LibQUAL+®

2023 Survey

University of Maryland Libraries

1 Introduction

1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2023 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 2022, there have been 3,354 institutional surveys implemented across 1,349 institutions in 37 countries, 20 language translations, and over 3 million respondents. About 38% 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 2023 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 int he appendix of the following conference paper:

<http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf>

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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. $):	**$35,267,277**
Personnel - professional staff, FTE:	**112**
Personnel - support staff, FTE:	**55**
Total library materials expenditures (in U.S. $):	**13,111,733**
Total salaries and wages for professional staff (in U.S. $):	**13,204,171**

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 *% of Protocol* *% of Language* *% of Total Cases*	2,007 *100.00%* *100.00%* *100.00*	**2,007** *100.00%* *100.00%* *100.00*
Total *(by Survey Protocol)*	Count *% of Protocol* *% of Language* *% of Total Cases*	**2,007** *100.00%* *100.00%* *100.00*	**2,007** *100.00%* *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		316	15.74%
Second year		292	14.55%
Third year		301	15.00%
Fourth year		237	11.81%
Fifth year and above		26	1.30%
Non-degree		10	0.50%
	Sub Total:	1,182	58.89%
Graduate			
Masters		224	11.16%
Doctoral		215	10.71%
Non-degree or Undecided		10	0.50%
	Sub Total:	449	22.37%
Faculty			
Professor		33	1.64%
Associate Professor		52	2.59%
Assistant Professor		27	1.35%
Lecturer		29	1.44%
Adjunct Faculty		23	1.15%
Other Academic Status		34	1.69%
	Sub Total:	198	9.87%
Library Staff			
Administrator		4	0.20%
Manager, Head of Unit		8	0.40%
Public Services		9	0.45%
Systems		1	0.05%
Technical Services		4	0.20%
Other		9	0.45%
	Sub Total:	35	1.74%
Staff			
Research Staff		17	0.85%
Other Staff Positions		126	6.28%
	Sub Total:	143	7.13%
Total:		**2,007**	**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.

Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)
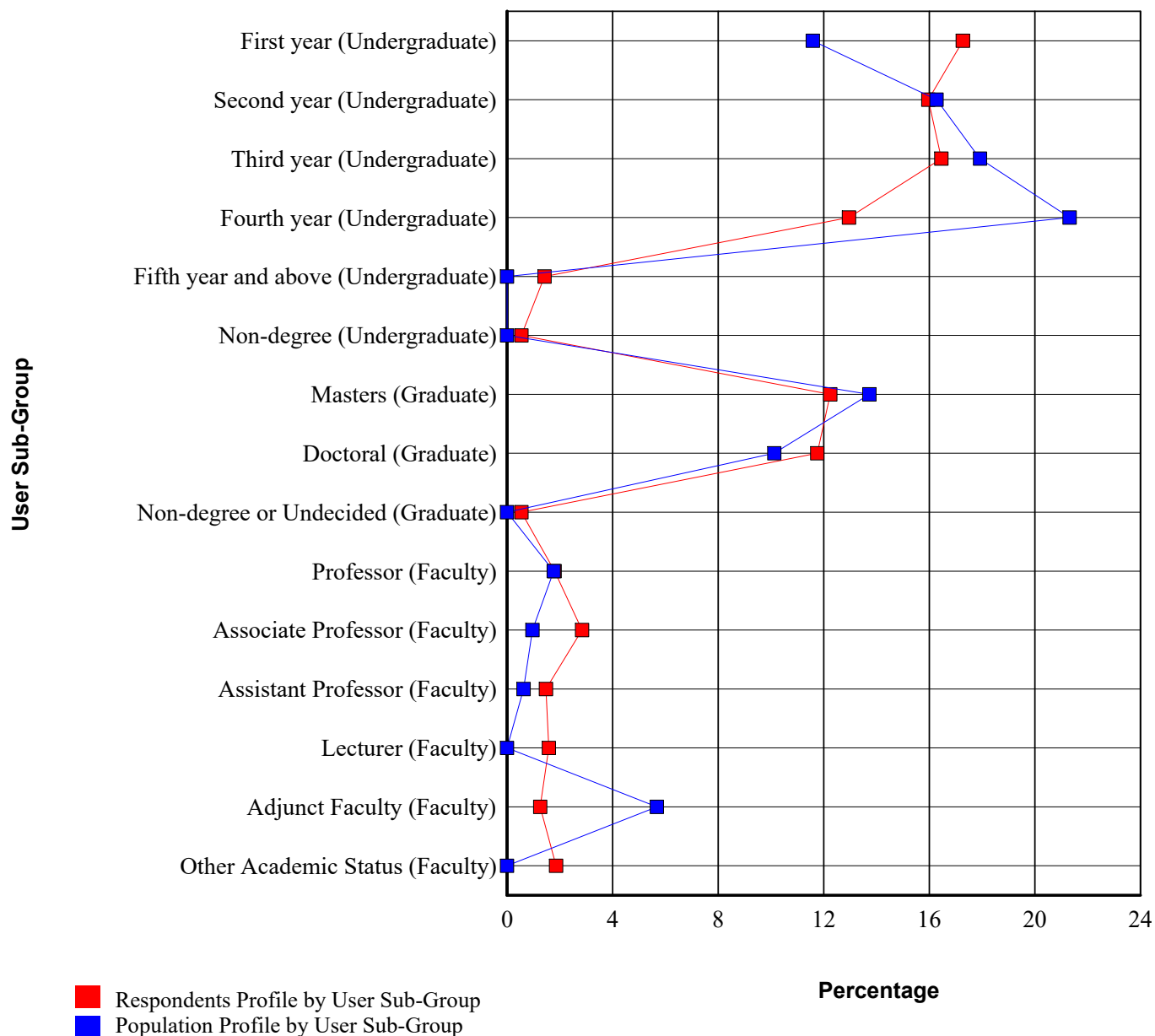
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	4,916	11.59	316	17.28	-5.69
Second year (Undergraduate)	6,905	16.28	292	15.97	0.31
Third year (Undergraduate)	7,603	17.92	301	16.46	1.47
Fourth year (Undergraduate)	9,043	21.32	237	12.96	8.36
Fifth year and above (Undergraduate)	0	0.00	26	1.42	-1.42
Non-degree (Undergraduate)	0	0.00	10	0.55	-0.55
Masters (Graduate)	5,825	13.73	224	12.25	1.48
Doctoral (Graduate)	4,296	10.13	215	11.76	-1.63
Non-degree or Undecided (Graduate)	0	0.00	10	0.55	-0.55
Professor (Faculty)	750	1.77	33	1.80	-0.04
Associate Professor (Faculty)	409	0.96	52	2.84	-1.88
Assistant Professor (Faculty)	266	0.63	27	1.48	-0.85
Lecturer (Faculty)	0	0.00	29	1.59	-1.59
Adjunct Faculty (Faculty)	2,409	5.68	23	1.26	4.42
Other Academic Status (Faculty)	0	0.00	34	1.86	-1.86
Total:	**42,422**	**100.00**	**1,829**	**100.00**	**0.00**

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

2.3   Population and Respondents by Standard Discipline

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

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

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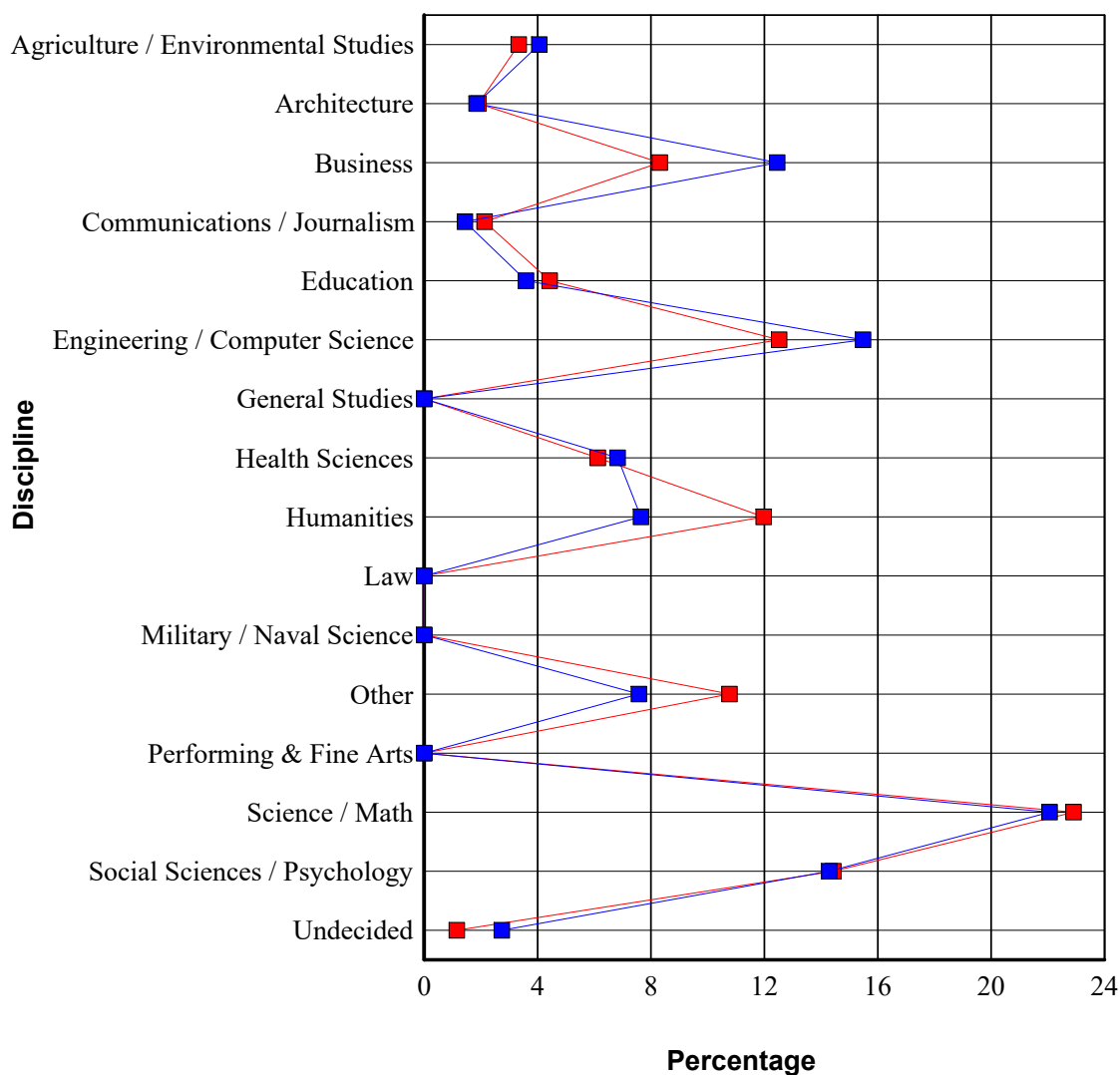

Respondent Profile by Discipline
Population Profile by Discipline

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	1,669	4.06	61	3.34	0.72
Architecture	760	1.85	35	1.91	-0.07
Business	5,121	12.45	152	8.31	4.14
Communications / Journalism	590	1.43	39	2.13	-0.70
Education	1,478	3.59	81	4.43	-0.83
Engineering / Computer Science	6,366	15.48	229	12.52	2.96
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,806	6.82	112	6.12	0.70
Humanities	3,143	7.64	219	11.97	-4.33
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	3,113	7.57	197	10.77	-3.20
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	9,072	22.06	419	22.91	-0.85
Social Sciences / Psychology	5,874	14.29	264	14.43	-0.15
Undecided	1,126	2.74	21	1.15	1.59
Total:	**41,118**	**100.00**	**1,829**	**100.00**	**0.00**

2.4   Population and Respondents by Customized Discipline

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

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

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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	1,669	4.06	61	3.34	0.72
Architecture, Planning & Preservation	760	1.85	35	1.91	-0.07
Arts and Humanities	3,143	7.64	219	11.97	-4.33
Behavioral and Social Sciences	5,874	14.29	264	14.43	-0.15
Business	5,121	12.45	152	8.31	4.14
Computer, Mathematical and Natural Sciences	9,072	22.06	419	22.91	-0.85
Education	1,478	3.59	81	4.43	-0.83
Engineering	6,366	15.48	229	12.52	2.96
Information Studies	2,086	5.07	127	6.94	-1.87
Journalism	590	1.43	39	2.13	-0.70
Other	376	0.91	36	1.97	-1.05
Public Health	2,806	6.82	112	6.12	0.70
Public Policy	651	1.58	34	1.86	-0.28
Undergraduate Studies	1,126	2.74	21	1.15	1.59
Total:	**41,118**	**100.00**	**1,829**	**100.00**	**0.00**

2.5   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 %
18 - 22	1,141	57.86
23 - 30	410	20.79
31 - 45	239	12.12
46 - 65	134	6.80
Over 65	45	2.28
Under 18	3	0.15
Total:	**1,972**	**100.00**

