The University of Scranton

Discipline Analysis

Association of Research Libraries / Texas A&M University

www.libqual.org

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2009 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2009.

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

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

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

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1.2 LibQUAL+®: A Project from StatsQUAL®

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

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. As of February 2009, we have had 1,176 libraries participating, 17 language translations, 1,050,432 surveys completed, and implementations in 23 different countries. About 40% of the users who respond to the survey provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL®. Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6). Between 2007 and 2009 we incorporated additional languages including Chinese, Japanese and currently working on a Hebrew version for 2010. In 2008, we launched an experimental platform that tests a shorter version of the LibQUAL

http://www.libqual.o / o u t /a i / ib i hli ht .p

LibQUAL+® 2004 Survey Highlights
http://www.libqual.o / o u t /a i / u a . .p

LibQUAL+® 2003 Survey Highlights
http://www.libqual.o / o u t /a i / u a . lo .p

Summary published reports have also been made available:

http://www.a l.o /pub at/libqualpub .ht l

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

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

In an example of collaboration, LibQUAL+® participants are sharing their results within the LibQUAL+® community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+® participants are actively shaping our Sh ohoNair gatherings, our in and oun

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

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LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey paired with training 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
- Facilitate the on-going collection and interpretation of library user feedback
- Provide comparable information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting, and acting on data

More than 1,000 libraries have participated in LibQUAL+®, including Canadian government libraries, colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, public libraries, and secondary school libraries---some through various consortia, others as independent participants. LibQUAL+® has expanded internationally, with participating institutions in Africa, Australia, Asia and Europe. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Japanese, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

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

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

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

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Conducting the LibQUAL+® survey requires little technical expertise on your part. You invite your users to take

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Discipline: All

1.4 Web Access to Data

Data summaries from the 2009 iteration of the LibQUAL+® survey will be available to project participants online via the LibQUAL+® survey management site:

http://www.libqual.o / a a / ult /i .

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Consortium: None
Discipline: All

1.5 Explanation of Charts and Tables

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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.

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

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

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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.

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

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

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

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> using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

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

o ali

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

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

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

Indeed, the open-ended comments gathered as part of LibQUAL+® are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions

However, as happens in any survey, in 2009 some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

. o pl t ata. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

. i / po . Because some institutions provided access to a lottery drawing for an incentive (e.g., a iPOD) for completing the survey, some users might have selected "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. *In this survey it was decided that records containing more than 11 "N/A" responses should be eliminated from the summary statistics.*

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

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

ib o

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

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

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

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords the

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Discipline: All

opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

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

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

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

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

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

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

http://www. o .ta u. u/ btho p o /libq .ht
http://www. o .ta u. u/ btho p o /libq .ht

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

> Instructions. Please tell us what time to close the library every day. In the future **w will lo at what ti i th o t ot** .
>
> Should we close the library at?
>
> (A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

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

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

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

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

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

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

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

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Completers (n=200 / 800)	Population (N=16,000)
Gender	Gender
Students 53% female	Students 51% female
Faculty 45% female	Faculty 41% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 35%
Science 15%	Science 20%
Other 45%	Other 45%

a i it

Completers (n=200 / 800)	Population (N=23,000)
Gender	Gender
Students 35% female	Students 59% female
Faculty 65% female	Faculty 43% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 15%
Science 20%	Science 35%
Other 40%	Other 50%

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

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

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

http://www.libqual.o / a a / ult /i .

ib al ti

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

a titutio plo includes a summary of all questions and dimension means for any combination of user groups and disciplines.

b o itu i al al i allows participants to perform longitudinal comparisons of their data across survey years.

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

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

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

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

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

http://www.libqual.o / t /i .

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

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

http://www.libqual.o /
http://www. tat qual.o /
http://www.a l.o / tat /

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Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study." *portal: Libraries and the Academy* 7 (4) (Oct 2007a): 463-480.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "User library service expectations in health science vs. other settings: a LibQUAL+® Study." *Health Information and Libraries Journal* 24 (8) Supplement 1, (Dec 2007b): 38-45.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Library Users Service Desires: a LibQUAL+® Study." *Library Quarterly* 78 (1) (Jan 2008): 1-18.

Zeithaml, Valerie, A. Parasuraman, and Leonard L. Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. New York: Free Press, 1990.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All

1.7 Library Statistics for Univ of Scranton

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.

Volumes held June 30, 2006:	493,350
Volumes added during year - Gross:	6,184
Total number of current serials received:	22,364
Total library expenditures (in USD):	$3,344,865
Personnel - professional staff, FTE:	19
Personnel - support staff, FTE:	17

1.8 Contact Information for Univ of Scranton

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

Name:	Ms. Bonnie Strohl
Title:	Associate Director
Address:	800 Linden Street Weinberg Memorial Library University of Scranton Scranton, PA 18510 USA
Phone:	5709414006
Email:	strohlb1@scranton.edu

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All

2 Demographic Summary for Univ of Scranton

2.1 Respondents by Discipline

li h/ h at / o l ultu a		
Undergraduate	5	2.31%
Graduate	0	0.00%
Faculty	9	4.17%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	14	6.48%
al tu i		
Undergraduate	0	0.00%
Graduate	1	0.46%
Faculty	0	0.00%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	1	0.46%
i to / oliti al i		
Undergraduate	4	1.85%
Graduate	0	0.00%
Faculty	6	2.78%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	10	4.63%
Undergraduate	11	5.09%
Graduate	4	1.85%
Faculty	5	2.31%
Library Staff	0	0.00%
Staff	1	0.46%
ub otal:	21	9.72%
u i / /		
Undergraduate	17	7.87%
Graduate	5	2.31%
Faculty	10	4.63%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	32	14.81%
th o la		
Undergraduate	3	1.39%
Graduate	2	0.93%
Faculty	4	1.85%
Library Staff	1	0.46%
Staff	1	0.46%
ub otal:	11	5.09%
hilo oph / h olo /		
Undergraduate	1	0.46%
Graduate	0	0.00%
Faculty	8	3.70%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	9	4.17%

h i /		
Undergraduate	1	0.46%
Graduate	0	0.00%
Faculty	1	0.46%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	2	0.93%
holo		
Undergraduate	7	3.24%
Graduate	1	0.46%
Faculty	1	0.46%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	9	4.17%
o iolo / i i al u ti / o tolo		
Undergraduate	2	0.93%
Graduate	0	0.00%
Faculty	2	0.93%
Library Staff	0	0.00%
Staff	0	0.00%
ub otal:	4	1.85%
otal:		.

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

ub oup	opulatio	opulatio	po t	po t	
First year (Undergraduate)	1,175	14.72%	18	8.53%	6.19%
Second year (Undergraduate)	1,001	12.54%	28	13.27%	-0.73%
Third year (Undergraduate)	940	11.78%	34	16.11%	-4.34%
Fourth year (Undergraduate)	948	11.88%	23	10.90%	0.97%
Fifth year and above (Undergraduate)	68	0.85%	1	0.47%	0.38%
Non-degree (Undergraduate)	117	1.47%	0	0.00%	1.47%
Masters (Graduate)	1,516	18.99%	28	13.27%	5.72%
Doctoral (Graduate)	102	1.28%	2	0.95%	0.33%
Non-degree or Undecided (Graduate)	1,642	20.57%	1	0.47%	20.09%
Adjunct Faculty (Faculty)	221	2.77%	10	4.74%	-1.97%
Assistant Professor (Faculty)	61	0.76%	18	8.53%	-7.77%
Associate Professor (Faculty)	81	1.01%	17	8.06%	-7.04%
Lecturer (Faculty)	10	0.13%	2	0.95%	-0.82%
Professor (Faculty)	87	1.09%	28	13.27%	-12.18%
Other Academic Status (Faculty)	14	0.18%	1	0.47%	-0.30%
otal:		.		.	.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All (Excludes Library Staff, Staff)

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:

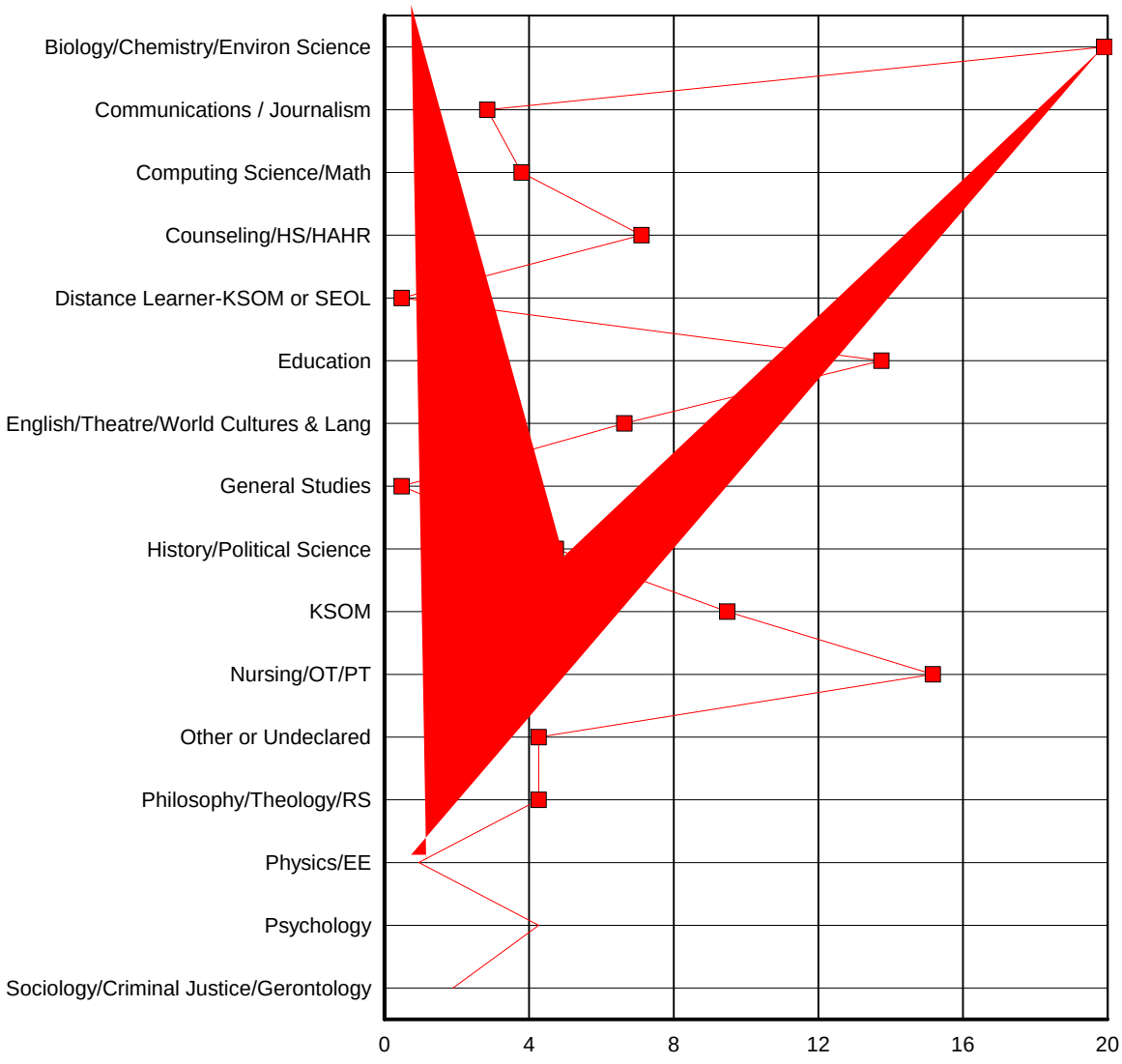
i ipli	opulatio	opulatio	po t	po t	
Agriculture / Environmental Studies	0	0.00%	0	0.00%	0.00%
Architecture	0	0.00%	0	0.00%	0.00%
Business	1,052	17.50%	20	9.48%	8.03%
Communications / Journalism	262	4.36%	6	2.84%	1.52%
Education	825	13.73%	29	13.74%	-0.02%
Engineering / Computer Science	160	2.66%	10	4.74%	-2.08%
General Studies	356	5.92%	1	0.47%	5.45%
Health Sciences	862	14.34%	32	15.17%	-0.82%
Humanities	251	4.18%	23	10.90%	-6.72%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	287	4.78%	10	4.74%	0.04%
Other	386	6.42%	1	0.47%	5.95%
Performing & Fine Arts	0	0.00%	0	0.00%	0.00%
Science / Math	586	9.75%	42	19.91%	-10.15%
Social Sciences / Psychology	861	14.33%	28	13.27%	1.06%
Undecided	122	2.03%	9	4.27%	-2.24%
otal:		.		.	.

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.*



i ipli	opulatio	opulatio	po t	po t	
Biology/Chemistry/Environ Science	586	9.75%	42	19.91%	-10.15%
Communications / Journalism	262	4.36%	6	2.84%	1.52%
Computing Science/Math	101	1.68%	8	3.79%	-2.11%
Counseling/HS/HAHR	473	7.87%	15	7.11%	0.76%
Distance Learner-KSOM or SEOL	386	6.42%	1	0.47%	5.95%
Education	825	13.73%	29	13.74%	-0.02%
English/Theatre/World Cultures & Lang	169	2.81%	14	6.64%	-3.82%
General Studies	356	5.92%	1	0.47%	5.45%
History/Political Science	287	4.78%	10	4.74%	0.04%
KSOM	1,052	17.50%	20	9.48%	8.03%
Nursing/OT/PT	862	14.34%	32	15.17%	-0.82%
Other or Undeclared	122	2.03%	9	4.27%	-2.24%
Philosophy/Theology/RS	82	1.36%	9	4.27%	-2.90%
Physics/EE	59	0.98%	2	0.95%	0.03%
Psychology	242	4.03%	9	4.27%	-0.24%
Sociology/Criminal Justice/Gerontology	146	2.43%	4	1.90%	0.53%
otal:		.		.	.

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff, Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff, Staff)

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.

	po t	po t
Under 18	0	0.00%
18 - 22	99	46.48%
23 - 30	15	7.04%
31 - 45	32	15.02%
46 - 65	59	27.70%
Over 65	8	3.76%
otal:		.

2.6 Population and Respondent Profiles by Sex

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

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

	opulatio	opulatio	po t	po t
Male	2,220	43.10%	75	35.21%
Female	2,931	56.90%	138	64.79%
otal:		.		.

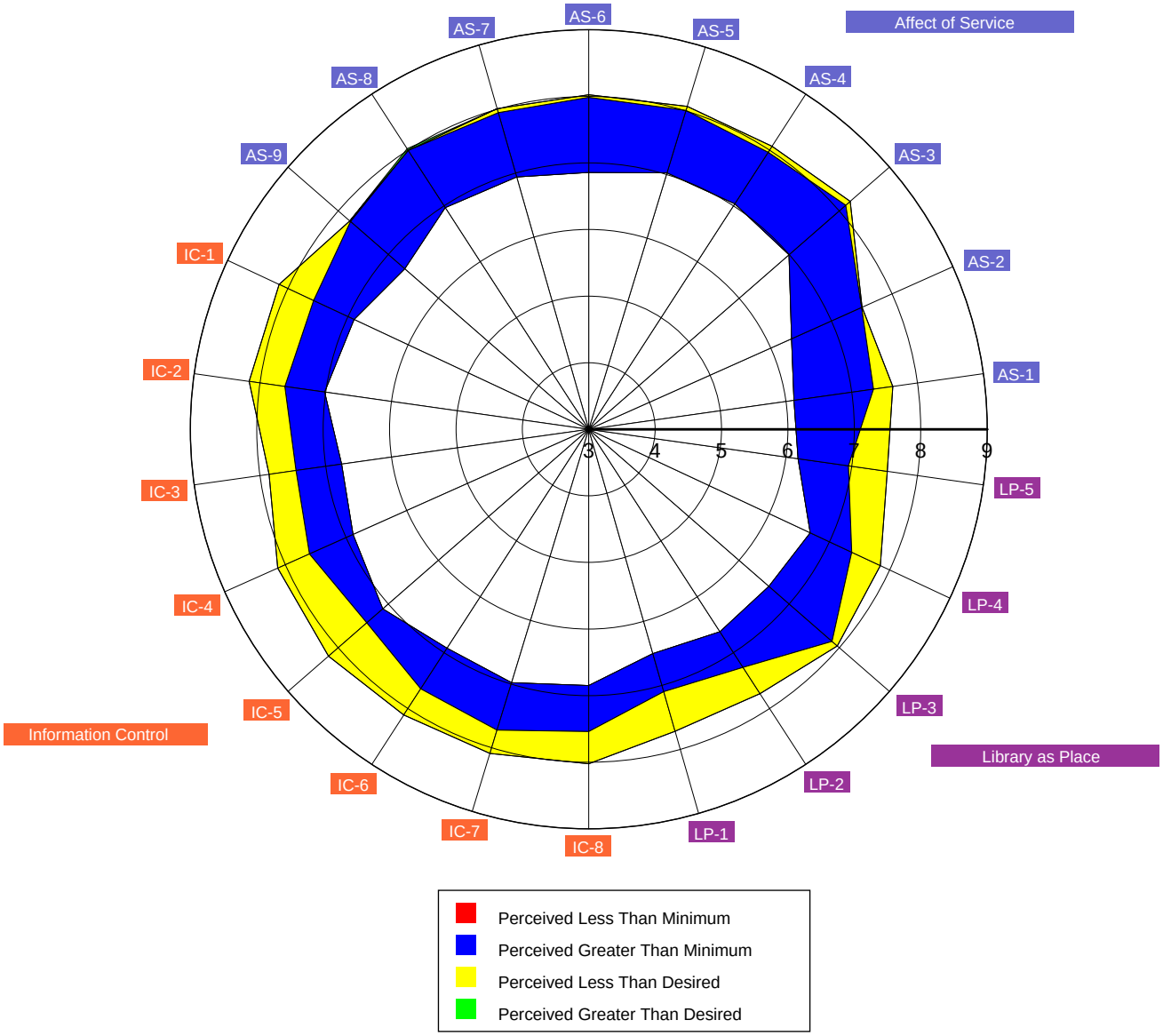
3 Survey Item Summary for Univ of Scranton

3.1 Core Questions Summary

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

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

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	6.12	7.62	7.33	1.21	-0.29	199
AS-2 Giving users individual attention	6.34	7.50	7.50	1.16	0.00	204
AS-3 Employees who are consistently courteous	7.00	8.22	8.13	1.13	-0.09	208
AS-4 Readiness to respond to users' questions	7.04	8.07	7.96	0.92	-0.11	203
AS-5 Employees who have the knowledge to answer user questions	7.03	8.07	8.01	0.98	-0.06	211
AS-6 Employees who deal with users in a caring fashion	6.86	8.02	7.99	1.13	-0.04	212
AS-7 Employees who understand the needs of their users	6.94	8.01	7.95	1.00	-0.06	207
AS-8 Willingness to help users	6.97	8.00	8.02	1.05	0.03	207
AS-9 Dependability in handling users' service problems	6.67	7.77	7.76	1.08	-0.01	169
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	6.90	8.15	7.58	0.67	-0.57	212
IC-2 A library Web site enabling me to locate information on my own	7.02	8.17	7.62	0.60	-0.54	210
IC-3 The printed library materials I need for my work	6.76	7.86	7.45	0.69	-0.41	205
IC-4 The electronic information resources I need	6.89	8.13	7.61	0.72	-0.52	211
IC-5 Modern equipment that lets me easily access needed information	7.11	8.19	7.43	0.32	-0.76	206
IC-6 Easy-to-use access tools that allow me to find things on my own	6.92	8.12	7.65	0.73	-0.47	205
IC-7 Making information easily accessible for independent use	6.98	8.09	7.73	0.74	-0.36	211
IC-8 Print and/or electronic journal collections I require for my work	6.85	8.02	7.54	0.69	-0.48	207
ib a a la						
LP-1 Library space that inspires study and learning	6.51	7.72	7.10	0.59	-0.62	192
LP-2 Quiet space for individual activities	6.63	7.74	7.26	0.64	-0.47	193
LP-3 A comfortable and inviting location	6.60	7.96	7.86	1.26	-0.10	203
LP-4 A getaway for study, learning, or research	6.68	7.85	7.37	0.69	-0.48	200
LP-5 Community space for group learning and group study	6.18	7.54	6.95	0.77	-0.59	185
all:	6.77	7.95	7.64	0.86	-0.31	214

