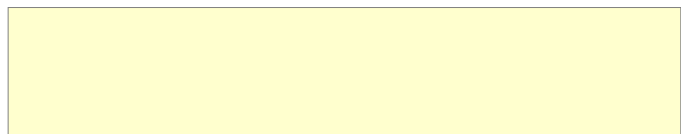
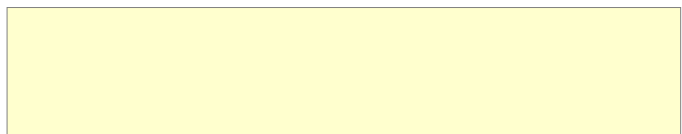


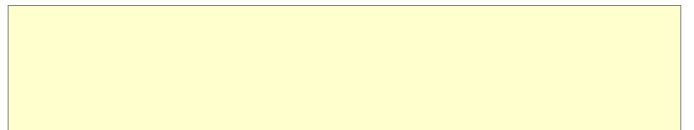
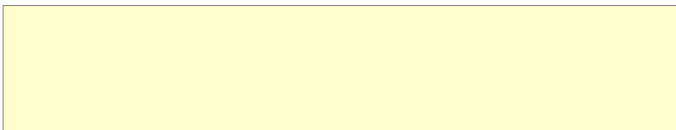


$T_1$

$T$



Association of Research Libraries  
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Phone 202-296-2296



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

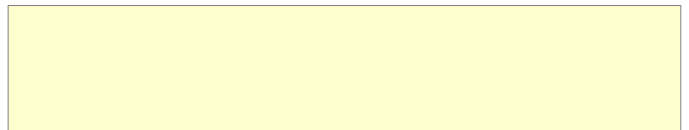
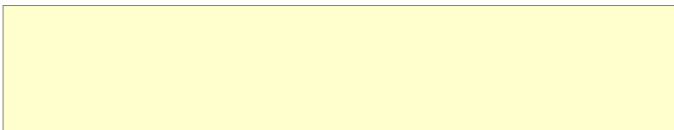
The LibQUAL+® project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+® team for their key roles in the development of this service. From Texas A&M University, the qualitative leadership of Yvonna Lincoln has been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative in the early years. From the Association of Research Libraries, we are appreciative of the past contributions of Consuela Albar, Kayla 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 librarians and liaisons at all participating libraries goes the largest measure of gratitude. Without your commitment and support, the development of LibQUAL+® would not have been possible. We would like to extend a special thank you to the administrators at the participating consortia and libraries that are making this project happen effectively at various institutions.

We would like to acknowledge the role of the Fund for the Improvement of Secondary Education (FIPSE) U.S. Department of Education, which provided grant funds of \$198,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of \$245,737 over a three-year period (2002-04) to adapt the LibQUAL+® instrument for use in the science, math, engineering and technology education digital library community, an assessment protocol known as DigiQUAL. We would like to express our thanks for the financial support that has enabled the researchers engaged in this project to exceed 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<sup>+</sup> over the last few years and to thank people that have been involved in this effort. LibQUAL<sup>+</sup> would not have been possible without the many people who have offered their time and constructive feedback over the years for the cause of improving library service. LibQUAL<sup>+</sup> has built three kinds of partnerships: one between ARL and Texas A&M University, a second one among the participating libraries and their staff, and a third one comprising the thousands of users who provided their valuable survey responses over the years.

LibQUAL<sup>+</sup> was initiated in 2000 as an experimental project for benchmarking perceptions of library service 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 different countries. About 40% of the users who respond to the survey provide rich comments about the ways they use their libraries.

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

LibQUAL<sup>+</sup> findings have engaged thousands of librarians in discussions with colleagues and ARL on what findings mean for local libraries, for their regions, and for the future of libraries across the globe. Consortia supported their members' participation in LibQUAL<sup>+</sup> in order to offer an informed understanding of the changes occurring in their shared environment. Summary highlights have been published on an annual basis showing a rich array of information available through LibQUAL<sup>+</sup>:

#### LibQUAL<sup>+</sup> 2008 Survey Highlights

<[http://www.libqual.org/documents/admin/LibQUALHighlights2008\\_Full1.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf)>

<[http://www.libqual.org/documents/admin/LibQUALHighlights2008\\_Full\\_Supplement1.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf)>

#### LibQUAL<sup>+</sup> 2007 Survey Highlights

<[http://www.libqual.org/documents/admin/LibQUALHighlights2007\\_Full1.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full1.pdf)>

<[http://www.libqual.org/documents/admin/2007\\_Highlights\\_Supplemental.pdf](http://www.libqual.org/documents/admin/2007_Highlights_Supplemental.pdf)>

#### LibQUAL<sup>+</sup> 2006 Survey Highlights

<<http://www.libqual.org/documents/admin/LibQUALHighlights2006.pdf>>

#### LibQUAL<sup>+</sup> 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>>

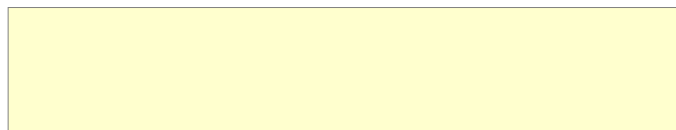
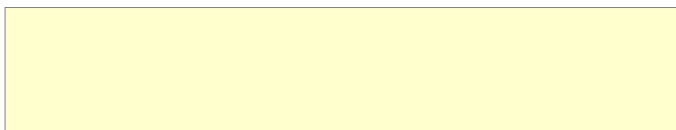
LibQUAL+® 2003 Survey Highlights

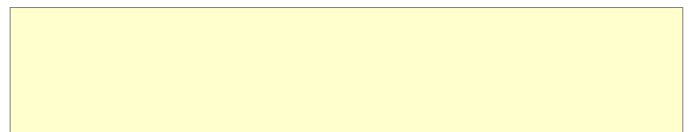
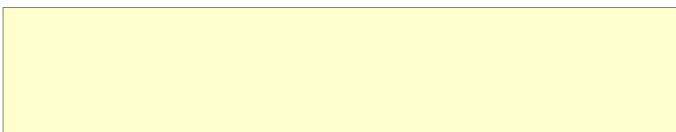
<[http://www.libqual.org/documents/admin/ExecSummary1.1\\_locked.pdf](http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf)>

Summary published reports have also been made available:

<<http://www.arl.org/pubscat/libqualpubs.html>>

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







Conducting the LibQUAL+® survey requires little technical expertise on your part. You invite your users to take the survey by distributing the URL for your library's Web form via email. Respondents complete the survey form and their answers are sent to the LibQUAL+® database. The data are analyzed and presented to you in reports that meet 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 instrument for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted instrument that would serve the particular requirements of libraries. ASRL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

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 each 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 depends on calculating the average distance of each score from the mean.

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

## Service Adequacy

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score 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, 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 minimum of service quality and is printed in red.

## Service Superiority

The service superiority gap score is calculated by subtracting the desired score from the perceived score 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, 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 desired 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 individual 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)

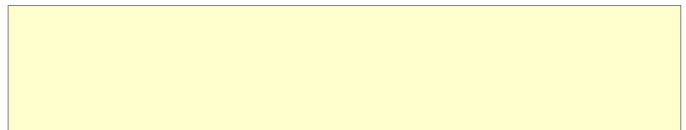
Today, "A measure of library quality based solely on collections has become obsolete" (Niteck, 1996 p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of New Measures initiatives. The New Measures efforts represent a collective determination on the part of the membership to augment the collection 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, & Raq, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrillidou & Cook, 2007a, 2007b, 2008).

