



LibQUAL⁺
2007 Survey

ARL

Association of Research Libraries / Texas A&M University
www.libqual.org



LibQUAL⁺

2007 Survey

ARL

Contributors

Colleen Cook
Texas A&M University

Fred Heath
University of Texas

Bruce Thompson
Texas A&M University

MaShana Davis
Association of Research Libraries

Martha Kyrillidou
Association of Research Libraries

Duane Webster
Association of Research Libraries

Association of Research Libraries / Texas A&M University

www.libqual.org

Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

www.libqual.org

Copyright © 2007 Association of Research Libraries

ISBN 1-59407-774-6 (PDF)

1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2007 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2007.

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

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

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

Colleen Cook
Texas A&M University

MaShana Davis
Association of Research Libraries

Fred Heath
University of Texas

Martha Kyrillidou
Association of Research Libraries

Bruce Thompson
Texas A&M University

Duane Webster
Association of Research Libraries

1.2 LibQUAL+®: a Project from StatsQUAL®

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

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+®, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

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

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

LibQUAL+® 2006 Survey Highlights

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

LibQUAL+® 2005 Survey Highlights

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

LibQUAL+® 2004 Survey Highlights

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

LibQUAL+® 2003 Survey Highlights

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

Summary published reports have also been made available:

<<http://www.arl.org/pubscat/libqualpubs.html>>

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

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

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

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

With warm regards,

Martha Kyrillidou
Director, ARL Statistics and Service Quality Programs

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey 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 2007, more than 1,000 libraries have participated in the LibQUAL+® survey, including Canadian government libraries, colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, public libraries, and secondary school libraries---some through various consortia, others as independent participants. LibQUAL+® has expanded internationally, with participating institutions in Canada, the U.K. and other European countries as well as Australia and South Africa. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Norwegian, and Swedish. 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

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 by 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).

1.4 Web Access to Data

Data summaries from the 2007 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>>

1.5 Explanation of Charts and Tables

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

[<http://www.libqual.org/Information/Tools/index.cfm>](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), Information Control (IC), and Library as Place (LP).

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

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart’s overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

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

Means

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

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

Standard Deviation

Standard deviation is a measure of the spread of data around their mean. The standard deviation (SD) depends on calculating the average distance of each score from the mean.

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

1.6 A Few Words about LibQUAL+® 2007

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)

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

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

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

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

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

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires

using non-customers in the sample to rate the service of their suppliers. (p. 37)

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

Score Scaling

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

Using LibQUAL+® Data

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

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

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

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+®. Heath, Kyriallidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+® data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. These publications can be ordered by sending an email to libqual@arl.org.

2007 Data Screening

The 22 LibQUAL+® core items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work"); and (c) *Library as Place* (5 items, such as "a getaway for study, learning, or research").

However, as happens in any survey, in 2007 some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

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

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a count of such inconsistencies, 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 and 2005, affords the

opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

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

This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

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

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

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

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

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

<<http://www.coe.tamu.edu/~bthompson/libq2004.htm>>

Response Rates

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

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

Should we close the library at?

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

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

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

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

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 e-mail addresses were correct or that 800 e-mail messages were opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

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

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

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

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

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

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

LibQUAL+® 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 in 2003 and 2004. The LibQUAL+® Interactive Statistics for these years 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. 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)

LibQUAL+® Analytics

The LibQUAL+® Analytics is a new tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. The current interface grants access to 2004-2006 statistical data and has two sections:

- (a) **Institution Explorer** includes a summary of all questions and dimension means for any combination of user groups and disciplines.
- (b) **Longitudinal Analysis** allows participants to perform longitudinal comparisons of their data across survey years.

These two functionalities are only the beginning of our effort to provide more customized analysis. More features are in development based on feedback we receive from our participants.

Survey Data

In addition to the notebooks, the norms, the Interactive Statistics, and the Analytics, 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 data file is available as a follow-up workshop and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in Excel format from the Web site.

ARL Service Quality Evaluation Academy

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

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

<http://www.libqual.org/Events/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 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/stats>

References

- Berry, L.L. (1995). *On great service: A framework for action*. New York: The Free Press.
- Cook, C.C., Heath F., Thompson, B. LibQUAL+® from the UK Perspective. 5th Northumbria International Conference Proceedings, Durham, UK, July, 2003.
- Cook, C.C. (2002a). A mixed-methods approach to the identification and measurement of academic library service quality constructs: LibQUAL+®. (Doctoral dissertation, Texas A&M University, 2001). *Dissertation Abstracts International*, 62: 2295A. (University Microfilms No. AAT3020024)
- Cook, C. (Guest Ed.). (2002b). Library decision-makers speak to their uses of their LibQUAL+® data: Some LibQUAL+® case studies. *Performance Measurement and Metrics*, 3.
- Cook, C., & Heath, F. (2001). Users' perceptions of library service quality: A "LibQUAL+®" qualitative study. *Library Trends*, 49: 548-584.
- Cook, C., Heath, F. & Thompson, B. (2002). Score norms for improving library service quality: A LibQUAL+® study. *portal: Libraries and the Academy*, 2: 13-26.
- Cook, C., Heath, F. & Thompson, B. (2003). "Zones of tolerance" in perceptions of library service quality: A LibQUAL+® study. *portal: Libraries and the Academy*, 3: 113-123.
- Cook, C., Heath, F., & Thompson, R.L. (2000). A meta-analysis of response rates in Web- or Internet-based surveys. *Educational and Psychological Measurement*, 60: 821-836.
- Cook, C., & Thompson, B. (2001). Psychometric properties of scores from the Web-based LibQUAL+® study of

- perceptions of library service quality. *Library Trends*, 49: 585-604.
- Cullen, R. (2001). Perspectives on user satisfaction surveys. *Library Trends*, 49: 662-686.
- Heath, F., Kyrillidou, M. & Askew, C.A. (Guest Eds.). (2004). Libraries report on their LibQUAL+® findings: From Data to Action. *Journal of Library Administration* (40) 3/4 (2004).
- Heath, F., Cook, C., Kyrillidou, M., & Thompson, B. (2002). ARL Index and other validity correlates of LibQUAL+® scores. *portal: Libraries and the Academy*, 2: 27-42.
- Kyrillidou, M. (2005). The globalization of library assessment and the role of LibQUAL+®. From library science to information science: studies in honor of G. Kakouri (Athens, Greece: Tipothito-Giorgos Dardanos, 2005). [in Greek]
- Kyrillidou, M. (2005/2006). Library assessment as a collaborative enterprise. *Resource Sharing and Information Networks*, 18 ½: 73-87.
- Kyrillidou, M. (2006). Measuring library service quality: A perceived outcome for libraries. In Peter Hernon (Ed.), Robert E. Dugan (Ed.), and Candy Schwartz (Ed.), *Revisiting Outcomes Assessment in Higher Education* (pp. 351-366). Westport, CT: Library Unlimited.
- Kyrillidou, M., Olshen, T., Heath, F., Bonnelly, C., and Cote, J. P. Cross-cultural implementation of LibQUAL+®: the French language experience. 5th Northumbria International Conference Proceedings, Durham, UK, July, 2003.
- Kyrillidou, M. and Young, M. (2005). ARL Statistics 2003-04. Washington, DC: Association of Research Libraries.
- Nitecki, D.A. (1996). Changing the concept and measure of service quality in academic libraries. *The Journal of Academic Librarianship*, 22: 181-190.
- Parasuraman, A., Berry, L.L., and Zeithaml, V.A. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, 67: 420-450.
- Thompson, B. (2000, October). Representativeness versus response rate: It ain't the response rate!. Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC.
- Thompson, B., Cook, C., & Heath, F. (2000). The LibQUAL+® gap measurement model: The bad, the ugly, and the good of gap measurement. *Performance Measurement and Metrics*, 1: 165-178.
- Thompson, B., Cook, C., & Heath, F. (2003). Structure of perceptions of service quality in libraries: A LibQUAL+® study. *Structural Equation Modeling*, 10: 456-464.
- Thompson, B., Cook, C., & Thompson, R.L. (2002). Reliability and structure of LibQUAL+® scores: Measuring perceived library service quality. *portal: Libraries and the Academy*, 2: 3-12.
- Thompson, B., Cook, C., & Kyrillidou, M. (2005). Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure? *Journal of Academic Librarianship*, 31: 517-522.

- Thompson, B., Cook, C., & Kyriallidou, M. (2006). Using localized survey items to augment standardized benchmarking measures: A LibQUAL+® study. *portal: Libraries and the Academy*, 6(2): 219-230.
- Thompson, B., Cook, C., & Kyriallidou, M. (2006). Stability of library service quality benchmarking norms across time and cohorts: A LibQUAL+® study. Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore.
- Thompson, B., Cook, C., Kyriallidou, M. (2006). How can you evaluate the integrity of your library assessment data: Intercontinental LibQUAL+® analysis used as concrete heuristic examples. Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA.
- Zeithaml, V.A., Parasuraman, A., Berry, L.L. (1990). Delivering quality service: Balancing customer perceptions and expectations. New York: Free Press.

2 Respondents by Institution for ARL

Below is a listing of all the ARL institutions that participated in the 2007 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) Duke University Medical Center Library	413	1.43%
2) Northwestern University, Galter Health Sciences Library	260	0.90%
3) University of New Mexico Health Sciences Center, Health Sciences Library and Informatics Center	166	0.57%
Sub Total:	839	2.90%
Canadian Government		
4) Canada Institute for Scientific and Technical Information	431	1.49%
5) Institut canadien de l'information scientifique et technique	100	0.35%
Sub Total:	531	1.84%
College or University		
6) Auburn University	212	0.73%
7) Duke University Libraries	512	1.77%
8) Ecole Polytechnique de Montréal	1,631	5.64%
9) Iowa State University Library	280	0.97%
10) McMaster University Libraries	716	2.47%
11) Ohio State University Libraries	516	1.78%
12) Queen's University	1,594	5.51%
13) SUNY Buffalo	662	2.29%
14) Texas A&M University, College Station	800	2.77%
15) Université de Montréal	464	1.60%
16) Université Laval	1,177	4.07%
17) University of Alabama	314	1.09%
18) University of Alberta Libraries	528	1.83%
19) University of Alberta Libraries - French	10	0.03%
20) University of Arizona Library	413	1.43%
21) University of British Columbia Library	711	2.46%
22) University of California, Los Angeles	49	0.17%
23) University of Chicago Library	1,558	5.39%
24) University of Cincinnati Libraries	333	1.15%
25) University of Florida, George A. Smathers Libraries	2,430	8.40%
26) University of Guelph	1,332	4.60%
27) University of Houston Libraries	327	1.13%

Language: American English

Institution Type: All

Consortium: ARL

User Group: All

College or University (continued)			
28)	University of Kentucky Libraries	853	2.95%
29)	University of Manitoba	963	3.33%
30)	University of Manitoba - French	4	0.01%
31)	University of Maryland Libraries	161	0.56%
32)	University of Massachusetts Amherst	993	3.43%
33)	University of Miami	809	2.80%
34)	University of Nebraska-Lincoln Libraries	69	0.24%
35)	University of New Mexico	318	1.10%
36)	University of Pittsburgh	229	0.79%
37)	University of Saskatchewan Library	500	1.73%
38)	University of South Carolina	142	0.49%
39)	University of Southern California	396	1.37%
40)	University of Toronto Libraries	594	2.05%
41)	University of Toronto Mississauga	258	0.89%
42)	University of Toronto Scarborough Library	227	0.78%
43)	University of Waterloo	565	1.95%
44)	University of Western Ontario	2,165	7.48%
45)	Washington University in St. Louis	866	2.99%
46)	York University Libraries	879	3.04%
Sub Total:		27,560	95.26%
Grand Total:		28,930	100.00%

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	13	1.55%
Second year	9	1.07%
Third year	11	1.31%
Fourth year	8	0.95%
Fifth year and above	4	0.48%
Non-degree	1	0.12%
Sub Total:	46	5.48%
Graduate		
Masters	102	12.16%
Doctoral	202	24.08%
Non-degree or Undecided	13	1.55%
Sub Total:	317	37.78%
Faculty		
Adjunct Faculty	10	1.19%
Assistant Professor	114	13.59%
Associate Professor	74	8.82%
Lecturer	19	2.26%
Professor	61	7.27%
Other Academic Status	32	3.81%
Sub Total:	310	36.95%
Library Staff		
Manager, Head of Unit	2	0.24%
Public Services	4	0.48%
Systems	1	0.12%
Technical Services	2	0.24%
Other	2	0.24%
Sub Total:	11	1.31%
Staff		
Administrator/Manager	20	2.38%
Basic Science Staff (non-faculty)	29	3.46%
Clerical Staff (non-exempt)	13	1.55%
Clinical Staff (non-faculty)	23	2.74%
Resident, Fellow, or Intern	27	3.22%
Technical Support Staff	7	0.83%
Other staff positions	36	4.29%
Sub Total:	155	18.47%
Total:	839	100.00%

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

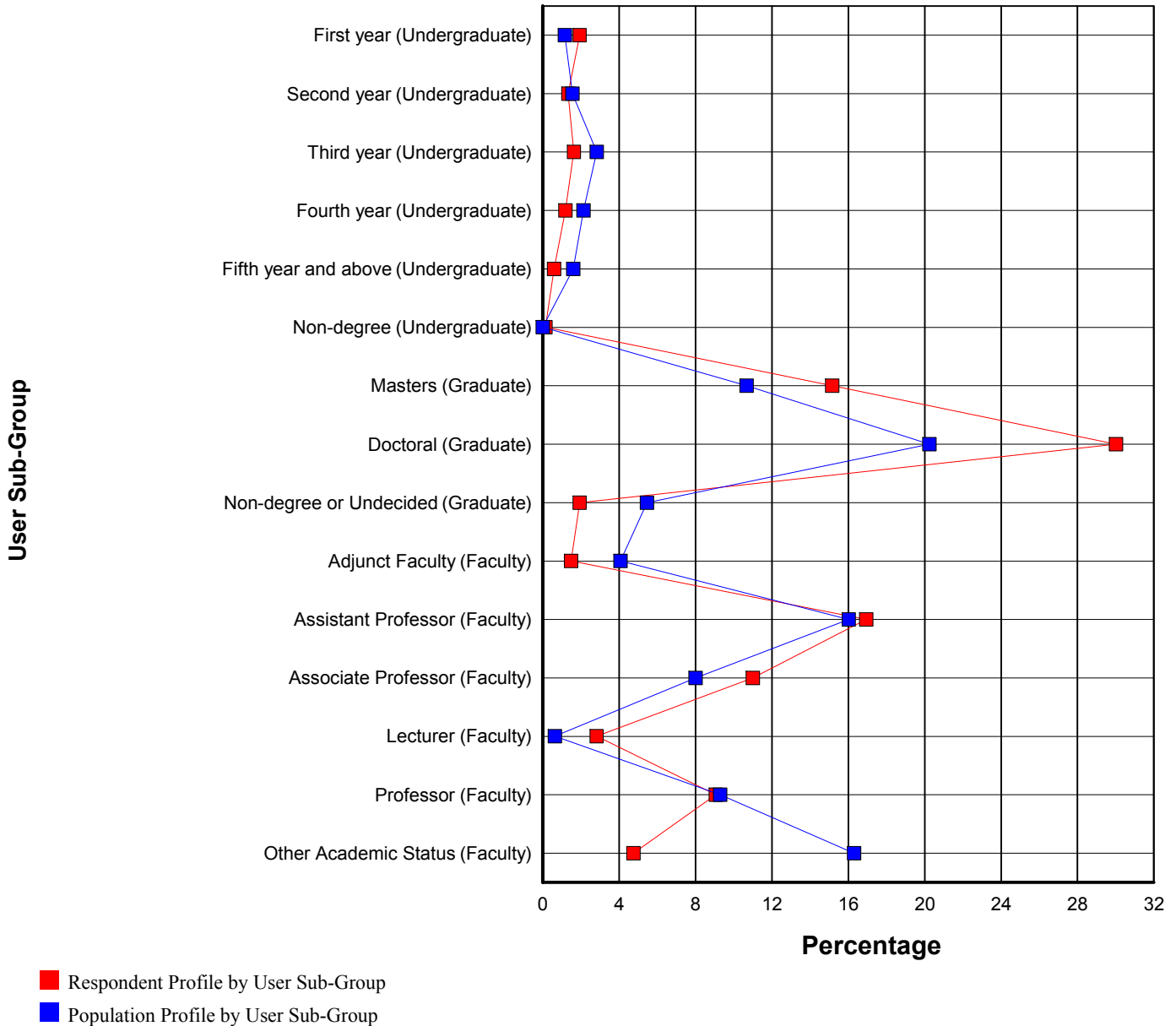
User Group: All

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)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	149	1.16%	13	1.93%	-0.77%
Second year (Undergraduate)	199	1.56%	9	1.34%	0.22%
Third year (Undergraduate)	362	2.83%	11	1.63%	1.20%
Fourth year (Undergraduate)	273	2.13%	8	1.19%	0.95%
Fifth year and above (Undergraduate)	205	1.60%	4	0.59%	1.01%
Non-degree (Undergraduate)	0	0.00%	1	0.15%	-0.15%
Masters (Graduate)	1,366	10.68%	102	15.16%	-4.48%
Doctoral (Graduate)	2,590	20.25%	202	30.01%	-9.77%
Non-degree or Undecided (Graduate)	698	5.46%	13	1.93%	3.52%
Adjunct Faculty (Faculty)	521	4.07%	10	1.49%	2.59%
Assistant Professor (Faculty)	2,050	16.02%	114	16.94%	-0.91%
Associate Professor (Faculty)	1,024	8.00%	74	11.00%	-2.99%
Lecturer (Faculty)	82	0.64%	19	2.82%	-2.18%
Professor (Faculty)	1,189	9.29%	61	9.06%	0.23%
Other Academic Status (Faculty)	2,085	16.30%	32	4.75%	11.54%
Total:	12,793	100.00%	673	100.00%	0.00%

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

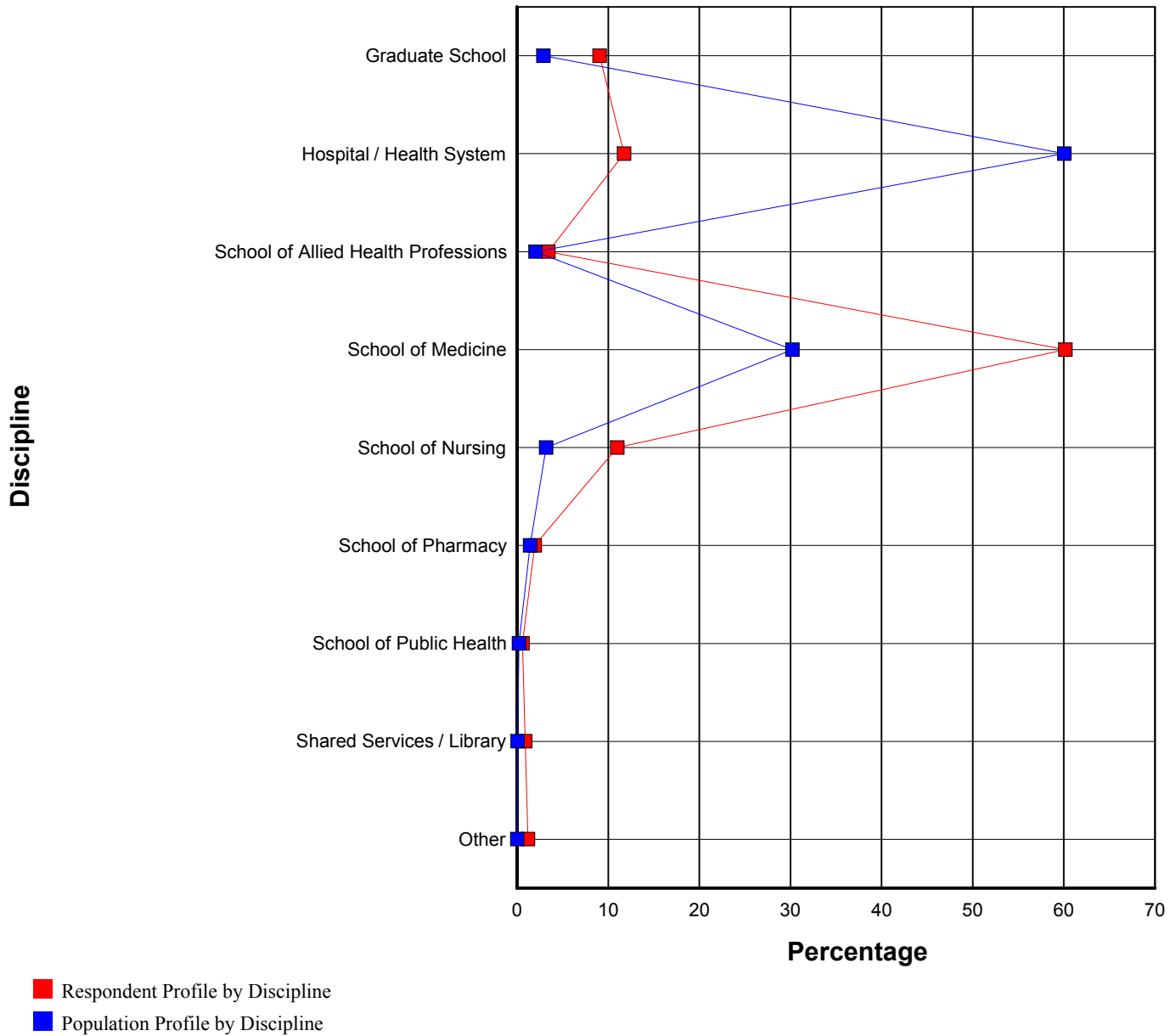
User Group: All (Excluding Library Staff, Staff)

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)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	973	2.89%	61	9.06%	-6.18%
Hospital / Health System	20,229	60.05%	79	11.74%	48.31%
School of Allied Health Professions	681	2.02%	23	3.42%	-1.40%
School of Medicine	10,174	30.20%	405	60.18%	-29.97%
School of Nursing	1,075	3.19%	74	11.00%	-7.80%
School of Pharmacy	476	1.41%	13	1.93%	-0.52%
School of Public Health	61	0.18%	4	0.59%	-0.41%
Shared Services / Library	16	0.05%	6	0.89%	-0.84%
Other	0	0.00%	8	1.19%	-1.19%
Total:	33,685	100.00%	673	100.00%	0.00%

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff, Staff)

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 %
18 - 22	34	4.11%
23 - 30	301	36.35%
31 - 45	242	29.23%
46 - 65	233	28.14%
Over 65	18	2.17%
Total:	828	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	7,175	56.08%	326	39.37%
Female	5,619	43.92%	502	60.63%
Total:	12,794	100.00%	828	100.00%

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

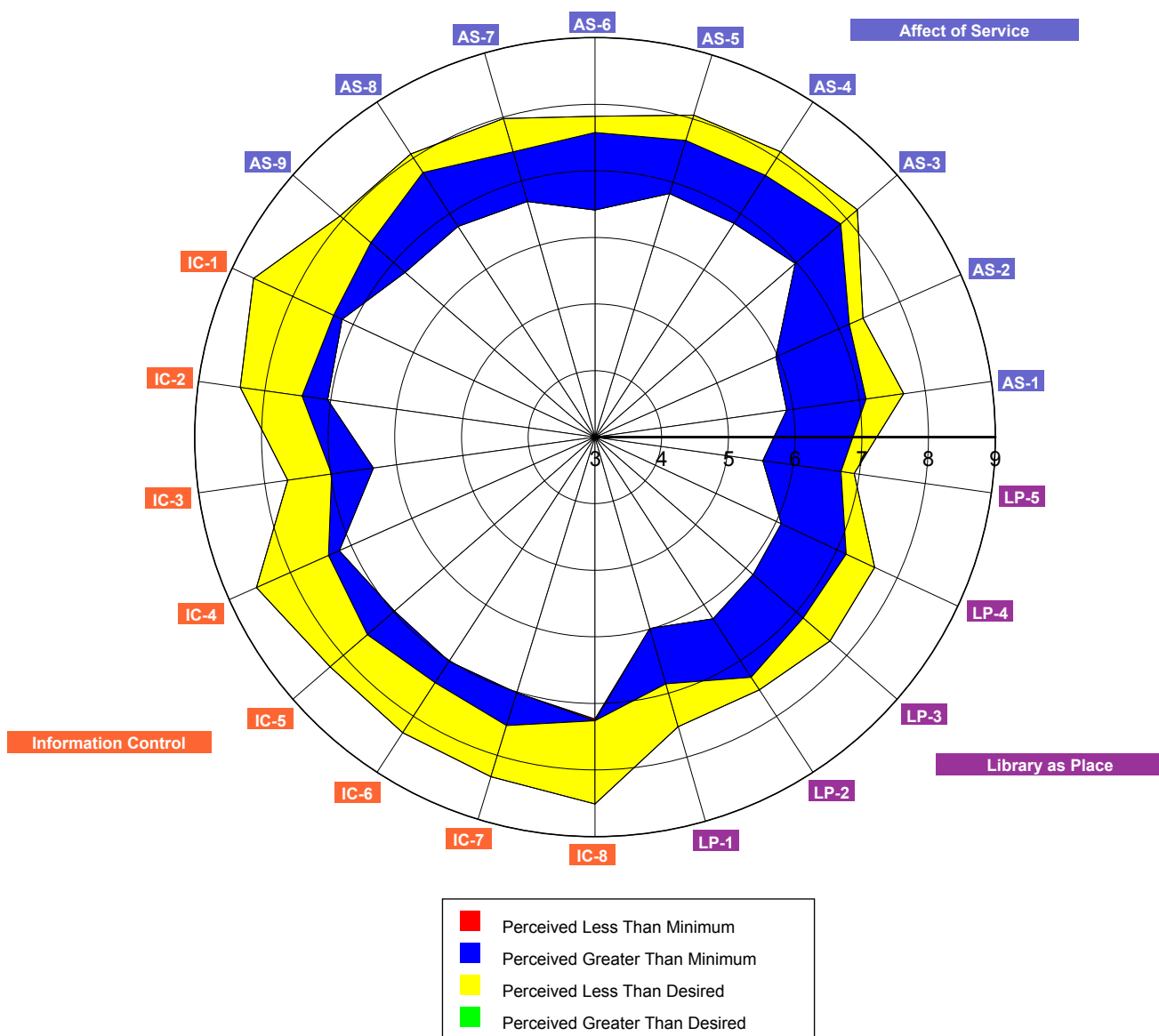
4 Academic Health Sciences Libraries Survey Item Summary for ARL

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	5.90	7.67	7.10	1.20	-0.57	784
AS-2	Giving users individual attention	5.97	7.40	7.17	1.21	-0.22	767
AS-3	Employees who are consistently courteous	6.98	8.21	7.88	0.90	-0.33	804
AS-4	Readiness to respond to users' questions	6.83	8.11	7.69	0.86	-0.42	792
AS-5	Employees who have the knowledge to answer user questions	6.83	8.06	7.66	0.83	-0.40	777
AS-6	Employees who deal with users in a caring fashion	6.41	7.82	7.57	1.16	-0.24	785
AS-7	Employees who understand the needs of their users	6.68	7.98	7.46	0.78	-0.52	770
AS-8	Willingness to help users	6.77	8.07	7.74	0.97	-0.33	789
AS-9	Dependability in handling users' service problems	6.77	8.07	7.45	0.68	-0.61	676
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.18	8.65	7.33	0.14	-1.32	813
IC-2	A library Web site enabling me to locate information on my own	7.05	8.37	7.44	0.39	-0.93	820
IC-3	The printed library materials I need for my work	6.35	7.65	6.99	0.63	-0.66	718
IC-4	The electronic information resources I need	7.20	8.56	7.38	0.18	-1.18	823
IC-5	Modern equipment that lets me easily access needed information	6.99	8.26	7.52	0.54	-0.74	778
IC-6	Easy-to-use access tools that allow me to find things on my own	7.02	8.29	7.40	0.38	-0.89	813
IC-7	Making information easily accessible for independent use	7.02	8.33	7.53	0.51	-0.80	813
IC-8	Print and/or electronic journal collections I require for my work	7.26	8.51	7.23	-0.03	-1.28	802
Library as Place							
LP-1	Library space that inspires study and learning	5.99	7.52	6.85	0.86	-0.67	753
LP-2	Quiet space for individual activities	6.25	7.53	7.30	1.05	-0.22	735
LP-3	A comfortable and inviting location	6.14	7.67	7.14	0.99	-0.53	773
LP-4	A getaway for study, learning, or research	6.08	7.63	7.16	1.08	-0.47	743
LP-5	Community space for group learning and group study	5.54	6.93	6.72	1.18	-0.20	619
Overall:		6.64	8.00	7.36	0.72	-0.63	828

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	1.84	1.50	1.52	1.75	1.55	784
AS-2	Giving users individual attention	1.95	1.69	1.60	1.74	1.55	767
AS-3	Employees who are consistently courteous	1.67	1.17	1.33	1.77	1.39	804
AS-4	Readiness to respond to users' questions	1.60	1.22	1.35	1.59	1.29	792
AS-5	Employees who have the knowledge to answer user questions	1.71	1.35	1.33	1.58	1.27	777
AS-6	Employees who deal with users in a caring fashion	1.88	1.46	1.37	1.75	1.39	785
AS-7	Employees who understand the needs of their users	1.72	1.33	1.38	1.67	1.35	770
AS-8	Willingness to help users	1.73	1.24	1.33	1.63	1.24	789
AS-9	Dependability in handling users' service problems	1.63	1.26	1.45	1.64	1.41	676
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.59	0.83	1.55	1.86	1.64	813
IC-2	A library Web site enabling me to locate information on my own	1.64	1.07	1.39	1.80	1.51	820
IC-3	The printed library materials I need for my work	1.83	1.65	1.52	1.90	1.81	718
IC-4	The electronic information resources I need	1.55	0.88	1.38	1.83	1.49	823
IC-5	Modern equipment that lets me easily access needed information	1.61	1.14	1.26	1.55	1.29	778
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.07	1.30	1.67	1.39	813
IC-7	Making information easily accessible for independent use	1.56	1.01	1.22	1.62	1.28	813
IC-8	Print and/or electronic journal collections I require for my work	1.53	1.01	1.48	1.91	1.64	802
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.79	1.65	2.08	2.11	753
LP-2	Quiet space for individual activities	1.96	1.86	1.46	2.03	1.91	735
LP-3	A comfortable and inviting location	1.86	1.57	1.54	1.91	1.79	773
LP-4	A getaway for study, learning, or research	1.98	1.80	1.45	1.99	1.93	743
LP-5	Community space for group learning and group study	2.17	2.17	1.73	2.16	2.29	619
Overall:		1.30	0.90	1.02	1.26	1.00	828

Language: American English

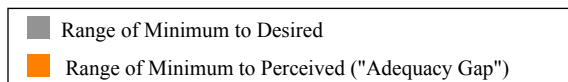
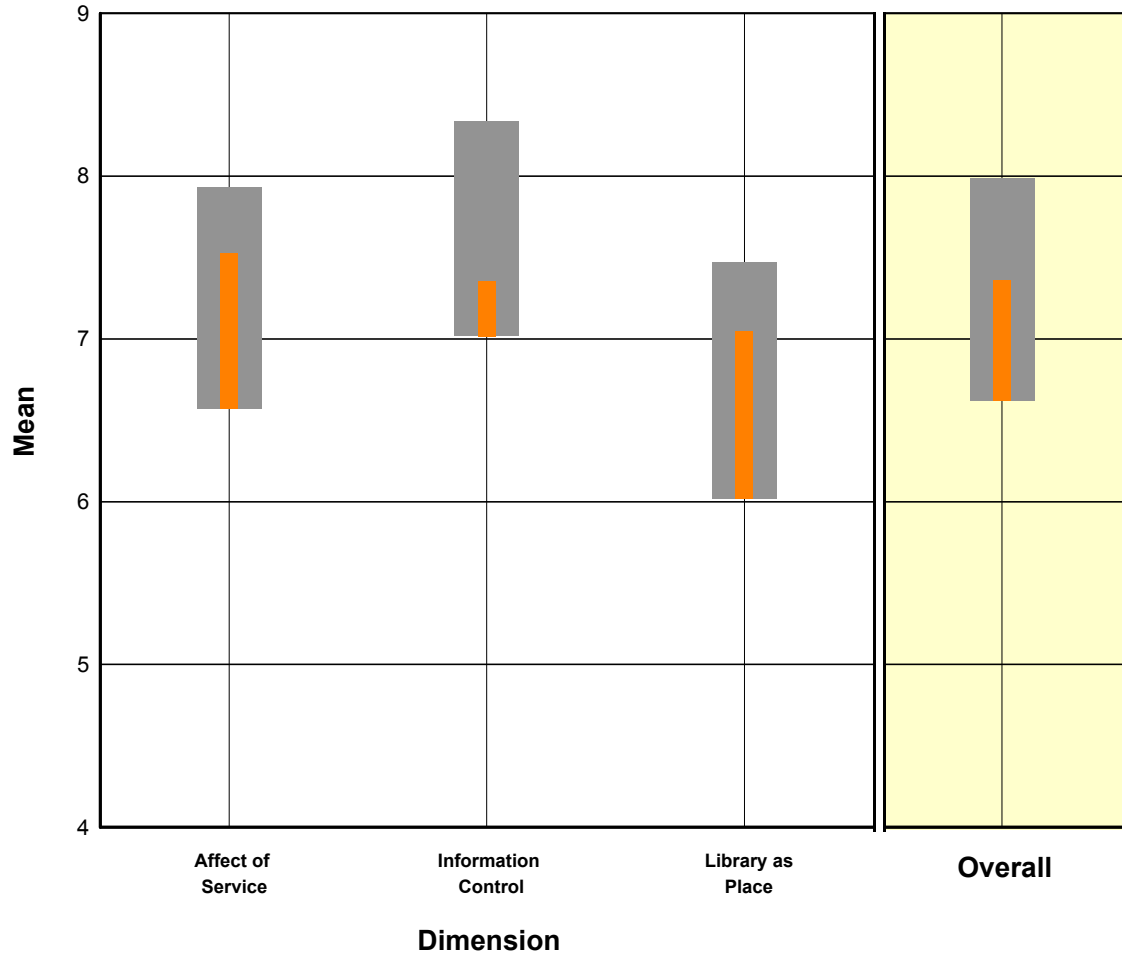
Institution Type: Academic Health Sciences

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	6.57	7.93	7.53	0.96	-0.40	825
Information Control	7.02	8.34	7.36	0.34	-0.98	828
Library as Place	6.02	7.47	7.05	1.03	-0.43	807
Overall:	6.64	8.00	7.36	0.72	-0.63	828

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	1.79	1.39	1.43	1.69	1.39	825
Information Control	1.62	1.13	1.40	1.78	1.53	828
Library as Place	1.99	1.85	1.58	2.03	2.01	807
Overall:	1.30	0.90	1.02	1.26	1.00	828

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	6.94	8.34	7.20	0.26	-1.14	145
Librarians teaching me how to access or manage information	6.56	8.01	7.54	0.98	-0.47	147
An environment that facilitates group study and problem solving	5.94	7.37	6.85	0.90	-0.52	123
Access to information resources that support patient care	7.19	8.32	7.59	0.39	-0.73	119
Teaching me how to access, evaluate, and use information	5.89	7.42	6.93	1.04	-0.49	618
Collections of online full-text articles sufficient to meet my needs	7.26	8.60	6.93	-0.33	-1.67	409
Electronic resources matching my information needs	7.24	8.54	7.15	-0.09	-1.39	158
Library keeping me informed about all of its services	5.53	6.86	6.76	1.23	-0.10	398
Making me aware of library resources and services	6.00	7.41	7.19	1.19	-0.22	251
Teaching me how to locate, evaluate, and use information	6.10	7.41	7.21	1.11	-0.21	223
Convenient service hours	6.62	7.97	7.15	0.53	-0.82	382
Personalization features in the electronic library	5.77	7.17	7.00	1.23	-0.17	224
Timely delivery of the articles and documents that I need	6.70	8.16	7.30	0.61	-0.85	197
The library provides access to archival materials (documents, manuscripts, and photographs)	5.92	7.31	7.04	1.13	-0.27	315

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	1.51	1.11	1.42	1.72	1.52	145
Librarians teaching me how to access or manage information	1.88	1.35	1.53	1.77	1.50	147
An environment that facilitates group study and problem solving	1.92	1.93	1.59	1.80	1.98	123
Access to information resources that support patient care	1.65	1.23	1.23	1.60	1.40	119
Teaching me how to access, evaluate, and use information	1.97	1.66	1.56	1.90	1.73	618
Collections of online full-text articles sufficient to meet my needs	1.53	0.89	1.54	2.04	1.74	409
Electronic resources matching my information needs	1.50	0.93	1.47	1.83	1.60	158
Library keeping me informed about all of its services	1.99	1.84	1.56	2.01	1.94	398
Making me aware of library resources and services	1.99	1.61	1.56	2.01	1.54	251
Teaching me how to locate, evaluate, and use information	1.94	1.68	1.49	1.82	1.52	223
Convenient service hours	1.71	1.40	1.39	1.83	1.78	382
Personalization features in the electronic library	2.11	1.80	1.66	1.98	1.67	224
Timely delivery of the articles and documents that I need	1.76	1.27	1.46	1.89	1.55	197
The library provides access to archival materials (documents, manuscripts, and photographs)	2.10	1.85	1.42	1.74	1.60	315

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.	7.81	1.32	827
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43	1.40	827
How would you rate the overall quality of the service provided by the library?	7.57	1.18	828

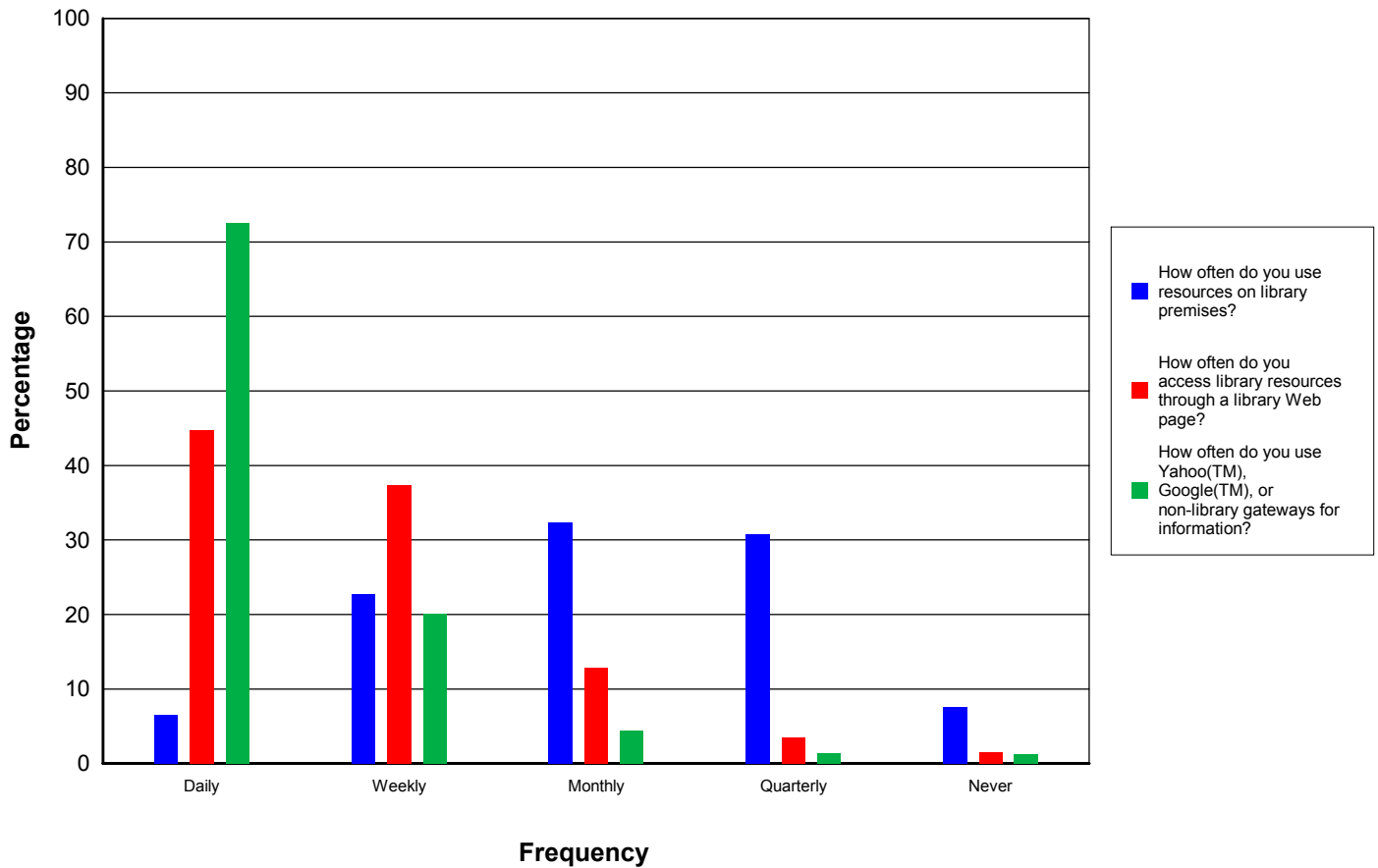
4.5 Information Literacy Outcomes Questions Summary

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.	6.85	1.63	827
The library aids my advancement in my academic discipline or work.	7.34	1.43	827
The library enables me to be more efficient in my academic pursuits or work.	7.47	1.37	827
The library helps me distinguish between trustworthy and untrustworthy information.	6.10	1.86	827
The library provides me with the information skills I need in my work or study.	6.82	1.68	827

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?	54 6.52%	188 22.71%	268 32.37%	255 30.80%	63 7.61%	828 100.00%
How often do you access library resources through a library Web page?	370 44.69%	310 37.44%	106 12.80%	29 3.50%	13 1.57%	828 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	601 72.58%	167 20.17%	37 4.47%	12 1.45%	11 1.33%	828 100.00%

