



**LibQUAL<sup>+</sup>**

*Spring 2004 Survey*

**ARL**

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**Association of Research Libraries / Texas A&M University**  
**[www.libqual.org](http://www.libqual.org)**





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*Spring 2004 Survey*

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# 1 Introduction

## 1.1 Acknowledgements

This notebook contains information from the February - May 2004 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2004.

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 that Amy Hoseth and Consuella Askew are providing.

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 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 2004, more than 500 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, and Dutch. 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 specifically for LibQUAL+™ participants
- Access to an online library of LibQUAL+™ research articles
- 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 2004 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

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. A working knowledge of how to read and derive relevant information from these charts is essential. 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+™ 2004

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 (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 'out 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 (in press) edited a special issue of the Journal of Library Administration reporting additional case studies on the use of LibQUAL+™ data to aid the improvement of library service quality.

### 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 2004 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 survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

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

**3. Excessive Inconsistent Responses.** On 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 2003, 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 give us 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/libq2003.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)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

**Omega University**

Completers (n=200 / 800)

Gender

Population (N=23,000)

Gender

Students 35% female  
 Faculty 65% female  
 Disciplines  
 Liberal Arts 40%  
 Science 20%  
 Other 40%

Students 59% female  
 Faculty 43% female  
 Disciplines  
 Liberal Arts 15%  
 Science 35%  
 Other 50%

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

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

### **LibQUAL+™ Interactive Statistics**

In addition to the institution and group notebooks and the norms, LibQUAL+™ has also provided an interactive environment for data analysis where institutions can mine institutional data for peer comparisons. 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 second cohort of Academy participants graduated in May, 2003. 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.arl.org/stats/>>

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

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## 2 Respondents by Institution for ARL

Below is a listing of all the consortium institutions that participated in the 2004 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution	Respondents n	Respondents %
<b>Academic Health Sciences</b>		
1) GUMC Dahlgren Memorial Library	69	0.22%
2) SUNY Buffalo Health Sciences Library	316	1.00%
3) Texas A&M University, Medical Sciences Library	187	0.59%
4) U of Cincinnati Academic Information Technology & Libraries	197	0.63%
5) UNC-CH Health Sciences Library	666	2.11%
6) University of Florida, Health Science Center Libraries	263	0.84%
7) University of Virginia Health Sciences Library	306	0.97%
8) Weill Cornell Medical Library	121	0.38%
<b>Sub Total:</b>	<b>2,125</b>	<b>6.75%</b>
<b>Academic Law</b>		
9) Boston College Law Library	192	0.61%
10) D'Angelo Law Library, University of Chicago	158	0.50%
11) Georgetown University Law Library	371	1.18%
12) Howard W. Hunter Law Library	189	0.60%
13) Notre Dame Law Library	362	1.15%
14) Ross-Blakley Law Library, Arizona State University	147	0.47%
15) University of Wisconsin Law Library	226	0.72%
<b>Sub Total:</b>	<b>1,645</b>	<b>5.22%</b>
<b>College or University</b>		
16) Arizona State University	519	1.65%
17) Brigham Young University	961	3.05%
18) Dartmouth College Library	1,076	3.42%
19) Florida State University	1,205	3.83%
20) Georgetown University	454	1.44%
21) Georgia Institute of Technology	349	1.11%
22) McGill University Libraries	623	1.98%
23) Penn State University Libraries	2,301	7.31%
24) Queen's University	797	2.53%
25) SUNY Buffalo	942	2.99%
26) Temple University Libraries	574	1.82%
27) Texas A&M University, College Station	915	2.91%
28) Texas Tech University Libraries	309	0.98%

Language: American English  
 Institution Type: All  
 Consortium: ARL  
 User Group: All

<b>College or University (continued)</b>		
29)	Tulane University	273 0.87%
30)	Université de Montréal	442 1.40%
31)	University of Alabama	725 2.30%
32)	University of Alberta Libraries	589 1.87%
33)	University of Arizona Library	406 1.29%
34)	University of Chicago Library	848 2.69%
35)	University of Colorado at Boulder Libraries	757 2.40%
36)	University of Connecticut Libraries	607 1.93%
37)	University of Florida, George A. Smathers Libraries	133 0.42%
38)	University of Georgia Libraries	1,033 3.28%
39)	University of Houston Libraries	456 1.45%
40)	University of Kentucky Libraries	355 1.13%
41)	University of Massachusetts Amherst	401 1.27%
42)	University of Miami	665 2.11%
43)	University of Minnesota Libraries	368 1.17%
44)	University of New Mexico Libraries	363 1.15%
45)	University of Pittsburgh	315 1.00%
46)	University of South Carolina - Columbia	361 1.15%
47)	University of Southern California	477 1.51%
48)	University of Tennessee Libraries	679 2.16%
49)	University of Texas at Austin	840 2.67%
50)	University of Utah	668 2.12%
51)	University of Western Ontario	277 0.88%
52)	University of Wisconsin - Madison	1,086 3.45%
53)	University of Wisconsin Madison - Wendt Engineering Library	405 1.29%
54)	Virginia Polytechnic Institute and State University	1,394 4.43%
55)	Washington University	671 2.13%
56)	York University Libraries	644 2.04%
<b>Sub Total:</b>		<b>27,263 86.57%</b>
<b>Smithsonian Institution</b>		
57)	Smithsonian Institution Libraries	461 1.46%
<b>Sub Total:</b>		<b>461 1.46%</b>
<b>Grand Total:</b>		<b>31,494 100.00%</b>

Language: American English

Institution Type: All

Consortium: ARL

User Group: All

### 3 Academic Health Sciences Libraries Demographic Summary for ARL

#### 3.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	30	1.41%
Second year	23	1.08%
Third year	49	2.31%
Fourth year	51	2.40%
Fifth year and above	15	0.71%
Non-degree	5	0.24%
<b>Sub Total:</b>	<b>173</b>	<b>8.14%</b>
<b>Graduate</b>		
Masters	186	8.75%
Doctoral	668	31.44%
Non-degree or Undecided	15	0.71%
<b>Sub Total:</b>	<b>869</b>	<b>40.89%</b>
<b>Faculty</b>		
Adjunct Faculty	12	0.56%
Assistant Professor	195	9.18%
Associate Professor	155	7.29%
Lecturer	12	0.56%
Professor	150	7.06%
Other Academic Status	74	3.48%
<b>Sub Total:</b>	<b>598</b>	<b>28.14%</b>
<b>Library Staff</b>		
Administrator	7	0.33%
Manager, Head of Unit	12	0.56%
Public Services	19	0.89%
Systems	2	0.09%
Technical Services	17	0.80%
Other	16	0.75%
<b>Sub Total:</b>	<b>73</b>	<b>3.44%</b>
<b>Staff</b>		
Administrator/Manager	61	2.87%
Basic Science Staff (non-faculty)	73	3.44%
Clerical Staff (non-exempt)	43	2.02%
Clinical Staff (non-faculty)	44	2.07%
Resident, Fellow, or Intern	61	2.87%
Technical Support Staff	44	2.07%
Other staff positions	86	4.05%
<b>Sub Total:</b>	<b>412</b>	<b>19.39%</b>
<b>Total:</b>	<b>2,125</b>	<b>100.00%</b>

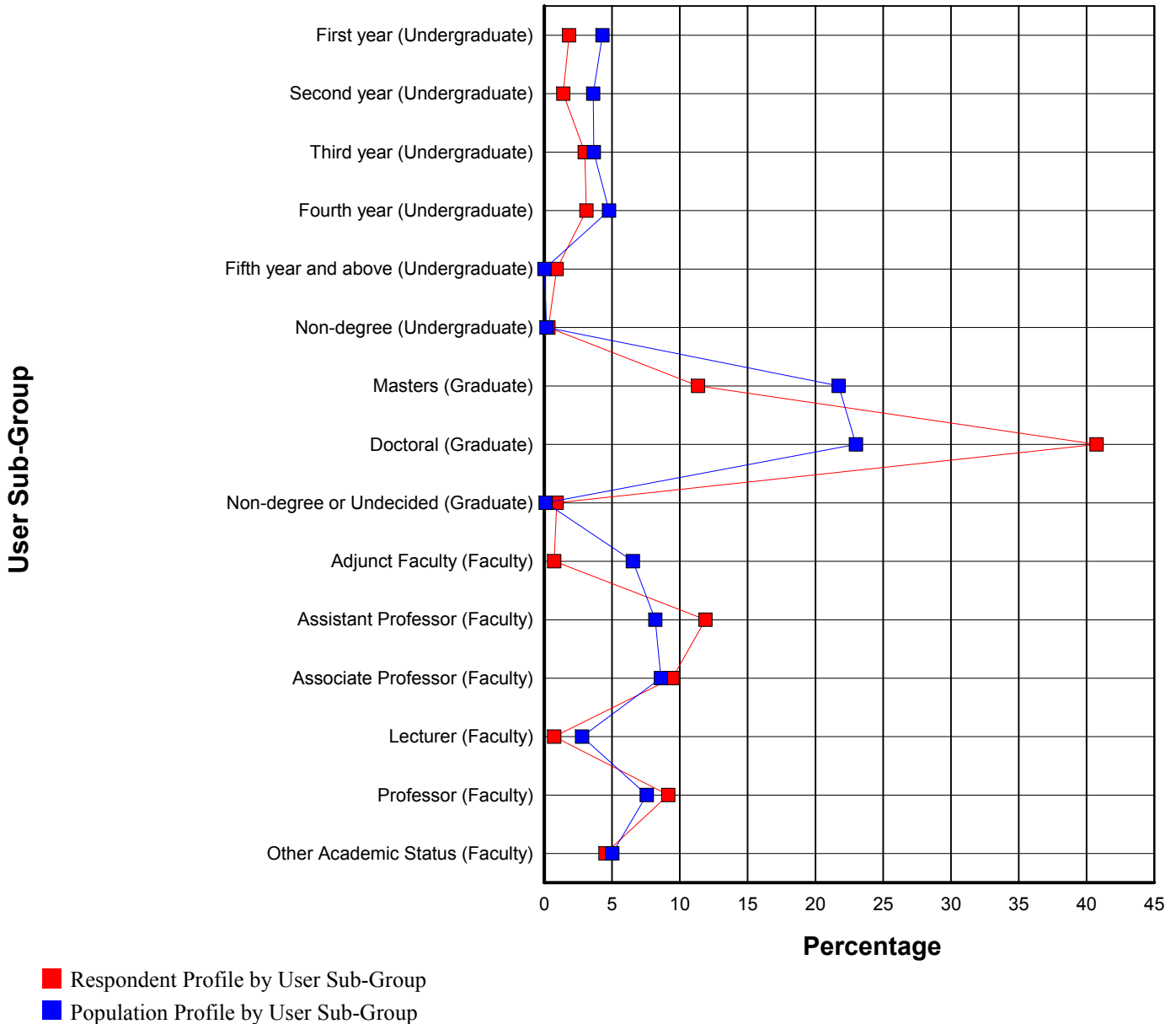
Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All

### 3.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	1,444	4.29%	30	1.83%	2.46%
Second year (Undergraduate)	1,214	3.61%	23	1.40%	2.21%
Third year (Undergraduate)	1,230	3.66%	49	2.99%	0.67%
Fourth year (Undergraduate)	1,606	4.77%	51	3.11%	1.66%
Fifth year and above (Undergraduate)	5	0.01%	15	0.91%	-0.90%
Non-degree (Undergraduate)	54	0.16%	5	0.30%	-0.14%
Masters (Graduate)	7,303	21.71%	186	11.34%	10.37%
Doctoral (Graduate)	7,733	22.99%	668	40.73%	-17.74%
Non-degree or Undecided (Graduate)	34	0.10%	15	0.91%	-0.81%
Adjunct Faculty (Faculty)	2,199	6.54%	12	0.73%	5.81%
Assistant Professor (Faculty)	2,755	8.19%	195	11.89%	-3.70%
Associate Professor (Faculty)	2,893	8.60%	155	9.45%	-0.85%
Lecturer (Faculty)	938	2.79%	12	0.73%	2.06%
Professor (Faculty)	2,543	7.56%	150	9.15%	-1.59%
Other Academic Status (Faculty)	1,686	5.01%	74	4.51%	0.50%
<b>Total:</b>	<b>33,637</b>	<b>100.00%</b>	<b>1,640</b>	<b>100.00%</b>	<b>0.00%</b>

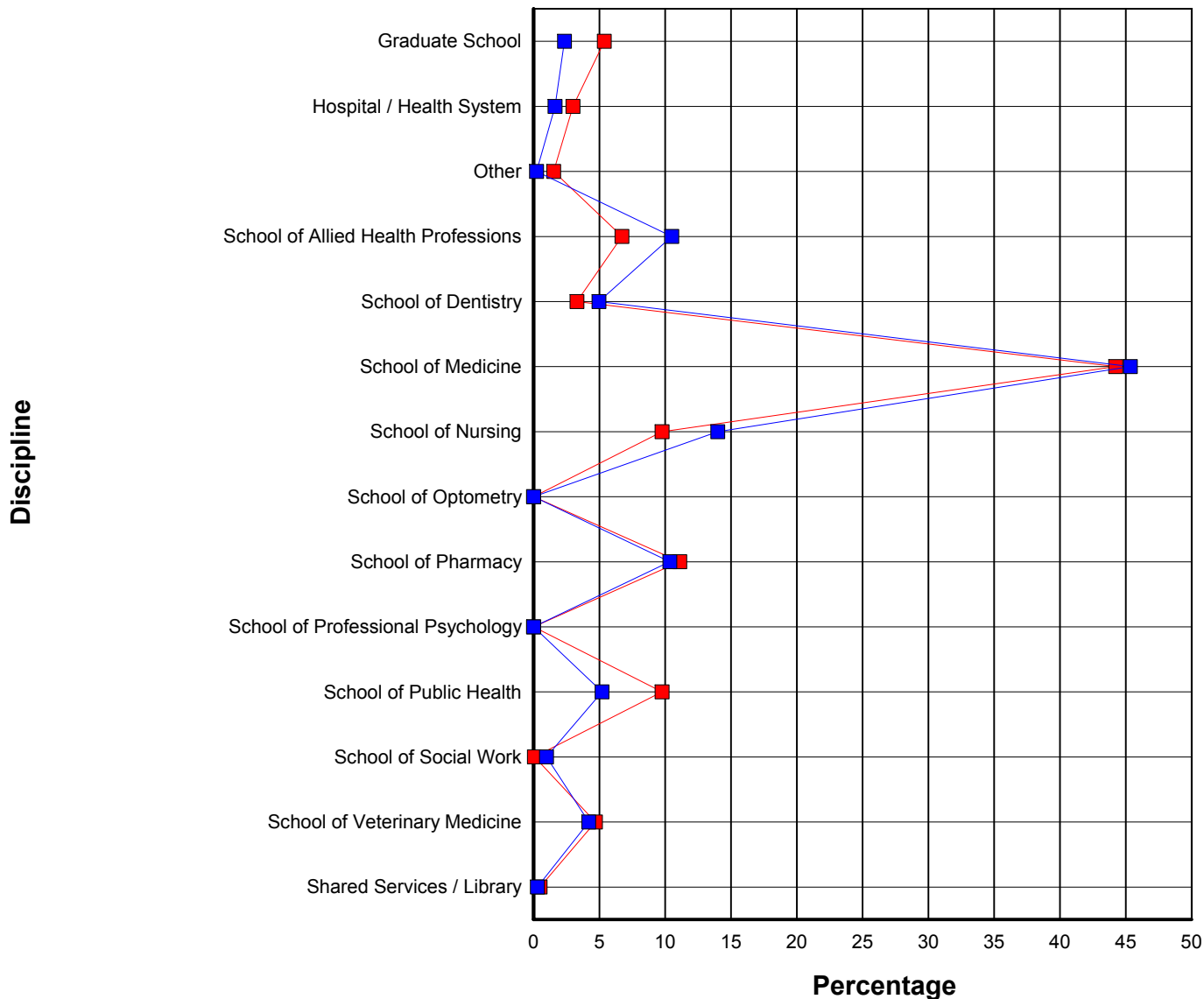
Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: All (Excluding Library Staff, Staff, Non-Staff, Other Patrons)

### 3.3 Population and Respondent Profiles by Standard Discipline

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

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	770	2.34%	88	5.37%	-3.03%
Hospital / Health System	535	1.63%	49	2.99%	-1.36%
Other	73	0.22%	25	1.53%	-1.30%
School of Allied Health Professions	3,449	10.50%	110	6.71%	3.79%
School of Dentistry	1,631	4.96%	54	3.29%	1.67%
School of Medicine	14,898	45.35%	725	44.23%	1.11%
School of Nursing	4,597	13.99%	160	9.76%	4.23%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	3,401	10.35%	182	11.10%	-0.75%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	1,709	5.20%	160	9.76%	-4.56%
School of Social Work	321	0.98%	1	0.06%	0.92%
School of Veterinary Medicine	1,376	4.19%	77	4.70%	-0.51%
Shared Services / Library	94	0.29%	8	0.49%	-0.20%
<b>Total:</b>	<b>32,854</b>	<b>100.00%</b>	<b>1,639</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 3.4 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	2	0.10%
18 - 22	165	8.05%
23 - 30	722	35.22%
31 - 45	591	28.83%
46 - 65	539	26.29%
Over 65	31	1.51%
<b>Total:</b>	<b>2,050</b>	<b>100.00%</b>

### 3.5 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	12,270	45.58%	765	37.44%
Female	14,650	54.42%	1,278	62.56%
<b>Total:</b>	<b>26,920</b>	<b>100.00%</b>	<b>2,043</b>	<b>100.00%</b>

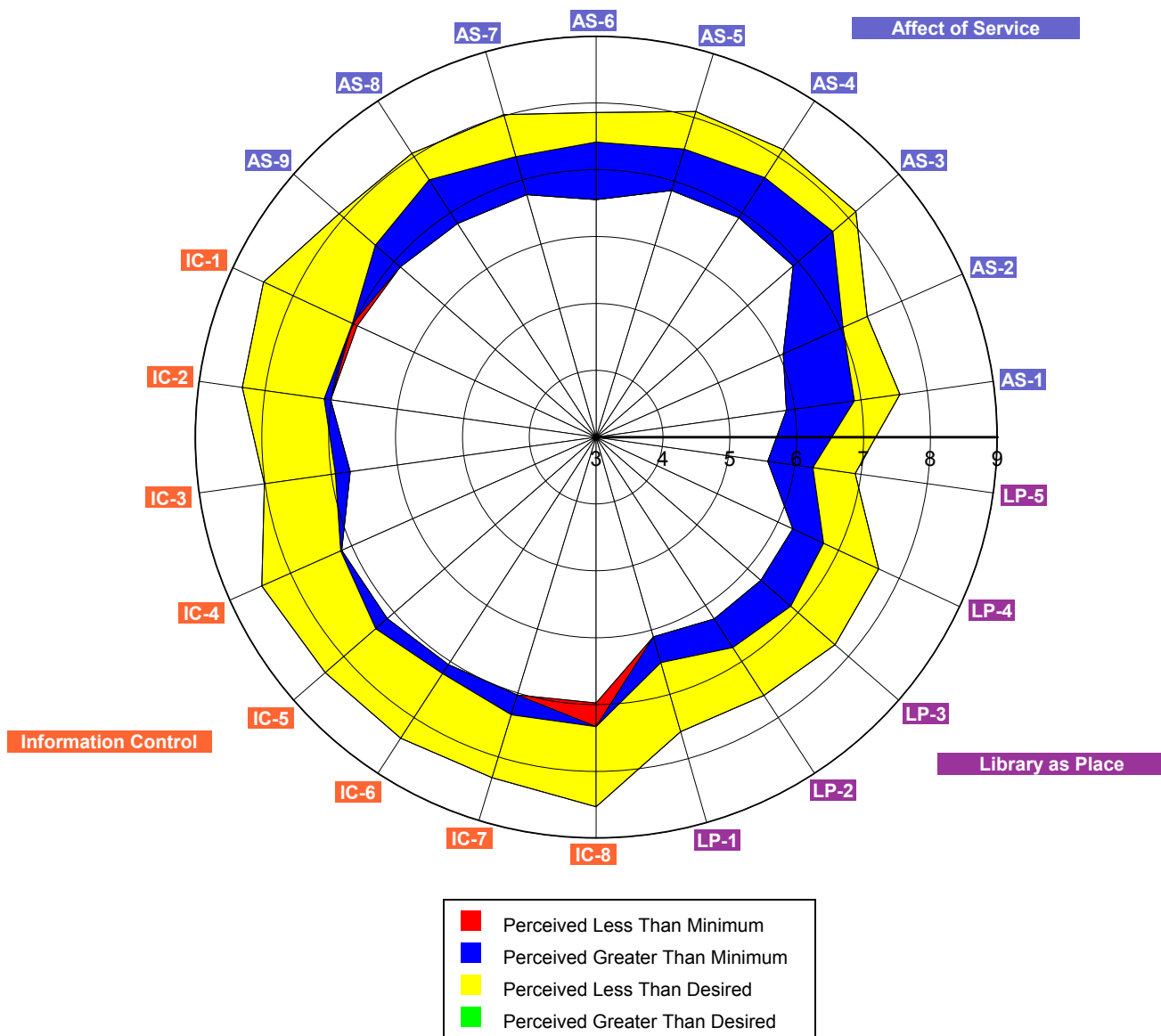
## 4 Academic Health Sciences Libraries Survey Item Summary for ARL

### 4.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.87	7.59	6.90	1.03	-0.69	1,919
AS-2	Giving users individual attention	6.06	7.44	7.04	0.98	-0.40	1,936
AS-3	Employees who are consistently courteous	6.91	8.15	7.69	0.78	-0.45	1,997
AS-4	Readiness to respond to users' questions	6.92	8.13	7.63	0.71	-0.50	1,972
AS-5	Employees who have the knowledge to answer user questions	6.86	8.09	7.51	0.65	-0.59	1,940
AS-6	Employees who deal with users in a caring fashion	6.55	7.86	7.42	0.86	-0.44	1,941
AS-7	Employees who understand the needs of their users	6.77	8.02	7.37	0.59	-0.65	1,923
AS-8	Willingness to help users	6.81	8.06	7.59	0.78	-0.47	1,935
AS-9	Dependability in handling users' service problems	6.88	8.10	7.38	0.49	-0.72	1,717
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.02	8.49	6.94	-0.08	-1.55	1,973
IC-2	A library Web site enabling me to locate information on my own	7.01	8.34	7.11	0.10	-1.24	2,018
IC-3	The printed library materials I need for my work	6.72	8.01	6.94	0.22	-1.07	1,863
IC-4	The electronic information resources I need	7.17	8.47	7.18	0.02	-1.29	2,019
IC-5	Modern equipment that lets me easily access needed information	7.14	8.37	7.37	0.23	-1.00	1,978
IC-6	Easy-to-use access tools that allow me to find things on my own	7.06	8.37	7.22	0.16	-1.15	2,000
IC-7	Making information easily accessible for independent use	7.03	8.33	7.34	0.31	-0.98	1,967
IC-8	Print and/or electronic journal collections I require for my work	7.33	8.53	6.98	-0.35	-1.55	1,936
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.11	7.58	6.51	0.40	-1.07	1,867
LP-2	Quiet space for individual activities	6.24	7.61	6.75	0.51	-0.85	1,791
LP-3	A comfortable and inviting location	6.27	7.73	6.86	0.59	-0.88	1,900
LP-4	A getaway for study, learning, or research	6.25	7.66	6.75	0.51	-0.91	1,809
LP-5	Community space for group learning and group study	5.59	6.91	6.27	0.68	-0.64	1,507
<b>Overall:</b>		6.68	8.01	7.14	0.46	-0.87	2,052

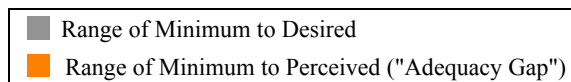
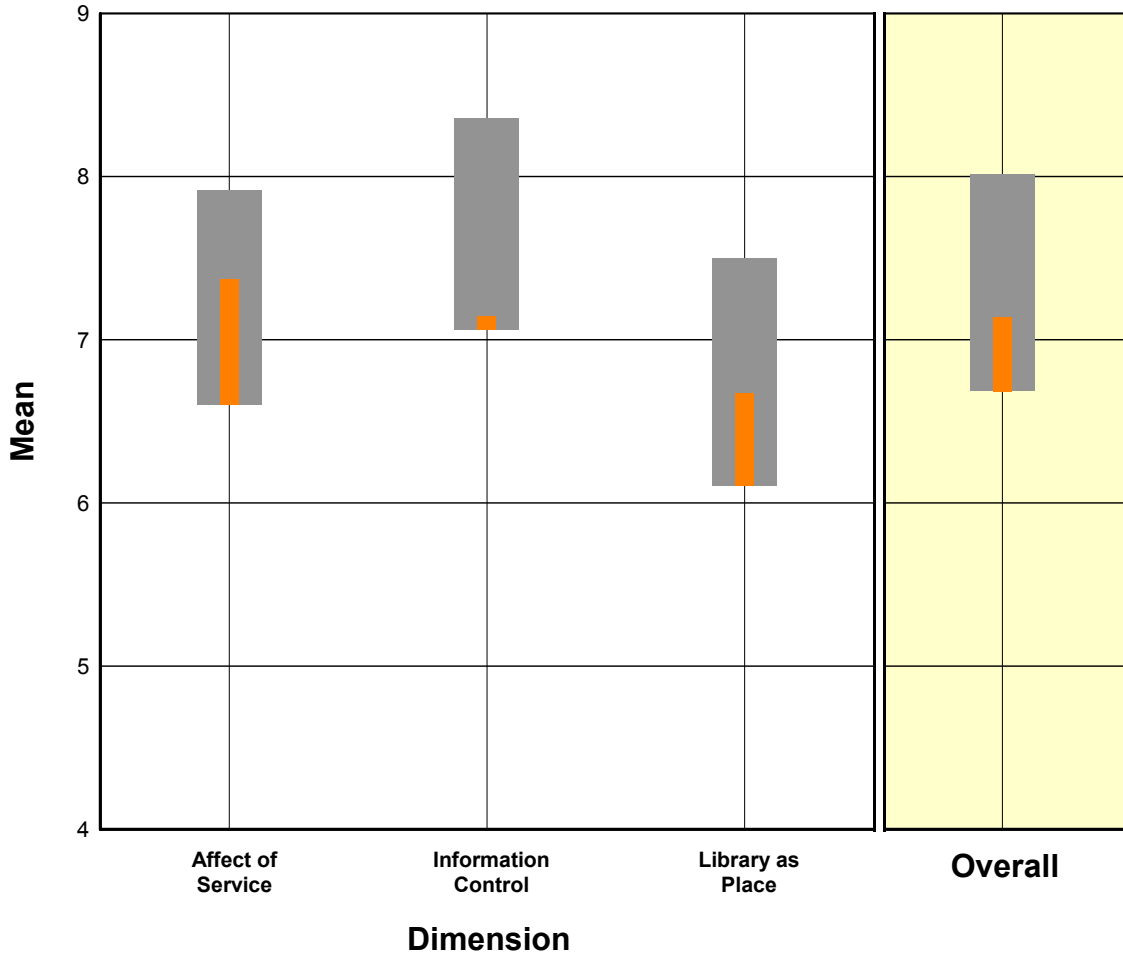
Language: American English  
 Institution Type: Academic Health Sciences  
 Consortium: ARL  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.80	1.58	1.63	1.89	1.73	1,919
AS-2	Giving users individual attention	1.88	1.64	1.67	1.83	1.67	1,936
AS-3	Employees who are consistently courteous	1.75	1.23	1.49	1.92	1.61	1,997
AS-4	Readiness to respond to users' questions	1.62	1.20	1.47	1.75	1.50	1,972
AS-5	Employees who have the knowledge to answer user questions	1.71	1.31	1.47	1.82	1.58	1,940
AS-6	Employees who deal with users in a caring fashion	1.80	1.44	1.53	1.89	1.60	1,941
AS-7	Employees who understand the needs of their users	1.65	1.27	1.50	1.85	1.59	1,923
AS-8	Willingness to help users	1.70	1.28	1.47	1.83	1.52	1,935
AS-9	Dependability in handling users' service problems	1.63	1.25	1.51	1.84	1.61	1,717
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.66	1.02	1.80	2.21	1.93	1,973
IC-2	A library Web site enabling me to locate information on my own	1.63	1.12	1.65	2.04	1.73	2,018
IC-3	The printed library materials I need for my work	1.70	1.40	1.63	1.99	1.83	1,863
IC-4	The electronic information resources I need	1.54	0.97	1.49	2.00	1.64	2,019
IC-5	Modern equipment that lets me easily access needed information	1.52	1.04	1.52	1.90	1.63	1,978
IC-6	Easy-to-use access tools that allow me to find things on my own	1.49	0.99	1.45	1.88	1.57	2,000
IC-7	Making information easily accessible for independent use	1.50	1.02	1.41	1.84	1.52	1,967
IC-8	Print and/or electronic journal collections I require for my work	1.52	1.00	1.65	2.12	1.79	1,936
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.97	1.81	1.91	2.44	2.39	1,867
LP-2	Quiet space for individual activities	2.05	1.82	1.88	2.50	2.36	1,791
LP-3	A comfortable and inviting location	1.81	1.53	1.83	2.27	2.07	1,900
LP-4	A getaway for study, learning, or research	2.02	1.76	1.79	2.39	2.22	1,809
LP-5	Community space for group learning and group study	2.24	2.21	1.95	2.44	2.39	1,507
<b>Overall:</b>		1.27	0.89	1.15	1.45	1.20	2,052

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

## 4.2 Core Question Dimensions Summary

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.60	7.92	7.37	0.77	-0.54	2,048
Information Control	7.06	8.36	7.14	0.08	-1.22	2,052
Library as Place	6.11	7.50	6.67	0.57	-0.83	1,996
<b>Overall:</b>	6.68	8.01	7.14	0.46	-0.87	2,052

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	1.45	1.08	1.29	1.52	1.28	2,048
Information Control	1.26	0.78	1.21	1.59	1.29	2,052
Library as Place	1.73	1.54	1.58	2.02	1.90	1,996
<b>Overall:</b>	1.27	0.89	1.15	1.45	1.20	2,052

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

### 4.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.51	7.90	6.87	0.37	-1.03	1,784
Employees teaching me how to access or manage information	6.18	7.55	7.13	0.95	-0.43	1,837
An environment that facilitates group study and problem solving	5.78	7.03	6.22	0.44	-0.81	788
Access to information resources that support patient care	6.84	7.96	7.09	0.25	-0.87	1,337
Ease of use of electronic resources	7.03	8.39	7.45	0.42	-0.95	291
Electronic resources matching my information needs	7.17	8.46	7.05	-0.12	-1.41	1,017
Providing access to resources that contribute to better clinical and management decision making	6.55	7.95	6.33	-0.21	-1.62	42
Making me aware of library resources and services	5.88	7.46	7.10	1.22	-0.35	294
Convenient business hours	6.98	8.10	7.29	0.31	-0.81	592
Providing search tools that permit me to work autonomously	6.71	8.27	6.53	-0.19	-1.75	59
Timely document delivery / interlibrary loan	6.69	7.93	7.10	0.40	-0.83	472

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: All (Excluding Library Staff)



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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.78	1.54	1.65	1.86	1.71	1,784
Employees teaching me how to access or manage information	1.99	1.72	1.65	2.02	1.84	1,837
An environment that facilitates group study and problem solving	2.18	2.15	2.08	2.43	2.41	788
Access to information resources that support patient care	1.89	1.67	1.69	2.01	1.80	1,337
Ease of use of electronic resources	1.54	0.94	1.42	1.87	1.48	291
Electronic resources matching my information needs	1.53	1.04	1.57	2.06	1.75	1,017
Providing access to resources that contribute to better clinical and management decision making	1.58	1.59	1.48	1.91	2.11	42
Making me aware of library resources and services	1.96	1.65	1.56	1.87	1.73	294
Convenient business hours	1.60	1.29	1.54	1.95	1.74	592
Providing search tools that permit me to work autonomously	1.55	1.19	1.52	2.03	1.81	59
Timely document delivery / interlibrary loan	1.80	1.51	1.56	2.01	1.73	472

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

#### 4.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.57	1.57	2,051
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.13	1.64	2,050
How would you rate the overall quality of the service provided by the library?	7.34	1.40	2,052

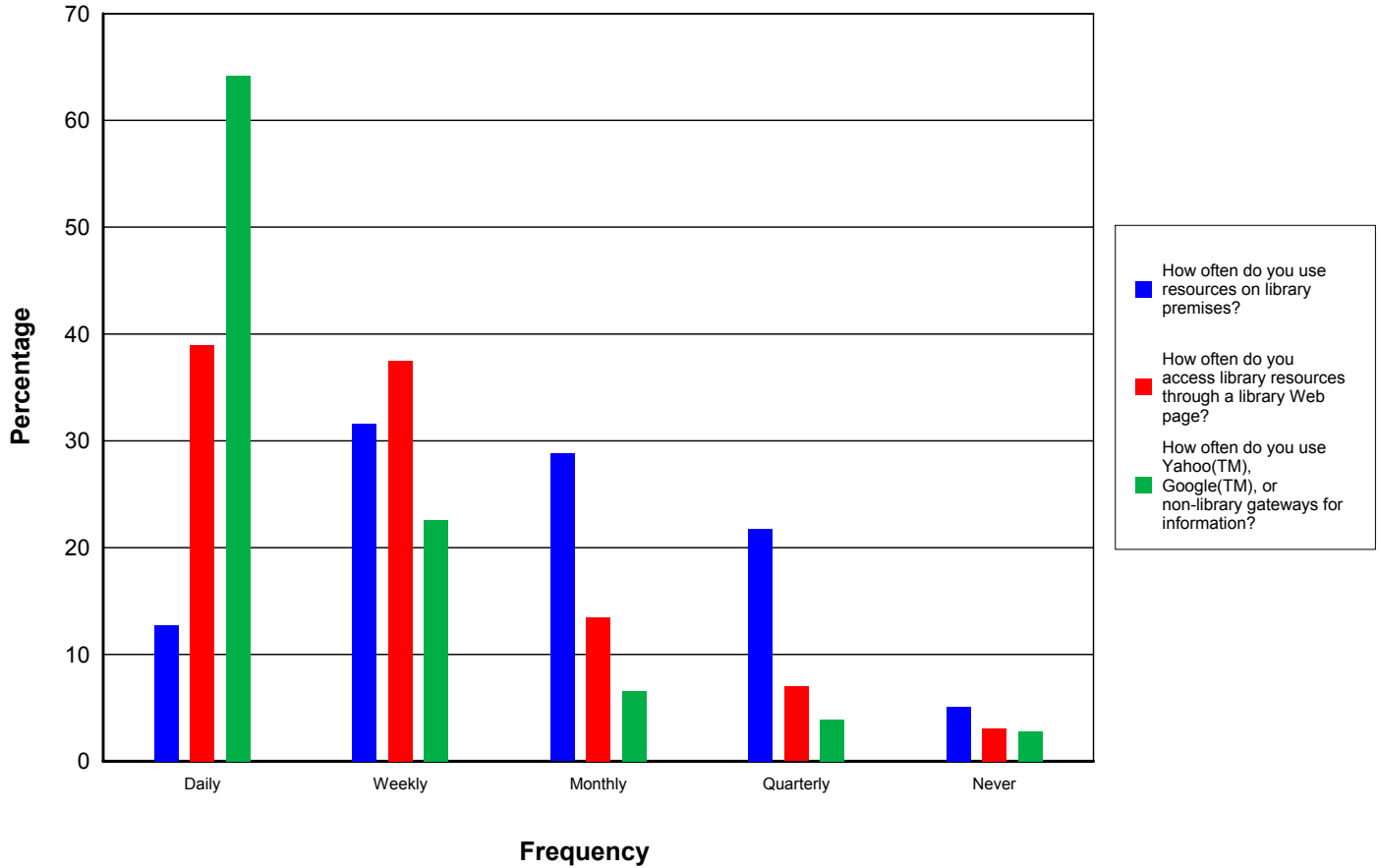
#### 4.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.72	1.71	2,051
The library aids my advancement in my academic discipline.	7.10	1.58	2,050
The library enables me to be more efficient in my academic pursuits.	7.16	1.64	2,050
The library helps me distinguish between trustworthy and untrustworthy information.	5.70	1.95	2,048
The library provides me with the information skills I need in my work or study.	6.52	1.76	2,049

### 4.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	262 12.77%	648 31.58%	591 28.80%	446 21.73%	105 5.12%	<b>2,052</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	799 38.99%	768 37.48%	276 13.47%	143 6.98%	63 3.07%	<b>2,049</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,317 64.21%	463 22.57%	134 6.53%	80 3.90%	57 2.78%	<b>2,051</b> <b>100.00%</b>

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

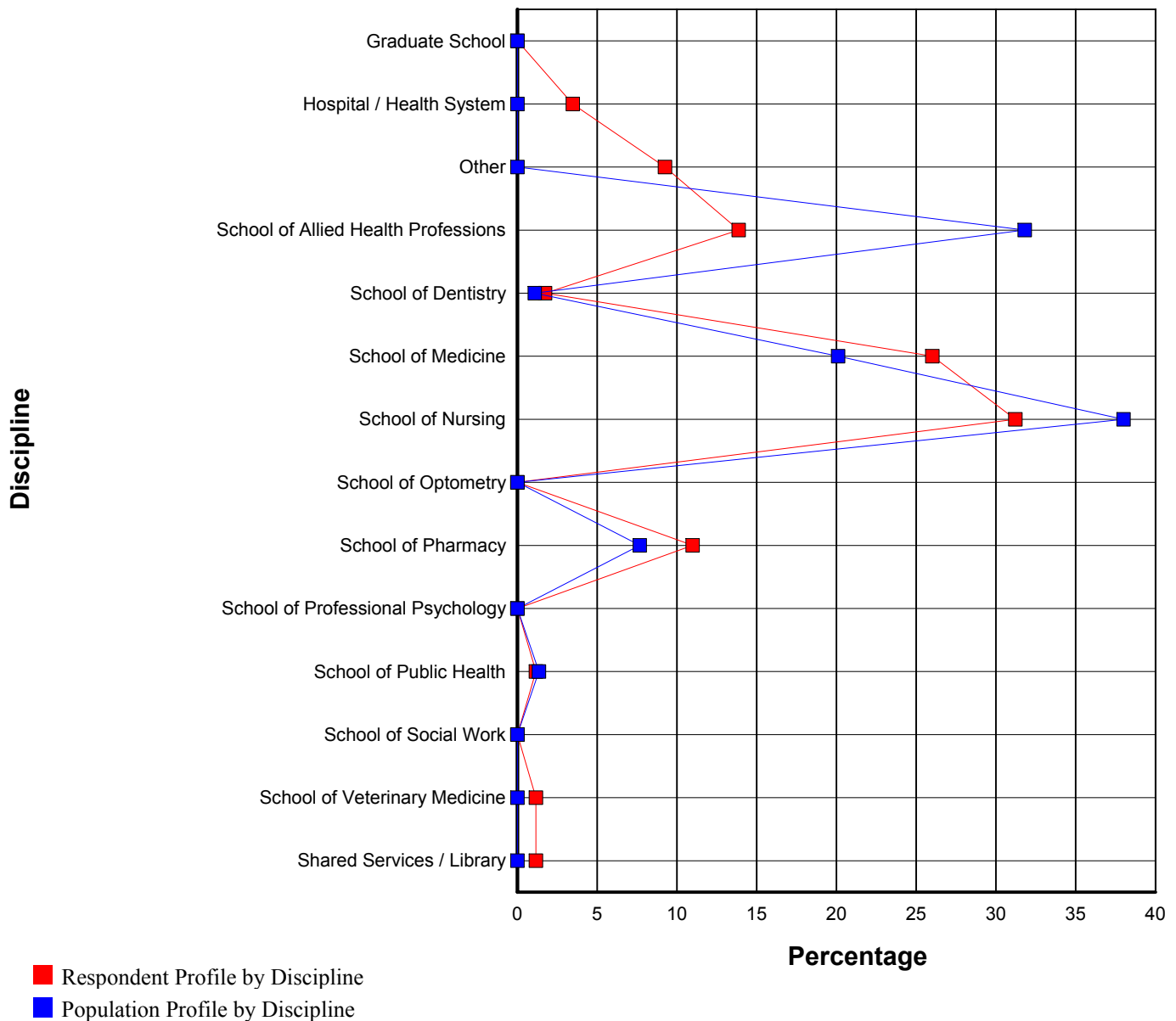
## 5 Academic Health Sciences Libraries Undergraduate Summary for ARL

### 5.1 Demographic Summary for Undergraduate

#### 5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	0	0.00%	0	0.00%	0.00%
Hospital / Health System	0	0.00%	6	3.47%	-3.47%
Other	0	0.00%	16	9.25%	-9.25%
School of Allied Health Professions	2,202	31.80%	24	13.87%	17.93%
School of Dentistry	75	1.08%	3	1.73%	-0.65%
School of Medicine	1,392	20.10%	45	26.01%	-5.91%
School of Nursing	2,631	38.00%	54	31.21%	6.78%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	531	7.67%	19	10.98%	-3.31%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	93	1.34%	2	1.16%	0.19%
School of Social Work	0	0.00%	0	0.00%	0.00%
School of Veterinary Medicine	0	0.00%	2	1.16%	-1.16%
Shared Services / Library	0	0.00%	2	1.16%	-1.16%
<b>Total:</b>	<b>6,924</b>	<b>100.00%</b>	<b>173</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 5.1.2 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	84	48.55%
23 - 30	55	31.79%
31 - 45	23	13.29%
46 - 65	11	6.36%
Over 65	0	0.00%
<b>Total:</b>	<b>173</b>	<b>100.00%</b>

### 5.1.3 Population and Respondent Profiles for Undergraduate by Sex

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

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

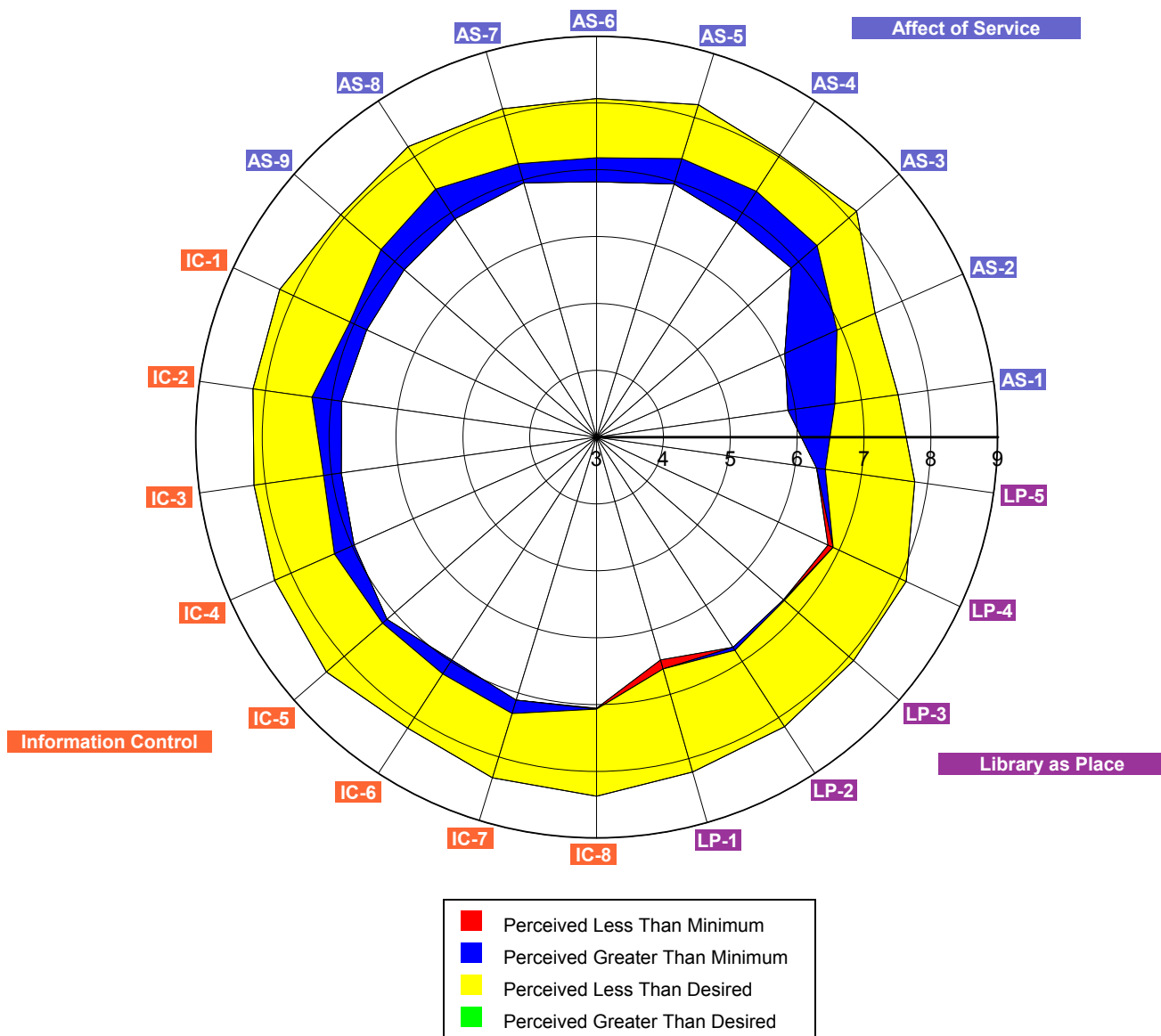
Sex	Population N	Population %	Respondents n	Respondents %
Male	1,064	23.87%	37	21.39%
Female	3,394	76.13%	136	78.61%
<b>Total:</b>	<b>4,458</b>	<b>100.00%</b>	<b>173</b>	<b>100.00%</b>

## 5.2 Core Questions Summary for Undergraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.89	7.55	6.60	0.71	-0.96	157
AS-2	Giving users individual attention	6.08	7.56	6.94	0.86	-0.62	159
AS-3	Employees who are consistently courteous	6.86	8.15	7.37	0.51	-0.78	170
AS-4	Readiness to respond to users' questions	6.83	8.03	7.39	0.55	-0.64	163
AS-5	Employees who have the knowledge to answer user questions	6.96	8.20	7.36	0.40	-0.84	159
AS-6	Employees who deal with users in a caring fashion	6.82	8.07	7.18	0.36	-0.89	167
AS-7	Employees who understand the needs of their users	6.96	8.11	7.25	0.30	-0.85	165
AS-8	Willingness to help users	6.89	8.18	7.43	0.53	-0.76	160
AS-9	Dependability in handling users' service problems	6.82	8.07	7.28	0.46	-0.79	141
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.80	8.23	7.07	0.28	-1.16	167
IC-2	A library Web site enabling me to locate information on my own	6.85	8.19	7.30	0.45	-0.89	169
IC-3	The printed library materials I need for my work	6.86	8.18	7.13	0.27	-1.05	160
IC-4	The electronic information resources I need	6.97	8.27	7.29	0.32	-0.98	167
IC-5	Modern equipment that lets me easily access needed information	7.15	8.36	7.24	0.09	-1.11	169
IC-6	Easy-to-use access tools that allow me to find things on my own	6.98	8.19	7.22	0.25	-0.96	169
IC-7	Making information easily accessible for independent use	7.11	8.33	7.32	0.21	-1.01	167
IC-8	Print and/or electronic journal collections I require for my work	7.07	8.37	7.06	-0.01	-1.31	159
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.61	8.21	6.47	-0.14	-1.74	171
LP-2	Quiet space for individual activities	6.75	8.16	6.80	0.05	-1.36	171
LP-3	A comfortable and inviting location	6.71	8.09	6.72	0.02	-1.37	170
LP-4	A getaway for study, learning, or research	6.90	8.11	6.82	-0.08	-1.29	166
LP-5	Community space for group learning and group study	6.32	7.81	6.45	0.13	-1.35	154
<b>Overall:</b>		6.77	8.11	7.08	0.31	-1.03	173

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

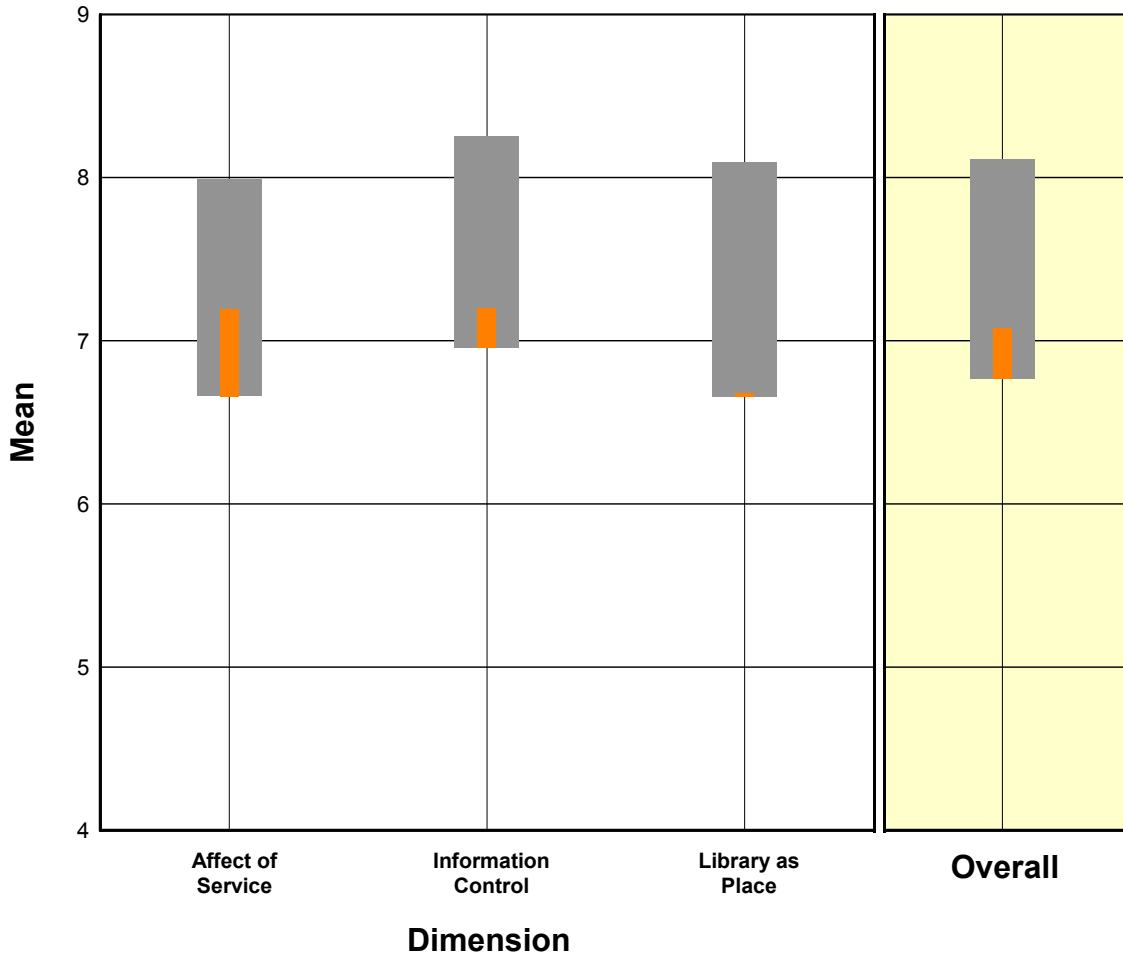


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.91	1.52	1.83	1.98	1.82	157
AS-2	Giving users individual attention	1.95	1.58	1.77	1.86	1.72	159
AS-3	Employees who are consistently courteous	1.79	1.21	1.61	2.12	1.74	170
AS-4	Readiness to respond to users' questions	1.79	1.39	1.69	1.95	1.68	163
AS-5	Employees who have the knowledge to answer user questions	1.75	1.34	1.67	2.15	1.88	159
AS-6	Employees who deal with users in a caring fashion	1.82	1.46	1.77	1.93	1.73	167
AS-7	Employees who understand the needs of their users	1.58	1.29	1.67	1.94	1.74	165
AS-8	Willingness to help users	1.78	1.31	1.52	1.85	1.46	160
AS-9	Dependability in handling users' service problems	1.77	1.34	1.69	2.16	1.93	141
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.73	1.22	1.77	2.12	1.96	167
IC-2	A library Web site enabling me to locate information on my own	1.67	1.30	1.66	1.93	1.69	169
IC-3	The printed library materials I need for my work	1.80	1.28	1.76	2.10	1.84	160
IC-4	The electronic information resources I need	1.69	1.29	1.57	2.01	1.61	167
IC-5	Modern equipment that lets me easily access needed information	1.57	1.14	1.72	2.19	1.79	169
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.30	1.47	1.78	1.62	169
IC-7	Making information easily accessible for independent use	1.68	1.12	1.56	1.92	1.54	167
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.23	1.71	2.16	1.80	159
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.78	1.30	2.12	2.48	2.41	171
LP-2	Quiet space for individual activities	1.83	1.21	1.97	2.66	2.25	171
LP-3	A comfortable and inviting location	1.72	1.35	1.91	2.46	1.97	170
LP-4	A getaway for study, learning, or research	1.63	1.28	1.86	2.38	2.05	166
LP-5	Community space for group learning and group study	2.00	1.55	1.94	2.50	2.14	154
<b>Overall:</b>		1.40	1.00	1.29	1.65	1.34	173

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

### 5.3 Core Question Dimensions Summary for Undergraduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.66	7.99	7.20	0.54	-0.79	172
Information Control	6.95	8.25	7.20	0.25	-1.05	173
Library as Place	6.66	8.09	6.68	0.02	-1.42	172
<b>Overall:</b>	6.77	8.11	7.08	0.31	-1.03	173

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	1.52	1.12	1.43	1.69	1.44	172
Information Control	1.44	1.03	1.26	1.63	1.31	173
Library as Place	1.53	1.10	1.69	2.14	1.82	172
<b>Overall:</b>	1.40	1.00	1.29	1.65	1.34	173

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

## 5.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.59	8.04	7.03	0.44	-1.01	161
Employees teaching me how to access or manage information	6.34	7.70	7.03	0.69	-0.67	152
An environment that facilitates group study and problem solving	6.40	7.70	6.61	0.21	-1.09	102
Access to information resources that support patient care	6.75	8.01	7.17	0.42	-0.84	139
Ease of use of electronic resources	6.73	8.47	7.53	0.80	-0.93	15
Electronic resources matching my information needs	6.88	8.18	6.96	0.09	-1.22	104
Providing access to resources that contribute to better clinical and management decision making	6.00	8.17	6.17	0.17	-2.00	6
Making me aware of library resources and services	6.12	7.94	7.71	1.59	-0.24	17
Convenient business hours	7.17	8.26	7.14	-0.03	-1.11	35
Providing search tools that permit me to work autonomously	6.00	8.11	6.67	0.67	-1.44	9
Timely document delivery / interlibrary loan	6.41	7.68	7.50	1.09	-0.18	22

Language: American English

Institution Type: Academic Health Sciences

Consortium: ARL

User Group: Undergraduate

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.74	1.32	1.62	1.97	1.69	161
Employees teaching me how to access or manage information	2.00	1.70	1.77	2.11	1.92	152
An environment that facilitates group study and problem solving	1.88	1.66	2.06	2.32	2.16	102
Access to information resources that support patient care	1.81	1.70	1.56	1.83	1.60	139
Ease of use of electronic resources	1.49	1.06	1.25	1.47	1.03	15
Electronic resources matching my information needs	1.87	1.42	1.76	2.21	1.88	104
Providing access to resources that contribute to better clinical and management decision making	0.89	1.33	1.72	1.72	2.37	6
Making me aware of library resources and services	2.03	1.39	1.40	1.50	0.90	17
Convenient business hours	1.48	1.07	1.82	2.08	1.79	35
Providing search tools that permit me to work autonomously	1.32	1.45	1.66	1.50	1.74	9
Timely document delivery / interlibrary loan	1.68	1.64	1.34	1.57	1.56	22

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

## 5.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.32	1.73	173
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.01	1.78	173
How would you rate the overall quality of the service provided by the library?	7.17	1.55	173

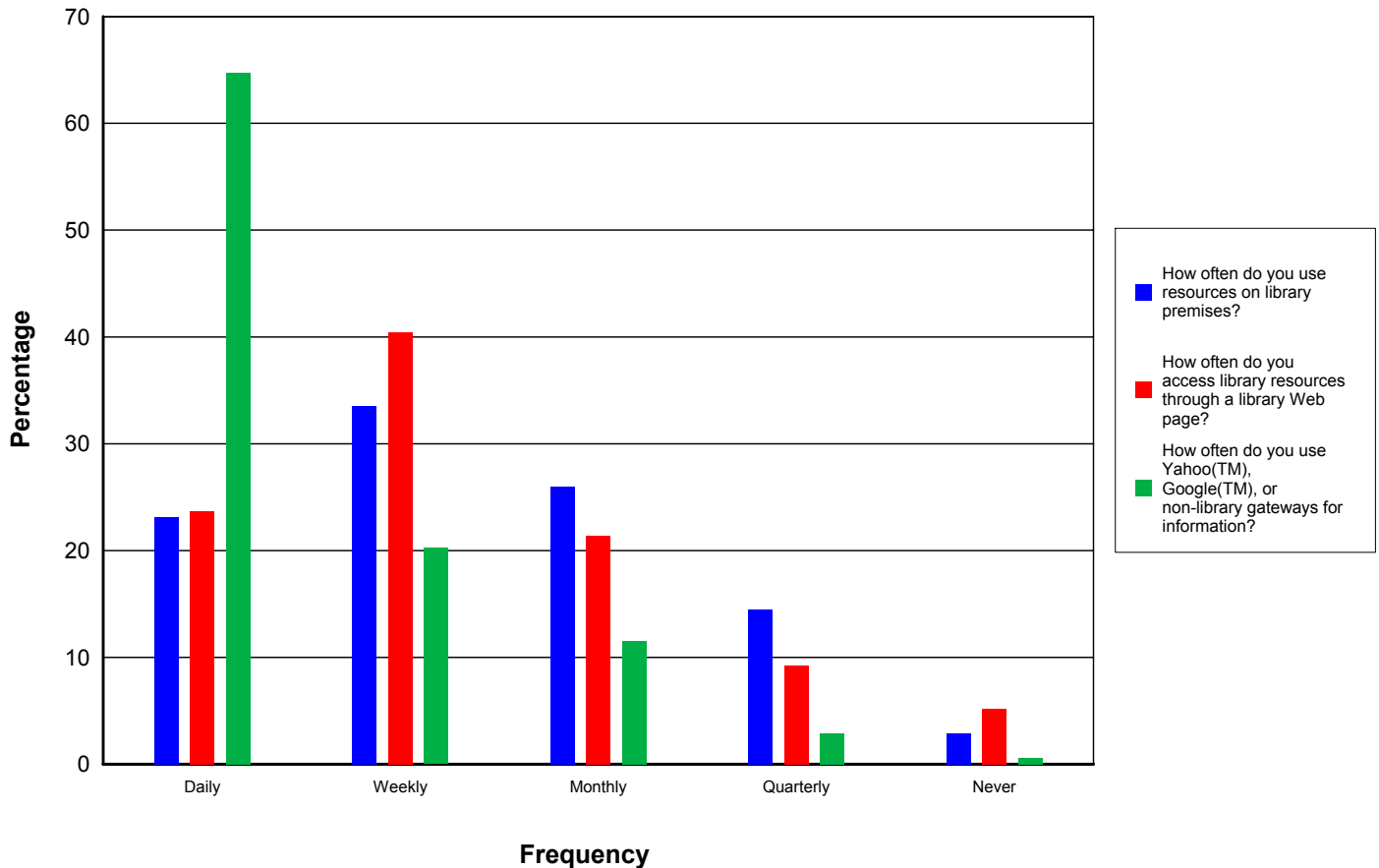
## 5.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.58	1.82	173
The library aids my advancement in my academic discipline.	7.02	1.60	173
The library enables me to be more efficient in my academic pursuits.	7.15	1.62	173
The library helps me distinguish between trustworthy and untrustworthy information.	6.13	1.91	173
The library provides me with the information skills I need in my work or study.	6.75	1.85	173

### 5.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	40 23.12%	58 33.53%	45 26.01%	25 14.45%	5 2.89%	<b>173</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	41 23.70%	70 40.46%	37 21.39%	16 9.25%	9 5.20%	<b>173</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	112 64.74%	35 20.23%	20 11.56%	5 2.89%	1 0.58%	<b>173</b> <b>100.00%</b>

