



LibQUAL+™ Spring 2003 Survey

Group Results

ARL

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



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Contributors

Colleen Cook
Texas A&M University

Fred Heath
Texas A&M University

Bruce Thompson
Texas A&M University

Consuella Askew
Association of Research Libraries

Amy Hoseth
Association of Research Libraries

Martha Kyrillidou
Association of Research Libraries

Jonathan D. Sousa
Association of Research Libraries

Duane Webster
Association of Research Libraries

Association of Research Libraries / Texas A&M University

www.libqual.org

Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

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

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the fourth administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of more than 125,000 responses from 308 participating institutions collected in the spring of 2003.

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 project management role of Colleen Cook, 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, the oversight role of Martha Kyriallidou and the day-to-day contributions of Consuella Askew, Jonathan Sousa, and Amy Hoseth were fundamentally important. Julia Blixrud and Kaylyn Hipps were also important contributors.

A New Measures Initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all 308 participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+™ would not have been possible. We would also like to extend a special thank you to administrators at several participating consortia, including but not limited to: Tom Sanville and Jeff Gatten from OhioLINK, Diana Cunningham from the American Association of Health Sciences Libraries (AAHSL), Kathy Miller from NY3Rs, and Stephen Town and Toby Bainton from SCONUL. The advisory groups from each consortium were also very helpful. Finally, thanks to Claude Bonnelly at Université Laval and Jean-Pierre Cote at Université de Montréal for their help in translating the survey tool into French.

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 towards the LibQUAL+™ project. As we move towards the conclusion of that grant funding in August 2003 we would like to express our thanks for their continued support, which has enabled the project to grow into its present form.

Fred Heath
Texas A&M University

Duane Webster
Association of Research Libraries

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 2003, LibQUAL+™ has more than 400 participating institutions, including colleges and universities, community colleges, health sciences 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. 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 2003 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

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 four dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Access to Information (AI), Affect of Service (AS), Library as Place (LP), and Personal Control (PC).

Radar charts are used in this notebook to present the item summaries (the results from the 25 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 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 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

Service adequacy 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 scores on each item of the survey, as well as for each of the four 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 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

Service superiority 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 scores on each item of the survey, as well as for each of the four 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 score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Inclusion of Charts and Tables

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+™ 2003

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 (in press) 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). Consequently, the selection of items employed with LibQUAL+™ has been grounded in the *users' perspective* as revealed in a series of qualitative studies (Cook, 2002a; Cook & Heath, 2001).

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 as regards peer institutions can provide important insights, LibQUAL+™ is only one (i.e., a total market survey) of 11 "ways of listening" (Berry, 1995, pp. 32-61).

Score Scaling

"Perceived" scores on the 25 LibQUAL+™ core items, the four 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.

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 25 items. LibQUAL+™ is 25 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, Askew and Kyrillidou (in press) edited a special issue of the Journal of Library Administration reporting additional case studies on use of LibQUAL+™ data in aid of improving library service quality.

2003 Data Screening

The 25 LibQUAL+™ core quantitative items measure perceptions of total service quality, as well as four 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"); (c) *Personal Control* (6 items, such as "a library Web site enabling me to locate information on my own"); and (d) *Information Access* (5 items, such as "print and/or electronic journal collections I require for my work" and "convenient service hours").

However, as happens in any survey, in 2003 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 25 core items monitors whether a given user has completed all items. On each of these items, in order to proceed to the next survey page, 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 25 core items, the software shows the user where missing data were located, and requests complete data. The user cannot exit the page containing the 25 items (except by abandoning the survey) until all items are completed. *Only records with complete data on the 25 items 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 we made the judgment that records containing*

more than 11 "NA" responses should be deleted.

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 "25" was made. *Records containing more than 9 logical inconsistencies were deleted.*

LibQUAL+™ Norms

An important way to interpret LibQUAL+™ data is by examining the zones of tolerance for items, the four 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% of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90% 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 both (a) rating "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 on which 90% of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90% 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 statement that you make less money than 85% 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+™ 2003 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 2003 are available on the Web at 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% to 33%. 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%. 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%. We don't know the exact response rate.

Representativeness Versus Response Rate. If 100% 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% 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% response rates may have data with different degrees of representativeness.

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

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

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

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers. For 2004 we may develop some summary indices to overcome these dynamics and facilitate evaluations of these representativeness comparisons.

ARL Service Quality Assessment 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 Assessment Academy*. For more information about the Academy, see the LibQUAL+™ events page at

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

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2 Respondents by Institution for ARL

Below is a listing of all the ARL institutions that participated in the 2003 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University). The number of respondents from each institution and the percentage of the total number of ARL respondents that they represent have been provided.

Institution	Respondents n	Respondents %
Academic Health Sciences		
1) Bird Health Sciences Library, University of Oklahoma HSC	25	0.08%
2) Duke University Medical Center Library	541	1.72%
3) Northwestern University, Galter Health Sciences Library	253	0.80%
4) Temple University Health Sciences Center	405	1.29%
5) U of Cincinnati Academic Information Technology & Libraries	384	1.22%
6) U. of New Mexico Health Sciences Library and Informatics Ctr	314	1.00%
7) University of Louisville, Health Sciences Library	308	0.98%
8) University of Minnesota Bio-Medical Library	689	2.19%
9) Washington University School of Medicine	238	0.76%
Sub Total:	3,157	10.03%
Academic Law		
10) Georgetown University Law Library	466	1.48%
Sub Total:	466	1.48%
College or University		
11) Arizona State University West	516	1.64%
12) Boston College	556	1.77%
13) Brigham Young University	972	3.09%
14) Case Western Reserve University, University Library	461	1.46%
15) Colorado State University Libraries	1,135	3.61%
16) Columbia University Libraries	273	0.87%
17) Cornell University Library	642	2.04%
18) Emory University	457	1.45%
19) Georgia Tech Library	508	1.61%
20) Iowa State University Library	691	2.20%
21) Kent State University	534	1.70%
22) Kent State University Ashtabula	60	0.19%
23) Kent State University Geauga	18	0.06%
24) Kent State University Salem Regional Campus	94	0.30%
25) Kent State University, East Liverpool	55	0.17%
26) Kent State University, Stark Campus	157	0.50%
27) Kent State University, Trumbull	43	0.14%
28) Kent State University-Tuscarawas Campus	80	0.25%
29) Louisiana State University	1,337	4.25%

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

College or University (continued)			
30)	McGill University Libraries	781	2.48%
31)	Ohio State University Libraries	467	1.48%
32)	Ohio University Zanesville	146	0.46%
33)	Stony Brook University	402	1.28%
34)	Syracuse University	322	1.02%
35)	Temple University Libraries	610	1.94%
36)	Texas A&M University, College Station	1,144	3.63%
37)	Texas A&M University, Galveston	102	0.32%
38)	The George Washington University	740	2.35%
39)	Universite Laval	311	0.99%
40)	University at Albany Libraries	991	3.15%
41)	University of Alabama	77	0.24%
42)	University of Alberta Libraries	844	2.68%
43)	University of Arizona Library	864	2.74%
44)	University of California, Davis	506	1.61%
45)	University of California, Irvine	395	1.25%
46)	University of California, Los Angeles	599	1.90%
47)	University of Florida, George A. Smathers Libraries	272	0.86%
48)	University of Guelph	667	2.12%
49)	University of Hawaii at Manoa	262	0.83%
50)	University of Houston Libraries	587	1.86%
51)	University of Kansas Libraries	676	2.15%
52)	University of Kentucky Libraries	725	2.30%
53)	University of Manitoba	617	1.96%
54)	University of Maryland Libraries	580	1.84%
55)	University of Minnesota Libraries	547	1.74%
56)	University of Missouri-Columbia	459	1.46%
57)	University of New Mexico Libraries	428	1.36%
58)	University of Pittsburgh	216	0.69%
59)	University of South Carolina - Columbia	511	1.62%
60)	University of Texas at Austin	705	2.24%
61)	University of Washington Libraries	434	1.38%
62)	UNL Libraries	96	0.30%
63)	Virginia Polytechnic Institute and State University	911	2.89%
64)	Washington State University	345	1.10%
65)	Wayne State University	622	1.98%
Sub Total:		27,550	87.52%
State			
66)	New York State Library	306	0.97%
Sub Total:		306	0.97%
Grand Total:		31,479	100.00%

Language: American English

Institution Type: All

Consortium: ARL

User Group: All

3 Academic Health Sciences Libraries Demographic Summary for ARL

3.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	32	1.09%
Second year	37	1.26%
Third year	50	1.70%
Fourth year	41	1.39%
Fifth year and above	27	0.92%
Non-degree	12	0.41%
Sub Total:	199	6.76%
Graduate		
Masters	177	6.01%
Doctoral	904	30.72%
Non-degree or Undecided	32	1.09%
Sub Total:	1,113	37.82%
Faculty		
Adjunct Faculty	39	1.33%
Assistant Professor	329	11.18%
Associate Professor	220	7.48%
Lecturer/Instructor	60	2.04%
Professor	273	9.28%
Other Academic Status	78	2.65%
Sub Total:	999	33.94%
Library Staff		
Administrator	6	0.20%
Manager, Head of Unit	4	0.14%
Public Services	20	0.68%
Systems	2	0.07%
Technical Services	6	0.20%
Other	3	0.10%
Sub Total:	41	1.39%
Staff		
Administrator/Manager	103	3.50%
Basic Science Staff (non-faculty)	100	3.40%
Clerical Staff (non-exempt)	76	2.58%
Clinical Staff (non-faculty)	67	2.28%
Resident, Fellow, or Intern	53	1.80%
Technical Support Staff	71	2.41%
Other staff positions	121	4.11%
Sub Total:	591	20.08%
Total:	2,943	100.00%

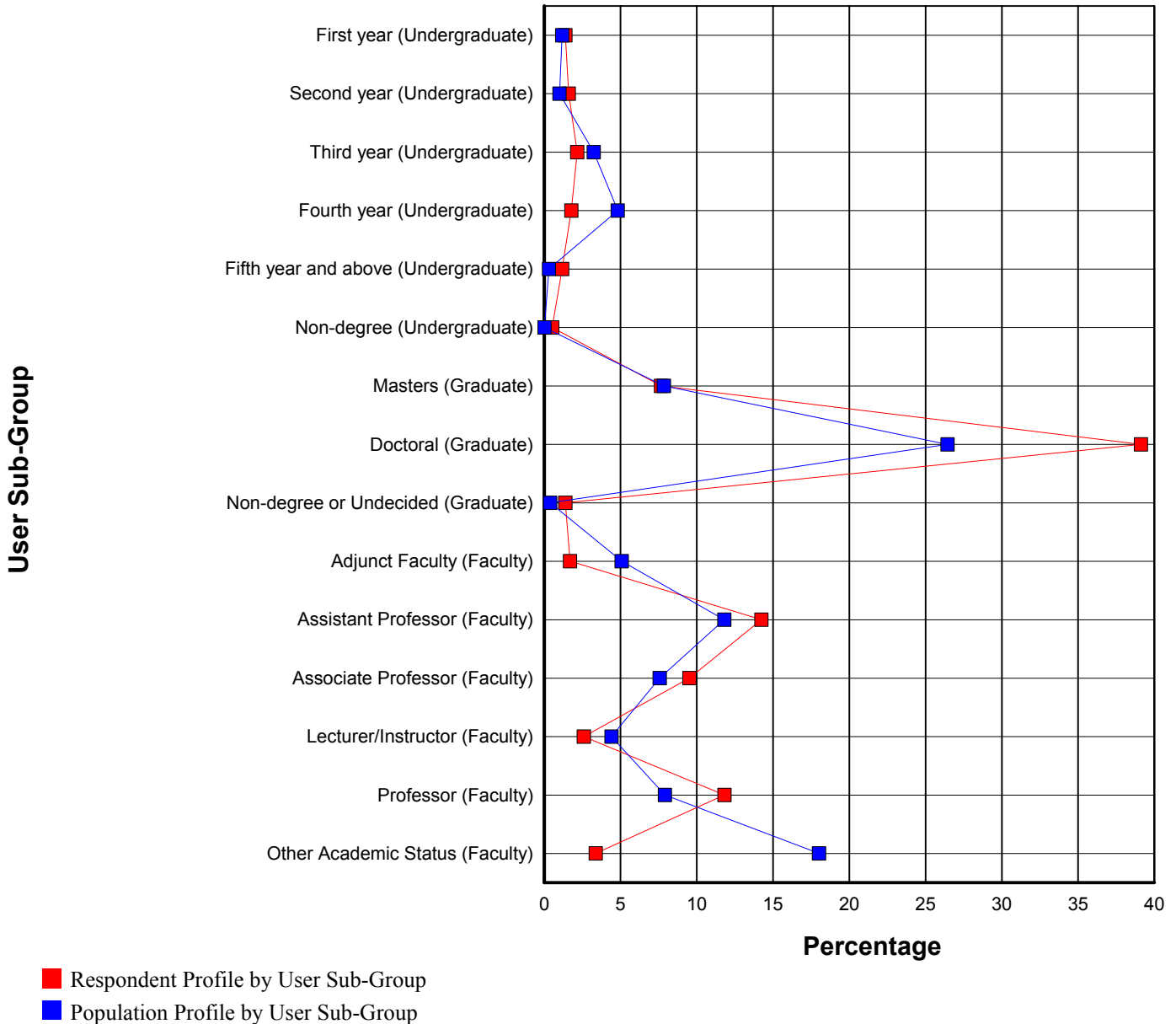
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: All

3.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	342	1.17%	32	1.38%	-0.21%
Second year (Undergraduate)	292	1.00%	37	1.60%	-0.60%
Third year (Undergraduate)	946	3.24%	50	2.16%	1.08%
Fourth year (Undergraduate)	1,405	4.82%	41	1.77%	3.04%
Fifth year and above (Undergraduate)	90	0.31%	27	1.17%	-0.86%
Non-degree (Undergraduate)	5	0.02%	12	0.52%	-0.50%
Masters (Graduate)	2,288	7.84%	177	7.66%	0.18%
Doctoral (Graduate)	7,712	26.44%	904	39.12%	-12.68%
Non-degree or Undecided (Graduate)	112	0.38%	32	1.38%	-1.00%
Adjunct Faculty (Faculty)	1,481	5.08%	39	1.69%	3.39%
Assistant Professor (Faculty)	3,443	11.80%	329	14.24%	-2.43%
Associate Professor (Faculty)	2,207	7.57%	220	9.52%	-1.95%
Lecturer/Instructor (Faculty)	1,286	4.41%	60	2.60%	1.81%
Professor (Faculty)	2,307	7.91%	273	11.81%	-3.90%
Other Academic Status (Faculty)	5,254	18.01%	78	3.38%	14.64%
Total:	29,170	100.00%	2,311	100.00%	0.00%

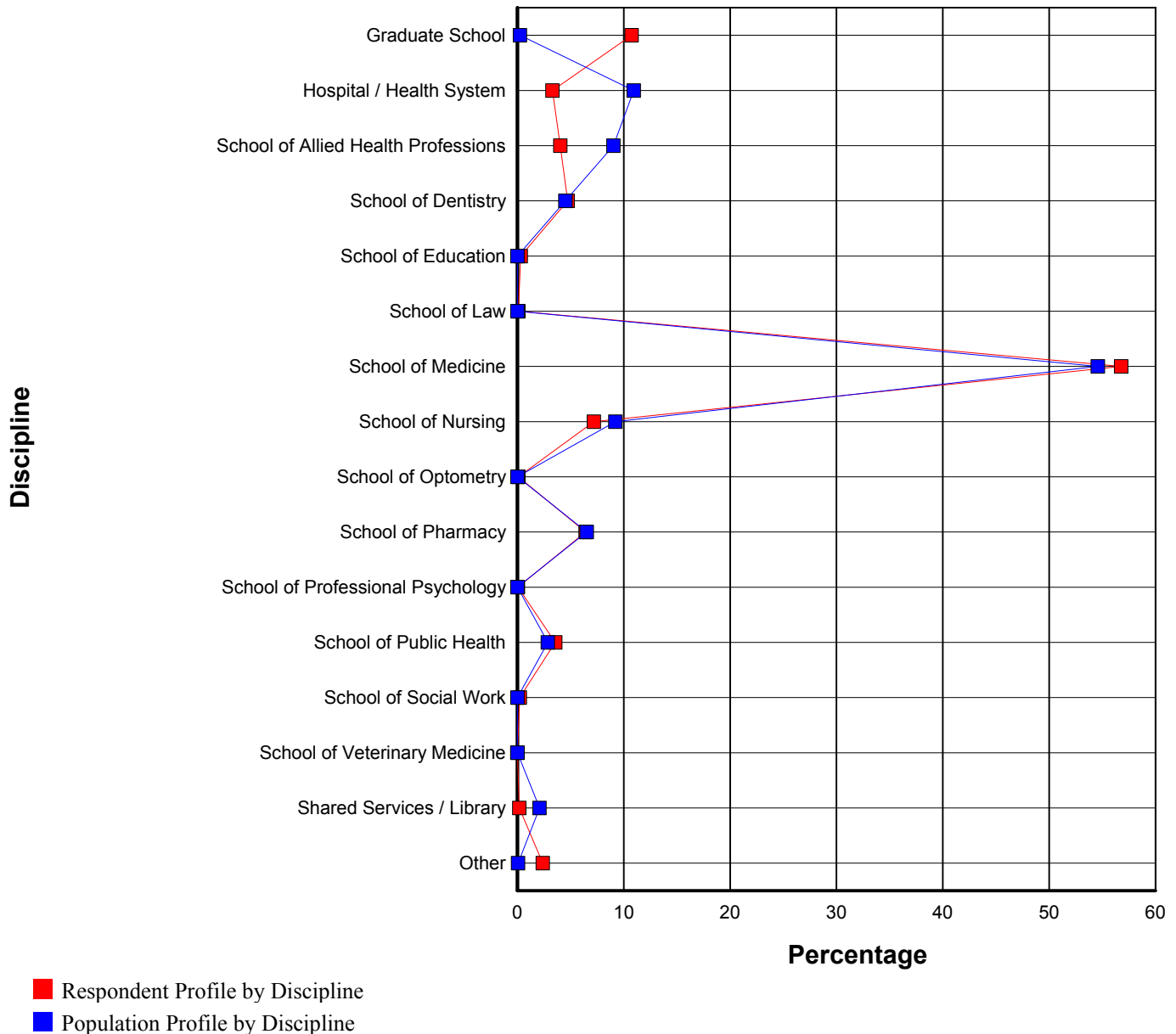
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excludes Staff & Library Staff)

3.3 Population and Respondent Profiles by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*.

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	89	0.24%	248	10.74%	-10.50%
Hospital / Health System	4,089	10.94%	76	3.29%	7.64%
School of Allied Health Professions	3,375	9.03%	93	4.03%	5.00%
School of Dentistry	1,687	4.51%	109	4.72%	-0.21%
School of Education	0	0.00%	7	0.30%	-0.30%
School of Law	0	0.00%	2	0.09%	-0.09%
School of Medicine	20,407	54.58%	1,311	56.78%	-2.20%
School of Nursing	3,442	9.21%	166	7.19%	2.02%
School of Optometry	0	0.00%	2	0.09%	-0.09%
School of Pharmacy	2,436	6.52%	148	6.41%	0.11%
School of Professional Psychology	0	0.00%	1	0.04%	-0.04%
School of Public Health	1,068	2.86%	82	3.55%	-0.69%
School of Social Work	0	0.00%	5	0.22%	-0.22%
School of Veterinary Medicine	0	0.00%	0	0.00%	0.00%
Shared Services / Library	776	2.08%	4	0.17%	1.90%
Other	21	0.06%	55	2.38%	-2.33%
Total:	37,390	100.00%	2,309	100.00%	0.00%

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

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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	2	0.07%
18 - 22	142	4.89%
23 - 30	995	34.30%
31 - 45	811	27.96%
46 - 65	887	30.58%
Over 65	64	2.21%
Total:	2,901	100.00%

3.5 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Population N	Population %	Respondents n	Respondents %
Male	18,988	52.30%	1,229	42.38%
Female	17,317	47.70%	1,671	57.62%
Total:	36,305	100.00%	2,900	100.00%

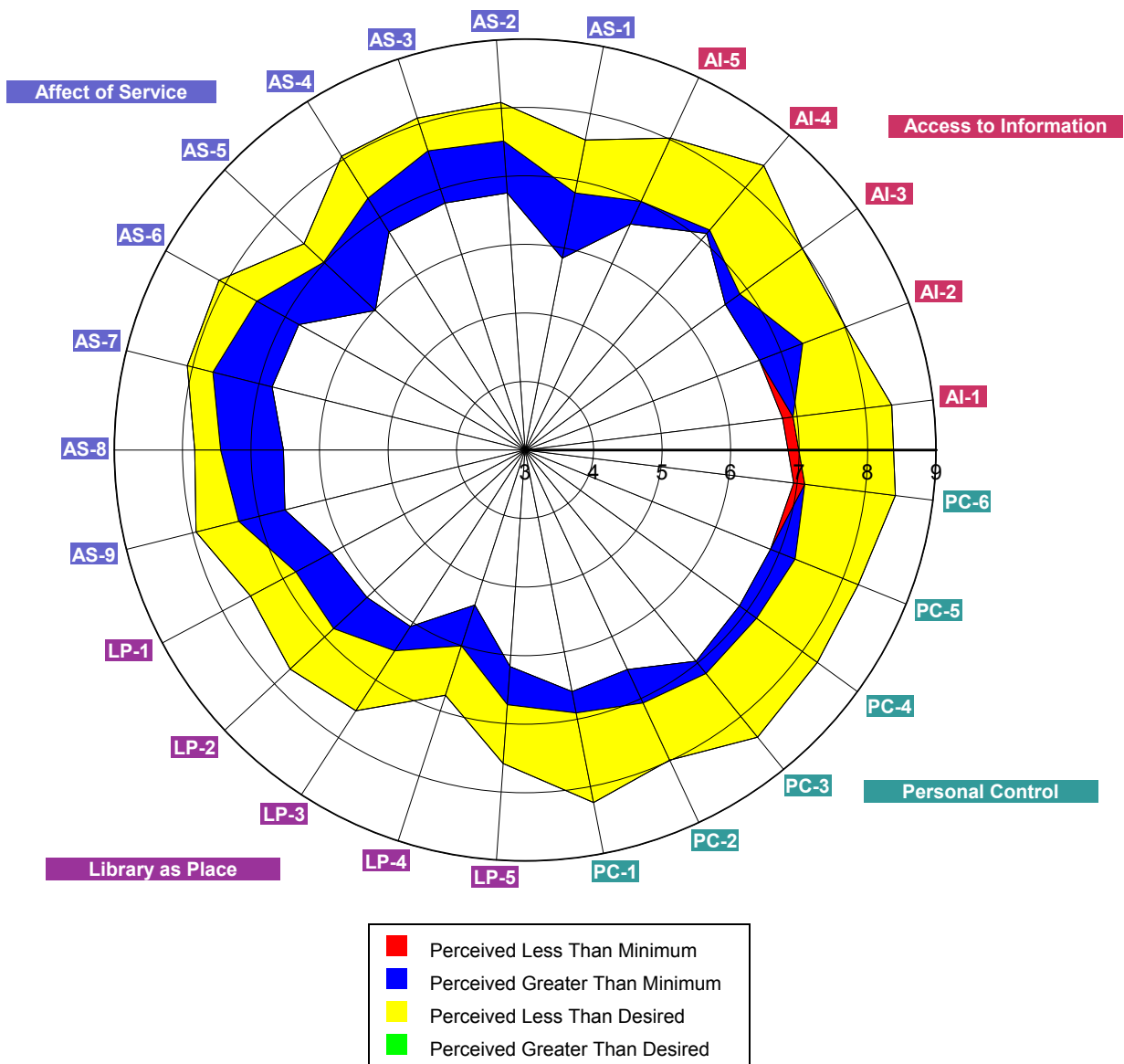
4 Academic Health Sciences Libraries Survey Item Summary for ARL

4.1 Core Questions Summary

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.94	8.39	6.79	-0.16	-1.60	2,777
AI-2	Convenient service hours	6.66	8.01	7.34	0.68	-0.67	2,812
AI-3	The printed library materials I need for my work	6.61	8.00	6.87	0.26	-1.13	2,705
AI-4	The electronic information resources I need	7.13	8.42	7.19	0.06	-1.23	2,829
AI-5	Timely document delivery/interlibrary loan	6.64	8.02	7.00	0.37	-1.02	2,044
Affect of Service							
AS-1	Employees who instill confidence in users	5.85	7.61	6.82	0.97	-0.79	2,721
AS-2	Readiness to respond to users' questions	6.76	8.08	7.52	0.76	-0.56	2,773
AS-3	Willingness to help users	6.79	8.09	7.59	0.80	-0.50	2,831
AS-4	Dependability in handling users' service problems	6.75	8.05	7.33	0.58	-0.72	2,597
AS-5	Giving users individual attention	5.99	7.41	7.02	1.03	-0.39	2,723
AS-6	Employees who have the knowledge to answer user questions	6.78	8.11	7.48	0.70	-0.63	2,801
AS-7	Employees who are consistently courteous	6.81	8.08	7.70	0.89	-0.39	2,838
AS-8	Employees who deal with users in a caring fashion	6.53	7.82	7.44	0.92	-0.38	2,728
AS-9	Employees who understand the needs of their users	6.61	7.95	7.31	0.69	-0.64	2,700
Library as Place							
LP-1	Quiet space for individual activities	6.20	7.54	6.79	0.59	-0.75	2,643
LP-2	A comfortable and inviting location	6.16	7.69	6.82	0.67	-0.87	2,824
LP-3	Library space that inspires study and learning	6.07	7.54	6.49	0.42	-1.04	2,669
LP-4	Community space for group learning and group study	5.38	6.76	6.01	0.63	-0.76	2,200
LP-5	A getaway for study, learning, or research	6.17	7.59	6.73	0.56	-0.86	2,529
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.59	8.24	6.91	0.32	-1.33	2,860
PC-2	Convenient access to library collections	6.53	7.99	7.07	0.54	-0.92	2,818
PC-3	A library Web site enabling me to locate information on my own	6.97	8.39	7.20	0.23	-1.20	2,818
PC-4	Modern equipment that lets me easily access needed information	6.87	8.27	7.18	0.31	-1.10	2,817
PC-5	Making information easily accessible for independent use	6.87	8.24	7.25	0.38	-0.99	2,801
PC-6	Making electronic resources accessible from my home or office	7.11	8.44	6.95	-0.16	-1.50	2,707
Overall:		6.57	7.97	7.09	0.52	-0.88	2,902

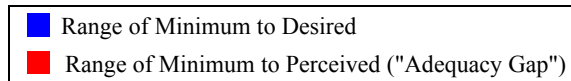
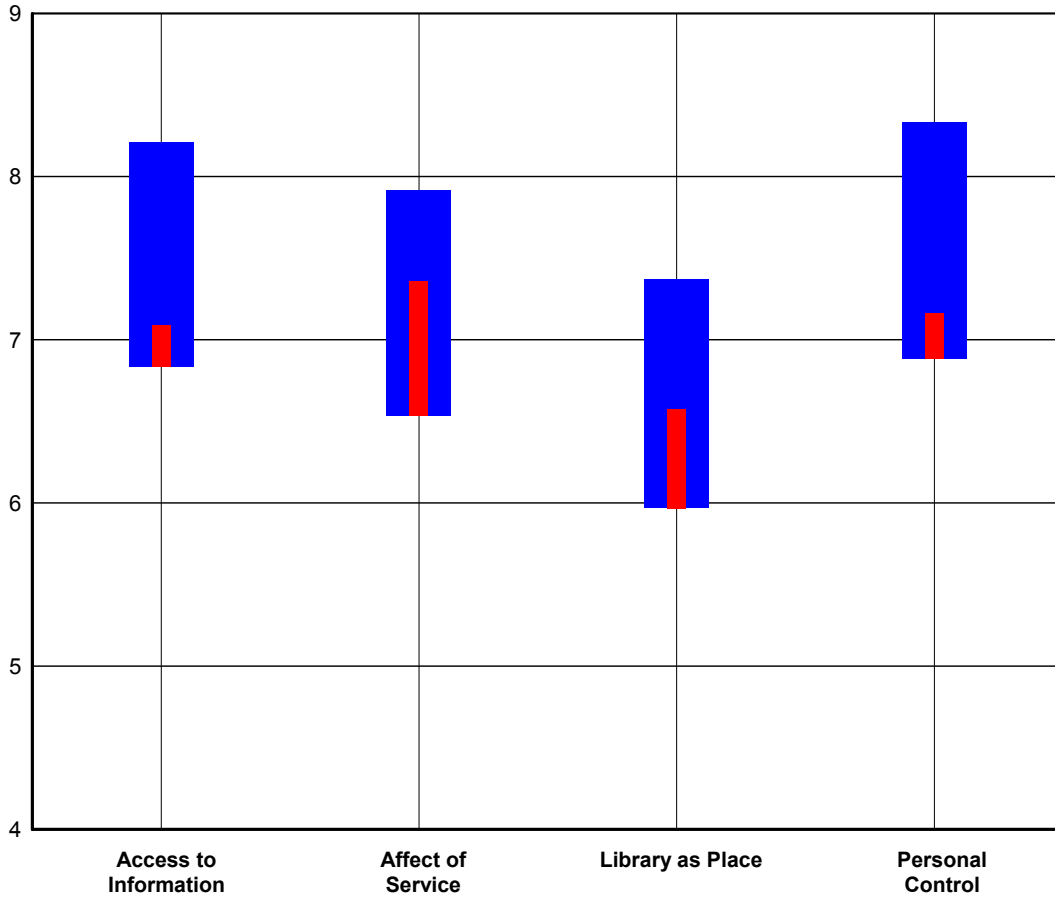
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excludes Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.61	1.08	1.74	2.16	1.92	2,777
AI-2	Convenient service hours	1.66	1.26	1.51	1.91	1.69	2,812
AI-3	The printed library materials I need for my work	1.69	1.31	1.65	2.06	1.85	2,705
AI-4	The electronic information resources I need	1.49	0.96	1.50	1.95	1.64	2,829
AI-5	Timely document delivery/interlibrary loan	1.67	1.30	1.71	2.07	1.86	2,044
Affect of Service							
AS-1	Employees who instill confidence in users	1.78	1.51	1.59	1.81	1.63	2,721
AS-2	Readiness to respond to users' questions	1.65	1.20	1.44	1.68	1.42	2,773
AS-3	Willingness to help users	1.66	1.19	1.39	1.67	1.39	2,831
AS-4	Dependability in handling users' service problems	1.58	1.17	1.45	1.70	1.48	2,597
AS-5	Giving users individual attention	1.85	1.55	1.53	1.72	1.52	2,723
AS-6	Employees who have the knowledge to answer user questions	1.61	1.20	1.40	1.64	1.37	2,801
AS-7	Employees who are consistently courteous	1.74	1.25	1.40	1.78	1.42	2,838
AS-8	Employees who deal with users in a caring fashion	1.78	1.44	1.47	1.71	1.46	2,728
AS-9	Employees who understand the needs of their users	1.68	1.28	1.46	1.71	1.48	2,700
Library as Place							
LP-1	Quiet space for individual activities	2.08	1.86	1.94	2.49	2.41	2,643
LP-2	A comfortable and inviting location	1.82	1.45	1.89	2.20	2.14	2,824
LP-3	Library space that inspires study and learning	1.98	1.75	1.96	2.38	2.35	2,669
LP-4	Community space for group learning and group study	2.20	2.23	2.03	2.51	2.61	2,200
LP-5	A getaway for study, learning, or research	1.99	1.78	1.86	2.26	2.21	2,529
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.58	1.09	1.55	1.88	1.65	2,860
PC-2	Convenient access to library collections	1.61	1.24	1.52	1.79	1.60	2,818
PC-3	A library Web site enabling me to locate information on my own	1.58	1.01	1.52	1.93	1.61	2,818
PC-4	Modern equipment that lets me easily access needed information	1.54	1.08	1.56	1.92	1.68	2,817
PC-5	Making information easily accessible for independent use	1.50	1.04	1.38	1.72	1.46	2,801
PC-6	Making electronic resources accessible from my home or office	1.63	1.05	1.86	2.27	1.98	2,707
Overall:		1.30	0.88	1.14	1.39	1.15	2,902

Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: All (Excludes 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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 (Excludes 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.83	8.21	7.09	0.26	-1.16	2,902
Affect of Service	6.54	7.92	7.36	0.82	-0.56	2,902
Library as Place	5.97	7.37	6.58	0.60	-0.81	2,902
Personal Control	6.88	8.33	7.16	0.28	-1.23	2,902
Overall:	6.57	7.97	7.09	0.52	-0.88	2,902

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.36	0.93	1.31	1.66	1.40	2,902
Affect of Service	1.51	1.14	1.30	1.44	1.20	2,902
Library as Place	1.88	1.75	1.83	2.02	1.98	2,902
Personal Control	1.36	0.86	1.30	1.63	1.35	2,902
Overall:	1.30	0.88	1.14	1.39	1.15	2,902

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

4.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing health information when and where I need it	6.41	7.83	6.93	0.51	-0.91	2,373
Employees teaching me how to access or manage information	6.16	7.57	7.01	0.85	-0.56	2,413
An environment that facilitates group study and problem solving	5.46	6.84	6.01	0.55	-0.83	2,064
Access to information resources that support patient care	6.61	7.91	7.02	0.40	-0.89	2,013
Electronic resources matching my information needs	7.02	8.38	7.06	0.04	-1.32	2,734

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.80	1.54	1.57	1.87	1.72	2,373
Employees teaching me how to access or manage information	1.92	1.64	1.70	1.94	1.79	2,413
An environment that facilitates group study and problem solving	2.21	2.22	2.03	2.47	2.54	2,064
Access to information resources that support patient care	1.89	1.62	1.66	1.95	1.81	2,013
Electronic resources matching my information needs	1.54	1.04	1.61	2.01	1.74	2,734

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

4.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.53	1.47	2,901
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.98	1.73	2,899
How would you rate the overall quality of the service provided by the library?	7.21	1.46	2,901

4.5 Information Literacy Outcomes Questions Summary

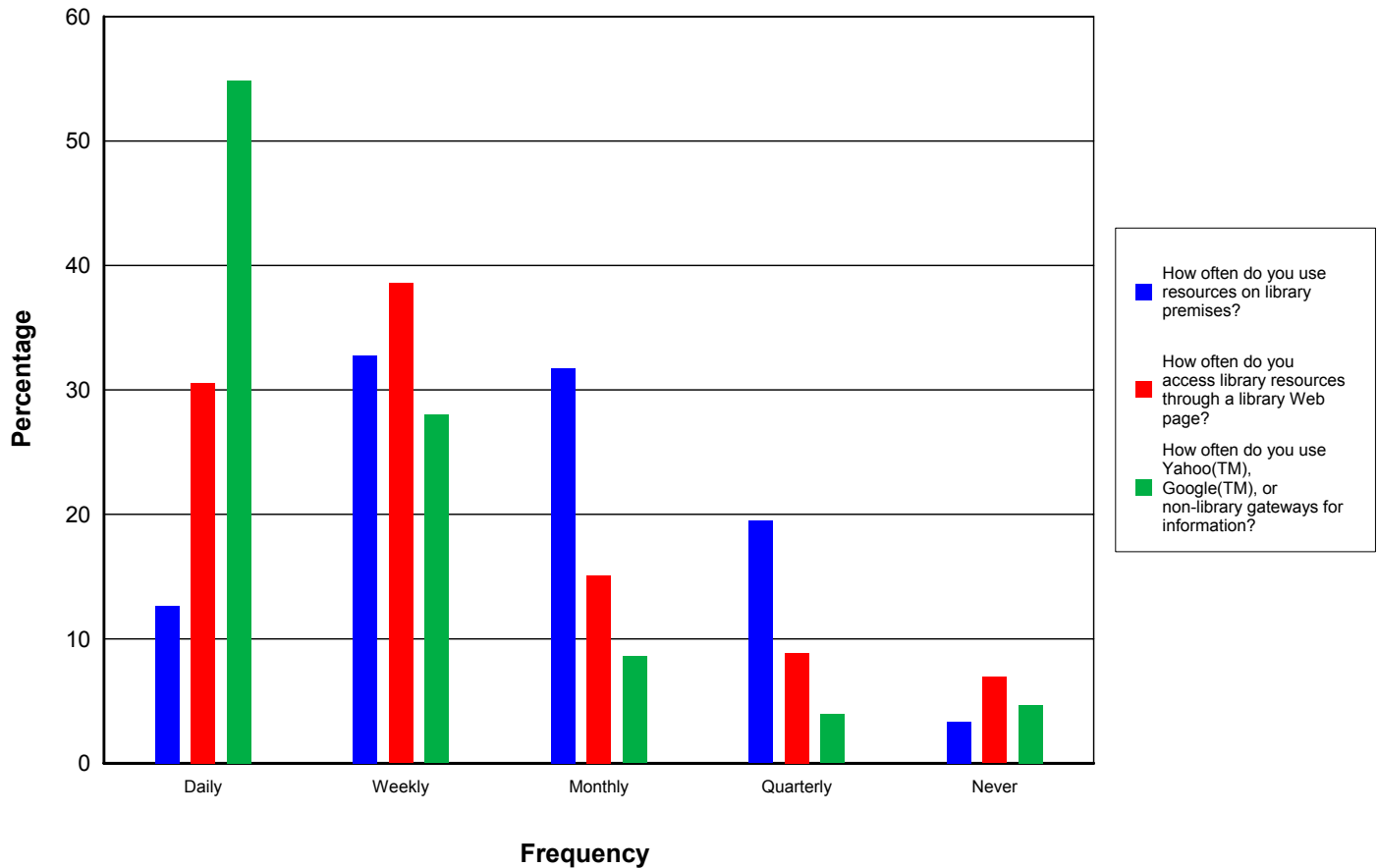
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.68	1.74	2,900
The library aids my advancement in my academic discipline.	6.95	1.72	2,898
The library enables me to be more efficient in my academic pursuits.	6.95	1.76	2,899
The library helps me distinguish between trustworthy and untrustworthy information.	5.60	1.98	2,897
The library provides me with the information skills I need in my work or study.	6.35	1.82	2,900

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

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 graphic 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?	367 12.65%	951 32.77%	922 31.77%	565 19.47%	97 3.34%	2,902 100.00%
How often do you access library resources through a library Web page?	887 30.57%	1,119 38.56%	438 15.09%	257 8.86%	201 6.93%	2,902 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,591 54.84%	812 27.99%	249 8.58%	114 3.93%	135 4.65%	2,901 100.00%

