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# 1 Introduction

## 1.1 Acknowledgements

This notebook contains information from the 2006 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2006.

The LibQUAL+™ project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+™ team for their key roles in this developmental project. From Texas A&M University, the quantitative guidance of Bruce Thompson and the qualitative leadership of Yvonna Lincoln have been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative. From the Association of Research Libraries, we are appreciative of the project management role of Martha Kyrillidou and the technical development role of Jonathan Sousa, as well as the communications and administration support provided by Amy Hoseth, Richard Groves, and MaShana Davis.

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

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

Colleen Cook  
Texas A&M University

Fred Heath  
University of Texas

Duane Webster  
Association of Research Libraries

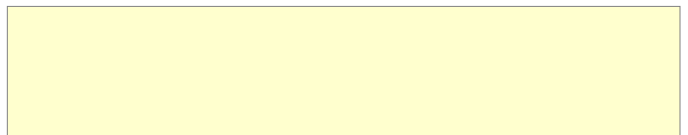
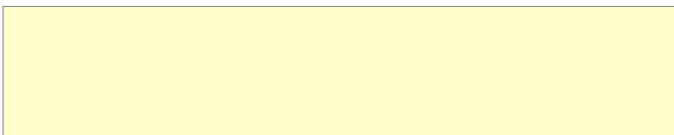
## 1.2 LibQUAL+™: a Project from StatsQUAL™

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

LibQUAL+™ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL Libraries under the leadership of, Fred Heath and Colleen Cook, then both at the Texas A&M University libraries. It matured quickly into a standard assessment tool that has been applied at more than 700 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+™, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

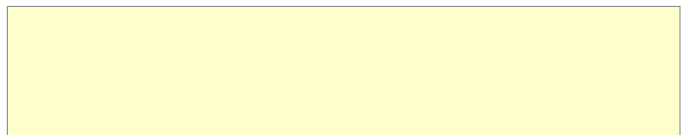
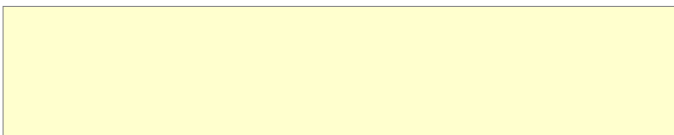
There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+™ over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+™ servers were moved from Texas A&M to an external hosting facility under the ARL brand known as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

LibQUAL+™ findings have engaged thousands of librarians in discussions with colleagues and ARL on what these findings



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

In an example of collaboration, LibQUAL+™ participants are sharing their results within the LibQUAL+™ community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+™ participants are actively shaping our Share Fair gatherings, our in-person events, and our understanding of how the collected data can be used. LibQUAL+™ offers a rich resource that can be viewed using many

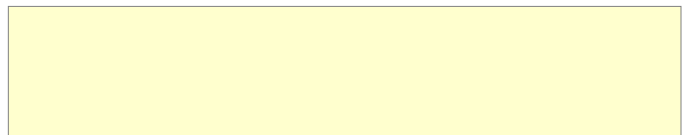
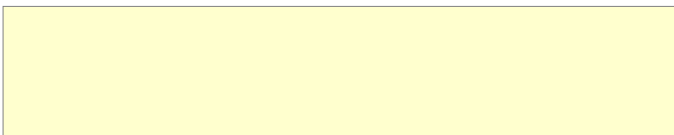


### 1.3 LibQUAL+™: Defining and Promoting Library Service Quality

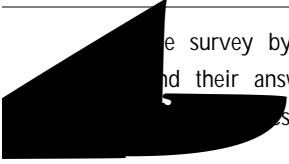
LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled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

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

As of spring 2006, more than 700 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical





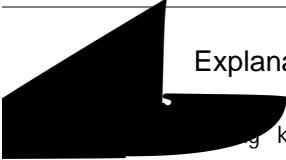


...e survey by distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing desired, perceived, and minimum expectations of service.

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

## 1.4 Web Access to Data

Data summaries from the 2006 item  survey will be available to project participants online via the LibQUAL+™ survey management site:



## Explanation of Charts and Tables

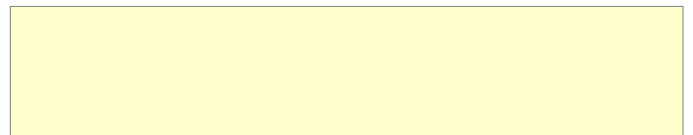
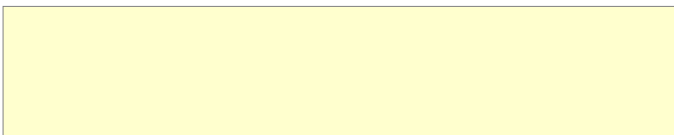
Having knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+™ results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

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

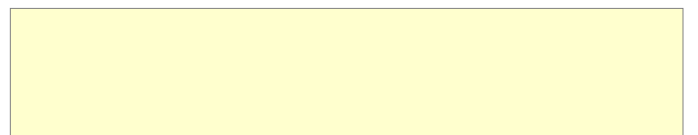
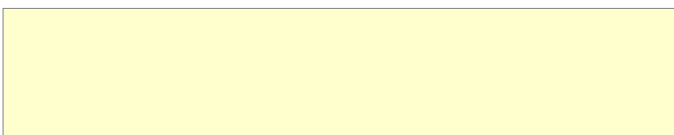
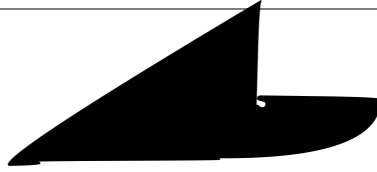
Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.


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



The



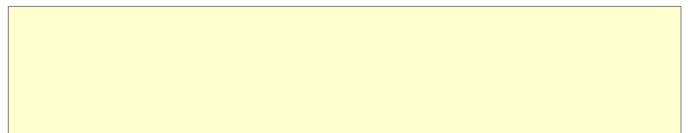
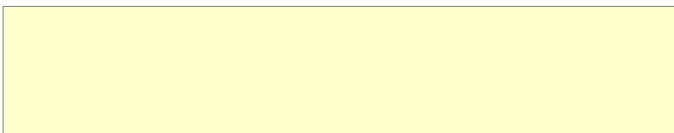


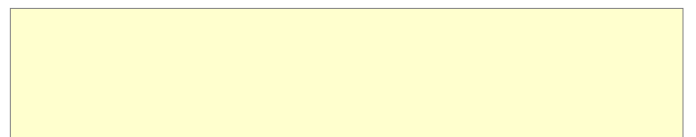
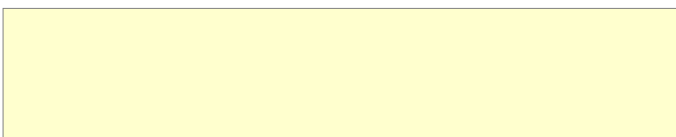
## A Few Words about LibQUAL+™ 2006

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

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

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





While compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items.

Because some institutions provided access to a lottery drawing for an incentive (e.g., a Palm PDA) for completing the survey, some users might have selected "NA" choices for all or most of the items rather than reporting their actual perceptions. Or some users may have views on such a narrow range of quality issues that their data are not very informative.

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

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

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

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

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

A total market survey administered to more than 100,000 users, as was LibQUAL+™ in 2004 and 2005, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all

individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

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

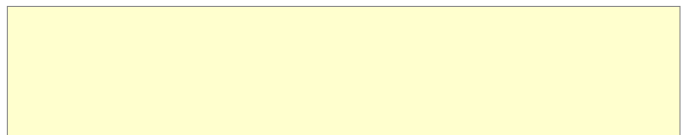
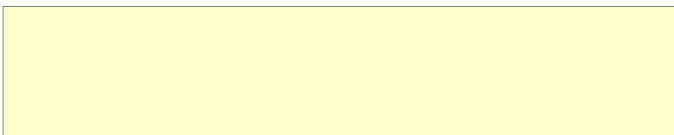
This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of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

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

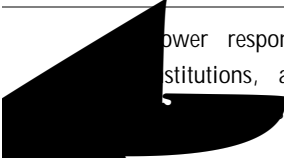
An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make \$25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in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

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

Of course, the fact statements made by the LibQUAL+™ norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+™ norms is provided







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

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

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

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

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

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

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

Completers (n=200 / 800)  
 Gender  
     Students 53% female  
     Faculty 45% female  
 Disciplines  
     Liberal Arts 40%  
     Science 15%  
     Other 45%

Population (N=16,000)  
 Gender  
     Students 51% female  
     Faculty 41% female  
 Disciplines  
     Liberal Arts 35%  
     Science 20%  
     Other 45%

Completers (n=200 / 800)  
 Gender  
     Students 35% female  
     Faculty 65% female  
 Disciplines  
     Liberal Arts 40%  
     Science 20%  
     Other 40%

Population (N=23,000)  
 Gender  
     Students 59% female  
     Faculty 43% female  
 Disciplines  
     Liberal Arts 15%  
     Science 35%  
     Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+™ software has been expanded to facilitate these comparisons and to output side-by-side graphs and tables comparing sample and population distributions. Show these to people who question result representativeness.

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

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

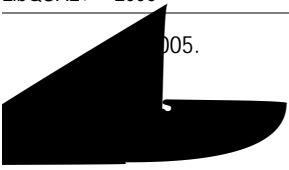
In addition to the framework that is there for analyzing the 2003 and 2004 data, ARL is working on establishing a data mining environment that will allow all institutions to analyze data from every year whether or not they have conducted the survey that year. This interface will be available to participants on a subscription basis.

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

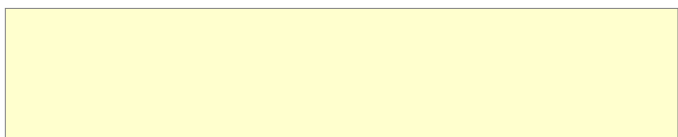
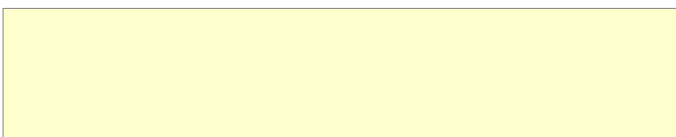
LibQUAL+™ is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+™ initiative is more than a single tool. LibQUAL+™ is an effort to create a culture of data-driven service quality assessment and service quality improvement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

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+™ data, the Association of Research Libraries has created the annual Service Quality Evaluation Academy. For more information about the Academy, see the LibQUAL+™ events page at [http://www.arl.org/events/academy](#).

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The fourth cohort of Academy participants graduated in May,



005.



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## 2 Respondents by Institution for Association of Jesuit Colleges and Universities - Academic Libraries

Below is a listing of all the consortium institutions that participated in the 2006 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

1)	Boston College	458	3.81%
2)	Canisius College	183	1.52%
3)	College of the Holy Cross	780	6.49%
4)	Creighton University - Reinert/Alumni Library	418	3.48%
5)	Fairfield University	550	4.58%
6)	Fordham University Libraries	555	4.62%
7)	Georgetown University	410	3.41%
8)	Gleeson Library-Geschke Center	988	8.22%
9)	Gonzaga University	1,315	10.94%
10)	John Carroll University, Grasselli Library	573	4.77%
11)	Le Moyne College	668	5.56%
12)	Loyola University Chicago	1,078	8.97%
13)	Loyola University New Orleans	122	1.02%
14)	Loyola/Notre Dame Library	261	2.17%
15)	Marquette University Libraries	749	6.23%
16)	Regis University	185	1.54%
17)	Saint Louis University - Pius XII Memorial Library	333	2.77%
18)	Santa Clara University	474	3.95%
19)	Seattle University, A.A. Lemieux Library	745	6.20%
20)	University of Detroit Mercy	156	1.30%
21)	University of Scranton	326	2.71%
22)	Xavier University Library	688	5.73%

### 3 College or University Libraries Demographic Summary for Association of Jesuit Colleges and Universities Academic Libraries

#### 3.1 Respondents by User Group

First year	1,737	14.46%
Second year	1,682	14.00%
Third year	1,798	14.96%
Fourth year	1,845	15.36%
Fifth year and above	139	1.16%
Non-degree	30	0.25%
	<u>7,231</u>	<u>60.18%</u>
Masters	1,673	13.92%
Doctoral	554	4.61%
Non-degree or Undecided	57	0.47%
	<u>2,284</u>	<u>19.01%</u>
Adjunct Faculty	183	1.52%
Assistant Professor	508	4.23%
Associate Professor	598	4.98%
Lecturer	77	0.64%
Professor	523	4.35%
Other Academic Status	120	1.00%
	<u>2,009</u>	<u>16.72%</u>
Administrator	15	0.12%
Manager, Head of Unit	22	0.18%
Public Services	56	0.47%
Systems	5	0.04%
Technical Services	34	0.28%
Other	33	0.27%
	<u>165</u>	<u>1.37%</u>
Research Staff	20	0.17%
Other staff positions	306	2.55%
	<u>326</u>	<u>2.71%</u>

Language: American English

Institution Type: College or University

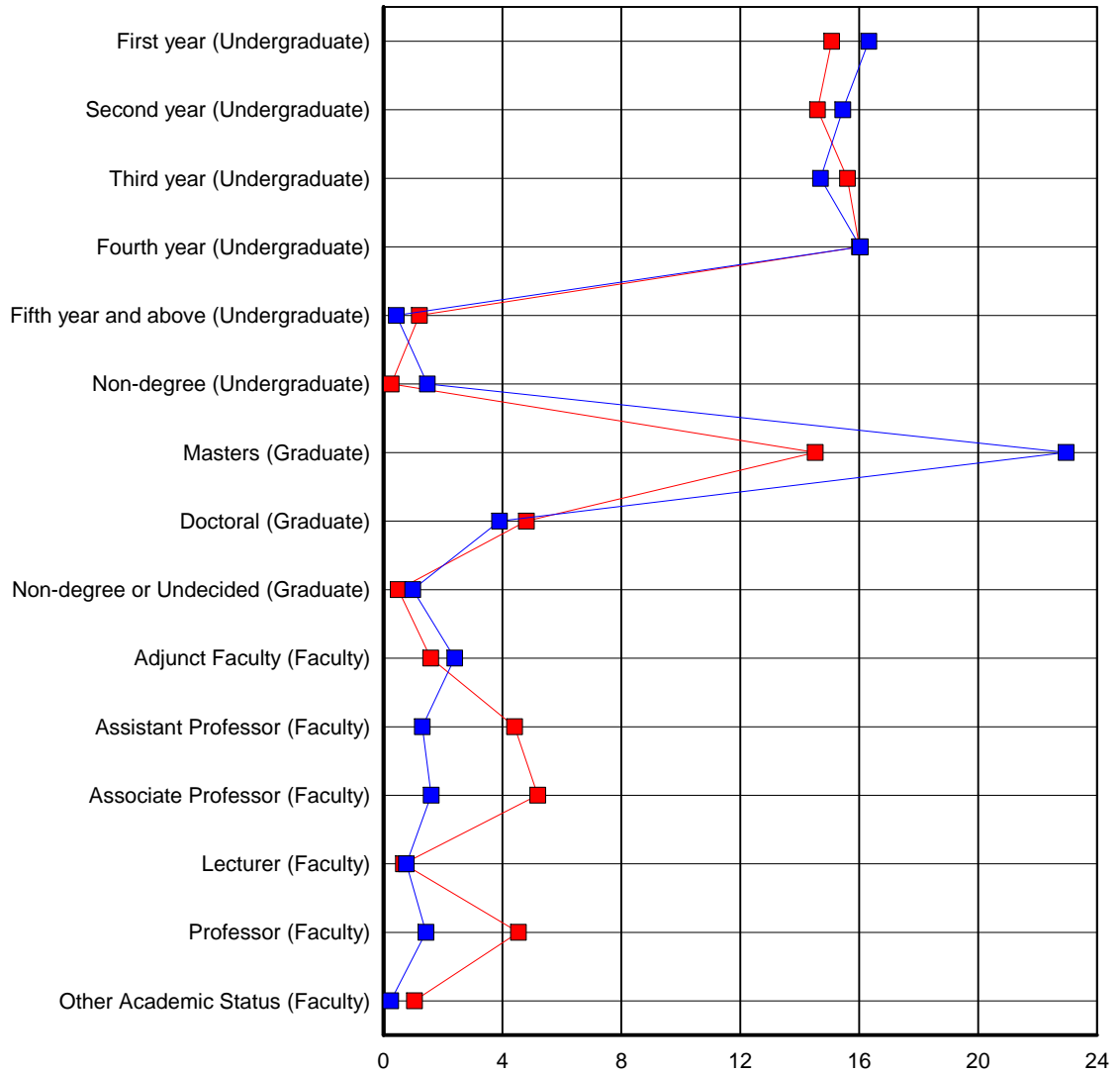
Consortium: Association of Jesuit Colleges and Universities - Academic

User Group: All

## Population and Respondent Profiles by User Sub-Group

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

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



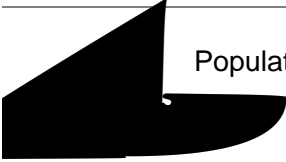
- Respondent Profile by User Sub-Group
- Population Profile by User Sub-Group

