LibQUAL+®

2018 Survey

Indiana University of Pennsylvania

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

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

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

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

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

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

1.2 Web Access to Data

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

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

Standard deviation (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

Data Screening

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

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

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

3. **Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available online at:

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

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1.4 Library Statistics for Indiana University of Pennsylvania

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

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

Total library expenditures (in U.S. $):	**$3,286,541**
Personnel - professional staff, FTE:	**18**
Personnel - support staff, FTE:	**16**
Total library materials expenditures (in U.S. $):	**1,436,222**
Total salaries and wages for professional staff (in U.S. $):	**1,850,319**

1.5 Contact Information for Indiana University of Pennsylvania

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

Name:	**Beth Kilmarx**
Title:	
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Phone:	**724-357-2115**
Email:	**bkilmarx@iup.edu**

1.6 Survey Protocol and Language for Indiana University of Pennsylvania

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

		Lite	**Total** *(by Language)*
English (American)	Count *% of Protocol* *% of Language* *% of Total Cases*	724 *100.00%* *100.00%* *100.00*	**724** *100.00%* *100.00%* *100.00*
Total *(by Survey Protocol)*	Count *% of Protocol* *% of Language* *% of Total Cases*	**724** *100.00%* *100.00%* *100.00*	**724** *100.00%* *100.00%* *100.00*

2 Demographic Summary for Indiana University of Pennsylvania

2.1 Respondents by User Group

User Group		Respondent n	Respondent %
Undergraduate			
First year		97	13.40%
Second year		112	15.47%
Third year		96	13.26%
Fourth year		113	15.61%
Fifth year and above		17	2.35%
Non-degree		4	0.55%
	Sub Total:	439	60.64%
Graduate			
Masters		76	10.50%
Doctoral		77	10.64%
Non-degree or Undecided		0	0.00%
	Sub Total:	153	21.13%
Faculty			
Professor		29	4.01%
Associate Professor		37	5.11%
Assistant Professor		9	1.24%
Lecturer		3	0.41%
Adjunct Faculty		5	0.69%
Other Academic Status		6	0.83%
	Sub Total:	89	12.29%
Library Staff			
Administrator		2	0.28%
Manager, Head of Unit		1	0.14%
Public Services		2	0.28%
Systems		0	0.00%
Technical Services		4	0.55%
Other		2	0.28%
	Sub Total:	11	1.52%
Staff			
Research Staff		0	0.00%
Other Staff Positions		32	4.42%
	Sub Total:	32	4.42%
Total:		**724**	**100.00%**

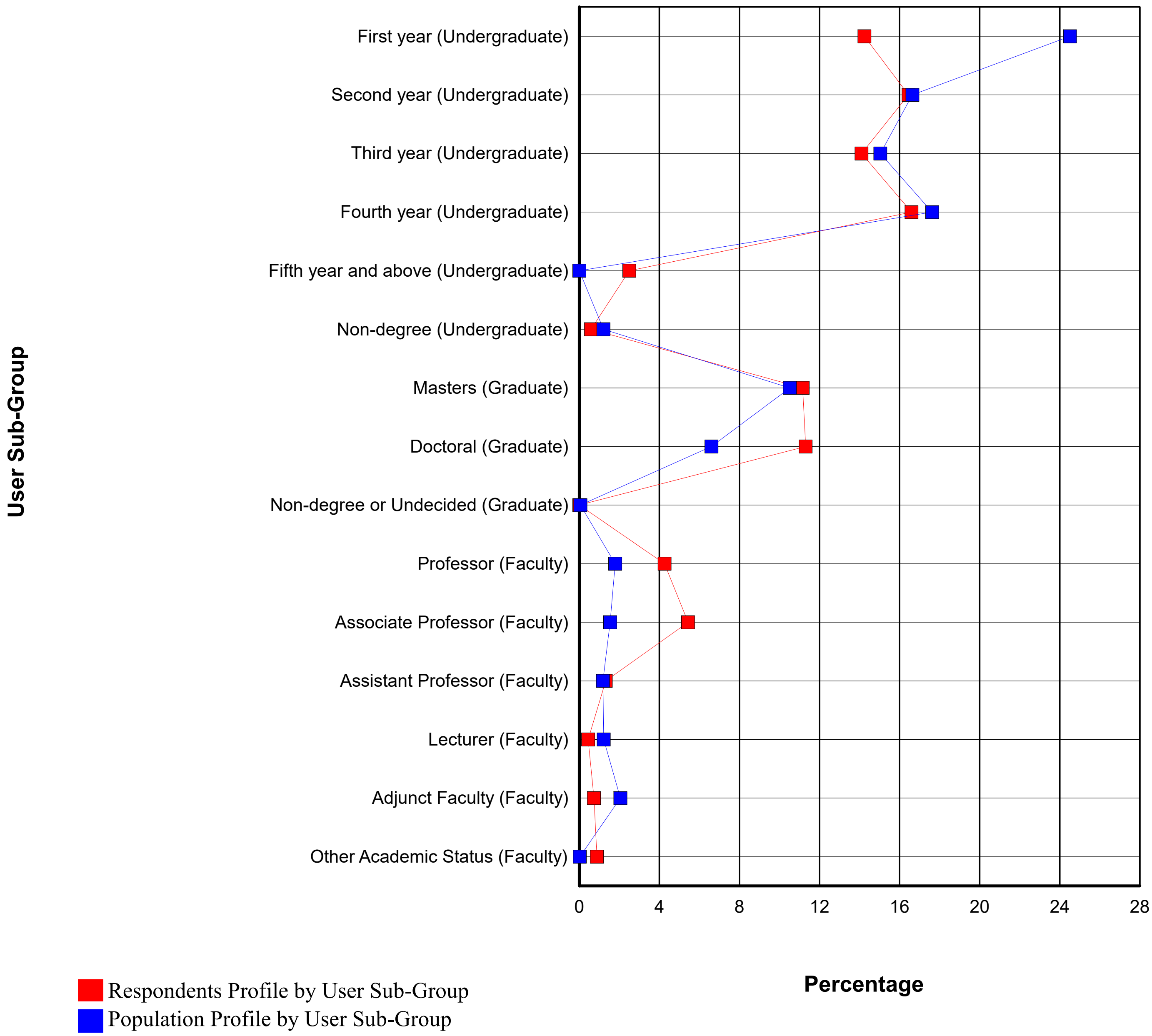
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: All

2.2 Population and Respondents by User Sub-Group

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

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

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



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

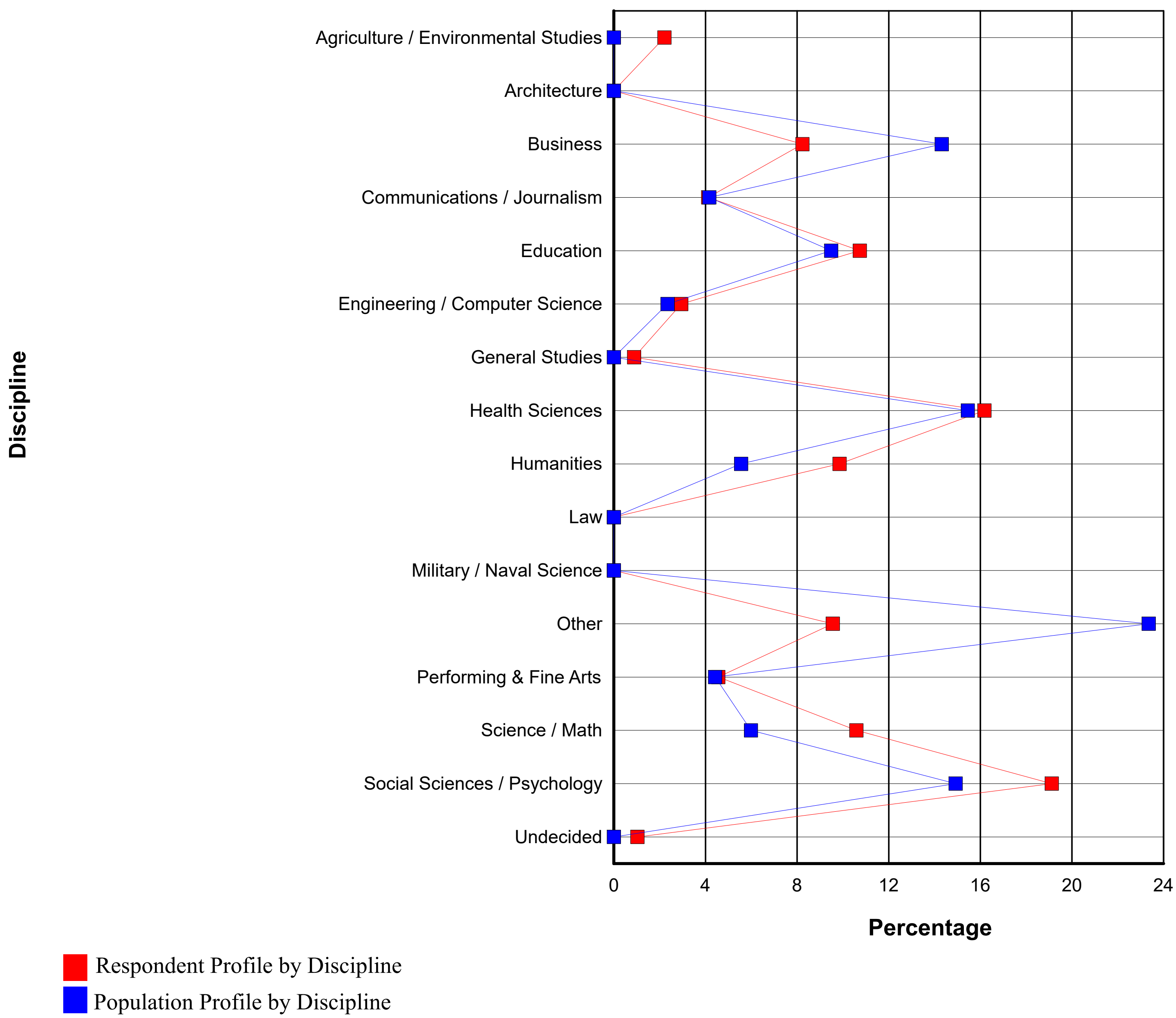
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	3,011	24.51	97	14.24	10.27
Second year (Undergraduate)	2,044	16.64	112	16.45	0.19
Third year (Undergraduate)	1,847	15.04	96	14.10	0.94
Fourth year (Undergraduate)	2,165	17.62	113	16.59	1.03
Fifth year and above (Undergraduate)	0	0.00	17	2.50	-2.50
Non-degree (Undergraduate)	148	1.20	4	0.59	0.62
Masters (Graduate)	1,292	10.52	76	11.16	-0.64
Doctoral (Graduate)	811	6.60	77	11.31	-4.70
Non-degree or Undecided (Graduate)	7	0.06	0	0.00	0.06
Professor (Faculty)	220	1.79	29	4.26	-2.47
Associate Professor (Faculty)	189	1.54	37	5.43	-3.89
Assistant Professor (Faculty)	145	1.18	9	1.32	-0.14
Lecturer (Faculty)	150	1.22	3	0.44	0.78
Adjunct Faculty (Faculty)	252	2.05	5	0.73	1.32
Other Academic Status (Faculty)	3	0.02	6	0.88	-0.86
Total:	**12,284**	**100.00**	**681**	**100.00**	**0.00**

2.3 Population and Respondents by Standard Discipline

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

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

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



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

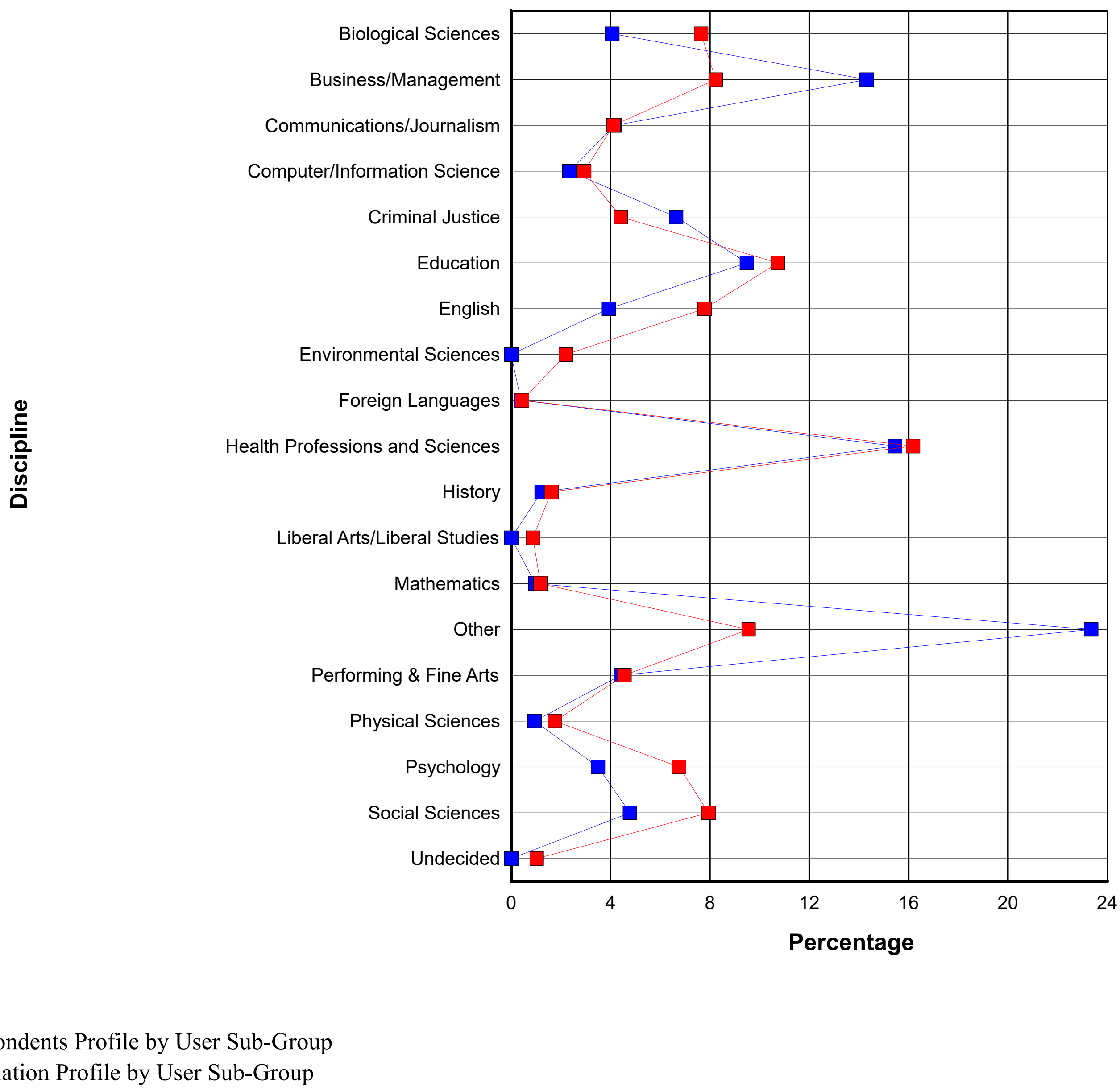
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	15	2.21	-2.21
Architecture	0	0.00	0	0.00	0.00
Business	1,722	14.32	56	8.24	6.08
Communications / Journalism	501	4.16	28	4.12	0.05
Education	1,141	9.49	73	10.74	-1.25
Engineering / Computer Science	282	2.34	20	2.94	-0.60
General Studies	0	0.00	6	0.88	-0.88
Health Sciences	1,859	15.45	110	16.18	-0.72
Humanities	668	5.55	67	9.85	-4.30
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,809	23.35	65	9.56	13.79
Performing & Fine Arts	532	4.42	31	4.56	-0.14
Science / Math	720	5.99	72	10.59	-4.60
Social Sciences / Psychology	1,795	14.92	130	19.12	-4.20
Undecided	0	0.00	7	1.03	-1.03
Total:	**12,029**	**100.00**	**680**	**100.00**	**0.00**

2.4 Population and Respondents by Customized Discipline

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

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biological Sciences	490	4.07	52	7.65	-3.57
Business/Management	1,722	14.32	56	8.24	6.08
Communications/Journalism	501	4.16	28	4.12	0.05
Computer/Information Science	282	2.34	20	2.94	-0.60
Criminal Justice	799	6.64	30	4.41	2.23
Education	1,141	9.49	73	10.74	-1.25
English	473	3.93	53	7.79	-3.86
Environmental Sciences	0	0.00	15	2.21	-2.21
Foreign Languages	47	0.39	3	0.44	-0.05
Health Professions and Sciences	1,859	15.45	110	16.18	-0.72
History	148	1.23	11	1.62	-0.39
Liberal Arts/Liberal Studies	0	0.00	6	0.88	-0.88
Mathematics	117	0.97	8	1.18	-0.20
Other	2,809	23.35	65	9.56	13.79
Performing & Fine Arts	532	4.42	31	4.56	-0.14
Physical Sciences	113	0.94	12	1.76	-0.83
Psychology	421	3.50	46	6.76	-3.26
Social Sciences	575	4.78	54	7.94	-3.16
Undecided	0	0.00	7	1.03	-1.03
Total:	**12,029**	**100.00**	**680**	**100.00**	**0.00**

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	638	89.61
Orendorff Music Library	16	2.25
Punxsutawney Campus Library	6	0.84
Northpointe Campus Library	1	0.14
I use the online library only	51	7.16
Total:	**712**	**100.00**

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	4	0.56
18 - 22	404	56.66
23 - 30	116	16.27
31 - 45	88	12.34
46 - 65	95	13.32
Over 65	6	0.84
Total:	**713**	**100.00**

2.7 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	6,980	58.03	522	73.31
Male	5,049	41.97	190	26.69
Total:	**12,029**	**100.00**	**712**	**100.00**

2.8 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	9,739	80.96	544	76.62
Part-time	2,290	19.04	55	7.75
Does not apply / NA		0.00	111	15.63
Total:	**12,029**	**100.00**	**710**	**100.00**

