Association of Research Libraries
21 Dupont Circle, Suite 800
Washington, DC 20036
Phone 202-296-2296

This notebook contains information from the 2009 administration of the LibQUAL+® protocol. The material on t following pages is drawn from the analysis of responses from the participating institutions collected in 2009.

The LibQUAL+® project requires the skills of a dedicated group. We would like to thank several members LibQUAL+® team for their key roles in the development of this service. From Texas A&M University, the qualitative leadership of Yvonna Lincoln has been key to the project's integrity. The behind-the-scenes roles of B Chollet and others from the library Systems and Training units were also formative in the early years. F Association of Research Libraries, we are appreciative of the past contributions of Consuella Askew, Richar Groves, Kaylyn Groves, Amy Hoseth, Kristina Justh, Mary Jackson, Jonathan Sousa, and Benny Yu.

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

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

Colleen Cook
Texas A&M University

MaShana Davis

I would personally like to say a word about the development of LibQUAL+® over the last few years and to thank people that have been involved in this effort. LibQUAL+® would not have been possible without the many pe who have offered their time and constructive feedback over the years for the cause of improving library servi sense, LibQUAL+® has built three kinds of partnerships: one between ARL and Texas A&M University, a secon one among the participating libraries and their staff, and a third one comprising the thousands of users provided their valuable survey responses over the years.

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library s quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. As of February 2009, we have had 1,176 libraries participating, 17 language translations, 1,050,432 surveys completed, and implementations in 28 differen countries. About 40% of the users who respond to the survey provide rich comments about the ways they libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers wer moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQU Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6). Between 2007 and 2009 we incorporated additional languages including Chinese, Japanes currently working on a Hebrew version for 2010. In 2008, we launched an experimental platform that tests a s version of the LibQUAL+® survey known as LibQUAL+® Lite, which we expect to roll out on an operational b in the coming months.

LibQUAL+® findings have engaged thousands of librarians in discussions with colleagues and ARL on wh findings mean for local libraries, for their regions, and for the future of libraries across the globe. Consor supported their members' participation in LibQUAL+® in order to offer an informed understanding of the cha occurring in their shared environment. Summary highlights have been published on an annual basis show rich array of information available through LibQUAL+®:

LibQUAL+® 2008 Survey Highlights
<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf>
<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf>

LibQUAL+® 2007 Survey Highlights
<http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full1.pdf>
<http://www.libqual.org/documents/admin/2007_Highlights_Supplemental.pdf>

LibQUAL+® 2006 Survey Highlights
<http://www.libqual.org/documents/admin/LibQUALHighlights2006.pdf>

LibQUAL+® 2005 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights20051.pdf>

LibQUAL+® 2004 Survey Highlights
<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>

LibQUAL+® 2003 Survey Highlights
<http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf>

Summary published reports have also been made available:
<http://www.arl.org/pubscat/libqualpubs.html>

The socio-economic and technological changes that are taking place around us are affecting the ways use
with libraries. We used to think that libraries could provide reliable and reasonably complete access to publi
scholarly output, yet we now know from LibQUAL+® that users have an insatiable appetite for content. No l

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey paired with training that helps libraries a and improve library services, change organizational culture, and market the library. The survey instrument library users' minimum, perceived, and desired service levels of service quality across three dimensions: Af Service, Information Control, and Library as Place. The goals of LibQUAL+® are to:

- Foster a culture of excellence in providing library service
-

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

What are the origins of the LibQUAL+® survey?

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

Data summaries from the 2009 iteration of the LibQUAL+® survey will be available to project participants on via the LibQUAL+® survey management site:

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

Means

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

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

Standard Deviation

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

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

Service Adequacy

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

Service Superiority

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

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

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

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

> Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II. [The] emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of th membership to augment the collection-count and fiscal input measures that comprise the ARL Index and Statistics, to date the most consistently collected statistics for research libraries, with outcome measures assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+® service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Kyrillidou & Cook, 2008; Kyrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompso Kyrillidou & Cook, 2007a, 2007b, 2008).

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

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

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

LibQUAL+® is one of 11 ways of listening to users, called a total market survey. As Berryebw4

> using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard peer institutions can provide important insights Berry recommended using multiple listening metho emphasized that "Ongoing data collection... is a necessity. Transactional surveys, total market surveys, and research should always be included" (Berry, 1995, p. 54).

Score Scaling

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

Using LibQUAL+® Data

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

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

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

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+®. Heath, Kyrillidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+® data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. Kyrillidou (2008) edited a compilation of articles that complements and provides an updated perspective on these earlier special issues. These publications can be ordered by sending an email to libqual@arl.org

2009 Data Screening

The 22 LibQUAL+® core items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) Service Affect (9 items, such as "willingness to help users"); (b) Information Control (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journa collections I require for my work"); and (c) Library as Place (5 items, such as "a getaway for study, learning or research").

However, as happens in any survey, in 2009 some users provided incomplete data, inconsistent data, or bo compiling the summary data reported here, several criteria were used to determine which respondents to these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user completed all items. On each of these items, in order to submit the survey successfully, users must provide (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user ma abandon the survey without completing all the items. Only records with complete data on the 22 items and whe respondents chose a "user group," if applicable, were retained in summary statistics.

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

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

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

LibQUAL+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three s scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords th opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among a individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack u among the gap scores of all institutions participating in the survey?"

If

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

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

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

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

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

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

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

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

Alpha University

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

Omega University

Completers (n=200 / 800)	Population (N=23,000)
Gender	Gender
Students 35% female	Students 59% female
Faculty 65% female	Faculty 43% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 15%
Science 20%	Science 35%
Other 40%	Other 50%

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

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

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to and generate service-quality assessment information. The Academy is one more resource for library staff who like to develop enhanced service-quality assessment skills.

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

<http://www.libqual.org/>
<http://www.statsqual.org/>
<http://www.arl.org/stats/>

References

Berry, L.L. On Great Service: A Framework For Action. New York: The Free Press, 1995.

