



LibQUAL⁺

2006 Survey

**Boise State University, Albertsons
Library**

Contributors

**Colleen Cook
Texas A&M University**

**Fred Heath
University of Texas**

**BruceThompson
Texas A&M University**

**Martha Kyrillidou
Association of Research Libraries**

**Jonathan D. Sousa
Association of Research Libraries**

**Duane Webster
Association of Research Libraries**

Association of Research Libraries / Texas A&M University

www.libqual.org

Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2006 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2006.

The LibQUAL+™ project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+™ team for their key roles in this developmental project. From Texas A&M University, the quantitative guidance of Bruce Thompson and the qualitative leadership of Yvonna Lincoln have been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative. From the Association of Research Libraries, we are appreciative of the project management role of Martha Kyrillidou and the technical development role of Jonathan Sousa, as well as the communications and administration support provided by Amy Hoseth, Richard Groves, and MaShana Davis.

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

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

Colleen Cook
Texas A&M University

Fred Heath
University of Texas

Duane Webster
Association of Research Libraries

1.2 LibQUAL+™: a Project from StatsQUAL™

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

LibQUAL+™ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL Libraries under the leadership of, Fred Heath and Colleen Cook, then both at the Texas A&M University libraries. It matured quickly into a standard assessment tool that has been applied at more than 700 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+™, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+™ over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+™ servers were moved from Texas A&M 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.

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+™ 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 Measurement Program

1.3 LibQUAL+™: Defining and Promoting Library Service Quality

What is LibQUAL+™?

LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of spring 2006, more than 700 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries-some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and other European countries as well as Australia and South Africa. It has been translated into a number of languages, including French, Swedish, Dutch, Afrikaans, German, Danish, Finnish, and Norwegian. The growing LibQUAL+™ community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+™ benefit your library?

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

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

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

How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take

the survey by distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+™ survey?

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

5.5 General Satisfaction Questions Summary for Graduate

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

| Satisfaction Question | Mean | SD | n |
|---|------|------|----|
| In general, I am satisfied with the way in which I am treated at the library. | 7.58 | 1.49 | 66 |
| In general, I am satisfied with library support for my learning, research, and/or teaching needs. | 7.14 | 1.54 | 66 |
| How would you rate the overall quality of the service provided by the library? | 7.30 | 1.26 | 66 |

5.6 Information Literacy Outcomes Questions Summary for Graduate

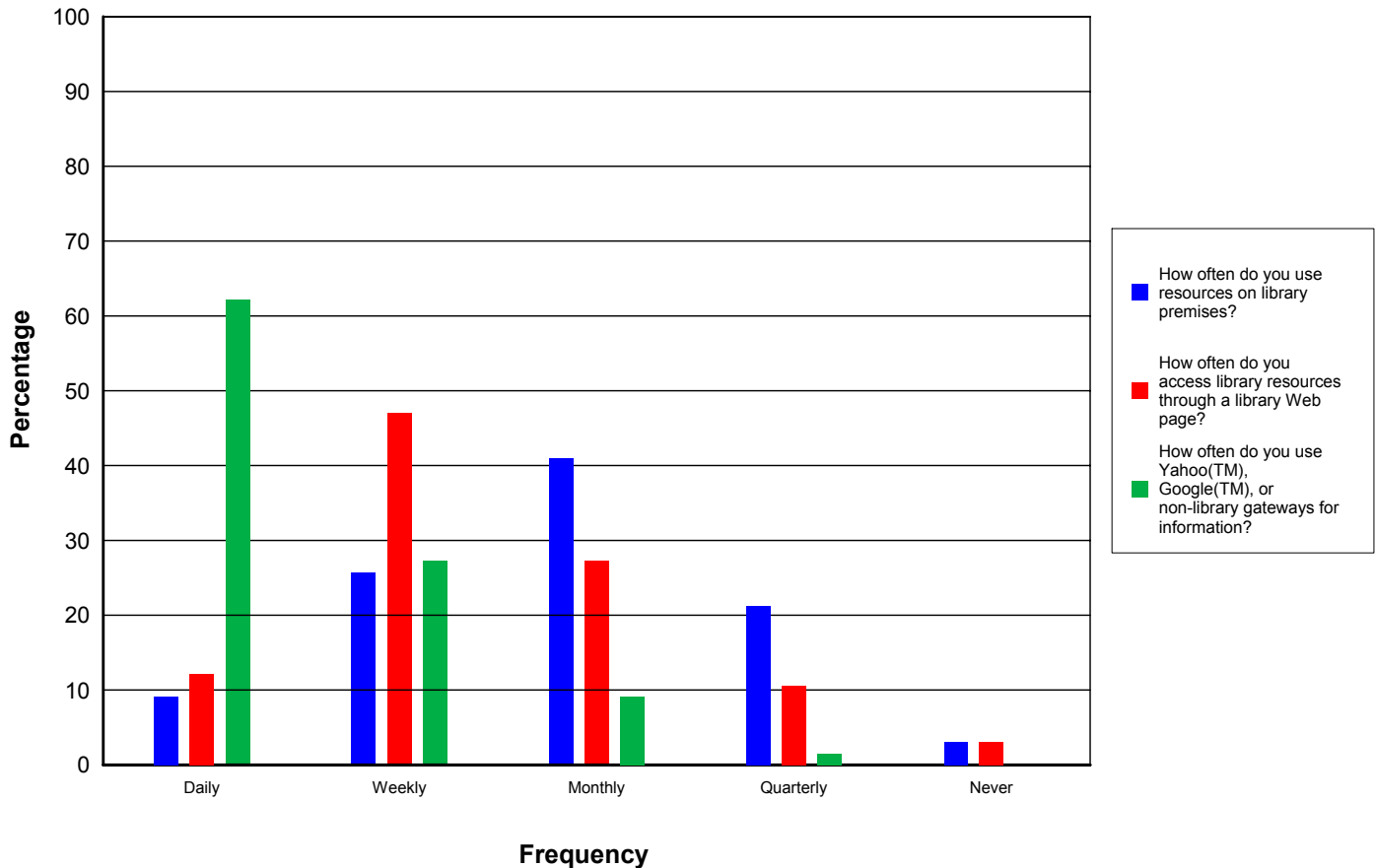
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

| Information Literacy Outcomes Questions | Mean | SD | n |
|---|------|------|----|
| The library helps me stay abreast of developments in my field(s) of interest. | 6.14 | 1.81 | 66 |
| The library aids my advancement in my academic discipline. | 6.74 | 1.68 | 66 |
| The library enables me to be more efficient in my academic pursuits. | 6.85 | 1.70 | 66 |
| The library helps me distinguish between trustworthy and untrustworthy information. | 5.62 | 1.66 | 66 |
| The library provides me with the information skills I need in my work or study. | 6.39 | 1.54 | 66 |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Graduate

5.7 Library Use Summary for Graduate

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



| | Daily | Weekly | Monthly | Quarterly | Never | n / % |
|--|--------------|--------------|--------------|--------------|------------|---------------|
| How often do you use resources on library premises? | 6 9.09% | 17 25.76% | 27 40.91% | 14 21.21% | 2 3.03% | 66 100.00% |
| How often do you access library resources through a library Web page? | 8 12.12% | 31 46.97% | 18 27.27% | 7 10.61% | 2 3.03% | 66 100.00% |
| How often do you use Yahoo(TM), Google(TM), or non-library gateways for information? | 41 62.12% | 18 27.27% | 6 9.09% | 1 1.52% | 0 0.00% | 66 100.00% |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Graduate

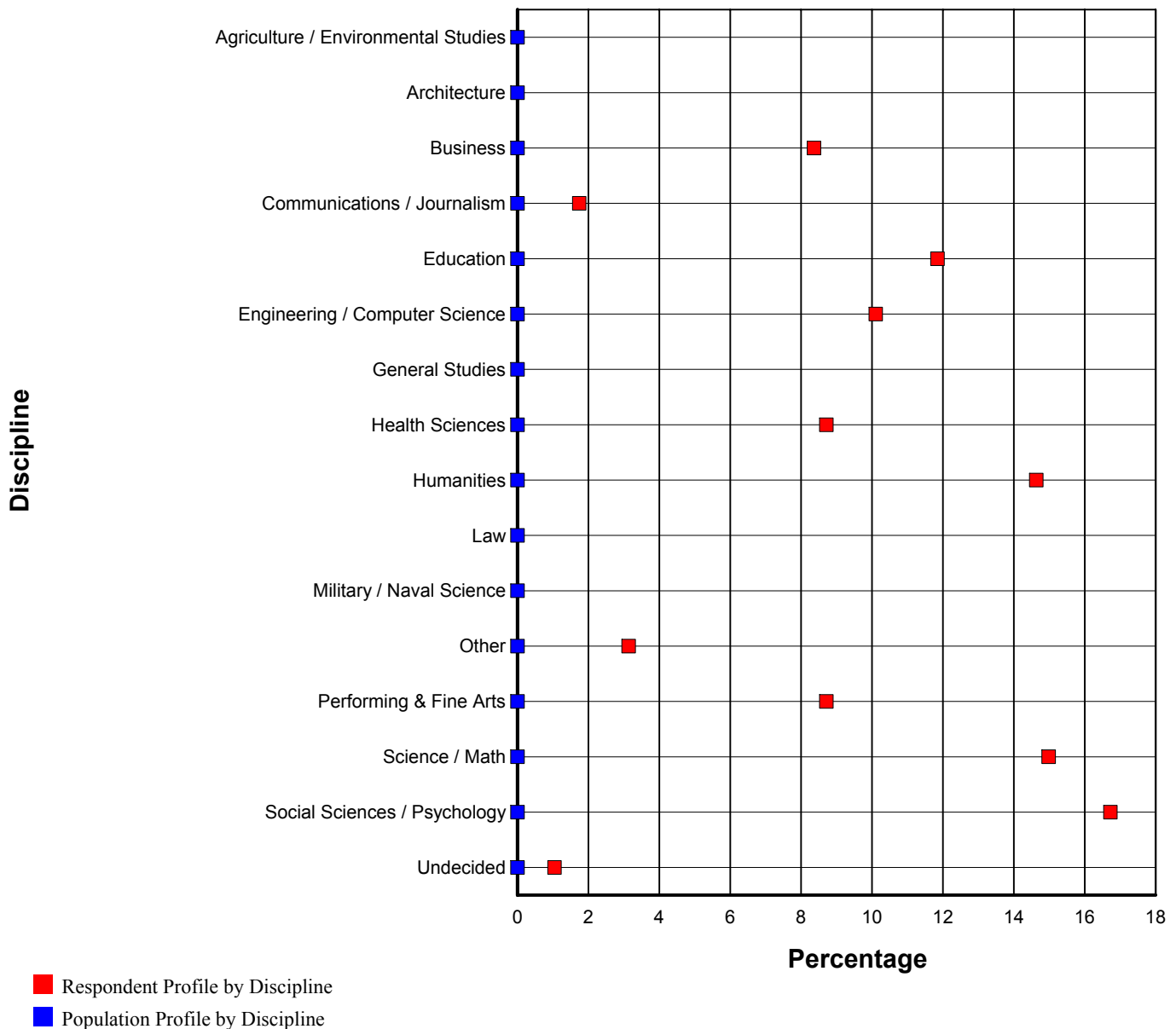
6 Faculty Summary

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

| Discipline | Population N | Population % | Respondents n | Respondents % | %N - %n |
|-------------------------------------|-----------------|-----------------|------------------|------------------|--------------|
| Agriculture / Environmental Studies | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Architecture | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Business | 0 | 0.00% | 24 | 8.36% | -8.36% |
| Communications / Journalism | 0 | 0.00% | 5 | 1.74% | -1.74% |
| Education | 0 | 0.00% | 34 | 11.85% | -11.85% |
| Engineering / Computer Science | 0 | 0.00% | 29 | 10.10% | -10.10% |
| General Studies | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Health Sciences | 0 | 0.00% | 25 | 8.71% | -8.71% |
| Humanities | 0 | 0.00% | 42 | 14.63% | -14.63% |
| Law | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Military / Naval Science | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Other | 0 | 0.00% | 9 | 3.14% | -3.14% |
| Performing & Fine Arts | 0 | 0.00% | 25 | 8.71% | -8.71% |
| Science / Math | 0 | 0.00% | 43 | 14.98% | -14.98% |
| Social Sciences / Psychology | 0 | 0.00% | 48 | 16.72% | -16.72% |
| Undecided | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Total: | 0 | 100.00% | 287 | 100.00% | 0.00% |

