

LibQUAL+™

2005 Survey

Oglethorpe University

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www.libqual.org



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1 Introduction

1.1 Acknowledgements

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

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

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

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

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1.2 LibQUAL+™: Defining and Promoting Library Service Quality

What is LibQUAL+™?

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

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

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

How will LibQUAL+™ benefit your library?

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

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

How does LibQUAL+™ benefit your library users?

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

How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take the survey, distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+™ survey?

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

1.3 Web Access to Data

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

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

1.4 Explanation of Charts and Tables

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

http://www.libqual.org/Information/Tools/index.cfm

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts", radar charts feature multiple axes or "spokes" along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+™ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Library as Place (LP), and Information Control (IC).

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

How to read a radar chart

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

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

Means

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

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

Standard Deviation

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

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

Service Adequacy

The Service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

Service Superiority

The Service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

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

1.5 A Few Words about LibQUAL+™ 2005

Libraries today confront escalating pressure to demonstrate impact. As Cullen (2001) has noted,

> Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

In this environment, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181).

These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction.

One New Measures initiative is the LibQUAL+™ project (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002). The book by Cook, Heath and Thompson (forthcoming) details much of the related history and research.

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

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

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

LibQUAL+™ is a way of listening to users called a *total market survey*. As Berry (1995) explained,

> When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard to peer institutions can provide important insights, LibQUAL+™ is only one of 11 "ways of listening" to customers, a "total market survey." Berry recommended using multiple listening methods, and emphasized that "Ongoing data collection...is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

Score Scaling

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

Using LibQUAL+™ Data

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

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

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

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+™. Heath, Kyrillidou, and Askew edited a special issue of the Journal of Library Administration (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+™ data to aid the improvement of library service quality. This special issue has recently been published by Hayworth Press as a monograph. This publication can be ordered through the LibQUAL+™ web site at <http://www.libqual.org>.

2004 Data Screening

The 22 LibQUAL+™ core quantitative items measure perceptions of total service quality, as well as three

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

However, as happens in any survey, in 2005 some users provided incomplete data, or inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survery successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey withougt completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

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

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

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a count of such inconsistencies, ranging from "0" to "22," was made. *Records containing more than 9 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+™ Norms

An important way to interpret LibQUAL+™ data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

A total market survey administered to more than 100,000 users, as was LibQUAL+™ in 2004, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

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

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

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

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

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

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

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

Response Rates

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

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

Should we close the library at?

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

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

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

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

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

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

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

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

Alpha University

Completers (n=200 / 800)	Population (N=16,000)
Gender	Gender
Students 53% female	Students 51% female
Faculty 45% female	Faculty 41% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 35%
Science 15%	Science 20%
Other 45%	Other 45%

Omega University

Completers (n=200 / 800)	Population (N=23,000)

Gender	Gender
Students 35% female	Students 59% female
Faculty 65% female	Faculty 43% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 15%
Science 20%	Science 35%
Other 40%	Other 50%

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

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

LibQUAL+™ Interactive Statistics

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

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

Survey Data

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

ARL Service Quality Evaluation Academy

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

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

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

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The third cohort of Academy participants graduated in May, 2004. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

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

<http://www.libqual.org/>
<http://www.arlstats.org/>
<http://www.arl.org/>

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Zeithaml, V.A., Parasuraman, A., Berry, L.L. (1990). Delivering quality service: Balancing customer perceptions and expectations. New York: Free Press.

1.6 Library Statistics for Oglethorpe University

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/pubpdf/arlstat03.pdf>.

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

Volumes held June 30, 2004:	**148,617**
Volumes added during year - Gross:	**3,378**
Total number of current serials received:	**328**
Total library expenditures (in USD):	**$601,448**
Personnel - professional staff, FTE:	**3**
Personnel - support staff, FTE:	**4**

1.7 Contact Information for Oglethorpe University

The person below served as the institution's primary LibQUAL+™ liaison during this survey implementation.

Name:	**Ms. Anne A. Salter**
Title:	**Director-Philip Weltner Library**
Address:	**4484 Peachtree Rd.N.E.** **Atlanta, GA 30319** **USA**
Phone:	**404-364-8514**
Email:	**asalter@oglethorpe.edu**

2 Demographic Summary for Oglethorpe University

2.1 Respondents by User Group

User Group		Respondent n	Respondent %
Undergraduate			
First year		22	20.56%
Second year		19	17.76%
Third year		29	27.10%
Fourth year		15	14.02%
Fifth year and above		0	0.00%
Non-degree		0	0.00%
	Sub Total:	85	79.44%
Graduate			
Masters		1	0.93%
Doctoral		0	0.00%
Non-degree or Undecided		0	0.00%
	Sub Total:	1	0.93%
Faculty			
Adjunct Faculty		0	0.00%
Assistant Professor		7	6.54%
Associate Professor		6	5.61%
Lecturer		0	0.00%
Professor		7	6.54%
Other Academic Status		1	0.93%
	Sub Total:	21	19.63%
Library Staff			
Administrator		0	0.00%
Manager, Head of Unit		0	0.00%
Public Services		0	0.00%
Systems		0	0.00%
Technical Services		0	0.00%
Other		0	0.00%
	Sub Total:	0	0.00%
Staff			
Research Staff		0	0.00%
Other staff positions		0	0.00%
	Sub Total:	0	0.00%
Total:		**107**	**100.00%**

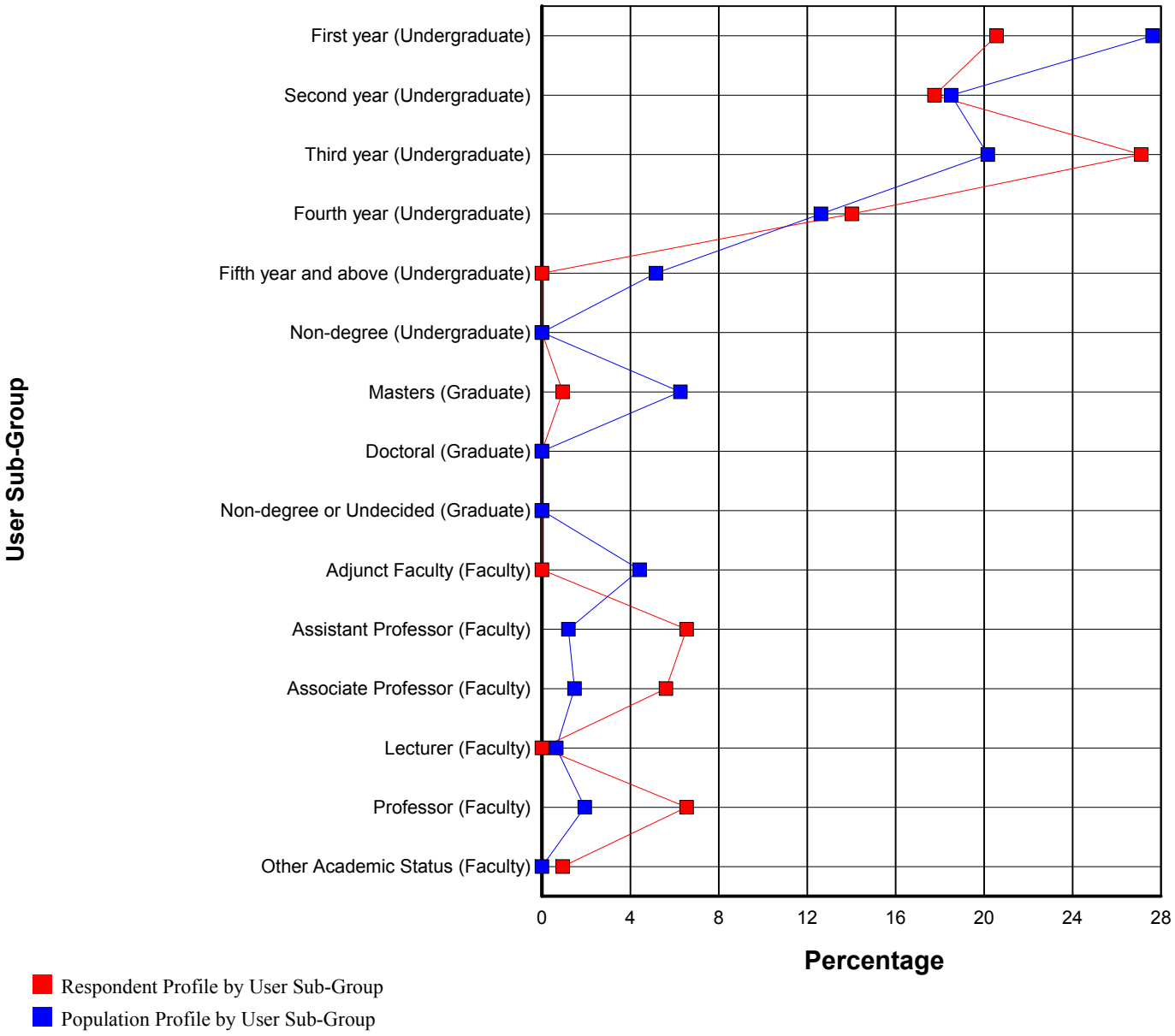
Language: American English
Institution Type: College or University
Consortium: None
User Group: All

2.2 Population and Respondents by User Sub-Group

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

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



Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	300	27.62%	22	20.56%	7.06%
Second year (Undergraduate)	201	18.51%	19	17.76%	0.75%
Third year (Undergraduate)	219	20.17%	29	27.10%	-6.94%
Fourth year (Undergraduate)	137	12.62%	15	14.02%	-1.40%
Fifth year and above (Undergraduate)	56	5.16%	0	0.00%	5.16%
Non-degree (Undergraduate)	0	0.00%	0	0.00%	0.00%
Masters (Graduate)	68	6.26%	1	0.93%	5.33%
Doctoral (Graduate)	0	0.00%	0	0.00%	0.00%
Non-degree or Undecided (Graduate)	0	0.00%	0	0.00%	0.00%
Adjunct Faculty (Faculty)	48	4.42%	0	0.00%	4.42%
Assistant Professor (Faculty)	13	1.20%	7	6.54%	-5.35%
Associate Professor (Faculty)	16	1.47%	6	5.61%	-4.13%
Lecturer (Faculty)	7	0.64%	0	0.00%	0.64%
Professor (Faculty)	21	1.93%	7	6.54%	-4.61%
Other Academic Status (Faculty)	0	0.00%	1	0.93%	-0.93%
Total:	**1,086**	**100.00%**	**107**	**100.00%**	**0.00%**