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

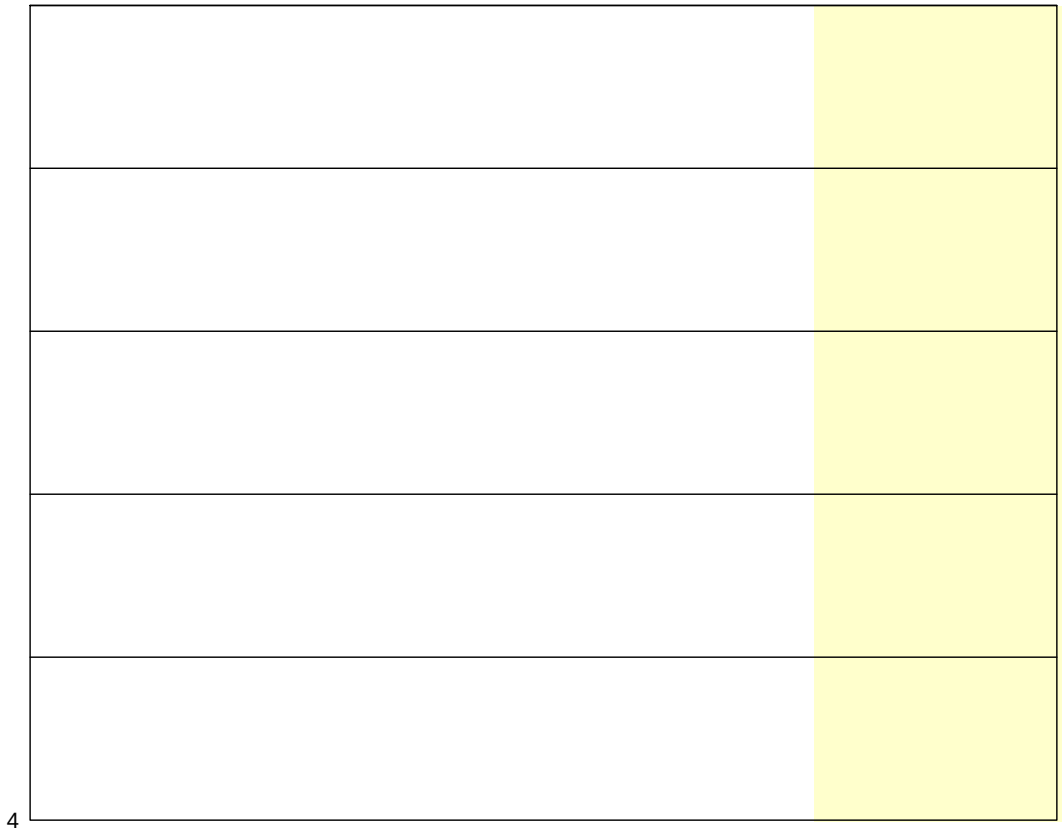
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	2.05	1.67	1.60	1.99	1.88	199
AS-2	Giving users individual attention	2.06	1.79	1.74	1.94	1.73	204
AS-3	Employees who are consistently courteous	1.78	1.28	1.26	1.82	1.43	208
AS-4	Readiness to respond to users' questions	1.72	1.29	1.33	1.74	1.47	203
AS-5	Employees who have the knowledge to answer user questions	1.82	1.33	1.31	1.89	1.33	211
AS-6	Employees who deal with users in a caring fashion	1.87	1.37	1.29	1.72	1.31	212
AS-7	Employees who understand the needs of their users	1.86	1.39	1.26	1.73	1.44	207
AS-8	Willingness to help users	1.87	1.52	1.27	1.72	1.47	207
AS-9	Dependability in handling users' service problems	2.03	1.62	1.41	2.09	1.85	169
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.86	1.43	1.66	1.99	1.90	212
IC-2	A library Web site enabling me to locate information on my own	1.79	1.28	1.43	1.90	1.63	210
IC-3	The printed library materials I need for my work	1.88	1.60	1.61	1.96	1.87	205
IC-4	The electronic information resources I need	1.80	1.28	1.53	2.03	1.85	211
IC-5	Modern equipment that lets me easily access needed information	1.76	1.23	1.75	2.26	1.93	206
IC-6	Easy-to-use access tools that allow me to find things on my own	1.86	1.33	1.45	1.92	1.61	205
IC-7	Making information easily accessible for independent use	1.85	1.28	1.45	1.84	1.65	211
IC-8	Print and/or electronic journal collections I require for my work	1.90	1.50	1.60	2.04	1.99	207
	ib a a la						
LP-1	Library space that inspires study and learning	1.99	1.79	1.86	2.32	2.23	192
LP-2	Quiet space for individual activities	1.99	1.76	1.76	2.45	2.35	193
LP-3	A comfortable and inviting location	2.09	1.61	1.50	2.22	1.96	203
LP-4	A getaway for study, learning, or research	1.91	1.71	1.76	1.98	1.99	200
LP-5	Community space for group learning and group study	2.20	1.85	1.82	2.55	2.39	185
	all:	1.53	1.09	1.11	1.52	1.30	214

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All (Excludes Library Staff)

3.2 Core Question Dimensions Summary

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



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3.4 General Satisfaction Questions Summary

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

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.08	1.22	213
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.58	214
How would you rate the overall quality of the service provided by the library?	7.78	1.24	214

3.5 Information Literacy Outcomes Questions Summary

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.86	1.85	214
The library aids my advancement in my academic discipline or work.	7.38	1.63	214
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.62	214
The library helps me distinguish between trustworthy and untrustworthy information.	6.78	1.78	214
The library provides me with the information skills I need in my work or study.	7.05	1.57	214

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All (Excludes Library Staff)

4 Biology/Chemistry/Environ Science Summary

4.1

4.2 Core Questions Summary for Biology/Chemistry/Environ Science

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify

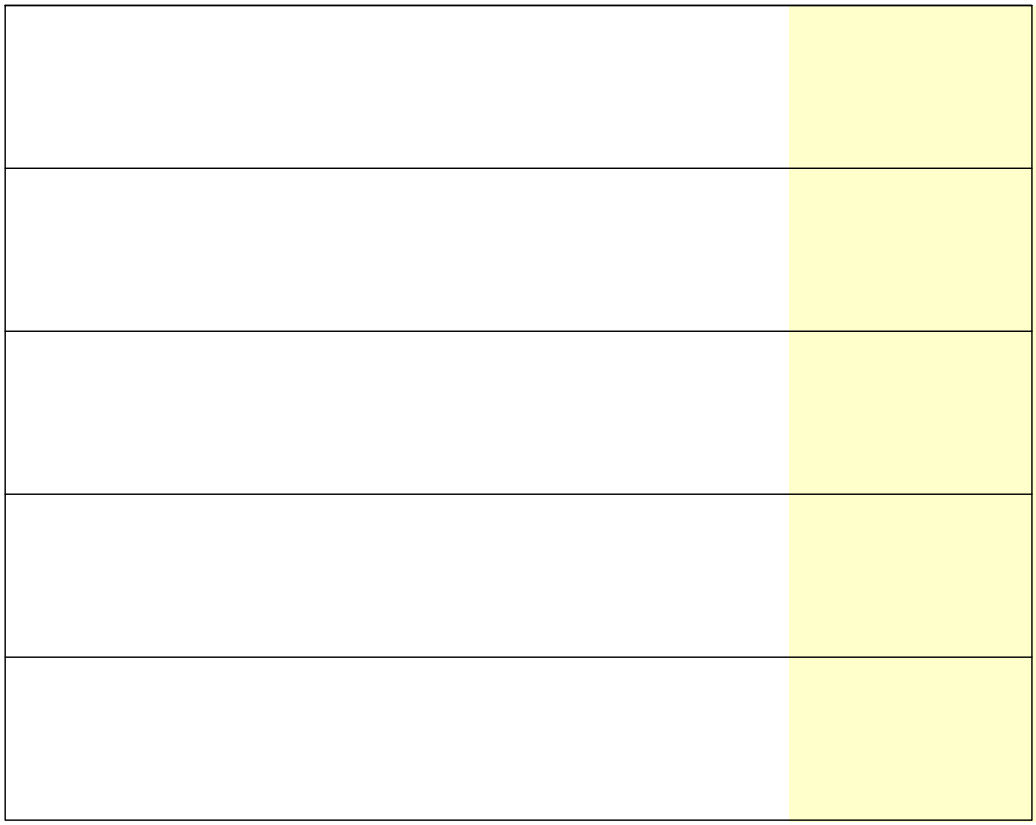
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	2.01	1.61	1.76	2.03	1.22	37
AS-2	Giving users individual attention	2.20	1.66	1.88	1.85	1.29	39
AS-3	Employees who are consistently courteous	1.44	1.30	1.66	1.64	1.15	41
AS-4	Readiness to respond to users' questions	1.66	1.33	1.51	1.47	0.85	40
AS-5	Employees who have the knowledge to answer user questions	1.88	1.33	1.48	1.92	1.08	41
AS-6	Employees who deal with users in a caring fashion	1.69	1.51	1.47	1.45	1.09	42
AS-7	Employees who understand the needs of their users	1.68	1.53	1.46	1.33	1.13	41
AS-8	Willingness to help users	1.78	1.40	1.26	1.43	1.05	40
AS-9	Dependability in handling users' service problems	2.17	1.18	1.33	2.04	1.23	31
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.70	1.22	1.82	1.90	1.85	42
IC-2	A library Web site enabling me to locate information on my own	1.79	1.29	1.67	1.65	1.33	42
IC-3	The printed library materials I need for my work	1.76	1.41	1.87	2.02	1.94	41
IC-4	The electronic information resources I need	1.92	1.30	1.70	2.20	1.72	41
IC-5	Modern equipment that lets me easily access needed information	1.64	1.28	2.08	2.40	2.11	41
IC-6	Easy-to-use access tools that allow me to find things on my own	1.55	1.33	1.69	1.54	1.30	41
IC-7	Making information easily accessible for independent use	1.67	1.04	1.79	1.55	1.58	41
IC-8	Print and/or electronic journal collections I require for my work	1.60	1.25	2.07	2.26	2.24	41
	ib a a la						
LP-1	Library space that inspires study and learning	1.99	1.90	2.32	2.29	2.05	39
LP-2	Quiet space for individual activities	2.10	1.94	2.04	2.35	2.23	40
LP-3	A comfortable and inviting location	2.05	1.63	1.39	2.14	1.63	41
LP-4	A getaway for study, learning, or research	1.87	1.46	1.96	1.89	1.92	40
LP-5	Community space for group learning and group study	2.24	1.89	2.08	2.57	2.33	39
	all:	6.92	7.97	7.34	0.43	-0.63	42

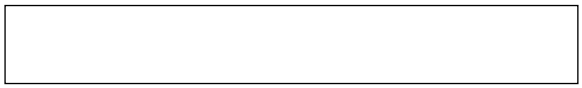
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

4.3 Core Question Dimensions Summary for Biology/Chemistry/Environ Science

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.77	7.86	7.64	0.86	-0.22	42
Information Control	7.02	8.07	7.27	0.25	-0.80	42
Library as Place	6.93	7.91	6.87	-0.06	-1.04	41
all:	6.92	7.97	7.34	0.43	-0.63	42

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.

i io	i i u	i	i	qua	up io it	
Affect of Service	1.58	1.28	1.35	1.26	0.72	42
Information Control	1.40	1.09	1.48	1.42	1.31	42
Library as Place	1.74	1.53	1.54	1.68	1.46	41
all:	1.36	1.03	1.30	1.24	0.88	42

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Biology/Chemistry/Environ Science (Excludes Library Staff)

4.4 Local Questions Summary for Biology/Chemistry/Environ Science

u tio t	i i u a	i a	i a	qua a	up io it a

4.5 General Satisfaction Questions Summary for Biology/Chemistry/Environ Science

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	7.76	1.45	42
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.10	1.88	42
How would you rate the overall quality of the service provided by the library?	7.43	1.53	42

4.6 Information Literacy Outcomes Questions Summary for Biology/Chemistry/Environ Science

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

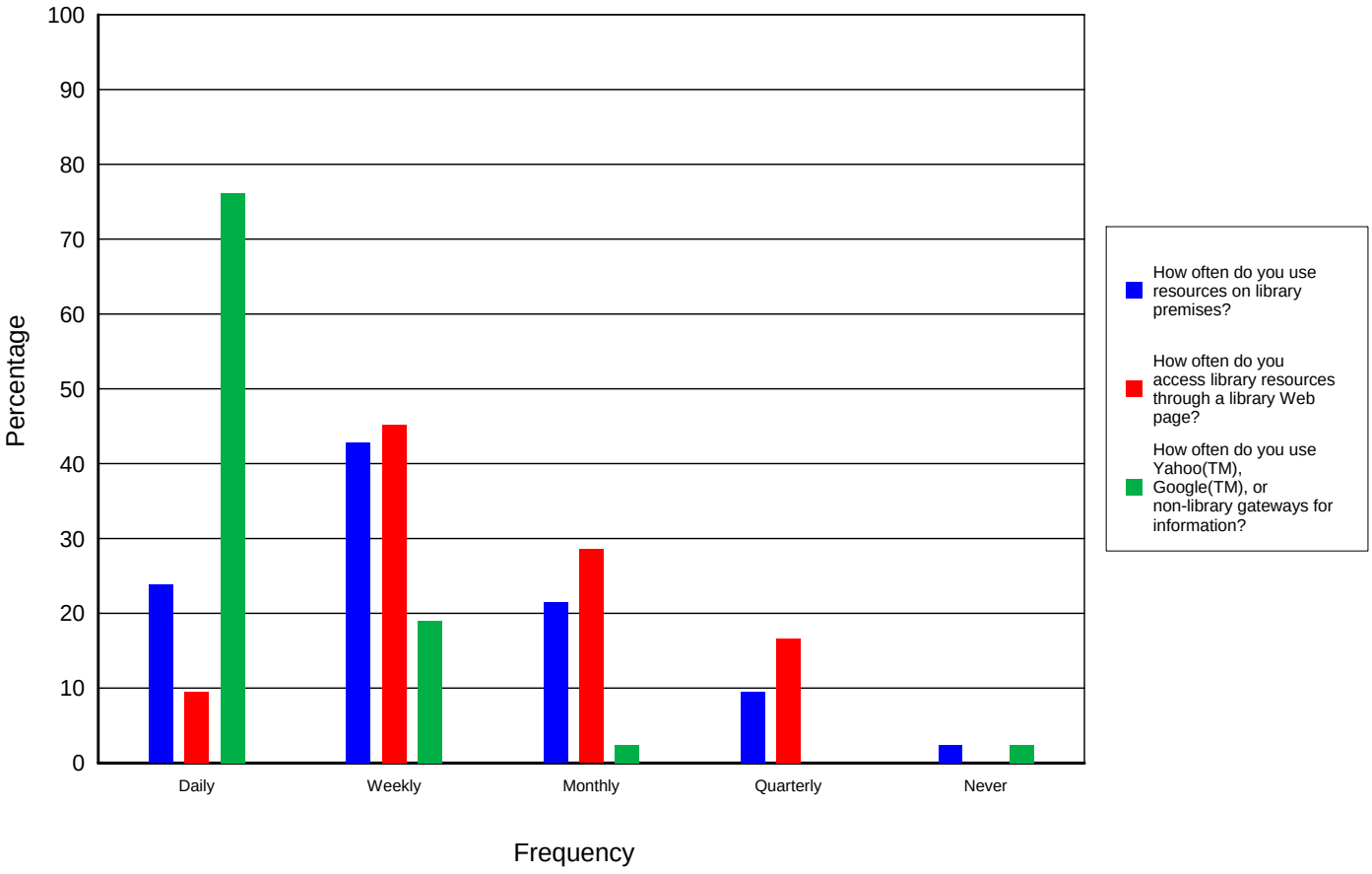
o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.83	1.90	42
The library aids my advancement in my academic discipline or work.	7.31	1.49	42
The library enables me to be more efficient in my academic pursuits or work.	7.07	1.80	42
The library helps me distinguish between trustworthy and untrustworthy information.	6.50	2.03	42
The library provides me with the information skills I need in my work or study.	6.93	1.49	42

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

4.7 Library Use Summary for Biology/Chemistry/Environ Science

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.



	ail	l	o thl	ua t l		/
How often do you use resources on library premises?	10 23.81%	18 42.86%	9 21.43%	4 9.52%	1 2.38%	.
How often do you access library resources through a library Web page?	4 9.52%	19 45.24%	12 28.57%	7 16.67%	0 0.00%	.
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	32 76.19%	8 19.05%	1 2.38%	0 0.00%	1 2.38%	.

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

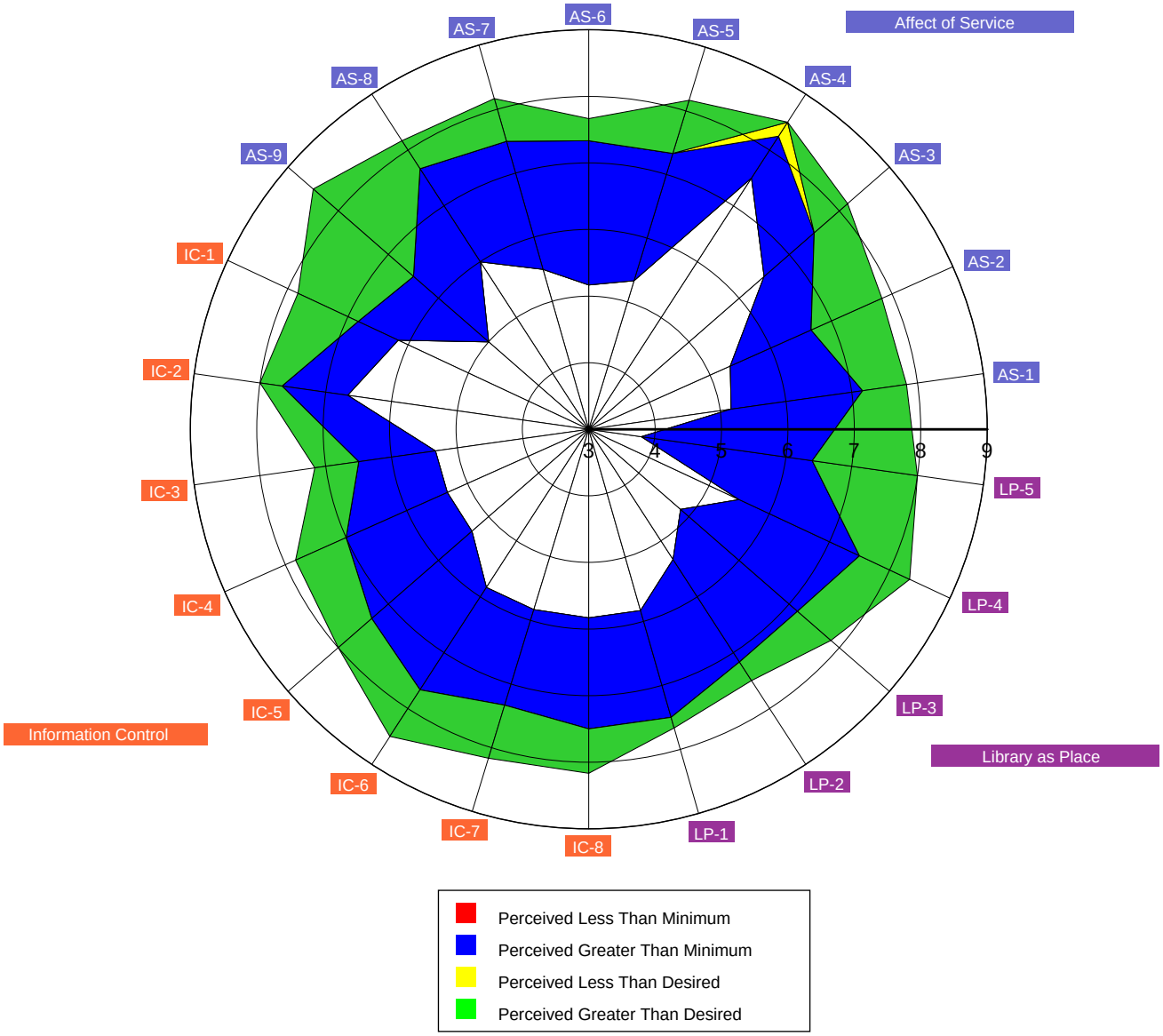
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Biology/Chemistry/Environ Science (Excludes Library Staff)

