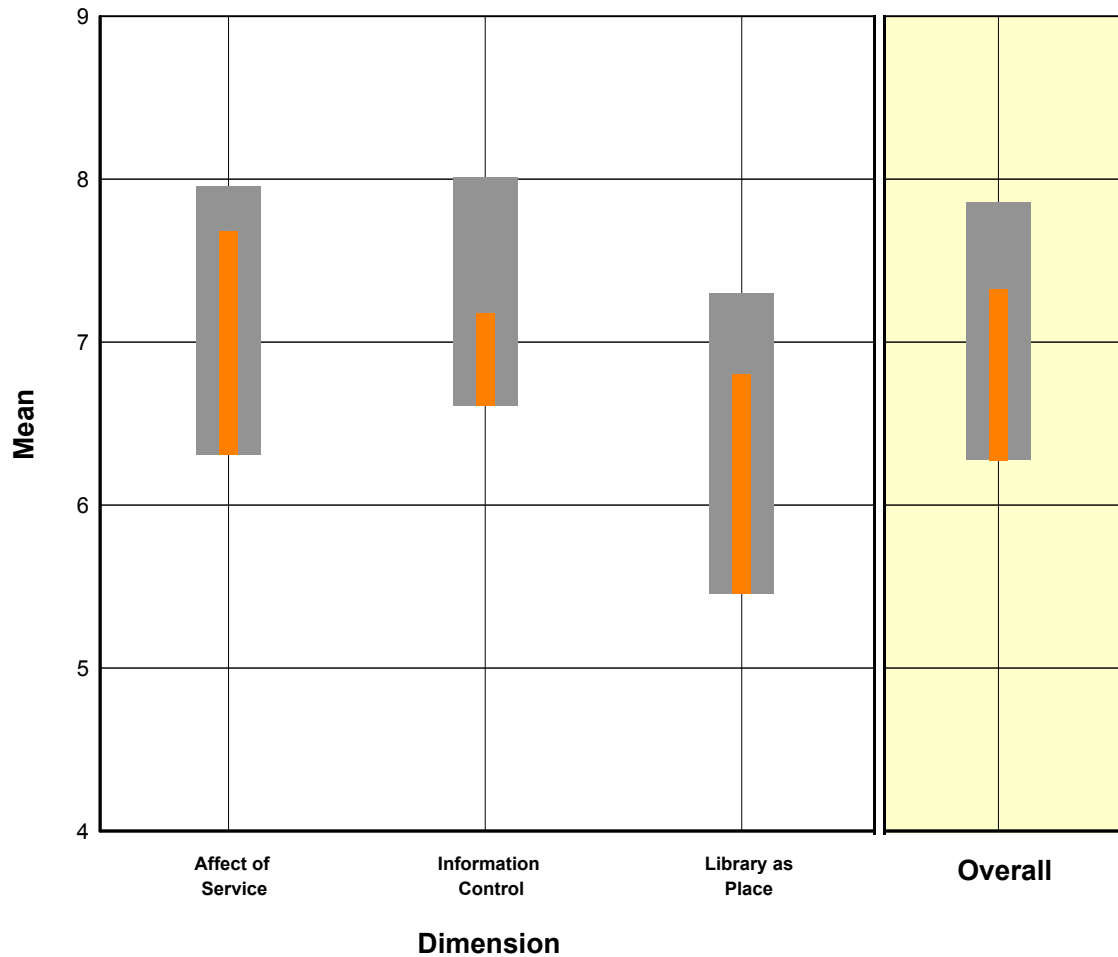
Institution Type: Academic Law

Consortium: ARL

User Group: Faculty

14.3 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.



Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Faculty

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	6.31	7.96	7.68	1.37	-0.27	21
Information Control	6.61	8.01	7.18	0.57	-0.83	21
Library as Place	5.46	7.30	6.80	1.34	-0.50	20
Overall:	6.27	7.86	7.33	1.05	-0.53	21

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.37	0.77	1.36	1.21	1.18	21
Information Control	1.28	0.87	1.54	1.45	1.49	21
Library as Place	1.93	1.68	1.75	2.42	2.29	20
Overall:	1.34	0.82	1.39	1.46	1.44	21

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Faculty

14.4 Local Questions Summary for Faculty

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.54	8.31	7.85	1.31	-0.46	13
Providing help when and where I need it	6.00	8.15	8.00	2.00	-0.15	13
Making me aware of library services	5.50	7.08	7.08	1.58	0.00	12
Online course support (readings, links, references)	6.38	7.75	6.00	-0.38	-1.75	8
Library keeping me informed about all of its services	5.00	6.88	5.75	0.75	-1.13	8
Helpfulness in dealing with users' IT problems	7.63	8.75	5.50	-2.13	-3.25	8
Efficient interlibrary loan / document delivery	6.73	8.27	8.45	1.73	0.18	11
Convenient service hours	6.50	8.13	6.50	0.00	-1.63	8
Ability to navigate library Web pages easily	6.05	7.89	7.05	1.00	-0.84	19

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Faculty

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.51	0.95	1.14	1.70	1.05	13
Providing help when and where I need it	1.83	0.99	1.22	1.83	0.99	13
Making me aware of library services	2.24	1.56	1.24	1.62	2.00	12
Online course support (readings, links, references)	1.41	1.04	1.51	1.19	1.75	8
Library keeping me informed about all of its services	2.07	1.89	2.31	2.25	2.85	8
Helpfulness in dealing with users' IT problems	1.51	0.46	2.27	1.96	2.12	8
Efficient interlibrary loan / document delivery	1.74	1.10	0.82	1.35	1.25	11
Convenient service hours	2.27	0.99	2.39	1.85	2.77	8
Ability to navigate library Web pages easily	1.65	1.52	1.84	1.70	1.77	19

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Faculty

14.5 General Satisfaction Questions Summary for Faculty

This table displays 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 particular 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.	8.19	1.17	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.57	1.50	21
How would you rate the overall quality of the service provided by the library?	7.95	1.12	21

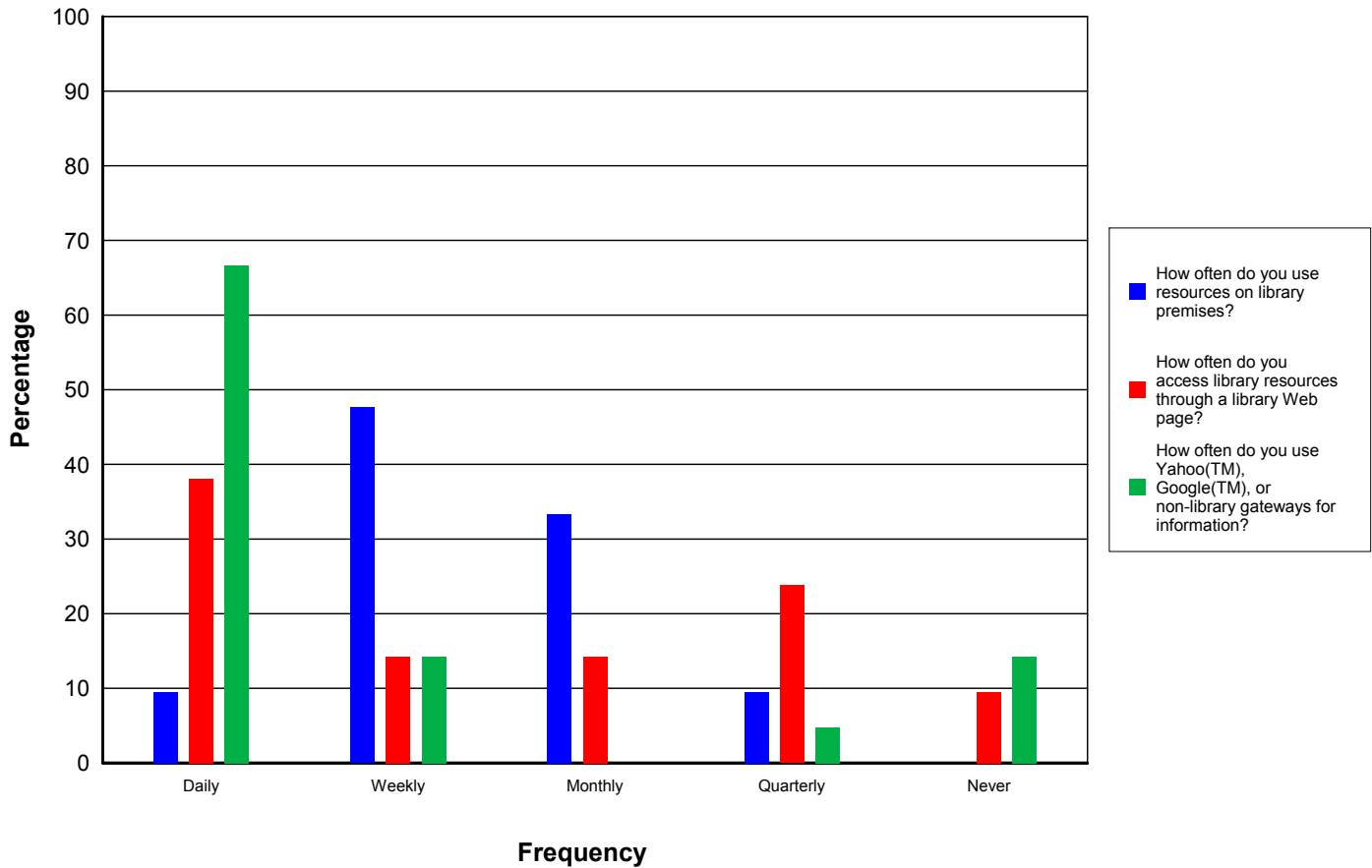
14.6 Information Literacy Outcomes Questions Summary for Faculty

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 particular 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.	6.67	2.03	21
The library aids my advancement in my academic discipline.	7.48	1.47	21
The library enables me to be more efficient in my academic pursuits.	7.43	1.63	21
The library helps me distinguish between trustworthy and untrustworthy information.	5.05	2.29	21
The library provides me with the information skills I need in my work or study.	6.43	1.99	21

14.7 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	n / %
How often do you use resources on library premises?	2 9.52%	10 47.62%	7 33.33%	2 9.52%	0 0.00%	21 100.00%
How often do you access library resources through a library Web page?	8 38.10%	3 14.29%	3 14.29%	5 23.81%	2 9.52%	21 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	14 66.67%	3 14.29%	0 0.00%	1 4.76%	3 14.29%	21 100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Faculty

15 Academic Law Libraries Library Staff Summary for ARL

15.1 Demographic Summary for Library Staff

15.1.1 Respondent Profile for Library Staff 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	25.00%
23 - 30	0	0.00%
31 - 45	1	25.00%
46 - 65	2	50.00%
Over 65	0	0.00%
Total:	4	100.00%

15.1.2 Respondent Profile for Library Staff 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 %
Male	0	0.00%
Female	4	100.00%
Total:	4	100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Library Staff

15.1.3 Respondent Profile for Library Staff by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

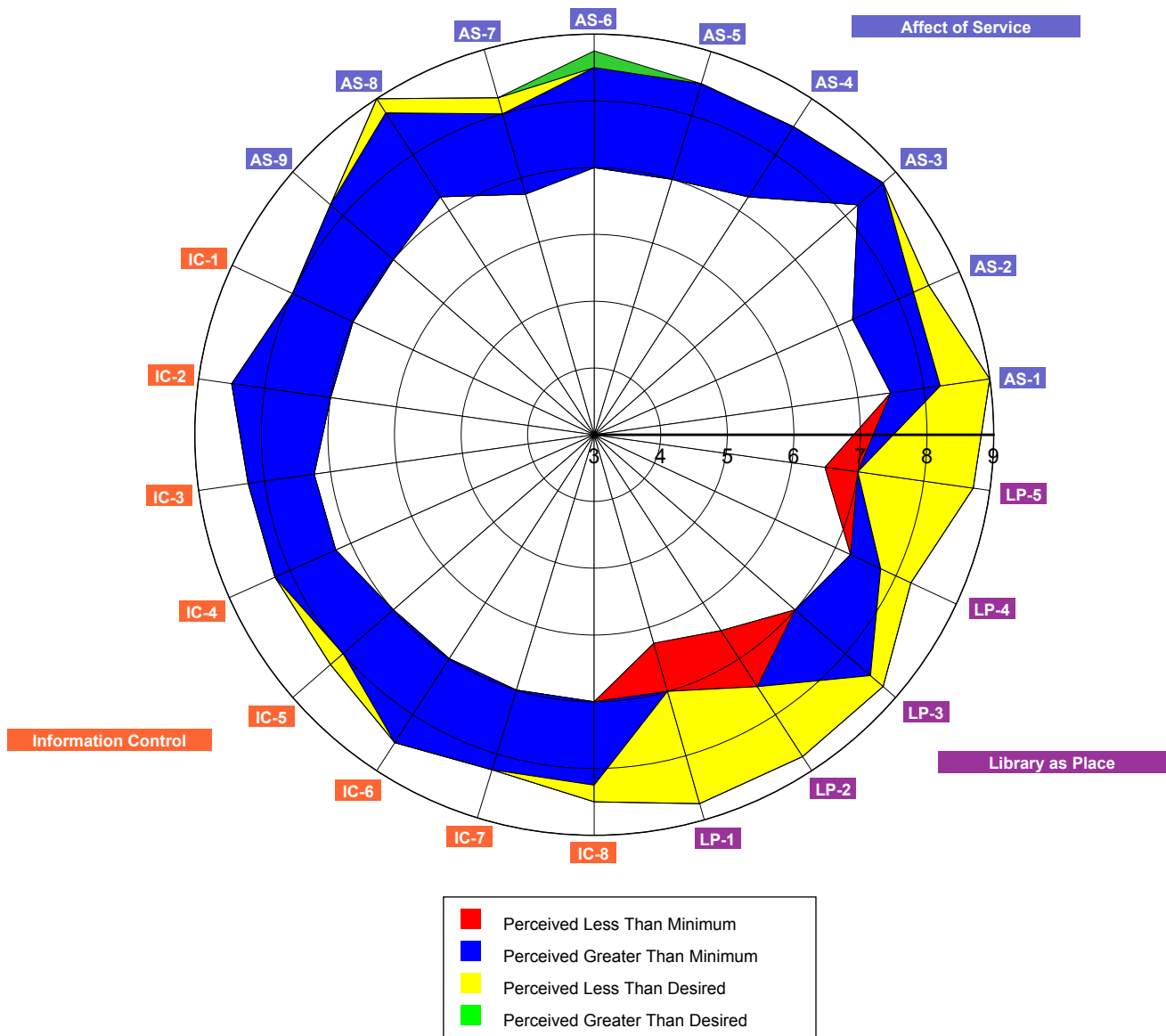
Day/Evening Student	Respondents n	Respondents %
Day	0	0.00%
Evening	0	0.00%
Does not apply / NA	3	100.00%
Total:	3	100.00%

15.2 Core Questions Summary for Library Staff

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: Academic Law
 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	7.50	9.00	8.25	0.75	-0.75	4
AS-2	Giving users individual attention	7.25	8.50	8.25	1.00	-0.25	4
AS-3	Employees who are consistently courteous	8.25	8.75	8.75	0.50	0.00	4
AS-4	Readiness to respond to users' questions	7.25	8.50	8.50	1.25	0.00	4
AS-5	Employees who have the knowledge to answer user questions	7.00	8.50	8.50	1.50	0.00	4
AS-6	Employees who deal with users in a caring fashion	7.00	8.50	8.75	1.75	0.25	4
AS-7	Employees who understand the needs of their users	6.75	8.25	8.00	1.25	-0.25	4
AS-8	Willingness to help users	7.25	9.00	8.75	1.50	-0.25	4
AS-9	Dependability in handling users' service problems	7.00	8.25	8.25	1.25	0.00	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.00	8.00	8.00	1.00	0.00	4
IC-2	A library Web site enabling me to locate information on my own	7.00	8.50	8.50	1.50	0.00	4
IC-3	The printed library materials I need for my work	7.25	8.25	8.25	1.00	0.00	4
IC-4	The electronic information resources I need	7.25	8.25	8.25	1.00	0.00	4
IC-5	Modern equipment that lets me easily access needed information	7.00	8.25	8.00	1.00	-0.25	4
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	8.50	8.50	1.50	0.00	4
IC-7	Making information easily accessible for independent use	7.00	8.25	8.25	1.25	0.00	4
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.50	8.25	1.25	-0.25	4
Library as Place							
LP-1	Library space that inspires study and learning	7.00	8.75	6.25	-0.75	-2.50	4
LP-2	Quiet space for individual activities	7.50	8.75	6.50	-1.00	-2.25	4
LP-3	A comfortable and inviting location	7.00	8.75	8.50	1.50	-0.25	4
LP-4	A getaway for study, learning, or research	7.25	8.25	7.75	0.50	-0.50	4
LP-5	Community space for group learning and group study	7.00	8.75	6.50	-0.50	-2.25	4
Overall:		7.16	8.50	8.07	0.91	-0.43	4

Language: American English

Institution Type: Academic Law

Consortium: ARL

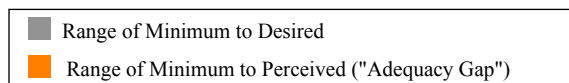
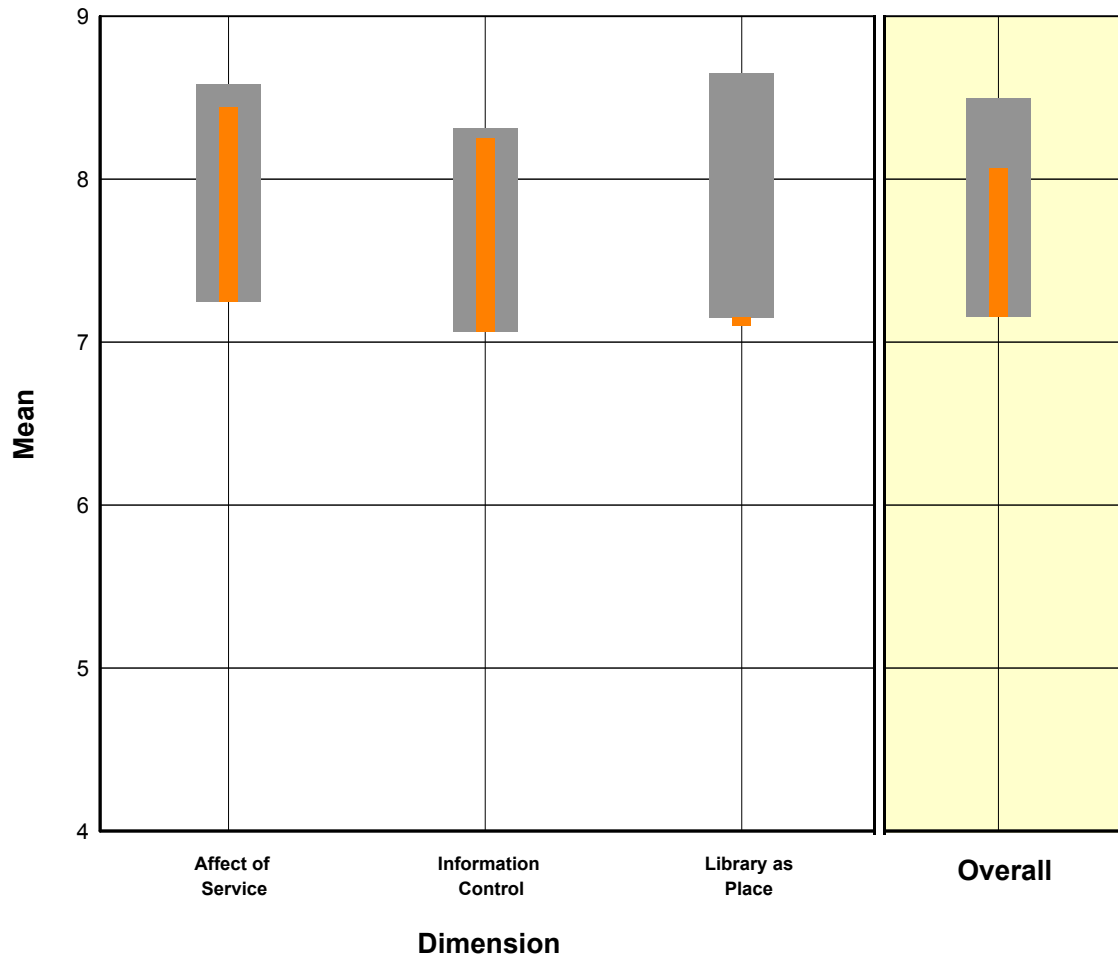
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.91	0.00	0.96	0.96	0.96	4
AS-2	Giving users individual attention	1.26	0.58	0.96	1.15	0.96	4
AS-3	Employees who are consistently courteous	0.96	0.50	0.50	1.29	0.82	4
AS-4	Readiness to respond to users' questions	1.26	0.58	1.00	1.50	0.82	4
AS-5	Employees who have the knowledge to answer user questions	1.63	0.58	0.58	1.29	0.82	4
AS-6	Employees who deal with users in a caring fashion	1.63	0.58	0.50	1.26	0.50	4
AS-7	Employees who understand the needs of their users	1.71	0.50	0.82	0.96	0.50	4
AS-8	Willingness to help users	1.71	0.00	0.50	1.29	0.50	4
AS-9	Dependability in handling users' service problems	1.83	0.96	0.96	1.50	0.00	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.16	0.82	0.82	1.41	0.00	4
IC-2	A library Web site enabling me to locate information on my own	1.41	0.58	0.58	1.29	0.00	4
IC-3	The printed library materials I need for my work	1.26	0.96	0.96	0.82	0.00	4
IC-4	The electronic information resources I need	1.50	0.50	0.50	1.15	0.00	4
IC-5	Modern equipment that lets me easily access needed information	1.63	0.96	0.82	0.82	0.50	4
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	0.58	0.58	1.73	0.82	4
IC-7	Making information easily accessible for independent use	1.63	0.96	0.96	0.96	0.00	4
IC-8	Print and/or electronic journal collections I require for my work	1.63	0.58	0.50	1.26	0.50	4
Library as Place							
LP-1	Library space that inspires study and learning	1.83	0.50	3.10	2.99	3.11	4
LP-2	Quiet space for individual activities	1.91	0.50	2.65	3.74	2.63	4
LP-3	A comfortable and inviting location	2.16	0.50	1.00	2.38	0.50	4
LP-4	A getaway for study, learning, or research	1.26	0.96	0.96	0.58	0.58	4
LP-5	Community space for group learning and group study	1.63	0.50	3.32	3.70	3.30	4
Overall:		1.49	0.40	0.65	1.10	0.49	4

Language: American English
Institution Type: Academic Law
Consortium: ARL
User Group: Library Staff

15.3 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.



Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: 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	7.25	8.58	8.44	1.19	-0.14	4
Information Control	7.06	8.31	8.25	1.19	-0.06	4
Library as Place	7.15	8.65	7.10	-0.05	-1.55	4
Overall:	7.16	8.50	8.07	0.91	-0.43	4

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	1.37	0.32	0.52	0.88	0.51	4
Information Control	1.54	0.58	0.54	1.04	0.16	4
Library as Place	1.64	0.47	1.88	2.42	1.89	4
Overall:	1.49	0.40	0.65	1.10	0.49	4

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Library Staff

15.4 Local Questions Summary for Library Staff

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	7.50	8.00	8.00	0.50	0.00	2
Providing help when and where I need it	7.50	9.00	8.50	1.00	-0.50	2
Making me aware of library services	7.50	7.50	8.00	0.50	0.50	2
Online course support (readings, links, references)	8.00	8.00	7.00	-1.00	-1.00	1
Library keeping me informed about all of its services	6.00	8.00	7.50	1.50	-0.50	2
Helpfulness in dealing with users' IT problems	7.00	8.00	8.00	1.00	0.00	2
Efficient interlibrary loan / document delivery	7.50	8.50	8.50	1.00	0.00	2
Convenient service hours	7.00	8.50	8.50	1.50	0.00	2
Ability to navigate library Web pages easily	7.00	8.50	8.00	1.00	-0.50	4

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Library Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	2.12	1.41	1.41	0.71	0.00	2
Providing help when and where I need it	2.12	0.00	0.71	1.41	0.71	2
Making me aware of library services	2.12	2.12	1.41	0.71	0.71	2
Online course support (readings, links, references)						1
Library keeping me informed about all of its services	1.41	0.00	0.71	0.71	0.71	2
Helpfulness in dealing with users' IT problems	0.00	0.00	0.00	0.00	0.00	2
Efficient interlibrary loan / document delivery	2.12	0.71	0.71	1.41	0.00	2
Convenient service hours	0.00	0.71	0.71	0.71	0.00	2
Ability to navigate library Web pages easily	1.83	0.58	0.82	1.41	0.58	4

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Library Staff

15.5 General Satisfaction Questions Summary for Library Staff

This table displays 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 particular 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.	8.50	0.58	4
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.75	0.50	4
How would you rate the overall quality of the service provided by the library?	8.00	0.82	4

15.6 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 particular 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.	7.75	0.96	4
The library aids my advancement in my academic discipline.	7.75	0.96	4
The library enables me to be more efficient in my academic pursuits.	7.75	0.96	4
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	2.16	4
The library provides me with the information skills I need in my work or study.	7.75	0.96	4

