



LibQUAL+[®]
2009 Survey

ARL

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



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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2009 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2009.

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, Kaylyn Groves, Amy Hoseth, Kristina Justh, Mary Jackson, Jonathan Sousa, and Benny Yu.

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

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

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1.2 LibQUAL+®: a Project from StatsQUAL®

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

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. As of February 2009, we have had 1,176 libraries participating, 17 language translations, 1,050,432 surveys completed, and implementations in 23 different countries. About 40% of the users who respond to the survey provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL®. Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6). Between 2007 and 2009 we incorporated additional languages including Chinese, Japanese and currently working on a Hebrew version for 2010. In 2008, we launched an experimental platform that tests a shorter version of the LibQUAL+® survey known as LibQUAL+® Lite, which we expect to roll out on an operational basis in the coming months.

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+® 2008 Survey Highlights

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

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

LibQUAL+® 2007 Survey Highlights

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

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

LibQUAL+® 2006 Survey Highlights

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

LibQUAL+® 2005 Survey Highlights

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

LibQUAL+® 2004 Survey Highlights

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

LibQUAL+® 2003 Survey Highlights

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

Summary published reports have also been made available:

<<http://www.arl.org/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 paired with training that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The goals of LibQUAL+® are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Facilitate the on-going collection and interpretation of library user feedback
- Provide comparable information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting, and acting on data

More than 1,000 libraries have participated in LibQUAL+®, 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 Africa, Australia, Asia and Europe. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Japanese, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+® benefit your library?

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

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for 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 the LibQUAL+® database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+® survey?

The LibQUAL+® survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

1.4 Web Access to Data

Data summaries from the 2009 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>

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+® 2009

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; Kyrillidou & Cook, 2008; Kyrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrillidou & Cook, 2007a, 2007b, 2008).

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

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

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

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

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for

using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

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

Score Scaling

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

Using LibQUAL+® Data

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

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

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

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

2009 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 2009 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" ("N/A"). 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 "N/A" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a IPOD) for completing the survey, some users might have selected "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *In this survey it was decided that records containing more than 11 "N/A" responses should be eliminated from the summary statistics.*

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

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

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/>

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2 Respondents by Institution for ARL

Below is a listing of all the ARL institutions that participated in the 2009 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)	Temple University Health Sciences Center	511	3.02%
2)	Texas A&M University, College Station, Medical Sciences Library	178	1.05%
Sub Total:		689	4.07%
Academic Law			
3)	Northwestern University School of Law, Pritzker Legal Research Center	111	0.66%
Sub Total:		111	0.66%
College or University			
4)	Columbia University in the City of New York	3,654	21.57%
5)	Elizabeth City State University	276	1.63%
6)	Florida State University	410	2.42%
7)	George Washington University	463	2.73%
8)	Indiana University, Bloomington	176	1.04%
9)	Iowa State University Library	361	2.13%
10)	Kent State University	744	4.39%
11)	Ohio University Libraries, Athens Campus	539	3.18%
12)	Temple University Libraries	655	3.87%
13)	Texas A&M University, College Station	788	4.65%
14)	University of Alberta Libraries	148	0.87%
15)	University of Arizona Library	747	4.41%
16)	University of British Columbia Library	633	3.74%
17)	University of California, Los Angeles	230	1.36%
18)	University of Colorado at Boulder Libraries	404	2.38%
19)	University of Houston Libraries	385	2.27%
20)	University of Kansas Libraries	661	3.90%
21)	University of New Mexico	452	2.67%
22)	University of Pittsburgh	218	1.29%
23)	University of Tennessee Libraries	1,707	10.08%
24)	Vanderbilt University, Jean and Alexander Heard Library	2,112	12.47%
25)	Washington State University	379	2.24%
Sub Total:		16,142	95.28%
Grand Total:		16,942	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	14	2.03%
Second year	24	3.48%
Third year	39	5.66%
Fourth year	42	6.10%
Fifth year and above	23	3.34%
Sub Total:	142	20.61%
Graduate		
Masters	63	9.14%
Doctoral	373	54.14%
Non-degree or Undecided	4	0.58%
Sub Total:	440	63.86%
Faculty		
Assistant Professor	29	4.21%
Associate Professor	20	2.90%
Lecturer	2	0.29%
Professor	25	3.63%
Other Academic Status	2	0.29%
Sub Total:	78	11.32%
Library Staff		
Manager, Head of Unit	1	0.15%
Other	1	0.15%
Sub Total:	2	0.29%
Staff		
Administrator/Manager	7	1.02%
Basic Science Staff (non-faculty)	7	1.02%
Clerical Staff (non-exempt)	2	0.29%
Clinical Staff (non-faculty)	2	0.29%
Technical Support Staff	4	0.58%
Other staff positions	5	0.73%
Sub Total:	27	3.92%
Total:	689	100.00%

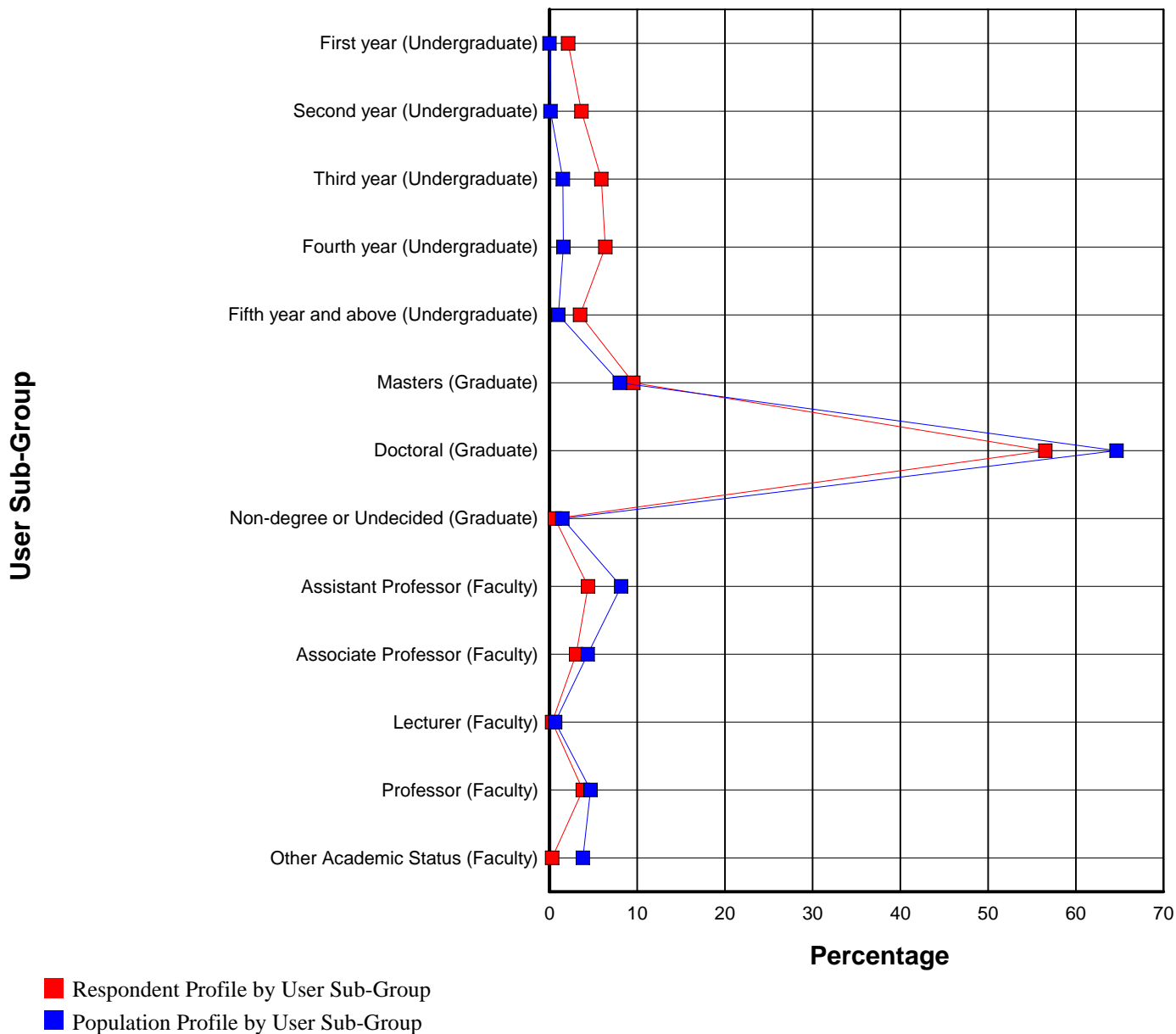
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All

3.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	0	0.00%	14	2.12%	-2.12%
Second year (Undergraduate)	7	0.11%	24	3.64%	-3.52%
Third year (Undergraduate)	94	1.52%	39	5.91%	-4.39%
Fourth year (Undergraduate)	98	1.59%	42	6.36%	-4.78%
Fifth year and above (Undergraduate)	62	1.00%	23	3.48%	-2.48%
Masters (Graduate)	495	8.02%	63	9.55%	-1.53%
Doctoral (Graduate)	3,990	64.64%	373	56.52%	8.12%
Non-degree or Undecided (Graduate)	90	1.46%	4	0.61%	0.85%
Assistant Professor (Faculty)	504	8.16%	29	4.39%	3.77%
Associate Professor (Faculty)	269	4.36%	20	3.03%	1.33%
Lecturer (Faculty)	40	0.65%	2	0.30%	0.34%
Professor (Faculty)	289	4.68%	25	3.79%	0.89%
Other Academic Status (Faculty)	235	3.81%	2	0.30%	3.50%
Total:	6,173	100.00%	660	100.00%	0.00%

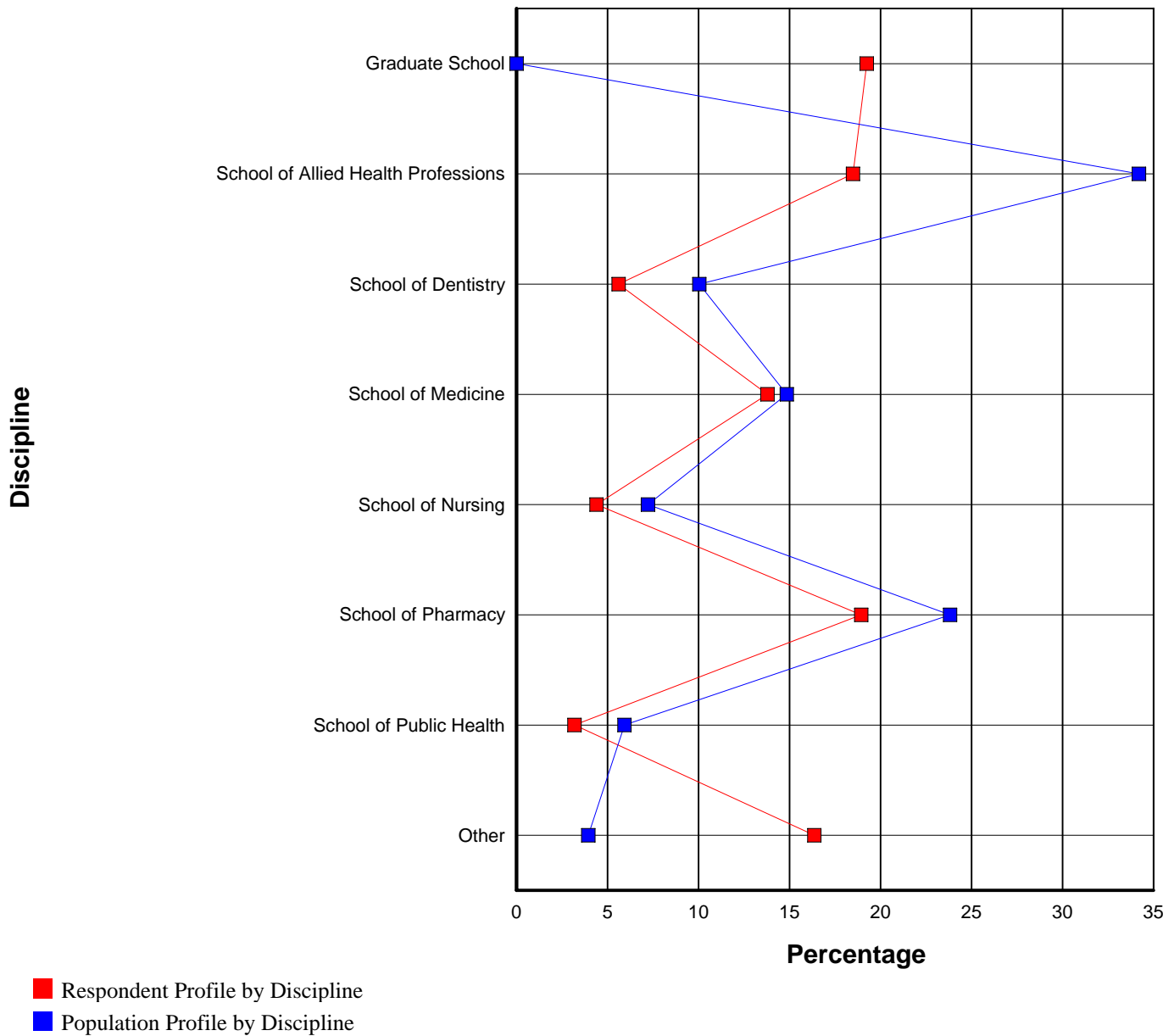
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excluding Library Staff, Staff, Other Patrons)

3.3 Population and Respondent Profiles by Standard Discipline

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

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	0	0.00%	127	19.24%	-19.24%
School of Allied Health Professions	2,013	34.20%	122	18.48%	15.71%
School of Dentistry	591	10.04%	37	5.61%	4.43%
School of Medicine	874	14.85%	91	13.79%	1.06%
School of Nursing	425	7.22%	29	4.39%	2.83%
School of Pharmacy	1,402	23.82%	125	18.94%	4.88%
School of Public Health	349	5.93%	21	3.18%	2.75%
Other	232	3.94%	108	16.36%	-12.42%
Total:	5,886	100.00%	660	100.00%	0.00%

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

3.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	133	19.36%
23 - 30	391	56.91%
31 - 45	90	13.10%
46 - 65	67	9.75%
Over 65	6	0.87%
Total:	687	100.00%

3.5 Population and Respondent Profiles by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Male	3,393	45.45%	274	39.94%
Female	4,072	54.55%	412	60.06%
Total:	7,465	100.00%	686	100.00%

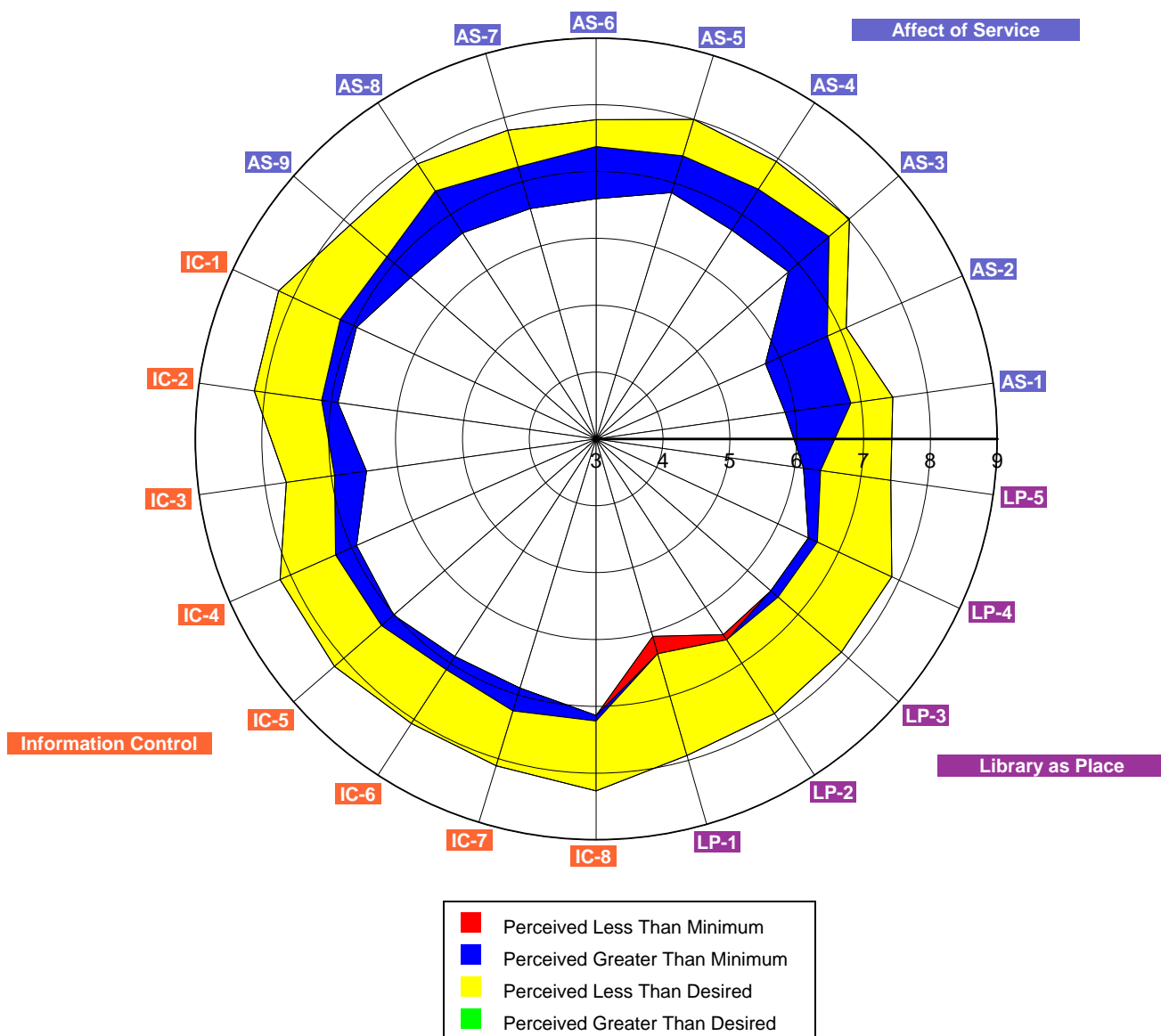
4 Academic Health Sciences Libraries Survey Item Summary for ARL

4.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.85	7.48	6.85	1.00	-0.63	641
AS-2	Giving users individual attention	5.77	7.09	6.78	1.01	-0.31	641
AS-3	Employees who are consistently courteous	6.81	8.02	7.62	0.80	-0.40	663
AS-4	Readiness to respond to users' questions	6.73	7.95	7.46	0.73	-0.49	637
AS-5	Employees who have the knowledge to answer user questions	6.85	8.00	7.43	0.58	-0.57	651
AS-6	Employees who deal with users in a caring fashion	6.59	7.78	7.37	0.78	-0.40	654
AS-7	Employees who understand the needs of their users	6.59	7.80	7.24	0.65	-0.57	648
AS-8	Willingness to help users	6.67	7.91	7.42	0.75	-0.48	659
AS-9	Dependability in handling users' service problems	6.68	7.88	7.15	0.47	-0.73	597
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.95	8.24	7.23	0.27	-1.02	666
IC-2	A library Web site enabling me to locate information on my own	6.90	8.16	7.15	0.25	-1.01	669
IC-3	The printed library materials I need for my work	6.47	7.68	6.95	0.48	-0.73	609
IC-4	The electronic information resources I need	6.92	8.18	7.27	0.34	-0.91	673
IC-5	Modern equipment that lets me easily access needed information	7.02	8.19	7.26	0.24	-0.93	658
IC-6	Easy-to-use access tools that allow me to find things on my own	6.88	8.08	7.12	0.24	-0.96	665
IC-7	Making information easily accessible for independent use	6.90	8.11	7.25	0.36	-0.86	664
IC-8	Print and/or electronic journal collections I require for my work	7.14	8.26	7.22	0.08	-1.04	639
Library as Place							
LP-1	Library space that inspires study and learning	6.34	7.93	6.07	-0.27	-1.85	609
LP-2	Quiet space for individual activities	6.58	7.90	6.49	-0.09	-1.41	609
LP-3	A comfortable and inviting location	6.46	7.86	6.61	0.14	-1.25	618
LP-4	A getaway for study, learning, or research	6.50	7.88	6.65	0.15	-1.23	624
LP-5	Community space for group learning and group study	6.13	7.45	6.39	0.26	-1.06	585
Overall:		6.65	7.91	7.06	0.41	-0.85	687

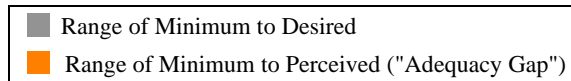
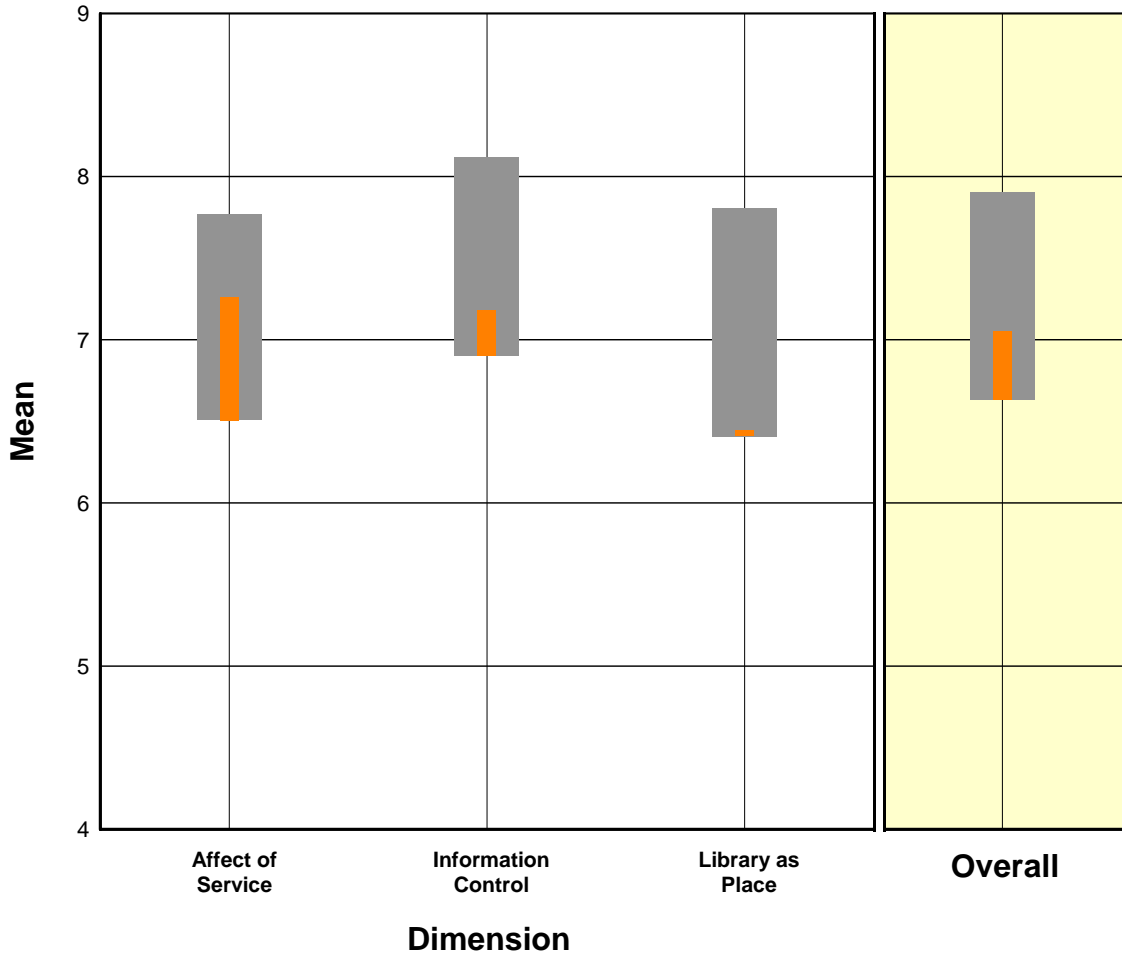
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excluding Library Staff)

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	1.85	1.60	1.65	1.99	1.81	641
AS-2	Giving users individual attention	2.07	1.92	1.82	2.02	1.94	641
AS-3	Employees who are consistently courteous	1.80	1.36	1.51	1.93	1.64	663
AS-4	Readiness to respond to users' questions	1.71	1.32	1.48	1.72	1.51	637
AS-5	Employees who have the knowledge to answer user questions	1.74	1.40	1.54	1.85	1.59	651
AS-6	Employees who deal with users in a caring fashion	1.82	1.51	1.57	1.88	1.69	654
AS-7	Employees who understand the needs of their users	1.81	1.49	1.55	1.84	1.67	648
AS-8	Willingness to help users	1.81	1.47	1.56	1.76	1.57	659
AS-9	Dependability in handling users' service problems	1.79	1.50	1.69	1.87	1.72	597
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.78	1.29	1.70	1.97	1.74	666
IC-2	A library Web site enabling me to locate information on my own	1.71	1.30	1.64	1.85	1.75	669
IC-3	The printed library materials I need for my work	1.81	1.61	1.63	1.88	1.68	609
IC-4	The electronic information resources I need	1.70	1.29	1.58	1.90	1.67	673
IC-5	Modern equipment that lets me easily access needed information	1.69	1.31	1.62	2.00	1.81	658
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.31	1.62	1.94	1.73	665
IC-7	Making information easily accessible for independent use	1.70	1.34	1.63	1.89	1.69	664
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.29	1.75	2.09	1.84	639
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.59	2.08	2.49	2.54	609
LP-2	Quiet space for individual activities	1.95	1.61	2.01	2.59	2.38	609
LP-3	A comfortable and inviting location	1.88	1.61	1.92	2.30	2.29	618
LP-4	A getaway for study, learning, or research	1.93	1.62	1.91	2.36	2.18	624
LP-5	Community space for group learning and group study	2.13	2.01	2.05	2.45	2.36	585
Overall:		1.39	1.05	1.24	1.48	1.24	687

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	6.51	7.77	7.26	0.75	-0.51	686
Information Control	6.90	8.12	7.18	0.28	-0.93	687
Library as Place	6.41	7.81	6.44	0.04	-1.36	660
Overall:	6.65	7.91	7.06	0.41	-0.85	687

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	1.86	1.54	1.62	1.88	1.69	686
Information Control	1.73	1.35	1.65	1.94	1.74	687
Library as Place	1.95	1.70	2.01	2.44	2.36	660
Overall:	1.39	1.05	1.24	1.48	1.24	687

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	6.55	7.69	7.18	0.63	-0.51	156
Librarians teaching me how to access or manage information	6.46	7.57	7.45	0.99	-0.12	160
An environment that facilitates group study and problem solving	6.14	7.25	6.95	0.81	-0.30	122
Access to information resources that support patient care	6.92	7.87	7.34	0.42	-0.53	137
Having comprehensive electronic resources	6.85	8.09	7.06	0.21	-1.03	499
Providing help when and where I need it	6.61	7.87	7.26	0.65	-0.61	490
Making me aware of library services	6.01	7.28	6.40	0.39	-0.87	489
Electronic resources matching my information needs	7.10	8.30	7.49	0.39	-0.81	171
Library keeping me informed about all of its services	5.86	7.13	6.33	0.47	-0.80	490
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.11	7.43	6.73	0.61	-0.70	437

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	1.76	1.71	1.58	1.81	1.74	156
Librarians teaching me how to access or manage information	2.07	1.71	1.61	1.90	1.64	160
An environment that facilitates group study and problem solving	2.28	2.23	1.82	2.18	2.05	122
Access to information resources that support patient care	1.88	1.69	1.62	1.83	1.71	137
Having comprehensive electronic resources	1.72	1.32	1.55	1.95	1.67	499
Providing help when and where I need it	1.74	1.44	1.49	1.84	1.60	490
Making me aware of library services	2.00	1.81	1.93	2.09	2.04	489
Electronic resources matching my information needs	1.52	1.06	1.43	2.02	1.67	171
Library keeping me informed about all of its services	2.11	1.92	1.87	2.04	1.93	490
Library staff teaching me how to effectively use the electronically available databases, journals, and books	2.10	1.82	1.85	2.06	1.86	437

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.	7.49	1.51	687
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.09	1.70	687
How would you rate the overall quality of the service provided by the library?	7.19	1.49	687

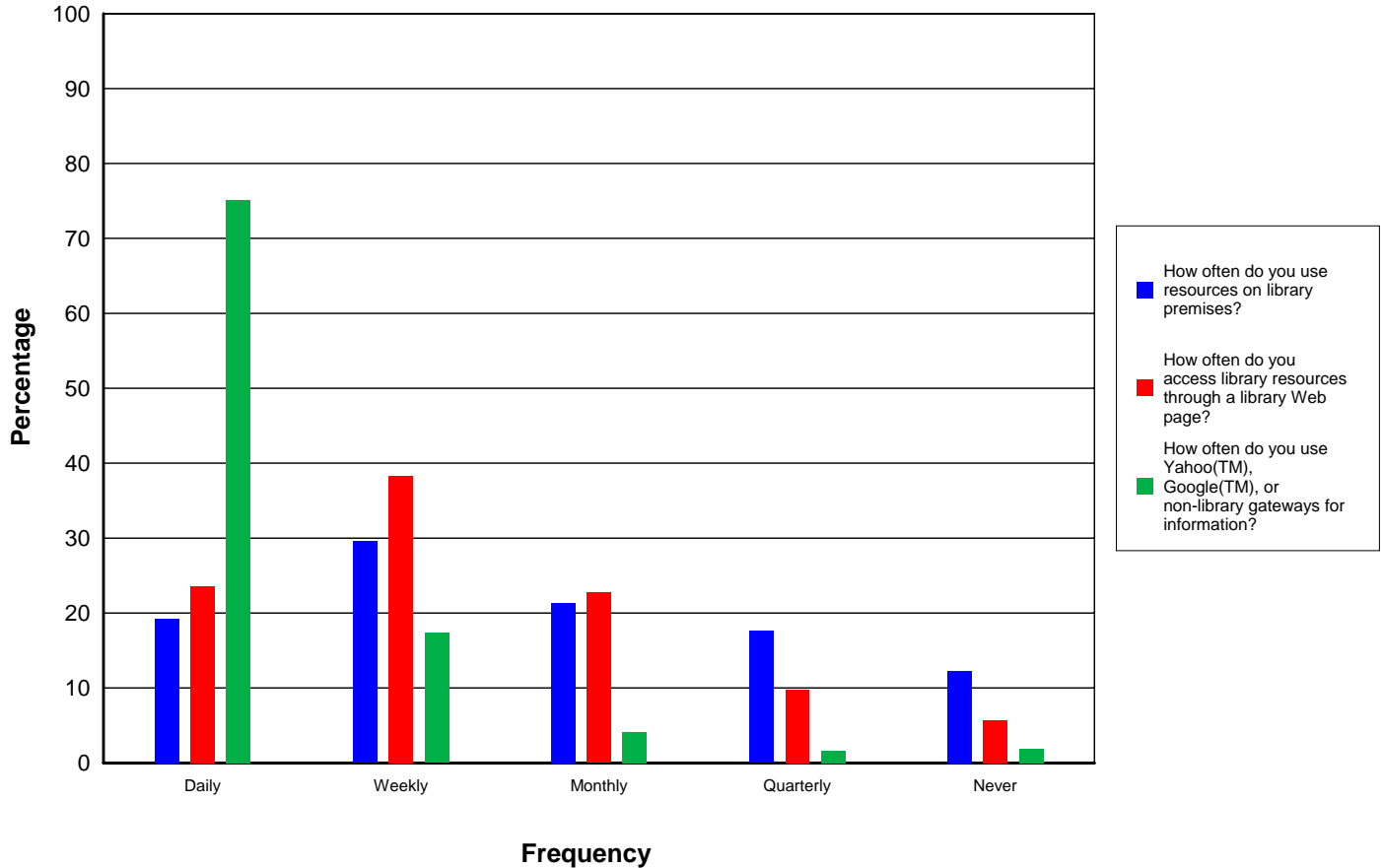
4.5 Information Literacy Outcomes Questions Summary

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.	6.40	1.86	687
The library aids my advancement in my academic discipline or work.	6.97	1.77	687
The library enables me to be more efficient in my academic pursuits or work.	7.02	1.80	687
The library helps me distinguish between trustworthy and untrustworthy information.	6.20	1.99	687
The library provides me with the information skills I need in my work or study.	6.60	1.84	687

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?	132 19.21%	203 29.55%	147 21.40%	121 17.61%	84 12.23%	687 100.00%
How often do you access library resources through a library Web page?	162 23.58%	263 38.28%	156 22.71%	67 9.75%	39 5.68%	687 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	516 75.11%	119 17.32%	28 4.08%	11 1.60%	13 1.89%	687 100.00%

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

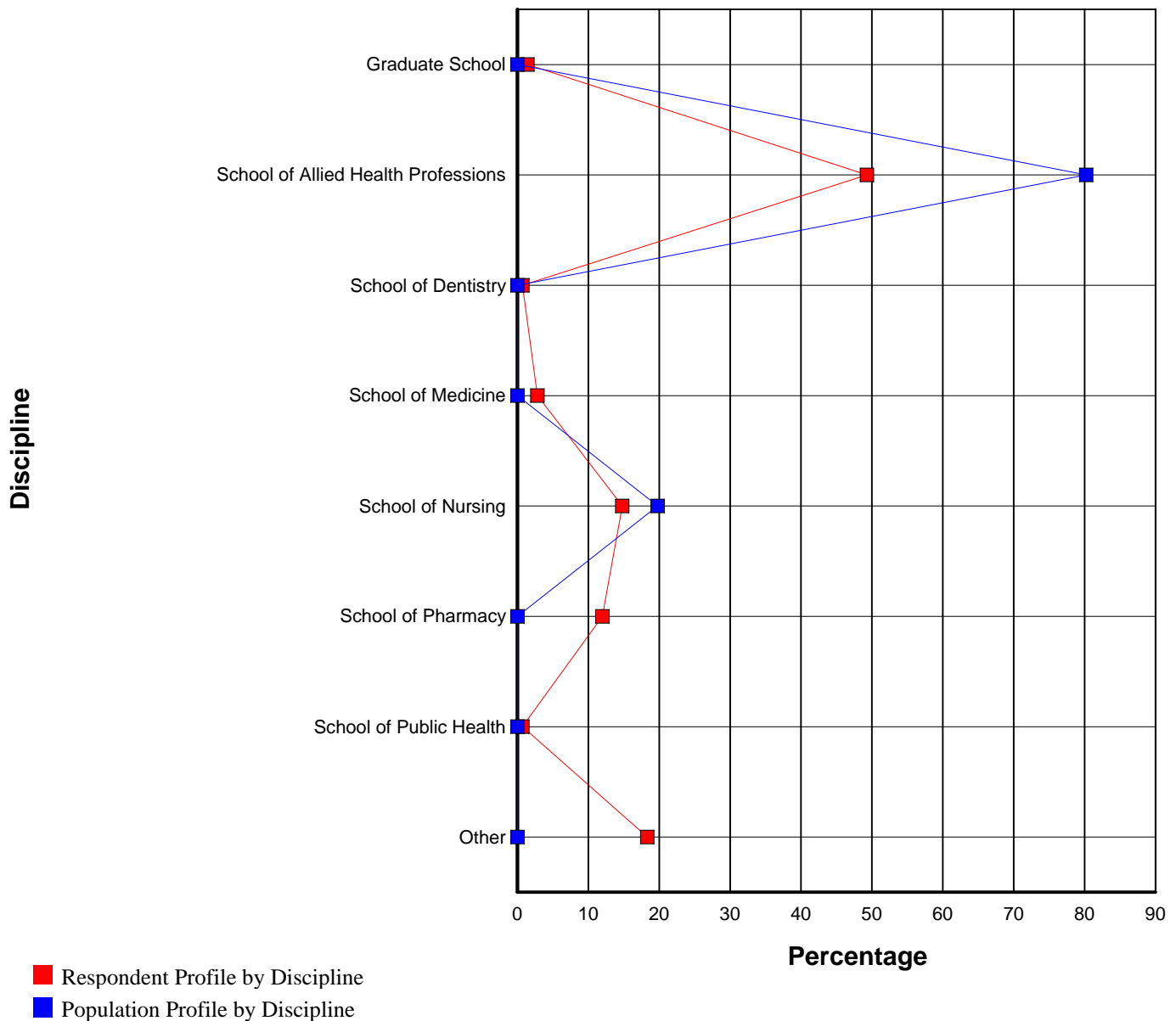
5 Academic Health Sciences Libraries Undergraduate Summary for ARL

5.1 Demographic Summary for Undergraduate

5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	0	0.00%	2	1.41%	-1.41%
School of Allied Health Professions	1,262	80.23%	70	49.30%	30.93%
School of Dentistry	0	0.00%	1	0.70%	-0.70%
School of Medicine	0	0.00%	4	2.82%	-2.82%
School of Nursing	311	19.77%	21	14.79%	4.98%
School of Pharmacy	0	0.00%	17	11.97%	-11.97%
School of Public Health	0	0.00%	1	0.70%	-0.70%
Other	0	0.00%	26	18.31%	-18.31%
Total:	1,573	100.00%	142	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	83	58.45%
23 - 30	47	33.10%
31 - 45	8	5.63%
46 - 65	4	2.82%
Total:	142	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.