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

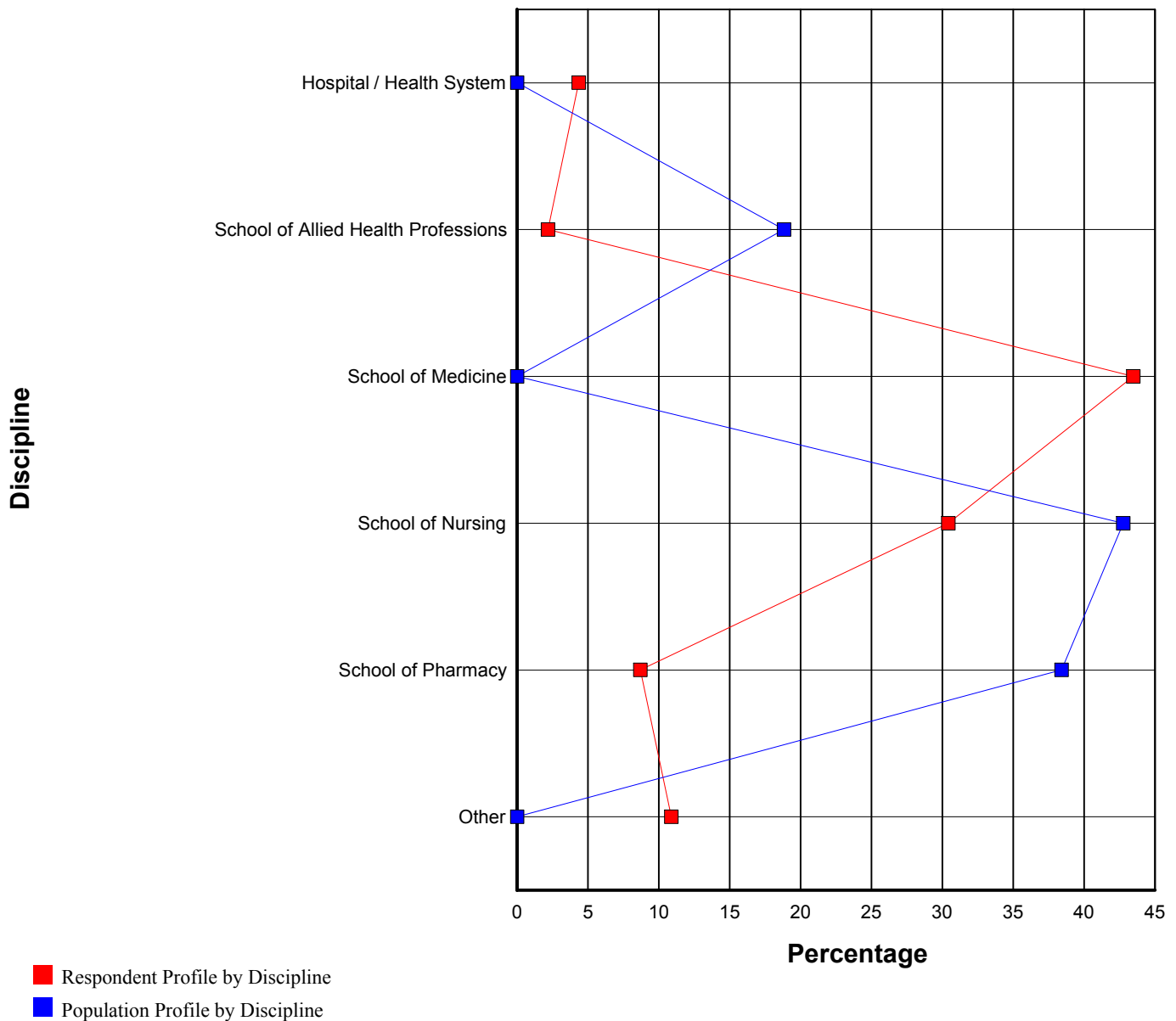
5 Academic Health Sciences Libraries Undergraduate Summary for ARL

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
Hospital / Health System	0	0.00%	2	4.35%	-4.35%
School of Allied Health Professions	195	18.82%	1	2.17%	16.65%
School of Medicine	0	0.00%	20	43.48%	-43.48%
School of Nursing	443	42.76%	14	30.43%	12.33%
School of Pharmacy	398	38.42%	4	8.70%	29.72%
Other	0	0.00%	5	10.87%	-10.87%
Total:	1,036	100.00%	46	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 %
18 - 22	10	21.74%
23 - 30	21	45.65%
31 - 45	7	15.22%
46 - 65	8	17.39%
Total:	46	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	7,175	56.08%	12	26.09%
Female	5,619	43.92%	34	73.91%
Total:	12,794	100.00%	46	100.00%

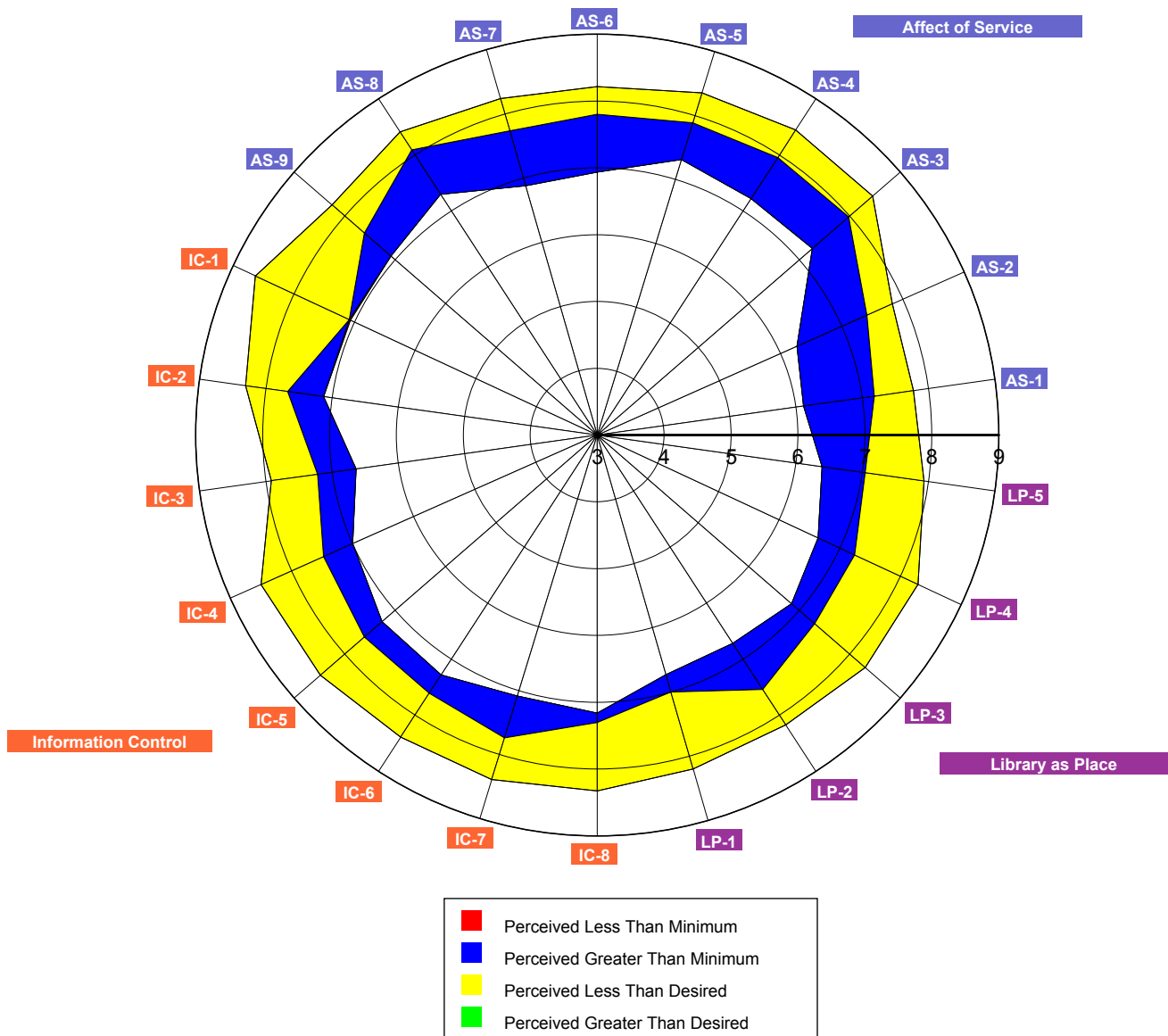
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

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	6.11	7.77	7.18	1.07	-0.59	44
AS-2	Giving users individual attention	6.27	7.83	7.41	1.15	-0.41	41
AS-3	Employees who are consistently courteous	7.26	8.46	7.98	0.72	-0.48	46
AS-4	Readiness to respond to users' questions	7.22	8.44	7.96	0.73	-0.49	45
AS-5	Employees who have the knowledge to answer user questions	7.31	8.36	7.89	0.58	-0.47	45
AS-6	Employees who deal with users in a caring fashion	6.93	8.22	7.80	0.87	-0.41	46
AS-7	Employees who understand the needs of their users	6.88	8.24	7.74	0.86	-0.50	42
AS-8	Willingness to help users	7.30	8.41	8.09	0.80	-0.32	44
AS-9	Dependability in handling users' service problems	7.08	8.25	7.61	0.53	-0.64	36
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.09	8.64	7.07	-0.02	-1.57	44
IC-2	A library Web site enabling me to locate information on my own	7.13	8.30	7.67	0.54	-0.63	46
IC-3	The printed library materials I need for my work	6.64	7.92	7.22	0.58	-0.69	36
IC-4	The electronic information resources I need	7.00	8.50	7.48	0.48	-1.02	46
IC-5	Modern equipment that lets me easily access needed information	7.26	8.48	7.61	0.35	-0.87	46
IC-6	Easy-to-use access tools that allow me to find things on my own	7.28	8.39	7.61	0.33	-0.78	46
IC-7	Making information easily accessible for independent use	7.09	8.39	7.74	0.65	-0.65	46
IC-8	Print and/or electronic journal collections I require for my work	7.16	8.33	7.30	0.14	-1.02	43
Library as Place							
LP-1	Library space that inspires study and learning	6.73	8.20	7.00	0.27	-1.20	45
LP-2	Quiet space for individual activities	6.72	8.17	7.54	0.83	-0.63	46
LP-3	A comfortable and inviting location	6.85	8.30	7.30	0.46	-1.00	46
LP-4	A getaway for study, learning, or research	6.64	8.29	7.24	0.60	-1.04	45
LP-5	Community space for group learning and group study	6.40	7.93	7.05	0.65	-0.88	43
Overall:		6.93	8.26	7.54	0.61	-0.72	46

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	2.05	1.26	1.57	2.03	1.65	44
AS-2	Giving users individual attention	1.96	1.43	1.70	1.71	1.82	41
AS-3	Employees who are consistently courteous	1.64	1.00	1.50	1.83	1.56	46
AS-4	Readiness to respond to users' questions	1.52	0.94	1.40	1.53	1.50	45
AS-5	Employees who have the knowledge to answer user questions	1.46	1.09	1.47	1.45	1.60	45
AS-6	Employees who deal with users in a caring fashion	1.64	1.30	1.53	1.57	1.57	46
AS-7	Employees who understand the needs of their users	1.77	1.23	1.42	1.62	1.55	42
AS-8	Willingness to help users	1.56	1.06	1.34	1.61	1.46	44
AS-9	Dependability in handling users' service problems	1.65	1.20	1.66	1.48	1.69	36
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.78	0.78	2.13	2.20	2.18	44
IC-2	A library Web site enabling me to locate information on my own	1.75	1.17	1.43	1.52	1.51	46
IC-3	The printed library materials I need for my work	2.03	1.34	1.61	1.75	1.83	36
IC-4	The electronic information resources I need	1.87	0.91	1.60	2.01	1.88	46
IC-5	Modern equipment that lets me easily access needed information	1.74	1.01	1.54	1.69	1.85	46
IC-6	Easy-to-use access tools that allow me to find things on my own	1.42	1.08	1.42	1.58	1.66	46
IC-7	Making information easily accessible for independent use	1.72	1.13	1.50	1.80	1.72	46
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.19	1.67	2.08	1.96	43
Library as Place							
LP-1	Library space that inspires study and learning	1.76	1.65	1.91	2.03	2.21	45
LP-2	Quiet space for individual activities	1.91	1.51	1.68	1.96	2.10	46
LP-3	A comfortable and inviting location	1.67	1.23	1.70	1.91	1.90	46
LP-4	A getaway for study, learning, or research	1.82	1.22	1.48	1.84	1.78	45
LP-5	Community space for group learning and group study	2.11	1.49	1.89	2.17	2.14	43
Overall:		1.38	0.85	1.32	1.35	1.45	46

Language: American English

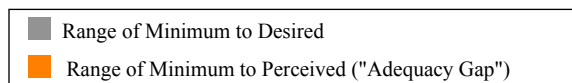
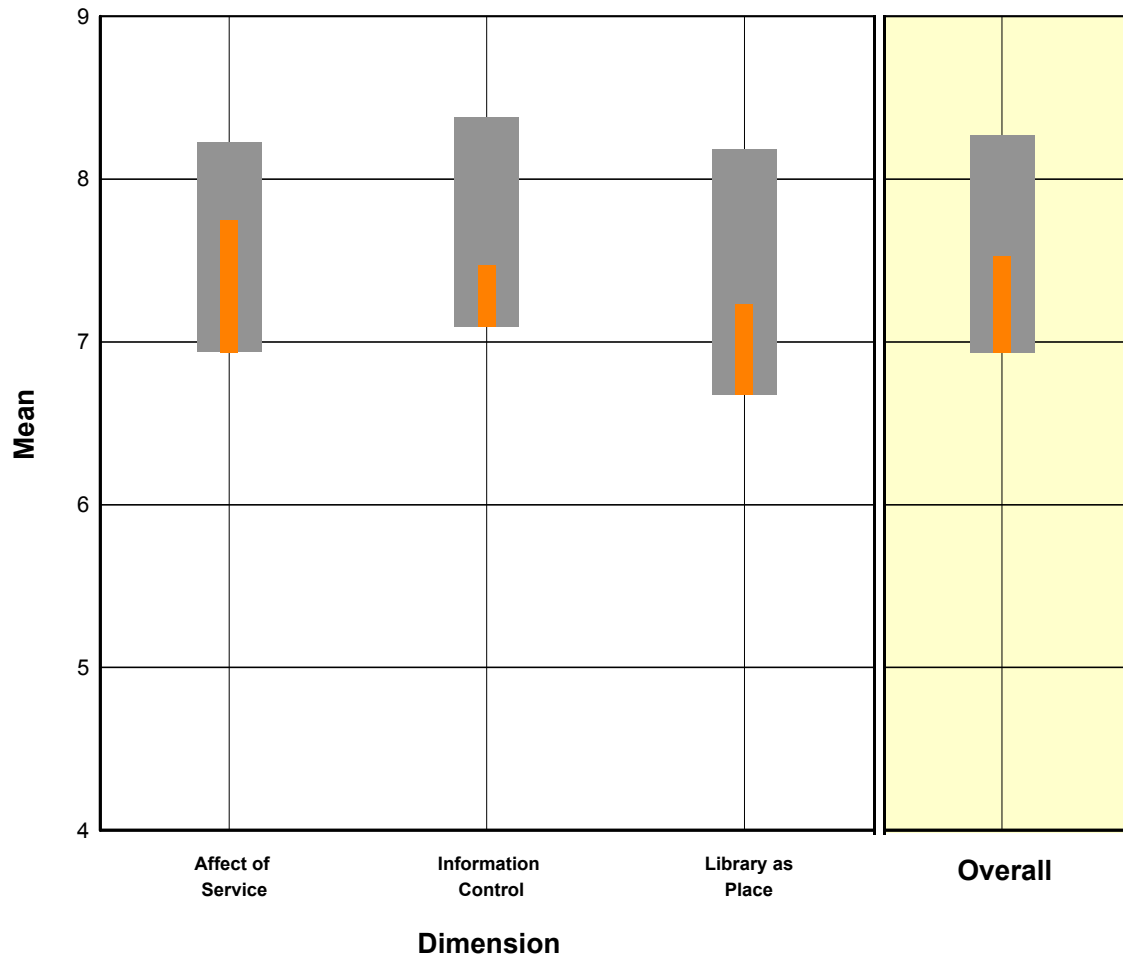
Institution Type: Academic Health Sciences

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	6.94	8.22	7.75	0.81	-0.48	46
Information Control	7.09	8.38	7.47	0.38	-0.91	46
Library as Place	6.67	8.18	7.23	0.56	-0.95	46
Overall:	6.93	8.26	7.54	0.61	-0.72	46

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.74	1.19	1.52	1.65	1.59	46
Information Control	1.76	1.09	1.62	1.83	1.83	46
Library as Place	1.85	1.42	1.73	1.97	2.02	46
Overall:	1.38	0.85	1.32	1.35	1.45	46

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	7.13	8.46	7.21	0.08	-1.25	24
Librarians teaching me how to access or manage information	6.38	7.83	7.33	0.96	-0.50	24
An environment that facilitates group study and problem solving	6.44	8.07	6.93	0.48	-1.15	27
Access to information resources that support patient care	7.57	8.52	7.48	-0.10	-1.05	21
Teaching me how to access, evaluate, and use information	5.89	7.56	7.89	2.00	0.33	18
Collections of online full-text articles sufficient to meet my needs	8.00	8.43	6.00	-2.00	-2.43	7
Electronic resources matching my information needs	7.26	8.67	7.59	0.33	-1.07	27
Library keeping me informed about all of its services	5.88	6.75	7.13	1.25	0.38	8
Making me aware of library resources and services	6.64	7.91	7.82	1.18	-0.09	11
Teaching me how to locate, evaluate, and use information	7.00	8.11	8.22	1.22	0.11	9
Convenient service hours	7.25	8.00	6.63	-0.63	-1.38	8
Personalization features in the electronic library	6.00	7.00	7.70	1.70	0.70	10
Timely delivery of the articles and documents that I need	6.86	8.29	7.29	0.43	-1.00	7
The library provides access to archival materials (documents, manuscripts, and photographs)	6.00	7.00	6.75	0.75	-0.25	4

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	1.83	1.02	1.50	1.44	1.48	24
Librarians teaching me how to access or manage information	2.34	1.63	1.74	1.71	1.79	24
An environment that facilitates group study and problem solving	1.93	1.17	1.82	2.15	1.97	27
Access to information resources that support patient care	1.50	0.87	1.50	1.26	1.60	21
Teaching me how to access, evaluate, and use information	1.91	1.20	1.13	1.50	1.19	18
Collections of online full-text articles sufficient to meet my needs	1.53	1.13	1.91	2.38	2.51	7
Electronic resources matching my information needs	1.68	0.92	1.67	1.41	1.64	27
Library keeping me informed about all of its services	2.42	1.75	1.89	2.12	1.92	8
Making me aware of library resources and services	1.57	1.45	1.66	0.87	1.14	11
Teaching me how to locate, evaluate, and use information	1.73	1.54	1.30	0.83	0.60	9
Convenient service hours	1.39	1.41	2.20	3.16	3.11	8
Personalization features in the electronic library	2.16	1.41	1.16	2.16	1.57	10
Timely delivery of the articles and documents that I need	1.46	1.50	1.38	2.30	2.45	7
The library provides access to archival materials (documents, manuscripts, and photographs)	2.94	1.15	1.50	1.71	0.50	4

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.	8.07	1.45	46
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.65	1.52	46
How would you rate the overall quality of the service provided by the library?	7.78	1.26	46

5.6 Information Literacy Outcomes Questions Summary for Undergraduate

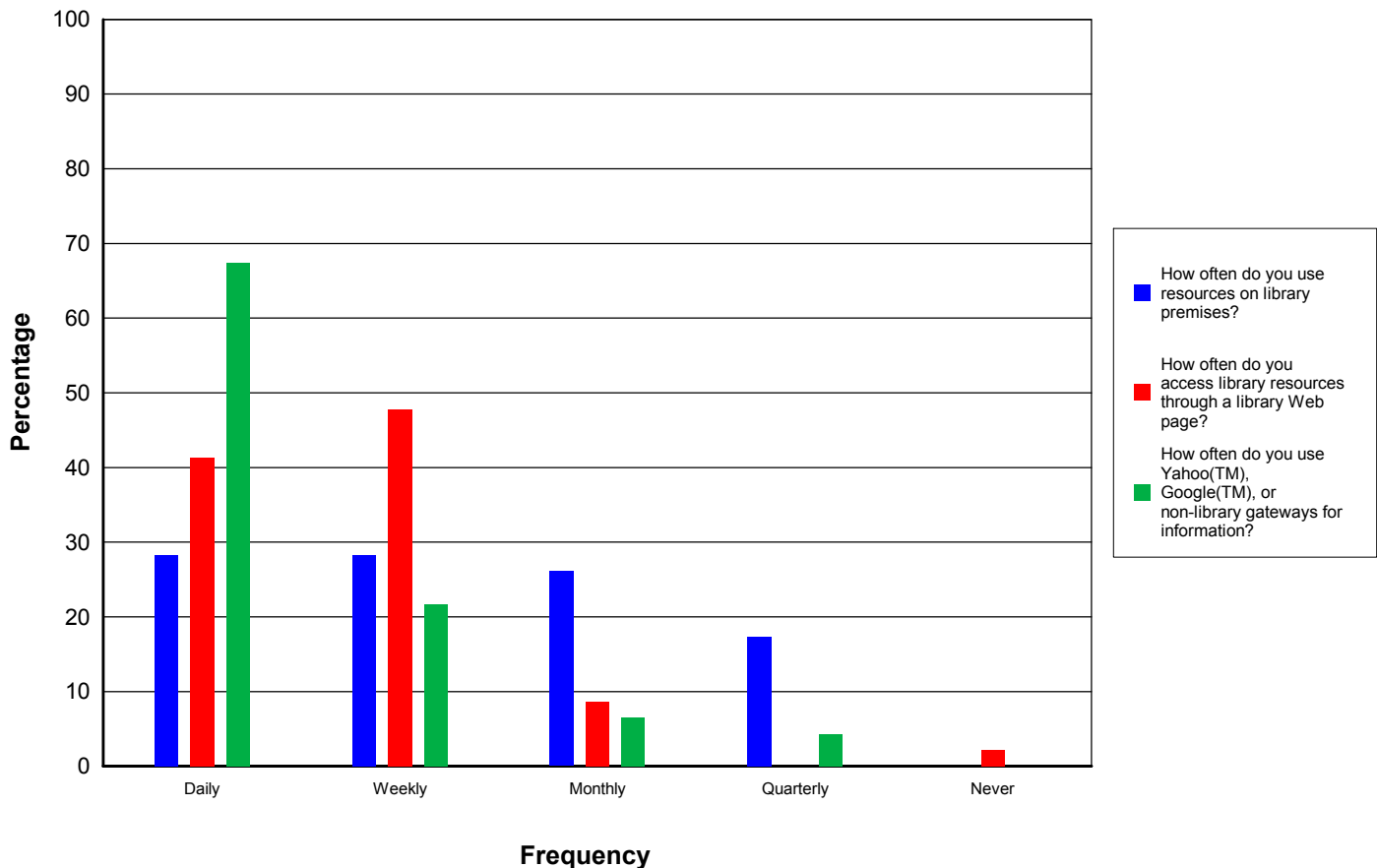
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.89	1.80	46
The library aids my advancement in my academic discipline or work.	7.48	1.43	46
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.38	46
The library helps me distinguish between trustworthy and untrustworthy information.	6.85	1.61	46
The library provides me with the information skills I need in my work or study.	7.00	1.71	46

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?	13 28.26%	13 28.26%	12 26.09%	8 17.39%	0 0.00%	46 100.00%
How often do you access library resources through a library Web page?	19 41.30%	22 47.83%	4 8.70%	0 0.00%	1 2.17%	46 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	31 67.39%	10 21.74%	3 6.52%	2 4.35%	0 0.00%	46 100.00%

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

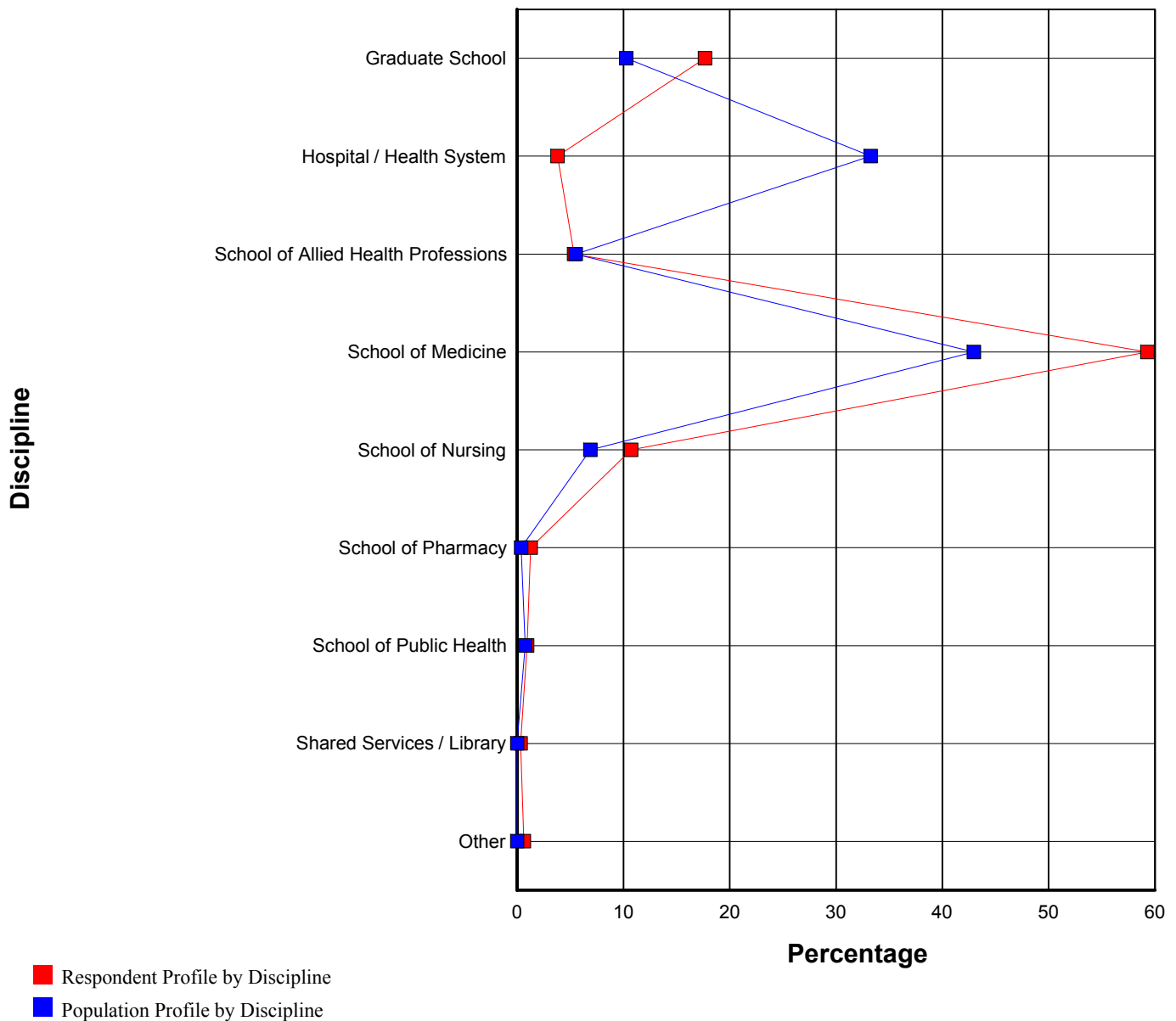
6 Academic Health Sciences Libraries Graduate Summary for ARL

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	820	10.26%	56	17.67%	-7.41%
Hospital / Health System	2,658	33.25%	12	3.79%	29.46%
School of Allied Health Professions	441	5.52%	17	5.36%	0.15%
School of Medicine	3,435	42.97%	188	59.31%	-16.34%
School of Nursing	550	6.88%	34	10.73%	-3.85%
School of Pharmacy	29	0.36%	4	1.26%	-0.90%
School of Public Health	61	0.76%	3	0.95%	-0.18%
Shared Services / Library	0	0.00%	1	0.32%	-0.32%
Other	0	0.00%	2	0.63%	-0.63%
Total:	7,994	100.00%	317	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 %
18 - 22	20	6.31%
23 - 30	228	71.92%
31 - 45	48	15.14%
46 - 65	21	6.62%
Total:	317	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	7,175	56.08%	103	32.49%
Female	5,619	43.92%	214	67.51%
Total:	12,794	100.00%	317	100.00%

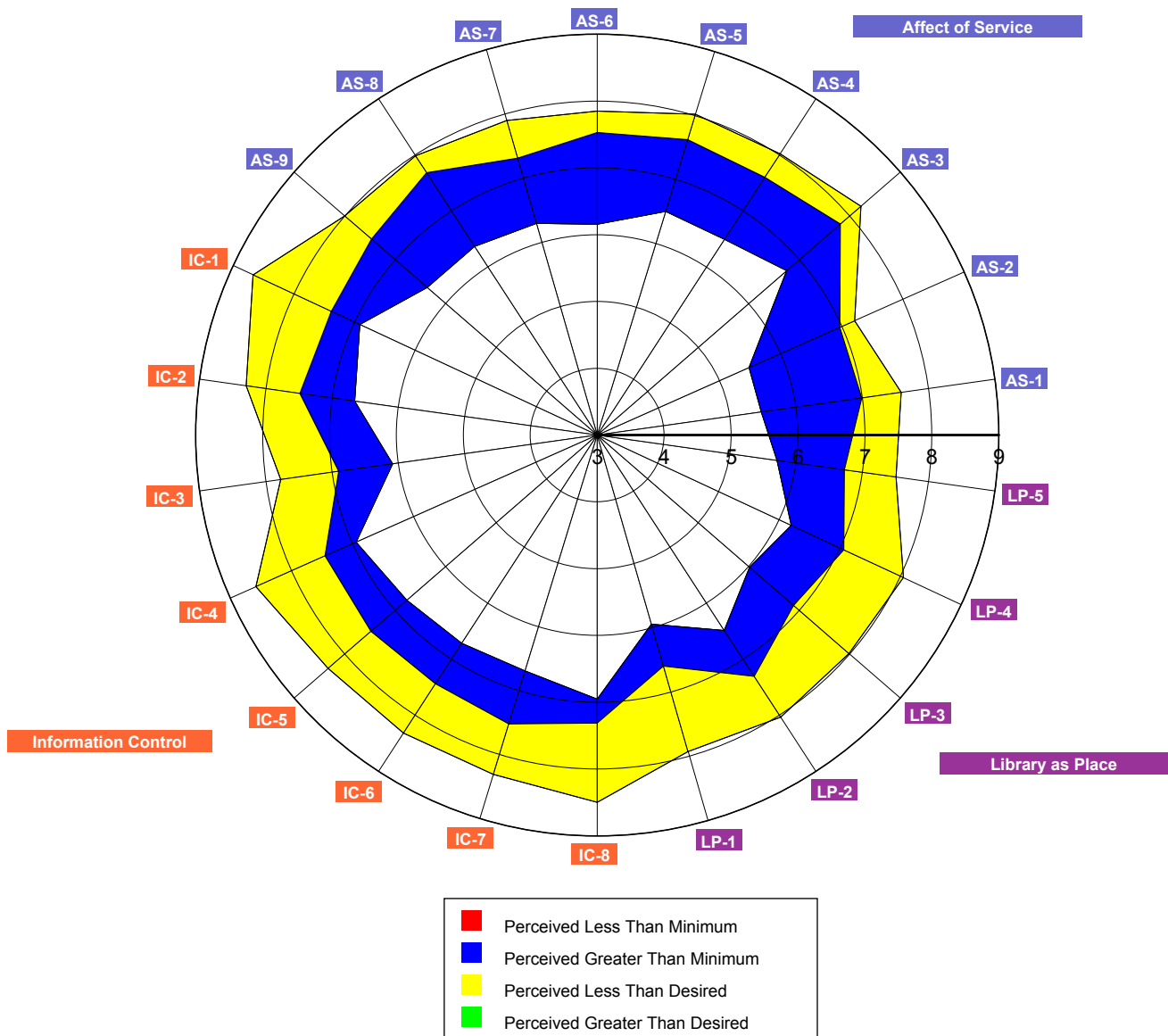
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Graduate

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	5.48	7.59	6.99	1.52	-0.59	302
AS-2	Giving users individual attention	5.48	7.21	6.97	1.48	-0.24	295
AS-3	Employees who are consistently courteous	6.75	8.22	7.82	1.06	-0.41	309
AS-4	Readiness to respond to users' questions	6.49	8.02	7.60	1.11	-0.42	300
AS-5	Employees who have the knowledge to answer user questions	6.50	8.02	7.63	1.13	-0.40	296
AS-6	Employees who deal with users in a caring fashion	6.16	7.85	7.53	1.37	-0.32	299
AS-7	Employees who understand the needs of their users	6.30	7.90	7.31	1.02	-0.59	294
AS-8	Willingness to help users	6.37	7.98	7.68	1.32	-0.30	304
AS-9	Dependability in handling users' service problems	6.37	8.00	7.47	1.10	-0.53	238
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.91	8.68	7.38	0.47	-1.29	315
IC-2	A library Web site enabling me to locate information on my own	6.66	8.30	7.49	0.83	-0.81	316
IC-3	The printed library materials I need for my work	6.09	7.77	6.90	0.81	-0.87	270
IC-4	The electronic information resources I need	6.95	8.58	7.45	0.50	-1.13	315
IC-5	Modern equipment that lets me easily access needed information	6.77	8.33	7.48	0.71	-0.85	306
IC-6	Easy-to-use access tools that allow me to find things on my own	6.72	8.32	7.44	0.72	-0.88	312
IC-7	Making information easily accessible for independent use	6.69	8.31	7.52	0.83	-0.79	313
IC-8	Print and/or electronic journal collections I require for my work	6.96	8.50	7.31	0.36	-1.19	312
Library as Place							
LP-1	Library space that inspires study and learning	5.94	7.93	6.60	0.66	-1.33	305
LP-2	Quiet space for individual activities	6.49	8.03	7.30	0.82	-0.73	302
LP-3	A comfortable and inviting location	6.02	7.98	6.89	0.87	-1.09	309
LP-4	A getaway for study, learning, or research	6.20	8.05	7.07	0.86	-0.98	307
LP-5	Community space for group learning and group study	5.72	7.51	6.73	1.01	-0.78	274
Overall:		6.39	8.07	7.31	0.91	-0.76	317

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	1.74	1.48	1.50	1.70	1.55	302
AS-2	Giving users individual attention	1.97	1.77	1.59	1.73	1.50	295
AS-3	Employees who are consistently courteous	1.66	1.09	1.30	1.77	1.30	309
AS-4	Readiness to respond to users' questions	1.61	1.22	1.23	1.46	1.13	300
AS-5	Employees who have the knowledge to answer user questions	1.73	1.31	1.25	1.55	1.15	296
AS-6	Employees who deal with users in a caring fashion	1.82	1.37	1.34	1.71	1.29	299
AS-7	Employees who understand the needs of their users	1.74	1.33	1.38	1.69	1.31	294
AS-8	Willingness to help users	1.76	1.25	1.26	1.62	1.19	304
AS-9	Dependability in handling users' service problems	1.60	1.30	1.28	1.53	1.27	238
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.52	0.71	1.40	1.89	1.53	315
IC-2	A library Web site enabling me to locate information on my own	1.66	1.14	1.23	1.55	1.30	316
IC-3	The printed library materials I need for my work	1.78	1.49	1.49	1.93	1.72	270
IC-4	The electronic information resources I need	1.54	0.83	1.27	1.74	1.38	315
IC-5	Modern equipment that lets me easily access needed information	1.56	1.06	1.22	1.54	1.28	306
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	0.99	1.29	1.69	1.31	312
IC-7	Making information easily accessible for independent use	1.52	1.00	1.09	1.57	1.16	313
IC-8	Print and/or electronic journal collections I require for my work	1.52	1.00	1.51	1.92	1.65	312
Library as Place							
LP-1	Library space that inspires study and learning	1.78	1.50	1.71	2.07	2.03	305
LP-2	Quiet space for individual activities	1.78	1.39	1.51	1.96	1.66	302
LP-3	A comfortable and inviting location	1.70	1.33	1.59	1.88	1.76	309
LP-4	A getaway for study, learning, or research	1.74	1.30	1.44	1.86	1.64	307
LP-5	Community space for group learning and group study	1.89	1.73	1.66	1.98	1.98	274
Overall:		1.27	0.83	0.93	1.24	0.92	317

Language: American English

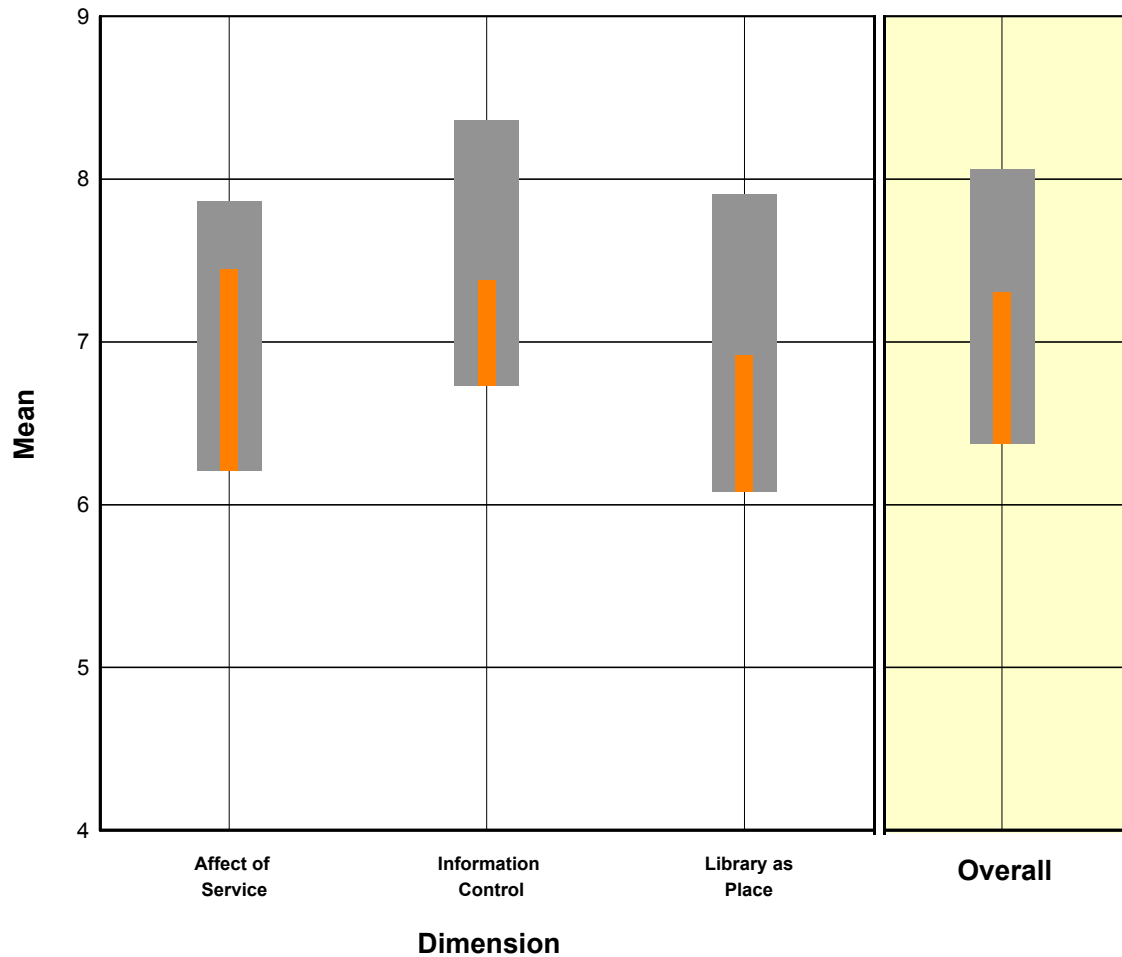
Institution Type: Academic Health Sciences

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.