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: All (Excluding Library Staff, Staff)

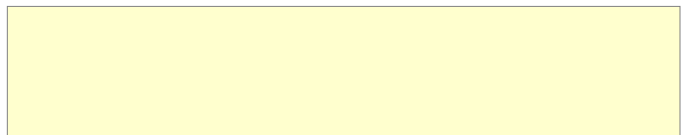
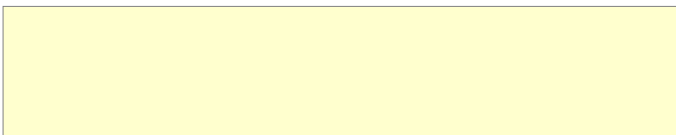
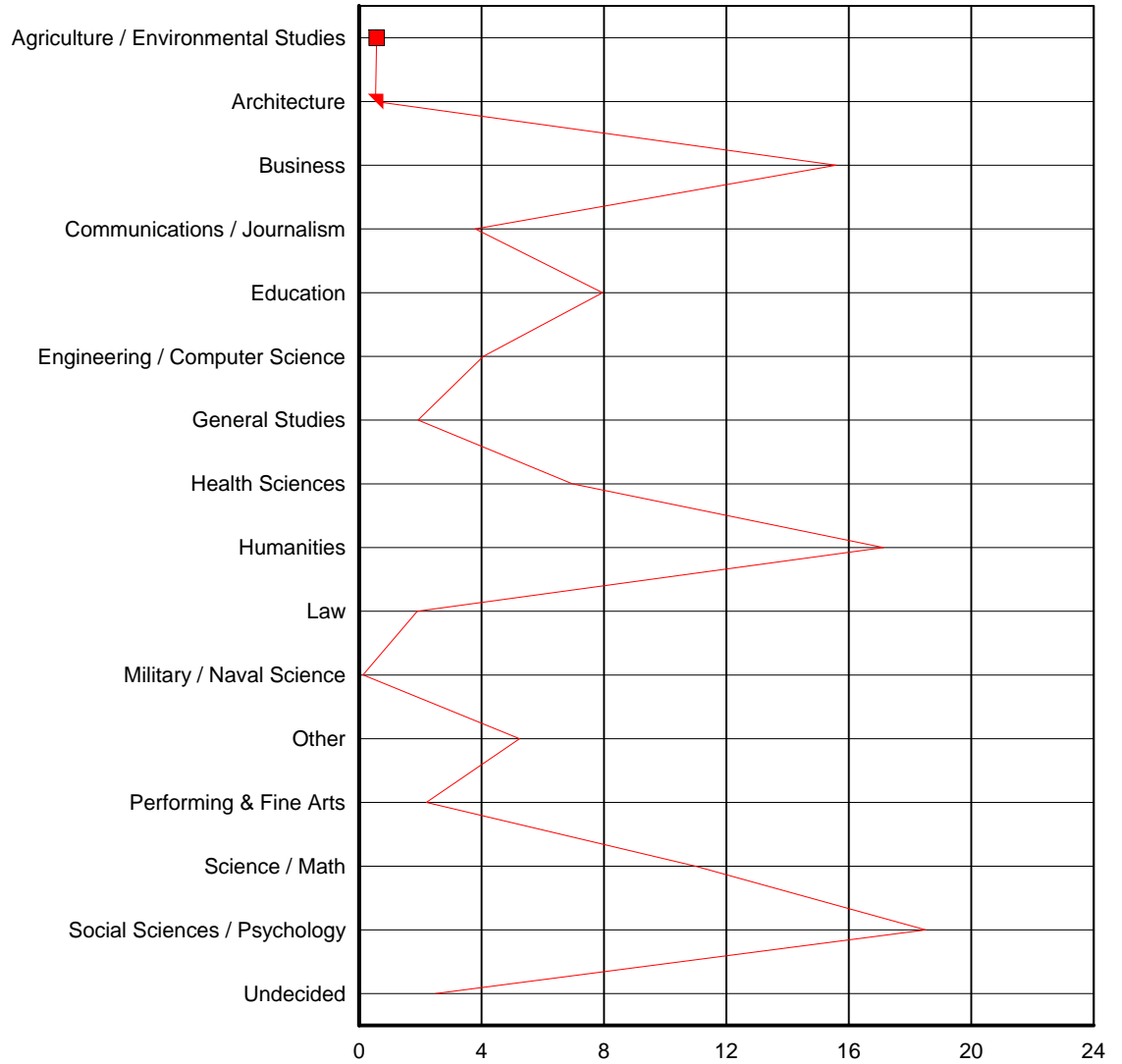
First year (Undergraduate)	25,107	16.32%	1,737	15.07%	1.25%
Second year (Undergraduate)	23,759	15.45%	1,682	14.60%	0.85%
Third year (Undergraduate)	22,608	14.70%	1,798	15.60%	-0.90%
Fourth year (Undergraduate)	24,666	16.04%	1,845	16.01%	0.03%
Fifth year and above (Undergraduate)	661	0.43%	139	1.21%	-0.78%
Non-degree (Undergraduate)	2,269	1.48%	30	0.26%	1.21%
Masters (Graduate)	35,316	22.96%	1,673	14.52%	8.44%
Doctoral (Graduate)	6,004	3.90%	554	4.81%	-0.90%
Non-degree or Undecided (Graduate)	1,515	0.98%	57	0.49%	0.49%
Adjunct Faculty (Faculty)	3,684	2.39%	183	1.59%	0.81%
Assistant Professor (Faculty)	2,007	1.30%	508	4.41%	-3.10%
Associate Professor (Faculty)	2,468	1.60%	598	5.19%	-3.58%
Lecturer (Faculty)	1,184	0.77%	77	0.67%	0.10%
Professor (Faculty)	2,198	1.43%	523	4.54%	-3.11%
Other Academic Status (Faculty)	377	0.25%	120	1.04%	-0.80%

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: All (Excluding Library Staff, Staff)

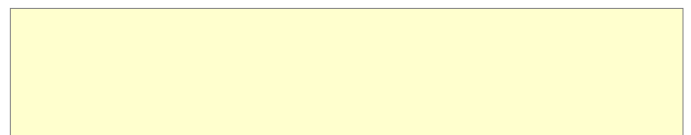
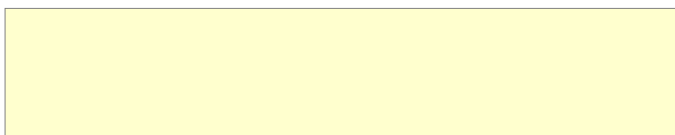




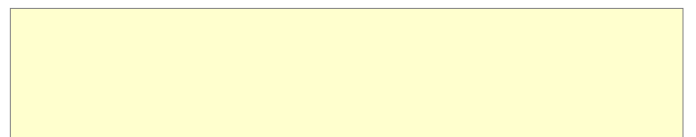
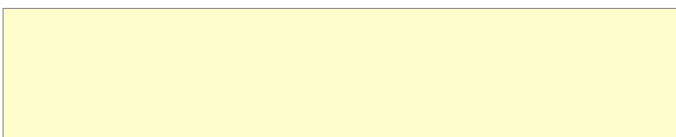
### Population and Respondent Profiles by Standard Discipline



Agriculture / Environmental Studies	696	0.47%	66	0.57%	-0.10%
Architecture	2,835	1.92%	62	0.54%	1.38%
Business	30,097	20.37%	1,795	15.59%	4.78%
Communications / Journalism	7,825	5.30%	437	3.79%	1.50%
Education	14,535	9.84%	916	7.95%	1.88%
Engineering / Computer Science	5,729	3.88%	467	4.06%	-0.18%
General Studies	2,244	1.52%	222	1.93%	-0.41%
Health Sciences	7,952	5.38%	803	6.97%	-1.59%
Humanities	15,124	10.23%	1,973	17.13%	-6.90%
Law	4,216	2.85%	219	1.90%	0.95%
Military / Naval Science	462	0.31%	15	0.13%	0.18%
Other	4,266	2.89%	604	5.24%	-2.36%
Performing & Fine Arts	3,310	2.24%	253	2.20%	0.04%
Science / Math	12,450	8.42%	1,264	10.98%	-2.55%
Social Sciences / Psychology			2,2vt9h*	cidedj	-486.8 -18 Td (Pe





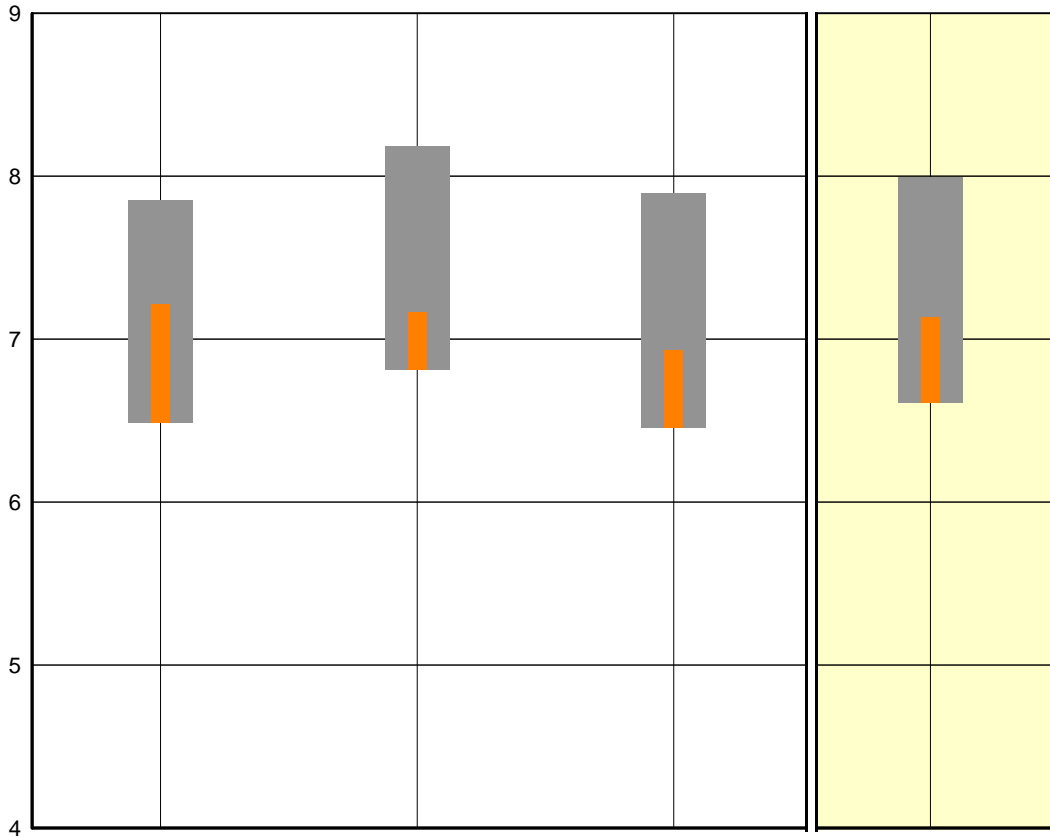






### Core Question Dimensions Summary

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



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

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: All (Excluding Library Staff)

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

Affect of Service	6.49	7.86	7.21	0.73	-0.64	11,832
Information Control	6.81	8.18	7.16	0.35	-1.02	11,848
Library as Place	6.45	7.90	6.93	0.48	-0.97	11,751
	6.61	8.00	7.13	0.52	-0.86	11,850

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.

Affect of Service	1.45	1.05	1.27	1.44	1.23	11,832
Information Control	1.37	0.90	1.20	1.52	1.26	11,848
Library as Place	1.54	1.18	1.52	1.82	1.65	11,751
	1.33	0.89	1.15	1.40	1.16	11,850

Language:  
Institution Type:  
Consortium:  
User Group:

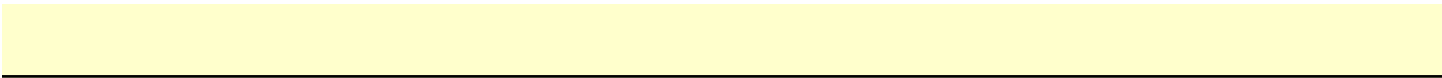
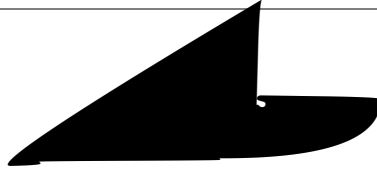


## Local Questions Summary

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

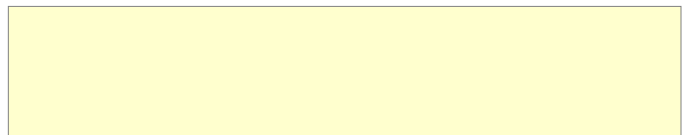
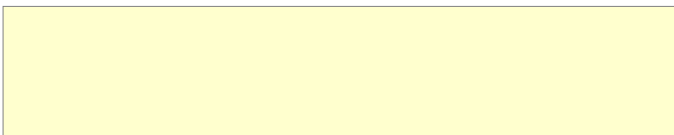
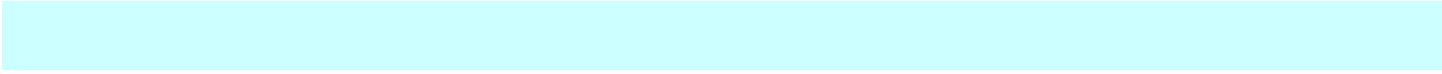
Availability of online help when using my library's electronic resources	6.08	7.38	6.04	-0.04	-1.34	295
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.79	7.02	6.85	1.06	-0.18	9,865
The library collection provides information resources reflecting diverse points of view	6.50	7.78	7.09	0.60	-0.69	10,317
The library program teaches me how to access, evaluate, and use information	6.10	7.47	6.86	0.76	-0.60	10,082
The 24 by 7 live chat service provides information assistance when and where I need it	5.39	6.67	6.43	1.04	-0.24	5,699
The library provides access to archival materials (documents, manuscripts, and photographs)	6.15	7.60	6.81	0.65	-0.79	8,730

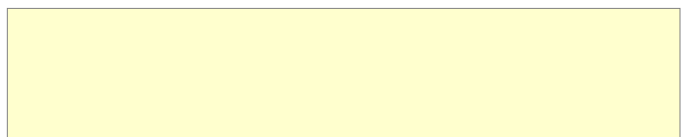
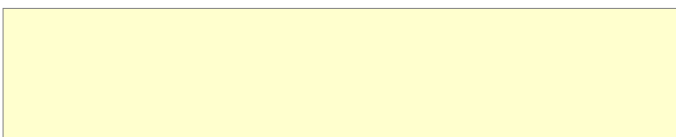
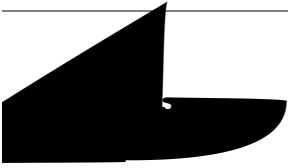
Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: All (Excluding Library Staff)



Availability of online help when using my library's  
electronic resources

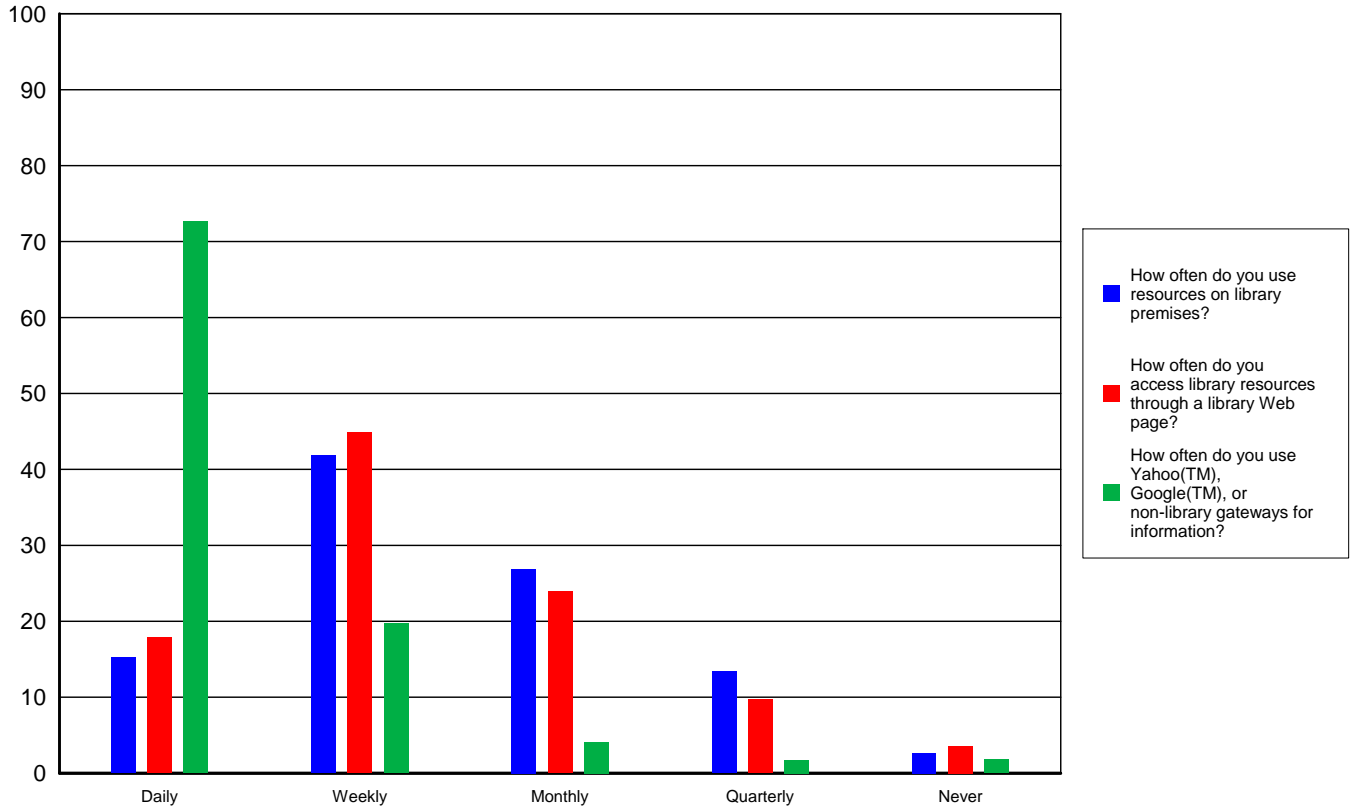
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### 4.6 Library Use Summary

This chart shows a graphic representation of how often respondents use resources (on the premises and electronically), as well as use of non-library information gateways (e.g., Yahoo™, 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.