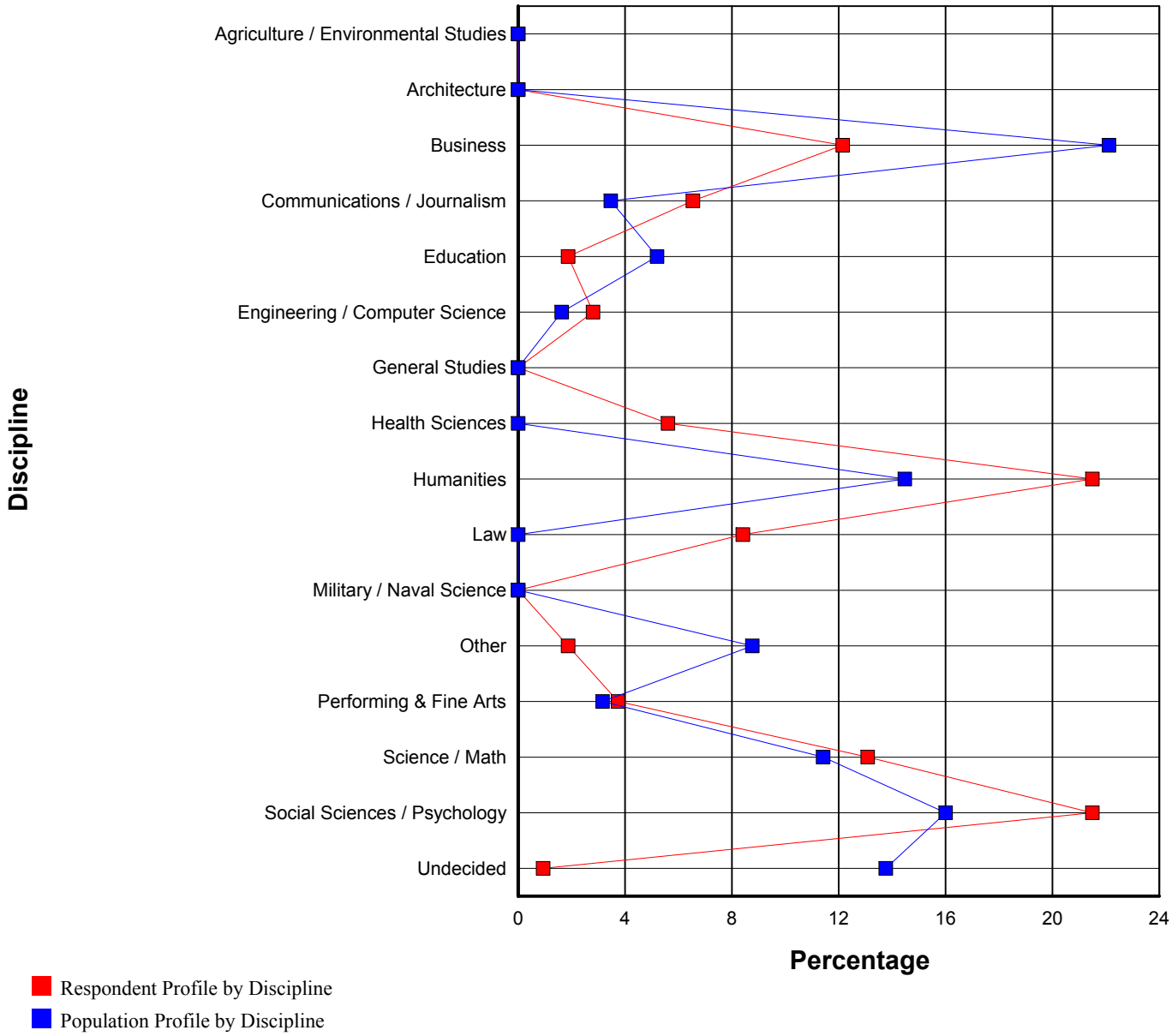
Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents 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).

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



Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff, Staff)

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	217	22.12%	13	12.15%	9.97%
Communications / Journalism	34	3.47%	7	6.54%	-3.08%
Education	51	5.20%	2	1.87%	3.33%
Engineering / Computer Science	16	1.63%	3	2.80%	-1.17%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	6	5.61%	-5.61%
Humanities	142	14.48%	23	21.50%	-7.02%
Law	0	0.00%	9	8.41%	-8.41%
Military / Naval Science	0	0.00%	0	0.00%	0.00%
Other	86	8.77%	2	1.87%	6.90%
Performing & Fine Arts	31	3.16%	4	3.74%	-0.58%
Science / Math	112	11.42%	14	13.08%	-1.67%
Social Sciences / Psychology	157	16.00%	23	21.50%	-5.49%
Undecided	135	13.76%	1	0.93%	12.83%
Total:	**981**	**100.00%**	**107**	**100.00%**	**0.00%**

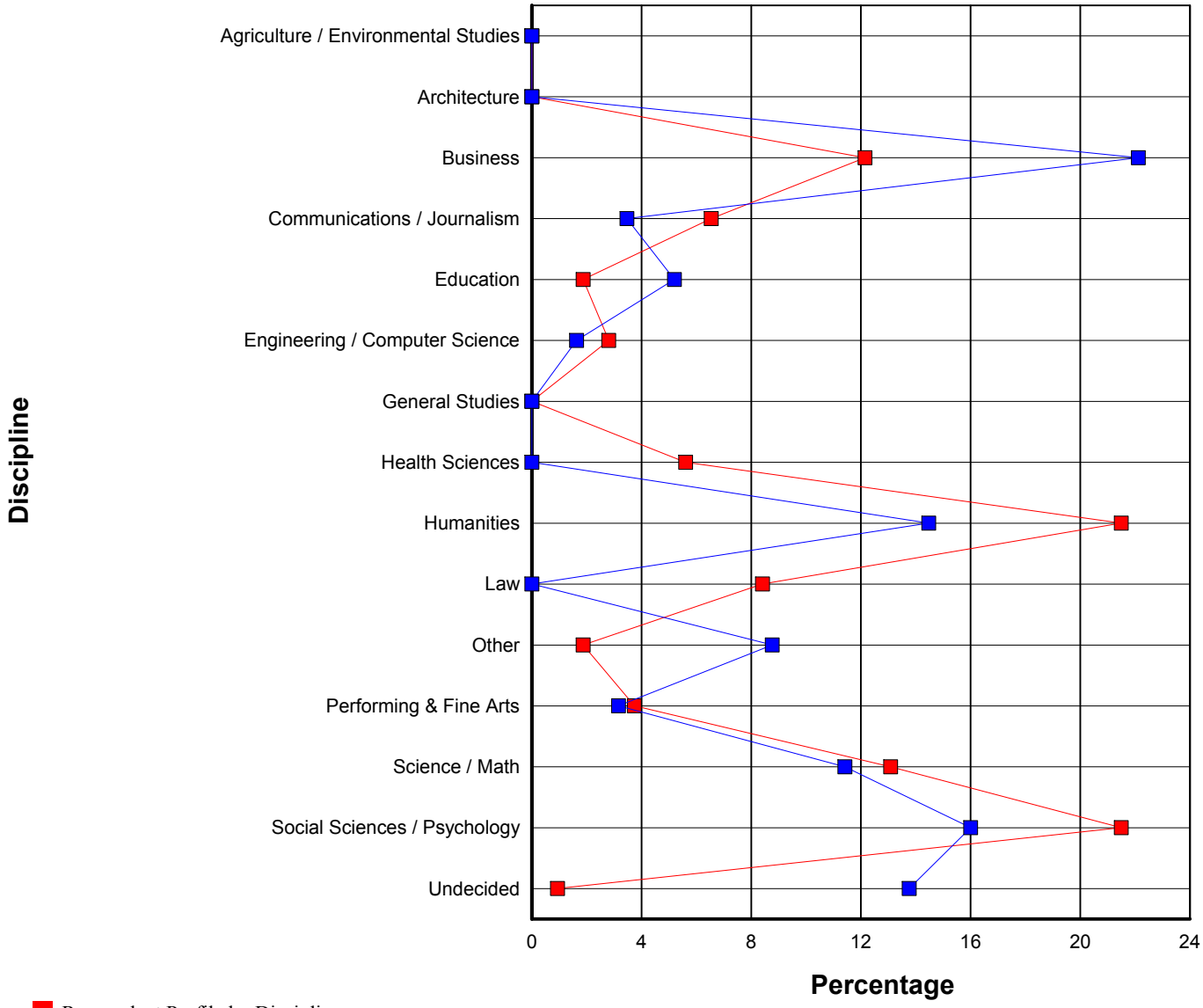
Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents 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).

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



Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff, Staff)

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	217	22.12%	13	12.15%	9.97%
Communications / Journalism	34	3.47%	7	6.54%	-3.08%
Education	51	5.20%	2	1.87%	3.33%
Engineering / Computer Science	16	1.63%	3	2.80%	-1.17%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	6	5.61%	-5.61%
Humanities	142	14.48%	23	21.50%	-7.02%
Law	0	0.00%	9	8.41%	-8.41%
Other	86	8.77%	2	1.87%	6.90%
Performing & Fine Arts	31	3.16%	4	3.74%	-0.58%
Science / Math	112	11.42%	14	13.08%	-1.67%
Social Sciences / Psychology	157	16.00%	23	21.50%	-5.49%
Undecided	135	13.76%	1	0.93%	12.83%
Total:	**981**	**100.00%**	**107**	**100.00%**	**0.00%**

Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.5 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	1	0.93%
18 - 22	81	75.70%
23 - 30	4	3.74%
31 - 45	11	10.28%
46 - 65	10	9.35%
Over 65	0	0.00%
Total:	**107**	**100.00%**

2.6 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	392	36.10%	33	30.84%
Female	694	63.90%	74	69.16%
Total:	**1,086**	**100.00%**	**107**	**100.00%**

Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff)

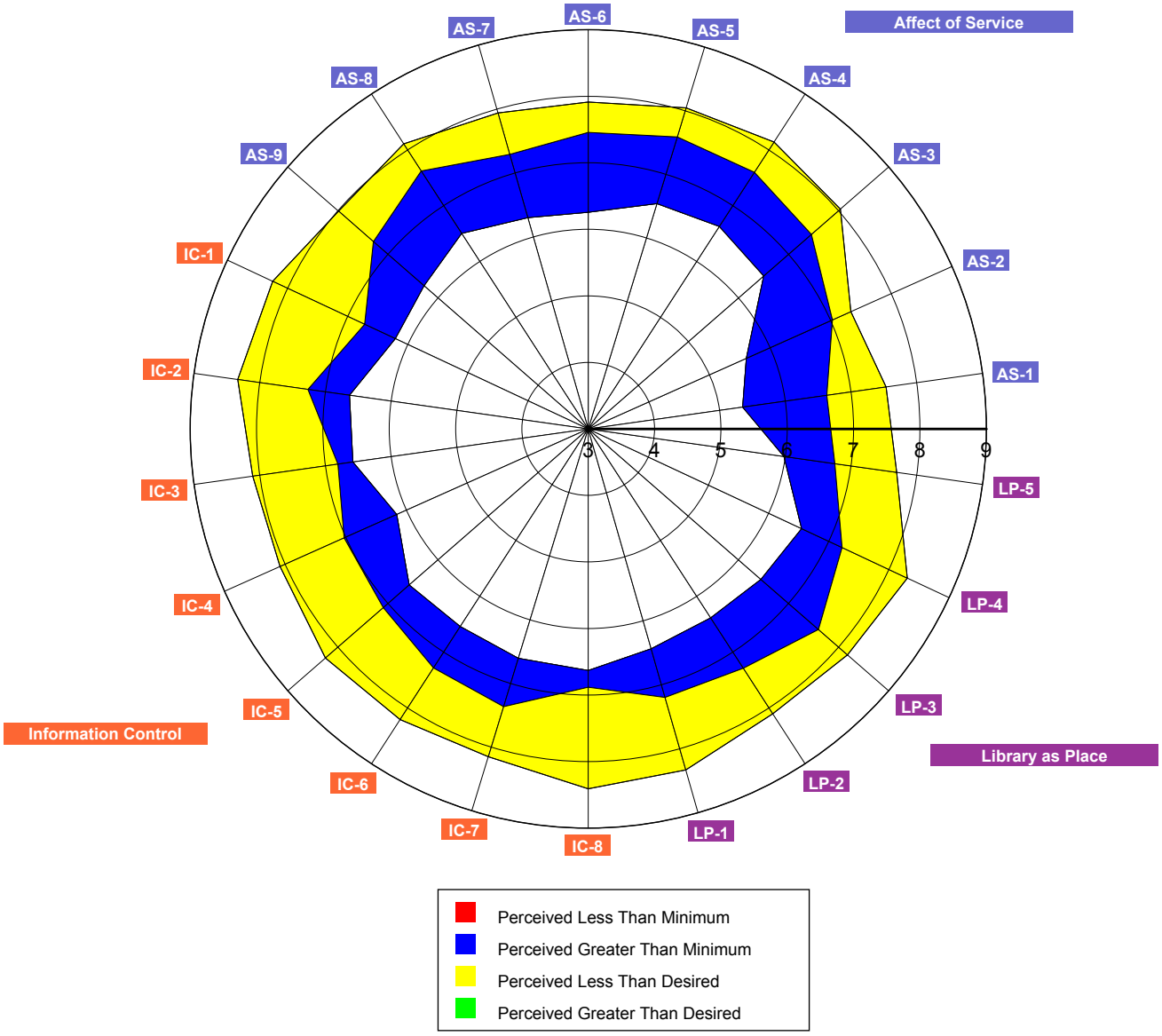
3 Survey Item Summary for Oglethorpe University