2.6   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	25	1.27
Art Library	29	1.48
Chemistry Library	9	0.46
Engineering/Physical Sciences Library	124	6.32
Hornbake Library	117	5.96
McKeldin Library	1,441	73.41
Performing Arts Library	89	4.53
Shady Grove Library	10	0.51
Virtual Services	119	6.06
Total:	**1,963**	**100.00**

2.7 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	332	16.90
Full-time	36,165	88.66	1,527	77.75
Part-time	4,627	11.34	105	5.35
Total:	**40,792**	**100.00**	**1,964**	**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	5.79	7.02	7.11	1.33	0.09	384
AS-2	Giving users individual attention	5.36	6.61	6.62	1.26	0.01	483
AS-3	Employees who are consistently courteous	6.52	7.76	7.81	1.29	0.05	463
AS-4	Readiness to respond to users' questions	6.29	7.63	7.43	1.14	-0.20	408
AS-5	Employees who have the knowledge to answer user questions	6.41	7.68	7.53	1.12	-0.15	512
AS-6	Employees who deal with users in a caring fashion	6.29	7.64	7.54	1.25	-0.10	1,851
AS-7	Employees who understand the needs of their users	6.29	7.59	7.40	1.12	-0.19	493
AS-8	Willingness to help users	6.50	7.69	7.55	1.05	-0.15	444
AS-9	Dependability in handling users' service problems	6.41	7.59	7.32	0.91	-0.27	380
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.53	7.81	7.26	0.73	-0.55	460
IC-2	A library Web site enabling me to locate information on my own	6.54	7.89	6.93	0.39	-0.96	625
IC-3	The printed library materials I need for my work	5.63	7.10	6.76	1.13	-0.35	468
IC-4	The electronic information resources I need	5.88	7.41	7.08	1.20	-0.33	1,919
IC-5	Modern equipment that lets me easily access needed information	6.36	7.74	7.25	0.89	-0.49	592
IC-6	Easy-to-use access tools that allow me to find things on my own	6.15	7.77	7.06	0.91	-0.71	613
IC-7	Making information easily accessible for independent use	6.46	7.84	7.18	0.71	-0.66	538
IC-8	Print and/or electronic journal collections I require for my work	6.39	7.64	7.18	0.79	-0.47	442
Library as Place							
LP-1	Library space that inspires study and learning	5.92	7.66	6.67	0.75	-0.99	1,871
LP-2	Quiet space for individual activities	6.44	7.77	6.98	0.55	-0.79	460
LP-3	A comfortable and inviting location	6.31	7.89	7.00	0.68	-0.90	468
LP-4	A getaway for study, learning, or research	6.15	7.58	7.11	0.96	-0.47	481
LP-5	Community space for group learning and group study	5.66	7.31	6.79	1.13	-0.52	428
Overall:		6.16	7.60	7.13	0.98	-0.46	1,972

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	1.84	1.65	1.76	1.68	384
AS-2	Giving users individual attention	2.27	1.94	1.90	1.91	1.73	483
AS-3	Employees who are consistently courteous	1.92	1.41	1.39	1.86	1.46	463
AS-4	Readiness to respond to users' questions	1.71	1.36	1.48	1.70	1.47	408
AS-5	Employees who have the knowledge to answer user questions	1.82	1.49	1.45	1.82	1.60	512
AS-6	Employees who deal with users in a caring fashion	1.86	1.47	1.49	1.86	1.54	1,851
AS-7	Employees who understand the needs of their users	1.87	1.49	1.44	1.86	1.51	493
AS-8	Willingness to help users	1.82	1.45	1.47	1.70	1.37	444
AS-9	Dependability in handling users' service problems	1.85	1.50	1.51	1.83	1.50	380
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.89	1.42	1.61	2.08	1.75	460
IC-2	A library Web site enabling me to locate information on my own	1.84	1.45	1.83	2.09	1.90	625
IC-3	The printed library materials I need for my work	2.16	2.00	1.86	2.27	2.19	468
IC-4	The electronic information resources I need	1.96	1.72	1.60	2.02	1.91	1,919
IC-5	Modern equipment that lets me easily access needed information	1.75	1.37	1.42	1.77	1.58	592
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.39	1.58	1.94	1.76	613
IC-7	Making information easily accessible for independent use	1.69	1.37	1.53	1.79	1.63	538
IC-8	Print and/or electronic journal collections I require for my work	1.96	1.67	1.74	2.15	1.97	442
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.64	1.80	2.20	2.10	1,871
LP-2	Quiet space for individual activities	1.93	1.60	1.80	2.39	2.11	460
LP-3	A comfortable and inviting location	1.85	1.41	1.62	2.03	1.92	468
LP-4	A getaway for study, learning, or research	1.94	1.56	1.63	1.95	1.85	481
LP-5	Community space for group learning and group study	2.06	1.87	1.74	2.21	2.08	428
Overall:		1.45	1.09	1.18	1.43	1.23	1,972

3.2   Core Question Dimensions Summary

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.21	7.51	7.39	1.18	-0.12	1,924
Information Control	6.15	7.60	7.07	0.92	-0.53	1,966
Library as Place	6.02	7.64	6.82	0.80	-0.82	1,908
Overall	6.16	7.60	7.13	0.98	-0.46	1,972

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	1.33	1.35	1.57	1.30	1,924
Information Control	1.59	1.29	1.37	1.65	1.50	1,966
Library as Place	1.78	1.48	1.58	1.95	1.85	1,908
Overall	1.45	1.09	1.18	1.43	1.23	1,972

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	6.51	7.89	7.31	0.80	-0.58	400
A library that supports equity, diversity, inclusion, justice, and accessibility	7.13	8.10	7.89	0.76	-0.21	354
A service which can find for me rapidly and easily the documents not available in my own institution	6.34	7.72	7.09	0.75	-0.64	373
Ability to navigate library Web pages easily	6.65	7.99	6.89	0.24	-1.09	364
Access to archives, special collections	5.21	6.59	6.85	1.64	0.26	313

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	1.72	1.35	1.52	1.87	1.68	400
A library that supports equity, diversity, inclusion, justice, and accessibility	1.90	1.37	1.30	1.87	1.46	354
A service which can find for me rapidly and easily the documents not available in my own institution	1.88	1.47	1.67	2.03	1.70	373
Ability to navigate library Web pages easily	1.83	1.32	1.89	2.13	1.96	364
Access to archives, special collections	2.37	2.22	1.81	2.38	2.26	313

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

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.99	1.26	987
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43	1.50	984
How would you rate the overall quality of the service provided by the library?	7.61	1.27	1,972

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 to 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.	6.56	1.90	562
The library aids my advancement in my academic discipline or work.	7.47	1.49	873
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.48	925
The library helps me distinguish between trustworthy and untrustworthy information.	6.78	1.78	901
The library provides me with the information skills I need in my work or study.	7.21	1.57	680

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.
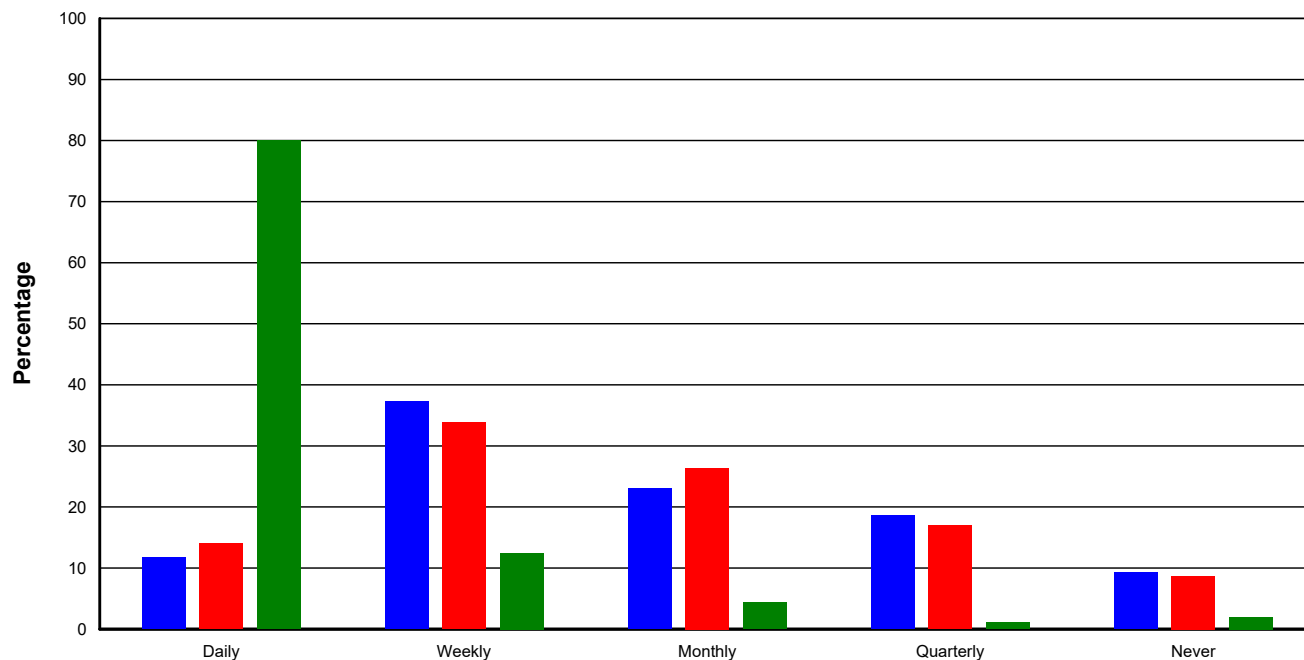
Frequency

	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 YahooTM, GoogleTM, or non-library gateways for information?

	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	232	736	454	368	182	1,972
	11.76%	37.32%	23.02%	18.66%	9.23%	100.00%
How often do you access library resources through a library Web page?	276	668	520	336	172	1,972
	14.00%	33.87%	26.37%	17.04%	8.72%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,579	246	86	22	39	1,972
	80.07%	12.47%	4.36%	1.12%	1.98%	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).

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	982	3.71	39	3.30	0.41
Architecture	481	1.82	19	1.61	0.21
Business	3,044	11.49	118	9.98	1.51
Communications / Journalism	426	1.61	25	2.12	-0.51
Education	521	1.97	21	1.78	0.19
Engineering / Computer Science	3,805	14.37	149	12.61	1.76
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,103	7.94	78	6.60	1.34
Humanities	1,894	7.15	91	7.70	-0.55
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,680	6.34	105	8.88	-2.54
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	6,321	23.86	338	28.60	-4.73
Social Sciences / Psychology	4,145	15.65	178	15.06	0.59
Undecided	1,085	4.10	21	1.78	2.32
Total:	**26,487**	**100.00**	**1,182**	**100.00**	**0.00**