How often do you use resources on library premises?	1,801	4,957	3,187	1,587	316	
	15.20%	41.84%	26.90%	13.39%	2.67%	
How often do you access library resources through a library Web page?	2,116	5,319	2,830	1,154	429	
	17.86%	44.89%	23.89%	9.74%	3.62%	
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8,604	2,336	489	203	214	
	72.63%	19.72%	4.13%	1.71%	1.81%	

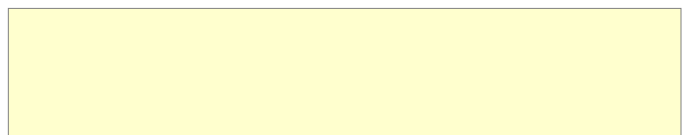
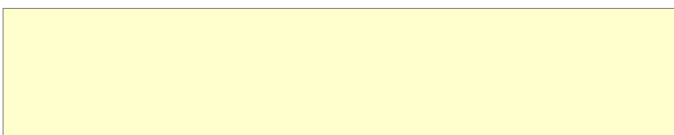
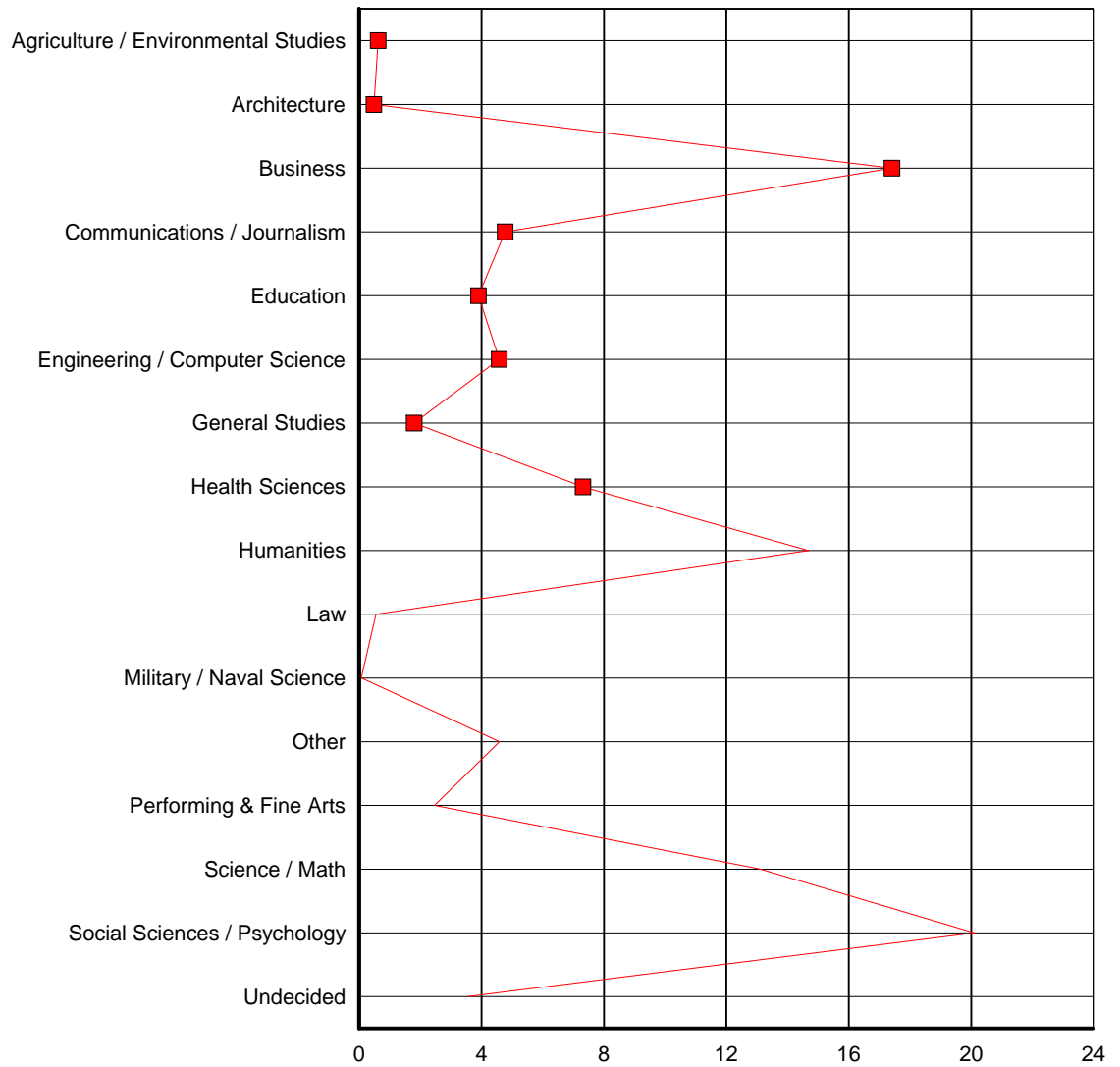
Language:

Institution Type:

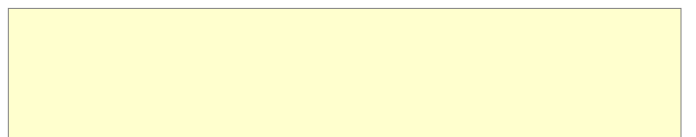
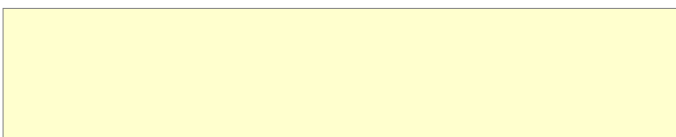
Consortium:

# 5 College or University Libraries Undergraduate Summary for Association of Colleges and Universities - Academic Libraries

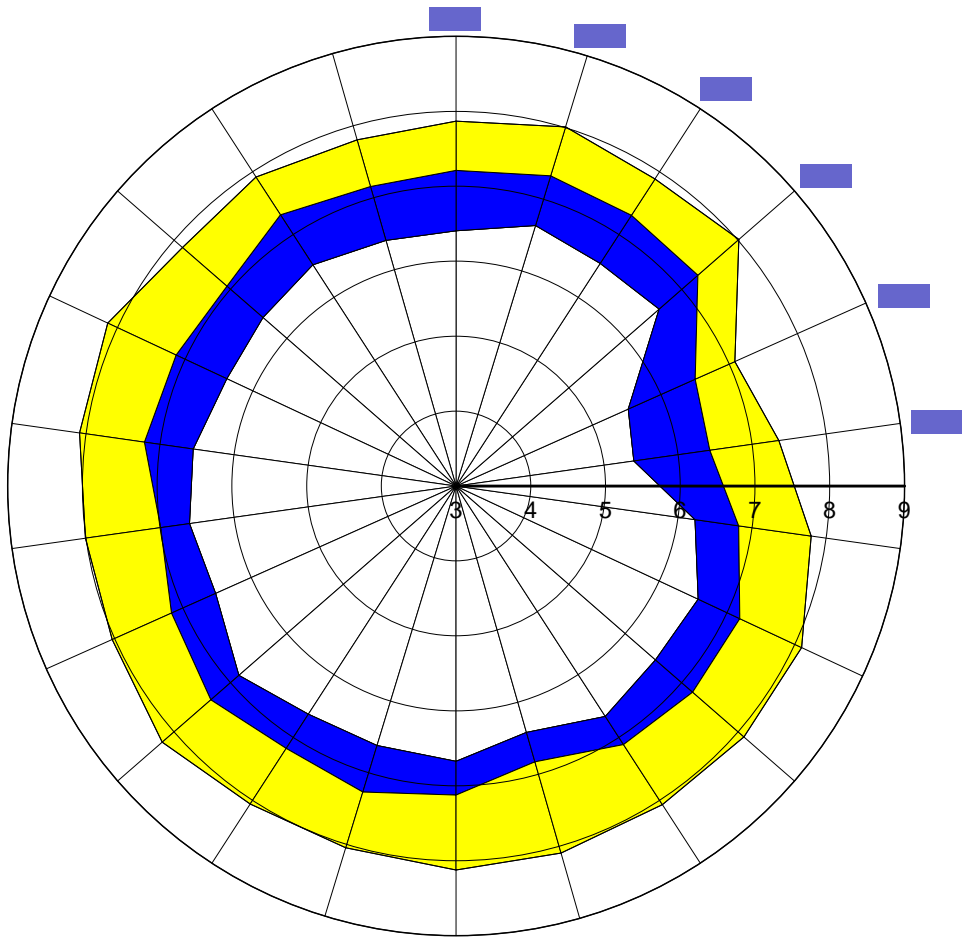
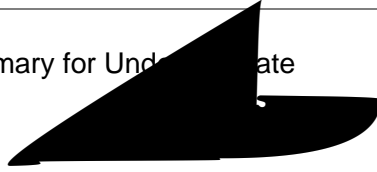
## 5.1 Demographic Summary for Undergraduate







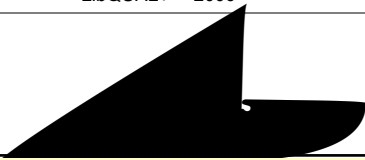
5.2 Core Questions Summary for Undergraduate





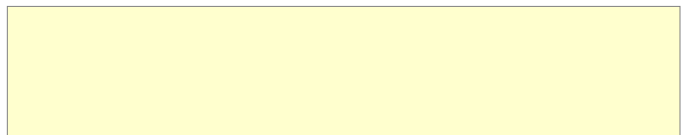
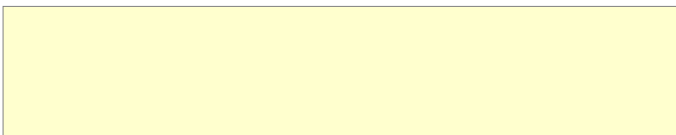
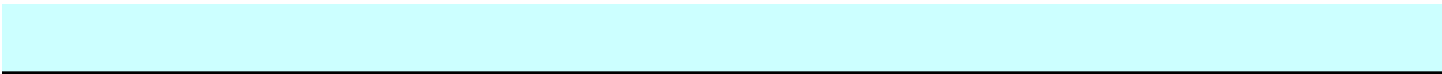
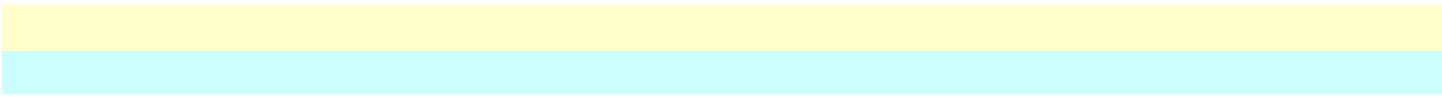
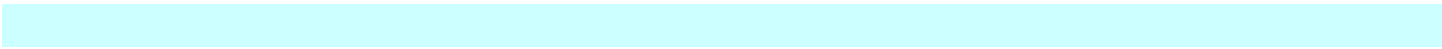
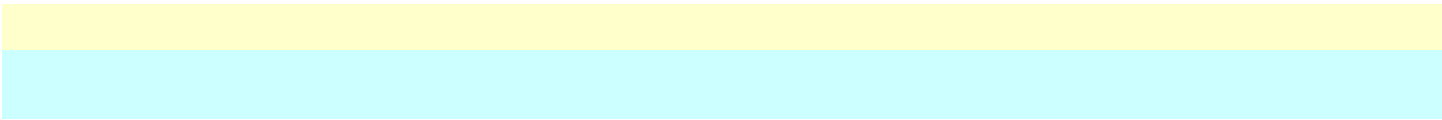
AS-1	Employees who instill confidence in users	5.40	7.36	6.43	1.03	-0.93	6,815
AS-2	Giving users individual attention	5.52	7.08	6.50	0.98	-0.58	6,861
AS-3	Employees who are consistently courteous	6.60	8.02	7.29	0.69	-0.73	7,112
AS-4	Readiness to respond to users' questions	6.54	7.89	7.31	0.76	-0.58	6,882
AS-5	Employees who have the knowledge to answer user questions	6.64	8.01	7.33	0.69	-0.68	6,892
AS-6	Employees who deal with users in a caring fashion	6.41	7.87	7.21	0.81	-0.66	6,900
AS-7	Employees who understand the needs of their users	6.41	7.81	7.16	0.75	-0.65	6,762
AS-8	Willingness to help users	6.52	7.92	7.32	0.80	-0.60	6,916
AS-9	Dependability in handling users' service problems	6.43	7.85	7.06	0.64	-0.79	5,898
IC-1	Making electronic resources accessible from my home or office	6.39	8.14	7.13	0.75	-1.01	7,068
IC-2	A library Web site enabling me to locate information on my own	6.55	8.09	7.21	0.66	-0.88	7,139
IC-3	The printed library materials I need for my work	6.60	8.01	6.99	0.39	-1.02	6,839
IC-4	The electronic information resources I need	6.52	8.04	7.17	0.64	-0.87	7,089
IC-5	Modern equipment that lets me easily access needed information	6.85	8.21	7.35	0.50	-0.86	7,117
IC-6	Easy-to-use access tools that allow me to find things on my own	6.63	8.06	7.18	0.54	-0.88	7,049
IC-7	Making information easily accessible for independent use	6.62	8.05	7.27	0.65	-0.78	7,040
IC-8	Print and/or electronic journal collections I require for my work	6.67	8.12	7.12	0.45	-1.00	6,735
LP-1	Library space that inspires study and learning	6.42	8.10	6.83	0.41	-1.27	7,158
LP-2	Quiet space for individual activities	6.67	8.07	7.11	0.45	-0.96	7,160
LP-3	A comfortable and inviting location	6.54	8.11	7.19	0.66	-0.91	7,195
LP-4	A getaway for study, learning, or research	6.58	8.10	7.19	0.61	-0.91	7,104
LP-5	Community space for group learning and group study	6.23	7.80	6.82	0.59	-0.98	6,889
		6.45	7.95	7.09	0.65	-0.85	7,231

Language:  
Institution Type:  
Consortium:  
User Group:



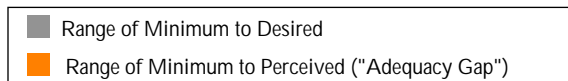
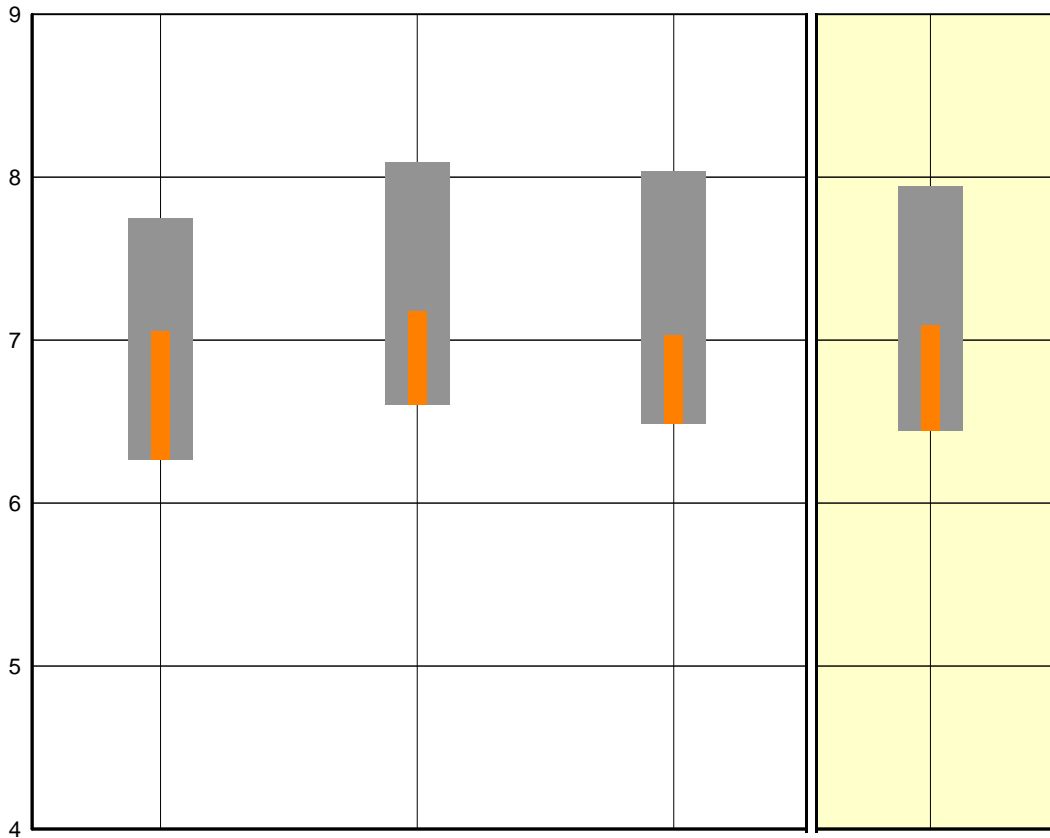
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AS-1	Employees who instill confidence in users	1.74	1.53	1.62	1.84	1.72	6,815
AS-2	Giving users individual attention	1.91	1.71	1.73	1.85	1.74	6,861
AS-3	Employees who are consistently courteous	1.75				1.65	7,112