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

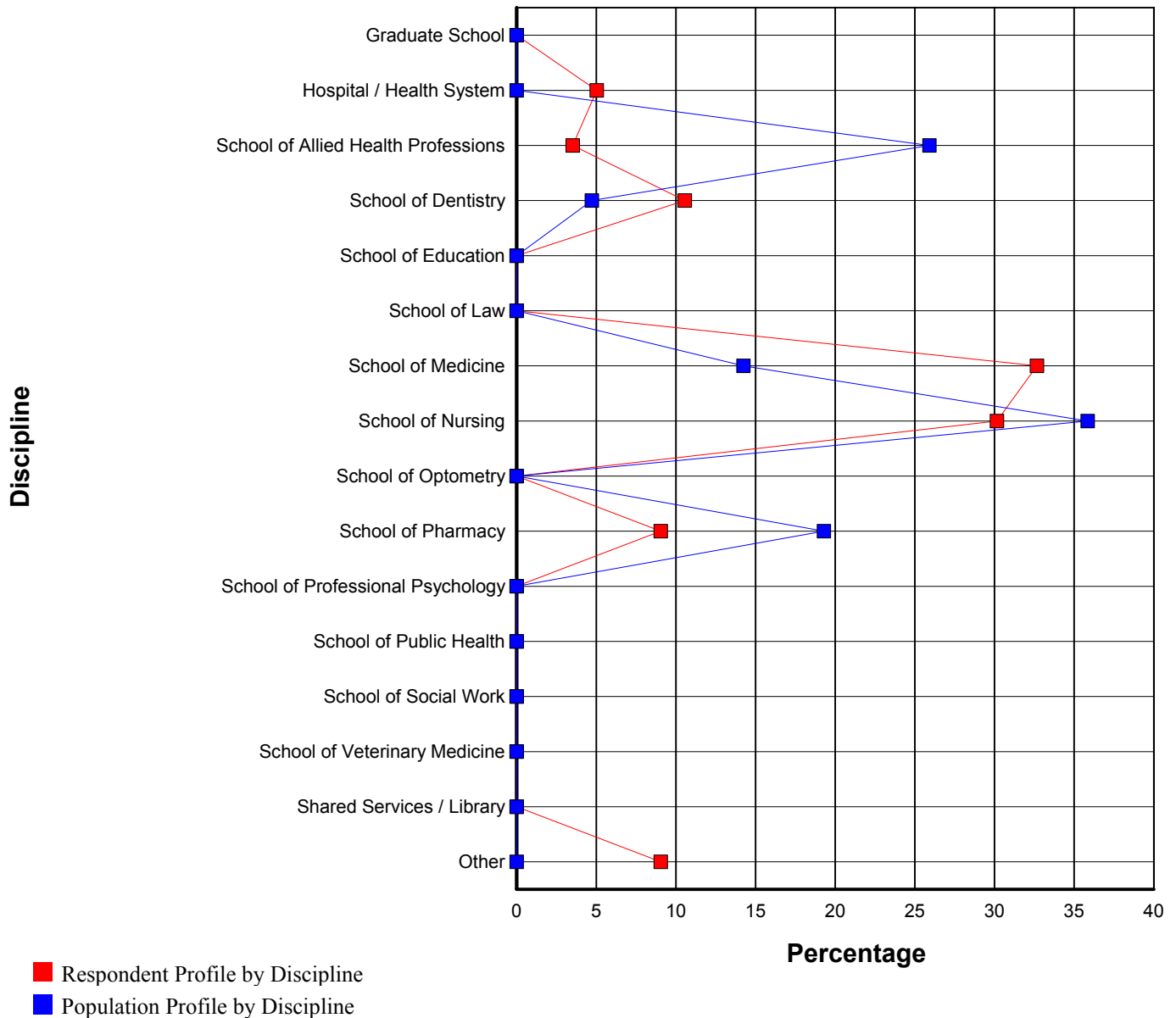
5 Academic Health Sciences Libraries Undergraduate Summary for ARL

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 discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	0	0.00%	0	0.00%	0.00%
Hospital / Health System	0	0.00%	10	5.03%	-5.03%
School of Allied Health Professions	1,236	25.91%	7	3.52%	22.39%
School of Dentistry	225	4.72%	21	10.55%	-5.84%
School of Education	0	0.00%	0	0.00%	0.00%
School of Law	0	0.00%	0	0.00%	0.00%
School of Medicine	679	14.23%	65	32.66%	-18.43%
School of Nursing	1,710	35.85%	60	30.15%	5.70%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	920	19.29%	18	9.05%	10.24%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	0	0.00%	0	0.00%	0.00%
School of Social Work	0	0.00%	0	0.00%	0.00%
School of Veterinary Medicine	0	0.00%	0	0.00%	0.00%
Shared Services / Library	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	18	9.05%	-9.05%
Total:	4,770	100.00%	199	100.00%	0.00%

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

5.1.2 Respondent Profile for Undergraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	55	27.64%
23 - 30	93	46.73%
31 - 45	32	16.08%
46 - 65	19	9.55%
Over 65	0	0.00%
Total:	199	100.00%

5.1.3 Population and Respondent Profiles for Undergraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Population N	Population %	Respondents n	Respondents %
Male	488	15.60%	49	24.62%
Female	2,641	84.40%	150	75.38%
Total:	3,129	100.00%	199	100.00%

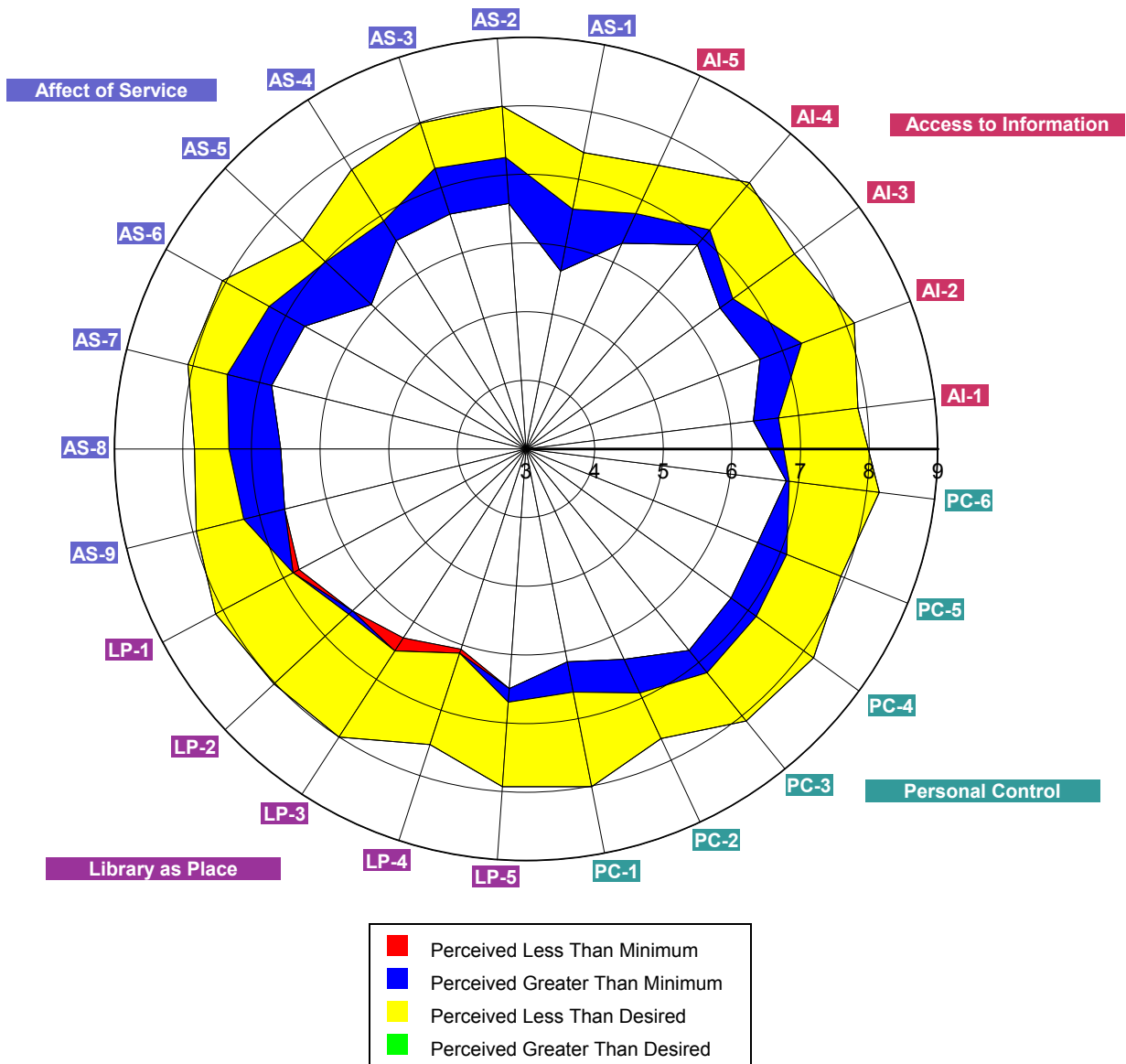
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Undergraduate

5.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.34	7.87	6.70	0.37	-1.17	193
AI-2	Convenient service hours	6.65	8.12	7.30	0.65	-0.82	196
AI-3	The printed library materials I need for my work	6.49	7.83	6.73	0.23	-1.11	186
AI-4	The electronic information resources I need	6.88	8.06	7.16	0.28	-0.90	188
AI-5	Timely document delivery/interlibrary loan	6.31	7.56	6.78	0.48	-0.77	111
Affect of Service							
AS-1	Employees who instill confidence in users	5.64	7.40	6.56	0.92	-0.84	186
AS-2	Readiness to respond to users' questions	6.59	8.01	7.26	0.67	-0.75	191
AS-3	Willingness to help users	6.60	7.99	7.30	0.70	-0.69	194
AS-4	Dependability in handling users' service problems	6.58	7.80	6.92	0.34	-0.88	177
AS-5	Giving users individual attention	6.08	7.45	6.99	0.91	-0.46	190
AS-6	Employees who have the knowledge to answer user questions	6.69	8.06	7.28	0.59	-0.78	193
AS-7	Employees who are consistently courteous	6.82	8.08	7.49	0.67	-0.59	195
AS-8	Employees who deal with users in a caring fashion	6.57	7.83	7.33	0.76	-0.50	188
AS-9	Employees who understand the needs of their users	6.63	7.95	7.24	0.61	-0.71	184
Library as Place							
LP-1	Quiet space for individual activities	6.84	8.12	6.75	-0.10	-1.38	197
LP-2	A comfortable and inviting location	6.46	8.02	6.53	0.07	-1.49	198
LP-3	Library space that inspires study and learning	6.51	8.01	6.28	-0.23	-1.72	198
LP-4	Community space for group learning and group study	6.13	7.53	6.07	-0.06	-1.46	180
LP-5	A getaway for study, learning, or research	6.50	7.93	6.70	0.20	-1.23	192
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.16	8.01	6.61	0.45	-1.40	194
PC-2	Convenient access to library collections	6.38	7.65	6.92	0.54	-0.73	194
PC-3	A library Web site enabling me to locate information on my own	6.78	8.10	7.19	0.42	-0.91	192
PC-4	Modern equipment that lets me easily access needed information	6.70	8.18	7.15	0.45	-1.03	197
PC-5	Making information easily accessible for independent use	6.64	7.95	7.10	0.46	-0.85	195
PC-6	Making electronic resources accessible from my home or office	6.82	8.18	6.86	0.04	-1.32	184
Overall:		6.50	7.92	6.92	0.42	-1.00	199

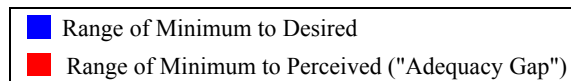
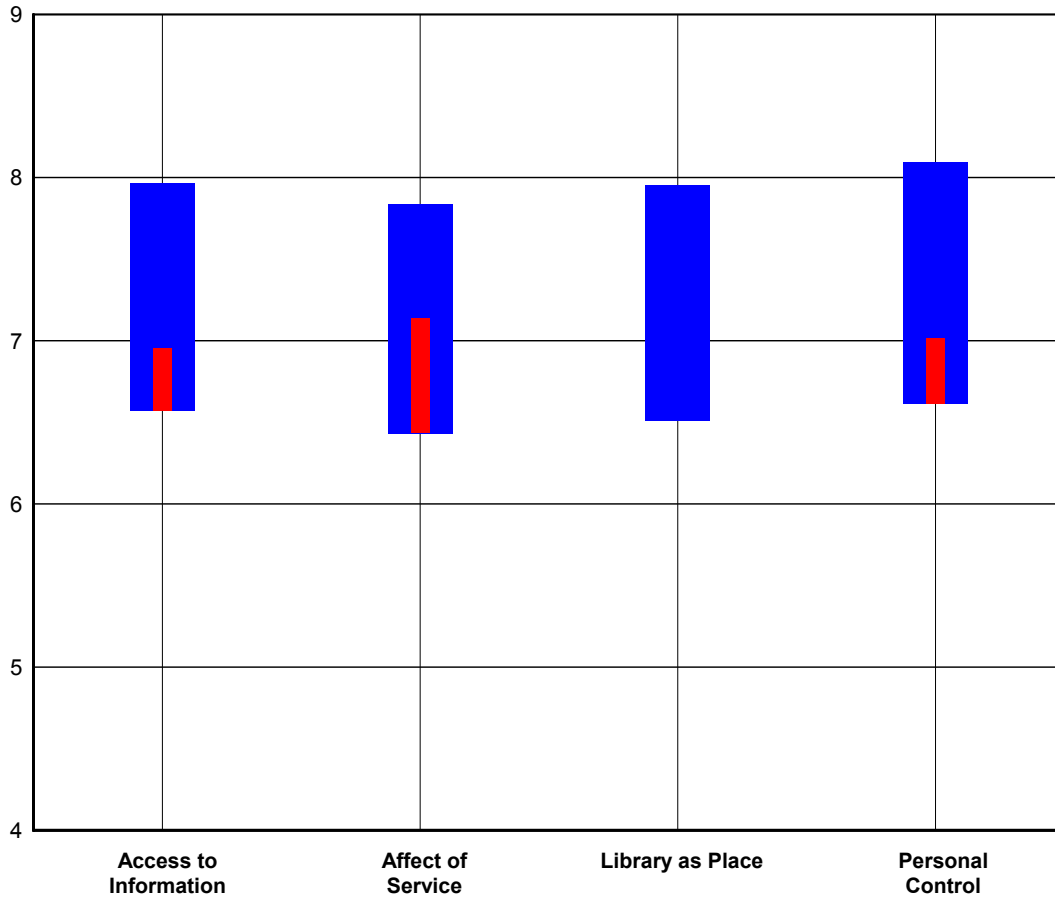
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.87	1.61	1.71	2.26	2.04	193
AI-2	Convenient service hours	1.87	1.30	1.51	2.14	1.83	196
AI-3	The printed library materials I need for my work	1.78	1.41	1.77	2.19	1.97	186
AI-4	The electronic information resources I need	1.72	1.34	1.52	1.92	1.66	188
AI-5	Timely document delivery/interlibrary loan	1.99	1.68	1.79	2.37	2.09	111
Affect of Service							
AS-1	Employees who instill confidence in users	1.74	1.63	1.55	1.95	1.95	186
AS-2	Readiness to respond to users' questions	1.68	1.30	1.58	1.94	1.66	191
AS-3	Willingness to help users	1.78	1.36	1.54	1.89	1.58	194
AS-4	Dependability in handling users' service problems	1.82	1.47	1.73	2.12	1.77	177
AS-5	Giving users individual attention	1.94	1.61	1.54	1.95	1.58	190
AS-6	Employees who have the knowledge to answer user questions	1.69	1.32	1.57	1.81	1.47	193
AS-7	Employees who are consistently courteous	1.86	1.38	1.59	1.88	1.45	195
AS-8	Employees who deal with users in a caring fashion	1.83	1.48	1.55	1.97	1.53	188
AS-9	Employees who understand the needs of their users	1.78	1.38	1.62	1.96	1.64	184
Library as Place							
LP-1	Quiet space for individual activities	1.72	1.29	2.08	2.57	2.31	197
LP-2	A comfortable and inviting location	1.78	1.38	2.07	2.31	2.30	198
LP-3	Library space that inspires study and learning	1.86	1.55	2.01	2.47	2.43	198
LP-4	Community space for group learning and group study	1.97	1.74	2.17	2.68	2.57	180
LP-5	A getaway for study, learning, or research	1.94	1.48	1.86	2.31	2.14	192
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.78	1.25	1.67	2.08	1.87	194
PC-2	Convenient access to library collections	1.69	1.53	1.57	1.83	1.68	194
PC-3	A library Web site enabling me to locate information on my own	1.82	1.38	1.56	2.18	1.85	192
PC-4	Modern equipment that lets me easily access needed information	1.68	1.20	1.72	2.03	1.87	197
PC-5	Making information easily accessible for independent use	1.60	1.34	1.37	1.75	1.48	195
PC-6	Making electronic resources accessible from my home or office	1.82	1.30	1.90	2.23	2.09	184
Overall:		1.44	1.06	1.23	1.56	1.30	199

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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived scores (the service adequacy gap) for each dimension of library service quality.



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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.57	7.96	6.95	0.39	-1.04	199
Affect of Service	6.43	7.84	7.14	0.67	-0.70	199
Library as Place	6.51	7.95	6.51	-0.03	-1.46	199
Personal Control	6.61	8.09	7.02	0.41	-1.11	199
Overall:	6.50	7.92	6.92	0.42	-1.00	199

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.61	1.30	1.39	1.71	1.47	199
Affect of Service	1.65	1.35	1.47	1.67	1.29	199
Library as Place	1.57	1.18	1.75	2.09	2.00	199
Personal Control	1.52	1.11	1.36	1.70	1.45	199
Overall:	1.44	1.06	1.23	1.56	1.30	199

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 some consortia within ARL, 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	6.73	7.95	7.01	0.28	-0.95	172
Employees teaching me how to access or manage information	6.34	7.59	7.02	0.68	-0.57	171
An environment that facilitates group study and problem solving	6.19	7.58	6.13	-0.05	-1.44	172
Access to information resources that support patient care	6.70	7.96	6.97	0.27	-0.99	162
Electronic resources matching my information needs	6.84	8.07	6.95	0.10	-1.12	182

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.69	1.41	1.57	1.89	1.65	172
Employees teaching me how to access or manage information	1.88	1.63	1.67	2.04	1.89	171
An environment that facilitates group study and problem solving	2.01	1.75	2.06	2.65	2.47	172
Access to information resources that support patient care	1.67	1.31	1.66	2.04	1.76	162
Electronic resources matching my information needs	1.68	1.33	1.72	2.05	1.85	182

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

5.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.29	1.69	199
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.78	1.77	199
How would you rate the overall quality of the service provided by the library?	6.98	1.56	199

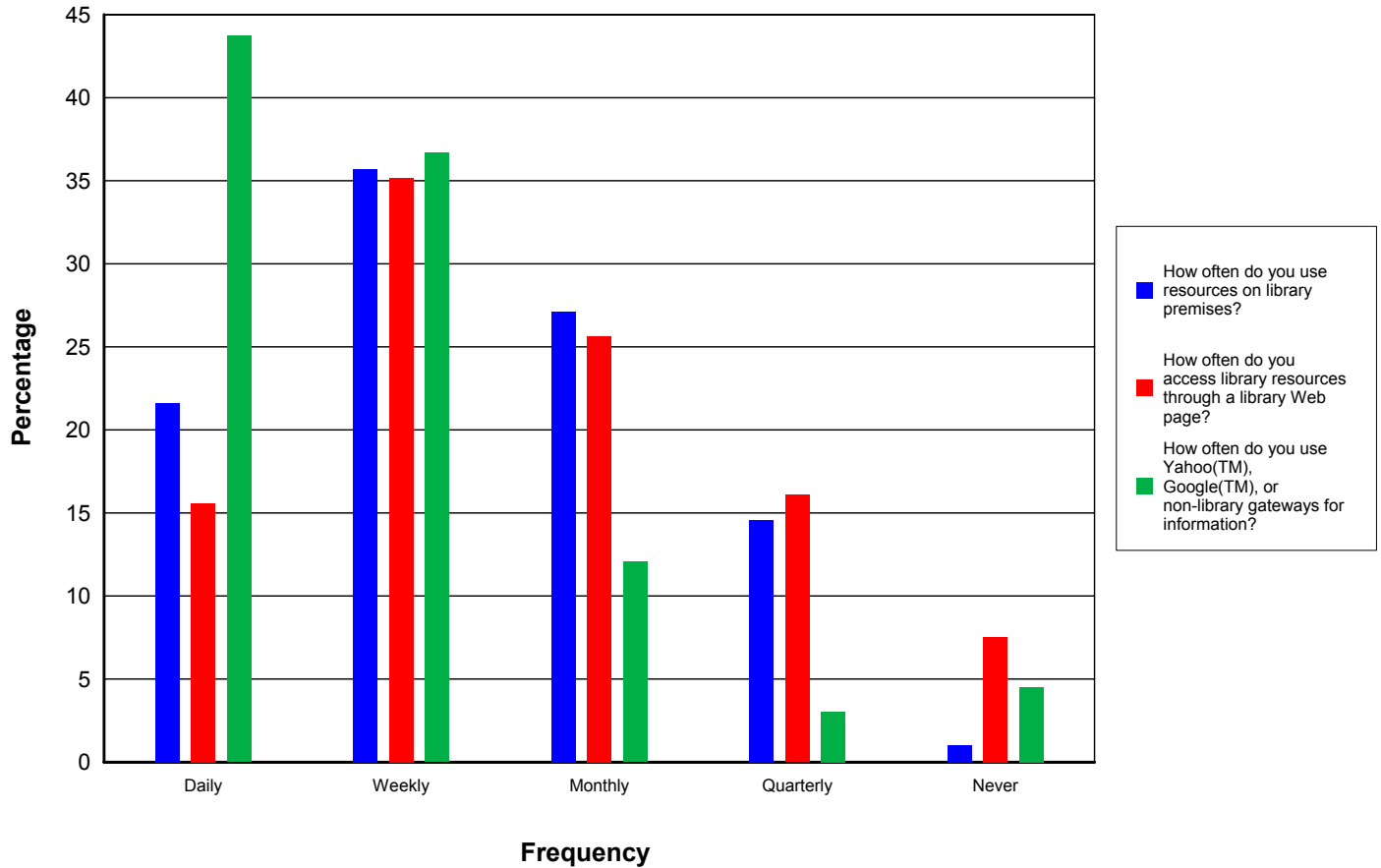
5.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.27	1.63	199
The library aids my advancement in my academic discipline.	6.63	1.62	199
The library enables me to be more efficient in my academic pursuits.	6.65	1.73	199
The library helps me distinguish between trustworthy and untrustworthy information.	6.03	1.84	199
The library provides me with the information skills I need in my work or study.	6.43	1.73	199

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 graphic 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?	43 21.61%	71 35.68%	54 27.14%	29 14.57%	2 1.01%	199 100.00%
How often do you access library resources through a library Web page?	31 15.58%	70 35.18%	51 25.63%	32 16.08%	15 7.54%	199 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	87 43.72%	73 36.68%	24 12.06%	6 3.02%	9 4.52%	199 100.00%

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

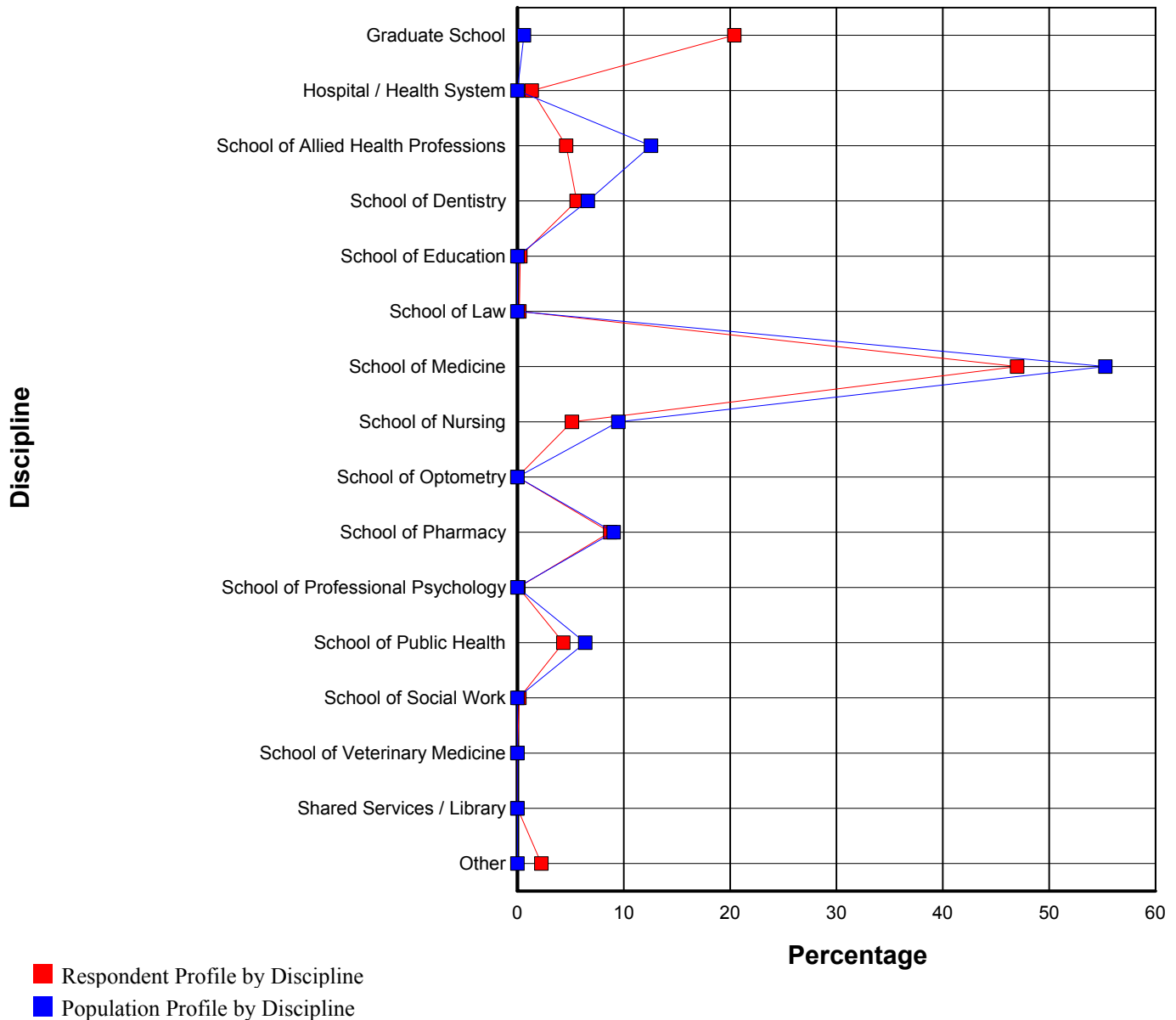
6 Academic Health Sciences Libraries Graduate Summary for ARL

6.1 Demographic Summary for Graduate

6.1.1 Population and Respondent Profiles for Graduate by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	89	0.62%	227	20.40%	-19.78%
Hospital / Health System	0	0.00%	15	1.35%	-1.35%
School of Allied Health Professions	1,811	12.56%	51	4.58%	7.98%
School of Dentistry	955	6.62%	62	5.57%	1.05%
School of Education	0	0.00%	3	0.27%	-0.27%
School of Law	0	0.00%	2	0.18%	-0.18%
School of Medicine	7,972	55.28%	523	46.99%	8.29%
School of Nursing	1,369	9.49%	57	5.12%	4.37%
School of Optometry	0	0.00%	0	0.00%	0.00%
School of Pharmacy	1,305	9.05%	97	8.72%	0.33%
School of Professional Psychology	0	0.00%	1	0.09%	-0.09%
School of Public Health	919	6.37%	48	4.31%	2.06%
School of Social Work	0	0.00%	2	0.18%	-0.18%
School of Veterinary Medicine	0	0.00%	0	0.00%	0.00%
Shared Services / Library	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	25	2.25%	-2.25%
Total:	14,420	100.00%	1,113	100.00%	0.00%

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

6.1.2 Respondent Profile for Graduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	1	0.09%
18 - 22	79	7.10%
23 - 30	784	70.44%
31 - 45	197	17.70%
46 - 65	52	4.67%
Over 65	0	0.00%
Total:	1,113	100.00%

6.1.3 Population and Respondent Profiles for Graduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

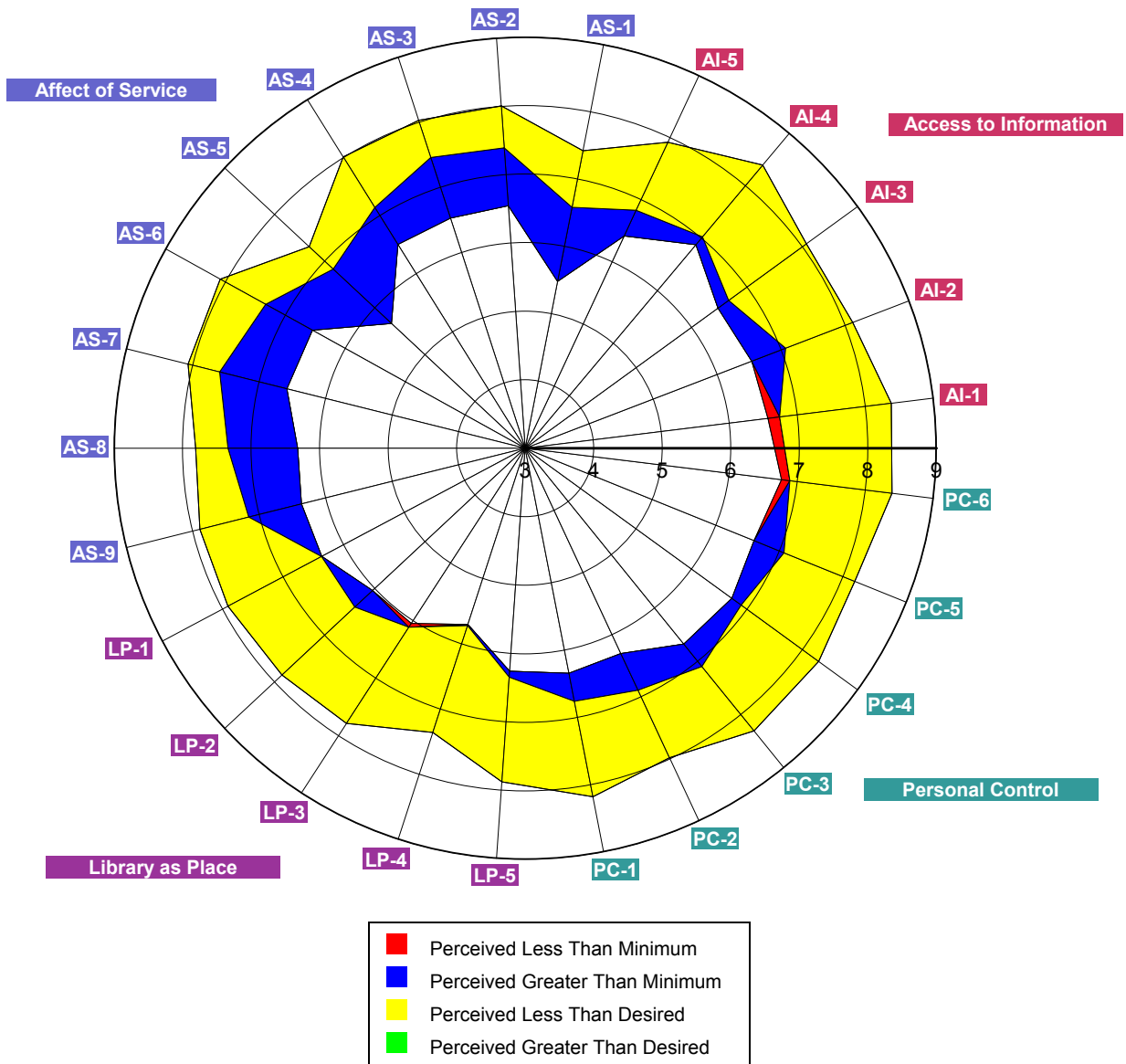
Sex	Population N	Population %	Respondents n	Respondents %
Male	5,793	44.59%	425	38.19%
Female	7,200	55.41%	688	61.81%
Total:	12,993	100.00%	1,113	100.00%

6.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.74	8.38	6.57	-0.17	-1.81	1,060
AI-2	Convenient service hours	6.54	8.12	7.07	0.53	-1.05	1,098
AI-3	The printed library materials I need for my work	6.48	8.07	6.67	0.19	-1.40	1,029
AI-4	The electronic information resources I need	6.88	8.39	7.03	0.15	-1.37	1,089
AI-5	Timely document delivery/interlibrary loan	6.42	7.93	6.83	0.41	-1.10	636
Affect of Service							
AS-1	Employees who instill confidence in users	5.48	7.42	6.58	1.10	-0.84	1,055
AS-2	Readiness to respond to users' questions	6.55	8.01	7.39	0.85	-0.61	1,057
AS-3	Willingness to help users	6.53	8.03	7.46	0.93	-0.57	1,090
AS-4	Dependability in handling users' service problems	6.51	8.01	7.14	0.64	-0.87	974
AS-5	Giving users individual attention	5.67	7.31	6.83	1.16	-0.48	1,030
AS-6	Employees who have the knowledge to answer user questions	6.55	8.09	7.33	0.78	-0.76	1,056
AS-7	Employees who are consistently courteous	6.58	8.07	7.59	1.01	-0.48	1,091
AS-8	Employees who deal with users in a caring fashion	6.32	7.81	7.34	1.02	-0.47	1,060
AS-9	Employees who understand the needs of their users	6.36	7.89	7.16	0.79	-0.73	1,020
Library as Place							
LP-1	Quiet space for individual activities	6.36	7.91	6.37	0.00	-1.55	1,081
LP-2	A comfortable and inviting location	6.05	7.85	6.40	0.35	-1.45	1,100
LP-3	Library space that inspires study and learning	6.12	7.79	6.05	-0.07	-1.74	1,070
LP-4	Community space for group learning and group study	5.71	7.36	5.72	0.02	-1.64	1,004
LP-5	A getaway for study, learning, or research	6.26	7.88	6.35	0.09	-1.53	1,030
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.35	8.18	6.76	0.42	-1.42	1,096
PC-2	Convenient access to library collections	6.31	7.98	6.90	0.59	-1.09	1,074
PC-3	A library Web site enabling me to locate information on my own	6.68	8.31	7.10	0.42	-1.21	1,074
PC-4	Modern equipment that lets me easily access needed information	6.73	8.29	6.90	0.17	-1.40	1,096
PC-5	Making information easily accessible for independent use	6.60	8.19	7.07	0.47	-1.11	1,070
PC-6	Making electronic resources accessible from my home or office	6.89	8.39	6.77	-0.12	-1.62	1,034
Overall:		6.39	7.99	6.86	0.47	-1.13	1,113

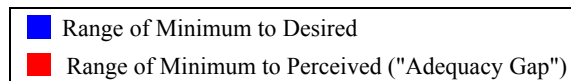
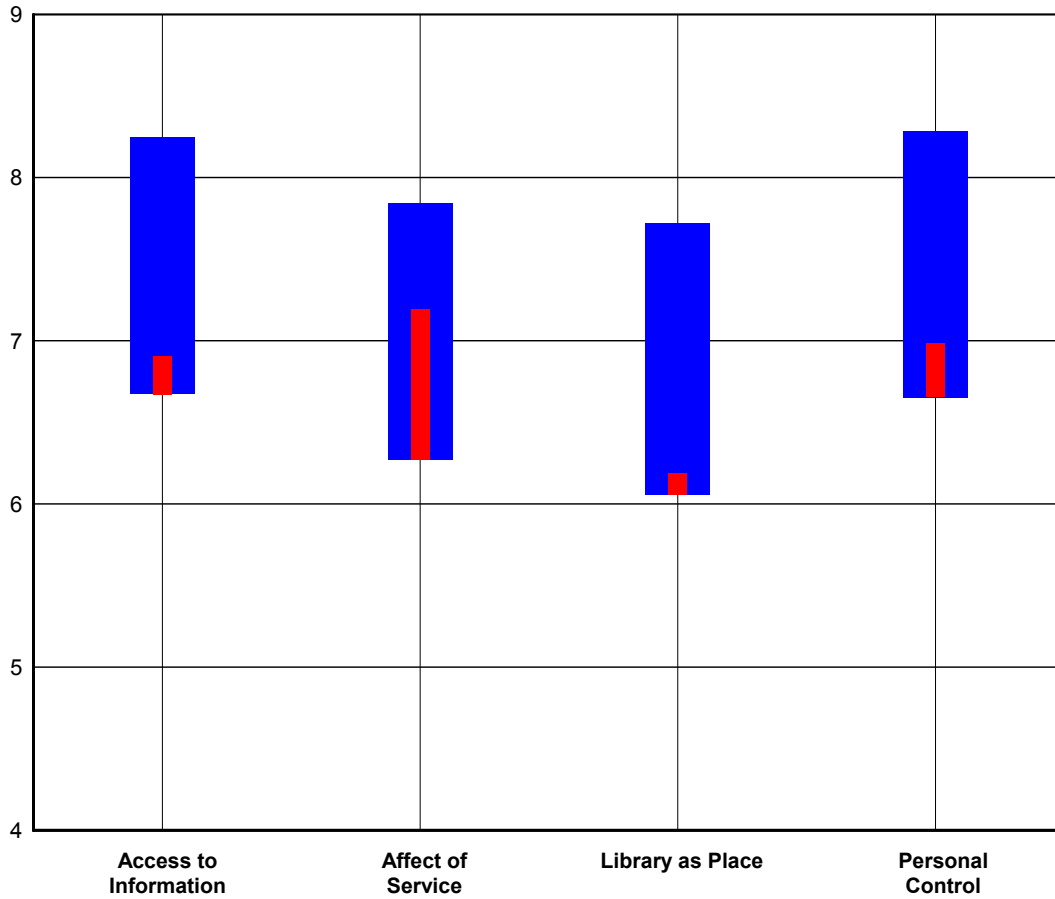
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.60	1.07	1.88	2.29	2.03	1,060
AI-2	Convenient service hours	1.63	1.18	1.68	2.12	1.87	1,098
AI-3	The printed library materials I need for my work	1.69	1.22	1.77	2.21	1.96	1,029
AI-4	The electronic information resources I need	1.52	0.98	1.59	2.06	1.74	1,089
AI-5	Timely document delivery/interlibrary loan	1.70	1.38	1.83	2.18	2.01	636
Affect of Service							
AS-1	Employees who instill confidence in users	1.72	1.57	1.64	1.83	1.71	1,055
AS-2	Readiness to respond to users' questions	1.67	1.25	1.49	1.77	1.50	1,057
AS-3	Willingness to help users	1.65	1.21	1.44	1.75	1.48	1,090
AS-4	Dependability in handling users' service problems	1.55	1.17	1.48	1.80	1.60	974
AS-5	Giving users individual attention	1.87	1.56	1.55	1.74	1.54	1,030
AS-6	Employees who have the knowledge to answer user questions	1.64	1.19	1.44	1.75	1.48	1,056
AS-7	Employees who are consistently courteous	1.76	1.27	1.47	1.92	1.55	1,091
AS-8	Employees who deal with users in a caring fashion	1.76	1.41	1.52	1.80	1.54	1,060
AS-9	Employees who understand the needs of their users	1.66	1.28	1.49	1.77	1.57	1,020
Library as Place							
LP-1	Quiet space for individual activities	1.93	1.59	2.09	2.69	2.54	1,081
LP-2	A comfortable and inviting location	1.76	1.34	2.04	2.43	2.34	1,100
LP-3	Library space that inspires study and learning	1.87	1.58	2.12	2.62	2.53	1,070
LP-4	Community space for group learning and group study	1.98	1.87	2.13	2.63	2.61	1,004
LP-5	A getaway for study, learning, or research	1.80	1.50	1.98	2.40	2.31	1,030
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.55	1.17	1.61	1.91	1.72	1,096
PC-2	Convenient access to library collections	1.57	1.19	1.56	1.89	1.70	1,074
PC-3	A library Web site enabling me to locate information on my own	1.61	1.08	1.57	1.95	1.67	1,074
PC-4	Modern equipment that lets me easily access needed information	1.55	1.11	1.79	2.20	1.93	1,096
PC-5	Making information easily accessible for independent use	1.51	1.05	1.44	1.82	1.55	1,070
PC-6	Making electronic resources accessible from my home or office	1.66	1.09	2.01	2.46	2.12	1,034
Overall:		1.29	0.87	1.17	1.49	1.24	1,113

