



LibQUAL⁺
2007 Survey

MCCLPHEI

Association of Research Libraries / Texas A&M University
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ISBN 1-59407-779-7 (PDF)

1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2007 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2007.

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

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

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

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1.2 LibQUAL+®: a Project from StatsQUAL™

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

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+®, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL™. Through the StatsQUAL™ gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6).

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

LibQUAL+® 2006 Survey Highlights

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

LibQUAL+® 2005 Survey Highlights

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

LibQUAL+® 2004 Survey Highlights

<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>

LibQUAL+® 2003 Survey Highlights

http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf

Summary published reports have also been made available:

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

The socio-economic and technological changes that are taking place around us are affecting the ways users interact with libraries. We used to think that libraries could provide reliable and reasonably complete access to published and scholarly output, yet we now know from LibQUAL+® that users have an insatiable appetite for content. No library can ever have sufficient information content that would come close to satisfying this appetite.

The team at ARL and beyond has worked hard to nurture the community that has been built around LibQUAL+®. We believe that closer collaboration and sharing of resources will bring libraries nearer to meeting the ever changing needs of their demanding users. It is this spirit of collaboration and a willingness to view the world of libraries as an organic, integrated, and cohesive environment that can bring forth major innovations and break new ground. Innovation and aggressive marketing of the role of libraries in benefiting their communities strengthen libraries.

In an example of collaboration, LibQUAL+® participants are sharing their results within the LibQUAL+® community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+® participants are actively shaping our Share Fair gatherings, our in-person events, and our understanding of how the collected data can be used. LibQUAL+® offers a rich resource that can be viewed using many lenses, should be interpreted in multiple ways, and is a powerful tool libraries can use to understand their environment.

LibQUAL+® is a community mechanism for improving libraries and I hope we see an increasing number of libraries utilizing it successfully in the years to come. I look forward to your continuing active involvement in helping us understand the many ways we can improve library services.

With warm regards,

Martha Kyrillidou
Director, ARL Statistics and Service Quality Programs

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+® are to:

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

As of spring 2007, more than 1,000 libraries have participated in the LibQUAL+® survey, including Canadian government libraries, colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, public libraries, and secondary school libraries---some through various consortia, others as independent participants. LibQUAL+® has expanded internationally, with participating institutions in Canada, the U.K. and other European countries as well as Australia and South Africa. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Norwegian, and Swedish. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+® benefit your library?

Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for participants
- Access to an online library of LibQUAL+® research articles
- The opportunity to become part of a community interested in developing excellence in library services

LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. You can develop services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

How is the LibQUAL+® survey conducted?

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

What are the origins of the LibQUAL+® survey?

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

1.4 Web Access to Data

Data summaries from the 2007 iteration of the LibQUAL+® survey will be available to project participants online via the LibQUAL+® survey management site:

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

1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+® results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

[<http://www.libqual.org/Information/Tools/index.cfm>](http://www.libqual.org/Information/Tools/index.cfm)

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called “spider charts” or “polar charts”, radar charts feature multiple axes or “spokes” along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+® survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The 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.

Means

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

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

Standard Deviation

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

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

Service Adequacy

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.

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

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

1.6 A Few Words about LibQUAL+® 2007

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

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

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

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

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

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

LibQUAL+® is one of 11 ways of listening to users, called a *total market survey*. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

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

Score Scaling

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

Using LibQUAL+® Data

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

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

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

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

2007 Data Screening

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

However, as happens in any survey, in 2007 some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from

these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, 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" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

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

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

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

LibQUAL+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

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

among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90 percent of institutions had service-adequacy gap scores lower than -0.5 (e.g., -0.7, -1.1), a mean gap score of -0.5 might actually be quite good. Users simply may have quite high expectations in this area. They may also communicate their dissatisfaction by rating both (a) "perceived" lower and (b) "minimum" higher.

This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

Only norms give us insight into this comparative perspective. And a local user-satisfaction survey (as against a total market survey) can never provide this insight.

Common Misconception Regarding Norms. An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make \$25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in the United States.

But if you love the outdoors, you do not care very much about money, and you are very service-oriented, this fact statement might not be relevant to you. Or, in the context of your values, you might interpret this fact as being quite satisfactory.

LibQUAL+® Norms Tables. Of course, the fact statements made by the LibQUAL+® norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+® norms is provided by Cook and Thompson (2001), and Cook, Heath and B. Thompson (2002). LibQUAL+® norms for earlier years are available on the Web at the following URLs:

<<http://www.coe.tamu.edu/~bthompson/libq2005.htm>>

<<http://www.coe.tamu.edu/~bthompson/libq2004.htm>>

Response Rates

At the American Library Association (ALA) Midwinter Meeting in San Antonio in January 2000, participants were cautioned that response rates on the final LibQUAL+® survey would probably range from 25-33 percent. Higher response rates can be realized (a) with shorter surveys that (b) are directly action-oriented (Cook, Heath & R.L. Thompson, 2000). For example, a very high response rate could be realized by a library director administering the following one-item survey to users:

Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes.**

Should we close the library at?

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

Lower response rates will be expected for total market surveys measuring general perceptions of users across

institutions, and when an intentional effort is made to solicit perceptions of both users and non-users. Two considerations should govern the evaluation of LibQUAL+® response rates.

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

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

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

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

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

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

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The

LibQUAL+® software has been expanded to automate these comparisons and to output side-by-side graphs and tables comparing sample and population profiles for given institutions. Show these to people who question result representativeness.

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers.

LibQUAL+® Interactive Statistics

In addition to the institution and group notebooks and the norms, LibQUAL+® has also provided an interactive environment for data analysis where institutions can mine institutional data for peer comparisons in 2003 and 2004. The LibQUAL+® Interactive Statistics for these years includes graphing capabilities for all LibQUAL+® scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either JPEG format for presentation purposes or flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. To access the LibQUAL+® Interactive Statistics online, go to:

[<http://www.libqual.org/Manage/Results/index.cfm>](http://www.libqual.org/Manage/Results/index.cfm)

LibQUAL+® Analytics

The LibQUAL+® Analytics is a new tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. The current interface grants access to 2004-2006 statistical data and has two sections:

- (a) **Institution Explorer** includes a summary of all questions and dimension means for any combination of user groups and disciplines.
- (b) **Longitudinal Analysis** allows participants to perform longitudinal comparisons of their data across survey years.

These two functionalities are only the beginning of our effort to provide more customized analysis. More features are in development based on feedback we receive from our participants.

Survey Data

In addition to the notebooks, the norms, the Interactive Statistics, and the Analytics, LibQUAL+® also makes available (a) raw survey data in SPSS at the request of participating libraries, and (b) raw survey data in Excel for all participating libraries. Additional training using the SPSS data file is available as a follow-up workshop and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in Excel format from the Web site.

ARL Service Quality Evaluation Academy

LibQUAL+® is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+® initiative is more than a single tool. LibQUAL+® is an effort to create a culture of data-driven service quality assessment and service quality improvement within libraries.

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to

users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+® data, the Association of Research Libraries has created the ARL Service Quality Evaluation Academy. For more information about the Academy, see the LibQUAL+® events page at

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

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

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

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

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

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

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2 Respondents by Institution for MCCLPHEI

Below is a listing of all the consortium institutions that participated in the 2007 LibQUAL+® survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution		Respondents n	Respondents %
College or University			
1)	Bridgewater State College, Clement C. Maxwell Library	577	4.15%
2)	Fitchburg State College	465	3.35%
3)	Framington State College, Whittemore Library	697	5.02%
4)	MMA	173	1.25%
5)	UMass Amherst	993	7.15%
6)	University of Massachusetts at Boston	1,431	10.30%
7)	University of Massachusetts Dartmouth	762	5.49%
8)	Westfield State College	823	5.93%
Sub Total:		5,921	42.64%
Community College			
9)	Berkshire CC	464	3.34%
10)	BHCC	449	3.23%
11)	Bristol Community College (BCC)	547	3.94%
12)	Cape Cod CC, Wilkens Library	446	3.21%
13)	Greenfield Community College Library	199	1.43%
14)	HCC	506	3.64%
15)	Massasoit C C Library	326	2.35%
16)	MassBay Community College	301	2.17%
17)	Middlesex Community College	812	5.85%
18)	Mount Wachusett Community College, LaChance Library	430	3.10%
19)	North Shore Community College (NSCC)	715	5.15%
20)	Northern Essex Community College (NECC)	557	4.01%
21)	QCC	1,216	8.76%
22)	Roxbury Community College	187	1.35%
23)	Springfield Technical Community College (STCC)	811	5.84%
Sub Total:		7,966	57.36%
Grand Total:		13,887	100.00%

Language: American English

Institution Type: All

Consortium: MCCLPHEI

User Group: All

3 College or University Libraries Demographic Summary for MCCLPHEI

3.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	962	16.25%
Second year	878	14.83%
Third year	945	15.96%
Fourth year	845	14.27%
Fifth year and above	267	4.51%
Non-degree	33	0.56%
Sub Total:	3,930	66.37%
Graduate		
Masters	643	10.86%
Doctoral	368	6.22%
Non-degree or Undecided	47	0.79%
Sub Total:	1,058	17.87%
Faculty		
Adjunct Faculty	56	0.95%
Assistant Professor	168	2.84%
Associate Professor	136	2.30%
Lecturer	56	0.95%
Professor	202	3.41%
Other Academic Status	30	0.51%
Sub Total:	648	10.94%
Library Staff		
Administrator	7	0.12%
Manager, Head of Unit	10	0.17%
Public Services	43	0.73%
Systems	2	0.03%
Technical Services	16	0.27%
Other	42	0.71%
Sub Total:	120	2.03%
Staff		
Research Staff	20	0.34%
Other staff positions	145	2.45%
Sub Total:	165	2.79%
Total:	5,921	100.00%

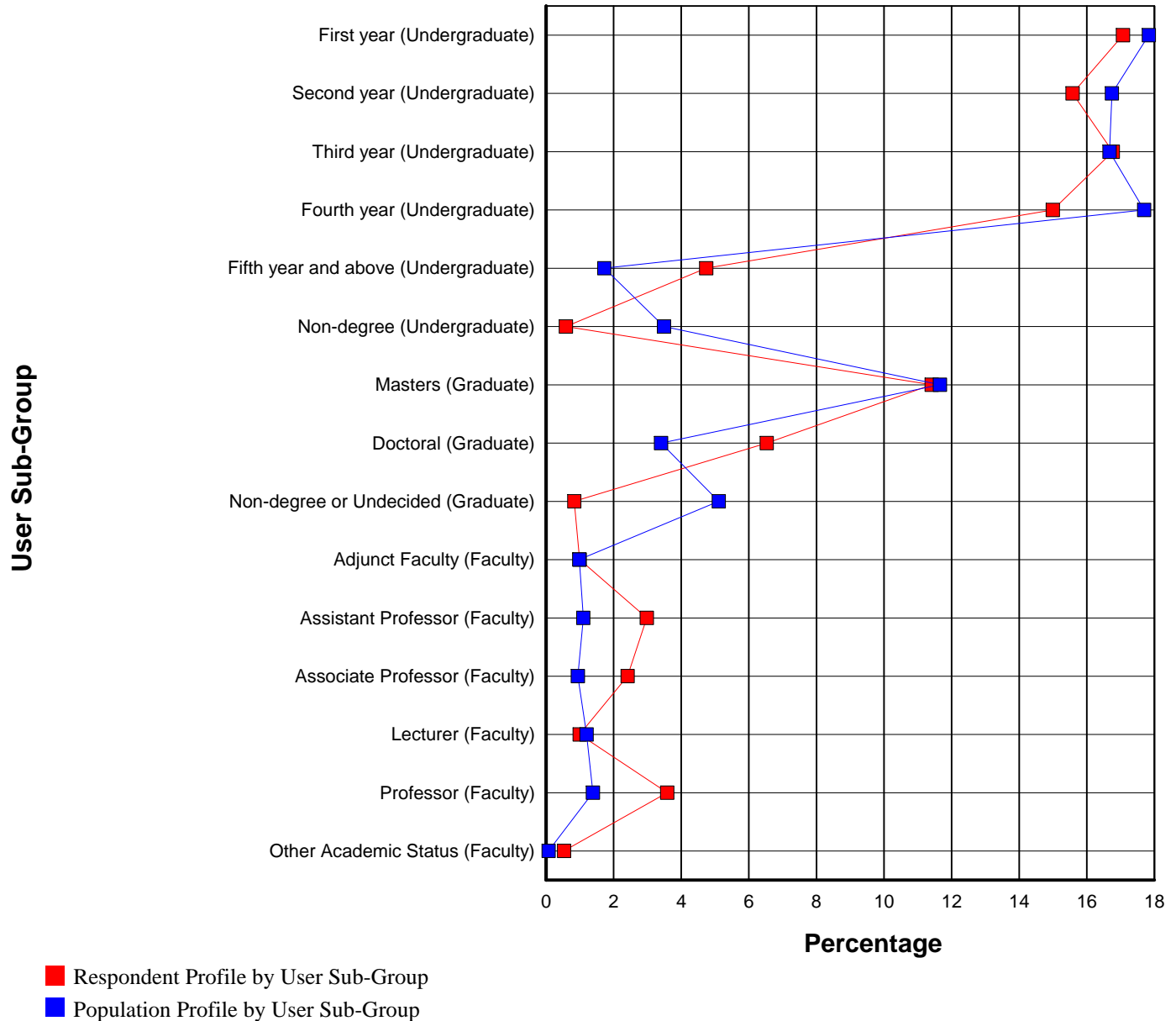
Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 User Group: All

3.2 Population and Respondent Profiles by User Sub-Group

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	13,692	17.83%	962	17.07%	0.76%
Second year (Undergraduate)	12,853	16.74%	878	15.58%	1.16%
Third year (Undergraduate)	12,799	16.67%	945	16.77%	-0.10%
Fourth year (Undergraduate)	13,585	17.69%	845	14.99%	2.70%
Fifth year and above (Undergraduate)	1,322	1.72%	267	4.74%	-3.02%
Non-degree (Undergraduate)	2,679	3.49%	33	0.59%	2.90%
Masters (Graduate)	8,947	11.65%	643	11.41%	0.24%
Doctoral (Graduate)	2,612	3.40%	368	6.53%	-3.13%
Non-degree or Undecided (Graduate)	3,923	5.11%	47	0.83%	4.28%
Adjunct Faculty (Faculty)	755	0.98%	56	0.99%	-0.01%
Assistant Professor (Faculty)	846	1.10%	168	2.98%	-1.88%
Associate Professor (Faculty)	721	0.94%	136	2.41%	-1.47%
Lecturer (Faculty)	921	1.20%	56	0.99%	0.21%
Professor (Faculty)	1,064	1.39%	202	3.58%	-2.20%
Other Academic Status (Faculty)	58	0.08%	30	0.53%	-0.46%
Total:	76,777	100.00%	5,636	100.00%	0.00%

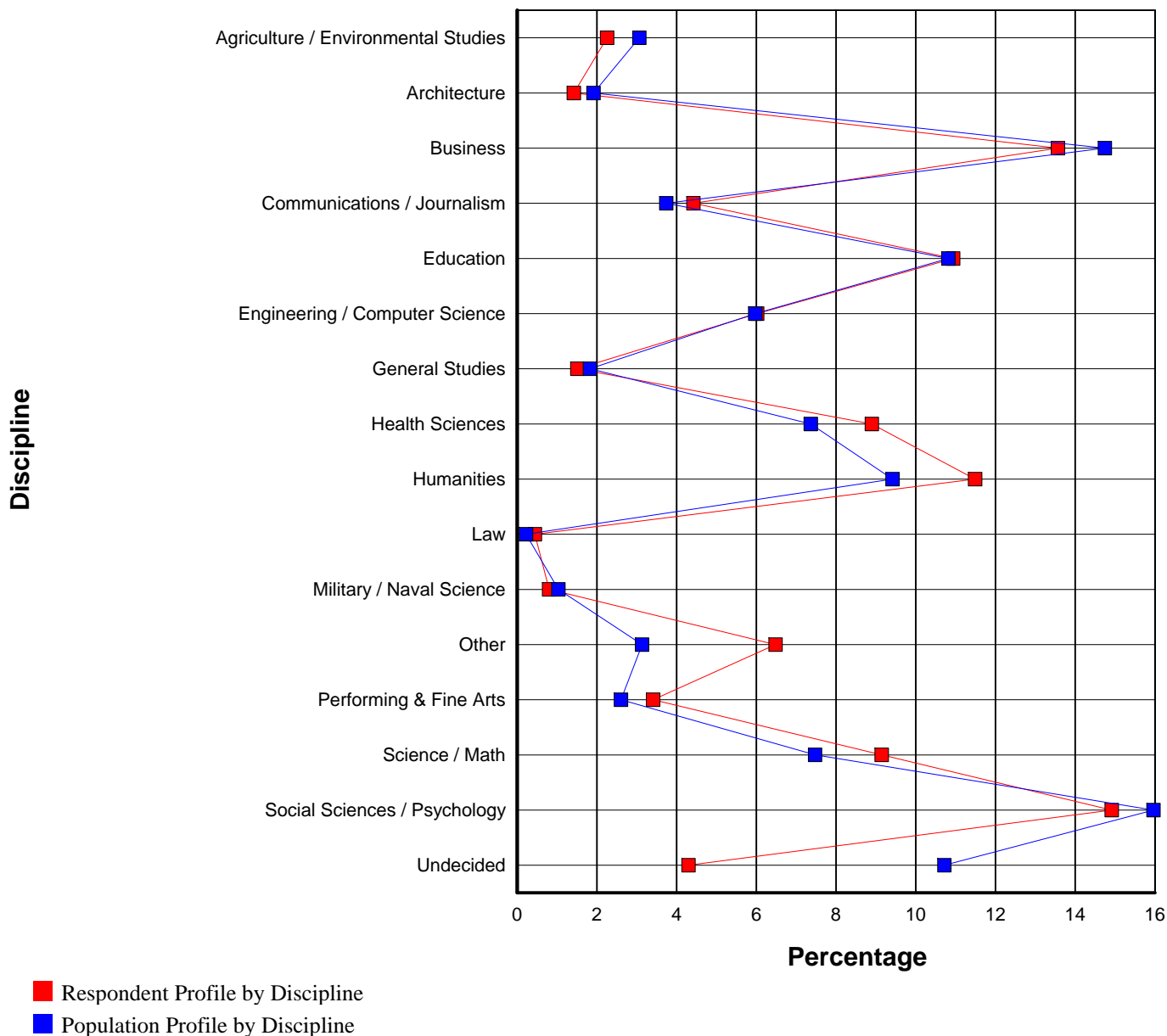
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff, Staff)

3.3 Population and Respondent Profiles by Standard Discipline

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,289	3.06%	127	2.25%	0.81%
Architecture	1,430	1.91%	80	1.42%	0.49%
Business	11,013	14.74%	764	13.57%	1.18%
Communications / Journalism	2,793	3.74%	249	4.42%	-0.68%
Education	8,081	10.82%	616	10.94%	-0.12%
Engineering / Computer Science	4,461	5.97%	339	6.02%	-0.05%
General Studies	1,364	1.83%	85	1.51%	0.32%
Health Sciences	5,502	7.37%	501	8.90%	-1.53%
Humanities	7,034	9.42%	647	11.49%	-2.07%
Law	165	0.22%	25	0.44%	-0.22%
Military / Naval Science	771	1.03%	45	0.80%	0.23%
Other	2,340	3.13%	365	6.48%	-3.35%
Performing & Fine Arts	1,944	2.60%	192	3.41%	-0.81%
Science / Math	5,583	7.47%	515	9.14%	-1.67%
Social Sciences / Psychology	11,924	15.96%	840	14.91%	1.05%
Undecided	8,005	10.72%	242	4.30%	6.42%
Total:	74,699	100.00%	5,632	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff, Staff)

3.4 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	15	0.26%
18 - 22	3,103	53.53%
23 - 30	1,217	20.99%
31 - 45	767	13.23%
46 - 65	634	10.94%
Over 65	61	1.05%
Total:	5,797	100.00%

3.5 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	35,232	45.92%	2,296	39.70%
Female	41,501	54.08%	3,487	60.30%
Total:	76,733	100.00%	5,783	100.00%

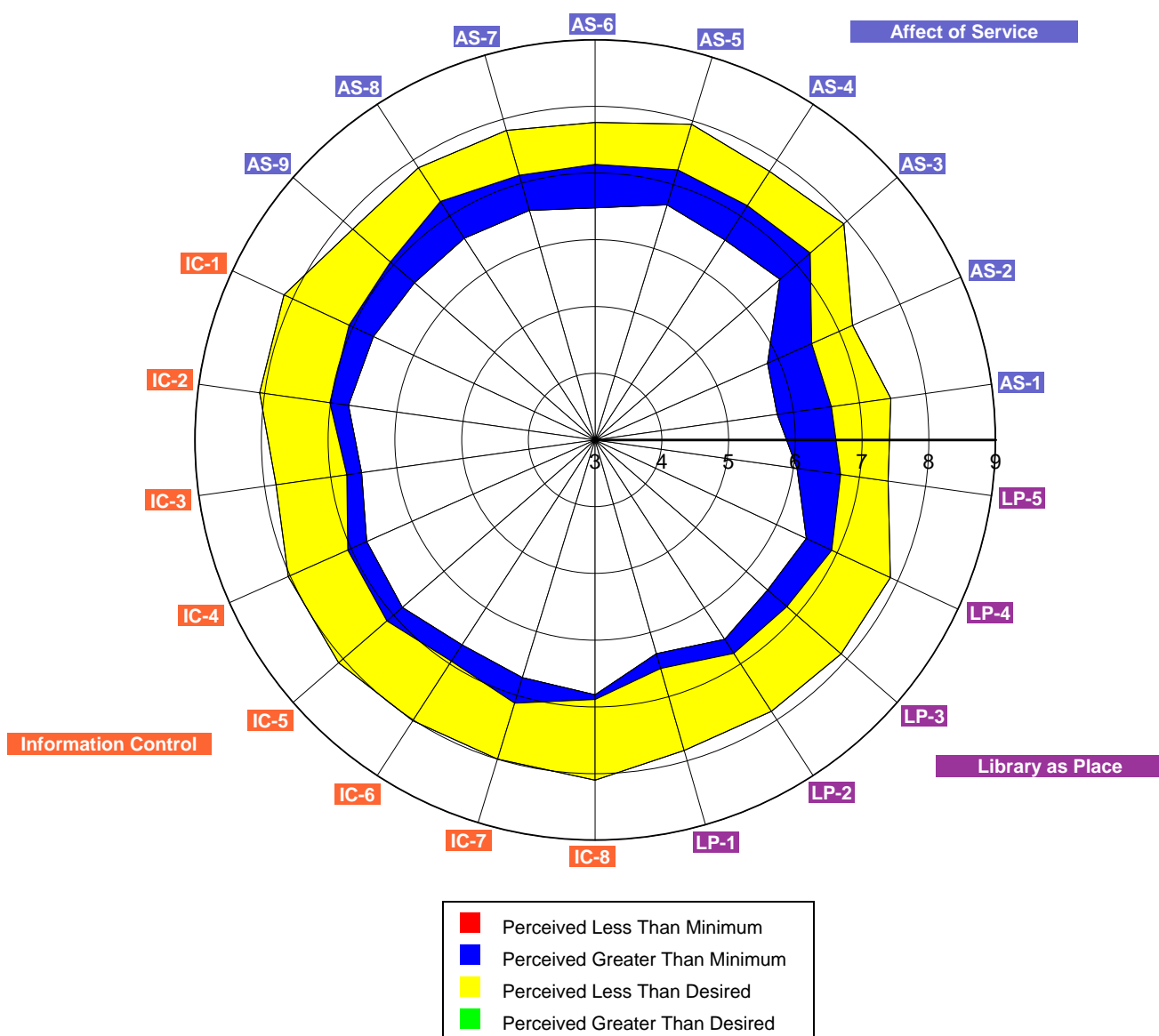
4 College or University Libraries Survey Item Summary for MCCLPHEI

4.1 Core Questions Summary

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 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	5.76	7.47	6.58	0.82	-0.90	5,519
AS-2	Giving users individual attention	5.83	7.22	6.55	0.72	-0.67	5,539
AS-3	Employees who are consistently courteous	6.67	7.94	7.27	0.60	-0.67	5,684
AS-4	Readiness to respond to users' questions	6.57	7.80	7.19	0.62	-0.61	5,533
AS-5	Employees who have the knowledge to answer user questions	6.69	7.95	7.23	0.55	-0.71	5,532
AS-6	Employees who deal with users in a caring fashion	6.48	7.76	7.13	0.65	-0.63	5,530
AS-7	Employees who understand the needs of their users	6.58	7.82	7.13	0.55	-0.70	5,470
AS-8	Willingness to help users	6.60	7.86	7.26	0.66	-0.60	5,527
AS-9	Dependability in handling users' service problems	6.59	7.81	7.07	0.48	-0.75	4,829
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.66	8.14	7.07	0.40	-1.07	5,656
IC-2	A library Web site enabling me to locate information on my own	6.73	8.08	7.01	0.28	-1.06	5,705
IC-3	The printed library materials I need for my work	6.53	7.83	6.76	0.22	-1.07	5,449
IC-4	The electronic information resources I need	6.75	8.03	7.06	0.31	-0.97	5,669
IC-5	Modern equipment that lets me easily access needed information	6.83	8.09	7.14	0.31	-0.96	5,655
IC-6	Easy-to-use access tools that allow me to find things on my own	6.66	8.02	6.95	0.29	-1.06	5,663
IC-7	Making information easily accessible for independent use	6.73	8.00	7.13	0.40	-0.88	5,662
IC-8	Print and/or electronic journal collections I require for my work	6.82	8.10	6.89	0.07	-1.21	5,416
Library as Place							
LP-1	Library space that inspires study and learning	6.33	7.84	6.56	0.23	-1.28	5,635
LP-2	Quiet space for individual activities	6.56	7.85	6.81	0.25	-1.03	5,527
LP-3	A comfortable and inviting location	6.43	7.88	6.81	0.38	-1.08	5,690
LP-4	A getaway for study, learning, or research	6.49	7.88	6.91	0.42	-0.97	5,561
LP-5	Community space for group learning and group study	6.05	7.43	6.71	0.66	-0.72	5,143
Overall:		6.52	7.86	6.97	0.44	-0.90	5,801

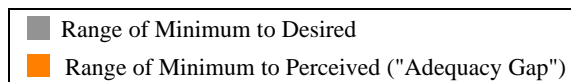
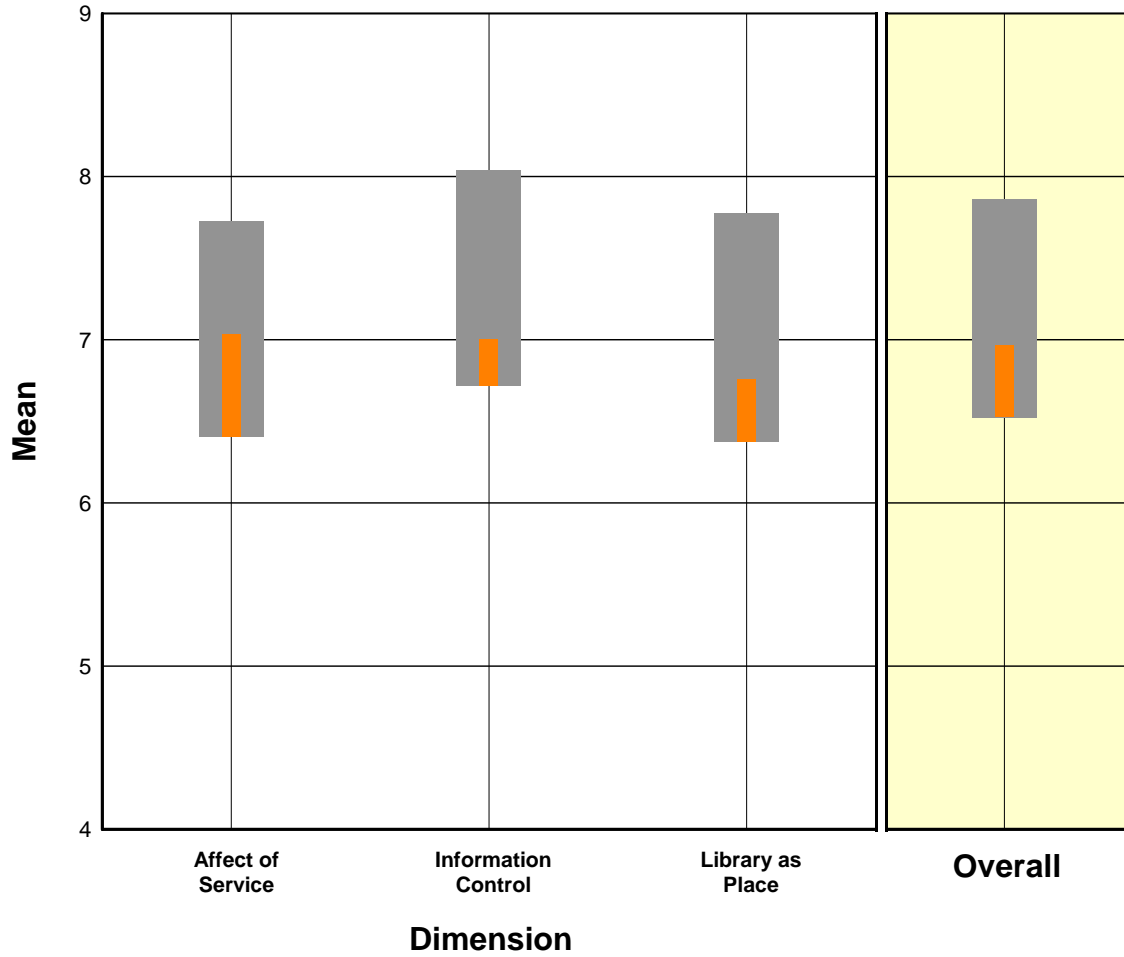
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.84	1.52	1.69	1.90	1.80	5,519
AS-2	Giving users individual attention	1.97	1.72	1.83	1.94	1.85	5,539
AS-3	Employees who are consistently courteous	1.85	1.36	1.69	1.96	1.72	5,684
AS-4	Readiness to respond to users' questions	1.73	1.38	1.61	1.83	1.61	5,533
AS-5	Employees who have the knowledge to answer user questions	1.74	1.33	1.59	1.83	1.63	5,532
AS-6	Employees who deal with users in a caring fashion	1.82	1.45	1.62	1.87	1.67	5,530
AS-7	Employees who understand the needs of their users	1.76	1.39	1.57	1.80	1.61	5,470
AS-8	Willingness to help users	1.80	1.39	1.58	1.81	1.59	5,527
AS-9	Dependability in handling users' service problems	1.78	1.41	1.64	1.90	1.68	4,829
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.33	1.78	2.08	1.85	5,656
IC-2	A library Web site enabling me to locate information on my own	1.78	1.33	1.72	2.07	1.83	5,705
IC-3	The printed library materials I need for my work	1.79	1.44	1.79	2.08	1.98	5,449
IC-4	The electronic information resources I need	1.74	1.31	1.63	1.99	1.76	5,669
IC-5	Modern equipment that lets me easily access needed information	1.74	1.27	1.64	1.95	1.72	5,655
IC-6	Easy-to-use access tools that allow me to find things on my own	1.73	1.30	1.63	1.97	1.75	5,663
IC-7	Making information easily accessible for independent use	1.72	1.30	1.53	1.87	1.66	5,662
IC-8	Print and/or electronic journal collections I require for my work	1.80	1.33	1.81	2.24	2.00	5,416
Library as Place							
LP-1	Library space that inspires study and learning	1.89	1.52	1.94	2.30	2.20	5,635
LP-2	Quiet space for individual activities	1.94	1.55	1.90	2.33	2.16	5,527
LP-3	A comfortable and inviting location	1.86	1.40	1.89	2.20	2.07	5,690
LP-4	A getaway for study, learning, or research	1.90	1.48	1.75	2.13	1.93	5,561
LP-5	Community space for group learning and group study	2.02	1.73	1.87	2.26	2.15	5,143
Overall:		1.41	0.99	1.24	1.46	1.26	5,801

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

4.2 Core Question Dimensions Summary

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.40	7.73	7.04	0.63	-0.69	5,790
Information Control	6.72	8.04	7.00	0.28	-1.04	5,799
Library as Place	6.37	7.77	6.76	0.38	-1.02	5,772
Overall:	6.52	7.86	6.97	0.44	-0.90	5,801

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	1.51	1.13	1.35	1.49	1.30	5,790
Information Control	1.45	1.02	1.31	1.59	1.38	5,799
Library as Place	1.62	1.22	1.56	1.86	1.71	5,772
Overall:	1.41	0.99	1.24	1.46	1.26	5,801

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

4.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.90	7.25	6.42	0.51	-0.84	1,837
Providing help when and where I need it	6.37	7.88	7.07	0.70	-0.80	882
Teaching me how to access, evaluate, and use information	6.07	7.46	6.64	0.56	-0.82	787
Library orientations / instruction sessions	5.46	6.83	6.31	0.85	-0.52	645
Online course support (readings, links, references)	6.62	7.85	6.87	0.24	-0.98	1,252
Electronic resources matching my information needs	5.93	7.28	6.44	0.51	-0.84	163
Contribution to the intellectual atmosphere of the campus	6.57	7.90	6.90	0.33	-0.99	858
Library staff teaching me how to find information	6.27	7.48	6.77	0.50	-0.71	1,464
The multimedia (CD / DVD / video / audio) collections I need	5.97	7.37	6.15	0.18	-1.22	878
Making me aware of library resources and services	6.06	7.53	6.59	0.53	-0.94	743
Efficient interlibrary loan / document delivery	6.44	7.76	7.05	0.61	-0.71	585
Convenient service hours	6.65	7.81	7.23	0.58	-0.58	618
A secure and safe place	7.14	8.20	7.63	0.48	-0.57	752
Accuracy in the catalog, borrowing, and overdue records	6.78	7.80	6.94	0.16	-0.87	1,194
Timely document delivery / interlibrary loan	6.95	8.30	7.70	0.75	-0.60	758
Space for students to study and work in groups	6.40	7.63	7.15	0.75	-0.48	593
Timely delivery of the articles and documents that I need	6.59	7.70	7.24	0.64	-0.47	359
The library provides access to archival materials (documents, manuscripts, and photographs)	6.17	7.50	6.85	0.68	-0.65	598
Ease and timeliness in getting materials from other libraries	6.49	7.72	6.67	0.18	-1.05	1,184

