

2 Demographic Summary for Western Illinois University

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	115	9.11%
Second year	122	9.67%
Third year	193	15.29%
Fourth year	208	16.48%
Fifth year and above	76	6.02%
Non-degree	3	0.24%
Sub Total:	717	56.81%
Graduate		
Masters	194	15.37%
Doctoral	4	0.32%
Non-degree or Undecided	6	0.48%
Sub Total:	204	16.16%
Faculty		
Adjunct Faculty	9	0.71%
Assistant Professor	56	4.44%
Associate Professor	52	4.12%
Lecturer	9	0.71%
Professor	59	4.68%
Other Academic Status	19	1.51%
Sub Total:	204	16.16%
Library Staff		
Administrator	2	0.16%
Manager, Head of Unit	4	0.32%
Public Services	11	0.87%
Systems	0	0.00%
Technical Services	5	0.40%
Other	4	0.32%
Sub Total:	26	2.06%
Staff		
Research Staff	4	0.32%
Other staff positions	107	8.48%
Sub Total:	111	8.80%
Total:	1,262	100.00%

Language: American English

Institution Type: College or University

Consortium: None

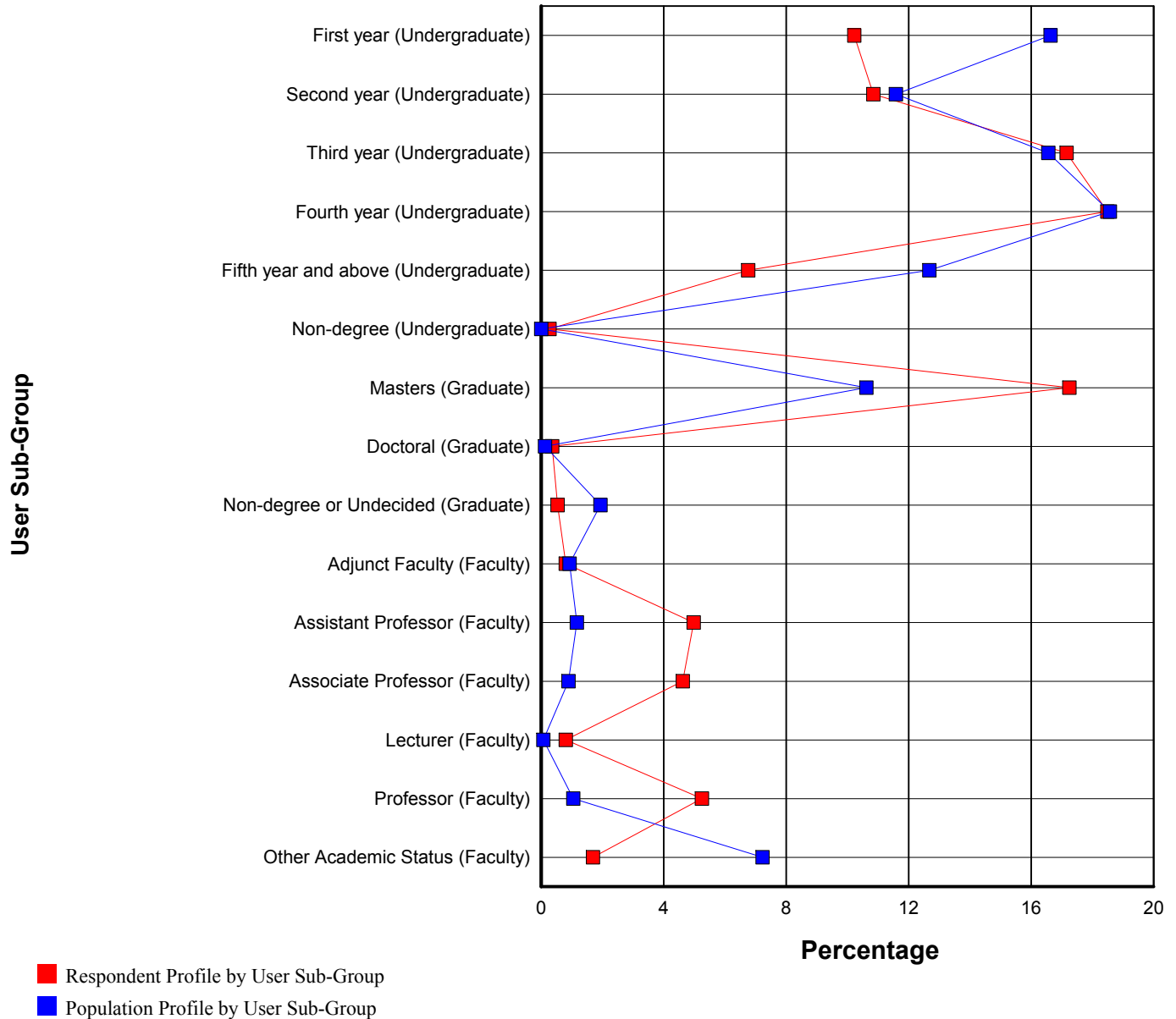
User Group: All

2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	2,976	16.63%	115	10.22%	6.41%
Second year (Undergraduate)	2,072	11.58%	122	10.84%	0.73%
Third year (Undergraduate)	2,963	16.56%	193	17.16%	-0.60%
Fourth year (Undergraduate)	3,323	18.57%	208	18.49%	0.08%
Fifth year and above (Undergraduate)	2,268	12.67%	76	6.76%	5.92%
Non-degree (Undergraduate)	0	0.00%	3	0.27%	-0.27%
Masters (Graduate)	1,900	10.62%	194	17.24%	-6.63%
Doctoral (Graduate)	22	0.12%	4	0.36%	-0.23%
Non-degree or Undecided (Graduate)	346	1.93%	6	0.53%	1.40%
Adjunct Faculty (Faculty)	165	0.92%	9	0.80%	0.12%
Assistant Professor (Faculty)	208	1.16%	56	4.98%	-3.82%
Associate Professor (Faculty)	159	0.89%	52	4.62%	-3.73%
Lecturer (Faculty)	12	0.07%	9	0.80%	-0.73%
Professor (Faculty)	187	1.05%	59	5.24%	-4.20%
Other Academic Status (Faculty)	1,293	7.23%	19	1.69%	5.54%
Total:	17,894	100.00%	1,125	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: None

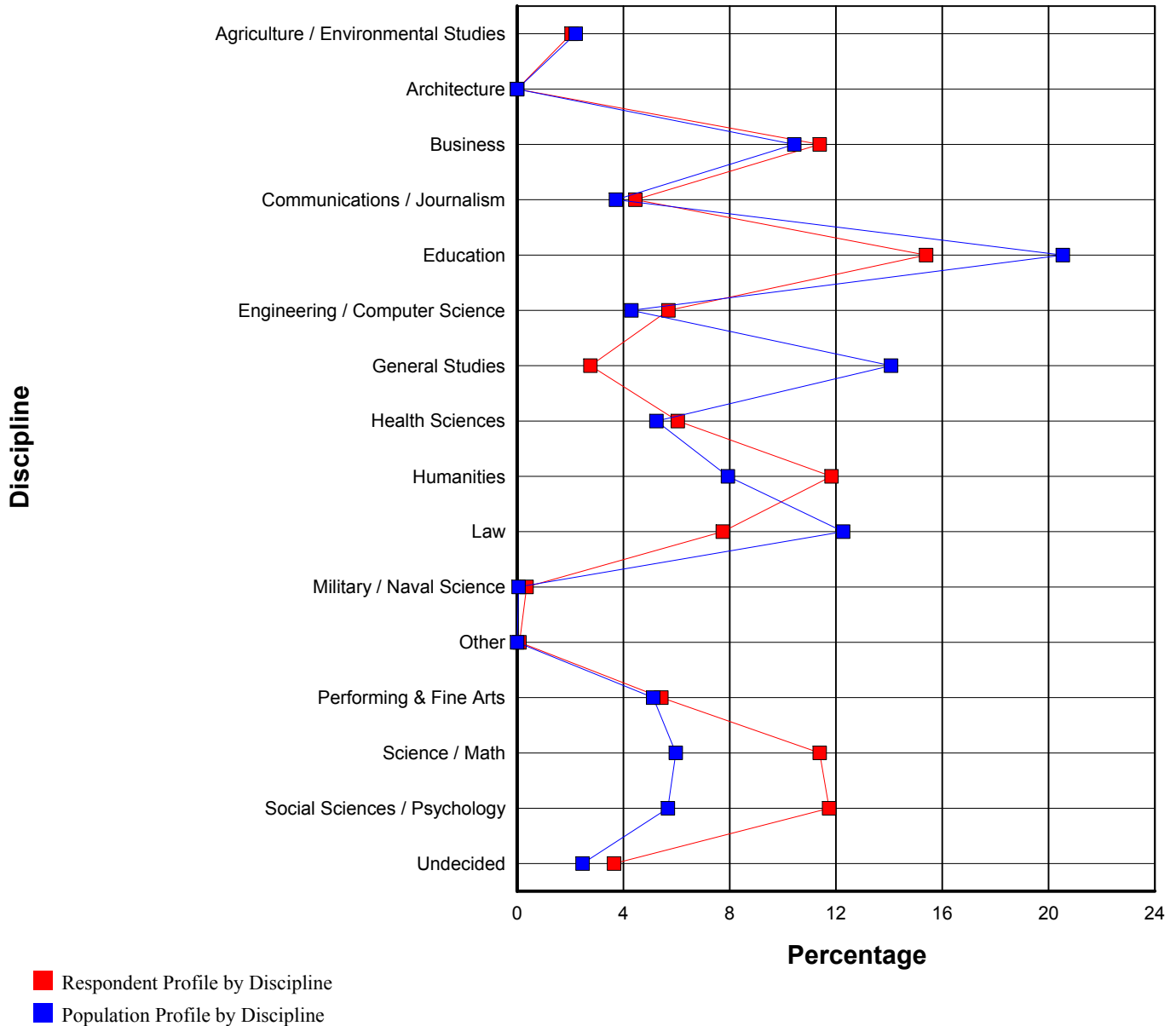
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	327	2.21%	23	2.05%	0.16%
Architecture	0	0.00%	0	0.00%	0.00%
Business	1,546	10.43%	128	11.39%	-0.96%
Communications / Journalism	551	3.72%	50	4.45%	-0.73%
Education	3,044	20.54%	173	15.39%	5.15%
Engineering / Computer Science	637	4.30%	64	5.69%	-1.40%
General Studies	2,086	14.07%	31	2.76%	11.32%
Health Sciences	777	5.24%	68	6.05%	-0.81%
Humanities	1,176	7.93%	133	11.83%	-3.90%
Law	1,819	12.27%	87	7.74%	4.53%
Military / Naval Science	8	0.05%	4	0.36%	-0.30%
Other	0	0.00%	1	0.09%	-0.09%
Performing & Fine Arts	759	5.12%	61	5.43%	-0.31%
Science / Math	885	5.97%	128	11.39%	-5.42%
Social Sciences / Psychology	841	5.67%	132	11.74%	-6.07%
Undecided	365	2.46%	41	3.65%	-1.18%
Total:	14,821	100.00%	1,124	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: None

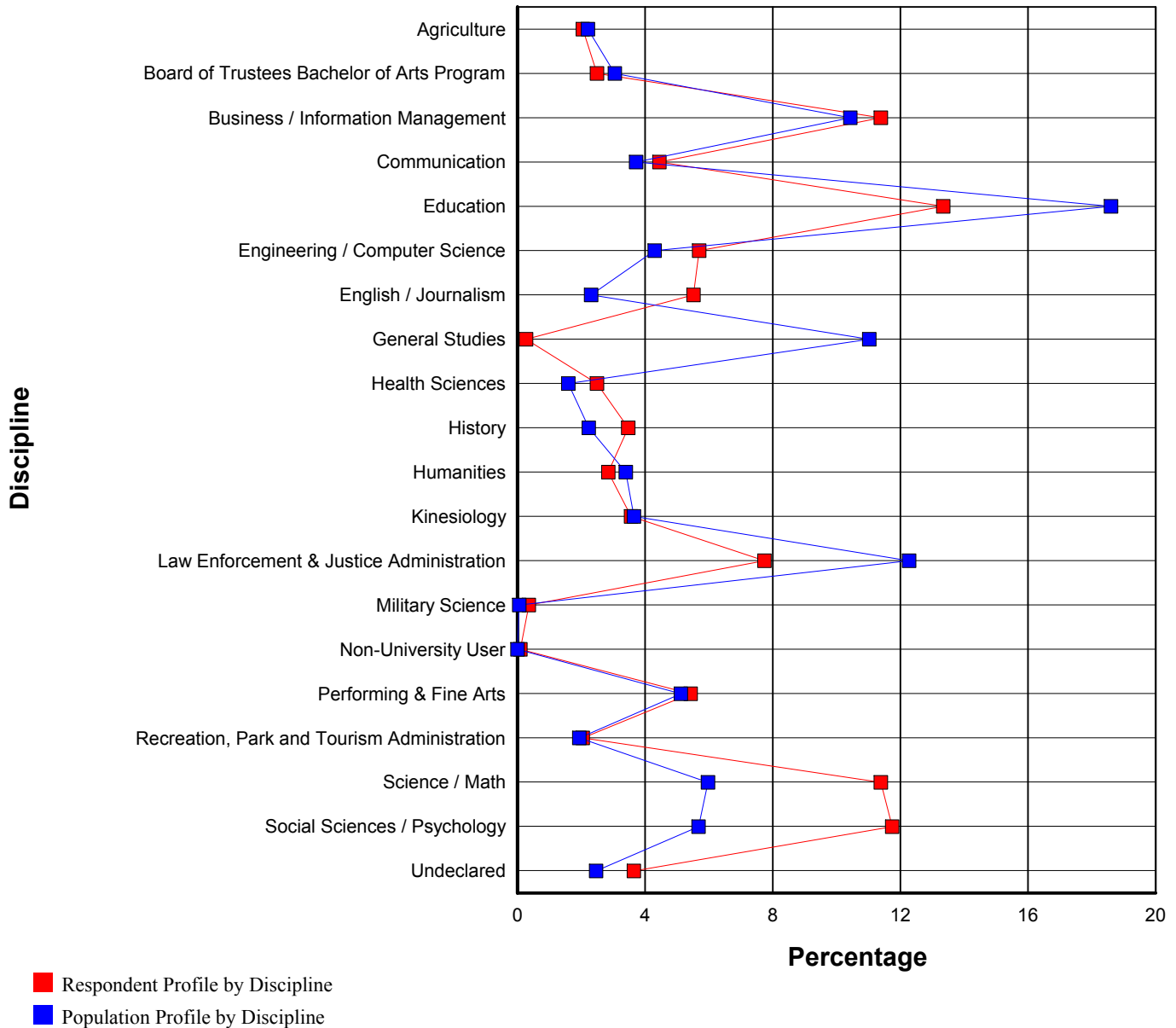
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture	327	2.21%	23	2.05%	0.16%
Board of Trustees Bachelor of Arts Program	452	3.05%	28	2.49%	0.56%
Business / Information Management	1,546	10.43%	128	11.39%	-0.96%
Communication	551	3.72%	50	4.45%	-0.73%
Education	2,757	18.60%	150	13.35%	5.26%
Engineering / Computer Science	637	4.30%	64	5.69%	-1.40%
English / Journalism	342	2.31%	62	5.52%	-3.21%
General Studies	1,634	11.02%	3	0.27%	10.76%
Health Sciences	236	1.59%	28	2.49%	-0.90%
History	331	2.23%	39	3.47%	-1.24%
Humanities	503	3.39%	32	2.85%	0.55%
Kinesiology	541	3.65%	40	3.56%	0.09%
Law Enforcement & Justice Administration	1,819	12.27%	87	7.74%	4.53%
Military Science	8	0.05%	4	0.36%	-0.30%
Non-University User	0	0.00%	1	0.09%	-0.09%
Performing & Fine Arts	759	5.12%	61	5.43%	-0.31%
Recreation, Park and Tourism Administration	287	1.94%	23	2.05%	-0.11%
Science / Math	885	5.97%	128	11.39%	-5.42%
Social Sciences / Psychology	841	5.67%	132	11.74%	-6.07%
Undeclared	365	2.46%	41	3.65%	-1.18%
Total:	14,821	100.00%	1,124	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

2.5 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	1	0.08%
18 - 22	557	45.10%
23 - 30	274	22.19%
31 - 45	212	17.17%
46 - 65	186	15.06%
Over 65	5	0.40%
Total:	1,235	100.00%

2.6 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	7,308	50.99%	497	40.24%
Female	7,025	49.01%	738	59.76%
Total:	14,333	100.00%	1,235	100.00%

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

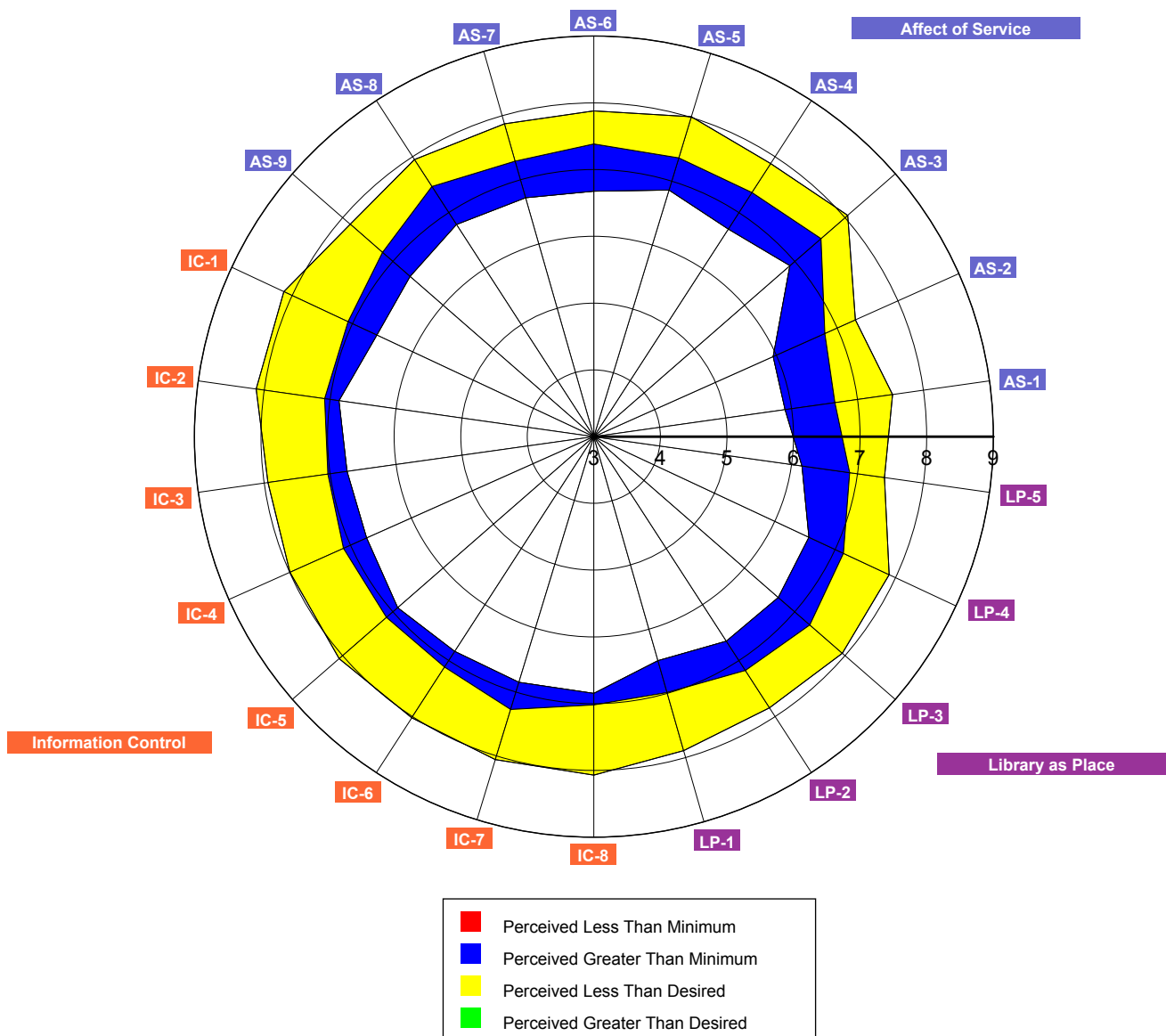
3 Survey Item Summary for Western Illinois University