Language: American English

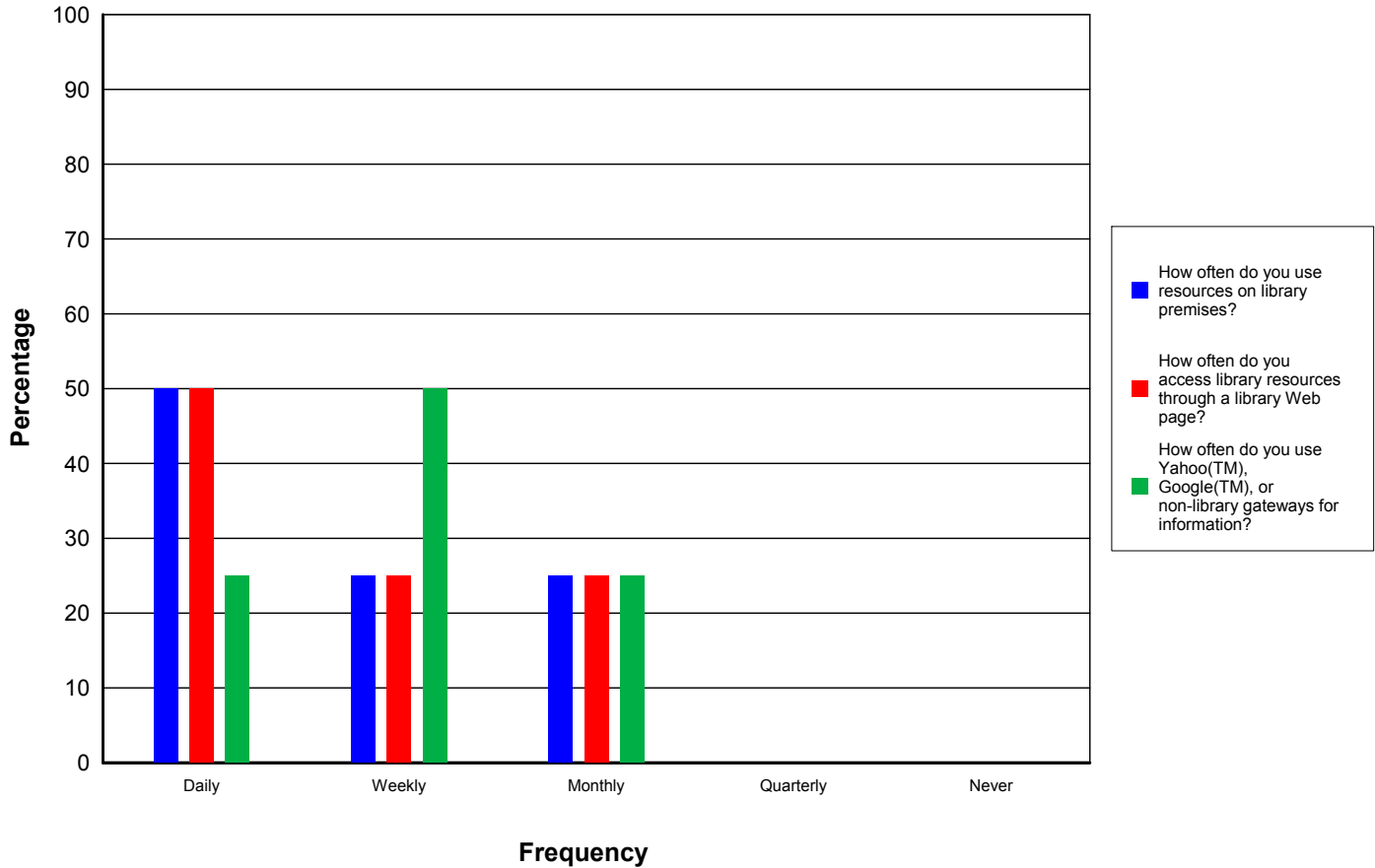
Institution Type: Academic Law

Consortium: ARL

User Group: Library Staff

15.7 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	n / %
How often do you use resources on library premises?	2 50.00%	1 25.00%	1 25.00%	0 0.00%	0 0.00%	4 100.00%
How often do you access library resources through a library Web page?	2 50.00%	1 25.00%	1 25.00%	0 0.00%	0 0.00%	4 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1 25.00%	2 50.00%	1 25.00%	0 0.00%	0 0.00%	4 100.00%

Language: American English
 Institution Type: Academic Law
 Consortium: ARL
 User Group: Library Staff

16 College or University Libraries Demographic Summary for ARL

16.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	1,420	8.18%
Second year	1,470	8.47%
Third year	1,837	10.58%
Fourth year	1,687	9.72%
Fifth year and above	520	2.99%
Non-degree	70	0.40%
Sub Total:	7,004	40.34%
Graduate		
Masters	2,165	12.47%
Doctoral	3,033	17.47%
Non-degree or Undecided	132	0.76%
Sub Total:	5,330	30.70%
Faculty		
Adjunct Faculty	211	1.22%
Assistant Professor	843	4.85%
Associate Professor	1,059	6.10%
Lecturer	221	1.27%
Professor	1,300	7.49%
Other Academic Status	359	2.07%
Sub Total:	3,993	23.00%
Library Staff		
Administrator	27	0.16%
Manager, Head of Unit	58	0.33%
Public Services	97	0.56%
Systems	5	0.03%
Technical Services	70	0.40%
Other	40	0.23%
Sub Total:	297	1.71%
Staff		
Research Staff	258	1.49%
Other staff positions	482	2.78%
Sub Total:	740	4.26%
Total:	17,364	100.00%

Language: American English

Institution Type: College or University

Consortium: ARL

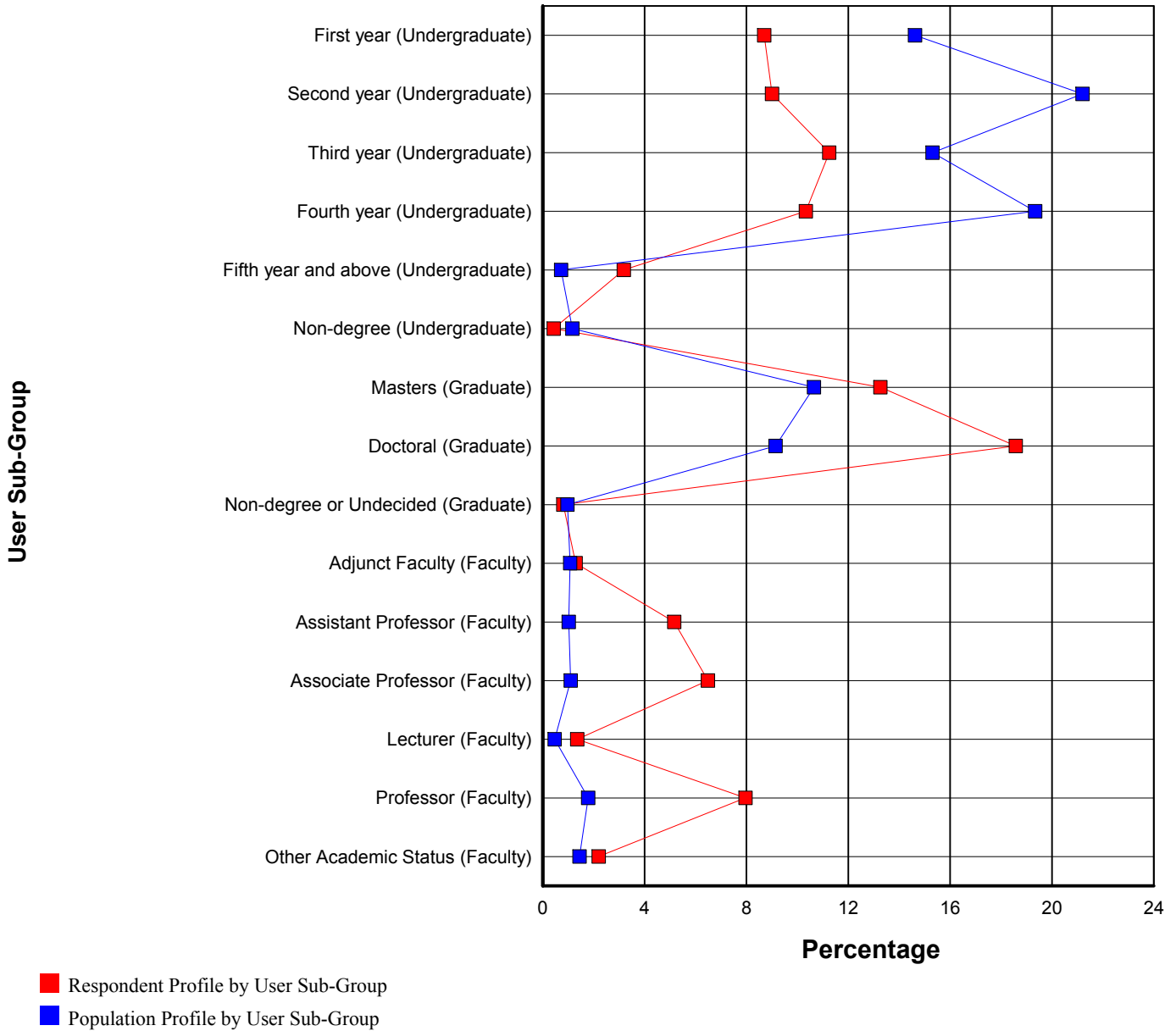
User Group: All

16.2 Population and Respondent Profiles by User Sub-Group

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

The chart maps 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 both the general population (N) and 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: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	130,321	14.62%	1,420	8.70%	5.92%
Second year (Undergraduate)	188,963	21.20%	1,470	9.00%	12.20%
Third year (Undergraduate)	136,438	15.31%	1,837	11.25%	4.06%
Fourth year (Undergraduate)	172,373	19.34%	1,687	10.33%	9.01%
Fifth year and above (Undergraduate)	6,429	0.72%	520	3.18%	-2.46%
Non-degree (Undergraduate)	10,366	1.16%	70	0.43%	0.73%
Masters (Graduate)	94,953	10.65%	2,165	13.26%	-2.61%
Doctoral (Graduate)	81,491	9.14%	3,033	18.58%	-9.43%
Non-degree or Undecided (Graduate)	8,658	0.97%	132	0.81%	0.16%
Adjunct Faculty (Faculty)	9,586	1.08%	211	1.29%	-0.22%
Assistant Professor (Faculty)	9,094	1.02%	843	5.16%	-4.14%
Associate Professor (Faculty)	9,772	1.10%	1,059	6.49%	-5.39%
Lecturer (Faculty)	4,161	0.47%	221	1.35%	-0.89%
Professor (Faculty)	15,895	1.78%	1,300	7.96%	-6.18%
Other Academic Status (Faculty)	12,878	1.44%	359	2.20%	-0.75%
Total:	891,378	100.00%	16,327	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: ARL

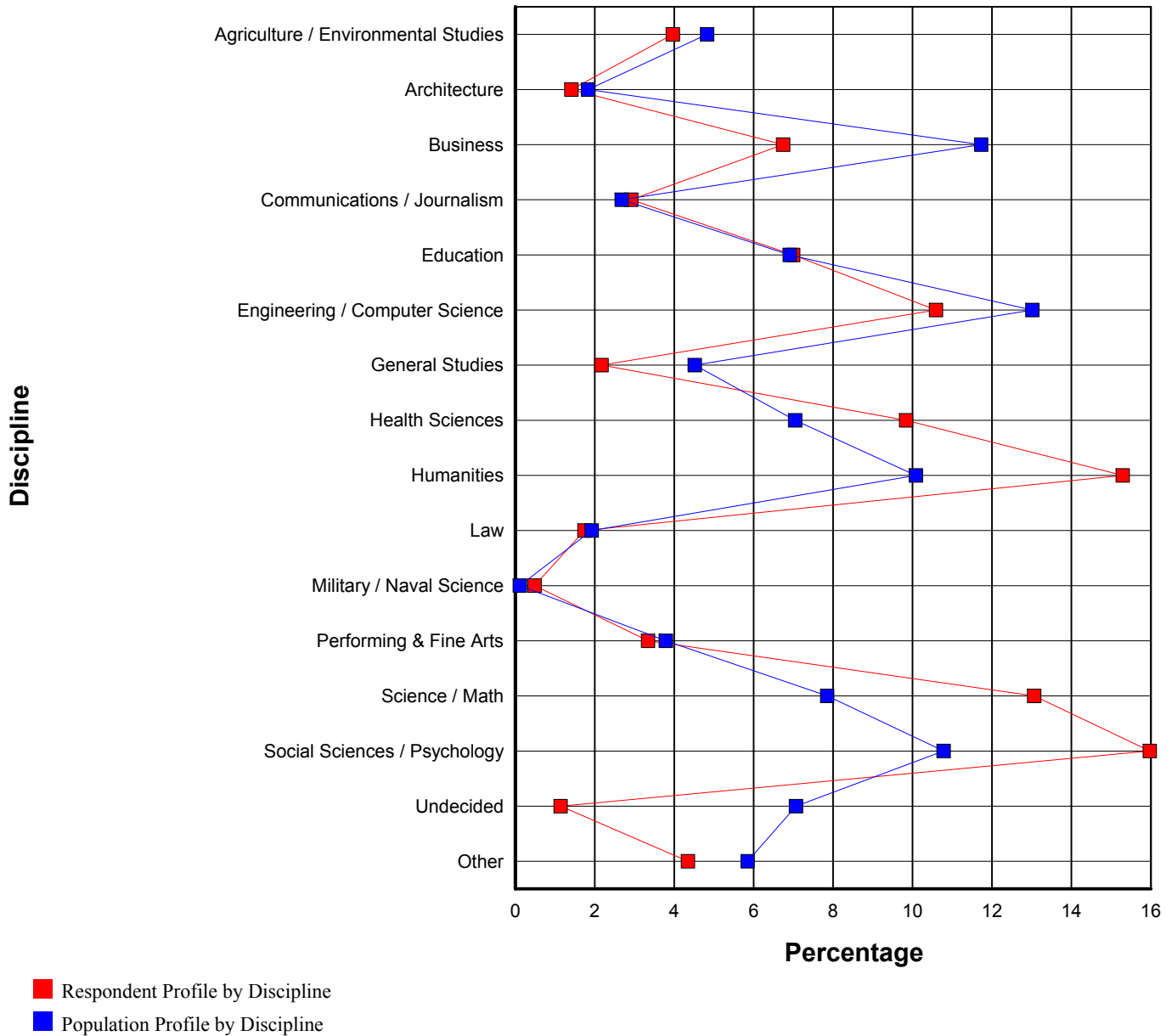
User Group: All (Excluding Library Staff, Staff, Other Patrons)

16.3 Population and Respondent Profiles by Standard Discipline

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

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 both the general population (N) and 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: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff, Other Patrons)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	37,950	4.83%	647	3.97%	0.86%
Architecture	14,386	1.83%	230	1.41%	0.42%
Business	92,199	11.73%	1,100	6.74%	4.99%
Communications / Journalism	21,042	2.68%	476	2.92%	-0.24%
Education	54,297	6.91%	1,141	6.99%	-0.09%
Engineering / Computer Science	102,316	13.02%	1,728	10.59%	2.42%
General Studies	35,514	4.52%	354	2.17%	2.35%
Health Sciences	55,380	7.04%	1,605	9.84%	-2.79%
Humanities	79,269	10.08%	2,495	15.29%	-5.21%
Law	15,100	1.92%	284	1.74%	0.18%
Military / Naval Science	881	0.11%	79	0.48%	-0.37%
Performing & Fine Arts	29,779	3.79%	545	3.34%	0.45%
Science / Math	61,722	7.85%	2,131	13.06%	-5.21%
Social Sciences / Psychology	84,765	10.78%	2,606	15.97%	-5.19%
Undecided	55,547	7.07%	186	1.14%	5.93%
Other	45,971	5.85%	709	4.35%	1.50%
Total:	786,118	100.00%	16,316	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff, Staff, Other Patrons)

16.4 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	25	0.15%
18 - 22	5,917	34.70%
23 - 30	4,452	26.11%
31 - 45	3,419	20.05%
46 - 65	2,962	17.37%
Over 65	279	1.64%
Total:	17,054	100.00%

16.5 Population and Respondent Profiles 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 %
Male	403,770	49.50%	7,701	45.19%
Female	411,857	50.50%	9,339	54.81%
Total:	815,627	100.00%	17,040	100.00%

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

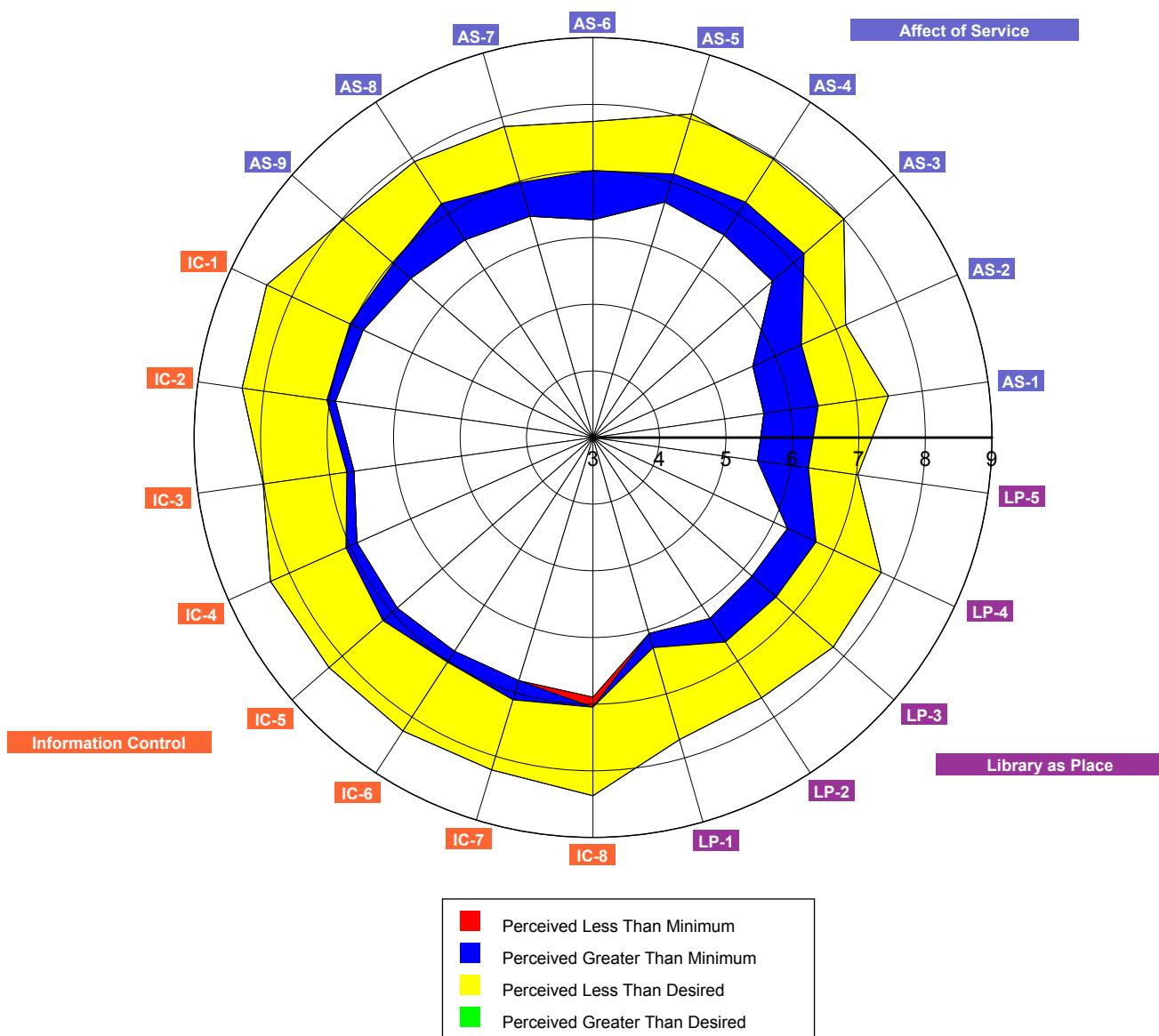
17 College or University Libraries Survey Item Summary for ARL

17.1 Core Questions Summary

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	5.60	7.49	6.42	0.83	-1.07	15,923
AS-2	Giving users individual attention	5.63	7.16	6.43	0.80	-0.73	16,137
AS-3	Employees who are consistently courteous	6.58	8.00	7.21	0.63	-0.79	16,659
AS-4	Readiness to respond to users' questions	6.62	7.98	7.21	0.59	-0.77	16,201
AS-5	Employees who have the knowledge to answer user questions	6.70	8.08	7.14	0.44	-0.94	16,134
AS-6	Employees who deal with users in a caring fashion	6.27	7.74	7.01	0.74	-0.74	16,075
AS-7	Employees who understand the needs of their users	6.46	7.86	6.98	0.53	-0.87	15,839
AS-8	Willingness to help users	6.54	7.94	7.19	0.65	-0.75	16,045
AS-9	Dependability in handling users' service problems	6.64	7.98	6.98	0.34	-1.00	14,214
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.82	8.42	7.03	0.22	-1.38	16,649
IC-2	A library Web site enabling me to locate information on my own	6.91	8.33	7.04	0.13	-1.29	16,856
IC-3	The printed library materials I need for my work	6.63	8.01	6.74	0.11	-1.27	15,680
IC-4	The electronic information resources I need	6.89	8.31	7.07	0.18	-1.24	16,677
IC-5	Modern equipment that lets me easily access needed information	6.90	8.26	7.19	0.28	-1.08	16,583
IC-6	Easy-to-use access tools that allow me to find things on my own	6.83	8.25	7.02	0.19	-1.23	16,646
IC-7	Making information easily accessible for independent use	6.82	8.22	7.12	0.30	-1.10	16,366
IC-8	Print and/or electronic journal collections I require for my work	7.05	8.38	6.90	-0.15	-1.48	15,907
Library as Place							
LP-1	Library space that inspires study and learning	6.06	7.72	6.28	0.22	-1.43	16,213
LP-2	Quiet space for individual activities	6.24	7.66	6.66	0.42	-1.00	15,685
LP-3	A comfortable and inviting location	6.17	7.79	6.65	0.48	-1.14	16,391
LP-4	A getaway for study, learning, or research	6.23	7.79	6.70	0.48	-1.08	15,666
LP-5	Community space for group learning and group study	5.50	7.02	6.27	0.78	-0.75	13,745
Overall:		6.47	7.94	6.88	0.41	-1.06	17,067

Language: American English
 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	1.84	1.59	1.70	1.96	1.83	15,923
AS-2	Giving users individual attention	1.97	1.76	1.81	1.94	1.82	16,137
AS-3	Employees who are consistently courteous	1.82	1.33	1.64	2.03	1.76	16,659
AS-4	Readiness to respond to users' questions	1.69	1.29	1.54	1.82	1.60	16,201
AS-5	Employees who have the knowledge to answer user questions	1.69	1.27	1.55	1.87	1.64	16,134
AS-6	Employees who deal with users in a caring fashion	1.85	1.47	1.59	1.93	1.71	16,075
AS-7	Employees who understand the needs of their users	1.77	1.38	1.57	1.89	1.66	15,839
AS-8	Willingness to help users	1.76	1.34	1.55	1.86	1.62	16,045
AS-9	Dependability in handling users' service problems	1.71	1.34	1.61	1.93	1.72	14,214
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.75	1.12	1.70	2.10	1.82	16,649
IC-2	A library Web site enabling me to locate information on my own	1.66	1.16	1.62	2.00	1.72	16,856
IC-3	The printed library materials I need for my work	1.74	1.40	1.66	2.04	1.87	15,680
IC-4	The electronic information resources I need	1.63	1.14	1.48	1.91	1.62	16,677
IC-5	Modern equipment that lets me easily access needed information	1.64	1.15	1.48	1.88	1.60	16,583
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.15	1.49	1.90	1.62	16,646
IC-7	Making information easily accessible for independent use	1.62	1.15	1.44	1.84	1.57	16,366
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.14	1.68	2.16	1.84	15,907
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.68	1.93	2.42	2.34	16,213
LP-2	Quiet space for individual activities	2.02	1.73	1.82	2.38	2.23	15,685
LP-3	A comfortable and inviting location	1.87	1.52	1.83	2.26	2.10	16,391
LP-4	A getaway for study, learning, or research	1.99	1.66	1.75	2.23	2.06	15,666
LP-5	Community space for group learning and group study	2.21	2.11	1.89	2.41	2.39	13,745
Overall:		1.33	0.92	1.16	1.44	1.20	17,067

Language: American English

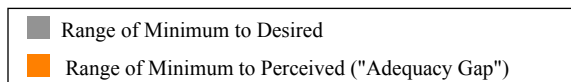
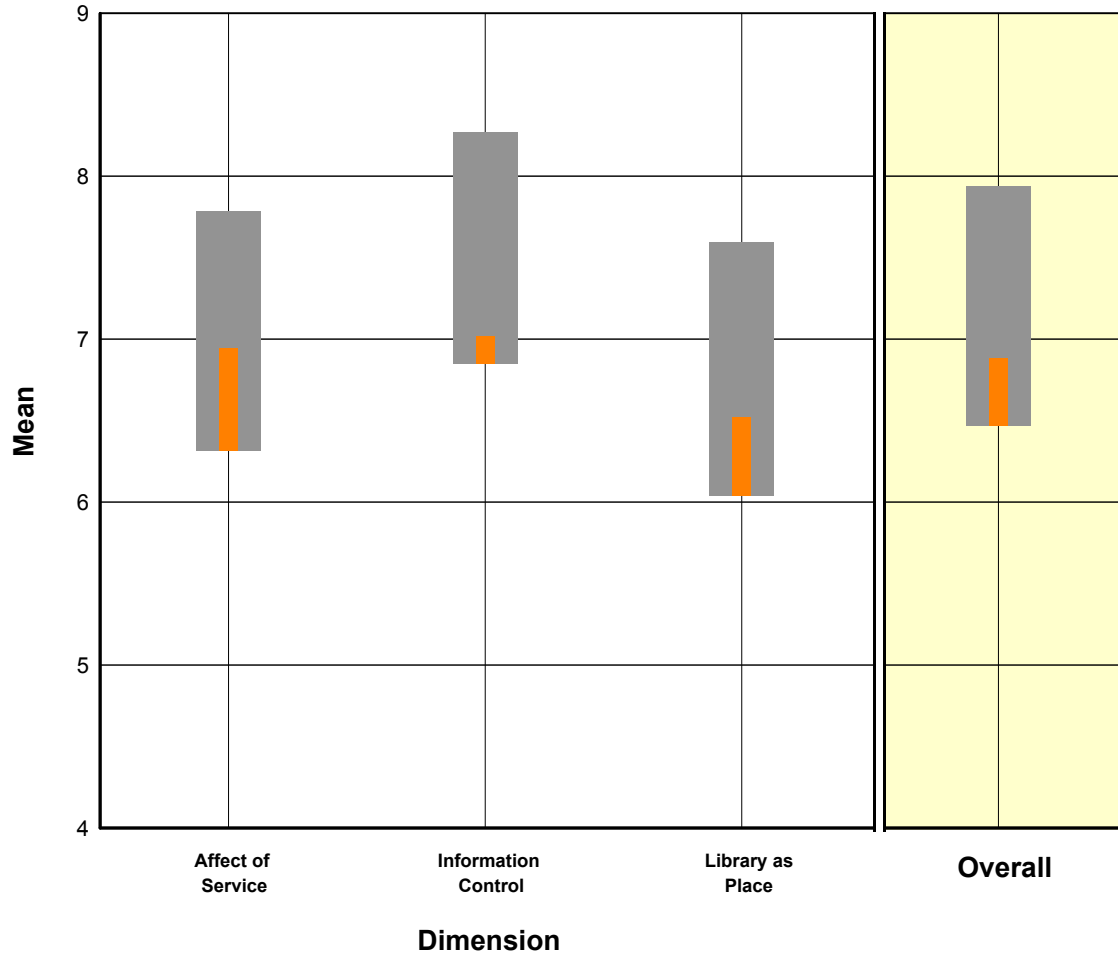
Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

17.2 Core Question Dimensions Summary

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: American English
 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	6.31	7.79	6.94	0.63	-0.84	17,022
Information Control	6.85	8.27	7.02	0.17	-1.25	17,066
Library as Place	6.04	7.59	6.52	0.48	-1.07	16,807
Overall:	6.47	7.94	6.88	0.41	-1.06	17,067

