LibQUAL+®

2018 Survey

University of Oregon

1 Introduction

1.1   LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2018 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. 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).

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2017, there have been 3,085 institutional surveys implemented across 1,383 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries.The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2   Web Access to Data

Data summaries from the 2018 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3   Interpreting Your Data

Means

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

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

Standard Deviation

Standard deviation (SD) 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. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

Service Adequacy

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

Service Superiority

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

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents' minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+ radar charts. The resulting gaps between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users' perceptions of service fall within the "zone of tolerance"; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users' perceptions fall outside the "zone of tolerance," the graph will include areas of red and green shading. If the distance between users' minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

Note: Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

1. **Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*

2. **"N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*

3. **Inconsistent Responses.** One appealing feature of a 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. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+ Analytics

LibQUAL+ Analytics is a tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. Participants can refine the data by selecting specific years, user groups, and disciplines; view and save the selection in various tables and charts; and download their datasets for further manipulation in their preferred software. As a benefit of registration, libraries have access to their own data in LibQUAL+ Analytics, as well as to the data for other institutions participating in the same year. Expanded access to LibQUAL+ data, encompassing all libraries in all years from 2000 to the present, is available for an additional fee through a LibQUAL+ membership subscription.

LibQUAL+ Norms

LibQUAL+ norms are available online at:

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

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1.4   Library Statistics for University of Oregon

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 statistical data is missing or incomplete, it is because this data was not provided.

Total library expenditures (in U.S. $):	**$19,089,857**
Personnel - professional staff, FTE:	**78**
Personnel - support staff, FTE:	**79**
Total library materials expenditures (in U.S. $):	**6,899,867**
Total salaries and wages for professional staff (in U.S. $):	**5,240,175**

1.5   Contact Information for University of Oregon

The person below served as the institution's primary LibQUAL+® liaison during this survey implementation.

Name:	**Barbara Jenkins**
Title:	**Head of Reference**
Address:	**University of Oregon**
	1299 University of Oregon
	Library
	1501 Kincaid Street
	Eugene, OREGON 97403
	United States of America
Phone:	**(541) 346-1925**
Email:	**jenkins@uoregon.edu**

1.6   Survey Protocol and Language for University of Oregon

The data below indicate the number of valid surveys collected by language and long/Lite breakdowns.

		Lite	Total *(by Language)*
English (American)	Count	2,970	**2,970**
	% of Protocol	*100.00%*	*100.00%*
	% of Language	*100.00%*	*100.00%*
	% of Total Cases	*100.00*	*100.00*
Total *(by Survey Protocol)*	Count	**2,970**	**2,970**
	% of Protocol	*100.00%*	*100.00%*
	% of Language	*100.00%*	*100.00%*
	% of Total Cases	*100.00*	*100.00*

2   Demographic Summary for University of Oregon

2.1   Respondents by User Group

User Group		Respondent n	Respondent %
Undergraduate			
First year		438	14.75%
Second year		418	14.07%
Third year		543	18.28%
Fourth year		497	16.73%
Fifth year and above		128	4.31%
Non-degree		6	0.20%
	Sub Total:	2,030	68.35%
Graduate			
Masters		284	9.56%
Doctoral		321	10.81%
Non-degree or Undecided		9	0.30%
	Sub Total:	614	20.67%
Faculty			
Professor		45	1.52%
Associate Professor		38	1.28%
Assistant Professor		17	0.57%
Other Academic Status		22	0.74%
NTTF		55	1.85%
	Sub Total:	177	5.96%
Library Staff			
Library NTTF		18	0.61%
Library OA		6	0.20%
Library Classified Staff		15	0.51%
	Sub Total:	39	1.31%
Staff			
Officer of Administration		59	1.99%
Classified Staff		51	1.72%
	Sub Total:	110	3.70%
Total:		**2,970**	**100.00%**

2.2   Population and Respondents by User Sub-Group

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

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

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

- ■ Respondents Profile by User Sub-Group
- ■ Population Profile by User Sub-Group
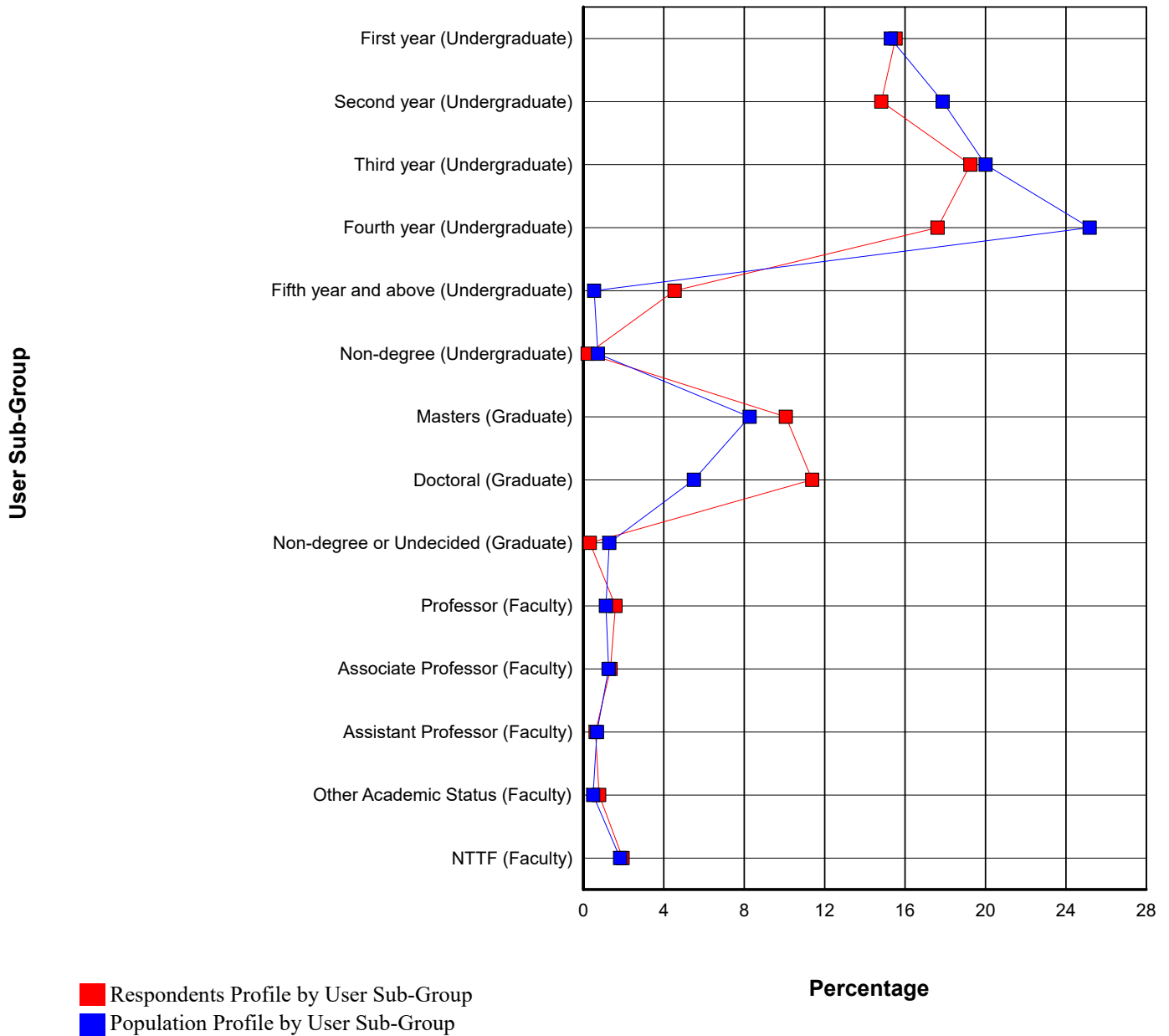
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	3,537	15.29	438	15.53	-0.24
Second year (Undergraduate)	4,134	17.87	418	14.82	3.05
Third year (Undergraduate)	4,628	20.00	543	19.25	0.75
Fourth year (Undergraduate)	5,826	25.18	497	17.62	7.56
Fifth year and above (Undergraduate)	123	0.53	128	4.54	-4.01
Non-degree (Undergraduate)	167	0.72	6	0.21	0.51
Masters (Graduate)	1,913	8.27	284	10.07	-1.80
Doctoral (Graduate)	1,271	5.49	321	11.38	-5.89
Non-degree or Undecided (Graduate)	298	1.29	9	0.32	0.97
Professor (Faculty)	259	1.12	45	1.60	-0.48
Associate Professor (Faculty)	290	1.25	38	1.35	-0.09
Assistant Professor (Faculty)	156	0.67	17	0.60	0.07
Other Academic Status (Faculty)	112	0.48	22	0.78	-0.30
NTTF (Faculty)	422	1.82	55	1.95	-0.13
Total:	**23,136**	**100.00**	**2,821**	**100.00**	**0.00**

2.3   Population and Respondents by Standard Discipline

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

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

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

Respondent Profile by Discipline
Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	533	2.06	56	1.99	0.08
Architecture	2,007	7.77	226	8.01	-0.24
Business	4,930	19.10	391	13.86	5.24
Communications / Journalism	2,565	9.94	212	7.52	2.42
Education	1,729	6.70	157	5.57	1.13
Engineering / Computer Science	662	2.56	69	2.45	0.12
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	1,708	6.62	234	8.29	-1.68
Law	482	1.87	193	6.84	-4.97
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	111	3.93	-3.93
Performing & Fine Arts	940	3.64	138	4.89	-1.25
Science / Math	3,892	15.08	466	16.52	-1.44
Social Sciences / Psychology	4,335	16.79	512	18.15	-1.36
Undecided	2,033	7.87	56	1.99	5.89
Total:	**25,816**	**100.00**	**2,821**	**100.00**	**0.00**

2.4   Population and Respondents by Customized Discipline

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

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

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

■ Respondents Profile by User Sub-Group
■ Population Profile by User Sub-Group

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Anthropology or Area Studies	319	1.24	41	1.45	-0.22
Business or Economics	4,930	19.10	391	13.86	5.24
Cinema Studies or Theater	375	1.45	54	1.91	-0.46
Computer Science	662	2.56	69	2.45	0.12
Design (College of Design)	2,007	7.77	226	8.01	-0.24
Education (College of Education)	1,729	6.70	157	5.57	1.13
English or Comparative Literature	558	2.16	84	2.98	-0.82
Ethnic or Gender Studies	125	0.48	17	0.60	-0.12
Foreign Languages & Literatures	644	2.49	59	2.09	0.40
General Social Sciences	705	2.73	75	2.66	0.07
Geography	136	0.53	20	0.71	-0.18
History	272	1.05	45	1.60	-0.54
Humanities	29	0.11	31	1.10	-0.99
Journalism (SOJC)	2,565	9.94	212	7.52	2.42
Law	482	1.87	193	6.84	-4.97
Linguistics	140	0.54	32	1.13	-0.59
Math	410	1.59	41	1.45	0.13
Music or Dance	565	2.19	84	2.98	-0.79
NA (not applicable)	0	0.00	19	0.67	-0.67
Other	0	0.00	92	3.26	-3.26
Philosophy or Religion	205	0.79	15	0.53	0.26
Political Science or International Studies	1,124	4.35	92	3.26	1.09
Psychology or Sociology	1,786	6.92	235	8.33	-1.41
Sciences - Biological	2,426	9.40	266	9.43	-0.03
Sciences - Environmental	533	2.06	56	1.99	0.08
Sciences - General	246	0.95	55	1.95	-1.00
Sciences - Physical	810	3.14	104	3.69	-0.55
Undecided / Undeclared	2,033	7.87	56	1.99	5.89
Total:	**25,816**	**100.00**	**2,821**	**100.00**	**0.00**

