



LibQUAL⁺
2017 Survey

University of Maryland Libraries

Association of Research Libraries / Texas A&M University

www.libqual.org

Association of Research Libraries

21 Dupont Circle, Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2017 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

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

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

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries---some through various consortia, others as independent participants. Through 2016, there have been 3,004 institutional surveys implemented across 1,361 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2017 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

Data Screening

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

- 1. Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*
- 2. "N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
- 3. Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available online at:

[<http://www.libqual.org/resources/norms_tables>](http://www.libqual.org/resources/norms_tables)

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1.4 Library Statistics for University of Maryland Libraries

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

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

Total library expenditures (in U.S. \$):	\$28,977,172
Personnel - professional staff, FTE:	191
Personnel - support staff, FTE:	181
Total library materials expenditures (in U.S. \$):	12,265,788
Total salaries and wages for professional staff (in U.S. \$):	12,545,369

1.5 Contact Information for University of Maryland Libraries

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

Name:	Gary White
Title:	
Address:	4115 McKeldin Library College Park, MARYLAND 20742 United States of America
Phone:	301-405-9281
Email:	gww2@umd.edu

1.6 Survey Protocol and Language for University of Maryland Libraries

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

		Lite	Total (by Language)
English (American)	Count	5,005	5,005
	% of Protocol	100.00%	100.00%
	% of Language	100.00%	100.00%
	% of Total Cases	100.00	100.00
Total (by Survey Protocol)	Count	5,005	5,005
	% of Protocol	100.00%	100.00%
	% of Language	100.00%	100.00%
	% of Total Cases	100.00	100.00

2 Demographic Summary for University of Maryland Libraries

2.1 Respondents by User Group

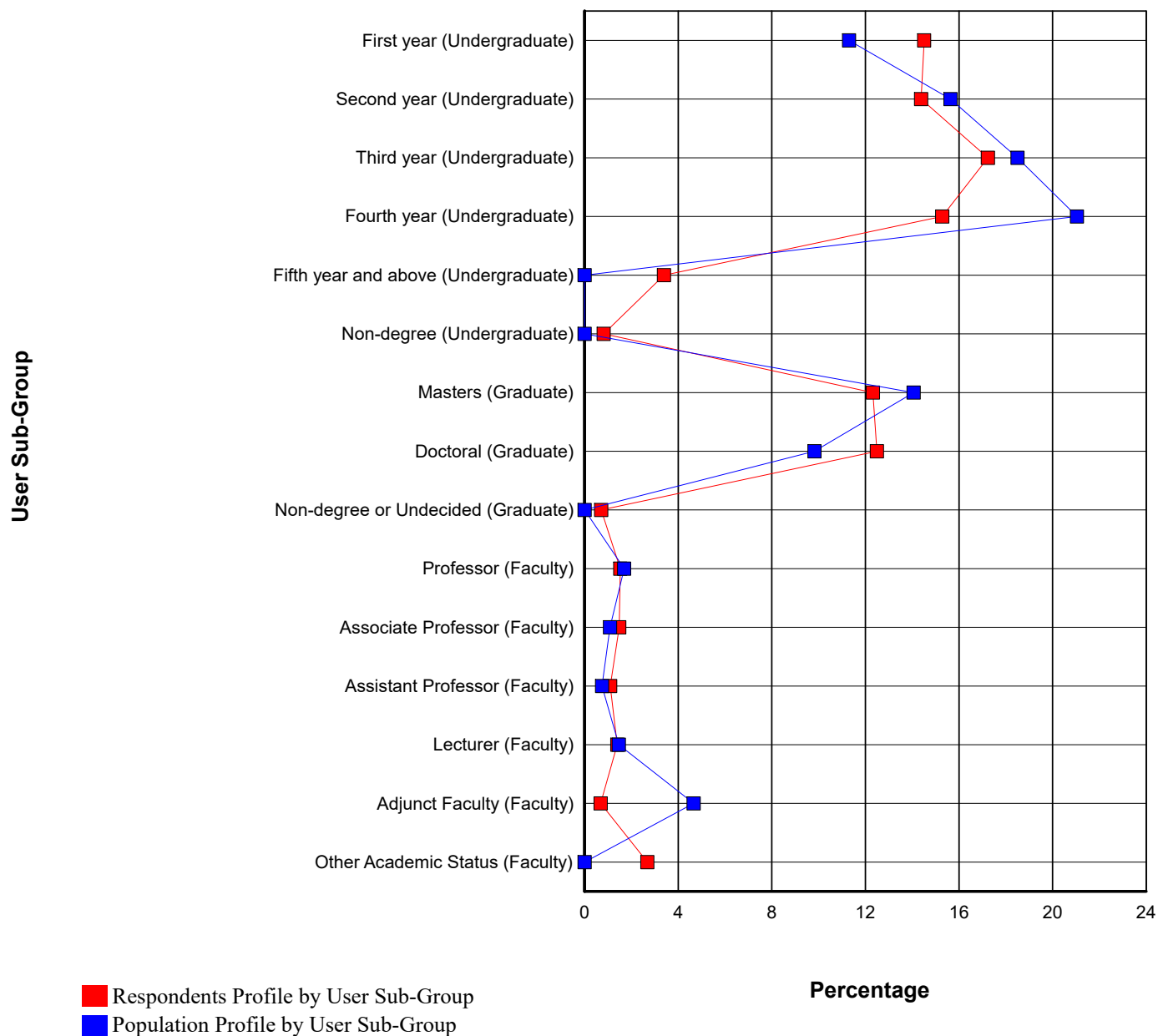
User Group	Respondent n	Respondent %
Undergraduate		
First year	676	13.51%
Second year	670	13.39%
Third year	803	16.04%
Fourth year	712	14.23%
Fifth year and above	158	3.16%
Non-degree	38	0.76%
Sub Total:	3,057	61.08%
Graduate		
Masters	574	11.47%
Doctoral	582	11.63%
Non-degree or Undecided	33	0.66%
Sub Total:	1,189	23.76%
Faculty		
Professor	71	1.42%
Associate Professor	69	1.38%
Assistant Professor	51	1.02%
Lecturer	65	1.30%
Adjunct Faculty	32	0.64%
Other Academic Status	125	2.50%
Sub Total:	413	8.25%
Library Staff		
Administrator	2	0.04%
Manager, Head of Unit	9	0.18%
Public Services	14	0.28%
Systems	3	0.06%
Technical Services	4	0.08%
Other	7	0.14%
Sub Total:	39	0.78%
Staff		
Research Staff	56	1.12%
Other Staff Positions	251	5.01%
Sub Total:	307	6.13%
Total:	5,005	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



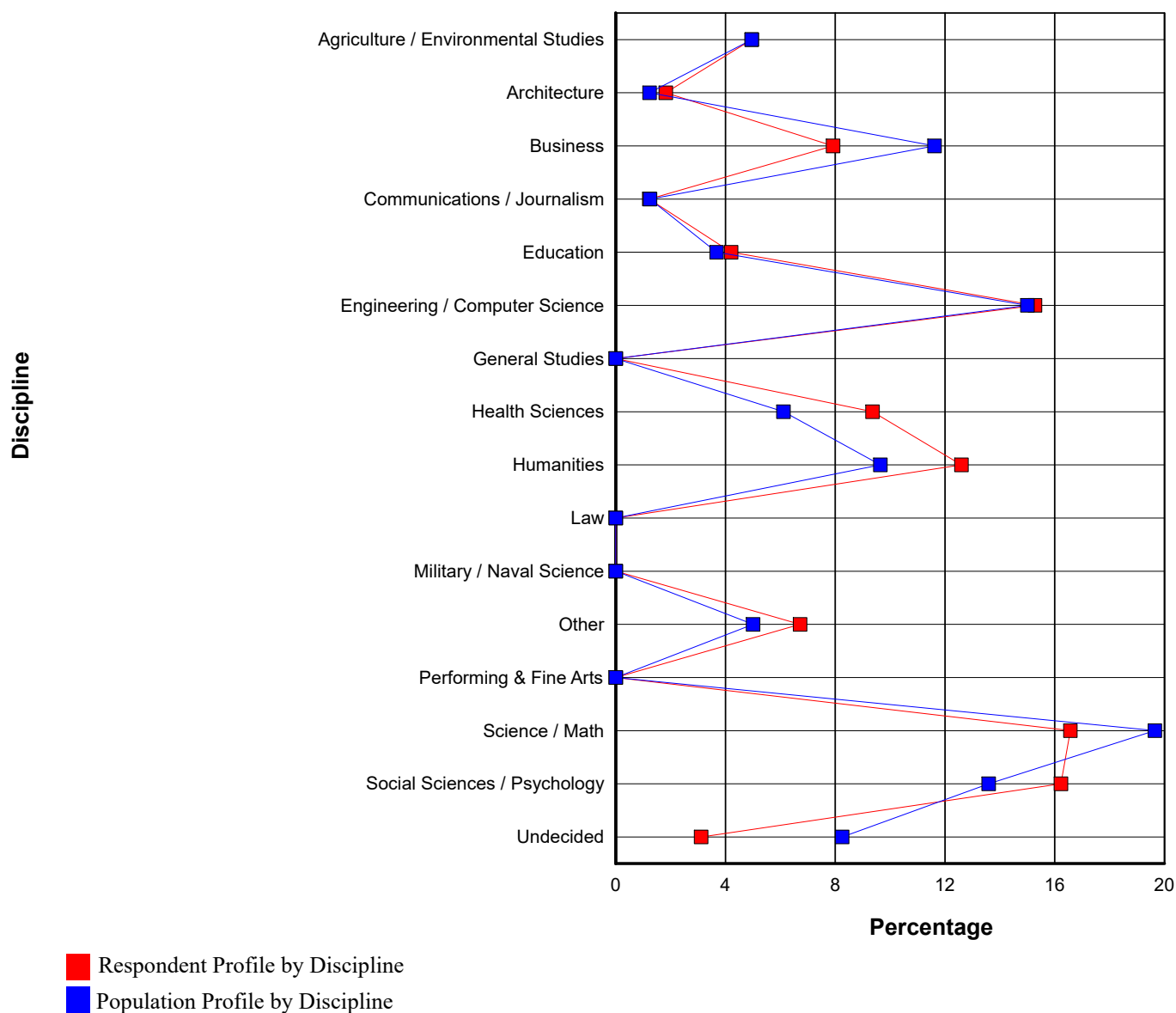
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	4,677	11.30	676	14.51	-3.21
Second year (Undergraduate)	6,472	15.64	670	14.38	1.26
Third year (Undergraduate)	7,656	18.50	803	17.24	1.26
Fourth year (Undergraduate)	8,708	21.04	712	15.28	5.76
Fifth year and above (Undergraduate)	0	0.00	158	3.39	-3.39
Non-degree (Undergraduate)	0	0.00	38	0.82	-0.82
Masters (Graduate)	5,820	14.06	574	12.32	1.74
Doctoral (Graduate)	4,065	9.82	582	12.49	-2.67
Non-degree or Undecided (Graduate)	0	0.00	33	0.71	-0.71
Professor (Faculty)	699	1.69	71	1.52	0.16
Associate Professor (Faculty)	449	1.08	69	1.48	-0.40
Assistant Professor (Faculty)	309	0.75	51	1.09	-0.35
Lecturer (Faculty)	605	1.46	65	1.40	0.07
Adjunct Faculty (Faculty)	1,929	4.66	32	0.69	3.97
Other Academic Status (Faculty)	0	0.00	125	2.68	-2.68
Total:	41,389	100.00	4,659	100.00	0.00

2.3 Population and Respondents by Standard Discipline

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

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

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



Language: English (American)

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

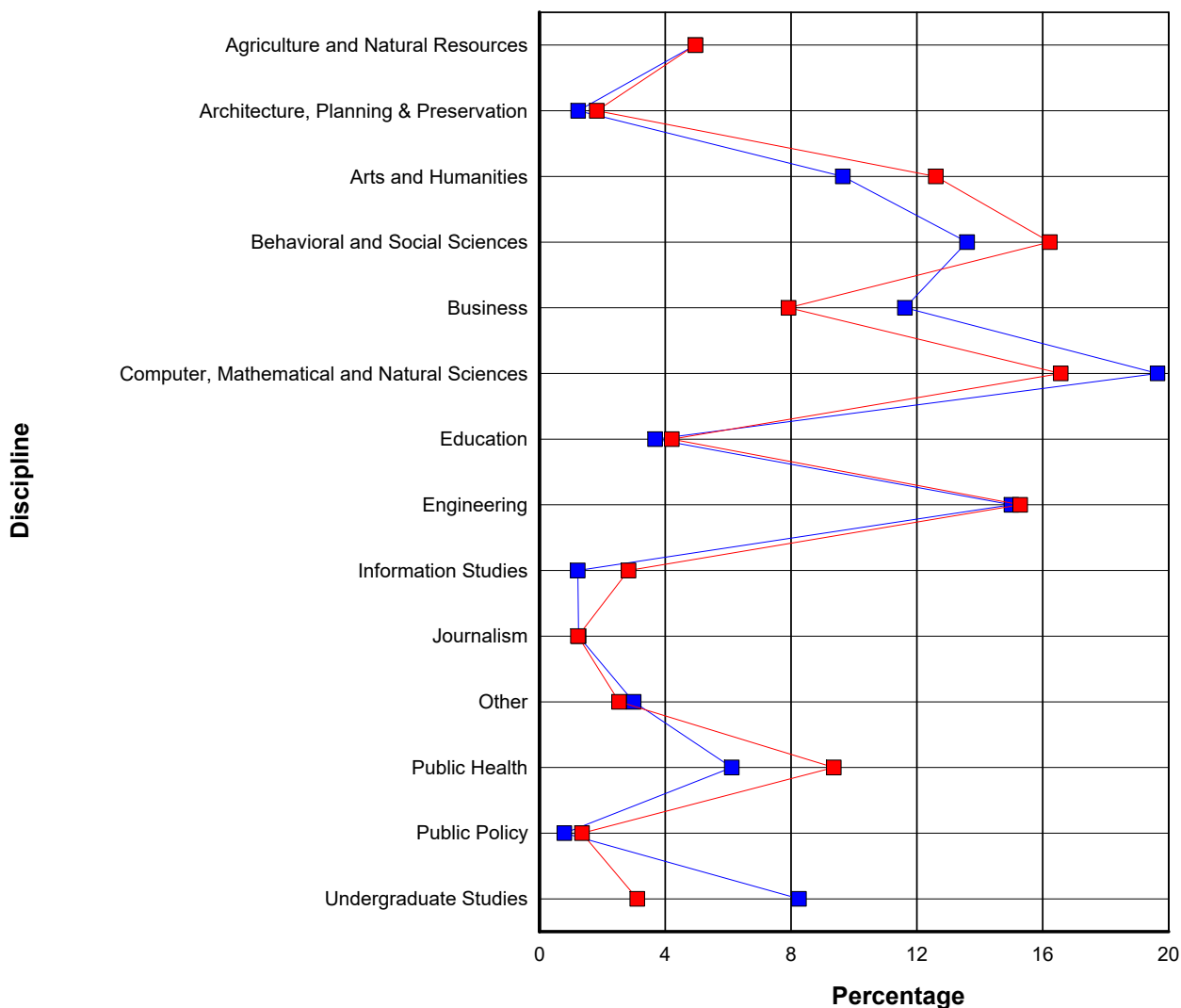
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,411	4.96	231	4.96	0.00
Architecture	599	1.23	85	1.82	-0.59
Business	5,653	11.62	369	7.92	3.70
Communications / Journalism	607	1.25	57	1.22	0.02
Education	1,788	3.68	196	4.21	-0.53
Engineering / Computer Science	7,300	15.00	712	15.28	-0.28
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,975	6.11	436	9.36	-3.24
Humanities	4,693	9.65	587	12.60	-2.95
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,436	5.01	313	6.72	-1.71
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	9,561	19.65	772	16.57	3.08
Social Sciences / Psychology	6,614	13.59	756	16.23	-2.63
Undecided	4,015	8.25	145	3.11	5.14
Total:	48,652	100.00	4,659	100.00	0.00

2.4 Population and Respondents by Customized Discipline

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

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

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



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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	2,411	4.96	231	4.96	0.00
Architecture, Planning & Preservation	599	1.23	85	1.82	-0.59
Arts and Humanities	4,693	9.65	587	12.60	-2.95
Behavioral and Social Sciences	6,614	13.59	756	16.23	-2.63
Business	5,653	11.62	369	7.92	3.70
Computer, Mathematical and Natural Sciences	9,561	19.65	772	16.57	3.08
Education	1,788	3.68	196	4.21	-0.53
Engineering	7,300	15.00	712	15.28	-0.28
Information Studies	593	1.22	132	2.83	-1.61
Journalism	607	1.25	57	1.22	0.02
Other	1,457	2.99	118	2.53	0.46
Public Health	2,975	6.11	436	9.36	-3.24
Public Policy	386	0.79	63	1.35	-0.56
Undergraduate Studies	4,015	8.25	145	3.11	5.14
Total:	48,652	100.00	4,659	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	74	1.50
Art Library	83	1.68
Chemistry Library	182	3.69
Engineering/Physical Sciences Library	483	9.80
Hornbake Library	293	5.95
McKeldin Library	3,587	72.79
Performing Arts Library	163	3.31
Shady Grove Library	63	1.28
Total:	4,928	100.00

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	15	0.30
18 - 22	2,774	55.90
23 - 30	1,199	24.16
31 - 45	603	12.15
46 - 65	288	5.80
Over 65	83	1.67
Total:	4,962	100.00

2.7 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	25,090	47.20	2,924	58.92
Male	28,065	52.80	2,039	41.08
Total:	53,155	100.00	4,963	100.00

2.8 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	43,289	81.44	3,854	77.80
Part-time	9,866	18.56	387	7.81
Does not apply / NA		0.00	713	14.39
Total:	53,155	100.00	4,954	100.00