5.2 Core Questions Summary for Communications / Journalism

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

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

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Communications / Journalism (Excludes Library Staff)

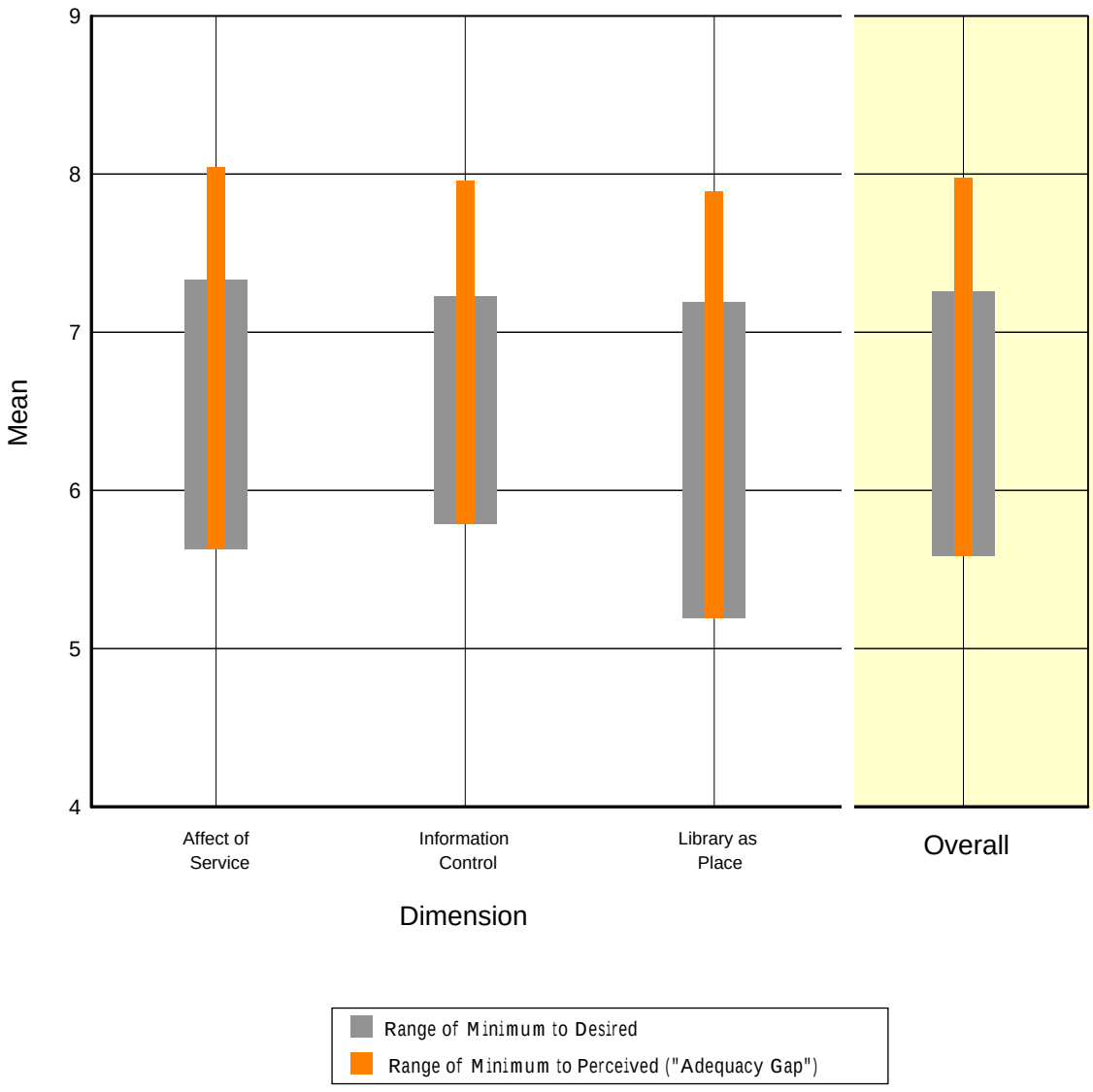
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Communications / Journalism (Excludes Library Staff)

	u tio t	i i u a	i a	i a	qua a	up io it a	
t o i							
AS-1	Employees who instill confidence in users	5.17	7.17	7.83	2.67	0.67	6
AS-2	Giving users individual attention	5.33	6.67	7.83	2.50	1.17	6
AS-3	Employees who are consistently courteous	6.50	7.50	8.17	1.67	0.67	6
AS-4	Readiness to respond to users' questions	7.50	8.50	8.25	0.75	-0.25	4
AS-5	Employees who have the knowledge to answer user questions	5.33	7.33	8.17	2.83	0.83	6
AS-6	Employees who deal with users in a caring fashion	5.17	7.33	7.67	2.50	0.33	6
AS-7	Employees who understand the needs of their users	5.50	7.50	8.17	2.67	0.67	6
AS-8	Willingness to help users	6.00	7.67	8.17	2.17	0.50	6
AS-9	Dependability in handling users' service problems	5.00	6.50	8.50	3.50	2.00	4
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	6.17	6.83	7.83	1.67	1.00	6
IC-2	A library Web site enabling me to locate information on my own	6.67	7.67	8.00	1.33	0.33	6
IC-3	The printed library materials I need for my work	5.33	6.50	7.17	1.83	0.67	6
IC-4	The electronic information resources I need	5.33	7.00	7.83	2.50	0.83	6
IC-5	Modern equipment that lets me easily access needed information	5.33	7.33	8.00	2.67	0.67	6
IC-6	Easy-to-use access tools that allow me to find things on my own	5.83	7.67	8.50	2.67	0.83	6
IC-7	Making information easily accessible for independent use	5.83	7.33	8.17	2.33	0.83	6
IC-8	Print and/or electronic journal collections I require for my work	5.83	7.50	8.17	2.33	0.67	6
ib a a la							
LP-1	Library space that inspires study and learning	5.83	7.50	7.67	1.83	0.17	6
LP-2	Quiet space for individual activities	5.33	7.17	7.50	2.17	0.33	6
LP-3	A comfortable and inviting location	4.83	7.17	7.83	3.00	0.67	6
	A getaway for study, learning, or research	5.50	7.50	8..6 -15.9 Td 0 0 6450 Td (6) Tj -69.400 0 0 00 Td 9 (6.5 T2			

		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	2.40	1.47	1.17	2.80	2.25	6
AS-2	Giving users individual attention	2.42	2.42	1.47	3.08	3.19	6
AS-3	Employees who are consistently courteous	2.88	1.52	1.17	3.44	2.34	6
AS-4	Readiness to respond to users' questions	1.29	1.00	0.96	0.50	1.26	4
AS-5	Employees who have the knowledge to answer user questions	3.14	1.37	1.17	3.19	1.83	6
AS-6	Employees who deal with users in a caring fashion	2.86	1.63	0.82	3.39	2.34	6
AS-7	Employees who understand the needs of their users	2.66	1.38	0.75	3.20	2.07	6
AS-8	Willingness to help users	2.97	1.51	0.98	3.31	2.17	6
AS-9	Dependability in handling users' service problems	2.94	1.29	0.58	3.42	1.83	4
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.60	1.47	0.75	1.86	1.67	6
IC-2	A library Web site enabling me to locate information on my own	1.75	1.21	1.10	2.42	1.86	6
IC-3	The printed library materials I need for my work	2.42	1.38	1.17	2.23	0.82	6
IC-4	The electronic information resources I need	2.66	1.79	1.33	3.27	2.71	6
	Mo285 Tj Td 1.79						

5.3 Core Question Dimensions Summary for Communications / Journalism

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Communications / Journalism (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Communications / Journalism (Excludes Library Staff)

5.4 Local Questions Summary for Communications / Journalism

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	5.83	7.33	8.17	2.33	0.83	6
The multimedia (CD / DVD / video / audio) collections I need	5.20	7.00	8.00	2.80	1.00	5
Efficient interlibrary loan / document delivery	5.17	7.17	8.00	2.83	0.83	6
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.00	6.80	8.00	3.00	1.20	5
The 24 by 7 live chat service provides information assistance when and where I need it	6.00	6.67	8.33	2.33	1.67	3

5.5 General Satisfaction Questions Summary for Communications / Journalism

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.17	1.33	6
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	1.26	6
How would you rate the overall quality of the service provided by the library?	8.00	1.55	6

5.6 Information Literacy Outcomes Questions Summary for Communications / Journalism

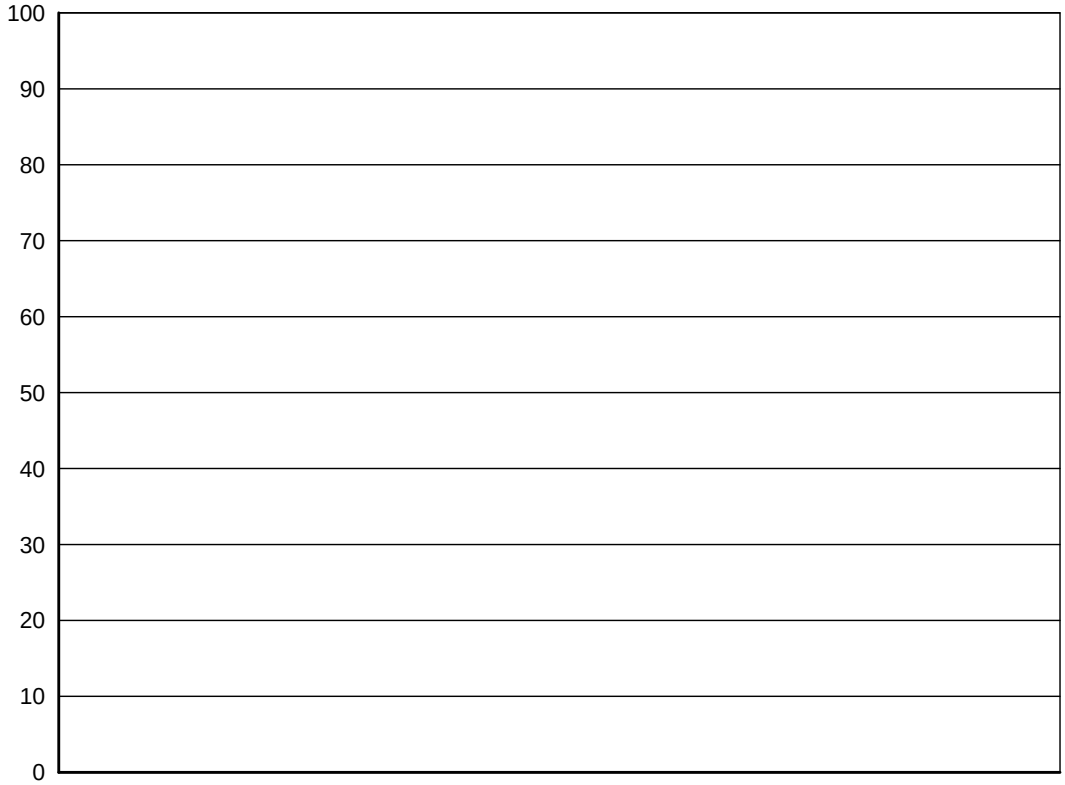
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	7.17	1.83	6
The library aids my advancement in my academic discipline or work.	7.83	1.17	6
The library enables me to be more efficient in my academic pursuits or work.	8.00	0.89	6
The library helps me distinguish between trustworthy and untrustworthy information.	7.33	1.63	6
The library provides me with the information skills I need in my work or study.	7.50	1.64	6

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Communications / Journalism (Excludes Library Staff)

5.7 Library Use Summary for Communications / Journalism

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



.6 120 m S 33.4 32120 m S 5.2 Tf 11430(m 347.3.4 .85 33.166 246 182 0.166 24l 182 0.c 5.2 Tf 185 33.c 5.

6 Computing Science/Math Summary

6.1 Demographic Summary for Computing Science/Math

6.1.2 Respondent Profile for Computing Science/Math 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.

	po t	po t
Under 18	0	0.00%
18 - 22	4	50.00%
23 - 30	1	12.50%
31 - 45	0	0.00%
46 - 65	2	25.00%
Over 65	1	12.50%
otal:		.

6.1.3 Respondent Profile for Computing Science/Math by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	7	87.50%
Female	1	12.50%
otal:		.

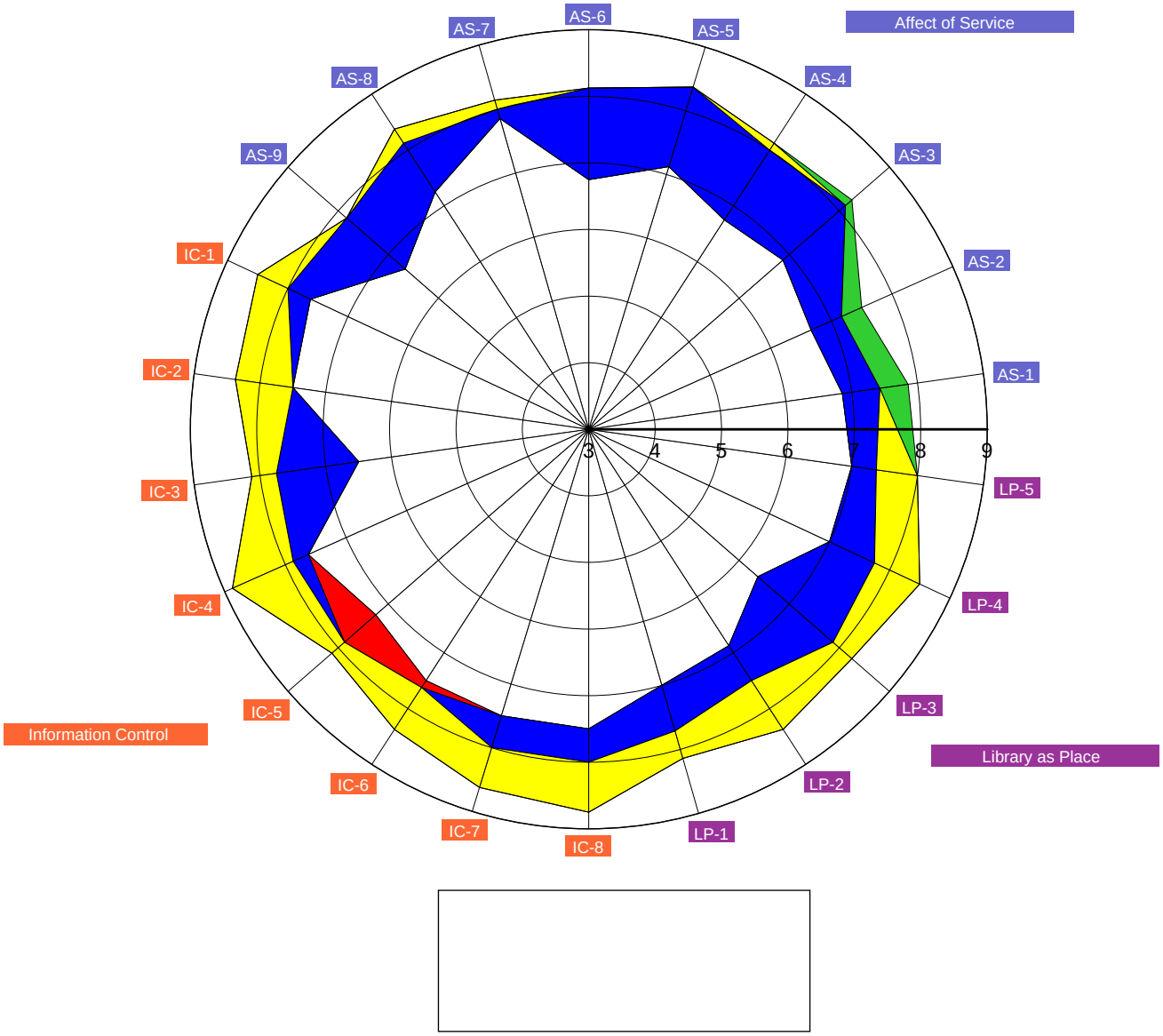
Language: American English
Institution Type: College or University
Consortium: None
Discipline: Computing Science/Math (Excludes Library Staff)

6.2 Core Questions Summary for Computing Science/Math

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

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

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

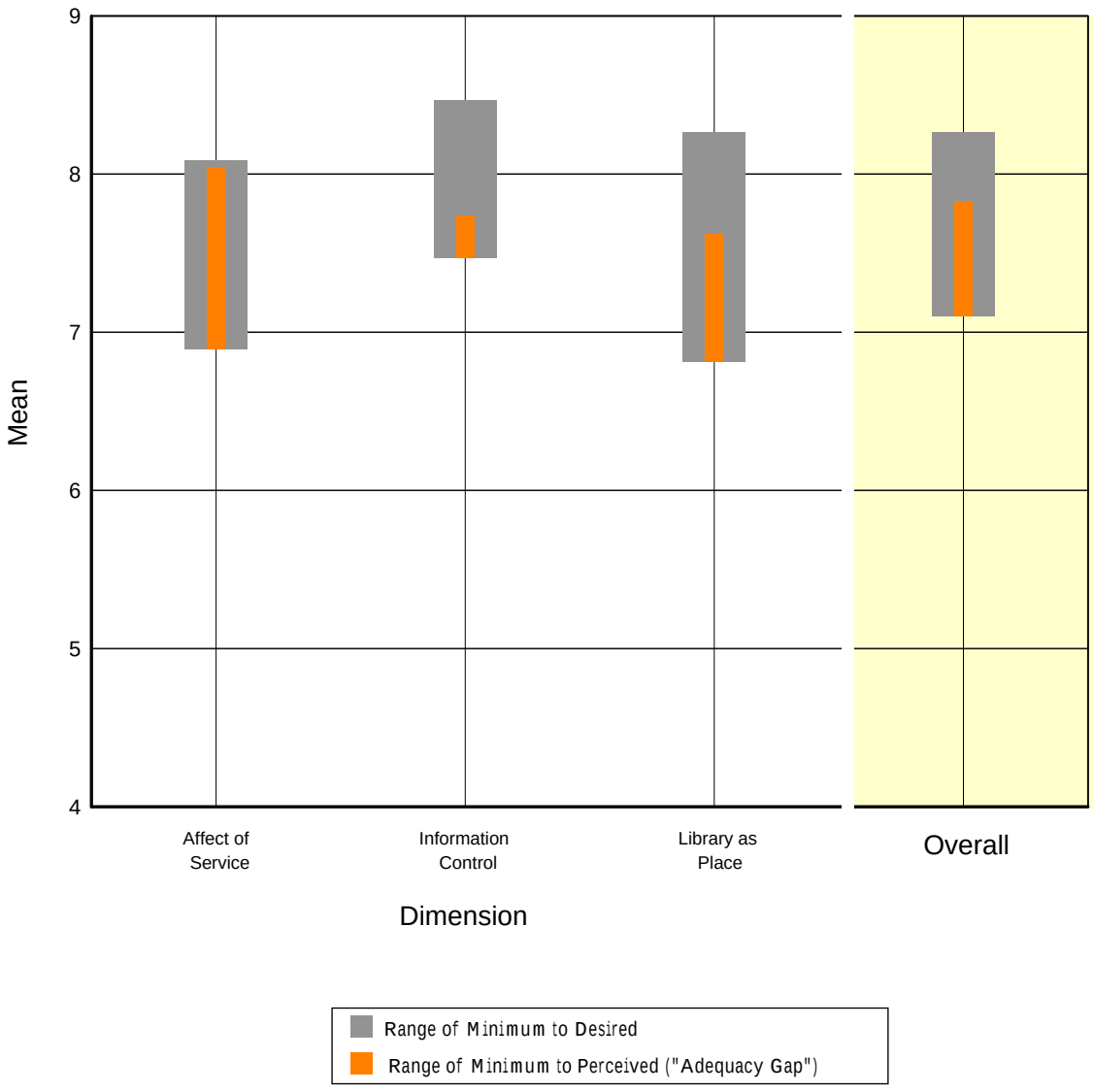


	u tio t	i i u a	i a	i a	qua a	up io it a	
t o i							
AS-1	Employees who instill confidence in users	6.86	7.43	7.86	1.00	0.43	7
AS-2	Giving users individual attention	6.67	7.17	7.50	0.83	0.33	6
AS-3	Employees who are consistently courteous	6.88	8.13	8.25	1.38	0.13	8
AS-4	Readiness to respond to users' questions	6.75	8.13	8.00	1.25	-0.13	8
AS-5	Employees who have the knowledge to answer user questions	7.13	8.38	8.38	1.25	0.00	8
AS-6	Employees who deal with users in a caring fashion	6.75	8.13	8.13	1.38	0.00	8
AS-7	Employees who understand the needs of their users	7.86	8.14	8.00	0.14	-0.14	7
AS-8	Willingness to help users	7.25	8.38	8.13	0.88	-0.25	8
AS-9	Dependability in handling users' service problems	6.67	7.83	7.83	1.17	0.00	6
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	7.63	8.50	8.00	0.38	-0.50	8
IC-2	A library Web site enabling me to locate information on my own	7.50	8.38	7.50	0.00	-0.88	8
IC-3	The printed library materials I need for my work	6.50	8.13	7.75	1.25	-0.38	8
IC-4	The electronic information resources I need	7.63	8.88	7.88	0.25	-1.00	8
IC-5	Modern equipment that lets me easily access needed information	7.88	8.13	7.25	-0.63	-0.88	8
IC-6	Easy-to-use access tools that allow me to find things on my own	7.63	8.38	7.50	-0.13	-0.88	8
IC-7	Making information easily accessible for independent use	7.50	8.63	8.00	0.50	-0.63	8
IC-8	Print and/or electronic journal collections I require for my work	7.50	8.75	8.00	0.50	-0.75	8
ib a a la							
LP-1	Library space that inspires study and learning	7.00	8.14	7.71	0.71	-0.43	7
LP-2	Quiet space for individual activities	6.88	8.38	7.50	0.63	-0.88	8
LP-3	A comfortable and inviting location	6.38	8.25	7.88	1.50	-0.38	8
LP-4	A getaway for study, learning, or research	7.00	8.50	7.75	0.75	-0.75	8
LP-5	Community space for group learning and group study	7.00	8.00	7.38	0.38	-0.63	8
all:		7.10	8.26	7.83	0.73	-0.44	8