Cook, Colleen C., Fred Heath, and Bruce Thompson. LibQUAL+™ from the UK Perspective. 5th Northumbria
., .55 d.j [(.55 (Gue8(more).55 Ed.).j [(.55 “L] TJ -82.6 .55 Decisree 6(Nortses536(and)()-363(inf

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

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

User Group		Respondent n	Respondent %
Undergraduate			
First year		18	8.33%
Second year		28	12.96%
Third year		34	15.74%
Fourth year		23	10.65%
Fifth year and above		1	0.46%
Non-degree		0	0.00%
	Sub Total:	104	48.15%
Graduate			
Masters		28	12.96%
Doctoral		2	0.93%
Non-degree or Undecided		1	0.46%
	Sub Total:	31	14.35%
Faculty			
Adjunct Faculty		10	4.63%
Assistant Professor		18	8.33%
Associate Professor		17	7.87%
Lecturer		2	0.93%
Professor		28	12.96%
Other Academic Status		1	0.46%
	Sub Total:	76	35.19%
Library Staff			
Administrator		0	0.00%
Manager, Head of Unit		0	0.00%
Public Services		1	0.46%
Systems		0	0.00%
Technical Services		0	0.00%
Other		1	0.46%
	Sub Total:	2	0.93%
Staff			
Research Staff		0	0.00%
Other staff positions		3	1.39%
	Sub Total:	3	1.39%
Total:		216	100.00%

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 demog
provided by institutions in the online Representativeness section*.

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

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

The chart and table below show a breakdown of survey respondents by discipline, based on user respon
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 c
maps percentage of respondents for each discipline in red. Population percentages for each discipline are
blue.

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	1,052	17.50%	20	9.48%	8.03%
Communications / Journalism	262	4.36%	6	2.84%	1.52%
Education	825	13.73%	29	13.74%	-0.02%
Engineering / Computer Science	160	2.66%	10	4.74%	-2.08%
General Studies	356	5.92%	1	0.47%	5.45%
Health Sciences	862	14.34%	32	15.17%	-0.82%
Humanities	251	4.18%	23	10.90%	-6.72%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	287	4.78%	10	4.74%	0.04%
Other	386	6.42%	1	0.47%	5.95%
Performing & Fine Arts	0	0.00%	0	0.00%	0.00%
Science / Math	586	9.75%	42	19.91%	-10.15%
Social Sciences / Psychology	861	14.33%	28	13.27%	1.06%
Undecided	122	2.03%	9	4.27%	-2.24%
Total:	6,010	100.00%	211	100.00%	0.00%

The chart and table below show a breakdown of survey respondents by discipline, based on user respon 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 suppli participating library. The chart maps percentage of respondents for each discipline in red. Population perce each

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	586	9.75%	42	19.91%	-10.15%
Communications / Journalism	262	4.36%	6	2.84%	1.52%
Computing Science/Math	101	1.68%	8	3.79%	-2.11%
Counseling/HS/HAHR	473	7.87%	15	7.11%	0.76%
Distance Learner-KSOM or SEOL	386	6.42%	1	0.47%	5.95%
Education	825	13.73%	29	13.74%	-0.02%
English/Theatre/World Cultures & Lang	169	2.81%	14	6.64%	-3.82%
General Studies	356	5.92%	1	0.47%	5.45%
History/Political Science	287	4.78%	10	4.74%	0.04%
KSOM	1,052	17.50%	20	9.48%	8.03%
Nursing/OT/PT	862	14.34%	32	15.17%	-0.82%
Other or Undeclared	122	2.03%	9	4.27%	-2.24%
Philosophy/Theology/RS	82	1.36%	9	4.27%	-2.90%
Physics/EE	59	0.98%	2	0.95%	0.03%
Psychology	242	4.03%	9	4.27%	-0.24%
Sociology/Criminal Justice/Gerontology	146	2.43%	4	1.90%	0.53%
Total:	6,010	100.00%	211	100.00%	0.00%

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

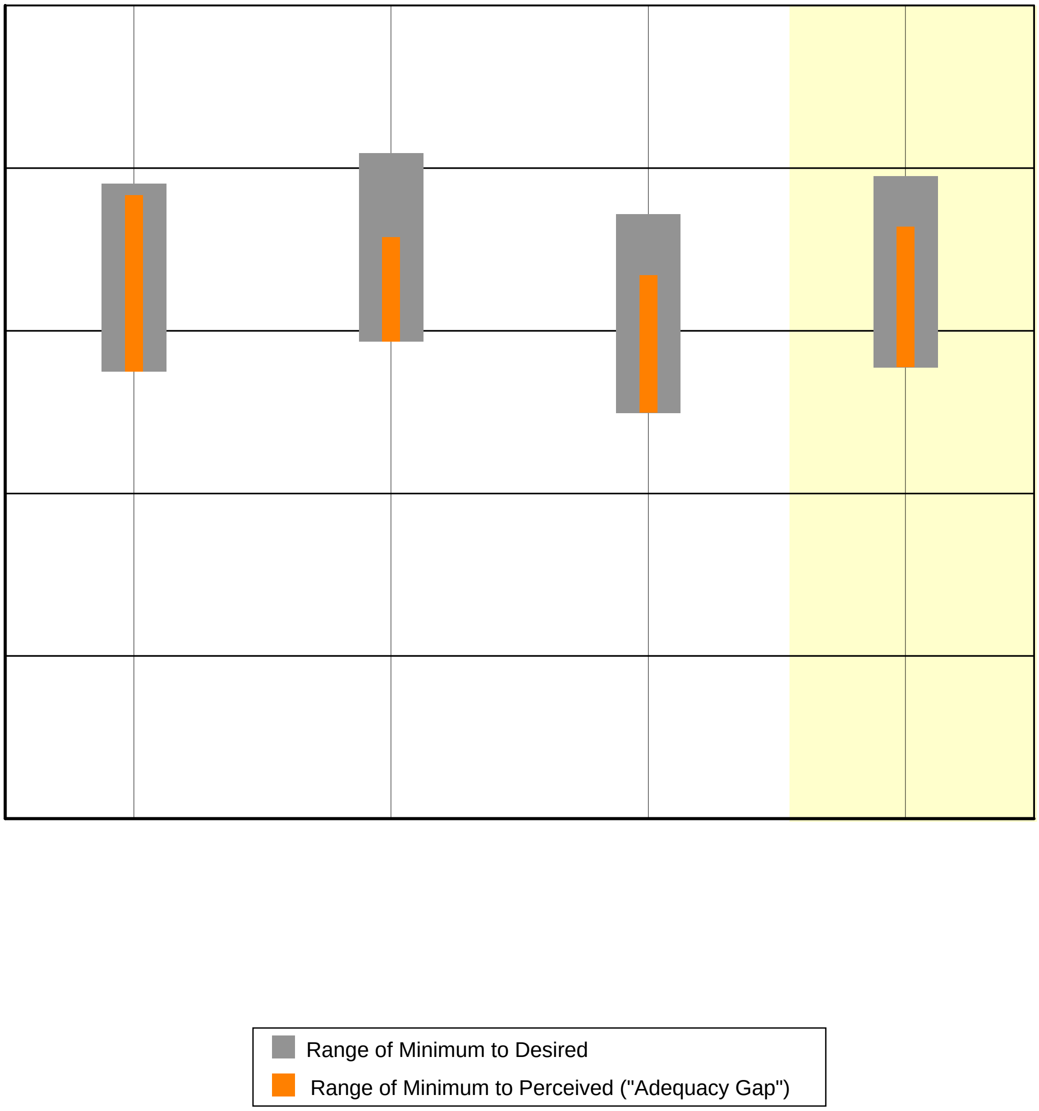
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