3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.90	7.53	6.66	0.76	-0.87	1,194
AS-2	Giving users individual attention	5.95	7.30	6.80	0.85	-0.50	1,207
AS-3	Employees who are consistently courteous	6.90	8.05	7.52	0.62	-0.53	1,224
AS-4	Readiness to respond to users' questions	6.71	7.88	7.36	0.65	-0.52	1,213
AS-5	Employees who have the knowledge to answer user questions	6.86	8.01	7.37	0.50	-0.65	1,200
AS-6	Employees who deal with users in a caring fashion	6.68	7.88	7.38	0.71	-0.50	1,209
AS-7	Employees who understand the needs of their users	6.72	7.87	7.29	0.57	-0.58	1,197
AS-8	Willingness to help users	6.79	7.95	7.47	0.68	-0.48	1,208
AS-9	Dependability in handling users' service problems	6.66	7.85	7.21	0.55	-0.64	1,120
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.60	8.14	7.08	0.48	-1.06	1,196
IC-2	A library Web site enabling me to locate information on my own	6.87	8.12	7.09	0.22	-1.04	1,218
IC-3	The printed library materials I need for my work	6.75	7.94	7.04	0.29	-0.91	1,189
IC-4	The electronic information resources I need	6.74	8.00	7.12	0.38	-0.88	1,202
IC-5	Modern equipment that lets me easily access needed information	6.91	8.07	7.13	0.22	-0.94	1,214
IC-6	Easy-to-use access tools that allow me to find things on my own	6.84	8.02	7.12	0.28	-0.90	1,215
IC-7	Making information easily accessible for independent use	6.85	8.06	7.28	0.43	-0.78	1,215
IC-8	Print and/or electronic journal collections I require for my work	6.85	8.07	7.02	0.17	-1.05	1,142
Library as Place							
LP-1	Library space that inspires study and learning	6.49	7.89	6.99	0.50	-0.90	1,214
LP-2	Quiet space for individual activities	6.66	7.84	7.18	0.52	-0.66	1,200
LP-3	A comfortable and inviting location	6.67	7.95	7.30	0.63	-0.65	1,221
LP-4	A getaway for study, learning, or research	6.57	7.90	7.14	0.57	-0.76	1,206
LP-5	Community space for group learning and group study	6.16	7.41	6.88	0.72	-0.53	1,118
Overall:		6.64	7.90	7.16	0.51	-0.74	1,236

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.81	1.51	1.66	1.87	1.75	1,194
AS-2	Giving users individual attention	1.95	1.71	1.79	1.94	1.78	1,207
AS-3	Employees who are consistently courteous	1.77	1.27	1.52	1.85	1.58	1,224
AS-4	Readiness to respond to users' questions	1.69	1.33	1.50	1.78	1.53	1,213
AS-5	Employees who have the knowledge to answer user questions	1.68	1.31	1.57	1.86	1.58	1,200
AS-6	Employees who deal with users in a caring fashion	1.81	1.40	1.50	1.78	1.54	1,209
AS-7	Employees who understand the needs of their users	1.75	1.34	1.54	1.80	1.55	1,197
AS-8	Willingness to help users	1.72	1.30	1.48	1.78	1.52	1,208
AS-9	Dependability in handling users' service problems	1.71	1.36	1.50	1.81	1.59	1,120
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.84	1.26	1.70	2.12	1.81	1,196
IC-2	A library Web site enabling me to locate information on my own	1.73	1.26	1.69	2.05	1.80	1,218
IC-3	The printed library materials I need for my work	1.74	1.37	1.64	1.99	1.84	1,189
IC-4	The electronic information resources I need	1.74	1.34	1.56	2.00	1.74	1,202
IC-5	Modern equipment that lets me easily access needed information	1.68	1.27	1.60	1.99	1.75	1,214
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.27	1.55	1.95	1.70	1,215
IC-7	Making information easily accessible for independent use	1.66	1.22	1.47	1.89	1.62	1,215
IC-8	Print and/or electronic journal collections I require for my work	1.73	1.31	1.69	2.12	1.87	1,142
Library as Place							
LP-1	Library space that inspires study and learning	1.82	1.46	1.81	2.19	2.03	1,214
LP-2	Quiet space for individual activities	1.93	1.50	1.77	2.27	1.98	1,200
LP-3	A comfortable and inviting location	1.80	1.37	1.70	2.10	1.83	1,221
LP-4	A getaway for study, learning, or research	1.89	1.45	1.65	2.12	1.85	1,206
LP-5	Community space for group learning and group study	2.06	1.84	1.82	2.34	2.19	1,118
Overall:		1.39	0.99	1.19	1.46	1.22	1,236

Language: American English

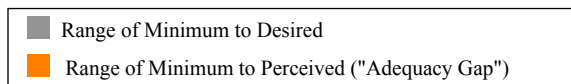
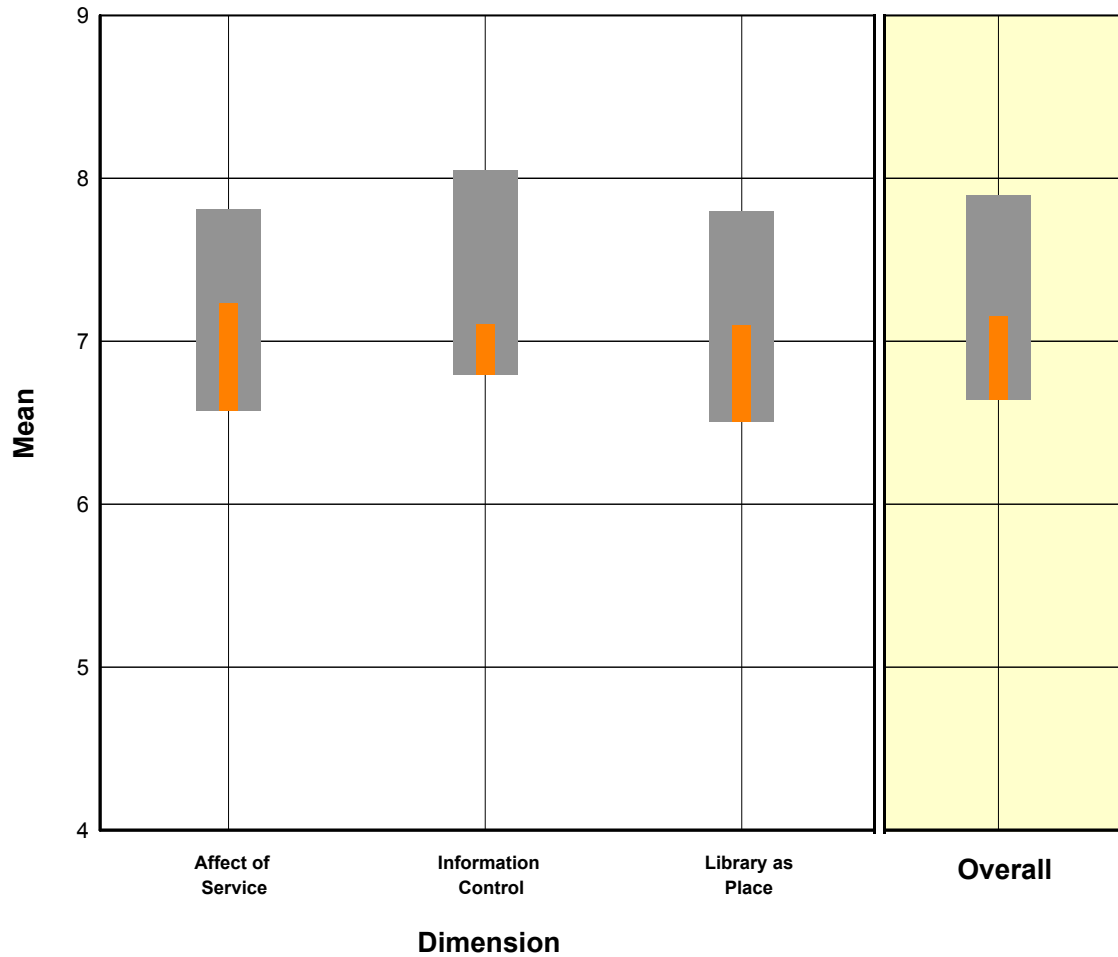
Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.2 Core Question Dimensions Summary

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.57	7.81	7.23	0.66	-0.58	1,236
Information Control	6.79	8.05	7.11	0.31	-0.94	1,236
Library as Place	6.51	7.80	7.10	0.59	-0.70	1,234
Overall:	6.64	7.90	7.16	0.51	-0.74	1,236

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.47	1.10	1.29	1.48	1.27	1,236
Information Control	1.41	0.99	1.26	1.60	1.36	1,236
Library as Place	1.58	1.21	1.44	1.79	1.57	1,234
Overall:	1.39	0.99	1.19	1.46	1.22	1,236

Language: American English

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	6.41	7.83	7.11	0.70	-0.72	1,225
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.04	7.43	6.22	0.18	-1.21	987
A library environment that is hospitable and conducive to finding and using information	6.95	8.08	7.36	0.41	-0.72	1,223
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.73	7.91	7.38	0.65	-0.53	1,184
Space for students to study and work in groups	6.20	7.51	6.91	0.71	-0.60	1,138

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.74	1.33	1.55	1.84	1.63	1,225
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.02	1.79	1.94	2.33	2.23	987
A library environment that is hospitable and conducive to finding and using information	1.66	1.25	1.57	1.87	1.61	1,223
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.75	1.35	1.51	1.82	1.57	1,184
Space for students to study and work in groups	2.02	1.78	1.81	2.32	2.22	1,138

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

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.51	1.57	1,235
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.04	1.71	1,236
How would you rate the overall quality of the service provided by the library?	7.28	1.43	1,236

3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.05	1.86	1,236
The library aids my advancement in my academic discipline.	6.58	1.78	1,236
The library enables me to be more efficient in my academic pursuits.	6.80	1.73	1,235
The library helps me distinguish between trustworthy and untrustworthy information.	6.18	1.86	1,236
The library provides me with the information skills I need in my work or study.	6.50	1.79	1,236

Language: American English

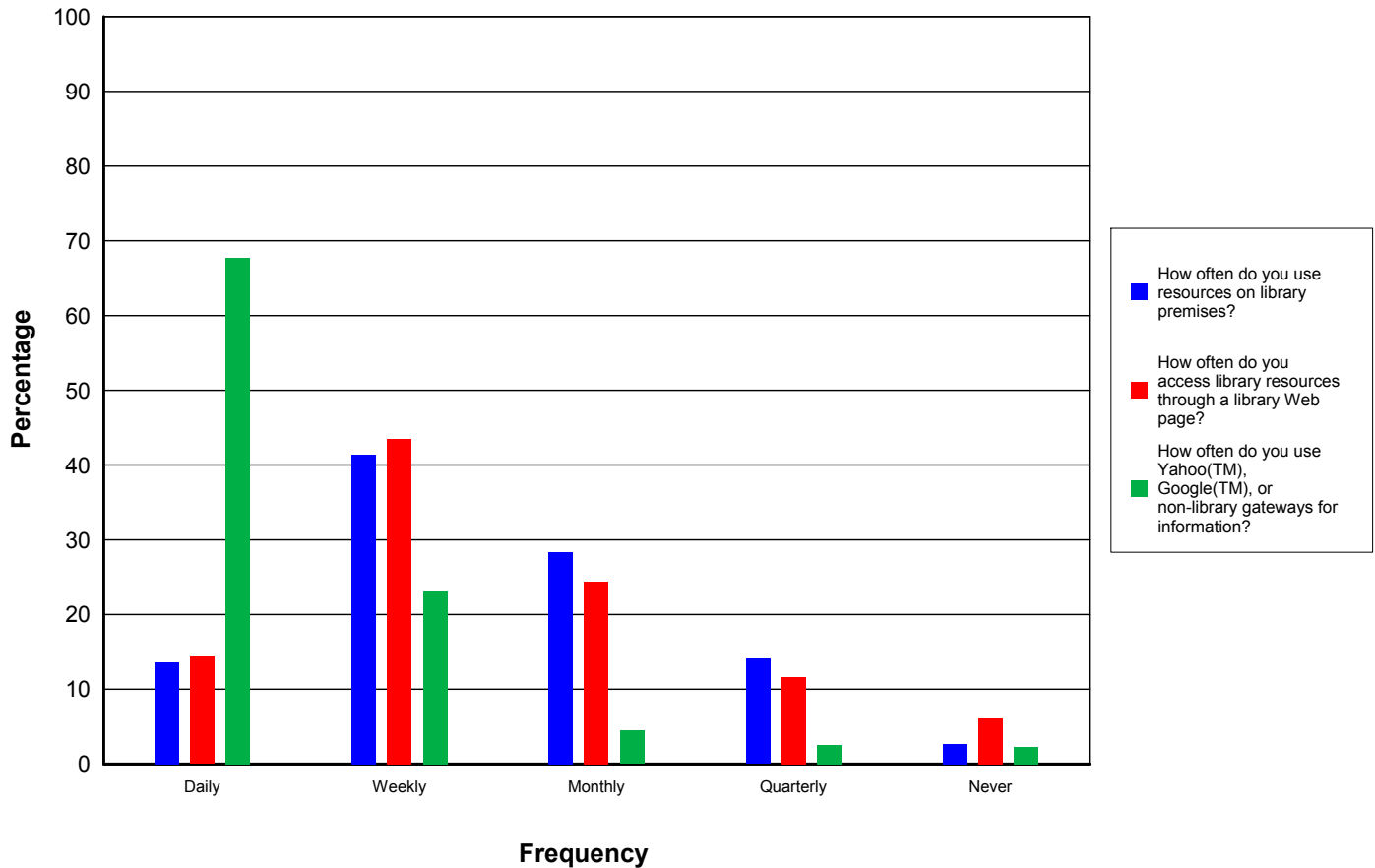
Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	168 13.59%	511 41.34%	350 28.32%	174 14.08%	33 2.67%	1,236 100.00%
How often do you access library resources through a library Web page?	177 14.32%	538 43.53%	302 24.43%	144 11.65%	75 6.07%	1,236 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	836 67.69%	285 23.08%	55 4.45%	31 2.51%	28 2.27%	1,235 100.00%

