



# ***2018 Survey***



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This notebook contains information from the 2018 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

LibQUAL+ is a tool 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 protocol is a rigorously tested web-based survey that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The goals of LibQUAL+ are to:

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

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and  
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Data summaries from the 2018 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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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, desire



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The statistical data below were provided by the participating institution in the online Representativeness\* section. Definitions for these items can be found in the ARL Statistics<<http://www.arl.org/stats/>>.

Note: Participating institutions were not required to complete the Representativeness section. When statistical data

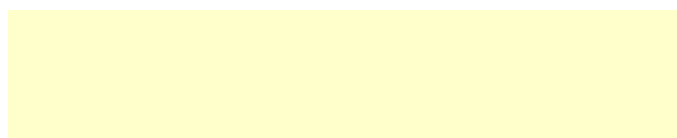
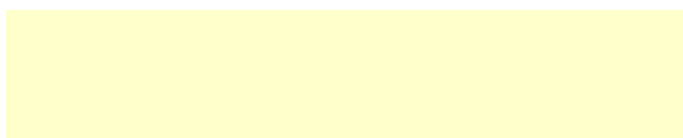
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The chart and table below show a breakdown of survey respondents by sub-group (e.g. First year, Masters, Professor), based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions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

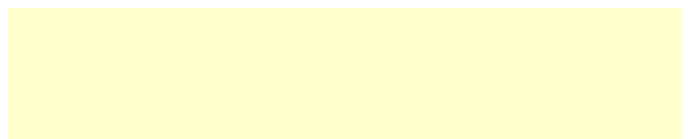
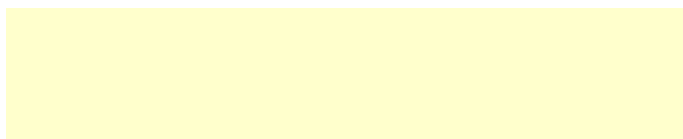
The chart maps the percentage of respondents for each user subg





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The chart and table below show a breakdown of survey respondent





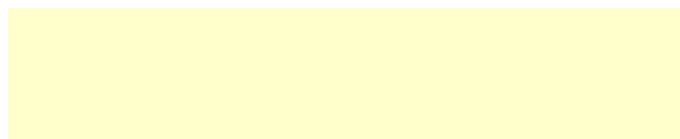
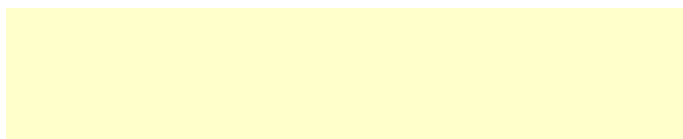
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Agriculture / Environmental Studies	0	0.00	15	-2.21
Architecture	0	0.00	0	0.00
Business	1,722	14.32	56	6.08
Communications / Journalism	501	4.16	28	0.05
Education	1,141	9.49	73	-1.25
Engineering / Computer Science	282	2.34	20	-0.60
General Studies	0	0.00	6	-0.88
Health Sciences	1,859	15.45	110	-0.72
Humanities	668	5.55	67	-4.30
Law	0	0.00	0	0.00
Military / Naval Science	0	0.00	0	0.00
Other	2,809	23.35	65	13.79
Performing & Fine Arts	532	4.42	31	-0.14
Science / Math	720	5.99	72	-4.60
Social Sciences / Psychology	1,795	14.92	130	-4.20
Undecided	0	0.00	7	-1.03
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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).







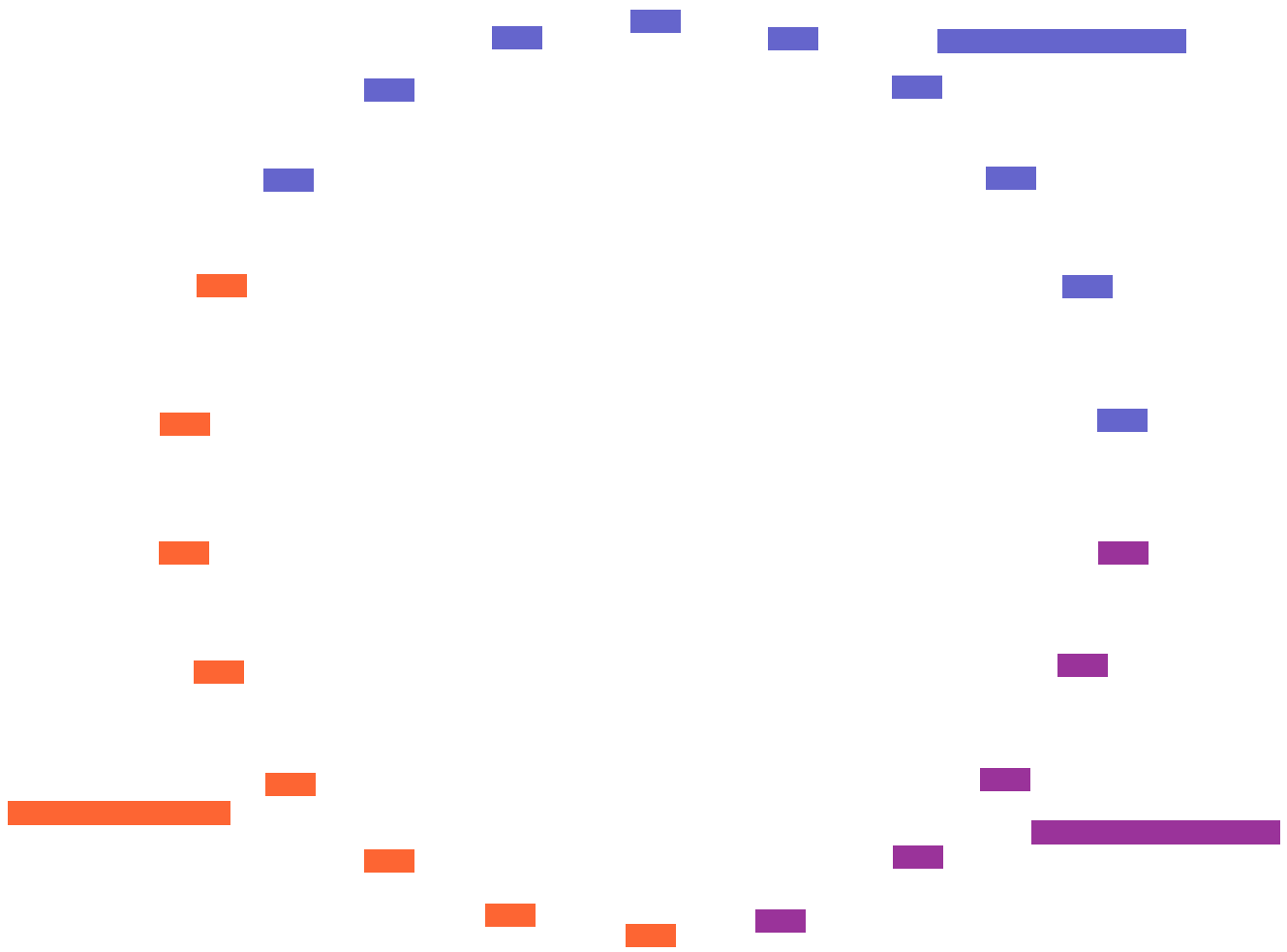


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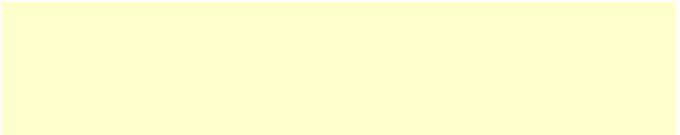
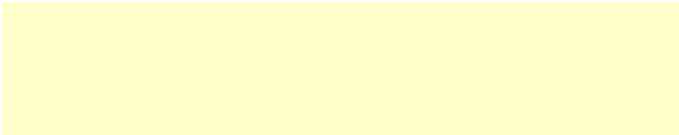
This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on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

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

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



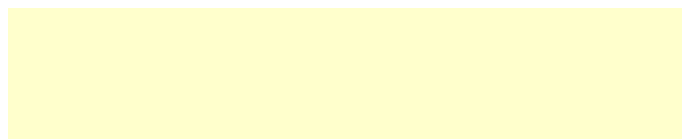
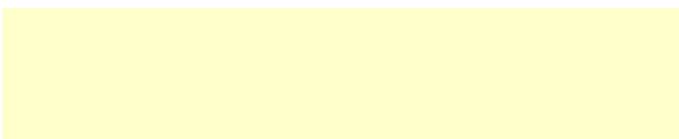
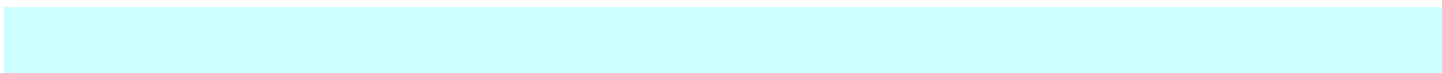
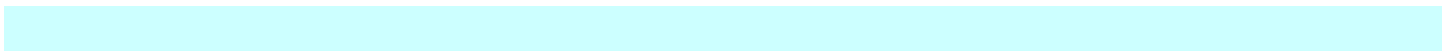
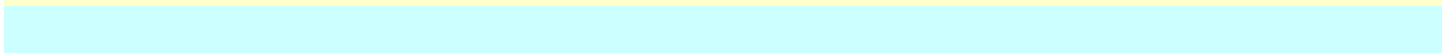
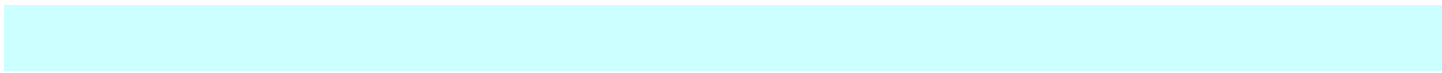
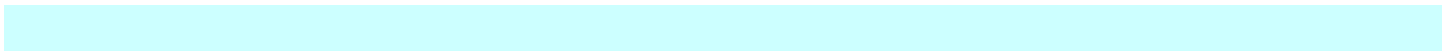
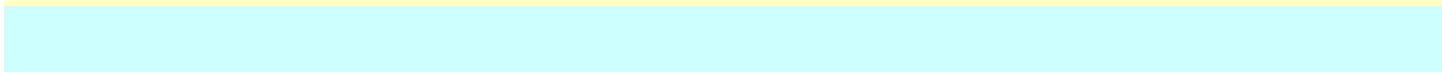
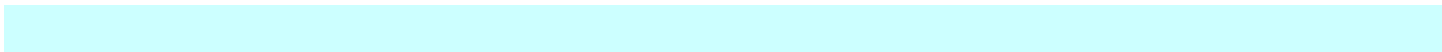
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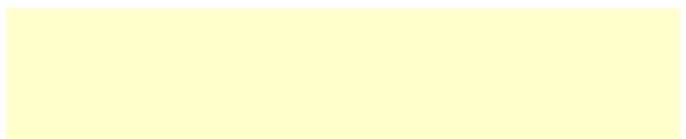
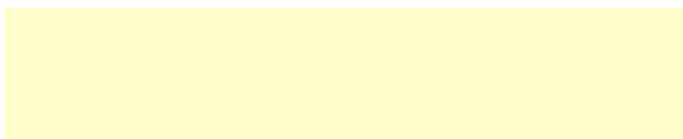
AS-1	Employees who instill confidence in users	5.95	7.29	6.80	0.84	-0.49	152
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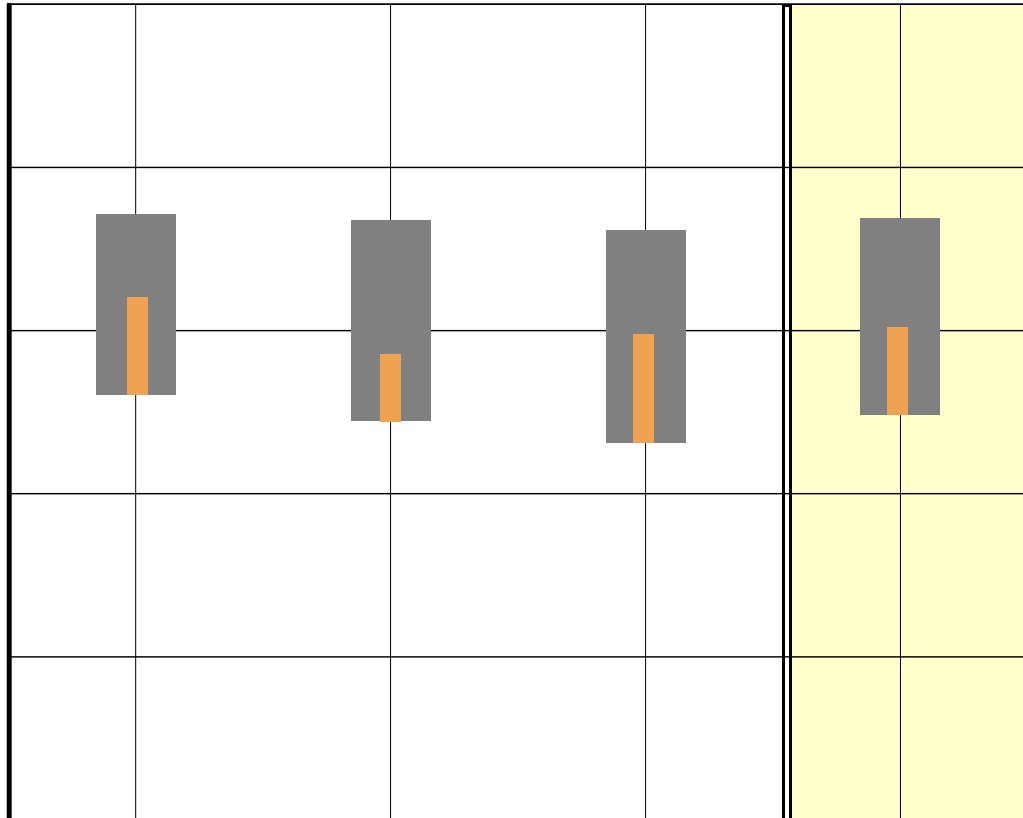
AS-1	Employees who instill confidence in users	2.07	1.76	1.81	1.87	1.59	152
AS-2	Giving users individual attention	2.28	1.89	1.99	1.99	1.93	175
AS-3	Employees who are consistently courteous	1.80	1.38	1.69	1.71	1.70	167
AS-4	Readiness to respond to users' questions	1.78	1.59	1.68	1.65	1.61	145
AS-5	Employees who have the knowledge to answer user questions	1.81	1.28	1.52	1.93	1.69	183
AS-6	Employees who deal with users in a caring fashion	1.97	1.53	1.63	1.82	1.73	676
AS-7	Employees who understand the needs of their users	1.71	1.27	1.60	1.89	1.64	183
AS-8	Willingness to help users	1.75	1.29	1.64	1.53	1.46	168
AS-9	Dependability in handling users' service problems	1.86	1.55	1.59	1.90	1.64	137





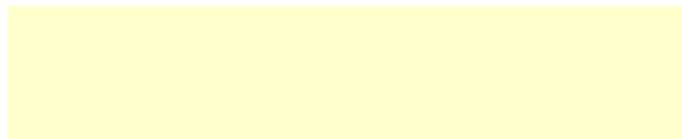
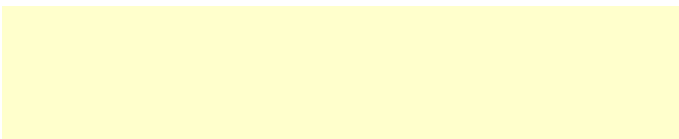
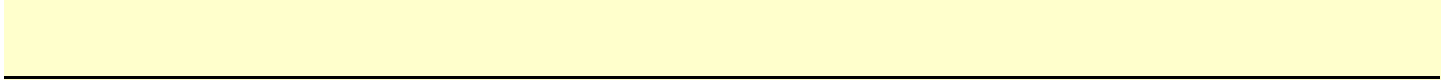
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On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to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



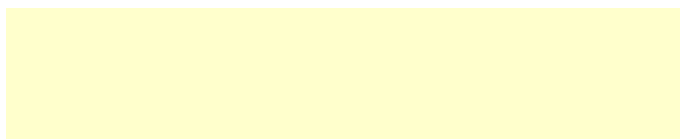
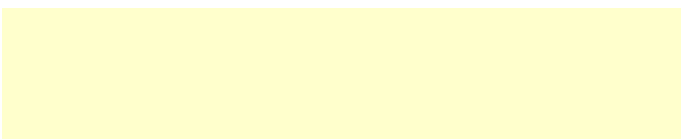
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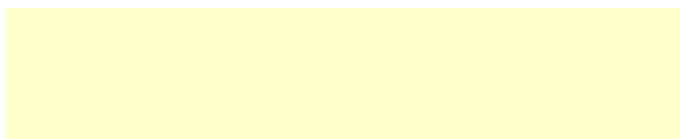
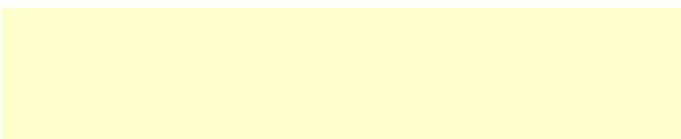
This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

4XHVWLRQ 7H[W	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	Q
Access to materials from other libraries (Interlibrary Loan)	6.45	7.38	6.95	0.51	-0.43	128
Availability of assistance in addressing issues of copyright and plagiarism	5.96	6.91	6.46	0.50	-0.44	108
Availability of assistance to improve my research skills	6.30	7.38	6.88	0.57	-0.50	145
Library materials available when and where I need them	6.95	7.95	7.20	0.26	-0.75	128
Reliable mix of technology to help me complete my work	6.89	8.05	7.38	0.50	-0.66	131

This table shows the standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question.