2.5   Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	1,983	67.79
Design Library	182	6.22
Mathematics Library	23	0.79
Price Science Commons & Research Library	478	16.34
Jaqua Law Library	222	7.59
Portland Library and Learning Commons	31	1.06
Rippey Library, Oregon Institute of Marine Biology	6	0.21
Total:	**2,925**	**100.00**

2.6   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	7	0.24
18 - 22	1,781	60.76
23 - 30	645	22.01
31 - 45	312	10.64
46 - 65	169	5.77
Over 65	17	0.58
Total:	**2,931**	**100.00**

2.7   Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

2.8   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	19,831	90.47	2,546	87.04
Part-time	2,088	9.53	95	3.25
Does not apply / NA		0.00	284	9.71
Total:	**21,919**	**100.00**	**2,925**	**100.00**

3. Survey Item Summary for University of Oregon

3.1   Core Questions Summary

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Legend	
🟥	Perceived Less Than Minimum
🟦	Perceived Greater Than Minimum
🟨	Perceived Less Than Desired
🟩	Perceived Greater Than Desired

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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.78	7.09	6.84	1.06	-0.25	571
AS-2	Giving users individual attention	5.12	6.42	6.60	1.49	0.18	725
AS-3	Employees who are consistently courteous	6.44	7.75	7.69	1.25	-0.06	739
AS-4	Readiness to respond to users' questions	6.15	7.50	7.26	1.11	-0.24	697
AS-5	Employees who have the knowledge to answer user questions	6.24	7.67	7.26	1.02	-0.40	726
AS-6	Employees who deal with users in a caring fashion	6.14	7.63	7.37	1.23	-0.26	2,809
AS-7	Employees who understand the needs of their users	6.24	7.59	7.27	1.03	-0.32	713
AS-8	Willingness to help users	6.27	7.52	7.35	1.08	-0.18	673
AS-9	Dependability in handling users' service problems	6.34	7.47	7.04	0.70	-0.43	518
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.35	7.74	6.99	0.64	-0.75	659
IC-2	A library Web site enabling me to locate information on my own	6.30	7.80	6.97	0.67	-0.82	891
IC-3	The printed library materials I need for my work	5.91	7.32	6.95	1.05	-0.37	791
IC-4	The electronic information resources I need	5.74	7.28	6.91	1.17	-0.38	2,832
IC-5	Modern equipment that lets me easily access needed information	6.34	7.79	7.28	0.94	-0.51	911
IC-6	Easy-to-use access tools that allow me to find things on my own	6.06	7.69	6.94	0.88	-0.75	868
IC-7	Making information easily accessible for independent use	6.33	7.73	7.10	0.77	-0.62	837
IC-8	Print and/or electronic journal collections I require for my work	6.36	7.64	7.07	0.71	-0.57	643
Library as Place							
LP-1	Library space that inspires study and learning	5.84	7.66	6.81	0.97	-0.85	2,856
LP-2	Quiet space for individual activities	6.23	7.71	7.11	0.88	-0.60	699
LP-3	A comfortable and inviting location	6.22	7.85	7.20	0.98	-0.65	784
LP-4	A getaway for study, learning, or research	6.29	7.75	7.18	0.89	-0.57	695
LP-5	Community space for group learning and group study	5.71	7.30	6.85	1.13	-0.45	642
Overall:		6.06	7.55	7.07	1.02	-0.47	2,931

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	2.02	1.82	1.72	1.78	1.58	571
AS-2	Giving users individual attention	2.22	2.00	1.84	1.94	1.73	725
AS-3	Employees who are consistently courteous	1.89	1.45	1.37	1.81	1.48	739
AS-4	Readiness to respond to users' questions	1.82	1.52	1.53	1.78	1.57	697
AS-5	Employees who have the knowledge to answer user questions	1.87	1.52	1.47	1.79	1.50	726
AS-6	Employees who deal with users in a caring fashion	1.91	1.54	1.56	1.86	1.62	2,809
AS-7	Employees who understand the needs of their users	1.86	1.51	1.53	1.87	1.63	713
AS-8	Willingness to help users	1.84	1.63	1.55	1.75	1.51	673
AS-9	Dependability in handling users' service problems	1.78	1.48	1.52	1.77	1.56	518
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.94	1.63	1.67	1.94	1.86	659
IC-2	A library Web site enabling me to locate information on my own	1.84	1.58	1.65	1.95	1.80	891
IC-3	The printed library materials I need for my work	2.06	1.84	1.63	2.09	1.94	791
IC-4	The electronic information resources I need	1.91	1.78	1.56	1.99	1.89	2,832
IC-5	Modern equipment that lets me easily access needed information	1.74	1.39	1.51	1.80	1.63	911
IC-6	Easy-to-use access tools that allow me to find things on my own	1.78	1.43	1.57	1.77	1.67	868
IC-7	Making information easily accessible for independent use	1.67	1.43	1.50	1.85	1.66	837
IC-8	Print and/or electronic journal collections I require for my work	1.97	1.69	1.58	2.15	1.90	643
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.61	1.74	2.15	2.07	2,856
LP-2	Quiet space for individual activities	1.99	1.63	1.72	2.25	2.12	699
LP-3	A comfortable and inviting location	1.89	1.50	1.61	2.00	1.90	784
LP-4	A getaway for study, learning, or research	1.87	1.51	1.65	1.91	1.77	695
LP-5	Community space for group learning and group study	2.00	1.78	1.72	2.23	2.17	642
Overall:		1.45	1.14	1.19	1.41	1.23	2,931

3.2   Core Question Dimensions Summary

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

Legend:
- ■ Range of Minimum to Desired
- ■ Range of Minimum to Perceived ("Adequacy Gap")

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.08	7.45	7.23	1.15	-0.22	2,886
Information Control	6.07	7.54	7.00	0.93	-0.54	2,926
Library as Place	5.98	7.66	6.95	0.97	-0.71	2,888
Overall	6.06	7.55	7.07	1.02	-0.47	2,931

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.70	1.41	1.39	1.58	1.36	2,886
Information Control	1.56	1.32	1.30	1.59	1.46	2,926
Library as Place	1.74	1.43	1.54	1.90	1.81	2,888
Overall	1.45	1.14	1.19	1.41	1.23	2,931

3.3   Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	5.85	7.12	6.81	0.96	-0.31	433
Helpful online guides and tutorials	5.28	6.80	6.34	1.06	-0.46	497
Librarians teaching me how to find and evaluate reliable information	5.91	7.10	7.16	1.25	0.06	550
Spaces and technology that support creativity	5.86	7.26	6.58	0.72	-0.68	568
The library assists me in achieving academic success	6.32	7.74	7.35	1.02	-0.40	502

This table shows 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
Canvas support	2.15	2.00	1.74	2.13	1.89	433
Helpful online guides and tutorials	2.06	1.90	1.83	1.97	1.82	497
Librarians teaching me how to find and evaluate reliable information	2.21	1.93	1.79	2.18	2.03	550
Spaces and technology that support creativity	1.93	1.74	1.77	2.00	2.03	568
The library assists me in achieving academic success	1.96	1.53	1.53	1.77	1.49	502

3.4 General Satisfaction Questions Summary

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.	7.85	1.31	1,509
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.39	1.40	1,421
How would you rate the overall quality of the service provided by the library?	7.50	1.25	2,930

3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.23	1.88	956
The library aids my advancement in my academic discipline or work.	7.27	1.56	1,354
The library enables me to be more efficient in my academic pursuits or work.	7.44	1.47	1,335
The library helps me distinguish between trustworthy and untrustworthy information.	6.53	1.80	1,360
The library provides me with the information skills I need in my work or study.	7.00	1.58	855

3.6   Library Use Summary

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

Frequency

■ How often do you use resources on library premises?

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

■ How often do you use YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	538	1,251	639	409	94	2,931
	18.36%	42.68%	21.80%	13.95%	3.21%	100.00%
How often do you access library resources through a library Web page?	440	1,033	793	426	239	2,931
	15.01%	35.24%	27.06%	14.53%	8.15%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	2,337	389	97	45	63	2,931
	79.73%	13.27%	3.31%	1.54%	2.15%	100.00%

4   Undergraduate Summary for University of Oregon

4.1   Demographic Summary for Undergraduate

4.1.1   Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	469	2.25	51	2.51	-0.26
Architecture	1,262	6.06	140	6.90	-0.84
Business	4,306	20.68	352	17.34	3.34
Communications / Journalism	2,371	11.39	192	9.46	1.93
Education	937	4.50	86	4.24	0.26
Engineering / Computer Science	575	2.76	59	2.91	-0.14
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	1,201	5.77	144	7.09	-1.33
Law	0	0.00	23	1.13	-1.13
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	62	3.05	-3.05
Performing & Fine Arts	689	3.31	91	4.48	-1.17
Science / Math	3,147	15.11	374	18.42	-3.31
Social Sciences / Psychology	3,841	18.45	401	19.75	-1.31
Undecided	2,023	9.72	55	2.71	7.01
Total:	**20,821**	**100.00**	**2,030**	**100.00**	**0.00**