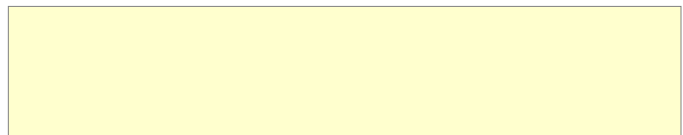
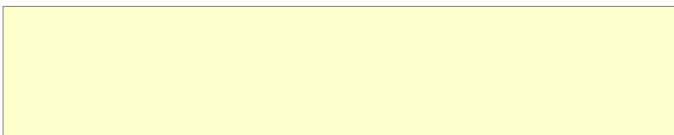
## Core Question Dimensions Summary for Undergraduate

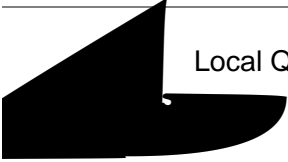
On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for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



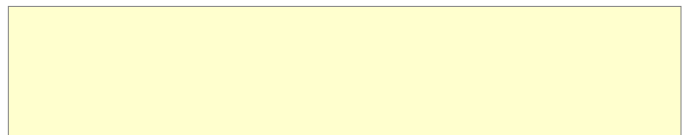
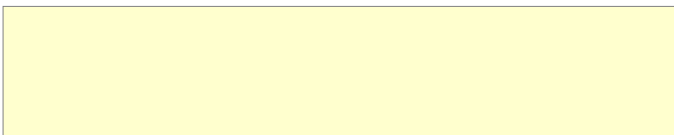
Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Undergraduate

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





## Local Questions Summary for Undergraduate





## General Satisfaction Questions Summary for Undergraduate

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

In general, I am satisfied with the way in which I am treated at the library.	7.43	1.54	7,231
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.04	1.60	7,230
How would you rate the overall quality of the service provided by the library?	7.18	1.37	7,231

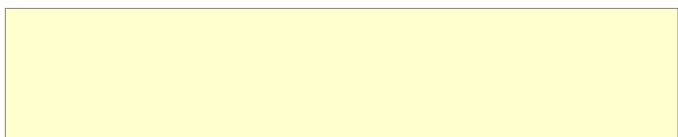
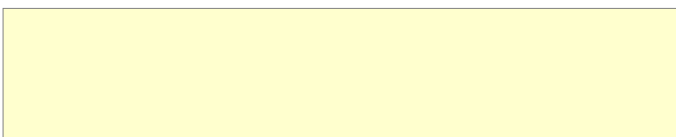
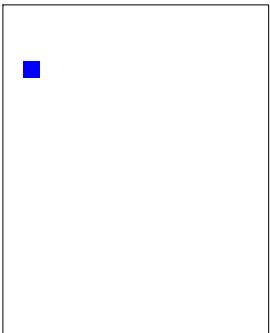
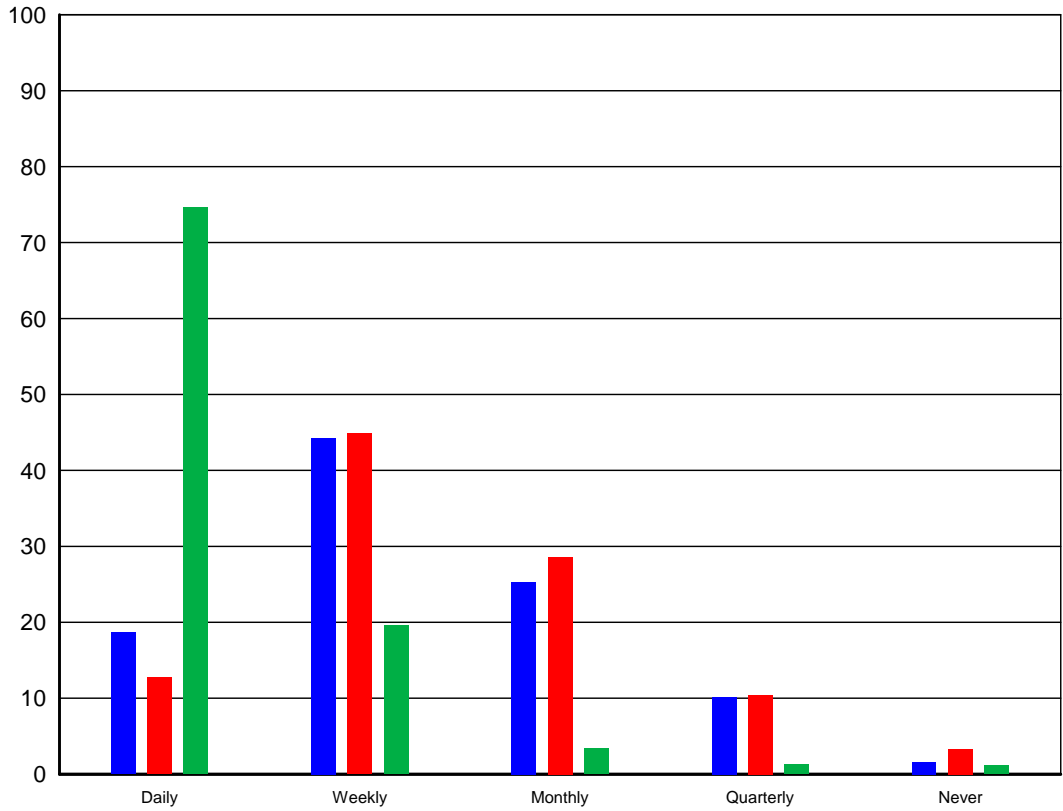
## 5.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

The library helps me stay abreast of developments in my field(s) of interest.	5.93	1.75	7,231
The library aids my advancement in my academic discipline.	6.67	1.69	7,231
The library enables me to be more efficient in my academic pursuits.	6.96	1.65	7,231
The library helps me distinguish between trustworthy and untrustworthy information.	6.12	1.84	7,231
The library provides me with the information skills I need in my work or study.	6.52	1.72	7,231

### 5.7 Library Use Summary for Undergrad

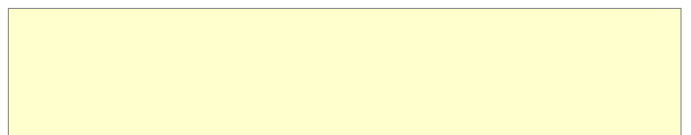
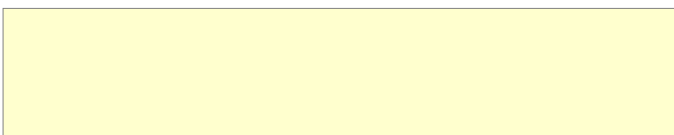
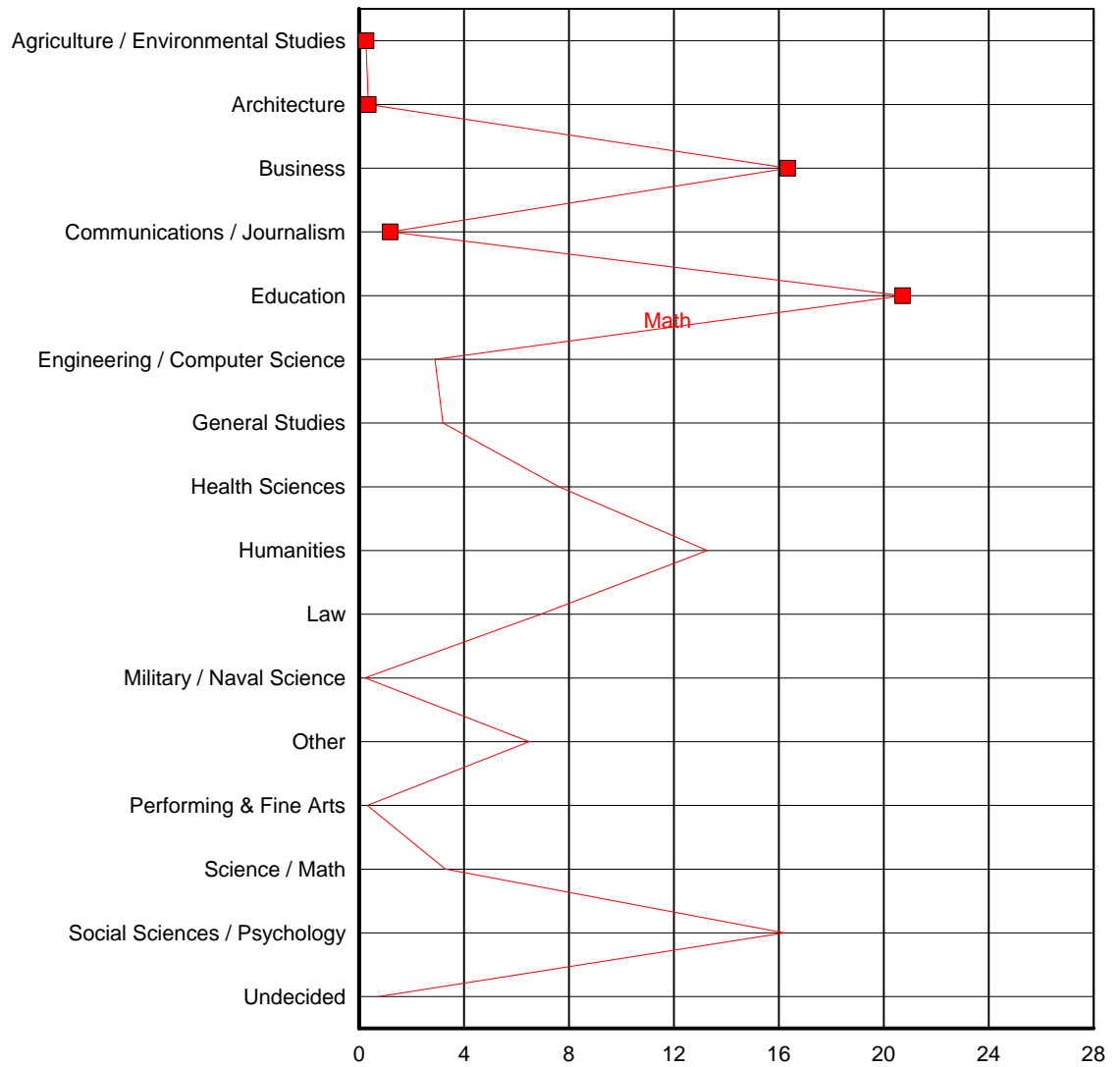
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never.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

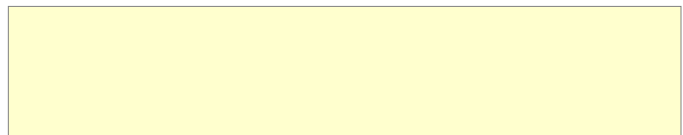
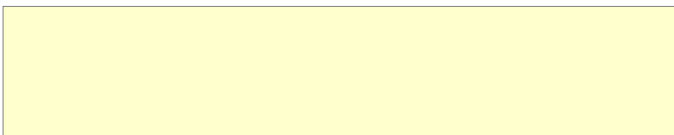
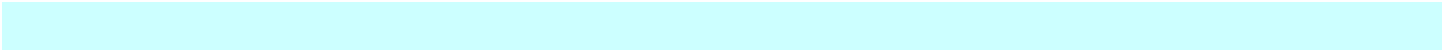
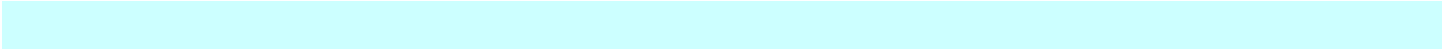
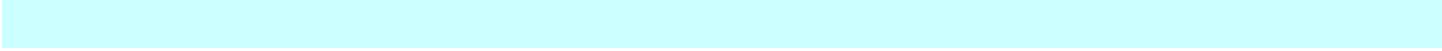
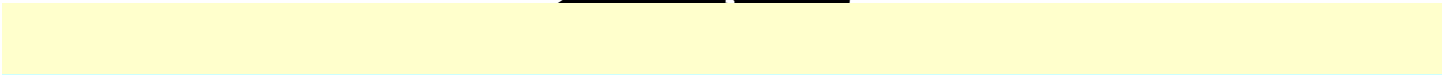
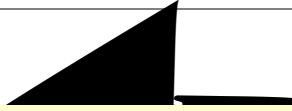




# 6 College or University Libraries Graduate Summary for Association of Jesuit S and Universities - Academic Libraries

## 6.1 Demographic Summary for Graduate





## 6.1.2 Respondent Profile for Graduate by Age

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

Age Group	Number of Respondents (n)	Percentage of Total
Under 18	0	0.00%
18 - 22	119	5.21%
23 - 30	1,198	52.50%
31 - 45	662	29.01%
46 - 65	298	13.06%
Over 65	5	0.22%

## 6.1.3 Population and Respondent Profiles for Graduate by Sex

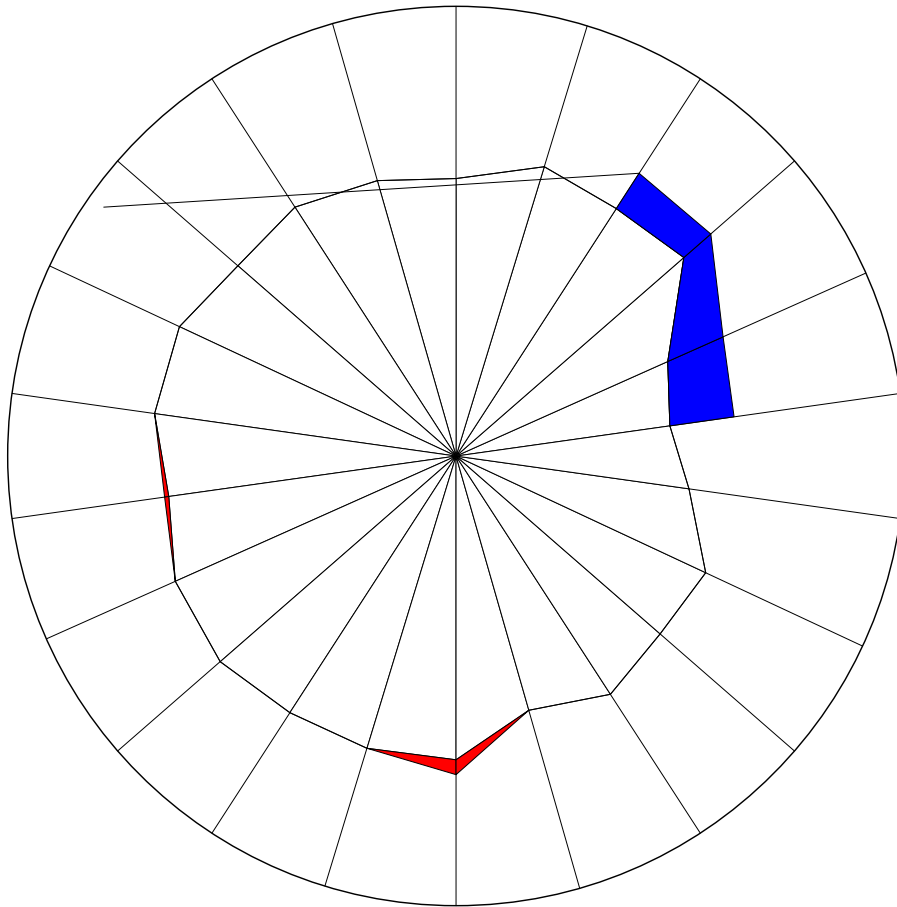
The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey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

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

Sex	General Population	Percentage of General Population	Survey Respondents	Percentage of Survey Respondents
Male	18,685	41.54%	796	34.88%
Female	26,301	58.46%	1,486	65.12%