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

This table displays the standard deviation 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
Informing me of useful library services	2.01	1.70	1.92	2.09	2.05	1,837
Providing help when and where I need it	1.71	1.36	1.49	1.75	1.60	882
Teaching me how to access, evaluate, and use information	2.07	1.84	1.79	2.05	1.93	787
Library orientations / instruction sessions	2.00	1.99	1.92	2.00	2.03	645
Online course support (readings, links, references)	1.88	1.45	1.91	2.09	1.95	1,252
Electronic resources matching my information needs	1.72	1.57	1.72	2.02	1.95	163
Contribution to the intellectual atmosphere of the campus	1.90	1.49	1.72	1.96	1.73	858
Library staff teaching me how to find information	2.08	1.79	1.98	2.15	2.04	1,464
The multimedia (CD / DVD / video / audio) collections I need	2.10	1.85	1.92	2.39	2.32	878
Making me aware of library resources and services	1.83	1.52	1.75	2.08	1.95	743
Efficient interlibrary loan / document delivery	1.76	1.42	1.58	1.88	1.71	585
Convenient service hours	1.96	1.48	1.71	2.09	1.81	618
A secure and safe place	1.78	1.28	1.46	1.84	1.52	752
Accuracy in the catalog, borrowing, and overdue records	1.87	1.55	1.92	2.05	1.93	1,194
Timely document delivery / interlibrary loan	1.71	1.18	1.42	1.84	1.50	758
Space for students to study and work in groups	1.89	1.54	1.64	2.01	1.83	593
Timely delivery of the articles and documents that I need	2.00	1.54	1.62	1.85	1.56	359
The library provides access to archival materials (documents, manuscripts, and photographs)	1.94	1.68	1.71	1.85	1.77	598
Ease and timeliness in getting materials from other libraries	1.92	1.59	1.95	2.14	2.02	1,184

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

4.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.35	1.65	5,801
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.91	1.77	5,799
How would you rate the overall quality of the service provided by the library?	7.09	1.49	5,801

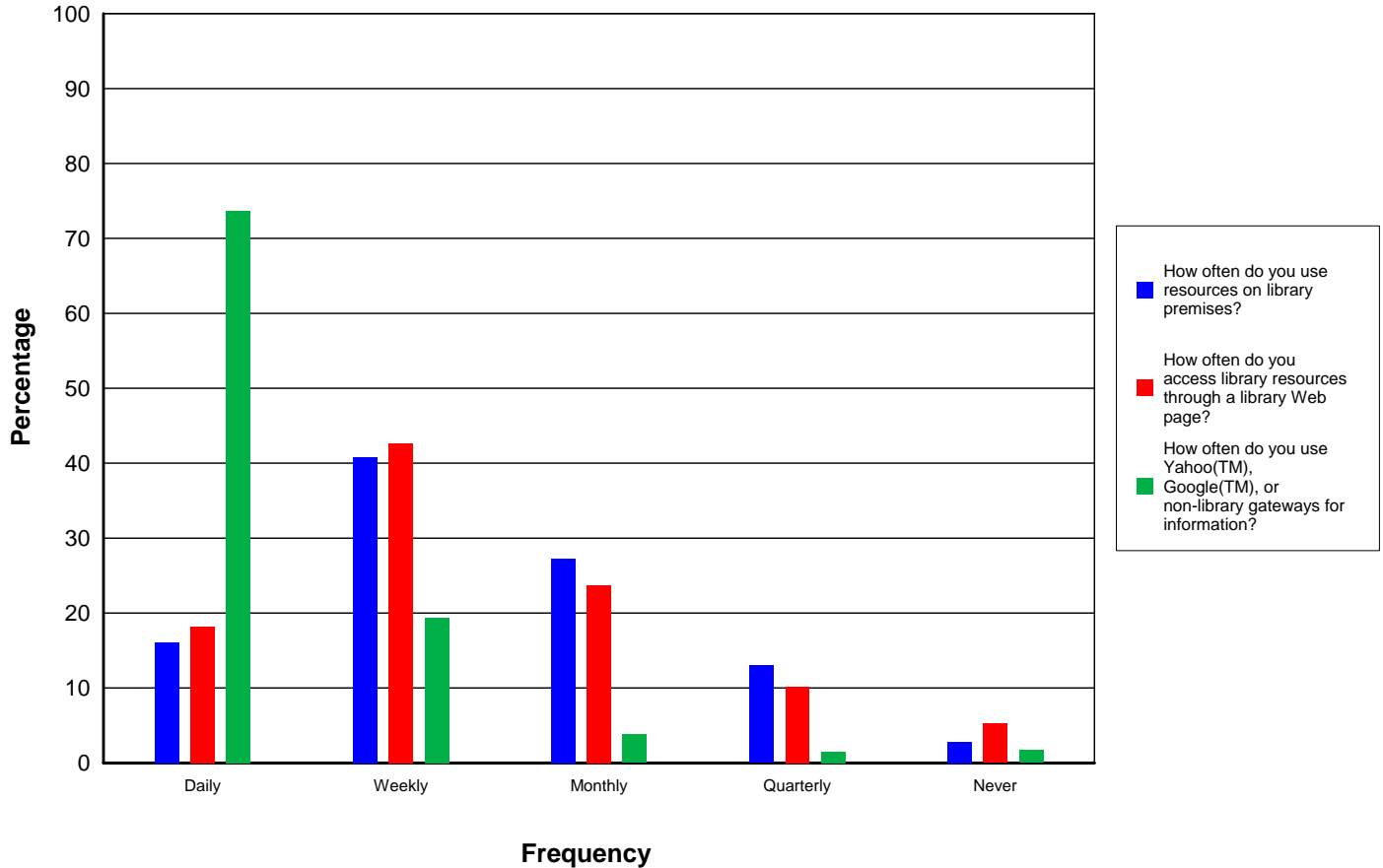
4.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1.90	5,800
The library aids my advancement in my academic discipline.	6.53	1.81	5,800
The library enables me to be more efficient in my academic pursuits.	6.74	1.80	5,800
The library helps me distinguish between trustworthy and untrustworthy information.	6.13	2.00	5,800
The library provides me with the information skills I need in my work or study.	6.42	1.88	5,798

4.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	931 16.05%	2,369 40.85%	1,580 27.25%	754 13.00%	165 2.85%	5,799 100.00%
How often do you access library resources through a library Web page?	1,053 18.16%	2,471 42.62%	1,377 23.75%	592 10.21%	305 5.26%	5,798 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,271 73.70%	1,122 19.36%	220 3.80%	85 1.47%	97 1.67%	5,795 100.00%

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

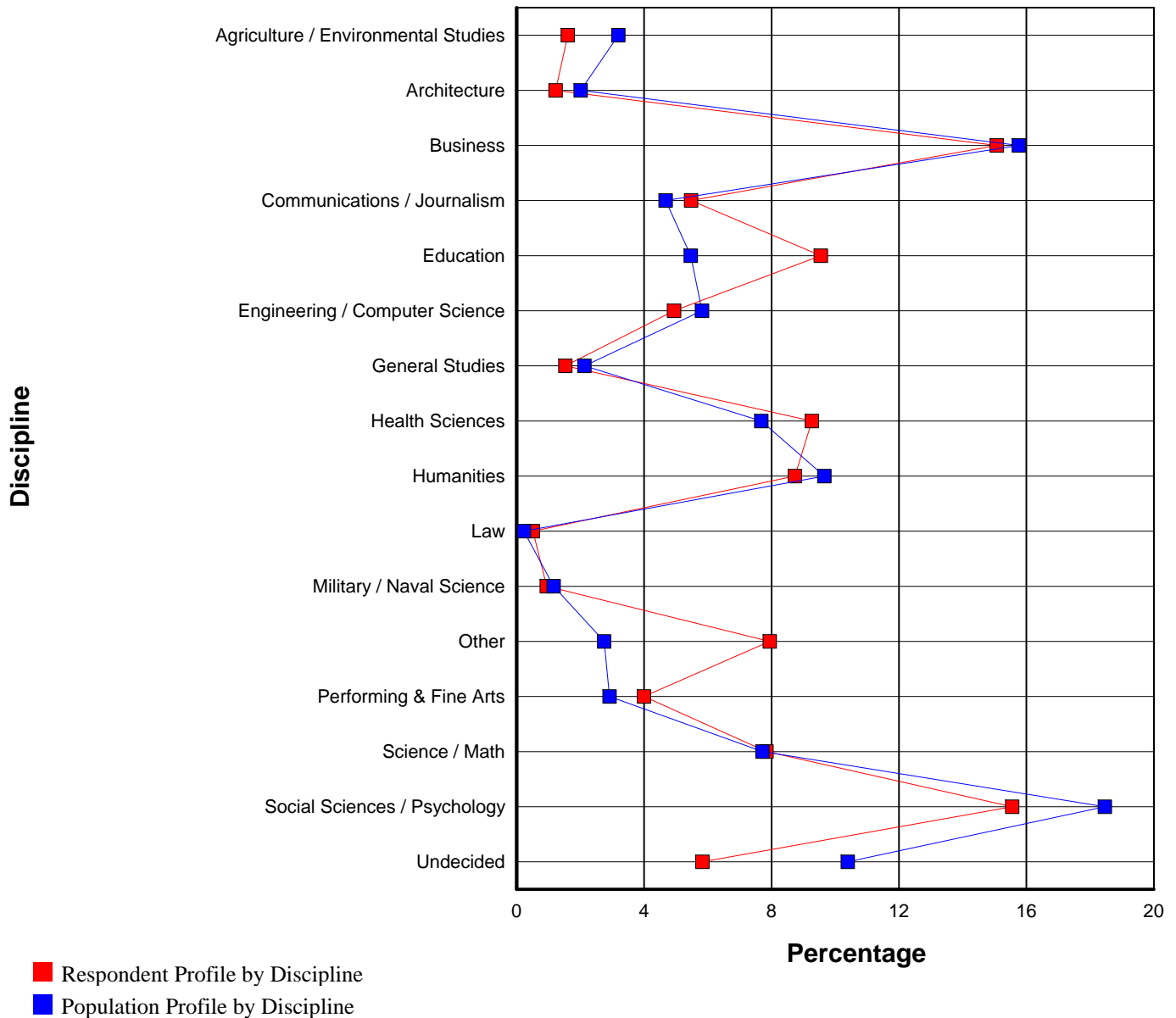
5 College or University Libraries Undergraduate Summary for MCCLPHEI

5.1 Demographic Summary for Undergraduate

5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,764	3.19%	63	1.60%	1.59%
Architecture	1,110	2.01%	48	1.22%	0.79%
Business	8,713	15.76%	592	15.07%	0.69%
Communications / Journalism	2,584	4.68%	215	5.47%	-0.80%
Education	3,020	5.46%	375	9.55%	-4.08%
Engineering / Computer Science	3,215	5.82%	194	4.94%	0.88%
General Studies	1,176	2.13%	60	1.53%	0.60%
Health Sciences	4,244	7.68%	364	9.27%	-1.59%
Humanities	5,338	9.66%	343	8.73%	0.93%
Law	126	0.23%	20	0.51%	-0.28%
Military / Naval Science	641	1.16%	37	0.94%	0.22%
Other	1,517	2.74%	312	7.94%	-5.20%
Performing & Fine Arts	1,611	2.91%	157	4.00%	-1.08%
Science / Math	4,264	7.71%	308	7.84%	-0.13%
Social Sciences / Psychology	10,205	18.46%	611	15.55%	2.91%
Undecided	5,744	10.39%	229	5.83%	4.56%
Total:	55,272	100.00%	3,928	100.00%	0.00%

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

5.1.2 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	14	0.36%
18 - 22	3,055	77.77%
23 - 30	605	15.40%
31 - 45	185	4.71%
46 - 65	67	1.71%
Over 65	2	0.05%
Total:	3,928	100.00%

5.1.3 Population and Respondent Profiles for Undergraduate by Sex

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

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

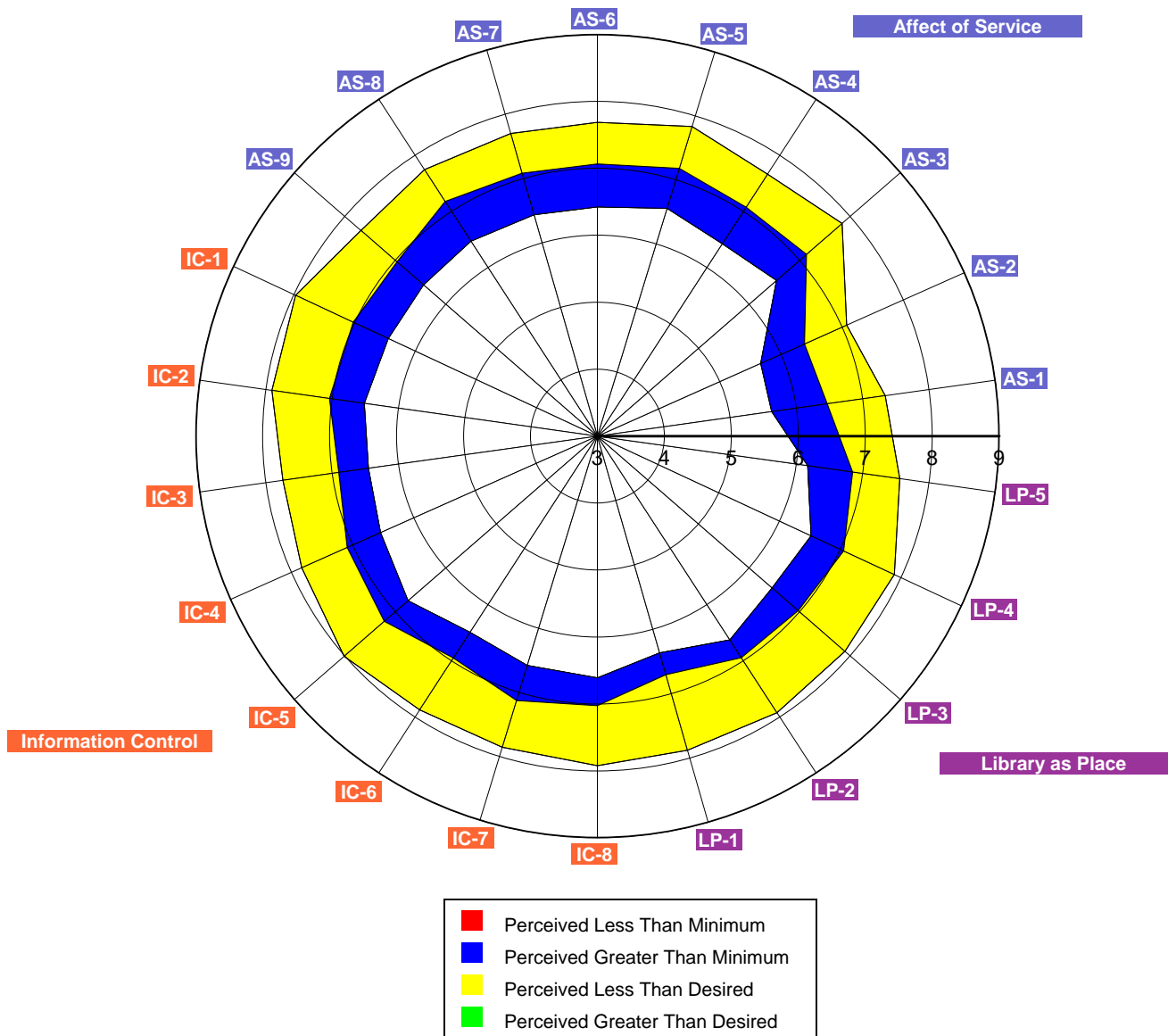
Sex	Population N	Population %	Respondents n	Respondents %
Male	26,874	47.45%	1,506	38.44%
Female	29,757	52.55%	2,412	61.56%
Total:	56,631	100.00%	3,918	100.00%

5.2 Core Questions Summary for Undergraduate

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 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	5.63	7.34	6.47	0.84	-0.87	3,771
AS-2	Giving users individual attention	5.67	7.07	6.39	0.72	-0.69	3,774
AS-3	Employees who are consistently courteous	6.55	7.84	7.14	0.59	-0.70	3,866
AS-4	Readiness to respond to users' questions	6.42	7.66	7.08	0.65	-0.59	3,754
AS-5	Employees who have the knowledge to answer user questions	6.56	7.84	7.18	0.63	-0.65	3,768
AS-6	Employees who deal with users in a caring fashion	6.42	7.69	7.06	0.64	-0.62	3,772
AS-7	Employees who understand the needs of their users	6.44	7.70	7.09	0.65	-0.62	3,734
AS-8	Willingness to help users	6.47	7.74	7.18	0.71	-0.57	3,769
AS-9	Dependability in handling users' service problems	6.44	7.68	6.97	0.52	-0.71	3,354
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.45	7.97	7.03	0.58	-0.95	3,830
IC-2	A library Web site enabling me to locate information on my own	6.52	7.91	7.04	0.52	-0.87	3,866
IC-3	The printed library materials I need for my work	6.45	7.74	6.90	0.45	-0.84	3,746
IC-4	The electronic information resources I need	6.55	7.83	7.09	0.55	-0.74	3,844
IC-5	Modern equipment that lets me easily access needed information	6.75	8.01	7.22	0.47	-0.79	3,888
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	7.87	6.95	0.46	-0.92	3,855
IC-7	Making information easily accessible for independent use	6.58	7.86	7.13	0.55	-0.73	3,855
IC-8	Print and/or electronic journal collections I require for my work	6.61	7.92	7.03	0.42	-0.90	3,650
Library as Place							
LP-1	Library space that inspires study and learning	6.37	7.88	6.71	0.34	-1.17	3,896
LP-2	Quiet space for individual activities	6.63	7.93	6.95	0.32	-0.98	3,882
LP-3	A comfortable and inviting location	6.46	7.90	6.97	0.52	-0.92	3,893
LP-4	A getaway for study, learning, or research	6.52	7.89	7.06	0.54	-0.84	3,862
LP-5	Community space for group learning and group study	6.17	7.56	6.85	0.68	-0.71	3,725
Overall:		6.42	7.77	6.98	0.55	-0.79	3,930

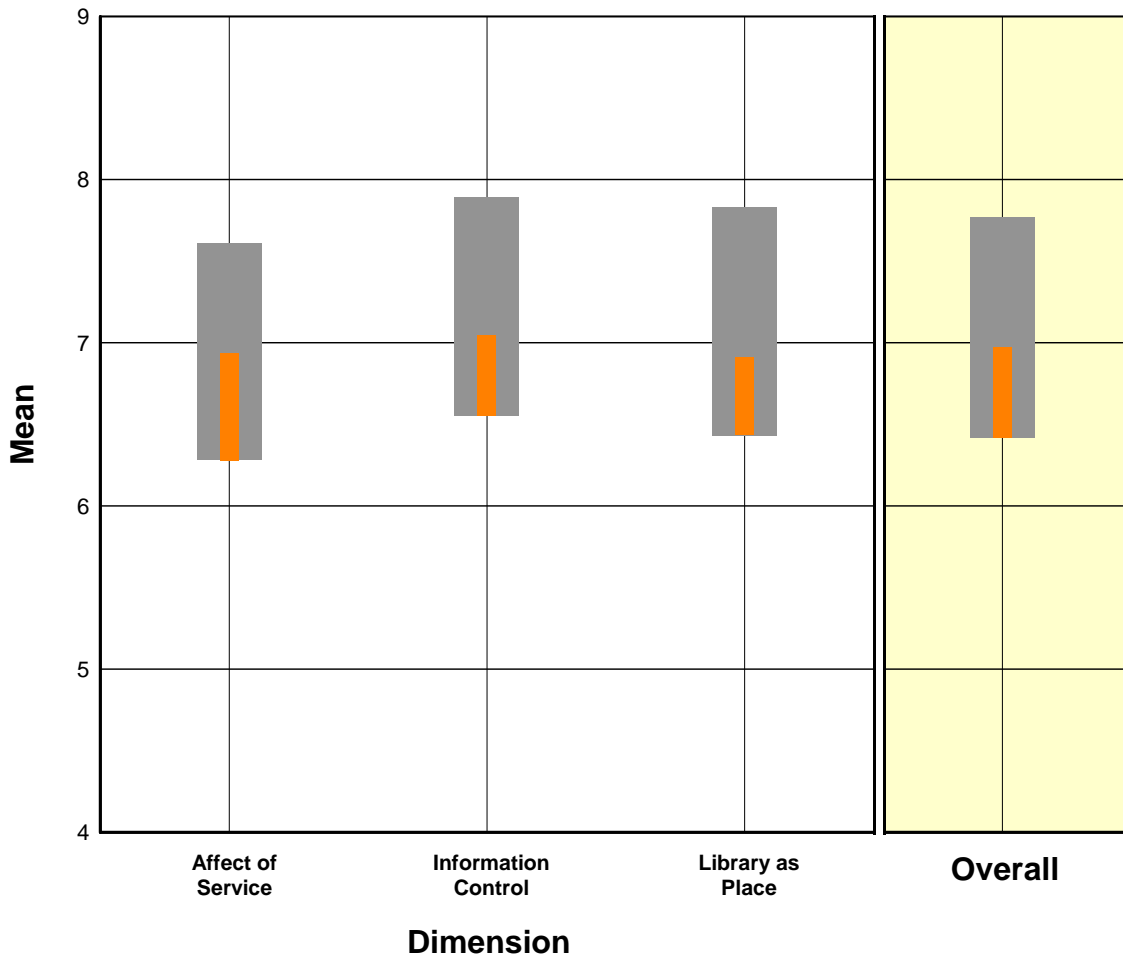
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.84	1.54	1.67	1.90	1.79	3,771
AS-2	Giving users individual attention	1.98	1.75	1.84	1.96	1.89	3,774
AS-3	Employees who are consistently courteous	1.88	1.42	1.72	1.97	1.76	3,866
AS-4	Readiness to respond to users' questions	1.76	1.43	1.63	1.85	1.63	3,754
AS-5	Employees who have the knowledge to answer user questions	1.78	1.39	1.59	1.83	1.63	3,768
AS-6	Employees who deal with users in a caring fashion	1.83	1.46	1.62	1.86	1.68	3,772
AS-7	Employees who understand the needs of their users	1.80	1.45	1.56	1.79	1.61	3,734
AS-8	Willingness to help users	1.84	1.44	1.59	1.84	1.61	3,769
AS-9	Dependability in handling users' service problems	1.82	1.47	1.66	1.91	1.70	3,354
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.92	1.43	1.77	2.04	1.83	3,830
IC-2	A library Web site enabling me to locate information on my own	1.82	1.40	1.70	2.02	1.78	3,866
IC-3	The printed library materials I need for my work	1.82	1.44	1.73	1.97	1.84	3,746
IC-4	The electronic information resources I need	1.77	1.38	1.61	1.89	1.66	3,844
IC-5	Modern equipment that lets me easily access needed information	1.79	1.32	1.64	1.92	1.68	3,888
IC-6	Easy-to-use access tools that allow me to find things on my own	1.78	1.36	1.63	1.93	1.72	3,855
IC-7	Making information easily accessible for independent use	1.77	1.38	1.52	1.84	1.63	3,855
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.41	1.74	2.11	1.88	3,650
Library as Place							
LP-1	Library space that inspires study and learning	1.89	1.43	1.90	2.23	2.06	3,896
LP-2	Quiet space for individual activities	1.90	1.43	1.87	2.27	2.06	3,882
LP-3	A comfortable and inviting location	1.87	1.35	1.85	2.13	1.97	3,893
LP-4	A getaway for study, learning, or research	1.90	1.41	1.70	2.08	1.82	3,862
LP-5	Community space for group learning and group study	1.96	1.60	1.84	2.20	2.03	3,725
Overall:		1.44	1.03	1.23	1.43	1.23	3,930

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

5.3 Core Question Dimensions Summary for Undergraduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.28	7.61	6.94	0.66	-0.67	3,924
Information Control	6.55	7.89	7.05	0.49	-0.84	3,930
Library as Place	6.43	7.83	6.91	0.47	-0.92	3,928
Overall:	6.42	7.77	6.98	0.55	-0.79	3,930

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	1.52	1.15	1.34	1.47	1.29	3,924
Information Control	1.49	1.08	1.29	1.51	1.30	3,930
Library as Place	1.59	1.13	1.50	1.77	1.58	3,928
Overall:	1.44	1.03	1.23	1.43	1.23	3,930

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

5.4 Local Questions Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.87	7.22	6.47	0.60	-0.76	1,286
Providing help when and where I need it	6.29	7.76	6.84	0.54	-0.92	189
Teaching me how to access, evaluate, and use information	5.99	7.30	6.40	0.41	-0.89	169
Library orientations / instruction sessions	5.35	6.79	6.32	0.97	-0.47	465
Online course support (readings, links, references)	6.57	7.76	6.90	0.33	-0.86	875
Electronic resources matching my information needs	5.96	7.28	6.45	0.49	-0.83	156
Contribution to the intellectual atmosphere of the campus	6.52	7.69	6.84	0.32	-0.86	188
Library staff teaching me how to find information	6.22	7.44	6.79	0.57	-0.65	1,066
The multimedia (CD / DVD / video / audio) collections I need	5.74	7.05	6.27	0.53	-0.78	373
Making me aware of library resources and services	5.98	7.49	6.69	0.71	-0.80	534
Efficient interlibrary loan / document delivery	6.20	7.55	6.99	0.79	-0.56	399
Convenient service hours	6.61	7.80	7.15	0.54	-0.64	503
A secure and safe place	7.13	8.20	7.66	0.54	-0.54	540
Accuracy in the catalog, borrowing, and overdue records	6.68	7.68	6.95	0.26	-0.73	807
Timely document delivery / interlibrary loan	6.78	7.81	7.37	0.59	-0.44	113
Space for students to study and work in groups	6.34	7.58	7.20	0.86	-0.37	493
Timely delivery of the articles and documents that I need	6.37	7.52	7.00	0.63	-0.52	265
The library provides access to archival materials (documents, manuscripts, and photographs)	6.15	7.54	6.98	0.83	-0.56	431
Ease and timeliness in getting materials from other libraries	6.30	7.50	6.61	0.31	-0.89	823

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	2.08	1.75	1.93	2.10	2.07	1,286
Providing help when and where I need it	1.79	1.48	1.55	1.82	1.73	189
Teaching me how to access, evaluate, and use information	2.05	1.78	1.80	1.80	1.81	169
Library orientations / instruction sessions	1.97	1.91	1.88	1.94	2.00	465
Online course support (readings, links, references)	1.93	1.47	1.92	2.06	1.92	875
Electronic resources matching my information needs	1.73	1.59	1.72	2.02	1.96	156
Contribution to the intellectual atmosphere of the campus	1.89	1.62	1.72	1.89	1.77	188
Library staff teaching me how to find information	2.13	1.84	2.04	2.16	2.06	1,066
The multimedia (CD / DVD / video / audio) collections I need	2.20	1.92	1.95	2.23	2.20	373
Making me aware of library resources and services	1.83	1.51	1.68	2.02	1.83	534
Efficient interlibrary loan / document delivery	1.80	1.46	1.54	1.88	1.67	399
Convenient service hours	2.02	1.52	1.77	2.11	1.82	503
A secure and safe place	1.81	1.28	1.45	1.86	1.50	540
Accuracy in the catalog, borrowing, and overdue records	1.94	1.63	1.94	2.04	1.95	807
Timely document delivery / interlibrary loan	1.82	1.39	1.48	1.87	1.68	113
Space for students to study and work in groups	1.94	1.60	1.60	1.94	1.76	493
Timely delivery of the articles and documents that I need	2.11	1.67	1.71	1.91	1.65	265
The library provides access to archival materials (documents, manuscripts, and photographs)	1.90	1.55	1.59	1.73	1.61	431
Ease and timeliness in getting materials from other libraries	1.97	1.66	1.94	2.10	2.02	823

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

5.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.30	1.66	3,930
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.69	3,928
How would you rate the overall quality of the service provided by the library?	7.11	1.46	3,930

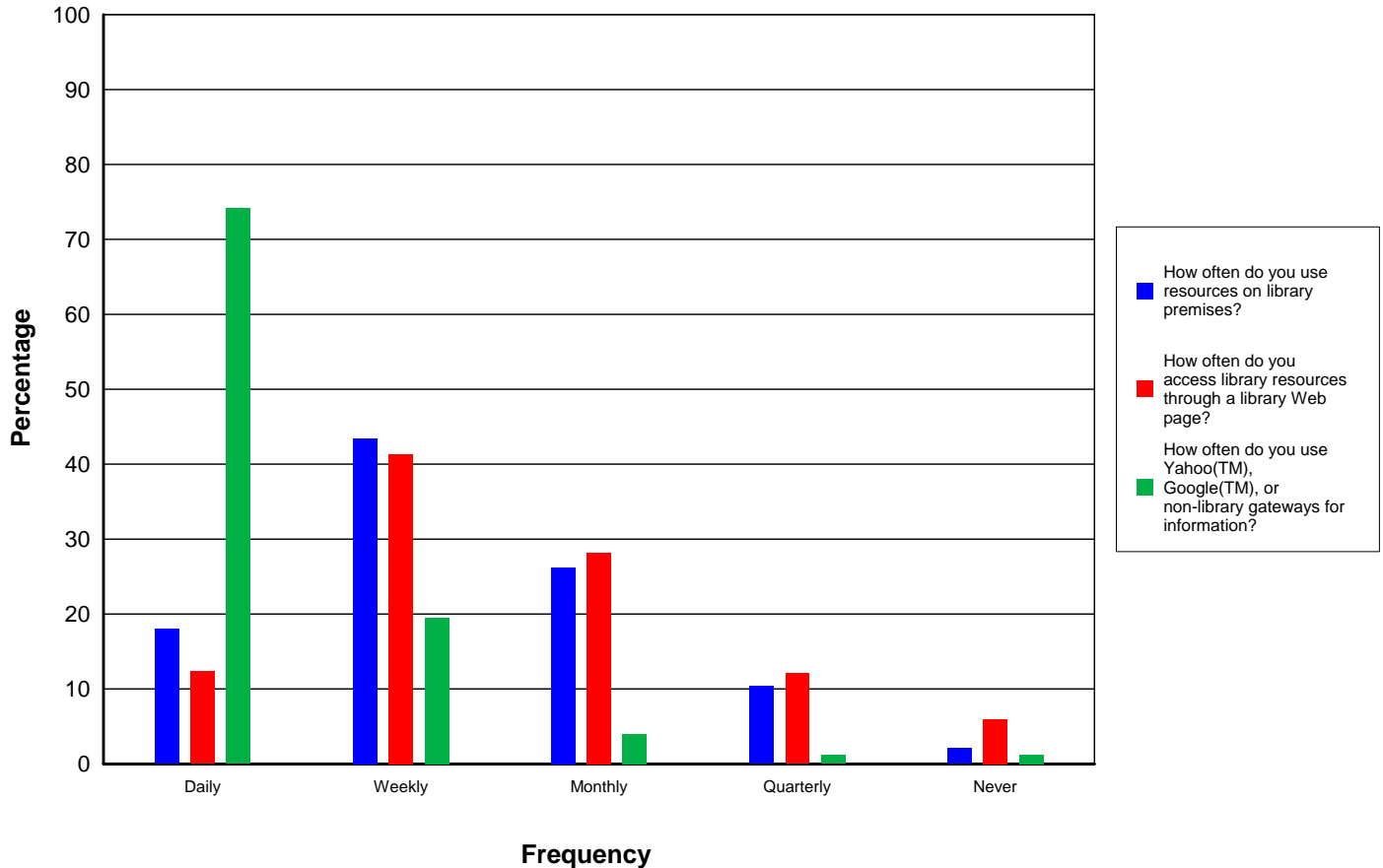
5.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.03	1.82	3,929
The library aids my advancement in my academic discipline.	6.53	1.75	3,929
The library enables me to be more efficient in my academic pursuits.	6.77	1.76	3,929
The library helps me distinguish between trustworthy and untrustworthy information.	6.31	1.93	3,929
The library provides me with the information skills I need in my work or study.	6.56	1.80	3,928

5.7 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	706 17.97%	1,706 43.42%	1,028 26.16%	407 10.36%	82 2.09%	3,929 100.00%
How often do you access library resources through a library Web page?	485 12.35%	1,625 41.37%	1,107 28.18%	475 12.09%	236 6.01%	3,928 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	2,911 74.15%	766 19.51%	155 3.95%	45 1.15%	49 1.25%	3,926 100.00%

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

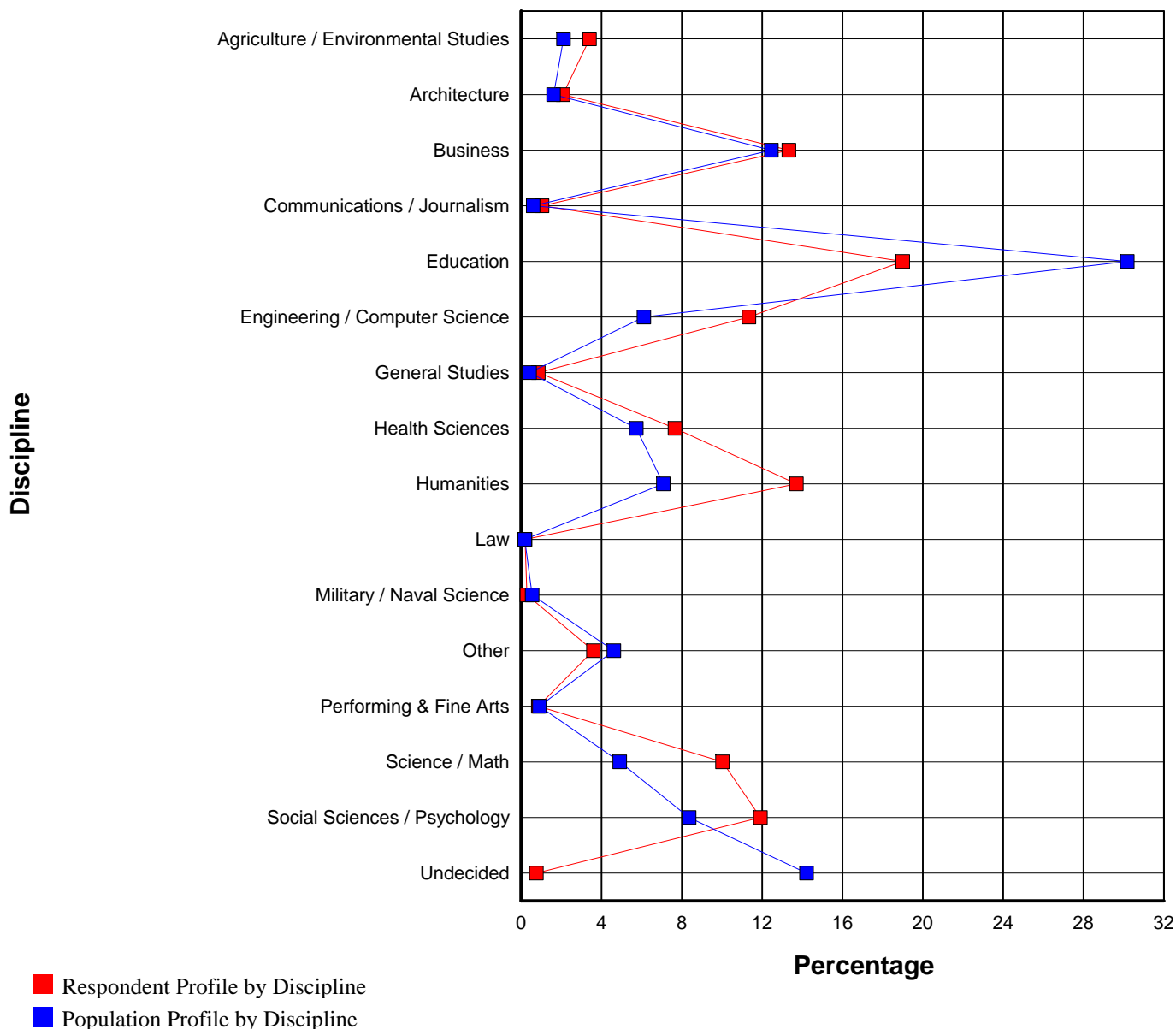
6 College or University Libraries Graduate Summary for MCCLPHEI