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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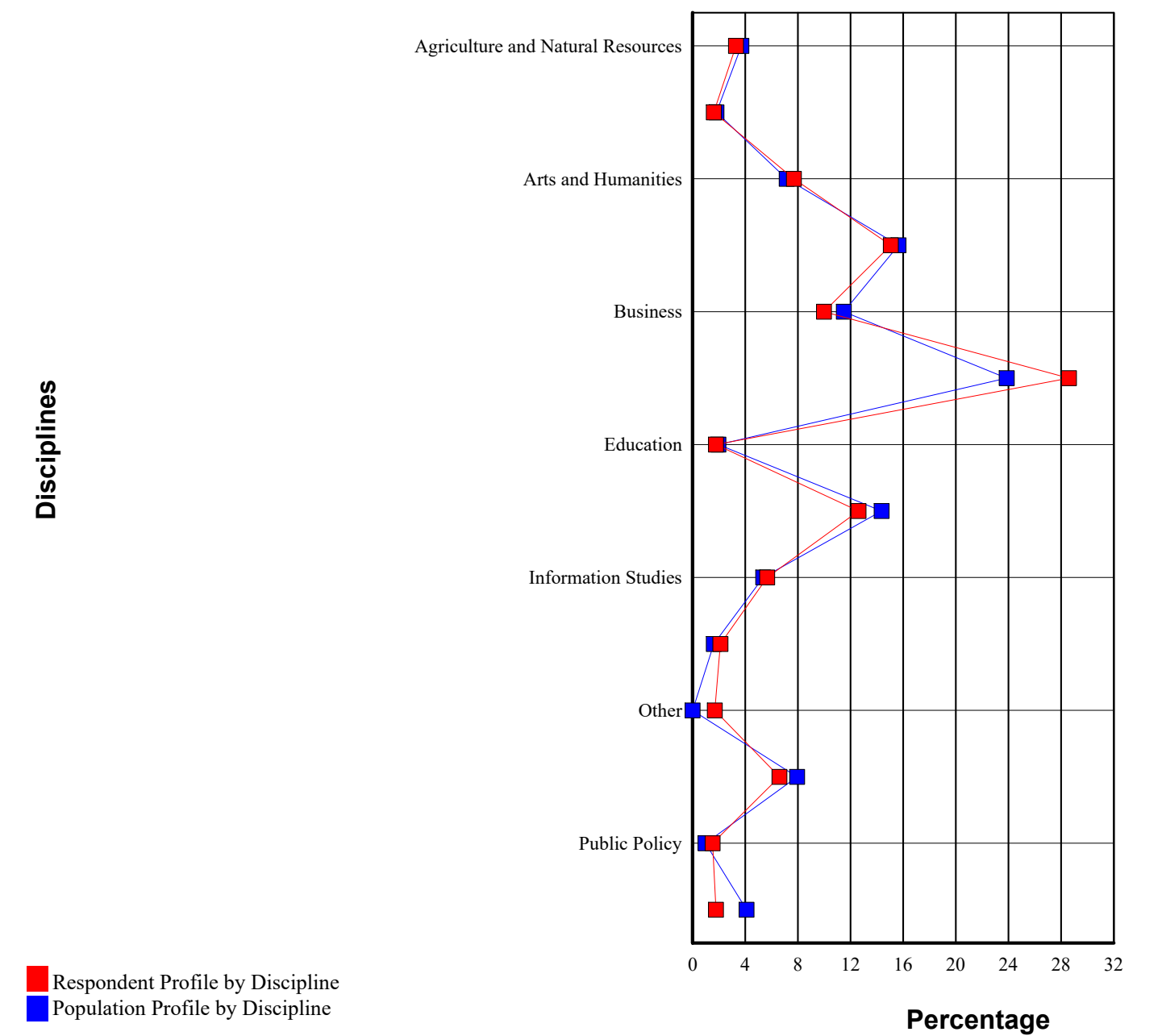Consortium: None
User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Agriculture and Natural Resources	982	3.71	39	3.30	0.41
Architecture, Planning & Preservation	481	1.82	19	1.61	0.21
Arts and Humanities	1,894	7.15	91	7.70	-0.55
Behavioral and Social Sciences	4,145	15.65	178	15.06	0.59
Business	3,044	11.49	118	9.98	1.51
Computer, Mathematical and Natural Sciences	6,321	23.86	338	28.60	-4.73
Education	521	1.97	21	1.78	0.19
Engineering	3,805	14.37	149	12.61	1.76
Information Studies	1,420	5.36	67	5.67	-0.31
Journalism	426	1.61	25	2.12	-0.51
Other	0	0.00	20	1.69	-1.69
Public Health	2,103	7.94	78	6.60	1.34
Public Policy	260	0.98	18	1.52	-0.54
Undergraduate Studies	1,085	4.10	21	1.78	2.32
Total:	**26,487**	**100.00**	**1,182**	**100.00**	**0.00**

4.1.3 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 %
18 - 22	1,097	92.81
23 - 30	66	5.58
31 - 45	11	0.93
46 - 65	4	0.34
Over 65	2	0.17
Under 18	2	0.17
Total:	**1,182**	**100.00**

4.1.4 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	11	0.93
Art Library	17	1.44
Chemistry Library	4	0.34
Engineering/Physical Sciences Library	58	4.91
Hornbake Library	75	6.35
McKeldin Library	927	78.49
Performing Arts Library	59	5.00
Shady Grove Library	5	0.42
Virtual Services	25	2.12
Total:	**1,181**	**100.00**

4.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	5	0.42
Full-time	28,069	92.48	1,128	95.84
Part-time	2,284	7.52	44	3.74
Total:	**30,353**	**100.00**	**1,177**	**100.00**

4.2   Core Questions Summary for Undergraduate

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

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

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

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

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

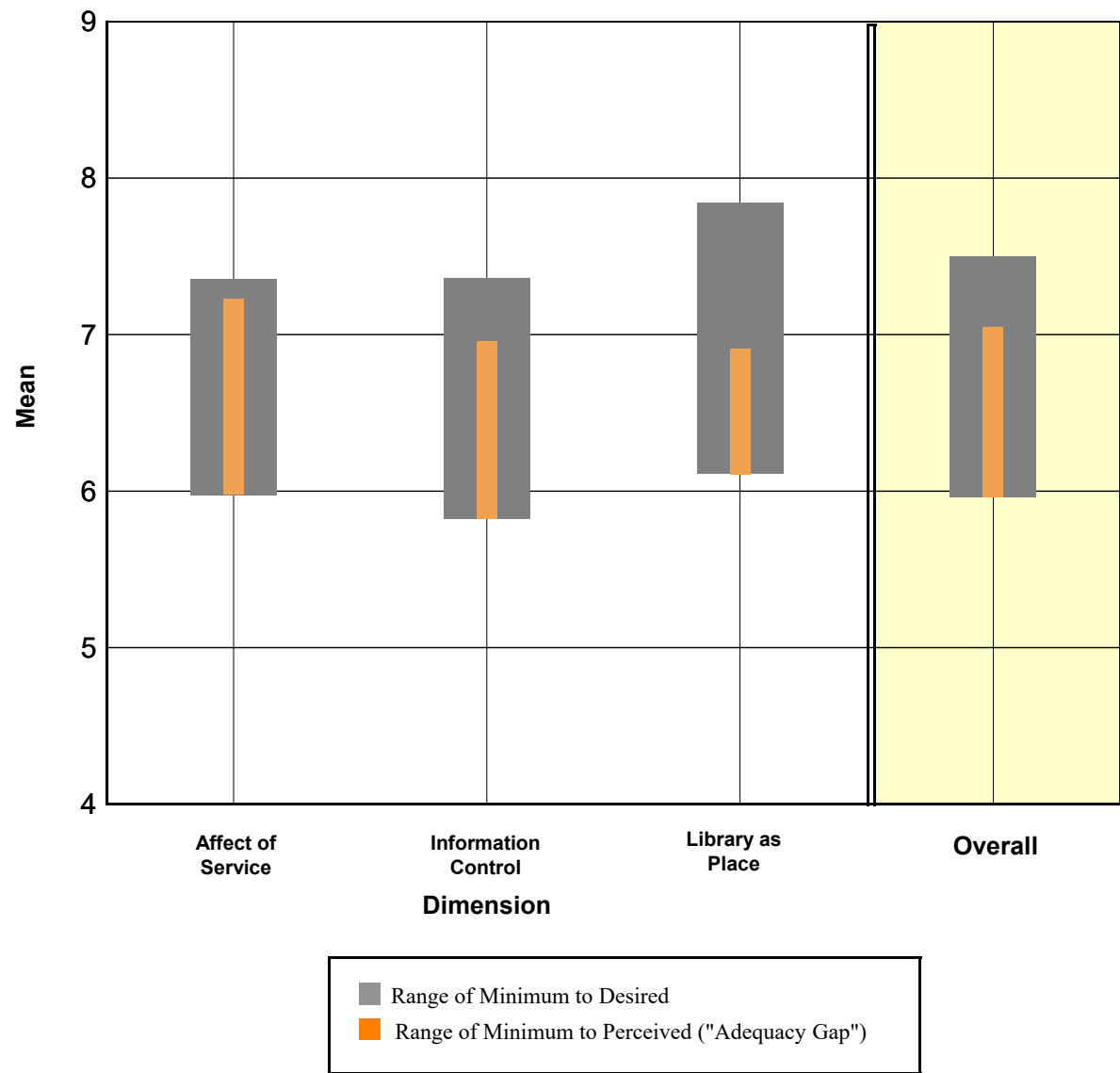| ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.49	6.81	6.86	1.37	0.06	236
AS-2	Giving users individual attention	5.03	6.35	6.38	1.34	0.03	290
AS-3	Employees who are consistently courteous	6.24	7.57	7.69	1.45	0.12	264
AS-4	Readiness to respond to users' questions	6.08	7.46	7.28	1.20	-0.18	256
AS-5	Employees who have the knowledge to answer user questions	6.30	7.56	7.47	1.17	-0.10	305
AS-6	Employees who deal with users in a caring fashion	6.05	7.49	7.38	1.33	-0.11	1,108
AS-7	Employees who understand the needs of their users	6.17	7.58	7.35	1.18	-0.22	304
AS-8	Willingness to help users	6.19	7.54	7.37	1.17	-0.17	265
AS-9	Dependability in handling users' service problems	6.18	7.46	7.08	0.90	-0.38	218
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.18	7.46	7.08	0.91	-0.38	279
IC-2	A library Web site enabling me to locate information on my own	6.17	7.66	6.88	0.70	-0.79	374
IC-3	The printed library materials I need for my work	5.34	6.96	6.68	1.34	-0.28	278
IC-4	The electronic information resources I need	5.45	7.05	6.93	1.49	-0.12	1,142
IC-5	Modern equipment that lets me easily access needed information	6.29	7.69	7.15	0.86	-0.54	362
IC-6	Easy-to-use access tools that allow me to find things on my own	5.86	7.64	6.91	1.05	-0.73	362
IC-7	Making information easily accessible for independent use	6.30	7.75	7.12	0.82	-0.63	334
IC-8	Print and/or electronic journal collections I require for my work	6.01	7.39	7.14	1.13	-0.25	238
Library as Place							
LP-1	Library space that inspires study and learning	6.01	7.86	6.79	0.79	-1.07	1,176
LP-2	Quiet space for individual activities	6.43	7.85	7.00	0.57	-0.85	302
LP-3	A comfortable and inviting location	6.35	8.05	6.96	0.62	-1.09	281
LP-4	A getaway for study, learning, or research	6.16	7.69	7.15	1.00	-0.54	309
LP-5	Community space for group learning and group study	5.92	7.74	7.00	1.08	-0.74	270
Overall:		5.96	7.50	7.05	1.09	-0.45	1,182

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.97	1.77	1.61	1.72	1.69	236
AS-2	Giving users individual attention	2.16	1.88	1.87	1.83	1.61	290
AS-3	Employees who are consistently courteous	1.95	1.51	1.33	1.72	1.39	264
AS-4	Readiness to respond to users' questions	1.63	1.39	1.48	1.66	1.48	256
AS-5	Employees who have the knowledge to answer user questions	1.86	1.56	1.44	1.79	1.62	305
AS-6	Employees who deal with users in a caring fashion	1.83	1.55	1.49	1.80	1.52	1,108
AS-7	Employees who understand the needs of their users	1.95	1.50	1.43	1.84	1.45	304
AS-8	Willingness to help users	1.87	1.51	1.48	1.80	1.37	265
AS-9	Dependability in handling users' service problems	1.91	1.56	1.56	1.84	1.51	218
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.94	1.52	1.65	2.04	1.74	279
IC-2	A library Web site enabling me to locate information on my own	1.85	1.55	1.76	1.86	1.78	374
IC-3	The printed library materials I need for my work	2.17	2.01	1.89	2.28	2.19	278
IC-4	The electronic information resources I need	1.94	1.84	1.58	1.97	1.89	1,142
IC-5	Modern equipment that lets me easily access needed information	1.73	1.36	1.43	1.72	1.54	362
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.47	1.64	1.91	1.78	362
IC-7	Making information easily accessible for independent use	1.70	1.39	1.56	1.76	1.62	334
IC-8	Print and/or electronic journal collections I require for my work	2.03	1.73	1.68	1.96	1.76	238
Library as Place							
LP-1	Library space that inspires study and learning	1.81	1.43	1.73	2.03	1.92	1,176
LP-2	Quiet space for individual activities	1.87	1.52	1.76	2.28	2.07	302
LP-3	A comfortable and inviting location	1.77	1.19	1.60	1.93	1.80	281
LP-4	A getaway for study, learning, or research	1.89	1.43	1.56	1.86	1.75	309
LP-5	Community space for group learning and group study	1.93	1.51	1.63	2.10	1.88	270
Overall:		1.44	1.13	1.17	1.37	1.18	1,182

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.98	7.35	7.23	1.25	-0.13	1,153
Information Control	5.82	7.37	6.96	1.13	-0.41	1,177
Library as Place	6.11	7.84	6.91	0.80	-0.93	1,180
Overall	5.96	7.50	7.05	1.09	-0.45	1,182

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	1.67	1.37	1.34	1.52	1.27	1,153
Information Control	1.58	1.35	1.36	1.56	1.44	1,177
Library as Place	1.63	1.24	1.50	1.78	1.66	1,180
Overall	1.44	1.13	1.17	1.37	1.18	1,182

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	6.27	7.79	7.26	0.99	-0.53	238
A library that supports equity, diversity, inclusion, justice, and accessibility	7.08	8.08	7.81	0.73	-0.28	228
A service which can find for me rapidly and easily the documents not available in my own institution	6.00	7.46	6.82	0.83	-0.64	204
Ability to navigate library Web pages easily	6.39	7.81	6.91	0.52	-0.90	200
Access to archives, special collections	5.12	6.43	6.72	1.60	0.29	212

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	1.66	1.40	1.50	1.87	1.64	238
A library that supports equity, diversity, inclusion, justice, and accessibility	1.97	1.38	1.36	1.94	1.43	228
A service which can find for me rapidly and easily the documents not available in my own institution	1.94	1.59	1.60	2.06	1.72	204
Ability to navigate library Web pages easily	1.87	1.36	1.81	1.92	1.83	200
Access to archives, special collections	2.34	2.28	1.76	2.19	2.24	212

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.98	1.20	579
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.41	1.46	603
How would you rate the overall quality of the service provided by the library?	7.55	1.22	1,182

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 to 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.	6.47	1.86	327
The library aids my advancement in my academic discipline or work.	7.39	1.47	508
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.49	556
The library helps me distinguish between trustworthy and untrustworthy information.	6.77	1.71	536
The library provides me with the information skills I need in my work or study.	7.11	1.53	435

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?	153 12.94%	550 46.53%	256 21.66%	149 12.61%	74 6.26%	1,182 100.00%
How often do you access library resources through a library Web page?	80 6.77%	392 33.16%	347 29.36%	225 19.04%	138 11.68%	1,182 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	973 82.32%	127 10.74%	49 4.15%	13 1.10%	20 1.69%	1,182 100.00%

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).