		i i u	i	i	qua	up io it	
u tio t							
t o i							
AS-1	Employees who instill confidence in users	2.54	2.44	1.46	1.83	2.07	7
AS-2	Giving users individual attention	2.73	2.56	1.97	1.17	1.03	6
AS-3	Employees who are consistently courteous	2.36	1.73	0.71	2.07	1.64	8
AS-4	Readiness to respond to users' questions	2.25	1.64	1.31	1.83	0.99	8
AS-5	Employees who have the knowledge to answer user questions	1.96	1.41	0.52	1.58	1.31	8
AS-6	Employees who deal with users in a caring fashion	2.31	1.46	0.83	1.77	0.93	8
AS-7	Employees who understand the needs of their users	1.57	1.57	1.00	1.21	1.21	7
AS-8	Willingness to help users	1.91	1.41	0.83	1.46	1.16	8
AS-9	Dependability in handling users' service problems	2.07	1.83	0.98	1.60	1.41	6
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	2.00	1.07	1.60	0.52	0.76	8
IC-2	A library Web site enabling me to locate information on my own	1.69	1.41	1.51	1.20	0.99	8
IC-3	The printed library materials I need for my work	2.33	1.46	1.16	1.83	1.19	8
IC-4	The electronic information resources I need	1.30	0.35	1.13	0.89	1.07	8
IC-5	Modern equipment that lets me easily access needed information	1.64	2.10	2.12	2.83	1.13	8
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.77	1.69	1.73	0.99	8
IC-7	Making information easily accessible for independent use	1.51	0.74	1.07	1.20	0.52	8

6.3 Core Question Dimensions Summary for Computing Science/Math

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Computing Science/Math (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Computing Science/Math (Excludes Library Staff)

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

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.89	8.08	8.04	1.15	-0.04	8
Information Control	7.47	8.47	7.73	0.27	-0.73	8
Library as Place	6.81	8.26	7.62	0.81	-0.64	8
all:	7.10	8.26	7.83	0.73	-0.44	8

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.

i io	i i u	i	i	qua	up io it	
Affect of Service	2.16	1.62	0.88	1.68	1.22	8
Information Control	1.45	0.99	1.32	1.13	0.63	8
Library as Place	2.07	1.36	1.24	1.19	1.48	8

6.7 Library Use Summary for Computing Science/Math

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™.

7 Counseling/HS/HAHR Summary

7.1 Demographic Summary for Counseling/HS/HAHR

7.1.2 Respondent Profile for Counseling/HS/HAHR 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.

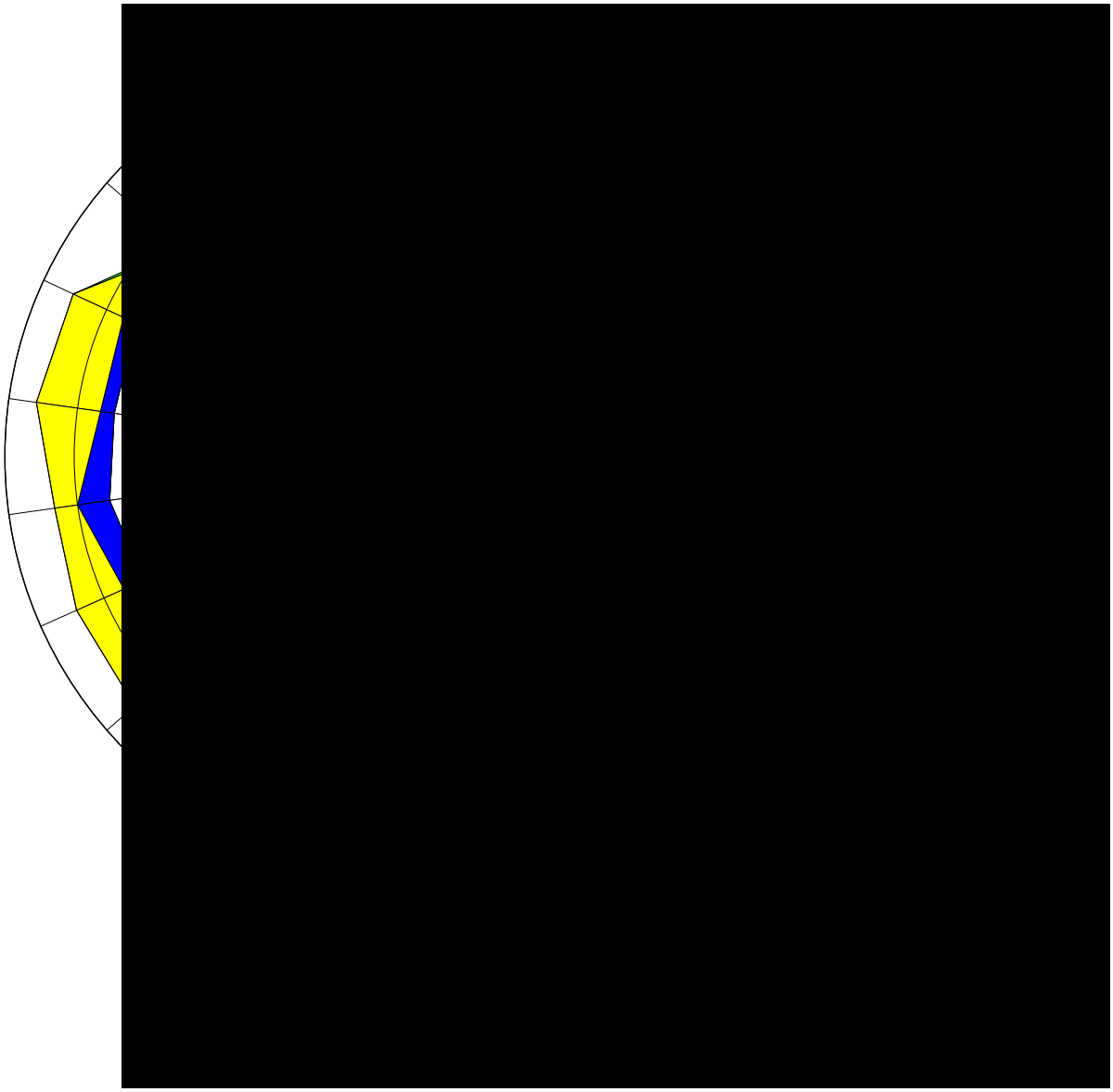
	po t	po t
Under 18	0	0.00%
18 - 22	6	37.50%
23 - 30	2	12.50%
31 - 45	3	18.75%
46 - 65	5	31.25%
Over 65	0	0.00%18

7.2 Core Questions Summary for Counseling/HS/HAHR

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

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

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



		i i u	i	i	qua	up io it	
u tio t							
t o i							
AS-1	Employees who instill confidence in users	1.67	1.81	1.13	2.00	2.27	15
AS-2	Giving users individual attention	1.87	1.33	1.40	1.64	1.19	15
AS-3	Employees who are consistently courteous	1.18	0.51	0.72	1.36	0.68	16
AS-4	Readiness to respond to users' questions	1.05	0.70	0.73	1.42	1.01	16
AS-5	Employees who have the knowledge to answer user questions	1.10	0.70	0.66	1.40	0.96	16
AS-6	Employees who deal with users in a caring fashion	1.44		0.87	1.73	1.02	16

1.44 0.87 1.40 1.02 Employiestion1.44

The

7.4 Local Questions Summary for Counseling/HS/HAHR

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	6.56	7.75	7.69	1.13	-0.06	16
The multimedia (CD / DVD / video / audio) collections I need	6.87	8.13	7.27	0.40	-0.87	15
Efficient interlibrary loan / document delivery	6.73	7.73	7.45	0.73	-0.27	11
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	7.43	8.36	8.21	0.79	-0.14	14
The 24 by 7 live chat service provides information assistance when and where I need it	5.40	6.40	7.00	1.60	0.60	10

7.5 General Satisfaction Questions Summary for Counseling/HS/HAHR

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

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.31	0.87	16
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.94	0.93	16
How would you rate the overall quality of the service provided by the library?	7.88	0.72	16

7.7 Library Use Summary for Counseling/HS/HAHR

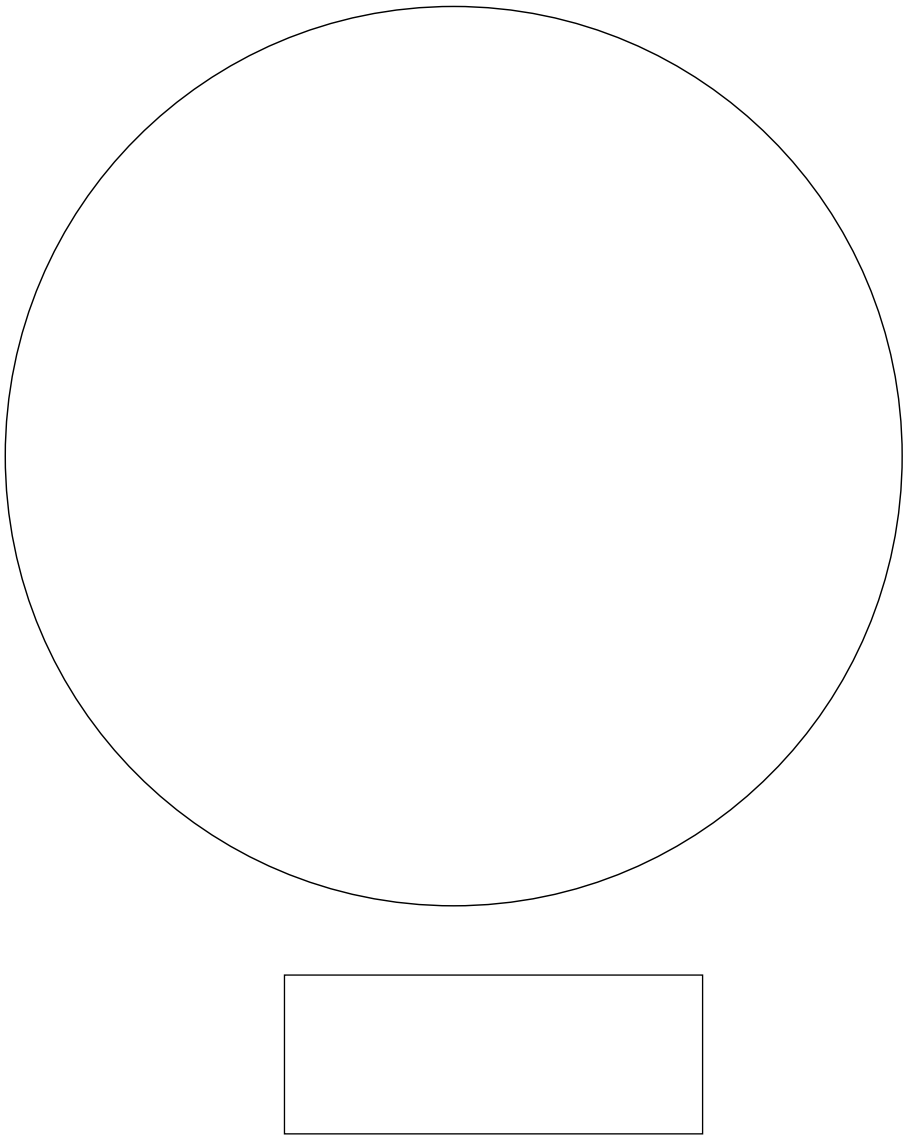
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report

8.2 Core Questions Summary for Distance Learner-KSOM or SEOL

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

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

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



u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	7.00	9.00	9.00	2.00	0.00	1
AS-2 Giving users individual attention	7.00	9.00	9.00	2.00	0.00	1
AS-3 Employees who are consistently courteous	7.00	9.00	9.00	2.00	0.00	1
AS-4 Readiness to respond to users' questions	7.00	9.00	9.00	2.00	0.00	1
AS-5 Employees who have the knowledge to answer user questions	8.00	9.00	9.00	1.00	0.00	1
AS-6 Employees who deal with users in a caring fashion	6.00	9.00	9.00	3.00	0.00	1
AS-7 Employees who understand the needs of their users	8.00	9.00	9.00	1.00	0.00	1
AS-8 Willingness to help users	7.00	9.00	9.00	2.00	0.00	1
AS-9 Dependability in handling users' service problems	7.00	9.00	9.00	2.00	0.00	1
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	8.00	9.00	9.00	1.00	0.00	1
IC-2 A library Web site enabling me to locate information on my own	7.00	9.00	9.00	2.00	0.00	1
IC-3 The printed library materials I need for my work	7.00	9.00	9.00	2.00	0.00	1
IC-4 The electronic information resources I need	8.00	9.00	9.00	1.00	0.00	1
IC-5 Modern equipment that lets me easily access needed information	8.00	9.00	9.00	1.00	0.00	1
IC-6 Easy-to-use access tools that allow me to find things on my own	8.00	9.00	9.00	1.00	0.00	1
IC-7 Making information easily accessible for independent use	8.00	9.00	9.00	1.00	0.00	1
IC-8 Print and/or electronic journal collections I require for my work	8.00	9.00	9.00	1.00	0.00	1
ib a a la						
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						
all:	7.41	9.00	9.00	1.59	0.00	1

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

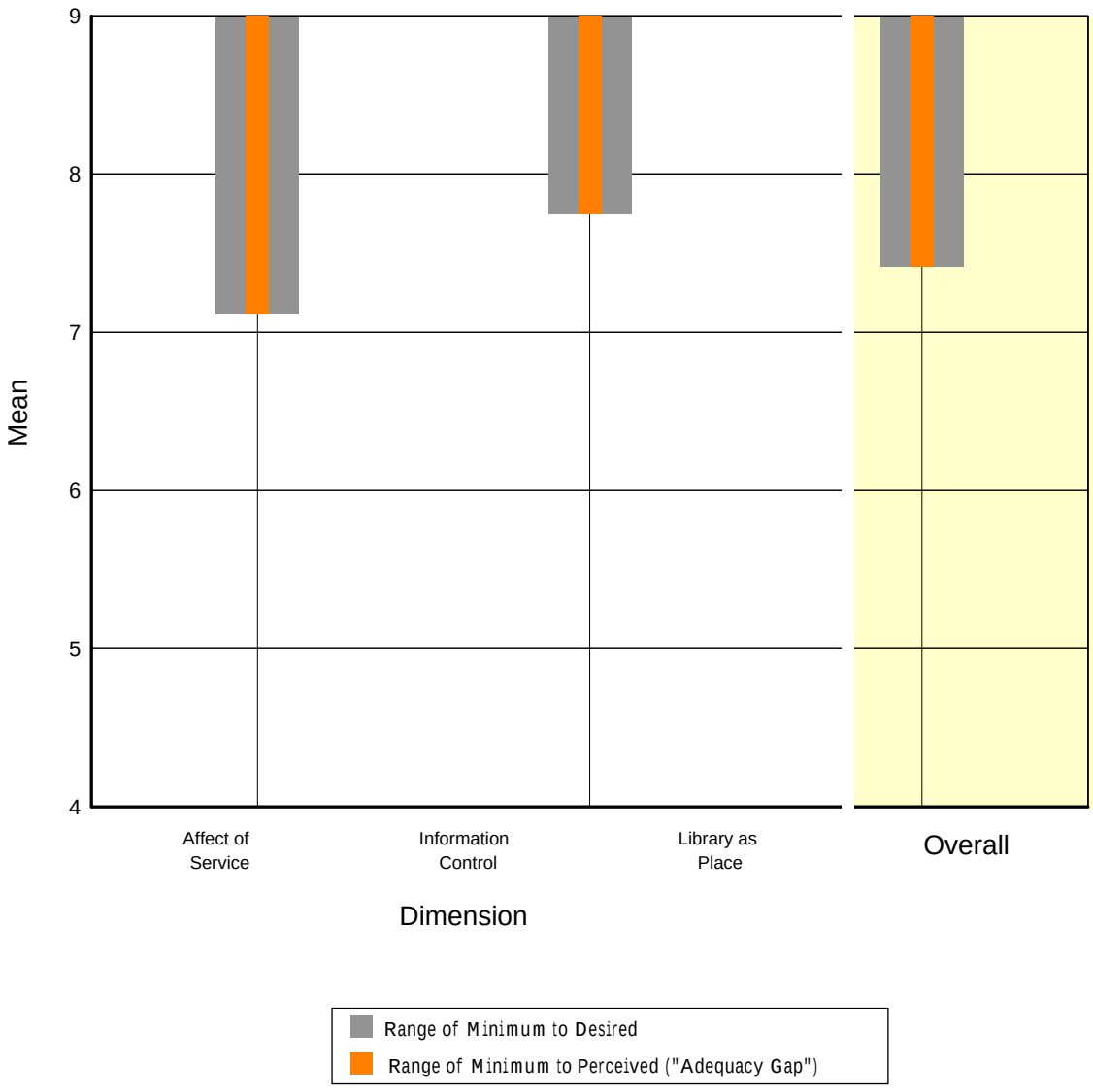
		i i u	i	i	qua	up	io it
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users						1
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous						1
AS-4	Readiness to respond to users' questions						1
AS-5	Employees who have the knowledge to answer user questions						1
AS-6	Employees who deal with users in a caring fashion						1
AS-7	Employees who understand the needs of their users						1
AS-8	Willingness to help users						1
AS-9	Dependability in handling users' service problems						1
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office						1
IC-2	A library Web site enabling me to locate information on my own						1
IC-3	The printed library materials I need for my work						1
IC-4	The electronic information resources I need						1
IC-5	Modern equipment that lets me easily access needed information						1
IC-6	Easy-to-use access tools that allow me to find things on my own						1
IC-7	Making information easily accessible for independent use						1
IC-8	Print and/or electronic journal collections I require for my work						1
	ib a a la						
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						
	all:	7.41	9.00	9.00	1.59	0.00	1