6.1 Demographic Summary for Graduate

6.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	332	2.11%	36	3.40%	-1.30%
Architecture	254	1.61%	22	2.08%	-0.47%
Business	1,963	12.46%	141	13.33%	-0.87%
Communications / Journalism	94	0.60%	11	1.04%	-0.44%
Education	4,756	30.18%	201	19.00%	11.18%
Engineering / Computer Science	963	6.11%	120	11.34%	-5.23%
General Studies	66	0.42%	9	0.85%	-0.43%
Health Sciences	903	5.73%	81	7.66%	-1.93%
Humanities	1,115	7.07%	145	13.71%	-6.63%
Law	28	0.18%	2	0.19%	-0.01%
Military / Naval Science	86	0.55%	3	0.28%	0.26%
Other	727	4.61%	38	3.59%	1.02%
Performing & Fine Arts	143	0.91%	9	0.85%	0.06%
Science / Math	773	4.90%	106	10.02%	-5.11%
Social Sciences / Psychology	1,318	8.36%	126	11.91%	-3.55%
Undecided	2,239	14.21%	8	0.76%	13.45%
Total:	15,760	100.00%	1,058	100.00%	0.00%

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

6.1.2 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	47	4.44%
23 - 30	568	53.69%
31 - 45	323	30.53%
46 - 65	117	11.06%
Over 65	3	0.28%
Total:	1,058	100.00%

6.1.3 Population and Respondent Profiles for Graduate by Sex

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

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

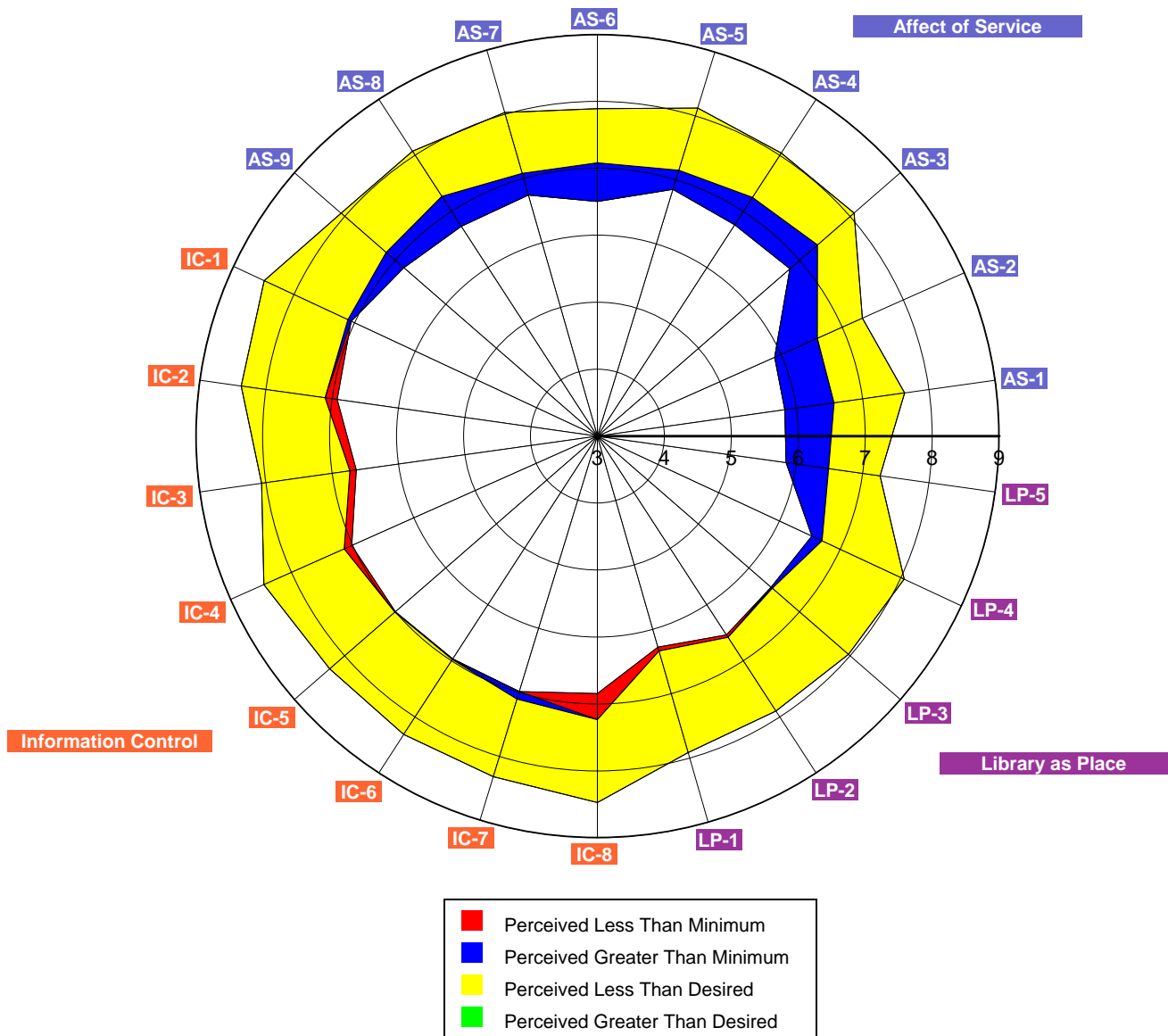
Sex	Population N	Population %	Respondents n	Respondents %
Male	6,110	38.05%	416	39.39%
Female	9,948	61.95%	640	60.61%
Total:	16,058	100.00%	1,056	100.00%

6.2 Core Questions Summary for Graduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.83	7.63	6.57	0.74	-1.06	980
AS-2	Giving users individual attention	5.90	7.33	6.60	0.70	-0.74	991
AS-3	Employees who are consistently courteous	6.81	8.08	7.35	0.55	-0.72	1,018
AS-4	Readiness to respond to users' questions	6.76	8.04	7.25	0.49	-0.79	994
AS-5	Employees who have the knowledge to answer user questions	6.85	8.12	7.15	0.30	-0.97	978
AS-6	Employees who deal with users in a caring fashion	6.50	7.89	7.08	0.58	-0.81	984
AS-7	Employees who understand the needs of their users	6.75	8.03	7.08	0.34	-0.95	965
AS-8	Willingness to help users	6.74	8.07	7.27	0.53	-0.80	984
AS-9	Dependability in handling users' service problems	6.83	8.07	7.18	0.35	-0.89	831
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.06	8.49	7.11	0.05	-1.38	1,039
IC-2	A library Web site enabling me to locate information on my own	7.11	8.37	6.93	-0.18	-1.45	1,049
IC-3	The printed library materials I need for my work	6.73	8.07	6.64	-0.10	-1.43	965
IC-4	The electronic information resources I need	7.14	8.45	7.02	-0.12	-1.44	1,042
IC-5	Modern equipment that lets me easily access needed information	7.01	8.30	7.00	-0.01	-1.30	1,007
IC-6	Easy-to-use access tools that allow me to find things on my own	6.98	8.31	6.97	-0.01	-1.35	1,030
IC-7	Making information easily accessible for independent use	6.99	8.32	7.11	0.12	-1.21	1,029
IC-8	Print and/or electronic journal collections I require for my work	7.24	8.47	6.85	-0.39	-1.63	1,016
Library as Place							
LP-1	Library space that inspires study and learning	6.34	7.92	6.28	-0.06	-1.64	1,006
LP-2	Quiet space for individual activities	6.58	7.90	6.54	-0.04	-1.36	983
LP-3	A comfortable and inviting location	6.44	7.97	6.46	0.02	-1.51	1,024
LP-4	A getaway for study, learning, or research	6.54	8.05	6.70	0.17	-1.35	1,003
LP-5	Community space for group learning and group study	5.85	7.26	6.49	0.64	-0.77	847
Overall:		6.69	8.06	6.89	0.20	-1.17	1,058

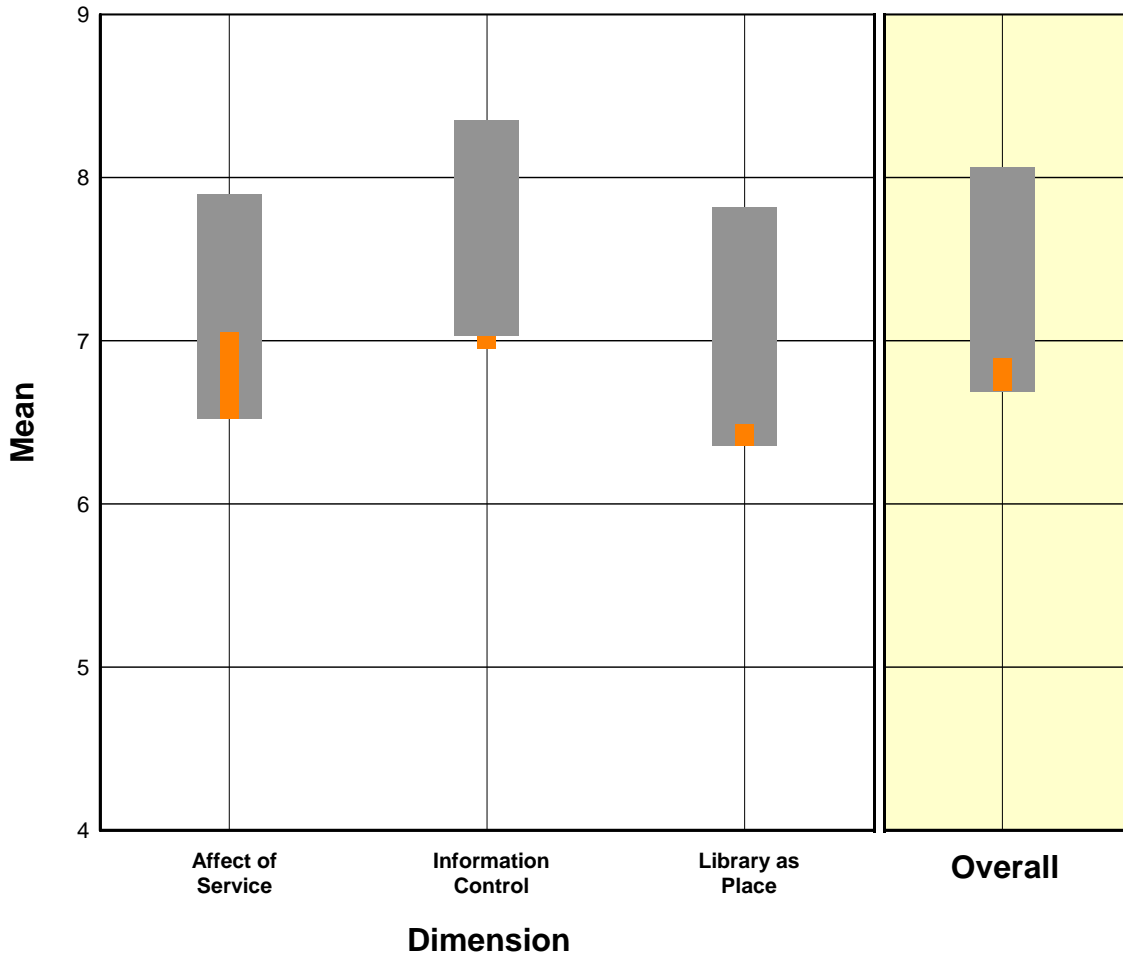
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.74	1.47	1.69	1.90	1.92	980
AS-2	Giving users individual attention	1.89	1.69	1.81	1.91	1.90	991
AS-3	Employees who are consistently courteous	1.71	1.20	1.65	1.91	1.66	1,018
AS-4	Readiness to respond to users' questions	1.62	1.23	1.60	1.80	1.63	994
AS-5	Employees who have the knowledge to answer user questions	1.59	1.22	1.65	1.84	1.72	978
AS-6	Employees who deal with users in a caring fashion	1.73	1.37	1.66	1.88	1.71	984
AS-7	Employees who understand the needs of their users	1.60	1.24	1.60	1.77	1.64	965
AS-8	Willingness to help users	1.63	1.22	1.57	1.76	1.61	984
AS-9	Dependability in handling users' service problems	1.62	1.20	1.62	1.87	1.70	831
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.63	1.00	1.82	2.10	1.88	1,039
IC-2	A library Web site enabling me to locate information on my own	1.58	1.12	1.80	2.09	1.92	1,049
IC-3	The printed library materials I need for my work	1.66	1.35	1.74	2.05	1.97	965
IC-4	The electronic information resources I need	1.51	0.97	1.66	2.01	1.80	1,042
IC-5	Modern equipment that lets me easily access needed information	1.56	1.11	1.65	1.92	1.75	1,007
IC-6	Easy-to-use access tools that allow me to find things on my own	1.52	1.11	1.65	1.99	1.77	1,030
IC-7	Making information easily accessible for independent use	1.53	1.04	1.55	1.86	1.68	1,029
IC-8	Print and/or electronic journal collections I require for my work	1.55	1.04	1.77	2.14	1.89	1,016
Library as Place							
LP-1	Library space that inspires study and learning	1.77	1.48	1.99	2.33	2.38	1,006
LP-2	Quiet space for individual activities	1.88	1.60	1.92	2.42	2.32	983
LP-3	A comfortable and inviting location	1.77	1.37	1.94	2.24	2.15	1,024
LP-4	A getaway for study, learning, or research	1.75	1.40	1.68	2.09	2.05	1,003
LP-5	Community space for group learning and group study	2.03	1.93	1.85	2.35	2.40	847
Overall:		1.28	0.84	1.26	1.45	1.31	1,058

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

6.3 Core Question Dimensions Summary for Graduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.52	7.90	7.05	0.53	-0.85	1,054
Information Control	7.03	8.35	6.95	-0.08	-1.40	1,058
Library as Place	6.36	7.82	6.49	0.13	-1.33	1,046
Overall:	6.69	8.06	6.89	0.20	-1.17	1,058

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.03	1.39	1.52	1.37	1,054
Information Control	1.28	0.81	1.34	1.59	1.43	1,058
Library as Place	1.54	1.23	1.58	1.92	1.86	1,046
Overall:	1.28	0.84	1.26	1.45	1.31	1,058

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

6.4 Local Questions Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.85	7.28	5.86	0.02	-1.41	293
Providing help when and where I need it	6.45	7.92	7.15	0.70	-0.77	474
Teaching me how to access, evaluate, and use information	6.17	7.58	6.74	0.57	-0.84	441
Library orientations / instruction sessions	5.73	6.96	6.19	0.47	-0.77	103
Online course support (readings, links, references)	6.77	8.11	6.75	-0.02	-1.36	243
Electronic resources matching my information needs	5.00	8.00	9.00	4.00	1.00	1
Contribution to the intellectual atmosphere of the campus	6.64	7.98	6.90	0.25	-1.08	461
Library staff teaching me how to find information	6.38	7.56	6.47	0.09	-1.09	241
The multimedia (CD / DVD / video / audio) collections I need	6.21	7.73	6.30	0.09	-1.43	305
Making me aware of library resources and services	6.32	7.74	6.38	0.06	-1.36	115
Efficient interlibrary loan / document delivery	6.83	8.25	7.09	0.26	-1.16	105
Convenient service hours	7.21	7.97	7.24	0.03	-0.72	29
A secure and safe place	7.11	8.09	7.51	0.40	-0.58	118
Accuracy in the catalog, borrowing, and overdue records	6.82	7.93	6.77	-0.04	-1.16	229
Timely document delivery / interlibrary loan	7.00	8.43	7.77	0.76	-0.67	443
Space for students to study and work in groups	6.88	8.00	7.17	0.29	-0.83	24
Timely delivery of the articles and documents that I need	7.55	8.05	7.90	0.35	-0.15	20
The library provides access to archival materials (documents, manuscripts, and photographs)	6.39	7.67	6.79	0.40	-0.89	98
Ease and timeliness in getting materials from other libraries	6.70	8.04	6.53	-0.17	-1.51	212

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.68	1.49	1.85	2.11	2.03	293
Providing help when and where I need it	1.64	1.27	1.44	1.74	1.55	474
Teaching me how to access, evaluate, and use information	1.99	1.79	1.79	2.03	1.94	441
Library orientations / instruction sessions	1.95	2.11	2.04	2.24	2.08	103
Online course support (readings, links, references)	1.70	1.27	1.95	2.20	2.00	243
Electronic resources matching my information needs						1
Contribution to the intellectual atmosphere of the campus	1.81	1.38	1.73	2.02	1.79	461
Library staff teaching me how to find information	1.78	1.56	1.86	2.07	2.06	241
The multimedia (CD / DVD / video / audio) collections I need	1.87	1.55	1.75	2.30	2.15	305
Making me aware of library resources and services	1.69	1.48	1.79	1.92	2.14	115
Efficient interlibrary loan / document delivery	1.52	1.22	1.72	1.87	1.78	105
Convenient service hours	1.26	0.98	1.43	2.06	1.91	29
A secure and safe place	1.57	1.47	1.63	1.56	1.67	118
Accuracy in the catalog, borrowing, and overdue records	1.66	1.38	1.95	1.93	1.90	229
Timely document delivery / interlibrary loan	1.61	1.02	1.43	1.87	1.53	443
Space for students to study and work in groups	1.54	1.10	1.43	2.26	1.69	24
Timely delivery of the articles and documents that I need	1.15	0.89	1.12	1.35	1.18	20
The library provides access to archival materials (documents, manuscripts, and photographs)	1.79	1.65	1.78	1.76	1.85	98
Ease and timeliness in getting materials from other libraries	1.76	1.44	2.02	2.11	2.09	212

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

6.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.26	1.71	1,058
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.81	1.78	1,058
How would you rate the overall quality of the service provided by the library?	6.99	1.53	1,058

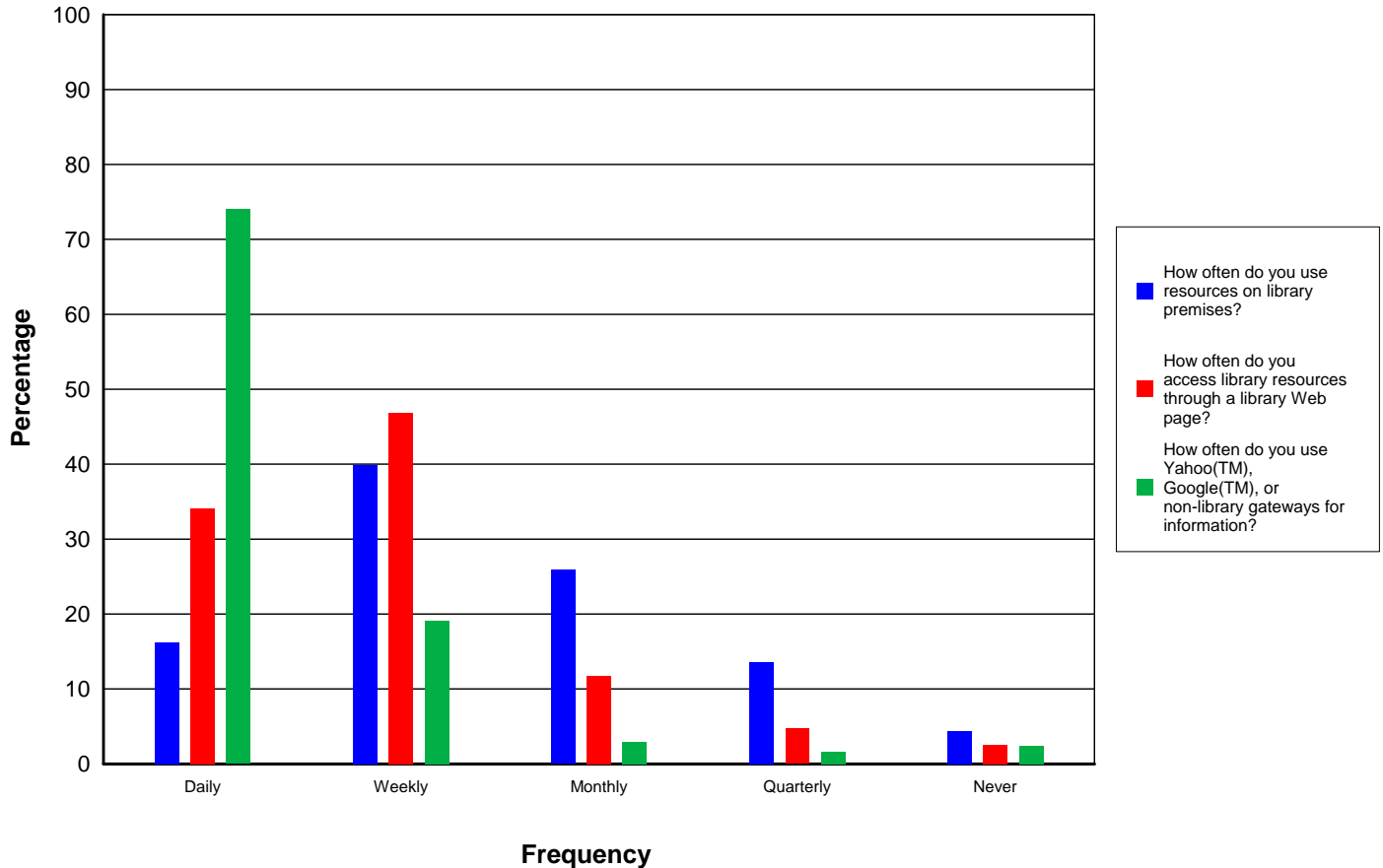
6.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.01	1.92	1,058
The library aids my advancement in my academic discipline.	6.77	1.75	1,058
The library enables me to be more efficient in my academic pursuits.	6.84	1.77	1,058
The library helps me distinguish between trustworthy and untrustworthy information.	5.73	2.02	1,058
The library provides me with the information skills I need in my work or study.	6.23	1.92	1,058

6.7 Library Use Summary for Graduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	172 16.26%	422 39.89%	274 25.90%	144 13.61%	46 4.35%	1,058 100.00%
How often do you access library resources through a library Web page?	361 34.12%	496 46.88%	124 11.72%	50 4.73%	27 2.55%	1,058 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	783 74.01%	202 19.09%	31 2.93%	17 1.61%	25 2.36%	1,058 100.00%

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

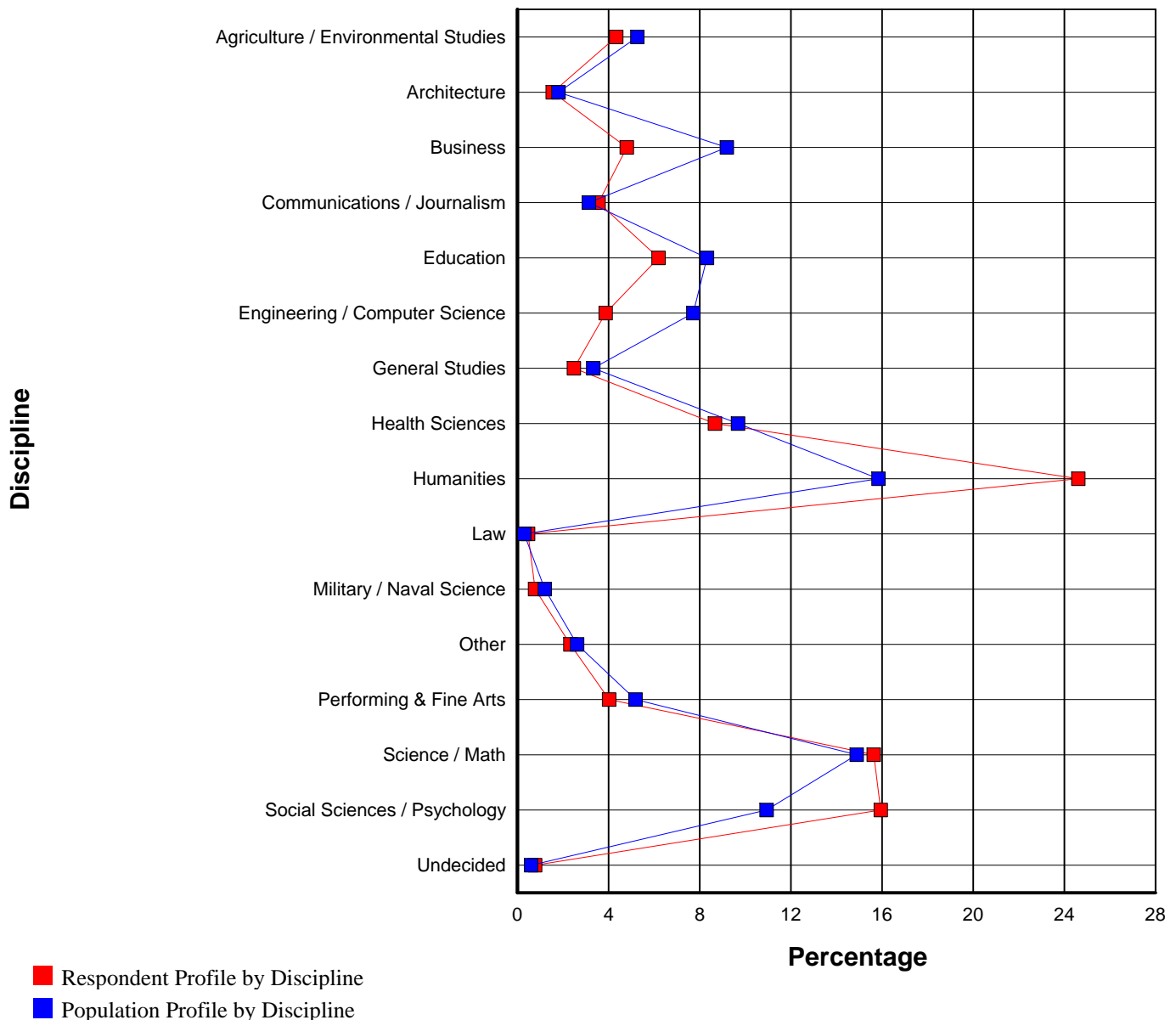
7 College or University Libraries Faculty Summary for MCCLPHEI

7.1 Demographic Summary for Faculty

7.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	193	5.26%	28	4.33%	0.93%
Architecture	66	1.80%	10	1.55%	0.25%
Business	337	9.19%	31	4.80%	4.39%
Communications / Journalism	115	3.14%	23	3.56%	-0.42%
Education	305	8.32%	40	6.19%	2.13%
Engineering / Computer Science	283	7.72%	25	3.87%	3.85%
General Studies	122	3.33%	16	2.48%	0.85%
Health Sciences	355	9.68%	56	8.67%	1.01%
Humanities	581	15.84%	159	24.61%	-8.77%
Law	11	0.30%	3	0.46%	-0.16%
Military / Naval Science	44	1.20%	5	0.77%	0.43%
Other	96	2.62%	15	2.32%	0.30%
Performing & Fine Arts	190	5.18%	26	4.02%	1.16%
Science / Math	546	14.89%	101	15.63%	-0.75%
Social Sciences / Psychology	401	10.94%	103	15.94%	-5.01%
Undecided	22	0.60%	5	0.77%	-0.17%
Total:	3,667	100.00%	646	100.00%	0.00%

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

7.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	25	3.87%
31 - 45	206	31.89%
46 - 65	361	55.88%
Over 65	54	8.36%
Total:	646	100.00%

7.1.3 Population and Respondent Profiles for Faculty by Sex

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

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

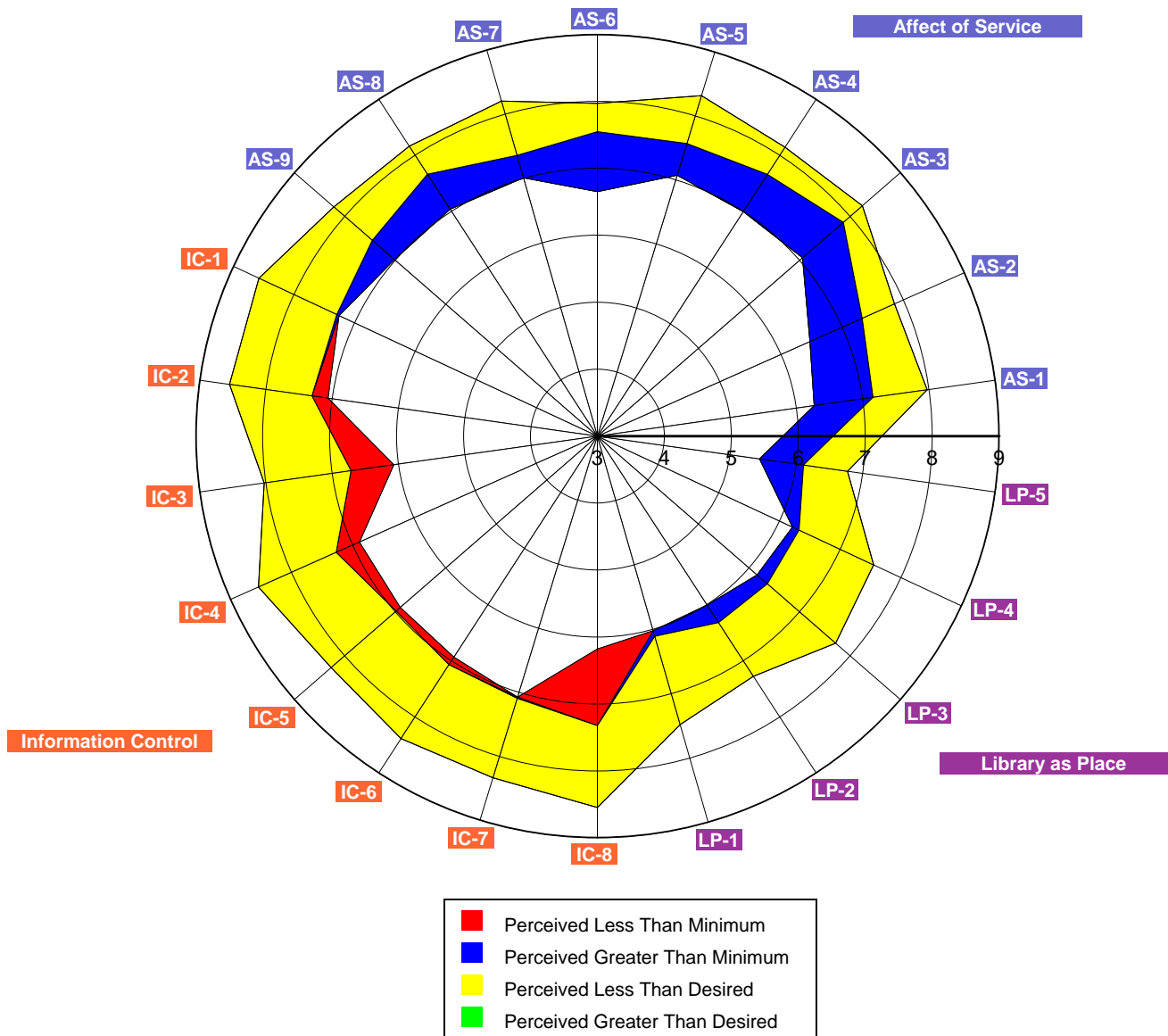
Sex	Population N	Population %	Respondents n	Respondents %
Male	2,248	55.59%	322	50.00%
Female	1,796	44.41%	322	50.00%
Total:	4,044	100.00%	644	100.00%

7.2 Core Questions Summary for Faculty

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 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	6.27	7.97	7.16	0.89	-0.81	610
AS-2	Giving users individual attention	6.47	7.86	7.33	0.86	-0.53	615
AS-3	Employees who are consistently courteous	7.06	8.24	7.87	0.81	-0.38	637
AS-4	Readiness to respond to users' questions	7.00	8.14	7.66	0.66	-0.48	626
AS-5	Employees who have the knowledge to answer user questions	7.08	8.32	7.57	0.49	-0.75	626
AS-6	Employees who deal with users in a caring fashion	6.65	7.97	7.55	0.90	-0.42	612
AS-7	Employees who understand the needs of their users	7.01	8.20	7.36	0.35	-0.84	610
AS-8	Willingness to help users	7.04	8.16	7.66	0.62	-0.50	619
AS-9	Dependability in handling users' service problems	7.02	8.22	7.46	0.44	-0.76	520
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.26	8.58	7.30	0.04	-1.28	632
IC-2	A library Web site enabling me to locate information on my own	7.31	8.55	7.06	-0.25	-1.49	636
IC-3	The printed library materials I need for my work	6.72	8.03	6.07	-0.65	-1.96	608
IC-4	The electronic information resources I need	7.27	8.54	6.89	-0.38	-1.65	632
IC-5	Modern equipment that lets me easily access needed information	6.99	8.27	6.90	-0.08	-1.37	606
IC-6	Easy-to-use access tools that allow me to find things on my own	7.07	8.39	6.94	-0.14	-1.45	623
IC-7	Making information easily accessible for independent use	7.08	8.34	7.10	0.02	-1.24	621
IC-8	Print and/or electronic journal collections I require for my work	7.32	8.55	6.18	-1.14	-2.37	620
Library as Place							
LP-1	Library space that inspires study and learning	6.02	7.48	6.11	0.09	-1.37	584
LP-2	Quiet space for individual activities	6.01	7.28	6.32	0.31	-0.95	521
LP-3	A comfortable and inviting location	6.16	7.71	6.36	0.20	-1.35	612
LP-4	A getaway for study, learning, or research	6.22	7.55	6.32	0.11	-1.23	554
LP-5	Community space for group learning and group study	5.44	6.77	6.11	0.66	-0.66	454
Overall:		6.78	8.08	6.99	0.21	-1.10	648