Language: American English

Institution Type: College or University

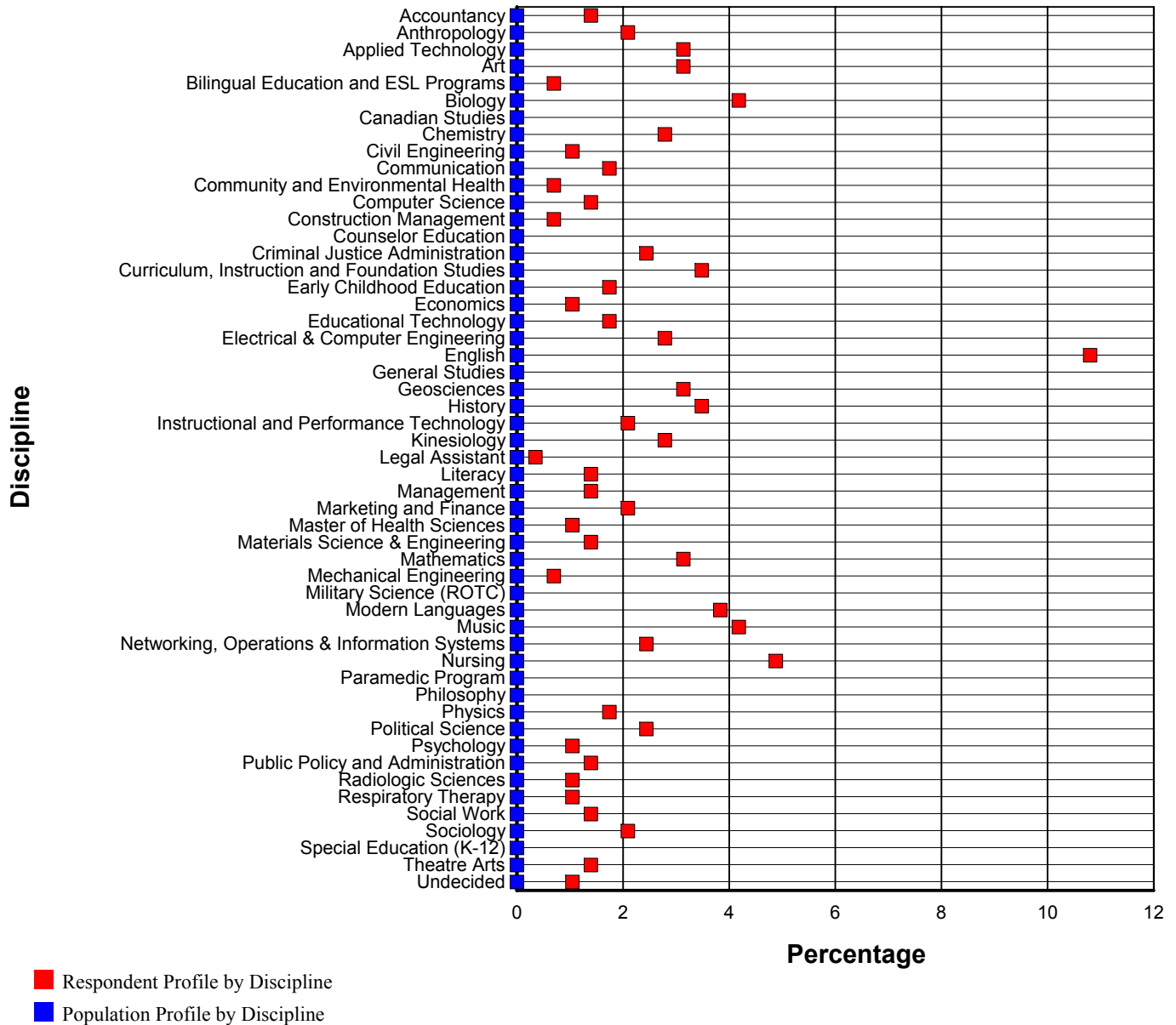
Consortium: None

User Group: Faculty

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

| Discipline | Population N | Population % | Respondents n | Respondents % | %N - %n |
|--|-----------------|-----------------|------------------|------------------|---------|
| Accountancy | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Anthropology | 0 | 0.00% | 6 | 2.09% | -2.09% |
| Applied Technology | 0 | 0.00% | 9 | 3.14% | -3.14% |
| Art | 0 | 0.00% | 9 | 3.14% | -3.14% |
| Bilingual Education and ESL Programs | 0 | 0.00% | 2 | 0.70% | -0.70% |
| Biology | 0 | 0.00% | 12 | 4.18% | -4.18% |
| Canadian Studies | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Chemistry | 0 | 0.00% | 8 | 2.79% | -2.79% |
| Civil Engineering | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Communication | 0 | 0.00% | 5 | 1.74% | -1.74% |
| Community and Environmental Health | 0 | 0.00% | 2 | 0.70% | -0.70% |
| Computer Science | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Construction Management | 0 | 0.00% | 2 | 0.70% | -0.70% |
| Counselor Education | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Criminal Justice Administration | 0 | 0.00% | 7 | 2.44% | -2.44% |
| Curriculum, Instruction and Foundation Studies | 0 | 0.00% | 10 | 3.48% | -3.48% |
| Early Childhood Education | 0 | 0.00% | 5 | 1.74% | -1.74% |
| Economics | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Educational Technology | 0 | 0.00% | 5 | 1.74% | -1.74% |
| Electrical & Computer Engineering | 0 | 0.00% | 8 | 2.79% | -2.79% |
| English | 0 | 0.00% | 31 | 10.80% | -10.80% |
| General Studies | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Geosciences | 0 | 0.00% | 9 | 3.14% | -3.14% |
| History | 0 | 0.00% | 10 | 3.48% | -3.48% |
| Instructional and Performance Technology | 0 | 0.00% | 6 | 2.09% | -2.09% |
| Kinesiology | 0 | 0.00% | 8 | 2.79% | -2.79% |
| Legal Assistant | 0 | 0.00% | 1 | 0.35% | -0.35% |
| Literacy | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Management | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Marketing and Finance | 0 | 0.00% | 6 | 2.09% | -2.09% |
| Master of Health Sciences | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Materials Science & Engineering | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Mathematics | 0 | 0.00% | 9 | 3.14% | -3.14% |

Language: American English

Institution Type: College or University

Consortium: None

User Group: Faculty

| | | | | | |
|--|----------|----------------|------------|----------------|--------------|
| Mechanical Engineering | 0 | 0.00% | 2 | 0.70% | -0.70% |
| Military Science (ROTC) | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Modern Languages | 0 | 0.00% | 11 | 3.83% | -3.83% |
| Music | 0 | 0.00% | 12 | 4.18% | -4.18% |
| Networking, Operations & Information Systems | 0 | 0.00% | 7 | 2.44% | -2.44% |
| Nursing | 0 | 0.00% | 14 | 4.88% | -4.88% |
| Paramedic Program | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Philosophy | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Physics | 0 | 0.00% | 5 | 1.74% | -1.74% |
| Political Science | 0 | 0.00% | 7 | 2.44% | -2.44% |
| Psychology | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Public Policy and Administration | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Radiologic Sciences | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Respiratory Therapy | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Social Work | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Sociology | 0 | 0.00% | 6 | 2.09% | -2.09% |
| Special Education (K-12) | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Theatre Arts | 0 | 0.00% | 4 | 1.39% | -1.39% |
| Undecided | 0 | 0.00% | 3 | 1.05% | -1.05% |
| Total: | 0 | 100.00% | 287 | 100.00% | 0.00% |

Language: American English
Institution Type: College or University
Consortium: None
User Group: Faculty

6.1.3 Respondent Profile for Faculty by Age

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

| Age | Respondents n | Respondents % |
|---------------|------------------|------------------|
| Under 18 | 0 | 0.00% |
| 18 - 22 | 0 | 0.00% |
| 23 - 30 | 19 | 6.62% |
| 31 - 45 | 116 | 40.42% |
| 46 - 65 | 149 | 51.92% |
| Over 65 | 3 | 1.05% |
| Total: | 287 | 100.00% |

6.1.4 Respondent Profile 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 | Respondents n | Respondents % |
|---------------|------------------|------------------|
| Male | 145 | 50.52% |
| Female | 142 | 49.48% |
| Total: | 287 | 100.00% |