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Graduate

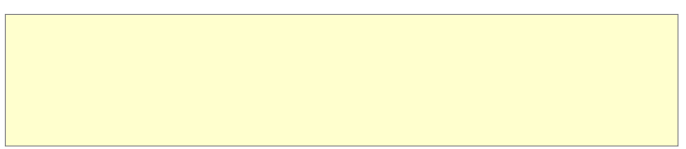
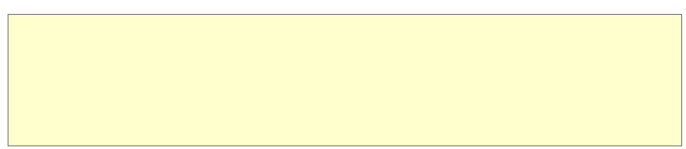
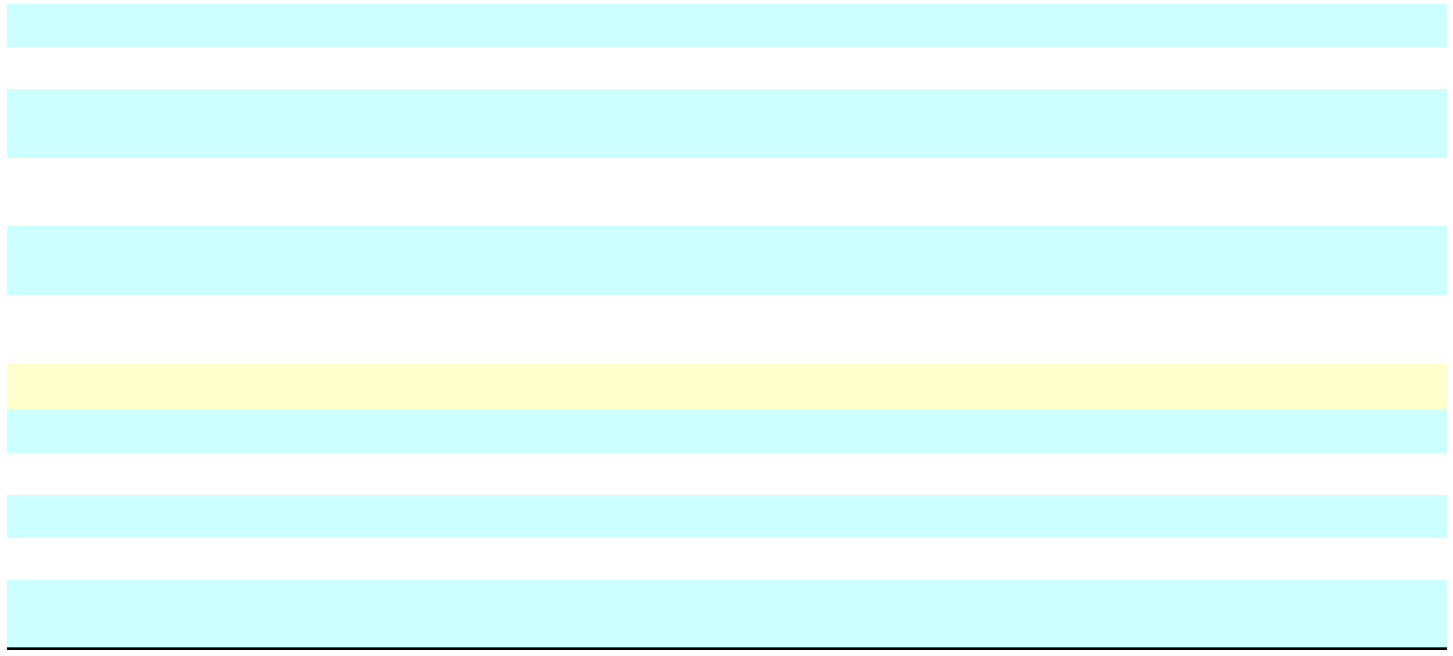
6.2 Core Questions Summary for Graduate



AS-1	Employees who instill confidence in users	5.89	7.59	6.76	0.87	-0.83	2,162
AS-2	Giving users individual attention	6.10	7.42	6.91	0.81	-0.50	2,165
AS-3	Employees who are consistently courteous	7.04	8.20	7.52	0.48	-0.69	2,219
AS-4	Readiness to respond to users' questions	6.94	8.11	7.50	0.56	-0.62	2,186
AS-5	Employees who have the knowledge to answer user questions	7.04	8.21	7.46	0.43	-0.75	2,152
AS-6	Employees who deal with users in a caring fashion	6.70	7.98	7.36	0.65	-0.62	2,179
AS-7	Employees who understand the needs of their users	6.82	7.98	7.28	0.46	-0.70	2,113
AS-8	Willingness to help users	6.96	8.13	7.50	0.54	-0.63	2,171
AS-9	Dependability in handling users' service problems	6.87	8.06	7.18	0.32	-0.88	1,827
IC-1	Making electronic resources accessible from my home or office	7.09	8.48	7.21	0.13	-1.27	2,235
IC-2	A library Web site enabling me to locate information on my own	7.07	8.37	7.20	0.13	-1.17	2,264
IC-3	The printed library materials I need for my work	6.94	8.11	6.88	-0.06	-1.23	2,099
IC-4	The electronic information resources I need	7.11	8.40	7.14	0.03	-1.26	2,244
IC-5	Modern equipment that lets me easily access needed information	7.18	8.35	7.36	0.17	-0.99	2,208
IC-6	Easy-to-use access tools that allow me to find things on my own	7.08	8.30	7.21	0.13	-1.09	2,229
IC-7	Making information easily accessible for independent use	7.08	8.28	7.29	0.22	-0.99	2,211
IC-8	Print and/or electronic journal collections I require for my work	7.25	8.44	7.05	-0.20	-1.39	2,186
LP-1	Library space that inspires study and learning	6.53	7.95	6.54	0.01	-1.41	2,149
LP-2	Quiet space for individual activities	6.79	8.01	6.85	0.06	-1.15	2,113
LP-3	A comfortable and inviting location	6.62	8.05	6.96	0.34	-1.09	2,162
LP-4	A getaway for study, learning, or research	6.68	8.02	6.91	0.22	-1.12	2,111
LP-5	Community space for group learning and group study	6.15	7.49	6.63	0.48	-0.86	1,889
		6.82	8.10	7.13	0.30	-0.97	2,284

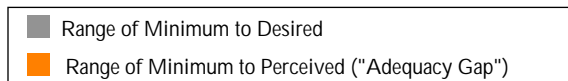
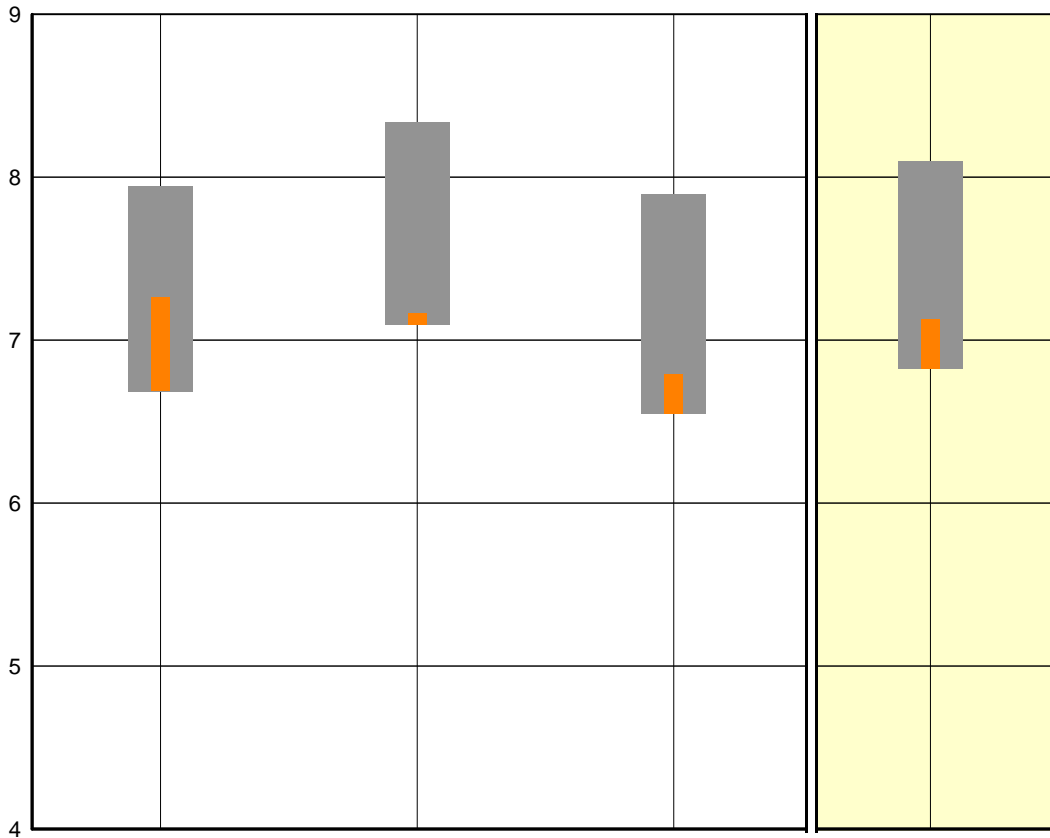
Language: American English  
Institution Type: College or University  
Consortium: Association of Jesuit Colleges and Universities - Academic  
User Group: Graduate

AS-1	Employees who instill confidence in users	1.77	1.50	1.64	1.84	1.78	2,162
AS-2	Giving users individual attention	1.89	1.60	1.71	1.81	1.67	2,165
AS-3	Employees who are consistently courteous	1.66	1.15	1.54	1.86	1.66	2,219
AS-4	Readiness to respond to users' questions	1.60	1.15	1.44	1.71	1.52	2,186
AS-5	Employees who have the knowledge to answer user questions	1.58	1.08	1.44	1.67	1.50	2,152
AS-6	Employees who deal with users in a caring fashion	1.71	1.27	1.49	1.81	1.59	2,179
AS-7	Employees who understand the needs of their users	1.63	1.25	1.48	1.70	1.55	2,113
AS-8	Willingness to help users	1.67	1.19	1.46	1.71	1.52	2,171
AS-9	Dependability in handling users' service problems	1.62	1.20	1.62	1.82	1.69	1,827
IC-1	Making electronic resources accessible from my home or office	1.64				1.80	2,235



## 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: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 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.

Affect of Service	6.69	7.95	7.26	0.58	-0.68	2,279
Information Control	7.10	8.34	7.17	0.07	-1.17	2,284
Library as Place	6.55	7.90	6.79	0.24	-1.11	2,236
	6.82	8.10	7.13	0.30	-0.97	2,284

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.

Affect of Service	1.41	1.00	1.28	1.43	1.30	2,279
Information Control	1.29	0.78	1.24	1.51	1.32	2,284
Library as Place	1.53	1.12	1.59	1.89	1.77	2,236
	1.27	0.81	1.17	1.38	1.21	2,284





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

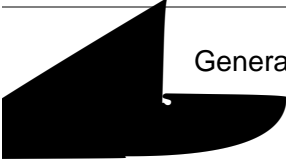
Availability of online help when using my library's electronic resources	1.84	1.40	1.69	1.66	1.91	54
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.35	2.24	1.93	2.03	1.92	1,813
The library collection provides information resources reflecting diverse points of view	1.75	1.36	1.54	1.86	1.74	1,965
The library program teaches me how to access, evaluate, and use information	1.88	1.58	1.73	2.03	1.95	1,862
The 24 by 7 live chat service provides information assistance when and where I need it	2.36	2.23	2.24	2.26	2.26	1,100
The library provides access to archival materials (documents, manuscripts, and photographs)	1.88	1.53	1.69	1.98	1.89	1,552

Language: American English

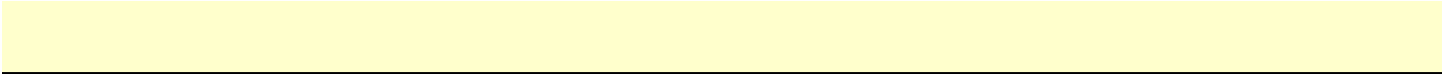
Institution Type: College or University

Consortium: Association of Jesuit Colleges and Universities - Academic

User Group: Graduate



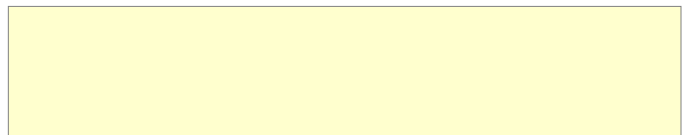
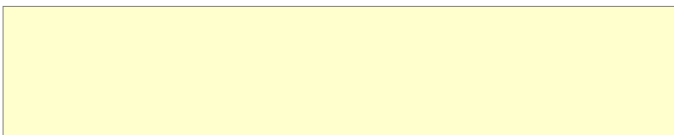
## General Satisfaction Questions Summary for Graduate



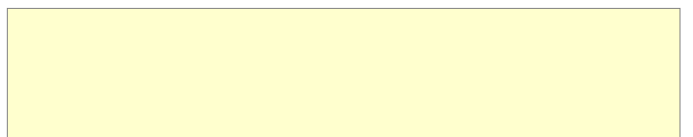
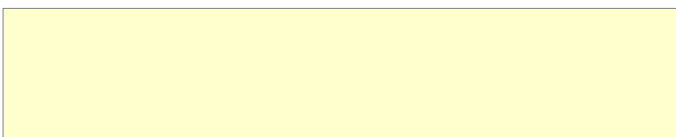
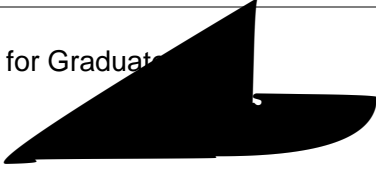
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In general, I am satisfied with the way in which I am treated at the library.	7.44	1.63	2,284
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.05	1.73	2,283

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## 6.7 Library Use Summary for Graduate



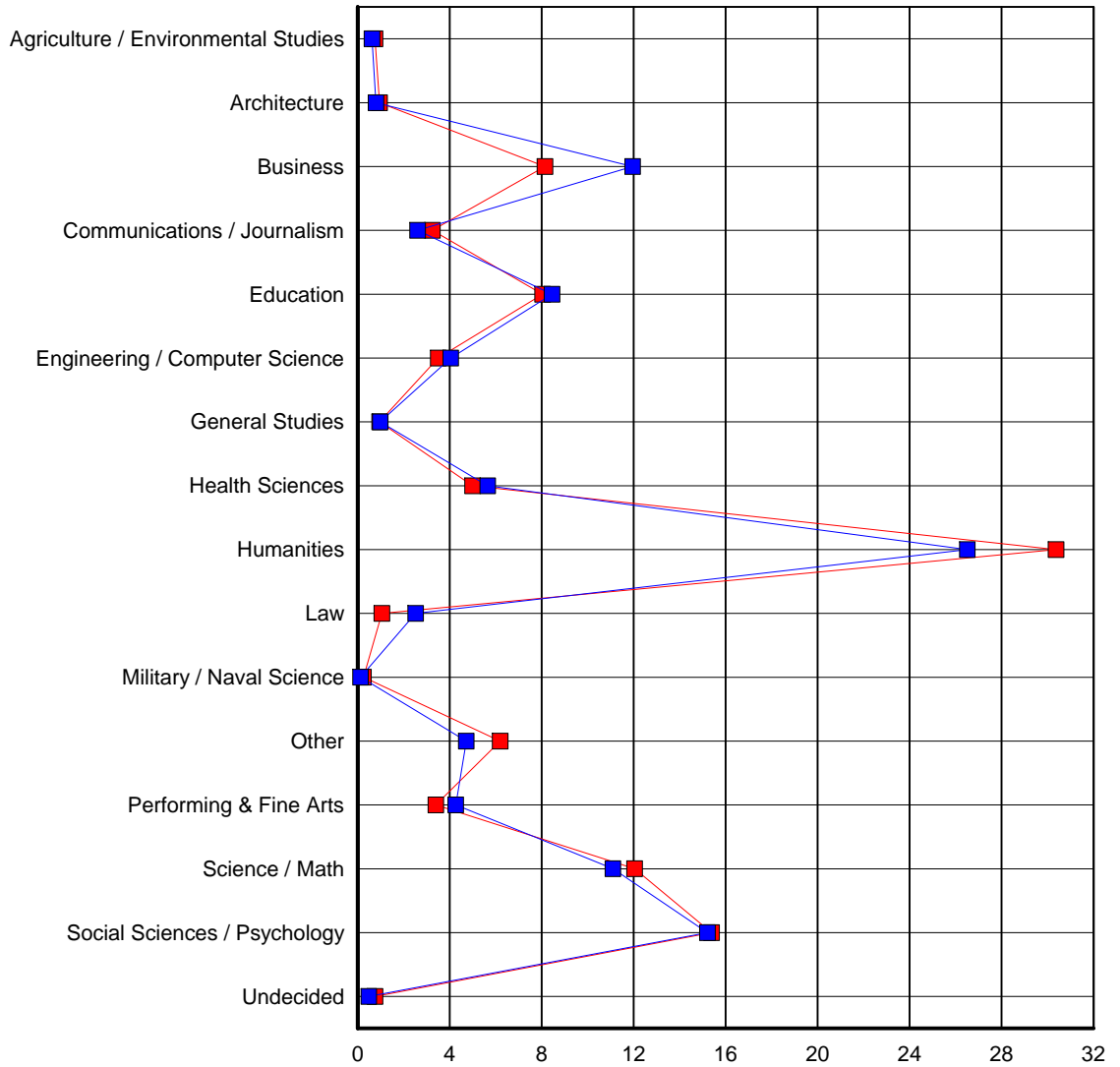
# 7.1 College or University Libraries Faculty Summary for Association of Jesuit Colleges and Universities - Academic Libraries

## 7.1 Demographic Summary for Faculty

### 7.1.1 Population and Respondent Profiles for Faculty by Discipline

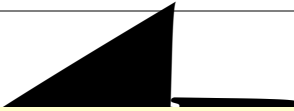
The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Faculty



A series of horizontal bars for data entry. The first bar is yellow, and the subsequent ten bars are light blue. Below these bars are two solid black horizontal lines.