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

8.3 Core Question Dimensions Summary for Distance Learner-KSOM or SEOL

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

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

	qua a

8.4 Local Questions Summary for Distance Learner-KSOM or SEOL

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	7.00	9.00	9.00	2.00	0.00	1
The multimedia (CD / DVD / video / audio) collections I need						
Efficient interlibrary loan / document delivery	8.00	9.00	9.00	1.00	0.00	1
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons						
The 24 by 7 live chat service provides information assistance when and where I need it						

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

u tio t	i i u	i	i	qua	up io it	
Contribution to the intellectual atmosphere of the campus						1
The multimedia (CD / DVD / video / audio) collections I need						
Efficient interlibrary loan / document delivery						1
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons						
The 24 by 7 live chat service provides information assistance when and where I need it						

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

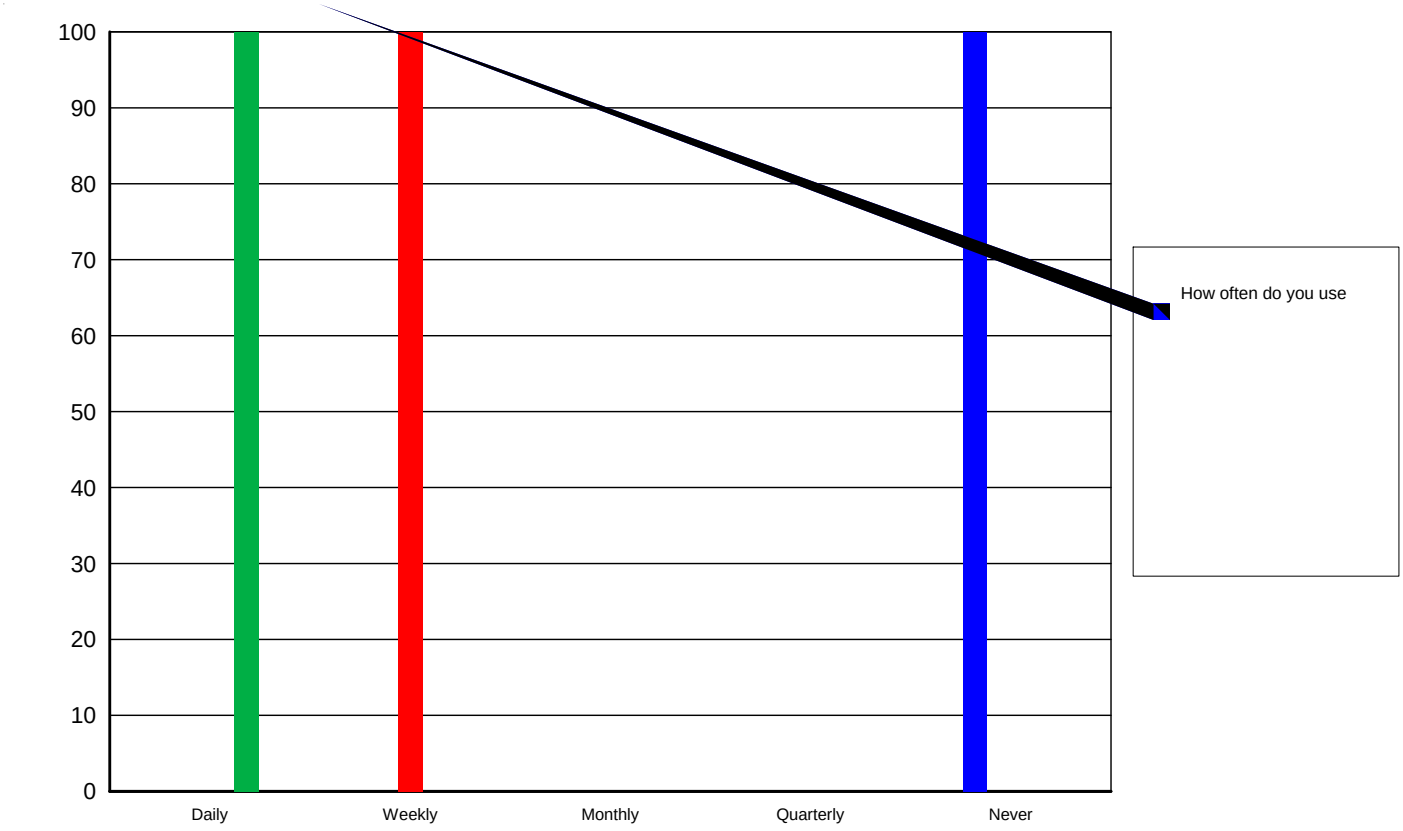
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Distance Learner-KSOM or SEOL (Excludes Library Staff)

8.5 General Satisfaction Questions Summary for Distance Learner-KSOM or SEOL

ati a tio u tio	a	
In general, I am satisfied with the way in which I am treated at the library.	9.00	1

8.7 Library Use Summary for Distance Learner-KSOM or SEOL

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.



9 Education Summary

9.1 Demographic Summary for Education

9.1.2 Respondent Profile for Education 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.

	po t	po t
Under 18	0	0.00%
18 - 22	8	27.59%
23 - 30	1	3.45%
31 - 45	11	37.93%
46 - 65	8	27.59%
Over 65	1	3.45%
otal:		.

9.1.3 Respondent Profile for Education by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

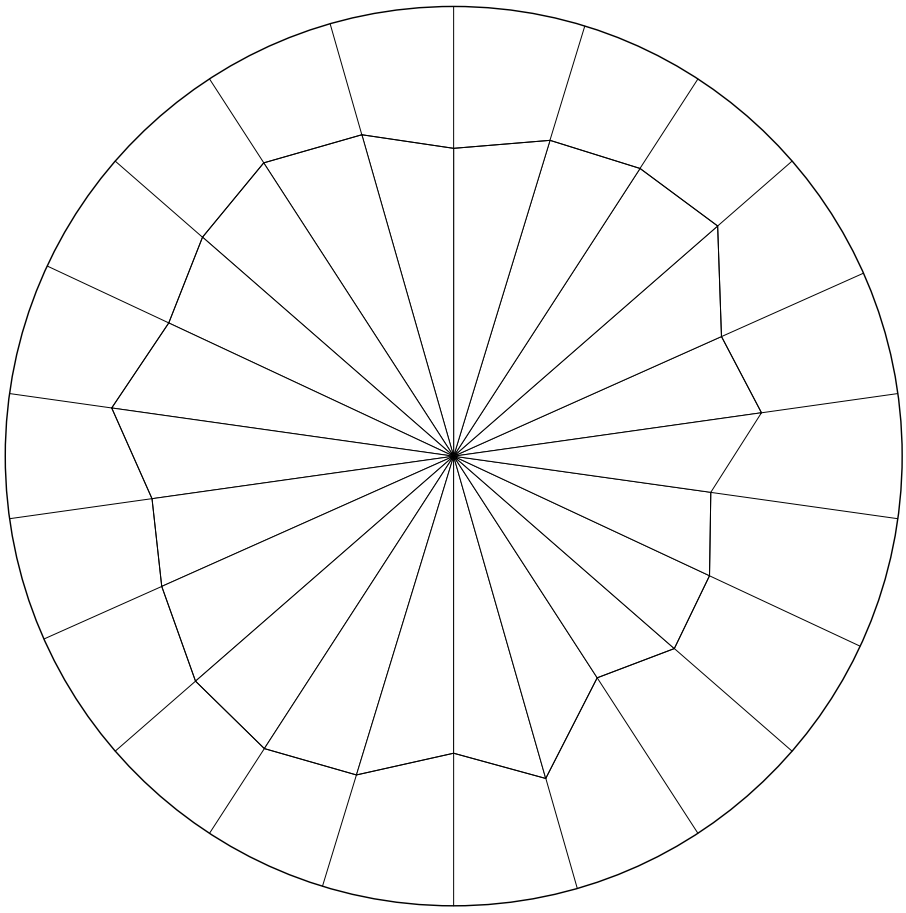
	po t	po t
Male	10	34.48%
Female	19	65.52%
otal:		.

9.2 Core Questions Summary for Education

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

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

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



u tio t	i i u a	i a	i a	qua a

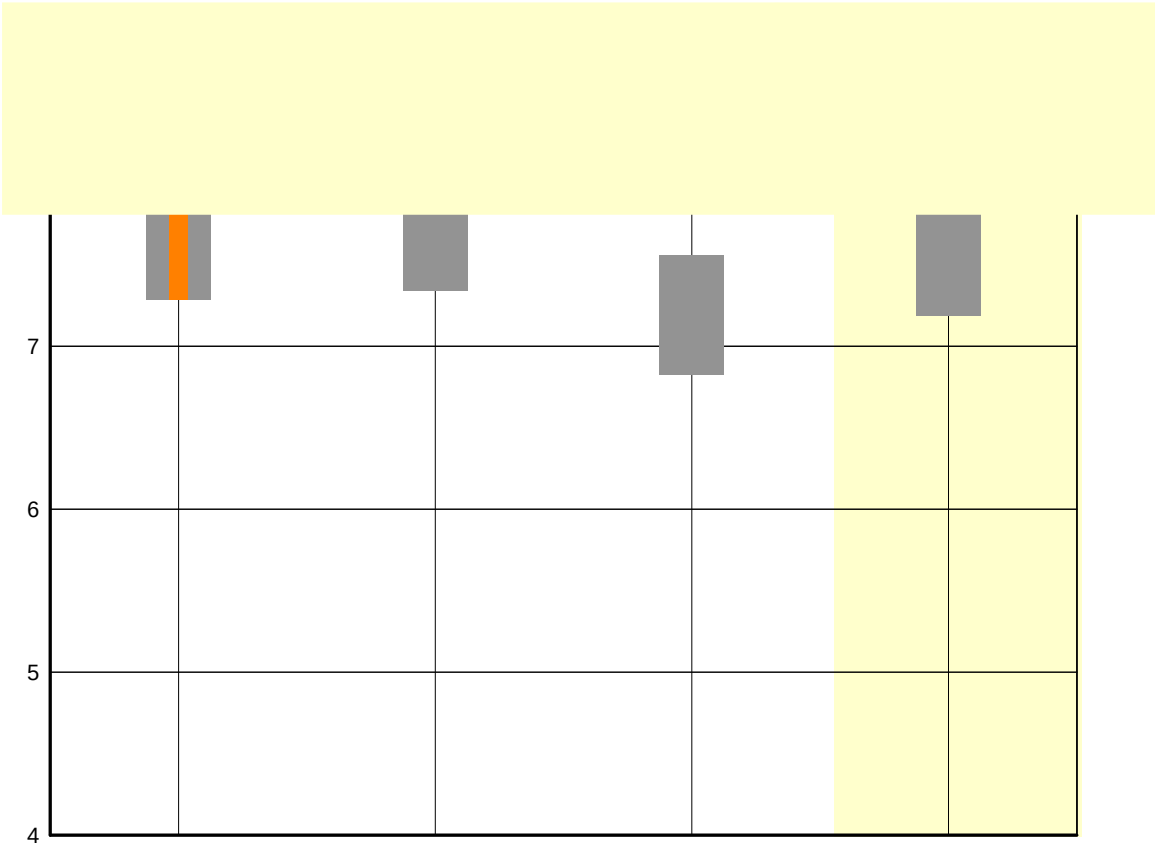
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	1.75	1.67	1.34	1.61	1.26	25
AS-2	Giving users individual attention	2.33	2.05	1.85	1.72	1.16	26
AS-3	Employees who are consistently courteous	1.52	1.38	1.32	1.08	0.41	25
AS-4	Readiness to respond to users' questions	1.58	1.20	1.16	1.12	0.71	26
AS-5	Employees who have the knowledge to answer user questions	1.76	1.34	1.28	1.20	0.92	27
AS-6	Employees who deal with users in a caring fashion	1.97	1.84	1.70	1.25	0.57	28
AS-7	Employees who understand the needs of their users	1.73	1.43	1.60	1.61	1.03	26
AS-8	Willingness to help users	1.44	1.37	1.53	1.07	0.62	27
AS-9	Dependability in handling users' service problems	1.68	1.36	0.99	1.46	1.24	22
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.97	1.85	1.41	1.92	1.70	29
IC-2	A library Web site enabling me to locate information on my own	1.40	1.43	1.32	1.44	1.18	29
IC-3	The printed library materials I need for my work	1.60	1.26	1.61	2.06	1.82	26
IC-4	The electronic information resources I need	1.71	1.49	1.32	1.63	1.52	29
IC-5	Modern equipment that lets me easily access needed information	1.33	1.02	1.48	1.81	1.41	26
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.05	1.13	1.30	0.76	26
IC-7	Making information easily accessible for independent use	1.53	1.36	1.56	1.68	1.20	29
IC-8	Print and/or electronic journal collections I require for my work	2.08	2.04	1.84	1.91	2.14	28
	ib a a la						
LP-1	Library space that inspires study and learning	1.71	1.63	1.73	1.27	1.26	19
LP-2	Quiet space for individual activities	1.95	2.29	1.71	2.40	2.72	19
LP-3	A comfortable and inviting location	2.13	1.77	1.75	1.86	0.67	23
LP-4	A getaway for study, learning, or research	2.08	2.11	2.31	1.79	1.62	27
LP-5	Community space for group learning and group study	1.39	1.35	1.95	2.06	2.08	19
	all:	7.19	7.87	7.79	0.60	-0.08	29

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Education (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Education (Excludes Library Staff)

9.3 Core Question Dimensions Summary for Education

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	7.28	7.85	7.99	0.71	0.14	28
Information Control	7.34	7.97	7.79	0.46	-0.18	29
Library as Place	6.82	7.56	7.25	0.43	-0.30	27
all:	7.19	7.87	7.79	0.60	-0.08	29

The following table displays standard deviation for each dimension of library service quality measured by the

i io	i i u	i	i	qua	up io it	
Affect of Service	1.51	1.38	1.27	0.96	0.50	28
Information Control	1.25	1.11	1.07	1.31	0.91	29
Library as Place	1.74	1.84	1.70	1.33	1.26	27

9.4 Local Questions Summary for Education

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	7.35	8.09	8.00	0.65	-0.09	23
The multimedia (CD / DVD / video / audio) collections I need	7.05	7.50	7.55	0.50	0.05	20
Efficient interlibrary loan / document delivery	6.89	7.68	7.84	0.95	0.16	19
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	7.21	7.58	7.79	0.58	0.21	24
The 24 by 7 live chat service provides information assistance when and where I need it	6.47	7.05	7.58	1.11	0.53	19

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

u tio t	i i u	i	i	qua	up io it	
Contribution to the intellectual atmosphere of the campus	1.64	1.20	1.31	1.61	1.20	23
The multimedia (CD / DVD / video / audio) collections I need	1.36	1.76	1.54	2.12	2.26	20
Efficient interlibrary loan / document delivery	1.56	1.77	1.54	2.46	2.24	19
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.17	2.02	1.91	1.25	0.98	24
The 24 by 7 live chat service provides information assistance when and where I need it	2.37	2.46	2.19	2.40	2.25	19

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Education (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Education (Excludes Library Staff)

9.5 General Satisfaction Questions Summary for Education

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

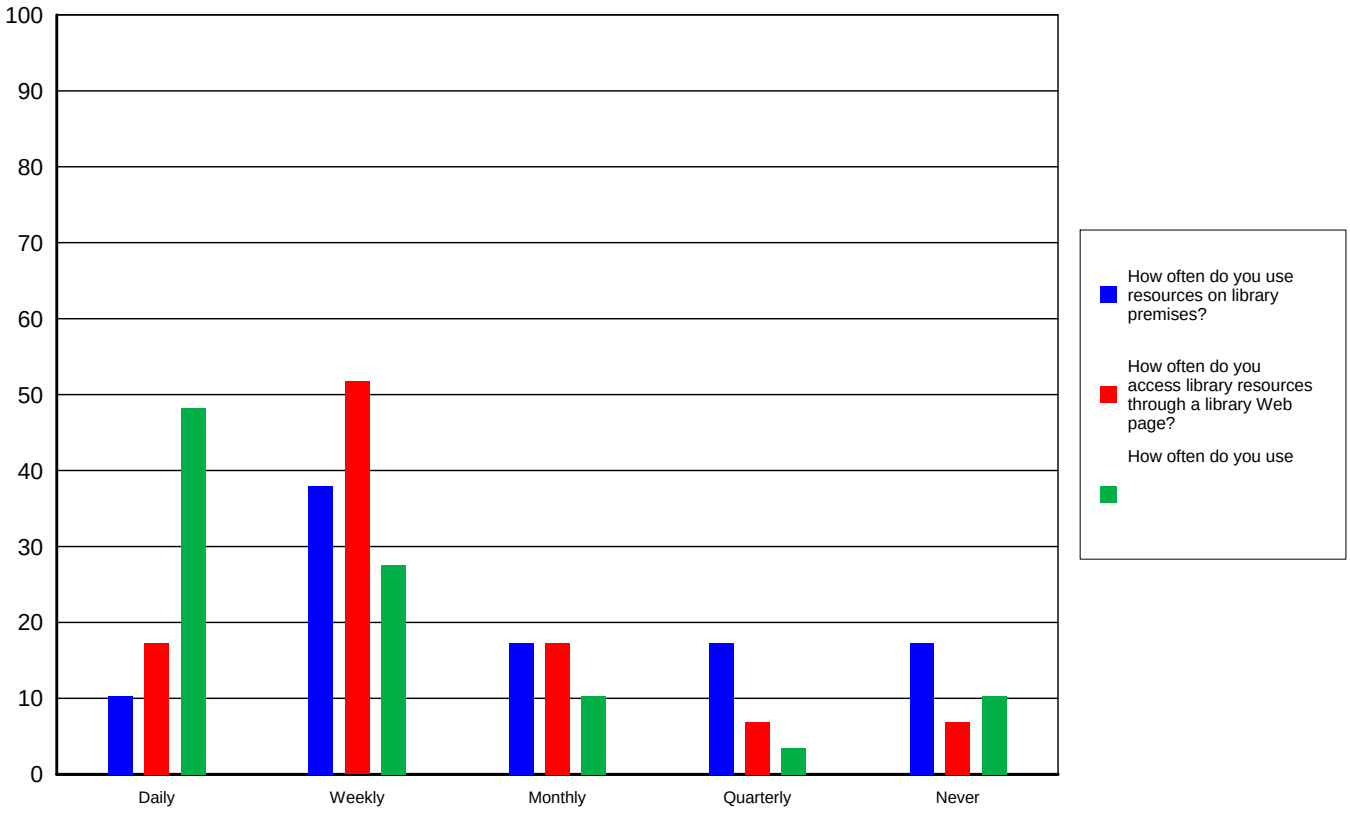
ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.57	0.88	28
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.90	1.59	29
How would you rate the overall quality of the service provided by the library?	8.10	1.11	29

9.6 Information Literacy Outcomes Questions Summary for Education

o atio it a ut o u tio	a		

9.7 Library Use Summary for Education

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.



10 English/Theatre/World Cultures & Lang Summary

10.1 Demographic Summary for English/Theatre/World Cultures & Lang

10.1.2 Respondent Profile for English/Theatre/World Cultures & Lang 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.

	po t	po t
Under 18	0	0.00%
18 - 22	4	28.57%
23 - 30	0	0.00%
31 - 45	2	14.29%
46 - 65	8	57.14%
Over 65	0	0.00%
otal:		.

10.1.3 Respondent Profile for English/Theatre/World Cultures & Lang by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	6	42.86%
Female	8	57.14%
otal:		.