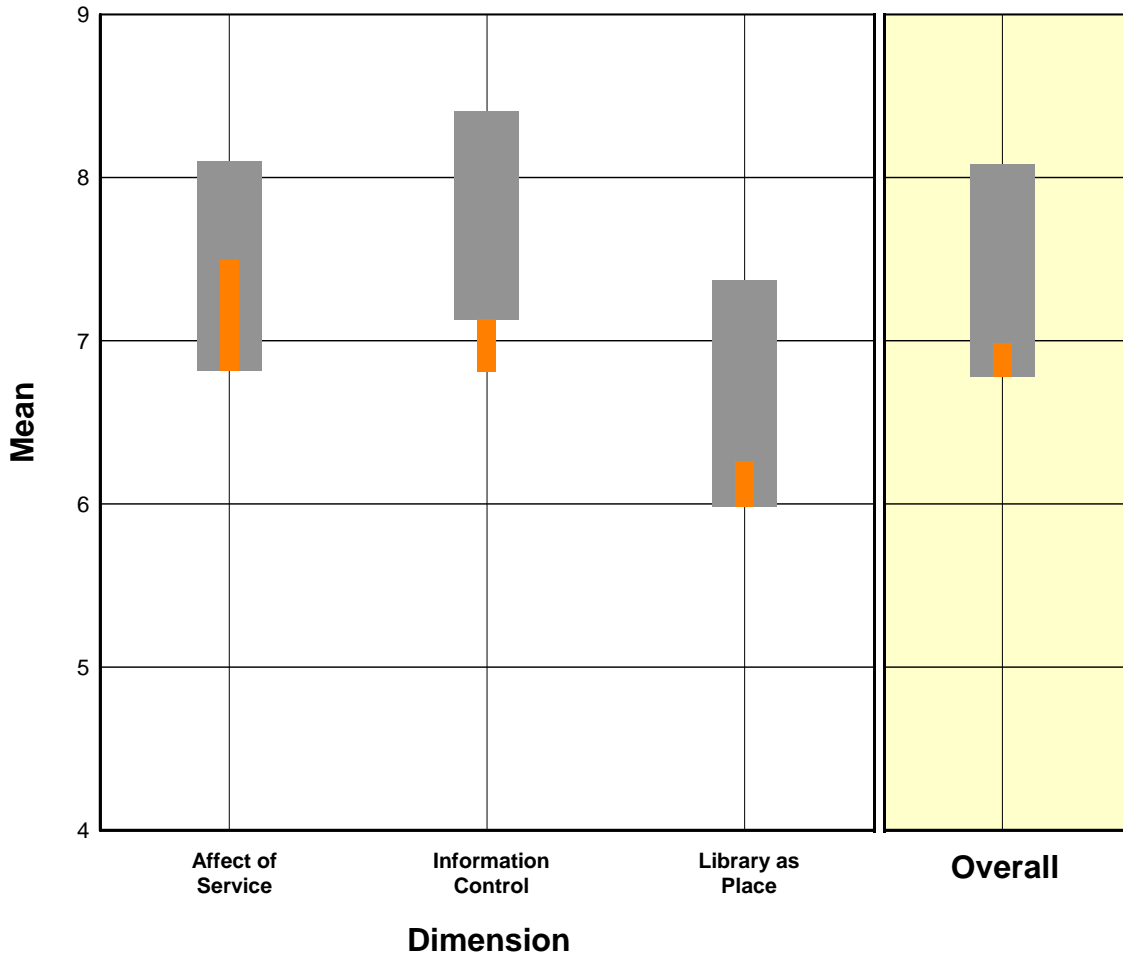
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.92	1.42	1.69	1.95	1.67	610
AS-2	Giving users individual attention	1.86	1.47	1.56	1.88	1.52	615
AS-3	Employees who are consistently courteous	1.77	1.15	1.39	1.97	1.51	637
AS-4	Readiness to respond to users' questions	1.65	1.26	1.40	1.78	1.48	626
AS-5	Employees who have the knowledge to answer user questions	1.68	1.06	1.44	1.85	1.53	626
AS-6	Employees who deal with users in a caring fashion	1.91	1.45	1.49	1.89	1.50	612
AS-7	Employees who understand the needs of their users	1.70	1.16	1.58	1.87	1.60	610
AS-8	Willingness to help users	1.73	1.30	1.47	1.79	1.42	619
AS-9	Dependability in handling users' service problems	1.72	1.20	1.49	1.91	1.55	520
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.72	0.98	1.69	2.10	1.81	632
IC-2	A library Web site enabling me to locate information on my own	1.64	1.00	1.70	2.08	1.76	636
IC-3	The printed library materials I need for my work	1.80	1.49	2.06	2.50	2.41	608
IC-4	The electronic information resources I need	1.64	0.95	1.76	2.27	1.95	632
IC-5	Modern equipment that lets me easily access needed information	1.70	1.22	1.63	2.03	1.77	606
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.02	1.63	2.07	1.79	623
IC-7	Making information easily accessible for independent use	1.64	1.09	1.60	2.06	1.75	621
IC-8	Print and/or electronic journal collections I require for my work	1.62	0.98	2.14	2.56	2.33	620
Library as Place							
LP-1	Library space that inspires study and learning	2.09	1.97	2.01	2.63	2.68	584
LP-2	Quiet space for individual activities	2.23	2.05	1.96	2.54	2.45	521
LP-3	A comfortable and inviting location	1.98	1.65	1.99	2.52	2.37	612
LP-4	A getaway for study, learning, or research	2.13	1.92	2.05	2.50	2.31	554
LP-5	Community space for group learning and group study	2.29	2.18	2.01	2.58	2.55	454
Overall:		1.39	0.87	1.23	1.57	1.27	648

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

7.3 Core Question Dimensions Summary for Faculty

On the chart below, scores for each dimension of library service quality have been plotted graphically. The 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	6.82	8.10	7.50	0.68	-0.61	647
Information Control	7.13	8.41	6.81	-0.32	-1.60	647
Library as Place	5.99	7.37	6.26	0.28	-1.11	636
Overall:	6.78	8.08	6.99	0.21	-1.10	648

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	1.53	1.04	1.28	1.57	1.24	647
Information Control	1.37	0.78	1.38	1.77	1.49	647
Library as Place	1.85	1.61	1.73	2.21	2.08	636
Overall:	1.39	0.87	1.23	1.57	1.27	648

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

7.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	6.15	7.42	6.85	0.70	-0.57	196
Providing help when and where I need it	6.27	7.90	7.13	0.86	-0.77	206
Teaching me how to access, evaluate, and use information	5.86	7.27	6.61	0.76	-0.65	166
Library orientations / instruction sessions	5.61	6.93	6.32	0.71	-0.61	56
Online course support (readings, links, references)	6.61	7.94	6.75	0.15	-1.18	109
Electronic resources matching my information needs	4.75	7.25	6.00	1.25	-1.25	4
Contribution to the intellectual atmosphere of the campus	6.44	7.89	7.00	0.56	-0.89	196
Library staff teaching me how to find information	6.34	7.52	7.17	0.83	-0.35	112
The multimedia (CD / DVD / video / audio) collections I need	6.06	7.47	5.68	-0.38	-1.79	182
Making me aware of library resources and services	5.98	7.53	6.02	0.03	-1.52	64
Efficient interlibrary loan / document delivery	7.19	8.43	7.29	0.10	-1.14	58
Convenient service hours	6.69	7.89	7.77	1.09	-0.11	70
A secure and safe place	7.08	8.33	7.63	0.56	-0.70	63
Accuracy in the catalog, borrowing, and overdue records	7.22	8.26	7.15	-0.07	-1.11	119
Timely document delivery / interlibrary loan	6.94	8.30	7.79	0.85	-0.51	193
Space for students to study and work in groups	6.63	7.84	6.73	0.10	-1.11	63
Timely delivery of the articles and documents that I need	7.21	8.37	7.97	0.76	-0.40	62
The library provides access to archival materials (documents, manuscripts, and photographs)	5.47	6.76	5.49	0.02	-1.27	45
Ease and timeliness in getting materials from other libraries	7.45	8.62	7.24	-0.21	-1.38	111

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.94	1.69	1.89	2.00	1.86	196
Providing help when and where I need it	1.79	1.42	1.54	1.69	1.58	206
Teaching me how to access, evaluate, and use information	2.32	2.04	1.78	2.32	2.02	166
Library orientations / instruction sessions	2.34	2.43	2.18	2.11	2.15	56
Online course support (readings, links, references)	1.81	1.63	1.75	2.09	1.98	109
Electronic resources matching my information needs	1.26	1.50	1.63	0.50	2.22	4
Contribution to the intellectual atmosphere of the campus	2.11	1.62	1.70	1.88	1.55	196
Library staff teaching me how to find information	2.18	1.95	1.81	2.10	1.81	112
The multimedia (CD / DVD / video / audio) collections I need	2.22	2.00	2.09	2.74	2.68	182
Making me aware of library resources and services	2.06	1.74	2.05	2.70	2.41	64
Efficient interlibrary loan / document delivery	1.59	0.86	1.63	1.98	1.71	58
Convenient service hours	1.90	1.48	1.37	2.01	1.70	70
A secure and safe place	1.99	1.08	1.37	2.09	1.44	63
Accuracy in the catalog, borrowing, and overdue records	1.78	1.34	1.78	2.25	1.94	119
Timely document delivery / interlibrary loan	1.84	1.32	1.29	1.73	1.30	193
Space for students to study and work in groups	1.69	1.19	1.99	2.37	2.18	63
Timely delivery of the articles and documents that I need	1.65	0.85	1.06	1.79	1.36	62
The library provides access to archival materials (documents, manuscripts, and photographs)	2.52	2.57	2.22	2.78	2.72	45
Ease and timeliness in getting materials from other libraries	1.58	0.75	1.81	2.33	1.86	111

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

7.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.73	1.54	648
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.54	2.19	648
How would you rate the overall quality of the service provided by the library?	7.11	1.63	648

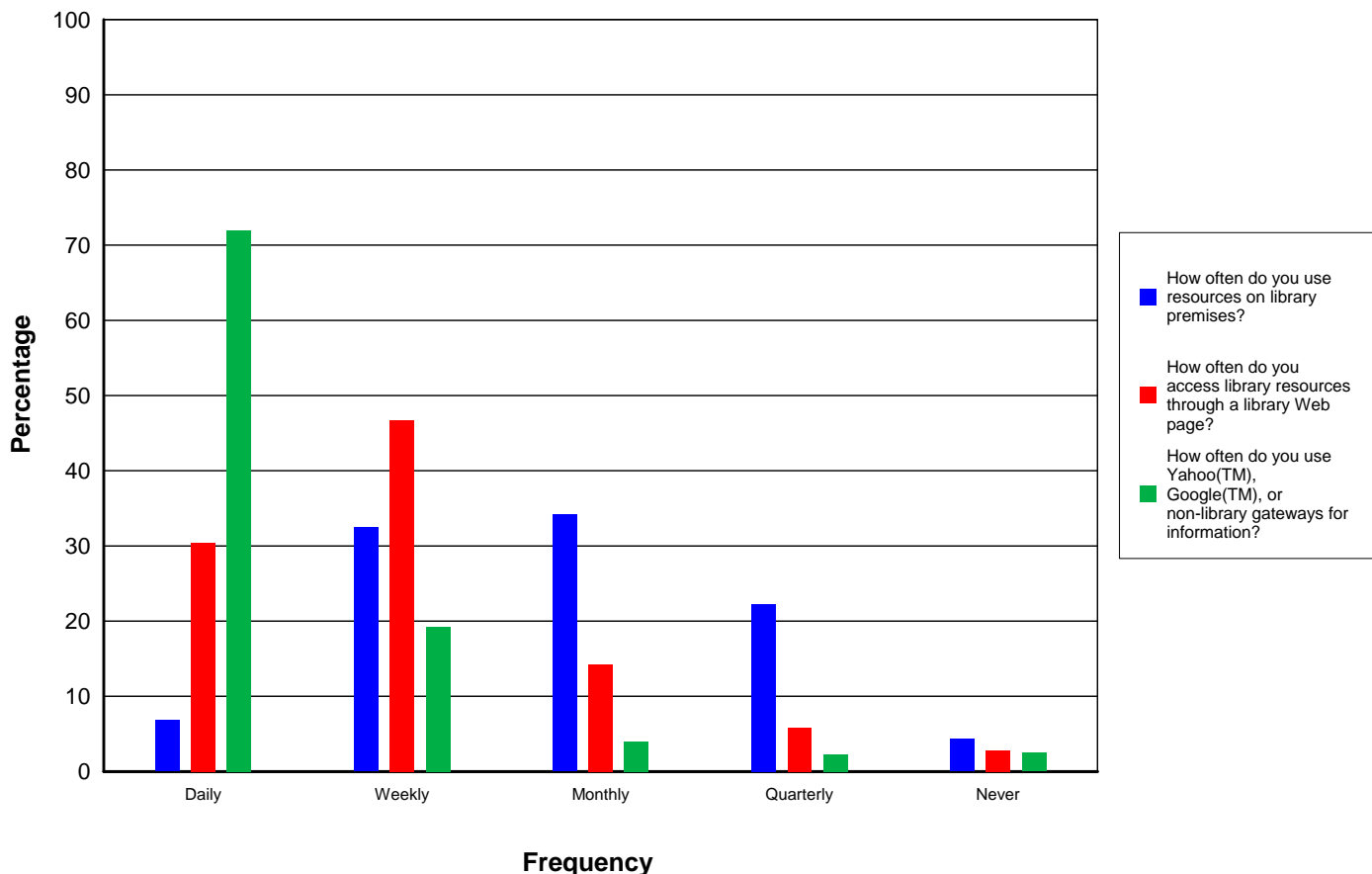
7.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.77	2.28	648
The library aids my advancement in my academic discipline.	6.19	2.19	648
The library enables me to be more efficient in my academic pursuits.	6.48	2.12	648
The library helps me distinguish between trustworthy and untrustworthy information.	5.63	2.28	648
The library provides me with the information skills I need in my work or study.	5.90	2.18	647

7.7 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	44 6.80%	210 32.46%	221 34.16%	144 22.26%	28 4.33%	647 100.00%
How often do you access library resources through a library Web page?	197 30.45%	302 46.68%	92 14.22%	38 5.87%	18 2.78%	647 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	465 71.98%	124 19.20%	26 4.02%	15 2.32%	16 2.48%	646 100.00%

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

8 College or University Libraries Library Staff Summary for MCCLPHEI

8.1 Demographic Summary for Library Staff

8.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	1	0.83%
23 - 30	10	8.33%
31 - 45	33	27.50%
46 - 65	73	60.83%
Over 65	3	2.50%
Total:	120	100.00%

8.1.2 Respondent Profile for Library Staff by Sex

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

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

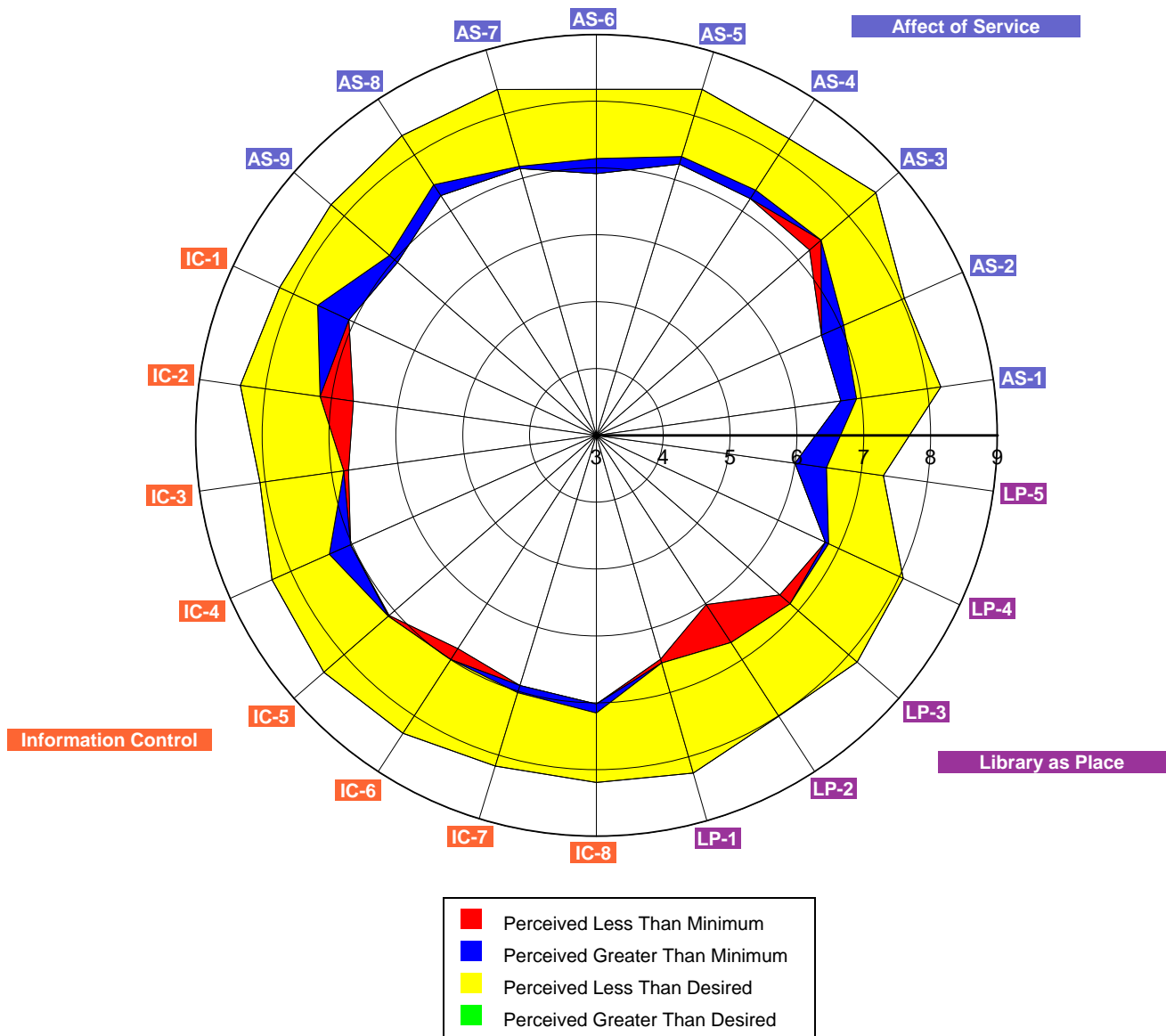
Sex	Respondents n	Respondents %
Male	21	17.50%
Female	99	82.50%
Total:	120	100.00%

8.2 Core Questions Summary for Library Staff

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 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	6.69	8.20	6.93	0.24	-1.27	118
AS-2	Giving users individual attention	6.69	8.04	7.05	0.36	-0.99	118
AS-3	Employees who are consistently courteous	7.45	8.54	7.23	-0.23	-1.31	119
AS-4	Readiness to respond to users' questions	7.23	8.29	7.38	0.15	-0.92	120
AS-5	Employees who have the knowledge to answer user questions	7.24	8.41	7.36	0.12	-1.05	119
AS-6	Employees who deal with users in a caring fashion	6.92	8.18	7.14	0.23	-1.03	120
AS-7	Employees who understand the needs of their users	7.15	8.38	7.19	0.03	-1.19	118
AS-8	Willingness to help users	7.28	8.34	7.47	0.19	-0.87	119
AS-9	Dependability in handling users' service problems	6.94	8.26	7.10	0.16	-1.16	107
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.09	8.23	7.60	0.51	-0.63	113
IC-2	A library Web site enabling me to locate information on my own	7.18	8.38	6.67	-0.50	-1.71	119
IC-3	The printed library materials I need for my work	6.82	8.08	6.75	-0.07	-1.34	110
IC-4	The electronic information resources I need	7.03	8.31	7.38	0.35	-0.94	112
IC-5	Modern equipment that lets me easily access needed information	7.13	8.40	7.11	-0.02	-1.29	119
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	8.31	6.81	-0.19	-1.51	118
IC-7	Making information easily accessible for independent use	6.91	8.17	7.03	0.11	-1.15	116
IC-8	Print and/or electronic journal collections I require for my work	7.02	8.19	7.15	0.13	-1.04	104
Library as Place							
LP-1	Library space that inspires study and learning	6.54	8.25	6.48	-0.06	-1.77	118
LP-2	Quiet space for individual activities	6.70	8.01	6.02	-0.68	-1.99	112
LP-3	A comfortable and inviting location	6.84	8.17	6.64	-0.20	-1.53	119
LP-4	A getaway for study, learning, or research	6.78	8.06	6.83	0.06	-1.23	109
LP-5	Community space for group learning and group study	6.00	7.34	6.48	0.48	-0.86	107
Overall:		6.94	8.21	6.99	0.05	-1.22	120

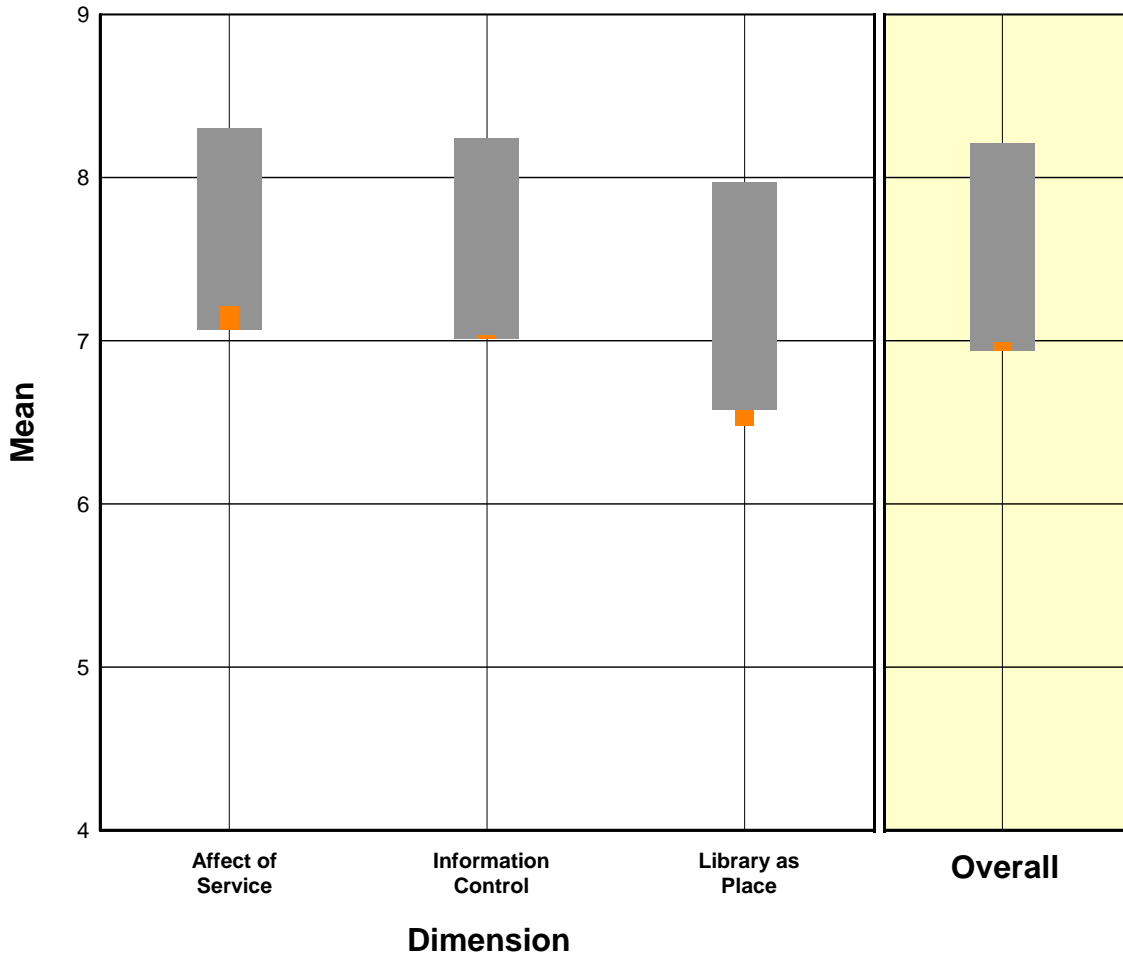
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.58	1.24	1.63	1.81	1.67	118
AS-2	Giving users individual attention	1.69	1.25	1.66	1.86	1.53	118
AS-3	Employees who are consistently courteous	1.42	0.79	1.54	1.73	1.47	119
AS-4	Readiness to respond to users' questions	1.52	1.21	1.51	1.62	1.36	120
AS-5	Employees who have the knowledge to answer user questions	1.39	1.22	1.53	1.57	1.43	119
AS-6	Employees who deal with users in a caring fashion	1.51	1.23	1.56	1.52	1.38	120
AS-7	Employees who understand the needs of their users	1.47	1.07	1.52	1.47	1.31	118
AS-8	Willingness to help users	1.45	1.13	1.49	1.49	1.36	119
AS-9	Dependability in handling users' service problems	1.34	1.16	1.58	1.53	1.37	107
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.34	1.37	1.80	1.54	113
IC-2	A library Web site enabling me to locate information on my own	1.37	1.03	1.67	1.96	1.77	119
IC-3	The printed library materials I need for my work	1.40	1.15	1.51	1.44	1.38	110
IC-4	The electronic information resources I need	1.44	1.12	1.40	1.64	1.24	112
IC-5	Modern equipment that lets me easily access needed information	1.52	1.17	1.58	1.52	1.49	119
IC-6	Easy-to-use access tools that allow me to find things on my own	1.38	1.20	1.56	1.69	1.56	118
IC-7	Making information easily accessible for independent use	1.56	1.27	1.49	1.60	1.38	116
IC-8	Print and/or electronic journal collections I require for my work	1.60	1.31	1.53	1.60	1.33	104
Library as Place							
LP-1	Library space that inspires study and learning	1.56	1.08	1.81	2.19	1.91	118
LP-2	Quiet space for individual activities	1.64	1.49	2.08	2.46	2.17	112
LP-3	A comfortable and inviting location	1.61	1.35	1.93	2.08	1.91	119
LP-4	A getaway for study, learning, or research	1.60	1.42	1.65	1.68	1.44	109
LP-5	Community space for group learning and group study	2.02	1.87	1.81	2.36	2.20	107
Overall:		1.20	0.93	1.19	1.23	1.00	120

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

8.3 Core Question Dimensions Summary for Library Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.06	8.30	7.21	0.14	-1.09	120
Information Control	7.01	8.24	7.03	0.02	-1.21	120
Library as Place	6.58	7.97	6.48	-0.09	-1.49	120
Overall:	6.94	8.21	6.99	0.05	-1.22	120

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	1.23	0.89	1.31	1.33	1.13	120
Information Control	1.27	1.01	1.22	1.26	1.05	120
Library as Place	1.40	1.13	1.55	1.74	1.49	120
Overall:	1.20	0.93	1.19	1.23	1.00	120

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

8.4 Local Questions Summary for Library Staff

This table shows mean scores for each of the local questions added by 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
Informing me of useful library services	6.21	7.79	6.14	-0.07	-1.64	14
Providing help when and where I need it	6.63	8.00	6.82	0.19	-1.18	62
Teaching me how to access, evaluate, and use information	6.38	7.67	6.64	0.25	-1.04	55
Online course support (readings, links, references)	6.71	8.43	7.29	0.57	-1.14	7
Electronic resources matching my information needs	7.00	9.00	5.00	-2.00	-4.00	1
Contribution to the intellectual atmosphere of the campus	6.63	7.93	6.96	0.33	-0.96	57
Library staff teaching me how to find information	6.11	7.67	7.22	1.11	-0.44	9
The multimedia (CD / DVD / video / audio) collections I need	6.25	7.49	6.34	0.09	-1.15	53
Convenient service hours	6.63	7.88	7.63	1.00	-0.25	8
Accuracy in the catalog, borrowing, and overdue records	7.25	9.00	5.88	-1.38	-3.13	8
Timely document delivery / interlibrary loan	6.77	8.09	7.98	1.21	-0.11	47
Space for students to study and work in groups	7.25	8.25	5.25	-2.00	-3.00	8
Timely delivery of the articles and documents that I need	7.00	8.14	7.00	0.00	-1.14	7
Ease and timeliness in getting materials from other libraries	6.00	8.56	7.56	1.56	-1.00	9

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	2.04	1.12	2.03	2.87	2.24	14
Providing help when and where I need it	1.36	0.98	1.21	1.74	1.34	62
Teaching me how to access, evaluate, and use information	1.83	2.00	1.64	1.72	1.57	55
Online course support (readings, links, references)	1.38	1.13	1.50	1.81	1.95	7
Electronic resources matching my information needs						1
Contribution to the intellectual atmosphere of the campus	1.71	1.36	1.58	1.69	1.36	57
Library staff teaching me how to find information	1.62	1.41	1.72	2.32	2.46	9
The multimedia (CD / DVD / video / audio) collections I need	1.83	1.97	1.66	2.06	1.89	53
Convenient service hours	1.92	1.73	0.92	1.69	1.91	8
Accuracy in the catalog, borrowing, and overdue records	1.28	0.00	2.23	2.77	2.23	8
Timely document delivery / interlibrary loan	1.83	1.60	1.41	1.47	1.17	47
Space for students to study and work in groups	0.89	1.16	2.38	1.77	2.51	8
Timely delivery of the articles and documents that I need	1.15	1.07	1.29	1.53	1.46	7
Ease and timeliness in getting materials from other libraries	1.32	0.53	1.59	1.74	1.41	9

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

8.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.43	1.47	120
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.02	1.68	120
How would you rate the overall quality of the service provided by the library?	7.38	1.33	120

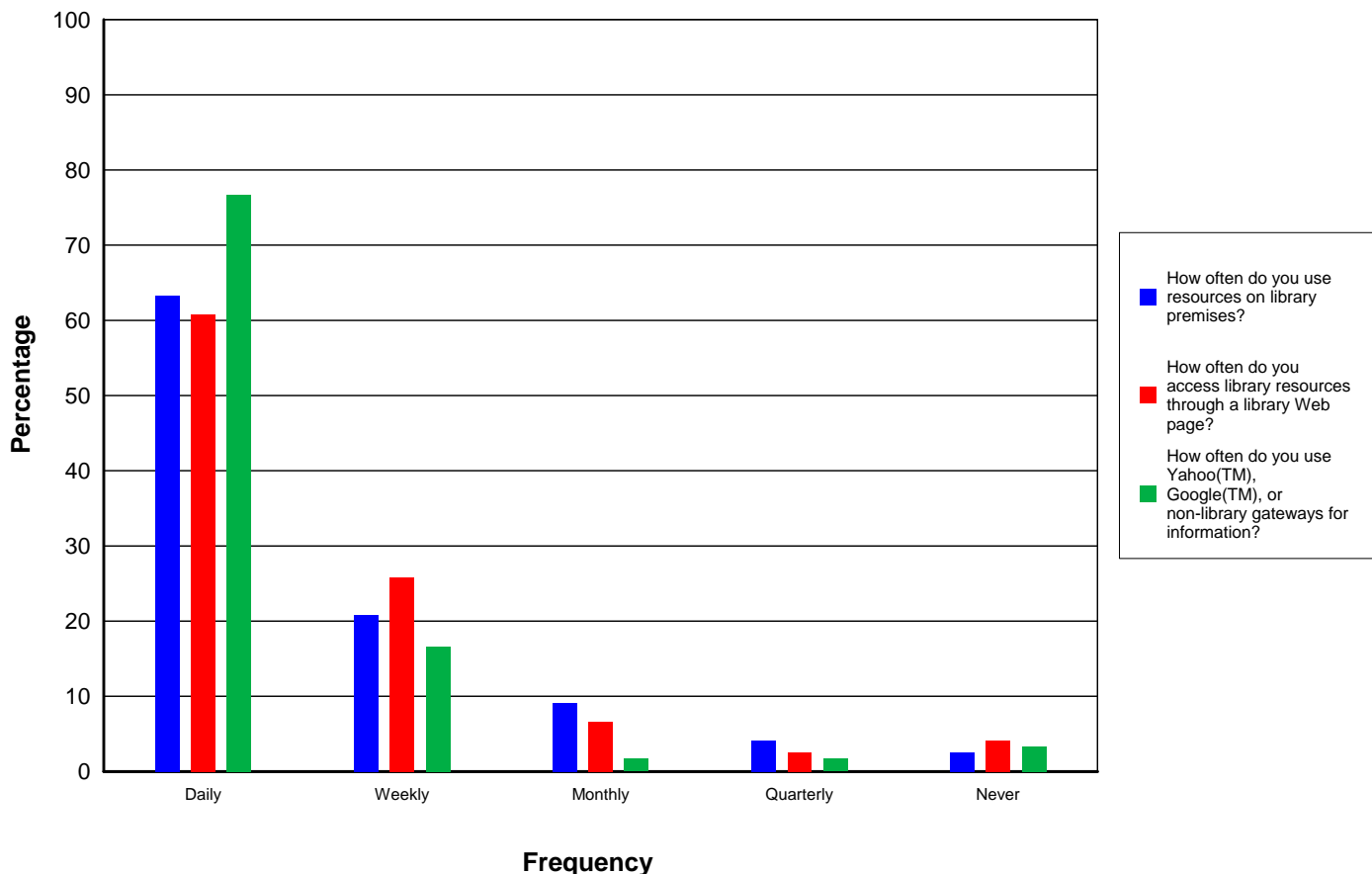
8.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.59	1.64	120
The library aids my advancement in my academic discipline.	6.73	1.80	120
The library enables me to be more efficient in my academic pursuits.	6.88	1.82	120
The library helps me distinguish between trustworthy and untrustworthy information.	6.56	1.87	120
The library provides me with the information skills I need in my work or study.	6.75	1.60	120

8.7 Library Use Summary for Library Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	76 63.33%	25 20.83%	11 9.17%	5 4.17%	3 2.50%	120 100.00%
How often do you access library resources through a library Web page?	73 60.83%	31 25.83%	8 6.67%	3 2.50%	5 4.17%	120 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	92 76.67%	20 16.67%	2 1.67%	2 1.67%	4 3.33%	120 100.00%

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

9 College or University Libraries Staff Summary for MCCLPHEI

9.1 Demographic Summary for Staff

9.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	1	0.61%
18 - 22	1	0.61%
23 - 30	19	11.52%
31 - 45	53	32.12%
46 - 65	89	53.94%
Over 65	2	1.21%
Total:	165	100.00%