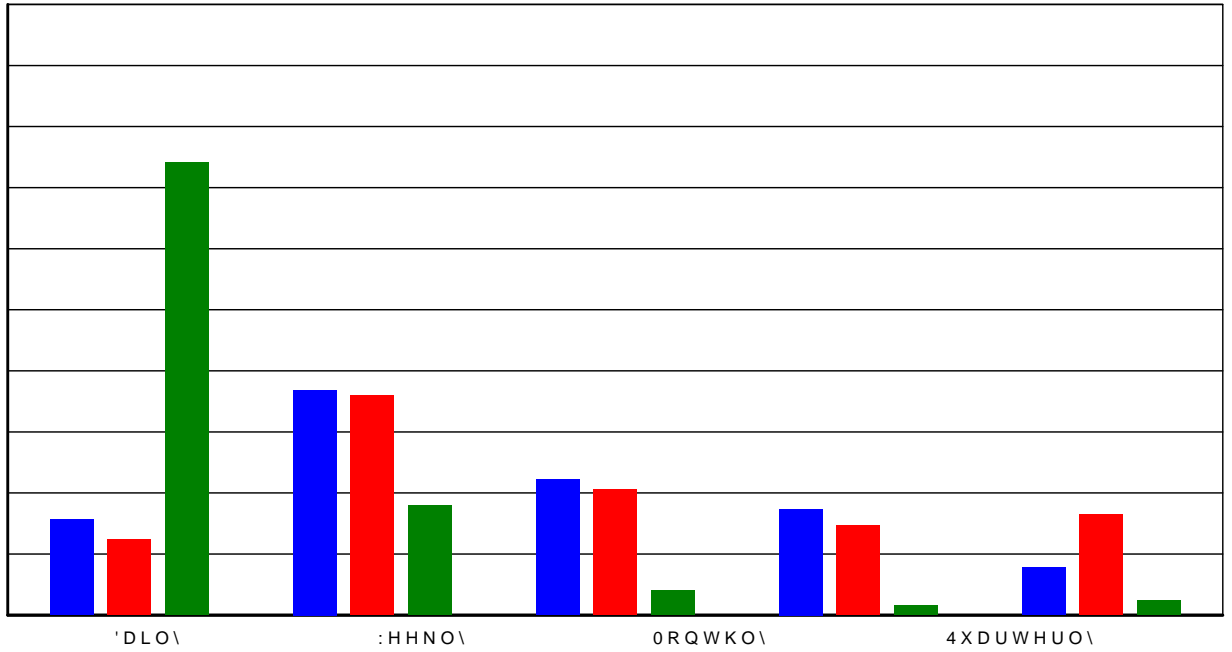
4XHVWLRQ 7H[W	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	0LQLPXP'HVLUBB	Q





### /LEUDU\ 8VH 6XPPDU\

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.

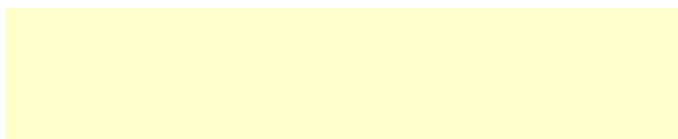
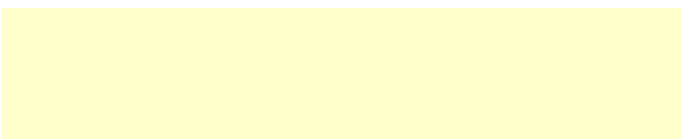


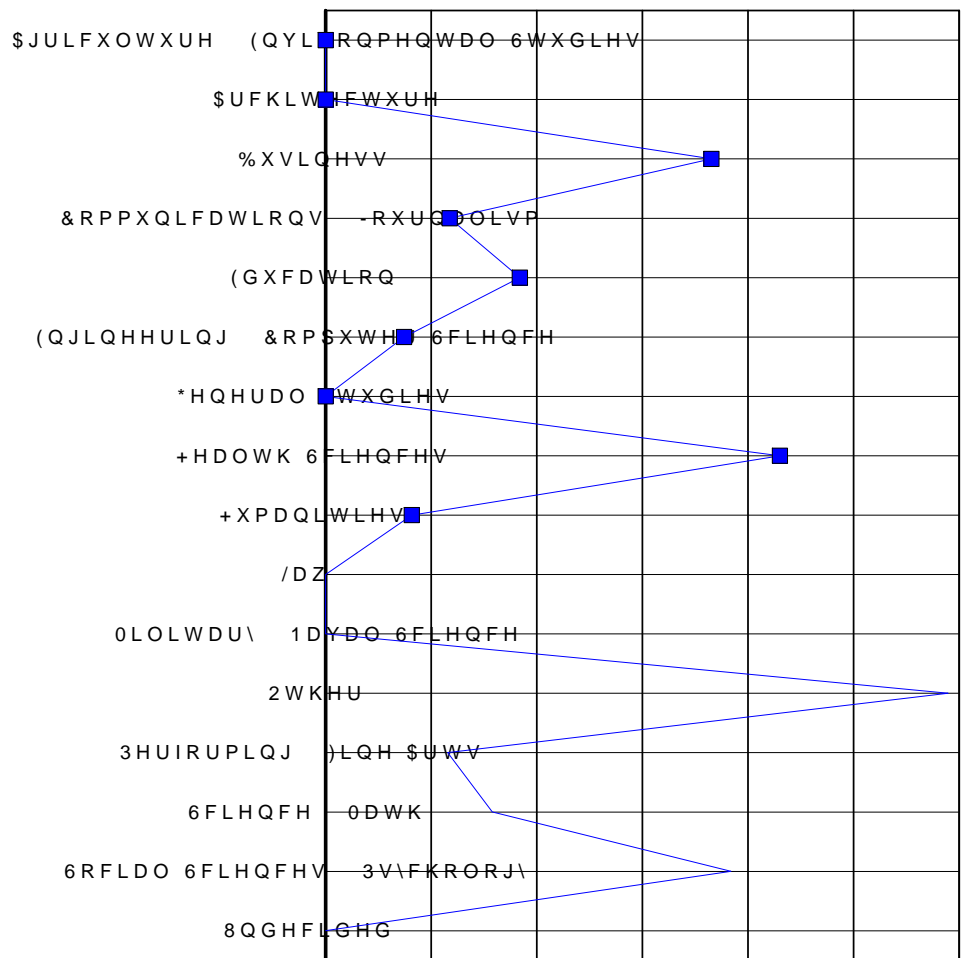
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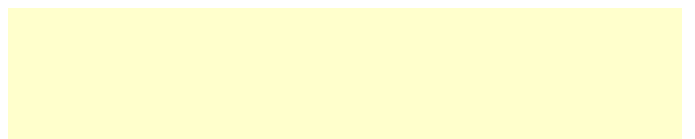
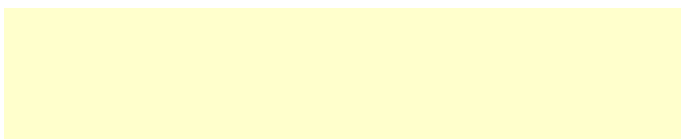
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■ Respondent Profile by Discipline  
■ Population Profile by Discipline



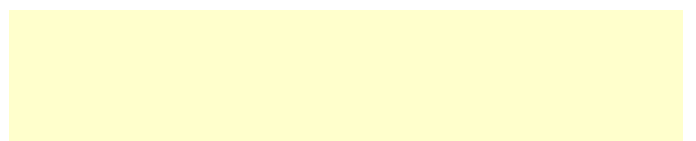
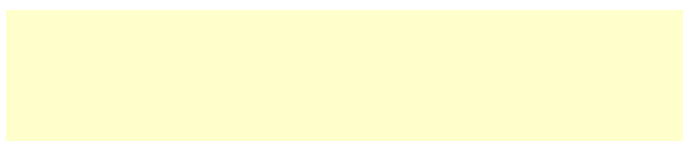
'L V S Q L L Q H	3 R S X O D W 1	0 R S Q O D 5 W L V S Q Q 5 H H Q W R Q G H Q W V	1	Q
Agriculture / Environmental Studies	0	0.00	10	2.28 -2.28
Architecture	0	0.00	0	0.00 0.00
Business	1,347	14.62	44	10.05 4.57
Communications / Journalism	433	4.70	23	5.25 -0.55
Education	678	7.36	37	8.45 -1.09
Engineering / Computer Science	274	2.97	19	4.34 -1.36
General Studies	0	0.00	3	0.68 -0.68
Health Sciences	1,586	17.21	88	20.09 -2.88
Humanities	301	3.27	19	4.34 -1.07
Law	0	0.00	0	0.00 0.00
Military / Naval Science	0	0.00	0	0.00 0.00
Other	2,173	23.58	36	8.22 15.36
Performing & Fine Arts	426	4.62	19	4.34 0.28
Science / Math	582	6.32	57	13.01 -6.70
Social Sciences / Psychology	1,415	15.36	76	17.35 -2.00
Undecided	0	0.00	7	1.60 -1.60

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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.





'L V S L L Q H	3 R S X O D W	1 R S Q O D 5 W L V S R Q	5 H H Q V R Q G H Q W V	1 Q
Biological Sciences	433	4.70	48	10.96 -6.26
Business/Management	1,347	14.62	44	10.05 4.57
Communications/Journalism	433	4.70	23	5.25 -0.55
Computer/Information Science	274	2.97	19	4.34 -1.36
Criminal Justice	710	7.70	21	4.79 2.91
Education	678	7.36	37	8.45 -1.09
English	142	1.54	9	2.05 -0.51
Environmental Sciences	0	0.00	10	2.28 -2.28
Foreign Languages	30	0.33	2	0.46 -0.13
Health Professions and Sciences	1,586	17.21	88	20.09 -2.88
History	129	1.40	8	1.83 -0.43
Liberal Arts/Liberal Studies	0	0.00	3	0.68 -0.68
Mathematics	55	0.60	2	0.46 0.14
Other	2,173	23.58	36	8.22 15.36
Performing & Fine Arts	426	4.62	19	4.34 0.28
Physical Sciences	94	1.02	7	1.60 -0.58
Psychology	336	3.65	30	6.85 -3.20
Social Sciences	369	4.00	25	5.71 -1.70
Undecided	0	0.00	7	1.60 -1.60

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7KH OLEUDU\ WKDW \RX XVH PRVW RIWHQ	5HVSRRQGHQW	5HVSRRQGHQW
Stapleton/Stabley Library	412	93.85
Orendorff Music Library	12	2.73
Punxsutawney Campus Library	6	1.37
Northpointe Campus Library	1	0.23
I use the online library only	8	1.82

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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.

\$JH	5HVSRRQGHQW	5HVSRRQGHQW
Under 18	4	0.91
18 - 22	391	89.07
23 - 30	31	7.06
31 - 45	8	1.82
46 - 65	5	1.14
Over 65	0	0.00

7RWDO

5HVSRRQGHQW 3URILOH E\ 6H[

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.

6H[	3RSXODWLRQ	3RSXODWLRQ	5HVSRRQGHQW	5HVSRRQGHQW
Female	5,305	57.57	352	80.37
Male	3,910	42.43	86	19.63

7RWDO

5HVSRQGHQW ĐORRLO Đ DEJW\ XWLPH VWXGHQW "

	1	Q	5	8
Full-time	8,359	90.71	424	96.80
Part-time	856	9.29	13	2.97
Does not apply / NA		0.00	1	0.23

7RWDO

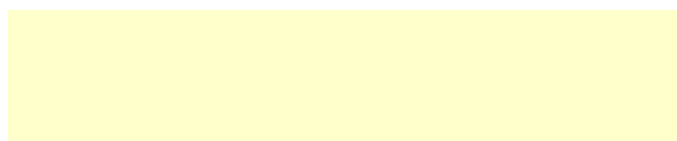
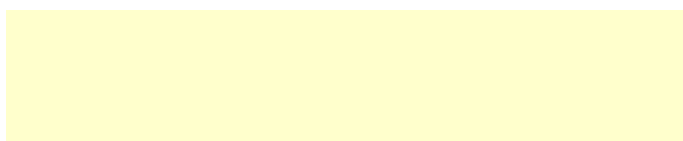
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 &RQV\RU\ ĐORRLO Đ DEJW\ XWLPH VWXGHQW /LEUDU\ 1HWZRUN  
 8VHU \*UĐGHUJUDGXDW

## &RUH 4XHVWLRQV 6XPPDU\ IRU 8QGHUJUDGXDV

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

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

The following two tables show mean scores and standard deviations for each question, where



, ' 4XHVWLRQ 7H[W 0LQLPXP 'HVLUB 3BUFLS\$GHTX DKS HULRULW\ Q  
0HDQ 0HDQ 0HDQ 0HDQ 0HDQ

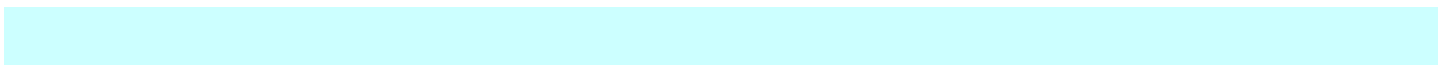
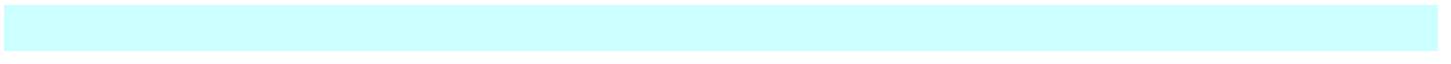
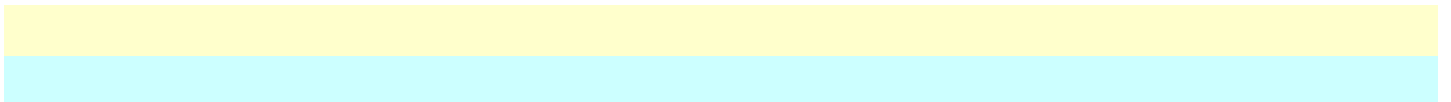
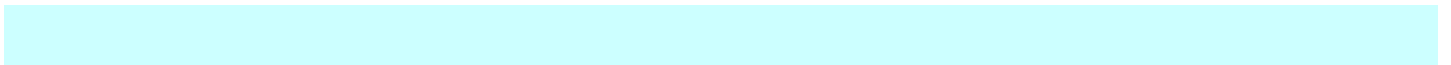
\$IIHFW RI 6HUYLEFH