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

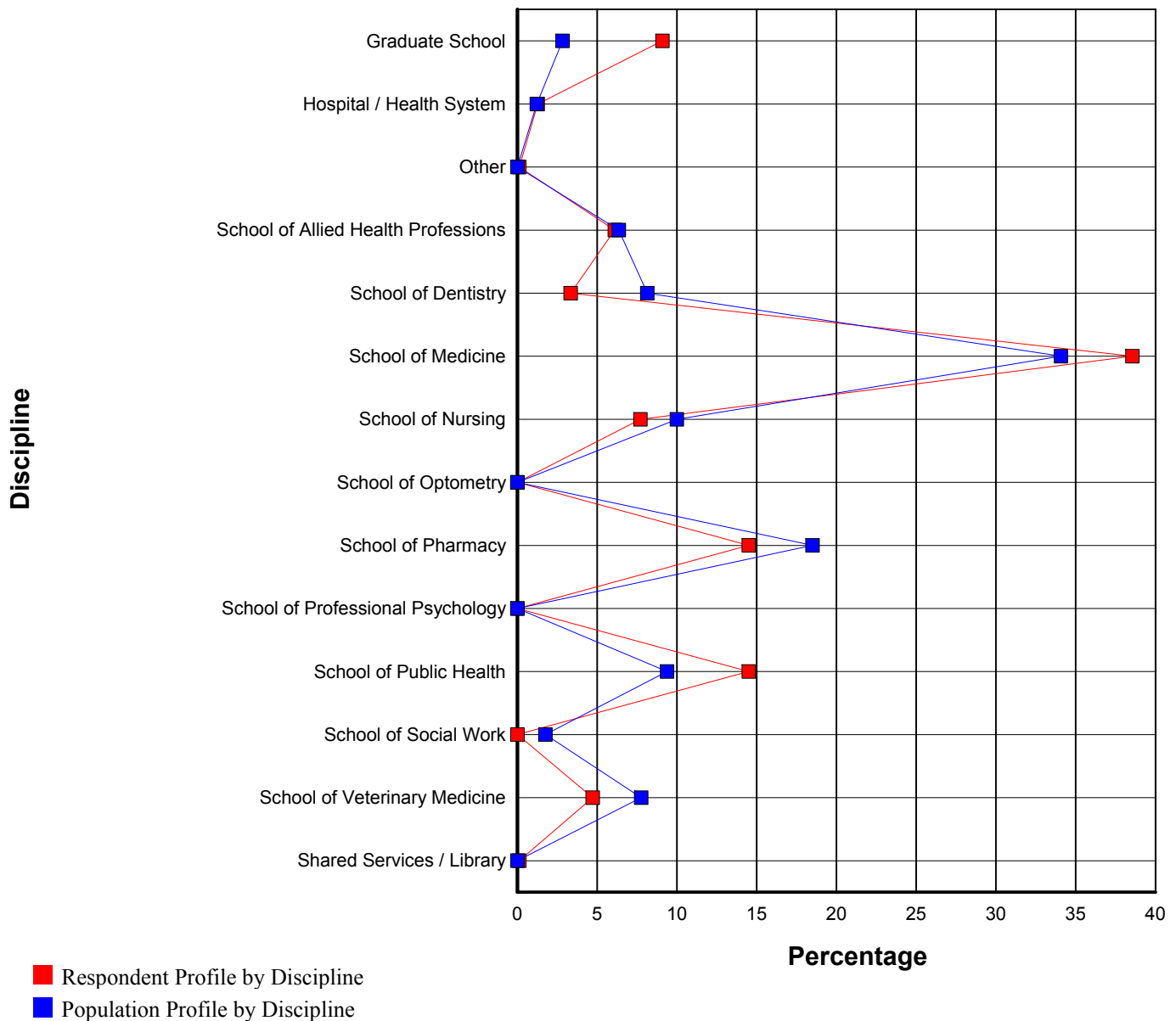
## 6 Academic Health Sciences Libraries Graduate Summary for ARL

### 6.1 Demographic Summary for Graduate

#### 6.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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



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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	406	2.83%	79	9.09%	-6.26%
Hospital / Health System	174	1.21%	11	1.27%	-0.05%
Other	0	0.00%	1	0.12%	-0.12%
School of Allied Health Professions	912	6.35%	53	6.10%	0.25%
School of Dentistry	1,169	8.14%	29	3.34%	4.81%
School of Medicine	4,892	34.07%	335	38.55%	-4.48%
School of Nursing	1,435	10.00%	67	7.71%	2.29%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	2,656	18.50%	126	14.50%	4.00%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	1,347	9.38%	126	14.50%	-5.12%
School of Social Work	252	1.76%	0	0.00%	1.76%
School of Veterinary Medicine	1,114	7.76%	41	4.72%	3.04%
Shared Services / Library	0	0.00%	1	0.12%	-0.12%
<b>Total:</b>	<b>14,357</b>	<b>100.00%</b>	<b>869</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 6.1.2 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	75	8.63%
23 - 30	571	65.71%
31 - 45	179	20.60%
46 - 65	44	5.06%
Over 65	0	0.00%
<b>Total:</b>	<b>869</b>	<b>100.00%</b>

### 6.1.3 Population and Respondent Profiles for Graduate by Sex

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

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

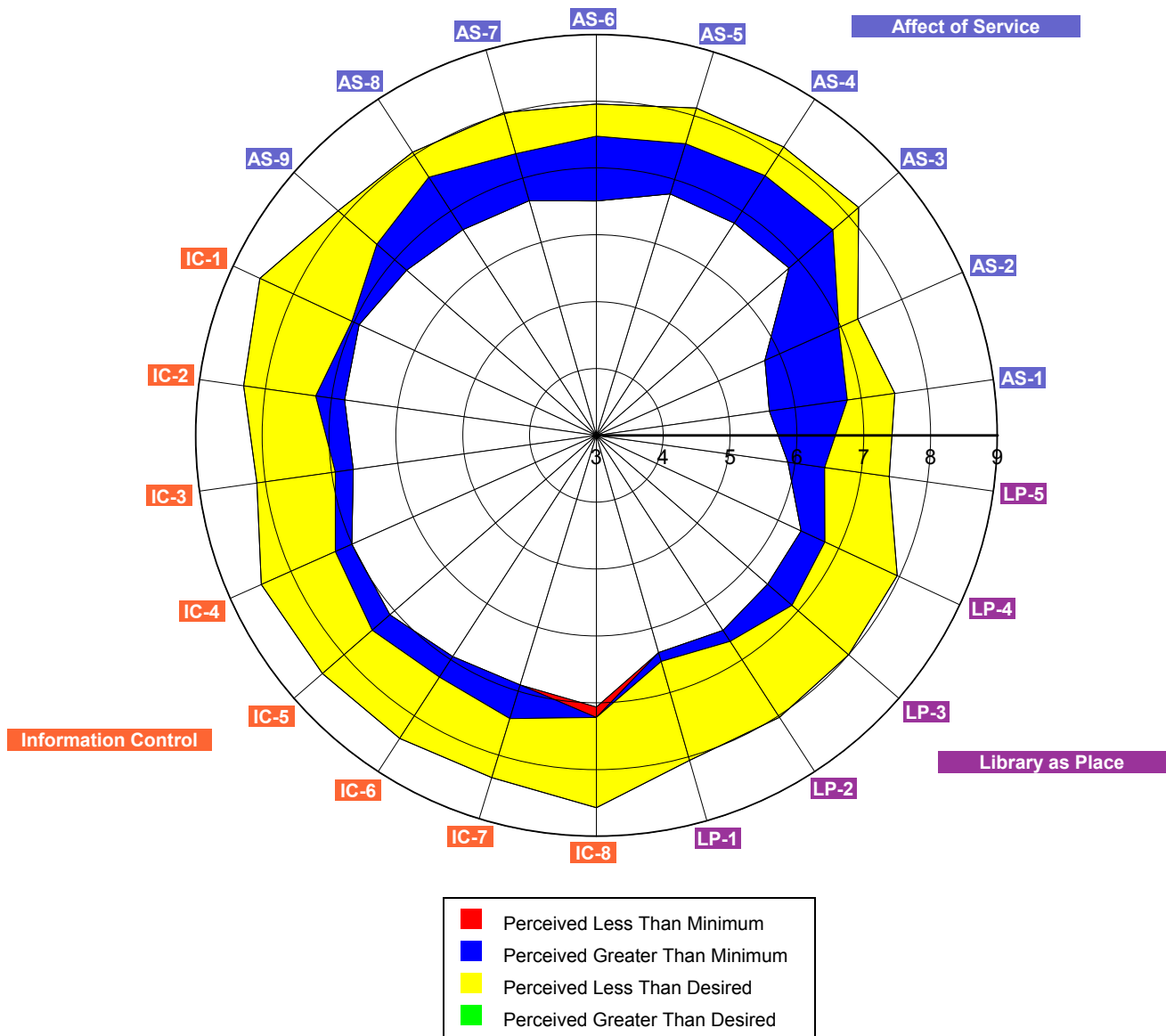
Sex	Population N	Population %	Respondents n	Respondents %
Male	4,241	36.20%	298	34.33%
Female	7,476	63.80%	570	65.67%
<b>Total:</b>	<b>11,717</b>	<b>100.00%</b>	<b>868</b>	<b>100.00%</b>

## 6.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.61	7.51	6.79	1.18	-0.72	816
AS-2	Giving users individual attention	5.76	7.28	6.97	1.21	-0.31	819
AS-3	Employees who are consistently courteous	6.82	8.20	7.69	0.87	-0.51	847
AS-4	Readiness to respond to users' questions	6.79	8.14	7.63	0.85	-0.51	825
AS-5	Employees who have the knowledge to answer user questions	6.78	8.12	7.56	0.78	-0.56	821
AS-6	Employees who deal with users in a caring fashion	6.51	7.96	7.48	0.97	-0.48	824
AS-7	Employees who understand the needs of their users	6.65	8.02	7.38	0.73	-0.64	803
AS-8	Willingness to help users	6.67	8.05	7.60	0.94	-0.45	816
AS-9	Dependability in handling users' service problems	6.76	8.12	7.36	0.59	-0.76	705
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.92	8.56	7.04	0.12	-1.52	847
IC-2	A library Web site enabling me to locate information on my own	6.80	8.33	7.24	0.44	-1.09	860
IC-3	The printed library materials I need for my work	6.67	8.13	6.94	0.27	-1.19	775
IC-4	The electronic information resources I need	7.01	8.49	7.28	0.27	-1.21	859
IC-5	Modern equipment that lets me easily access needed information	7.09	8.43	7.44	0.35	-0.99	843
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.41	7.31	0.37	-1.09	846
IC-7	Making information easily accessible for independent use	6.91	8.35	7.43	0.53	-0.92	832
IC-8	Print and/or electronic journal collections I require for my work	7.22	8.57	7.06	-0.15	-1.50	816
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.38	8.06	6.52	0.14	-1.54	839
LP-2	Quiet space for individual activities	6.48	8.03	6.67	0.20	-1.35	812
LP-3	A comfortable and inviting location	6.39	8.00	6.88	0.48	-1.12	835
LP-4	A getaway for study, learning, or research	6.38	7.97	6.77	0.39	-1.19	820
LP-5	Community space for group learning and group study	5.89	7.42	6.45	0.56	-0.97	751
<b>Overall:</b>		6.62	8.11	7.16	0.54	-0.94	869

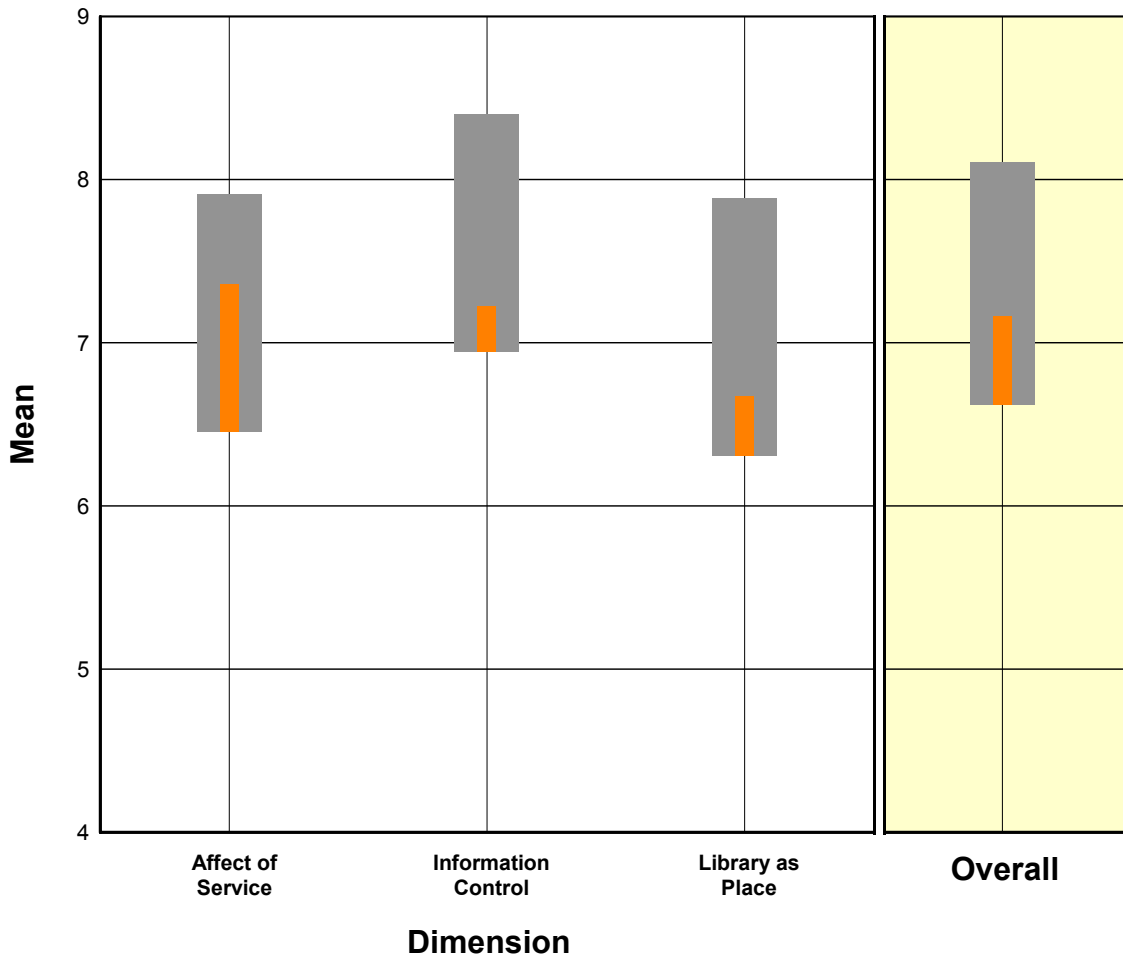
Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.76	1.57	1.63	1.92	1.73	816
AS-2	Giving users individual attention	1.93	1.71	1.65	1.80	1.62	819
AS-3	Employees who are consistently courteous	1.76	1.18	1.51	1.99	1.62	847
AS-4	Readiness to respond to users' questions	1.61	1.17	1.42	1.75	1.42	825
AS-5	Employees who have the knowledge to answer user questions	1.71	1.30	1.42	1.79	1.52	821
AS-6	Employees who deal with users in a caring fashion	1.78	1.31	1.45	1.91	1.49	824
AS-7	Employees who understand the needs of their users	1.62	1.25	1.48	1.89	1.60	803
AS-8	Willingness to help users	1.69	1.25	1.43	1.80	1.46	816
AS-9	Dependability in handling users' service problems	1.60	1.20	1.48	1.85	1.58	705
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.61	0.92	1.71	2.14	1.80	847
IC-2	A library Web site enabling me to locate information on my own	1.68	1.14	1.61	1.99	1.69	860
IC-3	The printed library materials I need for my work	1.68	1.32	1.63	1.96	1.76	775
IC-4	The electronic information resources I need	1.58	0.95	1.38	1.96	1.54	859
IC-5	Modern equipment that lets me easily access needed information	1.52	0.95	1.50	1.96	1.59	843
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	0.93	1.45	1.90	1.57	846
IC-7	Making information easily accessible for independent use	1.50	0.98	1.33	1.80	1.46	832
IC-8	Print and/or electronic journal collections I require for my work	1.55	0.96	1.61	2.08	1.76	816
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.82	1.37	1.96	2.50	2.23	839
LP-2	Quiet space for individual activities	1.90	1.48	1.91	2.57	2.28	812
LP-3	A comfortable and inviting location	1.77	1.35	1.83	2.37	2.07	835
LP-4	A getaway for study, learning, or research	1.94	1.45	1.81	2.49	2.17	820
LP-5	Community space for group learning and group study	2.08	1.84	1.88	2.51	2.34	751
<b>Overall:</b>		1.28	0.82	1.09	1.47	1.14	869

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

### 6.3 Core Question Dimensions Summary for Graduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.46	7.91	7.36	0.91	-0.55	866
Information Control	6.94	8.40	7.22	0.28	-1.18	869
Library as Place	6.30	7.88	6.67	0.37	-1.21	856
<b>Overall:</b>	6.62	8.11	7.16	0.54	-0.94	869

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	1.42	1.06	1.24	1.50	1.21	866
Information Control	1.27	0.75	1.13	1.54	1.21	869
Library as Place	1.63	1.24	1.58	2.12	1.84	856
<b>Overall:</b>	1.28	0.82	1.09	1.47	1.14	869

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

## 6.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.44	8.01	6.99	0.55	-1.02	769
Employees teaching me how to access or manage information	5.95	7.51	7.17	1.22	-0.34	783
An environment that facilitates group study and problem solving	6.00	7.42	6.46	0.45	-0.96	407
Access to information resources that support patient care	6.84	8.10	7.18	0.34	-0.92	599
Ease of use of electronic resources	6.85	8.48	7.65	0.80	-0.83	92
Electronic resources matching my information needs	7.03	8.47	7.14	0.11	-1.33	443
Providing access to resources that contribute to better clinical and management decision making	6.53	7.95	6.16	-0.37	-1.79	19
Making me aware of library resources and services	5.58	7.56	6.93	1.36	-0.62	90
Convenient business hours	7.11	8.37	7.32	0.21	-1.05	279
Providing search tools that permit me to work autonomously	6.52	8.05	7.10	0.57	-0.95	21
Timely document delivery / interlibrary loan	6.75	8.19	7.32	0.57	-0.87	198

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



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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.76	1.44	1.59	1.86	1.62	769
Employees teaching me how to access or manage information	2.06	1.77	1.62	2.09	1.86	783
An environment that facilitates group study and problem solving	2.07	1.86	2.01	2.53	2.42	407
Access to information resources that support patient care	1.80	1.41	1.60	1.97	1.67	599
Ease of use of electronic resources	1.64	0.84	1.41	2.01	1.51	92
Electronic resources matching my information needs	1.61	0.95	1.55	2.12	1.76	443
Providing access to resources that contribute to better clinical and management decision making	1.39	1.18	1.57	2.09	2.18	19
Making me aware of library resources and services	2.01	1.57	1.54	1.97	1.73	90
Convenient business hours	1.48	1.13	1.52	1.87	1.69	279
Providing search tools that permit me to work autonomously	1.63	1.32	1.26	2.09	1.83	21
Timely document delivery / interlibrary loan	1.66	1.30	1.43	1.82	1.48	198

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

## 6.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.59	1.58	868
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.15	1.58	869
How would you rate the overall quality of the service provided by the library?	7.31	1.35	869

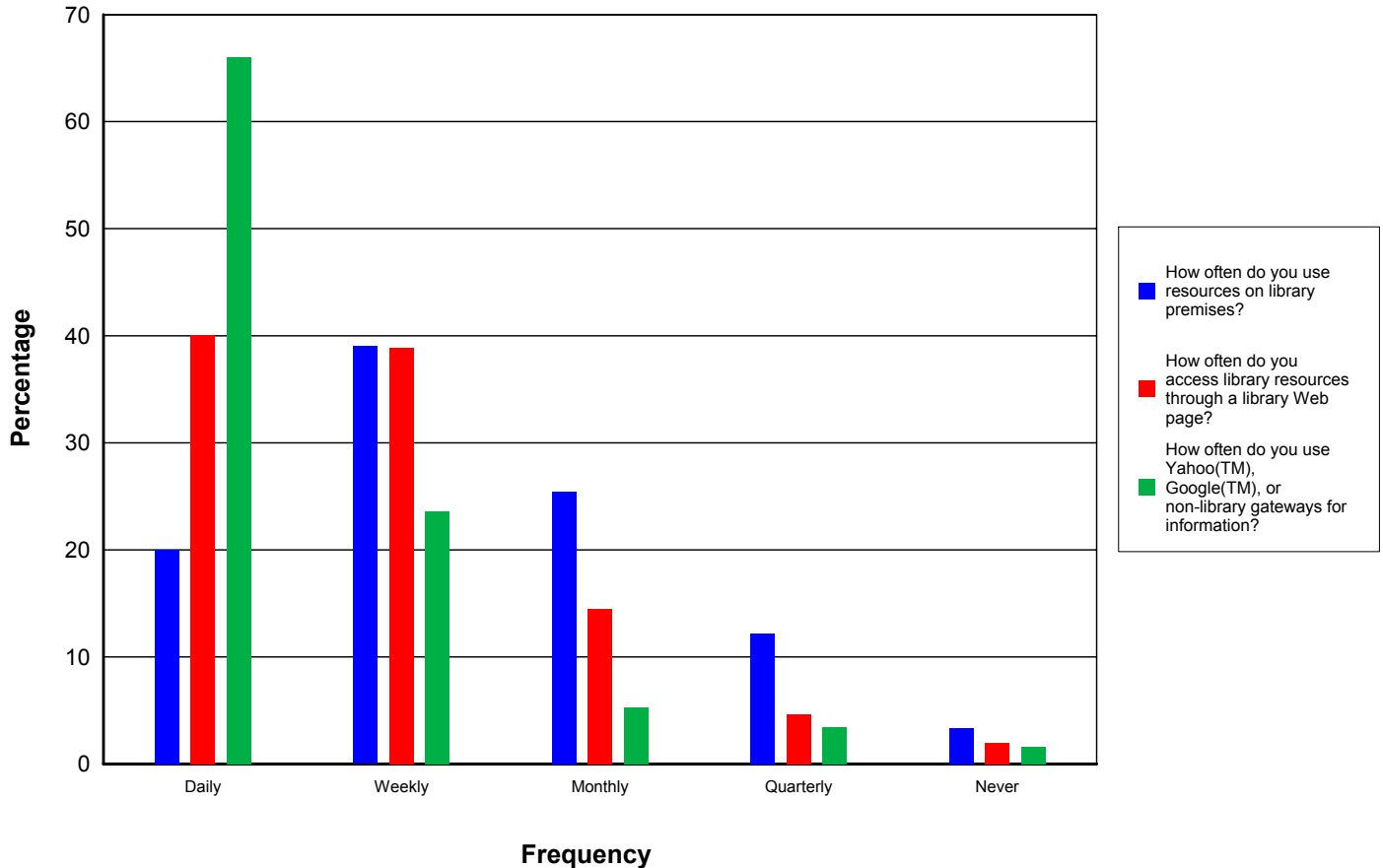
## 6.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.64	1.66	869
The library aids my advancement in my academic discipline.	7.23	1.44	869
The library enables me to be more efficient in my academic pursuits.	7.18	1.60	869
The library helps me distinguish between trustworthy and untrustworthy information.	5.70	1.87	869
The library provides me with the information skills I need in my work or study.	6.57	1.72	868

### 6.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	174 20.02%	339 39.01%	221 25.43%	106 12.20%	29 3.34%	869 100.00%
How often do you access library resources through a library Web page?	348 40.05%	338 38.90%	126 14.50%	40 4.60%	17 1.96%	869 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	574 66.05%	205 23.59%	46 5.29%	30 3.45%	14 1.61%	869 100.00%

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

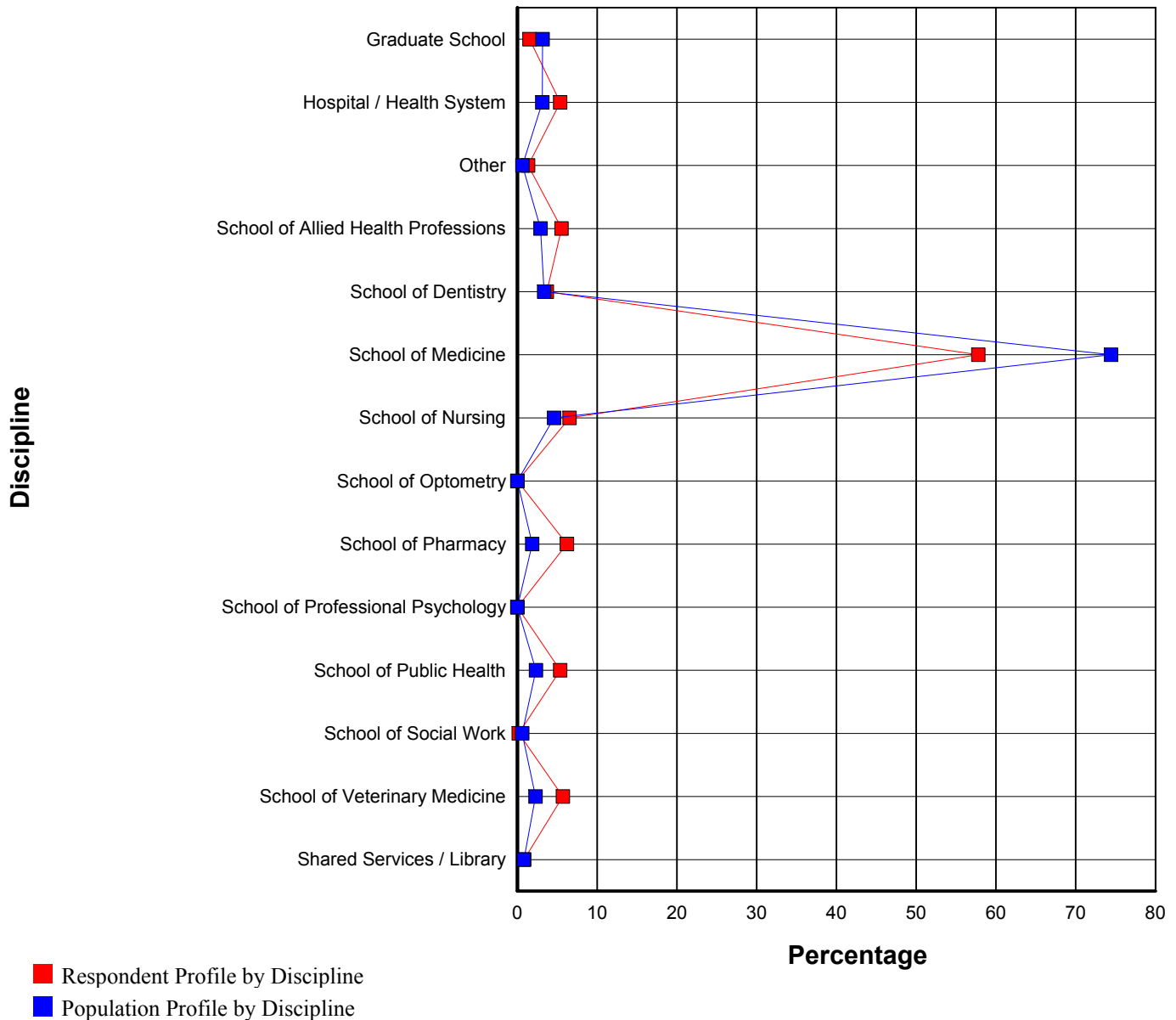
## 7 Academic Health Sciences Libraries Faculty Summary for ARL

### 7.1 Demographic Summary for Faculty

#### 7.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Graduate School	364	3.15%	9	1.51%	1.64%
Hospital / Health System	361	3.12%	32	5.36%	-2.24%
Other	73	0.63%	8	1.34%	-0.71%
School of Allied Health Professions	335	2.89%	33	5.53%	-2.63%
School of Dentistry	387	3.34%	22	3.69%	-0.34%
School of Medicine	8,614	74.43%	345	57.79%	16.64%
School of Nursing	531	4.59%	39	6.53%	-1.94%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	214	1.85%	37	6.20%	-4.35%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	269	2.32%	32	5.36%	-3.04%
School of Social Work	69	0.60%	1	0.17%	0.43%
School of Veterinary Medicine	262	2.26%	34	5.70%	-3.43%
Shared Services / Library	94	0.81%	5	0.84%	-0.03%
<b>Total:</b>	<b>11,573</b>	<b>100.00%</b>	<b>597</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 7.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	2	0.34%
18 - 22	0	0.00%
23 - 30	13	2.18%
31 - 45	229	38.42%
46 - 65	325	54.53%
Over 65	27	4.53%
<b>Total:</b>	<b>596</b>	<b>100.00%</b>

### 7.1.3 Population and Respondent Profiles for Faculty by Sex

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

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

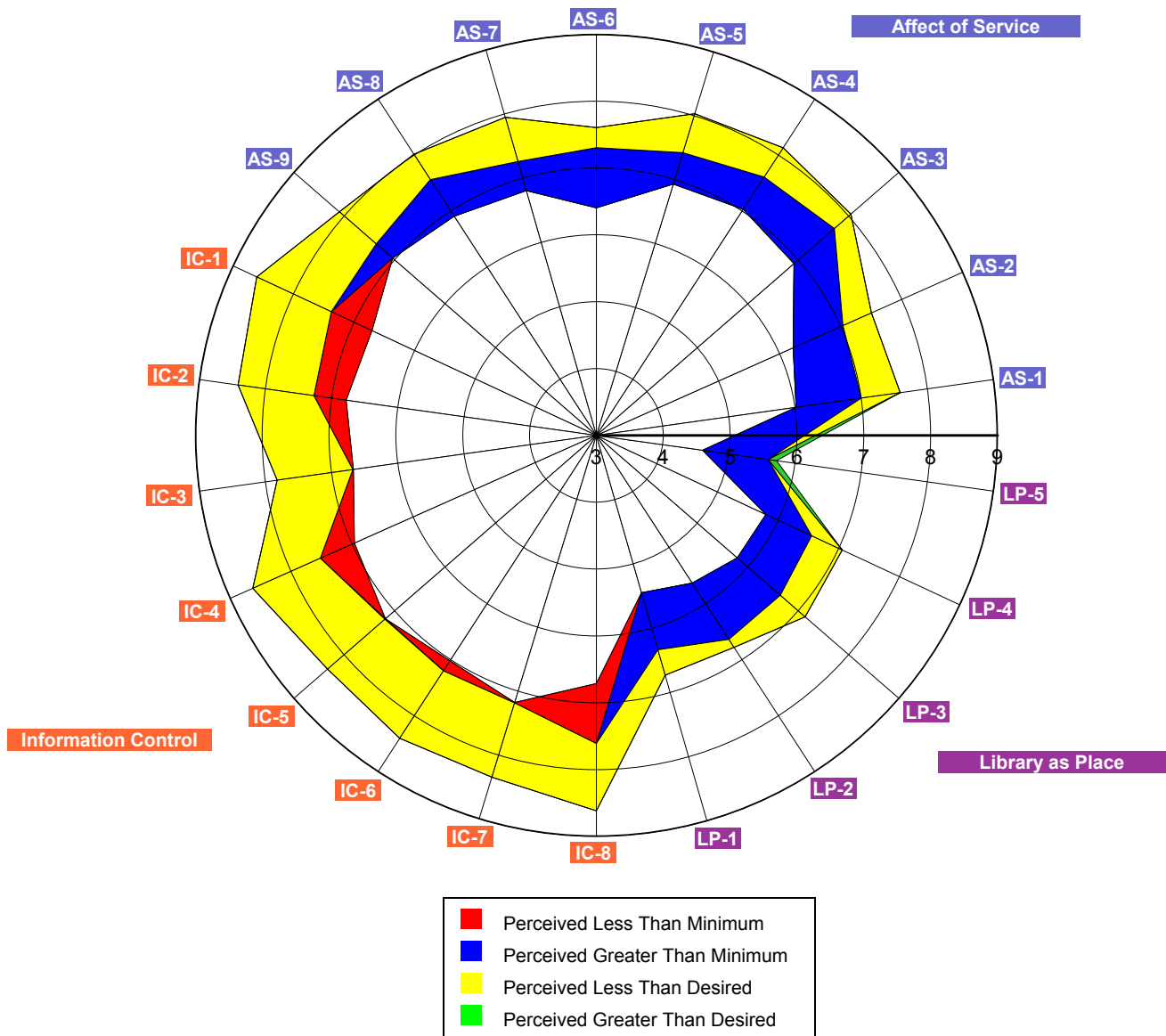
Sex	Population N	Population %	Respondents n	Respondents %
Male	6,965	64.82%	330	55.84%
Female	3,780	35.18%	261	44.16%
<b>Total:</b>	<b>10,745</b>	<b>100.00%</b>	<b>591</b>	<b>100.00%</b>

## 7.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.02	7.59	7.00	0.98	-0.59	554
AS-2	Giving users individual attention	6.22	7.50	7.04	0.82	-0.47	568
AS-3	Employees who are consistently courteous	6.92	8.05	7.72	0.80	-0.33	576
AS-4	Readiness to respond to users' questions	7.03	8.13	7.61	0.57	-0.52	578
AS-5	Employees who have the knowledge to answer user questions	6.93	8.03	7.42	0.49	-0.61	562
AS-6	Employees who deal with users in a caring fashion	6.40	7.60	7.30	0.90	-0.30	551
AS-7	Employees who understand the needs of their users	6.81	7.95	7.26	0.45	-0.69	563
AS-8	Willingness to help users	6.91	8.01	7.56	0.65	-0.45	565
AS-9	Dependability in handling users' service problems	7.04	8.10	7.36	0.32	-0.73	521
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.38	8.61	6.71	-0.67	-1.90	581
IC-2	A library Web site enabling me to locate information on my own	7.27	8.41	6.78	-0.49	-1.63	591
IC-3	The printed library materials I need for my work	6.68	7.82	6.67	-0.01	-1.15	560
IC-4	The electronic information resources I need	7.52	8.63	6.96	-0.56	-1.66	595
IC-5	Modern equipment that lets me easily access needed information	7.18	8.33	7.19	0.01	-1.14	570
IC-6	Easy-to-use access tools that allow me to find things on my own	7.20	8.40	7.02	-0.18	-1.38	587
IC-7	Making information easily accessible for independent use	7.19	8.35	7.18	-0.01	-1.17	572
IC-8	Print and/or electronic journal collections I require for my work	7.61	8.62	6.71	-0.90	-1.90	586
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.45	6.73	6.34	0.89	-0.39	519
LP-2	Quiet space for individual activities	5.63	6.78	6.64	1.00	-0.14	478
LP-3	A comfortable and inviting location	5.79	7.14	6.65	0.85	-0.49	523
LP-4	A getaway for study, learning, or research	5.80	7.06	6.56	0.76	-0.50	490
LP-5	Community space for group learning and group study	4.61	5.60	5.72	1.11	0.13	366
<b>Overall:</b>		6.68	7.86	7.00	0.32	-0.86	598

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

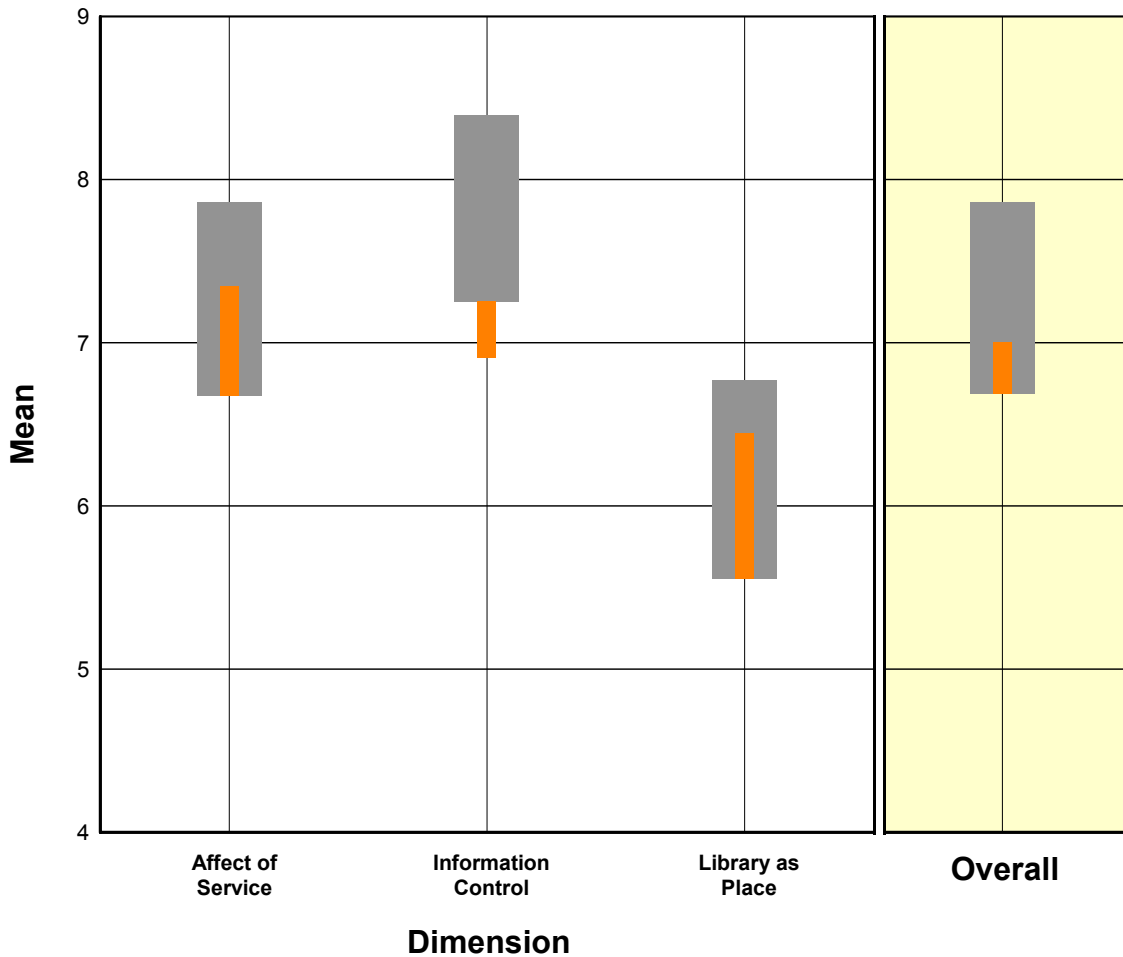


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.85	1.70	1.58	1.86	1.74	554
AS-2	Giving users individual attention	1.82	1.65	1.68	1.87	1.74	568
AS-3	Employees who are consistently courteous	1.76	1.34	1.40	1.82	1.52	576
AS-4	Readiness to respond to users' questions	1.57	1.23	1.48	1.74	1.54	578
AS-5	Employees who have the knowledge to answer user questions	1.68	1.36	1.50	1.82	1.57	562
AS-6	Employees who deal with users in a caring fashion	1.84	1.62	1.56	1.87	1.65	551
AS-7	Employees who understand the needs of their users	1.71	1.40	1.51	1.81	1.57	563
AS-8	Willingness to help users	1.65	1.35	1.50	1.82	1.56	565
AS-9	Dependability in handling users' service problems	1.58	1.27	1.51	1.74	1.58	521
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.59	0.88	1.94	2.27	2.02	581
IC-2	A library Web site enabling me to locate information on my own	1.57	1.07	1.72	2.10	1.80	591
IC-3	The printed library materials I need for my work	1.70	1.53	1.66	2.11	1.97	560
IC-4	The electronic information resources I need	1.35	0.76	1.60	2.09	1.76	595
IC-5	Modern equipment that lets me easily access needed information	1.53	1.16	1.54	1.90	1.71	570
IC-6	Easy-to-use access tools that allow me to find things on my own	1.45	0.98	1.45	1.92	1.54	587
IC-7	Making information easily accessible for independent use	1.46	1.00	1.48	1.92	1.58	572
IC-8	Print and/or electronic journal collections I require for my work	1.40	0.89	1.69	2.18	1.79	586
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.07	2.15	1.77	2.28	2.41	519
LP-2	Quiet space for individual activities	2.17	2.17	1.76	2.36	2.40	478
LP-3	A comfortable and inviting location	1.83	1.76	1.82	2.14	2.13	523
LP-4	A getaway for study, learning, or research	2.19	2.18	1.76	2.31	2.33	490
LP-5	Community space for group learning and group study	2.28	2.48	1.95	2.37	2.48	366
<b>Overall:</b>		1.18	0.91	1.17	1.40	1.20	598

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

### 7.3 Core Question Dimensions Summary for Faculty

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



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

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	6.67	7.86	7.35	0.67	-0.51	598
Information Control	7.25	8.40	6.91	-0.35	-1.49	598
Library as Place	5.55	6.77	6.45	0.89	-0.32	574
<b>Overall:</b>	6.68	7.86	7.00	0.32	-0.86	598

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	1.43	1.14	1.30	1.49	1.29	598
Information Control	1.16	0.69	1.31	1.66	1.35	598
Library as Place	1.77	1.79	1.55	1.89	1.94	574
<b>Overall:</b>	1.18	0.91	1.17	1.40	1.20	598

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

## 7.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.53	7.76	6.55	0.02	-1.22	513
Employees teaching me how to access or manage information	6.21	7.40	6.96	0.74	-0.44	535
An environment that facilitates group study and problem solving	4.94	5.87	5.45	0.51	-0.43	190
Access to information resources that support patient care	6.82	7.70	6.85	0.04	-0.85	371
Ease of use of electronic resources	7.26	8.51	7.21	-0.05	-1.30	80
Electronic resources matching my information needs	7.45	8.57	6.92	-0.53	-1.65	316
Providing access to resources that contribute to better clinical and management decision making	6.73	7.80	6.47	-0.27	-1.33	15
Making me aware of library resources and services	5.93	7.39	7.03	1.10	-0.36	80
Convenient business hours	6.82	7.77	7.09	0.27	-0.68	150
Providing search tools that permit me to work autonomously	7.15	8.62	6.00	-1.15	-2.62	26
Timely document delivery / interlibrary loan	6.62	7.67	6.70	0.08	-0.97	144

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.87	1.76	1.75	1.94	1.89	513
Employees teaching me how to access or manage information	1.95	1.78	1.64	1.96	1.89	535
An environment that facilitates group study and problem solving	2.28	2.48	2.08	2.35	2.47	190
Access to information resources that support patient care	2.06	2.04	1.84	2.22	2.09	371
Ease of use of electronic resources	1.41	0.76	1.41	1.82	1.43	80
Electronic resources matching my information needs	1.28	0.87	1.52	1.95	1.65	316
Providing access to resources that contribute to better clinical and management decision making	2.09	2.21	1.36	1.94	2.16	15
Making me aware of library resources and services	1.74	1.62	1.42	1.89	1.86	80
Convenient business hours	1.78	1.35	1.47	2.12	1.68	150
Providing search tools that permit me to work autonomously	1.54	0.75	1.52	1.85	1.53	26
Timely document delivery / interlibrary loan	2.01	1.73	1.72	2.32	2.10	144

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

## 7.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.61	1.51	598
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.05	1.74	597
How would you rate the overall quality of the service provided by the library?	7.35	1.44	598

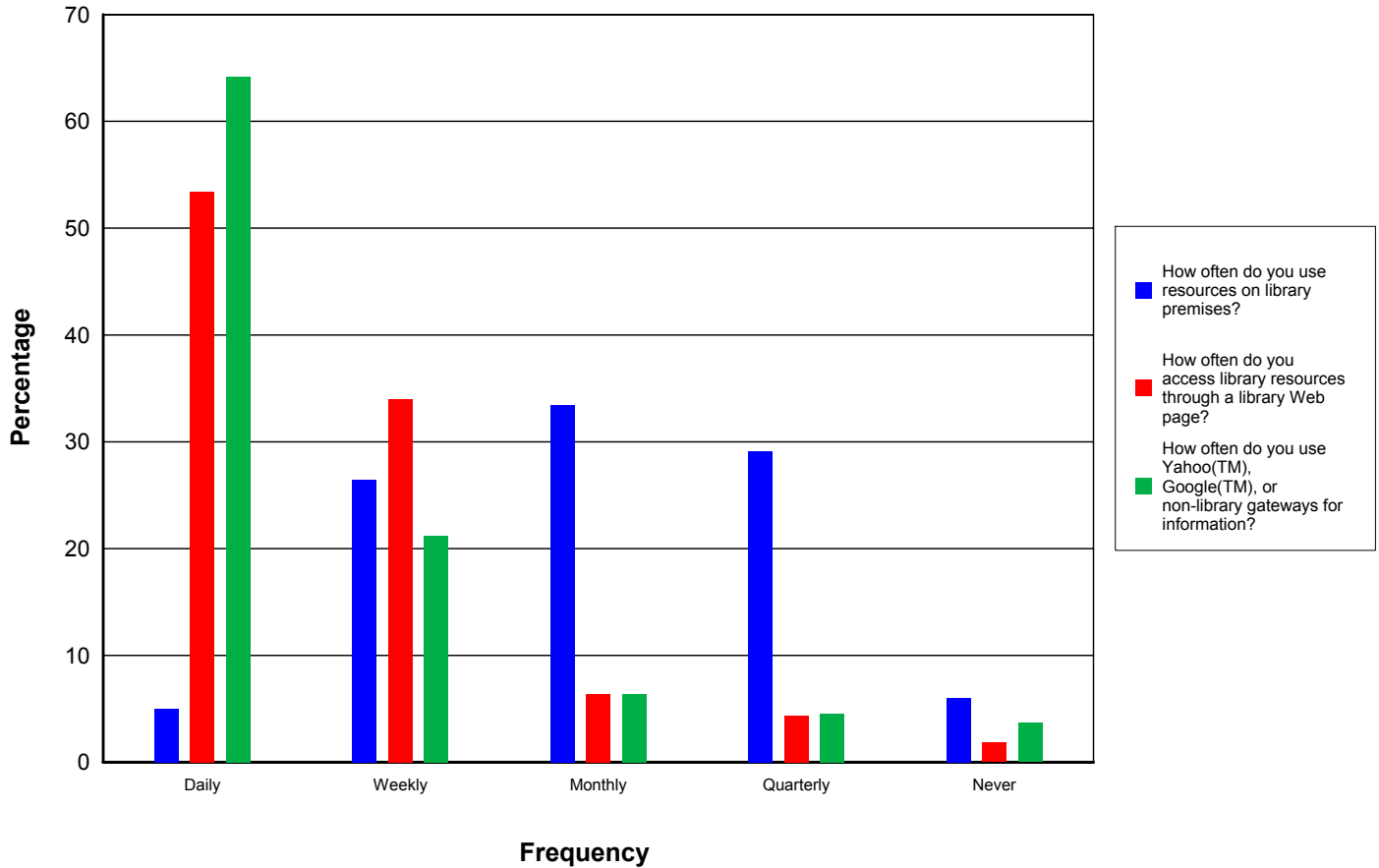
## 7.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.96	1.77	598
The library aids my advancement in my academic discipline.	7.21	1.65	598
The library enables me to be more efficient in my academic pursuits.	7.38	1.66	598
The library helps me distinguish between trustworthy and untrustworthy information.	5.46	2.07	596
The library provides me with the information skills I need in my work or study.	6.31	1.84	598

### 7.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	30 5.02%	158 26.42%	200 33.44%	174 29.10%	36 6.02%	<b>598</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	319 53.43%	203 34.00%	38 6.37%	26 4.36%	11 1.84%	<b>597</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	384 64.21%	127 21.24%	38 6.35%	27 4.52%	22 3.68%	<b>598</b> <b>100.00%</b>

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

## 8 Academic Health Sciences Libraries Library Staff Summary for ARL

### 8.1 Demographic Summary for Library Staff

#### 8.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	5	6.85%
31 - 45	27	36.99%
46 - 65	41	56.16%
Over 65	0	0.00%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

#### 8.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	17	23.29%
Female	56	76.71%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

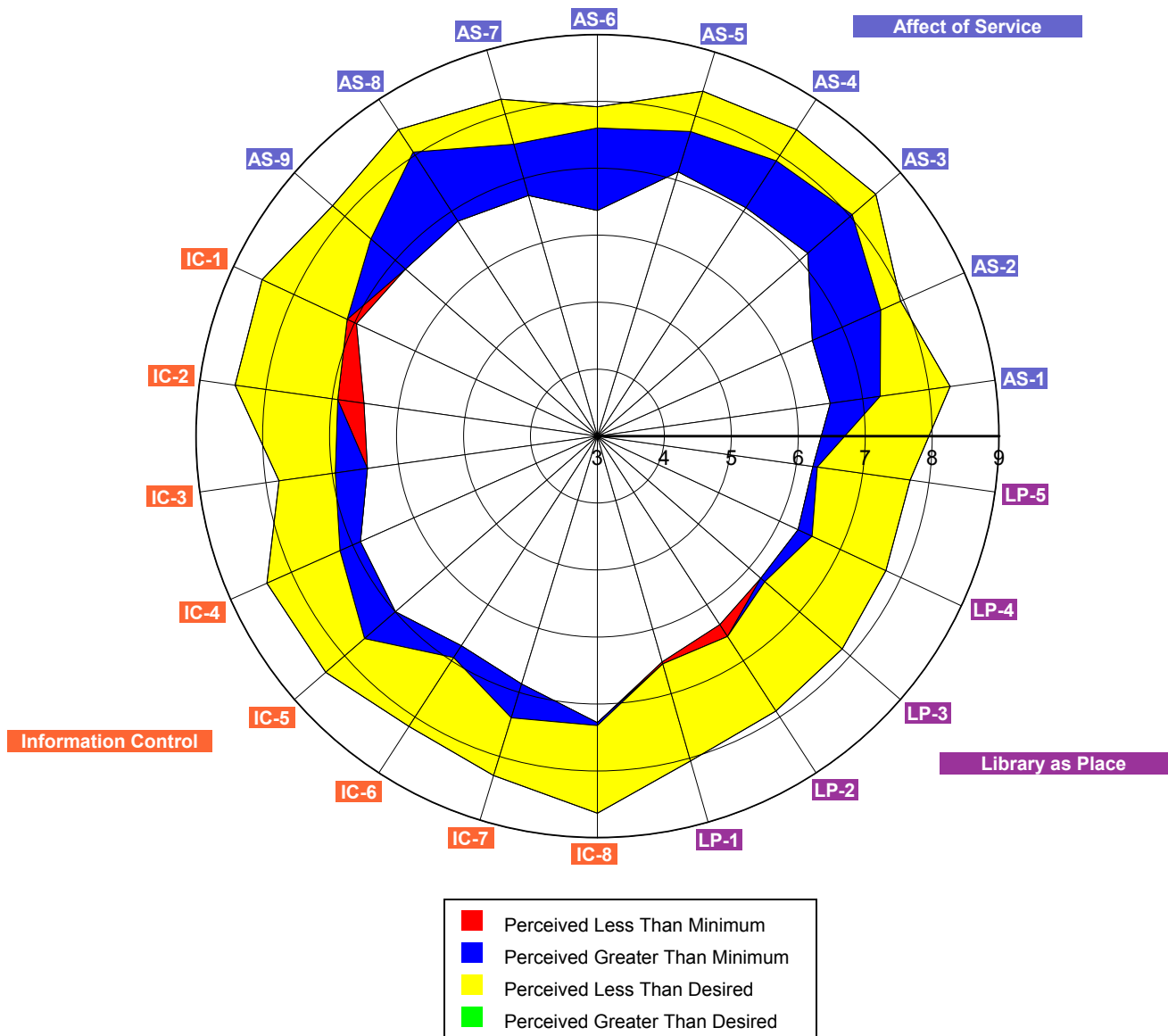


## 8.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.51	8.32	7.26	0.75	-1.06	72
AS-2	Giving users individual attention	6.51	7.96	7.63	1.12	-0.32	68
AS-3	Employees who are consistently courteous	7.16	8.51	8.04	0.88	-0.47	73
AS-4	Readiness to respond to users' questions	7.07	8.46	7.90	0.83	-0.56	72
AS-5	Employees who have the knowledge to answer user questions	7.13	8.39	7.76	0.63	-0.63	70
AS-6	Employees who deal with users in a caring fashion	6.37	7.92	7.60	1.23	-0.32	73
AS-7	Employees who understand the needs of their users	6.74	8.23	7.53	0.79	-0.70	73
AS-8	Willingness to help users	6.83	8.46	8.06	1.23	-0.40	70
AS-9	Dependability in handling users' service problems	6.80	8.24	7.49	0.69	-0.76	70
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.13	8.53	6.97	-0.15	-1.56	72
IC-2	A library Web site enabling me to locate information on my own	6.92	8.47	6.52	-0.40	-1.95	73
IC-3	The printed library materials I need for my work	6.47	7.80	6.95	0.48	-0.85	66
IC-4	The electronic information resources I need	6.88	8.40	7.21	0.33	-1.19	72
IC-5	Modern equipment that lets me easily access needed information	7.00	8.38	7.61	0.61	-0.77	69
IC-6	Easy-to-use access tools that allow me to find things on my own	6.73	8.17	6.94	0.21	-1.23	71
IC-7	Making information easily accessible for independent use	6.87	8.30	7.40	0.53	-0.90	70
IC-8	Print and/or electronic journal collections I require for my work	7.28	8.63	7.32	0.04	-1.31	68
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.54	8.05	6.51	-0.03	-1.54	65
LP-2	Quiet space for individual activities	6.57	7.90	6.36	-0.21	-1.54	67
LP-3	A comfortable and inviting location	6.23	7.84	6.31	0.08	-1.53	64
LP-4	A getaway for study, learning, or research	6.31	7.75	6.54	0.23	-1.22	65
LP-5	Community space for group learning and group study	6.25	7.72	6.32	0.07	-1.40	60
<b>Overall:</b>		6.76	8.20	7.23	0.47	-0.97	73

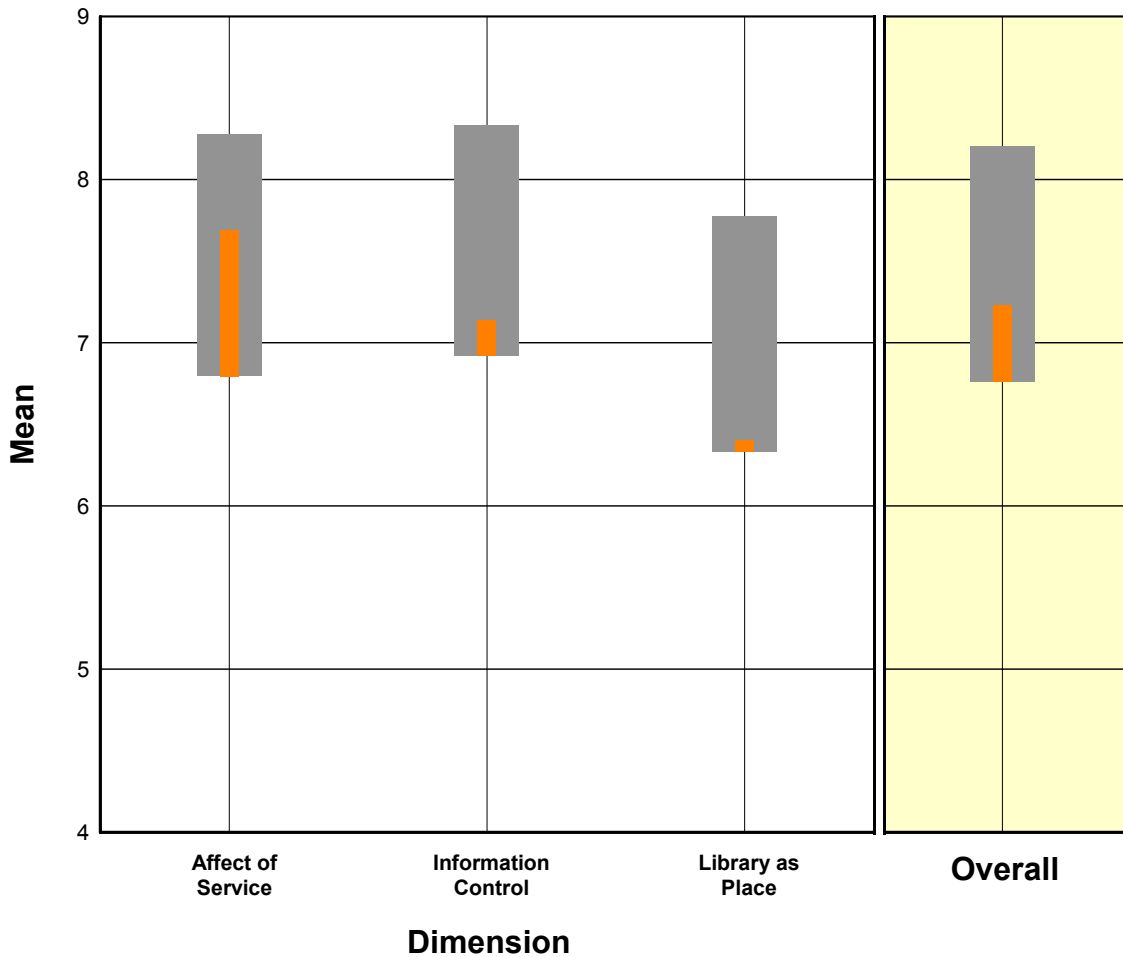
Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.55	0.87	1.14	1.60	1.34	72
AS-2	Giving users individual attention	1.64	1.10	1.24	1.97	1.53	68
AS-3	Employees who are consistently courteous	1.55	0.77	0.86	1.53	0.97	73
AS-4	Readiness to respond to users' questions	1.49	0.80	1.04	1.63	1.17	72
AS-5	Employees who have the knowledge to answer user questions	1.46	0.87	0.97	1.51	1.09	70
AS-6	Employees who deal with users in a caring fashion	1.90	1.32	1.15	1.95	1.50	73
AS-7	Employees who understand the needs of their users	1.57	1.03	0.96	1.59	1.17	73
AS-8	Willingness to help users	1.68	0.85	0.87	1.74	0.95	70
AS-9	Dependability in handling users' service problems	1.55	1.07	1.19	1.64	1.17	70
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.54	0.89	1.56	1.87	1.69	72
IC-2	A library Web site enabling me to locate information on my own	1.65	0.83	1.75	2.21	1.81	73
IC-3	The printed library materials I need for my work	1.56	1.24	1.20	1.38	1.11	66
IC-4	The electronic information resources I need	1.37	0.91	1.23	1.53	1.43	72
IC-5	Modern equipment that lets me easily access needed information	1.45	0.88	1.10	1.53	1.11	69
IC-6	Easy-to-use access tools that allow me to find things on my own	1.40	1.07	1.30	1.63	1.48	71
IC-7	Making information easily accessible for independent use	1.39	0.95	1.15	1.35	1.18	70
IC-8	Print and/or electronic journal collections I require for my work	1.13	0.64	1.33	1.53	1.42	68
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.50	1.01	1.67	2.01	1.65	65
LP-2	Quiet space for individual activities	1.66	1.30	1.76	2.03	1.80	67
LP-3	A comfortable and inviting location	1.93	1.49	1.94	1.99	1.75	64
LP-4	A getaway for study, learning, or research	1.80	1.49	1.51	1.81	1.55	65
LP-5	Community space for group learning and group study	1.47	1.11	1.61	1.97	1.64	60
<b>Overall:</b>		1.29	0.68	0.85	1.30	0.89	73

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

### 8.3 Core Question Dimensions Summary for Library Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.79	8.28	7.69	0.90	-0.59	73
Information Control	6.92	8.33	7.13	0.21	-1.20	73
Library as Place	6.33	7.78	6.41	0.07	-1.37	69
<b>Overall:</b>	6.76	8.20	7.23	0.47	-0.97	73

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	1.38	0.70	0.78	1.41	0.87	73
Information Control	1.21	0.69	1.05	1.32	1.12	73
Library as Place	1.63	1.26	1.51	1.75	1.41	69
<b>Overall:</b>	1.29	0.68	0.85	1.30	0.89	73

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

## 8.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.78	8.31	7.10	0.32	-1.21	72
Employees teaching me how to access or manage information	6.26	7.78	7.42	1.16	-0.36	69
An environment that facilitates group study and problem solving	6.69	7.81	6.77	0.08	-1.04	26
Access to information resources that support patient care	6.85	8.18	7.27	0.42	-0.92	60
Ease of use of electronic resources	7.00	8.75	7.00	0.00	-1.75	4
Electronic resources matching my information needs	7.42	8.38	7.54	0.12	-0.85	26
Providing access to resources that contribute to better clinical and management decision making	6.50	8.00	6.75	0.25	-1.25	4
Making me aware of library resources and services	6.00	7.50	6.50	0.50	-1.00	4
Convenient business hours	6.68	8.06	7.03	0.35	-1.03	31
Providing search tools that permit me to work autonomously	6.25	8.50	7.25	1.00	-1.25	4
Timely document delivery / interlibrary loan	6.59	8.18	7.50	0.91	-0.68	34