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.12	1.33	1.55	1.36	17,022
Information Control	1.35	0.88	1.20	1.55	1.27	17,066
Library as Place	1.68	1.42	1.53	1.93	1.80	16,807
Overall:	1.33	0.92	1.16	1.44	1.20	17,067

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

17.3 Local Questions Summary

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.73	8.42	6.58	-0.15	-1.84	274
Convenience of borrowing books from other colleges	5.95	7.77	6.84	0.89	-0.93	2,049
Ease of using library's online article indexes	6.90	8.28	6.87	-0.03	-1.41	639
Availability of online help when using my library's electronic resources	6.14	7.64	6.45	0.31	-1.19	1,738
Informing me of useful library services	5.78	7.24	6.28	0.50	-0.97	2,641
An environment that facilitates group study and problem solving	5.51	6.99	6.35	0.84	-0.64	534
Ease of use of electronic resources	6.78	8.23	6.76	-0.01	-1.47	1,149
Providing help when and where I need it	6.55	7.96	6.97	0.42	-0.99	2,533
Teaching me how to access, evaluate, and use information	5.69	7.25	6.50	0.80	-0.75	1,836
Online course support (readings, links, references)	6.24	7.90	6.79	0.54	-1.11	2,348
Collections of online full-text articles sufficient to meet my needs	6.93	8.36	6.62	-0.31	-1.74	2,133
Electronic resources matching my information needs	6.86	8.32	7.13	0.27	-1.19	284
Access to rare and historical materials	5.27	6.91	5.76	0.49	-1.15	256
Contribution to the intellectual atmosphere of the campus	6.42	7.70	6.63	0.21	-1.07	1,232
Ready access to computers / Internet / software	6.40	7.98	6.54	0.14	-1.45	858
Library staff teaching me how to find information	5.73	7.44	5.80	0.06	-1.64	64
Using the library for recreation and popular materials	4.65	6.16	5.39	0.74	-0.77	344
Library keeping me informed about all of its services	5.24	6.79	5.89	0.65	-0.89	2,010
The multimedia (CD / DVD / video / audio) collections I need	5.29	7.07	6.01	0.71	-1.07	497
An environment conducive to learning through classes, programs, activities, and meetings	5.81	7.11	6.45	0.64	-0.67	586
Access to photocopying and printing facilities	6.02	7.63	6.27	0.25	-1.37	1,358
The main texts and readings I need for my work	6.95	8.19	6.76	-0.19	-1.43	283
Availability of subject specialist assistance	5.67	7.35	6.28	0.61	-1.07	2,187
Helpfulness in dealing with users' IT problems	6.44	7.75	6.65	0.21	-1.10	328
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.02	7.51	6.93	0.91	-0.58	1,158
Providing reliable access to resources when and where I need them	6.83	8.22	6.84	0.00	-1.38	446
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	5.70	7.17	6.58	0.88	-0.59	206

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

Making me aware of library resources and services	5.99	7.45	6.40	0.41	-1.05	5,207
Teaching me how to locate, evaluate, and use information	5.74	7.35	6.55	0.81	-0.80	4,155
Efficient interlibrary loan / document delivery	6.74	8.06	7.16	0.42	-0.90	3,063
Convenient service hours	6.73	8.11	7.26	0.53	-0.85	2,307
Ability to navigate library Web pages easily	6.87	8.29	6.93	0.06	-1.36	4,884
A secure and safe place	7.54	8.41	7.38	-0.16	-1.03	287
Convenient business hours	6.71	8.26	7.06	0.35	-1.20	3,089
Enabling me to find information myself 24 hours a day	7.08	8.34	7.13	0.05	-1.21	969
Facilitating self-directed research	6.69	8.11	7.07	0.38	-1.04	535
Full-text delivered electronically to individual users	6.53	8.09	6.41	-0.12	-1.68	66
Improving library-use skills as a by-product of seeking assistance from library staff	6.15	7.50	6.97	0.82	-0.53	593
Instruction in library use, when needed	6.11	7.55	7.19	1.08	-0.36	259
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.55	7.92	7.18	0.63	-0.74	685
Library materials being available for browsing in open stacks	6.36	7.77	7.10	0.74	-0.67	1,789
Modern equipment	6.69	8.13	7.19	0.50	-0.94	776
Performing services right the first time	6.92	8.23	7.06	0.14	-1.17	287
Providing search tools that permit me to work autonomously	7.05	8.23	6.91	-0.13	-1.31	669
Providing services as promised	7.00	8.24	7.65	0.65	-0.59	504
Resources added to library collections on request	6.38	7.82	6.48	0.10	-1.34	794
Space for group / individual study and research needs	6.03	7.51	6.73	0.70	-0.78	258
Timely document delivery / interlibrary loan	6.60	8.02	7.09	0.49	-0.93	2,390
Personalization features in the electronic library	5.14	6.72	6.01	0.87	-0.71	499
Adequate hours of service	6.64	7.99	7.66	1.02	-0.33	1,155
Timely delivery of the articles and documents that I need	6.86	8.25	7.24	0.38	-1.02	238
Providing me with the information skills I need for my work or study	6.46	7.78	6.87	0.40	-0.91	1,491
Librarians providing help that assists in finding information needed now while improving my research skills	6.49	7.79	7.08	0.59	-0.72	962

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

This table displays the standard deviation 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
Comprehensive collections of fulltext articles online	1.69	1.06	1.46	2.13	1.79	274
Convenience of borrowing books from other colleges	1.96	1.58	1.74	2.00	1.82	2,049
Ease of using library's online article indexes	1.66	1.16	1.73	1.96	1.82	639
Availability of online help when using my library's electronic resources	1.88	1.60	1.84	2.05	1.92	1,738
Informing me of useful library services	1.88	1.67	1.79	2.02	1.93	2,641
An environment that facilitates group study and problem solving	2.08	1.98	1.69	2.23	2.17	534
Ease of use of electronic resources	1.67	1.20	1.56	1.94	1.72	1,149
Providing help when and where I need it	1.63	1.26	1.54	1.81	1.67	2,533
Teaching me how to access, evaluate, and use information	1.96	1.82	1.67	1.98	1.89	1,836
Online course support (readings, links, references)	1.87	1.48	1.55	1.97	1.75	2,348
Collections of online full-text articles sufficient to meet my needs	1.67	1.15	1.73	2.19	1.95	2,133
Electronic resources matching my information needs	1.55	1.13	1.41	1.83	1.54	284
Access to rare and historical materials	2.20	2.20	1.95	2.50	2.51	256
Contribution to the intellectual atmosphere of the campus	1.83	1.53	1.66	1.97	1.80	1,232
Ready access to computers / Internet / software	1.95	1.47	1.80	2.23	2.12	858
Library staff teaching me how to find information	2.05	1.80	2.15	2.11	2.18	64
Using the library for recreation and popular materials	2.19	2.29	2.02	2.14	2.33	344
Library keeping me informed about all of its services	2.03	1.89	1.81	1.97	1.95	2,010
The multimedia (CD / DVD / video / audio) collections I need	2.03	1.98	1.71	2.14	2.19	497
An environment conducive to learning through classes, programs, activities, and meetings	1.77	1.74	1.50	1.84	1.71	586
Access to photocopying and printing facilities	1.92	1.71	1.86	2.37	2.26	1,358
The main texts and readings I need for my work	1.58	1.36	1.60	1.96	1.73	283
Availability of subject specialist assistance	1.99	1.72	1.83	2.02	1.96	2,187
Helpfulness in dealing with users' IT problems	1.85	1.62	1.68	1.91	1.82	328
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.12	1.80	1.85	2.18	2.08	1,158
Providing reliable access to resources when and where I need them	1.63	1.24	1.52	1.95	1.73	446
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.13	2.10	1.92	2.12	2.30	206

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

Making me aware of library resources and services	1.91	1.62	1.77	2.10	2.02	5,207
Teaching me how to locate, evaluate, and use information	2.02	1.80	1.70	2.02	1.91	4,155
Efficient interlibrary loan / document delivery	1.85	1.45	1.75	2.11	1.86	3,063
Convenient service hours	1.72	1.30	1.56	2.07	1.80	2,307
Ability to navigate library Web pages easily	1.66	1.11	1.68	2.07	1.80	4,884
A secure and safe place	1.66	1.17	1.71	2.02	1.86	287
Convenient business hours	1.72	1.17	1.68	2.24	1.92	3,089
Enabling me to find information myself 24 hours a day	1.64	1.13	1.65	1.99	1.78	969
Facilitating self-directed research	1.66	1.30	1.44	1.75	1.57	535
Full-text delivered electronically to individual users	1.66	1.25	2.19	2.60	2.29	66
Improving library-use skills as a by-product of seeking assistance from library staff	1.71	1.45	1.36	1.76	1.50	593
Instruction in library use, when needed	1.84	1.52	1.51	2.00	1.82	259
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.85	1.42	1.61	1.97	1.68	685
Library materials being available for browsing in open stacks	1.96	1.61	1.66	2.10	1.84	1,789
Modern equipment	1.74	1.30	1.43	1.76	1.49	776
Performing services right the first time	1.64	1.18	1.62	1.90	1.70	287
Providing search tools that permit me to work autonomously	1.71	1.31	1.66	1.92	1.71	669
Providing services as promised	1.54	1.16	1.25	1.58	1.29	504
Resources added to library collections on request	1.72	1.44	1.77	2.01	1.94	794
Space for group / individual study and research needs	2.02	1.78	1.66	2.30	2.03	258
Timely document delivery / interlibrary loan	1.71	1.34	1.60	1.96	1.74	2,390
Personalization features in the electronic library	2.10	1.93	1.80	1.88	1.79	499
Adequate hours of service	1.79	1.43	1.50	2.09	1.81	1,155
Timely delivery of the articles and documents that I need	1.76	1.11	1.78	2.18	1.97	238
Providing me with the information skills I need for my work or study	1.91	1.58	1.70	1.98	1.82	1,491
Librarians providing help that assists in finding information needed now while improving my research skills	1.85	1.52	1.66	1.97	1.77	962

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

17.4 General Satisfaction Questions Summary

This table displays 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 particular 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.	7.29	1.60	17,776
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.86	1.71	17,775
How would you rate the overall quality of the service provided by the library?	7.06	1.43	17,775

17.5 Information Literacy Outcomes Questions Summary

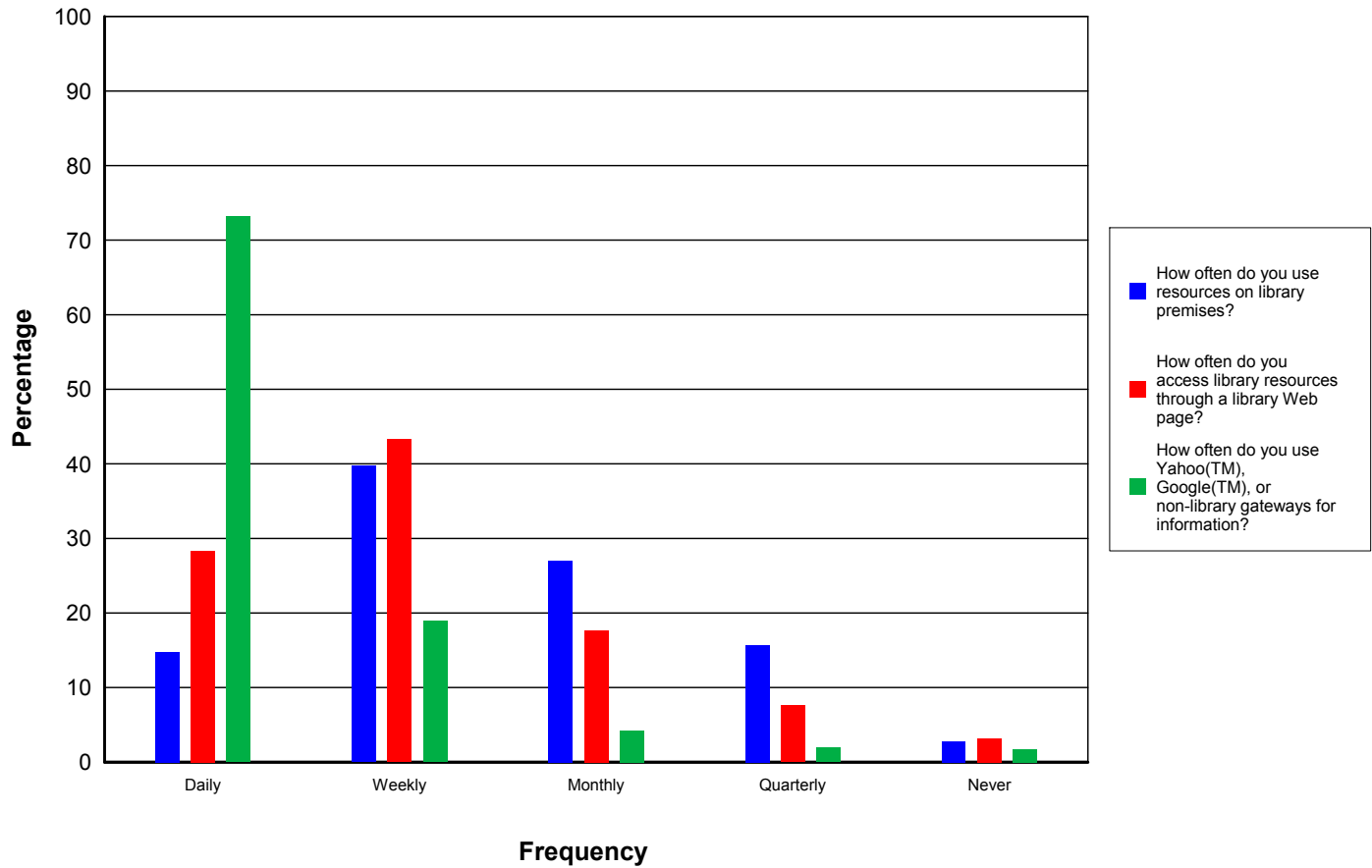
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.04	1.91	17,775
The library aids my advancement in my academic discipline.	6.78	1.73	17,775
The library enables me to be more efficient in my academic pursuits.	6.89	1.72	17,772
The library helps me distinguish between trustworthy and untrustworthy information.	5.63	2.01	17,764
The library provides me with the information skills I need in my work or study.	6.15	1.87	17,769

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

17.6 Library Use Summary

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	n / %
How often do you use resources on library premises?	2,521	6,776	4,616	2,679	473	17,065
	14.77%	39.71%	27.05%	15.70%	2.77%	100.00%
How often do you access library resources through a library Web page?	4,836	7,380	3,012	1,290	545	17,063
	28.34%	43.25%	17.65%	7.56%	3.19%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	12,478	3,227	725	334	296	17,060
	73.14%	18.92%	4.25%	1.96%	1.74%	100.00%

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

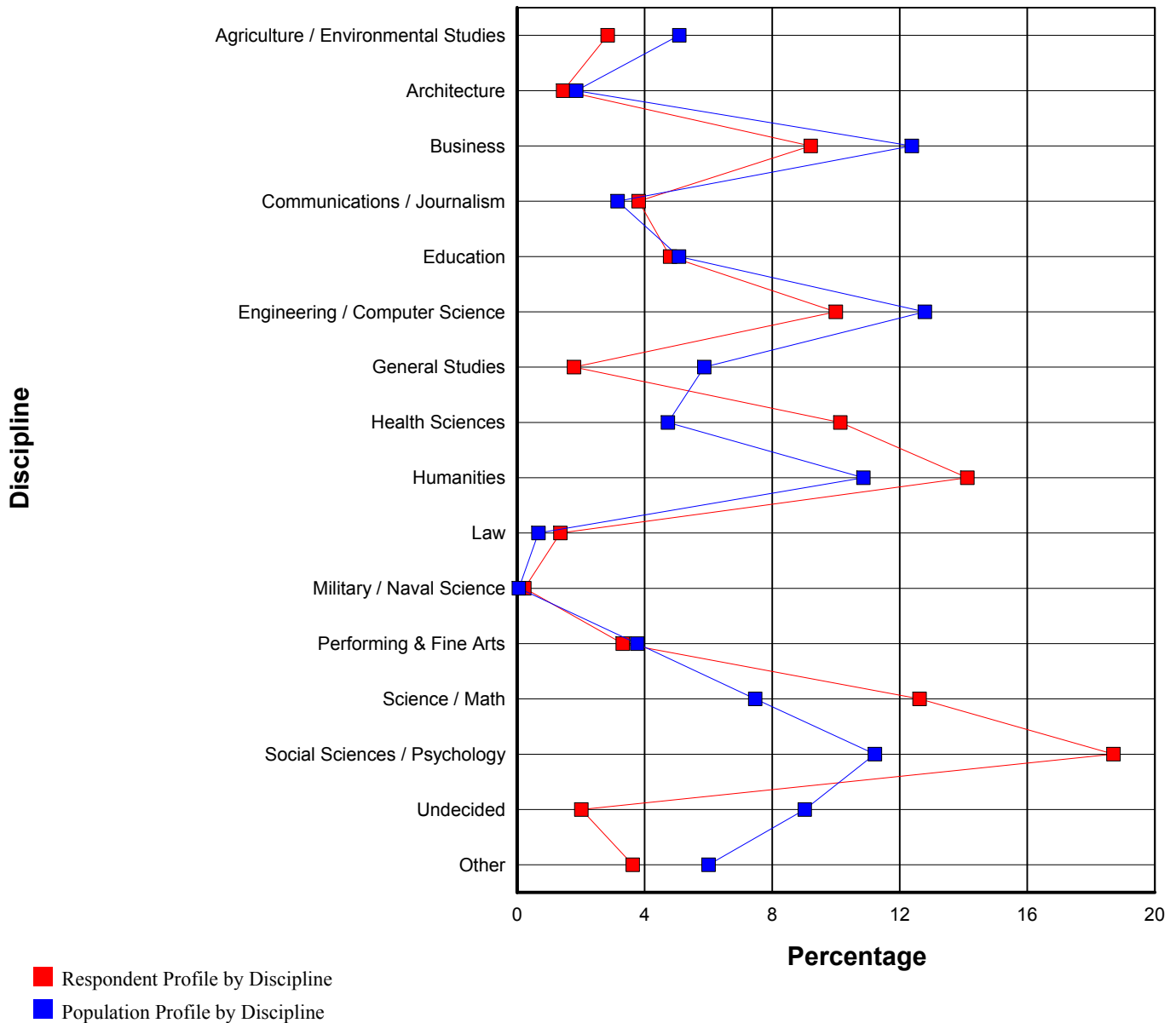
18 College or University Libraries Undergraduate Summary for ARL

18.1 Demographic Summary for Undergraduate

18.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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 both the general population (N) and survey respondents (n).



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	28,350	5.09%	199	2.84%	2.25%
Architecture	10,324	1.85%	101	1.44%	0.41%
Business	68,994	12.38%	645	9.21%	3.17%
Communications / Journalism	17,561	3.15%	267	3.81%	-0.66%
Education	28,292	5.08%	336	4.80%	0.28%
Engineering / Computer Science	71,275	12.79%	700	9.99%	2.79%
General Studies	32,711	5.87%	125	1.78%	4.08%
Health Sciences	26,364	4.73%	710	10.14%	-5.41%
Humanities	60,532	10.86%	989	14.12%	-3.26%
Law	3,729	0.67%	95	1.36%	-0.69%
Military / Naval Science	295	0.05%	16	0.23%	-0.18%
Performing & Fine Arts	21,010	3.77%	232	3.31%	0.46%
Science / Math	41,615	7.47%	884	12.62%	-5.15%
Social Sciences / Psychology	62,536	11.22%	1,310	18.70%	-7.48%
Undecided	50,289	9.02%	141	2.01%	7.01%
Other	33,457	6.00%	254	3.63%	2.38%
Total:	557,334	100.00%	7,004	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

18.1.2 Respondent Profile for Undergraduate 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	22	0.31%
18 - 22	5,684	81.17%
23 - 30	926	13.22%
31 - 45	262	3.74%
46 - 65	106	1.51%
Over 65	3	0.04%
Total:	7,003	100.00%

18.1.3 Population and Respondent Profiles for Undergraduate 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 %
Male	280,962	48.34%	2,657	37.94%
Female	300,284	51.66%	4,347	62.06%
Total:	581,246	100.00%	7,004	100.00%

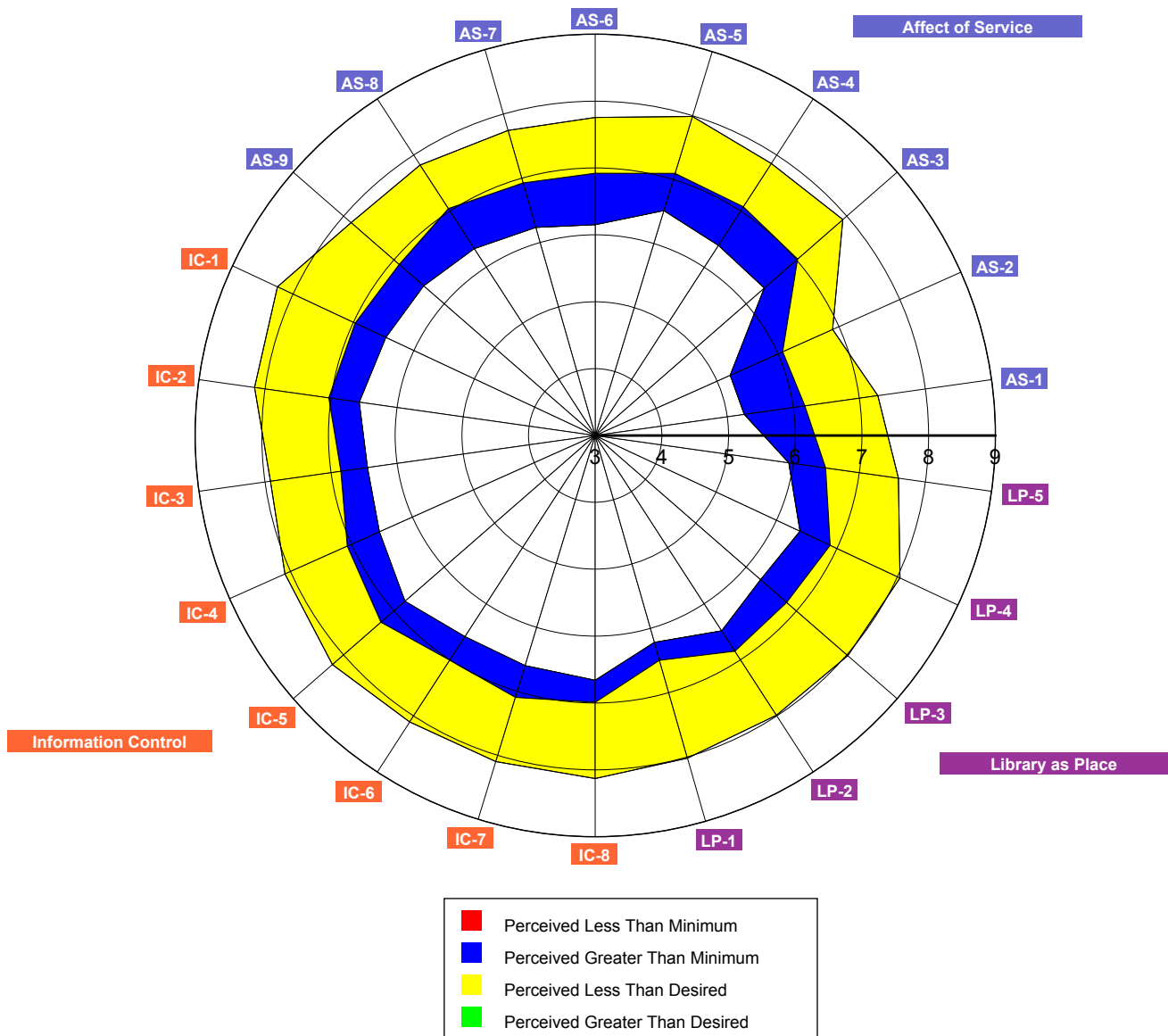
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Undergraduate

18.2 Core Questions Summary for Undergraduate

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.26	7.28	6.18	0.92	-1.10	6,542
AS-2	Giving users individual attention	5.22	6.90	6.08	0.86	-0.82	6,600
AS-3	Employees who are consistently courteous	6.36	7.92	7.02	0.66	-0.90	6,847
AS-4	Readiness to respond to users' questions	6.39	7.85	7.08	0.69	-0.77	6,546
AS-5	Employees who have the knowledge to answer user questions	6.52	7.99	7.10	0.58	-0.89	6,540
AS-6	Employees who deal with users in a caring fashion	6.15	7.76	6.92	0.77	-0.83	6,609
AS-7	Employees who understand the needs of their users	6.24	7.75	6.93	0.69	-0.82	6,439
AS-8	Willingness to help users	6.33	7.82	7.05	0.71	-0.78	6,551
AS-9	Dependability in handling users' service problems	6.41	7.85	6.90	0.49	-0.95	5,698
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.47	8.26	6.98	0.51	-1.28	6,792
IC-2	A library Web site enabling me to locate information on my own	6.57	8.16	7.04	0.46	-1.13	6,895
IC-3	The printed library materials I need for my work	6.45	7.92	6.85	0.40	-1.06	6,356
IC-4	The electronic information resources I need	6.54	8.09	7.07	0.53	-1.02	6,772
IC-5	Modern equipment that lets me easily access needed information	6.78	8.22	7.26	0.48	-0.97	6,862
IC-6	Easy-to-use access tools that allow me to find things on my own	6.59	8.11	7.01	0.42	-1.10	6,813
IC-7	Making information easily accessible for independent use	6.60	8.10	7.10	0.50	-1.00	6,723
IC-8	Print and/or electronic journal collections I require for my work	6.66	8.13	6.99	0.33	-1.14	6,312
Library as Place							
LP-1	Library space that inspires study and learning	6.22	8.02	6.50	0.28	-1.52	6,937
LP-2	Quiet space for individual activities	6.48	7.99	6.85	0.36	-1.14	6,864
LP-3	A comfortable and inviting location	6.29	8.02	6.81	0.52	-1.21	6,944
LP-4	A getaway for study, learning, or research	6.39	8.04	6.89	0.50	-1.16	6,774
LP-5	Community space for group learning and group study	5.93	7.59	6.49	0.56	-1.10	6,444
Overall:		6.31	7.90	6.86	0.56	-1.04	7,004