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

ID	Question Text	Desired Mean	Perceived Mean	Adequacy Mean

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	2.05	1.67	1.60	1.99	1.88	199
AS-2	Giving users individual attention	2.06	1.79	1.74	1.94	1.73	204
AS-3	Employees who are consistently courteous	1.78	1.28	1.26	1.82	1.43	208
AS-4	Readiness to respond to users' questions	1.72	1.29	1.33	1.74	1.47	203
AS-5	Employees who have the knowledge to answer user questions	1.82	1.33	1.31	1.89	1.33	211
AS-6	Employees who deal with users in a caring fashion	1.87	1.37	1.29	1.72	1.31	212
AS-7	Employees who understand the needs of their users	1.86	1.39	1.26	1.73	1.44	207
AS-8	Willingness to help users	1.87	1.52	1.27	1.72	1.47	207
AS-9	Dependability in handling users' service problems	2.03	1.62	1.41	2.09	1.85	169
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.43	1.66	1.99	1.90	212
IC-2	A library Web site enabling me to locate information on my own	1.79	1.28	1.43	1.90	1.63	210
IC-3	The printed library materials I need for my work	1.88	1.60	1.61	1.96	1.87	205
IC-4	The electronic information resources I need	1.80	1.28	1.53	2.03	1.85	211
IC-5	Modern equipment that lets me easily access needed information	1.76	1.23	1.75	2.26	1.93	206

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



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

65 Mean	Adequacy Mean

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, Introduction to this notebook.)

	Adequacy Mean

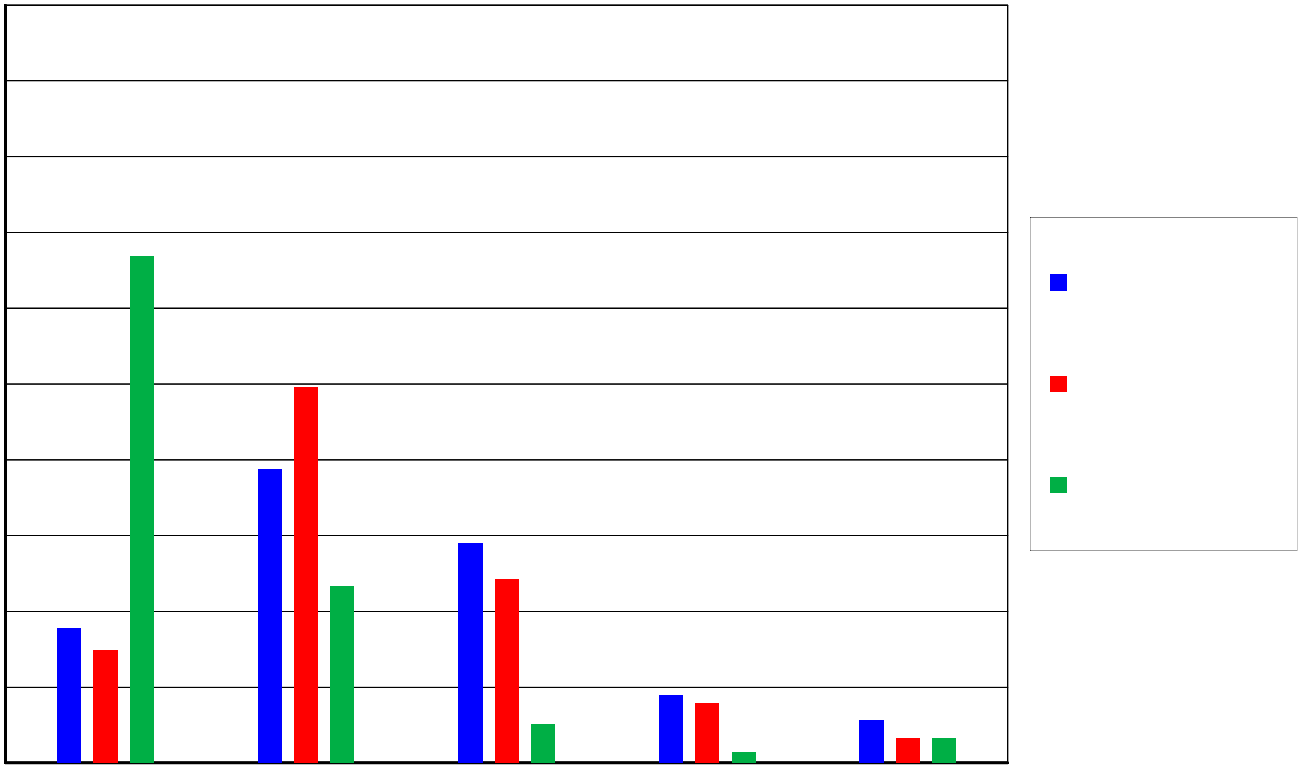
This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisf Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number o respondents for each question. These scores are calculated from responses to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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.08	1.22	213
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.58	214
How would you rate the overall quality of the service provided by the library?	7.78	1.24	214