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.39	0.91	1.27	1.43	1.27	72
Employees teaching me how to access or manage information	1.67	1.30	1.17	1.76	1.26	69
An environment that facilitates group study and problem solving	1.41	0.98	1.18	1.55	1.25	26
Access to information resources that support patient care	1.73	0.98	1.13	1.75	1.08	60
Ease of use of electronic resources	0.82	0.50	0.82	0.82	0.96	4
Electronic resources matching my information needs	1.33	0.90	1.14	1.68	1.41	26
Providing access to resources that contribute to better clinical and management decision making	1.91	1.15	0.96	1.71	1.26	4
Making me aware of library resources and services	1.15	1.73	1.29	0.58	0.82	4
Convenient business hours	1.85	1.34	1.20	1.64	1.28	31
Providing search tools that permit me to work autonomously	1.50	1.00	1.50	1.41	1.26	4
Timely document delivery / interlibrary loan	1.58	1.09	1.64	1.75	1.55	34

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

## 8.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.74	1.12	73
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.24	1.32	72
How would you rate the overall quality of the service provided by the library?	7.64	0.96	73

## 8.6 Information Literacy Outcomes Questions Summary for Library Staff

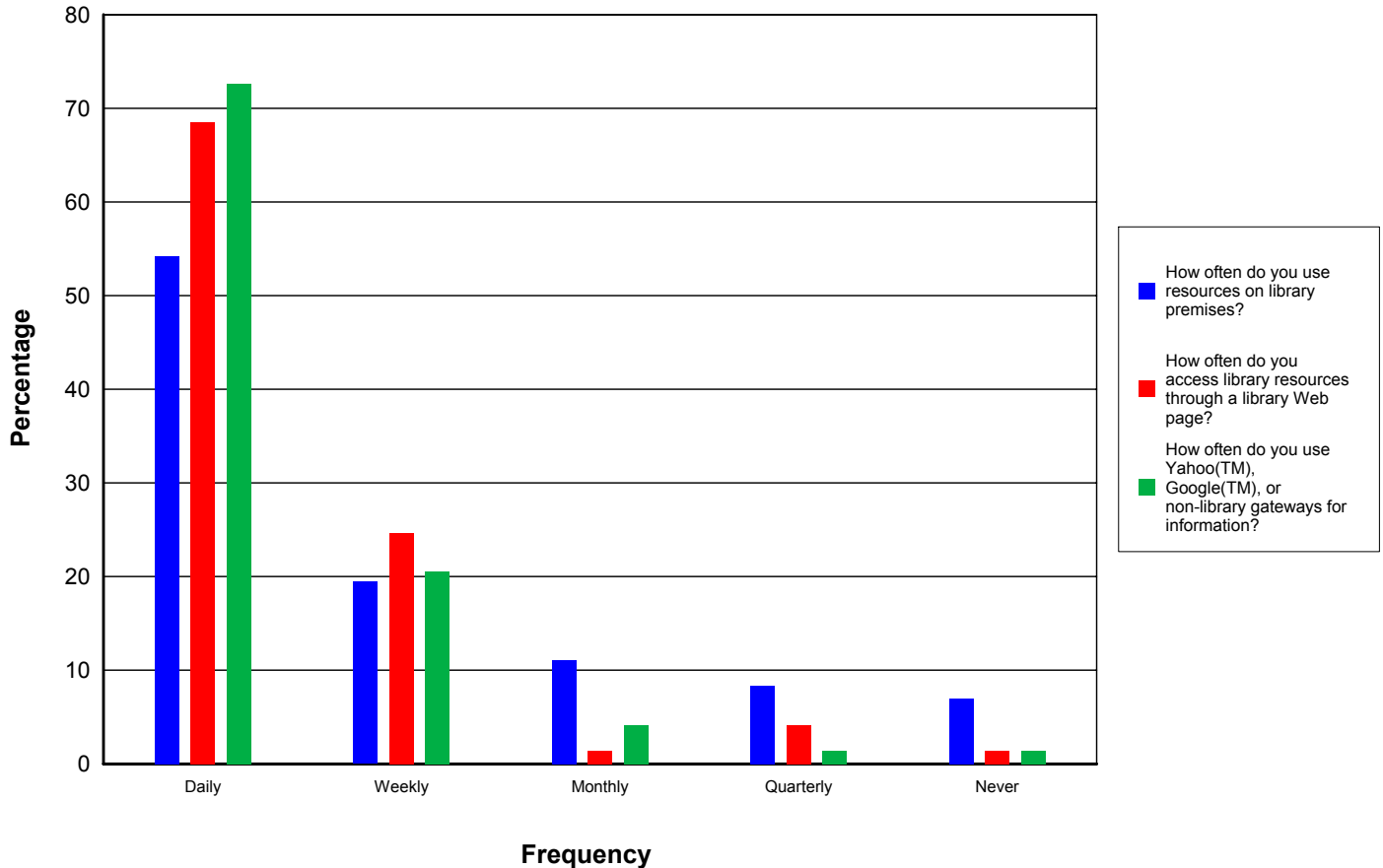
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.81	1.52	73
The library aids my advancement in my academic discipline.	6.94	1.39	72
The library enables me to be more efficient in my academic pursuits.	6.93	1.50	72
The library helps me distinguish between trustworthy and untrustworthy information.	6.39	1.73	72
The library provides me with the information skills I need in my work or study.	6.68	1.60	72



### 8.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	39 54.17%	14 19.44%	8 11.11%	6 8.33%	5 6.94%	72 100.00%
How often do you access library resources through a library Web page?	50 68.49%	18 24.66%	1 1.37%	3 4.11%	1 1.37%	73 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	53 72.60%	15 20.55%	3 4.11%	1 1.37%	1 1.37%	73 100.00%

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

## 9 Academic Health Sciences Libraries Staff Summary for ARL

### 9.1 Demographic Summary for Staff

#### 9.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	6	1.46%
23 - 30	83	20.15%
31 - 45	160	38.83%
46 - 65	159	38.59%
Over 65	4	0.97%
<b>Total:</b>	<b>412</b>	<b>100.00%</b>

#### 9.1.2 Respondent Profile for Staff by Sex

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

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

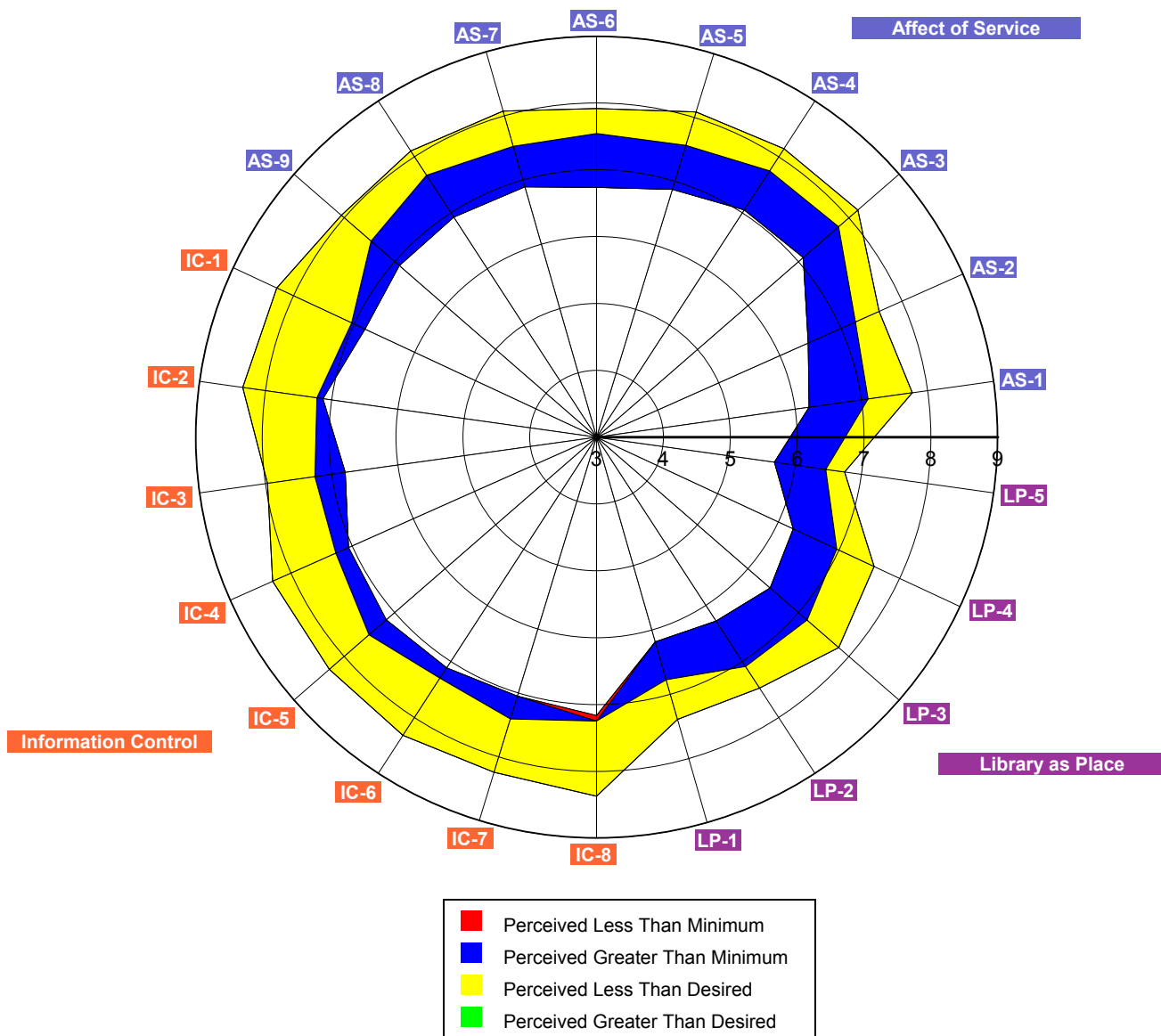
Sex	Respondents n	Respondents %
Male	100	24.33%
Female	311	75.67%
<b>Total:</b>	<b>411</b>	<b>100.00%</b>

## 9.2 Core Questions Summary for Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.21	7.77	7.10	0.89	-0.67	392
AS-2	Giving users individual attention	6.46	7.63	7.24	0.77	-0.39	390
AS-3	Employees who are consistently courteous	7.10	8.18	7.80	0.70	-0.38	404
AS-4	Readiness to respond to users' questions	7.05	8.15	7.75	0.70	-0.39	406
AS-5	Employees who have the knowledge to answer user questions	6.88	8.09	7.57	0.69	-0.52	398
AS-6	Employees who deal with users in a caring fashion	6.74	7.91	7.54	0.80	-0.37	399
AS-7	Employees who understand the needs of their users	6.90	8.07	7.53	0.63	-0.55	392
AS-8	Willingness to help users	6.92	8.10	7.67	0.75	-0.43	394
AS-9	Dependability in handling users' service problems	6.91	8.06	7.47	0.56	-0.59	350
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.82	8.28	7.04	0.22	-1.24	378
IC-2	A library Web site enabling me to locate information on my own	7.14	8.34	7.23	0.09	-1.12	398
IC-3	The printed library materials I need for my work	6.80	7.97	7.26	0.46	-0.71	368
IC-4	The electronic information resources I need	7.06	8.30	7.27	0.21	-1.04	398
IC-5	Modern equipment that lets me easily access needed information	7.17	8.30	7.51	0.34	-0.79	396
IC-6	Easy-to-use access tools that allow me to find things on my own	7.12	8.32	7.30	0.18	-1.02	398
IC-7	Making information easily accessible for independent use	7.05	8.24	7.41	0.36	-0.83	396
IC-8	Print and/or electronic journal collections I require for my work	7.25	8.37	7.17	-0.08	-1.21	375
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.19	7.39	6.78	0.59	-0.62	338
LP-2	Quiet space for individual activities	6.28	7.48	7.09	0.81	-0.38	330
LP-3	A comfortable and inviting location	6.44	7.80	7.17	0.73	-0.63	372
LP-4	A getaway for study, learning, or research	6.25	7.58	6.96	0.72	-0.62	333
LP-5	Community space for group learning and group study	5.69	6.75	6.46	0.78	-0.28	236
<b>Overall:</b>		6.79	8.00	7.32	0.54	-0.67	412

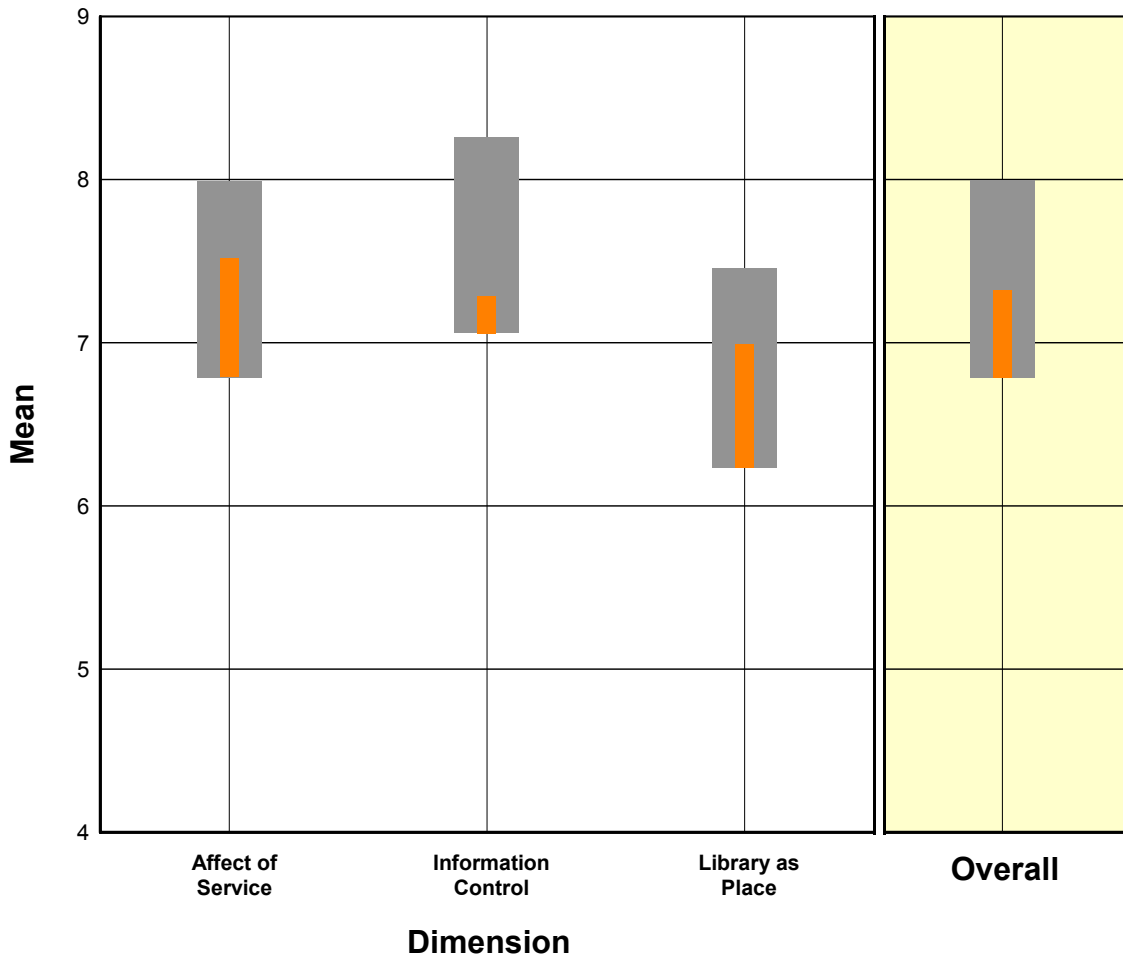
Language: American English  
Institution Type: Academic Health Sciences  
Consortium: ARL  
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.72	1.43	1.58	1.83	1.69	392
AS-2	Giving users individual attention	1.72	1.48	1.63	1.76	1.64	390
AS-3	Employees who are consistently courteous	1.67	1.19	1.48	1.79	1.66	404
AS-4	Readiness to respond to users' questions	1.60	1.16	1.47	1.67	1.52	406
AS-5	Employees who have the knowledge to answer user questions	1.75	1.23	1.45	1.72	1.58	398
AS-6	Employees who deal with users in a caring fashion	1.77	1.37	1.56	1.86	1.67	399
AS-7	Employees who understand the needs of their users	1.62	1.13	1.42	1.74	1.54	392
AS-8	Willingness to help users	1.73	1.22	1.49	1.88	1.57	394
AS-9	Dependability in handling users' service problems	1.70	1.27	1.48	1.84	1.60	350
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.74	1.26	1.76	2.10	1.98	378
IC-2	A library Web site enabling me to locate information on my own	1.54	1.06	1.54	1.88	1.66	398
IC-3	The printed library materials I need for my work	1.70	1.37	1.49	1.78	1.68	368
IC-4	The electronic information resources I need	1.55	1.12	1.49	1.79	1.57	398
IC-5	Modern equipment that lets me easily access needed information	1.47	1.03	1.40	1.61	1.50	396
IC-6	Easy-to-use access tools that allow me to find things on my own	1.46	0.99	1.41	1.76	1.55	398
IC-7	Making information easily accessible for independent use	1.49	1.07	1.39	1.69	1.53	396
IC-8	Print and/or electronic journal collections I require for my work	1.48	1.12	1.60	1.93	1.77	375
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.01	1.89	1.85	2.36	2.38	338
LP-2	Quiet space for individual activities	2.14	1.87	1.89	2.29	2.21	330
LP-3	A comfortable and inviting location	1.77	1.42	1.77	2.04	1.90	372
LP-4	A getaway for study, learning, or research	1.99	1.72	1.77	2.19	2.11	333
LP-5	Community space for group learning and group study	2.34	2.31	2.02	2.16	2.24	236
<b>Overall:</b>		1.31	0.89	1.17	1.38	1.23	412

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

### 9.3 Core Question Dimensions Summary for Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.79	7.99	7.52	0.73	-0.47	412
Information Control	7.06	8.26	7.29	0.23	-0.97	412
Library as Place	6.23	7.46	6.99	0.76	-0.47	394
<b>Overall:</b>	6.79	8.00	7.32	0.54	-0.67	412

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	1.45	1.03	1.29	1.50	1.35	412
Information Control	1.27	0.84	1.19	1.43	1.28	412
Library as Place	1.76	1.50	1.56	1.83	1.77	394
<b>Overall:</b>	1.31	0.89	1.17	1.38	1.23	412

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

## 9.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.59	7.79	7.03	0.44	-0.76	341
Employees teaching me how to access or manage information	6.55	7.82	7.33	0.78	-0.49	367
An environment that facilitates group study and problem solving	5.85	6.98	6.36	0.51	-0.62	89
Access to information resources that support patient care	6.92	7.98	7.18	0.27	-0.79	228
Ease of use of electronic resources	7.05	8.21	7.43	0.38	-0.78	104
Electronic resources matching my information needs	7.20	8.42	7.12	-0.08	-1.31	154
Providing access to resources that contribute to better clinical and management decision making	7.00	8.50	7.50	0.50	-1.00	2
Making me aware of library resources and services	6.07	7.35	7.21	1.13	-0.14	107
Convenient business hours	6.83	7.84	7.49	0.66	-0.34	128
Providing search tools that permit me to work autonomously	6.33	7.33	6.67	0.33	-0.67	3
Timely document delivery / interlibrary loan	6.75	7.85	7.13	0.38	-0.72	108

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



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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing health information when and where I need it	1.70	1.47	1.57	1.59	1.58	341
Employees teaching me how to access or manage information	1.85	1.47	1.65	1.83	1.70	367
An environment that facilitates group study and problem solving	2.30	2.20	2.05	2.28	2.41	89
Access to information resources that support patient care	1.86	1.56	1.73	1.80	1.73	228
Ease of use of electronic resources	1.55	1.09	1.45	1.78	1.51	104
Electronic resources matching my information needs	1.46	1.22	1.55	1.89	1.82	154
Providing access to resources that contribute to better clinical and management decision making	0.00	0.71	0.71	0.71	0.00	2
Making me aware of library resources and services	2.06	1.76	1.69	1.84	1.71	107
Convenient business hours	1.67	1.48	1.58	1.85	1.79	128
Providing search tools that permit me to work autonomously	1.15	2.08	2.08	1.53	1.15	3
Timely document delivery / interlibrary loan	1.78	1.49	1.54	1.92	1.64	108

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

## 9.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.61	1.54	412
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.23	1.55	411
How would you rate the overall quality of the service provided by the library?	7.46	1.35	412

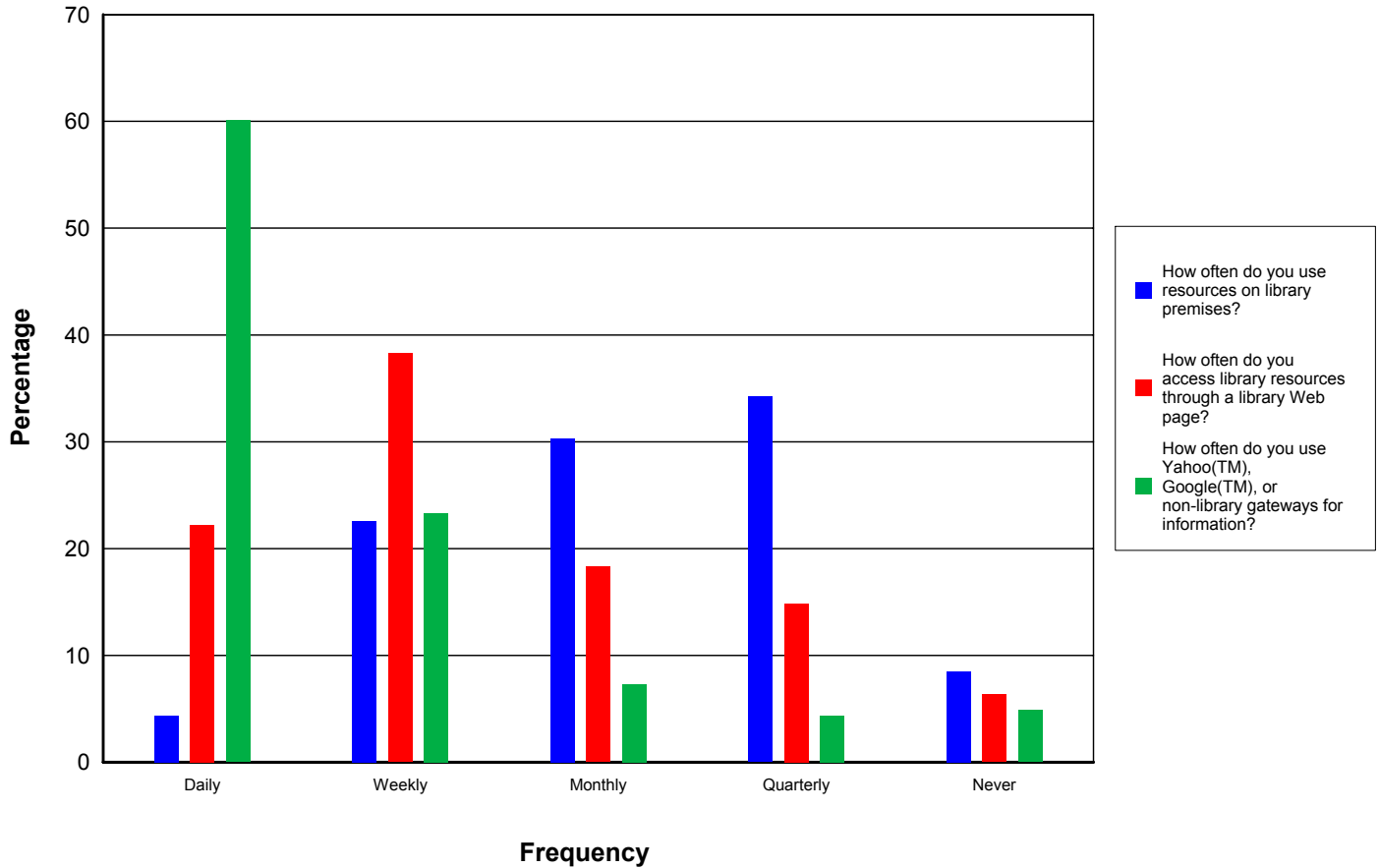
## 9.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.61	1.66	411
The library aids my advancement in my academic discipline.	6.67	1.69	410
The library enables me to be more efficient in my academic pursuits.	6.81	1.64	410
The library helps me distinguish between trustworthy and untrustworthy information.	5.89	1.91	410
The library provides me with the information skills I need in my work or study.	6.62	1.66	410

### 9.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	18 4.37%	93 22.57%	125 30.34%	141 34.22%	35 8.50%	412 100.00%
How often do you access library resources through a library Web page?	91 22.20%	157 38.29%	75 18.29%	61 14.88%	26 6.34%	410 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	247 60.10%	96 23.36%	30 7.30%	18 4.38%	20 4.87%	411 100.00%

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

## 10 Academic Law Libraries Demographic Summary for ARL

### 10.1 Respondents by User Group

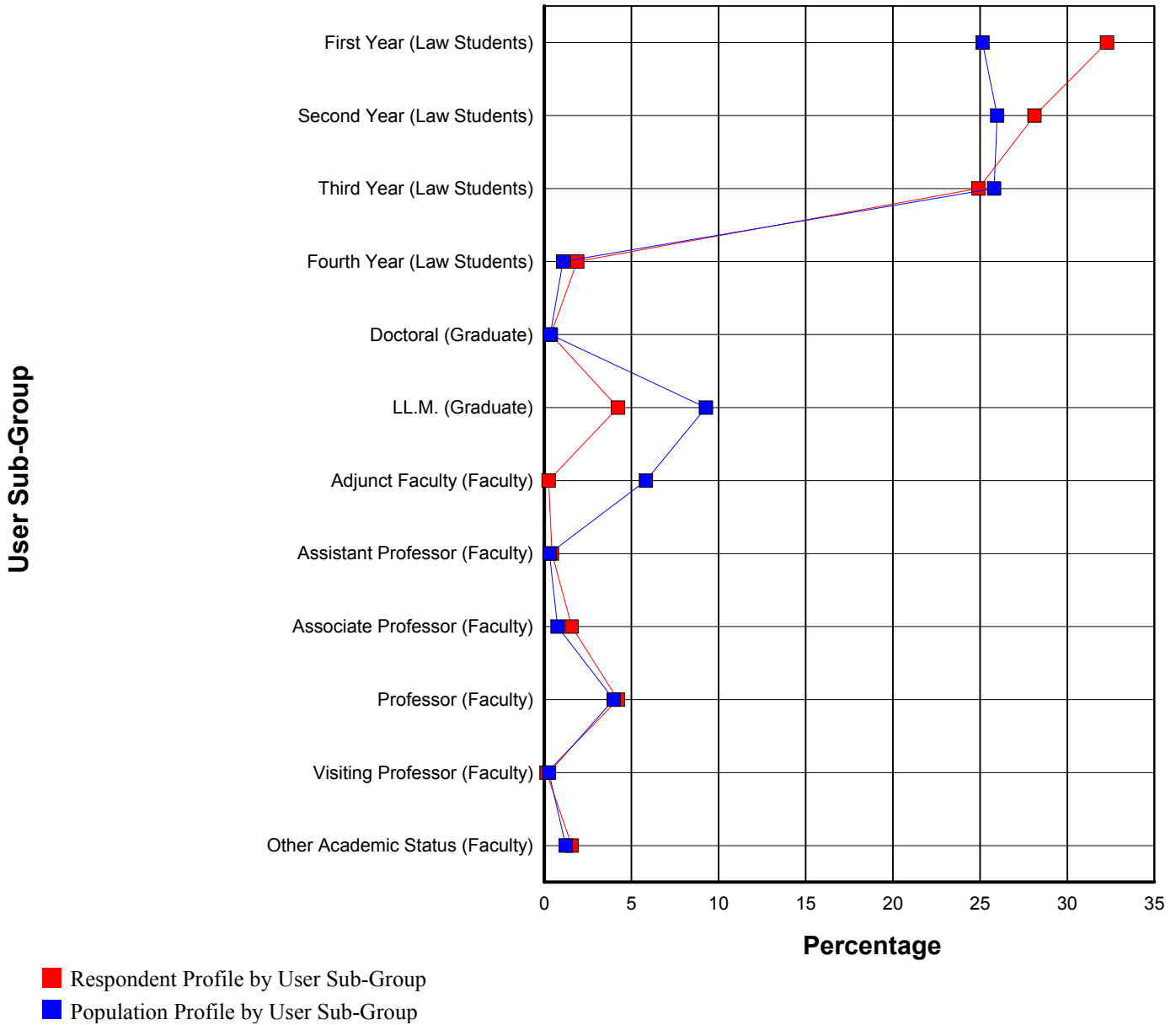
User Group	Respondent n	Respondent %
<b>Law Students</b>		
First Year	512	31.12%
Second Year	446	27.11%
Third Year	395	24.01%
Fourth Year	30	1.82%
<b>Sub Total:</b>	<b>1,383</b>	<b>84.07%</b>
<b>Graduate</b>		
Doctoral	6	0.36%
LL.M.	67	4.07%
<b>Sub Total:</b>	<b>73</b>	<b>4.44%</b>
<b>Faculty</b>		
Adjunct Faculty	4	0.24%
Assistant Professor	7	0.43%
Associate Professor	25	1.52%
Professor	67	4.07%
Visiting Professor	2	0.12%
Other Academic Status	25	1.52%
<b>Sub Total:</b>	<b>130</b>	<b>7.90%</b>
<b>Library Staff</b>		
Administrator	3	0.18%
Manager, Head of Unit	3	0.18%
Public Services	5	0.30%
Systems	0	0.00%
Technical Services	4	0.24%
Other	1	0.06%
<b>Sub Total:</b>	<b>16</b>	<b>0.97%</b>
<b>Staff</b>		
Administrator/Manager	20	1.22%
Research Staff	1	0.06%
Other staff positions	12	0.73%
<b>Sub Total:</b>	<b>33</b>	<b>2.01%</b>
<b>Other Patrons</b>		
Alumnus	9	0.55%
Member or subscriber	1	0.06%
<b>Sub Total:</b>	<b>10</b>	<b>0.61%</b>
<b>Total:</b>	<b>1,645</b>	<b>100.00%</b>

## 10.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First Year (Law Students)	1,591	25.14%	512	32.28%	-7.14%
Second Year (Law Students)	1,644	25.98%	446	28.12%	-2.14%
Third Year (Law Students)	1,633	25.81%	395	24.91%	0.90%
Fourth Year (Law Students)	68	1.07%	30	1.89%	-0.82%
Doctoral (Graduate)	22	0.35%	6	0.38%	-0.03%
LL.M. (Graduate)	587	9.28%	67	4.22%	5.05%
Adjunct Faculty (Faculty)	369	5.83%	4	0.25%	5.58%
Assistant Professor (Faculty)	19	0.30%	7	0.44%	-0.14%
Associate Professor (Faculty)	48	0.76%	25	1.58%	-0.82%
Professor (Faculty)	252	3.98%	67	4.22%	-0.24%
Visiting Professor (Faculty)	17	0.27%	2	0.13%	0.14%
Other Academic Status (Faculty)	78	1.23%	25	1.58%	-0.34%
<b>Total:</b>	<b>6,328</b>	<b>100.00%</b>	<b>1,586</b>	<b>100.00%</b>	<b>0.00%</b>

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: All (Excluding Library Staff, Staff, Non-Staff, Other Patrons)

### 10.3 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	0	0.00%
18 - 22	100	6.14%
23 - 30	1,192	73.17%
31 - 45	230	14.12%
46 - 65	92	5.65%
Over 65	15	0.92%
<b>Total:</b>	<b>1,629</b>	<b>100.00%</b>

### 10.4 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	3,548	56.06%	778	47.76%
Female	2,781	43.94%	851	52.24%
<b>Total:</b>	<b>6,329</b>	<b>100.00%</b>	<b>1,629</b>	<b>100.00%</b>

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

## 10.5 Respondent Profile by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	1,329	81.78%
Evening	61	3.75%
Does not apply / NA	235	14.46%
<b>Total:</b>	<b>1,625</b>	<b>100.00%</b>



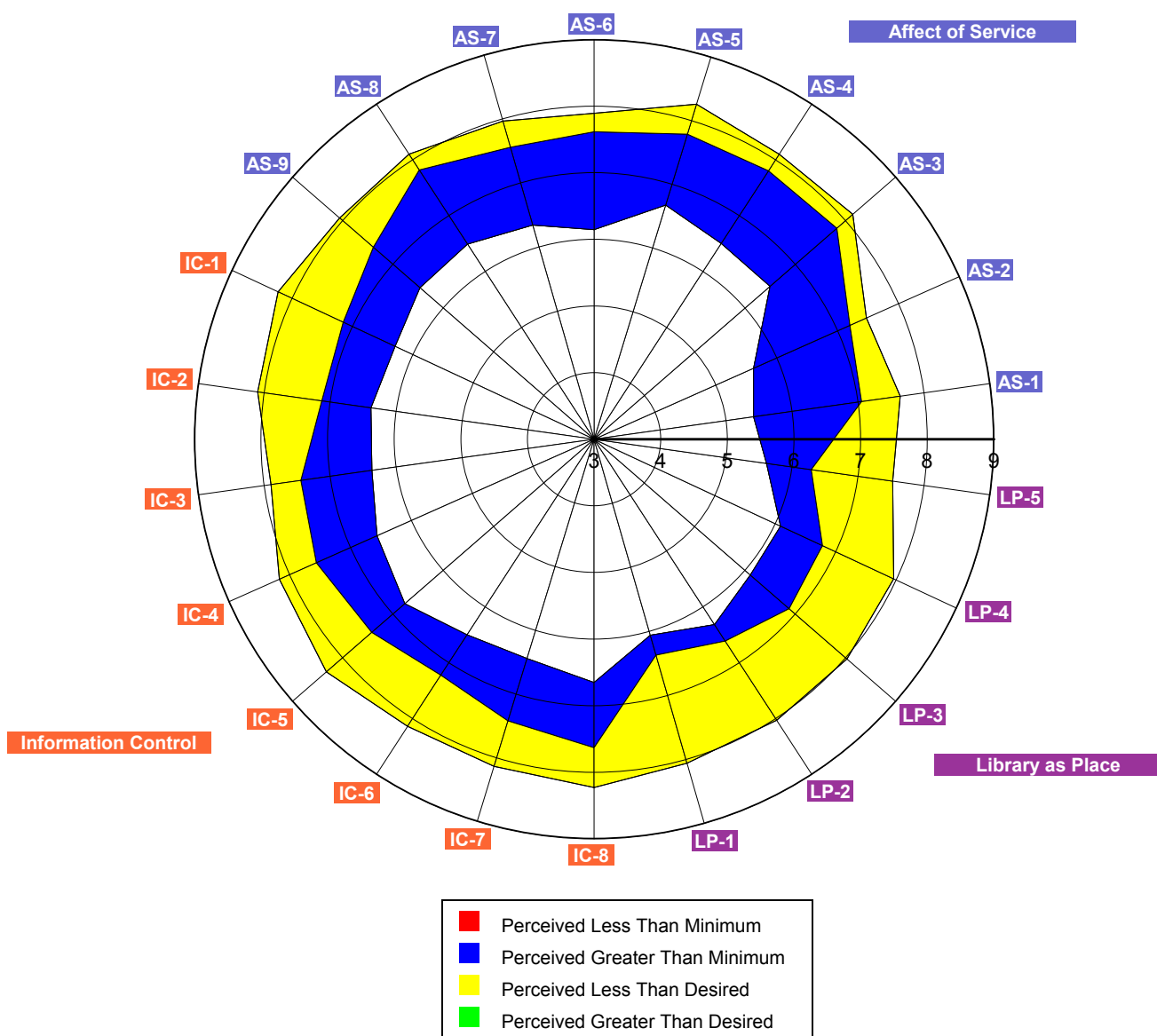
# 11 Academic Law Libraries Survey Item Summary for ARL

## 11.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.42	7.64	7.05	1.64	-0.58	1,564
AS-2	Giving users individual attention	5.62	7.47	7.20	1.58	-0.27	1,551
AS-3	Employees who are consistently courteous	6.50	8.15	7.83	1.33	-0.32	1,613
AS-4	Readiness to respond to users' questions	6.50	8.10	7.80	1.30	-0.30	1,562
AS-5	Employees who have the knowledge to answer user questions	6.67	8.26	7.79	1.11	-0.47	1,578
AS-6	Employees who deal with users in a caring fashion	6.14	7.89	7.61	1.47	-0.28	1,566
AS-7	Employees who understand the needs of their users	6.35	7.97	7.56	1.21	-0.41	1,542
AS-8	Willingness to help users	6.49	8.10	7.82	1.33	-0.28	1,559
AS-9	Dependability in handling users' service problems	6.47	8.06	7.39	0.93	-0.67	1,345
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.30	8.23	7.16	0.86	-1.08	1,564
IC-2	A library Web site enabling me to locate information on my own	6.38	8.10	7.13	0.74	-0.97	1,595
IC-3	The printed library materials I need for my work	6.37	7.90	7.44	1.08	-0.45	1,502
IC-4	The electronic information resources I need	6.57	8.17	7.56	1.00	-0.61	1,580
IC-5	Modern equipment that lets me easily access needed information	6.76	8.32	7.42	0.66	-0.90	1,583
IC-6	Easy-to-use access tools that allow me to find things on my own	6.50	8.14	7.22	0.72	-0.92	1,569
IC-7	Making information easily accessible for independent use	6.44	8.14	7.42	0.98	-0.71	1,554
IC-8	Print and/or electronic journal collections I require for my work	6.65	8.23	7.63	0.98	-0.60	1,456
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.06	8.06	6.37	0.31	-1.69	1,592
LP-2	Quiet space for individual activities	6.32	8.03	6.61	0.30	-1.42	1,557
LP-3	A comfortable and inviting location	6.11	8.03	6.88	0.77	-1.15	1,593
LP-4	A getaway for study, learning, or research	6.09	7.96	6.78	0.69	-1.18	1,533
LP-5	Community space for group learning and group study	5.61	7.53	6.29	0.68	-1.23	1,501
<b>Overall:</b>		6.29	8.02	7.26	0.97	-0.76	1,629

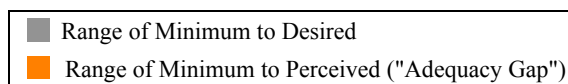
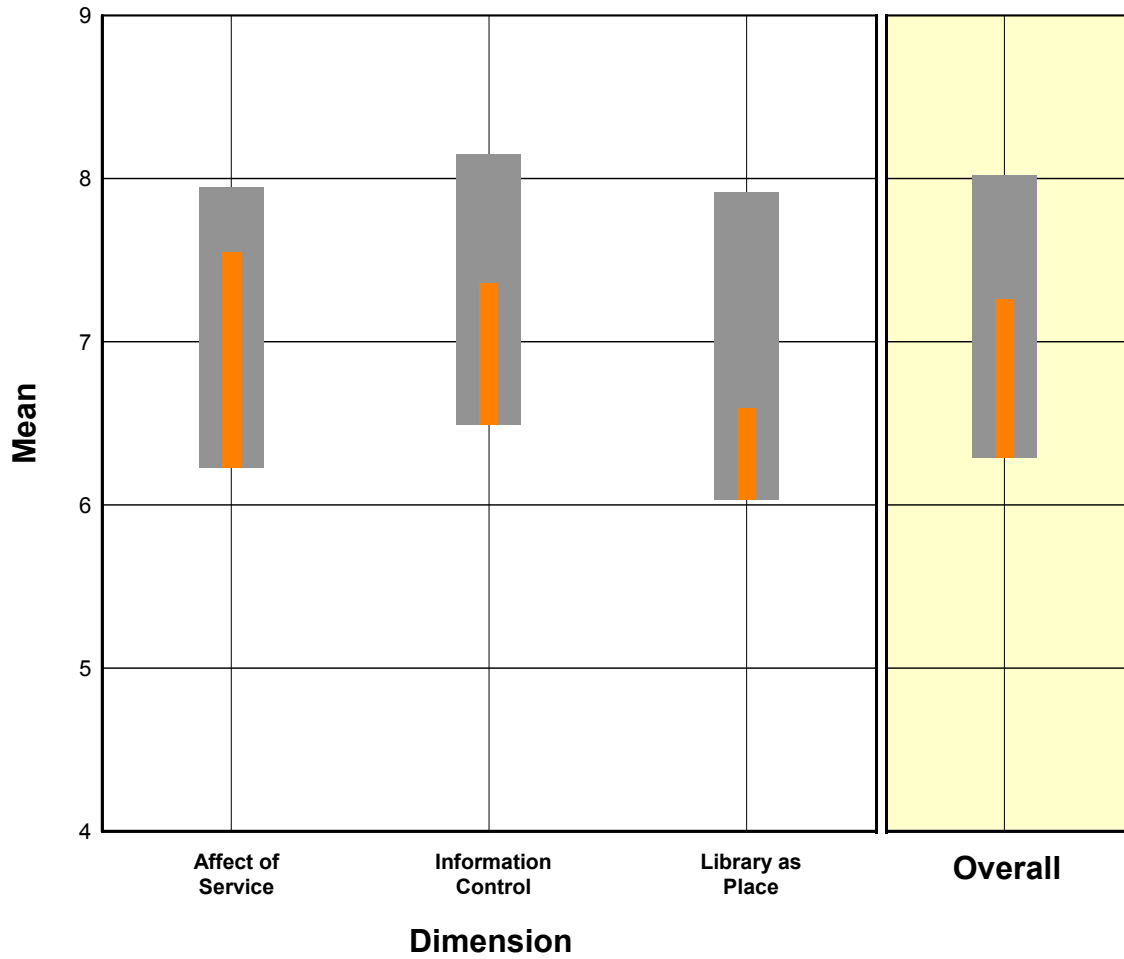
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.76	1.51	1.59	1.87	1.73	1,564
AS-2	Giving users individual attention	1.85	1.59	1.63	1.84	1.65	1,551
AS-3	Employees who are consistently courteous	1.84	1.27	1.51	2.09	1.70	1,613
AS-4	Readiness to respond to users' questions	1.62	1.19	1.33	1.79	1.44	1,562
AS-5	Employees who have the knowledge to answer user questions	1.63	1.09	1.32	1.80	1.44	1,578
AS-6	Employees who deal with users in a caring fashion	1.82	1.38	1.51	1.95	1.63	1,566
AS-7	Employees who understand the needs of their users	1.69	1.27	1.39	1.76	1.50	1,542
AS-8	Willingness to help users	1.69	1.19	1.34	1.81	1.45	1,559
AS-9	Dependability in handling users' service problems	1.67	1.18	1.48	1.86	1.57	1,345
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.82	1.26	1.62	2.04	1.80	1,564
IC-2	A library Web site enabling me to locate information on my own	1.67	1.28	1.47	1.95	1.73	1,595
IC-3	The printed library materials I need for my work	1.75	1.43	1.34	1.75	1.51	1,502
IC-4	The electronic information resources I need	1.62	1.18	1.28	1.76	1.46	1,580
IC-5	Modern equipment that lets me easily access needed information	1.59	1.06	1.44	1.87	1.62	1,583
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.14	1.37	1.81	1.50	1,569
IC-7	Making information easily accessible for independent use	1.57	1.12	1.27	1.70	1.44	1,554
IC-8	Print and/or electronic journal collections I require for my work	1.65	1.13	1.30	1.77	1.47	1,456
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.79	1.43	1.96	2.43	2.33	1,592
LP-2	Quiet space for individual activities	1.81	1.36	1.91	2.50	2.28	1,557
LP-3	A comfortable and inviting location	1.77	1.31	1.84	2.33	2.13	1,593
LP-4	A getaway for study, learning, or research	1.78	1.44	1.76	2.21	2.07	1,533
LP-5	Community space for group learning and group study	1.99	1.76	2.01	2.51	2.46	1,501
<b>Overall:</b>		1.27	0.84	1.02	1.38	1.10	1,629

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

## 11.2 Core Question Dimensions Summary

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.23	7.95	7.55	1.32	-0.40	1,624
Information Control	6.49	8.15	7.36	0.87	-0.79	1,629
Library as Place	6.03	7.91	6.59	0.56	-1.32	1,612
<b>Overall:</b>	6.29	8.02	7.26	0.97	-0.76	1,629

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	1.43	1.00	1.19	1.52	1.23	1,624
Information Control	1.32	0.88	1.03	1.43	1.17	1,629
Library as Place	1.47	1.12	1.57	1.96	1.83	1,612
<b>Overall:</b>	1.27	0.84	1.02	1.38	1.10	1,629

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

### 11.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.81	7.59	6.75	0.93	-0.85	106
Ease of use of electronic resources	6.38	8.26	7.02	0.63	-1.24	369
Providing help when and where I need it	6.58	8.13	7.31	0.74	-0.82	186
Teaching me how to access, evaluate, and use information	6.29	7.96	7.30	1.01	-0.66	178
Online course support (readings, links, references)	6.11	7.94	7.30	1.19	-0.64	161
Contribution to the intellectual atmosphere of the campus	5.48	7.30	6.99	1.50	-0.31	675
Ready access to computers / Internet / software	6.29	7.99	6.79	0.50	-1.21	146
Library staff teaching me how to find information	6.22	7.90	7.47	1.25	-0.44	334
Library keeping me informed about all of its services	4.86	6.57	6.42	1.55	-0.15	146
Helpfulness in dealing with users' IT problems	6.47	8.22	8.21	1.74	-0.01	344
Informing me of useful library services	5.46	7.30	7.01	1.56	-0.28	537
Making me aware of library resources and services	5.27	7.11	6.67	1.40	-0.44	326
Teaching me how to locate, evaluate, and use information	5.79	7.57	7.17	1.38	-0.40	321
Efficient interlibrary loan / document delivery	6.11	7.84	7.30	1.19	-0.54	339
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.46	6.85	6.81	1.35	-0.04	126
Convenient service hours	6.49	8.13	7.85	1.36	-0.28	682
Ability to navigate library Web pages easily	6.30	8.04	7.07	0.77	-0.96	142
Interdisciplinary library needs being addressed	5.67	7.50	6.52	0.85	-0.98	215
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.27	8.09	7.36	1.09	-0.73	139
Library materials being available for browsing in open stacks	5.20	6.87	6.60	1.40	-0.27	133
Space for group / individual study and research needs	6.30	7.96	7.46	1.16	-0.50	145
Space that facilitates quiet study	6.79	8.28	6.97	0.18	-1.31	146
Timely document delivery / interlibrary loan	6.02	7.83	7.63	1.61	-0.20	228

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.75	1.54	1.76	1.97	1.96	106
Ease of use of electronic resources	1.51	1.10	1.45	1.81	1.57	369
Providing help when and where I need it	1.66	1.16	1.40	1.67	1.50	186
Teaching me how to access, evaluate, and use information	1.78	1.31	1.54	2.00	1.54	178
Online course support (readings, links, references)	1.95	1.34	1.31	1.93	1.54	161
Contribution to the intellectual atmosphere of the campus	1.89	1.73	1.55	1.77	1.59	675
Ready access to computers / Internet / software	1.85	1.49	1.63	2.07	1.90	146
Library staff teaching me how to find information	1.78	1.37	1.39	2.01	1.59	334
Library keeping me informed about all of its services	2.07	1.90	1.74	2.15	2.24	146
Helpfulness in dealing with users' IT problems	1.60	1.16	1.11	1.78	1.43	344
Informing me of useful library services	1.84	1.60	1.51	1.89	1.84	537
Making me aware of library resources and services	1.77	1.69	1.63	1.97	1.87	326
Teaching me how to locate, evaluate, and use information	1.89	1.65	1.51	2.07	1.84	321
Efficient interlibrary loan / document delivery	1.75	1.35	1.44	1.99	1.64	339
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.05	1.96	1.73	2.32	2.06	126
Convenient service hours	1.77	1.20	1.39	2.03	1.62	682
Ability to navigate library Web pages easily	1.70	1.22	1.47	2.09	1.87	142
Interdisciplinary library needs being addressed	1.91	1.77	1.84	2.08	1.95	215
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.80	1.19	1.51	1.94	1.63	139
Library materials being available for browsing in open stacks	2.18	2.01	1.76	2.60	2.22	133
Space for group / individual study and research needs	1.93	1.34	1.45	2.02	1.60	145
Space that facilitates quiet study	1.89	1.14	1.83	2.44	2.04	146
Timely document delivery / interlibrary loan	1.88	1.48	1.53	2.01	1.88	228

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

## 11.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.71	1.47	1,628
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.48	1,629
How would you rate the overall quality of the service provided by the library?	7.48	1.26	1,629

## 11.5 Information Literacy Outcomes Questions Summary

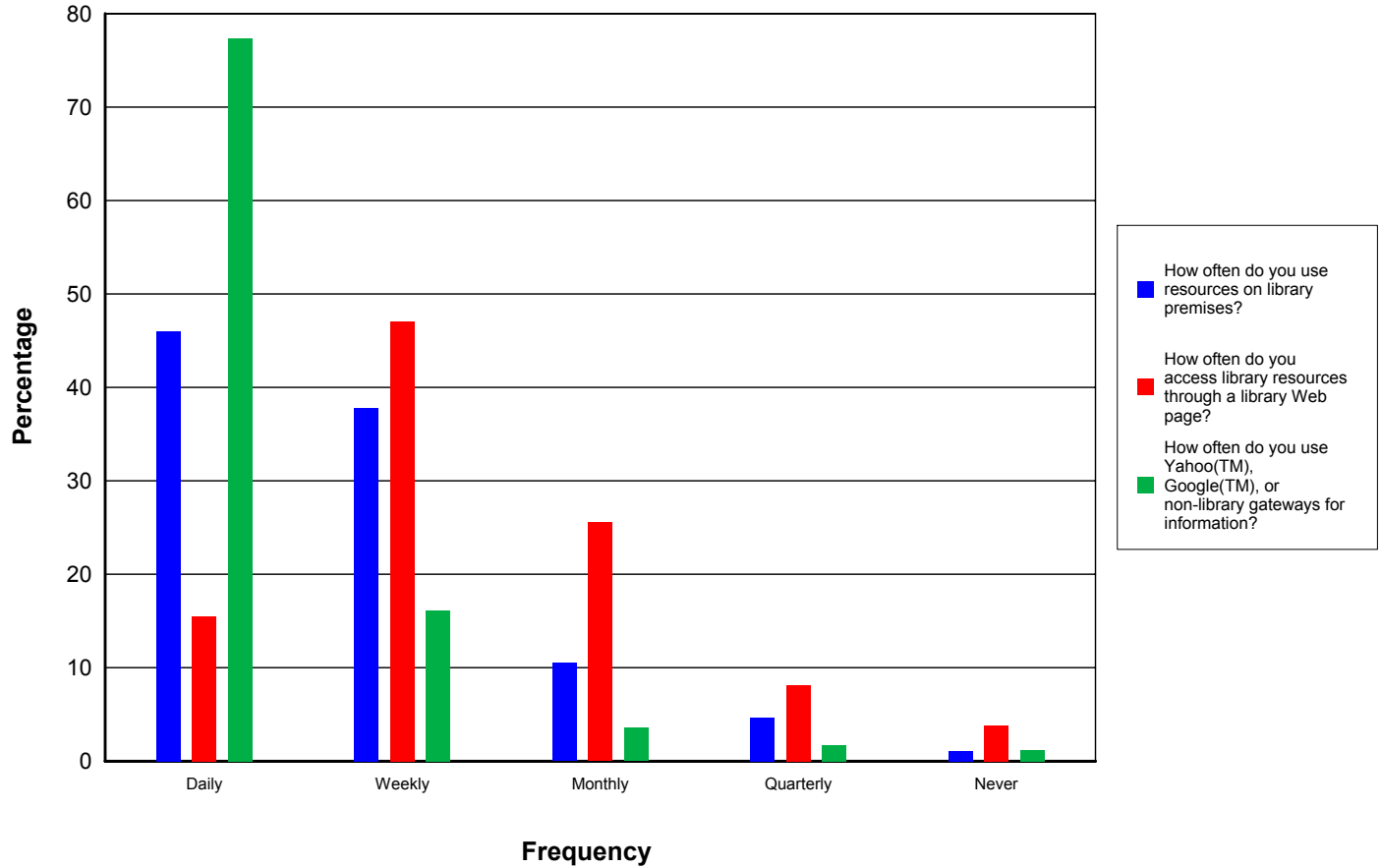
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.82	1.78	1,626
The library aids my advancement in my academic discipline.	6.87	1.55	1,627
The library enables me to be more efficient in my academic pursuits.	7.01	1.53	1,628
The library helps me distinguish between trustworthy and untrustworthy information.	5.74	1.84	1,627
The library provides me with the information skills I need in my work or study.	6.63	1.68	1,626



### 11.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	749	615	171	76	18	<b>1,629</b>
	45.98%	37.75%	10.50%	4.67%	1.10%	<b>100.00%</b>
How often do you access library resources through a library Web page?	253	766	416	132	62	<b>1,629</b>
	15.53%	47.02%	25.54%	8.10%	3.81%	<b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,260	263	58	28	20	<b>1,629</b>
	77.35%	16.14%	3.56%	1.72%	1.23%	<b>100.00%</b>

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

## 12 Academic Law Libraries Law Students Summary for ARL

### 12.1 Demographic Summary for Law Students

#### 12.1.1 Respondent Profile for Law Students 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	100	7.23%
23 - 30	1,128	81.56%
31 - 45	137	9.91%
46 - 65	18	1.30%
Over 65	0	0.00%
<b>Total:</b>	<b>1,383</b>	<b>100.00%</b>

#### 12.1.2 Population and Respondent Profiles for Law Students 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	2,667	54.02%	651	47.07%
Female	2,270	45.98%	732	52.93%
<b>Total:</b>	<b>4,937</b>	<b>100.00%</b>	<b>1,383</b>	<b>100.00%</b>

### 12.1.3 Respondent Profile for Law Students by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

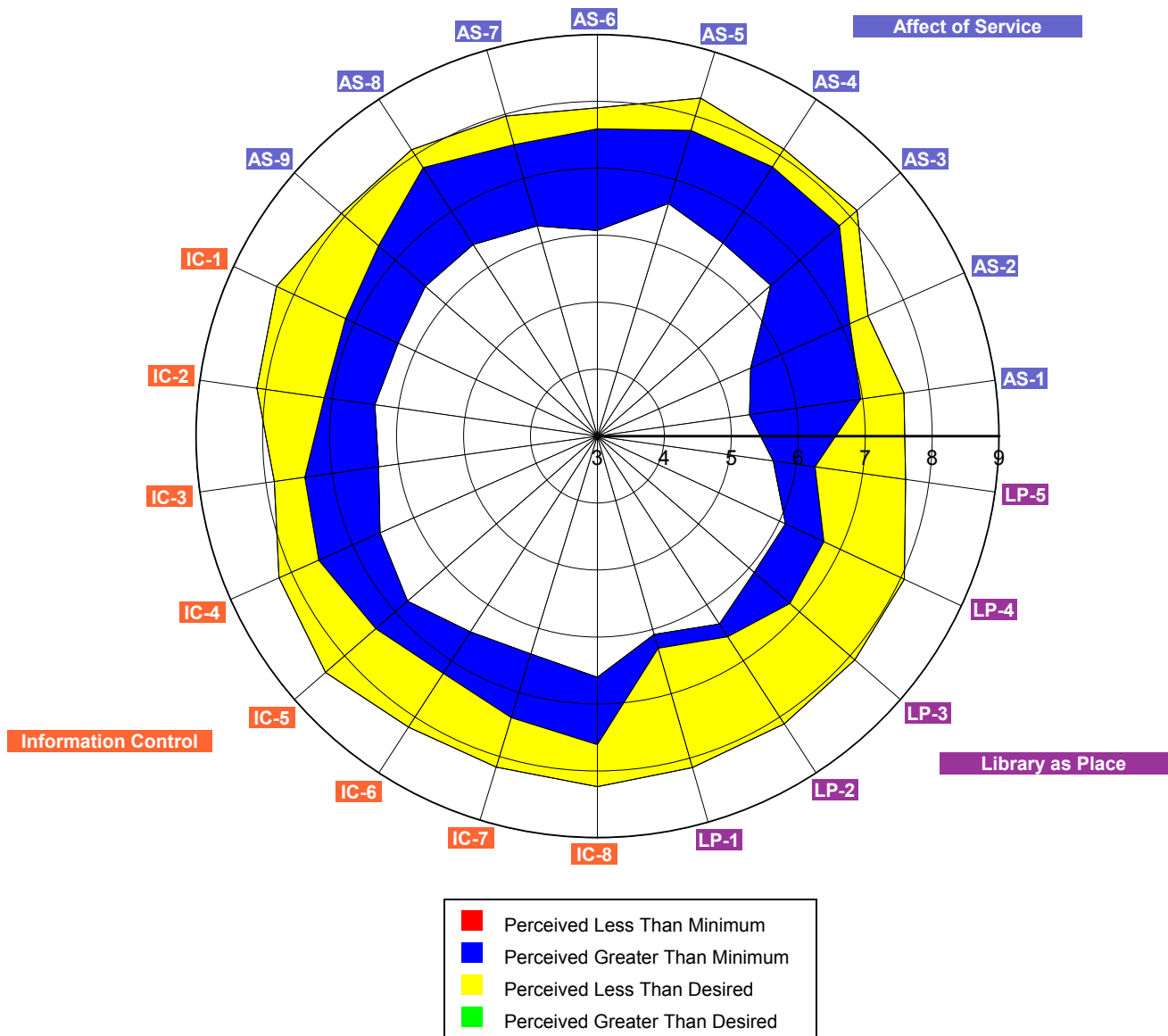
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	1,275	92.19%
Evening	51	3.69%
Does not apply / NA	57	4.12%
<b>Total:</b>	<b>1,383</b>	<b>100.00%</b>

## 12.2 Core Questions Summary for Law Students

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

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

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



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.29	7.62	6.97	1.68	-0.65	1,326
AS-2	Giving users individual attention	5.51	7.42	7.13	1.62	-0.30	1,315
AS-3	Employees who are consistently courteous	6.43	8.14	7.79	1.36	-0.35	1,368
AS-4	Readiness to respond to users' questions	6.44	8.11	7.80	1.36	-0.31	1,325
AS-5	Employees who have the knowledge to answer user questions	6.63	8.28	7.77	1.14	-0.50	1,337
AS-6	Employees who deal with users in a caring fashion	6.07	7.90	7.59	1.52	-0.31	1,327
AS-7	Employees who understand the needs of their users	6.27	7.97	7.53	1.26	-0.44	1,304
AS-8	Willingness to help users	6.41	8.10	7.78	1.37	-0.32	1,325
AS-9	Dependability in handling users' service problems	6.41	8.07	7.33	0.92	-0.74	1,133
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.28	8.29	7.15	0.87	-1.14	1,330
IC-2	A library Web site enabling me to locate information on my own	6.36	8.14	7.12	0.76	-1.01	1,364
IC-3	The printed library materials I need for my work	6.30	7.87	7.41	1.11	-0.46	1,277
IC-4	The electronic information resources I need	6.55	8.21	7.56	1.00	-0.65	1,346
IC-5	Modern equipment that lets me easily access needed information	6.76	8.38	7.39	0.63	-0.99	1,352
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	8.18	7.23	0.74	-0.95	1,337
IC-7	Making information easily accessible for independent use	6.40	8.17	7.40	0.99	-0.77	1,327
IC-8	Print and/or electronic journal collections I require for my work	6.60	8.23	7.61	1.00	-0.63	1,235
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.08	8.15	6.30	0.22	-1.85	1,376
LP-2	Quiet space for individual activities	6.35	8.12	6.57	0.23	-1.55	1,364
LP-3	A comfortable and inviting location	6.10	8.09	6.81	0.71	-1.28	1,373
LP-4	A getaway for study, learning, or research	6.10	8.06	6.73	0.63	-1.32	1,334
LP-5	Community space for group learning and group study	5.65	7.65	6.28	0.63	-1.36	1,328
<b>Overall:</b>		6.25	8.05	7.22	0.97	-0.83	1,383