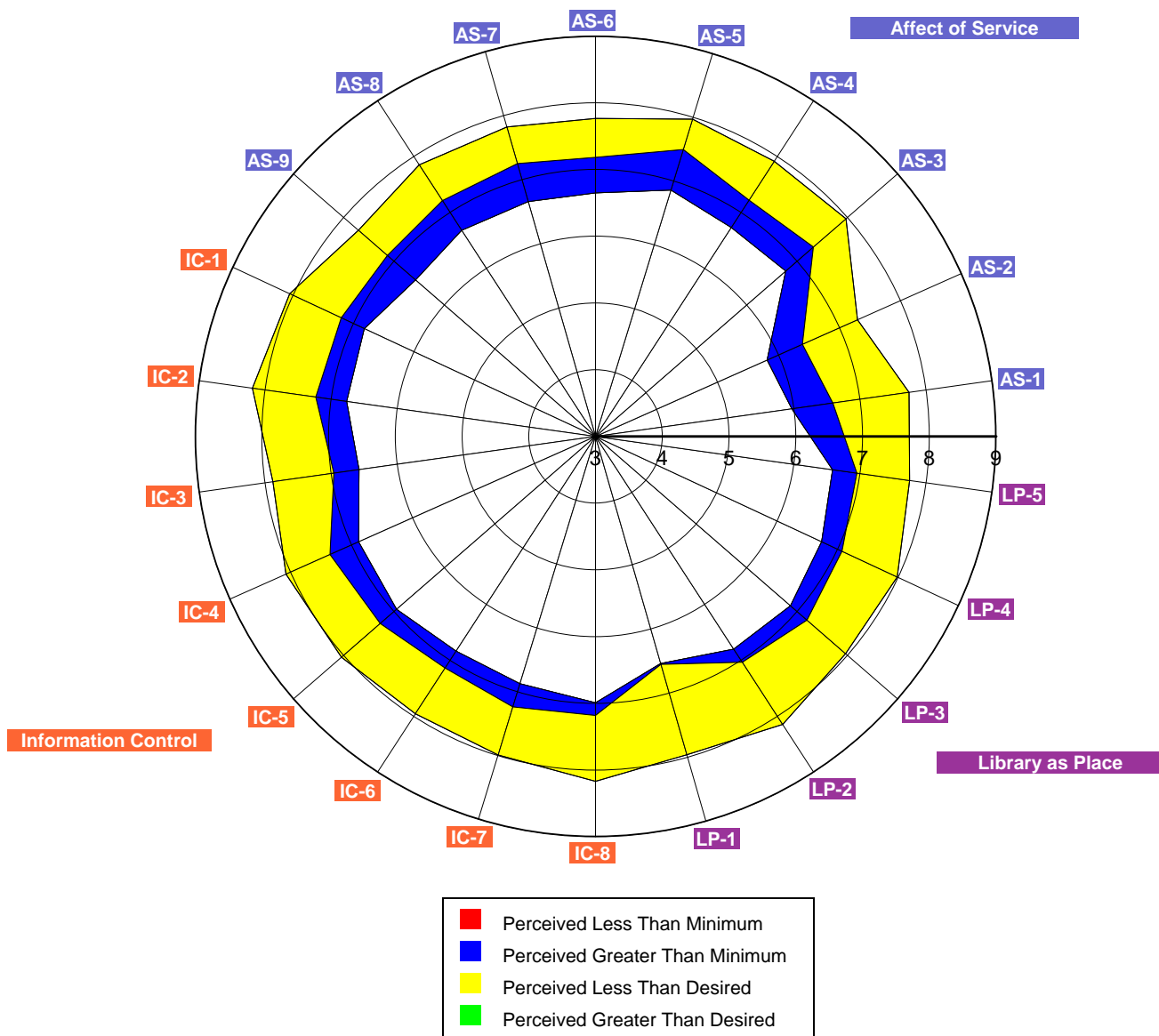
Sex:	Population N	Population %	Respondents n	Respondents %
Male	3,393	45.45%	41	28.87%
Female	4,072	54.55%	101	71.13%
Total:	7,465	100.00%	142	100.00%

5.2 Core Questions Summary for Undergraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.97	7.74	6.59	0.62	-1.15	132
AS-2	Giving users individual attention	5.81	7.30	6.39	0.58	-0.90	135
AS-3	Employees who are consistently courteous	6.78	7.97	7.33	0.55	-0.64	135
AS-4	Readiness to respond to users' questions	6.73	7.92	7.22	0.49	-0.69	131
AS-5	Employees who have the knowledge to answer user questions	6.86	7.97	7.50	0.64	-0.47	137
AS-6	Employees who deal with users in a caring fashion	6.65	7.76	7.18	0.53	-0.58	131
AS-7	Employees who understand the needs of their users	6.66	7.82	7.25	0.59	-0.57	130
AS-8	Willingness to help users	6.68	7.85	7.21	0.53	-0.64	136
AS-9	Dependability in handling users' service problems	6.57	7.71	7.13	0.56	-0.57	127
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.82	8.06	7.21	0.38	-0.85	141
IC-2	A library Web site enabling me to locate information on my own	6.77	8.19	7.23	0.47	-0.96	141
IC-3	The printed library materials I need for my work	6.58	7.88	6.96	0.38	-0.92	126
IC-4	The electronic information resources I need	6.89	8.08	7.35	0.47	-0.72	141
IC-5	Modern equipment that lets me easily access needed information	6.95	8.04	7.28	0.33	-0.77	138
IC-6	Easy-to-use access tools that allow me to find things on my own	6.84	7.96	7.14	0.30	-0.81	135
IC-7	Making information easily accessible for independent use	6.88	7.99	7.24	0.36	-0.75	138
IC-8	Print and/or electronic journal collections I require for my work	6.99	8.17	7.18	0.19	-0.99	137
Library as Place							
LP-1	Library space that inspires study and learning	6.54	7.96	6.55	0.01	-1.41	137
LP-2	Quiet space for individual activities	6.80	8.15	7.04	0.24	-1.11	136
LP-3	A comfortable and inviting location	6.87	7.96	7.20	0.33	-0.77	137
LP-4	A getaway for study, learning, or research	6.74	7.99	7.07	0.34	-0.91	137
LP-5	Community space for group learning and group study	6.59	7.75	6.95	0.37	-0.80	133
Overall:		6.67	7.90	7.09	0.42	-0.81	142

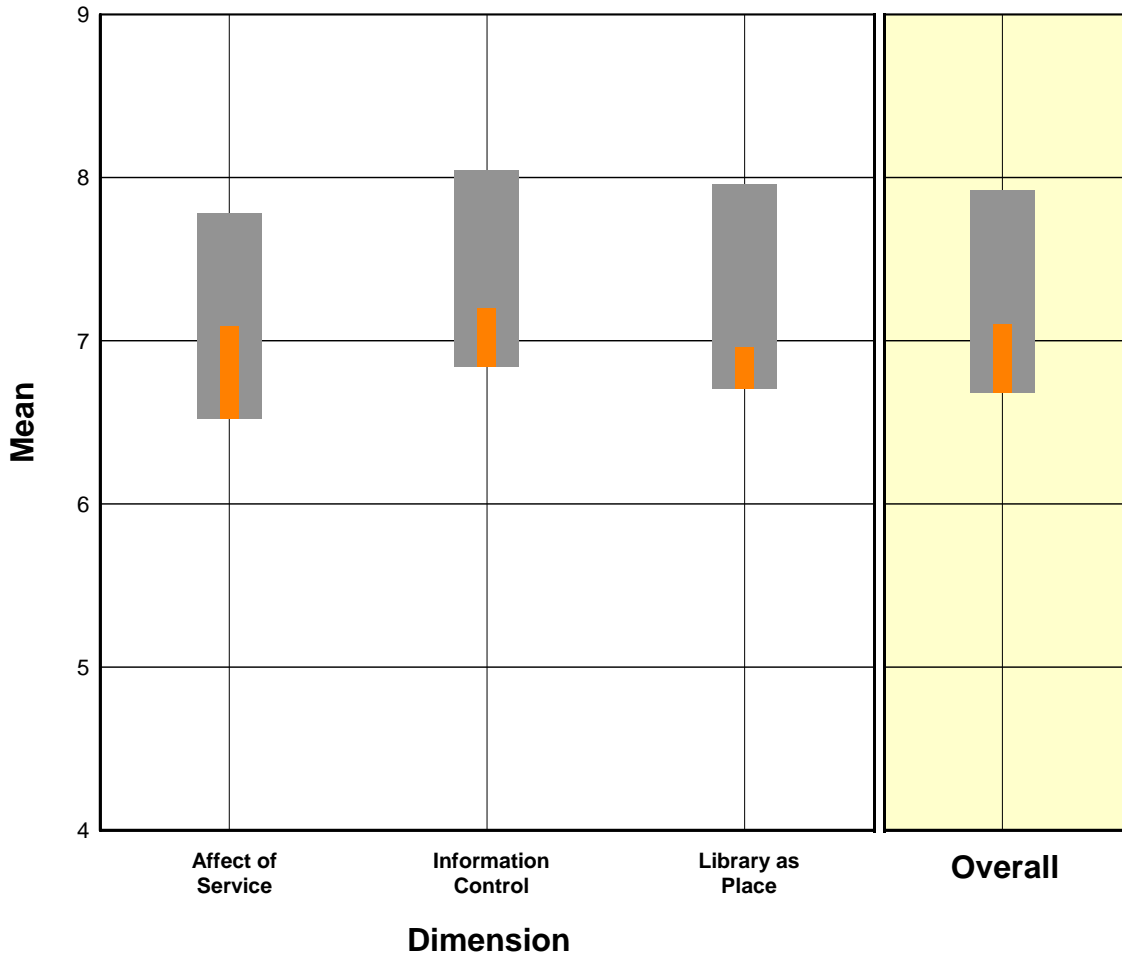
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.86	1.44	1.82	2.01	1.75	132
AS-2	Giving users individual attention	2.06	1.72	1.97	2.18	2.01	135
AS-3	Employees who are consistently courteous	1.81	1.41	1.64	1.90	1.57	135
AS-4	Readiness to respond to users' questions	1.67	1.32	1.61	1.82	1.56	131
AS-5	Employees who have the knowledge to answer user questions	1.77	1.48	1.55	1.71	1.44	137
AS-6	Employees who deal with users in a caring fashion	1.87	1.69	1.70	1.97	1.84	131
AS-7	Employees who understand the needs of their users	1.81	1.52	1.66	1.84	1.59	130
AS-8	Willingness to help users	1.84	1.56	1.66	1.73	1.44	136
AS-9	Dependability in handling users' service problems	1.99	1.70	1.72	1.80	1.59	127
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.04	1.54	1.85	1.98	1.70	141
IC-2	A library Web site enabling me to locate information on my own	1.86	1.33	1.80	1.95	1.85	141
IC-3	The printed library materials I need for my work	1.77	1.45	1.72	1.92	1.75	126
IC-4	The electronic information resources I need	1.73	1.32	1.52	1.91	1.64	141
IC-5	Modern equipment that lets me easily access needed information	1.90	1.43	1.66	2.09	1.73	138
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.44	1.64	2.00	1.74	135
IC-7	Making information easily accessible for independent use	1.75	1.50	1.78	1.79	1.61	138
IC-8	Print and/or electronic journal collections I require for my work	1.74	1.27	1.92	2.08	2.04	137
Library as Place							
LP-1	Library space that inspires study and learning	1.79	1.40	2.04	2.28	2.26	137
LP-2	Quiet space for individual activities	1.82	1.30	1.81	2.22	1.97	136
LP-3	A comfortable and inviting location	1.76	1.50	1.74	2.18	1.89	137
LP-4	A getaway for study, learning, or research	1.79	1.39	1.76	2.06	1.73	137
LP-5	Community space for group learning and group study	2.07	1.79	1.91	2.15	1.93	133
Overall:		1.50	1.17	1.33	1.49	1.23	142

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.



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

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	6.53	7.78	7.09	0.57	-0.69	141
Information Control	6.84	8.05	7.20	0.36	-0.85	142
Library as Place	6.71	7.96	6.96	0.26	-1.00	140
Overall:	6.67	7.90	7.09	0.42	-0.81	142

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	1.88	1.55	1.74	1.88	1.66	141
Information Control	1.83	1.41	1.74	1.96	1.76	142
Library as Place	1.85	1.48	1.86	2.18	1.97	140
Overall:	1.50	1.17	1.33	1.49	1.23	142

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

5.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.92	8.15	7.62	0.69	-0.54	13
Librarians teaching me how to access or manage information	6.69	7.69	7.46	0.77	-0.23	13
An environment that facilitates group study and problem solving	6.11	7.33	7.11	1.00	-0.22	9
Access to information resources that support patient care	7.00	7.77	7.92	0.92	0.15	13
Having comprehensive electronic resources	6.80	8.00	7.07	0.27	-0.93	127
Providing help when and where I need it	6.70	7.87	7.33	0.63	-0.54	125
Making me aware of library services	6.21	7.50	6.71	0.50	-0.79	124
Electronic resources matching my information needs	6.85	8.23	7.69	0.85	-0.54	13
Library keeping me informed about all of its services	6.20	7.53	6.65	0.45	-0.89	122
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.27	7.64	6.98	0.71	-0.66	115

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	1.75	1.21	1.33	1.60	1.20	13
Librarians teaching me how to access or manage information	1.80	1.32	1.33	1.48	0.83	13
An environment that facilitates group study and problem solving	2.15	1.58	1.36	2.06	0.97	9
Access to information resources that support patient care	1.73	1.30	1.19	1.12	0.55	13
Having comprehensive electronic resources	1.76	1.33	1.67	1.98	1.63	127
Providing help when and where I need it	1.70	1.40	1.47	1.82	1.62	125
Making me aware of library services	1.94	1.65	1.90	1.96	1.75	124
Electronic resources matching my information needs	1.68	1.24	1.38	1.28	1.13	13
Library keeping me informed about all of its services	1.93	1.73	1.94	1.91	1.73	122
Library staff teaching me how to effectively use the electronically available databases, journals, and books	2.14	1.70	1.80	2.05	1.50	115

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

5.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.13	1.68	142
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.03	1.71	142
How would you rate the overall quality of the service provided by the library?	7.06	1.51	142

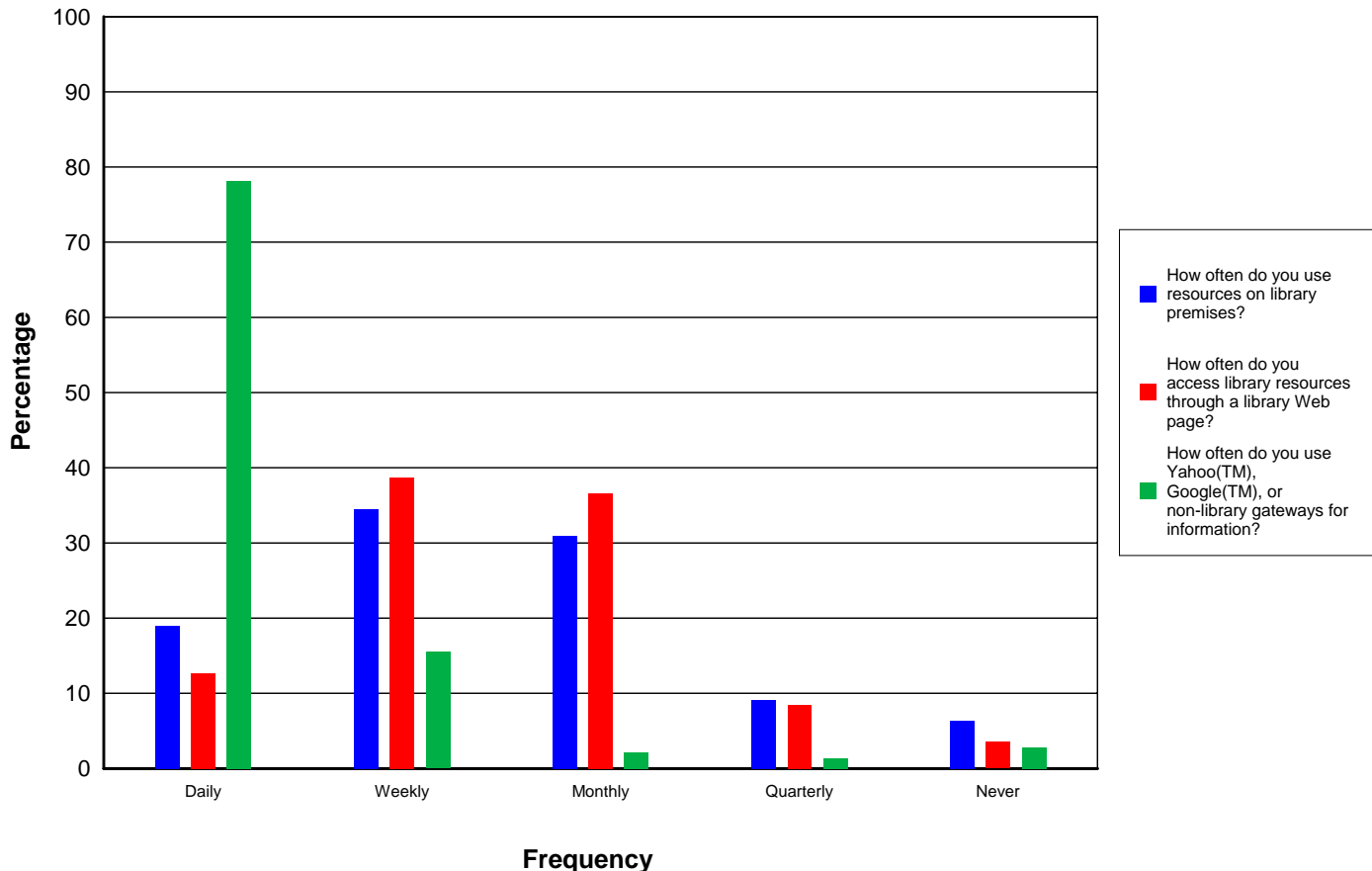
5.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.20	2.04	142
The library aids my advancement in my academic discipline or work.	6.73	1.86	142
The library enables me to be more efficient in my academic pursuits or work.	6.98	1.79	142
The library helps me distinguish between trustworthy and untrustworthy information.	6.70	1.88	142
The library provides me with the information skills I need in my work or study.	6.70	1.94	142

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?	27 19.01%	49 34.51%	44 30.99%	13 9.15%	9 6.34%	142 100.00%
How often do you access library resources through a library Web page?	18 12.68%	55 38.73%	52 36.62%	12 8.45%	5 3.52%	142 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	111 78.17%	22 15.49%	3 2.11%	2 1.41%	4 2.82%	142 100.00%

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

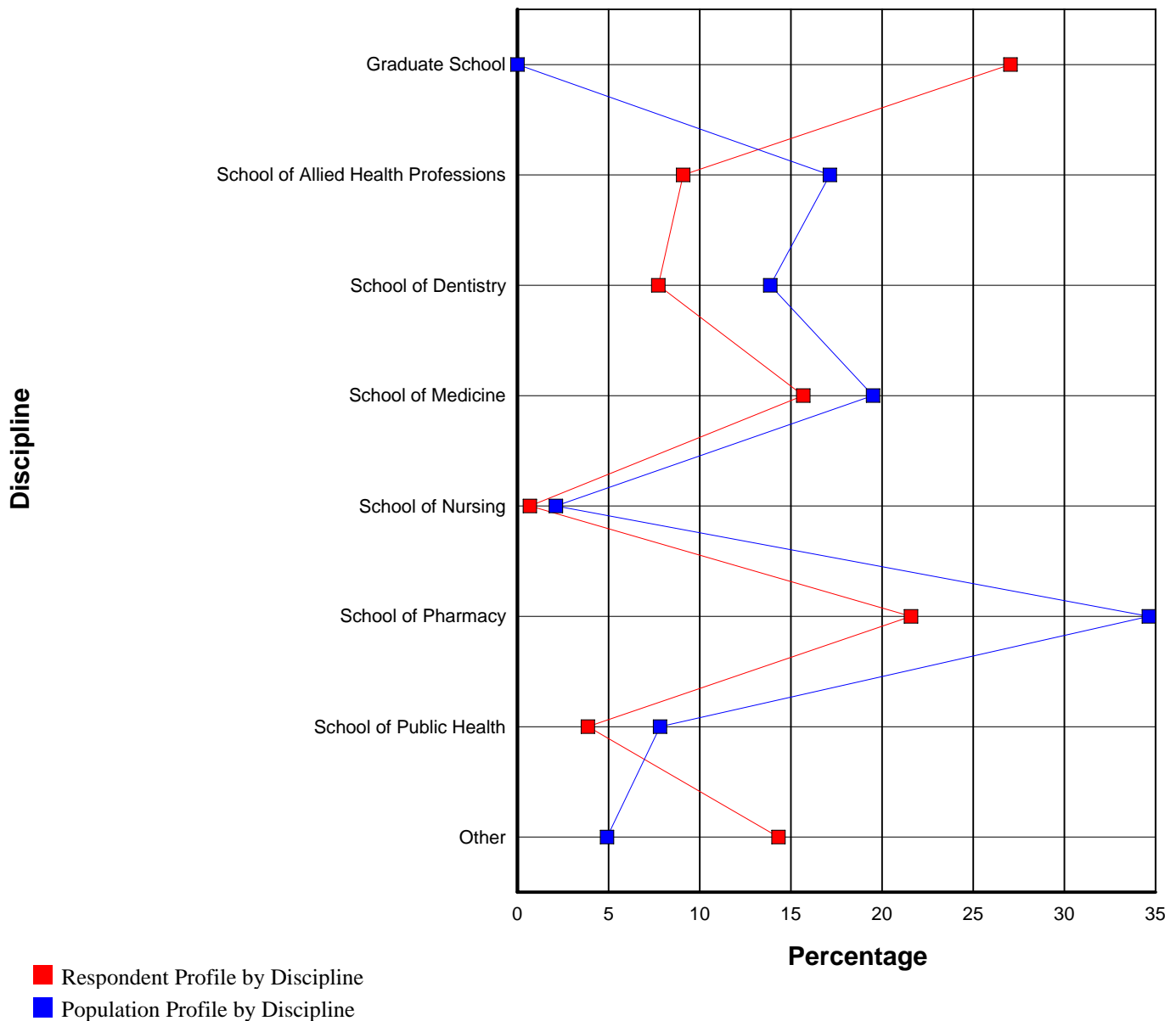
6 Academic Health Sciences Libraries Graduate Summary for ARL

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	0	0.00%	119	27.05%	-27.05%
School of Allied Health Professions	666	17.14%	40	9.09%	8.05%
School of Dentistry	539	13.87%	34	7.73%	6.14%
School of Medicine	758	19.51%	69	15.68%	3.82%
School of Nursing	82	2.11%	3	0.68%	1.43%
School of Pharmacy	1,346	34.64%	95	21.59%	13.05%
School of Public Health	304	7.82%	17	3.86%	3.96%
Other	191	4.92%	63	14.32%	-9.40%
Total:	3,886	100.00%	440	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	50	11.36%
23 - 30	337	76.59%
31 - 45	42	9.55%
46 - 65	11	2.50%
Total:	440	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.

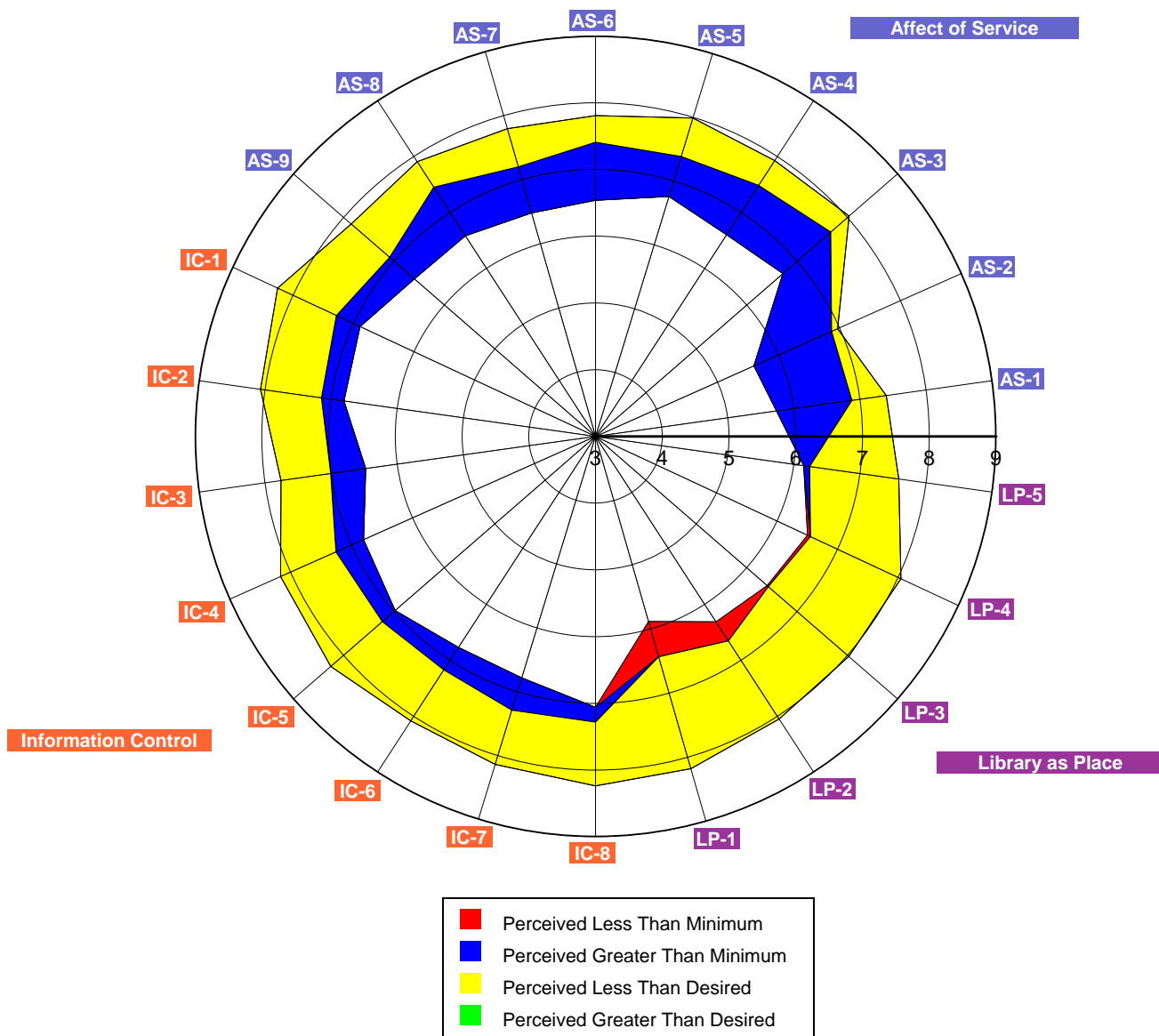
Sex:	Population N	Population %	Respondents n	Respondents %
Male	3,393	45.45%	181	41.23%
Female	4,072	54.55%	258	58.77%
Total:	7,465	100.00%	439	100.00%

6.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.74	7.40	6.88	1.14	-0.52	412
AS-2	Giving users individual attention	5.60	6.97	6.87	1.28	-0.10	407
AS-3	Employees who are consistently courteous	6.72	8.03	7.67	0.95	-0.36	430
AS-4	Readiness to respond to users' questions	6.60	7.93	7.49	0.88	-0.44	407
AS-5	Employees who have the knowledge to answer user questions	6.76	7.99	7.39	0.63	-0.60	413
AS-6	Employees who deal with users in a caring fashion	6.54	7.81	7.41	0.87	-0.40	424
AS-7	Employees who understand the needs of their users	6.48	7.80	7.20	0.72	-0.59	419
AS-8	Willingness to help users	6.58	7.91	7.45	0.87	-0.46	424
AS-9	Dependability in handling users' service problems	6.60	7.85	7.09	0.49	-0.76	379
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.89	8.26	7.29	0.39	-0.97	424
IC-2	A library Web site enabling me to locate information on my own	6.81	8.07	7.15	0.34	-0.92	424
IC-3	The printed library materials I need for my work	6.48	7.76	7.01	0.53	-0.75	394
IC-4	The electronic information resources I need	6.81	8.17	7.26	0.45	-0.91	428
IC-5	Modern equipment that lets me easily access needed information	6.98	8.25	7.23	0.25	-1.02	424
IC-6	Easy-to-use access tools that allow me to find things on my own	6.77	8.08	7.17	0.40	-0.91	426
IC-7	Making information easily accessible for independent use	6.78	8.14	7.29	0.51	-0.85	426
IC-8	Print and/or electronic journal collections I require for my work	7.06	8.24	7.28	0.22	-0.96	401
Library as Place							
LP-1	Library space that inspires study and learning	6.44	8.18	5.89	-0.55	-2.29	401
LP-2	Quiet space for individual activities	6.65	8.05	6.31	-0.34	-1.74	405
LP-3	A comfortable and inviting location	6.43	8.03	6.41	-0.02	-1.62	409
LP-4	A getaway for study, learning, or research	6.55	8.05	6.50	-0.05	-1.55	411
LP-5	Community space for group learning and group study	6.15	7.59	6.24	0.09	-1.35	397
Overall:		6.58	7.94	7.04	0.46	-0.90	440

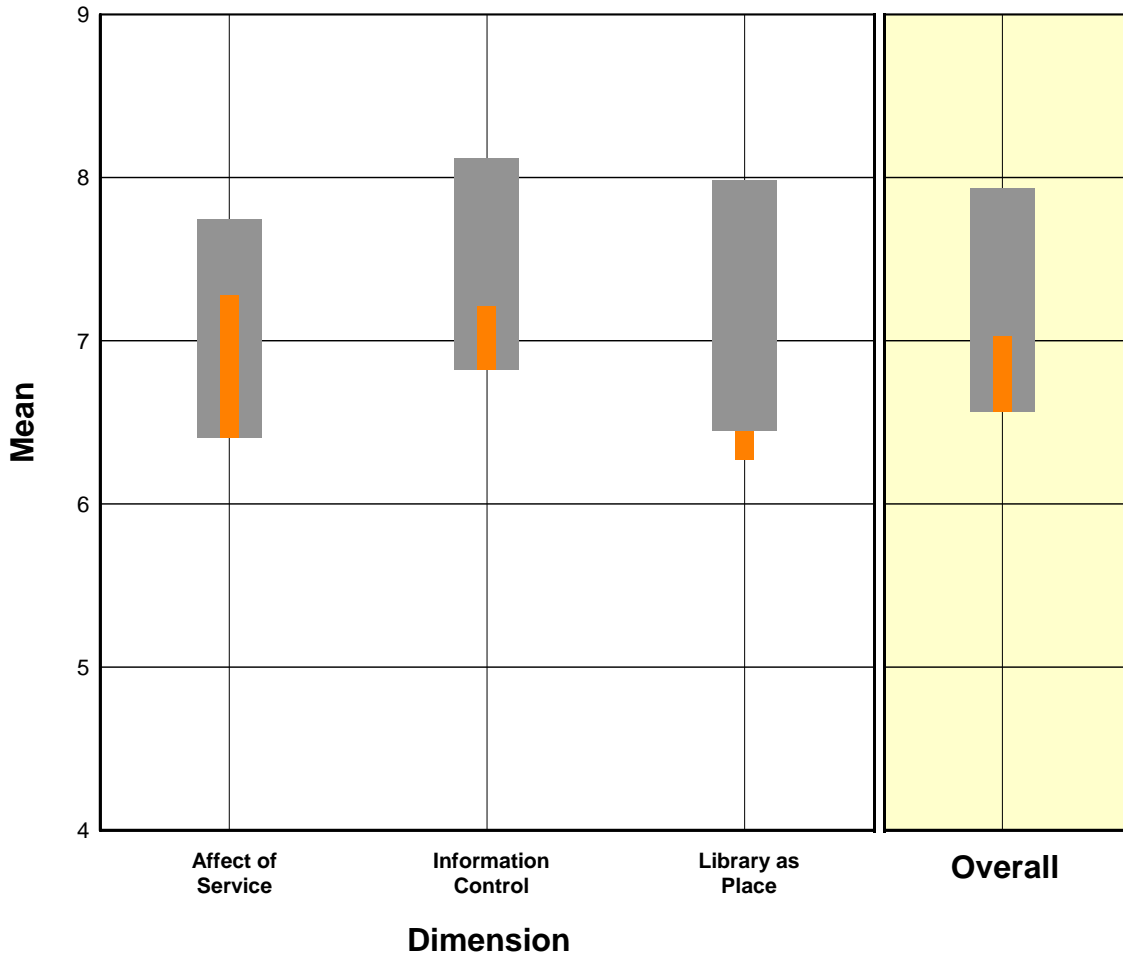
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Graduate

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	1.84	1.65	1.62	1.95	1.82	412
AS-2	Giving users individual attention	2.07	1.97	1.71	1.92	1.89	407
AS-3	Employees who are consistently courteous	1.81	1.35	1.51	1.96	1.70	430
AS-4	Readiness to respond to users' questions	1.69	1.35	1.46	1.68	1.51	407
AS-5	Employees who have the knowledge to answer user questions	1.74	1.37	1.54	1.81	1.54	413
AS-6	Employees who deal with users in a caring fashion	1.78	1.43	1.53	1.82	1.63	424
AS-7	Employees who understand the needs of their users	1.80	1.48	1.51	1.80	1.69	419
AS-8	Willingness to help users	1.75	1.44	1.51	1.74	1.60	424
AS-9	Dependability in handling users' service problems	1.73	1.50	1.70	1.84	1.75	379
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.66	1.24	1.58	1.81	1.67	424
IC-2	A library Web site enabling me to locate information on my own	1.68	1.37	1.55	1.71	1.68	424
IC-3	The printed library materials I need for my work	1.78	1.53	1.57	1.80	1.59	394
IC-4	The electronic information resources I need	1.71	1.29	1.56	1.82	1.61	428
IC-5	Modern equipment that lets me easily access needed information	1.59	1.23	1.58	1.89	1.78	424
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.28	1.51	1.72	1.60	426
IC-7	Making information easily accessible for independent use	1.66	1.27	1.51	1.79	1.62	426
IC-8	Print and/or electronic journal collections I require for my work	1.73	1.35	1.66	1.97	1.66	401
Library as Place							
LP-1	Library space that inspires study and learning	1.71	1.29	2.08	2.45	2.44	401
LP-2	Quiet space for individual activities	1.85	1.39	2.05	2.63	2.32	405
LP-3	A comfortable and inviting location	1.79	1.38	1.96	2.33	2.30	409
LP-4	A getaway for study, learning, or research	1.81	1.39	1.97	2.39	2.17	411
LP-5	Community space for group learning and group study	2.01	1.83	2.06	2.48	2.34	397
Overall:		1.35	0.99	1.20	1.42	1.20	440

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")

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	6.40	7.74	7.28	0.87	-0.47	440
Information Control	6.82	8.12	7.21	0.39	-0.91	440
Library as Place	6.45	7.98	6.27	-0.17	-1.71	426
Overall:	6.58	7.94	7.04	0.46	-0.90	440

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	1.85	1.55	1.59	1.85	1.69	440
Information Control	1.69	1.33	1.57	1.81	1.65	440
Library as Place	1.84	1.48	2.03	2.47	2.33	426
Overall:	1.35	0.99	1.20	1.42	1.20	440

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

6.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.54	7.67	7.23	0.70	-0.43	99
Librarians teaching me how to access or manage information	6.47	7.74	7.43	0.96	-0.30	102
An environment that facilitates group study and problem solving	6.42	7.61	7.04	0.61	-0.58	85
Access to information resources that support patient care	6.91	8.03	7.51	0.59	-0.53	91
Having comprehensive electronic resources	6.74	8.06	7.09	0.35	-0.96	323
Providing help when and where I need it	6.52	7.85	7.24	0.72	-0.62	317
Making me aware of library services	5.83	7.20	6.31	0.47	-0.89	316
Electronic resources matching my information needs	6.94	8.32	7.54	0.60	-0.78	103
Library keeping me informed about all of its services	5.66	6.97	6.21	0.55	-0.76	319
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.97	7.28	6.62	0.65	-0.67	278

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	1.64	1.73	1.47	1.42	1.64	99
Librarians teaching me how to access or manage information	2.09	1.68	1.75	1.80	1.54	102
An environment that facilitates group study and problem solving	2.00	1.89	1.95	2.00	1.79	85
Access to information resources that support patient care	1.70	1.39	1.29	1.40	1.19	91
Having comprehensive electronic resources	1.72	1.37	1.48	1.87	1.64	323
Providing help when and where I need it	1.75	1.45	1.51	1.83	1.55	317
Making me aware of library services	2.01	1.83	1.90	2.05	2.09	316
Electronic resources matching my information needs	1.49	1.02	1.25	1.75	1.41	103
Library keeping me informed about all of its services	2.17	1.98	1.80	2.00	1.95	319
Library staff teaching me how to effectively use the electronically available databases, journals, and books	2.10	1.89	1.88	2.07	2.02	278