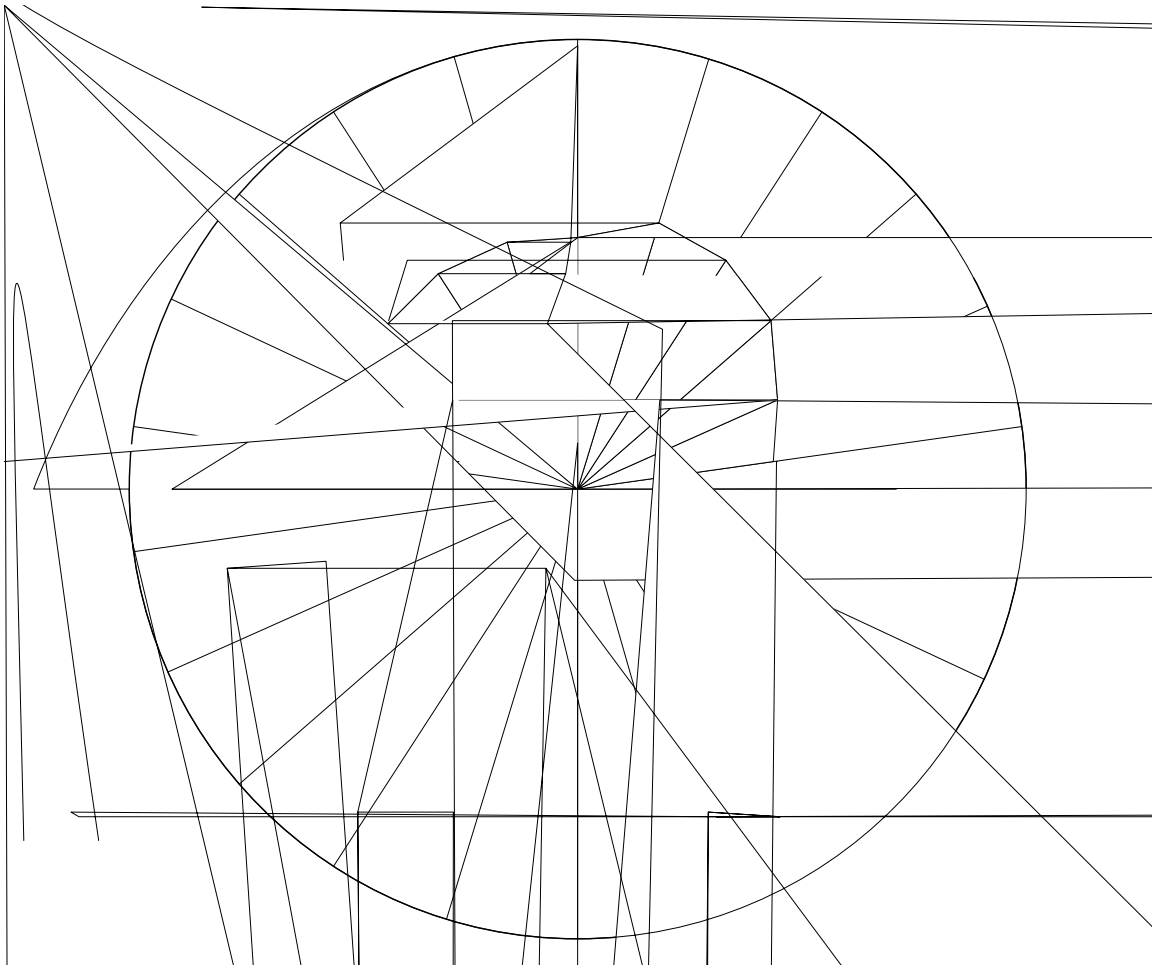
Language: American English
Institution Type: College or University
Consortium: None
Discipline: English/Theatre/World Cultures & Lang (Excludes Library Staff)

10.2 Core Questions Summary for English/Theatre/World Cultures & Lang

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

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

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



	u tio t	i i u a	i a	i a	qua a	up io it a	
t o i							
AS-1	Employees who instill confidence in users	5.64	7.50	7.36	1.71	-0.14	14
AS-2	Giving users individual attention	5.93	7.07	7.50	1.57	0.43	14
AS-3	Employees who are consistently courteous	6.43	8.00	8.14	1.71	0.14	14

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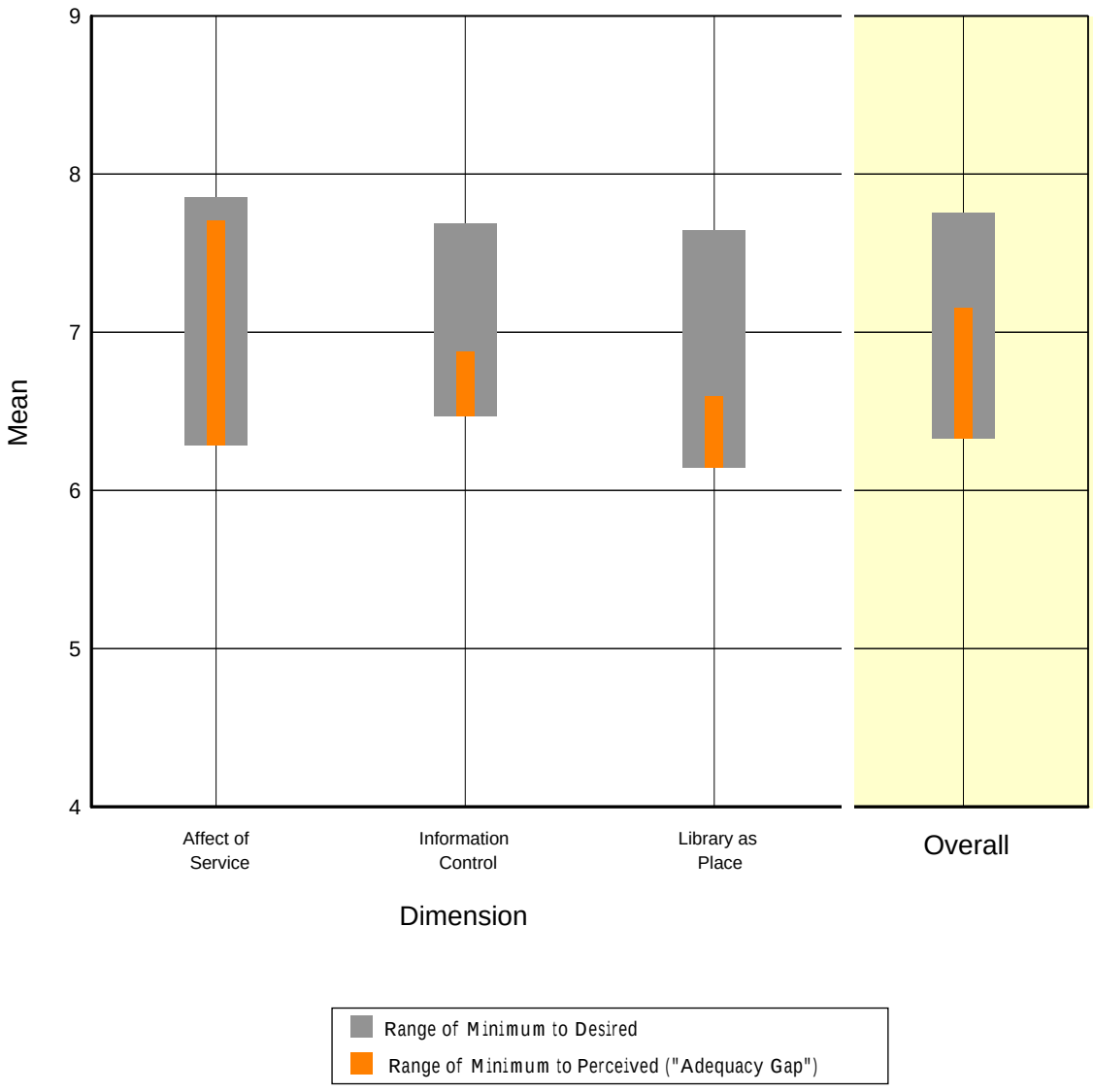
t o i
Emplom

10.3 Core Question Dimensions Summary for English/Theatre/World Cultures & Lang

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	English/Theatre/World Cultures & Lang (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	English/Theatre/World Cultures & Lang (Excludes Library Staff)

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

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.28	7.85	7.70	1.42	-0.15	14
Information Control	6.47	7.69	6.88	0.41	-0.81	14
Library as Place	6.14	7.64	6.60	0.45	-1.05	14
all:	6.33	7.75	7.15	0.83	-0.60	14

i io	i i u	i	i	qua	up io it	
Affect of Service	1.78	1.40	1.54	1.97	1.88	14
Information Control	1.80				2.12	14

10.4 Local Questions Summary for English/Theatre/World Cultures & Lang

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	6.14	7.50	6.93	0.79	-0.57	14
The multimedia (CD / DVD / video / audio) collections I need	5.83	7.00	6.83	1.00	-0.17	12
Efficient interlibrary loan / document delivery	6.67	8.08	8.08	1.42	0.00	12
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.21	6.64	7.07	1.86	0.43	14
The 24 by 7 live chat service provides information assistance when and where I need it	4.00	5.60	6.80	2.80	1.20	5

u tio t	i i u	i	i	qua	up io it	
Contribution to the intellectual atmosphere of the campus	1.99	1.61	2.02	1.85	2.31	14
The multimedia (CD / DVD / video / audio) collections I need	1.99	2.22	1.95	2.41	2.66	12
Efficient interlibrary loan / document delivery	1.72	1.73	1.44	1.56	1.13	12
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.67	2.13	1.69	2.07	1.50	14
The 24 by 7 live chat service provides information assistance when and where I need it	2.65	2.41	3.27	2.77	2.86	5

10.5 General Satisfaction Questions Summary for English/Theatre/World Cultures & Lang

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.07	1.27	14
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.50	1.70	14
How would you rate the overall quality of the service provided by the library?	7.50	1.65	14

10.6 Information Literacy Outcomes Questions Summary for English/Theatre/World Cultures & Lang

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.71	1.94	14
The library aids my advancement in my academic discipline or work.	7.29	2.05	14
The library enables me to be more efficient in my academic pursuits or work.	7.29	2.02	14
The library helps me distinguish between trustworthy and untrustworthy information.	6.57	1.40	14
The library provides me with the information skills I need in my work or study.	6.93	1.33	14

Language: American English
Institution Type: College or University
Consortium: None
Discipline: English/Theatre/World Cultures & Lang (Excludes Library Staff)

10.7 Library Use Summary for English/Theatre/World Cultures & Lang

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-librarychary

11 General Studies Summary

11.1 Demographic Summary for General Studies

11.1.2 Respondent Profile for General Studies 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.

	po t	po t
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	1	100.00%
31 - 45	0	0.00%
46 - 65	0	0.00%
Over 65	0	0.00%
otal:		.

11.1.3 Respondent Profile for General Studies by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	1	100.00%
Female	0	0.00%
otal:		.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: General Studies (Excludes Library Staff)

11.2 Core Questions Summary for General Studies

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

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

The

	u tio t	i i u a	i a	i a	qua a	up io it a	
t o i							
AS-1	Employees who instill confidence in users	7.00	9.00	8.00	1.00	-1.00	1
AS-2	Giving users individual attention	7.00	9.00	8.00	1.00	-1.00	1
AS-3	Employees who are consistently courteous	6.00	9.00	7.00	1.00	-2.00	1
AS-4	Readiness to respond to users' questions	7.00	9.00	8.00	1.00	-1.00	1
AS-5	Employees who have the knowledge to answer user questions	7.00	9.00	8.00	1.00	-1.00	1
AS-6	Employees who deal with users in a caring fashion	7.00	9.00	7.00	0.00	-2.00	1
AS-7	Employees who understand the needs of their users	7.00	9.00	8.00	1.00	-1.00	1
AS-8	Willingness to help users	7.00	9.00	8.00	1.00	-1.00	1
AS-9	Dependability in handling users' service problems	8.00	9.00	7.00	-1.00	-2.00	1
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	6.00	8.00	6.00	0.00	-2.00	1
	A library Web site enabling me to locate 8.00 oc8oc8.50 Towing ocate .00 ocate .00 ocate .00 oc8oc8L 54,ean						

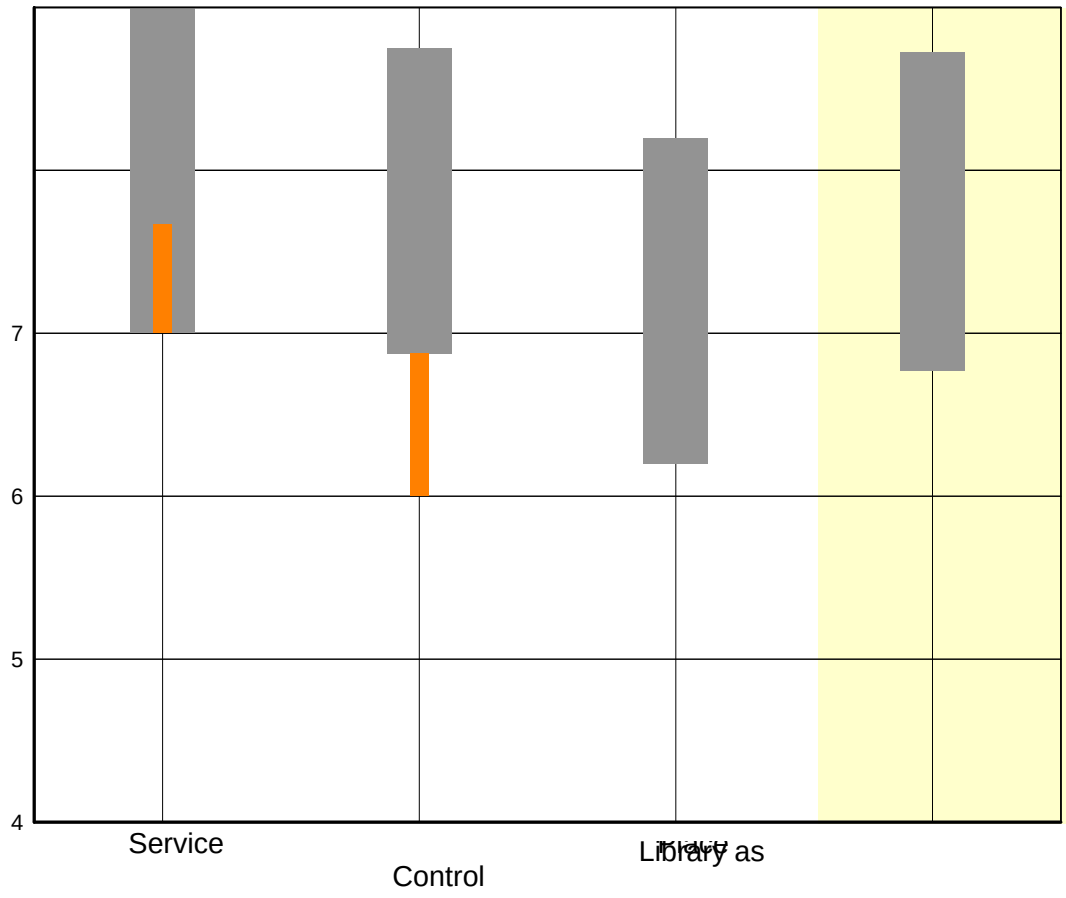
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users						1
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous						1
AS-4	Readiness to respond to users' questions						1
AS-5	Employees who have the knowledge to answer user questions						1
AS-6	Employees who deal with users in a caring fashion						1
AS-7	Employees who understand the needs of their users						1
AS-8	Willingness to help users						1
AS-9	Dependability in handling users' service problems						1
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office						1
IC-2	A library Web site enabling me to locate information on my own						1
IC-3	The printed library materials I need for my work						1
IC-4	The electronic information resources I need						1
IC-5	Modern equipment that lets me easily access needed information						1
IC-6	Easy-to-use access tools that allow me to find things on my own						1
IC-7	Making information easily accessible for independent use						1
IC-8	Print and/or electronic journal collections I require for my work						1
	ib a a la						
LP-1	Library space that inspires study and learning						1
LP-2	Quiet space for individual activities						1
LP-3	A comfortable and inviting location						1
LP-4	A getaway for study, learning, or research						1
LP-5	Community space for group learning and group study						1
	all:	6.77	8.73	6.77	0.00	-1.95	1

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	General Studies (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	General Studies (Excludes Library Staff)

11.3 Core Question Dimensions Summary for General Studies

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	7.00	9.00	7.67	0.67	-1.33	1
Information Control	6.88	8.75	6.00	-0.88	-2.75	1
Library as Place	6.20	8.20	6.40	0.20	-1.80	1
all:	6.77	8.73	6.77	0.00	-1.95	1

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.

i io	i i u	i	i	qua	up io it	
Affect of Service						1
Information Control						1
Library as Place						1

11.4 Local Questions Summary for General Studies

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	5.00	8.00	7.00	2.00		1

11.5 General Satisfaction Questions Summary for General Studies

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a	
In general, I am satisfied with the way in which I am treated at the library.	7.00	1
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1
How would you rate the overall quality of the service provided by the library?	7.00	1

11.6 Information Literacy Outcomes Questions Summary for General Studies

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

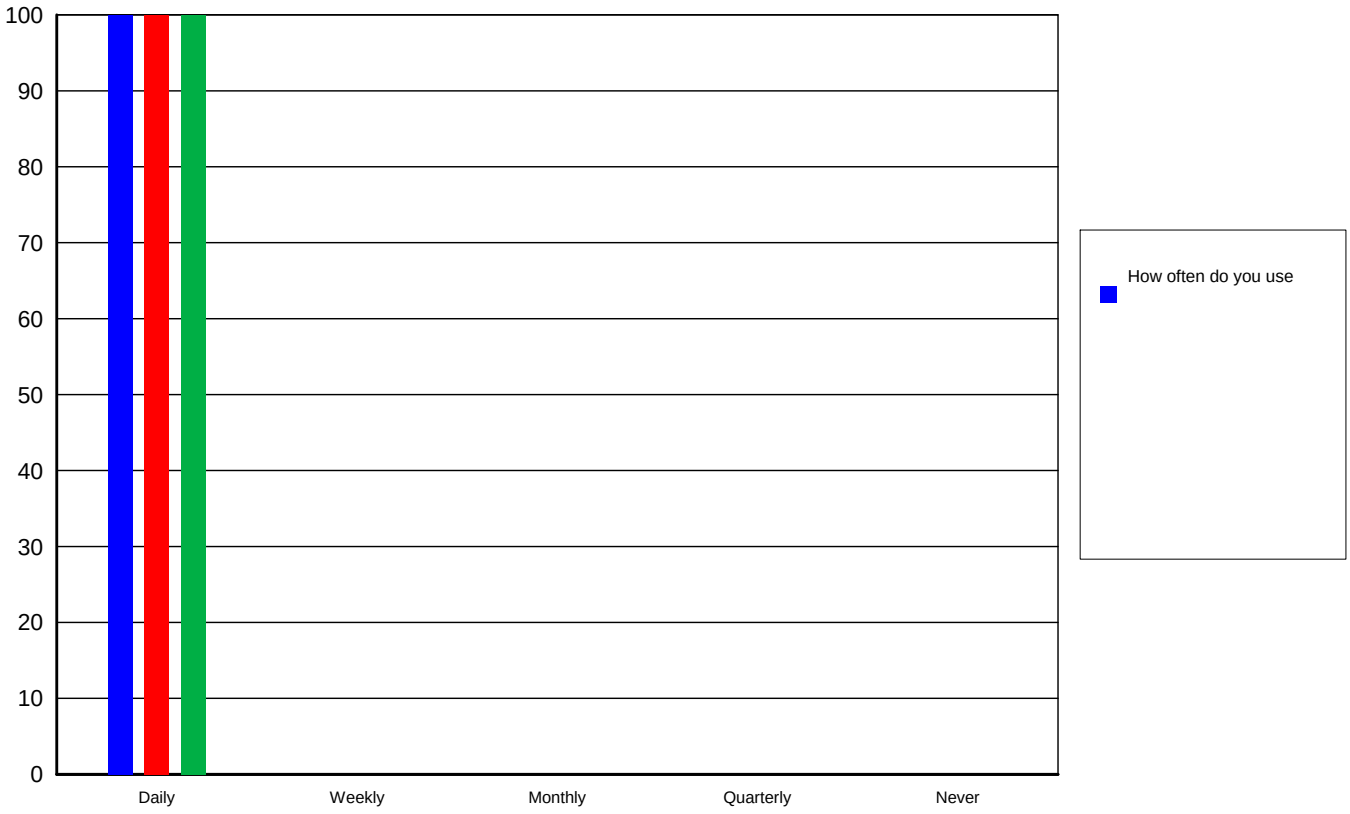
o atio it a ut o u tio	a	
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1
The library aids my advancement in my academic discipline or work.	6.00	1
The library enables me to be more efficient in my academic pursuits or work.	6.00	1
The library helps me distinguish between trustworthy and untrustworthy information.	5.00	1
The library provides me with the information skills I need in my work or study.	5.00	1

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	General Studies (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	General Studies (Excludes Library Staff)

11.7 Library Use Summary for General Studies

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.