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

The final 22 LibQUAL+® items were developed through several iterations of studies involving a larger pool of items. The selection of items employed in the LibQUAL+® survey has been grounded in the users' perspectives revealed in a series of qualitative studies involving a larger pool of items. The items were identified from 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 from optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. Almost half of the people responding to the LibQUAL+® survey provide valuable feedback through comments box. These open-ended comments are helpful for not only (a) understanding why users provide certain ratings, but also (b) understanding what policy changes users suggest, because many users feel the obligation to provide constructive feedback. Participating libraries are finding the direct access to user comments one of the most useful 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 Berry et al. (2004)



using the word 'total') is the measurement of competitors' service quality. [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 ~~users~~ and (b) collecting perceptions data with regard peer institutions can provide important insights Berry recommended using multiple listening methods 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 scaled 1 to 9, with 9 being the most favorable. Both the gap score (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.

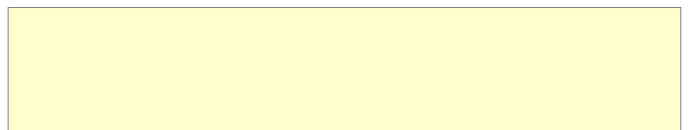
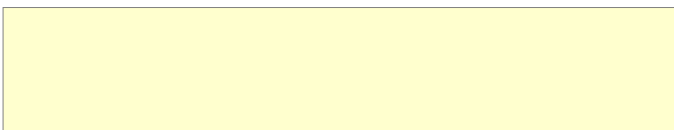
#### Using LibQUAL+® Data

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 suggestion 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 solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+® participating libraries.

Indeed the open-ended comments gathered as part of LibQUAL+® are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very helpful. 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, Kyriallidou, 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



However, as happens in any survey, ~~2009~~ some users provided incomplete data, inconsistent data, or ~~by~~ 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~~ 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~~ items, the software shows the user where missing data are located, and requests complete data. The user may abandon the survey without completing all the items. Only records with complete data on ~~the~~ items and where respondents chose a "user group," if applicable, were retained in summary statistics.

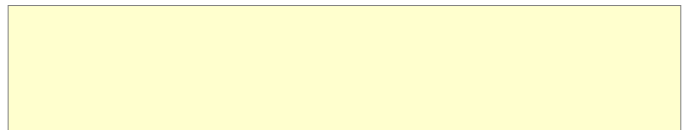
2. Excessive "N/A " Responses Because some institutions provided access to a lottery drawing for an in (e.g, a IPOD) for completing the survey, some users might have selected ~~the~~ choices for all or most of the items rather than reporting their actual perceptions. ~~Or,~~ some users may have views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

3. Excessive Inconsistent Responses On the LibQUAL+® survey, user perceptions can be interpreted 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 "gap measurement model" is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a check for such inconsistencies, ranging from "10" to "22," was made. Records containing more than ~~one~~ logical inconsistencies were eliminated from the summary statistics.

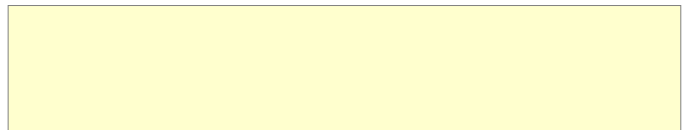
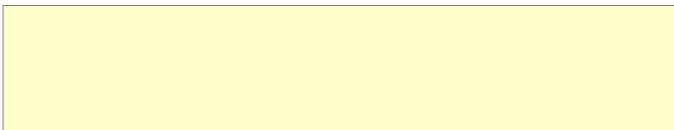
#### LibQUAL+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three 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<sup>®</sup> in 2004 and 2005 affords the opportunity to ask normative questions such as "How does a mean perceived score of 6.5 stack up among individual users who completed the survey?" or "How does a mean service adequacy gap score of 0.5 stack up among the gap scores of all institutions participating in the survey?"

If





- (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 ~~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 response rates on LibQUAL+®, because we do not know the correct denominators for these calculations.

For example, given inadequacy in records at schools, we are not sure how many addresses for users accurate. And we do not know how many messages to invite participation were actually opened. In other words, 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 25 percent. But because we are not sure whether 800 email addresses were correct or that 800 email messages we opened, we are not sure that 800 is the correct denominator. The response rate involving only correct addresses might be 35 or 45 percent. We don't know the exact response rate.

Representativeness Versus Response Rate. 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 have data with different degrees of representativeness.

We can never be sure about how representative our data are as long as not everyone completes the survey. We 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 were reasonably representative?

	Alpha University	
Completers (n=200 / 800)		Population (N=16,000)
Gender		Gender
Students 53% female		Students 51% female
Faculty 45% female		Faculty 41% female
Disciplines		Disciplines
Liberal Arts 40%		Liberal Arts 35%
Science 15%		Science 20%
Other 45%		Other 45%
	Omega University	
Completers (n=200 / 800)		Population (N=23,000)
Gender		Gender
Students 35% female		Students 59% female
Faculty 65% female		Faculty 43% female
Disciplines		Disciplines
Liberal Arts 40%		Liberal Arts 15%
Science 20%		Science 35%
Other 40%		Other 50%



Such a culture must be informed by more than one tool, and by more than only one ~~of ways~~ of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of ~~LibQUAL~~ data, the Association of Research Libraries has created the ARL Service Quality Evaluation Academy. For 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.

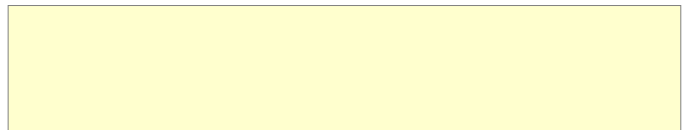
For more information, about LibQUAL® or the Association of Research Libraries' Statistics and Measurement program, see:

<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 University, 2008. Ed. by Colleen C. Cook, Fred Heath, and Bruce Thompson. 363 pages. ISBN 9781851968363.

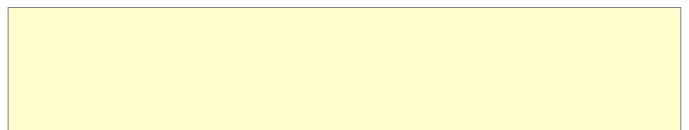






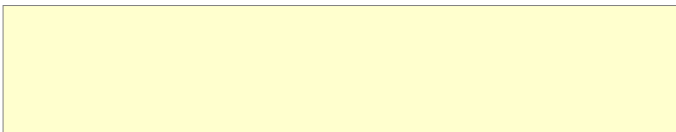


User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	18	8.33%
Second year	28	12.96%
Third year	34	15.74%
Fourth year	23	10.65%
Fifth year and above	1	0.46%
Non-degree	0	0.00%
Sub Total:	104	48.15%
<b>Graduate</b>		
Masters	28	12.96%
Doctoral	2	0.93%
Non-degree or Undecided	1	0.46%
Sub Total:	31	14.35%
<b>Faculty</b>		
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%
<b>Library Staff</b>		
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%
<b>Staff</b>		
Research Staff	0	0.00%
Other staff positions	3	1.39%
Sub Total:	3	1.39%
<b>Total:</b>	<b>216</b>	<b>100.00%</b>



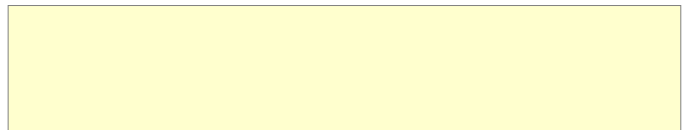
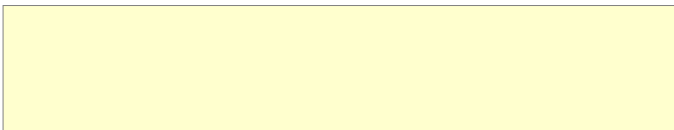




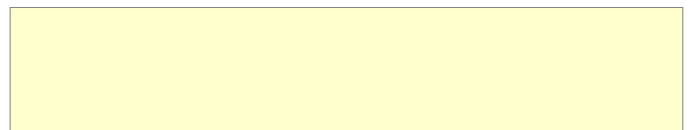


The chart and table below show a breakdown of survey respondents by discipline, based on user response demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

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 blue.