9.1.2 Respondent Profile for Staff by Sex

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

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

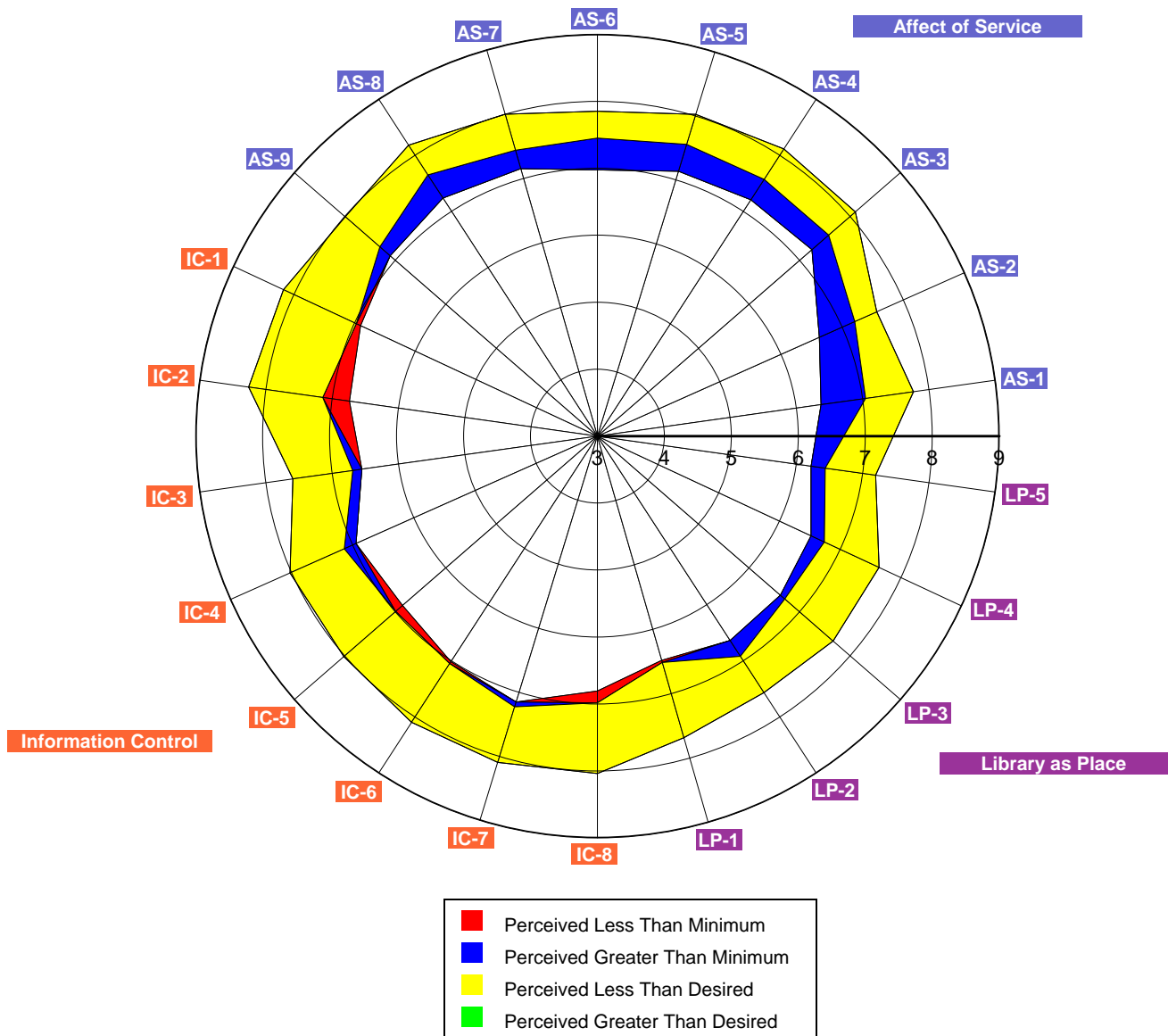
Sex	Respondents n	Respondents %
Male	52	31.52%
Female	113	68.48%
Total:	165	100.00%

9.2 Core Questions Summary for Staff

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: MCCLPHEI
 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	6.37	7.77	7.04	0.67	-0.72	158
AS-2	Giving users individual attention	6.63	7.57	7.21	0.58	-0.36	159
AS-3	Employees who are consistently courteous	7.25	8.10	7.58	0.33	-0.53	163
AS-4	Readiness to respond to users' questions	7.21	8.11	7.57	0.36	-0.54	159
AS-5	Employees who have the knowledge to answer user questions	7.14	8.03	7.56	0.42	-0.47	160
AS-6	Employees who deal with users in a caring fashion	6.98	7.85	7.45	0.48	-0.40	162
AS-7	Employees who understand the needs of their users	7.16	8.00	7.44	0.29	-0.56	161
AS-8	Willingness to help users	7.24	8.18	7.65	0.41	-0.53	155
AS-9	Dependability in handling users' service problems	7.10	7.99	7.31	0.20	-0.69	124
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.97	8.17	6.90	-0.07	-1.27	155
IC-2	A library Web site enabling me to locate information on my own	7.14	8.26	6.74	-0.40	-1.52	154
IC-3	The printed library materials I need for my work	6.55	7.59	6.69	0.14	-0.90	130
IC-4	The electronic information resources I need	6.95	8.03	7.14	0.19	-0.89	151
IC-5	Modern equipment that lets me easily access needed information	6.99	8.02	6.86	-0.14	-1.16	154
IC-6	Easy-to-use access tools that allow me to find things on my own	7.05	8.10	7.02	-0.03	-1.08	155
IC-7	Making information easily accessible for independent use	7.15	8.10	7.23	0.08	-0.87	157
IC-8	Print and/or electronic journal collections I require for my work	6.98	8.04	6.81	-0.18	-1.23	130
Library as Place							
LP-1	Library space that inspires study and learning	6.52	7.68	6.48	-0.03	-1.20	149
LP-2	Quiet space for individual activities	6.64	7.57	6.92	0.28	-0.65	141
LP-3	A comfortable and inviting location	6.62	7.66	6.71	0.09	-0.96	161
LP-4	A getaway for study, learning, or research	6.52	7.64	6.74	0.22	-0.90	142
LP-5	Community space for group learning and group study	6.22	7.20	6.44	0.21	-0.76	117
Overall:		6.91	7.92	7.11	0.20	-0.81	165

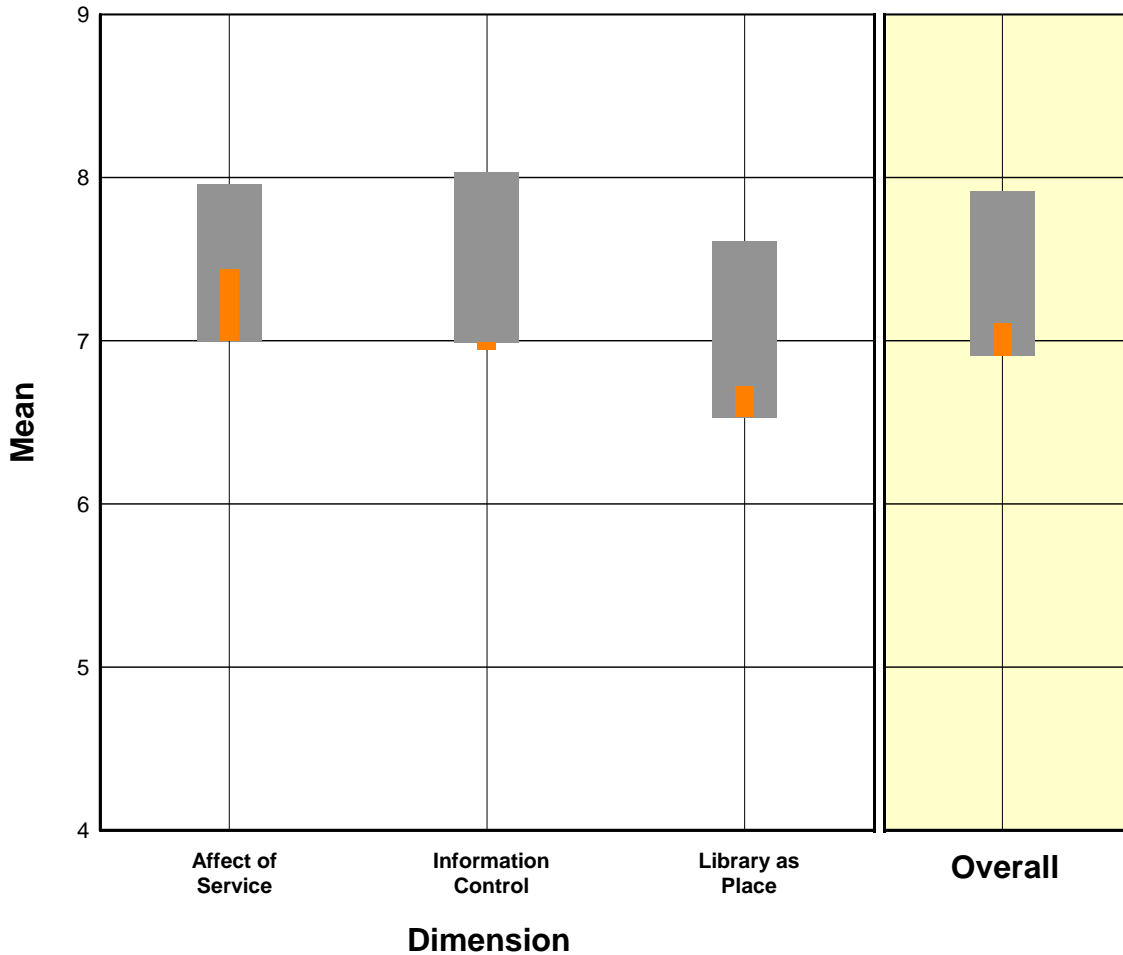
Language: American English
Institution Type: College or University
Consortium: MCCLPHEI
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.68	1.26	1.59	1.80	1.64	158
AS-2	Giving users individual attention	1.80	1.38	1.58	1.87	1.61	159
AS-3	Employees who are consistently courteous	1.70	1.34	1.56	1.88	1.67	163
AS-4	Readiness to respond to users' questions	1.53	1.11	1.32	1.67	1.43	159
AS-5	Employees who have the knowledge to answer user questions	1.55	1.14	1.39	1.58	1.42	160
AS-6	Employees who deal with users in a caring fashion	1.72	1.42	1.52	1.78	1.48	162
AS-7	Employees who understand the needs of their users	1.41	1.11	1.37	1.59	1.40	161
AS-8	Willingness to help users	1.52	1.05	1.48	1.62	1.50	155
AS-9	Dependability in handling users' service problems	1.46	1.17	1.47	1.70	1.56	124
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.52	1.16	1.82	2.34	2.00	155
IC-2	A library Web site enabling me to locate information on my own	1.57	1.14	1.69	2.07	1.94	154
IC-3	The printed library materials I need for my work	1.90	1.62	1.79	2.03	2.00	130
IC-4	The electronic information resources I need	1.64	1.27	1.50	1.77	1.59	151
IC-5	Modern equipment that lets me easily access needed information	1.54	1.18	1.58	1.99	1.75	154
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.25	1.54	1.77	1.63	155
IC-7	Making information easily accessible for independent use	1.50	1.12	1.35	1.65	1.51	157
IC-8	Print and/or electronic journal collections I require for my work	1.58	1.38	1.63	2.10	1.86	130
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.66	1.91	2.41	2.26	149
LP-2	Quiet space for individual activities	1.98	1.71	1.72	2.15	2.25	141
LP-3	A comfortable and inviting location	1.73	1.44	1.81	2.15	2.12	161
LP-4	A getaway for study, learning, or research	1.87	1.59	1.62	2.01	2.04	142
LP-5	Community space for group learning and group study	1.93	1.73	1.88	2.34	2.27	117
Overall:		1.31	0.91	1.16	1.43	1.20	165

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

9.3 Core Question Dimensions Summary for Staff

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.00	7.96	7.44	0.44	-0.52	165
Information Control	6.99	8.04	6.94	-0.04	-1.09	164
Library as Place	6.53	7.61	6.72	0.19	-0.89	162
Overall:	6.91	7.92	7.11	0.20	-0.81	165

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.37	0.94	1.24	1.45	1.24	165
Information Control	1.34	0.99	1.30	1.61	1.38	164
Library as Place	1.65	1.31	1.55	1.95	1.89	162
Overall:	1.31	0.91	1.16	1.43	1.20	165

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

9.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	6.00	7.26	6.58	0.58	-0.68	62
Providing help when and where I need it	6.46	7.77	6.77	0.31	-1.00	13
Teaching me how to access, evaluate, and use information	7.00	8.27	6.73	-0.27	-1.55	11
Library orientations / instruction sessions	6.10	6.67	6.52	0.43	-0.14	21
Online course support (readings, links, references)	6.84	8.20	7.20	0.36	-1.00	25
Electronic resources matching my information needs	6.50	7.00	5.00	-1.50	-2.00	2
Contribution to the intellectual atmosphere of the campus	7.00	8.00	6.77	-0.23	-1.23	13
Library staff teaching me how to find information	6.60	7.82	6.93	0.33	-0.89	45
The multimedia (CD / DVD / video / audio) collections I need	5.67	6.89	5.83	0.17	-1.06	18
Making me aware of library resources and services	6.73	7.53	6.87	0.13	-0.67	30
Efficient interlibrary loan / document delivery	6.91	7.48	7.30	0.39	-0.17	23
Convenient service hours	6.88	7.69	7.44	0.56	-0.25	16
A secure and safe place	7.74	8.39	7.45	-0.29	-0.94	31
Accuracy in the catalog, borrowing, and overdue records	7.23	8.26	7.05	-0.18	-1.21	39
Timely document delivery / interlibrary loan	6.78	8.22	7.00	0.22	-1.22	9
Space for students to study and work in groups	6.31	7.85	7.08	0.77	-0.77	13
Timely delivery of the articles and documents that I need	6.67	7.67	7.58	0.92	-0.08	12
The library provides access to archival materials (documents, manuscripts, and photographs)	6.92	7.54	7.29	0.38	-0.25	24
Ease and timeliness in getting materials from other libraries	6.74	8.08	6.97	0.24	-1.11	38

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

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.93	1.77	1.64	1.87	1.83	62
Providing help when and where I need it	1.39	1.42	1.69	1.97	2.16	13
Teaching me how to access, evaluate, and use information	1.61	0.90	1.74	1.85	1.44	11
Library orientations / instruction sessions	1.73	1.96	1.47	1.78	2.03	21
Online course support (readings, links, references)	2.03	1.08	1.73	2.20	1.61	25
Electronic resources matching my information needs	0.71	1.41	1.41	0.71	0.00	2
Contribution to the intellectual atmosphere of the campus	1.68	1.41	1.79	1.79	1.64	13
Library staff teaching me how to find information	2.04	1.43	1.59	2.06	1.73	45
The multimedia (CD / DVD / video / audio) collections I need	2.33	2.37	1.34	1.95	1.98	18
Making me aware of library resources and services	1.51	1.22	1.78	1.81	1.73	30
Efficient interlibrary loan / document delivery	1.73	1.73	1.61	1.23	1.61	23
Convenient service hours	1.26	1.25	1.36	1.82	1.69	16
A secure and safe place	1.46	0.84	1.36	1.79	1.44	31
Accuracy in the catalog, borrowing, and overdue records	1.65	1.07	1.59	2.01	1.47	39
Timely document delivery / interlibrary loan	2.05	0.83	1.66	2.05	1.64	9
Space for students to study and work in groups	1.25	1.46	1.85	2.05	2.20	13
Timely delivery of the articles and documents that I need	1.15	1.15	1.44	1.51	0.90	12
The library provides access to archival materials (documents, manuscripts, and photographs)	1.84	1.74	1.37	1.74	1.73	24
Ease and timeliness in getting materials from other libraries	1.75	1.40	1.87	2.41	1.67	38

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

9.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.56	1.35	165
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.57	165
How would you rate the overall quality of the service provided by the library?	7.30	1.37	165

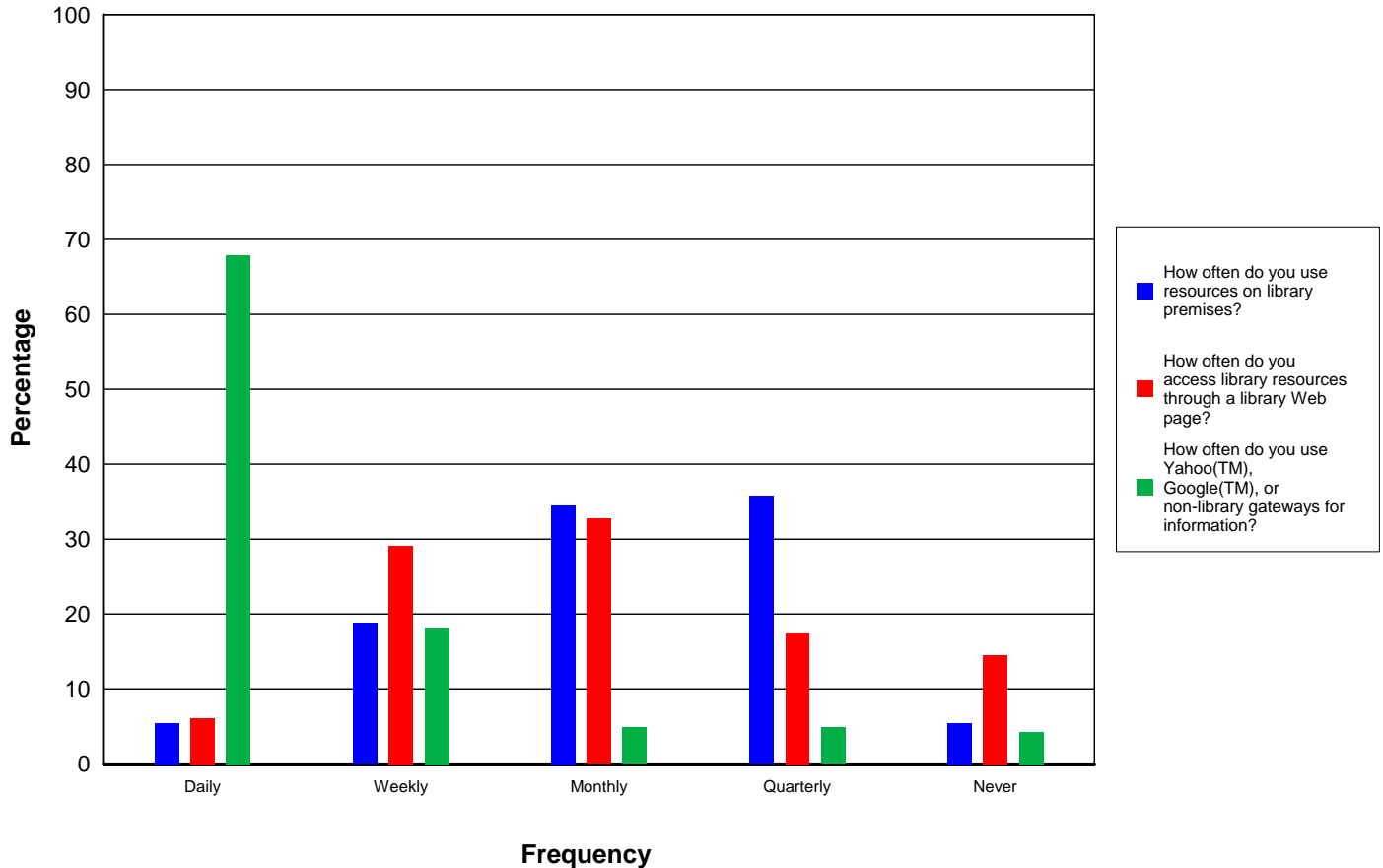
9.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.10	1.79	165
The library aids my advancement in my academic discipline.	6.29	1.67	165
The library enables me to be more efficient in my academic pursuits.	6.62	1.62	165
The library helps me distinguish between trustworthy and untrustworthy information.	6.28	1.74	165
The library provides me with the information skills I need in my work or study.	6.39	1.75	165

9.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	9 5.45%	31 18.79%	57 34.55%	59 35.76%	9 5.45%	165 100.00%
How often do you access library resources through a library Web page?	10 6.06%	48 29.09%	54 32.73%	29 17.58%	24 14.55%	165 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	112 67.88%	30 18.18%	8 4.85%	8 4.85%	7 4.24%	165 100.00%

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

10 Community College Libraries Demographic Summary for MCCLPHEI

10.1 Respondents by User Group

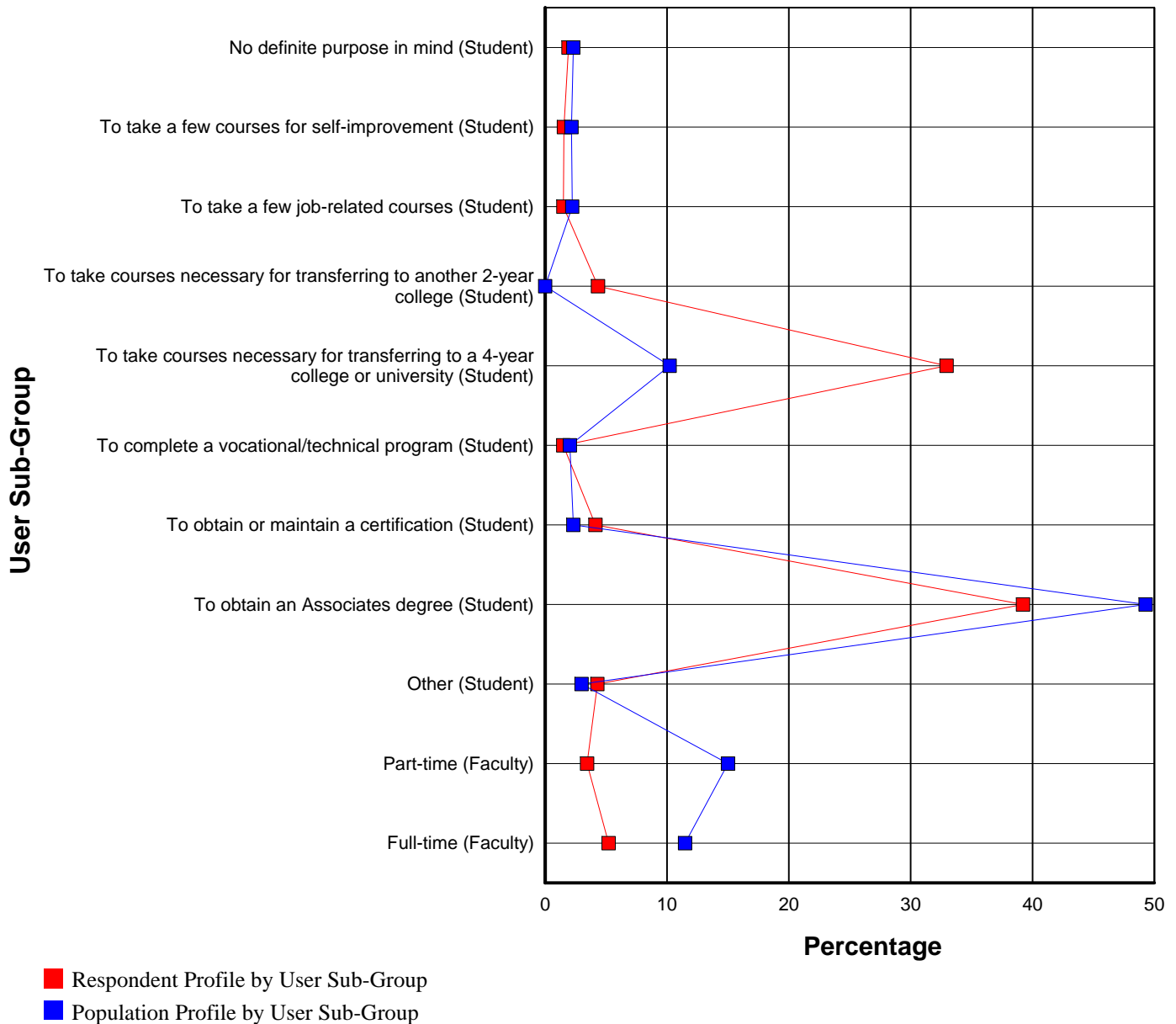
User Group	Respondent n	Respondent %
Student		
No definite purpose in mind	143	1.80%
To take a few courses for self-improvement	115	1.44%
To take a few job-related courses	112	1.41%
To take courses necessary for transferring to another 2-year college	324	4.07%
To take courses necessary for transferring to a 4-year college or university	2,460	30.88%
To complete a vocational/technical program	111	1.39%
To obtain or maintain a certification	308	3.87%
To obtain an Associates degree	2,928	36.76%
Other	320	4.02%
Sub Total:	6,821	85.63%
Faculty		
Part-time	257	3.23%
Full-time	389	4.88%
Sub Total:	646	8.11%
Library Staff		
Administrator	10	0.13%
Manager, Head of Unit	11	0.14%
Public Services	40	0.50%
Systems	1	0.01%
Technical Services	13	0.16%
Other	22	0.28%
Sub Total:	97	1.22%
Staff		
Administrator/Manager	161	2.02%
Other staff positions	241	3.03%
Sub Total:	402	5.05%
Total:	7,966	100.00%

10.2 Population and Respondent Profiles by User Sub-Group

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
No definite purpose in mind (Student)	1,705	2.31%	143	1.92%	0.39%
To take a few courses for self-improvement (Student)	1,596	2.16%	115	1.54%	0.62%
To take a few job-related courses (Student)	1,641	2.22%	112	1.50%	0.72%
To take courses necessary for transferring to another 2-year college (Student)	0	0.00%	324	4.34%	-4.34%
To take courses necessary for transferring to a 4-year college or university (Student)	7,550	10.22%	2,460	32.94%	-22.73%
To complete a vocational/technical program (Student)	1,499	2.03%	111	1.49%	0.54%
To obtain or maintain a certification (Student)	1,705	2.31%	308	4.12%	-1.82%
To obtain an Associates degree (Student)	36,411	49.28%	2,928	39.21%	10.07%
Other (Student)	2,209	2.99%	320	4.29%	-1.30%
Part-time (Faculty)	11,087	15.01%	257	3.44%	11.56%
Full-time (Faculty)	8,484	11.48%	389	5.21%	6.27%
Total:	73,887	100.00%	7,467	100.00%	0.00%

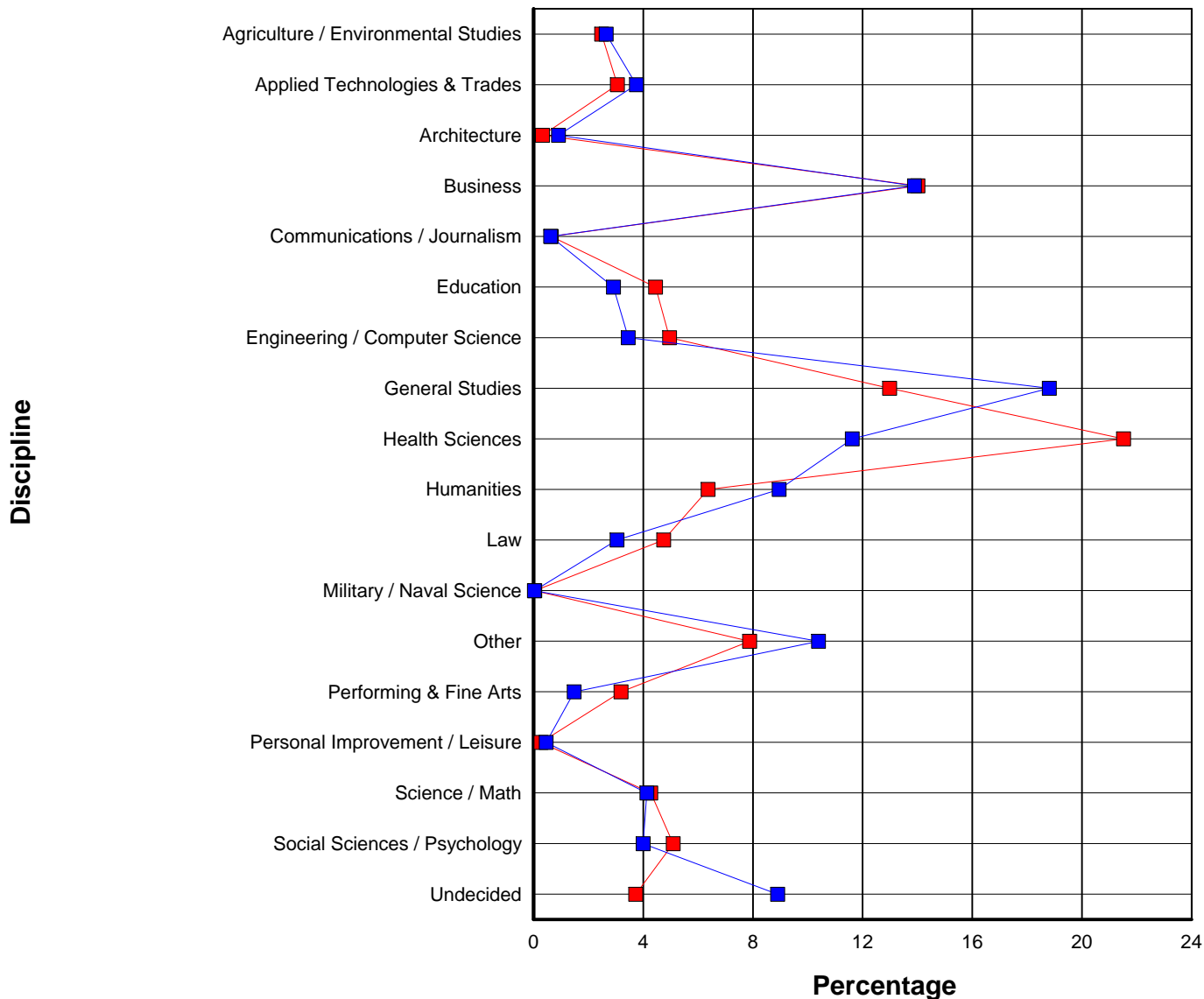
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff, Staff)

10.3 Population and Respondent Profiles 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

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,898	2.65%	185	2.48%	0.17%
Applied Technologies & Trades	2,688	3.75%	228	3.06%	0.69%
Architecture	650	0.91%	24	0.32%	0.58%
Business	9,964	13.89%	1,046	14.02%	-0.12%
Communications / Journalism	444	0.62%	48	0.64%	-0.02%
Education	2,090	2.91%	332	4.45%	-1.53%
Engineering / Computer Science	2,476	3.45%	370	4.96%	-1.51%
General Studies	13,492	18.81%	969	12.98%	5.83%
Health Sciences	8,338	11.63%	1,606	21.52%	-9.89%
Humanities	6,424	8.96%	475	6.36%	2.59%
Law	2,182	3.04%	354	4.74%	-1.70%
Military / Naval Science	20	0.03%	3	0.04%	-0.01%
Other	7,454	10.39%	588	7.88%	2.51%
Performing & Fine Arts	1,062	1.48%	238	3.19%	-1.71%
Personal Improvement / Leisure	329	0.46%	20	0.27%	0.19%
Science / Math	2,962	4.13%	319	4.27%	-0.14%
Social Sciences / Psychology	2,867	4.00%	380	5.09%	-1.09%
Undecided	6,384	8.90%	278	3.73%	5.18%
Total:	71,724	100.00%	7,463	100.00%	0.00%

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff, Staff)

10.4 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	128	1.63%
18 - 22	3,489	44.37%
23 - 30	1,550	19.71%
31 - 45	1,469	18.68%
46 - 65	1,162	14.78%
Over 65	65	0.83%
Total:	7,863	100.00%

10.5 Population and Respondent Profiles by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	29,898	39.54%	2,736	34.80%
Female	45,715	60.46%	5,125	65.20%
Total:	75,613	100.00%	7,861	100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

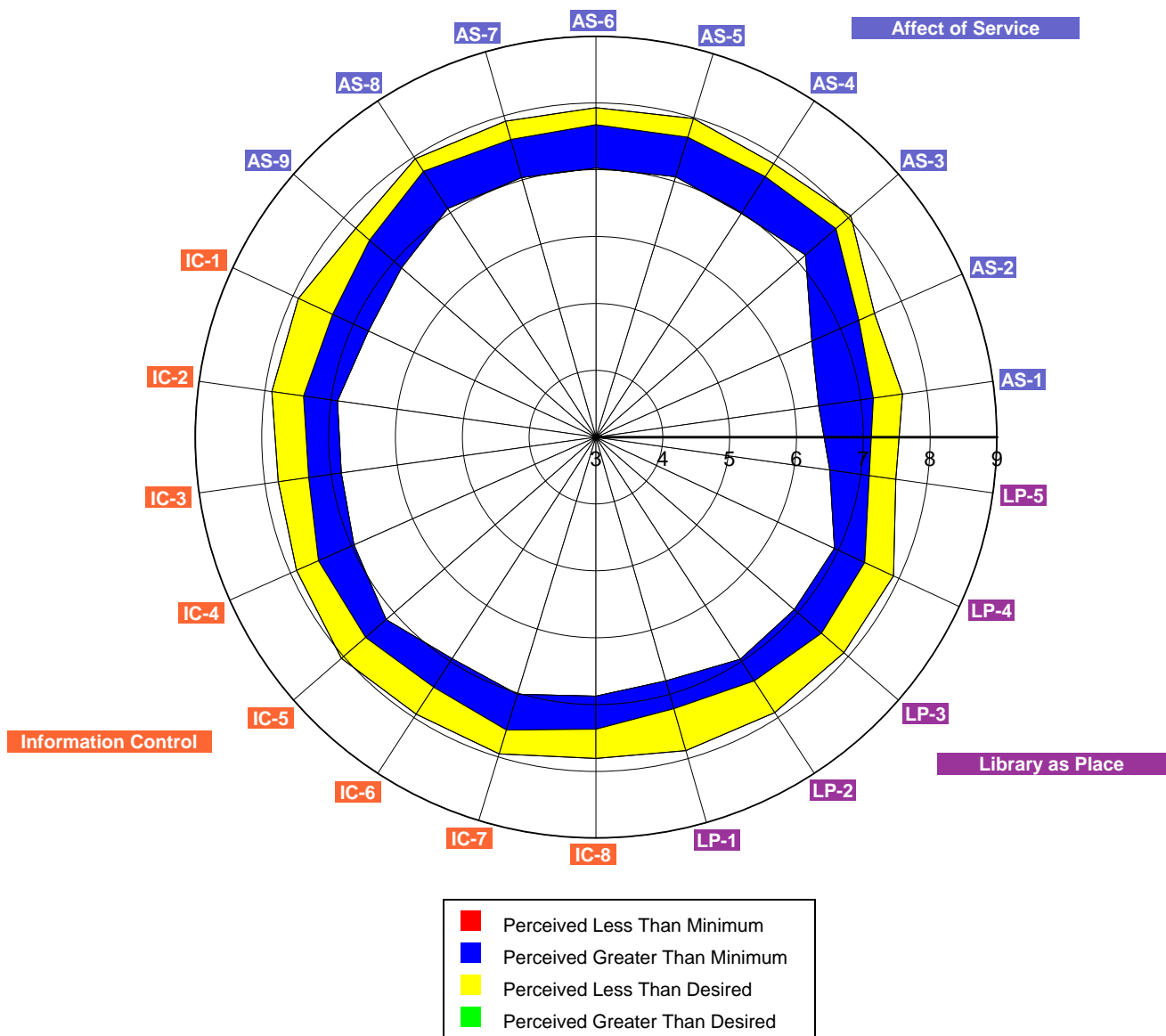
11 Community College Libraries Survey Item Summary for MCCLPHEI