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

Information Literacy Outcomes Questions	Mean	SD	n

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



The

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	891	21.49%	11	10.58%	10.91%
Communications / Journalism	245	5.91%	4	3.85%	2.06%
Education	372	8.97%	8	7.69%	1.28%
Engineering / Computer Science	110	2.65%	5	4.81%	-2.16%
General Studies	356	8.58%	0	0.00%	8.58%
Health Sciences	613	14.78%	17	16.35%	-1.56%
Humanities	167	4.03%	6	5.77%	-1.74%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	241	5.81%	4	3.85%	1.97%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	0	0.00%	0	0.00%	0.00%
Science / Math	494	11.91%	32	30.77%	-18.86%
Social Sciences / Psychology	536	12.93%	14	13.46%	-0.54%
Undecided	122	2.94%	3	2.88%	0.06%
Total:	4,147	100.00%	104	100.00%	0.00%

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	494	11.91%	32	30.77%	-18.86%
Communications / Journalism	245	5.91%	4	3.85%	2.06%
Computing Science/Math	78	1.88%	4	3.85%	-1.97%
Counseling/HS/HAHR	167	4.03%	5	4.81%	-0.78%
Distance Learner-KSOM or SEOL	0	0.00%	0	0.00%	0.00%
Education	372	8.97%	8	7.69%	1.28%
English/Theatre/World Cultures & Lang	130	3.13%	5	4.81%	-1.67%
General Studies	356	8.58%	0	0.00%	8.58%
History/Political Science	241	5.81%	4	3.85%	1.97%
KSOM	891	21.49%	11	10.58%	10.91%
Nursing/OT/PT	613	14.78%	17	16.35%	-1.56%
Other or Undeclared	122	2.94%	3	2.88%	0.06%
Philosophy/Theology/RS	37	0.89%	1	0.96%	-0.07%
Physics/EE	32	0.77%	1	0.96%	-0.19%
Psychology			7	6.73 Td (7) Tj 46.55.(1	

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 %
	0	0.00%
	97	93.27%
	3	2.88%
	1	0.96%
	3	2.88%
	0	0.00%
Total:	104	100.00%

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							

The

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, Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Contribution to the intellectual atmosphere of the campus	6.25	7.48	7.18	0.93	-0.29	103
The multimedia (CD / DVD / video / audio) collections I need	5.98	7.24	7.27	1.29	0.02	82
Efficient interlibrary loan / document delivery	6.27	7.36	7.39	1.12	0.03	75
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.26	7.30	7.45	1.19	0.15	94
The 24 by 7 live chat service provides information assistance when and where I need it	5.54	6.60	7.43	1.89	0.83	63

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

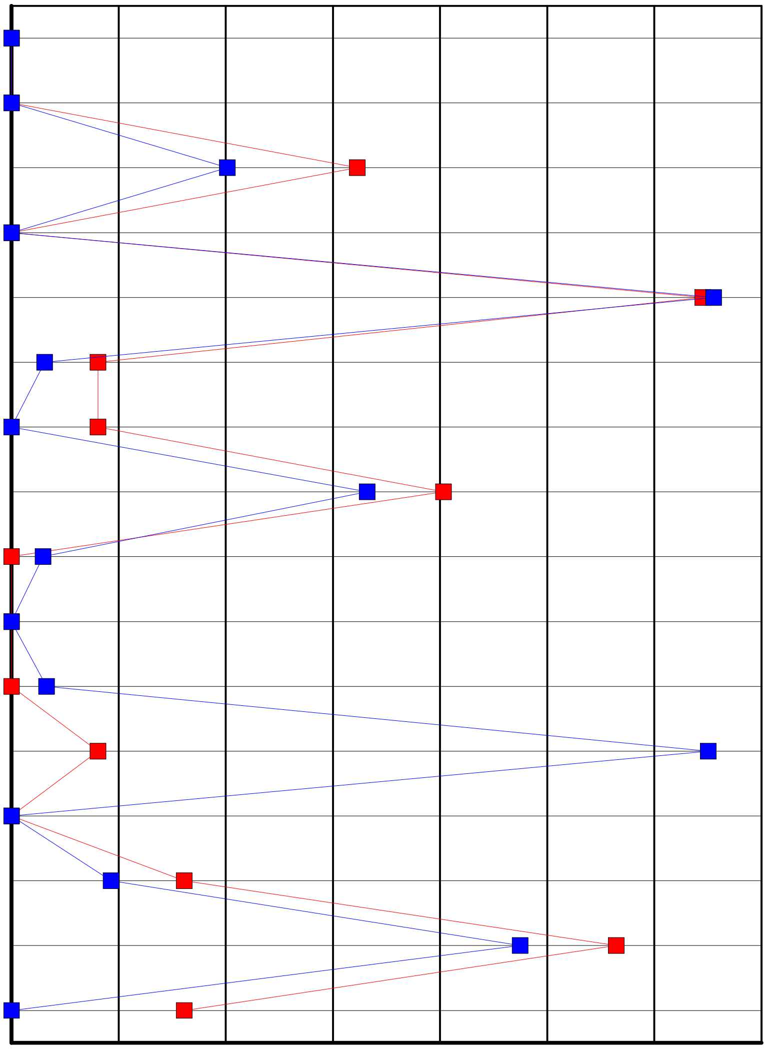
Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.95	1.60	1.59	1.96	1.80	103
The multimedia (CD / DVD / video / audio) collections I need	2.09	1.78	1.48	2.33	2.08	82
Efficient interlibrary loan / document delivery	2.13	1.73	1.55	2.14	2.04	75
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.36	1.93	1.70	1.91	1.77	94
The 24 by 7 live chat service provides information assistance when and where I need it	2.73	2.33	1.65	2.49	2.16	63

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.89	1.20	104
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.50	1.55	104
How would you rate the overall quality of the service provided by the library?	7.61	1.18	104

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

The chart and table below show a breakdown of survey respondents by discipline, based on user respon
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 c
maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapp
The table shows the number and percentage for each discipline, for the general population (N) and for surve
respondents (n).