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.	7.60	1.43	440
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.15	1.65	440
How would you rate the overall quality of the service provided by the library?	7.26	1.41	440

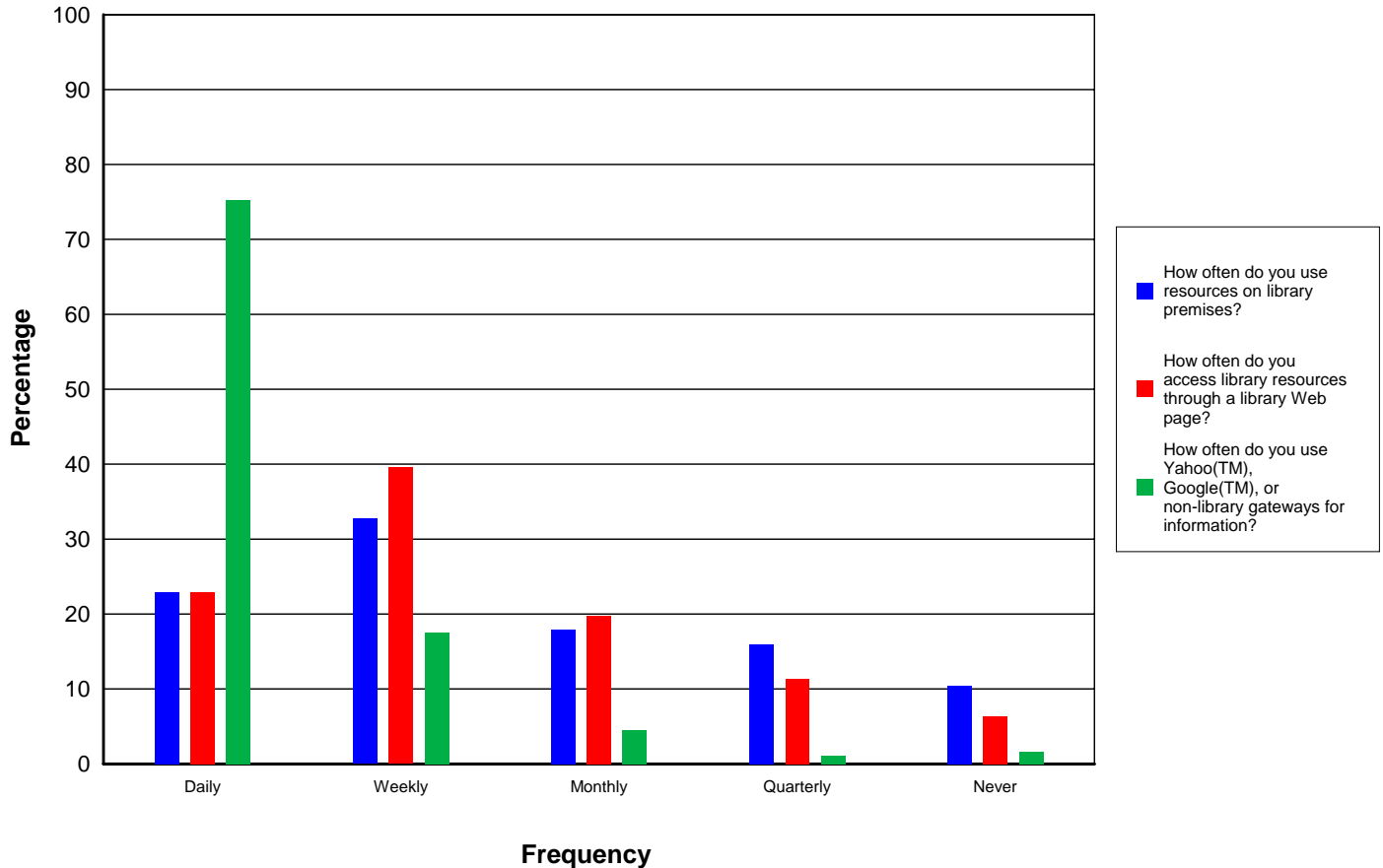
6.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.40	1.75	440
The library aids my advancement in my academic discipline or work.	7.10	1.61	440
The library enables me to be more efficient in my academic pursuits or work.	7.05	1.72	440
The library helps me distinguish between trustworthy and untrustworthy information.	6.14	1.96	440
The library provides me with the information skills I need in my work or study.	6.65	1.75	440

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?	101 22.95%	144 32.73%	79 17.95%	70 15.91%	46 10.45%	440 100.00%
How often do you access library resources through a library Web page?	101 22.95%	174 39.55%	87 19.77%	50 11.36%	28 6.36%	440 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	331 75.23%	77 17.50%	20 4.55%	5 1.14%	7 1.59%	440 100.00%

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

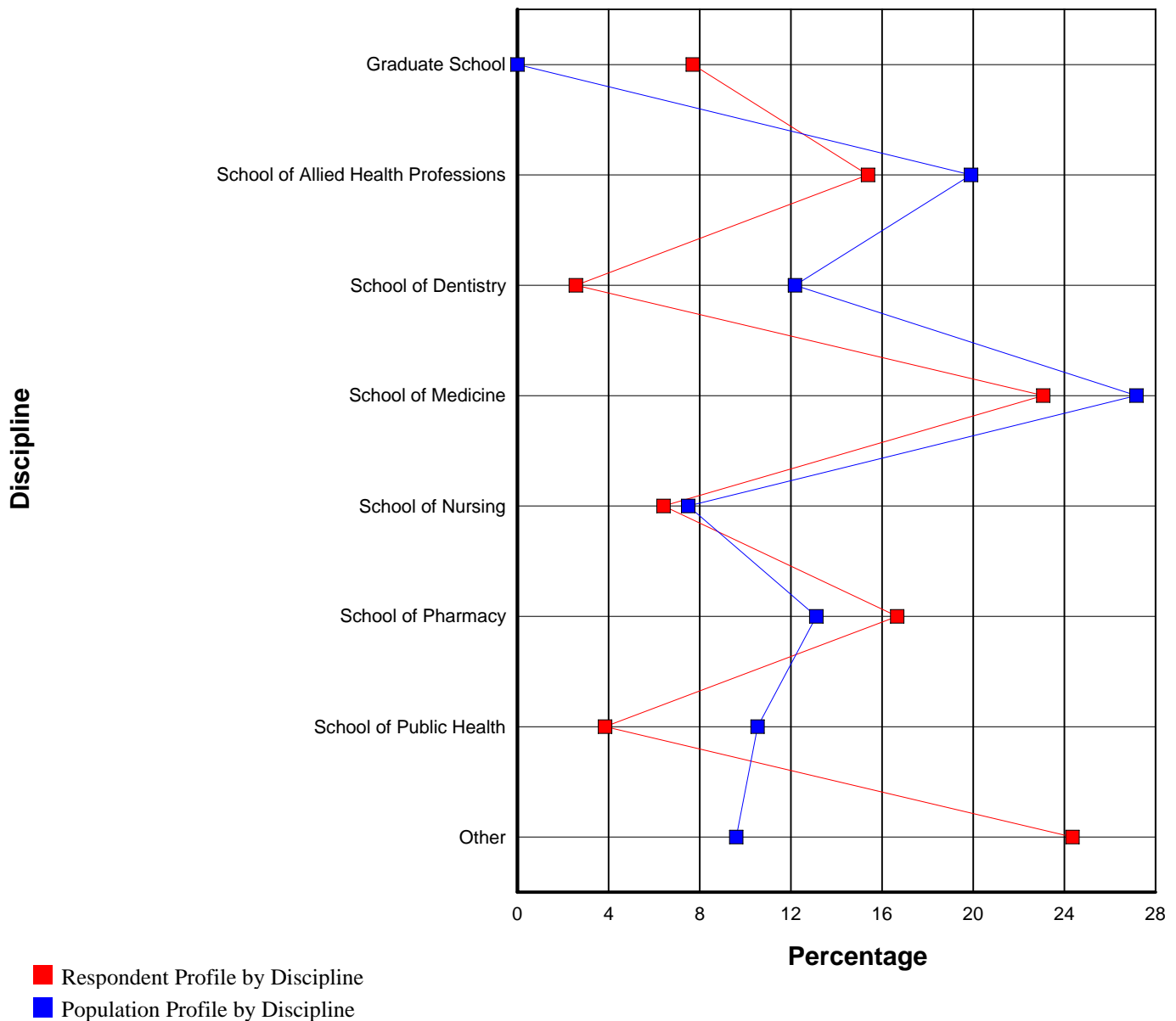
7 Academic Health Sciences Libraries Faculty Summary for ARL

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%	6	7.69%	-7.69%
School of Allied Health Professions	85	19.91%	12	15.38%	4.52%
School of Dentistry	52	12.18%	2	2.56%	9.61%
School of Medicine	116	27.17%	18	23.08%	4.09%
School of Nursing	32	7.49%	5	6.41%	1.08%
School of Pharmacy	56	13.11%	13	16.67%	-3.55%
School of Public Health	45	10.54%	3	3.85%	6.69%
Other	41	9.60%	19	24.36%	-14.76%
Total:	427	100.00%	78	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	2	2.56%
31 - 45	25	32.05%
46 - 65	46	58.97%
Over 65	5	6.41%
Total:	78	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.

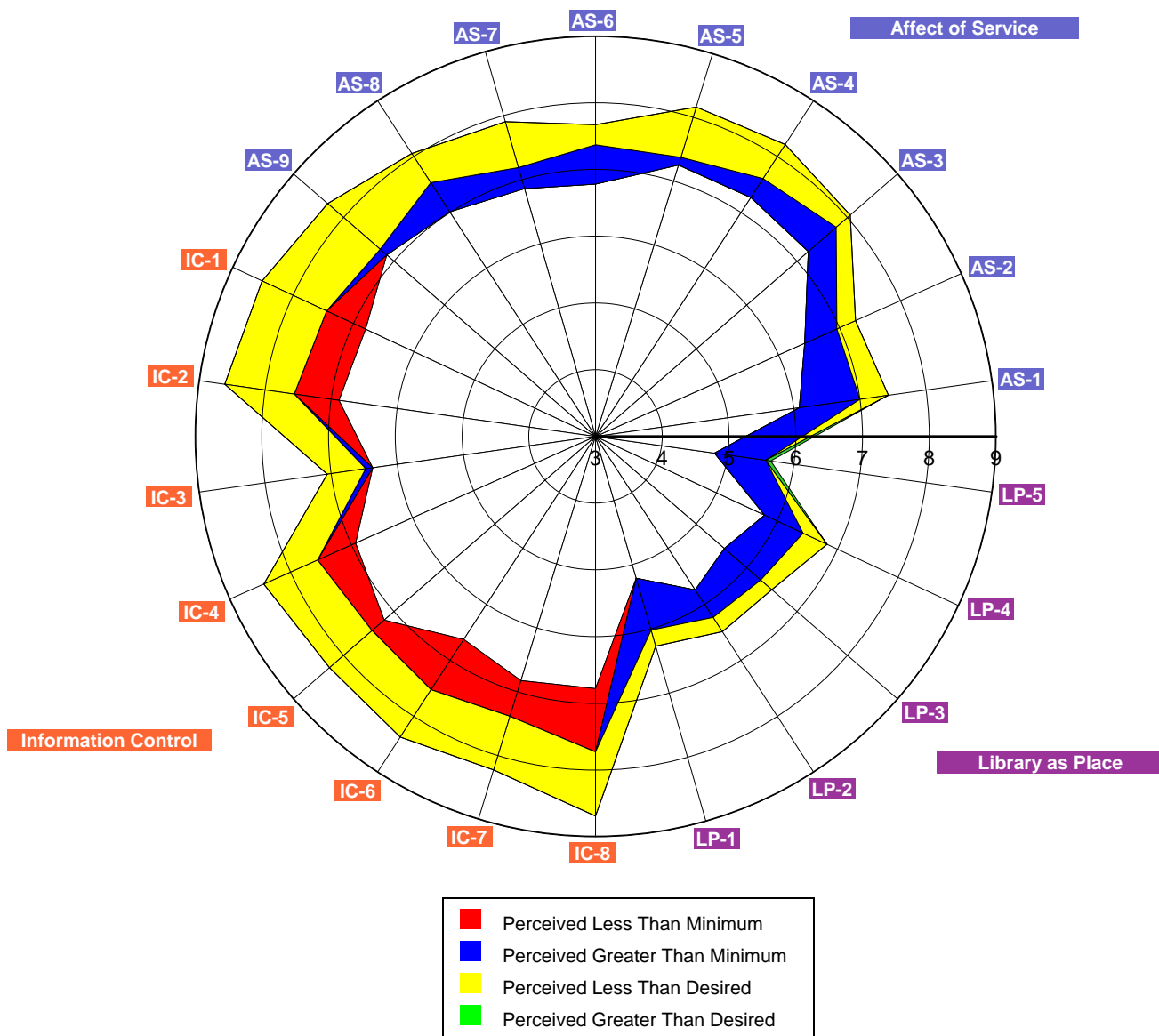
Sex:	Population N	Population %	Respondents n	Respondents %
Male	3,393	45.45%	47	60.26%
Female	4,072	54.55%	31	39.74%
Total:	7,465	100.00%	78	100.00%

7.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.08	7.43	7.00	0.92	-0.43	72
AS-2	Giving users individual attention	6.43	7.26	6.96	0.53	-0.31	72
AS-3	Employees who are consistently courteous	7.22	8.06	7.78	0.56	-0.28	72
AS-4	Readiness to respond to users' questions	7.27	8.22	7.61	0.34	-0.61	74
AS-5	Employees who have the knowledge to answer user questions	7.25	8.16	7.37	0.12	-0.79	75
AS-6	Employees who deal with users in a caring fashion	6.78	7.67	7.37	0.59	-0.30	73
AS-7	Employees who understand the needs of their users	6.86	7.90	7.19	0.33	-0.71	73
AS-8	Willingness to help users	7.01	8.05	7.53	0.52	-0.52	73
AS-9	Dependability in handling users' service problems	7.14	8.32	7.28	0.13	-1.04	69
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.45	8.51	6.80	-0.64	-1.71	76
IC-2	A library Web site enabling me to locate information on my own	7.56	8.61	6.88	-0.68	-1.73	77
IC-3	The printed library materials I need for my work	6.37	7.06	6.48	0.10	-0.58	67
IC-4	The electronic information resources I need	7.56	8.44	6.94	-0.62	-1.51	77
IC-5	Modern equipment that lets me easily access needed information	7.44	8.28	7.20	-0.24	-1.08	71
IC-6	Easy-to-use access tools that allow me to find things on my own	7.53	8.37	6.63	-0.90	-1.74	78
IC-7	Making information easily accessible for independent use	7.39	8.23	6.83	-0.56	-1.40	75
IC-8	Print and/or electronic journal collections I require for my work	7.73	8.69	6.78	-0.95	-1.91	77
Library as Place							
LP-1	Library space that inspires study and learning	5.21	6.27	6.02	0.81	-0.25	52
LP-2	Quiet space for individual activities	5.75	6.49	6.24	0.49	-0.25	51
LP-3	A comfortable and inviting location	5.56	6.50	6.28	0.72	-0.22	50
LP-4	A getaway for study, learning, or research	5.79	6.83	6.43	0.64	-0.40	58
LP-5	Community space for group learning and group study	4.80	5.58	5.65	0.85	0.08	40
Overall:		6.90	7.84	6.94	0.05	-0.90	78

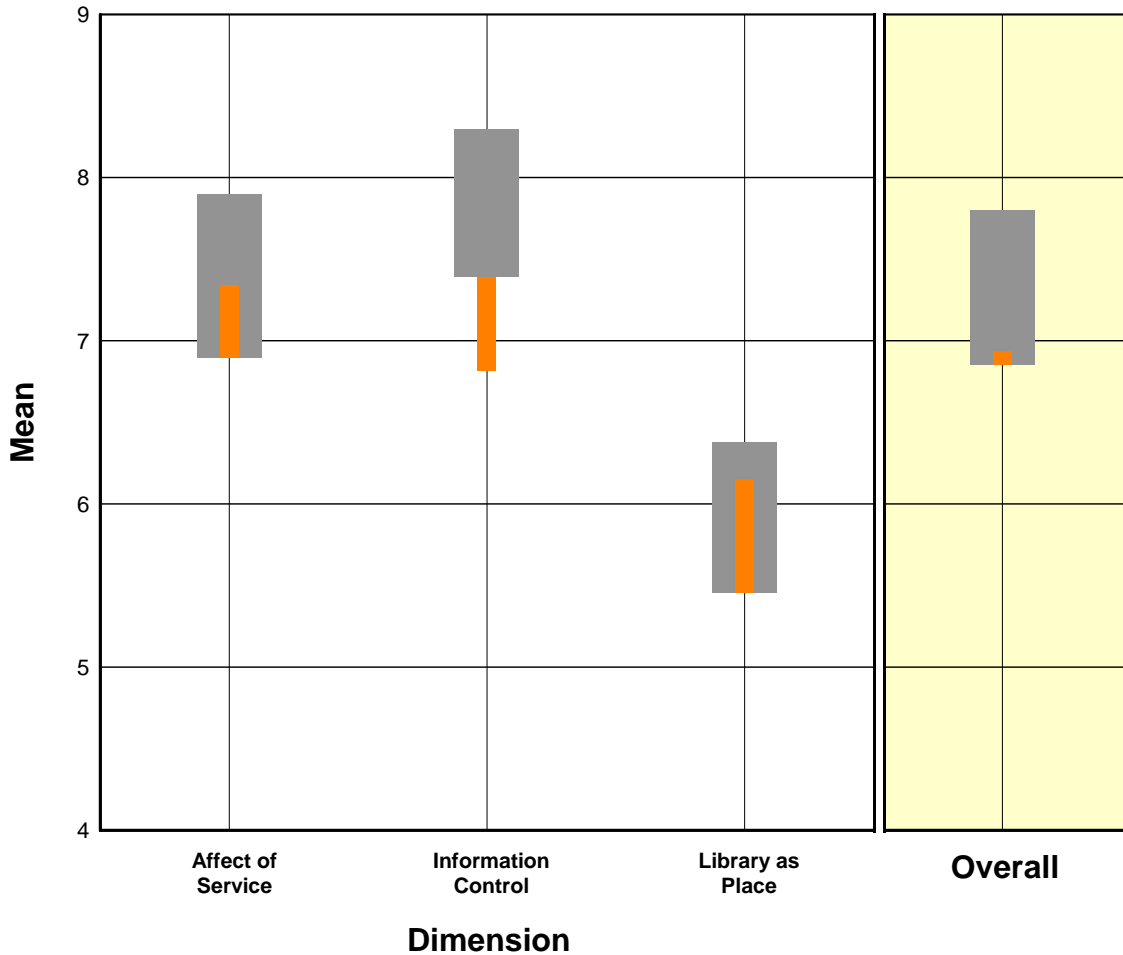
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Faculty

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	1.84	1.69	1.55	2.07	1.88	72
AS-2	Giving users individual attention	2.02	2.07	2.02	1.87	1.86	72
AS-3	Employees who are consistently courteous	1.65	1.38	1.30	1.63	1.42	72
AS-4	Readiness to respond to users' questions	1.77	0.95	1.26	1.65	1.17	74
AS-5	Employees who have the knowledge to answer user questions	1.59	1.32	1.61	2.17	2.00	75
AS-6	Employees who deal with users in a caring fashion	1.90	1.57	1.65	1.88	1.63	73
AS-7	Employees who understand the needs of their users	1.79	1.44	1.71	1.84	1.54	73
AS-8	Willingness to help users	1.98	1.51	1.59	1.92	1.45	73
AS-9	Dependability in handling users' service problems	1.68	0.99	1.73	2.26	1.78	69
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.89	1.13	2.04	2.65	2.13	76
IC-2	A library Web site enabling me to locate information on my own	1.44	0.78	1.79	2.26	1.85	77
IC-3	The printed library materials I need for my work	1.86	1.83	1.76	2.09	1.88	67
IC-4	The electronic information resources I need	1.61	1.28	1.93	2.21	1.98	77
IC-5	Modern equipment that lets me easily access needed information	1.74	1.27	1.83	2.39	1.87	71
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	1.06	2.05	2.58	2.21	78
IC-7	Making information easily accessible for independent use	1.76	1.40	1.99	2.46	2.09	75
IC-8	Print and/or electronic journal collections I require for my work	1.30	0.77	2.01	2.49	2.11	77
Library as Place							
LP-1	Library space that inspires study and learning	2.35	2.45	2.12	2.62	2.77	52
LP-2	Quiet space for individual activities	2.39	2.42	1.88	2.72	2.85	51
LP-3	A comfortable and inviting location	2.34	2.58	1.95	2.24	2.41	50
LP-4	A getaway for study, learning, or research	2.50	2.46	1.90	2.45	2.33	58
LP-5	Community space for group learning and group study	2.56	2.66	2.07	2.55	2.67	40
Overall:		1.39	1.05	1.33	1.70	1.33	78

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.



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.90	7.90	7.34	0.45	-0.55	78
Information Control	7.39	8.29	6.82	-0.58	-1.48	78
Library as Place	5.46	6.38	6.15	0.69	-0.23	70
Overall:	6.90	7.84	6.94	0.05	-0.90	78

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	1.84	1.50	1.63	1.93	1.66	78
Information Control	1.67	1.30	1.93	2.41	2.05	78
Library as Place	2.44	2.52	1.98	2.50	2.59	70
Overall:	1.39	1.05	1.33	1.70	1.33	78

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

7.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.52	8.00	6.67	0.15	-1.33	27
Librarians teaching me how to access or manage information	6.92	7.46	7.35	0.42	-0.12	26
An environment that facilitates group study and problem solving	5.00	5.92	5.69	0.69	-0.23	13
Access to information resources that support patient care	6.90	7.76	5.95	-0.95	-1.81	21
Having comprehensive electronic resources	7.62	8.58	6.82	-0.80	-1.76	45
Providing help when and where I need it	7.00	7.84	7.24	0.24	-0.60	45
Making me aware of library services	6.67	7.20	6.40	-0.27	-0.80	45
Electronic resources matching my information needs	7.69	8.50	6.81	-0.88	-1.69	32
Library keeping me informed about all of its services	6.38	7.29	6.40	0.02	-0.89	45
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.51	7.78	6.71	0.20	-1.07	41

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	2.15	1.69	2.00	2.64	1.88	27
Librarians teaching me how to access or manage information	1.74	1.30	1.32	1.98	1.53	26
An environment that facilitates group study and problem solving	2.77	2.84	1.25	2.53	2.39	13
Access to information resources that support patient care	2.36	2.17	2.33	3.06	2.86	21
Having comprehensive electronic resources	1.47	0.78	1.71	2.13	1.79	45
Providing help when and where I need it	1.78	1.51	1.37	1.86	1.85	45
Making me aware of library services	2.07	2.06	2.15	2.48	2.43	45
Electronic resources matching my information needs	1.35	1.11	2.02	2.71	2.47	32
Library keeping me informed about all of its services	2.00	1.85	2.09	2.46	2.27	45
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.98	1.68	1.78	1.98	1.68	41

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.	7.42	1.52	78
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.67	2.01	78
How would you rate the overall quality of the service provided by the library?	6.86	1.90	78

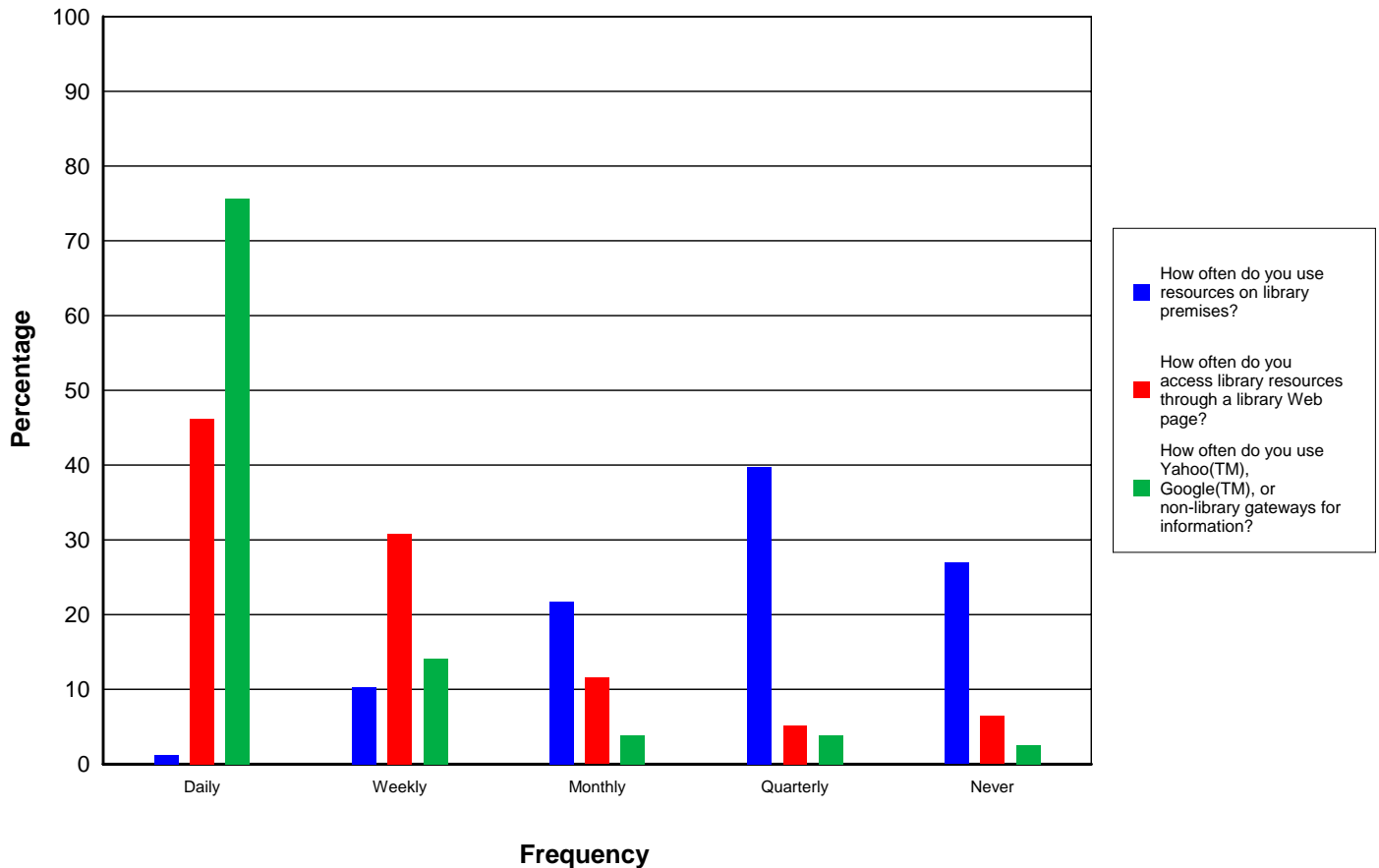
7.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.55	2.11	78
The library aids my advancement in my academic discipline or work.	6.68	2.14	78
The library enables me to be more efficient in my academic pursuits or work.	6.79	2.15	78
The library helps me distinguish between trustworthy and untrustworthy information.	5.60	2.15	78
The library provides me with the information skills I need in my work or study.	6.08	2.05	78

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?	1	8	17	31	21	78
	1.28%	10.26%	21.79%	39.74%	26.92%	100.00%
How often do you access library resources through a library Web page?	36	24	9	4	5	78
	46.15%	30.77%	11.54%	5.13%	6.41%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	59	11	3	3	2	78
	75.64%	14.10%	3.85%	3.85%	2.56%	100.00%

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

8 Academic Health Sciences Libraries Staff Summary for ARL

8.1 Demographic Summary for Staff

8.1.1 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 %
23 - 30	5	18.52%
31 - 45	15	55.56%
46 - 65	6	22.22%
Over 65	1	3.70%
Total:	27	100.00%

8.1.2 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.

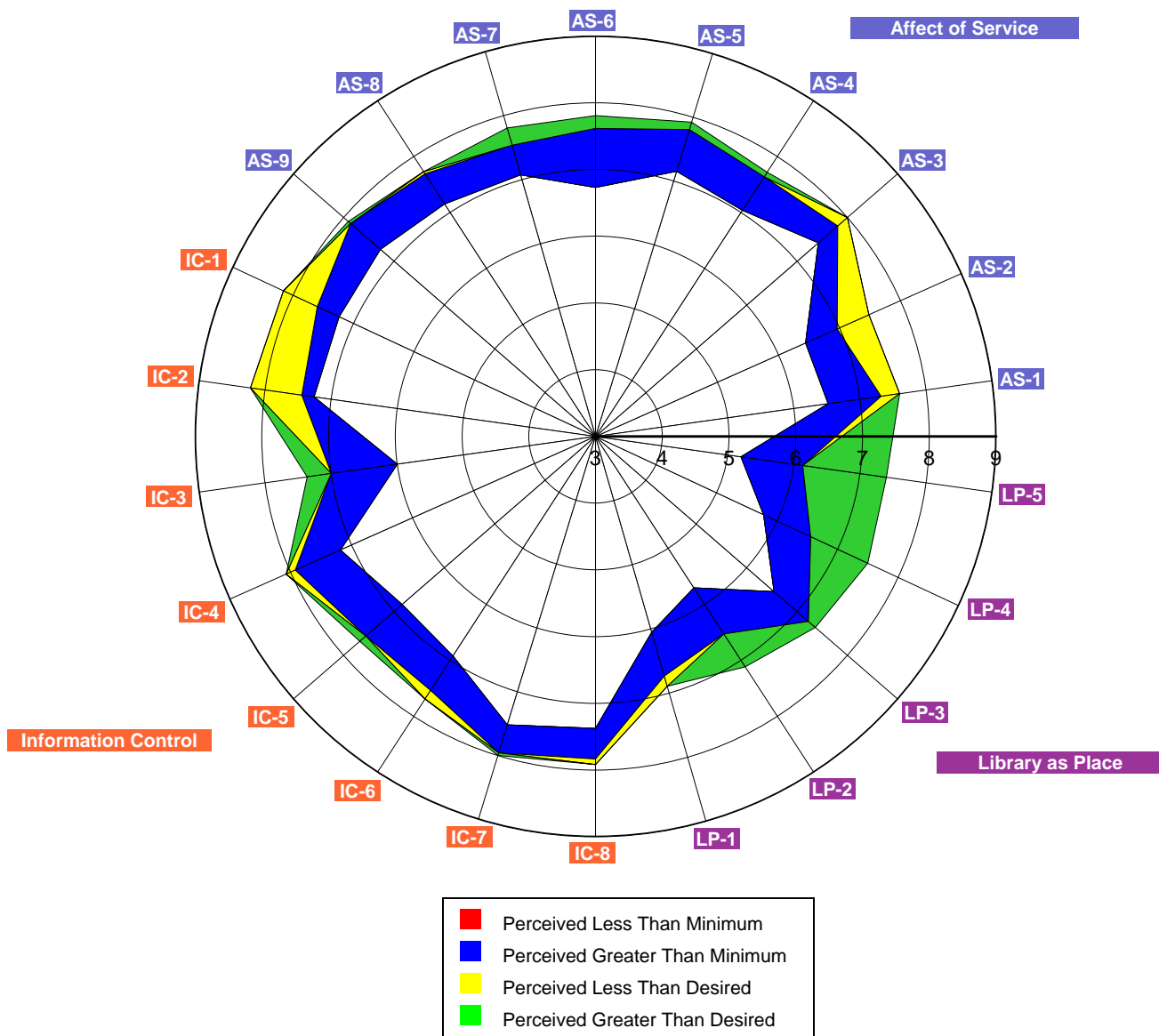
Sex:	Population N	Population %	Respondents n	Respondents %
Male	3,393	45.45%	5	18.52%
Female	4,072	54.55%	22	81.48%
Total:	7,465	100.00%	27	100.00%

8.2 Core Questions Summary for Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.52	7.60	7.32	0.80	-0.28	25
AS-2	Giving users individual attention	6.44	7.48	6.96	0.52	-0.52	27
AS-3	Employees who are consistently courteous	7.42	8.00	7.81	0.38	-0.19	26
AS-4	Readiness to respond to users' questions	7.04	7.64	7.72	0.68	0.08	25
AS-5	Employees who have the knowledge to answer user questions	7.15	7.81	7.92	0.77	0.12	26
AS-6	Employees who deal with users in a caring fashion	6.73	7.62	7.81	1.08	0.19	26
AS-7	Employees who understand the needs of their users	7.08	7.54	7.81	0.73	0.27	26
AS-8	Willingness to help users	7.15	7.73	7.69	0.54	-0.04	26
AS-9	Dependability in handling users' service problems	7.27	7.86	7.91	0.64	0.05	22
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.24	8.16	7.60	0.36	-0.56	25
IC-2	A library Web site enabling me to locate information on my own	7.26	8.22	7.44	0.19	-0.78	27
IC-3	The printed library materials I need for my work	6.00	7.00	7.36	1.36	0.36	22
IC-4	The electronic information resources I need	7.19	8.07	7.93	0.74	-0.15	27
IC-5	Modern equipment that lets me easily access needed information	6.84	7.56	7.68	0.84	0.12	25
IC-6	Easy-to-use access tools that allow me to find things on my own	6.92	7.69	7.54	0.62	-0.15	26
IC-7	Making information easily accessible for independent use	7.52	7.96	8.00	0.48	0.04	25
IC-8	Print and/or electronic journal collections I require for my work	7.38	7.92	7.83	0.46	-0.08	24
Library as Place							
LP-1	Library space that inspires study and learning	6.05	6.89	6.74	0.68	-0.16	19
LP-2	Quiet space for individual activities	5.71	6.53	7.12	1.41	0.59	17
LP-3	A comfortable and inviting location	6.55	7.23	7.36	0.82	0.14	22
LP-4	A getaway for study, learning, or research	5.78	6.56	7.50	1.72	0.94	18
LP-5	Community space for group learning and group study	5.20	6.13	7.40	2.20	1.27	15
Overall:		6.87	7.59	7.58	0.71	-0.01	27

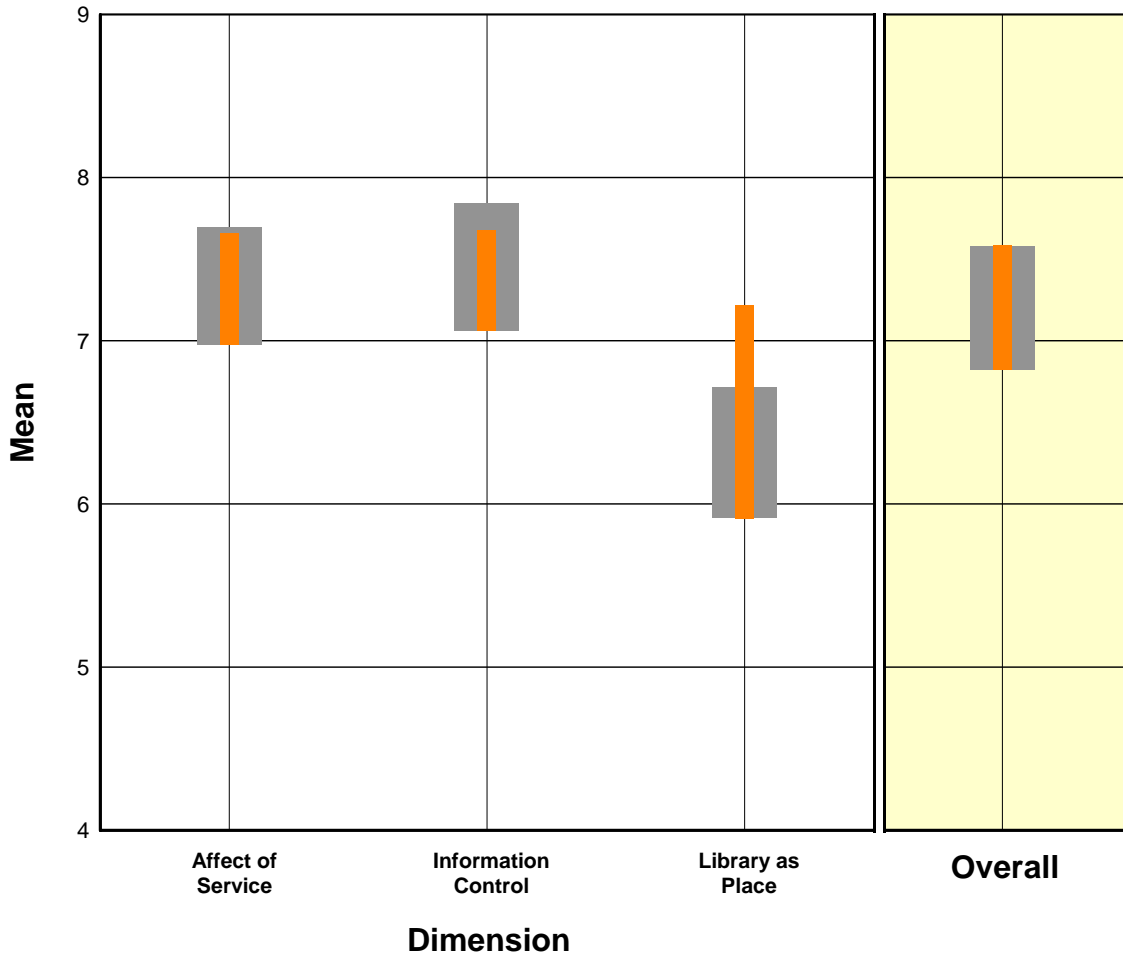
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Staff