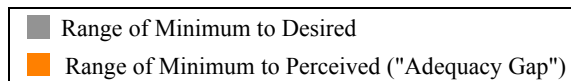
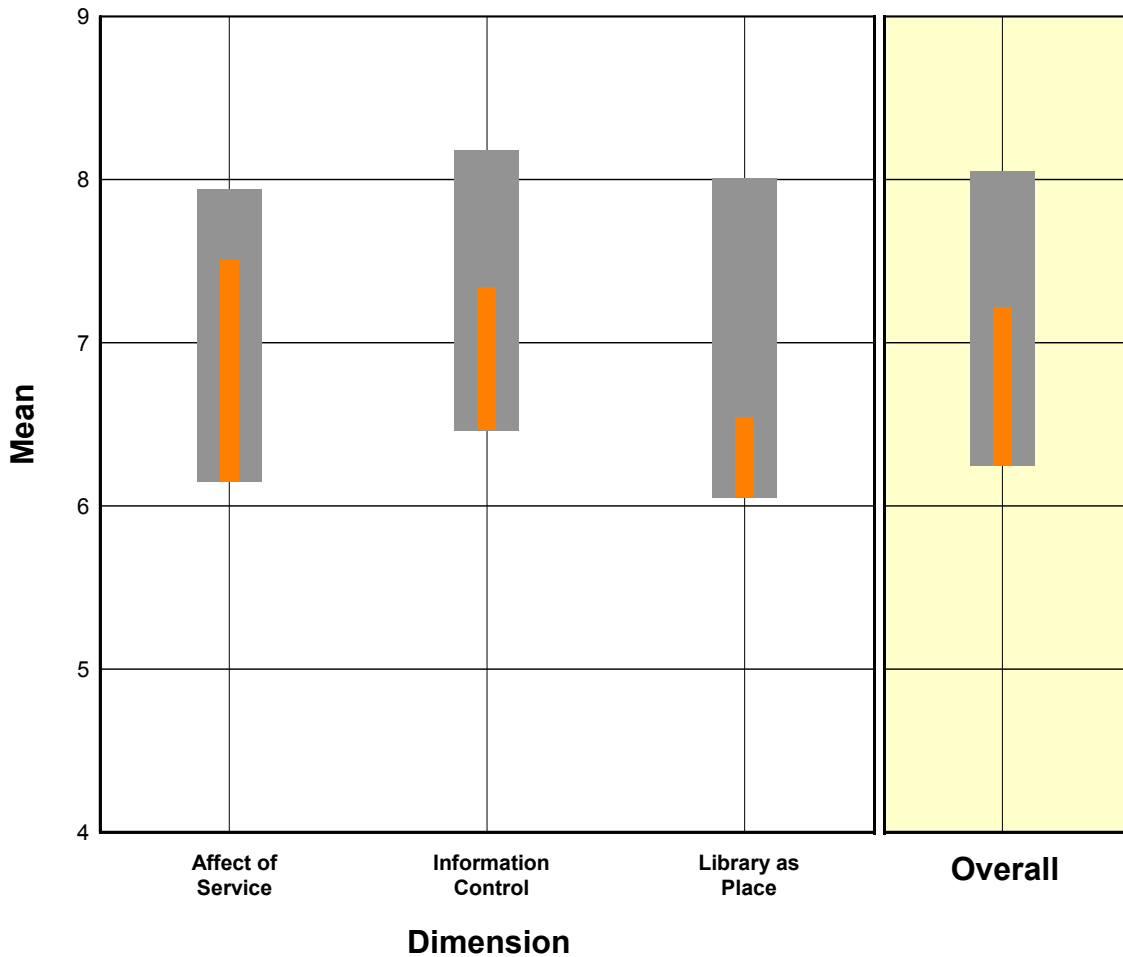
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Law Students

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.74	1.49	1.58	1.86	1.73	1,326
AS-2	Giving users individual attention	1.83	1.60	1.62	1.82	1.65	1,315
AS-3	Employees who are consistently courteous	1.84	1.27	1.53	2.14	1.73	1,368
AS-4	Readiness to respond to users' questions	1.60	1.17	1.32	1.79	1.44	1,325
AS-5	Employees who have the knowledge to answer user questions	1.62	1.06	1.31	1.80	1.44	1,337
AS-6	Employees who deal with users in a caring fashion	1.81	1.35	1.50	1.97	1.64	1,327
AS-7	Employees who understand the needs of their users	1.70	1.26	1.38	1.77	1.51	1,304
AS-8	Willingness to help users	1.70	1.17	1.33	1.83	1.46	1,325
AS-9	Dependability in handling users' service problems	1.69	1.18	1.49	1.91	1.60	1,133
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.82	1.20	1.60	2.04	1.77	1,330
IC-2	A library Web site enabling me to locate information on my own	1.65	1.22	1.43	1.92	1.69	1,364
IC-3	The printed library materials I need for my work	1.77	1.46	1.32	1.77	1.53	1,277
IC-4	The electronic information resources I need	1.62	1.16	1.27	1.73	1.41	1,346
IC-5	Modern equipment that lets me easily access needed information	1.58	0.98	1.46	1.89	1.62	1,352
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.11	1.35	1.82	1.47	1,337
IC-7	Making information easily accessible for independent use	1.58	1.10	1.26	1.72	1.44	1,327
IC-8	Print and/or electronic journal collections I require for my work	1.67	1.13	1.30	1.78	1.46	1,235
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.76	1.32	1.97	2.46	2.30	1,376
LP-2	Quiet space for individual activities	1.78	1.26	1.93	2.49	2.26	1,364
LP-3	A comfortable and inviting location	1.76	1.24	1.85	2.36	2.13	1,373
LP-4	A getaway for study, learning, or research	1.75	1.32	1.77	2.23	2.03	1,334
LP-5	Community space for group learning and group study	1.96	1.67	2.01	2.52	2.45	1,328
<b>Overall:</b>		1.27	0.81	1.00	1.39	1.09	1,383

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Law Students

### 12.3 Core Question Dimensions Summary for Law Students

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



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

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	6.15	7.94	7.51	1.36	-0.44	1,379
Information Control	6.46	8.18	7.34	0.88	-0.84	1,383
Library as Place	6.05	8.01	6.54	0.48	-1.48	1,382
<b>Overall:</b>	6.25	8.05	7.22	0.97	-0.83	1,383

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	1.41	0.98	1.18	1.52	1.23	1,379
Information Control	1.32	0.85	1.02	1.44	1.15	1,383
Library as Place	1.45	1.01	1.57	1.97	1.80	1,382
<b>Overall:</b>	1.27	0.81	1.00	1.39	1.09	1,383

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students



## 12.4 Local Questions Summary for Law Students

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.56	7.38	6.51	0.95	-0.87	82
Ease of use of electronic resources	6.39	8.36	7.04	0.64	-1.33	305
Providing help when and where I need it	6.50	8.10	7.24	0.74	-0.87	156
Teaching me how to access, evaluate, and use information	6.24	7.99	7.25	1.01	-0.74	150
Online course support (readings, links, references)	5.97	7.92	7.26	1.28	-0.67	141
Contribution to the intellectual atmosphere of the campus	5.38	7.29	6.94	1.56	-0.35	585
Ready access to computers / Internet / software	6.31	8.11	6.71	0.39	-1.40	119
Library staff teaching me how to find information	6.15	7.89	7.53	1.37	-0.37	278
Library keeping me informed about all of its services	4.86	6.56	6.41	1.56	-0.14	145
Helpfulness in dealing with users' IT problems	6.44	8.25	8.21	1.78	-0.04	304
Informing me of useful library services	5.37	7.27	6.96	1.59	-0.31	469
Making me aware of library resources and services	5.22	7.10	6.66	1.44	-0.44	261
Teaching me how to locate, evaluate, and use information	5.76	7.60	7.17	1.41	-0.43	258
Efficient interlibrary loan / document delivery	5.96	7.81	7.18	1.22	-0.63	263
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.44	6.83	6.77	1.32	-0.06	99
Convenient service hours	6.51	8.21	7.81	1.30	-0.40	581
Ability to navigate library Web pages easily	6.30	8.04	7.06	0.76	-0.97	141
Interdisciplinary library needs being addressed	5.62	7.62	6.47	0.85	-1.14	169
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.28	8.09	7.36	1.09	-0.73	138
Library materials being available for browsing in open stacks	5.06	6.84	6.65	1.59	-0.19	106
Space for group / individual study and research needs	6.31	7.96	7.47	1.16	-0.49	144
Space that facilitates quiet study	6.81	8.28	6.97	0.16	-1.32	145
Timely document delivery / interlibrary loan	5.93	7.79	7.51	1.58	-0.28	188

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.77	1.64	1.69	1.81	1.97	82
Ease of use of electronic resources	1.48	0.99	1.44	1.82	1.55	305
Providing help when and where I need it	1.65	1.19	1.31	1.52	1.48	156
Teaching me how to access, evaluate, and use information	1.80	1.23	1.48	1.93	1.42	150
Online course support (readings, links, references)	1.98	1.35	1.23	1.84	1.46	141
Contribution to the intellectual atmosphere of the campus	1.87	1.73	1.54	1.78	1.60	585
Ready access to computers / Internet / software	1.85	1.38	1.59	1.98	1.78	119
Library staff teaching me how to find information	1.73	1.34	1.36	2.00	1.59	278
Library keeping me informed about all of its services	2.07	1.90	1.75	2.16	2.24	145
Helpfulness in dealing with users' IT problems	1.59	1.10	1.11	1.78	1.39	304
Informing me of useful library services	1.81	1.58	1.50	1.88	1.85	469
Making me aware of library resources and services	1.82	1.72	1.58	1.95	1.78	261
Teaching me how to locate, evaluate, and use information	1.97	1.64	1.53	2.14	1.80	258
Efficient interlibrary loan / document delivery	1.80	1.38	1.48	2.10	1.65	263
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.10	1.97	1.84	2.33	1.97	99
Convenient service hours	1.77	1.14	1.41	2.10	1.66	581
Ability to navigate library Web pages easily	1.71	1.22	1.47	2.09	1.88	141
Interdisciplinary library needs being addressed	1.89	1.59	1.77	2.18	1.92	169
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.80	1.20	1.51	1.95	1.63	138
Library materials being available for browsing in open stacks	2.27	2.09	1.72	2.62	2.24	106
Space for group / individual study and research needs	1.93	1.35	1.45	2.02	1.60	144
Space that facilitates quiet study	1.89	1.14	1.83	2.43	2.04	145
Timely document delivery / interlibrary loan	1.97	1.53	1.59	2.14	1.97	188

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

## 12.5 General Satisfaction Questions Summary for Law Students

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.65	1.47	1,382
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.37	1.46	1,383
How would you rate the overall quality of the service provided by the library?	7.43	1.25	1,383

## 12.6 Information Literacy Outcomes Questions Summary for Law Students

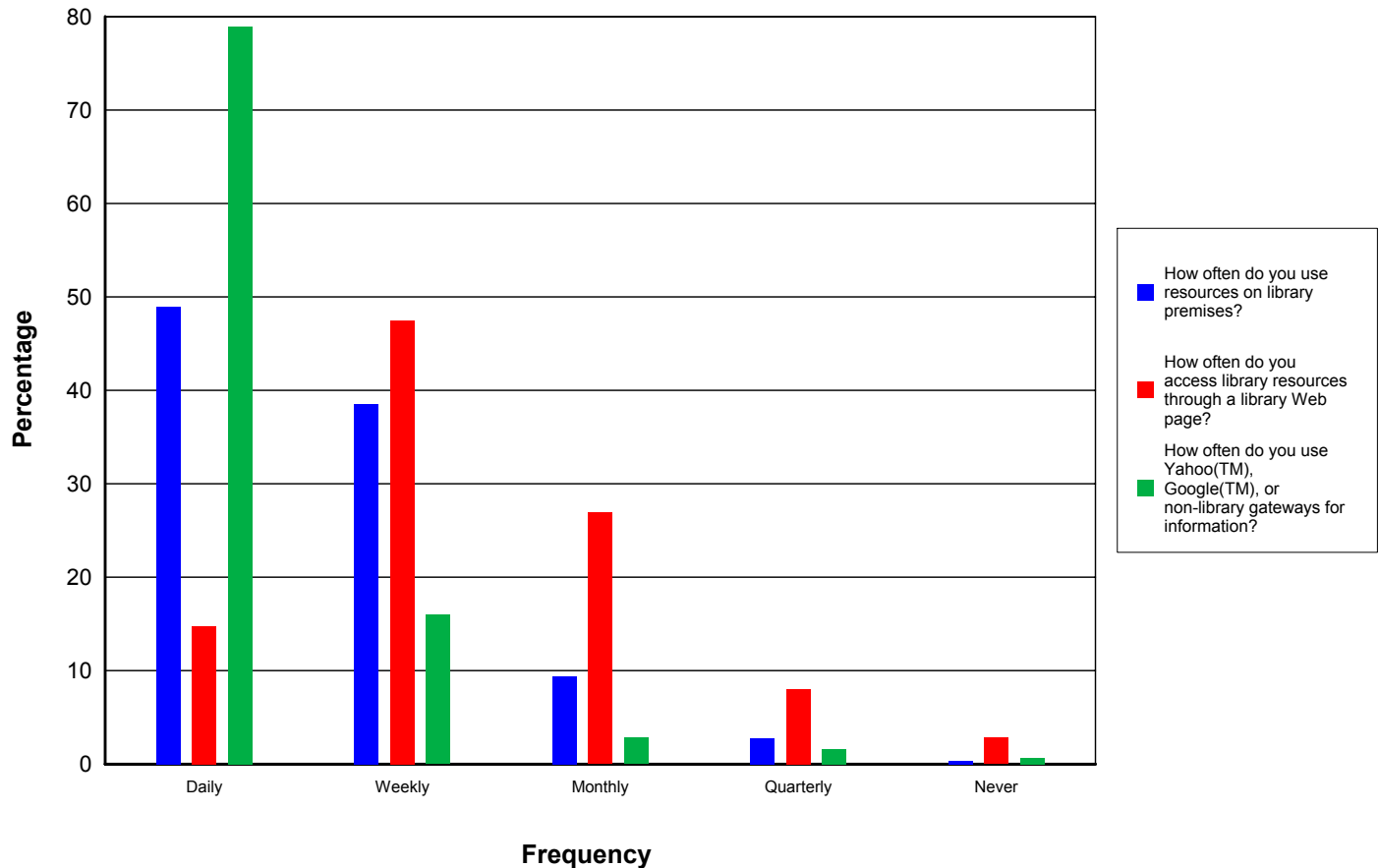
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	5.67	1.70	1,382
The library aids my advancement in my academic discipline.	6.83	1.54	1,383
The library enables me to be more efficient in my academic pursuits.	6.96	1.51	1,383
The library helps me distinguish between trustworthy and untrustworthy information.	5.75	1.82	1,383
The library provides me with the information skills I need in my work or study.	6.62	1.65	1,382

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

## 12.7 Library Use Summary for Law Students

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?	677 48.95%	533 38.54%	130 9.40%	38 2.75%	5 0.36%	1,383 100.00%
How often do you access library resources through a library Web page?	204 14.75%	657 47.51%	372 26.90%	111 8.03%	39 2.82%	1,383 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,092 78.96%	221 15.98%	39 2.82%	22 1.59%	9 0.65%	1,383 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Law Students

## 13 Academic Law Libraries Graduate Summary for ARL

### 13.1 Demographic Summary for Graduate

#### 13.1.1 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	48	65.75%
31 - 45	24	32.88%
46 - 65	1	1.37%
Over 65	0	0.00%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

#### 13.1.2 Population and Respondent Profiles for Graduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	304	49.92%	33	45.21%
Female	305	50.08%	40	54.79%
<b>Total:</b>	<b>609</b>	<b>100.00%</b>	<b>73</b>	<b>100.00%</b>

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

### 13.1.3 Respondent Profile for Graduate by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

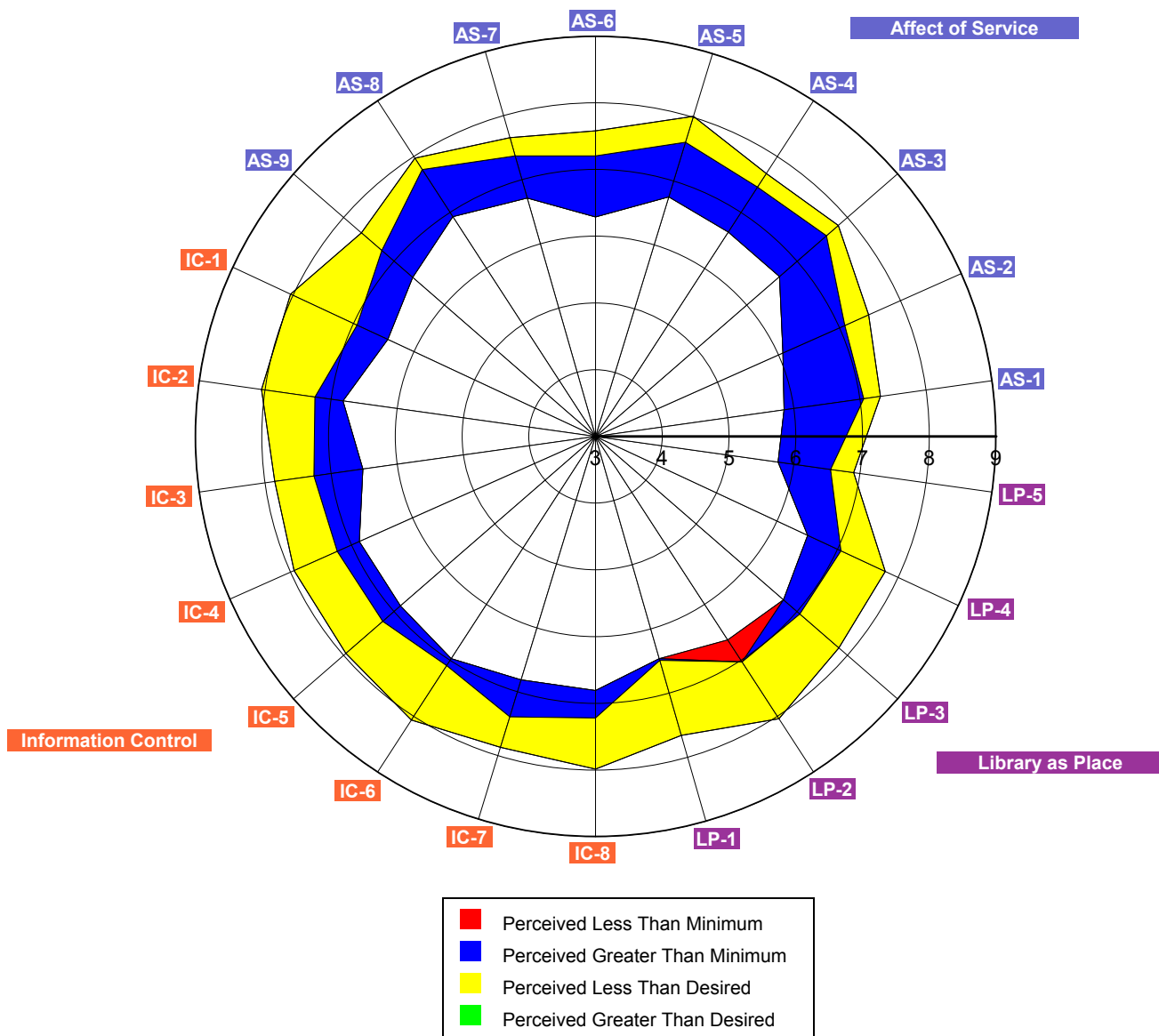
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	53	72.60%
Evening	8	10.96%
Does not apply / NA	12	16.44%
<b>Total:</b>	<b>73</b>	<b>100.00%</b>

### 13.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.85	7.31	7.06	1.21	-0.25	68
AS-2	Giving users individual attention	6.07	7.48	7.09	1.01	-0.39	69
AS-3	Employees who are consistently courteous	6.65	7.82	7.58	0.93	-0.24	72
AS-4	Readiness to respond to users' questions	6.65	7.70	7.45	0.80	-0.24	66
AS-5	Employees who have the knowledge to answer user questions	6.75	8.01	7.61	0.86	-0.41	69
AS-6	Employees who deal with users in a caring fashion	6.29	7.58	7.20	0.91	-0.38	69
AS-7	Employees who understand the needs of their users	6.72	7.66	7.37	0.66	-0.28	67
AS-8	Willingness to help users	6.93	7.97	7.77	0.84	-0.20	69
AS-9	Dependability in handling users' service problems	6.63	7.65	7.25	0.61	-0.40	57
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.44	8.04	6.94	0.51	-1.10	71
IC-2	A library Web site enabling me to locate information on my own	6.82	8.05	7.25	0.42	-0.81	73
IC-3	The printed library materials I need for my work	6.52	7.86	7.26	0.74	-0.59	69
IC-4	The electronic information resources I need	6.88	7.94	7.24	0.36	-0.71	72
IC-5	Modern equipment that lets me easily access needed information	6.87	7.96	7.23	0.35	-0.73	71
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.07	7.10	0.12	-0.97	73
IC-7	Making information easily accessible for independent use	6.82	7.87	7.39	0.58	-0.48	71
IC-8	Print and/or electronic journal collections I require for my work	6.81	7.99	7.22	0.41	-0.76	68
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.46	7.66	6.49	0.03	-1.17	71
LP-2	Quiet space for individual activities	7.03	8.05	6.64	-0.39	-1.41	66
LP-3	A comfortable and inviting location	6.73	7.83	7.06	0.32	-0.77	71
LP-4	A getaway for study, learning, or research	6.51	7.79	7.06	0.55	-0.73	71
LP-5	Community space for group learning and group study	5.76	6.90	6.56	0.79	-0.35	63
<b>Overall:</b>		6.61	7.80	7.16	0.56	-0.64	73

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

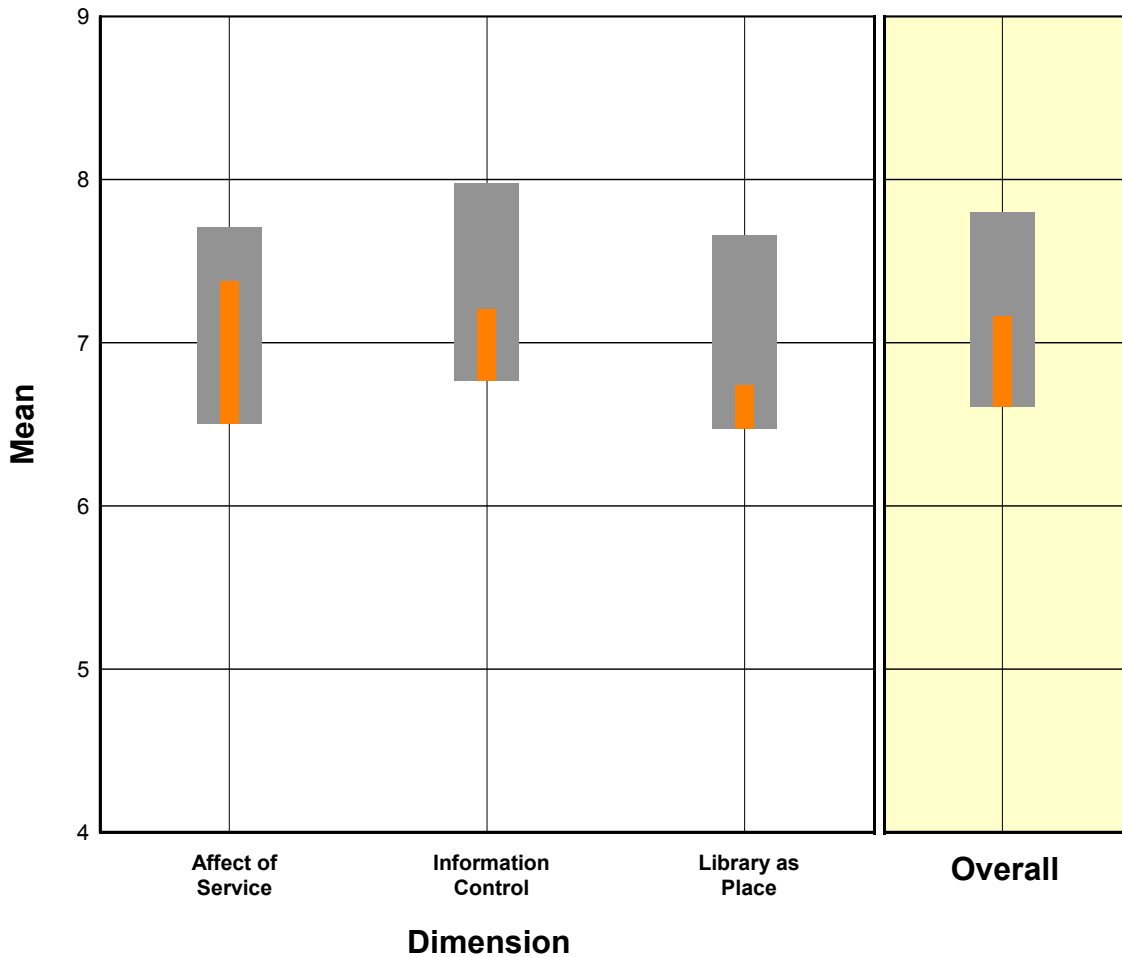


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.64	1.38	1.45	1.89	1.68	68
AS-2	Giving users individual attention	1.90	1.42	1.76	2.12	1.70	69
AS-3	Employees who are consistently courteous	1.73	1.41	1.37	1.75	1.40	72
AS-4	Readiness to respond to users' questions	1.59	1.38	1.45	1.74	1.40	66
AS-5	Employees who have the knowledge to answer user questions	1.64	1.06	1.33	1.81	1.46	69
AS-6	Employees who deal with users in a caring fashion	1.73	1.50	1.61	1.70	1.58	69
AS-7	Employees who understand the needs of their users	1.45	1.34	1.53	1.78	1.56	67
AS-8	Willingness to help users	1.51	1.18	1.32	1.52	1.29	69
AS-9	Dependability in handling users' service problems	1.50	1.26	1.42	1.47	1.19	57
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.79	1.34	1.66	2.01	1.94	71
IC-2	A library Web site enabling me to locate information on my own	1.55	1.25	1.65	1.89	1.75	73
IC-3	The printed library materials I need for my work	1.55	1.23	1.54	1.72	1.45	69
IC-4	The electronic information resources I need	1.48	1.28	1.38	1.83	1.82	72
IC-5	Modern equipment that lets me easily access needed information	1.46	1.18	1.30	1.89	1.50	71
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.10	1.38	1.75	1.66	73
IC-7	Making information easily accessible for independent use	1.49	1.26	1.25	1.47	1.31	71
IC-8	Print and/or electronic journal collections I require for my work	1.44	1.25	1.43	1.91	1.63	68
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.75	1.84	1.83	1.68	1.78	71
LP-2	Quiet space for individual activities	1.45	1.16	1.95	2.21	2.08	66
LP-3	A comfortable and inviting location	1.62	1.59	1.60	1.83	1.80	71
LP-4	A getaway for study, learning, or research	1.74	1.52	1.44	1.67	1.78	71
LP-5	Community space for group learning and group study	1.97	1.83	1.80	2.18	2.14	63
<b>Overall:</b>		1.22	0.94	1.02	1.21	0.98	73

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

### 13.3 Core Question Dimensions Summary for Graduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.50	7.71	7.38	0.87	-0.33	72
Information Control	6.77	7.98	7.20	0.44	-0.77	73
Library as Place	6.47	7.66	6.74	0.26	-0.92	73
<b>Overall:</b>	6.61	7.80	7.16	0.56	-0.64	73

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	1.38	1.06	1.18	1.38	1.09	72
Information Control	1.20	0.91	1.00	1.30	1.07	73
Library as Place	1.30	1.21	1.34	1.41	1.46	73
<b>Overall:</b>	1.22	0.94	1.02	1.21	0.98	73

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

### 13.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.23	7.65	6.83	0.60	-0.83	40
Contribution to the intellectual atmosphere of the campus	6.44	7.35	7.09	0.65	-0.26	43
Ready access to computers / Internet / software	6.45	7.73	6.64	0.18	-1.09	11
Library staff teaching me how to find information	7.06	8.31	7.17	0.11	-1.14	35
Library keeping me informed about all of its services	6.00	8.00	7.00	1.00	-1.00	1
Helpfulness in dealing with users' IT problems	6.30	7.50	7.90	1.60	0.40	10
Informing me of useful library services	6.00	7.00	7.00	1.00	0.00	10
Making me aware of library resources and services	6.00	7.38	7.46	1.46	0.08	13
Teaching me how to locate, evaluate, and use information	6.08	7.46	7.23	1.15	-0.23	13
Efficient interlibrary loan / document delivery	7.13	8.04	7.88	0.75	-0.17	24
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.00	7.00	7.67	2.67	0.67	3
Convenient service hours	6.71	7.75	8.04	1.33	0.29	24
Ability to navigate library Web pages easily	5.00	8.00	8.00	3.00	0.00	1
Interdisciplinary library needs being addressed	6.08	7.04	6.85	0.77	-0.19	26
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	5.00	8.00	7.00	2.00	-1.00	1
Library materials being available for browsing in open stacks	5.80	6.80	5.30	-0.50	-1.50	10
Space for group / individual study and research needs	5.00	8.00	6.00	1.00	-2.00	1
Space that facilitates quiet study	5.00	8.00	8.00	3.00	0.00	1
Timely document delivery / interlibrary loan	6.30	7.50	8.40	2.10	0.90	10

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.59	1.56	1.62	1.95	1.80	40
Contribution to the intellectual atmosphere of the campus	1.94	1.70	1.80	1.38	1.31	43
Ready access to computers / Internet / software	1.81	1.35	2.16	2.96	2.47	11
Library staff teaching me how to find information	1.64	0.96	1.52	2.04	1.52	35
Library keeping me informed about all of its services						1
Helpfulness in dealing with users' IT problems	1.89	1.78	1.20	1.96	1.51	10
Informing me of useful library services	1.94	1.83	1.63	1.41	1.33	10
Making me aware of library resources and services	0.91	0.96	1.13	1.45	1.19	13
Teaching me how to locate, evaluate, and use information	1.50	1.81	1.96	2.15	2.45	13
Efficient interlibrary loan / document delivery	1.39	1.16	1.23	1.51	1.63	24
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	0.00	2.00	1.53	1.53	2.08	3
Convenient service hours	1.33	1.29	1.12	1.63	1.40	24
Ability to navigate library Web pages easily						1
Interdisciplinary library needs being addressed	2.00	1.95	1.80	1.68	1.58	26
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches						1
Library materials being available for browsing in open stacks	2.04	1.40	1.64	2.80	2.17	10
Space for group / individual study and research needs						1
Space that facilitates quiet study						1
Timely document delivery / interlibrary loan	1.70	1.90	0.84	1.29	1.60	10

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

### 13.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.62	1.48	73
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.38	1.56	73
How would you rate the overall quality of the service provided by the library?	7.44	1.24	73

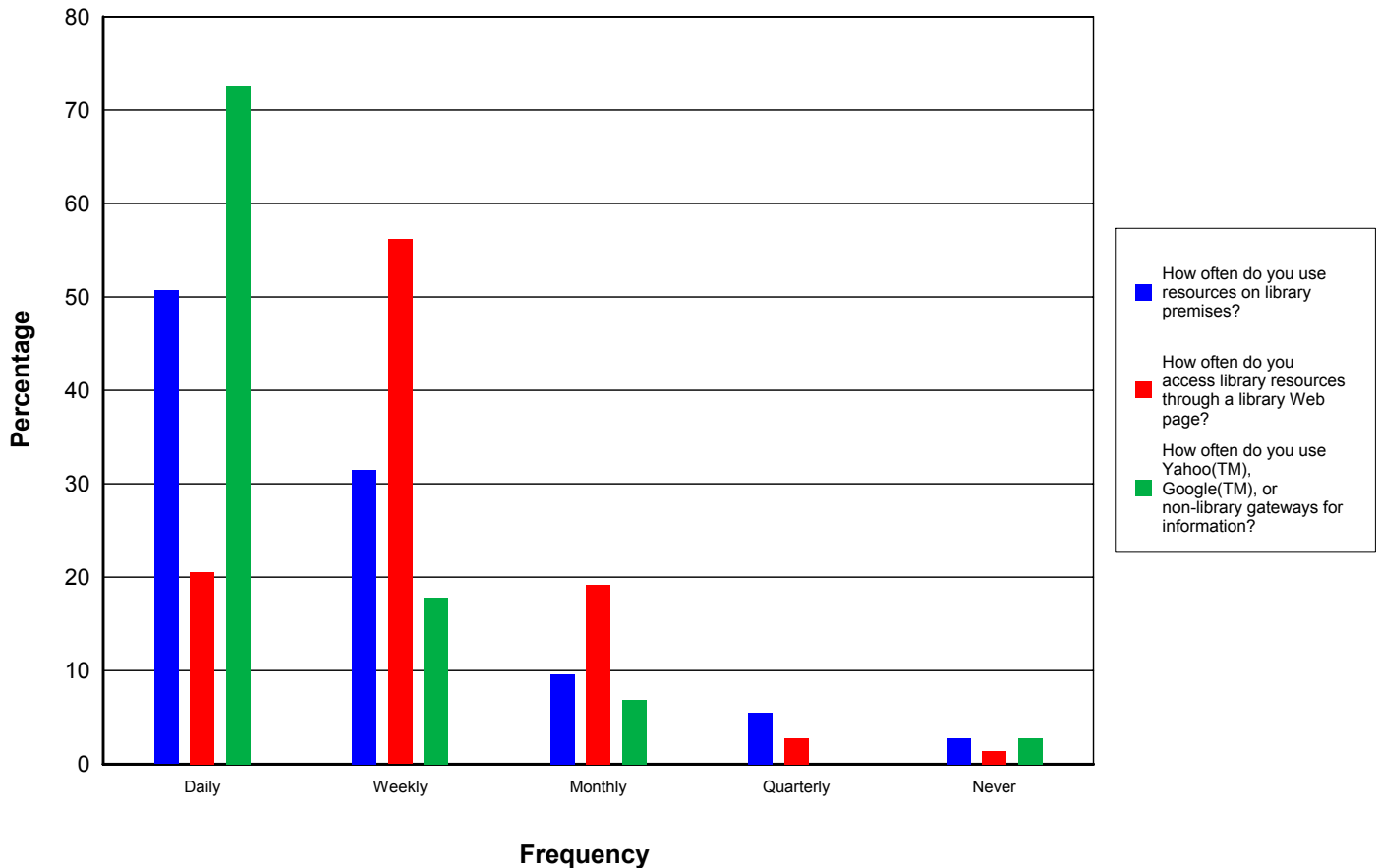
### 13.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.37	1.74	73
The library aids my advancement in my academic discipline.	6.88	1.43	73
The library enables me to be more efficient in my academic pursuits.	7.10	1.51	73
The library helps me distinguish between trustworthy and untrustworthy information.	5.29	1.84	73
The library provides me with the information skills I need in my work or study.	6.70	1.61	73

### 13.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	37 50.68%	23 31.51%	7 9.59%	4 5.48%	2 2.74%	73 100.00%
How often do you access library resources through a library Web page?	15 20.55%	41 56.16%	14 19.18%	2 2.74%	1 1.37%	73 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	53 72.60%	13 17.81%	5 6.85%	0 0.00%	2 2.74%	73 100.00%

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

## 14 Academic Law Libraries Faculty Summary for ARL

### 14.1 Demographic Summary for Faculty

#### 14.1.1 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	4	3.08%
31 - 45	50	38.46%
46 - 65	61	46.92%
Over 65	15	11.54%
<b>Total:</b>	<b>130</b>	<b>100.00%</b>

#### 14.1.2 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	577	73.69%	79	60.77%
Female	206	26.31%	51	39.23%
<b>Total:</b>	<b>783</b>	<b>100.00%</b>	<b>130</b>	<b>100.00%</b>



### 14.1.3 Respondent Profile for Faculty by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

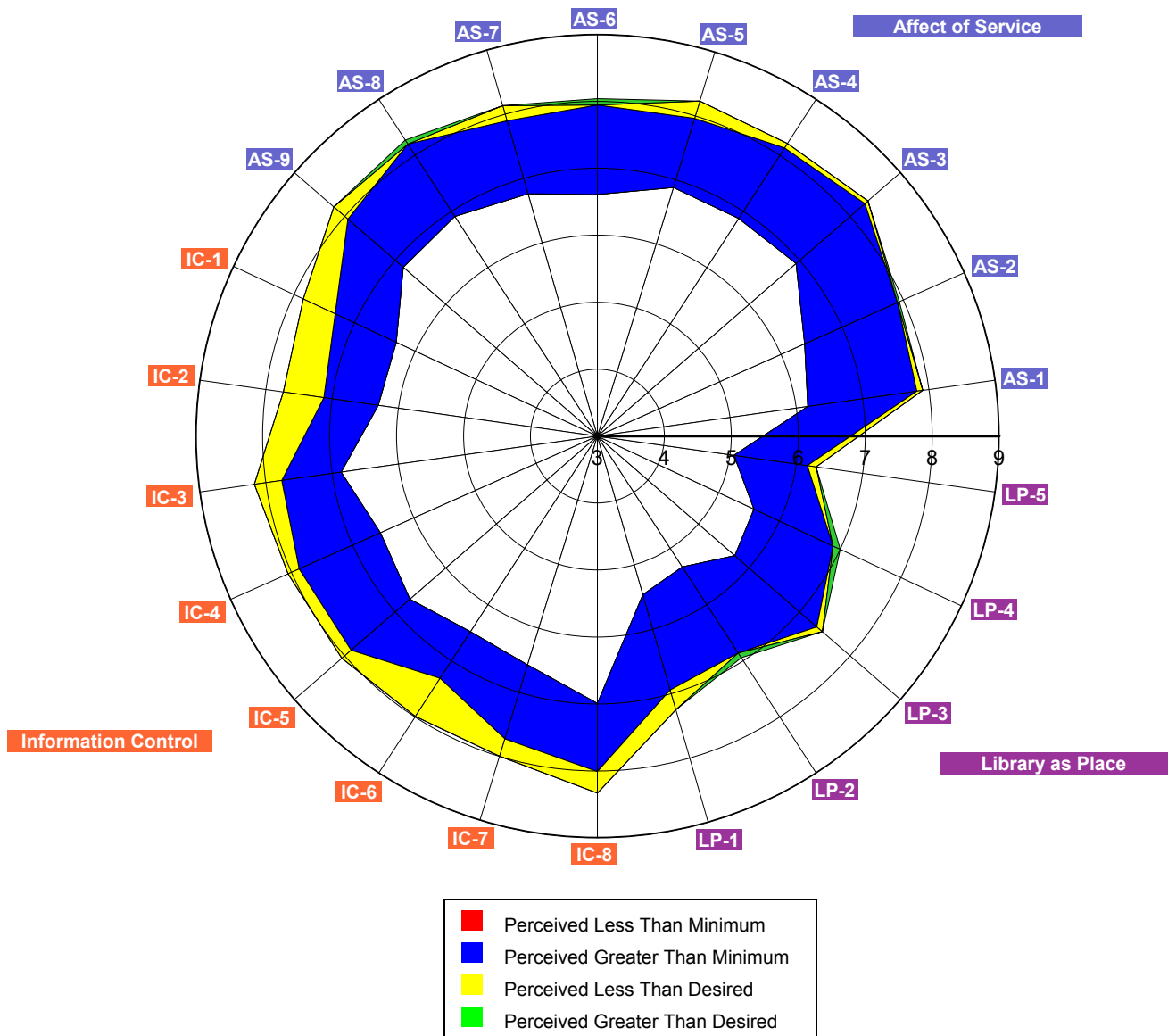
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	1	0.79%
Evening	0	0.00%
Does not apply / NA	126	99.21%
<b>Total:</b>	<b>127</b>	<b>100.00%</b>

## 14.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.17	7.91	7.82	1.65	-0.09	127
AS-2	Giving users individual attention	6.39	7.90	7.94	1.55	0.03	126
AS-3	Employees who are consistently courteous	6.93	8.35	8.29	1.36	-0.06	130
AS-4	Readiness to respond to users' questions	6.88	8.21	8.13	1.26	-0.08	128
AS-5	Employees who have the knowledge to answer user questions	6.88	8.23	7.96	1.08	-0.27	129
AS-6	Employees who deal with users in a caring fashion	6.61	7.95	8.04	1.43	0.09	128
AS-7	Employees who understand the needs of their users	6.77	8.13	7.90	1.13	-0.23	128
AS-8	Willingness to help users	6.91	8.20	8.27	1.36	0.07	125
AS-9	Dependability in handling users' service problems	6.84	8.22	7.94	1.10	-0.28	115
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.31	7.85	7.32	1.01	-0.52	124
IC-2	A library Web site enabling me to locate information on my own	6.31	7.74	7.13	0.82	-0.61	118
IC-3	The printed library materials I need for my work	6.87	8.17	7.76	0.90	-0.41	126
IC-4	The electronic information resources I need	6.55	8.06	7.88	1.33	-0.18	122
IC-5	Modern equipment that lets me easily access needed information	6.71	8.06	7.87	1.16	-0.19	118
IC-6	Easy-to-use access tools that allow me to find things on my own	6.48	7.99	7.31	0.83	-0.68	118
IC-7	Making information easily accessible for independent use	6.57	8.00	7.73	1.15	-0.27	117
IC-8	Print and/or electronic journal collections I require for my work	6.99	8.33	8.01	1.02	-0.32	121
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.46	7.25	6.94	1.48	-0.31	108
LP-2	Quiet space for individual activities	5.33	6.86	6.95	1.62	0.09	94
LP-3	A comfortable and inviting location	5.72	7.45	7.34	1.62	-0.11	111
LP-4	A getaway for study, learning, or research	5.58	6.88	7.00	1.42	0.12	95
LP-5	Community space for group learning and group study	5.06	6.30	6.17	1.11	-0.13	84
<b>Overall:</b>		6.46	7.90	7.70	1.24	-0.21	130

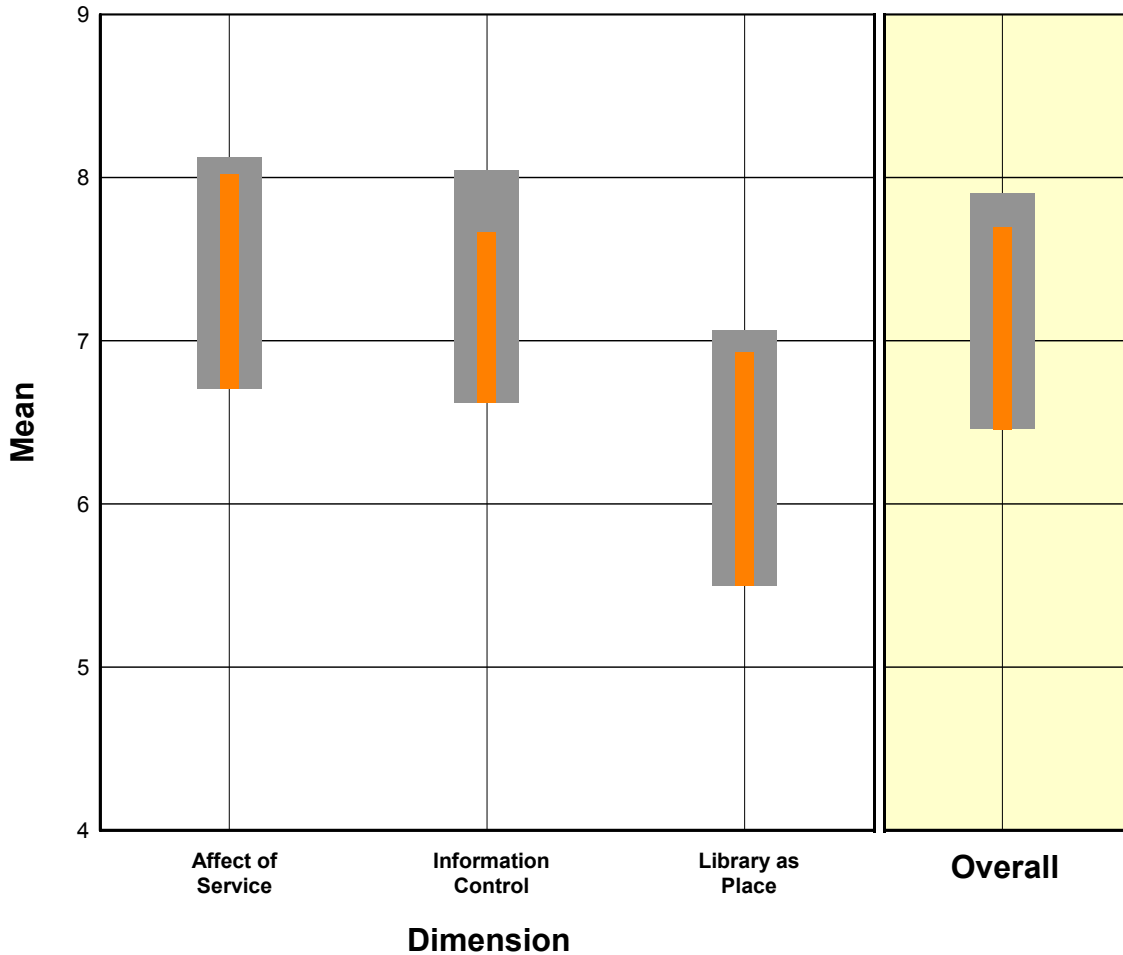
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.76	1.64	1.61	2.08	1.70	127
AS-2	Giving users individual attention	1.70	1.39	1.51	1.84	1.51	126
AS-3	Employees who are consistently courteous	1.78	1.16	1.39	1.89	1.65	130
AS-4	Readiness to respond to users' questions	1.66	1.27	1.38	1.77	1.59	128
AS-5	Employees who have the knowledge to answer user questions	1.64	1.27	1.47	1.77	1.51	129
AS-6	Employees who deal with users in a caring fashion	1.86	1.63	1.51	1.87	1.54	128
AS-7	Employees who understand the needs of their users	1.64	1.27	1.44	1.68	1.39	128
AS-8	Willingness to help users	1.62	1.26	1.27	1.71	1.40	125
AS-9	Dependability in handling users' service problems	1.57	1.09	1.35	1.68	1.45	115
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.87	1.66	1.73	2.07	2.00	124
IC-2	A library Web site enabling me to locate information on my own	1.95	1.78	1.70	2.15	2.07	118
IC-3	The printed library materials I need for my work	1.45	1.16	1.46	1.61	1.45	126
IC-4	The electronic information resources I need	1.69	1.29	1.27	1.91	1.64	122
IC-5	Modern equipment that lets me easily access needed information	1.66	1.45	1.17	1.75	1.64	118
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.24	1.47	1.75	1.68	118
IC-7	Making information easily accessible for independent use	1.53	1.17	1.24	1.56	1.32	117
IC-8	Print and/or electronic journal collections I require for my work	1.50	1.04	1.24	1.57	1.51	121
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.99	1.98	1.78	2.39	2.56	108
LP-2	Quiet space for individual activities	2.11	2.02	1.71	2.59	2.38	94
LP-3	A comfortable and inviting location	1.77	1.61	1.70	2.22	2.11	111
LP-4	A getaway for study, learning, or research	1.99	2.18	1.69	2.21	2.32	95
LP-5	Community space for group learning and group study	2.32	2.31	2.14	2.71	2.61	84
<b>Overall:</b>		1.25	0.95	1.10	1.40	1.19	130

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

### 14.3 Core Question Dimensions Summary for Faculty

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.71	8.13	8.02	1.31	-0.11	130
Information Control	6.62	8.04	7.66	1.04	-0.38	130
Library as Place	5.50	7.07	6.93	1.43	-0.14	117
<b>Overall:</b>	6.46	7.90	7.70	1.24	-0.21	130

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	1.44	1.07	1.30	1.58	1.28	130
Information Control	1.30	1.04	1.13	1.40	1.33	130
Library as Place	1.60	1.62	1.55	1.95	1.97	117
<b>Overall:</b>	1.25	0.95	1.10	1.40	1.19	130

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

## 14.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.68	8.37	7.47	0.79	-0.89	19
Ease of use of electronic resources	6.39	7.78	7.00	0.61	-0.78	18
Providing help when and where I need it	7.05	8.47	7.79	0.74	-0.68	19
Teaching me how to access, evaluate, and use information	6.65	8.00	7.71	1.06	-0.29	17
Online course support (readings, links, references)	7.00	8.06	7.44	0.44	-0.63	16
Contribution to the intellectual atmosphere of the campus	5.77	7.33	7.40	1.63	0.07	43
Ready access to computers / Internet / software	6.88	8.50	7.75	0.88	-0.75	8
Library staff teaching me how to find information	5.47	7.07	7.27	1.80	0.20	15
Helpfulness in dealing with users' IT problems	6.87	8.13	8.23	1.37	0.10	30
Informing me of useful library services	5.88	7.42	7.27	1.40	-0.15	48
Making me aware of library resources and services	5.47	7.41	6.63	1.16	-0.78	32
Teaching me how to locate, evaluate, and use information	5.77	7.40	7.10	1.33	-0.30	30
Efficient interlibrary loan / document delivery	6.22	7.89	7.86	1.64	-0.03	36
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.15	6.69	7.15	2.00	0.46	13
Convenient service hours	6.39	7.82	8.20	1.80	0.38	56
Interdisciplinary library needs being addressed	5.35	6.88	6.18	0.82	-0.71	17
Library materials being available for browsing in open stacks	5.89	7.33	7.33	1.44	0.00	9
Timely document delivery / interlibrary loan	6.53	8.23	8.17	1.63	-0.07	30

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.16	0.76	1.93	2.55	1.94	19
Ease of use of electronic resources	1.91	1.26	1.46	1.65	1.35	18
Providing help when and where I need it	1.87	0.70	1.84	2.51	1.86	19
Teaching me how to access, evaluate, and use information	1.90	1.32	1.93	2.66	2.31	17
Online course support (readings, links, references)	1.46	1.44	1.97	2.63	2.25	16
Contribution to the intellectual atmosphere of the campus	1.91	1.94	1.48	1.80	1.76	43
Ready access to computers / Internet / software	1.64	0.76	1.49	1.13	1.04	8
Library staff teaching me how to find information	2.07	2.15	1.53	1.47	1.42	15
Helpfulness in dealing with users' IT problems	1.57	1.38	1.14	1.73	1.73	30
Informing me of useful library services	2.04	1.77	1.58	2.12	1.98	48
Making me aware of library resources and services	1.57	1.56	1.77	1.94	2.20	32
Teaching me how to locate, evaluate, and use information	1.48	1.63	1.40	1.75	1.91	30
Efficient interlibrary loan / document delivery	1.44	1.33	1.15	1.33	1.52	36
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.03	2.25	1.21	2.65	3.04	13
Convenient service hours	1.84	1.18	1.23	1.54	1.00	56
Interdisciplinary library needs being addressed	2.09	2.85	2.56	1.88	2.62	17
Library materials being available for browsing in open stacks	1.96	2.12	1.87	1.33	1.58	9
Timely document delivery / interlibrary loan	1.17	0.86	1.05	1.22	1.11	30

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



## 14.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.26	1.41	130
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.82	1.61	130
How would you rate the overall quality of the service provided by the library?	8.02	1.34	130

## 14.6 Information Literacy Outcomes Questions Summary for Faculty

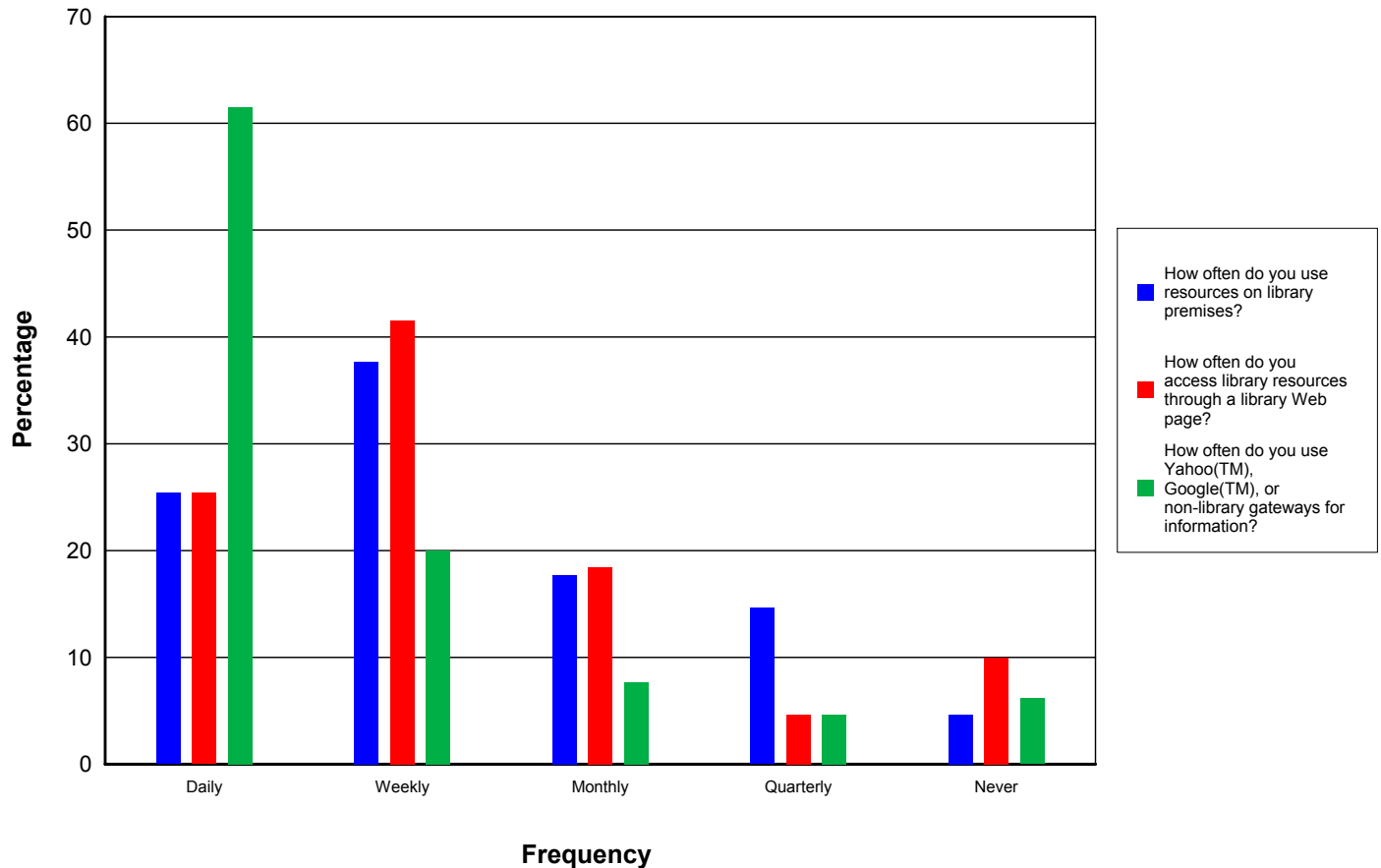
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.94	2.12	129
The library aids my advancement in my academic discipline.	7.43	1.69	129
The library enables me to be more efficient in my academic pursuits.	7.59	1.67	129
The library helps me distinguish between trustworthy and untrustworthy information.	5.68	2.06	129
The library provides me with the information skills I need in my work or study.	6.53	2.05	129

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

### 14.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	33 25.38%	49 37.69%	23 17.69%	19 14.62%	6 4.62%	<b>130</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	33 25.38%	54 41.54%	24 18.46%	6 4.62%	13 10.00%	<b>130</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	80 61.54%	26 20.00%	10 7.69%	6 4.62%	8 6.15%	<b>130</b> <b>100.00%</b>

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

## 15 Academic Law Libraries Library Staff Summary for ARL

### 15.1 Demographic Summary for Library Staff

#### 15.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	1	6.25%
31 - 45	8	50.00%
46 - 65	7	43.75%
Over 65	0	0.00%
<b>Total:</b>	<b>16</b>	<b>100.00%</b>

#### 15.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	7	43.75%
Female	9	56.25%
<b>Total:</b>	<b>16</b>	<b>100.00%</b>

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

### 15.1.3 Respondent Profile for Library Staff by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

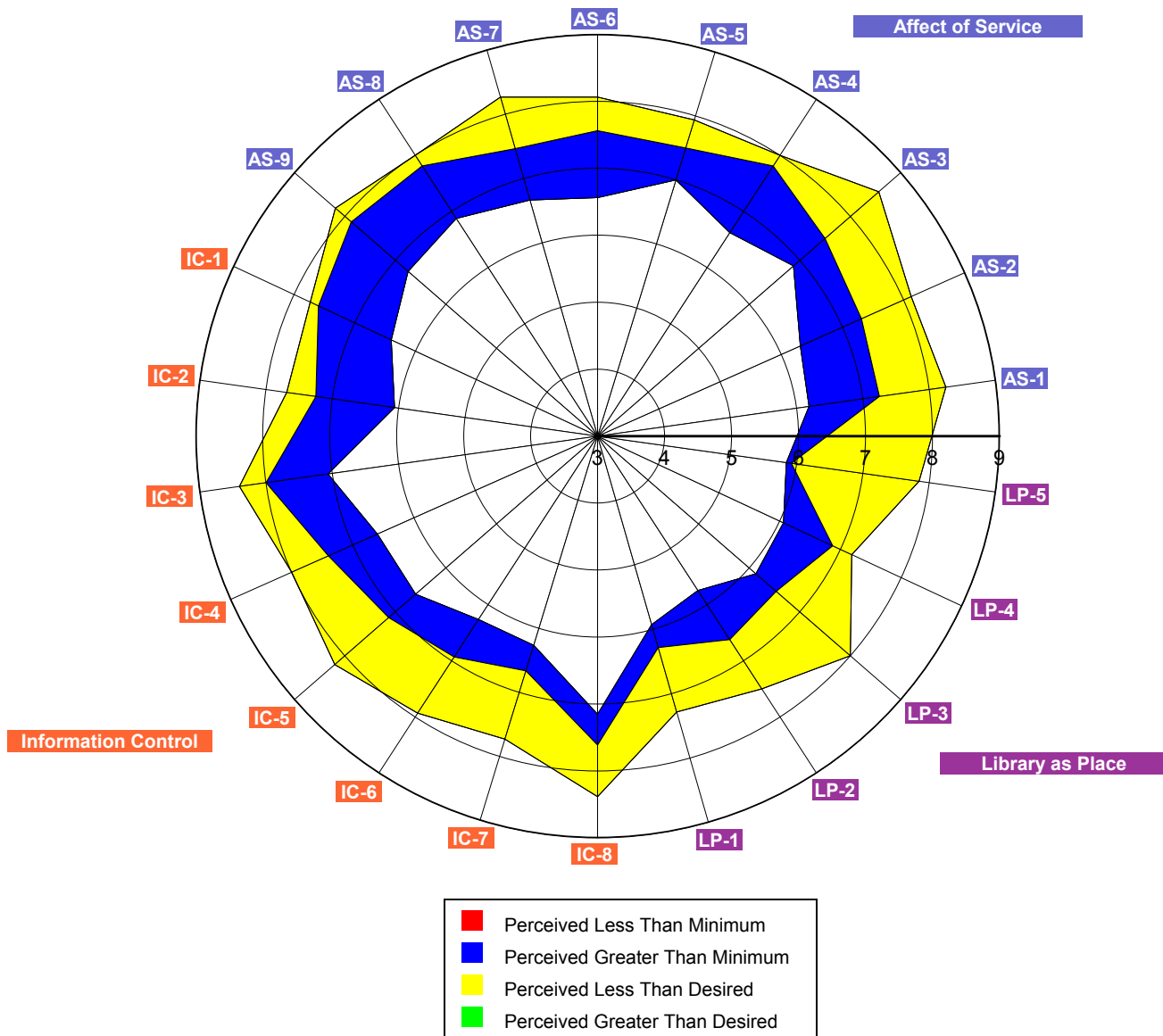
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	1	6.25%
Evening	0	0.00%
Does not apply / NA	15	93.75%
<b>Total:</b>	<b>16</b>	<b>100.00%</b>

## 15.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.19	8.25	7.25	1.06	-1.00	16
AS-2	Giving users individual attention	6.31	8.13	7.31	1.00	-0.81	16
AS-3	Employees who are consistently courteous	6.88	8.56	7.50	0.63	-1.06	16
AS-4	Readiness to respond to users' questions	6.63	8.00	7.81	1.19	-0.19	16
AS-5	Employees who have the knowledge to answer user questions	7.00	7.94	7.50	0.50	-0.44	16
AS-6	Employees who deal with users in a caring fashion	6.56	8.06	7.56	1.00	-0.50	16
AS-7	Employees who understand the needs of their users	6.67	8.27	7.47	0.80	-0.80	15
AS-8	Willingness to help users	6.88	8.00	7.81	0.94	-0.19	16
AS-9	Dependability in handling users' service problems	6.75	8.19	7.88	1.13	-0.31	16
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.40	7.73	7.60	1.20	-0.13	15
IC-2	A library Web site enabling me to locate information on my own	6.06	7.69	7.25	1.19	-0.44	16
IC-3	The printed library materials I need for my work	7.07	8.40	8.00	0.93	-0.40	15
IC-4	The electronic information resources I need	6.60	8.00	7.40	0.80	-0.60	15
IC-5	Modern equipment that lets me easily access needed information	6.60	8.20	7.13	0.53	-1.07	15
IC-6	Easy-to-use access tools that allow me to find things on my own	6.27	7.93	6.93	0.67	-1.00	15
IC-7	Making information easily accessible for independent use	6.27	7.73	6.67	0.40	-1.07	15
IC-8	Print and/or electronic journal collections I require for my work	7.15	8.38	7.62	0.46	-0.77	13
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.93	7.29	6.29	0.36	-1.00	14
LP-2	Quiet space for individual activities	5.75	7.50	6.63	0.88	-0.88	16
LP-3	A comfortable and inviting location	6.13	8.00	6.53	0.40	-1.47	15
LP-4	A getaway for study, learning, or research	6.06	7.19	6.88	0.81	-0.31	16
LP-5	Community space for group learning and group study	5.85	7.85	5.92	0.08	-1.92	13
<b>Overall:</b>		6.43	7.93	7.22	0.79	-0.71	16