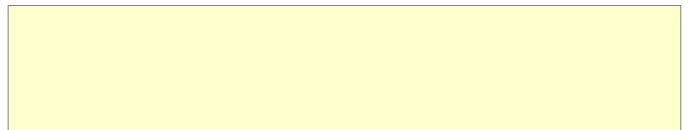
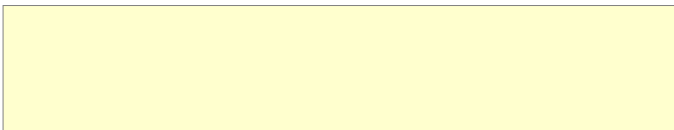


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	1,052	17.50%	20	9.48%	8.03%
Communications / Journalism	262	4.36%	6	2.84%	1.52%
Education	825	13.73%	29	13.74%	-0.02%
Engineering / 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%
<b>Total:</b>	<b>6,010</b>	<b>100.00%</b>	<b>211</b>	<b>100.00%</b>	<b>0.00%</b>



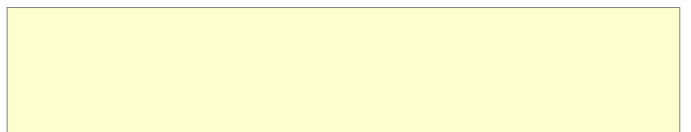
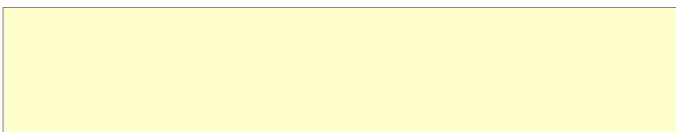
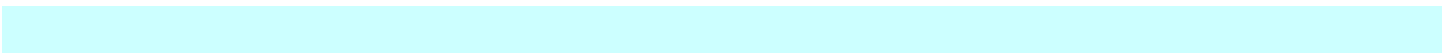
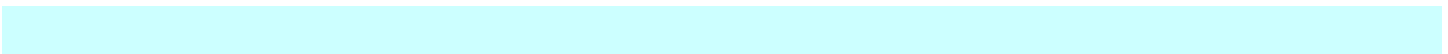
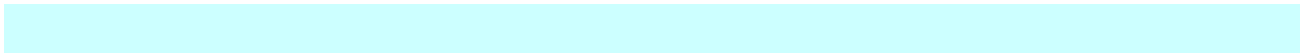
The chart and table below show a breakdown of survey respondents by discipline, based on user response to demographic questions and the demographic data provided by institutions in the online Representativeness section\*.

This section shows survey respondents broken down based on the customized discipline categories supplied by each participating library. The chart maps percentage of respondents for each discipline in red. Population percentages are shown in blue.



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%

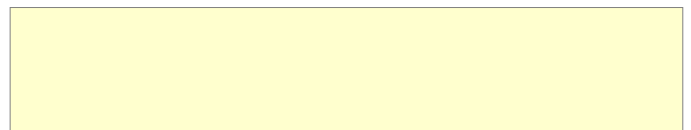
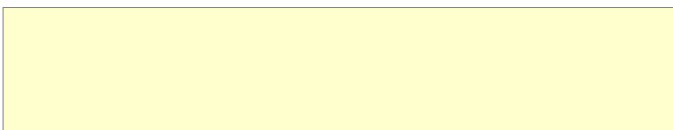
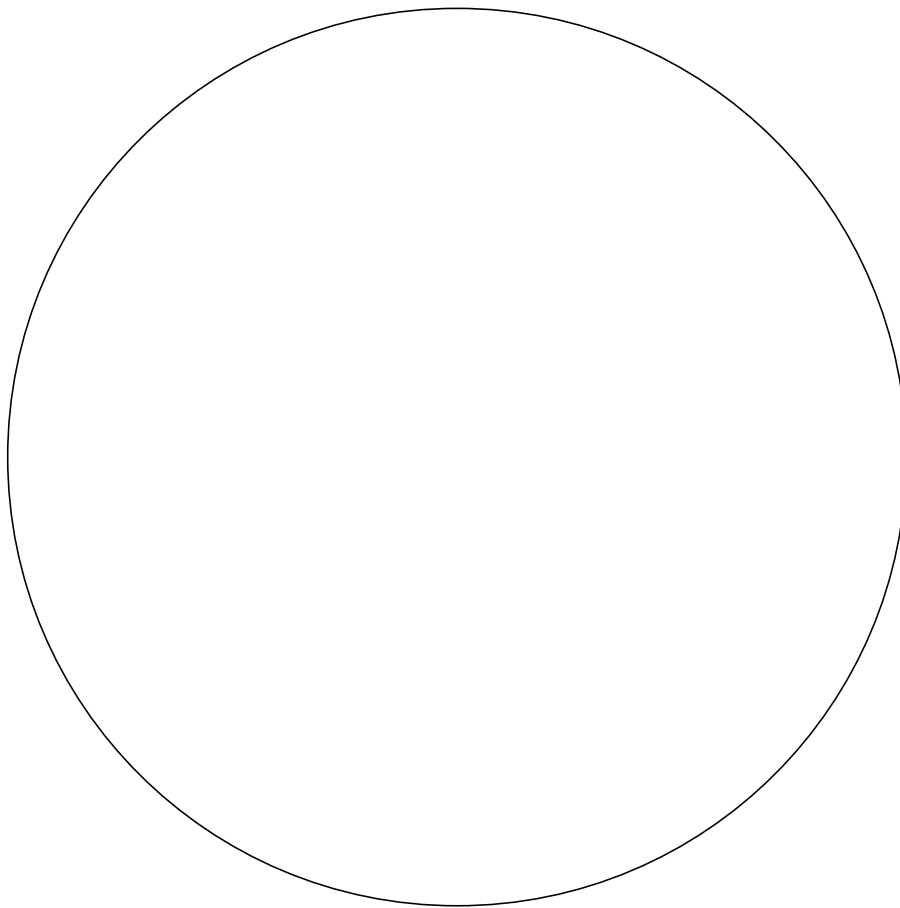




This radar chart shows the aggregate results for the core survey questions. Each axis represents one question identify each question is displayed at the outer point of each axis. While questions for each dimension of library quality are scattered randomly throughout the survey, on this chart they are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

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

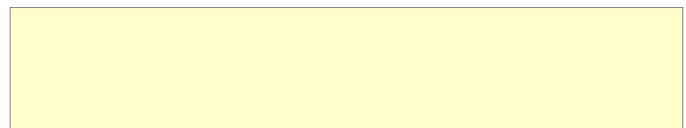
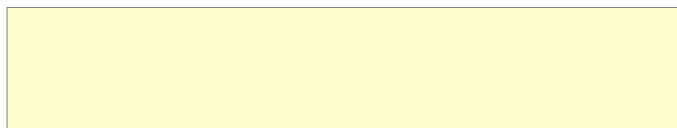
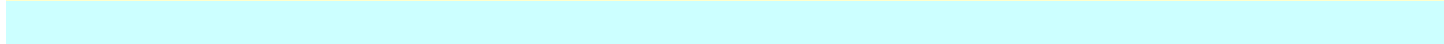
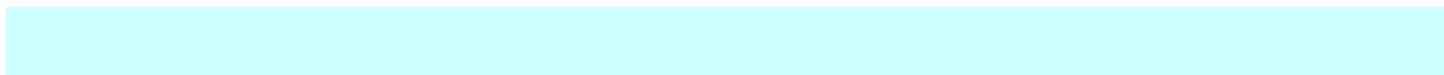
The following two tables show mean scores and standard deviations for each question, with the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction notebook.)