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

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	6.21	7.86	7.45	1.24	-0.42	316
Information Control	6.73	8.36	7.38	0.65	-0.98	317
Library as Place	6.08	7.91	6.92	0.84	-0.99	316
Overall:	6.39	8.07	7.31	0.91	-0.76	317

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	1.79	1.39	1.38	1.65	1.31	316
Information Control	1.59	1.07	1.32	1.74	1.43	317
Library as Place	1.79	1.46	1.60	1.95	1.83	316
Overall:	1.27	0.83	0.93	1.24	0.92	317

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	7.00	8.74	7.58	0.58	-1.16	31
Librarians teaching me how to access or manage information	6.50	8.43	7.97	1.47	-0.47	30
An environment that facilitates group study and problem solving	6.34	8.31	7.14	0.79	-1.17	29
Access to information resources that support patient care	6.91	8.52	7.78	0.87	-0.74	23
Teaching me how to access, evaluate, and use information	5.65	7.42	7.01	1.35	-0.42	272
Collections of online full-text articles sufficient to meet my needs	6.90	8.57	6.99	0.09	-1.57	188
Electronic resources matching my information needs	6.93	8.63	7.53	0.60	-1.10	30
Library keeping me informed about all of its services	5.10	6.75	6.76	1.65	0.01	185
Making me aware of library resources and services	5.55	7.22	7.09	1.55	-0.13	95
Teaching me how to locate, evaluate, and use information	5.76	7.23	6.99	1.23	-0.24	88
Convenient service hours	6.64	8.27	6.94	0.30	-1.33	180
Personalization features in the electronic library	5.31	7.01	6.70	1.40	-0.31	88
Timely delivery of the articles and documents that I need	6.23	8.20	6.84	0.61	-1.36	69
The library provides access to archival materials (documents, manuscripts, and photographs)	5.64	7.39	7.08	1.44	-0.31	140

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	1.41	0.68	1.03	1.34	1.10	31
Librarians teaching me how to access or manage information	1.78	0.77	0.93	1.43	0.82	30
An environment that facilitates group study and problem solving	1.63	1.23	1.48	1.93	1.93	29
Access to information resources that support patient care	1.50	0.59	1.17	1.60	1.14	23
Teaching me how to access, evaluate, and use information	1.90	1.63	1.37	1.79	1.55	272
Collections of online full-text articles sufficient to meet my needs	1.51	0.78	1.59	1.85	1.77	188
Electronic resources matching my information needs	1.46	0.67	1.04	1.50	1.27	30
Library keeping me informed about all of its services	2.06	1.92	1.52	2.01	1.96	185
Making me aware of library resources and services	1.99	1.70	1.52	2.22	1.78	95
Teaching me how to locate, evaluate, and use information	1.86	1.69	1.49	1.98	1.65	88
Convenient service hours	1.50	1.03	1.43	1.77	1.61	180
Personalization features in the electronic library	1.98	1.83	1.68	2.13	1.80	88
Timely delivery of the articles and documents that I need	1.77	1.12	1.53	2.18	1.66	69
The library provides access to archival materials (documents, manuscripts, and photographs)	2.03	1.67	1.41	1.62	1.46	140

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.	7.79	1.27	317
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.49	1.25	317
How would you rate the overall quality of the service provided by the library?	7.48	1.15	317

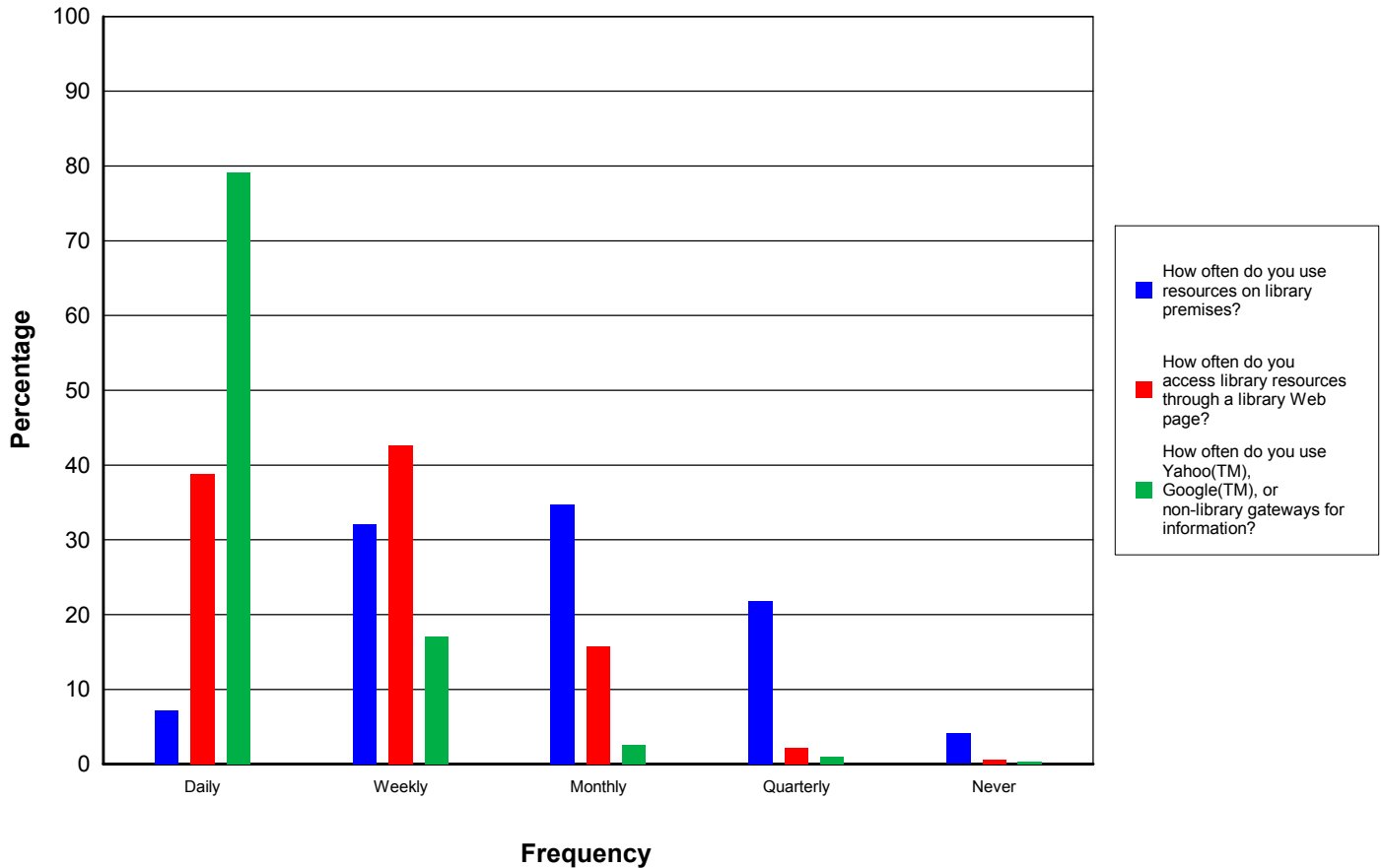
6.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.72	1.45	317
The library aids my advancement in my academic discipline or work.	7.33	1.35	317
The library enables me to be more efficient in my academic pursuits or work.	7.49	1.24	317
The library helps me distinguish between trustworthy and untrustworthy information.	6.17	1.68	317
The library provides me with the information skills I need in my work or study.	6.91	1.51	317

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?	23 7.26%	102 32.18%	110 34.70%	69 21.77%	13 4.10%	317 100.00%
How often do you access library resources through a library Web page?	123 38.80%	135 42.59%	50 15.77%	7 2.21%	2 0.63%	317 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	251 79.18%	54 17.03%	8 2.52%	3 0.95%	1 0.32%	317 100.00%

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

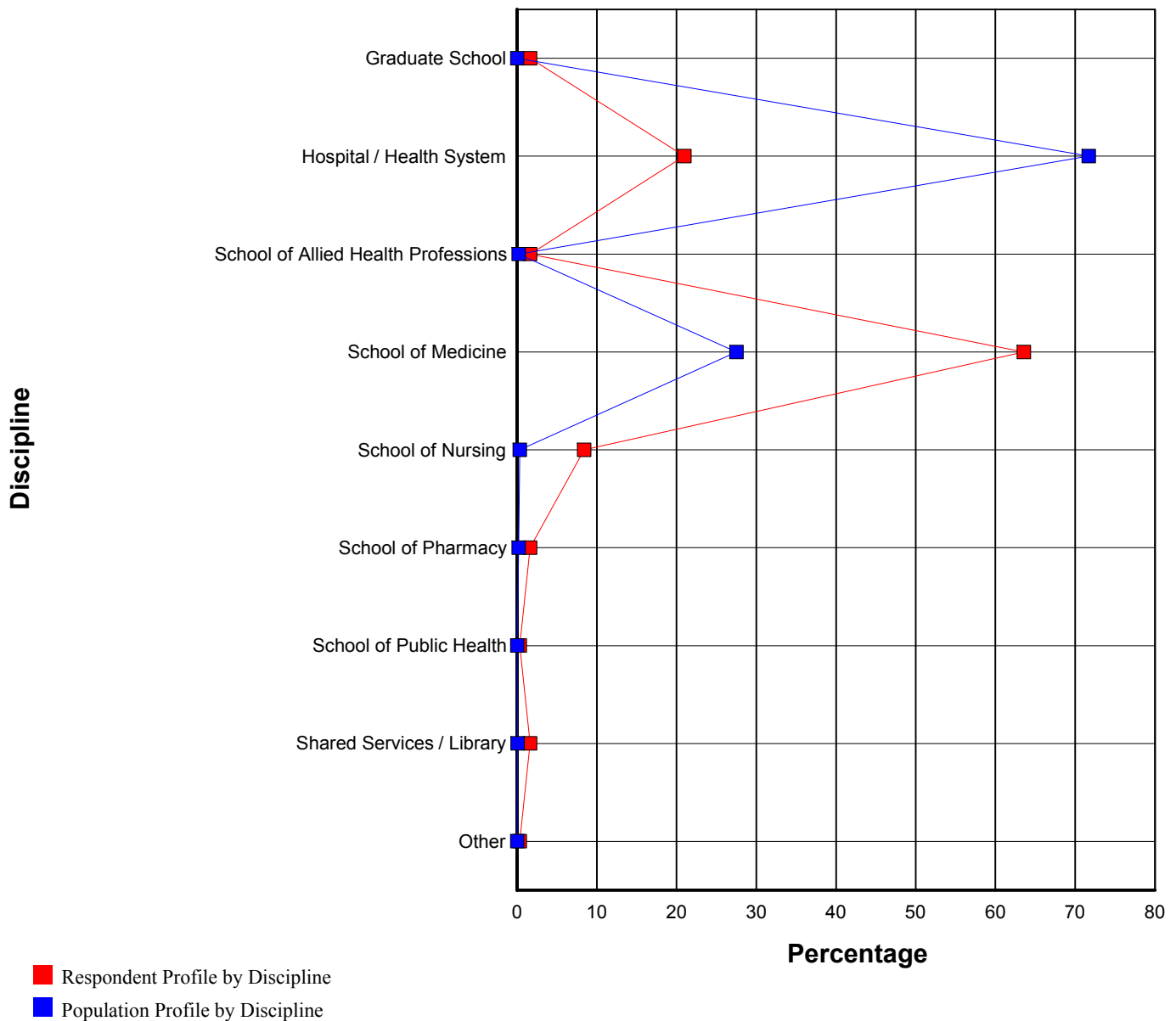
7 Academic Health Sciences Libraries Faculty Summary for ARL

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%	5	1.61%	-1.61%
Hospital / Health System	17,571	71.71%	65	20.97%	50.74%
School of Allied Health Professions	45	0.18%	5	1.61%	-1.43%
School of Medicine	6,739	27.50%	197	63.55%	-36.04%
School of Nursing	82	0.33%	26	8.39%	-8.05%
School of Pharmacy	49	0.20%	5	1.61%	-1.41%
School of Public Health	0	0.00%	1	0.32%	-0.32%
Shared Services / Library	16	0.07%	5	1.61%	-1.55%
Other	0	0.00%	1	0.32%	-0.32%
Total:	24,502	100.00%	310	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 %
23 - 30	6	1.94%
31 - 45	126	40.65%
46 - 65	161	51.94%
Over 65	17	5.48%
Total:	310	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	7,175	56.08%	170	54.84%
Female	5,619	43.92%	140	45.16%
Total:	12,794	100.00%	310	100.00%

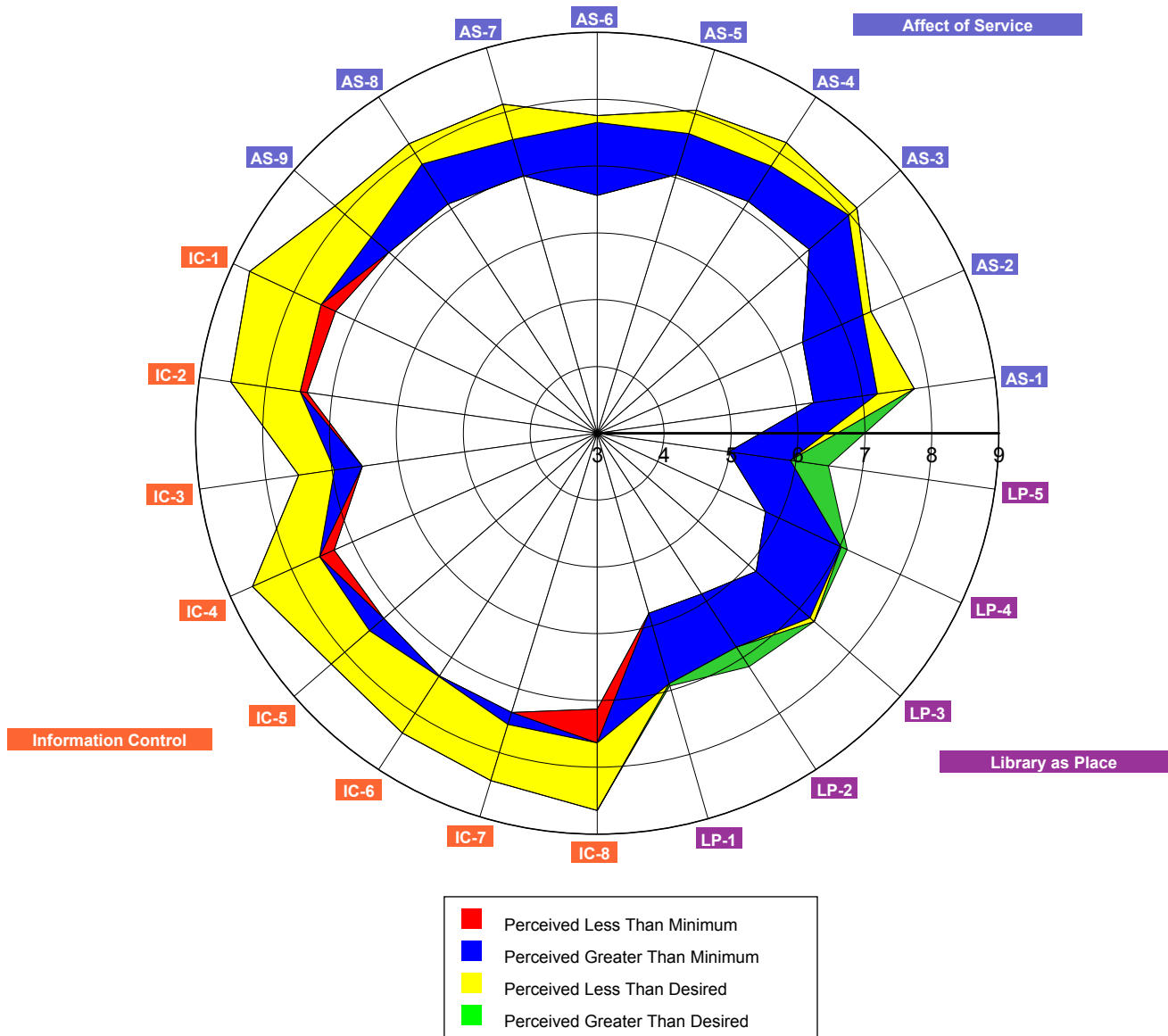
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

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	6.27	7.78	7.23	0.96	-0.55	296
AS-2	Giving users individual attention	6.36	7.48	7.35	0.99	-0.13	290
AS-3	Employees who are consistently courteous	7.20	8.14	7.98	0.78	-0.16	297
AS-4	Readiness to respond to users' questions	7.14	8.19	7.77	0.63	-0.42	296
AS-5	Employees who have the knowledge to answer user questions	7.05	8.06	7.69	0.64	-0.37	289
AS-6	Employees who deal with users in a caring fashion	6.56	7.76	7.66	1.10	-0.10	293
AS-7	Employees who understand the needs of their users	7.01	8.12	7.58	0.57	-0.55	290
AS-8	Willingness to help users	7.09	8.17	7.80	0.71	-0.36	292
AS-9	Dependability in handling users' service problems	7.13	8.19	7.47	0.35	-0.72	268
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.56	8.73	7.32	-0.24	-1.42	306
IC-2	A library Web site enabling me to locate information on my own	7.48	8.53	7.38	-0.10	-1.15	305
IC-3	The printed library materials I need for my work	6.54	7.51	6.96	0.42	-0.54	281
IC-4	The electronic information resources I need	7.54	8.64	7.30	-0.24	-1.34	309
IC-5	Modern equipment that lets me easily access needed information	7.23	8.27	7.51	0.28	-0.76	282
IC-6	Easy-to-use access tools that allow me to find things on my own	7.33	8.35	7.34	0.01	-1.01	303
IC-7	Making information easily accessible for independent use	7.37	8.44	7.56	0.19	-0.88	301
IC-8	Print and/or electronic journal collections I require for my work	7.64	8.64	7.13	-0.51	-1.52	307
Library as Place							
LP-1	Library space that inspires study and learning	5.80	6.90	6.93	1.13	0.03	276
LP-2	Quiet space for individual activities	5.87	6.82	7.17	1.30	0.35	263
LP-3	A comfortable and inviting location	6.15	7.29	7.22	1.06	-0.08	278
LP-4	A getaway for study, learning, or research	5.78	7.02	7.12	1.34	0.10	261
LP-5	Community space for group learning and group study	4.98	5.91	6.49	1.50	0.57	199
Overall:		6.85	7.92	7.38	0.53	-0.54	310

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	1.80	1.58	1.51	1.75	1.56	296
AS-2	Giving users individual attention	1.86	1.70	1.56	1.75	1.62	290
AS-3	Employees who are consistently courteous	1.60	1.25	1.31	1.80	1.52	297
AS-4	Readiness to respond to users' questions	1.54	1.17	1.41	1.65	1.39	296
AS-5	Employees who have the knowledge to answer user questions	1.68	1.45	1.39	1.61	1.43	289
AS-6	Employees who deal with users in a caring fashion	1.92	1.55	1.33	1.79	1.53	293
AS-7	Employees who understand the needs of their users	1.62	1.26	1.35	1.71	1.45	290
AS-8	Willingness to help users	1.65	1.20	1.31	1.57	1.26	292
AS-9	Dependability in handling users' service problems	1.50	1.14	1.47	1.57	1.42	268
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.47	0.77	1.55	1.76	1.62	306
IC-2	A library Web site enabling me to locate information on my own	1.46	0.92	1.51	1.87	1.66	305
IC-3	The printed library materials I need for my work	1.86	1.89	1.56	1.96	1.95	281
IC-4	The electronic information resources I need	1.43	0.82	1.43	1.78	1.49	309
IC-5	Modern equipment that lets me easily access needed information	1.54	1.14	1.20	1.51	1.20	282
IC-6	Easy-to-use access tools that allow me to find things on my own	1.43	1.08	1.32	1.59	1.36	303
IC-7	Making information easily accessible for independent use	1.47	0.92	1.25	1.45	1.29	301
IC-8	Print and/or electronic journal collections I require for my work	1.39	0.88	1.46	1.71	1.56	307
Library as Place							
LP-1	Library space that inspires study and learning	2.06	2.04	1.53	2.12	2.22	276
LP-2	Quiet space for individual activities	2.12	2.22	1.39	2.12	2.10	263
LP-3	A comfortable and inviting location	1.90	1.72	1.49	1.87	1.75	278
LP-4	A getaway for study, learning, or research	2.21	2.24	1.55	2.16	2.26	261
LP-5	Community space for group learning and group study	2.34	2.51	1.79	2.40	2.65	199
Overall:		1.20	0.90	0.99	1.18	1.00	310

Language: American English

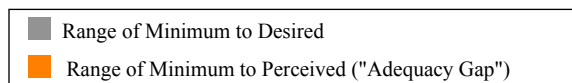
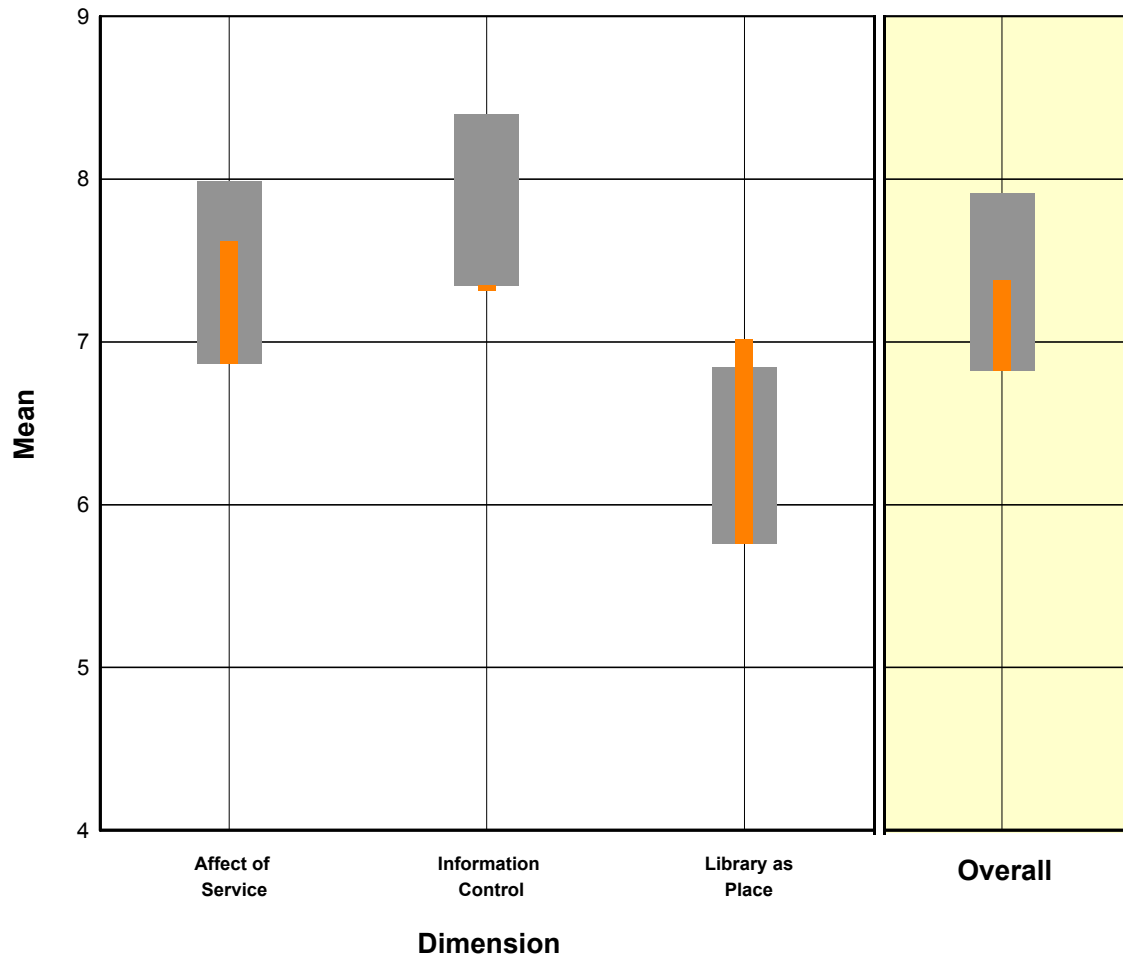
Institution Type: Academic Health Sciences

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.



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	6.87	7.99	7.62	0.75	-0.37	309
Information Control	7.35	8.40	7.31	-0.03	-1.09	310
Library as Place	5.76	6.84	7.01	1.25	0.17	299
Overall:	6.85	7.92	7.38	0.53	-0.54	310

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	1.73	1.40	1.42	1.70	1.48	309
Information Control	1.54	1.15	1.42	1.73	1.56	310
Library as Place	2.14	2.18	1.56	2.12	2.19	299
Overall:	1.20	0.90	0.99	1.18	1.00	310

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	7.00	8.37	7.05	0.05	-1.32	59
Librarians teaching me how to access or manage information	6.79	8.05	7.72	0.93	-0.33	58
An environment that facilitates group study and problem solving	5.59	6.70	6.67	1.09	-0.02	46
Access to information resources that support patient care	7.30	8.26	7.62	0.32	-0.64	50
Teaching me how to access, evaluate, and use information	6.13	7.45	6.83	0.71	-0.62	221
Collections of online full-text articles sufficient to meet my needs	7.60	8.67	6.86	-0.74	-1.81	183
Electronic resources matching my information needs	7.46	8.59	6.94	-0.52	-1.65	63
Library keeping me informed about all of its services	5.91	6.91	6.75	0.84	-0.16	176
Making me aware of library resources and services	6.75	7.71	7.51	0.76	-0.21	63
Teaching me how to locate, evaluate, and use information	6.54	7.73	7.58	1.04	-0.15	52
Convenient service hours	6.57	7.66	7.30	0.73	-0.36	164
Personalization features in the electronic library	6.45	7.57	7.41	0.96	-0.16	56
Timely delivery of the articles and documents that I need	7.46	8.36	7.66	0.20	-0.70	56
The library provides access to archival materials (documents, manuscripts, and photographs)	6.12	7.29	6.98	0.86	-0.31	145

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	1.40	1.05	1.57	2.04	1.74	59
Librarians teaching me how to access or manage information	1.64	1.08	1.28	1.78	1.38	58
An environment that facilitates group study and problem solving	1.88	2.19	1.35	1.56	1.84	46
Access to information resources that support patient care	1.63	1.50	1.09	1.68	1.47	50
Teaching me how to access, evaluate, and use information	1.96	1.75	1.68	2.04	2.06	221
Collections of online full-text articles sufficient to meet my needs	1.43	1.01	1.47	2.04	1.69	183
Electronic resources matching my information needs	1.46	0.84	1.49	1.95	1.67	63
Library keeping me informed about all of its services	1.78	1.77	1.60	1.93	1.96	176
Making me aware of library resources and services	1.79	1.49	1.40	1.66	1.32	63
Teaching me how to locate, evaluate, and use information	1.79	1.51	1.27	1.80	1.60	52
Convenient service hours	1.87	1.68	1.28	1.73	1.80	164
Personalization features in the electronic library	1.93	1.62	1.53	1.86	1.53	56
Timely delivery of the articles and documents that I need	1.54	1.10	1.23	1.51	1.40	56
The library provides access to archival materials (documents, manuscripts, and photographs)	2.09	2.02	1.46	1.70	1.69	145

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.	7.81	1.38	310
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.58	310
How would you rate the overall quality of the service provided by the library?	7.64	1.16	310

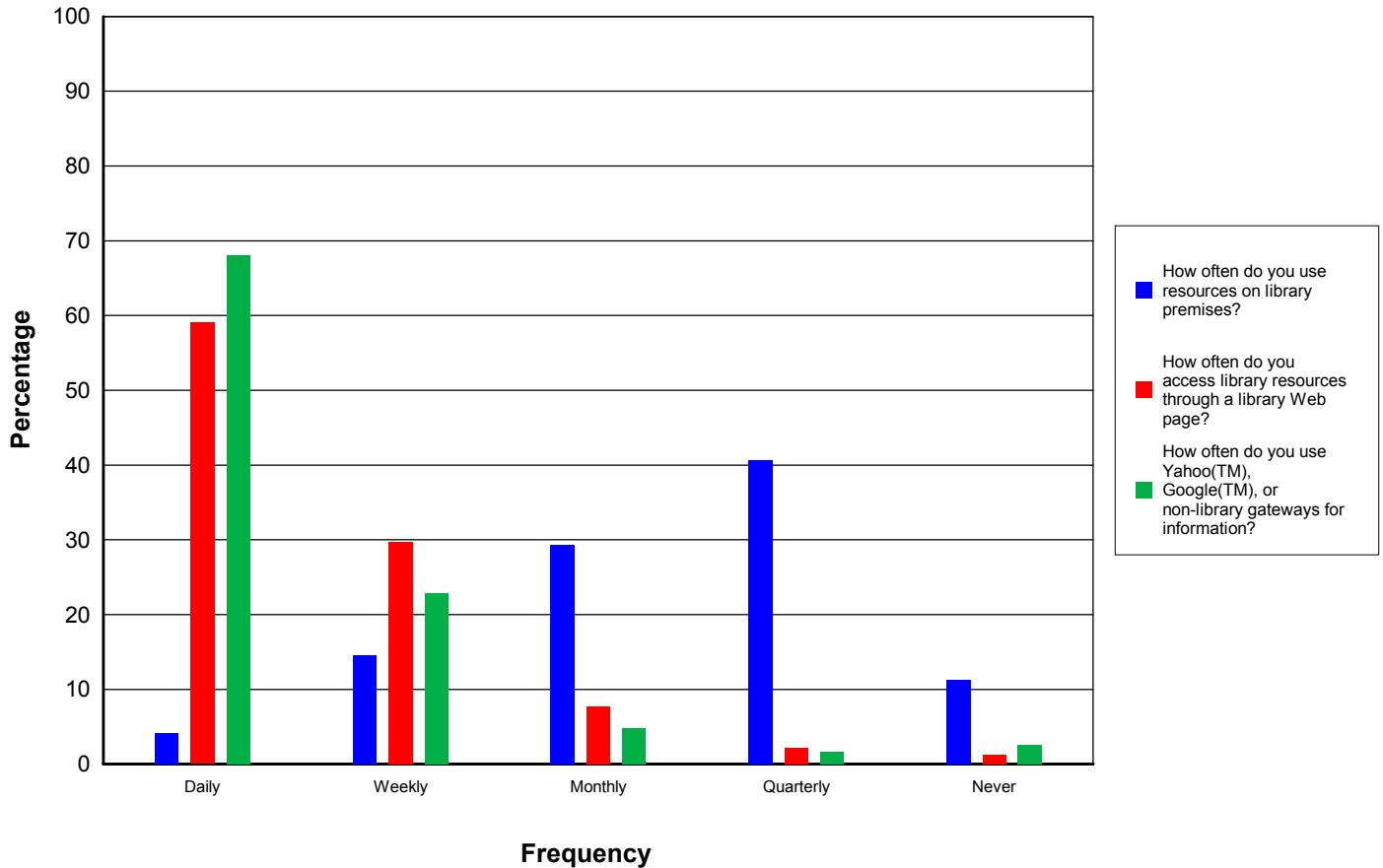
7.6 Information Literacy Outcomes Questions Summary for Faculty

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.	7.00	1.76	310
The library aids my advancement in my academic discipline or work.	7.43	1.48	310
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.45	310
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	2.01	310
The library provides me with the information skills I need in my work or study.	6.63	1.83	310

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?	13 4.19%	45 14.52%	91 29.35%	126 40.65%	35 11.29%	310 100.00%
How often do you access library resources through a library Web page?	183 59.03%	92 29.68%	24 7.74%	7 2.26%	4 1.29%	310 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	211 68.06%	71 22.90%	15 4.84%	5 1.61%	8 2.58%	310 100.00%

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 %
23 - 30	1	9.09%
31 - 45	2	18.18%
46 - 65	8	72.73%
Total:	11	100.00%

8.1.2 Population and Respondent Profiles 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:	Population N	Population %	Respondents n	Respondents %
Male	7,175	56.08%	4	36.36%
Female	5,619	43.92%	7	63.64%
Total:	12,794	100.00%	11	100.00%

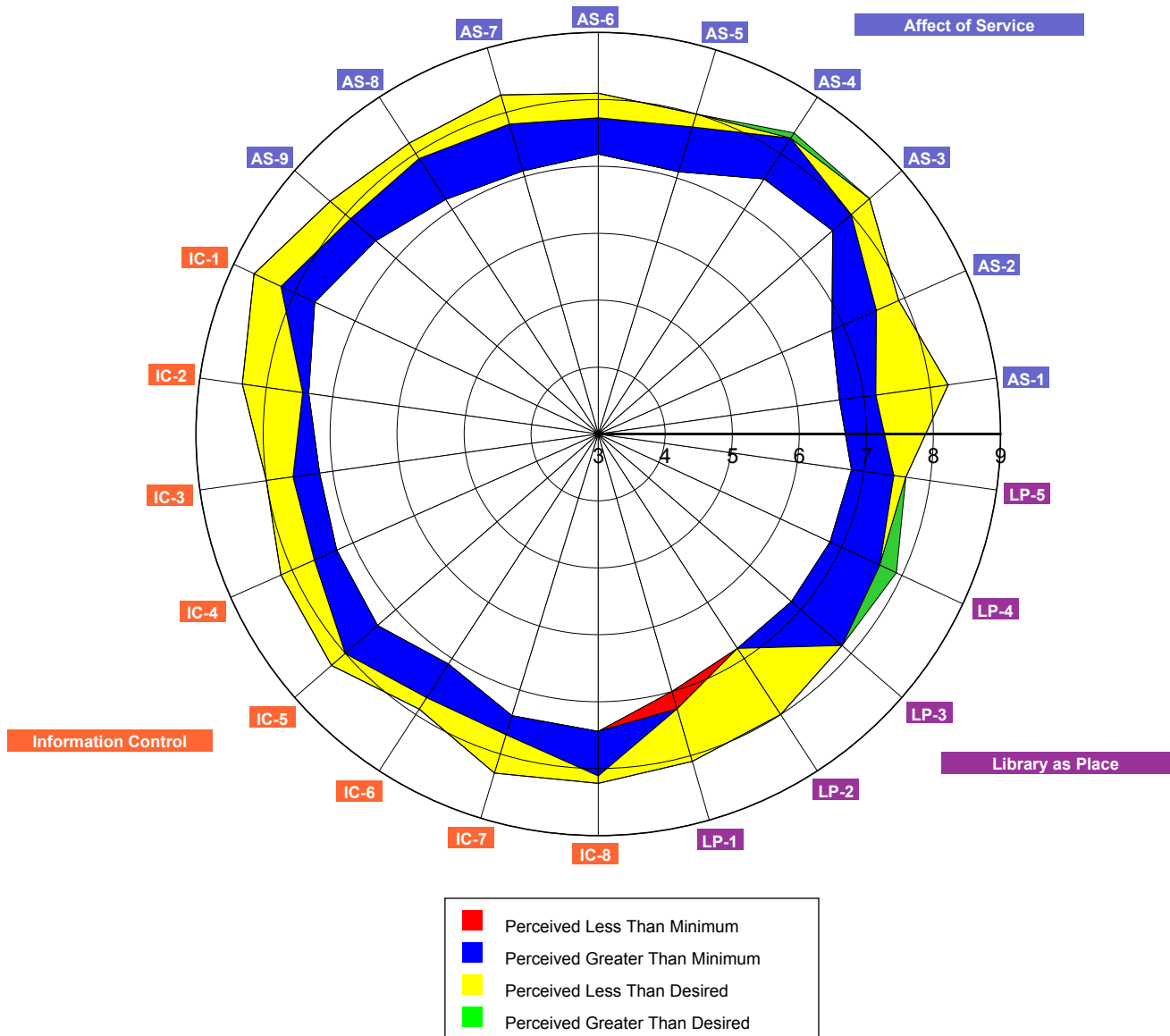
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Library Staff

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	6.64	8.27	7.18	0.55	-1.09	11
AS-2	Giving users individual attention	6.82	7.91	7.55	0.73	-0.36	11
AS-3	Employees who are consistently courteous	7.64	8.36	8.00	0.36	-0.36	11
AS-4	Readiness to respond to users' questions	7.55	8.27	8.36	0.82	0.09	11
AS-5	Employees who have the knowledge to answer user questions	7.10	8.00	7.80	0.70	-0.20	10
AS-6	Employees who deal with users in a caring fashion	7.18	8.09	7.73	0.55	-0.36	11
AS-7	Employees who understand the needs of their users	7.09	8.27	7.82	0.73	-0.45	11
AS-8	Willingness to help users	7.18	8.18	7.91	0.73	-0.27	11
AS-9	Dependability in handling users' service problems	7.40	8.30	7.90	0.50	-0.40	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.67	8.67	8.22	0.56	-0.44	9
IC-2	A library Web site enabling me to locate information on my own	7.36	8.36	7.45	0.09	-0.91	11
IC-3	The printed library materials I need for my work	7.20	8.00	7.60	0.40	-0.40	10
IC-4	The electronic information resources I need	7.27	8.18	7.64	0.36	-0.55	11
IC-5	Modern equipment that lets me easily access needed information	7.36	8.27	8.00	0.64	-0.27	11
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	7.90	7.70	0.60	-0.20	10
IC-7	Making information easily accessible for independent use	7.40	8.30	7.70	0.30	-0.60	10
IC-8	Print and/or electronic journal collections I require for my work	7.44	8.22	8.11	0.67	-0.11	9
Library as Place							
LP-1	Library space that inspires study and learning	7.27	8.09	7.00	-0.27	-1.09	11
LP-2	Quiet space for individual activities	6.82	8.00	6.82	0.00	-1.18	11
LP-3	A comfortable and inviting location	6.82	7.82	7.82	1.00	0.00	11
LP-4	A getaway for study, learning, or research	6.82	7.64	7.91	1.09	0.27	11
LP-5	Community space for group learning and group study	6.82	7.64	7.45	0.64	-0.18	11
Overall:		7.10	8.07	7.69	0.59	-0.38	11

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	1.80	1.01	1.17	2.42	1.64	11
AS-2	Giving users individual attention	1.33	1.14	0.93	1.10	1.03	11
AS-3	Employees who are consistently courteous	1.43	1.03	0.77	1.91	1.36	11
AS-4	Readiness to respond to users' questions	1.44	1.01	0.67	1.47	1.14	11
AS-5	Employees who have the knowledge to answer user questions	1.29	1.25	1.23	1.49	1.23	10
AS-6	Employees who deal with users in a caring fashion	1.33	1.14	0.79	1.63	1.29	11
AS-7	Employees who understand the needs of their users	1.22	1.01	0.98	1.79	1.51	11
AS-8	Willingness to help users	1.33	1.17	0.94	1.49	1.35	11
AS-9	Dependability in handling users' service problems	1.07	0.95	0.99	1.65	1.51	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.50	0.71	0.83	1.42	0.73	9
IC-2	A library Web site enabling me to locate information on my own	1.29	0.92	0.93	1.64	1.14	11
IC-3	The printed library materials I need for my work	1.23	1.05	1.17	1.96	1.35	10
IC-4	The electronic information resources I need	1.42	1.17	0.92	1.50	0.93	11
IC-5	Modern equipment that lets me easily access needed information	1.36	1.01	1.00	1.21	1.01	11
IC-6	Easy-to-use access tools that allow me to find things on my own	1.10	1.10	0.67	1.35	1.32	10
IC-7	Making information easily accessible for independent use	1.17	0.95	0.95	1.83	1.51	10
IC-8	Print and/or electronic journal collections I require for my work	1.13	1.09	0.78	1.22	1.17	9
Library as Place							
LP-1	Library space that inspires study and learning	1.42	1.45	1.67	2.20	1.87	11
LP-2	Quiet space for individual activities	0.98	1.00	1.40	2.00	2.04	11
LP-3	A comfortable and inviting location	1.08	1.17	1.08	1.18	1.34	11
LP-4	A getaway for study, learning, or research	1.25	1.12	0.70	1.14	1.10	11
LP-5	Community space for group learning and group study	1.08	1.29	0.93	1.29	1.33	11
Overall:		1.18	0.96	0.72	1.36	1.12	11

Language: American English

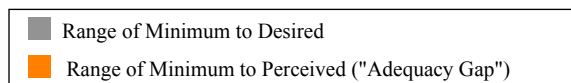
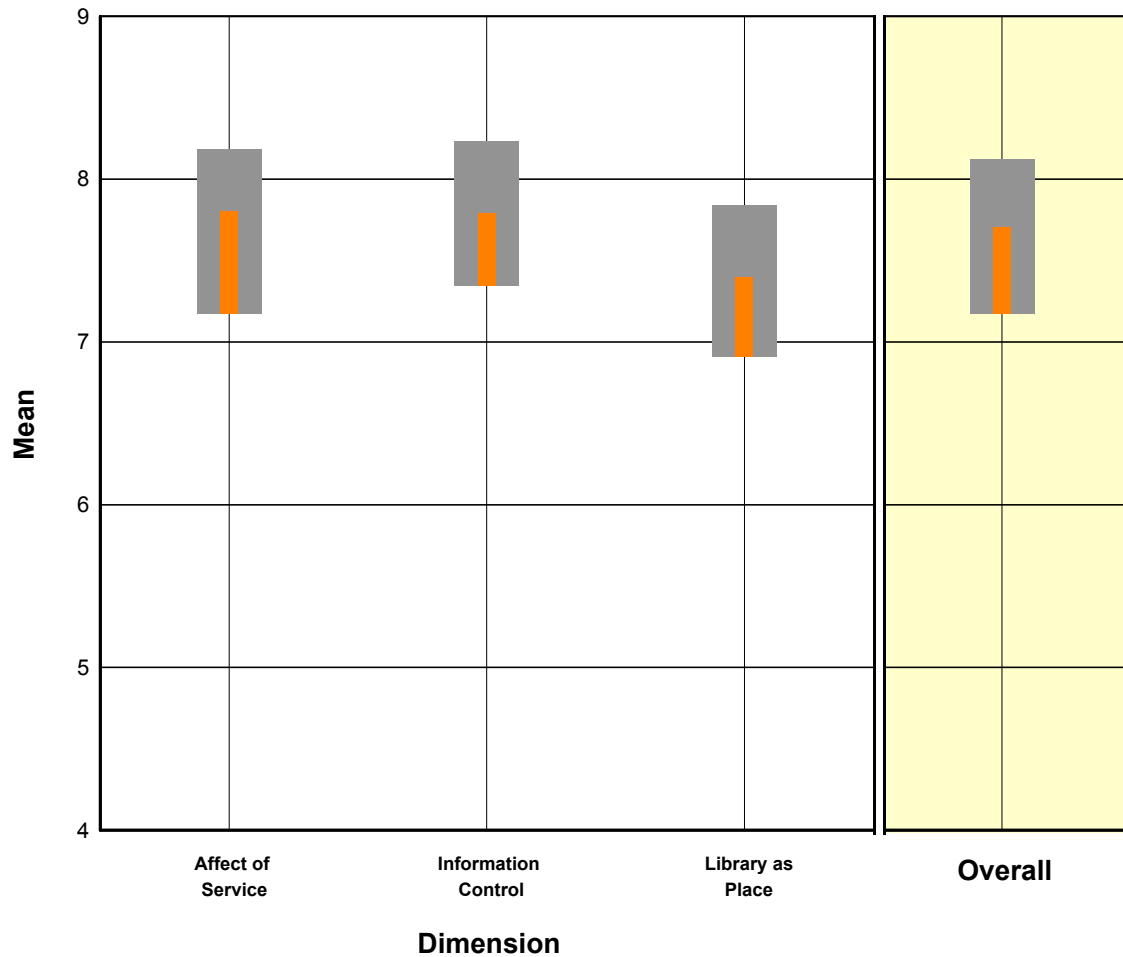
Institution Type: Academic Health Sciences

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	7.18	8.19	7.80	0.63	-0.38	11
Information Control	7.35	8.23	7.79	0.44	-0.44	11
Library as Place	6.91	7.84	7.40	0.49	-0.44	11
Overall:	7.10	8.07	7.69	0.59	-0.38	11