11.1 Core Questions Summary

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 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	6.37	7.63	7.19	0.83	-0.44	7,588
AS-2	Giving users individual attention	6.53	7.56	7.30	0.77	-0.26	7,624
AS-3	Employees who are consistently courteous	7.16	8.05	7.76	0.60	-0.29	7,752
AS-4	Readiness to respond to users' questions	6.99	7.88	7.65	0.66	-0.23	7,681
AS-5	Employees who have the knowledge to answer user questions	7.07	7.98	7.69	0.62	-0.29	7,680
AS-6	Employees who deal with users in a caring fashion	7.03	7.93	7.67	0.65	-0.25	7,673
AS-7	Employees who understand the needs of their users	7.04	7.92	7.63	0.59	-0.28	7,665
AS-8	Willingness to help users	7.08	7.97	7.74	0.67	-0.22	7,678
AS-9	Dependability in handling users' service problems	6.86	7.76	7.49	0.63	-0.27	7,094
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.76	7.91	7.35	0.59	-0.56	7,500
IC-2	A library Web site enabling me to locate information on my own	6.91	7.90	7.42	0.51	-0.48	7,604
IC-3	The printed library materials I need for my work	6.85	7.80	7.34	0.49	-0.46	7,331
IC-4	The electronic information resources I need	6.96	7.90	7.54	0.58	-0.36	7,569
IC-5	Modern equipment that lets me easily access needed information	7.16	8.05	7.57	0.41	-0.48	7,694
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	7.94	7.46	0.51	-0.48	7,666
IC-7	Making information easily accessible for independent use	7.02	7.95	7.58	0.56	-0.37	7,707
IC-8	Print and/or electronic journal collections I require for my work	6.87	7.81	7.37	0.49	-0.44	7,060
Library as Place							
LP-1	Library space that inspires study and learning	6.79	7.88	7.23	0.43	-0.65	7,746
LP-2	Quiet space for individual activities	6.96	7.91	7.35	0.38	-0.57	7,666
LP-3	A comfortable and inviting location	6.93	7.92	7.47	0.54	-0.45	7,779
LP-4	A getaway for study, learning, or research	6.94	7.91	7.44	0.50	-0.47	7,608
LP-5	Community space for group learning and group study	6.53	7.53	7.13	0.60	-0.40	7,165
Overall:		6.90	7.87	7.47	0.57	-0.40	7,869

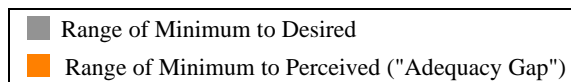
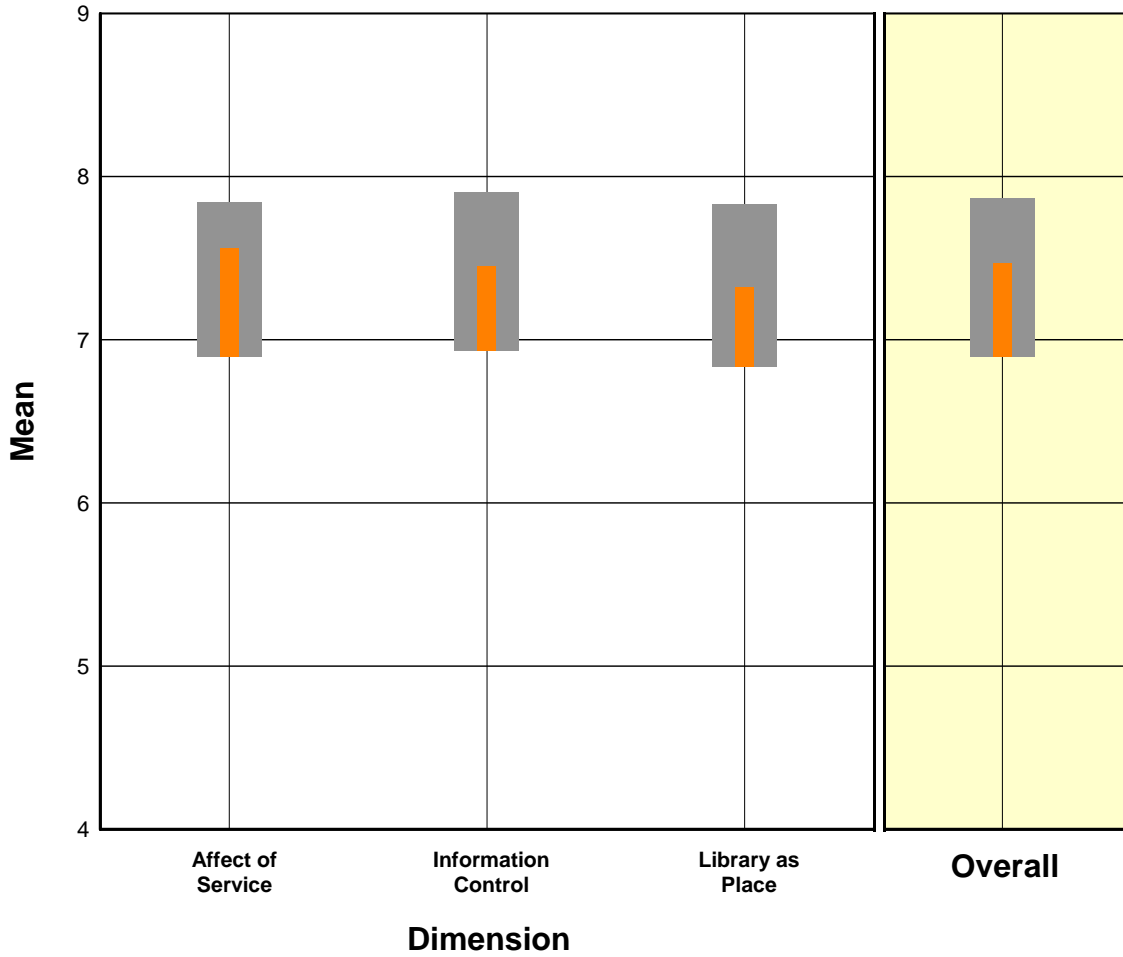
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.88	1.55	1.65	1.83	1.63	7,588
AS-2	Giving users individual attention	1.97	1.64	1.73	1.82	1.66	7,624
AS-3	Employees who are consistently courteous	1.83	1.40	1.58	1.77	1.51	7,752
AS-4	Readiness to respond to users' questions	1.81	1.44	1.56	1.71	1.47	7,681
AS-5	Employees who have the knowledge to answer user questions	1.82	1.39	1.52	1.72	1.45	7,680
AS-6	Employees who deal with users in a caring fashion	1.82	1.40	1.54	1.74	1.47	7,673
AS-7	Employees who understand the needs of their users	1.80	1.41	1.52	1.69	1.43	7,665
AS-8	Willingness to help users	1.84	1.41	1.53	1.72	1.43	7,678
AS-9	Dependability in handling users' service problems	1.87	1.53	1.60	1.75	1.50	7,094
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.93	1.51	1.75	2.01	1.81	7,500
IC-2	A library Web site enabling me to locate information on my own	1.88	1.48	1.68	1.89	1.68	7,604
IC-3	The printed library materials I need for my work	1.88	1.52	1.67	1.82	1.66	7,331
IC-4	The electronic information resources I need	1.81	1.42	1.55	1.78	1.54	7,569
IC-5	Modern equipment that lets me easily access needed information	1.77	1.34	1.59	1.80	1.58	7,694
IC-6	Easy-to-use access tools that allow me to find things on my own	1.81	1.38	1.55	1.78	1.54	7,666
IC-7	Making information easily accessible for independent use	1.78	1.37	1.50	1.75	1.47	7,707
IC-8	Print and/or electronic journal collections I require for my work	1.91	1.55	1.70	1.92	1.68	7,060
Library as Place							
LP-1	Library space that inspires study and learning	1.90	1.50	1.81	2.03	1.90	7,746
LP-2	Quiet space for individual activities	1.94	1.53	1.81	2.05	1.86	7,666
LP-3	A comfortable and inviting location	1.85	1.41	1.70	1.92	1.69	7,779
LP-4	A getaway for study, learning, or research	1.90	1.47	1.67	1.94	1.68	7,608
LP-5	Community space for group learning and group study	2.06	1.72	1.87	2.08	1.91	7,165
Overall:		1.50	1.10	1.21	1.35	1.10	7,869

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

11.2 Core Question Dimensions Summary

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.90	7.85	7.56	0.66	-0.28	7,864
Information Control	6.93	7.91	7.45	0.52	-0.46	7,864
Library as Place	6.83	7.83	7.32	0.49	-0.51	7,861
Overall:	6.90	7.87	7.47	0.57	-0.40	7,869

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	1.56	1.18	1.30	1.38	1.14	7,864
Information Control	1.53	1.14	1.27	1.42	1.20	7,864
Library as Place	1.62	1.22	1.45	1.62	1.42	7,861
Overall:	1.50	1.10	1.21	1.35	1.10	7,869

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

11.3 Local Questions Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The multimedia (CD / DVD / video / audio) collections I need	5.96	7.07	6.80	0.84	-0.27	681
Access to photocopying and printing facilities	6.63	7.72	7.25	0.63	-0.47	374
The main texts and readings I need for my work	6.64	7.80	7.43	0.79	-0.37	765
Helpfulness in dealing with users' IT problems	6.67	7.61	7.31	0.65	-0.30	1,023
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.64	7.66	7.57	0.93	-0.08	307
A library environment that is hospitable and conducive to finding and using information	7.10	8.10	7.73	0.63	-0.37	433
Making me aware of library resources and services	6.69	7.48	7.29	0.60	-0.19	316
Teaching me how to locate, evaluate, and use information	6.93	7.84	7.87	0.94	0.03	824
Convenient service hours	6.87	7.87	7.39	0.52	-0.48	1,701
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.87	7.81	7.72	0.85	-0.09	497
Visually appealing facilities	6.46	7.54	7.25	0.79	-0.29	1,296
The library collection provides information resources reflecting diverse points of view	6.85	7.90	7.52	0.67	-0.38	574
The library program teaches me how to access, evaluate, and use information	6.53	7.62	7.50	0.97	-0.12	917
Ease and timeliness in getting materials from other libraries	6.80	7.85	7.55	0.76	-0.29	348

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

This table displays the standard deviation 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
The multimedia (CD / DVD / video / audio) collections I need	2.08	1.91	1.76	2.08	1.99	681
Access to photocopying and printing facilities	2.02	1.63	1.79	2.16	2.00	374
The main texts and readings I need for my work	2.07	1.48	1.59	1.88	1.55	765
Helpfulness in dealing with users' IT problems	2.05	1.65	1.77	1.89	1.67	1,023
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.15	1.60	1.55	2.08	1.60	307
A library environment that is hospitable and conducive to finding and using information	1.66	1.24	1.41	1.73	1.46	433
Making me aware of library resources and services	2.03	1.66	1.75	1.94	1.60	316
Teaching me how to locate, evaluate, and use information	1.97	1.56	1.38	1.85	1.62	824
Convenient service hours	2.00	1.50	1.79	2.22	1.87	1,701
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.91	1.44	1.54	1.96	1.45	497
Visually appealing facilities	2.18	1.68	1.83	2.13	1.84	1,296
The library collection provides information resources reflecting diverse points of view	1.95	1.53	1.57	1.96	1.72	574
The library program teaches me how to access, evaluate, and use information	2.16	1.68	1.70	2.02	1.69	917
Ease and timeliness in getting materials from other libraries	1.92	1.54	1.65	1.91	1.74	348

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

11.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.75	1.58	7,868
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.48	1.67	7,868
How would you rate the overall quality of the service provided by the library?	7.61	1.45	7,868

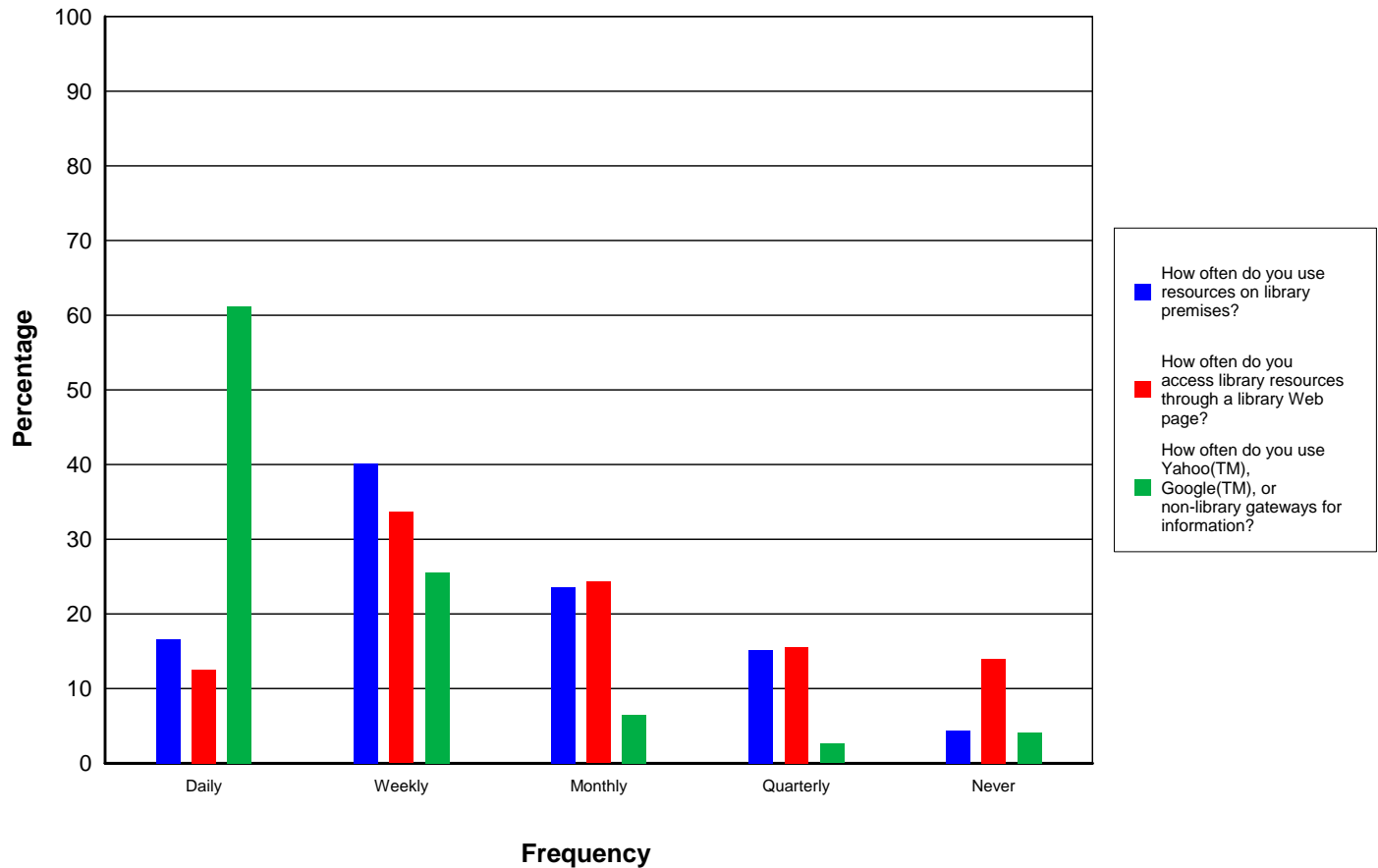
11.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.61	1.81	7,868
The library aids my advancement in my academic discipline.	6.86	1.80	7,868
The library enables me to be more efficient in my academic pursuits.	7.06	1.77	7,868
The library helps me distinguish between trustworthy and untrustworthy information.	6.80	1.90	7,867
The library provides me with the information skills I need in my work or study.	7.09	1.76	7,868

11.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the 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?	1,309 16.64%	3,161 40.18%	1,856 23.59%	1,195 15.19%	347 4.41%	7,868 100.00%
How often do you access library resources through a library Web page?	983 12.49%	2,647 33.64%	1,911 24.29%	1,226 15.58%	1,101 13.99%	7,868 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,817 61.23%	2,010 25.55%	507 6.44%	207 2.63%	326 4.14%	7,867 100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: All (Excluding Library Staff)

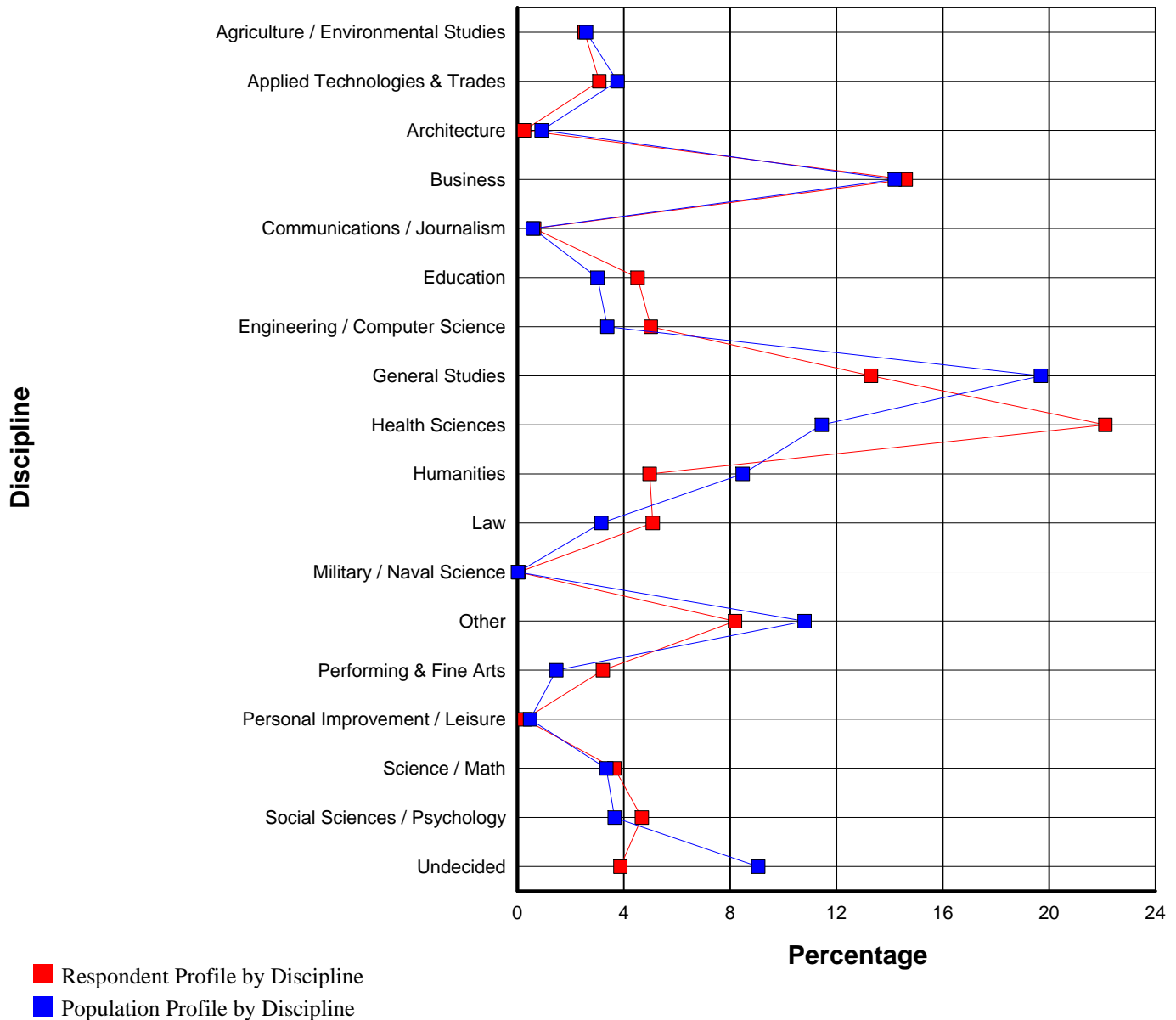
12 Community College Libraries Student Summary for MCCLPHEI

12.1 Demographic Summary for Student

12.1.1 Population and Respondent Profiles for Student by Discipline

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,744	2.58%	172	2.52%	0.06%
Applied Technologies & Trades	2,539	3.76%	210	3.08%	0.68%
Architecture	614	0.91%	17	0.25%	0.66%
Business	9,580	14.19%	996	14.61%	-0.41%
Communications / Journalism	389	0.58%	43	0.63%	-0.05%
Education	2,031	3.01%	308	4.52%	-1.51%
Engineering / Computer Science	2,282	3.38%	342	5.02%	-1.63%
General Studies	13,289	19.69%	907	13.30%	6.39%
Health Sciences	7,727	11.45%	1,508	22.11%	-10.67%
Humanities	5,719	8.47%	339	4.97%	3.50%
Law	2,130	3.16%	347	5.09%	-1.93%
Military / Naval Science	13	0.02%	3	0.04%	-0.02%
Other	7,289	10.80%	558	8.18%	2.62%
Performing & Fine Arts	987	1.46%	219	3.21%	-1.75%
Personal Improvement / Leisure	321	0.48%	18	0.26%	0.21%
Science / Math	2,257	3.34%	249	3.65%	-0.31%
Social Sciences / Psychology	2,467	3.66%	319	4.68%	-1.02%
Undecided	6,113	9.06%	264	3.87%	5.19%
Total:	67,491	100.00%	6,819	100.00%	0.00%

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Student

12.1.2 Respondent Profile for Student 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	128	1.88%
18 - 22	3,461	50.76%
23 - 30	1,492	21.88%
31 - 45	1,231	18.05%
46 - 65	487	7.14%
Over 65	20	0.29%
Total:	6,819	100.00%

12.1.3 Population and Respondent Profiles for Student by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	28,061	39.28%	2,432	35.68%
Female	43,381	60.72%	4,385	64.32%
Total:	71,442	100.00%	6,817	100.00%

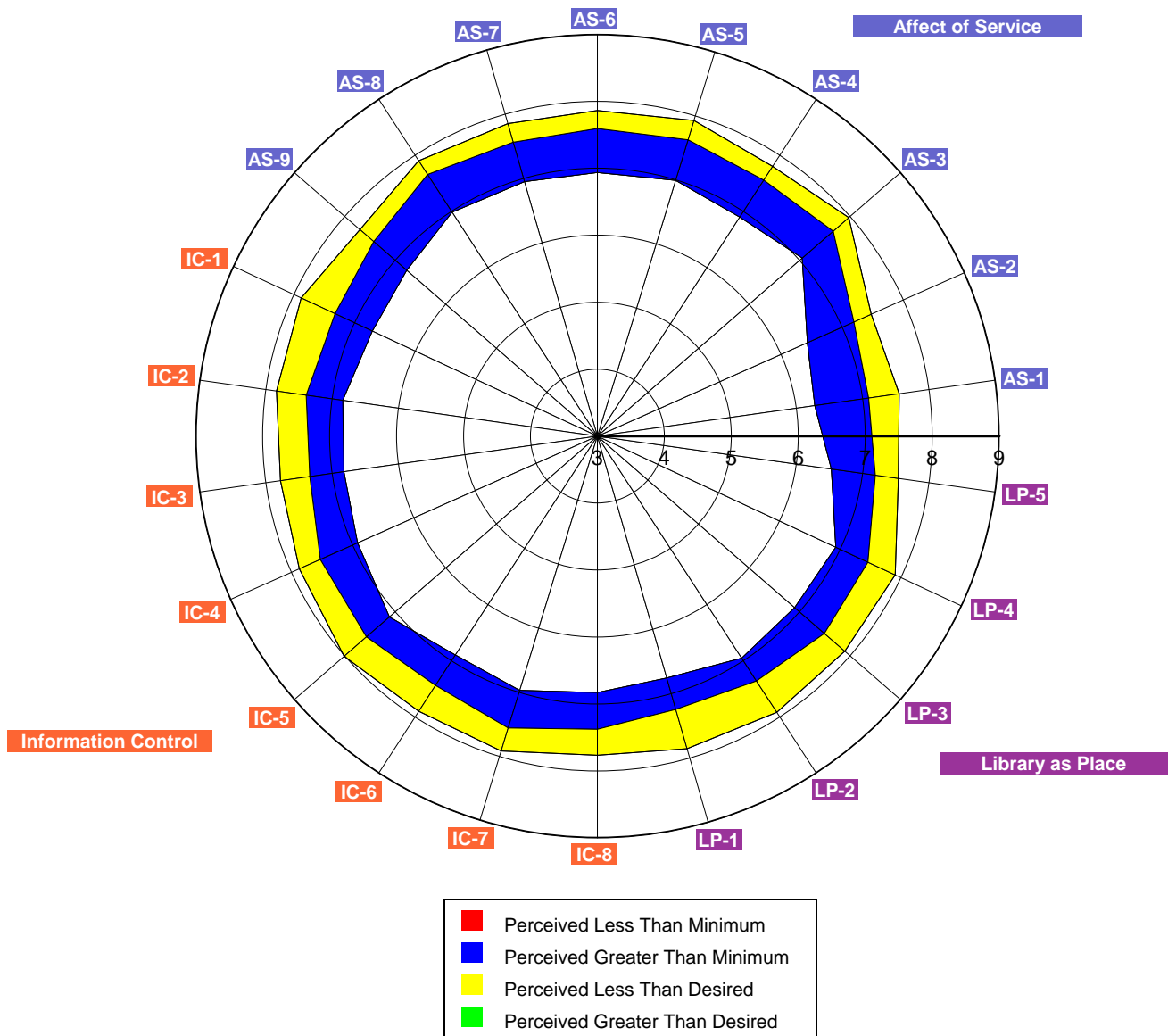
Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

12.2 Core Questions Summary for Student

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.28	7.55	7.09	0.81	-0.46	6,566
AS-2	Giving users individual attention	6.43	7.48	7.19	0.76	-0.28	6,599
AS-3	Employees who are consistently courteous	7.05	7.97	7.67	0.61	-0.31	6,710
AS-4	Readiness to respond to users' questions	6.90	7.80	7.56	0.66	-0.24	6,646
AS-5	Employees who have the knowledge to answer user questions	7.00	7.93	7.63	0.63	-0.30	6,647
AS-6	Employees who deal with users in a caring fashion	6.94	7.86	7.59	0.66	-0.27	6,636
AS-7	Employees who understand the needs of their users	6.95	7.85	7.57	0.61	-0.29	6,636
AS-8	Willingness to help users	6.99	7.90	7.66	0.67	-0.24	6,643
AS-9	Dependability in handling users' service problems	6.78	7.70	7.43	0.65	-0.27	6,169
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.71	7.88	7.32	0.61	-0.56	6,519
IC-2	A library Web site enabling me to locate information on my own	6.84	7.84	7.39	0.55	-0.45	6,605
IC-3	The printed library materials I need for my work	6.83	7.78	7.34	0.51	-0.44	6,426
IC-4	The electronic information resources I need	6.92	7.87	7.53	0.61	-0.34	6,590
IC-5	Modern equipment that lets me easily access needed information	7.12	8.01	7.57	0.45	-0.44	6,690
IC-6	Easy-to-use access tools that allow me to find things on my own	6.90	7.90	7.44	0.54	-0.46	6,669
IC-7	Making information easily accessible for independent use	6.97	7.92	7.56	0.59	-0.36	6,693
IC-8	Print and/or electronic journal collections I require for my work	6.83	7.77	7.38	0.55	-0.39	6,200
Library as Place							
LP-1	Library space that inspires study and learning	6.76	7.86	7.25	0.49	-0.61	6,734
LP-2	Quiet space for individual activities	6.96	7.92	7.36	0.40	-0.56	6,713
LP-3	A comfortable and inviting location	6.91	7.89	7.49	0.59	-0.40	6,748
LP-4	A getaway for study, learning, or research	6.93	7.91	7.46	0.53	-0.45	6,664
LP-5	Community space for group learning and group study	6.53	7.54	7.19	0.66	-0.35	6,297
Overall:		6.84	7.82	7.43	0.60	-0.39	6,821

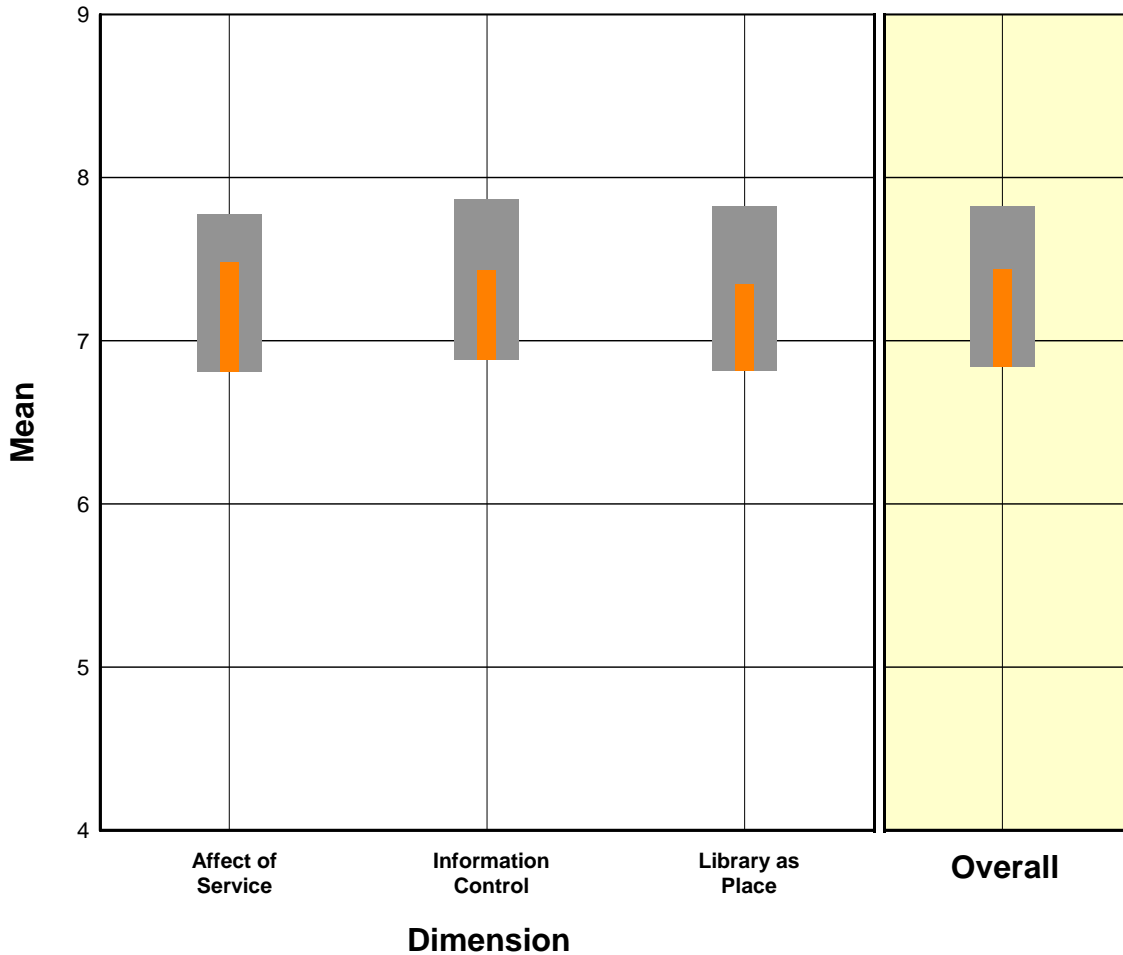
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Student

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.89	1.57	1.67	1.84	1.65	6,566
AS-2	Giving users individual attention	1.99	1.67	1.77	1.85	1.69	6,599
AS-3	Employees who are consistently courteous	1.85	1.45	1.61	1.80	1.54	6,710
AS-4	Readiness to respond to users' questions	1.83	1.48	1.60	1.74	1.51	6,646
AS-5	Employees who have the knowledge to answer user questions	1.85	1.42	1.56	1.75	1.47	6,647
AS-6	Employees who deal with users in a caring fashion	1.84	1.44	1.57	1.76	1.49	6,636
AS-7	Employees who understand the needs of their users	1.84	1.44	1.55	1.72	1.46	6,636
AS-8	Willingness to help users	1.87	1.45	1.56	1.76	1.46	6,643
AS-9	Dependability in handling users' service problems	1.90	1.56	1.61	1.76	1.52	6,169
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.95	1.51	1.76	2.00	1.78	6,519
IC-2	A library Web site enabling me to locate information on my own	1.91	1.51	1.71	1.89	1.68	6,605
IC-3	The printed library materials I need for my work	1.90	1.54	1.67	1.79	1.64	6,426
IC-4	The electronic information resources I need	1.83	1.43	1.55	1.76	1.51	6,590
IC-5	Modern equipment that lets me easily access needed information	1.81	1.37	1.60	1.80	1.57	6,690
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.41	1.57	1.78	1.53	6,669
IC-7	Making information easily accessible for independent use	1.80	1.39	1.52	1.75	1.47	6,693
IC-8	Print and/or electronic journal collections I require for my work	1.93	1.57	1.70	1.89	1.64	6,200
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.52	1.80	1.99	1.86	6,734
LP-2	Quiet space for individual activities	1.95	1.53	1.81	2.03	1.84	6,713
LP-3	A comfortable and inviting location	1.88	1.44	1.68	1.89	1.65	6,748
LP-4	A getaway for study, learning, or research	1.91	1.47	1.66	1.91	1.64	6,664
LP-5	Community space for group learning and group study	2.07	1.69	1.84	2.02	1.84	6,297
Overall:		1.52	1.13	1.23	1.35	1.10	6,821

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Student

12.3 Core Question Dimensions Summary for Student

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



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

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

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	6.81	7.78	7.48	0.67	-0.30	6,816
Information Control	6.89	7.87	7.43	0.55	-0.43	6,819
Library as Place	6.81	7.82	7.35	0.53	-0.48	6,818
Overall:	6.84	7.82	7.43	0.60	-0.39	6,821

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.57	1.21	1.32	1.39	1.16	6,816
Information Control	1.55	1.16	1.28	1.41	1.18	6,819
Library as Place	1.64	1.22	1.44	1.58	1.38	6,818
Overall:	1.52	1.13	1.23	1.35	1.10	6,821

12.4 Local Questions Summary for Student

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The multimedia (CD / DVD / video / audio) collections I need	5.84	6.95	6.75	0.92	-0.20	554
Access to photocopying and printing facilities	6.64	7.76	7.25	0.61	-0.51	332
The main texts and readings I need for my work	6.62	7.78	7.42	0.80	-0.35	717
Helpfulness in dealing with users' IT problems	6.65	7.59	7.29	0.65	-0.30	936
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.46	7.54	7.41	0.95	-0.13	244
A library environment that is hospitable and conducive to finding and using information	7.04	8.02	7.74	0.70	-0.28	351
Making me aware of library resources and services	6.54	7.36	7.15	0.62	-0.20	252
Teaching me how to locate, evaluate, and use information	6.83	7.77	7.80	0.97	0.04	683
Convenient service hours	6.82	7.85	7.42	0.60	-0.43	1,474
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.71	7.69	7.64	0.92	-0.05	389
Visually appealing facilities	6.46	7.53	7.34	0.88	-0.18	1,131
The library collection provides information resources reflecting diverse points of view	6.78	7.82	7.57	0.79	-0.25	466
The library program teaches me how to access, evaluate, and use information	6.52	7.60	7.50	0.98	-0.10	829
Ease and timeliness in getting materials from other libraries	6.73	7.76	7.51	0.78	-0.25	278