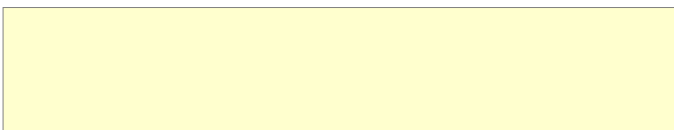
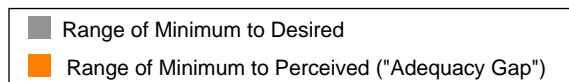
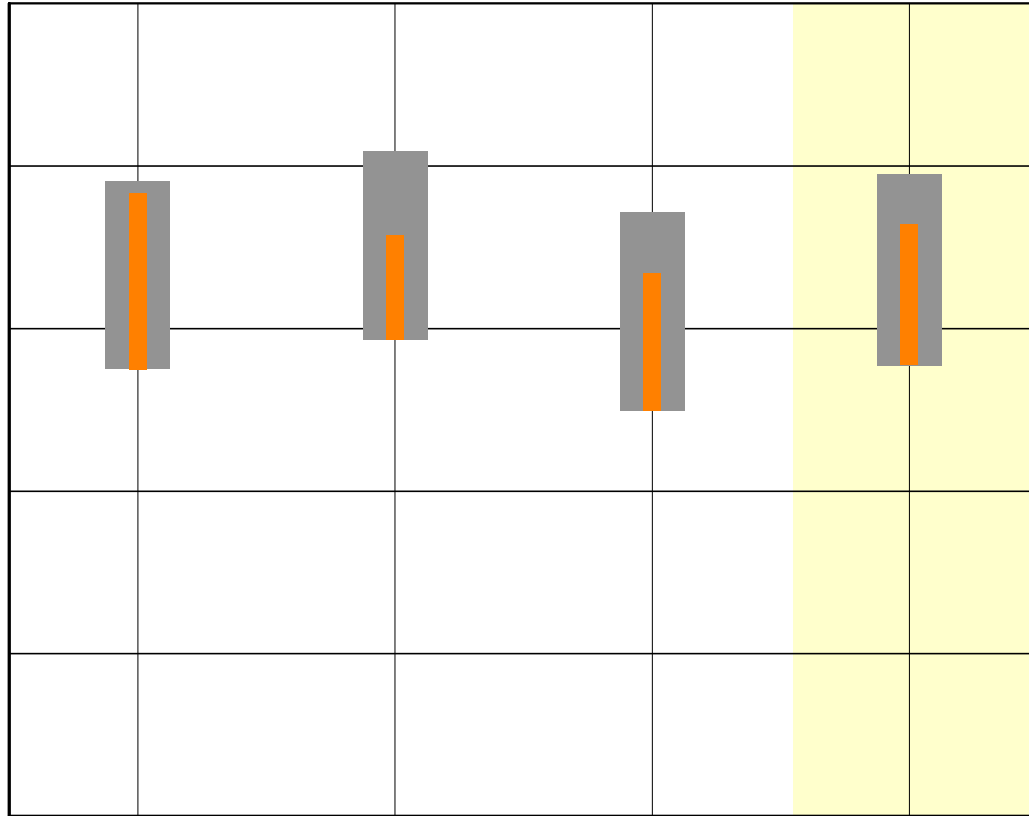




ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.05	1.67	1.60	1.99	1.88	199
AS-2	Giving users individual attention	2.06	1.79	1.74	1.94	1.73	204
AS-3	Employees who are consistently courteous	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
<b>Information Control</b>							
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 exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the 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 LIT survey where n is the number of respondents for each particular dimension. (For a more detailed explanatory headings see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions found in Appendix A.

	65 Mean	Adequacy Mean

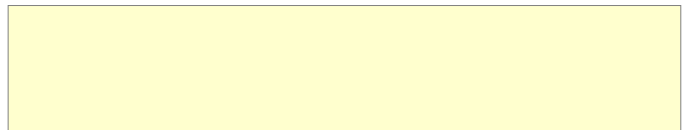
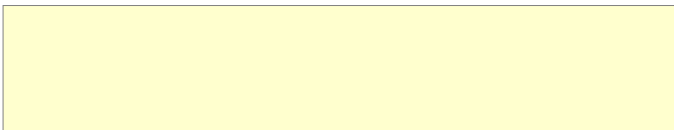


This table shows mean scores for each of the local questions added by the individual library or consortium, with the number of respondents for each particular question. (For a more detailed explanation of the headings, Introduction to this notebook.)

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Adequacy  
Mean

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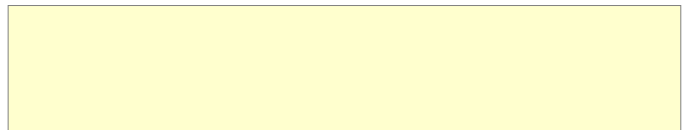
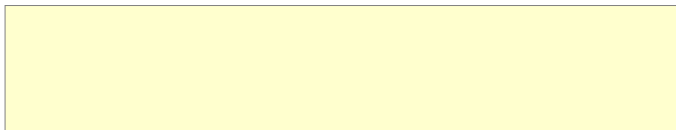


This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction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