Language: American English

Institution Type: College or University

Consortium: None

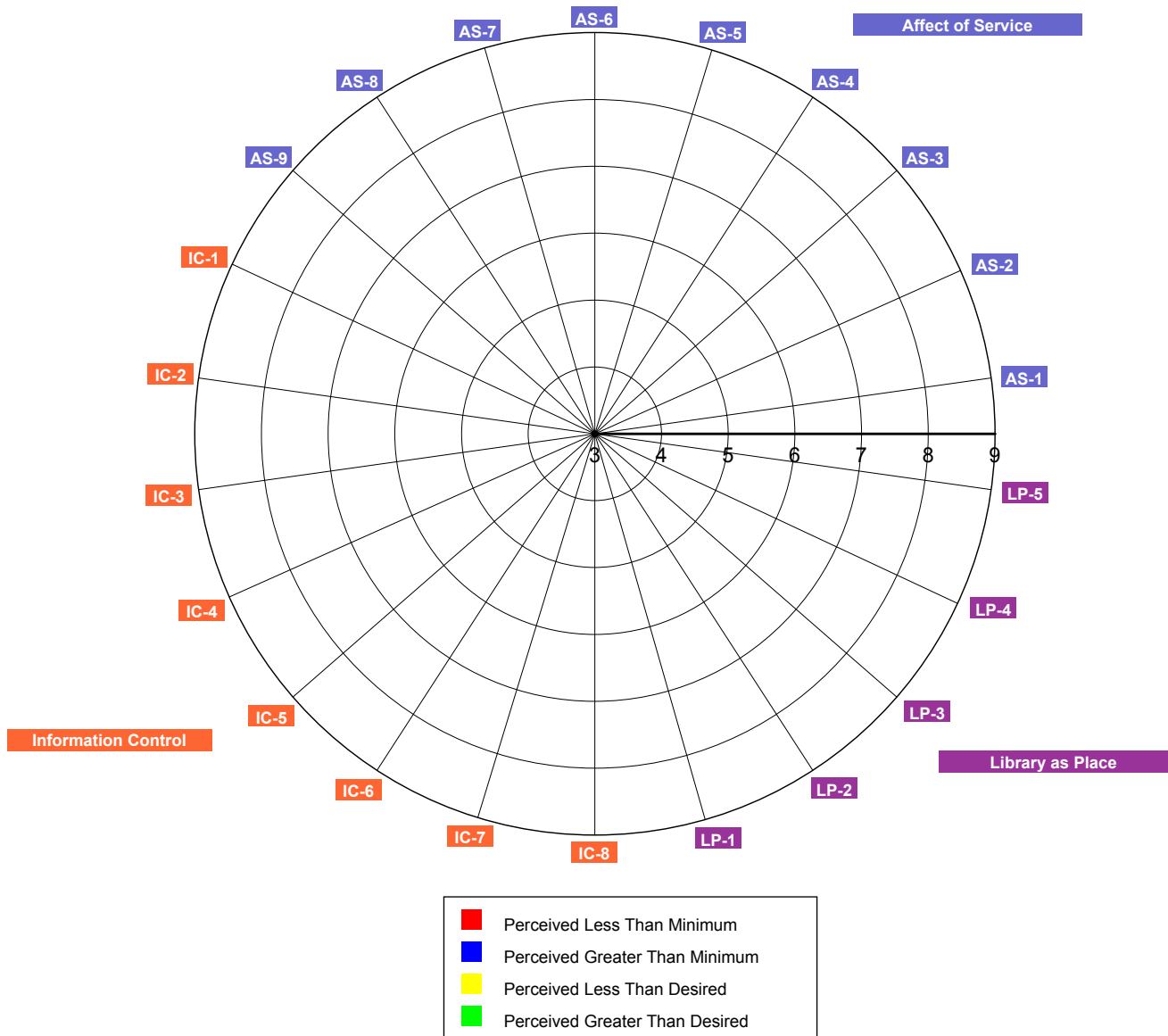
User Group: Faculty

6.2 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 or 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: None
 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 | 6.14 | 7.89 | 6.94 | 0.80 | -0.95 | 273 |
| AS-2 | Giving users individual attention | 6.52 | 7.66 | 7.05 | 0.53 | -0.61 | 279 |
| AS-3 | Employees who are consistently courteous | 7.13 | 8.15 | 7.56 | 0.43 | -0.59 | 280 |
| AS-4 | Readiness to respond to users' questions | 7.04 | 8.14 | 7.53 | 0.49 | -0.62 | 278 |
| AS-5 | Employees who have the knowledge to answer user questions | 7.22 | 8.27 | 7.45 | 0.23 | -0.82 | 279 |
| AS-6 | Employees who deal with users in a caring fashion | 6.63 | 7.80 | 7.26 | 0.63 | -0.54 | 281 |
| AS-7 | Employees who understand the needs of their users | 6.89 | 7.98 | 7.09 | 0.20 | -0.89 | 271 |
| AS-8 | Willingness to help users | 6.87 | 7.99 | 7.45 | 0.57 | -0.54 | 274 |
| AS-9 | Dependability in handling users' service problems | 7.03 | 8.12 | 7.21 | 0.18 | -0.91 | 252 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 7.13 | 8.44 | 6.93 | -0.21 | -1.52 | 282 |
| IC-2 | A library Web site enabling me to locate information on my own | 7.36 | 8.44 | 6.95 | -0.40 | -1.48 | 287 |
| IC-3 | The printed library materials I need for my work | 6.74 | 8.00 | 6.23 | -0.51 | -1.77 | 275 |
| IC-4 | The electronic information resources I need | 7.19 | 8.46 | 6.52 | -0.66 | -1.93 | 284 |
| IC-5 | Modern equipment that lets me easily access needed information | 7.08 | 8.25 | 7.07 | -0.01 | -1.18 | 277 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 7.06 | 8.27 | 6.92 | -0.14 | -1.35 | 286 |
| IC-7 | Making information easily accessible for independent use | 7.11 | 8.26 | 7.03 | -0.07 | -1.23 | 276 |
| IC-8 | Print and/or electronic journal collections I require for my work | 7.32 | 8.44 | 5.94 | -1.38 | -2.49 | 277 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 6.25 | 7.61 | 6.73 | 0.48 | -0.89 | 263 |
| LP-2 | Quiet space for individual activities | 6.08 | 7.27 | 7.02 | 0.94 | -0.25 | 252 |
| LP-3 | A comfortable and inviting location | 6.32 | 7.59 | 7.06 | 0.74 | -0.54 | 266 |
| LP-4 | A getaway for study, learning, or research | 6.12 | 7.40 | 6.73 | 0.61 | -0.67 | 255 |
| LP-5 | Community space for group learning and group study | 5.46 | 6.42 | 6.25 | 0.79 | -0.16 | 207 |
| Overall: | | 6.79 | 7.98 | 6.94 | 0.15 | -1.04 | 288 |

Language: American English

Institution Type: College or University

Consortium: None

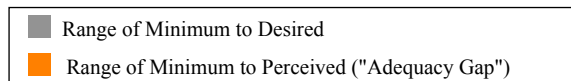
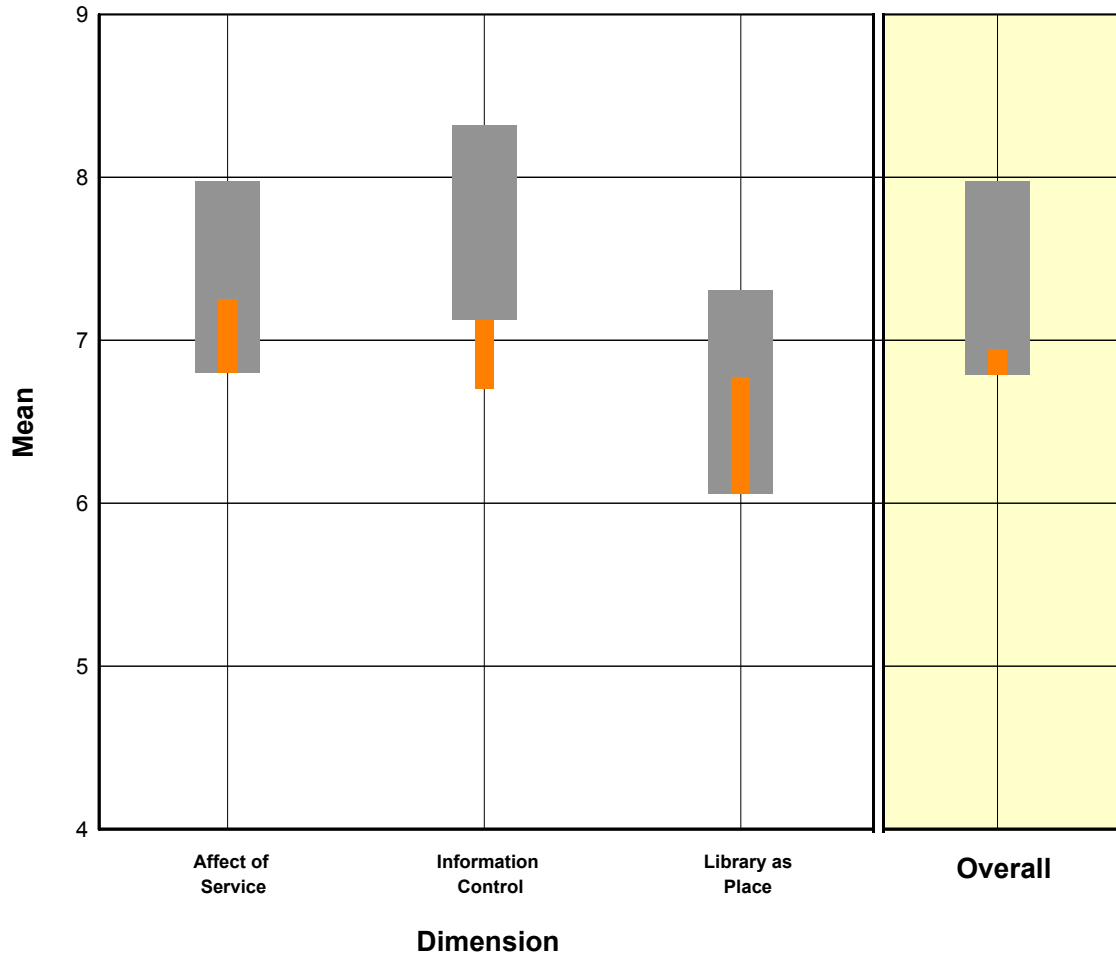
User Group: Faculty

| 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 | 1.65 | 1.46 | 1.58 | 1.82 | 1.79 | 273 |
| AS-2 | Giving users individual attention | 1.69 | 1.52 | 1.56 | 1.73 | 1.63 | 279 |
| AS-3 | Employees who are consistently courteous | 1.66 | 1.20 | 1.57 | 1.92 | 1.66 | 280 |
| AS-4 | Readiness to respond to users' questions | 1.55 | 1.22 | 1.32 | 1.56 | 1.45 | 278 |
| AS-5 | Employees who have the knowledge to answer user questions | 1.54 | 1.16 | 1.33 | 1.64 | 1.45 | 279 |
| AS-6 | Employees who deal with users in a caring fashion | 1.69 | 1.43 | 1.55 | 1.85 | 1.69 | 281 |
| AS-7 | Employees who understand the needs of their users | 1.53 | 1.31 | 1.51 | 1.78 | 1.65 | 271 |
| AS-8 | Willingness to help users | 1.66 | 1.41 | 1.43 | 1.71 | 1.49 | 274 |
| AS-9 | Dependability in handling users' service problems | 1.51 | 1.20 | 1.51 | 1.70 | 1.52 | 252 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 1.55 | 0.95 | 1.83 | 2.32 | 2.03 | 282 |
| IC-2 | A library Web site enabling me to locate information on my own | 1.55 | 1.04 | 1.72 | 2.17 | 1.89 | 287 |
| IC-3 | The printed library materials I need for my work | 1.71 | 1.46 | 1.84 | 2.22 | 2.18 | 275 |
| IC-4 | The electronic information resources I need | 1.47 | 0.97 | 1.81 | 2.32 | 2.08 | 284 |
| IC-5 | Modern equipment that lets me easily access needed information | 1.45 | 1.02 | 1.36 | 1.81 | 1.50 | 277 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 1.49 | 1.08 | 1.43 | 1.94 | 1.64 | 286 |
| IC-7 | Making information easily accessible for independent use | 1.46 | 1.10 | 1.43 | 1.94 | 1.66 | 276 |
| IC-8 | Print and/or electronic journal collections I require for my work | 1.57 | 1.08 | 2.09 | 2.62 | 2.43 | 277 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 1.72 | 1.71 | 1.63 | 1.90 | 2.01 | 263 |
| LP-2 | Quiet space for individual activities | 2.09 | 1.87 | 1.55 | 2.02 | 1.89 | 252 |
| LP-3 | A comfortable and inviting location | 1.72 | 1.54 | 1.52 | 1.78 | 1.80 | 266 |
| LP-4 | A getaway for study, learning, or research | 2.05 | 2.03 | 1.57 | 2.08 | 2.19 | 255 |
| LP-5 | Community space for group learning and group study | 2.25 | 2.27 | 1.62 | 2.08 | 2.13 | 207 |
| Overall: | | 1.21 | 0.91 | 1.21 | 1.39 | 1.24 | 288 |