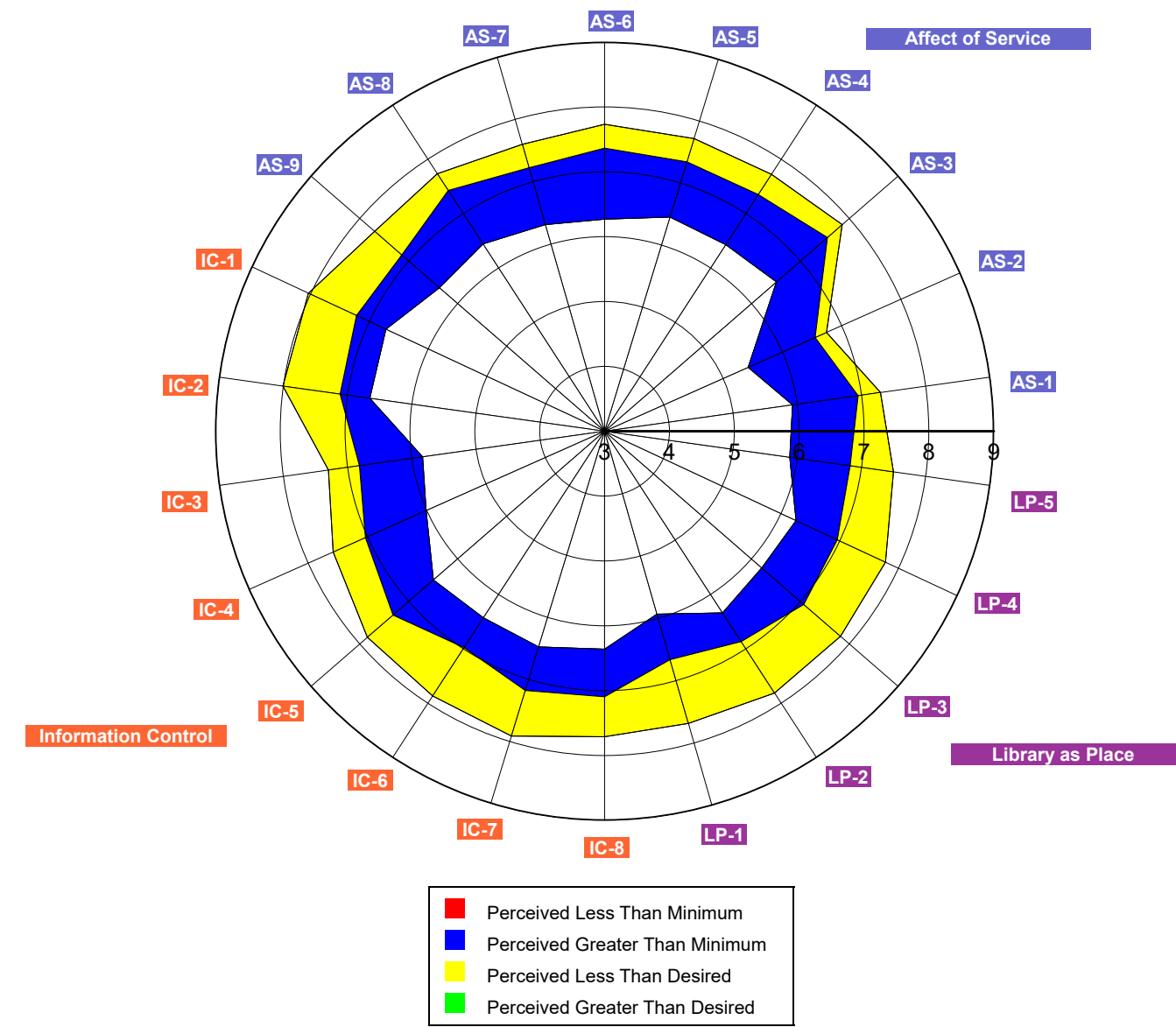
3. Survey Item Summary for University of Maryland Libraries

3.1 Core Questions Summary

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

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

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



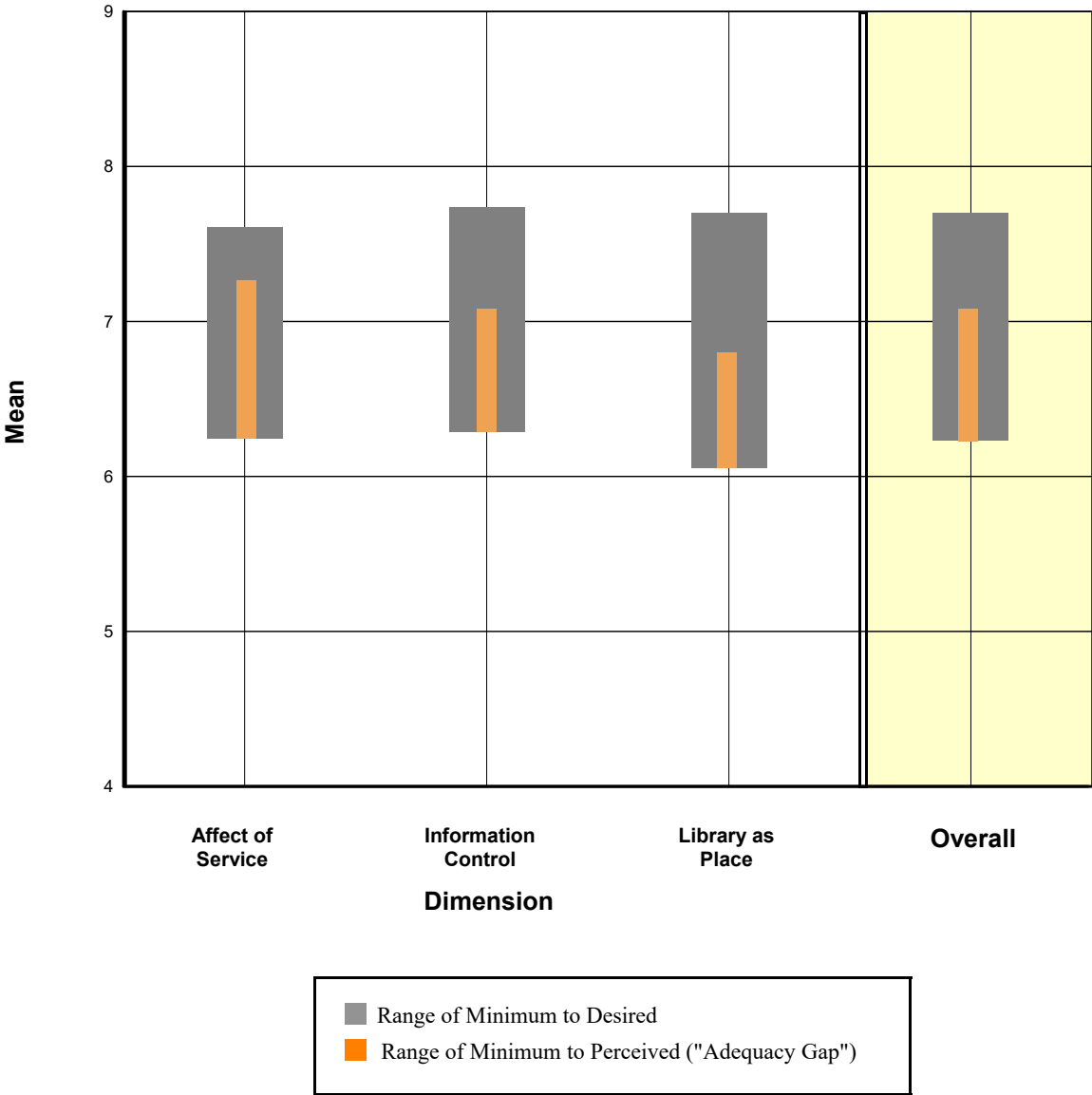
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.93	7.30	6.95	1.02	-0.35	971
AS-2	Giving users individual attention	5.42	6.75	6.55	1.13	-0.19	1,142
AS-3	Employees who are consistently courteous	6.51	7.86	7.56	1.04	-0.30	1,183
AS-4	Readiness to respond to users' questions	6.43	7.72	7.35	0.92	-0.37	1,192
AS-5	Employees who have the knowledge to answer user questions	6.45	7.72	7.34	0.89	-0.38	1,202
AS-6	Employees who deal with users in a caring fashion	6.27	7.73	7.37	1.10	-0.37	4,669
AS-7	Employees who understand the needs of their users	6.31	7.60	7.23	0.91	-0.37	1,202
AS-8	Willingness to help users	6.44	7.73	7.43	0.98	-0.31	1,157
AS-9	Dependability in handling users' service problems	6.37	7.70	7.14	0.77	-0.55	884
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.72	8.04	7.22	0.50	-0.82	1,169
IC-2	A library Web site enabling me to locate information on my own	6.66	8.01	7.12	0.46	-0.89	1,539
IC-3	The printed library materials I need for my work	5.83	7.30	6.82	0.98	-0.48	1,269
IC-4	The electronic information resources I need	6.01	7.58	7.04	1.02	-0.54	4,840
IC-5	Modern equipment that lets me easily access needed information	6.50	7.84	7.32	0.83	-0.52	1,513
IC-6	Easy-to-use access tools that allow me to find things on my own	6.43	7.87	6.98	0.55	-0.89	1,528
IC-7	Making information easily accessible for independent use	6.48	7.92	7.18	0.70	-0.74	1,345
IC-8	Print and/or electronic journal collections I require for my work	6.36	7.71	7.09	0.73	-0.62	1,023
Library as Place							
LP-1	Library space that inspires study and learning	5.94	7.69	6.66	0.73	-1.02	4,690
LP-2	Quiet space for individual activities	6.34	7.81	6.87	0.53	-0.94	1,176
LP-3	A comfortable and inviting location	6.21	7.82	7.07	0.86	-0.75	1,240
LP-4	A getaway for study, learning, or research	6.26	7.78	6.96	0.70	-0.82	1,189
LP-5	Community space for group learning and group study	5.88	7.50	6.82	0.94	-0.68	1,035
Overall:		6.23	7.70	7.08	0.85	-0.62	4,966

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.07	1.80	1.68	1.87	1.68	971
AS-2	Giving users individual attention	2.17	1.94	1.81	1.91	1.73	1,142
AS-3	Employees who are consistently courteous	1.90	1.41	1.49	1.83	1.44	1,183
AS-4	Readiness to respond to users' questions	1.80	1.45	1.46	1.75	1.50	1,192
AS-5	Employees who have the knowledge to answer user questions	1.87	1.51	1.51	1.72	1.52	1,202
AS-6	Employees who deal with users in a caring fashion	1.93	1.51	1.53	1.83	1.56	4,669
AS-7	Employees who understand the needs of their users	1.92	1.60	1.58	1.74	1.59	1,202
AS-8	Willingness to help users	1.92	1.54	1.48	1.75	1.53	1,157
AS-9	Dependability in handling users' service problems	1.77	1.48	1.59	1.69	1.64	884
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.85	1.44	1.62	1.97	1.71	1,169
IC-2	A library Web site enabling me to locate information on my own	1.83	1.40	1.63	1.95	1.73	1,539
IC-3	The printed library materials I need for my work	2.13	1.93	1.72	2.16	2.05	1,269
IC-4	The electronic information resources I need	1.88	1.65	1.58	1.89	1.76	4,840
IC-5	Modern equipment that lets me easily access needed information	1.75	1.40	1.46	1.66	1.53	1,513
IC-6	Easy-to-use access tools that allow me to find things on my own	1.80	1.39	1.62	1.82	1.70	1,528
IC-7	Making information easily accessible for independent use	1.73	1.30	1.48	1.67	1.53	1,345
IC-8	Print and/or electronic journal collections I require for my work	2.00	1.71	1.67	2.01	1.82	1,023
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.67	1.77	2.17	2.17	4,690
LP-2	Quiet space for individual activities	1.95	1.55	1.75	2.24	2.06	1,176
LP-3	A comfortable and inviting location	1.82	1.46	1.62	1.98	1.86	1,240
LP-4	A getaway for study, learning, or research	1.94	1.49	1.70	2.02	1.85	1,189
LP-5	Community space for group learning and group study	1.96	1.78	1.73	2.09	2.01	1,035
Overall:		1.47	1.13	1.21	1.39	1.21	4,966

3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.25	7.61	7.26	1.02	-0.35	4,839
Information Control	6.29	7.74	7.08	0.80	-0.66	4,953
Library as Place	6.06	7.70	6.80	0.74	-0.90	4,793
Overall	6.23	7.70	7.08	0.85	-0.62	4,966

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.74	1.39	1.38	1.55	1.33	4,839
Information Control	1.58	1.27	1.33	1.54	1.39	4,953
Library as Place	1.76	1.46	1.58	1.91	1.85	4,793
Overall	1.47	1.13	1.21	1.39	1.21	4,966

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	6.57	7.91	7.18	0.61	-0.73	936
A service which can find for me rapidly and easily the documents not available in my own institution	6.42	7.71	7.13	0.71	-0.58	950
Ability to navigate library Web pages easily	6.55	7.97	6.92	0.37	-1.05	956
Access to archives, special collections	5.64	6.95	6.83	1.19	-0.12	769
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.48	7.09	6.68	1.20	-0.42	703

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.80	1.39	1.60	1.84	1.57	936
A service which can find for me rapidly and easily the documents not available in my own institution	1.88	1.55	1.58	1.87	1.68	950
Ability to navigate library Web pages easily	1.79	1.34	1.64	1.95	1.84	956
Access to archives, special collections	2.27	2.04	1.73	2.06	2.03	769
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.20	2.00	1.84	2.27	2.22	703

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.78	1.33	2,436
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.34	1.49	2,530
How would you rate the overall quality of the service provided by the library?	7.48	1.30	4,966

3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.25	1.92	1,517
The library aids my advancement in my academic discipline or work.	7.28	1.58	2,248
The library enables me to be more efficient in my academic pursuits or work.	7.33	1.53	2,316
The library helps me distinguish between trustworthy and untrustworthy information.	6.71	1.77	2,271
The library provides me with the information skills I need in my work or study.	7.09	1.58	1,579

Language: English (American)

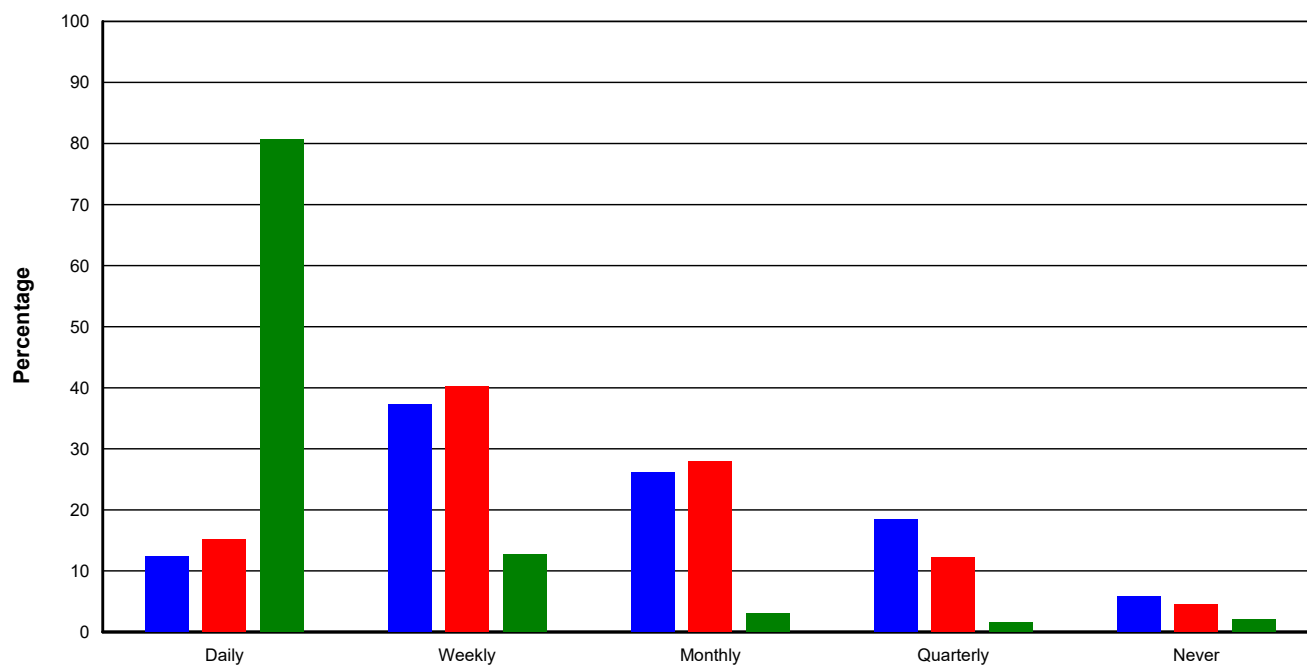
Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



Frequency

How often do you use resources on library premises?

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

How often do you use Yahoo™, Google™, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	613 12.35%	1,852 37.30%	1,297 26.12%	912 18.37%	291 5.86%	4,965 100.00%
How often do you access library resources through a library Web page?	756 15.22%	1,999 40.25%	1,386 27.91%	602 12.12%	223 4.49%	4,966 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	4,007 80.74%	627 12.63%	153 3.08%	75 1.51%	101 2.04%	4,963 100.00%

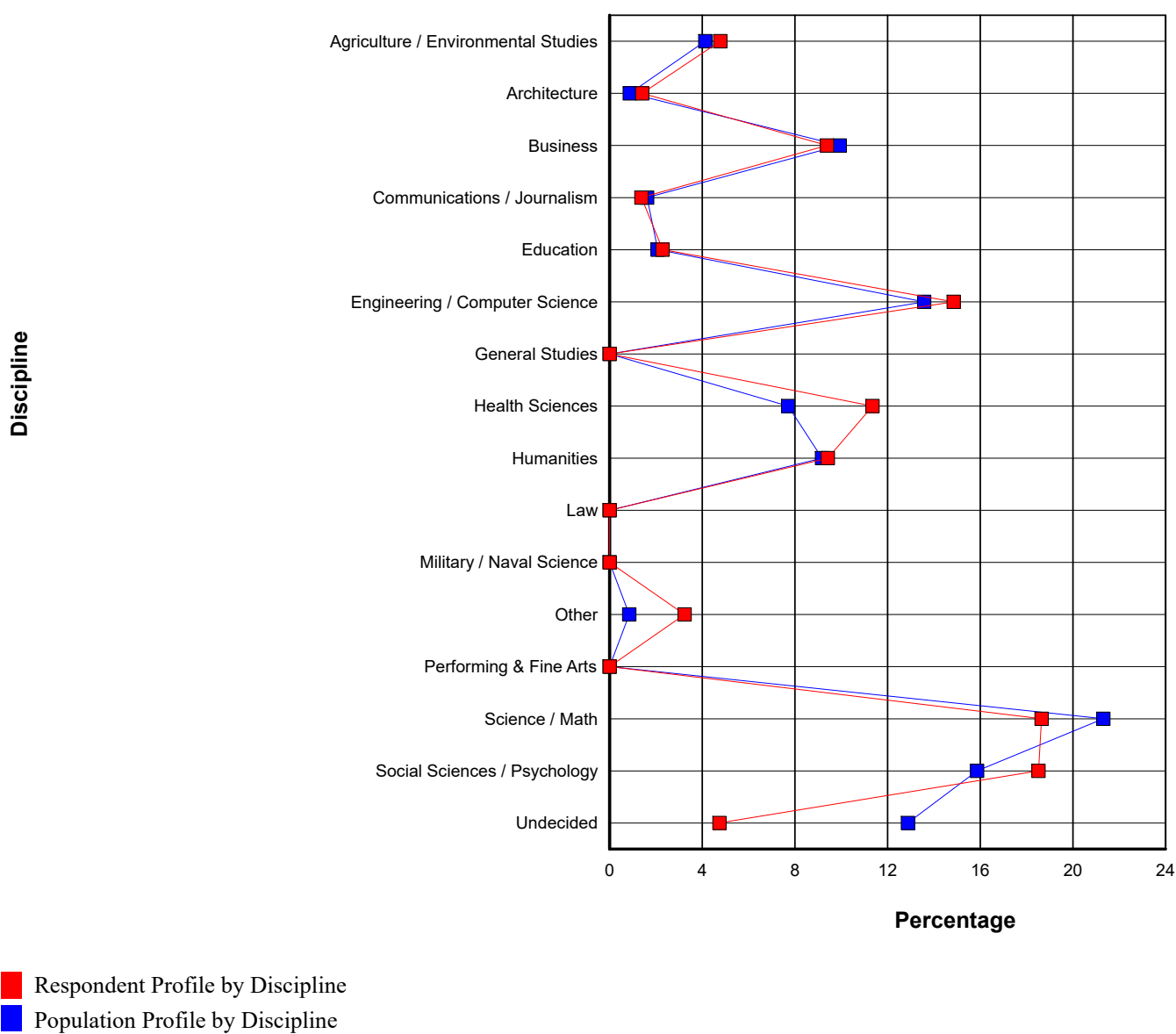
4 Undergraduate Summary for University of Maryland Libraries

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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