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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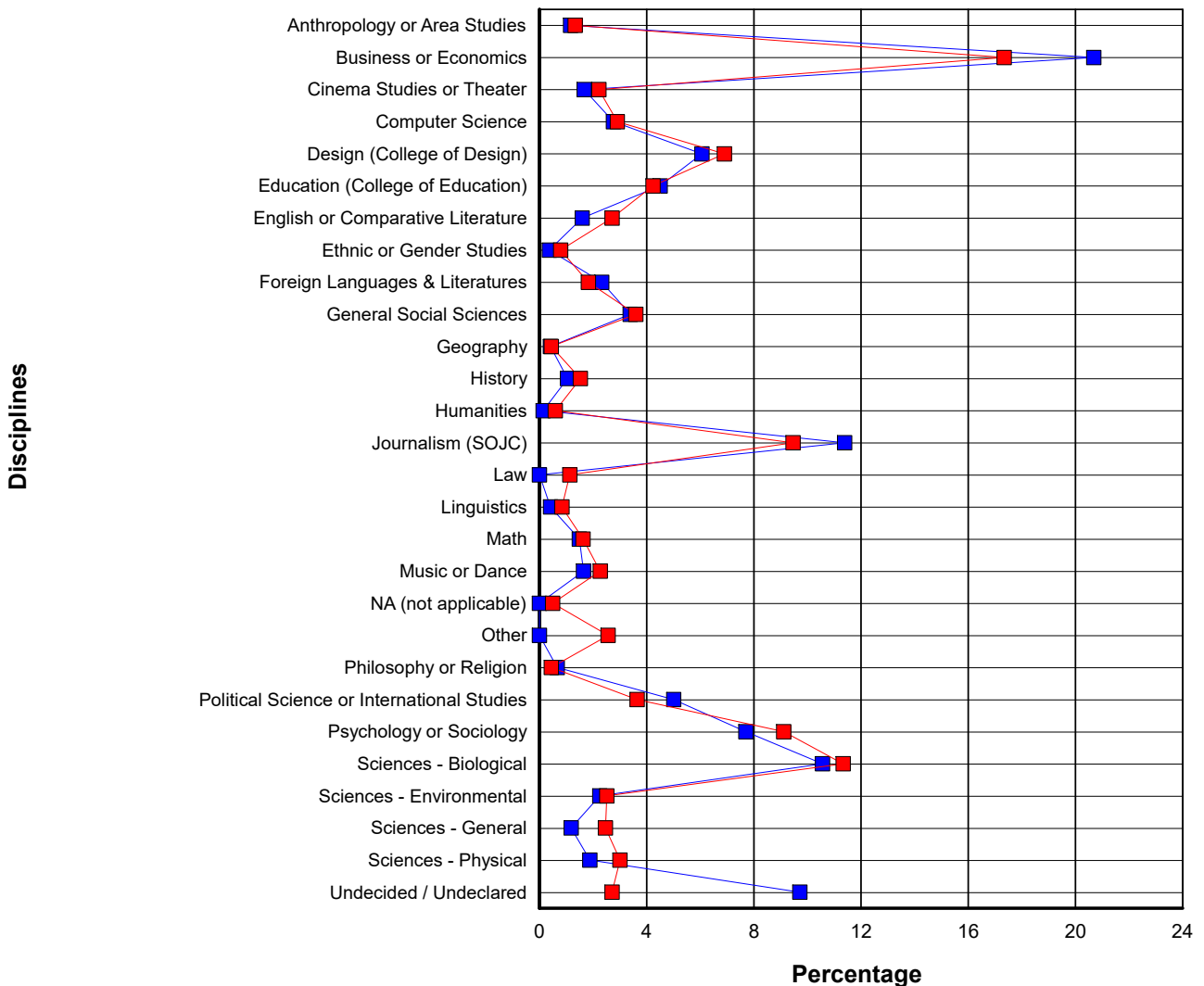Consortium: None
User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Anthropology or Area Studies	242	1.16	27	1.33	-0.17
Business or Economics	4,306	20.68	352	17.34	3.34
Cinema Studies or Theater	347	1.67	45	2.22	-0.55
Computer Science	575	2.76	59	2.91	-0.14
Design (College of Design)	1,262	6.06	140	6.90	-0.84
Education (College of Education)	937	4.50	86	4.24	0.26
English or Comparative Literature	332	1.59	55	2.71	-1.11
Ethnic or Gender Studies	77	0.37	16	0.79	-0.42
Foreign Languages & Literatures	484	2.32	37	1.82	0.50
General Social Sciences	705	3.39	73	3.60	-0.21
Geography	85	0.41	9	0.44	-0.04
History	218	1.05	31	1.53	-0.48
Humanities	29	0.14	12	0.59	-0.45
Journalism (SOJC)	2,371	11.39	192	9.46	1.93
Law	0	0.00	23	1.13	-1.13
Linguistics	86	0.41	17	0.84	-0.42
Math	310	1.49	33	1.63	-0.14
Music or Dance	342	1.64	46	2.27	-0.62
NA (not applicable)	0	0.00	10	0.49	-0.49
Other	0	0.00	52	2.56	-2.56
Philosophy or Religion	138	0.66	9	0.44	0.22
Political Science or International Studies	1,043	5.01	74	3.65	1.36
Psychology or Sociology	1,603	7.70	185	9.11	-1.41
Sciences - Biological	2,199	10.56	230	11.33	-0.77
Sciences - Environmental	469	2.25	51	2.51	-0.26
Sciences - General	246	1.18	50	2.46	-1.28
Sciences - Physical	392	1.88	61	3.00	-1.12
Undecided / Undeclared	2,023	9.72	55	2.71	7.01
Total:	**20,821**	**100.00**	**2,030**	**100.00**	**0.00**

4.1.3 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	1,443	71.22
Design Library	116	5.73
Mathematics Library	16	0.79
Price Science Commons & Research Library	376	18.56
Jaqua Law Library	69	3.41
Portland Library and Learning Commons	4	0.20
Rippey Library, Oregon Institute of Marine Biology	2	0.10
Total:	**2,026**	**100.00**

4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	6	0.30
18 - 22	1,747	86.06
23 - 30	205	10.10
31 - 45	53	2.61
46 - 65	18	0.89
Over 65	1	0.05
Total:	**2,030**	**100.00**

4.1.5   Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

4.1.6   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	16,872	91.62	1,956	96.40
Part-time	1,543	8.38	64	3.15
Does not apply / NA		0.00	9	0.44
Total:	**18,415**	**100.00**	**2,029**	**100.00**

4.2 Core Questions Summary for Undergraduate

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Legend:
- 🟥 Perceived Less Than Minimum
- 🟦 Perceived Greater Than Minimum
- 🟨 Perceived Less Than Desired
- 🟩 Perceived Greater Than Desired

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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.57	6.89	6.61	1.04	-0.28	378
AS-2	Giving users individual attention	4.95	6.26	6.35	1.40	0.09	496
AS-3	Employees who are consistently courteous	6.35	7.65	7.53	1.19	-0.12	503
AS-4	Readiness to respond to users' questions	5.94	7.33	7.03	1.10	-0.29	495
AS-5	Employees who have the knowledge to answer user questions	6.17	7.56	7.21	1.04	-0.35	508
AS-6	Employees who deal with users in a caring fashion	5.99	7.47	7.18	1.20	-0.28	1,942
AS-7	Employees who understand the needs of their users	6.23	7.52	7.21	0.98	-0.30	495
AS-8	Willingness to help users	6.08	7.38	7.19	1.11	-0.19	480
AS-9	Dependability in handling users' service problems	6.18	7.33	6.92	0.74	-0.41	372
Information Control							
IC-1	Making electronic resources accessible from my home or office	5.83	7.40	6.74	0.91	-0.67	428
IC-2	A library Web site enabling me to locate information on my own	6.08	7.60	6.95	0.87	-0.65	600
IC-3	The printed library materials I need for my work	5.84	7.29	6.99	1.15	-0.30	563
IC-4	The electronic information resources I need	5.47	7.06	6.85	1.38	-0.21	1,956
IC-5	Modern equipment that lets me easily access needed information	6.34	7.78	7.28	0.94	-0.49	664
IC-6	Easy-to-use access tools that allow me to find things on my own	5.99	7.58	6.89	0.91	-0.69	614
IC-7	Making information easily accessible for independent use	6.19	7.64	7.09	0.90	-0.55	585
IC-8	Print and/or electronic journal collections I require for my work	6.06	7.40	7.08	1.02	-0.32	437
Library as Place							
LP-1	Library space that inspires study and learning	5.88	7.75	6.81	0.93	-0.94	2,016
LP-2	Quiet space for individual activities	6.27	7.79	7.13	0.86	-0.66	499
LP-3	A comfortable and inviting location	6.30	7.90	7.19	0.89	-0.71	553
LP-4	A getaway for study, learning, or research	6.35	7.74	7.22	0.88	-0.52	497
LP-5	Community space for group learning and group study	5.77	7.38	6.80	1.03	-0.58	457
Overall:		5.94	7.45	7.00	1.06	-0.45	2,030

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	1.97	1.79	1.68	1.79	1.67	378
AS-2	Giving users individual attention	2.19	2.03	1.86	1.88	1.75	496
AS-3	Employees who are consistently courteous	1.85	1.47	1.43	1.76	1.50	503
AS-4	Readiness to respond to users' questions	1.79	1.52	1.56	1.84	1.67	495
AS-5	Employees who have the knowledge to answer user questions	1.92	1.62	1.50	1.77	1.53	508
AS-6	Employees who deal with users in a caring fashion	1.92	1.61	1.61	1.86	1.68	1,942
AS-7	Employees who understand the needs of their users	1.83	1.57	1.51	1.85	1.64	495
AS-8	Willingness to help users	1.83	1.68	1.61	1.78	1.55	480
AS-9	Dependability in handling users' service problems	1.77	1.51	1.52	1.69	1.52	372
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.91	1.75	1.71	2.01	2.01	428
IC-2	A library Web site enabling me to locate information on my own	1.87	1.68	1.67	1.88	1.76	600
IC-3	The printed library materials I need for my work	2.13	1.85	1.69	2.09	1.89	563
IC-4	The electronic information resources I need	1.88	1.81	1.56	1.92	1.86	1,956
IC-5	Modern equipment that lets me easily access needed information	1.75	1.39	1.53	1.73	1.59	664
IC-6	Easy-to-use access tools that allow me to find things on my own	1.80	1.44	1.60	1.78	1.71	614
IC-7	Making information easily accessible for independent use	1.64	1.42	1.47	1.74	1.57	585
IC-8	Print and/or electronic journal collections I require for my work	1.91	1.71	1.55	1.92	1.80	437
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.49	1.77	2.10	2.00	2,016
LP-2	Quiet space for individual activities	1.95	1.53	1.69	2.18	2.04	499
LP-3	A comfortable and inviting location	1.88	1.42	1.67	2.01	1.87	553
LP-4	A getaway for study, learning, or research	1.83	1.48	1.66	1.90	1.72	497
LP-5	Community space for group learning and group study	1.92	1.67	1.80	2.16	2.11	457
Overall:		1.43	1.15	1.21	1.38	1.23	2,030

4.3   Core Question Dimensions Summary for Undergraduate

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.94	7.31	7.07	1.13	-0.24	1,999
Information Control	5.87	7.38	6.95	1.09	-0.43	2,028
Library as Place	6.03	7.73	6.95	0.92	-0.78	2,027
Overall	5.94	7.45	7.00	1.06	-0.45	2,030

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.68	1.45	1.40	1.56	1.39	1,999
Information Control	1.52	1.32	1.30	1.51	1.41	2,028
Library as Place	1.68	1.32	1.56	1.85	1.74	2,027
Overall	1.43	1.15	1.21	1.38	1.23	2,030

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	5.68	6.95	6.73	1.05	-0.22	324
Helpful online guides and tutorials	5.21	6.76	6.31	1.10	-0.45	355
Librarians teaching me how to find and evaluate reliable information	5.85	7.02	7.04	1.18	0.02	385
Spaces and technology that support creativity	5.90	7.31	6.57	0.68	-0.74	407
The library assists me in achieving academic success	6.22	7.61	7.25	1.03	-0.36	347

This table displays the standard deviations of 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
Canvas support	2.17	2.08	1.72	2.04	1.87	324
Helpful online guides and tutorials	2.06	1.87	1.89	1.99	1.81	355
Librarians teaching me how to find and evaluate reliable information	2.25	1.99	1.89	2.18	2.06	385
Spaces and technology that support creativity	1.85	1.65	1.76	1.90	1.98	407
The library assists me in achieving academic success	2.00	1.57	1.57	1.81	1.47	347

4.5   General Satisfaction Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.	7.80	1.34	1,052
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.37	1.39	978
How would you rate the overall quality of the service provided by the library?	7.44	1.26	2,030

4.6   Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.22	1.90	660
The library aids my advancement in my academic discipline or work.	7.18	1.57	928
The library enables me to be more efficient in my academic pursuits or work.	7.42	1.49	915
The library helps me distinguish between trustworthy and untrustworthy information.	6.52	1.79	948
The library provides me with the information skills I need in my work or study.	6.95	1.59	609