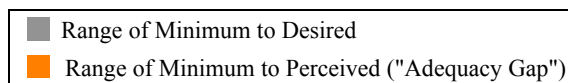
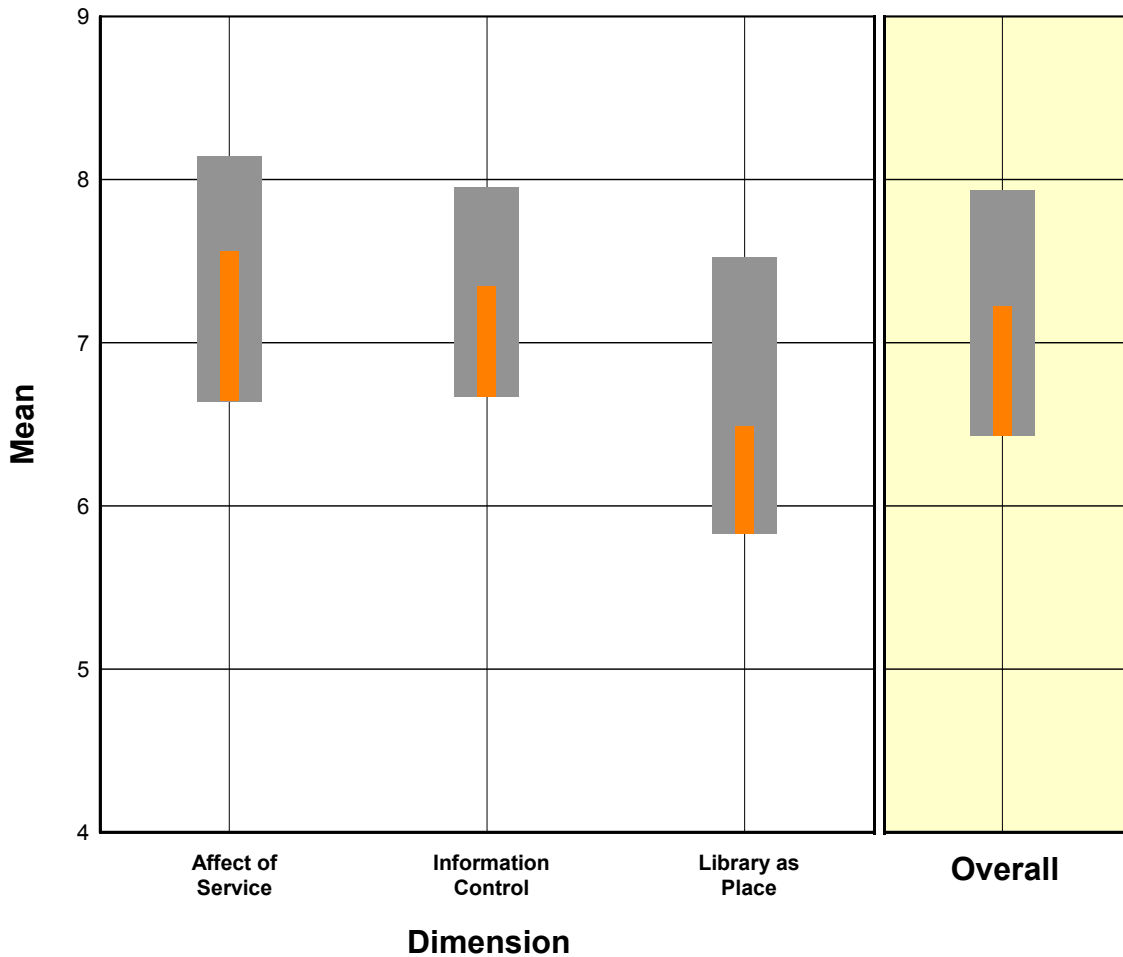
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.68	0.86	1.39	1.81	1.41	16
AS-2	Giving users individual attention	1.78	0.96	1.14	2.19	1.38	16
AS-3	Employees who are consistently courteous	1.67	0.63	1.67	1.75	1.69	16
AS-4	Readiness to respond to users' questions	1.71	1.15	1.47	1.38	1.33	16
AS-5	Employees who have the knowledge to answer user questions	1.71	1.48	1.51	2.22	1.03	16
AS-6	Employees who deal with users in a caring fashion	1.97	0.93	1.55	1.97	1.63	16
AS-7	Employees who understand the needs of their users	1.68	0.70	1.19	1.82	1.21	15
AS-8	Willingness to help users	1.89	1.59	1.42	2.08	2.17	16
AS-9	Dependability in handling users' service problems	1.88	0.91	0.96	2.09	1.20	16
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	2.20	1.67	1.40	1.66	1.73	15
IC-2	A library Web site enabling me to locate information on my own	2.14	1.54	1.06	2.37	1.50	16
IC-3	The printed library materials I need for my work	1.94	0.74	0.93	1.79	1.18	15
IC-4	The electronic information resources I need	1.96	1.13	1.30	1.66	1.40	15
IC-5	Modern equipment that lets me easily access needed information	1.96	1.01	1.19	1.96	1.44	15
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.16	1.22	2.06	1.60	15
IC-7	Making information easily accessible for independent use	1.87	1.49	1.50	1.64	1.58	15
IC-8	Print and/or electronic journal collections I require for my work	1.86	0.65	1.33	1.39	1.36	13
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.98	2.20	2.09	2.31	2.77	14
LP-2	Quiet space for individual activities	1.84	1.32	1.59	2.06	1.71	16
LP-3	A comfortable and inviting location	1.81	1.25	2.26	2.64	2.53	15
LP-4	A getaway for study, learning, or research	2.11	2.17	2.13	2.20	2.06	16
LP-5	Community space for group learning and group study	1.52	1.14	2.29	2.75	2.69	13
<b>Overall:</b>		1.58	0.87	1.04	1.63	1.20	16

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

### 15.3 Core Question Dimensions Summary for Library Staff

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



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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.64	8.14	7.56	0.92	-0.59	16
Information Control	6.67	7.95	7.34	0.68	-0.61	16
Library as Place	5.83	7.52	6.48	0.66	-1.04	16
<b>Overall:</b>	6.43	7.93	7.22	0.79	-0.71	16

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	1.58	0.79	1.12	1.55	1.15	16
Information Control	1.83	0.99	0.91	1.62	1.22	16
Library as Place	1.78	1.20	1.74	2.18	1.82	16
<b>Overall:</b>	1.58	0.87	1.04	1.63	1.20	16

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

## 15.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ready access to computers / Internet / software	6.63	7.38	5.63	-1.00	-1.75	8
Making me aware of library resources and services	6.00	7.75	6.33	0.33	-1.42	12
Teaching me how to locate, evaluate, and use information	6.17	7.75	6.75	0.58	-1.00	12
Efficient interlibrary loan / document delivery	5.00	7.33	7.33	2.33	0.00	3
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.50	7.75	7.50	2.00	-0.25	4
Convenient service hours	6.42	7.75	7.00	0.58	-0.75	12
Library materials being available for browsing in open stacks	7.25	8.00	7.13	-0.13	-0.88	8

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Library Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ready access to computers / Internet / software	1.85	1.69	1.60	1.07	2.25	8
Making me aware of library resources and services	2.09	1.54	1.44	2.77	2.23	12
Teaching me how to locate, evaluate, and use information	2.25	1.48	1.48	2.54	1.91	12
Efficient interlibrary loan / document delivery	1.73	0.58	1.15	0.58	1.00	3
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.65	0.96	0.58	2.45	0.50	4
Convenient service hours	1.73	1.22	1.76	2.78	1.82	12
Library materials being available for browsing in open stacks	1.58	1.77	1.81	1.13	3.14	8

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

## 15.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.81	1.33	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.69	1.08	16
How would you rate the overall quality of the service provided by the library?	7.88	0.72	16

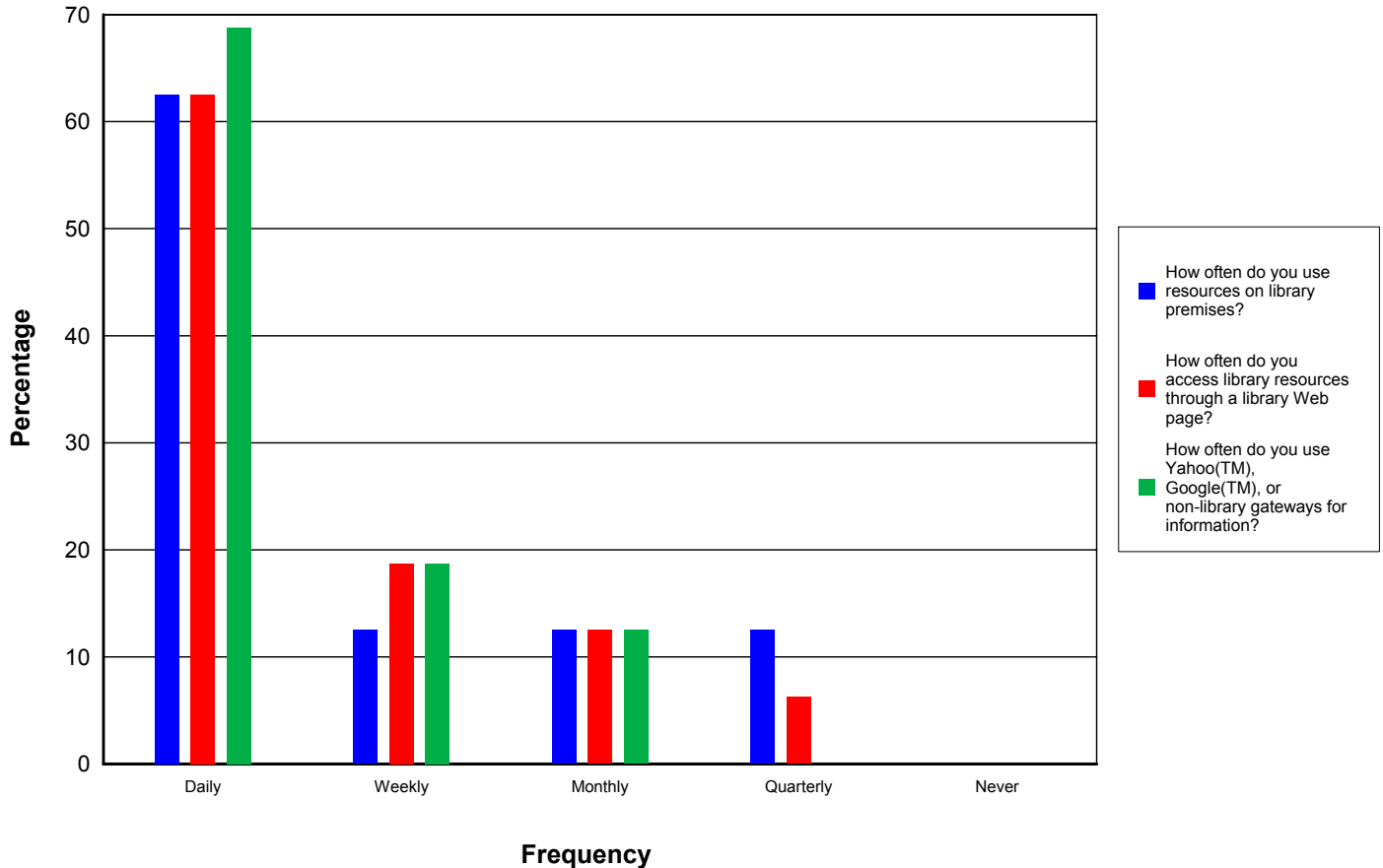
## 15.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.88	1.15	16
The library aids my advancement in my academic discipline.	7.19	1.05	16
The library enables me to be more efficient in my academic pursuits.	7.25	0.86	16
The library helps me distinguish between trustworthy and untrustworthy information.	5.88	2.16	16
The library provides me with the information skills I need in my work or study.	6.88	1.63	16

### 15.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	10	2	2	2	0	16
	62.50%	12.50%	12.50%	12.50%	0.00%	100.00%
How often do you access library resources through a library Web page?	10	3	2	1	0	16
	62.50%	18.75%	12.50%	6.25%	0.00%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	11	3	2	0	0	16
	68.75%	18.75%	12.50%	0.00%	0.00%	100.00%

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

## 16 Academic Law Libraries Staff Summary for ARL

### 16.1 Demographic Summary for Staff

#### 16.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	5	15.15%
31 - 45	16	48.48%
46 - 65	12	36.36%
Over 65	0	0.00%
<b>Total:</b>	<b>33</b>	<b>100.00%</b>

#### 16.1.2 Respondent Profile for Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	7	21.21%
Female	26	78.79%
<b>Total:</b>	<b>33</b>	<b>100.00%</b>

### 16.1.3 Respondent Profile for Staff by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

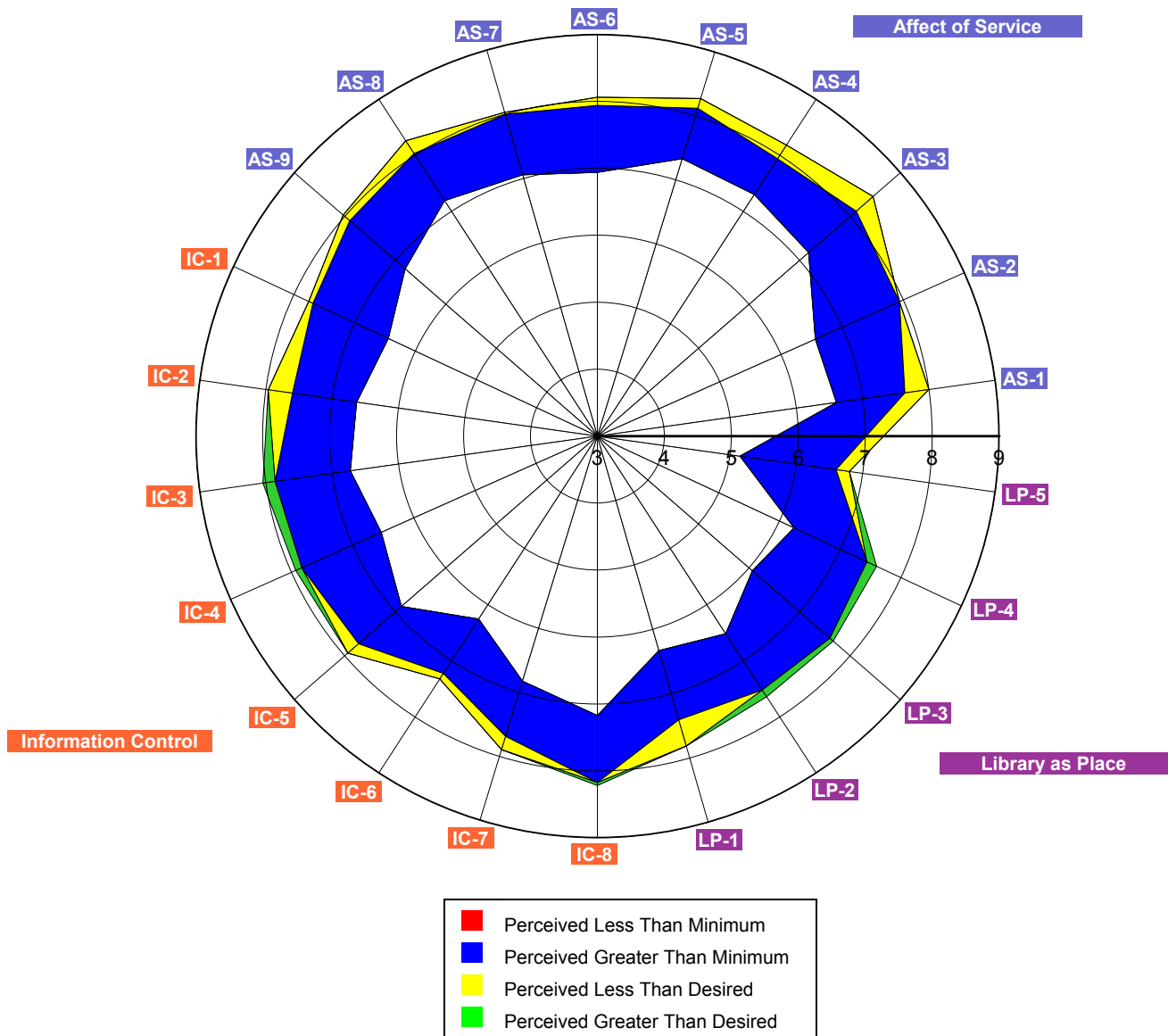
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	0	0.00%
Evening	1	3.13%
Does not apply / NA	31	96.88%
<b>Total:</b>	<b>32</b>	<b>100.00%</b>

## 16.2 Core Questions Summary for Staff

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

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

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



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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.61	8.00	7.64	1.03	-0.36	33
AS-2	Giving users individual attention	6.56	7.94	7.94	1.38	0.00	32
AS-3	Employees who are consistently courteous	7.18	8.45	8.12	0.94	-0.33	33
AS-4	Readiness to respond to users' questions	7.30	8.18	7.94	0.64	-0.24	33
AS-5	Employees who have the knowledge to answer user questions	7.33	8.27	8.12	0.79	-0.15	33
AS-6	Employees who deal with users in a caring fashion	6.94	8.06	7.94	1.00	-0.12	33
AS-7	Employees who understand the needs of their users	7.06	8.03	8.00	0.94	-0.03	33
AS-8	Willingness to help users	7.19	8.26	8.03	0.84	-0.23	31
AS-9	Dependability in handling users' service problems	6.81	8.03	7.90	1.10	-0.13	31
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.45	7.76	7.69	1.24	-0.07	29
IC-2	A library Web site enabling me to locate information on my own	6.63	7.97	7.60	0.97	-0.37	30
IC-3	The printed library materials I need for my work	6.73	7.86	8.05	1.32	0.18	22
IC-4	The electronic information resources I need	6.53	7.83	7.93	1.40	0.10	30
IC-5	Modern equipment that lets me easily access needed information	6.88	7.94	7.73	0.85	-0.21	33
IC-6	Easy-to-use access tools that allow me to find things on my own	6.26	7.32	7.23	0.97	-0.10	31
IC-7	Making information easily accessible for independent use	6.83	7.90	7.69	0.86	-0.21	29
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.17	8.22	1.04	0.04	23
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.33	7.81	7.41	1.07	-0.41	27
LP-2	Quiet space for individual activities	6.52	7.52	7.64	1.12	0.12	25
LP-3	A comfortable and inviting location	6.07	7.60	7.67	1.60	0.07	30
LP-4	A getaway for study, learning, or research	6.24	7.44	7.60	1.36	0.16	25
LP-5	Community space for group learning and group study	5.15	6.80	6.60	1.45	-0.20	20
<b>Overall:</b>		6.72	7.90	7.77	1.05	-0.13	33

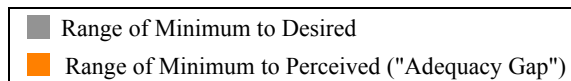
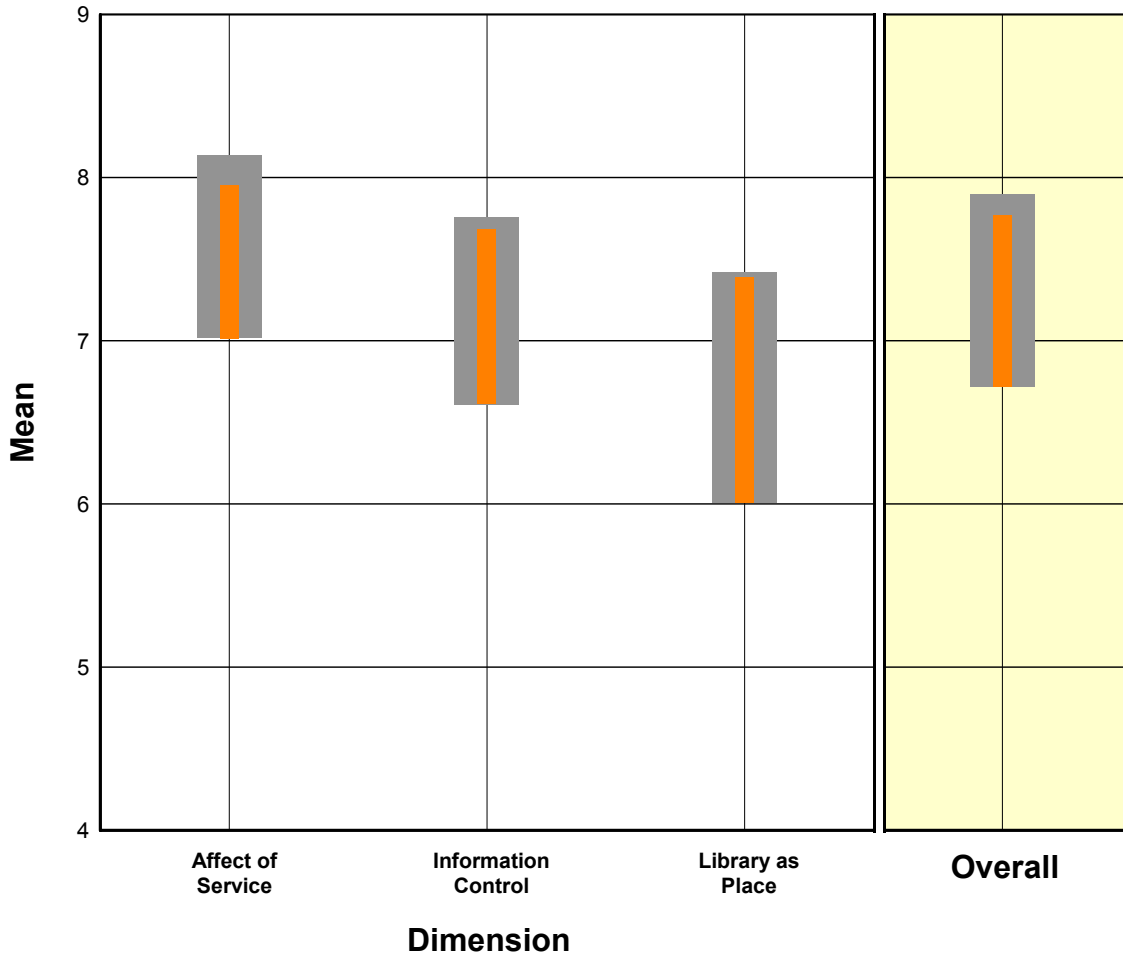
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.48	1.60	1.37	1.51	1.71	33
AS-2	Giving users individual attention	1.72	1.70	1.13	1.76	1.68	32
AS-3	Employees who are consistently courteous	1.89	1.18	1.24	1.46	1.29	33
AS-4	Readiness to respond to users' questions	1.49	1.04	1.14	1.62	1.09	33
AS-5	Employees who have the knowledge to answer user questions	1.71	1.23	0.93	1.73	1.15	33
AS-6	Employees who deal with users in a caring fashion	2.01	1.41	1.22	1.68	1.08	33
AS-7	Employees who understand the needs of their users	1.66	1.45	1.06	1.50	1.29	33
AS-8	Willingness to help users	1.66	1.46	1.40	1.53	1.23	31
AS-9	Dependability in handling users' service problems	1.60	1.22	1.11	1.37	0.96	31
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.55	1.35	1.04	1.30	1.00	29
IC-2	A library Web site enabling me to locate information on my own	1.59	1.33	1.13	1.67	1.38	30
IC-3	The printed library materials I need for my work	1.91	1.81	1.17	1.32	1.05	22
IC-4	The electronic information resources I need	1.68	1.46	1.17	1.69	1.09	30
IC-5	Modern equipment that lets me easily access needed information	1.73	1.56	1.53	1.52	0.82	33
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.80	1.52	1.60	1.30	31
IC-7	Making information easily accessible for independent use	1.63	1.50	1.37	1.60	1.24	29
IC-8	Print and/or electronic journal collections I require for my work	1.53	1.11	0.74	1.43	0.71	23
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.09	2.02	1.82	1.49	1.50	27
LP-2	Quiet space for individual activities	2.22	1.92	1.66	2.11	1.42	25
LP-3	A comfortable and inviting location	2.30	1.94	1.73	1.96	1.14	30
LP-4	A getaway for study, learning, or research	2.15	2.10	1.94	2.04	1.75	25
LP-5	Community space for group learning and group study	2.11	1.99	2.37	2.06	2.12	20
<b>Overall:</b>		1.41	1.21	1.01	1.14	0.78	33

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

### 16.3 Core Question Dimensions Summary for Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.02	8.14	7.95	0.94	-0.18	33
Information Control	6.61	7.76	7.68	1.07	-0.08	33
Library as Place	6.01	7.42	7.39	1.38	-0.03	30
<b>Overall:</b>	6.72	7.90	7.77	1.05	-0.13	33

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.21	1.02	1.35	1.07	33
Information Control	1.36	1.26	1.00	1.22	0.83	33
Library as Place	1.85	1.73	1.65	1.67	1.30	30
<b>Overall:</b>	1.41	1.21	1.01	1.14	0.78	33

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

## 16.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.00	8.00	8.00	2.00	0.00	4
Ease of use of electronic resources	7.00	8.33	7.50	0.50	-0.83	6
Providing help when and where I need it	6.80	8.20	7.70	0.90	-0.50	10
Teaching me how to access, evaluate, and use information	6.50	8.00	7.70	1.20	-0.30	10
Online course support (readings, links, references)	7.50	8.25	8.50	1.00	0.25	4
Contribution to the intellectual atmosphere of the campus	6.75	7.75	8.00	1.25	0.25	4
Ready access to computers / Internet / software	5.13	6.13	7.25	2.13	1.13	8
Library staff teaching me how to find information	6.50	8.17	7.00	0.50	-1.17	6
Informing me of useful library services	6.90	8.20	8.30	1.40	0.10	10
Making me aware of library resources and services	5.00	6.33	7.58	2.58	1.25	12
Teaching me how to locate, evaluate, and use information	5.73	7.27	7.55	1.82	0.27	11
Efficient interlibrary loan / document delivery	7.00	7.88	7.88	0.88	0.00	8
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	6.67	7.00	7.00	0.33	0.00	3
Convenient service hours	5.50	6.75	8.00	2.50	1.25	12
Interdisciplinary library needs being addressed	6.67	8.33	8.00	1.33	-0.33	3
Library materials being available for browsing in open stacks	5.63	6.88	6.75	1.13	-0.13	8

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	2.00	1.15	1.41	1.83	2.16	4
Ease of use of electronic resources	1.26	0.52	0.55	1.05	0.75	6
Providing help when and where I need it	1.55	1.03	1.77	2.02	0.97	10
Teaching me how to access, evaluate, and use information	1.35	1.25	1.49	1.99	1.57	10
Online course support (readings, links, references)	1.29	0.96	0.58	1.41	0.96	4
Contribution to the intellectual atmosphere of the campus	2.06	0.96	0.82	1.50	0.50	4
Ready access to computers / Internet / software	2.03	2.47	1.39	2.17	2.17	8
Library staff teaching me how to find information	2.51	1.33	1.67	1.22	1.47	6
Informing me of useful library services	1.52	1.03	0.95	1.65	1.10	10
Making me aware of library resources and services	1.35	1.67	1.31	1.98	1.82	12
Teaching me how to locate, evaluate, and use information	2.10	1.95	0.93	1.99	1.74	11
Efficient interlibrary loan / document delivery	1.31	1.13	0.83	1.55	1.51	8
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.53	1.73	1.00	0.58	1.00	3
Convenient service hours	2.02	2.45	1.86	1.17	1.22	12
Interdisciplinary library needs being addressed	1.53	0.58	1.00	0.58	1.15	3
Library materials being available for browsing in open stacks	0.92	1.55	1.91	2.53	2.47	8

Language: American English

Institution Type: Academic Law

Consortium: ARL

User Group: Staff

## 16.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.27	0.98	33
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.94	1.14	33
How would you rate the overall quality of the service provided by the library?	8.12	0.93	33

## 16.6 Information Literacy Outcomes Questions Summary for Staff

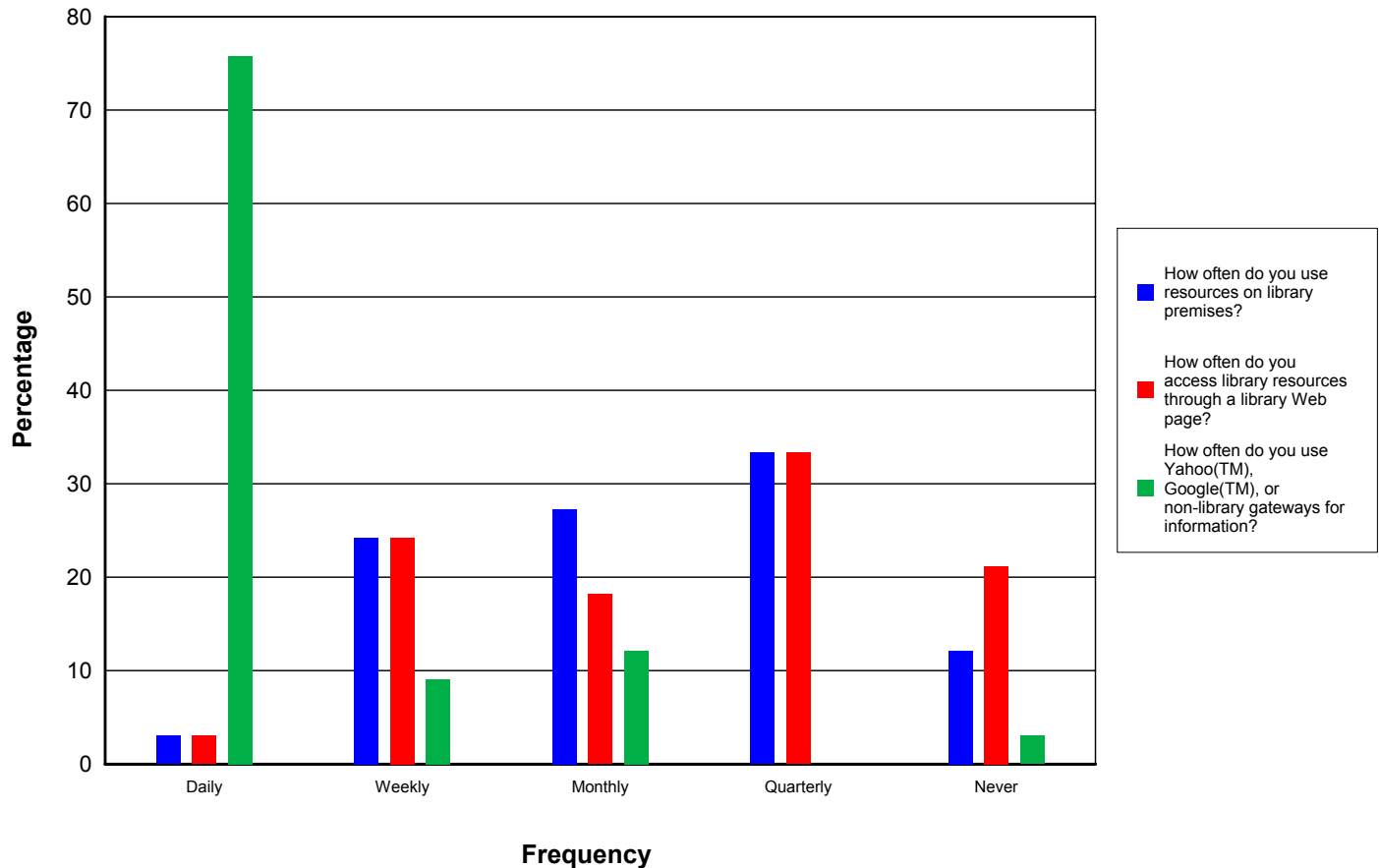
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.72	1.61	32
The library aids my advancement in my academic discipline.	6.75	1.59	32
The library enables me to be more efficient in my academic pursuits.	6.97	1.38	33
The library helps me distinguish between trustworthy and untrustworthy information.	6.38	1.58	32
The library provides me with the information skills I need in my work or study.	7.47	1.34	32

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

## 16.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1 3.03%	8 24.24%	9 27.27%	11 33.33%	4 12.12%	33 100.00%
How often do you access library resources through a library Web page?	1 3.03%	8 24.24%	6 18.18%	11 33.33%	7 21.21%	33 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	25 75.76%	3 9.09%	4 12.12%	0 0.00%	1 3.03%	33 100.00%

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



## 17 Academic Law Libraries Other Patrons Summary for ARL

### 17.1 Demographic Summary for Other Patrons

#### 17.1.1 Respondent Profile for Other Patrons 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	7	70.00%
31 - 45	3	30.00%
46 - 65	0	0.00%
Over 65	0	0.00%
<b>Total:</b>	<b>10</b>	<b>100.00%</b>

#### 17.1.2 Respondent Profile for Other Patrons by Sex

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

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

Sex	Respondents n	Respondents %
Male	8	80.00%
Female	2	20.00%
<b>Total:</b>	<b>10</b>	<b>100.00%</b>

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

### 17.1.3 Respondent Profile for Other Patrons by Day/Evening Student

This table shows a breakdown of survey respondents by day/evening student status. Both the number of respondents (n) and the percentage of the total number of respondents represented by each category are displayed.

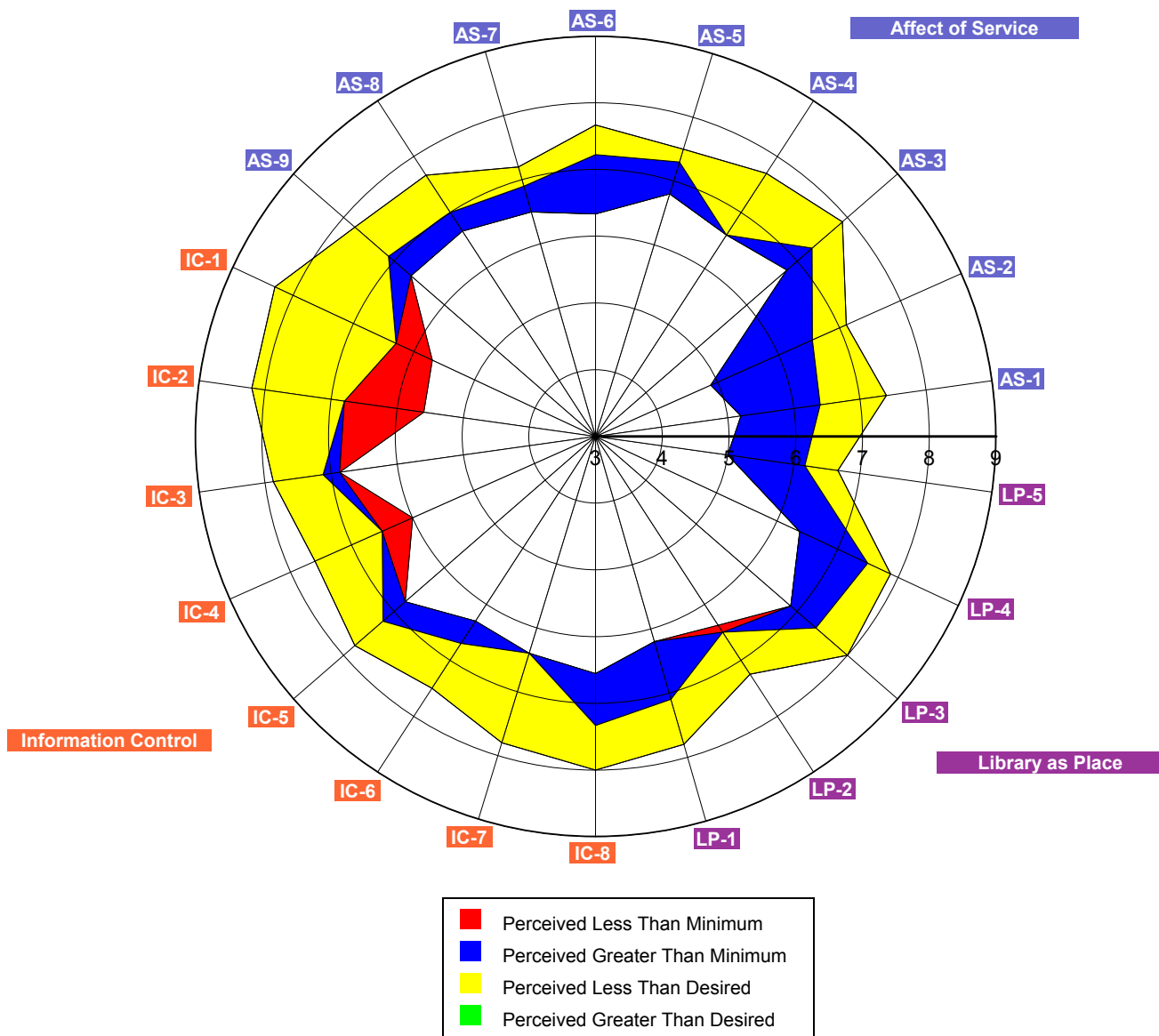
<b>Day/Evening Student</b>	<b>Respondents n</b>	<b>Respondents %</b>
Day	0	0.00%
Evening	1	10.00%
Does not apply / NA	9	90.00%
<b>Total:</b>	<b>10</b>	<b>100.00%</b>

## 17.2 Core Questions Summary for Other Patrons

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

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

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



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.20	7.40	6.40	1.20	-1.00	10
AS-2	Giving users individual attention	4.89	7.11	6.56	1.67	-0.56	9
AS-3	Employees who are consistently courteous	6.80	7.90	7.30	0.50	-0.60	10
AS-4	Readiness to respond to users' questions	6.60	7.70	6.60	0.00	-1.10	10
AS-5	Employees who have the knowledge to answer user questions	6.80	7.50	7.30	0.50	-0.20	10
AS-6	Employees who deal with users in a caring fashion	6.33	7.67	7.22	0.89	-0.44	9
AS-7	Employees who understand the needs of their users	6.50	7.20	6.90	0.40	-0.30	10
AS-8	Willingness to help users	6.67	7.67	7.00	0.33	-0.67	9
AS-9	Dependability in handling users' service problems	6.67	7.78	7.11	0.44	-0.67	9
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.30	8.30	5.70	-0.60	-2.60	10
IC-2	A library Web site enabling me to locate information on my own	6.80	8.20	5.60	-1.20	-2.60	10
IC-3	The printed library materials I need for my work	6.88	7.88	7.13	0.25	-0.75	8
IC-4	The electronic information resources I need	6.50	7.60	6.00	-0.50	-1.60	10
IC-5	Modern equipment that lets me easily access needed information	6.78	7.78	7.22	0.44	-0.56	9
IC-6	Easy-to-use access tools that allow me to find things on my own	6.30	7.50	6.70	0.40	-0.80	10
IC-7	Making information easily accessible for independent use	6.40	7.80	6.40	0.00	-1.40	10
IC-8	Print and/or electronic journal collections I require for my work	6.56	8.00	7.33	0.78	-0.67	9
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.20	7.80	7.10	0.90	-0.70	10
LP-2	Quiet space for individual activities	6.50	7.25	6.38	-0.13	-0.88	8
LP-3	A comfortable and inviting location	6.88	8.00	7.38	0.50	-0.63	8
LP-4	A getaway for study, learning, or research	6.38	7.88	7.50	1.13	-0.38	8
LP-5	Community space for group learning and group study	5.00	6.67	6.17	1.17	-0.50	6
<b>Overall:</b>		6.42	7.72	6.80	0.38	-0.91	10

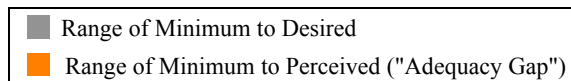
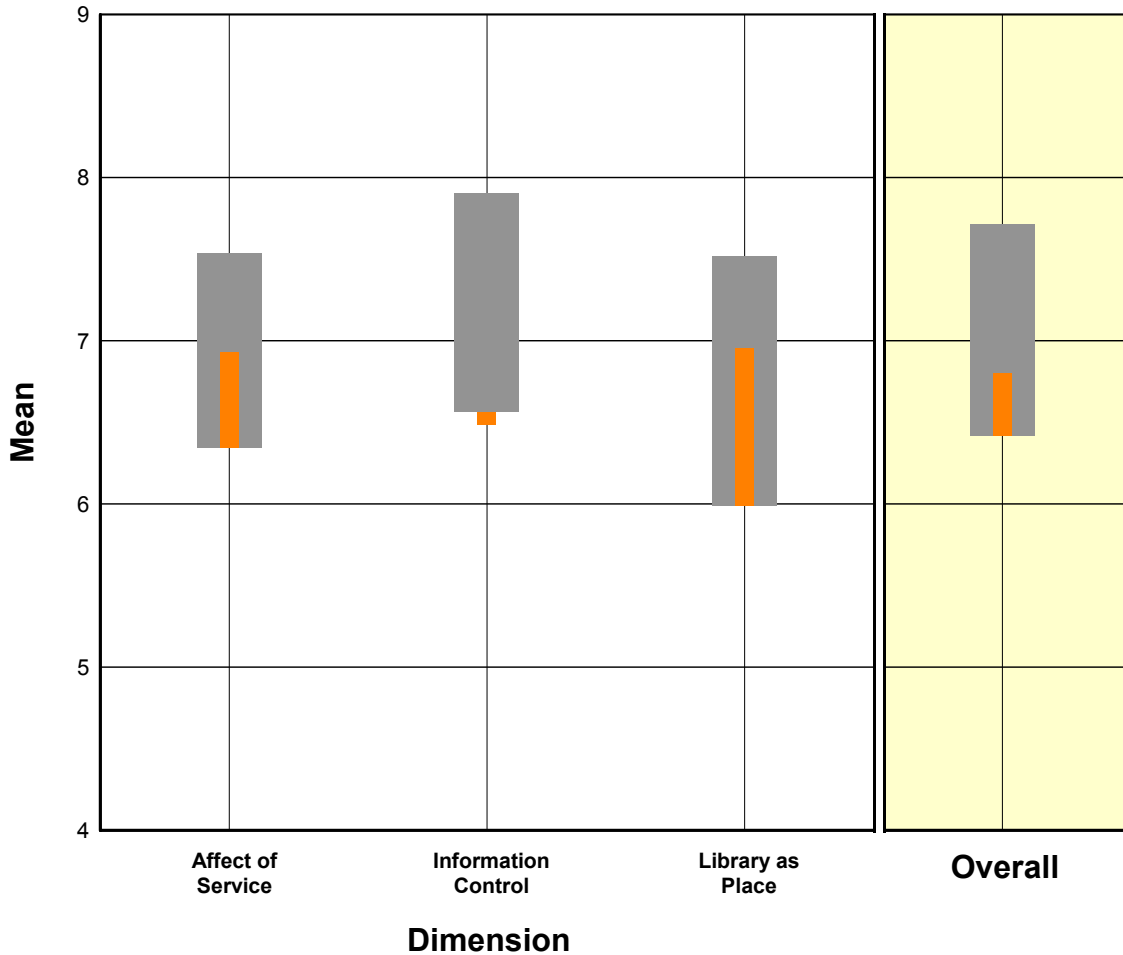
Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Other Patrons

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.25	1.78	1.51	1.03	1.56	10
AS-2	Giving users individual attention	2.09	2.32	1.42	1.00	1.81	9
AS-3	Employees who are consistently courteous	2.44	1.66	1.42	1.35	1.35	10
AS-4	Readiness to respond to users' questions	2.37	1.42	1.65	1.33	1.20	10
AS-5	Employees who have the knowledge to answer user questions	1.48	1.72	1.34	1.72	1.81	10
AS-6	Employees who deal with users in a caring fashion	2.18	1.73	1.30	2.03	2.01	9
AS-7	Employees who understand the needs of their users	2.07	1.81	1.37	1.65	1.57	10
AS-8	Willingness to help users	2.00	1.50	1.50	1.32	1.00	9
AS-9	Dependability in handling users' service problems	2.00	1.39	1.27	1.24	0.87	9
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	2.06	1.06	1.83	2.80	2.17	10
IC-2	A library Web site enabling me to locate information on my own	2.20	1.32	2.07	2.57	2.17	10
IC-3	The printed library materials I need for my work	2.30	1.36	1.46	1.83	1.28	8
IC-4	The electronic information resources I need	1.58	1.51	1.41	2.32	2.12	10
IC-5	Modern equipment that lets me easily access needed information	2.05	1.72	1.30	1.42	1.24	9
IC-6	Easy-to-use access tools that allow me to find things on my own	1.42	1.51	1.49	1.43	1.62	10
IC-7	Making information easily accessible for independent use	1.71	1.48	2.32	2.36	2.55	10
IC-8	Print and/or electronic journal collections I require for my work	1.74	1.73	1.12	1.48	2.06	9
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.20	1.48	1.45	1.60	1.83	10
LP-2	Quiet space for individual activities	1.51	1.58	1.51	0.83	1.81	8
LP-3	A comfortable and inviting location	1.55	1.20	1.77	1.69	2.00	8
LP-4	A getaway for study, learning, or research	2.07	1.46	1.20	1.96	1.77	8
LP-5	Community space for group learning and group study	1.10	1.03	1.17	1.94	1.87	6
<b>Overall:</b>		1.73	1.28	0.89	1.19	1.09	10

Language: American English  
Institution Type: Academic Law  
Consortium: ARL  
User Group: Other Patrons

### 17.3 Core Question Dimensions Summary for Other Patrons

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



Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

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	6.35	7.54	6.93	0.59	-0.61	10
Information Control	6.57	7.91	6.49	-0.08	-1.42	10
Library as Place	5.99	7.52	6.96	0.97	-0.57	10
<b>Overall:</b>	6.42	7.72	6.80	0.38	-0.91	10

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	1.93	1.48	1.15	1.22	1.02	10
Information Control	1.68	1.30	1.02	1.53	1.42	10
Library as Place	1.88	1.38	1.18	1.49	1.70	10
<b>Overall:</b>	1.73	1.28	0.89	1.19	1.09	10

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

## 17.4 Local Questions Summary for Other Patrons

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	9.00	9.00	7.00	-2.00	-2.00	1
Providing help when and where I need it	7.00	5.00	6.00	-1.00	1.00	1
Teaching me how to access, evaluate, and use information	5.00	2.00	4.00	-1.00	2.00	1
Making me aware of library resources and services	5.25	7.13	4.63	-0.63	-2.50	8
Teaching me how to locate, evaluate, and use information	6.11	7.67	6.67	0.56	-1.00	9
Efficient interlibrary loan / document delivery	6.63	7.88	6.50	-0.13	-1.38	8
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.88	7.25	6.38	0.50	-0.88	8
Convenient service hours	6.67	7.89	7.89	1.22	0.00	9

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons



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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges						1
Providing help when and where I need it						1
Teaching me how to access, evaluate, and use information						1
Making me aware of library resources and services	2.19	1.96	2.13	2.56	2.00	8
Teaching me how to locate, evaluate, and use information	1.45	1.50	1.41	1.01	1.94	9
Efficient interlibrary loan / document delivery	1.85	0.99	1.31	2.03	1.60	8
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.17	1.75	1.41	2.07	1.55	8
Convenient service hours	1.94	1.17	1.17	1.39	1.00	9

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

## 17.5 General Satisfaction Questions Summary for Other Patrons

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	6.70	1.49	10
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.50	1.18	10
How would you rate the overall quality of the service provided by the library?	6.90	0.99	10

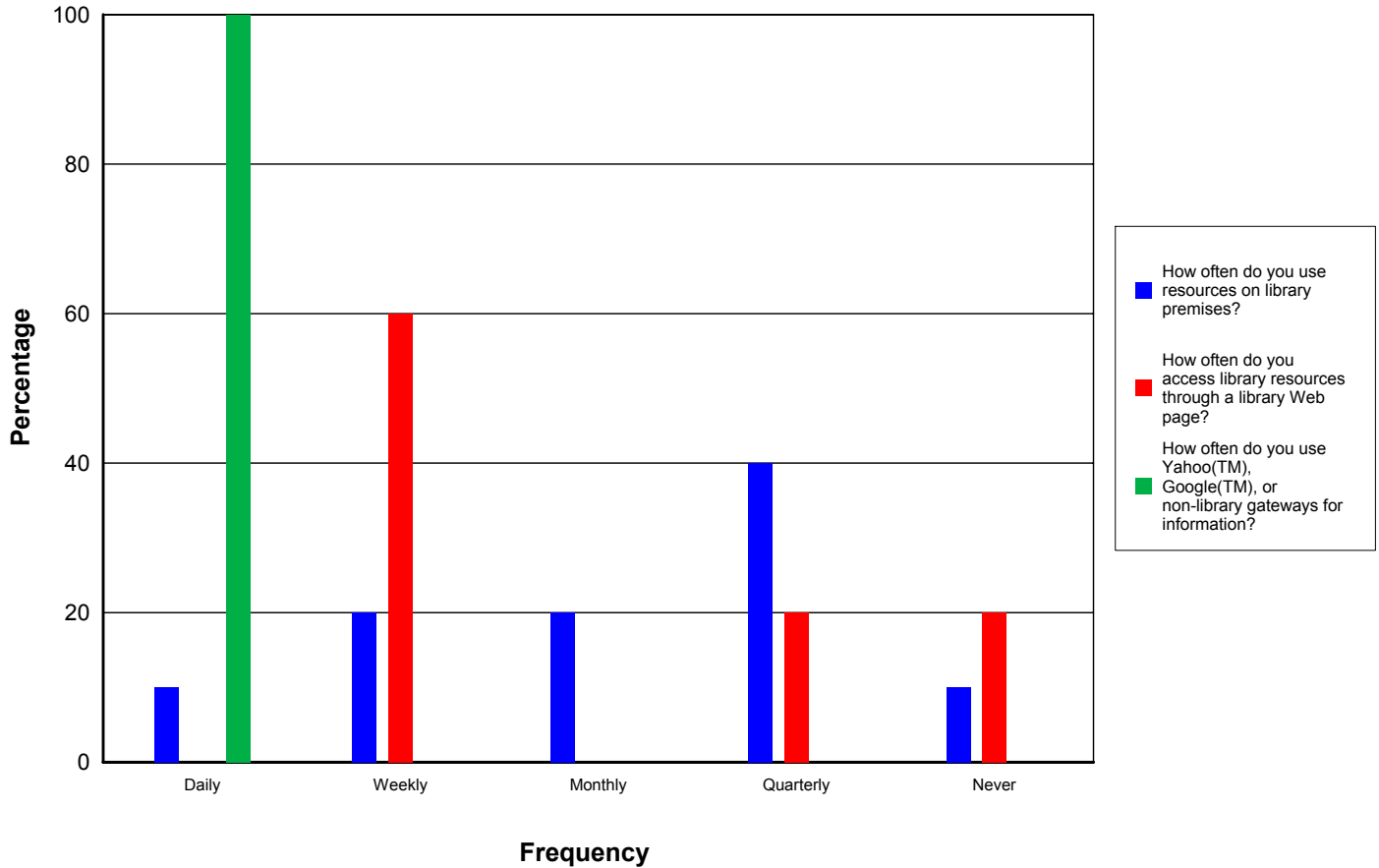
## 17.6 Information Literacy Outcomes Questions Summary for Other Patrons

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.	5.50	1.51	10
The library aids my advancement in my academic discipline.	6.10	1.37	10
The library enables me to be more efficient in my academic pursuits.	6.30	1.25	10
The library helps me distinguish between trustworthy and untrustworthy information.	5.50	1.58	10
The library provides me with the information skills I need in my work or study.	6.20	1.55	10

### 17.7 Library Use Summary for Other Patrons

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 10.00%	2 20.00%	2 20.00%	4 40.00%	1 10.00%	10 100.00%
How often do you access library resources through a library Web page?	0 0.00%	6 60.00%	0 0.00%	2 20.00%	2 20.00%	10 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	10 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	10 100.00%

Language: American English  
 Institution Type: Academic Law  
 Consortium: ARL  
 User Group: Other Patrons

## 18 College or University Libraries Demographic Summary for ARL

### 18.1 Respondents by User Group

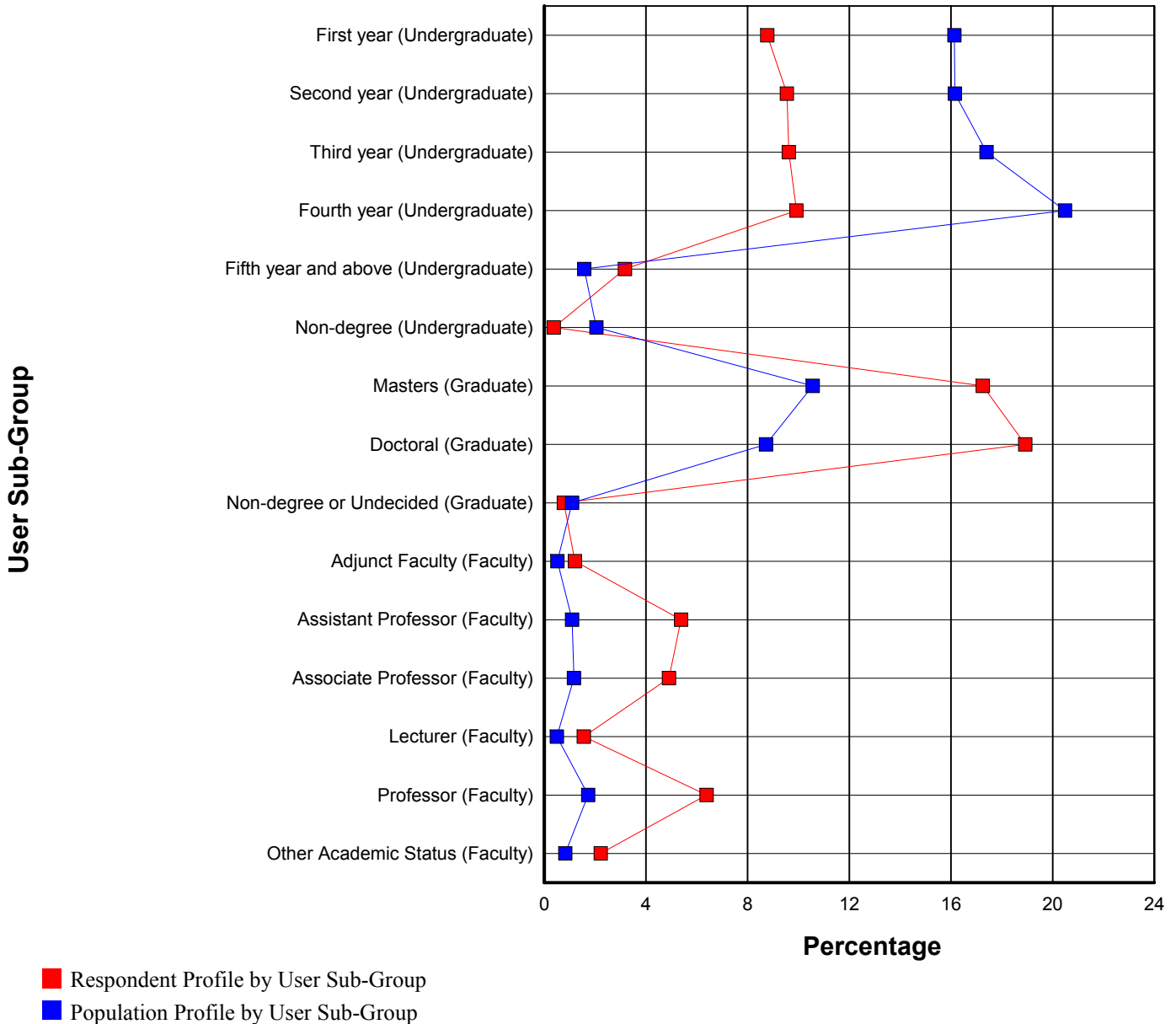
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	2,191	8.17%
Second year	2,384	8.89%
Third year	2,403	8.96%
Fourth year	2,478	9.24%
Fifth year and above	793	2.96%
Non-degree	93	0.35%
<b>Sub Total:</b>	<b>10,342</b>	<b>38.56%</b>
<b>Graduate</b>		
Masters	4,309	16.07%
Doctoral	4,726	17.62%
Non-degree or Undecided	193	0.72%
<b>Sub Total:</b>	<b>9,228</b>	<b>34.41%</b>
<b>Faculty</b>		
Adjunct Faculty	301	1.12%
Assistant Professor	1,344	5.01%
Associate Professor	1,226	4.57%
Lecturer	389	1.45%
Professor	1,595	5.95%
Other Academic Status	555	2.07%
<b>Sub Total:</b>	<b>5,410</b>	<b>20.17%</b>
<b>Library Staff</b>		
Administrator	33	0.12%
Manager, Head of Unit	79	0.29%
Public Services	233	0.87%
Systems	21	0.08%
Technical Services	93	0.35%
Other	102	0.38%
<b>Sub Total:</b>	<b>561</b>	<b>2.09%</b>
<b>Staff</b>		
Research Staff	409	1.52%
Other staff positions	871	3.25%
<b>Sub Total:</b>	<b>1,280</b>	<b>4.77%</b>
<b>Total:</b>	<b>26,821</b>	<b>100.00%</b>

## 18.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	172,446	16.13%	2,191	8.77%	7.36%
Second year (Undergraduate)	172,653	16.15%	2,384	9.54%	6.61%
Third year (Undergraduate)	185,965	17.40%	2,403	9.62%	7.78%
Fourth year (Undergraduate)	218,978	20.49%	2,478	9.92%	10.57%
Fifth year and above (Undergraduate)	16,800	1.57%	793	3.17%	-1.60%
Non-degree (Undergraduate)	21,931	2.05%	93	0.37%	1.68%
Masters (Graduate)	112,870	10.56%	4,309	17.25%	-6.69%
Doctoral (Graduate)	93,242	8.72%	4,726	18.92%	-10.20%
Non-degree or Undecided (Graduate)	11,692	1.09%	193	0.77%	0.32%
Adjunct Faculty (Faculty)	5,523	0.52%	301	1.20%	-0.69%
Assistant Professor (Faculty)	11,716	1.10%	1,344	5.38%	-4.28%
Associate Professor (Faculty)	12,513	1.17%	1,226	4.91%	-3.74%
Lecturer (Faculty)	5,296	0.50%	389	1.56%	-1.06%
Professor (Faculty)	18,460	1.73%	1,595	6.39%	-4.66%
Other Academic Status (Faculty)	8,826	0.83%	555	2.22%	-1.40%
<b>Total:</b>	<b>1,068,911</b>	<b>100.00%</b>	<b>24,980</b>	<b>100.00%</b>	<b>0.00%</b>