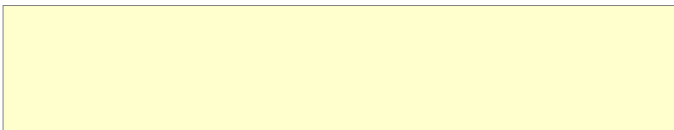
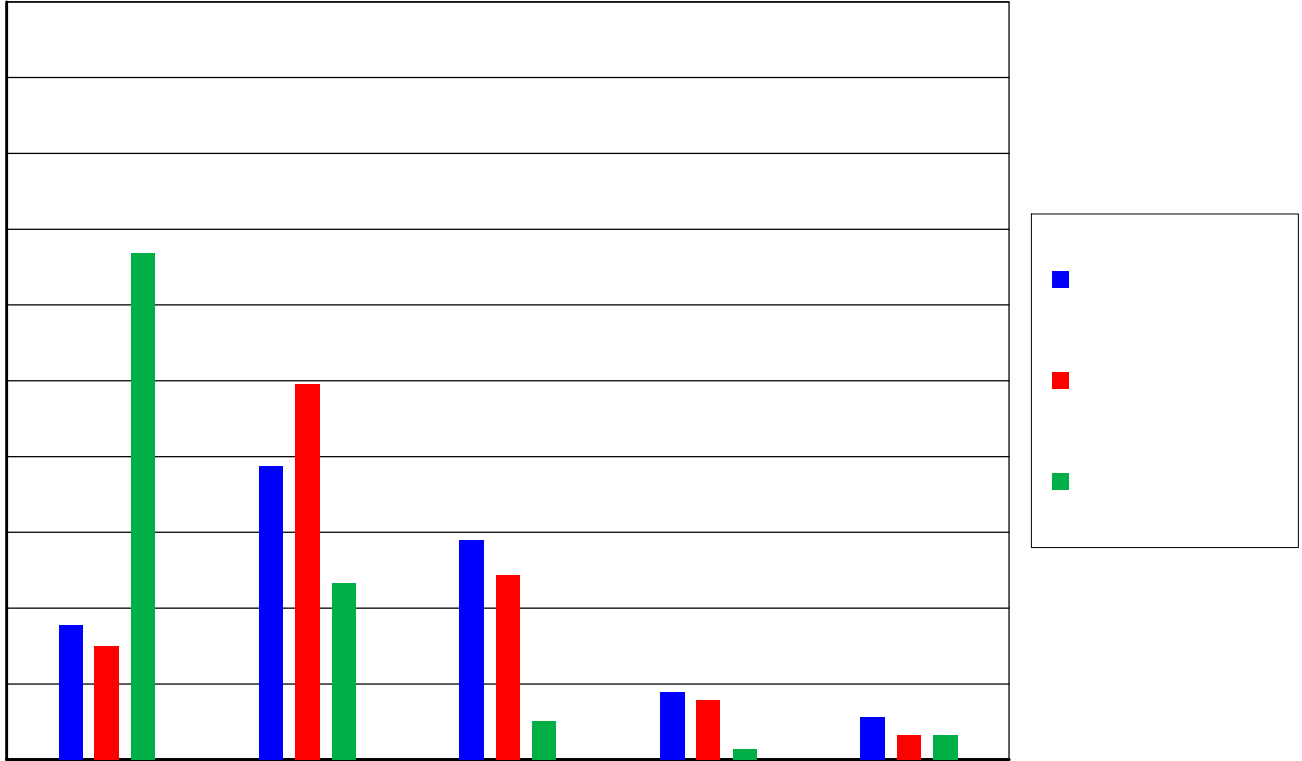
Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.08	1.22	213
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.58	214
How would you rate the overall quality of the service provided by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

This table displays the mean score and standard deviation for each of the information literacy outcomes questions where n is the number of respondents for each 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



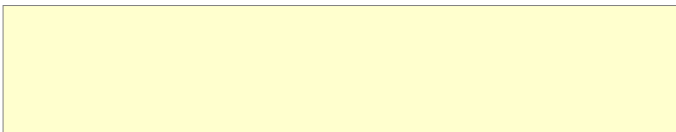
This chart shows a graphic representation of library (both on the premises and electronic) as well as use non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources Daily, Weekly, Monthly, Quarterly, or Never. The table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



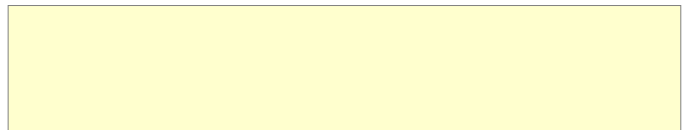






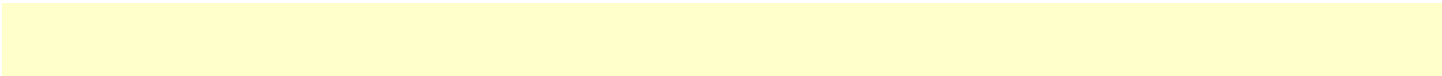


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	494	11.91%	32	30.77%	-18.86%
Communications / Journalism	245	5.91%	4	3.85%	2.06%
Computing Science/Math	78	1.88%	4	3.85%	-1.97%
Counseling/HS/HAHR	167	4.03%	5	4.81%	-0.78%
Distance Learner-KSOM 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	

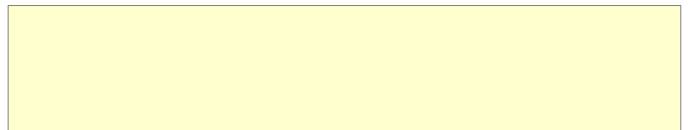


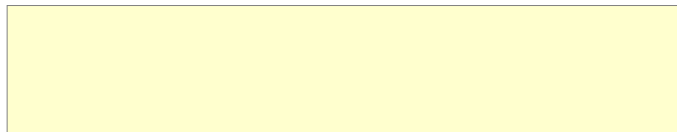
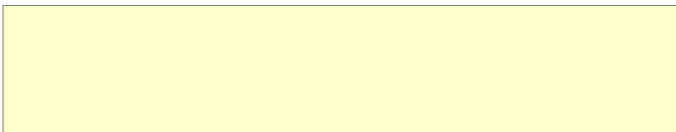
This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
	0	0.00%
	97	93.27%
	3	2.88%
	1	0.96%
	3	2.88%
	0	0.00%
<b>Total:</b>	<b>104</b>	<b>100.00%</b>



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

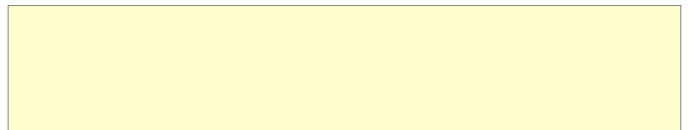
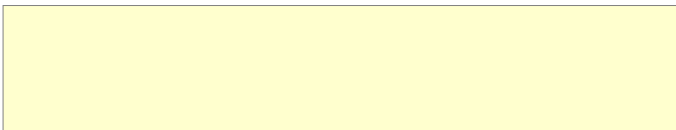
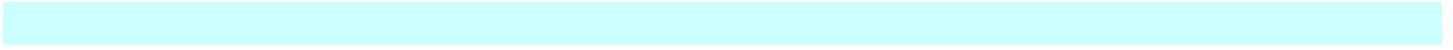








The



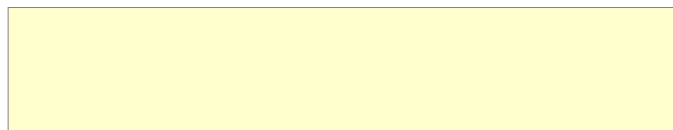


This table shows mean scores for each of the local questions added by the individual library or consortium, with the number of respondents for each particular question. (For a more detailed explanation of the headings, Introduction to this notebook.)

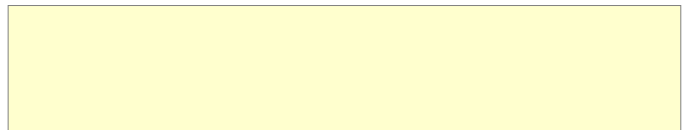
Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Contribution to the intellectual atmosphere of the campus	6.25	7.48	7.18	0.93	-0.29	103
The multimedia (CD / DVD / video / audio) collections I need	5.98	7.24	7.27	1.29	0.02	82
Efficient interlibrary loan / document 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 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.)