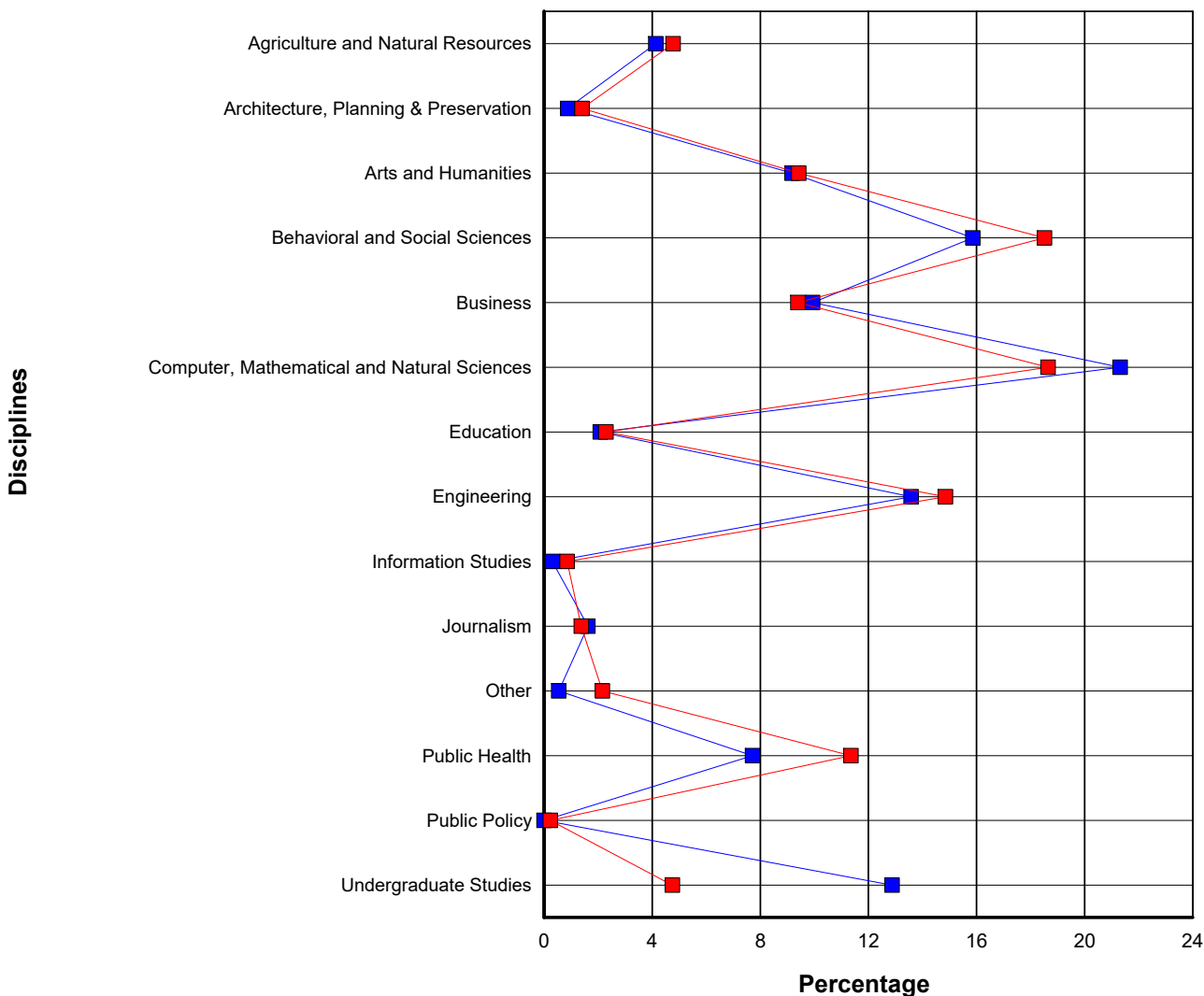


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,247	4.13	146	4.78	-0.64
Architecture	263	0.87	43	1.41	-0.54
Business	3,000	9.94	287	9.39	0.55
Communications / Journalism	489	1.62	42	1.37	0.25
Education	627	2.08	70	2.29	-0.21
Engineering / Computer Science	4,099	13.58	454	14.85	-1.27
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,327	7.71	347	11.35	-3.64
Humanities	2,768	9.17	288	9.42	-0.25
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	256	0.85	99	3.24	-2.39
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	6,434	21.31	570	18.65	2.67
Social Sciences / Psychology	4,789	15.86	566	18.51	-2.65
Undecided	3,887	12.88	145	4.74	8.13
Total:	30,186	100.00	3,057	100.00	0.00

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	1,247	4.13	146	4.78	-0.64
Architecture, Planning & Preservation	263	0.87	43	1.41	-0.54
Arts and Humanities	2,768	9.17	288	9.42	-0.25
Behavioral and Social Sciences	4,789	15.86	566	18.51	-2.65
Business	3,000	9.94	287	9.39	0.55
Computer, Mathematical and Natural Sciences	6,434	21.31	570	18.65	2.67
Education	627	2.08	70	2.29	-0.21
Engineering	4,099	13.58	454	14.85	-1.27
Information Studies	92	0.30	26	0.85	-0.55
Journalism	489	1.62	42	1.37	0.25
Other	164	0.54	66	2.16	-1.62
Public Health	2,327	7.71	347	11.35	-3.64
Public Policy	0	0.00	7	0.23	-0.23
Undergraduate Studies	3,887	12.88	145	4.74	8.13
Total:	30,186	100.00	3,057	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	38	1.25
Art Library	55	1.80
Chemistry Library	124	4.06
Engineering/Physical Sciences Library	218	7.14
Hornbake Library	200	6.55
McKeldin Library	2,278	74.64
Performing Arts Library	97	3.18
Shady Grove Library	42	1.38
Total:	3,052	100.00

4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	13	0.43
18 - 22	2,698	88.26
23 - 30	289	9.45
31 - 45	37	1.21
46 - 65	17	0.56
Over 65	3	0.10
Total:	3,057	100.00

4.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	13,326	46.80	1,872	61.24
Male	15,146	53.20	1,185	38.76
Total:	28,472	100.00	3,057	100.00

4.1.6 Respondent Profile by Full or part-time student?

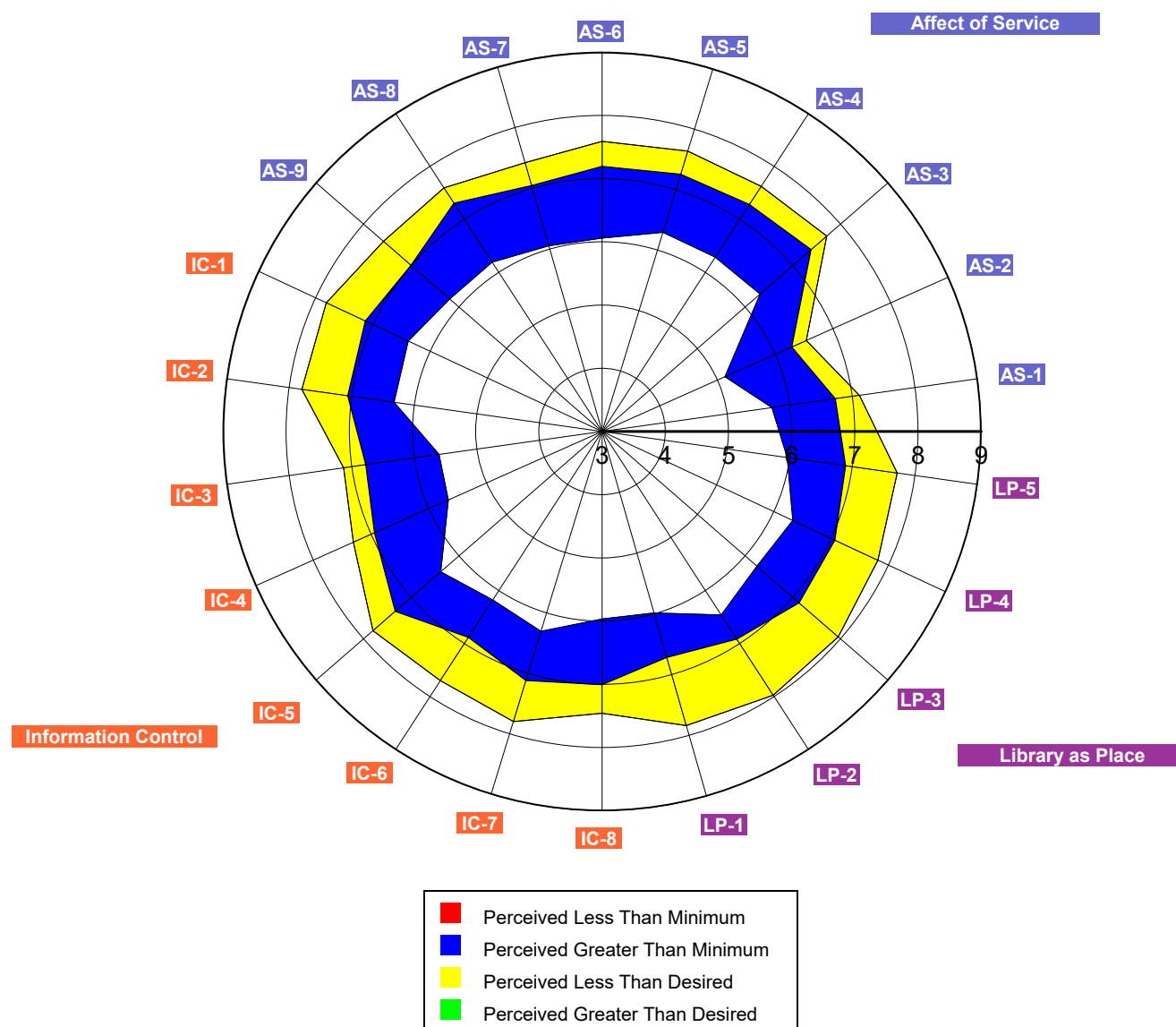
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	26,350	92.55	2,842	93.09
Part-time	2,122	7.45	169	5.54
Does not apply / NA		0.00	42	1.38
Total:	28,472	100.00	3,053	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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

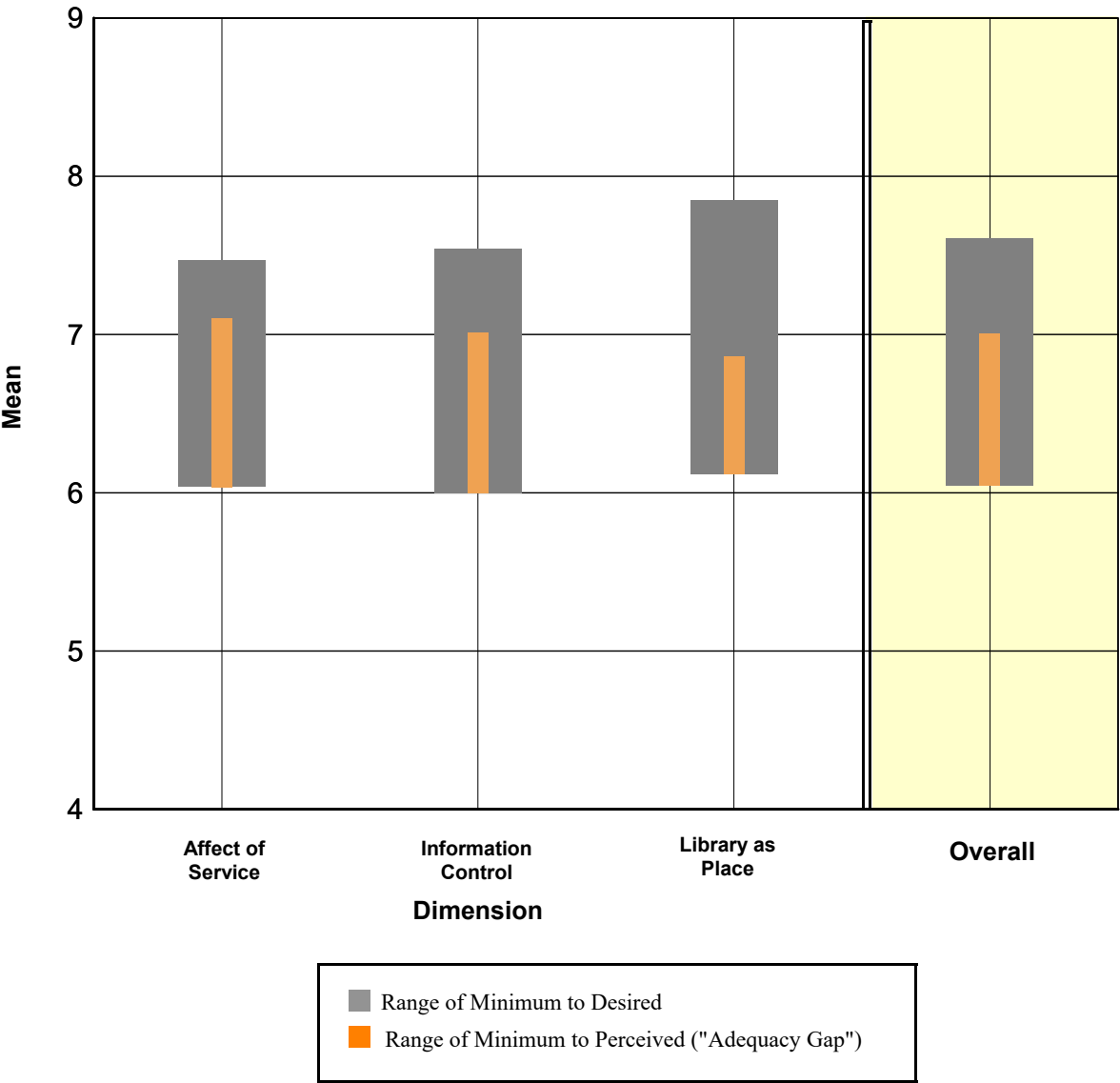


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.71	7.11	6.73	1.01	-0.39	596
AS-2	Giving users individual attention	5.13	6.54	6.29	1.16	-0.25	703
AS-3	Employees who are consistently courteous	6.31	7.71	7.39	1.07	-0.33	740
AS-4	Readiness to respond to users' questions	6.29	7.62	7.28	0.99	-0.34	719
AS-5	Employees who have the knowledge to answer user questions	6.30	7.64	7.26	0.96	-0.38	711
AS-6	Employees who deal with users in a caring fashion	6.06	7.59	7.20	1.14	-0.39	2,859
AS-7	Employees who understand the needs of their users	6.06	7.42	7.05	0.99	-0.38	769
AS-8	Willingness to help users	6.20	7.60	7.31	1.11	-0.29	731
AS-9	Dependability in handling users' service problems	6.19	7.58	7.01	0.81	-0.58	555
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.39	7.81	7.14	0.75	-0.68	710
IC-2	A library Web site enabling me to locate information on my own	6.32	7.80	7.06	0.74	-0.73	911
IC-3	The printed library materials I need for my work	5.61	7.13	6.78	1.17	-0.35	813
IC-4	The electronic information resources I need	5.66	7.31	6.94	1.28	-0.36	2,967
IC-5	Modern equipment that lets me easily access needed information	6.38	7.80	7.34	0.95	-0.47	963
IC-6	Easy-to-use access tools that allow me to find things on my own	6.18	7.70	6.89	0.71	-0.81	934
IC-7	Making information easily accessible for independent use	6.31	7.80	7.12	0.81	-0.68	842
IC-8	Print and/or electronic journal collections I require for my work	5.97	7.46	7.01	1.04	-0.45	625
Library as Place							
LP-1	Library space that inspires study and learning	5.99	7.84	6.72	0.73	-1.12	3,046
LP-2	Quiet space for individual activities	6.46	7.97	6.92	0.46	-1.06	751
LP-3	A comfortable and inviting location	6.25	7.95	7.13	0.89	-0.82	780
LP-4	A getaway for study, learning, or research	6.33	7.82	7.07	0.74	-0.75	766
LP-5	Community space for group learning and group study	5.96	7.72	6.89	0.93	-0.82	721
Overall:		6.04	7.60	7.00	0.96	-0.60	3,057

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.12	1.86	1.75	1.86	1.68	596
AS-2	Giving users individual attention	2.13	1.93	1.83	1.90	1.72	703
AS-3	Employees who are consistently courteous	1.92	1.48	1.54	1.85	1.50	740
AS-4	Readiness to respond to users' questions	1.82	1.45	1.44	1.70	1.41	719
AS-5	Employees who have the knowledge to answer user questions	1.90	1.57	1.56	1.75	1.52	711
AS-6	Employees who deal with users in a caring fashion	1.95	1.55	1.58	1.84	1.55	2,859
AS-7	Employees who understand the needs of their users	1.98	1.70	1.67	1.76	1.64	769
AS-8	Willingness to help users	1.97	1.59	1.50	1.79	1.52	731
AS-9	Dependability in handling users' service problems	1.78	1.49	1.60	1.65	1.57	555
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.90	1.52	1.62	1.93	1.69	710
IC-2	A library Web site enabling me to locate information on my own	1.87	1.53	1.63	1.89	1.69	911
IC-3	The printed library materials I need for my work	2.15	1.96	1.76	2.13	2.04	813
IC-4	The electronic information resources I need	1.86	1.73	1.58	1.86	1.75	2,967
IC-5	Modern equipment that lets me easily access needed information	1.76	1.41	1.45	1.64	1.46	963
IC-6	Easy-to-use access tools that allow me to find things on my own	1.86	1.47	1.66	1.80	1.68	934
IC-7	Making information easily accessible for independent use	1.80	1.38	1.48	1.73	1.54	842
IC-8	Print and/or electronic journal collections I require for my work	2.00	1.79	1.73	1.93	1.79	625
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.49	1.73	2.10	2.04	3,046
LP-2	Quiet space for individual activities	1.84	1.30	1.72	2.12	1.92	751
LP-3	A comfortable and inviting location	1.76	1.27	1.56	1.94	1.72	780
LP-4	A getaway for study, learning, or research	1.87	1.45	1.66	1.98	1.80	766
LP-5	Community space for group learning and group study	1.90	1.61	1.71	2.03	1.94	721
Overall:		1.47	1.15	1.22	1.36	1.18	3,057

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.04	7.47	7.10	1.07	-0.37	2,964
Information Control	6.00	7.54	7.01	1.01	-0.53	3,048
Library as Place	6.12	7.85	6.86	0.74	-0.99	3,054
Overall	6.04	7.60	7.00	0.96	-0.60	3,057

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.75	1.42	1.41	1.54	1.31	2,964
Information Control	1.59	1.33	1.33	1.49	1.36	3,048
Library as Place	1.66	1.27	1.53	1.83	1.73	3,054
Overall	1.47	1.15	1.22	1.36	1.18	3,057

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	6.41	7.79	7.13	0.71	-0.67	576
A service which can find for me rapidly and easily the documents not available in my own institution	6.12	7.49	7.02	0.89	-0.48	604
Ability to navigate library Web pages easily	6.34	7.84	6.89	0.55	-0.95	588
Access to archives, special collections	5.44	6.74	6.75	1.32	0.01	477
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.38	7.02	6.56	1.18	-0.45	455

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.79	1.40	1.60	1.83	1.58	576
A service which can find for me rapidly and easily the documents not available in my own institution	1.95	1.64	1.61	1.92	1.71	604
Ability to navigate library Web pages easily	1.82	1.38	1.61	1.98	1.83	588
Access to archives, special collections	2.31	2.11	1.73	1.97	2.02	477
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.17	2.07	1.88	2.14	2.20	455

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.71	1.38	1,482
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.32	1.50	1,575
How would you rate the overall quality of the service provided by the library?	7.43	1.31	3,057