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The multimedia (CD / DVD / video / audio) collections I need	2.11	1.93	1.78	2.09	1.98	554
Access to photocopying and printing facilities	1.97	1.55	1.80	2.12	1.97	332
The main texts and readings I need for my work	2.08	1.49	1.60	1.85	1.54	717
Helpfulness in dealing with users' IT problems	2.07	1.65	1.79	1.86	1.67	936
Librarians teaching me how to effectively use the electronically available databases, journals, and books	2.20	1.61	1.60	2.15	1.59	244
A library environment that is hospitable and conducive to finding and using information	1.69	1.30	1.43	1.75	1.46	351
Making me aware of library resources and services	2.08	1.72	1.80	2.02	1.59	252
Teaching me how to locate, evaluate, and use information	2.02	1.58	1.42	1.90	1.64	683
Convenient service hours	2.03	1.52	1.81	2.20	1.85	1,474
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.96	1.50	1.57	2.03	1.48	389
Visually appealing facilities	2.21	1.70	1.78	2.03	1.73	1,131
The library collection provides information resources reflecting diverse points of view	2.00	1.56	1.53	1.94	1.68	466
The library program teaches me how to access, evaluate, and use information	2.17	1.67	1.69	1.97	1.63	829
Ease and timeliness in getting materials from other libraries	1.95	1.57	1.69	1.90	1.78	278

12.5 General Satisfaction Questions Summary for Student

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.68	1.61	6,821
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.45	1.66	6,821
How would you rate the overall quality of the service provided by the library?	7.55	1.47	6,821

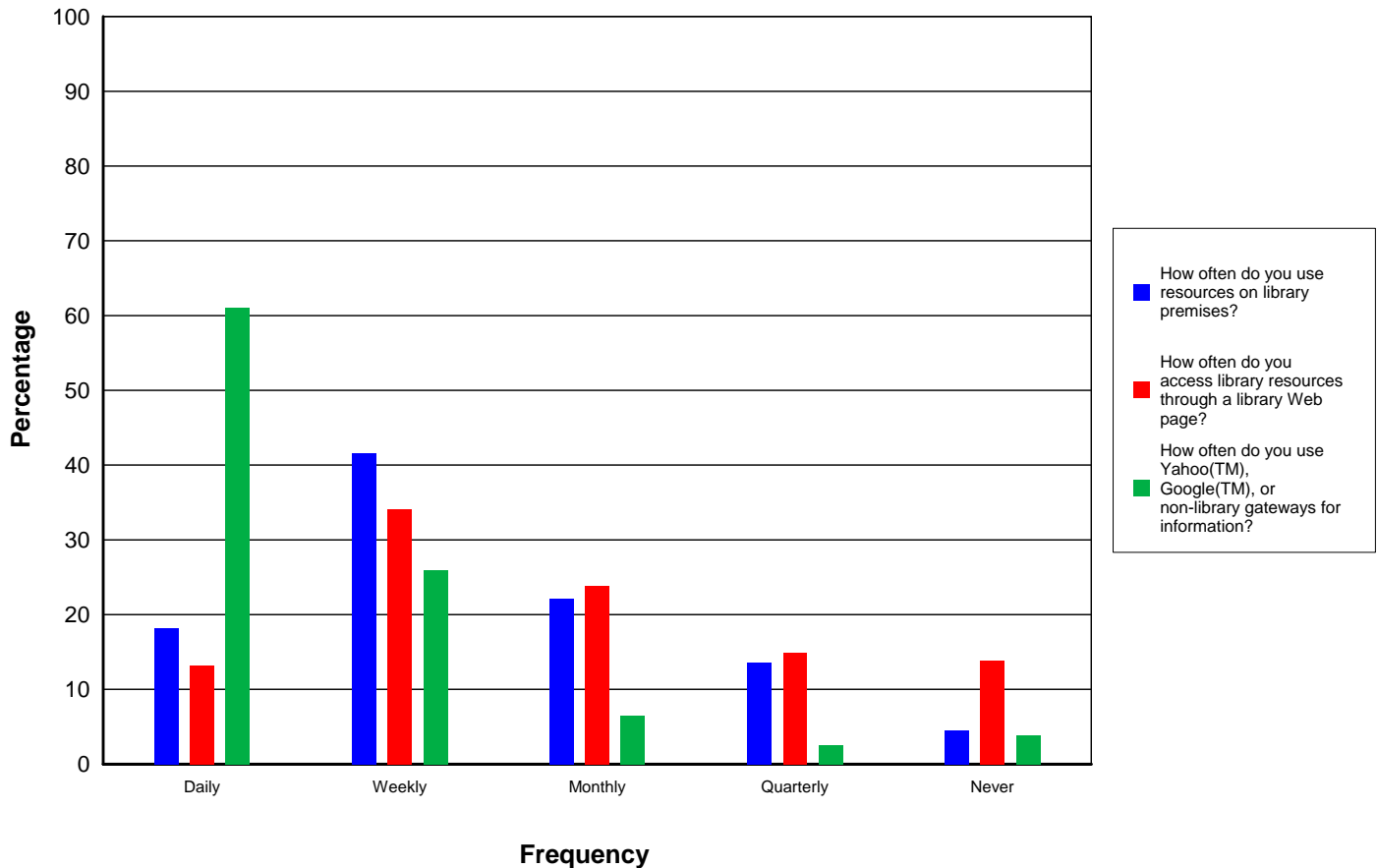
12.6 Information Literacy Outcomes Questions Summary for Student

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.62	1.79	6,821
The library aids my advancement in my academic discipline.	6.89	1.77	6,821
The library enables me to be more efficient in my academic pursuits.	7.09	1.75	6,821
The library helps me distinguish between trustworthy and untrustworthy information.	6.80	1.89	6,821
The library provides me with the information skills I need in my work or study.	7.12	1.75	6,821

12.7 Library Use Summary for Student

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?	1,240 18.18%	2,840 41.64%	1,509 22.12%	927 13.59%	305 4.47%	6,821 100.00%
How often do you access library resources through a library Web page?	901 13.21%	2,328 34.13%	1,629 23.88%	1,020 14.95%	943 13.82%	6,821 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,165 61.07%	1,771 25.97%	446 6.54%	173 2.54%	265 3.89%	6,820 100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Student

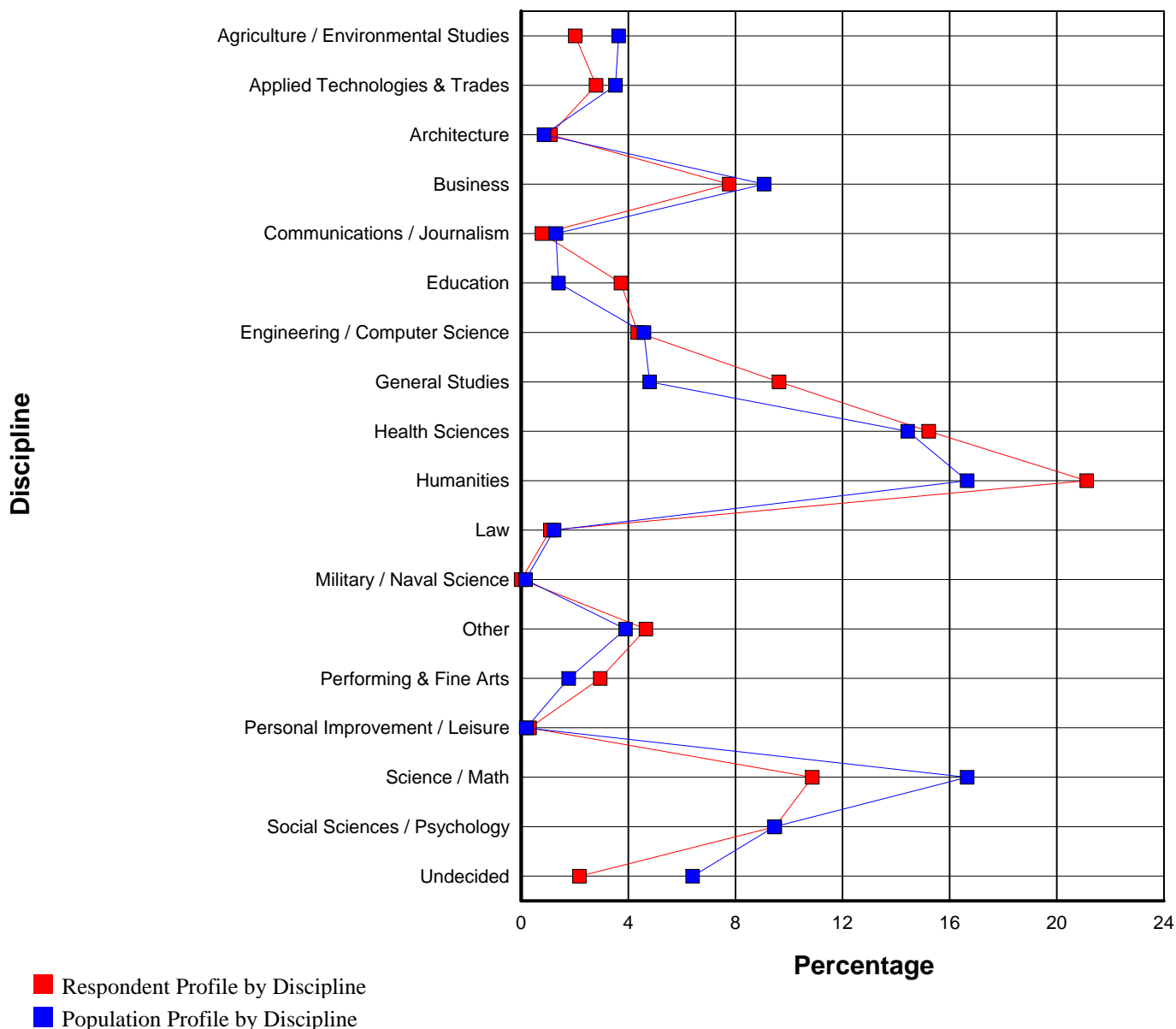
13 Community College Libraries Faculty Summary for MCCLPHEI

13.1 Demographic Summary for Faculty

13.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	154	3.64%	13	2.02%	1.62%
Applied Technologies & Trades	149	3.52%	18	2.80%	0.72%
Architecture	36	0.85%	7	1.09%	-0.24%
Business	384	9.07%	50	7.76%	1.31%
Communications / Journalism	55	1.30%	5	0.78%	0.52%
Education	59	1.39%	24	3.73%	-2.33%
Engineering / Computer Science	194	4.58%	28	4.35%	0.24%
General Studies	203	4.80%	62	9.63%	-4.83%
Health Sciences	611	14.43%	98	15.22%	-0.78%
Humanities	705	16.65%	136	21.12%	-4.46%
Law	52	1.23%	7	1.09%	0.14%
Military / Naval Science	7	0.17%	0	0.00%	0.17%
Other	165	3.90%	30	4.66%	-0.76%
Performing & Fine Arts	75	1.77%	19	2.95%	-1.18%
Personal Improvement / Leisure	8	0.19%	2	0.31%	-0.12%
Science / Math	705	16.65%	70	10.87%	5.79%
Social Sciences / Psychology	400	9.45%	61	9.47%	-0.02%
Undecided	271	6.40%	14	2.17%	4.23%
Total:	4,233	100.00%	644	100.00%	0.00%

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Faculty

13.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	23	3.57%
23 - 30	31	4.81%
31 - 45	133	20.65%
46 - 65	418	64.91%
Over 65	39	6.06%
Total:	644	100.00%

13.1.3 Population and Respondent Profiles for Faculty by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	1,837	44.04%	221	34.37%
Female	2,334	55.96%	422	65.63%
Total:	4,171	100.00%	643	100.00%

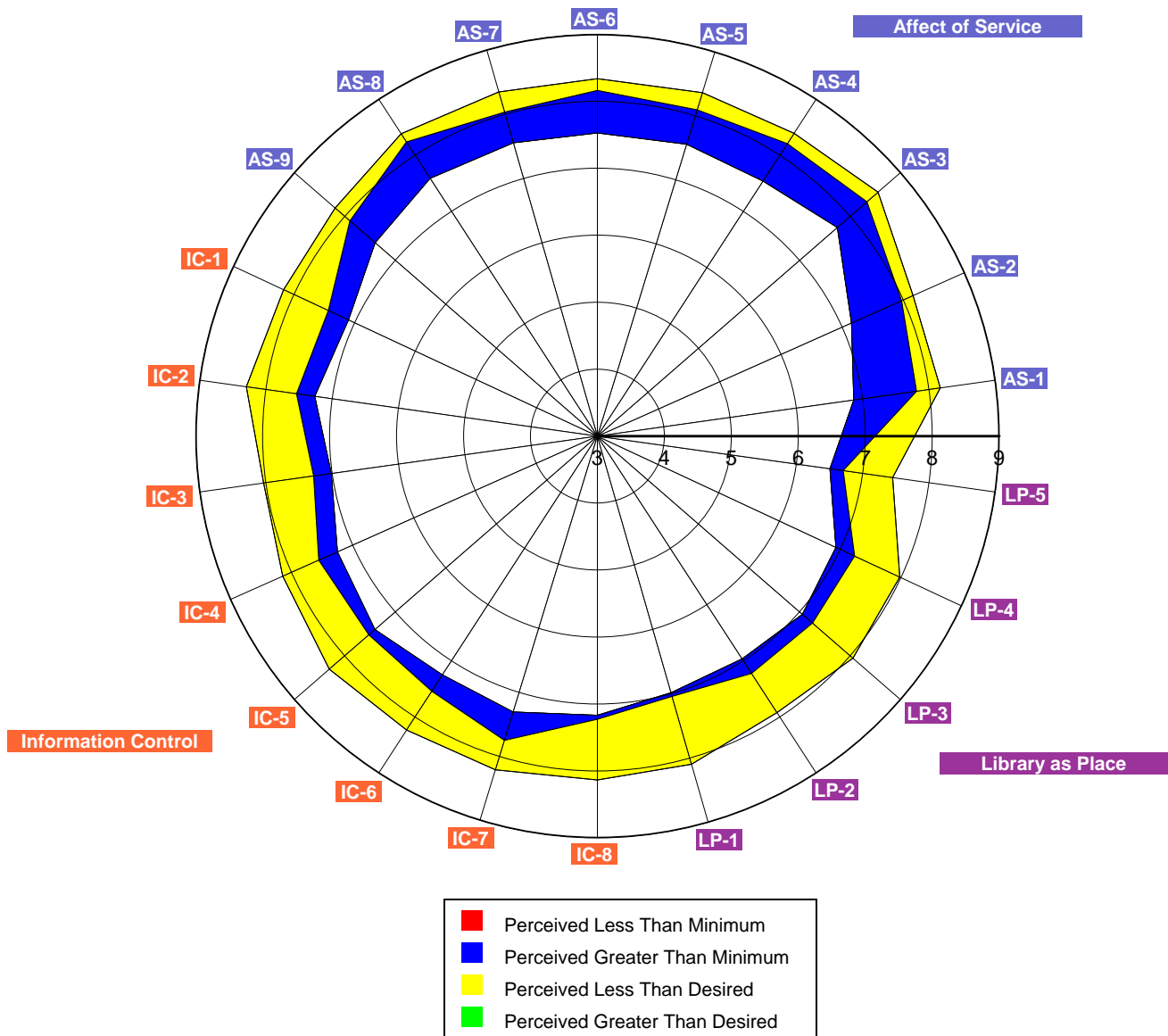
Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Faculty

13.2 Core Questions Summary for Faculty

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 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	6.87	8.17	7.81	0.95	-0.36	632
AS-2	Giving users individual attention	7.15	8.16	7.97	0.82	-0.19	631
AS-3	Employees who are consistently courteous	7.75	8.55	8.33	0.59	-0.22	644
AS-4	Readiness to respond to users' questions	7.54	8.39	8.21	0.67	-0.18	639
AS-5	Employees who have the knowledge to answer user questions	7.56	8.36	8.10	0.54	-0.27	638
AS-6	Employees who deal with users in a caring fashion	7.53	8.34	8.16	0.64	-0.18	640
AS-7	Employees who understand the needs of their users	7.56	8.35	8.03	0.48	-0.31	634
AS-8	Willingness to help users	7.59	8.38	8.24	0.65	-0.15	639
AS-9	Dependability in handling users' service problems	7.40	8.19	7.90	0.50	-0.29	572
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.10	8.17	7.44	0.33	-0.74	608
IC-2	A library Web site enabling me to locate information on my own	7.27	8.29	7.54	0.27	-0.75	615
IC-3	The printed library materials I need for my work	7.02	8.03	7.28	0.27	-0.75	588
IC-4	The electronic information resources I need	7.25	8.15	7.56	0.31	-0.59	612
IC-5	Modern equipment that lets me easily access needed information	7.40	8.31	7.53	0.12	-0.78	622
IC-6	Easy-to-use access tools that allow me to find things on my own	7.25	8.23	7.54	0.29	-0.69	615
IC-7	Making information easily accessible for independent use	7.31	8.21	7.75	0.44	-0.46	627
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.13	7.23	0.06	-0.91	560
Library as Place							
LP-1	Library space that inspires study and learning	6.99	8.10	7.04	0.06	-1.05	627
LP-2	Quiet space for individual activities	6.97	7.92	7.23	0.26	-0.70	596
LP-3	A comfortable and inviting location	7.06	8.06	7.26	0.20	-0.80	636
LP-4	A getaway for study, learning, or research	6.93	7.98	7.24	0.31	-0.74	592
LP-5	Community space for group learning and group study	6.51	7.45	6.71	0.20	-0.74	544
Overall:		7.25	8.19	7.66	0.41	-0.53	646

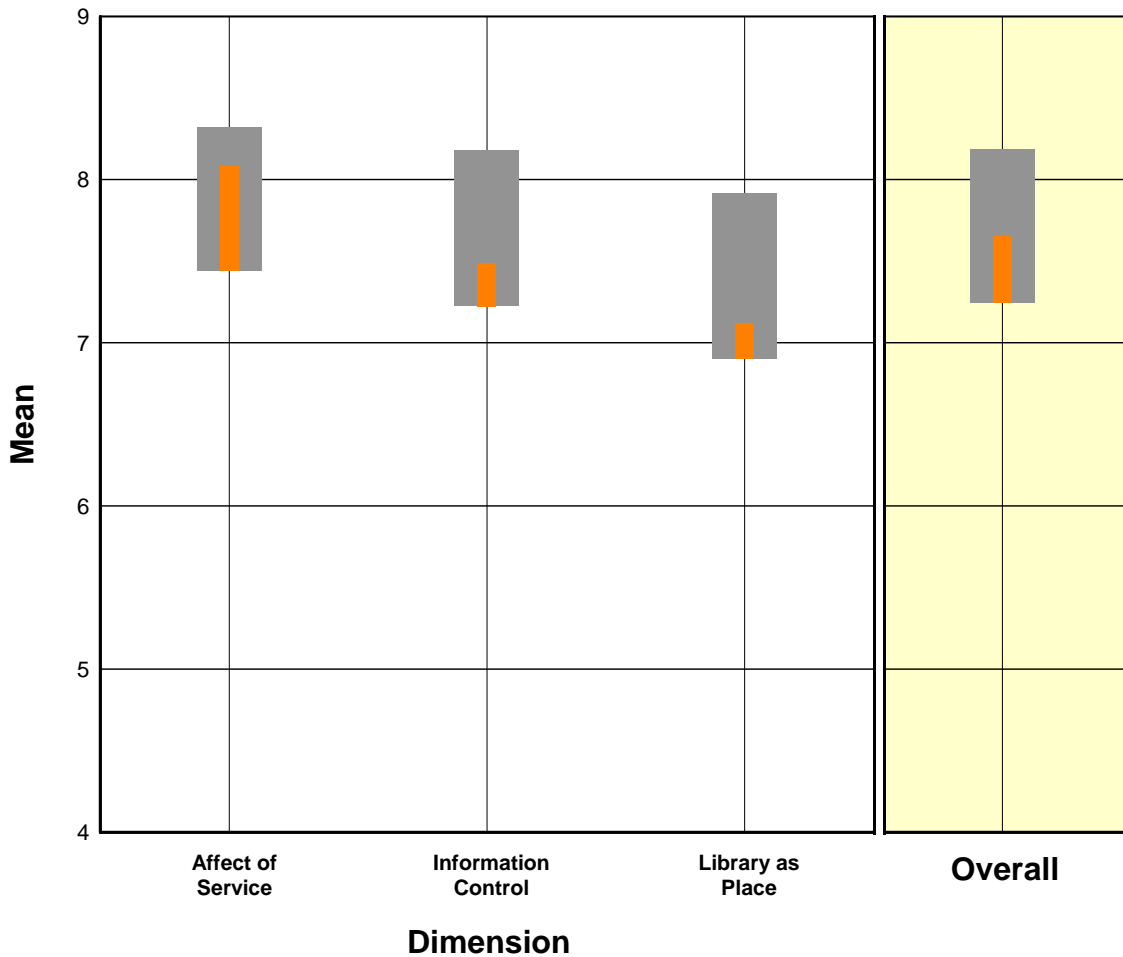
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.74	1.29	1.37	1.79	1.55	632
AS-2	Giving users individual attention	1.72	1.27	1.34	1.66	1.34	631
AS-3	Employees who are consistently courteous	1.58	0.98	1.22	1.64	1.35	644
AS-4	Readiness to respond to users' questions	1.57	1.07	1.16	1.63	1.29	639
AS-5	Employees who have the knowledge to answer user questions	1.57	1.16	1.22	1.58	1.37	638
AS-6	Employees who deal with users in a caring fashion	1.61	1.08	1.26	1.59	1.27	640
AS-7	Employees who understand the needs of their users	1.49	1.09	1.26	1.53	1.34	634
AS-8	Willingness to help users	1.58	1.10	1.23	1.53	1.23	639
AS-9	Dependability in handling users' service problems	1.63	1.29	1.43	1.71	1.50	572
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.83	1.46	1.68	2.10	1.96	608
IC-2	A library Web site enabling me to locate information on my own	1.66	1.22	1.50	1.96	1.73	615
IC-3	The printed library materials I need for my work	1.78	1.37	1.76	2.09	1.90	588
IC-4	The electronic information resources I need	1.66	1.33	1.59	1.95	1.88	612
IC-5	Modern equipment that lets me easily access needed information	1.57	1.10	1.53	1.91	1.75	622
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.14	1.41	1.89	1.68	615
IC-7	Making information easily accessible for independent use	1.59	1.22	1.37	1.78	1.53	627
IC-8	Print and/or electronic journal collections I require for my work	1.78	1.39	1.82	2.20	2.03	560
Library as Place							
LP-1	Library space that inspires study and learning	1.74	1.25	1.94	2.29	2.18	627
LP-2	Quiet space for individual activities	1.85	1.51	1.83	2.22	2.02	596
LP-3	A comfortable and inviting location	1.69	1.23	1.89	2.18	2.02	636
LP-4	A getaway for study, learning, or research	1.79	1.44	1.72	2.15	1.94	592
LP-5	Community space for group learning and group study	2.02	1.92	2.02	2.38	2.33	544
Overall:		1.32	0.88	1.07	1.40	1.18	646

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Faculty

13.3 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")

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Faculty

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.44	8.32	8.08	0.64	-0.24	646
Information Control	7.22	8.18	7.49	0.27	-0.69	645
Library as Place	6.90	7.92	7.12	0.22	-0.80	643
Overall:	7.25	8.19	7.66	0.41	-0.53	646

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	1.38	0.92	1.05	1.33	1.08	646
Information Control	1.38	0.99	1.21	1.56	1.40	645
Library as Place	1.51	1.14	1.57	1.86	1.71	643
Overall:	1.32	0.88	1.07	1.40	1.18	646

13.4 Local Questions Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The multimedia (CD / DVD / video / audio) collections I need	6.31	7.56	6.71	0.40	-0.84	77
Access to photocopying and printing facilities	6.79	7.64	7.18	0.39	-0.46	28
The main texts and readings I need for my work	6.89	8.21	7.55	0.66	-0.66	38
Helpfulness in dealing with users' IT problems	6.97	7.88	7.60	0.63	-0.28	68
Librarians teaching me how to effectively use the electronically available databases, journals, and books	7.36	8.16	8.24	0.88	0.08	50
A library environment that is hospitable and conducive to finding and using information	7.15	8.49	7.79	0.64	-0.70	47
Making me aware of library resources and services	7.35	8.02	7.94	0.59	-0.08	51
Teaching me how to locate, evaluate, and use information	7.12	8.16	8.27	1.15	0.11	85
Convenient service hours	7.31	8.12	7.11	-0.20	-1.01	159
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.68	8.39	8.01	0.33	-0.38	76
Visually appealing facilities	6.59	7.66	6.48	-0.11	-1.18	119
The library collection provides information resources reflecting diverse points of view	7.02	8.18	7.28	0.27	-0.90	60
The library program teaches me how to access, evaluate, and use information	6.88	7.87	7.37	0.48	-0.50	60
Ease and timeliness in getting materials from other libraries	6.62	8.18	7.72	1.10	-0.46	39

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The multimedia (CD / DVD / video / audio) collections I need	1.96	1.73	1.72	1.99	1.91	77
Access to photocopying and printing facilities	1.99	1.50	1.70	1.99	1.73	28
The main texts and readings I need for my work	1.96	1.12	1.50	2.47	1.74	38
Helpfulness in dealing with users' IT problems	1.92	1.50	1.37	2.12	1.77	68
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.86	1.53	1.10	1.84	1.83	50
A library environment that is hospitable and conducive to finding and using information	1.65	0.98	1.21	1.54	1.27	47
Making me aware of library resources and services	1.73	1.30	1.35	1.64	1.75	51
Teaching me how to locate, evaluate, and use information	1.82	1.42	1.00	1.47	1.35	85
Convenient service hours	1.68	1.20	1.67	2.23	1.97	159
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.51	0.92	1.46	1.69	1.46	76
Visually appealing facilities	2.10	1.63	2.19	2.71	2.53	119
The library collection provides information resources reflecting diverse points of view	1.80	1.55	1.84	2.10	1.87	60
The library program teaches me how to access, evaluate, and use information	2.15	1.85	2.05	2.69	2.42	60
Ease and timeliness in getting materials from other libraries	1.89	1.57	1.43	1.83	1.33	39

13.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.23	1.33	646
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.79	646
How would you rate the overall quality of the service provided by the library?	7.92	1.37	646

13.6 Information Literacy Outcomes Questions Summary for Faculty

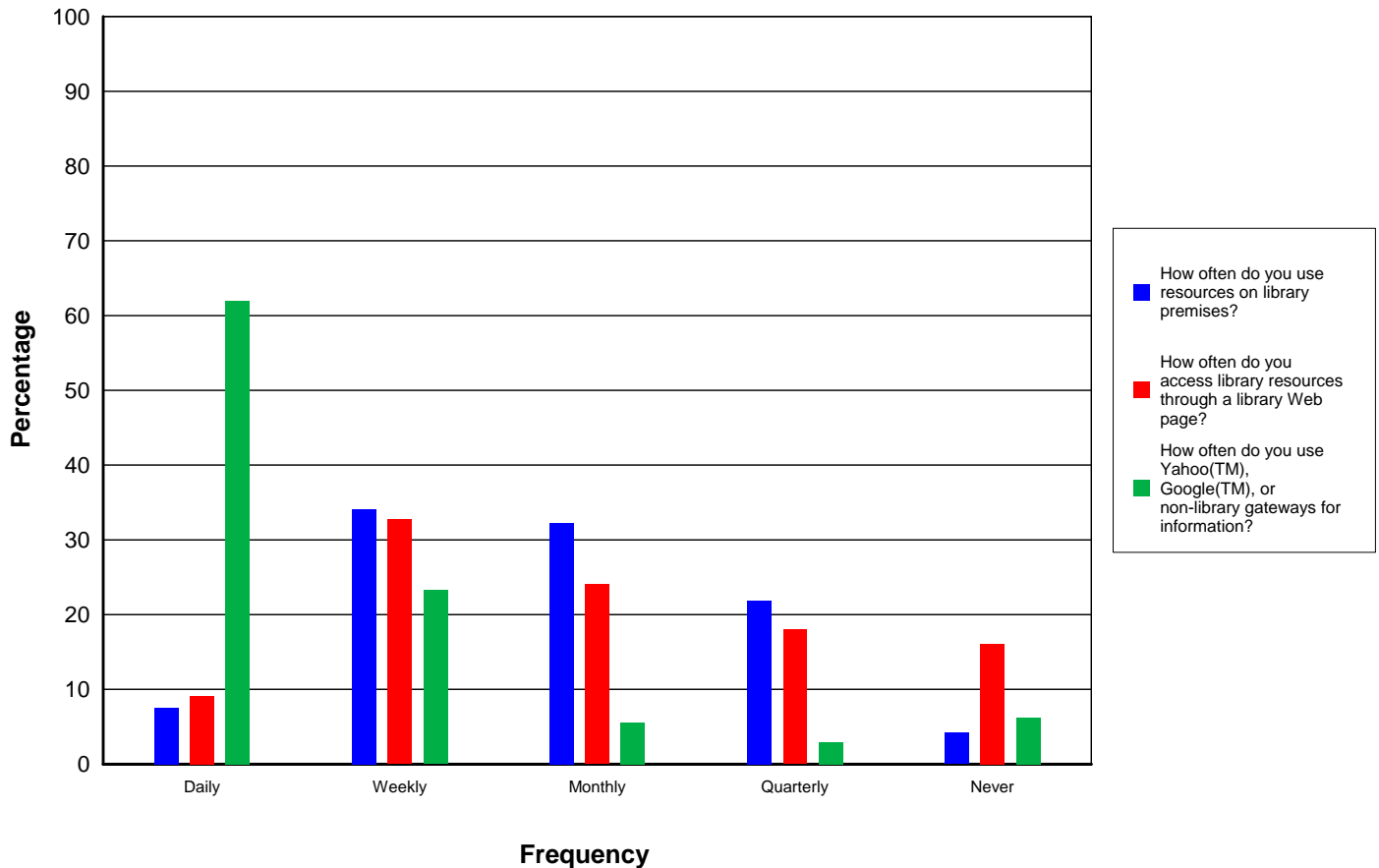
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.43	1.99	646
The library aids my advancement in my academic discipline.	6.50	2.09	646
The library enables me to be more efficient in my academic pursuits.	6.79	2.01	646
The library helps me distinguish between trustworthy and untrustworthy information.	6.85	1.98	645
The library provides me with the information skills I need in my work or study.	6.88	1.93	646

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Faculty

13.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	49 7.60%	220 34.11%	208 32.25%	141 21.86%	27 4.19%	645 100.00%
How often do you access library resources through a library Web page?	59 9.15%	211 32.71%	155 24.03%	116 17.98%	104 16.12%	645 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	400 62.02%	150 23.26%	36 5.58%	19 2.95%	40 6.20%	645 100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Faculty

14 Community College Libraries Library Staff Summary for MCCLPHEI

14.1 Demographic Summary for Library Staff

14.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	7	7.22%
23 - 30	7	7.22%
31 - 45	23	23.71%
46 - 65	58	59.79%
Over 65	2	2.06%
Total:	97	100.00%

14.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	21	21.65%
Female	76	78.35%
Total:	97	100.00%

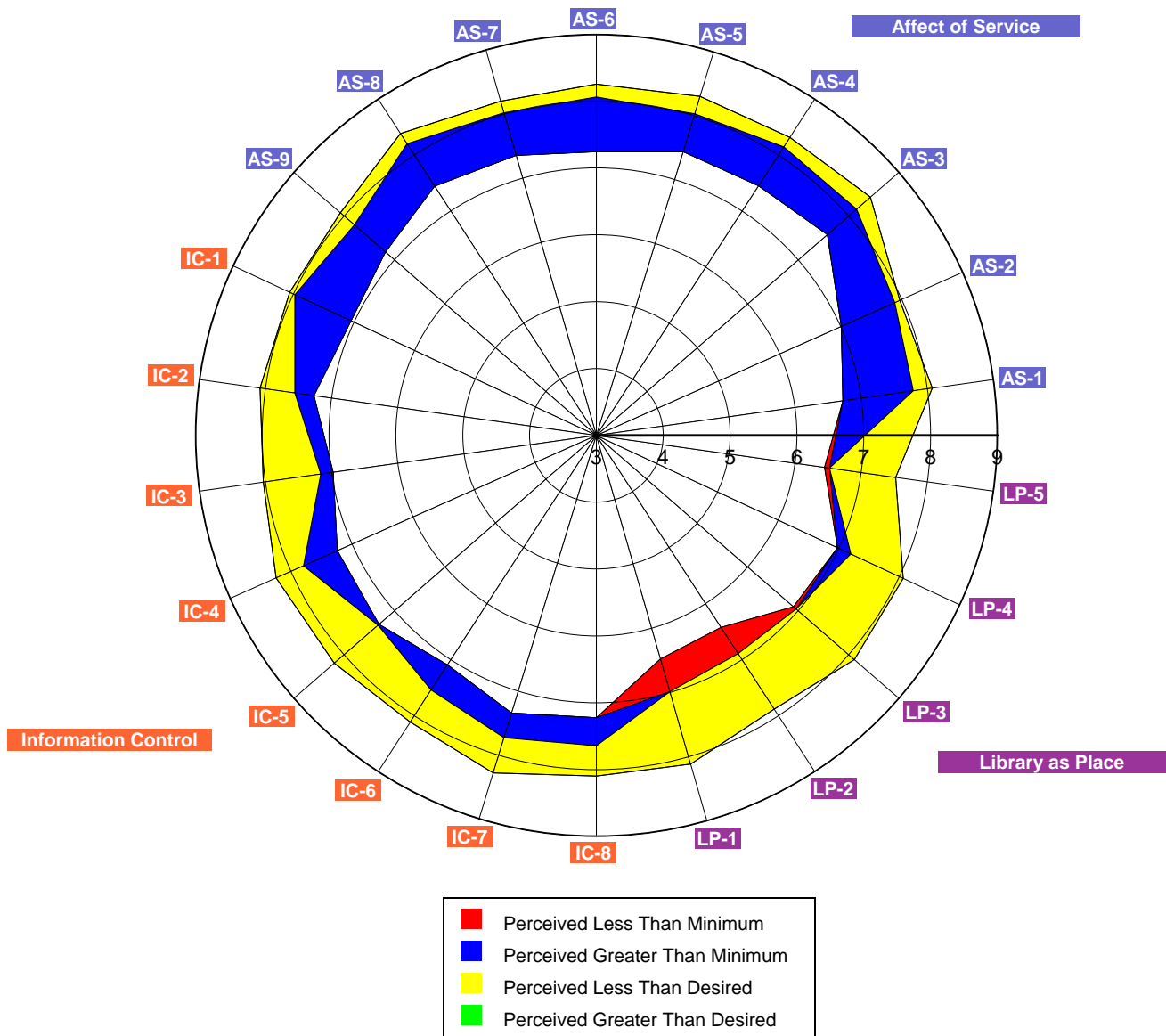
Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Library Staff