A yellow rectangular box, likely a placeholder for a name or identifier.

A yellow rectangular box, likely a placeholder for a name or identifier.

### 7.1.2 Respondent Profile for Faculty by Age

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

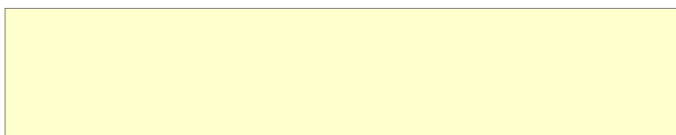
Age Group	Number of Respondents (n)	Percentage of Total
Under 18	3	0.15%
18 - 22	1	0.05%
23 - 30	40	1.99%
31 - 45	682	34.00%
46 - 65	1,139	56.78%
Over 65	141	7.03%

### 7.1.3 Population and Respondent Profiles for Faculty by Sex

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

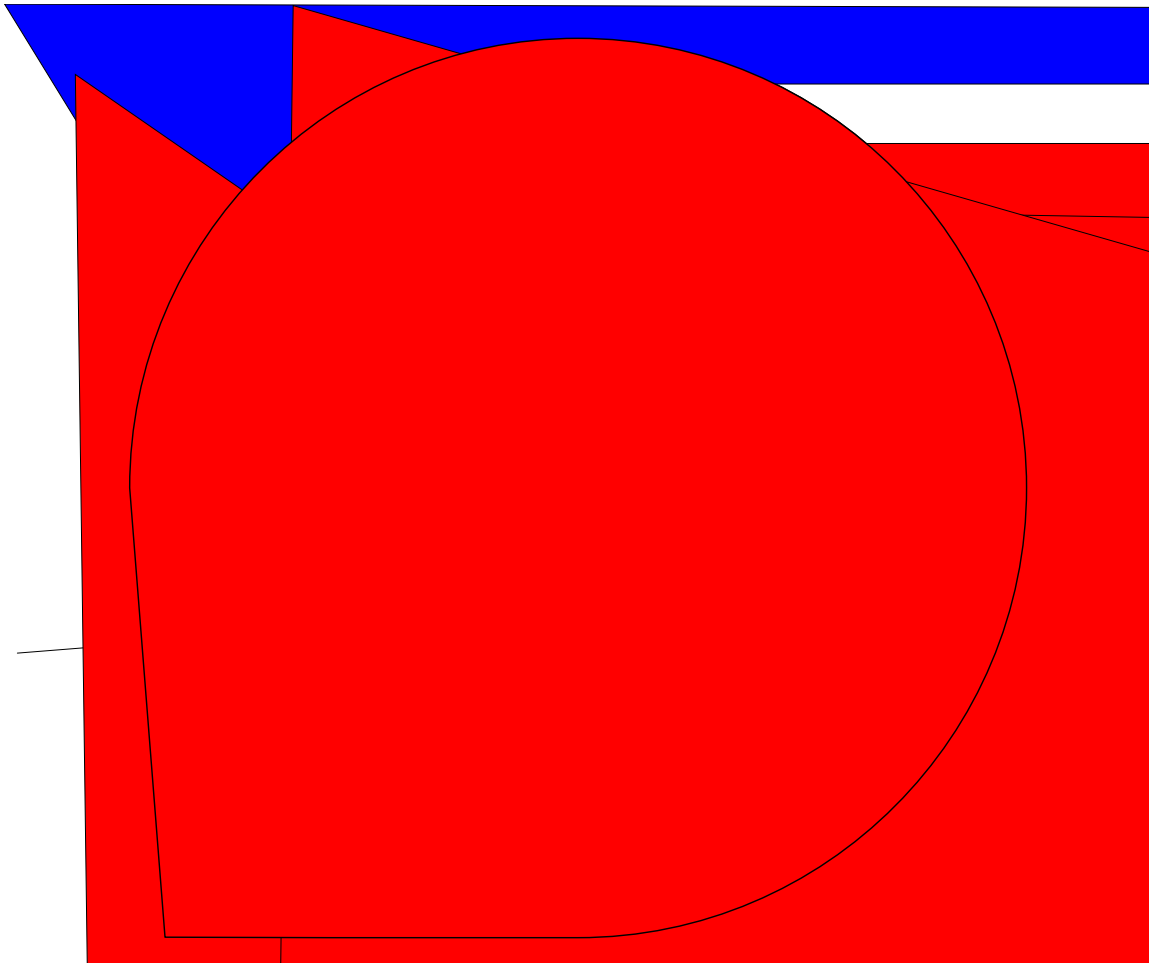
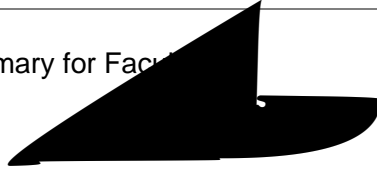
\*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	General Population (n)	General Population (%)	Survey Respondents (n)	Survey Respondents (%)
Male	5,799	59.22%	1,070	53.45%
Female	3,994	40.78%	932	46.55%



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

7.2 Core Questions Summary for Faculty

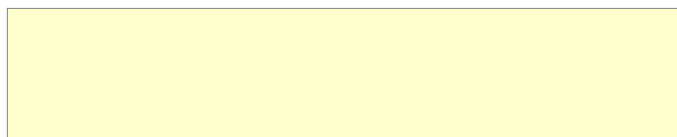
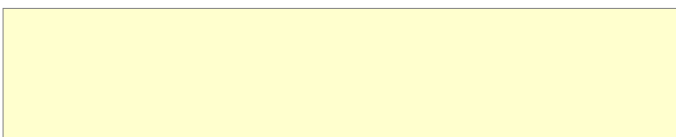




AS-1	Employees who instill confidence in users	6.31	7.91	7.27	0.96	-0.64	1,935
AS-2	Giving users individual attention	6.67	7.89	7.58	0.91	-0.31	1,945
AS-3	Employees who are consistently courteous	7.27	8.30	8.01	0.74	-0.29	1,982
AS-4	Readiness to respond to users' questions	7.22	8.28	7.88	0.67	-0.40	1,969
AS-5	Employees who have the knowledge to answer user questions	7.24	8.30	7.67	0.44	-0.63	1,963
AS-6	Employees who deal with users in a caring fashion	6.82	7.96	7.75	0.93	-0.21	1,907
AS-7	Employees who understand the needs of their users	7.01	8.12	7.46	0.45	-0.67	1,900
AS-8	Willingness to help users	7.18	8.25	7.92	0.75	-0.33	1,928
AS-9	Dependability in handling users' service problems	7.09	8.17	7.54	0.45	-0.63	1,691
IC-1	Making electronic resources accessible from my home or office	7.20	8.45	7.20	0.00	-1.26	1,943
IC-2	A library Web site enabling me to locate information on my own	7.30	8.43	7.28	-0.03	-1.15	1,979
IC-3	The printed library materials I need for my work	6.93	8.15	6.65	-0.28	-1.50	1,919
IC-4	The electronic information resources I need	7.17	8.40	7.12	-0.06	-1.28	1,973
IC-5	Modern equipment that lets me easily access needed information	7.17	8.27	7.29	0.12	-0.98	1,926
IC-6	Easy-to-use access tools that allow me to find things on my own	7.19	8.34	7.26	0.08	-1.08	1,945
IC-7	Making information easily accessible for independent use	7.19	8.30	7.42	0.22	-0.89	1,909
IC-8	Print and/or electronic journal collections I require for my work	7.32	8.48	6.67	-0.65	-1.81	1,938
LP-1	Library space that inspires study and learning	6.26	7.60	6.48	0.22	-1.12	1,812
LP-2	Quiet space for individual activities	6.25	7.33	6.77	0.52	-0.56	1,690
LP-3	A comfortable and inviting location	6.36	7.66	6.87	0.52	-0.79	1,876
LP-4	A getaway for study, learning, or research	6.25	7.52	6.71	0.46	-0.81	1,703
LP-5	Community space for group learning and group study	5.46	6.57	6.21	0.75	-0.37	1,327
		6.89	8.07	7.25	0.36	-0.82	2,009

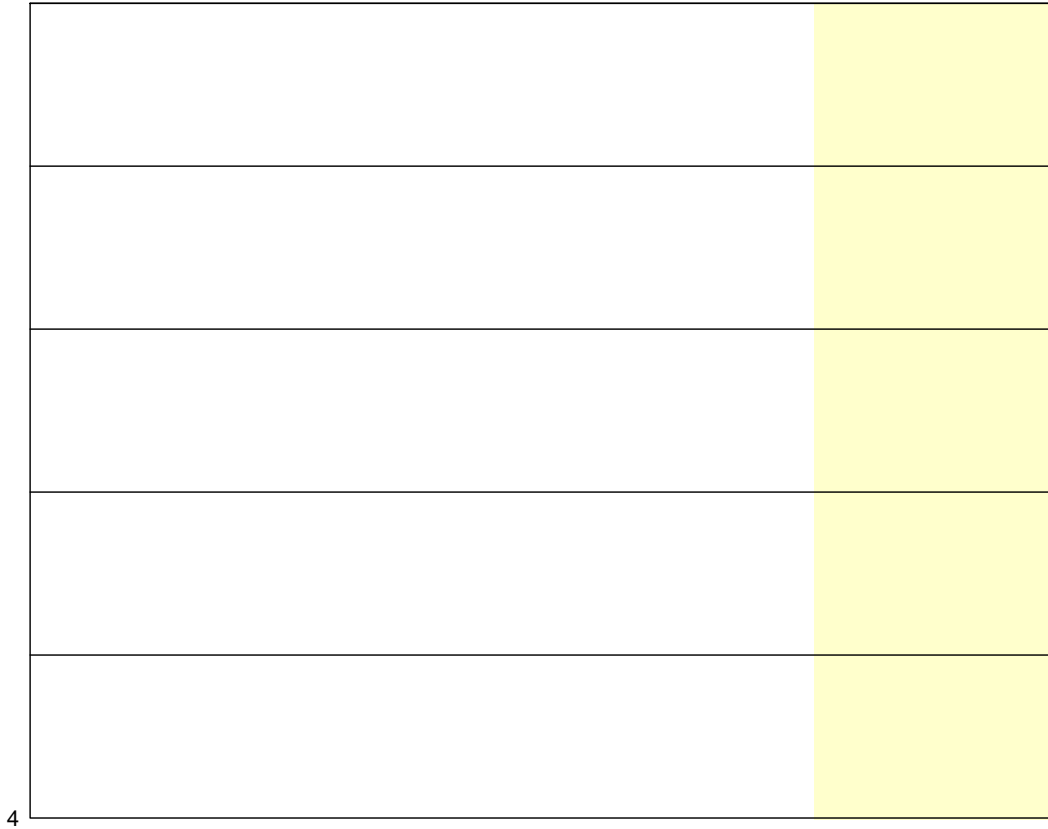
Language: American English  
Institution Type: College or University  
Consortium: Association of Jesuit Colleges and Universities - Academic  
User Group: Faculty

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### 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.



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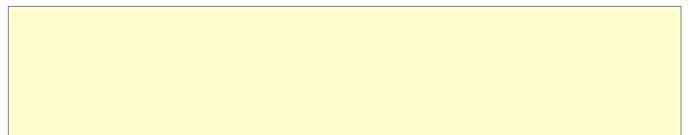
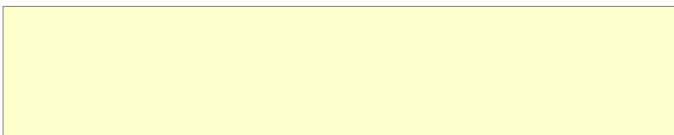
[Yellow rectangular box]

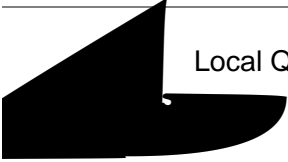
[Yellow rectangular box]

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

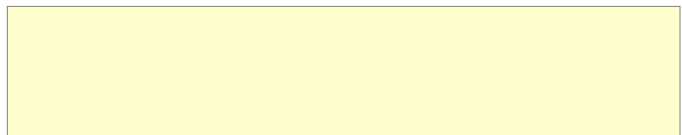
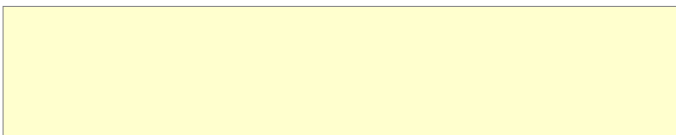
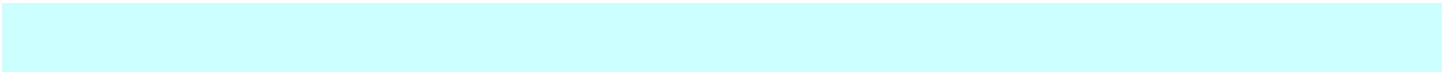
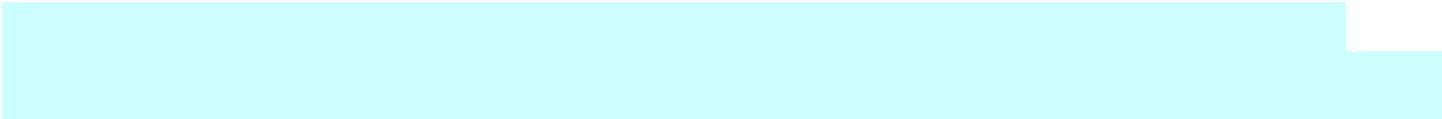
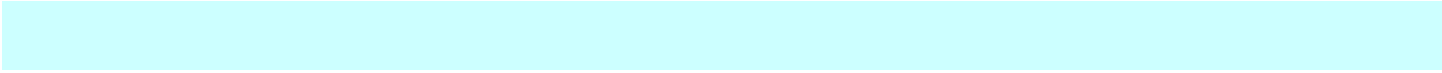
Affect of Service	6.97	8.12	7.67	0.70	-0.46	2,008
Information Control	7.18	8.35	7.11	-0.08	-1.24	2,008
Library as Place	6.17	7.40	6.67	0.50	-0.72	1,964
	6.89	8.07	7.25	0.36	-0.82	2,009

Affect of Service	1.38	1.e	2,008
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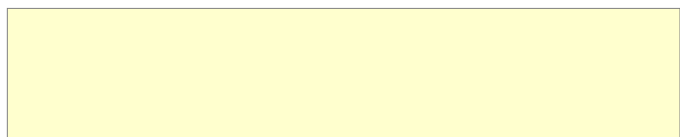
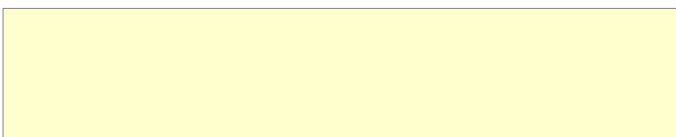
## Local Questions Summary for Faculty