4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.08	1.95	918
The library aids my advancement in my academic discipline or work.	7.10	1.62	1,401
The library enables me to be more efficient in my academic pursuits or work.	7.25	1.54	1,431
The library helps me distinguish between trustworthy and untrustworthy information.	6.78	1.74	1,395
The library provides me with the information skills I need in my work or study.	7.05	1.57	968

Language: English (American)

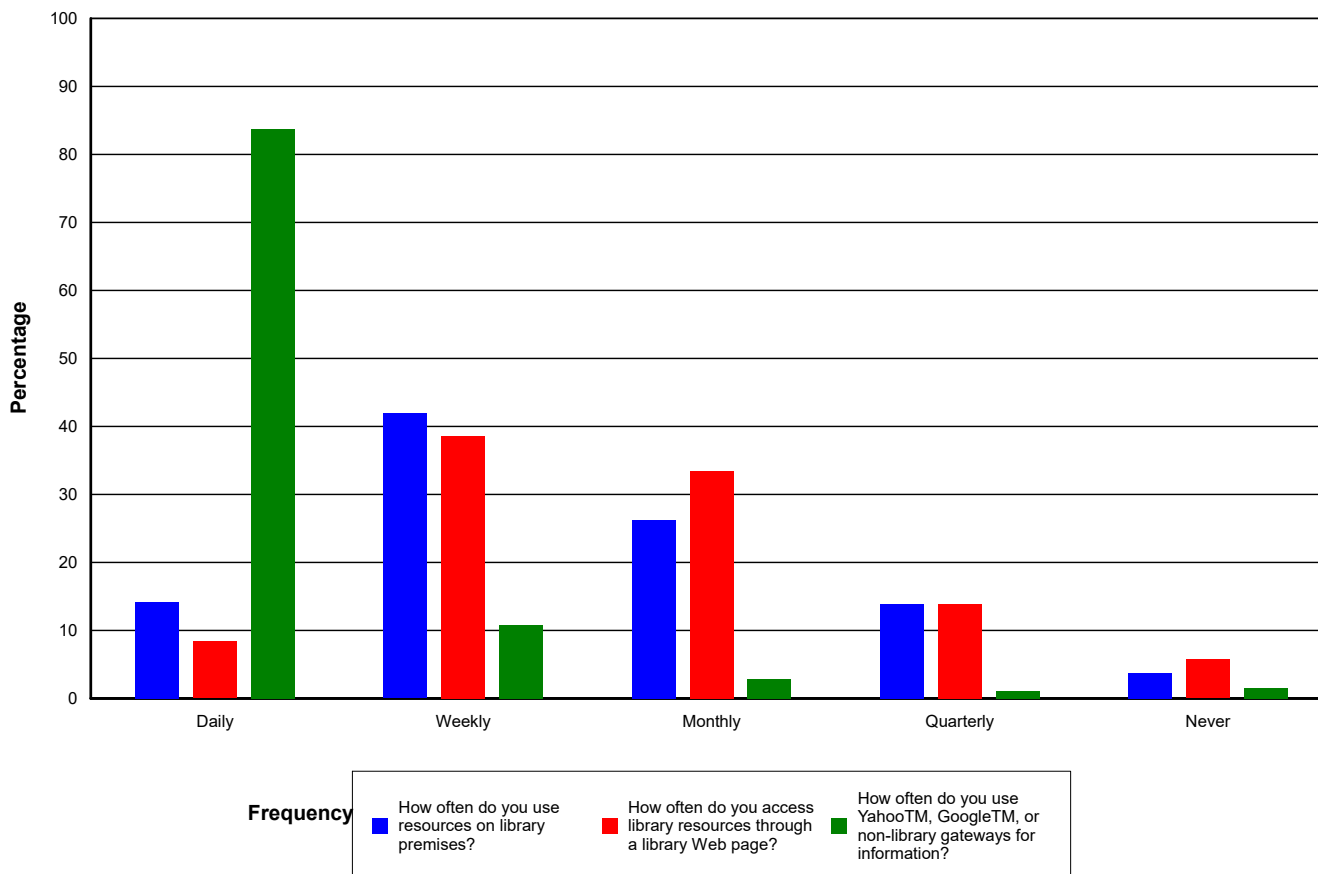
Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	434 14.20%	1,281 41.92%	803 26.28%	425 13.91%	113 3.70%	3,056 100.00%
How often do you access library resources through a library Web page?	256 8.37%	1,180 38.60%	1,022 33.43%	424 13.87%	175 5.72%	3,057 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	2,558 83.76%	330 10.81%	87 2.85%	34 1.11%	45 1.47%	3,054 100.00%

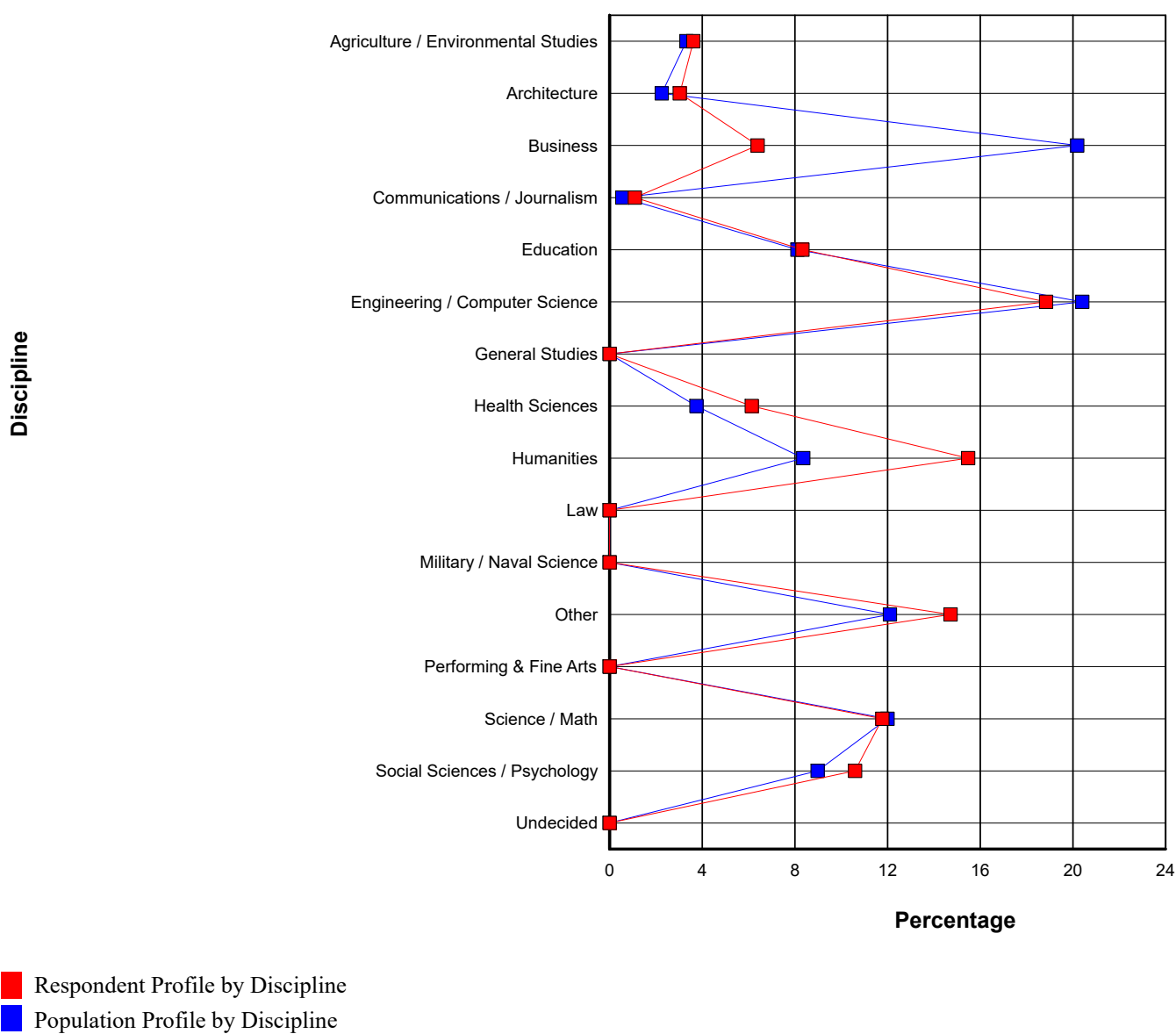
5 Graduate Summary for University of Maryland Libraries

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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

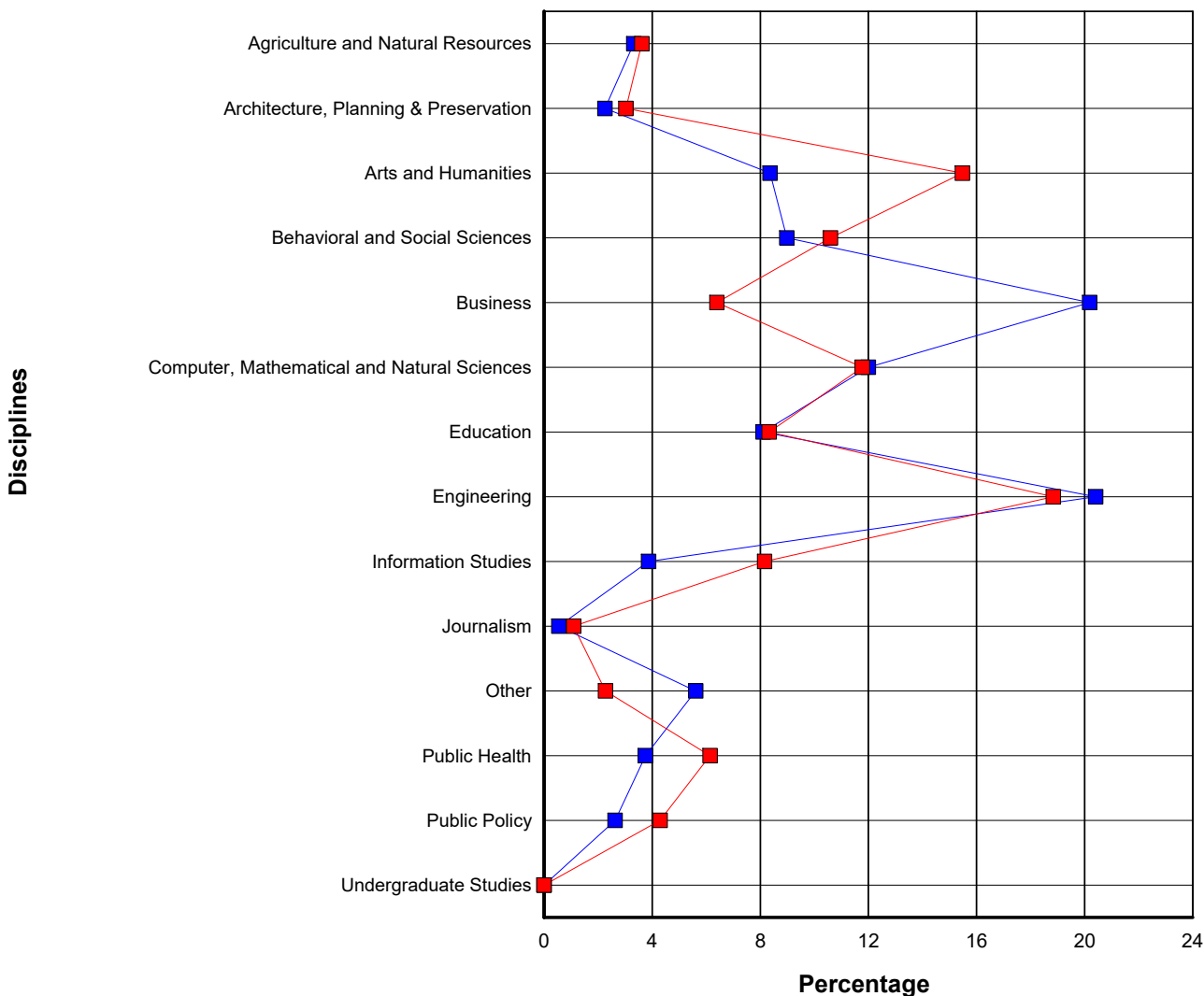


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	352	3.32	43	3.62	-0.30
Architecture	239	2.25	36	3.03	-0.78
Business	2,142	20.19	76	6.39	13.79
Communications / Journalism	58	0.55	13	1.09	-0.55
Education	860	8.10	99	8.33	-0.22
Engineering / Computer Science	2,165	20.40	224	18.84	1.56
General Studies	0	0.00	0	0.00	0.00
Health Sciences	398	3.75	73	6.14	-2.39
Humanities	887	8.36	184	15.48	-7.12
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,284	12.10	175	14.72	-2.62
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	1,273	12.00	140	11.77	0.22
Social Sciences / Psychology	953	8.98	126	10.60	-1.62
Undecided	0	0.00	0	0.00	0.00
Total:	10,611	100.00	1,189	100.00	0.00

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	352	3.32	43	3.62	-0.30
Architecture, Planning & Preservation	239	2.25	36	3.03	-0.78
Arts and Humanities	887	8.36	184	15.48	-7.12
Behavioral and Social Sciences	953	8.98	126	10.60	-1.62
Business	2,142	20.19	76	6.39	13.79
Computer, Mathematical and Natural Sciences	1,273	12.00	140	11.77	0.22
Education	860	8.10	99	8.33	-0.22
Engineering	2,165	20.40	224	18.84	1.56
Information Studies	410	3.86	97	8.16	-4.29
Journalism	58	0.55	13	1.09	-0.55
Other	595	5.61	27	2.27	3.34
Public Health	398	3.75	73	6.14	-2.39
Public Policy	279	2.63	51	4.29	-1.66
Undergraduate Studies	0	0.00	0	0.00	0.00
Total:	10,611	100.00	1,189	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	32	2.73
Art Library	18	1.54
Chemistry Library	39	3.33
Engineering/Physical Sciences Library	189	16.14
Hornbake Library	52	4.44
McKeldin Library	785	67.04
Performing Arts Library	45	3.84
Shady Grove Library	11	0.94
Total:	1,171	100.00

5.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.08
18 - 22	69	5.81
23 - 30	796	67.00
31 - 45	263	22.14
46 - 65	48	4.04
Over 65	11	0.93
Total:	1,188	100.00

5.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	5,090	47.97	670	56.40
Male	5,521	52.03	518	43.60
Total:	10,611	100.00	1,188	100.00

5.1.6 Respondent Profile by Full or part-time student?

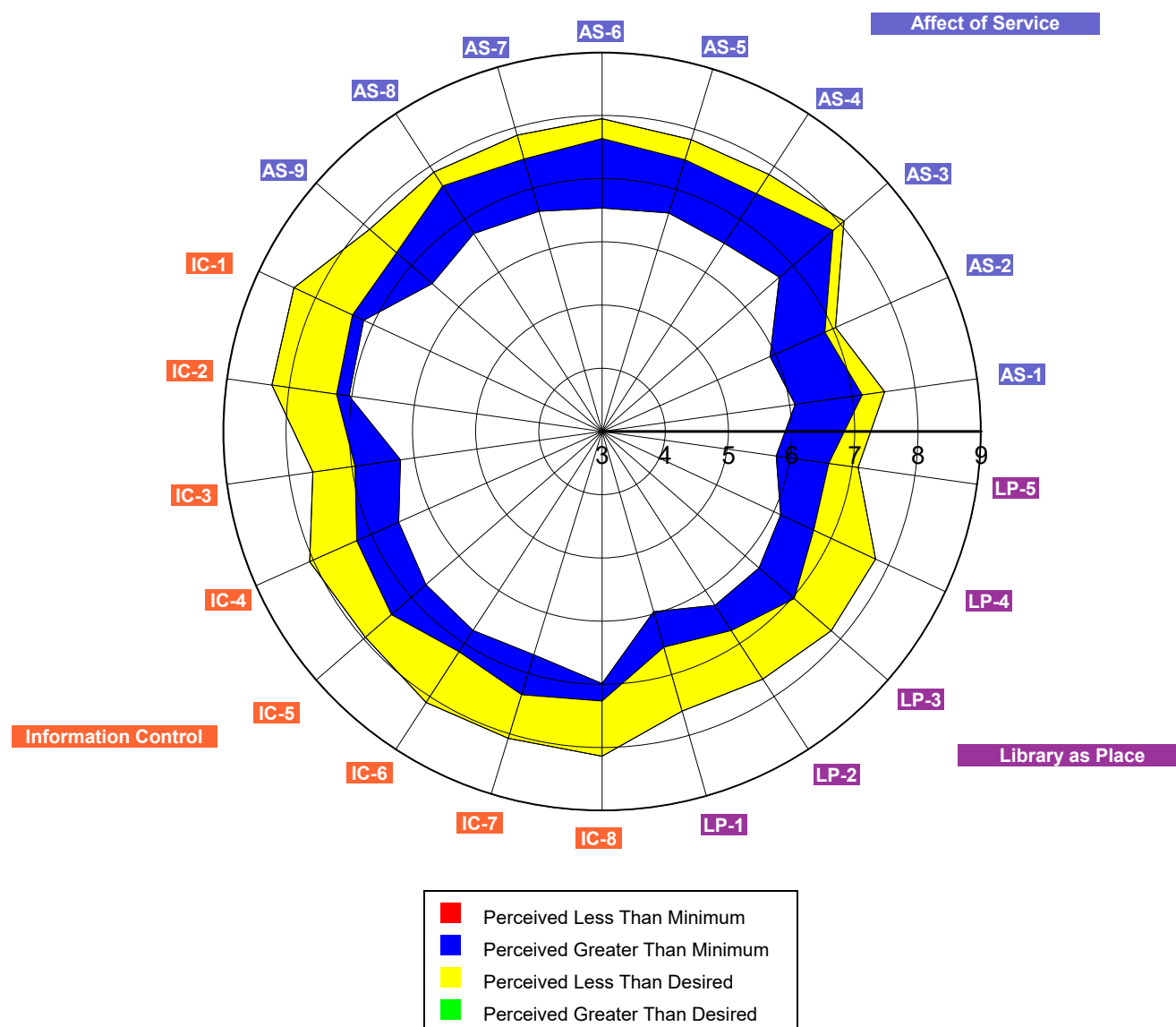
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,094	76.28	983	82.81
Part-time	2,517	23.72	179	15.08
Does not apply / NA		0.00	25	2.11
Total:	10,611	100.00	1,187	100.00