Language: American English
Institution Type: College or University
Consortium: None
User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

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



Language: American English
 Institution Type: College or University
 Consortium: None
 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 | 6.80 | 7.98 | 7.25 | 0.45 | -0.72 | 288 |
| Information Control | 7.12 | 8.32 | 6.70 | -0.42 | -1.61 | 288 |
| Library as Place | 6.06 | 7.31 | 6.78 | 0.71 | -0.53 | 279 |
| Overall: | 6.79 | 7.98 | 6.94 | 0.15 | -1.04 | 288 |

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 | 1.33 | 1.10 | 1.31 | 1.46 | 1.36 | 288 |
| Information Control | 1.24 | 0.81 | 1.36 | 1.76 | 1.52 | 288 |
| Library as Place | 1.64 | 1.54 | 1.38 | 1.58 | 1.60 | 279 |
| Overall: | 1.21 | 0.91 | 1.21 | 1.39 | 1.24 | 288 |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

6.4 Local Questions Summary for Faculty

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

| Question Text | Minimum Mean | Desired Mean | Perceived Mean | Adequacy Mean | Superiority Mean | n |
|---|--------------|--------------|----------------|---------------|------------------|-----|
| Ease of using library's online article indexes | 7.00 | 8.37 | 6.76 | -0.23 | -1.61 | 284 |
| An environment that facilitates group study and problem solving | 5.54 | 6.52 | 6.38 | 0.84 | -0.15 | 210 |
| The multimedia (CD / DVD / video / audio) collections I need | 6.10 | 7.39 | 6.19 | 0.09 | -1.21 | 213 |
| Teaching me how to locate, evaluate, and use information | 6.35 | 7.51 | 6.96 | 0.61 | -0.55 | 259 |
| The library collection provides information resources reflecting diverse points of view | 6.71 | 7.68 | 6.77 | 0.06 | -0.91 | 243 |

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

| Question Text | Minimum SD | Desired SD | Perceived SD | Adequacy SD | Superiority SD | n |
|---|------------|------------|--------------|-------------|----------------|-----|
| Ease of using library's online article indexes | 1.47 | 1.10 | 1.68 | 2.04 | 1.89 | 284 |
| An environment that facilitates group study and problem solving | 2.16 | 2.20 | 1.62 | 1.97 | 2.02 | 210 |
| The multimedia (CD / DVD / video / audio) collections I need | 2.08 | 1.94 | 1.72 | 2.30 | 2.23 | 213 |
| Teaching me how to locate, evaluate, and use information | 1.96 | 1.70 | 1.56 | 1.95 | 1.77 | 259 |
| The library collection provides information resources reflecting diverse points of view | 1.96 | 1.71 | 1.62 | 2.14 | 1.88 | 243 |

Language: American English

Institution Type: College or University

Consortium: None

User Group: Faculty

6.5 General Satisfaction Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each 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 | 1.50 | 288 |
| In general, I am satisfied with library support for my learning, research, and/or teaching needs. | 6.40 | 2.10 | 288 |
| How would you rate the overall quality of the service provided by the library? | 6.91 | 1.66 | 288 |

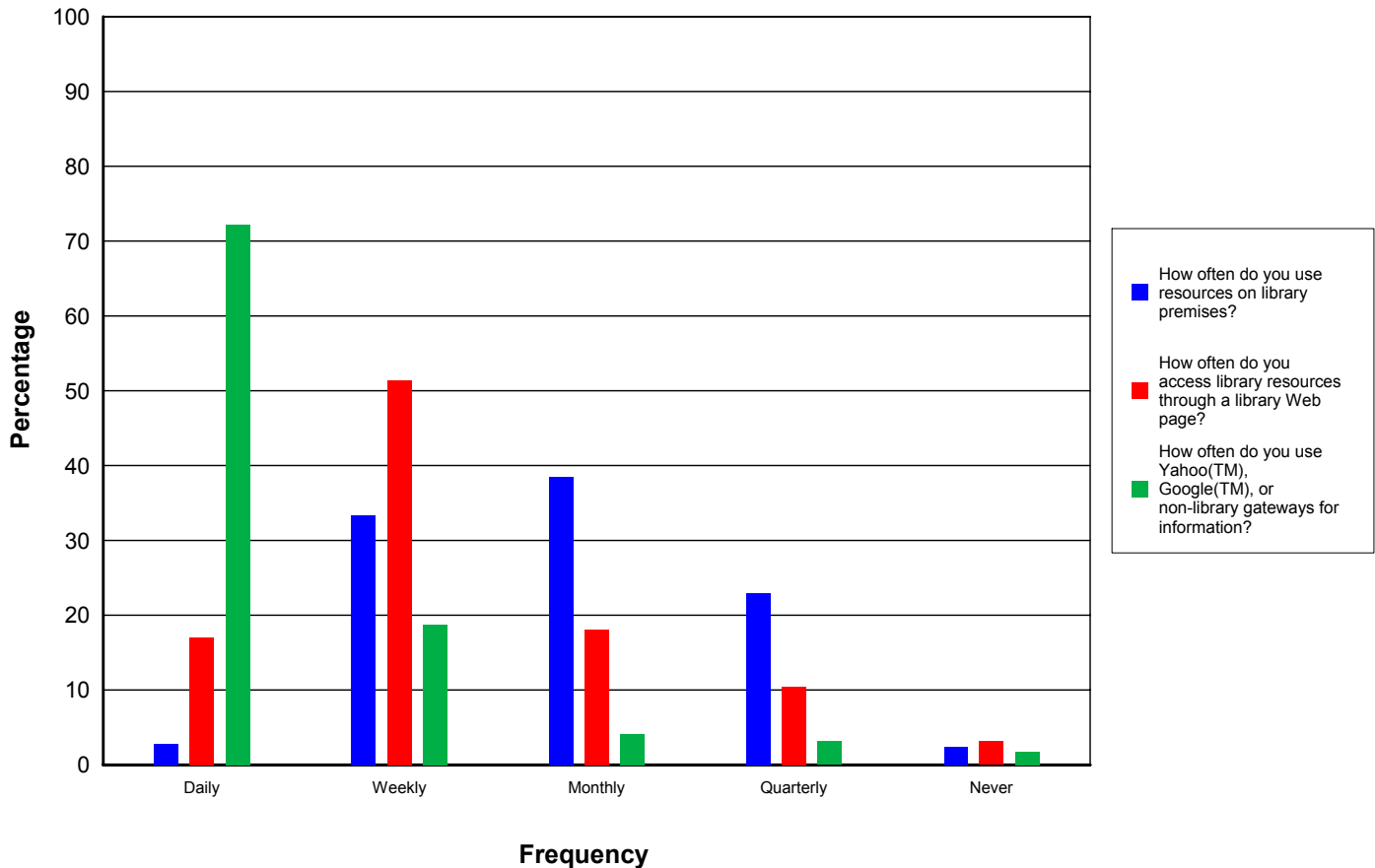
6.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each 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. | 5.86 | 2.05 | 288 |
| The library aids my advancement in my academic discipline. | 6.19 | 2.00 | 288 |
| The library enables me to be more efficient in my academic pursuits. | 6.36 | 2.01 | 288 |
| The library helps me distinguish between trustworthy and untrustworthy information. | 5.43 | 1.99 | 288 |
| The library provides me with the information skills I need in my work or study. | 5.84 | 1.82 | 288 |

6.7 Library Use Summary for Faculty

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



| | Daily | Weekly | Monthly | Quarterly | Never | n / % |
|--|---------------|---------------|---------------|--------------|------------|----------------|
| How often do you use resources on library premises? | 8 2.78% | 96 33.33% | 111 38.54% | 66 22.92% | 7 2.43% | 288 100.00% |
| How often do you access library resources through a library Web page? | 49 17.01% | 148 51.39% | 52 18.06% | 30 10.42% | 9 3.13% | 288 100.00% |
| How often do you use Yahoo(TM), Google(TM), or non-library gateways for information? | 208 72.22% | 54 18.75% | 12 4.17% | 9 3.13% | 5 1.74% | 288 100.00% |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

7 Library Staff Summary

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile for Library Staff by Age

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

| Age | Respondents n | Respondents % |
|---------------|------------------|------------------|
| Under 18 | 0 | 0.00% |
| 18 - 22 | 0 | 0.00% |
| 23 - 30 | 3 | 6.25% |
| 31 - 45 | 10 | 20.83% |
| 46 - 65 | 33 | 68.75% |
| Over 65 | 2 | 4.17% |
| Total: | 48 | 100.00% |

7.1.2 Respondent Profile for Library Staff by Sex

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

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

| Sex | Respondents n | Respondents % |
|---------------|------------------|------------------|
| Male | 9 | 18.75% |
| Female | 39 | 81.25% |
| Total: | 48 | 100.00% |