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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.67	8.25	6.91	0.24	-1.41	1,113
Affect of Service	6.27	7.84	7.19	0.94	-0.64	1,113
Library as Place	6.06	7.72	6.19	0.12	-1.54	1,113
Personal Control	6.65	8.28	6.98	0.33	-1.38	1,113
Overall:	6.39	7.99	6.86	0.47	-1.13	1,113

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.36	0.91	1.39	1.82	1.51	1,113
Affect of Service	1.52	1.18	1.33	1.48	1.27	1,113
Library as Place	1.68	1.48	1.85	2.19	2.12	1,113
Personal Control	1.36	0.90	1.36	1.73	1.44	1,113
Overall:	1.29	0.87	1.17	1.49	1.24	1,113

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 some consortia within ARL, 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	6.32	7.93	6.81	0.50	-1.12	929
Employees teaching me how to access or manage information	5.97	7.55	6.90	0.93	-0.65	909
An environment that facilitates group study and problem solving	5.74	7.42	5.74	0.00	-1.67	956
Access to information resources that support patient care	6.60	8.10	6.88	0.28	-1.22	811
Electronic resources matching my information needs	6.80	8.35	6.91	0.10	-1.45	1,046

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.68	1.33	1.56	1.86	1.70	929
Employees teaching me how to access or manage information	1.90	1.59	1.74	2.05	1.85	909
An environment that facilitates group study and problem solving	1.98	1.80	2.10	2.58	2.52	956
Access to information resources that support patient care	1.76	1.30	1.66	2.00	1.75	811
Electronic resources matching my information needs	1.56	1.04	1.65	2.10	1.78	1,046

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

6.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.43	1.51	1,113
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.77	1.78	1,113
How would you rate the overall quality of the service provided by the library?	6.92	1.54	1,113

6.6 Information Literacy Outcomes Questions Summary for Graduate

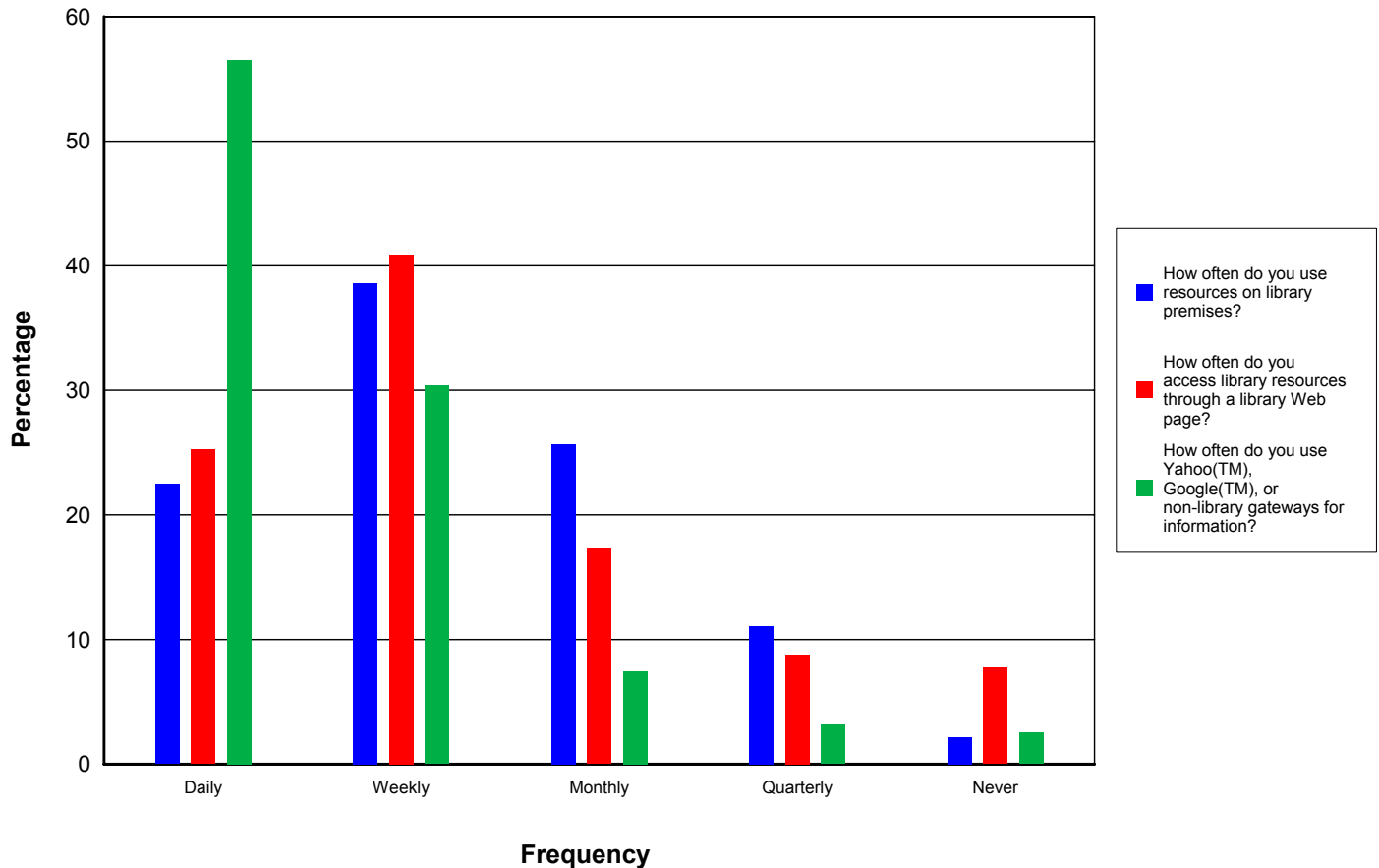
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.35	1.75	1,113
The library aids my advancement in my academic discipline.	6.79	1.74	1,113
The library enables me to be more efficient in my academic pursuits.	6.66	1.84	1,113
The library helps me distinguish between trustworthy and untrustworthy information.	5.41	1.90	1,113
The library provides me with the information skills I need in my work or study.	6.19	1.79	1,113

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

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 graphic 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?	250 22.46%	430 38.63%	286 25.70%	123 11.05%	24 2.16%	1,113 100.00%
How often do you access library resources through a library Web page?	281 25.25%	455 40.88%	193 17.34%	98 8.81%	86 7.73%	1,113 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	629 56.51%	338 30.37%	83 7.46%	35 3.14%	28 2.52%	1,113 100.00%

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

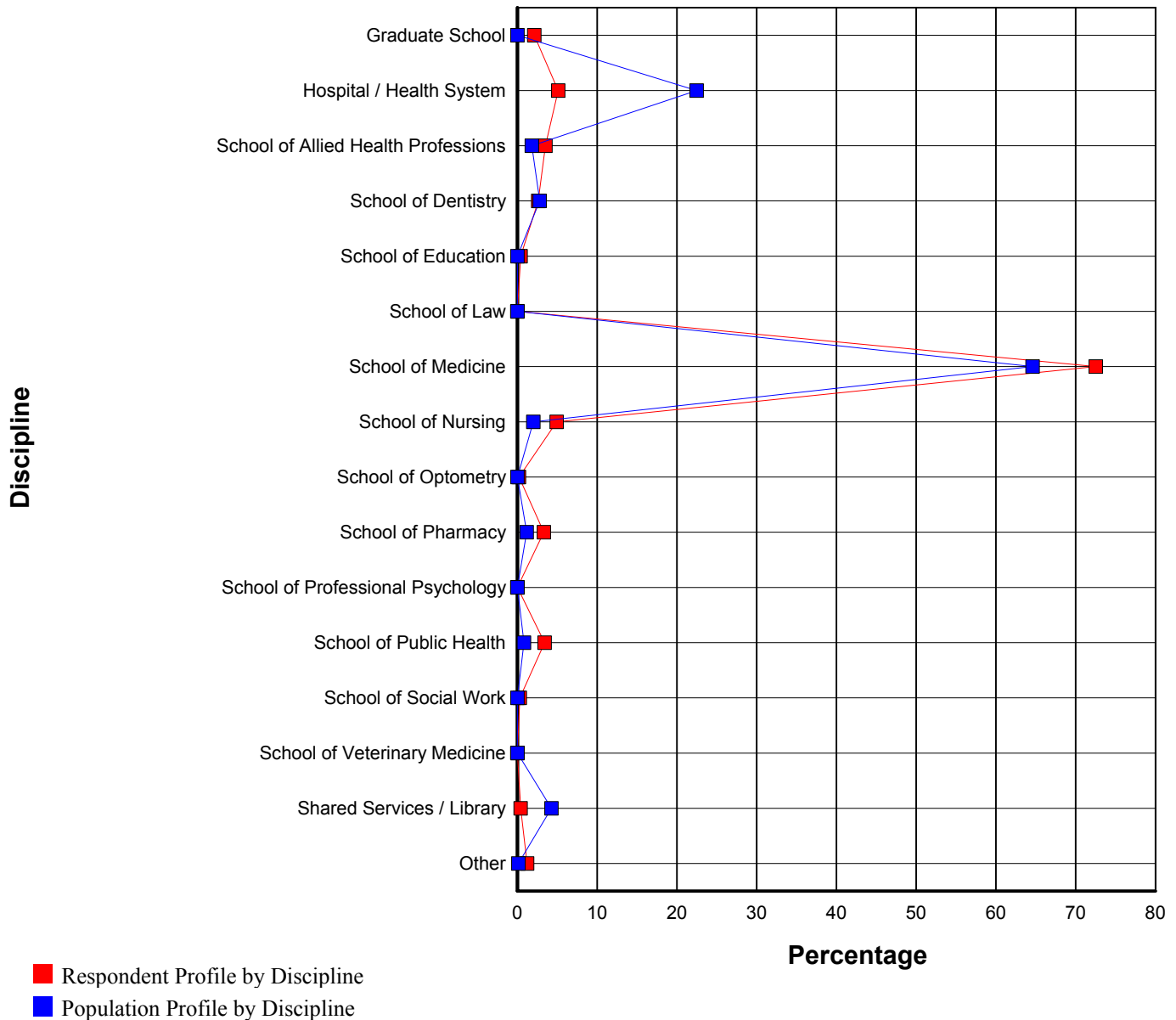
7 Academic Health Sciences Libraries Faculty Summary for ARL

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 discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Graduate School	0	0.00%	21	2.11%	-2.11%
Hospital / Health System	4,089	22.47%	51	5.12%	17.35%
School of Allied Health Professions	328	1.80%	35	3.51%	-1.71%
School of Dentistry	507	2.79%	26	2.61%	0.18%
School of Education	0	0.00%	4	0.40%	-0.40%
School of Law	0	0.00%	0	0.00%	0.00%
School of Medicine	11,756	64.59%	723	72.52%	-7.92%
School of Nursing	363	1.99%	49	4.91%	-2.92%
School of Optometry	0	0.00%	2	0.20%	-0.20%
School of Pharmacy	211	1.16%	33	3.31%	-2.15%
School of Professional Psychology	0	0.00%	0	0.00%	0.00%
School of Public Health	149	0.82%	34	3.41%	-2.59%
School of Social Work	0	0.00%	3	0.30%	-0.30%
School of Veterinary Medicine	0	0.00%	0	0.00%	0.00%
Shared Services / Library	776	4.26%	4	0.40%	3.86%
Other	21	0.12%	12	1.20%	-1.09%
Total:	18,200	100.00%	997	100.00%	0.00%

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

7.1.2 Respondent Profile for Faculty by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	1	0.10%
18 - 22	0	0.00%
23 - 30	17	1.70%
31 - 45	339	33.97%
46 - 65	580	58.12%
Over 65	61	6.11%
Total:	998	100.00%

7.1.3 Population and Respondent Profiles for Faculty by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Population N	Population %	Respondents n	Respondents %
Male	12,707	62.96%	604	60.58%
Female	7,476	37.04%	393	39.42%
Total:	20,183	100.00%	997	100.00%

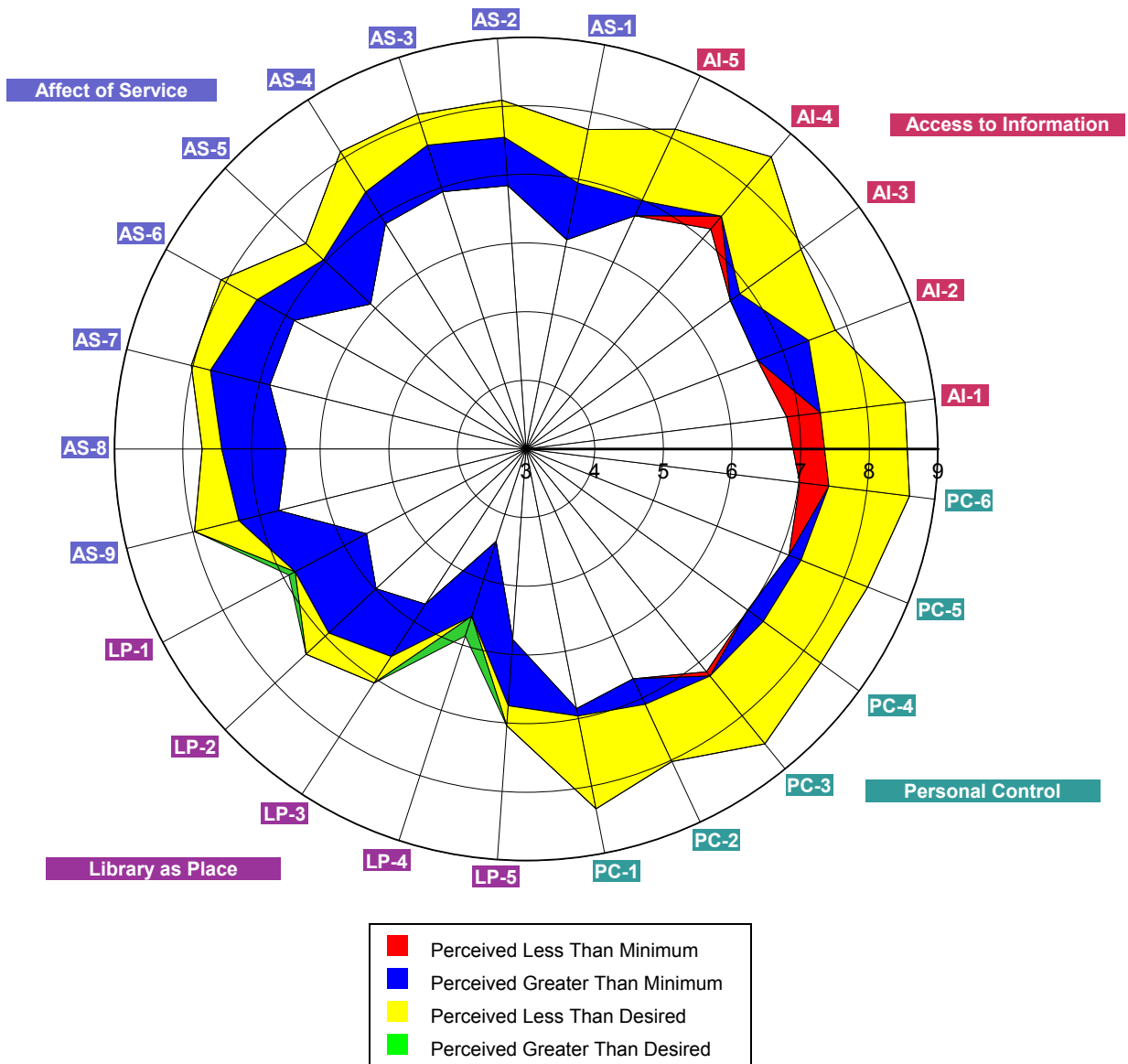
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Faculty

7.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	7.32	8.56	6.83	-0.49	-1.73	990
AI-2	Convenient service hours	6.61	7.83	7.41	0.80	-0.42	949
AI-3	The printed library materials I need for my work	6.68	7.95	6.85	0.17	-1.10	953
AI-4	The electronic information resources I need	7.43	8.55	7.19	-0.24	-1.37	979
AI-5	Timely document delivery/interlibrary loan	6.75	8.14	6.99	0.24	-1.15	842
Affect of Service							
AS-1	Employees who instill confidence in users	6.11	7.74	6.95	0.84	-0.79	921
AS-2	Readiness to respond to users' questions	6.85	8.09	7.55	0.70	-0.54	957
AS-3	Willingness to help users	6.94	8.12	7.65	0.71	-0.47	969
AS-4	Dependability in handling users' service problems	6.87	8.11	7.41	0.55	-0.69	902
AS-5	Giving users individual attention	6.10	7.39	7.04	0.94	-0.35	940
AS-6	Employees who have the knowledge to answer user questions	6.87	8.08	7.49	0.62	-0.60	971
AS-7	Employees who are consistently courteous	6.85	8.03	7.74	0.89	-0.29	969
AS-8	Employees who deal with users in a caring fashion	6.49	7.72	7.44	0.94	-0.28	914
AS-9	Employees who understand the needs of their users	6.72	7.98	7.31	0.60	-0.66	937
Library as Place							
LP-1	Quiet space for individual activities	5.63	6.81	6.91	1.28	0.10	846
LP-2	A comfortable and inviting location	5.99	7.38	6.93	0.94	-0.45	946
LP-3	Library space that inspires study and learning	5.70	7.06	6.60	0.91	-0.46	873
LP-4	Community space for group learning and group study	4.42	5.56	5.86	1.45	0.30	645
LP-5	A getaway for study, learning, or research	5.78	7.04	6.75	0.97	-0.29	817
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.85	8.34	6.96	0.11	-1.38	992
PC-2	Convenient access to library collections	6.69	8.02	7.10	0.41	-0.92	981
PC-3	A library Web site enabling me to locate information on my own	7.26	8.53	7.18	-0.08	-1.35	980
PC-4	Modern equipment that lets me easily access needed information	6.99	8.30	7.27	0.28	-1.03	955
PC-5	Making information easily accessible for independent use	7.13	8.37	7.32	0.19	-1.05	961
PC-6	Making electronic resources accessible from my home or office	7.44	8.63	7.02	-0.43	-1.61	962
Overall:		6.64	7.91	7.14	0.50	-0.77	999

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
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.45	0.84	1.66	2.07	1.80	990
AI-2	Convenient service hours	1.66	1.36	1.34	1.73	1.46	949
AI-3	The printed library materials I need for my work	1.70	1.40	1.61	2.04	1.83	953
AI-4	The electronic information resources I need	1.37	0.82	1.49	1.98	1.67	979
AI-5	Timely document delivery/interlibrary loan	1.64	1.20	1.64	2.07	1.80	842
Affect of Service							
AS-1	Employees who instill confidence in users	1.78	1.47	1.55	1.87	1.55	921
AS-2	Readiness to respond to users' questions	1.61	1.20	1.43	1.62	1.36	957
AS-3	Willingness to help users	1.61	1.18	1.35	1.63	1.29	969
AS-4	Dependability in handling users' service problems	1.54	1.16	1.42	1.64	1.39	902
AS-5	Giving users individual attention	1.77	1.58	1.57	1.71	1.54	940
AS-6	Employees who have the knowledge to answer user questions	1.58	1.23	1.40	1.62	1.32	971
AS-7	Employees who are consistently courteous	1.72	1.27	1.32	1.70	1.32	969
AS-8	Employees who deal with users in a caring fashion	1.81	1.57	1.48	1.64	1.46	914
AS-9	Employees who understand the needs of their users	1.67	1.30	1.47	1.70	1.43	937
Library as Place							
LP-1	Quiet space for individual activities	2.27	2.20	1.77	2.32	2.22	846
LP-2	A comfortable and inviting location	1.88	1.60	1.74	2.04	1.93	946
LP-3	Library space that inspires study and learning	2.09	1.95	1.79	2.19	2.16	873
LP-4	Community space for group learning and group study	2.28	2.45	1.86	2.22	2.37	645
LP-5	A getaway for study, learning, or research	2.20	2.12	1.79	2.17	2.12	817
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.50	0.99	1.51	1.88	1.62	992
PC-2	Convenient access to library collections	1.59	1.28	1.52	1.81	1.58	981
PC-3	A library Web site enabling me to locate information on my own	1.46	0.85	1.53	1.91	1.58	980
PC-4	Modern equipment that lets me easily access needed information	1.51	1.05	1.37	1.78	1.48	955
PC-5	Making information easily accessible for independent use	1.43	0.95	1.35	1.71	1.46	961
PC-6	Making electronic resources accessible from my home or office	1.49	0.82	1.79	2.23	1.91	962
Overall:		1.25	0.86	1.09	1.35	1.07	999

Language: American English

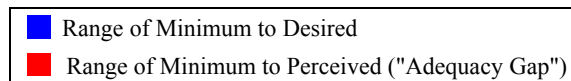
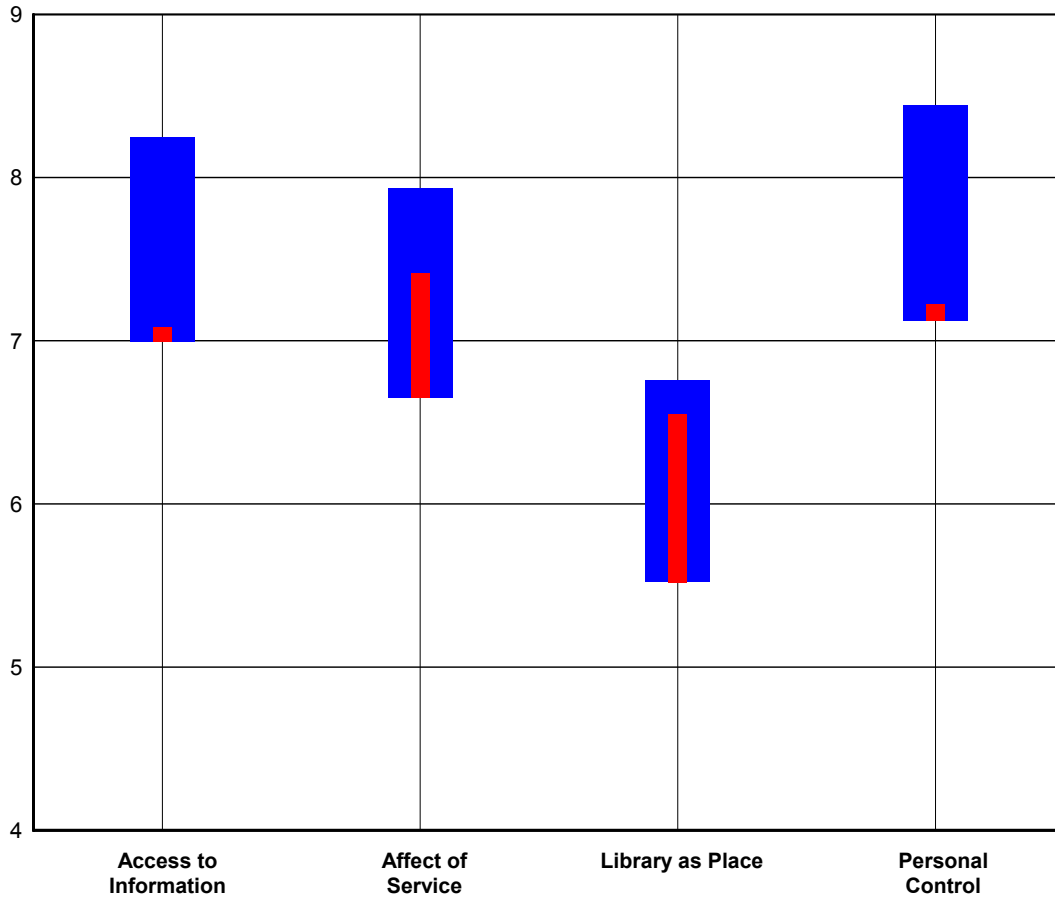
Institution Type: Academic Health Sciences

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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.99	8.25	7.08	0.09	-1.17	999
Affect of Service	6.65	7.93	7.42	0.75	-0.52	999
Library as Place	5.52	6.76	6.55	1.04	-0.22	999
Personal Control	7.12	8.44	7.22	0.09	-1.28	999
Overall:	6.64	7.91	7.14	0.50	-0.77	999

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.25	0.82	1.22	1.60	1.31	999
Affect of Service	1.46	1.12	1.29	1.43	1.15	999
Library as Place	2.09	2.07	1.88	1.88	1.79	999
Personal Control	1.27	0.74	1.25	1.63	1.31	999
Overall:	1.25	0.86	1.09	1.35	1.07	999

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 some consortia within ARL, 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	6.32	7.67	6.86	0.54	-0.81	820
Employees teaching me how to access or manage information	6.12	7.44	6.95	0.83	-0.49	835
An environment that facilitates group study and problem solving	4.55	5.65	5.87	1.32	0.22	598
Access to information resources that support patient care	6.49	7.68	6.96	0.47	-0.72	690
Electronic resources matching my information needs	7.27	8.52	7.05	-0.22	-1.48	953

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.98	1.83	1.64	1.94	1.82	820
Employees teaching me how to access or manage information	1.96	1.80	1.73	1.91	1.80	835
An environment that facilitates group study and problem solving	2.36	2.53	1.95	2.24	2.37	598
Access to information resources that support patient care	2.05	1.95	1.69	1.95	1.88	690
Electronic resources matching my information needs	1.48	0.94	1.62	2.07	1.76	953

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

7.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.61	1.42	998
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.74	998
How would you rate the overall quality of the service provided by the library?	7.36	1.42	998

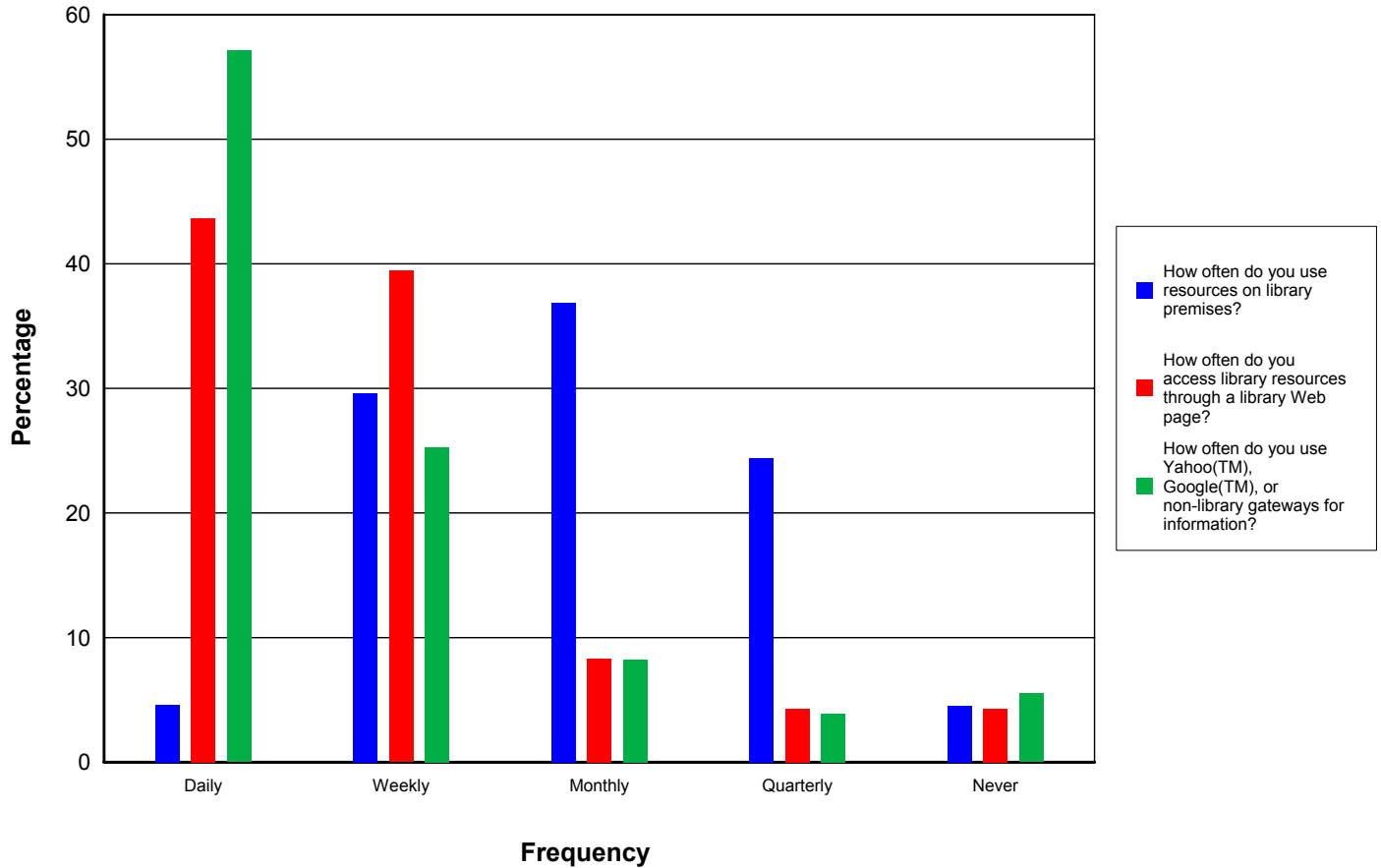
7.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.98	1.79	998
The library aids my advancement in my academic discipline.	7.22	1.71	997
The library enables me to be more efficient in my academic pursuits.	7.29	1.70	998
The library helps me distinguish between trustworthy and untrustworthy information.	5.46	2.10	996
The library provides me with the information skills I need in my work or study.	6.25	1.91	998

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 graphic 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?	46 4.60%	296 29.63%	368 36.84%	244 24.42%	45 4.50%	999 100.00%
How often do you access library resources through a library Web page?	436 43.64%	394 39.44%	83 8.31%	43 4.30%	43 4.30%	999 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	570 57.11%	252 25.25%	82 8.22%	39 3.91%	55 5.51%	998 100.00%

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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	6	14.63%
31 - 45	13	31.71%
46 - 65	22	53.66%
Over 65	0	0.00%
Total:	41	100.00%

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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

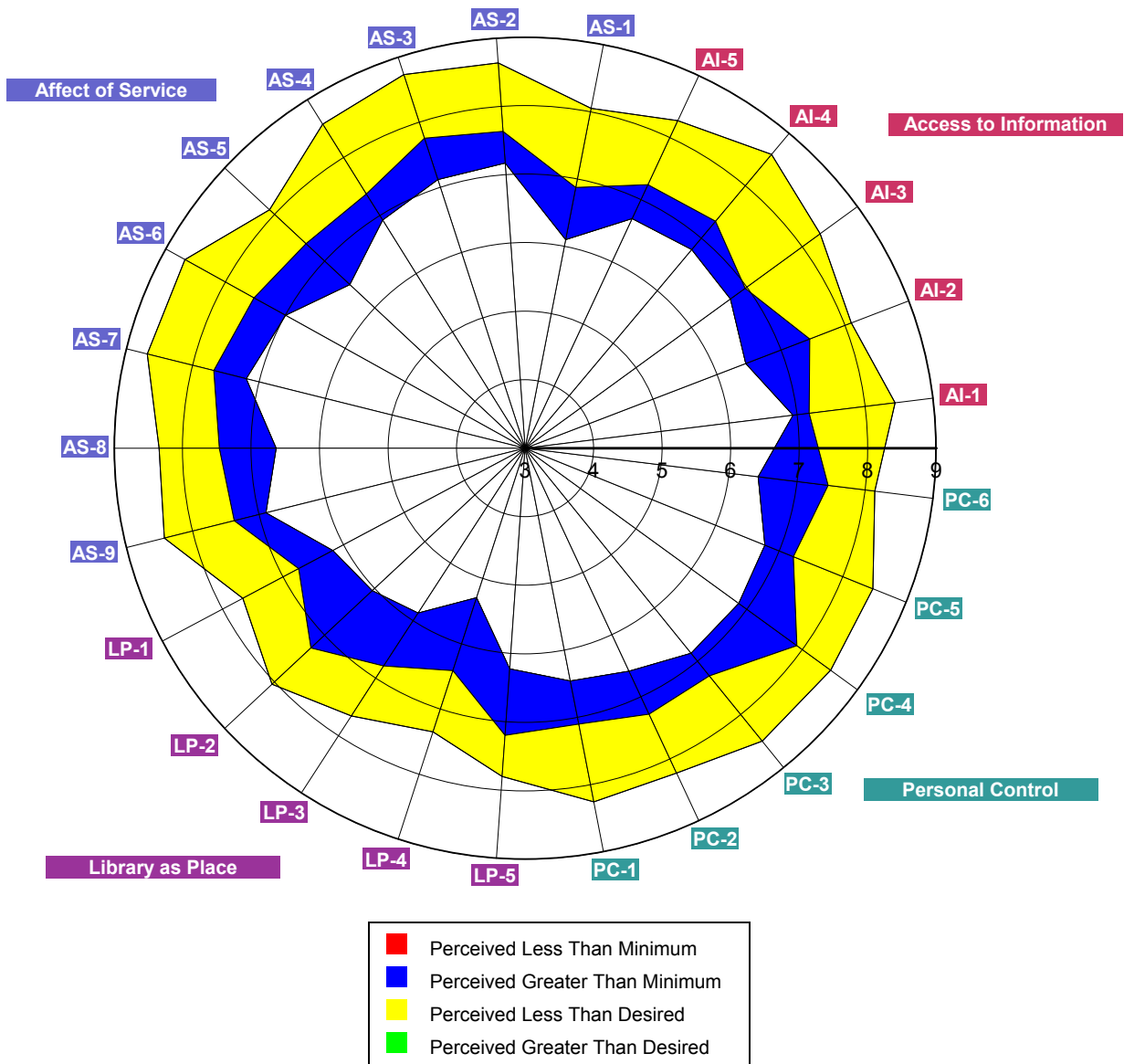
Sex	Respondents n	Respondents %
Male	13	31.71%
Female	28	68.29%
Total:	41	100.00%

8.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.94	8.44	7.18	0.24	-1.26	34
AI-2	Convenient service hours	6.45	8.10	7.45	1.00	-0.65	40
AI-3	The printed library materials I need for my work	6.71	8.32	6.97	0.26	-1.35	34
AI-4	The electronic information resources I need	6.78	8.59	7.32	0.54	-1.27	37
AI-5	Timely document delivery/interlibrary loan	6.70	8.27	7.24	0.55	-1.03	33
Affect of Service							
AS-1	Employees who instill confidence in users	6.10	8.05	6.88	0.78	-1.18	40
AS-2	Readiness to respond to users' questions	7.17	8.63	7.63	0.46	-1.00	41
AS-3	Willingness to help users	7.12	8.73	7.76	0.63	-0.98	41
AS-4	Dependability in handling users' service problems	6.93	8.58	7.38	0.45	-1.20	40
AS-5	Giving users individual attention	6.50	8.10	7.38	0.88	-0.73	40
AS-6	Employees who have the knowledge to answer user questions	7.00	8.68	7.53	0.53	-1.15	40
AS-7	Employees who are consistently courteous	7.20	8.68	7.68	0.49	-1.00	41
AS-8	Employees who deal with users in a caring fashion	6.63	8.34	7.46	0.83	-0.88	41
AS-9	Employees who understand the needs of their users	6.90	8.43	7.38	0.48	-1.05	40
Library as Place							
LP-1	Quiet space for individual activities	6.18	7.67	6.74	0.56	-0.92	39
LP-2	A comfortable and inviting location	6.05	8.05	7.28	1.23	-0.78	40
LP-3	Library space that inspires study and learning	5.87	7.66	6.79	0.92	-0.87	38
LP-4	Community space for group learning and group study	5.29	7.35	6.41	1.12	-0.94	34
LP-5	A getaway for study, learning, or research	6.23	7.80	7.20	0.97	-0.60	35
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.46	8.26	7.10	0.64	-1.15	39
PC-2	Convenient access to library collections	6.59	8.23	7.28	0.69	-0.95	39
PC-3	A library Web site enabling me to locate information on my own	6.85	8.50	7.28	0.43	-1.23	40
PC-4	Modern equipment that lets me easily access needed information	6.85	8.51	7.90	1.05	-0.61	41
PC-5	Making information easily accessible for independent use	6.78	8.48	7.23	0.45	-1.25	40
PC-6	Making electronic resources accessible from my home or office	6.43	8.14	7.46	1.03	-0.69	35
Overall:		6.62	8.28	7.32	0.69	-0.97	41