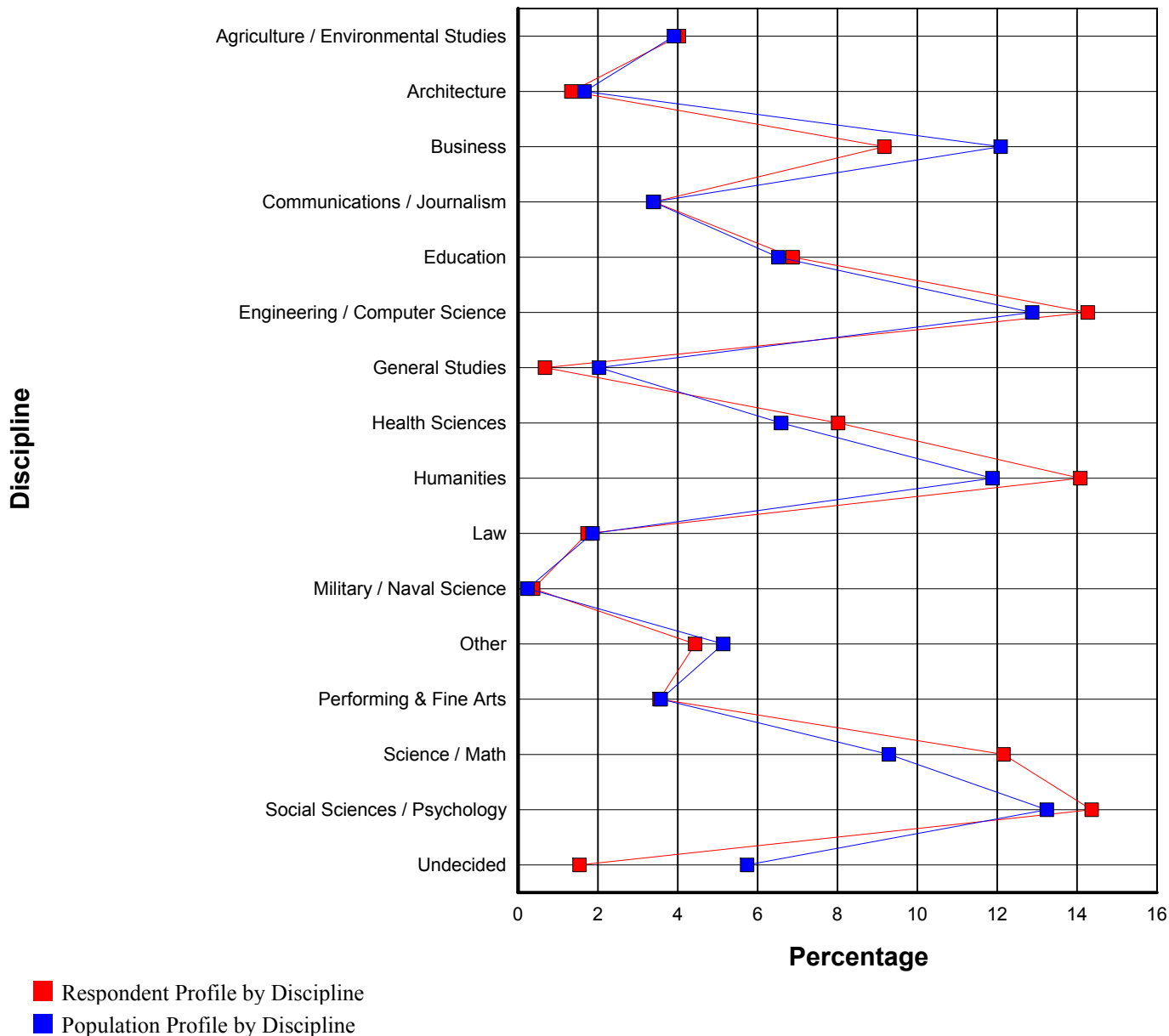
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff, Staff, Non-Staff, Other Patrons)

### 18.3 Population and Respondent Profiles by Standard Discipline

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

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	41,356	3.90%	1,005	4.03%	-0.12%
Architecture	17,611	1.66%	333	1.33%	0.33%
Business	128,015	12.09%	2,290	9.17%	2.91%
Communications / Journalism	35,817	3.38%	849	3.40%	-0.02%
Education	69,016	6.52%	1,717	6.88%	-0.36%
Engineering / Computer Science	136,383	12.88%	3,562	14.27%	-1.39%
General Studies	21,482	2.03%	168	0.67%	1.36%
Health Sciences	69,786	6.59%	2,001	8.02%	-1.43%
Humanities	125,860	11.88%	3,515	14.08%	-2.20%
Law	19,750	1.86%	434	1.74%	0.13%
Military / Naval Science	2,488	0.23%	94	0.38%	-0.14%
Other	54,421	5.14%	1,107	4.43%	0.70%
Performing & Fine Arts	37,835	3.57%	884	3.54%	0.03%
Science / Math	98,350	9.29%	3,035	12.16%	-2.87%
Social Sciences / Psychology	140,264	13.24%	3,586	14.36%	-1.12%
Undecided	60,747	5.74%	384	1.54%	4.20%
<b>Total:</b>	<b>1,059,181</b>	<b>100.00%</b>	<b>24,964</b>	<b>100.00%</b>	<b>0.00%</b>

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



## 18.4 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	45	0.17%
18 - 22	8,662	33.00%
23 - 30	7,295	27.79%
31 - 45	5,578	21.25%
46 - 65	4,285	16.33%
Over 65	383	1.46%
<b>Total:</b>	<b>26,248</b>	<b>100.00%</b>

## 18.5 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	515,590	49.53%	12,176	46.43%
Female	525,461	50.47%	14,046	53.57%
<b>Total:</b>	<b>1,041,051</b>	<b>100.00%</b>	<b>26,222</b>	<b>100.00%</b>

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

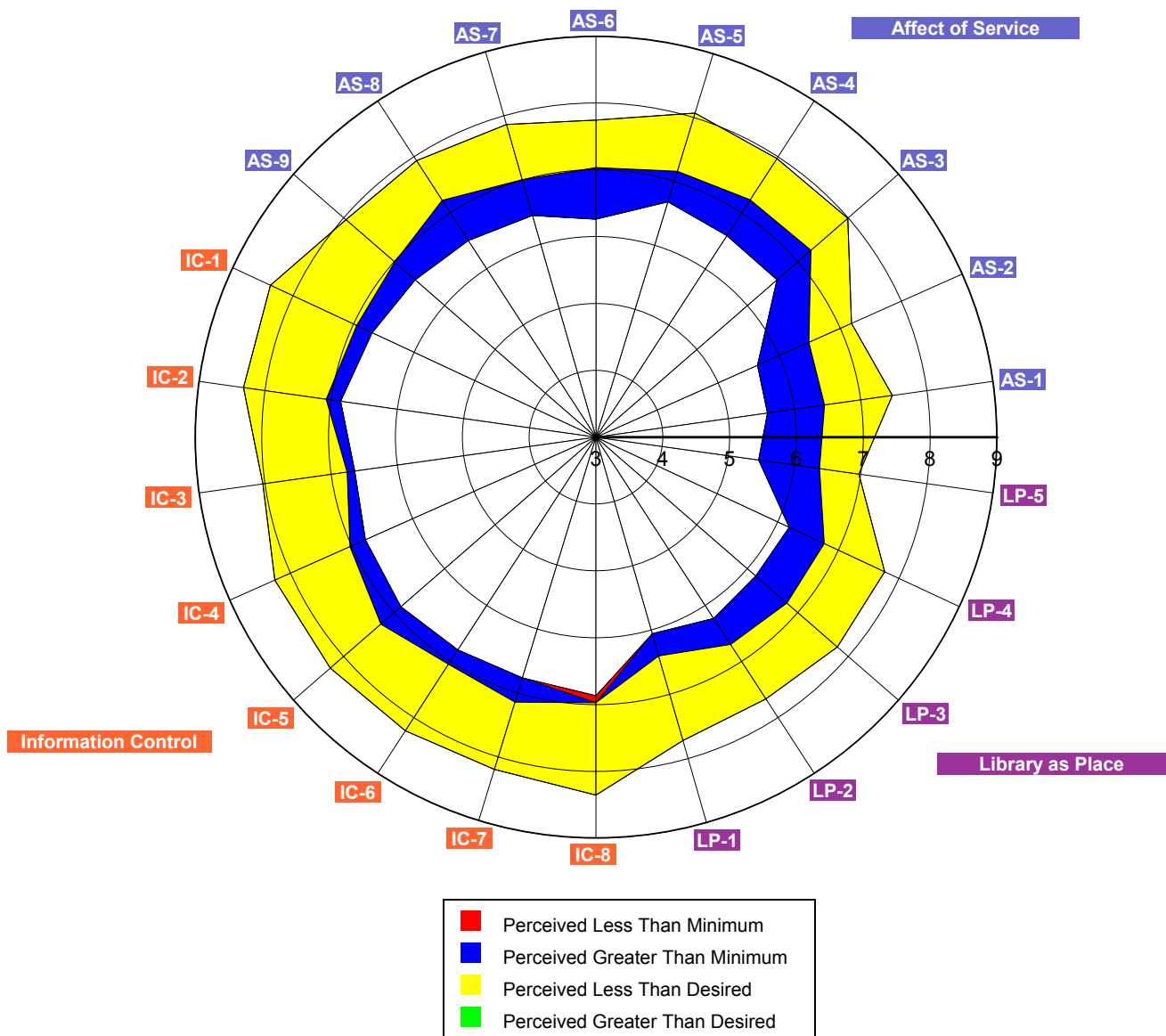
# 19 College or University Libraries Survey Item Summary for ARL

## 19.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.59	7.48	6.45	0.86	-1.02	24,458
AS-2	Giving users individual attention	5.65	7.18	6.49	0.84	-0.70	24,923
AS-3	Employees who are consistently courteous	6.59	7.99	7.26	0.67	-0.73	25,627
AS-4	Readiness to respond to users' questions	6.60	7.97	7.23	0.64	-0.74	24,973
AS-5	Employees who have the knowledge to answer user questions	6.68	8.07	7.16	0.48	-0.91	24,872
AS-6	Employees who deal with users in a caring fashion	6.26	7.74	7.03	0.77	-0.71	24,740
AS-7	Employees who understand the needs of their users	6.45	7.86	7.01	0.56	-0.86	24,397
AS-8	Willingness to help users	6.51	7.93	7.22	0.72	-0.71	24,760
AS-9	Dependability in handling users' service problems	6.59	7.96	6.99	0.40	-0.97	22,095
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.70	8.37	6.95	0.25	-1.42	25,557
IC-2	A library Web site enabling me to locate information on my own	6.86	8.33	7.08	0.22	-1.25	25,924
IC-3	The printed library materials I need for my work	6.65	8.03	6.76	0.11	-1.27	24,295
IC-4	The electronic information resources I need	6.78	8.26	7.03	0.25	-1.23	25,644
IC-5	Modern equipment that lets me easily access needed information	6.87	8.27	7.26	0.39	-1.00	25,532
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	8.24	7.05	0.26	-1.18	25,683
IC-7	Making information easily accessible for independent use	6.77	8.20	7.15	0.38	-1.05	25,247
IC-8	Print and/or electronic journal collections I require for my work	6.97	8.36	6.87	-0.10	-1.49	24,420
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.06	7.72	6.40	0.35	-1.32	24,978
LP-2	Quiet space for individual activities	6.23	7.67	6.70	0.46	-0.97	24,254
LP-3	A comfortable and inviting location	6.17	7.79	6.78	0.62	-1.00	25,234
LP-4	A getaway for study, learning, or research	6.19	7.77	6.77	0.58	-1.00	24,239
LP-5	Community space for group learning and group study	5.46	6.97	6.38	0.92	-0.59	21,167
<b>Overall:</b>		6.44	7.93	6.92	0.47	-1.01	26,260

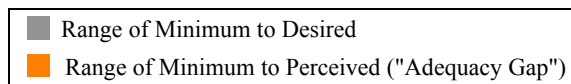
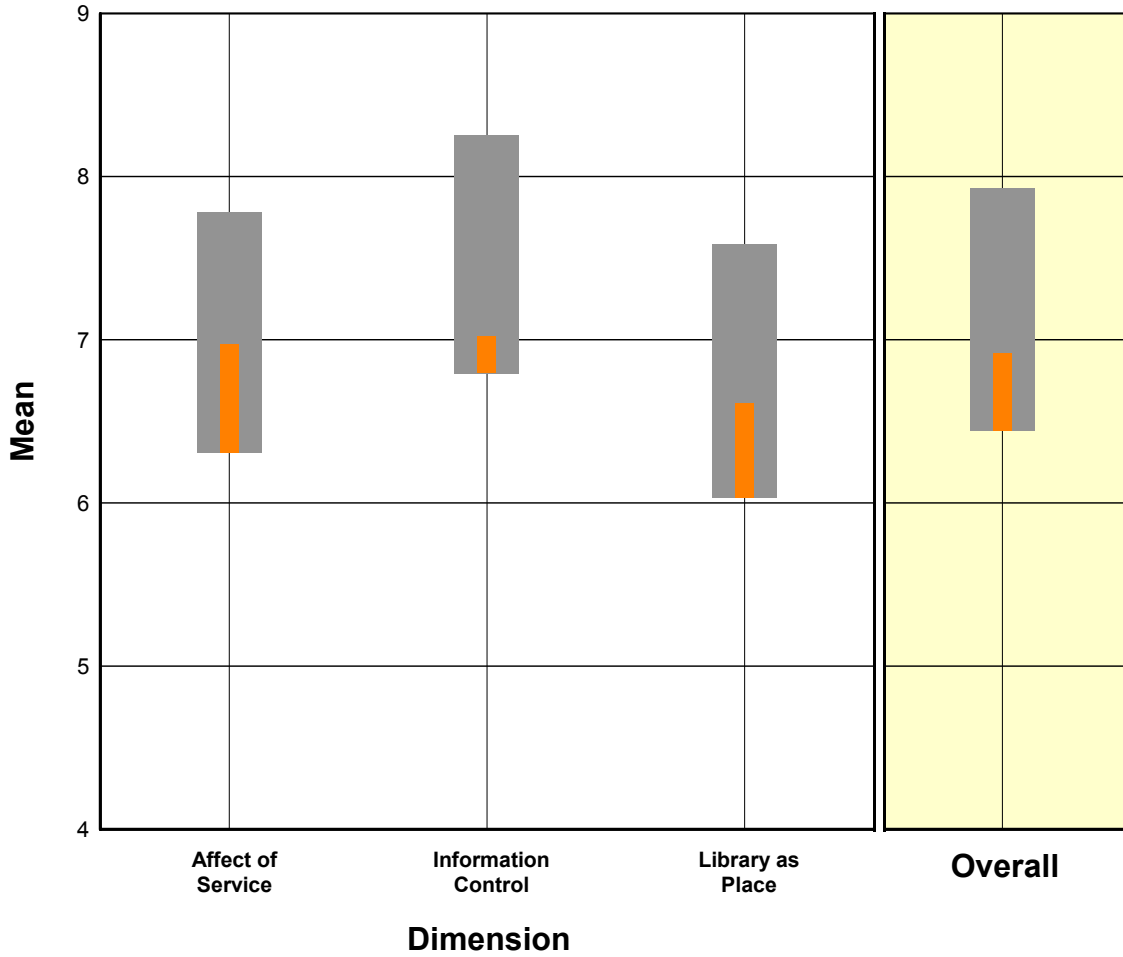
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.84	1.59	1.70	1.93	1.81	24,458
AS-2	Giving users individual attention	1.97	1.74	1.80	1.93	1.80	24,923
AS-3	Employees who are consistently courteous	1.84	1.37	1.63	2.01	1.76	25,627
AS-4	Readiness to respond to users' questions	1.69	1.29	1.54	1.80	1.57	24,973
AS-5	Employees who have the knowledge to answer user questions	1.70	1.27	1.55	1.86	1.64	24,872
AS-6	Employees who deal with users in a caring fashion	1.87	1.48	1.59	1.90	1.70	24,740
AS-7	Employees who understand the needs of their users	1.77	1.38	1.56	1.87	1.64	24,397
AS-8	Willingness to help users	1.77	1.34	1.53	1.82	1.57	24,760
AS-9	Dependability in handling users' service problems	1.70	1.34	1.61	1.90	1.70	22,095
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.78	1.14	1.76	2.17	1.88	25,557
IC-2	A library Web site enabling me to locate information on my own	1.67	1.13	1.62	1.99	1.71	25,924
IC-3	The printed library materials I need for my work	1.72	1.36	1.66	2.05	1.86	24,295
IC-4	The electronic information resources I need	1.64	1.15	1.49	1.95	1.66	25,644
IC-5	Modern equipment that lets me easily access needed information	1.63	1.13	1.46	1.84	1.55	25,532
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	1.14	1.48	1.90	1.60	25,683
IC-7	Making information easily accessible for independent use	1.61	1.15	1.44	1.83	1.55	25,247
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.14	1.68	2.18	1.86	24,420
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.94	1.65	1.90	2.39	2.30	24,978
LP-2	Quiet space for individual activities	2.00	1.71	1.82	2.37	2.20	24,254
LP-3	A comfortable and inviting location	1.88	1.50	1.80	2.22	2.04	25,234
LP-4	A getaway for study, learning, or research	1.97	1.65	1.72	2.19	2.02	24,239
LP-5	Community space for group learning and group study	2.21	2.11	1.87	2.41	2.36	21,167
<b>Overall:</b>		1.34	0.92	1.15	1.44	1.19	26,260

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

## 19.2 Core Question Dimensions Summary

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



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

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

<b>Dimension</b>	<b>Minimum Mean</b>	<b>Desired Mean</b>	<b>Perceived Mean</b>	<b>Adequacy Mean</b>	<b>Superiority Mean</b>	<b>n</b>
Affect of Service	6.30	7.78	6.97	0.67	-0.81	26,193
Information Control	6.79	8.25	7.02	0.23	-1.23	26,258
Library as Place	6.03	7.59	6.61	0.58	-0.98	25,902
<b>Overall:</b>	6.44	7.93	6.92	0.47	-1.01	26,260

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.

<b>Dimension</b>	<b>Minimum SD</b>	<b>Desired SD</b>	<b>Perceived SD</b>	<b>Adequacy SD</b>	<b>Superiority SD</b>	<b>n</b>
Affect of Service	1.50	1.12	1.33	1.54	1.34	26,193
Information Control	1.36	0.87	1.20	1.56	1.27	26,258
Library as Place	1.68	1.40	1.50	1.89	1.75	25,902
<b>Overall:</b>	1.34	0.92	1.15	1.44	1.19	26,260

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

### 19.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.74	7.55	6.68	0.94	-0.87	1,562
Ease of using library's online article indexes	6.43	8.04	6.40	-0.03	-1.64	415
Availability of online help when using my library's electronic resources	6.01	7.53	6.38	0.37	-1.15	5,751
An environment that facilitates group study and problem solving	5.25	6.62	6.15	0.90	-0.47	1,494
Ease of use of electronic resources	6.71	8.15	6.93	0.22	-1.22	904
Providing help when and where I need it	6.29	7.93	6.74	0.46	-1.18	5,360
Teaching me how to access, evaluate, and use information	5.66	7.20	6.29	0.63	-0.92	5,212
Library orientations / instruction sessions	4.91	6.39	6.47	1.56	0.08	816
Online course support (readings, links, references)	6.06	7.60	6.58	0.52	-1.03	1,007
Collections of online full-text articles sufficient to meet my needs	6.66	8.28	6.28	-0.38	-2.01	1,478
Electronic resources matching my information needs	6.72	8.18	6.91	0.19	-1.27	1,006
Access to rare and historical materials	5.32	6.94	6.28	0.96	-0.66	1,525
Contribution to the intellectual atmosphere of the campus	6.52	7.90	6.78	0.26	-1.12	1,388
Ready access to computers / Internet / software	6.89	8.13	6.72	-0.17	-1.41	1,176
Using the library for recreation and popular materials	5.07	6.36	6.28	1.21	-0.08	1,877
Using the library for research	7.23	8.37	7.35	0.12	-1.02	3,329
Library keeping me informed about all of its services	5.61	7.05	5.93	0.33	-1.12	2,351
Timely fulfillment of reserve requests / holds	6.56	8.13	7.17	0.60	-0.96	369
The multimedia (CD / DVD / video / audio) collections I need	5.48	7.12	5.99	0.51	-1.12	2,177
Access to photocopying and printing facilities	6.25	7.86	6.42	0.16	-1.44	3,535
The main texts and readings I need for my work	6.96	8.21	6.71	-0.25	-1.49	424
Instruction in library use, when needed	6.27	7.62	7.22	0.95	-0.40	882
Availability of subject specialist assistance	5.65	7.30	6.36	0.71	-0.94	4,892
Helpfulness in dealing with users' IT problems	6.48	7.77	6.82	0.34	-0.95	2,582
Informing me of useful library services	5.65	7.11	6.30	0.66	-0.81	1,251
Personalization features in the electronic library	5.13	6.55	5.87	0.73	-0.68	476
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.27	7.59	7.16	0.89	-0.43	2,021
Providing reliable access to resources when and where I need them	6.95	8.39	6.72	-0.23	-1.66	1,168

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.02	7.50	5.65	-0.38	-1.86	486
A library environment that is hospitable and conducive to finding and using information	6.67	8.02	7.13	0.46	-0.89	1,594
Making me aware of library resources and services	5.78	7.43	6.31	0.53	-1.12	5,210
Teaching me how to locate, evaluate, and use information	5.90	7.45	6.80	0.90	-0.65	5,877
Efficient interlibrary loan / document delivery	6.43	7.92	7.23	0.80	-0.69	4,748
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.70	7.46	6.90	1.20	-0.56	691
Convenient service hours	6.71	8.15	7.21	0.50	-0.94	7,184
Ability to navigate library Web pages easily	6.78	8.29	7.00	0.22	-1.29	6,015
A secure and safe place	7.31	8.29	7.50	0.19	-0.79	3,288
Access to archives, special collections	5.98	7.65	6.66	0.68	-0.99	929
Accuracy in the catalog, borrowing, and overdue records	6.89	8.11	7.11	0.22	-1.00	1,580
Browsing library materials in the stacks	6.12	7.94	6.86	0.75	-1.07	809
Convenient access to library collections	7.11	8.22	6.78	-0.33	-1.44	628
Convenient business hours	6.98	8.21	7.11	0.13	-1.10	1,084
Enabling me to find information myself 24 hours a day	6.74	8.26	6.66	-0.08	-1.61	1,472
Facilitating self-directed research	6.55	8.04	6.94	0.39	-1.09	368
Improving library-use skills as a by-product of seeking assistance from library staff	5.46	7.19	6.36	0.89	-0.83	620
Interdisciplinary library needs being addressed	6.20	7.75	6.14	-0.06	-1.61	333
Keeping users informed about when services will be performed	5.75	7.40	6.45	0.69	-0.96	779
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.16	7.85	6.51	0.34	-1.35	231
Library materials being available for browsing in open stacks	6.09	7.57	6.79	0.70	-0.78	775
Performing services right the first time	6.77	8.10	7.49	0.72	-0.61	638
Providing direction to self-navigate the library	6.50	8.17	6.33	-0.17	-1.84	243
Resources added to library collections on request	6.38	7.88	6.19	-0.19	-1.68	375
Space that facilitates quiet study	6.22	7.77	6.96	0.74	-0.81	1,277
Teaching me to find library resources myself	6.03	7.49	6.52	0.49	-0.97	319
Timely document delivery / interlibrary loan	6.73	8.14	6.99	0.26	-1.15	2,571
Space for students to study and work in groups	5.42	7.03	6.45	1.03	-0.58	1,153

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



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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	2.02	1.73	1.79	2.13	1.93	1,562
Ease of using library's online article indexes	1.66	1.31	1.71	1.93	1.89	415
Availability of online help when using my library's electronic resources	1.89	1.63	1.79	2.09	1.99	5,751
An environment that facilitates group study and problem solving	2.14	2.17	1.75	2.14	2.21	1,494
Ease of use of electronic resources	1.64	1.23	1.57	2.02	1.76	904
Providing help when and where I need it	1.69	1.32	1.62	1.91	1.72	5,360
Teaching me how to access, evaluate, and use information	2.05	1.88	1.81	2.11	2.04	5,212
Library orientations / instruction sessions	2.23	2.26	1.87	2.10	2.08	816
Online course support (readings, links, references)	1.88	1.60	1.69	2.01	1.84	1,007
Collections of online full-text articles sufficient to meet my needs	1.67	1.19	1.66	2.16	1.95	1,478
Electronic resources matching my information needs	1.69	1.26	1.55	2.01	1.78	1,006
Access to rare and historical materials	2.17	2.01	1.81	2.37	2.23	1,525
Contribution to the intellectual atmosphere of the campus	1.86	1.44	1.76	1.99	1.82	1,388
Ready access to computers / Internet / software	1.75	1.35	1.92	2.32	2.09	1,176
Using the library for recreation and popular materials	2.20	2.21	1.85	2.20	2.18	1,877
Using the library for research	1.69	1.15	1.64	1.99	1.70	3,329
Library keeping me informed about all of its services	2.00	1.80	1.82	2.18	2.12	2,351
Timely fulfillment of reserve requests / holds	1.67	1.16	1.52	1.90	1.59	369
The multimedia (CD / DVD / video / audio) collections I need	2.16	1.99	1.91	2.44	2.38	2,177
Access to photocopying and printing facilities	1.85	1.48	1.86	2.32	2.14	3,535
The main texts and readings I need for my work	1.61	1.25	1.62	1.87	1.76	424
Instruction in library use, when needed	1.93	1.66	1.52	2.03	1.75	882
Availability of subject specialist assistance	1.95	1.73	1.80	2.04	1.95	4,892
Helpfulness in dealing with users' IT problems	1.86	1.57	1.73	2.03	1.90	2,582
Informing me of useful library services	1.93	1.73	1.70	2.07	1.95	1,251
Personalization features in the electronic library	2.02	1.96	1.78	1.83	1.77	476
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.09	1.74	1.83	2.18	1.98	2,021
Providing reliable access to resources when and where I need them	1.67	1.10	1.80	2.27	1.96	1,168

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.04	1.76	2.00	2.43	2.37	486
A library environment that is hospitable and conducive to finding and using information	1.73	1.31	1.55	1.87	1.68	1,594
Making me aware of library resources and services	1.88	1.60	1.75	2.09	1.99	5,210
Teaching me how to locate, evaluate, and use information	2.00	1.72	1.62	2.01	1.84	5,877
Efficient interlibrary loan / document delivery	1.89	1.48	1.65	2.05	1.78	4,748
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.05	1.79	1.55	2.18	2.03	691
Convenient service hours	1.74	1.29	1.66	2.14	1.87	7,184
Ability to navigate library Web pages easily	1.65	1.12	1.58	2.02	1.71	6,015
A secure and safe place	1.85	1.35	1.58	2.00	1.72	3,288
Access to archives, special collections	2.03	1.70	1.81	2.23	1.99	929
Accuracy in the catalog, borrowing, and overdue records	1.84	1.37	1.72	2.12	1.87	1,580
Browsing library materials in the stacks	2.03	1.54	1.81	2.30	1.99	809
Convenient access to library collections	1.59	1.13	1.79	2.09	1.93	628
Convenient business hours	1.60	1.16	1.66	2.14	1.86	1,084
Enabling me to find information myself 24 hours a day	1.83	1.25	1.76	2.25	1.92	1,472
Facilitating self-directed research	1.76	1.42	1.49	1.76	1.56	368
Improving library-use skills as a by-product of seeking assistance from library staff	1.96	1.80	1.66	1.93	1.74	620
Interdisciplinary library needs being addressed	1.81	1.54	1.80	2.23	2.01	333
Keeping users informed about when services will be performed	1.99	1.66	1.82	2.20	1.99	779
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.87	1.37	1.78	2.18	1.98	231
Library materials being available for browsing in open stacks	1.88	1.67	1.62	1.90	1.73	775
Performing services right the first time	1.74	1.24	1.28	1.72	1.33	638
Providing direction to self-navigate the library	1.69	1.30	1.78	2.28	2.10	243
Resources added to library collections on request	1.79	1.43	1.80	2.21	2.04	375
Space that facilitates quiet study	2.00	1.65	1.73	2.24	2.04	1,277
Teaching me to find library resources myself	1.99	1.82	1.71	2.09	2.11	319
Timely document delivery / interlibrary loan	1.71	1.30	1.74	2.11	1.82	2,571
Space for students to study and work in groups	2.18	2.10	1.84	2.37	2.28	1,153

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

## 19.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.31	1.59	26,256
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.88	1.73	26,253
How would you rate the overall quality of the service provided by the library?	7.08	1.44	26,259

## 19.5 Information Literacy Outcomes Questions Summary

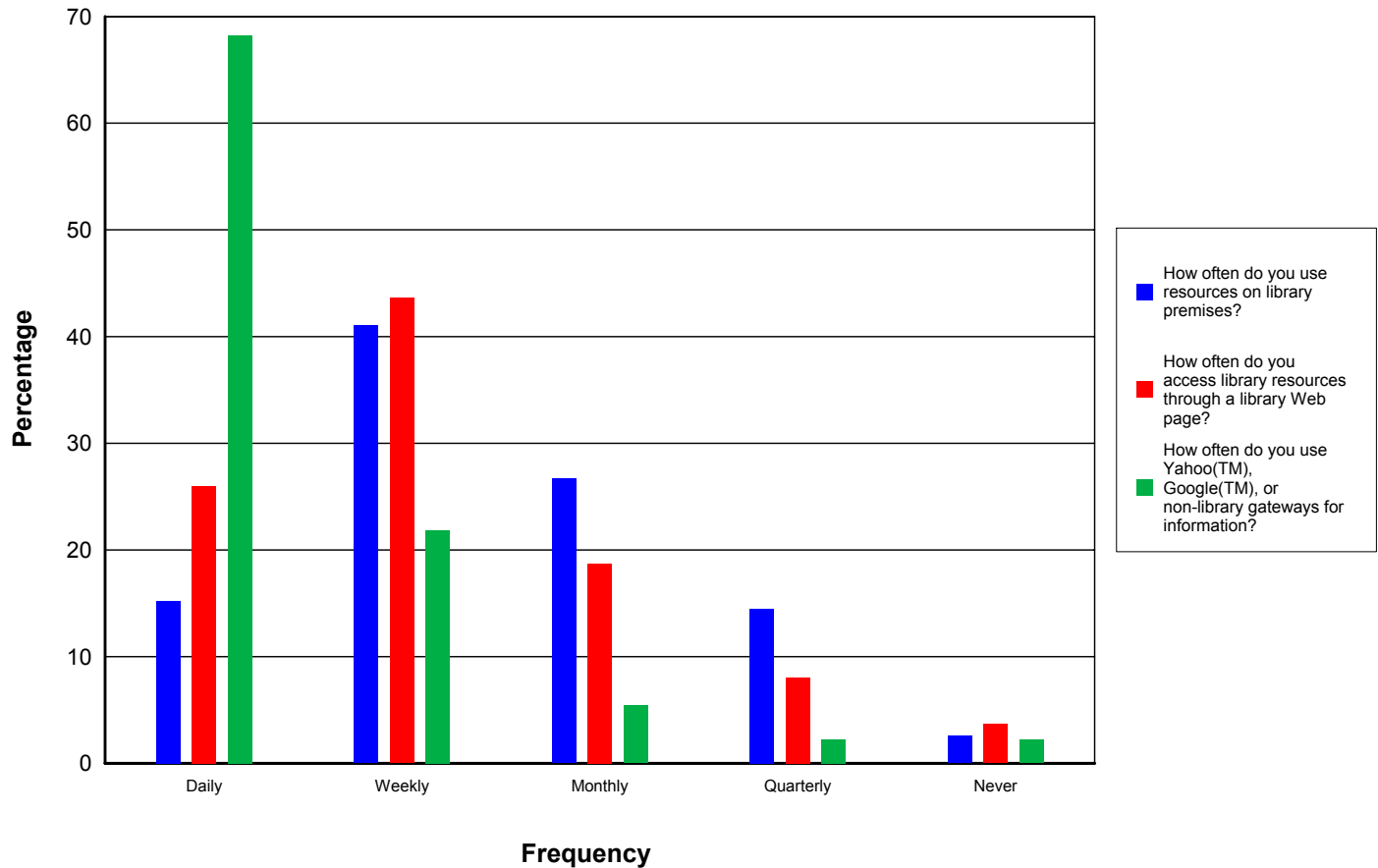
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.04	1.92	26,257
The library aids my advancement in my academic discipline.	6.78	1.74	26,253
The library enables me to be more efficient in my academic pursuits.	6.88	1.73	26,253
The library helps me distinguish between trustworthy and untrustworthy information.	5.62	1.99	26,252
The library provides me with the information skills I need in my work or study.	6.20	1.86	26,246

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

## 19.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	4,002 15.24%	10,776 41.04%	7,006 26.68%	3,797 14.46%	675 2.57%	26,256 100.00%
How often do you access library resources through a library Web page?	6,828 26.01%	11,450 43.62%	4,910 18.70%	2,104 8.01%	960 3.66%	26,252 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	17,917 68.26%	5,738 21.86%	1,422 5.42%	592 2.26%	578 2.20%	26,247 100.00%

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

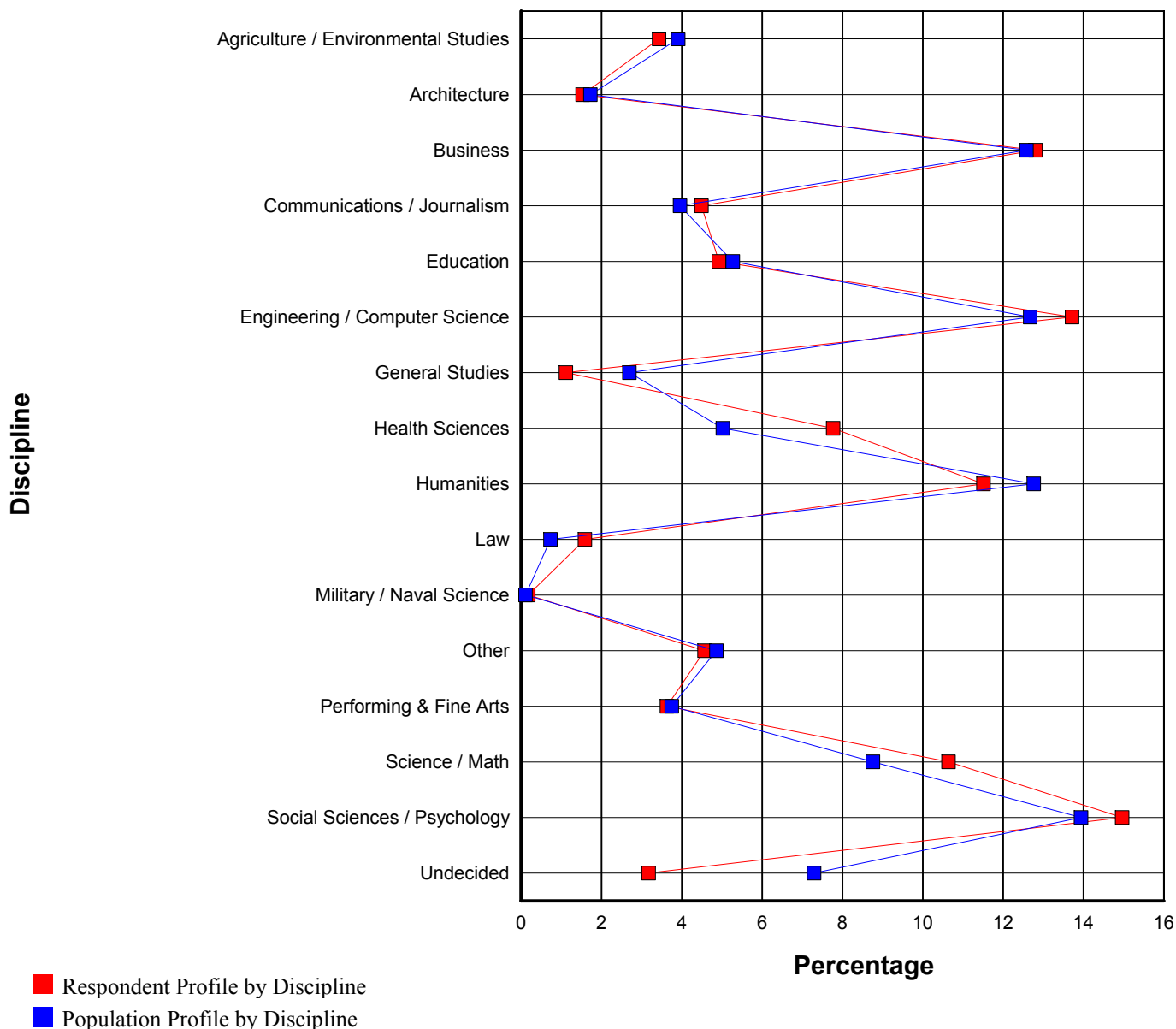
## 20 College or University Libraries Undergraduate Summary for ARL

### 20.1 Demographic Summary for Undergraduate

#### 20.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	30,237	3.91%	355	3.43%	0.47%
Architecture	13,324	1.72%	158	1.53%	0.19%
Business	97,356	12.58%	1,324	12.80%	-0.22%
Communications / Journalism	30,594	3.95%	464	4.49%	-0.53%
Education	40,754	5.27%	509	4.92%	0.34%
Engineering / Computer Science	98,065	12.67%	1,418	13.71%	-1.04%
General Studies	20,844	2.69%	115	1.11%	1.58%
Health Sciences	38,842	5.02%	803	7.77%	-2.75%
Humanities	98,753	12.76%	1,190	11.51%	1.25%
Law	5,629	0.73%	164	1.59%	-0.86%
Military / Naval Science	830	0.11%	18	0.17%	-0.07%
Other	37,600	4.86%	472	4.56%	0.29%
Performing & Fine Arts	29,003	3.75%	375	3.63%	0.12%
Science / Math	67,760	8.76%	1,100	10.64%	-1.88%
Social Sciences / Psychology	107,859	13.94%	1,547	14.96%	-1.02%
Undecided	56,420	7.29%	328	3.17%	4.12%
<b>Total:</b>	<b>773,870</b>	<b>100.00%</b>	<b>10,340</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 20.1.2 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	40	0.39%
18 - 22	8,236	79.63%
23 - 30	1,406	13.59%
31 - 45	493	4.77%
46 - 65	163	1.58%
Over 65	5	0.05%
<b>Total:</b>	<b>10,343</b>	<b>100.00%</b>

### 20.1.3 Population and Respondent Profiles for Undergraduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	372,392	48.10%	4,026	38.94%
Female	401,804	51.90%	6,314	61.06%
<b>Total:</b>	<b>774,196</b>	<b>100.00%</b>	<b>10,340</b>	<b>100.00%</b>

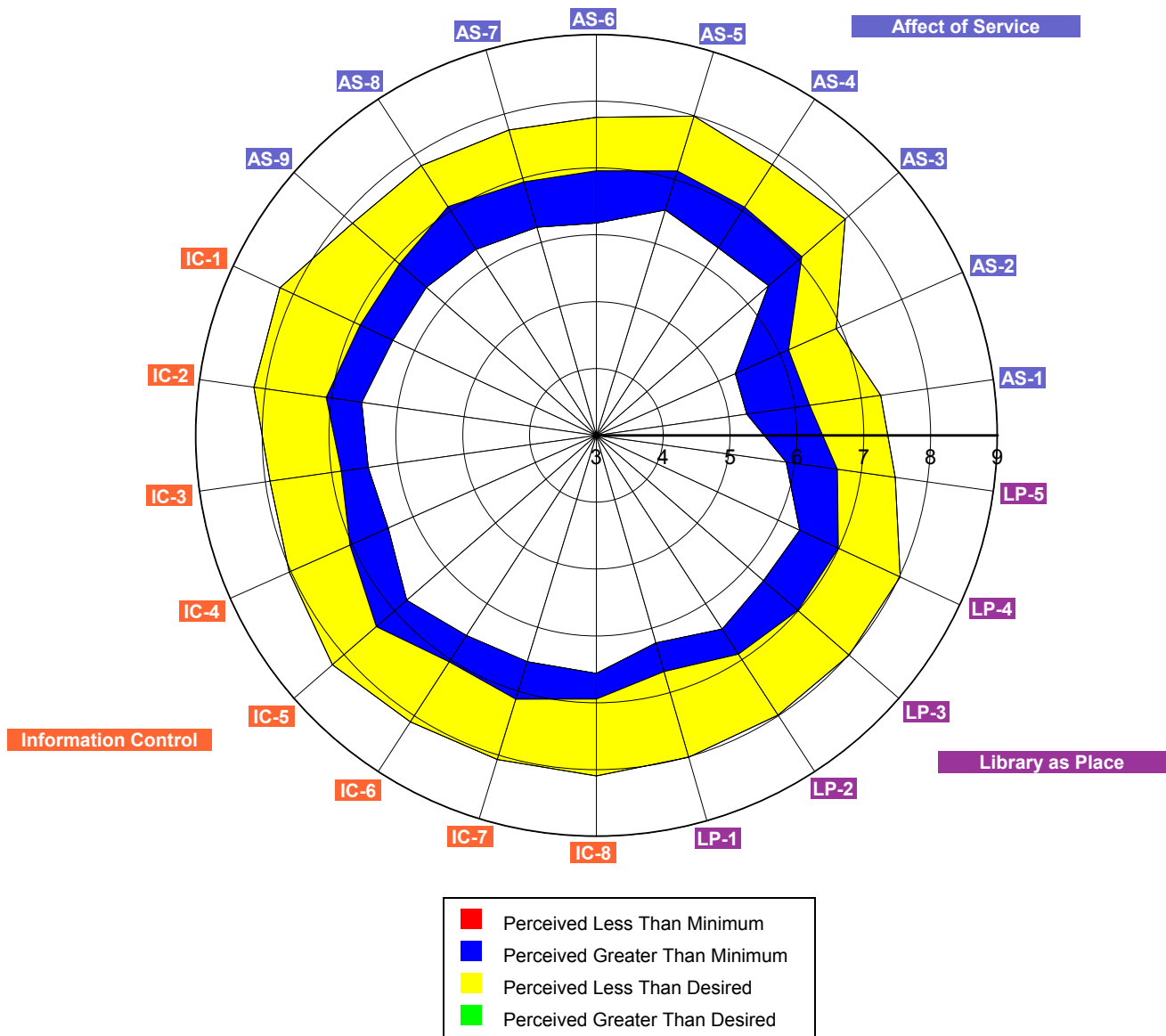
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Undergraduate

## 20.2 Core Questions Summary for Undergraduate

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

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

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



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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.27	7.30	6.22	0.95	-1.07	9,578
AS-2	Giving users individual attention	5.27	6.93	6.15	0.87	-0.78	9,770
AS-3	Employees who are consistently courteous	6.41	7.93	7.07	0.66	-0.86	10,062
AS-4	Readiness to respond to users' questions	6.35	7.83	7.07	0.72	-0.76	9,631
AS-5	Employees who have the knowledge to answer user questions	6.53	7.99	7.14	0.61	-0.86	9,666
AS-6	Employees who deal with users in a caring fashion	6.18	7.76	6.96	0.78	-0.80	9,707
AS-7	Employees who understand the needs of their users	6.24	7.75	6.95	0.71	-0.81	9,481
AS-8	Willingness to help users	6.32	7.81	7.08	0.76	-0.73	9,667
AS-9	Dependability in handling users' service problems	6.37	7.84	6.91	0.53	-0.93	8,449
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.36	8.22	6.90	0.54	-1.32	10,005
IC-2	A library Web site enabling me to locate information on my own	6.55	8.18	7.08	0.54	-1.09	10,181
IC-3	The printed library materials I need for my work	6.45	7.93	6.85	0.41	-1.08	9,470
IC-4	The electronic information resources I need	6.41	8.03	7.04	0.62	-1.00	10,008
IC-5	Modern equipment that lets me easily access needed information	6.76	8.23	7.36	0.60	-0.87	10,151
IC-6	Easy-to-use access tools that allow me to find things on my own	6.57	8.11	7.04	0.47	-1.07	10,114
IC-7	Making information easily accessible for independent use	6.54	8.07	7.13	0.59	-0.94	9,992
IC-8	Print and/or electronic journal collections I require for my work	6.56	8.09	6.94	0.38	-1.15	9,254
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.23	8.01	6.68	0.44	-1.33	10,237
LP-2	Quiet space for individual activities	6.46	7.99	6.90	0.45	-1.09	10,155
LP-3	A comfortable and inviting location	6.31	8.01	6.99	0.68	-1.02	10,237
LP-4	A getaway for study, learning, or research	6.36	8.01	6.99	0.64	-1.02	10,044
LP-5	Community space for group learning and group study	5.87	7.51	6.64	0.77	-0.87	9,532
<b>Overall:</b>		6.29	7.89	6.91	0.62	-0.98	10,342

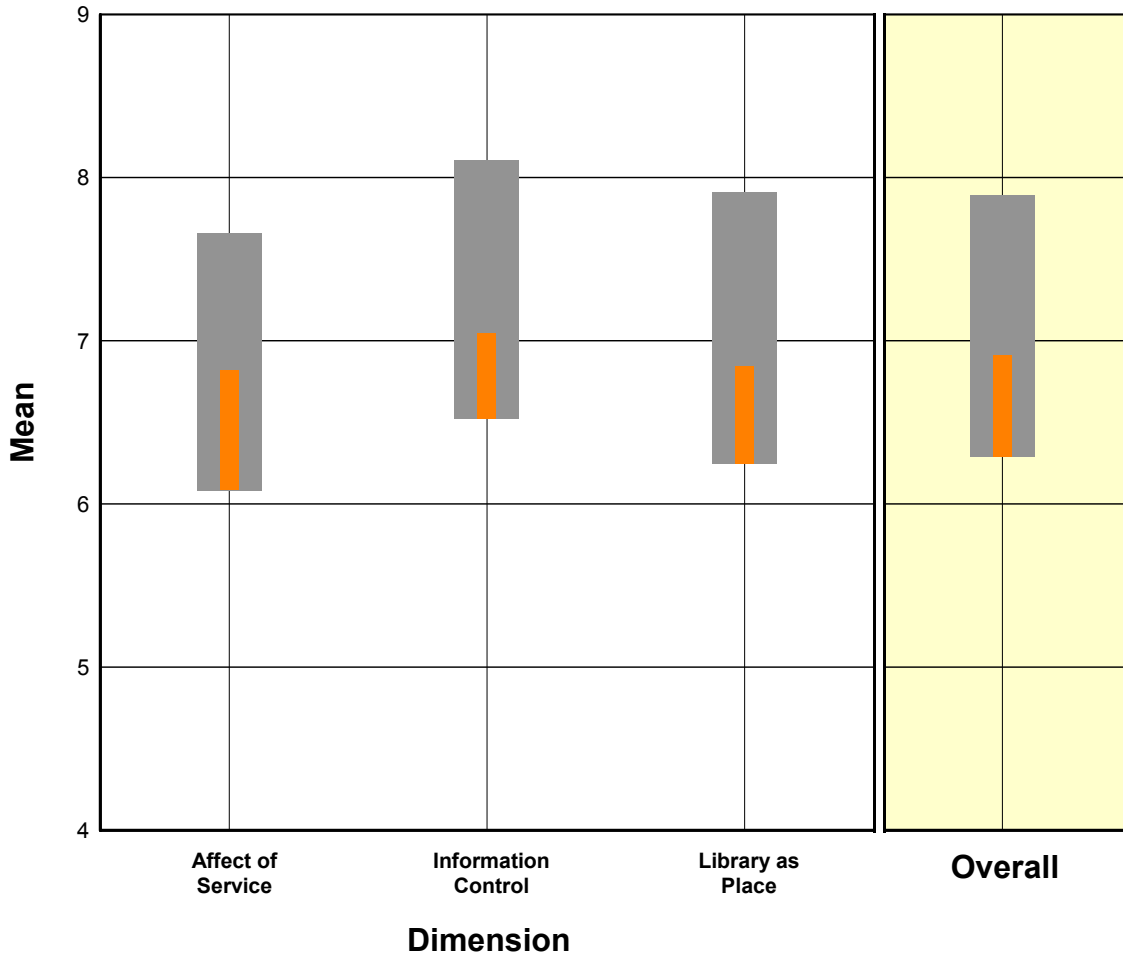
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.82	1.62	1.69	1.92	1.81	9,578
AS-2	Giving users individual attention	2.01	1.81	1.87	2.00	1.88	9,770
AS-3	Employees who are consistently courteous	1.88	1.41	1.70	2.07	1.82	10,062
AS-4	Readiness to respond to users' questions	1.75	1.36	1.59	1.87	1.63	9,631
AS-5	Employees who have the knowledge to answer user questions	1.77	1.31	1.56	1.88	1.64	9,666
AS-6	Employees who deal with users in a caring fashion	1.89	1.45	1.62	1.94	1.70	9,707
AS-7	Employees who understand the needs of their users	1.82	1.42	1.57	1.88	1.64	9,481
AS-8	Willingness to help users	1.83	1.41	1.58	1.87	1.62	9,667
AS-9	Dependability in handling users' service problems	1.78	1.42	1.62	1.92	1.71	8,449
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.83	1.25	1.79	2.16	1.92	10,005
IC-2	A library Web site enabling me to locate information on my own	1.75	1.24	1.64	1.99	1.70	10,181
IC-3	The printed library materials I need for my work	1.77	1.40	1.64	1.97	1.77	9,470
IC-4	The electronic information resources I need	1.71	1.28	1.48	1.89	1.62	10,008
IC-5	Modern equipment that lets me easily access needed information	1.70	1.16	1.47	1.85	1.53	10,151
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.24	1.51	1.94	1.64	10,114
IC-7	Making information easily accessible for independent use	1.70	1.24	1.47	1.86	1.58	9,992
IC-8	Print and/or electronic journal collections I require for my work	1.80	1.32	1.66	2.13	1.84	9,254
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.85	1.38	1.82	2.28	2.09	10,237
LP-2	Quiet space for individual activities	1.88	1.41	1.79	2.30	2.04	10,155
LP-3	A comfortable and inviting location	1.85	1.32	1.74	2.17	1.92	10,237
LP-4	A getaway for study, learning, or research	1.87	1.39	1.66	2.13	1.85	10,044
LP-5	Community space for group learning and group study	2.05	1.74	1.84	2.39	2.19	9,532
<b>Overall:</b>		1.39	0.95	1.15	1.45	1.18	10,342

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

### 20.3 Core Question Dimensions Summary for Undergraduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.08	7.66	6.82	0.74	-0.84	10,302
Information Control	6.52	8.11	7.04	0.52	-1.06	10,341
Library as Place	6.24	7.91	6.84	0.60	-1.07	10,329
<b>Overall:</b>	6.29	7.89	6.91	0.62	-0.98	10,342

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	1.52	1.15	1.34	1.55	1.34	10,302
Information Control	1.41	0.96	1.19	1.53	1.24	10,341
Library as Place	1.56	1.11	1.42	1.81	1.56	10,329
<b>Overall:</b>	1.39	0.95	1.15	1.45	1.18	10,342

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

## 20.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.15	7.27	6.40	1.25	-0.87	619
Ease of using library's online article indexes	6.03	7.78	6.28	0.25	-1.50	209
Availability of online help when using my library's electronic resources	5.80	7.38	6.40	0.59	-0.99	2,469
An environment that facilitates group study and problem solving	5.57	7.23	6.22	0.65	-1.01	418
Ease of use of electronic resources	6.09	7.73	6.70	0.61	-1.03	234
Providing help when and where I need it	6.13	7.84	6.72	0.60	-1.12	2,189
Teaching me how to access, evaluate, and use information	5.54	7.19	6.20	0.65	-0.99	1,990
Library orientations / instruction sessions	4.67	6.16	6.27	1.59	0.11	399
Online course support (readings, links, references)	5.86	7.62	6.67	0.81	-0.95	398
Collections of online full-text articles sufficient to meet my needs	6.42	8.13	6.41	-0.01	-1.72	665
Electronic resources matching my information needs	6.30	7.93	6.82	0.52	-1.10	392
Access to rare and historical materials	5.13	6.90	6.36	1.23	-0.54	711
Contribution to the intellectual atmosphere of the campus	5.96	7.66	6.53	0.57	-1.13	370
Ready access to computers / Internet / software	6.94	8.18	6.90	-0.03	-1.27	501
Using the library for recreation and popular materials	5.39	6.69	6.45	1.06	-0.23	1,172
Using the library for research	7.01	8.23	7.45	0.44	-0.78	1,750
Library keeping me informed about all of its services	5.44	7.00	5.73	0.29	-1.26	911
Timely fulfillment of reserve requests / holds	6.43	8.09	7.11	0.68	-0.99	160
The multimedia (CD / DVD / video / audio) collections I need	5.43	7.24	6.27	0.84	-0.97	789
Access to photocopying and printing facilities	6.10	7.84	6.61	0.51	-1.23	1,555
The main texts and readings I need for my work	6.79	8.08	6.75	-0.04	-1.34	214
Instruction in library use, when needed	6.00	7.52	7.10	1.11	-0.42	435
Availability of subject specialist assistance	5.34	7.23	6.25	0.91	-0.97	1,610
Helpfulness in dealing with users' IT problems	6.43	7.71	6.76	0.33	-0.95	1,301
Informing me of useful library services	5.30	6.85	6.04	0.75	-0.81	491
Personalization features in the electronic library	4.99	6.40	5.78	0.79	-0.62	272
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.21	7.54	7.08	0.86	-0.47	1,221
Providing reliable access to resources when and where I need them	6.65	8.25	6.98	0.33	-1.27	451

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	5.96	7.58	5.71	-0.25	-1.87	208
A library environment that is hospitable and conducive to finding and using information	6.49	7.98	7.07	0.58	-0.90	588
Making me aware of library resources and services	5.55	7.40	6.16	0.61	-1.24	2,114
Teaching me how to locate, evaluate, and use information	5.78	7.48	6.72	0.94	-0.76	2,222
Efficient interlibrary loan / document delivery	5.91	7.54	7.03	1.13	-0.51	1,655
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.56	7.51	7.01	1.45	-0.50	337
Convenient service hours	6.75	8.27	7.30	0.54	-0.97	2,779
Ability to navigate library Web pages easily	6.53	8.20	7.01	0.48	-1.18	2,297
A secure and safe place	7.29	8.41	7.62	0.33	-0.78	1,189
Access to archives, special collections	5.65	7.66	6.56	0.92	-1.10	262
Accuracy in the catalog, borrowing, and overdue records	6.68	8.01	7.14	0.46	-0.87	574
Browsing library materials in the stacks	5.44	7.59	6.84	1.40	-0.75	193
Convenient access to library collections	6.99	8.11	7.02	0.04	-1.09	245
Convenient business hours	6.96	8.25	7.03	0.07	-1.22	436
Enabling me to find information myself 24 hours a day	6.34	8.21	6.45	0.12	-1.76	499
Facilitating self-directed research	6.20	7.90	7.03	0.83	-0.87	111
Improving library-use skills as a by-product of seeking assistance from library staff	5.48	7.29	6.30	0.82	-0.98	182
Interdisciplinary library needs being addressed	5.94	7.73	6.39	0.45	-1.34	108
Keeping users informed about when services will be performed	5.38	7.28	6.24	0.86	-1.04	293
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	5.86	7.68	6.33	0.47	-1.35	78
Library materials being available for browsing in open stacks	5.85	7.27	6.61	0.76	-0.66	341
Performing services right the first time	6.33	7.76	7.08	0.75	-0.68	72
Providing direction to self-navigate the library	6.00	8.04	6.14	0.14	-1.89	84
Resources added to library collections on request	6.17	7.74	6.00	-0.17	-1.74	178
Space that facilitates quiet study	6.38	8.04	7.19	0.80	-0.86	519
Teaching me to find library resources myself	6.14	7.63	6.55	0.41	-1.08	113
Timely document delivery / interlibrary loan	6.44	7.86	6.79	0.35	-1.07	992
Space for students to study and work in groups	5.66	7.53	6.70	1.04	-0.82	493

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	2.00	1.79	1.91	2.18	2.02	619
Ease of using library's online article indexes	1.75	1.51	1.68	1.86	1.88	209
Availability of online help when using my library's electronic resources	1.95	1.66	1.79	2.05	1.94	2,469
An environment that facilitates group study and problem solving	1.90	1.86	1.69	2.08	2.09	418
Ease of use of electronic resources	1.71	1.43	1.49	1.91	1.68	234
Providing help when and where I need it	1.74	1.34	1.60	1.89	1.70	2,189
Teaching me how to access, evaluate, and use information	2.03	1.83	1.85	2.16	2.11	1,990
Library orientations / instruction sessions	2.29	2.36	1.89	2.16	2.07	399
Online course support (readings, links, references)	1.81	1.51	1.62	2.00	1.82	398
Collections of online full-text articles sufficient to meet my needs	1.69	1.27	1.65	2.10	1.96	665
Electronic resources matching my information needs	1.76	1.37	1.65	2.01	1.80	392
Access to rare and historical materials	2.08	1.90	1.79	2.19	2.10	711
Contribution to the intellectual atmosphere of the campus	1.84	1.51	1.76	2.00	1.82	370
Ready access to computers / Internet / software	1.78	1.30	1.91	2.26	1.99	501
Using the library for recreation and popular materials	2.15	2.04	1.84	2.25	2.10	1,172
Using the library for research	1.78	1.22	1.58	1.93	1.62	1,750
Library keeping me informed about all of its services	2.09	1.84	1.92	2.26	2.19	911
Timely fulfillment of reserve requests / holds	1.70	1.21	1.56	1.88	1.64	160
The multimedia (CD / DVD / video / audio) collections I need	2.11	1.82	1.86	2.22	2.15	789
Access to photocopying and printing facilities	1.92	1.47	1.83	2.25	2.05	1,555
The main texts and readings I need for my work	1.69	1.46	1.71	2.03	1.85	214
Instruction in library use, when needed	1.89	1.73	1.59	2.01	1.74	435
Availability of subject specialist assistance	1.94	1.68	1.76	2.07	1.93	1,610
Helpfulness in dealing with users' IT problems	1.92	1.61	1.84	2.13	1.99	1,301
Informing me of useful library services	1.89	1.75	1.70	2.00	1.93	491
Personalization features in the electronic library	1.98	1.93	1.73	1.88	1.81	272
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.14	1.78	1.93	2.27	2.05	1,221
Providing reliable access to resources when and where I need them	1.69	1.20	1.62	1.92	1.69	451

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	1.98	1.63	1.88	2.43	2.29	208
A library environment that is hospitable and conducive to finding and using information	1.76	1.32	1.59	1.84	1.64	588
Making me aware of library resources and services	1.90	1.59	1.75	2.15	2.05	2,114
Teaching me how to locate, evaluate, and use information	2.02	1.66	1.64	2.05	1.84	2,222
Efficient interlibrary loan / document delivery	1.99	1.65	1.66	2.04	1.78	1,655
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.96	1.65	1.51	2.03	1.88	337
Convenient service hours	1.75	1.20	1.68	2.16	1.84	2,779
Ability to navigate library Web pages easily	1.76	1.18	1.59	2.12	1.78	2,297
A secure and safe place	1.88	1.21	1.53	1.96	1.58	1,189
Access to archives, special collections	1.99	1.59	1.87	2.48	2.12	262
Accuracy in the catalog, borrowing, and overdue records	1.98	1.43	1.78	2.26	1.88	574
Browsing library materials in the stacks	2.14	1.86	1.79	2.11	1.89	193
Convenient access to library collections	1.68	1.19	1.60	1.86	1.70	245
Convenient business hours	1.56	1.12	1.72	2.21	1.90	436
Enabling me to find information myself 24 hours a day	1.88	1.23	1.88	2.23	2.03	499
Facilitating self-directed research	1.72	1.41	1.49	1.65	1.49	111
Improving library-use skills as a by-product of seeking assistance from library staff	1.94	1.61	1.60	2.03	1.76	182
Interdisciplinary library needs being addressed	1.93	1.63	1.71	1.83	1.66	108
Keeping users informed about when services will be performed	2.10	1.65	1.91	2.37	2.05	293
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.95	1.45	1.92	2.61	2.30	78
Library materials being available for browsing in open stacks	1.91	1.75	1.63	1.82	1.63	341
Performing services right the first time	2.04	1.49	1.52	2.11	1.43	72
Providing direction to self-navigate the library	1.75	1.48	1.79	2.37	2.35	84
Resources added to library collections on request	1.84	1.51	1.87	2.31	2.09	178
Space that facilitates quiet study	1.99	1.42	1.70	2.24	1.88	519
Teaching me to find library resources myself	2.03	1.77	1.79	2.15	2.17	113
Timely document delivery / interlibrary loan	1.80	1.45	1.74	2.14	1.85	992
Space for students to study and work in groups	2.09	1.70	1.86	2.40	2.05	493



## 20.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.24	1.61	10,343
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.91	1.64	10,343
How would you rate the overall quality of the service provided by the library?	7.06	1.39	10,343