AS-1	Employees who instill confidence in users	6.04	7.29	6.76	0.72	-0.53	89
AS-2	Giving users individual attention	5.73	6.87	6.52	0.79	-0.35	106
AS-3	Employees who are consistently courteous	6.93	8.02	7.23	0.30	-0.79	105
AS-4	Readiness to respond to users' questions	6.46	7.66	7.26	0.80	-0.40	90
AS-5	Employees who have the knowledge to answer user questions	6.60	7.84	7.25	0.65	-0.59	110
AS-6	Employees who deal with users in a caring fashion	6.44	7.75	7.23	0.80	-0.52	420
AS-7	Employees who understand the needs of their users	6.79	7.89	7.30	0.52	-0.59	122
AS-8	Willingness to help users	6.55	7.64	7.13	0.57	-0.51	101
AS-9	Dependability in handling users' service problems	5.91	7.19	6.95	1.03	-0.24	94

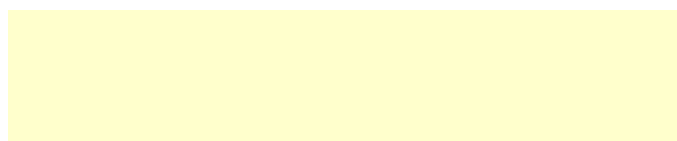
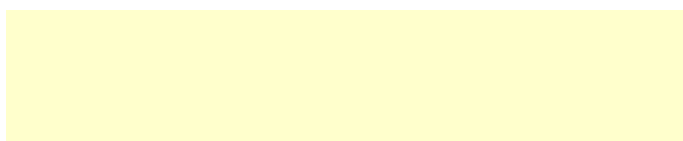
, QIRUPDWLRQ & RQWURO

IC-1	Making electronic resources accessible from my home or office	6.25	7.49	6.99	0.74	-0.50	111
IC-2	A library Web site enabling me to locate information on my own	6.18	7.62	6.99	0.81	-0.62	125
IC-3	f	6.15	7.19	6.93	0.78	i -0.26	108

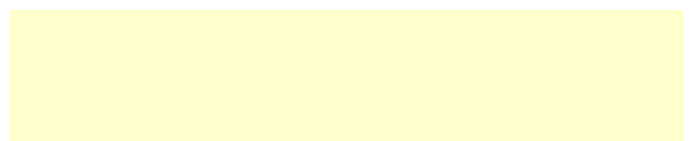
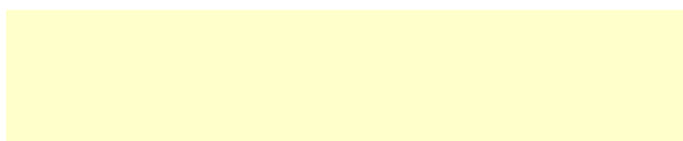
A lf M7.19 ] b7c3in 108C-3 i .49



		6'	6'	6'	6'	6'	Q
<b>\$IIHFWRU 6HUFLFH</b>							
AS-1	Employees who instill confidence in users	1.85	1.60	1.63	1.71	1.36	89
AS-2	Giving users individual attention	2.28	1.93	2.11	2.01	2.13	106
AS-3	Employees who are consistently courteous	1.82	1.37	1.79	1.71	1.75	105
AS-4	Readiness to respond to users' questions	1.72	1.50	1.57	1.65	1.61	90
AS-5	Employees who have the knowledge to answer user questions	1.87	1.36	1.56	2.08	1.88	110
AS-6	Employees who deal with users in a caring fashion	2.00	1.52	1.64	1.90	1.80	420
AS-7	Employees who understand the needs of their users	1.77	1.25	1.58	1.81	1.56	122
AS-8	Willingness to help users	1.75	1.36	1.61	1.51	1.42	101
AS-9	Dependability in handling users' service problems	1.88	1.53	1.53	1.82	1.54	94
<b>,QIRUPDWLRQ &amp; RQWURO</b>							
IC-1	Making electronic resources accessible from my home or office	1.88	1.61	1.83	1.84	1.97	111
IC-2	A library Web site enabling me to locate information on my own	2.05	1.63	1.83	1.98	2.10	125
IC-3	The printed library materials I need for my work	2.11	1.95	1.98	2.08	2.18	108
IC-4	The electronic information resources I need	2.01	1.80	1.69	2.00	2.08	423
IC-5	Modern equipment that lets me easily access needed information	1.89	1.51	1.81	1.88	2.06	135
IC-6	Easy-to-use access tools that allow me to find things on my own	2.03	1.59	1.69	2.06	1.84	145
IC-7	Making information easily accessible for independent use	1.78	1.27	1.73	1.84	1.66	110
IC-8	Print and/or electronic journal coltroné	2.29	2.07	1.87	1.86	2.03	97



On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars



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.

'LPHQVLRQ	0LQLPXP 0HDQ	'HVLUBB 0HDQ	BBUFHLS 0HDQ	GHGTXD 0HDQ	DXSHULRULW 0HDQ	Q
Affect of Service	6.40	7.62	7.12	0.72	-0.50	433
Information Control	6.16	7.45	6.89	0.73	-0.56	439
Library as Place	6.39	7.81	7.18	0.79	-0.63	439
2YHUDOO	6.31	7.61	7.05	0.74	-0.56	439

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.

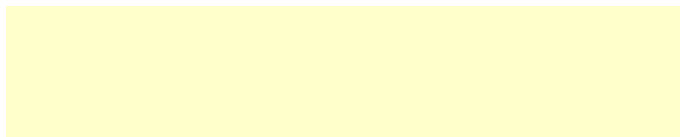
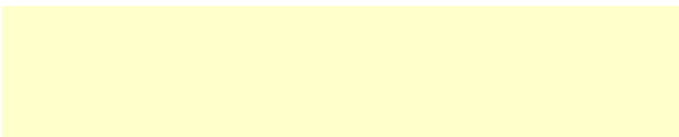
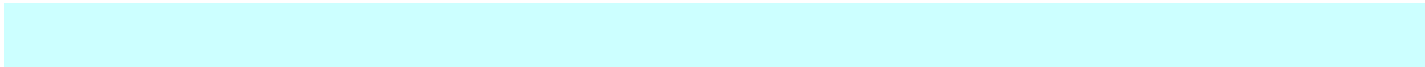
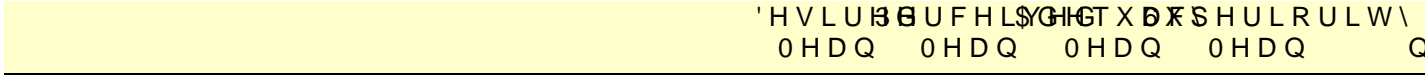
'LPHQVLRQ	0LQLPXP 6'	'HVLUBB 6'	BBUFHLS 6'	GHGTXD 6'	DXSHULRULW 6'	Q
Affect of Service	1.70	1.30	1.46	1.55	1.45	433
Information Control	1.66	1.35	1.47	1.62	1.69	439
Library as Place	1.77	1.29	1.57	1.85	1.81	439
2YHUDOO	1.52	1.11	1.30	1.43	1.40	439



/RFDO 4XHVWLRQ 6XPPDU\ IRU 8QGHUJUDGXDWL

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

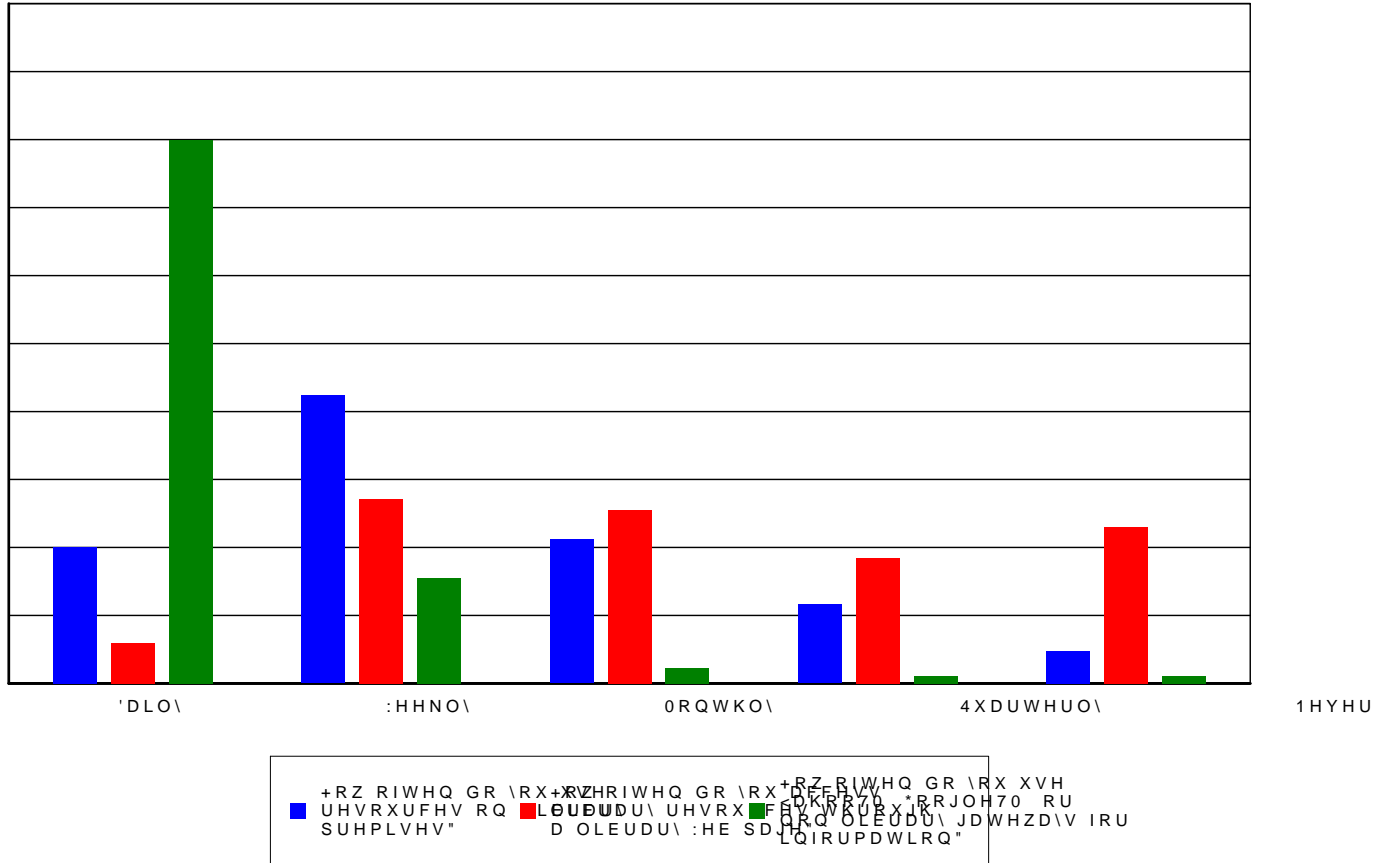
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0HDQ	0HDQ	0HDQ	0HDQ	0HDQ	0HDQ	Q





/LEUDU\ 8VH 6XPPDU\ IRU 8QGHUJUDGXDWH

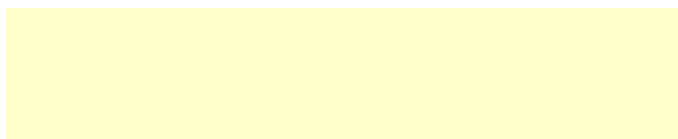
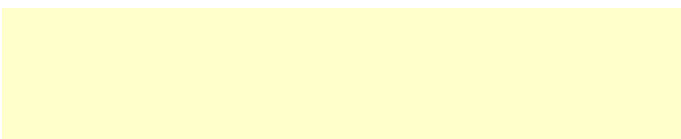
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never.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



How often do you use Yahoo™

10

88	186	93	51	21	439
20.05%	42.37%	21.18%	11.62%	4.78%	100.00%
26	119	112	81	101	439
5.92%	27.11%	25.51%	18.45%	23.01%	100.00%
10	68	10	5	5	439
2.28%	15.49%	2.28%	1.14%	1.14%	100.00%



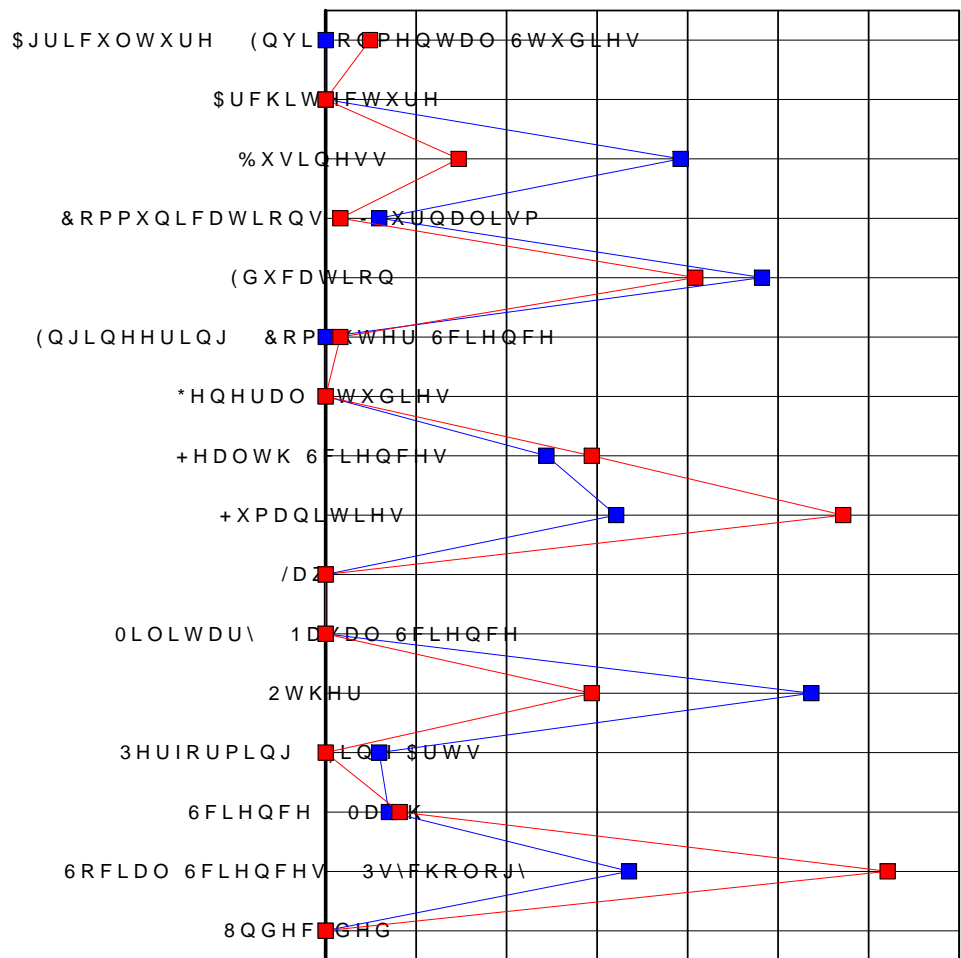
# \*UDGXDWH 6XPPDU\ IRU ,QGLDQD 8QLYHUVLW\ RI

## 'HPRJUDSKLF 6XPPDU\ IRU \*UDGXDWH

### 3RSXODWLRQ DQG 5HSRUW IRU 6XPPDU\ 8QLYHUVLW\ RI

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

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



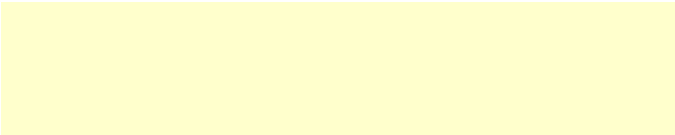
- Respondent Profile by Discipline
- Population Profile by Discipline