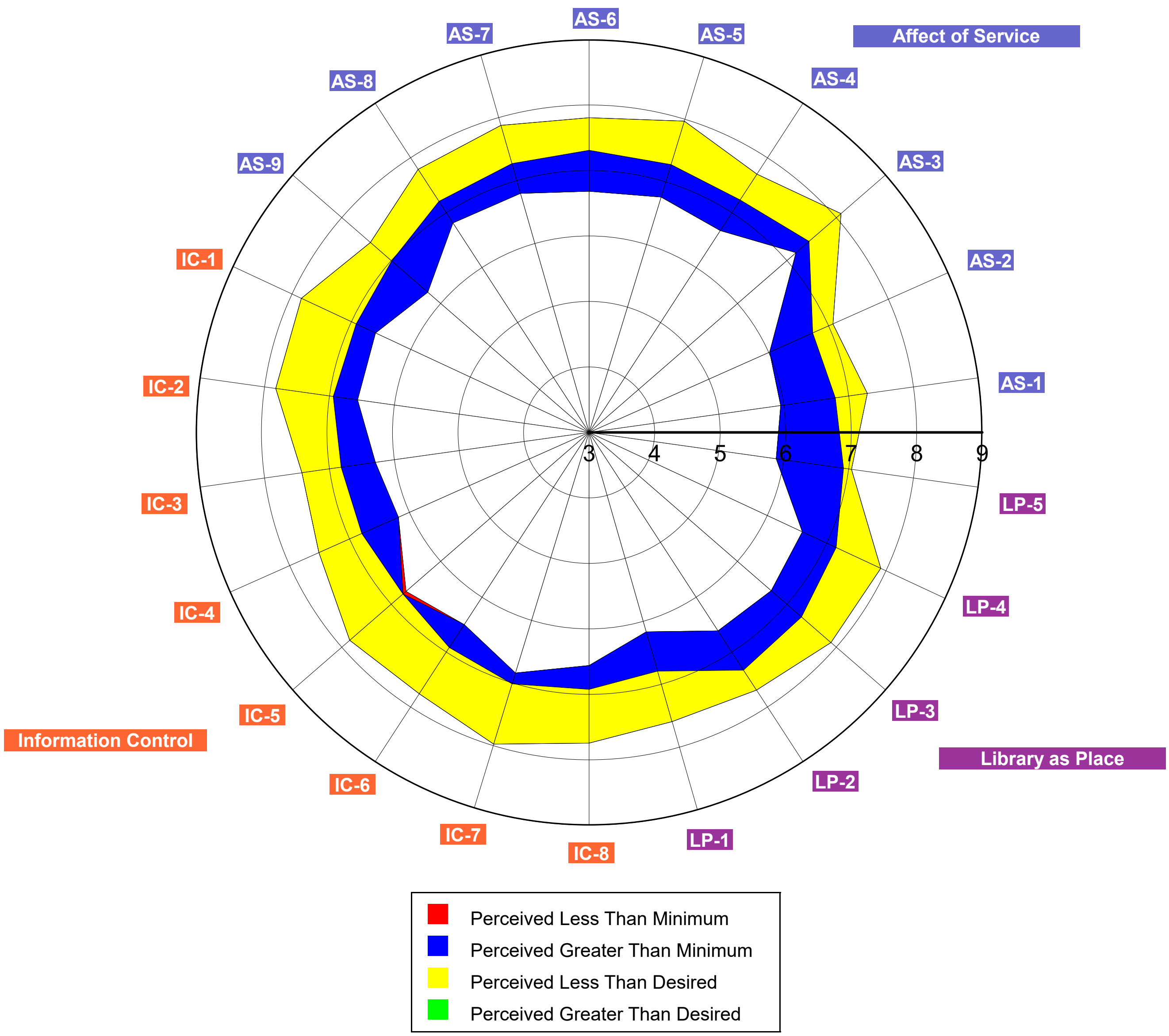
3. Survey Item Summary for Indiana University of Pennsylvania

3.1 Core Questions Summary

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	5.95	7.29	6.80	0.84	-0.49	152
AS-2	Giving users individual attention	6.02	7.07	6.74	0.72	-0.34	175
AS-3	Employees who are consistently courteous	7.19	8.10	7.45	0.26	-0.65	167
AS-4	Readiness to respond to users' questions	6.68	7.70	7.23	0.56	-0.47	145
AS-5	Employees who have the knowledge to answer user questions	6.76	7.97	7.28	0.52	-0.69	183
AS-6	Employees who deal with users in a caring fashion	6.68	7.81	7.31	0.63	-0.50	676
AS-7	Employees who understand the needs of their users	6.80	7.88	7.27	0.48	-0.61	183
AS-8	Willingness to help users	6.82	7.79	7.21	0.39	-0.58	168
AS-9	Dependability in handling users' service problems	6.26	7.42	6.99	0.73	-0.43	137
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.60	7.84	6.92	0.33	-0.92	193
IC-2	A library Web site enabling me to locate information on my own	6.57	7.83	6.94	0.37	-0.89	211
IC-3	The printed library materials I need for my work	6.29	7.43	6.82	0.53	-0.60	167
IC-4	The electronic information resources I need	6.18	7.51	6.80	0.61	-0.72	693
IC-5	Modern equipment that lets me easily access needed information	6.76	7.84	6.70	-0.06	-1.14	224
IC-6	Easy-to-use access tools that allow me to find things on my own	6.50	7.76	6.92	0.42	-0.84	220
IC-7	Making information easily accessible for independent use	6.84	7.98	7.02	0.17	-0.96	183
IC-8	Print and/or electronic journal collections I require for my work	6.56	7.75	6.93	0.37	-0.82	161
Library as Place							
LP-1	Library space that inspires study and learning	6.17	7.60	6.79	0.62	-0.80	673
LP-2	Quiet space for individual activities	6.61	7.69	7.33	0.72	-0.36	173
LP-3	A comfortable and inviting location	6.68	7.89	7.30	0.61	-0.60	168
LP-4	A getaway for study, learning, or research	6.59	7.91	7.16	0.57	-0.75	174
LP-5	Community space for group learning and group study	5.88	7.04	6.92	1.04	-0.12	156
Overall:		6.48	7.69	7.02	0.53	-0.67	713

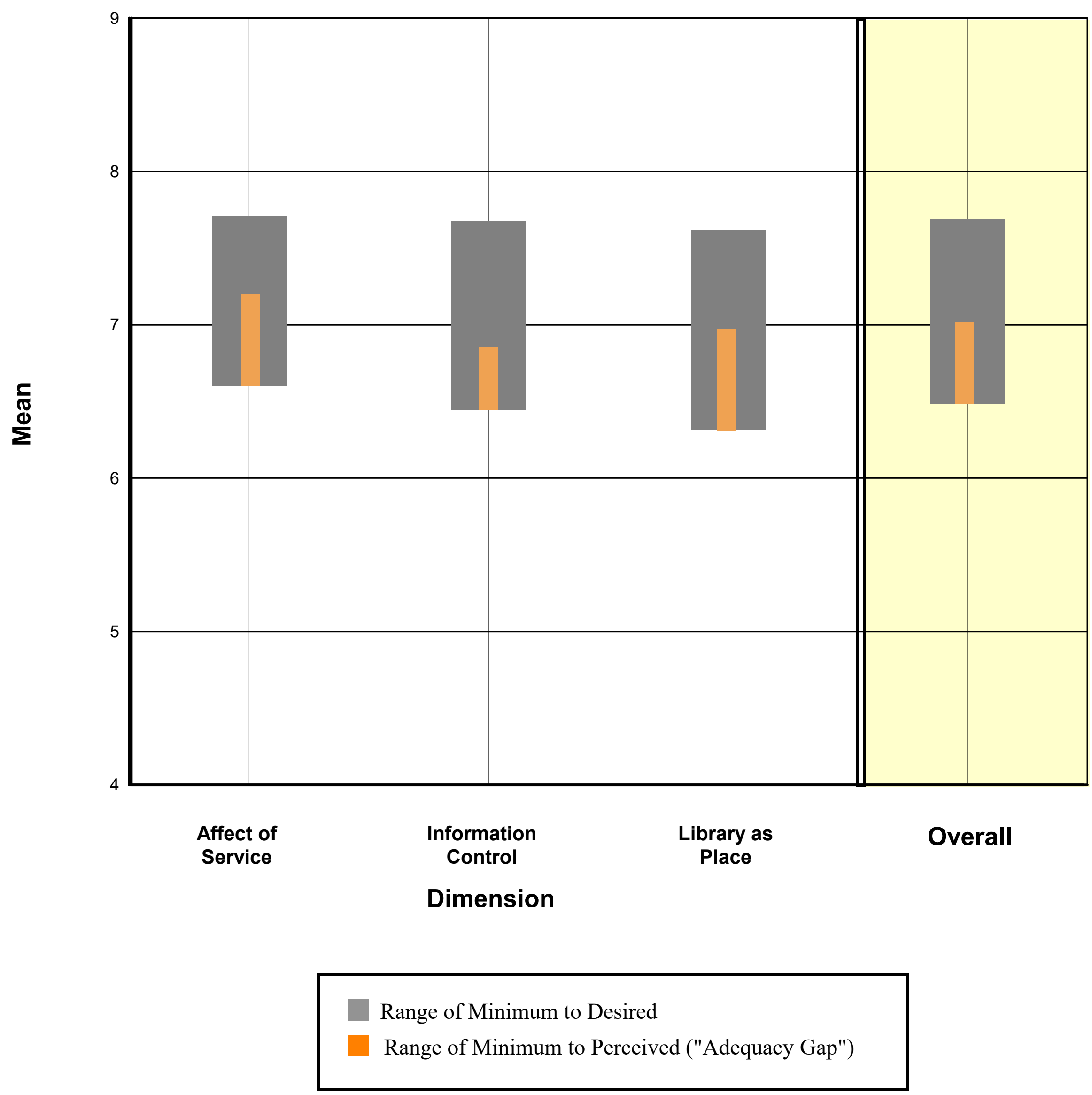
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: All (Excluding Library Staff)

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	2.07	1.76	1.81	1.87	1.59	152
AS-2	Giving users individual attention	2.28	1.89	1.99	1.99	1.93	175
AS-3	Employees who are consistently courteous	1.80	1.38	1.69	1.71	1.70	167
AS-4	Readiness to respond to users' questions	1.78	1.59	1.68	1.65	1.61	145
AS-5	Employees who have the knowledge to answer user questions	1.81	1.28	1.52	1.93	1.69	183
AS-6	Employees who deal with users in a caring fashion	1.97	1.53	1.63	1.82	1.73	676
AS-7	Employees who understand the needs of their users	1.71	1.27	1.60	1.89	1.64	183
AS-8	Willingness to help users	1.75	1.29	1.64	1.53	1.46	168
AS-9	Dependability in handling users' service problems	1.86	1.55	1.59	1.90	1.64	137
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.90	1.50	1.89	2.12	1.98	193
IC-2	A library Web site enabling me to locate information on my own	2.01	1.64	1.80	2.05	2.02	211
IC-3	The printed library materials I need for my work	2.09	1.87	1.91	2.19	2.26	167
IC-4	The electronic information resources I need	1.98	1.71	1.72	2.06	2.03	693
IC-5	Modern equipment that lets me easily access needed information	1.83	1.54	1.90	1.94	1.97	224
IC-6	Easy-to-use access tools that allow me to find things on my own	1.92	1.51	1.68	1.99	1.79	220
IC-7	Making information easily accessible for independent use	1.79	1.18	1.66	1.86	1.65	183
IC-8	Print and/or electronic journal collections I require for my work	2.16	1.82	1.79	2.08	2.02	161
Library as Place							
LP-1	Library space that inspires study and learning	2.09	1.82	1.87	2.33	2.26	673
LP-2	Quiet space for individual activities	2.12	1.85	1.86	2.34	2.33	173
LP-3	A comfortable and inviting location	2.00	1.54	1.75	1.96	1.91	168
LP-4	A getaway for study, learning, or research	1.92	1.49	1.70	2.06	2.09	174
LP-5	Community space for group learning and group study	2.29	2.09	1.81	1.99	2.09	156
Overall:		1.54	1.16	1.33	1.47	1.38	713

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

3.2 Core Question Dimensions Summary

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



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	6.60	7.71	7.20	0.60	-0.51	700
Information Control	6.44	7.67	6.86	0.41	-0.82	712
Library as Place	6.31	7.62	6.98	0.67	-0.64	689
Overall	6.48	7.69	7.02	0.53	-0.67	713

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	1.73	1.33	1.49	1.56	1.43	700
Information Control	1.67	1.34	1.51	1.71	1.68	712
Library as Place	1.90	1.61	1.65	2.00	1.96	689
Overall	1.54	1.16	1.33	1.47	1.38	713

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.45	7.38	6.95	0.51	-0.43	128
Availability of assistance in addressing issues of copyright and plagiarism	5.96	6.91	6.46	0.50	-0.44	108
Availability of assistance to improve my research skills	6.30	7.38	6.88	0.57	-0.50	145
Library materials available when and where I need them	6.95	7.95	7.20	0.26	-0.75	128
Reliable mix of technology to help me complete my work	6.89	8.05	7.38	0.50	-0.66	131

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.03	1.92	1.89	2.08	1.94	128
Availability of assistance in addressing issues of copyright and plagiarism	2.45	2.09	2.09	2.25	2.01	108
Availability of assistance to improve my research skills	2.09	1.92	1.88	1.78	2.02	145
Library materials available when and where I need them	1.80	1.47	1.70	1.85	1.77	128
Reliable mix of technology to help me complete my work	1.58	1.13	1.52	1.89	1.62	131

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.66	1.53	362
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.71	350
How would you rate the overall quality of the service provided by the library?	7.33	1.51	712

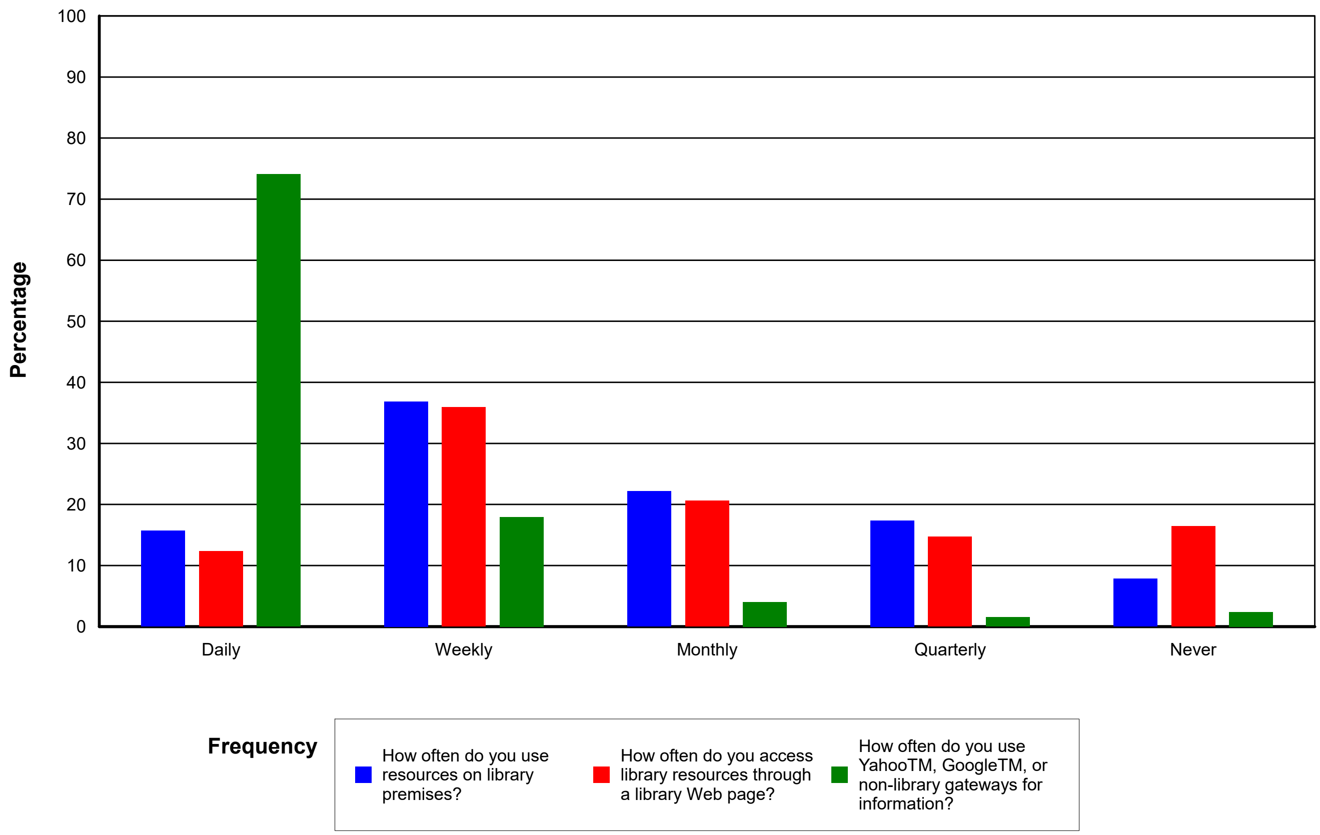
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.29	2.00	252
The library aids my advancement in my academic discipline or work.	7.30	1.60	310
The library enables me to be more efficient in my academic pursuits or work.	7.22	1.89	325
The library helps me distinguish between trustworthy and untrustworthy information.	6.74	1.89	293
The library provides me with the information skills I need in my work or study.	6.93	1.64	246

3.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	112 15.71%	263 36.89%	158 22.16%	124 17.39%	56 7.85%	713 100.00%
How often do you access library resources through a library Web page?	88 12.34%	256 35.90%	147 20.62%	105 14.73%	117 16.41%	713 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	528 74.05%	128 17.95%	29 4.07%	11 1.54%	17 2.38%	713 100.00%

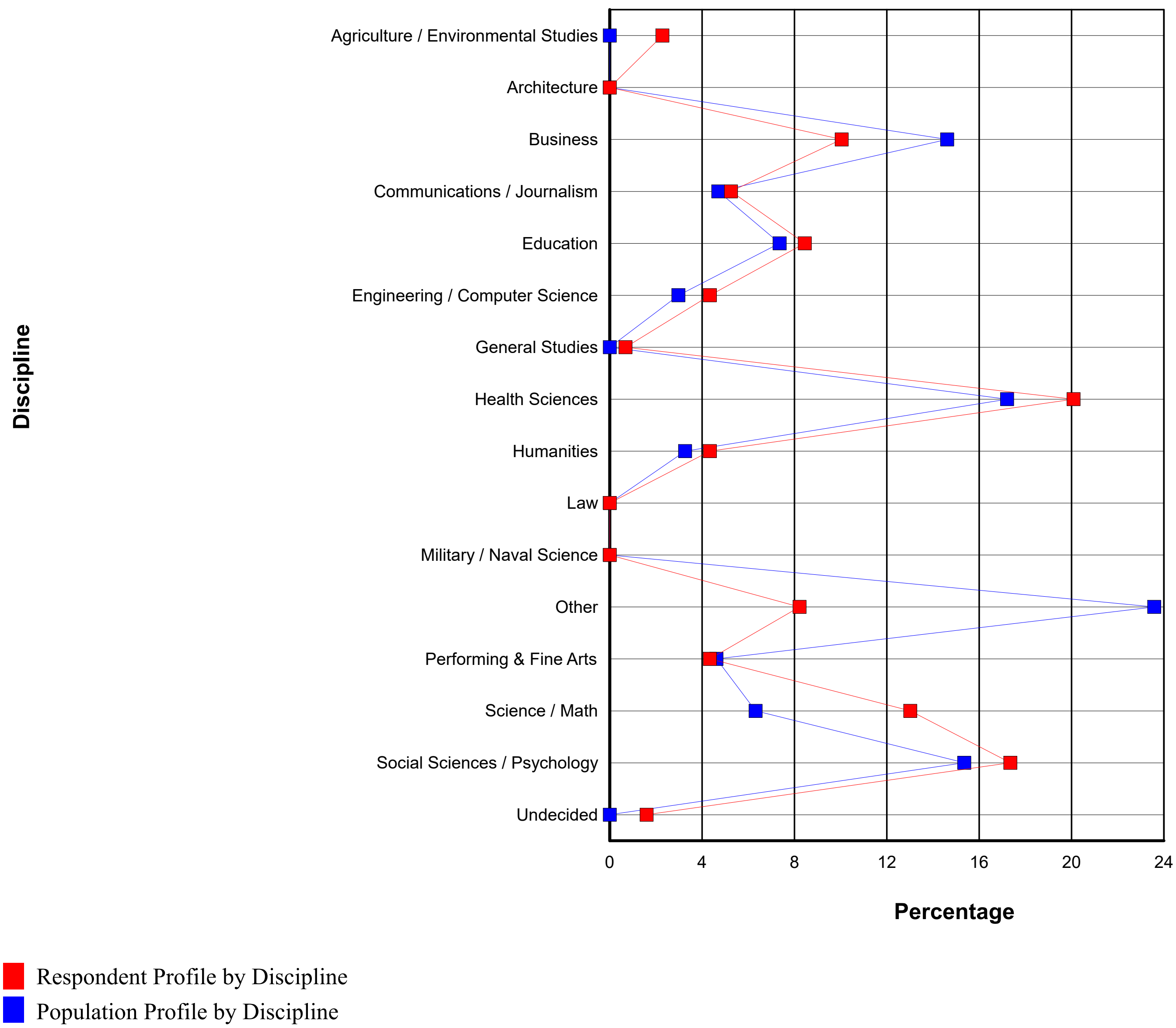
4 Undergraduate Summary for Indiana University of Pennsylvania