## 20.6 Information Literacy Outcomes Questions Summary for Undergraduate

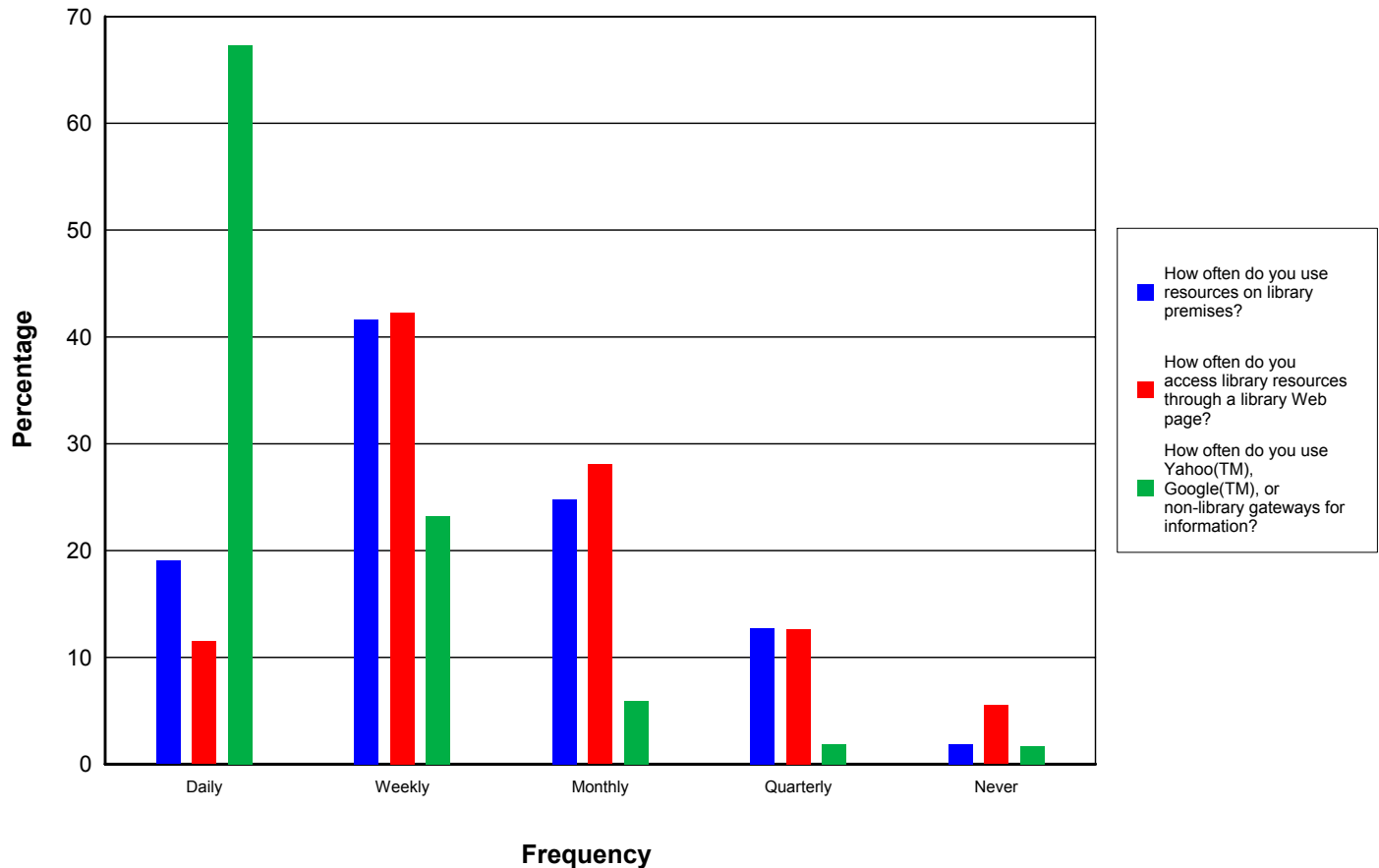
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	5.73	1.82	10,342
The library aids my advancement in my academic discipline.	6.58	1.74	10,342
The library enables me to be more efficient in my academic pursuits.	6.76	1.71	10,342
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	1.93	10,343
The library provides me with the information skills I need in my work or study.	6.30	1.79	10,343

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

## 20.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1,968 19.03%	4,303 41.61%	2,563 24.78%	1,317 12.73%	191 1.85%	<b>10,342</b> <b>100.00%</b>
How often do you access library resources through a library Web page?	1,187 11.48%	4,375 42.30%	2,901 28.05%	1,308 12.65%	571 5.52%	<b>10,342</b> <b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	6,960 67.31%	2,400 23.21%	615 5.95%	191 1.85%	174 1.68%	<b>10,340</b> <b>100.00%</b>

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

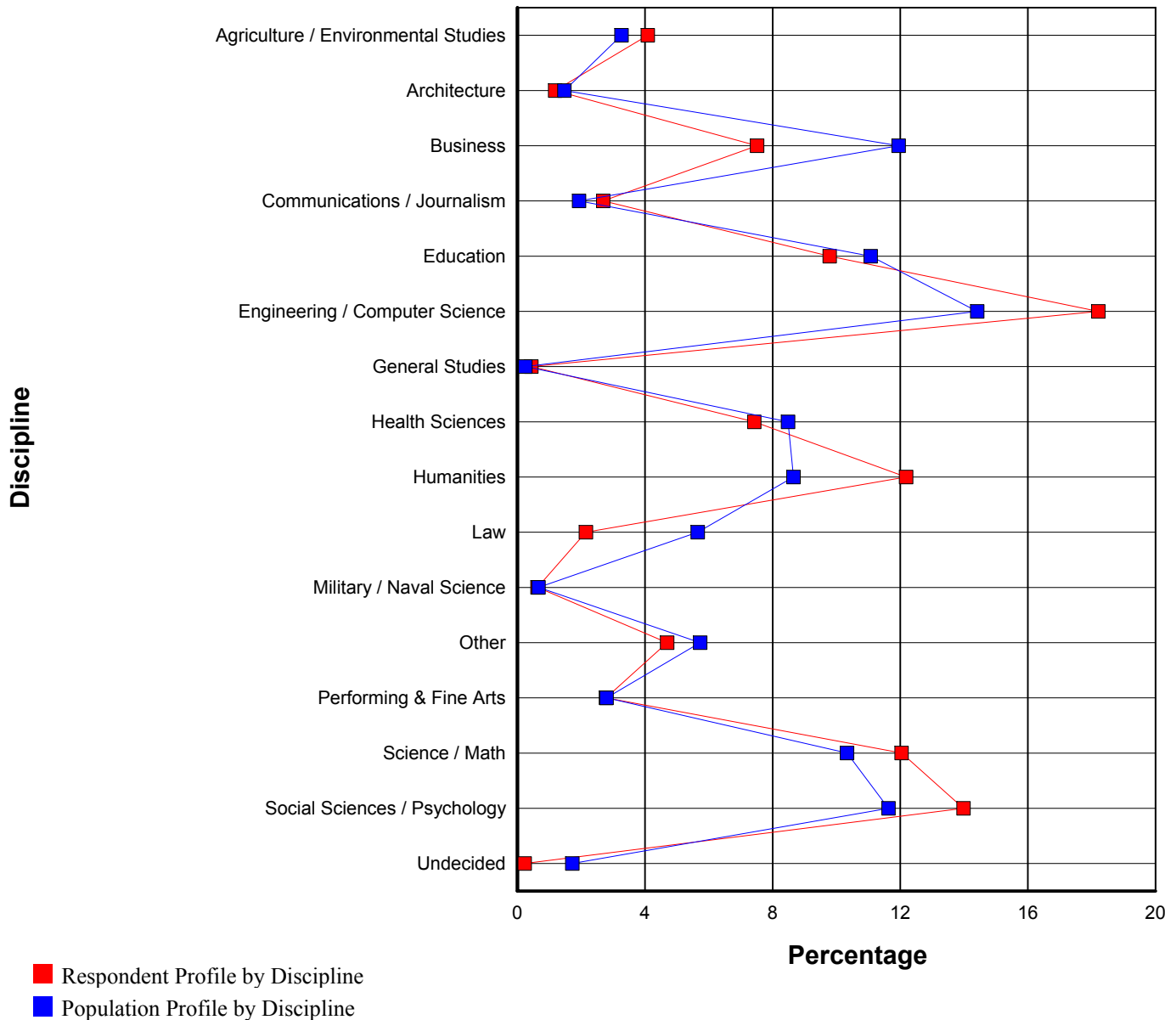
## 21 College or University Libraries Graduate Summary for ARL

### 21.1 Demographic Summary for Graduate

#### 21.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	7,465	3.26%	377	4.09%	-0.82%
Architecture	3,368	1.47%	109	1.18%	0.29%
Business	27,345	11.95%	693	7.51%	4.44%
Communications / Journalism	4,419	1.93%	248	2.69%	-0.76%
Education	25,342	11.07%	903	9.79%	1.29%
Engineering / Computer Science	32,982	14.41%	1,680	18.21%	-3.80%
General Studies	564	0.25%	40	0.43%	-0.19%
Health Sciences	19,412	8.48%	685	7.42%	1.06%
Humanities	19,803	8.65%	1,124	12.18%	-3.53%
Law	12,932	5.65%	198	2.15%	3.50%
Military / Naval Science	1,517	0.66%	58	0.63%	0.03%
Other	13,108	5.73%	433	4.69%	1.03%
Performing & Fine Arts	6,393	2.79%	256	2.77%	0.02%
Science / Math	23,642	10.33%	1,111	12.04%	-1.71%
Social Sciences / Psychology	26,617	11.63%	1,290	13.98%	-2.35%
Undecided	3,936	1.72%	21	0.23%	1.49%
<b>Total:</b>	<b>228,845</b>	<b>100.00%</b>	<b>9,226</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 21.1.2 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	3	0.03%
18 - 22	412	4.46%
23 - 30	5,492	59.51%
31 - 45	2,575	27.90%
46 - 65	722	7.82%
Over 65	24	0.26%
<b>Total:</b>	<b>9,228</b>	<b>100.00%</b>

### 21.1.3 Population and Respondent Profiles for Graduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	106,388	50.06%	4,275	46.36%
Female	106,154	49.94%	4,946	53.64%
<b>Total:</b>	<b>212,542</b>	<b>100.00%</b>	<b>9,221</b>	<b>100.00%</b>

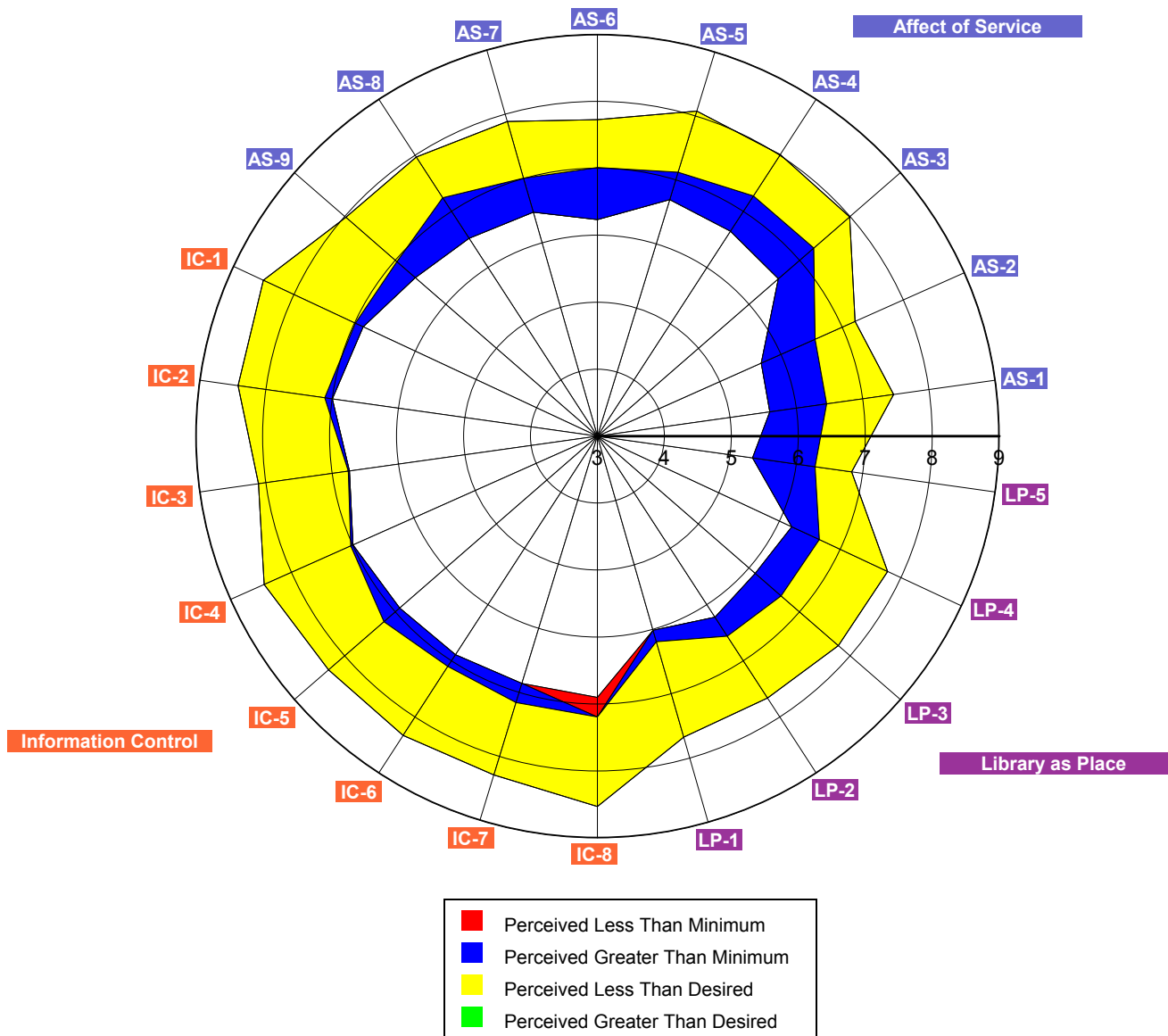
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Graduate

## 21.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.60	7.47	6.46	0.86	-1.01	8,560
AS-2	Giving users individual attention	5.68	7.21	6.56	0.88	-0.65	8,739
AS-3	Employees who are consistently courteous	6.58	7.99	7.28	0.70	-0.71	9,008
AS-4	Readiness to respond to users' questions	6.65	8.01	7.28	0.63	-0.74	8,820
AS-5	Employees who have the knowledge to answer user questions	6.69	8.08	7.12	0.43	-0.95	8,732
AS-6	Employees who deal with users in a caring fashion	6.23	7.73	7.01	0.78	-0.72	8,689
AS-7	Employees who understand the needs of their users	6.48	7.89	7.01	0.53	-0.88	8,574
AS-8	Willingness to help users	6.52	7.97	7.24	0.72	-0.73	8,741
AS-9	Dependability in handling users' service problems	6.61	7.98	6.97	0.36	-1.01	7,778
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.86	8.51	6.99	0.13	-1.52	9,048
IC-2	A library Web site enabling me to locate information on my own	7.00	8.42	7.11	0.11	-1.31	9,159
IC-3	The printed library materials I need for my work	6.74	8.11	6.76	0.02	-1.36	8,584
IC-4	The electronic information resources I need	7.00	8.45	7.03	0.04	-1.41	9,108
IC-5	Modern equipment that lets me easily access needed information	6.91	8.32	7.23	0.31	-1.09	8,981
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.33	7.10	0.21	-1.23	9,027
IC-7	Making information easily accessible for independent use	6.86	8.29	7.16	0.30	-1.13	8,900
IC-8	Print and/or electronic journal collections I require for my work	7.20	8.53	6.90	-0.29	-1.63	8,873
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.02	7.68	6.20	0.18	-1.48	8,801
LP-2	Quiet space for individual activities	6.22	7.66	6.56	0.34	-1.10	8,569
LP-3	A comfortable and inviting location	6.12	7.77	6.64	0.51	-1.13	8,859
LP-4	A getaway for study, learning, or research	6.20	7.78	6.66	0.45	-1.13	8,569
LP-5	Community space for group learning and group study	5.34	6.83	6.28	0.94	-0.55	7,340
<b>Overall:</b>		6.49	7.97	6.90	0.41	-1.08	9,228

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

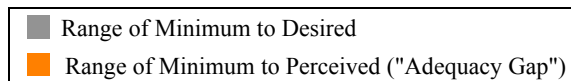
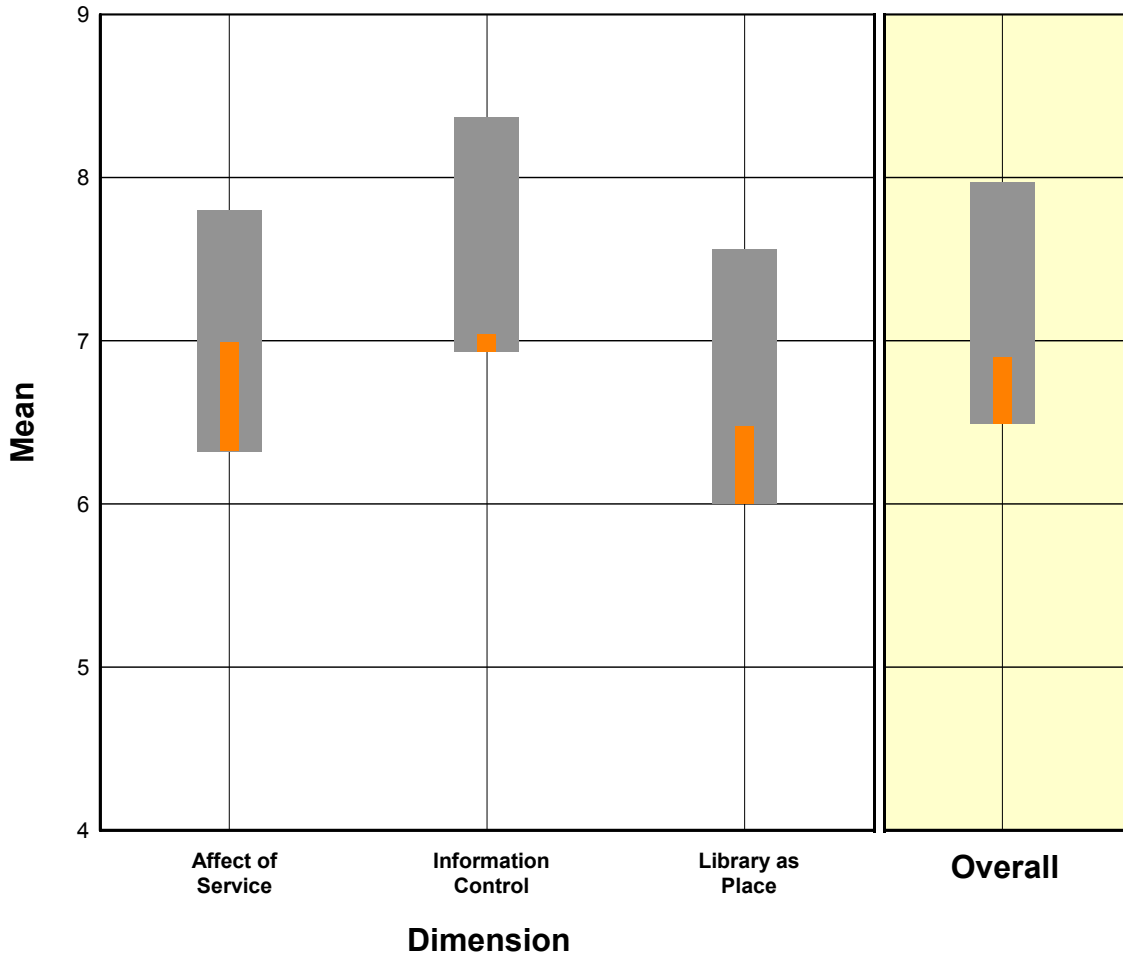
ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.81	1.58	1.70	1.94	1.80	8,560
AS-2	Giving users individual attention	1.93	1.72	1.74	1.91	1.78	8,739
AS-3	Employees who are consistently courteous	1.82	1.35	1.61	2.02	1.76	9,008
AS-4	Readiness to respond to users' questions	1.65	1.25	1.50	1.77	1.53	8,820
AS-5	Employees who have the knowledge to answer user questions	1.66	1.26	1.56	1.85	1.64	8,732
AS-6	Employees who deal with users in a caring fashion	1.85	1.48	1.57	1.90	1.70	8,689
AS-7	Employees who understand the needs of their users	1.72	1.36	1.55	1.85	1.64	8,574
AS-8	Willingness to help users	1.73	1.31	1.50	1.81	1.55	8,741
AS-9	Dependability in handling users' service problems	1.66	1.32	1.60	1.92	1.71	7,778
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.70	1.00	1.74	2.15	1.84	9,048
IC-2	A library Web site enabling me to locate information on my own	1.58	1.03	1.59	1.94	1.67	9,159
IC-3	The printed library materials I need for my work	1.69	1.32	1.63	2.04	1.84	8,584
IC-4	The electronic information resources I need	1.54	0.99	1.50	1.94	1.63	9,108
IC-5	Modern equipment that lets me easily access needed information	1.57	1.07	1.45	1.82	1.56	8,981
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.06	1.45	1.85	1.56	9,027
IC-7	Making information easily accessible for independent use	1.54	1.07	1.42	1.81	1.51	8,900
IC-8	Print and/or electronic journal collections I require for my work	1.54	0.97	1.66	2.13	1.80	8,873
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.93	1.66	1.95	2.46	2.39	8,801
LP-2	Quiet space for individual activities	2.00	1.69	1.84	2.44	2.27	8,569
LP-3	A comfortable and inviting location	1.86	1.48	1.81	2.24	2.07	8,859
LP-4	A getaway for study, learning, or research	1.93	1.60	1.71	2.17	2.03	8,569
LP-5	Community space for group learning and group study	2.20	2.12	1.83	2.43	2.42	7,340
<b>Overall:</b>		1.30	0.87	1.13	1.41	1.17	9,228

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



### 21.3 Core Question Dimensions Summary for Graduate

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.32	7.80	6.99	0.67	-0.81	9,204
Information Control	6.93	8.37	7.04	0.11	-1.33	9,228
Library as Place	6.00	7.56	6.48	0.48	-1.08	9,125
<b>Overall:</b>	6.49	7.97	6.90	0.41	-1.08	9,228

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	1.46	1.10	1.31	1.53	1.33	9,204
Information Control	1.29	0.78	1.18	1.54	1.25	9,228
Library as Place	1.67	1.37	1.51	1.92	1.79	9,125
<b>Overall:</b>	1.30	0.87	1.13	1.41	1.17	9,228

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

## 21.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.07	7.69	6.75	0.68	-0.94	474
Ease of using library's online article indexes	6.63	8.32	6.45	-0.18	-1.87	129
Availability of online help when using my library's electronic resources	6.10	7.63	6.46	0.36	-1.17	1,704
An environment that facilitates group study and problem solving	5.43	6.87	6.30	0.87	-0.57	475
Ease of use of electronic resources	6.82	8.29	7.12	0.30	-1.18	375
Providing help when and where I need it	6.36	8.00	6.75	0.39	-1.25	1,909
Teaching me how to access, evaluate, and use information	5.73	7.26	6.37	0.64	-0.89	1,988
Library orientations / instruction sessions	5.12	6.66	6.58	1.46	-0.08	244
Online course support (readings, links, references)	6.36	7.71	6.49	0.13	-1.22	263
Collections of online full-text articles sufficient to meet my needs	6.84	8.50	6.15	-0.69	-2.35	430
Electronic resources matching my information needs	6.96	8.39	7.02	0.06	-1.37	346
Access to rare and historical materials	5.46	7.09	6.15	0.69	-0.94	491
Contribution to the intellectual atmosphere of the campus	6.64	8.04	6.59	-0.05	-1.45	376
Ready access to computers / Internet / software	7.01	8.27	6.51	-0.50	-1.76	395
Using the library for recreation and popular materials	4.60	5.93	5.94	1.34	0.01	404
Using the library for research	7.52	8.57	7.33	-0.20	-1.24	968
Library keeping me informed about all of its services	5.65	7.10	5.92	0.26	-1.18	773
Timely fulfillment of reserve requests / holds	6.61	8.09	7.18	0.56	-0.92	85
The multimedia (CD / DVD / video / audio) collections I need	5.39	6.99	5.84	0.46	-1.14	701
Access to photocopying and printing facilities	6.39	7.89	6.34	-0.05	-1.55	1,454
The main texts and readings I need for my work	6.95	8.26	6.47	-0.48	-1.79	129
Instruction in library use, when needed	6.36	7.65	7.14	0.79	-0.51	235
Availability of subject specialist assistance	5.73	7.34	6.37	0.63	-0.97	2,092
Helpfulness in dealing with users' IT problems	6.51	7.91	6.87	0.36	-1.04	711
Informing me of useful library services	5.82	7.29	6.47	0.65	-0.82	527
Personalization features in the electronic library	5.30	6.74	5.97	0.67	-0.77	200
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.30	7.72	7.19	0.89	-0.52	450
Providing reliable access to resources when and where I need them	7.11	8.47	6.61	-0.50	-1.86	473

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.28	7.66	5.84	-0.44	-1.82	184
A library environment that is hospitable and conducive to finding and using information	6.74	8.12	7.24	0.50	-0.88	598
Making me aware of library resources and services	5.81	7.43	6.27	0.46	-1.16	1,582
Teaching me how to locate, evaluate, and use information	5.88	7.40	6.85	0.97	-0.56	1,938
Efficient interlibrary loan / document delivery	6.52	8.05	7.30	0.77	-0.76	1,849
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	5.51	7.24	6.90	1.39	-0.34	197
Convenient service hours	6.79	8.23	7.17	0.38	-1.06	2,563
Ability to navigate library Web pages easily	6.87	8.36	7.06	0.18	-1.30	2,234
A secure and safe place	7.34	8.32	7.42	0.08	-0.89	1,013
Access to archives, special collections	6.05	7.67	6.74	0.69	-0.92	445
Accuracy in the catalog, borrowing, and overdue records	6.99	8.22	7.01	0.01	-1.21	538
Browsing library materials in the stacks	6.23	8.06	6.69	0.46	-1.37	395
Convenient access to library collections	7.20	8.30	7.00	-0.19	-1.29	244
Convenient business hours	7.10	8.33	7.31	0.20	-1.03	438
Enabling me to find information myself 24 hours a day	7.03	8.37	6.79	-0.24	-1.58	588
Facilitating self-directed research	6.79	8.31	6.94	0.15	-1.37	117
Improving library-use skills as a by-product of seeking assistance from library staff	5.43	7.24	6.47	1.04	-0.77	261
Interdisciplinary library needs being addressed	6.26	7.77	6.17	-0.09	-1.60	154
Keeping users informed about when services will be performed	5.89	7.40	6.52	0.63	-0.89	281
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.23	7.80	6.46	0.22	-1.35	81
Library materials being available for browsing in open stacks	6.25	7.89	6.92	0.67	-0.97	312
Performing services right the first time	6.94	8.33	7.58	0.64	-0.75	102
Providing direction to self-navigate the library	6.74	8.27	6.46	-0.28	-1.80	82
Resources added to library collections on request	6.47	7.99	6.20	-0.26	-1.79	133
Space that facilitates quiet study	6.13	7.60	6.82	0.69	-0.79	748
Teaching me to find library resources myself	5.77	7.18	6.18	0.41	-1.00	110
Timely document delivery / interlibrary loan	6.88	8.33	7.16	0.28	-1.18	936
Space for students to study and work in groups	5.27	6.69	6.27	1.00	-0.42	649

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.94	1.70	1.80	2.12	1.93	474
Ease of using library's online article indexes	1.51	0.97	1.76	1.86	1.88	129
Availability of online help when using my library's electronic resources	1.85	1.62	1.73	2.02	1.96	1,704
An environment that facilitates group study and problem solving	2.17	2.03	1.80	2.13	2.14	475
Ease of use of electronic resources	1.54	1.10	1.58	1.97	1.79	375
Providing help when and where I need it	1.64	1.27	1.60	1.91	1.70	1,909
Teaching me how to access, evaluate, and use information	2.04	1.84	1.81	2.08	1.95	1,988
Library orientations / instruction sessions	2.10	2.13	1.78	2.05	2.18	244
Online course support (readings, links, references)	1.78	1.55	1.68	1.94	1.73	263
Collections of online full-text articles sufficient to meet my needs	1.57	0.99	1.70	2.15	1.96	430
Electronic resources matching my information needs	1.61	1.05	1.48	1.91	1.63	346
Access to rare and historical materials	2.13	1.99	1.78	2.48	2.28	491
Contribution to the intellectual atmosphere of the campus	1.78	1.37	1.81	2.02	1.90	376
Ready access to computers / Internet / software	1.60	1.24	2.05	2.51	2.26	395
Using the library for recreation and popular materials	2.24	2.37	1.91	2.11	2.25	404
Using the library for research	1.53	1.04	1.64	1.92	1.63	968
Library keeping me informed about all of its services	1.94	1.78	1.77	2.16	2.03	773
Timely fulfillment of reserve requests / holds	1.71	1.12	1.32	1.81	1.40	85
The multimedia (CD / DVD / video / audio) collections I need	2.13	2.04	1.87	2.40	2.40	701
Access to photocopying and printing facilities	1.79	1.44	1.86	2.36	2.17	1,454
The main texts and readings I need for my work	1.48	0.99	1.53	1.58	1.68	129
Instruction in library use, when needed	1.99	1.63	1.54	2.28	1.86	235
Availability of subject specialist assistance	1.95	1.74	1.78	2.01	1.91	2,092
Helpfulness in dealing with users' IT problems	1.81	1.44	1.60	1.93	1.70	711
Informing me of useful library services	1.92	1.67	1.63	2.11	1.96	527
Personalization features in the electronic library	2.05	2.00	1.84	1.75	1.72	200
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.00	1.59	1.70	2.10	1.89	450
Providing reliable access to resources when and where I need them	1.66	1.03	1.82	2.37	2.04	473

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.01	1.63	2.11	2.43	2.34	184
A library environment that is hospitable and conducive to finding and using information	1.69	1.21	1.47	1.81	1.60	598
Making me aware of library resources and services	1.86	1.62	1.72	2.04	1.97	1,582
Teaching me how to locate, evaluate, and use information	1.94	1.75	1.58	1.95	1.82	1,938
Efficient interlibrary loan / document delivery	1.79	1.37	1.62	2.06	1.80	1,849
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.17	1.94	1.45	2.22	2.11	197
Convenient service hours	1.67	1.16	1.67	2.15	1.87	2,563
Ability to navigate library Web pages easily	1.56	1.03	1.58	1.95	1.66	2,234
A secure and safe place	1.79	1.32	1.65	2.13	1.89	1,013
Access to archives, special collections	2.06	1.77	1.75	2.09	1.86	445
Accuracy in the catalog, borrowing, and overdue records	1.76	1.32	1.78	2.07	1.92	538
Browsing library materials in the stacks	1.97	1.37	1.84	2.39	2.04	395
Convenient access to library collections	1.55	1.06	1.73	1.96	1.75	244
Convenient business hours	1.53	1.05	1.54	2.02	1.76	438
Enabling me to find information myself 24 hours a day	1.73	1.12	1.69	2.24	1.82	588
Facilitating self-directed research	1.68	1.19	1.45	1.81	1.59	117
Improving library-use skills as a by-product of seeking assistance from library staff	1.97	1.77	1.64	1.93	1.67	261
Interdisciplinary library needs being addressed	1.66	1.46	1.69	2.28	2.08	154
Keeping users informed about when services will be performed	1.85	1.65	1.73	2.04	1.94	281
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.67	1.44	1.70	2.12	2.03	81
Library materials being available for browsing in open stacks	1.71	1.36	1.60	1.82	1.64	312
Performing services right the first time	1.57	0.86	1.44	1.72	1.43	102
Providing direction to self-navigate the library	1.44	1.05	1.71	2.09	1.90	82
Resources added to library collections on request	1.73	1.30	1.82	2.19	2.01	133
Space that facilitates quiet study	1.99	1.76	1.73	2.25	2.15	748
Teaching me to find library resources myself	1.94	2.04	1.71	1.92	2.20	110
Timely document delivery / interlibrary loan	1.64	1.17	1.73	2.09	1.77	936
Space for students to study and work in groups	2.22	2.27	1.82	2.35	2.41	649

## 21.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.28	1.59	9,227
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.87	1.72	9,226
How would you rate the overall quality of the service provided by the library?	7.04	1.44	9,227

## 21.6 Information Literacy Outcomes Questions Summary for Graduate

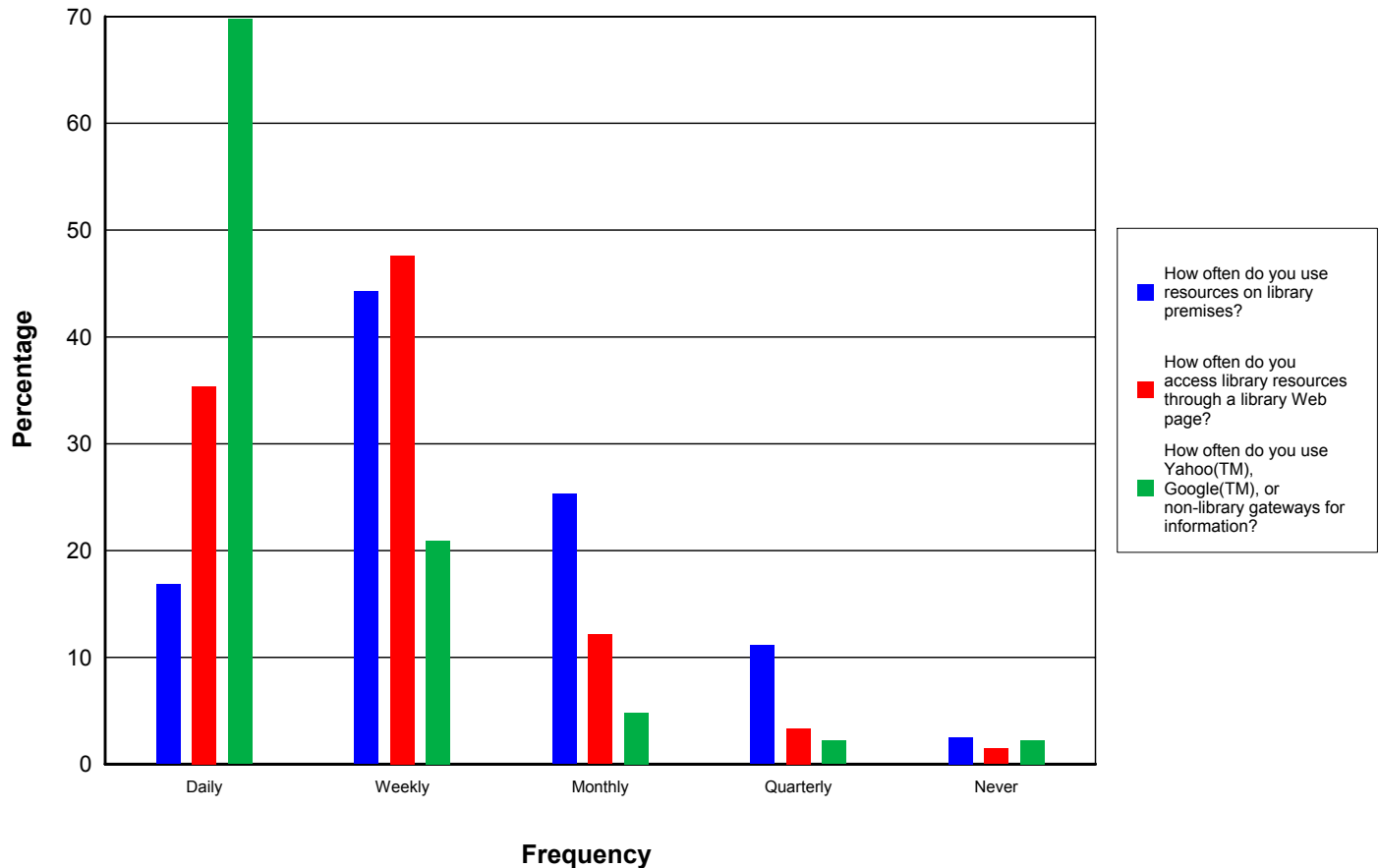
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.20	1.90	9,226
The library aids my advancement in my academic discipline.	7.03	1.62	9,226
The library enables me to be more efficient in my academic pursuits.	6.99	1.68	9,228
The library helps me distinguish between trustworthy and untrustworthy information.	5.50	1.96	9,227
The library provides me with the information skills I need in my work or study.	6.21	1.84	9,221

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

## 21.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1,553	4,085	2,335	1,027	229	<b>9,229</b>
	16.83%	44.26%	25.30%	11.13%	2.48%	<b>100.00%</b>
How often do you access library resources through a library Web page?	3,266	4,394	1,121	310	135	<b>9,226</b>
	35.40%	47.63%	12.15%	3.36%	1.46%	<b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	6,435	1,933	446	203	209	<b>9,226</b>
	69.75%	20.95%	4.83%	2.20%	2.27%	<b>100.00%</b>

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



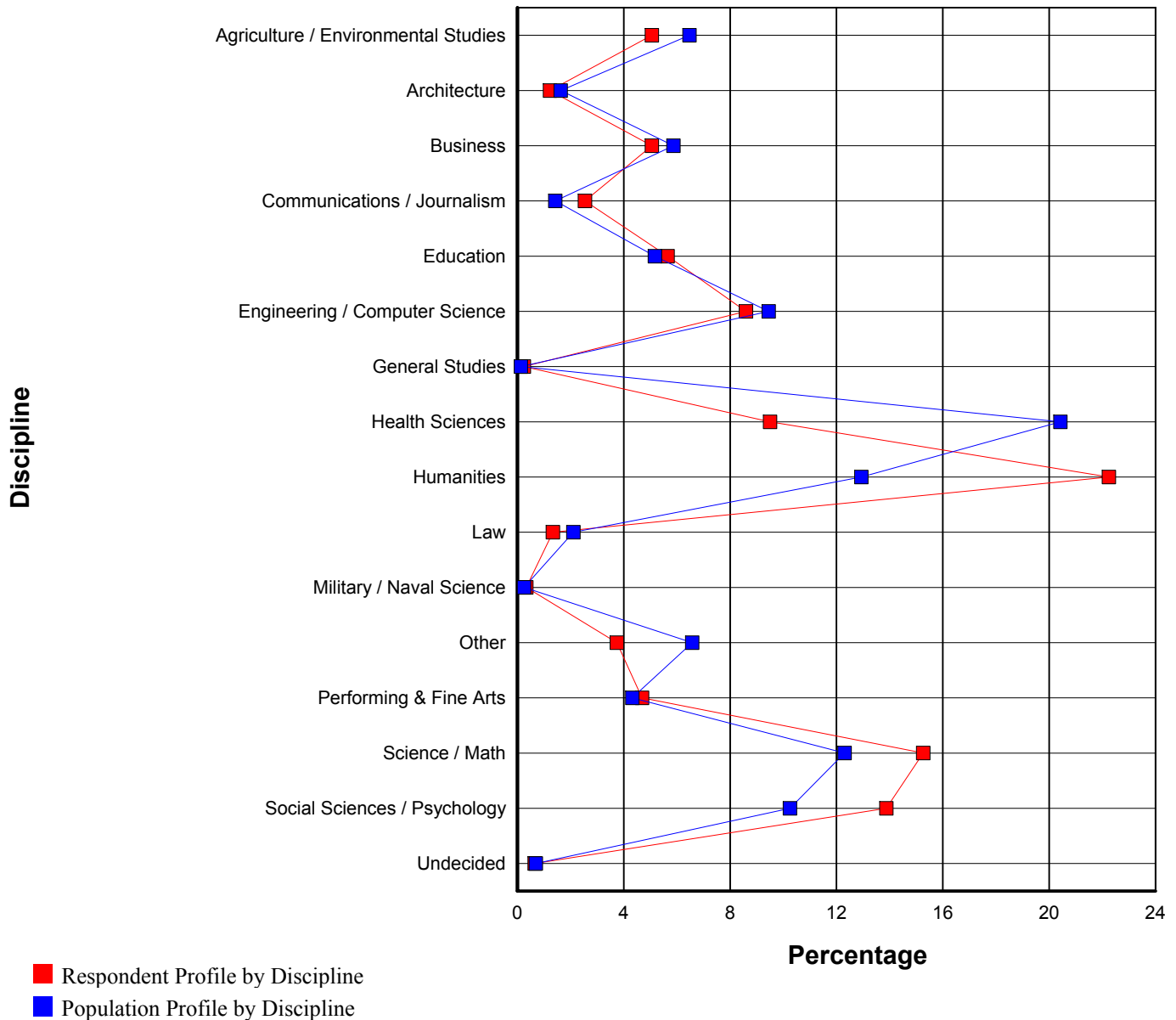
## 22 College or University Libraries Faculty Summary for ARL

### 22.1 Demographic Summary for Faculty

#### 22.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	3,654	6.47%	273	5.06%	1.41%
Architecture	919	1.63%	66	1.22%	0.40%
Business	3,314	5.87%	273	5.06%	0.81%
Communications / Journalism	804	1.42%	137	2.54%	-1.11%
Education	2,920	5.17%	305	5.65%	-0.48%
Engineering / Computer Science	5,336	9.45%	464	8.60%	0.85%
General Studies	74	0.13%	13	0.24%	-0.11%
Health Sciences	11,532	20.42%	513	9.50%	10.92%
Humanities	7,304	12.94%	1,201	22.25%	-9.31%
Law	1,189	2.11%	72	1.33%	0.77%
Military / Naval Science	141	0.25%	18	0.33%	-0.08%
Other	3,713	6.58%	202	3.74%	2.83%
Performing & Fine Arts	2,439	4.32%	253	4.69%	-0.37%
Science / Math	6,948	12.30%	824	15.26%	-2.96%
Social Sciences / Psychology	5,788	10.25%	749	13.88%	-3.63%
Undecided	391	0.69%	35	0.65%	0.04%
<b>Total:</b>	<b>56,466</b>	<b>100.00%</b>	<b>5,398</b>	<b>100.00%</b>	<b>0.00%</b>

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

### 22.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	2	0.04%
18 - 22	1	0.02%
23 - 30	182	3.37%
31 - 45	2,031	37.60%
46 - 65	2,849	52.75%
Over 65	336	6.22%
<b>Total:</b>	<b>5,401</b>	<b>100.00%</b>

### 22.1.3 Population and Respondent Profiles for Faculty by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	36,810	67.77%	3,375	62.70%
Female	17,503	32.23%	2,008	37.30%
<b>Total:</b>	<b>54,313</b>	<b>100.00%</b>	<b>5,383</b>	<b>100.00%</b>

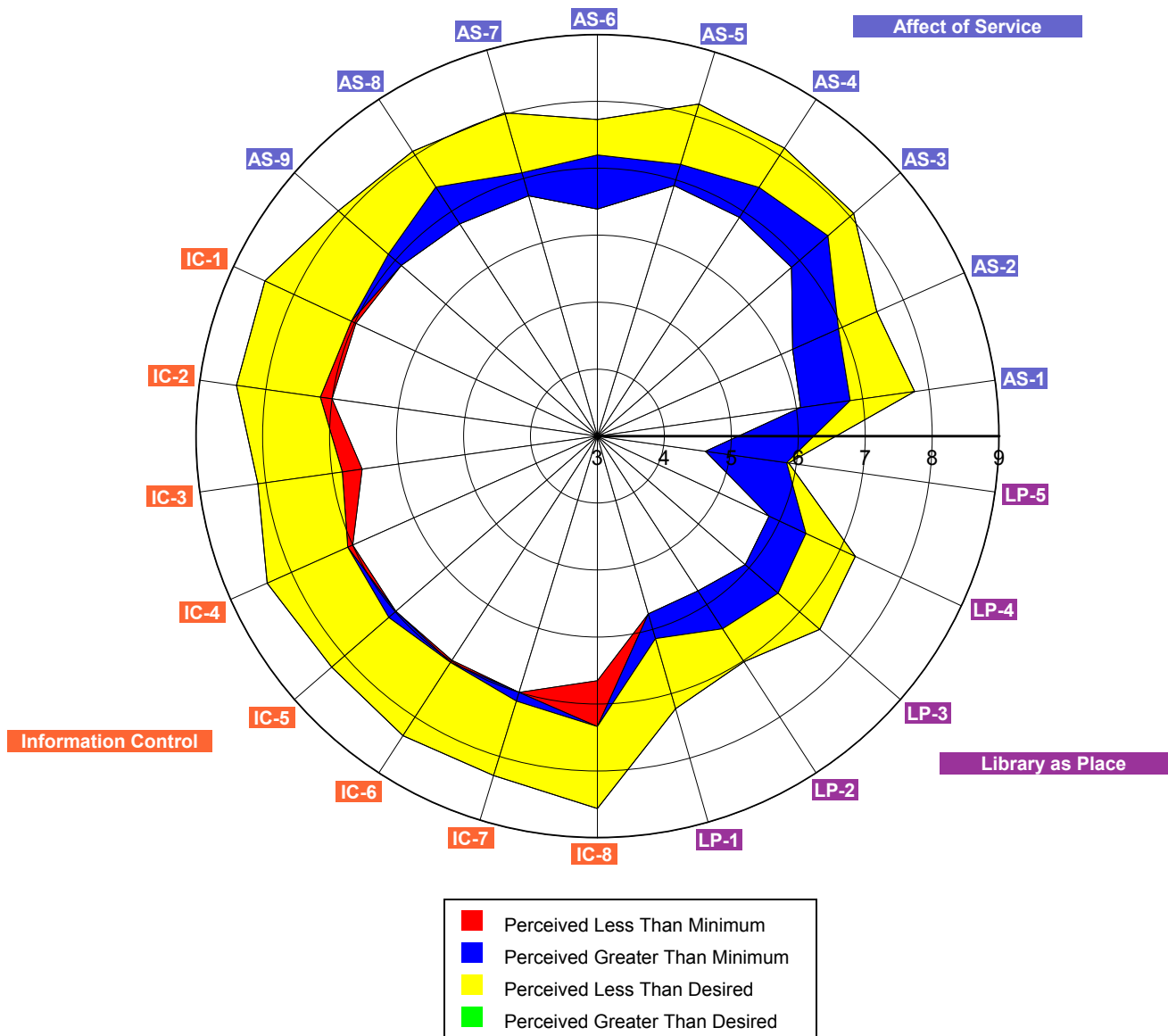
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Faculty

## 22.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.06	7.78	6.81	0.75	-0.97	5,119
AS-2	Giving users individual attention	6.19	7.57	6.94	0.75	-0.63	5,195
AS-3	Employees who are consistently courteous	6.84	8.07	7.56	0.72	-0.51	5,298
AS-4	Readiness to respond to users' questions	6.90	8.13	7.43	0.54	-0.70	5,273
AS-5	Employees who have the knowledge to answer user questions	6.91	8.19	7.24	0.33	-0.94	5,237
AS-6	Employees who deal with users in a caring fashion	6.39	7.73	7.20	0.81	-0.53	5,110
AS-7	Employees who understand the needs of their users	6.73	8.02	7.09	0.36	-0.93	5,127
AS-8	Willingness to help users	6.78	8.07	7.43	0.66	-0.64	5,115
AS-9	Dependability in handling users' service problems	6.88	8.13	7.14	0.26	-0.99	4,748
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.06	8.48	6.98	-0.07	-1.50	5,295
IC-2	A library Web site enabling me to locate information on my own	7.18	8.44	7.00	-0.18	-1.44	5,325
IC-3	The printed library materials I need for my work	6.85	8.12	6.55	-0.30	-1.57	5,129
IC-4	The electronic information resources I need	7.08	8.40	7.00	-0.08	-1.40	5,313
IC-5	Modern equipment that lets me easily access needed information	6.99	8.26	7.13	0.14	-1.13	5,173
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.33	6.99	-0.04	-1.34	5,285
IC-7	Making information easily accessible for independent use	7.00	8.30	7.14	0.14	-1.16	5,120
IC-8	Print and/or electronic journal collections I require for my work	7.34	8.56	6.65	-0.68	-1.91	5,237
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.76	7.23	6.15	0.38	-1.09	4,811
LP-2	Quiet space for individual activities	5.76	7.02	6.43	0.67	-0.59	4,451
LP-3	A comfortable and inviting location	5.93	7.40	6.57	0.65	-0.82	4,938
LP-4	A getaway for study, learning, or research	5.83	7.25	6.44	0.61	-0.81	4,528
LP-5	Community space for group learning and group study	4.63	5.88	5.86	1.22	-0.03	3,475
<b>Overall:</b>		6.61	7.93	6.92	0.32	-1.01	5,410

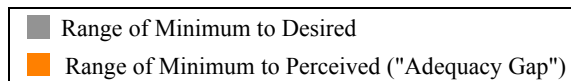
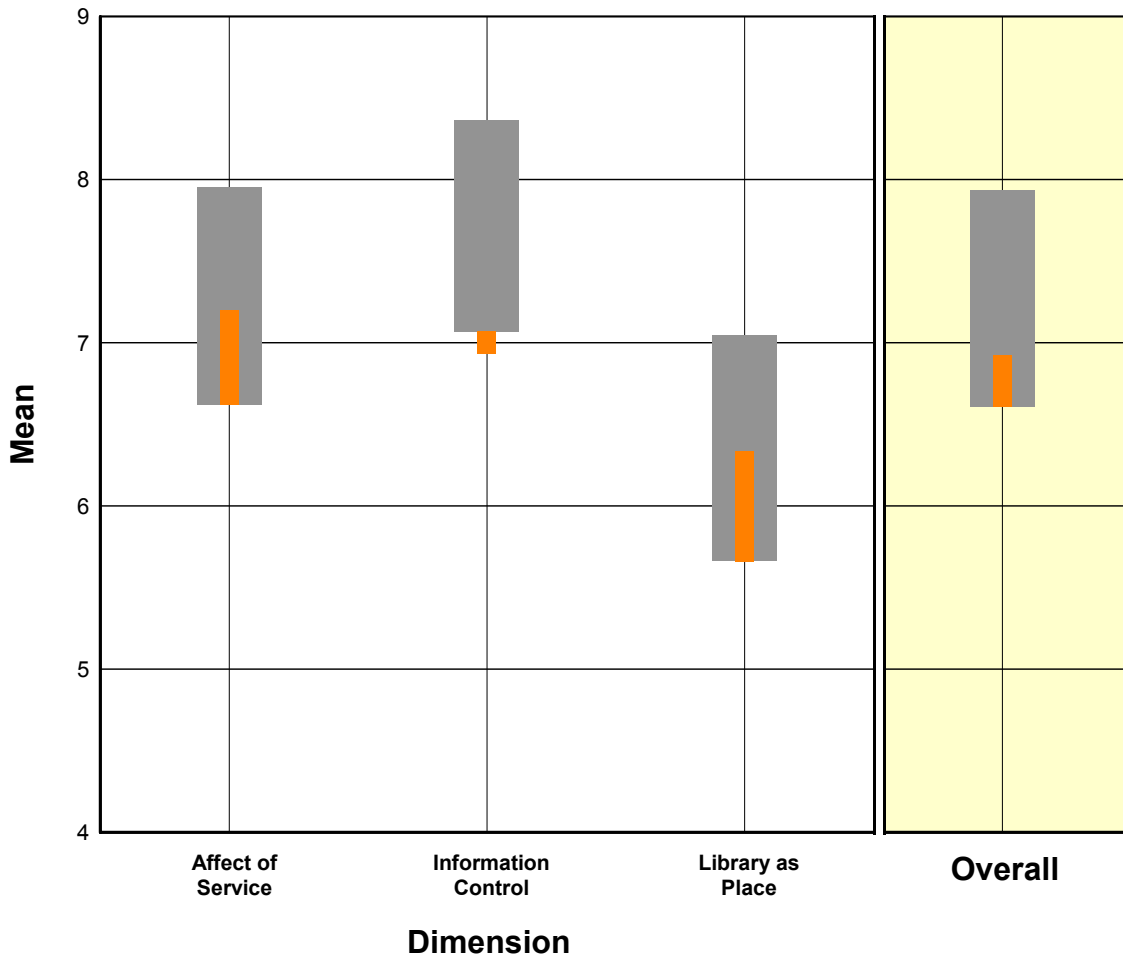
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.80	1.53	1.68	1.96	1.84	5,119
AS-2	Giving users individual attention	1.81	1.57	1.67	1.85	1.71	5,195
AS-3	Employees who are consistently courteous	1.79	1.34	1.53	1.93	1.65	5,298
AS-4	Readiness to respond to users' questions	1.62	1.21	1.49	1.76	1.53	5,273
AS-5	Employees who have the knowledge to answer user questions	1.63	1.20	1.55	1.85	1.64	5,237
AS-6	Employees who deal with users in a caring fashion	1.87	1.56	1.57	1.86	1.68	5,110
AS-7	Employees who understand the needs of their users	1.70	1.31	1.59	1.89	1.69	5,127
AS-8	Willingness to help users	1.70	1.28	1.47	1.78	1.53	5,115
AS-9	Dependability in handling users' service problems	1.60	1.23	1.60	1.88	1.66	4,748
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.71	1.08	1.75	2.16	1.88	5,295
IC-2	A library Web site enabling me to locate information on my own	1.58	1.08	1.64	2.01	1.75	5,325
IC-3	The printed library materials I need for my work	1.67	1.36	1.76	2.19	2.04	5,129
IC-4	The electronic information resources I need	1.56	1.07	1.53	1.98	1.71	5,313
IC-5	Modern equipment that lets me easily access needed information	1.58	1.16	1.46	1.86	1.60	5,173
IC-6	Easy-to-use access tools that allow me to find things on my own	1.54	1.07	1.49	1.87	1.60	5,285
IC-7	Making information easily accessible for independent use	1.52	1.07	1.45	1.82	1.57	5,120
IC-8	Print and/or electronic journal collections I require for my work	1.52	0.95	1.77	2.21	1.93	5,237
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.07	1.97	1.95	2.52	2.53	4,811
LP-2	Quiet space for individual activities	2.18	2.10	1.87	2.44	2.40	4,451
LP-3	A comfortable and inviting location	1.95	1.77	1.88	2.32	2.23	4,938
LP-4	A getaway for study, learning, or research	2.21	2.08	1.85	2.38	2.34	4,528
LP-5	Community space for group learning and group study	2.35	2.49	1.92	2.43	2.58	3,475
<b>Overall:</b>		1.30	0.93	1.19	1.45	1.23	5,410

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

### 22.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.95	7.20	0.58	-0.75	5,407
Information Control	7.07	8.36	6.93	-0.14	-1.43	5,409
Library as Place	5.66	7.04	6.34	0.68	-0.71	5,205
<b>Overall:</b>	6.61	7.93	6.92	0.32	-1.01	5,410

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	1.47	1.09	1.33	1.55	1.35	5,407
Information Control	1.27	0.80	1.25	1.59	1.33	5,409
Library as Place	1.83	1.72	1.62	2.02	1.98	5,205
<b>Overall:</b>	1.30	0.93	1.19	1.45	1.23	5,410

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



## 22.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.26	7.93	7.05	0.80	-0.87	375
Ease of using library's online article indexes	7.32	8.55	6.64	-0.68	-1.91	53
Availability of online help when using my library's electronic resources	6.23	7.66	6.25	0.02	-1.41	1,321
An environment that facilitates group study and problem solving	4.85	5.95	6.02	1.17	0.07	501
Ease of use of electronic resources	7.10	8.39	6.86	-0.24	-1.53	249
Providing help when and where I need it	6.43	7.97	6.75	0.33	-1.21	1,129
Teaching me how to access, evaluate, and use information	5.69	7.11	6.29	0.61	-0.82	1,062
Library orientations / instruction sessions	5.10	6.49	6.77	1.66	0.27	166
Online course support (readings, links, references)	6.03	7.50	6.55	0.52	-0.95	330
Collections of online full-text articles sufficient to meet my needs	6.96	8.44	6.13	-0.83	-2.30	309
Electronic resources matching my information needs	7.12	8.33	6.86	-0.26	-1.47	217
Access to rare and historical materials	5.35	6.75	6.06	0.72	-0.69	205
Contribution to the intellectual atmosphere of the campus	6.78	7.97	7.04	0.26	-0.93	545
Ready access to computers / Internet / software	6.60	7.83	6.64	0.04	-1.19	272
Using the library for recreation and popular materials	4.38	5.57	6.07	1.69	0.50	276
Using the library for research	7.41	8.44	7.09	-0.32	-1.35	571
Library keeping me informed about all of its services	5.81	7.11	6.23	0.42	-0.88	646
Timely fulfillment of reserve requests / holds	6.69	8.20	7.22	0.53	-0.98	123
The multimedia (CD / DVD / video / audio) collections I need	5.64	7.17	5.71	0.07	-1.46	530
Access to photocopying and printing facilities	6.32	7.82	6.04	-0.28	-1.78	508
The main texts and readings I need for my work	7.52	8.61	6.89	-0.63	-1.71	56
Instruction in library use, when needed	6.53	7.67	7.45	0.92	-0.22	114
Availability of subject specialist assistance	5.98	7.36	6.50	0.52	-0.86	914
Helpfulness in dealing with users' IT problems	6.59	7.75	6.93	0.34	-0.83	534
Informing me of useful library services	6.14	7.43	6.67	0.53	-0.76	156
Personalization features in the electronic library	7.00	8.00	7.50	0.50	-0.50	2
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.44	7.62	7.44	0.99	-0.19	324
Providing reliable access to resources when and where I need them	7.20	8.47	6.46	-0.74	-2.01	235

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	5.60	6.98	5.09	-0.52	-1.89	91
A library environment that is hospitable and conducive to finding and using information	6.82	7.97	7.01	0.19	-0.96	349
Making me aware of library resources and services	6.07	7.47	6.64	0.57	-0.82	1,172
Teaching me how to locate, evaluate, and use information	6.02	7.45	6.85	0.83	-0.60	1,190
Efficient interlibrary loan / document delivery	7.12	8.36	7.38	0.26	-0.98	843
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	6.19	7.65	6.90	0.71	-0.75	91
Convenient service hours	6.51	7.84	7.08	0.57	-0.77	1,479
Ability to navigate library Web pages easily	7.01	8.34	6.86	-0.15	-1.47	1,219
A secure and safe place	7.24	8.10	7.39	0.15	-0.71	878
Access to archives, special collections	6.28	7.68	6.63	0.35	-1.05	147
Accuracy in the catalog, borrowing, and overdue records	7.04	8.13	7.17	0.13	-0.96	441
Browsing library materials in the stacks	6.42	8.01	7.36	0.93	-0.65	137
Convenient access to library collections	7.11	8.25	5.87	-1.24	-2.38	133
Convenient business hours	6.75	7.90	6.84	0.09	-1.05	201
Enabling me to find information myself 24 hours a day	6.85	8.19	6.69	-0.16	-1.50	342
Facilitating self-directed research	6.74	8.10	6.79	0.05	-1.30	73
Improving library-use skills as a by-product of seeking assistance from library staff	5.49	7.00	6.22	0.73	-0.78	175
Interdisciplinary library needs being addressed	6.41	7.51	5.29	-1.12	-2.22	49
Keeping users informed about when services will be performed	6.09	7.61	6.73	0.64	-0.88	186
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.33	8.08	6.63	0.30	-1.44	63
Library materials being available for browsing in open stacks	6.10	7.50	7.01	0.91	-0.49	70
Performing services right the first time	6.80	8.10	7.58	0.78	-0.52	397
Providing direction to self-navigate the library	6.64	8.18	6.30	-0.34	-1.88	67
Resources added to library collections on request	6.80	8.03	6.65	-0.15	-1.38	60
Space that facilitates quiet study	4.67	5.83	5.67	1.00	-0.17	6
Teaching me to find library resources myself	5.94	7.54	6.90	0.96	-0.64	72
Timely document delivery / interlibrary loan	7.00	8.35	7.05	0.05	-1.30	565
Space for students to study and work in groups	3.43	4.14	6.14	2.71	2.00	7

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.89	1.59	1.55	2.00	1.78	375
Ease of using library's online article indexes	1.27	0.89	1.81	2.29	2.00	53
Availability of online help when using my library's electronic resources	1.81	1.62	1.88	2.24	2.14	1,321
An environment that facilitates group study and problem solving	2.26	2.38	1.75	2.25	2.35	501
Ease of use of electronic resources	1.60	1.13	1.62	2.10	1.76	249
Providing help when and where I need it	1.66	1.36	1.68	1.94	1.80	1,129
Teaching me how to access, evaluate, and use information	2.11	2.07	1.74	2.11	2.08	1,062
Library orientations / instruction sessions	2.20	2.17	1.90	2.03	1.95	166
Online course support (readings, links, references)	2.00	1.74	1.79	2.04	1.93	330
Collections of online full-text articles sufficient to meet my needs	1.65	1.06	1.66	2.25	1.88	309
Electronic resources matching my information needs	1.56	1.30	1.52	2.11	1.97	217
Access to rare and historical materials	2.43	2.31	1.97	2.70	2.55	205
Contribution to the intellectual atmosphere of the campus	1.86	1.45	1.73	1.99	1.79	545
Ready access to computers / Internet / software	1.91	1.55	1.70	2.09	1.97	272
Using the library for recreation and popular materials	2.11	2.37	1.73	2.06	2.32	276
Using the library for research	1.60	1.11	1.80	2.11	1.95	571
Library keeping me informed about all of its services	1.88	1.74	1.71	2.08	2.06	646
Timely fulfillment of reserve requests / holds	1.61	1.13	1.60	2.01	1.66	123
The multimedia (CD / DVD / video / audio) collections I need	2.27	2.15	2.03	2.76	2.68	530
Access to photocopying and printing facilities	1.81	1.61	1.86	2.32	2.28	508
The main texts and readings I need for my work	1.48	0.89	1.61	2.04	1.74	56
Instruction in library use, when needed	1.85	1.60	1.31	1.71	1.58	114
Availability of subject specialist assistance	1.95	1.82	1.96	2.11	2.10	914
Helpfulness in dealing with users' IT problems	1.76	1.64	1.63	1.88	1.92	534
Informing me of useful library services	1.96	1.67	1.71	2.11	1.84	156
Personalization features in the electronic library	2.83	1.41	0.71	2.12	0.71	2
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.00	1.78	1.60	1.88	1.85	324
Providing reliable access to resources when and where I need them	1.56	1.01	2.02	2.47	2.14	235