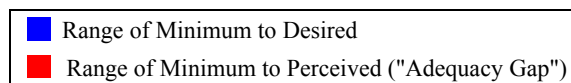
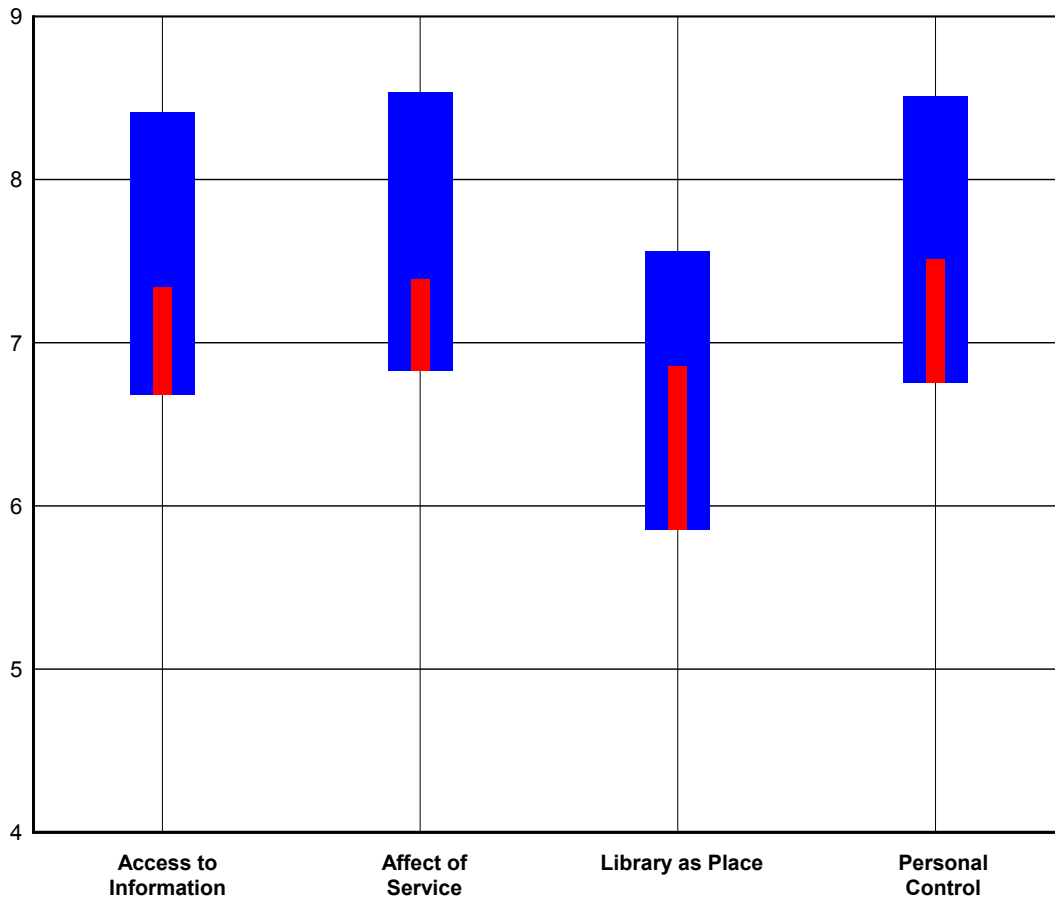
Language: American English
Institution Type: Academic Health Sciences
Consortium: ARL
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.48	0.66	1.09	1.52	1.21	34
AI-2	Convenient service hours	1.43	0.93	1.32	1.55	1.25	40
AI-3	The printed library materials I need for my work	1.36	0.68	1.09	1.26	1.18	34
AI-4	The electronic information resources I need	1.44	0.60	0.94	1.32	1.04	37
AI-5	Timely document delivery/interlibrary loan	1.61	0.94	1.39	1.77	1.51	33
Affect of Service							
AS-1	Employees who instill confidence in users	2.10	1.24	1.40	1.97	1.66	40
AS-2	Readiness to respond to users' questions	1.26	0.66	1.07	1.61	1.20	41
AS-3	Willingness to help users	1.38	0.50	1.16	1.84	1.23	41
AS-4	Dependability in handling users' service problems	1.44	0.64	1.17	1.71	1.34	40
AS-5	Giving users individual attention	1.52	1.01	1.19	1.57	1.36	40
AS-6	Employees who have the knowledge to answer user questions	1.36	0.62	1.01	1.57	1.25	40
AS-7	Employees who are consistently courteous	1.29	0.57	1.23	1.82	1.38	41
AS-8	Employees who deal with users in a caring fashion	1.65	1.33	1.31	1.84	1.63	41
AS-9	Employees who understand the needs of their users	1.28	0.78	1.10	1.65	1.34	40
Library as Place							
LP-1	Quiet space for individual activities	1.73	1.15	1.62	2.05	1.92	39
LP-2	A comfortable and inviting location	1.66	0.96	1.45	1.82	1.54	40
LP-3	Library space that inspires study and learning	1.83	1.58	1.71	2.07	1.66	38
LP-4	Community space for group learning and group study	2.14	1.70	1.97	2.03	1.91	34
LP-5	A getaway for study, learning, or research	1.91	1.53	1.37	1.96	1.35	35
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.60	0.99	1.21	1.84	1.57	39
PC-2	Convenient access to library collections	1.60	0.84	1.21	1.61	1.45	39
PC-3	A library Web site enabling me to locate information on my own	1.48	0.85	1.26	1.63	1.31	40
PC-4	Modern equipment that lets me easily access needed information	1.30	0.68	0.97	1.47	1.18	41
PC-5	Making information easily accessible for independent use	1.58	0.75	1.42	2.07	1.48	40
PC-6	Making electronic resources accessible from my home or office	1.60	1.24	1.29	1.65	1.57	35
Overall:		1.31	0.64	0.90	1.38	1.05	41

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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived scores (the service adequacy gap) for each dimension of library service quality.



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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.68	8.41	7.34	0.66	-1.02	41
Affect of Service	6.83	8.54	7.39	0.59	-1.05	41
Library as Place	5.85	7.56	6.85	0.90	-0.80	41
Personal Control	6.76	8.51	7.51	0.73	-1.00	41
Overall:	6.62	8.28	7.32	0.69	-0.97	41

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.31	0.63	0.88	1.28	1.04	41
Affect of Service	1.30	0.67	1.09	1.56	1.28	41
Library as Place	1.93	1.69	1.80	1.71	1.50	41
Personal Control	1.41	0.71	0.98	1.52	1.14	41
Overall:	1.31	0.64	0.90	1.38	1.05	41

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 some consortia within ARL, 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	6.70	8.32	7.32	0.62	-1.00	37
Employees teaching me how to access or manage information	6.35	7.90	7.53	1.18	-0.38	40
An environment that facilitates group study and problem solving	5.39	7.22	6.56	1.17	-0.67	36
Access to information resources that support patient care	6.90	8.48	7.41	0.52	-1.07	29
Electronic resources matching my information needs	6.77	8.43	7.46	0.69	-0.97	35

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.31	0.85	1.42	1.34	1.18	37
Employees teaching me how to access or manage information	1.78	1.66	1.28	1.43	1.43	40
An environment that facilitates group study and problem solving	2.10	1.90	1.50	1.81	1.71	36
Access to information resources that support patient care	1.52	0.87	1.38	1.35	1.28	29
Electronic resources matching my information needs	1.31	0.70	0.89	1.35	1.07	35

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.56	1.16	41
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.32	1.04	41
How would you rate the overall quality of the service provided by the library?	7.49	0.93	41

8.6 Information Literacy Outcomes Questions Summary for Library Staff

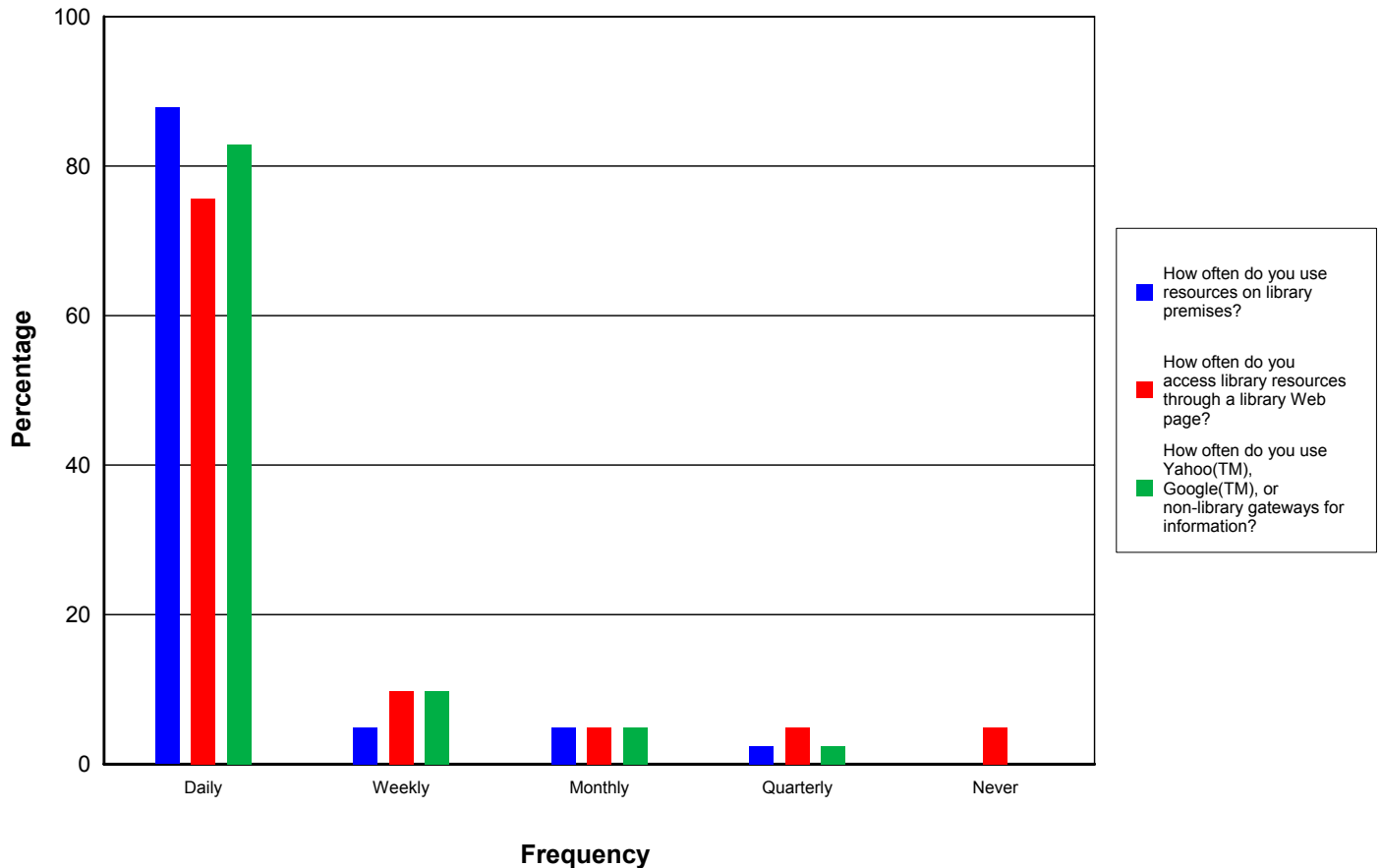
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.66	1.11	41
The library aids my advancement in my academic discipline.	6.68	1.25	41
The library enables me to be more efficient in my academic pursuits.	6.83	1.26	41
The library helps me distinguish between trustworthy and untrustworthy information.	6.63	1.67	41
The library provides me with the information skills I need in my work or study.	7.15	1.11	41

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

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 graphic 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?	36	2	2	1	0	41
	87.80%	4.88%	4.88%	2.44%	0.00%	100.00%
How often do you access library resources through a library Web page?	31	4	2	2	2	41
	75.61%	9.76%	4.88%	4.88%	4.88%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	34	4	2	1	0	41
	82.93%	9.76%	4.88%	2.44%	0.00%	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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	8	1.35%
23 - 30	101	17.09%
31 - 45	243	41.12%
46 - 65	236	39.93%
Over 65	3	0.51%
Total:	591	100.00%

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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Respondents n	Respondents %
Male	151	25.55%
Female	440	74.45%
Total:	591	100.00%

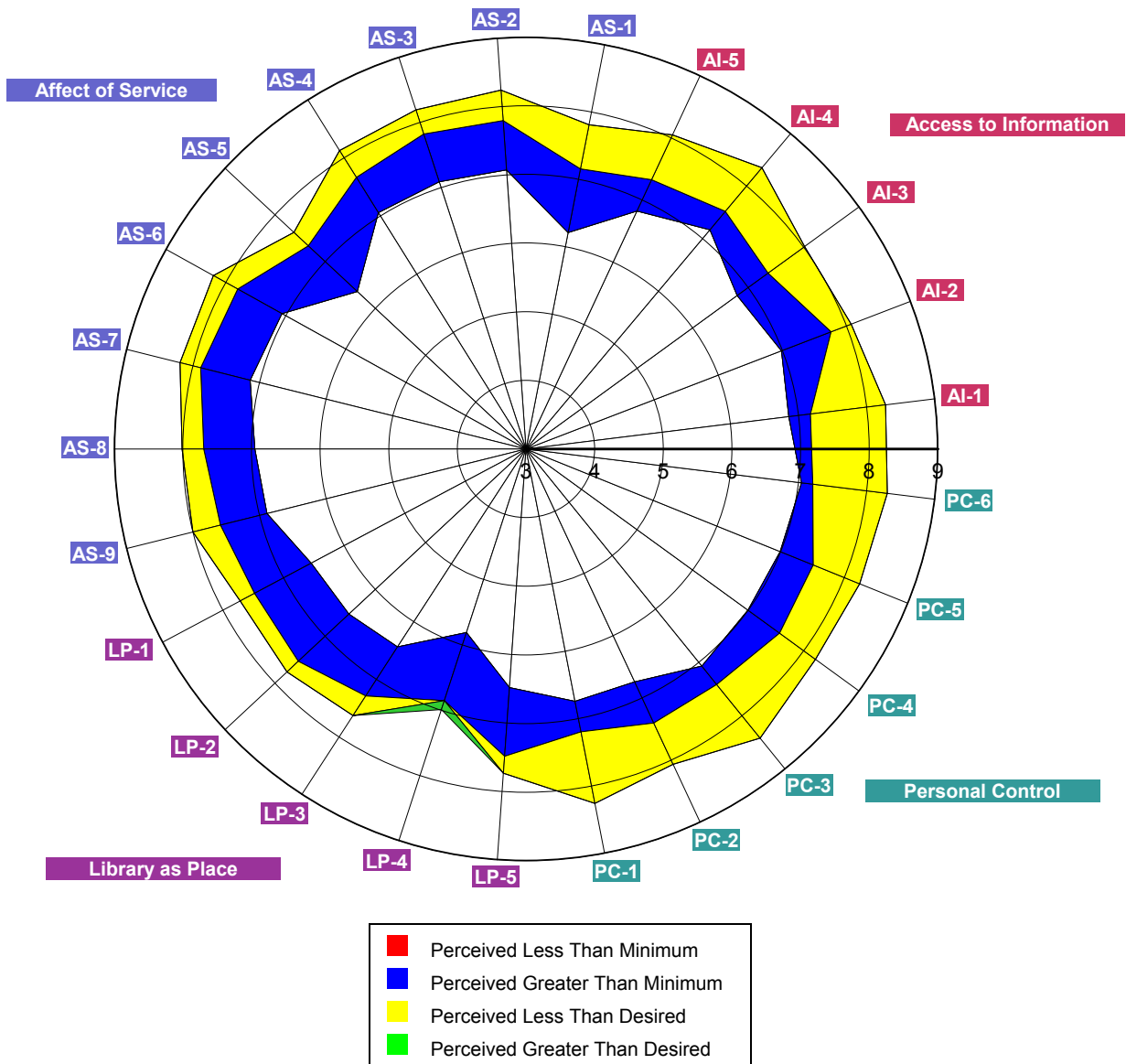
Language: American English
 Institution Type: Academic Health Sciences
 Consortium: ARL
 User Group: Staff

9.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.86	8.28	7.18	0.32	-1.10	534
AI-2	Convenient service hours	6.99	8.07	7.76	0.77	-0.31	569
AI-3	The printed library materials I need for my work	6.80	8.02	7.36	0.55	-0.66	537
AI-4	The electronic information resources I need	7.17	8.35	7.52	0.35	-0.83	573
AI-5	Timely document delivery/interlibrary loan	6.82	8.05	7.33	0.50	-0.72	455
Affect of Service							
AS-1	Employees who instill confidence in users	6.21	7.81	7.16	0.94	-0.65	559
AS-2	Readiness to respond to users' questions	7.08	8.24	7.80	0.72	-0.44	568
AS-3	Willingness to help users	7.09	8.19	7.82	0.73	-0.37	578
AS-4	Dependability in handling users' service problems	7.06	8.13	7.67	0.60	-0.46	544
AS-5	Giving users individual attention	6.36	7.63	7.34	0.98	-0.29	563
AS-6	Employees who have the knowledge to answer user questions	7.07	8.21	7.80	0.74	-0.40	581
AS-7	Employees who are consistently courteous	7.14	8.20	7.89	0.74	-0.31	583
AS-8	Employees who deal with users in a caring fashion	6.95	8.01	7.70	0.74	-0.31	566
AS-9	Employees who understand the needs of their users	6.89	8.00	7.59	0.70	-0.41	559
Library as Place							
LP-1	Quiet space for individual activities	6.55	7.72	7.48	0.93	-0.24	519
LP-2	A comfortable and inviting location	6.53	7.76	7.54	1.01	-0.23	580
LP-3	Library space that inspires study and learning	6.44	7.63	7.29	0.85	-0.34	528
LP-4	Community space for group learning and group study	5.81	6.85	6.99	1.18	0.14	371
LP-5	A getaway for study, learning, or research	6.48	7.73	7.49	1.00	-0.25	490
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.75	8.26	7.20	0.45	-1.06	578
PC-2	Convenient access to library collections	6.75	8.07	7.40	0.66	-0.66	569
PC-3	A library Web site enabling me to locate information on my own	7.07	8.42	7.41	0.34	-1.01	572
PC-4	Modern equipment that lets me easily access needed information	7.00	8.21	7.57	0.57	-0.65	569
PC-5	Making information easily accessible for independent use	6.99	8.24	7.51	0.52	-0.73	575
PC-6	Making electronic resources accessible from my home or office	7.04	8.30	7.21	0.17	-1.09	527
Overall:		6.82	8.04	7.49	0.67	-0.55	591

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
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.66	1.19	1.54	1.86	1.71	534
AI-2	Convenient service hours	1.62	1.16	1.32	1.64	1.48	569
AI-3	The printed library materials I need for my work	1.63	1.26	1.34	1.69	1.52	537
AI-4	The electronic information resources I need	1.47	0.95	1.25	1.55	1.26	573
AI-5	Timely document delivery/interlibrary loan	1.56	1.22	1.61	1.81	1.64	455
Affect of Service							
AS-1	Employees who instill confidence in users	1.78	1.39	1.51	1.61	1.50	559
AS-2	Readiness to respond to users' questions	1.62	1.06	1.27	1.51	1.26	568
AS-3	Willingness to help users	1.67	1.12	1.27	1.50	1.28	578
AS-4	Dependability in handling users' service problems	1.58	1.09	1.29	1.44	1.24	544
AS-5	Giving users individual attention	1.84	1.45	1.35	1.62	1.39	563
AS-6	Employees who have the knowledge to answer user questions	1.53	1.10	1.19	1.40	1.16	581
AS-7	Employees who are consistently courteous	1.65	1.11	1.28	1.58	1.28	583
AS-8	Employees who deal with users in a caring fashion	1.68	1.24	1.30	1.51	1.26	566
AS-9	Employees who understand the needs of their users	1.64	1.24	1.32	1.52	1.32	559
Library as Place							
LP-1	Quiet space for individual activities	1.98	1.58	1.58	1.88	1.75	519
LP-2	A comfortable and inviting location	1.82	1.32	1.48	1.80	1.60	580
LP-3	Library space that inspires study and learning	1.96	1.64	1.56	1.84	1.68	528
LP-4	Community space for group learning and group study	2.20	2.08	1.60	1.99	1.98	371
LP-5	A getaway for study, learning, or research	1.93	1.61	1.40	1.87	1.65	490
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.58	1.04	1.41	1.73	1.47	578
PC-2	Convenient access to library collections	1.61	1.11	1.36	1.53	1.34	569
PC-3	A library Web site enabling me to locate information on my own	1.56	0.97	1.37	1.77	1.43	572
PC-4	Modern equipment that lets me easily access needed information	1.48	1.04	1.19	1.46	1.26	569
PC-5	Making information easily accessible for independent use	1.49	1.02	1.24	1.46	1.22	575
PC-6	Making electronic resources accessible from my home or office	1.66	1.19	1.65	1.89	1.71	527
Overall:		1.32	0.83	1.01	1.17	0.93	591

Language: American English

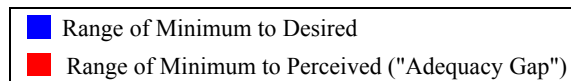
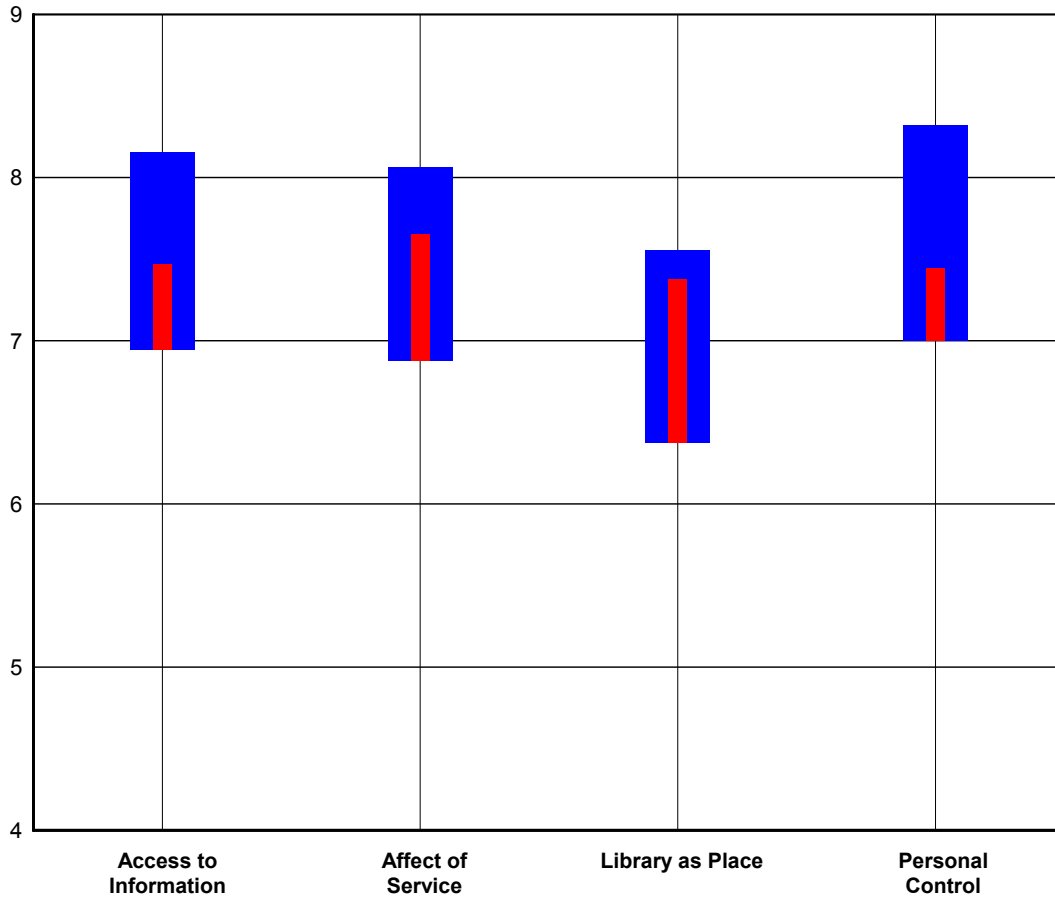
Institution Type: Academic Health Sciences

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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived scores (the service adequacy gap) for each dimension of library service quality.



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.95	8.16	7.47	0.52	-0.72	591
Affect of Service	6.88	8.06	7.65	0.77	-0.41	591
Library as Place	6.37	7.55	7.38	0.98	-0.22	591
Personal Control	7.00	8.32	7.45	0.48	-0.91	591
Overall:	6.82	8.04	7.49	0.67	-0.55	591

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.41	1.00	1.21	1.38	1.19	591
Affect of Service	1.45	0.99	1.15	1.28	1.08	591
Library as Place	1.82	1.49	1.43	1.61	1.42	591
Personal Control	1.36	0.86	1.15	1.38	1.13	591
Overall:	1.32	0.83	1.01	1.17	0.93	591

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 some consortia within ARL, 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	6.68	7.88	7.26	0.58	-0.62	452
Employees teaching me how to access or manage information	6.54	7.84	7.31	0.78	-0.52	498
An environment that facilitates group study and problem solving	5.88	6.95	6.94	1.06	-0.01	338
Access to information resources that support patient care	6.85	7.89	7.45	0.61	-0.44	350
Electronic resources matching my information needs	7.06	8.27	7.40	0.34	-0.87	553

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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	1.72	1.38	1.43	1.72	1.56	452
Employees teaching me how to access or manage information	1.85	1.39	1.53	1.77	1.61	498
An environment that facilitates group study and problem solving	2.16	2.04	1.70	1.91	1.90	338
Access to information resources that support patient care	1.93	1.66	1.52	1.75	1.67	350
Electronic resources matching my information needs	1.51	1.06	1.40	1.65	1.50	553

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

9.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.69	1.36	591
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.53	589
How would you rate the overall quality of the service provided by the library?	7.58	1.16	591

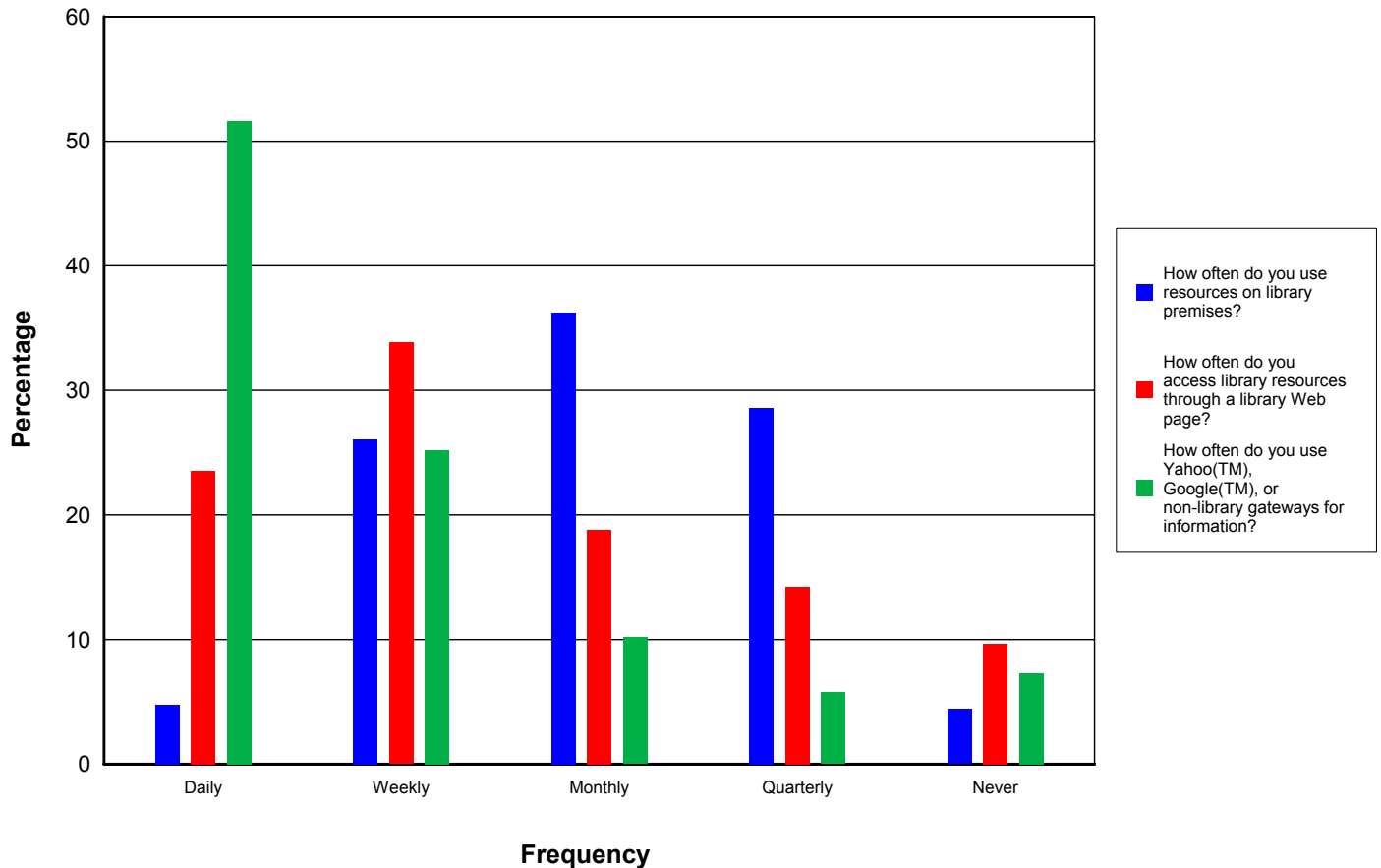
9.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.95	1.52	590
The library aids my advancement in my academic discipline.	6.93	1.66	589
The library enables me to be more efficient in my academic pursuits.	7.02	1.61	589
The library helps me distinguish between trustworthy and untrustworthy information.	6.04	1.89	589
The library provides me with the information skills I need in my work or study.	6.79	1.69	590

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 graphic 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?	28 4.74%	154 26.06%	214 36.21%	169 28.60%	26 4.40%	591 100.00%
How often do you access library resources through a library Web page?	139 23.52%	200 33.84%	111 18.78%	84 14.21%	57 9.64%	591 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	305 51.61%	149 25.21%	60 10.15%	34 5.75%	43 7.28%	591 100.00%

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

10 College or University Libraries Demographic Summary for ARL

10.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	1,916	7.45%
Second year	2,112	8.21%
Third year	2,484	9.66%
Fourth year	2,116	8.23%
Fifth year and above	852	3.31%
Non-degree	106	0.41%
Sub Total:	9,586	37.26%
Graduate		
Masters	3,657	14.22%
Doctoral	3,873	15.06%
Non-degree or Undecided	226	0.88%
Sub Total:	7,756	30.15%
Faculty		
Adjunct Faculty	328	1.28%
Assistant Professor	1,396	5.43%
Associate Professor	1,419	5.52%
Lecturer	409	1.59%
Professor	1,978	7.69%
Other Academic Status	558	2.17%
Sub Total:	6,088	23.67%
Library Staff		
Administrator	40	0.16%
Manager, Head of Unit	94	0.37%
Public Services	203	0.79%
Systems	19	0.07%
Technical Services	107	0.42%
Other	83	0.32%
Sub Total:	546	2.12%
Staff		
Research Staff	504	1.96%
Other staff positions	1,244	4.84%
Sub Total:	1,748	6.80%
Total:	25,724	100.00%

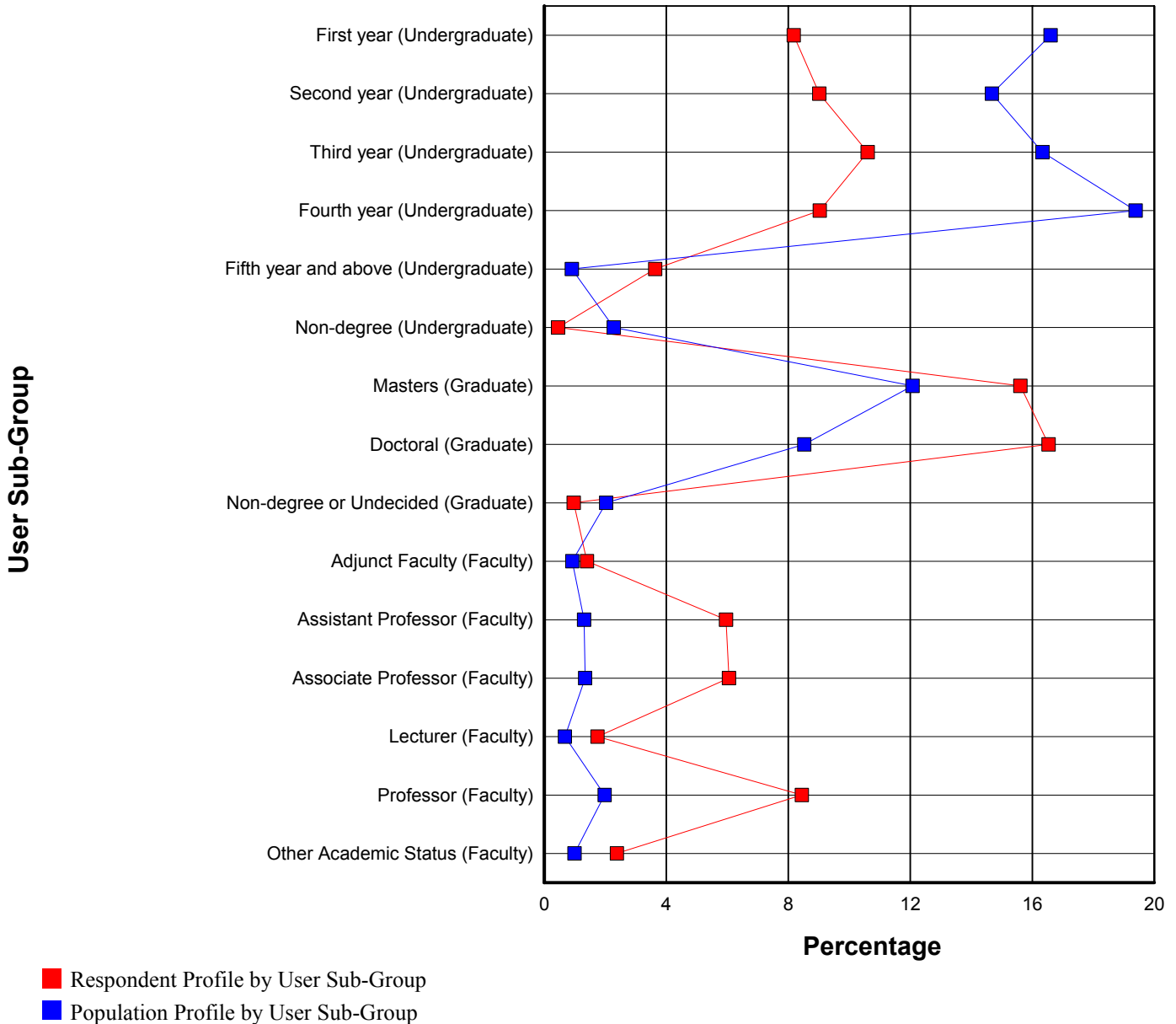
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: All

10.2 Population and Respondent Profiles by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	204,912	16.60%	1,916	8.18%	8.42%
Second year (Undergraduate)	181,153	14.67%	2,112	9.01%	5.66%
Third year (Undergraduate)	201,621	16.33%	2,484	10.60%	5.73%
Fourth year (Undergraduate)	239,309	19.38%	2,116	9.03%	10.35%
Fifth year and above (Undergraduate)	11,157	0.90%	852	3.64%	-2.73%
Non-degree (Undergraduate)	28,108	2.28%	106	0.45%	1.82%
Masters (Graduate)	149,040	12.07%	3,657	15.61%	-3.54%
Doctoral (Graduate)	105,228	8.52%	3,873	16.53%	-8.01%
Non-degree or Undecided (Graduate)	25,054	2.03%	226	0.96%	1.06%
Adjunct Faculty (Faculty)	11,346	0.92%	328	1.40%	-0.48%
Assistant Professor (Faculty)	16,111	1.30%	1,396	5.96%	-4.65%
Associate Professor (Faculty)	16,525	1.34%	1,419	6.06%	-4.72%
Lecturer (Faculty)	8,356	0.68%	409	1.75%	-1.07%
Professor (Faculty)	24,432	1.98%	1,978	8.44%	-6.46%
Other Academic Status (Faculty)	12,242	0.99%	558	2.38%	-1.39%
Total:	1,234,594	100.00%	23,430	100.00%	0.00%