🟥 Respondent Profile by Discipline

🟦 Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	117	8.05%	4	12.90%	-4.85%
Communications / Journalism	0	0.00%	0	0.00%	0.00%
Education	381	26.22%	8	25.81%	0.42%
Engineering / Computer Science	18	1.24%	1	3.23%	-1.99%
General Studies	0	0.00%	1	3.23%	-3.23%
Health Sciences	193	13.28%	5	16.13%	-2.85%
Humanities	17	1.17%	0	0.00%	1.17%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	19	1.31%	0	0.00%	1.31%
Other	378	26.02%	1	3.23%	22.79%
Performing & Fine Arts	0	0.00%	0	0.00%	0.00%
Science / Math	54	3.72%	2	6.45%	-2.74%
Social Sciences / Psychology	276	19.00%	7	22.58%	-3.59%
Undecided	0	0.00%	2	6.45%	-6.45%
Total:	1,453	100.00%	31	100.00%	0.00%

The chart and table below show a breakdown of survey respondents by discipline, based on user respon 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 suppli participating library. The chart maps percentage of respondents for each discipline in red. Population percen each discipline are mapped in blue. The table shows the number and percentage for each discipline, for t population (N) and for survey respondents (n).

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	54	3.72%	2	6.45%	-2.74%
Communications / Journalism	0	0.00%	0	0.00%	0.00%
Computing Science/Math	0	0.00%	1	3.23%	-3.23%
Counseling/HS/HAHR	276	19.00%	6	19.35%	-0.36%
Distance Learner-KSOM or SEOL	378	26.02%	1	3.23%	22.79%
Education	381	26.22%	8	25.81%	0.42%
English/Theatre/World Cultures & Lang	0	0.00%	0	0.00%	0.00%
General Studies	0	0.00%	1	3.23%	-3.23%
History/Political Science	19	1.31%	0	0.00%	1.31%
KSOM	117	8.05%	4	12.90%	-4.85%
Nursing/OT/PT	193	13.28%	5	16.13%	-2.85%
Other or Undeclared	0	0.00%	2	6.45%	-6.45%
Philosophy/Theology/RS	17	1.17%	0	0.00%	1.17%
Physics/EE	18	1.24%	0	0.00%	1.24%
Psychology	0	0.00%	1	3.23%	-3.23%
Sociology/Criminal Justice/Gerontology	0	0.00%	0	0.00%	0.00%
Total:	1,453	100.00%	31	100.00%	0.00%

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 %
	0	0.00%
	2	6.45%
	11	35.48%
	12	38.71%
	6	19.35%
	0	0.00%
Total:	31	100.00%

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.

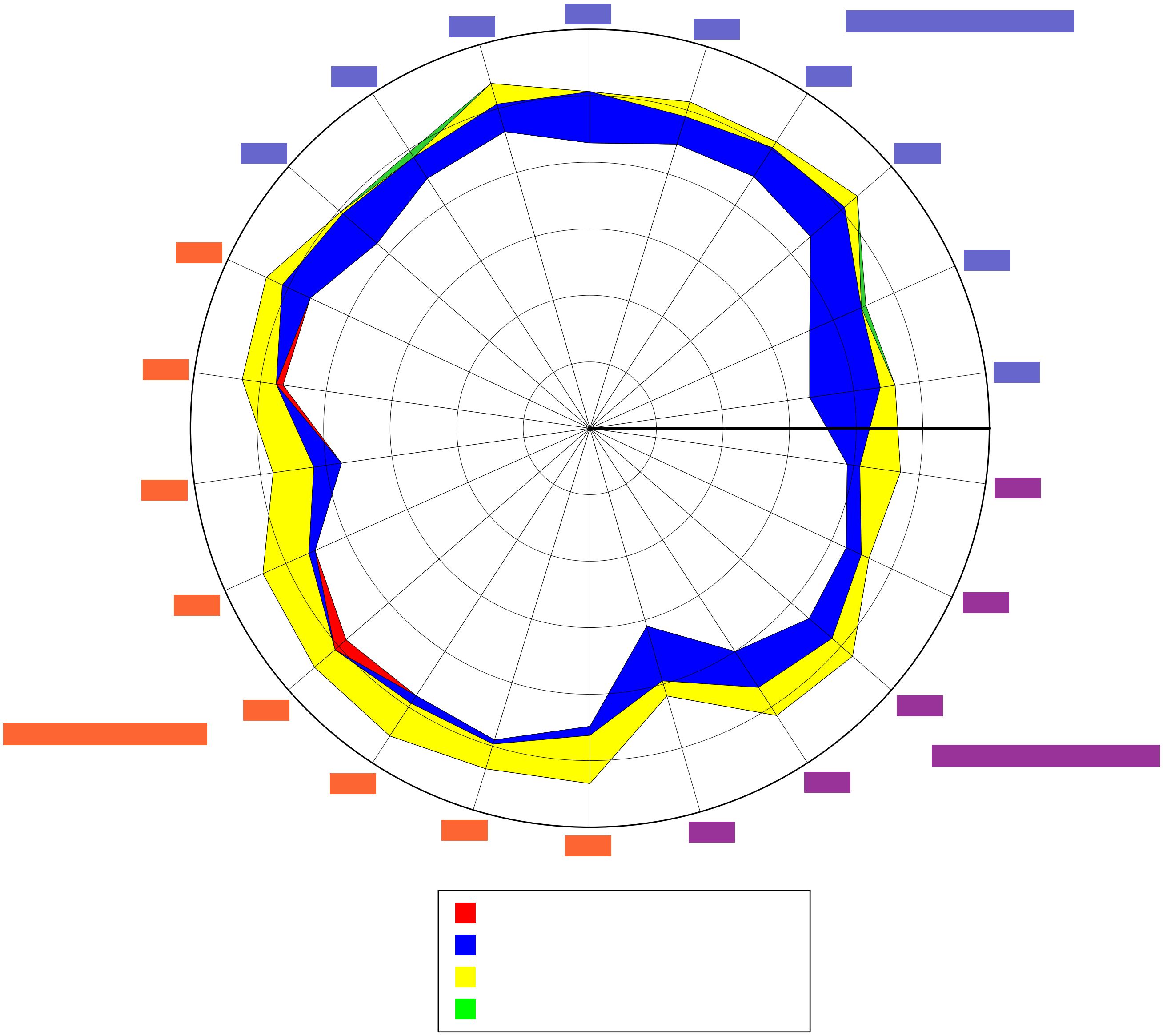
*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
	272	36.22%	11	35.48%
	479	63.78%	20	64.52%
Total:	751	100.00%	31	100.00%

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. identify each question is displayed at the outer point of each axis. While questions for each dimension of librar quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect o 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.