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

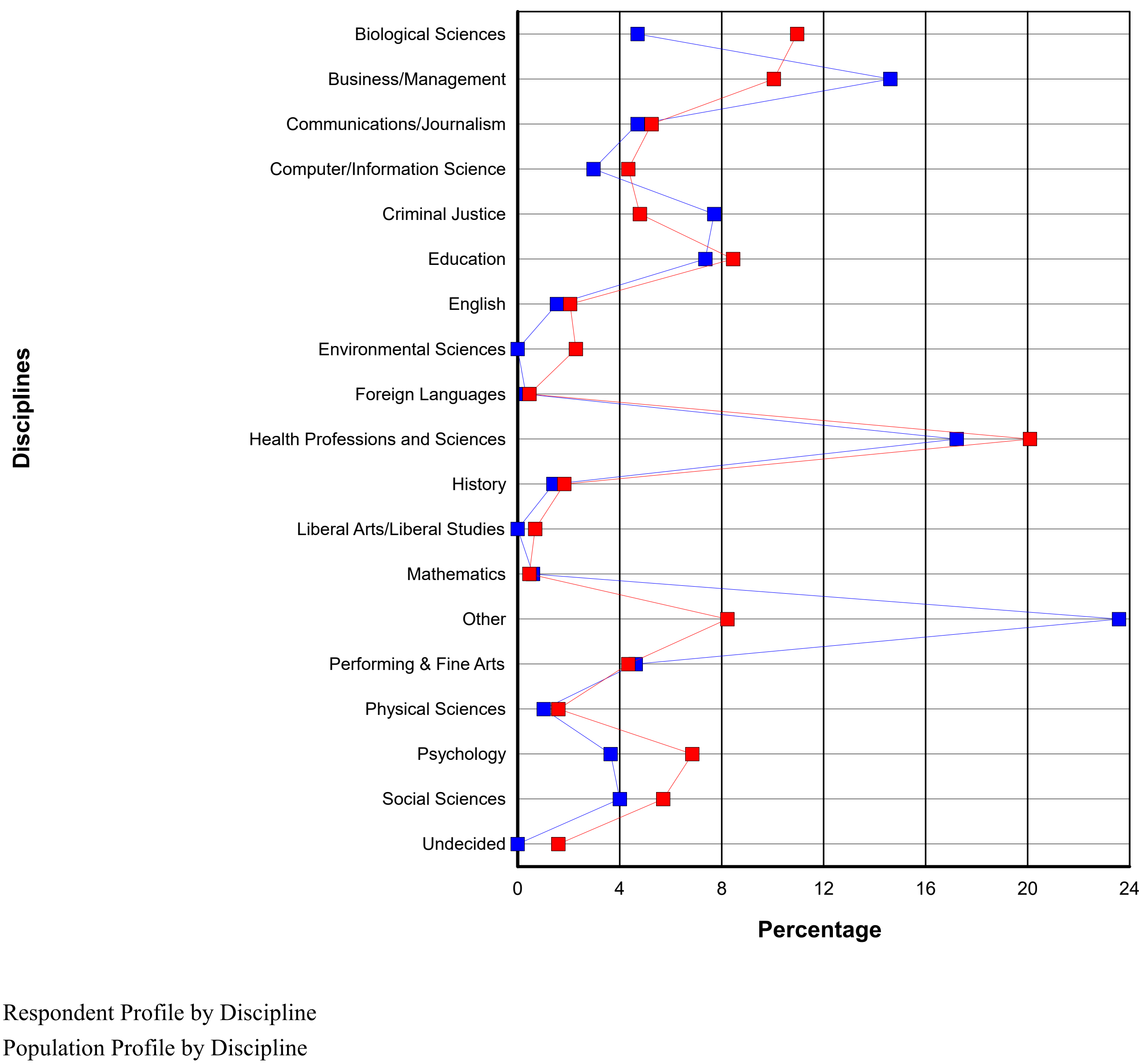
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	10	2.28	-2.28
Architecture	0	0.00	0	0.00	0.00
Business	1,347	14.62	44	10.05	4.57
Communications / Journalism	433	4.70	23	5.25	-0.55
Education	678	7.36	37	8.45	-1.09
Engineering / Computer Science	274	2.97	19	4.34	-1.36
General Studies	0	0.00	3	0.68	-0.68
Health Sciences	1,586	17.21	88	20.09	-2.88
Humanities	301	3.27	19	4.34	-1.07
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,173	23.58	36	8.22	15.36
Performing & Fine Arts	426	4.62	19	4.34	0.28
Science / Math	582	6.32	57	13.01	-6.70
Social Sciences / Psychology	1,415	15.36	76	17.35	-2.00
Undecided	0	0.00	7	1.60	-1.60
Total:	**9,215**	**100.00**	**438**	**100.00**	**0.00**

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biological Sciences	433	4.70	48	10.96	-6.26
Business/Management	1,347	14.62	44	10.05	4.57
Communications/Journalism	433	4.70	23	5.25	-0.55
Computer/Information Science	274	2.97	19	4.34	-1.36
Criminal Justice	710	7.70	21	4.79	2.91
Education	678	7.36	37	8.45	-1.09
English	142	1.54	9	2.05	-0.51
Environmental Sciences	0	0.00	10	2.28	-2.28
Foreign Languages	30	0.33	2	0.46	-0.13
Health Professions and Sciences	1,586	17.21	88	20.09	-2.88
History	129	1.40	8	1.83	-0.43
Liberal Arts/Liberal Studies	0	0.00	3	0.68	-0.68
Mathematics	55	0.60	2	0.46	0.14
Other	2,173	23.58	36	8.22	15.36
Performing & Fine Arts	426	4.62	19	4.34	0.28
Physical Sciences	94	1.02	7	1.60	-0.58
Psychology	336	3.65	30	6.85	-3.20
Social Sciences	369	4.00	25	5.71	-1.70
Undecided	0	0.00	7	1.60	-1.60
Total:	**9,215**	**100.00**	**438**	**100.00**	**0.00**

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	412	93.85
Orendorff Music Library	12	2.73
Punxsutawney Campus Library	6	1.37
Northpointe Campus Library	1	0.23
I use the online library only	8	1.82
Total:	**439**	**100.00**

4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	4	0.91
18 - 22	391	89.07
23 - 30	31	7.06
31 - 45	8	1.82
46 - 65	5	1.14
Over 65	0	0.00
Total:	**439**	**100.00**

4.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	5,305	57.57	352	80.37
Male	3,910	42.43	86	19.63
Total:	**9,215**	**100.00**	**438**	**100.00**

4.1.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,359	90.71	424	96.80
Part-time	856	9.29	13	2.97
Does not apply / NA		0.00	1	0.23
Total:	**9,215**	**100.00**	**438**	**100.00**

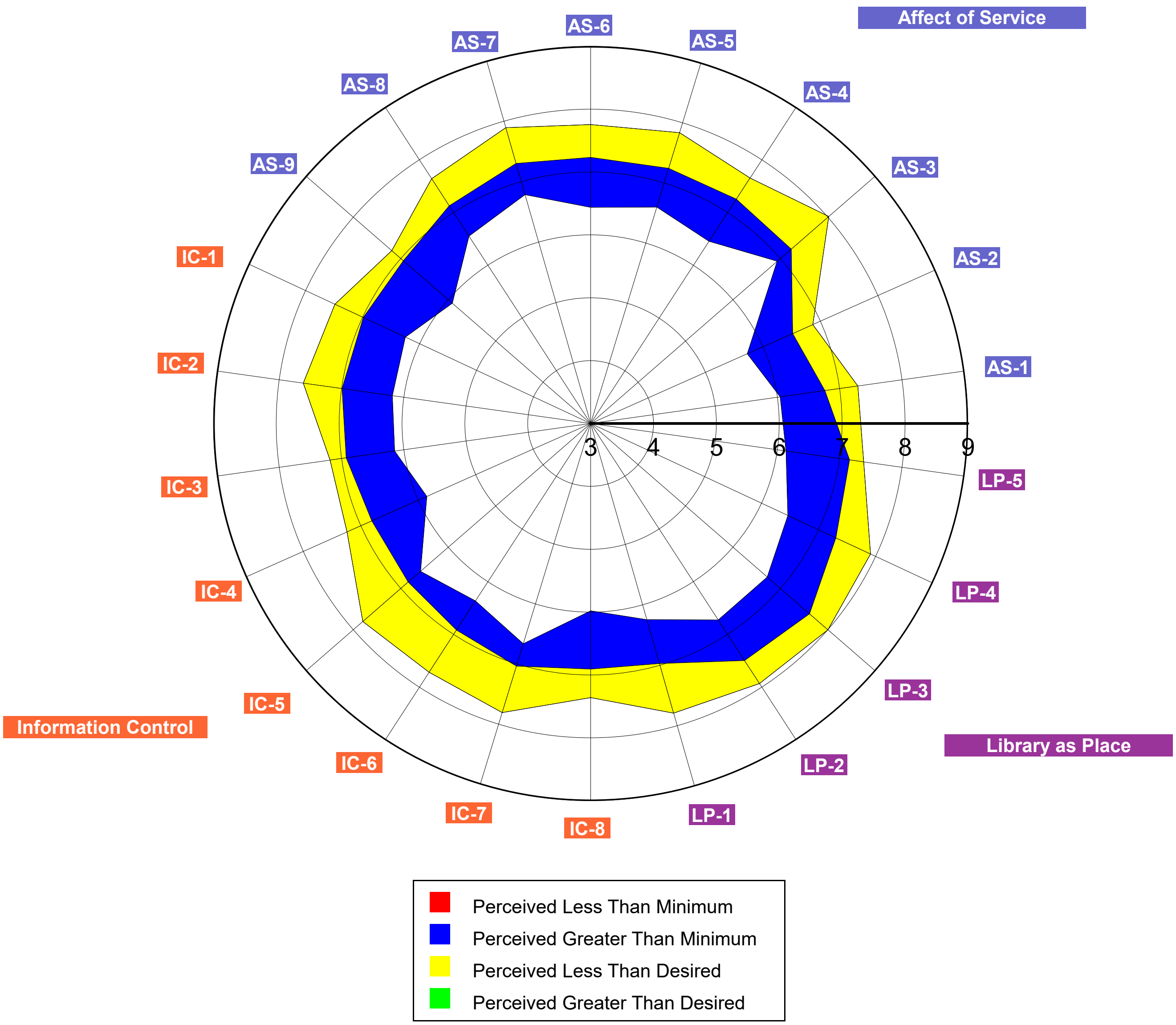
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

4.2 Core Questions Summary for Undergraduate

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	6.04	7.29	6.76	0.72	-0.53	89
AS-2	Giving users individual attention	5.73	6.87	6.52	0.79	-0.35	106
AS-3	Employees who are consistently courteous	6.93	8.02	7.23	0.30	-0.79	105
AS-4	Readiness to respond to users' questions	6.46	7.66	7.26	0.80	-0.40	90
AS-5	Employees who have the knowledge to answer user questions	6.60	7.84	7.25	0.65	-0.59	110
AS-6	Employees who deal with users in a caring fashion	6.44	7.75	7.23	0.80	-0.52	420
AS-7	Employees who understand the needs of their users	6.79	7.89	7.30	0.52	-0.59	122
AS-8	Willingness to help users	6.55	7.64	7.13	0.57	-0.51	101
AS-9	Dependability in handling users' service problems	5.91	7.19	6.95	1.03	-0.24	94
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.25	7.49	6.99	0.74	-0.50	111
IC-2	A library Web site enabling me to locate information on my own	6.18	7.62	6.99	0.81	-0.62	125
IC-3	The printed library materials I need for my work	6.15	7.19	6.93	0.78	-0.26	108
IC-4	The electronic information resources I need	5.85	7.24	6.81	0.96	-0.43	423
IC-5	Modern equipment that lets me easily access needed information	6.59	7.80	6.84	0.26	-0.96	135
IC-6	Easy-to-use access tools that allow me to find things on my own	6.37	7.72	6.92	0.55	-0.80	145
IC-7	Making information easily accessible for independent use	6.66	7.81	7.04	0.37	-0.77	110
IC-8	Print and/or electronic journal collections I require for my work	5.98	7.36	6.91	0.93	-0.45	97
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.79	6.97	0.73	-0.82	435
LP-2	Quiet space for individual activities	6.73	7.93	7.50	0.77	-0.44	117
LP-3	A comfortable and inviting location	6.72	8.00	7.61	0.89	-0.39	101
LP-4	A getaway for study, learning, or research	6.46	7.91	7.30	0.84	-0.61	115
LP-5	Community space for group learning and group study	6.14	7.39	7.16	1.02	-0.23	101
Overall:		6.31	7.61	7.05	0.74	-0.56	439

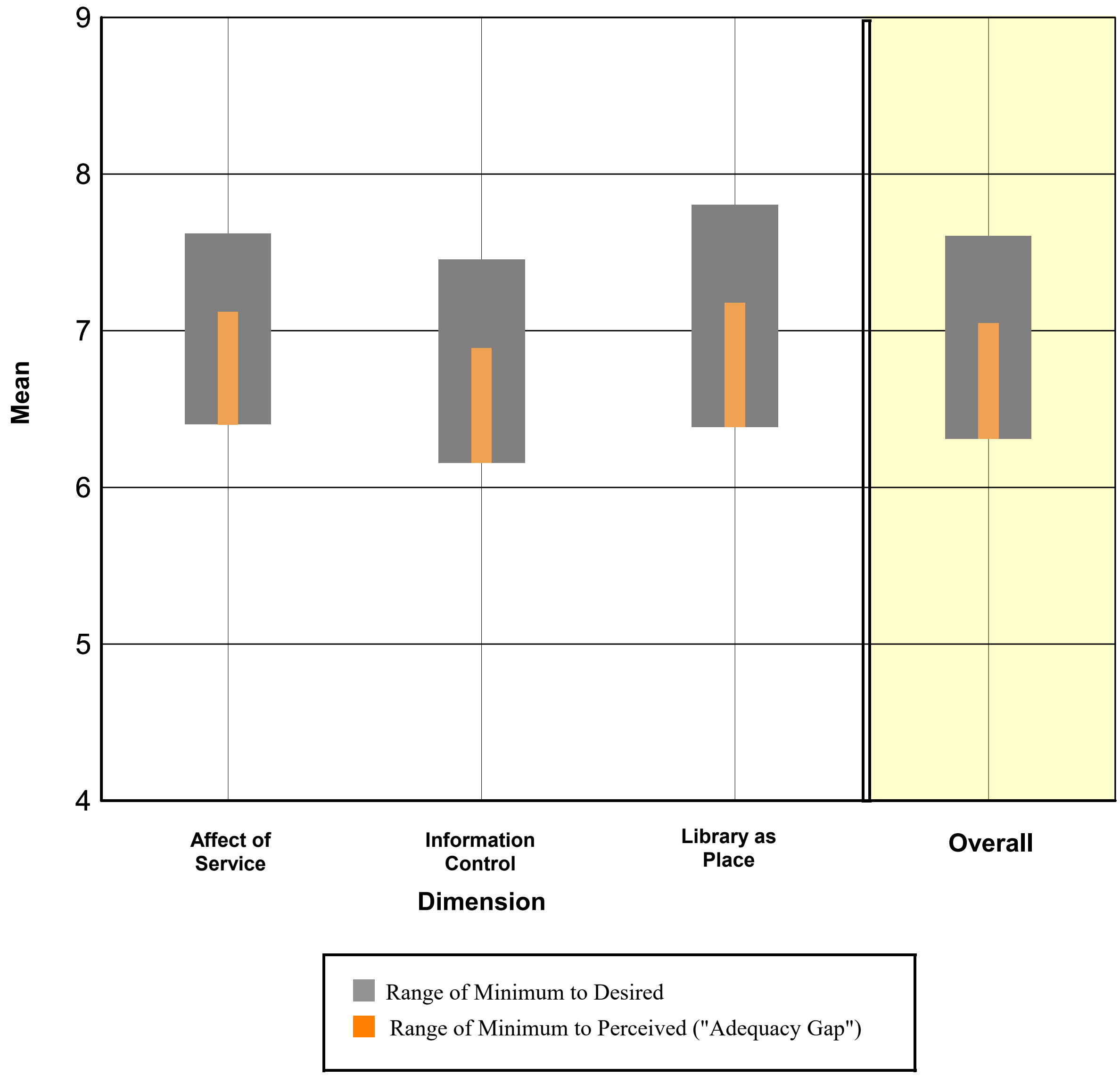
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

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	1.85	1.60	1.63	1.71	1.36	89
AS-2	Giving users individual attention	2.28	1.93	2.11	2.01	2.13	106
AS-3	Employees who are consistently courteous	1.82	1.37	1.79	1.71	1.75	105
AS-4	Readiness to respond to users' questions	1.72	1.50	1.57	1.65	1.61	90
AS-5	Employees who have the knowledge to answer user questions	1.87	1.36	1.56	2.08	1.88	110
AS-6	Employees who deal with users in a caring fashion	2.00	1.52	1.64	1.90	1.80	420
AS-7	Employees who understand the needs of their users	1.77	1.25	1.58	1.81	1.56	122
AS-8	Willingness to help users	1.75	1.36	1.61	1.51	1.42	101
AS-9	Dependability in handling users' service problems	1.88	1.53	1.53	1.82	1.54	94
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.88	1.61	1.83	1.84	1.97	111
IC-2	A library Web site enabling me to locate information on my own	2.05	1.63	1.83	1.98	2.10	125
IC-3	The printed library materials I need for my work	2.11	1.95	1.98	2.08	2.18	108
IC-4	The electronic information resources I need	2.01	1.80	1.69	2.00	2.08	423
IC-5	Modern equipment that lets me easily access needed information	1.89	1.51	1.81	1.88	2.06	135
IC-6	Easy-to-use access tools that allow me to find things on my own	2.03	1.59	1.69	2.06	1.84	145
IC-7	Making information easily accessible for independent use	1.78	1.27	1.73	1.84	1.66	110
IC-8	Print and/or electronic journal collections I require for my work	2.29	2.07	1.87	1.86	2.03	97
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.52	1.78	2.21	2.12	435
LP-2	Quiet space for individual activities	1.99	1.56	1.79	2.16	2.07	117
LP-3	A comfortable and inviting location	1.92	1.28	1.56	1.83	1.68	101
LP-4	A getaway for study, learning, or research	1.89	1.38	1.71	2.00	2.15	115
LP-5	Community space for group learning and group study	2.26	1.83	1.87	1.87	2.02	101
Overall:		1.52	1.11	1.30	1.43	1.40	439

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

4.3 Core Question Dimensions Summary for Undergraduate

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



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	7.62	7.12	0.72	-0.50	433
Information Control	6.16	7.45	6.89	0.73	-0.56	439
Library as Place	6.39	7.81	7.18	0.79	-0.63	439
Overall	6.31	7.61	7.05	0.74	-0.56	439

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.70	1.30	1.46	1.55	1.45	433
Information Control	1.66	1.35	1.47	1.62	1.69	439
Library as Place	1.77	1.29	1.57	1.85	1.81	439
Overall	1.52	1.11	1.30	1.43	1.40	439

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.11	7.03	6.75	0.64	-0.28	75
Availability of assistance in addressing issues of copyright and plagiarism	5.78	6.81	6.51	0.73	-0.30	67
Availability of assistance to improve my research skills	6.07	7.26	6.78	0.72	-0.48	92
Library materials available when and where I need them	6.82	7.79	7.30	0.48	-0.49	77
Reliable mix of technology to help me complete my work	6.89	7.92	7.42	0.52	-0.50	84