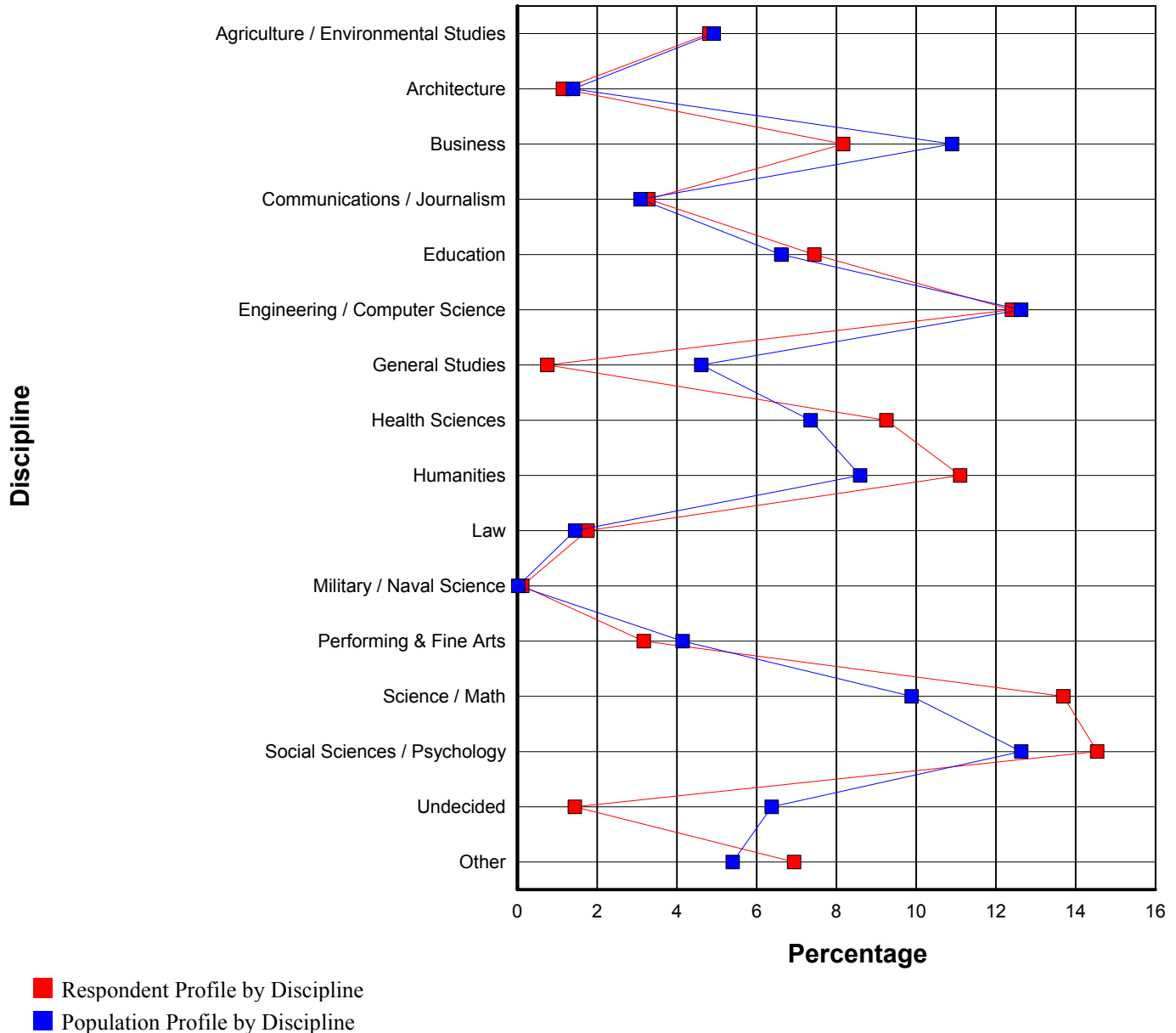
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: All (Excludes Staff & Library Staff)

10.3 Population and Respondent Profiles by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*.

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	60,681	4.92%	1,127	4.81%	0.11%
Architecture	17,174	1.39%	267	1.14%	0.25%
Business	134,324	10.90%	1,913	8.17%	2.73%
Communications / Journalism	38,002	3.08%	769	3.28%	-0.20%
Education	81,539	6.62%	1,744	7.45%	-0.83%
Engineering / Computer Science	155,635	12.63%	2,904	12.40%	0.23%
General Studies	56,794	4.61%	175	0.75%	3.86%
Health Sciences	90,598	7.35%	2,167	9.25%	-1.90%
Humanities	105,887	8.59%	2,600	11.10%	-2.51%
Law	17,807	1.45%	411	1.75%	-0.31%
Military / Naval Science	225	0.02%	28	0.12%	-0.10%
Performing & Fine Arts	51,049	4.14%	742	3.17%	0.97%
Science / Math	121,811	9.88%	3,206	13.69%	-3.80%
Social Sciences / Psychology	155,693	12.63%	3,405	14.54%	-1.90%
Undecided	78,569	6.38%	337	1.44%	4.94%
Other	66,505	5.40%	1,625	6.94%	-1.54%
Total:	1,232,293	100.00%	23,420	100.00%	0.00%

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

10.4 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	35	0.14%
18 - 22	7,581	30.12%
23 - 30	6,460	25.67%
31 - 45	5,761	22.89%
46 - 65	4,970	19.75%
Over 65	359	1.43%
Total:	25,166	100.00%

10.5 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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Population N	Population %	Respondents n	Respondents %
Male	590,985	48.87%	11,531	45.85%
Female	618,195	51.13%	13,618	54.15%
Total:	1,209,180	100.00%	25,149	100.00%

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

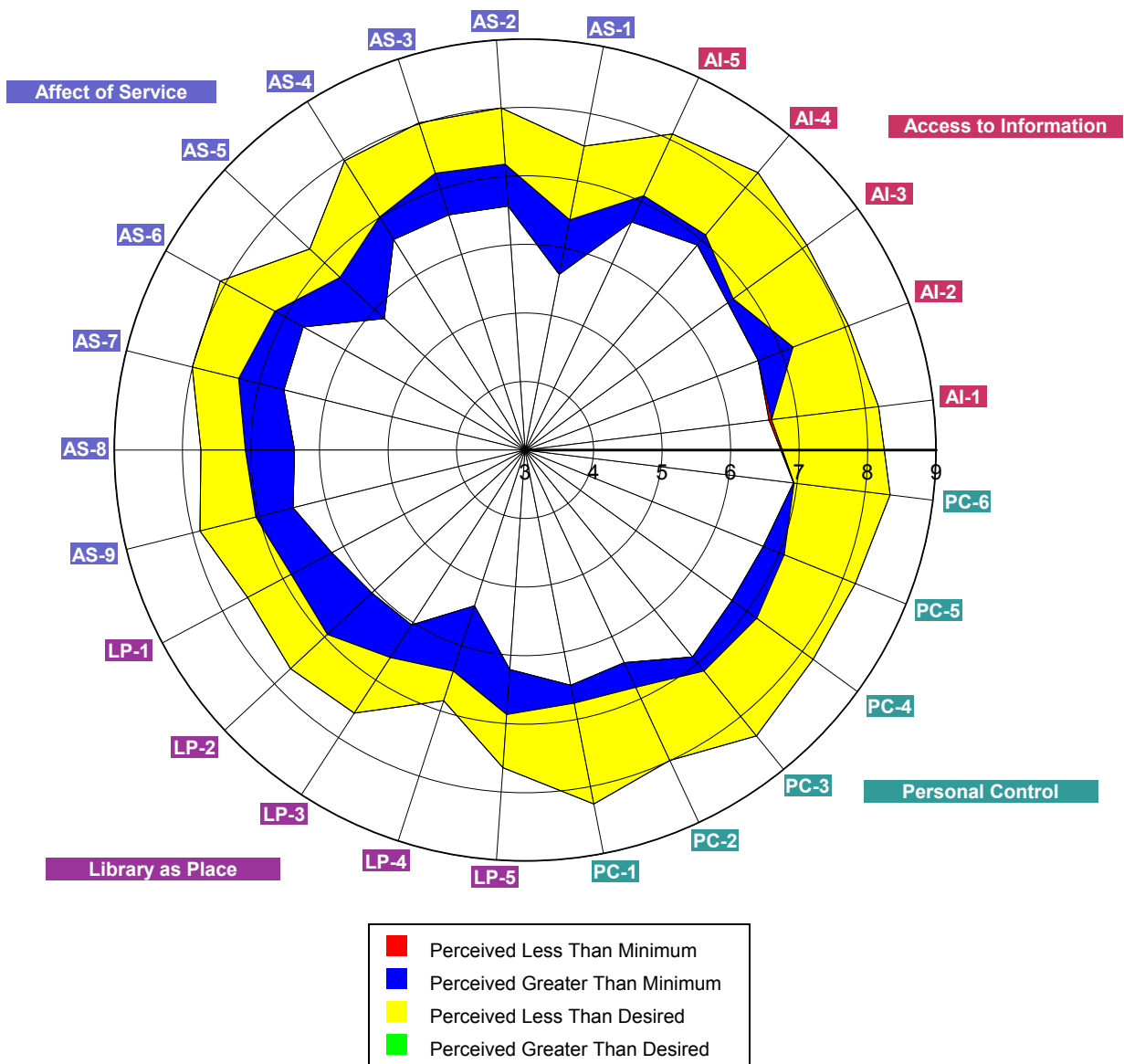
11 College or University Libraries Survey Item Summary for ARL

11.1 Core Questions Summary

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.62	8.20	6.59	-0.04	-1.61	23,574
AI-2	Convenient service hours	6.64	8.06	7.19	0.55	-0.87	24,735
AI-3	The printed library materials I need for my work	6.66	8.08	6.76	0.10	-1.33	23,739
AI-4	The electronic information resources I need	6.91	8.29	7.10	0.19	-1.19	24,549
AI-5	Timely document delivery/interlibrary loan	6.67	8.09	7.10	0.42	-0.99	19,467
Affect of Service							
AS-1	Employees who instill confidence in users	5.61	7.52	6.42	0.81	-1.10	23,792
AS-2	Readiness to respond to users' questions	6.57	8.00	7.18	0.61	-0.82	24,100
AS-3	Willingness to help users	6.61	8.02	7.25	0.64	-0.77	24,499
AS-4	Dependability in handling users' service problems	6.62	7.97	7.01	0.39	-0.97	22,582
AS-5	Giving users individual attention	5.81	7.30	6.69	0.88	-0.60	23,737
AS-6	Employees who have the knowledge to answer user questions	6.70	8.09	7.18	0.47	-0.91	24,222
AS-7	Employees who are consistently courteous	6.63	8.01	7.31	0.68	-0.69	24,562
AS-8	Employees who deal with users in a caring fashion	6.36	7.73	7.08	0.72	-0.65	23,711
AS-9	Employees who understand the needs of their users	6.49	7.89	7.05	0.56	-0.84	23,586
Library as Place							
LP-1	Quiet space for individual activities	6.20	7.59	6.87	0.67	-0.72	23,507
LP-2	A comfortable and inviting location	6.06	7.68	6.95	0.89	-0.73	24,562
LP-3	Library space that inspires study and learning	6.04	7.58	6.61	0.57	-0.97	23,672
LP-4	Community space for group learning and group study	5.39	6.85	6.39	1.00	-0.45	20,343
LP-5	A getaway for study, learning, or research	6.21	7.65	6.87	0.66	-0.78	22,681
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.50	8.26	6.76	0.27	-1.50	25,007
PC-2	Convenient access to library collections	6.43	8.00	6.82	0.40	-1.18	24,705
PC-3	A library Web site enabling me to locate information on my own	6.89	8.37	7.15	0.26	-1.22	24,834
PC-4	Modern equipment that lets me easily access needed information	6.73	8.19	7.18	0.44	-1.02	24,627
PC-5	Making information easily accessible for independent use	6.75	8.20	7.08	0.33	-1.12	24,479
PC-6	Making electronic resources accessible from my home or office	6.95	8.37	6.96	0.01	-1.41	23,959
Overall:		6.45	7.93	6.95	0.50	-0.98	25,178

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.71	1.29	1.74	2.16	1.94	23,574
AI-2	Convenient service hours	1.68	1.26	1.63	2.08	1.82	24,735
AI-3	The printed library materials I need for my work	1.69	1.31	1.64	2.06	1.83	23,739
AI-4	The electronic information resources I need	1.60	1.12	1.49	1.93	1.64	24,549
AI-5	Timely document delivery/interlibrary loan	1.72	1.31	1.67	2.05	1.80	19,467
Affect of Service							
AS-1	Employees who instill confidence in users	1.80	1.57	1.69	1.91	1.81	23,792
AS-2	Readiness to respond to users' questions	1.70	1.30	1.60	1.85	1.64	24,100
AS-3	Willingness to help users	1.70	1.28	1.55	1.84	1.59	24,499
AS-4	Dependability in handling users' service problems	1.62	1.26	1.54	1.82	1.62	22,582
AS-5	Giving users individual attention	1.91	1.64	1.64	1.87	1.72	23,737
AS-6	Employees who have the knowledge to answer user questions	1.69	1.25	1.54	1.86	1.61	24,222
AS-7	Employees who are consistently courteous	1.83	1.33	1.59	2.02	1.70	24,562
AS-8	Employees who deal with users in a caring fashion	1.88	1.52	1.61	1.98	1.73	23,711
AS-9	Employees who understand the needs of their users	1.73	1.35	1.53	1.85	1.61	23,586
Library as Place							
LP-1	Quiet space for individual activities	2.08	1.83	1.83	2.39	2.27	23,507
LP-2	A comfortable and inviting location	1.85	1.48	1.70	2.12	1.92	24,562
LP-3	Library space that inspires study and learning	2.00	1.73	1.79	2.29	2.14	23,672
LP-4	Community space for group learning and group study	2.20	2.16	1.84	2.36	2.34	20,343
LP-5	A getaway for study, learning, or research	2.02	1.75	1.70	2.14	1.96	22,681
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.61	1.13	1.60	1.95	1.73	25,007
PC-2	Convenient access to library collections	1.61	1.23	1.56	1.87	1.70	24,705
PC-3	A library Web site enabling me to locate information on my own	1.63	1.08	1.56	1.98	1.65	24,834
PC-4	Modern equipment that lets me easily access needed information	1.61	1.16	1.46	1.83	1.56	24,627
PC-5	Making information easily accessible for independent use	1.58	1.13	1.41	1.80	1.53	24,479
PC-6	Making electronic resources accessible from my home or office	1.74	1.15	1.76	2.24	1.90	23,959
Overall:		1.32	0.91	1.12	1.41	1.15	25,178

Language: American English

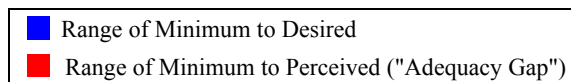
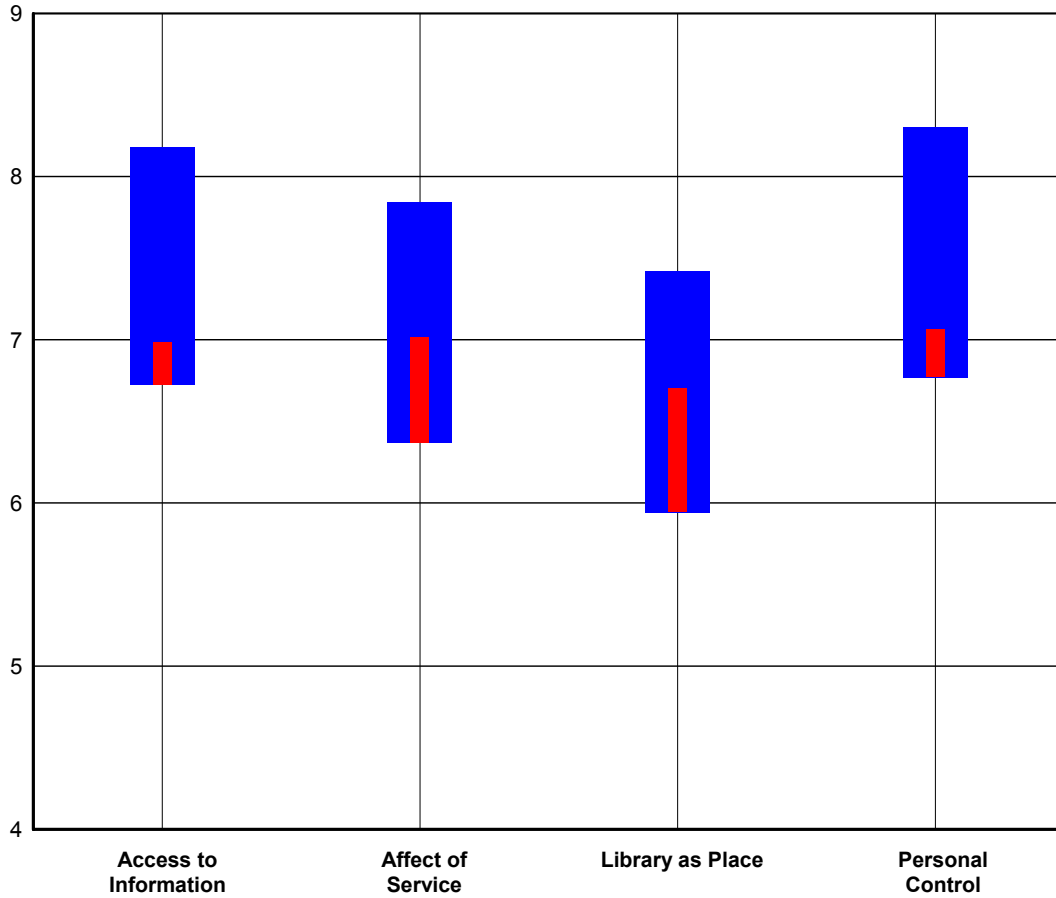
Institution Type: College or University

Consortium: ARL

User Group: All (Excludes 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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 (Excludes 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.72	8.18	6.99	0.27	-1.20	25,178
Affect of Service	6.37	7.84	7.01	0.65	-0.82	25,178
Library as Place	5.94	7.42	6.70	0.76	-0.72	25,178
Personal Control	6.77	8.30	7.06	0.30	-1.29	25,178
Overall:	6.45	7.93	6.95	0.50	-0.98	25,178

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.40	1.00	1.27	1.65	1.37	25,178
Affect of Service	1.53	1.20	1.39	1.58	1.37	25,178
Library as Place	1.83	1.66	1.61	1.86	1.71	25,178
Personal Control	1.38	0.92	1.24	1.62	1.33	25,178
Overall:	1.32	0.91	1.12	1.41	1.15	25,178

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

11.3 Local Questions Summary

This table shows mean scores for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	6.58	8.11	6.62	0.04	-1.49	1,795
Convenience of borrowing books from other colleges	6.54	7.97	7.35	0.81	-0.62	1,649
Ease of using library's online article indexes	6.59	8.03	6.90	0.31	-1.12	1,770
Availability of online help when using my library's electronic resources	6.21	7.61	6.50	0.29	-1.11	1,593
Informing me of useful library services	5.86	7.29	6.49	0.63	-0.80	1,810
Ease of use of electronic resources	6.65	8.18	6.90	0.24	-1.28	1,259
Providing help when and where I need it	6.40	7.85	6.80	0.39	-1.06	1,222
Providing information that answers my questions	6.60	7.96	6.95	0.36	-1.01	1,225
Teaching me how to access, evaluate, and use information	5.95	7.43	6.51	0.56	-0.92	1,108
Making me aware of library services	5.86	7.38	6.18	0.32	-1.20	1,202

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.78	1.34	1.72	2.22	1.96	1,795
Convenience of borrowing books from other colleges	1.84	1.39	1.59	1.95	1.65	1,649
Ease of using library's online article indexes	1.73	1.32	1.66	2.02	1.82	1,770
Availability of online help when using my library's electronic resources	1.89	1.57	1.82	2.18	2.00	1,593
Informing me of useful library services	2.01	1.72	1.90	2.19	2.07	1,810
Ease of use of electronic resources	1.63	1.22	1.61	1.96	1.76	1,259
Providing help when and where I need it	1.72	1.38	1.63	2.01	1.84	1,222
Providing information that answers my questions	1.72	1.38	1.64	1.91	1.75	1,225
Teaching me how to access, evaluate, and use information	2.09	1.79	1.85	2.24	2.14	1,108
Making me aware of library services	1.98	1.75	1.97	2.39	2.31	1,202

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

11.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.26	1.59	25,175
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.83	1.72	25,175
How would you rate the overall quality of the service provided by the library?	7.05	1.42	25,175

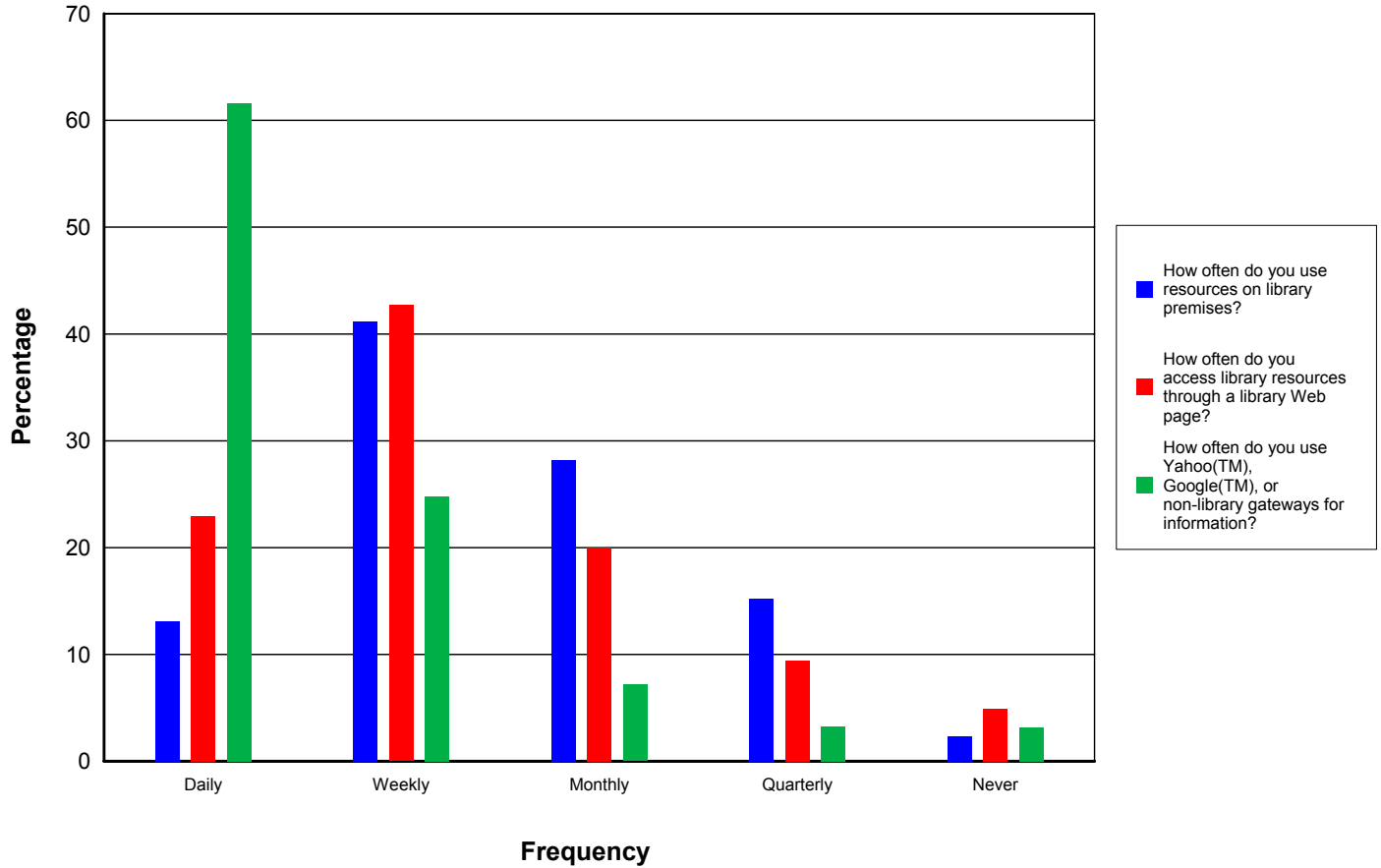
11.5 Information Literacy Outcomes Questions Summary

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.	6.07	1.88	25,176
The library aids my advancement in my academic discipline.	6.70	1.73	25,176
The library enables me to be more efficient in my academic pursuits.	6.79	1.72	25,174
The library helps me distinguish between trustworthy and untrustworthy information.	5.56	1.98	25,168
The library provides me with the information skills I need in my work or study.	6.14	1.85	25,167

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 graphic displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	3,304 13.12%	10,357 41.14%	7,093 28.17%	3,833 15.22%	589 2.34%	25,176 100.00%
How often do you access library resources through a library Web page?	5,780 22.96%	10,747 42.69%	5,032 19.99%	2,371 9.42%	1,245 4.95%	25,175 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	15,504 61.59%	6,247 24.82%	1,803 7.16%	819 3.25%	799 3.17%	25,172 100.00%

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

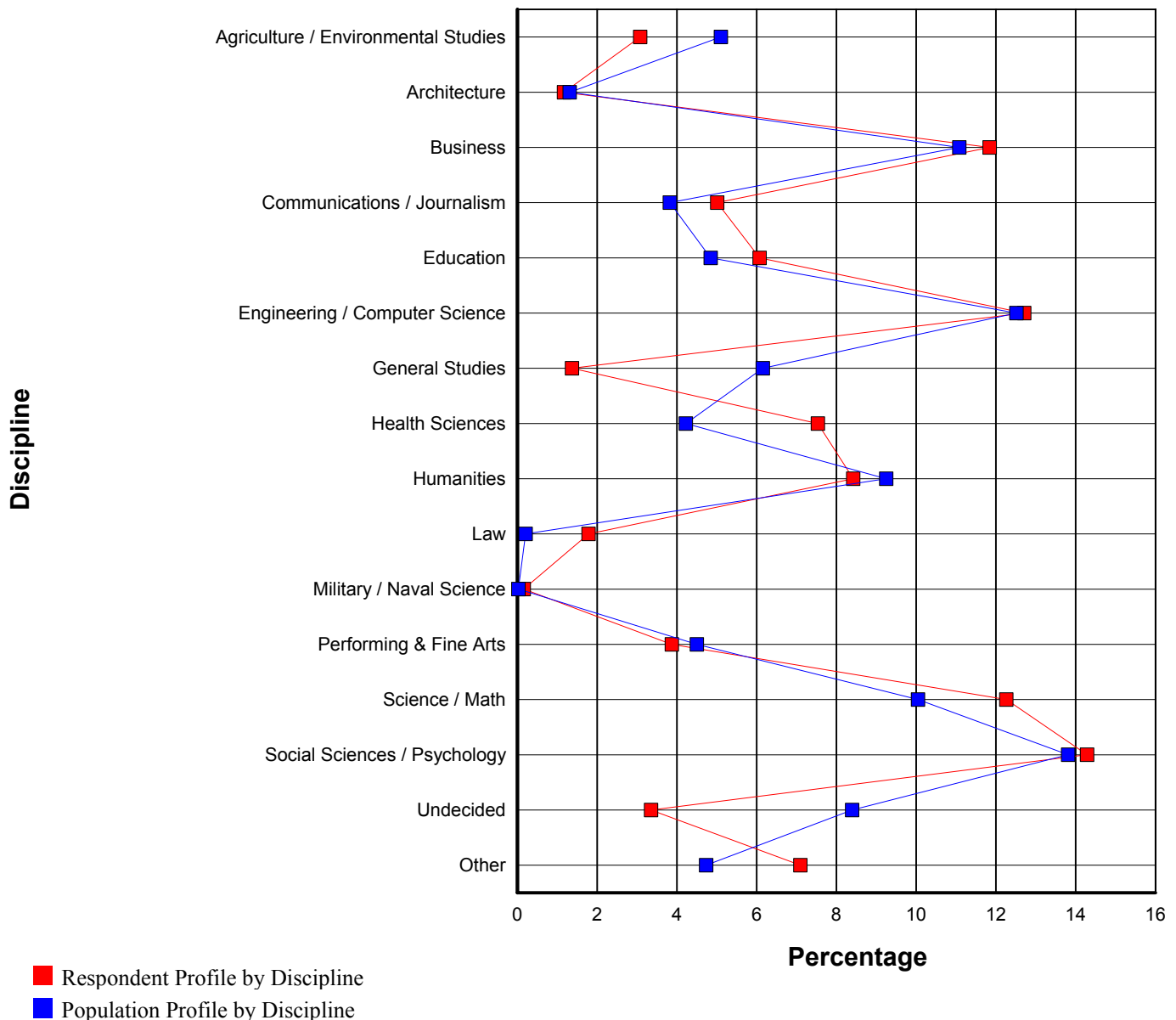
12 College or University Libraries Undergraduate Summary for ARL

12.1 Demographic Summary for Undergraduate

12.1.1 Population and Respondent Profiles for Undergraduate by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	44,224	5.10%	295	3.08%	2.02%
Architecture	11,362	1.31%	112	1.17%	0.14%
Business	96,061	11.08%	1,135	11.84%	-0.76%
Communications / Journalism	33,135	3.82%	480	5.01%	-1.19%
Education	42,013	4.85%	582	6.07%	-1.23%
Engineering / Computer Science	108,479	12.51%	1,218	12.71%	-0.20%
General Studies	53,349	6.15%	131	1.37%	4.79%
Health Sciences	36,613	4.22%	722	7.53%	-3.31%
Humanities	80,165	9.25%	807	8.42%	0.83%
Law	1,763	0.20%	171	1.78%	-1.58%
Military / Naval Science	210	0.02%	15	0.16%	-0.13%
Performing & Fine Arts	39,001	4.50%	371	3.87%	0.63%
Science / Math	87,086	10.05%	1,175	12.26%	-2.21%
Social Sciences / Psychology	119,714	13.81%	1,369	14.28%	-0.48%
Undecided	72,758	8.39%	321	3.35%	5.04%
Other	41,020	4.73%	680	7.10%	-2.36%
Total:	866,953	100.00%	9,584	100.00%	0.00%

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

12.1.2 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	31	0.32%
18 - 22	7,244	75.57%
23 - 30	1,546	16.13%
31 - 45	571	5.96%
46 - 65	188	1.96%
Over 65	6	0.06%
Total:	9,586	100.00%

12.1.3 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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

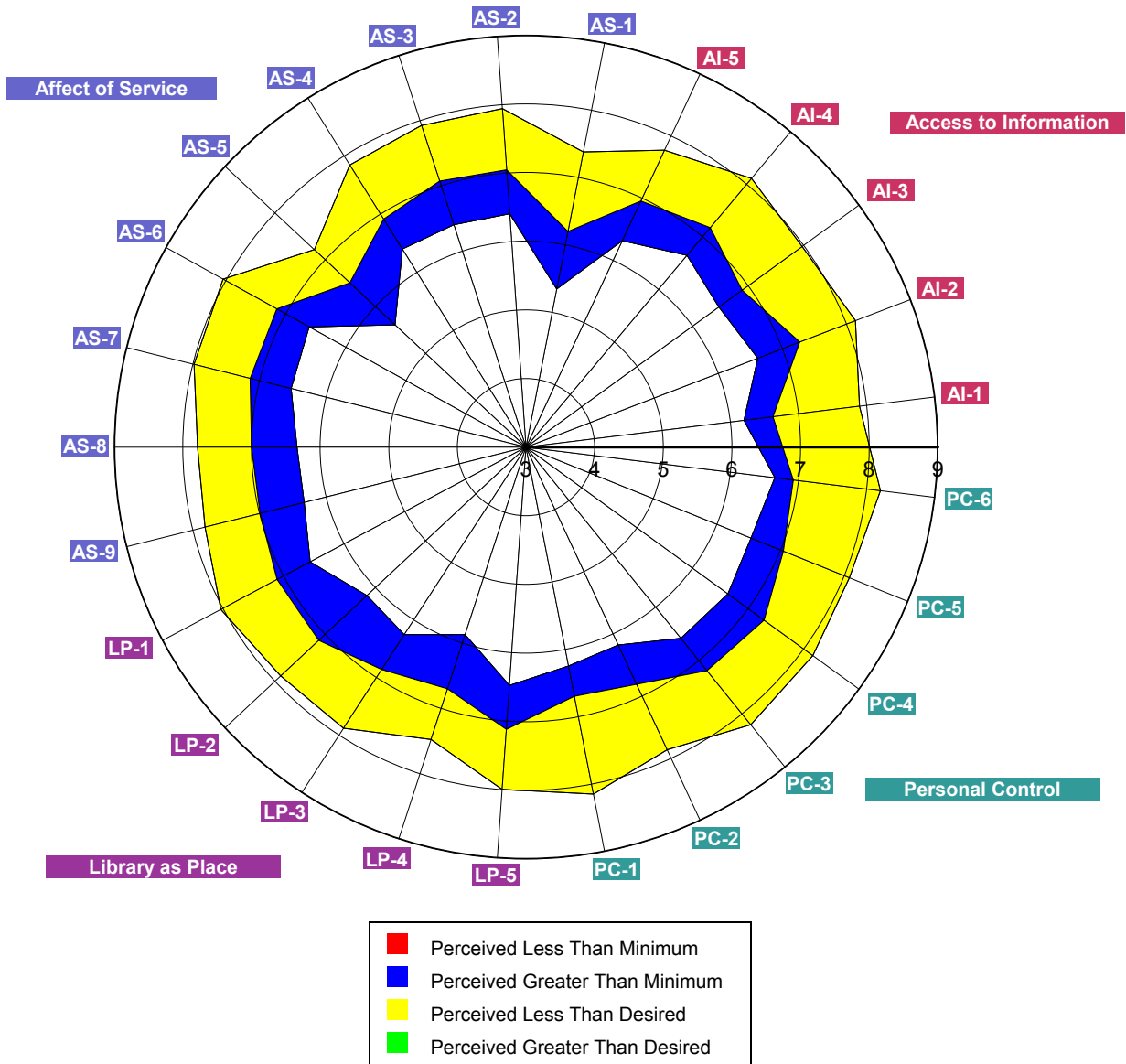
Sex	Population N	Population %	Respondents n	Respondents %
Male	405,206	47.36%	3,611	37.68%
Female	450,345	52.64%	5,972	62.32%
Total:	855,551	100.00%	9,583	100.00%

12.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.20	7.90	6.63	0.43	-1.27	8,779
AI-2	Convenient service hours	6.62	8.14	7.27	0.66	-0.87	9,509
AI-3	The printed library materials I need for my work	6.47	7.97	6.89	0.42	-1.08	8,989
AI-4	The electronic information resources I need	6.65	8.11	7.18	0.53	-0.94	9,297
AI-5	Timely document delivery/interlibrary loan	6.32	7.77	6.96	0.64	-0.82	6,313
Affect of Service							
AS-1	Employees who instill confidence in users	5.35	7.38	6.20	0.85	-1.18	9,063
AS-2	Readiness to respond to users' questions	6.41	7.94	7.05	0.64	-0.89	9,106
AS-3	Willingness to help users	6.41	7.93	7.08	0.67	-0.85	9,292
AS-4	Dependability in handling users' service problems	6.40	7.85	6.92	0.51	-0.93	8,481
AS-5	Giving users individual attention	5.61	7.22	6.51	0.90	-0.71	9,055
AS-6	Employees who have the knowledge to answer user questions	6.61	8.05	7.15	0.54	-0.89	9,141
AS-7	Employees who are consistently courteous	6.53	7.99	7.14	0.61	-0.84	9,345
AS-8	Employees who deal with users in a caring fashion	6.34	7.78	7.00	0.66	-0.78	9,115
AS-9	Employees who understand the needs of their users	6.33	7.82	6.99	0.66	-0.83	8,906
Library as Place							
LP-1	Quiet space for individual activities	6.56	8.04	7.11	0.54	-0.93	9,501
LP-2	A comfortable and inviting location	6.17	7.89	7.13	0.96	-0.76	9,535
LP-3	Library space that inspires study and learning	6.26	7.88	6.86	0.60	-1.02	9,456
LP-4	Community space for group learning and group study	5.87	7.48	6.70	0.83	-0.78	8,952
LP-5	A getaway for study, learning, or research	6.48	8.00	7.12	0.64	-0.88	9,236
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.25	8.15	6.70	0.45	-1.45	9,521
PC-2	Convenient access to library collections	6.18	7.86	6.81	0.63	-1.05	9,386
PC-3	A library Web site enabling me to locate information on my own	6.59	8.20	7.19	0.61	-1.01	9,447
PC-4	Modern equipment that lets me easily access needed information	6.64	8.17	7.29	0.65	-0.88	9,466
PC-5	Making information easily accessible for independent use	6.54	8.08	7.04	0.51	-1.04	9,403
PC-6	Making electronic resources accessible from my home or office	6.65	8.20	6.92	0.27	-1.28	9,018
Overall:		6.34	7.92	6.96	0.62	-0.96	9,586

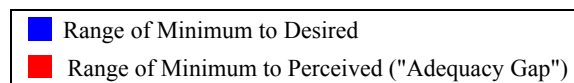
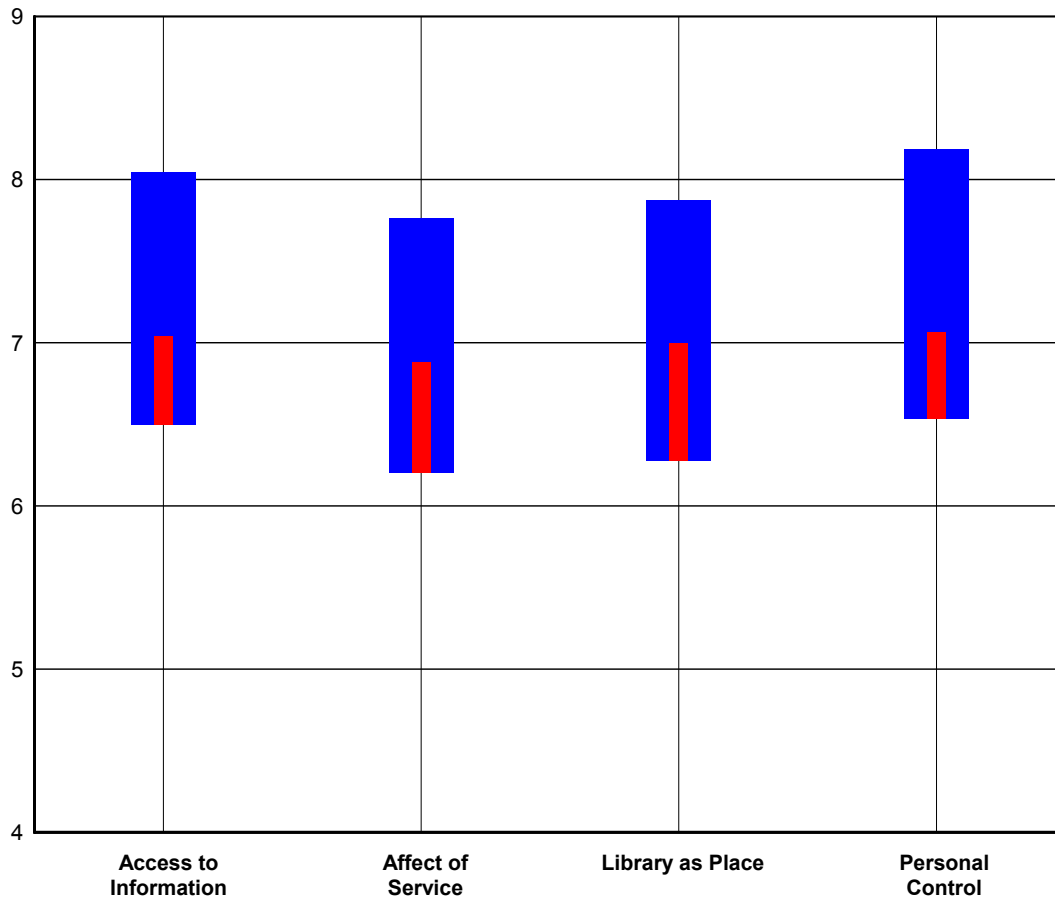
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.78	1.47	1.73	2.08	1.91	8,779
AI-2	Convenient service hours	1.74	1.22	1.65	2.11	1.79	9,509
AI-3	The printed library materials I need for my work	1.74	1.35	1.60	1.95	1.72	8,989
AI-4	The electronic information resources I need	1.67	1.21	1.45	1.82	1.53	9,297
AI-5	Timely document delivery/interlibrary loan	1.83	1.49	1.68	2.01	1.79	6,313
Affect of Service							
AS-1	Employees who instill confidence in users	1.78	1.57	1.68	1.91	1.81	9,063
AS-2	Readiness to respond to users' questions	1.74	1.34	1.63	1.90	1.68	9,106
AS-3	Willingness to help users	1.74	1.35	1.59	1.89	1.65	9,292
AS-4	Dependability in handling users' service problems	1.67	1.34	1.53	1.80	1.61	8,481
AS-5	Giving users individual attention	1.95	1.68	1.70	1.91	1.77	9,055
AS-6	Employees who have the knowledge to answer user questions	1.74	1.31	1.56	1.90	1.63	9,141
AS-7	Employees who are consistently courteous	1.87	1.35	1.64	2.10	1.76	9,345
AS-8	Employees who deal with users in a caring fashion	1.87	1.46	1.62	2.01	1.73	9,115
AS-9	Employees who understand the needs of their users	1.78	1.39	1.52	1.88	1.59	8,906
Library as Place							
LP-1	Quiet space for individual activities	1.88	1.43	1.80	2.30	2.06	9,501
LP-2	A comfortable and inviting location	1.85	1.35	1.65	2.08	1.79	9,535
LP-3	Library space that inspires study and learning	1.93	1.47	1.73	2.20	1.94	9,456
LP-4	Community space for group learning and group study	2.01	1.71	1.79	2.31	2.15	8,952
LP-5	A getaway for study, learning, or research	1.86	1.38	1.61	2.04	1.72	9,236
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.65	1.21	1.66	1.97	1.78	9,521
PC-2	Convenient access to library collections	1.64	1.30	1.55	1.81	1.65	9,386
PC-3	A library Web site enabling me to locate information on my own	1.73	1.21	1.59	1.97	1.65	9,447
PC-4	Modern equipment that lets me easily access needed information	1.67	1.18	1.46	1.82	1.52	9,466
PC-5	Making information easily accessible for independent use	1.65	1.21	1.45	1.80	1.54	9,403
PC-6	Making electronic resources accessible from my home or office	1.84	1.28	1.81	2.28	1.96	9,018
Overall:		1.37	0.96	1.11	1.41	1.13	9,586