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

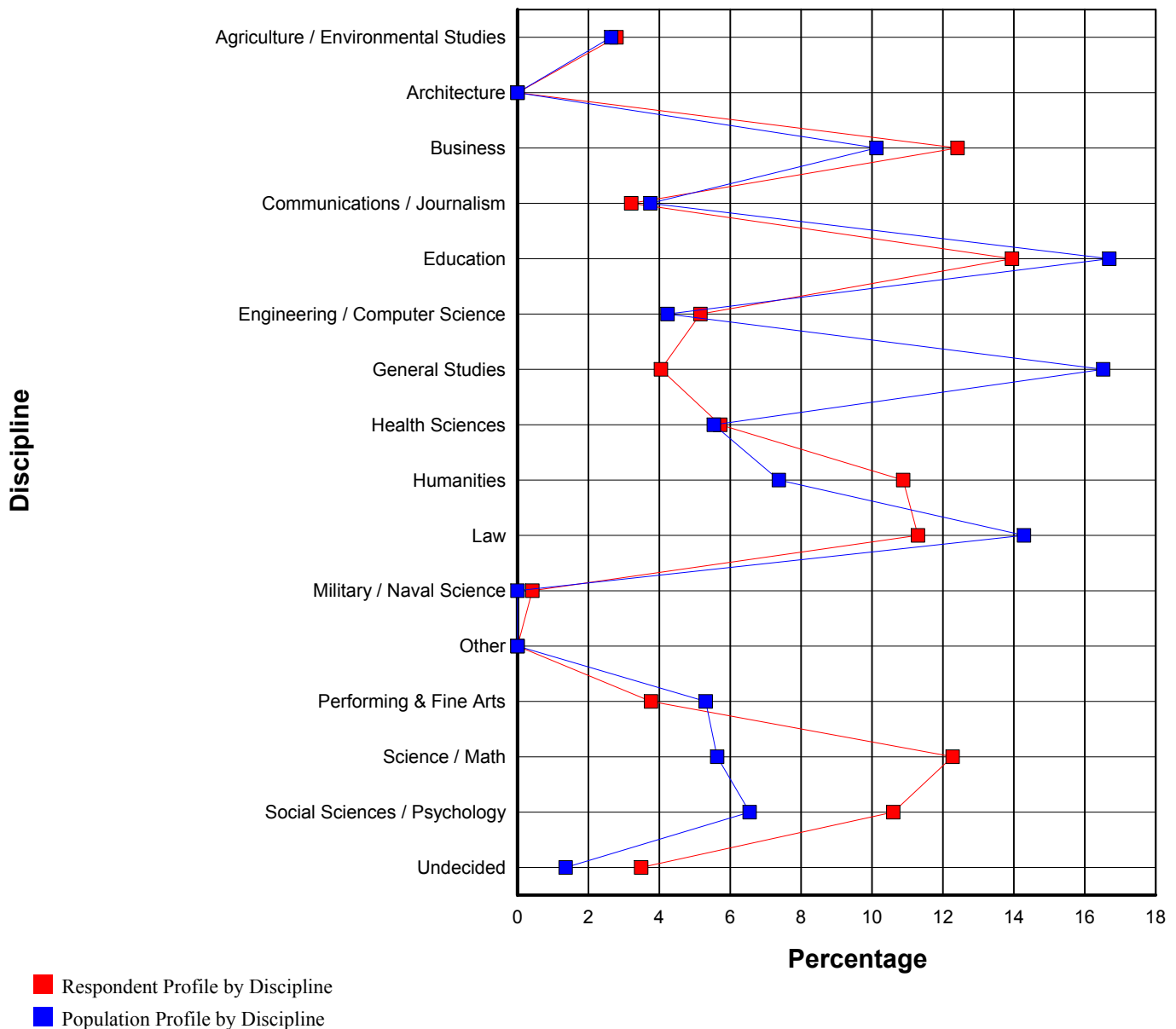
4 Undergraduate Summary

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



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

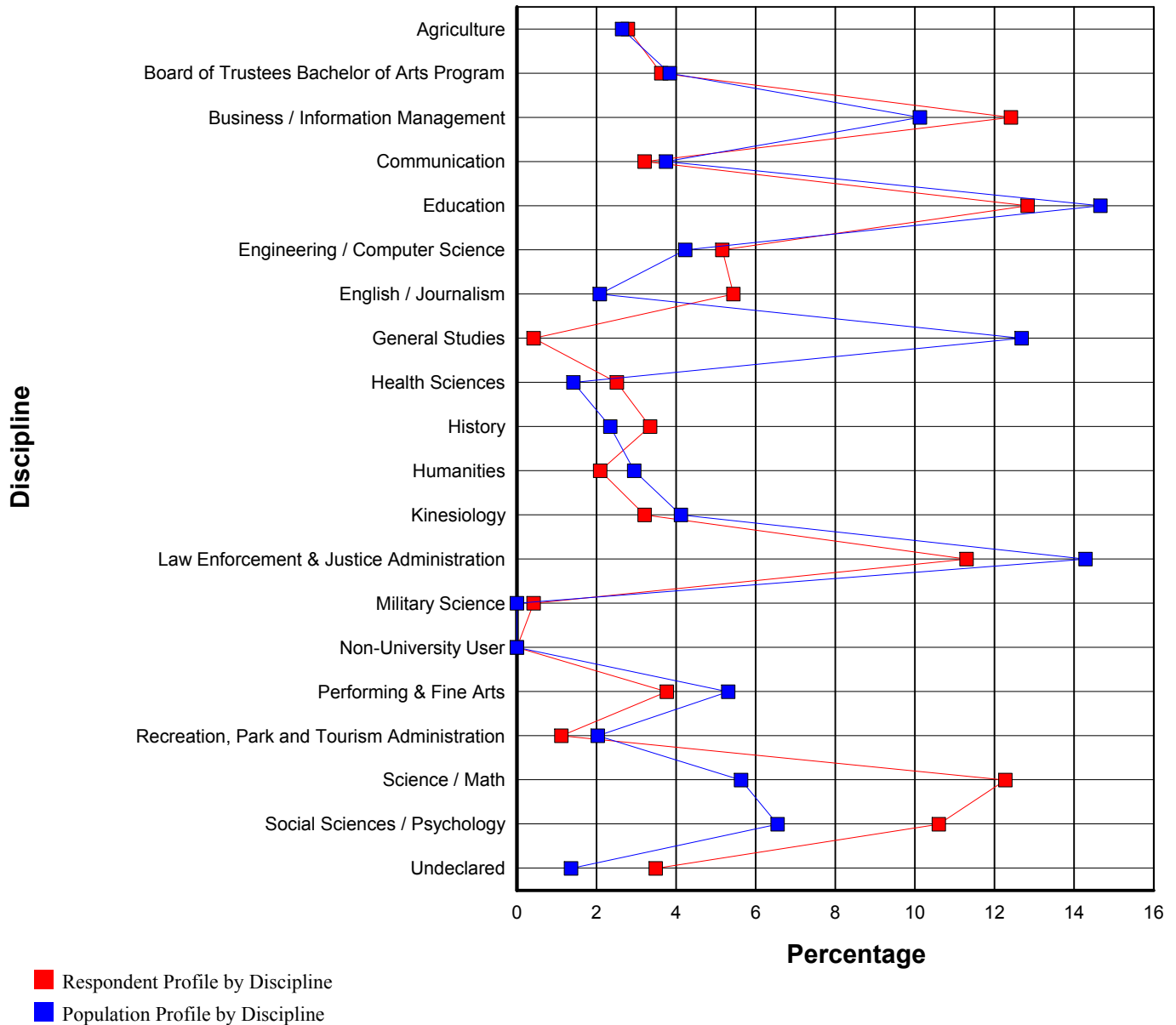
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	311	2.64%	20	2.79%	-0.15%
Architecture	0	0.00%	0	0.00%	0.00%
Business	1,192	10.12%	89	12.41%	-2.29%
Communications / Journalism	441	3.75%	23	3.21%	0.54%
Education	1,965	16.69%	100	13.95%	2.74%
Engineering / Computer Science	498	4.23%	37	5.16%	-0.93%
General Studies	1,945	16.52%	29	4.04%	12.48%
Health Sciences	652	5.54%	41	5.72%	-0.18%
Humanities	868	7.37%	78	10.88%	-3.51%
Law	1,682	14.29%	81	11.30%	2.99%
Military / Naval Science	0	0.00%	3	0.42%	-0.42%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	625	5.31%	27	3.77%	1.54%
Science / Math	663	5.63%	88	12.27%	-6.64%
Social Sciences / Psychology	771	6.55%	76	10.60%	-4.05%
Undecided	160	1.36%	25	3.49%	-2.13%
Total:	11,773	100.00%	717	100.00%	0.00%

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

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture	311	2.64%	20	2.79%	-0.15%
Board of Trustees Bachelor of Arts Program	452	3.84%	26	3.63%	0.21%
Business / Information Management	1,192	10.12%	89	12.41%	-2.29%
Communication	441	3.75%	23	3.21%	0.54%
Education	1,726	14.66%	92	12.83%	1.83%
Engineering / Computer Science	498	4.23%	37	5.16%	-0.93%
English / Journalism	245	2.08%	39	5.44%	-3.36%
General Studies	1,493	12.68%	3	0.42%	12.26%
Health Sciences	167	1.42%	18	2.51%	-1.09%
History	276	2.34%	24	3.35%	-1.00%
Humanities	347	2.95%	15	2.09%	0.86%
Kinesiology	485	4.12%	23	3.21%	0.91%
Law Enforcement & Justice Administration	1,682	14.29%	81	11.30%	2.99%
Military Science	0	0.00%	3	0.42%	-0.42%
Non-University User	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	625	5.31%	27	3.77%	1.54%
Recreation, Park and Tourism Administration	239	2.03%	8	1.12%	0.91%
Science / Math	663	5.63%	88	12.27%	-6.64%
Social Sciences / Psychology	771	6.55%	76	10.60%	-4.05%
Undeclared	160	1.36%	25	3.49%	-2.13%
Total:	11,773	100.00%	717	100.00%	0.00%

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

4.1.3 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	1	0.14%
18 - 22	533	74.34%
23 - 30	118	16.46%
31 - 45	42	5.86%
46 - 65	23	3.21%
Over 65	0	0.00%
Total:	717	100.00%

4.1.4 Population and Respondent Profiles for Undergraduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	5,946	52.46%	269	37.52%
Female	5,388	47.54%	448	62.48%
Total:	11,334	100.00%	717	100.00%

Language: American English

Institution Type: College or University

Consortium: None

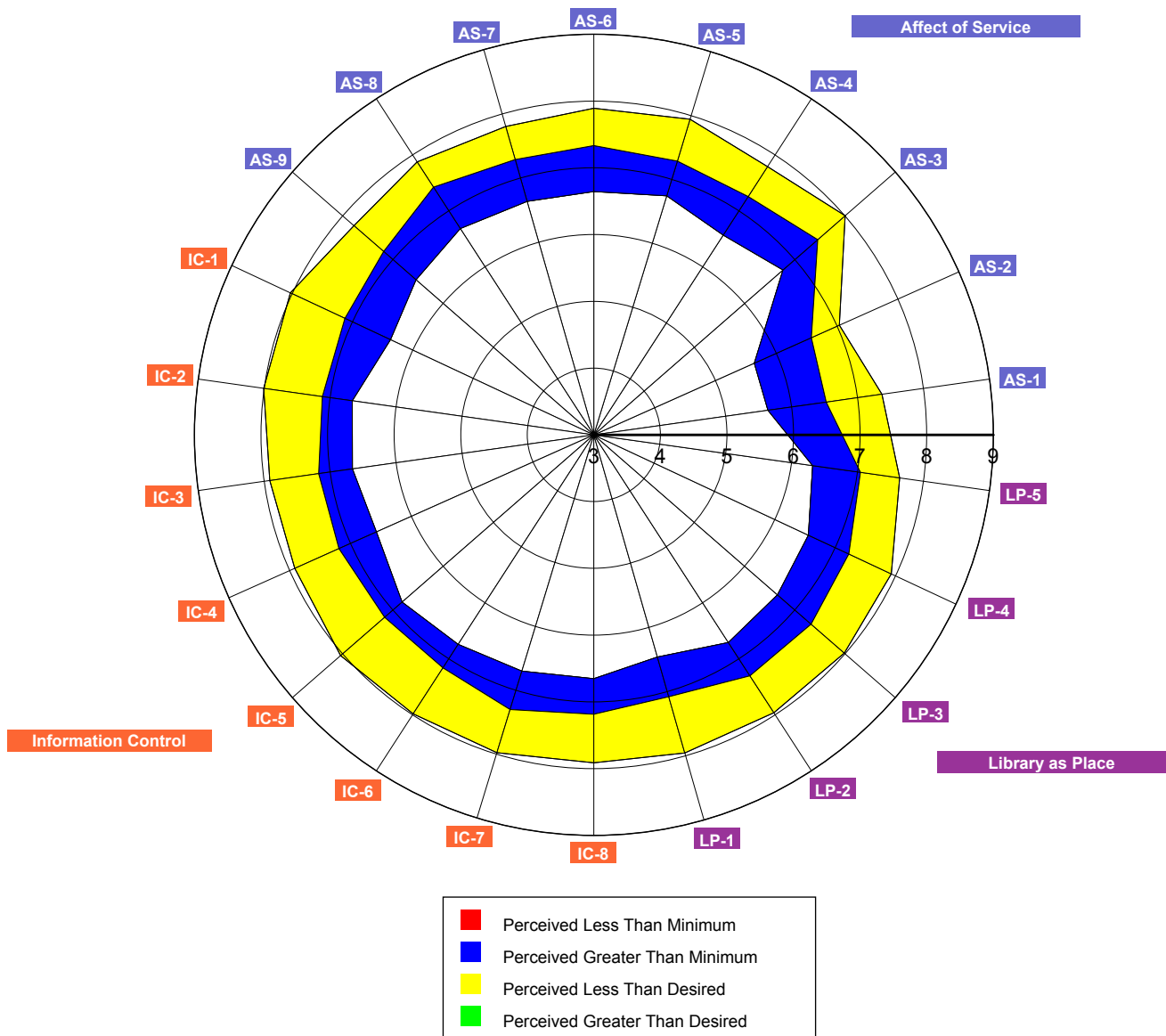
User Group: Undergraduate

4.2 Core Questions Summary for Undergraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.64	7.37	6.53	0.88	-0.84	693
AS-2	Giving users individual attention	5.64	7.04	6.58	0.94	-0.46	697
AS-3	Employees who are consistently courteous	6.77	8.00	7.46	0.69	-0.55	710
AS-4	Readiness to respond to users' questions	6.57	7.79	7.26	0.69	-0.53	703
AS-5	Employees who have the knowledge to answer user questions	6.75	7.95	7.29	0.54	-0.66	692
AS-6	Employees who deal with users in a caring fashion	6.65	7.89	7.33	0.69	-0.56	700
AS-7	Employees who understand the needs of their users	6.64	7.81	7.29	0.65	-0.52	693
AS-8	Willingness to help users	6.69	7.87	7.42	0.74	-0.45	698
AS-9	Dependability in handling users' service problems	6.54	7.77	7.19	0.64	-0.59	653
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.37	8.03	7.13	0.76	-0.90	695
IC-2	A library Web site enabling me to locate information on my own	6.67	8.01	7.12	0.45	-0.89	705
IC-3	The printed library materials I need for my work	6.66	7.92	7.18	0.51	-0.74	691
IC-4	The electronic information resources I need	6.58	7.92	7.19	0.62	-0.73	694
IC-5	Modern equipment that lets me easily access needed information	6.82	8.04	7.17	0.35	-0.87	709
IC-6	Easy-to-use access tools that allow me to find things on my own	6.74	7.98	7.16	0.42	-0.82	701
IC-7	Making information easily accessible for independent use	6.70	7.98	7.30	0.60	-0.68	706
IC-8	Print and/or electronic journal collections I require for my work	6.65	7.91	7.19	0.53	-0.73	664
Library as Place							
LP-1	Library space that inspires study and learning	6.46	7.96	7.08	0.62	-0.88	714
LP-2	Quiet space for individual activities	6.71	7.96	7.31	0.59	-0.66	711
LP-3	A comfortable and inviting location	6.66	7.98	7.32	0.67	-0.66	714
LP-4	A getaway for study, learning, or research	6.56	7.93	7.23	0.67	-0.70	712
LP-5	Community space for group learning and group study	6.32	7.64	7.04	0.72	-0.59	677
Overall:		6.53	7.85	7.17	0.64	-0.68	717

Language: American English

Institution Type: College or University

Consortium: None

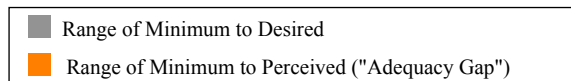
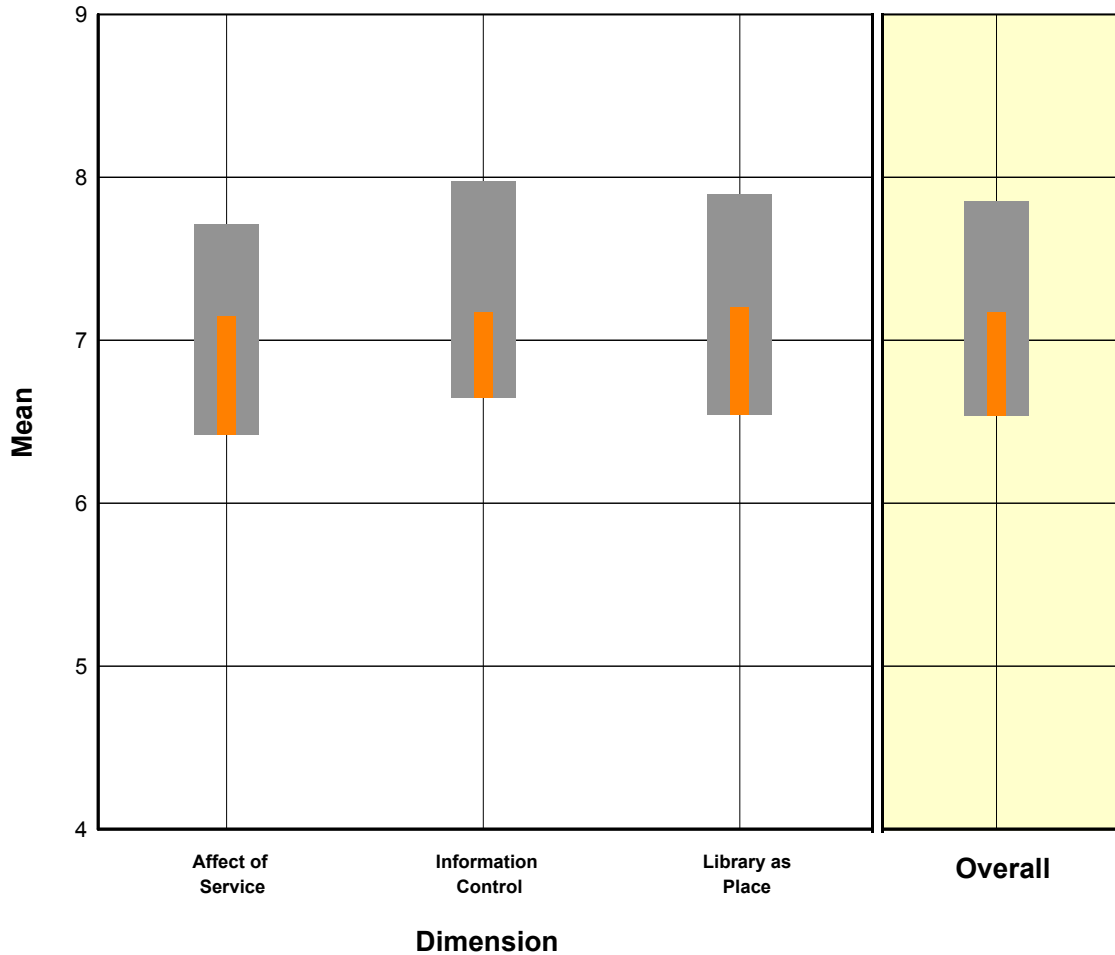
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.77	1.55	1.66	1.89	1.82	693
AS-2	Giving users individual attention	1.98	1.80	1.84	1.96	1.79	697
AS-3	Employees who are consistently courteous	1.81	1.27	1.54	1.90	1.62	710
AS-4	Readiness to respond to users' questions	1.71	1.33	1.54	1.83	1.54	703
AS-5	Employees who have the knowledge to answer user questions	1.72	1.33	1.61	1.94	1.57	692
AS-6	Employees who deal with users in a caring fashion	1.82	1.35	1.50	1.81	1.51	700
AS-7	Employees who understand the needs of their users	1.75	1.35	1.55	1.86	1.54	693
AS-8	Willingness to help users	1.76	1.32	1.49	1.85	1.51	698
AS-9	Dependability in handling users' service problems	1.75	1.36	1.55	1.88	1.62	653
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.90	1.33	1.72	2.16	1.82	695
IC-2	A library Web site enabling me to locate information on my own	1.77	1.30	1.72	2.12	1.85	705
IC-3	The printed library materials I need for my work	1.76	1.37	1.57	1.84	1.68	691
IC-4	The electronic information resources I need	1.80	1.32	1.55	2.02	1.67	694
IC-5	Modern equipment that lets me easily access needed information	1.71	1.26	1.68	2.11	1.81	709
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.25	1.58	2.02	1.75	701
IC-7	Making information easily accessible for independent use	1.73	1.23	1.48	1.92	1.61	706
IC-8	Print and/or electronic journal collections I require for my work	1.79	1.36	1.64	2.04	1.71	664
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.40	1.78	2.22	1.99	714
LP-2	Quiet space for individual activities	1.90	1.35	1.75	2.33	1.99	711
LP-3	A comfortable and inviting location	1.84	1.32	1.75	2.21	1.87	714
LP-4	A getaway for study, learning, or research	1.90	1.44	1.68	2.21	1.86	712
LP-5	Community space for group learning and group study	1.98	1.61	1.81	2.39	2.09	677
Overall:		1.41	0.98	1.19	1.51	1.23	717

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

4.3 Core Question Dimensions Summary for Undergraduate

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.42	7.71	7.15	0.73	-0.56	717
Information Control	6.64	7.97	7.17	0.53	-0.80	717
Library as Place	6.54	7.89	7.20	0.66	-0.69	717
Overall:	6.53	7.85	7.17	0.64	-0.68	717

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.47	1.10	1.27	1.52	1.26	717
Information Control	1.45	1.00	1.25	1.61	1.34	717
Library as Place	1.58	1.11	1.43	1.87	1.57	717
Overall:	1.41	0.98	1.19	1.51	1.23	717

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

4.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	6.28	7.76	7.04	0.76	-0.72	711
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.06	7.55	6.27	0.21	-1.27	588
A library environment that is hospitable and conducive to finding and using information	6.81	7.99	7.32	0.51	-0.66	713
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.63	7.86	7.35	0.72	-0.51	683
Space for students to study and work in groups	6.33	7.75	7.08	0.75	-0.67	688

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.78	1.37	1.62	1.92	1.69	711
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	1.96	1.62	1.96	2.33	2.20	588
A library environment that is hospitable and conducive to finding and using information	1.71	1.27	1.62	1.98	1.65	713
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.77	1.35	1.58	1.91	1.63	683
Space for students to study and work in groups	1.97	1.56	1.82	2.36	2.15	688

Language: American English

Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.52	1.55	717
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.10	1.66	717
How would you rate the overall quality of the service provided by the library?	7.32	1.37	717