3.1 Core Questions Summary

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

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy 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:	All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.35	7.53	6.63	1.28	-0.90	103
AS-2	Giving users individual attention	5.61	7.33	7.03	1.42	-0.30	105
AS-3	Employees who are consistently courteous	6.50	8.04	7.46	0.95	-0.58	107
AS-4	Readiness to respond to users' questions	6.63	8.14	7.60	0.97	-0.54	105
AS-5	Employees who have the knowledge to answer user questions	6.54	8.05	7.59	1.05	-0.46	107
AS-6	Employees who deal with users in a caring fashion	6.26	7.91	7.46	1.20	-0.46	105
AS-7	Employees who understand the needs of their users	6.30	7.94	7.29	0.99	-0.65	102
AS-8	Willingness to help users	6.50	8.11	7.62	1.12	-0.49	101
AS-9	Dependability in handling users' service problems	6.28	7.99	7.29	1.01	-0.70	89
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.21	8.25	6.72	0.51	-1.53	100
IC-2	A library Web site enabling me to locate information on my own	6.63	8.34	7.27	0.63	-1.07	104
IC-3	The printed library materials I need for my work	6.58	8.11	6.81	0.23	-1.30	101
IC-4	The electronic information resources I need	6.16	8.09	7.03	0.87	-1.06	105
IC-5	Modern equipment that lets me easily access needed information	6.58	8.25	7.10	0.52	-1.15	104
IC-6	Easy-to-use access tools that allow me to find things on my own	6.54	8.21	7.29	0.74	-0.92	105
IC-7	Making information easily accessible for independent use	6.61	8.15	7.37	0.76	-0.79	104
IC-8	Print and/or electronic journal collections I require for my work	6.63	8.41	6.88	0.25	-1.53	95
Library as Place							
LP-1	Library space that inspires study and learning	6.44	8.33	7.20	0.76	-1.13	105
LP-2	Quiet space for individual activities	6.39	8.11	7.29	0.90	-0.82	103
LP-3	A comfortable and inviting location	6.45	8.18	7.60	1.15	-0.58	107
LP-4	A getaway for study, learning, or research	6.55	8.31	7.22	0.67	-1.09	104
LP-5	Community space for group learning and group study	5.98	7.70	6.75	0.77	-0.94	102
Overall:		6.35	8.07	7.21	0.86	-0.86	107

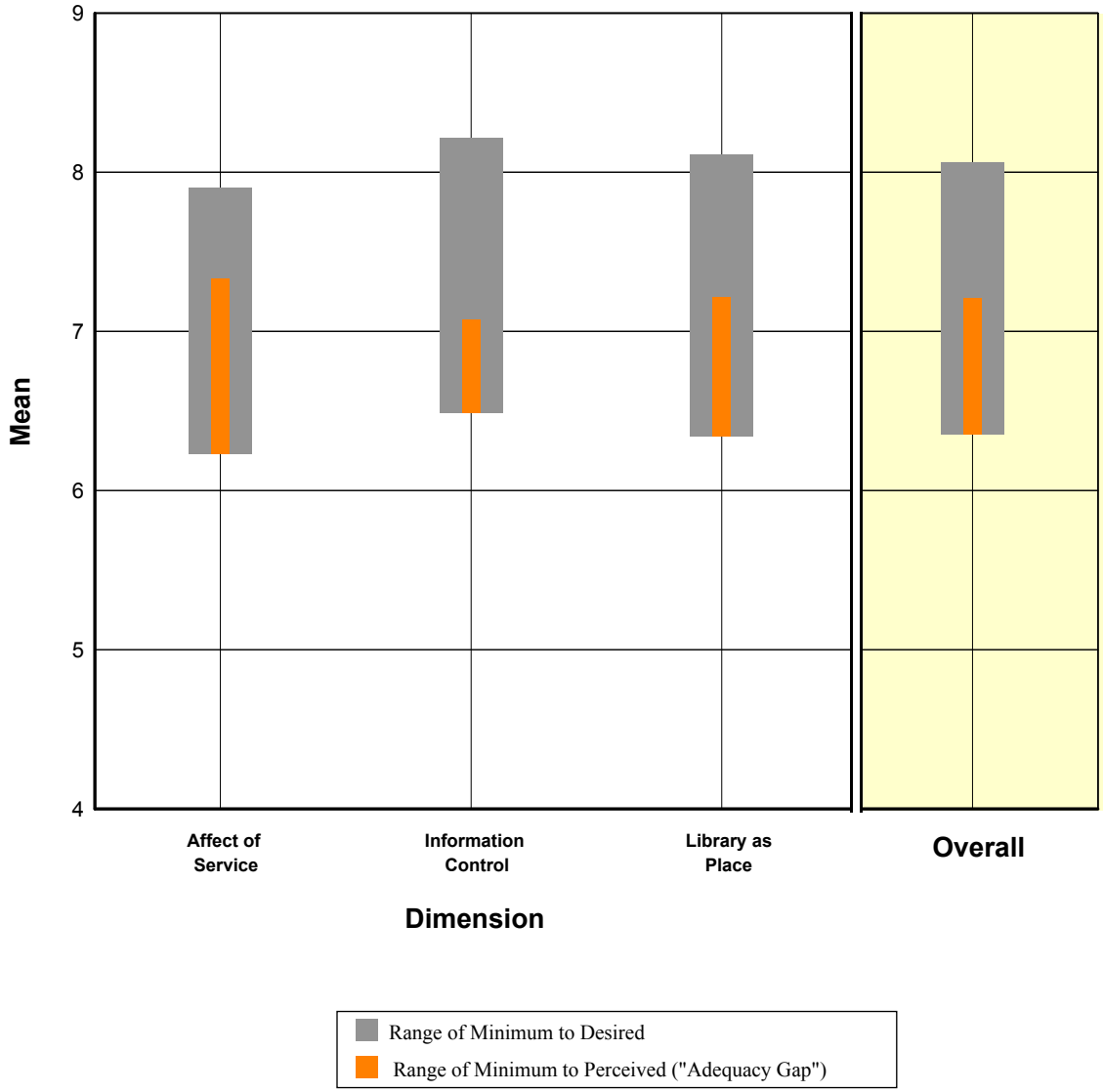
Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.72	1.55	1.66	1.68	1.62	103
AS-2	Giving users individual attention	1.85	1.55	1.68	1.71	1.63	105
AS-3	Employees who are consistently courteous	1.77	1.34	1.53	1.83	1.43	107
AS-4	Readiness to respond to users' questions	1.62	1.06	1.31	1.64	1.14	105
AS-5	Employees who have the knowledge to answer user questions	1.61	1.21	1.35	1.78	1.47	107
AS-6	Employees who deal with users in a caring fashion	1.84	1.30	1.45	1.92	1.47	105
AS-7	Employees who understand the needs of their users	1.73	1.27	1.31	1.77	1.45	102
AS-8	Willingness to help users	1.69	1.05	1.29	1.68	1.40	101
AS-9	Dependability in handling users' service problems	1.67	1.17	1.41	1.56	1.39	89
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.67	1.09	1.85	2.13	2.02	100
IC-2	A library Web site enabling me to locate information on my own	1.65	0.91	1.48	1.80	1.52	104
IC-3	The printed library materials I need for my work	1.61	1.18	1.53	1.92	1.53	101
IC-4	The electronic information resources I need	1.61	1.31	1.40	1.89	1.82	105
IC-5	Modern equipment that lets me easily access needed information	1.72	1.10	1.50	2.09	1.69	104
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.02	1.20	1.62	1.41	105
IC-7	Making information easily accessible for independent use	1.59	1.03	1.29	1.82	1.43	104
IC-8	Print and/or electronic journal collections I require for my work	1.64	0.86	1.51	1.98	1.71	95
Library as Place							
LP-1	Library space that inspires study and learning	1.77	0.92	1.58	2.07	1.74	105
LP-2	Quiet space for individual activities	1.94	1.42	1.49	1.90	1.93	103
LP-3	A comfortable and inviting location	1.80	1.07	1.33	2.02	1.72	107
LP-4	A getaway for study, learning, or research	1.68	1.02	1.48	2.08	1.76	104
LP-5	Community space for group learning and group study	1.95	1.60	1.67	2.33	2.13	102
Overall:		1.24	0.67	0.91	1.19	0.97	107

Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

3.2 Core Question Dimensions Summary

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



Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff)

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.23	7.90	7.33	1.10	-0.57	107
Information Control	6.49	8.22	7.07	0.58	-1.15	107
Library as Place	6.34	8.11	7.22	0.87	-0.90	107
Overall:	6.35	8.07	7.21	0.86	-0.86	107

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.37	0.87	1.10	1.31	1.05	107
Information Control	1.27	0.71	0.99	1.40	1.14	107
Library as Place	1.42	0.85	1.13	1.55	1.42	107
Overall:	1.24	0.67	0.91	1.19	0.97	107

Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

3.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.12	8.17	6.21	0.09	-1.96	98
Ready access to computers / Internet / software	6.62	8.15	7.48	0.87	-0.67	104
Teaching me how to locate, evaluate, and use information	5.88	7.42	7.04	1.16	-0.38	105
Efficient interlibrary loan / document delivery	6.26	7.96	6.81	0.54	-1.15	72
Access to archives, special collections	5.24	7.40	6.37	1.13	-1.03	75

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
Comprehensive collections of fulltext articles online	1.58	1.17	1.65	1.92	1.92	98
Ready access to computers / Internet / software	2.03	1.69	1.55	2.19	1.86	104
Teaching me how to locate, evaluate, and use information	2.09	1.94	2.00	2.32	1.97	105
Efficient interlibrary loan / document delivery	1.70	1.14	1.78	2.02	1.82	72
Access to archives, special collections	1.89	1.74	1.71	2.09	2.16	75

Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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.	7.89	1.35	107
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.97	1.52	107
How would you rate the overall quality of the service provided by the library?	7.21	1.20	107

3.5 Information Literacy Outcomes Questions Summary

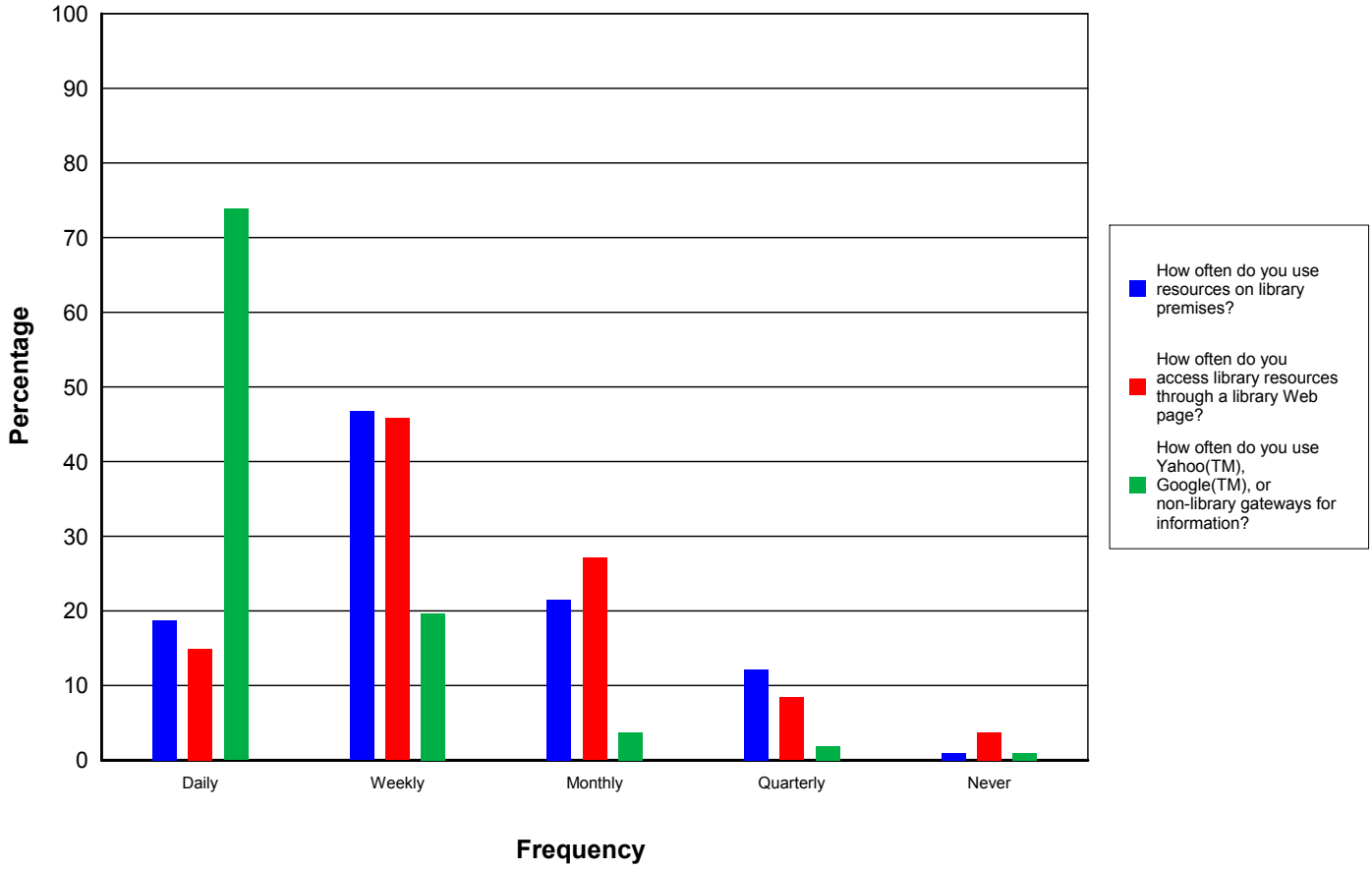
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.55	1.67	107
The library aids my advancement in my academic discipline.	6.19	1.77	107
The library enables me to be more efficient in my academic pursuits.	6.50	1.84	107
The library helps me distinguish between trustworthy and untrustworthy information.	5.94	1.88	107
The library provides me with the information skills I need in my work or study.	6.22	1.72	107