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

12.3 Core Question Dimensions Summary for Undergraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.50	8.05	7.04	0.56	-1.02	9,586
Affect of Service	6.20	7.76	6.88	0.68	-0.88	9,586
Library as Place	6.28	7.87	7.00	0.72	-0.88	9,586
Personal Control	6.53	8.19	7.06	0.55	-1.17	9,586
Overall:	6.34	7.92	6.96	0.62	-0.96	9,586

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.48	1.09	1.26	1.60	1.32	9,586
Affect of Service	1.56	1.24	1.39	1.58	1.36	9,586
Library as Place	1.60	1.18	1.39	1.77	1.50	9,586
Personal Control	1.43	1.01	1.24	1.58	1.32	9,586
Overall:	1.37	0.96	1.11	1.41	1.13	9,586

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

12.4 Local Questions Summary for Undergraduate

This table shows mean scores for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	6.41	7.99	6.80	0.39	-1.19	949
Convenience of borrowing books from other colleges	6.28	7.80	7.26	0.98	-0.54	831
Ease of using library's online article indexes	6.33	7.86	6.82	0.48	-1.04	932
Availability of online help when using my library's electronic resources	6.13	7.53	6.55	0.42	-0.98	841
Informing me of useful library services	5.80	7.33	6.45	0.65	-0.89	958
Ease of use of electronic resources	6.53	8.07	6.98	0.45	-1.09	533
Providing help when and where I need it	6.51	7.90	6.82	0.32	-1.08	524
Providing information that answers my questions	6.60	7.95	6.98	0.38	-0.96	526
Teaching me how to access, evaluate, and use information	6.23	7.62	6.57	0.34	-1.05	499
Making me aware of library services	5.92	7.48	6.13	0.22	-1.35	524

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.84	1.39	1.67	2.10	1.85	949
Convenience of borrowing books from other colleges	1.91	1.49	1.64	1.94	1.68	831
Ease of using library's online article indexes	1.78	1.42	1.71	1.99	1.87	932
Availability of online help when using my library's electronic resources	1.91	1.59	1.84	2.10	1.93	841
Informing me of useful library services	2.03	1.69	1.95	2.18	2.07	958
Ease of use of electronic resources	1.69	1.36	1.63	1.83	1.72	533
Providing help when and where I need it	1.70	1.41	1.60	1.98	1.78	524
Providing information that answers my questions	1.73	1.43	1.58	1.88	1.72	526
Teaching me how to access, evaluate, and use information	2.00	1.70	1.85	2.15	2.11	499
Making me aware of library services	2.00	1.74	2.07	2.48	2.44	524

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

12.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.18	1.61	9,586
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.87	1.63	9,584
How would you rate the overall quality of the service provided by the library?	7.03	1.38	9,586

12.6 Information Literacy Outcomes Questions Summary for Undergraduate

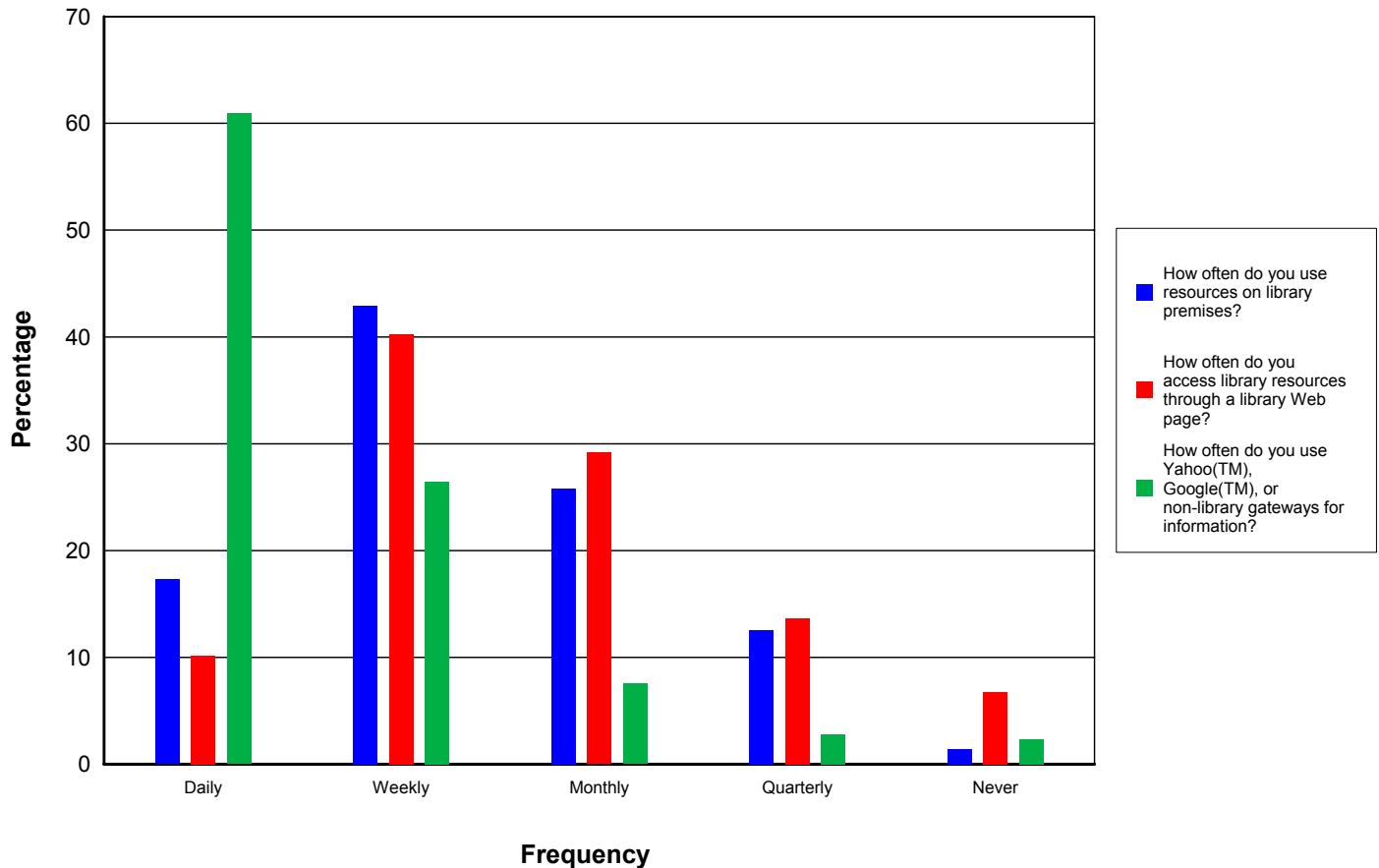
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	5.71	1.79	9,585
The library aids my advancement in my academic discipline.	6.48	1.72	9,586
The library enables me to be more efficient in my academic pursuits.	6.67	1.70	9,586
The library helps me distinguish between trustworthy and untrustworthy information.	5.78	1.91	9,585
The library provides me with the information skills I need in my work or study.	6.23	1.79	9,584

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

12.7 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 graphic 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?	1,659 17.31%	4,114 42.92%	2,474 25.81%	1,203 12.55%	136 1.42%	9,586 100.00%
How often do you access library resources through a library Web page?	971 10.13%	3,861 40.28%	2,796 29.17%	1,309 13.66%	648 6.76%	9,585 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	5,838 60.91%	2,537 26.47%	722 7.53%	266 2.78%	221 2.31%	9,584 100.00%

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

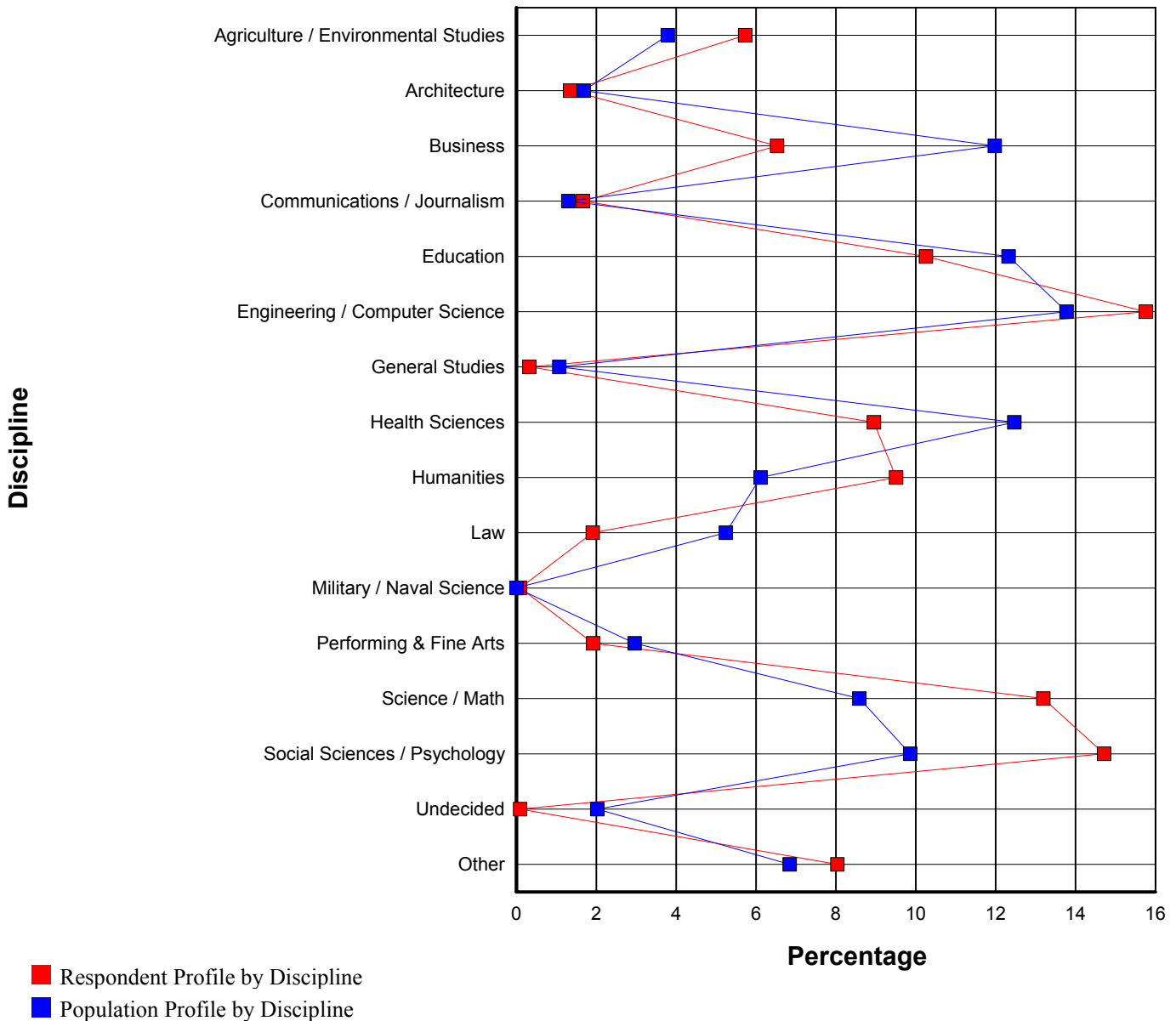
13 College or University Libraries Graduate Summary for ARL

13.1 Demographic Summary for Graduate

13.1.1 Population and Respondent Profiles for Graduate by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	10,800	3.79%	444	5.73%	-1.94%
Architecture	4,800	1.68%	104	1.34%	0.34%
Business	34,154	11.98%	506	6.53%	5.45%
Communications / Journalism	3,702	1.30%	129	1.66%	-0.37%
Education	35,139	12.32%	795	10.25%	2.07%
Engineering / Computer Science	39,275	13.77%	1,222	15.76%	-1.99%
General Studies	3,055	1.07%	25	0.32%	0.75%
Health Sciences	35,547	12.47%	694	8.95%	3.52%
Humanities	17,425	6.11%	737	9.50%	-3.39%
Law	14,944	5.24%	148	1.91%	3.33%
Military / Naval Science	0	0.00%	7	0.09%	-0.09%
Performing & Fine Arts	8,438	2.96%	149	1.92%	1.04%
Science / Math	24,477	8.58%	1,023	13.19%	-4.61%
Social Sciences / Psychology	28,116	9.86%	1,141	14.71%	-4.85%
Undecided	5,770	2.02%	7	0.09%	1.93%
Other	19,506	6.84%	623	8.03%	-1.19%
Total:	285,148	100.00%	7,754	100.00%	0.00%

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

13.1.2 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	2	0.03%
18 - 22	315	4.06%
23 - 30	4,409	56.85%
31 - 45	2,325	29.98%
46 - 65	684	8.82%
Over 65	20	0.26%
Total:	7,755	100.00%

13.1.3 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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Population N	Population %	Respondents n	Respondents %
Male	138,303	49.44%	3,496	45.10%
Female	141,440	50.56%	4,256	54.90%
Total:	279,743	100.00%	7,752	100.00%

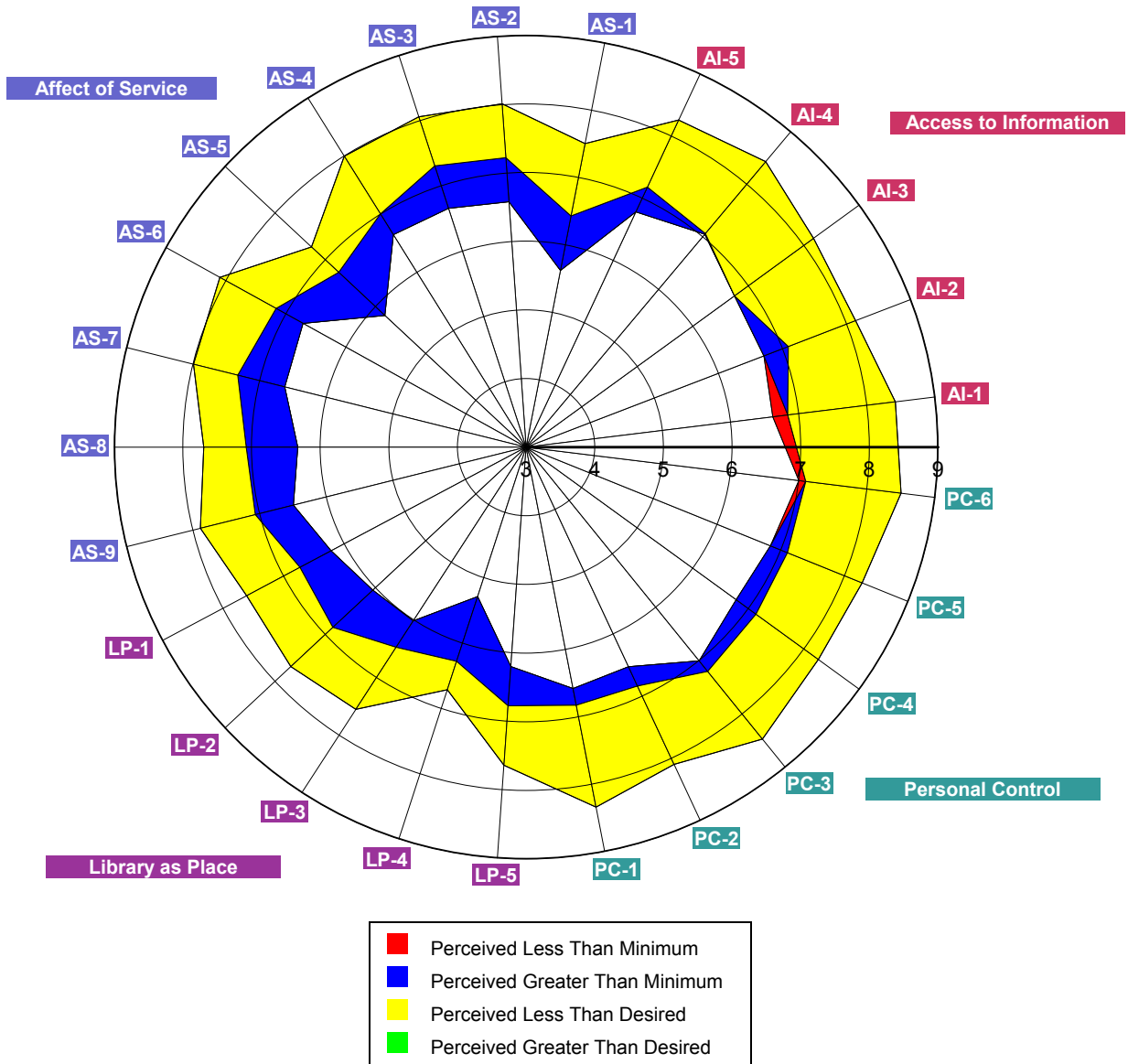
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Graduate

13.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.84	8.42	6.62	-0.22	-1.80	7,495
AI-2	Convenient service hours	6.71	8.14	7.09	0.38	-1.05	7,642
AI-3	The printed library materials I need for my work	6.75	8.17	6.75	0.00	-1.42	7,369
AI-4	The electronic information resources I need	7.05	8.43	7.06	0.01	-1.37	7,644
AI-5	Timely document delivery/interlibrary loan	6.78	8.26	7.18	0.40	-1.08	6,337
Affect of Service							
AS-1	Employees who instill confidence in users	5.62	7.50	6.43	0.81	-1.07	7,262
AS-2	Readiness to respond to users' questions	6.58	8.01	7.23	0.64	-0.79	7,404
AS-3	Willingness to help users	6.66	8.06	7.31	0.65	-0.75	7,523
AS-4	Dependability in handling users' service problems	6.65	8.00	7.01	0.36	-0.99	6,899
AS-5	Giving users individual attention	5.81	7.28	6.73	0.92	-0.54	7,268
AS-6	Employees who have the knowledge to answer user questions	6.72	8.10	7.17	0.45	-0.93	7,446
AS-7	Employees who are consistently courteous	6.62	7.99	7.33	0.70	-0.66	7,538
AS-8	Employees who deal with users in a caring fashion	6.33	7.70	7.08	0.75	-0.62	7,276
AS-9	Employees who understand the needs of their users	6.49	7.89	7.07	0.57	-0.82	7,221
Library as Place							
LP-1	Quiet space for individual activities	6.22	7.61	6.73	0.51	-0.88	7,295
LP-2	A comfortable and inviting location	6.05	7.69	6.85	0.79	-0.84	7,540
LP-3	Library space that inspires study and learning	6.02	7.56	6.48	0.46	-1.08	7,322
LP-4	Community space for group learning and group study	5.29	6.72	6.28	0.99	-0.44	6,208
LP-5	A getaway for study, learning, or research	6.20	7.65	6.78	0.57	-0.87	7,000
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.58	8.34	6.83	0.25	-1.51	7,717
PC-2	Convenient access to library collections	6.53	8.10	6.84	0.31	-1.26	7,628
PC-3	A library Web site enabling me to locate information on my own	7.01	8.47	7.20	0.20	-1.27	7,698
PC-4	Modern equipment that lets me easily access needed information	6.78	8.26	7.14	0.36	-1.12	7,603
PC-5	Making information easily accessible for independent use	6.84	8.28	7.11	0.27	-1.17	7,543
PC-6	Making electronic resources accessible from my home or office	7.10	8.50	7.00	-0.10	-1.50	7,476
Overall:		6.50	7.98	6.94	0.44	-1.04	7,756

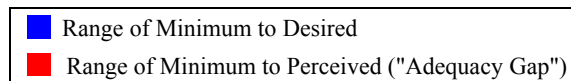
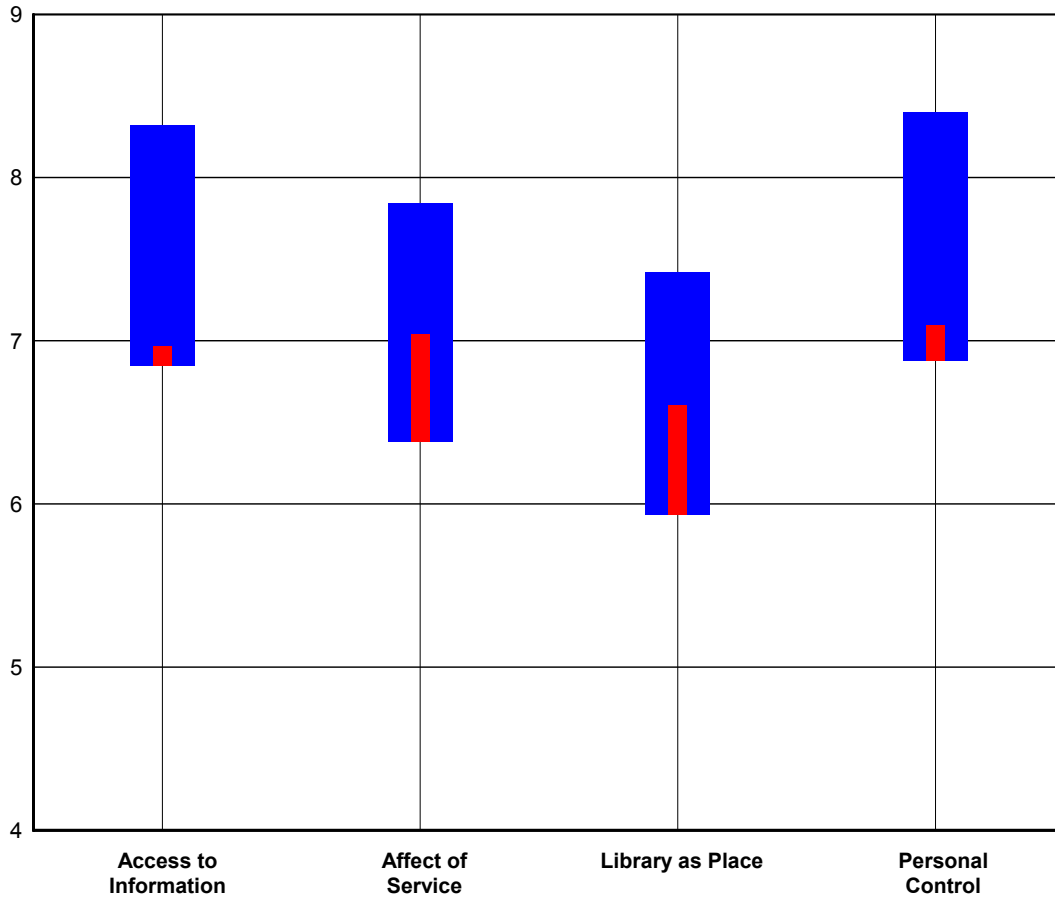
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.60	1.07	1.74	2.12	1.87	7,495
AI-2	Convenient service hours	1.63	1.17	1.69	2.15	1.90	7,642
AI-3	The printed library materials I need for my work	1.65	1.23	1.61	2.05	1.80	7,369
AI-4	The electronic information resources I need	1.53	1.00	1.50	1.96	1.65	7,644
AI-5	Timely document delivery/interlibrary loan	1.67	1.17	1.69	2.09	1.79	6,337
Affect of Service							
AS-1	Employees who instill confidence in users	1.79	1.57	1.69	1.92	1.80	7,262
AS-2	Readiness to respond to users' questions	1.68	1.27	1.58	1.83	1.61	7,404
AS-3	Willingness to help users	1.67	1.22	1.53	1.82	1.56	7,523
AS-4	Dependability in handling users' service problems	1.59	1.22	1.54	1.82	1.63	6,899
AS-5	Giving users individual attention	1.88	1.62	1.61	1.83	1.69	7,268
AS-6	Employees who have the knowledge to answer user questions	1.66	1.22	1.53	1.85	1.62	7,446
AS-7	Employees who are consistently courteous	1.81	1.32	1.59	2.00	1.69	7,538
AS-8	Employees who deal with users in a caring fashion	1.89	1.52	1.62	1.97	1.74	7,276
AS-9	Employees who understand the needs of their users	1.71	1.33	1.50	1.83	1.61	7,221
Library as Place							
LP-1	Quiet space for individual activities	2.02	1.77	1.86	2.43	2.35	7,295
LP-2	A comfortable and inviting location	1.83	1.44	1.70	2.14	1.95	7,540
LP-3	Library space that inspires study and learning	2.00	1.72	1.80	2.34	2.20	7,322
LP-4	Community space for group learning and group study	2.21	2.18	1.82	2.40	2.40	6,208
LP-5	A getaway for study, learning, or research	2.00	1.71	1.70	2.15	1.97	7,000
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.57	1.05	1.56	1.92	1.68	7,717
PC-2	Convenient access to library collections	1.59	1.16	1.54	1.88	1.69	7,628
PC-3	A library Web site enabling me to locate information on my own	1.57	0.97	1.52	1.92	1.61	7,698
PC-4	Modern equipment that lets me easily access needed information	1.56	1.09	1.46	1.84	1.57	7,603
PC-5	Making information easily accessible for independent use	1.53	1.06	1.38	1.80	1.49	7,543
PC-6	Making electronic resources accessible from my home or office	1.66	1.01	1.76	2.23	1.88	7,476
Overall:		1.29	0.85	1.11	1.40	1.14	7,756

Language: American English
Institution Type: College or University
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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.85	8.32	6.97	0.12	-1.36	7,756
Affect of Service	6.38	7.84	7.04	0.66	-0.80	7,756
Library as Place	5.93	7.42	6.60	0.68	-0.82	7,756
Personal Control	6.87	8.40	7.09	0.22	-1.36	7,756
Overall:	6.50	7.98	6.94	0.44	-1.04	7,756

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.35	0.88	1.26	1.66	1.35	7,756
Affect of Service	1.51	1.18	1.39	1.56	1.36	7,756
Library as Place	1.80	1.62	1.60	1.89	1.75	7,756
Personal Control	1.34	0.84	1.23	1.62	1.30	7,756
Overall:	1.29	0.85	1.11	1.40	1.14	7,756

Language: American English
 Institution Type: College or University
 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 some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	6.79	8.37	6.41	-0.38	-1.96	316
Convenience of borrowing books from other colleges	6.61	8.14	7.37	0.77	-0.77	292
Ease of using library's online article indexes	6.66	8.21	6.93	0.27	-1.28	314
Availability of online help when using my library's electronic resources	6.08	7.63	6.40	0.32	-1.23	275
Informing me of useful library services	5.66	7.14	6.12	0.47	-1.02	303
Ease of use of electronic resources	6.81	8.24	6.80	-0.01	-1.45	393
Providing help when and where I need it	6.40	7.85	6.64	0.25	-1.20	366
Providing information that answers my questions	6.63	7.94	6.83	0.20	-1.11	372
Teaching me how to access, evaluate, and use information	5.90	7.41	6.48	0.58	-0.93	336
Making me aware of library services	5.91	7.31	6.03	0.11	-1.29	367

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.69	1.16	1.76	2.37	2.05	316
Convenience of borrowing books from other colleges	1.75	1.25	1.52	1.99	1.67	292
Ease of using library's online article indexes	1.67	1.21	1.68	2.14	1.80	314
Availability of online help when using my library's electronic resources	1.87	1.52	1.85	2.25	2.13	275
Informing me of useful library services	2.05	1.82	1.95	2.42	2.18	303
Ease of use of electronic resources	1.59	1.15	1.66	2.18	1.88	393
Providing help when and where I need it	1.76	1.31	1.74	2.11	1.92	366
Providing information that answers my questions	1.72	1.33	1.73	2.10	1.89	372
Teaching me how to access, evaluate, and use information	2.11	1.75	1.88	2.32	2.10	336
Making me aware of library services	2.02	1.81	1.97	2.43	2.25	367

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

13.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.26	1.58	7,754
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.84	1.69	7,756
How would you rate the overall quality of the service provided by the library?	7.03	1.40	7,755

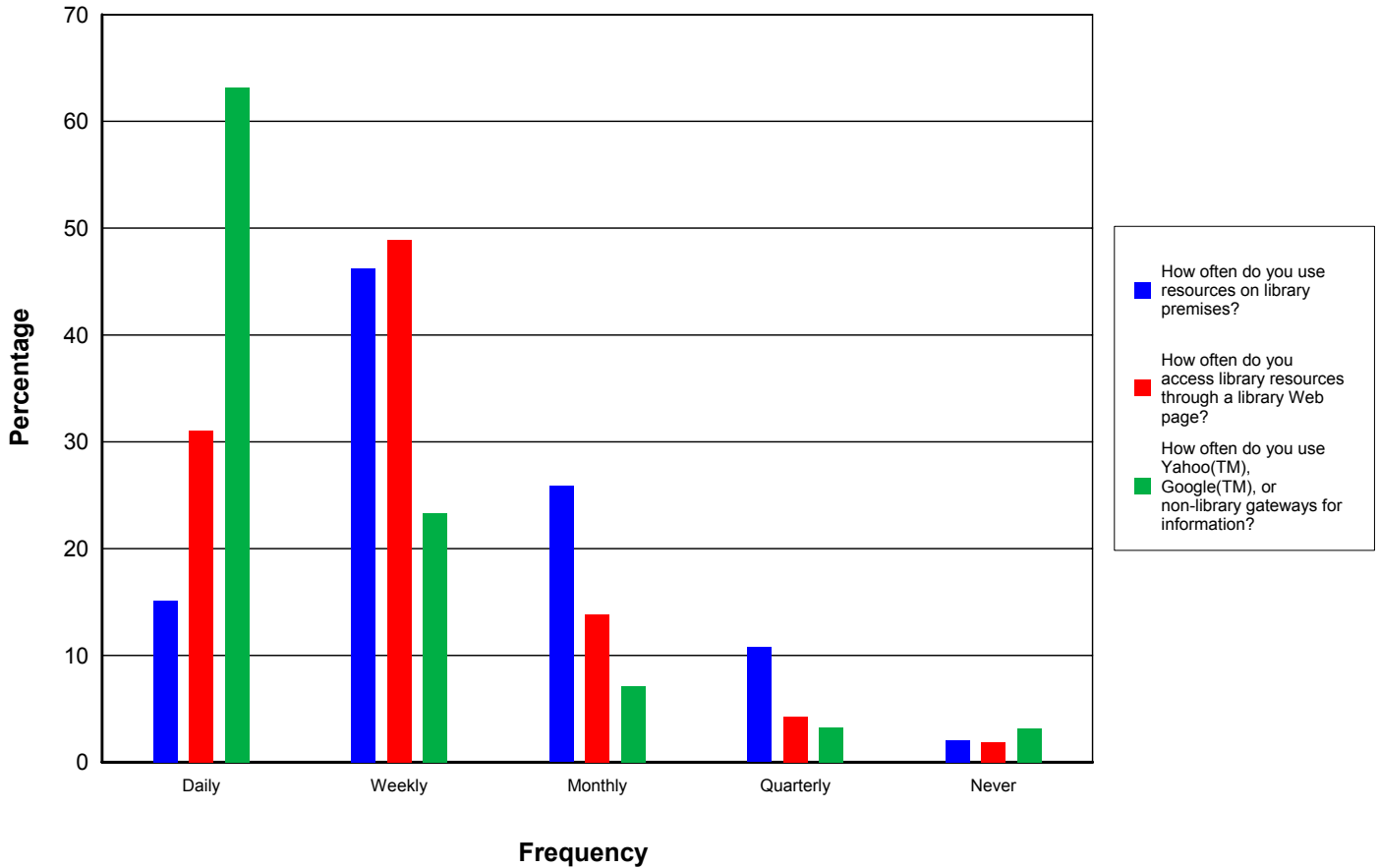
13.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.26	1.84	7,755
The library aids my advancement in my academic discipline.	6.98	1.60	7,756
The library enables me to be more efficient in my academic pursuits.	6.94	1.66	7,755
The library helps me distinguish between trustworthy and untrustworthy information.	5.43	1.94	7,754
The library provides me with the information skills I need in my work or study.	6.20	1.80	7,754

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 graphic 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?	1,172 15.11%	3,585 46.22%	2,005 25.85%	835 10.77%	159 2.05%	7,756 100.00%
How often do you access library resources through a library Web page?	2,410 31.07%	3,795 48.93%	1,076 13.87%	330 4.25%	145 1.87%	7,756 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,897 63.14%	1,810 23.34%	552 7.12%	250 3.22%	247 3.18%	7,756 100.00%

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

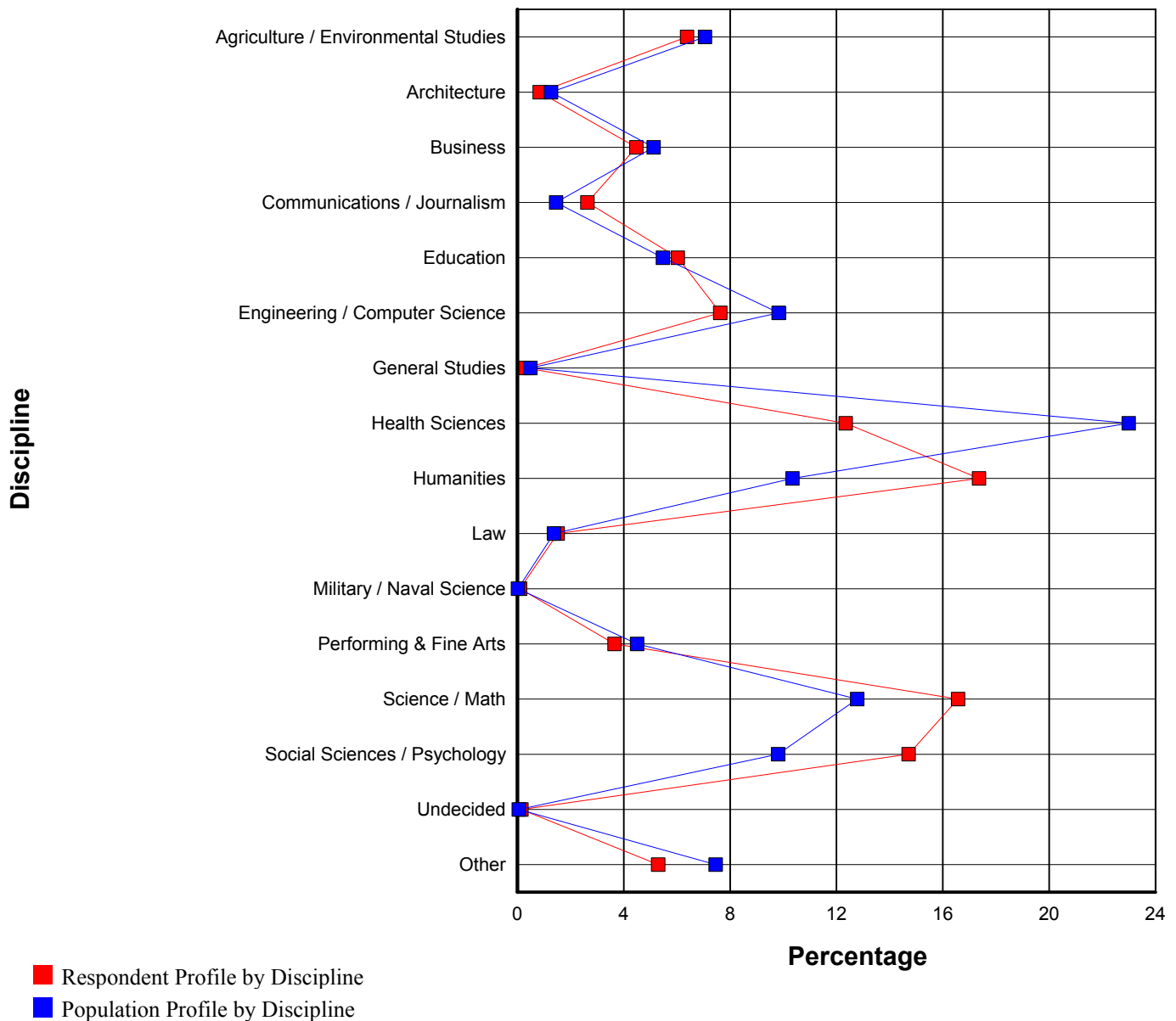
14 College or University Libraries Faculty Summary for ARL