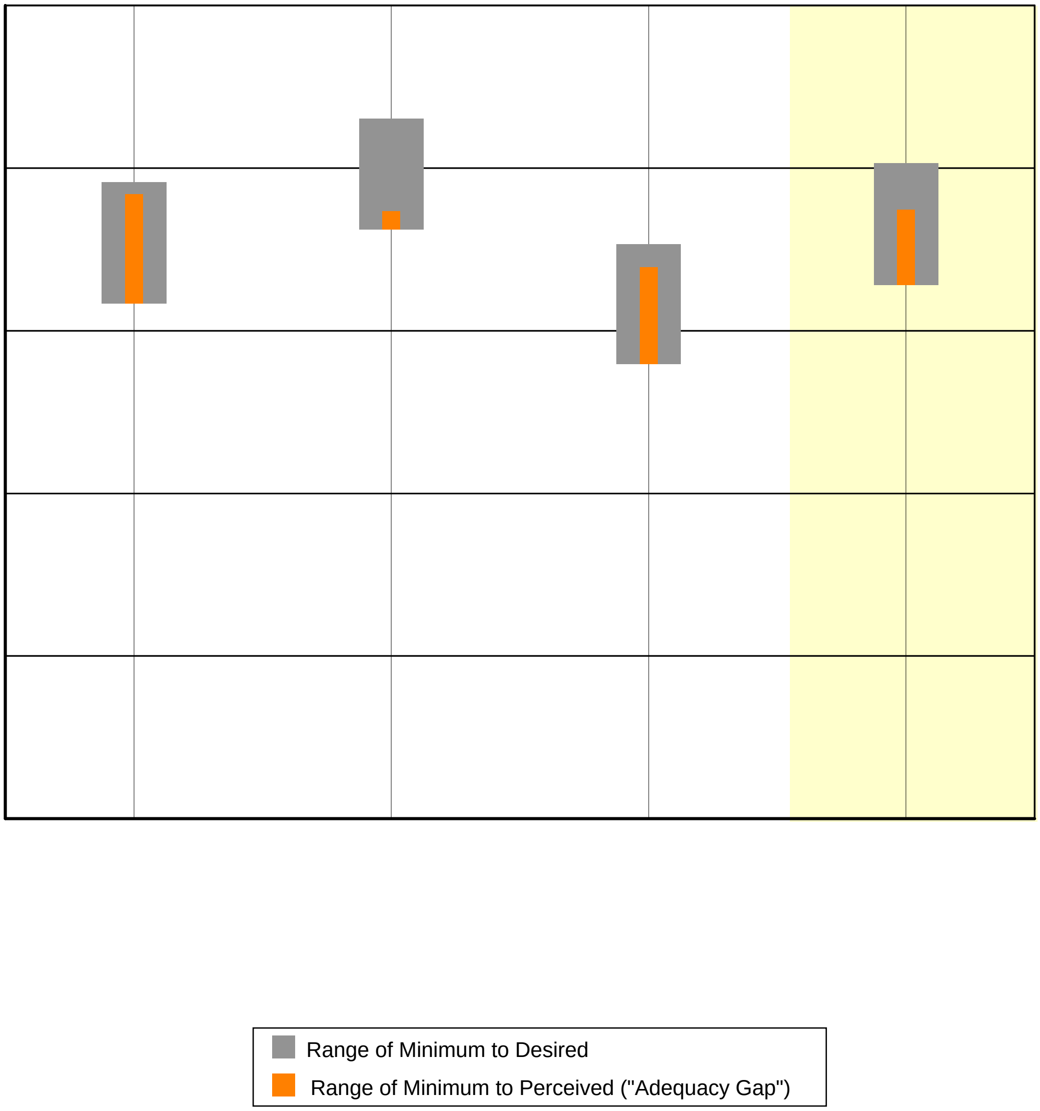
The two following tables show mean scores and standard deviations for each question, where n is the r respondents for each particular question. (For a more detailed explanation of the headings, see the Introducti notebook.)



ID	Question Text	Desired Mean	Perceived Mean	Adequacy Mean

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	1.52	1.64	1.25	2.06	2.12	27
AS-2	Giving users individual attention	1.50	1.42	1.07	1.94	1.67	26
AS-3	Employees who are consistently courteous	1.42	0.86	1.27	1.56	1.04	28
AS-4	Readiness to respond to users' questions	1.15	1.06	0.87	1.33	0.94	29
AS-5	Employees who have the knowledge to answer user questions	1.22	1.17	0.99	1.36	1.17	30
AS-6	Employees who deal with users in a caring fashion	1.57	1.41	1.15	1.45	1.00	31
AS-7	Employees who understand the needs of their users	1.37	1.03	1.18	1.32	0.86	28
AS-8	Willingness to help users	1.70	1.77	1.24	1.48	1.45	29
AS-9	Dependability in handling users' service problems	1.71	1.65	1.12	1.60	1.54	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.43	1.13	1.35	1.33	1.36	30
IC-2	A library Web site enabling me to locate information on my own	1.24	1.16	1.45	1.57	1.57	29
IC-3	The printed library materials I need for my work	1.70	1.70	1.86	1.50	1.68	26
IC-4	The electronic information resources I need	1.45	1.01	1.50	1.37	1.57	29

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	n

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Contribution to the intellectual atmosphere of the campus	6.96	7.75	7.50	0.54	-0.25	24
The multimedia (CD / DVD / video / audio) collections I need	6.24	7.65	6.82	0.59	-0.82	17
Efficient interlibrary loan / document delivery	7.09	8.27	7.91	0.82	-0.36	22
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	7.00	7.37	8.05	1.05	0.68	19
The 24 by 7 live chat service provides information assistance when and where I need it	6.10	7.24	7.71	1.62	0.48	21

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.76	1.59	1.59	2.32	2.19	24
The multimedia (CD / DVD / video / audio) collections I need	1.60	1.00	1.67	1.87	1.88	17
Efficient interlibrary loan / document delivery	1.34	1.08	1.19	1.59	1.43	22
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.24	2.27	1.08	2.12	2.14	19
The 24 by 7 live chat service provides information assistance when and where I need it	2.34	2.21	1.35	1.83	1.97	21

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.65	1.92	31
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.81	1.17	31
How would you rate the overall quality of the service provided by the library?	7.84	1.07	31

This table displays the mean score and standard deviation for each of the information literacy outcomes que n is the number of respondents for each question. These scores are calculated from responses to the informa outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on 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.	7.10	1.78	31
The library aids my advancement in my academic discipline or work.	7.81	1.35	31
The library enables me to be more efficient in my academic pursuits or work.	7.71	1.44	31
The library helps me distinguish between trustworthy and untrustworthy information.	6.94	1.88	31
The library provides me with the information skills I need in my work or study.	7.26	1.90	31

This chart shows a graphic representation of library use (both

The chart and table below show a breakdown of survey respondents by discipline, based on user respon
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 c
maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapp
The table shows the number and percentage for each discipline, for the general population (N) and for surve
respondents (n).