5.2 Core Questions Summary for Graduate

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

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

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



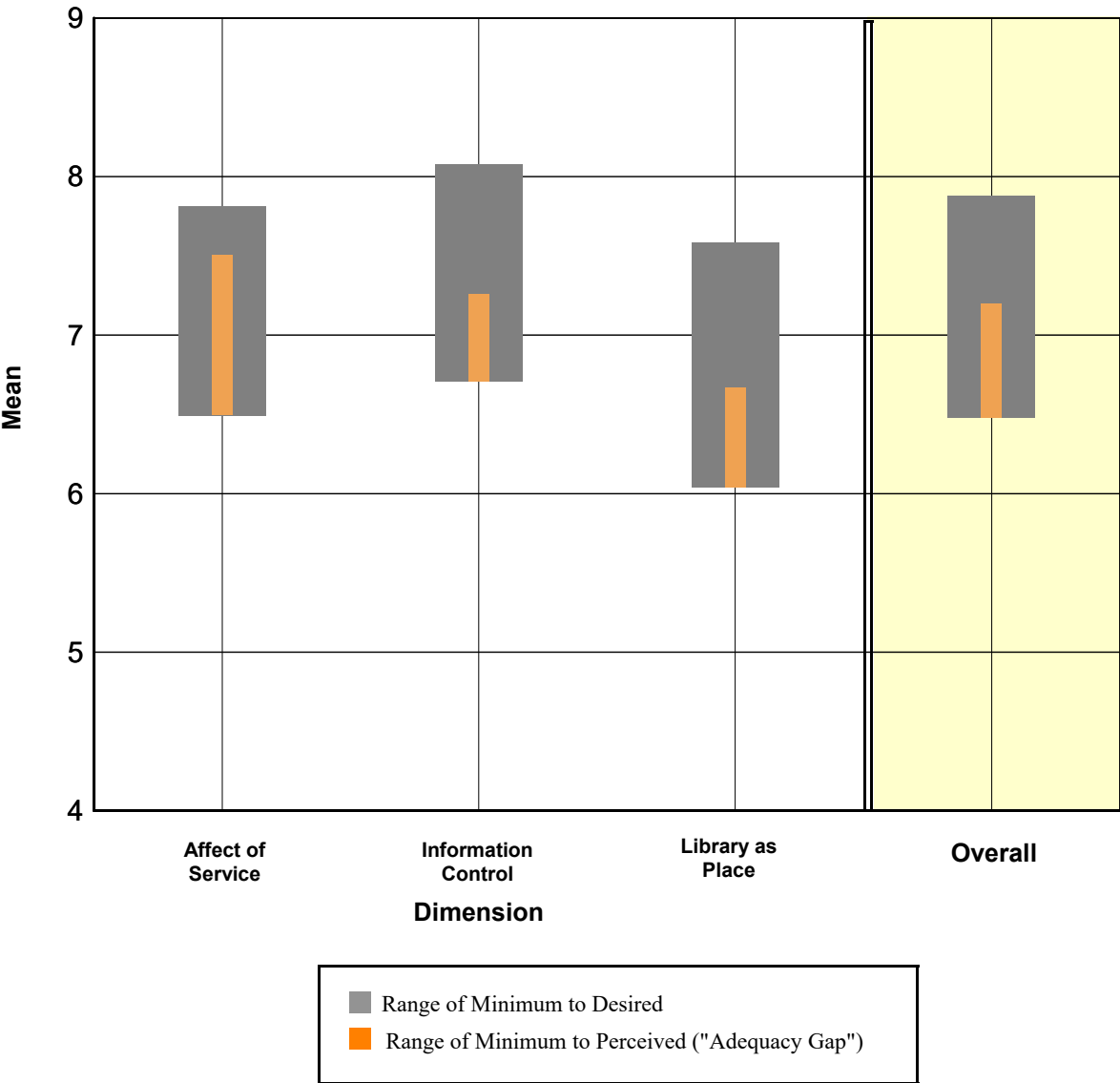
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.09	7.52	7.16	1.07	-0.36	232
AS-2	Giving users individual attention	5.91	7.04	6.86	0.95	-0.18	273
AS-3	Employees who are consistently courteous	6.72	8.07	7.85	1.13	-0.23	278
AS-4	Readiness to respond to users' questions	6.55	7.85	7.49	0.93	-0.36	290
AS-5	Employees who have the knowledge to answer user questions	6.61	7.83	7.49	0.88	-0.33	295
AS-6	Employees who deal with users in a caring fashion	6.54	7.95	7.64	1.10	-0.31	1,111
AS-7	Employees who understand the needs of their users	6.63	7.88	7.48	0.86	-0.39	264
AS-8	Willingness to help users	6.73	7.89	7.63	0.90	-0.26	269
AS-9	Dependability in handling users' service problems	6.57	7.88	7.31	0.75	-0.57	200
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.16	8.38	7.36	0.20	-1.02	284
IC-2	A library Web site enabling me to locate information on my own	7.04	8.28	7.25	0.20	-1.03	395
IC-3	The printed library materials I need for my work	6.22	7.62	6.95	0.73	-0.67	281
IC-4	The electronic information resources I need	6.53	8.06	7.25	0.73	-0.81	1,173
IC-5	Modern equipment that lets me easily access needed information	6.69	7.96	7.42	0.72	-0.55	360
IC-6	Easy-to-use access tools that allow me to find things on my own	6.75	8.11	7.15	0.40	-0.96	363
IC-7	Making information easily accessible for independent use	6.70	8.08	7.36	0.66	-0.72	312
IC-8	Print and/or electronic journal collections I require for my work	6.99	8.14	7.27	0.28	-0.87	249
Library as Place							
LP-1	Library space that inspires study and learning	5.97	7.60	6.55	0.58	-1.05	1,091
LP-2	Quiet space for individual activities	6.28	7.67	6.76	0.48	-0.92	283
LP-3	A comfortable and inviting location	6.29	7.81	7.03	0.74	-0.77	288
LP-4	A getaway for study, learning, or research	6.12	7.78	6.70	0.58	-1.08	270
LP-5	Community space for group learning and group study	5.78	7.09	6.62	0.84	-0.47	218
Overall:		6.48	7.88	7.20	0.72	-0.68	1,189

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.93	1.62	1.54	1.89	1.56	232
AS-2	Giving users individual attention	2.13	1.85	1.77	1.85	1.67	273
AS-3	Employees who are consistently courteous	1.89	1.28	1.39	1.88	1.37	278
AS-4	Readiness to respond to users' questions	1.70	1.38	1.46	1.85	1.61	290
AS-5	Employees who have the knowledge to answer user questions	1.71	1.31	1.36	1.63	1.36	295
AS-6	Employees who deal with users in a caring fashion	1.85	1.40	1.45	1.83	1.54	1,111
AS-7	Employees who understand the needs of their users	1.70	1.33	1.38	1.71	1.54	264
AS-8	Willingness to help users	1.81	1.50	1.41	1.69	1.59	269
AS-9	Dependability in handling users' service problems	1.61	1.40	1.53	1.70	1.66	200
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	1.22	1.56	1.91	1.67	284
IC-2	A library Web site enabling me to locate information on my own	1.65	1.17	1.57	1.98	1.80	395
IC-3	The printed library materials I need for my work	1.99	1.77	1.60	2.09	1.89	281
IC-4	The electronic information resources I need	1.71	1.31	1.47	1.81	1.64	1,173
IC-5	Modern equipment that lets me easily access needed information	1.65	1.33	1.44	1.64	1.61	360
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.19	1.55	1.83	1.69	363
IC-7	Making information easily accessible for independent use	1.55	1.16	1.43	1.47	1.46	312
IC-8	Print and/or electronic journal collections I require for my work	1.79	1.47	1.57	1.97	1.63	249
Library as Place							
LP-1	Library space that inspires study and learning	2.00	1.80	1.87	2.27	2.38	1,091
LP-2	Quiet space for individual activities	1.99	1.78	1.83	2.40	2.28	283
LP-3	A comfortable and inviting location	1.81	1.52	1.73	1.97	1.98	288
LP-4	A getaway for study, learning, or research	2.03	1.52	1.84	2.24	2.03	270
LP-5	Community space for group learning and group study	2.06	1.96	1.71	2.31	2.18	218
Overall:		1.38	1.02	1.18	1.40	1.23	1,189

5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.49	7.81	7.50	1.01	-0.31	1,160
Information Control	6.71	8.08	7.26	0.55	-0.82	1,188
Library as Place	6.04	7.58	6.67	0.63	-0.92	1,124
Overall	6.48	7.88	7.20	0.72	-0.68	1,189

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.66	1.27	1.31	1.56	1.33	1,160
Information Control	1.44	1.06	1.28	1.52	1.37	1,188
Library as Place	1.83	1.61	1.68	2.05	2.06	1,124
Overall	1.38	1.02	1.18	1.40	1.23	1,189

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	6.70	8.07	7.29	0.59	-0.78	221
A service which can find for me rapidly and easily the documents not available in my own institution	6.80	8.04	7.27	0.47	-0.77	219
Ability to navigate library Web pages easily	6.93	8.26	7.10	0.17	-1.16	231
Access to archives, special collections	5.98	7.34	7.05	1.07	-0.29	172
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.62	7.15	6.89	1.28	-0.25	169

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.86	1.41	1.56	1.73	1.40	221
A service which can find for me rapidly and easily the documents not available in my own institution	1.66	1.31	1.54	1.72	1.60	219
Ability to navigate library Web pages easily	1.57	1.14	1.54	1.73	1.70	231
Access to archives, special collections	2.23	1.91	1.64	2.20	1.97	172
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.33	1.85	1.75	2.52	2.22	169

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.93	1.23	592
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.38	1.38	597
How would you rate the overall quality of the service provided by the library?	7.57	1.25	1,189

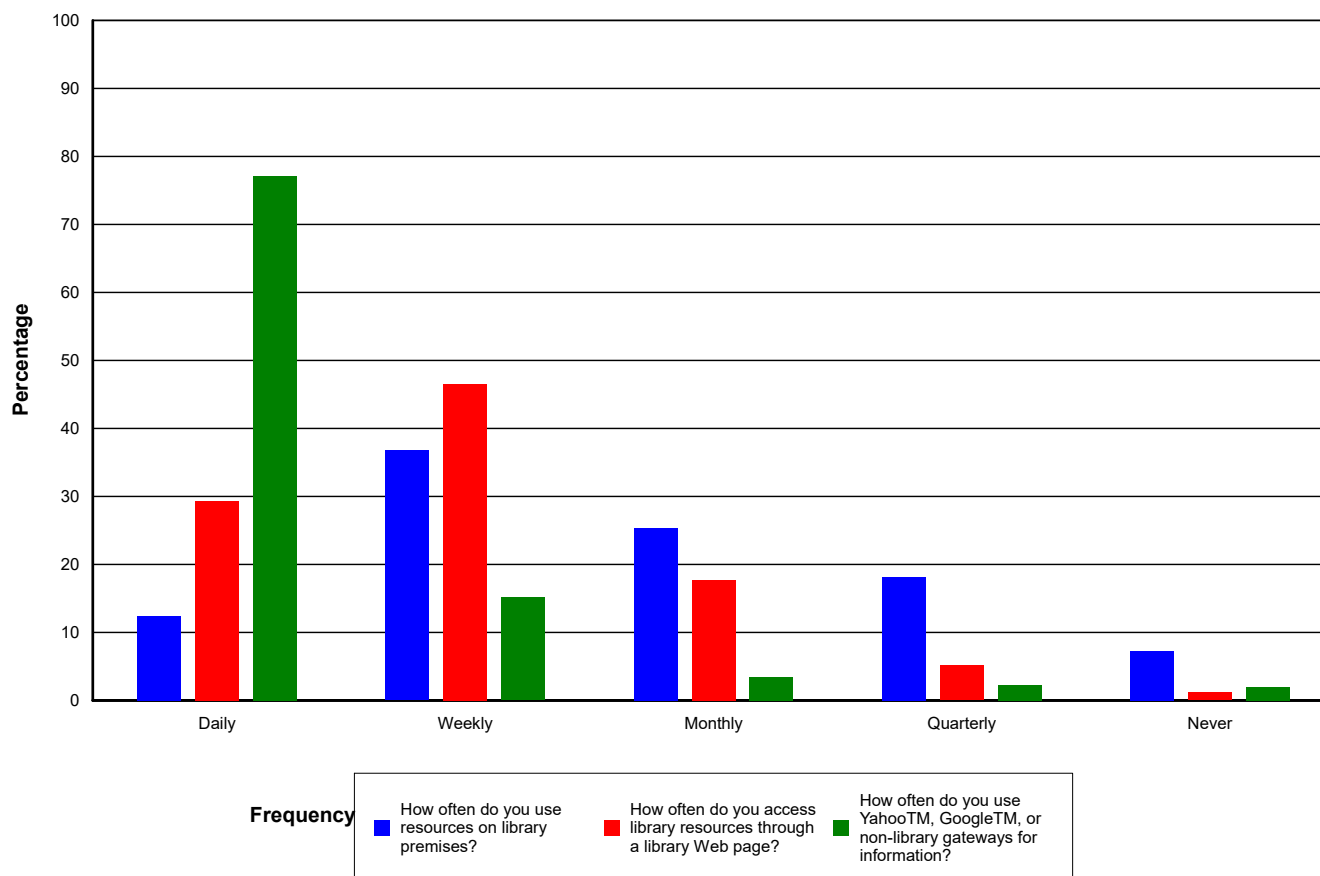
5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.60	1.75	368
The library aids my advancement in my academic discipline or work.	7.70	1.32	504
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.48	543
The library helps me distinguish between trustworthy and untrustworthy information.	6.66	1.72	575
The library provides me with the information skills I need in my work or study.	7.22	1.50	388

5.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	148 12.45%	437 36.75%	301 25.32%	216 18.17%	87 7.32%	1,189 100.00%
How often do you access library resources through a library Web page?	349 29.35%	554 46.59%	211 17.75%	61 5.13%	14 1.18%	1,189 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	917 77.12%	180 15.14%	41 3.45%	27 2.27%	24 2.02%	1,189 100.00%

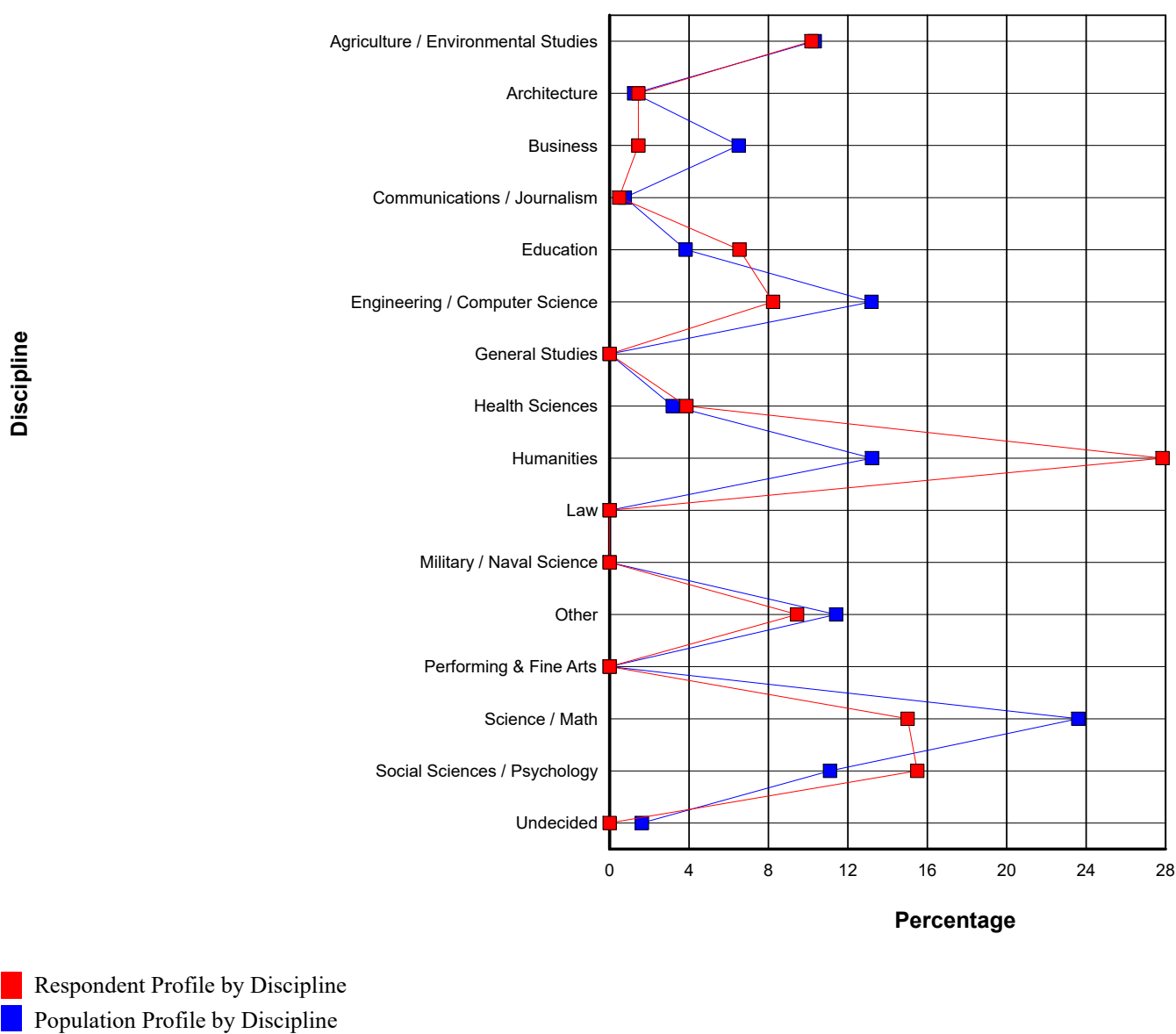
6 Faculty Summary for University of Maryland Libraries

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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

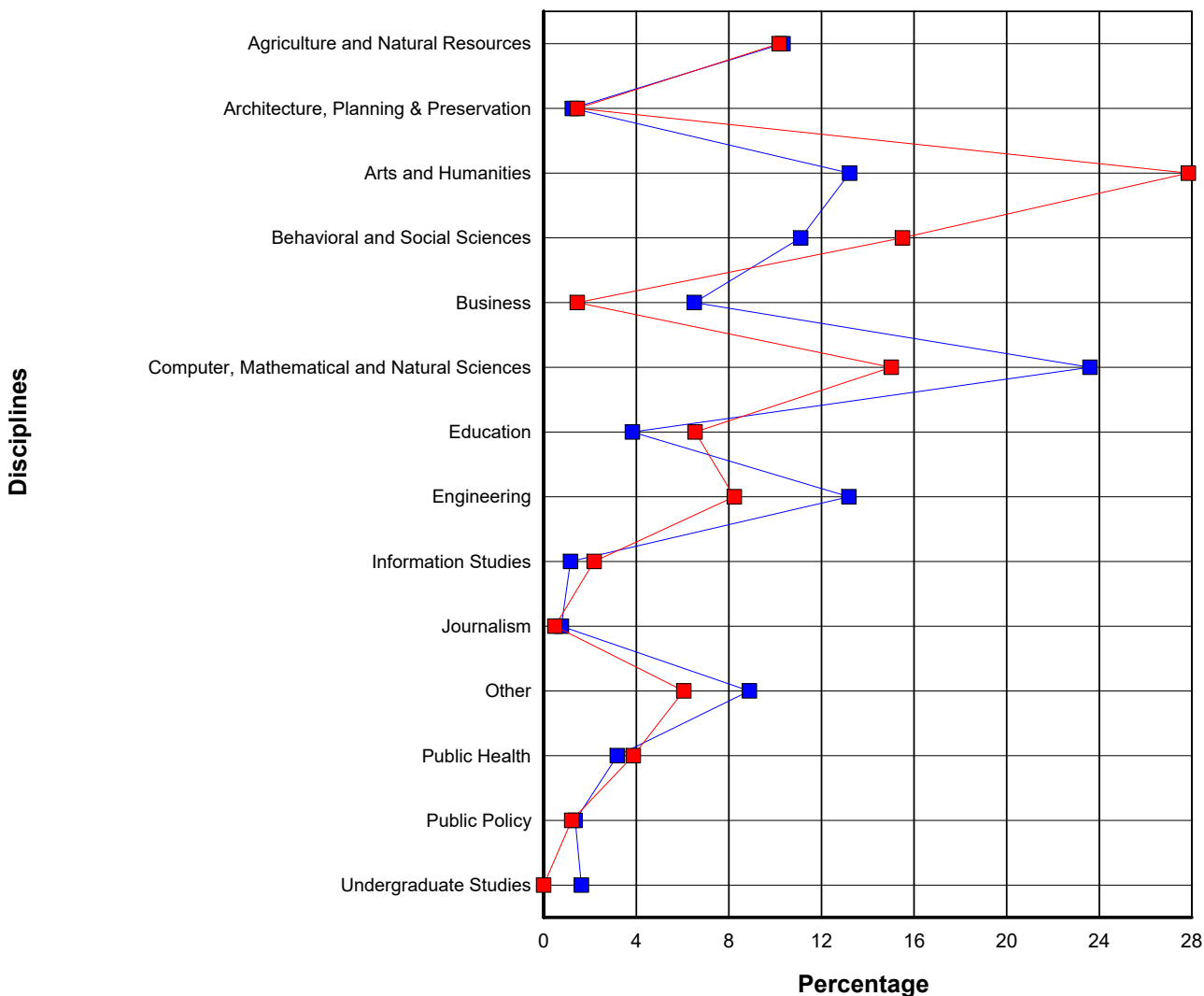


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	812	10.34	42	10.17	0.17
Architecture	97	1.23	6	1.45	-0.22
Business	511	6.51	6	1.45	5.05
Communications / Journalism	60	0.76	2	0.48	0.28
Education	301	3.83	27	6.54	-2.71
Engineering / Computer Science	1,036	13.19	34	8.23	4.96
General Studies	0	0.00	0	0.00	0.00
Health Sciences	250	3.18	16	3.87	-0.69
Humanities	1,038	13.21	115	27.85	-14.63
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	896	11.41	39	9.44	1.96
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	1,854	23.60	62	15.01	8.59
Social Sciences / Psychology	872	11.10	64	15.50	-4.40
Undecided	128	1.63	0	0.00	1.63
Total:	7,855	100.00	413	100.00	0.00