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.04	2.05	1.86	2.15	2.12	75
Availability of assistance in addressing issues of copyright and plagiarism	2.33	2.05	2.20	2.01	1.94	67
Availability of assistance to improve my research skills	2.16	1.93	1.92	1.85	2.05	92
Library materials available when and where I need them	1.91	1.56	1.64	1.61	1.58	77
Reliable mix of technology to help me complete my work	1.58	1.14	1.51	1.85	1.50	84

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.71	1.48	219
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.18	1.69	219
How would you rate the overall quality of the service provided by the library?	7.44	1.46	439

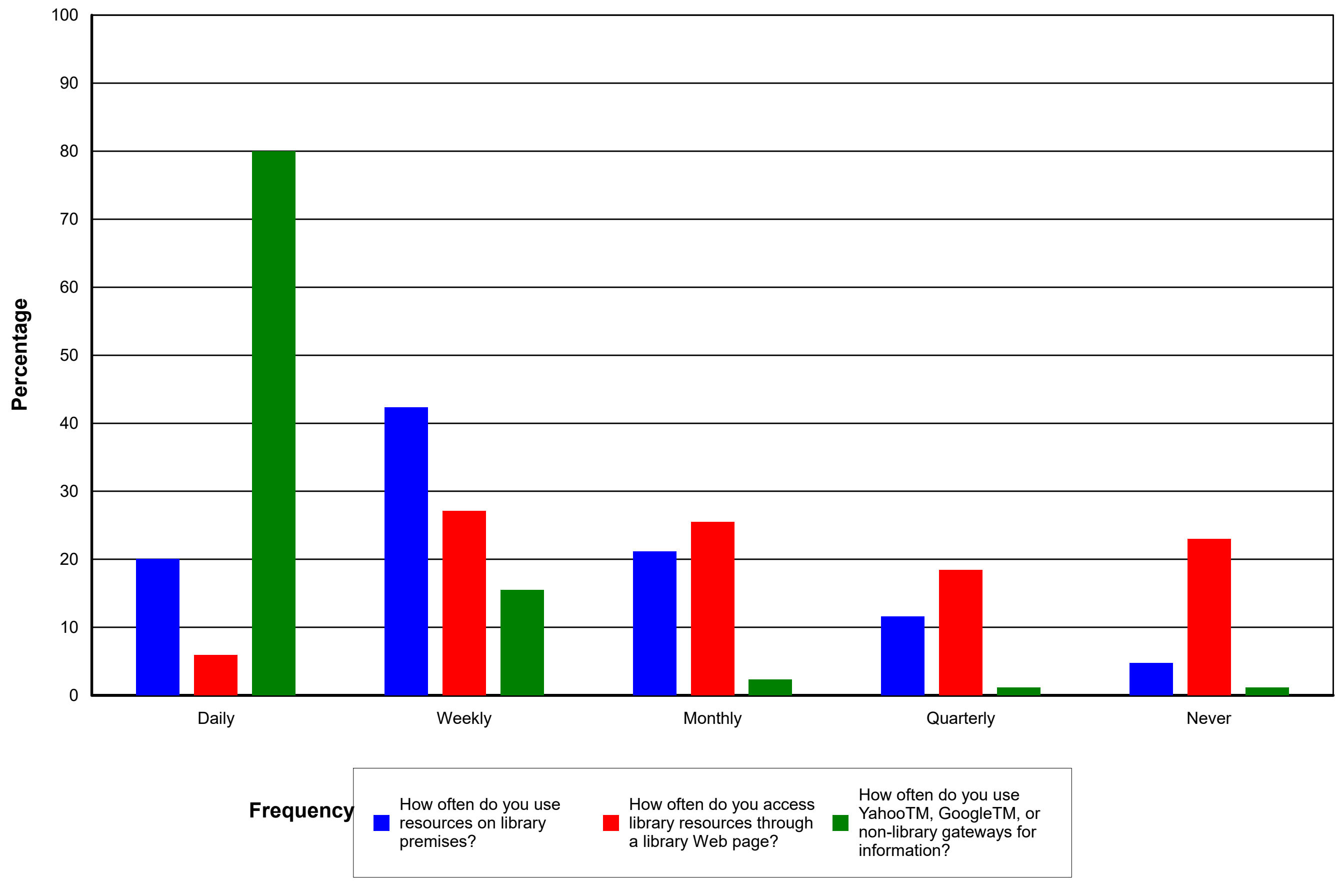
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.35	2.04	149
The library aids my advancement in my academic discipline or work.	7.45	1.53	186
The library enables me to be more efficient in my academic pursuits or work.	7.39	1.81	204
The library helps me distinguish between trustworthy and untrustworthy information.	6.74	1.82	177
The library provides me with the information skills I need in my work or study.	6.96	1.69	162

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	88 20.05%	186 42.37%	93 21.18%	51 11.62%	21 4.78%	439 100.00%
How often do you access library resources through a library Web page?	26 5.92%	119 27.11%	112 25.51%	81 18.45%	101 23.01%	439 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	351 79.95%	68 15.49%	10 2.28%	5 1.14%	5 1.14%	439 100.00%

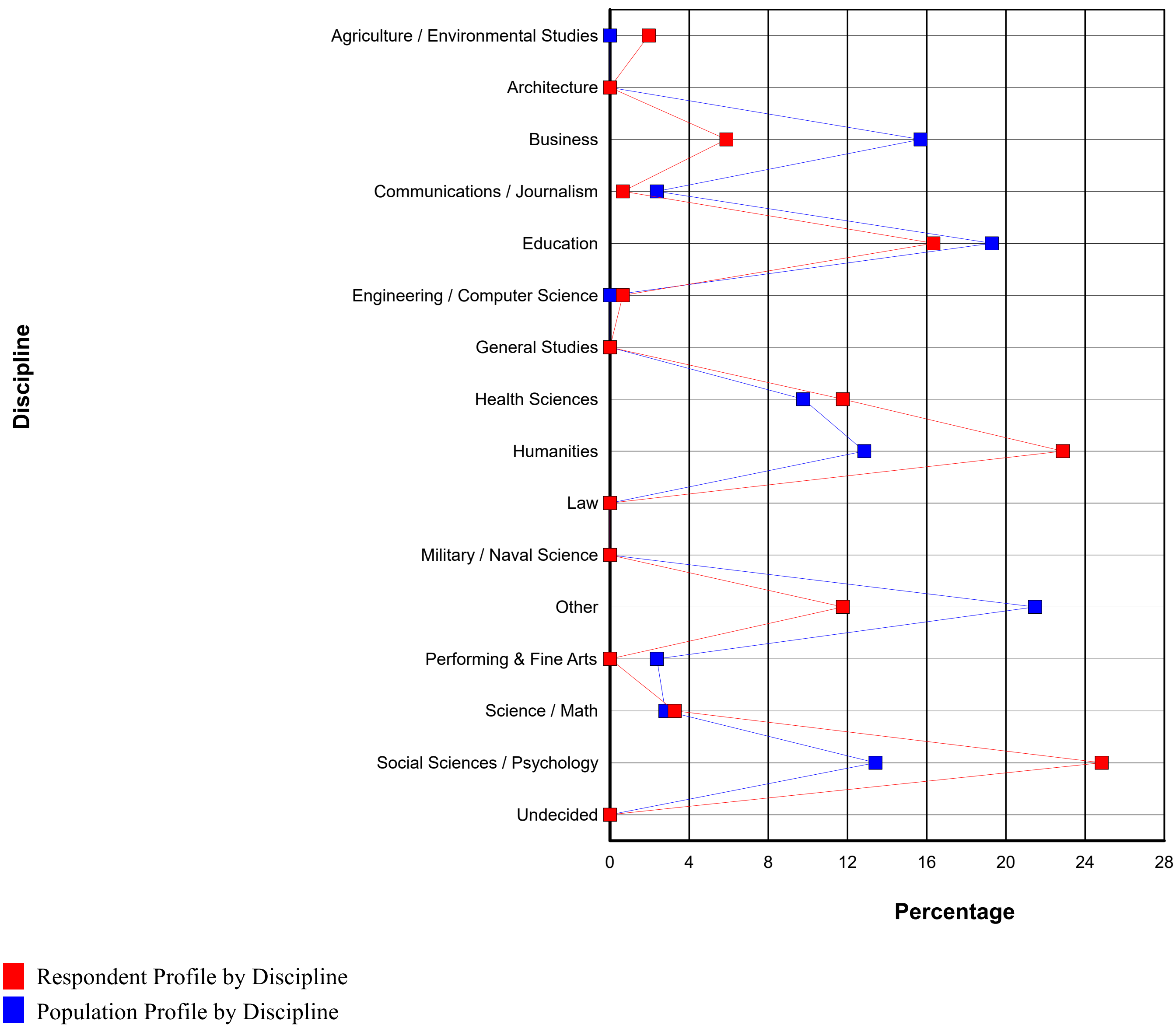
5 Graduate Summary for Indiana University of Pennsylvania

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Graduate

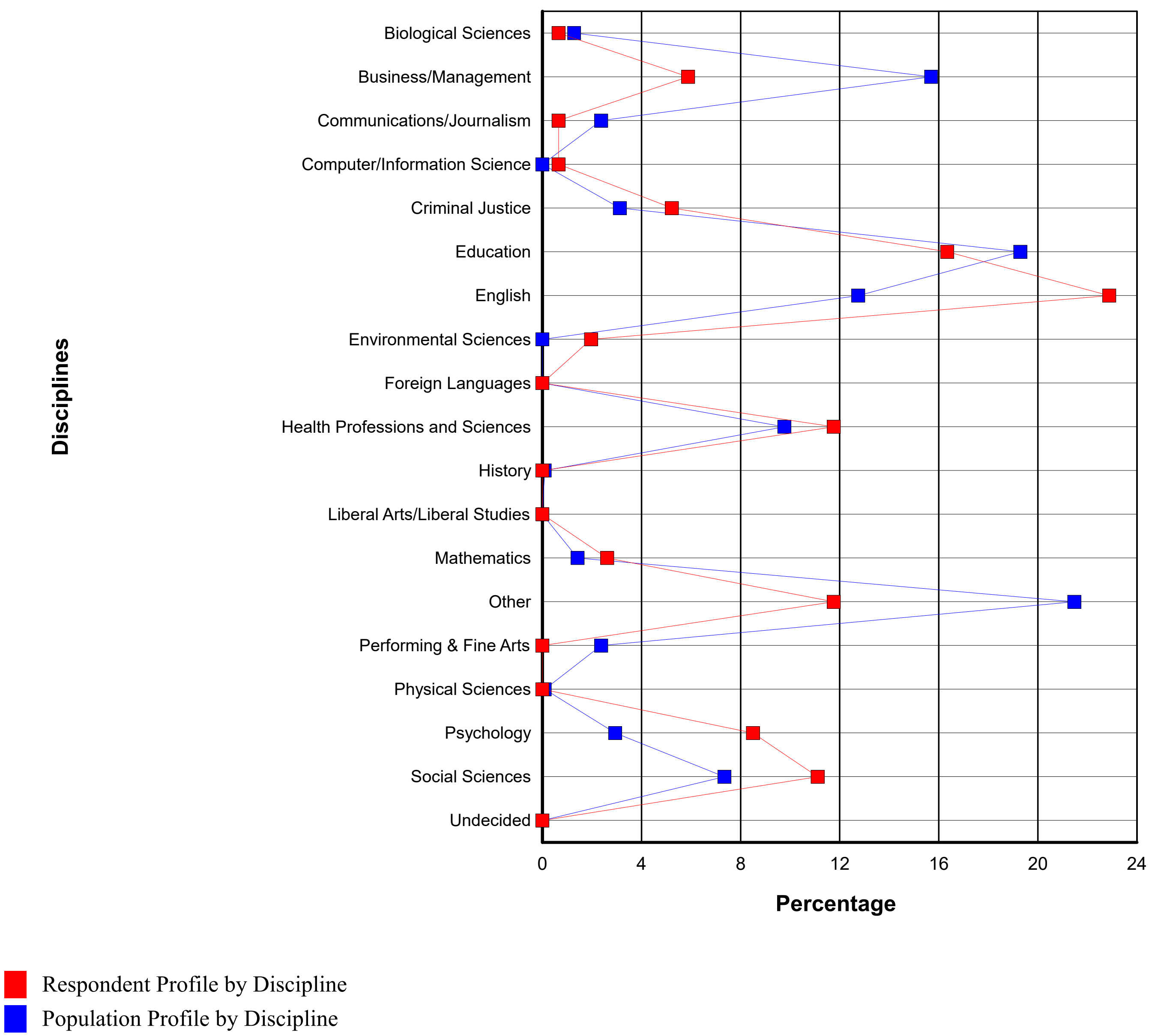
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	3	1.96	-1.96
Architecture	0	0.00	0	0.00	0.00
Business	331	15.69	9	5.88	9.80
Communications / Journalism	50	2.37	1	0.65	1.72
Education	407	19.29	25	16.34	2.95
Engineering / Computer Science	0	0.00	1	0.65	-0.65
General Studies	0	0.00	0	0.00	0.00
Health Sciences	206	9.76	18	11.76	-2.00
Humanities	271	12.84	35	22.88	-10.03
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	453	21.47	18	11.76	9.70
Performing & Fine Arts	50	2.37	0	0.00	2.37
Science / Math	59	2.80	5	3.27	-0.47
Social Sciences / Psychology	283	13.41	38	24.84	-11.42
Undecided	0	0.00	0	0.00	0.00
Total:	**2,110**	**100.00**	**153**	**100.00**	**0.00**

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Graduate

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biological Sciences	27	1.28	1	0.65	0.63
Business/Management	331	15.69	9	5.88	9.80
Communications/Journalism	50	2.37	1	0.65	1.72
Computer/Information Science	0	0.00	1	0.65	-0.65
Criminal Justice	66	3.13	8	5.23	-2.10
Education	407	19.29	25	16.34	2.95
English	269	12.75	35	22.88	-10.13
Environmental Sciences	0	0.00	3	1.96	-1.96
Foreign Languages	0	0.00	0	0.00	0.00
Health Professions and Sciences	206	9.76	18	11.76	-2.00
History	2	0.09	0	0.00	0.09
Liberal Arts/Liberal Studies	0	0.00	0	0.00	0.00
Mathematics	30	1.42	4	2.61	-1.19
Other	453	21.47	18	11.76	9.70
Performing & Fine Arts	50	2.37	0	0.00	2.37
Physical Sciences	2	0.09	0	0.00	0.09
Psychology	62	2.94	13	8.50	-5.56
Social Sciences	155	7.35	17	11.11	-3.77
Undecided	0	0.00	0	0.00	0.00
Total:	**2,110**	**100.00**	**153**	**100.00**	**0.00**

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	118	77.63
Orendorff Music Library	0	0.00
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	34	22.37
Total:	**152**	**100.00**

5.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	13	8.50
23 - 30	76	49.67
31 - 45	44	28.76
46 - 65	18	11.76
Over 65	2	1.31
Total:	**153**	**100.00**

5.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	1,311	62.13	98	64.05
Male	799	37.87	55	35.95
Total:	**2,110**	**100.00**	**153**	**100.00**

5.1.6 Respondent Profile by Full or part-time student?

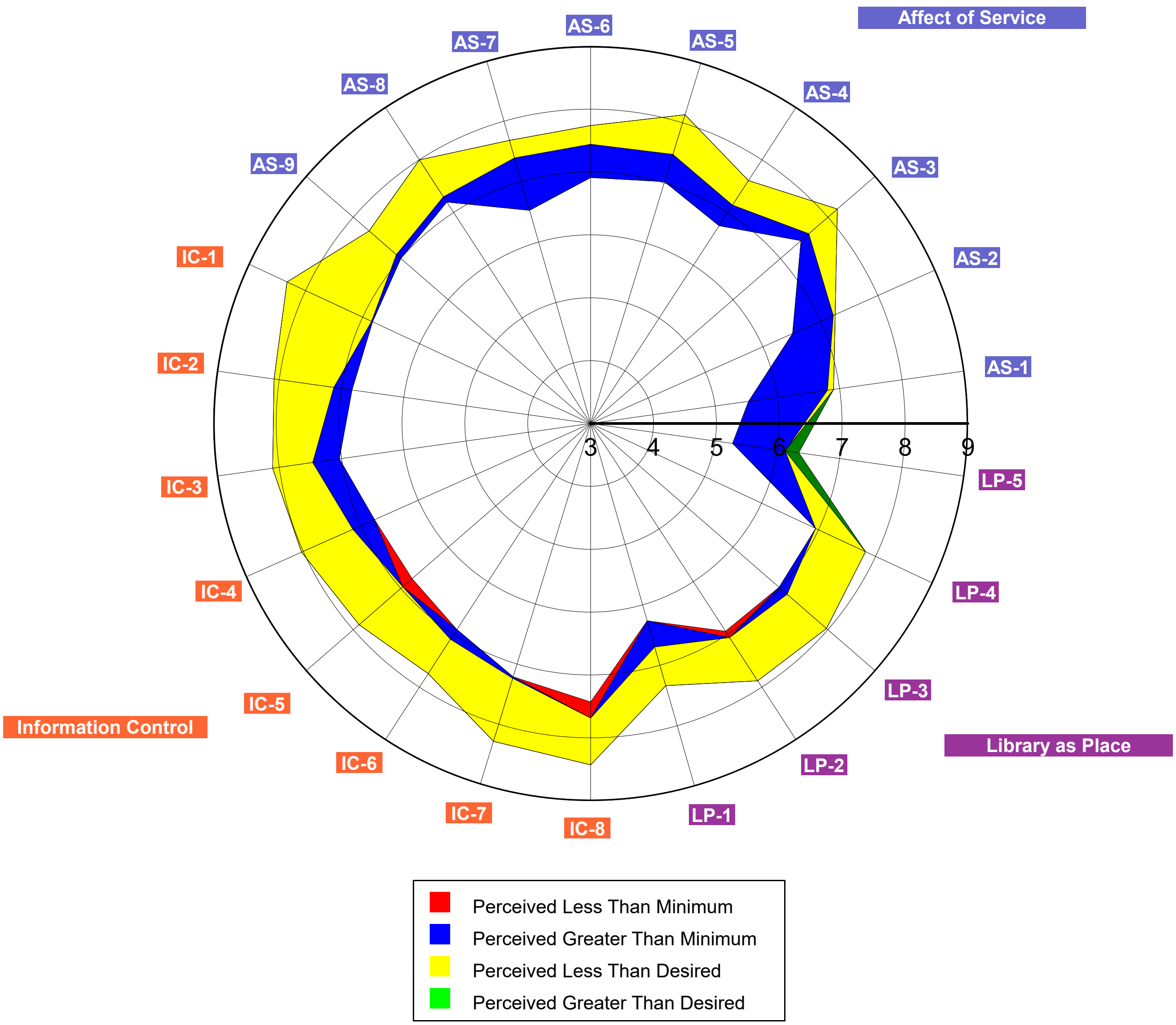
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	794	37.63	114	74.51
Part-time	1,316	62.37	38	24.84
Does not apply / NA		0.00	1	0.65
Total:	**2,110**	**100.00**	**153**	**100.00**