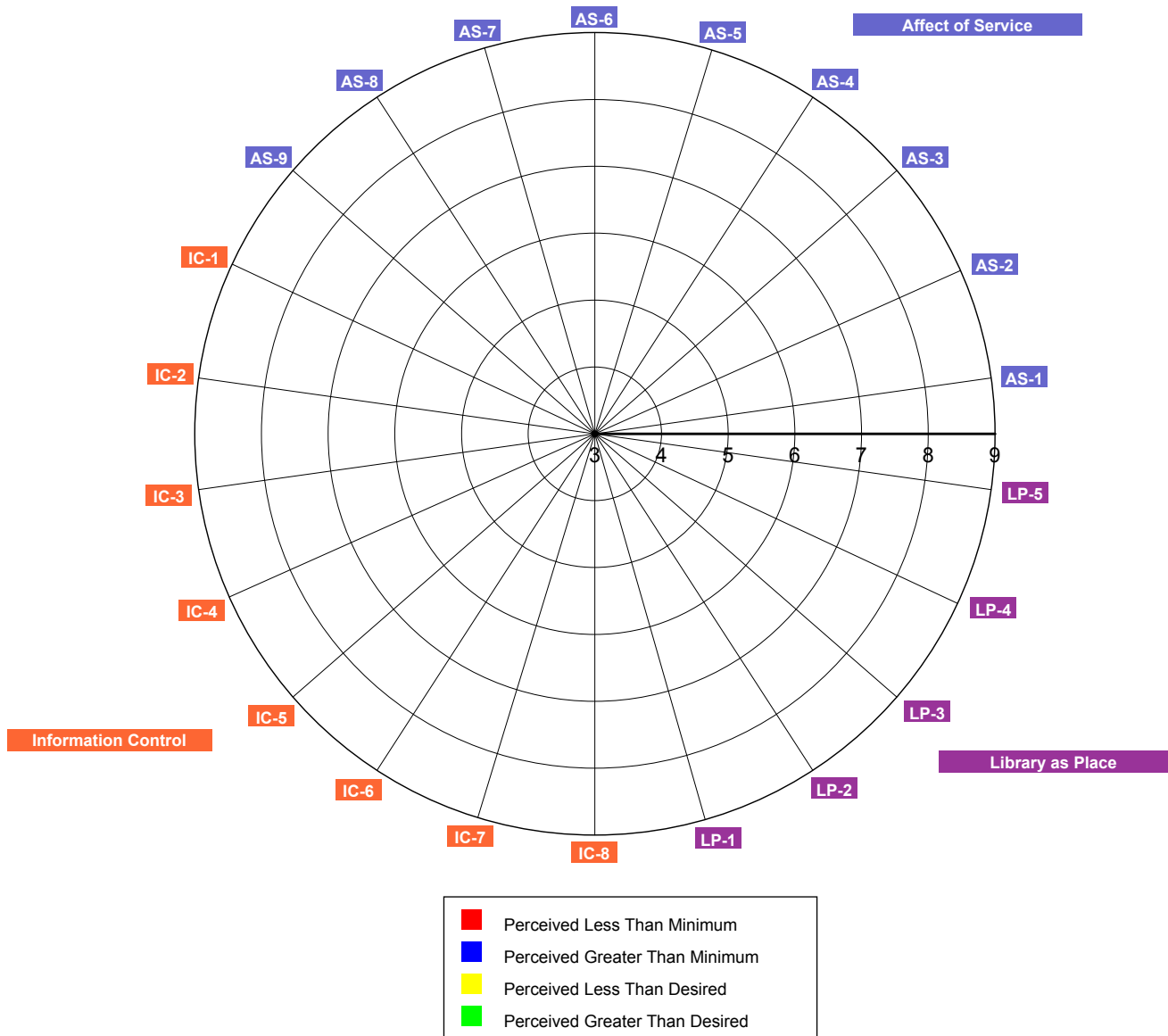
Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Library Staff

7.2 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 or 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: None
 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 | 6.34 | 8.34 | 6.87 | 0.53 | -1.47 | 47 |
| AS-2 | Giving users individual attention | 6.40 | 8.02 | 7.15 | 0.74 | -0.87 | 47 |
| AS-3 | Employees who are consistently courteous | 7.02 | 8.40 | 7.53 | 0.51 | -0.87 | 47 |
| AS-4 | Readiness to respond to users' questions | 6.96 | 8.21 | 7.65 | 0.69 | -0.56 | 48 |
| AS-5 | Employees who have the knowledge to answer user questions | 7.04 | 8.42 | 7.50 | 0.46 | -0.92 | 48 |
| AS-6 | Employees who deal with users in a caring fashion | 6.79 | 8.17 | 7.36 | 0.57 | -0.81 | 47 |
| AS-7 | Employees who understand the needs of their users | 6.60 | 8.11 | 7.23 | 0.64 | -0.87 | 47 |
| AS-8 | Willingness to help users | 7.06 | 8.47 | 7.64 | 0.57 | -0.83 | 47 |
| AS-9 | Dependability in handling users' service problems | 6.81 | 8.27 | 7.44 | 0.63 | -0.83 | 48 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 6.36 | 7.98 | 7.66 | 1.30 | -0.32 | 44 |
| IC-2 | A library Web site enabling me to locate information on my own | 6.83 | 8.27 | 6.94 | 0.10 | -1.33 | 48 |
| IC-3 | The printed library materials I need for my work | 6.57 | 8.09 | 6.98 | 0.41 | -1.11 | 46 |
| IC-4 | The electronic information resources I need | 6.46 | 8.10 | 7.19 | 0.73 | -0.92 | 48 |
| IC-5 | Modern equipment that lets me easily access needed information | 6.77 | 8.17 | 7.47 | 0.70 | -0.70 | 47 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 6.81 | 8.26 | 7.19 | 0.38 | -1.06 | 47 |
| IC-7 | Making information easily accessible for independent use | 6.83 | 8.23 | 7.30 | 0.47 | -0.94 | 47 |
| IC-8 | Print and/or electronic journal collections I require for my work | 6.40 | 8.02 | 7.11 | 0.71 | -0.91 | 45 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 6.60 | 8.27 | 6.94 | 0.33 | -1.33 | 48 |
| LP-2 | Quiet space for individual activities | 6.48 | 7.88 | 6.90 | 0.42 | -0.98 | 48 |
| LP-3 | A comfortable and inviting location | 6.48 | 7.90 | 6.92 | 0.44 | -0.98 | 48 |
| LP-4 | A getaway for study, learning, or research | 6.53 | 8.13 | 7.11 | 0.58 | -1.02 | 45 |
| LP-5 | Community space for group learning and group study | 5.86 | 7.48 | 6.45 | 0.59 | -1.02 | 44 |
| Overall: | | 6.66 | 8.15 | 7.20 | 0.53 | -0.96 | 48 |

Language: American English
Institution Type: College or University
Consortium: None
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 | 1.65 | 0.89 | 1.13 | 1.85 | 1.21 | 47 |
| AS-2 | Giving users individual attention | 1.68 | 1.28 | 1.46 | 2.02 | 1.54 | 47 |
| AS-3 | Employees who are consistently courteous | 1.71 | 0.95 | 1.00 | 2.00 | 1.13 | 47 |
| AS-4 | Readiness to respond to users' questions | 1.60 | 0.99 | 1.06 | 1.74 | 1.32 | 48 |
| AS-5 | Employees who have the knowledge to answer user questions | 1.52 | 0.92 | 1.11 | 1.92 | 1.13 | 48 |
| AS-6 | Employees who deal with users in a caring fashion | 1.72 | 1.20 | 1.09 | 2.01 | 1.53 | 47 |
| AS-7 | Employees who understand the needs of their users | 1.79 | 1.15 | 1.20 | 1.99 | 1.17 | 47 |
| AS-8 | Willingness to help users | 1.72 | 1.00 | 0.99 | 1.93 | 1.19 | 47 |
| AS-9 | Dependability in handling users' service problems | 1.61 | 0.96 | 0.97 | 1.70 | 1.10 | 48 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 1.66 | 1.36 | 1.16 | 1.53 | 1.47 | 44 |
| IC-2 | A library Web site enabling me to locate information on my own | 1.55 | 1.07 | 1.41 | 1.98 | 1.65 | 48 |
| IC-3 | The printed library materials I need for my work | 1.61 | 1.17 | 1.09 | 1.71 | 1.30 | 46 |
| IC-4 | The electronic information resources I need | 1.58 | 1.08 | 1.04 | 1.62 | 1.27 | 48 |
| IC-5 | Modern equipment that lets me easily access needed information | 1.63 | 1.01 | 1.00 | 1.53 | 1.18 | 47 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 1.53 | 1.03 | 1.04 | 1.85 | 1.31 | 47 |
| IC-7 | Making information easily accessible for independent use | 1.63 | 1.07 | 0.98 | 1.87 | 1.21 | 47 |
| IC-8 | Print and/or electronic journal collections I require for my work | 1.75 | 1.29 | 1.09 | 1.90 | 1.61 | 45 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 1.75 | 0.98 | 1.41 | 1.80 | 1.48 | 48 |
| LP-2 | Quiet space for individual activities | 1.64 | 1.21 | 1.42 | 2.07 | 1.52 | 48 |
| LP-3 | A comfortable and inviting location | 1.66 | 1.17 | 1.43 | 1.77 | 1.68 | 48 |
| LP-4 | A getaway for study, learning, or research | 1.80 | 1.08 | 1.19 | 1.94 | 1.39 | 45 |
| LP-5 | Community space for group learning and group study | 2.00 | 1.53 | 1.49 | 2.13 | 1.97 | 44 |
| Overall: | | 1.45 | 0.86 | 0.88 | 1.59 | 1.03 | 48 |