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	812	10.34	42	10.17	0.17
Architecture, Planning & Preservation	97	1.23	6	1.45	-0.22
Arts and Humanities	1,038	13.21	115	27.85	-14.63
Behavioral and Social Sciences	872	11.10	64	15.50	-4.40
Business	511	6.51	6	1.45	5.05
Computer, Mathematical and Natural Sciences	1,854	23.60	62	15.01	8.59
Education	301	3.83	27	6.54	-2.71
Engineering	1,036	13.19	34	8.23	4.96
Information Studies	91	1.16	9	2.18	-1.02
Journalism	60	0.76	2	0.48	0.28
Other	698	8.89	25	6.05	2.83
Public Health	250	3.18	16	3.87	-0.69
Public Policy	107	1.36	5	1.21	0.15
Undergraduate Studies	128	1.63	0	0.00	1.63
Total:	7,855	100.00	413	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	2	0.50
Art Library	8	1.98
Chemistry Library	12	2.97
Engineering/Physical Sciences Library	52	12.87
Hornbake Library	13	3.22
McKeldin Library	297	73.51
Performing Arts Library	13	3.22
Shady Grove Library	7	1.73
Total:	404	100.00

6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.24
18 - 22	0	0.00
23 - 30	42	10.24
31 - 45	164	40.00
46 - 65	140	34.15
Over 65	63	15.37
Total:	410	100.00

6.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	6,674	47.43	207	50.36
Male	7,398	52.57	204	49.64
Total:	14,072	100.00	411	100.00

6.1.6 Respondent Profile by Full or part-time student?

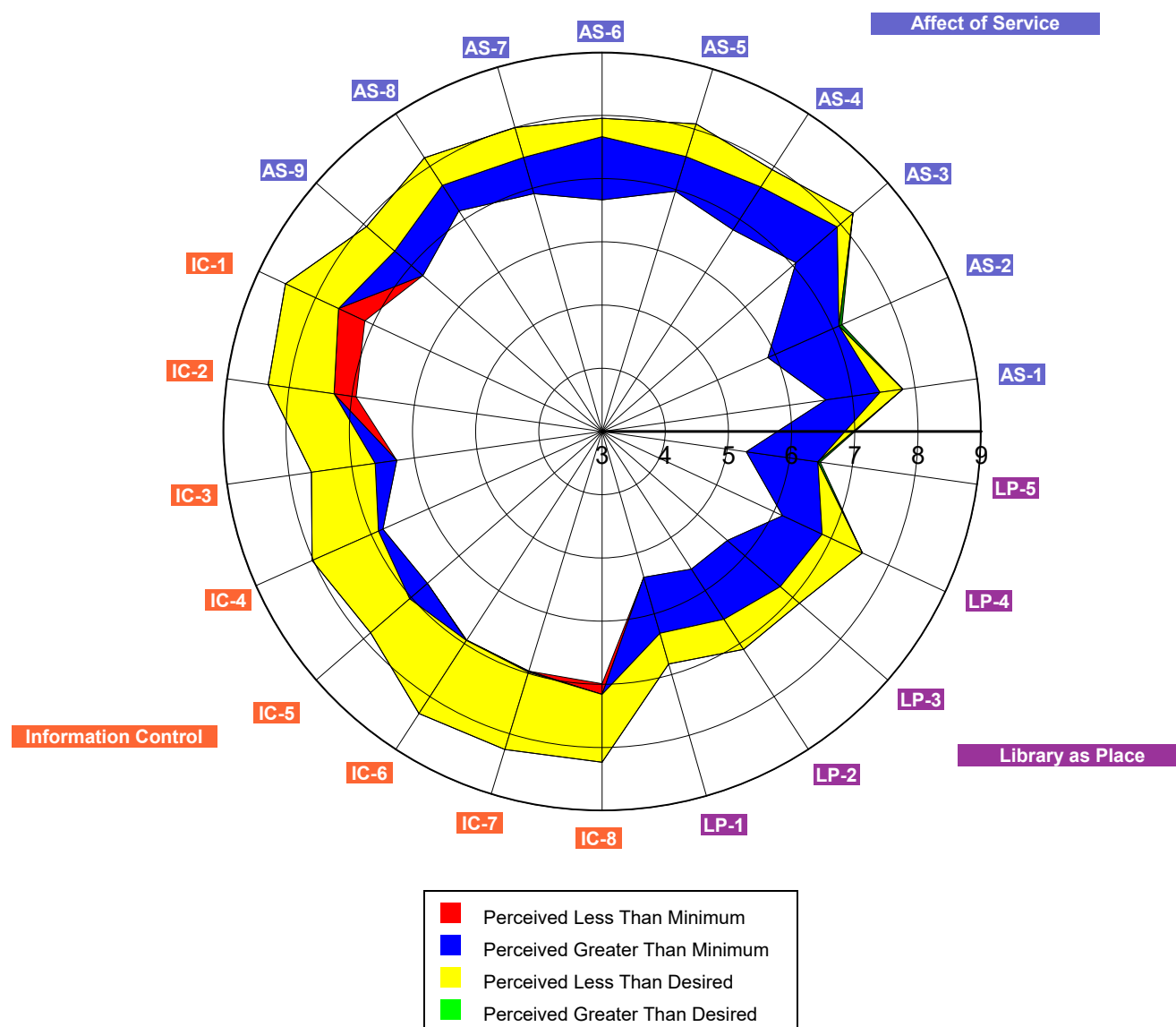
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,845	62.86	14	3.44
Part-time	5,227	37.14	5	1.23
Does not apply / NA		0.00	388	95.33
Total:	14,072	100.00	407	100.00

6.2 Core Questions Summary for Faculty

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.58	7.81	7.44	0.86	-0.36	88
AS-2	Giving users individual attention	5.88	7.10	7.16	1.28	0.05	96
AS-3	Employees who are consistently courteous	7.07	8.26	7.93	0.86	-0.33	88
AS-4	Readiness to respond to users' questions	6.81	7.94	7.61	0.81	-0.33	98
AS-5	Employees who have the knowledge to answer user questions	6.97	8.09	7.55	0.57	-0.54	115
AS-6	Employees who deal with users in a caring fashion	6.67	7.96	7.66	1.00	-0.29	401
AS-7	Employees who understand the needs of their users	6.91	8.00	7.51	0.60	-0.49	94
AS-8	Willingness to help users	7.16	8.16	7.64	0.48	-0.52	87
AS-9	Dependability in handling users' service problems	6.76	7.94	7.35	0.59	-0.59	83
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.60	8.53	7.14	-0.46	-1.39	106
IC-2	A library Web site enabling me to locate information on my own	7.28	8.34	6.93	-0.35	-1.40	131
IC-3	The printed library materials I need for my work	6.28	7.64	6.63	0.35	-1.02	107
IC-4	The electronic information resources I need	6.80	8.02	6.87	0.08	-1.15	407
IC-5	Modern equipment that lets me easily access needed information	6.66	7.85	7.03	0.37	-0.82	116
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	8.32	6.93	-0.01	-1.39	119
IC-7	Making information easily accessible for independent use	6.96	8.26	6.98	0.02	-1.28	111
IC-8	Print and/or electronic journal collections I require for my work	7.16	8.23	6.99	-0.17	-1.24	99
Library as Place							
LP-1	Library space that inspires study and learning	5.40	6.83	6.32	0.92	-0.50	310
LP-2	Quiet space for individual activities	5.60	7.11	6.54	0.94	-0.57	72
LP-3	A comfortable and inviting location	5.63	7.14	6.74	1.11	-0.40	100
LP-4	A getaway for study, learning, or research	6.15	7.55	6.85	0.69	-0.70	84
LP-5	Community space for group learning and group study	5.31	6.45	6.49	1.18	0.04	49
Overall:		6.60	7.83	7.10	0.50	-0.73	413

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.81	1.52	1.48	1.85	1.68	88
AS-2	Giving users individual attention	2.30	2.13	1.58	2.22	2.06	96
AS-3	Employees who are consistently courteous	1.85	1.13	1.22	1.64	1.29	88
AS-4	Readiness to respond to users' questions	2.03	1.58	1.45	1.92	1.76	98
AS-5	Employees who have the knowledge to answer user questions	2.00	1.55	1.55	1.77	1.76	115
AS-6	Employees who deal with users in a caring fashion	1.87	1.39	1.40	1.82	1.60	401
AS-7	Employees who understand the needs of their users	1.64	1.41	1.37	1.66	1.43	94
AS-8	Willingness to help users	1.62	1.26	1.40	1.67	1.47	87
AS-9	Dependability in handling users' service problems	1.75	1.47	1.62	1.94	2.07	83
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.44	1.13	1.80	2.02	1.89	106
IC-2	A library Web site enabling me to locate information on my own	1.64	1.16	1.81	1.97	1.89	131
IC-3	The printed library materials I need for my work	2.05	1.79	1.78	2.54	2.42	107
IC-4	The electronic information resources I need	1.84	1.65	1.85	2.03	1.97	407
IC-5	Modern equipment that lets me easily access needed information	1.84	1.46	1.60	1.88	1.74	116
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.16	1.56	1.88	1.85	119
IC-7	Making information easily accessible for independent use	1.46	1.09	1.63	1.85	1.68	111
IC-8	Print and/or electronic journal collections I require for my work	1.83	1.36	1.59	2.12	2.07	99
Library as Place							
LP-1	Library space that inspires study and learning	2.32	2.34	1.89	2.52	2.70	310
LP-2	Quiet space for individual activities	2.40	2.17	1.91	2.50	2.38	72
LP-3	A comfortable and inviting location	2.20	2.09	1.78	2.37	2.41	100
LP-4	A getaway for study, learning, or research	2.21	1.78	1.52	2.02	1.89	84
LP-5	Community space for group learning and group study	2.10	2.13	1.73	2.15	2.10	49
Overall:		1.46	1.13	1.23	1.44	1.32	413

Language: English (American)

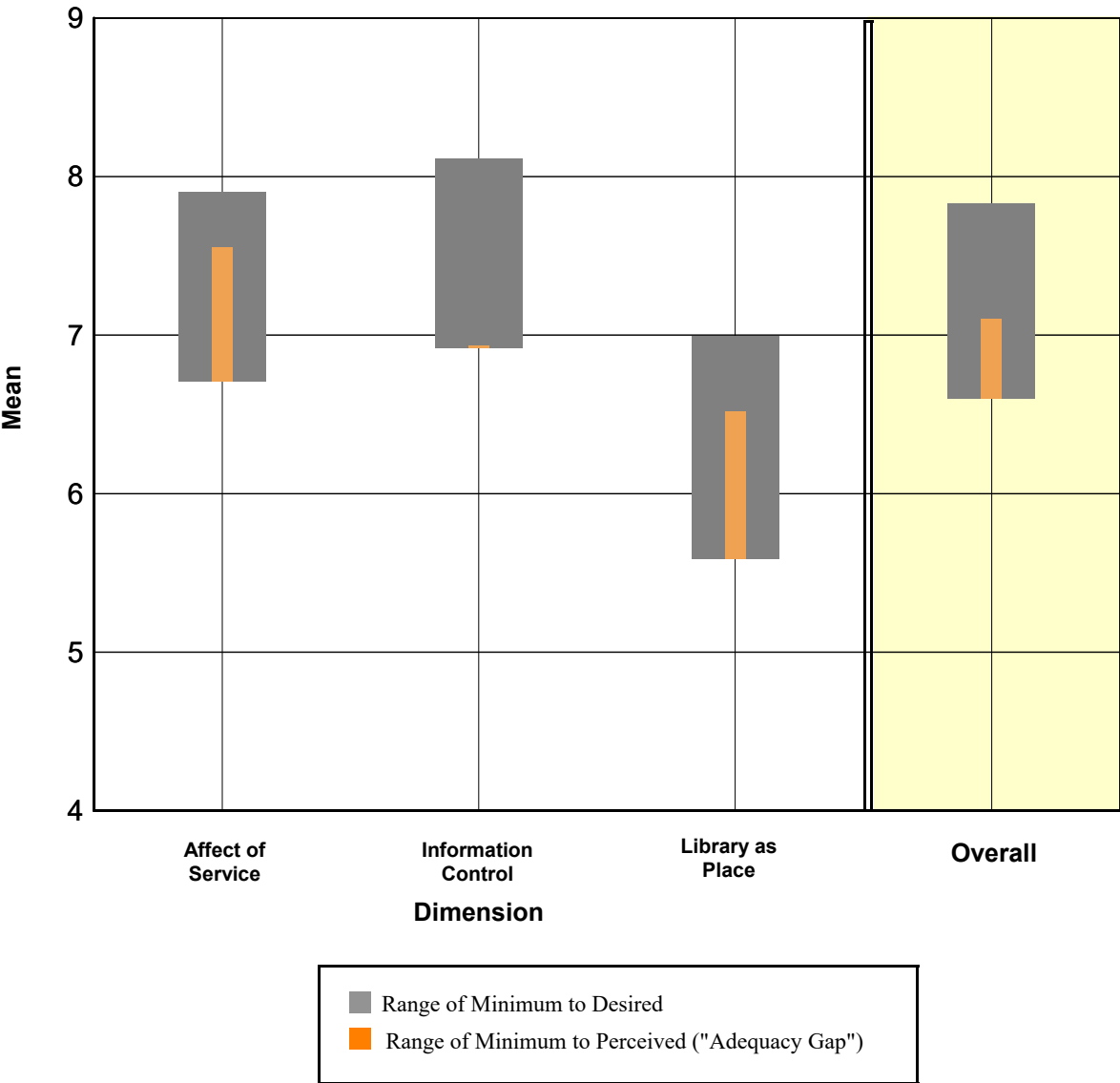
Institution Type: College or University

Consortium: None

User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.71	7.90	7.55	0.84	-0.35	409
Information Control	6.92	8.12	6.93	0.01	-1.18	412
Library as Place	5.59	7.00	6.52	0.93	-0.47	341
Overall	6.60	7.83	7.10	0.50	-0.73	413

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.72	1.35	1.31	1.62	1.47	409
Information Control	1.46	1.13	1.46	1.66	1.57	412
Library as Place	2.15	2.04	1.69	2.20	2.26	341
Overall	1.46	1.13	1.23	1.44	1.32	413

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Faculty

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	6.91	8.18	7.12	0.21	-1.06	77
A service which can find for me rapidly and easily the documents not available in my own institution	7.37	8.28	7.38	0.01	-0.90	78
Ability to navigate library Web pages easily	6.96	8.10	6.52	-0.44	-1.58	79
Access to archives, special collections	6.30	7.46	6.79	0.49	-0.67	70
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.78	7.39	6.52	0.74	-0.87	46

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.60	1.12	1.81	1.78	1.67	77
A service which can find for me rapidly and easily the documents not available in my own institution	1.55	1.15	1.60	1.88	1.79	78
Ability to navigate library Web pages easily	1.79	1.47	1.95	2.19	2.08	79
Access to archives, special collections	1.97	1.79	1.83	2.37	2.39	70
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.29	2.05	1.94	2.67	2.77	46

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.80	1.32	217
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.19	1.74	196
How would you rate the overall quality of the service provided by the library?	7.49	1.36	413

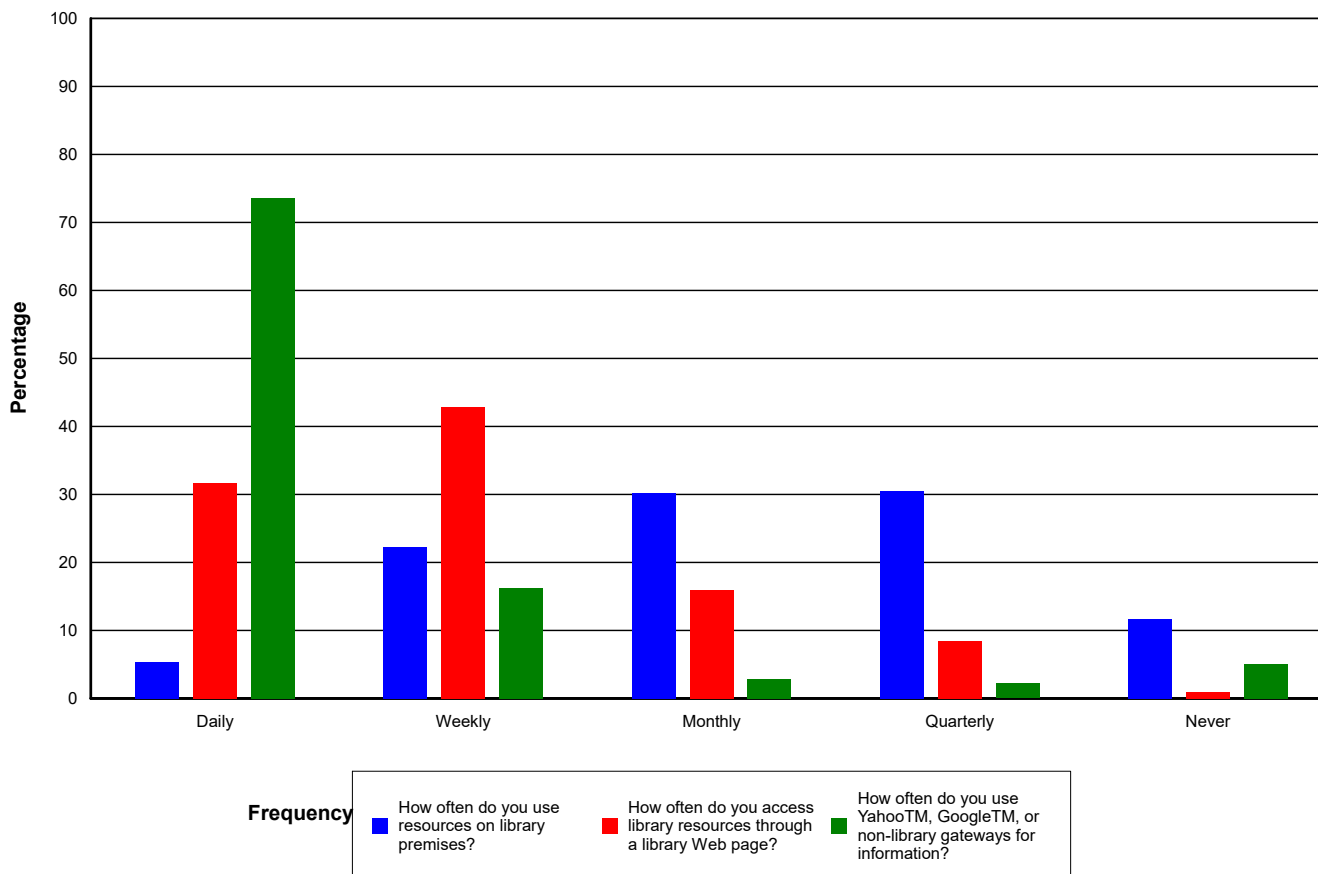
6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.44	2.06	139
The library aids my advancement in my academic discipline or work.	7.45	1.57	201
The library enables me to be more efficient in my academic pursuits or work.	7.44	1.64	200
The library helps me distinguish between trustworthy and untrustworthy information.	6.29	2.02	169
The library provides me with the information skills I need in my work or study.	6.82	1.86	117