5.2 Core Questions Summary for Graduate

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	5.54	6.90	6.80	1.27	-0.10	41
AS-2	Giving users individual attention	6.52	7.26	7.23	0.71	-0.03	31
AS-3	Employees who are consistently courteous	7.43	8.20	7.60	0.17	-0.60	30
AS-4	Readiness to respond to users' questions	6.75	7.61	7.14	0.39	-0.46	28
AS-5	Employees who have the knowledge to answer user questions	7.02	8.14	7.48	0.45	-0.66	44
AS-6	Employees who deal with users in a caring fashion	6.91	7.74	7.44	0.53	-0.30	138
AS-7	Employees who understand the needs of their users	6.53	7.68	7.39	0.87	-0.29	38
AS-8	Willingness to help users	7.20	8.00	7.30	0.10	-0.70	40
AS-9	Dependability in handling users' service problems	7.00	7.67	7.10	0.10	-0.57	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.83	8.33	6.85	0.02	-1.48	52
IC-2	A library Web site enabling me to locate information on my own	6.83	8.08	7.13	0.29	-0.96	48
IC-3	The printed library materials I need for my work	7.04	8.11	7.46	0.43	-0.64	28
IC-4	The electronic information resources I need	6.76	8.03	7.14	0.38	-0.89	152
IC-5	Modern equipment that lets me easily access needed information	6.96	7.88	6.76	-0.20	-1.12	50
IC-6	Easy-to-use access tools that allow me to find things on my own	6.91	7.74	7.09	0.19	-0.65	43
IC-7	Making information easily accessible for independent use	7.21	8.29	7.24	0.02	-1.05	42
IC-8	Print and/or electronic journal collections I require for my work	7.69	8.43	7.43	-0.26	-1.00	35
Library as Place							
LP-1	Library space that inspires study and learning	6.26	7.34	6.70	0.43	-0.64	136
LP-2	Quiet space for individual activities	7.06	7.88	6.94	-0.12	-0.94	33
LP-3	A comfortable and inviting location	6.97	7.97	7.14	0.17	-0.83	35
LP-4	A getaway for study, learning, or research	6.95	7.83	6.95	0.00	-0.88	40
LP-5	Community space for group learning and group study	5.28	6.13	6.34	1.06	0.22	32
Overall:		6.79	7.81	7.13	0.34	-0.68	153

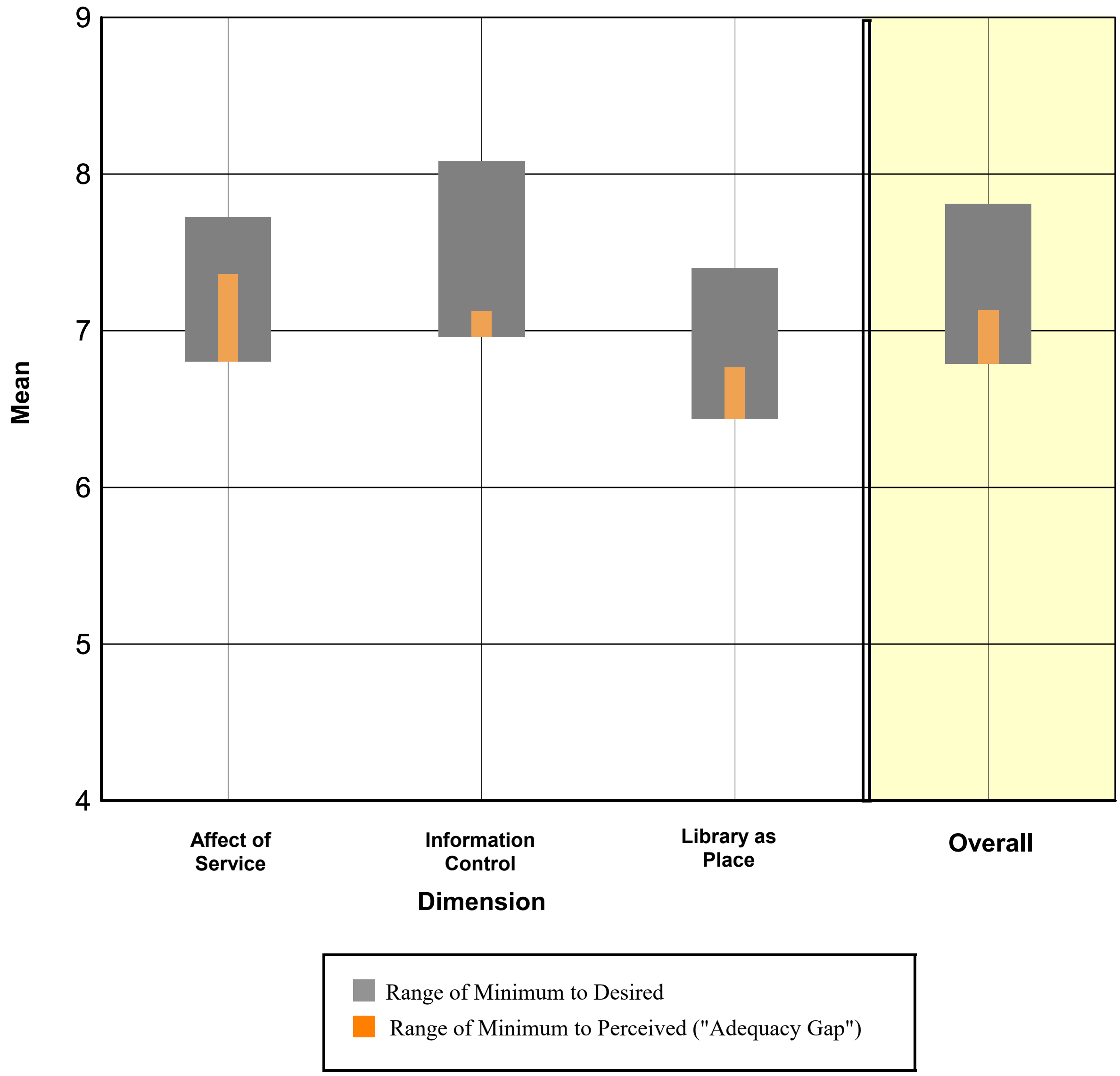
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Graduate

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	2.54	2.23	2.05	2.19	1.79	41
AS-2	Giving users individual attention	2.25	2.02	1.65	1.62	1.35	31
AS-3	Employees who are consistently courteous	2.06	1.65	1.63	2.09	1.87	30
AS-4	Readiness to respond to users' questions	2.08	1.97	2.01	1.91	1.82	28
AS-5	Employees who have the knowledge to answer user questions	1.77	1.30	1.58	1.85	1.45	44
AS-6	Employees who deal with users in a caring fashion	1.94	1.63	1.62	1.68	1.65	138
AS-7	Employees who understand the needs of their users	1.69	1.36	1.24	1.79	1.58	38
AS-8	Willingness to help users	1.59	1.11	1.76	1.41	1.44	40
AS-9	Dependability in handling users' service problems	1.64	1.35	1.55	1.67	1.54	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.02	1.23	1.99	2.52	1.89	52
IC-2	A library Web site enabling me to locate information on my own	2.07	1.84	1.89	1.84	1.69	48
IC-3	The printed library materials I need for my work	2.03	1.55	1.50	1.91	1.99	28
IC-4	The electronic information resources I need	1.95	1.49	1.66	1.91	1.78	152
IC-5	Modern equipment that lets me easily access needed information	1.84	1.71	2.12	1.98	1.84	50
IC-6	Easy-to-use access tools that allow me to find things on my own	1.80	1.47	1.62	1.71	1.67	43
IC-7	Making information easily accessible for independent use	1.82	0.99	1.61	1.85	1.56	42
IC-8	Print and/or electronic journal collections I require for my work	1.41	0.92	1.48	1.92	1.86	35
Library as Place							
LP-1	Library space that inspires study and learning	2.30	2.21	2.00	2.44	2.48	136
LP-2	Quiet space for individual activities	2.08	1.69	2.26	2.58	2.60	33
LP-3	A comfortable and inviting location	2.12	1.76	2.06	2.16	2.18	35
LP-4	A getaway for study, learning, or research	2.12	1.82	1.71	2.18	2.15	40
LP-5	Community space for group learning and group study	2.05	2.31	1.62	1.68	1.84	32
Overall:		1.63	1.26	1.36	1.40	1.22	153

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Graduate

5.3 Core Question Dimensions Summary for Graduate

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	6.80	7.73	7.36	0.56	-0.36	147
Information Control	6.96	8.08	7.13	0.17	-0.96	153
Library as Place	6.44	7.40	6.77	0.33	-0.63	141
Overall	6.79	7.81	7.13	0.34	-0.68	153

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	1.84	1.48	1.52	1.58	1.37	147
Information Control	1.71	1.28	1.53	1.62	1.49	153
Library as Place	2.06	1.95	1.76	2.06	2.08	141
Overall	1.63	1.26	1.36	1.40	1.22	153

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.94	7.81	7.13	0.19	-0.69	32
Availability of assistance in addressing issues of copyright and plagiarism	6.28	6.94	6.00	-0.28	-0.94	18
Availability of assistance to improve my research skills	6.86	7.66	7.00	0.14	-0.66	29
Library materials available when and where I need them	7.20	8.20	7.50	0.30	-0.70	30
Reliable mix of technology to help me complete my work	6.96	8.39	7.75	0.79	-0.64	28

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.11	1.62	2.21	2.40	1.96	32
Availability of assistance in addressing issues of copyright and plagiarism	2.42	2.18	2.11	1.87	1.70	18
Availability of assistance to improve my research skills	1.62	1.78	1.51	1.41	1.70	29
Library materials available when and where I need them	1.54	1.13	1.41	1.95	1.74	30
Reliable mix of technology to help me complete my work	1.73	0.79	1.29	1.87	1.22	28

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.57	1.61	76
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.05	1.82	77
How would you rate the overall quality of the service provided by the library?	7.33	1.55	153

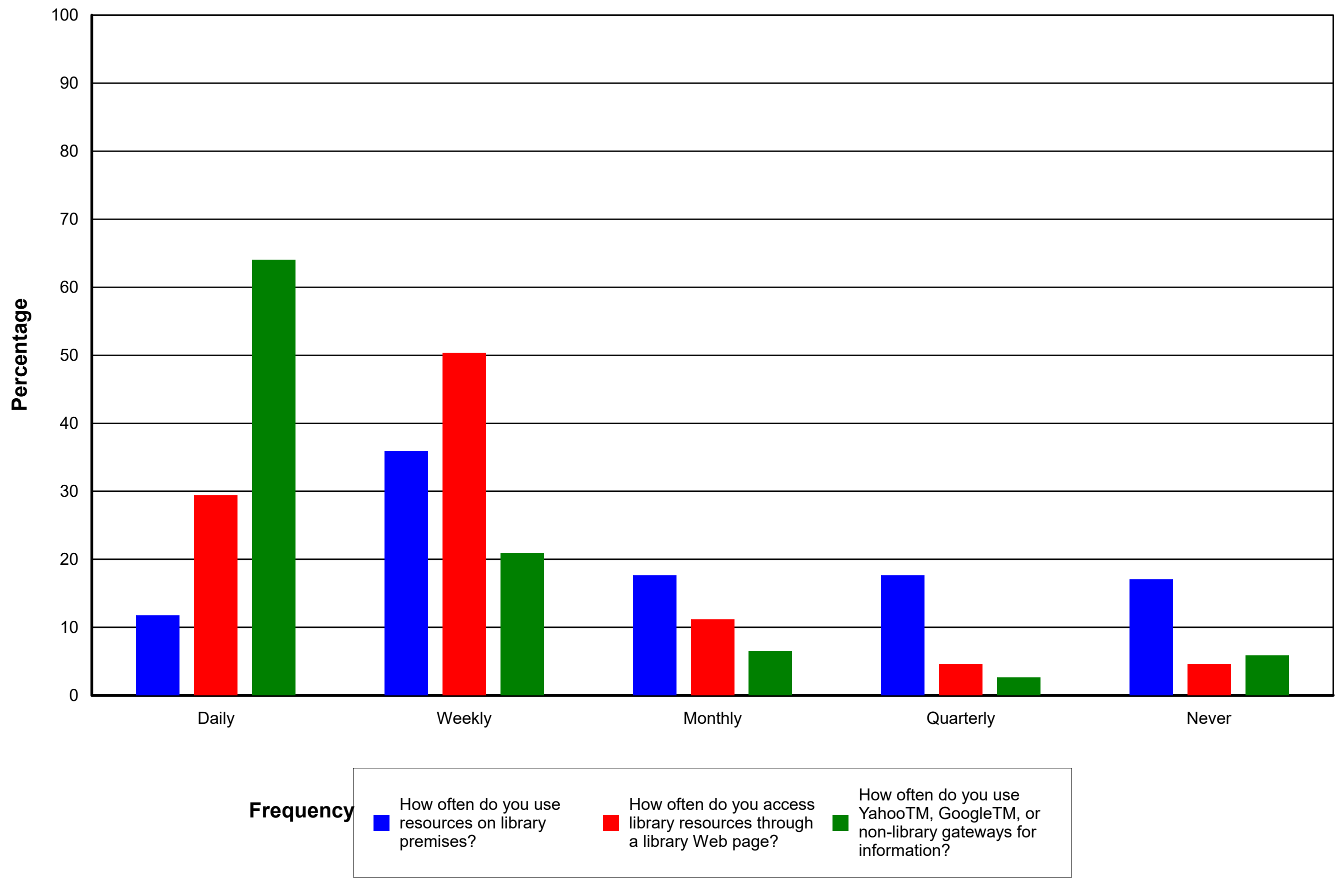
5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.69	1.83	54
The library aids my advancement in my academic discipline or work.	7.51	1.37	68
The library enables me to be more efficient in my academic pursuits or work.	7.25	1.91	69
The library helps me distinguish between trustworthy and untrustworthy information.	6.81	2.00	64
The library provides me with the information skills I need in my work or study.	7.12	1.58	51

5.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	18 11.76%	55 35.95%	27 17.65%	27 17.65%	26 16.99%	153 100.00%
How often do you access library resources through a library Web page?	45 29.41%	77 50.33%	17 11.11%	7 4.58%	7 4.58%	153 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	98 64.05%	32 20.92%	10 6.54%	4 2.61%	9 5.88%	153 100.00%

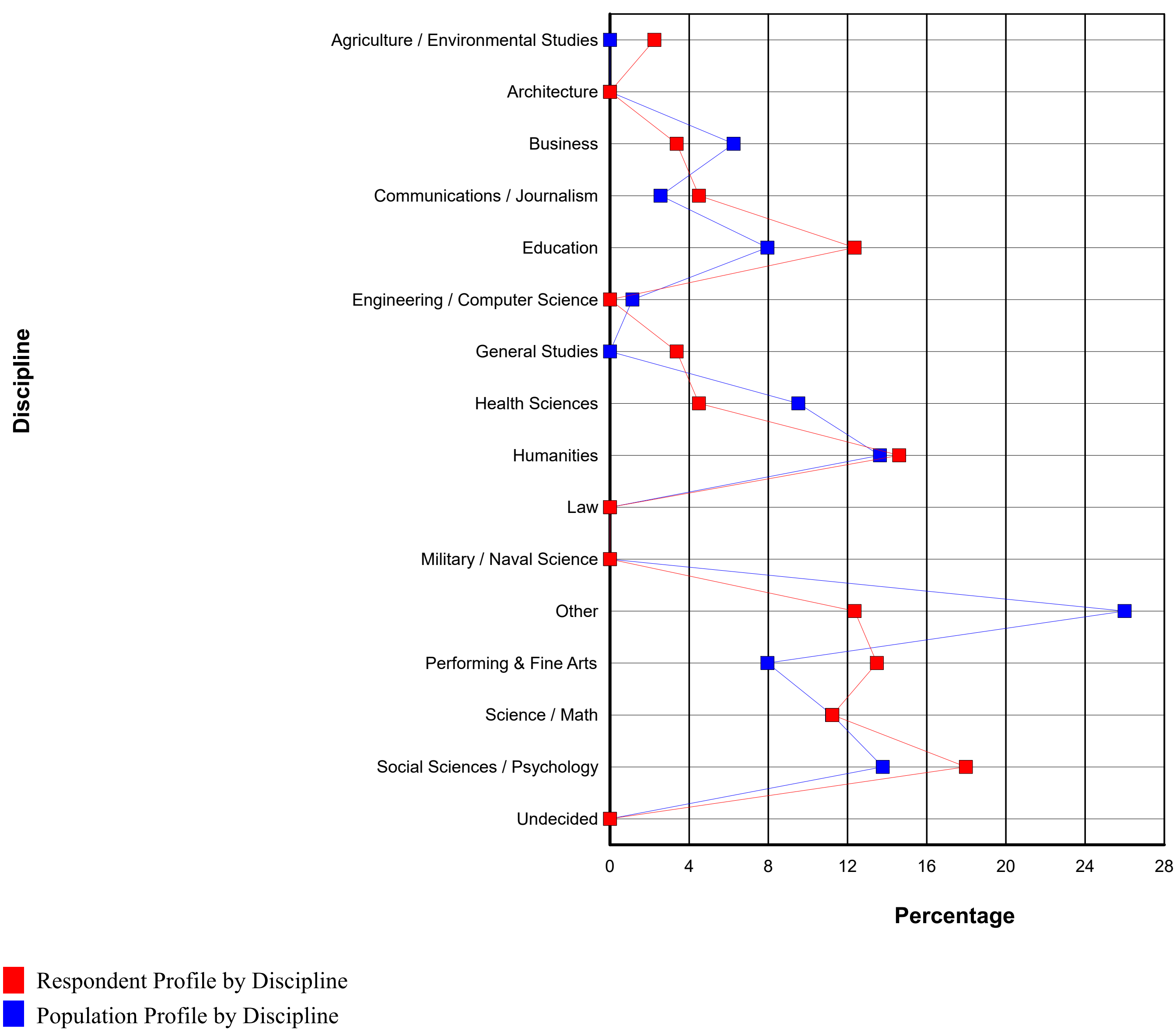
6 Faculty Summary for Indiana University of Pennsylvania