4.7   Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.
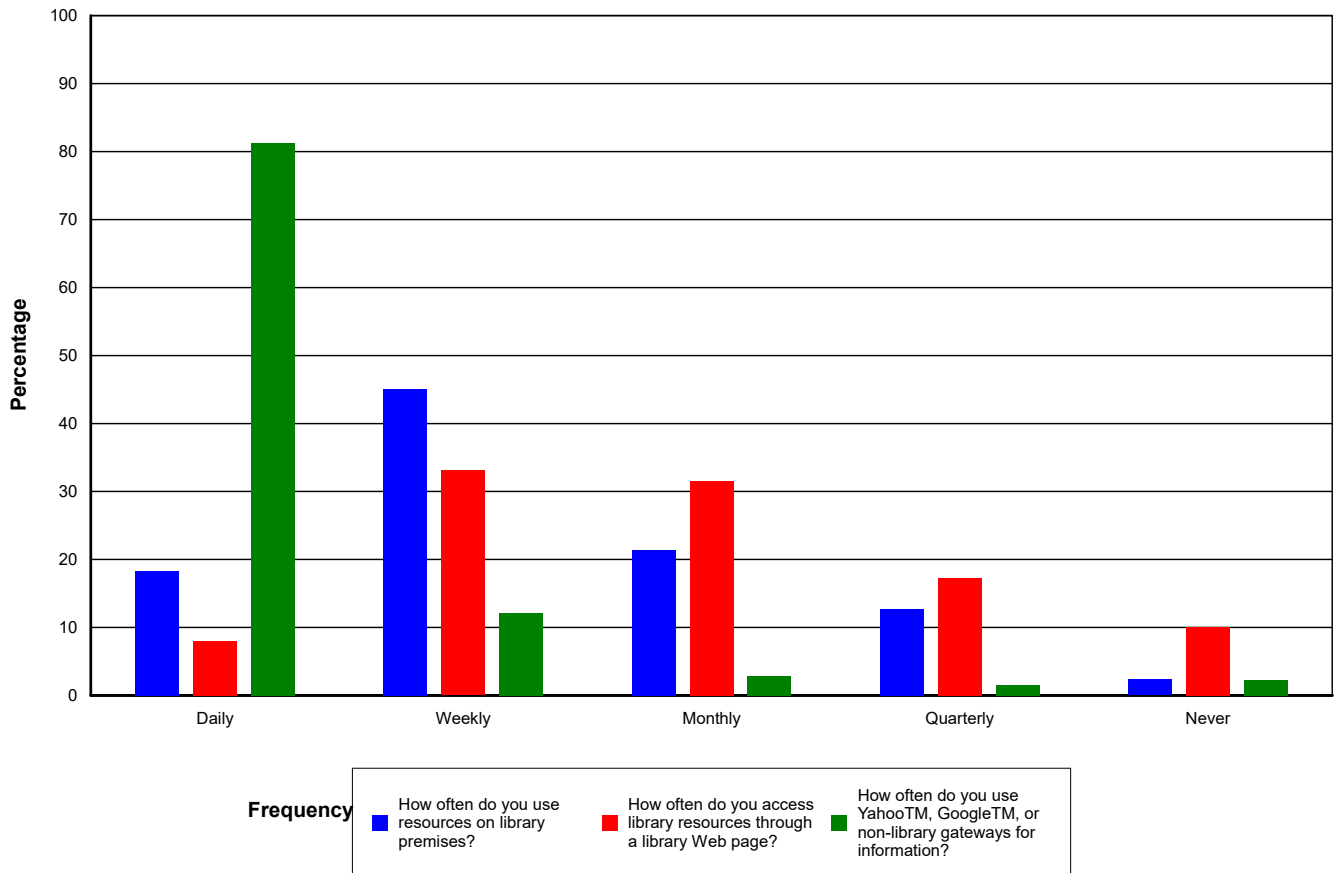
	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	373 18.37%	915 45.07%	435 21.43%	259 12.76%	48 2.36%	2,030 100.00%
How often do you access library resources through a library Web page?	163 8.03%	672 33.10%	640 31.53%	350 17.24%	205 10.10%	2,030 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,650 81.28%	245 12.07%	57 2.81%	31 1.53%	47 2.32%	2,030 100.00%

5   Graduate Summary for University of Oregon

5.1   Demographic Summary for Graduate

5.1.1   Population and Respondent Profiles for Graduate by Standard Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	33	0.95	4	0.65	0.30
Architecture	523	15.12	70	11.40	3.71
Business	479	13.84	35	5.70	8.14
Communications / Journalism	125	3.61	12	1.95	1.66
Education	509	14.71	62	10.10	4.61
Engineering / Computer Science	70	2.02	10	1.63	0.39
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	279	8.06	54	8.79	-0.73
Law	415	11.99	151	24.59	-12.60
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	31	5.05	-5.05
Performing & Fine Arts	159	4.60	36	5.86	-1.27
Science / Math	523	15.12	61	9.93	5.18
Social Sciences / Psychology	335	9.68	87	14.17	-4.49
Undecided	10	0.29	1	0.16	0.13
Total:	**3,460**	**100.00**	**614**	**100.00**	**0.00**

5.1.2   Population and Respondent Profiles for Graduate by Customized Discipline

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

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

■ Respondent Profile by Discipline

■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Anthropology or Area Studies	54	1.56	11	1.79	-0.23
Business or Economics	479	13.84	35	5.70	8.14
Cinema Studies or Theater	13	0.38	5	0.81	-0.44
Computer Science	70	2.02	10	1.63	0.39
Design (College of Design)	523	15.12	70	11.40	3.71
Education (College of Education)	509	14.71	62	10.10	4.61
English or Comparative Literature	109	3.15	18	2.93	0.22
Ethnic or Gender Studies	29	0.84	0	0.00	0.84
Foreign Languages & Literatures	96	2.77	14	2.28	0.49
General Social Sciences	0	0.00	2	0.33	-0.33
Geography	32	0.92	7	1.14	-0.22
History	29	0.84	8	1.30	-0.46
Humanities	0	0.00	11	1.79	-1.79
Journalism (SOJC)	125	3.61	12	1.95	1.66
Law	415	11.99	151	24.59	-12.60
Linguistics	42	1.21	9	1.47	-0.25
Math	66	1.91	4	0.65	1.26
Music or Dance	146	4.22	31	5.05	-0.83
NA (not applicable)	0	0.00	4	0.65	-0.65
Other	0	0.00	27	4.40	-4.40
Philosophy or Religion	45	1.30	3	0.49	0.81
Political Science or International Studies	51	1.47	13	2.12	-0.64
Psychology or Sociology	127	3.67	45	7.33	-3.66
Sciences - Biological	137	3.96	21	3.42	0.54
Sciences - Environmental	33	0.95	4	0.65	0.30
Sciences - General	0	0.00	5	0.81	-0.81
Sciences - Physical	320	9.25	31	5.05	4.20
Undecided / Undeclared	10	0.29	1	0.16	0.13
Total:	**3,460**	**100.00**	**614**	**100.00**	**0.00**

5.1.3   Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	342	55.70
Design Library	48	7.82
Mathematics Library	4	0.65
Price Science Commons & Research Library	68	11.07
Jaqua Law Library	126	20.52
Portland Library and Learning Commons	23	3.75
Rippey Library, Oregon Institute of Marine Biology	3	0.49
Total:	**614**	**100.00**

5.1.4   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.16
18 - 22	34	5.54
23 - 30	416	67.75
31 - 45	148	24.10
46 - 65	13	2.12
Over 65	2	0.33
Total:	**614**	**100.00**

5.1.5   Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

5.1.6   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,959	84.45	582	94.79
Part-time	545	15.55	24	3.91
Does not apply / NA		0.00	8	1.30
Total:	**3,504**	**100.00**	**614**	**100.00**

5.2   Core Questions Summary for Graduate

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Legend:
- Perceived Less Than Minimum
- Perceived Greater Than Minimum
- Perceived Less Than Desired
- Perceived Greater Than Desired

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.91	7.25	7.27	1.36	0.02	119
AS-2	Giving users individual attention	5.44	6.73	7.01	1.57	0.28	153
AS-3	Employees who are consistently courteous	6.61	8.04	8.06	1.45	0.02	159
AS-4	Readiness to respond to users' questions	6.68	7.84	7.74	1.06	-0.11	133
AS-5	Employees who have the knowledge to answer user questions	6.28	7.88	7.43	1.15	-0.44	162
AS-6	Employees who deal with users in a caring fashion	6.35	7.97	7.79	1.44	-0.18	587
AS-7	Employees who understand the needs of their users	5.97	7.65	7.34	1.37	-0.30	148
AS-8	Willingness to help users	6.66	7.90	7.72	1.06	-0.18	144
AS-9	Dependability in handling users' service problems	6.57	7.79	7.36	0.79	-0.43	91
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.20	8.37	7.53	0.33	-0.85	150
IC-2	A library Web site enabling me to locate information on my own	6.65	8.17	7.09	0.44	-1.07	187
IC-3	The printed library materials I need for my work	6.06	7.39	6.91	0.85	-0.48	158
IC-4	The electronic information resources I need	6.28	7.82	7.09	0.81	-0.73	602
IC-5	Modern equipment that lets me easily access needed information	6.28	7.86	7.35	1.06	-0.51	187
IC-6	Easy-to-use access tools that allow me to find things on my own	6.11	7.94	7.09	0.97	-0.86	187
IC-7	Making information easily accessible for independent use	6.70	8.05	7.34	0.64	-0.72	170
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.26	7.15	0.15	-1.11	141
Library as Place							
LP-1	Library space that inspires study and learning	5.79	7.63	6.77	0.98	-0.86	600
LP-2	Quiet space for individual activities	6.42	7.87	7.07	0.65	-0.80	149
LP-3	A comfortable and inviting location	6.16	8.01	7.21	1.05	-0.80	152
LP-4	A getaway for study, learning, or research	6.14	7.93	7.15	1.01	-0.78	143
LP-5	Community space for group learning and group study	5.67	7.26	6.94	1.27	-0.32	142
Overall:		6.26	7.80	7.26	1.00	-0.55	614

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	2.08	1.91	1.70	1.71	1.29	119
AS-2	Giving users individual attention	2.26	1.88	1.75	1.96	1.61	153
AS-3	Employees who are consistently courteous	1.92	1.26	1.18	1.94	1.38	159
AS-4	Readiness to respond to users' questions	1.73	1.46	1.36	1.57	1.16	133
AS-5	Employees who have the knowledge to answer user questions	1.79	1.22	1.34	1.88	1.40	162
AS-6	Employees who deal with users in a caring fashion	1.88	1.27	1.36	1.84	1.45	587
AS-7	Employees who understand the needs of their users	1.94	1.32	1.54	1.92	1.48	148
AS-8	Willingness to help users	1.75	1.30	1.37	1.64	1.22	144
AS-9	Dependability in handling users' service problems	1.65	1.21	1.52	1.83	1.42	91
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	1.05	1.37	1.74	1.50	150
IC-2	A library Web site enabling me to locate information on my own	1.64	1.20	1.56	1.88	1.72	187
IC-3	The printed library materials I need for my work	1.81	1.81	1.34	1.90	1.92	158
IC-4	The electronic information resources I need	1.81	1.50	1.47	1.96	1.73	602
IC-5	Modern equipment that lets me easily access needed information	1.72	1.32	1.47	2.04	1.73	187
IC-6	Easy-to-use access tools that allow me to find things on my own	1.75	1.30	1.37	1.78	1.48	187
IC-7	Making information easily accessible for independent use	1.59	1.14	1.38	1.78	1.56	170
IC-8	Print and/or electronic journal collections I require for my work	1.86	1.27	1.59	2.42	1.81	141
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.65	1.68	2.24	2.12	600
LP-2	Quiet space for individual activities	1.79	1.47	1.73	2.18	2.03	149
LP-3	A comfortable and inviting location	1.92	1.35	1.50	1.98	1.73	152
LP-4	A getaway for study, learning, or research	1.91	1.35	1.55	1.88	1.90	143
LP-5	Community space for group learning and group study	2.14	1.85	1.49	2.34	2.02	142
Overall:		1.42	0.99	1.08	1.43	1.10	614