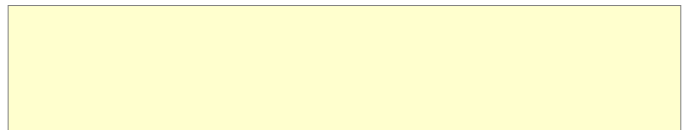
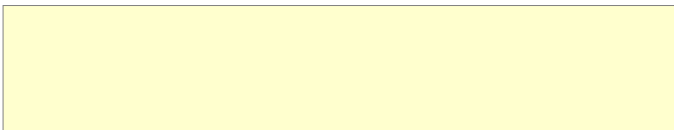
Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Contribution to the intellectual atmosphere of the campus	1.95	1.60	1.59	1.96	1.80	103
The multimedia (CD / DVD / video / audio) collections I need	2.09	1.78	1.48	2.33	2.08	82
Efficient interlibrary loan / document delivery	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

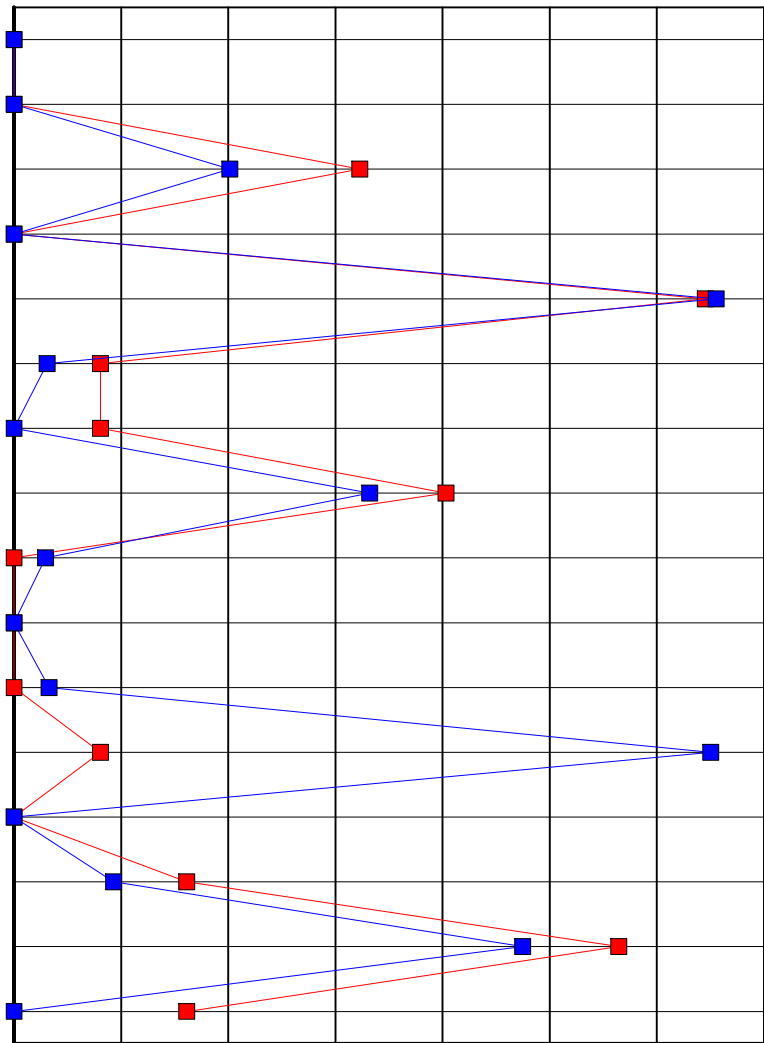


This chart shows a graphic representation of library (both on the premises and electronically) as well as use non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources Daily, Weekly, Monthly, Quarterly, or Never. The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

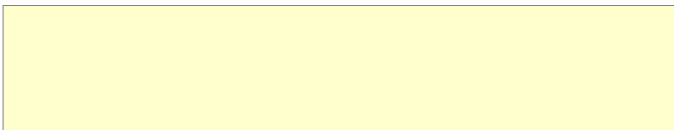



The chart and table below show a breakdown of survey respondents by discipline, based on user response to demographic questions and the demographic data provided by institutions in the online Representativeness section.

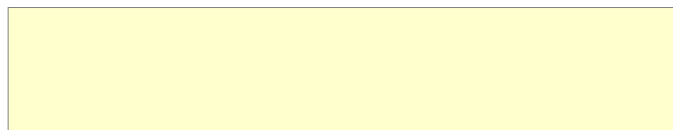
This section shows survey respondents broken down based on the LibQUAL standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for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



- Respondent Profile by Discipline
- Population Profile by Discipline

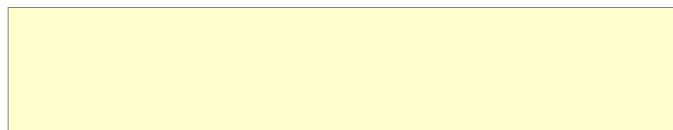


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	117	8.05%	4	12.90%	-4.85%
Communications / Journalism	0	0.00%	0	0.00%	0.00%
Education	381	26.22%	8	25.81%	0.42%
Engineering / 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%
<b>Total:</b>	<b>1,453</b>	<b>100.00%</b>	<b>31</b>	<b>100.00%</b>	<b>0.00%</b>





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%



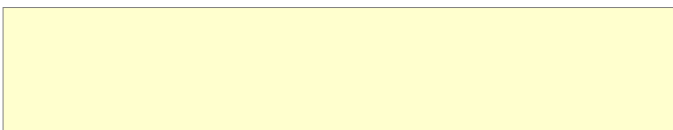
This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
	0	0.00%
	2	6.45%
	11	35.48%
	12	38.71%
	6	19.35%
	0	0.00%
<b>Total:</b>	<b>31</b>	<b>100.00%</b>

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%
<b>Total:</b>	<b>751</b>	<b>100.00%</b>	<b>31</b>	<b>100.00%</b>