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



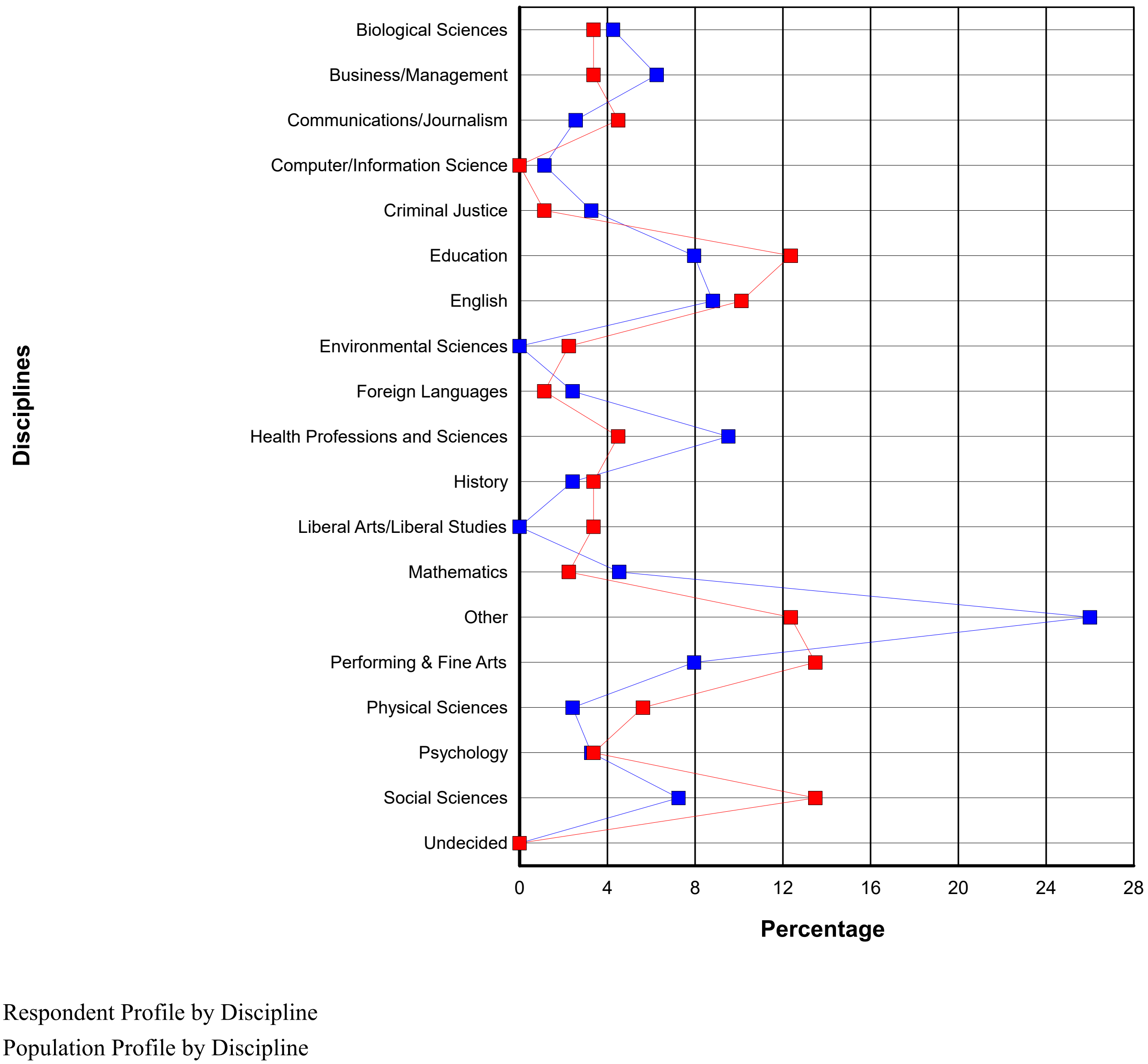
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	2	2.25	-2.25
Architecture	0	0.00	0	0.00	0.00
Business	44	6.25	3	3.37	2.88
Communications / Journalism	18	2.56	4	4.49	-1.94
Education	56	7.95	11	12.36	-4.41
Engineering / Computer Science	8	1.14	0	0.00	1.14
General Studies	0	0.00	3	3.37	-3.37
Health Sciences	67	9.52	4	4.49	5.02
Humanities	96	13.64	13	14.61	-0.97
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	183	25.99	11	12.36	13.63
Performing & Fine Arts	56	7.95	12	13.48	-5.53
Science / Math	79	11.22	10	11.24	-0.01
Social Sciences / Psychology	97	13.78	16	17.98	-4.20
Undecided	0	0.00	0	0.00	0.00
Total:	**704**	**100.00**	**89**	**100.00**	**0.00**

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Biological Sciences	30	4.26	3	3.37	0.89
Business/Management	44	6.25	3	3.37	2.88
Communications/Journalism	18	2.56	4	4.49	-1.94
Computer/Information Science	8	1.14	0	0.00	1.14
Criminal Justice	23	3.27	1	1.12	2.14
Education	56	7.95	11	12.36	-4.41
English	62	8.81	9	10.11	-1.31
Environmental Sciences	0	0.00	2	2.25	-2.25
Foreign Languages	17	2.41	1	1.12	1.29
Health Professions and Sciences	67	9.52	4	4.49	5.02
History	17	2.41	3	3.37	-0.96
Liberal Arts/Liberal Studies	0	0.00	3	3.37	-3.37
Mathematics	32	4.55	2	2.25	2.30
Other	183	25.99	11	12.36	13.63
Performing & Fine Arts	56	7.95	12	13.48	-5.53
Physical Sciences	17	2.41	5	5.62	-3.20
Psychology	23	3.27	3	3.37	-0.10
Social Sciences	51	7.24	12	13.48	-6.24
Undecided	0	0.00	0	0.00	0.00
Total:	**704**	**100.00**	**89**	**100.00**	**0.00**

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	81	91.01
Orendorff Music Library	4	4.49
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	4	4.49
Total:	**89**	**100.00**

6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	3	3.37
31 - 45	30	33.71
46 - 65	53	59.55
Over 65	3	3.37
Total:	**89**	**100.00**

6.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	364	51.70	48	53.93
Male	340	48.30	41	46.07
Total:	**704**	**100.00**	**89**	**100.00**

6.1.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	586	83.24	6	6.90
Part-time	118	16.76	4	4.60
Does not apply / NA		0.00	77	88.51
Total:	**704**	**100.00**	**87**	**100.00**

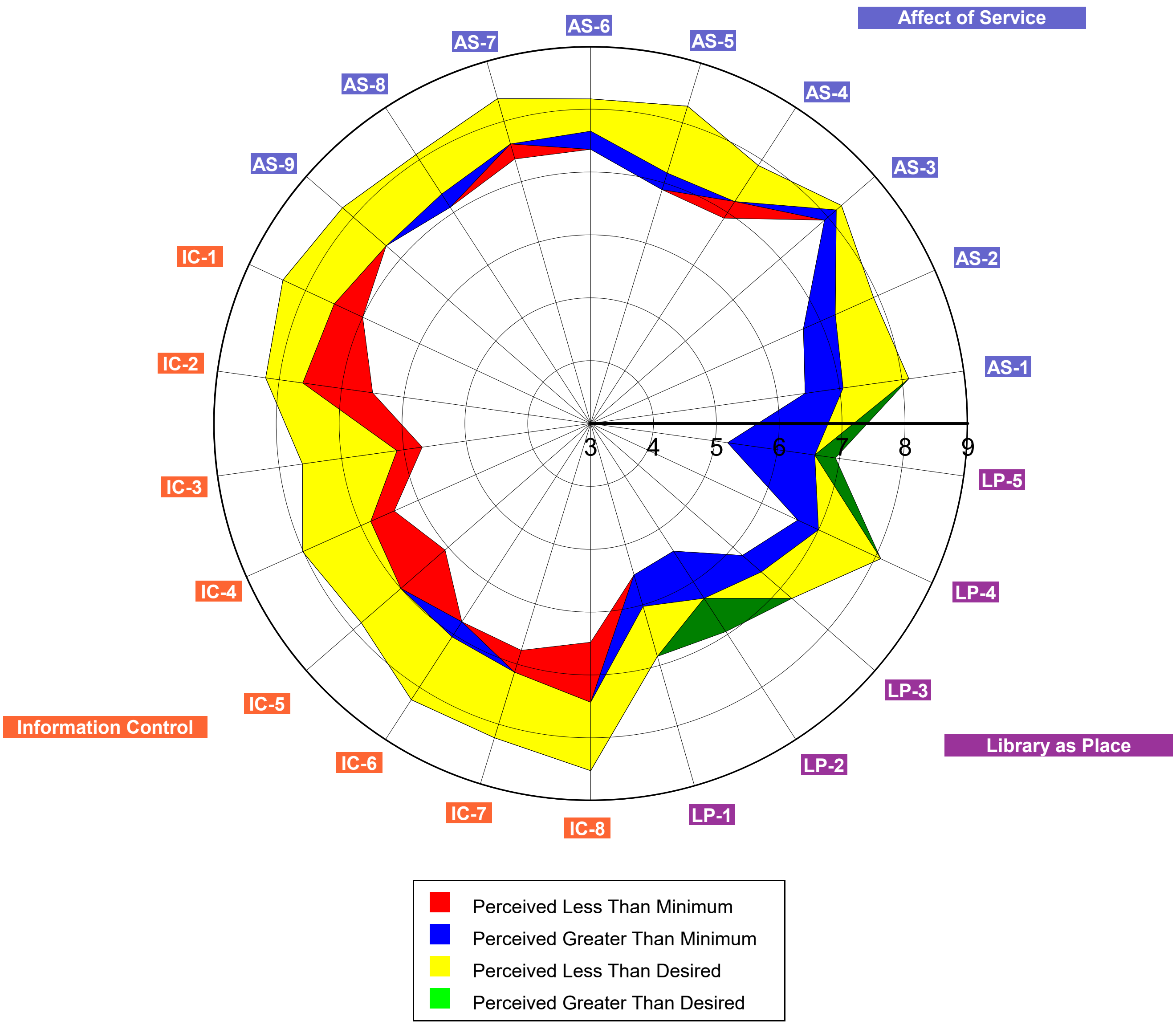
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

6.2 Core Questions Summary for Faculty

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	6.44	8.11	7.06	0.61	-1.06	18
AS-2	Giving users individual attention	6.70	7.93	7.26	0.56	-0.67	27
AS-3	Employees who are consistently courteous	7.93	8.29	8.18	0.25	-0.11	28
AS-4	Readiness to respond to users' questions	7.21	7.89	6.89	-0.32	-1.00	19
AS-5	Employees who have the knowledge to answer user questions	6.89	8.28	7.17	0.28	-1.11	18
AS-6	Employees who deal with users in a caring fashion	7.36	8.16	7.65	0.29	-0.51	86
AS-7	Employees who understand the needs of their users	7.63	8.38	7.38	-0.25	-1.00	16
AS-8	Willingness to help users	7.10	8.10	7.35	0.25	-0.75	20
AS-9	Dependability in handling users' service problems	7.31	8.23	7.31	0.00	-0.92	13
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.50	8.40	7.00	-0.50	-1.40	20
IC-2	A library Web site enabling me to locate information on my own	7.63	8.22	6.50	-1.13	-1.72	32
IC-3	The printed library materials I need for my work	6.11	7.63	5.70	-0.41	-1.93	27
IC-4	The electronic information resources I need	6.83	8.01	6.42	-0.41	-1.59	88
IC-5	Modern equipment that lets me easily access needed information	7.00	7.83	6.07	-0.93	-1.77	30
IC-6	Easy-to-use access tools that allow me to find things on my own	6.76	8.24	7.05	0.29	-1.19	21
IC-7	Making information easily accessible for independent use	7.14	8.23	6.77	-0.36	-1.45	22
IC-8	Print and/or electronic journal collections I require for my work	7.43	8.52	6.48	-0.96	-2.04	23
Library as Place							
LP-1	Library space that inspires study and learning	5.51	6.85	6.03	0.52	-0.83	75
LP-2	Quiet space for individual activities	5.42	6.32	6.95	1.53	0.63	19
LP-3	A comfortable and inviting location	6.20	7.24	6.60	0.40	-0.64	25
LP-4	A getaway for study, learning, or research	6.64	8.09	7.00	0.36	-1.09	11
LP-5	Community space for group learning and group study	5.20	6.60	6.93	1.73	0.33	15
Overall:		6.77	7.85	6.83	0.06	-1.02	89

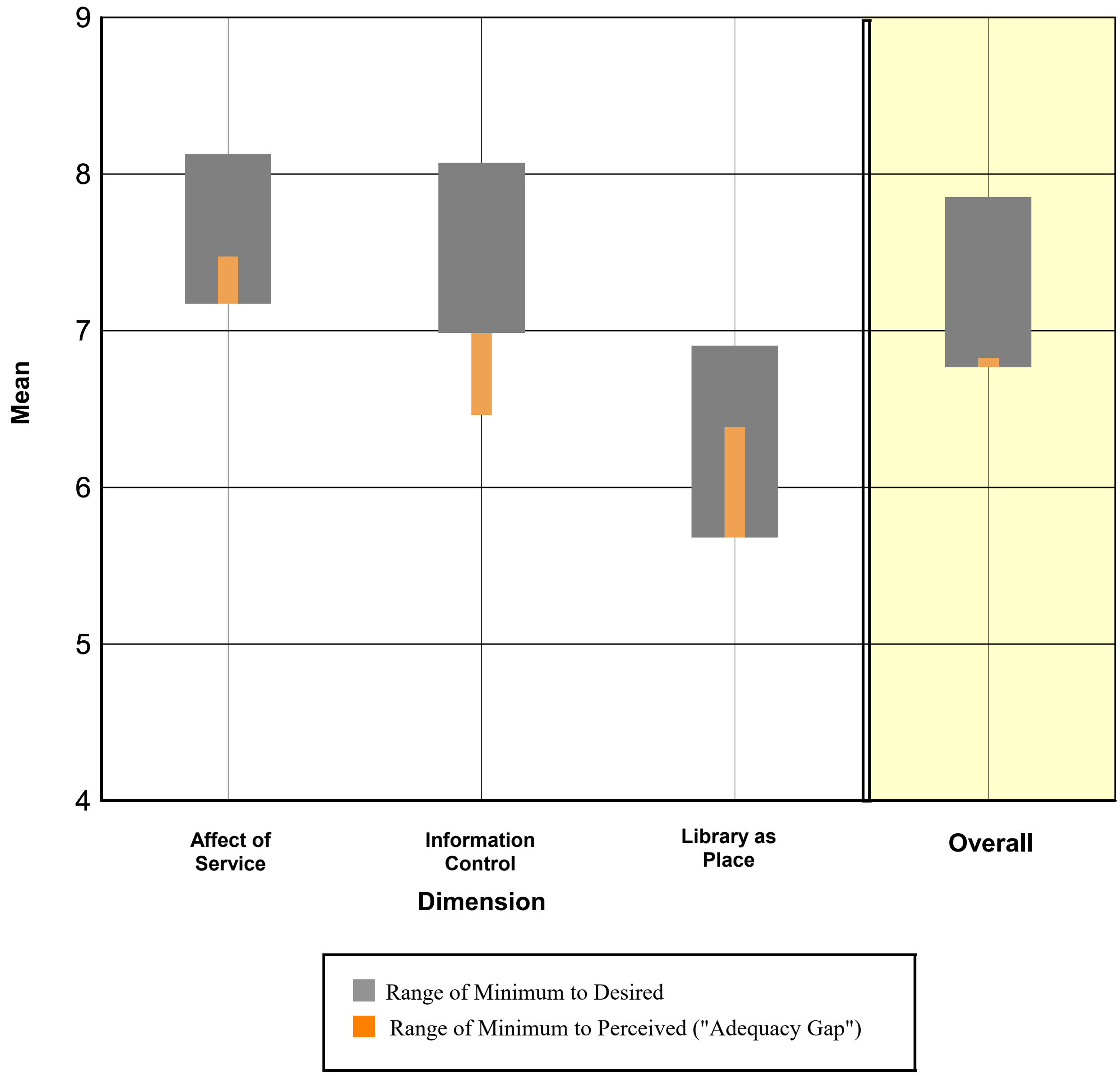
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

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	0.76	1.76	1.42	2.04	18
AS-2	Giving users individual attention	2.37	1.30	1.65	2.38	1.64	27
AS-3	Employees who are consistently courteous	1.25	1.15	0.90	1.17	1.20	28
AS-4	Readiness to respond to users' questions	1.69	1.59	1.94	1.11	1.20	19
AS-5	Employees who have the knowledge to answer user questions	1.60	0.67	1.15	1.36	1.13	18
AS-6	Employees who deal with users in a caring fashion	1.73	1.34	1.40	1.61	1.57	86
AS-7	Employees who understand the needs of their users	1.26	0.81	1.75	2.14	2.07	16
AS-8	Willingness to help users	1.86	1.17	1.57	1.80	1.83	20
AS-9	Dependability in handling users' service problems	1.38	1.30	1.97	2.31	2.33	13
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.43	1.05	1.65	1.43	1.54	20
IC-2	A library Web site enabling me to locate information on my own	1.36	1.36	1.57	1.95	2.05	32
IC-3	The printed library materials I need for my work	2.03	1.82	1.66	2.69	2.51	27
IC-4	The electronic information resources I need	1.68	1.39	1.76	2.22	1.91	88
IC-5	Modern equipment that lets me easily access needed information	1.53	1.51	1.91	1.76	1.76	30
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.04	1.56	2.03	1.72	21
IC-7	Making information easily accessible for independent use	1.58	0.81	1.57	1.92	1.79	22
IC-8	Print and/or electronic journal collections I require for my work	1.59	0.73	1.68	2.50	1.94	23
Library as Place							
LP-1	Library space that inspires study and learning	2.43	2.40	1.95	2.82	2.69	75
LP-2	Quiet space for individual activities	2.76	2.56	1.47	2.74	2.71	19
LP-3	A comfortable and inviting location	2.16	2.11	1.66	1.94	2.29	25
LP-4	A getaway for study, learning, or research	1.69	1.51	1.55	1.57	1.38	11
LP-5	Community space for group learning and group study	2.91	2.69	1.44	3.20	3.04	15
Overall:		1.43	1.12	1.24	1.56	1.49	89

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

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



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	7.17	8.13	7.47	0.30	-0.66	88
Information Control	6.99	8.07	6.46	-0.52	-1.61	89
Library as Place	5.68	6.91	6.39	0.71	-0.52	80
Overall	6.77	7.85	6.83	0.06	-1.02	89

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	1.09	1.34	1.48	1.47	88
Information Control	1.45	1.16	1.47	1.87	1.70	89
Library as Place	2.31	2.16	1.67	2.55	2.48	80
Overall	1.43	1.12	1.24	1.56	1.49	89

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	7.14	8.14	7.29	0.14	-0.86	14
Availability of assistance in addressing issues of copyright and plagiarism	5.94	7.06	6.61	0.67	-0.44	18
Availability of assistance to improve my research skills	6.89	7.83	7.56	0.67	-0.28	18
Library materials available when and where I need them	6.88	8.13	6.19	-0.69	-1.94	16
Reliable mix of technology to help me complete my work	7.08	8.46	6.15	-0.92	-2.31	13

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	1.83	1.83	1.59	1.17	1.23	14
Availability of assistance in addressing issues of copyright and plagiarism	3.04	2.39	1.82	3.38	2.71	18
Availability of assistance to improve my research skills	2.27	1.92	1.69	1.68	2.61	18
Library materials available when and where I need them	1.93	1.75	2.14	2.41	2.32	16
Reliable mix of technology to help me complete my work	1.32	0.78	1.77	1.85	1.93	13

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.75	1.55	51
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.76	1.60	38
How would you rate the overall quality of the service provided by the library?	7.00	1.60	88