12 History/Political Science Summary

12.1 Demographic Summary for History/Political Science

12.1.2 Respondent Profile for History/Political Science 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.

	po t	po t
Under 18	0	0.00%
18 - 22	4	40.00%
23 - 30	0	0.00%
31 - 45	2	20.00%
46 - 65	3	30.00%
Over 65	1	10.00%
otal:		.

12.1.3 Respondent Profile for History/Political Science by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	8	80.00%
Female	2	20.00%
otal:		.

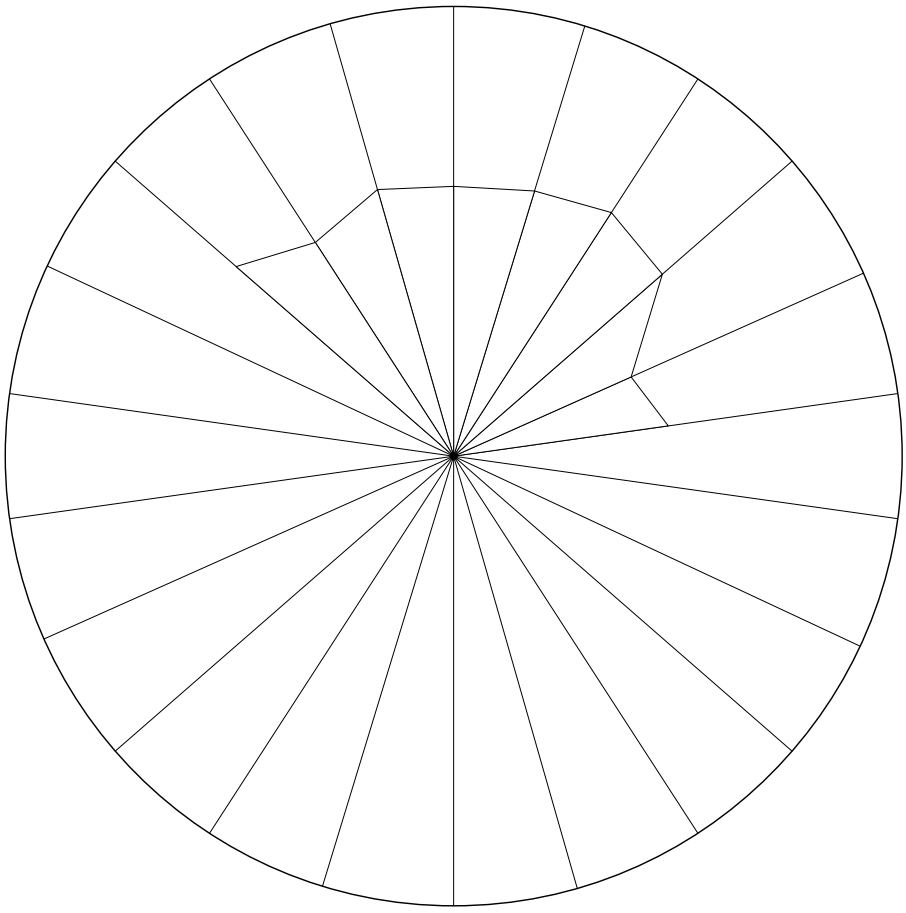
Language: American English
Institution Type: College or University
Consortium: None
Discipline: History/Political Science (Excludes Library Staff)

12.2 Core Questions Summary for History/Political Science

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

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

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



u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	5.90	7.70	6.70	0.80	-1.00	10
AS-2 Giving users individual attention	5.60	6.70	6.50	0.90	-0.20	10
AS-3 Employees who are consistently courteous	6.70	8.30	7.60	0.90	-0.70	10
AS-4 Readiness to respond to users' questions	6.88	7.50	7.38	0.50	-0.13	8
AS-5 Employees who have the knowledge to answer user questions	6.70	8.10	7.20	0.50	-0.90	10
AS-6 Employees who deal with users in a caring fashion	6.60	7.90	7.50	0.90	-0.40	10
AS-7 Employees who understand the needs of their users	6.70	8.40	7.40	0.70	-1.00	10
AS-8 Willingness to help users	6.40	7.40	7.00	0.60	-0.40	10
AS-9 Dependability in handling users' service problems	6.86	7.71	7.14	0.29	-0.57	7
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	6.10	8.60	7.60	1.50	-1.00	10
IC-2 A library Web site enabling me to locate information on my own	6.78	8.44	7.56	0.78	-0.89	9
IC-3 The printed library materials I need for my work	6.20	7.50	7.40	1.20	-0.10	10
IC-4 The electronic information resources I need	6.40	8.10	7.00	0.60	-1.10	10
IC-5 Modern equipment that lets me easily access needed information	6.40	8.20	7.30	0.90	-0.90	10
IC-6 Easy-to-use access tools that allow me to find things on my own	6.40	8.00	7.00	0.60	-1.00	10
IC-7 Making information easily accessible for independent use	6.50	7.90	7.30	0.80	-0.60	10
IC-8 Print and/or electronic journal collections I require for my work	6.50	8.00	8.00	1.50	0.00	10
ib a a la						
LP-1 Library space that inspires study and learning	5.80	7.90	6.80	1.00	-1.10	10
LP-2 Quiet space for individual activities	6.30	7.70	7.40	1.10	-0.30	10
LP-3 A comfortable and inviting location	6.40	8.30	7.90	1.50	-0.40	10
LP-4 A getaway for study, learning, or research	5.80	7.00	6.90	1.10	-0.10	10
LP-5 Community space for group learning and group study	5.70	7.80	6.10	0.40	-1.70	10
all:	6.27	7.88	7.21	0.94	-0.67	10

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	History/Political Science (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	History/Political Science (Excludes Library Staff)

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

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.32	7.73	7.13	0.81	-0.61	10
Information Control	6.39	8.10	7.40	1.01	-0.70	10
Library as Place	6.00	7.74	7.02	1.02	-0.72	10
all:	6.27	7.88	7.21	0.94	-0.67	10

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.

i io	i i u	i	i	qua	up io it	
Affect of Service	2.17	1.27	1.59	1.73	1.28	10
Information Control	2.18	0.89	1.19	2.00	1.12	10
Library as Place	2.02	1.08	1.28	2.12	1.51	10
all:	2.11	1.02	1.29	1.89	1.21	10

Language: American English
Institution Type: College or University
Consortium: None
Discipline: History/Political Science (Excludes Library Staff)

12.4 Local Questions Summary for History/Political Science

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	6.00	7.20	6.80	0.80	-0.40	10
The multimedia (CD / DVD / video / audio) collections I need	6.78	8.00	6.67	-0.11	-1.33	9
Efficient interlibrary loan / document delivery	6.50	8.00	7.10	0.60	-0.90	10
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	6.44	7.56	7.44	1.00	-0.11	9
The 24 by 7 live chat service provides information assistance when and where I need it	4.63	5.88	6.88	2.25	1.00	8

12.5 General Satisfaction Questions Summary for History/Political Science

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.41	10
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.90	1.37	10
How would you rate the overall quality of the service provided by the library?	7.80	0.92	10

12.6 Information Literacy Outcomes Questions Summary for History/Political Science

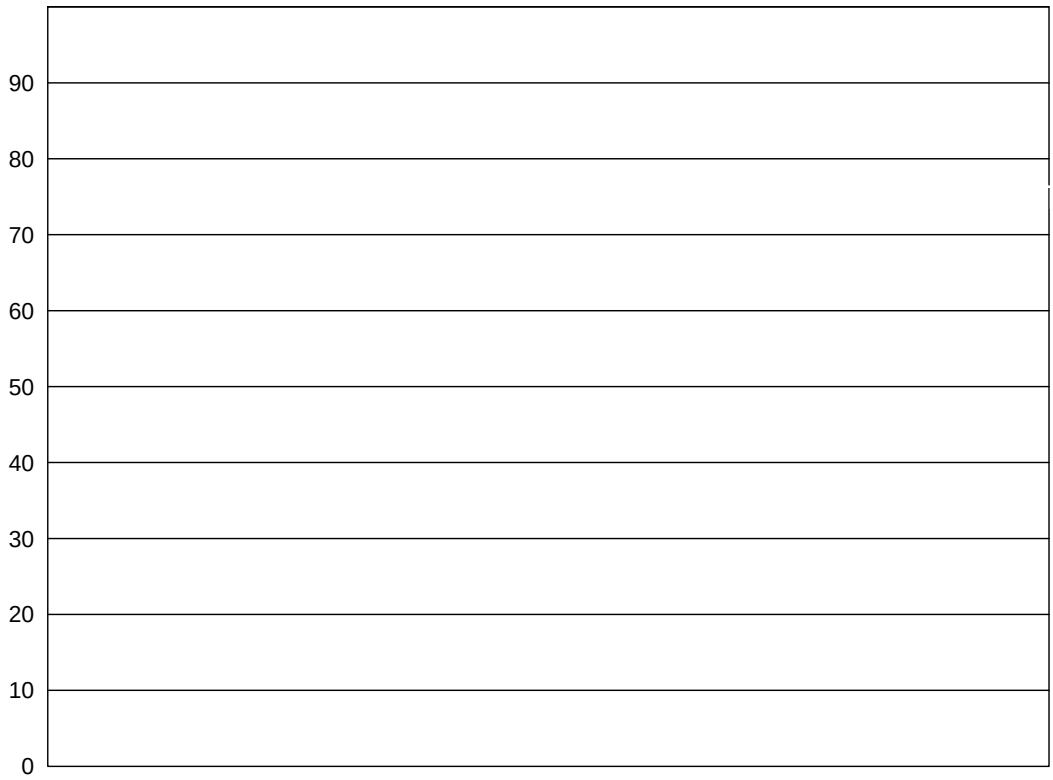
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1.70	10
The library aids my advancement in my academic discipline or work.	6.40	1.51	10
The library enables me to be more efficient in my academic pursuits or work.	7.30	1.25	10
The library helps me distinguish between trustworthy and untrustworthy information.	6.30	2.00	10
The library provides me with the information skills I need in my work or study.	6.60	1.51	10

Language: American English
Institution Type: College or University
Consortium: None
Discipline: History/Political Science (Excludes Library Staff)

12.7 Library Use Summary for History/Political Science

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.

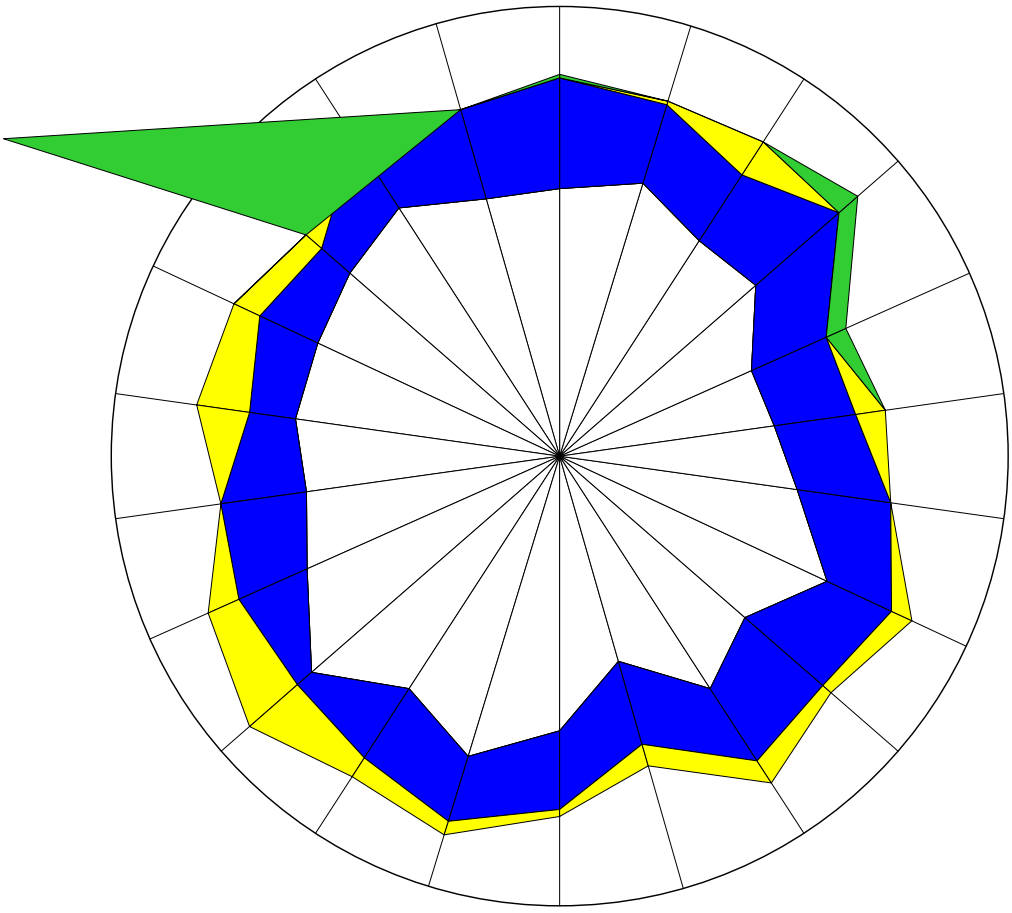


13.2 Core Questions Summary for KSOM

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

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

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



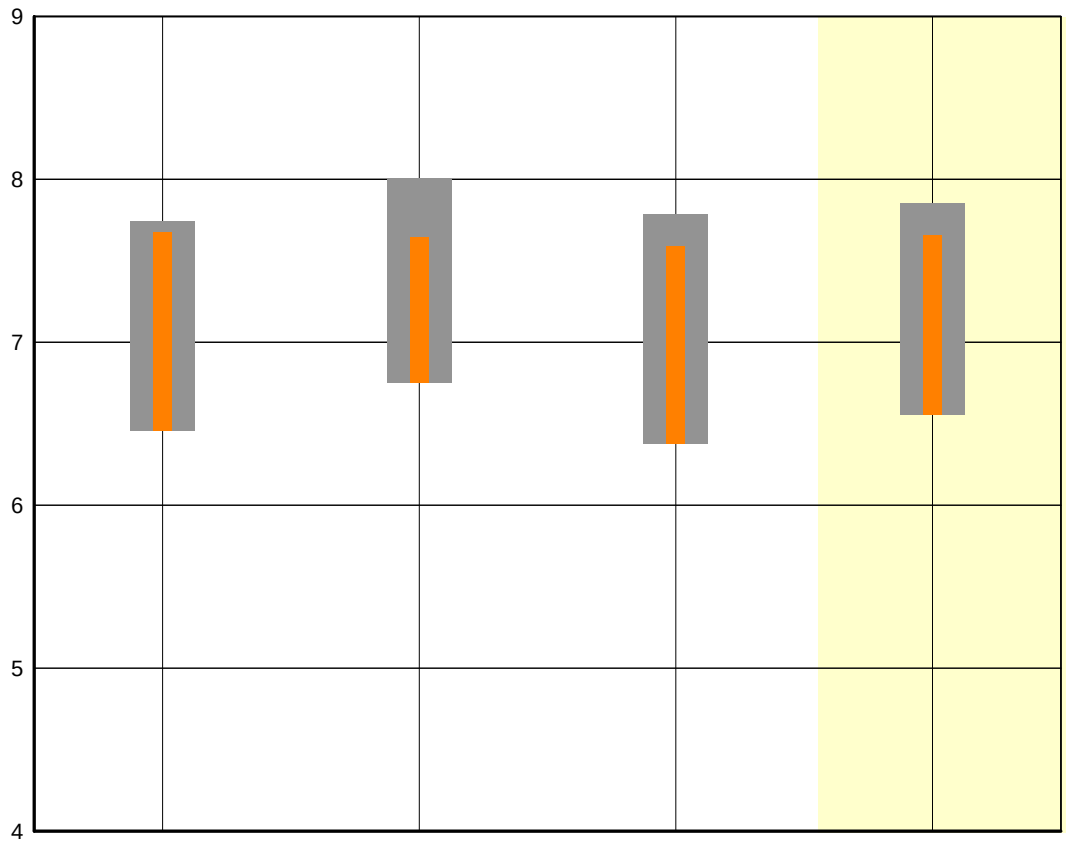
u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	5.90	7.40	7.00	1.10	-0.40	20
AS-2 Giving users individual attention	5.81	6.90	7.19	1.38	0.29	21
AS-3 Employees who are consistently courteous	6.48	7.95	8.29	1.81	0.33	21
AS-4 Readiness to respond to users' questions	6.43	8.00	7.48	1.05	-0.52	21
AS-5 Employees who have the knowledge to answer user questions	6.81	7.95	7.90	1.10	-0.05	21
AS-6 Employees who deal with users in a caring fashion	6.57	8.05	8.10	1.52	0.05	21
AS-7 Employees who understand the needs of their users	6.57	7.81	7.81	1.24	0.00	21
AS-8 Willingness to help users	6.95	8.05	8.10	1.15	0.05	20
AS-9 Dependability in handling users' service problems	6.72	7.50	7.22	0.50	-0.28	18
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	6.57	7.81	7.43	0.86	-0.38	21

	u tio t	i i u	i	i	qua	up io it	
t o i							
AS-1	Employees who instill confidence in users	1.89	1.82	1.95	2.40	2.44	20
AS-2	Giving users individual attention	2.04	2.00	1.63	2.50	1.87	21
AS-3	Employees who are consistently courteous	1.44	1.36	1.01	1.50	1.46	21
AS-4	Readiness to respond to users' questions	1.57	1.10	1.86	2.64	2.32	21
AS-5	Employees who have the knowledge to answer user questions	1.54	1.16	1.14	1.55	1.40	21
AS-6	Employees who deal with users in a caring fashion	1.57	1.20	1.00	1.36	1.36	21
AS-7	Employees who understand the needs of their users	1.72	1.17	0.93	1.41	1.10	21
AS-8	Willingness to help users	1.36	1.10	1.33	1.27	1.19	20
AS-9	Dependability in handling users' service problems	1.99	1.92	2.10	3.11	3.03	18
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	1.80	1.60	1.66	1.93	1.43	21
IC-2	A library Web site enabling me to locate information on my own	1.75	1.14	1.47	2.13	1.59	21
IC-3	The printed library materials I need for my work	1.80	1.98	1.16	1.69	1.97	19
IC-4	The electronic information resources I need	1.81	1.04	1.17	1.84	1.67	20
IC-5	Modern equipment that lets me easily access needed information	1.67	0.83	1.46	1.55	1.42	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	0.85	1.24	1.48	1.17	20
IC-7	Making information easily accessible for independent use	1.57	1.01	1.09	1.41	1.29	21
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.29	1.19	1.60	1.41	21
ib a a la							
LP-1	Library space that inspires study and learning	1.84	2.15	1.89	1.81	2.27	20
LP-2	Quiet space for individual activities	1.26	0.89	1.39	1.31	1.42	20
LP-3	A comfortable and inviting location	1.98	1.78	1.68	2.18	2.33	21
LP-4	A getaway for study, learning, or research	1.61	0.95	1.25	1.79	1.59	20
LP-5	Community space for group learning and group study	2.44	1.84	1.38	2.57	1.92	19
all:		6.56	7.86	7.66	1.10	-0.20	21

Language: American (Discipline:) Tj 3 group
Institution Type: k 21
Consortium:
Discipline:

13.3 Core Question Dimensions Summary for KSOM

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.


9
8
7
6
5
4
Affect 337p5328 sc /9 E.35 Tmp0 1 0 0 0

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.46	7.74	7.67	1.22	-0.07	21
Information Control	6.75	8.01	7.65	0.89	-0.36	21
Library as Place	6.37	7.79	7.59	1.21	-0.20	21
all:	6.56	7.86	7.66	1.10	-0.20	21

i io	i i u	i	i	qua
	□ . .			

13.5 General Satisfaction Questions Summary for KSOM

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	7.86	1.15	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.52	1.33	21
How would you rate the overall quality of the service provided by the library?	7.95	0.80	21

13.6 Information Literacy Outcomes Questions Summary for KSOM

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.67	1.80	21
The library aids my advancement in my academic discipline or work.	7.24	1.48	21
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.43	21
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.77	21
The library provides me with the information skills I need in my work or study.	7.05	1.28	21

Language: American English
Institution Type: College or University
Consortium: None
Discipline: KSOM (Excludes Library Staff)

13.7 Library Use Summary for KSOM

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

14 Nursing/OT/PT Summary

14.1 Demographic Summary for Nursing/OT/PT

14.1.2 Respondent Profile for Nursing/OT/PT 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.

	po t	po t
Under 18	0	0.00%
18 - 22	15	46.88%
23 - 30	2	6.25%
31 - 45	2	6.25%
46 - 65	13	40.63%
Over 65	0	0.00%
otal:		.