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	358	3.43	11	2.45	0.98
Architecture	194	1.86	11	2.45	-0.59
Business	1,891	18.14	32	7.13	11.01
Communications / Journalism	90	0.86	5	1.11	-0.25
Education	726	6.96	43	9.58	-2.61
Engineering / Computer Science	1,940	18.61	71	15.81	2.80
General Studies	0	0.00	0	0.00	0.00
Health Sciences	526	5.05	25	5.57	-0.52
Humanities	636	6.10	65	14.48	-8.38
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,152	11.05	72	16.04	-4.98
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	1,684	16.16	50	11.14	5.02
Social Sciences / Psychology	1,227	11.77	64	14.25	-2.48
Undecided	0	0.00	0	0.00	0.00
Total:	**10,424**	**100.00**	**449**	**100.00**	**0.00**

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

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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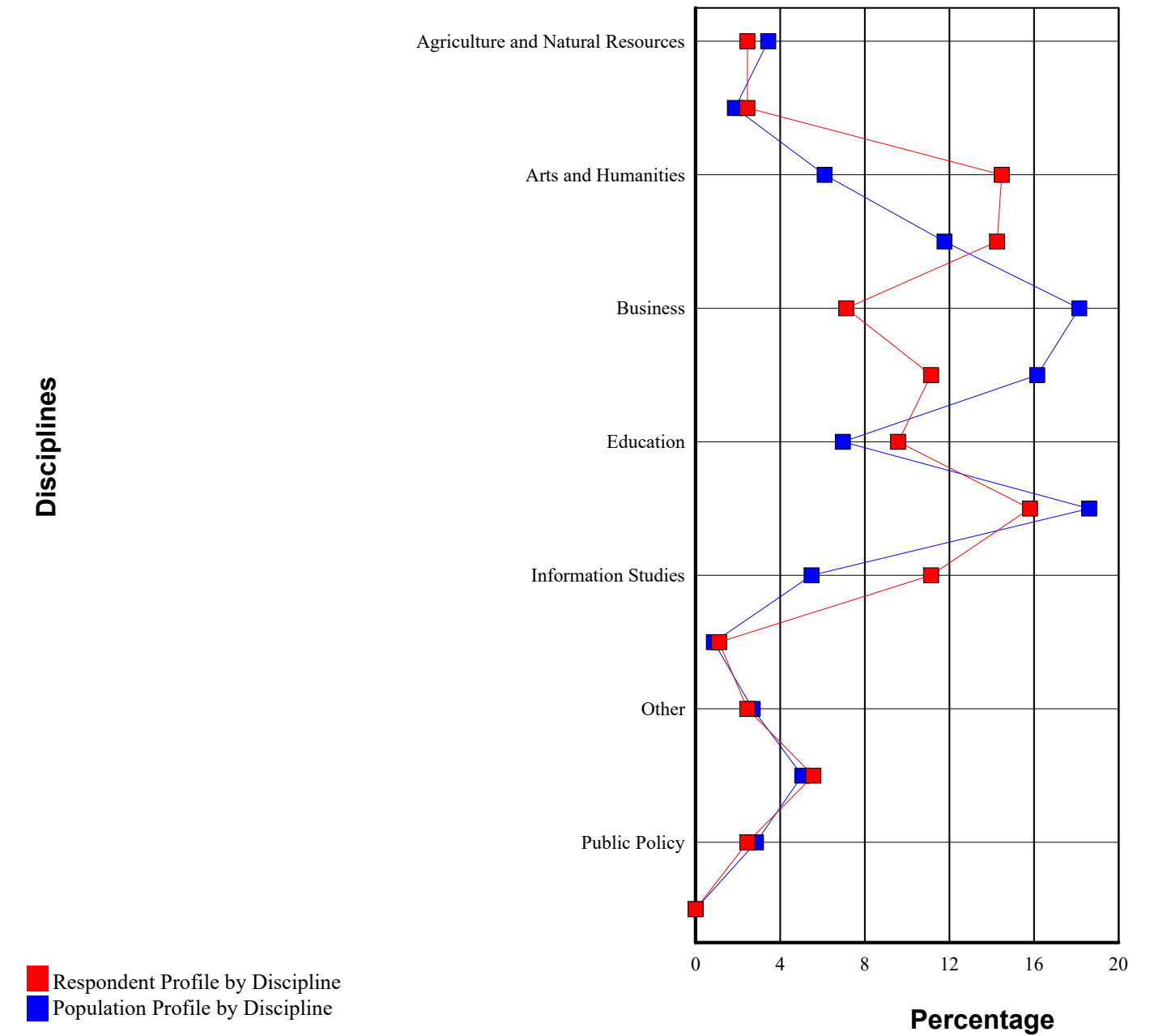

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Natural Resources	358	3.43	11	2.45	0.98
Architecture, Planning & Preservation	194	1.86	11	2.45	-0.59
Arts and Humanities	636	6.10	65	14.48	-8.38
Behavioral and Social Sciences	1,227	11.77	64	14.25	-2.48
Business	1,891	18.14	32	7.13	11.01
Computer, Mathematical and Natural Sciences	1,684	16.16	50	11.14	5.02
Education	726	6.96	43	9.58	-2.61
Engineering	1,940	18.61	71	15.81	2.80
Information Studies	572	5.49	50	11.14	-5.65
Journalism	90	0.86	5	1.11	-0.25
Other	282	2.71	11	2.45	0.26
Public Health	526	5.05	25	5.57	-0.52
Public Policy	298	2.86	11	2.45	0.41
Undergraduate Studies	0	0.00	0	0.00	0.00
Total:	**10,424**	**100.00**	**449**	**100.00**	**0.00**

5.1.3   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 %
18 - 22	40	8.91
23 - 30	293	65.26
31 - 45	99	22.05
46 - 65	11	2.45
Over 65	6	1.34
Under 18	0	0.00
Total:	**449**	**100.00**

5.1.4   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	10	2.23
Art Library	8	1.79
Chemistry Library	1	0.22
Engineering/Physical Sciences Library	35	7.81
Hornbake Library	31	6.92
McKeldin Library	293	65.40
Performing Arts Library	19	4.24
Shady Grove Library	1	0.22
Virtual Services	50	11.16
Total:	**448**	**100.00**

5.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	7	1.56
Full-time	8,096	77.56	389	86.83
Part-time	2,343	22.44	52	11.61
Total:	**10,439**	**100.00**	**448**	**100.00**

5.2   Core Questions Summary for Graduate

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

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

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

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

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

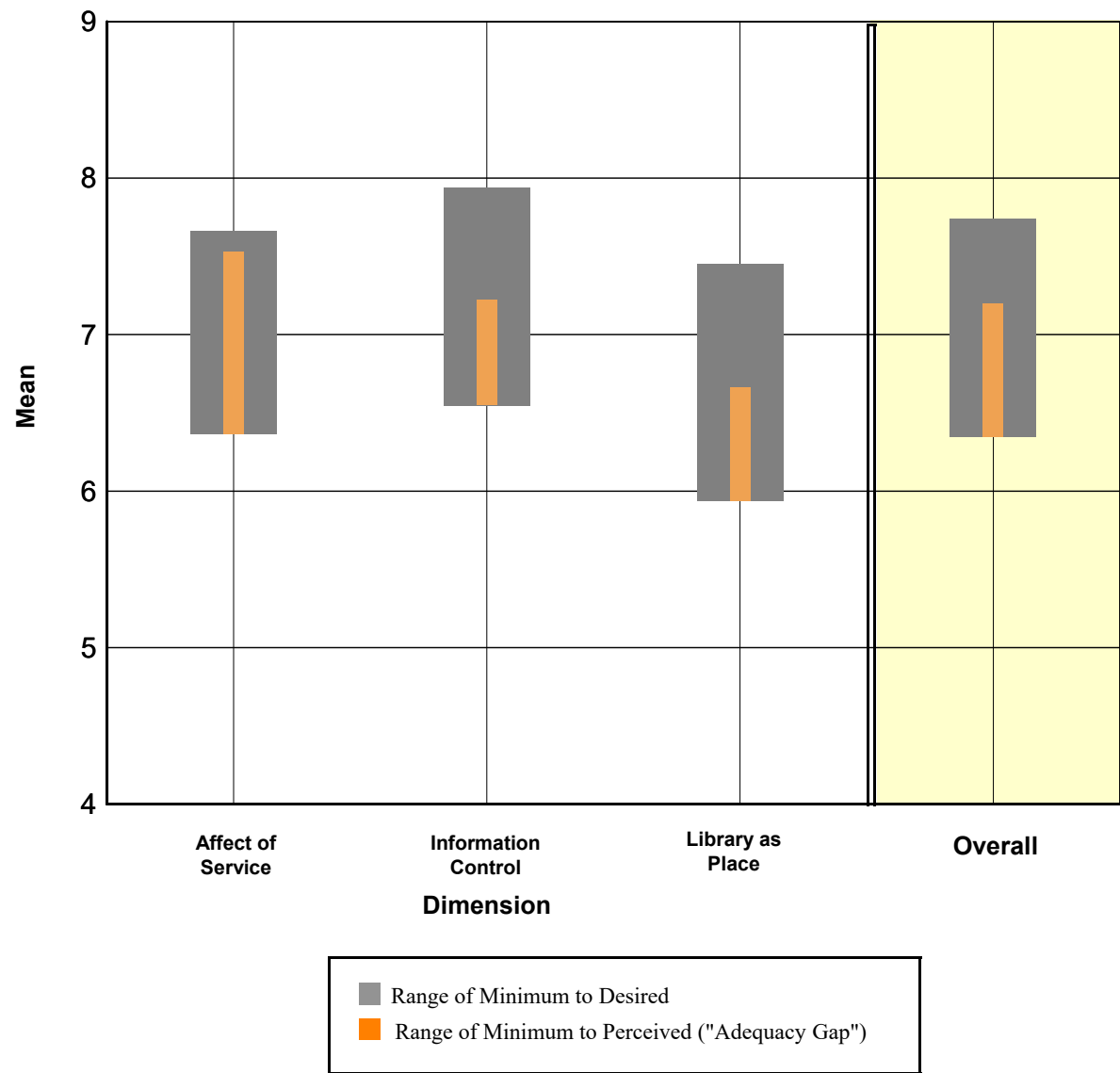| ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.97	7.28	7.15	1.17	-0.13	75
AS-2	Giving users individual attention	5.75	6.90	6.82	1.07	-0.08	115
AS-3	Employees who are consistently courteous	6.73	7.97	7.93	1.20	-0.03	120
AS-4	Readiness to respond to users' questions	6.58	7.80	7.73	1.15	-0.07	88
AS-5	Employees who have the knowledge to answer user questions	6.28	7.82	7.50	1.23	-0.32	111
AS-6	Employees who deal with users in a caring fashion	6.44	7.81	7.68	1.23	-0.13	417
AS-7	Employees who understand the needs of their users	6.22	7.59	7.40	1.18	-0.20	106
AS-8	Willingness to help users	6.72	7.68	7.79	1.07	0.11	100
AS-9	Dependability in handling users' service problems	6.51	7.63	7.48	0.98	-0.15	87
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.98	8.34	7.47	0.49	-0.87	97
IC-2	A library Web site enabling me to locate information on my own	7.06	8.32	7.24	0.18	-1.08	144
IC-3	The printed library materials I need for my work	6.17	7.37	6.65	0.49	-0.72	115
IC-4	The electronic information resources I need	6.40	7.91	7.20	0.80	-0.70	444
IC-5	Modern equipment that lets me easily access needed information	6.41	7.80	7.41	0.99	-0.40	133
IC-6	Easy-to-use access tools that allow me to find things on my own	6.40	7.95	7.25	0.85	-0.70	140
IC-7	Making information easily accessible for independent use	6.76	7.87	7.27	0.51	-0.60	121
IC-8	Print and/or electronic journal collections I require for my work	6.72	7.97	7.40	0.68	-0.57	117
Library as Place							
LP-1	Library space that inspires study and learning	5.83	7.54	6.49	0.66	-1.05	420
LP-2	Quiet space for individual activities	6.76	7.85	6.93	0.17	-0.93	95
LP-3	A comfortable and inviting location	6.31	7.80	7.15	0.84	-0.66	117
LP-4	A getaway for study, learning, or research	6.11	7.43	6.96	0.85	-0.47	103
LP-5	Community space for group learning and group study	5.28	6.49	6.24	0.97	-0.24	94
Overall:		6.35	7.74	7.20	0.85	-0.54	449