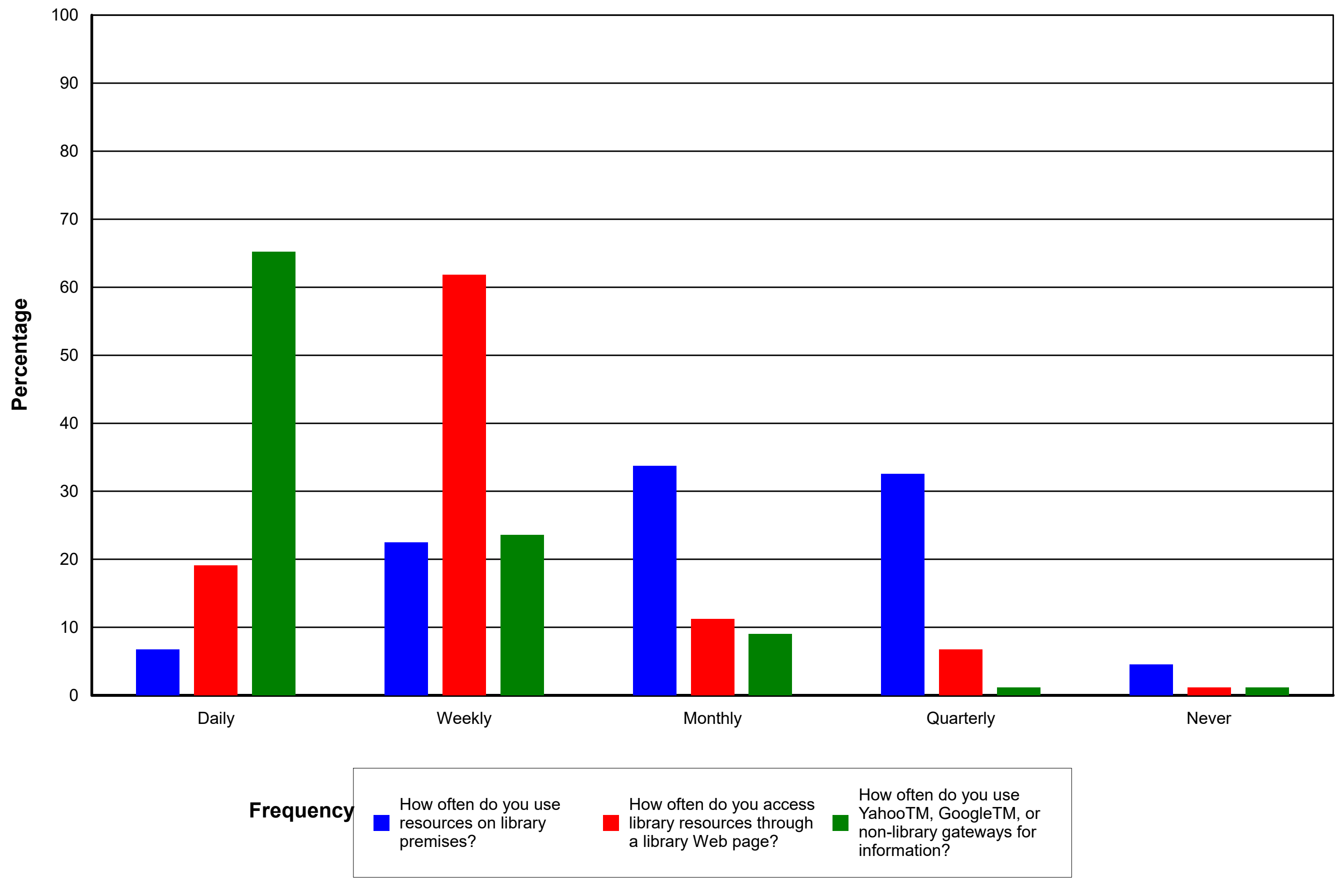
6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.65	2.07	37
The library aids my advancement in my academic discipline or work.	6.67	1.75	42
The library enables me to be more efficient in my academic pursuits or work.	6.34	2.10	41
The library helps me distinguish between trustworthy and untrustworthy information.	6.49	2.16	39
The library provides me with the information skills I need in my work or study.	6.58	1.30	19

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	6 6.74%	20 22.47%	30 33.71%	29 32.58%	4 4.49%	89 100.00%
How often do you access library resources through a library Web page?	17 19.10%	55 61.80%	10 11.24%	6 6.74%	1 1.12%	89 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	58 65.17%	21 23.60%	8 8.99%	1 1.12%	1 1.12%	89 100.00%

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

7 Library Staff Summary for Indiana University of Pennsylvania

7.1 Demographic Summary for Library Staff

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	9	81.82
Orendorff Music Library	2	18.18
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	0	0.00
Total:	**11**	**100.00**

7.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	3	27.27
31 - 45	1	9.09
46 - 65	7	63.64
Over 65	0	0.00
Total:	**11**	**100.00**

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Library Staff

7.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	8	72.73
Male	3	27.27
Total:	**11**	**100.00**

7.1.4 Respondent Profile by Full or part-time student?

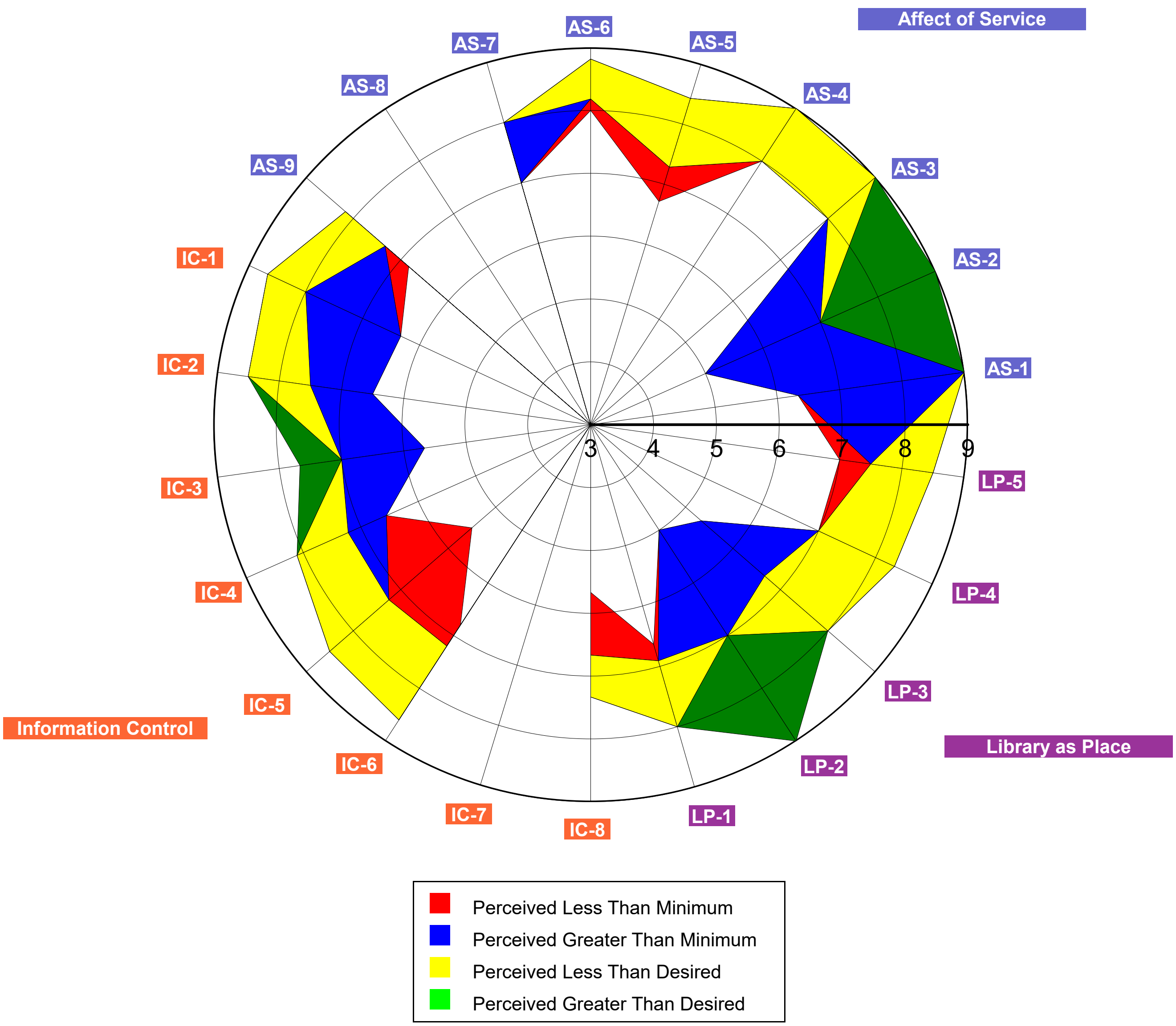
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	11	100.00
Total:	**11**	**100.00**

7.2 Core Questions Summary for Library Staff

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	6.33	9.00	9.00	2.67	0.00	3
AS-2	Giving users individual attention	5.00	7.00	9.00	4.00	2.00	1
AS-3	Employees who are consistently courteous	8.00	9.00	8.00	0.00	-1.00	2
AS-4	Readiness to respond to users' questions	8.00	9.00	8.00	0.00	-1.00	2
AS-5	Employees who have the knowledge to answer user questions	7.29	8.43	6.71	-0.57	-1.71	7
AS-6	Employees who deal with users in a caring fashion	8.18	8.82	8.00	-0.18	-0.82	11
AS-7	Employees who understand the needs of their users	7.00	8.00	8.00	1.00	0.00	1
AS-8	Willingness to help users						0
AS-9	Dependability in handling users' service problems	7.33	8.17	6.83	-0.50	-1.33	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.33	8.67	8.00	1.67	-0.67	3
IC-2	A library Web site enabling me to locate information on my own	6.50	8.50	7.50	1.00	-1.00	2
IC-3	The printed library materials I need for my work	5.67	7.00	7.67	2.00	0.67	3
IC-4	The electronic information resources I need	6.56	8.11	7.22	0.67	-0.89	9
IC-5	Modern equipment that lets me easily access needed information	7.25	8.50	5.50	-1.75	-3.00	4
IC-6	Easy-to-use access tools that allow me to find things on my own	7.20	8.60	6.80	-0.40	-1.80	5
IC-7	Making information easily accessible for independent use						0
IC-8	Print and/or electronic journal collections I require for my work	6.67	7.33	5.67	-1.00	-1.67	3
Library as Place							
LP-1	Library space that inspires study and learning	6.91	8.00	6.64	-0.27	-1.36	11
LP-2	Quiet space for individual activities	5.00	7.00	9.00	4.00	2.00	1
LP-3	A comfortable and inviting location	5.33	8.00	6.67	1.33	-1.33	3
LP-4	A getaway for study, learning, or research	7.00	8.33	7.00	0.00	-1.33	3
LP-5	Community space for group learning and group study	7.50	8.50	7.00	-0.50	-1.50	4
Overall:		7.09	8.33	7.12	0.04	-1.20	11

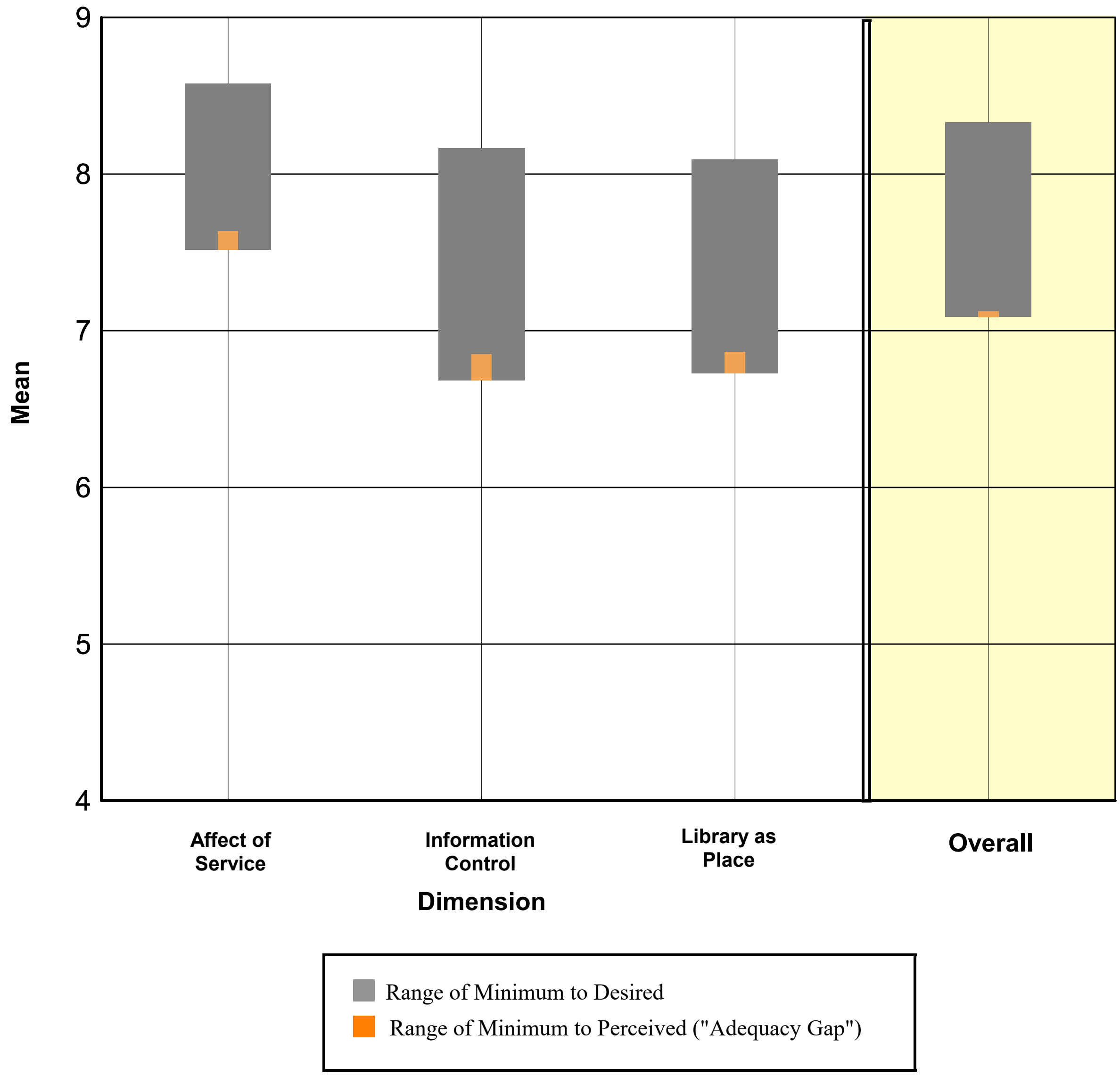
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Library Staff

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	2.31	0	0	2.31	0	3
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous	1.41	0	0	1.41	0	2
AS-4	Readiness to respond to users' questions	1.41	0	1.41	0	1.41	2
AS-5	Employees who have the knowledge to answer user questions	1.70	0.79	1.38	2.99	1.89	7
AS-6	Employees who deal with users in a caring fashion	1.47	0.40	1.55	2.32	1.60	11
AS-7	Employees who understand the needs of their users						1
AS-8	Willingness to help users						0
AS-9	Dependability in handling users' service problems	1.97	1.17	2.14	3.15	2.42	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.31	0.58	1.73	4.04	2.08	3
IC-2	A library Web site enabling me to locate information on my own	2.12	0.71	0.71	2.83	0	2
IC-3	The printed library materials I need for my work	1.15	0	1.53	1.73	1.53	3
IC-4	The electronic information resources I need	1.74	0.93	1.86	3.20	2.20	9
IC-5	Modern equipment that lets me easily access needed information	1.26	0.58	3.32	4.27	3.83	4
IC-6	Easy-to-use access tools that allow me to find things on my own	1.10	0.55	1.30	2.07	1.79	5
IC-7	Making information easily accessible for independent use						0
IC-8	Print and/or electronic journal collections I require for my work	3.21	2.08	2.08	3.61	2.89	3
Library as Place							
LP-1	Library space that inspires study and learning	1.70	1.55	2.20	3.52	3.07	11
LP-2	Quiet space for individual activities						1
LP-3	A comfortable and inviting location	1.53	1.73	1.53	2.89	2.52	3
LP-4	A getaway for study, learning, or research	2.00	0.58	1.73	3.61	2.31	3
LP-5	Community space for group learning and group study	1.29	0.58	1.41	2.38	1.91	4
Overall:		1.38	0.70	1.42	2.67	1.89	11

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Library Staff

7.3 Core Question Dimensions Summary for Library Staff

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



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	7.52	8.58	7.64	0.12	-0.94	11
Information Control	6.68	8.17	6.85	0.17	-1.32	10
Library as Place	6.73	8.09	6.86	0.14	-1.23	11
Overall	7.09	8.33	7.12	0.04	-1.20	11

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	1.45	0.58	1.38	2.44	1.58	11
Information Control	1.57	0.89	1.84	3.01	2.26	10
Library as Place	1.66	1.20	1.73	3.10	2.49	11
Overall	1.38	0.70	1.42	2.67	1.89	11

7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	8.00	8.50	6.50	-1.50	-2.00	2
Availability of assistance in addressing issues of copyright and plagiarism	6.00	9.00	6.00	0	-3.00	1
Availability of assistance to improve my research skills	9.00	9.00	8.00	-1.00	-1.00	1
Library materials available when and where I need them	6.33	8.00	5.33	-1.00	-2.67	3
Reliable mix of technology to help me complete my work	5.33	8.67	8.33	3.00	-0.33	3

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	1.41	0.71	3.54	4.95	4.24	2
Availability of assistance in addressing issues of copyright and plagiarism						1
Availability of assistance to improve my research skills						1
Library materials available when and where I need them	2.52	1.00	2.08	4.36	2.89	3
Reliable mix of technology to help me complete my work	0.58	0.58	0.58	1.00	0.58	3

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.17	2.64	6
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	2.35	5
How would you rate the overall quality of the service provided by the library?	7.27	1.79	11

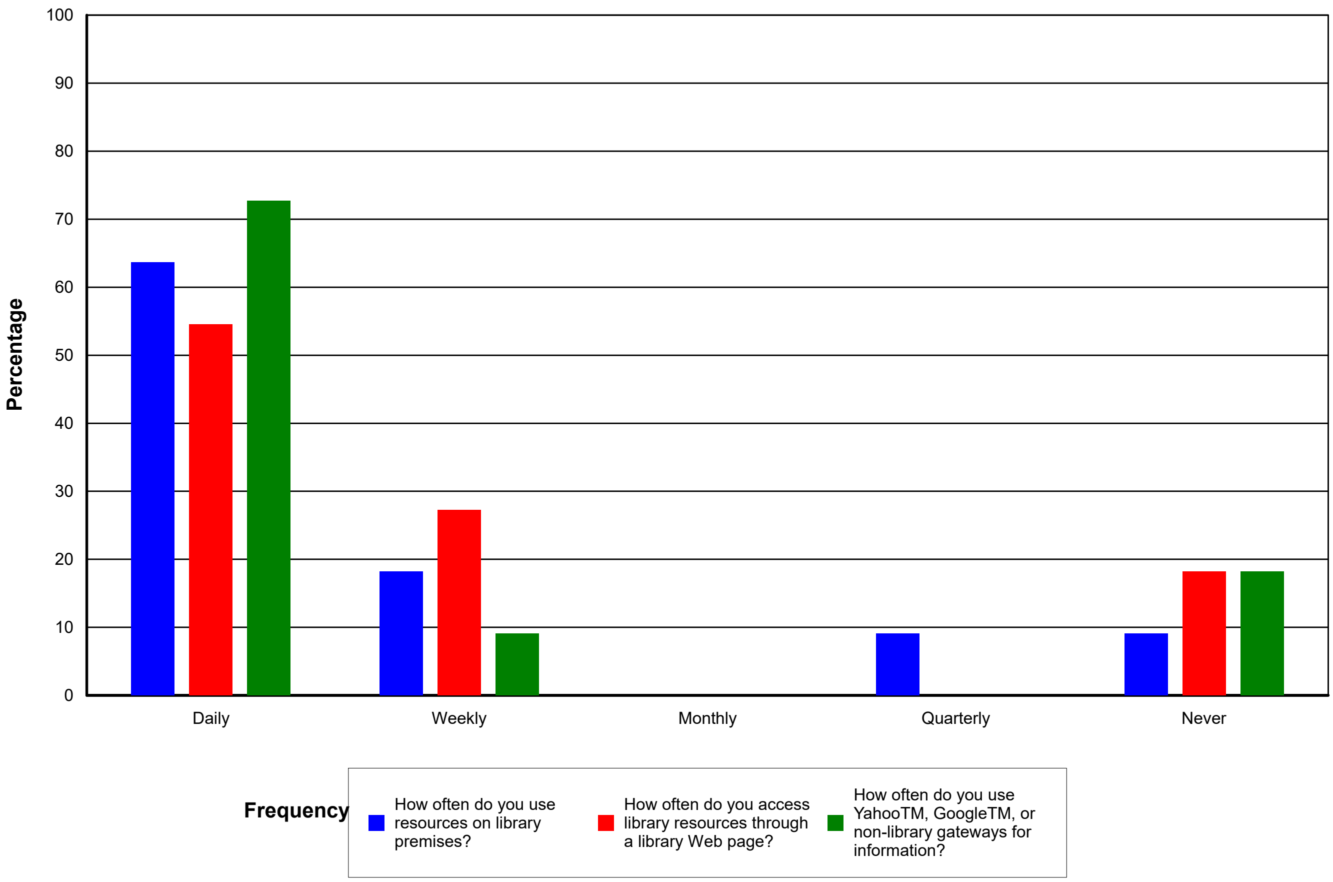
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.50	0.71	2
The library aids my advancement in my academic discipline or work.	7.80	0.84	5
The library enables me to be more efficient in my academic pursuits or work.	7.38	1.30	8
The library helps me distinguish between trustworthy and untrustworthy information.	8.00	1.00	3
The library provides me with the information skills I need in my work or study.	6.75	1.50	4