5.3   Core Question Dimensions Summary for Graduate

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

Legend:
- ■ Range of Minimum to Desired
- ■ Range of Minimum to Perceived ("Adequacy Gap")

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.26	7.73	7.57	1.32	-0.15	601
Information Control	6.46	7.94	7.17	0.71	-0.77	614
Library as Place	5.93	7.68	6.93	1.01	-0.74	607
Overall	6.26	7.80	7.26	1.00	-0.55	614

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.71	1.24	1.29	1.61	1.22	601
Information Control	1.51	1.14	1.21	1.63	1.38	614
Library as Place	1.78	1.41	1.46	1.94	1.78	607
Overall	1.42	0.99	1.08	1.43	1.10	614

5.4   Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	6.14	7.53	6.97	0.83	-0.56	77
Helpful online guides and tutorials	5.40	6.75	6.25	0.85	-0.51	85
Librarians teaching me how to find and evaluate reliable information	6.08	7.39	7.56	1.48	0.16	117
Spaces and technology that support creativity	6.03	7.36	6.68	0.65	-0.68	115
The library assists me in achieving academic success	6.48	8.04	7.53	1.04	-0.52	118

This table displays the standard deviations of 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
Canvas support	2.02	1.62	1.77	2.30	1.71	77
Helpful online guides and tutorials	2.16	2.08	1.75	1.92	1.92	85
Librarians teaching me how to find and evaluate reliable information	2.06	1.54	1.45	2.19	1.80	117
Spaces and technology that support creativity	2.02	1.69	1.90	2.26	2.13	115
The library assists me in achieving academic success	1.81	1.45	1.44	1.55	1.51	118

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

5.5 General Satisfaction Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.	8.02	1.23	308
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.26	305
How would you rate the overall quality of the service provided by the library?	7.67	1.19	613

5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.23	1.79	185
The library aids my advancement in my academic discipline or work.	7.61	1.27	275
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.27	292
The library helps me distinguish between trustworthy and untrustworthy information.	6.60	1.80	297
The library provides me with the information skills I need in my work or study.	7.12	1.45	177

5.7   Library Use Summary for Graduate

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

Frequency

- ■ How often do you use resources on library premises?
- ■ How often do you access library resources through a library Web page?
- ■ How often do you use YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	147 23.94%	253 41.21%	124 20.20%	71 11.56%	19 3.09%	614 100.00%
How often do you access library resources through a library Web page?	198 32.25%	254 41.37%	105 17.10%	38 6.19%	19 3.09%	614 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	465 75.73%	103 16.78%	29 4.72%	9 1.47%	8 1.30%	614 100.00%

6   Faculty Summary for University of Oregon

6.1   Demographic Summary for Faculty

6.1.1   Population and Respondent Profiles for Faculty by Standard Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	31	2.02	1	0.56	1.45
Architecture	222	14.46	16	9.04	5.42
Business	145	9.45	4	2.26	7.19
Communications / Journalism	69	4.50	8	4.52	-0.02
Education	283	18.44	9	5.08	13.35
Engineering / Computer Science	17	1.11	0	0.00	1.11
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	228	14.85	36	20.34	-5.49
Law	67	4.36	19	10.73	-6.37
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	18	10.17	-10.17
Performing & Fine Arts	92	5.99	11	6.21	-0.22
Science / Math	222	14.46	31	17.51	-3.05
Social Sciences / Psychology	159	10.36	24	13.56	-3.20
Undecided	0	0.00	0	0.00	0.00
Total:	**1,535**	**100.00**	**177**	**100.00**	**0.00**

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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

■ Respondent Profile by Discipline

■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Anthropology or Area Studies	23	1.50	3	1.69	-0.20
Business or Economics	145	9.45	4	2.26	7.19
Cinema Studies or Theater	15	0.98	4	2.26	-1.28
Computer Science	17	1.11	0	0.00	1.11
Design (College of Design)	222	14.46	16	9.04	5.42
Education (College of Education)	283	18.44	9	5.08	13.35
English or Comparative Literature	117	7.62	11	6.21	1.41
Ethnic or Gender Studies	19	1.24	1	0.56	0.67
Foreign Languages & Literatures	64	4.17	8	4.52	-0.35
General Social Sciences	0	0.00	0	0.00	0.00
Geography	19	1.24	4	2.26	-1.02
History	25	1.63	6	3.39	-1.76
Humanities	0	0.00	8	4.52	-4.52
Journalism (SOJC)	69	4.50	8	4.52	-0.02
Law	67	4.36	19	10.73	-6.37
Linguistics	12	0.78	6	3.39	-2.61
Math	34	2.21	4	2.26	-0.04
Music or Dance	77	5.02	7	3.95	1.06
NA (not applicable)	0	0.00	5	2.82	-2.82
Other	0	0.00	13	7.34	-7.34
Philosophy or Religion	22	1.43	3	1.69	-0.26
Political Science or International Studies	30	1.95	5	2.82	-0.87
Psychology or Sociology	56	3.65	5	2.82	0.82
Sciences - Biological	90	5.86	15	8.47	-2.61
Sciences - Environmental	31	2.02	1	0.56	1.45
Sciences - General	0	0.00	0	0.00	0.00
Sciences - Physical	98	6.38	12	6.78	-0.40
Undecided / Undeclared	0	0.00	0	0.00	0.00
Total:	**1,535**	**100.00**	**177**	**100.00**	**0.00**

6.1.3   Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	109	61.93
Design Library	14	7.95
Mathematics Library	3	1.70
Price Science Commons & Research Library	27	15.34
Jaqua Law Library	19	10.80
Portland Library and Learning Commons	4	2.27
Rippey Library, Oregon Institute of Marine Biology	0	0.00
Total:	**176**	**100.00**

6.1.4   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	11	6.21
31 - 45	59	33.33
46 - 65	96	54.24
Over 65	11	6.21
Total:	**177**	**100.00**

6.1.5   Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

6.1.6   Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	6	3.47
Part-time	1	0.58
Does not apply / NA	166	95.95
Total:	**173**	**100.00**

6.2 Core Questions Summary for Faculty

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

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

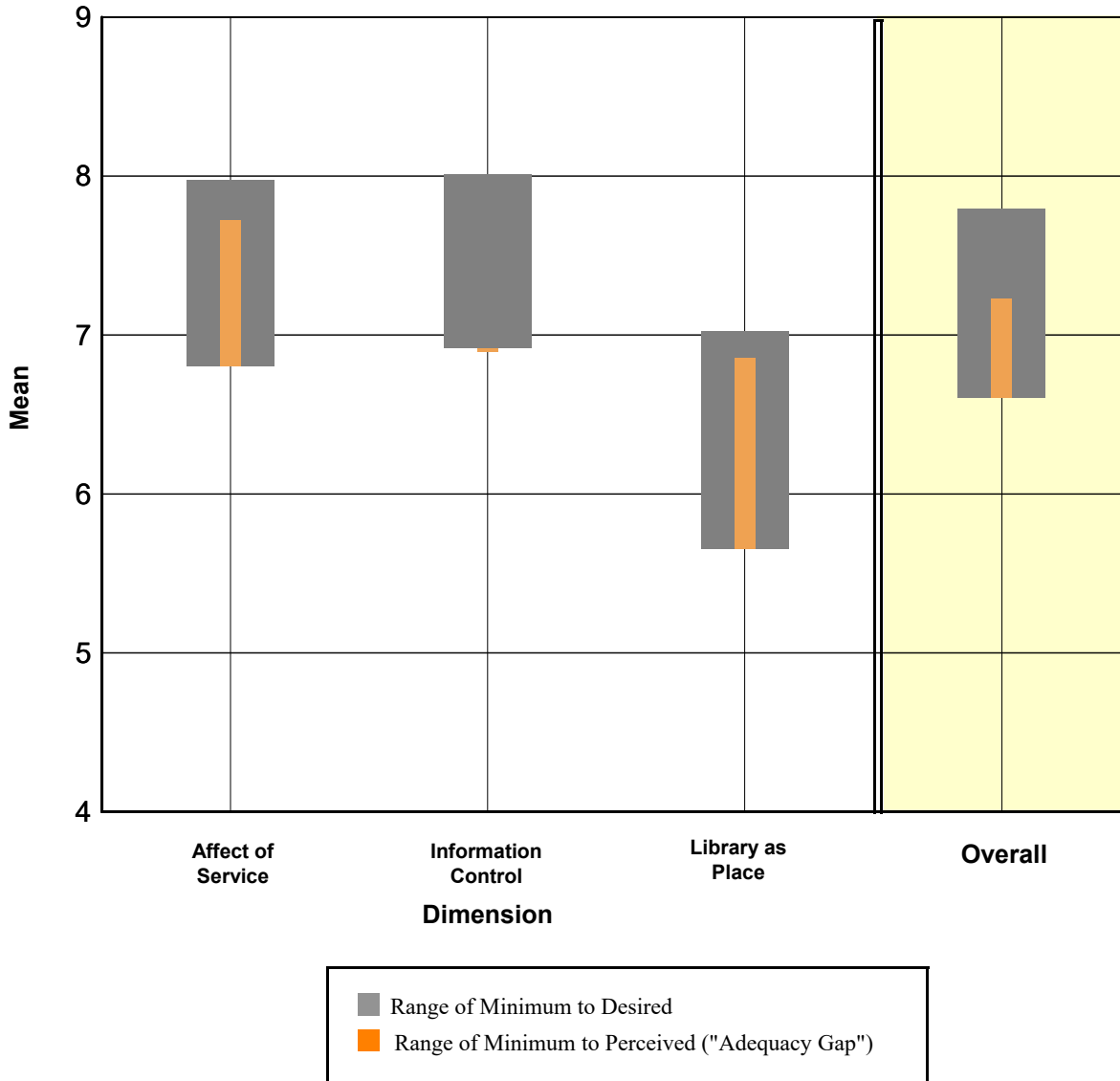| ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.48	7.98	7.54	1.06	-0.44	50
AS-2	Giving users individual attention	5.83	7.03	7.50	1.68	0.48	40
AS-3	Employees who are consistently courteous	6.94	7.88	8.21	1.27	0.33	48
AS-4	Readiness to respond to users' questions	6.44	7.97	8.06	1.61	0.08	36
AS-5	Employees who have the knowledge to answer user questions	6.81	8.06	7.19	0.39	-0.86	36
AS-6	Employees who deal with users in a caring fashion	6.92	8.18	7.92	1.01	-0.25	173
AS-7	Employees who understand the needs of their users	7.13	8.17	7.53	0.40	-0.64	47
AS-8	Willingness to help users	6.91	7.86	7.83	0.91	-0.03	35
AS-9	Dependability in handling users' service problems	7.50	8.21	7.47	-0.03	-0.74	34
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.04	8.63	7.53	-0.51	-1.10	49
IC-2	A library Web site enabling me to locate information on my own	7.34	8.41	6.74	-0.61	-1.67	61
IC-3	The printed library materials I need for my work	6.20	7.33	6.44	0.24	-0.89	45
IC-4	The electronic information resources I need	6.70	7.90	6.85	0.15	-1.06	176
IC-5	Modern equipment that lets me easily access needed information	6.44	7.53	7.00	0.56	-0.53	32
IC-6	Easy-to-use access tools that allow me to find things on my own	6.67	8.20	7.18	0.51	-1.02	49
IC-7	Making information easily accessible for independent use	6.85	8.00	6.58	-0.26	-1.42	53
IC-8	Print and/or electronic journal collections I require for my work	7.45	8.30	6.87	-0.57	-1.43	47
Library as Place							
LP-1	Library space that inspires study and learning	5.56	6.95	6.77	1.22	-0.18	151
LP-2	Quiet space for individual activities	5.09	6.67	6.82	1.73	0.15	33
LP-3	A comfortable and inviting location	5.77	7.28	7.42	1.65	0.14	43
LP-4	A getaway for study, learning, or research	6.14	7.29	6.63	0.49	-0.66	35
LP-5	Community space for group learning and group study	5.66	7.28	7.07	1.41	-0.21	29
Overall:		6.61	7.80	7.23	0.62	-0.57	177