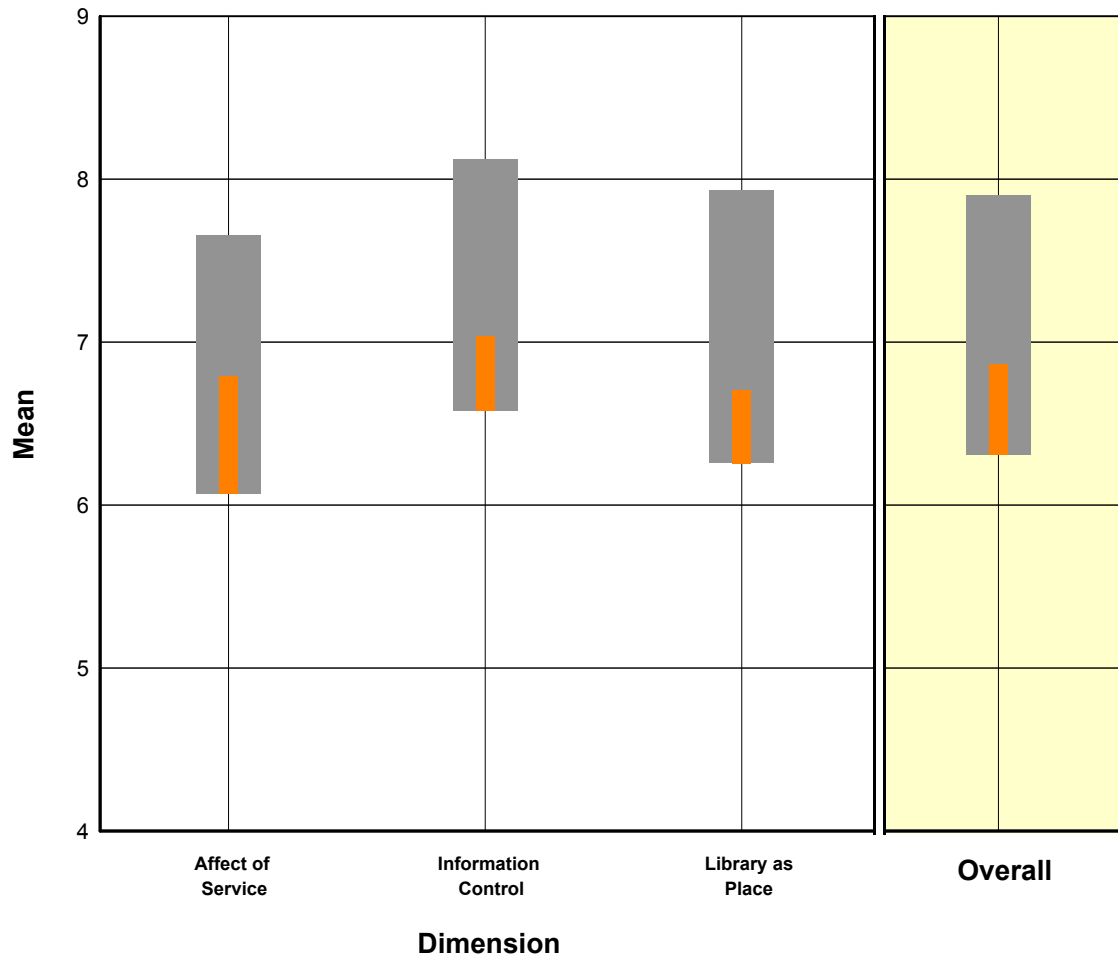
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	1.81	1.62	1.69	1.92	1.80	6,542
AS-2	Giving users individual attention	1.99	1.84	1.84	1.96	1.85	6,600
AS-3	Employees who are consistently courteous	1.87	1.40	1.68	2.07	1.80	6,847
AS-4	Readiness to respond to users' questions	1.74	1.36	1.55	1.81	1.60	6,546
AS-5	Employees who have the knowledge to answer user questions	1.74	1.33	1.55	1.86	1.63	6,540
AS-6	Employees who deal with users in a caring fashion	1.87	1.44	1.59	1.92	1.69	6,609
AS-7	Employees who understand the needs of their users	1.81	1.43	1.54	1.83	1.61	6,439
AS-8	Willingness to help users	1.82	1.40	1.55	1.87	1.61	6,551
AS-9	Dependability in handling users' service problems	1.77	1.41	1.59	1.91	1.70	5,698
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.79	1.24	1.70	2.07	1.81	6,792
IC-2	A library Web site enabling me to locate information on my own	1.74	1.28	1.63	1.97	1.73	6,895
IC-3	The printed library materials I need for my work	1.77	1.43	1.60	1.92	1.71	6,356
IC-4	The electronic information resources I need	1.69	1.27	1.45	1.83	1.54	6,772
IC-5	Modern equipment that lets me easily access needed information	1.69	1.17	1.46	1.85	1.54	6,862
IC-6	Easy-to-use access tools that allow me to find things on my own	1.70	1.26	1.50	1.87	1.61	6,813
IC-7	Making information easily accessible for independent use	1.68	1.22	1.43	1.82	1.54	6,723
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.32	1.61	2.05	1.75	6,312
Library as Place							
LP-1	Library space that inspires study and learning	1.89	1.44	1.88	2.33	2.15	6,937
LP-2	Quiet space for individual activities	1.88	1.42	1.79	2.30	2.06	6,864
LP-3	A comfortable and inviting location	1.84	1.33	1.78	2.21	1.98	6,944
LP-4	A getaway for study, learning, or research	1.87	1.40	1.68	2.15	1.88	6,774
LP-5	Community space for group learning and group study	2.03	1.67	1.84	2.35	2.22	6,444
Overall:		1.37	0.95	1.13	1.42	1.17	7,004

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

18.3 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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

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

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	6.07	7.66	6.79	0.72	-0.87	6,975
Information Control	6.58	8.12	7.03	0.46	-1.09	7,003
Library as Place	6.26	7.93	6.71	0.45	-1.22	6,996
Overall:	6.31	7.90	6.86	0.56	-1.04	7,004

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	1.50	1.15	1.30	1.51	1.32	6,975
Information Control	1.40	0.96	1.16	1.48	1.21	7,003
Library as Place	1.56	1.13	1.44	1.83	1.63	6,996
Overall:	1.37	0.95	1.13	1.42	1.17	7,004

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

18.4 Local Questions Summary for Undergraduate

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.15	8.16	6.69	0.54	-1.47	102
Convenience of borrowing books from other colleges	5.40	7.52	6.42	1.01	-1.10	1,020
Ease of using library's online article indexes	6.41	8.01	6.46	0.05	-1.54	182
Availability of online help when using my library's electronic resources	5.76	7.41	6.37	0.61	-1.04	457
Informing me of useful library services	5.46	7.07	6.04	0.58	-1.03	782
An environment that facilitates group study and problem solving	5.90	7.51	6.31	0.42	-1.19	258
Ease of use of electronic resources	6.42	7.93	6.85	0.43	-1.08	401
Providing help when and where I need it	6.36	7.88	6.92	0.56	-0.96	1,022
Teaching me how to access, evaluate, and use information	5.56	7.21	6.43	0.88	-0.77	734
Online course support (readings, links, references)	6.26	8.01	6.83	0.57	-1.18	1,352
Collections of online full-text articles sufficient to meet my needs	6.42	8.04	6.67	0.25	-1.37	562
Electronic resources matching my information needs	6.23	7.57	6.60	0.37	-0.97	35
Access to rare and historical materials	5.32	7.13	5.73	0.41	-1.40	131
Contribution to the intellectual atmosphere of the campus	6.14	7.46	6.52	0.38	-0.93	290
Ready access to computers / Internet / software	6.40	8.00	6.51	0.11	-1.49	566
Library staff teaching me how to find information	5.85	7.52	5.78	-0.07	-1.74	46
Using the library for recreation and popular materials	4.99	6.71	5.48	0.50	-1.23	143
Library keeping me informed about all of its services	4.93	6.62	5.61	0.68	-1.01	909
The multimedia (CD / DVD / video / audio) collections I need	5.28	7.04	6.15	0.87	-0.89	246
An environment conducive to learning through classes, programs, activities, and meetings	5.93	7.43	6.66	0.73	-0.77	238
Access to photocopying and printing facilities	5.98	7.62	6.53	0.55	-1.10	400
The main texts and readings I need for my work	6.87	8.01	7.04	0.16	-0.97	142
Availability of subject specialist assistance	5.46	7.30	6.10	0.64	-1.20	1,184
Helpfulness in dealing with users' IT problems	6.03	7.53	6.54	0.51	-0.99	126
Librarians teaching me how to effectively use the electronically available databases, journals, and books	5.97	7.45	6.87	0.91	-0.58	693
Providing reliable access to resources when and where I need them	6.64	8.06	7.10	0.47	-0.96	144

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.02	8.07	6.62	0.60	-1.45	60
Making me aware of library resources and services	5.75	7.38	6.21	0.46	-1.17	1,842
Teaching me how to locate, evaluate, and use information	5.59	7.36	6.39	0.80	-0.97	2,004
Efficient interlibrary loan / document delivery	6.05	7.53	6.91	0.86	-0.63	776
Convenient service hours	6.66	8.14	7.34	0.67	-0.80	877
Ability to navigate library Web pages easily	6.73	8.19	6.96	0.24	-1.23	2,249
A secure and safe place	7.57	8.36	7.47	-0.10	-0.89	148
Convenient business hours	6.68	8.37	6.95	0.27	-1.42	1,694
Enabling me to find information myself 24 hours a day	6.95	8.19	7.13	0.18	-1.06	286
Facilitating self-directed research	6.34	7.83	6.90	0.56	-0.93	194
Full-text delivered electronically to individual users	6.53	7.98	6.34	-0.19	-1.64	47
Improving library-use skills as a by-product of seeking assistance from library staff	5.90	7.57	6.99	1.08	-0.59	218
Instruction in library use, when needed	6.07	7.65	7.04	0.97	-0.61	103
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.32	7.87	7.10	0.79	-0.76	233
Library materials being available for browsing in open stacks	6.18	7.57	7.08	0.90	-0.49	759
Modern equipment	6.53	8.06	7.33	0.81	-0.73	314
Performing services right the first time	6.79	8.10	7.08	0.29	-1.02	145
Providing search tools that permit me to work autonomously	6.68	7.92	7.02	0.33	-0.90	240
Providing services as promised	6.85	8.16	7.58	0.74	-0.58	213
Resources added to library collections on request	6.14	7.68	6.23	0.09	-1.45	317
Space for group / individual study and research needs	6.35	8.12	7.02	0.67	-1.10	109
Timely document delivery / interlibrary loan	6.25	7.72	6.87	0.62	-0.84	845
Personalization features in the electronic library	5.06	6.71	6.02	0.96	-0.69	266
Adequate hours of service	6.76	8.19	7.96	1.20	-0.23	425
Timely delivery of the articles and documents that I need	6.14	7.96	7.56	1.42	-0.40	57
Providing me with the information skills I need for my work or study	6.47	7.82	6.92	0.46	-0.89	690
Librarians providing help that assists in finding information needed now while improving my research skills	6.50	7.84	7.11	0.61	-0.74	262

This table displays the standard deviation 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
Comprehensive collections of fulltext articles online	1.90	1.22	1.41	2.24	1.73	102
Convenience of borrowing books from other colleges	1.98	1.72	1.78	2.13	1.95	1,020
Ease of using library's online article indexes	1.91	1.42	2.02	2.24	2.11	182
Availability of online help when using my library's electronic resources	1.97	1.60	1.86	1.93	1.72	457
Informing me of useful library services	1.84	1.69	1.79	1.97	1.88	782
An environment that facilitates group study and problem solving	1.84	1.55	1.77	2.15	1.94	258
Ease of use of electronic resources	1.78	1.37	1.55	1.82	1.58	401
Providing help when and where I need it	1.64	1.27	1.56	1.84	1.67	1,022
Teaching me how to access, evaluate, and use information	1.89	1.74	1.69	1.96	1.85	734
Online course support (readings, links, references)	1.78	1.35	1.50	1.82	1.60	1,352
Collections of online full-text articles sufficient to meet my needs	1.80	1.38	1.86	2.23	2.09	562
Electronic resources matching my information needs	1.63	1.42	1.44	2.07	1.62	35
Access to rare and historical materials	2.17	1.90	1.94	2.53	2.44	131
Contribution to the intellectual atmosphere of the campus	1.90	1.68	1.67	1.89	1.83	290
Ready access to computers / Internet / software	1.92	1.45	1.89	2.25	2.18	566
Library staff teaching me how to find information	2.03	1.74	2.19	2.07	2.02	46
Using the library for recreation and popular materials	2.09	1.85	2.00	2.14	2.30	143
Library keeping me informed about all of its services	2.04	1.95	1.85	1.99	1.98	909
The multimedia (CD / DVD / video / audio) collections I need	2.01	1.98	1.61	2.23	2.24	246
An environment conducive to learning through classes, programs, activities, and meetings	1.70	1.45	1.33	1.73	1.58	238
Access to photocopying and printing facilities	1.85	1.60	1.79	2.18	2.12	400
The main texts and readings I need for my work	1.58	1.53	1.55	1.74	1.58	142
Availability of subject specialist assistance	1.94	1.66	1.81	2.03	1.96	1,184
Helpfulness in dealing with users' IT problems	1.91	1.81	1.66	1.83	1.81	126
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.09	1.80	1.89	2.20	2.10	693
Providing reliable access to resources when and where I need them	1.62	1.29	1.50	1.75	1.48	144
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	1.96	1.29	1.92	2.18	2.00	60

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

Making me aware of library resources and services	1.93	1.62	1.82	2.14	2.09	1,842
Teaching me how to locate, evaluate, and use information	1.96	1.76	1.71	1.99	1.94	2,004
Efficient interlibrary loan / document delivery	2.01	1.71	1.73	2.14	1.93	776
Convenient service hours	1.74	1.25	1.55	2.00	1.72	877
Ability to navigate library Web pages easily	1.73	1.19	1.68	2.07	1.80	2,249
A secure and safe place	1.66	1.31	1.84	2.05	2.01	148
Convenient business hours	1.70	1.04	1.74	2.32	1.93	1,694
Enabling me to find information myself 24 hours a day	1.73	1.18	1.70	2.02	1.77	286
Facilitating self-directed research	1.73	1.49	1.55	1.77	1.68	194
Full-text delivered electronically to individual users	1.82	1.34	1.99	2.42	1.97	47
Improving library-use skills as a by-product of seeking assistance from library staff	1.72	1.24	1.23	1.80	1.42	218
Instruction in library use, when needed	1.66	1.43	1.54	1.90	1.70	103
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.90	1.38	1.63	2.10	1.76	233
Library materials being available for browsing in open stacks	2.06	1.79	1.68	2.09	1.84	759
Modern equipment	1.76	1.27	1.35	1.76	1.45	314
Performing services right the first time	1.78	1.39	1.71	2.03	1.76	145
Providing search tools that permit me to work autonomously	1.83	1.47	1.70	1.83	1.58	240
Providing services as promised	1.62	1.27	1.21	1.61	1.27	213
Resources added to library collections on request	1.80	1.55	1.82	2.08	2.04	317
Space for group / individual study and research needs	1.69	1.18	1.63	2.14	1.76	109
Timely document delivery / interlibrary loan	1.78	1.46	1.55	1.95	1.72	845
Personalization features in the electronic library	2.03	1.84	1.70	1.85	1.69	266
Adequate hours of service	1.76	1.25	1.41	2.00	1.57	425
Timely delivery of the articles and documents that I need	1.87	1.25	1.20	1.84	1.41	57
Providing me with the information skills I need for my work or study	1.92	1.57	1.73	1.94	1.79	690
Librarians providing help that assists in finding information needed now while improving my research skills	1.88	1.53	1.66	2.00	1.83	262

18.5 General Satisfaction Questions Summary for Undergraduate

This table displays 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 particular 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.	7.22	1.59	7,280
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.89	1.61	7,279
How would you rate the overall quality of the service provided by the library?	7.04	1.36	7,280

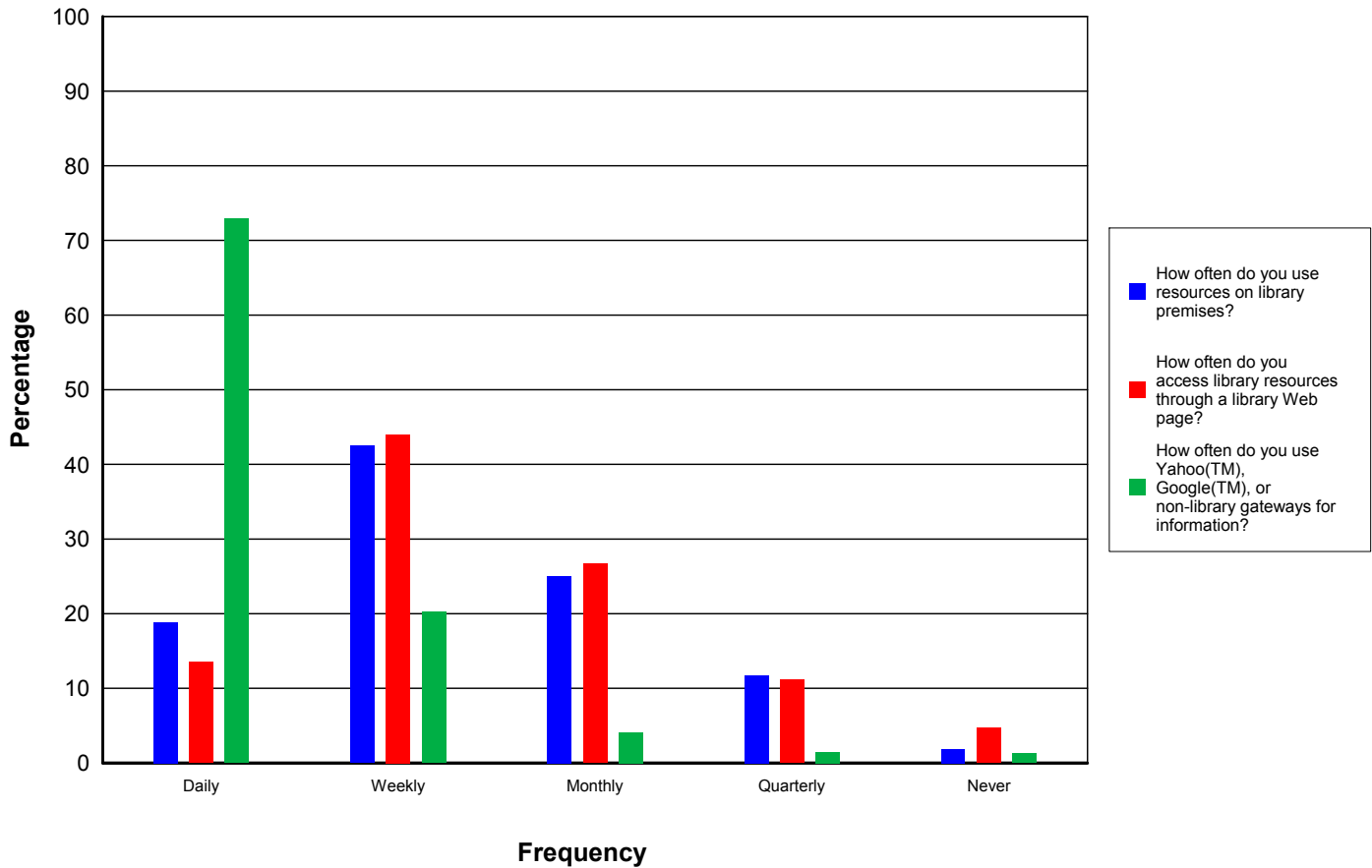
18.6 Information Literacy Outcomes Questions Summary for Undergraduate

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 particular 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.	5.73	1.82	7,281
The library aids my advancement in my academic discipline.	6.62	1.68	7,281
The library enables me to be more efficient in my academic pursuits.	6.79	1.67	7,279
The library helps me distinguish between trustworthy and untrustworthy information.	5.87	1.95	7,281
The library provides me with the information skills I need in my work or study.	6.26	1.79	7,280

18.7 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	n / %
How often do you use resources on library premises?	1,320 18.85%	2,974 42.46%	1,753 25.03%	825 11.78%	132 1.88%	7,004 100.00%
How often do you access library resources through a library Web page?	946 13.51%	3,080 43.97%	1,869 26.68%	781 11.15%	328 4.68%	7,004 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	5,108 72.93%	1,417 20.23%	287 4.10%	104 1.48%	88 1.26%	7,004 100.00%

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

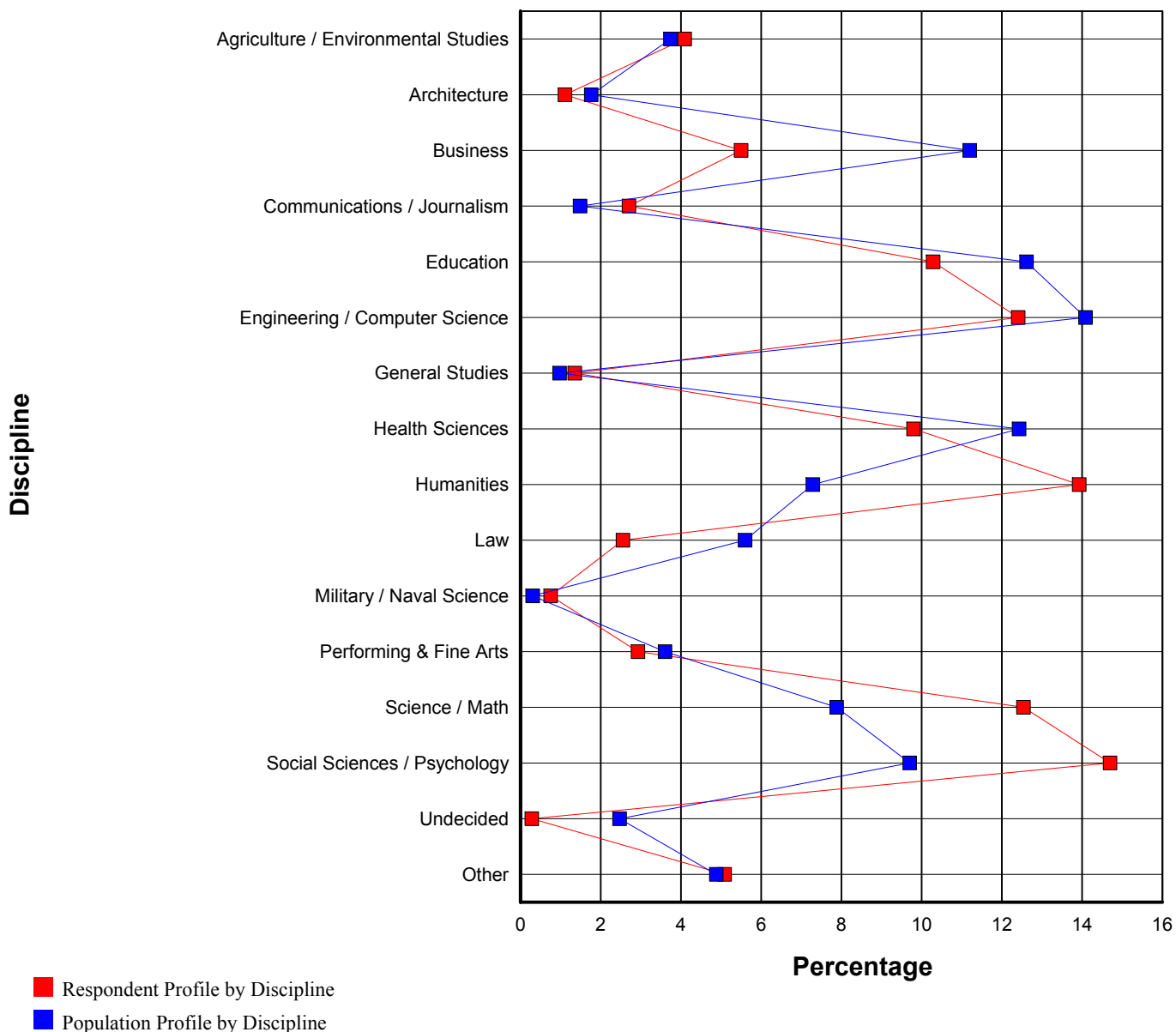
19 College or University Libraries Graduate Summary for ARL

19.1 Demographic Summary for Graduate

19.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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 both the general population (N) and survey respondents (n).