4.6 Information Literacy Outcomes Questions Summary for Undergraduate

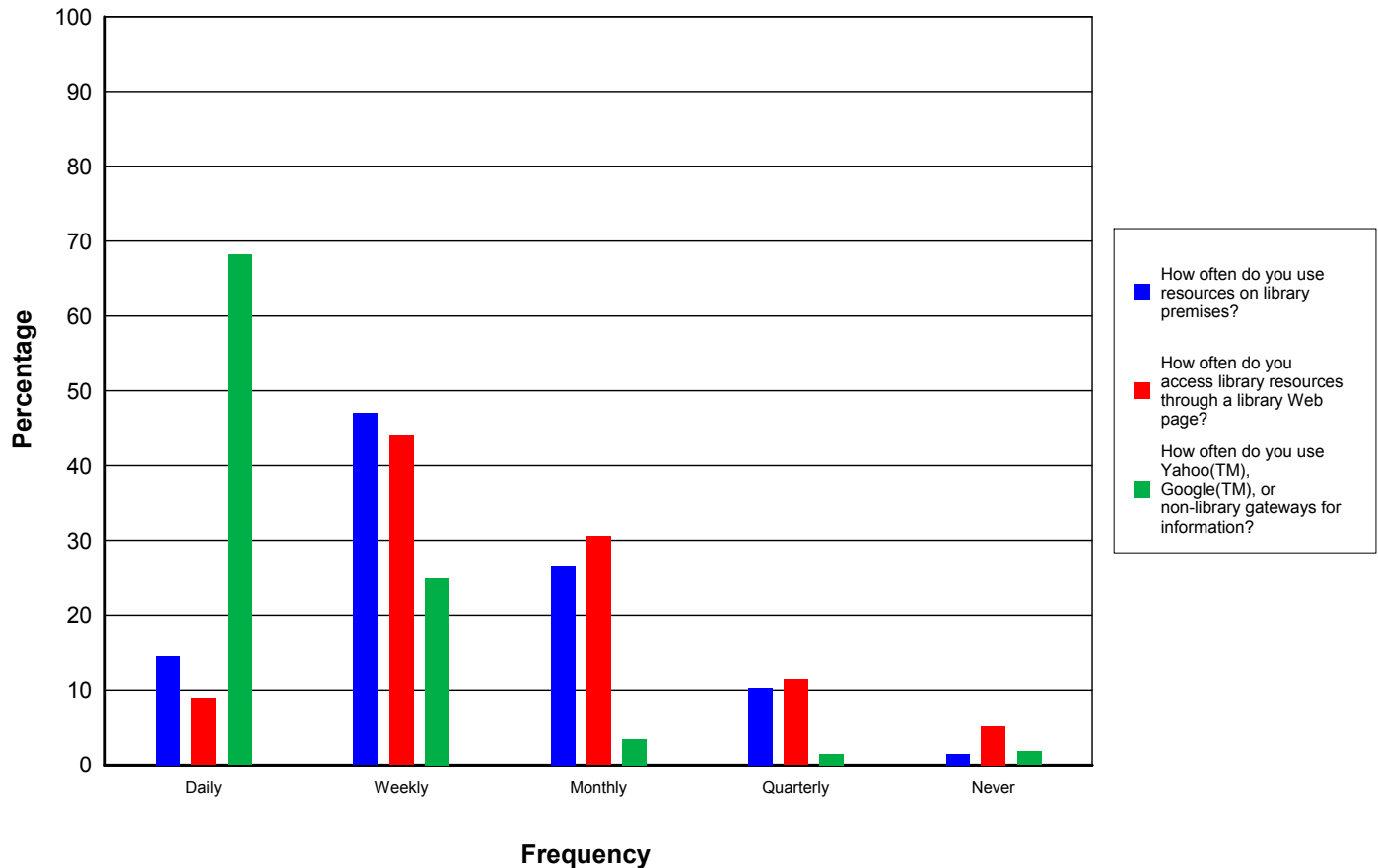
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.04	1.80	717
The library aids my advancement in my academic discipline.	6.62	1.76	717
The library enables me to be more efficient in my academic pursuits.	6.89	1.68	717
The library helps me distinguish between trustworthy and untrustworthy information.	6.39	1.79	717
The library provides me with the information skills I need in my work or study.	6.62	1.76	717

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

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	104 14.50%	337 47.00%	191 26.64%	74 10.32%	11 1.53%	717 100.00%
How often do you access library resources through a library Web page?	64 8.93%	315 43.93%	219 30.54%	82 11.44%	37 5.16%	717 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	489 68.20%	179 24.97%	25 3.49%	11 1.53%	13 1.81%	717 100.00%

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

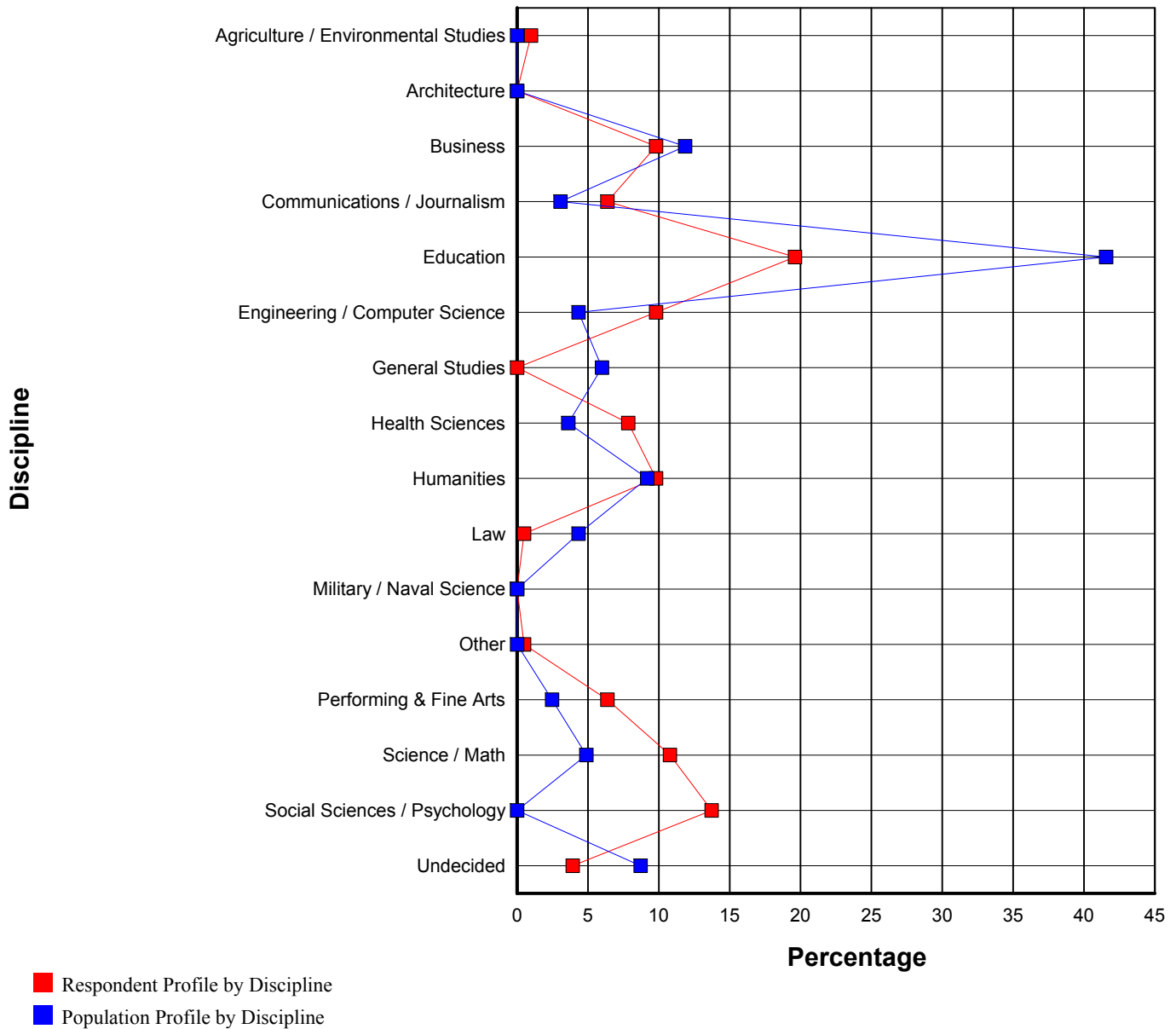
5 Graduate Summary

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	2	0.98%	-0.98%
Architecture	0	0.00%	0	0.00%	0.00%
Business	279	11.86%	20	9.80%	2.05%
Communications / Journalism	72	3.06%	13	6.37%	-3.31%
Education	978	41.56%	40	19.61%	21.96%
Engineering / Computer Science	102	4.33%	20	9.80%	-5.47%
General Studies	141	5.99%	0	0.00%	5.99%
Health Sciences	85	3.61%	16	7.84%	-4.23%
Humanities	216	9.18%	20	9.80%	-0.62%
Law	102	4.33%	1	0.49%	3.84%
Military / Naval Science	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	1	0.49%	-0.49%
Performing & Fine Arts	58	2.46%	13	6.37%	-3.91%
Science / Math	115	4.89%	22	10.78%	-5.90%
Social Sciences / Psychology	0	0.00%	28	13.73%	-13.73%
Undecided	205	8.71%	8	3.92%	4.79%
Total:	2,353	100.00%	204	100.00%	0.00%

Language: American English

Institution Type: College or University

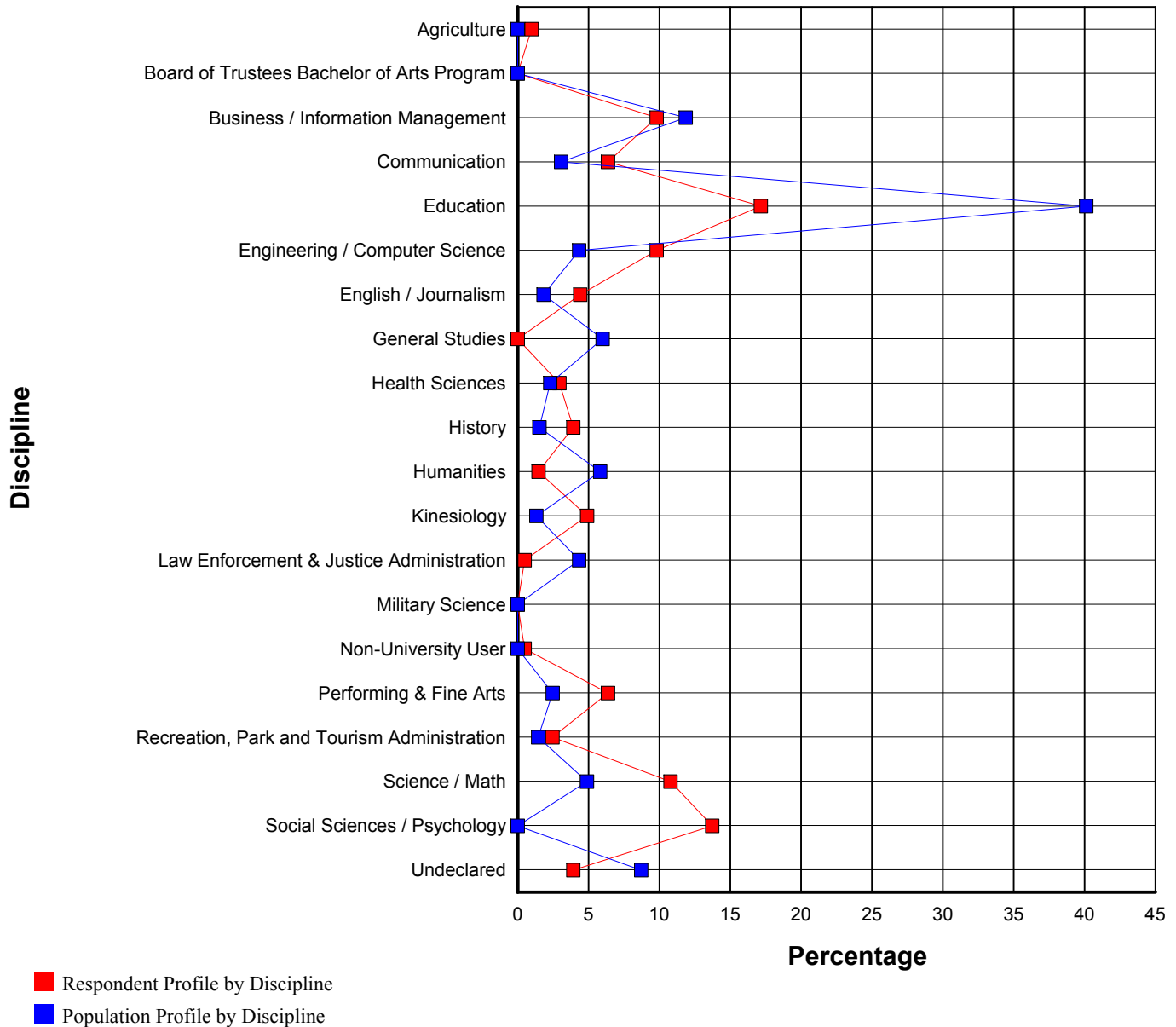
Consortium: None

User Group: Graduate

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture	0	0.00%	2	0.98%	-0.98%
Board of Trustees Bachelor of Arts Program	0	0.00%	0	0.00%	0.00%
Business / Information Management	279	11.86%	20	9.80%	2.05%
Communication	72	3.06%	13	6.37%	-3.31%
Education	944	40.12%	35	17.16%	22.96%
Engineering / Computer Science	102	4.33%	20	9.80%	-5.47%
English / Journalism	43	1.83%	9	4.41%	-2.58%
General Studies	141	5.99%	0	0.00%	5.99%
Health Sciences	54	2.29%	6	2.94%	-0.65%
History	36	1.53%	8	3.92%	-2.39%
Humanities	137	5.82%	3	1.47%	4.35%
Kinesiology	31	1.32%	10	4.90%	-3.58%
Law Enforcement & Justice Administration	102	4.33%	1	0.49%	3.84%
Military Science	0	0.00%	0	0.00%	0.00%
Non-University User	0	0.00%	1	0.49%	-0.49%
Performing & Fine Arts	58	2.46%	13	6.37%	-3.91%
Recreation, Park and Tourism Administration	34	1.44%	5	2.45%	-1.01%
Science / Math	115	4.89%	22	10.78%	-5.90%
Social Sciences / Psychology	0	0.00%	28	13.73%	-13.73%
Undeclared	205	8.71%	8	3.92%	4.79%
Total:	2,353	100.00%	204	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: None

User Group: Graduate

5.1.3 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	24	11.76%
23 - 30	126	61.76%
31 - 45	38	18.63%
46 - 65	15	7.35%
Over 65	1	0.49%
Total:	204	100.00%

5.1.4 Population and Respondent Profiles for Graduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	930	41.01%	92	45.10%
Female	1,338	58.99%	112	54.90%
Total:	2,268	100.00%	204	100.00%

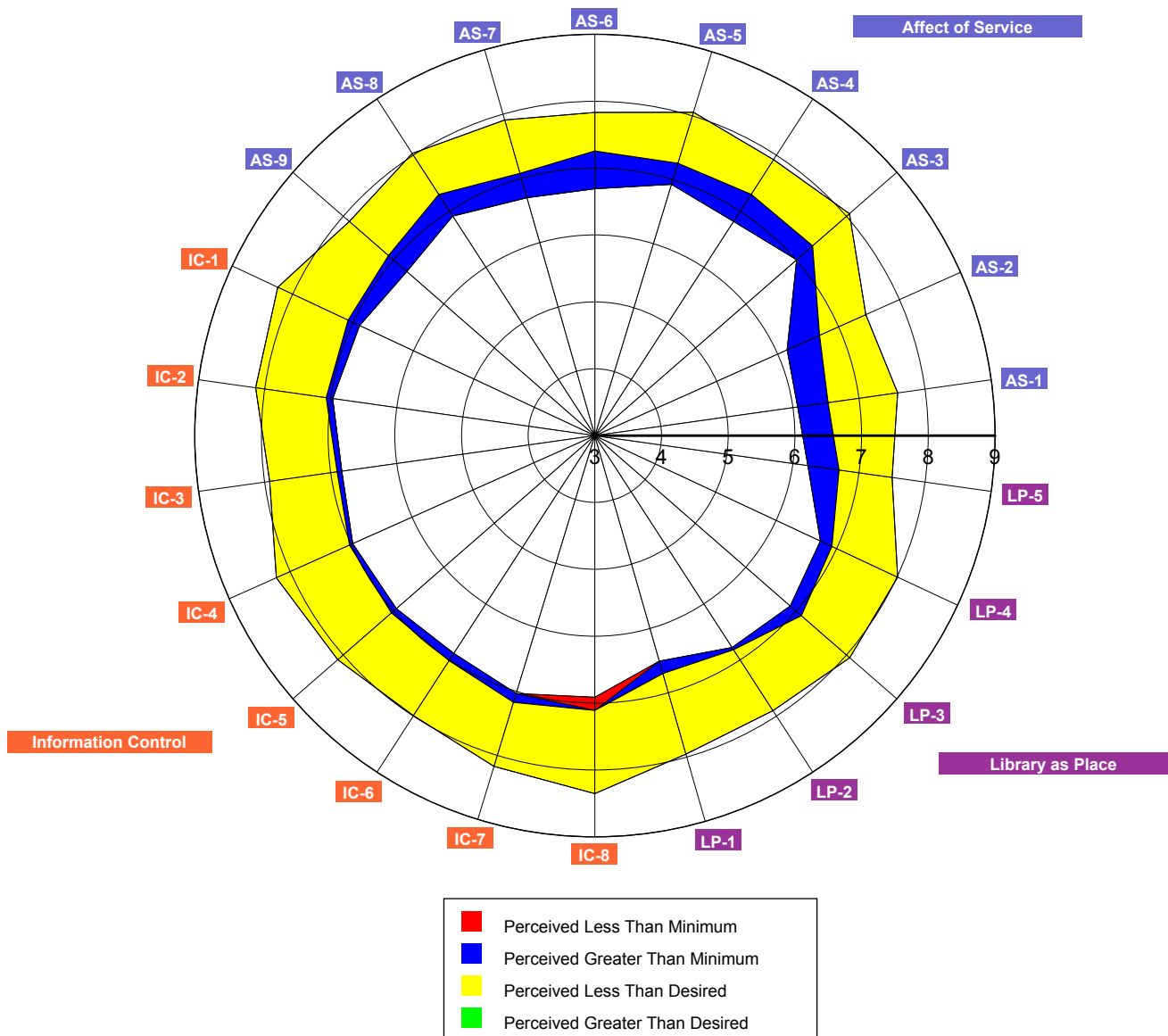
Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Graduate