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	2.02	1.50	1.59	1.74	1.49	50
AS-2	Giving users individual attention	2.42	1.98	1.48	2.00	1.50	40
AS-3	Employees who are consistently courteous	2.00	1.39	0.94	1.91	1.49	48
AS-4	Readiness to respond to users' questions	2.14	1.58	1.15	2.02	1.76	36
AS-5	Employees who have the knowledge to answer user questions	1.55	1.22	1.51	1.57	1.59	36
AS-6	Employees who deal with users in a caring fashion	1.81	1.27	1.33	1.82	1.45	173
AS-7	Employees who understand the needs of their users	1.74	1.45	1.76	1.83	1.76	47
AS-8	Willingness to help users	1.76	1.70	1.22	1.80	1.72	35
AS-9	Dependability in handling users' service problems	1.29	0.88	1.44	1.66	1.40	34
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.10	0.81	1.47	1.52	1.49	49
IC-2	A library Web site enabling me to locate information on my own	1.48	1.04	1.75	2.16	1.81	61
IC-3	The printed library materials I need for my work	2.12	1.82	1.84	2.73	2.68	45
IC-4	The electronic information resources I need	1.76	1.69	1.82	2.30	2.27	176
IC-5	Modern equipment that lets me easily access needed information	1.74	1.78	1.39	2.00	2.06	32
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.46	1.73	1.78	1.82	49
IC-7	Making information easily accessible for independent use	1.81	1.63	1.85	2.37	1.97	53
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.73	1.70	2.31	2.18	47
Library as Place							
LP-1	Library space that inspires study and learning	2.30	2.28	1.66	2.40	2.36	151
LP-2	Quiet space for individual activities	2.39	2.30	2.04	2.98	2.83	33
LP-3	A comfortable and inviting location	2.11	2.23	1.24	2.16	2.35	43
LP-4	A getaway for study, learning, or research	2.20	2.24	1.91	1.95	1.91	35
LP-5	Community space for group learning and group study	2.19	1.98	1.39	2.11	2.08	29
Overall:		1.38	1.15	1.19	1.51	1.36	177

6.3   Core Question Dimensions Summary for Faculty

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.80	7.98	7.72	0.92	-0.25	176
Information Control	6.92	8.01	6.90	-0.02	-1.11	177
Library as Place	5.66	7.03	6.85	1.20	-0.17	157
Overall	6.61	7.80	7.23	0.62	-0.57	177

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	1.22	1.25	1.66	1.34	176
Information Control	1.46	1.33	1.49	1.92	1.85	177
Library as Place	2.10	2.06	1.55	2.23	2.15	157
Overall	1.38	1.15	1.19	1.51	1.36	177

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

6.4   Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	7.17	8.22	7.09	-0.09	-1.13	23
Helpful online guides and tutorials	5.51	7.28	6.65	1.14	-0.63	43
Librarians teaching me how to find and evaluate reliable information	6.03	7.03	7.37	1.33	0.33	30
Spaces and technology that support creativity	5.00	6.52	6.59	1.59	0.07	27
The library assists me in achieving academic success	6.65	8.00	7.57	0.91	-0.43	23

This table displays the standard deviations of 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
Canvas support	1.70	1.09	1.98	2.37	1.98	23
Helpful online guides and tutorials	2.07	1.99	1.63	2.02	1.86	43
Librarians teaching me how to find and evaluate reliable information	2.33	2.47	1.61	2.28	2.50	30
Spaces and technology that support creativity	2.27	2.65	1.47	2.34	2.60	27
The library assists me in achieving academic success	2.35	1.21	1.04	2.17	1.44	23

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

6.5   General Satisfaction Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.

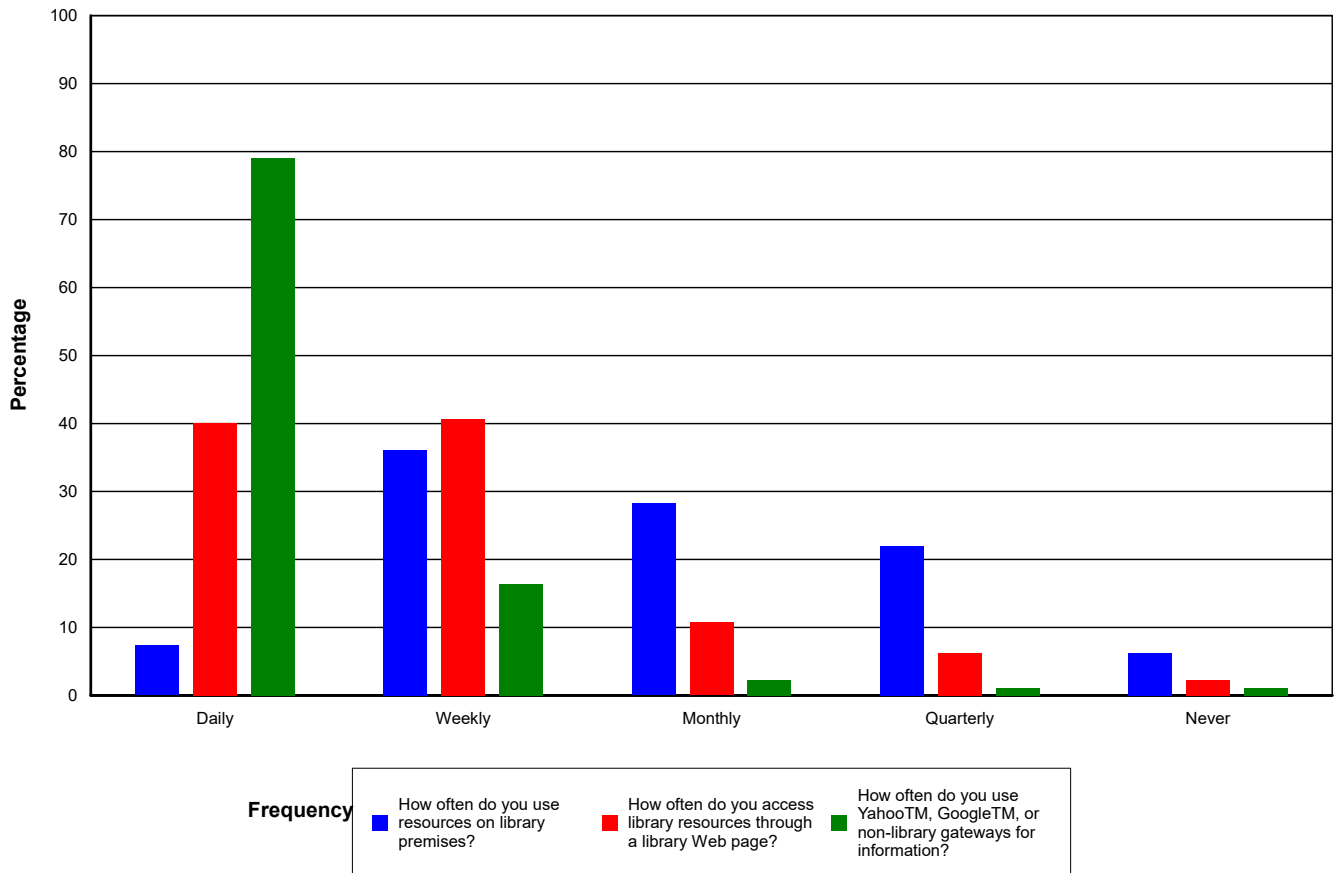| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.08	90
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.36	1.64	87
How would you rate the overall quality of the service provided by the library?	7.62	1.27	177

6.6   Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.18	1.97	72
The library aids my advancement in my academic discipline or work.	7.42	1.80	93
The library enables me to be more efficient in my academic pursuits or work.	7.74	1.32	77
The library helps me distinguish between trustworthy and untrustworthy information.	6.51	1.94	69
The library provides me with the information skills I need in my work or study.	7.02	1.74	43

6.7   Library Use Summary for Faculty

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

| Frequency | How often do you use resources on library premises? | How often do you access library resources through a library Web page? | How often do you use YahooTM, GoogleTM, or non-library gateways for information? |

	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	13	64	50	39	11	177
	7.34%	36.16%	28.25%	22.03%	6.21%	100.00%
How often do you access library resources through a library Web page?	71	72	19	11	4	177
	40.11%	40.68%	10.73%	6.21%	2.26%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	140	29	4	2	2	177
	79.10%	16.38%	2.26%	1.13%	1.13%	100.00%

7   Library Staff Summary for University of Oregon

7.1   Demographic Summary for Library Staff

7.1.1   Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	28	71.79
Design Library	2	5.13
Mathematics Library	0	0.00
Price Science Commons & Research Library	1	2.56
Jaqua Law Library	4	10.26
Portland Library and Learning Commons	3	7.69
Rippey Library, Oregon Institute of Marine Biology	1	2.56
Total:	**39**	**100.00**

7.1.2   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	2	5.13
23 - 30	6	15.38
31 - 45	16	41.03
46 - 65	15	38.46
Over 65	0	0.00
Total:	**39**	**100.00**

7.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

7.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	3	7.69
Part-time	1	2.56
Does not apply / NA	35	89.74
Total:	**39**	**100.00**