Language: American English
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	20	50	23	13	1	**107**
	18.69%	46.73%	21.50%	12.15%	0.93%	**100.00%**
How often do you access library resources through a library Web page?	16	49	29	9	4	**107**
	14.95%	45.79%	27.10%	8.41%	3.74%	**100.00%**
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	79	21	4	2	1	**107**
	73.83%	19.63%	3.74%	1.87%	0.93%	**100.00%**

Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	All (Excluding Library Staff)

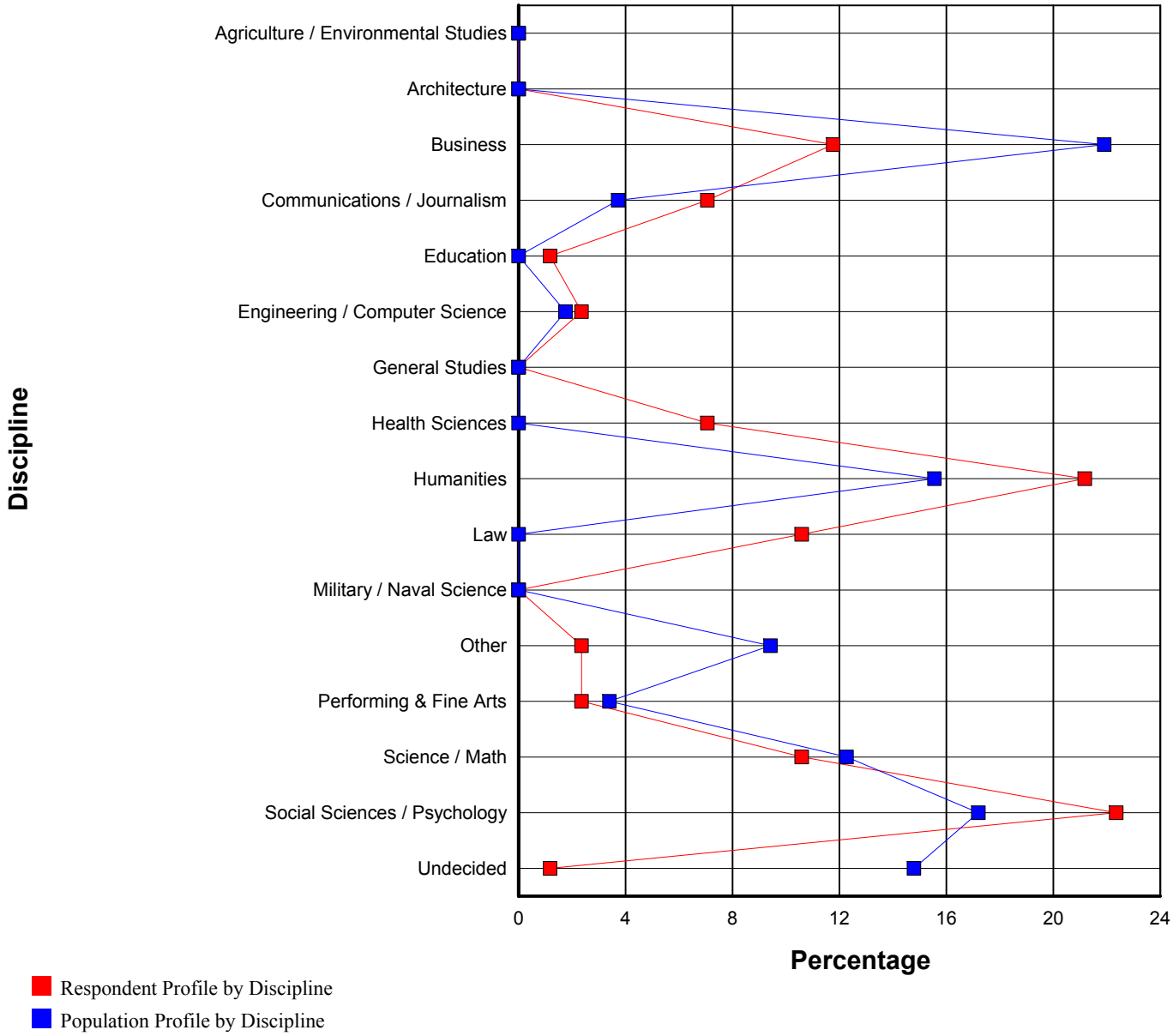
4 Undergraduate Summary

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate 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:	Undergraduate

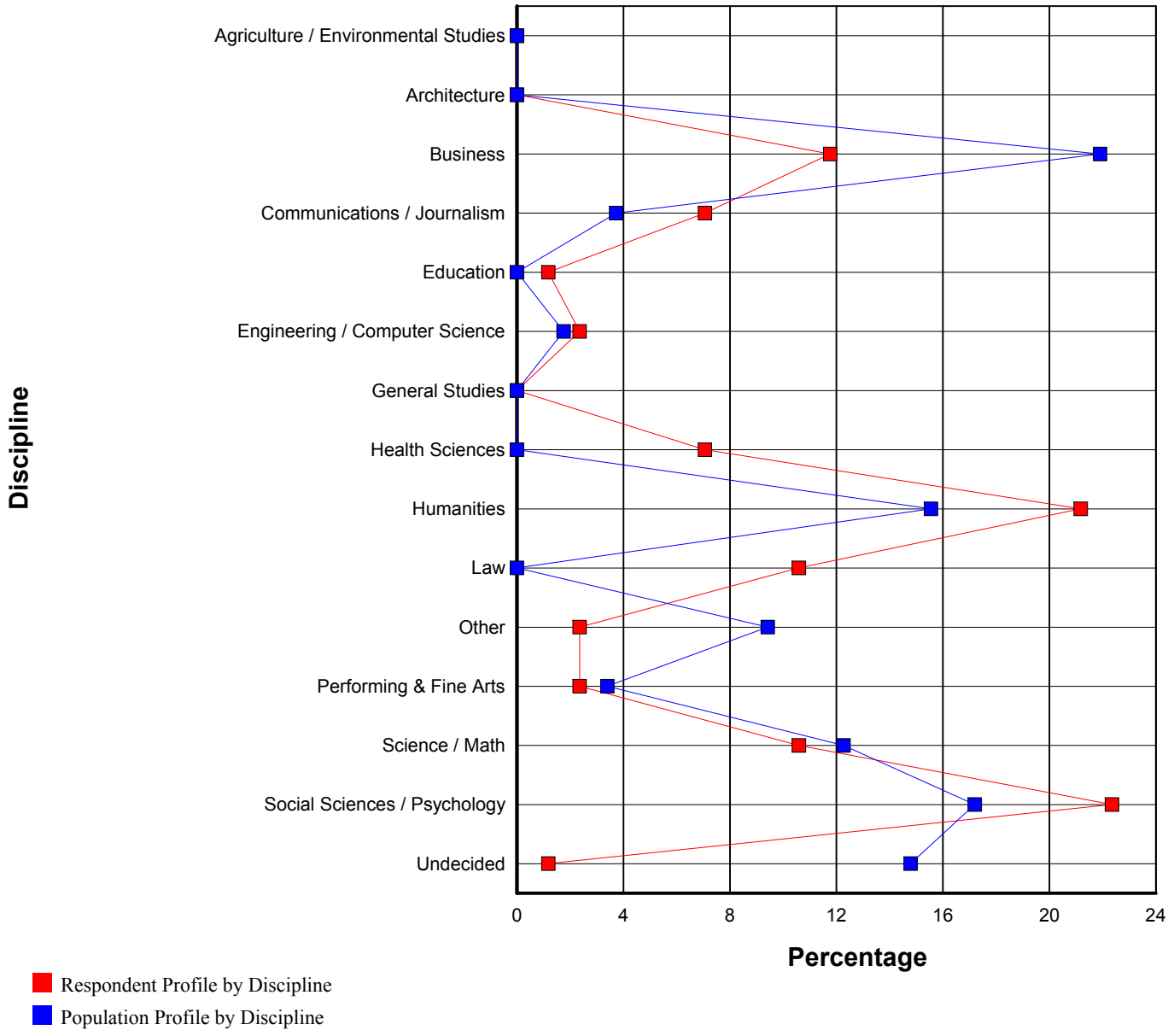
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	200	21.91%	10	11.76%	10.14%
Communications / Journalism	34	3.72%	6	7.06%	-3.33%
Education	0	0.00%	1	1.18%	-1.18%
Engineering / Computer Science	16	1.75%	2	2.35%	-0.60%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	6	7.06%	-7.06%
Humanities	142	15.55%	18	21.18%	-5.62%
Law	0	0.00%	9	10.59%	-10.59%
Military / Naval Science	0	0.00%	0	0.00%	0.00%
Other	86	9.42%	2	2.35%	7.07%
Performing & Fine Arts	31	3.40%	2	2.35%	1.04%
Science / Math	112	12.27%	9	10.59%	1.68%
Social Sciences / Psychology	157	17.20%	19	22.35%	-5.16%
Undecided	135	14.79%	1	1.18%	13.61%
Total:	**913**	**100.00%**	**85**	**100.00%**	**0.00%**

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

4.1.2 Population and Respondent Profiles for Undergraduate 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:	Undergraduate

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	200	21.91%	10	11.76%	10.14%
Communications / Journalism	34	3.72%	6	7.06%	-3.33%
Education	0	0.00%	1	1.18%	-1.18%
Engineering / Computer Science	16	1.75%	2	2.35%	-0.60%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	6	7.06%	-7.06%
Humanities	142	15.55%	18	21.18%	-5.62%
Law	0	0.00%	9	10.59%	-10.59%
Other	86	9.42%	2	2.35%	7.07%
Performing & Fine Arts	31	3.40%	2	2.35%	1.04%
Science / Math	112	12.27%	9	10.59%	1.68%
Social Sciences / Psychology	157	17.20%	19	22.35%	-5.16%
Undecided	135	14.79%	1	1.18%	13.61%
Total:	**913**	**100.00%**	**85**	**100.00%**	**0.00%**