5.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.07	7.59	6.53	0.46	-1.05	193
AS-2	Giving users individual attention	6.16	7.45	6.69	0.53	-0.76	199
AS-3	Employees who are consistently courteous	7.01	8.06	7.33	0.32	-0.73	201
AS-4	Readiness to respond to users' questions	6.82	7.92	7.30	0.48	-0.62	201
AS-5	Employees who have the knowledge to answer user questions	6.93	8.06	7.26	0.33	-0.80	197
AS-6	Employees who deal with users in a caring fashion	6.69	7.83	7.26	0.57	-0.58	198
AS-7	Employees who understand the needs of their users	6.70	7.91	7.08	0.38	-0.83	197
AS-8	Willingness to help users	6.92	8.03	7.30	0.39	-0.73	200
AS-9	Dependability in handling users' service problems	6.74	7.88	7.10	0.37	-0.78	183
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.89	8.25	7.09	0.19	-1.16	198
IC-2	A library Web site enabling me to locate information on my own	6.97	8.14	7.07	0.10	-1.07	202
IC-3	The printed library materials I need for my work	6.83	7.92	6.90	0.07	-1.02	199
IC-4	The electronic information resources I need	6.98	8.23	7.03	0.05	-1.20	202
IC-5	Modern equipment that lets me easily access needed information	6.95	8.11	7.05	0.10	-1.07	200
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.00	7.01	0.13	-0.98	201
IC-7	Making information easily accessible for independent use	7.03	8.17	7.17	0.14	-1.00	202
IC-8	Print and/or electronic journal collections I require for my work	7.11	8.36	6.91	-0.20	-1.44	197
Library as Place							
LP-1	Library space that inspires study and learning	6.51	7.96	6.70	0.19	-1.25	202
LP-2	Quiet space for individual activities	6.78	7.90	6.82	0.04	-1.09	199
LP-3	A comfortable and inviting location	6.88	8.07	7.11	0.22	-0.96	199
LP-4	A getaway for study, learning, or research	6.73	8.01	6.92	0.19	-1.09	198
LP-5	Community space for group learning and group study	6.23	7.50	6.70	0.47	-0.81	185
Overall:		6.77	7.97	7.02	0.25	-0.95	204

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.89	1.51	1.74	1.89	1.57	193
AS-2	Giving users individual attention	1.91	1.58	1.76	1.77	1.62	199
AS-3	Employees who are consistently courteous	1.68	1.28	1.56	1.65	1.44	201
AS-4	Readiness to respond to users' questions	1.67	1.38	1.54	1.58	1.43	201
AS-5	Employees who have the knowledge to answer user questions	1.64	1.32	1.60	1.48	1.44	197
AS-6	Employees who deal with users in a caring fashion	1.77	1.47	1.57	1.49	1.47	198
AS-7	Employees who understand the needs of their users	1.78	1.31	1.67	1.59	1.47	197
AS-8	Willingness to help users	1.67	1.19	1.59	1.61	1.49	200
AS-9	Dependability in handling users' service problems	1.62	1.32	1.42	1.48	1.30	183
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.74	1.16	1.61	1.97	1.64	198
IC-2	A library Web site enabling me to locate information on my own	1.70	1.39	1.60	1.84	1.54	202
IC-3	The printed library materials I need for my work	1.69	1.36	1.67	2.03	1.87	199
IC-4	The electronic information resources I need	1.62	1.24	1.58	1.81	1.70	202
IC-5	Modern equipment that lets me easily access needed information	1.73	1.30	1.54	1.71	1.59	200
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.31	1.55	1.79	1.53	201
IC-7	Making information easily accessible for independent use	1.54	1.21	1.55	1.75	1.51	202
IC-8	Print and/or electronic journal collections I require for my work	1.61	1.17	1.64	1.95	1.85	197
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.46	1.92	2.19	1.95	202
LP-2	Quiet space for individual activities	1.87	1.58	1.99	2.37	2.05	199
LP-3	A comfortable and inviting location	1.64	1.29	1.55	1.74	1.67	199
LP-4	A getaway for study, learning, or research	1.82	1.32	1.70	1.94	1.72	198
LP-5	Community space for group learning and group study	2.03	1.74	1.86	2.01	2.06	185
Overall:		1.38	1.00	1.27	1.28	1.09	204

Language: American English

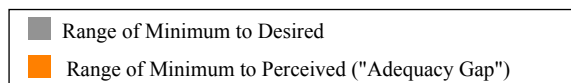
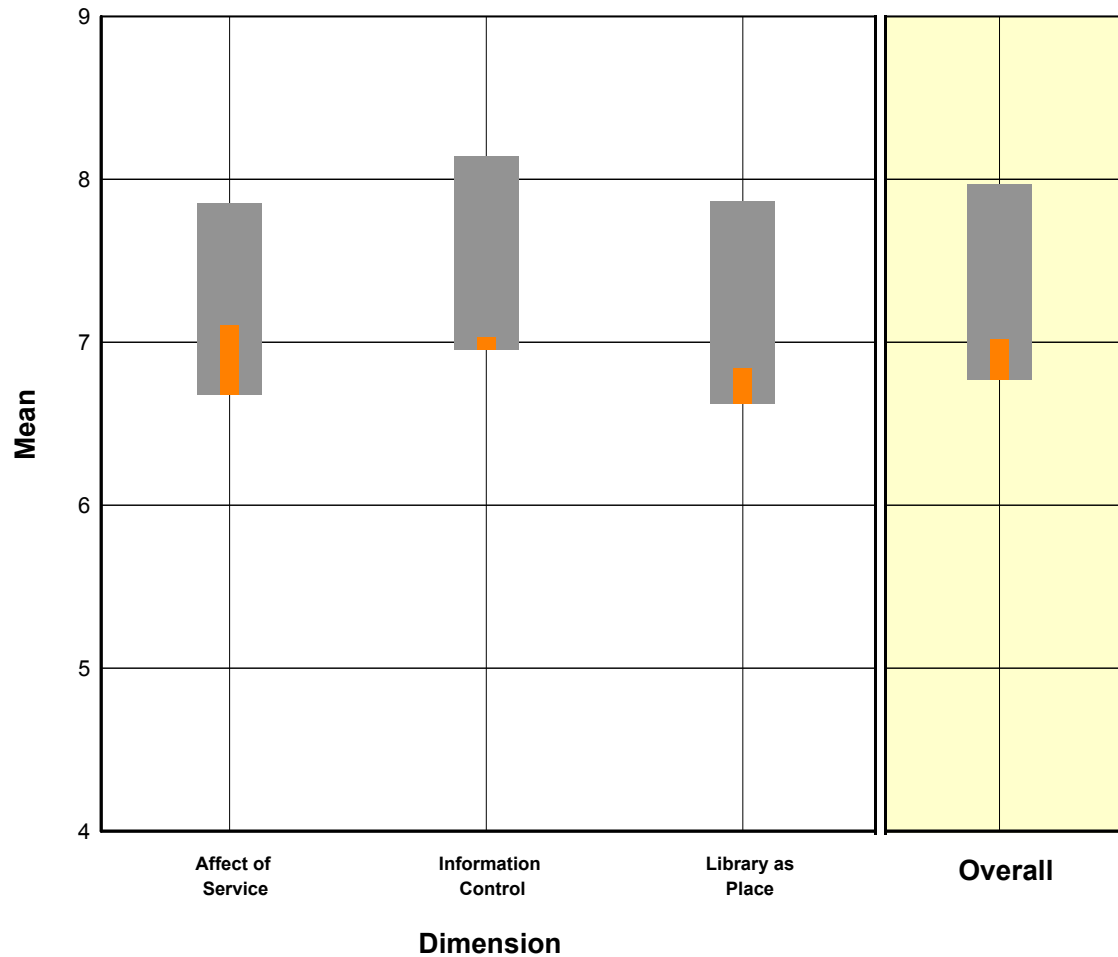
Institution Type: College or University

Consortium: None

User Group: Graduate

5.3 Core Question Dimensions Summary for Graduate

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.68	7.85	7.10	0.43	-0.75	204
Information Control	6.95	8.14	7.03	0.08	-1.11	204
Library as Place	6.62	7.87	6.84	0.22	-1.02	202
Overall:	6.77	7.97	7.02	0.25	-0.95	204

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.12	1.39	1.23	1.15	204
Information Control	1.36	0.97	1.27	1.43	1.22	204
Library as Place	1.55	1.22	1.50	1.61	1.41	202
Overall:	1.38	1.00	1.27	1.28	1.09	204

Language: American English

Institution Type: College or University

Consortium: None

User Group: Graduate

5.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	6.52	7.89	6.96	0.44	-0.93	202
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.23	7.62	6.03	-0.20	-1.59	171
A library environment that is hospitable and conducive to finding and using information	7.05	8.13	7.31	0.26	-0.82	199
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.79	7.92	7.25	0.45	-0.68	195
Space for students to study and work in groups	6.23	7.40	6.62	0.39	-0.78	191

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.67	1.31	1.51	1.59	1.38	202
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.01	1.68	1.85	2.17	2.04	171
A library environment that is hospitable and conducive to finding and using information	1.64	1.30	1.50	1.57	1.43	199
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.79	1.40	1.46	1.48	1.39	195
Space for students to study and work in groups	2.04	1.88	1.90	2.07	2.21	191

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

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.22	1.76	204
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.78	1.81	204
How would you rate the overall quality of the service provided by the library?	6.98	1.62	204

5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.18	1.96	204
The library aids my advancement in my academic discipline.	6.77	1.80	204
The library enables me to be more efficient in my academic pursuits.	6.81	1.79	204
The library helps me distinguish between trustworthy and untrustworthy information.	5.96	1.97	204
The library provides me with the information skills I need in my work or study.	6.44	1.93	204

Language: American English

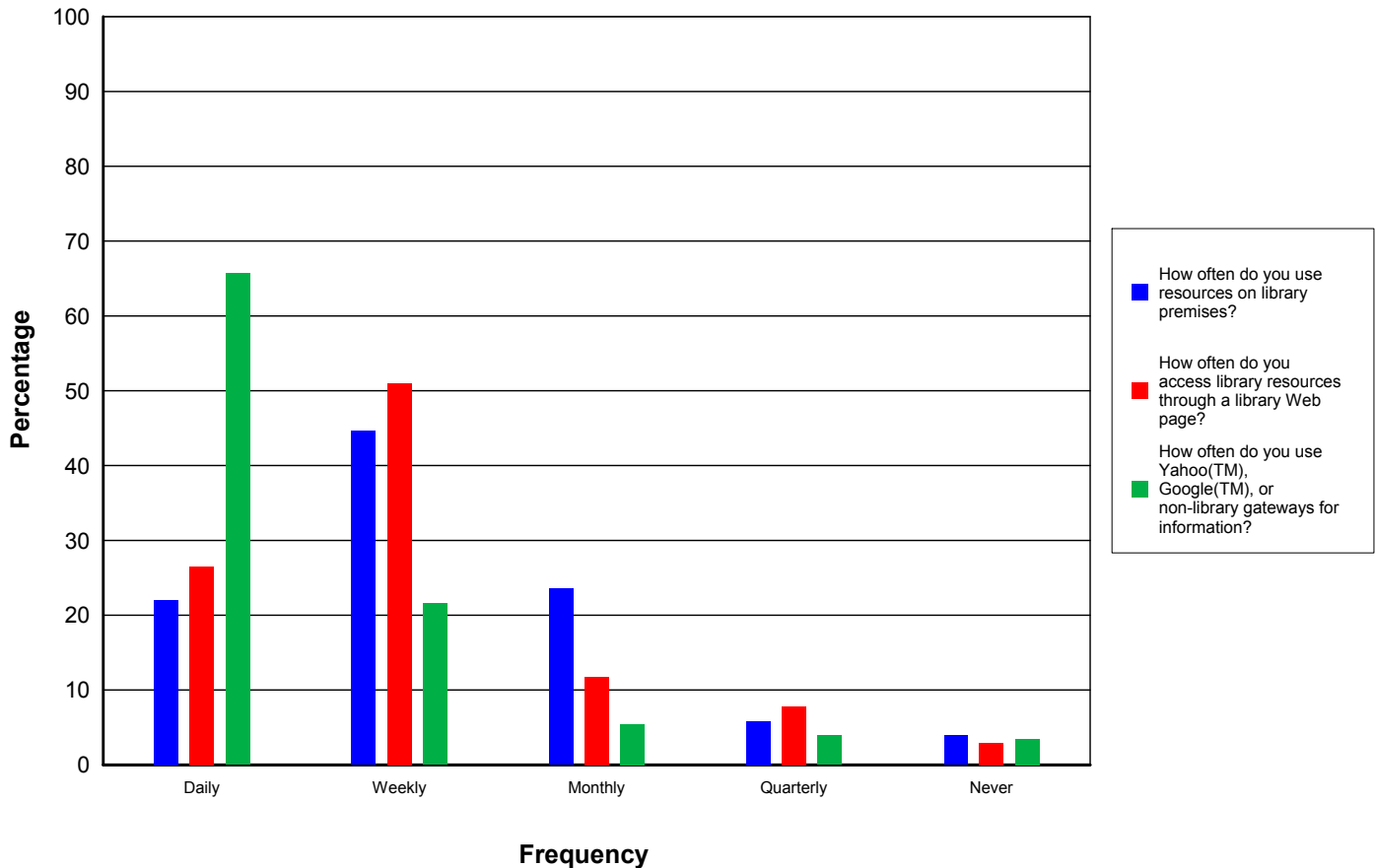
Institution Type: College or University

Consortium: None

User Group: Graduate

5.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	45 22.06%	91 44.61%	48 23.53%	12 5.88%	8 3.92%	204 100.00%
How often do you access library resources through a library Web page?	54 26.47%	104 50.98%	24 11.76%	16 7.84%	6 2.94%	204 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	134 65.69%	44 21.57%	11 5.39%	8 3.92%	7 3.43%	204 100.00%

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

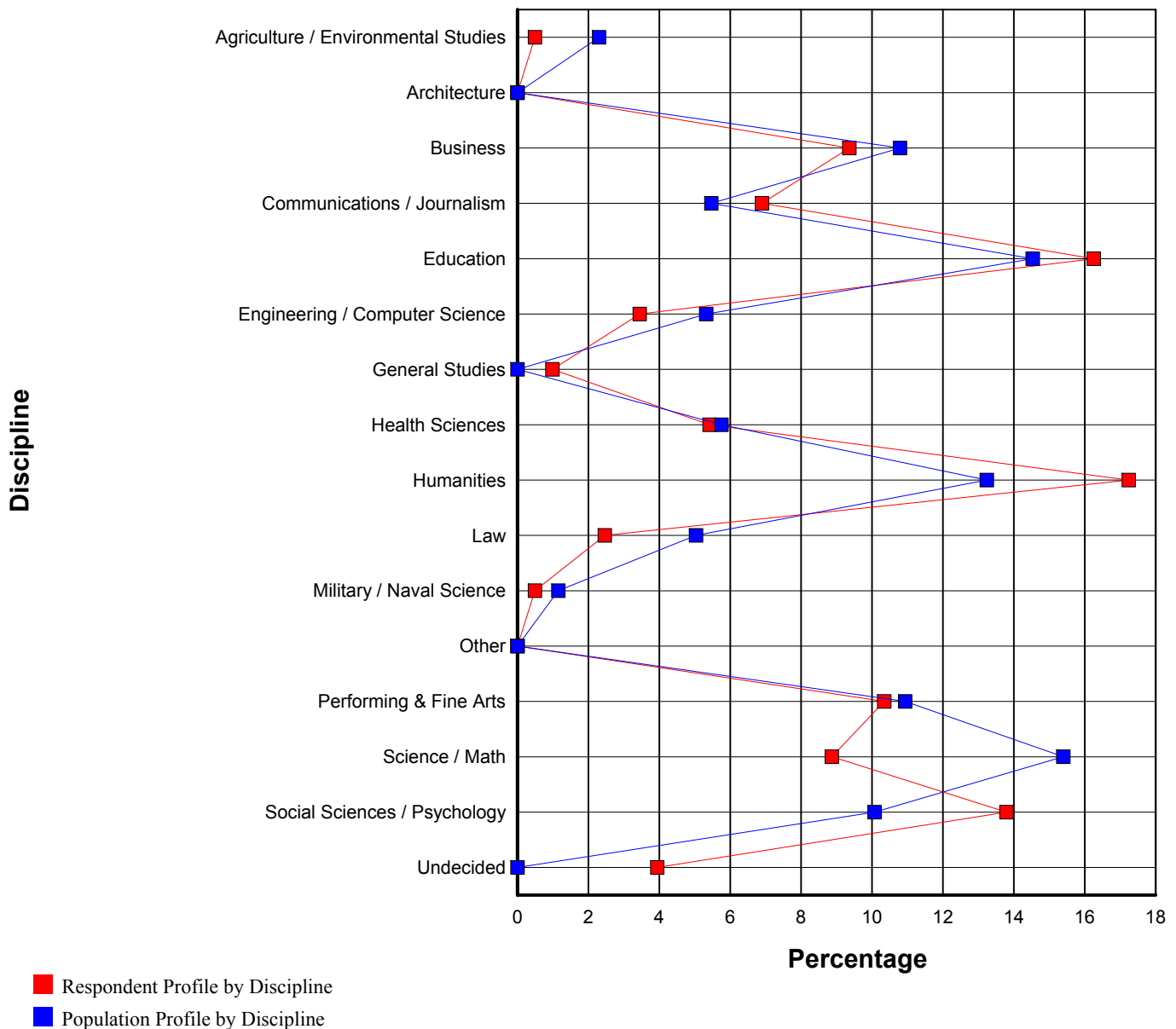
6 Faculty Summary

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



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

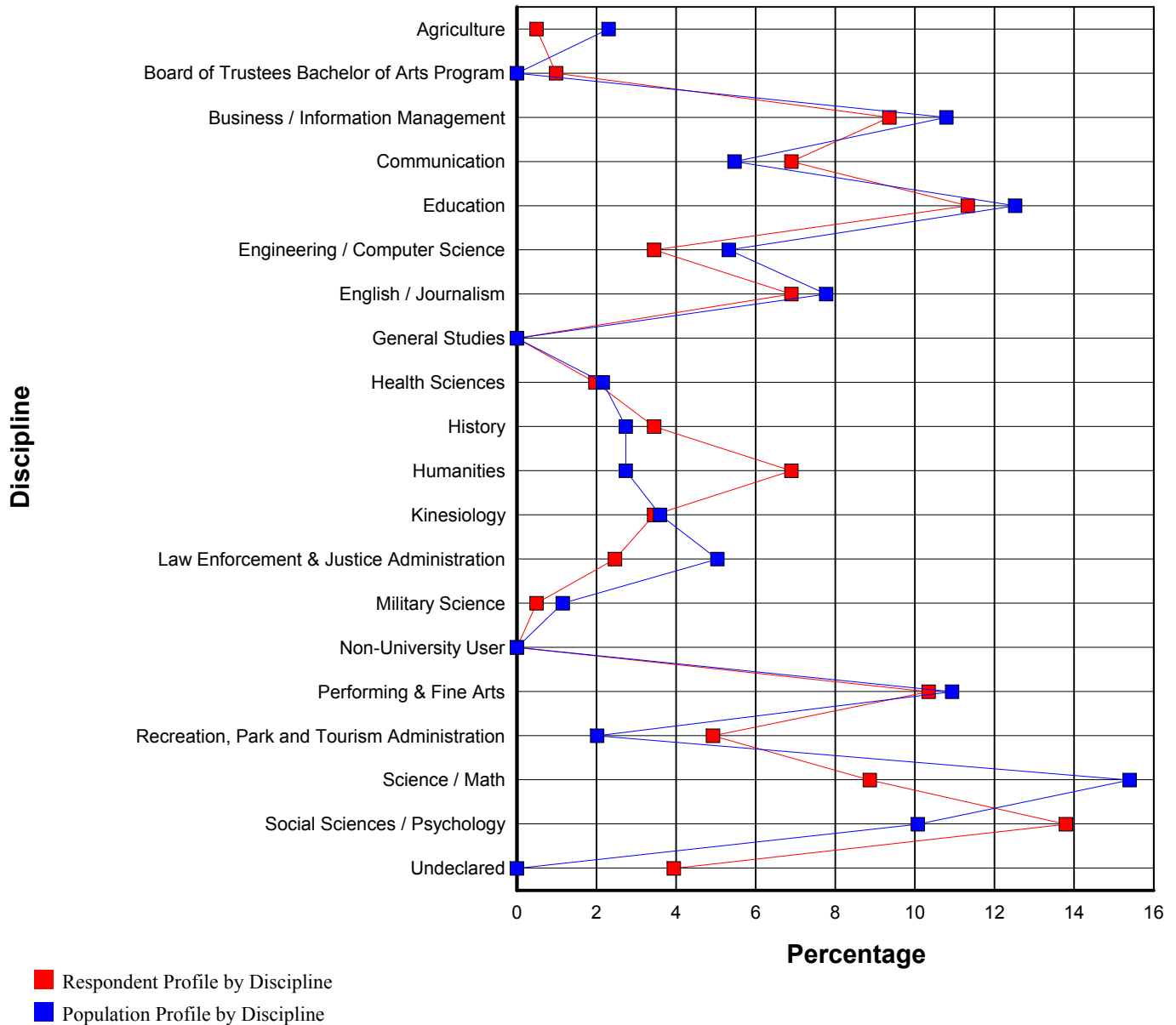
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	16	2.30%	1	0.49%	1.81%
Architecture	0	0.00%	0	0.00%	0.00%
Business	75	10.79%	19	9.36%	1.43%
Communications / Journalism	38	5.47%	14	6.90%	-1.43%
Education	101	14.53%	33	16.26%	-1.72%
Engineering / Computer Science	37	5.32%	7	3.45%	1.88%
General Studies	0	0.00%	2	0.99%	-0.99%
Health Sciences	40	5.76%	11	5.42%	0.34%
Humanities	92	13.24%	35	17.24%	-4.00%
Law	35	5.04%	5	2.46%	2.57%
Military / Naval Science	8	1.15%	1	0.49%	0.66%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	76	10.94%	21	10.34%	0.59%
Science / Math	107	15.40%	18	8.87%	6.53%
Social Sciences / Psychology	70	10.07%	28	13.79%	-3.72%
Undecided	0	0.00%	8	3.94%	-3.94%
Total:	695	100.00%	203	100.00%	0.00%