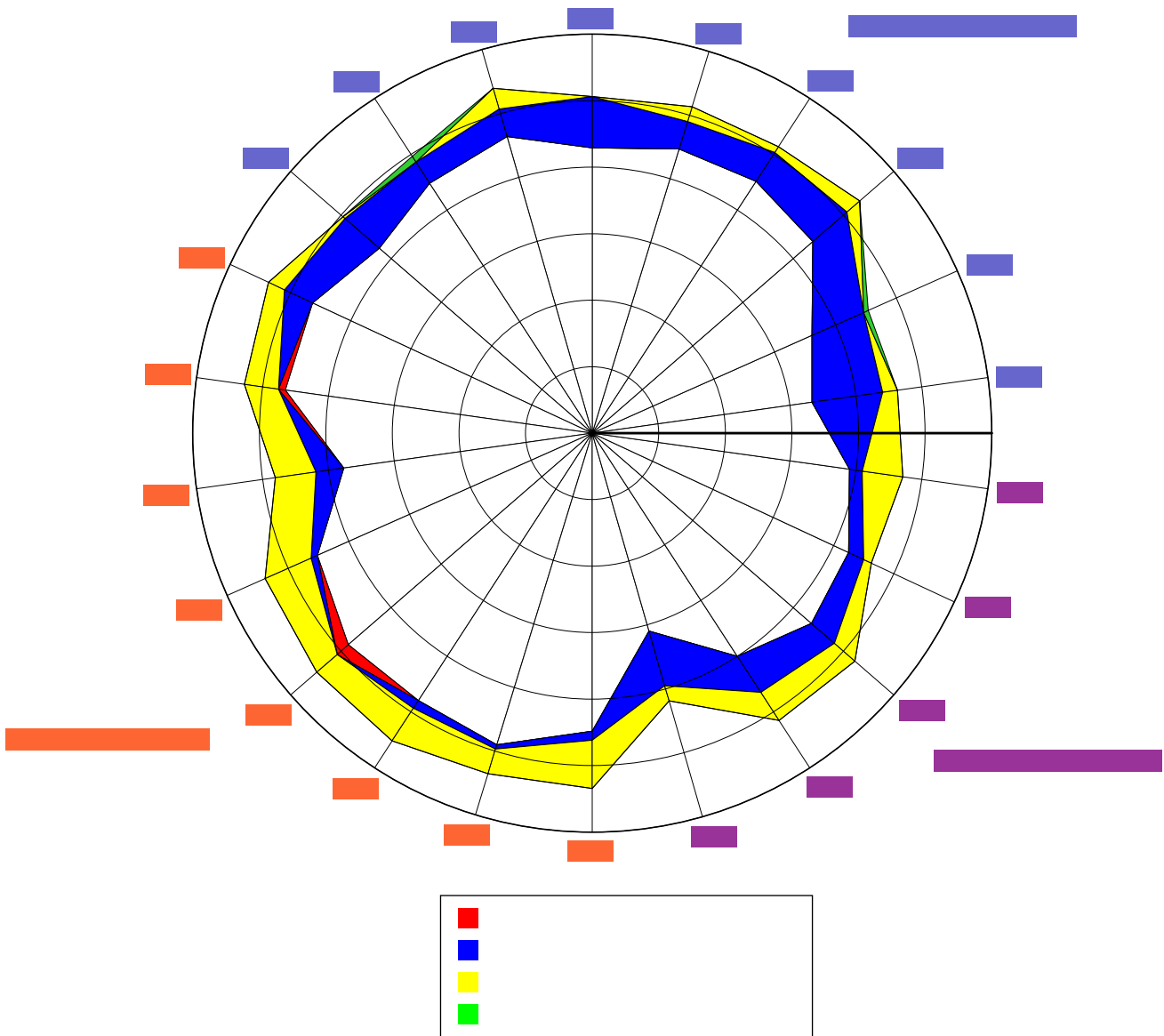




This radar chart shows aggregate results for the core survey questions. Each axis represents one question. identify each question is displayed at the outer point of each axis. While questions for each dimension of libra quality are scattered randomly throughout the survey, on this chart they are grouped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

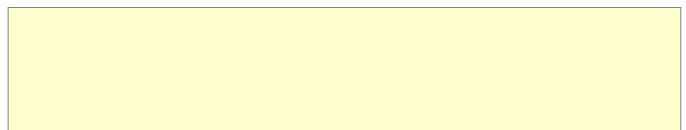
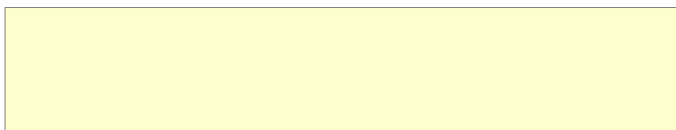
On each axis, respondents minimum, desired and perceived levels of service quality are plotted, and the results between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

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.)

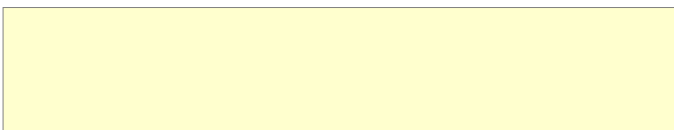
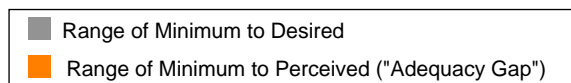
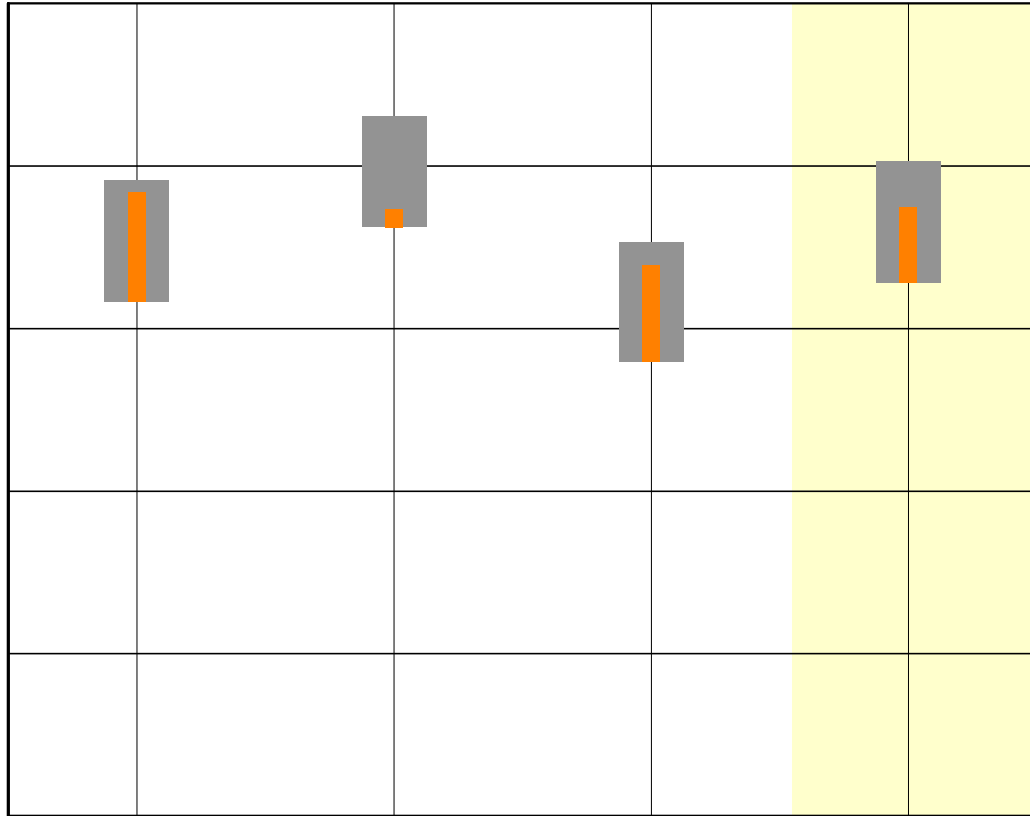




ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.52	1.64	1.25	2.06	2.12	27
AS-2	Giving users individual attention	1.50	1.42	1.07	1.94	1.67	26
AS-3	Employees who are consistently courteous	1.42	0.86	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 exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the 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 LSC survey where n is the number of respondents for each particular dimension. (For a more detailed explanatory 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

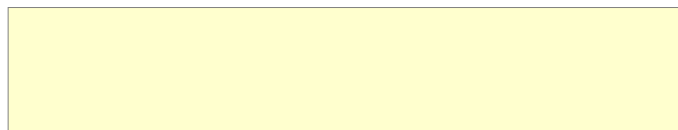
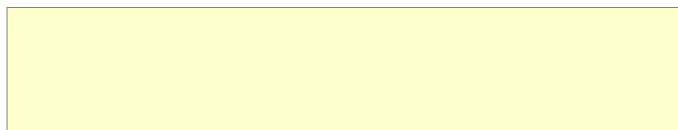


This table shows mean scores for each of the local questions added by the individual library or consortium, with the number of respondents for each particular question. (For a more detailed explanation of the headings, Introduction to this notebook.)