7.2　　Core Questions Summary for Library Staff

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)
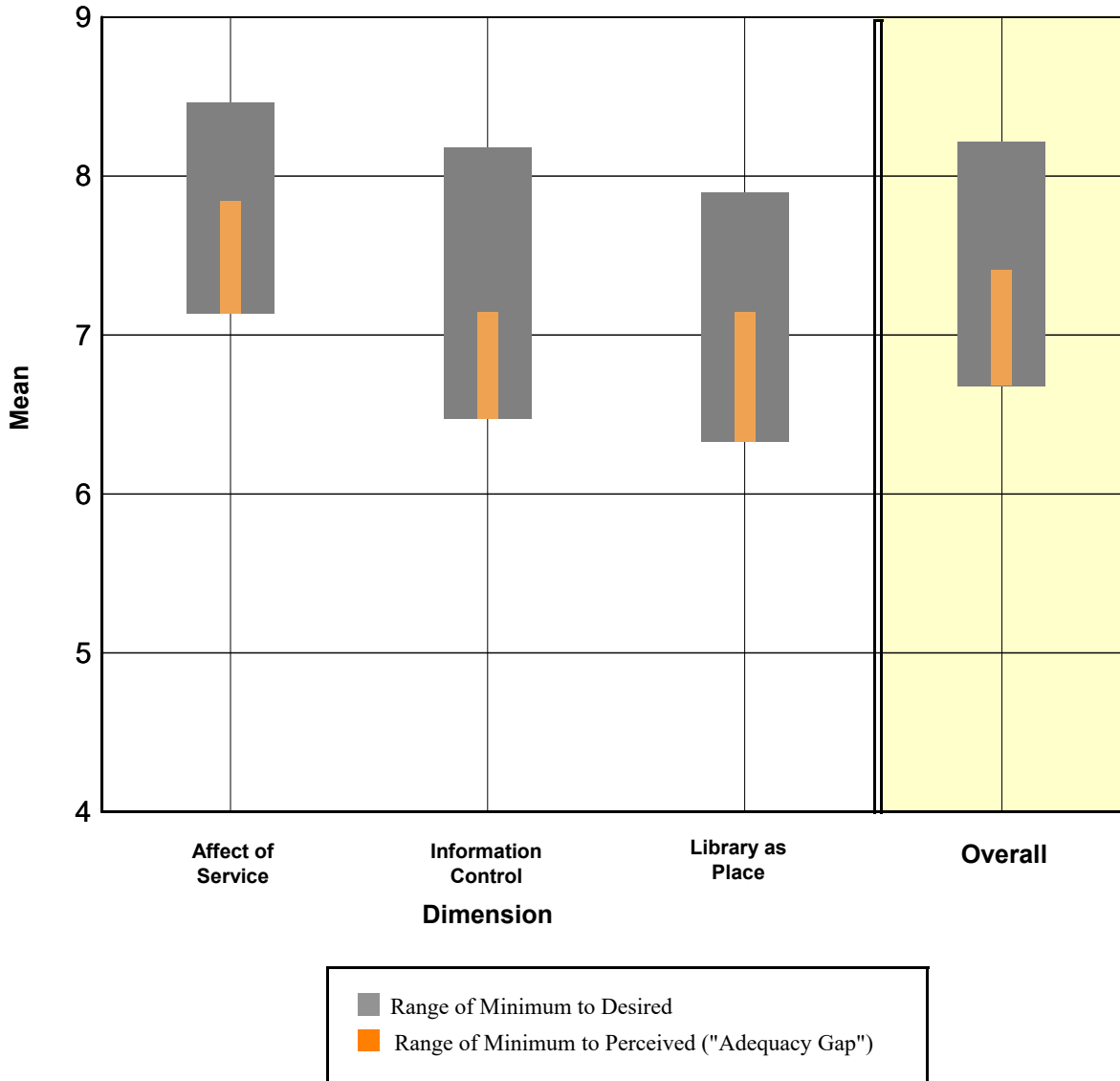

Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.57	8.29	7.14	0.57	-1.14	7
AS-2	Giving users individual attention	6.62	7.62	7.62	1.00	0.00	13
AS-3	Employees who are consistently courteous	7.55	8.91	8.45	0.91	-0.45	11
AS-4	Readiness to respond to users' questions	7.22	8.56	7.89	0.67	-0.67	9
AS-5	Employees who have the knowledge to answer user questions	6.92	8.38	7.62	0.69	-0.77	13
AS-6	Employees who deal with users in a caring fashion	7.30	8.78	7.97	0.68	-0.81	37
AS-7	Employees who understand the needs of their users	7.57	8.71	7.71	0.14	-1.00	7
AS-8	Willingness to help users	7.13	8.50	7.88	0.75	-0.63	8
AS-9	Dependability in handling users' service problems	7.33	8.67	7.78	0.44	-0.89	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.00	8.40	7.80	0.80	-0.60	10
IC-2	A library Web site enabling me to locate information on my own	6.73	8.60	7.60	0.87	-1.00	15
IC-3	The printed library materials I need for my work	6.45	8.27	6.91	0.45	-1.36	11
IC-4	The electronic information resources I need	6.38	8.21	7.03	0.64	-1.18	39
IC-5	Modern equipment that lets me easily access needed information	6.56	7.88	7.50	0.94	-0.38	16
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.33	6.11	-0.67	-2.22	9
IC-7	Making information easily accessible for independent use	6.33	8.22	7.33	1.00	-0.89	9
IC-8	Print and/or electronic journal collections I require for my work	5.33	7.00	6.33	1.00	-0.67	6
Library as Place							
LP-1	Library space that inspires study and learning	6.27	7.92	6.97	0.70	-0.95	37
LP-2	Quiet space for individual activities	7.56	8.67	8.00	0.44	-0.67	9
LP-3	A comfortable and inviting location	7.20	8.60	7.00	-0.20	-1.60	10
LP-4	A getaway for study, learning, or research	5.00	7.43	7.14	2.14	-0.29	7
LP-5	Community space for group learning and group study	5.13	6.13	6.75	1.63	0.63	8
Overall:		6.68	8.22	7.41	0.73	-0.81	39

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	2.70	1.11	1.07	2.44	1.21	7
AS-2	Giving users individual attention	2.26	1.66	1.45	2.89	1.91	13
AS-3	Employees who are consistently courteous	1.57	0.30	0.69	1.76	0.52	11
AS-4	Readiness to respond to users' questions	1.72	0.73	0.93	1.87	0.87	9
AS-5	Employees who have the knowledge to answer user questions	1.26	1.19	1.04	1.38	1.42	13
AS-6	Employees who deal with users in a caring fashion	1.79	0.63	1.01	2.04	0.97	37
AS-7	Employees who understand the needs of their users	1.51	0.76	0.76	1.77	1.15	7
AS-8	Willingness to help users	1.55	0.53	0.64	1.83	0.92	8
AS-9	Dependability in handling users' service problems	1.00	0.71	0.97	1.51	1.36	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.89	0.84	0.92	1.55	0.97	10
IC-2	A library Web site enabling me to locate information on my own	1.75	0.74	0.99	1.85	0.93	15
IC-3	The printed library materials I need for my work	1.69	0.79	1.30	1.75	1.43	11
IC-4	The electronic information resources I need	1.94	1.45	1.31	2.10	1.92	39
IC-5	Modern equipment that lets me easily access needed information	1.59	1.09	0.73	1.69	1.20	16
IC-6	Easy-to-use access tools that allow me to find things on my own	1.48	1.32	1.45	2.40	1.79	9
IC-7	Making information easily accessible for independent use	1.50	1.09	0.71	1.58	0.78	9
IC-8	Print and/or electronic journal collections I require for my work	2.16	2.10	1.97	3.52	3.20	6
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.28	1.48	2.22	1.67	37
LP-2	Quiet space for individual activities	1.42	0.71	1.12	1.42	1.41	9
LP-3	A comfortable and inviting location	1.62	0.52	1.76	1.62	1.65	10
LP-4	A getaway for study, learning, or research	2.08	1.27	1.35	2.73	2.06	7
LP-5	Community space for group learning and group study	2.53	3.00	1.58	3.74	4.10	8
Overall:		1.24	0.73	0.77	1.43	1.02	39

7.3   Core Question Dimensions Summary for Library Staff

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

Legend:
- ■ Range of Minimum to Desired
- ■ Range of Minimum to Perceived ("Adequacy Gap")

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.14	8.47	7.85	0.71	-0.62	39
Information Control	6.47	8.18	7.14	0.67	-1.04	39
Library as Place	6.33	7.89	7.14	0.82	-0.75	38
Overall	6.68	8.22	7.41	0.73	-0.81	39

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.58	0.88	0.82	1.83	1.15	39
Information Control	1.38	0.92	0.98	1.55	1.22	39
Library as Place	1.71	1.25	1.27	1.83	1.55	38
Overall	1.24	0.73	0.77	1.43	1.02	39

7.4   Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	7.67	9.00	7.33	-0.33	-1.67	3
Helpful online guides and tutorials	5.25	7.25	6.50	1.25	-0.75	4
Librarians teaching me how to find and evaluate reliable information	7.67	8.67	8.00	0.33	-0.67	3
Spaces and technology that support creativity	6.38	8.13	7.13	0.75	-1.00	8
The library assists me in achieving academic success	7.67	8.44	7.89	0.22	-0.56	9

This table displays the standard deviations of 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
Canvas support	2.31	0	0.58	2.08	0.58	3
Helpful online guides and tutorials	2.87	2.06	0.58	2.87	2.06	4
Librarians teaching me how to find and evaluate reliable information	1.53	0.58	1.00	1.53	0.58	3
Spaces and technology that support creativity	1.51	1.46	1.13	1.04	2.07	8
The library assists me in achieving academic success	1.41	0.73	1.05	1.39	1.01	9

7.5   General Satisfaction Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.	8.00	1.12	17
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.68	1.04	22
How would you rate the overall quality of the service provided by the library?	7.72	0.94	39

7.6   Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each 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.	7.50	0.93	8
The library aids my advancement in my academic discipline or work.	7.25	1.34	16
The library enables me to be more efficient in my academic pursuits or work.	7.74	1.05	23
The library helps me distinguish between trustworthy and untrustworthy information.	7.90	1.25	20
The library provides me with the information skills I need in my work or study.	7.45	1.13	11