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	6,868	3.74%	218	4.09%	-0.36%
Architecture	3,241	1.76%	59	1.11%	0.66%
Business	20,583	11.20%	293	5.50%	5.70%
Communications / Journalism	2,730	1.49%	144	2.70%	-1.22%
Education	23,185	12.61%	548	10.29%	2.33%
Engineering / Computer Science	25,889	14.08%	661	12.41%	1.68%
General Studies	1,789	0.97%	72	1.35%	-0.38%
Health Sciences	22,845	12.43%	522	9.80%	2.63%
Humanities	13,393	7.29%	742	13.93%	-6.64%
Law	10,288	5.60%	136	2.55%	3.04%
Military / Naval Science	556	0.30%	40	0.75%	-0.45%
Performing & Fine Arts	6,621	3.60%	156	2.93%	0.67%
Science / Math	14,485	7.88%	668	12.54%	-4.66%
Social Sciences / Psychology	17,833	9.70%	783	14.70%	-4.99%
Undecided	4,539	2.47%	15	0.28%	2.19%
Other	8,969	4.88%	271	5.09%	-0.21%
Total:	183,814	100.00%	5,328	100.00%	0.00%

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

19.1.2 Respondent Profile for Graduate 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	226	4.24%
23 - 30	3,246	60.93%
31 - 45	1,477	27.73%
46 - 65	364	6.83%
Over 65	14	0.26%
Total:	5,327	100.00%

19.1.3 Population and Respondent Profiles for Graduate 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 %
Male	93,338	49.12%	2,323	43.62%
Female	96,690	50.88%	3,003	56.38%
Total:	190,028	100.00%	5,326	100.00%

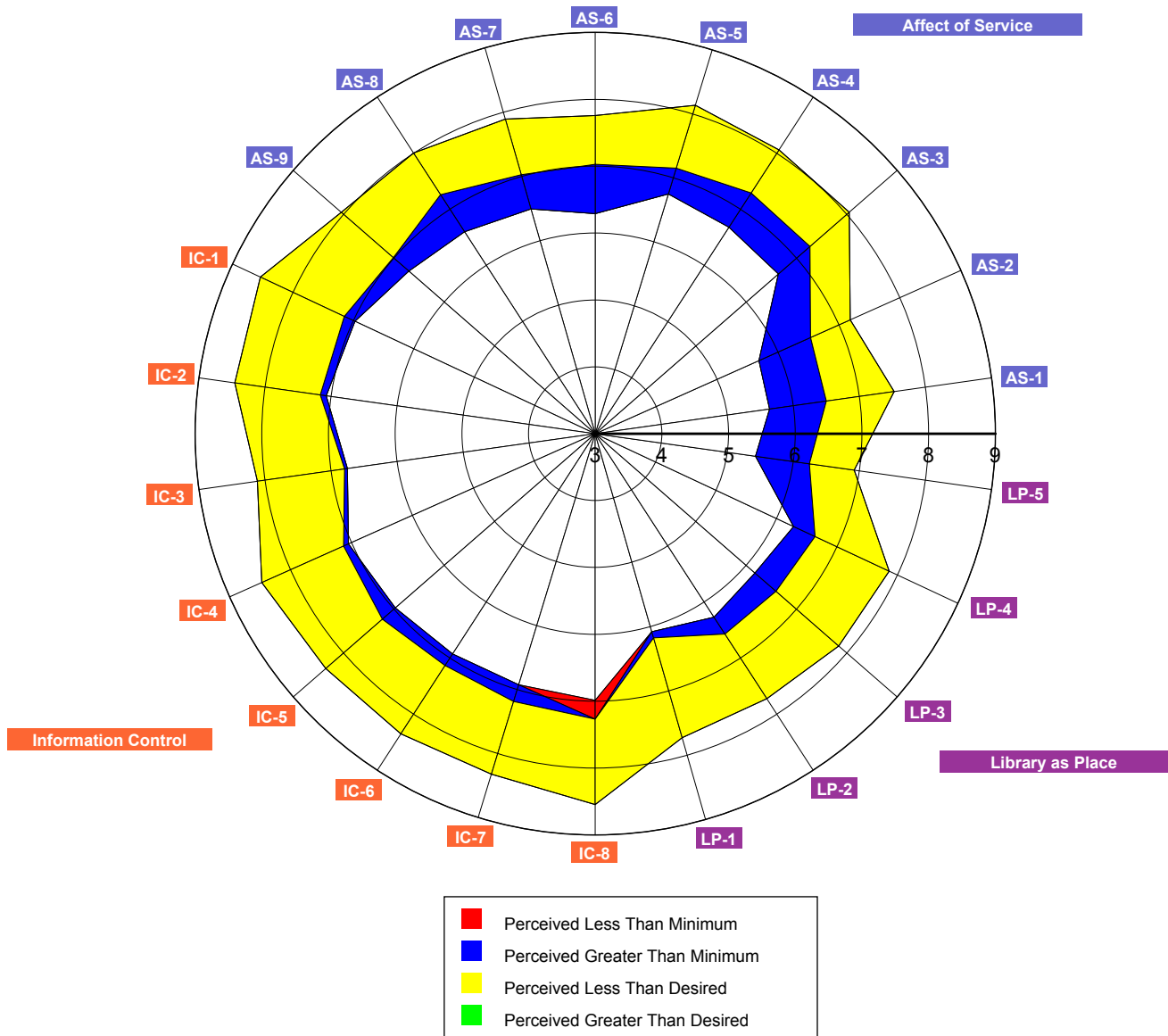
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

19.2 Core Questions Summary for Graduate

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	5.64	7.53	6.50	0.86	-1.03	4,953
AS-2	Giving users individual attention	5.69	7.19	6.54	0.85	-0.65	5,035
AS-3	Employees who are consistently courteous	6.64	8.05	7.27	0.63	-0.78	5,204
AS-4	Readiness to respond to users' questions	6.68	8.06	7.29	0.61	-0.77	5,070
AS-5	Employees who have the knowledge to answer user questions	6.75	8.14	7.15	0.40	-0.98	5,047
AS-6	Employees who deal with users in a caring fashion	6.29	7.76	7.03	0.74	-0.73	5,023
AS-7	Employees who understand the needs of their users	6.50	7.89	7.03	0.53	-0.86	4,954
AS-8	Willingness to help users	6.60	8.00	7.26	0.66	-0.74	5,050
AS-9	Dependability in handling users' service problems	6.71	8.05	7.01	0.31	-1.03	4,461
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.98	8.54	7.15	0.18	-1.39	5,235
IC-2	A library Web site enabling me to locate information on my own	7.07	8.46	7.16	0.09	-1.29	5,288
IC-3	The printed library materials I need for my work	6.75	8.12	6.80	0.04	-1.32	4,915
IC-4	The electronic information resources I need	7.05	8.47	7.13	0.08	-1.34	5,269
IC-5	Modern equipment that lets me easily access needed information	6.97	8.35	7.23	0.26	-1.12	5,208
IC-6	Easy-to-use access tools that allow me to find things on my own	6.93	8.35	7.14	0.21	-1.22	5,214
IC-7	Making information easily accessible for independent use	6.93	8.32	7.19	0.26	-1.14	5,142
IC-8	Print and/or electronic journal collections I require for my work	7.27	8.55	6.99	-0.28	-1.56	5,116
Library as Place							
LP-1	Library space that inspires study and learning	6.08	7.73	6.18	0.10	-1.55	5,086
LP-2	Quiet space for individual activities	6.27	7.73	6.57	0.30	-1.15	4,943
LP-3	A comfortable and inviting location	6.18	7.84	6.59	0.42	-1.25	5,120
LP-4	A getaway for study, learning, or research	6.28	7.86	6.64	0.35	-1.23	4,924
LP-5	Community space for group learning and group study	5.43	6.92	6.24	0.82	-0.68	4,248
Overall:		6.54	8.01	6.92	0.38	-1.09	5,330

Language: American English
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	1.81	1.56	1.68	1.93	1.83	4,953
AS-2	Giving users individual attention	1.96	1.75	1.80	1.96	1.83	5,035
AS-3	Employees who are consistently courteous	1.78	1.27	1.64	2.05	1.79	5,204
AS-4	Readiness to respond to users' questions	1.64	1.22	1.52	1.82	1.60	5,070
AS-5	Employees who have the knowledge to answer user questions	1.64	1.20	1.54	1.86	1.63	5,047
AS-6	Employees who deal with users in a caring fashion	1.85	1.46	1.62	1.98	1.77	5,023
AS-7	Employees who understand the needs of their users	1.73	1.36	1.56	1.88	1.68	4,954
AS-8	Willingness to help users	1.72	1.30	1.56	1.88	1.64	5,050
AS-9	Dependability in handling users' service problems	1.66	1.29	1.62	1.94	1.74	4,461
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	0.98	1.68	2.07	1.75	5,235
IC-2	A library Web site enabling me to locate information on my own	1.57	1.02	1.57	1.94	1.63	5,288
IC-3	The printed library materials I need for my work	1.68	1.32	1.64	2.01	1.83	4,915
IC-4	The electronic information resources I need	1.54	0.99	1.45	1.88	1.57	5,269
IC-5	Modern equipment that lets me easily access needed information	1.56	1.06	1.48	1.86	1.58	5,208
IC-6	Easy-to-use access tools that allow me to find things on my own	1.54	1.04	1.44	1.86	1.55	5,214
IC-7	Making information easily accessible for independent use	1.55	1.06	1.42	1.82	1.55	5,142
IC-8	Print and/or electronic journal collections I require for my work	1.54	0.98	1.63	2.09	1.75	5,116
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.65	1.99	2.49	2.44	5,086
LP-2	Quiet space for individual activities	2.00	1.66	1.85	2.44	2.29	4,943
LP-3	A comfortable and inviting location	1.84	1.45	1.85	2.32	2.17	5,120
LP-4	A getaway for study, learning, or research	1.95	1.57	1.79	2.27	2.11	4,924
LP-5	Community space for group learning and group study	2.20	2.12	1.88	2.46	2.47	4,248
Overall:		1.29	0.86	1.15	1.44	1.20	5,330

Language: American English

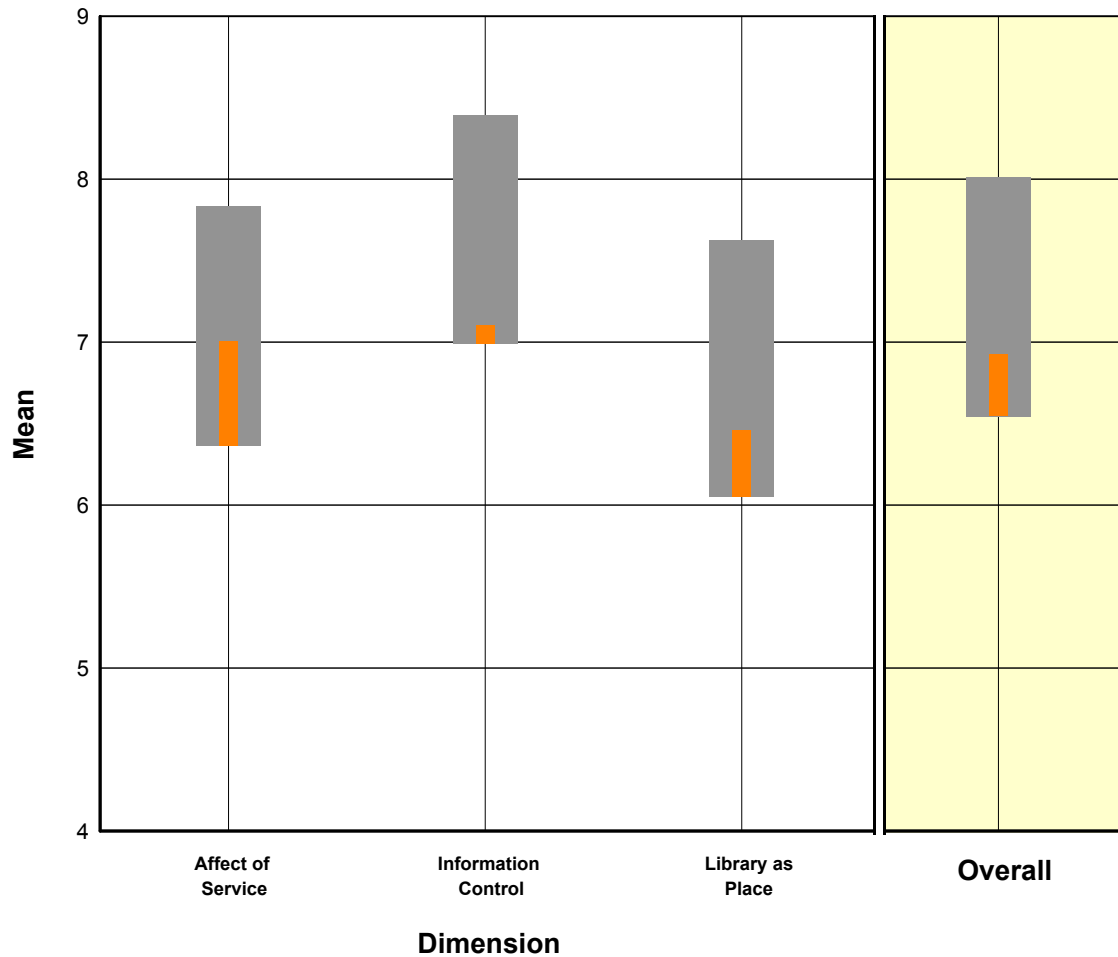
Institution Type: College or University

Consortium: ARL

User Group: Graduate

19.3 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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.37	7.84	7.01	0.64	-0.83	5,322
Information Control	6.99	8.39	7.10	0.11	-1.29	5,330
Library as Place	6.05	7.63	6.46	0.41	-1.17	5,260
Overall:	6.54	8.01	6.92	0.38	-1.09	5,330

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	1.46	1.07	1.34	1.58	1.39	5,322
Information Control	1.28	0.78	1.17	1.53	1.23	5,330
Library as Place	1.67	1.35	1.56	1.98	1.85	5,260
Overall:	1.29	0.86	1.15	1.44	1.20	5,330

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Graduate

19.4 Local Questions Summary for Graduate

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	7.00	8.47	6.89	-0.11	-1.57	75
Convenience of borrowing books from other colleges	6.40	8.10	7.20	0.80	-0.90	632
Ease of using library's online article indexes	7.12	8.43	7.12	0.00	-1.31	205
Availability of online help when using my library's electronic resources	6.19	7.67	6.54	0.35	-1.14	730
Informing me of useful library services	5.88	7.35	6.27	0.39	-1.08	982
An environment that facilitates group study and problem solving	5.32	7.10	6.44	1.11	-0.67	117
Ease of use of electronic resources	6.77	8.27	6.89	0.12	-1.38	298
Providing help when and where I need it	6.69	8.02	7.04	0.36	-0.97	719
Teaching me how to access, evaluate, and use information	5.75	7.31	6.59	0.85	-0.72	685
Online course support (readings, links, references)	6.19	7.75	6.81	0.61	-0.94	746
Collections of online full-text articles sufficient to meet my needs	7.15	8.56	6.64	-0.51	-1.92	736
Electronic resources matching my information needs	6.89	8.45	7.24	0.35	-1.20	147
Access to rare and historical materials	5.64	7.23	6.17	0.53	-1.05	75
Contribution to the intellectual atmosphere of the campus	6.32	7.75	6.72	0.40	-1.03	253
Ready access to computers / Internet / software	6.35	7.92	6.53	0.18	-1.38	262
Library staff teaching me how to find information	5.33	7.67	4.33	-1.00	-3.33	3
Using the library for recreation and popular materials	4.71	6.19	5.38	0.67	-0.81	100
Library keeping me informed about all of its services	5.44	6.98	6.06	0.62	-0.92	671
The multimedia (CD / DVD / video / audio) collections I need	5.39	7.29	5.94	0.54	-1.35	160
Access to photocopying and printing facilities	6.14	7.88	6.07	-0.07	-1.80	528
The main texts and readings I need for my work	7.06	8.48	6.76	-0.29	-1.72	85
Availability of subject specialist assistance	5.76	7.29	6.45	0.69	-0.84	620
Helpfulness in dealing with users' IT problems	6.74	7.96	6.79	0.06	-1.17	106
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.06	7.58	6.96	0.90	-0.61	371
Providing reliable access to resources when and where I need them	6.88	8.20	6.85	-0.03	-1.35	165
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.17	7.69	6.63	0.46	-1.06	54
Making me aware of library resources and services	6.09	7.62	6.44	0.35	-1.18	1,223

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

Teaching me how to locate, evaluate, and use information	5.89	7.41	6.71	0.82	-0.70	1,243
Efficient interlibrary loan / document delivery	6.86	8.22	7.23	0.37	-0.99	817
Convenient service hours	6.79	8.26	7.24	0.46	-1.02	738
Ability to navigate library Web pages easily	6.98	8.37	7.06	0.08	-1.31	1,498
A secure and safe place	7.49	8.53	7.24	-0.24	-1.29	86
Convenient business hours	6.75	8.16	7.14	0.39	-1.03	1,079
Enabling me to find information myself 24 hours a day	7.02	8.41	7.16	0.14	-1.26	274
Facilitating self-directed research	6.93	8.48	7.46	0.53	-1.02	130
Full-text delivered electronically to individual users	7.00	8.50	5.50	-1.50	-3.00	4
Instruction in library use, when needed	6.37	7.51	7.52	1.15	0.01	75
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.88	8.01	7.31	0.43	-0.70	154
Library materials being available for browsing in open stacks	6.50	7.97	7.18	0.68	-0.79	661
Modern equipment	6.77	8.32	7.06	0.29	-1.26	272
Performing services right the first time	7.04	8.37	6.92	-0.12	-1.46	83
Providing search tools that permit me to work autonomously	6.98	8.23	6.68	-0.31	-1.56	124
Providing services as promised	6.96	8.34	7.40	0.44	-0.94	117
Resources added to library collections on request	6.44	7.79	6.67	0.24	-1.12	273
Space for group / individual study and research needs	6.16	7.39	6.49	0.34	-0.90	77
Timely document delivery / interlibrary loan	6.80	8.23	7.24	0.44	-0.99	906
Personalization features in the electronic library	5.24	6.72	6.01	0.77	-0.71	230
Adequate hours of service	6.61	8.02	6.82	0.21	-1.20	168
Timely delivery of the articles and documents that I need	7.21	8.54	7.37	0.16	-1.18	57
Providing me with the information skills I need for my work or study	6.42	7.81	6.82	0.40	-0.99	335
Librarians providing help that assists in finding information needed now while improving my research skills	6.56	7.93	7.17	0.61	-0.76	178

This table displays the standard deviation 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
Comprehensive collections of fulltext articles online	1.53	1.14	1.41	1.85	1.88	75
Convenience of borrowing books from other colleges	1.74	1.37	1.61	1.87	1.71	632
Ease of using library's online article indexes	1.44	1.00	1.55	1.74	1.65	205
Availability of online help when using my library's electronic resources	1.83	1.56	1.84	2.14	2.02	730
Informing me of useful library services	1.89	1.64	1.81	2.07	1.97	982
An environment that facilitates group study and problem solving	2.20	1.94	1.63	2.08	1.93	117
Ease of use of electronic resources	1.58	1.15	1.45	1.89	1.66	298
Providing help when and where I need it	1.56	1.16	1.45	1.72	1.61	719
Teaching me how to access, evaluate, and use information	1.98	1.83	1.69	2.03	1.93	685
Online course support (readings, links, references)	1.94	1.60	1.54	2.12	1.82	746
Collections of online full-text articles sufficient to meet my needs	1.61	0.95	1.65	2.10	1.80	736
Electronic resources matching my information needs	1.52	0.94	1.40	1.87	1.50	147
Access to rare and historical materials	2.23	2.06	1.84	2.30	2.09	75
Contribution to the intellectual atmosphere of the campus	1.78	1.50	1.54	1.76	1.67	253
Ready access to computers / Internet / software	2.03	1.55	1.64	2.23	2.02	262
Library staff teaching me how to find information	1.53	1.15	1.53	1.00	2.08	3
Using the library for recreation and popular materials	2.26	2.40	2.10	2.24	2.36	100
Library keeping me informed about all of its services	1.94	1.76	1.76	1.99	1.95	671
The multimedia (CD / DVD / video / audio) collections I need	1.95	1.90	1.78	1.89	2.16	160
Access to photocopying and printing facilities	1.89	1.57	1.89	2.43	2.21	528
The main texts and readings I need for my work	1.53	1.03	1.44	1.72	1.59	85
Availability of subject specialist assistance	2.06	1.83	1.80	1.99	1.90	620
Helpfulness in dealing with users' IT problems	1.77	1.39	1.79	2.15	1.94	106
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.20	1.85	1.80	2.24	2.09	371
Providing reliable access to resources when and where I need them	1.54	1.23	1.31	1.72	1.60	165
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.14	2.01	2.17	2.23	2.21	54
Making me aware of library resources and services	1.92	1.57	1.75	2.04	1.92	1,223

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

Teaching me how to locate, evaluate, and use information	2.04	1.81	1.71	2.01	1.86	1,243
Efficient interlibrary loan / document delivery	1.74	1.29	1.69	2.06	1.76	817
Convenient service hours	1.66	1.24	1.59	2.13	1.82	738
Ability to navigate library Web pages easily	1.60	1.04	1.61	2.01	1.72	1,498
A secure and safe place	1.72	0.93	1.57	2.18	1.81	86
Convenient business hours	1.73	1.27	1.63	2.18	1.91	1,079
Enabling me to find information myself 24 hours a day	1.58	1.02	1.62	1.91	1.71	274
Facilitating self-directed research	1.51	0.85	1.15	1.51	1.27	130
Full-text delivered electronically to individual users	0.00	1.00	2.89	2.89	2.94	4
Instruction in library use, when needed	1.90	1.55	1.37	2.15	1.76	75
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.79	1.26	1.62	1.98	1.64	154
Library materials being available for browsing in open stacks	1.88	1.42	1.61	2.10	1.83	661
Modern equipment	1.65	1.20	1.52	1.73	1.51	272
Performing services right the first time	1.44	0.89	1.53	1.79	1.71	83
Providing search tools that permit me to work autonomously	1.81	1.37	1.77	1.92	1.82	124
Providing services as promised	1.45	1.04	1.40	1.83	1.53	117
Resources added to library collections on request	1.64	1.42	1.60	2.01	1.91	273
Space for group / individual study and research needs	2.19	1.84	1.77	2.66	2.36	77
Timely document delivery / interlibrary loan	1.55	1.20	1.56	1.91	1.69	906
Personalization features in the electronic library	2.18	2.03	1.92	1.90	1.90	230
Adequate hours of service	1.77	1.55	1.67	2.41	2.15	168
Timely delivery of the articles and documents that I need	1.91	0.87	2.00	2.23	2.16	57
Providing me with the information skills I need for my work or study	1.95	1.68	1.77	1.93	1.89	335
Librarians providing help that assists in finding information needed now while improving my research skills	1.62	1.25	1.51	1.90	1.65	178

19.5 General Satisfaction Questions Summary for Graduate

This table displays 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 particular 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.	7.31	1.61	5,330
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.92	1.69	5,330
How would you rate the overall quality of the service provided by the library?	7.08	1.43	5,330

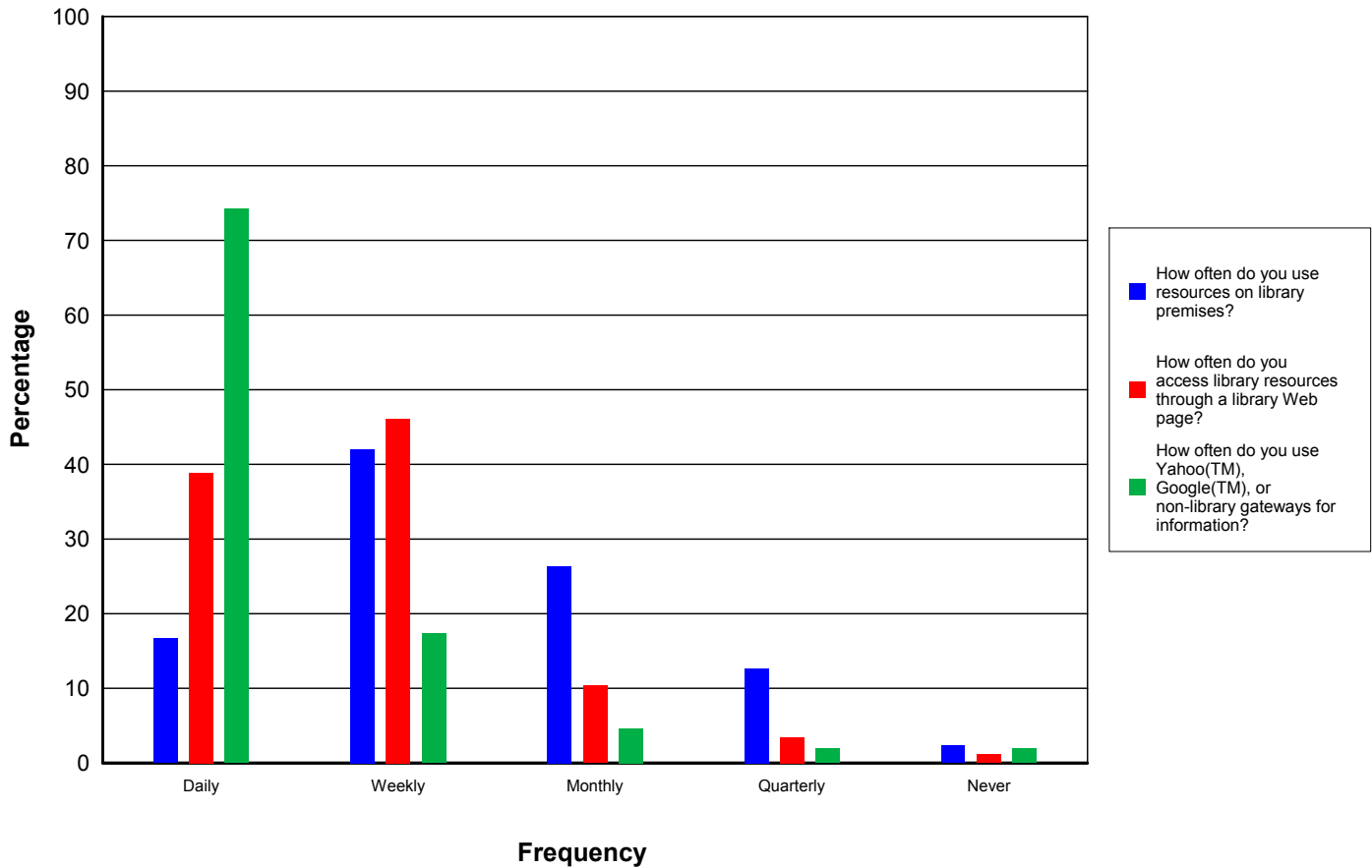
19.6 Information Literacy Outcomes Questions Summary for Graduate

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 particular 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.	6.23	1.89	5,330
The library aids my advancement in my academic discipline.	7.04	1.64	5,330
The library enables me to be more efficient in my academic pursuits.	7.03	1.67	5,329
The library helps me distinguish between trustworthy and untrustworthy information.	5.54	1.98	5,330
The library provides me with the information skills I need in my work or study.	6.21	1.86	5,329

19.7 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	n / %
How often do you use resources on library premises?	887 16.64%	2,240 42.03%	1,403 26.33%	676 12.69%	123 2.31%	5,329 100.00%
How often do you access library resources through a library Web page?	2,072 38.90%	2,457 46.12%	553 10.38%	185 3.47%	60 1.13%	5,327 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	3,953 74.21%	923 17.33%	248 4.66%	102 1.91%	101 1.90%	5,327 100.00%

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

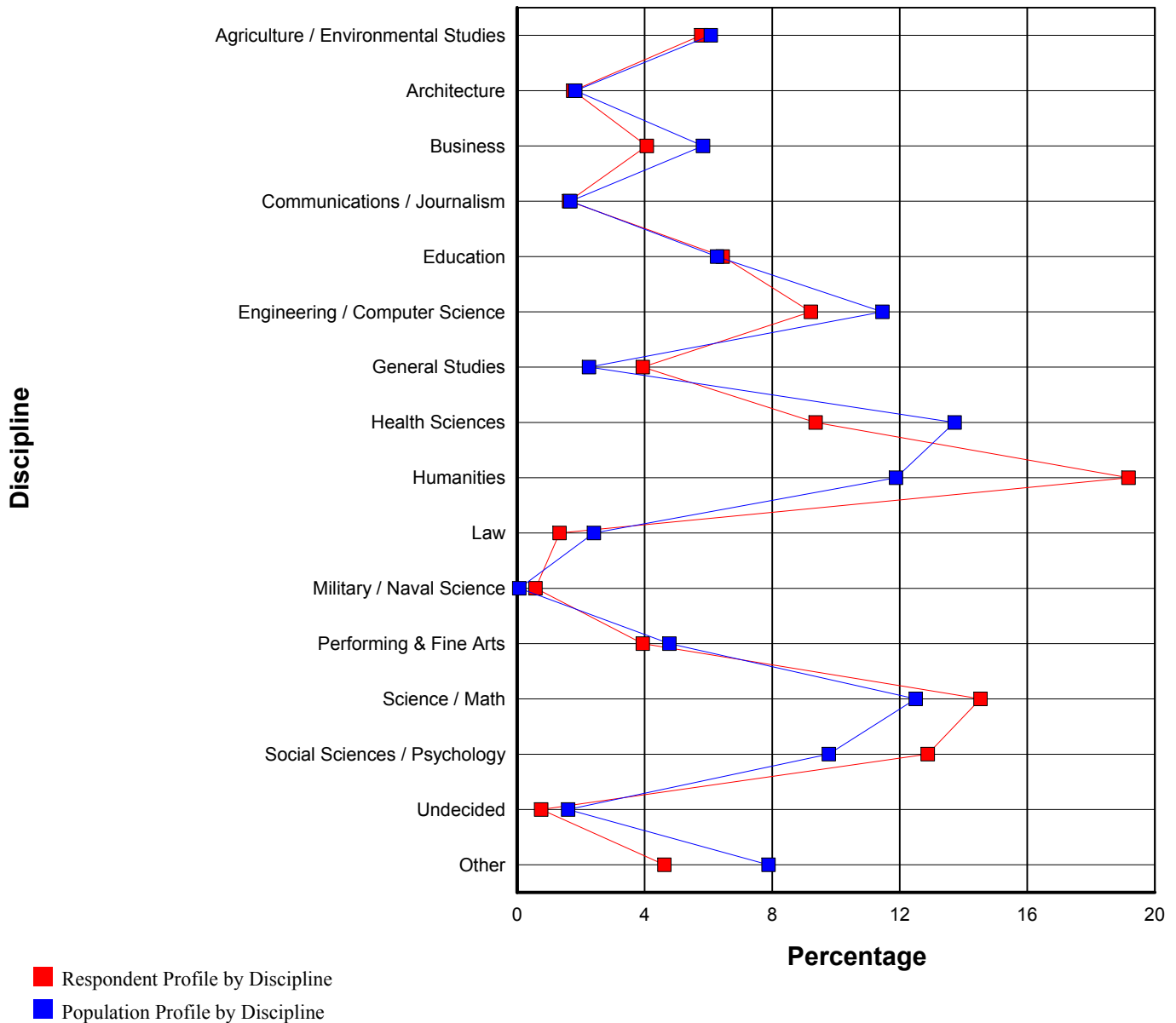
20 College or University Libraries Faculty Summary for ARL

20.1 Demographic Summary for Faculty

20.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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 both the general population (N) and survey respondents (n).