/DQJXD(QJOLVK \$PHULFDQ  
 ,QVWLWXW\ & RQFH SH IRU 8QLYHUVLW\  
 & RQVRU\ HW\ WRQH /LEUDU\ 1HWZRUN  
 8VHU \*URUDGXDWH

'LVSLQH	3RSXODVIRSO	1	5HLVSRQ	GHQWRQGHQWV	1	Q
Agriculture / Environmental Studies	0	0.00	3	1.96	-1.96	
Architecture	0	0.00	0	0.00	0.00	
Business	331	15.69	9	5.88	9.80	
Communications / Journalism	50	2.37	1	0.65	1.72	
Education	407	19.29	25	16.34	2.95	
Engineering / Computer Science	0	0.00	1	0.65	-0.65	
General Studies	0	0.00	0	0.00	0.00	
Health Sciences	206	9.76	18	11.76	-2.00	
Humanities	271	12.84	35	22.88	-10.03	
Law	0	0.00	0	0.00	0.00	
Military / Naval Science	0	0.00	0	0.00	0.00	
Other	453	21.47	18	11.76	9.70	
Performing & Fine Arts	50	2.37	0	0.00	2.37	
Science / Math	59	2.80	5	3.27	-0.47	
Social Sciences / Psychology	283	13.41	38	24.84	-11.42	
Undecided	0	0.00	0	0.00	0.00	

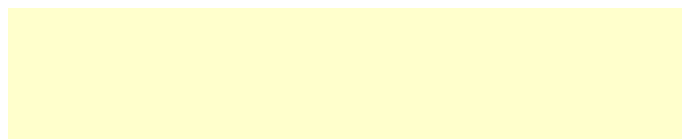
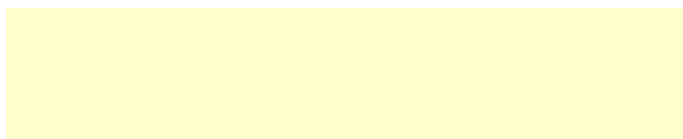
7RWD0

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3RSXODWLRQ DQG IHDVSRIRGH\*QWGXJPHG 'EV&XS\OLRPHL

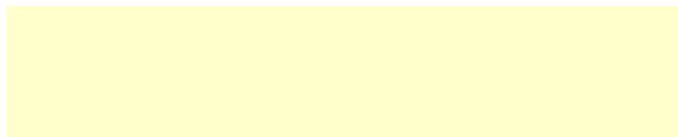
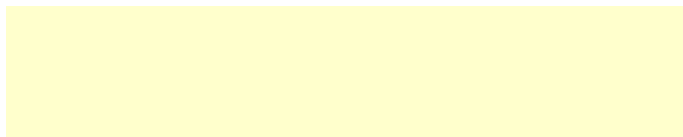
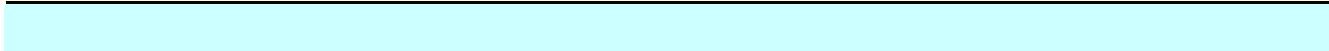
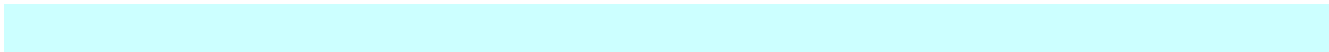
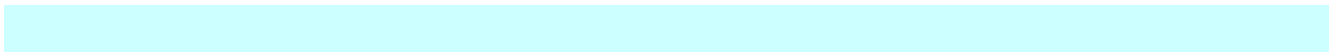
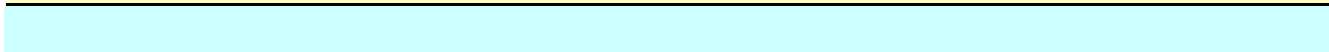
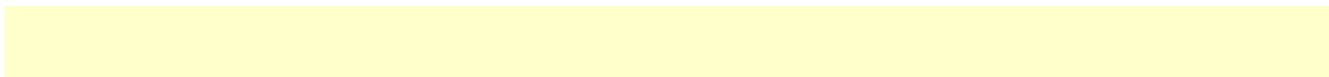
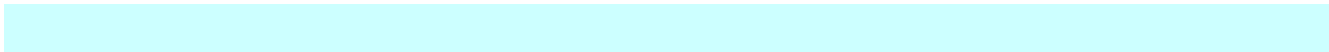
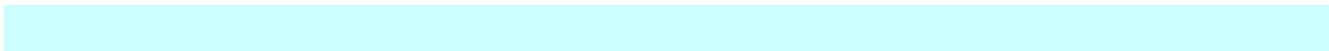
The chart and table below show a breakdown of survey respondents by discipline, b



'L V S Q L Q H	3 R S X O D W	1 R S Q O D 5 W L V S Q R Q G H Q V R Q G H Q W V	1	Q	1	Q
Biological Sciences	27	1.28	1	0.65	0.63	
Business/Management	331	15.69	9	5.88	9.80	
Communications/Journalism	50	2.37	1	0.65	1.72	
Computer/Information Science	0	0.00	1	0.65	-0.65	
Criminal Justice	66	3.13	8	5.23	-2.10	
Education	407	19.29	25	16.34	2.95	
English	269	12.75	35	22.88	-10.13	
Environmental Sciences	0	0.00	3	1.96	-1.96	
Foreign Languages	0	0.00	0	0.00	0.00	
Health Professions and Sciences	206	9.76	18	11.76	-2.00	
History	2	0.09	0	0.00	0.09	
Liberal Arts/Liberal Studies	0	0.00	0	0.00	0.00	
Mathematics	30	1.42	4	2.61	-1.19	
Other	453	21.47	18	11.76	9.70	
Performing & Fine Arts	50	2.37	0	0.00	2.37	
Physical Sciences	2	0.09	0	0.00	0.09	
Psychology	62	2.94	13	8.50	-5.56	
Social Sciences	155	7.35	17	11.11	-3.77	
Undecided	0	0.00	0	0.00	0.00	

7R W D O

/DQJXD(QJOLVK \$PHULFDQ  
 ,QVWLWXW\&RQO\H\SH RU 8QLYHUVLW\  
 &RQVRU\W\H\WRQH /LEUDU\ 1HWZRUN  
 8VHU \*URUDGXDWH





5 H V S R Q G H Q W @OR RLO B DEUW\ XW L P H V W X G H Q W "

)XOO RU SDUW WLP H VWXGHQW 1RSXODW 1RSXODW 1RVS RQG H Q W S R Q G H Q W				
	1		Q	
Full-time	794	37.63	114	74.51
Part-time	1,316	62.37	38	24.84
Does not apply / NA		0.00	1	0.65

7RWDO

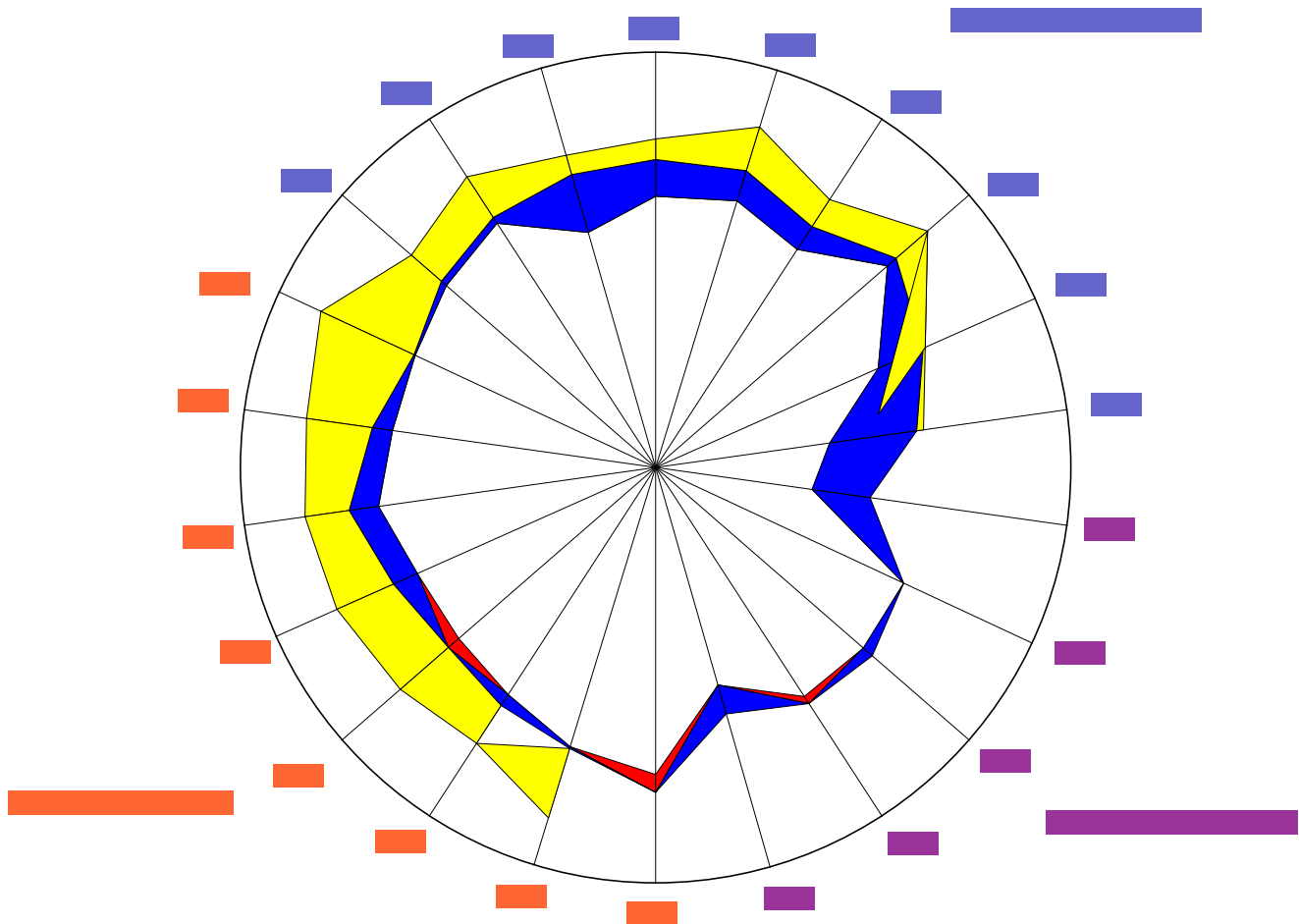
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 8 V H U \* U R U D S G X D W H

# &RUH 4XHVWLRQV 6XPPDU\ IRU \*UDGXDPH

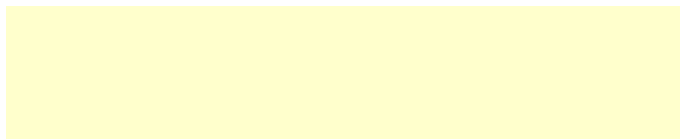
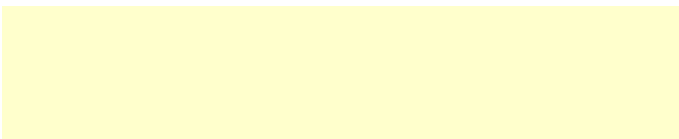
This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on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

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

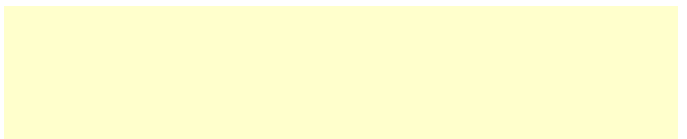
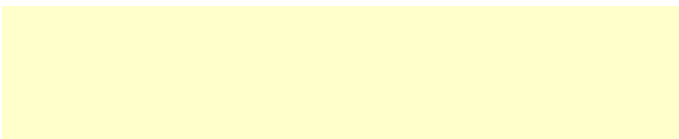
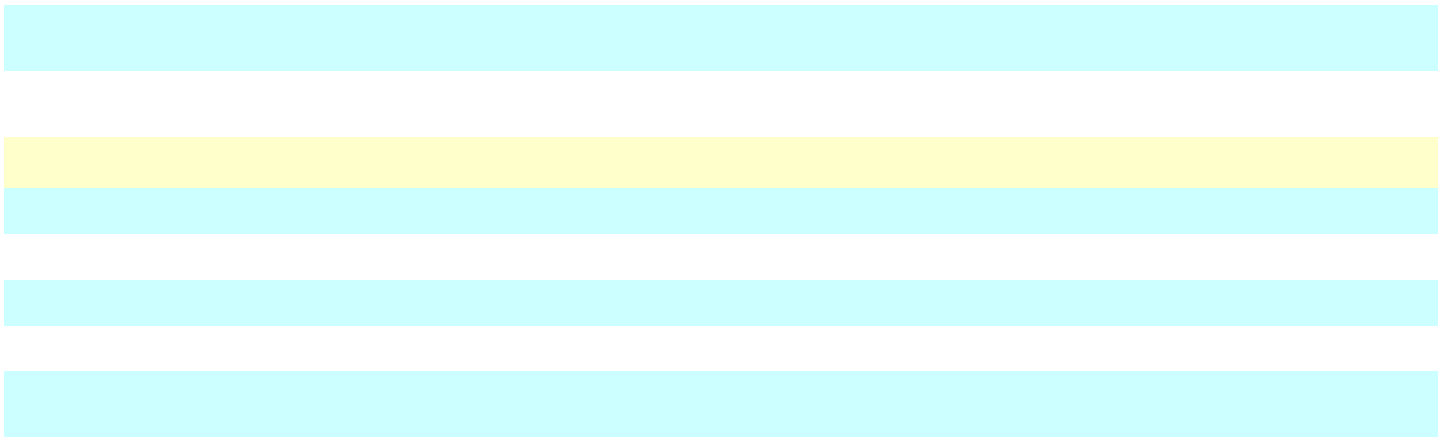
The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



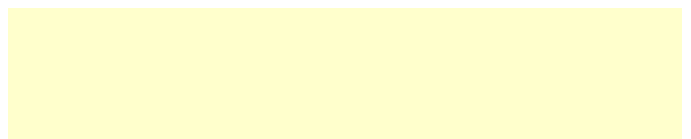
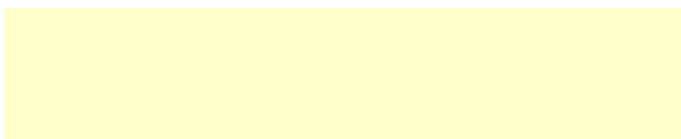
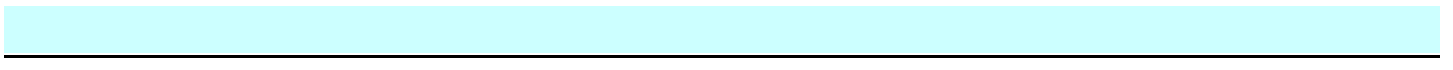
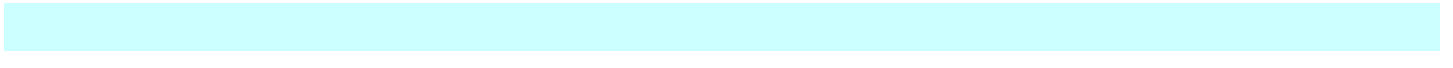
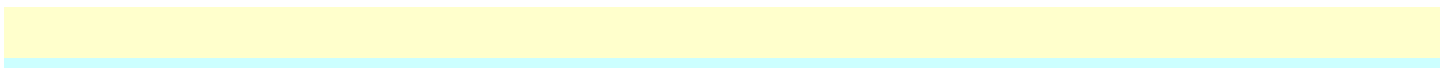
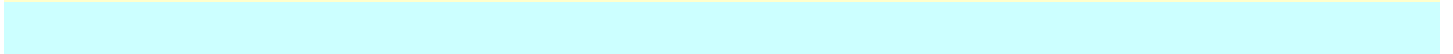
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■	3HUFHLYHG *UHDWHU 7KDQ 0LQLPXP
■	3HUFHLYHG /HVV 7KDQ 'HVLUHG
■	3HUFHLYHG *UHDWHU 7KDQ 'HVLUHG