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	1.92	1.26	1.55	2.00	1.49	25
AS-2	Giving users individual attention	1.89	1.42	1.87	2.49	2.05	27
AS-3	Employees who are consistently courteous	1.86	1.41	1.33	2.10	1.65	26
AS-4	Readiness to respond to users' questions	1.81	1.78	1.43	1.86	1.91	25
AS-5	Employees who have the knowledge to answer user questions	1.78	1.55	1.13	1.97	1.84	26
AS-6	Employees who deal with users in a caring fashion	2.05	1.72	1.10	2.30	2.04	26
AS-7	Employees who understand the needs of their users	2.00	1.77	1.17	2.34	1.99	26
AS-8	Willingness to help users	2.09	1.46	1.76	1.70	2.01	26
AS-9	Dependability in handling users' service problems	1.58	1.32	1.15	1.50	1.33	22
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.61	0.94	1.53	1.47	1.39	25
IC-2	A library Web site enabling me to locate information on my own	1.70	0.97	1.69	1.57	1.63	27
IC-3	The printed library materials I need for my work	2.35	2.47	1.59	2.13	1.92	22
IC-4	The electronic information resources I need	1.42	0.96	0.96	1.46	1.20	27
IC-5	Modern equipment that lets me easily access needed information	1.84	1.78	1.41	1.93	2.24	25
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.54	1.63	1.88	1.46	26
IC-7	Making information easily accessible for independent use	1.48	1.43	1.12	1.48	1.70	25
IC-8	Print and/or electronic journal collections I require for my work	1.56	1.41	0.92	1.69	1.67	24
Library as Place							
LP-1	Library space that inspires study and learning	2.37	2.45	1.66	3.18	3.06	19
LP-2	Quiet space for individual activities	3.04	2.81	2.15	3.10	3.08	17
LP-3	A comfortable and inviting location	2.36	2.00	1.33	2.30	2.38	22
LP-4	A getaway for study, learning, or research	2.69	2.59	1.04	2.89	2.69	18
LP-5	Community space for group learning and group study	3.05	3.23	1.68	2.83	3.06	15
Overall:		1.46	1.21	0.97	1.63	1.44	27

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

8.3 Core Question Dimensions Summary for Staff

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



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

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	6.97	7.69	7.66	0.68	-0.04	27
Information Control	7.06	7.84	7.68	0.62	-0.16	27
Library as Place	5.91	6.71	7.22	1.31	0.51	24
Overall:	6.87	7.59	7.58	0.71	-0.01	27

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	1.89	1.52	1.43	2.03	1.82	27
Information Control	1.73	1.51	1.38	1.71	1.67	27
Library as Place	2.66	2.56	1.58	2.85	2.82	24
Overall:	1.46	1.21	0.97	1.63	1.44	27

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

8.4 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	6.41	6.94	7.35	0.94	0.41	17
Librarians teaching me how to access or manage information	5.63	6.74	7.68	2.05	0.95	19
An environment that facilitates group study and problem solving	5.53	6.33	7.47	1.93	1.13	15
Access to information resources that support patient care	6.92	6.92	7.92	1.00	1.00	12
Having comprehensive electronic resources	8.75	8.75	6.75	-2.00	-2.00	4
Providing help when and where I need it	6.00	9.00	6.33	0.33	-2.67	3
Making me aware of library services	6.50	7.75	4.75	-1.75	-3.00	4
Electronic resources matching my information needs	7.13	7.96	8.04	0.91	0.09	23
Library keeping me informed about all of its services	6.00	6.25	5.25	-0.75	-1.00	4
Library staff teaching me how to effectively use the electronically available databases, journals, and books	8.33	8.33	7.33	-1.00	-1.00	3

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	1.91	1.78	1.54	2.38	2.00	17
Librarians teaching me how to access or manage information	2.48	2.35	1.34	2.27	2.30	19
An environment that facilitates group study and problem solving	3.14	3.13	1.25	2.74	3.02	15
Access to information resources that support patient care	2.57	2.78	1.73	1.60	1.76	12
Having comprehensive electronic resources	0.50	0.50	1.50	1.41	1.41	4
Providing help when and where I need it	1.00	0.00	2.31	3.21	2.31	3
Making me aware of library services	1.00	1.50	2.06	2.87	1.15	4
Electronic resources matching my information needs	1.69	1.07	0.88	1.73	1.04	23
Library keeping me informed about all of its services	1.83	0.96	2.36	3.30	2.71	4
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.15	1.15	1.53	1.73	1.73	3

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

8.5 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.	7.85	1.38	27
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.81	1.27	27
How would you rate the overall quality of the service provided by the library?	7.78	1.05	27

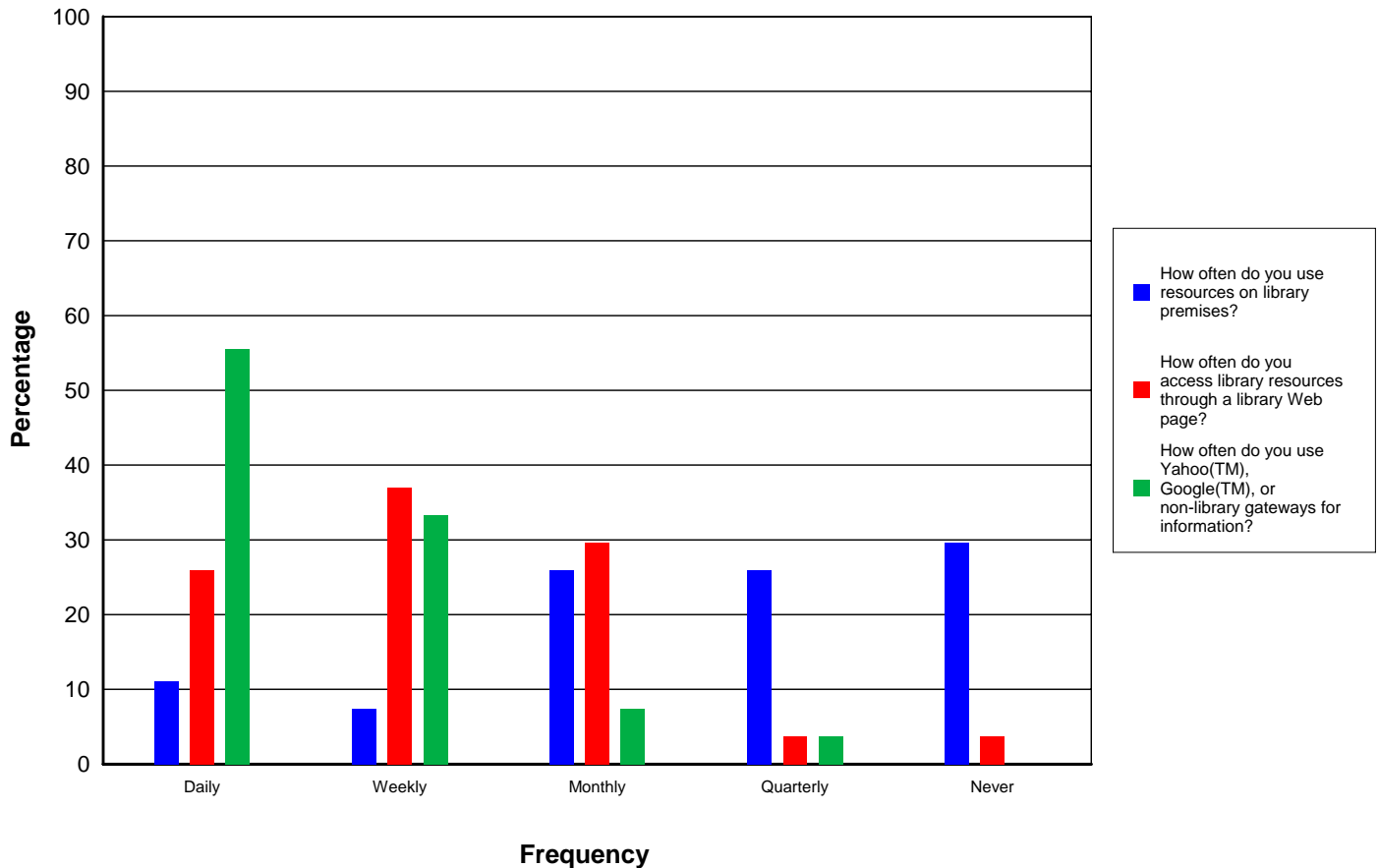
8.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each 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.	7.04	1.87	27
The library aids my advancement in my academic discipline or work.	6.85	2.41	27
The library enables me to be more efficient in my academic pursuits or work.	7.33	1.92	27
The library helps me distinguish between trustworthy and untrustworthy information.	6.33	2.04	27
The library provides me with the information skills I need in my work or study.	6.67	2.08	27

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	3 11.11%	2 7.41%	7 25.93%	7 25.93%	8 29.63%	27 100.00%
How often do you access library resources through a library Web page?	7 25.93%	10 37.04%	8 29.63%	1 3.70%	1 3.70%	27 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	15 55.56%	9 33.33%	2 7.41%	1 3.70%	0 0.00%	27 100.00%

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

9 College or University Libraries Demographic Summary for ARL

9.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	1,108	6.86%
Second year	1,172	7.26%
Third year	1,429	8.85%
Fourth year	1,442	8.93%
Fifth year and above	497	3.08%
Non-degree	96	0.59%
Sub Total:	5,744	35.58%
Graduate		
Masters	2,977	18.44%
Doctoral	2,885	17.87%
Non-degree or Undecided	129	0.80%
Sub Total:	5,991	37.11%
Faculty		
Adjunct Faculty	180	1.12%
Assistant Professor	685	4.24%
Associate Professor	700	4.34%
Lecturer	320	1.98%
Professor	891	5.52%
Other Academic Status	267	1.65%
Sub Total:	3,043	18.85%
Library Staff		
Administrator	30	0.19%
Manager, Head of Unit	56	0.35%
Public Services	102	0.63%
Systems	9	0.06%
Technical Services	78	0.48%
Other	77	0.48%
Sub Total:	352	2.18%
Staff		
Research Staff	292	1.81%
Other staff positions	720	4.46%
Sub Total:	1,012	6.27%
Total:	16,142	100.00%

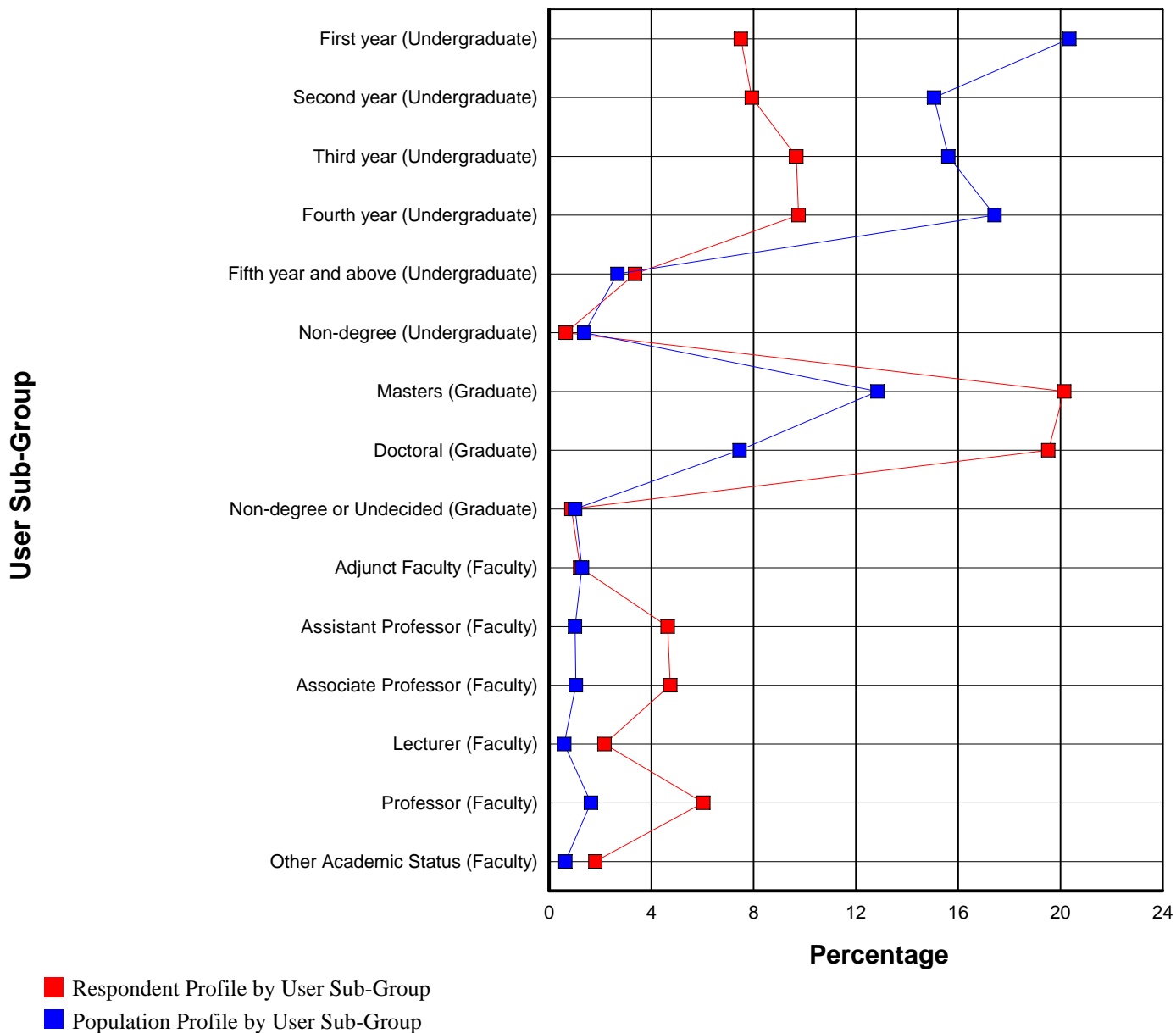
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: All

9.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	123,263	20.35%	1,108	7.50%	12.85%
Second year (Undergraduate)	91,194	15.05%	1,172	7.93%	7.12%
Third year (Undergraduate)	94,584	15.61%	1,429	9.67%	5.94%
Fourth year (Undergraduate)	105,532	17.42%	1,442	9.76%	7.66%
Fifth year and above (Undergraduate)	16,186	2.67%	497	3.36%	-0.69%
Non-degree (Undergraduate)	8,304	1.37%	96	0.65%	0.72%
Masters (Graduate)	77,805	12.84%	2,977	20.14%	-7.30%
Doctoral (Graduate)	45,124	7.45%	2,885	19.52%	-12.07%
Non-degree or Undecided (Graduate)	6,150	1.02%	129	0.87%	0.14%
Adjunct Faculty (Faculty)	7,801	1.29%	180	1.22%	0.07%
Assistant Professor (Faculty)	6,135	1.01%	685	4.64%	-3.62%
Associate Professor (Faculty)	6,350	1.05%	700	4.74%	-3.69%
Lecturer (Faculty)	3,583	0.59%	320	2.17%	-1.57%
Professor (Faculty)	9,905	1.64%	891	6.03%	-4.39%
Other Academic Status (Faculty)	3,848	0.64%	267	1.81%	-1.17%
Total:	605,764	100.00%	14,778	100.00%	0.00%

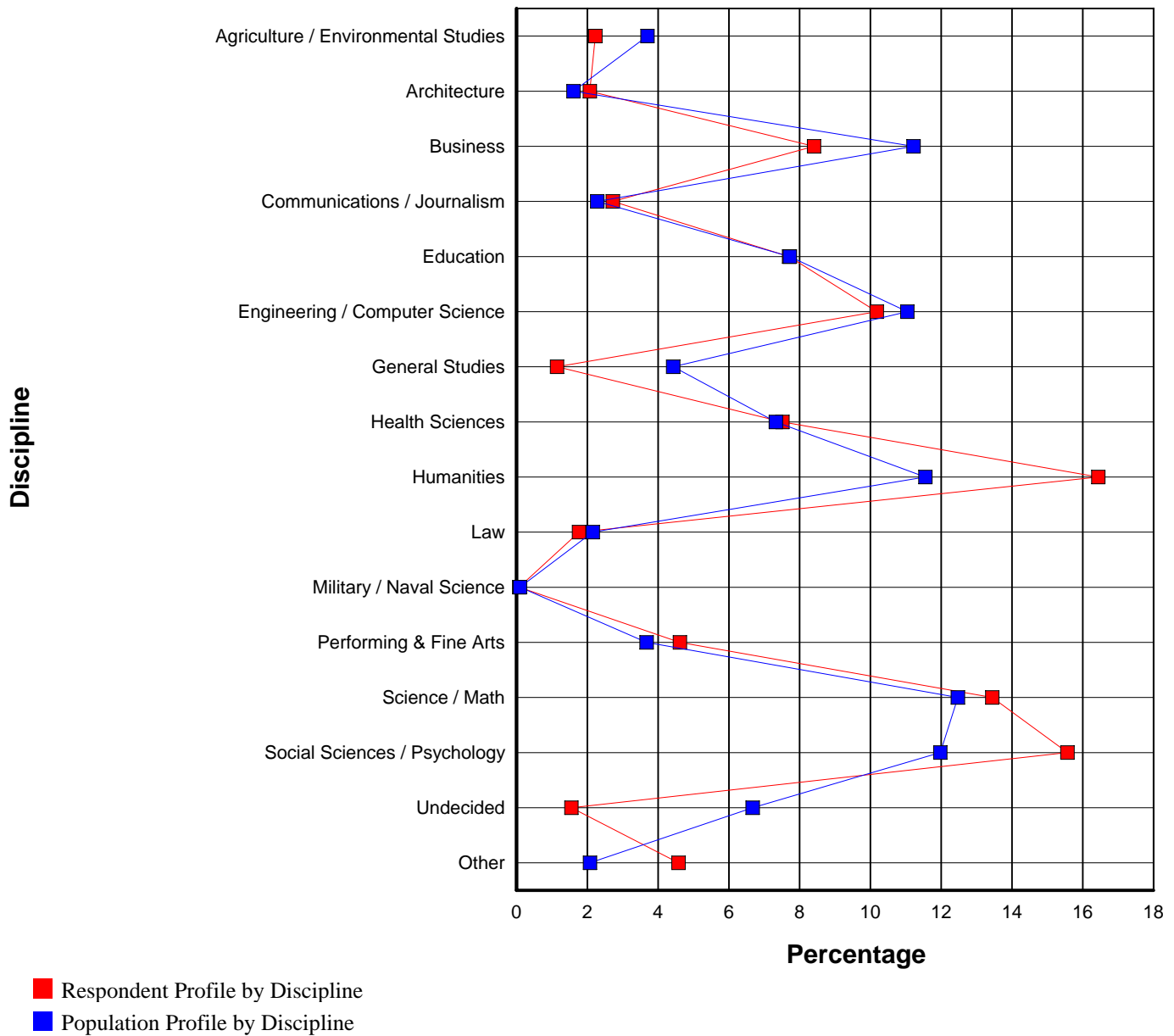
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff, Staff, Other Patrons)

9.3 Population and Respondent Profiles by Standard Discipline

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

The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for both the general population (N) and survey respondents (n).

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	22,035	3.70%	329	2.23%	1.47%
Architecture	9,569	1.61%	306	2.07%	-0.46%
Business	66,802	11.22%	1,242	8.41%	2.81%
Communications / Journalism	13,579	2.28%	402	2.72%	-0.44%
Education	45,987	7.72%	1,138	7.70%	0.02%
Engineering / Computer Science	65,768	11.04%	1,504	10.18%	0.86%
General Studies	26,367	4.43%	169	1.14%	3.28%
Health Sciences	43,641	7.33%	1,110	7.51%	-0.18%
Humanities	68,799	11.55%	2,429	16.44%	-4.89%
Law	12,829	2.15%	261	1.77%	0.39%
Military / Naval Science	572	0.10%	11	0.07%	0.02%
Performing & Fine Arts	21,885	3.68%	682	4.62%	-0.94%
Science / Math	74,266	12.47%	1,986	13.44%	-0.97%
Social Sciences / Psychology	71,314	11.98%	2,300	15.57%	-3.59%
Undecided	39,738	6.67%	229	1.55%	5.12%
Other	12,351	2.07%	676	4.58%	-2.50%
Total:	595,502	100.00%	14,774	100.00%	0.00%

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

9.4 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	28	0.18%
18 - 22	4,623	29.30%
23 - 30	5,038	31.93%
31 - 45	3,210	20.34%
46 - 65	2,591	16.42%
Over 65	290	1.84%
Total:	15,780	100.00%

9.5 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	315,914	48.97%	6,958	44.10%
Female	329,155	51.03%	8,819	55.90%
Total:	645,069	100.00%	15,777	100.00%

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

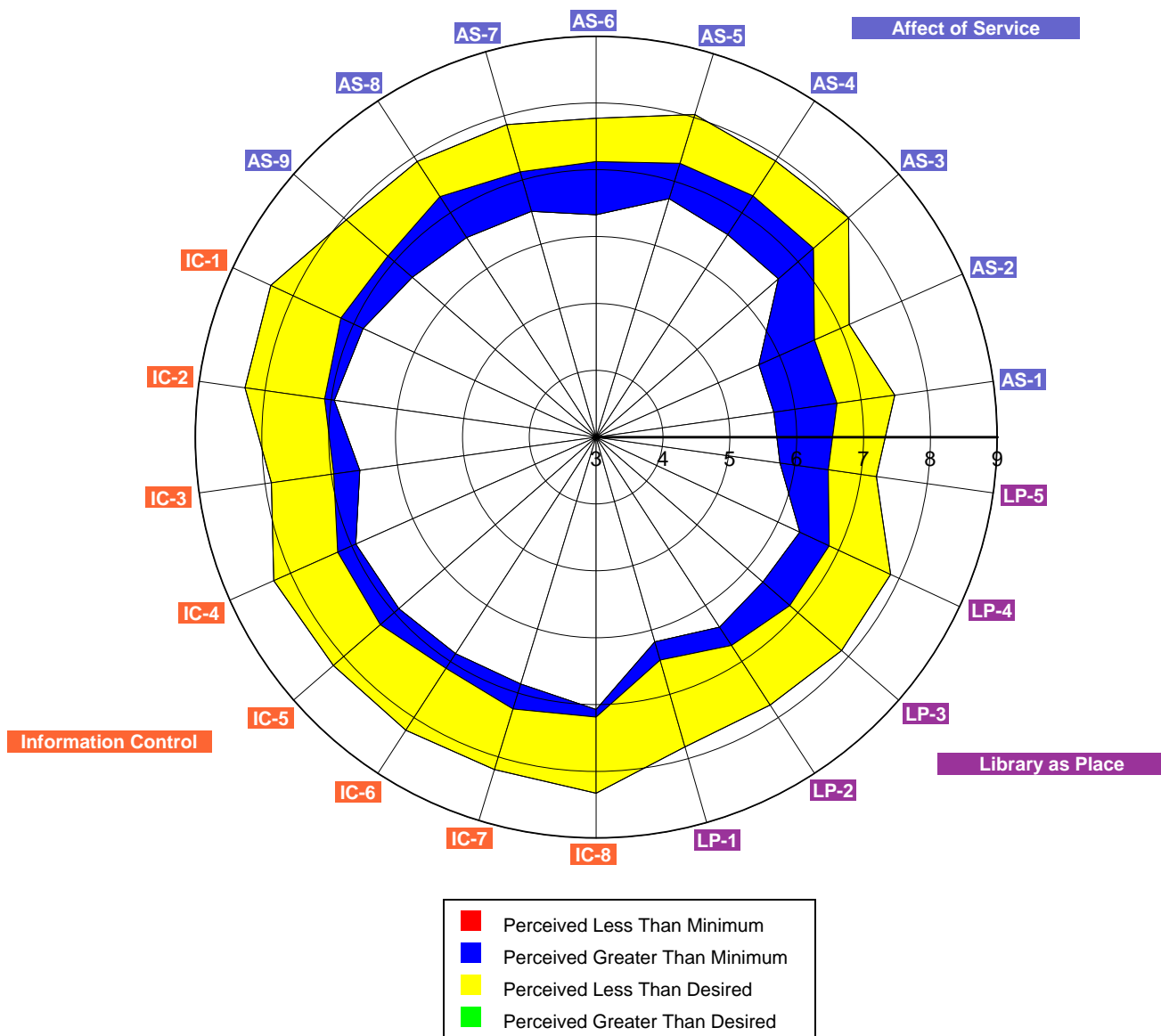
10 College or University Libraries Survey Item Summary for ARL

10.1 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	5.68	7.51	6.64	0.95	-0.87	14,705
AS-2	Giving users individual attention	5.66	7.14	6.58	0.91	-0.57	14,731
AS-3	Employees who are consistently courteous	6.61	8.00	7.31	0.69	-0.70	15,344
AS-4	Readiness to respond to users' questions	6.61	7.93	7.30	0.69	-0.62	14,807
AS-5	Employees who have the knowledge to answer user questions	6.73	8.05	7.28	0.55	-0.76	14,868
AS-6	Employees who deal with users in a caring fashion	6.33	7.77	7.12	0.79	-0.65	14,782
AS-7	Employees who understand the needs of their users	6.51	7.86	7.13	0.61	-0.74	14,605
AS-8	Willingness to help users	6.56	7.92	7.29	0.73	-0.63	14,744
AS-9	Dependability in handling users' service problems	6.65	7.95	7.13	0.48	-0.82	13,090
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.85	8.37	7.21	0.37	-1.15	15,442
IC-2	A library Web site enabling me to locate information on my own	6.96	8.30	7.10	0.15	-1.20	15,592
IC-3	The printed library materials I need for my work	6.57	7.91	6.96	0.39	-0.94	14,321
IC-4	The electronic information resources I need	6.94	8.28	7.23	0.30	-1.05	15,422
IC-5	Modern equipment that lets me easily access needed information	6.91	8.21	7.28	0.37	-0.93	15,204
IC-6	Easy-to-use access tools that allow me to find things on my own	6.86	8.23	7.12	0.26	-1.10	15,322
IC-7	Making information easily accessible for independent use	6.86	8.20	7.25	0.39	-0.95	15,175
IC-8	Print and/or electronic journal collections I require for my work	7.07	8.33	7.19	0.11	-1.14	14,758
Library as Place							
LP-1	Library space that inspires study and learning	6.19	7.82	6.47	0.28	-1.35	14,947
LP-2	Quiet space for individual activities	6.39	7.78	6.72	0.33	-1.06	14,544
LP-3	A comfortable and inviting location	6.30	7.87	6.84	0.53	-1.03	15,166
LP-4	A getaway for study, learning, or research	6.36	7.86	6.85	0.49	-1.01	14,595
LP-5	Community space for group learning and group study	5.78	7.23	6.51	0.73	-0.73	13,128
Overall:		6.53	7.95	7.03	0.50	-0.92	15,790

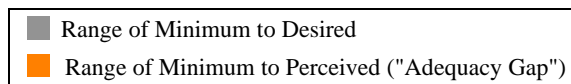
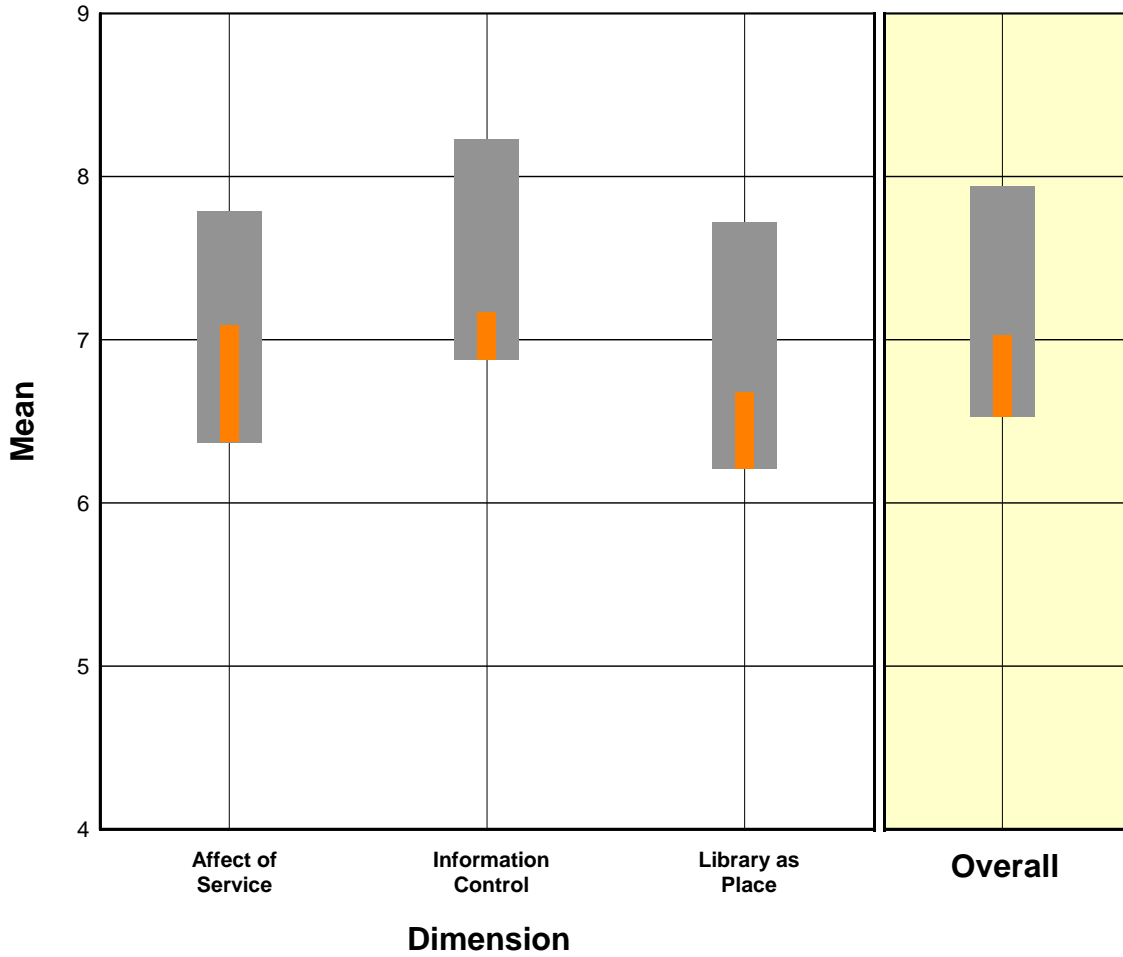
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: All (Excluding Library Staff)

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	1.88	1.58	1.71	1.90	1.77	14,705
AS-2	Giving users individual attention	2.04	1.79	1.83	1.93	1.79	14,731
AS-3	Employees who are consistently courteous	1.85	1.34	1.66	2.00	1.74	15,344
AS-4	Readiness to respond to users' questions	1.72	1.33	1.54	1.78	1.57	14,807
AS-5	Employees who have the knowledge to answer user questions	1.71	1.28	1.53	1.80	1.58	14,868
AS-6	Employees who deal with users in a caring fashion	1.87	1.46	1.61	1.91	1.70	14,782
AS-7	Employees who understand the needs of their users	1.77	1.37	1.55	1.84	1.62	14,605
AS-8	Willingness to help users	1.79	1.36	1.55	1.83	1.58	14,744
AS-9	Dependability in handling users' service problems	1.74	1.36	1.58	1.84	1.65	13,090
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.77	1.17	1.66	1.98	1.74	15,442
IC-2	A library Web site enabling me to locate information on my own	1.67	1.18	1.62	1.93	1.68	15,592
IC-3	The printed library materials I need for my work	1.80	1.48	1.60	1.98	1.79	14,321
IC-4	The electronic information resources I need	1.65	1.17	1.47	1.85	1.57	15,422
IC-5	Modern equipment that lets me easily access needed information	1.66	1.20	1.48	1.83	1.59	15,204
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.17	1.50	1.86	1.60	15,322
IC-7	Making information easily accessible for independent use	1.65	1.16	1.46	1.81	1.54	15,175
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.18	1.58	2.01	1.70	14,758
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.61	1.92	2.40	2.28	14,947
LP-2	Quiet space for individual activities	1.98	1.66	1.87	2.39	2.23	14,544
LP-3	A comfortable and inviting location	1.87	1.49	1.83	2.25	2.09	15,166
LP-4	A getaway for study, learning, or research	1.96	1.59	1.75	2.20	2.02	14,595
LP-5	Community space for group learning and group study	2.17	2.00	1.90	2.45	2.42	13,128
Overall:		1.36	0.94	1.18	1.41	1.19	15,790

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

10.2 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	6.37	7.79	7.09	0.72	-0.70	15,727
Information Control	6.88	8.23	7.17	0.29	-1.06	15,789
Library as Place	6.21	7.72	6.68	0.47	-1.04	15,564
Overall:	6.53	7.95	7.03	0.50	-0.92	15,790

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	1.86	1.46	1.64	1.88	1.67	15,727
Information Control	1.70	1.22	1.55	1.91	1.66	15,789
Library as Place	1.99	1.69	1.86	2.34	2.22	15,564
Overall:	1.36	0.94	1.18	1.41	1.19	15,790

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

10.3 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
Convenience of borrowing books from other colleges	6.58	7.45	7.00	0.42	-0.45	213
Ease of using library's online article indexes	6.51	7.99	6.62	0.11	-1.37	334
Availability of online help when using my library's electronic resources	6.09	7.65	6.61	0.52	-1.05	669
Informing me of useful library services	5.36	7.01	6.40	1.03	-0.61	768
An environment that facilitates group study and problem solving	5.45	6.84	6.41	0.96	-0.43	292
Having comprehensive electronic resources	6.82	8.11	7.25	0.42	-0.87	725
Providing help when and where I need it	6.32	7.84	6.98	0.66	-0.87	7,049
Teaching me how to access, evaluate, and use information	5.84	7.27	6.67	0.82	-0.60	3,890
Making me aware of library services	5.65	7.28	6.12	0.47	-1.16	4,199
Library orientations / instruction sessions	5.73	6.86	6.78	1.05	-0.09	996
Online course support (readings, links, references)	6.35	7.79	7.02	0.67	-0.77	2,333
Video and sound recording resources I need for my research	6.22	7.45	6.90	0.68	-0.56	344
Access to rare and historical materials	5.32	6.85	6.34	1.03	-0.51	651
Contribution to the intellectual atmosphere of the campus	6.36	7.75	6.94	0.58	-0.81	2,146
Ready access to computers / Internet / software	6.88	8.12	7.17	0.29	-0.95	3,199
The multimedia (CD / DVD / video / audio) collections I need	6.11	7.34	6.28	0.18	-1.05	429
Availability of subject specialist assistance	5.82	7.38	6.33	0.51	-1.05	3,430
Helpfulness in dealing with users' IT problems	6.46	7.92	6.87	0.42	-1.05	474
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.86	7.36	6.69	0.83	-0.67	690
Providing reliable access to resources when and where I need them	6.95	8.31	7.28	0.34	-1.03	868
A library environment that is hospitable and conducive to finding and using information	6.51	7.96	6.56	0.04	-1.40	387
Making me aware of library resources and services	6.12	7.53	6.80	0.68	-0.73	5,320
Teaching me how to locate, evaluate, and use information	6.15	7.51	7.04	0.89	-0.47	3,808
Convenient service hours	6.71	8.09	7.40	0.69	-0.69	3,408
Ability to navigate library Web pages easily	6.89	8.27	6.95	0.05	-1.32	8,860
A secure and safe place	7.29	8.16	6.94	-0.34	-1.22	374
Access to archives, special collections	5.86	7.43	6.70	0.84	-0.73	2,842
Center for intellectual interaction	5.42	7.00	6.30	0.89	-0.70	457

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

Convenient business hours	6.99	8.26	7.42	0.43	-0.83	145
Enabling me to find information myself 24 hours a day	6.92	8.28	6.95	0.03	-1.34	387
Facilitating self-directed research	6.57	7.99	6.79	0.23	-1.20	364
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.45	7.86	7.22	0.77	-0.64	365
Prompt service to users	6.64	8.02	7.38	0.74	-0.65	437
Providing direction to self-navigate the library	6.31	7.85	6.98	0.67	-0.87	1,152
Providing me with information allowing me to work in my own way	6.75	8.00	7.47	0.72	-0.53	162
Space that facilitates quiet study	6.60	7.79	6.52	-0.08	-1.27	360
Timely document delivery / interlibrary loan	6.64	8.05	7.39	0.75	-0.66	386
Personalization features in the electronic library	5.51	6.91	6.17	0.66	-0.74	577
Space for students to study and work in groups	5.73	7.09	6.75	1.02	-0.34	338
Adequate hours of service	6.85	8.01	7.36	0.51	-0.65	532
Providing me with the information skills I need for my work or study	6.33	7.85	6.80	0.48	-1.05	366
Ease and timeliness in getting materials from other libraries	6.78	8.19	6.84	0.06	-1.34	511
An online catalog that is user-friendly for finding materials	7.04	8.34	7.06	0.02	-1.28	1,628
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.86	8.35	7.04	0.18	-1.31	216