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	1.04	0.96	1.64	1.33	11
Information Control	1.24	0.99	0.92	1.48	1.14	11
Library as Place	1.14	1.18	1.24	1.65	1.63	11
Overall:	1.18	0.96	0.72	1.36	1.12	11

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	7.50	8.50	7.75	0.25	-0.75	4
Librarians teaching me how to access or manage information	6.40	7.60	8.00	1.60	0.40	5
An environment that facilitates group study and problem solving	7.00	7.75	7.25	0.25	-0.50	4
Access to information resources that support patient care	6.60	7.00	6.80	0.20	-0.20	5
Teaching me how to access, evaluate, and use information	6.83	8.00	7.83	1.00	-0.17	6
Electronic resources matching my information needs	7.20	8.20	8.20	1.00	0.00	5
Making me aware of library resources and services	6.83	8.00	7.83	1.00	-0.17	6
Teaching me how to locate, evaluate, and use information	7.00	7.83	7.50	0.50	-0.33	6
Personalization features in the electronic library	6.67	7.50	7.67	1.00	0.17	6
Timely delivery of the articles and documents that I need	7.33	8.33	8.00	0.67	-0.33	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	1.00	0.58	0.96	1.71	0.96	4
Librarians teaching me how to access or manage information	3.13	2.61	0.71	2.70	2.19	5
An environment that facilitates group study and problem solving	0.00	0.50	1.71	1.71	1.73	4
Access to information resources that support patient care	0.89	1.22	1.30	0.84	1.10	5
Teaching me how to access, evaluate, and use information	1.60	1.26	0.75	2.19	1.33	6
Electronic resources matching my information needs	1.48	1.10	0.84	2.24	1.58	5
Making me aware of library resources and services	1.72	1.26	0.75	2.19	1.33	6
Teaching me how to locate, evaluate, and use information	1.10	1.33	0.84	1.05	1.03	6
Personalization features in the electronic library	1.21	1.22	0.82	1.79	1.83	6
Timely delivery of the articles and documents that I need	1.37	1.21	1.26	2.16	1.97	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.	7.73	1.27	11
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.45	1.21	11
How would you rate the overall quality of the service provided by the library?	7.45	1.04	11

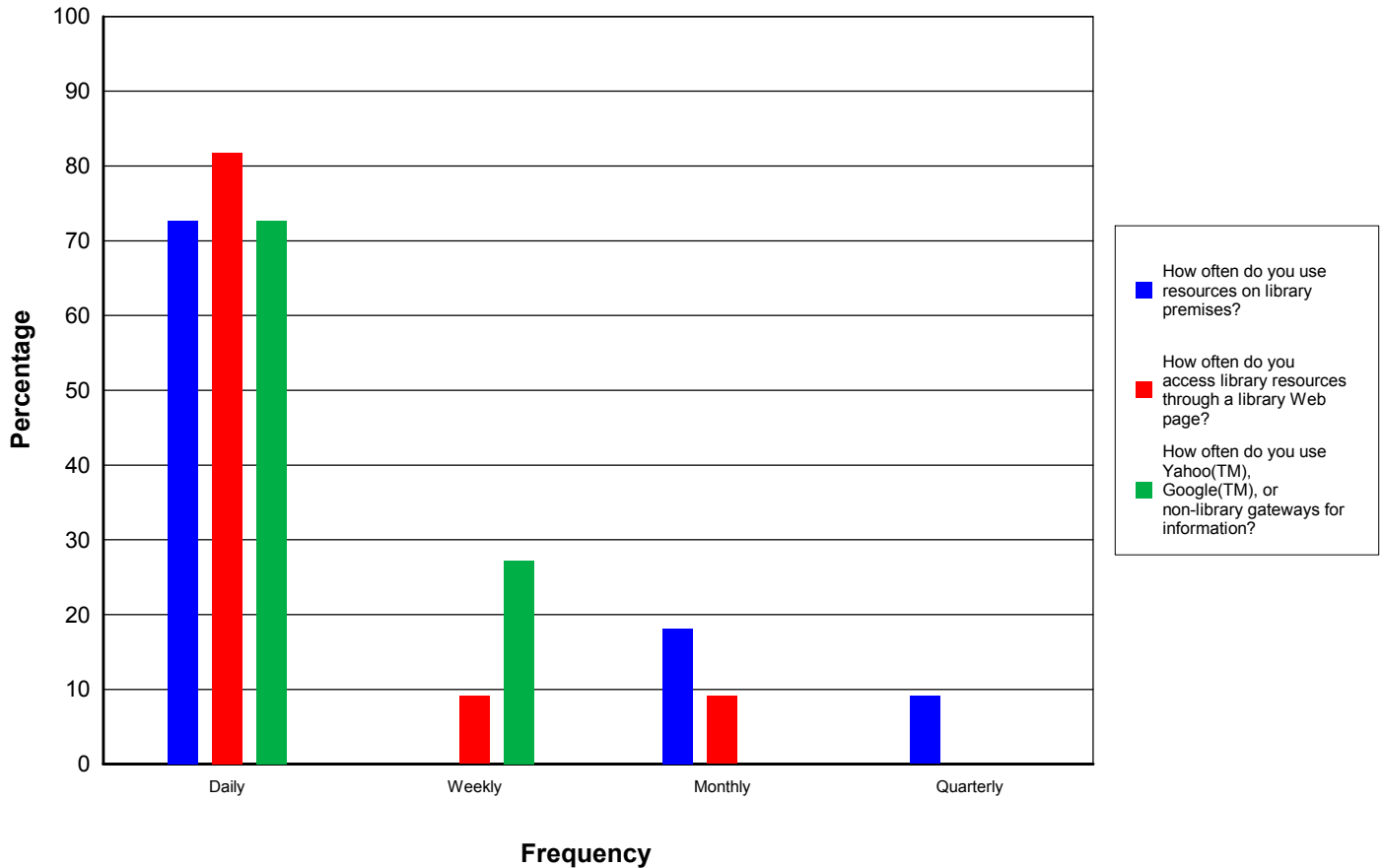
8.6 Information Literacy Outcomes Questions Summary for Library Staff

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.	7.09	1.14	11
The library aids my advancement in my academic discipline or work.	7.27	1.10	11
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.29	11
The library helps me distinguish between trustworthy and untrustworthy information.	6.73	1.56	11
The library provides me with the information skills I need in my work or study.	7.09	1.04	11

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	n / %
How often do you use resources on library premises?	8 72.73%	0 0.00%	2 18.18%	1 9.09%	11 100.00%
How often do you access library resources through a library Web page?	9 81.82%	1 9.09%	1 9.09%	0 0.00%	11 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8 72.73%	3 27.27%	0 0.00%	0 0.00%	11 100.00%

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 %
18 - 22	4	2.58%
23 - 30	46	29.68%
31 - 45	61	39.35%
46 - 65	43	27.74%
Over 65	1	0.65%
Total:	155	100.00%

9.1.2 Population and Respondent Profiles 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:	Population N	Population %	Respondents n	Respondents %
Male	7,175	56.08%	41	26.45%
Female	5,619	43.92%	114	73.55%
Total:	12,794	100.00%	155	100.00%

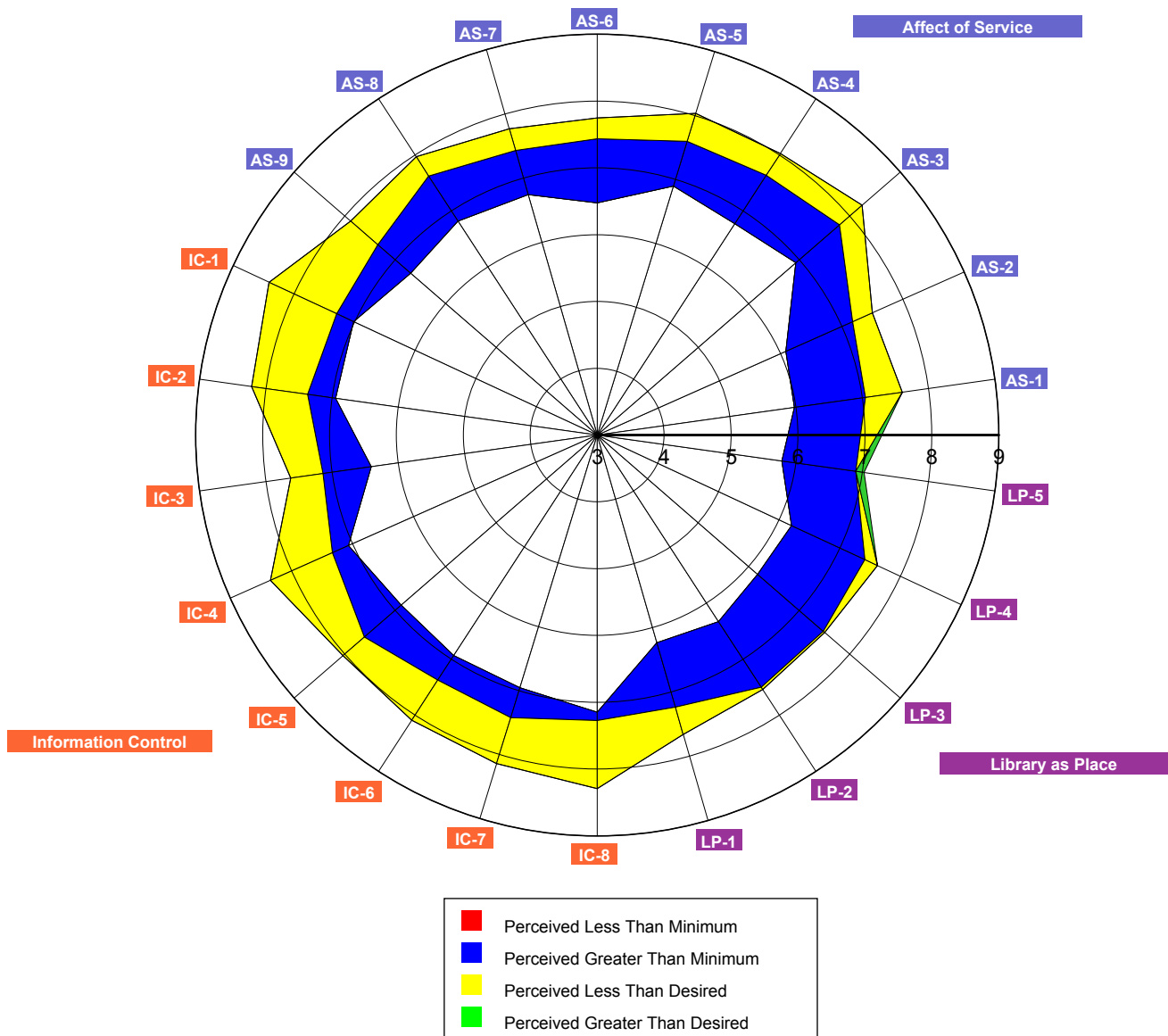
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Staff

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	5.98	7.61	7.05	1.07	-0.56	142
AS-2	Giving users individual attention	6.09	7.50	7.18	1.09	-0.33	141
AS-3	Employees who are consistently courteous	6.93	8.24	7.80	0.86	-0.45	152
AS-4	Readiness to respond to users' questions	6.77	8.03	7.64	0.86	-0.39	151
AS-5	Employees who have the knowledge to answer user questions	6.90	8.03	7.60	0.70	-0.44	147
AS-6	Employees who deal with users in a caring fashion	6.48	7.75	7.44	0.96	-0.31	147
AS-7	Employees who understand the needs of their users	6.74	7.77	7.43	0.69	-0.34	144
AS-8	Willingness to help users	6.82	7.97	7.62	0.81	-0.34	149
AS-9	Dependability in handling users' service problems	6.69	7.88	7.34	0.65	-0.54	134
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.02	8.41	7.30	0.28	-1.11	148
IC-2	A library Web site enabling me to locate information on my own	6.95	8.22	7.37	0.42	-0.84	153
IC-3	The printed library materials I need for my work	6.41	7.63	7.14	0.73	-0.49	131
IC-4	The electronic information resources I need	7.07	8.35	7.33	0.26	-1.01	153
IC-5	Modern equipment that lets me easily access needed information	6.88	8.03	7.61	0.73	-0.42	144
IC-6	Easy-to-use access tools that allow me to find things on my own	6.93	8.09	7.38	0.44	-0.72	152
IC-7	Making information easily accessible for independent use	6.95	8.14	7.42	0.47	-0.72	153
IC-8	Print and/or electronic journal collections I require for my work	7.15	8.29	7.27	0.12	-1.02	140
Library as Place							
LP-1	Library space that inspires study and learning	6.24	7.66	7.24	1.00	-0.43	127
LP-2	Quiet space for individual activities	6.33	7.54	7.50	1.17	-0.04	124
LP-3	A comfortable and inviting location	6.18	7.51	7.48	1.30	-0.03	140
LP-4	A getaway for study, learning, or research	6.21	7.62	7.42	1.21	-0.21	130
LP-5	Community space for group learning and group study	5.79	6.90	7.03	1.24	0.13	103
Overall:		6.66	7.92	7.40	0.74	-0.52	155

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	1.90	1.41	1.55	1.66	1.50	142
AS-2	Giving users individual attention	1.92	1.51	1.62	1.69	1.43	141
AS-3	Employees who are consistently courteous	1.76	1.22	1.40	1.70	1.18	152
AS-4	Readiness to respond to users' questions	1.60	1.36	1.43	1.65	1.32	151
AS-5	Employees who have the knowledge to answer user questions	1.71	1.29	1.32	1.54	1.05	147
AS-6	Employees who deal with users in a caring fashion	1.91	1.47	1.43	1.78	1.22	147
AS-7	Employees who understand the needs of their users	1.71	1.43	1.43	1.53	1.12	144
AS-8	Willingness to help users	1.71	1.34	1.46	1.63	1.23	149
AS-9	Dependability in handling users' service problems	1.75	1.41	1.64	1.87	1.53	134
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.78	1.13	1.65	1.75	1.71	148
IC-2	A library Web site enabling me to locate information on my own	1.73	1.12	1.42	1.97	1.53	153
IC-3	The printed library materials I need for my work	1.74	1.48	1.46	1.73	1.65	131
IC-4	The electronic information resources I need	1.57	1.05	1.46	1.93	1.55	153
IC-5	Modern equipment that lets me easily access needed information	1.74	1.30	1.34	1.55	1.23	144
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.19	1.26	1.70	1.49	152
IC-7	Making information easily accessible for independent use	1.64	1.14	1.35	1.85	1.34	153
IC-8	Print and/or electronic journal collections I require for my work	1.59	1.16	1.43	2.05	1.62	140
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.48	1.58	1.98	1.42	127
LP-2	Quiet space for individual activities	1.93	1.62	1.39	1.95	1.58	124
LP-3	A comfortable and inviting location	2.10	1.64	1.41	2.01	1.46	140
LP-4	A getaway for study, learning, or research	2.01	1.62	1.20	1.88	1.50	130
LP-5	Community space for group learning and group study	2.32	2.03	1.68	2.09	1.83	103
Overall:		1.45	1.01	1.13	1.37	0.93	155

Language: American English

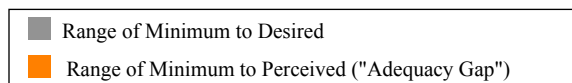
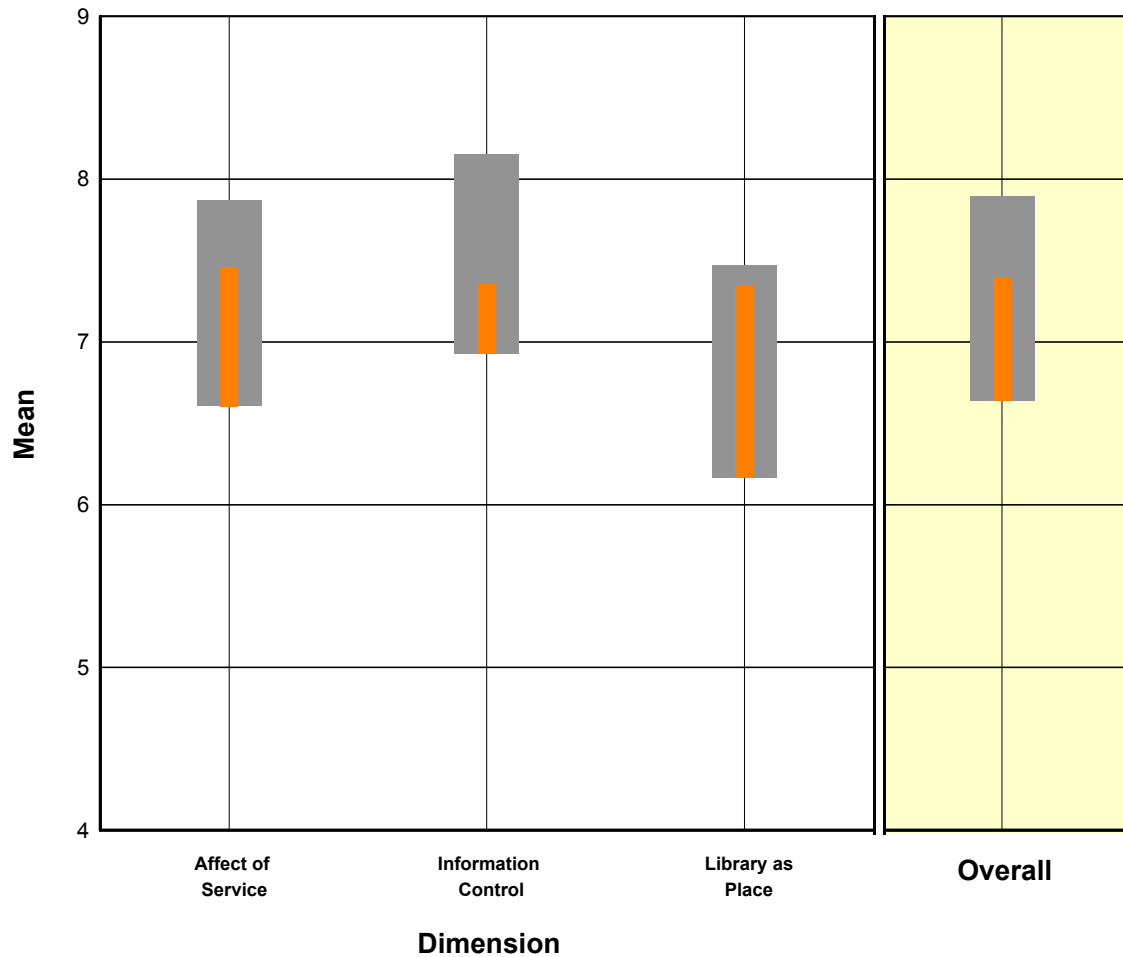
Institution Type: Academic Health Sciences

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	6.61	7.87	7.46	0.85	-0.41	154
Information Control	6.93	8.15	7.36	0.43	-0.80	155
Library as Place	6.16	7.47	7.35	1.18	-0.12	146
Overall:	6.66	7.92	7.40	0.74	-0.52	155

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	1.80	1.40	1.49	1.68	1.29	154
Information Control	1.69	1.21	1.43	1.83	1.53	155
Library as Place	2.08	1.69	1.46	1.98	1.56	146
Overall:	1.45	1.01	1.13	1.37	0.93	155

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	6.65	7.77	7.10	0.45	-0.68	31
Librarians teaching me how to access or manage information	6.37	7.71	7.03	0.66	-0.69	35
An environment that facilitates group study and problem solving	5.52	6.62	6.71	1.19	0.10	21
Access to information resources that support patient care	6.92	8.08	7.44	0.52	-0.64	25
Teaching me how to access, evaluate, and use information	6.03	7.35	6.79	0.76	-0.56	107
Collections of online full-text articles sufficient to meet my needs	7.29	8.39	7.19	-0.10	-1.19	31
Electronic resources matching my information needs	7.11	8.29	6.89	-0.21	-1.39	38
Library keeping me informed about all of its services	5.86	7.28	6.72	0.86	-0.55	29
Making me aware of library resources and services	5.87	7.32	6.98	1.11	-0.34	82
Teaching me how to locate, evaluate, and use information	6.08	7.32	7.08	1.00	-0.24	74
Convenient service hours	6.60	7.90	7.73	1.13	-0.17	30
Personalization features in the electronic library	5.77	7.06	6.94	1.17	-0.11	70
Timely delivery of the articles and documents that I need	6.51	7.92	7.49	0.98	-0.43	65
The library provides access to archival materials (documents, manuscripts, and photographs)	6.27	7.12	7.27	1.00	0.15	26

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	1.58	1.43	1.37	1.61	1.42	31
Librarians teaching me how to access or manage information	2.03	1.82	2.01	2.03	1.91	35
An environment that facilitates group study and problem solving	2.23	2.11	1.93	1.63	1.95	21
Access to information resources that support patient care	1.91	1.32	1.36	1.61	1.35	25
Teaching me how to access, evaluate, and use information	2.13	1.65	1.75	1.79	1.42	107
Collections of online full-text articles sufficient to meet my needs	1.77	0.72	1.49	2.40	1.56	31
Electronic resources matching my information needs	1.47	1.21	1.48	1.95	1.69	38
Library keeping me informed about all of its services	2.22	1.75	1.49	2.05	1.66	29
Making me aware of library resources and services	2.04	1.61	1.66	2.05	1.47	82
Teaching me how to locate, evaluate, and use information	2.09	1.78	1.57	1.75	1.37	74
Convenient service hours	2.08	1.37	1.23	1.98	1.26	30
Personalization features in the electronic library	2.28	1.94	1.72	1.85	1.63	70
Timely delivery of the articles and documents that I need	1.76	1.49	1.49	1.76	1.30	65
The library provides access to archival materials (documents, manuscripts, and photographs)	2.34	1.90	1.28	2.30	1.85	26

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.	7.79	1.28	154
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.51	1.27	154
How would you rate the overall quality of the service provided by the library?	7.59	1.25	155

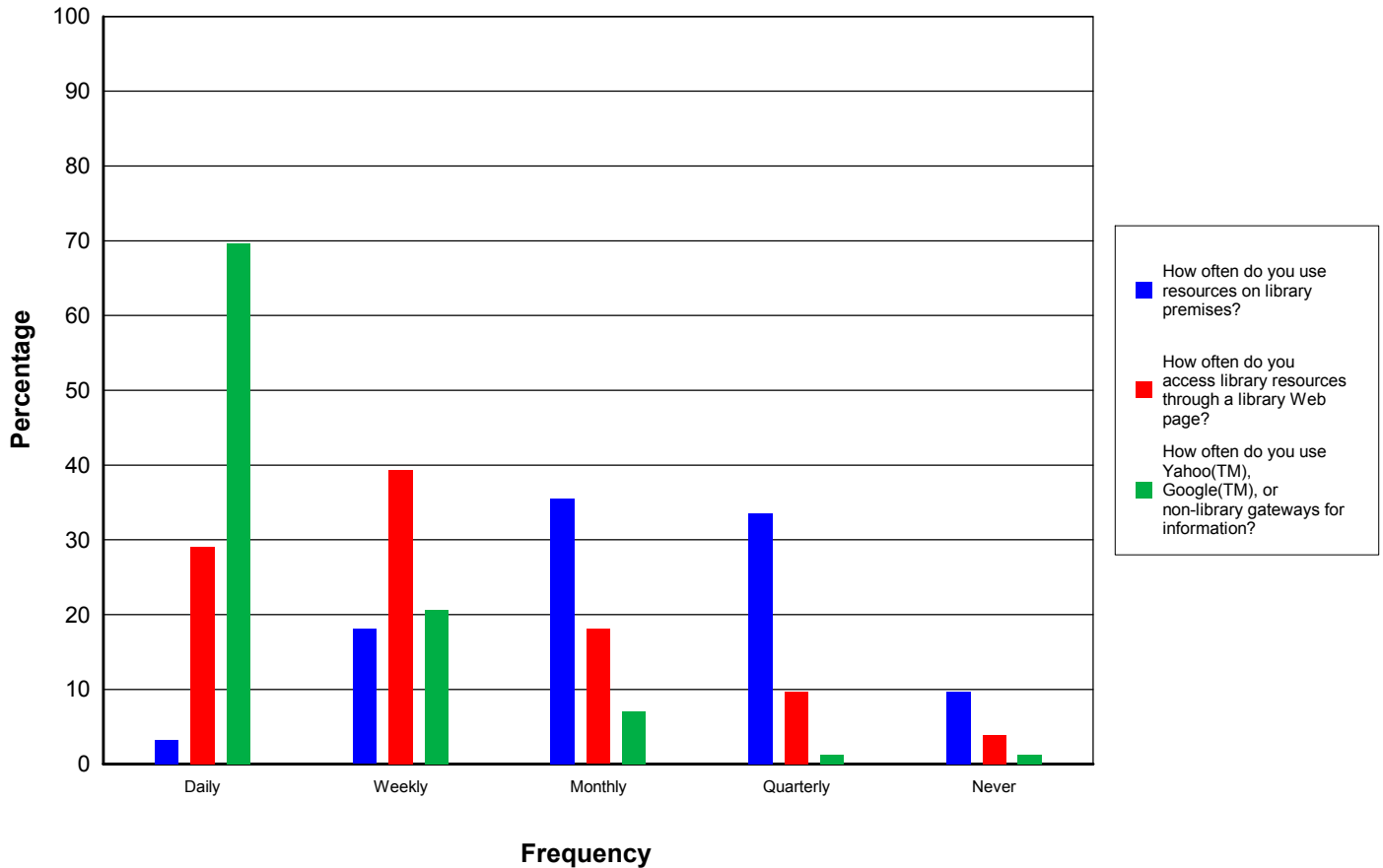
9.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.82	1.65	154
The library aids my advancement in my academic discipline or work.	7.18	1.48	154
The library enables me to be more efficient in my academic pursuits or work.	7.27	1.47	154
The library helps me distinguish between trustworthy and untrustworthy information.	6.21	1.93	154
The library provides me with the information skills I need in my work or study.	6.97	1.65	154

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?	5 3.23%	28 18.06%	55 35.48%	52 33.55%	15 9.68%	155 100.00%
How often do you access library resources through a library Web page?	45 29.03%	61 39.35%	28 18.06%	15 9.68%	6 3.87%	155 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	108 69.68%	32 20.65%	11 7.10%	2 1.29%	2 1.29%	155 100.00%

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

10 College or University Libraries Demographic Summary for ARL

10.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	2,863	10.39%
Second year	2,610	9.47%
Third year	2,995	10.87%
Fourth year	2,773	10.06%
Fifth year and above	803	2.91%
Non-degree	174	0.63%
Sub Total:	12,218	44.33%
Graduate		
Masters	4,017	14.58%
Doctoral	4,317	15.66%
Non-degree or Undecided	195	0.71%
Sub Total:	8,529	30.95%
Faculty		
Adjunct Faculty	236	0.86%
Assistant Professor	1,244	4.51%
Associate Professor	1,209	4.39%
Lecturer	405	1.47%
Professor	1,467	5.32%
Other Academic Status	445	1.61%
Sub Total:	5,006	18.16%
Library Staff		
Administrator	21	0.08%
Manager, Head of Unit	63	0.23%
Public Services	175	0.63%
Systems	13	0.05%
Technical Services	78	0.28%
Other	83	0.30%
Sub Total:	433	1.57%
Staff		
Research Staff	534	1.94%
Other staff positions	840	3.05%
Sub Total:	1,374	4.99%
Total:	27,560	100.00%

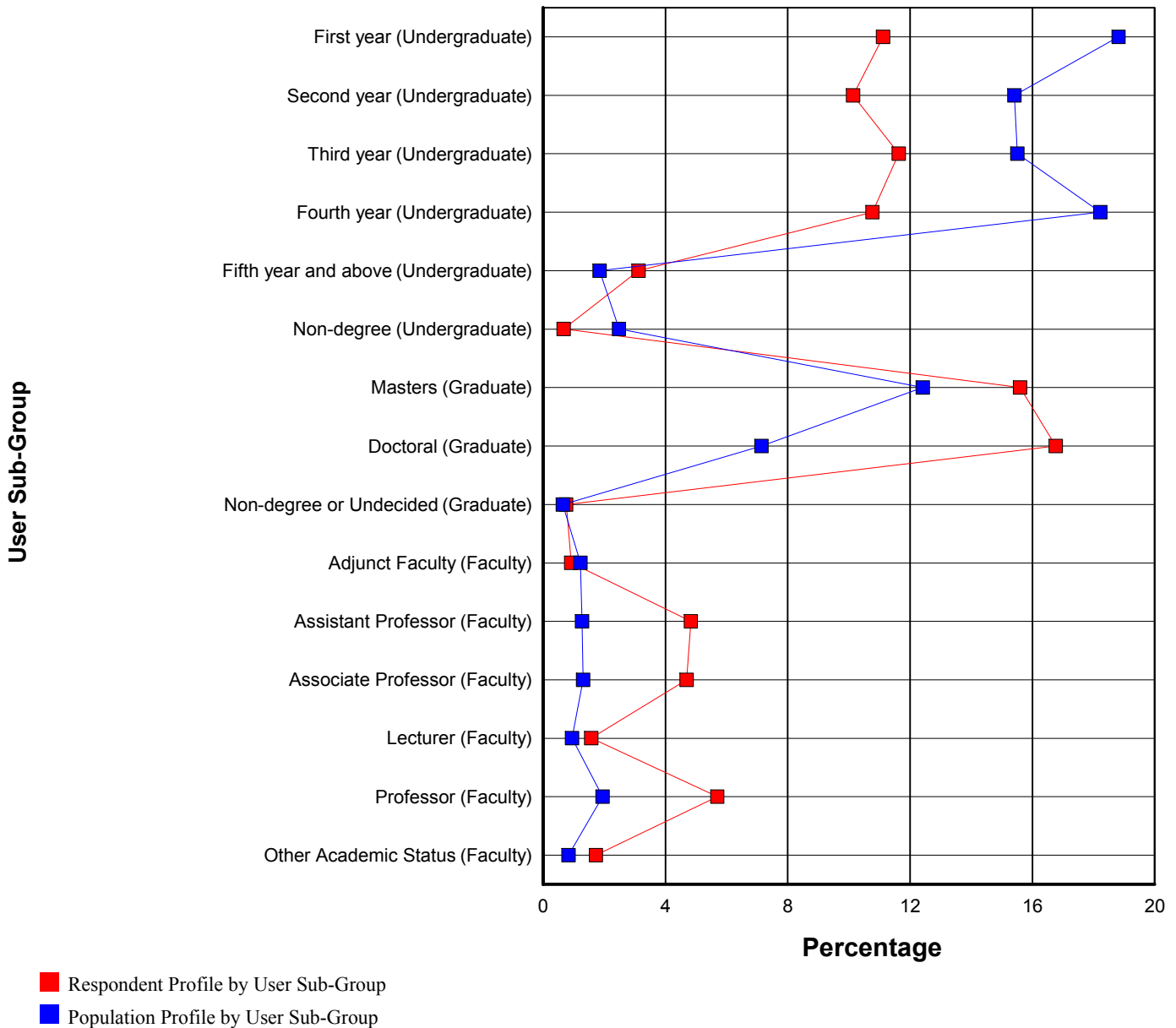
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: All

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: College or University
 Consortium: ARL
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	196,498	18.82%	2,863	11.12%	7.70%
Second year (Undergraduate)	160,930	15.41%	2,610	10.13%	5.28%
Third year (Undergraduate)	161,936	15.51%	2,995	11.63%	3.88%
Fourth year (Undergraduate)	190,249	18.22%	2,773	10.77%	7.45%
Fifth year and above (Undergraduate)	19,268	1.85%	803	3.12%	-1.27%
Non-degree (Undergraduate)	25,905	2.48%	174	0.68%	1.80%
Masters (Graduate)	129,658	12.42%	4,017	15.60%	-3.18%
Doctoral (Graduate)	74,576	7.14%	4,317	16.76%	-9.62%
Non-degree or Undecided (Graduate)	6,766	0.65%	195	0.76%	-0.11%
Adjunct Faculty (Faculty)	12,749	1.22%	236	0.92%	0.30%
Assistant Professor (Faculty)	13,313	1.27%	1,244	4.83%	-3.56%
Associate Professor (Faculty)	13,638	1.31%	1,209	4.69%	-3.39%
Lecturer (Faculty)	9,867	0.94%	405	1.57%	-0.63%
Professor (Faculty)	20,294	1.94%	1,467	5.70%	-3.75%
Other Academic Status (Faculty)	8,653	0.83%	445	1.73%	-0.90%
Total:	1,044,300	100.00%	25,753	100.00%	0.00%

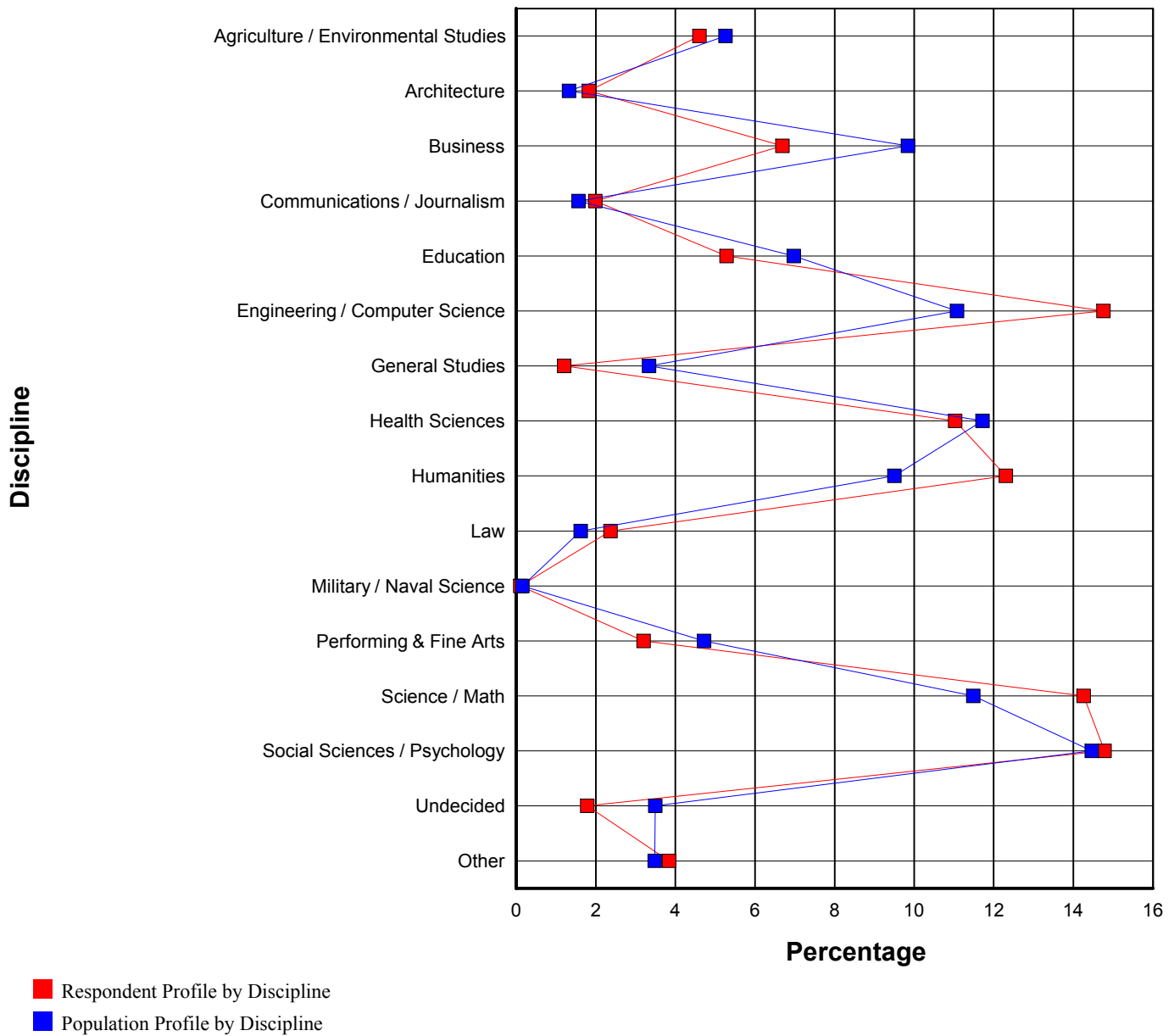
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff)

10.3 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)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	52,687	5.26%	1,184	4.60%	0.66%
Architecture	13,312	1.33%	470	1.83%	-0.50%
Business	98,662	9.84%	1,721	6.69%	3.16%
Communications / Journalism	15,648	1.56%	511	1.99%	-0.42%
Education	69,888	6.97%	1,360	5.28%	1.69%
Engineering / Computer Science	110,975	11.07%	3,797	14.75%	-3.68%
General Studies	33,414	3.33%	309	1.20%	2.13%
Health Sciences	117,430	11.72%	2,839	11.03%	0.69%
Humanities	95,267	9.51%	3,166	12.30%	-2.80%
Law	16,230	1.62%	609	2.37%	-0.75%
Military / Naval Science	1,537	0.15%	25	0.10%	0.06%
Performing & Fine Arts	47,297	4.72%	823	3.20%	1.52%
Science / Math	115,084	11.48%	3,669	14.26%	-2.77%
Social Sciences / Psychology	144,935	14.46%	3,804	14.78%	-0.32%
Undecided	34,976	3.49%	458	1.78%	1.71%
Other	34,837	3.48%	989	3.84%	-0.37%
Total:	1,002,179	100.00%	25,734	100.00%	0.00%

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

10.4 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	64	0.24%
18 - 22	9,607	35.43%
23 - 30	7,888	29.09%
31 - 45	5,203	19.19%
46 - 65	3,949	14.56%
Over 65	406	1.50%
Total:	27,117	100.00%

10.5 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	510,102	47.24%	11,949	44.09%
Female	569,780	52.76%	15,154	55.91%
Total:	1,079,882	100.00%	27,103	100.00%

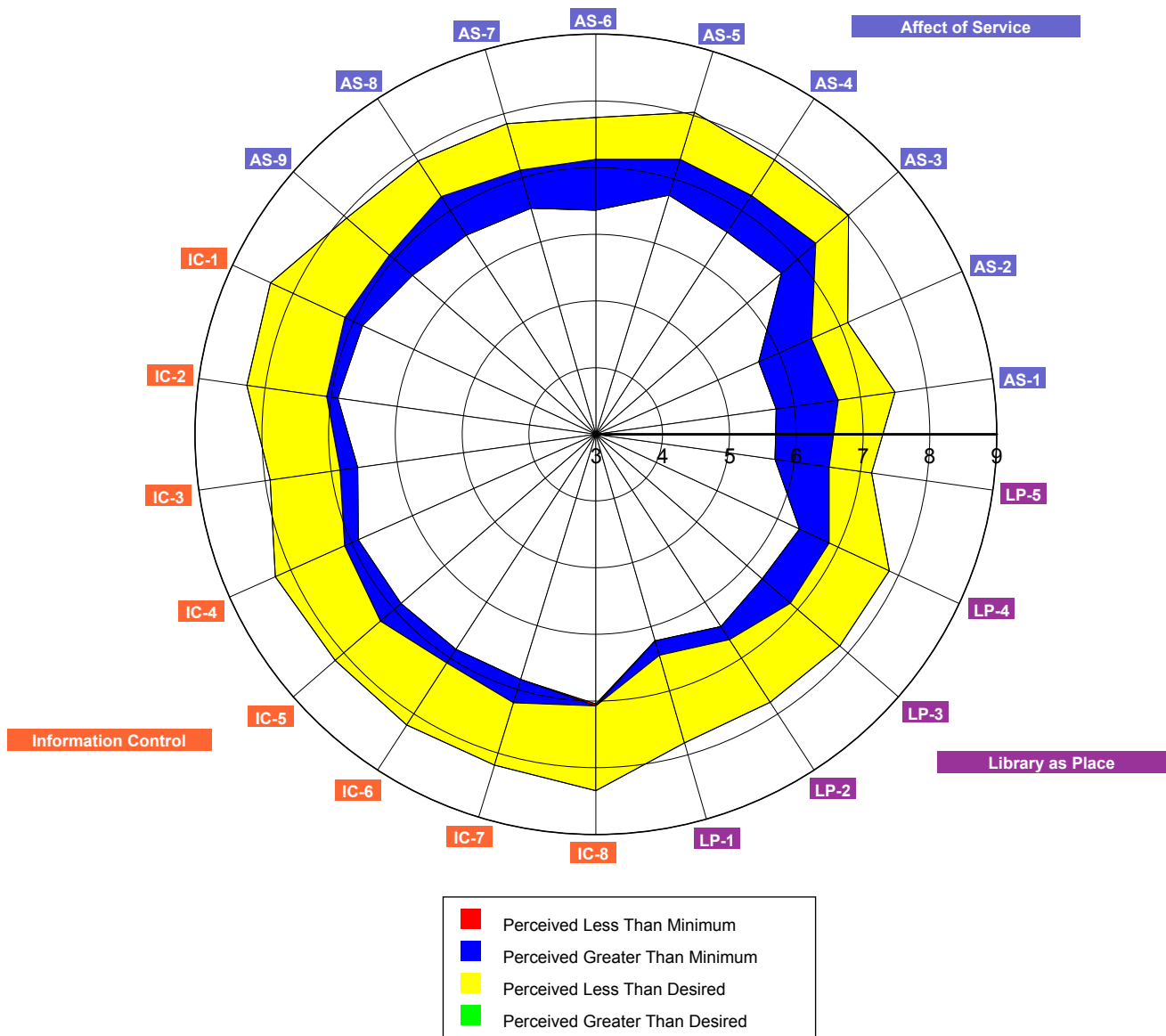
11 College or University Libraries Survey Item Summary for ARL