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	2.16	1.76	1.78	1.66	1.19	75
AS-2	Giving users individual attention	2.20	1.99	1.83	1.74	1.96	115
AS-3	Employees who are consistently courteous	1.89	1.28	1.48	2.14	1.71	120
AS-4	Readiness to respond to users' questions	1.77	1.31	1.38	1.73	1.48	88
AS-5	Employees who have the knowledge to answer user questions	1.77	1.38	1.45	1.68	1.45	111
AS-6	Employees who deal with users in a caring fashion	1.81	1.30	1.44	1.88	1.47	417
AS-7	Employees who understand the needs of their users	1.77	1.44	1.41	1.91	1.36	106
AS-8	Willingness to help users	1.64	1.43	1.26	1.48	1.38	100
AS-9	Dependability in handling users' service problems	1.80	1.44	1.31	1.86	1.42	87
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.56	1.03	1.54	2.02	1.71	97
IC-2	A library Web site enabling me to locate information on my own	1.62	1.03	1.76	2.24	1.87	144
IC-3	The printed library materials I need for my work	2.02	1.85	1.80	2.19	2.17	115
IC-4	The electronic information resources I need	1.84	1.29	1.55	1.98	1.71	444
IC-5	Modern equipment that lets me easily access needed information	1.81	1.36	1.37	1.69	1.51	133
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.30	1.39	1.87	1.64	140
IC-7	Making information easily accessible for independent use	1.53	1.37	1.30	1.77	1.53	121
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.66	1.57	2.26	2.04	117
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.74	1.83	2.42	2.25	420
LP-2	Quiet space for individual activities	1.62	1.45	1.94	2.59	2.34	95
LP-3	A comfortable and inviting location	1.93	1.53	1.64	2.14	2.01	117
LP-4	A getaway for study, learning, or research	1.88	1.65	1.63	1.99	2.01	103
LP-5	Community space for group learning and group study	2.17	2.14	1.84	2.33	2.29	94
Overall:		1.39	0.99	1.13	1.48	1.24	449

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

5.3   Core Question Dimensions Summary for Graduate

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.36	7.66	7.53	1.17	-0.13	434
Information Control	6.55	7.94	7.22	0.67	-0.72	449
Library as Place	5.94	7.45	6.66	0.72	-0.79	430
Overall	6.35	7.74	7.20	0.85	-0.54	449

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	1.25	1.28	1.57	1.27	434
Information Control	1.48	1.07	1.32	1.72	1.51	449
Library as Place	1.85	1.61	1.64	2.15	2.01	430
Overall	1.39	0.99	1.13	1.48	1.24	449

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	7.07	7.94	7.35	0.28	-0.60	89
A library that supports equity, diversity, inclusion, justice, and accessibility	7.29	8.22	8.02	0.73	-0.21	63
A service which can find for me rapidly and easily the documents not available in my own institution	6.55	7.88	7.37	0.82	-0.50	105
Ability to navigate library Web pages easily	6.74	8.22	6.95	0.21	-1.27	97
Access to archives, special collections	5.12	6.92	7.00	1.88	0.08	60

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	1.62	1.26	1.54	1.78	1.61	89
A library that supports equity, diversity, inclusion, justice, and accessibility	1.70	1.28	1.07	1.41	1.42	63
A service which can find for me rapidly and easily the documents not available in my own institution	1.75	1.36	1.61	1.89	1.66	105
Ability to navigate library Web pages easily	1.70	1.17	1.99	2.40	2.18	97
Access to archives, special collections	2.33	2.01	1.79	2.16	1.70	60

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

5.5   General Satisfaction Questions Summary for Graduate

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

| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.99	1.26	231
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.45	1.52	217
How would you rate the overall quality of the service provided by the library?	7.63	1.27	449

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 to 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.	6.68	1.94	135
The library aids my advancement in my academic discipline or work.	7.59	1.46	198
The library enables me to be more efficient in my academic pursuits or work.	7.62	1.47	219
The library helps me distinguish between trustworthy and untrustworthy information.	6.74	1.74	211
The library provides me with the information skills I need in my work or study.	7.39	1.50	135

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.
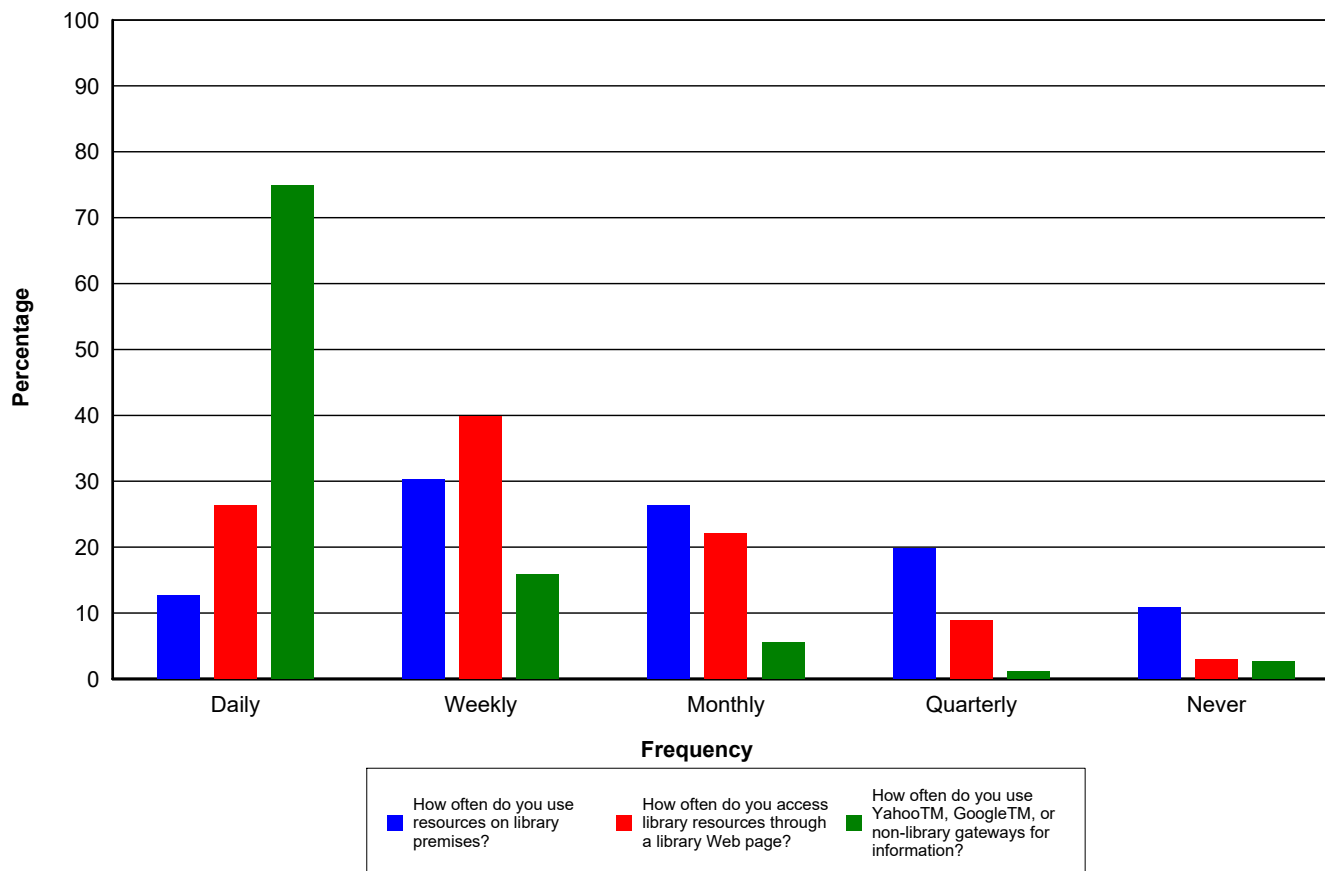
	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	57	136	118	89	49	449
	12.69%	30.29%	26.28%	19.82%	10.91%	100.00%
How often do you access library resources through a library Web page?	118	179	99	40	13	449
	26.28%	39.87%	22.05%	8.91%	2.90%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	336	71	25	5	12	449
	74.83%	15.81%	5.57%	1.11%	2.67%	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).

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	329	7.82	11	5.56	2.26
Architecture	85	2.02	5	2.53	-0.50
Business	186	4.42	2	1.01	3.41
Communications / Journalism	74	1.76	9	4.55	-2.79
Education	231	5.49	17	8.59	-3.10
Engineering / Computer Science	621	14.76	9	4.55	10.22
General Studies	0	0.00	0	0.00	0.00
Health Sciences	177	4.21	9	4.55	-0.34
Humanities	613	14.57	63	31.82	-17.25
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	281	6.68	20	10.10	-3.42
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	1,067	25.36	31	15.66	9.71
Social Sciences / Psychology	502	11.93	22	11.11	0.82
Undecided	41	0.97	0	0.00	0.97
Total:	**4,207**	**100.00**	**198**	**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).
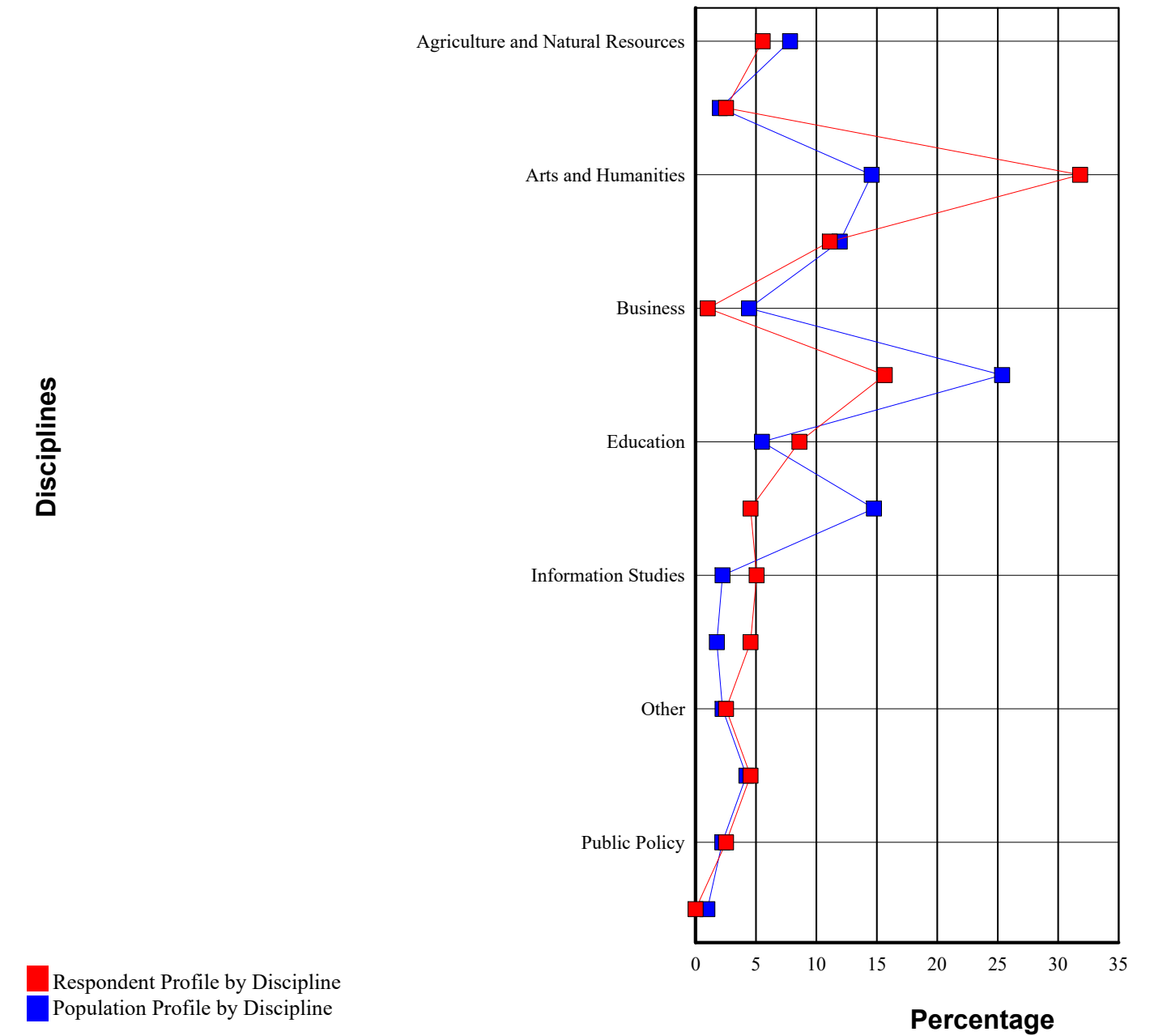