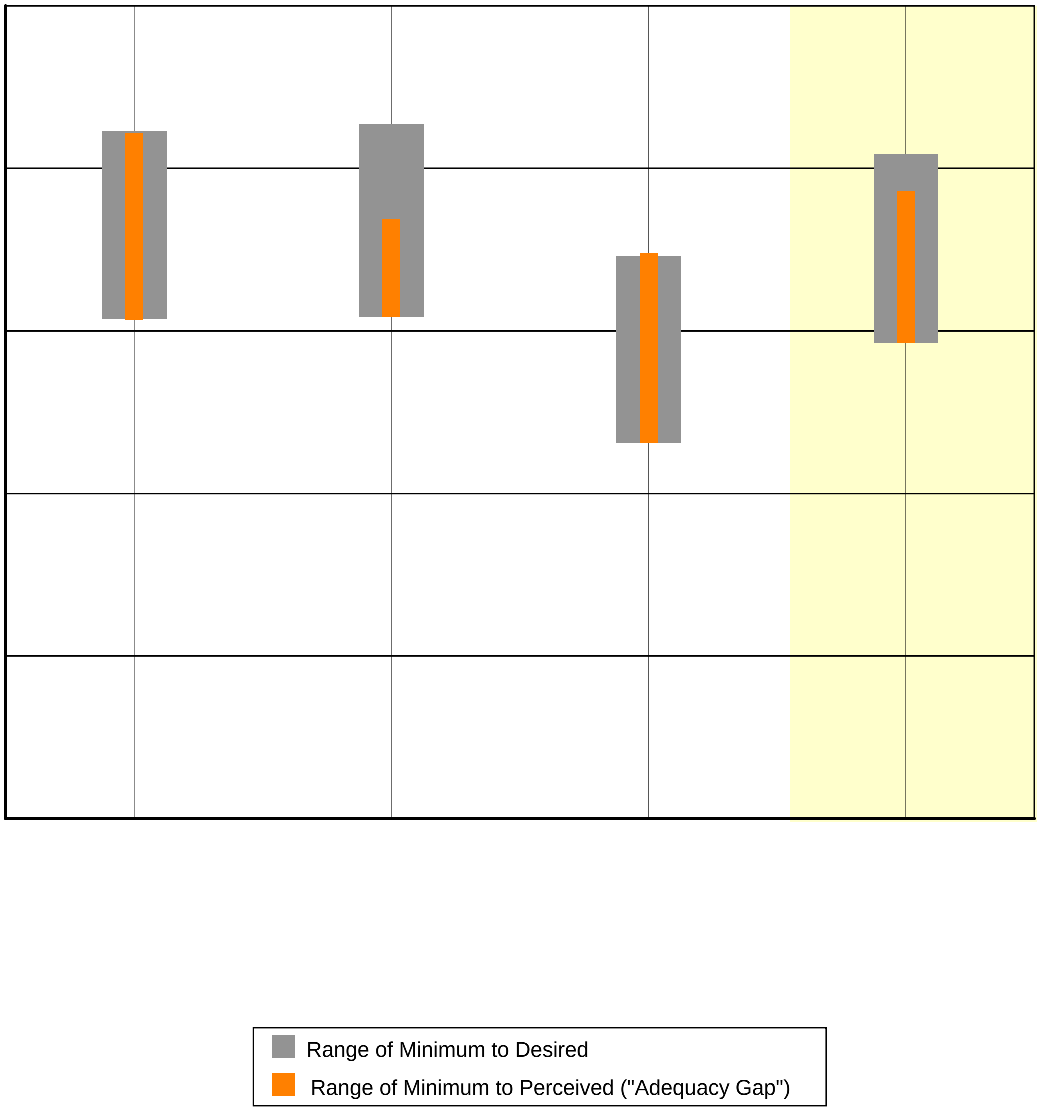
The

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	38	9.27%	8	10.53%	-1.26%
Communications / Journalism	17	4.15%	2	2.63%	1.51%
Computing Science/Math	23	5.61%	3	3.95%	1.66%
Counseling/HS/HAHR	30	7.32%	4	5.26%	2.05%
Distance Learner-KSOM or SEOL	8	1.95%	0	0.00%	1.95%
Education	72	17.56%	13	17.11%	0.46%
English/Theatre/World Cultures & Lang	39	9.51%	9	11.84%	-2.33%
General Studies	0	0.00%	0	0.00%	0.00%
History/Political Science	27	6.59%	6	7.89%	-1.31%
KSOM	44	10.73%	5	6.58%	4.15%
Nursing/OT/PT	56	13.66%	10	13.16%	0.50%
Other or Undeclared	0	0.00%	4	5.26%	-5.26%
Philosophy/Theology/RS	28	6.83%	8	10.53%	-3.70%
Physics/EE	9	2.20%	1	1.32%	0.88%
Psychology	12	2.93%	1	1.32%	1.61%
Sociology/Criminal Justice/Gerontology	7	1.71%	2	2.63%	-0.92%
Total:	410	100.00%	76	100.00%	0.00%