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,732	6.08%	230	5.77%	0.30%
Architecture	821	1.83%	70	1.76%	0.07%
Business	2,622	5.83%	162	4.07%	1.76%
Communications / Journalism	751	1.67%	65	1.63%	0.04%
Education	2,820	6.27%	257	6.45%	-0.18%
Engineering / Computer Science	5,152	11.46%	367	9.21%	2.24%
General Studies	1,014	2.25%	157	3.94%	-1.69%
Health Sciences	6,171	13.72%	373	9.36%	4.36%
Humanities	5,344	11.88%	764	19.18%	-7.29%
Law	1,083	2.41%	53	1.33%	1.08%
Military / Naval Science	30	0.07%	23	0.58%	-0.51%
Performing & Fine Arts	2,148	4.78%	157	3.94%	0.84%
Science / Math	5,622	12.50%	579	14.53%	-2.03%
Social Sciences / Psychology	4,396	9.78%	513	12.88%	-3.10%
Undecided	719	1.60%	30	0.75%	0.85%
Other	3,545	7.88%	184	4.62%	3.26%
Total:	44,970	100.00%	3,984	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

20.1.2 Respondent Profile for Faculty 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	3	0.08%
18 - 22	1	0.03%
23 - 30	142	3.56%
31 - 45	1,400	35.13%
46 - 65	2,183	54.78%
Over 65	256	6.42%
Total:	3,985	100.00%

20.1.3 Population and Respondent Profiles for Faculty 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 %
Male	29,470	66.44%	2,434	61.31%
Female	14,883	33.56%	1,536	38.69%
Total:	44,353	100.00%	3,970	100.00%

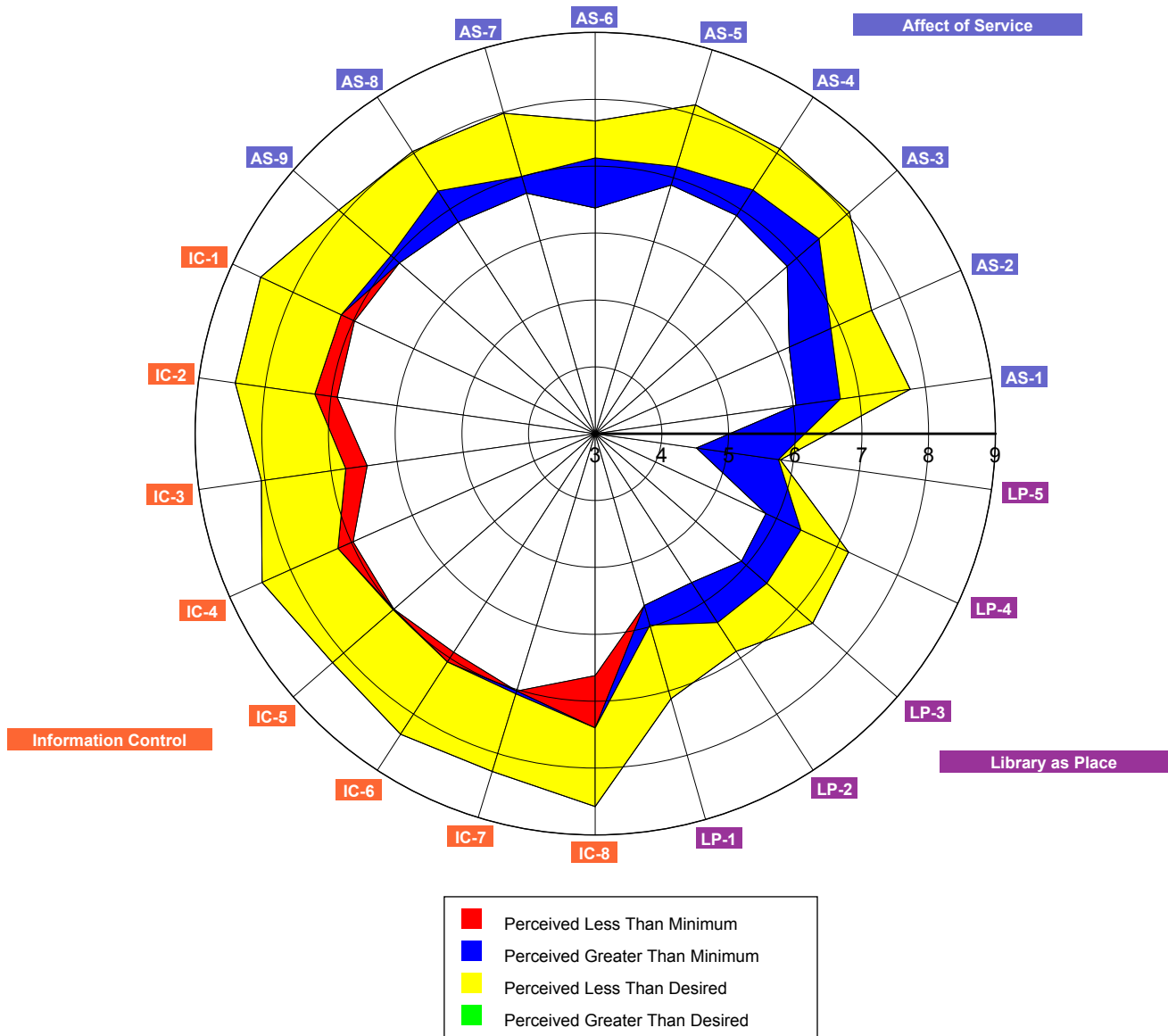
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Faculty

20.2 Core Questions Summary for Faculty

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	6.04	7.77	6.71	0.67	-1.06	3,746
AS-2	Giving users individual attention	6.19	7.54	6.87	0.68	-0.67	3,799
AS-3	Employees who are consistently courteous	6.82	8.05	7.45	0.63	-0.60	3,889
AS-4	Readiness to respond to users' questions	6.89	8.08	7.35	0.45	-0.74	3,871
AS-5	Employees who have the knowledge to answer user questions	6.89	8.14	7.18	0.29	-0.96	3,837
AS-6	Employees who deal with users in a caring fashion	6.38	7.68	7.12	0.75	-0.55	3,738
AS-7	Employees who understand the needs of their users	6.74	7.98	7.00	0.26	-0.98	3,749
AS-8	Willingness to help users	6.77	8.03	7.33	0.56	-0.70	3,749
AS-9	Dependability in handling users' service problems	6.89	8.10	7.06	0.17	-1.04	3,426
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.21	8.54	6.98	-0.22	-1.55	3,924
IC-2	A library Web site enabling me to locate information on my own	7.25	8.45	6.91	-0.34	-1.54	3,955
IC-3	The printed library materials I need for my work	6.78	8.06	6.45	-0.32	-1.60	3,775
IC-4	The electronic information resources I need	7.22	8.47	6.97	-0.25	-1.49	3,932
IC-5	Modern equipment that lets me easily access needed information	7.00	8.22	7.02	0.01	-1.20	3,815
IC-6	Easy-to-use access tools that allow me to find things on my own	7.07	8.36	6.90	-0.17	-1.46	3,905
IC-7	Making information easily accessible for independent use	7.03	8.28	7.07	0.04	-1.21	3,799
IC-8	Print and/or electronic journal collections I require for my work	7.40	8.58	6.62	-0.78	-1.96	3,854
Library as Place							
LP-1	Library space that inspires study and learning	5.67	7.12	5.98	0.31	-1.15	3,533
LP-2	Quiet space for individual activities	5.66	6.88	6.37	0.71	-0.51	3,245
LP-3	A comfortable and inviting location	5.91	7.32	6.41	0.50	-0.91	3,637
LP-4	A getaway for study, learning, or research	5.83	7.19	6.41	0.58	-0.79	3,334
LP-5	Community space for group learning and group study	4.53	5.81	5.78	1.24	-0.03	2,566
Overall:		6.61	7.91	6.85	0.24	-1.06	3,993

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.84	1.54	1.73	2.07	1.91	3,746
AS-2	Giving users individual attention	1.83	1.60	1.70	1.92	1.77	3,799
AS-3	Employees who are consistently courteous	1.76	1.32	1.56	1.96	1.66	3,889
AS-4	Readiness to respond to users' questions	1.64	1.27	1.57	1.83	1.58	3,871
AS-5	Employees who have the knowledge to answer user questions	1.63	1.27	1.57	1.87	1.67	3,837
AS-6	Employees who deal with users in a caring fashion	1.84	1.57	1.58	1.91	1.69	3,738
AS-7	Employees who understand the needs of their users	1.70	1.33	1.64	1.99	1.76	3,749
AS-8	Willingness to help users	1.69	1.31	1.55	1.85	1.61	3,749
AS-9	Dependability in handling users' service problems	1.63	1.28	1.65	1.97	1.74	3,426
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.62	1.02	1.75	2.13	1.89	3,924
IC-2	A library Web site enabling me to locate information on my own	1.55	1.08	1.67	2.04	1.80	3,955
IC-3	The printed library materials I need for my work	1.74	1.43	1.78	2.24	2.11	3,775
IC-4	The electronic information resources I need	1.53	1.05	1.58	2.02	1.77	3,932
IC-5	Modern equipment that lets me easily access needed information	1.64	1.25	1.54	1.95	1.73	3,815
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.07	1.55	1.95	1.70	3,905
IC-7	Making information easily accessible for independent use	1.55	1.15	1.51	1.89	1.65	3,799
IC-8	Print and/or electronic journal collections I require for my work	1.50	0.93	1.83	2.27	1.99	3,854
Library as Place							
LP-1	Library space that inspires study and learning	2.07	1.98	1.92	2.55	2.54	3,533
LP-2	Quiet space for individual activities	2.22	2.15	1.83	2.46	2.42	3,245
LP-3	A comfortable and inviting location	1.96	1.81	1.87	2.31	2.25	3,637
LP-4	A getaway for study, learning, or research	2.21	2.07	1.83	2.37	2.31	3,334
LP-5	Community space for group learning and group study	2.34	2.48	1.94	2.46	2.54	2,566
Overall:		1.29	0.94	1.23	1.49	1.28	3,993

Language: American English

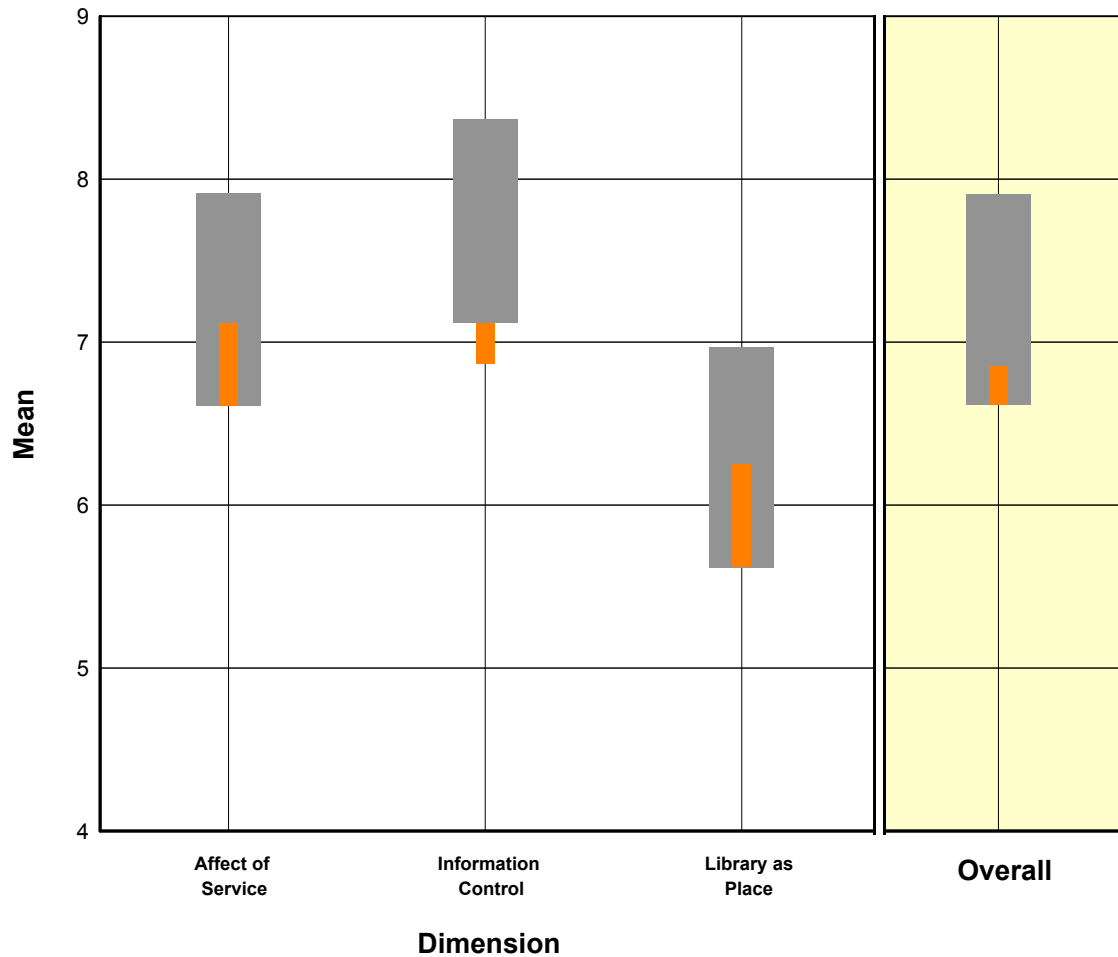
Institution Type: College or University

Consortium: ARL

User Group: Faculty

20.3 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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

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

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	7.92	7.12	0.51	-0.80	3,986
Information Control	7.12	8.37	6.87	-0.25	-1.50	3,993
Library as Place	5.62	6.97	6.25	0.63	-0.72	3,831
Overall:	6.61	7.91	6.85	0.24	-1.06	3,993

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	1.45	1.11	1.38	1.61	1.40	3,986
Information Control	1.26	0.80	1.30	1.62	1.39	3,993
Library as Place	1.84	1.73	1.61	2.05	1.99	3,831
Overall:	1.29	0.94	1.23	1.49	1.28	3,993

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

20.4 Local Questions Summary for Faculty

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	7.15	8.67	6.22	-0.93	-2.45	88
Convenience of borrowing books from other colleges	6.70	7.97	7.39	0.69	-0.58	337
Ease of using library's online article indexes	7.14	8.38	6.95	-0.18	-1.43	191
Availability of online help when using my library's electronic resources	6.43	7.81	6.40	-0.03	-1.41	472
Informing me of useful library services	5.92	7.25	6.51	0.58	-0.75	775
An environment that facilitates group study and problem solving	4.41	5.59	6.19	1.78	0.60	83
Ease of use of electronic resources	7.15	8.50	6.59	-0.56	-1.91	405
Providing help when and where I need it	6.70	8.00	6.93	0.23	-1.07	609
Teaching me how to access, evaluate, and use information	5.83	7.20	6.43	0.61	-0.77	380
Online course support (readings, links, references)	6.29	7.70	6.46	0.17	-1.24	232
Collections of online full-text articles sufficient to meet my needs	7.13	8.46	6.58	-0.55	-1.88	713
Electronic resources matching my information needs	7.10	8.39	7.11	0.01	-1.28	82
Access to rare and historical materials	4.55	5.80	5.16	0.61	-0.63	49
Contribution to the intellectual atmosphere of the campus	6.55	7.81	6.61	0.07	-1.20	539
Ready access to computers / Internet / software	7.21	8.29	7.21	0.00	-1.07	14
Library staff teaching me how to find information	5.23	7.00	6.00	0.77	-1.00	13
Using the library for recreation and popular materials	3.48	4.70	4.99	1.51	0.28	67
Library keeping me informed about all of its services	5.59	6.83	6.25	0.66	-0.58	384
The multimedia (CD / DVD / video / audio) collections I need	5.24	6.81	5.80	0.56	-1.01	80
Access to photocopying and printing facilities	5.85	7.28	6.23	0.37	-1.05	406
The main texts and readings I need for my work	6.84	8.24	5.92	-0.92	-2.32	37
Availability of subject specialist assistance	6.22	7.56	6.58	0.36	-0.98	361
Helpfulness in dealing with users' IT problems	6.50	7.65	6.50	0.00	-1.15	68
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.39	7.83	7.39	1.00	-0.43	69
Providing reliable access to resources when and where I need them	6.99	8.40	6.58	-0.41	-1.82	128
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	5.22	6.29	6.53	1.32	0.24	92
Making me aware of library resources and services	6.10	7.40	6.62	0.52	-0.77	1,382

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

Teaching me how to locate, evaluate, and use information	5.87	7.18	6.70	0.82	-0.48	726
Efficient interlibrary loan / document delivery	7.08	8.28	7.26	0.19	-1.01	1,280
Convenient service hours	6.75	7.93	7.17	0.43	-0.76	642
Ability to navigate library Web pages easily	6.95	8.39	6.56	-0.39	-1.83	599
A secure and safe place	7.53	8.30	7.07	-0.47	-1.23	30
Convenient business hours	6.68	7.94	7.35	0.67	-0.59	306
Enabling me to find information myself 24 hours a day	7.30	8.43	7.12	-0.18	-1.31	352
Facilitating self-directed research	6.92	8.07	7.09	0.17	-0.98	112
Full-text delivered electronically to individual users	6.31	8.31	6.85	0.54	-1.46	13
Instruction in library use, when needed	5.91	7.40	7.17	1.26	-0.22	58
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.57	7.89	7.18	0.61	-0.71	284
Library materials being available for browsing in open stacks	6.47	7.82	6.98	0.50	-0.84	325
Modern equipment	6.78	7.96	7.09	0.31	-0.87	182
Performing services right the first time	7.25	8.61	7.33	0.08	-1.28	36
Providing search tools that permit me to work autonomously	7.47	8.56	6.95	-0.53	-1.61	270
Providing services as promised	7.15	8.24	7.88	0.72	-0.37	144
Resources added to library collections on request	6.70	8.07	6.59	-0.11	-1.49	187
Space for group / individual study and research needs	5.38	6.56	6.58	1.20	0.02	50
Timely document delivery / interlibrary loan	6.79	8.15	7.16	0.37	-1.00	590
Personalization features in the electronic library	5.00	7.00	4.67	-0.33	-2.33	3
Adequate hours of service	6.40	8.06	6.81	0.41	-1.25	124
Timely delivery of the articles and documents that I need	7.02	8.25	7.02	0.00	-1.23	124
Providing me with the information skills I need for my work or study	6.46	7.71	6.83	0.38	-0.87	325
Librarians providing help that assists in finding information needed now while improving my research skills	6.38	7.73	6.96	0.58	-0.76	374

This table displays the standard deviation 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
Comprehensive collections of fulltext articles online	1.41	0.72	1.54	2.02	1.69	88
Convenience of borrowing books from other colleges	1.77	1.36	1.49	1.81	1.54	337
Ease of using library's online article indexes	1.57	1.01	1.58	1.90	1.69	191
Availability of online help when using my library's electronic resources	1.78	1.59	1.80	1.99	1.96	472
Informing me of useful library services	1.87	1.68	1.73	2.02	1.93	775
An environment that facilitates group study and problem solving	2.19	2.44	1.78	2.49	2.63	83
Ease of use of electronic resources	1.54	0.97	1.61	1.98	1.80	405
Providing help when and where I need it	1.63	1.32	1.66	1.85	1.78	609
Teaching me how to access, evaluate, and use information	2.08	1.97	1.61	1.96	1.90	380
Online course support (readings, links, references)	2.12	1.80	1.83	2.31	2.21	232
Collections of online full-text articles sufficient to meet my needs	1.53	1.06	1.73	2.17	1.92	713
Electronic resources matching my information needs	1.55	1.23	1.46	1.73	1.67	82
Access to rare and historical materials	2.14	2.79	1.99	2.78	3.19	49
Contribution to the intellectual atmosphere of the campus	1.84	1.50	1.74	2.12	1.87	539
Ready access to computers / Internet / software	1.67	1.20	1.76	1.57	2.09	14
Library staff teaching me how to find information	2.35	2.24	2.27	2.49	2.77	13
Using the library for recreation and popular materials	2.05	2.58	1.91	1.85	2.26	67
Library keeping me informed about all of its services	2.08	1.94	1.78	1.92	1.85	384
The multimedia (CD / DVD / video / audio) collections I need	2.27	2.09	1.85	2.38	2.09	80
Access to photocopying and printing facilities	2.02	1.93	1.87	2.41	2.41	406
The main texts and readings I need for my work	1.77	1.32	1.61	2.51	1.75	37
Availability of subject specialist assistance	1.92	1.72	1.88	2.00	2.04	361
Helpfulness in dealing with users' IT problems	1.91	1.68	1.67	1.87	1.84	68
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.93	1.55	1.64	1.79	2.05	69
Providing reliable access to resources when and where I need them	1.78	1.15	1.70	2.30	1.96	128
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.15	2.25	1.76	1.96	2.27	92
Making me aware of library resources and services	1.88	1.68	1.75	2.10	2.01	1,382

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

Teaching me how to locate, evaluate, and use information	2.10	1.90	1.66	2.12	1.91	726
Efficient interlibrary loan / document delivery	1.70	1.29	1.80	2.11	1.88	1,280
Convenient service hours	1.78	1.43	1.55	2.11	1.86	642
Ability to navigate library Web pages easily	1.62	1.02	1.80	2.16	1.95	599
A secure and safe place	1.50	1.09	1.55	1.61	1.61	30
Convenient business hours	1.76	1.40	1.43	2.00	1.75	306
Enabling me to find information myself 24 hours a day	1.57	1.14	1.67	2.03	1.86	352
Facilitating self-directed research	1.69	1.46	1.52	1.83	1.67	112
Full-text delivered electronically to individual users	1.44	1.03	2.82	3.28	3.28	13
Instruction in library use, when needed	2.09	1.75	1.56	1.95	1.99	58
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.80	1.54	1.59	1.79	1.64	284
Library materials being available for browsing in open stacks	1.85	1.48	1.70	2.13	1.85	325
Modern equipment	1.81	1.46	1.42	1.76	1.48	182
Performing services right the first time	1.65	0.69	1.55	1.84	1.65	36
Providing search tools that permit me to work autonomously	1.38	0.95	1.57	1.95	1.73	270
Providing services as promised	1.52	1.14	1.18	1.39	1.13	144
Resources added to library collections on request	1.65	1.26	1.93	1.95	1.84	187
Space for group / individual study and research needs	2.46	2.42	1.58	2.15	2.00	50
Timely document delivery / interlibrary loan	1.74	1.28	1.74	2.11	1.87	590
Personalization features in the electronic library	1.00	2.00	2.08	2.52	1.53	3
Adequate hours of service	1.95	1.46	1.77	2.44	2.11	124
Timely delivery of the articles and documents that I need	1.56	1.12	1.87	2.16	2.05	124
Providing me with the information skills I need for my work or study	1.93	1.59	1.63	2.18	1.85	325
Librarians providing help that assists in finding information needed now while improving my research skills	2.00	1.68	1.83	2.09	1.91	374

20.5 General Satisfaction Questions Summary for Faculty

This table displays 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 particular 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	1.64	3,991
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.71	1.95	3,991
How would you rate the overall quality of the service provided by the library?	7.04	1.59	3,990

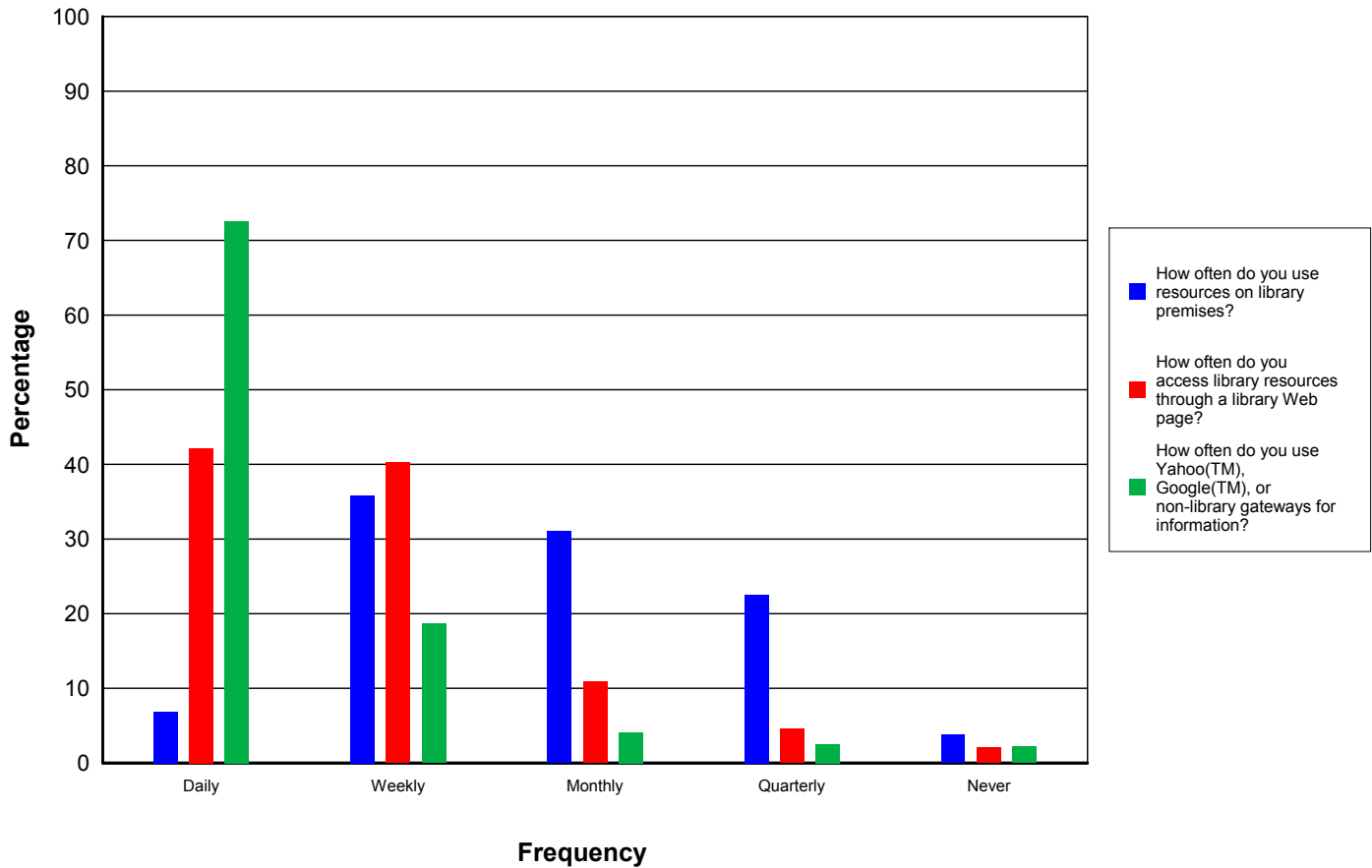
20.6 Information Literacy Outcomes Questions Summary for Faculty