Language: American English

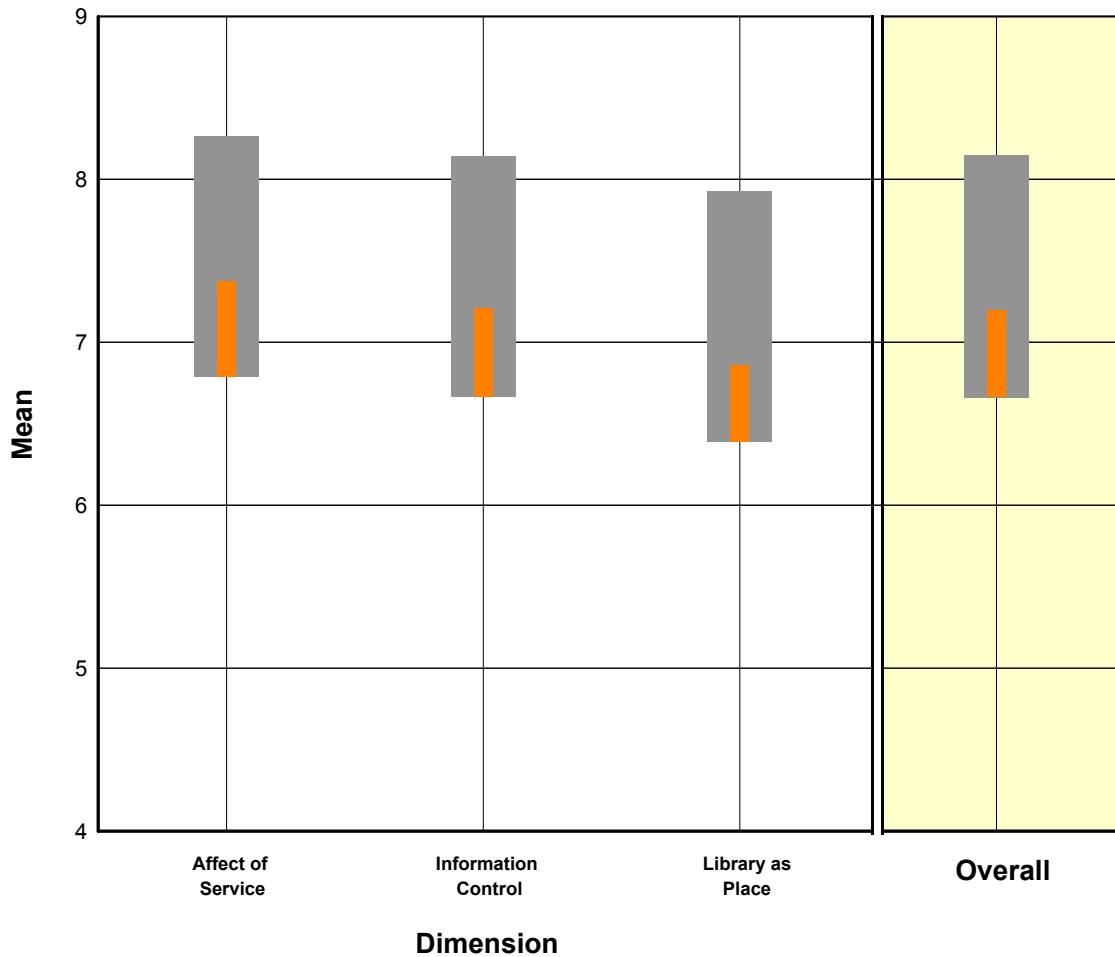
Institution Type: College or University

Consortium: None

User Group: Library Staff

7.3 Core Question Dimensions Summary for Library Staff

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



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

Language: American English
 Institution Type: College or University
 Consortium: None
 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 | 6.79 | 8.26 | 7.37 | 0.58 | -0.89 | 48 |
| Information Control | 6.67 | 8.14 | 7.21 | 0.54 | -0.93 | 48 |
| Library as Place | 6.39 | 7.93 | 6.86 | 0.47 | -1.07 | 48 |
| Overall: | 6.66 | 8.15 | 7.20 | 0.53 | -0.96 | 48 |

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 | 1.51 | 0.88 | 0.91 | 1.71 | 1.02 | 48 |
| Information Control | 1.41 | 0.94 | 0.86 | 1.50 | 1.07 | 48 |
| Library as Place | 1.59 | 0.98 | 1.18 | 1.74 | 1.35 | 48 |
| Overall: | 1.45 | 0.86 | 0.88 | 1.59 | 1.03 | 48 |

Language: American English

Institution Type: College or University

Consortium: None

User Group: Library Staff

7.4 Local Questions Summary for Library Staff

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

| Question Text | Minimum Mean | Desired Mean | Perceived Mean | Adequacy Mean | Superiority Mean | n |
|---|--------------|--------------|----------------|---------------|------------------|----|
| Ease of using library's online article indexes | 6.34 | 8.15 | 6.70 | 0.36 | -1.45 | 47 |
| An environment that facilitates group study and problem solving | 5.83 | 7.28 | 6.63 | 0.80 | -0.65 | 46 |
| The multimedia (CD / DVD / video / audio) collections I need | 5.96 | 7.53 | 6.84 | 0.89 | -0.69 | 45 |
| Teaching me how to locate, evaluate, and use information | 6.65 | 8.13 | 7.09 | 0.43 | -1.04 | 46 |
| The library collection provides information resources reflecting diverse points of view | 6.73 | 7.96 | 7.38 | 0.65 | -0.58 | 48 |

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

| Question Text | Minimum SD | Desired SD | Perceived SD | Adequacy SD | Superiority SD | n |
|---|------------|------------|--------------|-------------|----------------|----|
| Ease of using library's online article indexes | 1.63 | 1.14 | 1.18 | 1.88 | 1.36 | 47 |
| An environment that facilitates group study and problem solving | 1.83 | 1.49 | 1.36 | 1.96 | 1.95 | 46 |
| The multimedia (CD / DVD / video / audio) collections I need | 1.74 | 1.36 | 1.21 | 1.64 | 1.53 | 45 |
| Teaching me how to locate, evaluate, and use information | 1.79 | 1.26 | 1.21 | 2.07 | 1.49 | 46 |
| The library collection provides information resources reflecting diverse points of view | 1.62 | 1.41 | 1.12 | 1.73 | 1.65 | 48 |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Library Staff

7.5 General Satisfaction Questions Summary for Library Staff

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

| Satisfaction Question | Mean | SD | n |
|---|------|------|----|
| In general, I am satisfied with the way in which I am treated at the library. | 7.31 | 1.45 | 48 |
| In general, I am satisfied with library support for my learning, research, and/or teaching needs. | 6.96 | 1.60 | 48 |
| How would you rate the overall quality of the service provided by the library? | 7.35 | 1.16 | 48 |

7.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each 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. | 6.81 | 1.38 | 48 |
| The library aids my advancement in my academic discipline. | 6.56 | 1.57 | 48 |
| The library enables me to be more efficient in my academic pursuits. | 6.71 | 1.65 | 48 |
| The library helps me distinguish between trustworthy and untrustworthy information. | 6.29 | 1.44 | 48 |
| The library provides me with the information skills I need in my work or study. | 6.98 | 1.28 | 48 |

Language: American English

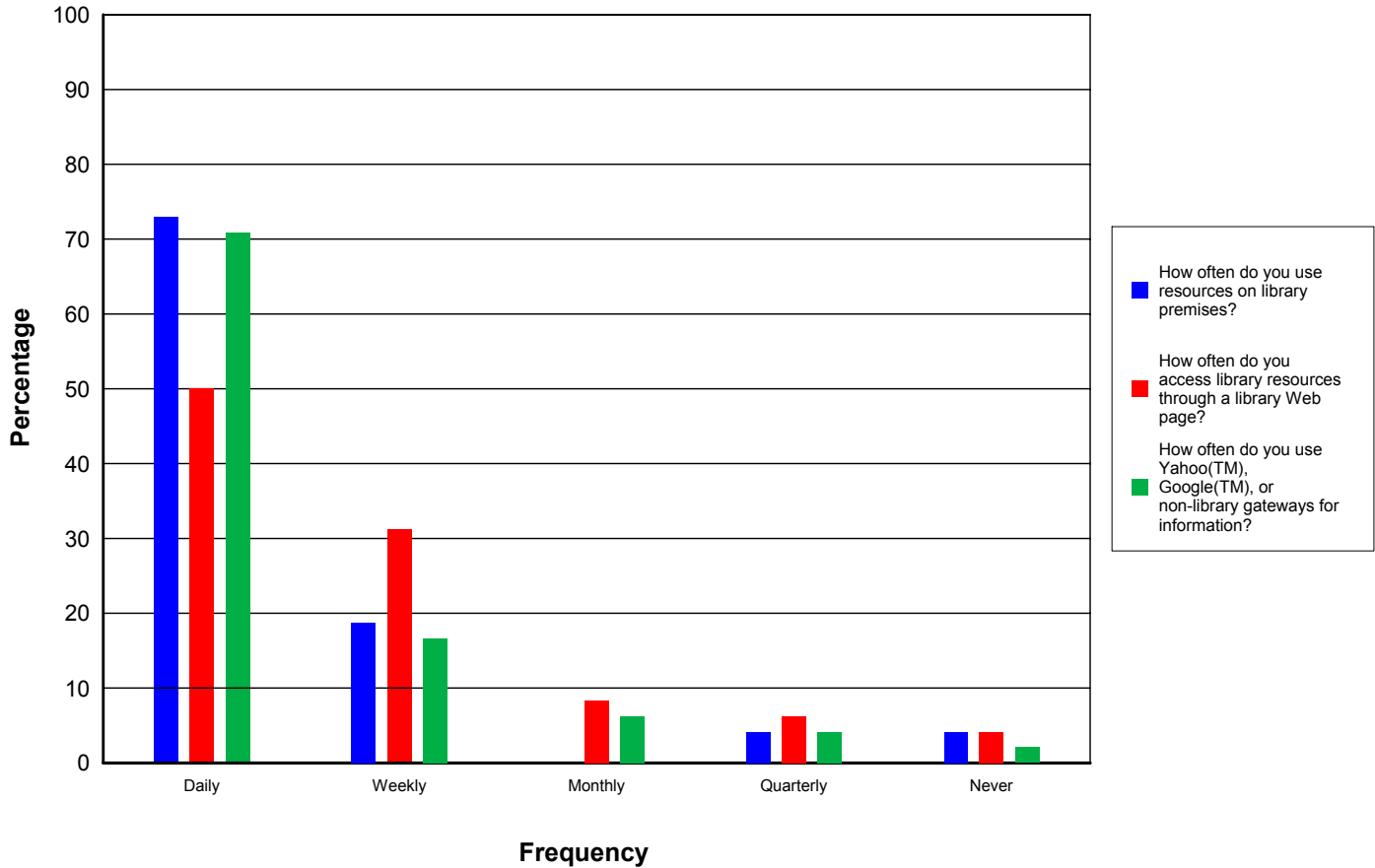
Institution Type: College or University

Consortium: None

User Group: Library Staff

7.7 Library Use Summary for Library Staff

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



| | Daily | Weekly | Monthly | Quarterly | Never | n / % |
|--|--------------|--------------|------------|------------|------------|---------------|
| How often do you use resources on library premises? | 35 72.92% | 9 18.75% | 0 0.00% | 2 4.17% | 2 4.17% | 48 100.00% |
| How often do you access library resources through a library Web page? | 24 50.00% | 15 31.25% | 4 8.33% | 3 6.25% | 2 4.17% | 48 100.00% |
| How often do you use Yahoo(TM), Google(TM), or non-library gateways for information? | 34 70.83% | 8 16.67% | 3 6.25% | 2 4.17% | 1 2.08% | 48 100.00% |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Library Staff

8 Staff Summary

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 % |
|---------------|------------------|------------------|
| Under 18 | 0 | 0.00% |
| 18 - 22 | 1 | 0.43% |
| 23 - 30 | 25 | 10.64% |
| 31 - 45 | 89 | 37.87% |
| 46 - 65 | 118 | 50.21% |
| Over 65 | 2 | 0.85% |
| Total: | 235 | 100.00% |

8.1.2 Respondent Profile for Staff by Sex

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

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

| Sex | Respondents n | Respondents % |
|---------------|------------------|------------------|
| Male | 85 | 36.17% |
| Female | 150 | 63.83% |
| Total: | 235 | 100.00% |