14.1 Demographic Summary for Faculty

14.1.1 Population and Respondent Profiles for Faculty by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire.

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	5,657	7.05%	388	6.38%	0.67%
Architecture	1,012	1.26%	51	0.84%	0.42%
Business	4,109	5.12%	272	4.47%	0.65%
Communications / Journalism	1,165	1.45%	160	2.63%	-1.18%
Education	4,387	5.47%	367	6.03%	-0.56%
Engineering / Computer Science	7,881	9.83%	464	7.63%	2.20%
General Studies	390	0.49%	19	0.31%	0.17%
Health Sciences	18,438	22.99%	751	12.35%	10.64%
Humanities	8,297	10.35%	1,056	17.36%	-7.02%
Law	1,100	1.37%	92	1.51%	-0.14%
Military / Naval Science	15	0.02%	6	0.10%	-0.08%
Performing & Fine Arts	3,610	4.50%	222	3.65%	0.85%
Science / Math	10,248	12.78%	1,008	16.57%	-3.79%
Social Sciences / Psychology	7,863	9.81%	895	14.72%	-4.91%
Undecided	41	0.05%	9	0.15%	-0.10%
Other	5,979	7.46%	322	5.29%	2.16%
Total:	80,192	100.00%	6,082	100.00%	0.00%

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

14.1.2 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	2	0.03%
18 - 22	3	0.05%
23 - 30	168	2.76%
31 - 45	2,176	35.80%
46 - 65	3,417	56.22%
Over 65	312	5.13%
Total:	6,078	100.00%

14.1.3 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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

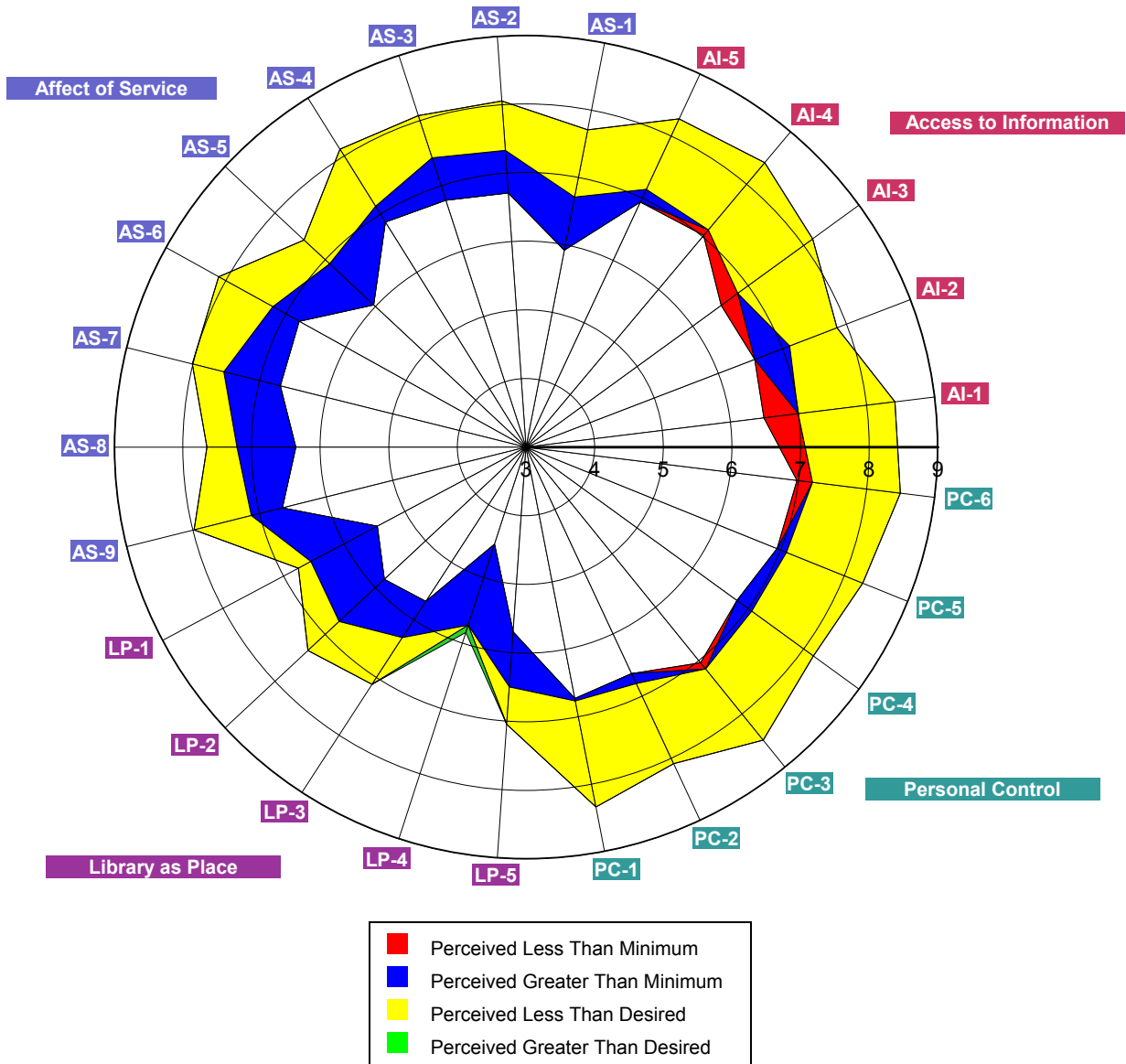
Sex	Population N	Population %	Respondents n	Respondents %
Male	47,476	64.26%	3,740	61.63%
Female	26,410	35.74%	2,328	38.37%
Total:	73,886	100.00%	6,068	100.00%

14.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.99	8.41	6.49	-0.50	-1.92	5,905
AI-2	Convenient service hours	6.57	7.85	7.11	0.55	-0.74	5,890
AI-3	The printed library materials I need for my work	6.81	8.16	6.51	-0.30	-1.65	5,881
AI-4	The electronic information resources I need	7.13	8.41	7.02	-0.11	-1.38	5,962
AI-5	Timely document delivery/interlibrary loan	6.94	8.27	7.15	0.20	-1.13	5,506
Affect of Service							
AS-1	Employees who instill confidence in users	5.92	7.71	6.71	0.79	-1.00	5,803
AS-2	Readiness to respond to users' questions	6.71	8.05	7.33	0.62	-0.72	5,891
AS-3	Willingness to help users	6.78	8.08	7.43	0.65	-0.65	5,955
AS-4	Dependability in handling users' service problems	6.87	8.12	7.14	0.27	-0.98	5,622
AS-5	Giving users individual attention	6.04	7.42	6.91	0.88	-0.51	5,766
AS-6	Employees who have the knowledge to answer user questions	6.78	8.12	7.22	0.44	-0.90	5,938
AS-7	Employees who are consistently courteous	6.69	8.01	7.54	0.85	-0.47	5,961
AS-8	Employees who deal with users in a caring fashion	6.35	7.65	7.21	0.86	-0.44	5,648
AS-9	Employees who understand the needs of their users	6.66	7.98	7.12	0.46	-0.86	5,800
Library as Place							
LP-1	Quiet space for individual activities	5.45	6.76	6.55	1.10	-0.21	5,137
LP-2	A comfortable and inviting location	5.82	7.34	6.73	0.90	-0.62	5,782
LP-3	Library space that inspires study and learning	5.68	7.12	6.31	0.63	-0.81	5,327
LP-4	Community space for group learning and group study	4.49	5.73	5.84	1.35	0.11	4,003
LP-5	A getaway for study, learning, or research	5.70	7.05	6.50	0.80	-0.55	4,969
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.73	8.34	6.77	0.04	-1.57	6,045
PC-2	Convenient access to library collections	6.64	8.09	6.80	0.16	-1.29	5,999
PC-3	A library Web site enabling me to locate information on my own	7.16	8.49	7.04	-0.12	-1.45	6,000
PC-4	Modern equipment that lets me easily access needed information	6.80	8.18	7.07	0.27	-1.11	5,876
PC-5	Making information easily accessible for independent use	6.94	8.29	7.09	0.15	-1.20	5,850
PC-6	Making electronic resources accessible from my home or office	7.21	8.49	6.98	-0.23	-1.52	5,879
Overall:		6.52	7.89	6.92	0.40	-0.97	6,088

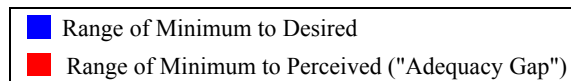
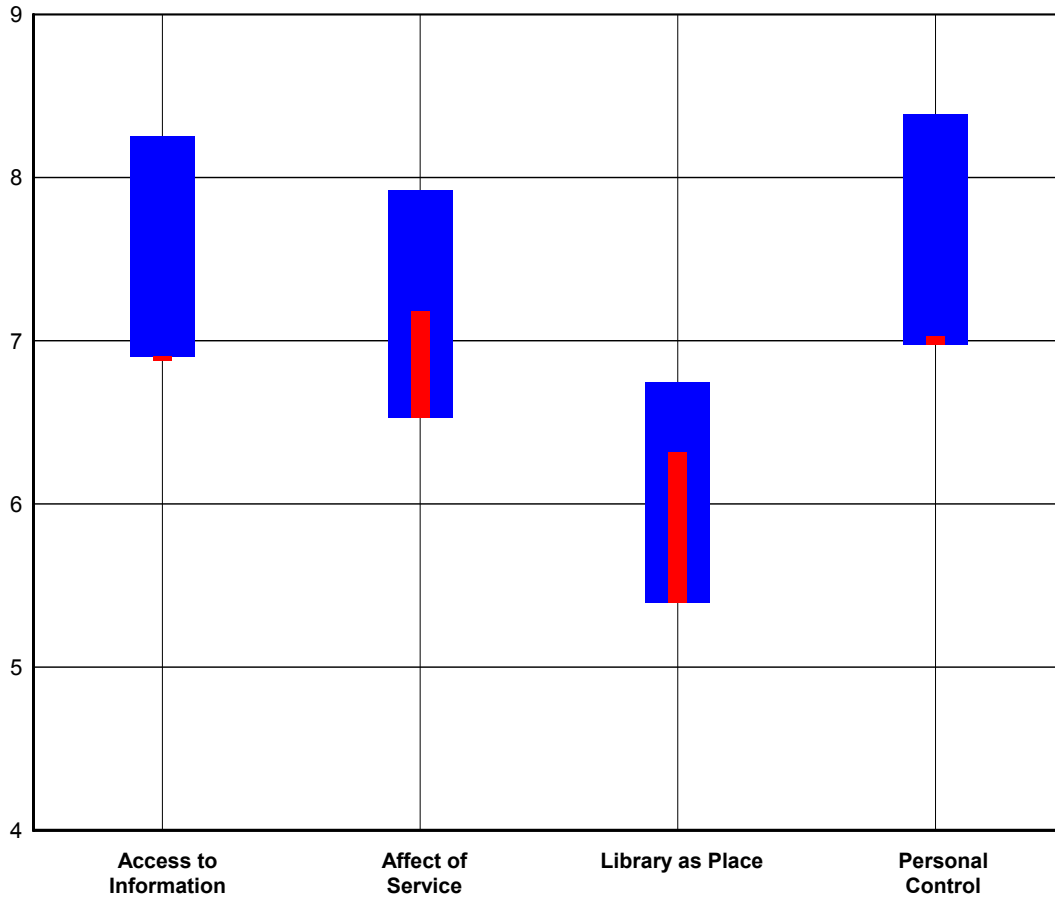
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.60	1.11	1.78	2.21	1.98	5,905
AI-2	Convenient service hours	1.67	1.39	1.55	1.99	1.82	5,890
AI-3	The printed library materials I need for my work	1.65	1.31	1.73	2.17	2.01	5,881
AI-4	The electronic information resources I need	1.52	1.04	1.55	2.01	1.75	5,962
AI-5	Timely document delivery/interlibrary loan	1.58	1.15	1.66	2.05	1.81	5,506
Affect of Service							
AS-1	Employees who instill confidence in users	1.80	1.57	1.68	1.92	1.82	5,803
AS-2	Readiness to respond to users' questions	1.68	1.27	1.55	1.79	1.60	5,891
AS-3	Willingness to help users	1.64	1.25	1.49	1.79	1.55	5,955
AS-4	Dependability in handling users' service problems	1.53	1.18	1.54	1.84	1.64	5,622
AS-5	Giving users individual attention	1.85	1.62	1.57	1.85	1.67	5,766
AS-6	Employees who have the knowledge to answer user questions	1.65	1.24	1.53	1.84	1.61	5,938
AS-7	Employees who are consistently courteous	1.81	1.36	1.49	1.95	1.62	5,961
AS-8	Employees who deal with users in a caring fashion	1.93	1.64	1.58	1.95	1.72	5,648
AS-9	Employees who understand the needs of their users	1.67	1.31	1.55	1.86	1.63	5,800
Library as Place							
LP-1	Quiet space for individual activities	2.31	2.25	1.85	2.49	2.49	5,137
LP-2	A comfortable and inviting location	1.88	1.68	1.77	2.19	2.11	5,782
LP-3	Library space that inspires study and learning	2.09	2.02	1.87	2.44	2.41	5,327
LP-4	Community space for group learning and group study	2.28	2.47	1.88	2.39	2.52	4,003
LP-5	A getaway for study, learning, or research	2.24	2.18	1.84	2.31	2.31	4,969
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.55	1.08	1.59	1.96	1.72	6,045
PC-2	Convenient access to library collections	1.56	1.19	1.62	1.92	1.77	5,999
PC-3	A library Web site enabling me to locate information on my own	1.50	0.97	1.55	1.97	1.67	6,000
PC-4	Modern equipment that lets me easily access needed information	1.60	1.21	1.45	1.85	1.61	5,876
PC-5	Making information easily accessible for independent use	1.49	1.07	1.40	1.81	1.55	5,850
PC-6	Making electronic resources accessible from my home or office	1.60	1.03	1.70	2.17	1.84	5,879
Overall:		1.27	0.91	1.14	1.41	1.19	6,088

Language: American English
Institution Type: College or University
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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived 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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.90	8.25	6.88	-0.02	-1.36	6,088
Affect of Service	6.53	7.92	7.18	0.66	-0.72	6,088
Library as Place	5.39	6.74	6.32	0.93	-0.44	6,088
Personal Control	6.98	8.39	7.03	0.05	-1.41	6,088
Overall:	6.52	7.89	6.92	0.40	-0.97	6,088

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.30	0.92	1.29	1.65	1.42	6,088
Affect of Service	1.50	1.16	1.37	1.58	1.37	6,088
Library as Place	2.05	2.08	1.87	2.00	1.95	6,088
Personal Control	1.31	0.86	1.26	1.64	1.35	6,088
Overall:	1.27	0.91	1.14	1.41	1.19	6,088

Language: American English
 Institution Type: College or University
 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 some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	6.79	8.21	6.50	-0.30	-1.71	452
Convenience of borrowing books from other colleges	6.99	8.23	7.56	0.57	-0.66	448
Ease of using library's online article indexes	7.05	8.26	7.15	0.10	-1.11	445
Availability of online help when using my library's electronic resources	6.42	7.72	6.51	0.09	-1.21	401
Informing me of useful library services	6.09	7.34	6.88	0.79	-0.47	459
Ease of use of electronic resources	6.71	8.38	6.92	0.21	-1.46	270
Providing help when and where I need it	6.23	7.82	6.94	0.72	-0.88	265
Providing information that answers my questions	6.56	8.03	7.06	0.50	-0.97	261
Teaching me how to access, evaluate, and use information	5.46	7.09	6.42	0.96	-0.67	218
Making me aware of library services	5.59	7.24	6.45	0.86	-0.78	246

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.68	1.31	1.75	2.20	1.96	452
Convenience of borrowing books from other colleges	1.67	1.21	1.52	1.89	1.56	448
Ease of using library's online article indexes	1.55	1.12	1.50	1.91	1.69	445
Availability of online help when using my library's electronic resources	1.87	1.58	1.78	2.26	2.07	401
Informing me of useful library services	1.89	1.74	1.71	2.09	1.99	459
Ease of use of electronic resources	1.56	0.95	1.51	1.88	1.59	270
Providing help when and where I need it	1.73	1.44	1.50	1.83	1.80	265
Providing information that answers my questions	1.72	1.41	1.54	1.60	1.51	261
Teaching me how to access, evaluate, and use information	2.19	2.07	1.76	2.17	2.22	218
Making me aware of library services	1.96	1.78	1.69	1.97	2.02	246

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

14.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.40	1.55	6,087
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.74	1.90	6,087
How would you rate the overall quality of the service provided by the library?	7.08	1.52	6,086

14.6 Information Literacy Outcomes Questions Summary for Faculty

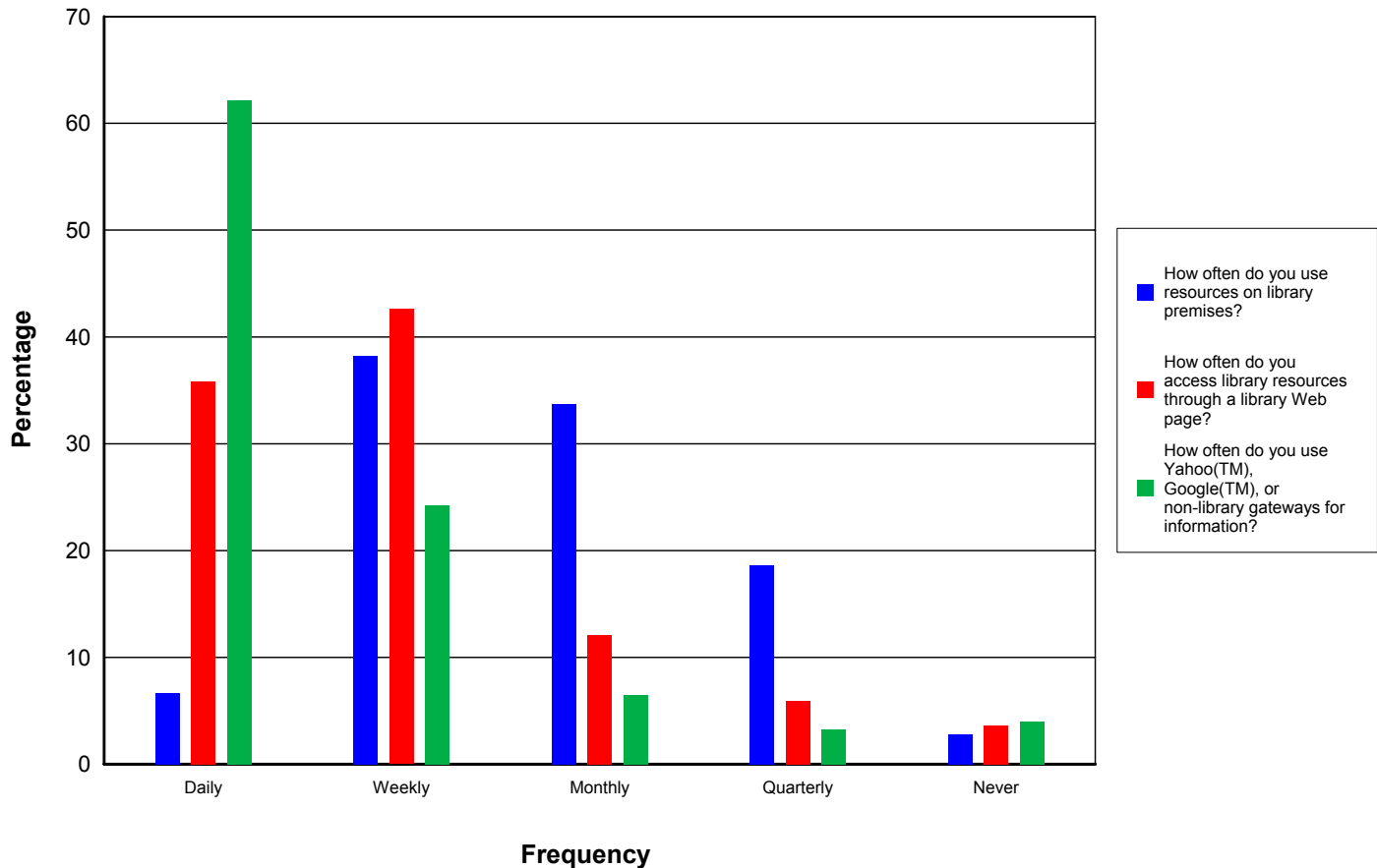
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.37	2.00	6,088
The library aids my advancement in my academic discipline.	6.77	1.86	6,087
The library enables me to be more efficient in my academic pursuits.	6.87	1.84	6,086
The library helps me distinguish between trustworthy and untrustworthy information.	5.34	2.10	6,082
The library provides me with the information skills I need in my work or study.	5.89	1.98	6,083

Language: American English
 Institution Type: College or University
 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 graphic 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?	406 6.67%	2,326 38.22%	2,051 33.70%	1,135 18.65%	168 2.76%	6,086 100.00%
How often do you access library resources through a library Web page?	2,180 35.82%	2,593 42.61%	734 12.06%	361 5.93%	218 3.58%	6,086 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	3,781 62.14%	1,473 24.21%	394 6.47%	196 3.22%	241 3.96%	6,085 100.00%

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

15 College or University 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	13	2.39%
23 - 30	82	15.05%
31 - 45	172	31.56%
46 - 65	270	49.54%
Over 65	8	1.47%
Total:	545	100.00%

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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

Sex	Respondents n	Respondents %
Male	173	31.80%
Female	371	68.20%
Total:	544	100.00%

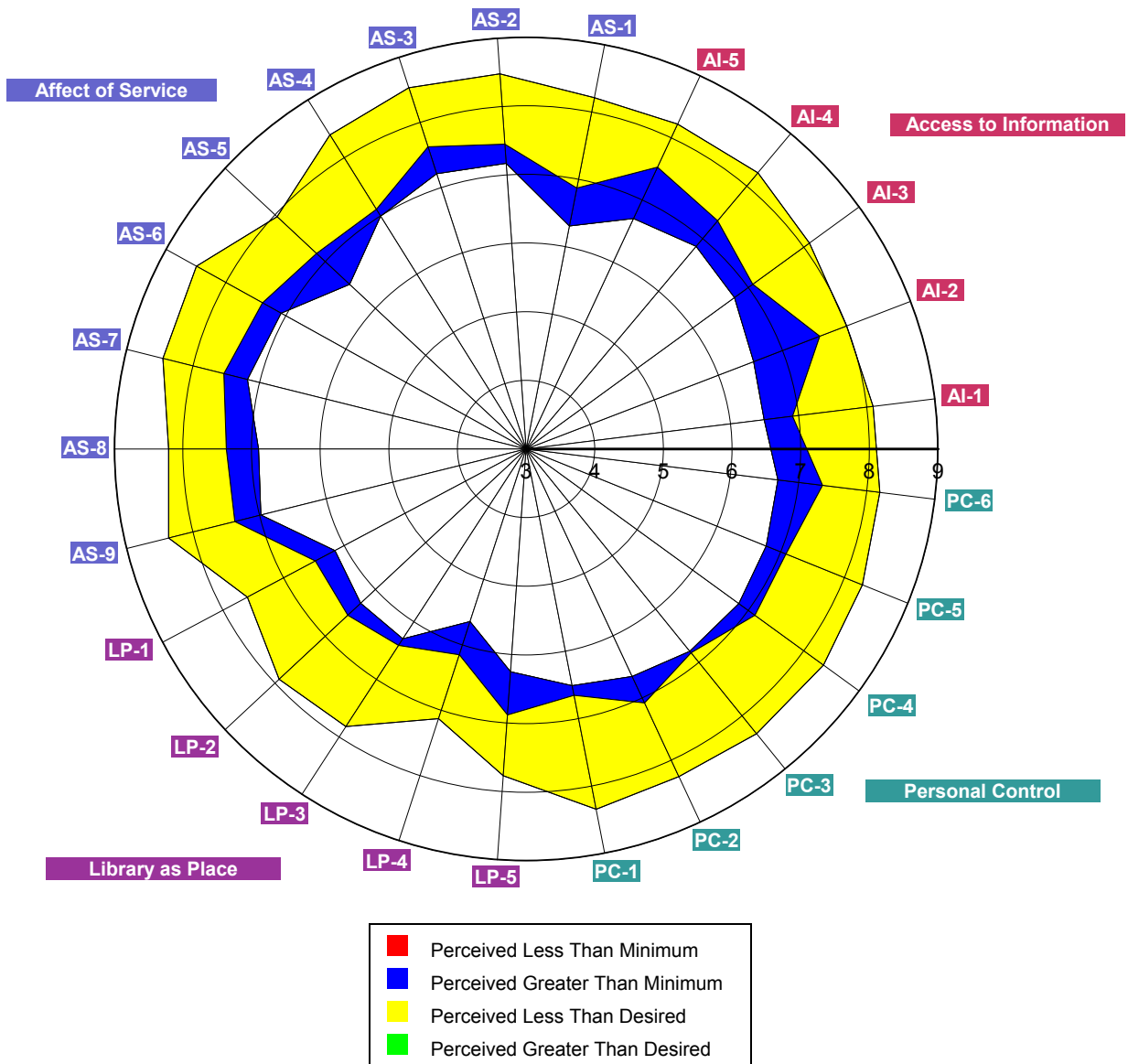
Language: American English
 Institution Type: College or University
 Consortium: ARL
 User Group: Library Staff

15.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.49	8.09	6.91	0.42	-1.18	488
AI-2	Convenient service hours	6.55	8.00	7.58	1.03	-0.42	536
AI-3	The printed library materials I need for my work	6.75	8.10	7.08	0.33	-1.02	514
AI-4	The electronic information resources I need	6.85	8.25	7.34	0.49	-0.91	528
AI-5	Timely document delivery/interlibrary loan	6.70	8.22	7.53	0.83	-0.69	463
Affect of Service							
AS-1	Employees who instill confidence in users	6.31	8.21	6.87	0.56	-1.34	538
AS-2	Readiness to respond to users' questions	7.17	8.48	7.45	0.28	-1.03	540
AS-3	Willingness to help users	7.22	8.53	7.63	0.41	-0.90	545
AS-4	Dependability in handling users' service problems	7.00	8.39	7.12	0.12	-1.28	532
AS-5	Giving users individual attention	6.52	7.96	7.18	0.66	-0.78	536
AS-6	Employees who have the knowledge to answer user questions	7.08	8.49	7.39	0.31	-1.10	542
AS-7	Employees who are consistently courteous	7.18	8.45	7.54	0.35	-0.91	544
AS-8	Employees who deal with users in a caring fashion	6.90	8.21	7.37	0.47	-0.84	544
AS-9	Employees who understand the needs of their users	6.98	8.37	7.37	0.39	-0.99	544
Library as Place							
LP-1	Quiet space for individual activities	6.15	7.60	6.48	0.32	-1.12	517
LP-2	A comfortable and inviting location	6.30	7.92	6.55	0.26	-1.37	543
LP-3	Library space that inspires study and learning	6.30	7.82	6.41	0.11	-1.41	529
LP-4	Community space for group learning and group study	5.64	7.13	6.15	0.51	-0.98	486
LP-5	A getaway for study, learning, or research	6.25	7.77	6.88	0.63	-0.89	513
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.51	8.35	6.66	0.14	-1.69	541
PC-2	Convenient access to library collections	6.66	8.27	7.08	0.43	-1.18	543
PC-3	A library Web site enabling me to locate information on my own	6.79	8.34	6.82	0.03	-1.52	542
PC-4	Modern equipment that lets me easily access needed information	6.83	8.35	7.12	0.29	-1.23	541
PC-5	Making information easily accessible for independent use	6.77	8.28	7.08	0.31	-1.20	538
PC-6	Making electronic resources accessible from my home or office	6.70	8.19	7.35	0.66	-0.84	516
Overall:		6.68	8.16	7.09	0.41	-1.07	546

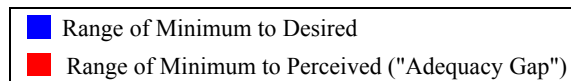
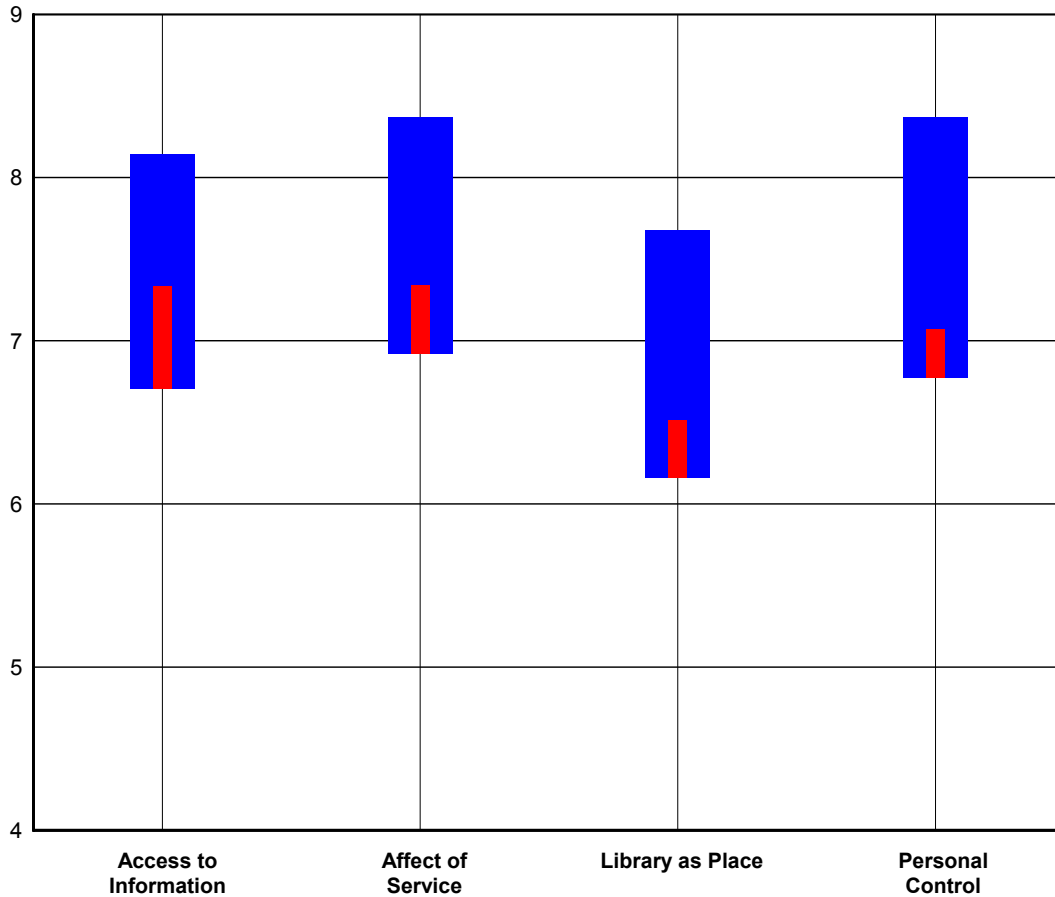
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.64	1.36	1.48	1.83	1.71	488
AI-2	Convenient service hours	1.60	1.20	1.27	1.63	1.44	536
AI-3	The printed library materials I need for my work	1.51	1.20	1.38	1.68	1.64	514
AI-4	The electronic information resources I need	1.53	1.03	1.27	1.65	1.44	528
AI-5	Timely document delivery/interlibrary loan	1.61	1.01	1.41	1.85	1.58	463
Affect of Service							
AS-1	Employees who instill confidence in users	1.59	1.09	1.42	1.76	1.54	538
AS-2	Readiness to respond to users' questions	1.50	0.94	1.32	1.68	1.38	540
AS-3	Willingness to help users	1.50	0.87	1.24	1.70	1.39	545
AS-4	Dependability in handling users' service problems	1.44	0.92	1.38	1.63	1.48	532
AS-5	Giving users individual attention	1.68	1.26	1.38	1.69	1.53	536
AS-6	Employees who have the knowledge to answer user questions	1.44	0.85	1.33	1.67	1.38	542
AS-7	Employees who are consistently courteous	1.57	0.90	1.32	1.71	1.41	544
AS-8	Employees who deal with users in a caring fashion	1.73	1.12	1.35	1.80	1.43	544
AS-9	Employees who understand the needs of their users	1.48	0.91	1.20	1.60	1.31	544
Library as Place							
LP-1	Quiet space for individual activities	1.80	1.55	1.80	2.26	2.20	517
LP-2	A comfortable and inviting location	1.63	1.26	1.87	2.09	2.08	543
LP-3	Library space that inspires study and learning	1.73	1.40	1.86	2.17	2.14	529
LP-4	Community space for group learning and group study	1.97	1.87	1.87	2.20	2.30	486
LP-5	A getaway for study, learning, or research	1.83	1.47	1.58	1.86	1.76	513
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.56	0.98	1.56	1.90	1.70	541
PC-2	Convenient access to library collections	1.54	0.97	1.37	1.74	1.51	543
PC-3	A library Web site enabling me to locate information on my own	1.58	1.08	1.62	1.98	1.74	542
PC-4	Modern equipment that lets me easily access needed information	1.51	0.94	1.53	1.88	1.65	541
PC-5	Making information easily accessible for independent use	1.46	0.98	1.32	1.65	1.45	538
PC-6	Making electronic resources accessible from my home or office	1.72	1.23	1.38	1.82	1.57	516
Overall:		1.24	0.73	0.98	1.24	1.05	546

Language: American English
Institution Type: College or University
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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived scores (the service adequacy gap) for each dimension of library service quality.



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 B.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.71	8.14	7.34	0.63	-0.83	546
Affect of Service	6.92	8.37	7.34	0.39	-1.00	546
Library as Place	6.16	7.67	6.51	0.36	-1.14	546
Personal Control	6.77	8.37	7.07	0.32	-1.33	546
Overall:	6.68	8.16	7.09	0.41	-1.07	546

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.36	0.90	1.04	1.34	1.17	546
Affect of Service	1.35	0.80	1.17	1.42	1.17	546
Library as Place	1.56	1.28	1.49	1.73	1.72	546
Personal Control	1.32	0.81	1.12	1.49	1.27	546
Overall:	1.24	0.73	0.98	1.24	1.05	546

Language: American English
 Institution Type: College or University
 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 some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	5.96	7.51	6.82	0.87	-0.69	67
Convenience of borrowing books from other colleges	6.54	8.24	8.03	1.49	-0.21	70
Ease of using library's online article indexes	6.51	8.11	7.14	0.63	-0.97	65
Availability of online help when using my library's electronic resources	5.91	7.35	6.57	0.66	-0.78	65
Informing me of useful library services	6.23	7.43	6.62	0.39	-0.81	69
Ease of use of electronic resources	6.63	7.63	6.88	0.25	-0.75	8
Providing help when and where I need it	6.63	7.88	7.13	0.50	-0.75	8
Providing information that answers my questions	6.38	7.63	7.00	0.63	-0.63	8
Teaching me how to access, evaluate, and use information	6.00	7.13	7.00	1.00	-0.13	8
Making me aware of library services	5.88	7.00	5.75	-0.13	-1.25	8

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.99	1.74	1.64	1.70	1.54	67
Convenience of borrowing books from other colleges	1.59	1.03	1.12	1.55	1.14	70
Ease of using library's online article indexes	1.68	1.20	1.49	1.64	1.76	65
Availability of online help when using my library's electronic resources	1.93	1.51	1.81	1.93	1.82	65
Informing me of useful library services	1.82	1.42	1.65	1.82	1.57	69
Ease of use of electronic resources	1.51	1.77	1.55	2.25	2.12	8
Providing help when and where I need it	1.41	1.46	1.25	2.00	1.67	8
Providing information that answers my questions	1.41	1.41	1.60	1.60	1.19	8
Teaching me how to access, evaluate, and use information	1.20	1.13	1.60	2.07	1.73	8
Making me aware of library services	0.99	1.20	1.83	1.89	2.31	8

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

15.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.40	1.43	545
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.20	1.41	545
How would you rate the overall quality of the service provided by the library?	7.35	1.21	546

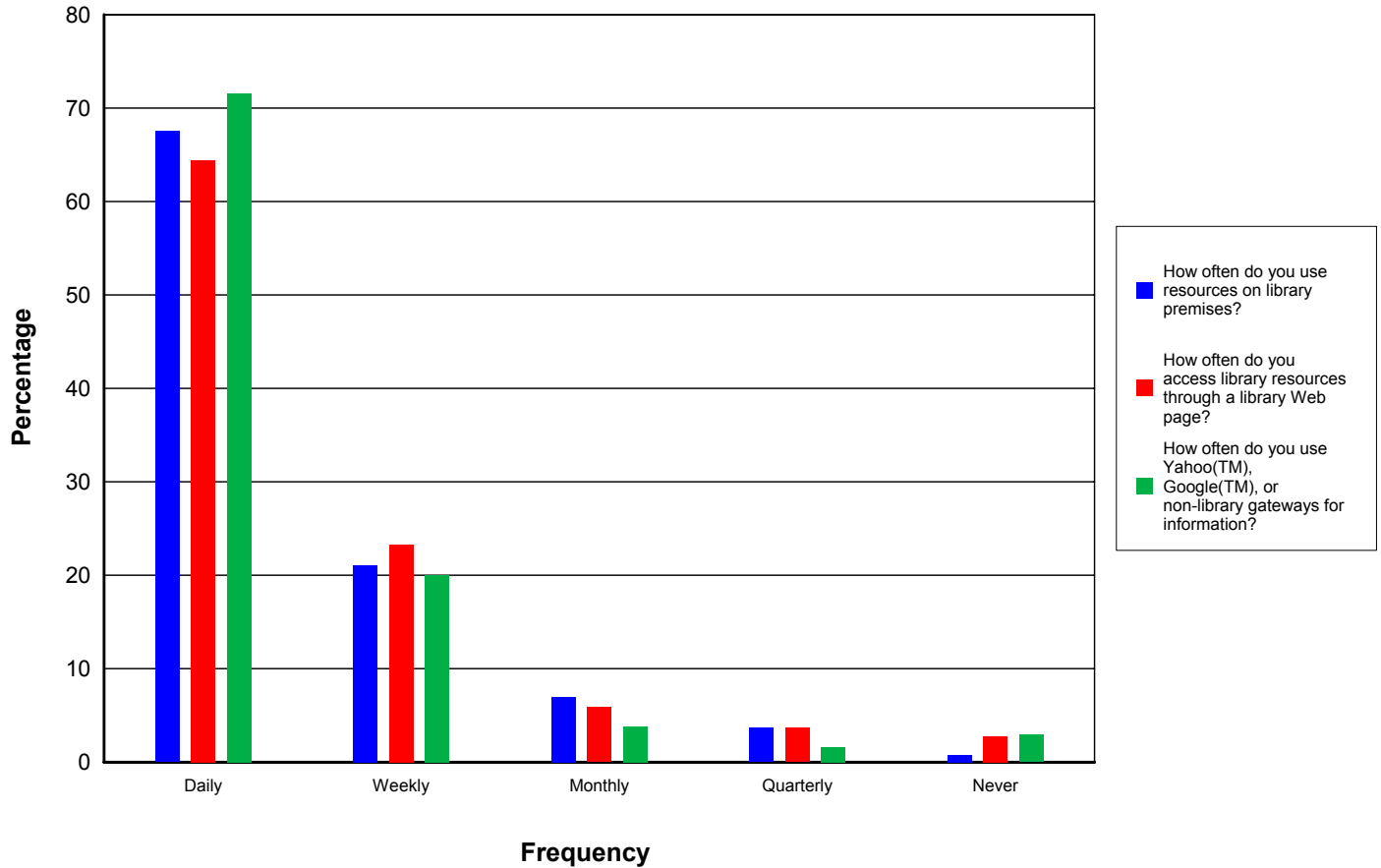
15.6 Information Literacy Outcomes Questions Summary for Library Staff

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.	6.66	1.63	546
The library aids my advancement in my academic discipline.	6.87	1.54	546
The library enables me to be more efficient in my academic pursuits.	7.02	1.47	546
The library helps me distinguish between trustworthy and untrustworthy information.	6.44	1.74	546
The library provides me with the information skills I need in my work or study.	6.82	1.58	546

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 graphic 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 67.52%	115 21.10%	38 6.97%	20 3.67%	4 0.73%	545 100.00%
How often do you access library resources through a library Web page?	351 64.40%	127 23.30%	32 5.87%	20 3.67%	15 2.75%	545 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	390 71.56%	109 20.00%	21 3.85%	9 1.65%	16 2.94%	545 100.00%

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

16 College or University 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. Ages are grouped into six categories: Under 18, 18-22, 23-30, 31-45, 46-65, and Over 65.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	19	1.09%
23 - 30	337	19.29%
31 - 45	689	39.44%
46 - 65	681	38.98%
Over 65	21	1.20%
Total:	1,747	100.00%

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 at the end of the survey instrument and the demographic data provided by institutions through the online Demographics Questionnaire*. 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 Demographics Questionnaire. When population data is missing or incomplete, it is because this data was not provided to ARL.