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

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture	16	2.30%	1	0.49%	1.81%
Board of Trustees Bachelor of Arts Program	0	0.00%	2	0.99%	-0.99%
Business / Information Management	75	10.79%	19	9.36%	1.43%
Communication	38	5.47%	14	6.90%	-1.43%
Education	87	12.52%	23	11.33%	1.19%
Engineering / Computer Science	37	5.32%	7	3.45%	1.88%
English / Journalism	54	7.77%	14	6.90%	0.87%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	15	2.16%	4	1.97%	0.19%
History	19	2.73%	7	3.45%	-0.71%
Humanities	19	2.73%	14	6.90%	-4.16%
Kinesiology	25	3.60%	7	3.45%	0.15%
Law Enforcement & Justice Administration	35	5.04%	5	2.46%	2.57%
Military Science	8	1.15%	1	0.49%	0.66%
Non-University User	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	76	10.94%	21	10.34%	0.59%
Recreation, Park and Tourism Administration	14	2.01%	10	4.93%	-2.91%
Science / Math	107	15.40%	18	8.87%	6.53%
Social Sciences / Psychology	70	10.07%	28	13.79%	-3.72%
Undeclared	0	0.00%	8	3.94%	-3.94%
Total:	695	100.00%	203	100.00%	0.00%

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

6.1.3 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	10	4.93%
31 - 45	87	42.86%
46 - 65	103	50.74%
Over 65	3	1.48%
Total:	203	100.00%

6.1.4 Population and Respondent Profiles for Faculty by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	432	59.10%	107	52.71%
Female	299	40.90%	96	47.29%
Total:	731	100.00%	203	100.00%

Language: American English

Institution Type: College or University

Consortium: None

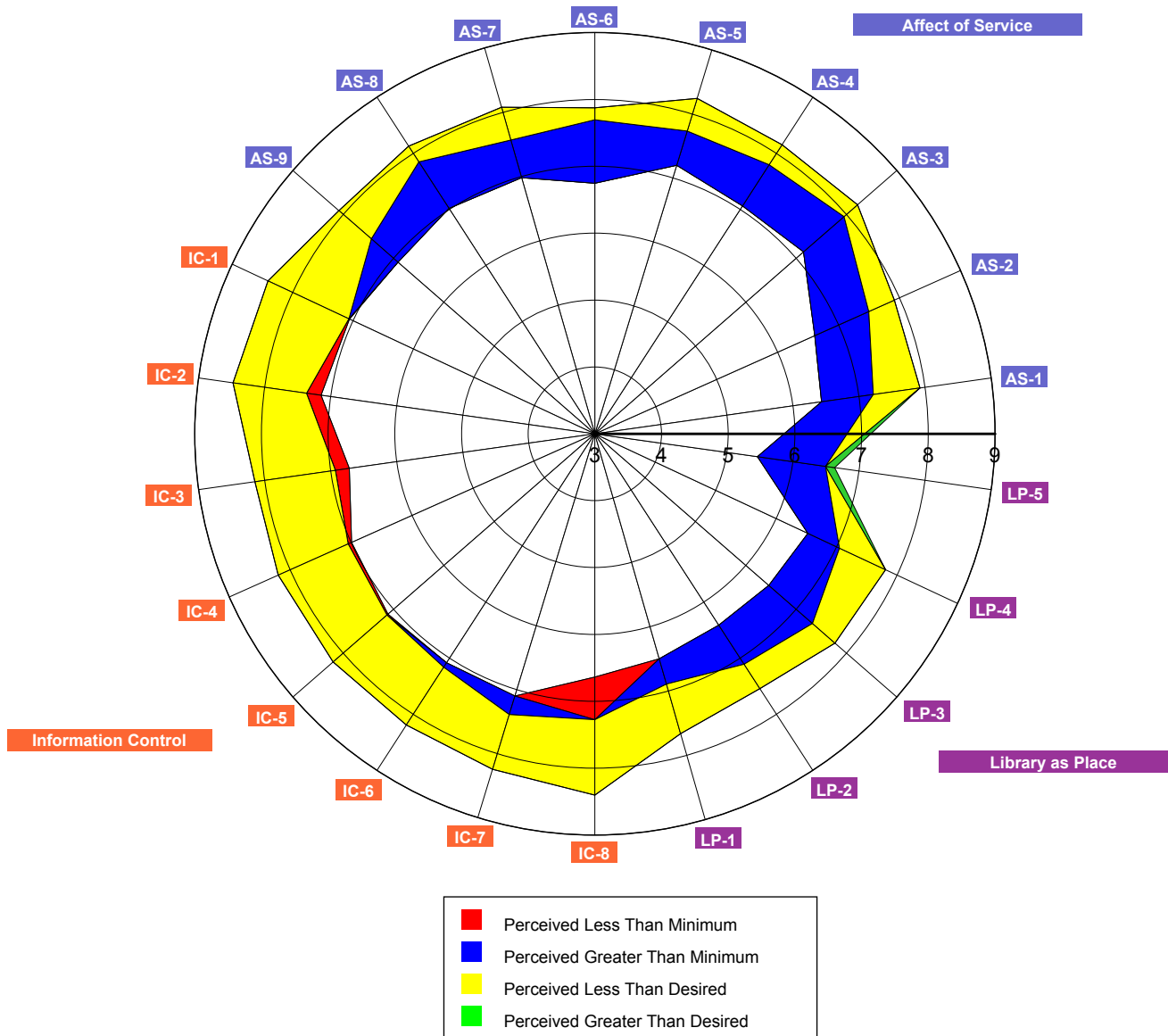
User Group: Faculty

6.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.43	7.92	7.22	0.78	-0.71	198
AS-2	Giving users individual attention	6.61	7.92	7.50	0.89	-0.42	203
AS-3	Employees who are consistently courteous	7.15	8.22	7.95	0.80	-0.27	203
AS-4	Readiness to respond to users' questions	7.07	8.16	7.80	0.74	-0.36	200
AS-5	Employees who have the knowledge to answer user questions	7.20	8.25	7.74	0.54	-0.51	200
AS-6	Employees who deal with users in a caring fashion	6.75	7.88	7.70	0.95	-0.18	201
AS-7	Employees who understand the needs of their users	6.98	8.08	7.57	0.59	-0.51	198
AS-8	Willingness to help users	7.02	8.13	7.85	0.83	-0.28	200
AS-9	Dependability in handling users' service problems	6.91	8.09	7.44	0.53	-0.64	183
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.07	8.41	7.06	-0.01	-1.35	198
IC-2	A library Web site enabling me to locate information on my own	7.37	8.48	7.15	-0.22	-1.33	202
IC-3	The printed library materials I need for my work	6.93	8.15	6.72	-0.21	-1.43	203
IC-4	The electronic information resources I need	7.05	8.20	7.00	-0.05	-1.20	202
IC-5	Modern equipment that lets me easily access needed information	7.13	8.20	7.11	-0.02	-1.09	198
IC-6	Easy-to-use access tools that allow me to find things on my own	7.08	8.19	7.16	0.08	-1.03	202
IC-7	Making information easily accessible for independent use	7.10	8.25	7.39	0.29	-0.85	199
IC-8	Print and/or electronic journal collections I require for my work	7.28	8.40	6.64	-0.64	-1.77	196
Library as Place							
LP-1	Library space that inspires study and learning	6.50	7.66	6.89	0.39	-0.77	188
LP-2	Quiet space for individual activities	6.41	7.54	7.11	0.70	-0.43	182
LP-3	A comfortable and inviting location	6.46	7.77	7.32	0.87	-0.45	197
LP-4	A getaway for study, learning, or research	6.53	7.81	7.05	0.52	-0.76	190
LP-5	Community space for group learning and group study	5.46	6.49	6.63	1.17	0.14	166
Overall:		6.85	8.02	7.28	0.43	-0.74	204

Language: American English

Institution Type: College or University

Consortium: None

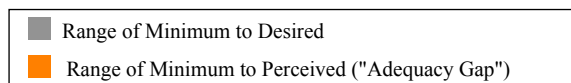
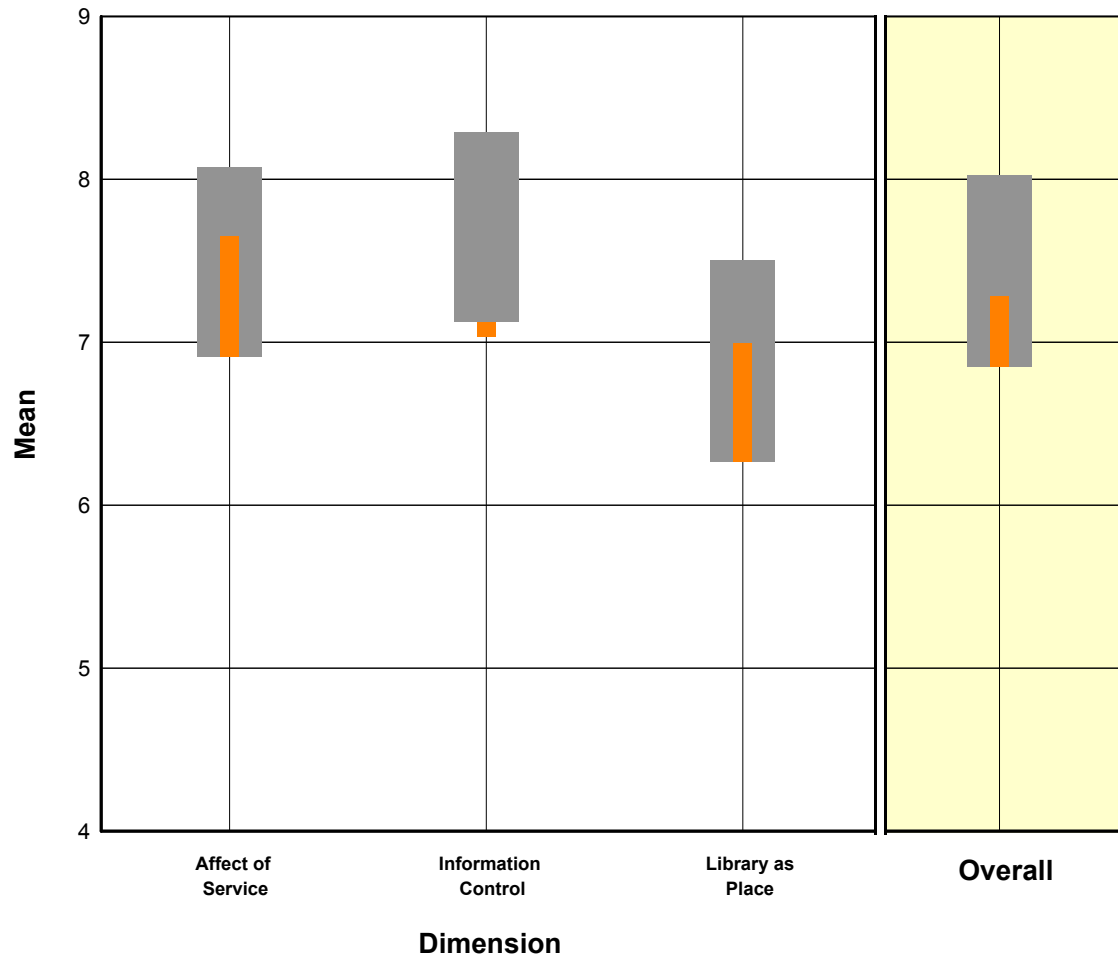
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.68	1.28	1.51	1.81	1.71	198
AS-2	Giving users individual attention	1.73	1.38	1.51	1.94	1.76	203
AS-3	Employees who are consistently courteous	1.70	1.19	1.29	1.87	1.54	203
AS-4	Readiness to respond to users' questions	1.53	1.17	1.26	1.73	1.52	200
AS-5	Employees who have the knowledge to answer user questions	1.58	1.15	1.35	1.84	1.62	200
AS-6	Employees who deal with users in a caring fashion	1.79	1.47	1.44	1.88	1.65	201
AS-7	Employees who understand the needs of their users	1.65	1.29	1.38	1.78	1.62	198
AS-8	Willingness to help users	1.57	1.28	1.31	1.72	1.62	200
AS-9	Dependability in handling users' service problems	1.56	1.32	1.46	1.81	1.74	183
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.67	1.11	1.74	2.07	1.93	198
IC-2	A library Web site enabling me to locate information on my own	1.45	0.91	1.62	1.91	1.76	202
IC-3	The printed library materials I need for my work	1.68	1.30	1.78	2.41	2.22	203
IC-4	The electronic information resources I need	1.58	1.28	1.63	2.03	1.92	202
IC-5	Modern equipment that lets me easily access needed information	1.54	1.23	1.50	2.00	1.87	198
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.25	1.46	1.95	1.71	202
IC-7	Making information easily accessible for independent use	1.51	1.13	1.36	1.91	1.75	199
IC-8	Print and/or electronic journal collections I require for my work	1.56	1.11	1.79	2.25	2.09	196
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.65	1.81	2.24	2.23	188
LP-2	Quiet space for individual activities	1.99	1.68	1.58	1.91	1.72	182
LP-3	A comfortable and inviting location	1.84	1.56	1.74	2.12	1.89	197
LP-4	A getaway for study, learning, or research	1.92	1.53	1.52	1.92	1.80	190
LP-5	Community space for group learning and group study	2.35	2.47	1.69	2.42	2.50	166
Overall:		1.26	0.88	1.09	1.43	1.25	204

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

6.3 Core Question Dimensions Summary for Faculty

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.91	8.07	7.65	0.74	-0.43	204
Information Control	7.13	8.28	7.03	-0.09	-1.25	204
Library as Place	6.27	7.50	6.99	0.73	-0.51	204
Overall:	6.85	8.02	7.28	0.43	-0.74	204

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.37	0.99	1.15	1.48	1.32	204
Information Control	1.25	0.83	1.26	1.65	1.47	204
Library as Place	1.60	1.39	1.41	1.73	1.64	204
Overall:	1.26	0.88	1.09	1.43	1.25	204

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

6.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	6.71	8.03	7.49	0.78	-0.54	203
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	5.72	6.94	6.15	0.43	-0.79	143
A library environment that is hospitable and conducive to finding and using information	7.26	8.36	7.61	0.34	-0.75	201
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.02	8.11	7.74	0.72	-0.37	198
Space for students to study and work in groups	5.66	6.77	6.73	1.07	-0.04	164

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.60	1.16	1.36	1.77	1.62	203
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.21	2.18	2.01	2.64	2.51	143
A library environment that is hospitable and conducive to finding and using information	1.47	0.98	1.39	1.72	1.53	201
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.67	1.27	1.29	1.81	1.53	198
Space for students to study and work in groups	2.17	2.27	1.57	2.34	2.40	164

Language: American English

Institution Type: College or University

Consortium: None

User Group: Faculty

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.82	1.42	204
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.03	1.82	204
How would you rate the overall quality of the service provided by the library?	7.39	1.38	204

6.6 Information Literacy Outcomes Questions Summary for Faculty

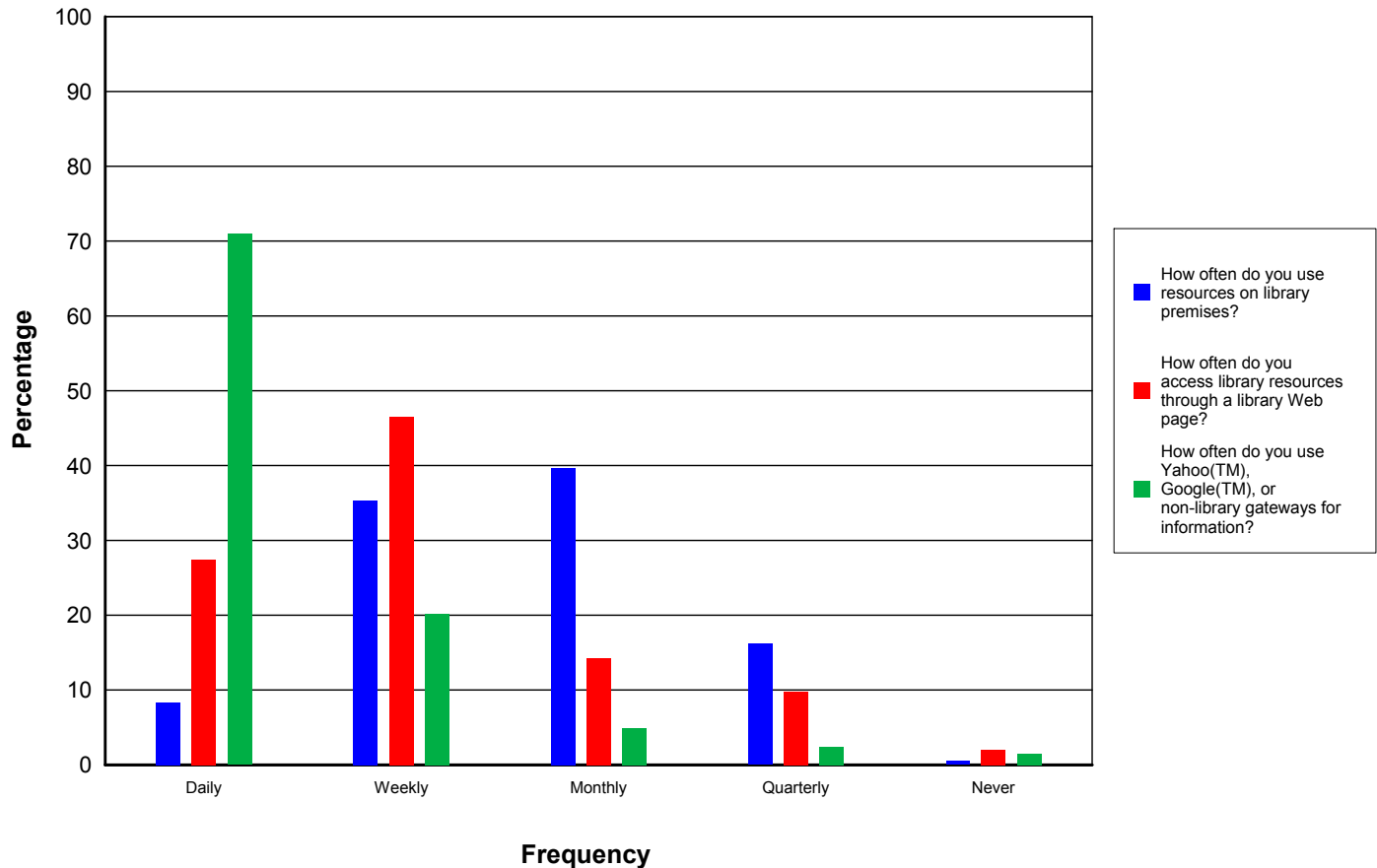
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.08	1.91	204
The library aids my advancement in my academic discipline.	6.38	1.85	204
The library enables me to be more efficient in my academic pursuits.	6.62	1.83	203
The library helps me distinguish between trustworthy and untrustworthy information.	5.81	2.00	204
The library provides me with the information skills I need in my work or study.	6.28	1.89	204