Language: American English

Institution Type: College or University

Consortium: None

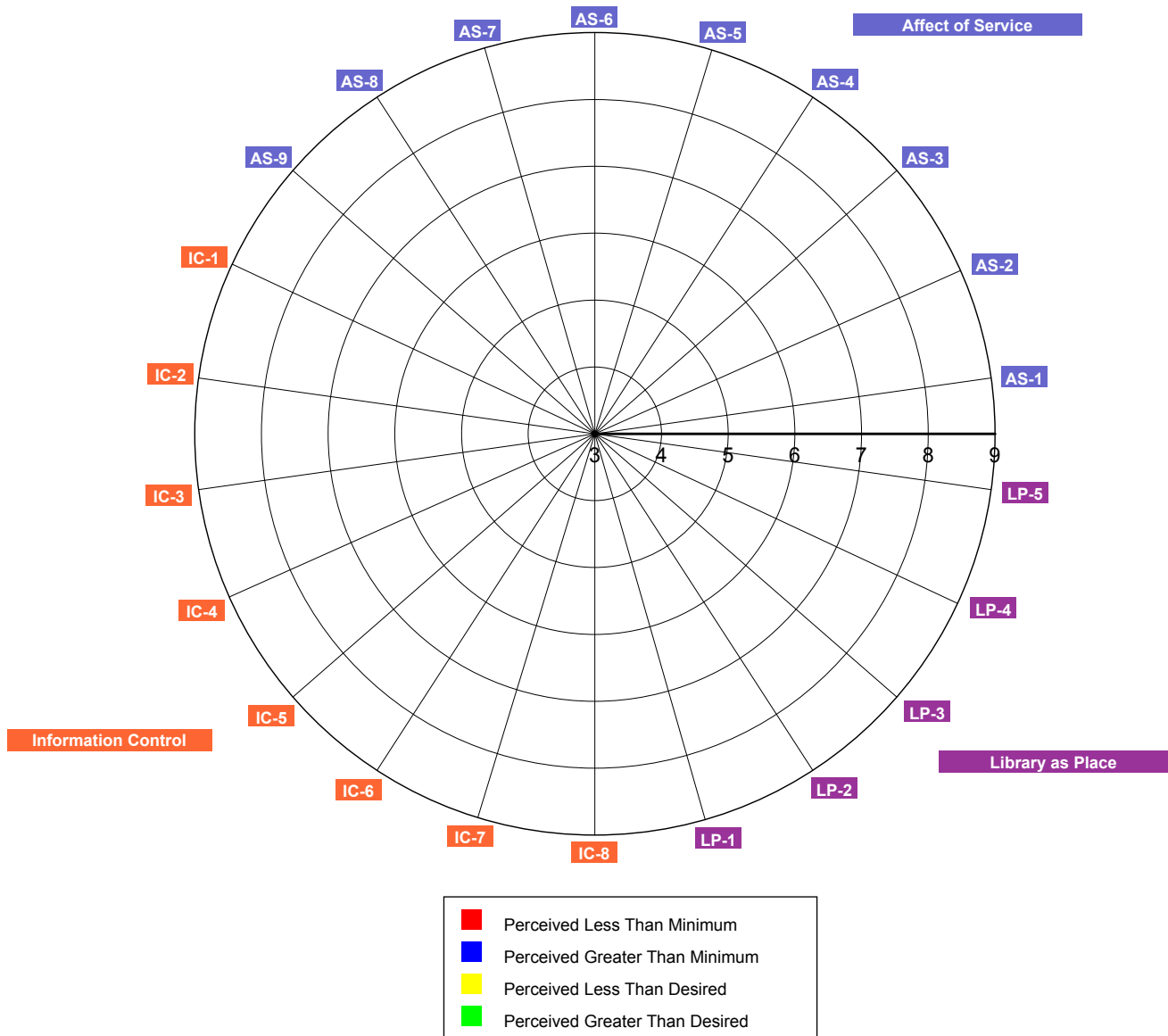
User Group: Staff

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 or 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: None
 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 | 6.29 | 7.77 | 6.80 | 0.51 | -0.96 | 228 |
| AS-2 | Giving users individual attention | 6.51 | 7.60 | 6.97 | 0.46 | -0.63 | 228 |
| AS-3 | Employees who are consistently courteous | 7.33 | 8.20 | 7.44 | 0.11 | -0.77 | 230 |
| AS-4 | Readiness to respond to users' questions | 7.06 | 7.94 | 7.31 | 0.26 | -0.63 | 229 |
| AS-5 | Employees who have the knowledge to answer user questions | 7.09 | 8.05 | 7.43 | 0.35 | -0.62 | 231 |
| AS-6 | Employees who deal with users in a caring fashion | 6.89 | 7.88 | 7.29 | 0.40 | -0.59 | 227 |
| AS-7 | Employees who understand the needs of their users | 6.92 | 7.96 | 7.22 | 0.30 | -0.73 | 226 |
| AS-8 | Willingness to help users | 7.00 | 7.93 | 7.34 | 0.35 | -0.59 | 229 |
| AS-9 | Dependability in handling users' service problems | 6.90 | 7.82 | 7.20 | 0.30 | -0.61 | 207 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 6.32 | 7.75 | 6.79 | 0.47 | -0.96 | 214 |
| IC-2 | A library Web site enabling me to locate information on my own | 7.03 | 8.11 | 6.86 | -0.16 | -1.25 | 225 |
| IC-3 | The printed library materials I need for my work | 6.53 | 7.61 | 6.84 | 0.31 | -0.77 | 189 |
| IC-4 | The electronic information resources I need | 6.67 | 7.82 | 6.88 | 0.21 | -0.94 | 208 |
| IC-5 | Modern equipment that lets me easily access needed information | 6.95 | 7.96 | 7.05 | 0.10 | -0.91 | 223 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 6.94 | 8.03 | 6.93 | -0.01 | -1.10 | 231 |
| IC-7 | Making information easily accessible for independent use | 7.00 | 7.97 | 7.07 | 0.07 | -0.90 | 224 |
| IC-8 | Print and/or electronic journal collections I require for my work | 6.61 | 7.59 | 6.76 | 0.15 | -0.83 | 176 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 6.43 | 7.59 | 6.90 | 0.47 | -0.69 | 225 |
| LP-2 | Quiet space for individual activities | 6.49 | 7.59 | 7.07 | 0.59 | -0.51 | 216 |
| LP-3 | A comfortable and inviting location | 6.60 | 7.63 | 7.19 | 0.59 | -0.43 | 230 |
| LP-4 | A getaway for study, learning, or research | 6.36 | 7.50 | 7.00 | 0.64 | -0.50 | 214 |
| LP-5 | Community space for group learning and group study | 5.98 | 6.99 | 6.64 | 0.66 | -0.35 | 172 |
| Overall: | | 6.75 | 7.81 | 7.07 | 0.32 | -0.74 | 235 |

Language: American English

Institution Type: College or University

Consortium: None

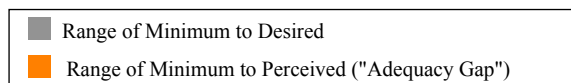
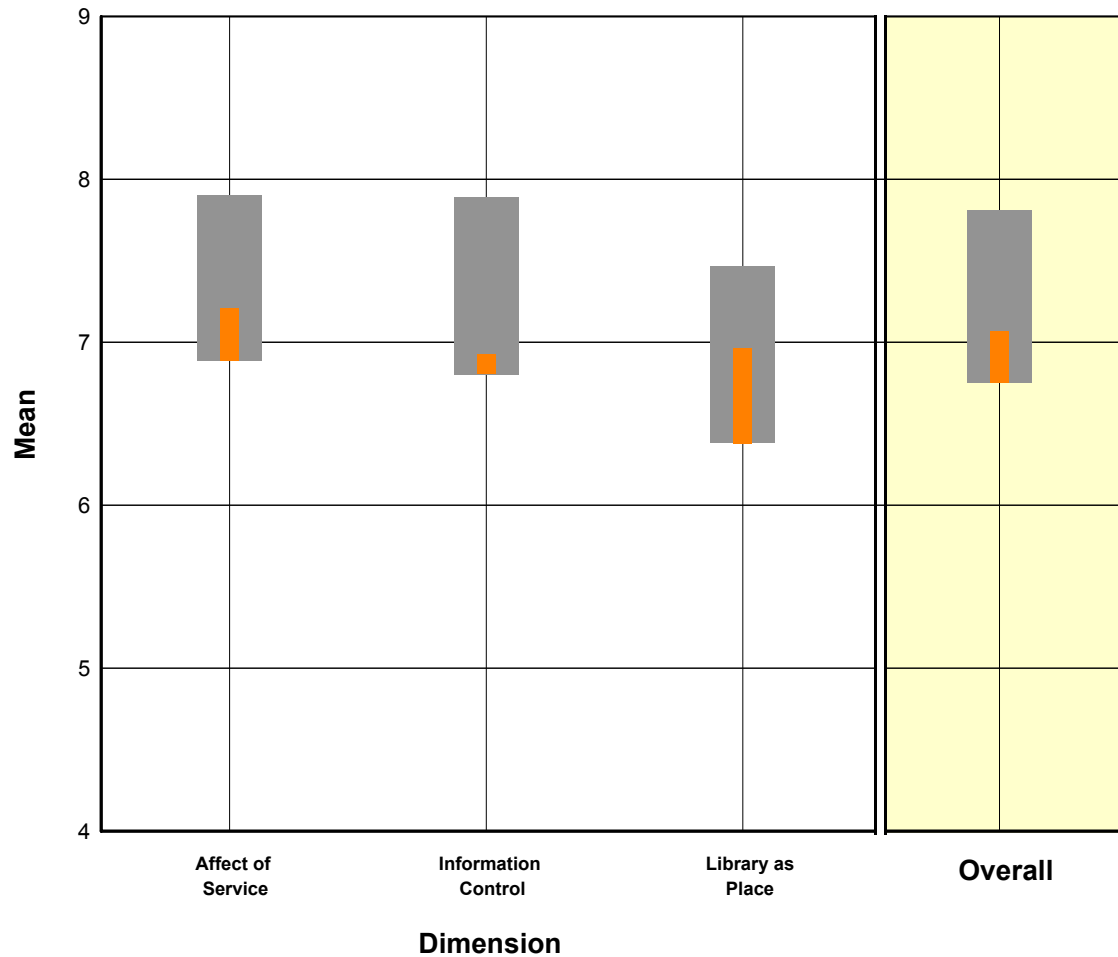
User Group: Staff