14.2 Core Questions Summary for Library Staff

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 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	6.72	8.07	7.79	1.06	-0.29	94
AS-2	Giving users individual attention	7.01	7.97	7.89	0.88	-0.08	96
AS-3	Employees who are consistently courteous	7.58	8.43	8.16	0.58	-0.27	95
AS-4	Readiness to respond to users' questions	7.45	8.32	8.15	0.69	-0.17	95
AS-5	Employees who have the knowledge to answer user questions	7.44	8.30	8.03	0.59	-0.27	96
AS-6	Employees who deal with users in a caring fashion	7.24	8.26	8.06	0.82	-0.19	94
AS-7	Employees who understand the needs of their users	7.36	8.20	8.02	0.66	-0.18	95
AS-8	Willingness to help users	7.45	8.38	8.20	0.76	-0.18	94
AS-9	Dependability in handling users' service problems	7.18	8.07	7.80	0.62	-0.28	94
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.05	8.06	7.98	0.93	-0.08	95
IC-2	A library Web site enabling me to locate information on my own	7.27	8.08	7.56	0.29	-0.53	97
IC-3	The printed library materials I need for my work	6.98	8.03	7.16	0.19	-0.87	91
IC-4	The electronic information resources I need	7.24	8.24	7.80	0.55	-0.45	94
IC-5	Modern equipment that lets me easily access needed information	7.31	8.20	7.33	0.02	-0.87	97
IC-6	Easy-to-use access tools that allow me to find things on my own	7.09	8.11	7.54	0.45	-0.57	96
IC-7	Making information easily accessible for independent use	7.34	8.28	7.73	0.39	-0.55	96
IC-8	Print and/or electronic journal collections I require for my work	7.23	8.10	7.65	0.42	-0.45	93
Library as Place							
LP-1	Library space that inspires study and learning	6.99	8.11	6.48	-0.51	-1.64	96
LP-2	Quiet space for individual activities	6.89	7.88	6.43	-0.47	-1.46	94
LP-3	A comfortable and inviting location	6.96	8.11	6.91	-0.05	-1.21	97
LP-4	A getaway for study, learning, or research	6.98	8.06	7.20	0.22	-0.86	95
LP-5	Community space for group learning and group study	6.52	7.52	6.45	-0.07	-1.07	94
Overall:		7.12	8.12	7.56	0.45	-0.56	97

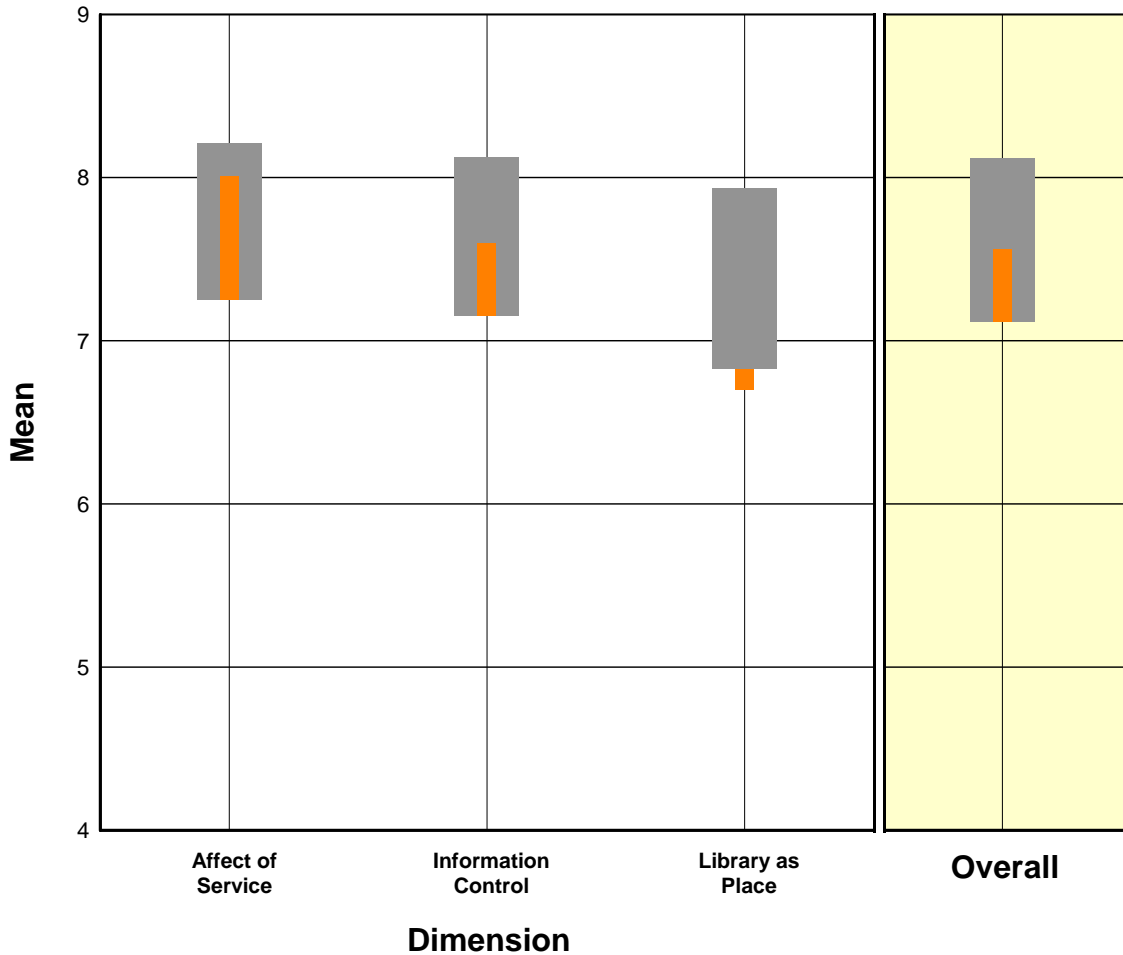
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.71	1.39	1.27	1.68	1.43	94
AS-2	Giving users individual attention	1.60	1.46	1.34	1.66	1.58	96
AS-3	Employees who are consistently courteous	1.46	0.97	1.20	1.60	1.16	95
AS-4	Readiness to respond to users' questions	1.30	0.87	1.00	1.38	1.12	95
AS-5	Employees who have the knowledge to answer user questions	1.38	0.92	1.05	1.50	1.16	96
AS-6	Employees who deal with users in a caring fashion	1.58	1.05	1.08	1.67	1.16	94
AS-7	Employees who understand the needs of their users	1.41	1.02	1.27	1.74	1.26	95
AS-8	Willingness to help users	1.66	1.07	1.16	1.88	1.25	94
AS-9	Dependability in handling users' service problems	1.43	1.28	1.22	1.83	1.51	94
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.94	1.49	1.42	1.76	1.21	95
IC-2	A library Web site enabling me to locate information on my own	1.49	1.28	1.36	1.80	1.60	97
IC-3	The printed library materials I need for my work	1.61	1.32	1.45	1.74	1.68	91
IC-4	The electronic information resources I need	1.40	1.10	1.27	1.37	1.02	94
IC-5	Modern equipment that lets me easily access needed information	1.42	1.27	1.61	2.03	1.57	97
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.28	1.42	1.94	1.27	96
IC-7	Making information easily accessible for independent use	1.44	0.85	1.16	1.69	1.20	96
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.42	1.42	1.94	1.42	93
Library as Place							
LP-1	Library space that inspires study and learning	1.45	1.32	2.02	2.46	2.13	96
LP-2	Quiet space for individual activities	1.69	1.63	2.12	2.74	2.40	94
LP-3	A comfortable and inviting location	1.51	1.02	1.87	2.37	2.00	97
LP-4	A getaway for study, learning, or research	1.68	1.20	1.76	2.03	1.69	95
LP-5	Community space for group learning and group study	1.88	1.83	2.20	2.86	2.55	94
Overall:		1.23	0.86	0.98	1.43	0.98	97

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Library Staff

14.3 Core Question Dimensions Summary for Library Staff

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



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

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Library Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.25	8.21	8.01	0.76	-0.20	97
Information Control	7.16	8.13	7.60	0.44	-0.53	97
Library as Place	6.83	7.93	6.70	-0.12	-1.23	97
Overall:	7.12	8.12	7.56	0.45	-0.56	97

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	1.27	0.84	0.90	1.39	0.99	97
Information Control	1.30	0.97	1.07	1.41	0.97	97
Library as Place	1.37	1.10	1.77	2.24	1.80	97
Overall:	1.23	0.86	0.98	1.43	0.98	97

14.4 Local Questions Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The multimedia (CD / DVD / video / audio) collections I need	5.86	6.93	6.71	0.86	-0.21	14
Access to photocopying and printing facilities	7.50	8.50	7.50	0.00	-1.00	4
The main texts and readings I need for my work	7.30	8.10	7.20	-0.10	-0.90	10
Helpfulness in dealing with users' IT problems	7.14	7.71	6.50	-0.64	-1.21	14
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.86	7.86	8.00	1.14	0.14	7
A library environment that is hospitable and conducive to finding and using information	6.90	8.10	6.80	-0.10	-1.30	10
Making me aware of library resources and services	6.14	6.71	7.43	1.29	0.71	7
Teaching me how to locate, evaluate, and use information	6.57	7.50	7.64	1.07	0.14	14
Convenient service hours	7.35	8.09	6.78	-0.57	-1.30	23
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.22	7.67	8.11	0.89	0.44	9
Visually appealing facilities	6.80	7.85	5.80	-1.00	-2.05	20
The library collection provides information resources reflecting diverse points of view	6.85	7.54	6.77	-0.08	-0.77	13
The library program teaches me how to access, evaluate, and use information	7.55	8.09	8.00	0.45	-0.09	11
Ease and timeliness in getting materials from other libraries	6.67	7.89	7.11	0.44	-0.78	9

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Library Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The multimedia (CD / DVD / video / audio) collections I need	1.75	1.77	1.38	1.75	1.25	14
Access to photocopying and printing facilities	1.73	1.00	0.58	2.16	1.41	4
The main texts and readings I need for my work	1.25	0.88	1.32	1.85	1.37	10
Helpfulness in dealing with users' IT problems	1.46	1.64	1.56	1.95	1.67	14
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.57	1.35	1.53	1.46	0.69	7
A library environment that is hospitable and conducive to finding and using information	1.29	1.29	1.81	1.91	2.16	10
Making me aware of library resources and services	1.07	1.25	1.62	2.21	1.60	7
Teaching me how to locate, evaluate, and use information	2.17	2.28	2.17	1.33	0.77	14
Convenient service hours	1.37	1.12	1.44	1.83	1.61	23
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.48	1.22	1.27	1.69	1.01	9
Visually appealing facilities	1.51	1.46	2.46	2.83	2.86	20
The library collection provides information resources reflecting diverse points of view	2.08	2.18	1.48	2.29	2.09	13
The library program teaches me how to access, evaluate, and use information	1.29	1.22	0.89	0.69	0.94	11
Ease and timeliness in getting materials from other libraries	1.41	0.93	1.45	1.94	1.20	9

14.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.13	1.13	97
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.07	1.03	97
How would you rate the overall quality of the service provided by the library?	8.06	1.03	97

14.6 Information Literacy Outcomes Questions Summary for Library Staff

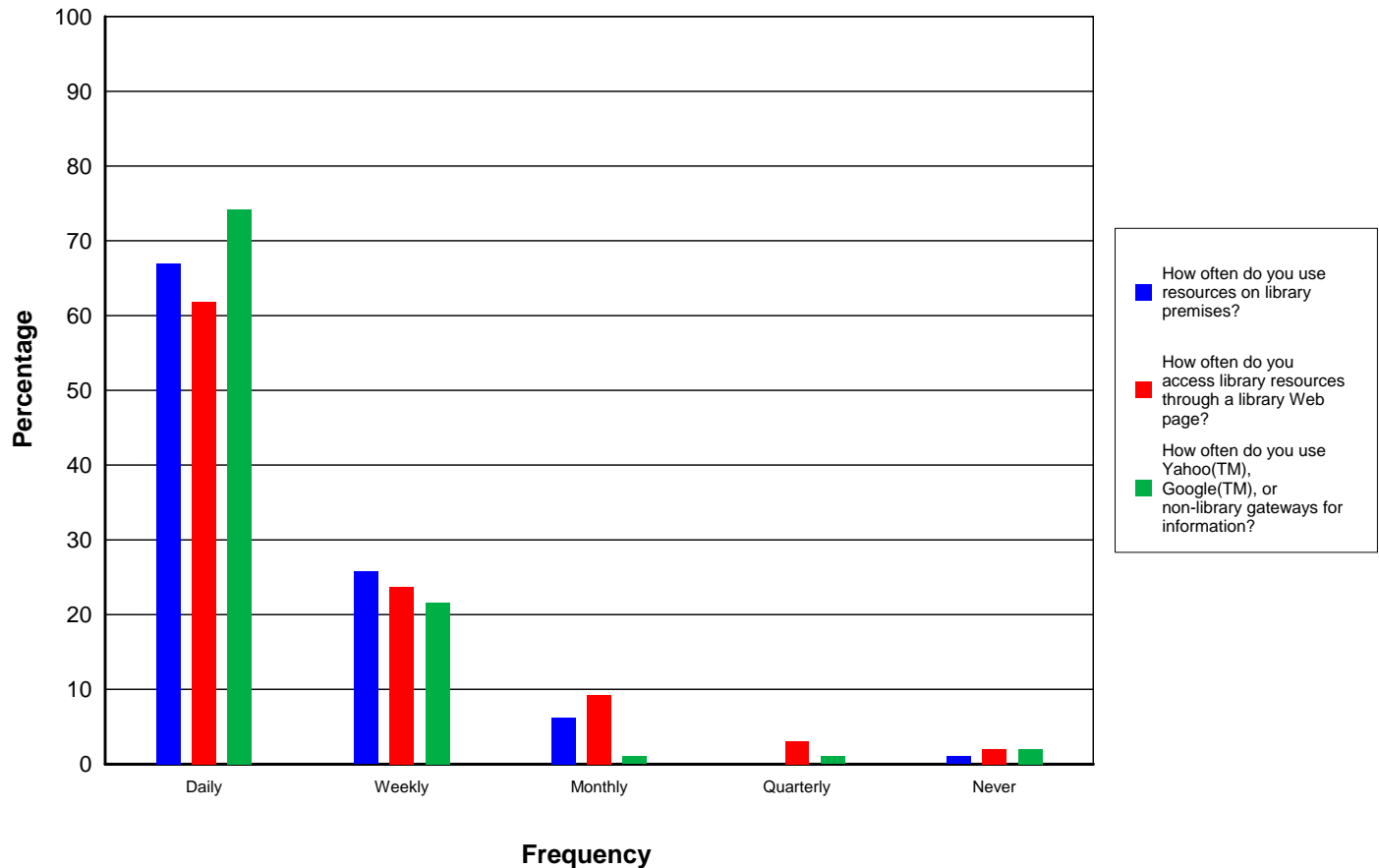
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.58	1.33	97
The library aids my advancement in my academic discipline.	7.79	1.27	97
The library enables me to be more efficient in my academic pursuits.	7.82	1.26	97
The library helps me distinguish between trustworthy and untrustworthy information.	7.92	1.28	97
The library provides me with the information skills I need in my work or study.	8.00	1.13	97

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Library Staff

14.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	65	25	6	0	1	97
	67.01%	25.77%	6.19%	0.00%	1.03%	100.00%
How often do you access library resources through a library Web page?	60	23	9	3	2	97
	61.86%	23.71%	9.28%	3.09%	2.06%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	72	21	1	1	2	97
	74.23%	21.65%	1.03%	1.03%	2.06%	100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Library Staff

15 Community College Libraries Staff Summary for MCCLPHEI

15.1 Demographic Summary for Staff

15.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	5	1.25%
23 - 30	27	6.75%
31 - 45	105	26.25%
46 - 65	257	64.25%
Over 65	6	1.50%
Total:	400	100.00%

15.1.2 Respondent Profile for Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	83	20.70%
Female	318	79.30%
Total:	401	100.00%

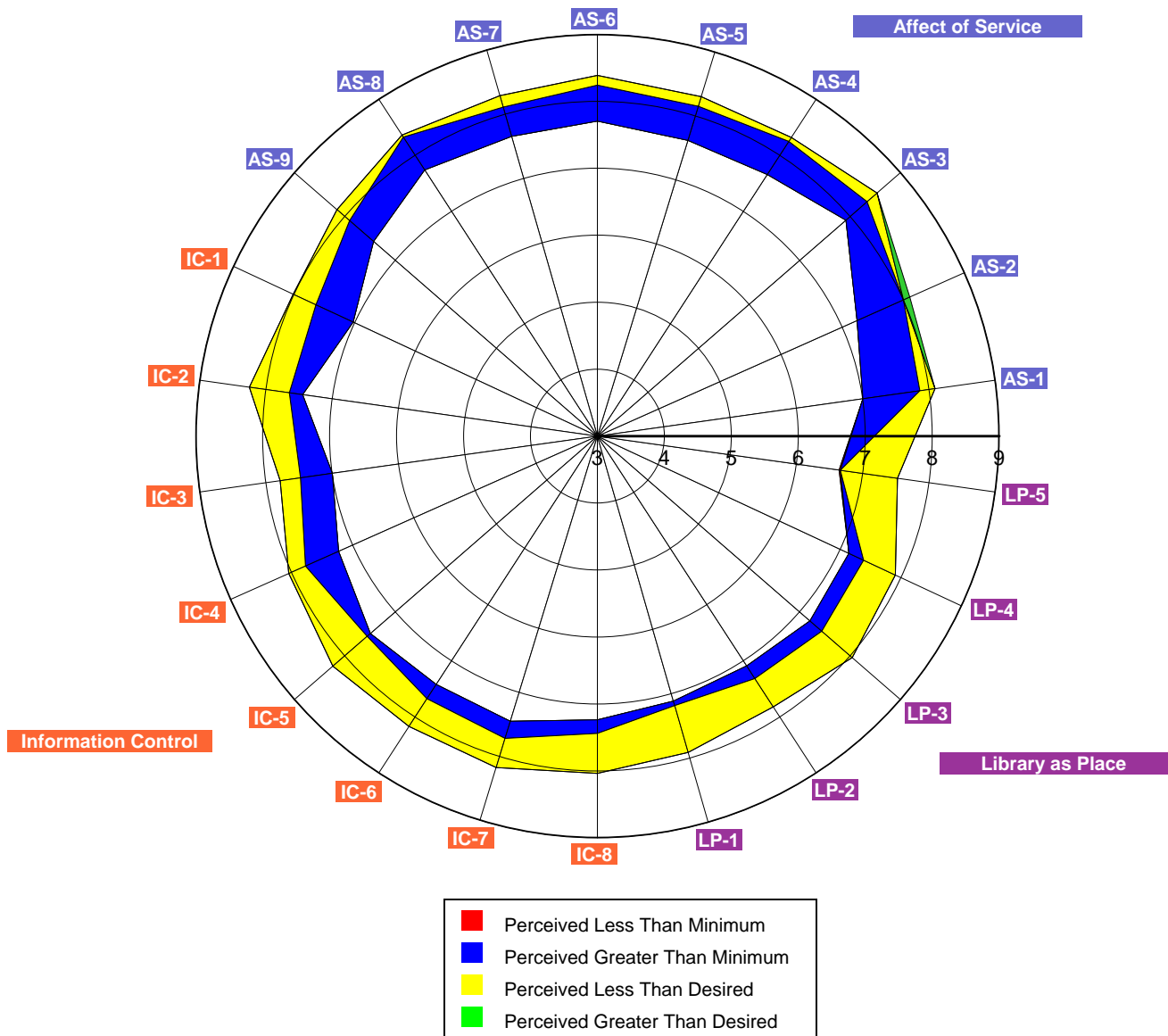
Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Staff

15.2 Core Questions Summary for Staff

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

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

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



Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 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	7.01	8.09	7.86	0.86	-0.23	390
AS-2	Giving users individual attention	7.24	8.00	8.11	0.86	0.10	394
AS-3	Employees who are consistently courteous	7.92	8.53	8.34	0.42	-0.20	398
AS-4	Readiness to respond to users' questions	7.66	8.32	8.25	0.59	-0.07	396
AS-5	Employees who have the knowledge to answer user questions	7.62	8.30	8.15	0.53	-0.15	395
AS-6	Employees who deal with users in a caring fashion	7.71	8.39	8.24	0.54	-0.15	397
AS-7	Employees who understand the needs of their users	7.66	8.29	8.11	0.46	-0.18	395
AS-8	Willingness to help users	7.74	8.36	8.33	0.59	-0.04	396
AS-9	Dependability in handling users' service problems	7.43	8.16	7.91	0.48	-0.25	353
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.03	8.01	7.64	0.61	-0.37	373
IC-2	A library Web site enabling me to locate information on my own	7.45	8.25	7.65	0.20	-0.60	384
IC-3	The printed library materials I need for my work	7.00	7.79	7.48	0.48	-0.31	317
IC-4	The electronic information resources I need	7.23	8.05	7.77	0.54	-0.27	367
IC-5	Modern equipment that lets me easily access needed information	7.49	8.24	7.56	0.06	-0.68	382
IC-6	Easy-to-use access tools that allow me to find things on my own	7.42	8.17	7.68	0.25	-0.49	382
IC-7	Making information easily accessible for independent use	7.45	8.18	7.72	0.27	-0.45	387
IC-8	Print and/or electronic journal collections I require for my work	7.24	8.04	7.44	0.20	-0.60	300
Library as Place							
LP-1	Library space that inspires study and learning	7.12	7.91	7.19	0.07	-0.73	385
LP-2	Quiet space for individual activities	7.09	7.82	7.32	0.22	-0.50	357
LP-3	A comfortable and inviting location	7.21	8.04	7.44	0.24	-0.60	395
LP-4	A getaway for study, learning, or research	7.14	7.91	7.39	0.24	-0.52	352
LP-5	Community space for group learning and group study	6.66	7.52	6.65	-0.02	-0.88	324
Overall:		7.35	8.12	7.77	0.42	-0.35	402

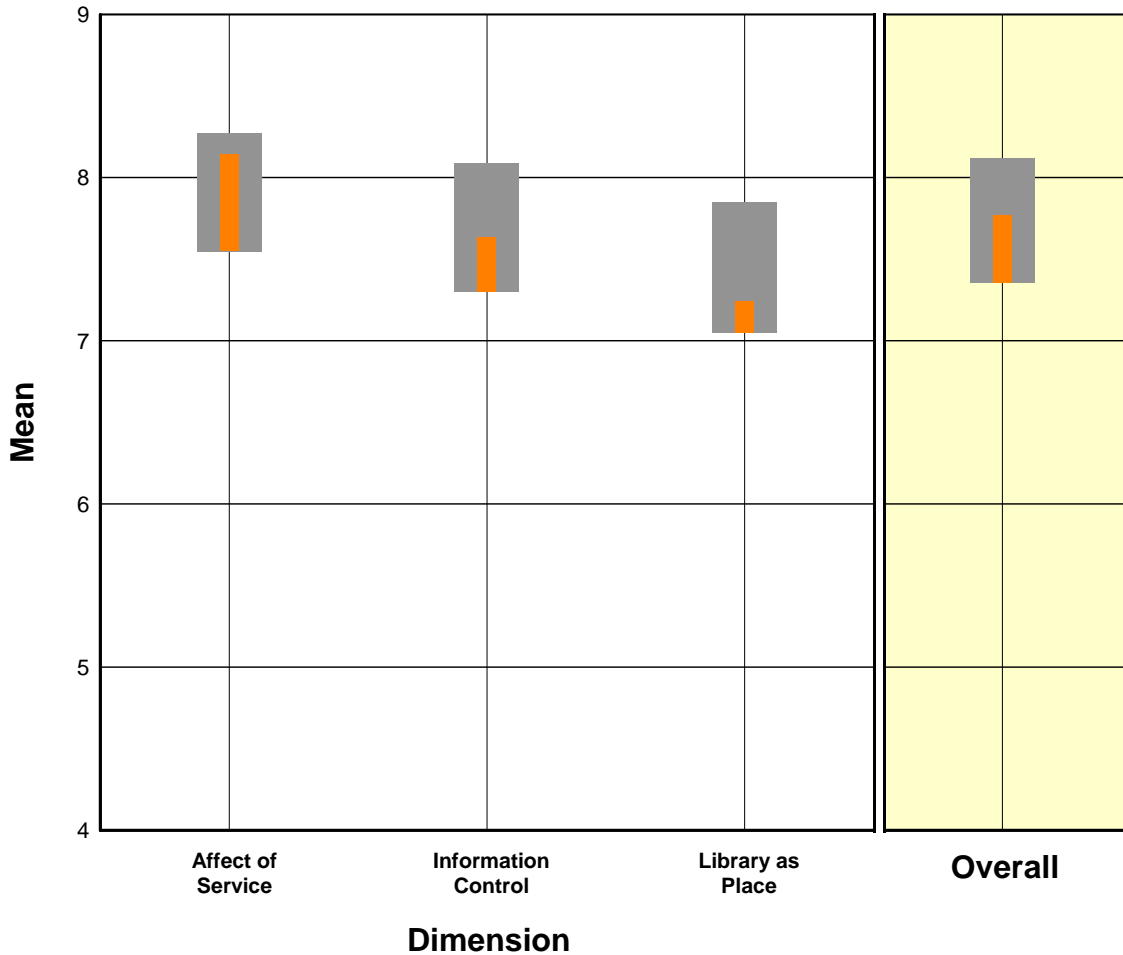
Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.69	1.33	1.33	1.64	1.44	390
AS-2	Giving users individual attention	1.61	1.28	1.24	1.62	1.49	394
AS-3	Employees who are consistently courteous	1.34	0.87	1.15	1.42	1.15	398
AS-4	Readiness to respond to users' questions	1.39	0.98	1.20	1.40	1.14	396
AS-5	Employees who have the knowledge to answer user questions	1.47	1.00	1.14	1.43	1.16	395
AS-6	Employees who deal with users in a caring fashion	1.42	1.01	1.22	1.52	1.33	397
AS-7	Employees who understand the needs of their users	1.43	1.03	1.19	1.45	1.14	395
AS-8	Willingness to help users	1.44	1.01	1.12	1.44	1.13	396
AS-9	Dependability in handling users' service problems	1.55	1.20	1.33	1.47	1.23	353
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.75	1.44	1.59	2.05	1.97	373
IC-2	A library Web site enabling me to locate information on my own	1.45	1.10	1.46	1.70	1.51	384
IC-3	The printed library materials I need for my work	1.70	1.45	1.49	1.81	1.59	317
IC-4	The electronic information resources I need	1.62	1.32	1.37	1.76	1.50	367
IC-5	Modern equipment that lets me easily access needed information	1.37	1.09	1.51	1.69	1.50	382
IC-6	Easy-to-use access tools that allow me to find things on my own	1.40	1.11	1.38	1.59	1.39	382
IC-7	Making information easily accessible for independent use	1.43	1.09	1.36	1.68	1.40	387
IC-8	Print and/or electronic journal collections I require for my work	1.64	1.33	1.58	1.87	1.65	300
Library as Place							
LP-1	Library space that inspires study and learning	1.65	1.48	1.75	2.06	2.06	385
LP-2	Quiet space for individual activities	1.80	1.59	1.75	2.17	2.03	357
LP-3	A comfortable and inviting location	1.56	1.17	1.69	1.90	1.79	395
LP-4	A getaway for study, learning, or research	1.80	1.52	1.69	1.99	1.88	352
LP-5	Community space for group learning and group study	1.92	1.80	1.99	2.51	2.34	324
Overall:		1.22	0.90	1.02	1.24	1.04	402

Language: American English
Institution Type: Community College
Consortium: MCCLPHEI
User Group: Staff

15.3 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")

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.55	8.27	8.14	0.59	-0.13	402
Information Control	7.30	8.09	7.63	0.34	-0.45	400
Library as Place	7.05	7.85	7.24	0.19	-0.61	400
Overall:	7.35	8.12	7.77	0.42	-0.35	402

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	1.25	0.85	1.02	1.22	0.99	402
Information Control	1.27	1.00	1.15	1.38	1.19	400
Library as Place	1.49	1.20	1.46	1.74	1.63	400
Overall:	1.22	0.90	1.02	1.24	1.04	402

15.4 Local Questions Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The multimedia (CD / DVD / video / audio) collections I need	6.72	7.54	7.38	0.66	-0.16	50
Access to photocopying and printing facilities	6.00	6.93	7.43	1.43	0.50	14
The main texts and readings I need for my work	6.60	7.90	7.40	0.80	-0.50	10
Helpfulness in dealing with users' IT problems	6.58	7.58	7.11	0.53	-0.47	19
Librarians teaching me how to effectively use the electronically available databases, journals, and books	7.23	8.00	8.15	0.92	0.15	13
A library environment that is hospitable and conducive to finding and using information	7.71	8.46	7.63	-0.09	-0.83	35
Making me aware of library resources and services	7.08	7.69	7.38	0.31	-0.31	13
Teaching me how to locate, evaluate, and use information	7.84	8.23	8.05	0.21	-0.18	56
Convenient service hours	6.87	7.74	7.38	0.51	-0.35	68
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.84	7.88	7.97	1.13	0.09	32
Visually appealing facilities	6.22	7.48	7.00	0.78	-0.48	46
The library collection provides information resources reflecting diverse points of view	7.31	8.31	7.35	0.04	-0.96	48
The library program teaches me how to access, evaluate, and use information	6.14	7.64	7.71	1.57	0.07	28
Ease and timeliness in getting materials from other libraries	7.65	8.26	7.77	0.13	-0.48	31

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The multimedia (CD / DVD / video / audio) collections I need	1.65	1.70	1.44	2.00	2.16	50
Access to photocopying and printing facilities	3.09	3.17	1.79	3.23	3.01	14
The main texts and readings I need for my work	1.65	1.66	1.51	1.55	0.85	10
Helpfulness in dealing with users' IT problems	1.77	1.87	1.82	2.44	1.54	19
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.54	1.22	1.21	1.61	0.90	13
A library environment that is hospitable and conducive to finding and using information	1.15	0.78	1.44	1.58	1.60	35
Making me aware of library resources and services	1.50	1.25	1.80	1.32	1.11	13
Teaching me how to locate, evaluate, and use information	1.25	1.29	1.34	1.55	1.83	56
Convenient service hours	1.74	1.62	1.39	2.19	2.00	68
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.67	1.41	1.20	1.52	0.93	32
Visually appealing facilities	1.76	1.19	1.73	2.40	1.96	46
The library collection provides information resources reflecting diverse points of view	1.56	1.09	1.56	1.87	1.73	48
The library program teaches me how to access, evaluate, and use information	1.67	1.45	1.08	1.55	1.41	28
Ease and timeliness in getting materials from other libraries	1.50	1.12	1.50	2.08	1.86	31

15.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.28	1.26	401
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.79	1.55	401
How would you rate the overall quality of the service provided by the library?	8.10	1.12	401

15.6 Information Literacy Outcomes Questions Summary for Staff

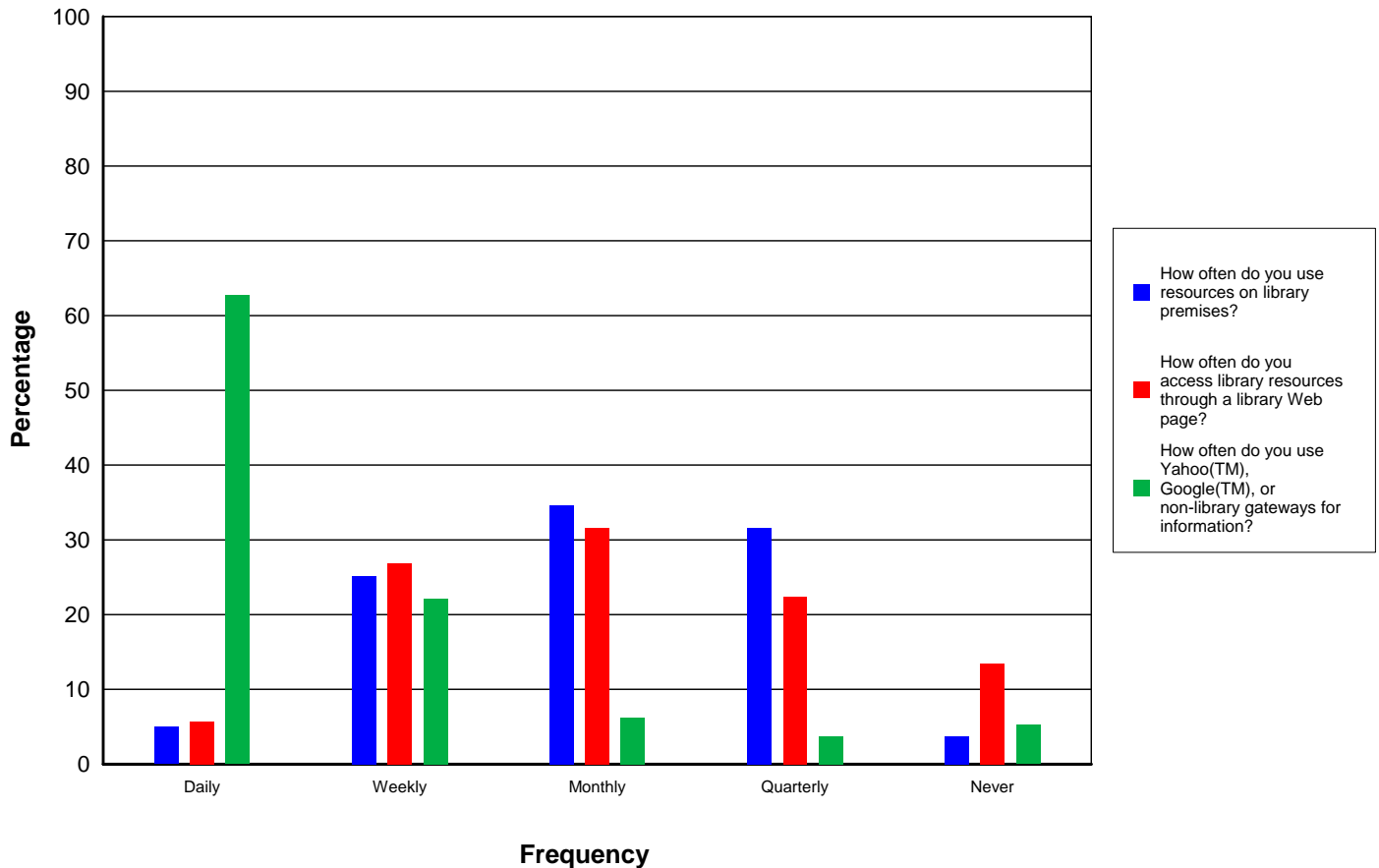
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.75	1.79	401
The library aids my advancement in my academic discipline.	6.78	1.75	401
The library enables me to be more efficient in my academic pursuits.	7.00	1.71	401
The library helps me distinguish between trustworthy and untrustworthy information.	6.77	1.89	401
The library provides me with the information skills I need in my work or study.	6.97	1.71	401

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Staff

15.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	20 4.98%	101 25.12%	139 34.58%	127 31.59%	15 3.73%	402 100.00%
How often do you access library resources through a library Web page?	23 5.72%	108 26.87%	127 31.59%	90 22.39%	54 13.43%	402 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	252 62.69%	89 22.14%	25 6.22%	15 3.73%	21 5.22%	402 100.00%

Language: American English
 Institution Type: Community College
 Consortium: MCCLPHEI
 User Group: Staff

16 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 - 2007 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 2007 notebooks, along with the questions that relate to each dimension. (*Note: The questions below are those used in the College and University implementation of the survey, American English version.*)

Affect of Service

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

Information Control

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

Library as Place

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



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ISBN 1-59407-779-7 (PDF)