		0LQLPXP	'HVLUB	3BUFLS	SGHTXDF	SHULRULW\	Q
		0HDQ	0HDQ	0HDQ	0HDQ	0HDQ	
\$IIHFW RI 6HUYLEFH							
AS-1	Employees who instill confidence in users	5.54	6.90	6.80	1.27	-0.10	41
AS-2	Giving users individual attention	6.52	7.26	7.23	0.71	-0.03	31
AS-3	Employees who are consistently courteous	7.43	8.20	7.60	0.17	-0.60	30
AS-4	Readiness to respond to users' questions	6.75	7.61	7.14	0.39	-0.46	28
AS-5	Employees who have the knowledge to answer user questions	7.02	8.14	7.48	0.45	-0.66	44
AS-6	Employees who deal with users in a caring fashion	6.91	7.74	7.44	0.53	-0.30	138
AS-7	Employees who understand the needs of their users	6.53	7.68	7.39	0.87	-0.29	38
AS-8	Willingness to help users	7.20	8.00	7.30	0.10	-0.70	40
AS-9	Dependability in handling users' service problems	7.00	7.67	7.10	0.10	-0.57	21
, QIRUPDWLRQ & RQWURO							
IC-1	Making electronic resources accessible from my home or office	6.83	8.33	6.85	0.02	-1.48	52
IC-2	A library Web site enabling me to locate information on my own	6.83	8.08	7.13	0.29	-0.96	48
IC-3	The printed library materials I need for my work	7.04	8.11	7.46	0.43	-0.64	28
IC-4	The electronic information resources I need	6.76	8.03	7.14	0.38	-0.89	152
IC-5	Modern equipment that lets me easily access needed	6.96	7.88	6.76	-0.20	-1.12	50

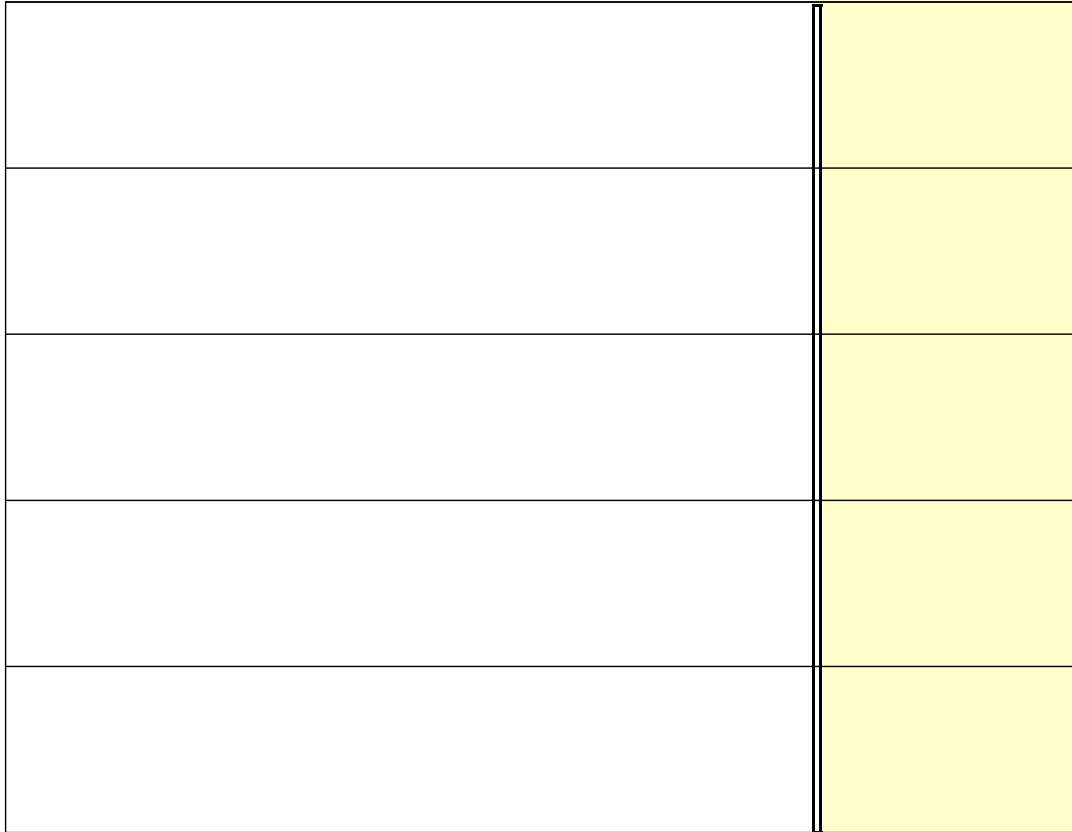


, ' 4XHVWLRQ 7H[W	6'	6'	6'	6'	6'	Q
<b>\$IIHFW RI 6HUYLFH</b>						
AS-1 Employees who instill confidence in users	2.54	2.23	2.05	2.19	1.79	41
AS-2 Giving users individual attention	2.25	2.02	1.65	1.62	1.35	31
AS-3 Employees who are consistently courteous	2.06	1.65	1.63	2.09	1.87	30
AS-4 Readiness to respond to users' questions	2.08	1.97	2.01	1.91	1.82	28
AS-5 Employees who have the knowledge to answer user questions	1.77	1.30	1.58	1.85	1.45	44
AS-6	1.94	1.63	1.62	1.68	1.65	138

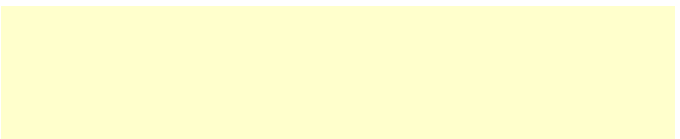
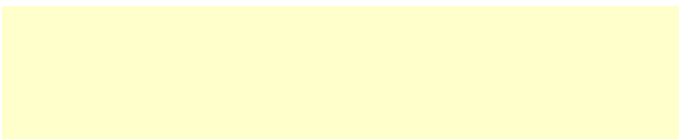


# &RUH 4XHVWLRQ 'LPHQVLRQV 6XPPDU\ IRU \*UDGXDWL

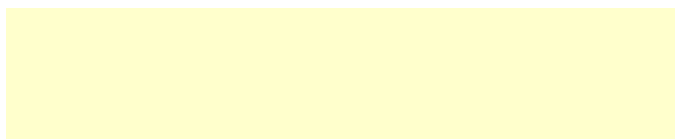
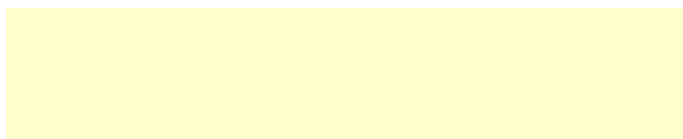
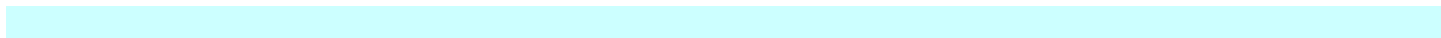
On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for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

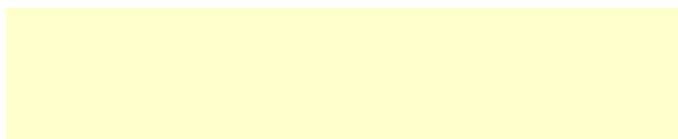
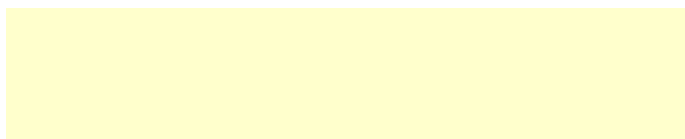


■ Range of Minimum to Desired  
■ Range of Minimum to Perceived ("Adequacy Gap")

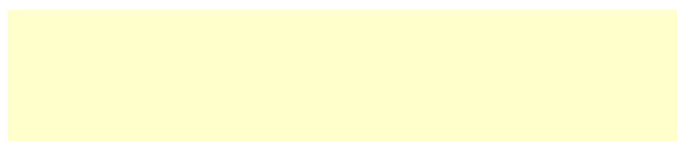
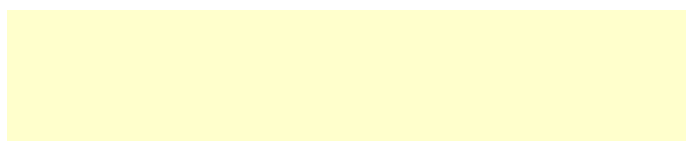


The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number





This table displays the mean sco





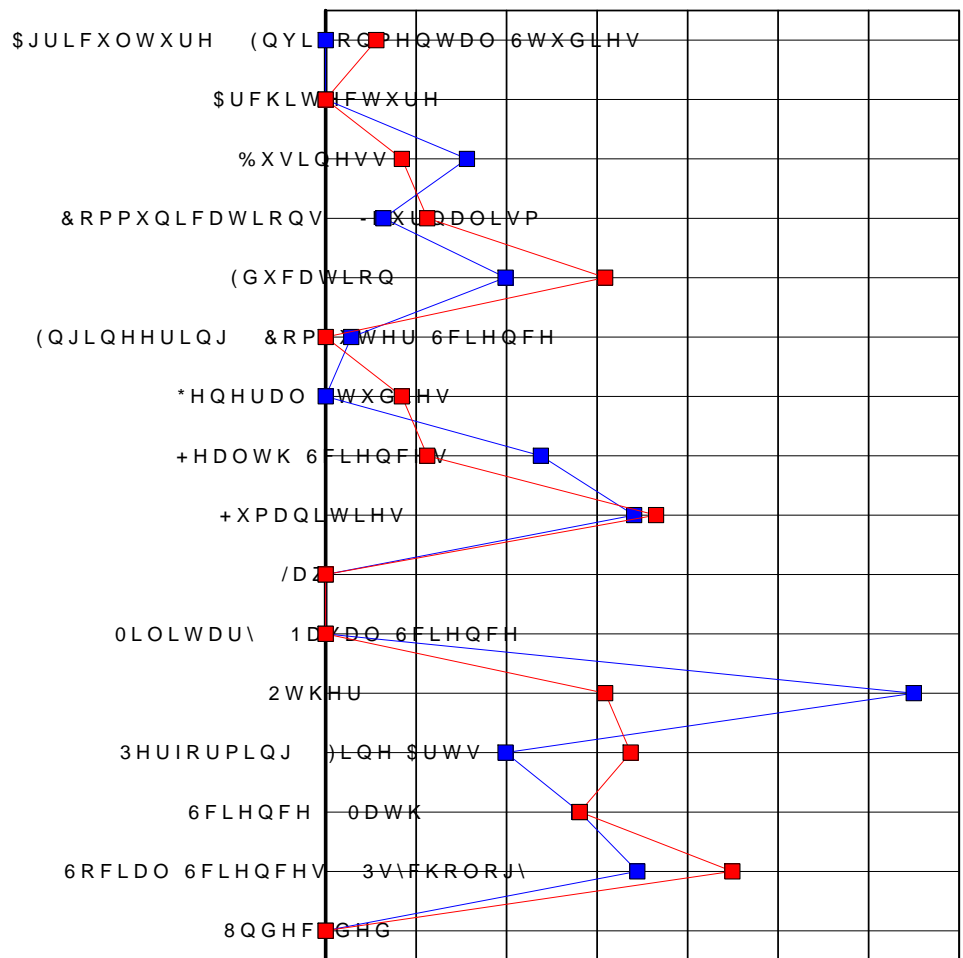
/LEUDU\ 8VH 6XPPDU\ IRU \*UDGXDWH

7KLV FKDUW VKRZV D JUDSKLF UHSQHWHQSDWPRQHR/ DQGE UDOJFXWHR  
QRQ OLEUDU\ LQIRUPDWLRQ JDWHZD\VVVXHSUHWHDQRVWKE HD QJHTFRQFN  
UHSRUW XVLQJ WKHVH UHVRXUFHV 'DULOHY:HENQZHWKQVWED E W B U V  
QXPEHU DQG SHUFHQWWDZKRRVHWHVSRQG H D F K R S W L R Q

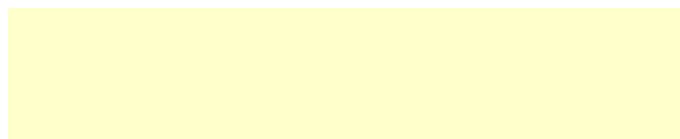
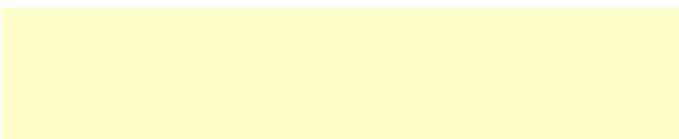
### 3RSXODWLRQ DQG 5HODVLRQ GHQWUWLRQV LGSODQJDU

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 **MiÖ Discipline** e/



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

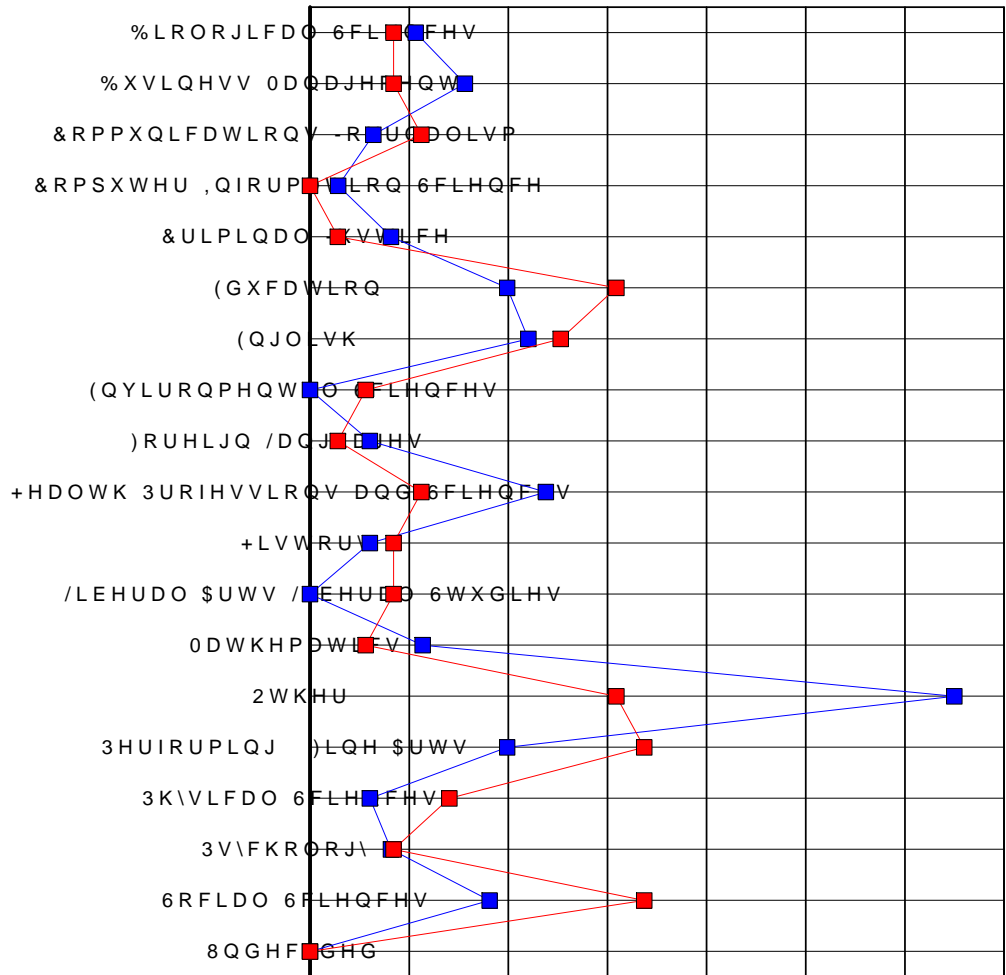




### 3RSXODWLRQ DQG 150N\$RQG HQWXDWRG EL&FLSVORQLH

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.