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

4.1.3 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	1	1.18%
18 - 22	80	94.12%
23 - 30	4	4.71%
31 - 45	0	0.00%
46 - 65	0	0.00%
Over 65	0	0.00%
Total:	**85**	**100.00%**

4.1.4 Population and Respondent Profiles for Undergraduate by Sex

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

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

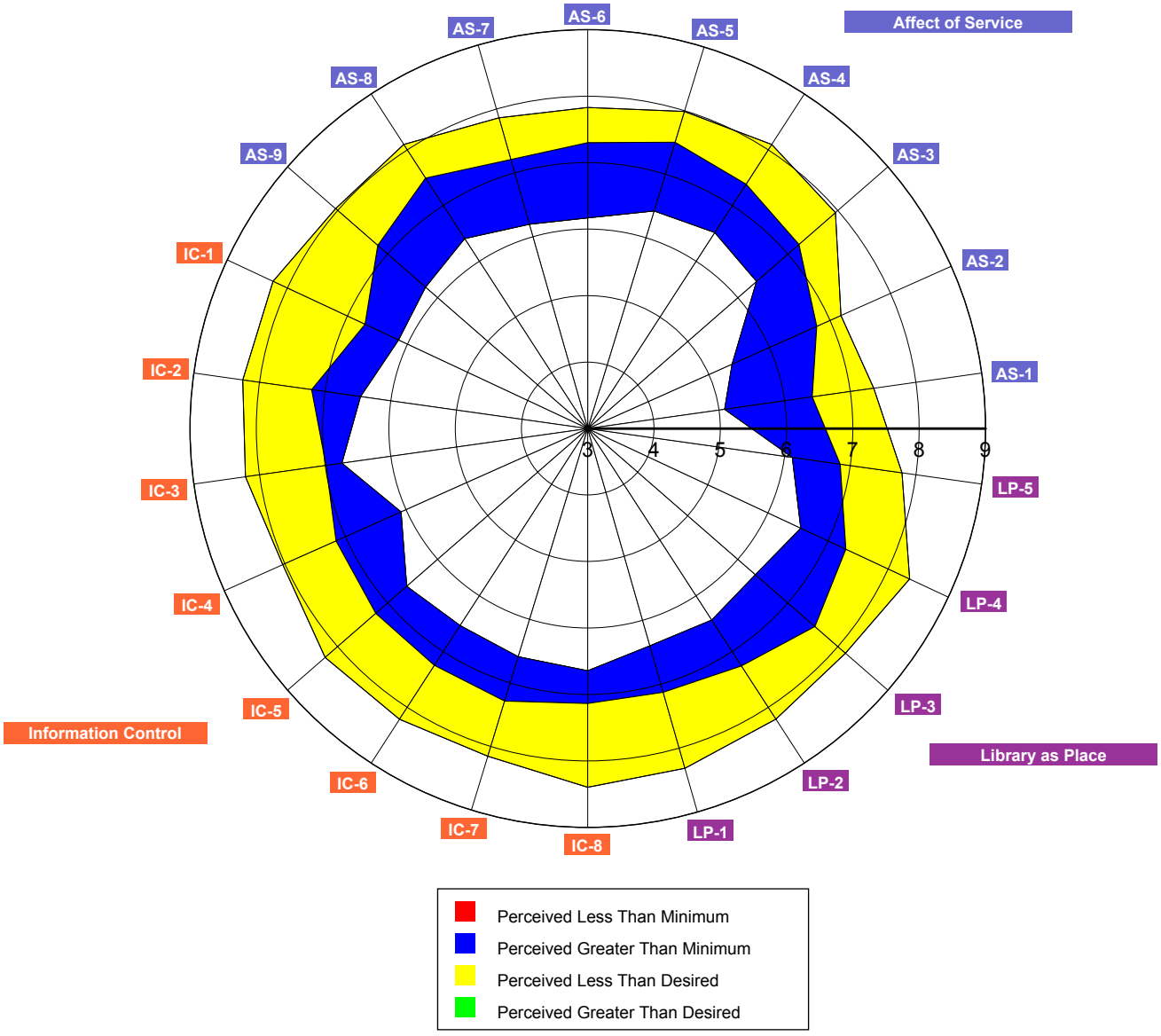
Sex	Population N	Population %	Respondents n	Respondents %
Male	317	34.72%	16	18.82%
Female	596	65.28%	69	81.18%
Total:	**913**	**100.00%**	**85**	**100.00%**

4.2 Core Questions Summary for Undergraduate

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

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy 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:	Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.09	7.36	6.42	1.33	-0.94	81
AS-2	Giving users individual attention	5.39	7.18	6.78	1.40	-0.40	83
AS-3	Employees who are consistently courteous	6.38	7.95	7.22	0.85	-0.73	85
AS-4	Readiness to respond to users' questions	6.52	8.10	7.39	0.87	-0.71	83
AS-5	Employees who have the knowledge to answer user questions	6.42	7.99	7.51	1.08	-0.48	85
AS-6	Employees who deal with users in a caring fashion	6.17	7.83	7.30	1.13	-0.53	83
AS-7	Employees who understand the needs of their users	6.20	7.86	7.21	1.01	-0.65	81
AS-8	Willingness to help users	6.41	8.10	7.49	1.08	-0.60	83
AS-9	Dependability in handling users' service problems	6.24	8.04	7.20	0.96	-0.84	70
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.15	8.24	6.71	0.56	-1.53	79
IC-2	A library Web site enabling me to locate information on my own	6.46	8.26	7.21	0.74	-1.05	82
IC-3	The printed library materials I need for my work	6.75	8.22	6.99	0.24	-1.23	79
IC-4	The electronic information resources I need	6.08	8.04	7.16	1.07	-0.88	83
IC-5	Modern equipment that lets me easily access needed information	6.62	8.25	7.24	0.62	-1.01	84
IC-6	Easy-to-use access tools that allow me to find things on my own	6.54	8.21	7.25	0.71	-0.96	84
IC-7	Making information easily accessible for independent use	6.59	8.16	7.29	0.70	-0.87	83
IC-8	Print and/or electronic journal collections I require for my work	6.64	8.40	7.14	0.49	-1.26	73
Library as Place							
LP-1	Library space that inspires study and learning	6.40	8.32	7.13	0.73	-1.19	85
LP-2	Quiet space for individual activities	6.44	8.21	7.26	0.82	-0.95	85
LP-3	A comfortable and inviting location	6.35	8.15	7.54	1.19	-0.61	85
LP-4	A getaway for study, learning, or research	6.55	8.36	7.30	0.75	-1.06	84
LP-5	Community space for group learning and group study	6.12	7.79	6.85	0.73	-0.94	85
Overall:		6.30	8.05	7.17	0.87	-0.88	85

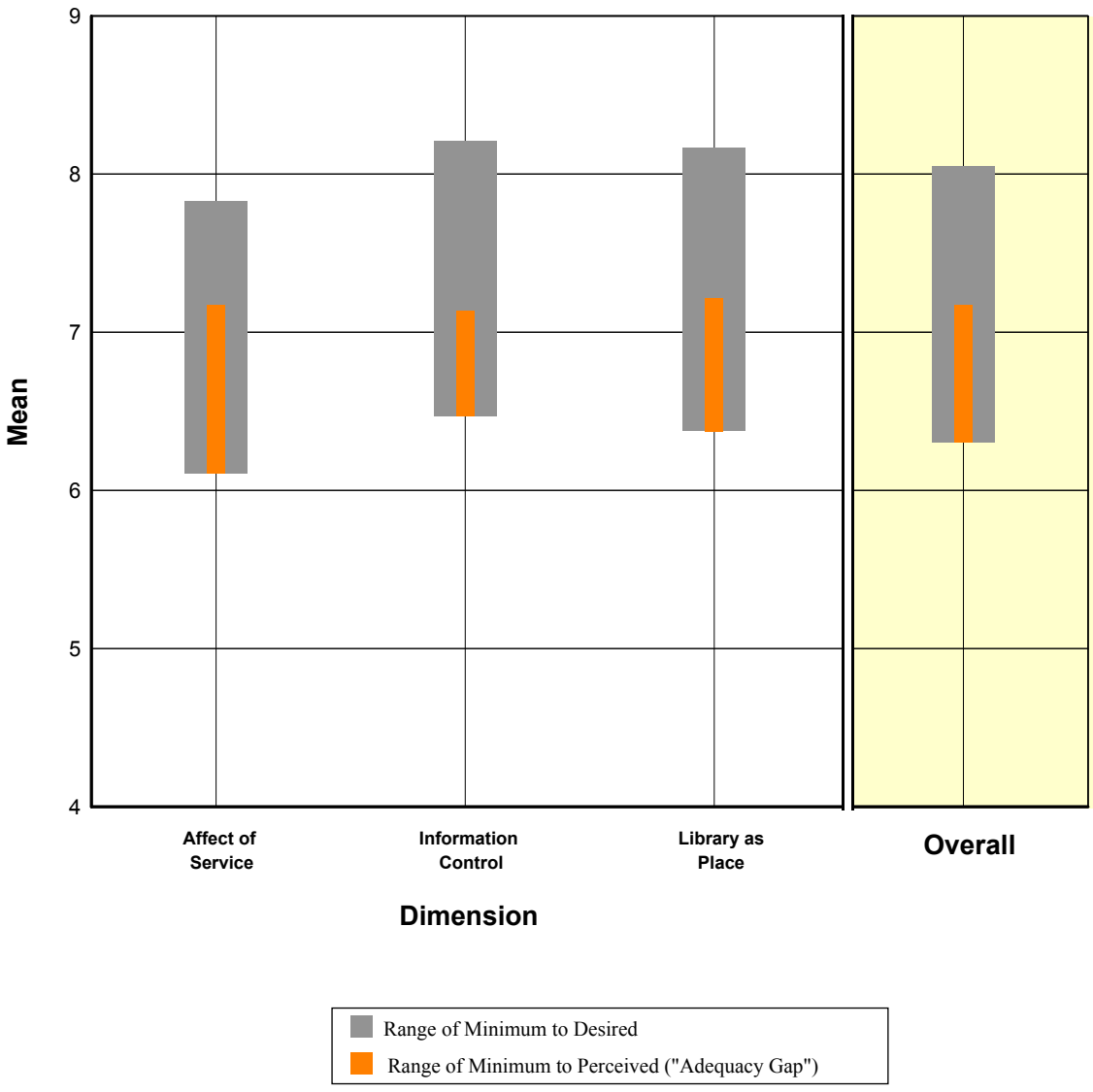
Language: American English
Institution Type: College or University
Consortium: None
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.68	1.61	1.69	1.77	1.73	81
AS-2	Giving users individual attention	1.77	1.58	1.73	1.71	1.78	83
AS-3	Employees who are consistently courteous	1.80	1.42	1.59	1.91	1.54	85
AS-4	Readiness to respond to users' questions	1.66	1.09	1.31	1.72	1.17	83
AS-5	Employees who have the knowledge to answer user questions	1.66	1.27	1.41	1.88	1.61	85
AS-6	Employees who deal with users in a caring fashion	1.89	1.37	1.49	1.94	1.56	83
AS-7	Employees who understand the needs of their users	1.71	1.34	1.35	1.80	1.51	81
AS-8	Willingness to help users	1.76	1.08	1.33	1.77	1.48	83
AS-9	Dependability in handling users' service problems	1.69	1.12	1.47	1.63	1.48	70
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.66	1.08	1.94	2.25	2.12	79
IC-2	A library Web site enabling me to locate information on my own	1.69	0.97	1.55	1.86	1.62	82
IC-3	The printed library materials I need for my work	1.65	1.14	1.51	1.97	1.48	79
IC-4	The electronic information resources I need	1.62	1.36	1.26	1.83	1.79	83
IC-5	Modern equipment that lets me easily access needed information	1.80	1.14	1.49	2.08	1.70	84
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.03	1.22	1.62	1.43	84
IC-7	Making information easily accessible for independent use	1.66	1.08	1.35	1.89	1.50	83
IC-8	Print and/or electronic journal collections I require for my work	1.72	0.83	1.44	1.97	1.60	73
Library as Place							
LP-1	Library space that inspires study and learning	1.76	0.92	1.66	2.06	1.78	85
LP-2	Quiet space for individual activities	1.89	1.19	1.52	1.90	1.83	85
LP-3	A comfortable and inviting location	1.84	1.09	1.38	2.04	1.77	85
LP-4	A getaway for study, learning, or research	1.72	0.96	1.55	2.09	1.76	84
LP-5	Community space for group learning and group study	1.99	1.52	1.67	2.24	1.90	85
Overall:		1.28	0.69	0.98	1.24	1.04	85