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 particular 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.	6.29	2.05	3,990
The library aids my advancement in my academic discipline.	6.76	1.90	3,990
The library enables me to be more efficient in my academic pursuits.	6.91	1.89	3,990
The library helps me distinguish between trustworthy and untrustworthy information.	5.35	2.12	3,979
The library provides me with the information skills I need in my work or study.	5.89	2.01	3,986

20.7 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	n / %
How often do you use resources on library premises?	274 6.86%	1,430 35.82%	1,238 31.01%	899 22.52%	151 3.78%	3,992 100.00%
How often do you access library resources through a library Web page?	1,684 42.18%	1,608 40.28%	434 10.87%	182 4.56%	84 2.10%	3,992 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	2,894 72.55%	744 18.65%	164 4.11%	100 2.51%	87 2.18%	3,989 100.00%

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

21 College or University Libraries Library Staff Summary for ARL

21.1 Demographic Summary for Library Staff

21.1.1 Respondent Profile for Library Staff 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	0.34%
18 - 22	3	1.01%
23 - 30	33	11.11%
31 - 45	99	33.33%
46 - 65	156	52.53%
Over 65	5	1.68%
Total:	297	100.00%

21.1.2 Respondent Profile for Library Staff 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 %
Male	96	32.32%
Female	201	67.68%
Total:	297	100.00%

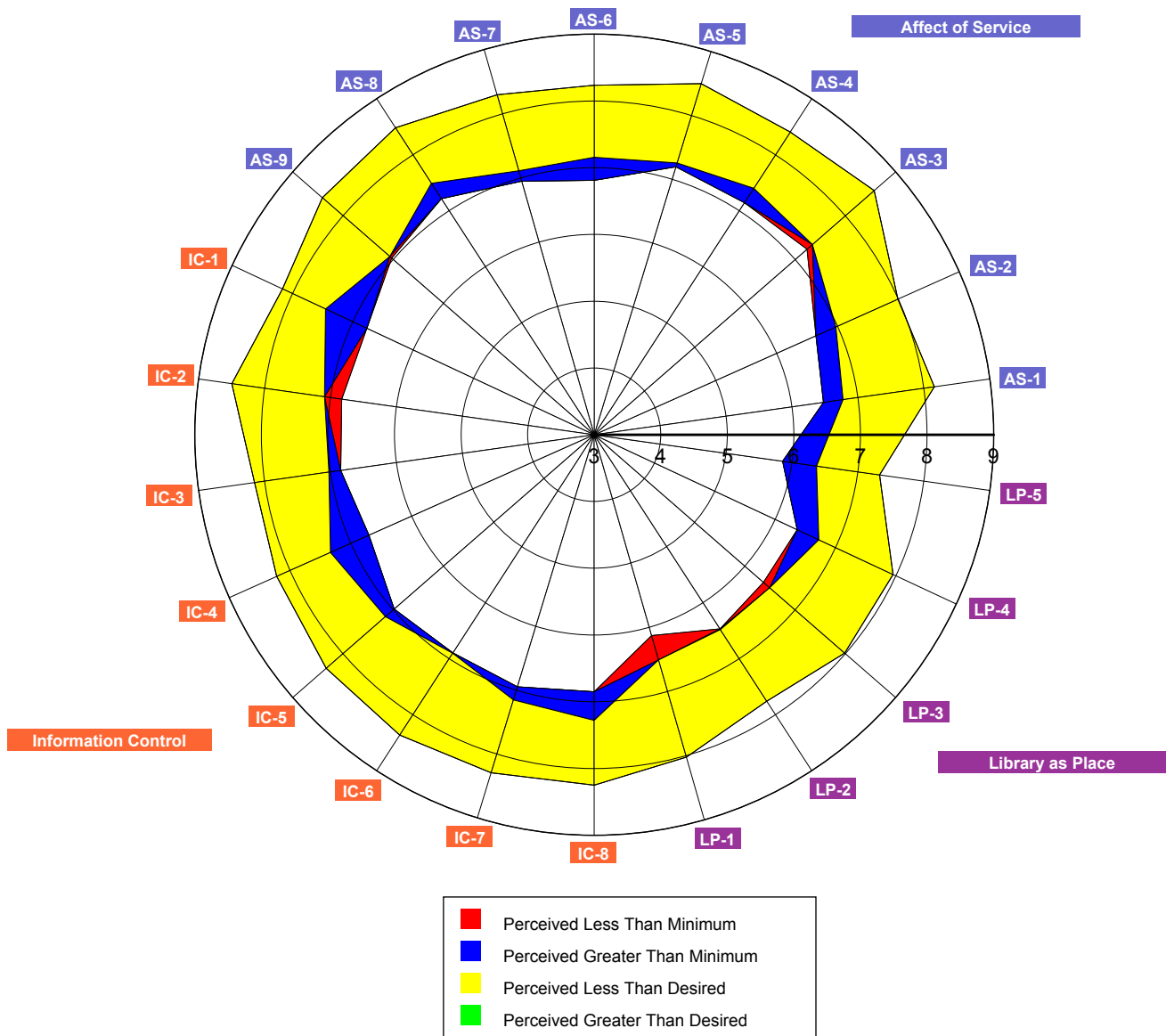
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Library Staff

21.2 Core Questions Summary for Library Staff

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	6.48	8.16	6.78	0.30	-1.38	294
AS-2	Giving users individual attention	6.65	7.99	6.97	0.32	-1.02	293
AS-3	Employees who are consistently courteous	7.34	8.57	7.24	-0.11	-1.34	296
AS-4	Readiness to respond to users' questions	7.14	8.41	7.40	0.26	-1.00	290
AS-5	Employees who have the knowledge to answer user questions	7.20	8.50	7.26	0.06	-1.24	294
AS-6	Employees who deal with users in a caring fashion	6.81	8.24	7.16	0.34	-1.08	293
AS-7	Employees who understand the needs of their users	6.95	8.30	7.11	0.16	-1.18	292
AS-8	Willingness to help users	7.22	8.48	7.49	0.27	-0.99	295
AS-9	Dependability in handling users' service problems	7.07	8.41	7.03	-0.04	-1.38	287
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.77	8.17	7.46	0.69	-0.71	281
IC-2	A library Web site enabling me to locate information on my own	7.09	8.50	6.83	-0.26	-1.67	295
IC-3	The printed library materials I need for my work	6.85	8.15	7.02	0.18	-1.13	286
IC-4	The electronic information resources I need	6.70	8.22	7.34	0.63	-0.88	290
IC-5	Modern equipment that lets me easily access needed information	6.98	8.33	7.16	0.17	-1.18	296
IC-6	Easy-to-use access tools that allow me to find things on my own	6.90	8.37	6.90	0.01	-1.46	293
IC-7	Making information easily accessible for independent use	6.95	8.30	7.15	0.21	-1.14	291
IC-8	Print and/or electronic journal collections I require for my work	6.85	8.25	7.28	0.43	-0.97	268
Library as Place							
LP-1	Library space that inspires study and learning	6.51	8.02	6.13	-0.38	-1.89	292
LP-2	Quiet space for individual activities	6.47	7.76	6.48	0.01	-1.28	283
LP-3	A comfortable and inviting location	6.49	7.99	6.37	-0.12	-1.62	291
LP-4	A getaway for study, learning, or research	6.37	7.95	6.72	0.36	-1.23	282
LP-5	Community space for group learning and group study	5.86	7.33	6.37	0.51	-0.96	270
Overall:		6.82	8.21	6.99	0.17	-1.22	297

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.61	1.10	1.41	1.84	1.55	294
AS-2	Giving users individual attention	1.66	1.20	1.46	1.68	1.59	293
AS-3	Employees who are consistently courteous	1.51	0.79	1.43	1.84	1.53	296
AS-4	Readiness to respond to users' questions	1.44	0.96	1.26	1.62	1.41	290
AS-5	Employees who have the knowledge to answer user questions	1.37	0.83	1.34	1.59	1.35	294
AS-6	Employees who deal with users in a caring fashion	1.59	1.10	1.39	1.81	1.56	293
AS-7	Employees who understand the needs of their users	1.48	0.96	1.37	1.71	1.48	292
AS-8	Willingness to help users	1.44	0.85	1.31	1.63	1.37	295
AS-9	Dependability in handling users' service problems	1.41	0.90	1.34	1.68	1.51	287
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.41	1.34	1.73	1.70	281
IC-2	A library Web site enabling me to locate information on my own	1.46	0.81	1.44	1.97	1.64	295
IC-3	The printed library materials I need for my work	1.41	1.10	1.39	1.76	1.58	286
IC-4	The electronic information resources I need	1.49	1.07	1.20	1.66	1.43	290
IC-5	Modern equipment that lets me easily access needed information	1.44	0.92	1.35	1.65	1.46	296
IC-6	Easy-to-use access tools that allow me to find things on my own	1.45	0.92	1.33	1.66	1.42	293
IC-7	Making information easily accessible for independent use	1.43	0.93	1.21	1.59	1.35	291
IC-8	Print and/or electronic journal collections I require for my work	1.49	1.08	1.24	1.73	1.43	268
Library as Place							
LP-1	Library space that inspires study and learning	1.62	1.19	1.87	2.20	2.16	292
LP-2	Quiet space for individual activities	1.64	1.34	1.75	2.18	2.07	283
LP-3	A comfortable and inviting location	1.59	1.25	1.81	2.23	2.19	291
LP-4	A getaway for study, learning, or research	1.64	1.24	1.52	1.84	1.80	282
LP-5	Community space for group learning and group study	1.98	1.65	1.69	2.25	2.22	270
Overall:		1.20	0.70	0.95	1.27	1.04	297

Language: American English

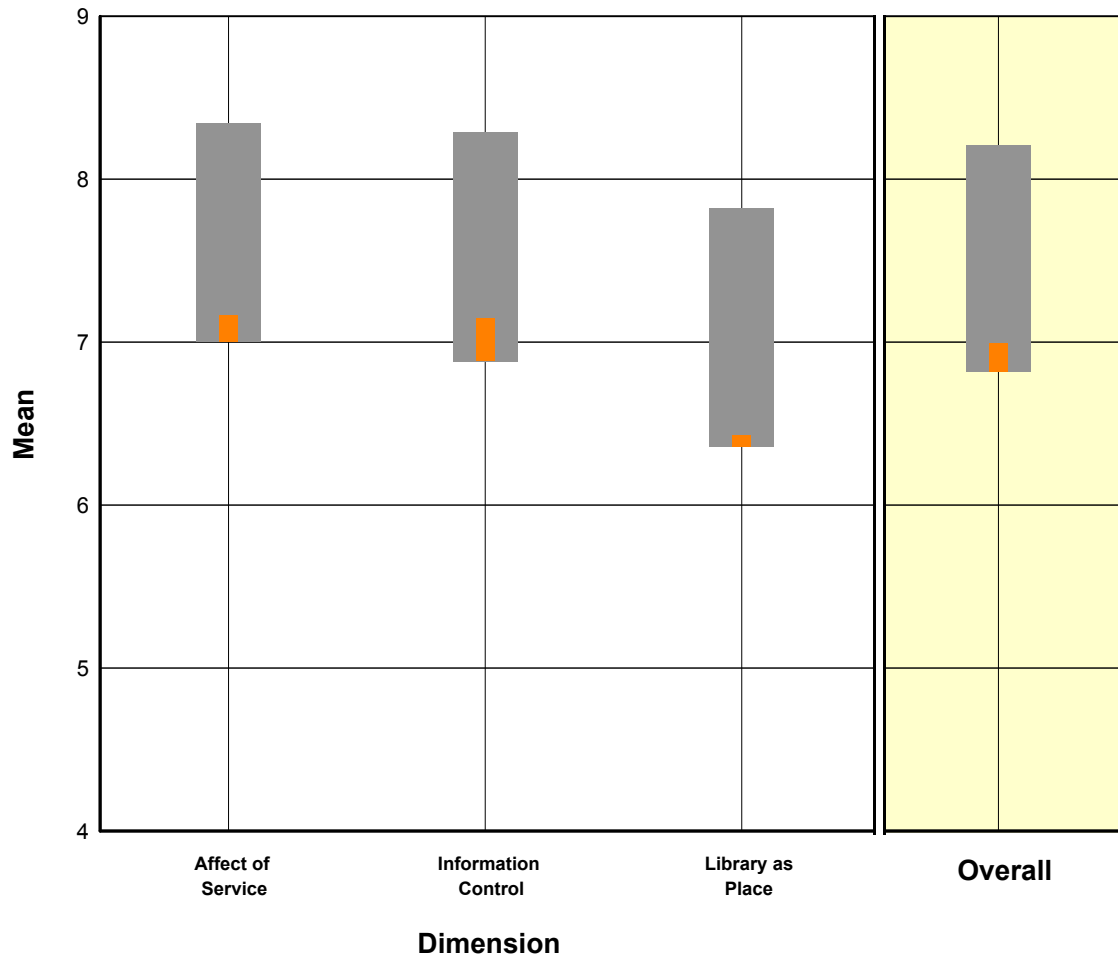
Institution Type: College or University

Consortium: ARL

User Group: Library Staff

21.3 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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: 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	7.00	8.34	7.16	0.16	-1.18	297
Information Control	6.88	8.29	7.14	0.26	-1.15	297
Library as Place	6.36	7.82	6.43	0.07	-1.39	296
Overall:	6.82	8.21	6.99	0.17	-1.22	297

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	1.24	0.71	1.12	1.39	1.16	297
Information Control	1.23	0.75	0.95	1.30	1.03	297
Library as Place	1.42	1.02	1.42	1.74	1.66	296
Overall:	1.20	0.70	0.95	1.27	1.04	297

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

21.4 Local Questions Summary for Library Staff

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.66	8.20	7.93	1.28	-0.26	87
Ease of using library's online article indexes	6.65	8.10	6.78	0.13	-1.31	83
Availability of online help when using my library's electronic resources	6.56	7.89	6.90	0.35	-0.99	81
Informing me of useful library services	6.49	7.78	7.22	0.73	-0.57	88
An environment that facilitates group study and problem solving	5.20	6.40	6.60	1.40	0.20	5
Ease of use of electronic resources	7.13	8.47	7.07	-0.07	-1.40	30
Providing help when and where I need it	6.89	8.18	7.02	0.13	-1.16	56
Teaching me how to access, evaluate, and use information	7.00	7.00	8.00	1.00	1.00	1
Online course support (readings, links, references)	7.00	9.00	7.00	0.00	-2.00	1
Collections of online full-text articles sufficient to meet my needs	6.69	8.12	7.26	0.56	-0.86	101
Electronic resources matching my information needs	7.00	8.00	7.00	0.00	-1.00	1
Contribution to the intellectual atmosphere of the campus	6.06	7.50	6.44	0.38	-1.06	16
Ready access to computers / Internet / software	6.43	7.43	7.14	0.71	-0.29	7
Library staff teaching me how to find information	9.00	9.00	9.00	0.00	0.00	1
Using the library for recreation and popular materials	5.00	7.16	4.42	-0.58	-2.74	19
Library keeping me informed about all of its services	5.50	6.25	6.50	1.00	0.25	4
An environment conducive to learning through classes, programs, activities, and meetings	5.75	7.38	5.63	-0.13	-1.75	8
Access to photocopying and printing facilities	6.43	8.17	5.87	-0.57	-2.30	46
The main texts and readings I need for my work	5.67	7.67	7.00	1.33	-0.67	3
Availability of subject specialist assistance	7.00	9.00	7.00	0.00	-2.00	1
Helpfulness in dealing with users' IT problems	6.78	8.39	6.39	-0.39	-2.00	18
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.43	6.71	7.43	1.00	0.71	7
Making me aware of library resources and services	6.31	8.03	6.00	-0.31	-2.03	99
Teaching me how to locate, evaluate, and use information	5.79	7.33	6.61	0.82	-0.72	61
Efficient interlibrary loan / document delivery	6.84	8.23	7.42	0.58	-0.81	74
Convenient service hours	6.63	8.19	7.19	0.56	-1.00	64
Ability to navigate library Web pages easily	6.92	8.41	6.55	-0.38	-1.86	64
A secure and safe place	6.75	7.75	7.25	0.50	-0.50	4

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

Convenient business hours	8.00	9.00	8.00	0.00	-1.00	2
Enabling me to find information myself 24 hours a day	7.10	8.39	7.42	0.32	-0.97	31
Facilitating self-directed research	5.67	8.67	7.00	1.33	-1.67	3
Full-text delivered electronically to individual users	9.00	9.00	7.00	-2.00	-2.00	1
Improving library-use skills as a by-product of seeking assistance from library staff	5.38	7.25	6.38	1.00	-0.88	8
Instruction in library use, when needed	6.56	7.92	7.33	0.77	-0.59	39
Library materials being available for browsing in open stacks	7.00	7.29	7.00	0.00	-0.29	7
Modern equipment	6.60	8.23	6.56	-0.04	-1.67	48
Performing services right the first time	6.50	7.75	7.00	0.50	-0.75	4
Providing search tools that permit me to work autonomously	7.16	8.45	7.35	0.19	-1.10	31
Providing services as promised	8.25	8.50	7.75	-0.50	-0.75	4
Space for group / individual study and research needs	5.84	7.26	7.21	1.37	-0.05	38
Timely document delivery / interlibrary loan	6.62	7.92	7.69	1.08	-0.23	13
Adequate hours of service	5.22	7.11	7.56	2.33	0.44	9
Providing me with the information skills I need for my work or study	5.20	6.70	6.40	1.20	-0.30	10
Librarians providing help that assists in finding information needed now while improving my research skills	6.42	7.82	7.29	0.87	-0.53	45

This table displays the standard deviation 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
Convenience of borrowing books from other colleges	1.63	0.99	1.09	1.83	1.06	87
Ease of using library's online article indexes	1.53	1.01	1.44	1.95	1.67	83
Availability of online help when using my library's electronic resources	1.57	1.23	1.27	1.57	1.62	81
Informing me of useful library services	1.56	1.23	1.23	1.44	1.42	88
An environment that facilitates group study and problem solving	2.49	0.89	0.55	2.70	1.10	5
Ease of use of electronic resources	1.33	0.86	1.17	1.08	1.16	30
Providing help when and where I need it	1.53	1.27	1.18	1.35	1.23	56
Teaching me how to access, evaluate, and use information						1
Online course support (readings, links, references)						1
Collections of online full-text articles sufficient to meet my needs	1.52	1.18	1.38	1.78	1.64	101
Electronic resources matching my information needs						1
Contribution to the intellectual atmosphere of the campus	1.98	1.15	1.31	1.59	1.44	16
Ready access to computers / Internet / software	1.72	1.27	1.35	1.89	2.21	7
Library staff teaching me how to find information						1
Using the library for recreation and popular materials	1.67	1.46	1.74	2.39	2.31	19
Library keeping me informed about all of its services	2.52	1.89	2.52	2.58	1.71	4
An environment conducive to learning through classes, programs, activities, and meetings	1.28	1.19	1.92	1.96	1.67	8
Access to photocopying and printing facilities	1.63	0.95	1.78	2.25	1.93	46
The main texts and readings I need for my work	0.58	1.53	1.00	1.53	1.15	3
Availability of subject specialist assistance						1
Helpfulness in dealing with users' IT problems	1.63	0.85	1.54	1.85	1.41	18
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.40	1.70	1.51	1.91	2.81	7
Making me aware of library resources and services	1.68	1.25	1.56	2.01	1.68	99
Teaching me how to locate, evaluate, and use information	2.09	1.78	1.35	1.80	1.47	61
Efficient interlibrary loan / document delivery	1.69	1.34	1.55	2.05	1.74	74
Convenient service hours	1.57	0.99	1.54	2.19	1.78	64
Ability to navigate library Web pages easily	1.64	0.99	1.77	2.57	1.96	64
A secure and safe place	2.06	2.50	2.36	1.00	1.00	4
Convenient business hours	1.41	0.00	1.41	0.00	1.41	2

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

Enabling me to find information myself 24 hours a day	1.45	0.92	1.18	1.60	1.20	31
Facilitating self-directed research	2.31	0.58	0.00	2.31	0.58	3
Full-text delivered electronically to individual users						1
Improving library-use skills as a by-product of seeking assistance from library staff	1.60	1.04	1.19	1.41	1.46	8
Instruction in library use, when needed	1.79	1.31	1.34	1.66	1.31	39
Library materials being available for browsing in open stacks	2.24	1.80	1.29	1.63	1.38	7
Modern equipment	1.47	1.19	1.53	2.04	1.84	48
Performing services right the first time	1.91	1.50	0.82	1.29	0.96	4
Providing search tools that permit me to work autonomously	1.19	0.77	0.84	1.14	0.98	31
Providing services as promised	0.96	0.58	1.50	1.29	1.50	4
Space for group / individual study and research needs	2.18	1.52	1.38	2.43	1.94	38
Timely document delivery / interlibrary loan	2.02	1.26	1.18	1.61	0.83	13
Adequate hours of service	1.99	1.90	1.24	1.94	1.42	9
Providing me with the information skills I need for my work or study	2.04	1.57	1.35	1.23	0.95	10
Librarians providing help that assists in finding information needed now while improving my research skills	1.76	1.28	1.39	1.71	1.29	45

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

21.5 General Satisfaction Questions Summary for Library Staff

This table displays 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 particular 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.	7.28	1.46	306
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.16	1.48	306
How would you rate the overall quality of the service provided by the library?	7.28	1.27	306

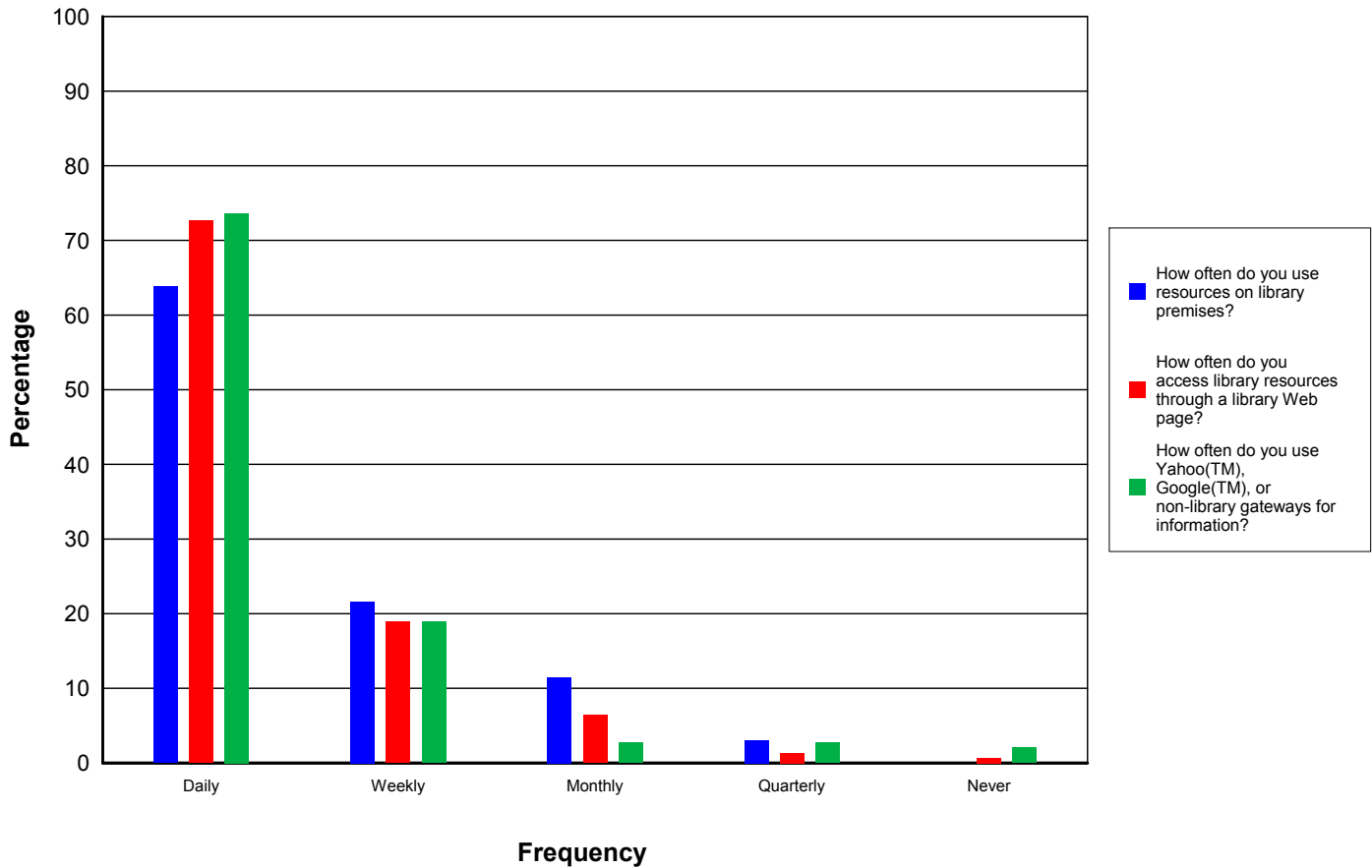
21.6 Information Literacy Outcomes Questions Summary for Library Staff