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

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	17 8.33%	72 35.29%	81 39.71%	33 16.18%	1 0.49%	204 100.00%
How often do you access library resources through a library Web page?	56 27.45%	95 46.57%	29 14.22%	20 9.80%	4 1.96%	204 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	144 70.94%	41 20.20%	10 4.93%	5 2.46%	3 1.48%	203 100.00%

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

7 Library Staff Summary

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	2	7.69%
31 - 45	10	38.46%
46 - 65	14	53.85%
Over 65	0	0.00%
Total:	26	100.00%

7.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	8	30.77%
Female	18	69.23%
Total:	26	100.00%

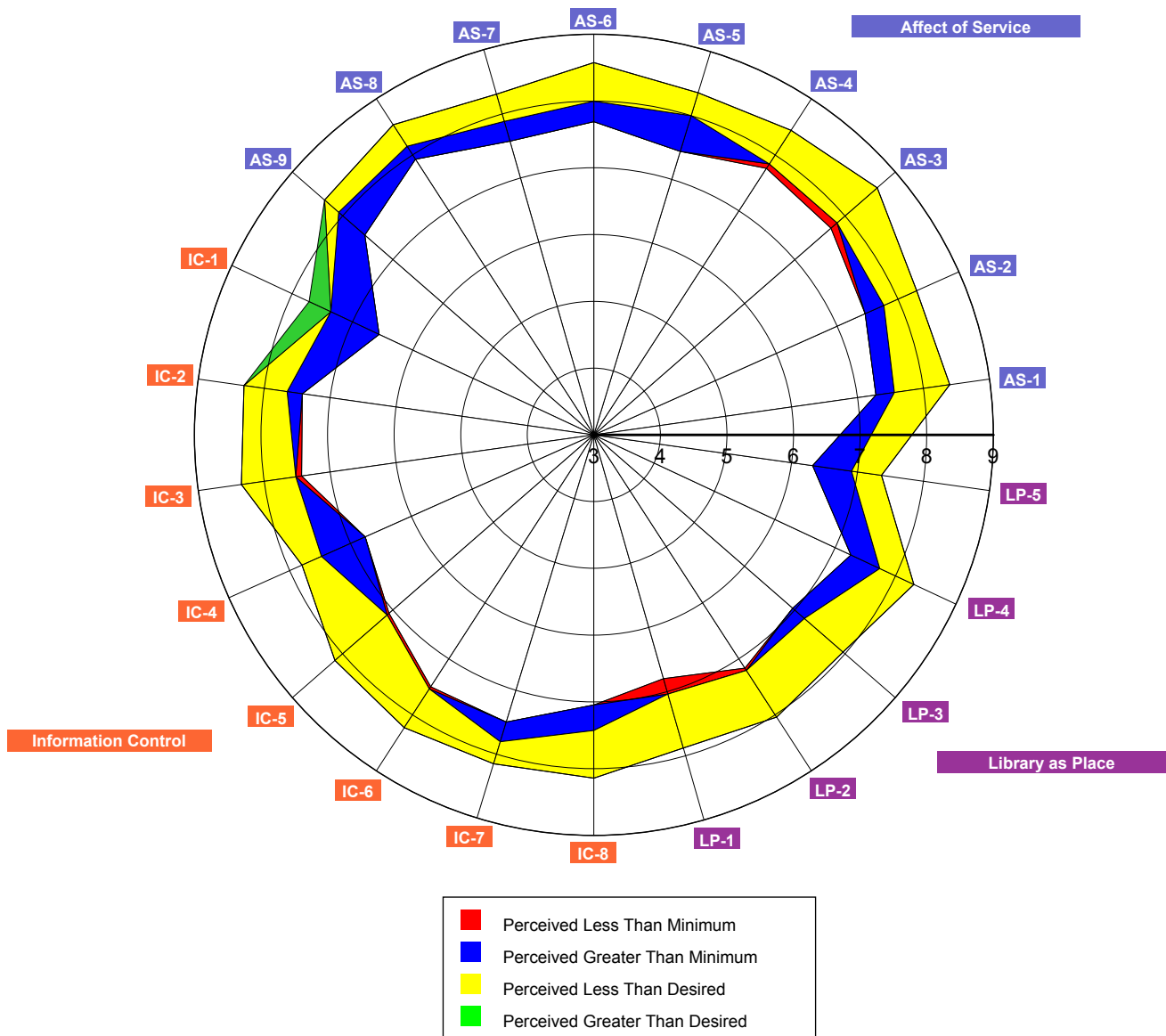
Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: Library Staff

7.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.28	8.40	7.56	0.28	-0.84	25
AS-2	Giving users individual attention	7.46	8.31	7.77	0.31	-0.54	26
AS-3	Employees who are consistently courteous	7.84	8.64	7.72	-0.12	-0.92	25
AS-4	Readiness to respond to users' questions	7.84	8.44	7.76	-0.08	-0.68	25
AS-5	Employees who have the knowledge to answer user questions	7.44	8.36	8.00	0.56	-0.36	25
AS-6	Employees who deal with users in a caring fashion	7.69	8.58	8.00	0.31	-0.58	26
AS-7	Employees who understand the needs of their users	7.58	8.31	7.88	0.31	-0.42	26
AS-8	Willingness to help users	7.92	8.54	8.15	0.23	-0.38	26
AS-9	Dependability in handling users' service problems	7.56	8.36	8.08	0.52	-0.28	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.56	7.36	7.72	1.16	0.36	25
IC-2	A library Web site enabling me to locate information on my own	7.42	8.31	7.65	0.23	-0.65	26
IC-3	The printed library materials I need for my work	7.52	8.35	7.43	-0.09	-0.91	23
IC-4	The electronic information resources I need	6.76	7.80	7.48	0.72	-0.32	25
IC-5	Modern equipment that lets me easily access needed information	7.12	8.15	7.08	-0.04	-1.08	26
IC-6	Easy-to-use access tools that allow me to find things on my own	7.54	8.23	7.50	-0.04	-0.73	26
IC-7	Making information easily accessible for independent use	7.50	8.15	7.81	0.31	-0.35	26
IC-8	Print and/or electronic journal collections I require for my work	7.05	8.14	7.43	0.38	-0.71	21
Library as Place							
LP-1	Library space that inspires study and learning	7.04	7.88	6.80	-0.24	-1.08	25
LP-2	Quiet space for individual activities	7.21	8.04	7.17	-0.04	-0.88	24
LP-3	A comfortable and inviting location	6.96	7.96	7.19	0.23	-0.77	26
LP-4	A getaway for study, learning, or research	7.26	8.30	7.74	0.48	-0.57	23
LP-5	Community space for group learning and group study	6.32	7.36	6.91	0.59	-0.45	22
Overall:		7.33	8.18	7.59	0.26	-0.59	26

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.28	0.96	1.26	1.37	1.52	25
AS-2	Giving users individual attention	1.33	1.05	1.37	1.44	1.39	26
AS-3	Employees who are consistently courteous	1.52	0.99	1.31	1.83	1.63	25
AS-4	Readiness to respond to users' questions	1.28	0.77	1.39	1.15	1.38	25
AS-5	Employees who have the knowledge to answer user questions	1.26	1.11	1.12	1.29	1.22	25
AS-6	Employees who deal with users in a caring fashion	1.41	0.90	1.10	1.12	1.33	26
AS-7	Employees who understand the needs of their users	1.24	1.12	1.18	1.26	1.21	26
AS-8	Willingness to help users	1.32	0.95	1.22	1.24	1.30	26
AS-9	Dependability in handling users' service problems	1.42	1.04	1.22	1.23	1.28	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.96	2.10	1.51	2.10	2.10	25
IC-2	A library Web site enabling me to locate information on my own	1.24	1.05	1.06	1.42	1.41	26
IC-3	The printed library materials I need for my work	1.44	1.11	1.20	1.59	1.31	23
IC-4	The electronic information resources I need	1.83	1.85	1.33	2.19	2.38	25
IC-5	Modern equipment that lets me easily access needed information	1.48	1.05	1.49	1.87	1.74	26
IC-6	Easy-to-use access tools that allow me to find things on my own	1.24	1.07	1.36	1.46	1.56	26
IC-7	Making information easily accessible for independent use	1.24	1.05	1.30	1.19	1.41	26
IC-8	Print and/or electronic journal collections I require for my work	1.43	1.31	1.29	1.66	1.68	21
Library as Place							
LP-1	Library space that inspires study and learning	1.77	1.79	2.06	2.99	3.05	25
LP-2	Quiet space for individual activities	1.69	1.49	1.71	2.01	2.27	24
LP-3	A comfortable and inviting location	1.61	1.25	1.60	1.56	1.88	26
LP-4	A getaway for study, learning, or research	1.29	1.02	1.36	1.53	1.62	23
LP-5	Community space for group learning and group study	2.10	1.97	1.44	2.34	2.61	22
Overall:		1.04	0.88	1.05	1.18	1.33	26

Language: American English

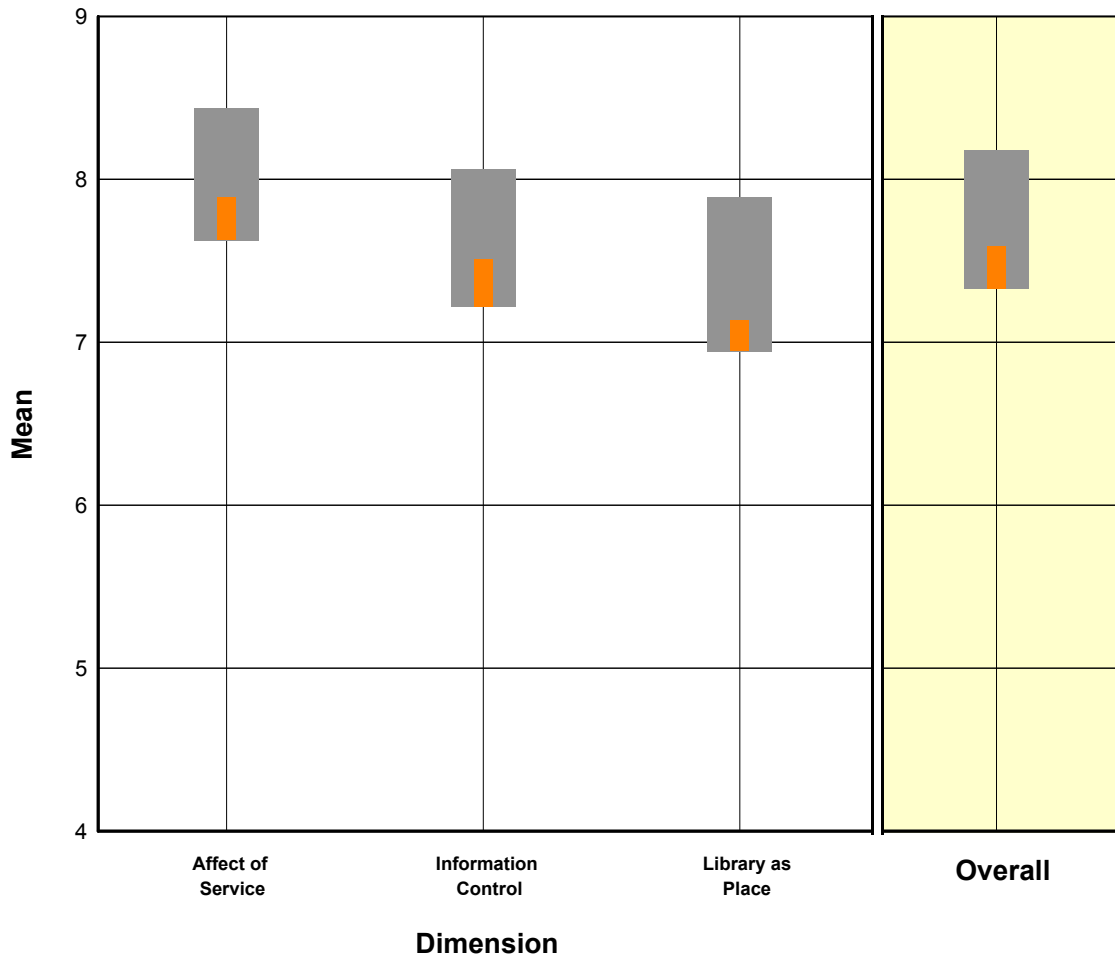
Institution Type: College or University

Consortium: None

User Group: Library Staff

7.3 Core Question Dimensions Summary for Library Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.63	8.44	7.89	0.26	-0.55	26
Information Control	7.22	8.06	7.51	0.29	-0.55	26
Library as Place	6.94	7.89	7.13	0.19	-0.76	26
Overall:	7.33	8.18	7.59	0.26	-0.59	26

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.14	0.84	1.11	1.07	1.16	26
Information Control	1.10	0.99	0.94	1.28	1.33	26
Library as Place	1.20	1.17	1.40	1.62	1.93	26
Overall:	1.04	0.88	1.05	1.18	1.33	26

Language: American English

Institution Type: College or University

Consortium: None

User Group: Library Staff

7.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	7.38	8.27	7.38	0.00	-0.88	26
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.09	7.86	6.59	0.50	-1.27	22
A library environment that is hospitable and conducive to finding and using information	7.50	8.35	7.69	0.19	-0.65	26
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.68	8.48	7.32	-0.36	-1.16	25
Space for students to study and work in groups	6.33	7.17	6.92	0.58	-0.25	24

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.50	1.15	1.65	1.33	1.40	26
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	1.63	1.36	2.11	2.02	2.51	22
A library environment that is hospitable and conducive to finding and using information	1.42	1.02	1.38	1.39	1.55	26
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.28	0.87	1.80	1.73	2.03	25
Space for students to study and work in groups	2.10	2.04	1.47	2.52	2.74	24

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

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.88	1.27	25
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.85	1.29	26
How would you rate the overall quality of the service provided by the library?	7.92	1.06	26

7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.19	1.70	26
The library aids my advancement in my academic discipline.	7.42	1.36	26
The library enables me to be more efficient in my academic pursuits.	7.46	1.27	26
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.72	26
The library provides me with the information skills I need in my work or study.	7.19	1.65	26

Language: American English

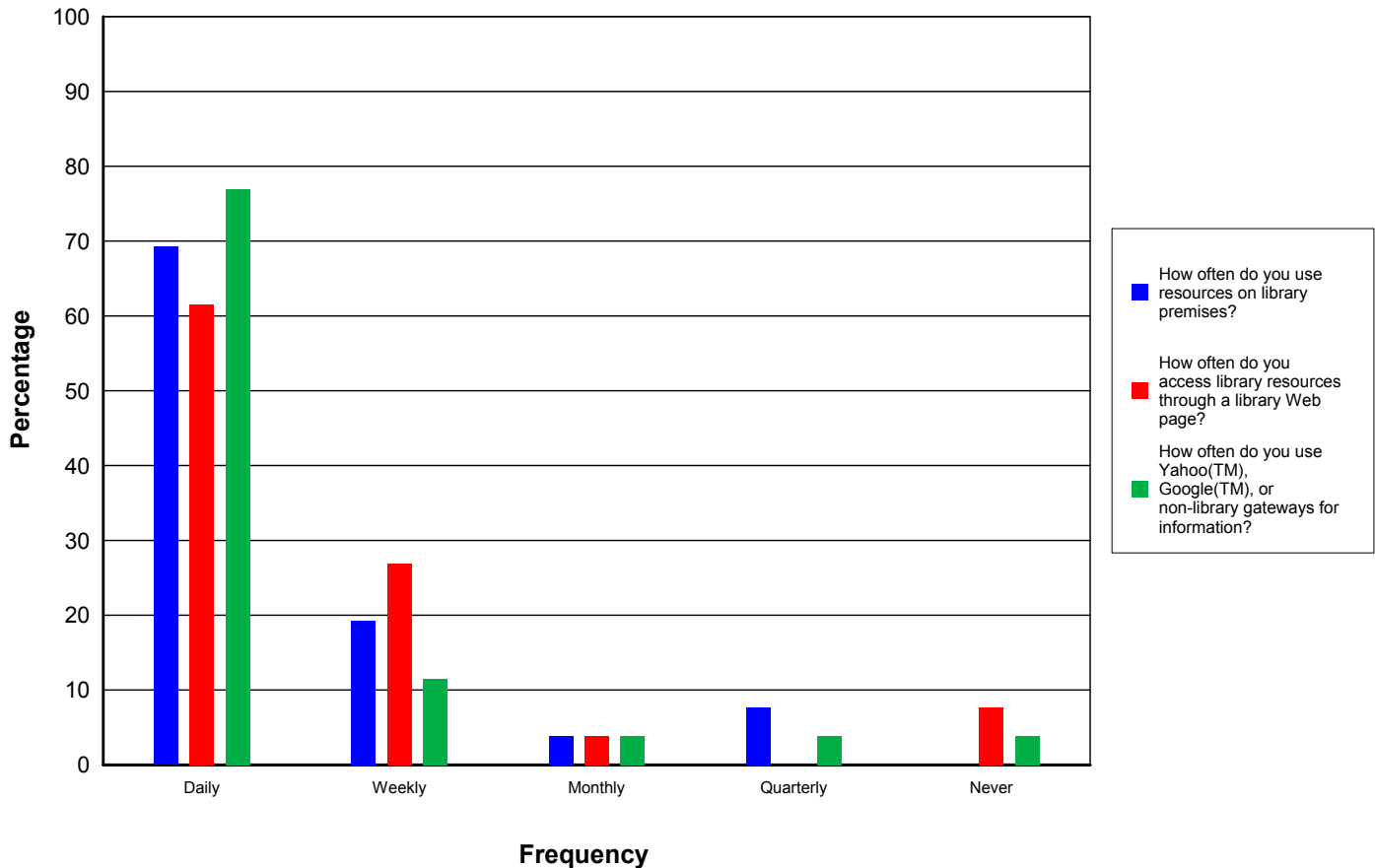
Institution Type: College or University

Consortium: None

User Group: Library Staff

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	18 69.23%	5 19.23%	1 3.85%	2 7.69%	0 0.00%	26 100.00%
How often do you access library resources through a library Web page?	16 61.54%	7 26.92%	1 3.85%	0 0.00%	2 7.69%	26 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	20 76.92%	3 11.54%	1 3.85%	1 3.85%	1 3.85%	26 100.00%