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

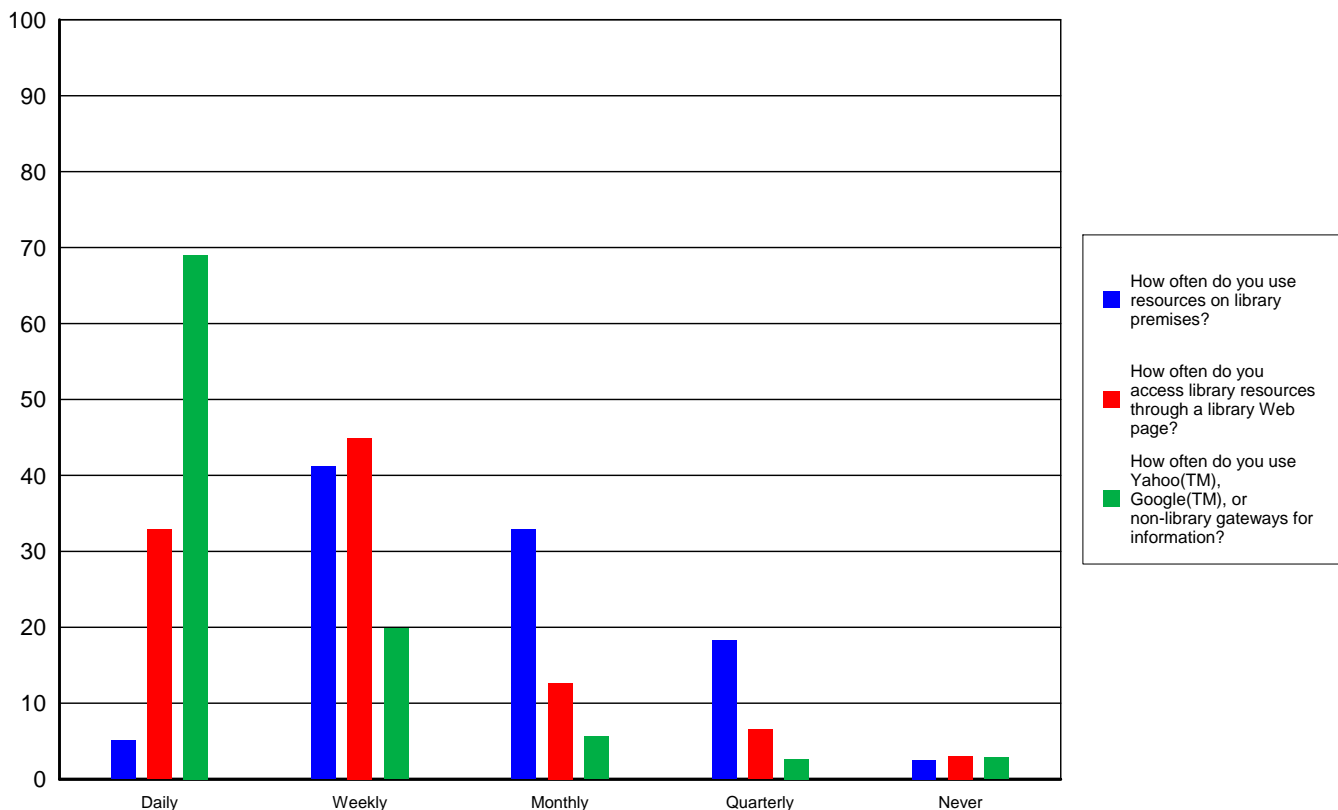
Availability of online help when using my library's electronic resources	1.85	1.62	1.87	2.16	2.04	126
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.24	2.18	1.81	1.90	1.72	1,552
The library collection provides information resources reflecting diverse points of view	1.85	1.62	1.59	1.95	1.78	1,604
The library program teaches me how to access, evaluate, and use information	2.00	1.82	1.65	1.96	1.79	1,530
The 24 by 7 live chat service provides information assistance when and where I need it	2.53	2.64	2.45	2.40	2.29	763
The library provides access to archival materials (documents, manuscripts, and photographs)	2.00	1.86	1.92	2.16	2.18	1,370

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Faculty



### 7.7 Library Use Summary for Faculty

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



How often do you use resources on library premises?	103	827	661	367	51	
	5.13%	41.16%	32.90%	18.27%	2.54%	
How often do you access library resources through a library Web page?	660	902	254	131	61	
	32.87%	44.92%	12.65%	6.52%	3.04%	
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,385	399	112	54	57	
	69.01%	19.88%	5.58%	2.69%	2.84%	

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Faculty



## 8.1 College or University Libraries Library Staff Summary for Association of Jesuit Colleges and Universities - Academic Libraries

### 8.1 Demographic Summary for Library Staff

#### 8.1.1 Respondent Profile for Library Staff by Age

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

Under 18	0	0.00%
18 - 22	2	1.21%
23 - 30	19	11.52%
31 - 45	43	26.06%
46 - 65	97	58.79%
Over 65	4	2.42%

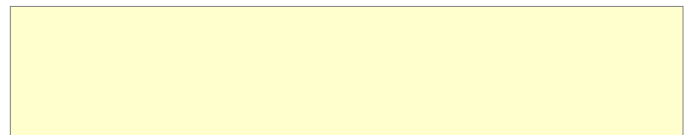
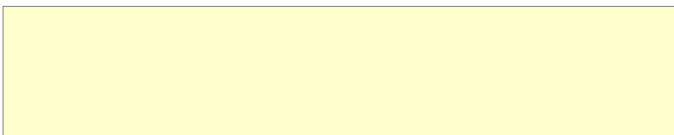
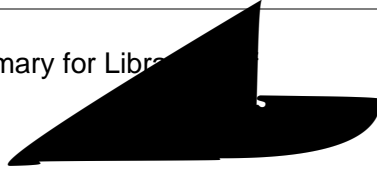
#### 8.1.2 Respondent Profile for Library Staff by Sex

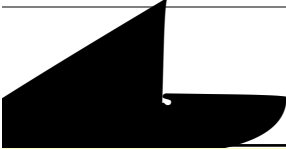
The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey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

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

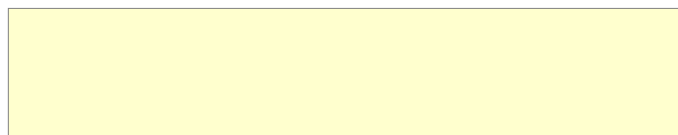
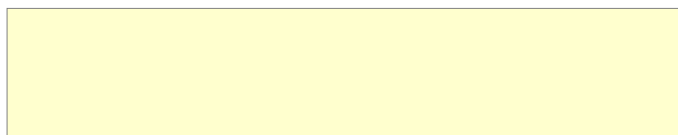
Male	59	35.76%
Female	106	64.24%

## 8.2 Core Questions Summary for Libr





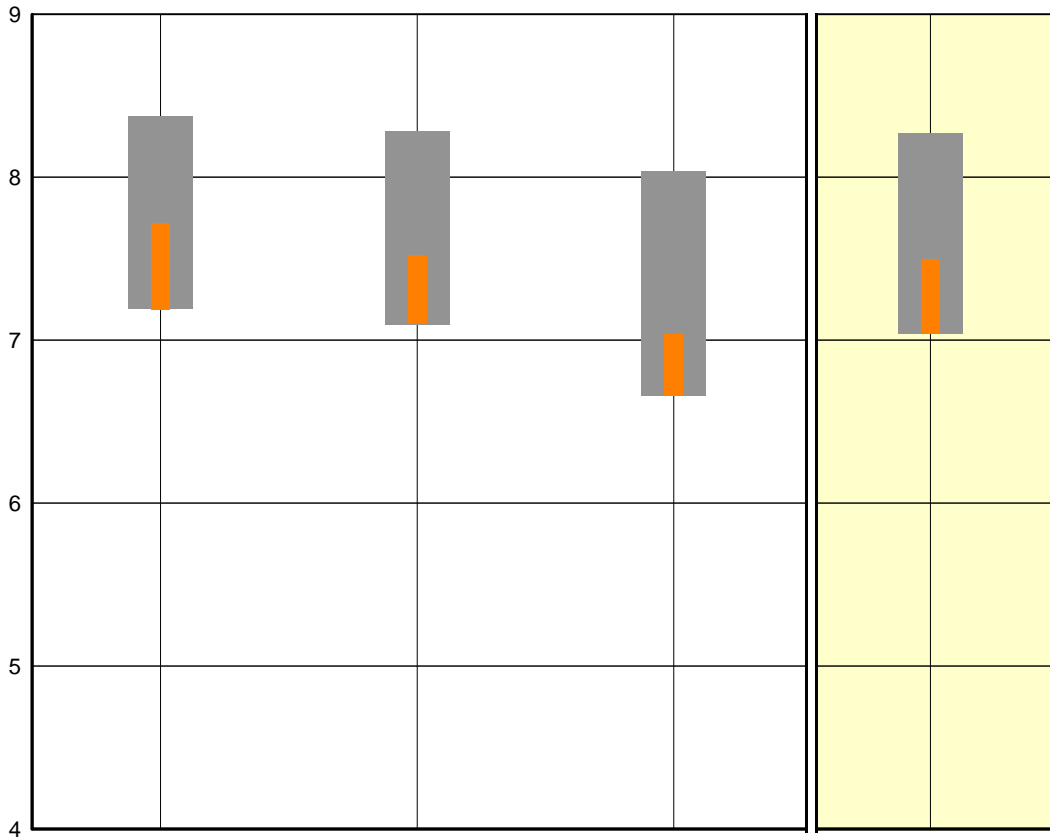
AS-1	Employees who instill confidence in users	6.57	8.22	7.37	0.80	-0.85	162
AS-2	Giving users individual attention	6.81	8.08	7.61	0.80	-0.47	162
AS-3	Employees who are consistently courteous	7.55	8.55	7.75	0.19	-0.80	165
AS-4	Readiness to respond to users' questions	7.51	8.47	7.90	0.39	-0.57	164
AS-5	Employees who have the knowledge to answer user questions	7.39	8.49	7.88	0.48	-0.61	163
AS-6	Employees who deal with users in a caring fashion	7.15	8.31	7.73	0.58	-0.59	164
AS-7	Employees who understand the needs of their users	7.19	8.41	7.70	0.51	-0.70	162
AS-8	Willingness to help users	7.41	8.52	8.04	0.63	-0.48	164
AS-9	Dependability in handling users' service problems	7.13	8.36	7.50	0.37	-0.86	160
IC-1	Making electronic resources accessible from my home or office	6.95	8.21	7.65	0.70	-0.55	159
IC-2	A library Web site enabling me to locate information on my own	7.09	8.27	7.11	0.02	-1.16	165
IC-3	The printed library materials I need for my work	7.01	8.12	7.48	0.48	-0.64	155
IC-4	The electronic information resources I need	7.11	8.38	7.73	0.62	-0.65	156
IC-5	Modern equipment that lets me easily access needed information	7.28	8.42	7.66	0.38	-0.76	164
IC-6	Easy-to-use access tools that allow me to find things on my own	7.13	8.31	7.36	0.23	-0.95	163
IC-7	Making information easily accessible for independent use	7.09	8.27	7.59	0.51	-0.68	162
IC-8	Print and/or electronic journal collections I require for my work	7.12	8.41	7.68	0.56	-0.72	148
LP-1	Library space that inspires study and learning	6.72	8.24	6.94	0.21	-1.30	163
LP-2	Quiet space for individual activities	6.69	7.86	7.05	0.36	-0.81	159
LP-3	A comfortable and inviting location	6.84	8.35	7.10	0.26	-1.24	164
LP-4	A getaway for study, learning, or research	6.83	8.22	7.41	0.58	-0.81	156
LP-5	Community space for group learning and group study	6.24	7.56	6.65	0.41	-0.91	147





## Core Question Dimensions Summary for Library Staff

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



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

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Library Staff

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

Affect of Service	7.19	8.37	7.72	0.53	-0.65	165
Information Control	7.10	8.28	7.52	0.42	-0.76	165
Library as Place	6.66	8.04	7.04	0.38	-1.00	165
	7.04	8.27	7.49	0.46	-0.77	165

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

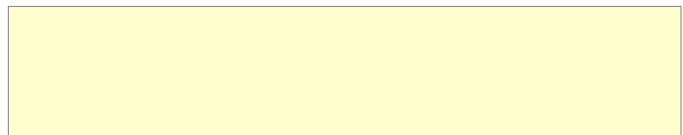
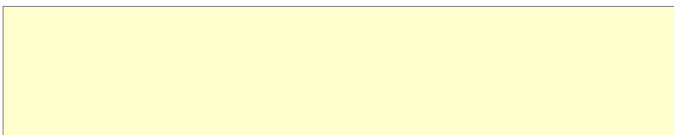
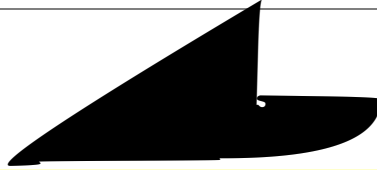
Affect of Service	1.17	0.64	0.93	1.18	1.00	165
Information Control	1.17	0.73	0.88	1.15	0.93	165
Library as Place	1.31	0.88	1.49	1.79	1.53	165
	1.13	0.64	0.88	1.18	0.94	165

## Local Questions Summary for Library Staff

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

Availability of online help when using my library's electronic resources	5.00	5.00	2.00	-3.00	-3.00	1
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.67	7.72	7.26	0.59	-0.46	155
The library collection provides information resources reflecting diverse points of view	6.93	8.06	7.39	0.46	-0.68	160
The library program teaches me how to access, evaluate, and use information	6.86	8.08	7.37	0.51	-0.71	143
The 24 by 7 live chat service provides information assistance when and where I need it	5.57	6.57	6.80	1.22	0.22	103
The library provides access to archival materials (documents, manuscripts, and photographs)	6.18	7.43	6.86	0.68	-0.57	146

Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Library Staff





## General Satisfaction Questions Summary for Library Staff

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

In general, I am satisfied with the way in which I am treated at the library.	7.82	1.34	165
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.42	165
How would you rate the overall quality of the service provided by the library?	7.83	1.07	165

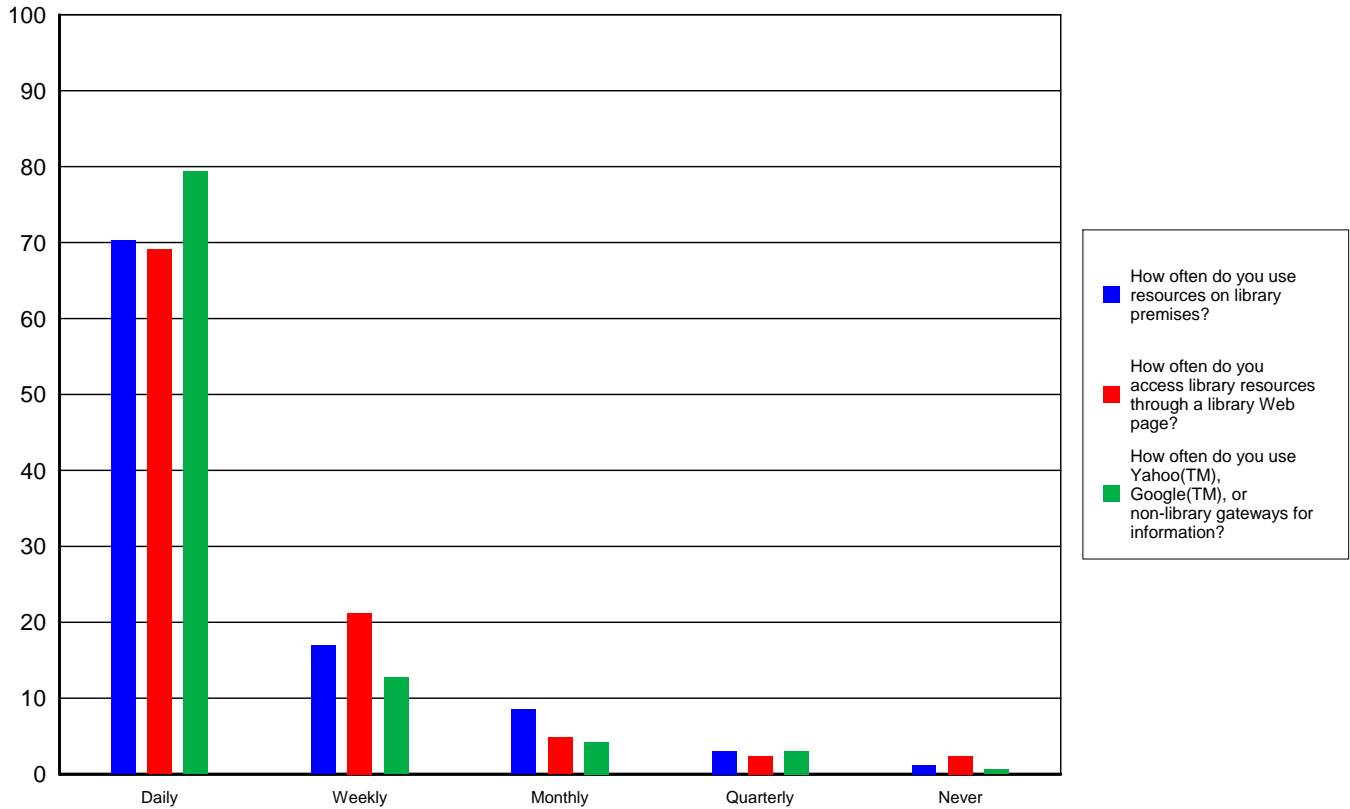
## 8.6 Information Literacy Outcomes Questions Summary for Library Staff

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

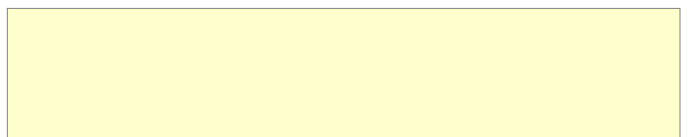
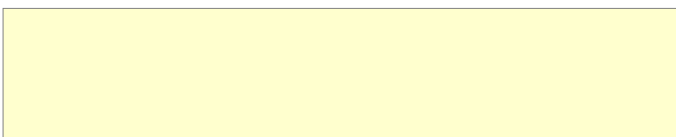
The library helps me stay abreast of developments in my field(s) of interest.	7.09	1.44	164
The library aids my advancement in my academic discipline.	7.17	1.48	164
The library enables me to be more efficient in my academic pursuits.	7.39	1.43	165
The library helps me distinguish between trustworthy and untrustworthy information.	6.92	1.51	164
The library provides me with the information skills I need in my work or study.	7.16	1.47	165

### 8.7 Library Use Summary for Library S

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.