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 particular 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.	6.54	1.61	306
The library aids my advancement in my academic discipline.	6.97	1.51	306
The library enables me to be more efficient in my academic pursuits.	7.11	1.45	306
The library helps me distinguish between trustworthy and untrustworthy information.	6.39	1.81	306
The library provides me with the information skills I need in my work or study.	6.65	1.74	306

21.7 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	n / %
How often do you use resources on library premises?	189 63.85%	64 21.62%	34 11.49%	9 3.04%	0 0.00%	296 100.00%
How often do you access library resources through a library Web page?	215 72.64%	56 18.92%	19 6.42%	4 1.35%	2 0.68%	296 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	218 73.65%	56 18.92%	8 2.70%	8 2.70%	6 2.03%	296 100.00%

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

22 College or University Libraries Staff Summary for ARL

22.1 Demographic Summary for Staff

22.1.1 Respondent Profile for Staff 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	6	0.81%
23 - 30	138	18.67%
31 - 45	280	37.89%
46 - 65	309	41.81%
Over 65	6	0.81%
Total:	739	100.00%

22.1.2 Respondent Profile for Staff 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 %
Male	287	38.78%
Female	453	61.22%
Total:	740	100.00%

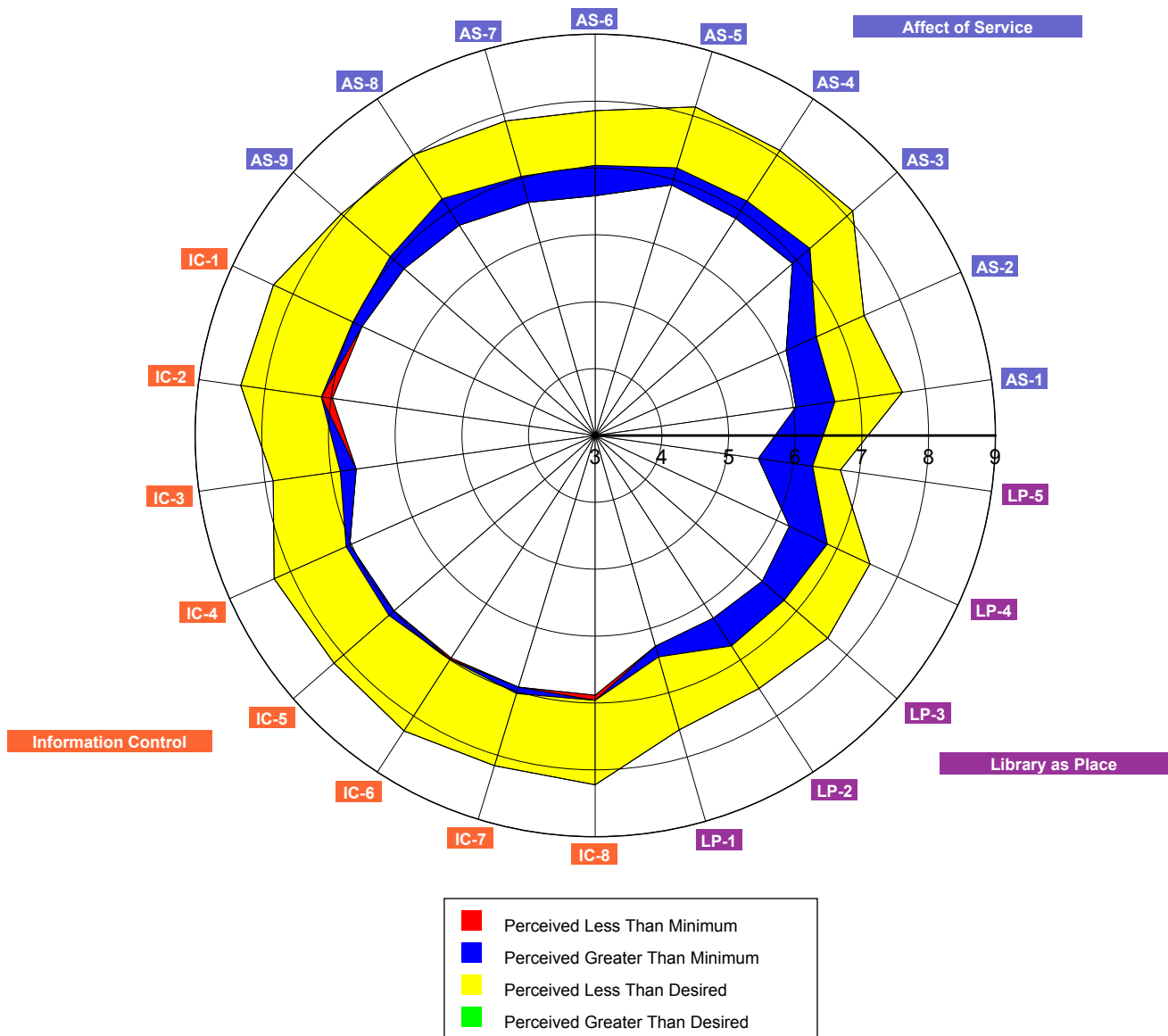
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Staff

22.2 Core Questions Summary for Staff

This radar chart shows 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, Library as Place, and Information Control.

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 and service superiority) are shaded in blue, yellow, green, and red.

The two following 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: American English
 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	6.04	7.65	6.63	0.59	-1.02	682
AS-2	Giving users individual attention	6.14	7.41	6.63	0.50	-0.78	703
AS-3	Employees who are consistently courteous	6.92	8.12	7.27	0.35	-0.85	719
AS-4	Readiness to respond to users' questions	6.87	8.08	7.18	0.31	-0.90	714
AS-5	Employees who have the knowledge to answer user questions	6.92	8.14	7.19	0.27	-0.95	710
AS-6	Employees who deal with users in a caring fashion	6.59	7.86	7.04	0.45	-0.82	705
AS-7	Employees who understand the needs of their users	6.63	7.89	7.03	0.40	-0.86	697
AS-8	Willingness to help users	6.75	8.01	7.22	0.47	-0.78	695
AS-9	Dependability in handling users' service problems	6.80	8.05	7.08	0.28	-0.97	629
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.86	8.33	7.01	0.15	-1.31	698
IC-2	A library Web site enabling me to locate information on my own	7.15	8.37	6.98	-0.17	-1.39	718
IC-3	The printed library materials I need for my work	6.62	7.88	6.86	0.24	-1.02	634
IC-4	The electronic information resources I need	7.03	8.27	7.09	0.06	-1.18	704
IC-5	Modern equipment that lets me easily access needed information	7.00	8.19	7.10	0.10	-1.09	698
IC-6	Easy-to-use access tools that allow me to find things on my own	6.99	8.27	6.97	-0.03	-1.30	714
IC-7	Making information easily accessible for independent use	6.94	8.17	7.04	0.10	-1.13	702
IC-8	Print and/or electronic journal collections I require for my work	6.96	8.23	6.89	-0.08	-1.34	625
Library as Place							
LP-1	Library space that inspires study and learning	6.28	7.58	6.45	0.17	-1.13	657
LP-2	Quiet space for individual activities	6.26	7.51	6.75	0.50	-0.76	633
LP-3	A comfortable and inviting location	6.32	7.62	6.76	0.44	-0.86	690
LP-4	A getaway for study, learning, or research	6.21	7.55	6.84	0.63	-0.71	634
LP-5	Community space for group learning and group study	5.47	6.71	6.29	0.82	-0.42	487
Overall:		6.66	7.93	6.94	0.28	-0.99	740

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.71	1.40	1.52	1.76	1.68	682
AS-2	Giving users individual attention	1.79	1.54	1.62	1.83	1.76	703
AS-3	Employees who are consistently courteous	1.73	1.21	1.54	1.84	1.64	719
AS-4	Readiness to respond to users' questions	1.57	1.11	1.47	1.74	1.56	714
AS-5	Employees who have the knowledge to answer user questions	1.60	1.14	1.46	1.78	1.56	710
AS-6	Employees who deal with users in a caring fashion	1.74	1.31	1.47	1.73	1.58	705
AS-7	Employees who understand the needs of their users	1.71	1.29	1.42	1.68	1.51	697
AS-8	Willingness to help users	1.63	1.22	1.41	1.66	1.53	695
AS-9	Dependability in handling users' service problems	1.62	1.26	1.44	1.70	1.62	629
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.72	1.18	1.63	1.99	1.85	698
IC-2	A library Web site enabling me to locate information on my own	1.55	1.08	1.57	1.94	1.77	718
IC-3	The printed library materials I need for my work	1.66	1.36	1.46	1.77	1.70	634
IC-4	The electronic information resources I need	1.55	1.12	1.34	1.73	1.53	704
IC-5	Modern equipment that lets me easily access needed information	1.54	1.12	1.35	1.75	1.52	698
IC-6	Easy-to-use access tools that allow me to find things on my own	1.54	1.06	1.39	1.78	1.58	714
IC-7	Making information easily accessible for independent use	1.55	1.08	1.36	1.76	1.52	702
IC-8	Print and/or electronic journal collections I require for my work	1.65	1.18	1.53	1.97	1.75	625
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.62	1.72	2.11	2.07	657
LP-2	Quiet space for individual activities	1.96	1.66	1.65	2.11	2.01	633
LP-3	A comfortable and inviting location	1.76	1.49	1.70	1.98	1.90	690
LP-4	A getaway for study, learning, or research	1.94	1.71	1.55	2.01	1.89	634
LP-5	Community space for group learning and group study	2.17	2.12	1.74	2.22	2.28	487
Overall:		1.31	0.88	1.11	1.35	1.16	740

Language: American English

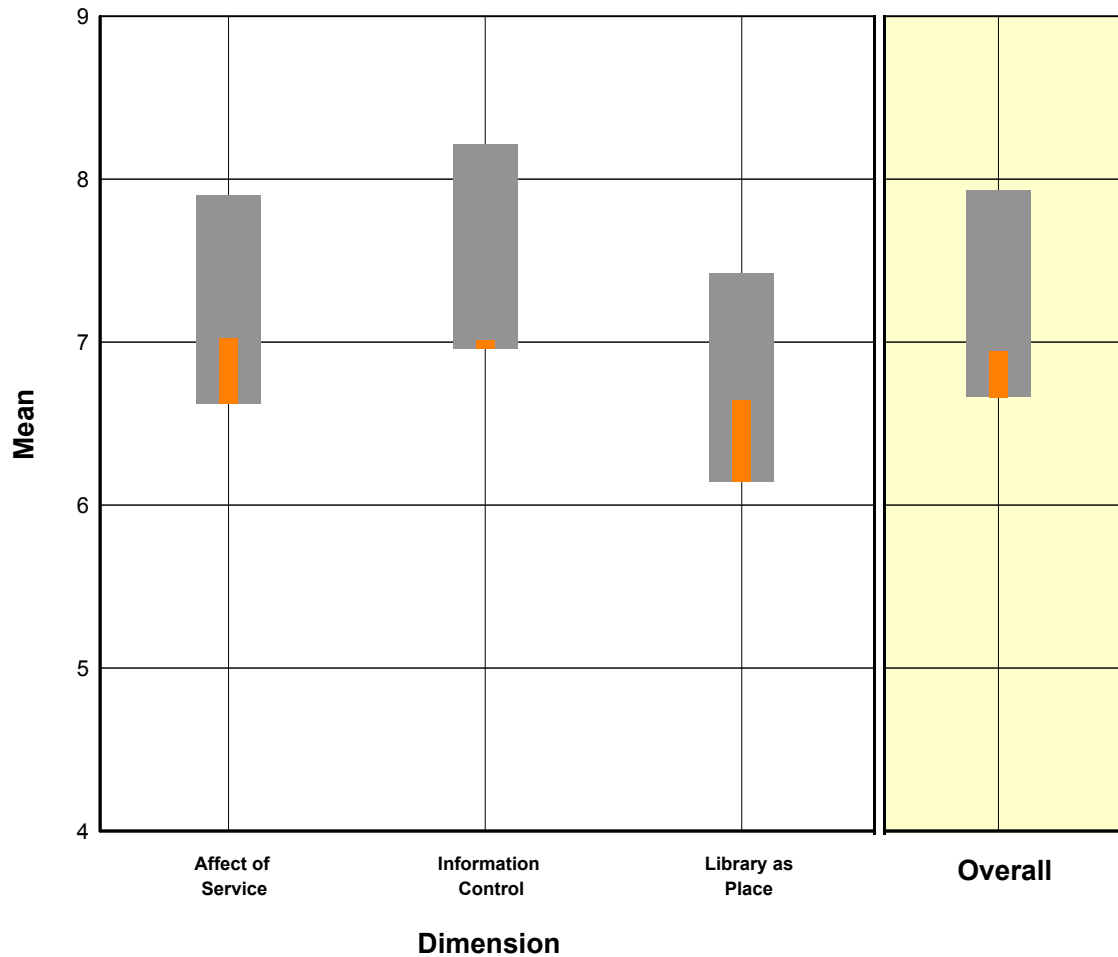
Institution Type: College or University

Consortium: ARL

User Group: Staff

22.3 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.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: 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	6.62	7.90	7.03	0.40	-0.88	739
Information Control	6.96	8.21	7.01	0.05	-1.21	740
Library as Place	6.14	7.42	6.64	0.50	-0.78	720
Overall:	6.66	7.93	6.94	0.28	-0.99	740

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	1.42	0.99	1.25	1.43	1.29	739
Information Control	1.31	0.85	1.15	1.46	1.26	740
Library as Place	1.67	1.41	1.40	1.75	1.64	720
Overall:	1.31	0.88	1.11	1.35	1.16	740

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Staff

22.4 Local Questions Summary for Staff

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	7.00	8.67	6.33	-0.67	-2.33	9
Convenience of borrowing books from other colleges	6.33	7.65	7.22	0.88	-0.43	60
Ease of using library's online article indexes	6.87	8.25	6.98	0.11	-1.26	61
Availability of online help when using my library's electronic resources	6.23	7.63	6.44	0.22	-1.19	79
Informing me of useful library services	6.11	7.44	6.36	0.25	-1.08	102
An environment that facilitates group study and problem solving	5.67	6.61	6.51	0.84	-0.09	76
Ease of use of electronic resources	6.64	8.24	6.71	0.07	-1.53	45
Providing help when and where I need it	6.57	7.97	7.03	0.46	-0.93	183
Teaching me how to access, evaluate, and use information	6.00	7.49	6.62	0.62	-0.86	37
Online course support (readings, links, references)	6.61	8.83	6.78	0.17	-2.06	18
Collections of online full-text articles sufficient to meet my needs	6.85	8.11	6.54	-0.31	-1.57	122
Electronic resources matching my information needs	6.75	8.40	7.25	0.50	-1.15	20
Access to rare and historical materials	6.00	9.00	8.00	2.00	-1.00	1
Contribution to the intellectual atmosphere of the campus	6.69	7.70	6.77	0.07	-0.93	150
Ready access to computers / Internet / software	6.19	8.13	6.88	0.69	-1.25	16
Library staff teaching me how to find information	7.00	8.00	7.00	0.00	-1.00	2
Using the library for recreation and popular materials	5.38	6.62	5.85	0.47	-0.76	34
Library keeping me informed about all of its services	5.48	6.76	5.96	0.48	-0.80	46
The multimedia (CD / DVD / video / audio) collections I need	4.55	6.55	5.18	0.64	-1.36	11
Access to photocopying and printing facilities	6.88	8.38	6.88	0.00	-1.50	24
The main texts and readings I need for my work	7.21	8.16	6.26	-0.95	-1.89	19
Availability of subject specialist assistance	5.91	8.50	6.73	0.82	-1.77	22
Helpfulness in dealing with users' IT problems	7.04	8.18	7.00	-0.04	-1.18	28
Librarians teaching me how to effectively use the electronically available databases, journals, and books	5.96	7.32	6.80	0.84	-0.52	25
Providing reliable access to resources when and where I need them	6.78	8.33	6.00	-0.78	-2.33	9
Making me aware of library resources and services	6.33	7.58	6.33	0.00	-1.25	331
Teaching me how to locate, evaluate, and use information	6.01	7.47	6.65	0.64	-0.82	182

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

Efficient interlibrary loan / document delivery	6.78	8.01	7.18	0.41	-0.82	190
Convenient service hours	6.88	7.94	7.34	0.46	-0.60	50
Ability to navigate library Web pages easily	6.72	8.19	6.93	0.22	-1.25	106
A secure and safe place	7.52	8.35	7.70	0.17	-0.65	23
Convenient business hours	7.00	8.90	7.50	0.50	-1.40	10
Enabling me to find information myself 24 hours a day	6.67	8.12	7.09	0.42	-1.04	57
Facilitating self-directed research	6.82	8.24	6.88	0.06	-1.36	99
Full-text delivered electronically to individual users	7.00	8.50	7.00	0.00	-1.50	2
Instruction in library use, when needed	5.96	7.61	6.83	0.87	-0.78	23
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.43	8.43	7.00	0.57	-1.43	14
Library materials being available for browsing in open stacks	6.45	7.82	6.98	0.52	-0.84	44
Modern equipment	8.13	8.50	8.13	0.00	-0.38	8
Performing services right the first time	6.83	8.00	7.04	0.22	-0.96	23
Providing search tools that permit me to work autonomously	6.51	7.80	6.80	0.29	-1.00	35
Providing services as promised	7.47	8.30	8.00	0.53	-0.30	30
Resources added to library collections on request	6.53	8.00	6.94	0.41	-1.06	17
Space for group / individual study and research needs	5.50	7.05	6.50	1.00	-0.55	22
Timely document delivery / interlibrary loan	6.61	7.94	7.45	0.84	-0.49	49
Adequate hours of service	5.43	7.43	6.00	0.57	-1.43	7
Providing me with the information skills I need for my work or study	6.58	7.71	6.79	0.21	-0.91	141
Librarians providing help that assists in finding information needed now while improving my research skills	6.68	7.71	7.20	0.52	-0.51	148

This table displays the standard deviation 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
Comprehensive collections of fulltext articles online	1.22	0.50	1.00	1.50	1.22	9
Convenience of borrowing books from other colleges	1.96	1.55	1.83	2.12	1.87	60
Ease of using library's online article indexes	1.52	1.14	1.64	1.98	1.82	61
Availability of online help when using my library's electronic resources	1.99	1.80	1.89	1.82	1.68	79
Informing me of useful library services	1.89	1.69	1.73	1.75	1.72	102
An environment that facilitates group study and problem solving	2.16	2.06	1.40	2.07	2.03	76
Ease of use of electronic resources	1.61	1.13	1.77	1.78	1.74	45
Providing help when and where I need it	1.80	1.37	1.35	1.79	1.54	183
Teaching me how to access, evaluate, and use information	1.49	1.45	1.71	1.50	1.83	37
Online course support (readings, links, references)	1.50	0.51	1.83	1.54	1.92	18
Collections of online full-text articles sufficient to meet my needs	1.64	1.32	1.66	2.33	2.04	122
Electronic resources matching my information needs	1.37	0.99	1.07	1.47	1.04	20
Access to rare and historical materials						1
Contribution to the intellectual atmosphere of the campus	1.68	1.36	1.47	1.86	1.65	150
Ready access to computers / Internet / software	1.72	1.09	1.36	1.74	1.61	16
Library staff teaching me how to find information	0.00	1.41	0.00	0.00	1.41	2
Using the library for recreation and popular materials	1.89	1.88	2.00	2.06	1.86	34
Library keeping me informed about all of its services	1.82	1.88	1.43	1.71	1.78	46
The multimedia (CD / DVD / video / audio) collections I need	2.11	2.21	1.25	1.91	2.11	11
Access to photocopying and printing facilities	1.92	0.88	1.78	2.36	1.77	24
The main texts and readings I need for my work	1.51	1.21	2.05	2.70	2.35	19
Availability of subject specialist assistance	2.00	0.74	2.05	2.54	1.97	22
Helpfulness in dealing with users' IT problems	1.37	1.16	1.36	1.23	1.31	28
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.39	1.73	1.96	1.80	1.58	25
Providing reliable access to resources when and where I need them	1.20	1.41	2.06	2.05	2.40	9
Making me aware of library resources and services	1.84	1.53	1.76	2.20	2.14	331
Teaching me how to locate, evaluate, and use information	2.09	1.65	1.50	2.02	1.79	182
Efficient interlibrary loan / document delivery	1.87	1.51	1.64	1.97	1.78	190
Convenient service hours	1.41	1.17	1.44	1.61	1.78	50

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

Ability to navigate library Web pages easily	1.71	1.20	1.66	1.87	1.77	106
A secure and safe place	1.73	1.11	1.49	1.64	1.23	23
Convenient business hours	1.76	0.32	1.27	1.96	1.35	10
Enabling me to find information myself 24 hours a day	1.79	1.21	1.43	1.77	1.55	57
Facilitating self-directed research	1.61	1.09	1.39	1.89	1.55	99
Full-text delivered electronically to individual users	0.00	0.71	1.41	1.41	0.71	2
Instruction in library use, when needed	1.74	1.27	1.56	2.18	1.95	23
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	2.03	1.16	1.84	3.06	1.40	14
Library materials being available for browsing in open stacks	1.84	1.60	1.89	1.78	1.72	44
Modern equipment	1.25	0.76	0.83	1.31	1.06	8
Performing services right the first time	1.34	1.17	1.40	1.44	1.26	23
Providing search tools that permit me to work autonomously	2.03	1.76	1.62	1.56	1.53	35
Providing services as promised	1.31	0.84	0.91	1.04	0.84	30
Resources added to library collections on request	1.55	1.12	1.09	1.37	1.14	17
Space for group / individual study and research needs	1.47	1.09	1.37	1.93	1.60	22
Timely document delivery / interlibrary loan	1.63	1.23	1.17	1.36	1.16	49
Adequate hours of service	0.79	1.51	1.91	1.72	3.15	7
Providing me with the information skills I need for my work or study	1.73	1.35	1.51	1.86	1.75	141
Librarians providing help that assists in finding information needed now while improving my research skills	1.68	1.36	1.39	1.67	1.44	148

22.5 General Satisfaction Questions Summary for Staff

This table displays 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 particular 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.	7.24	1.47	740
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.91	1.52	740
How would you rate the overall quality of the service provided by the library?	7.13	1.28	740

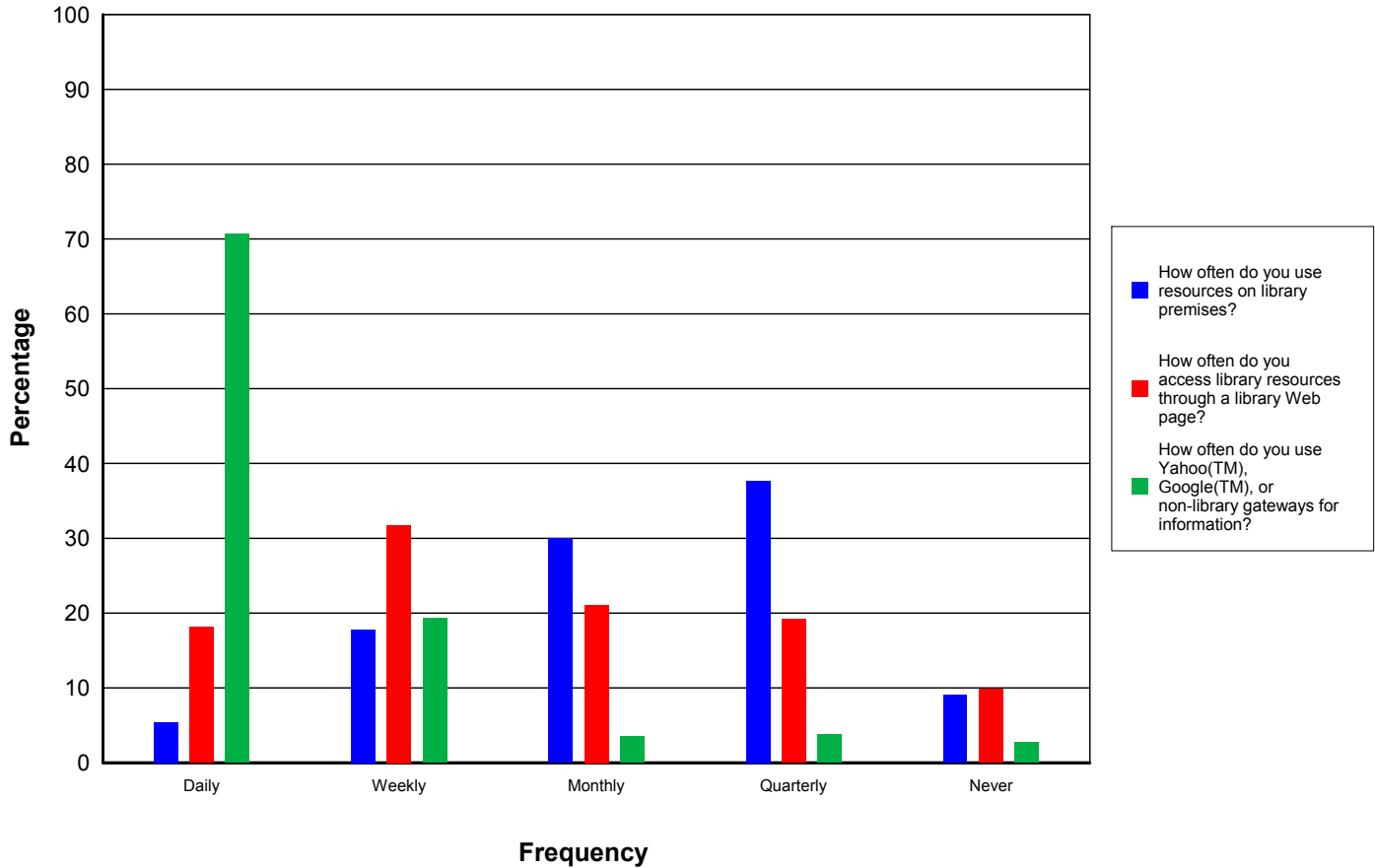
22.6 Information Literacy Outcomes Questions Summary for Staff

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 particular 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.	6.19	1.71	739
The library aids my advancement in my academic discipline.	6.50	1.68	739
The library enables me to be more efficient in my academic pursuits.	6.73	1.61	739
The library helps me distinguish between trustworthy and untrustworthy information.	5.65	1.94	739
The library provides me with the information skills I need in my work or study.	6.20	1.85	739

22.7 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	n / %
How often do you use resources on library premises?	40 5.41%	132 17.84%	222 30.00%	279 37.70%	67 9.05%	740 100.00%
How often do you access library resources through a library Web page?	134 18.11%	235 31.76%	156 21.08%	142 19.19%	73 9.86%	740 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	523 70.68%	143 19.32%	26 3.51%	28 3.78%	20 2.70%	740 100.00%

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

23 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. The 2004 iteration of the LibQUAL+™ survey has three dimensions. 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 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 were measured by the 2004 instrument: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2004 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 2004 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

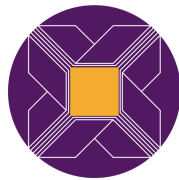
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in 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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