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: 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	5.73	7.52	6.67	0.94	-0.86	25,361
AS-2	Giving users individual attention	5.67	7.13	6.53	0.86	-0.59	25,451
AS-3	Employees who are consistently courteous	6.68	8.01	7.37	0.68	-0.65	26,467
AS-4	Readiness to respond to users' questions	6.61	7.91	7.27	0.66	-0.64	25,522
AS-5	Employees who have the knowledge to answer user questions	6.75	8.05	7.31	0.56	-0.73	25,517
AS-6	Employees who deal with users in a caring fashion	6.36	7.75	7.12	0.76	-0.63	25,446
AS-7	Employees who understand the needs of their users	6.53	7.84	7.12	0.59	-0.72	25,151
AS-8	Willingness to help users	6.56	7.89	7.25	0.69	-0.64	25,426
AS-9	Dependability in handling users' service problems	6.64	7.94	7.10	0.46	-0.85	21,724
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.85	8.37	7.14	0.29	-1.23	26,459
IC-2	A library Web site enabling me to locate information on my own	6.90	8.27	7.07	0.17	-1.21	26,776
IC-3	The printed library materials I need for my work	6.60	7.92	6.87	0.27	-1.05	24,465
IC-4	The electronic information resources I need	6.89	8.25	7.12	0.22	-1.13	26,422
IC-5	Modern equipment that lets me easily access needed information	6.87	8.17	7.27	0.40	-0.90	26,155
IC-6	Easy-to-use access tools that allow me to find things on my own	6.84	8.20	7.09	0.25	-1.11	26,407
IC-7	Making information easily accessible for independent use	6.85	8.18	7.21	0.36	-0.98	26,150
IC-8	Print and/or electronic journal collections I require for my work	7.07	8.34	7.04	-0.03	-1.30	25,364
Library as Place							
LP-1	Library space that inspires study and learning	6.22	7.82	6.45	0.23	-1.37	25,670
LP-2	Quiet space for individual activities	6.44	7.79	6.67	0.23	-1.12	25,004
LP-3	A comfortable and inviting location	6.30	7.84	6.86	0.56	-0.98	26,010
LP-4	A getaway for study, learning, or research	6.36	7.85	6.85	0.49	-0.99	25,060
LP-5	Community space for group learning and group study	5.71	7.17	6.53	0.82	-0.64	22,248
Overall:		6.53	7.93	7.00	0.47	-0.93	27,127

Language: American English

Institution Type: College or University

Consortium: ARL

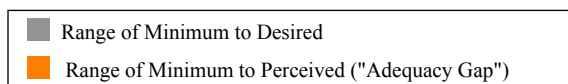
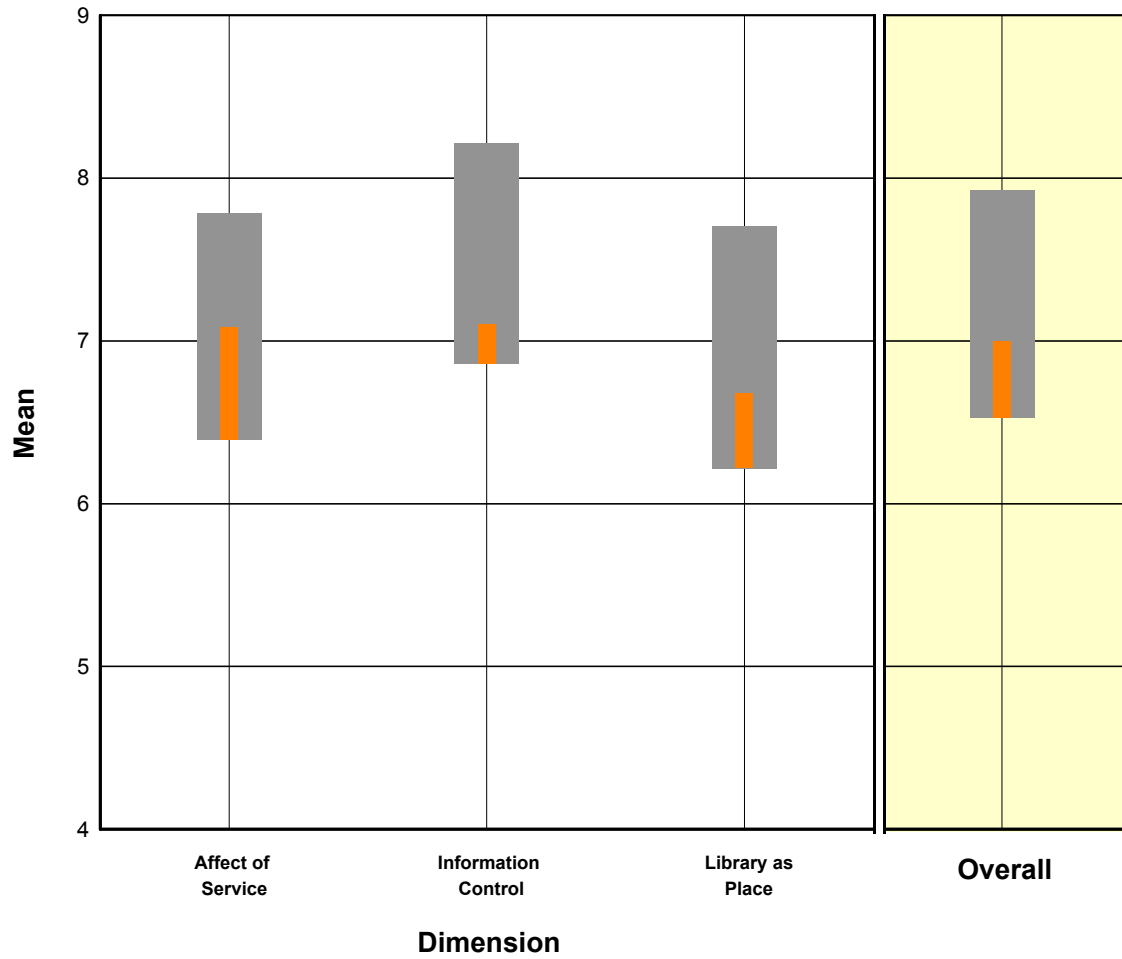
User Group: All (Excluding Library Staff)

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	1.79	1.51	1.63	1.86	1.71	25,361
AS-2	Giving users individual attention	1.94	1.72	1.75	1.86	1.73	25,451
AS-3	Employees who are consistently courteous	1.76	1.29	1.56	1.95	1.67	26,467
AS-4	Readiness to respond to users' questions	1.65	1.28	1.48	1.76	1.53	25,522
AS-5	Employees who have the knowledge to answer user questions	1.64	1.23	1.46	1.76	1.52	25,517
AS-6	Employees who deal with users in a caring fashion	1.78	1.41	1.52	1.84	1.61	25,446
AS-7	Employees who understand the needs of their users	1.70	1.32	1.49	1.80	1.57	25,151
AS-8	Willingness to help users	1.71	1.32	1.49	1.80	1.53	25,426
AS-9	Dependability in handling users' service problems	1.65	1.28	1.53	1.82	1.61	21,724
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.12	1.65	2.02	1.75	26,459
IC-2	A library Web site enabling me to locate information on my own	1.64	1.13	1.59	1.94	1.69	26,776
IC-3	The printed library materials I need for my work	1.72	1.41	1.58	1.95	1.78	24,465
IC-4	The electronic information resources I need	1.59	1.14	1.44	1.86	1.59	26,422
IC-5	Modern equipment that lets me easily access needed information	1.61	1.16	1.44	1.83	1.55	26,155
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.13	1.45	1.85	1.58	26,407
IC-7	Making information easily accessible for independent use	1.58	1.12	1.40	1.80	1.51	26,150
IC-8	Print and/or electronic journal collections I require for my work	1.63	1.13	1.58	2.03	1.73	25,364
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.57	1.87	2.35	2.23	25,670
LP-2	Quiet space for individual activities	1.92	1.64	1.85	2.39	2.23	25,004
LP-3	A comfortable and inviting location	1.81	1.43	1.74	2.17	1.98	26,010
LP-4	A getaway for study, learning, or research	1.89	1.55	1.67	2.13	1.93	25,060
LP-5	Community space for group learning and group study	2.13	1.98	1.79	2.35	2.28	22,248
Overall:		1.30	0.89	1.10	1.39	1.14	27,127

Language: American English
Institution Type: College or University
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: 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	6.39	7.78	7.08	0.69	-0.70	27,060
Information Control	6.86	8.22	7.10	0.24	-1.11	27,120
Library as Place	6.22	7.71	6.68	0.46	-1.03	26,724
Overall:	6.53	7.93	7.00	0.47	-0.93	27,127

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	1.78	1.41	1.57	1.83	1.61	27,060
Information Control	1.64	1.17	1.52	1.91	1.65	27,120
Library as Place	1.93	1.65	1.79	2.29	2.14	26,724
Overall:	1.30	0.89	1.10	1.39	1.14	27,127

Language: American English
 Institution Type: College or University
 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 using library's online article indexes	6.60	8.25	6.63	0.03	-1.62	1,237
Availability of online help when using my library's electronic resources	6.25	7.61	6.66	0.41	-0.95	1,355
Informing me of useful library services	6.12	7.40	6.39	0.27	-1.01	582
Ease of use of electronic resources	6.82	8.21	7.12	0.30	-1.09	1,079
Providing help when and where I need it	6.40	7.93	6.99	0.59	-0.94	2,397
Teaching me how to access, evaluate, and use information	5.85	7.32	6.59	0.74	-0.73	10,682
Making me aware of library services	6.28	7.53	6.79	0.51	-0.74	285
Online course support (readings, links, references)	6.22	7.77	6.76	0.54	-1.01	2,291
Electronic resources matching my information needs	7.06	8.38	6.79	-0.27	-1.59	657
Video and sound recording resources I need for my research	5.53	7.02	6.28	0.76	-0.73	709
Access to rare and historical materials	5.22	6.85	6.65	1.43	-0.20	1,124
Contribution to the intellectual atmosphere of the campus	6.25	7.68	6.97	0.73	-0.71	3,292
Library keeping me informed about all of its services	5.31	6.85	6.01	0.70	-0.84	3,623
The multimedia (CD / DVD / video / audio) collections I need	5.78	7.30	6.36	0.58	-0.93	2,088
Availability of subject specialist assistance	5.83	7.38	6.46	0.63	-0.92	2,305
Helpfulness in dealing with users' IT problems	6.53	8.07	6.57	0.04	-1.50	642
Making me aware of library resources and services	5.92	7.37	6.53	0.61	-0.85	13,359
Teaching me how to locate, evaluate, and use information	5.79	7.32	6.75	0.96	-0.57	1,639
Efficient interlibrary loan / document delivery	6.42	7.96	7.26	0.84	-0.70	423
Convenient service hours	6.72	8.13	7.55	0.83	-0.58	1,531
Ability to navigate library Web pages easily	6.79	8.18	6.92	0.12	-1.26	15,395
A center for intellectual stimulation	6.12	7.42	6.24	0.12	-1.19	380
A secure and safe place	7.14	8.15	7.62	0.48	-0.53	2,209
Access to archives, special collections	6.33	7.57	6.89	0.56	-0.68	257
Accuracy in the catalog, borrowing, and overdue records	6.91	8.10	7.27	0.37	-0.83	1,029
Assuring users of the accuracy and confidentiality of their transactions	7.30	8.28	7.98	0.68	-0.30	401
Convenient business hours	6.55	7.90	7.45	0.90	-0.45	2,757
Enabling me to find information myself 24 hours a day	6.91	8.18	7.13	0.21	-1.05	2,699
Improving library-use skills as a by-product of seeking assistance from library staff	5.82	7.39	6.91	1.09	-0.48	1,139

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: All (Excluding Library Staff)

Instruction in library use, when needed	6.34	7.64	7.47	1.13	-0.18	467
Interdisciplinary library needs being addressed	6.31	7.62	6.78	0.46	-0.84	1,741
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.42	7.82	7.15	0.74	-0.67	2,187
Providing direction to self-navigate the library	6.33	7.93	6.87	0.54	-1.06	1,442
Providing me with information allowing me to work in my own way	6.65	8.00	7.40	0.75	-0.60	490
Providing services as promised	7.00	8.27	7.76	0.76	-0.51	476
Space for group / individual study and research needs	6.14	7.40	6.27	0.13	-1.13	816
Space that facilitates quiet study	6.48	7.65	6.16	-0.32	-1.49	609
Timely document delivery / interlibrary loan	6.87	8.14	7.41	0.55	-0.73	1,689
Personalization features in the electronic library	5.58	6.85	6.04	0.46	-0.81	298
Space for students to study and work in groups	5.89	7.21	6.07	0.18	-1.15	878
Adequate hours of service	6.81	8.07	7.25	0.43	-0.83	7,515
Timely delivery of the articles and documents that I need	6.86	8.06	6.94	0.08	-1.12	135
Librarians working with teams or individuals to fulfill specialized knowledge requirements	6.08	7.47	6.54	0.46	-0.93	312
Library staff providing help that assists in finding information needed now while improving my research skills	6.37	7.79	7.24	0.87	-0.55	1,408
The library program teaches me how to access, evaluate, and use information	6.15	7.43	6.63	0.48	-0.80	676
The 24 by 7 live chat service provides information assistance when and where I need it	5.38	6.39	6.13	0.75	-0.26	72
Ease and timeliness in getting materials from other libraries	6.47	7.90	6.93	0.47	-0.97	7,636

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
Ease of using library's online article indexes	1.69	1.21	1.81	2.09	1.91	1,237
Availability of online help when using my library's electronic resources	1.90	1.63	1.77	1.99	1.88	1,355
Informing me of useful library services	2.01	1.69	1.92	2.29	2.20	582
Ease of use of electronic resources	1.74	1.20	1.55	1.97	1.66	1,079
Providing help when and where I need it	1.71	1.33	1.58	1.88	1.71	2,397
Teaching me how to access, evaluate, and use information	1.86	1.66	1.68	1.98	1.87	10,682
Making me aware of library services	1.88	1.59	1.76	2.02	1.96	285
Online course support (readings, links, references)	1.79	1.47	1.52	1.83	1.69	2,291
Electronic resources matching my information needs	1.50	0.98	1.48	1.95	1.60	657
Video and sound recording resources I need for my research	2.36	2.15	1.99	2.59	2.41	709
Access to rare and historical materials	2.37	2.26	1.82	2.42	2.27	1,124
Contribution to the intellectual atmosphere of the campus	2.01	1.66	1.67	1.93	1.72	3,292
Library keeping me informed about all of its services	2.04	1.86	1.87	2.09	2.08	3,623
The multimedia (CD / DVD / video / audio) collections I need	2.13	1.92	1.78	2.26	2.16	2,088
Availability of subject specialist assistance	1.86	1.59	1.75	1.96	1.86	2,305
Helpfulness in dealing with users' IT problems	1.85	1.41	1.88	2.26	2.13	642
Making me aware of library resources and services	1.81	1.53	1.65	2.01	1.88	13,359
Teaching me how to locate, evaluate, and use information	2.06	1.76	1.65	2.02	1.85	1,639
Efficient interlibrary loan / document delivery	1.91	1.45	1.65	2.10	1.82	423
Convenient service hours	1.71	1.27	1.43	1.92	1.62	1,531
Ability to navigate library Web pages easily	1.60	1.13	1.56	1.99	1.73	15,395
A center for intellectual stimulation	2.05	1.82	1.95	2.25	2.20	380
A secure and safe place	1.87	1.44	1.43	1.93	1.62	2,209
Access to archives, special collections	2.03	1.71	1.68	2.09	1.88	257
Accuracy in the catalog, borrowing, and overdue records	1.81	1.35	1.63	2.02	1.73	1,029
Assuring users of the accuracy and confidentiality of their transactions	1.54	0.99	1.14	1.38	1.10	401
Convenient business hours	1.48	1.16	1.50	1.89	1.65	2,757
Enabling me to find information myself 24 hours a day	1.75	1.27	1.67	2.06	1.81	2,699
Improving library-use skills as a by-product of seeking assistance from library staff	1.79	1.44	1.37	1.77	1.56	1,139

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

Instruction in library use, when needed	2.09	1.66	1.60	1.95	1.57	467
Interdisciplinary library needs being addressed	1.84	1.62	1.71	2.00	1.87	1,741
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.80	1.46	1.59	1.87	1.68	2,187
Providing direction to self-navigate the library	1.83	1.42	1.58	1.93	1.78	1,442
Providing me with information allowing me to work in my own way	1.83	1.25	1.32	1.81	1.27	490
Providing services as promised	1.54	1.12	1.14	1.42	1.16	476
Space for group / individual study and research needs	2.11	1.95	1.84	2.61	2.52	816
Space that facilitates quiet study	2.02	1.82	1.94	2.75	2.57	609
Timely document delivery / interlibrary loan	1.72	1.28	1.52	1.85	1.56	1,689
Personalization features in the electronic library	2.25	2.08	2.05	2.12	2.15	298
Space for students to study and work in groups	2.03	1.93	1.90	2.39	2.38	878
Adequate hours of service	1.66	1.24	1.64	2.21	1.91	7,515
Timely delivery of the articles and documents that I need	1.85	1.29	1.67	2.08	1.69	135
Librarians working with teams or individuals to fulfill specialized knowledge requirements	2.02	1.65	1.83	2.05	1.78	312
Library staff providing help that assists in finding information needed now while improving my research skills	1.76	1.42	1.43	1.80	1.59	1,408
The library program teaches me how to access, evaluate, and use information	1.91	1.72	1.69	1.92	1.88	676
The 24 by 7 live chat service provides information assistance when and where I need it	2.37	2.41	2.18	2.45	2.21	72
Ease and timeliness in getting materials from other libraries	1.68	1.31	1.60	2.01	1.77	7,636

Language: American English
Institution Type: College or University
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.	7.42	1.51	27,126
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.06	1.59	27,124
How would you rate the overall quality of the service provided by the library?	7.21	1.32	27,124

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.	6.23	1.85	27,124
The library aids my advancement in my academic discipline or work.	6.94	1.65	27,121
The library enables me to be more efficient in my academic pursuits or work.	7.05	1.65	27,121
The library helps me distinguish between trustworthy and untrustworthy information.	5.94	1.97	27,123
The library provides me with the information skills I need in my work or study.	6.35	1.82	27,120

Language: American English

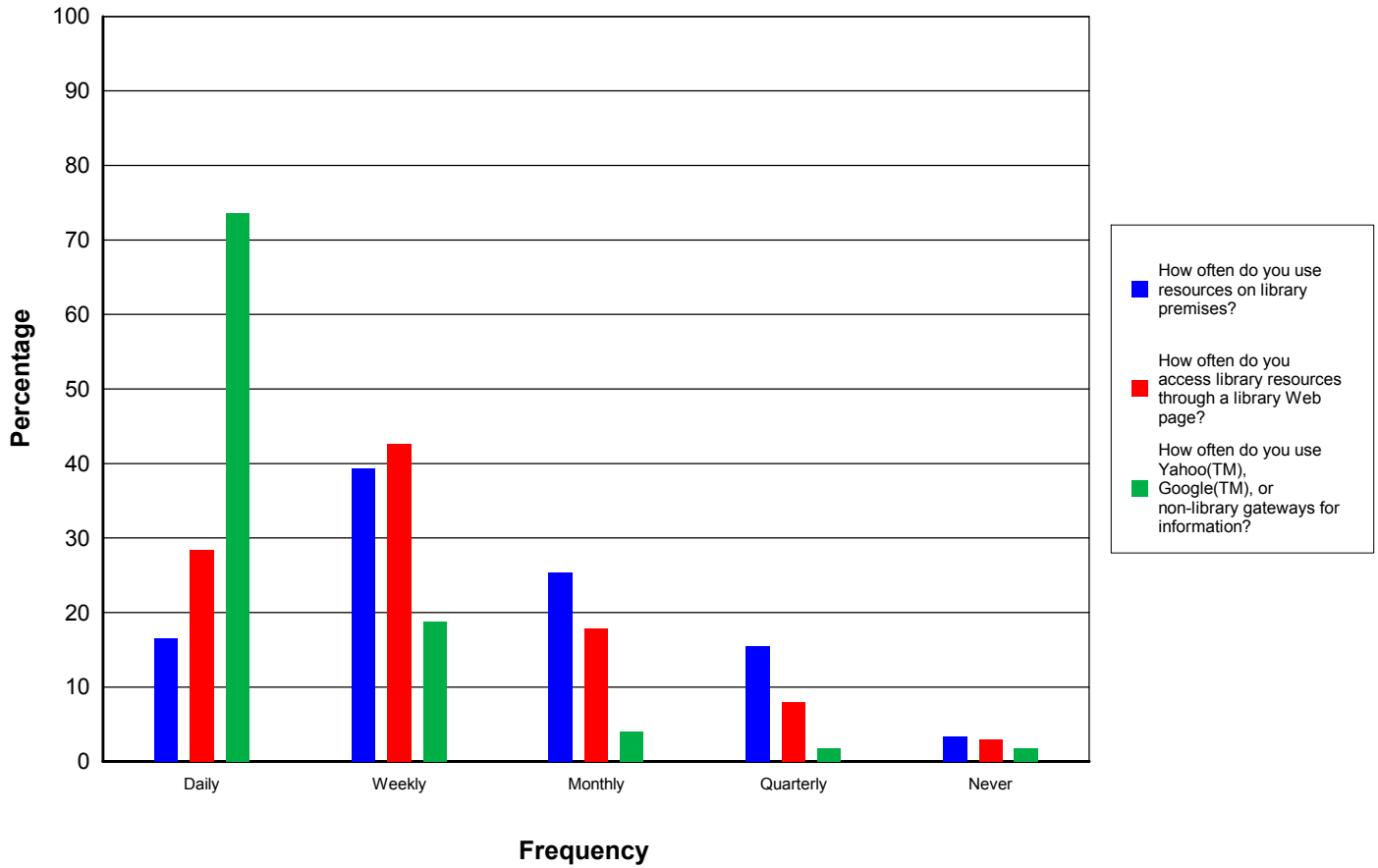
Institution Type: College or University

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?	4,474 16.49%	10,685 39.39%	6,873 25.34%	4,192 15.45%	901 3.32%	27,125 100.00%
How often do you access library resources through a library Web page?	7,715 28.45%	11,576 42.68%	4,852 17.89%	2,171 8.00%	808 2.98%	27,122 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	19,960 73.60%	5,099 18.80%	1,082 3.99%	495 1.83%	485 1.79%	27,121 100.00%

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

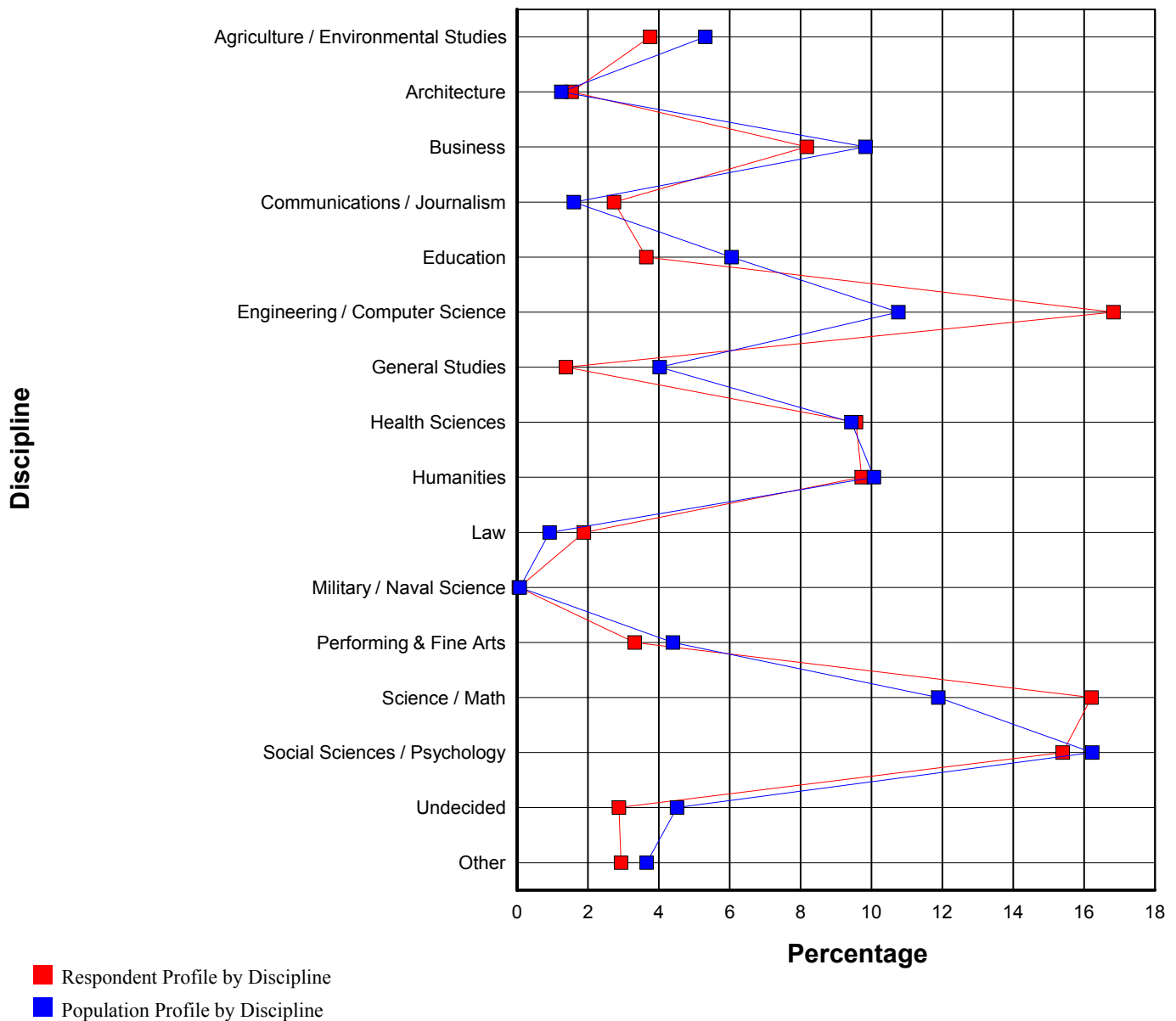
12 College or University Libraries Undergraduate Summary for ARL

12.1 Demographic Summary for Undergraduate

12.1.1 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	39,000	5.31%	458	3.75%	1.56%
Architecture	9,150	1.25%	188	1.54%	-0.29%
Business	72,198	9.83%	999	8.18%	1.65%
Communications / Journalism	11,722	1.60%	334	2.73%	-1.14%
Education	44,462	6.06%	445	3.64%	2.41%
Engineering / Computer Science	79,012	10.76%	2,056	16.83%	-6.07%
General Studies	29,520	4.02%	168	1.38%	2.65%
Health Sciences	69,265	9.43%	1,168	9.56%	-0.13%
Humanities	73,964	10.07%	1,188	9.73%	0.35%
Law	6,721	0.92%	230	1.88%	-0.97%
Military / Naval Science	551	0.08%	6	0.05%	0.03%
Performing & Fine Arts	32,264	4.39%	405	3.32%	1.08%
Science / Math	87,270	11.89%	1,980	16.21%	-4.32%
Social Sciences / Psychology	119,200	16.23%	1,881	15.40%	0.84%
Undecided	33,107	4.51%	351	2.87%	1.64%
Other	26,842	3.66%	358	2.93%	0.72%
Total:	734,248	100.00%	12,215	100.00%	0.00%

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

12.1.2 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	60	0.49%
18 - 22	9,194	75.25%
23 - 30	2,229	18.24%
31 - 45	537	4.40%
46 - 65	184	1.51%
Over 65	14	0.11%
Total:	12,218	100.00%

12.1.3 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.

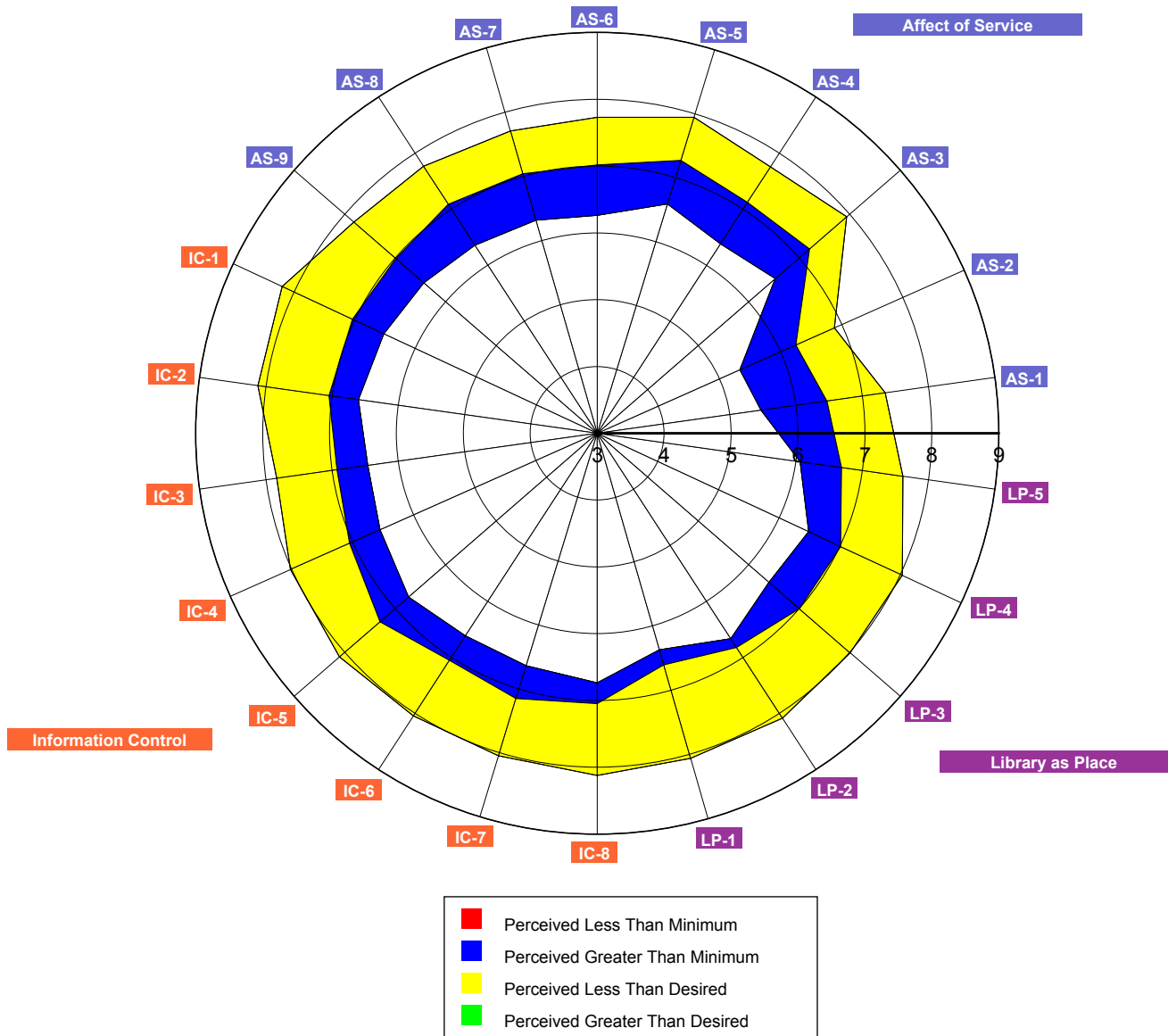
Sex:	Population N	Population %	Respondents n	Respondents %
Male	510,102	47.24%	4,728	38.70%
Female	569,780	52.76%	7,489	61.30%
Total:	1,079,882	100.00%	12,217	100.00%

12.2 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	5.47	7.35	6.47	0.99	-0.88	11,458
AS-2	Giving users individual attention	5.33	6.88	6.25	0.91	-0.63	11,402
AS-3	Employees who are consistently courteous	6.53	7.94	7.21	0.68	-0.73	11,919
AS-4	Readiness to respond to users' questions	6.38	7.75	7.12	0.74	-0.63	11,310
AS-5	Employees who have the knowledge to answer user questions	6.59	7.95	7.27	0.69	-0.67	11,398
AS-6	Employees who deal with users in a caring fashion	6.26	7.73	7.02	0.76	-0.71	11,437
AS-7	Employees who understand the needs of their users	6.32	7.71	7.04	0.72	-0.66	11,246
AS-8	Willingness to help users	6.36	7.76	7.09	0.73	-0.68	11,379
AS-9	Dependability in handling users' service problems	6.43	7.82	6.99	0.55	-0.83	9,462
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.52	8.20	7.04	0.52	-1.16	11,842
IC-2	A library Web site enabling me to locate information on my own	6.60	8.12	7.05	0.45	-1.07	12,004
IC-3	The printed library materials I need for my work	6.46	7.84	6.93	0.46	-0.91	10,944
IC-4	The electronic information resources I need	6.55	8.02	7.05	0.50	-0.96	11,764
IC-5	Modern equipment that lets me easily access needed information	6.74	8.10	7.30	0.57	-0.80	11,925
IC-6	Easy-to-use access tools that allow me to find things on my own	6.62	8.04	7.05	0.43	-0.99	11,856
IC-7	Making information easily accessible for independent use	6.64	8.05	7.15	0.52	-0.90	11,804
IC-8	Print and/or electronic journal collections I require for my work	6.74	8.12	7.05	0.31	-1.07	11,124
Library as Place							
LP-1	Library space that inspires study and learning	6.37	8.06	6.61	0.24	-1.46	12,083
LP-2	Quiet space for individual activities	6.67	8.09	6.82	0.16	-1.26	12,029
LP-3	A comfortable and inviting location	6.40	8.01	7.00	0.60	-1.01	12,086
LP-4	A getaway for study, learning, or research	6.49	8.03	7.01	0.53	-1.02	11,874
LP-5	Community space for group learning and group study	6.06	7.61	6.69	0.62	-0.93	11,416
Overall:		6.39	7.88	6.96	0.57	-0.92	12,218

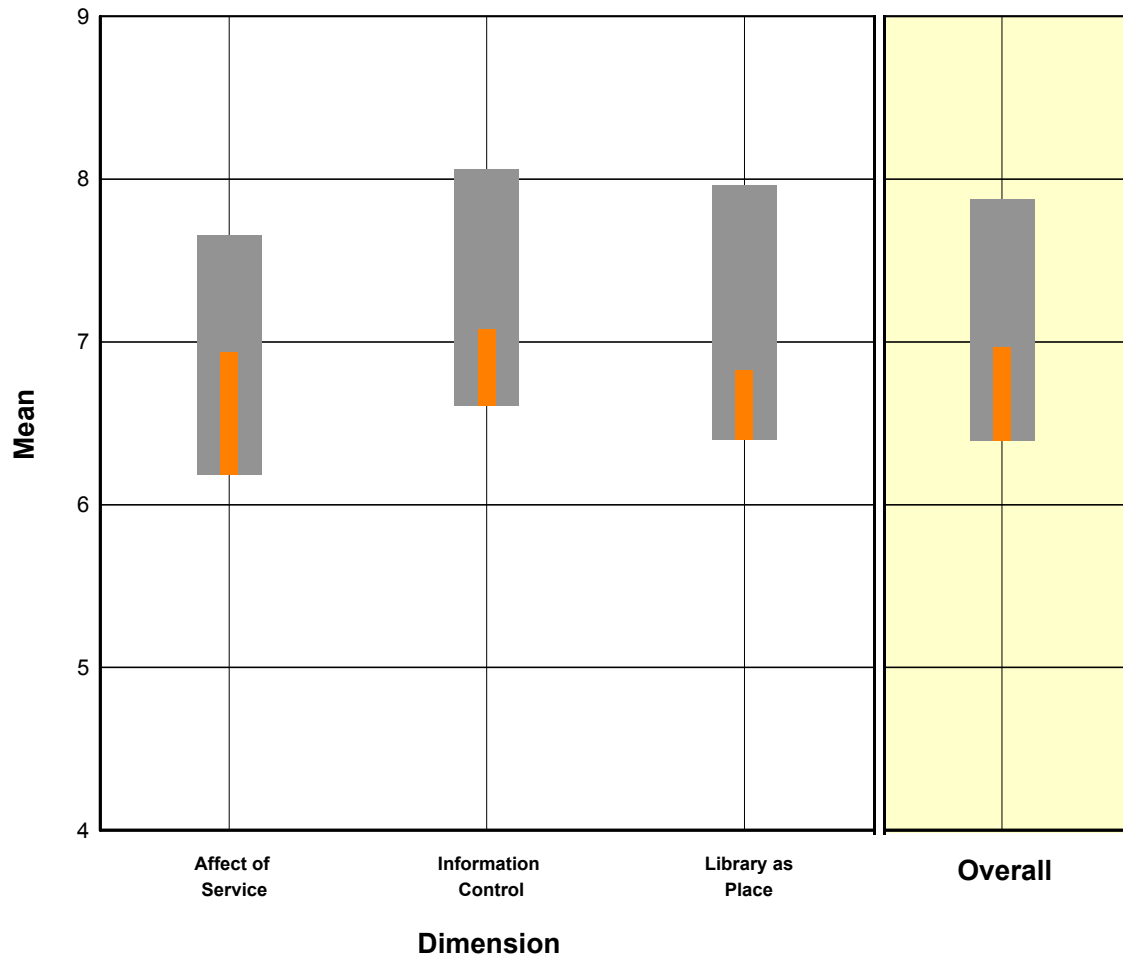
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	1.76	1.53	1.63	1.84	1.70	11,458
AS-2	Giving users individual attention	1.94	1.76	1.77	1.87	1.77	11,402
AS-3	Employees who are consistently courteous	1.77	1.32	1.59	1.98	1.70	11,919
AS-4	Readiness to respond to users' questions	1.66	1.33	1.49	1.76	1.54	11,310
AS-5	Employees who have the knowledge to answer user questions	1.66	1.26	1.43	1.77	1.51	11,398
AS-6	Employees who deal with users in a caring fashion	1.77	1.37	1.52	1.85	1.60	11,437
AS-7	Employees who understand the needs of their users	1.71	1.35	1.45	1.79	1.55	11,246
AS-8	Willingness to help users	1.73	1.34	1.49	1.82	1.54	11,379
AS-9	Dependability in handling users' service problems	1.68	1.32	1.50	1.81	1.59	9,462
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.73	1.22	1.66	2.02	1.78	11,842
IC-2	A library Web site enabling me to locate information on my own	1.67	1.20	1.58	1.89	1.67	12,004
IC-3	The printed library materials I need for my work	1.71	1.38	1.53	1.86	1.68	10,944
IC-4	The electronic information resources I need	1.63	1.24	1.41	1.81	1.55	11,764
IC-5	Modern equipment that lets me easily access needed information	1.63	1.18	1.43	1.81	1.53	11,925
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.20	1.45	1.82	1.57	11,856
IC-7	Making information easily accessible for independent use	1.61	1.17	1.39	1.78	1.50	11,804
IC-8	Print and/or electronic journal collections I require for my work	1.72	1.24	1.56	2.01	1.71	11,124
Library as Place							
LP-1	Library space that inspires study and learning	1.75	1.29	1.81	2.24	2.04	12,083
LP-2	Quiet space for individual activities	1.76	1.30	1.79	2.30	2.05	12,029
LP-3	A comfortable and inviting location	1.74	1.25	1.67	2.10	1.84	12,086
LP-4	A getaway for study, learning, or research	1.76	1.30	1.59	2.05	1.75	11,874
LP-5	Community space for group learning and group study	1.92	1.59	1.76	2.29	2.12	11,416
Overall:		1.31	0.90	1.06	1.38	1.10	12,218

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

12.3 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	6.18	7.65	6.94	0.76	-0.71	12,173
Information Control	6.61	8.06	7.08	0.47	-0.98	12,213
Library as Place	6.40	7.96	6.83	0.43	-1.14	12,198
Overall:	6.39	7.88	6.96	0.57	-0.92	12,218

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	1.80	1.44	1.58	1.84	1.61	12,173
Information Control	1.67	1.23	1.51	1.88	1.63	12,213
Library as Place	1.80	1.36	1.73	2.20	1.97	12,198
Overall:	1.31	0.90	1.06	1.38	1.10	12,218

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

12.4 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
Ease of using library's online article indexes	6.36	8.13	6.50	0.14	-1.63	475
Availability of online help when using my library's electronic resources	5.95	7.52	6.63	0.69	-0.88	632
Informing me of useful library services	6.06	7.37	6.40	0.35	-0.97	263
Ease of use of electronic resources	6.27	8.02	7.04	0.78	-0.98	368
Providing help when and where I need it	6.20	7.87	6.79	0.59	-1.07	624
Teaching me how to access, evaluate, and use information	5.74	7.28	6.52	0.77	-0.76	5,465
Making me aware of library services	6.13	7.36	6.45	0.32	-0.91	47
Online course support (readings, links, references)	6.14	7.76	6.74	0.60	-1.02	1,334
Electronic resources matching my information needs	6.84	8.30	6.80	-0.04	-1.50	230
Video and sound recording resources I need for my research	5.49	7.07	6.33	0.85	-0.73	257
Access to rare and historical materials	4.49	6.44	6.67	2.18	0.23	308
Contribution to the intellectual atmosphere of the campus	5.98	7.50	6.96	0.98	-0.53	1,082
Library keeping me informed about all of its services	5.00	6.71	5.78	0.77	-0.94	1,485
The multimedia (CD / DVD / video / audio) collections I need	5.72	7.36	6.54	0.81	-0.82	769
Availability of subject specialist assistance	5.58	7.33	6.27	0.68	-1.06	941
Helpfulness in dealing with users' IT problems	6.34	8.03	6.41	0.07	-1.61	210
Making me aware of library resources and services	5.77	7.29	6.44	0.67	-0.85	7,016
Teaching me how to locate, evaluate, and use information	5.78	7.35	6.63	0.84	-0.72	738
Efficient interlibrary loan / document delivery	5.98	7.83	6.74	0.76	-1.09	131
Convenient service hours	6.67	8.21	7.72	1.05	-0.49	625
Ability to navigate library Web pages easily	6.57	8.05	6.94	0.37	-1.11	7,857
A center for intellectual stimulation	6.63	7.90	6.88	0.25	-1.02	100
A secure and safe place	7.29	8.31	7.76	0.47	-0.55	1,266
Access to archives, special collections	6.42	7.64	6.97	0.55	-0.67	150
Accuracy in the catalog, borrowing, and overdue records	6.71	7.93	7.22	0.50	-0.71	448
Assuring users of the accuracy and confidentiality of their transactions	7.34	8.31	7.97	0.63	-0.33	192
Convenient business hours	6.48	7.89	7.43	0.94	-0.47	1,759
Enabling me to find information myself 24 hours a day	6.68	8.07	6.97	0.29	-1.10	1,043