■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Agriculture and Natural Resources	329	7.82	11	5.56	2.26
Architecture, Planning & Preservation	85	2.02	5	2.53	-0.50
Arts and Humanities	613	14.57	63	31.82	-17.25
Behavioral and Social Sciences	502	11.93	22	11.11	0.82
Business	186	4.42	2	1.01	3.41
Computer, Mathematical and Natural Sciences	1,067	25.36	31	15.66	9.71
Education	231	5.49	17	8.59	-3.10
Engineering	621	14.76	9	4.55	10.22
Information Studies	94	2.23	10	5.05	-2.82
Journalism	74	1.76	9	4.55	-2.79
Other	94	2.23	5	2.53	-0.29
Public Health	177	4.21	9	4.55	-0.34
Public Policy	93	2.21	5	2.53	-0.31
Undergraduate Studies	41	0.97	0	0.00	0.97
Total:	**4,207**	**100.00**	**198**	**100.00**	**0.00**

6.1.3 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 %
18 - 22	0	0.00
23 - 30	12	6.06
31 - 45	78	39.39
46 - 65	82	41.41
Over 65	26	13.13
Under 18	0	0.00
Total:	**198**	**100.00**

6.1.4 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	1.03
Art Library	2	1.03
Chemistry Library	3	1.55
Engineering/Physical Sciences Library	25	12.89
Hornbake Library	4	2.06
McKeldin Library	128	65.98
Performing Arts Library	3	1.55
Shady Grove Library	2	1.03
Virtual Services	25	12.89
Total:	**194**	**100.00**

6.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	190	96.45
Full-time	6	3.05
Part-time	1	0.51
Total:	**197**	**100.00**

6.2   Core Questions Summary for Faculty

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

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

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

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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.93	7.81	8.17	1.24	0.36	42
AS-2	Giving users individual attention	5.83	7.22	7.11	1.28	-0.11	36
AS-3	Employees who are consistently courteous	6.98	8.00	7.96	0.98	-0.04	45
AS-4	Readiness to respond to users' questions	6.56	8.00	7.64	1.09	-0.36	45
AS-5	Employees who have the knowledge to answer user questions	6.87	7.80	7.81	0.94	0.02	54
AS-6	Employees who deal with users in a caring fashion	6.77	7.88	7.99	1.22	0.11	191
AS-7	Employees who understand the needs of their users	6.80	7.76	7.65	0.84	-0.12	51
AS-8	Willingness to help users	7.44	8.42	8.08	0.65	-0.33	48
AS-9	Dependability in handling users' service problems	7.13	8.00	7.91	0.79	-0.09	47
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.31	8.52	7.54	0.23	-0.98	48
IC-2	A library Web site enabling me to locate information on my own	7.03	8.03	6.33	-0.70	-1.70	64
IC-3	The printed library materials I need for my work	5.93	7.20	7.31	1.38	0.11	45
IC-4	The electronic information resources I need	6.89	8.08	7.47	0.59	-0.61	196
IC-5	Modern equipment that lets me easily access needed information	6.50	7.83	7.25	0.75	-0.58	52
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.12	7.45	0.48	-0.67	60
IC-7	Making information easily accessible for independent use	6.84	8.24	7.25	0.41	-0.98	51
IC-8	Print and/or electronic journal collections I require for my work	7.19	8.07	7.19	0.00	-0.88	59
Library as Place							
LP-1	Library space that inspires study and learning	5.30	6.58	5.88	0.57	-0.71	161
LP-2	Quiet space for individual activities	5.21	6.64	6.58	1.36	-0.06	33
LP-3	A comfortable and inviting location	6.02	7.26	6.56	0.53	-0.70	43
LP-4	A getaway for study, learning, or research	5.89	6.84	6.95	1.05	0.11	37
LP-5	Community space for group learning and group study	4.54	6.23	6.37	1.83	0.14	35
Overall:		6.57	7.73	7.30	0.73	-0.43	198

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	1.63	1.66	1.15	1.54	1.74	42
AS-2	Giving users individual attention	2.54	1.84	2.15	2.82	2.35	36
AS-3	Employees who are consistently courteous	1.79	1.09	1.57	2.08	1.49	45
AS-4	Readiness to respond to users' questions	1.67	1.15	1.61	1.79	1.49	45
AS-5	Employees who have the knowledge to answer user questions	1.75	1.43	1.76	2.26	2.02	54
AS-6	Employees who deal with users in a caring fashion	1.86	1.32	1.54	2.15	1.85	191
AS-7	Employees who understand the needs of their users	1.47	1.38	1.69	2.01	2.05	51
AS-8	Willingness to help users	1.71	1.03	1.54	1.39	1.17	48
AS-9	Dependability in handling users' service problems	1.53	1.40	1.63	1.74	1.63	47
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.60	0.87	1.18	2.04	1.54	48
IC-2	A library Web site enabling me to locate information on my own	1.78	1.45	2.38	2.63	2.47	64
IC-3	The printed library materials I need for my work	2.10	2.13	1.89	2.42	2.32	45
IC-4	The electronic information resources I need	1.75	1.40	1.80	2.18	2.18	196
IC-5	Modern equipment that lets me easily access needed information	1.80	1.57	1.58	2.27	2.11	52
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.09	1.60	2.19	2.07	60
IC-7	Making information easily accessible for independent use	1.71	1.12	1.74	1.70	1.78	51
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.35	2.09	2.48	2.39	59
Library as Place							
LP-1	Library space that inspires study and learning	2.29	2.09	2.02	2.88	2.70	161
LP-2	Quiet space for individual activities	2.53	2.22	1.90	2.60	2.03	33
LP-3	A comfortable and inviting location	2.23	1.97	1.62	2.23	2.10	43
LP-4	A getaway for study, learning, or research	2.31	1.99	1.94	2.31	2.20	37
LP-5	Community space for group learning and group study	2.27	2.45	2.03	2.44	2.69	35
Overall:		1.43	1.05	1.27	1.56	1.40	198

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.82	7.89	7.87	1.05	-0.02	196
Information Control	6.87	8.05	7.27	0.40	-0.78	198
Library as Place	5.37	6.69	6.22	0.85	-0.47	172
Overall	6.57	7.73	7.30	0.73	-0.43	198

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.56	1.17	1.47	1.78	1.59	196
Information Control	1.45	1.11	1.43	1.82	1.74	198
Library as Place	2.24	2.03	1.79	2.48	2.41	172
Overall	1.43	1.05	1.27	1.56	1.40	198

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	6.40	8.09	7.06	0.66	-1.03	35
A library that supports equity, diversity, inclusion, justice, and accessibility	7.08	7.92	8.18	1.11	0.26	38
A service which can find for me rapidly and easily the documents not available in my own institution	7.10	8.40	7.83	0.73	-0.56	48
Ability to navigate library Web pages easily	7.11	8.06	6.56	-0.56	-1.50	36
Access to archives, special collections	6.52	7.26	7.52	1.00	0.26	23

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A library environment that is hospitable and conducive to finding and using information	1.82	1.07	1.63	1.68	1.64	35
A library that supports equity, diversity, inclusion, justice, and accessibility	1.99	1.62	1.25	2.00	1.67	38
A service which can find for me rapidly and easily the documents not available in my own institution	1.68	0.79	1.64	1.93	1.49	48
Ability to navigate library Web pages easily	1.95	1.62	2.17	2.18	2.14	36
Access to archives, special collections	2.19	2.22	2.31	3.75	3.68	23

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 to 9.

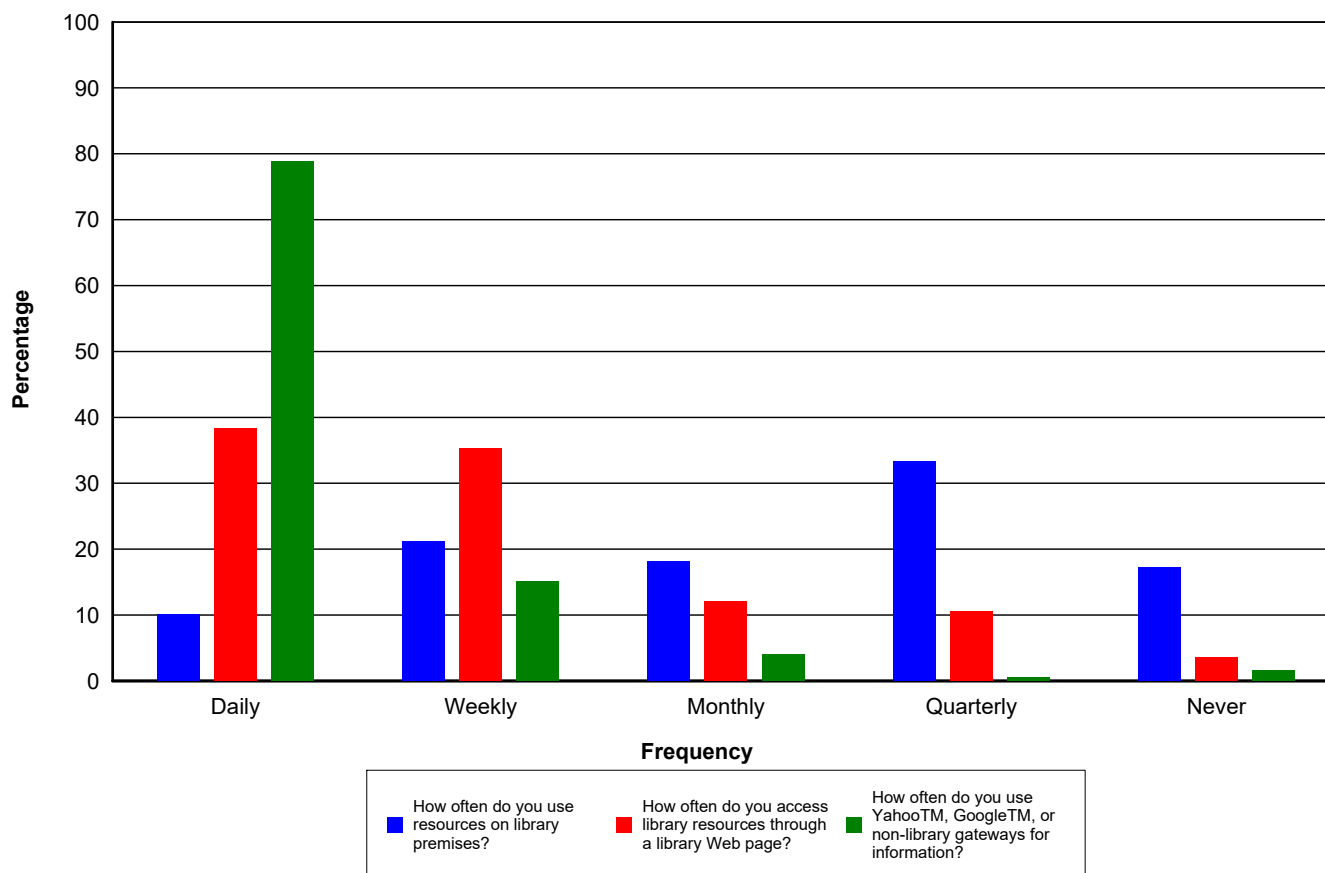| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.03	1.61	106
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.61	1.72	92
How would you rate the overall quality of the service provided by the library?	7.79	1.55	198

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 to 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.	6.76	2.19	55
The library aids my advancement in my academic discipline or work.	7.79	1.50	94
The library enables me to be more efficient in my academic pursuits or work.	7.90	1.48	81
The library helps me distinguish between trustworthy and untrustworthy information.	6.78	2.22	94
The library provides me with the information skills I need in my work or study.	7.41	1.82	71

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?	20 10.10%	42 21.21%	36 18.18%	66 33.33%	34 17.17%	198 100.00%
How often do you access library resources through a library Web page?	76 38.38%	70 35.35%	24 12.12%	21 10.61%	7 3.54%	198 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	156 78.79%	30 15.15%	8 4.04%	1 0.51%	3 1.52%	198 100.00%

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

7   Library Staff Summary for University of Maryland Libraries

7.1   Demographic Summary for Library Staff

7.1.1   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 %
18 - 22	2	5.71
23 - 30	9	25.71
31 - 45	9	25.71
46 - 65	10	28.57
Over 65	5	14.29
Under 18	0	0.00
Total:	**35**	**100.00**

7.1.2   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	1	2.86
Art Library	0	0.00
Chemistry Library	0	0.00
Engineering/Physical Sciences Library	5	14.29
Hornbake Library	1	2.86
McKeldin Library	26	74.29
Performing Arts Library	1	2.86
Shady Grove Library	0	0.00
Virtual Services	1	2.86
Total:	**35**	**100.00**