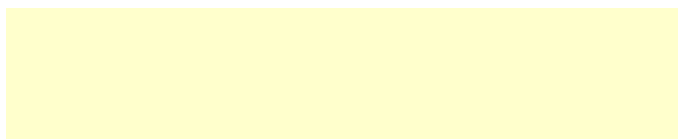
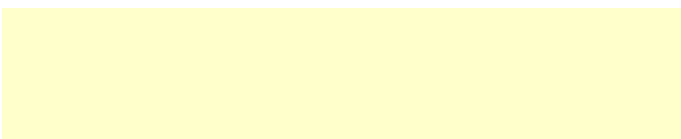
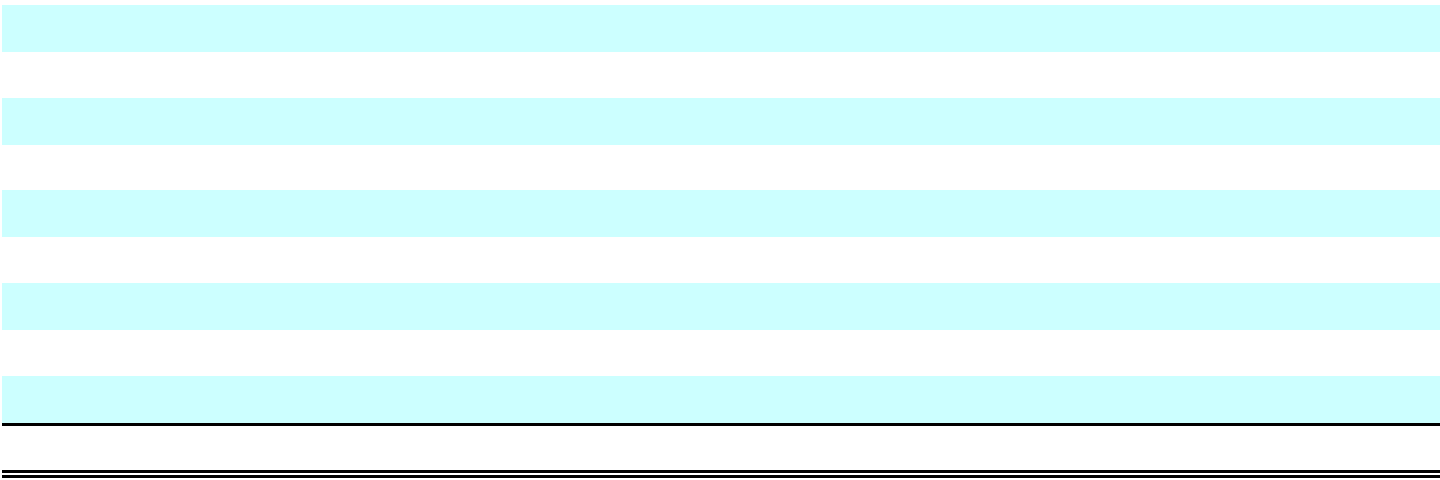
This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage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



- Respondent Profile by Discipline
- Population Profile by Discipline

/DQJXDQJOLVK \$PHULFDQ  
 ,QVWLWXWLRQV HQW 8QLYHUVLW\ &RPPXQLFDWLRQV  
 &RPPXQLFDWLRQV HQW 8QLYHUVLW\ /LEUD\ 1HWZRUN  
 8VHU \*URDFOXW\

'L V S Q L Q H	3 R S X O D W	1 R S Q O D 5 W L V S Q	Q G H Q V R	Q G H Q W V	1 Q
Biological Sciences	30	4.26	3	3.37	0.89
Business/Management	44	6.25	3	3.37	2.88
Communications/Journalism	18	2.56	4	4.49	-1.94
Computer/Information Science	8	1.14	0	0.00	1.14
Criminal Justice	23	3.27	1	1.12	2.14
Education	56	7.95	11	12.36	-4.41
English	62	8.81	9	10.11	-1.31
Environmental Sciences	0	0.00	2	2.25	-2.25
Foreign Languages	17	2.41	1	1.12	1.29
Health Professions and Sciences	67	9.52	4	4.49	5.02



5HVS RQGHQW 3URILOH E\ \$QVZHU WWRD WKIR X XH\HWL RQW

7KH OLEUDU\ WKDW \RX XVH PRVW RIWHQ	5HVS RQGHQW	5HVS RQGHQW
Stapleton/Stabley Library	81	91.01
Orendorff Music Library	4	4.49
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	4	4.49

7RWDO

5HVS RQGHQW 3URILOH E\ \$JH

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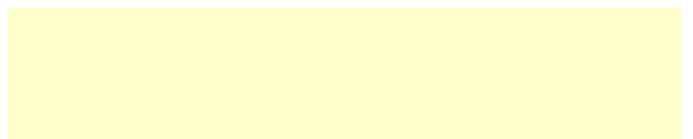
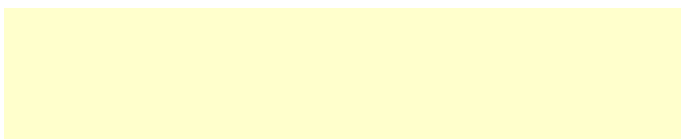
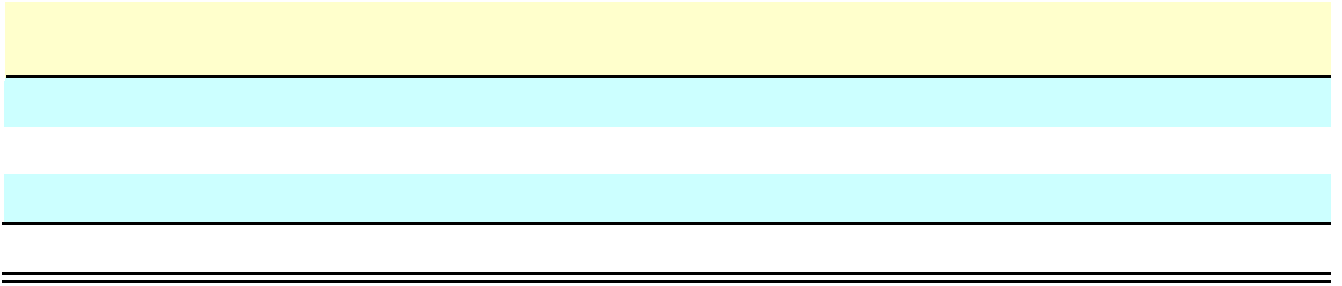
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5HVSRQGHW 3URILOH E\ )X

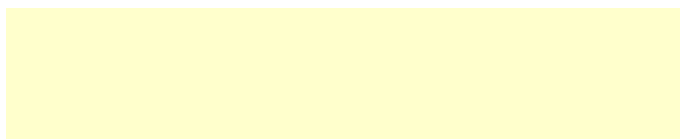
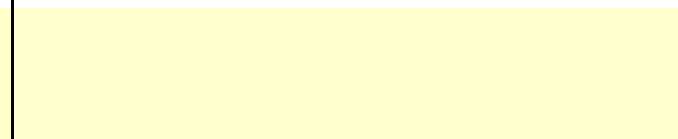
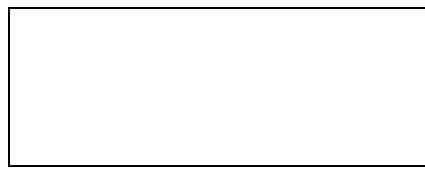


# &RUH 4XHVWLRQV 6XPPDU\ IRU )DFXOW\

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

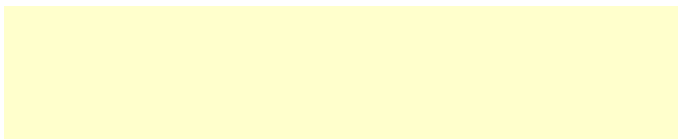
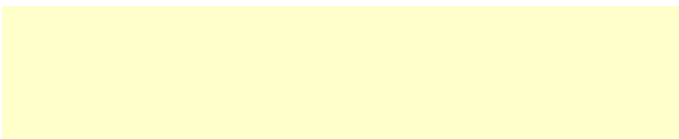
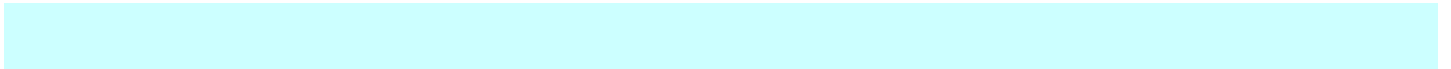
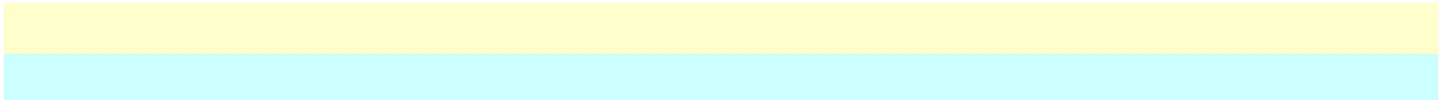
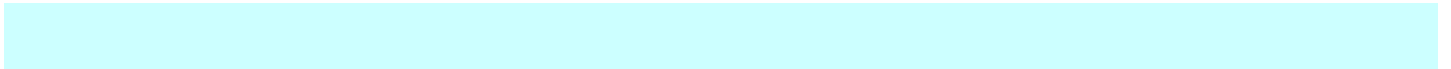
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

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





		0LQLPXP	'HVLUB	36UFHLS	GHGTXD	FKSHULRULW\	Q
		0HDQ	0HDQ	0HDQ	0HDQ	0HDQ	
<b>\$IIHFW RI 6HUYLEFH</b>							
AS-1	Employees who instill confidence in users	6.44	8.11	7.06	0.61	-1.06	18
AS-2	Giving users individual attention	6.70	7.93	7.26	0.56	-0.67	27
AS-3	Employees who are consistently courteous	7.93	8.29	8.18	0.25	-0.11	28
AS-4	Readiness to respond to users' questions	7.21	7.89	6.89	-0.32	-1.00	19
AS-5	Employees who have the knowledge to answer user questions	6.89	8.28	7.17	0.28	-1.11	18
AS-6	Employees who deal with users in a caring fashion	7.36	8.16	7.65	0.29	-0.51	86
AS-7	Employees who understand the needs of their users	7.63	8.38	7.38	-0.25	-1.00	16
AS-8	Willingness to help users	7.10	8.10	7.35	0.25	-0.75	20
AS-9	Dependability in handling users' service problems	7.31	8.23	7.31	0.00	-0.92	13
<b>, QIRUPDWLRQ &amp; RQWURO</b>							
IC-1	Making electronic resources accessible from my home or office	7.50	8.40	7.00	-0.50	-1.40	20
IC-2	<del>NE</del> 20 7) y &	7.63	8.22	6.50	-1.13	-1.72	32



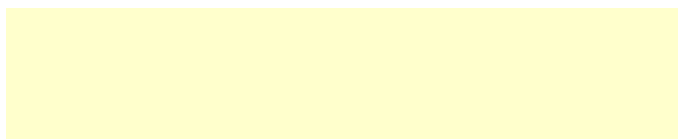
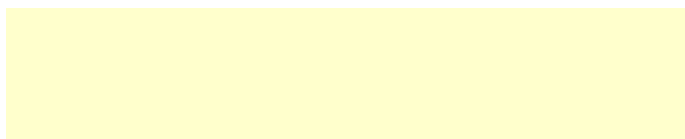
		0LQLPXP'HVLUB	8UFHLS	GHX	DFSHULRULW\	Q	
, ' 4XHVWLRQ 7H[W		6'	6'	6'	6'	6'	
<b>\$IIHFWR I 6HUFLH</b>							
AS-1	Employees who instill confidence in users	1.92	0.76	1.76	1.42	2.04	18
AS-2	Giving users individual attention	2.37	1.30	1.65	2.38	1.64	27
AS-3	Employees who are consistently courteous	1.25	1.15	0.90	1.17	1.20	28
AS-4	Readiness to respond to users' questions	1.69	1.59	1.94	1.11	1.20	19
AS-5	Employees who have the knowledge to answer user questions	1.60	0.67	1.15	1.36	1.13	18
AS-6	Employees who deal with users in a caring fashion	1.73	1.34	1.40	1.61	1.57	86
AS-7	Employees who understand the needs of their users	1.26	0.81	1.75	2.14	2.07	16
AS-8	Willingness to help users	1.86	1.17	1.57	1.80	1.83	20
AS-9	Dependability in handling users' service problems	1.38	1.30	1.97	2.31	2.33	13
<b>, QIRUPDWLRQ &amp; RQWURO</b>							
IC-1	Making electronic resources accessible from my home or office	1.43	1.05	1.65	1.43	1.54	20
IC-2	A library Web site enabling me to locate information on my own	1.36	1.36	1.57	1.95	2.05	32
IC-3	The printed library materials I need for my work	2.03	1.82	1.66	2.69	2.51	27
IC-4	The electronic information resources I need	1.68	1.39	1.76	2.22	1.91	88
IC-5	Modern equipment that lets me easily access needed information	1.53	1.51	1.91	1.76	1.76	30
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.04	1.56	2.03	1.72	21
IC-7	Making information easily accessible for independent use	1.58	0.81	1.57	1.92	1.79	22
IC-8	Print and/or electronic journal collections I require for my work	1.59	0.73	1.68	2.50	1.94	23
<b>/LEUDU\ DV 3ODFH</b>							
LP-1	Library space that inspires study and learning	2.43	2.40	1.95	2.82	2.69	75
LP-2	Quiet space for individual activities	2.76	2.56	1.47	2.74	2.71	19
LP-3	A comfortable and inviting location	2.16	2.11	1.66	1.94	2.29	25
LP-4	A getaway for study, learning, or research	1.69	1.51	1.55	1.57	1.38	11
LP-5	Community space for group learning and group study	2.91	2.69	1.44	3.20	3.04	15
<b>2YHUDOO</b>		1.43	1.12	1.24	1.56	1.49	89

/DQJXD(QJOLVK \$PHULFDQ  
 ,QVWLWXWLRQ 7\SH  
 &RQVUWLXP  
 8VHU \*URXS



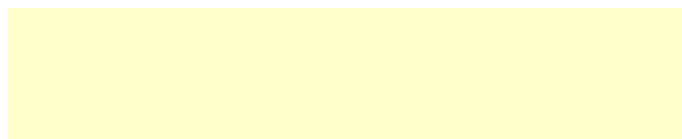
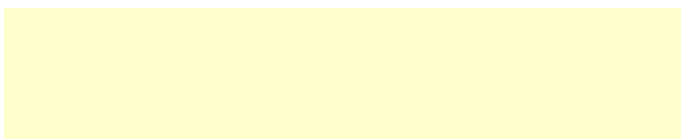
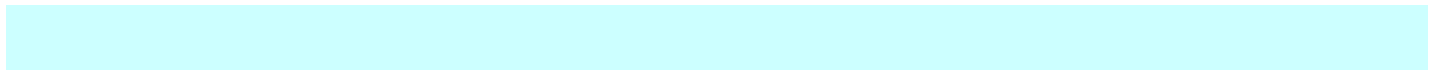
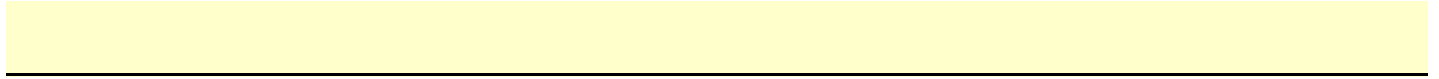
The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of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

'LPHQVLRQ	0LQLPXP'HVLUB	8UFHLSYGH	XDSHULRULW\	Q
Affect of Service	0HDQ 7.17	0HDQ 8.13	0HDQ	0HDQ