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	7 63.64%	2 18.18%	0 0 %	1 9.09%	1 9.09%	11 100.00%
How often do you access library resources through a library Web page?	6 54.55%	3 27.27%	0 0 %	0 0 %	2 18.18%	11 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	8 72.73%	1 9.09%	0 0 %	0 0 %	2 18.18%	11 100.00%

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Library Staff

8 Staff Summary for Indiana University of Pennsylvania

8.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Stapleton/Stabley Library	27	84.38
Orendorff Music Library	0	0.00
Punxsutawney Campus Library	0	0.00
Northpointe Campus Library	0	0.00
I use the online library only	5	15.63
Total:	**32**	**100.00**

8.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	6	18.75
31 - 45	6	18.75
46 - 65	19	59.38
Over 65	1	3.13
Total:	**32**	**100.00**

8.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	24	75.00
Male	8	25.00
Total:	**32**	**100.00**

8.1.4 Respondent Profile by Full or part-time student?

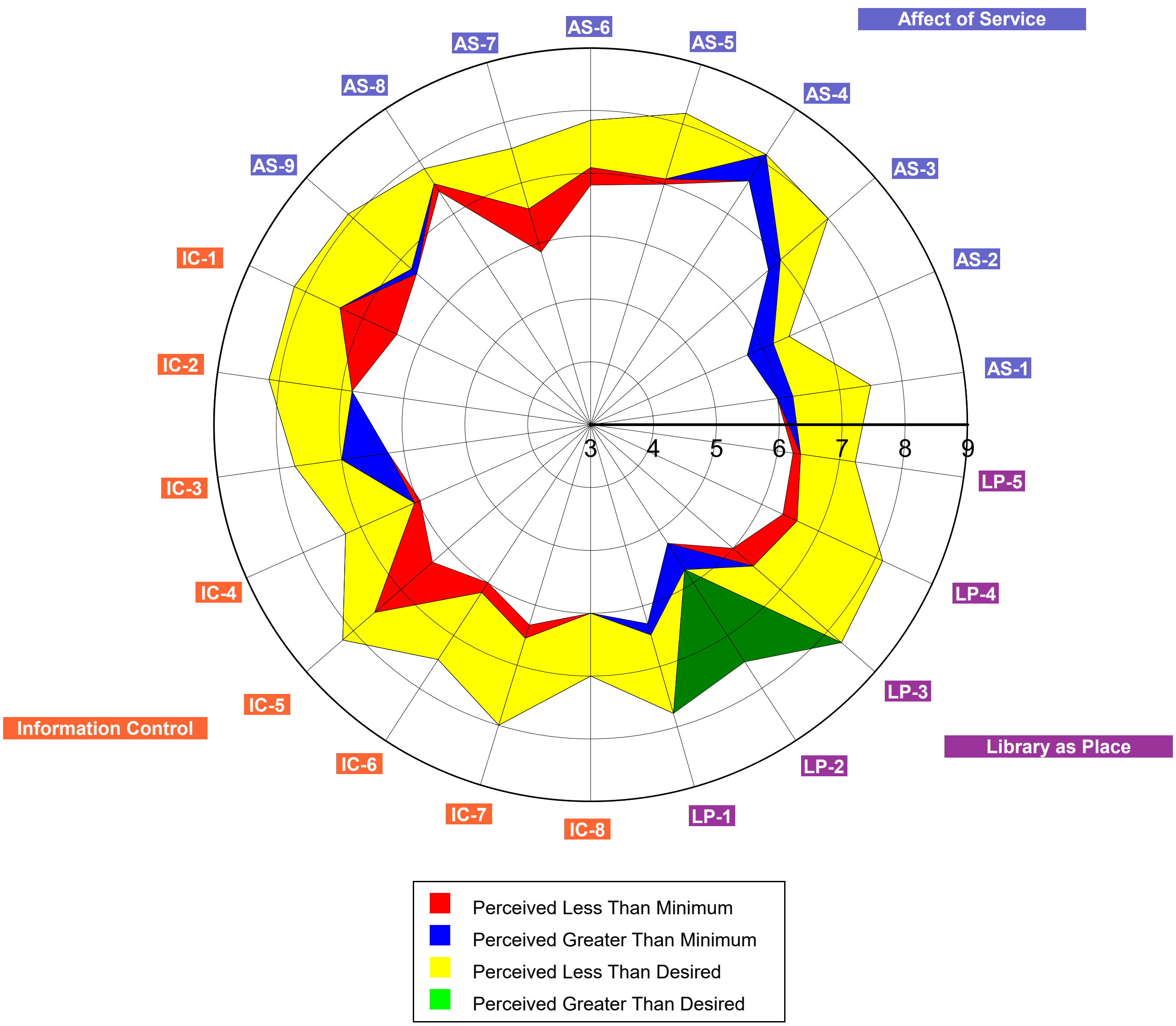
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	32	100.00
Total:	**32**	**100.00**

8.2 Core Questions Summary for Staff

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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	6.00	7.50	6.25	0.25	-1.25	4
AS-2	Giving users individual attention	5.73	6.45	6.18	0.45	-0.27	11
AS-3	Employees who are consistently courteous	6.75	8.00	7.00	0.25	-1.00	4
AS-4	Readiness to respond to users' questions	7.63	8.13	8.13	0.50	0.00	8
AS-5	Employees who have the knowledge to answer user questions	7.09	8.18	7.00	-0.09	-1.18	11
AS-6	Employees who deal with users in a caring fashion	7.09	7.84	6.81	-0.28	-1.03	32
AS-7	Employees who understand the needs of their users	6.57	7.57	5.86	-0.71	-1.71	7
AS-8	Willingness to help users	7.57	7.86	7.43	-0.14	-0.43	7
AS-9	Dependability in handling users' service problems	6.67	8.11	6.78	0.11	-1.33	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.40	8.20	6.40	-1.00	-1.80	10
IC-2	A library Web site enabling me to locate information on my own	6.83	8.17	6.83	0.00	-1.33	6
IC-3	The printed library materials I need for my work	6.25	7.75	7.00	0.75	-0.75	4
IC-4	The electronic information resources I need	6.07	7.27	5.97	-0.10	-1.30	30
IC-5	Modern equipment that lets me easily access needed information	7.56	8.22	6.33	-1.22	-1.89	9
IC-6	Easy-to-use access tools that allow me to find things on my own	6.18	7.45	6.00	-0.18	-1.45	11
IC-7	Making information easily accessible for independent use	6.56	8.00	6.33	-0.22	-1.67	9
IC-8	Print and/or electronic journal collections I require for my work	6.00	7.00	6.00	0.00	-1.00	6
Library as Place							
LP-1	Library space that inspires study and learning	6.30	7.78	6.48	0.19	-1.30	27
LP-2	Quiet space for individual activities	5.25	5.75	7.50	2.25	1.75	4
LP-3	A comfortable and inviting location	6.43	8.29	6.00	-0.43	-2.29	7
LP-4	A getaway for study, learning, or research	6.63	8.13	6.38	-0.25	-1.75	8
LP-5	Community space for group learning and group study	6.38	7.25	6.25	-0.13	-1.00	8
Overall:		6.59	7.70	6.53	-0.06	-1.17	32

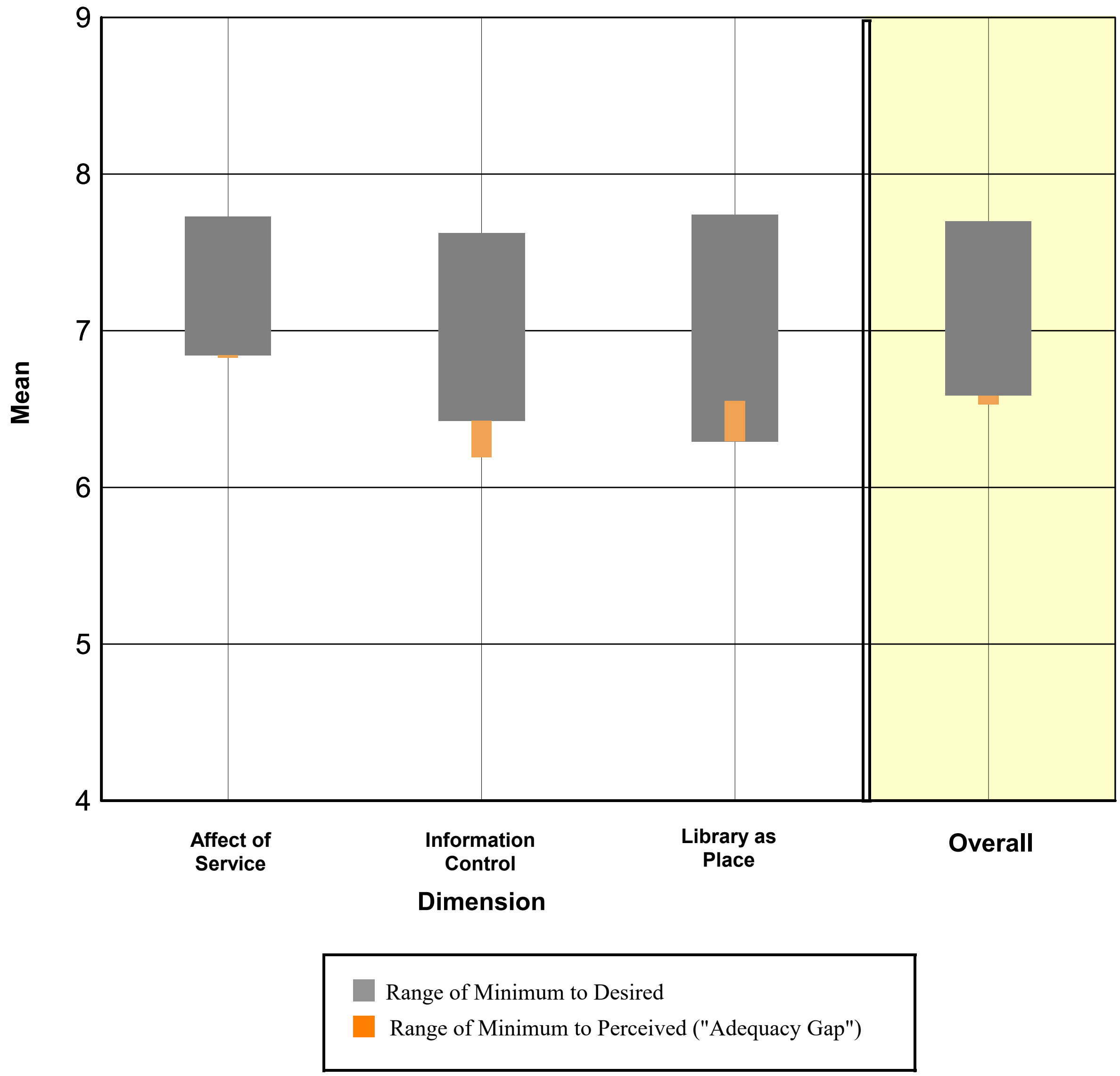
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Staff

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	2.16	2.38	3.59	3.20	1.50	4
AS-2	Giving users individual attention	1.79	1.92	2.09	1.92	2.10	11
AS-3	Employees who are consistently courteous	0.96	1.15	2.71	2.22	2.16	4
AS-4	Readiness to respond to users' questions	0.74	1.36	0.64	0.93	1.69	8
AS-5	Employees who have the knowledge to answer user questions	1.70	0.98	1.48	1.45	1.25	11
AS-6	Employees who deal with users in a caring fashion	1.87	1.69	1.93	1.46	1.28	32
AS-7	Employees who understand the needs of their users	1.13	1.81	2.79	2.63	2.06	7
AS-8	Willingness to help users	1.81	1.46	1.81	1.46	1.13	7
AS-9	Dependability in handling users' service problems	1.80	1.96	1.92	2.09	1.50	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.58	1.14	2.50	2.79	2.30	10
IC-2	A library Web site enabling me to locate information on my own	1.60	0.75	1.72	2.10	1.21	6
IC-3	The printed library materials I need for my work	2.06	0.96	1.41	2.22	1.50	4
IC-4	The electronic information resources I need	1.36	1.57	1.96	1.90	1.95	30
IC-5	Modern equipment that lets me easily access needed information	1.59	1.30	1.58	1.86	1.76	9
IC-6	Easy-to-use access tools that allow me to find things on my own	1.08	1.37	1.90	1.99	1.63	11
IC-7	Making information easily accessible for independent use	2.13	1.32	0.87	1.79	1.12	9
IC-8	Print and/or electronic journal collections I require for my work	2.19	2.53	2.19	1.67	1.26	6
Library as Place							
LP-1	Library space that inspires study and learning	1.81	1.72	1.91	2.29	1.96	27
LP-2	Quiet space for individual activities	0.50	3.59	1.73	1.50	3.50	4
LP-3	A comfortable and inviting location	2.07	0.95	1.91	2.44	1.50	7
LP-4	A getaway for study, learning, or research	1.60	1.36	1.60	2.38	1.49	8
LP-5	Community space for group learning and group study	2.00	2.19	1.91	1.46	1.77	8
Overall:		1.35	1.35	1.70	1.59	1.30	32

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Staff

8.3 Core Question Dimensions Summary for Staff

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



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	6.84	7.73	6.83	-0.02	-0.90	32
Information Control	6.42	7.62	6.19	-0.23	-1.43	31
Library as Place	6.29	7.74	6.55	0.26	-1.19	29
Overall	6.59	7.70	6.53	-0.06	-1.17	32

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	1.54	1.50	1.90	1.54	1.37	32
Information Control	1.40	1.29	1.61	1.69	1.37	31
Library as Place	1.70	1.81	1.72	1.98	1.90	29
Overall	1.35	1.35	1.70	1.59	1.30	32

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.43	7.71	7.71	1.29	0	7
Availability of assistance in addressing issues of copyright and plagiarism	7.40	7.60	7.00	-0.40	-0.60	5
Availability of assistance to improve my research skills	5.50	6.50	5.67	0.17	-0.83	6
Library materials available when and where I need them	7.60	8.40	7.20	-0.40	-1.20	5
Reliable mix of technology to help me complete my work	6.00	7.33	7.83	1.83	0.50	6

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	1.13	0.95	0.95	0.76	0	7
Availability of assistance in addressing issues of copyright and plagiarism	1.52	1.67	1.58	0.89	0.89	5
Availability of assistance to improve my research skills	1.87	2.43	2.94	2.48	1.33	6
Library materials available when and where I need them	1.14	0.89	2.17	2.30	1.64	5
Reliable mix of technology to help me complete my work	1.41	2.16	0.75	1.17	2.26	6

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.13	1.89	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.69	1.54	16
How would you rate the overall quality of the service provided by the library?	6.75	1.46	32

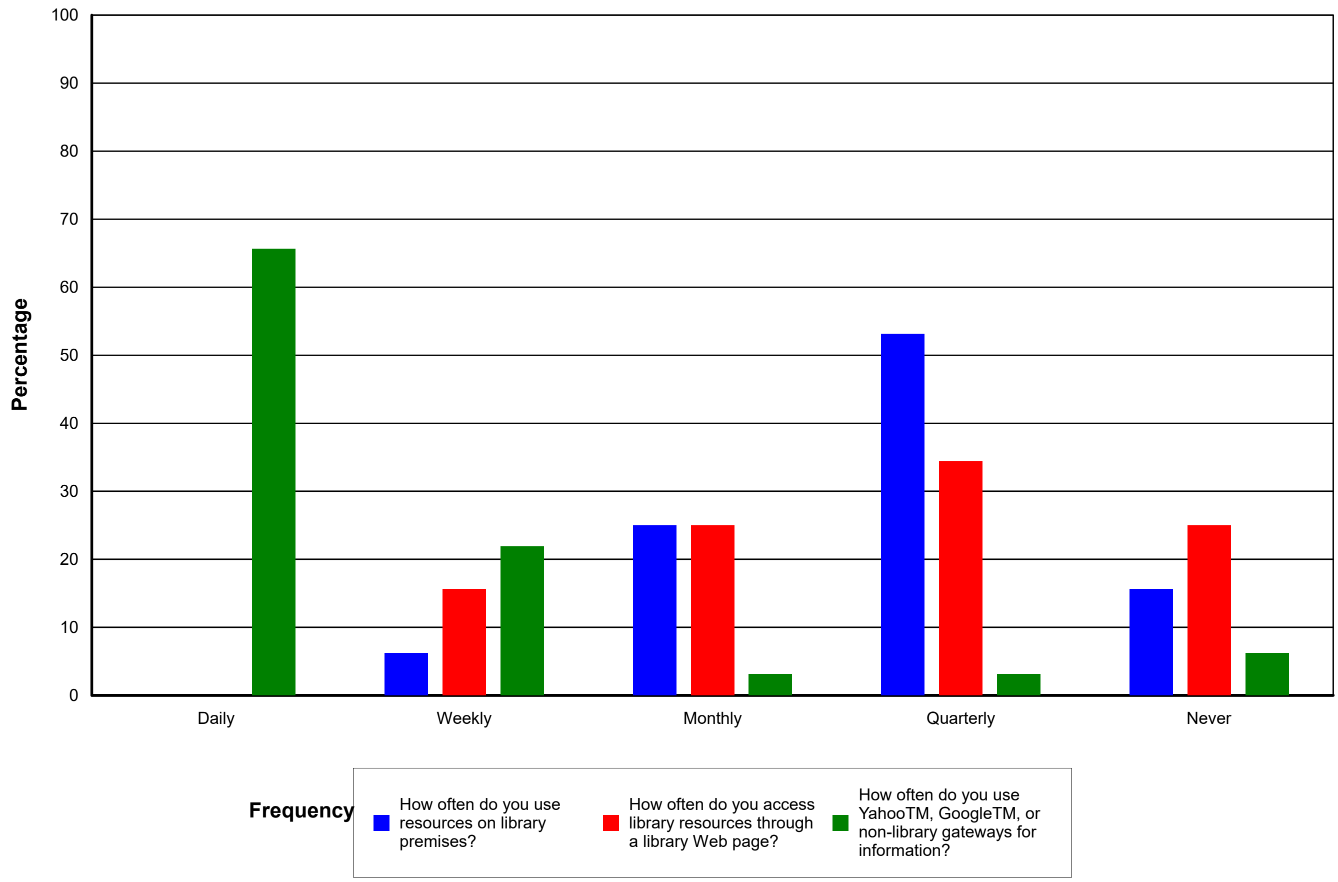
8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.83	1.53	12
The library aids my advancement in my academic discipline or work.	6.14	2.14	14
The library enables me to be more efficient in my academic pursuits or work.	7.09	1.76	11
The library helps me distinguish between trustworthy and untrustworthy information.	7.15	1.52	13
The library provides me with the information skills I need in my work or study.	6.29	1.64	14

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	0 0 %	2 6.25%	8 25.00%	17 53.13%	5 15.63%	32 100.00%
How often do you access library resources through a library Web page?	0 0 %	5 15.63%	8 25.00%	11 34.38%	8 25.00%	32 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	21 65.63%	7 21.88%	1 3.13%	1 3.13%	2 6.25%	32 100.00%

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Staff

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

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

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

Affect of Service

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

Information Control

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

Library as Place

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

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