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	22 5.33%	92 22.28%	125 30.27%	126 30.51%	48 11.62%	413 100.00%
How often do you access library resources through a library Web page?	131 31.72%	177 42.86%	66 15.98%	35 8.47%	4 0.97%	413 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	304 73.61%	67 16.22%	12 2.91%	9 2.18%	21 5.08%	413 100.00%

7 Library Staff Summary for University of Maryland Libraries

7.1 Demographic Summary for Library Staff

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	0	0.00
Art Library	0	0.00
Chemistry Library	0	0.00
Engineering/Physical Sciences Library	3	7.69
Hornbake Library	4	10.26
McKeldin Library	27	69.23
Performing Arts Library	3	7.69
Shady Grove Library	2	5.13
Total:	39	100.00

7.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	2.56
18 - 22	1	2.56
23 - 30	6	15.38
31 - 45	14	35.90
46 - 65	15	38.46
Over 65	2	5.13
Total:	39	100.00

7.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	26	66.67
Male	13	33.33
Total:	39	100.00

7.1.4 Respondent Profile by Full or part-time student?

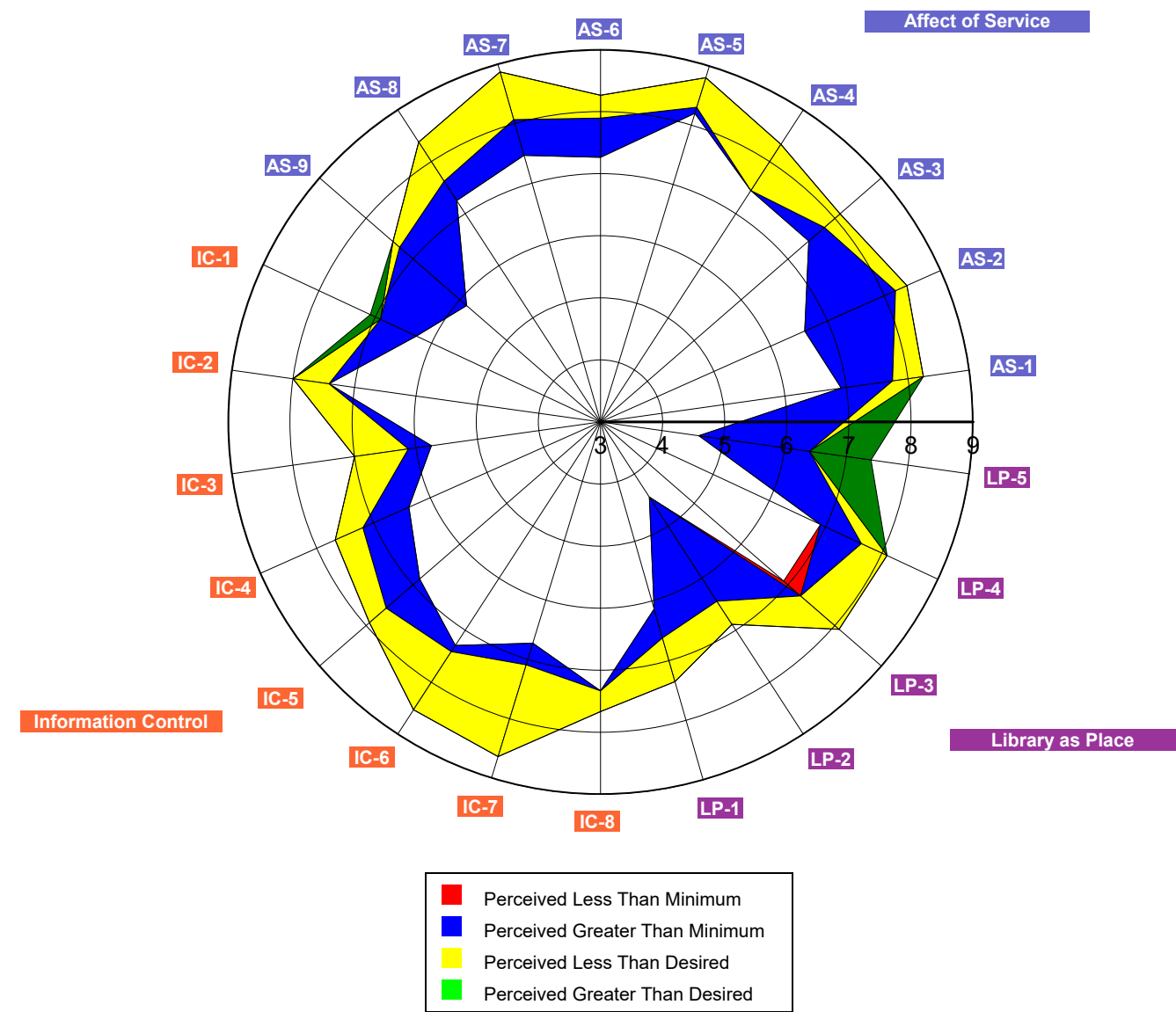
Full or part-time student?	Respondents n	Respondents %
Full-time	1	2.63
Part-time	5	13.16
Does not apply / NA	32	84.21
Total:	38	100.00

7.2 Core Questions Summary for Library Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.92	8.25	7.75	0.83	-0.50	12
AS-2	Giving users individual attention	6.60	8.40	8.20	1.60	-0.20	5
AS-3	Employees who are consistently courteous	7.44	8.11	7.78	0.33	-0.33	9
AS-4	Readiness to respond to users' questions	7.44	8.33	7.44	0.00	-0.89	9
AS-5	Employees who have the knowledge to answer user questions	8.20	8.80	8.30	0.10	-0.50	10
AS-6	Employees who deal with users in a caring fashion	7.26	8.26	7.89	0.63	-0.37	38
AS-7	Employees who understand the needs of their users	7.47	8.87	8.07	0.60	-0.80	15
AS-8	Willingness to help users	7.25	8.38	7.63	0.38	-0.75	8
AS-9	Dependability in handling users' service problems	5.86	7.43	7.29	1.43	-0.14	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.27	6.91	7.09	0.82	0.18	11
IC-2	A library Web site enabling me to locate information on my own	7.42	8.00	7.42	0.00	-0.58	12
IC-3	The printed library materials I need for my work	5.75	7.00	6.13	0.38	-0.88	8
IC-4	The electronic information resources I need	6.38	7.68	7.19	0.81	-0.49	37
IC-5	Modern equipment that lets me easily access needed information	6.86	7.93	7.57	0.71	-0.36	14
IC-6	Easy-to-use access tools that allow me to find things on my own	7.29	8.53	7.41	0.12	-1.12	17
IC-7	Making information easily accessible for independent use	6.73	8.64	7.09	0.36	-1.55	11
IC-8	Print and/or electronic journal collections I require for my work	7.33	7.67	7.33	0.00	-0.33	3
Library as Place							
LP-1	Library space that inspires study and learning	6.14	7.35	6.62	0.49	-0.73	37
LP-2	Quiet space for individual activities	4.44	6.89	6.44	2.00	-0.44	9
LP-3	A comfortable and inviting location	7.27	8.09	6.91	-0.36	-1.18	11
LP-4	A getaway for study, learning, or research	6.91	8.09	7.64	0.73	-0.45	11
LP-5	Community space for group learning and group study	4.60	6.40	7.40	2.80	1.00	5
Overall:		6.72	7.91	7.32	0.60	-0.59	39

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.68	0.97	1.06	1.80	1.38	12
AS-2	Giving users individual attention	1.52	0.89	0.84	1.14	0.84	5
AS-3	Employees who are consistently courteous	1.51	1.36	1.20	1.41	1.12	9
AS-4	Readiness to respond to users' questions	0.73	0.71	0.88	0.71	1.17	9
AS-5	Employees who have the knowledge to answer user questions	1.03	0.42	0.82	0.88	0.71	10
AS-6	Employees who deal with users in a caring fashion	1.50	1.16	0.89	1.40	0.97	38
AS-7	Employees who understand the needs of their users	1.13	0.35	0.96	1.24	1.01	15
AS-8	Willingness to help users	1.16	1.41	1.30	1.30	0.89	8
AS-9	Dependability in handling users' service problems	1.68	1.99	1.38	1.62	1.35	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.05	2.26	1.51	1.99	1.83	11
IC-2	A library Web site enabling me to locate information on my own	1.24	1.21	1.31	1.71	1.51	12
IC-3	The printed library materials I need for my work	2.60	2.78	2.30	2.07	1.46	8
IC-4	The electronic information resources I need	1.71	1.68	1.76	1.49	1.56	37
IC-5	Modern equipment that lets me easily access needed information	1.70	1.44	1.45	1.27	0.93	14
IC-6	Easy-to-use access tools that allow me to find things on my own	1.21	0.62	1.23	1.22	1.36	17
IC-7	Making information easily accessible for independent use	1.19	0.50	1.87	1.91	1.57	11
IC-8	Print and/or electronic journal collections I require for my work	0.58	1.53	2.08	2.00	0.58	3
Library as Place							
LP-1	Library space that inspires study and learning	2.16	2.21	1.78	1.94	2.18	37
LP-2	Quiet space for individual activities	1.81	2.42	1.42	1.32	2.19	9
LP-3	A comfortable and inviting location	1.62	0.83	2.51	1.50	2.48	11
LP-4	A getaway for study, learning, or research	1.81	1.22	1.29	1.56	1.04	11
LP-5	Community space for group learning and group study	2.30	3.44	1.67	2.17	3.00	5
Overall:		1.25	1.04	1.14	1.03	0.94	39

Language: English (American)

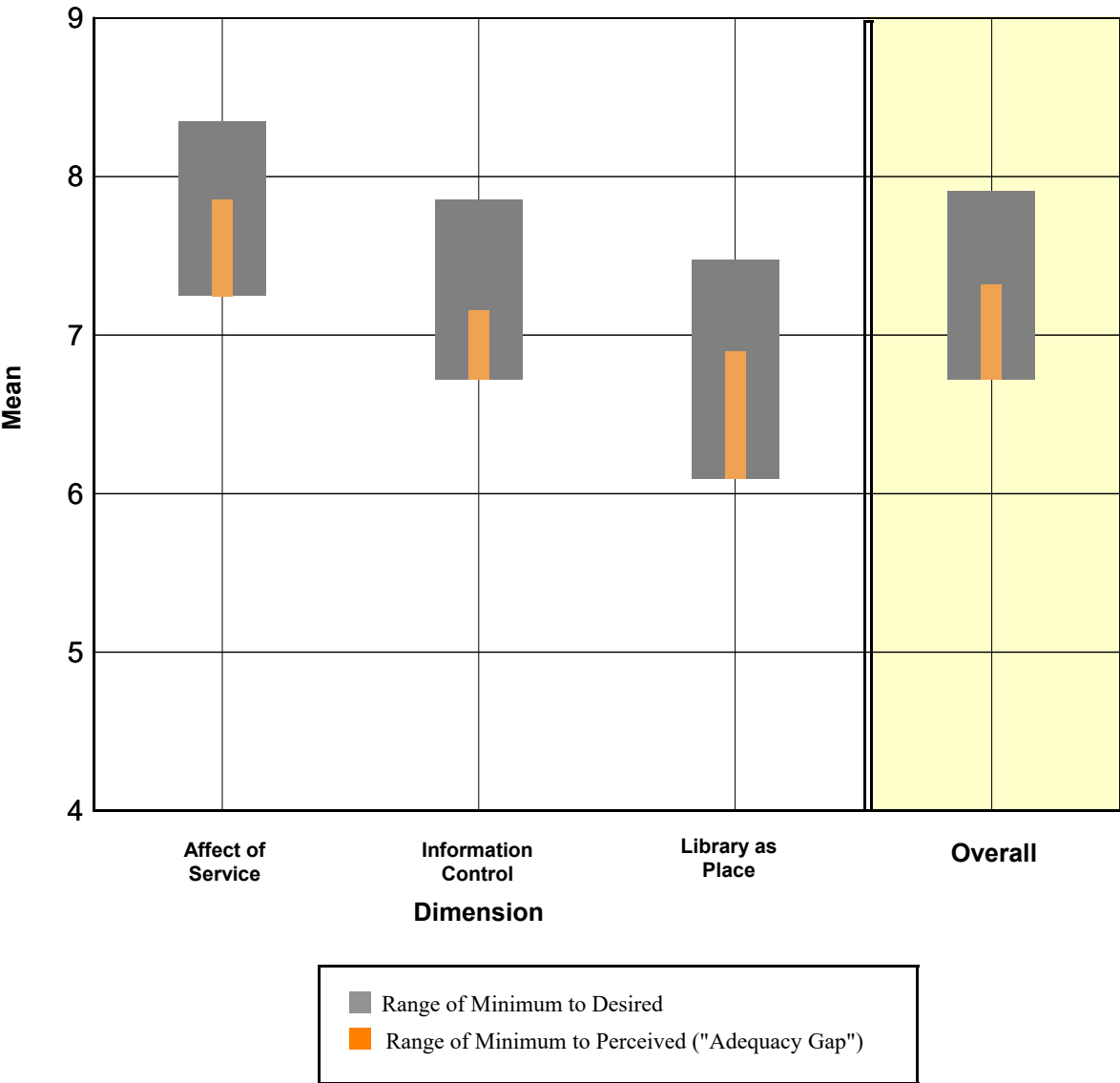
Institution Type: College or University

Consortium: None

User Group: Library Staff

7.3 Core Question Dimensions Summary for Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.25	8.35	7.86	0.61	-0.49	38
Information Control	6.72	7.85	7.16	0.44	-0.70	39
Library as Place	6.09	7.47	6.89	0.80	-0.58	38
Overall	6.72	7.91	7.32	0.60	-0.59	39

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.14	0.92	0.83	1.07	0.86	38
Information Control	1.40	1.32	1.36	1.33	1.27	39
Library as Place	1.84	1.61	1.54	1.71	1.82	38
Overall	1.25	1.04	1.14	1.03	0.94	39

7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	6.80	8.40	7.90	1.10	-0.50	10
A service which can find for me rapidly and easily the documents not available in my own institution	7.67	9.00	9.00	1.33	0	3
Ability to navigate library Web pages easily	7.00	7.88	6.13	-0.88	-1.75	8
Access to archives, special collections	7.25	8.25	7.38	0.13	-0.88	8
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.29	6.14	7.57	2.29	1.43	7

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.14	0.70	0.57	1.37	0.71	10
A service which can find for me rapidly and easily the documents not available in my own institution	1.15	0	0	1.15	0	3
Ability to navigate library Web pages easily	1.60	1.25	2.80	2.47	2.71	8
Access to archives, special collections	1.39	1.39	1.60	1.81	1.46	8
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	2.50	2.85	1.40	2.43	2.15	7

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.15	1.21	13
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.65	1.47	26
How would you rate the overall quality of the service provided by the library?	7.79	1.13	39

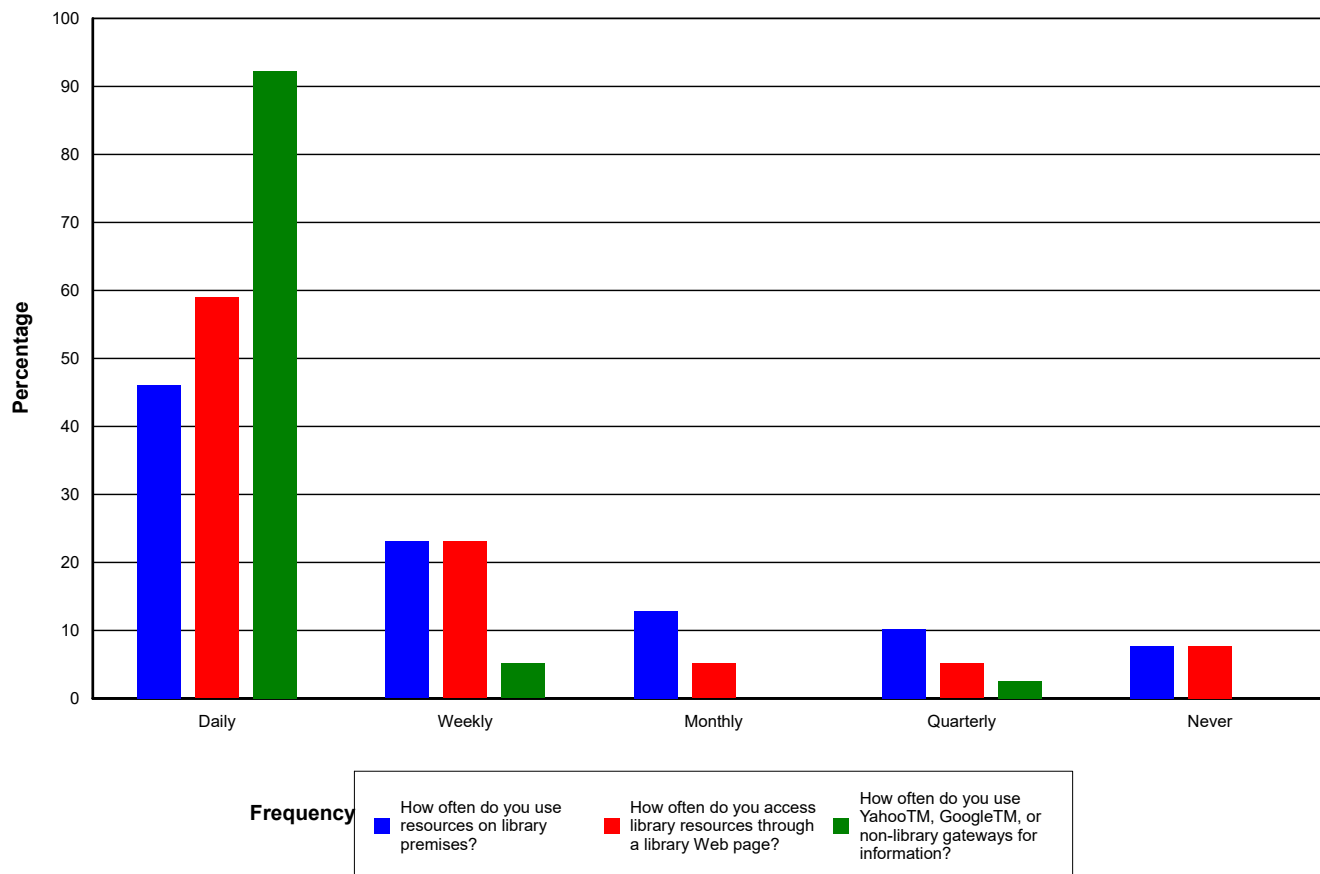
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.29	2.09	14
The library aids my advancement in my academic discipline or work.	7.19	1.97	16
The library enables me to be more efficient in my academic pursuits or work.	7.53	1.46	15
The library helps me distinguish between trustworthy and untrustworthy information.	7.19	1.56	16
The library provides me with the information skills I need in my work or study.	7.47	1.23	17