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	6.62	8.05	7.84	1.22	-0.22	73
AS-2	Giving users individual attention	7.08	8.18	8.23	1.15	0.05	74
AS-3	Employees who are consistently courteous	7.11	8.43	8.51	1.40	0.08	75
AS-4	Readiness to respond to users' questions	7.24	8.32	8.35	1.11	0.03	72
AS-5	Employees who have the knowledge to answer user questions	7.36	8.29	8.22	0.87	-0.07	76
AS-6	Employees who deal with users in a caring fashion	7.12	8.28	8.39	1.28	0.12	76
AS-7	Employees who understand the needs of their users	7.15	8.17	8.21	1.07	0.04	75
AS-8	Willingness to help users	7.21	8.25	8.29	1.08	0.04	75
AS-9	Dependability in handling users' service problems	6.85	8.02	7.93	1.08	-0.08	61
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.25	8.39	7.77	0.52	-0.61	75
IC-2	A library Web site enabling me to locate information on my own	7.41	8.51	7.72	0.31	-0.80	74
IC-3	The printed library materials I need for my work	6.68	7.96	7.31	0.64	-0.65	74
IC-4	The electronic information resources I need	7.09	8.39	7.72	0.63	-0.67	76
IC-5	Modern equipment that lets me easily access needed information	7.15	8.24	7.89	0.74	-0.35	74
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	8.25	7.81	0.71	-0.44	72
IC-7	Making information easily accessible for independent use	7.00	8.15	7.85	0.85	-0.30	74
IC-8	Print and/or electronic journal collections I require for my work	6.92	8.21	7.41	0.49	-0.79	73
Library as Place							
LP-1	Library space that inspires study and learning	6.52	7.43	7.11	0.58	-0.32	65
LP-2	Quiet space for individual activities	6.17	7.20	7.36	1.20	0.17	66
LP-3	A comfortable and inviting location	6.50	7.72	7.89	1.39	0.18	74
LP-4	A getaway for study, learning, or research	6.64	7.89	7.43	0.79	-0.46	70
LP-5	Community space for group learning and group study	5.78	7.02	7.29	1.51	0.27	59
Overall:		6.92	8.09	7.86	0.94	-0.23	76

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	1.90	1.38	1.41	1.52	1.29	73
AS-2	Giving users individual attention	1.49	1.05	1.30	1.62	1.15	74
AS-3	Employees who are consistently courteous	1.61	1.07	0.95	1.52	1.11	75
AS-4	Readiness to respond to users' questions	1.51	1.05	1.38	1.74	1.49	72
AS-5	Employees who have the knowledge to answer user questions	1.44	1.25	1.50	1.86	1.12	76
AS-6	Employees who deal with users in a caring fashion	1.60	0.97	1.03	1.47	0.89	76
AS-7	Employees who understand the needs of their users	1.65	1.28	1.22	1.69	1.34	75
AS-8	Willingness to help users	1.65	1.34	1.09	1.63	1.31	75
AS-9	Dependability in handling users' service problems	1.86	1.53	1.59	1.93	1.77	61
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.50	1.08	1.62	2.00	1.56	75
IC-2	A library Web site enabling me to locate information on my own	1.34	0.91	1.46	1.84	1.51	74
IC-3	The printed library materials I need for my work	1.67	1.50	1.87	2.15	2.19	74
IC-4	The electronic information resources I need	1.41	1.02	1.57	1.85	1.63	76
IC-5	Modern equipment that lets me easily access needed information	1.32	1.02	1.29	1.41	1.07	74
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	1.30	1.33	1.64	1.42	72
IC-7	Making information easily accessible for independent use	1.66	1.31	1.43	1.75	1.64	74
IC-8	Print and/or electronic journal collections I require for my work	1.70	1.35	1.77	2.14	2.01	73
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.85	1.87	1.78	1.84	65
LP-2	Quiet space for individual activities	1.90	2.00	1.52	2.11	2.28	66
LP-3	A comfortable and inviting location	1.94	1.78	1.71	2.12	1.97	74
LP-4	A getaway for study, learning, or research	1.72	1.73	2.02	1.99	1.99	70
LP-5	Community space for group learning and group study	2.08	2.01	1.60	2.34	2.13	59
Overall:		1.31	0.95	1.13	1.36	1.08	76

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



The

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, Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Contribution to the intellectual atmosphere of the campus	6.88	8.19	7.68	0.80	-0.51	75
The multimedia (CD / DVD / video / audio) collections I need	6.43	7.46	7.40	0.97	-0.06	67
Efficient interlibrary loan / document delivery	7.08	8.27	8.27	1.19	0.00	73
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.78	7.72	8.12	1.34	0.40	68
The 24 by 7 live chat service provides information assistance when and where I need it	5.59	6.56	7.21	1.62	0.64	39

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.68	1.20	1.59	1.61	1.47	75
The multimedia (CD / DVD / video / audio) collections I need	1.82	1.96	1.71	2.25	1.98	67
Efficient interlibrary loan / document delivery	1.47	1.04	1.11	1.68	1.19	73
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	1.97	1.81	1.17	1.57	1.38	68
The 24 by 7 live chat service provides information assistance when and where I need it	2.59	2.73	2.36	2.06	2.17	39

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.38	1.25	76
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.78	76
How would you rate the overall quality of the service provided by the library?	7.97	1.38	76

This table displays the mean score and standard deviation for each of the information literacy outcomes quest n is the number of respondents for each question. These scores are calculated from responses to the informa outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on 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.	7.05	1.74	76
The library aids my advancement in my academic discipline or work.	7.42	1.71	76
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.75	76
The library helps me distinguish between trustworthy and untrustworthy information.	6.72	1.84	76
The library provides me with the information skills I need in my work or study.	6.99	1.65	76

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

®

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

Affect of Service

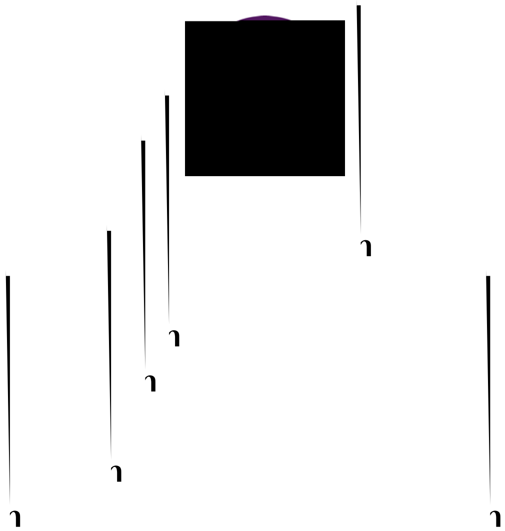
[AS-1]	Employees who instill confidence in users
[AS-2]	Giving users individual attention
[AS-3]	Employees who are consistently courteous
[AS-4]	Readiness to respond to users’ questions
[AS-5]	Employees who have the knowledge to answer user questions
[AS-6]	Employees who deal with users in a caring fashion
[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



[redacted]