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
Convenience of borrowing books from other colleges	2.09	1.84	2.09	1.72	1.74	213
Ease of using library's online article indexes	1.88	1.43	1.83	2.22	2.01	334
Availability of online help when using my library's electronic resources	1.88	1.50	1.78	1.98	1.81	669
Informing me of useful library services	2.00	1.81	1.71	1.90	1.90	768
An environment that facilitates group study and problem solving	2.02	2.07	1.69	1.90	1.98	292
Having comprehensive electronic resources	1.73	1.21	1.53	1.80	1.54	725
Providing help when and where I need it	1.72	1.36	1.56	1.78	1.61	7,049
Teaching me how to access, evaluate, and use information	2.02	1.80	1.72	2.00	1.91	3,890
Making me aware of library services	1.90	1.67	1.77	2.14	2.08	4,199
Library orientations / instruction sessions	2.27	2.14	1.90	2.18	2.13	996
Online course support (readings, links, references)	1.88	1.55	1.59	1.87	1.69	2,333
Video and sound recording resources I need for my research	2.26	1.88	1.72	2.13	1.83	344
Access to rare and historical materials	2.22	2.15	1.94	2.36	2.33	651
Contribution to the intellectual atmosphere of the campus	1.92	1.52	1.73	2.01	1.81	2,146
Ready access to computers / Internet / software	1.83	1.39	1.70	2.07	1.91	3,199
The multimedia (CD / DVD / video / audio) collections I need	2.21	1.96	2.02	2.23	2.29	429
Availability of subject specialist assistance	1.97	1.70	1.84	2.03	1.95	3,430
Helpfulness in dealing with users' IT problems	1.87	1.37	1.79	2.04	1.83	474
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.99	1.84	1.87	1.93	1.89	690
Providing reliable access to resources when and where I need them	1.65	1.07	1.48	1.86	1.55	868
A library environment that is hospitable and conducive to finding and using information	1.68	1.43	1.92	2.29	2.10	387
Making me aware of library resources and services	1.93	1.57	1.70	2.07	1.92	5,320
Teaching me how to locate, evaluate, and use information	2.03	1.74	1.65	1.98	1.84	3,808
Convenient service hours	1.76	1.33	1.55	2.07	1.82	3,408
Ability to navigate library Web pages easily	1.67	1.16	1.67	2.04	1.79	8,860
A secure and safe place	2.07	1.64	1.91	2.73	2.44	374
Access to archives, special collections	2.07	1.80	1.67	2.09	1.95	2,842
Center for intellectual interaction	2.18	1.98	1.96	2.26	2.13	457

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

Convenient business hours	1.64	1.10	1.54	1.97	1.70	145
Enabling me to find information myself 24 hours a day	1.69	1.20	1.78	2.18	1.89	387
Facilitating self-directed research	1.77	1.42	1.73	2.12	1.83	364
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.80	1.36	1.59	1.81	1.61	365
Prompt service to users	1.77	1.32	1.59	1.83	1.69	437
Providing direction to self-navigate the library	1.86	1.43	1.58	1.99	1.78	1,152
Providing me with information allowing me to work in my own way	1.76	1.32	1.25	1.79	1.38	162
Space that facilitates quiet study	2.12	1.84	2.12	2.92	2.69	360
Timely document delivery / interlibrary loan	1.79	1.38	1.49	2.02	1.67	386
Personalization features in the electronic library	2.25	2.01	1.98	2.06	2.09	577
Space for students to study and work in groups	2.17	2.03	1.78	2.43	2.36	338
Adequate hours of service	1.75	1.37	1.65	2.18	1.93	532
Providing me with the information skills I need for my work or study	1.86	1.47	1.71	1.85	1.75	366
Ease and timeliness in getting materials from other libraries	1.74	1.30	1.92	2.40	2.11	511
An online catalog that is user-friendly for finding materials	1.67	1.13	1.65	2.06	1.76	1,628
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.77	1.18	1.62	2.03	1.75	216

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

10.4 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	1.60	15,789
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.12	1.66	15,789
How would you rate the overall quality of the service provided by the library?	7.27	1.41	15,790

10.5 Information Literacy Outcomes Questions Summary

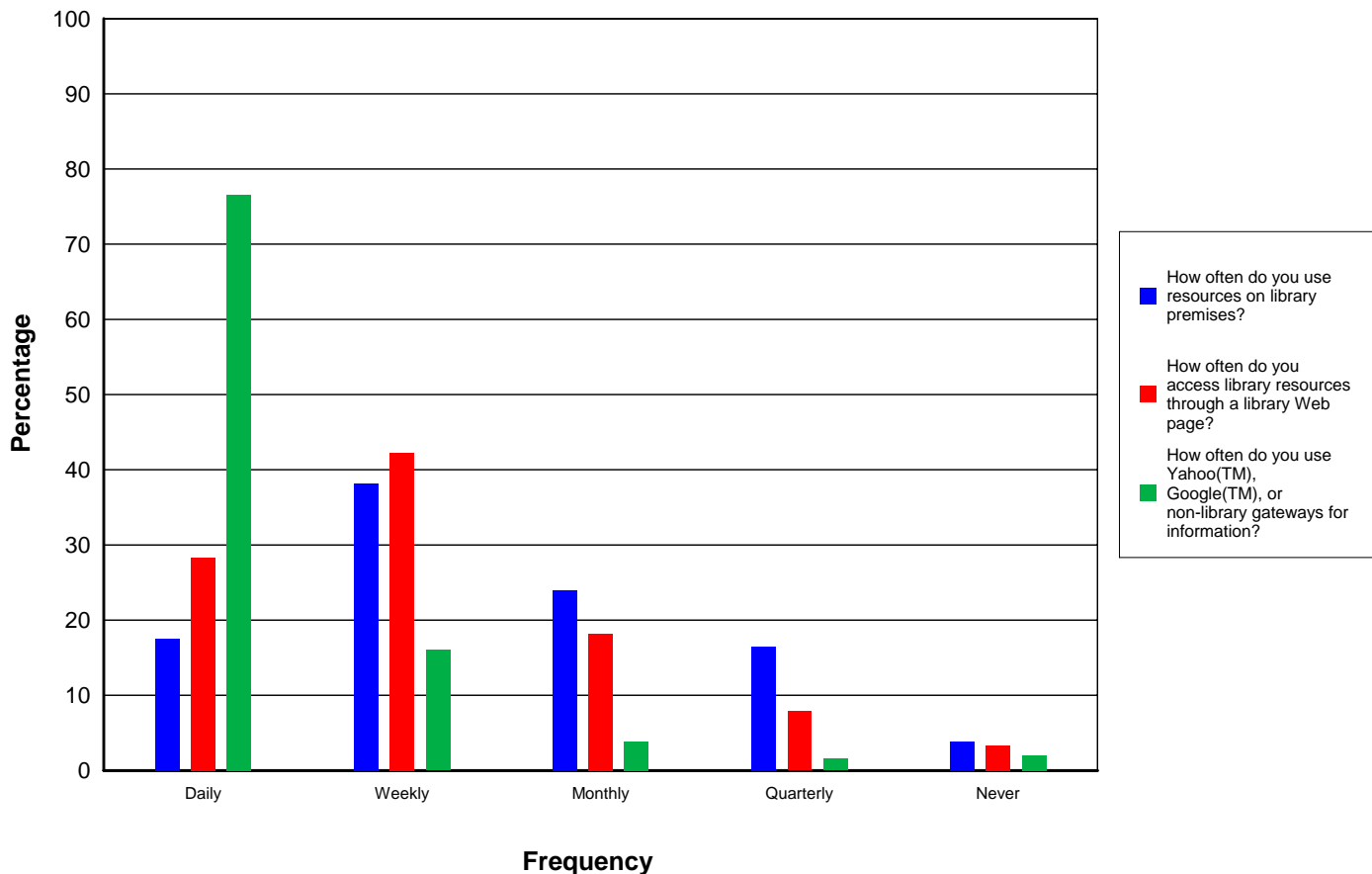
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.18	1.96	15,789
The library aids my advancement in my academic discipline or work.	7.07	1.69	15,789
The library enables me to be more efficient in my academic pursuits or work.	7.13	1.71	15,789
The library helps me distinguish between trustworthy and untrustworthy information.	6.02	2.02	15,786
The library provides me with the information skills I need in my work or study.	6.43	1.87	15,786

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

10.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	2,761 17.49%	6,030 38.20%	3,783 23.96%	2,604 16.49%	609 3.86%	15,787 100.00%
How often do you access library resources through a library Web page?	4,470 28.31%	6,670 42.25%	2,878 18.23%	1,240 7.85%	530 3.36%	15,788 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	12,081 76.52%	2,531 16.03%	604 3.83%	248 1.57%	324 2.05%	15,788 100.00%

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

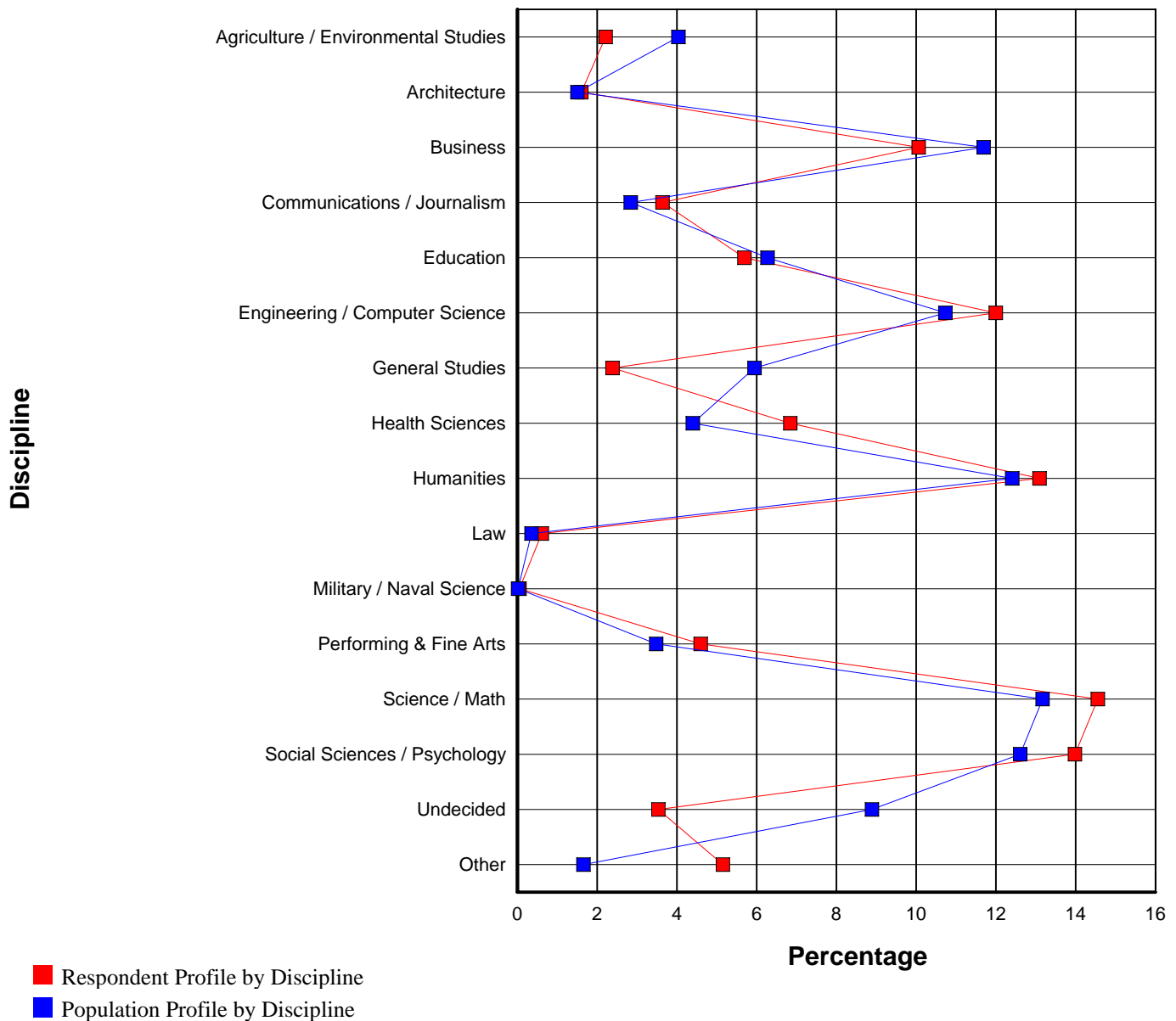
11 College or University Libraries Undergraduate Summary for ARL

11.1 Demographic Summary for Undergraduate

11.1.1 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	16,774	4.04%	127	2.21%	1.83%
Architecture	6,252	1.50%	92	1.60%	-0.10%
Business	48,578	11.69%	578	10.06%	1.63%
Communications / Journalism	11,805	2.84%	209	3.64%	-0.80%
Education	26,056	6.27%	327	5.69%	0.58%
Engineering / Computer Science	44,592	10.73%	689	12.00%	-1.26%
General Studies	24,704	5.95%	137	2.39%	3.56%
Health Sciences	18,272	4.40%	393	6.84%	-2.44%
Humanities	51,553	12.41%	752	13.09%	-0.68%
Law	1,463	0.35%	35	0.61%	-0.26%
Military / Naval Science	69	0.02%	3	0.05%	-0.04%
Performing & Fine Arts	14,462	3.48%	264	4.60%	-1.12%
Science / Math	54,722	13.17%	836	14.55%	-1.38%
Social Sciences / Psychology	52,391	12.61%	803	13.98%	-1.37%
Undecided	36,937	8.89%	203	3.53%	5.36%
Other	6,879	1.66%	296	5.15%	-3.50%
Total:	415,509	100.00%	5,744	100.00%	0.00%

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

11.1.2 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	24	0.42%
18 - 22	4,383	76.31%
23 - 30	885	15.41%
31 - 45	313	5.45%
46 - 65	129	2.25%
Over 65	10	0.17%
Total:	5,744	100.00%

11.1.3 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	315,914	48.97%	2,351	40.94%
Female	329,155	51.03%	3,392	59.06%
Total:	645,069	100.00%	5,743	100.00%

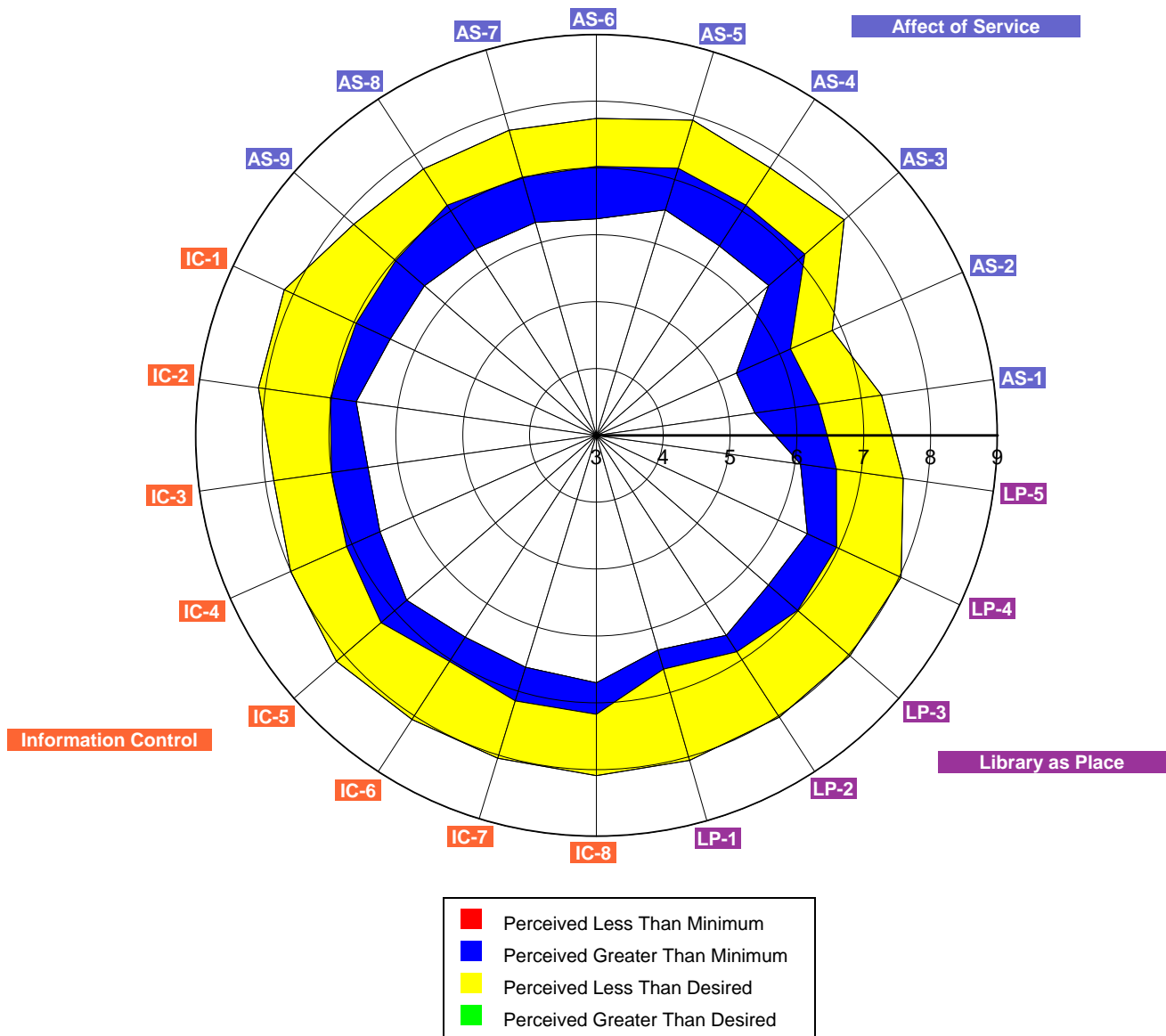
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Undergraduate

11.2 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	5.40	7.31	6.36	0.96	-0.95	5,327
AS-2	Giving users individual attention	5.29	6.86	6.18	0.89	-0.68	5,352
AS-3	Employees who are consistently courteous	6.42	7.91	7.13	0.71	-0.78	5,578
AS-4	Readiness to respond to users' questions	6.38	7.77	7.11	0.73	-0.66	5,306
AS-5	Employees who have the knowledge to answer user questions	6.53	7.93	7.18	0.65	-0.75	5,368
AS-6	Employees who deal with users in a caring fashion	6.24	7.74	7.03	0.78	-0.72	5,349
AS-7	Employees who understand the needs of their users	6.32	7.75	7.02	0.70	-0.73	5,277
AS-8	Willingness to help users	6.33	7.75	7.10	0.78	-0.65	5,343
AS-9	Dependability in handling users' service problems	6.41	7.81	6.98	0.57	-0.83	4,768
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.41	8.15	6.97	0.56	-1.19	5,561
IC-2	A library Web site enabling me to locate information on my own	6.63	8.11	7.02	0.39	-1.09	5,647
IC-3	The printed library materials I need for my work	6.45	7.87	7.00	0.55	-0.87	5,261
IC-4	The electronic information resources I need	6.55	8.01	7.09	0.55	-0.92	5,544
IC-5	Modern equipment that lets me easily access needed information	6.76	8.15	7.27	0.51	-0.88	5,604
IC-6	Easy-to-use access tools that allow me to find things on my own	6.60	8.07	7.03	0.43	-1.03	5,539
IC-7	Making information easily accessible for independent use	6.63	8.05	7.15	0.53	-0.90	5,536
IC-8	Print and/or electronic journal collections I require for my work	6.70	8.09	7.17	0.47	-0.92	5,236
Library as Place							
LP-1	Library space that inspires study and learning	6.34	8.06	6.64	0.30	-1.42	5,684
LP-2	Quiet space for individual activities	6.57	8.03	6.86	0.29	-1.17	5,656
LP-3	A comfortable and inviting location	6.41	8.03	6.99	0.58	-1.04	5,690
LP-4	A getaway for study, learning, or research	6.48	8.03	6.97	0.48	-1.06	5,588
LP-5	Community space for group learning and group study	6.09	7.63	6.63	0.54	-1.01	5,405
Overall:		6.36	7.88	6.94	0.58	-0.93	5,744

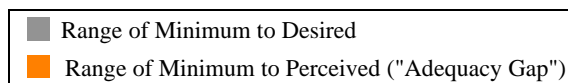
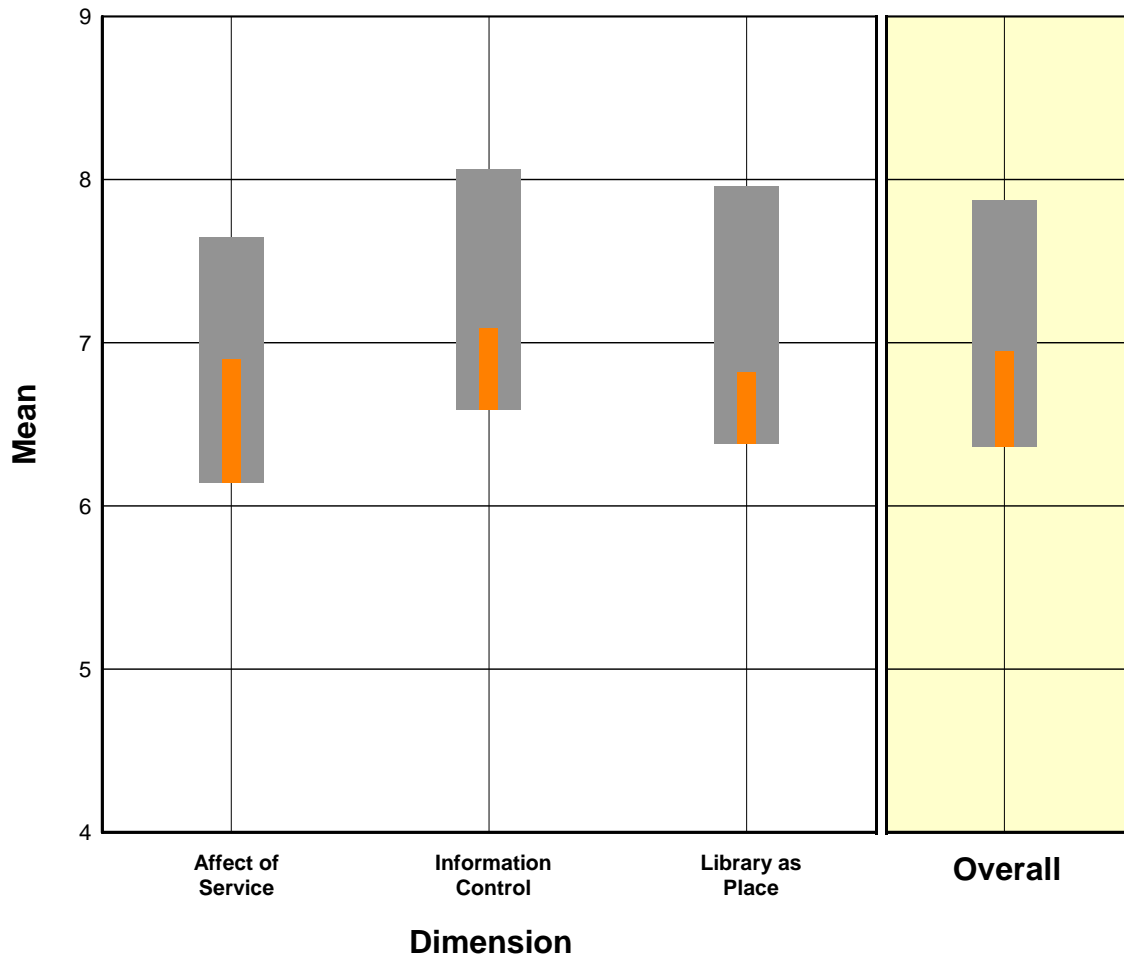
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

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	1.87	1.63	1.73	1.84	1.75	5,327
AS-2	Giving users individual attention	2.10	1.89	1.89	1.94	1.85	5,352
AS-3	Employees who are consistently courteous	1.90	1.40	1.68	1.98	1.73	5,578
AS-4	Readiness to respond to users' questions	1.77	1.40	1.60	1.80	1.63	5,306
AS-5	Employees who have the knowledge to answer user questions	1.75	1.34	1.56	1.78	1.59	5,368
AS-6	Employees who deal with users in a caring fashion	1.88	1.46	1.63	1.87	1.68	5,349
AS-7	Employees who understand the needs of their users	1.83	1.41	1.56	1.81	1.60	5,277
AS-8	Willingness to help users	1.85	1.44	1.60	1.84	1.61	5,343
AS-9	Dependability in handling users' service problems	1.80	1.45	1.62	1.83	1.69	4,768
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.83	1.32	1.72	2.01	1.83	5,561
IC-2	A library Web site enabling me to locate information on my own	1.75	1.32	1.67	1.93	1.71	5,647
IC-3	The printed library materials I need for my work	1.81	1.46	1.60	1.90	1.70	5,261
IC-4	The electronic information resources I need	1.73	1.34	1.52	1.83	1.60	5,544
IC-5	Modern equipment that lets me easily access needed information	1.72	1.24	1.51	1.83	1.58	5,604
IC-6	Easy-to-use access tools that allow me to find things on my own	1.72	1.26	1.55	1.87	1.65	5,539
IC-7	Making information easily accessible for independent use	1.71	1.25	1.49	1.81	1.55	5,536
IC-8	Print and/or electronic journal collections I require for my work	1.79	1.34	1.60	1.98	1.69	5,236
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.40	1.86	2.28	2.09	5,684
LP-2	Quiet space for individual activities	1.89	1.42	1.84	2.28	2.07	5,656
LP-3	A comfortable and inviting location	1.85	1.35	1.77	2.16	1.94	5,690
LP-4	A getaway for study, learning, or research	1.88	1.40	1.72	2.13	1.88	5,588
LP-5	Community space for group learning and group study	2.02	1.68	1.90	2.36	2.27	5,405
Overall:		1.40	0.99	1.19	1.39	1.19	5,744

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

11.3 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: 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	6.14	7.65	6.90	0.75	-0.75	5,712
Information Control	6.59	8.06	7.09	0.50	-0.97	5,743
Library as Place	6.38	7.96	6.82	0.44	-1.14	5,736
Overall:	6.36	7.88	6.94	0.58	-0.93	5,744

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	1.91	1.53	1.69	1.86	1.68	5,712
Information Control	1.76	1.32	1.59	1.90	1.67	5,743
Library as Place	1.90	1.46	1.82	2.25	2.06	5,736
Overall:	1.40	0.99	1.19	1.39	1.19	5,744

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

11.4 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
Convenience of borrowing books from other colleges	6.35	7.28	6.91	0.57	-0.36	138
Ease of using library's online article indexes	6.12	7.69	6.41	0.29	-1.28	210
Availability of online help when using my library's electronic resources	5.94	7.44	6.62	0.68	-0.82	239
Informing me of useful library services	5.03	6.80	6.14	1.12	-0.66	338
An environment that facilitates group study and problem solving	6.15	7.53	6.61	0.46	-0.92	85
Having comprehensive electronic resources	6.65	7.96	7.25	0.60	-0.71	420
Providing help when and where I need it	6.22	7.78	6.92	0.70	-0.86	2,965
Teaching me how to access, evaluate, and use information	5.69	7.23	6.51	0.83	-0.71	1,465
Making me aware of library services	5.54	7.27	6.00	0.45	-1.27	1,690
Library orientations / instruction sessions	5.80	6.86	6.66	0.86	-0.20	464
Online course support (readings, links, references)	6.13	7.70	6.89	0.76	-0.81	633
Video and sound recording resources I need for my research	6.04	7.39	6.71	0.67	-0.68	163
Access to rare and historical materials	5.23	6.75	6.26	1.02	-0.50	286
Contribution to the intellectual atmosphere of the campus	5.91	7.58	6.67	0.75	-0.92	485
Ready access to computers / Internet / software	6.92	8.22	6.99	0.07	-1.23	1,348
The multimedia (CD / DVD / video / audio) collections I need	6.07	7.46	6.38	0.31	-1.08	221
Availability of subject specialist assistance	5.67	7.33	6.20	0.53	-1.12	1,420
Helpfulness in dealing with users' IT problems	6.08	7.81	6.63	0.55	-1.18	129
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.69	7.30	6.60	0.91	-0.70	217
Providing reliable access to resources when and where I need them	6.87	8.07	7.29	0.42	-0.78	330
A library environment that is hospitable and conducive to finding and using information	6.38	8.00	7.21	0.83	-0.79	87
Making me aware of library resources and services	5.90	7.42	6.59	0.69	-0.83	1,652
Teaching me how to locate, evaluate, and use information	6.05	7.45	6.94	0.89	-0.51	1,254
Convenient service hours	6.66	8.21	7.10	0.44	-1.11	956
Ability to navigate library Web pages easily	6.68	8.12	6.95	0.27	-1.18	3,522
A secure and safe place	7.43	8.33	7.04	-0.39	-1.29	98
Access to archives, special collections	5.75	7.37	6.68	0.93	-0.69	1,194

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

Center for intellectual interaction	5.39	7.24	6.50	1.10	-0.74	147
Convenient business hours	7.11	8.37	7.39	0.28	-0.99	75
Enabling me to find information myself 24 hours a day	6.69	8.18	6.73	0.03	-1.45	88
Facilitating self-directed research	6.10	7.63	7.13	1.03	-0.51	79
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.15	7.78	6.96	0.80	-0.82	136
Prompt service to users	6.47	7.86	7.14	0.67	-0.72	221
Providing direction to self-navigate the library	6.01	7.74	6.73	0.72	-1.01	480
Providing me with information allowing me to work in my own way	6.14	7.79	7.45	1.31	-0.34	29
Space that facilitates quiet study	6.96	8.21	6.61	-0.35	-1.60	97
Timely document delivery / interlibrary loan	6.26	7.83	7.08	0.82	-0.75	121
Personalization features in the electronic library	5.34	6.85	6.25	0.91	-0.61	212
Space for students to study and work in groups	6.24	7.74	6.69	0.45	-1.05	98
Adequate hours of service	6.74	7.95	7.58	0.84	-0.37	241
Providing me with the information skills I need for my work or study	5.96	7.85	6.56	0.60	-1.29	144
Ease and timeliness in getting materials from other libraries	6.33	7.66	6.60	0.28	-1.06	86
An online catalog that is user-friendly for finding materials	6.55	8.11	6.94	0.38	-1.17	547
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.69	7.89	6.81	0.11	-1.08	36

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
Convenience of borrowing books from other colleges	2.19	1.92	2.09	1.69	1.60	138
Ease of using library's online article indexes	1.89	1.61	1.90	2.20	2.06	210
Availability of online help when using my library's electronic resources	1.96	1.66	1.81	2.04	1.81	239
Informing me of useful library services	1.91	1.82	1.74	1.88	2.00	338
An environment that facilitates group study and problem solving	1.84	1.77	1.68	1.80	1.99	85
Having comprehensive electronic resources	1.79	1.26	1.54	1.79	1.52	420
Providing help when and where I need it	1.77	1.40	1.58	1.76	1.60	2,965
Teaching me how to access, evaluate, and use information	1.99	1.77	1.74	2.06	1.94	1,465
Making me aware of library services	1.93	1.69	1.83	2.16	2.12	1,690
Library orientations / instruction sessions	2.27	2.05	1.96	2.10	2.11	464
Online course support (readings, links, references)	1.87	1.59	1.64	1.95	1.76	633
Video and sound recording resources I need for my research	2.33	1.83	1.83	2.27	1.88	163
Access to rare and historical materials	2.16	2.14	1.97	2.29	2.30	286
Contribution to the intellectual atmosphere of the campus	1.82	1.51	1.69	1.89	1.82	485
Ready access to computers / Internet / software	1.80	1.27	1.86	2.14	2.00	1,348
The multimedia (CD / DVD / video / audio) collections I need	2.16	1.81	1.98	2.07	2.14	221
Availability of subject specialist assistance	1.94	1.71	1.86	2.03	2.02	1,420
Helpfulness in dealing with users' IT problems	1.81	1.33	1.77	2.15	2.03	129
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.91	1.68	1.92	1.95	1.80	217
Providing reliable access to resources when and where I need them	1.66	1.30	1.52	1.70	1.45	330
A library environment that is hospitable and conducive to finding and using information	1.79	1.32	1.41	1.53	1.34	87
Making me aware of library resources and services	2.00	1.62	1.77	2.09	1.97	1,652
Teaching me how to locate, evaluate, and use information	2.09	1.76	1.71	1.94	1.82	1,254
Convenient service hours	1.73	1.19	1.69	2.17	1.92	956
Ability to navigate library Web pages easily	1.75	1.26	1.70	2.04	1.84	3,522
A secure and safe place	1.86	1.35	1.92	2.68	2.32	98
Access to archives, special collections	2.10	1.84	1.75	2.09	2.00	1,194
Center for intellectual interaction	2.02	1.71	1.81	1.99	1.91	147

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

Convenient business hours	1.62	0.97	1.60	1.95	1.96	75
Enabling me to find information myself 24 hours a day	1.85	1.32	1.99	2.46	2.18	88
Facilitating self-directed research	1.87	1.47	1.54	1.80	1.41	79
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.71	1.35	1.55	1.90	1.71	136
Prompt service to users	1.89	1.34	1.76	1.92	1.73	221
Providing direction to self-navigate the library	1.79	1.41	1.71	2.02	1.87	480
Providing me with information allowing me to work in my own way	1.90	1.08	1.09	1.83	1.17	29
Space that facilitates quiet study	2.00	1.51	2.04	2.78	2.58	97
Timely document delivery / interlibrary loan	1.89	1.46	1.54	2.16	1.70	121
Personalization features in the electronic library	2.27	2.06	1.96	1.99	1.94	212
Space for students to study and work in groups	2.11	1.80	2.06	2.80	2.72	98
Adequate hours of service	1.80	1.43	1.56	2.04	1.74	241
Providing me with the information skills I need for my work or study	1.84	1.43	1.78	1.88	1.63	144
Ease and timeliness in getting materials from other libraries	1.80	1.66	1.78	2.13	1.87	86
An online catalog that is user-friendly for finding materials	1.73	1.29	1.66	2.07	1.84	547
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.60	1.69	1.80	1.56	1.63	36

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

11.5 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	1.61	5,744
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.06	1.64	5,744
How would you rate the overall quality of the service provided by the library?	7.20	1.38	5,744

11.6 Information Literacy Outcomes Questions Summary for Undergraduate

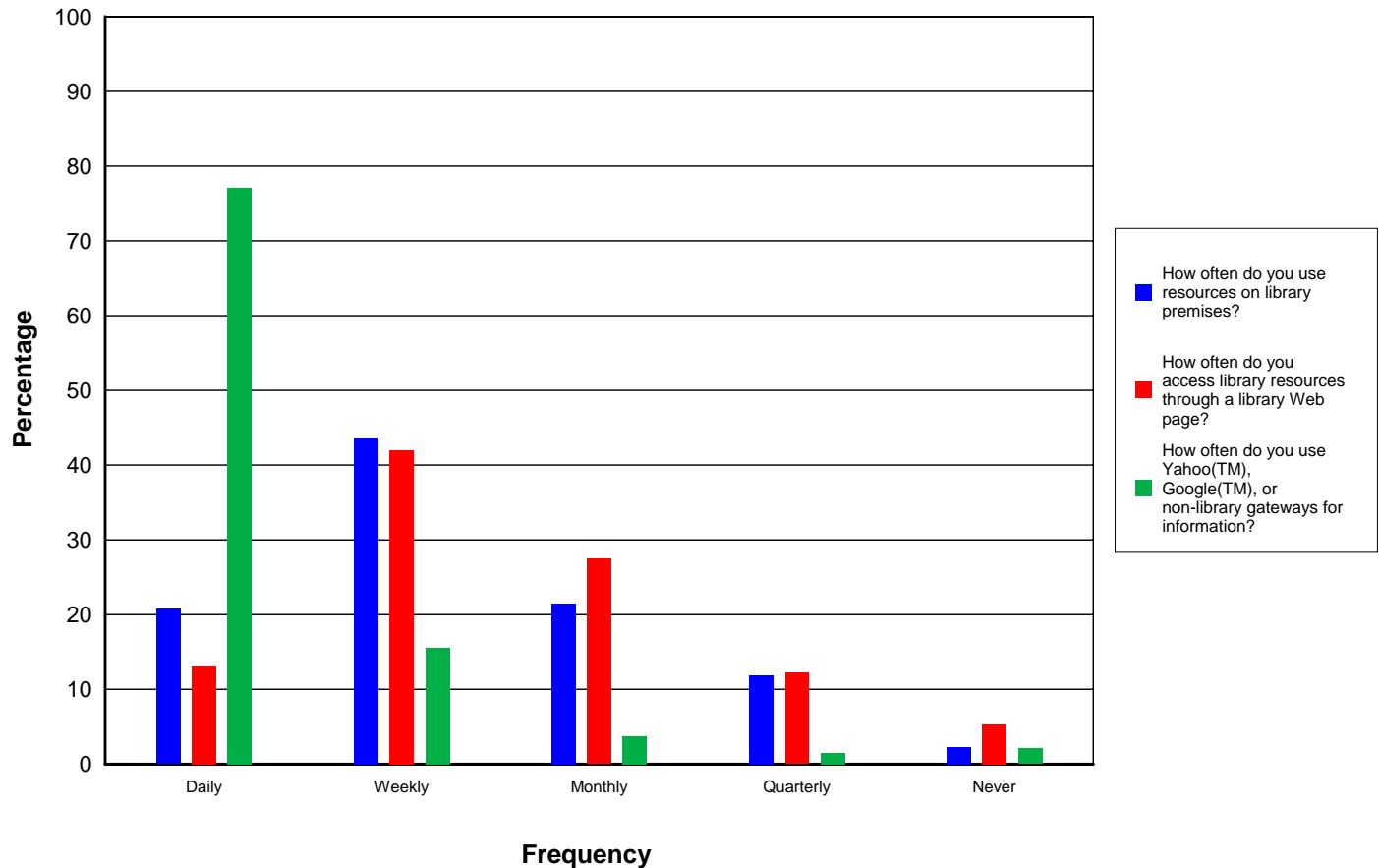
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.91	1.90	5,744
The library aids my advancement in my academic discipline or work.	6.87	1.70	5,744
The library enables me to be more efficient in my academic pursuits or work.	6.99	1.74	5,744
The library helps me distinguish between trustworthy and untrustworthy information.	6.26	1.95	5,743
The library provides me with the information skills I need in my work or study.	6.51	1.83	5,744