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 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
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

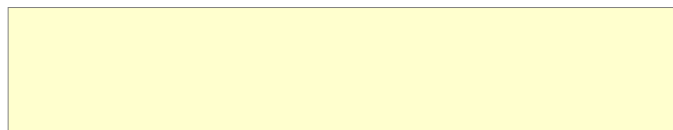


This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.65	1.92	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 questions, where n is the number of respondents for each 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.	7.10	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

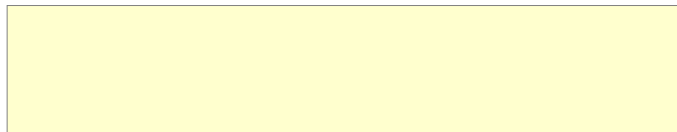
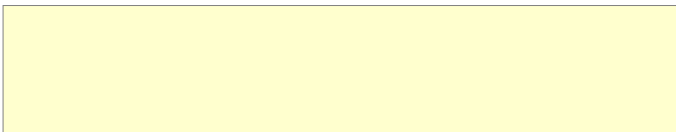


This chart shows a graphic representation of library (use





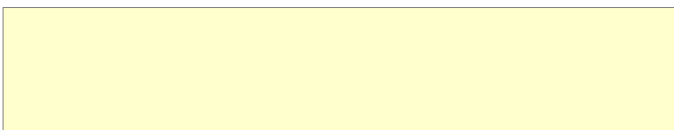




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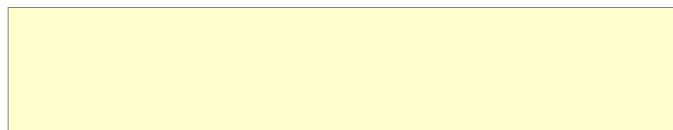
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biology/Chemistry/Environ Science	38	9.27%	8	10.53%	-1.26%
Communications / Journalism	17	4.15%	2	2.63%	1.51%
Computing Science/Math	23	5.61%	3	3.95%	1.66%
Counseling/HS/HAHR	30	7.32%	4	5.26%	2.05%
Distance Learner-KSOM or SEOL	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%



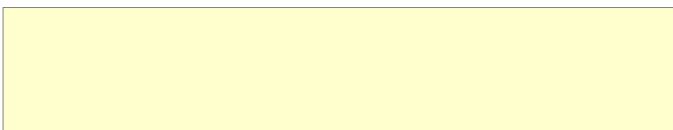




ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.62	8.05	7.84	1.22	-0.22	73
AS-2	Giving users individual attention	7.08	8.18	8.23	1.15	0.05	74
AS-3	Employees who are consistently 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
<b>Information Control</b>							
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
<b>Library as Place</b>							
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
<b>Overall:</b>		6.92	8.09	7.86	0.94	-0.23	76

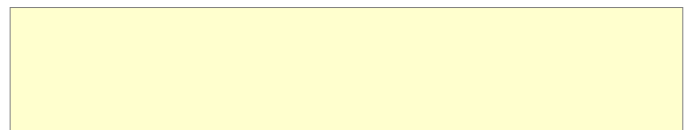
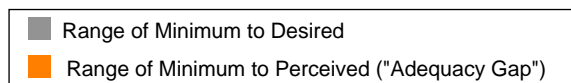
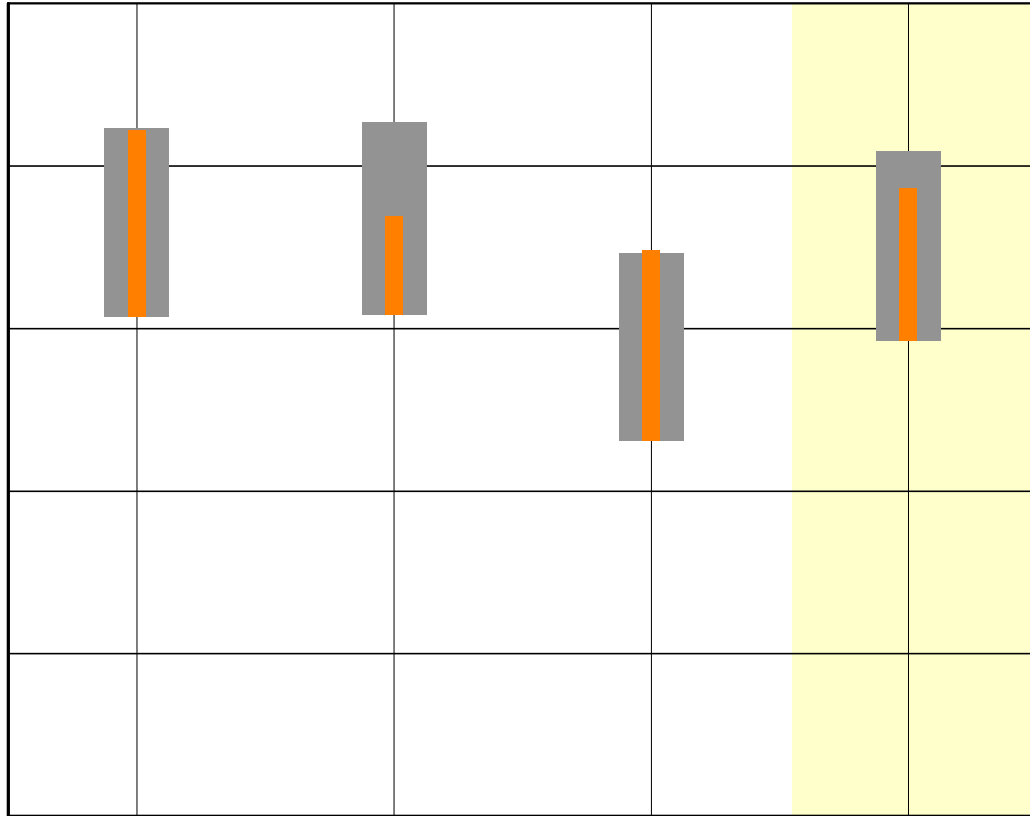


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.90	1.38	1.41	1.52	1.29	73
AS-2	Giving users individual attention	1.49	1.05	1.30	1.62	1.15	74
AS-3	Employees who are consistently courteous	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
<b>Information Control</b>							
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
<b>Library as Place</b>							
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
<b>Overall:</b>		1.31	0.95	1.13	1.36	1.08	76

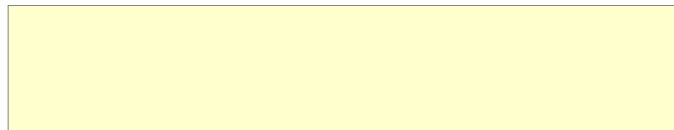
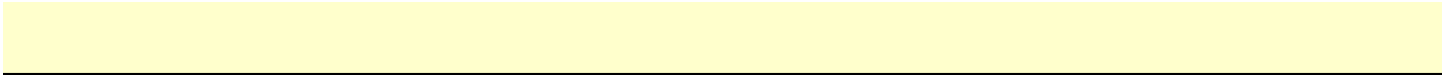




On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the minimum to perceived mean scores (the service adequacy gap) for each dimension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



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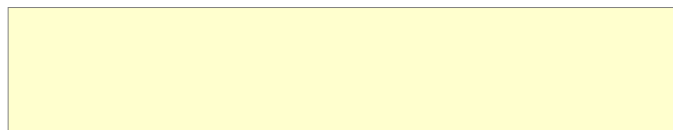


This table shows mean scores for each of the local questions added by the individual library or consortium, with the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
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 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
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

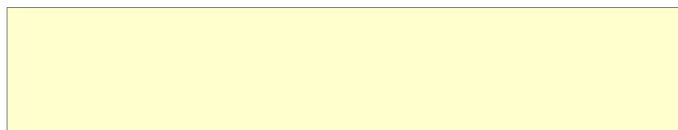


This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.38	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 questions, where n is the number of respondents for each 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.	7.05	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 (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 respondents 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.



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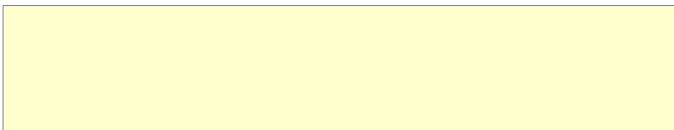
#### LibQUAL+® 2000 Dimensions

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