7.1.3 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	29	82.86
Full-time	2	5.71
Part-time	4	11.43
Total:	**35**	**100.00**

7.2 Core Questions Summary for Library Staff

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

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

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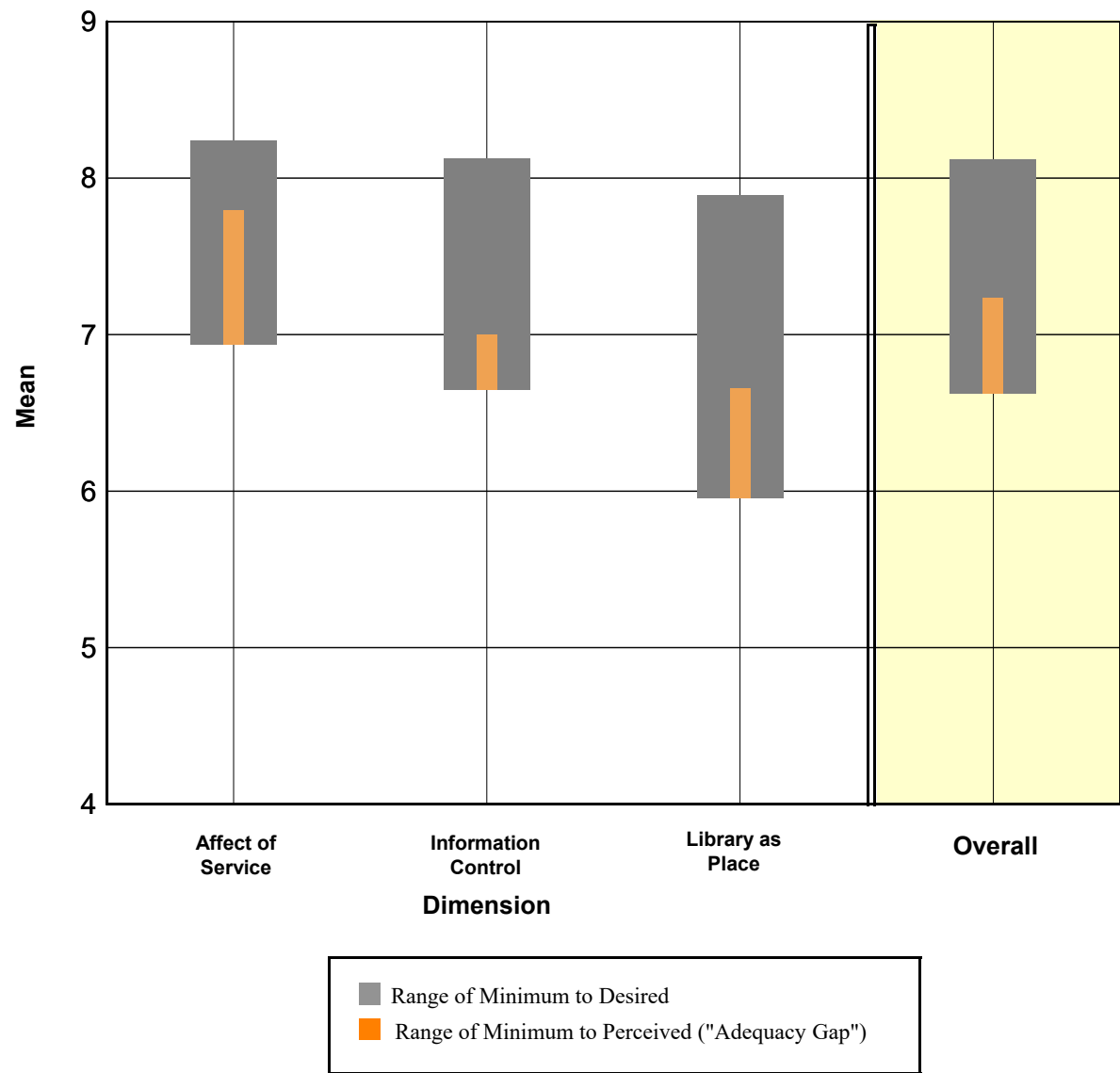

Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.67	7.83	7.50	0.83	-0.33	6
AS-2	Giving users individual attention	6.33	7.33	7.44	1.11	0.11	9
AS-3	Employees who are consistently courteous	6.75	7.58	8.17	1.42	0.58	12
AS-4	Readiness to respond to users' questions	5.67	9.00	7.33	1.67	-1.67	6
AS-5	Employees who have the knowledge to answer user questions	7.64	8.64	7.93	0.29	-0.71	14
AS-6	Employees who deal with users in a caring fashion	7.11	8.46	7.89	0.77	-0.57	35
AS-7	Employees who understand the needs of their users	7.45	8.73	7.73	0.27	-1.00	11
AS-8	Willingness to help users	5.50	7.75	7.00	1.50	-0.75	4
AS-9	Dependability in handling users' service problems	7.50	8.75	8.50	1.00	-0.25	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.38	8.38	8.00	0.63	-0.38	8
IC-2	A library Web site enabling me to locate information on my own	7.29	8.64	6.07	-1.21	-2.57	14
IC-3	The printed library materials I need for my work	6.57	8.14	5.86	-0.71	-2.29	7
IC-4	The electronic information resources I need	6.47	8.15	7.32	0.85	-0.82	34
IC-5	Modern equipment that lets me easily access needed information	6.67	7.92	7.33	0.67	-0.58	12
IC-6	Easy-to-use access tools that allow me to find things on my own	6.00	8.14	6.86	0.86	-1.29	14
IC-7	Making information easily accessible for independent use	6.33	7.33	6.67	0.33	-0.67	9
IC-8	Print and/or electronic journal collections I require for my work	7.40	8.00	7.20	-0.20	-0.80	5
Library as Place							
LP-1	Library space that inspires study and learning	5.91	7.97	6.38	0.47	-1.59	32
LP-2	Quiet space for individual activities	5.20	7.40	6.50	1.30	-0.90	10
LP-3	A comfortable and inviting location	6.80	8.30	8.00	1.20	-0.30	10
LP-4	A getaway for study, learning, or research	6.71	8.00	6.71	0.00	-1.29	7
LP-5	Community space for group learning and group study	5.50	8.25	7.00	1.50	-1.25	4
Overall:		6.62	8.12	7.23	0.61	-0.89	35

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	1.63	2.04	1.22	0.75	1.51	6
AS-2	Giving users individual attention	2.29	2.06	2.35	2.42	2.57	9
AS-3	Employees who are consistently courteous	1.82	1.93	1.11	2.23	2.19	12
AS-4	Readiness to respond to users' questions	2.42	0	2.34	2.34	2.34	6
AS-5	Employees who have the knowledge to answer user questions	1.34	0.74	1.14	1.14	0.91	14
AS-6	Employees who deal with users in a caring fashion	1.84	1.09	1.37	1.35	1.63	35
AS-7	Employees who understand the needs of their users	1.75	0.47	1.35	1.19	1.18	11
AS-8	Willingness to help users	3.51	1.89	3.37	3.00	4.57	4
AS-9	Dependability in handling users' service problems	1.91	0.50	0.58	1.41	0.50	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.92	1.06	0.76	1.51	1.06	8
IC-2	A library Web site enabling me to locate information on my own	1.59	0.63	1.54	2.01	1.83	14
IC-3	The printed library materials I need for my work	1.81	1.07	2.04	1.11	2.36	7
IC-4	The electronic information resources I need	2.00	1.40	1.34	2.05	1.82	34
IC-5	Modern equipment that lets me easily access needed information	1.37	1.24	1.15	1.23	0.79	12
IC-6	Easy-to-use access tools that allow me to find things on my own	1.88	1.35	1.56	2.11	1.82	14
IC-7	Making information easily accessible for independent use	2.00	1.80	2.06	2.83	2.92	9
IC-8	Print and/or electronic journal collections I require for my work	1.52	1.41	1.48	2.17	1.30	5
Library as Place							
LP-1	Library space that inspires study and learning	1.84	1.38	1.98	2.42	2.18	32
LP-2	Quiet space for individual activities	1.81	1.65	1.35	2.67	2.69	10
LP-3	A comfortable and inviting location	1.48	1.06	1.15	1.69	1.16	10
LP-4	A getaway for study, learning, or research	2.36	1.29	1.38	2.52	2.14	7
LP-5	Community space for group learning and group study	2.65	0.96	2.16	1.73	2.50	4
Overall:		1.55	1.08	1.29	1.56	1.53	35

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	6.93	8.24	7.79	0.86	-0.45	35
Information Control	6.65	8.12	7.00	0.35	-1.12	35
Library as Place	5.95	7.89	6.66	0.70	-1.23	32
Overall	6.62	8.12	7.23	0.61	-0.89	35

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	1.17	1.46	1.40	1.74	35
Information Control	1.57	1.17	1.25	1.82	1.65	35
Library as Place	1.80	1.33	1.76	2.13	1.99	32
Overall	1.55	1.08	1.29	1.56	1.53	35

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	6.43	7.43	7.29	0.86	-0.14	7
A library that supports equity, diversity, inclusion, justice, and accessibility	6.60	8.40	8.20	1.60	-0.20	5
A service which can find for me rapidly and easily the documents not available in my own institution	7.33	9.00	6.83	-0.50	-2.17	6
Ability to navigate library Web pages easily	5.50	8.00	5.50	0	-2.50	4
Access to archives, special collections	6.00	7.73	7.45	1.45	-0.27	11

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	1.99	1.80	3.29	2.19	7
A library that supports equity, diversity, inclusion, justice, and accessibility	1.82	0.55	0.84	1.52	0.84	5
A service which can find for me rapidly and easily the documents not available in my own institution	2.73	0	2.79	1.76	2.79	6
Ability to navigate library Web pages easily	0.58	1.15	1.29	1.15	0.58	4
Access to archives, special collections	1.67	1.49	1.51	1.97	1.62	11

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 to 9.

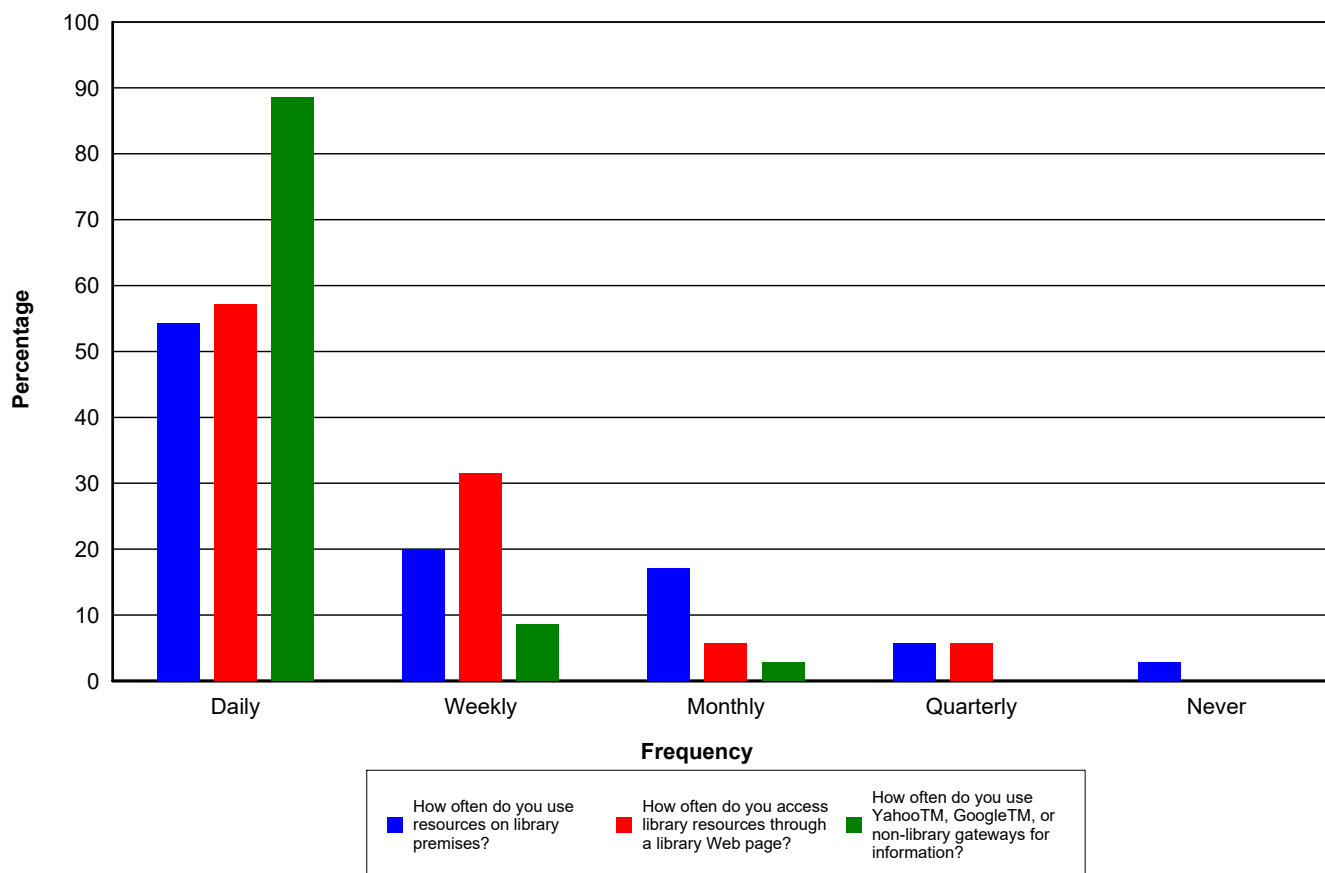| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.88	1.50	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.89	1.15	19
How would you rate the overall quality of the service provided by the library?	7.94	1.24	35

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 to 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.	8.14	0.90	7
The library aids my advancement in my academic discipline or work.	7.38	1.50	13
The library enables me to be more efficient in my academic pursuits or work.	7.77	1.19	22
The library helps me distinguish between trustworthy and untrustworthy information.	7.63	1.45	16
The library provides me with the information skills I need in my work or study.	7.92	1.31	12

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.