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

11.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1,192	2,502	1,233	685	132	5,744
	20.75%	43.56%	21.47%	11.93%	2.30%	100.00%
How often do you access library resources through a library Web page?	749	2,414	1,577	701	303	5,744
	13.04%	42.03%	27.45%	12.20%	5.28%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,429	895	215	85	120	5,744
	77.11%	15.58%	3.74%	1.48%	2.09%	100.00%

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

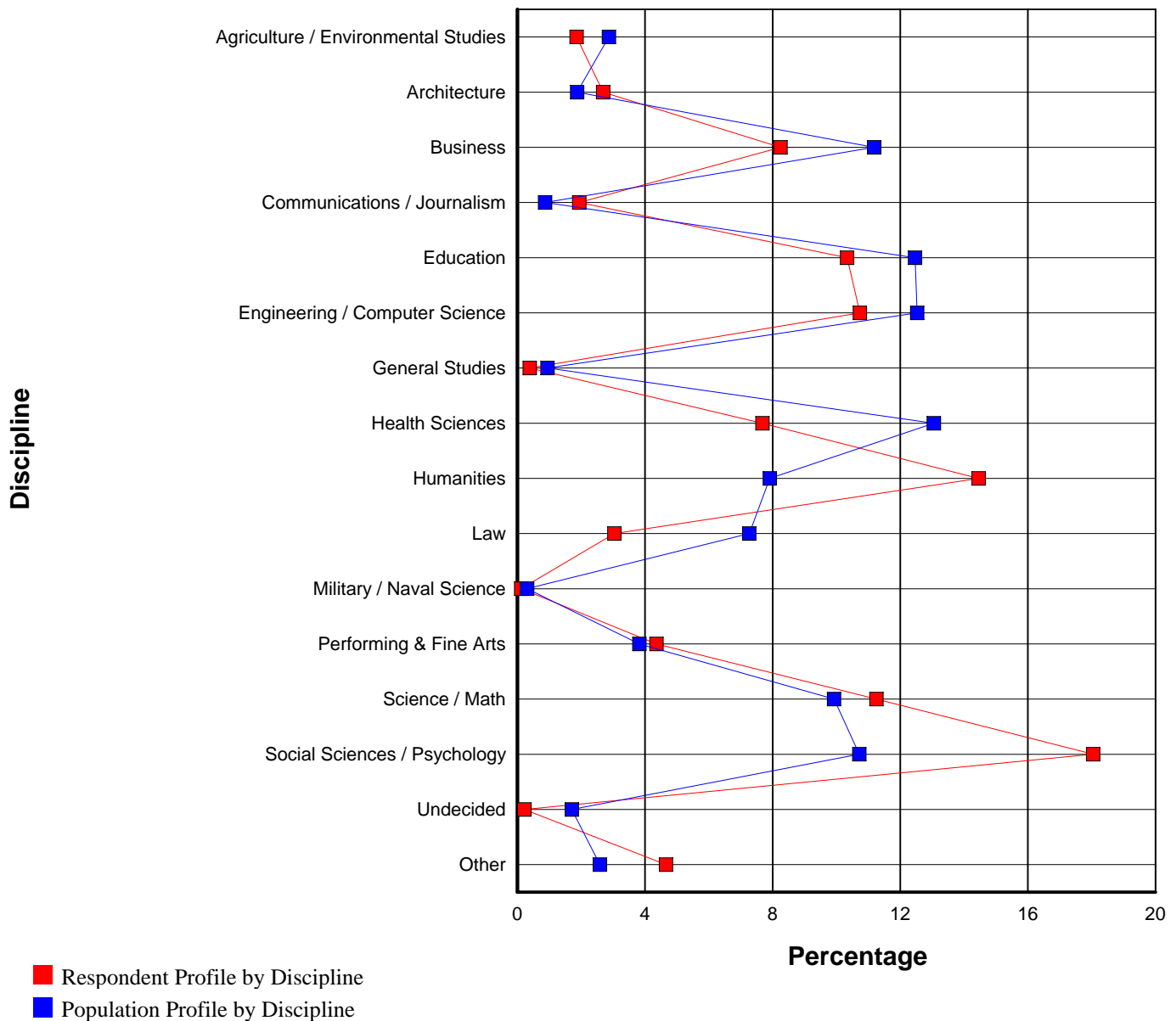
12 College or University Libraries Graduate Summary for ARL

12.1 Demographic Summary for Graduate

12.1.1 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	4,032	2.87%	111	1.85%	1.01%
Architecture	2,631	1.87%	161	2.69%	-0.82%
Business	15,725	11.18%	494	8.25%	2.93%
Communications / Journalism	1,219	0.87%	116	1.94%	-1.07%
Education	17,526	12.46%	619	10.33%	2.13%
Engineering / Computer Science	17,620	12.53%	643	10.73%	1.79%
General Studies	1,325	0.94%	23	0.38%	0.56%
Health Sciences	18,356	13.05%	460	7.68%	5.37%
Humanities	11,123	7.91%	866	14.46%	-6.55%
Law	10,221	7.27%	182	3.04%	4.23%
Military / Naval Science	423	0.30%	7	0.12%	0.18%
Performing & Fine Arts	5,373	3.82%	261	4.36%	-0.54%
Science / Math	13,957	9.92%	674	11.25%	-1.33%
Social Sciences / Psychology	15,070	10.72%	1,081	18.05%	-7.33%
Undecided	2,397	1.70%	13	0.22%	1.49%
Other	3,634	2.58%	279	4.66%	-2.07%
Total:	140,632	100.00%	5,990	100.00%	0.00%

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

12.1.2 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	227	3.79%
23 - 30	3,894	65.02%
31 - 45	1,461	24.39%
46 - 65	390	6.51%
Over 65	17	0.28%
Total:	5,989	100.00%

12.1.3 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	315,914	48.97%	2,596	43.35%
Female	329,155	51.03%	3,393	56.65%
Total:	645,069	100.00%	5,989	100.00%

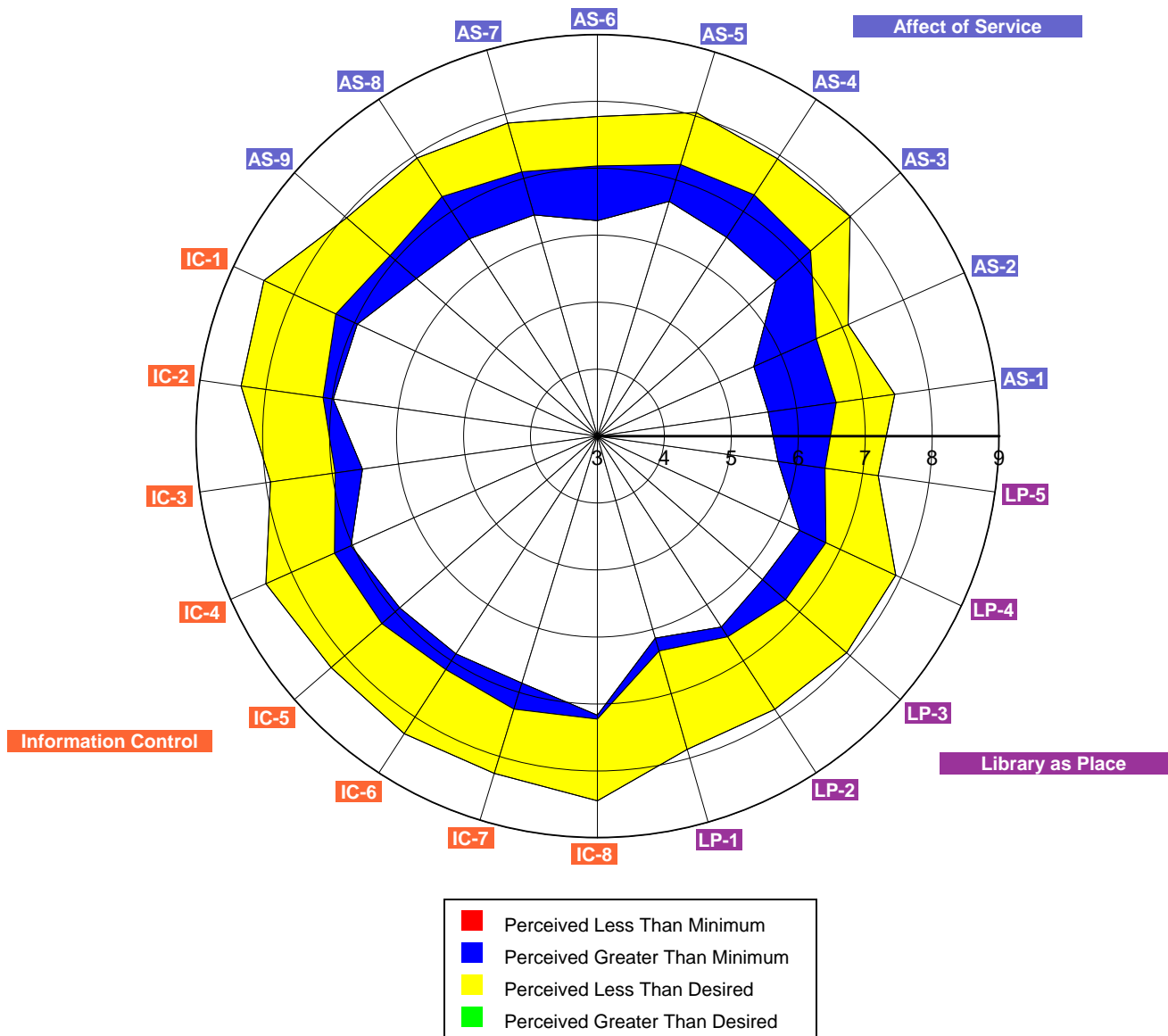
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

12.2 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	5.58	7.48	6.60	1.02	-0.88	5,577
AS-2	Giving users individual attention	5.56	7.10	6.58	1.02	-0.52	5,562
AS-3	Employees who are consistently courteous	6.53	8.00	7.22	0.69	-0.78	5,818
AS-4	Readiness to respond to users' questions	6.54	7.94	7.30	0.76	-0.64	5,608
AS-5	Employees who have the knowledge to answer user questions	6.67	8.05	7.24	0.58	-0.81	5,605
AS-6	Employees who deal with users in a caring fashion	6.22	7.77	7.03	0.82	-0.74	5,612
AS-7	Employees who understand the needs of their users	6.44	7.86	7.11	0.67	-0.76	5,505
AS-8	Willingness to help users	6.51	7.95	7.27	0.75	-0.69	5,582
AS-9	Dependability in handling users' service problems	6.59	7.97	7.11	0.52	-0.86	4,860
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.96	8.50	7.31	0.36	-1.18	5,913
IC-2	A library Web site enabling me to locate information on my own	6.99	8.37	7.14	0.15	-1.23	5,934
IC-3	The printed library materials I need for my work	6.54	7.93	6.96	0.41	-0.98	5,402
IC-4	The electronic information resources I need	7.03	8.42	7.30	0.27	-1.12	5,903
IC-5	Modern equipment that lets me easily access needed information	6.91	8.27	7.27	0.36	-1.00	5,797
IC-6	Easy-to-use access tools that allow me to find things on my own	6.88	8.30	7.16	0.28	-1.14	5,842
IC-7	Making information easily accessible for independent use	6.86	8.27	7.27	0.41	-1.00	5,761
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.45	7.23	0.06	-1.22	5,716
Library as Place							
LP-1	Library space that inspires study and learning	6.14	7.87	6.34	0.20	-1.53	5,739
LP-2	Quiet space for individual activities	6.40	7.86	6.57	0.17	-1.29	5,633
LP-3	A comfortable and inviting location	6.27	7.93	6.72	0.45	-1.21	5,801
LP-4	A getaway for study, learning, or research	6.33	7.92	6.77	0.43	-1.15	5,612
LP-5	Community space for group learning and group study	5.73	7.23	6.43	0.71	-0.80	5,074
Overall:		6.51	7.99	7.00	0.50	-0.99	5,991

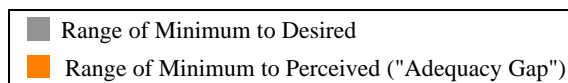
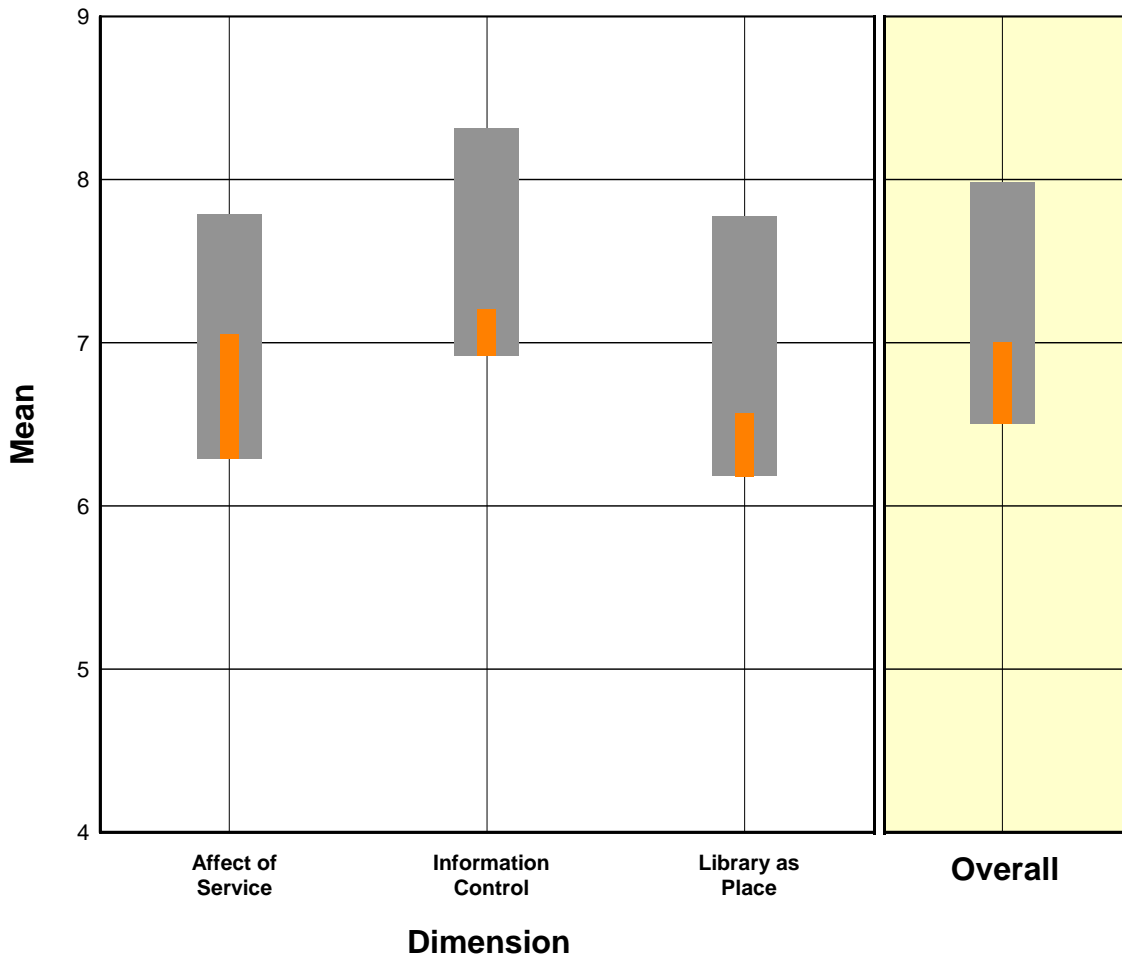
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Graduate

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	1.82	1.58	1.67	1.90	1.79	5,577
AS-2	Giving users individual attention	1.96	1.75	1.75	1.93	1.75	5,562
AS-3	Employees who are consistently courteous	1.82	1.32	1.71	2.07	1.82	5,818
AS-4	Readiness to respond to users' questions	1.68	1.28	1.51	1.77	1.55	5,608
AS-5	Employees who have the knowledge to answer user questions	1.67	1.25	1.51	1.81	1.56	5,605
AS-6	Employees who deal with users in a caring fashion	1.85	1.43	1.62	1.96	1.74	5,612
AS-7	Employees who understand the needs of their users	1.73	1.35	1.53	1.83	1.59	5,505
AS-8	Willingness to help users	1.73	1.31	1.52	1.83	1.57	5,582
AS-9	Dependability in handling users' service problems	1.71	1.32	1.54	1.83	1.61	4,860
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.04	1.61	1.95	1.67	5,913
IC-2	A library Web site enabling me to locate information on my own	1.62	1.11	1.57	1.89	1.64	5,934
IC-3	The printed library materials I need for my work	1.79	1.46	1.56	1.94	1.73	5,402
IC-4	The electronic information resources I need	1.58	1.03	1.41	1.82	1.51	5,903
IC-5	Modern equipment that lets me easily access needed information	1.60	1.13	1.47	1.83	1.57	5,797
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.10	1.45	1.85	1.54	5,842
IC-7	Making information easily accessible for independent use	1.62	1.11	1.43	1.81	1.50	5,761
IC-8	Print and/or electronic journal collections I require for my work	1.62	1.07	1.54	1.96	1.63	5,716
Library as Place							
LP-1	Library space that inspires study and learning	1.91	1.55	1.92	2.44	2.30	5,739
LP-2	Quiet space for individual activities	1.92	1.56	1.91	2.45	2.27	5,633
LP-3	A comfortable and inviting location	1.81	1.42	1.83	2.27	2.09	5,801
LP-4	A getaway for study, learning, or research	1.90	1.49	1.72	2.18	1.99	5,612
LP-5	Community space for group learning and group study	2.15	1.97	1.88	2.48	2.41	5,074
Overall:		1.32	0.88	1.15	1.43	1.17	5,991

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

12.3 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	6.29	7.79	7.05	0.76	-0.74	5,963
Information Control	6.92	8.32	7.21	0.29	-1.11	5,991
Library as Place	6.18	7.77	6.57	0.39	-1.20	5,928
Overall:	6.51	7.99	7.00	0.50	-0.99	5,991

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	1.82	1.44	1.62	1.89	1.67	5,963
Information Control	1.65	1.15	1.51	1.89	1.60	5,991
Library as Place	1.95	1.62	1.86	2.37	2.23	5,928
Overall:	1.32	0.88	1.15	1.43	1.17	5,991

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

12.4 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
Convenience of borrowing books from other colleges	6.10	7.60	7.40	1.30	-0.20	10
Ease of using library's online article indexes	6.88	8.47	6.69	-0.18	-1.78	49
Availability of online help when using my library's electronic resources	6.15	7.78	6.80	0.65	-0.98	206
Informing me of useful library services	5.55	7.14	6.48	0.93	-0.66	272
An environment that facilitates group study and problem solving	4.93	6.69	6.36	1.43	-0.33	107
Having comprehensive electronic resources	6.64	8.45	7.20	0.55	-1.25	76
Providing help when and where I need it	6.25	7.84	6.88	0.63	-0.95	2,837
Teaching me how to access, evaluate, and use information	5.88	7.35	6.77	0.90	-0.58	1,361
Making me aware of library services	5.64	7.26	6.13	0.50	-1.13	2,018
Library orientations / instruction sessions	5.08	6.56	6.63	1.54	0.07	236
Online course support (readings, links, references)	6.32	7.84	7.09	0.77	-0.76	935
Video and sound recording resources I need for my research	6.20	7.40	7.15	0.95	-0.26	82
Access to rare and historical materials	5.44	7.10	6.31	0.87	-0.79	181
Contribution to the intellectual atmosphere of the campus	6.19	7.67	7.04	0.85	-0.63	818
Ready access to computers / Internet / software	6.91	8.21	7.28	0.37	-0.93	1,076
The multimedia (CD / DVD / video / audio) collections I need	5.25	6.56	5.71	0.46	-0.85	84
Availability of subject specialist assistance	5.81	7.38	6.35	0.54	-1.03	1,610
Helpfulness in dealing with users' IT problems	6.57	7.98	7.14	0.57	-0.85	176
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.94	7.46	6.82	0.88	-0.64	255
Providing reliable access to resources when and where I need them	6.96	8.47	7.27	0.32	-1.20	315
A library environment that is hospitable and conducive to finding and using information	6.80	8.14	6.92	0.12	-1.22	138
Making me aware of library resources and services	6.03	7.53	6.83	0.81	-0.70	1,881
Teaching me how to locate, evaluate, and use information	6.04	7.56	7.05	1.01	-0.51	1,216
Convenient service hours	6.77	8.26	7.49	0.72	-0.78	1,308
Ability to navigate library Web pages easily	6.91	8.33	6.95	0.04	-1.38	3,519
A secure and safe place	7.20	8.22	6.92	-0.28	-1.30	152
Access to archives, special collections	5.81	7.45	6.64	0.84	-0.80	1,336

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

Center for intellectual interaction	5.65	7.16	6.37	0.71	-0.80	167
Convenient business hours	6.86	8.12	7.45	0.59	-0.67	69
Enabling me to find information myself 24 hours a day	7.02	8.32	7.30	0.28	-1.02	140
Facilitating self-directed research	6.73	8.17	7.11	0.38	-1.06	132
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.42	7.69	7.16	0.74	-0.53	143
Prompt service to users	6.71	8.14	7.63	0.92	-0.51	140
Providing direction to self-navigate the library	6.43	7.94	7.15	0.72	-0.79	431
Providing me with information allowing me to work in my own way	6.90	7.97	7.61	0.71	-0.36	69
Space that facilitates quiet study	6.80	8.02	6.31	-0.49	-1.71	148
Timely document delivery / interlibrary loan	6.71	8.23	7.31	0.60	-0.91	128
Personalization features in the electronic library	5.69	7.07	6.34	0.65	-0.73	182
Space for students to study and work in groups	5.49	6.93	6.79	1.30	-0.14	138
Adequate hours of service	6.83	8.16	7.38	0.54	-0.78	125
Providing me with the information skills I need for my work or study	6.37	7.74	6.87	0.50	-0.88	149
Ease and timeliness in getting materials from other libraries	6.87	8.35	6.79	-0.08	-1.57	254
An online catalog that is user-friendly for finding materials	7.21	8.47	7.08	-0.13	-1.39	666
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.88	8.50	7.04	0.16	-1.46	131

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
Convenience of borrowing books from other colleges	1.60	1.58	1.51	2.00	1.93	10
Ease of using library's online article indexes	1.82	0.77	1.66	2.32	1.88	49
Availability of online help when using my library's electronic resources	1.76	1.40	1.73	1.84	1.82	206
Informing me of useful library services	2.01	1.71	1.60	1.78	1.68	272
An environment that facilitates group study and problem solving	2.00	2.00	1.56	2.00	1.91	107
Having comprehensive electronic resources	1.73	0.90	1.51	1.98	1.48	76
Providing help when and where I need it	1.67	1.36	1.56	1.82	1.64	2,837
Teaching me how to access, evaluate, and use information	1.95	1.73	1.63	1.89	1.80	1,361
Making me aware of library services	1.90	1.67	1.73	2.16	2.04	2,018
Library orientations / instruction sessions	2.31	2.29	1.76	2.28	2.09	236
Online course support (readings, links, references)	1.85	1.50	1.52	1.79	1.63	935
Video and sound recording resources I need for my research	2.06	1.68	1.44	2.14	1.71	82
Access to rare and historical materials	2.18	1.99	1.82	2.30	2.08	181
Contribution to the intellectual atmosphere of the campus	1.96	1.56	1.66	1.89	1.59	818
Ready access to computers / Internet / software	1.72	1.22	1.55	1.95	1.67	1,076
The multimedia (CD / DVD / video / audio) collections I need	2.17	2.26	2.18	2.51	2.61	84
Availability of subject specialist assistance	1.97	1.69	1.82	2.05	1.92	1,610
Helpfulness in dealing with users' IT problems	1.95	1.40	1.67	2.10	1.74	176
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.85	1.66	1.74	1.69	1.72	255
Providing reliable access to resources when and where I need them	1.54	0.81	1.47	1.89	1.56	315
A library environment that is hospitable and conducive to finding and using information	1.38	1.08	1.67	1.95	1.81	138
Making me aware of library resources and services	1.91	1.59	1.60	2.05	1.86	1,881
Teaching me how to locate, evaluate, and use information	2.00	1.69	1.60	1.97	1.78	1,216
Convenient service hours	1.70	1.16	1.50	2.02	1.73	1,308
Ability to navigate library Web pages easily	1.61	1.08	1.65	2.04	1.75	3,519
A secure and safe place	2.10	1.61	2.05	2.85	2.54	152
Access to archives, special collections	2.05	1.75	1.63	2.12	1.92	1,336
Center for intellectual interaction	2.12	1.80	1.78	2.34	2.05	167

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

Convenient business hours	1.66	1.22	1.49	2.01	1.39	69
Enabling me to find information myself 24 hours a day	1.56	0.97	1.41	1.71	1.46	140
Facilitating self-directed research	1.71	1.24	1.37	1.76	1.50	132
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.79	1.46	1.70	1.70	1.58	143
Prompt service to users	1.69	1.27	1.32	1.74	1.65	140
Providing direction to self-navigate the library	1.86	1.37	1.43	1.94	1.70	431
Providing me with information allowing me to work in my own way	1.78	1.54	1.29	1.78	1.41	69
Space that facilitates quiet study	1.91	1.56	2.34	3.06	2.70	148
Timely document delivery / interlibrary loan	1.82	1.24	1.58	2.16	1.74	128
Personalization features in the electronic library	2.32	2.09	2.02	2.02	2.26	182
Space for students to study and work in groups	2.13	1.94	1.56	2.20	2.00	138
Adequate hours of service	1.63	1.14	1.54	2.12	1.81	125
Providing me with the information skills I need for my work or study	1.91	1.58	1.83	1.95	1.93	149
Ease and timeliness in getting materials from other libraries	1.72	1.10	2.09	2.56	2.25	254
An online catalog that is user-friendly for finding materials	1.55	0.96	1.64	2.11	1.71	666
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.71	0.85	1.56	2.04	1.67	131

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

12.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.35	1.63	5,991
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.12	1.62	5,991
How would you rate the overall quality of the service provided by the library?	7.24	1.38	5,991

12.6 Information Literacy Outcomes Questions Summary for Graduate

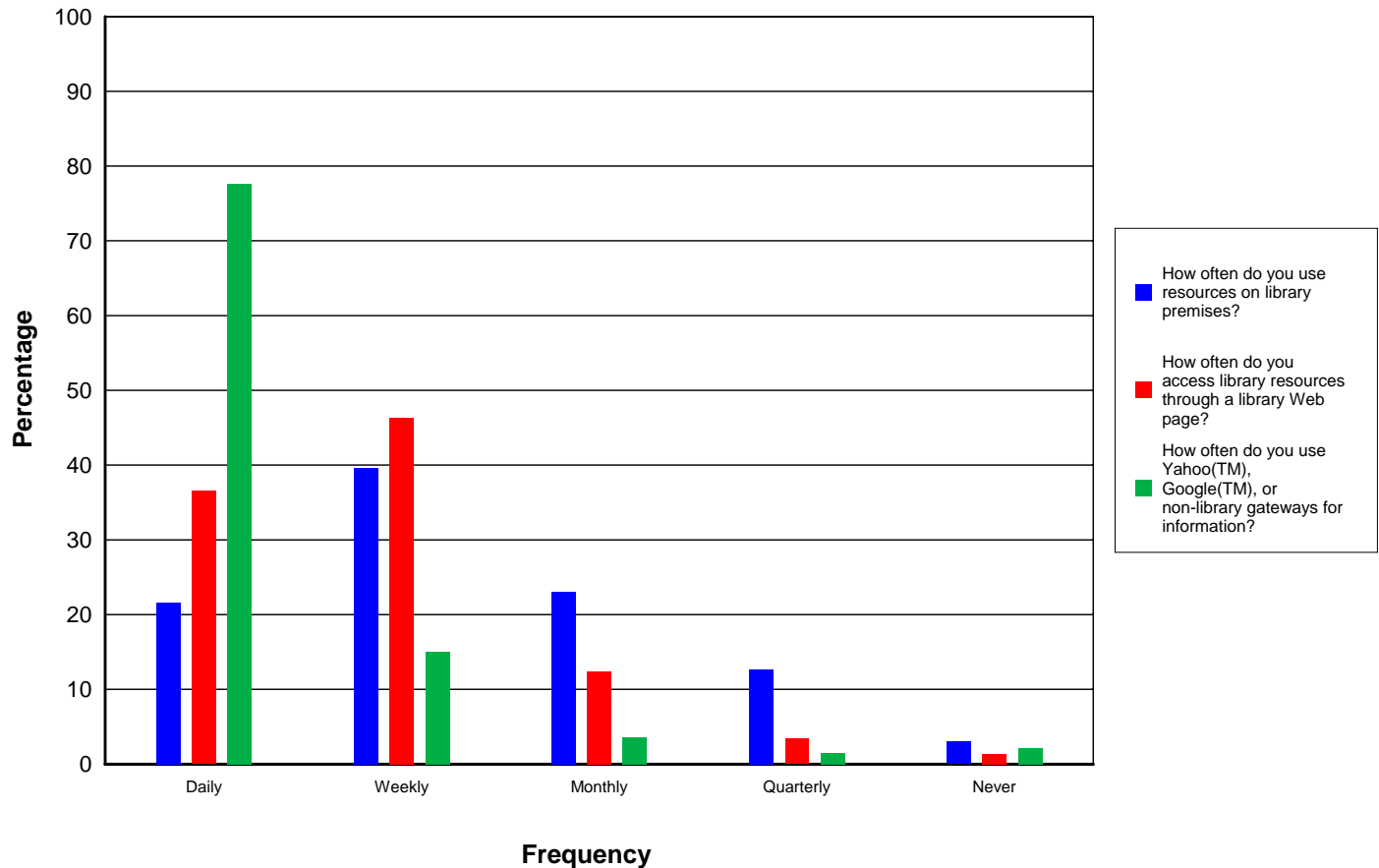
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.21	1.92	5,991
The library aids my advancement in my academic discipline or work.	7.24	1.56	5,991
The library enables me to be more efficient in my academic pursuits or work.	7.20	1.62	5,991
The library helps me distinguish between trustworthy and untrustworthy information.	5.90	1.99	5,991
The library provides me with the information skills I need in my work or study.	6.43	1.82	5,991

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

12.7 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?	1,294	2,375	1,383	758	180	5,990
	21.60%	39.65%	23.09%	12.65%	3.01%	100.00%
How often do you access library resources through a library Web page?	2,189	2,774	744	204	79	5,990
	36.54%	46.31%	12.42%	3.41%	1.32%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,652	902	216	91	129	5,990
	77.66%	15.06%	3.61%	1.52%	2.15%	100.00%

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

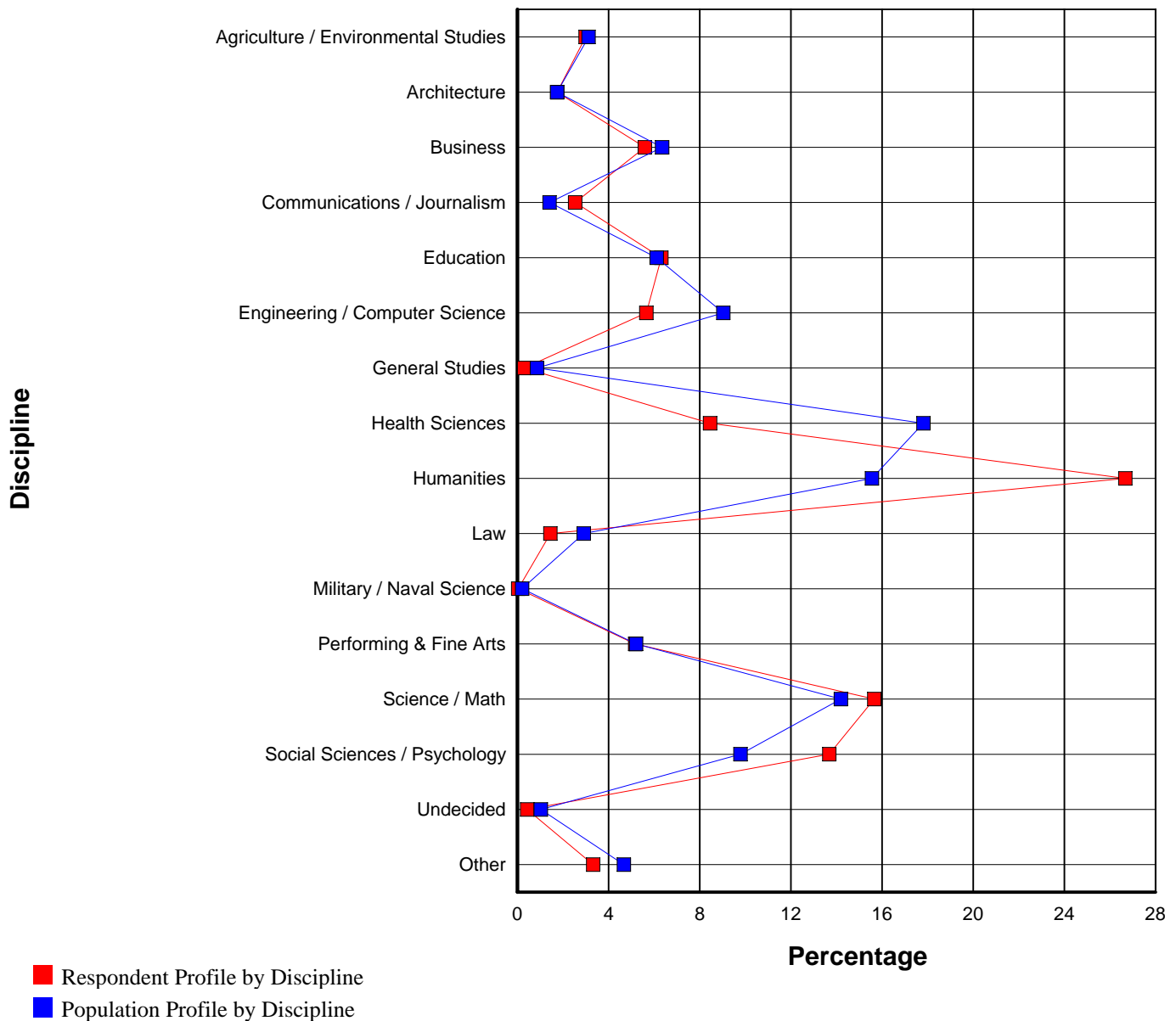
13 College or University Libraries Faculty Summary for ARL

13.1 Demographic Summary for Faculty

13.1.1 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	1,229	3.12%	91	2.99%	0.13%
Architecture	686	1.74%	53	1.74%	0.00%
Business	2,499	6.35%	170	5.59%	0.76%
Communications / Journalism	555	1.41%	77	2.53%	-1.12%
Education	2,405	6.11%	192	6.32%	-0.21%
Engineering / Computer Science	3,556	9.03%	172	5.66%	3.38%
General Studies	338	0.86%	9	0.30%	0.56%
Health Sciences	7,013	17.82%	257	8.45%	9.36%
Humanities	6,123	15.56%	811	26.68%	-11.12%
Law	1,145	2.91%	44	1.45%	1.46%
Military / Naval Science	80	0.20%	1	0.03%	0.17%
Performing & Fine Arts	2,050	5.21%	157	5.16%	0.04%
Science / Math	5,587	14.19%	476	15.66%	-1.46%
Social Sciences / Psychology	3,853	9.79%	416	13.68%	-3.90%
Undecided	404	1.03%	13	0.43%	0.60%
Other	1,838	4.67%	101	3.32%	1.35%
Total:	39,361	100.00%	3,040	100.00%	0.00%

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

13.1.2 Respondent Profile for Faculty by Age:

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

Age:	Respondents n	Respondents %
Under 18	4	0.13%
18 - 22	1	0.03%
23 - 30	87	2.87%
31 - 45	1,084	35.72%
46 - 65	1,619	53.34%
Over 65	240	7.91%
Total:	3,035	100.00%