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

Improving library-use skills as a by-product of seeking assistance from library staff	5.77	7.36	6.89	1.13	-0.47	738
Instruction in library use, when needed	5.99	7.47	7.21	1.22	-0.26	141
Interdisciplinary library needs being addressed	6.09	7.43	6.77	0.68	-0.66	635
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.19	7.67	7.03	0.84	-0.65	839
Providing direction to self-navigate the library	6.13	7.90	6.96	0.83	-0.94	390
Providing me with information allowing me to work in my own way	6.22	7.77	7.37	1.15	-0.40	148
Providing services as promised	7.13	8.38	7.69	0.56	-0.69	151
Space for group / individual study and research needs	6.82	8.06	6.25	-0.57	-1.82	276
Space that facilitates quiet study	6.98	8.27	6.33	-0.65	-1.94	233
Timely document delivery / interlibrary loan	6.56	7.70	7.08	0.52	-0.62	346
Personalization features in the electronic library	5.20	6.75	6.02	0.82	-0.73	107
Space for students to study and work in groups	6.09	7.47	6.30	0.21	-1.18	409
Adequate hours of service	6.82	8.17	7.14	0.33	-1.03	3,874
Timely delivery of the articles and documents that I need	6.58	8.03	6.86	0.29	-1.17	66
Librarians working with teams or individuals to fulfill specialized knowledge requirements	6.02	7.55	6.67	0.65	-0.87	86
Library staff providing help that assists in finding information needed now while improving my research skills	6.28	7.78	7.10	0.82	-0.68	590
The library program teaches me how to access, evaluate, and use information	6.34	7.63	6.33	-0.01	-1.30	220
The 24 by 7 live chat service provides information assistance when and where I need it	5.36	6.59	6.23	0.87	-0.36	39
Ease and timeliness in getting materials from other libraries	6.23	7.70	6.78	0.54	-0.92	3,741

Language: American English
Institution Type: College or University
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
Ease of using library's online article indexes	1.73	1.28	1.82	2.11	1.97	475
Availability of online help when using my library's electronic resources	1.87	1.61	1.73	1.86	1.82	632
Informing me of useful library services	2.15	1.82	1.99	2.32	2.24	263
Ease of use of electronic resources	1.80	1.35	1.59	2.00	1.70	368
Providing help when and where I need it	1.76	1.39	1.60	1.95	1.78	624
Teaching me how to access, evaluate, and use information	1.80	1.59	1.69	1.98	1.85	5,465
Making me aware of library services	1.87	1.57	1.68	2.01	1.94	47
Online course support (readings, links, references)	1.75	1.42	1.52	1.81	1.68	1,334
Electronic resources matching my information needs	1.58	1.00	1.56	2.20	1.72	230
Video and sound recording resources I need for my research	2.32	2.03	1.98	2.42	2.20	257
Access to rare and historical materials	2.42	2.41	1.99	2.49	2.39	308
Contribution to the intellectual atmosphere of the campus	2.07	1.77	1.67	1.91	1.69	1,082
Library keeping me informed about all of its services	2.04	1.89	1.85	2.09	2.07	1,485
The multimedia (CD / DVD / video / audio) collections I need	2.11	1.86	1.76	2.22	2.06	769
Availability of subject specialist assistance	1.81	1.54	1.71	1.89	1.82	941
Helpfulness in dealing with users' IT problems	1.78	1.38	1.84	2.25	2.20	210
Making me aware of library resources and services	1.82	1.54	1.67	2.04	1.91	7,016
Teaching me how to locate, evaluate, and use information	2.07	1.72	1.78	2.05	1.94	738
Efficient interlibrary loan / document delivery	2.15	1.54	1.78	2.47	1.96	131
Convenient service hours	1.76	1.17	1.32	1.82	1.43	625
Ability to navigate library Web pages easily	1.62	1.18	1.54	1.95	1.71	7,857
A center for intellectual stimulation	1.79	1.39	1.63	1.95	1.81	100
A secure and safe place	1.77	1.24	1.40	1.86	1.47	1,266
Access to archives, special collections	2.03	1.59	1.63	1.86	1.62	150
Accuracy in the catalog, borrowing, and overdue records	1.91	1.46	1.63	2.06	1.72	448
Assuring users of the accuracy and confidentiality of their transactions	1.66	0.98	1.26	1.46	1.06	192
Convenient business hours	1.46	1.15	1.53	1.92	1.68	1,759
Enabling me to find information myself 24 hours a day	1.80	1.28	1.69	2.11	1.83	1,043
Improving library-use skills as a by-product of seeking assistance from library staff	1.79	1.40	1.34	1.77	1.50	738

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

Instruction in library use, when needed	2.14	1.63	1.71	2.08	1.63	141
Interdisciplinary library needs being addressed	1.85	1.62	1.60	1.90	1.78	635
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.82	1.51	1.58	1.85	1.66	839
Providing direction to self-navigate the library	1.87	1.45	1.59	1.82	1.74	390
Providing me with information allowing me to work in my own way	1.91	1.30	1.31	1.84	1.24	148
Providing services as promised	1.60	1.06	1.08	1.36	1.14	151
Space for group / individual study and research needs	1.76	1.39	1.89	2.55	2.44	276
Space that facilitates quiet study	1.81	1.16	2.01	2.81	2.38	233
Timely document delivery / interlibrary loan	1.81	1.41	1.50	1.82	1.60	346
Personalization features in the electronic library	2.25	1.93	2.11	2.13	2.05	107
Space for students to study and work in groups	1.90	1.70	1.87	2.33	2.27	409
Adequate hours of service	1.69	1.18	1.76	2.38	2.03	3,874
Timely delivery of the articles and documents that I need	1.98	1.28	1.66	2.13	1.74	66
Librarians working with teams or individuals to fulfill specialized knowledge requirements	2.02	1.37	1.70	2.14	1.71	86
Library staff providing help that assists in finding information needed now while improving my research skills	1.75	1.41	1.50	1.83	1.63	590
The library program teaches me how to access, evaluate, and use information	1.72	1.35	1.83	2.09	1.96	220
The 24 by 7 live chat service provides information assistance when and where I need it	2.33	2.35	2.18	2.35	1.83	39
Ease and timeliness in getting materials from other libraries	1.70	1.37	1.61	2.02	1.79	3,741

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

12.5 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.	7.33	1.51	12,218
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.03	1.52	12,218
How would you rate the overall quality of the service provided by the library?	7.17	1.26	12,216

12.6 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.	6.01	1.76	12,218
The library aids my advancement in my academic discipline or work.	6.81	1.61	12,218
The library enables me to be more efficient in my academic pursuits or work.	6.96	1.63	12,218
The library helps me distinguish between trustworthy and untrustworthy information.	6.19	1.88	12,218
The library provides me with the information skills I need in my work or study.	6.43	1.73	12,218

Language: American English

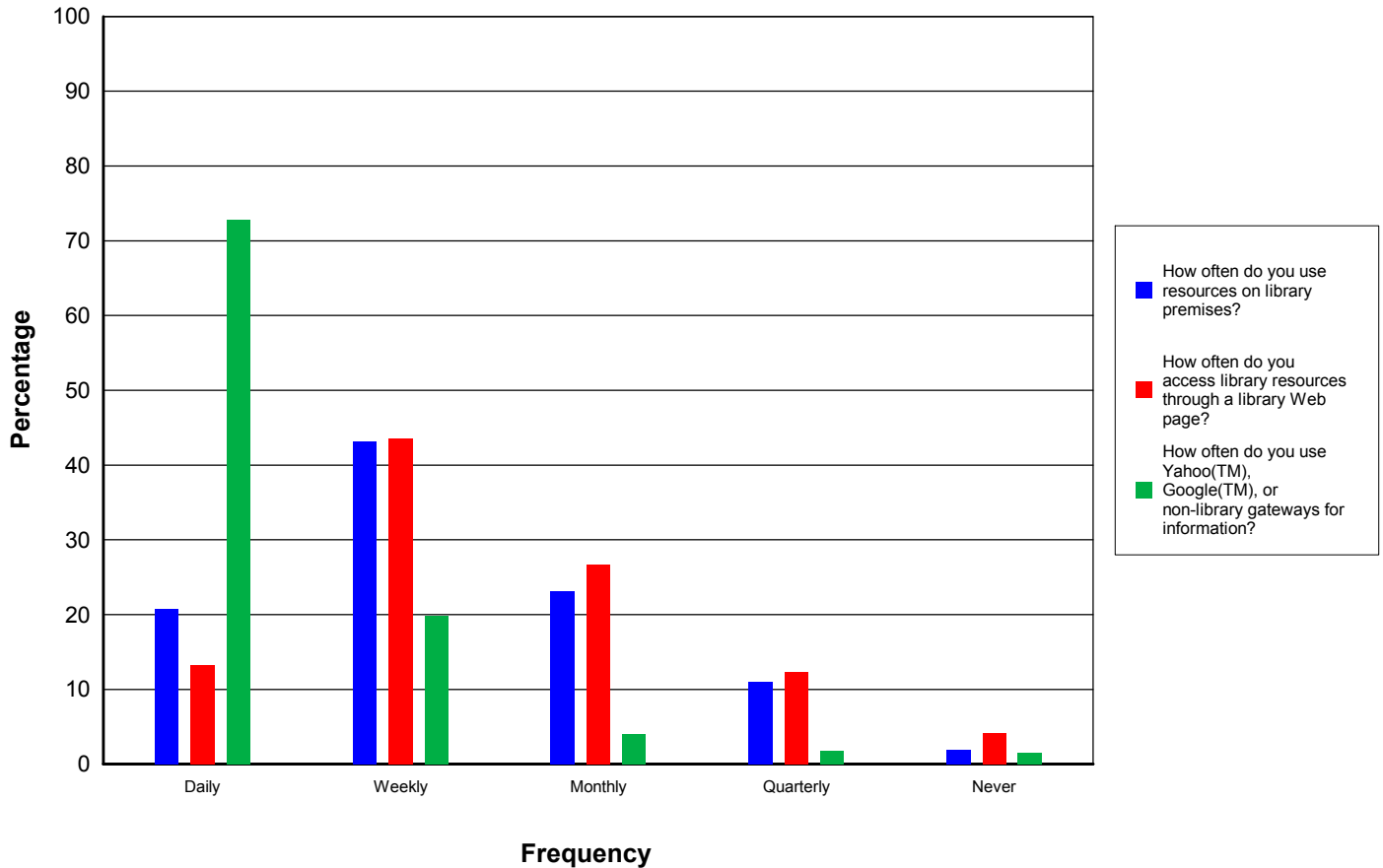
Institution Type: College or University

Consortium: ARL

User Group: Undergraduate

12.7 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?	2,533 20.73%	5,278 43.20%	2,825 23.12%	1,345 11.01%	237 1.94%	12,218 100.00%
How often do you access library resources through a library Web page?	1,625 13.30%	5,327 43.60%	3,254 26.63%	1,502 12.29%	510 4.17%	12,218 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8,894 72.79%	2,424 19.84%	497 4.07%	216 1.77%	187 1.53%	12,218 100.00%

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

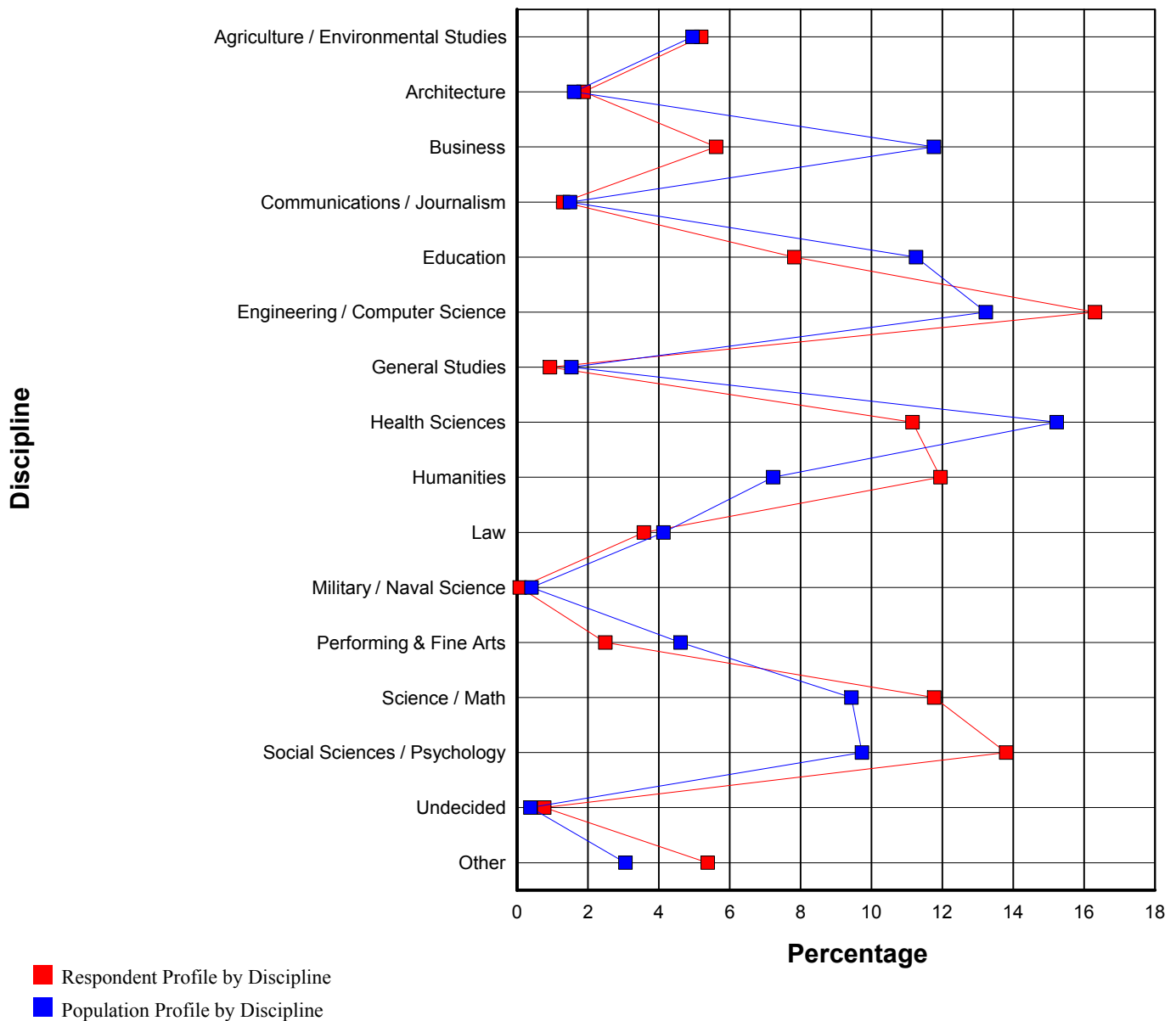
13 College or University Libraries Graduate Summary for ARL

13.1 Demographic Summary for Graduate

13.1.1 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	9,789	4.94%	443	5.19%	-0.25%
Architecture	3,178	1.61%	160	1.88%	-0.27%
Business	23,284	11.76%	479	5.62%	6.15%
Communications / Journalism	2,947	1.49%	111	1.30%	0.19%
Education	22,279	11.25%	667	7.82%	3.43%
Engineering / Computer Science	26,193	13.23%	1,391	16.31%	-3.08%
General Studies	3,032	1.53%	79	0.93%	0.61%
Health Sciences	30,142	15.23%	952	11.16%	4.06%
Humanities	14,306	7.23%	1,019	11.95%	-4.72%
Law	8,170	4.13%	305	3.58%	0.55%
Military / Naval Science	797	0.40%	6	0.07%	0.33%
Performing & Fine Arts	9,132	4.61%	212	2.49%	2.13%
Science / Math	18,677	9.43%	1,004	11.77%	-2.34%
Social Sciences / Psychology	19,264	9.73%	1,177	13.80%	-4.07%
Undecided	730	0.37%	65	0.76%	-0.39%
Other	6,042	3.05%	459	5.38%	-2.33%
Total:	197,962	100.00%	8,529	100.00%	0.00%

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

13.1.2 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	3	0.04%
18 - 22	401	4.70%
23 - 30	5,274	61.85%
31 - 45	2,274	26.67%
46 - 65	556	6.52%
Over 65	19	0.22%
Total:	8,527	100.00%

13.1.3 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.

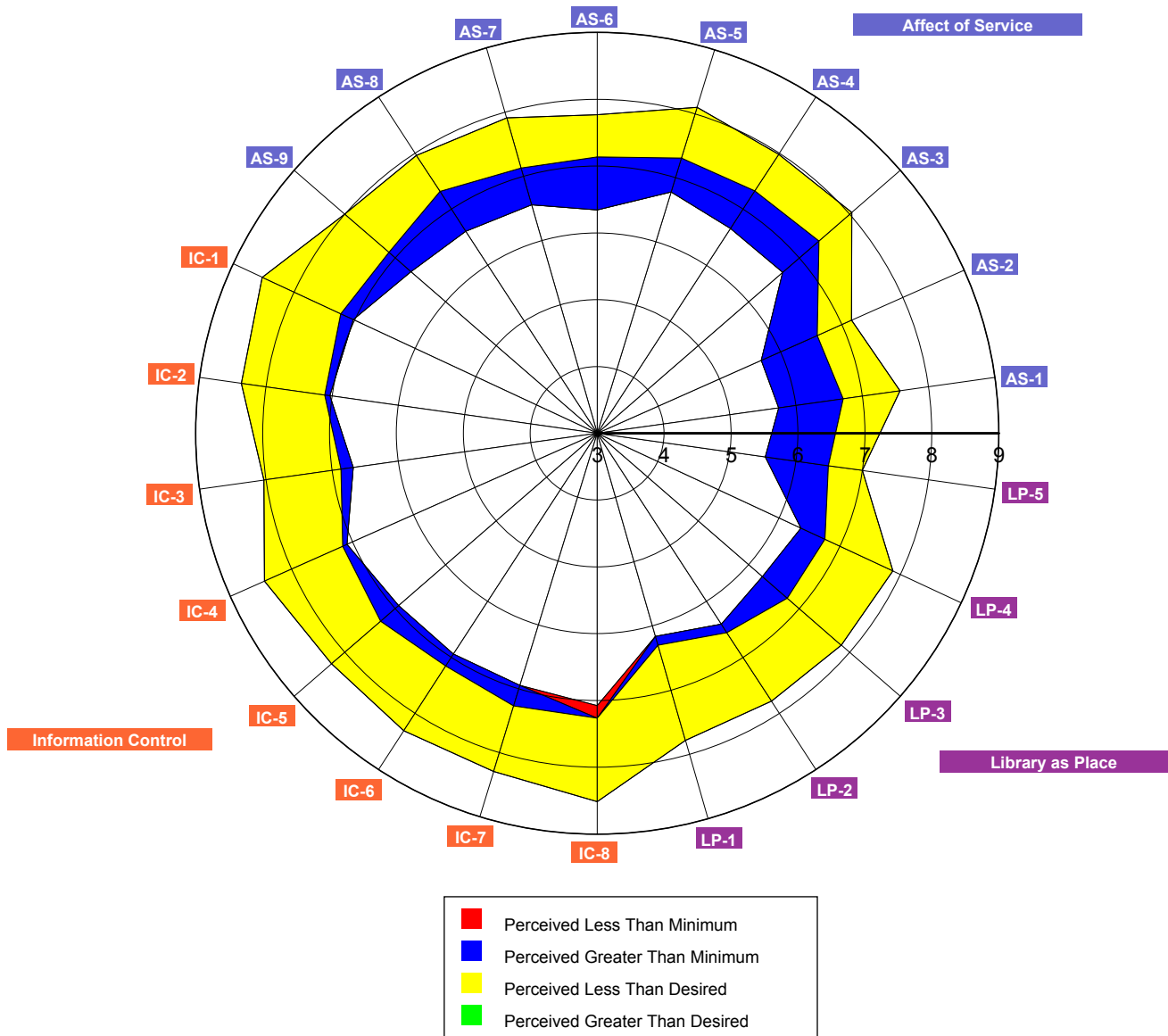
Sex:	Population N	Population %	Respondents n	Respondents %
Male	510,102	47.24%	3,715	43.58%
Female	569,780	52.76%	4,810	56.42%
Total:	1,079,882	100.00%	8,525	100.00%

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: 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	5.74	7.57	6.71	0.97	-0.85	7,924
AS-2	Giving users individual attention	5.69	7.16	6.60	0.91	-0.56	7,993
AS-3	Employees who are consistently courteous	6.68	8.04	7.39	0.71	-0.65	8,317
AS-4	Readiness to respond to users' questions	6.66	7.98	7.33	0.67	-0.65	8,075
AS-5	Employees who have the knowledge to answer user questions	6.78	8.10	7.31	0.53	-0.80	8,021
AS-6	Employees who deal with users in a caring fashion	6.34	7.77	7.14	0.80	-0.63	8,003
AS-7	Employees who understand the needs of their users	6.56	7.91	7.13	0.57	-0.78	7,881
AS-8	Willingness to help users	6.61	7.96	7.32	0.71	-0.64	8,012
AS-9	Dependability in handling users' service problems	6.69	8.00	7.13	0.44	-0.88	6,881
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.02	8.53	7.23	0.20	-1.30	8,409
IC-2	A library Web site enabling me to locate information on my own	7.04	8.37	7.11	0.08	-1.26	8,462
IC-3	The printed library materials I need for my work	6.68	8.03	6.87	0.19	-1.16	7,772
IC-4	The electronic information resources I need	7.09	8.44	7.16	0.07	-1.28	8,418
IC-5	Modern equipment that lets me easily access needed information	6.93	8.26	7.29	0.35	-0.97	8,234
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	8.31	7.15	0.21	-1.16	8,330
IC-7	Making information easily accessible for independent use	6.95	8.29	7.27	0.32	-1.03	8,269
IC-8	Print and/or electronic journal collections I require for my work	7.26	8.51	7.08	-0.19	-1.44	8,237
Library as Place							
LP-1	Library space that inspires study and learning	6.16	7.78	6.30	0.14	-1.48	8,116
LP-2	Quiet space for individual activities	6.41	7.78	6.56	0.15	-1.22	7,929
LP-3	A comfortable and inviting location	6.27	7.83	6.76	0.49	-1.07	8,188
LP-4	A getaway for study, learning, or research	6.36	7.87	6.76	0.40	-1.12	7,944
LP-5	Community space for group learning and group study	5.54	7.00	6.49	0.95	-0.51	6,884
Overall:		6.58	7.99	7.01	0.43	-0.99	8,529

Language: American English

Institution Type: College or University

Consortium: ARL

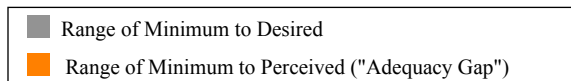
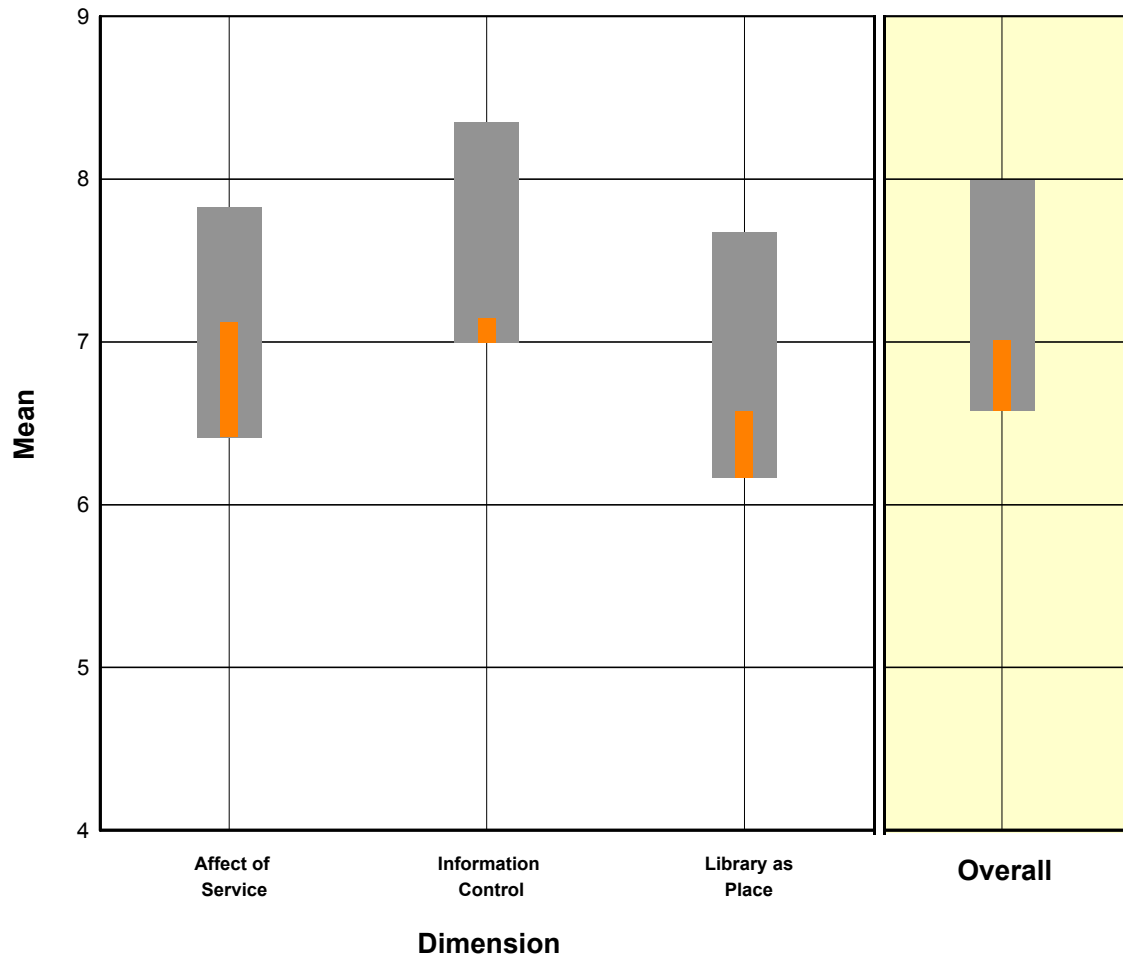
User Group: Graduate

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	1.79	1.50	1.64	1.85	1.71	7,924
AS-2	Giving users individual attention	1.92	1.72	1.73	1.84	1.71	7,993
AS-3	Employees who are consistently courteous	1.76	1.28	1.55	1.94	1.65	8,317
AS-4	Readiness to respond to users' questions	1.64	1.25	1.47	1.76	1.51	8,075
AS-5	Employees who have the knowledge to answer user questions	1.61	1.20	1.47	1.74	1.53	8,021
AS-6	Employees who deal with users in a caring fashion	1.77	1.40	1.52	1.82	1.60	8,003
AS-7	Employees who understand the needs of their users	1.67	1.29	1.49	1.77	1.56	7,881
AS-8	Willingness to help users	1.68	1.27	1.47	1.76	1.51	8,012
AS-9	Dependability in handling users' service problems	1.63	1.25	1.55	1.82	1.64	6,881
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	0.98	1.64	1.99	1.72	8,409
IC-2	A library Web site enabling me to locate information on my own	1.60	1.07	1.59	1.93	1.68	8,462
IC-3	The printed library materials I need for my work	1.70	1.36	1.56	1.94	1.78	7,772
IC-4	The electronic information resources I need	1.52	1.00	1.45	1.85	1.57	8,418
IC-5	Modern equipment that lets me easily access needed information	1.57	1.10	1.42	1.79	1.54	8,234
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.05	1.44	1.82	1.55	8,330
IC-7	Making information easily accessible for independent use	1.53	1.05	1.39	1.77	1.49	8,269
IC-8	Print and/or electronic journal collections I require for my work	1.53	0.99	1.57	1.99	1.69	8,237
Library as Place							
LP-1	Library space that inspires study and learning	1.87	1.60	1.92	2.42	2.34	8,116
LP-2	Quiet space for individual activities	1.92	1.64	1.89	2.46	2.33	7,929
LP-3	A comfortable and inviting location	1.80	1.43	1.79	2.22	2.07	8,188
LP-4	A getaway for study, learning, or research	1.88	1.52	1.70	2.16	2.02	7,944
LP-5	Community space for group learning and group study	2.17	2.03	1.76	2.39	2.35	6,884
Overall:		1.29	0.86	1.10	1.37	1.13	8,529

Language: American English
Institution Type: College or University
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: 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	6.41	7.83	7.12	0.71	-0.71	8,511
Information Control	6.99	8.35	7.15	0.15	-1.20	8,529
Library as Place	6.16	7.67	6.58	0.41	-1.10	8,436
Overall:	6.58	7.99	7.01	0.43	-0.99	8,529

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.77	1.39	1.57	1.82	1.61	8,511
Information Control	1.58	1.09	1.52	1.89	1.63	8,529
Library as Place	1.95	1.68	1.83	2.35	2.24	8,436
Overall:	1.29	0.86	1.10	1.37	1.13	8,529

Language: American English
 Institution Type: College or University
 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 using library's online article indexes	6.63	8.35	6.72	0.09	-1.63	461
Availability of online help when using my library's electronic resources	6.35	7.62	6.76	0.41	-0.86	366
Informing me of useful library services	6.12	7.53	6.41	0.29	-1.12	185
Ease of use of electronic resources	6.93	8.28	7.03	0.10	-1.25	344
Providing help when and where I need it	6.41	7.92	7.02	0.61	-0.90	1,045
Teaching me how to access, evaluate, and use information	5.93	7.39	6.64	0.71	-0.75	3,099
Making me aware of library services	5.93	7.39	6.57	0.63	-0.83	104
Online course support (readings, links, references)	6.24	7.85	6.76	0.52	-1.09	566
Electronic resources matching my information needs	7.19	8.50	6.81	-0.38	-1.69	156
Video and sound recording resources I need for my research	5.46	6.94	6.24	0.78	-0.70	249
Access to rare and historical materials	5.40	6.96	6.50	1.10	-0.45	505
Contribution to the intellectual atmosphere of the campus	6.23	7.69	6.84	0.61	-0.85	1,370
Library keeping me informed about all of its services	5.44	6.92	6.02	0.59	-0.90	1,270
The multimedia (CD / DVD / video / audio) collections I need	5.77	7.31	6.30	0.53	-1.01	845
Availability of subject specialist assistance	5.87	7.39	6.46	0.59	-0.93	868
Helpfulness in dealing with users' IT problems	6.63	8.18	6.62	-0.02	-1.57	276
Making me aware of library resources and services	6.00	7.49	6.57	0.58	-0.91	3,560
Teaching me how to locate, evaluate, and use information	5.82	7.38	6.77	0.95	-0.61	485
Efficient interlibrary loan / document delivery	6.50	7.96	7.44	0.95	-0.51	135
Convenient service hours	6.85	8.26	7.39	0.54	-0.87	464
Ability to navigate library Web pages easily	6.93	8.30	6.95	0.02	-1.35	4,192
A center for intellectual stimulation	5.55	7.26	5.96	0.41	-1.31	117
A secure and safe place	7.11	8.18	7.53	0.41	-0.66	499
Access to archives, special collections	6.34	7.84	6.81	0.47	-1.03	58
Accuracy in the catalog, borrowing, and overdue records	6.91	8.26	7.23	0.32	-1.03	314
Assuring users of the accuracy and confidentiality of their transactions	7.29	8.27	8.03	0.74	-0.24	131
Convenient business hours	6.65	7.97	7.55	0.90	-0.42	769
Enabling me to find information myself 24 hours a day	7.00	8.32	7.21	0.22	-1.11	959

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Graduate

Improving library-use skills as a by-product of seeking assistance from library staff	5.92	7.50	6.92	1.01	-0.57	260
Instruction in library use, when needed	6.33	7.66	7.53	1.20	-0.13	165
Interdisciplinary library needs being addressed	6.33	7.72	6.80	0.47	-0.92	666
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.43	7.90	7.15	0.72	-0.76	791
Providing direction to self-navigate the library	6.33	7.95	6.80	0.47	-1.16	680
Providing me with information allowing me to work in my own way	6.63	8.07	7.43	0.79	-0.64	169
Providing services as promised	6.83	8.07	7.65	0.82	-0.42	152
Space for group / individual study and research needs	6.12	7.53	6.46	0.34	-1.07	236
Space that facilitates quiet study	6.70	7.80	5.99	-0.70	-1.81	151
Timely document delivery / interlibrary loan	7.00	8.35	7.57	0.57	-0.78	712
Personalization features in the electronic library	5.79	6.76	5.78	-0.01	-0.99	68
Space for students to study and work in groups	5.84	7.14	6.00	0.16	-1.14	291
Adequate hours of service	6.88	8.11	7.44	0.57	-0.67	1,908
Timely delivery of the articles and documents that I need	7.16	8.19	7.05	-0.11	-1.15	62
Librarians working with teams or individuals to fulfill specialized knowledge requirements	5.85	7.39	6.31	0.46	-1.07	96
Library staff providing help that assists in finding information needed now while improving my research skills	6.36	7.83	7.34	0.98	-0.48	607
The library program teaches me how to access, evaluate, and use information	6.11	7.38	6.79	0.68	-0.59	217
The 24 by 7 live chat service provides information assistance when and where I need it	5.45	6.19	6.03	0.58	-0.16	31
Ease and timeliness in getting materials from other libraries	6.62	8.10	7.12	0.50	-0.99	2,205

Language: American English
Institution Type: College or University
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 using library's online article indexes	1.64	1.12	1.79	1.98	1.80	461
Availability of online help when using my library's electronic resources	1.95	1.66	1.90	2.14	1.98	366
Informing me of useful library services	1.90	1.51	1.75	2.22	2.07	185
Ease of use of electronic resources	1.66	1.11	1.61	2.02	1.79	344
Providing help when and where I need it	1.66	1.32	1.56	1.81	1.69	1,045
Teaching me how to access, evaluate, and use information	1.87	1.69	1.67	1.94	1.86	3,099
Making me aware of library services	1.99	1.59	1.79	1.87	1.81	104
Online course support (readings, links, references)	1.76	1.43	1.47	1.81	1.63	566
Electronic resources matching my information needs	1.39	0.85	1.43	1.84	1.61	156
Video and sound recording resources I need for my research	2.48	2.28	2.02	2.67	2.51	249
Access to rare and historical materials	2.33	2.23	1.80	2.32	2.12	505
Contribution to the intellectual atmosphere of the campus	2.00	1.62	1.70	1.99	1.80	1,370
Library keeping me informed about all of its services	2.02	1.83	1.85	2.04	2.02	1,270
The multimedia (CD / DVD / video / audio) collections I need	2.10	1.85	1.75	2.12	2.03	845
Availability of subject specialist assistance	1.83	1.57	1.81	1.99	1.91	868
Helpfulness in dealing with users' IT problems	1.84	1.24	1.91	2.24	2.04	276
Making me aware of library resources and services	1.78	1.46	1.61	1.94	1.81	3,560
Teaching me how to locate, evaluate, and use information	2.00	1.66	1.52	1.99	1.74	485
Efficient interlibrary loan / document delivery	1.83	1.47	1.58	2.07	1.90	135
Convenient service hours	1.64	1.13	1.55	2.02	1.67	464
Ability to navigate library Web pages easily	1.54	1.04	1.58	1.98	1.73	4,192
A center for intellectual stimulation	1.99	1.80	1.97	2.22	2.27	117
A secure and safe place	1.76	1.28	1.37	1.84	1.55	499
Access to archives, special collections	2.00	1.48	1.67	2.49	2.04	58
Accuracy in the catalog, borrowing, and overdue records	1.75	1.15	1.57	1.97	1.69	314
Assuring users of the accuracy and confidentiality of their transactions	1.37	0.99	1.02	1.35	1.15	131
Convenient business hours	1.45	1.13	1.42	1.81	1.59	769
Enabling me to find information myself 24 hours a day	1.73	1.20	1.71	2.02	1.79	959
Improving library-use skills as a by-product of seeking assistance from library staff	1.78	1.46	1.35	1.74	1.58	260

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

Instruction in library use, when needed	2.01	1.64	1.49	1.92	1.54	165
Interdisciplinary library needs being addressed	1.80	1.56	1.70	1.92	1.80	666
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.80	1.40	1.58	1.86	1.66	791
Providing direction to self-navigate the library	1.75	1.39	1.58	1.95	1.80	680
Providing me with information allowing me to work in my own way	1.70	1.24	1.32	1.67	1.30	169
Providing services as promised	1.63	1.30	1.25	1.47	1.19	152
Space for group / individual study and research needs	1.94	1.65	1.72	2.42	2.24	236
Space that facilitates quiet study	1.84	1.60	1.97	2.79	2.55	151
Timely document delivery / interlibrary loan	1.64	1.07	1.53	1.90	1.56	712
Personalization features in the electronic library	2.43	2.49	2.45	2.12	2.49	68
Space for students to study and work in groups	1.95	1.95	1.78	2.36	2.44	291
Adequate hours of service	1.62	1.20	1.48	2.03	1.74	1,908
Timely delivery of the articles and documents that I need	1.70	1.21	1.66	2.03	1.72	62
Librarians working with teams or individuals to fulfill specialized knowledge requirements	1.85	1.66	1.67	1.70	1.85	96
Library staff providing help that assists in finding information needed now while improving my research skills	1.73	1.37	1.36	1.73	1.52	607
The library program teaches me how to access, evaluate, and use information	1.95	1.71	1.53	1.92	1.91	217
The 24 by 7 live chat service provides information assistance when and where I need it	2.49	2.54	2.23	2.68	2.71	31
Ease and timeliness in getting materials from other libraries	1.62	1.19	1.57	1.99	1.74	2,205

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.	7.45	1.50	8,528
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.10	1.59	8,528
How would you rate the overall quality of the service provided by the library?	7.21	1.33	8,529

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.	6.30	1.88	8,529
The library aids my advancement in my academic discipline or work.	7.12	1.59	8,528
The library enables me to be more efficient in my academic pursuits or work.	7.13	1.62	8,528
The library helps me distinguish between trustworthy and untrustworthy information.	5.79	1.96	8,529
The library provides me with the information skills I need in my work or study.	6.37	1.82	8,528

Language: American English

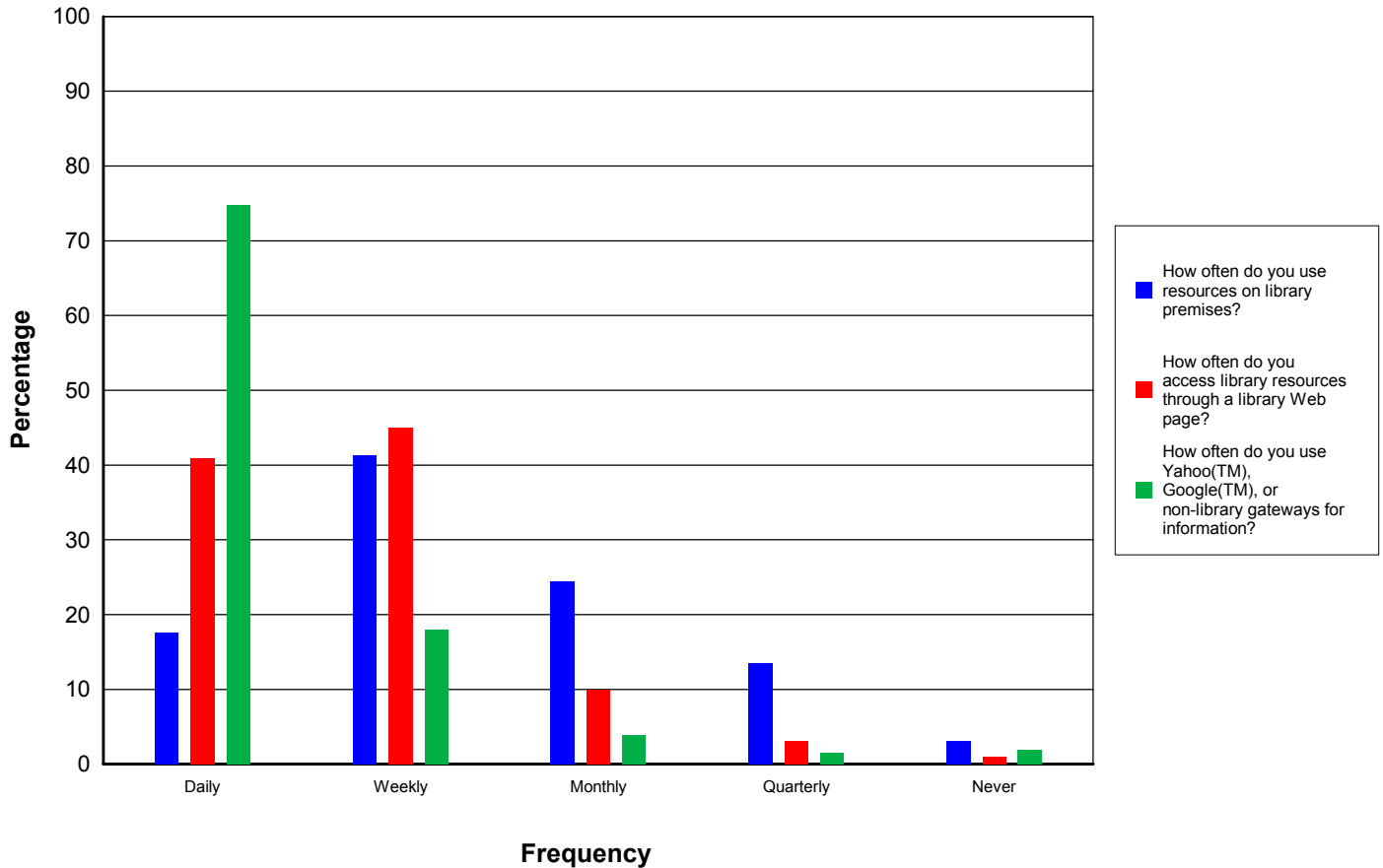
Institution Type: College or University

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?	1,500 17.59%	3,522 41.29%	2,086 24.46%	1,154 13.53%	267 3.13%	8,529 100.00%
How often do you access library resources through a library Web page?	3,486 40.87%	3,842 45.05%	848 9.94%	265 3.11%	88 1.03%	8,529 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	6,377 74.77%	1,531 17.95%	328 3.85%	125 1.47%	168 1.97%	8,529 100.00%