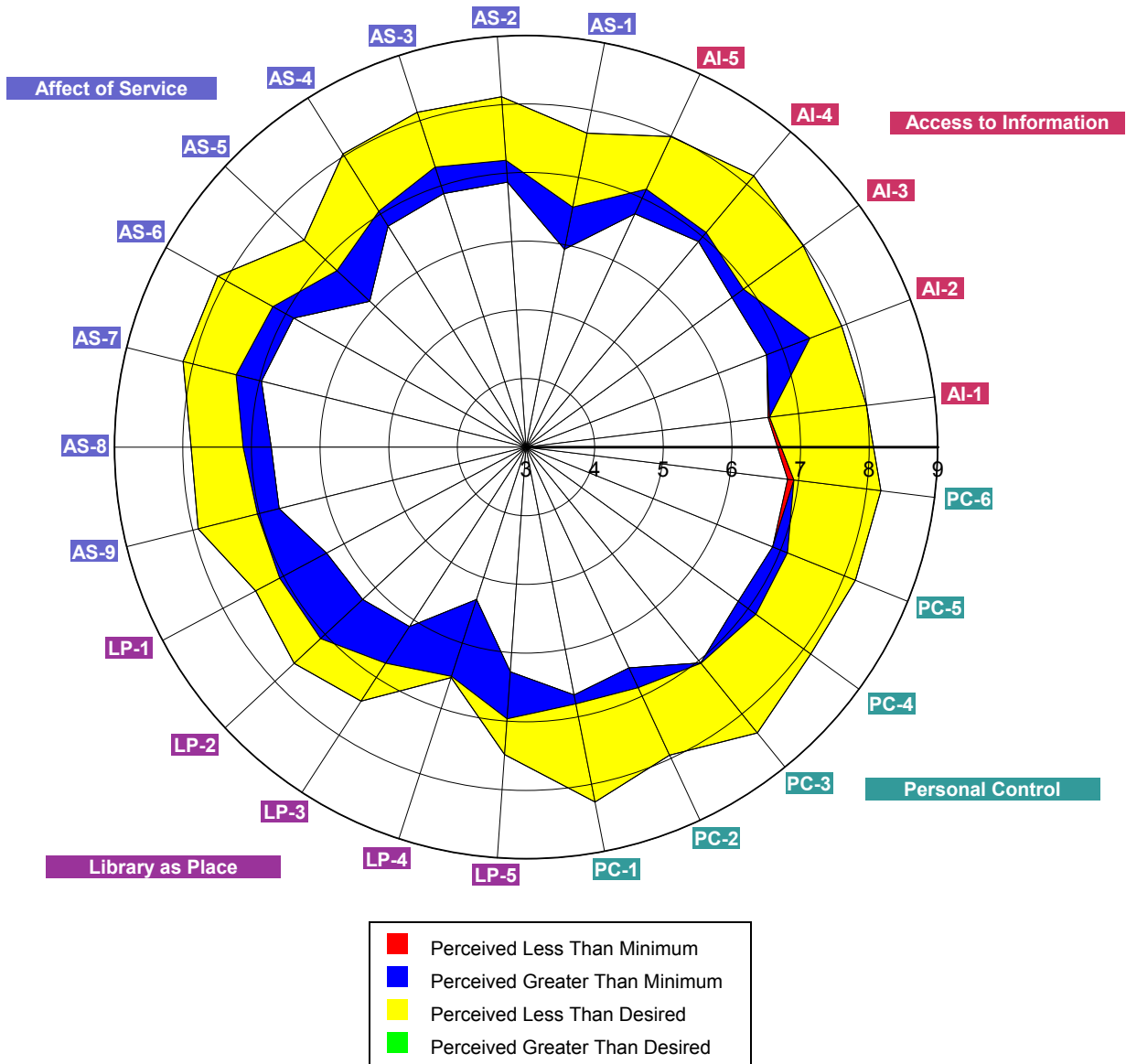
Sex	Respondents n	Respondents %
Male	684	39.18%
Female	1,062	60.82%
Total:	1,746	100.00%

16.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the 25 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, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	6.58	8.00	6.55	-0.03	-1.45	1,395
AI-2	Convenient service hours	6.76	7.93	7.43	0.68	-0.49	1,694
AI-3	The printed library materials I need for my work	6.71	7.99	6.92	0.20	-1.08	1,500
AI-4	The electronic information resources I need	6.91	8.16	7.08	0.17	-1.08	1,646
AI-5	Timely document delivery/interlibrary loan	6.75	7.99	7.15	0.40	-0.85	1,311
Affect of Service							
AS-1	Employees who instill confidence in users	5.94	7.66	6.56	0.62	-1.10	1,664
AS-2	Readiness to respond to users' questions	6.87	8.12	7.19	0.32	-0.93	1,699
AS-3	Willingness to help users	6.88	8.13	7.29	0.41	-0.84	1,729
AS-4	Dependability in handling users' service problems	6.80	8.03	7.05	0.25	-0.98	1,580
AS-5	Giving users individual attention	6.11	7.42	6.77	0.65	-0.65	1,648
AS-6	Employees who have the knowledge to answer user questions	6.87	8.13	7.22	0.34	-0.92	1,697
AS-7	Employees who are consistently courteous	6.97	8.15	7.35	0.38	-0.80	1,718
AS-8	Employees who deal with users in a caring fashion	6.71	7.88	7.12	0.41	-0.76	1,672
AS-9	Employees who understand the needs of their users	6.71	7.92	7.03	0.33	-0.89	1,659
Library as Place							
LP-1	Quiet space for individual activities	6.29	7.46	7.07	0.77	-0.40	1,574
LP-2	A comfortable and inviting location	6.26	7.62	7.09	0.84	-0.53	1,705
LP-3	Library space that inspires study and learning	6.12	7.41	6.75	0.64	-0.66	1,567
LP-4	Community space for group learning and group study	5.34	6.53	6.51	1.18	-0.02	1,180
LP-5	A getaway for study, learning, or research	6.28	7.49	6.97	0.69	-0.52	1,476
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	6.68	8.27	6.81	0.13	-1.46	1,724
PC-2	Convenient access to library collections	6.55	7.95	6.87	0.32	-1.08	1,692
PC-3	A library Web site enabling me to locate information on my own	7.04	8.36	7.05	0.01	-1.31	1,689
PC-4	Modern equipment that lets me easily access needed information	6.82	8.13	7.14	0.32	-0.99	1,682
PC-5	Making information easily accessible for independent use	6.88	8.18	7.11	0.23	-1.07	1,683
PC-6	Making electronic resources accessible from my home or office	6.93	8.21	6.84	-0.09	-1.37	1,586
Overall:		6.62	7.91	7.02	0.40	-0.89	1,748

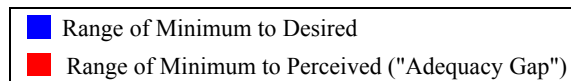
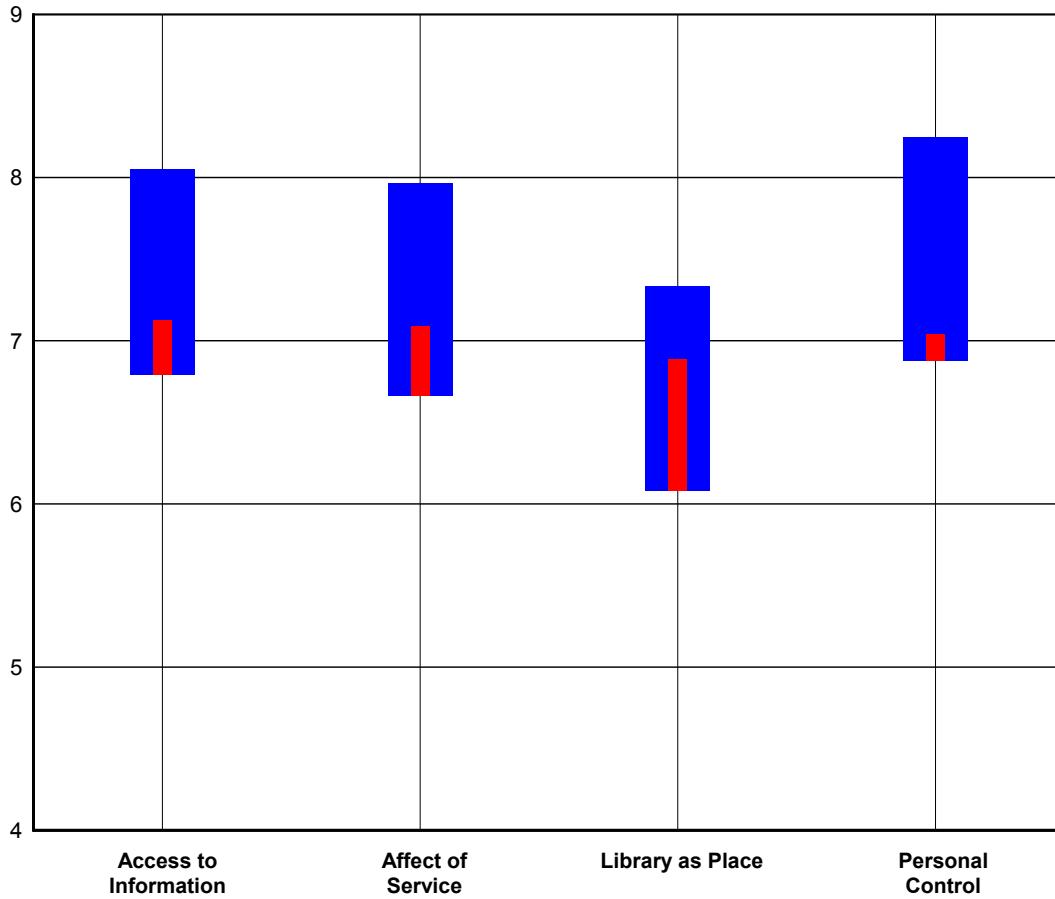
Language: American English
Institution Type: College or University
Consortium: ARL
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information							
AI-1	Print and/or electronic journal collections I require for my work	1.75	1.47	1.67	2.06	1.93	1,395
AI-2	Convenient service hours	1.63	1.26	1.47	1.81	1.60	1,694
AI-3	The printed library materials I need for my work	1.62	1.33	1.54	1.90	1.76	1,500
AI-4	The electronic information resources I need	1.55	1.19	1.44	1.81	1.60	1,646
AI-5	Timely document delivery/interlibrary loan	1.68	1.32	1.60	1.95	1.74	1,311
Affect of Service							
AS-1	Employees who instill confidence in users	1.75	1.47	1.63	1.89	1.76	1,664
AS-2	Readiness to respond to users' questions	1.63	1.20	1.59	1.89	1.63	1,699
AS-3	Willingness to help users	1.62	1.19	1.51	1.79	1.53	1,729
AS-4	Dependability in handling users' service problems	1.54	1.24	1.54	1.79	1.61	1,580
AS-5	Giving users individual attention	1.84	1.56	1.60	1.87	1.67	1,648
AS-6	Employees who have the knowledge to answer user questions	1.60	1.15	1.52	1.80	1.54	1,697
AS-7	Employees who are consistently courteous	1.66	1.16	1.55	1.92	1.61	1,718
AS-8	Employees who deal with users in a caring fashion	1.76	1.38	1.57	1.88	1.66	1,672
AS-9	Employees who understand the needs of their users	1.64	1.27	1.54	1.81	1.59	1,659
Library as Place							
LP-1	Quiet space for individual activities	2.04	1.85	1.62	2.18	2.10	1,574
LP-2	A comfortable and inviting location	1.76	1.46	1.58	1.92	1.78	1,705
LP-3	Library space that inspires study and learning	1.94	1.75	1.67	2.11	2.04	1,567
LP-4	Community space for group learning and group study	2.21	2.22	1.73	2.25	2.32	1,180
LP-5	A getaway for study, learning, or research	1.97	1.76	1.55	1.96	1.85	1,476
Personal Control							
PC-1	Easy-to-use access tools that allow me to find things on my own	1.57	1.07	1.54	1.86	1.65	1,724
PC-2	Convenient access to library collections	1.56	1.22	1.54	1.82	1.69	1,692
PC-3	A library Web site enabling me to locate information on my own	1.56	1.07	1.55	1.95	1.68	1,689
PC-4	Modern equipment that lets me easily access needed information	1.54	1.16	1.40	1.72	1.52	1,682
PC-5	Making information easily accessible for independent use	1.52	1.09	1.36	1.72	1.46	1,683
PC-6	Making electronic resources accessible from my home or office	1.69	1.28	1.72	2.12	1.89	1,586
Overall:		1.29	0.90	1.14	1.38	1.15	1,748

Language: American English
Institution Type: College or University
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 blue bars represent the range of minimum to desired scores for each dimension. The interior red bars represent the range of minimum to perceived scores (the service adequacy gap) for each dimension of library service quality.



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to Information	6.79	8.05	7.12	0.34	-0.95	1,748
Affect of Service	6.66	7.96	7.09	0.44	-0.87	1,748
Library as Place	6.08	7.33	6.89	0.82	-0.45	1,748
Personal Control	6.87	8.25	7.04	0.18	-1.26	1,748
Overall:	6.62	7.91	7.02	0.40	-0.89	1,748

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 B.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to Information	1.39	1.03	1.27	1.57	1.36	1,748
Affect of Service	1.46	1.08	1.37	1.58	1.37	1,748
Library as Place	1.79	1.63	1.51	1.72	1.59	1,748
Personal Control	1.34	0.94	1.26	1.58	1.34	1,748
Overall:	1.29	0.90	1.14	1.38	1.15	1,748

Language: American English
 Institution Type: College or University
 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 some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	6.58	7.96	6.00	-0.58	-1.96	78
Convenience of borrowing books from other colleges	6.56	7.78	7.13	0.56	-0.65	78
Ease of using library's online article indexes	6.85	7.95	6.38	-0.47	-1.57	79
Availability of online help when using my library's electronic resources	6.53	7.79	6.21	-0.32	-1.58	76
Informing me of useful library services	6.06	7.12	6.19	0.13	-0.93	90
Ease of use of electronic resources	6.44	7.90	6.71	0.27	-1.19	63
Providing help when and where I need it	6.30	7.66	6.82	0.52	-0.84	67
Providing information that answers my questions	6.53	7.91	6.98	0.45	-0.92	66
Teaching me how to access, evaluate, and use information	5.71	7.18	6.58	0.87	-0.60	55
Making me aware of library services	6.14	7.45	6.37	0.23	-1.08	65

This table displays standard deviations for each of the local questions added by some consortia within ARL, 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
Collections of online full-text articles sufficient to meet my needs	1.72	1.37	1.82	2.42	2.22	78
Convenience of borrowing books from other colleges	1.76	1.50	1.57	2.09	1.81	78
Ease of using library's online article indexes	1.68	1.35	1.65	2.29	1.87	79
Availability of online help when using my library's electronic resources	1.70	1.44	1.67	2.20	1.86	76
Informing me of useful library services	2.07	1.67	1.79	1.98	1.96	90
Ease of use of electronic resources	1.61	1.25	1.45	1.61	1.77	63
Providing help when and where I need it	1.59	1.33	1.73	2.18	1.95	67
Providing information that answers my questions	1.60	1.16	1.88	2.19	2.00	66
Teaching me how to access, evaluate, and use information	1.96	1.48	2.01	2.66	2.25	55
Making me aware of library services	1.59	1.44	2.10	2.57	2.45	65

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

16.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Questions	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.22	1.57	1,748
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.80	1.63	1,748
How would you rate the overall quality of the service provided by the library?	7.10	1.37	1,748

16.6 Information Literacy Outcomes Questions Summary for Staff

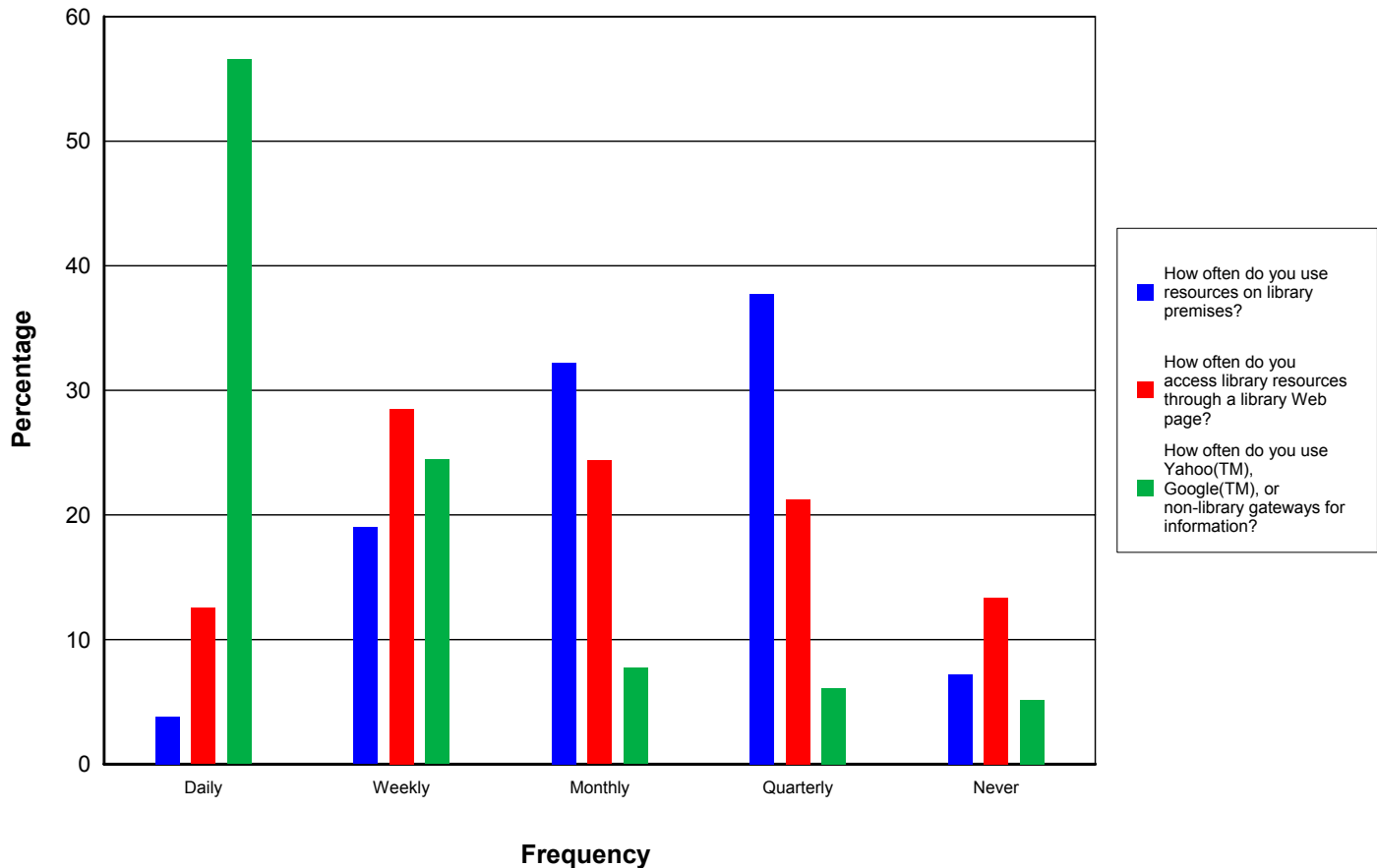
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which 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.	6.14	1.75	1,748
The library aids my advancement in my academic discipline.	6.41	1.71	1,747
The library enables me to be more efficient in my academic pursuits.	6.57	1.67	1,747
The library helps me distinguish between trustworthy and untrustworthy information.	5.66	1.88	1,747
The library provides me with the information skills I need in my work or study.	6.22	1.77	1,746

Language: American English
 Institution Type: College or University
 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 graphic 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?	67 3.83%	332 18.99%	563 32.21%	660 37.76%	126 7.21%	1,748 100.00%
How often do you access library resources through a library Web page?	219 12.53%	498 28.49%	426 24.37%	371 21.22%	234 13.39%	1,748 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	988 56.55%	427 24.44%	135 7.73%	107 6.12%	90 5.15%	1,747 100.00%

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

17 Appendix A: Print Version of the Survey

Survey Print Version - American English - Academic Law Libraries - Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - Academic Law Libraries - Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A							
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>								
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9					N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9					N/A
3)	Print and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9					N/A
4)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9					N/A
5)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9					N/A
6)	Convenient access to library collections	1	2	3	4	5	6	7	8	9					N/A
7)	Willingness to help users	1	2	3	4	5	6	7	8	9					N/A
8)	Convenient service hours	1	2	3	4	5	6	7	8	9					N/A
9)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9					N/A
10)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9					N/A

Survey Print Version - American English - Academic Law Libraries - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - Academic Law Libraries - Page 4

Please indicate the degree to which you agree with the following statements:		
1)	The library helps me stay abreast of developments in my field(s) of interest	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
2)	The library aids my advancement in my academic discipline	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
3)	The library enables me to be more efficient in my academic pursuits	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
4)	The library helps me distinguish between trustworthy and untrustworthy information	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
5)	The library provides me with the information skills I need in my work or study	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
6)	In general, I am satisfied with the way in which I am treated at the library.	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
7)	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
8)	How would you rate the overall quality of the service provided by the library?	1 2 3 4 5 6 7 8 9 Extremely Poor Extremely Good

Survey Print Version - American English - Academic Law Libraries - Page 5

Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

Survey Print Version - American English - Academic Law Libraries - Page 6

Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Please write in below the library that you use most often (see attached list of libraries):

2. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

3. Sex:

- Male
- Female

4. Day or evening student:

- Day
- Evening
- Does not apply / NA

Survey Print Version - American English - Academic Law Libraries - Page 7

5. Position: (check the one option that best describes you)

Law Students:

- First Year
- Second Year
- Third Year
- Fourth Year

Graduate:

- LL.M.
- S.J.D.

Faculty:

- Adjunct Faculty
- Associate Professor
- Professor
- Visiting Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Research Staff
- Other staff positions

Survey Print Version - American English - Academic Law Libraries - Page 8

Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

Survey Print Version - American English - College or University Libraries - Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - College or University Libraries - Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Print and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	Convenient access to library collections	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Willingness to help users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	Convenient service hours	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
10)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - College or University Libraries - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - College or University Libraries - Page 5

Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

Survey Print Version - American English - College or University Libraries - Page 6

Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

2. Sex:

- Male
- Female

3. Discipline:

- Agriculture / Environmental Studies
- Architecture
- Business
- Communications / Journalism
- Education
- Engineering / Computer Science
- General Studies
- Health Sciences
- Humanities
- Law
- Military/Naval Science
- Performing & Fine Arts
- Science / Math
- Social Sciences / Psychology
- Undecided
- Other

Survey Print Version - American English - College or University Libraries - Page 7

4. Position: (check the one option that best describes you)

Undergraduate

- First year
- Second year
- Third year
- Fourth year
- Fifth year and above
- Non-degree

Graduate:

- Masters
- Doctoral
- Non-degree or Undecided

Faculty:

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Lecturer
- Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Research staff
- Other staff positions

Survey Print Version - American English - College or University Libraries - Page 8

Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR Identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Print and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	Convenient access to library collections	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Willingness to help users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	Convenient service hours	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
10)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 4

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Providing health information when and where I need it	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Employees teaching me how to access or manage information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	An environment that facilitates group study and problem solving	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Access to information resources that support patient care	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Electronic resources matching my information needs	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 5

Please indicate the degree to which you agree with the following statements:		1	2	3	4	5	6	7	8	9
1)	The library helps me stay abreast of developments in my field(s) of interest									
		Strongly Disagree						Strongly Agree		
2)	The library aids my advancement in my academic discipline									
		Strongly Disagree						Strongly Agree		
3)	The library enables me to be more efficient in my academic pursuits									
		Strongly Disagree						Strongly Agree		
4)	The library helps me distinguish between trustworthy and untrustworthy information									
		Strongly Disagree						Strongly Agree		
5)	The library provides me with the information skills I need in my work or study									
		Strongly Disagree						Strongly Agree		
6)	In general, I am satisfied with the way in which I am treated at the library.									
		Strongly Disagree						Strongly Agree		
7)	In general, I am satisfied with library support for my learning, research, and/or teaching needs.									
		Strongly Disagree						Strongly Agree		
8)	How would you rate the overall quality of the service provided by the library?									
		Extremely Poor						Extremely Good		

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 6

Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL - Page 7

Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Please write in below the library that you use most often (see attached list of libraries):

2. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

3. Sex:

- Male
- Female

4. Affiliation:

- Graduate School
- Hospital/Health system
- School of Allied Health Professions
- School of Dentistry
- School of Education
- School of Law
- School of Medicine
- School of Nursing
- School of Optometry
- School of Pharmacy
- School of Professional Psychology
- School of Public Health
- School of Social Work
- School of Veterinary Medicine
- Shared Services/Library
- Other

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL - Page 8

5. Position: (check the option that best describes you)

Undergraduate

- First year
- Second year
- Third year
- Fourth year
- Fifth year and above
- Non-degree

Graduate:

- Masters
- Doctoral
- Non-degree or Undecided

Faculty:

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Lecturer/Instructor
- Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Administrator/Manager
- Basic Science Staff (non-faculty)
- Clerical Staff (non-exempt)
- Clinical Staff (non-faculty)
- Resident, Fellow, or Intern
- Technical Support Staff
- Other staff positions

Survey Print Version - American English - Academic Health Sciences Libraries - AAHSL -
Page 9

Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

Survey Print Version - American English - College or University Libraries - Alabama Academic (NAAL) - Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - College or University Libraries - Alabama Academic (NAAL) - Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is	My Desired Service Level Is	Perceived Service Performance Is	N/A
		<i>low</i> <i>high</i>	<i>low</i> <i>high</i>	<i>low</i> <i>high</i>	
1)	Employees who instill confidence in users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
3)	Print and/or electronic journal collections I require for my work	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
4)	Readiness to respond to users' questions	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
5)	Quiet space for individual activities	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
6)	Convenient access to library collections	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
7)	Willingness to help users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
8)	Convenient service hours	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
9)	A comfortable and inviting location	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
10)	Dependability in handling users' service problems	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A

Survey Print Version - American English - College or University Libraries - Alabama Academic (NAAL) - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - College or University Libraries - Alabama Academic (NAAL) - Page 5

Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

Survey Print Version - American English - College or University Libraries - Alabama Academic (NAAL) - Page 6

Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

2. Sex:

- Male
- Female

3. Discipline:

- Agriculture / Environmental Studies
- Architecture
- Business
- Communications / Journalism
- Education
- Engineering / Computer Science
- General Studies
- Health Sciences
- Humanities
- Law
- Military/Naval Science
- Performing & Fine Arts
- Science / Math
- Social Sciences / Psychology
- Undecided
- Other

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4. Position: (check the one option that best describes you)

Undergraduate

- First year
- Second year
- Third year
- Fourth year
- Fifth year and above
- Non-degree

Graduate:

- Masters
- Doctoral
- Non-degree or Undecided

Faculty:

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Lecturer
- Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Research staff
- Other staff positions

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Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Print and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	Convenient access to library collections	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Willingness to help users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	Convenient service hours	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
10)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 4

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Ease of use of electronic resources	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Providing help when and where I need it	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Providing information that answers my questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Teaching me how to access, evaluate, and use information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Making me aware of library services	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

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Please indicate the degree to which you agree with the following statements:	
1) The library helps me stay abreast of developments in my field(s) of interest	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
2) The library aids my advancement in my academic discipline	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
3) The library enables me to be more efficient in my academic pursuits	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
4) The library helps me distinguish between trustworthy and untrustworthy information	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
5) The library provides me with the information skills I need in my work or study	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
6) In general, I am satisfied with the way in which I am treated at the library.	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
7) In general, I am satisfied with library support for my learning, research, and/or teaching needs.	1 2 3 4 5 6 7 8 9 Strongly Disagree Strongly Agree
8) How would you rate the overall quality of the service provided by the library?	1 2 3 4 5 6 7 8 9 Extremely Poor Extremely Good

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 6

Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
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Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 7

Demographic Information

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1. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

2. Sex:

- Male
- Female

3. Discipline:

- Agriculture / Environmental Studies
- Architecture
- Business
- Communications / Journalism
- Education
- Engineering / Computer Science
- General Studies
- Health Sciences
- Humanities
- Law
- Military/Naval Science
- Performing & Fine Arts
- Science / Math
- Social Sciences / Psychology
- Undecided
- Other

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 8

4. Position: (check the one option that best describes you)

Undergraduate

- First year
- Second year
- Third year
- Fourth year
- Fifth year and above
- Non-degree

Graduate:

- Masters
- Doctoral
- Non-degree or Undecided

Faculty:

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Lecturer
- Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Research staff
- Other staff positions

Survey Print Version - American English - College or University Libraries - NY3Rs College and University Libraries - Page 9

Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

Survey Print Version - American English - State Libraries - NY3Rs Public Libraries - Page 1



Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Survey Print Version - American English - State Libraries - NY3Rs Public Libraries - Page 2

Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Convenient access to library collections	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	Willingness to help users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Convenient service hours	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - State Libraries - NY3Rs Public Libraries - Page 3

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
10)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
11)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

Survey Print Version - American English - State Libraries - NY3Rs Public Libraries - Page 4

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A												
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>													
1)	Ready access to computers/Internet/software	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Library staff teaching me how to find information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Using the library for recreation and popular materials	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Using the library for research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Library keeping me informed about all of its services	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	The magazine/periodical collections I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Timely fulfillment of reserve requests/holds	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	The multimedia (CD/DVD/video/audio) collections I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	An environment conducive to learning through classes, programs, activities, and meetings	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

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Please indicate the degree to which you agree with the following statements:										
1)	The library helps me stay abreast of developments in my field(s) of interest	1	2	3	4	5	6	7	8	9
		Strongly Disagree						Strongly Agree		
2)	The library helps me distinguish between trustworthy and untrustworthy information	1	2	3	4	5	6	7	8	9
		Strongly Disagree						Strongly Agree		
3)	The library provides me with the information skills I need in my work or study	1	2	3	4	5	6	7	8	9
		Strongly Disagree						Strongly Agree		
4)	In general, I am satisfied with the way in which I am treated at the library.	1	2	3	4	5	6	7	8	9
		Strongly Disagree						Strongly Agree		
5)	How would you rate the overall quality of the service provided by the library?	1	2	3	4	5	6	7	8	9
		Extremely Poor						Extremely Good		

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Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

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Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Please write in below the library that you use most often (see attached list of libraries):

2. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

3. Sex:

- Male
- Female

4. Please check the category that best describes you:

- Genealogist
- Historian
- Independent business owner
- Independent researcher
- Legal profession
- Medical profession
- State government employee
- Student (high school or college)

5. What is the last level of school you completed?

- Less than high school
- High school
- Vocational school
- Some college
- Bachelors degree
- Graduate study / degree

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6. Do you have Internet access at home?

- Yes
- No

7. Do you consider yourself: (check one)

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- White

8. Zip code: _____

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Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

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Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program. Partial funding for this project is provided by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

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Library Service Quality Survey

Important instructions:

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the *minimum* level of service that you would find acceptable.
- **Desired** -- the number that represents the level of service that *you personally want*.
- **Perceived** -- the number that represents the level of service that *you believe* our library currently provides.

You must EITHER rate all three columns OR identify the item as N/A (not applicable).

When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Employees who instill confidence in users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Easy-to-use access tools that allow me to find things on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Print and/or electronic journal collections I require for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Readiness to respond to users' questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Quiet space for individual activities	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
6)	Convenient access to library collections	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
7)	Willingness to help users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
8)	Convenient service hours	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
9)	A comfortable and inviting location	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
10)	Dependability in handling users' service problems	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

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When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
11)	A library Web site enabling me to locate information on my own	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
12)	Giving users individual attention	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
13)	Library space that inspires study and learning	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
14)	The printed library materials I need for my work	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
15)	Employees who have the knowledge to answer user questions	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
16)	Modern equipment that lets me easily access needed information	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
17)	Employees who are consistently courteous	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
18)	The electronic information resources I need	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
19)	Community space for group learning and group study	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
20)	Employees who deal with users in a caring fashion	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
21)	Making information easily accessible for independent use	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
22)	Timely document delivery/interlibrary loan	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
23)	Employees who understand the needs of their users	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
24)	A getaway for study, learning, or research	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
25)	Making electronic resources accessible from my home or office	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

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When it comes to...		My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A																					
		<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>	<i>low</i>	<i>high</i>																						
1)	Collections of online full-text articles sufficient to meet my needs	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
2)	Convenience of borrowing books from other colleges	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
3)	Ease of using library's online article indexes	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
4)	Availability of online help when using my library's electronic resources	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A
5)	Informing me of useful library services	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	N/A

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Please indicate your library usage patterns:

How often do you use resources on library premises?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you access library resources through a library Web page?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

How often do you use Yahoo™, Google™, or non-library gateways for information?

- Daily
- Weekly
- Monthly
- Quarterly
- Never

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Demographic Information

Your responses will only be used for aggregate survey analyses and we will treat them with the strictest confidentiality. Individual responses will not be given to anyone for any purpose. For each item, please select the value that most closely describes you.

1. Age:

- Under 18
- 18-22
- 23-30
- 31-45
- 46-65
- Over 65

2. Sex:

- Male
- Female

3. Discipline:

- Agriculture / Environmental Studies
- Architecture
- Business
- Communications / Journalism
- Education
- Engineering / Computer Science
- General Studies
- Health Sciences
- Humanities
- Law
- Military/Naval Science
- Performing & Fine Arts
- Science / Math
- Social Sciences / Psychology
- Undecided
- Other

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4. Position: (check the one option that best describes you)

Undergraduate

- First year
- Second year
- Third year
- Fourth year
- Fifth year and above
- Non-degree

Graduate:

- Masters
- Doctoral
- Non-degree or Undecided

Faculty:

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Lecturer
- Professor
- Other Academic Status

Library Staff:

- Administrator
- Manager, Head of Unit
- Public Services
- Systems
- Technical Services
- Other

Staff:

- Research staff
- Other staff positions

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Please enter any comments about library services below.

Please provide your e-mail address below if you would like to enter an optional drawing for a prize (not required).

E-mail address: _____

Thank you for completing the survey!

18 Appendix B: LibQUAL+(TM) 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 specifically to the research library context. The 2003 iteration of the LibQUAL+™ survey has four 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 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 same four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data:

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

LibQUAL+™ 2003 Dimensions

In this notebook the results are presented along the same dimensions that were derived from the 2002 iteration. The wording of six questions was changed slightly compared to 2002; a validity and reliability analysis, which will identify whether the same four dimensions are replicated in 2003, is forthcoming. The list below displays the dimensions used to present the results in the 2003 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.)

Access to Information

3. [AI-1] Print and/or electronic journal collections I require for my work
8. [AI-2] Convenient service hours
14. [AI-3] The printed library materials I need for my work
18. [AI-4] The electronic information resources I need
22. [AI-5] Timely document delivery/interlibrary loan

Affect of Service

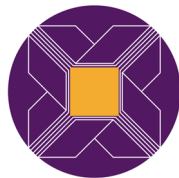
1. [AS-1] Employees who instill confidence in users
4. [AS-2] Readiness to respond to users' questions
7. [AS-3] Willingness to help users
10. [AS-4] Dependability in handling users' service problems
12. [AS-5] Giving users individual attention
15. [AS-6] Employees who have the knowledge to answer user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

Library as Place

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

Personal Control

2. [PC-1] Easy-to-use access tools that allow me to find things on my own
6. [PC-2] Convenient access to library collections
11. [PC-3] A library Web site enabling me to locate information on my own
16. [PC-4] Modern equipment that lets me easily access needed information
21. [PC-5] Making information easily accessible for independent use
25. [PC-6] Making electronic resources accessible from my home or office



Association of Research Libraries

21 Dupont Circle NW

Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

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

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