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

8 Staff Summary

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	20	18.02%
31 - 45	45	40.54%
46 - 65	45	40.54%
Over 65	1	0.90%
Total:	111	100.00%

8.1.2 Respondent Profile for Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	29	26.13%
Female	82	73.87%
Total:	111	100.00%

Language: American English

Institution Type: College or University

Consortium: None

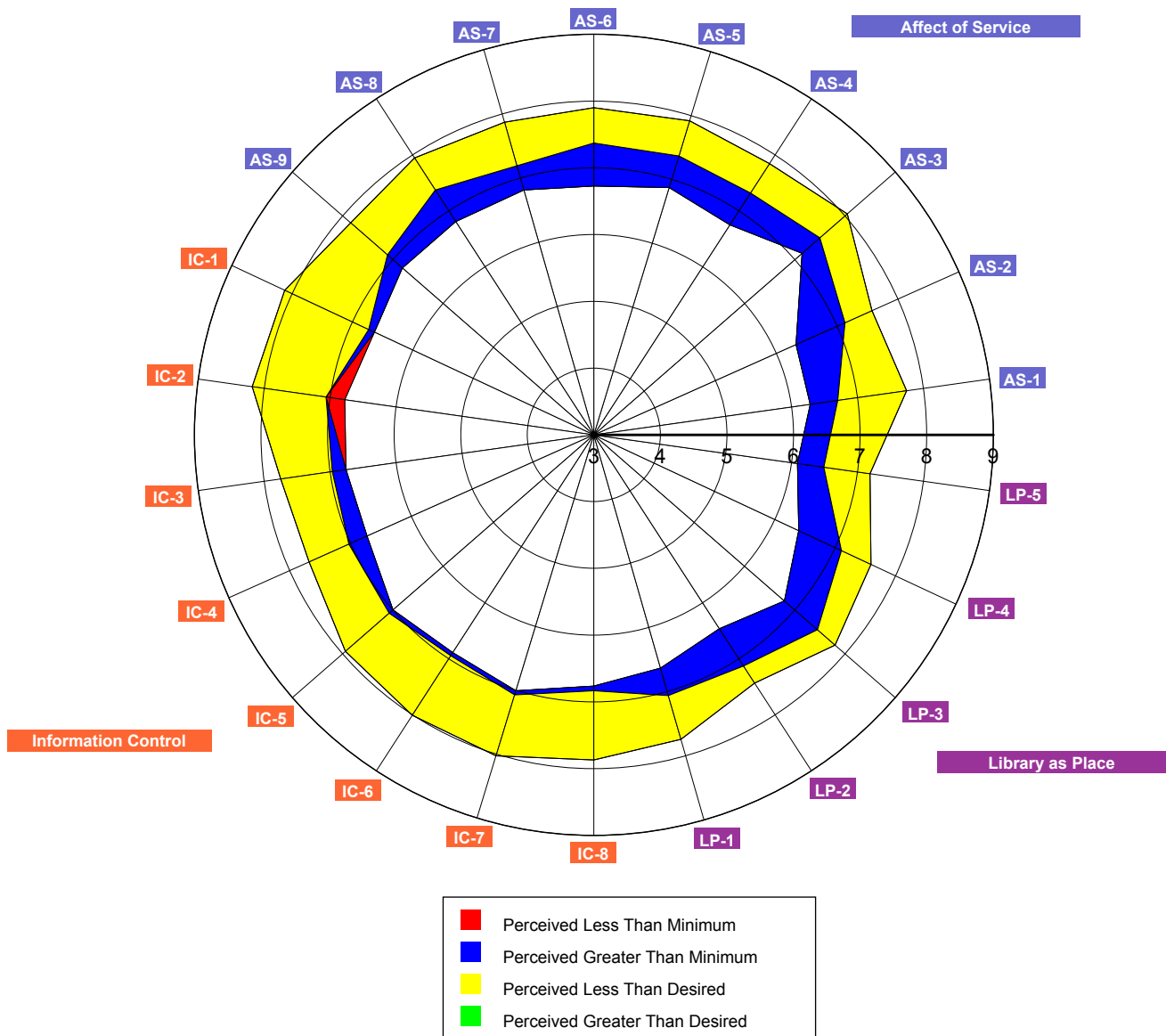
User Group: Staff

8.2 Core Questions Summary for Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.28	7.75	6.70	0.42	-1.05	110
AS-2	Giving users individual attention	6.32	7.57	7.13	0.81	-0.44	108
AS-3	Employees who are consistently courteous	7.15	8.05	7.50	0.35	-0.55	110
AS-4	Readiness to respond to users' questions	6.75	7.84	7.32	0.57	-0.52	109
AS-5	Employees who have the knowledge to answer user questions	6.87	7.92	7.37	0.50	-0.55	111
AS-6	Employees who deal with users in a caring fashion	6.73	7.90	7.37	0.65	-0.53	110
AS-7	Employees who understand the needs of their users	6.82	7.87	7.19	0.38	-0.68	109
AS-8	Willingness to help users	6.81	7.95	7.37	0.56	-0.57	110
AS-9	Dependability in handling users' service problems	6.81	7.84	7.11	0.30	-0.73	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.64	8.12	6.73	0.10	-1.39	105
IC-2	A library Web site enabling me to locate information on my own	7.06	8.18	6.78	-0.28	-1.40	109
IC-3	The printed library materials I need for my work	6.76	7.75	6.97	0.21	-0.78	96
IC-4	The electronic information resources I need	6.73	7.68	7.03	0.30	-0.65	104
IC-5	Modern equipment that lets me easily access needed information	7.00	7.94	7.07	0.07	-0.87	107
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.01	6.95	0.05	-1.06	111
IC-7	Making information easily accessible for independent use	7.01	8.03	7.07	0.06	-0.95	108
IC-8	Print and/or electronic journal collections I require for my work	6.76	7.87	6.84	0.07	-1.04	85
Library as Place							
LP-1	Library space that inspires study and learning	6.64	7.75	7.06	0.43	-0.68	110
LP-2	Quiet space for individual activities	6.46	7.44	7.13	0.67	-0.31	108
LP-3	A comfortable and inviting location	6.79	7.80	7.45	0.66	-0.35	111
LP-4	A getaway for study, learning, or research	6.40	7.59	7.10	0.71	-0.49	106
LP-5	Community space for group learning and group study	6.09	7.19	6.49	0.40	-0.70	90
Overall:		6.73	7.82	7.10	0.38	-0.72	111

Language: American English

Institution Type: College or University

Consortium: None

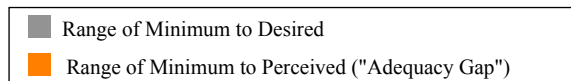
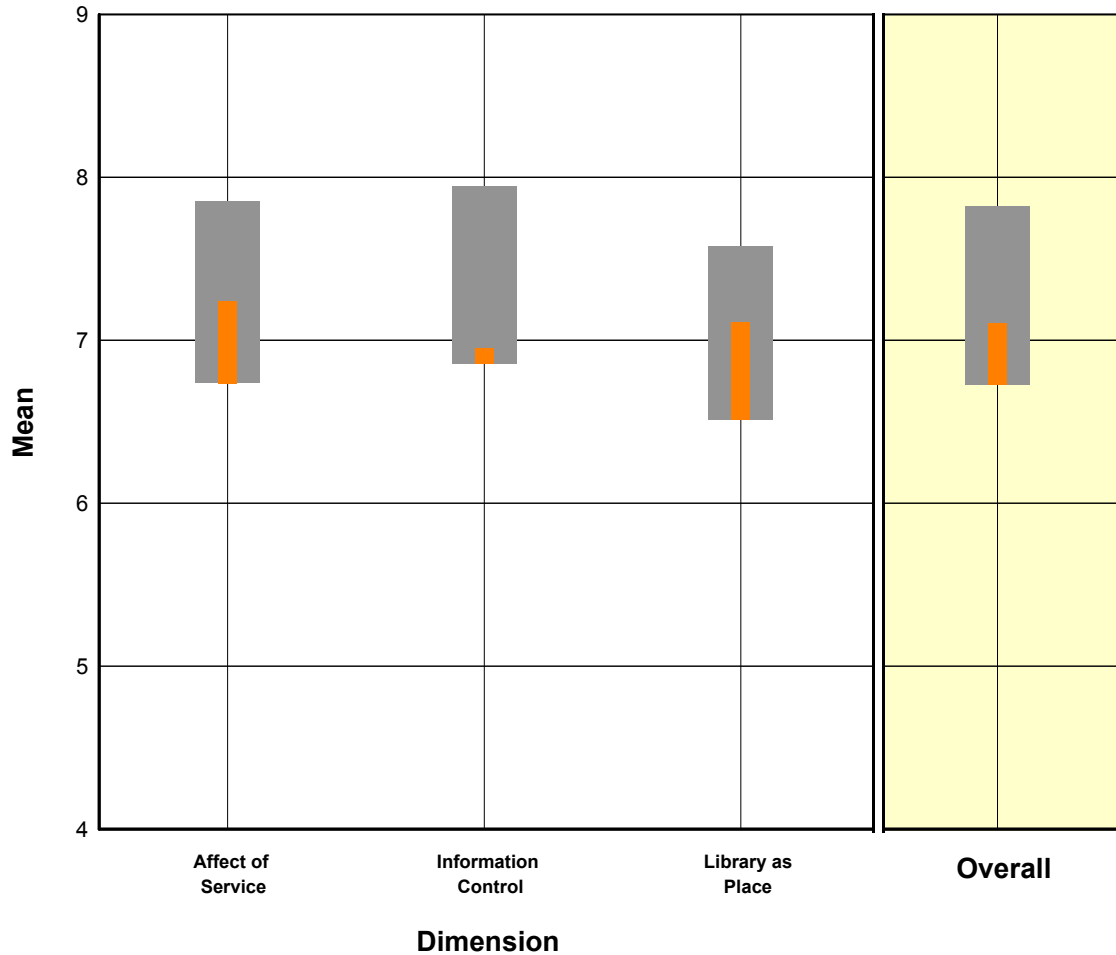
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.80	1.53	1.58	1.81	1.66	110
AS-2	Giving users individual attention	1.85	1.55	1.57	2.08	1.98	108
AS-3	Employees who are consistently courteous	1.75	1.33	1.56	1.81	1.67	110
AS-4	Readiness to respond to users' questions	1.79	1.40	1.43	1.91	1.61	109
AS-5	Employees who have the knowledge to answer user questions	1.67	1.42	1.58	1.94	1.82	111
AS-6	Employees who deal with users in a caring fashion	1.84	1.50	1.40	1.86	1.57	110
AS-7	Employees who understand the needs of their users	1.80	1.43	1.44	1.79	1.60	109
AS-8	Willingness to help users	1.76	1.39	1.38	1.73	1.37	110
AS-9	Dependability in handling users' service problems	1.79	1.45	1.41	1.81	1.55	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.72	1.23	1.59	1.92	1.70	105
IC-2	A library Web site enabling me to locate information on my own	1.74	1.20	1.84	1.97	1.92	109
IC-3	The printed library materials I need for my work	1.77	1.49	1.67	1.78	1.84	96
IC-4	The electronic information resources I need	1.72	1.58	1.50	1.97	1.78	104
IC-5	Modern equipment that lets me easily access needed information	1.61	1.35	1.33	1.53	1.35	107
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.30	1.49	1.68	1.57	111
IC-7	Making information easily accessible for independent use	1.62	1.29	1.41	1.81	1.54	108
IC-8	Print and/or electronic journal collections I require for my work	1.62	1.42	1.80	2.15	2.04	85
Library as Place							
LP-1	Library space that inspires study and learning	1.63	1.47	1.70	1.83	1.94	110
LP-2	Quiet space for individual activities	2.07	1.79	1.71	2.19	2.09	108
LP-3	A comfortable and inviting location	1.72	1.40	1.55	1.86	1.69	111
LP-4	A getaway for study, learning, or research	1.86	1.63	1.57	2.07	2.07	106
LP-5	Community space for group learning and group study	1.92	1.76	1.90	2.41	2.34	90
Overall:		1.44	1.16	1.20	1.44	1.31	111

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

8.3 Core Question Dimensions Summary for Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.74	7.85	7.24	0.51	-0.61	111
Information Control	6.86	7.95	6.95	0.09	-1.00	111
Library as Place	6.51	7.58	7.11	0.60	-0.47	111
Overall:	6.73	7.82	7.10	0.38	-0.72	111

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.57	1.25	1.28	1.61	1.41	111
Information Control	1.42	1.16	1.29	1.47	1.38	111
Library as Place	1.55	1.34	1.41	1.66	1.66	111
Overall:	1.44	1.16	1.20	1.44	1.31	111

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

8.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Providing help when and where I need it	6.55	7.80	7.17	0.62	-0.62	109
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	6.08	7.09	6.35	0.27	-0.74	85
A library environment that is hospitable and conducive to finding and using information	7.06	8.06	7.25	0.19	-0.81	110
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.69	7.83	7.17	0.47	-0.67	108
Space for students to study and work in groups	6.19	7.31	6.62	0.43	-0.68	95

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Providing help when and where I need it	1.77	1.41	1.43	1.83	1.60	109
Access to equipment that is not readily available in my department, e.g., scanners, CD burners, PDAs, syncing stations	2.04	2.14	1.81	1.97	2.19	85
A library environment that is hospitable and conducive to finding and using information	1.62	1.36	1.59	1.86	1.81	110
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.68	1.40	1.44	1.85	1.58	108
Space for students to study and work in groups	1.95	1.81	1.83	2.32	2.25	95

Language: American English

Institution Type: College or University

Consortium: None

User Group: Staff

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.42	1.47	110
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.07	1.68	111
How would you rate the overall quality of the service provided by the library?	7.41	1.49	111

8.6 Information Literacy Outcomes Questions Summary for Staff

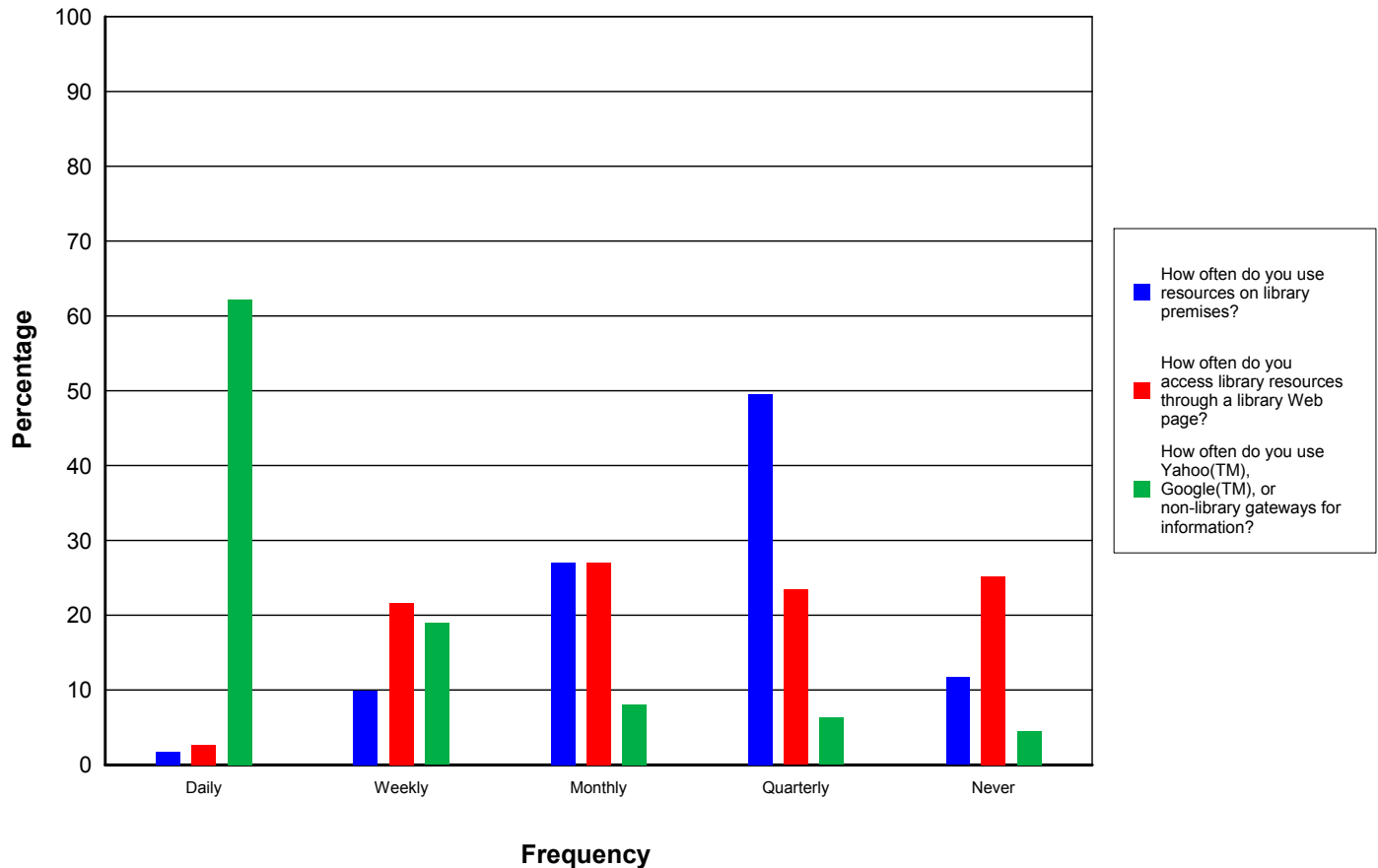
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.81	1.95	111
The library aids my advancement in my academic discipline.	6.30	1.65	111
The library enables me to be more efficient in my academic pursuits.	6.50	1.75	111
The library helps me distinguish between trustworthy and untrustworthy information.	5.92	1.73	111
The library provides me with the information skills I need in my work or study.	6.28	1.56	111

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

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	2 1.80%	11 9.91%	30 27.03%	55 49.55%	13 11.71%	111 100.00%
How often do you access library resources through a library Web page?	3 2.70%	24 21.62%	30 27.03%	26 23.42%	28 25.23%	111 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	69 62.16%	21 18.92%	9 8.11%	7 6.31%	5 4.50%	111 100.00%

Language: American English

Institution Type: College or University

Consortium: None

User Group: Staff

9 Appendix A: LibQUAL+™ Dimensions

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

LibQUAL+™ 2000 Dimensions

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

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

LibQUAL+™ 2001 Dimensions

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

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

LibQUAL+™ 2002 and 2003 Dimensions

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

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

LibQUAL+™ 2004 - 2006 Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey - Access to Information and Personal Control - had collapsed into one. The following three dimensions have been measured since then: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2006 notebooks, along with the questions that relate to each dimension. (Note: The questions below are those used in the College and University implementation of the survey, American English version.)

Affect of Service

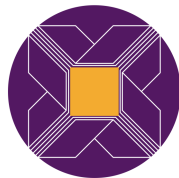
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in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

Information Control

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

Library as Place

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



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