/RFDO 4XHVWLRQ 6XPPDU\ IRU )DFXOW\

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the h



## \*HQHUDO 6DWLVDFWLRQ 4XHVWLRQV 6XPPDU\ IRU )DF

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

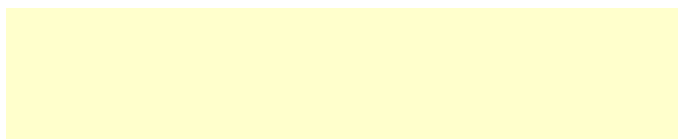
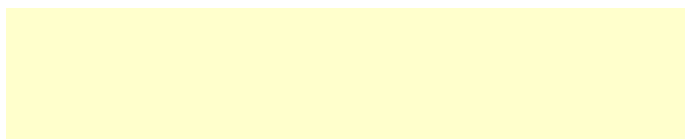
6DWLVDFWLRQ 4XHVWLRQ	0HDQ	6'	Q
In general, I am satisfied with the way in which I am treated at the library.	7.75	1.55	51
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.76	1.60	38
How would you rate the overall quality of the service provided by the library?	7.00	1.60	88

## ,QIRUPDWLRQ /LWHUDF\ 2XWFRPHV 4XHVWLRQV 6XPPDU\ IRU )DFXOW\

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

,QIRUPDWLRQ /LWHUDF\ 2XWFRPHV 4XHVWLRQV	0HDQ	6'	Q
The library helps me stay abreast of developments in my field(s) of interest.	5.65	2.07	37
The library aids my advancement in my academic discipline or work.	6.67	1.75	42
The library enables me to be more efficient in my academic pursuits or work.	6.34	2.10	41
The library helps me distinguish between trustworthy and untrustworthy information.	6.49	2.16	39
The library provides me with the information skills I need in my work or study.	6.58	1.30	19

p P



/LEUDU\ 6WDII 6XPPDU\ IRU ,QGLDQD 8QLYHUVLWLDRI  
 'HPRJUDSKLF 6XPPDU\ IRU /LEUDU\ 6WDII  
 5HVS RQGHW 3URILOH E\ \$QVZHU WWRD WKIR X XH\HWL RQW

7KH OLEUDU\ WKDW \RX XVH PRVW RIWHQ	5HVS RQGHW	5HVS RQGHW
Stapleton/Stabley Library	9	81.82
Orendorff Music Library	2	18.18
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	0	0.00

7RWDO

5HVS RQGHW 3URILOH E\ \$JH

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.

\$JH	5HVS RQGHW	5HVS RQGHW
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	3	27.27
31 - 45	1	9.09
46 - 65	7	63.64
Over 65	0	0.00

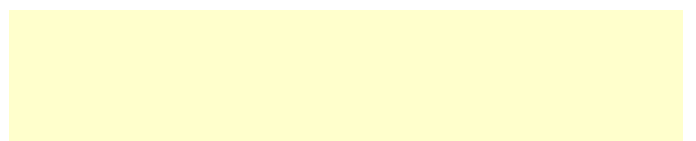
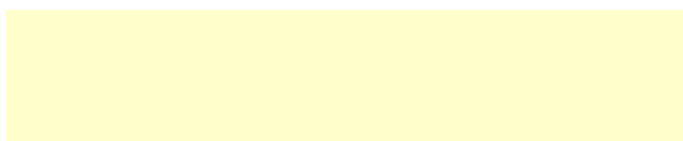
7RWDO





# &RUH 4XHVWLRQV 6XPPDU\ IRU /LEUDU\ 6WDII

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to



		0LQLPXP'0HDQ	HVLUB0HDQ	3BUFLS0HDQ	SYGHTX0HDQ	DFKSHULRULW\0HDQ	
\$IIHFW RI 6HUYLEFH							
AS-1	Employees who instill confidence in users	6.33	9.00	9.00	2.67	0.00	3
AS-2	Giving users individual attention	5.00	7.00	9.00	4.00	2.00	1
AS-3	Employees who are consistently courteous	8.00	9.00	8.00	0.00	-1.00	2
AS-4	Readiness to respond to users' questions	8.00	9.00	8.00	0.00	-1.00	2
AS-5	Employees who have the knowledge to answer user questions	7.29	8.43	6.71	-0.57	-1.71	7
AS-6	Employees who deal with users in a caring fashion	8.18	8.82	8.00	-0.18	-0.82	11
AS-7	Employees who understand the needs of their users	7.00	8.00	8.00	1.00	0.00	1
AS-8	Willingness to help users						0
AS-9	Dependability in handling users' service problems	7.33	8.17	6.83	-0.50	-1.33	6
, QIRUPDWLRQ & RQWURO							
IC-1	Making electronic resources accessible from my home or office	6.33	8.67	8.00	1.67	-0.67	3
IC-2	A library Web site enabling me to locate information on my own	6.50	8.50	7.50	1.00	-1.00	2
IC-3	The printed library materials I need for my work	5.67	7.00	7.67	2.00	0.67	3
IC-4	The electronic information resources I need	6.56	8.11	7.22	0.67	-0.89	9
IC-5	Modern equipment that lets me easily access needed information	7.25	8.50	5.50	-1.75	-3.00	4
IC-6	Easy-to-use access tools that allow me to find things on my own	7.20	8.60	6.80	-0.40	-1.80	5
IC-7	Making information easily accessible for independent use						0
IC-8	Print and/or electronic journal collections I require for my work	6.67	7.33	5.67	-1.00	-1.67	3
/LEUDU\ DV 3ODFH							
LP-1	Library space that inspires study and learning	6.91	8.00	6.64	-0.27	-1.36	11
LP-2	Quiet space for individual activities	5.00	7.00	9.00	4.00	2.00	1
LP-3	A comfortable and inviting location	5.33	8.00	6.67	1.33	-1.33	3
LP-4	A getaway for study, learning, or research	7.00	8.33	7.00	0.00	-1.33	3
LP-5	Community space for group learning and group study	7.50	8.50	7.00	-0.50	-1.50	4
2YHUDOO		7.09	8.33	7.12	0.04	-1.20	11

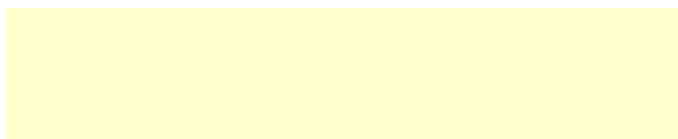
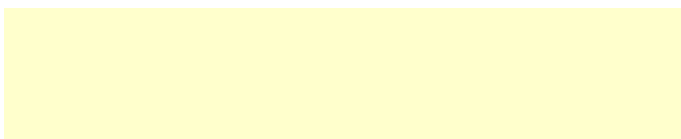
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 ,QVWLWXW&RROHJHH RU 8QLYHUVLW\  
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		6'	6'	6'	6'	6'	Q
<b>\$IIHFWRU 6HUYLFI</b>							
AS-1	Employees who instill confidence in users	2.31	0	0	2.31	0	3
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous	1.41	0	0	1.41	0	2
AS-4	Readiness to respond to users' questions	1.41	0	1.41	0	1.41	2
AS-5	Employees who have the knowledge to answer user questions	1.70	0.79	1.38	2.99	1.89	7
AS-6	Employees who deal with users in a caring fashion	1.47	0.40	1.55	2.32	1.60	11
AS-7	Employees who understand the needs of their users						1
AS-8	Willingness to help users						0
AS-9	Dependability in handling users' service problems	1.97	1.17	2.14	3.15	2.42	6
<b>,QIRUPDWLRQ &amp; RQWURO</b>							
IC-1	Making electronic resources accessible from my home or office	2.31	0.58	1.73	4.04	2.08	3
IC-2	A library Web site enabling me to locate information on my own	2.12	0.71	0.71	2.83	0	2
IC-3	The printed library materials I need for my work	1.15	0	1.53	1.73	1.53	3
IC-4	The electronic information resources I need	1.74	0.93	1.86	3.20	2.20	9
IC-5	Modern equipment that lets me easily access needed information	1.26	0.58	3.32	4.27	3.83	4
IC-6	Easy-to-use access tools that allow me to find things on my own	1.10	0.55	1.30	2.07	1.79	5
IC-7	Making information easily accessible for independent use						0
IC-8	Print and/or electronic journal collections I require for my work	3.21	2.08	2.08	3.61	2.89	3
LA-1	Library	1.73	1.55	2.20	3.52	3.07	11

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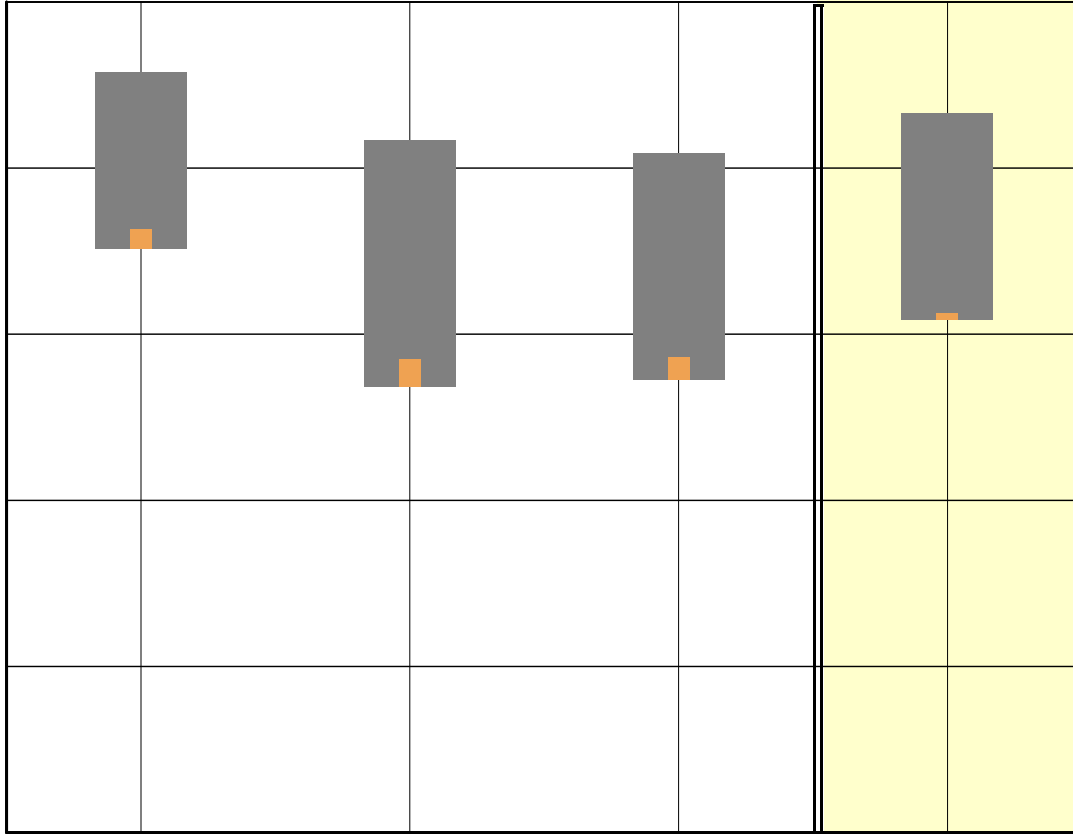
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### &RUH 4XHVWLRQ XIPPHQWLRQV\LEUDU\ 6WDII

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")

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 &RQVRUJ\HWWRQH /LEUDU\ 1HWZRUN  
 8VHU \*U\LEUDU\ 6WDII

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.

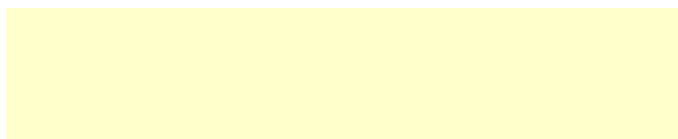
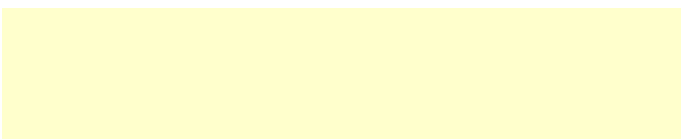
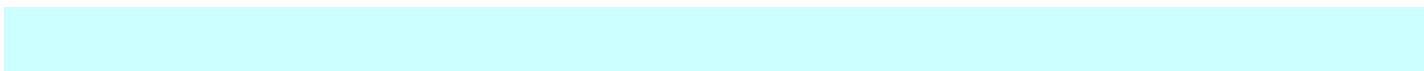
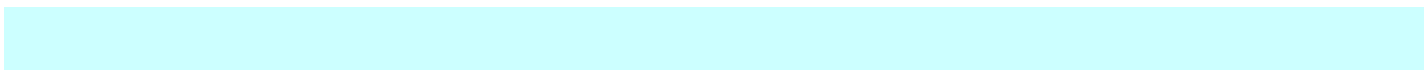
'LPHQVLRQ	0LQLPXP 0HDQ	'HVLUBB 0HDQ	BBUFHLS 0HDQ	GHGTXD 0HDQ	DXSHULRULW 0HDQ	Q
Affect of Service	7.52	8.58	7.64	0.12	-0.94	11
Information Control	6.68	8.17	6.85	0.17	-1.32	10
Library as Place	6.73	8.09	6.86	0.14	-1.23	11
2YHUDOO	7.09	8.33	7.12	0.04	-1.20	11

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

'LPHQVLRQ	0LQLPXP 6'	'HVLUBB 6'	BBUFHLS 6'	GHGTXD 6'	DXSHULRULW 6'	Q
Affect of Service	1.45	0.58	1.38	2.44	1.58	11
Information Control	1.57	0.89	1.84	3.01	2.26	10
Library as Place	1.66	1.20	1.73	3.10	2.49	11
2YHUDOO	1.38	0.70	1.42	2.67	1.89	11

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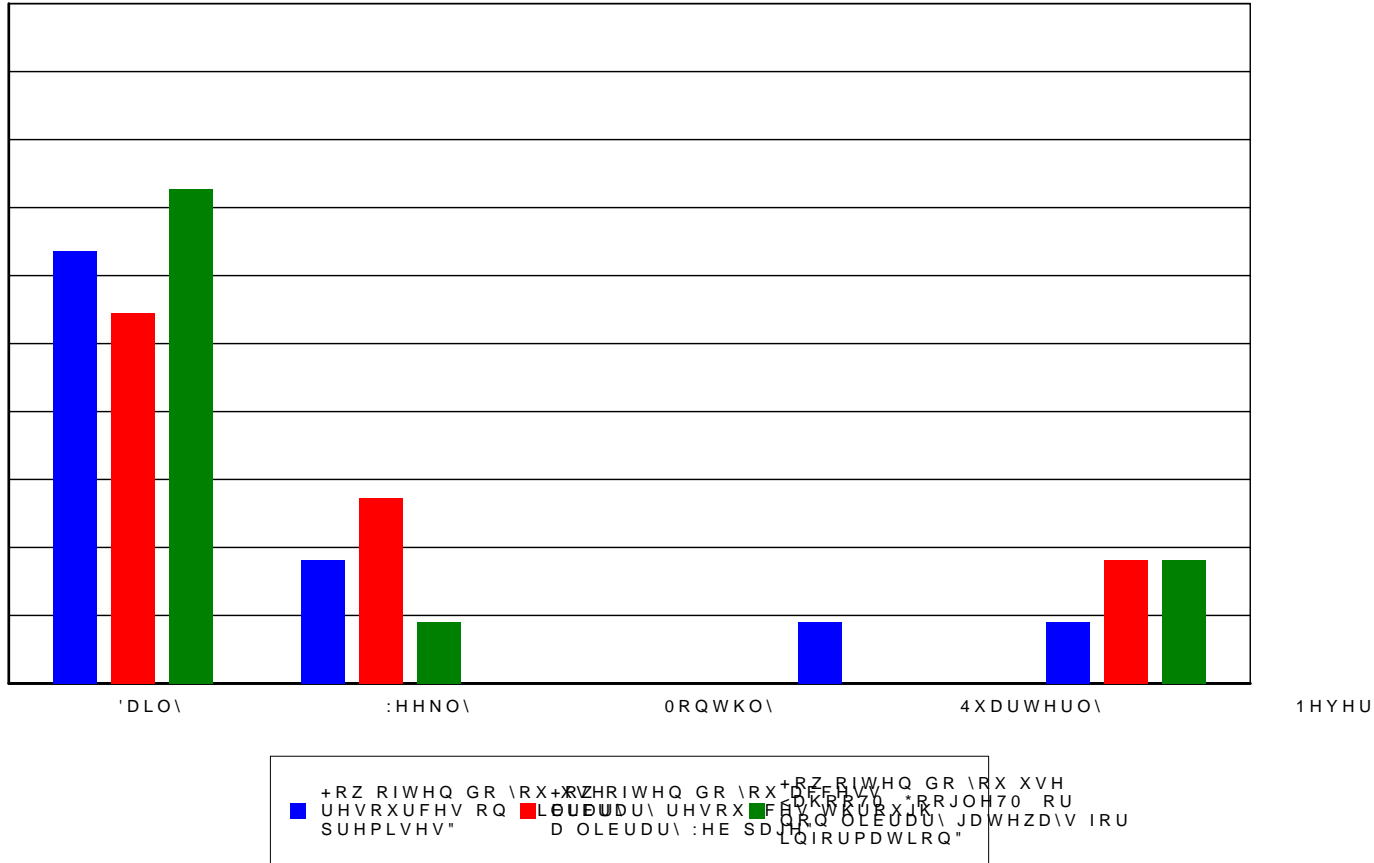






/LEUDU\ 8VH 6XPPDU\ IRU /LEUDU\ 6WDII

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.