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

4.3 Core Question Dimensions Summary for Undergraduate

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.11	7.83	7.17	1.06	-0.66	85
Information Control	6.47	8.21	7.13	0.66	-1.08	85
Library as Place	6.37	8.16	7.22	0.84	-0.95	85
Overall:	6.30	8.05	7.17	0.87	-0.88	85

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	1.36	0.88	1.14	1.35	1.14	85
Information Control	1.32	0.75	1.02	1.43	1.18	85
Library as Place	1.44	0.77	1.22	1.53	1.41	85
Overall:	1.28	0.69	0.98	1.24	1.04	85

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

4.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.05	8.13	6.18	0.13	-1.95	77
Ready access to computers / Internet / software	6.65	8.22	7.62	0.98	-0.60	85
Teaching me how to locate, evaluate, and use information	5.82	7.39	6.91	1.08	-0.48	85
Efficient interlibrary loan / document delivery	6.00	7.84	6.58	0.58	-1.26	50
Access to archives, special collections	5.42	7.68	6.58	1.15	-1.10	59

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
Comprehensive collections of fulltext articles online	1.64	1.21	1.68	1.96	1.93	77
Ready access to computers / Internet / software	2.06	1.61	1.46	2.06	1.61	85
Teaching me how to locate, evaluate, and use information	2.09	1.93	2.12	2.32	1.92	85
Efficient interlibrary loan / document delivery	1.82	1.13	1.91	2.12	2.02	50
Access to archives, special collections	1.92	1.34	1.66	2.11	1.89	59

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

4.5 General Satisfaction Questions Summary for Undergraduate

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.	7.76	1.42	85
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.49	85
How would you rate the overall quality of the service provided by the library?	7.21	1.22	85

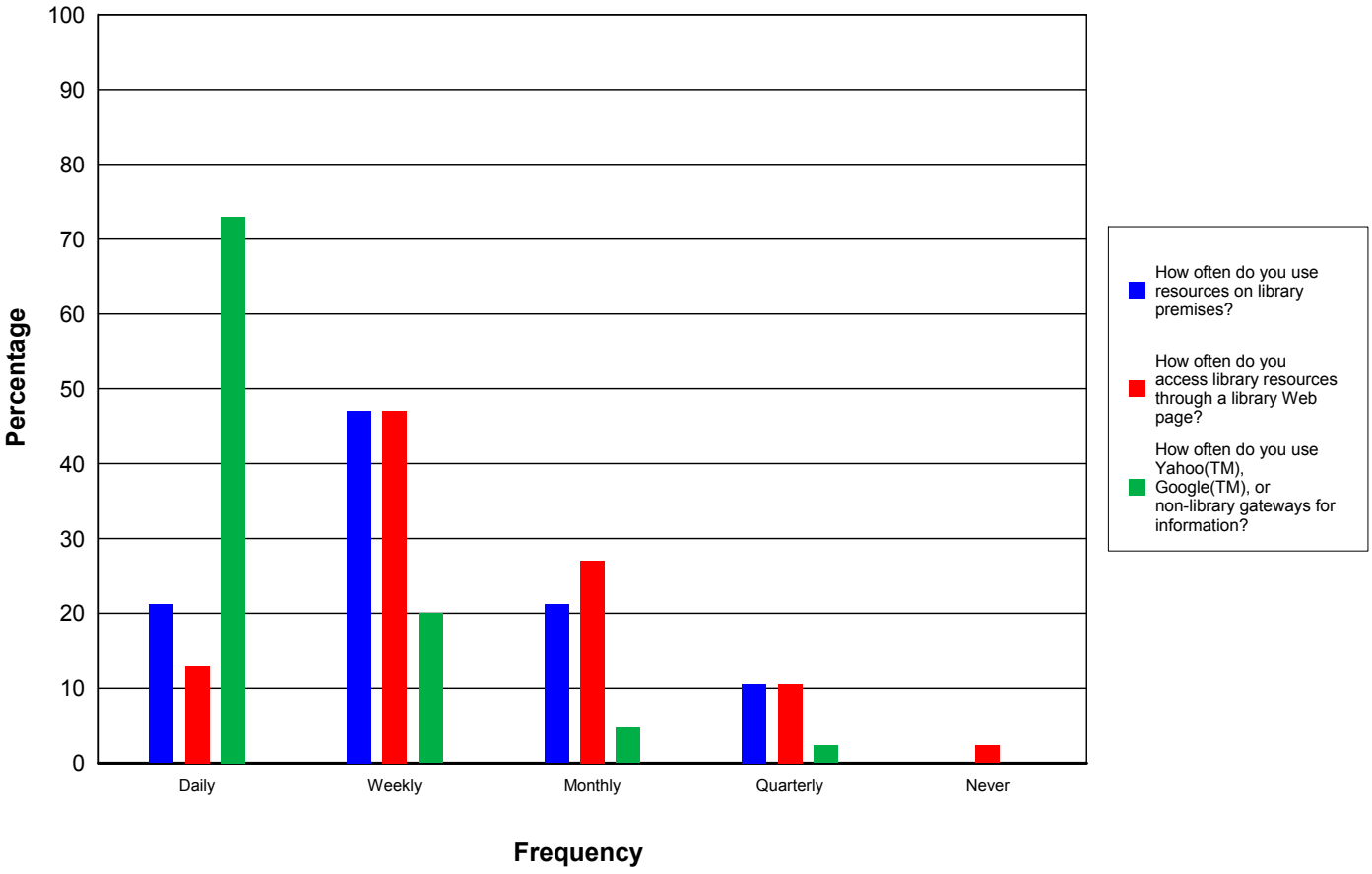
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.56	1.73	85
The library aids my advancement in my academic discipline.	6.32	1.82	85
The library enables me to be more efficient in my academic pursuits.	6.72	1.81	85
The library helps me distinguish between trustworthy and untrustworthy information.	5.94	1.89	85
The library provides me with the information skills I need in my work or study.	6.35	1.77	85

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	18	40	18	9	0	**85**
	21.18%	47.06%	21.18%	10.59%	0.00%	**100.00%**
How often do you access library resources through a library Web page?	11	40	23	9	2	**85**
	12.94%	47.06%	27.06%	10.59%	2.35%	**100.00%**
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	62	17	4	2	0	**85**
	72.94%	20.00%	4.71%	2.35%	0.00%	**100.00%**