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

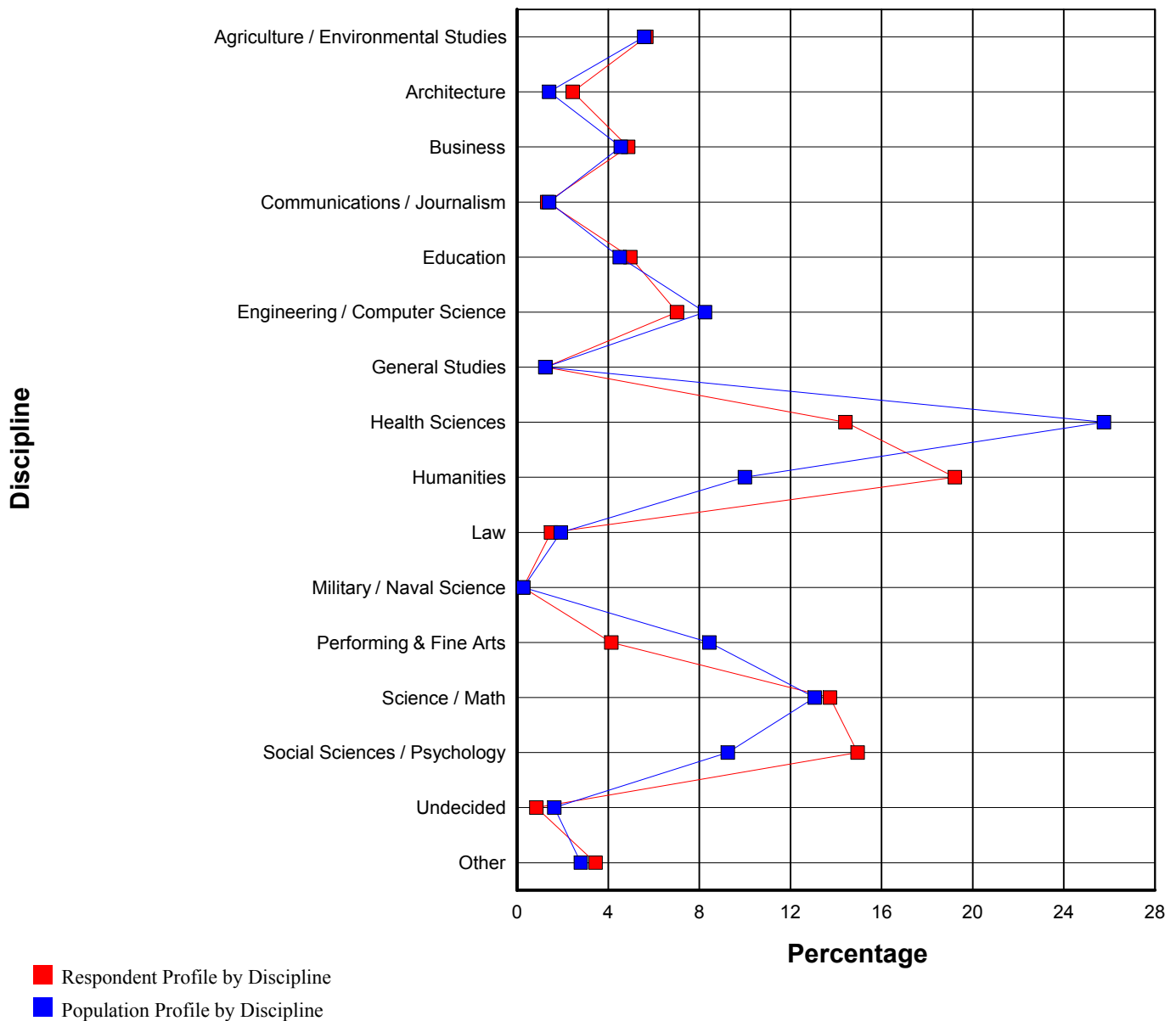
14 College or University Libraries Faculty Summary for ARL

14.1 Demographic Summary for Faculty

14.1.1 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	3,898	5.57%	283	5.67%	-0.10%
Architecture	984	1.41%	122	2.44%	-1.04%
Business	3,180	4.54%	243	4.87%	-0.32%
Communications / Journalism	979	1.40%	66	1.32%	0.08%
Education	3,147	4.50%	248	4.97%	-0.47%
Engineering / Computer Science	5,770	8.25%	350	7.01%	1.23%
General Studies	862	1.23%	62	1.24%	-0.01%
Health Sciences	18,023	25.76%	719	14.41%	11.35%
Humanities	6,997	10.00%	959	19.22%	-9.22%
Law	1,339	1.91%	74	1.48%	0.43%
Military / Naval Science	189	0.27%	13	0.26%	0.01%
Performing & Fine Arts	5,901	8.43%	206	4.13%	4.31%
Science / Math	9,137	13.06%	685	13.73%	-0.67%
Social Sciences / Psychology	6,471	9.25%	746	14.95%	-5.70%
Undecided	1,139	1.63%	42	0.84%	0.79%
Other	1,953	2.79%	172	3.45%	-0.66%
Total:	69,969	100.00%	4,990	100.00%	0.00%

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

14.1.2 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 %
18 - 22	2	0.04%
23 - 30	129	2.58%
31 - 45	1,853	37.05%
46 - 65	2,664	53.26%
Over 65	354	7.08%
Total:	5,002	100.00%

14.1.3 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	510,102	47.24%	3,003	60.17%
Female	569,780	52.76%	1,988	39.83%
Total:	1,079,882	100.00%	4,991	100.00%

Language: American English

Institution Type: College or University

Consortium: ARL

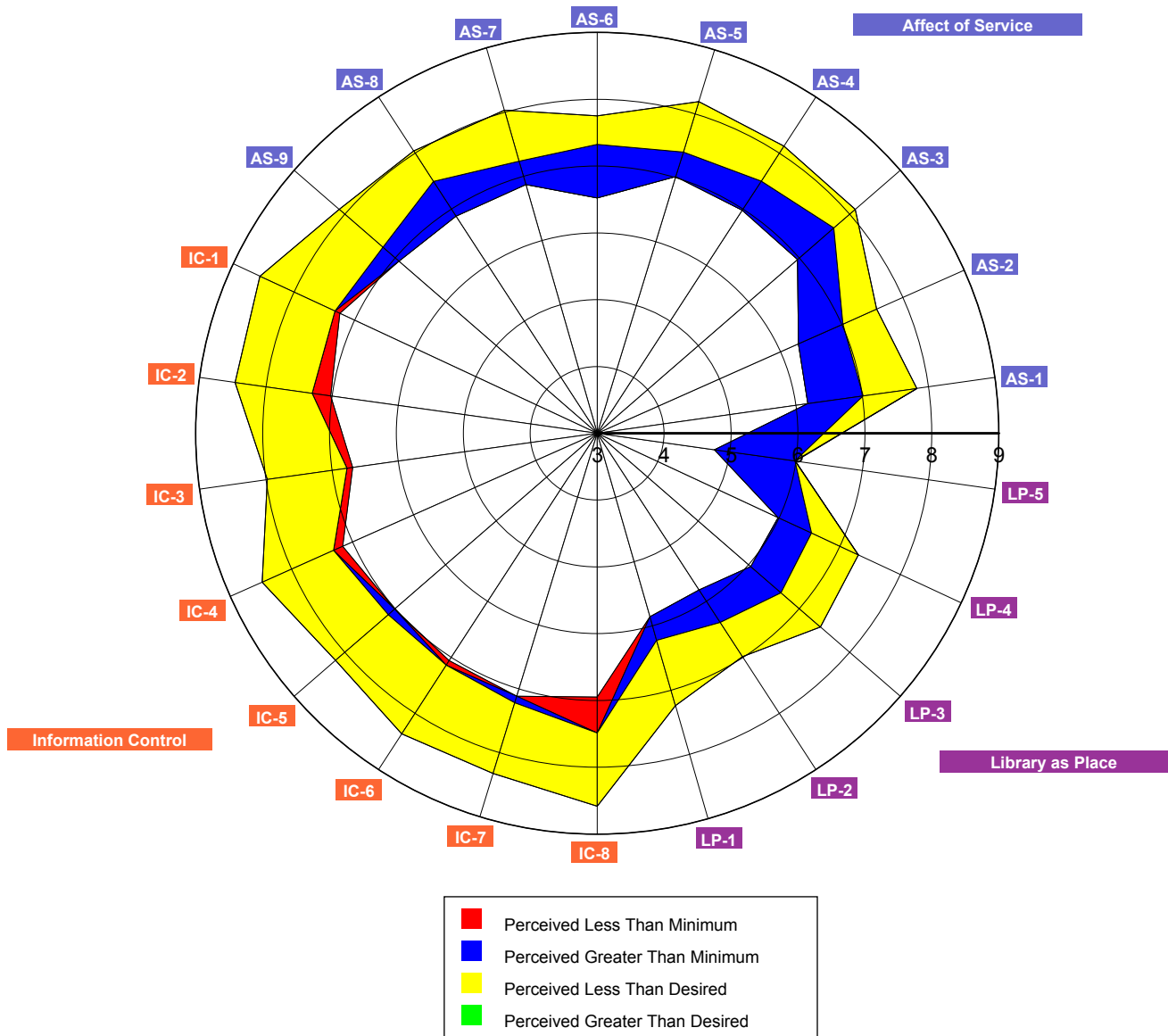
User Group: Faculty

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: 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	6.18	7.83	7.01	0.83	-0.81	4,690
AS-2	Giving users individual attention	6.29	7.57	7.02	0.73	-0.55	4,753
AS-3	Employees who are consistently courteous	6.97	8.11	7.69	0.72	-0.42	4,884
AS-4	Readiness to respond to users' questions	6.98	8.12	7.50	0.52	-0.62	4,813
AS-5	Employees who have the knowledge to answer user questions	7.02	8.19	7.40	0.38	-0.79	4,788
AS-6	Employees who deal with users in a caring fashion	6.52	7.75	7.32	0.80	-0.43	4,684
AS-7	Employees who understand the needs of their users	6.87	8.03	7.24	0.37	-0.79	4,719
AS-8	Willingness to help users	6.88	8.04	7.50	0.62	-0.54	4,732
AS-9	Dependability in handling users' service problems	6.92	8.11	7.24	0.32	-0.87	4,215
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.33	8.56	7.25	-0.08	-1.31	4,912
IC-2	A library Web site enabling me to locate information on my own	7.30	8.46	7.02	-0.28	-1.44	4,958
IC-3	The printed library materials I need for my work	6.78	7.98	6.69	-0.09	-1.29	4,600
IC-4	The electronic information resources I need	7.31	8.48	7.16	-0.15	-1.32	4,938
IC-5	Modern equipment that lets me easily access needed information	7.01	8.18	7.14	0.13	-1.04	4,696
IC-6	Easy-to-use access tools that allow me to find things on my own	7.14	8.37	7.06	-0.08	-1.31	4,874
IC-7	Making information easily accessible for independent use	7.12	8.33	7.22	0.10	-1.11	4,766
IC-8	Print and/or electronic journal collections I require for my work	7.49	8.58	6.95	-0.54	-1.63	4,832
Library as Place							
LP-1	Library space that inspires study and learning	5.86	7.24	6.23	0.37	-1.02	4,286
LP-2	Quiet space for individual activities	5.80	6.99	6.38	0.58	-0.61	3,931
LP-3	A comfortable and inviting location	6.04	7.42	6.64	0.60	-0.78	4,485
LP-4	A getaway for study, learning, or research	5.98	7.31	6.54	0.55	-0.77	4,094
LP-5	Community space for group learning and group study	4.77	5.99	6.00	1.23	0.01	3,070
Overall:		6.73	7.95	7.05	0.32	-0.91	5,006

Language: American English

Institution Type: College or University

Consortium: ARL

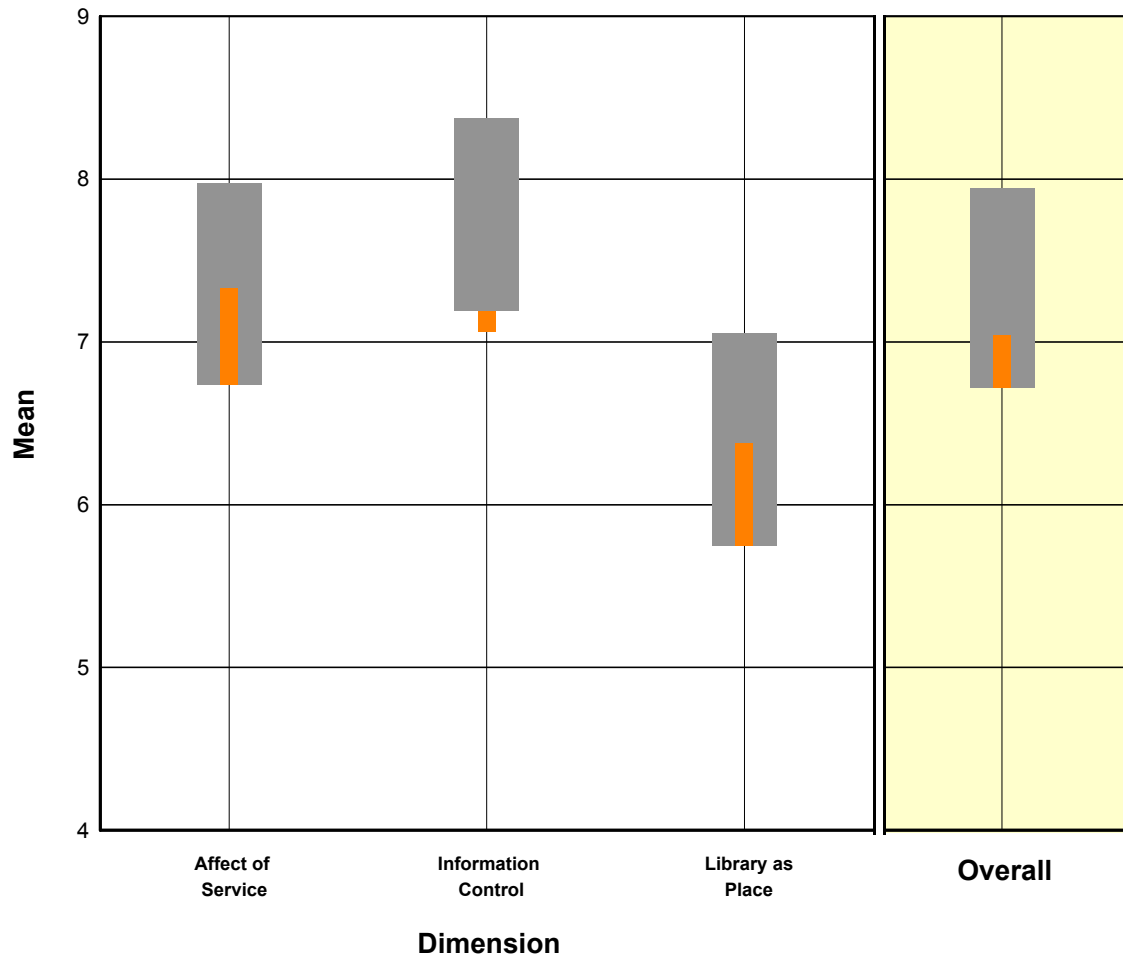
User Group: Faculty

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	1.78	1.46	1.58	1.91	1.74	4,690
AS-2	Giving users individual attention	1.81	1.56	1.63	1.86	1.71	4,753
AS-3	Employees who are consistently courteous	1.71	1.25	1.47	1.88	1.59	4,884
AS-4	Readiness to respond to users' questions	1.57	1.19	1.47	1.75	1.54	4,813
AS-5	Employees who have the knowledge to answer user questions	1.59	1.18	1.48	1.77	1.57	4,788
AS-6	Employees who deal with users in a caring fashion	1.83	1.53	1.52	1.85	1.62	4,684
AS-7	Employees who understand the needs of their users	1.64	1.29	1.56	1.85	1.66	4,719
AS-8	Willingness to help users	1.66	1.31	1.46	1.78	1.54	4,732
AS-9	Dependability in handling users' service problems	1.57	1.23	1.55	1.83	1.64	4,215
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.61	0.99	1.62	2.01	1.72	4,912
IC-2	A library Web site enabling me to locate information on my own	1.52	1.02	1.62	1.97	1.73	4,958
IC-3	The printed library materials I need for my work	1.76	1.51	1.72	2.14	2.00	4,600
IC-4	The electronic information resources I need	1.48	1.00	1.47	1.90	1.63	4,938
IC-5	Modern equipment that lets me easily access needed information	1.61	1.22	1.51	1.89	1.63	4,696
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	1.02	1.49	1.90	1.61	4,874
IC-7	Making information easily accessible for independent use	1.51	1.06	1.46	1.84	1.58	4,766
IC-8	Print and/or electronic journal collections I require for my work	1.45	0.93	1.66	2.05	1.77	4,832
Library as Place							
LP-1	Library space that inspires study and learning	2.05	2.00	1.91	2.49	2.50	4,286
LP-2	Quiet space for individual activities	2.21	2.17	1.91	2.52	2.50	3,931
LP-3	A comfortable and inviting location	1.93	1.75	1.80	2.28	2.18	4,485
LP-4	A getaway for study, learning, or research	2.20	2.05	1.78	2.31	2.24	4,094
LP-5	Community space for group learning and group study	2.36	2.49	1.91	2.42	2.54	3,070
Overall:		1.27	0.91	1.14	1.42	1.20	5,006

Language: American English
Institution Type: College or University
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.



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	6.74	7.97	7.33	0.59	-0.64	5,003
Information Control	7.19	8.37	7.06	-0.13	-1.31	5,005
Library as Place	5.75	7.05	6.38	0.63	-0.67	4,773
Overall:	6.73	7.95	7.05	0.32	-0.91	5,006

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	1.71	1.35	1.54	1.84	1.63	5,003
Information Control	1.57	1.12	1.58	1.97	1.72	5,005
Library as Place	2.18	2.13	1.87	2.42	2.41	4,773
Overall:	1.27	0.91	1.14	1.42	1.20	5,006

Language: American English
 Institution Type: College or University
 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 using library's online article indexes	6.89	8.38	6.70	-0.19	-1.68	230
Availability of online help when using my library's electronic resources	6.57	7.72	6.54	-0.02	-1.18	260
Informing me of useful library services	5.98	7.15	6.44	0.46	-0.71	87
Ease of use of electronic resources	7.29	8.42	7.28	-0.01	-1.14	271
Providing help when and where I need it	6.51	8.03	7.11	0.61	-0.92	581
Teaching me how to access, evaluate, and use information	5.93	7.26	6.69	0.76	-0.57	1,598
Making me aware of library services	6.53	7.74	7.33	0.80	-0.41	81
Online course support (readings, links, references)	6.38	7.61	6.77	0.39	-0.84	332
Electronic resources matching my information needs	7.26	8.48	6.75	-0.51	-1.73	170
Video and sound recording resources I need for my research	5.67	7.01	6.28	0.60	-0.73	184
Access to rare and historical materials	5.72	7.05	6.79	1.07	-0.27	164
Contribution to the intellectual atmosphere of the campus	6.58	7.89	7.09	0.52	-0.80	642
Library keeping me informed about all of its services	5.67	6.99	6.55	0.88	-0.44	637
The multimedia (CD / DVD / video / audio) collections I need	5.75	7.13	5.99	0.24	-1.14	352
Availability of subject specialist assistance	6.24	7.52	6.86	0.62	-0.66	392
Helpfulness in dealing with users' IT problems	6.62	7.94	6.69	0.08	-1.24	131
Making me aware of library resources and services	6.18	7.41	6.69	0.50	-0.72	2,225
Teaching me how to locate, evaluate, and use information	5.76	7.23	7.00	1.24	-0.23	364
Efficient interlibrary loan / document delivery	6.75	8.10	7.49	0.73	-0.61	113
Convenient service hours	6.72	7.92	7.47	0.76	-0.45	390
Ability to navigate library Web pages easily	7.16	8.35	6.79	-0.37	-1.56	2,671
A center for intellectual stimulation	6.07	7.09	5.98	-0.08	-1.11	121
A secure and safe place	6.60	7.57	7.25	0.65	-0.32	298
Access to archives, special collections	5.75	6.82	6.50	0.75	-0.32	28
Accuracy in the catalog, borrowing, and overdue records	7.07	8.13	7.33	0.25	-0.81	206
Assuring users of the accuracy and confidentiality of their transactions	7.19	8.21	7.90	0.70	-0.31	77
Convenient business hours	6.64	7.71	7.24	0.60	-0.47	160
Enabling me to find information myself 24 hours a day	7.19	8.24	7.22	0.04	-1.02	447

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

Improving library-use skills as a by-product of seeking assistance from library staff	5.89	7.31	6.91	1.03	-0.40	116
Instruction in library use, when needed	6.68	7.79	7.66	0.99	-0.13	148
Interdisciplinary library needs being addressed	6.66	7.86	6.79	0.13	-1.07	293
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.68	7.91	7.34	0.66	-0.58	383
Providing direction to self-navigate the library	6.49	7.85	6.80	0.31	-1.04	182
Providing me with information allowing me to work in my own way	7.04	8.17	7.42	0.39	-0.75	158
Providing services as promised	7.06	8.38	7.93	0.87	-0.46	123
Space for group / individual study and research needs	5.23	6.52	5.86	0.63	-0.65	188
Space that facilitates quiet study	5.59	6.82	5.88	0.29	-0.94	138
Timely document delivery / interlibrary loan	6.86	8.14	7.42	0.56	-0.72	603
Personalization features in the electronic library	5.80	7.03	6.08	0.28	-0.95	61
Space for students to study and work in groups	5.46	6.70	5.42	-0.05	-1.28	130
Adequate hours of service	6.71	7.81	7.21	0.50	-0.60	1,467
Timely delivery of the articles and documents that I need	6.86	7.14	6.71	-0.14	-0.43	7
Librarians working with teams or individuals to fulfill specialized knowledge requirements	6.16	7.40	6.52	0.37	-0.87	101
Library staff providing help that assists in finding information needed now while improving my research skills	6.44	7.63	7.28	0.84	-0.35	142
The library program teaches me how to access, evaluate, and use information	6.00	7.30	6.76	0.76	-0.54	239
The 24 by 7 live chat service provides information assistance when and where I need it	4.50	5.50	5.50	1.00	0.00	2
Ease and timeliness in getting materials from other libraries	6.80	8.13	7.03	0.22	-1.10	1,368

Language: American English
Institution Type: College or University
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 using library's online article indexes	1.65	1.14	1.76	2.22	2.01	230
Availability of online help when using my library's electronic resources	1.86	1.68	1.72	2.05	1.91	260
Informing me of useful library services	1.80	1.71	2.00	2.28	2.29	87
Ease of use of electronic resources	1.59	1.03	1.52	1.85	1.53	271
Providing help when and where I need it	1.75	1.27	1.61	1.95	1.68	581
Teaching me how to access, evaluate, and use information	2.02	1.87	1.69	2.04	1.95	1,598
Making me aware of library services	1.86	1.62	1.84	2.29	2.24	81
Online course support (readings, links, references)	1.98	1.76	1.58	1.91	1.81	332
Electronic resources matching my information needs	1.52	0.99	1.47	1.87	1.58	170
Video and sound recording resources I need for my research	2.26	2.15	1.95	2.70	2.62	184
Access to rare and historical materials	2.21	2.10	1.60	2.25	2.19	164
Contribution to the intellectual atmosphere of the campus	1.95	1.58	1.62	1.82	1.59	642
Library keeping me informed about all of its services	1.99	1.88	1.78	2.13	2.13	637
The multimedia (CD / DVD / video / audio) collections I need	2.29	2.19	1.87	2.61	2.62	352
Availability of subject specialist assistance	2.00	1.80	1.69	2.13	1.92	392
Helpfulness in dealing with users' IT problems	1.97	1.73	1.92	2.35	2.22	131
Making me aware of library resources and services	1.77	1.58	1.65	1.98	1.89	2,225
Teaching me how to locate, evaluate, and use information	2.10	1.97	1.51	1.99	1.82	364
Efficient interlibrary loan / document delivery	1.66	1.43	1.57	1.85	1.71	113
Convenient service hours	1.71	1.49	1.44	1.91	1.78	390
Ability to navigate library Web pages easily	1.53	1.09	1.59	2.02	1.75	2,671
A center for intellectual stimulation	2.21	2.14	2.09	2.45	2.45	121
A secure and safe place	2.25	2.00	1.54	2.20	2.07	298
Access to archives, special collections	2.08	2.45	1.91	2.56	2.83	28
Accuracy in the catalog, borrowing, and overdue records	1.67	1.36	1.75	2.13	1.87	206
Assuring users of the accuracy and confidentiality of their transactions	1.53	1.00	1.06	1.25	1.12	77
Convenient business hours	1.61	1.38	1.52	1.84	1.67	160
Enabling me to find information myself 24 hours a day	1.58	1.25	1.54	1.97	1.81	447
Improving library-use skills as a by-product of seeking assistance from library staff	1.78	1.62	1.64	1.93	1.96	116

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Faculty

Instruction in library use, when needed	2.05	1.63	1.55	1.90	1.58	148
Interdisciplinary library needs being addressed	1.91	1.71	1.88	2.21	2.14	293
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.75	1.46	1.62	1.87	1.78	383
Providing direction to self-navigate the library	2.05	1.65	1.69	2.14	1.93	182
Providing me with information allowing me to work in my own way	1.79	1.14	1.29	1.89	1.28	158
Providing services as promised	1.31	0.91	1.06	1.44	1.17	123
Space for group / individual study and research needs	2.40	2.42	1.94	2.86	2.80	188
Space that facilitates quiet study	2.14	2.27	1.98	2.80	2.88	138
Timely document delivery / interlibrary loan	1.75	1.37	1.50	1.83	1.56	603
Personalization features in the electronic library	2.10	1.91	1.69	2.27	1.96	61
Space for students to study and work in groups	2.38	2.32	2.14	2.61	2.67	130
Adequate hours of service	1.65	1.38	1.51	2.00	1.80	1,467
Timely delivery of the articles and documents that I need	1.77	1.77	1.89	2.19	0.79	7
Librarians working with teams or individuals to fulfill specialized knowledge requirements	2.26	1.95	2.16	2.36	1.89	101
Library staff providing help that assists in finding information needed now while improving my research skills	2.02	1.75	1.53	2.11	1.88	142
The library program teaches me how to access, evaluate, and use information	2.02	2.00	1.67	1.67	1.69	239
The 24 by 7 live chat service provides information assistance when and where I need it	2.12	2.12	2.12	0.00	0.00	2
Ease and timeliness in getting materials from other libraries	1.61	1.22	1.56	1.99	1.76	1,368

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.	7.57	1.51	5,006
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.04	1.76	5,005
How would you rate the overall quality of the service provided by the library?	7.29	1.42	5,005

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.	6.57	1.99	5,005
The library aids my advancement in my academic discipline or work.	6.99	1.81	5,003
The library enables me to be more efficient in my academic pursuits or work.	7.14	1.76	5,003
The library helps me distinguish between trustworthy and untrustworthy information.	5.56	2.13	5,004
The library provides me with the information skills I need in my work or study.	6.10	1.99	5,002

Language: American English

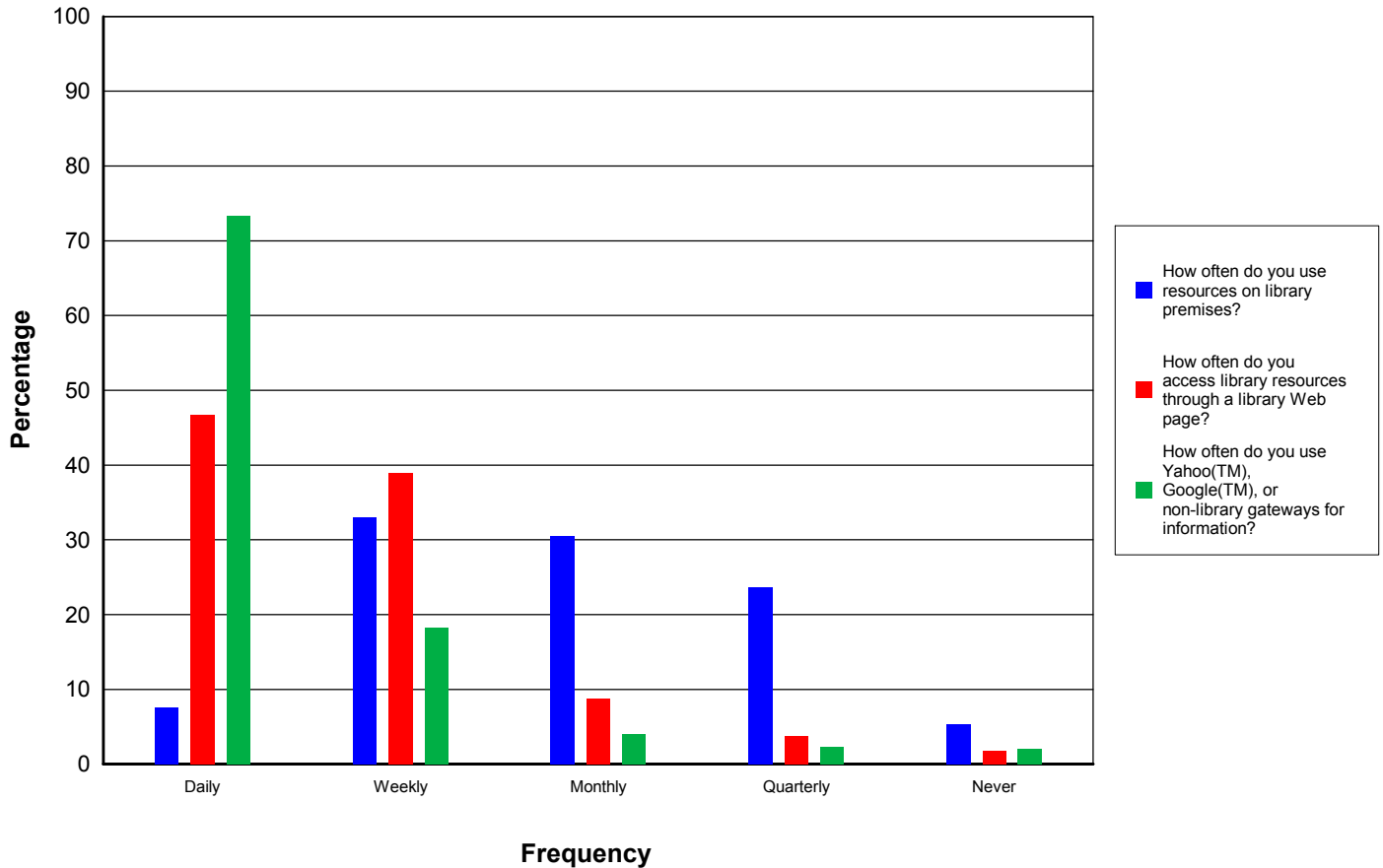
Institution Type: College or University

Consortium: ARL

User Group: Faculty

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?	379 7.57%	1,650 32.97%	1,525 30.48%	1,184 23.66%	266 5.32%	5,004 100.00%
How often do you access library resources through a library Web page?	2,338 46.75%	1,949 38.97%	439 8.78%	186 3.72%	89 1.78%	5,001 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	3,667 73.33%	916 18.32%	200 4.00%	119 2.38%	99 1.98%	5,001 100.00%

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

15 College or University 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 %
18 - 22	6	1.39%
23 - 30	46	10.65%
31 - 45	123	28.47%
46 - 65	250	57.87%
Over 65	7	1.62%
Total:	432	100.00%

15.1.2 Population and Respondent Profiles 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:	Population N	Population %	Respondents n	Respondents %
Male	510,102	47.24%	119	27.55%
Female	569,780	52.76%	313	72.45%
Total:	1,079,882	100.00%	432	100.00%

Language: American English

Institution Type: College or University

Consortium: ARL

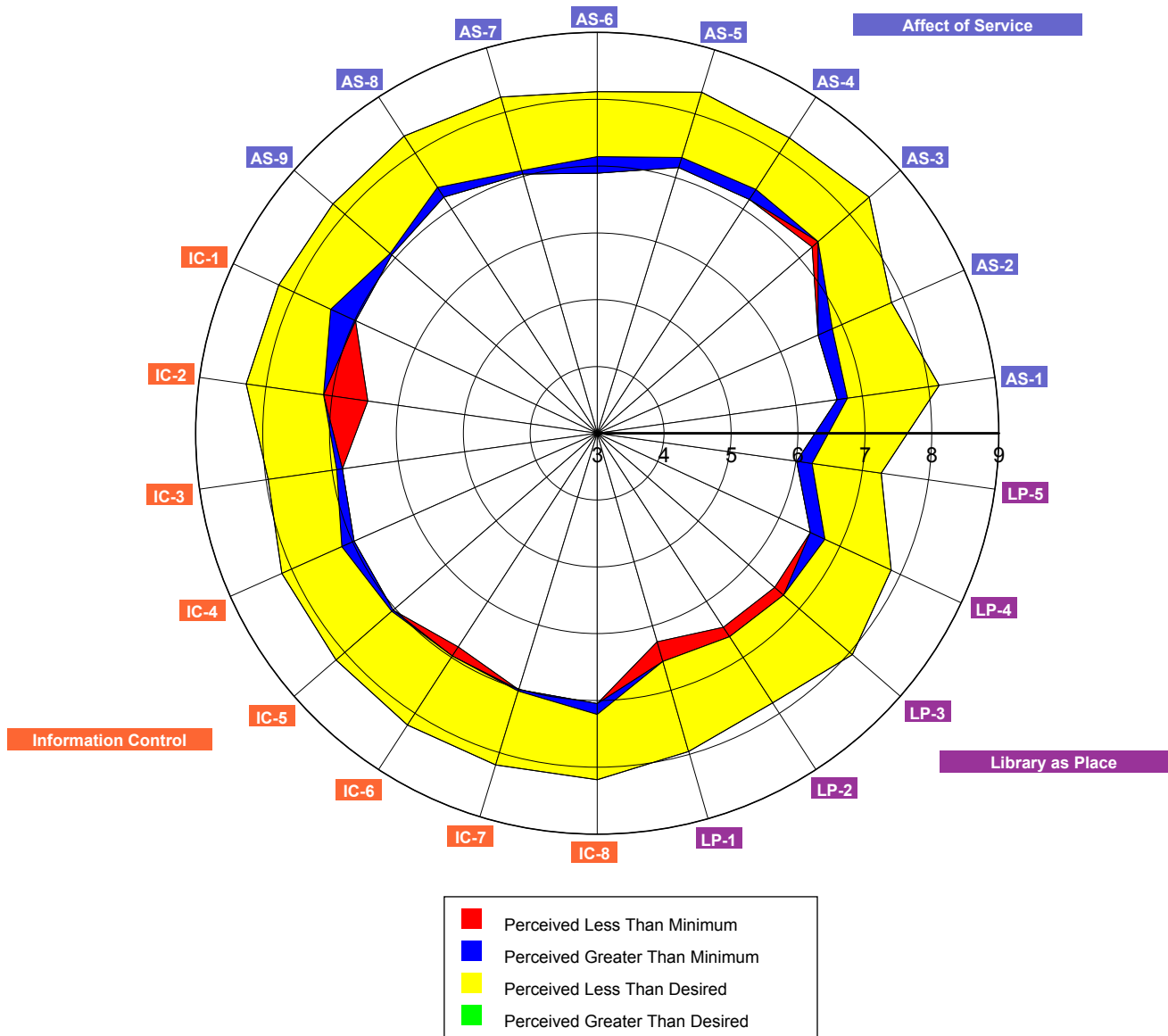
User Group: Library Staff

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: 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	6.62	8.16	6.78	0.16	-1.39	425
AS-2	Giving users individual attention	6.62	7.81	6.85	0.23	-0.97	426
AS-3	Employees who are consistently courteous	7.37	8.39	7.25	-0.12	-1.13	430
AS-4	Readiness to respond to users' questions	7.17	8.27	7.35	0.18	-0.92	424
AS-5	Employees who have the knowledge to answer user questions	7.16	8.34	7.32	0.15	-1.02	424
AS-6	Employees who deal with users in a caring fashion	6.89	8.11	7.14	0.25	-0.97	427
AS-7	Employees who understand the needs of their users	7.04	8.24	7.09	0.05	-1.14	424
AS-8	Willingness to help users	7.21	8.30	7.39	0.17	-0.91	428
AS-9	Dependability in handling users' service problems	7.07	8.23	7.10	0.03	-1.13	410
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.99	8.25	7.39	0.41	-0.86	401
IC-2	A library Web site enabling me to locate information on my own	7.13	8.30	6.46	-0.67	-1.84	426
IC-3	The printed library materials I need for my work	6.84	7.97	6.93	0.09	-1.03	404
IC-4	The electronic information resources I need	6.98	8.16	7.18	0.20	-0.98	409
IC-5	Modern equipment that lets me easily access needed information	7.04	8.17	7.07	0.03	-1.11	426
IC-6	Easy-to-use access tools that allow me to find things on my own	6.98	8.21	6.81	-0.17	-1.40	426
IC-7	Making information easily accessible for independent use	7.01	8.19	7.04	0.02	-1.16	423
IC-8	Print and/or electronic journal collections I require for my work	7.05	8.19	7.21	0.16	-0.97	383
Library as Place							
LP-1	Library space that inspires study and learning	6.55	7.96	6.25	-0.31	-1.71	421
LP-2	Quiet space for individual activities	6.63	7.81	6.46	-0.17	-1.35	407
LP-3	A comfortable and inviting location	6.69	8.05	6.51	-0.18	-1.54	426
LP-4	A getaway for study, learning, or research	6.52	7.85	6.75	0.24	-1.09	399
LP-5	Community space for group learning and group study	6.01	7.29	6.24	0.23	-1.04	378
Overall:		6.89	8.10	6.94	0.05	-1.16	433

Language: American English

Institution Type: College or University

Consortium: ARL

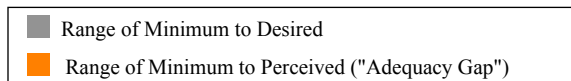
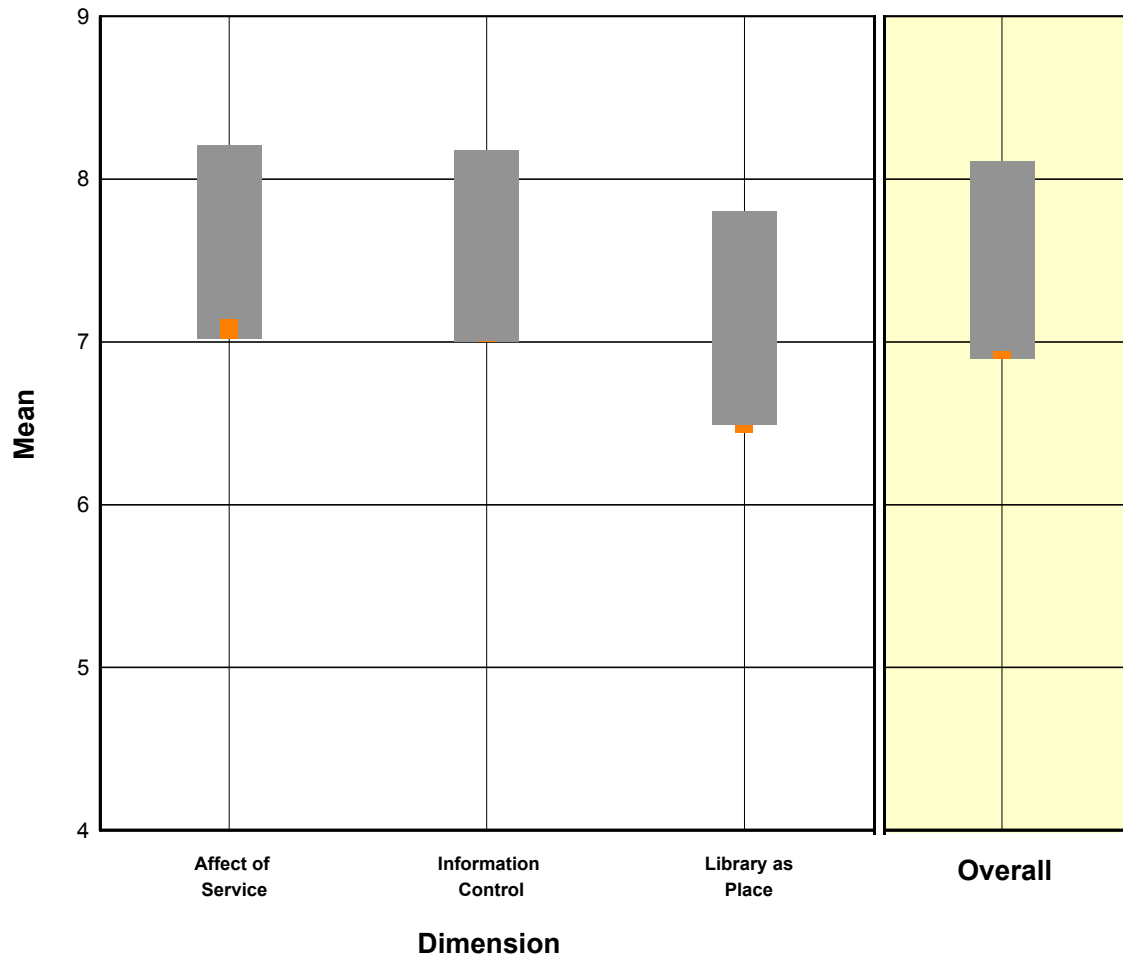
User Group: Library Staff