13.1.3 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	315,914	48.97%	1,656	54.58%
Female	329,155	51.03%	1,378	45.42%
Total:	645,069	100.00%	3,034	100.00%

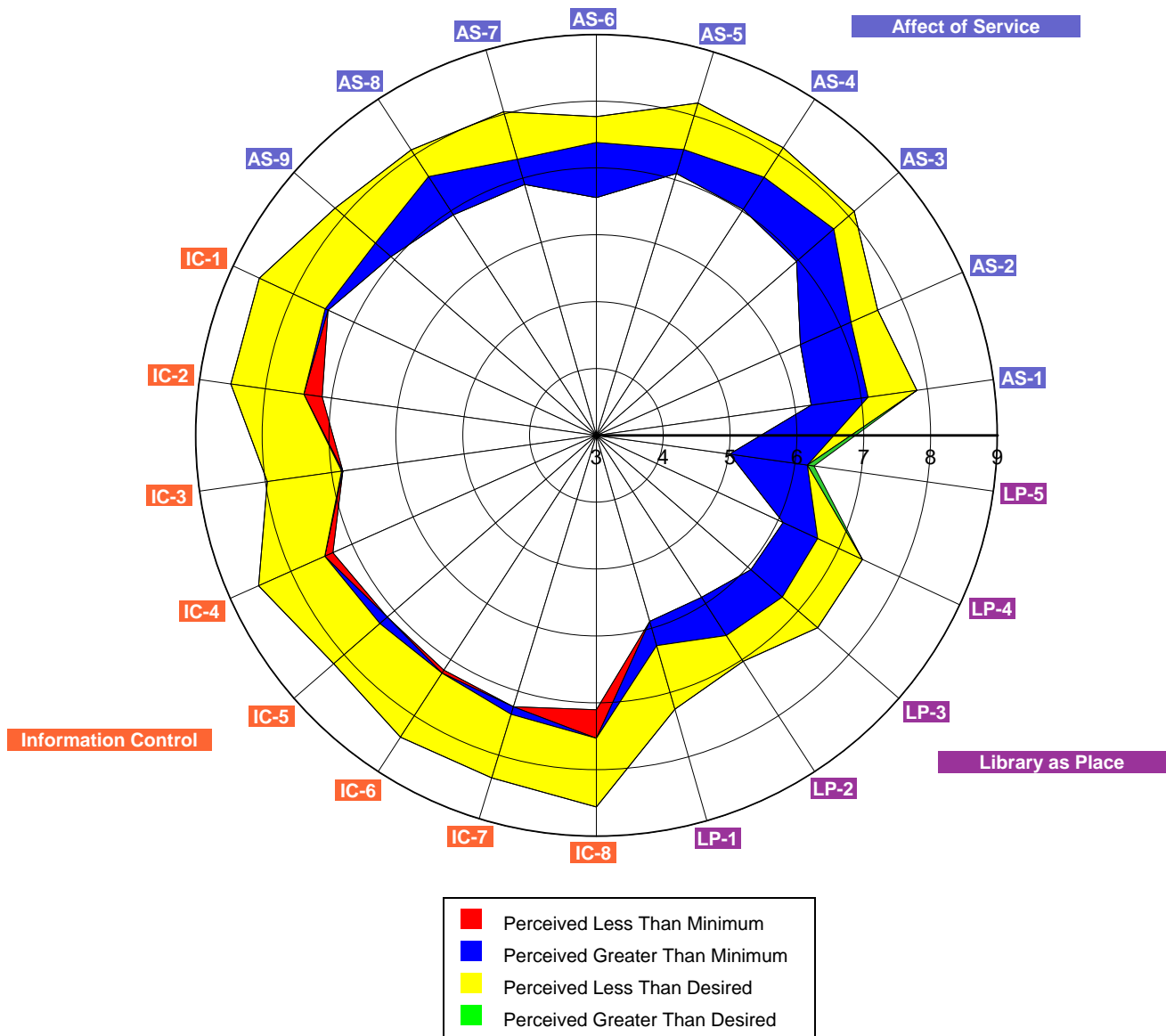
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Faculty

13.2 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	6.25	7.84	7.10	0.86	-0.74	2,849
AS-2	Giving users individual attention	6.34	7.61	7.17	0.83	-0.44	2,864
AS-3	Employees who are consistently courteous	6.97	8.11	7.71	0.74	-0.40	2,961
AS-4	Readiness to respond to users' questions	7.03	8.13	7.60	0.57	-0.53	2,923
AS-5	Employees who have the knowledge to answer user questions	7.10	8.20	7.47	0.37	-0.73	2,931
AS-6	Employees who deal with users in a caring fashion	6.56	7.77	7.38	0.83	-0.38	2,863
AS-7	Employees who understand the needs of their users	6.91	8.04	7.30	0.39	-0.74	2,875
AS-8	Willingness to help users	6.93	8.09	7.61	0.68	-0.48	2,858
AS-9	Dependability in handling users' service problems	7.07	8.18	7.38	0.31	-0.80	2,610
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.43	8.56	7.48	0.05	-1.09	3,008
IC-2	A library Web site enabling me to locate information on my own	7.42	8.52	7.14	-0.28	-1.38	3,015
IC-3	The printed library materials I need for my work	6.83	7.97	6.85	0.02	-1.12	2,833
IC-4	The electronic information resources I need	7.45	8.53	7.32	-0.13	-1.21	3,008
IC-5	Modern equipment that lets me easily access needed information	7.15	8.21	7.29	0.15	-0.92	2,846
IC-6	Easy-to-use access tools that allow me to find things on my own	7.24	8.38	7.19	-0.05	-1.19	2,965
IC-7	Making information easily accessible for independent use	7.25	8.36	7.36	0.12	-0.99	2,901
IC-8	Print and/or electronic journal collections I require for my work	7.53	8.56	7.10	-0.43	-1.45	2,965
Library as Place							
LP-1	Library space that inspires study and learning	5.90	7.26	6.27	0.38	-0.99	2,618
LP-2	Quiet space for individual activities	5.89	7.03	6.57	0.68	-0.46	2,396
LP-3	A comfortable and inviting location	6.06	7.39	6.69	0.62	-0.70	2,724
LP-4	A getaway for study, learning, or research	6.08	7.39	6.65	0.57	-0.74	2,515
LP-5	Community space for group learning and group study	5.01	6.19	6.29	1.27	0.10	1,947
Overall:		6.80	7.98	7.17	0.36	-0.81	3,043

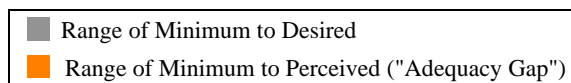
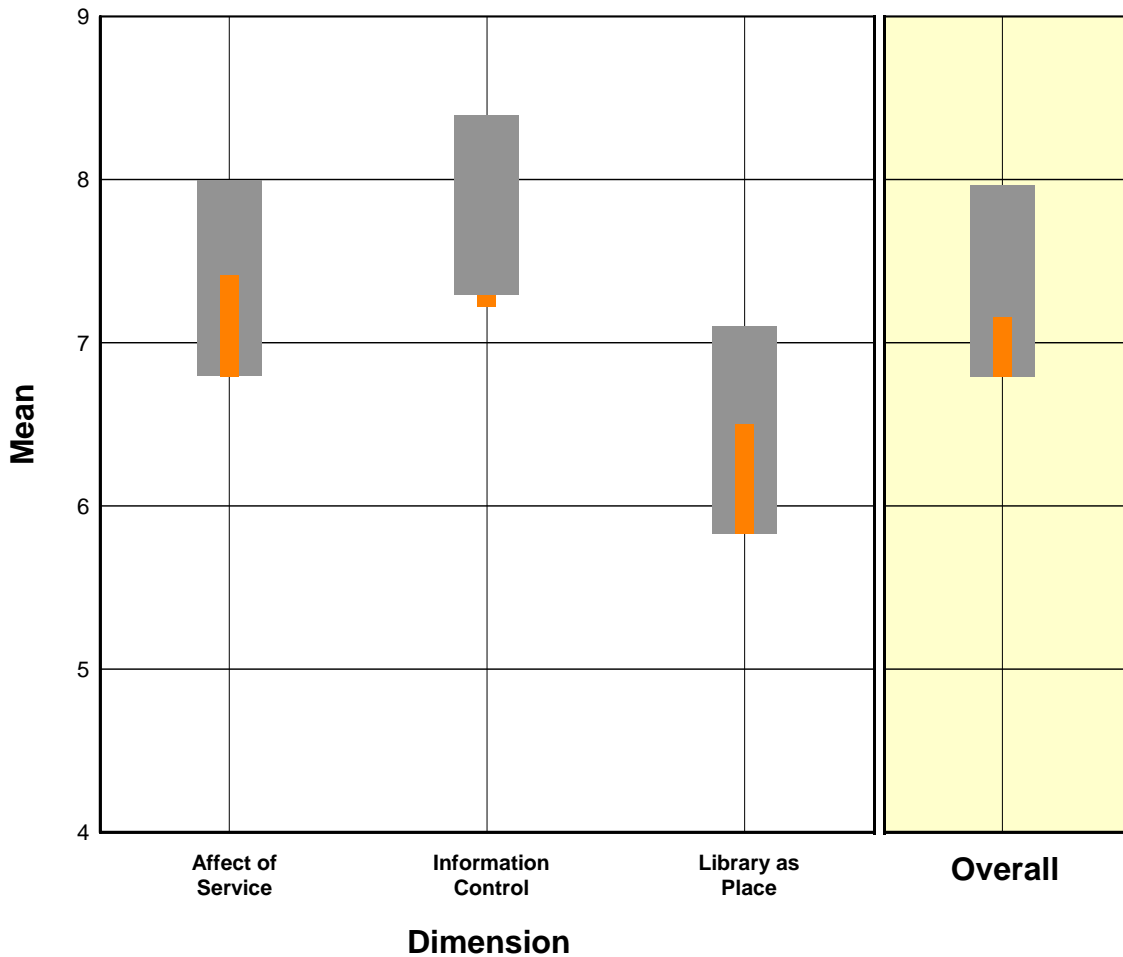
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Faculty

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	1.86	1.48	1.65	2.00	1.81	2,849
AS-2	Giving users individual attention	1.88	1.60	1.70	1.90	1.74	2,864
AS-3	Employees who are consistently courteous	1.81	1.33	1.51	1.94	1.63	2,961
AS-4	Readiness to respond to users' questions	1.63	1.27	1.48	1.79	1.55	2,923
AS-5	Employees who have the knowledge to answer user questions	1.63	1.24	1.55	1.84	1.65	2,931
AS-6	Employees who deal with users in a caring fashion	1.88	1.56	1.58	1.93	1.68	2,863
AS-7	Employees who understand the needs of their users	1.69	1.33	1.59	1.92	1.73	2,875
AS-8	Willingness to help users	1.72	1.32	1.50	1.85	1.58	2,858
AS-9	Dependability in handling users' service problems	1.59	1.21	1.58	1.88	1.66	2,610
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.56	0.99	1.59	1.94	1.67	3,008
IC-2	A library Web site enabling me to locate information on my own	1.51	0.97	1.65	1.95	1.72	3,015
IC-3	The printed library materials I need for my work	1.78	1.55	1.73	2.18	2.07	2,833
IC-4	The electronic information resources I need	1.46	0.95	1.46	1.88	1.60	3,008
IC-5	Modern equipment that lets me easily access needed information	1.62	1.28	1.48	1.83	1.66	2,846
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	1.08	1.51	1.84	1.61	2,965
IC-7	Making information easily accessible for independent use	1.50	1.06	1.46	1.82	1.58	2,901
IC-8	Print and/or electronic journal collections I require for my work	1.49	1.00	1.66	2.05	1.81	2,965
Library as Place							
LP-1	Library space that inspires study and learning	2.13	2.00	2.00	2.62	2.64	2,618
LP-2	Quiet space for individual activities	2.24	2.13	1.89	2.57	2.49	2,396
LP-3	A comfortable and inviting location	1.98	1.83	1.93	2.41	2.36	2,724
LP-4	A getaway for study, learning, or research	2.20	2.04	1.86	2.41	2.38	2,515
LP-5	Community space for group learning and group study	2.39	2.45	1.93	2.55	2.66	1,947
Overall:		1.30	0.94	1.20	1.45	1.25	3,043

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

13.3 Core Question Dimensions Summary for Faculty

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



Language: American English
 Institution Type: 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	6.79	8.00	7.42	0.62	-0.58	3,041
Information Control	7.29	8.39	7.22	-0.07	-1.17	3,043
Library as Place	5.83	7.10	6.50	0.67	-0.59	2,907
Overall:	6.80	7.98	7.17	0.36	-0.81	3,043

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	1.58	1.90	1.68	3,041
Information Control	1.57	1.14	1.58	1.95	1.73	3,043
Library as Place	2.21	2.12	1.93	2.52	2.52	2,907
Overall:	1.30	0.94	1.20	1.45	1.25	3,043

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

13.4 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
Convenience of borrowing books from other colleges	7.38	8.06	7.06	-0.31	-1.00	32
Ease of using library's online article indexes	7.13	8.56	6.85	-0.29	-1.71	52
Availability of online help when using my library's electronic resources	5.99	7.65	6.13	0.14	-1.51	119
Informing me of useful library services	5.77	7.21	6.78	1.01	-0.42	156
An environment that facilitates group study and problem solving	5.57	6.73	6.45	0.88	-0.29	49
Having comprehensive electronic resources	7.18	8.28	7.24	0.07	-1.04	215
Providing help when and where I need it	6.74	8.01	7.35	0.61	-0.66	1,099
Teaching me how to access, evaluate, and use information	5.90	7.10	6.72	0.82	-0.38	746
Making me aware of library services	6.19	7.35	6.63	0.44	-0.72	380
Library orientations / instruction sessions	6.11	7.13	7.14	1.03	0.01	207
Online course support (readings, links, references)	6.52	7.83	6.99	0.47	-0.84	505
Video and sound recording resources I need for my research	6.53	7.59	6.99	0.46	-0.60	98
Access to rare and historical materials	5.15	6.61	6.35	1.20	-0.27	109
Contribution to the intellectual atmosphere of the campus	6.87	8.01	6.94	0.08	-1.06	545
Ready access to computers / Internet / software	6.75	7.80	7.30	0.56	-0.50	548
The multimedia (CD / DVD / video / audio) collections I need	6.45	7.45	6.11	-0.34	-1.34	91
Availability of subject specialist assistance	6.49	7.57	6.78	0.29	-0.79	287
Helpfulness in dealing with users' IT problems	6.77	7.94	6.54	-0.23	-1.40	95
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.91	7.30	6.61	0.70	-0.69	213
Providing reliable access to resources when and where I need them	7.03	8.43	7.26	0.23	-1.17	211
A library environment that is hospitable and conducive to finding and using information	6.34	7.78	5.89	-0.45	-1.89	161
Making me aware of library resources and services	6.41	7.61	7.02	0.61	-0.59	1,249
Teaching me how to locate, evaluate, and use information	6.29	7.44	7.15	0.86	-0.29	960
Convenient service hours	6.63	7.73	7.51	0.88	-0.22	803
Ability to navigate library Web pages easily	7.31	8.47	6.94	-0.38	-1.53	1,336
A secure and safe place	7.17	7.83	6.80	-0.37	-1.03	90
Access to archives, special collections	6.54	7.70	7.07	0.53	-0.63	204

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

Center for intellectual interaction	4.92	6.17	5.64	0.72	-0.53	83
Enabling me to find information myself 24 hours a day	6.95	8.31	6.75	-0.20	-1.56	158
Facilitating self-directed research	6.65	8.01	6.35	-0.30	-1.66	152
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.93	8.24	7.70	0.77	-0.55	82
Prompt service to users	6.97	8.28	7.61	0.64	-0.67	69
Providing direction to self-navigate the library	6.69	7.90	7.19	0.51	-0.71	235
Providing me with information allowing me to work in my own way	6.97	8.16	7.29	0.33	-0.86	58
Space that facilitates quiet study	5.67	6.89	6.51	0.84	-0.38	81
Timely document delivery / interlibrary loan	6.89	8.04	7.72	0.83	-0.32	132
Personalization features in the electronic library	5.39	6.86	5.49	0.10	-1.37	98
Space for students to study and work in groups	5.43	6.61	6.73	1.31	0.12	75
Adequate hours of service	7.02	7.98	6.99	-0.02	-0.99	164
Providing me with the information skills I need for my work or study	6.91	8.07	7.13	0.22	-0.94	69
Ease and timeliness in getting materials from other libraries	6.80	8.20	6.91	0.11	-1.29	136
An online catalog that is user-friendly for finding materials	7.47	8.52	7.28	-0.19	-1.24	293
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.77	8.19	7.16	0.40	-1.02	43

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
Convenience of borrowing books from other colleges	1.86	1.50	2.38	1.97	2.26	32
Ease of using library's online article indexes	1.51	0.80	1.72	2.30	1.89	52
Availability of online help when using my library's electronic resources	1.82	1.50	1.73	2.21	1.95	119
Informing me of useful library services	2.05	1.95	1.74	2.13	2.07	156
An environment that facilitates group study and problem solving	1.95	2.10	1.67	1.72	1.93	49
Having comprehensive electronic resources	1.55	1.18	1.53	1.75	1.56	215
Providing help when and where I need it	1.67	1.25	1.45	1.71	1.53	1,099
Teaching me how to access, evaluate, and use information	2.15	2.01	1.78	2.16	2.05	746
Making me aware of library services	1.76	1.64	1.66	1.97	2.04	380
Library orientations / instruction sessions	2.09	2.14	1.81	2.24	2.30	207
Online course support (readings, links, references)	1.92	1.60	1.71	1.93	1.79	505
Video and sound recording resources I need for my research	2.31	2.13	1.72	1.88	1.84	98
Access to rare and historical materials	2.32	2.45	2.03	2.40	2.54	109
Contribution to the intellectual atmosphere of the campus	1.85	1.49	1.84	2.14	2.02	545
Ready access to computers / Internet / software	2.03	1.72	1.60	2.12	2.05	548
The multimedia (CD / DVD / video / audio) collections I need	2.24	2.05	1.96	2.53	2.51	91
Availability of subject specialist assistance	1.97	1.72	1.89	1.98	1.87	287
Helpfulness in dealing with users' IT problems	1.59	1.40	1.99	2.09	1.94	95
Library staff teaching me how to effectively use the electronically available databases, journals, and books	2.23	2.17	1.96	2.20	2.18	213
Providing reliable access to resources when and where I need them	1.82	0.93	1.45	2.07	1.68	211
A library environment that is hospitable and conducive to finding and using information	1.84	1.71	2.15	2.75	2.53	161
Making me aware of library resources and services	1.80	1.52	1.67	2.02	1.91	1,249
Teaching me how to locate, evaluate, and use information	2.02	1.85	1.64	1.99	1.94	960
Convenient service hours	1.89	1.63	1.47	2.04	1.78	803
Ability to navigate library Web pages easily	1.53	1.03	1.65	2.02	1.79	1,336
A secure and safe place	2.20	1.94	1.79	2.75	2.45	90
Access to archives, special collections	1.98	1.82	1.57	2.01	1.96	204
Center for intellectual interaction	2.42	2.47	2.34	2.48	2.51	83

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

Enabling me to find information myself 24 hours a day	1.72	1.31	1.91	2.36	2.03	158
Facilitating self-directed research	1.73	1.51	2.01	2.40	2.14	152
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.89	1.12	1.35	1.90	1.51	82
Prompt service to users	1.46	1.28	1.44	1.72	1.68	69
Providing direction to self-navigate the library	1.88	1.57	1.49	2.01	1.73	235
Providing me with information allowing me to work in my own way	1.54	1.18	1.32	1.66	1.42	58
Space that facilitates quiet study	2.30	2.29	1.95	2.80	2.78	81
Timely document delivery / interlibrary loan	1.65	1.44	1.29	1.79	1.53	132
Personalization features in the electronic library	2.14	1.86	1.90	2.43	2.25	98
Space for students to study and work in groups	2.11	2.19	1.77	2.21	2.38	75
Adequate hours of service	1.76	1.44	1.80	2.35	2.22	164
Providing me with the information skills I need for my work or study	1.64	1.33	1.26	1.60	1.55	69
Ease and timeliness in getting materials from other libraries	1.71	1.29	1.78	2.38	2.03	136
An online catalog that is user-friendly for finding materials	1.55	1.01	1.61	1.93	1.76	293
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	2.15	1.48	1.70	2.40	2.10	43

13.5 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.	7.69	1.53	3,042
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.22	1.80	3,043
How would you rate the overall quality of the service provided by the library?	7.41	1.50	3,043

13.6 Information Literacy Outcomes Questions Summary for Faculty

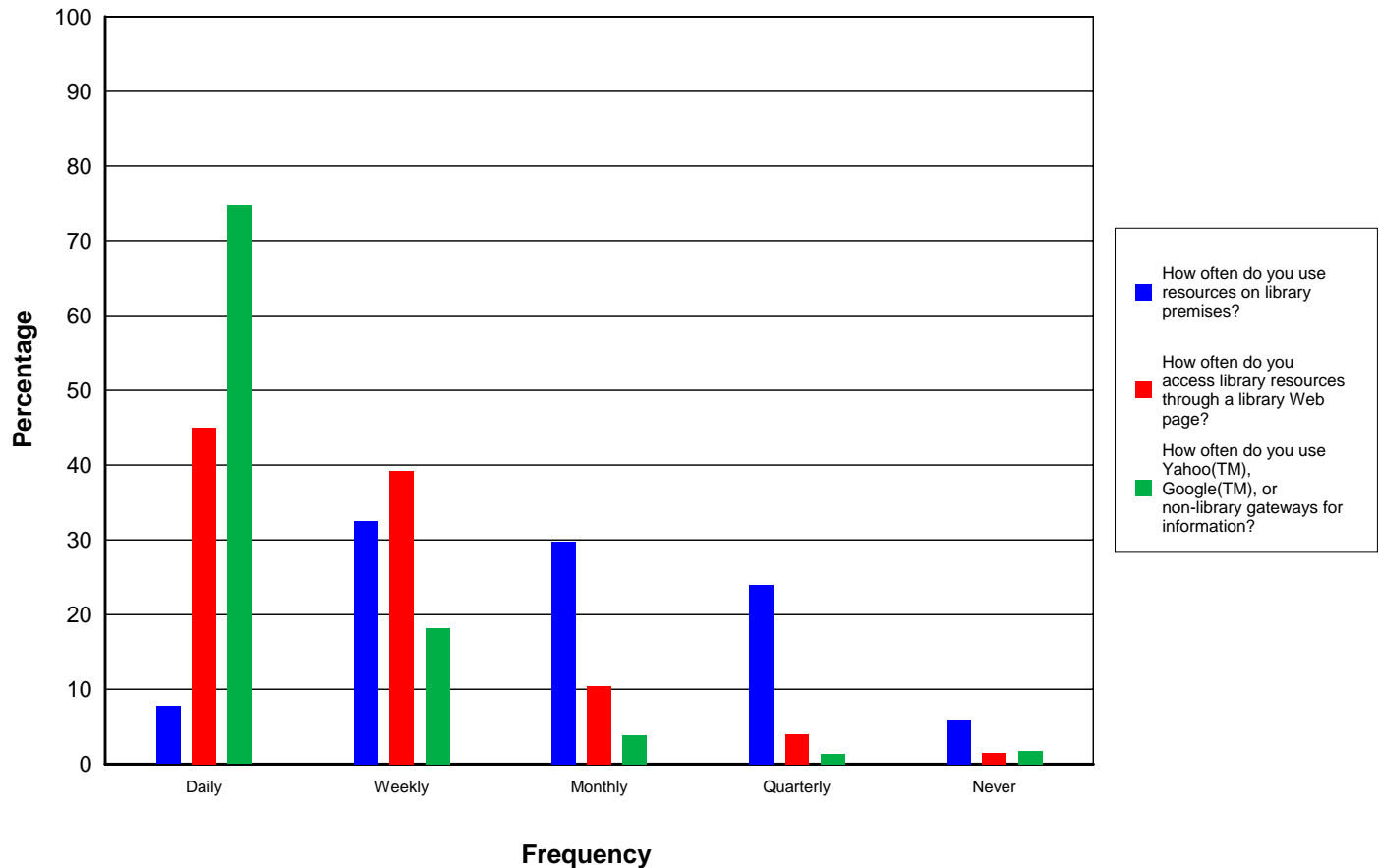
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.53	2.10	3,043
The library aids my advancement in my academic discipline or work.	7.23	1.79	3,043
The library enables me to be more efficient in my academic pursuits or work.	7.31	1.77	3,043
The library helps me distinguish between trustworthy and untrustworthy information.	5.75	2.17	3,041
The library provides me with the information skills I need in my work or study.	6.26	2.01	3,041

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

13.7 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?	235 7.73%	989 32.52%	906 29.79%	730 24.01%	181 5.95%	3,041 100.00%
How often do you access library resources through a library Web page?	1,370 45.04%	1,192 39.18%	316 10.39%	120 3.94%	44 1.45%	3,042 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	2,272 74.69%	554 18.21%	119 3.91%	43 1.41%	54 1.78%	3,042 100.00%

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

14 College or University Libraries Library Staff Summary for ARL

14.1 Demographic Summary for Library Staff

14.1.1 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	1	0.28%
23 - 30	46	13.07%
31 - 45	108	30.68%
46 - 65	189	53.69%
Over 65	8	2.27%
Total:	352	100.00%

14.1.2 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	315,914	48.97%	114	32.39%
Female	329,155	51.03%	238	67.61%
Total:	645,069	100.00%	352	100.00%

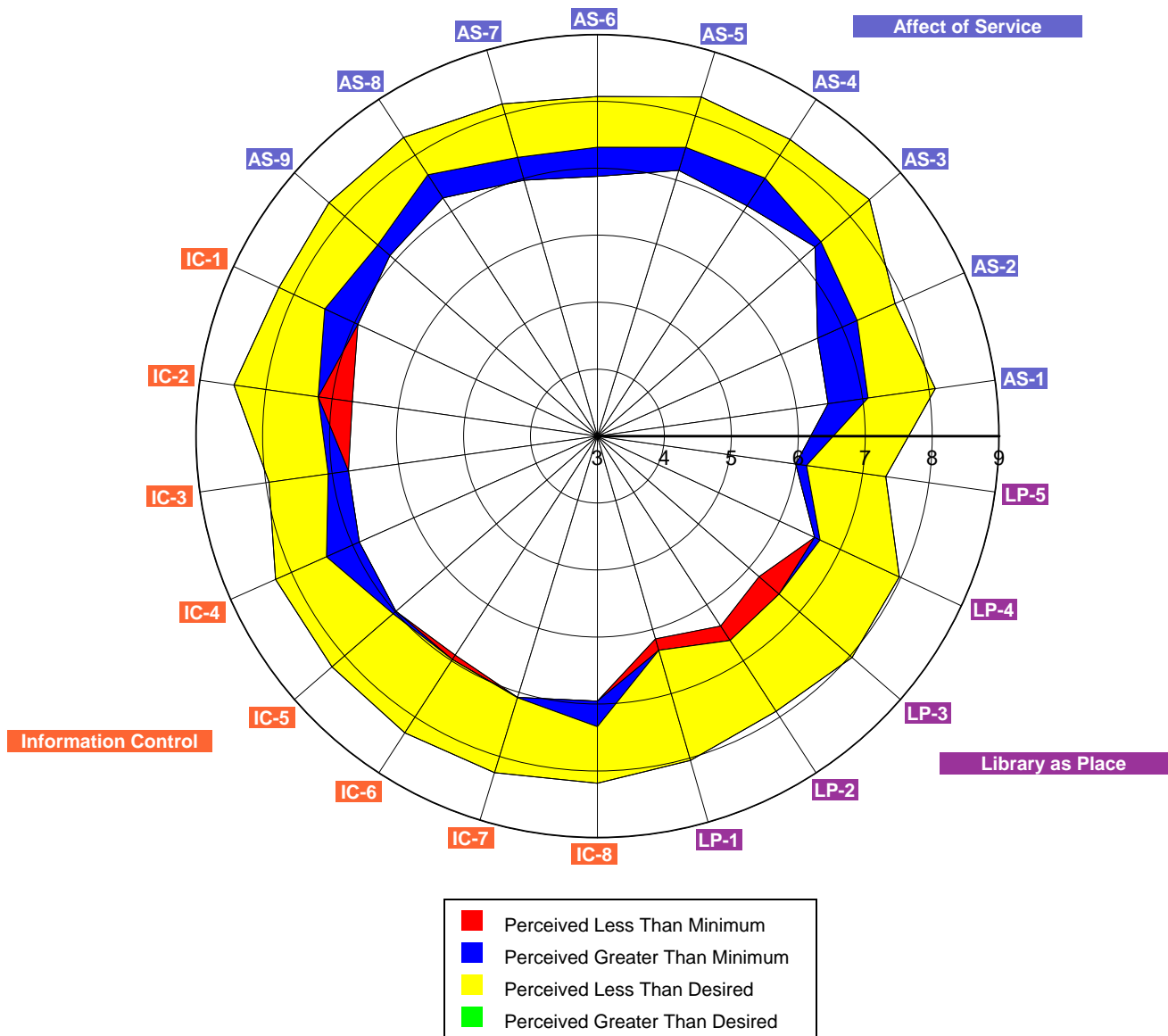
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Library Staff

14.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.48	8.10	7.08	0.60	-1.01	344
AS-2	Giving users individual attention	6.60	7.87	7.25	0.65	-0.62	335
AS-3	Employees who are consistently courteous	7.31	8.38	7.42	0.12	-0.96	347
AS-4	Readiness to respond to users' questions	7.10	8.28	7.59	0.49	-0.69	333
AS-5	Employees who have the knowledge to answer user questions	7.15	8.30	7.51	0.36	-0.79	343
AS-6	Employees who deal with users in a caring fashion	6.88	8.07	7.31	0.43	-0.76	338
AS-7	Employees who understand the needs of their users	6.98	8.16	7.33	0.35	-0.83	336
AS-8	Willingness to help users	7.24	8.32	7.65	0.41	-0.66	338
AS-9	Dependability in handling users' service problems	7.11	8.31	7.35	0.24	-0.96	323
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.95	8.25	7.49	0.54	-0.76	336
IC-2	A library Web site enabling me to locate information on my own	7.21	8.48	6.70	-0.51	-1.78	352
IC-3	The printed library materials I need for my work	6.76	7.95	7.06	0.31	-0.89	323
IC-4	The electronic information resources I need	6.89	8.26	7.43	0.54	-0.83	339
IC-5	Modern equipment that lets me easily access needed information	6.99	8.25	7.04	0.05	-1.21	346
IC-6	Easy-to-use access tools that allow me to find things on my own	6.98	8.28	6.90	-0.08	-1.38	346
IC-7	Making information easily accessible for independent use	7.08	8.26	7.09	0.00	-1.17	341
IC-8	Print and/or electronic journal collections I require for my work	6.96	8.18	7.34	0.38	-0.84	309
Library as Place							
LP-1	Library space that inspires study and learning	6.33	8.04	6.15	-0.18	-1.89	339
LP-2	Quiet space for individual activities	6.64	7.90	6.38	-0.26	-1.52	317
LP-3	A comfortable and inviting location	6.60	8.04	6.20	-0.40	-1.84	342
LP-4	A getaway for study, learning, or research	6.58	7.97	6.67	0.09	-1.31	314
LP-5	Community space for group learning and group study	5.99	7.35	6.15	0.16	-1.20	275
Overall:		6.86	8.15	7.06	0.20	-1.09	352

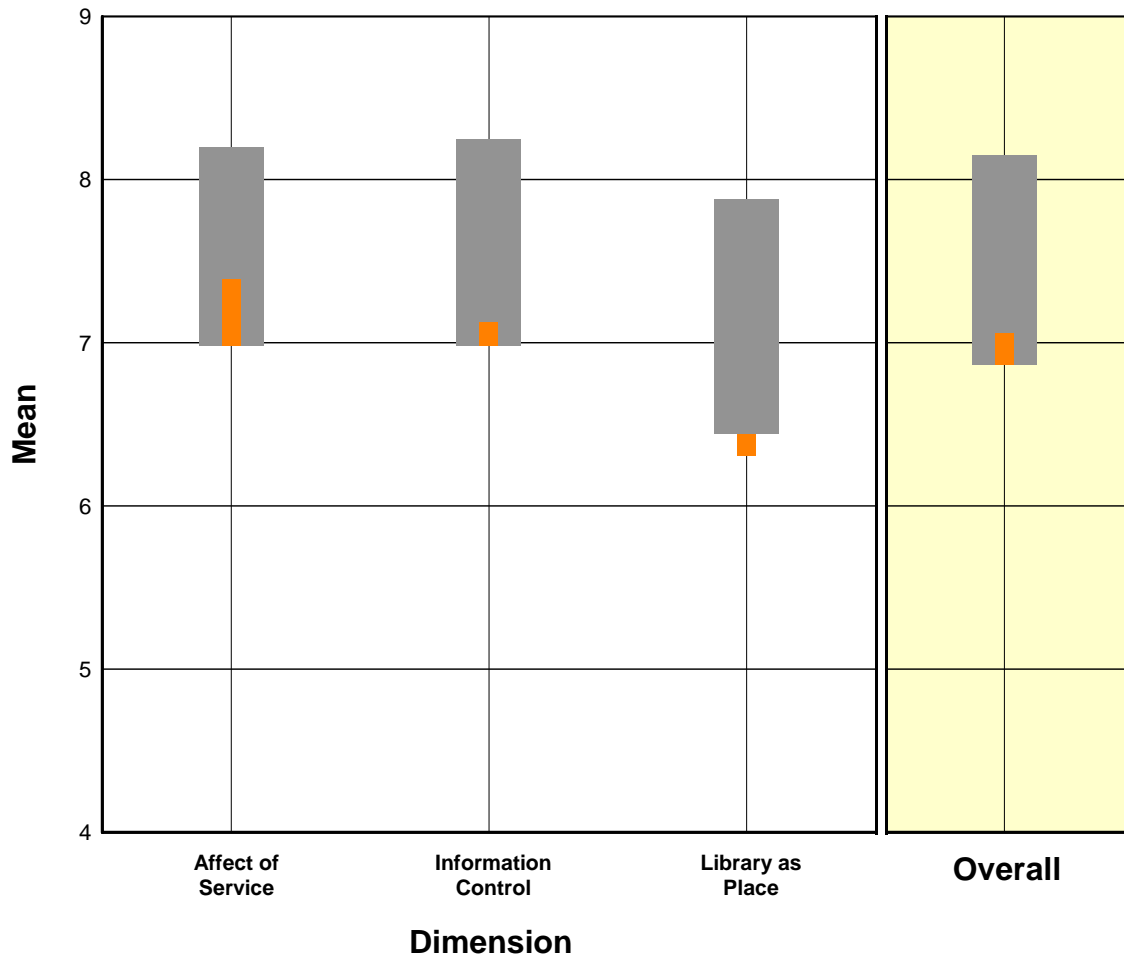
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Library Staff

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	1.71	1.23	1.38	1.72	1.43	344
AS-2	Giving users individual attention	1.79	1.46	1.47	1.71	1.46	335
AS-3	Employees who are consistently courteous	1.63	1.20	1.49	1.83	1.46	347
AS-4	Readiness to respond to users' questions	1.55	1.18	1.35	1.56	1.25	333
AS-5	Employees who have the knowledge to answer user questions	1.48	1.14	1.30	1.61	1.34	343
AS-6	Employees who deal with users in a caring fashion	1.77	1.39	1.44	1.68	1.36	338
AS-7	Employees who understand the needs of their users	1.57	1.26	1.41	1.77	1.52	336
AS-8	Willingness to help users	1.50	1.15	1.37	1.65	1.44	338
AS-9	Dependability in handling users' service problems	1.51	1.09	1.31	1.58	1.34	323
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.34	1.52	1.79	1.53	336
IC-2	A library Web site enabling me to locate information on my own	1.44	0.96	1.74	2.03	1.85	352
IC-3	The printed library materials I need for my work	1.60	1.34	1.51	1.94	1.74	323
IC-4	The electronic information resources I need	1.51	1.15	1.24	1.63	1.37	339
IC-5	Modern equipment that lets me easily access needed information	1.55	1.21	1.54	1.88	1.73	346
IC-6	Easy-to-use access tools that allow me to find things on my own	1.49	1.12	1.52	1.82	1.64	346
IC-7	Making information easily accessible for independent use	1.49	1.10	1.47	1.85	1.58	341
IC-8	Print and/or electronic journal collections I require for my work	1.58	1.29	1.36	1.85	1.67	309
Library as Place							
LP-1	Library space that inspires study and learning	1.72	1.36	2.00	2.36	2.36	339
LP-2	Quiet space for individual activities	1.71	1.42	1.85	2.18	2.03	317
LP-3	A comfortable and inviting location	1.74	1.38	2.08	2.29	2.29	342
LP-4	A getaway for study, learning, or research	1.74	1.47	1.75	2.07	1.91	314
LP-5	Community space for group learning and group study	2.08	1.95	1.90	2.53	2.57	275
Overall:		1.28	0.93	1.10	1.33	1.11	352