| 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 | 1.59 | 1.21 | 1.30 | 1.81 | 1.53 | 228 |
| AS-2 | Giving users individual attention | 1.69 | 1.42 | 1.51 | 1.73 | 1.57 | 228 |
| AS-3 | Employees who are consistently courteous | 1.50 | 1.06 | 1.45 | 1.74 | 1.48 | 230 |
| AS-4 | Readiness to respond to users' questions | 1.56 | 1.24 | 1.42 | 1.62 | 1.43 | 229 |
| AS-5 | Employees who have the knowledge to answer user questions | 1.54 | 1.19 | 1.45 | 1.65 | 1.43 | 231 |
| AS-6 | Employees who deal with users in a caring fashion | 1.54 | 1.33 | 1.33 | 1.63 | 1.46 | 227 |
| AS-7 | Employees who understand the needs of their users | 1.48 | 1.24 | 1.42 | 1.72 | 1.55 | 226 |
| AS-8 | Willingness to help users | 1.56 | 1.26 | 1.49 | 1.61 | 1.49 | 229 |
| AS-9 | Dependability in handling users' service problems | 1.51 | 1.41 | 1.44 | 1.53 | 1.46 | 207 |
| Information Control | | | | | | | |
| IC-1 | Making electronic resources accessible from my home or office | 1.90 | 1.59 | 1.69 | 2.07 | 2.00 | 214 |
| IC-2 | A library Web site enabling me to locate information on my own | 1.66 | 1.22 | 1.68 | 1.97 | 1.85 | 225 |
| IC-3 | The printed library materials I need for my work | 1.73 | 1.51 | 1.42 | 1.87 | 1.68 | 189 |
| IC-4 | The electronic information resources I need | 1.61 | 1.39 | 1.41 | 1.93 | 1.62 | 208 |
| IC-5 | Modern equipment that lets me easily access needed information | 1.54 | 1.25 | 1.33 | 1.63 | 1.39 | 223 |
| IC-6 | Easy-to-use access tools that allow me to find things on my own | 1.53 | 1.20 | 1.46 | 1.77 | 1.64 | 231 |
| IC-7 | Making information easily accessible for independent use | 1.43 | 1.19 | 1.37 | 1.67 | 1.50 | 224 |
| IC-8 | Print and/or electronic journal collections I require for my work | 1.65 | 1.54 | 1.41 | 1.87 | 1.81 | 176 |
| Library as Place | | | | | | | |
| LP-1 | Library space that inspires study and learning | 1.89 | 1.61 | 1.58 | 2.19 | 1.89 | 225 |
| LP-2 | Quiet space for individual activities | 1.77 | 1.48 | 1.56 | 1.91 | 1.74 | 216 |
| LP-3 | A comfortable and inviting location | 1.64 | 1.46 | 1.50 | 1.82 | 1.63 | 230 |
| LP-4 | A getaway for study, learning, or research | 1.68 | 1.52 | 1.49 | 1.87 | 1.74 | 214 |
| LP-5 | Community space for group learning and group study | 1.94 | 1.86 | 1.55 | 1.79 | 1.78 | 172 |
| Overall: | | 1.22 | 0.98 | 1.09 | 1.28 | 1.09 | 235 |

Language: American English
Institution Type: College or University
Consortium: None
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.



Language: American English
 Institution Type: College or University
 Consortium: None
 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 | 6.88 | 7.90 | 7.21 | 0.32 | -0.69 | 234 |
| Information Control | 6.80 | 7.89 | 6.93 | 0.12 | -0.97 | 235 |
| Library as Place | 6.38 | 7.46 | 6.97 | 0.59 | -0.50 | 234 |
| Overall: | 6.75 | 7.81 | 7.07 | 0.32 | -0.74 | 235 |

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 | 1.29 | 1.05 | 1.20 | 1.36 | 1.20 | 234 |
| Information Control | 1.31 | 1.03 | 1.14 | 1.41 | 1.23 | 235 |
| Library as Place | 1.51 | 1.34 | 1.34 | 1.59 | 1.40 | 234 |
| Overall: | 1.22 | 0.98 | 1.09 | 1.28 | 1.09 | 235 |

Language: American English
 Institution Type: College or University
 Consortium: None
 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 |
|---|--------------|--------------|----------------|---------------|------------------|-----|
| Ease of using library's online article indexes | 6.61 | 7.81 | 6.55 | -0.06 | -1.27 | 192 |
| An environment that facilitates group study and problem solving | 5.89 | 6.83 | 6.56 | 0.67 | -0.27 | 175 |
| The multimedia (CD / DVD / video / audio) collections I need | 6.16 | 7.29 | 6.51 | 0.35 | -0.78 | 169 |
| Teaching me how to locate, evaluate, and use information | 6.68 | 7.75 | 6.93 | 0.25 | -0.82 | 208 |
| The library collection provides information resources reflecting diverse points of view | 6.72 | 7.66 | 6.95 | 0.23 | -0.70 | 198 |

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

| Question Text | Minimum SD | Desired SD | Perceived SD | Adequacy SD | Superiority SD | n |
|---|------------|------------|--------------|-------------|----------------|-----|
| Ease of using library's online article indexes | 1.69 | 1.41 | 1.52 | 2.12 | 1.88 | 192 |
| An environment that facilitates group study and problem solving | 1.94 | 1.93 | 1.65 | 1.95 | 1.97 | 175 |
| The multimedia (CD / DVD / video / audio) collections I need | 1.76 | 1.65 | 1.65 | 1.88 | 1.81 | 169 |
| Teaching me how to locate, evaluate, and use information | 1.60 | 1.38 | 1.57 | 1.84 | 1.61 | 208 |
| The library collection provides information resources reflecting diverse points of view | 1.61 | 1.53 | 1.46 | 1.79 | 1.73 | 198 |

Language: American English

Institution Type: College or University

Consortium: None

User Group: Staff

8.5 General Satisfaction Questions Summary for Staff

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each 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. | 7.38 | 1.45 | 235 |
| In general, I am satisfied with library support for my learning, research, and/or teaching needs. | 6.67 | 1.57 | 235 |
| How would you rate the overall quality of the service provided by the library? | 7.10 | 1.36 | 235 |

8.6 Information Literacy Outcomes Questions Summary for Staff

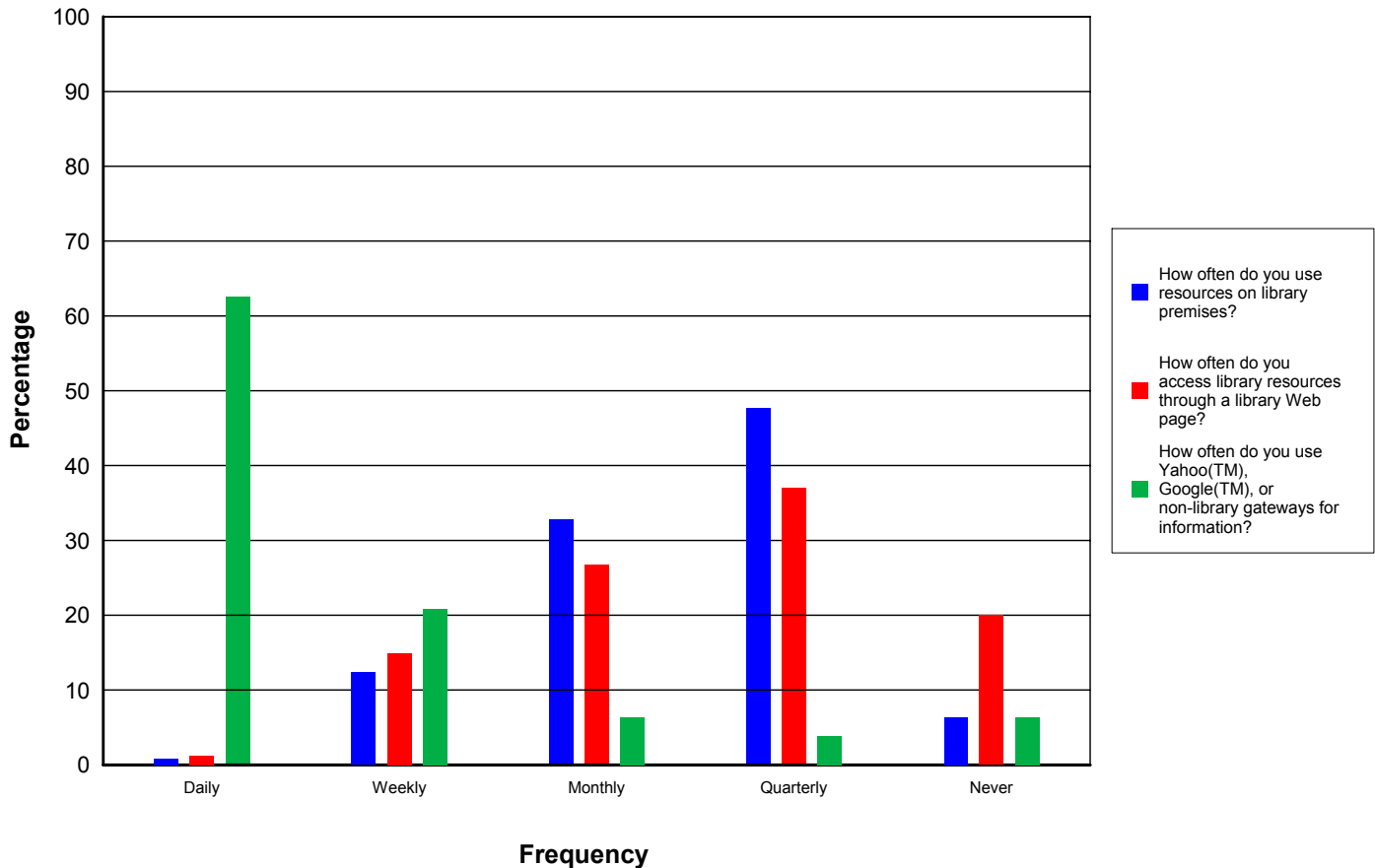
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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. | 5.96 | 1.64 | 235 |
| The library aids my advancement in my academic discipline. | 6.16 | 1.61 | 235 |
| The library enables me to be more efficient in my academic pursuits. | 6.41 | 1.55 | 235 |
| The library helps me distinguish between trustworthy and untrustworthy information. | 5.54 | 1.81 | 235 |
| The library provides me with the information skills I need in my work or study. | 6.20 | 1.56 | 235 |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Staff

8.7 Library Use Summary for Staff

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



| | Daily | Weekly | Monthly | Quarterly | Never | n / % |
|--|---------------|--------------|--------------|---------------|--------------|----------------|
| How often do you use resources on library premises? | 2 0.85% | 29 12.34% | 77 32.77% | 112 47.66% | 15 6.38% | 235 100.00% |
| How often do you access library resources through a library Web page? | 3 1.28% | 35 14.89% | 63 26.81% | 87 37.02% | 47 20.00% | 235 100.00% |
| How often do you use Yahoo(TM), Google(TM), or non-library gateways for information? | 147 62.55% | 49 20.85% | 15 6.38% | 9 3.83% | 15 6.38% | 235 100.00% |

Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Staff

9 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/>](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 - 2006 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: Library as Place, Affect of Service, and Information Control. In addition, three core questions 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 2006 notebooks, along with the questions that relate to each dimension. (Note: The questions below are those used in the College and University implementation of the survey, American English version.)

Affect of Service

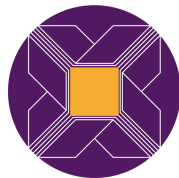
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in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

Information Control

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

Library as Place

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



Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

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