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

	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	19 54.29%	7 20.00%	6 17.14%	2 5.71%	1 2.86%	35 100.00%
How often do you access library resources through a library Web page?	20 57.14%	11 31.43%	2 5.71%	2 5.71%	0 0 %	35 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	31 88.57%	3 8.57%	1 2.86%	0 0 %	0 0 %	35 100.00%

8   Staff Summary for University of Maryland Libraries

8.1   Demographic Summary for Staff

8.1.1   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 %
18 - 22	4	2.80
23 - 30	39	27.27
31 - 45	51	35.66
46 - 65	37	25.87
Over 65	11	7.69
Under 18	1	0.70
Total:	**143**	**100.00**

8.1.2   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	1.43
Art Library	2	1.43
Chemistry Library	1	0.71
Engineering/Physical Sciences Library	6	4.29
Hornbake Library	7	5.00
McKeldin Library	93	66.43
Performing Arts Library	8	5.71
Shady Grove Library	2	1.43
Virtual Services	19	13.57
Total:	**140**	**100.00**

8.1.3 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	130	91.55
Full-time	4	2.82
Part-time	8	5.63
Total:	**142**	**100.00**

8.2   Core Questions Summary for Staff

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

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

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

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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.06	6.97	7.52	1.45	0.55	31
AS-2	Giving users individual attention	6.17	7.12	7.36	1.19	0.24	42
AS-3	Employees who are consistently courteous	7.26	8.21	8.09	0.82	-0.12	34
AS-4	Readiness to respond to users' questions	7.11	8.26	7.58	0.47	-0.68	19
AS-5	Employees who have the knowledge to answer user questions	7.00	8.02	7.74	0.74	-0.29	42
AS-6	Employees who deal with users in a caring fashion	7.08	8.02	7.85	0.77	-0.17	135
AS-7	Employees who understand the needs of their users	6.78	7.44	7.53	0.75	0.09	32
AS-8	Willingness to help users	6.90	7.94	7.45	0.55	-0.48	31
AS-9	Dependability in handling users' service problems	6.71	7.79	7.64	0.93	-0.14	28
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.06	8.17	7.67	0.61	-0.50	36
IC-2	A library Web site enabling me to locate information on my own	7.19	8.21	7.19	0.00	-1.02	43
IC-3	The printed library materials I need for my work	5.77	7.23	7.07	1.30	-0.17	30
IC-4	The electronic information resources I need	6.33	7.80	7.28	0.96	-0.52	137
IC-5	Modern equipment that lets me easily access needed information	6.69	7.89	7.62	0.93	-0.27	45
IC-6	Easy-to-use access tools that allow me to find things on my own	6.57	7.78	7.14	0.57	-0.65	51
IC-7	Making information easily accessible for independent use	6.50	8.03	7.34	0.84	-0.69	32
IC-8	Print and/or electronic journal collections I require for my work	6.61	7.54	6.57	-0.04	-0.96	28
Library as Place							
LP-1	Library space that inspires study and learning	6.29	7.62	7.20	0.91	-0.42	114
LP-2	Quiet space for individual activities	6.90	8.00	7.47	0.57	-0.53	30
LP-3	A comfortable and inviting location	6.44	7.67	7.41	0.96	-0.26	27
LP-4	A getaway for study, learning, or research	6.59	7.91	7.44	0.84	-0.47	32
LP-5	Community space for group learning and group study	5.86	7.31	7.14	1.28	-0.17	29
Overall:		6.61	7.78	7.40	0.80	-0.37	143

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.54	2.40	1.57	2.46	2.38	31
AS-2	Giving users individual attention	2.60	2.01	1.85	1.97	1.21	42
AS-3	Employees who are consistently courteous	1.50	1.17	1.19	1.45	0.98	34
AS-4	Readiness to respond to users' questions	2.08	1.15	1.39	1.93	1.00	19
AS-5	Employees who have the knowledge to answer user questions	1.64	1.28	1.08	1.78	1.22	42
AS-6	Employees who deal with users in a caring fashion	1.80	1.30	1.34	1.84	1.39	135
AS-7	Employees who understand the needs of their users	1.83	1.68	1.22	1.70	1.55	32
AS-8	Willingness to help users	1.58	1.29	1.67	1.80	1.43	31
AS-9	Dependability in handling users' service problems	1.70	1.34	1.10	1.86	1.48	28
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.06	1.25	1.80	2.42	2.10	36
IC-2	A library Web site enabling me to locate information on my own	1.84	1.41	1.59	1.85	1.74	43
IC-3	The printed library materials I need for my work	2.37	2.27	1.76	1.84	2.04	30
IC-4	The electronic information resources I need	1.69	1.55	1.51	1.87	2.01	137
IC-5	Modern equipment that lets me easily access needed information	1.77	1.30	1.19	1.79	1.42	45
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.24	1.50	2.00	1.61	51
IC-7	Making information easily accessible for independent use	1.92	1.45	1.75	2.16	1.87	32
IC-8	Print and/or electronic journal collections I require for my work	1.57	1.53	1.99	1.95	2.22	28
Library as Place							
LP-1	Library space that inspires study and learning	2.08	1.87	1.65	2.05	2.24	114
LP-2	Quiet space for individual activities	2.23	1.70	1.61	2.43	1.81	30
LP-3	A comfortable and inviting location	1.67	1.64	1.72	2.31	2.14	27
LP-4	A getaway for study, learning, or research	2.23	1.61	1.88	2.22	1.83	32
LP-5	Community space for group learning and group study	1.98	1.83	1.53	2.36	2.11	29
Overall:		1.45	1.12	1.23	1.49	1.34	143

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.83	7.75	7.63	0.81	-0.11	141
Information Control	6.55	7.83	7.25	0.71	-0.58	142
Library as Place	6.39	7.67	7.32	0.93	-0.35	126
Overall	6.61	7.78	7.40	0.80	-0.37	143

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	1.63	1.29	1.24	1.58	1.23	141
Information Control	1.56	1.24	1.39	1.64	1.55	142
Library as Place	1.90	1.66	1.53	1.99	1.96	126
Overall	1.45	1.12	1.23	1.49	1.34	143

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	6.84	8.13	7.74	0.89	-0.39	38
A library that supports equity, diversity, inclusion, justice, and accessibility	7.32	8.24	7.88	0.56	-0.36	25
A service which can find for me rapidly and easily the documents not available in my own institution	7.06	8.00	6.31	-0.75	-1.69	16
Ability to navigate library Web pages easily	7.48	8.35	7.03	-0.45	-1.32	31
Access to archives, special collections	4.94	6.50	7.06	2.11	0.56	18

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	1.91	1.44	1.46	2.06	2.10	38
A library that supports equity, diversity, inclusion, justice, and accessibility	1.73	1.16	1.27	2.02	1.47	25
A service which can find for me rapidly and easily the documents not available in my own institution	1.69	1.55	1.92	2.41	2.12	16
Ability to navigate library Web pages easily	1.46	0.95	1.72	2.16	1.80	31
Access to archives, special collections	2.78	2.09	1.63	2.95	1.98	18

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 to 9.

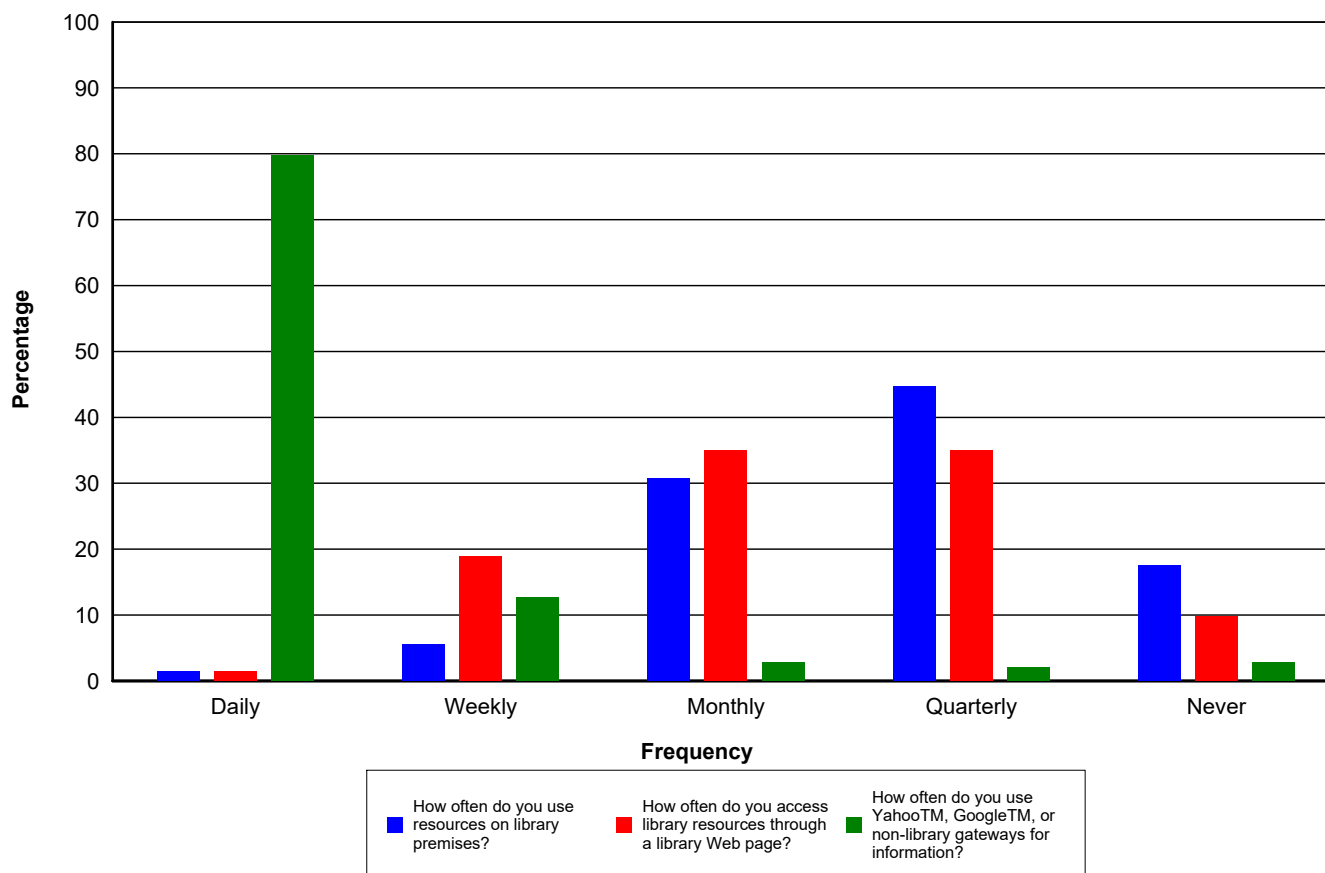| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.04	1.06	71
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.35	1.54	72
How would you rate the overall quality of the service provided by the library?	7.74	1.20	143

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 to 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.	6.53	1.66	45
The library aids my advancement in my academic discipline or work.	7.30	1.57	73
The library enables me to be more efficient in my academic pursuits or work.	7.20	1.38	69
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.77	60
The library provides me with the information skills I need in my work or study.	7.31	1.73	39

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?	2 1.40%	8 5.59%	44 30.77%	64 44.76%	25 17.48%	143 100.00%
How often do you access library resources through a library Web page?	2 1.40%	27 18.88%	50 34.97%	50 34.97%	14 9.79%	143 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	114 79.72%	18 12.59%	4 2.80%	3 2.10%	4 2.80%	143 100.00%

Appendix A: LibQUAL Dimensions

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

LibQUAL 2000 Dimensions

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

LibQUAL 2001 Dimensions

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

LibQUAL 2002 and 2003 Dimensions

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

LibQUAL 2004 to 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