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	18 46.15%	9 23.08%	5 12.82%	4 10.26%	3 7.69%	39 100.00%
How often do you access library resources through a library Web page?	23 58.97%	9 23.08%	2 5.13%	2 5.13%	3 7.69%	39 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	36 92.31%	2 5.13%	0 0 %	1 2.56%	0 0 %	39 100.00%

8 Staff Summary for University of Maryland Libraries

8.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Architecture Library	2	0.66
Art Library	2	0.66
Chemistry Library	7	2.33
Engineering/Physical Sciences Library	24	7.97
Hornbake Library	28	9.30
McKeldin Library	227	75.42
Performing Arts Library	8	2.66
Shady Grove Library	3	1.00
Total:	301	100.00

8.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	7	2.28
23 - 30	72	23.45
31 - 45	139	45.28
46 - 65	83	27.04
Over 65	6	1.95
Total:	307	100.00

8.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	175	57.00
Male	132	43.00
Total:	307	100.00

8.1.4 Respondent Profile by Full or part-time student?

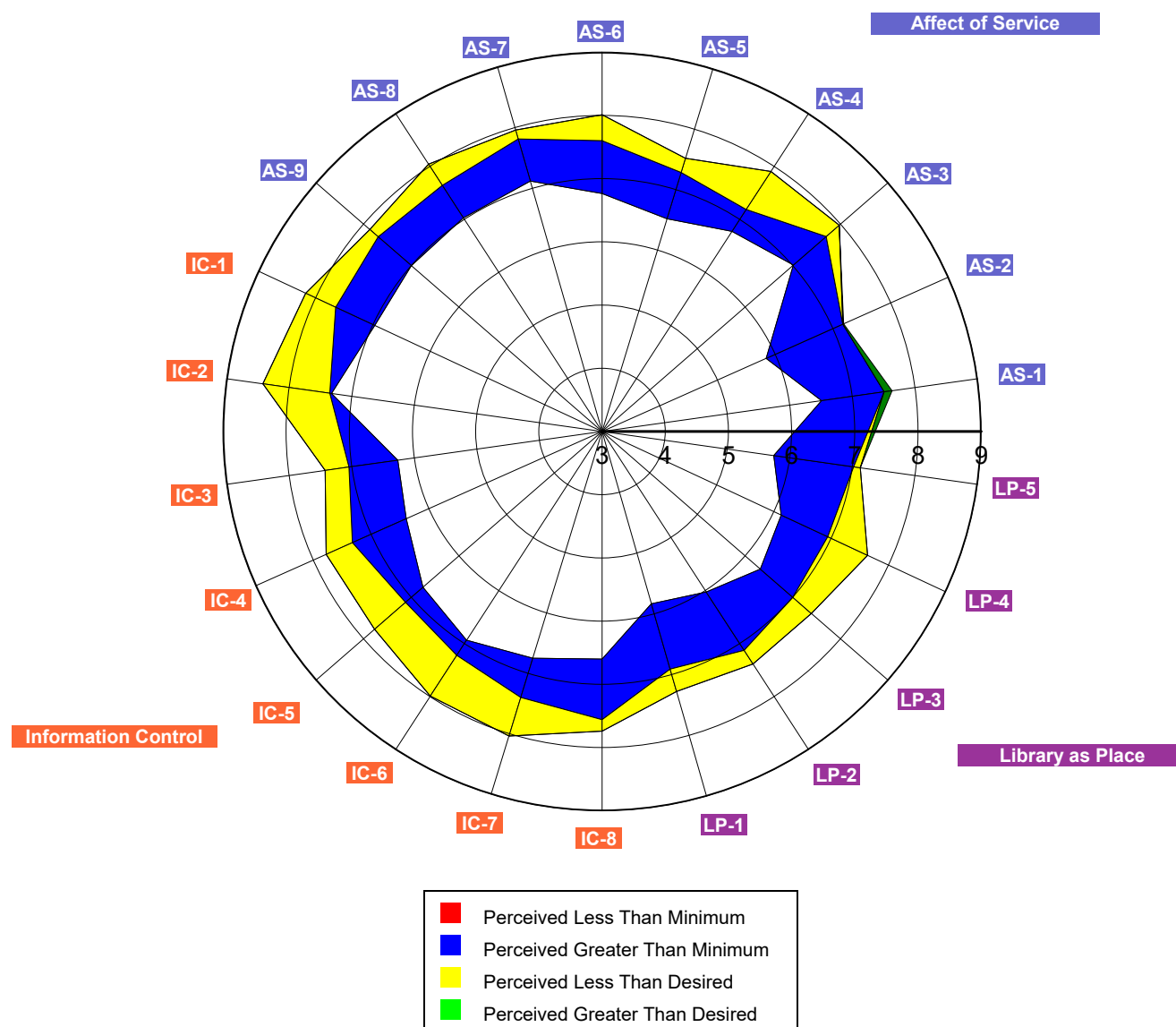
Full or part-time student?	Respondents n	Respondents %
Full-time	15	4.89
Part-time	34	11.07
Does not apply / NA	258	84.04
Total:	307	100.00

8.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.51	7.51	7.64	1.13	0.13	55
AS-2	Giving users individual attention	5.84	7.17	7.19	1.34	0.01	70
AS-3	Employees who are consistently courteous	7.01	7.97	7.70	0.69	-0.27	77
AS-4	Readiness to respond to users' questions	6.78	7.91	7.19	0.41	-0.72	85
AS-5	Employees who have the knowledge to answer user questions	6.52	7.52	7.28	0.77	-0.23	81
AS-6	Employees who deal with users in a caring fashion	6.77	8.01	7.60	0.84	-0.41	298
AS-7	Employees who understand the needs of their users	7.12	7.96	7.81	0.69	-0.15	75
AS-8	Willingness to help users	7.03	8.04	7.64	0.61	-0.40	70
AS-9	Dependability in handling users' service problems	7.00	7.87	7.70	0.70	-0.17	46
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.97	8.17	7.65	0.68	-0.52	69
IC-2	A library Web site enabling me to locate information on my own	7.32	8.42	7.35	0.03	-1.07	102
IC-3	The printed library materials I need for my work	6.26	7.43	7.04	0.78	-0.38	68
IC-4	The electronic information resources I need	6.39	7.78	7.32	0.93	-0.45	293
IC-5	Modern equipment that lets me easily access needed information	6.76	7.77	7.12	0.36	-0.65	74
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	7.99	7.22	0.29	-0.77	112
IC-7	Making information easily accessible for independent use	6.75	8.04	7.40	0.65	-0.64	80
IC-8	Print and/or electronic journal collections I require for my work	6.60	7.74	7.56	0.96	-0.18	50
Library as Place							
LP-1	Library space that inspires study and learning	5.84	7.28	6.91	1.07	-0.37	243
LP-2	Quiet space for individual activities	6.03	7.39	7.13	1.10	-0.26	70
LP-3	A comfortable and inviting location	6.32	7.39	7.00	0.68	-0.39	72
LP-4	A getaway for study, learning, or research	6.13	7.64	6.94	0.81	-0.70	69
LP-5	Community space for group learning and group study	5.74	7.13	7.02	1.28	-0.11	47
Overall:		6.58	7.78	7.35	0.77	-0.43	307

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.12	1.99	1.25	2.05	2.04	55
AS-2	Giving users individual attention	1.95	1.90	1.62	1.71	1.56	70
AS-3	Employees who are consistently courteous	1.56	1.33	1.34	1.54	1.21	77
AS-4	Readiness to respond to users' questions	1.62	1.41	1.49	1.47	1.51	85
AS-5	Employees who have the knowledge to answer user questions	1.75	1.61	1.41	1.69	1.69	81
AS-6	Employees who deal with users in a caring fashion	1.85	1.42	1.37	1.73	1.59	298
AS-7	Employees who understand the needs of their users	1.80	1.40	1.22	1.76	1.48	75
AS-8	Willingness to help users	1.62	1.29	1.57	1.63	1.55	70
AS-9	Dependability in handling users' service problems	1.99	1.72	1.49	1.70	1.52	46
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.96	1.46	1.42	2.01	1.54	69
IC-2	A library Web site enabling me to locate information on my own	1.59	0.88	1.58	1.90	1.50	102
IC-3	The printed library materials I need for my work	2.11	2.19	1.55	1.88	2.03	68
IC-4	The electronic information resources I need	1.80	1.54	1.46	1.69	1.70	293
IC-5	Modern equipment that lets me easily access needed information	1.75	1.52	1.48	1.51	1.63	74
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.33	1.61	1.75	1.58	112
IC-7	Making information easily accessible for independent use	1.70	1.15	1.46	1.24	1.26	80
IC-8	Print and/or electronic journal collections I require for my work	2.09	1.83	1.42	2.15	2.19	50
Library as Place							
LP-1	Library space that inspires study and learning	2.05	1.74	1.57	1.99	1.91	243
LP-2	Quiet space for individual activities	2.23	1.92	1.63	2.45	2.08	70
LP-3	A comfortable and inviting location	1.88	1.72	1.57	1.77	1.84	72
LP-4	A getaway for study, learning, or research	1.95	1.36	1.64	1.61	1.43	69
LP-5	Community space for group learning and group study	2.24	2.15	2.08	1.81	1.71	47
Overall:		1.49	1.18	1.14	1.34	1.22	307

Language: English (American)

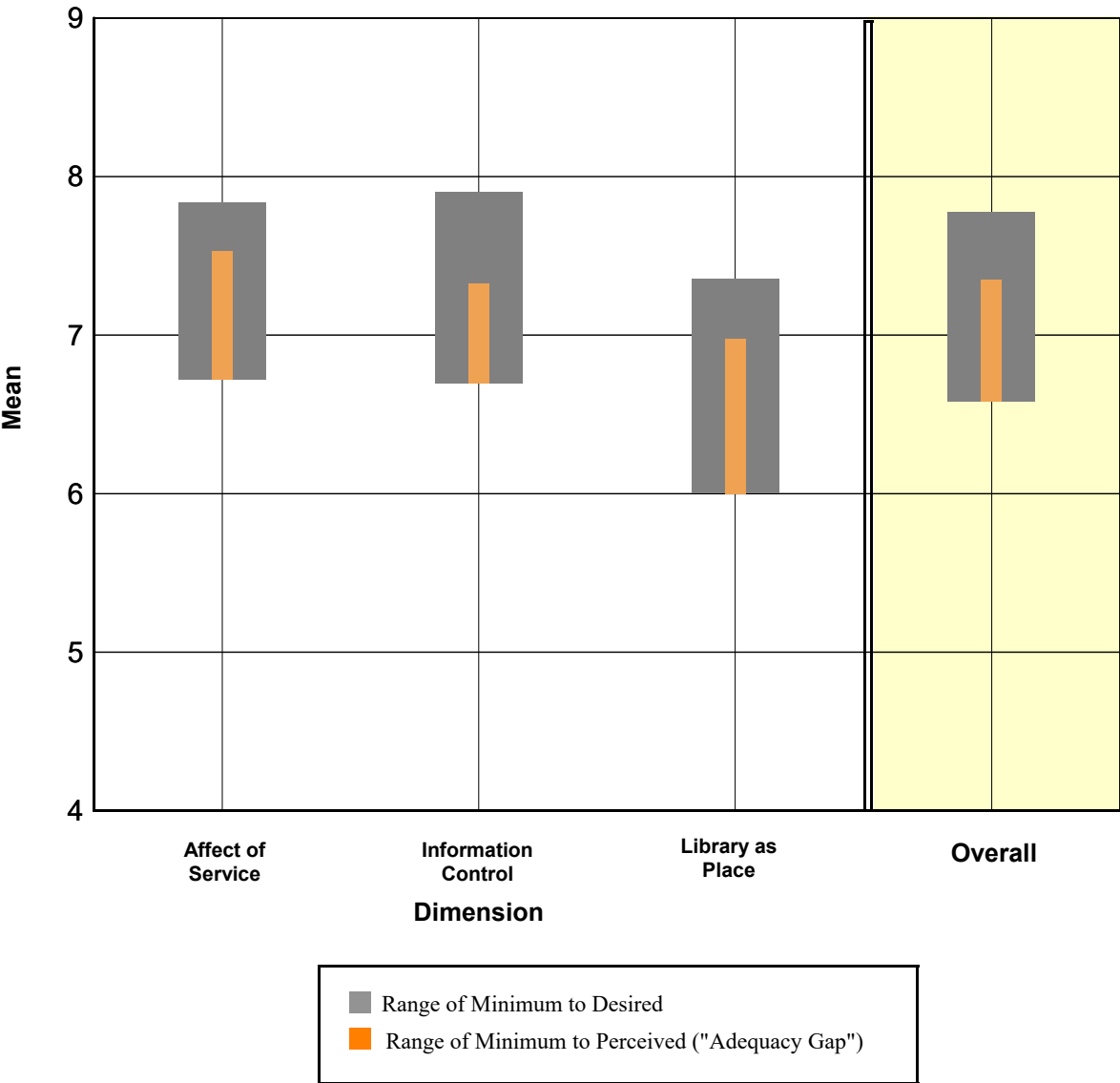
Institution Type: College or University

Consortium: None

User Group: Staff

8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.72	7.84	7.53	0.81	-0.31	306
Information Control	6.69	7.90	7.32	0.63	-0.58	305
Library as Place	6.00	7.35	6.98	0.98	-0.38	274
Overall	6.58	7.78	7.35	0.77	-0.43	307

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.68	1.37	1.26	1.52	1.38	306
Information Control	1.49	1.21	1.30	1.39	1.34	305
Library as Place	1.93	1.55	1.47	1.79	1.64	274
Overall	1.49	1.18	1.14	1.34	1.22	307

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Staff

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A library environment that is hospitable and conducive to finding and using information	7.19	8.05	7.35	0.16	-0.69	62
A service which can find for me rapidly and easily the documents not available in my own institution	6.78	7.96	7.49	0.71	-0.47	49
Ability to navigate library Web pages easily	6.66	7.90	7.02	0.36	-0.88	58
Access to archives, special collections	5.46	6.92	6.88	1.42	-0.04	50
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	5.76	7.45	7.33	1.58	-0.12	33

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.81	1.44	1.47	2.22	1.86	62
A service which can find for me rapidly and easily the documents not available in my own institution	1.57	1.44	1.26	1.43	1.34	49
Ability to navigate library Web pages easily	1.97	1.36	1.79	1.90	2.03	58
Access to archives, special collections	2.17	1.88	1.91	1.83	1.65	50
Access to equipment that is not readily available in my department, for example: microphones, 3D printers, cameras, Arduinos	1.84	1.60	1.57	1.98	1.41	33

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.94	1.25	145
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.60	1.36	162
How would you rate the overall quality of the service provided by the library?	7.68	1.22	307

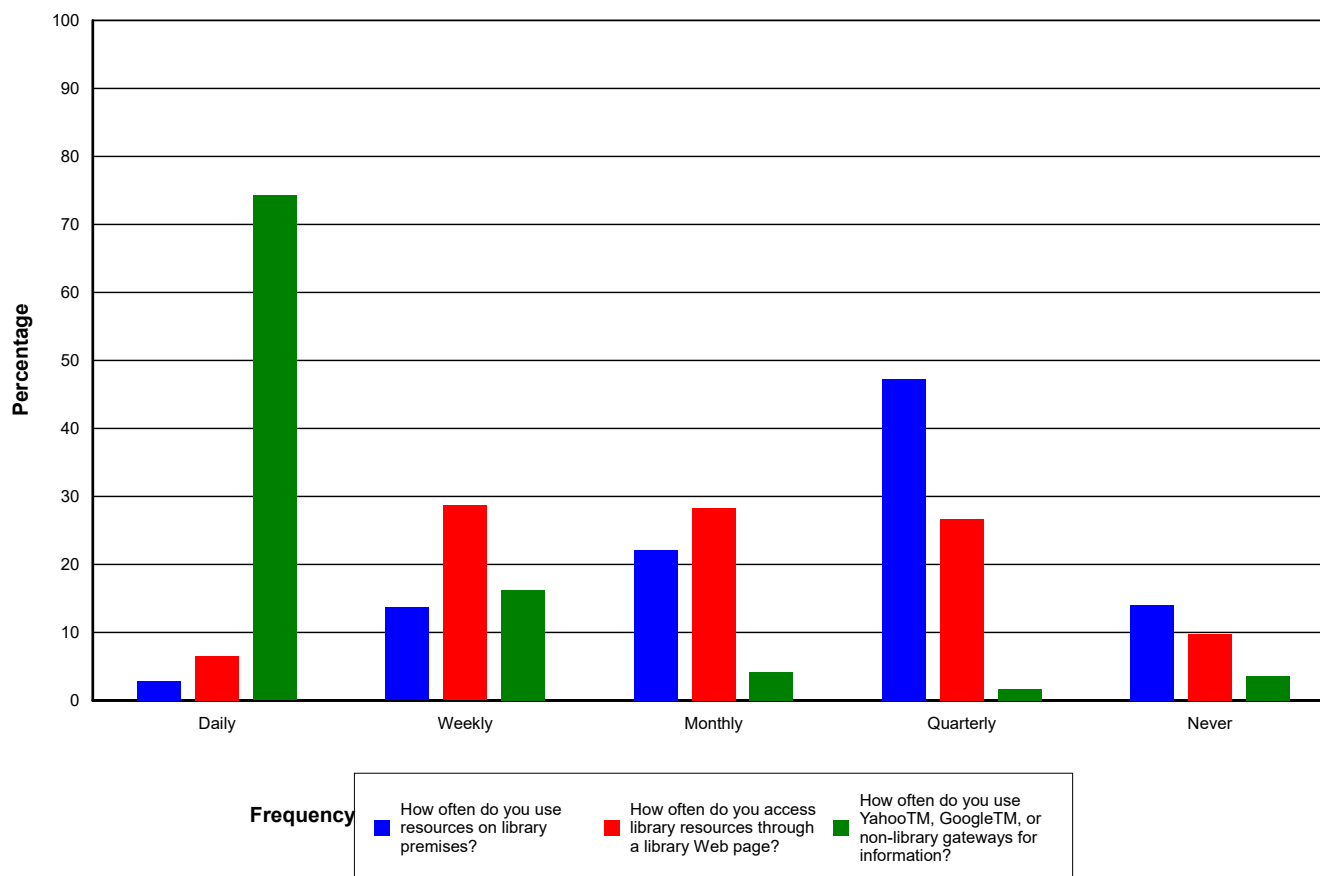
8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.29	1.89	92
The library aids my advancement in my academic discipline or work.	7.35	1.75	142
The library enables me to be more efficient in my academic pursuits or work.	7.49	1.37	142
The library helps me distinguish between trustworthy and untrustworthy information.	6.83	1.84	132
The library provides me with the information skills I need in my work or study.	7.32	1.59	106

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	9 2.93%	42 13.68%	68 22.15%	145 47.23%	43 14.01%	307 100.00%
How often do you access library resources through a library Web page?	20 6.51%	88 28.66%	87 28.34%	82 26.71%	30 9.77%	307 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	228 74.27%	50 16.29%	13 4.23%	5 1.63%	11 3.58%	307 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the

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

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

Affect of Service

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

Information Control

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

Library as Place

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



**21 Dupont Circle NW, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
<http://www.libqual.org>**

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