How often do you use resources on library premises?	116	28	14	5	2
	70.30%	16.97%	8.48%	3.03%	1.21%
How often do you access library resources through a library Web page?	114	35	8	4	
	69.09%	21.21%	4.85%	2.42%	



## 9.1 College or University Libraries Staff Summary for Association of Jesuit Colleges and Universities - Academic Libraries

### 9.1 Demographic Summary for Staff

#### 9.1.1 Respondent Profile for Staff by Age

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

Under 18	0	0.00%
18 - 22	3	0.92%
23 - 30	55	16.87%
31 - 45	93	28.53%
46 - 65	169	51.84%
Over 65	6	1.84%

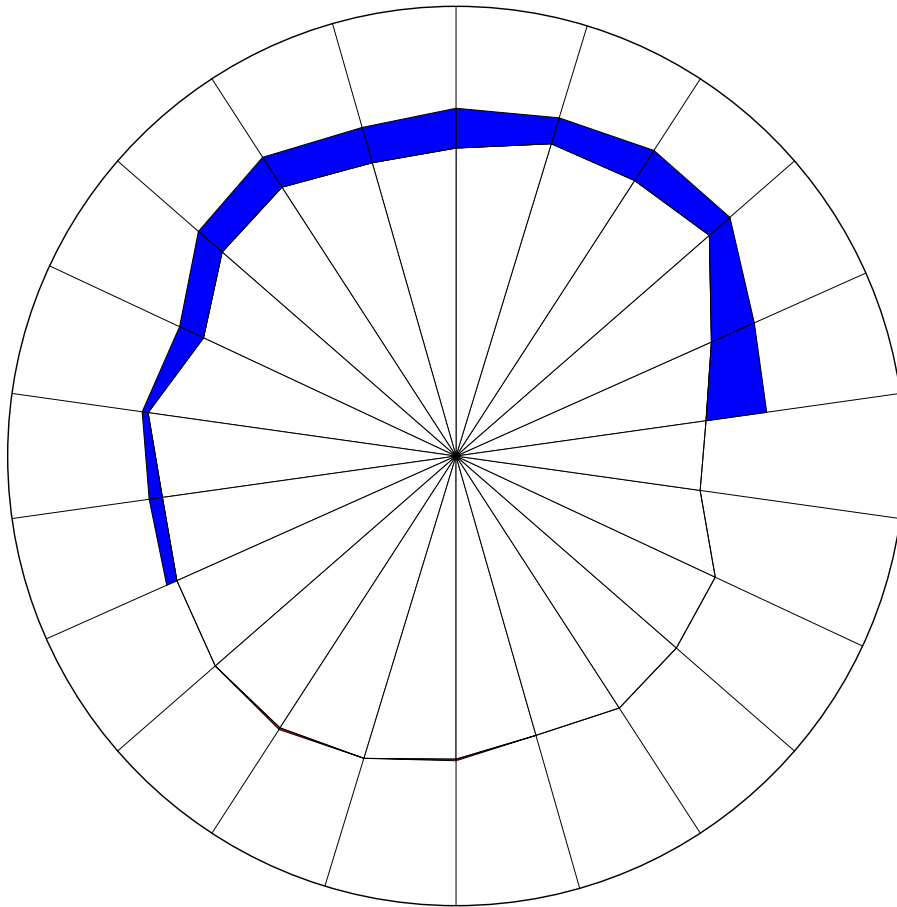
#### 9.1.2 Respondent Profile for Staff by Sex

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

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

Male	108	33.13%
Female	218	66.87%

9.2 Core Questions Summary for Staff



AS-1	Employees who instill confidence in users	6.38	7.75	7.20	0.82	-0.55	318
AS-2	Giving users individual attention	6.74	7.77	7.37	0.63	-0.40	313
AS-3	Employees who are consistently courteous	7.49	8.26	7.85	0.36	-0.41	324
AS-4	Readiness to respond to users' questions	7.39	8.23	7.86	0.48	-0.36	314
AS-5	Employees who have the knowledge to answer user questions	7.36	8.17	7.72	0.36	-0.46	312
AS-6	Employees who deal with users in a caring fashion	7.11	7.97	7.64	0.53	-0.33	317
AS-7	Employees who understand the needs of their users	7.07	7.96	7.56	0.49	-0.40	310
AS-8	Willingness to help users	7.28	8.07	7.75	0.47	-0.32	316
AS-9	Dependability in handling users' service problems	7.15	7.99	7.57	0.42	-0.42	271
IC-1	Making electronic resources accessible from my home or office	6.73	8.06	7.08	0.35	-0.98	304
IC-2	A library Web site enabling me to locate information on my own	7.16	8.14	7.24	0.08	-0.90	317
IC-3	The printed library materials I need for my work	6.97	7.85	7.15	0.18	-0.70	264
IC-4	The electronic information resources I need	7.09	8.06	7.24	0.15	-0.82	298
IC-5	Modern equipment that lets me easily access needed information	7.27	8.15	7.35	0.08	-0.79	310
IC-6	Easy-to-use access tools that allow me to find things on my own	7.35	8.19	7.33	-0.03	-0.86	316
IC-7	Making information easily accessible for independent use	7.22	8.09	7.30	0.08	-0.78	311
IC-8	Print and/or electronic journal collections I require for my work	7.07	8.04	7.05	-0.02	-0.99	237
LP-1	Library space that inspires study and learning	6.88	7.95	6.98	0.11	-0.96	295
LP-2	Quiet space for individual activities	7.01	7.82	7.34	0.33	-0.47	290
LP-3	A comfortable and inviting location	6.91	7.96	7.31	0.41	-0.64	320
LP-4	A getaway for study, learning, or research	6.83	7.86	7.16	0.33	-0.70	287
LP-5	Community space for group learning and group study	6.30	7.29	6.71	0.41	-0.58	234
		7.06	8.00	7.38	0.32	-0.61	326

Language: American English  
Institution Type: College or University  
Consortium: Association of Jesuit Colleges and Universities - Academic  
User Group: Staff

AS-1	Employees who instill confidence in users	1.70	1.45	1.48	1.75	1.59	318
AS-2	Giving users individual attention	1.75	1.42	1.43	1.61	1.48	313
AS-3	Employees who are consistently courteous	1.53	1.16	1.33	1.46	1.28	324
AS-4	Readiness to respond to users' questions	1.49	1.15	1.27	1.35	1.13	314
AS-5	Employees who have the knowledge to answer user questions	1.44	1.15	1.19	1.37	1.13	312
AS-6	Employees who deal with users in a caring fashion	1.56	1.29	1.35	1.49	1.27	317
AS-7	Employees who understand the needs of their users	1.58	1.27	1.33	1.50	1.17	310
AS-8	Willingness to help users	1.58	1.26	1.30	1.47	1.18	316
AS-9	Dependability in handling users' service problems	1.58	1.28	1.33	1.53	1.26	271
IC-1	Making electronic resources accessible from my home or office	1.82	1.42	1.68	1.90	1.72	304
IC-2	A library Web site enabling me to locate information on my own	1.62	1.23	1.58	1.85	1.70	317
IC-3	The printed library materials I need for my work	1.72	1.44	1.62	1.54	1.53	264
IC-4	The electronic information resources I need	1.56	1.31	1.52	1.73	1.51	298
IC-5	Modern equipment that lets me easily access needed information	1.46	1.15	1.46	1.55	1.36	310
IC-6	Easy-to-use access tools that allow me to find things on my own	1.41	1.11	1.49	1.63	1.50	316
IC-7	Making information easily accessible for independent use	1.50	1.20	1.49	1.60	1.44	311
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.38	1.62	1.89	1.72	237
LP-1	Library space that inspires study and learning	1.69	1.43	1.76	2.04	1.92	295
LP-2	Quiet space for individual activities	1.80	1.54	1.61	1.86	1.69	290
LP-3	A comfortable and inviting location	1.65	1.35	1.79	1.95	1.82	320
LP-4	A getaway for study, learning, or research	1.77	1.45	1.55	1.86	1.62	287
LP-5	Community space for group learning and group study	2.05	1.85	1.77	2.03	1.98	234
		1.25	0.95	1.12	1.21	1.01	326

Language: American English

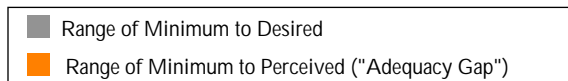
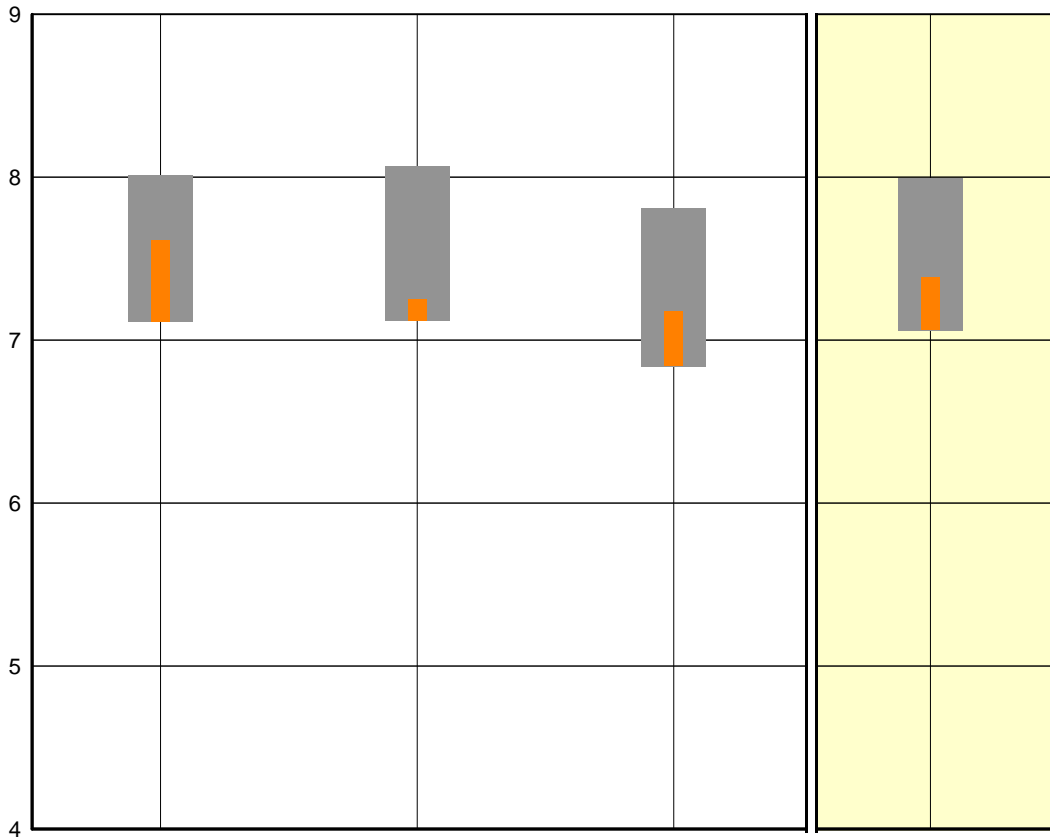
Institution Type: College or University

Consortium: Association of Jesuit Colleges and Universities - Academic

User Group: Staff

## 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.



Language: American English  
 Institution Type: College or University  
 Consortium: Association of Jesuit Colleges and Universities - Academic  
 User Group: Staff

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

Affect of Service	7.11	8.01	7.61	0.50	-0.40	326
Information Control	7.12	8.07	7.25	0.14	-0.81	326
Library as Place	6.84	7.81	7.18	0.34	-0.64	323
	7.06	8.00	7.38	0.32	-0.61	326

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.

Affect of Service	1.32	1.02	1.13	1.21	0.99	326
Information Control	1.28	0.99	1.27	1.35	1.22	326
Library as Place	1.51	1.23	1.48	1.61	1.44	323
	1.25	0.95	1.12	1.21	1.01	326

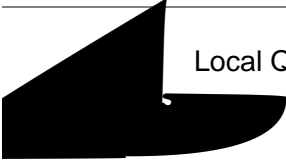
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Institution Type: College or University

Consortium: Association of Jesuit Colleges and Universities - Academic

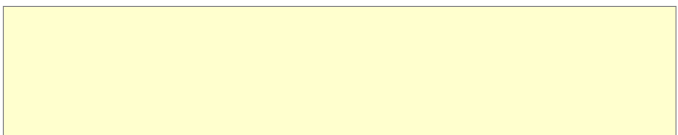
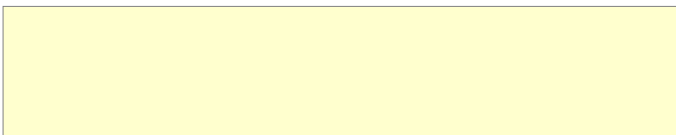
User Group: Staff





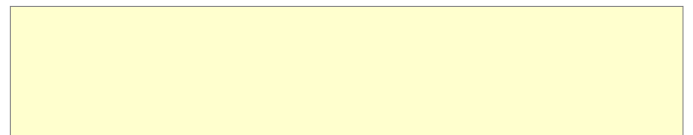
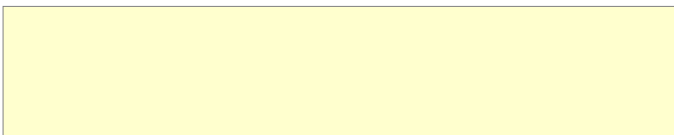
### Local Questions Summary for Staff

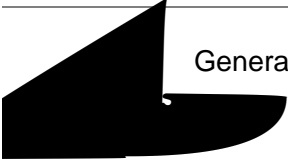
Availability of online help when using my library's electronic resources	5.33	6.67	6.33	1.00	-0.33	3
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.48	7.29	7.28	0.80	-0.01	283
The library collection provides information resources reflecting diverse points of view	7.00	7.85	7.37	0.38	-0.47	278
The library program teaches me how to access, evaluate, and use information						



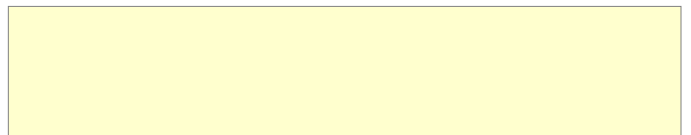
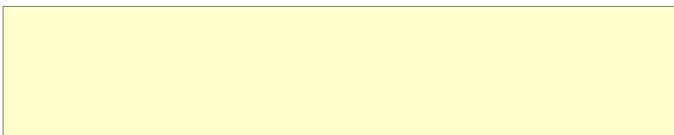
This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see

Availability of online help when using my library's electronic resources	2.52	2.08	2.31	1.00	0.58	3
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.10	1.99	1.65	1.68	1.56	283
The library collection provides information resources reflecting diverse points of view	1.67	1.43	1.43	1.60	1.43	278
The library program teaches me how to access, evaluate, and use information	1.76	1.57	1.63	1.84	1.65	250
The 24 by 7 live chat service provides information assistance when and where I need it	2.56	2.45	2.28	2.12	1.80	144
The library provides access to archival materials (documents, manuscripts, and photographs)	1.94	1.72	1.66	1.83	1.68	243



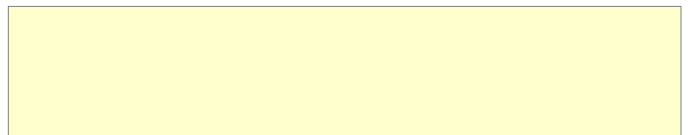
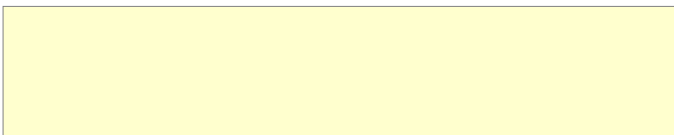


## General Satisfaction Questions Summary for Staff



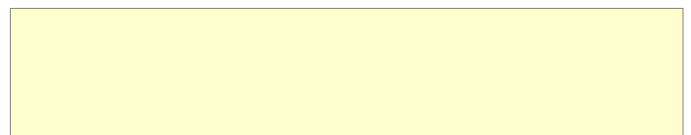
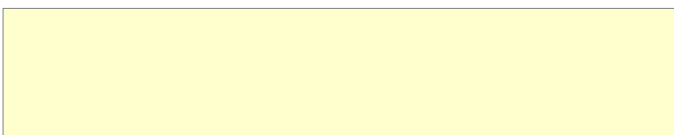
### 9.7 Library Use Summary for Staff

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



## 16 Appendix A: LibQUAL+™ Dimensions

LibQUAL+™ measures dimensions of perceived library quality - that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information



After the 2003 survey was completed, 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: Library as Place, Affect of Service, and Information Control. In addition, three core questions 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 2006 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.)

- [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
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- [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
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- [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