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

14.3 Core Question Dimensions Summary for Library Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.98	8.20	7.39	0.41	-0.81	350
Information Control	6.98	8.24	7.13	0.15	-1.12	352
Library as Place	6.44	7.88	6.31	-0.13	-1.57	349
Overall:	6.86	8.15	7.06	0.20	-1.09	352

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	1.64	1.25	1.40	1.69	1.41	350
Information Control	1.55	1.20	1.52	1.88	1.68	352
Library as Place	1.81	1.53	1.93	2.29	2.25	349
Overall:	1.28	0.93	1.10	1.33	1.11	352

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

14.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	8.00	8.13	8.25	0.25	0.13	8
Ease of using library's online article indexes	7.60	8.80	6.80	-0.80	-2.00	5
Availability of online help when using my library's electronic resources	6.00	6.71	6.29	0.29	-0.43	7
An environment that facilitates group study and problem solving	7.00	9.00	6.00	-1.00	-3.00	1
Having comprehensive electronic resources	7.00	8.40	8.20	1.20	-0.20	5
Providing help when and where I need it	6.30	7.75	6.52	0.22	-1.23	87
Teaching me how to access, evaluate, and use information	6.32	7.38	6.24	-0.08	-1.14	37
Making me aware of library services	6.11	7.24	6.10	-0.01	-1.14	79
Library orientations / instruction sessions	7.64	8.36	7.91	0.27	-0.45	11
Online course support (readings, links, references)	6.49	7.64	6.87	0.37	-0.77	75
Access to rare and historical materials	5.92	7.63	6.79	0.87	-0.84	38
Contribution to the intellectual atmosphere of the campus	6.79	8.13	7.00	0.21	-1.13	120
Ready access to computers / Internet / software	7.15	8.06	7.15	0.00	-0.91	33
The multimedia (CD / DVD / video / audio) collections I need	5.51	7.46	5.51	0.00	-1.95	37
Availability of subject specialist assistance	6.76	7.82	7.06	0.30	-0.76	71
Helpfulness in dealing with users' IT problems	6.97	8.45	6.58	-0.39	-1.87	38
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.30	7.89	7.41	1.11	-0.49	37
Providing reliable access to resources when and where I need them	6.50	8.50	7.00	0.50	-1.50	2
A library environment that is hospitable and conducive to finding and using information	6.40	7.80	7.20	0.80	-0.60	5
Making me aware of library resources and services	6.50	7.84	6.77	0.27	-1.07	189
Teaching me how to locate, evaluate, and use information	6.65	7.94	7.37	0.73	-0.56	147
Convenient service hours	6.60	7.94	7.66	1.06	-0.28	125
Ability to navigate library Web pages easily	7.01	8.32	6.31	-0.70	-2.01	123
A secure and safe place	8.17	9.00	8.33	0.17	-0.67	6
Access to archives, special collections	6.43	7.50	6.89	0.46	-0.61	70
Center for intellectual interaction	6.11	7.25	6.33	0.22	-0.92	36
Enabling me to find information myself 24 hours a day	6.60	8.40	8.00	1.40	-0.40	5

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

Facilitating self-directed research	5.40	8.20	7.60	2.20	-0.60	5
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.60	8.17	7.54	0.94	-0.63	35
Prompt service to users	8.00	9.00	8.00	0.00	-1.00	1
Providing direction to self-navigate the library	6.81	8.30	6.22	-0.59	-2.08	37
Providing me with information allowing me to work in my own way	8.33	8.67	5.33	-3.00	-3.33	3
Space that facilitates quiet study	7.67	8.83	7.17	-0.50	-1.67	6
Timely document delivery / interlibrary loan	6.75	8.00	7.88	1.13	-0.13	8
Personalization features in the electronic library	6.14	7.00	5.57	-0.57	-1.43	7
Space for students to study and work in groups	8.33	8.67	6.67	-1.67	-2.00	6
Providing me with the information skills I need for my work or study	6.66	8.03	7.03	0.37	-1.00	35
Ease and timeliness in getting materials from other libraries	7.20	8.80	8.80	1.60	0.00	5
An online catalog that is user-friendly for finding materials	6.41	7.64	6.32	-0.09	-1.32	22

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	0.76	1.13	0.71	0.71	0.64	8
Ease of using library's online article indexes	0.89	0.45	1.10	1.30	1.22	5
Availability of online help when using my library's electronic resources	2.00	1.70	1.80	0.76	2.37	7
An environment that facilitates group study and problem solving						1
Having comprehensive electronic resources	0.71	0.89	0.45	0.84	1.10	5
Providing help when and where I need it	1.70	1.30	1.61	1.94	1.70	87
Teaching me how to access, evaluate, and use information	2.24	2.34	2.05	2.45	2.31	37
Making me aware of library services	1.86	1.83	1.87	2.21	2.23	79
Library orientations / instruction sessions	1.36	0.67	1.14	1.19	0.82	11
Online course support (readings, links, references)	1.70	1.49	1.46	1.81	1.86	75
Access to rare and historical materials	1.91	1.57	1.36	1.96	1.60	38
Contribution to the intellectual atmosphere of the campus	1.54	1.12	1.63	1.65	1.76	120
Ready access to computers / Internet / software	2.06	1.97	2.14	1.66	1.47	33
The multimedia (CD / DVD / video / audio) collections I need	2.28	2.01	1.95	2.69	2.80	37
Availability of subject specialist assistance	1.72	1.65	1.71	2.43	2.31	71
Helpfulness in dealing with users' IT problems	1.37	0.60	1.46	1.79	1.44	38
Library staff teaching me how to effectively use the electronically available databases, journals, and books	2.26	1.76	1.52	1.71	1.89	37
Providing reliable access to resources when and where I need them	0.71	0.71	1.41	0.71	0.71	2
A library environment that is hospitable and conducive to finding and using information	0.89	1.64	1.10	1.10	1.14	5
Making me aware of library resources and services	1.71	1.41	1.66	1.87	1.74	189
Teaching me how to locate, evaluate, and use information	1.66	1.21	1.29	1.85	1.49	147
Convenient service hours	1.61	1.27	1.25	1.49	1.45	125
Ability to navigate library Web pages easily	1.68	1.34	1.93	2.43	2.08	123
A secure and safe place	1.60	0.00	1.21	2.23	1.21	6
Access to archives, special collections	1.60	1.52	1.35	1.44	1.40	70
Center for intellectual interaction	2.08	2.05	1.55	1.90	1.90	36
Enabling me to find information myself 24 hours a day	2.30	0.89	1.00	1.67	0.55	5
Facilitating self-directed research	3.05	1.79	1.67	3.27	0.89	5

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

Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.74	1.01	1.12	1.43	1.03	35
Prompt service to users						1
Providing direction to self-navigate the library	1.65	1.00	1.81	1.89	1.99	37
Providing me with information allowing me to work in my own way	0.58	0.58	2.52	3.00	3.06	3
Space that facilitates quiet study	1.51	0.41	1.33	2.66	1.51	6
Timely document delivery / interlibrary loan	1.28	0.53	0.64	1.36	0.64	8
Personalization features in the electronic library	2.27	1.91	2.44	2.51	3.26	7
Space for students to study and work in groups	1.03	0.82	2.73	2.88	3.03	6
Providing me with the information skills I need for my work or study	1.66	1.18	0.98	1.46	1.08	35
Ease and timeliness in getting materials from other libraries	3.49	0.45	0.45	3.58	0.00	5
An online catalog that is user-friendly for finding materials	2.30	2.38	2.17	2.02	1.78	22

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

14.5 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.	7.54	1.48	352
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.27	1.56	352
How would you rate the overall quality of the service provided by the library?	7.52	1.23	352

14.6 Information Literacy Outcomes Questions Summary for Library Staff

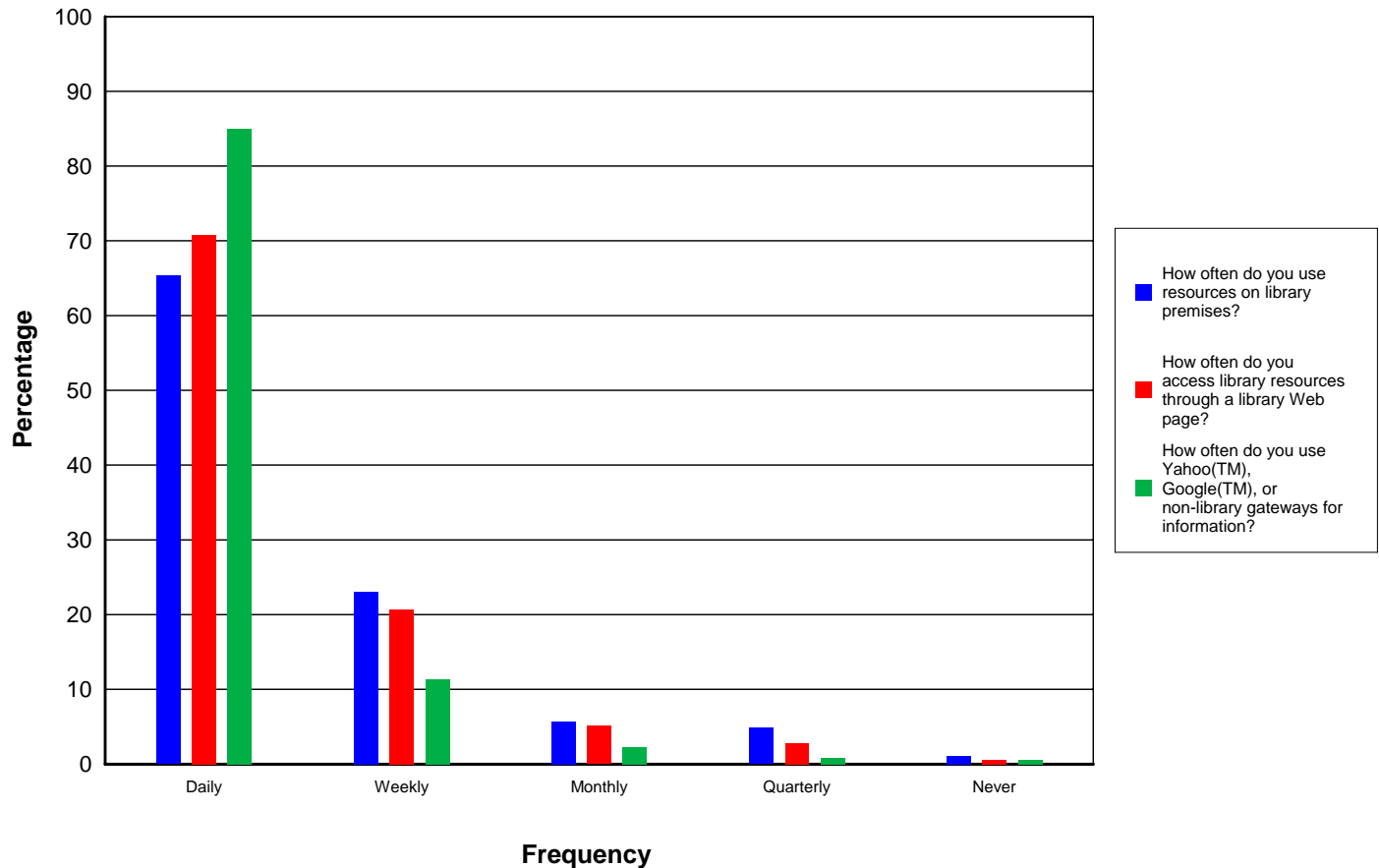
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.63	1.59	352
The library aids my advancement in my academic discipline or work.	7.14	1.52	352
The library enables me to be more efficient in my academic pursuits or work.	7.20	1.46	352
The library helps me distinguish between trustworthy and untrustworthy information.	6.79	1.64	352
The library provides me with the information skills I need in my work or study.	6.93	1.56	352

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

14.7 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?	230	81	20	17	4	352
	65.34%	23.01%	5.68%	4.83%	1.14%	100.00%
How often do you access library resources through a library Web page?	249	73	18	10	2	352
	70.74%	20.74%	5.11%	2.84%	0.57%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	299	40	8	3	2	352
	84.94%	11.36%	2.27%	0.85%	0.57%	100.00%

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

15 College or University Libraries Staff Summary for ARL

15.1 Demographic Summary for Staff

15.1.1 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	12	1.19%
23 - 30	172	17.00%
31 - 45	352	34.78%
46 - 65	453	44.76%
Over 65	23	2.27%
Total:	1,012	100.00%

15.1.2 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	315,914	48.97%	355	35.11%
Female	329,155	51.03%	656	64.89%
Total:	645,069	100.00%	1,011	100.00%

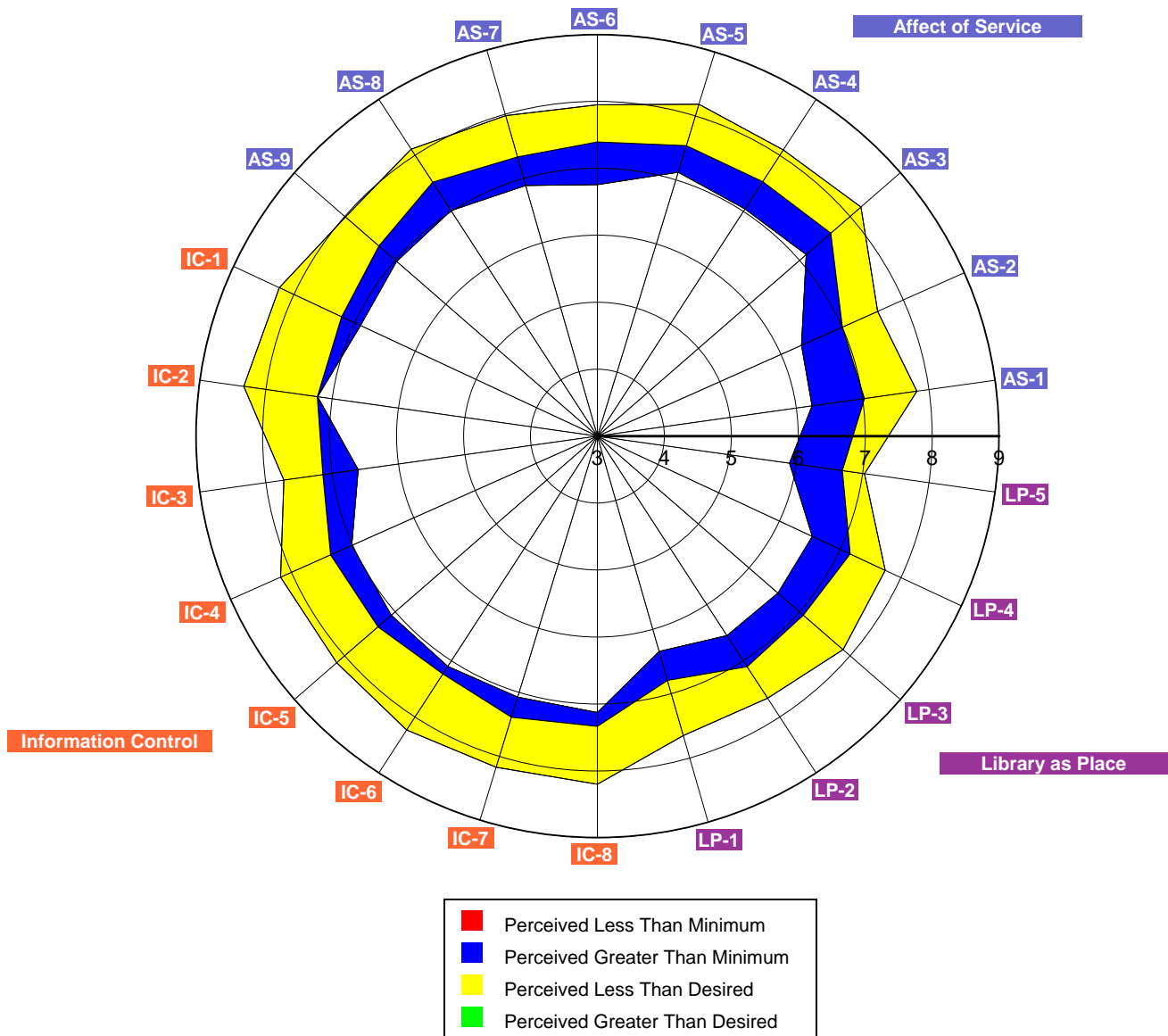
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Staff

15.2 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	6.24	7.82	7.03	0.79	-0.79	952
AS-2	Giving users individual attention	6.34	7.58	7.00	0.67	-0.58	953
AS-3	Employees who are consistently courteous	7.13	8.21	7.62	0.49	-0.60	987
AS-4	Readiness to respond to users' questions	7.05	8.10	7.53	0.48	-0.57	970
AS-5	Employees who have the knowledge to answer user questions	7.12	8.18	7.54	0.41	-0.65	964
AS-6	Employees who deal with users in a caring fashion	6.75	7.95	7.39	0.64	-0.56	958
AS-7	Employees who understand the needs of their users	6.89	7.98	7.34	0.44	-0.64	948
AS-8	Willingness to help users	7.02	8.11	7.52	0.50	-0.59	961
AS-9	Dependability in handling users' service problems	6.98	7.99	7.33	0.35	-0.66	852
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.91	8.24	7.22	0.31	-1.03	960
IC-2	A library Web site enabling me to locate information on my own	7.22	8.33	7.22	0.00	-1.11	996
IC-3	The printed library materials I need for my work	6.61	7.73	7.14	0.53	-0.59	825
IC-4	The electronic information resources I need	7.02	8.18	7.36	0.35	-0.82	967
IC-5	Modern equipment that lets me easily access needed information	7.08	8.16	7.34	0.26	-0.82	957
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	8.23	7.24	0.14	-0.99	976
IC-7	Making information easily accessible for independent use	7.08	8.17	7.39	0.32	-0.78	977
IC-8	Print and/or electronic journal collections I require for my work	7.13	8.20	7.34	0.21	-0.86	841
Library as Place							
LP-1	Library space that inspires study and learning	6.35	7.65	6.80	0.45	-0.86	906
LP-2	Quiet space for individual activities	6.55	7.67	7.11	0.55	-0.56	859
LP-3	A comfortable and inviting location	6.57	7.86	7.08	0.50	-0.78	951
LP-4	A getaway for study, learning, or research	6.54	7.74	7.16	0.62	-0.58	880
LP-5	Community space for group learning and group study	5.90	7.03	6.69	0.80	-0.33	702
Overall:		6.81	7.98	7.26	0.44	-0.73	1,012

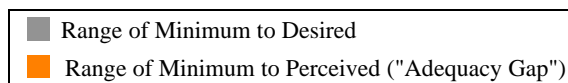
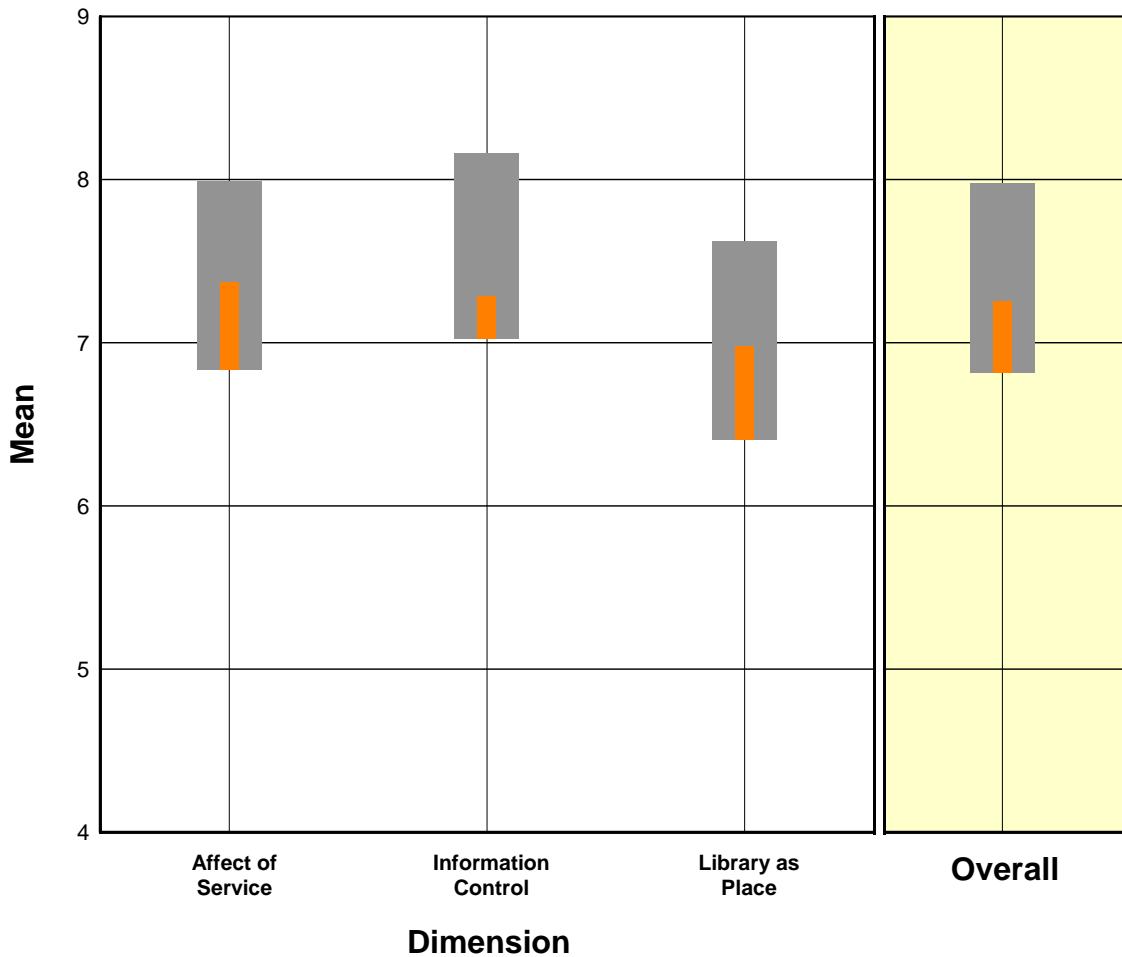
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Staff

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	1.85	1.39	1.57	1.93	1.64	952
AS-2	Giving users individual attention	1.91	1.62	1.67	1.87	1.74	953
AS-3	Employees who are consistently courteous	1.71	1.13	1.46	1.78	1.54	987
AS-4	Readiness to respond to users' questions	1.65	1.20	1.47	1.71	1.50	970
AS-5	Employees who have the knowledge to answer user questions	1.60	1.15	1.41	1.71	1.48	964
AS-6	Employees who deal with users in a caring fashion	1.79	1.28	1.46	1.82	1.55	958
AS-7	Employees who understand the needs of their users	1.67	1.28	1.46	1.73	1.52	948
AS-8	Willingness to help users	1.69	1.21	1.48	1.77	1.50	961
AS-9	Dependability in handling users' service problems	1.68	1.33	1.55	1.75	1.57	852
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.79	1.27	1.71	1.96	1.82	960
IC-2	A library Web site enabling me to locate information on my own	1.64	1.14	1.56	1.88	1.63	996
IC-3	The printed library materials I need for my work	1.84	1.51	1.49	1.83	1.60	825
IC-4	The electronic information resources I need	1.63	1.26	1.44	1.77	1.65	967
IC-5	Modern equipment that lets me easily access needed information	1.64	1.14	1.40	1.77	1.53	957
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.15	1.49	1.81	1.53	976
IC-7	Making information easily accessible for independent use	1.60	1.17	1.41	1.72	1.50	977
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.22	1.44	1.87	1.56	841
Library as Place							
LP-1	Library space that inspires study and learning	1.97	1.65	1.83	2.12	2.08	906
LP-2	Quiet space for individual activities	2.00	1.66	1.64	1.97	1.81	859
LP-3	A comfortable and inviting location	1.90	1.41	1.80	2.20	1.96	951
LP-4	A getaway for study, learning, or research	1.99	1.65	1.61	2.02	1.83	880
LP-5	Community space for group learning and group study	2.25	2.05	1.87	2.33	2.32	702
Overall:		1.38	0.92	1.17	1.37	1.14	1,012

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

15.3 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	6.84	7.99	7.37	0.53	-0.62	1,011
Information Control	7.02	8.16	7.28	0.26	-0.88	1,012
Library as Place	6.40	7.62	6.98	0.57	-0.64	993
Overall:	6.81	7.98	7.26	0.44	-0.73	1,012

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	1.76	1.31	1.52	1.79	1.56	1,011
Information Control	1.68	1.24	1.50	1.83	1.61	1,012
Library as Place	2.03	1.70	1.76	2.13	2.00	993
Overall:	1.38	0.92	1.17	1.37	1.14	1,012

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

15.4 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
Convenience of borrowing books from other colleges	6.94	7.52	7.18	0.24	-0.33	33
Ease of using library's online article indexes	7.83	8.39	7.83	0.00	-0.57	23
Availability of online help when using my library's electronic resources	6.44	7.90	6.73	0.30	-1.16	105
Informing me of useful library services	6.00	7.00	7.50	1.50	0.50	2
An environment that facilitates group study and problem solving	5.24	6.12	6.14	0.90	0.02	51
Having comprehensive electronic resources	7.43	8.14	7.36	-0.07	-0.79	14
Providing help when and where I need it	6.62	7.99	7.09	0.47	-0.91	148
Teaching me how to access, evaluate, and use information	6.29	7.47	6.81	0.52	-0.67	318
Making me aware of library services	5.85	7.56	6.09	0.24	-1.47	111
Library orientations / instruction sessions	6.18	7.09	6.90	0.72	-0.19	89
Online course support (readings, links, references)	6.66	7.72	7.12	0.45	-0.61	260
Video and sound recording resources I need for my research	7.00	8.00	8.00	1.00	0.00	1
Access to rare and historical materials	5.60	6.97	6.76	1.16	-0.21	75
Contribution to the intellectual atmosphere of the campus	6.63	7.73	7.10	0.47	-0.64	298
Ready access to computers / Internet / software	6.87	7.81	7.39	0.52	-0.43	227
The multimedia (CD / DVD / video / audio) collections I need	7.61	8.18	7.61	0.00	-0.58	33
Availability of subject specialist assistance	6.16	7.60	6.63	0.47	-0.97	113
Helpfulness in dealing with users' IT problems	6.45	7.95	7.09	0.65	-0.85	74
Library staff teaching me how to effectively use the electronically available databases, journals, and books	7.40	8.20	7.60	0.20	-0.60	5
Providing reliable access to resources when and where I need them	7.50	8.67	7.83	0.33	-0.83	12
A library environment that is hospitable and conducive to finding and using information	7.00	7.00	6.00	-1.00	-1.00	1
Making me aware of library resources and services	6.44	7.64	6.78	0.33	-0.86	538
Teaching me how to locate, evaluate, and use information	6.47	7.75	7.10	0.62	-0.65	378
Convenient service hours	6.77	7.94	7.62	0.84	-0.32	341
Ability to navigate library Web pages easily	7.16	8.26	6.95	-0.21	-1.31	483
A secure and safe place	7.59	8.32	7.15	-0.44	-1.18	34
Access to archives, special collections	6.51	7.55	7.02	0.51	-0.53	108

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

Center for intellectual interaction	5.50	7.15	6.57	1.07	-0.58	60
Convenient business hours	8.00	9.00	8.00	0.00	-1.00	1
Enabling me to find information myself 24 hours a day	7.00	7.00	7.00	0.00	0.00	1
Facilitating self-directed research	8.00	8.00	6.00	-2.00	-2.00	1
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.75	8.50	8.50	0.75	0.00	4
Prompt service to users	7.14	8.14	7.29	0.14	-0.86	7
Providing direction to self-navigate the library	7.17	8.33	7.33	0.17	-1.00	6
Providing me with information allowing me to work in my own way	5.83	7.83	7.67	1.83	-0.17	6
Space that facilitates quiet study	6.91	7.79	7.24	0.32	-0.56	34
Timely document delivery / interlibrary loan	7.20	8.80	7.80	0.60	-1.00	5
Personalization features in the electronic library	5.68	6.80	6.40	0.72	-0.40	85
Space for students to study and work in groups	5.93	6.81	6.74	0.81	-0.07	27
Adequate hours of service	7.50	9.00	9.00	1.50	0.00	2
Providing me with the information skills I need for my work or study	7.75	8.25	7.50	-0.25	-0.75	4
Ease and timeliness in getting materials from other libraries	7.20	8.23	7.57	0.37	-0.66	35
An online catalog that is user-friendly for finding materials	7.19	8.21	6.95	-0.24	-1.26	122
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	8.17	9.00	7.67	-0.50	-1.33	6

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
Convenience of borrowing books from other colleges	1.82	1.84	2.01	1.23	1.61	33
Ease of using library's online article indexes	1.53	1.16	1.15	1.93	1.85	23
Availability of online help when using my library's electronic resources	1.97	1.23	1.77	1.80	1.53	105
Informing me of useful library services	2.83	1.41	2.12	0.71	0.71	2
An environment that facilitates group study and problem solving	2.11	2.35	1.95	1.86	2.02	51
Having comprehensive electronic resources	1.34	1.03	1.28	1.21	1.37	14
Providing help when and where I need it	1.62	1.21	1.48	1.69	1.59	148
Teaching me how to access, evaluate, and use information	2.05	1.71	1.83	1.86	1.78	318
Making me aware of library services	1.82	1.58	1.67	2.10	2.01	111
Library orientations / instruction sessions	2.29	2.05	1.99	1.94	1.95	89
Online course support (readings, links, references)	1.88	1.50	1.47	1.77	1.56	260
Video and sound recording resources I need for my research						1
Access to rare and historical materials	2.41	2.07	1.94	2.74	2.63	75
Contribution to the intellectual atmosphere of the campus	1.86	1.42	1.70	2.09	1.88	298
Ready access to computers / Internet / software	1.96	1.75	1.61	1.93	1.79	227
The multimedia (CD / DVD / video / audio) collections I need	1.46	1.16	1.43	1.17	1.54	33
Availability of subject specialist assistance	1.94	1.67	1.59	1.89	1.77	113
Helpfulness in dealing with users' IT problems	2.03	1.38	1.76	1.38	1.41	74
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.34	1.30	1.67	0.84	0.89	5
Providing reliable access to resources when and where I need them	1.17	0.65	1.11	1.56	1.11	12
A library environment that is hospitable and conducive to finding and using information						1
Making me aware of library resources and services	1.88	1.49	1.87	2.11	1.98	538
Teaching me how to locate, evaluate, and use information	1.89	1.50	1.62	2.06	1.80	378
Convenient service hours	1.78	1.33	1.36	1.95	1.65	341
Ability to navigate library Web pages easily	1.63	1.14	1.63	1.89	1.66	483
A secure and safe place	2.15	1.57	1.64	2.38	2.38	34
Access to archives, special collections	1.92	1.82	1.43	1.68	1.74	108
Center for intellectual interaction	2.34	2.07	2.04	2.36	2.35	60

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

Convenient business hours						1
Enabling me to find information myself 24 hours a day						1
Facilitating self-directed research						1
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	0.50	0.58	0.58	0.50	0.82	4
Prompt service to users	1.68	1.57	1.70	1.57	1.68	7
Providing direction to self-navigate the library	1.83	0.82	1.21	1.94	0.89	6
Providing me with information allowing me to work in my own way	2.32	0.98	0.82	2.23	1.17	6
Space that facilitates quiet study	2.35	1.98	1.60	2.57	2.09	34
Timely document delivery / interlibrary loan	0.45	0.45	0.84	0.89	1.22	5
Personalization features in the electronic library	2.19	1.88	1.88	1.76	1.73	85
Space for students to study and work in groups	2.46	2.32	1.85	2.50	2.18	27
Adequate hours of service	0.71	0.00	0.00	0.71	0.00	2
Providing me with the information skills I need for my work or study	0.96	0.96	0.58	1.26	0.96	4
Ease and timeliness in getting materials from other libraries	1.59	1.44	1.29	1.78	1.68	35
An online catalog that is user-friendly for finding materials	1.75	1.31	1.70	1.90	1.64	122
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	0.75	0.00	1.03	1.22	1.03	6

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

15.5 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.	7.53	1.53	1,012
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.19	1.62	1,011
How would you rate the overall quality of the service provided by the library?	7.44	1.38	1,012

15.6 Information Literacy Outcomes Questions Summary for Staff

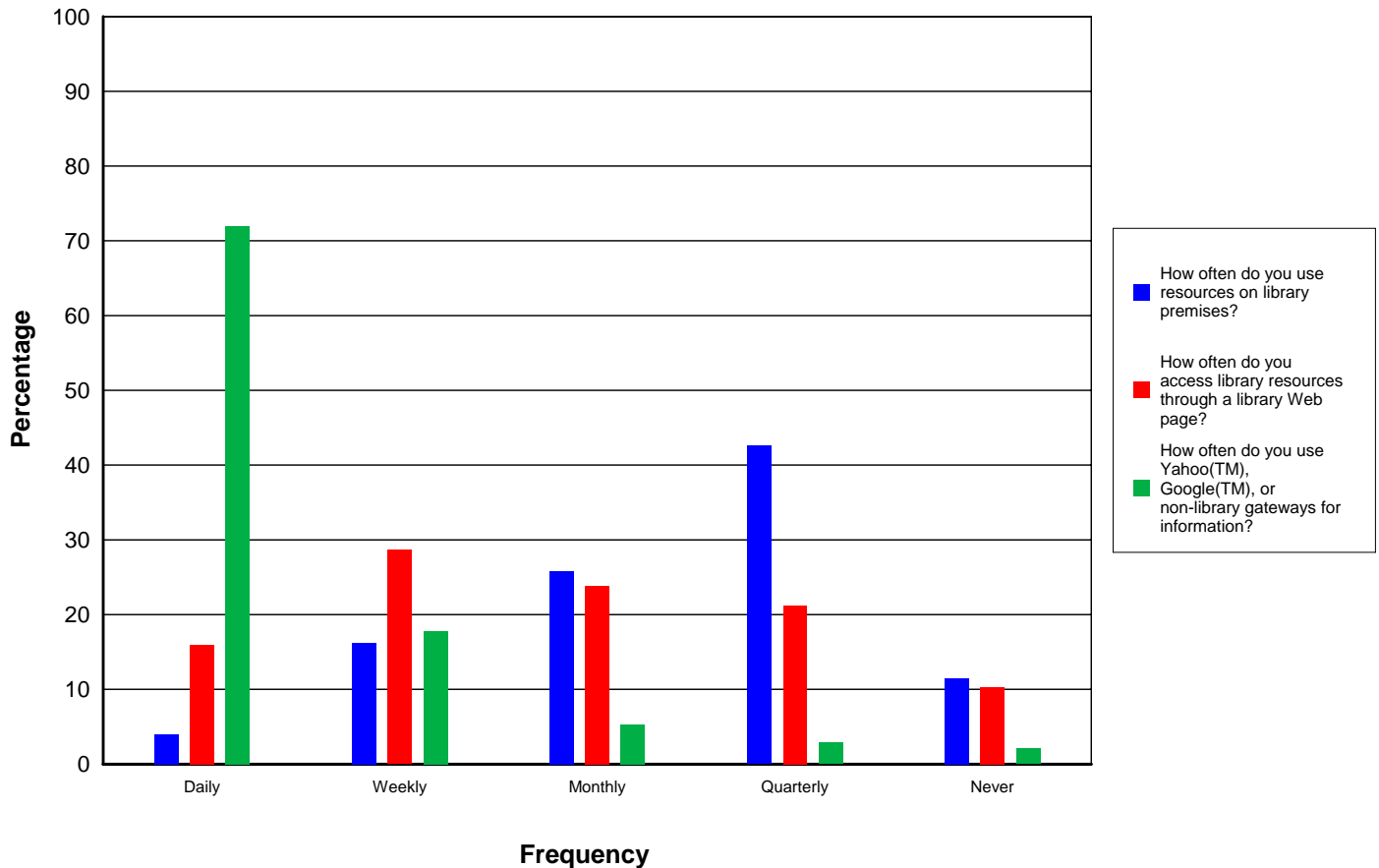
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which 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.	6.45	1.85	1,011
The library aids my advancement in my academic discipline or work.	6.83	1.80	1,011
The library enables me to be more efficient in my academic pursuits or work.	6.97	1.79	1,011
The library helps me distinguish between trustworthy and untrustworthy information.	6.25	1.93	1,011
The library provides me with the information skills I need in my work or study.	6.49	1.86	1,010

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

15.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	40 3.95%	164 16.21%	261 25.79%	431 42.59%	116 11.46%	1,012 100.00%
How often do you access library resources through a library Web page?	162 16.01%	290 28.66%	241 23.81%	215 21.25%	104 10.28%	1,012 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	728 71.94%	180 17.79%	54 5.34%	29 2.87%	21 2.08%	1,012 100.00%

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

16 Appendix A: LibQUAL+® Dimensions

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

LibQUAL+® 2000 Dimensions

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

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

LibQUAL+® 2001 Dimensions

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

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

LibQUAL+® 2002 and 2003 Dimensions

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

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

LibQUAL+® 2004 - Present Dimensions

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

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

The list below displays the dimensions used to present the results in the 2009 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

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

Information Control

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

Library as Place

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



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