+RZ RIWHQ GR \RX+RZHRIWHQ GR \RX+RZ RIWHQ GR \RX XVH  
 UHVRXUFHV RQ LEUDU\ UHVRXUFHV RQ LEUDU\ UHVRXUFHV RQ LEUDU\  
 SUHPLVHV\* D OLEUDU\ :HE SDU\ QIRUPDWLRQ"

	'DLO\	:HHNO\	0RQWKO\	4XDUWHUO\	1HYHU	Q
How often do you use resources on library premises?	7 63.64%	2 18.18%	0 0 %	1 9.09%	1 9.09%	11 100.00%
How often do you access library resources through a library Web page?	6 54.55%	3 27.27%	0 0 %	0 0 %	2 18.18%	11 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	8 72.73%	1 9.09%	0 0 %	0 0 %	2 18.18%	11 100.00%

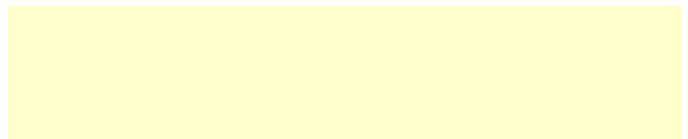
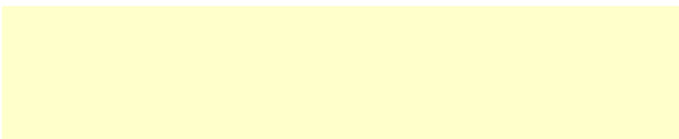
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### 5HVSRQGHW 3URILOH E\ 6H[

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.



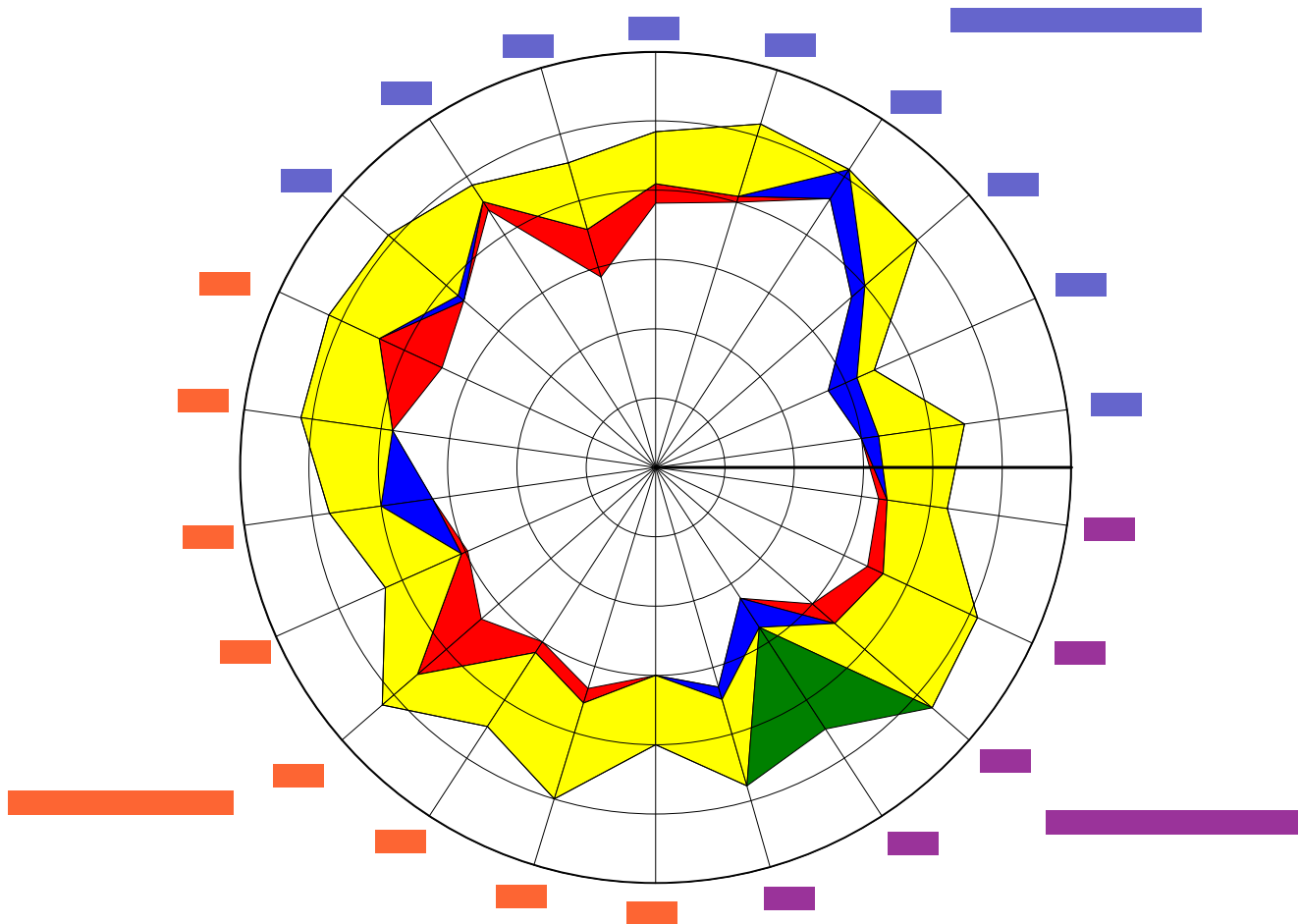


# &RUH 4XHVWLRQV 6XPPDU\ IRU 6WDII

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

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

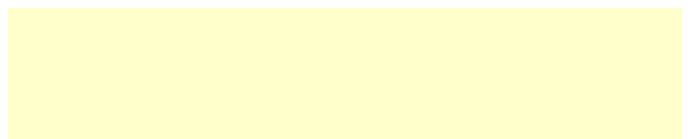
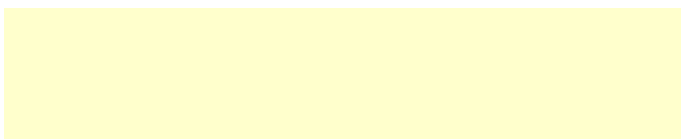
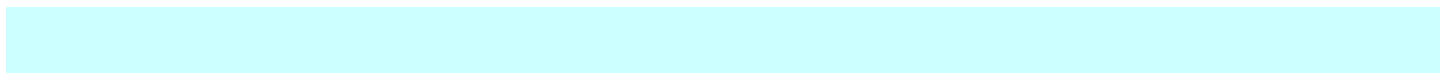
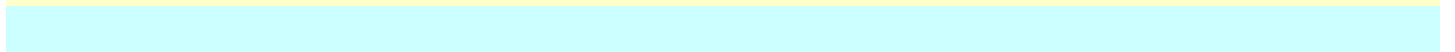
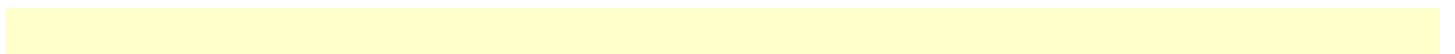
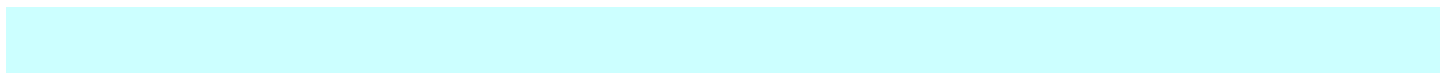
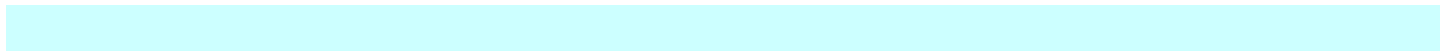
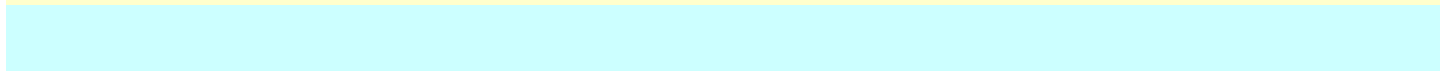
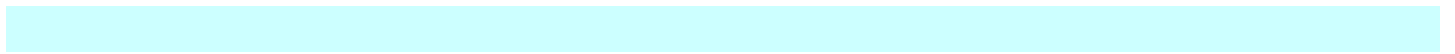
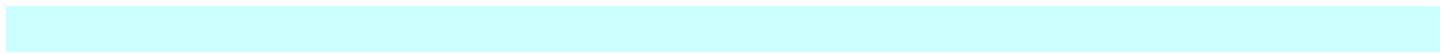
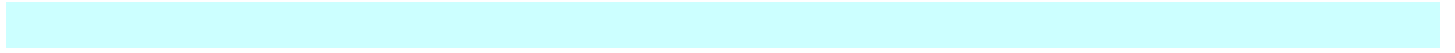
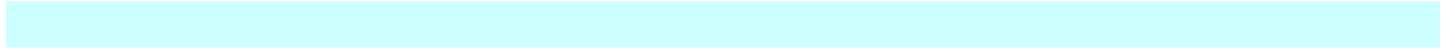
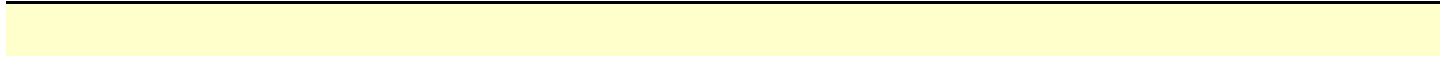
The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



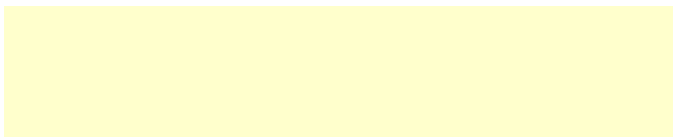
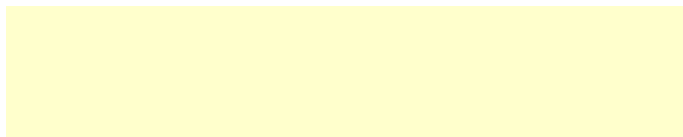
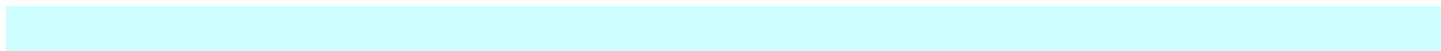
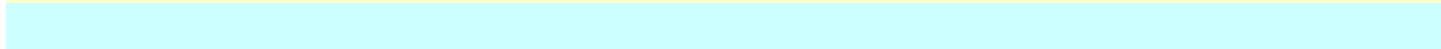
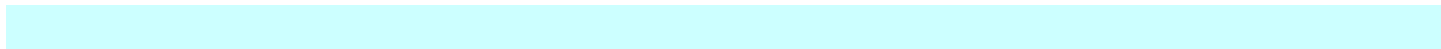
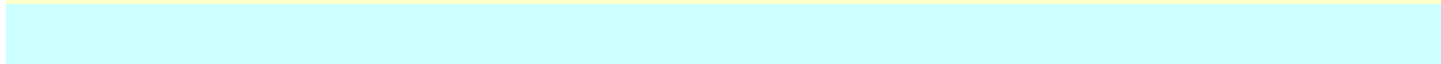
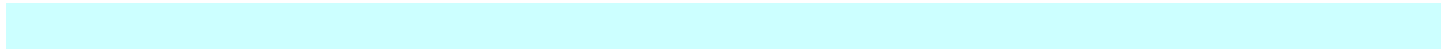
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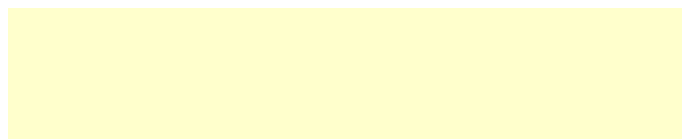
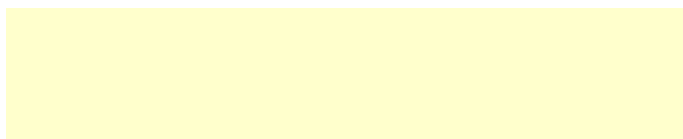
, ' 4XHVWLRQ 7H[W	6'	6'	6'	6'	6'	Q
\$IIHFW RI 6HUYLFH						
AS-1 Employees who instill confidence in users	2.16	2.38	3.59	3.20	1.50	4
AS-2 Giving users individual attention	1.79	1.92	2.09	1.92	2.10	11
AS-3 Employees who are consistently courteous	0.96	1.15	2.71	2.22	2.16	4
AS-4 Readiness to respond to users' questions	0.74	1.36	0.64	0.93	1.69	8
AS-5 Employees who have the	1.70	0.98	1.48	1.45	1.25	11





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.

'LPHQVLRQ	0LQLPXP'0HDQ	HVLUB'0HDQ	BUFHLS'0HDQ	GHGXDF'0HDQ	SHULRULW\0HDQ	Q
Affect of Service	6.84	7.73	6.83	-0.02	-0.90	32
Information Control	6.42	7.62	6.19	-0.23	-1.43	31
Library as Place	6.29	7.74	6.55	0.26	-1.19	29
2YHUDOO	6.59	7.70	6.53	-0.06	-1.17	32







\*HQHUDO 6DWLVIDFWLRQ 4XHVWLRQV 6XPPDU\ IRU 6WD

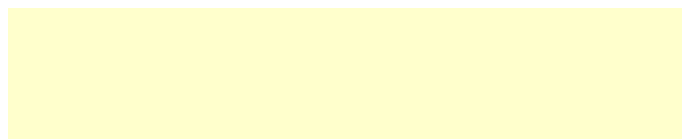
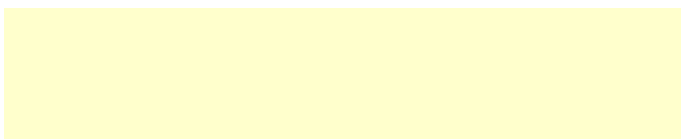
This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from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

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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 2012 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.)

#### \$ I I H F W R I 6 H U Y L F H

- [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

#### , Q I R U P D W L R Q & R Q W U R O

- [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

#### /LEUDU\ DV 3ODFH

- [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