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	1.56	1.06	1.35	1.74	1.46	425
AS-2	Giving users individual attention	1.63	1.32	1.50	1.82	1.59	426
AS-3	Employees who are consistently courteous	1.50	1.04	1.39	1.71	1.47	430
AS-4	Readiness to respond to users' questions	1.40	1.04	1.25	1.57	1.33	424
AS-5	Employees who have the knowledge to answer user questions	1.36	1.02	1.29	1.54	1.36	424
AS-6	Employees who deal with users in a caring fashion	1.56	1.26	1.35	1.70	1.44	427
AS-7	Employees who understand the needs of their users	1.40	1.05	1.39	1.65	1.43	424
AS-8	Willingness to help users	1.43	1.11	1.29	1.48	1.32	428
AS-9	Dependability in handling users' service problems	1.39	1.08	1.36	1.53	1.38	410
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.54	1.18	1.30	1.60	1.41	401
IC-2	A library Web site enabling me to locate information on my own	1.45	1.16	1.69	2.02	1.92	426
IC-3	The printed library materials I need for my work	1.40	1.20	1.39	1.65	1.46	404
IC-4	The electronic information resources I need	1.40	1.25	1.37	1.49	1.34	409
IC-5	Modern equipment that lets me easily access needed information	1.45	1.27	1.54	1.77	1.54	426
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.16	1.38	1.64	1.50	426
IC-7	Making information easily accessible for independent use	1.40	1.12	1.27	1.57	1.40	423
IC-8	Print and/or electronic journal collections I require for my work	1.45	1.20	1.23	1.53	1.32	383
Library as Place							
LP-1	Library space that inspires study and learning	1.57	1.38	1.77	2.18	2.12	421
LP-2	Quiet space for individual activities	1.59	1.45	1.75	2.19	2.06	407
LP-3	A comfortable and inviting location	1.55	1.24	1.83	2.12	1.94	426
LP-4	A getaway for study, learning, or research	1.63	1.41	1.63	1.83	1.75	399
LP-5	Community space for group learning and group study	1.90	1.85	1.82	2.32	2.12	378
Overall:		1.16	0.89	1.02	1.26	1.06	433

Language: American English
Institution Type: College or University
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: 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	7.02	8.21	7.14	0.12	-1.07	433
Information Control	7.00	8.18	7.01	0.00	-1.17	433
Library as Place	6.49	7.80	6.45	-0.04	-1.36	433
Overall:	6.89	8.10	6.94	0.05	-1.16	433

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	1.37	1.64	1.43	433
Information Control	1.43	1.20	1.43	1.69	1.53	433
Library as Place	1.66	1.49	1.77	2.14	2.02	433
Overall:	1.16	0.89	1.02	1.26	1.06	433

Language: American English
 Institution Type: College or University
 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 using library's online article indexes	6.58	8.17	6.92	0.33	-1.25	12
Availability of online help when using my library's electronic resources	6.40	7.70	6.80	0.40	-0.90	10
Informing me of useful library services	6.45	8.00	7.18	0.73	-0.82	11
Ease of use of electronic resources	7.43	8.14	6.86	-0.57	-1.29	7
Providing help when and where I need it	6.66	8.01	6.71	0.05	-1.31	180
Teaching me how to access, evaluate, and use information	6.40	7.76	6.62	0.22	-1.14	209
Making me aware of library services	6.55	7.82	7.11	0.55	-0.71	38
Online course support (readings, links, references)	6.59	7.95	6.75	0.16	-1.20	61
Electronic resources matching my information needs	6.20	7.59	6.43	0.23	-1.16	44
Video and sound recording resources I need for my research	6.00	8.40	5.80	-0.20	-2.60	5
Access to rare and historical materials	6.00	7.17	7.13	1.13	-0.04	23
Contribution to the intellectual atmosphere of the campus	6.61	7.87	6.89	0.29	-0.98	94
Library keeping me informed about all of its services	6.17	7.17	7.00	0.83	-0.17	12
The multimedia (CD / DVD / video / audio) collections I need	6.29	7.55	6.35	0.06	-1.20	49
Availability of subject specialist assistance	6.88	8.06	6.89	0.01	-1.17	81
Helpfulness in dealing with users' IT problems	5.00	7.00	6.00	1.00	-1.00	2
Making me aware of library resources and services	6.49	7.71	6.55	0.06	-1.16	135
Teaching me how to locate, evaluate, and use information	6.45	7.70	6.70	0.25	-1.00	20
Efficient interlibrary loan / document delivery	7.71	8.43	8.29	0.57	-0.14	7
Convenient service hours	7.17	8.17	7.83	0.67	-0.33	12
Ability to navigate library Web pages easily	7.03	8.14	6.51	-0.52	-1.62	173
A center for intellectual stimulation	6.21	7.71	5.93	-0.27	-1.78	73
A secure and safe place	7.60	8.13	7.11	-0.49	-1.02	53
Access to archives, special collections	5.50	7.75	8.25	2.75	0.50	4
Accuracy in the catalog, borrowing, and overdue records	7.36	8.38	6.87	-0.49	-1.51	45
Assuring users of the accuracy and confidentiality of their transactions	4.00	9.00	9.00	5.00	0.00	1
Convenient business hours	6.89	7.56	7.33	0.44	-0.22	9
Enabling me to find information myself 24 hours a day	6.90	7.50	6.20	-0.70	-1.30	10

Language: American English

Institution Type: College or University

Consortium: ARL

User Group: Library Staff

Improving library-use skills as a by-product of seeking assistance from library staff	6.00	7.00	6.50	0.50	-0.50	2
Instruction in library use, when needed	8.00	8.50	8.00	0.00	-0.50	2
Interdisciplinary library needs being addressed	7.00	7.56	7.22	0.22	-0.33	9
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.10	7.80	7.80	0.70	0.00	10
Providing direction to self-navigate the library	6.40	7.88	5.56	-0.84	-2.32	25
Providing me with information allowing me to work in my own way	7.67	8.33	7.67	0.00	-0.67	3
Providing services as promised	7.71	8.71	8.14	0.43	-0.57	7
Space for group / individual study and research needs	6.49	7.59	6.01	-0.48	-1.58	79
Space that facilitates quiet study	6.59	7.61	5.30	-1.30	-2.32	44
Timely document delivery / interlibrary loan	6.83	8.14	8.00	1.17	-0.14	58
Personalization features in the electronic library	6.40	7.40	5.00	-1.40	-2.40	5
Space for students to study and work in groups	6.68	7.92	6.32	-0.36	-1.60	25
Adequate hours of service	6.82	8.07	7.65	0.83	-0.43	82
Librarians working with teams or individuals to fulfill specialized knowledge requirements	6.24	7.39	6.54	0.30	-0.84	70
Library staff providing help that assists in finding information needed now while improving my research skills	7.64	8.55	8.36	0.73	-0.18	11
Ease and timeliness in getting materials from other libraries	6.84	8.17	7.25	0.41	-0.92	99

Language: American English
Institution Type: College or University
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 using library's online article indexes	1.38	1.27	1.00	1.23	1.14	12
Availability of online help when using my library's electronic resources	1.51	1.06	0.92	2.12	1.52	10
Informing me of useful library services	1.29	1.18	1.25	1.19	1.47	11
Ease of use of electronic resources	1.72	1.46	1.35	1.40	1.25	7
Providing help when and where I need it	1.28	1.03	1.41	1.71	1.51	180
Teaching me how to access, evaluate, and use information	1.63	1.54	1.58	1.79	1.59	209
Making me aware of library services	1.16	1.20	1.31	1.31	1.37	38
Online course support (readings, links, references)	1.49	1.27	1.36	1.60	1.45	61
Electronic resources matching my information needs	1.39	1.54	1.25	1.38	1.36	44
Video and sound recording resources I need for my research	1.41	0.89	1.79	1.48	2.41	5
Access to rare and historical materials	1.93	1.85	1.25	1.87	1.94	23
Contribution to the intellectual atmosphere of the campus	1.76	1.55	1.62	1.84	1.54	94
Library keeping me informed about all of its services	2.08	1.75	1.41	1.80	2.04	12
The multimedia (CD / DVD / video / audio) collections I need	1.88	1.97	1.52	2.10	1.77	49
Availability of subject specialist assistance	1.35	1.09	1.45	1.63	1.47	81
Helpfulness in dealing with users' IT problems	0.00	1.41	0.00	0.00	1.41	2
Making me aware of library resources and services	1.50	1.26	1.45	1.82	1.71	135
Teaching me how to locate, evaluate, and use information	1.73	1.75	1.42	1.86	1.95	20
Efficient interlibrary loan / document delivery	1.38	0.79	0.76	0.79	0.90	7
Convenient service hours	1.80	1.03	1.34	1.56	1.07	12
Ability to navigate library Web pages easily	1.43	1.31	1.60	1.74	1.73	173
A center for intellectual stimulation	1.72	1.51	1.91	2.22	2.20	73
A secure and safe place	1.55	1.33	1.53	1.79	1.35	53
Access to archives, special collections	2.89	1.89	0.96	2.63	1.29	4
Accuracy in the catalog, borrowing, and overdue records	1.03	0.78	1.53	1.79	1.77	45
Assuring users of the accuracy and confidentiality of their transactions						1
Convenient business hours	1.54	1.67	2.18	1.24	1.09	9
Enabling me to find information myself 24 hours a day	1.52	1.58	1.40	1.83	1.64	10
Improving library-use skills as a by-product of seeking assistance from library staff	1.41	1.41	0.71	0.71	0.71	2

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

Instruction in library use, when needed	0.00	0.71	0.00	0.00	0.71	2
Interdisciplinary library needs being addressed	1.41	1.42	1.86	2.73	2.29	9
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.45	1.62	1.14	1.77	1.89	10
Providing direction to self-navigate the library	2.25	2.19	2.43	2.64	2.32	25
Providing me with information allowing me to work in my own way	0.58	0.58	0.58	0.00	1.15	3
Providing services as promised	1.60	0.76	1.21	0.53	1.13	7
Space for group / individual study and research needs	1.36	1.53	1.85	2.07	1.99	79
Space that facilitates quiet study	1.57	1.56	2.06	2.14	2.12	44
Timely document delivery / interlibrary loan	1.76	1.50	1.32	1.55	1.21	58
Personalization features in the electronic library	2.07	2.07	1.00	1.95	1.82	5
Space for students to study and work in groups	1.57	1.12	1.73	2.06	1.94	25
Adequate hours of service	1.41	1.03	1.25	1.60	1.42	82
Librarians working with teams or individuals to fulfill specialized knowledge requirements	1.71	1.86	1.78	1.55	1.66	70
Library staff providing help that assists in finding information needed now while improving my research skills	1.36	0.69	0.67	1.19	0.60	11
Ease and timeliness in getting materials from other libraries	1.30	1.03	1.32	1.71	1.71	99

Language: American English
Institution Type: College or University
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.	7.22	1.52	432
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.01	1.50	432
How would you rate the overall quality of the service provided by the library?	7.28	1.20	432

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.	6.54	1.61	432
The library aids my advancement in my academic discipline or work.	6.86	1.58	431
The library enables me to be more efficient in my academic pursuits or work.	6.92	1.60	431
The library helps me distinguish between trustworthy and untrustworthy information.	6.43	1.82	431
The library provides me with the information skills I need in my work or study.	6.67	1.60	433

Language: American English

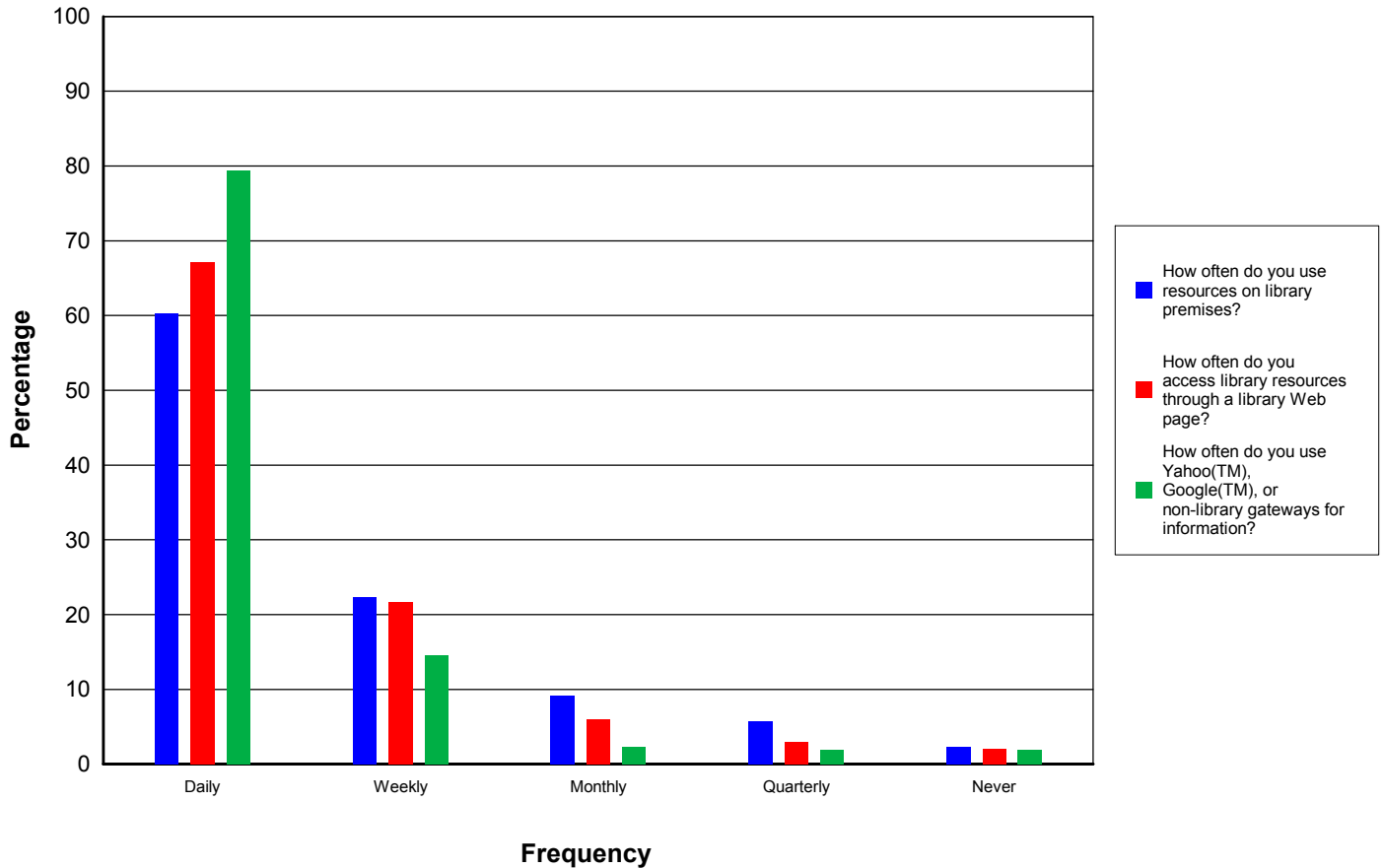
Institution Type: College or University

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?	261 60.28%	97 22.40%	40 9.24%	25 5.77%	10 2.31%	433 100.00%
How often do you access library resources through a library Web page?	291 67.21%	94 21.71%	26 6.00%	13 3.00%	9 2.08%	433 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	344 79.45%	63 14.55%	10 2.31%	8 1.85%	8 1.85%	433 100.00%

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

16 College or University Libraries Staff Summary for ARL

16.1 Demographic Summary for Staff

16.1.1 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	0.07%
18 - 22	10	0.73%
23 - 30	256	18.69%
31 - 45	539	39.34%
46 - 65	545	39.78%
Over 65	19	1.39%
Total:	1,370	100.00%

16.1.2 Population and Respondent Profiles 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.

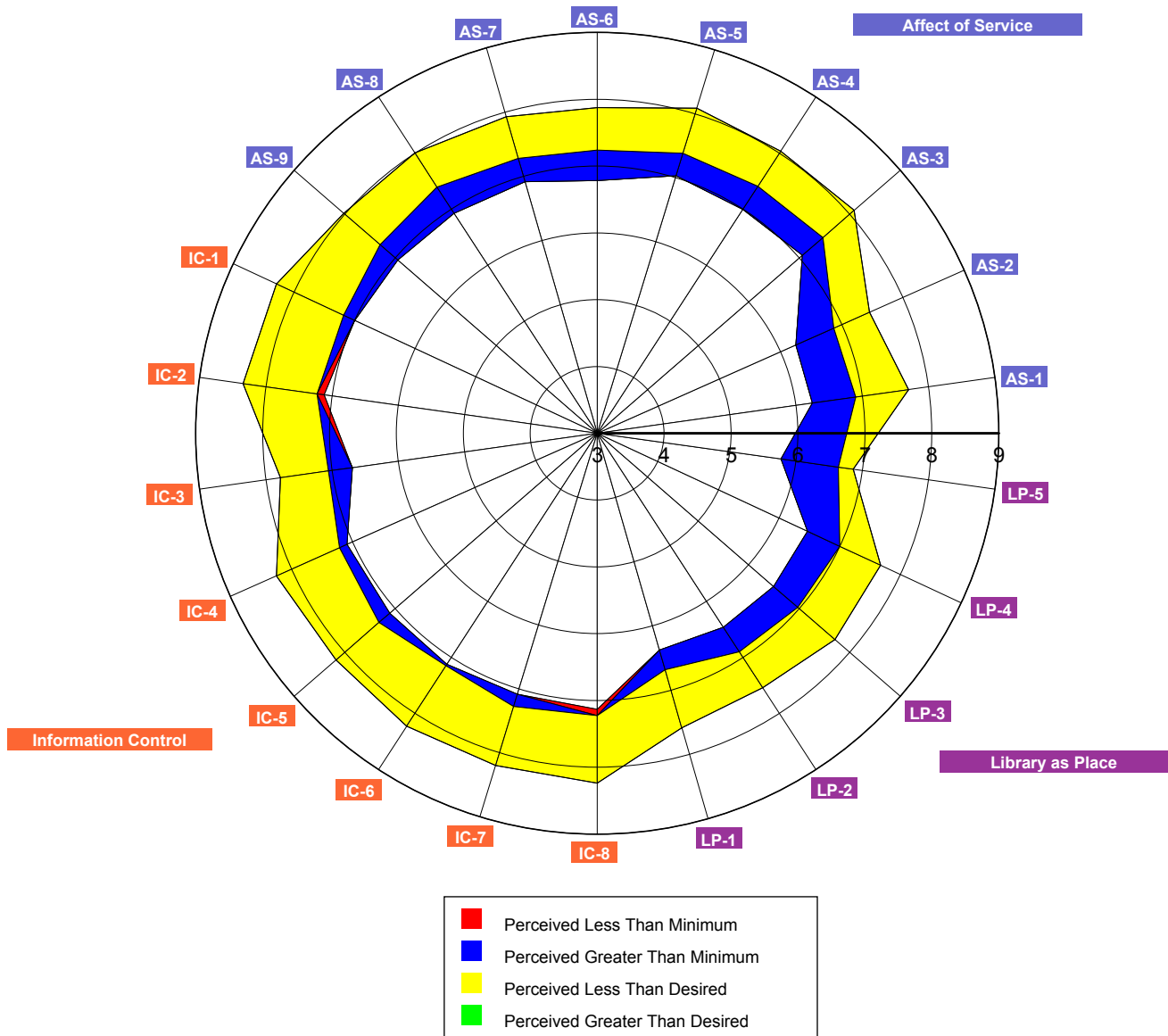
Sex:	Population N	Population %	Respondents n	Respondents %
Male	510,102	47.24%	503	36.72%
Female	569,780	52.76%	867	63.28%
Total:	1,079,882	100.00%	1,370	100.00%

16.2 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	6.25	7.70	6.90	0.66	-0.80	1,289
AS-2	Giving users individual attention	6.25	7.45	6.87	0.62	-0.58	1,303
AS-3	Employees who are consistently courteous	7.06	8.09	7.47	0.40	-0.62	1,347
AS-4	Readiness to respond to users' questions	7.00	8.03	7.41	0.41	-0.62	1,324
AS-5	Employees who have the knowledge to answer user questions	7.03	8.09	7.38	0.35	-0.71	1,310
AS-6	Employees who deal with users in a caring fashion	6.78	7.87	7.24	0.46	-0.63	1,322
AS-7	Employees who understand the needs of their users	6.92	7.93	7.28	0.36	-0.65	1,305
AS-8	Willingness to help users	6.93	8.00	7.40	0.47	-0.61	1,303
AS-9	Dependability in handling users' service problems	6.95	8.02	7.30	0.35	-0.71	1,166
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.00	8.29	7.18	0.19	-1.11	1,296
IC-2	A library Web site enabling me to locate information on my own	7.23	8.34	7.12	-0.11	-1.22	1,352
IC-3	The printed library materials I need for my work	6.70	7.78	7.06	0.36	-0.72	1,149
IC-4	The electronic information resources I need	7.09	8.25	7.21	0.12	-1.04	1,302
IC-5	Modern equipment that lets me easily access needed information	7.11	8.17	7.32	0.21	-0.85	1,300
IC-6	Easy-to-use access tools that allow me to find things on my own	7.12	8.23	7.15	0.03	-1.07	1,347
IC-7	Making information easily accessible for independent use	7.09	8.20	7.28	0.19	-0.92	1,311
IC-8	Print and/or electronic journal collections I require for my work	7.22	8.24	7.13	-0.09	-1.10	1,171
Library as Place							
LP-1	Library space that inspires study and learning	6.38	7.59	6.68	0.31	-0.90	1,185
LP-2	Quiet space for individual activities	6.47	7.54	6.90	0.44	-0.64	1,115
LP-3	A comfortable and inviting location	6.50	7.71	6.97	0.48	-0.74	1,251
LP-4	A getaway for study, learning, or research	6.47	7.67	7.00	0.53	-0.67	1,148
LP-5	Community space for group learning and group study	5.77	6.87	6.64	0.87	-0.22	878
Overall:		6.82	7.94	7.15	0.33	-0.79	1,374

Language: American English

Institution Type: College or University

Consortium: ARL

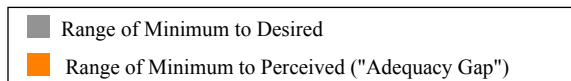
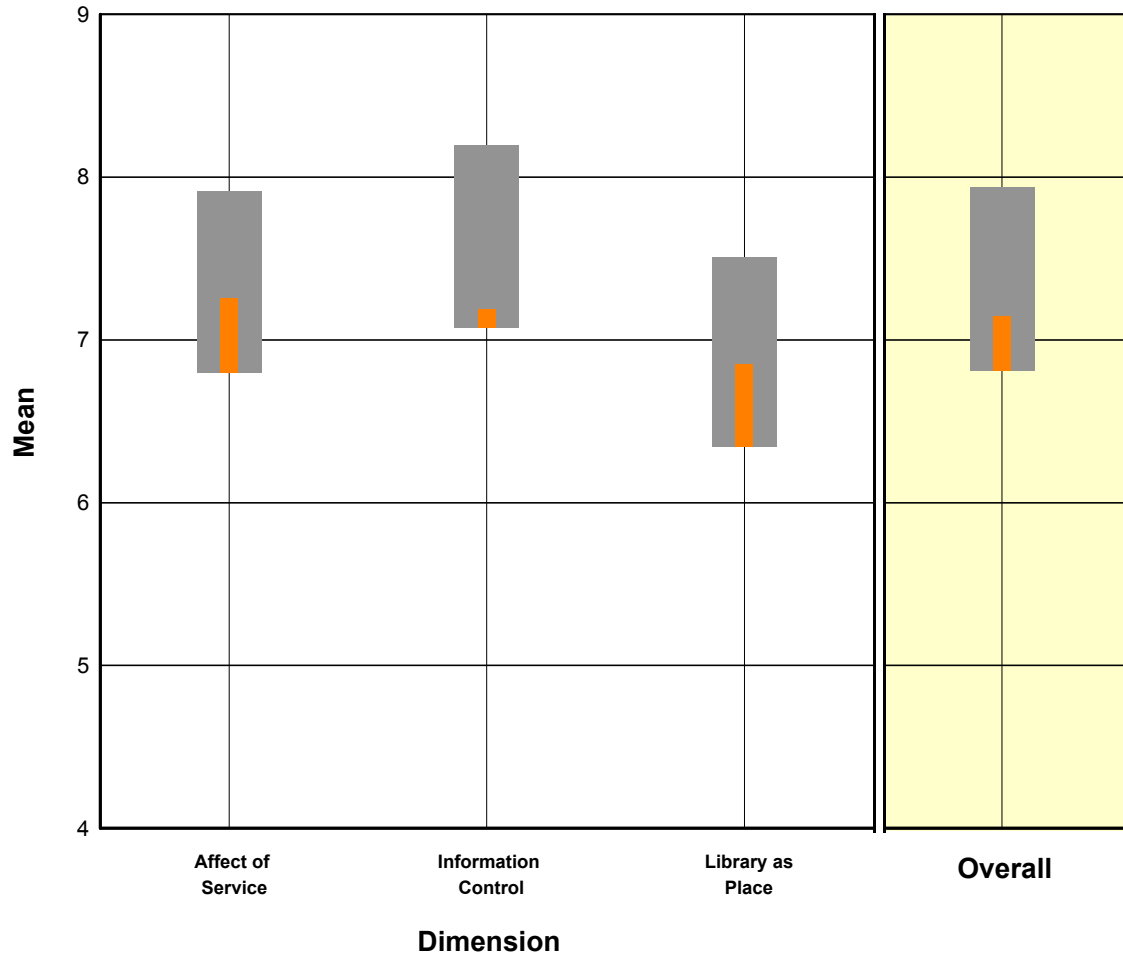
User Group: Staff

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	1.73	1.42	1.55	1.91	1.67	1,289
AS-2	Giving users individual attention	1.82	1.51	1.63	1.88	1.67	1,303
AS-3	Employees who are consistently courteous	1.70	1.29	1.52	1.91	1.64	1,347
AS-4	Readiness to respond to users' questions	1.58	1.23	1.45	1.75	1.51	1,324
AS-5	Employees who have the knowledge to answer user questions	1.61	1.23	1.47	1.77	1.46	1,310
AS-6	Employees who deal with users in a caring fashion	1.75	1.37	1.49	1.83	1.58	1,322
AS-7	Employees who understand the needs of their users	1.64	1.28	1.45	1.84	1.53	1,305
AS-8	Willingness to help users	1.65	1.26	1.50	1.83	1.56	1,303
AS-9	Dependability in handling users' service problems	1.59	1.25	1.46	1.83	1.57	1,166
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	1.15	1.63	1.97	1.71	1,296
IC-2	A library Web site enabling me to locate information on my own	1.52	1.05	1.57	1.98	1.74	1,352
IC-3	The printed library materials I need for my work	1.67	1.45	1.53	1.87	1.69	1,149
IC-4	The electronic information resources I need	1.53	1.11	1.42	1.81	1.63	1,302
IC-5	Modern equipment that lets me easily access needed information	1.53	1.13	1.37	1.81	1.50	1,300
IC-6	Easy-to-use access tools that allow me to find things on my own	1.52	1.11	1.45	1.87	1.61	1,347
IC-7	Making information easily accessible for independent use	1.53	1.08	1.41	1.82	1.49	1,311
IC-8	Print and/or electronic journal collections I require for my work	1.52	1.23	1.55	1.90	1.70	1,171
Library as Place							
LP-1	Library space that inspires study and learning	1.92	1.70	1.83	2.34	2.21	1,185
LP-2	Quiet space for individual activities	1.97	1.72	1.71	2.23	2.07	1,115
LP-3	A comfortable and inviting location	1.83	1.48	1.69	2.15	1.97	1,251
LP-4	A getaway for study, learning, or research	1.92	1.63	1.58	2.02	1.74	1,148
LP-5	Community space for group learning and group study	2.23	2.07	1.71	2.26	2.12	878
Overall:		1.30	0.91	1.15	1.45	1.19	1,374

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

16.3 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: 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	6.80	7.91	7.25	0.46	-0.66	1,373
Information Control	7.07	8.19	7.18	0.11	-1.01	1,373
Library as Place	6.34	7.51	6.85	0.51	-0.66	1,317
Overall:	6.82	7.94	7.15	0.33	-0.79	1,374

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.70	1.33	1.52	1.84	1.58	1,373
Information Control	1.57	1.17	1.50	1.89	1.64	1,373
Library as Place	1.98	1.73	1.71	2.21	2.03	1,317
Overall:	1.30	0.91	1.15	1.45	1.19	1,374

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

16.4 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
Ease of using library's online article indexes	7.01	7.97	6.63	-0.38	-1.34	71
Availability of online help when using my library's electronic resources	6.99	7.82	6.73	-0.26	-1.09	97
Informing me of useful library services	6.66	7.45	6.13	-0.53	-1.32	47
Ease of use of electronic resources	7.20	8.07	7.29	0.09	-0.78	96
Providing help when and where I need it	6.82	7.98	7.16	0.35	-0.82	147
Teaching me how to access, evaluate, and use information	6.20	7.51	6.75	0.55	-0.76	520
Making me aware of library services	6.70	7.64	6.70	0.00	-0.94	53
Online course support (readings, links, references)	7.00	7.90	7.05	0.05	-0.85	59
Electronic resources matching my information needs	7.04	8.19	6.80	-0.24	-1.39	101
Video and sound recording resources I need for my research	5.53	7.47	6.26	0.74	-1.21	19
Access to rare and historical materials	5.59	7.08	6.94	1.35	-0.14	147
Contribution to the intellectual atmosphere of the campus	6.75	7.94	7.58	0.83	-0.36	198
Library keeping me informed about all of its services	5.69	6.92	5.99	0.30	-0.93	231
The multimedia (CD / DVD / video / audio) collections I need	6.22	7.31	6.76	0.54	-0.55	122
Availability of subject specialist assistance	6.29	7.34	6.73	0.44	-0.61	104
Helpfulness in dealing with users' IT problems	6.44	7.76	6.76	0.32	-1.00	25
Making me aware of library resources and services	6.29	7.51	6.66	0.37	-0.85	558
Teaching me how to locate, evaluate, and use information	5.69	7.08	6.63	0.94	-0.44	52
Efficient interlibrary loan / document delivery	6.64	7.98	7.68	1.05	-0.30	44
Convenient service hours	6.27	7.54	7.44	1.17	-0.10	52
Ability to navigate library Web pages easily	7.12	8.25	6.97	-0.14	-1.28	675
A center for intellectual stimulation	6.64	7.69	6.21	-0.43	-1.48	42
A secure and safe place	7.07	7.84	7.47	0.40	-0.37	146
Access to archives, special collections	6.38	7.33	7.10	0.71	-0.24	21
Accuracy in the catalog, borrowing, and overdue records	7.74	8.39	7.69	-0.05	-0.70	61
Assuring users of the accuracy and confidentiality of their transactions	9.00	9.00	9.00	0.00	0.00	1
Convenient business hours	6.78	7.81	7.57	0.78	-0.25	69
Enabling me to find information myself 24 hours a day	7.09	7.97	7.27	0.18	-0.70	250

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

Improving library-use skills as a by-product of seeking assistance from library staff	5.96	7.28	7.12	1.16	-0.16	25
Instruction in library use, when needed	6.38	7.62	7.23	0.85	-0.38	13
Interdisciplinary library needs being addressed	6.54	7.53	6.69	0.14	-0.84	147
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.88	7.97	7.36	0.48	-0.61	174
Providing direction to self-navigate the library	6.61	8.03	7.04	0.43	-0.99	190
Providing me with information allowing me to work in my own way	7.00	7.73	7.20	0.20	-0.53	15
Providing services as promised	6.98	8.28	7.90	0.92	-0.38	50
Space for group / individual study and research needs	6.08	7.03	6.62	0.54	-0.41	116
Space that facilitates quiet study	6.15	7.06	6.44	0.29	-0.62	87
Timely document delivery / interlibrary loan	7.21	8.14	7.32	0.11	-0.82	28
Personalization features in the electronic library	5.79	6.94	6.31	0.52	-0.63	62
Space for students to study and work in groups	5.69	6.79	6.25	0.56	-0.54	48
Adequate hours of service	6.95	7.85	7.56	0.61	-0.29	266
Librarians working with teams or individuals to fulfill specialized knowledge requirements	6.76	7.79	6.97	0.21	-0.83	29
Library staff providing help that assists in finding information needed now while improving my research skills	6.97	7.90	7.41	0.43	-0.49	69
Ease and timeliness in getting materials from other libraries	6.72	7.89	7.12	0.40	-0.77	322

Language: American English
Institution Type: College or University
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
Ease of using library's online article indexes	1.57	1.44	1.94	2.24	1.94	71
Availability of online help when using my library's electronic resources	1.63	1.42	1.70	1.69	1.68	97
Informing me of useful library services	1.88	1.59	2.08	2.24	2.26	47
Ease of use of electronic resources	1.70	1.30	1.24	1.61	1.29	96
Providing help when and where I need it	1.60	1.41	1.52	1.68	1.60	147
Teaching me how to access, evaluate, and use information	1.84	1.56	1.61	1.99	1.79	520
Making me aware of library services	1.59	1.55	1.50	1.78	1.77	53
Online course support (readings, links, references)	1.51	1.32	1.57	1.90	1.78	59
Electronic resources matching my information needs	1.39	1.10	1.39	1.55	1.33	101
Video and sound recording resources I need for my research	2.39	2.04	2.26	2.92	1.93	19
Access to rare and historical materials	2.28	2.13	1.75	2.45	2.46	147
Contribution to the intellectual atmosphere of the campus	1.71	1.43	1.34	1.76	1.56	198
Library keeping me informed about all of its services	1.99	1.78	2.04	2.25	2.14	231
The multimedia (CD / DVD / video / audio) collections I need	1.92	1.86	1.71	2.20	2.11	122
Availability of subject specialist assistance	1.62	1.43	1.47	1.61	1.53	104
Helpfulness in dealing with users' IT problems	1.96	1.56	1.76	2.32	1.98	25
Making me aware of library resources and services	1.80	1.49	1.63	2.00	1.82	558
Teaching me how to locate, evaluate, and use information	2.17	1.71	1.57	1.89	1.47	52
Efficient interlibrary loan / document delivery	1.79	1.19	1.25	1.58	1.23	44
Convenient service hours	1.73	1.55	1.35	1.83	1.60	52
Ability to navigate library Web pages easily	1.53	1.04	1.55	2.02	1.66	675
A center for intellectual stimulation	1.92	1.52	1.92	2.32	2.09	42
A secure and safe place	2.08	1.81	1.42	2.13	2.01	146
Access to archives, special collections	2.01	1.77	1.73	1.90	1.48	21
Accuracy in the catalog, borrowing, and overdue records	1.45	1.20	1.36	1.48	1.35	61
Assuring users of the accuracy and confidentiality of their transactions						1
Convenient business hours	1.71	1.19	1.40	2.02	1.42	69
Enabling me to find information myself 24 hours a day	1.77	1.46	1.57	2.11	1.85	250
Improving library-use skills as a by-product of seeking assistance from library staff	1.93	1.54	1.13	1.21	1.14	25

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

Instruction in library use, when needed	2.66	2.40	1.92	1.52	1.39	13
Interdisciplinary library needs being addressed	1.67	1.63	1.83	2.17	1.97	147
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.73	1.39	1.59	2.00	1.70	174
Providing direction to self-navigate the library	1.74	1.23	1.47	1.86	1.60	190
Providing me with information allowing me to work in my own way	2.04	1.79	1.66	1.32	0.99	15
Providing services as promised	1.63	1.13	1.07	1.34	1.05	50
Space for group / individual study and research needs	2.14	2.18	1.71	2.36	2.40	116
Space that facilitates quiet study	2.13	2.14	1.54	2.13	2.19	87
Timely document delivery / interlibrary loan	1.64	1.15	1.61	1.59	1.28	28
Personalization features in the electronic library	2.17	2.04	1.79	1.86	2.11	62
Space for students to study and work in groups	2.47	2.16	1.84	2.36	1.93	48
Adequate hours of service	1.63	1.25	1.37	1.99	1.66	266
Librarians working with teams or individuals to fulfill specialized knowledge requirements	1.57	1.11	1.35	1.72	1.39	29
Library staff providing help that assists in finding information needed now while improving my research skills	1.42	1.03	1.02	1.23	1.08	69
Ease and timeliness in getting materials from other libraries	1.74	1.33	1.63	2.10	1.76	322

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

16.5 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.	7.44	1.51	1,374
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.15	1.56	1,373
How would you rate the overall quality of the service provided by the library?	7.35	1.29	1,374

16.6 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.	6.50	1.76	1,372
The library aids my advancement in my academic discipline or work.	6.78	1.64	1,372
The library enables me to be more efficient in my academic pursuits or work.	6.96	1.60	1,372
The library helps me distinguish between trustworthy and untrustworthy information.	5.94	1.90	1,372
The library provides me with the information skills I need in my work or study.	6.47	1.79	1,372

Language: American English

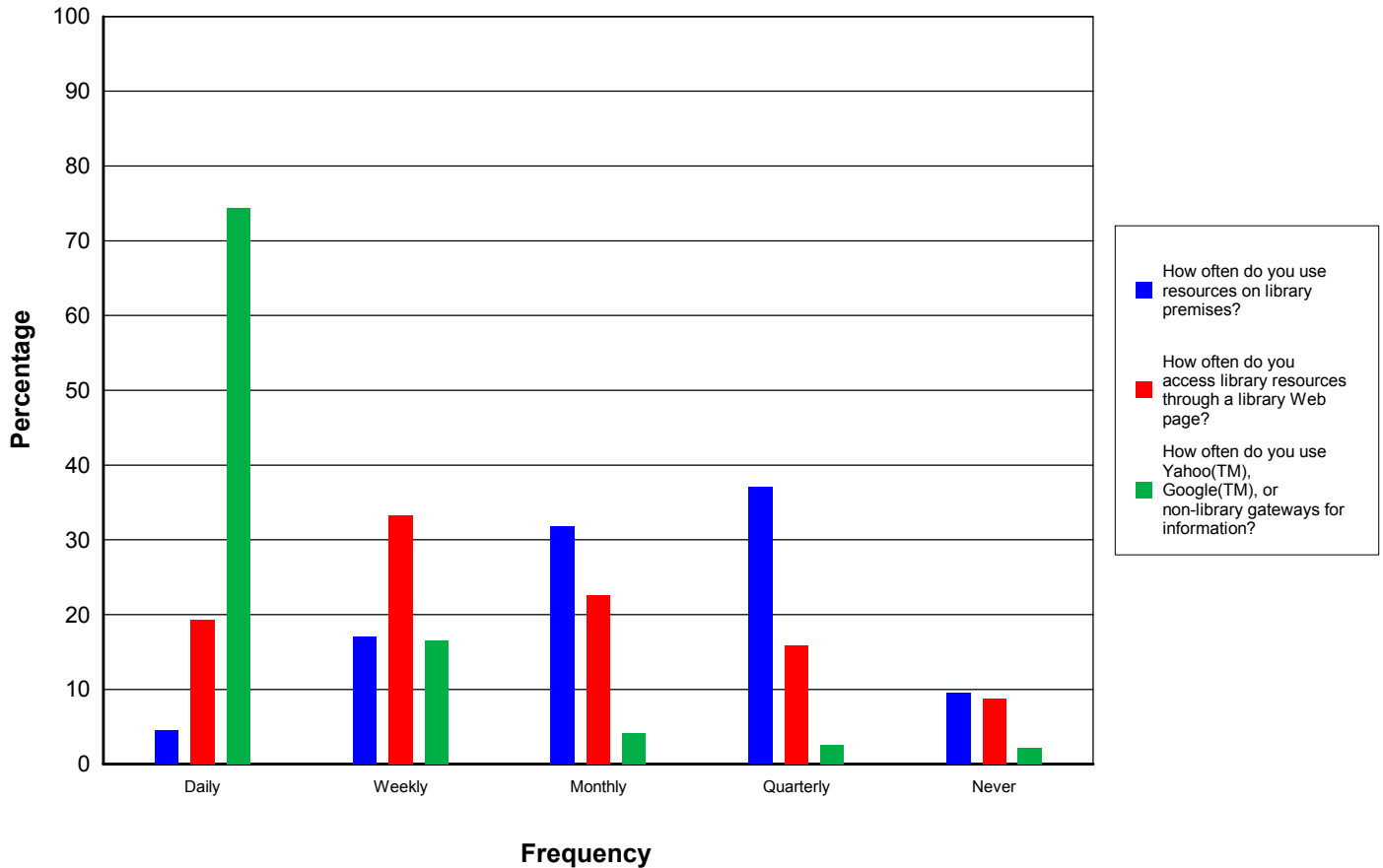
Institution Type: College or University

Consortium: ARL

User Group: Staff

16.7 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?	62 4.51%	235 17.10%	437 31.80%	509 37.05%	131 9.53%	1,374 100.00%
How often do you access library resources through a library Web page?	266 19.36%	458 33.33%	311 22.63%	218 15.87%	121 8.81%	1,374 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,022 74.44%	228 16.61%	57 4.15%	35 2.55%	31 2.26%	1,373 100.00%

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

17 Appendix A: LibQUAL+® Dimensions

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

LibQUAL+® 2000 Dimensions

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

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

LibQUAL+® 2001 Dimensions

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

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

LibQUAL+® 2002 and 2003 Dimensions

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

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

LibQUAL+® 2004 - 2007 Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the

dimensions measured by the survey-Access to Information and Personal Control-had collapsed into one. The following three dimensions have been measured since then: Affect of Service, Information Control, and Library as Place. In addition, three core items were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2007 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

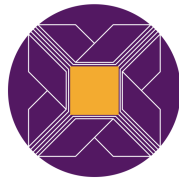
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in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



Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

www.libqual.org

Copyright © 2007 Association of Research Libraries

ISBN 1-59407-774-6 (PDF)