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

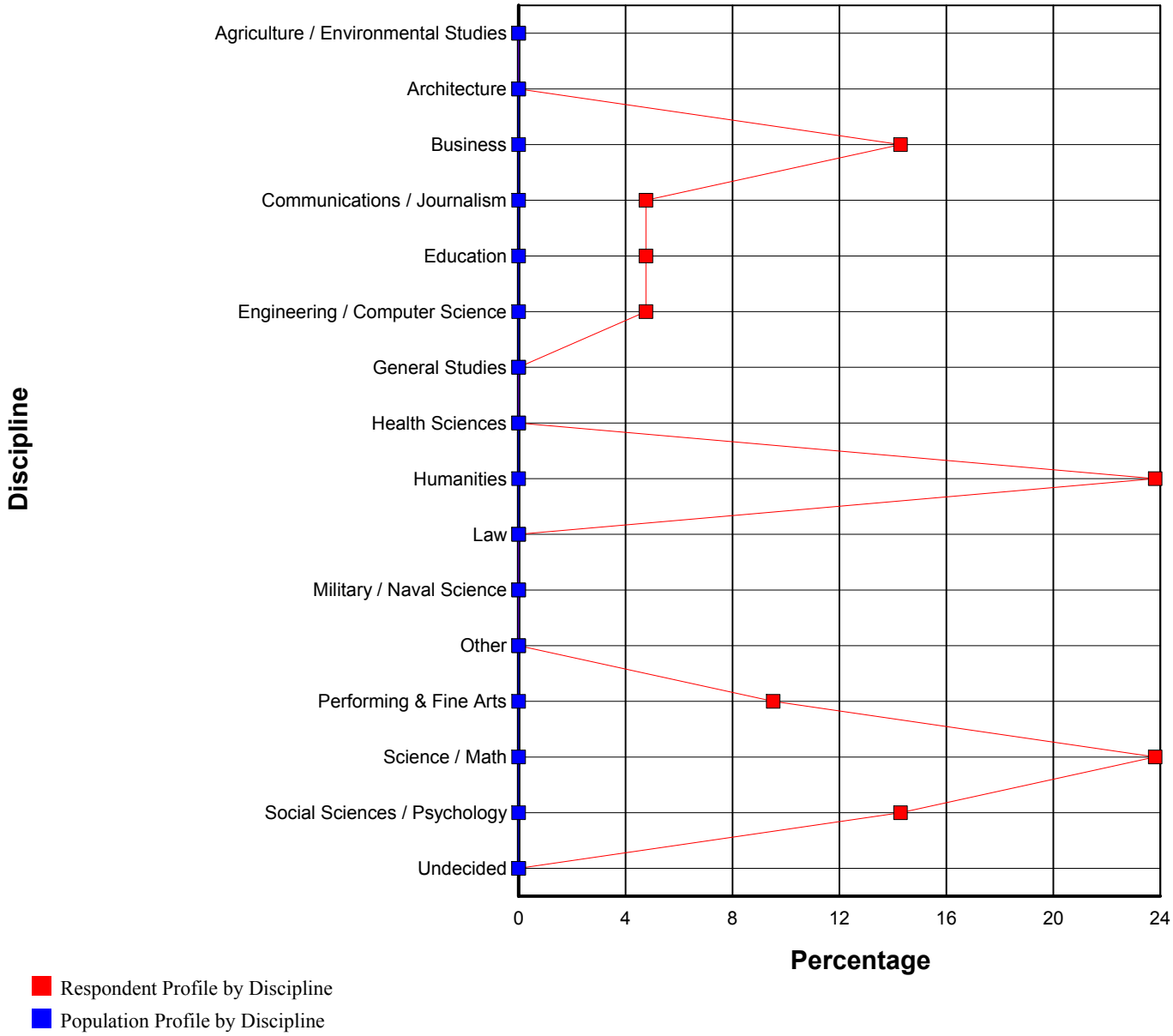
5 Faculty Summary

5.1 Demographic Summary for Faculty

5.1.1 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

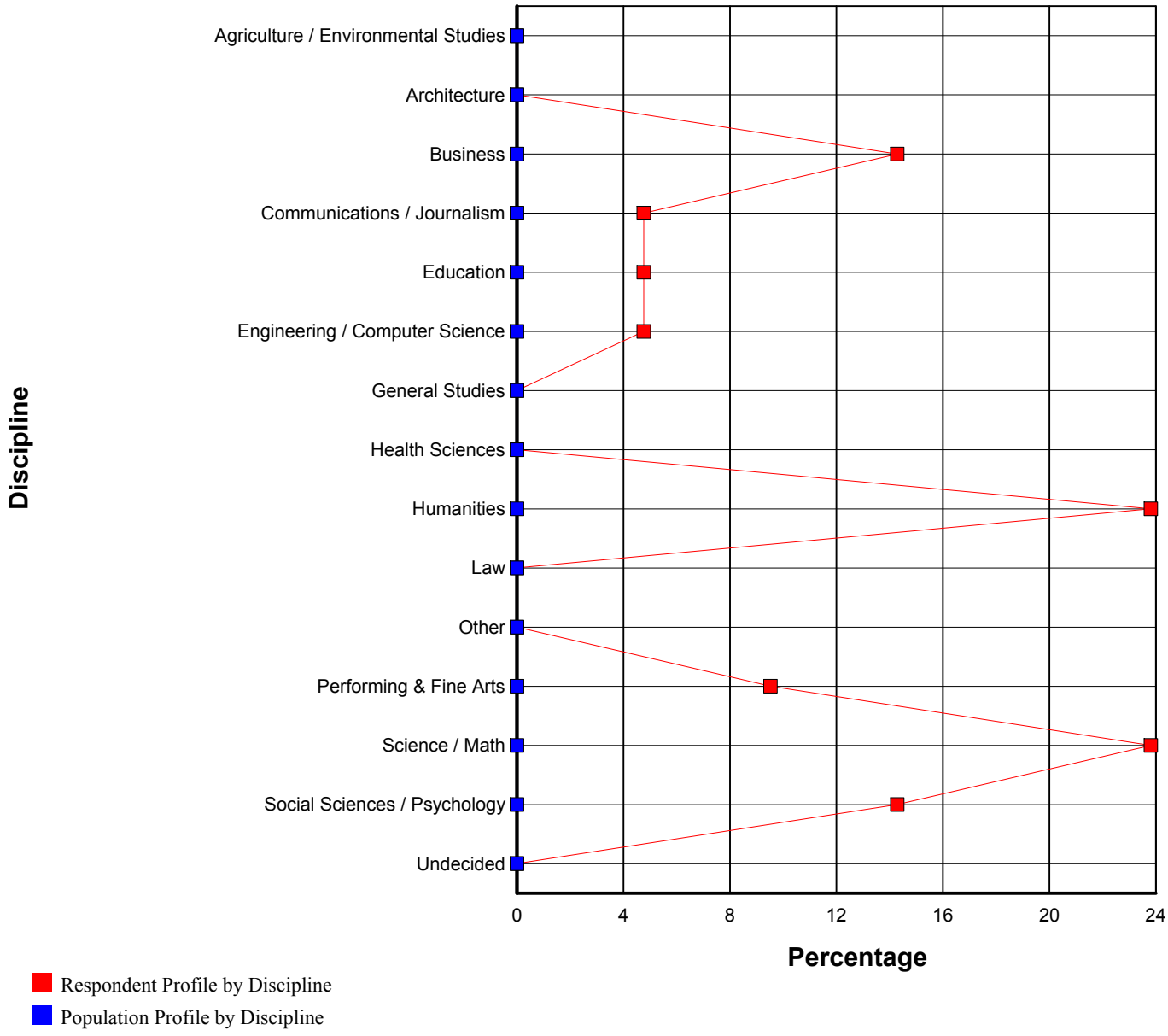
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	0	0.00%	3	14.29%	-14.29%
Communications / Journalism	0	0.00%	1	4.76%	-4.76%
Education	0	0.00%	1	4.76%	-4.76%
Engineering / Computer Science	0	0.00%	1	4.76%	-4.76%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	0	0.00%	0.00%
Humanities	0	0.00%	5	23.81%	-23.81%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	0	0.00%	2	9.52%	-9.52%
Science / Math	0	0.00%	5	23.81%	-23.81%
Social Sciences / Psychology	0	0.00%	3	14.29%	-14.29%
Undecided	0	0.00%	0	0.00%	0.00%
Total:	**0**	**100.00%**	**21**	**100.00%**	**0.00%**

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

5.1.2 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
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	0	0.00%	3	14.29%	-14.29%
Communications / Journalism	0	0.00%	1	4.76%	-4.76%
Education	0	0.00%	1	4.76%	-4.76%
Engineering / Computer Science	0	0.00%	1	4.76%	-4.76%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	0	0.00%	0	0.00%	0.00%
Humanities	0	0.00%	5	23.81%	-23.81%
Law	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	0	0.00%	2	9.52%	-9.52%
Science / Math	0	0.00%	5	23.81%	-23.81%
Social Sciences / Psychology	0	0.00%	3	14.29%	-14.29%
Undecided	0	0.00%	0	0.00%	0.00%
Total:	**0**	**100.00%**	**21**	**100.00%**	**0.00%**

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

5.1.3 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	0	0.00%
31 - 45	11	52.38%
46 - 65	10	47.62%
Over 65	0	0.00%
Total:	**21**	**100.00%**

5.1.4 Population and Respondent Profiles for Faculty by Sex

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

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

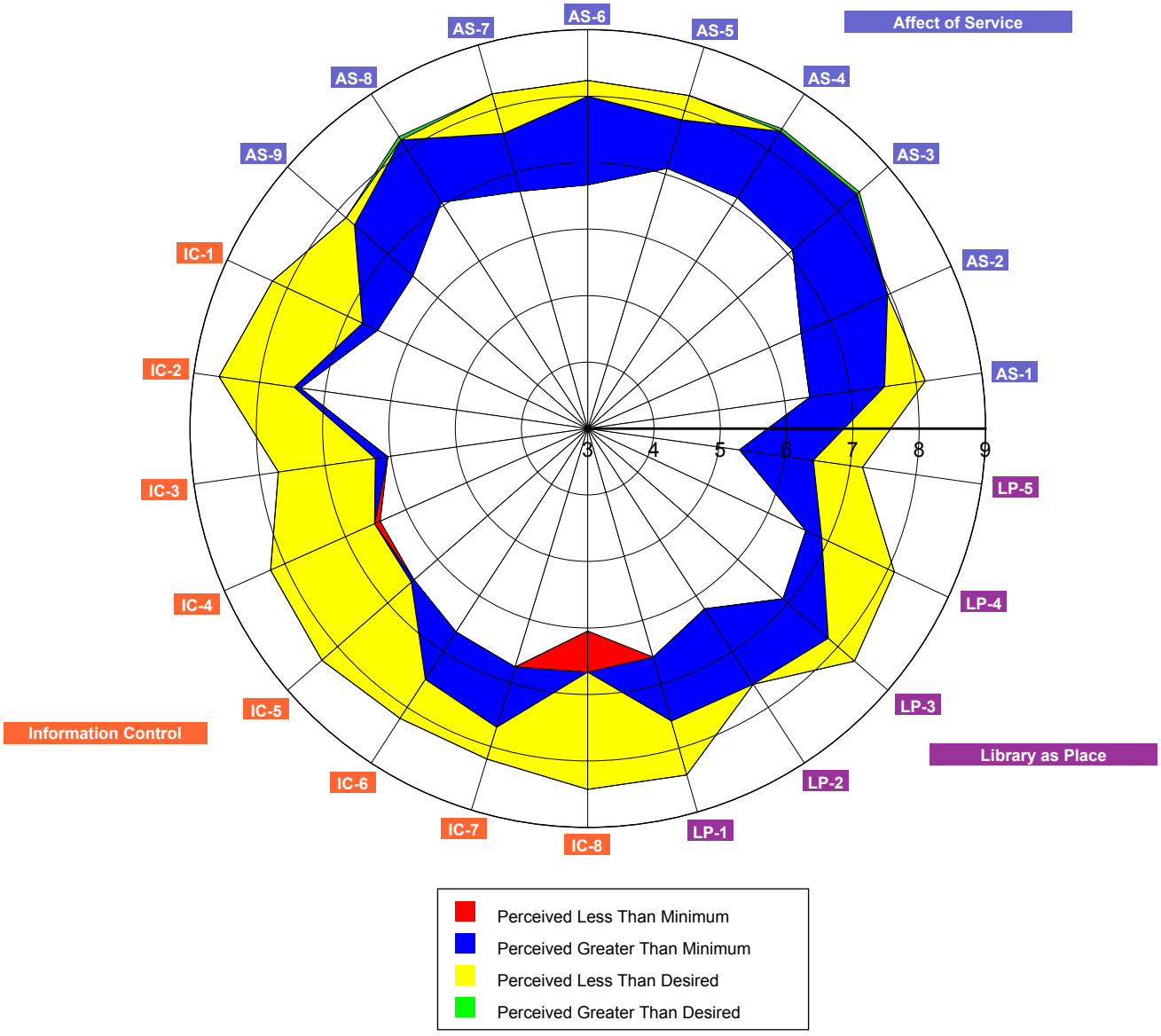
Sex	Population N	Population %	Respondents n	Respondents %
Male	63	60.00%	17	80.95%
Female	42	40.00%	4	19.05%
Total:	**105**	**100.00%**	**21**	**100.00%**

5.2 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	6.38	8.14	7.52	1.14	-0.62	21
AS-2	Giving users individual attention	6.52	7.95	7.95	1.43	0.00	21
AS-3	Employees who are consistently courteous	7.10	8.38	8.43	1.33	0.05	21
AS-4	Readiness to respond to users' questions	7.14	8.33	8.38	1.24	0.05	21
AS-5	Employees who have the knowledge to answer user questions	7.10	8.24	7.86	0.76	-0.38	21
AS-6	Employees who deal with users in a caring fashion	6.67	8.24	8.00	1.33	-0.24	21
AS-7	Employees who understand the needs of their users	6.71	8.24	7.62	0.90	-0.62	21
AS-8	Willingness to help users	7.06	8.18	8.24	1.18	0.06	17
AS-9	Dependability in handling users' service problems	6.50	7.83	7.67	1.17	-0.17	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.50	8.25	6.75	0.25	-1.50	20
IC-2	A library Web site enabling me to locate information on my own	7.38	8.62	7.48	0.10	-1.14	21
IC-3	The printed library materials I need for my work	6.05	7.71	6.24	0.19	-1.48	21
IC-4	The electronic information resources I need	6.52	8.24	6.43	-0.10	-1.81	21
IC-5	Modern equipment that lets me easily access needed information	6.47	8.32	6.53	0.05	-1.79	19
IC-6	Easy-to-use access tools that allow me to find things on my own	6.65	8.20	7.50	0.85	-0.70	20
IC-7	Making information easily accessible for independent use	6.75	8.20	7.70	0.95	-0.50	20
IC-8	Print and/or electronic journal collections I require for my work	6.67	8.43	6.05	-0.62	-2.38	21
Library as Place							
LP-1	Library space that inspires study and learning	6.58	8.42	7.58	1.00	-0.84	19
LP-2	Quiet space for individual activities	6.24	7.59	7.59	1.35	0.00	17
LP-3	A comfortable and inviting location	6.90	8.33	7.81	0.90	-0.52	21
LP-4	A getaway for study, learning, or research	6.63	8.11	6.89	0.26	-1.21	19
LP-5	Community space for group learning and group study	5.31	7.19	6.44	1.13	-0.75	16
Overall:		6.62	8.15	7.38	0.76	-0.76	21