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.16	2.18	1.96	2.46	2.63	91
A library environment that is hospitable and conducive to finding and using information	1.73	1.40	1.63	2.02	1.86	349
Making me aware of library resources and services	1.86	1.62	1.74	2.08	1.91	1,172
Teaching me how to locate, evaluate, and use information	2.04	1.78	1.64	2.04	1.85	1,190
Efficient interlibrary loan / document delivery	1.67	1.19	1.74	2.06	1.75	843
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.11	1.95	1.57	2.34	2.22	91
Convenient service hours	1.81	1.55	1.65	2.11	1.91	1,479
Ability to navigate library Web pages easily	1.59	1.14	1.57	1.92	1.64	1,219
A secure and safe place	1.89	1.53	1.57	1.98	1.76	878
Access to archives, special collections	2.02	1.76	1.94	2.28	2.24	147
Accuracy in the catalog, borrowing, and overdue records	1.73	1.35	1.60	1.95	1.75	441
Browsing library materials in the stacks	1.92	1.51	1.53	2.08	1.70	137
Convenient access to library collections	1.52	1.14	1.97	2.49	2.34	133
Convenient business hours	1.80	1.41	1.74	2.24	1.99	201
Enabling me to find information myself 24 hours a day	1.83	1.44	1.67	2.26	1.90	342
Facilitating self-directed research	1.96	1.65	1.69	1.94	1.67	73
Improving library-use skills as a by-product of seeking assistance from library staff	1.99	2.03	1.76	1.80	1.82	175
Interdisciplinary library needs being addressed	2.05	1.73	2.16	2.64	2.44	49
Keeping users informed about when services will be performed	1.93	1.66	1.78	2.13	1.90	186
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.96	1.18	1.73	1.81	1.58	63
Library materials being available for browsing in open stacks	2.04	1.98	1.65	2.12	2.04	70
Performing services right the first time	1.71	1.26	1.17	1.65	1.28	397
Providing direction to self-navigate the library	1.75	1.38	1.83	2.36	2.05	67
Resources added to library collections on request	1.71	1.47	1.46	2.02	1.97	60
Space that facilitates quiet study	2.73	2.23	2.73	2.00	2.04	6
Teaching me to find library resources myself	1.99	1.66	1.41	1.94	1.85	72
Timely document delivery / interlibrary loan	1.58	1.07	1.73	2.14	1.88	565
Space for students to study and work in groups	3.36	3.08	1.68	2.63	2.65	7

## 22.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.48	1.56	5,406
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.79	1.93	5,405
How would you rate the overall quality of the service provided by the library?	7.11	1.53	5,409

## 22.6 Information Literacy Outcomes Questions Summary for Faculty

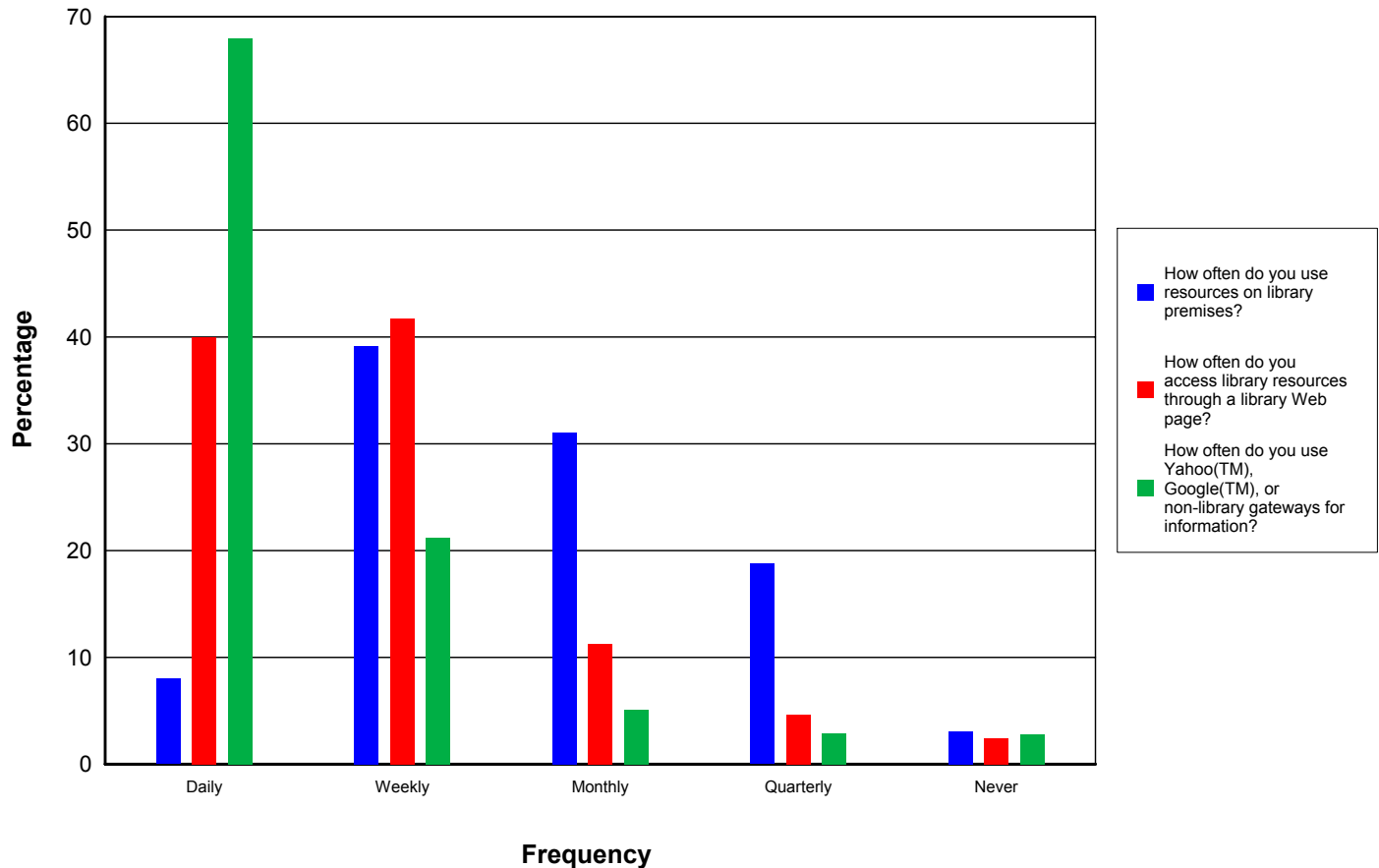
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.31	2.05	5,409
The library aids my advancement in my academic discipline.	6.77	1.89	5,407
The library enables me to be more efficient in my academic pursuits.	6.93	1.85	5,405
The library helps me distinguish between trustworthy and untrustworthy information.	5.34	2.11	5,403
The library provides me with the information skills I need in my work or study.	5.98	2.01	5,402

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

## 22.7 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?	432 7.99%	2,117 39.15%	1,678 31.03%	1,015 18.77%	165 3.05%	5,407 100.00%
How often do you access library resources through a library Web page?	2,161 39.97%	2,257 41.74%	608 11.24%	249 4.61%	132 2.44%	5,407 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	3,674 67.97%	1,148 21.24%	275 5.09%	157 2.90%	151 2.79%	5,405 100.00%

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

## 23 College or University Libraries Library Staff Summary for ARL

### 23.1 Demographic Summary for Library Staff

#### 23.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	8	1.43%
23 - 30	79	14.11%
31 - 45	197	35.18%
46 - 65	264	47.14%
Over 65	12	2.14%
<b>Total:</b>	<b>560</b>	<b>100.00%</b>

#### 23.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	170	30.36%
Female	390	69.64%
<b>Total:</b>	<b>560</b>	<b>100.00%</b>

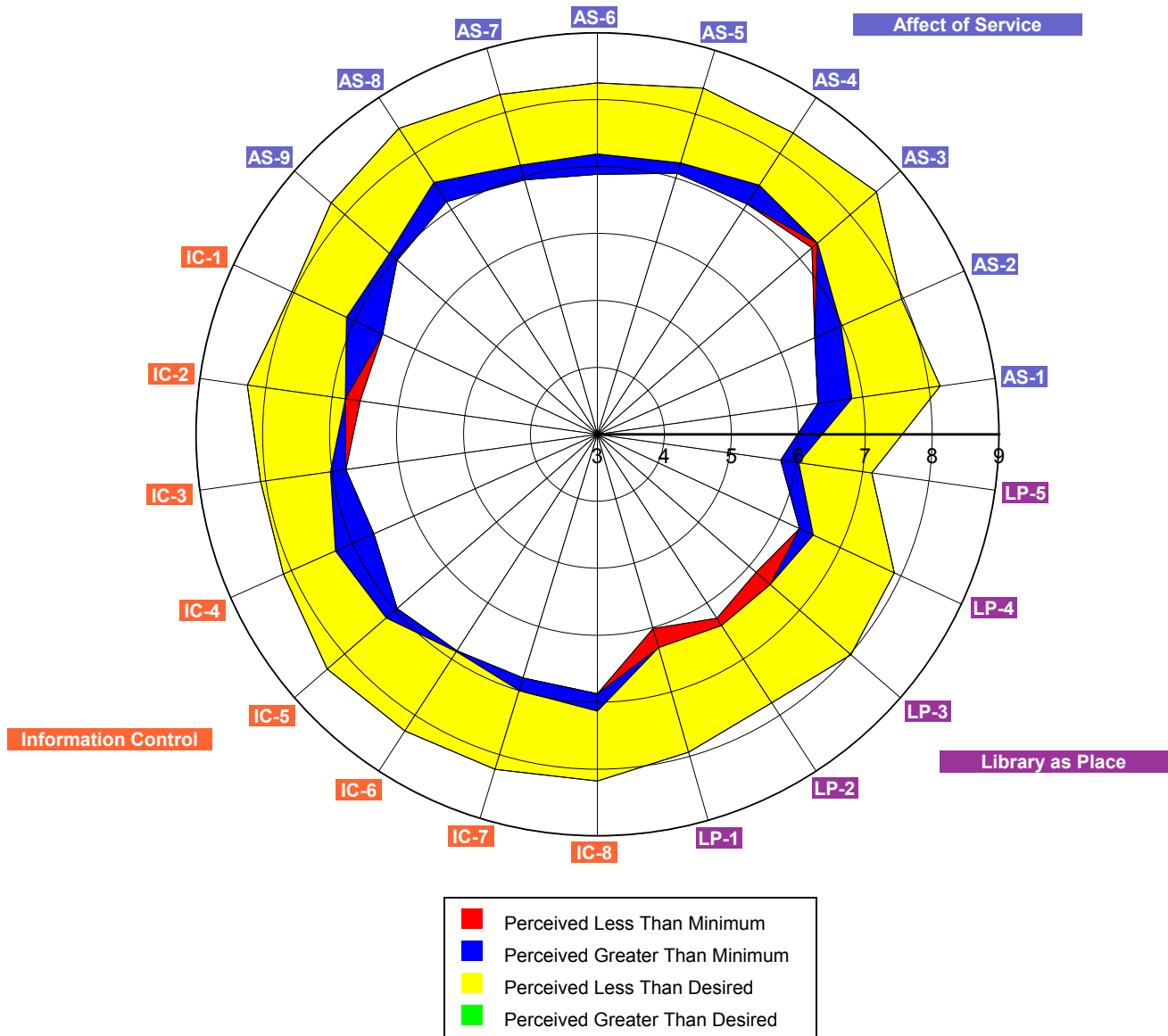
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Library Staff

### 23.2 Core Questions Summary for Library Staff

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

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

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



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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.33	8.17	6.84	0.51	-1.33	554
AS-2	Giving users individual attention	6.55	7.97	6.98	0.43	-0.99	550
AS-3	Employees who are consistently courteous	7.35	8.52	7.24	-0.11	-1.28	556
AS-4	Readiness to respond to users' questions	7.10	8.36	7.44	0.34	-0.93	554
AS-5	Employees who have the knowledge to answer user questions	7.08	8.41	7.24	0.16	-1.17	558
AS-6	Employees who deal with users in a caring fashion	6.88	8.25	7.19	0.30	-1.06	553
AS-7	Employees who understand the needs of their users	6.95	8.28	7.18	0.23	-1.10	550
AS-8	Willingness to help users	7.14	8.45	7.49	0.34	-0.96	555
AS-9	Dependability in handling users' service problems	6.96	8.27	7.12	0.15	-1.15	542
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.54	8.03	7.14	0.59	-0.90	533
IC-2	A library Web site enabling me to locate information on my own	6.80	8.28	6.58	-0.22	-1.70	557
IC-3	The printed library materials I need for my work	6.79	8.08	7.03	0.23	-1.05	534
IC-4	The electronic information resources I need	6.66	8.13	7.28	0.63	-0.85	538
IC-5	Modern equipment that lets me easily access needed information	6.97	8.34	7.18	0.21	-1.17	557
IC-6	Easy-to-use access tools that allow me to find things on my own	6.86	8.28	6.87	0.01	-1.41	554
IC-7	Making information easily accessible for independent use	6.80	8.23	7.00	0.20	-1.23	542
IC-8	Print and/or electronic journal collections I require for my work	6.88	8.18	7.14	0.26	-1.04	500
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.31	7.94	6.02	-0.30	-1.92	543
LP-2	Quiet space for individual activities	6.40	7.78	6.28	-0.13	-1.50	532
LP-3	A comfortable and inviting location	6.42	8.02	6.14	-0.28	-1.88	554
LP-4	A getaway for study, learning, or research	6.33	7.89	6.56	0.23	-1.33	527
LP-5	Community space for group learning and group study	5.76	7.14	6.04	0.27	-1.10	493
<b>Overall:</b>		6.73	8.15	6.92	0.19	-1.23	561

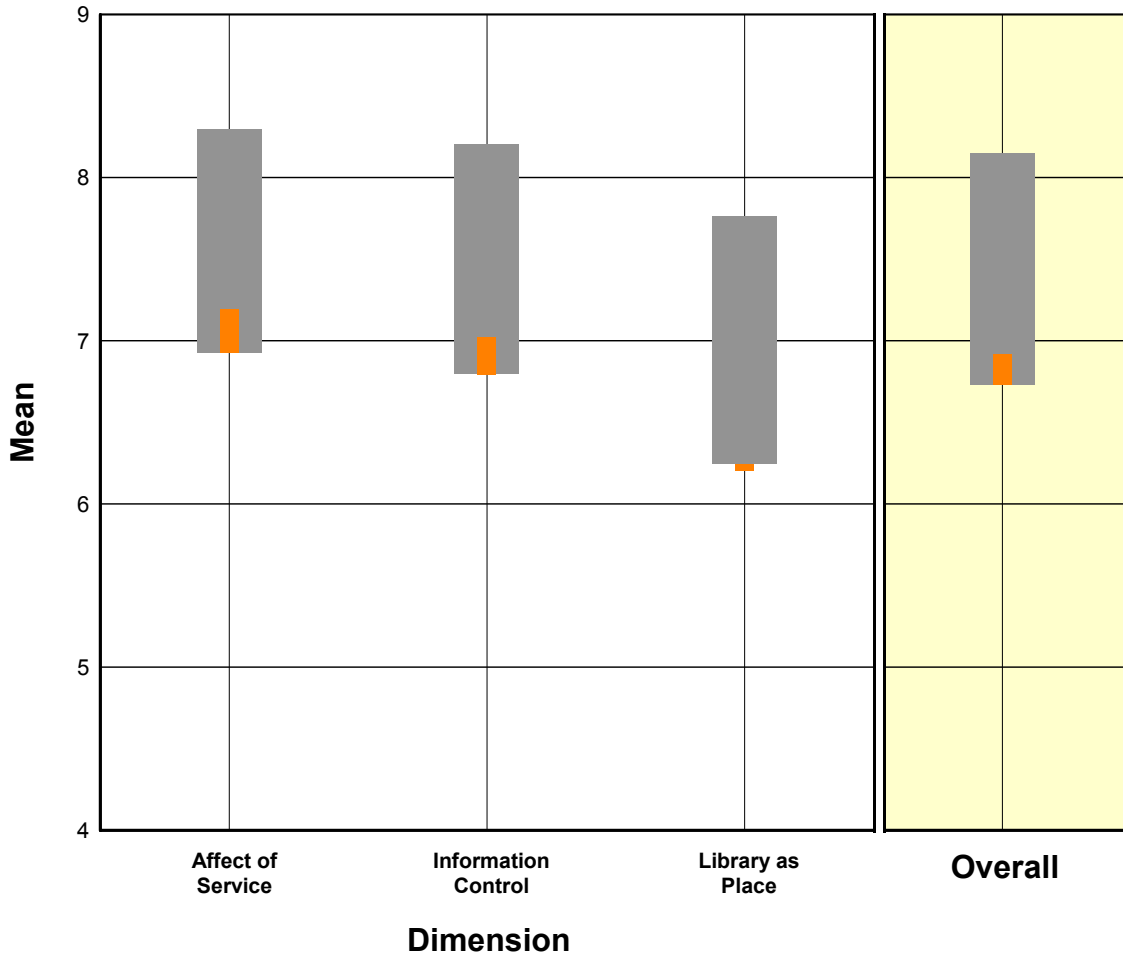
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.66	1.16	1.45	1.85	1.56	554
AS-2	Giving users individual attention	1.62	1.25	1.42	1.77	1.66	550
AS-3	Employees who are consistently courteous	1.49	0.82	1.39	1.78	1.51	556
AS-4	Readiness to respond to users' questions	1.44	0.94	1.27	1.64	1.40	554
AS-5	Employees who have the knowledge to answer user questions	1.43	0.89	1.31	1.70	1.40	558
AS-6	Employees who deal with users in a caring fashion	1.60	1.06	1.38	1.82	1.56	553
AS-7	Employees who understand the needs of their users	1.51	1.00	1.36	1.73	1.48	550
AS-8	Willingness to help users	1.51	0.88	1.27	1.69	1.41	555
AS-9	Dependability in handling users' service problems	1.47	1.05	1.35	1.71	1.52	542
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.77	1.35	1.51	1.86	1.75	533
IC-2	A library Web site enabling me to locate information on my own	1.54	1.03	1.71	2.02	1.93	557
IC-3	The printed library materials I need for my work	1.47	1.12	1.41	1.78	1.60	534
IC-4	The electronic information resources I need	1.48	1.14	1.33	1.66	1.48	538
IC-5	Modern equipment that lets me easily access needed information	1.48	0.88	1.49	1.86	1.63	557
IC-6	Easy-to-use access tools that allow me to find things on my own	1.49	0.94	1.41	1.74	1.54	554
IC-7	Making information easily accessible for independent use	1.50	0.97	1.41	1.78	1.55	542
IC-8	Print and/or electronic journal collections I require for my work	1.46	1.12	1.35	1.78	1.60	500
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.69	1.26	1.92	2.29	2.17	543
LP-2	Quiet space for individual activities	1.76	1.40	1.77	2.21	2.08	532
LP-3	A comfortable and inviting location	1.65	1.14	1.95	2.37	2.20	554
LP-4	A getaway for study, learning, or research	1.67	1.28	1.71	1.98	1.92	527
LP-5	Community space for group learning and group study	1.99	1.94	1.94	2.31	2.35	493
<b>Overall:</b>		1.22	0.72	1.02	1.34	1.12	561

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

### 23.3 Core Question Dimensions Summary for Library Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.93	8.30	7.19	0.27	-1.10	561
Information Control	6.79	8.20	7.02	0.23	-1.18	561
Library as Place	6.25	7.76	6.20	-0.04	-1.56	558
<b>Overall:</b>	6.73	8.15	6.92	0.19	-1.23	561

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	1.28	0.76	1.11	1.44	1.21	561
Information Control	1.24	0.76	1.07	1.41	1.21	561
Library as Place	1.48	1.07	1.55	1.86	1.73	558
<b>Overall:</b>	1.22	0.72	1.02	1.34	1.12	561

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

## 23.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.24	7.71	6.86	0.62	-0.86	21
Ease of using library's online article indexes	6.25	8.50	7.00	0.75	-1.50	4
Availability of online help when using my library's electronic resources	5.90	7.60	6.43	0.53	-1.17	135
An environment that facilitates group study and problem solving	5.91	6.91	6.48	0.57	-0.43	23
Ease of use of electronic resources	5.88	7.75	5.88	0.00	-1.88	8
Providing help when and where I need it	6.32	7.89	6.48	0.16	-1.41	123
Teaching me how to access, evaluate, and use information	6.45	7.88	6.63	0.18	-1.25	76
Library orientations / instruction sessions	6.00	8.00	7.50	1.50	-0.50	4
Online course support (readings, links, references)	7.00	8.00	6.00	-1.00	-2.00	2
Collections of online full-text articles sufficient to meet my needs	6.39	7.65	7.17	0.78	-0.48	23
Electronic resources matching my information needs	7.38	8.63	7.13	-0.25	-1.50	8
Access to rare and historical materials	5.78	7.31	6.65	0.88	-0.66	89
Contribution to the intellectual atmosphere of the campus	6.88	7.67	7.21	0.33	-0.46	24
Ready access to computers / Internet / software	7.60	8.40	7.60	0.00	-0.80	5
Using the library for recreation and popular materials	5.12	6.68	6.00	0.88	-0.68	94
Using the library for research	7.22	8.47	7.59	0.37	-0.88	104
Library keeping me informed about all of its services	6.26	7.63	6.40	0.14	-1.23	35
Timely fulfillment of reserve requests / holds	8.00	9.00	7.00	-1.00	-2.00	1
The multimedia (CD / DVD / video / audio) collections I need	5.96	7.37	6.08	0.13	-1.29	119
Access to photocopying and printing facilities	6.58	8.10	6.52	-0.06	-1.58	67
The main texts and readings I need for my work	6.67	8.00	7.67	1.00	-0.33	3
Instruction in library use, when needed	6.33	7.63	7.48	1.15	-0.15	27
Availability of subject specialist assistance	6.06	7.25	6.62	0.57	-0.62	53
Helpfulness in dealing with users' IT problems	6.56	8.10	6.58	0.02	-1.52	124
Informing me of useful library services	5.25	7.50	7.00	1.75	-0.50	8
Personalization features in the electronic library	6.00	8.00	7.00	1.00	-1.00	1
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.49	8.03	7.23	0.74	-0.80	91
Providing reliable access to resources when and where I need them	6.44	8.67	6.33	-0.11	-2.33	9

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

A library environment that is hospitable and conducive to finding and using information	7.13	8.25	7.38	0.25	-0.88	16
Making me aware of library resources and services	6.31	7.89	6.36	0.05	-1.53	160
Teaching me how to locate, evaluate, and use information	6.45	7.77	7.06	0.61	-0.71	137
Efficient interlibrary loan / document delivery	6.72	8.03	7.55	0.84	-0.48	183
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	4.86	6.43	6.43	1.57	0.00	7
Convenient service hours	6.49	7.93	7.03	0.53	-0.90	188
Ability to navigate library Web pages easily	7.24	8.36	6.55	-0.69	-1.82	88
A secure and safe place	7.84	8.50	7.38	-0.46	-1.12	50
Access to archives, special collections	6.88	6.88	6.88	0.00	0.00	8
Accuracy in the catalog, borrowing, and overdue records	7.11	8.37	6.54	-0.57	-1.83	46
Browsing library materials in the stacks	7.00	7.00	8.00	1.00	1.00	1
Convenient business hours	7.00	9.00	8.00	1.00	-1.00	1
Enabling me to find information myself 24 hours a day	6.29	8.43	7.00	0.71	-1.43	7
Facilitating self-directed research	7.11	8.33	7.33	0.22	-1.00	9
Improving library-use skills as a by-product of seeking assistance from library staff	6.58	7.17	6.50	-0.08	-0.67	12
Interdisciplinary library needs being addressed	8.00	8.14	6.43	-1.57	-1.71	7
Keeping users informed about when services will be performed	6.73	7.93	6.87	0.13	-1.07	15
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.73	7.87	7.00	0.27	-0.87	15
Library materials being available for browsing in open stacks	6.66	7.89	6.80	0.14	-1.09	56
Performing services right the first time	6.73	8.07	7.13	0.40	-0.93	15
Providing direction to self-navigate the library	6.93	8.40	6.67	-0.27	-1.73	15
Resources added to library collections on request	8.00	8.00	5.50	-2.50	-2.50	2
Space that facilitates quiet study	4.00	8.00	7.00	3.00	-1.00	1
Teaching me to find library resources myself	6.33	7.95	6.84	0.51	-1.12	43
Timely document delivery / interlibrary loan	6.95	8.39	7.79	0.84	-0.60	62
Space for students to study and work in groups	4.00	6.00	6.00	2.00	0.00	1

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.73	1.45	1.71	1.77	1.49	21
Ease of using library's online article indexes	1.50	1.00	0.82	2.22	1.73	4
Availability of online help when using my library's electronic resources	1.77	1.49	1.47	1.86	1.75	135
An environment that facilitates group study and problem solving	1.81	1.88	1.41	2.04	2.00	23
Ease of use of electronic resources	1.89	1.04	1.36	2.00	1.64	8
Providing help when and where I need it	1.71	1.19	1.51	1.96	1.75	123
Teaching me how to access, evaluate, and use information	1.65	1.54	1.64	1.88	1.96	76
Library orientations / instruction sessions	3.46	1.15	1.29	2.38	1.73	4
Online course support (readings, links, references)	1.41	0.00	2.83	1.41	2.83	2
Collections of online full-text articles sufficient to meet my needs	1.47	1.56	1.53	1.35	1.53	23
Electronic resources matching my information needs	1.41	0.52	1.89	0.71	2.00	8
Access to rare and historical materials	1.78	1.53	1.62	2.20	1.76	89
Contribution to the intellectual atmosphere of the campus	1.68	1.31	1.22	1.66	1.25	24
Ready access to computers / Internet / software	1.14	0.89	0.89	0.71	1.10	5
Using the library for recreation and popular materials	1.71	1.55	1.81	1.89	1.89	94
Using the library for research	1.40	0.79	1.35	1.44	1.42	104
Library keeping me informed about all of its services	2.09	1.93	1.74	1.97	1.86	35
Timely fulfillment of reserve requests / holds						1
The multimedia (CD / DVD / video / audio) collections I need	1.93	1.72	1.92	2.37	2.30	119
Access to photocopying and printing facilities	1.50	1.07	1.47	1.68	1.72	67
The main texts and readings I need for my work	0.58	1.00	0.58	1.00	1.15	3
Instruction in library use, when needed	2.13	1.50	1.50	2.09	1.26	27
Availability of subject specialist assistance	2.06	1.76	1.75	2.40	2.27	53
Helpfulness in dealing with users' IT problems	1.74	1.37	1.88	2.08	1.88	124
Informing me of useful library services	1.49	1.41	0.53	1.83	1.60	8
Personalization features in the electronic library						1
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.88	1.46	1.68	1.58	1.36	91
Providing reliable access to resources when and where I need them	2.01	0.50	2.83	1.45	2.96	9
A library environment that is hospitable and conducive to finding and using information	1.36	0.93	1.15	1.29	1.26	16

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

Making me aware of library resources and services	1.58	1.23	1.54	2.02	1.81	160
Teaching me how to locate, evaluate, and use information	1.73	1.36	1.27	1.81	1.55	137
Efficient interlibrary loan / document delivery	1.62	1.26	1.21	1.77	1.47	183
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	2.19	2.07	1.27	1.99	1.63	7
Convenient service hours	1.52	1.29	1.61	2.05	1.94	188
Ability to navigate library Web pages easily	1.31	0.92	1.73	1.97	1.90	88
A secure and safe place	1.22	0.81	1.46	1.85	1.48	50
Access to archives, special collections	2.03	1.89	2.17	2.33	2.39	8
Accuracy in the catalog, borrowing, and overdue records	1.30	0.95	1.79	1.70	1.94	46
Browsing library materials in the stacks						1
Convenient business hours						1
Enabling me to find information myself 24 hours a day	2.06	0.79	2.77	1.50	2.94	7
Facilitating self-directed research	1.27	0.50	1.32	1.56	1.58	9
Improving library-use skills as a by-product of seeking assistance from library staff	1.38	1.27	1.24	1.93	1.30	12
Interdisciplinary library needs being addressed	1.29	1.21	2.44	2.82	2.75	7
Keeping users informed about when services will be performed	1.22	1.33	1.46	1.19	1.03	15
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.10	1.25	1.77	1.75	1.25	15
Library materials being available for browsing in open stacks	1.74	1.56	1.69	1.71	1.58	56
Performing services right the first time	1.58	0.96	0.83	1.92	1.10	15
Providing direction to self-navigate the library	1.28	0.74	1.88	2.19	2.05	15
Resources added to library collections on request	1.41	1.41	2.12	3.54	3.54	2
Space that facilitates quiet study						1
Teaching me to find library resources myself	1.92	1.62	1.53	1.84	1.98	43
Timely document delivery / interlibrary loan	1.64	0.96	1.48	1.87	1.44	62
Space for students to study and work in groups						1



## 23.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.38	1.44	560
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.18	1.41	560
How would you rate the overall quality of the service provided by the library?	7.31	1.19	560

## 23.6 Information Literacy Outcomes Questions Summary for Library Staff

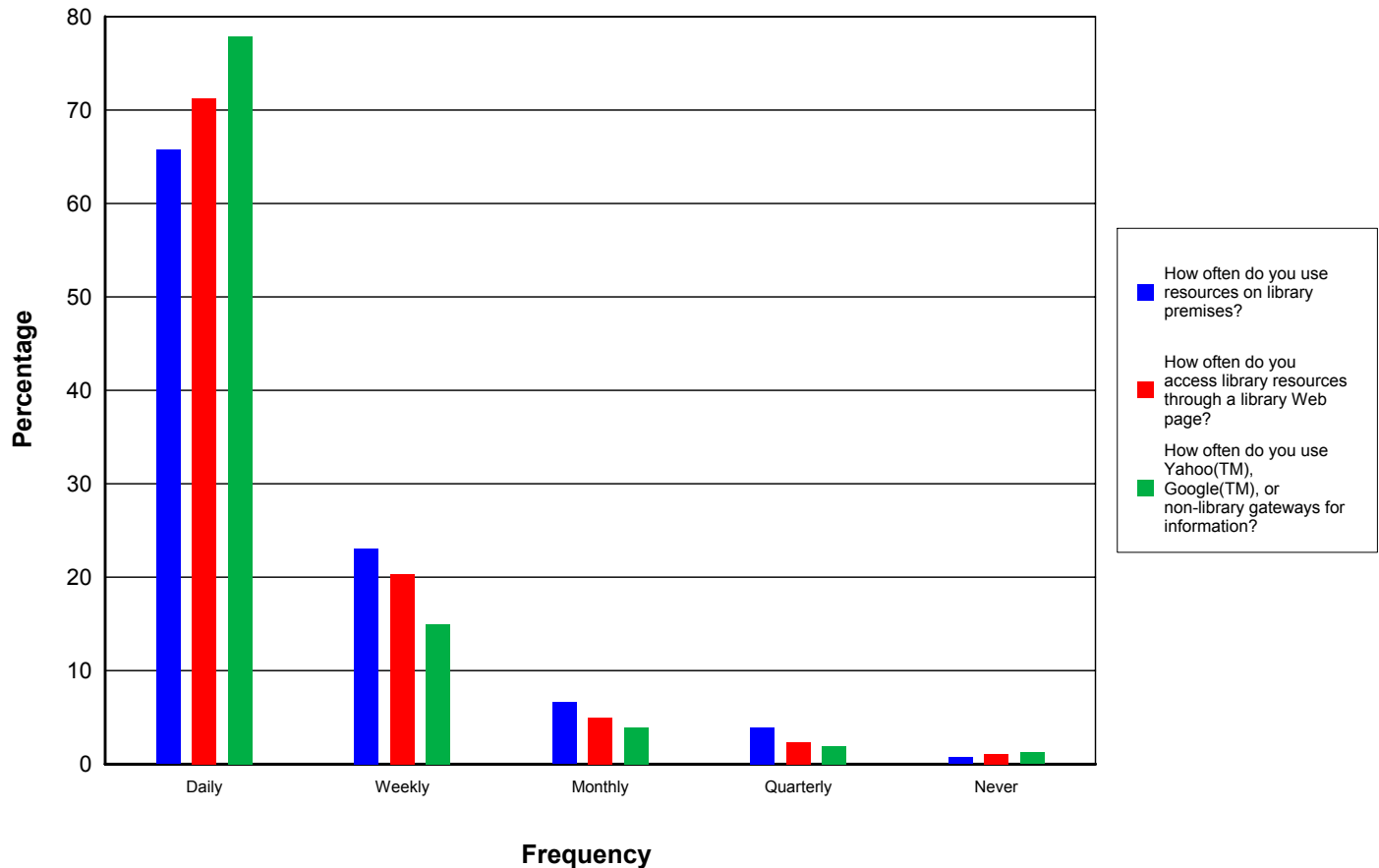
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.64	1.69	560
The library aids my advancement in my academic discipline.	6.95	1.55	560
The library enables me to be more efficient in my academic pursuits.	7.09	1.47	560
The library helps me distinguish between trustworthy and untrustworthy information.	6.51	1.74	560
The library provides me with the information skills I need in my work or study.	6.84	1.58	560

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

## 23.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	368	129	37	22	4	<b>560</b>
	65.71%	23.04%	6.61%	3.93%	0.71%	<b>100.00%</b>
How often do you access library resources through a library Web page?	399	114	28	13	6	<b>560</b>
	71.25%	20.36%	5.00%	2.32%	1.07%	<b>100.00%</b>
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	436	84	22	11	7	<b>560</b>
	77.86%	15.00%	3.93%	1.96%	1.25%	<b>100.00%</b>

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

## 24 College or University Libraries Staff Summary for ARL

### 24.1 Demographic Summary for Staff

#### 24.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	13	1.02%
23 - 30	215	16.85%
31 - 45	479	37.54%
46 - 65	551	43.18%
Over 65	18	1.41%
<b>Total:</b>	<b>1,276</b>	<b>100.00%</b>

#### 24.1.2 Respondent Profile for Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	500	39.12%
Female	778	60.88%
<b>Total:</b>	<b>1,278</b>	<b>100.00%</b>

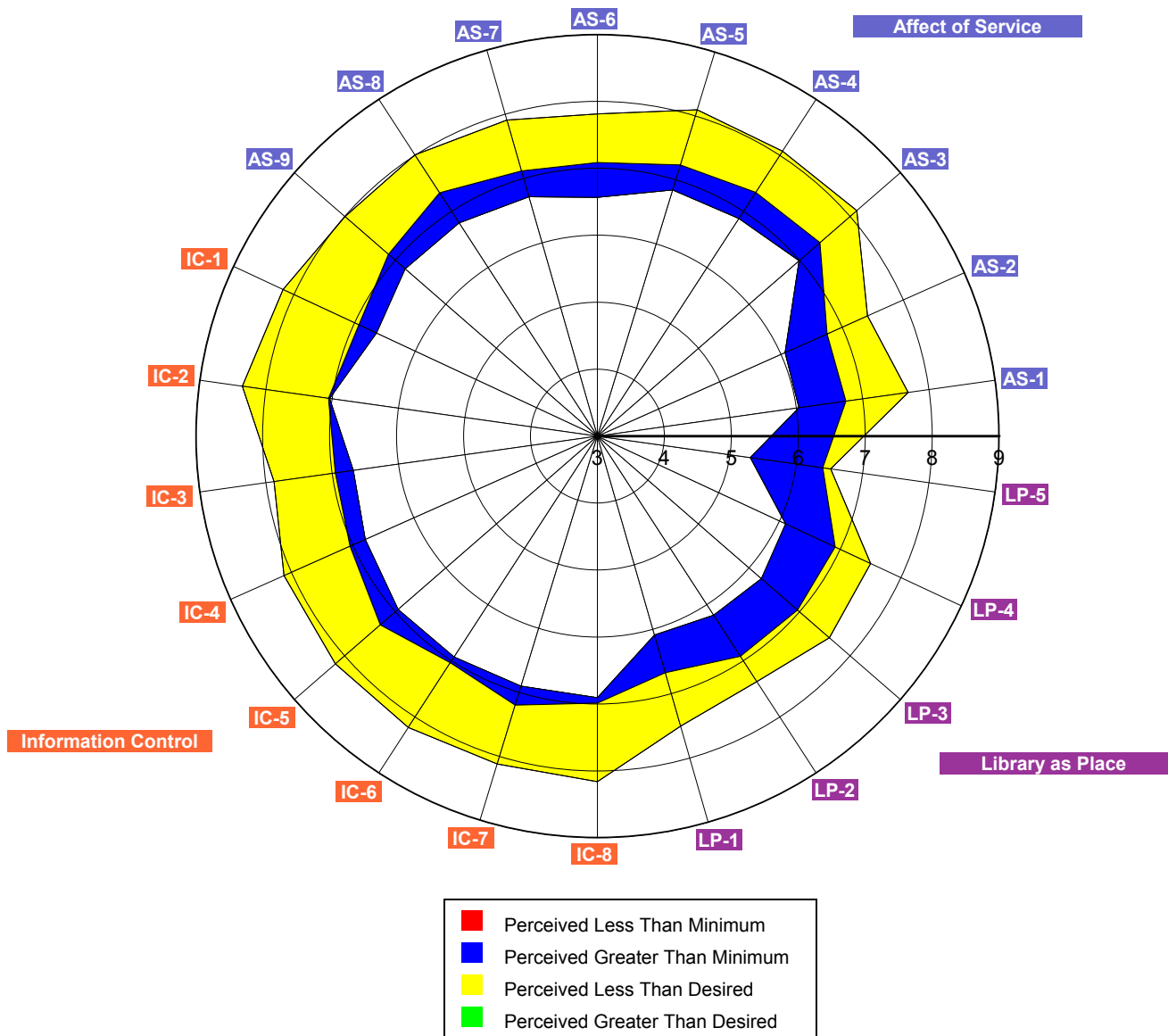
Language: American English  
 Institution Type: College or University  
 Consortium: ARL  
 User Group: Staff

## 24.2 Core Questions Summary for Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.04	7.69	6.75	0.71	-0.94	1,201
AS-2	Giving users individual attention	6.07	7.42	6.75	0.68	-0.66	1,219
AS-3	Employees who are consistently courteous	6.99	8.13	7.40	0.41	-0.73	1,259
AS-4	Readiness to respond to users' questions	6.88	8.07	7.34	0.46	-0.73	1,249
AS-5	Employees who have the knowledge to answer user questions	6.84	8.10	7.24	0.39	-0.86	1,237
AS-6	Employees who deal with users in a caring fashion	6.57	7.81	7.09	0.52	-0.72	1,234
AS-7	Employees who understand the needs of their users	6.72	7.91	7.12	0.40	-0.79	1,215
AS-8	Willingness to help users	6.80	8.01	7.33	0.54	-0.68	1,237
AS-9	Dependability in handling users' service problems	6.81	8.00	7.14	0.33	-0.86	1,120
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.64	8.18	6.93	0.29	-1.25	1,209
IC-2	A library Web site enabling me to locate information on my own	7.04	8.36	7.06	0.02	-1.30	1,259
IC-3	The printed library materials I need for my work	6.68	7.88	6.95	0.27	-0.92	1,112
IC-4	The electronic information resources I need	6.80	8.12	7.05	0.25	-1.08	1,215
IC-5	Modern equipment that lets me easily access needed information	6.95	8.18	7.30	0.35	-0.89	1,227
IC-6	Easy-to-use access tools that allow me to find things on my own	6.93	8.19	7.04	0.10	-1.15	1,257
IC-7	Making information easily accessible for independent use	6.90	8.12	7.20	0.30	-0.92	1,235
IC-8	Print and/or electronic journal collections I require for my work	6.91	8.16	6.99	0.08	-1.17	1,056
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.09	7.50	6.68	0.59	-0.83	1,129
LP-2	Quiet space for individual activities	6.19	7.37	6.92	0.73	-0.45	1,079
LP-3	A comfortable and inviting location	6.25	7.59	6.96	0.72	-0.63	1,200
LP-4	A getaway for study, learning, or research	6.10	7.50	6.92	0.82	-0.58	1,098
LP-5	Community space for group learning and group study	5.30	6.52	6.40	1.09	-0.12	820
<b>Overall:</b>		6.60	7.89	7.05	0.45	-0.84	1,280

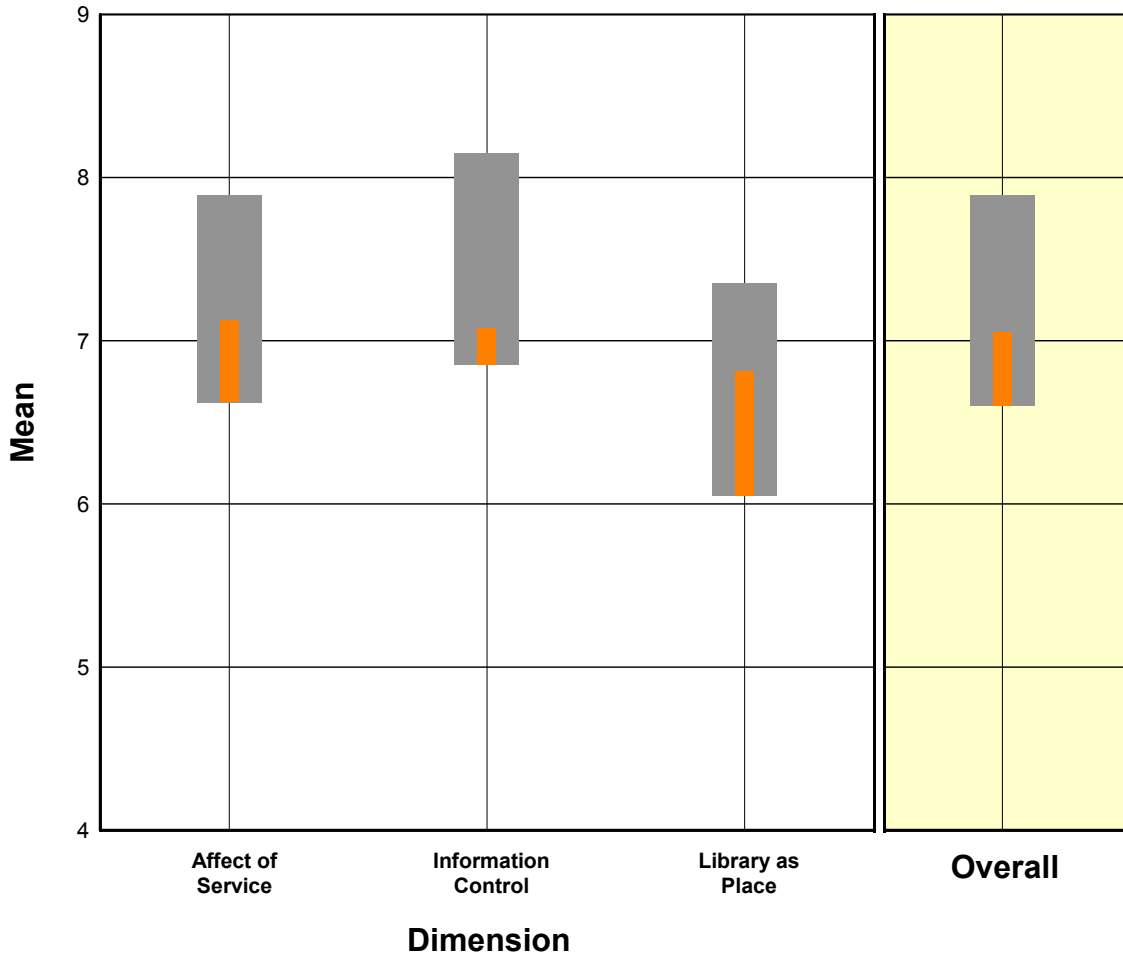
Language: American English  
Institution Type: College or University  
Consortium: ARL  
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.76	1.46	1.56	1.85	1.73	1,201
AS-2	Giving users individual attention	1.83	1.59	1.66	1.81	1.72	1,219
AS-3	Employees who are consistently courteous	1.72	1.26	1.46	1.86	1.61	1,259
AS-4	Readiness to respond to users' questions	1.61	1.19	1.44	1.64	1.48	1,249
AS-5	Employees who have the knowledge to answer user questions	1.60	1.22	1.45	1.72	1.54	1,237
AS-6	Employees who deal with users in a caring fashion	1.81	1.46	1.51	1.80	1.65	1,234
AS-7	Employees who understand the needs of their users	1.72	1.33	1.50	1.69	1.51	1,215
AS-8	Willingness to help users	1.66	1.25	1.44	1.70	1.47	1,237
AS-9	Dependability in handling users' service problems	1.62	1.30	1.51	1.71	1.64	1,120
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.78	1.27	1.66	2.01	1.86	1,209
IC-2	A library Web site enabling me to locate information on my own	1.59	1.06	1.59	1.87	1.70	1,259
IC-3	The printed library materials I need for my work	1.69	1.38	1.46	1.75	1.58	1,112
IC-4	The electronic information resources I need	1.64	1.19	1.41	1.85	1.61	1,215
IC-5	Modern equipment that lets me easily access needed information	1.59	1.11	1.30	1.66	1.39	1,227
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.11	1.41	1.79	1.57	1,257
IC-7	Making information easily accessible for independent use	1.53	1.12	1.34	1.67	1.44	1,235
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.24	1.49	1.91	1.62	1,056
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.02	1.74	1.75	2.25	2.17	1,129
LP-2	Quiet space for individual activities	2.05	1.81	1.55	2.13	2.05	1,079
LP-3	A comfortable and inviting location	1.90	1.59	1.64	2.07	1.99	1,200
LP-4	A getaway for study, learning, or research	1.98	1.70	1.50	1.97	1.83	1,098
LP-5	Community space for group learning and group study	2.26	2.27	1.67	2.16	2.17	820
<b>Overall:</b>		1.32	0.91	1.07	1.32	1.13	1,280

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

### 24.3 Core Question Dimensions Summary for Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.89	7.13	0.50	-0.77	1,280
Information Control	6.85	8.15	7.08	0.22	-1.07	1,280
Library as Place	6.05	7.35	6.81	0.77	-0.54	1,243
<b>Overall:</b>	6.60	7.89	7.05	0.45	-0.84	1,280

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	1.43	1.07	1.25	1.45	1.29	1,280
Information Control	1.32	0.87	1.13	1.42	1.22	1,280
Library as Place	1.74	1.49	1.32	1.75	1.67	1,243
<b>Overall:</b>	1.32	0.91	1.07	1.32	1.13	1,280

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



## 24.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.93	7.20	6.66	0.73	-0.54	94
Ease of using library's online article indexes	6.88	7.67	6.67	-0.21	-1.00	24
Availability of online help when using my library's electronic resources	6.31	7.69	6.43	0.12	-1.26	257
An environment that facilitates group study and problem solving	5.06	6.29	5.85	0.79	-0.44	100
Ease of use of electronic resources	6.85	7.91	7.02	0.17	-0.89	46
Providing help when and where I need it	6.70	7.95	6.89	0.19	-1.06	133
Teaching me how to access, evaluate, and use information	5.95	7.38	6.38	0.44	-0.99	172
Library orientations / instruction sessions	7.00	8.14	7.43	0.43	-0.71	7
Online course support (readings, links, references)	6.50	7.69	6.44	-0.06	-1.25	16
Collections of online full-text articles sufficient to meet my needs	6.49	7.82	6.39	-0.09	-1.43	74
Electronic resources matching my information needs	6.67	8.00	7.06	0.39	-0.94	51
Access to rare and historical materials	5.92	6.89	6.75	0.83	-0.14	118
Contribution to the intellectual atmosphere of the campus	6.72	7.90	7.06	0.34	-0.84	97
Ready access to computers / Internet / software	7.88	8.50	7.75	-0.13	-0.75	8
Using the library for recreation and popular materials	4.92	6.52	6.04	1.12	-0.48	25
Using the library for research	7.53	8.63	7.70	0.18	-0.93	40
Library keeping me informed about all of its services	4.86	6.05	6.19	1.33	0.14	21
Timely fulfillment of reserve requests / holds	9.00	9.00	9.00	0.00	0.00	1
The multimedia (CD / DVD / video / audio) collections I need	5.62	6.89	6.25	0.62	-0.64	157
Access to photocopying and printing facilities	6.56	8.22	6.72	0.17	-1.50	18
The main texts and readings I need for my work	7.32	8.12	7.32	0.00	-0.80	25
Instruction in library use, when needed	7.00	7.94	7.64	0.64	-0.30	98
Availability of subject specialist assistance	5.72	7.22	6.42	0.70	-0.80	276
Helpfulness in dealing with users' IT problems	6.31	7.61	6.72	0.42	-0.89	36
Informing me of useful library services	5.68	6.91	6.06	0.39	-0.84	77
Personalization features in the electronic library	6.50	6.50	5.50	-1.00	-1.00	2
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.27	7.58	7.12	0.85	-0.46	26
Providing reliable access to resources when and where I need them	7.33	8.67	7.00	-0.33	-1.67	9

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	7.33	9.00	6.67	-0.67	-2.33	3
A library environment that is hospitable and conducive to finding and using information	6.81	7.66	7.36	0.54	-0.31	59
Making me aware of library resources and services	6.06	7.41	6.26	0.19	-1.15	342
Teaching me how to locate, evaluate, and use information	6.22	7.48	6.82	0.61	-0.66	527
Efficient interlibrary loan / document delivery	6.76	7.91	7.45	0.69	-0.46	401
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	6.32	7.55	6.32	0.00	-1.23	66
Convenient service hours	6.66	7.91	7.33	0.67	-0.59	363
Ability to navigate library Web pages easily	7.08	8.24	6.98	-0.09	-1.26	265
A secure and safe place	7.56	8.31	7.60	0.04	-0.71	208
Access to archives, special collections	6.16	7.49	6.59	0.43	-0.91	75
Accuracy in the catalog, borrowing, and overdue records	6.67	7.78	7.67	1.00	-0.11	27
Browsing library materials in the stacks	6.67	8.04	6.93	0.26	-1.11	84
Convenient access to library collections	8.17	8.67	7.67	-0.50	-1.00	6
Convenient business hours	6.89	7.56	7.67	0.78	0.11	9
Enabling me to find information myself 24 hours a day	6.53	8.02	6.93	0.40	-1.09	43
Facilitating self-directed research	6.51	7.72	6.97	0.46	-0.75	67
Improving library-use skills as a by-product of seeking assistance from library staff	6.00	8.00	8.00	2.00	0.00	2
Interdisciplinary library needs being addressed	6.68	8.23	6.68	0.00	-1.55	22
Keeping users informed about when services will be performed	6.32	7.32	5.84	-0.47	-1.47	19
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	7.00	8.22	7.56	0.56	-0.67	9
Library materials being available for browsing in open stacks	6.65	7.73	6.94	0.29	-0.79	52
Performing services right the first time	6.75	8.06	7.21	0.46	-0.85	67
Providing direction to self-navigate the library	7.80	8.50	7.00	-0.80	-1.50	10
Resources added to library collections on request	6.75	7.75	7.75	1.00	0.00	4
Space that facilitates quiet study	5.00	6.25	6.25	1.25	0.00	4
Teaching me to find library resources myself	6.92	8.13	6.79	-0.13	-1.33	24
Timely document delivery / interlibrary loan	6.65	7.78	7.04	0.38	-0.74	78
Space for students to study and work in groups	4.75	6.00	6.00	1.25	0.00	4

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	2.12	1.69	1.58	2.14	1.92	94
Ease of using library's online article indexes	1.42	1.17	1.49	1.79	1.72	24
Availability of online help when using my library's electronic resources	1.81	1.37	1.60	1.89	1.77	257
An environment that facilitates group study and problem solving	2.02	2.06	1.63	1.80	1.64	100
Ease of use of electronic resources	1.49	1.13	1.45	2.11	1.72	46
Providing help when and where I need it	1.70	1.29	1.63	1.83	1.80	133
Teaching me how to access, evaluate, and use information	2.04	1.67	1.61	2.03	1.95	172
Library orientations / instruction sessions	1.53	0.90	0.98	1.72	1.38	7
Online course support (readings, links, references)	1.97	1.62	1.46	1.81	1.77	16
Collections of online full-text articles sufficient to meet my needs	1.92	1.69	1.47	1.68	1.36	74
Electronic resources matching my information needs	1.60	1.23	1.21	1.81	1.71	51
Access to rare and historical materials	2.32	2.12	1.64	2.19	2.04	118
Contribution to the intellectual atmosphere of the campus	1.88	1.30	1.48	1.71	1.52	97
Ready access to computers / Internet / software	0.99	0.93	1.04	1.64	1.67	8
Using the library for recreation and popular materials	2.12	2.02	1.90	1.88	1.94	25
Using the library for research	1.48	0.77	1.26	1.69	1.35	40
Library keeping me informed about all of its services	2.35	2.56	1.54	2.20	2.69	21
Timely fulfillment of reserve requests / holds						1
The multimedia (CD / DVD / video / audio) collections I need	2.14	1.93	1.66	2.24	2.10	157
Access to photocopying and printing facilities	1.34	1.17	1.56	0.79	1.38	18
The main texts and readings I need for my work	1.57	1.01	1.18	1.15	1.00	25
Instruction in library use, when needed	1.84	1.42	1.30	1.82	1.69	98
Availability of subject specialist assistance	1.75	1.57	1.60	1.79	1.71	276
Helpfulness in dealing with users' IT problems	2.39	1.57	1.67	2.56	1.94	36
Informing me of useful library services	1.89	1.87	1.86	2.10	2.21	77
Personalization features in the electronic library	2.12	2.12	0.71	1.41	1.41	2
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.41	1.86	1.58	2.34	2.12	26
Providing reliable access to resources when and where I need them	1.00	0.50	1.87	1.94	2.12	9

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

Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	1.53	0.00	2.08	1.15	2.08	3
A library environment that is hospitable and conducive to finding and using information	1.61	1.65	1.41	1.59	1.71	59
Making me aware of library resources and services	1.79	1.52	1.72	2.00	1.88	342
Teaching me how to locate, evaluate, and use information	1.95	1.72	1.62	1.97	1.88	527
Efficient interlibrary loan / document delivery	1.77	1.46	1.46	1.75	1.64	401
Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin	1.81	1.74	1.91	2.05	2.20	66
Convenient service hours	1.80	1.39	1.42	2.10	1.83	363
Ability to navigate library Web pages easily	1.45	1.12	1.54	1.87	1.69	265
A secure and safe place	1.72	1.33	1.43	1.63	1.45	208
Access to archives, special collections	1.93	1.59	1.73	1.95	1.81	75
Accuracy in the catalog, borrowing, and overdue records	1.78	1.45	1.04	1.94	1.87	27
Browsing library materials in the stacks	1.88	1.40	2.01	2.29	2.21	84
Convenient access to library collections	1.17	0.52	1.51	1.22	1.10	6
Convenient business hours	1.54	1.24	1.32	1.72	1.05	9
Enabling me to find information myself 24 hours a day	1.93	1.30	1.64	2.35	1.90	43
Facilitating self-directed research	1.67	1.50	1.37	1.51	1.41	67
Improving library-use skills as a by-product of seeking assistance from library staff	1.41	1.41	1.41	0.00	0.00	2
Interdisciplinary library needs being addressed	1.43	1.11	1.59	1.85	1.74	22
Keeping users informed about when services will be performed	1.97	1.80	1.92	2.27	2.63	19
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	2.12	0.97	1.42	0.88	1.00	9
Library materials being available for browsing in open stacks	2.24	1.99	1.50	2.45	2.25	52
Performing services right the first time	1.78	1.27	1.29	1.67	1.35	67
Providing direction to self-navigate the library	1.69	0.71	2.05	2.53	2.12	10
Resources added to library collections on request	2.06	0.96	1.26	1.41	0.82	4
Space that facilitates quiet study	2.16	1.89	1.26	1.89	0.82	4
Teaching me to find library resources myself	1.86	1.03	1.93	2.74	2.12	24
Timely document delivery / interlibrary loan	1.81	1.58	1.68	1.69	1.55	78
Space for students to study and work in groups	2.06	2.00	1.41	1.89	0.82	4

## 24.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.42	1.47	1,280
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.54	1,279
How would you rate the overall quality of the service provided by the library?	7.29	1.32	1,280

## 24.6 Information Literacy Outcomes Questions Summary for Staff

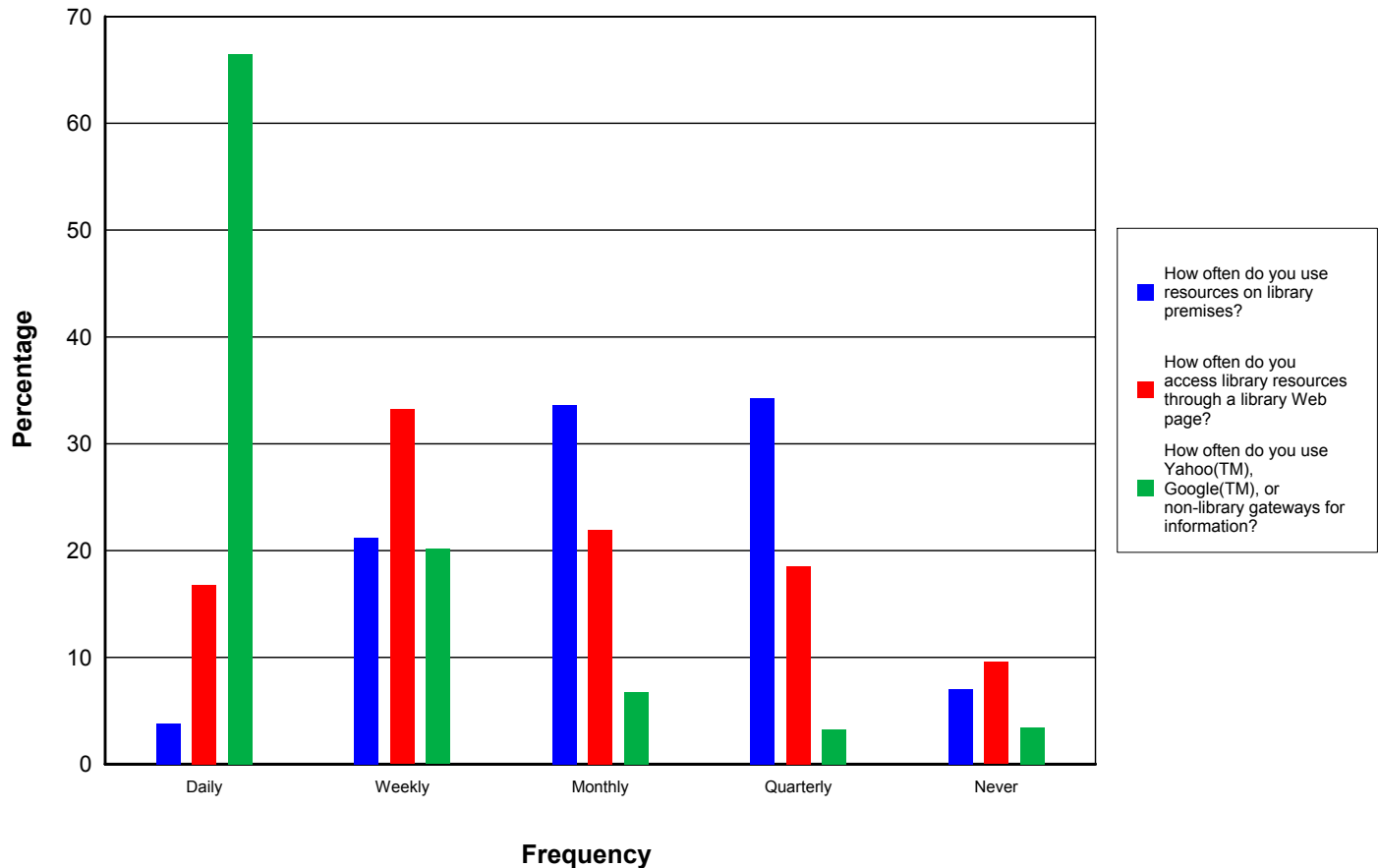
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.27	1.84	1,280
The library aids my advancement in my academic discipline.	6.56	1.73	1,278
The library enables me to be more efficient in my academic pursuits.	6.77	1.65	1,278
The library helps me distinguish between trustworthy and untrustworthy information.	5.76	1.92	1,279
The library provides me with the information skills I need in my work or study.	6.32	1.78	1,280

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

## 24.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	49 3.83%	271 21.21%	430 33.65%	438 34.27%	90 7.04%	1,278 100.00%
How often do you access library resources through a library Web page?	214 16.76%	424 33.20%	280 21.93%	237 18.56%	122 9.55%	1,277 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	848 66.46%	257 20.14%	86 6.74%	41 3.21%	44 3.45%	1,276 100.00%

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

## 25 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 2004 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 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 instrument: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2004 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 2004 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**

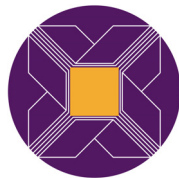
- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access 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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