7.7   Library Use Summary for Library Staff

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

Frequency

Legend:
- ■ (blue) How often do you use resources on library premises?
- ■ (red) How often do you access library resources through a library Web page?
- ■ (green) How often do you use YahooTM, GoogleTM, or non-library gateways for information?
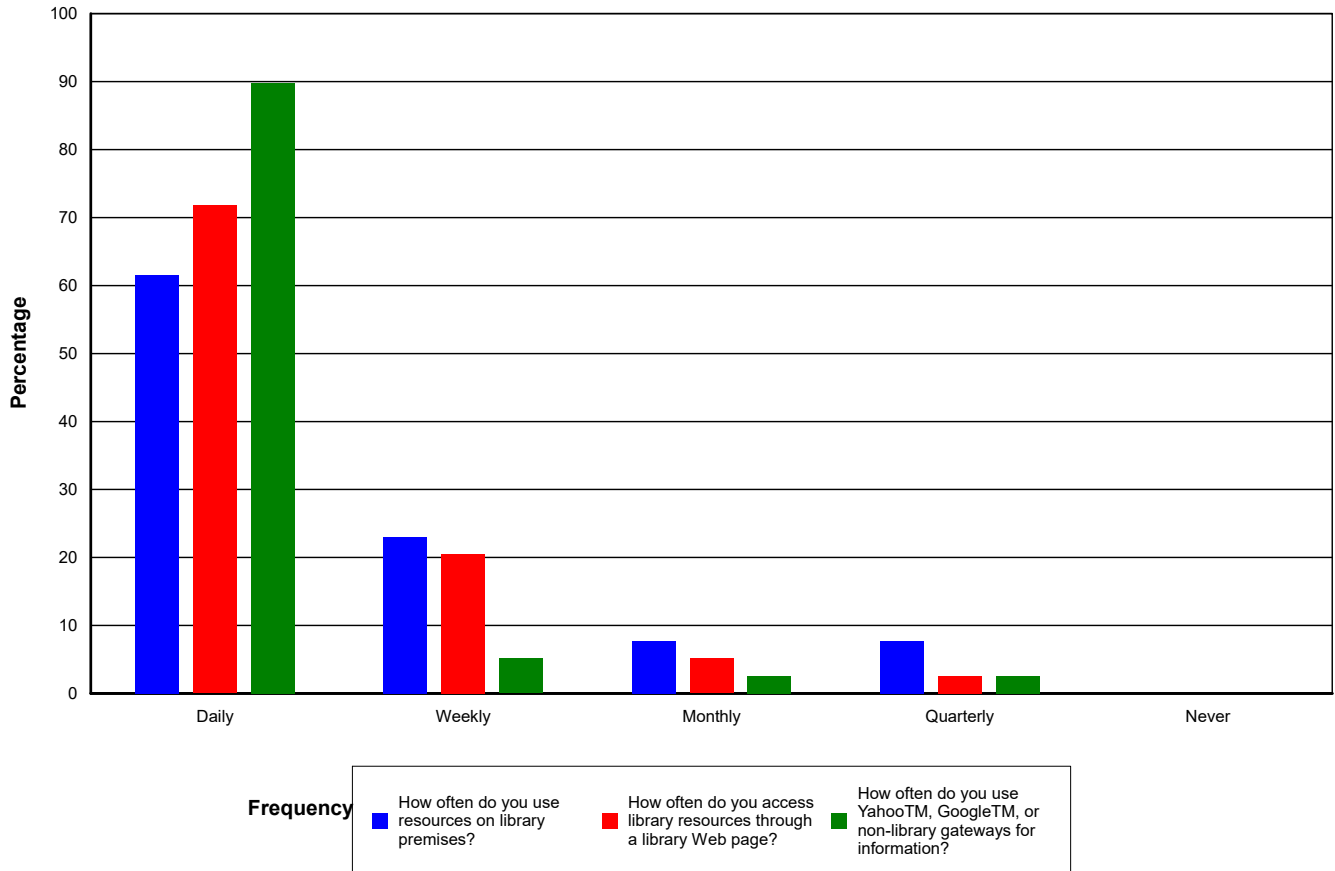
	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	24 / 61.54%	9 / 23.08%	3 / 7.69%	3 / 7.69%	0 / 0 %	39 / 100.00%
How often do you access library resources through a library Web page?	28 / 71.79%	8 / 20.51%	2 / 5.13%	1 / 2.56%	0 / 0 %	39 / 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	35 / 89.74%	2 / 5.13%	1 / 2.56%	1 / 2.56%	0 / 0 %	39 / 100.00%

8   Staff Summary for University of Oregon

8.1   Demographic Summary for Staff

8.1.1   Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Knight Library	89	81.65
Design Library	4	3.67
Mathematics Library	0	0.00
Price Science Commons & Research Library	7	6.42
Jaqua Law Library	8	7.34
Portland Library and Learning Commons	0	0.00
Rippey Library, Oregon Institute of Marine Biology	1	0.92
Total:	**109**	**100.00**

8.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	13	11.82
31 - 45	52	47.27
46 - 65	42	38.18
Over 65	3	2.73
Total:	**110**	**100.00**

8.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	0	0.00
Male	0	0.00
Total:	**0**	**100.00**

8.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	2	1.83
Part-time	6	5.50
Does not apply / NA	101	92.66
Total:	**109**	**100.00**

8.2   Core Questions Summary for Staff

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, 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 of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.96	7.54	6.79	-0.17	-0.75	24
AS-2	Giving users individual attention	5.31	6.69	7.39	2.08	0.69	36
AS-3	Employees who are consistently courteous	6.38	7.62	7.48	1.10	-0.14	29
AS-4	Readiness to respond to users' questions	6.88	8.15	7.79	0.91	-0.36	33
AS-5	Employees who have the knowledge to answer user questions	6.75	7.95	7.30	0.55	-0.65	20
AS-6	Employees who deal with users in a caring fashion	6.66	7.94	7.62	0.95	-0.33	107
AS-7	Employees who understand the needs of their users	6.39	7.65	7.48	1.09	-0.17	23
AS-8	Willingness to help users	7.00	7.71	7.79	0.79	0.07	14
AS-9	Dependability in handling users' service problems	6.33	7.33	7.10	0.76	-0.24	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.75	7.84	7.06	0.31	-0.78	32
IC-2	A library Web site enabling me to locate information on my own	6.42	8.02	7.07	0.65	-0.95	43
IC-3	The printed library materials I need for my work	5.80	7.48	7.24	1.44	-0.24	25
IC-4	The electronic information resources I need	6.04	7.29	7.01	0.97	-0.28	98
IC-5	Modern equipment that lets me easily access needed information	6.61	8.11	7.04	0.43	-1.07	28
IC-6	Easy-to-use access tools that allow me to find things on my own	6.22	7.39	6.33	0.11	-1.06	18
IC-7	Making information easily accessible for independent use	6.07	7.10	6.93	0.86	-0.17	29
IC-8	Print and/or electronic journal collections I require for my work	5.78	7.00	6.72	0.94	-0.28	18
Library as Place							
LP-1	Library space that inspires study and learning	5.67	7.18	7.10	1.43	-0.08	89
LP-2	Quiet space for individual activities	5.39	6.33	7.44	2.06	1.11	18
LP-3	A comfortable and inviting location	5.92	7.25	7.06	1.14	-0.19	36
LP-4	A getaway for study, learning, or research	6.25	7.45	7.25	1.00	-0.20	20
LP-5	Community space for group learning and group study	4.57	4.93	7.14	2.57	2.21	14
Overall:		6.23	7.47	7.21	0.98	-0.26	110

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.81	1.89	2.11	1.52	1.45	24
AS-2	Giving users individual attention	2.05	1.91	1.38	2.48	2.14	36
AS-3	Employees who are consistently courteous	2.09	1.86	1.40	1.70	1.68	29
AS-4	Readiness to respond to users' questions	1.65	1.25	1.24	1.23	0.93	33
AS-5	Employees who have the knowledge to answer user questions	1.48	1.28	1.69	1.61	1.23	20
AS-6	Employees who deal with users in a caring fashion	1.74	1.38	1.37	1.87	1.57	107
AS-7	Employees who understand the needs of their users	1.64	1.43	1.34	1.81	1.90	23
AS-8	Willingness to help users	2.04	2.30	1.19	2.04	2.13	14
AS-9	Dependability in handling users' service problems	2.33	2.20	1.45	2.70	2.77	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.80	1.80	1.81	1.67	1.77	32
IC-2	A library Web site enabling me to locate information on my own	2.10	1.64	1.71	2.14	2.22	43
IC-3	The printed library materials I need for my work	1.76	1.69	1.27	1.45	1.71	25
IC-4	The electronic information resources I need	2.12	2.08	1.62	2.02	2.17	98
IC-5	Modern equipment that lets me easily access needed information	1.55	1.20	1.57	1.50	1.41	28
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.61	1.78	1.08	1.76	18
IC-7	Making information easily accessible for independent use	2.10	2.14	1.69	2.64	2.77	29
IC-8	Print and/or electronic journal collections I require for my work	2.41	2.33	1.90	2.84	2.74	18
Library as Place							
LP-1	Library space that inspires study and learning	2.22	2.19	1.61	2.24	2.47	89
LP-2	Quiet space for individual activities	2.93	2.68	1.72	2.51	2.68	18
LP-3	A comfortable and inviting location	1.66	1.95	1.45	1.74	2.21	36
LP-4	A getaway for study, learning, or research	1.92	1.57	1.62	2.29	1.77	20
LP-5	Community space for group learning and group study	2.44	2.62	1.79	3.13	3.68	14
Overall:		1.66	1.50	1.25	1.59	1.57	110

8.3　　　Core Question Dimensions Summary for Staff

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.48	7.64	7.45	0.97	-0.19	110
Information Control	6.24	7.51	6.99	0.74	-0.52	107
Library as Place	5.73	6.99	7.17	1.44	0.18	97
Overall	6.23	7.47	7.21	0.98	-0.26	110

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.77	1.51	1.34	1.77	1.54	110
Information Control	1.77	1.69	1.40	1.68	1.75	107
Library as Place	2.09	2.07	1.54	2.12	2.41	97
Overall	1.66	1.50	1.25	1.59	1.57	110

8.4   Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Canvas support	6.11	7.00	7.56	1.44	0.56	9
Helpful online guides and tutorials	5.57	6.86	6.71	1.14	-0.14	14
Librarians teaching me how to find and evaluate reliable information	5.83	7.11	6.89	1.06	-0.22	18
Spaces and technology that support creativity	5.42	6.74	6.21	0.79	-0.53	19
The library assists me in achieving academic success	7.00	8.07	7.86	0.86	-0.21	14

This table displays the standard deviations of 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
Canvas support	2.37	2.83	1.67	2.83	3.05	9
Helpful online guides and tutorials	1.45	1.23	1.44	1.51	1.10	14
Librarians teaching me how to find and evaluate reliable information	2.04	1.91	1.60	1.98	2.13	18
Spaces and technology that support creativity	2.27	2.21	1.69	1.69	1.43	19
The library assists me in achieving academic success	1.41	1.21	1.79	2.11	2.04	14

8.5 General Satisfaction Questions Summary for Staff

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where *n* is the number of respondents for each 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.	7.58	1.39	59
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.98	1.76	51
How would you rate the overall quality of the service provided by the library?	7.55	1.25	110

8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.54	1.92	39
The library aids my advancement in my academic discipline or work.	6.74	2.00	58
The library enables me to be more efficient in my academic pursuits or work.	6.84	2.04	51
The library helps me distinguish between trustworthy and untrustworthy information.	6.30	1.94	46
The library provides me with the information skills I need in my work or study.	7.27	1.89	26

8.7 Library Use Summary for Staff

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

Frequency
- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	5 / 4.55%	19 / 17.27%	30 / 27.27%	40 / 36.36%	16 / 14.55%	110 / 100.00%
How often do you access library resources through a library Web page?	8 / 7.27%	35 / 31.82%	29 / 26.36%	27 / 24.55%	11 / 10.00%	110 / 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	82 / 74.55%	12 / 10.91%	7 / 6.36%	3 / 2.73%	6 / 5.45%	110 / 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

The 2000 iteration of the LibQUAL+ survey, which had 41 questions, measured eight separate dimensions:
- Assurance (the knowledge and courtesy of employees, and their ability to convey trust and confidence)
- Empathy (caring, individual attention)
- Library as Place (library as a sanctuary/haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help customers and provide prompt service)
- Tangibles (appearance of physical facilities, equipment, personnel and communications materials)
- Instructions/Custom Items
- Self-Reliance

LibQUAL+ 2001 Dimensions

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:
- Service Affect (nine items, such as "willingness to help users")
- Library as Place (five items, such as "a haven for quiet and solitude")
- Personal Control (six items, such as "website enabling me to locate information on my own"), and
- Information Access (five items, such as "comprehensive print collections" and "convenient business hours")

LibQUAL+ 2002 and 2003 Dimensions

For the 2002 iteration of the LibQUAL+ survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:
- Access to Information
- Affect of Service
- Library as Place
- Personal Control

LibQUAL+ 2004 - Present Dimensions
After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the

dimensions measured by the survey-Access to Information and Personal Control-had collapsed into one. The following three dimensions have been measured since then: Affect of Service, Information Control, and Library as Place. In addition, three core items were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2012 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

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

Information Control

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

Library as Place

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