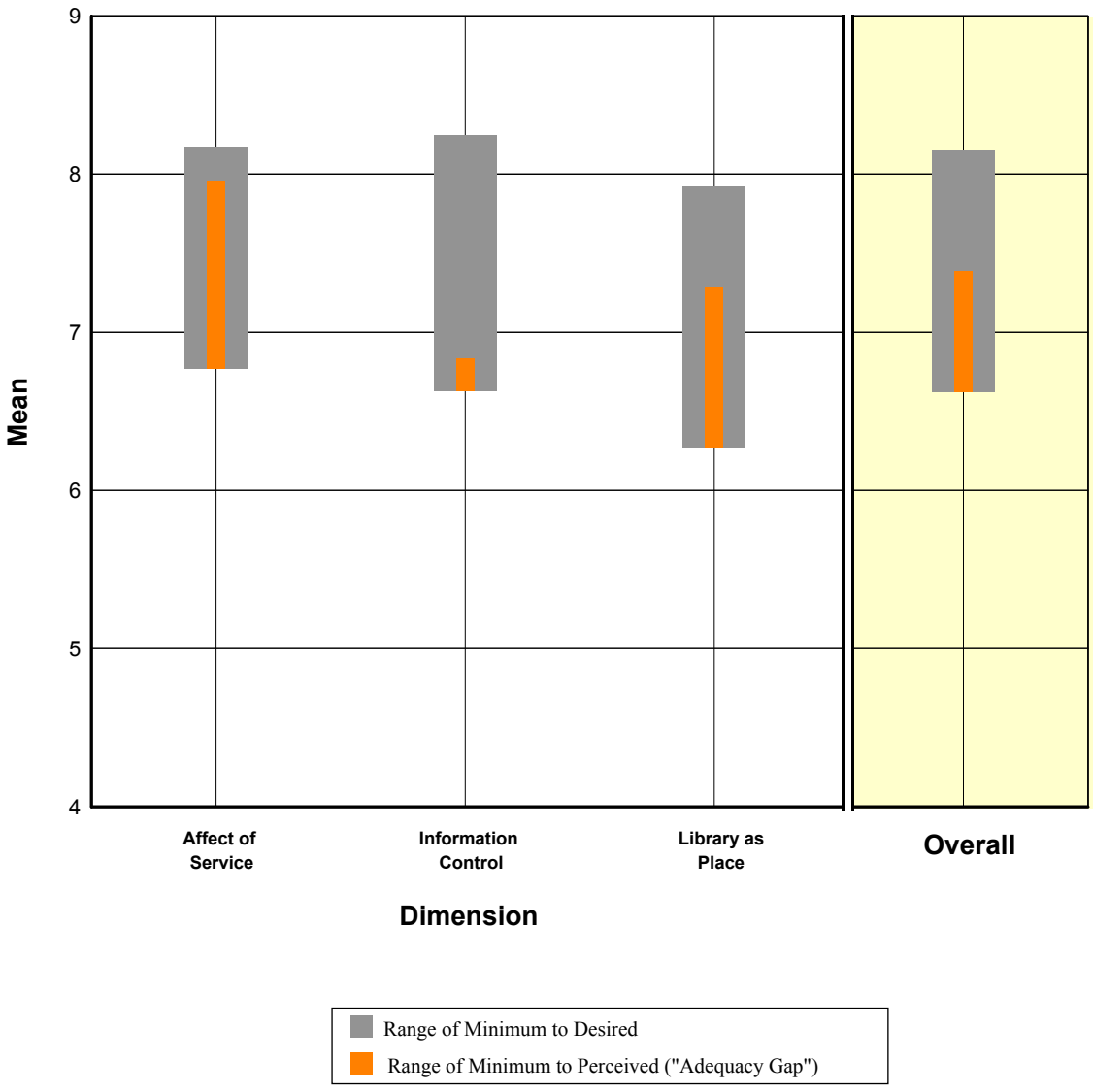
Language:	American English
Institution Type:	College or University
Consortium:	None
User Group:	Faculty

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	1.56	1.15	1.17	1.35	0.86	21
AS-2	Giving users individual attention	1.97	1.32	1.12	1.75	0.77	21
AS-3	Employees who are consistently courteous	1.58	0.92	0.75	1.49	0.67	21
AS-4	Readiness to respond to users' questions	1.39	0.97	0.97	1.18	0.74	21
AS-5	Employees who have the knowledge to answer user questions	1.30	0.94	1.01	1.14	0.74	21
AS-6	Employees who deal with users in a caring fashion	1.65	1.00	1.18	1.83	1.04	21
AS-7	Employees who understand the needs of their users	1.76	0.94	1.12	1.70	1.20	21
AS-8	Willingness to help users	1.25	0.95	0.90	1.19	0.75	17
AS-9	Dependability in handling users' service problems	1.65	1.38	1.14	1.29	0.86	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.73	1.16	1.52	1.62	1.67	20
IC-2	A library Web site enabling me to locate information on my own	1.28	0.59	1.21	1.45	1.06	21
IC-3	The printed library materials I need for my work	1.32	1.31	1.48	1.81	1.75	21
IC-4	The electronic information resources I need	1.57	1.14	1.75	1.81	1.81	21
IC-5	Modern equipment that lets me easily access needed information	1.39	0.89	1.47	2.22	1.62	19
IC-6	Easy-to-use access tools that allow me to find things on my own	1.27	1.01	1.10	1.69	1.34	20
IC-7	Making information easily accessible for independent use	1.29	0.83	0.98	1.54	1.15	20
IC-8	Print and/or electronic journal collections I require for my work	1.39	0.98	1.53	1.86	1.86	21
Library as Place							
LP-1	Library space that inspires study and learning	1.89	0.96	1.12	2.19	1.57	19
LP-2	Quiet space for individual activities	2.25	2.27	1.23	1.93	2.24	17
LP-3	A comfortable and inviting location	1.61	1.02	1.12	2.00	1.57	21
LP-4	A getaway for study, learning, or research	1.54	1.24	1.15	2.10	1.87	19
LP-5	Community space for group learning and group study	1.70	2.01	1.59	2.85	3.09	16
Overall:		1.02	0.64	0.60	1.01	0.64	21

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

5.3 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	6.77	8.17	7.96	1.18	-0.22	21
Information Control	6.63	8.25	6.84	0.21	-1.41	21
Library as Place	6.27	7.92	7.28	1.01	-0.64	21
Overall:	6.62	8.15	7.38	0.76	-0.76	21

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.31	0.79	0.70	1.14	0.46	21
Information Control	1.02	0.56	0.89	1.25	1.00	21
Library as Place	1.39	1.13	0.67	1.69	1.50	21
Overall:	1.02	0.64	0.60	1.01	0.64	21

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

5.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comprehensive collections of fulltext articles online	6.45	8.30	6.50	0.05	-1.80	20
Ready access to computers / Internet / software	6.56	7.78	6.72	0.17	-1.06	18
Teaching me how to locate, evaluate, and use information	6.16	7.47	7.53	1.37	0.05	19
Efficient interlibrary loan / document delivery	6.95	8.24	7.24	0.29	-1.00	21
Access to archives, special collections	4.53	6.27	5.73	1.20	-0.53	15

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
Comprehensive collections of fulltext articles online	1.36	1.03	1.43	1.79	1.77	20
Ready access to computers / Internet / software	1.98	2.07	1.78	2.62	2.82	18
Teaching me how to locate, evaluate, and use information	2.17	2.04	1.22	2.34	2.25	19
Efficient interlibrary loan / document delivery	1.20	1.18	1.34	1.68	1.22	21
Access to archives, special collections	1.68	2.60	1.75	2.11	2.97	15

5.5 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.	8.33	0.91	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.57	1.63	21
How would you rate the overall quality of the service provided by the library?	7.24	1.18	21

5.6 Information Literacy Outcomes Questions Summary for Faculty

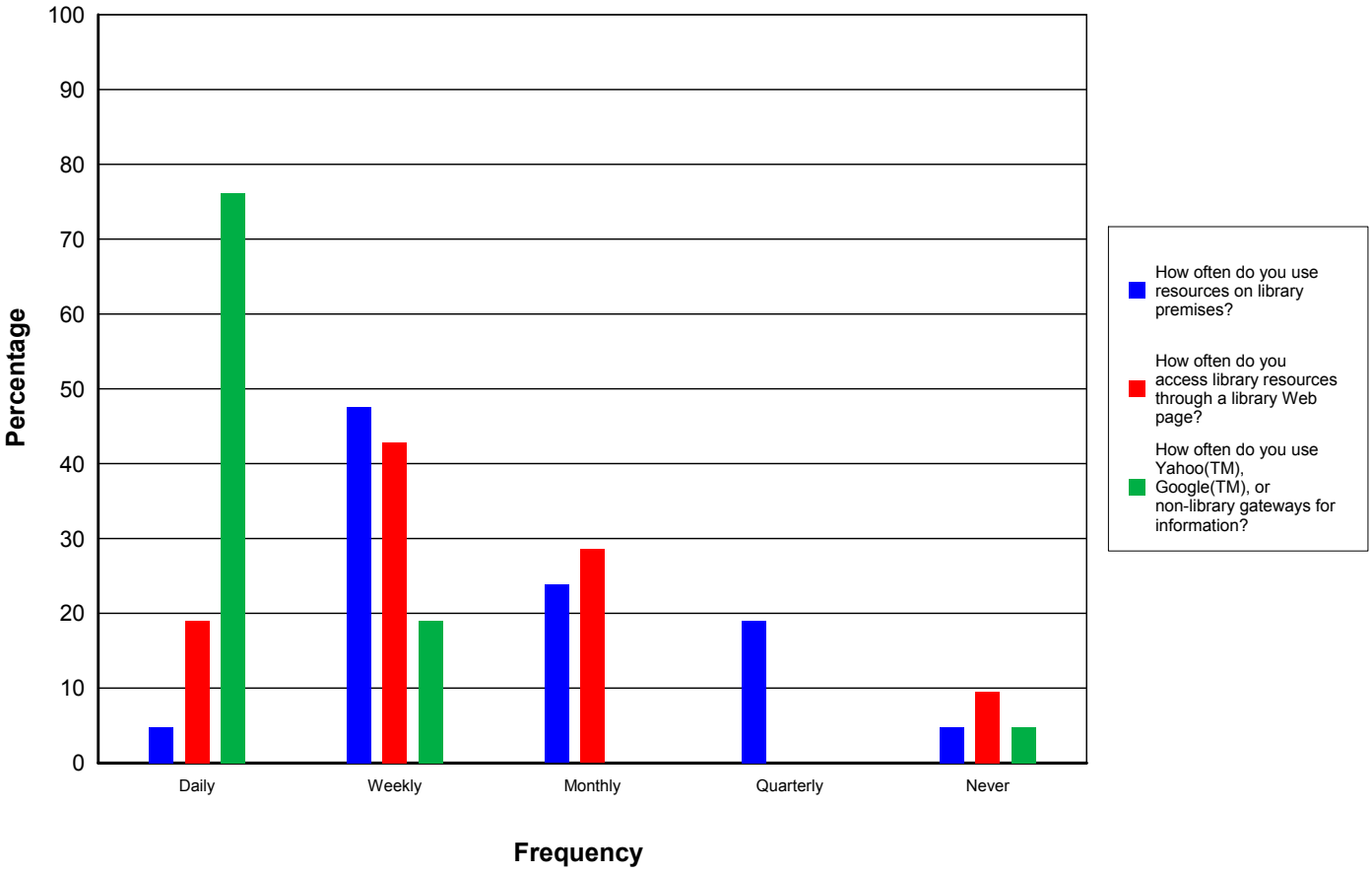
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	5.48	1.50	21
The library aids my advancement in my academic discipline.	5.57	1.40	21
The library enables me to be more efficient in my academic pursuits.	5.57	1.78	21
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	1.85	21
The library provides me with the information skills I need in my work or study.	5.71	1.49	21

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

5.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1 4.76%	10 47.62%	5 23.81%	4 19.05%	1 4.76%	**21** **100.00%**
How often do you access library resources through a library Web page?	4 19.05%	9 42.86%	6 28.57%	0 0.00%	2 9.52%	**21** **100.00%**
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	16 76.19%	4 19.05%	0 0.00%	0 0.00%	1 4.76%	**21** **100.00%**

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

6 Appendix A: LibQUAL+™ Dimensions

LibQUAL+™ measures dimensions of perceived library quality - that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL+™ survey tool; for more information on the origins of LibQUAL+™, go to <http://www.libqual.org/Publications/>). The LibQUAL+™ survey dimensions have evolved with each iteration, becoming more refined and focused for application to the library context. The 2005 iteration of the LibQUAL+™ survey has three dimensions. Dimensions for each iteration of the LibQUAL+™ survey are outlined below.

LibQUAL+™ 2000 Dimensions

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

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

LibQUAL+™ 2001 Dimensions

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

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

LibQUAL+™ 2002 and 2003 Dimensions

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

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

LibQUAL+™ 2004 and 2005 Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey - Access to Information and Personal Control - had collapsed into one. The following three dimensions were measured by the 2004 and 2005 instruments: 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 2005 notebooks, along with the questions that relate to each dimension. (Note: The questions below are those used in the College and University implementation of the survey, American English version.)

Affect of Service

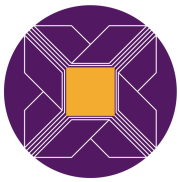
[AS-1] Employees who instill confidence in users
[AS-2] Giving users individual attention
[AS-3] Employees who are consistently courteous
[AS-4] Readiness to respond to users' questions
[AS-5] Employees who have the knowledge to answer user questions
[AS-6] Employees who deal with users in a caring fashion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

Information Control

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

Library as Place

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



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