14.1.3 Respondent Profile for Nursing/OT/PT by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	2	6.25%
Female	30	93.75%
otal:		.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Nursing/OT/PT (Excludes Library Staff)

14.2 Core Questions Summary for Nursing/OT/PT

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

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

The

u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	6.23	7.53	7.30	1.07	-0.23	30
AS-2 Giving users individual attention	6.71	7.61	7.71	1.00	0.10	31
AS-3 Employees who are consistently courteous	7.13	8.32	8.45	1.32	0.13	31
AS-4 Readiness to respond to users' questions	7.32	8.16	8.39	1.06	0.23	31
AS-5 Employees who have the knowledge to answer user questions	7.50	8.03	8.13	0.63	0.09	32
AS-6 Employees who deal with users in a caring fashion	7.38	8.19	8.34	0.97	0.16	32
AS-7 Employees who understand the needs of their users	7.45	8.19	8.45	1.00	0.26	31
AS-8 Willingness to help users	7.66	8.16	8.44	0.78	0.28	32
AS-9 Dependability in handling users' service problems	7.21	7.96	8.14	0.93	0.18	28
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	7.48	8.45	7.90	0.42	-0.55	31
IC-2 A library Web site enabling me to locate information on my own	7.09	8.31	8.16	1.06	-0.16	32
IC-3 The printed library materials I need for my work	6.97	7.77	7.94	0.97	0.16	31
IC-4 The electronic information resources I need	7.41	8.38	7.84	0.44	-0.53	32
IC-5 Modern equipment that lets me easily access needed information	7.47	8.16	8.19	0.72	0.03	32
IC-6 Easy-to-use access tools that allow me to find things on my own	7.38	8.34	8.06	0.69	-0.28	32
IC-7 Making information easily accessible for independent use	7.34	8.38	8.09	0.75	-0.28	32
IC-8 Print and/or electronic journal collections I require for my work	7.42	8.39	8.13	0.71	-0.26	31
ib a a la						
LP-1 Library space that inspires study and learning	6.70	7.63	7.63	0.93	0.00	27
LP-2 Quiet space for individual activities	7.11	7.89	8.04	0.93	0.15	27
LP-3 A comfortable and inviting location	7.43	8.17	8.40	0.97	0.23	30
LP-4 A getaway for study, learning, or research	7.07	7.57	8.14	1.07	0.57	28
LP-5 Community space for group learning and group study	6.96	7.57	7.82	0.86	0.25	28
all:	7.22	8.08	8.07	0.86	-0.01	32

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

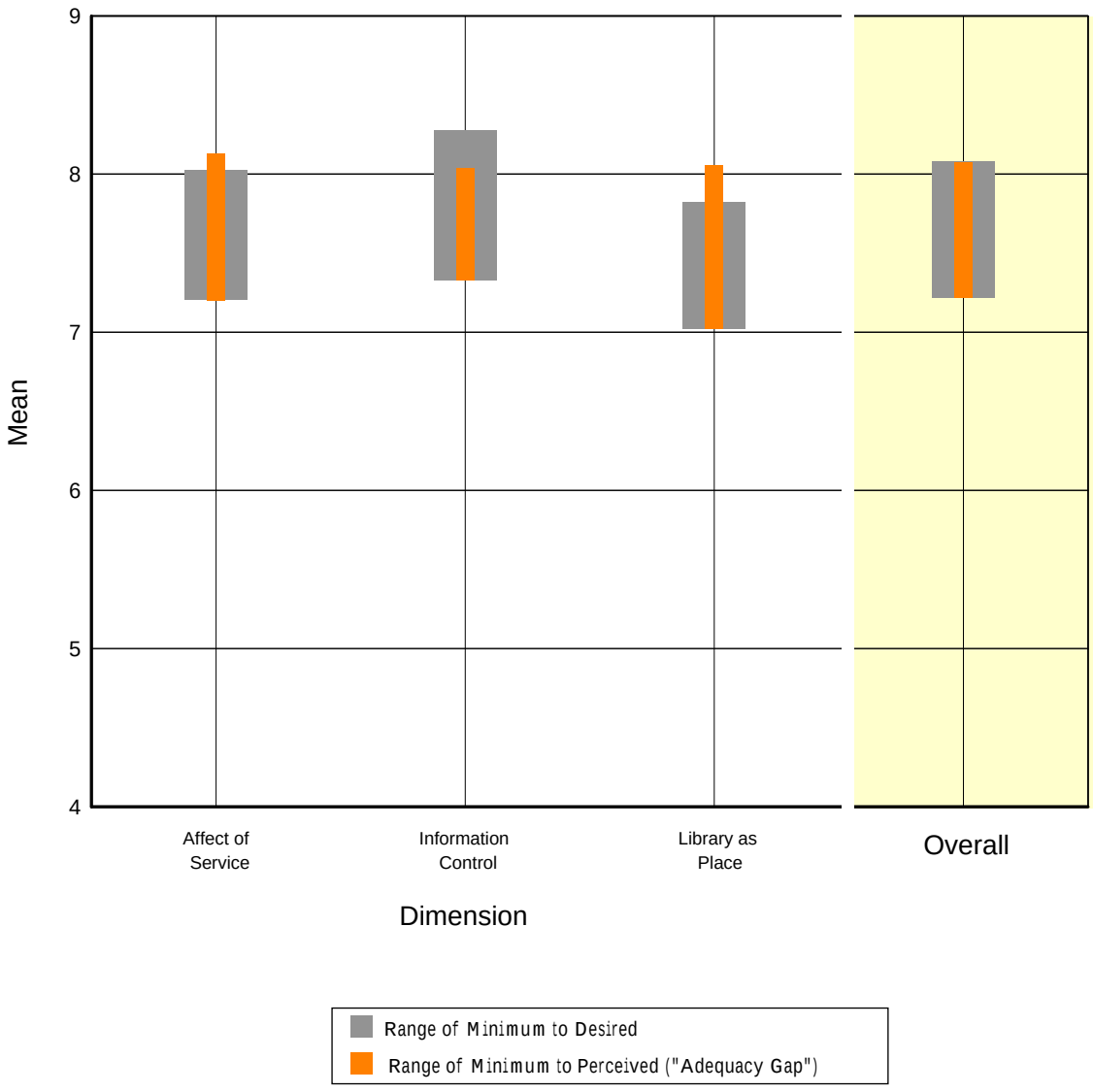
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	2.28	1.57	1.66	2.15	2.05	30
AS-2	Giving users individual attention	1.83	1.63	1.55	2.00	1.72	31
AS-3	Employees who are consistently courteous	1.71	0.98	0.77	1.70	1.26	31
AS-4	Readiness to respond to users' questions	1.87	1.29	0.88	1.73	1.09	31
AS-5	Employees who have the knowledge to answer user questions	1.37	1.60	1.54	2.08	0.82	32
AS-6	Employees who deal with users in a caring fashion	1.77	0.93	0.90	1.66	0.88	32
AS-7	Employees who understand the needs of their users	1.61	0.91	0.89	1.41	1.09	31
AS-8	Willingness to help users	1.52	1.14	0.80	1.48	1.08	32
AS-9	Dependability in handling users' service problems	1.71	1.20	1.01	1.76	1.47	28
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.69	0.93	1.58	1.73	1.50	31
IC-2	A library Web site enabling me to locate information on my own	1.63	0.97	1.11	1.93	1.48	32
IC-3	The printed library materials I need for my work	1.96	1.69	1.44	1.92	1.49	31
IC-4	The electronic information resources I need	1.43	1.04	1.48	2.03	1.67	32
IC-5	Modern equipment that lets me easily access needed information	1.59	1.14	1.00	1.84	1.18	32
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	0.97	1.13	2.04	1.42	32
IC-7	Making information easily accessible for independent use	1.66	0.98	1.17	1.65	1.14	32
IC-8	Print and/or electronic journal collections I require for my work	1.59	0.99	1.20	1.77	1.37	31
	ib a a la						
LP-1	Library space that inspires study and learning	1.90	1.84	1.50	2.25	2.25	27
LP-2	Quiet space for individual activities	1.80	1.72	1.09	2.22	2.05	27
LP-3	A comfortable and inviting location	1.74	1.42	1.16	2.06	1.89	30
LP-4	A getaway for study, learning, or research	1.63	2.04	1.08	1.56	1.62	28
LP-5	Community space for group learning and group study	2.03	2.20	1.47	2.46	2.53	28
	all:	7.22	8.08	8.07	0.86	-0.01	32

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

14.3 Core Question Dimensions Summary for Nursing/OT/PT

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

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

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	7.20	8.02	8.13	0.93	0.11	32
Information Control	7.33	8.28	8.04	0.71	-0.24	32
Library as Place	7.02	7.82	8.06	1.04	0.24	30
all:	7.22	8.08	8.07	0.86	-0.01	32

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of 146(can)( )] T be diA.

i io	i i u	i	i	qua	up io it	
Affect of Service	1.41	0.88	0.77	1.46	0.99	32
Information Control	1.40	0.82	0.97	1.50	1.03	32
Library as Place	1.67	1.52	0.92	1.88	1.63	30

14.4 Local Questions Summary for Nursing/OT/PT

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

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	6.97	7.65	7.65	0.68	0.00	31
The multimedia (CD / DVD / video / audio) collections I need	6.48	6.92	7.28	0.80	0.36	25
Efficient interlibrary loan / document delivery	7.22	7.91	7.91	0.70	0.00	23
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	7.15	7.44	8.00	0.85	0.56	27
The 24 by 7 live chat service provides information assistance when and where I need it	6.16	7.05	7.68	1.53	0.63	19

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

u tio t	i i u	i	i	qua	up io it	
Contribution to the intellectual atmosphere of the campus	1.96	1.68	1.60	1.74	1.46	31
The multimedia (CD / DVD / video / audio) collections I need	1.92	2.40	1.88	2.45	1.80	25
Efficient interlibrary loan / document delivery	1.51	1.41	1.31	1.69	1.62	23
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	2.01	1.91	1.39	1.63	1.19	27
The 24 by 7 live chat service provides information assistance when and where I need it	2.73	2.44	2.00	1.93	1.38	19

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

14.5 General Satisfaction Questions Summary for Nursing/OT/PT

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.03	1.33	32
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.78	1.68	32
How would you rate the overall quality of the service provided by the library?	7.97	1.15	32

14.6 Information Literacy Outcomes Questions Summary for Nursing/OT/PT

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	7.03	1.75	32
The library aids my advancement in my academic discipline or work.	7.66	1.49	32
The library enables me to be more efficient in my academic pursuits or work.	7.81	1.47	32
The library helps me distinguish between trustworthy and untrustworthy information.	7.03	1.62	32
The library provides me with the information skills I need in my work or study.	7.41	1.34	32

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Nursing/OT/PT (Excludes Library Staff)

14.7 Library Use Summary for Nursing/OT/PT

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.

15 Other or Undeclared Summary

15.1 Demographic Summary for Other or Undeclared

15.1.2 Respondent Profile for Other or Undeclared 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.

	po t	po t
Under 18	0	0.00%
18 - 22	2	20.00%
23 - 30	3	30.00%
31 - 45	1	10.00%
46 - 65	4	40.00%
Over 65	0	0.00%
otal:		.

15.1.3 Respondent Profile for Other or Undeclared by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	3	30.00%
Female	7	70.00%
otal:		.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Other or Undeclared (Excludes Library Staff)

u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	5.70	7.40	6.40	0.70	-1.00	10
AS-2 Giving users individual attention	6.10	7.70	6.80	0.70	-0.90	10
AS-3 Employees who are consistently courteous	6.90	8.50	7.70	0.80	-0.80	10
AS-4 Readiness to respond to users' questions	6.67	8.22	7.56	0.89	-0.67	9
AS-5 Employees who have the knowledge to answer user questions	6.70	8.40	7.70	1.00	-0.70	10
AS-6 Employees who deal with users in a caring fashion	6.70	8.40	7.60	0.90	-0.80	10
AS-7 Employees who understand the needs of their users	6.00	7.80	7.70	1.70	-0.10	10
AS-8 Willingness to help users	5.70	7.40	7.30	1.60	-0.10	10
AS-9 Dependability in handling users' service problems	5.44	7.22	7.11	1.67	-0.11	9
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	6.30	8.50	7.30	1.00	-1.20	10
IC-2 A library Web site enabling me to locate information on my own	6.44	8.56	7.33	0.89	-1.22	9
IC-3 The printed library materials I need for my work	5.80	7.70	6.20	0.40	-1.50	10
IC-4 The electronic information resources I need	6.60	8.70	7.30	0.70	-1.40	10
IC-5 Modern equipment that lets me easily access needed information	6.78	8.56	6.44	-0.33	-2.11	9
IC-6 Easy-to-use access tools that allow me to find things on my own	6.20	7.80	6.90	0.70	-0.90	10
IC-7 Making information easily accessible for independent use	6.10	7.70	7.30	1.20	-0.40	10
IC-8 Print and/or electronic journal collections I require for my work	6.00	7.70	7.10	1.10	-0.60	10
ib a a la						
LP-1 Library space that inspires study and learning	6.00	7.70	6.30	0.30	-1.40	10
LP-2 Quiet space for individual activities	6.40	8.20	5.90	-0.50	-2.30	10
LP-3 A comfortable and inviting location	6.10	8.20	7.30	1.20	-0.90	10
LP-4 A getaway for study, learning, or research	5.89	7.89	6.56	0.67	-1.33	9
LP-5 Community space for group learning and group study	4.89	6.78	5.44	0.56	-1.33	9
all:	6.17	7.96	6.98	0.81	-0.98	10

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

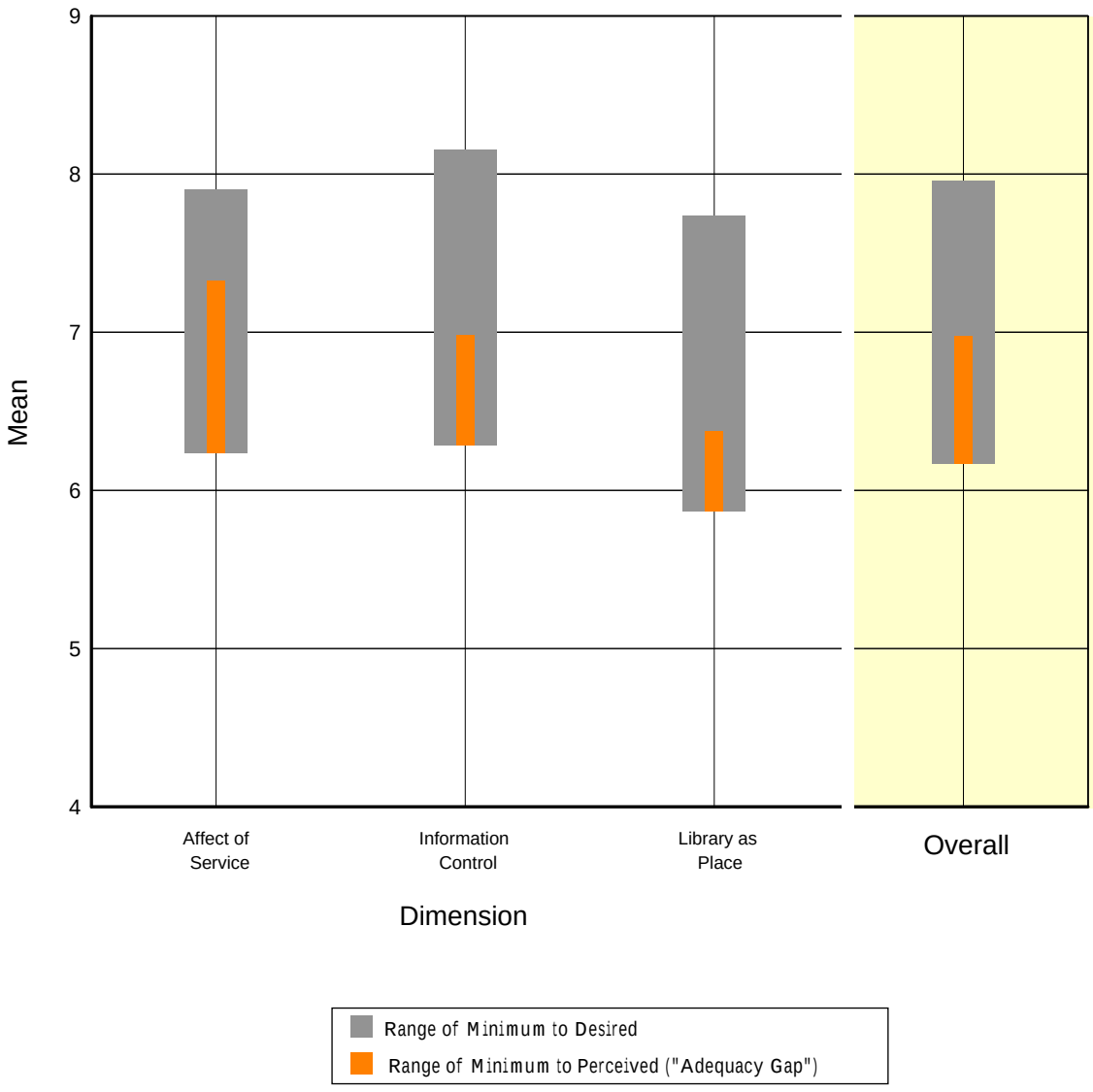
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	1.25	1.43	1.26	1.57	1.56	10
AS-2	Giving users individual attention	1.45	0.95	2.04	2.36	1.97	10
AS-3	Employees who are consistently courteous	1.85	0.71	1.16	1.69	1.40	10
AS-4	Readiness to respond to users' questions	1.87	0.67	1.33	1.83	1.50	9
AS-5	Employees who have the knowledge to answer user questions	1.89	0.84	0.95	1.63	1.06	10
AS-6	Employees who deal with users in a caring fashion	1.83	0.84	1.43	1.97	1.75	10
AS-7	Employees who understand the needs of their users	2.45	2.49	1.16	2.36	2.81	10
AS-8	Willingness to help users	2.45	2.76	1.70	2.17	2.56	10
AS-9	Dependability in handling users' service problems	2.30	2.54	1.27	2.06	2.67	9
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.83	0.71	2.11	2.11	2.25	10
IC-2	A library Web site enabling me to locate information on my own	1.74	0.73	1.00	1.96	1.20	9
IC-3	The printed library materials I need for my work	2.04	2.11	1.99	1.84	1.43	10
IC-4	The electronic information resources I need	1.84	0.67	1.42	2.11	1.58	10
IC-5	Modern equipment that lets me easily access needed information	1.92	0.73	2.01	2.65	2.09	9
IC-6	Easy-to-use access tools that allow me to find things on my own	2.62	2.49	1.37	2.79	2.88	10
IC-7	Making information easily accessible for independent use	2.51	2.45	1.42	2.49	2.72	10
IC-8	Print and/or electronic journal collections I require for my work	2.54	2.45	1.29	1.97	2.27	10
	ib a a la						
LP-1	Library space that inspires study and learning	1.83	0.95	1.64	1.70	1.51	10
LP-2	Quiet space for individual activities	1.90	1.14	2.38	2.84	2.54	10
LP-3	A comfortable and inviting location	1.91	0.79	1.57	2.57	2.08	10
LP-4	A getaway for study, learning, or research	1.76	1.62	1.59	1.73	1.41	9
LP-5	Community space for group learning and group study	2.20	2.82	2.07	3.40	3.61	9
	all:	6.17	7.96	6.98	0.81	-0.98	10

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

15.3 Core Question Dimensions Summary for Other or Undeclared

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



Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

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

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	6.24	7.90	7.33	1.09	-0.58	10
Information Control	6.29	8.16	6.98	0.70	-1.17	10
Library as Place	5.87	7.74	6.38	0.51	-1.37	10
all:	6.17	7.96	6.98	0.81	-0.98	10

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.

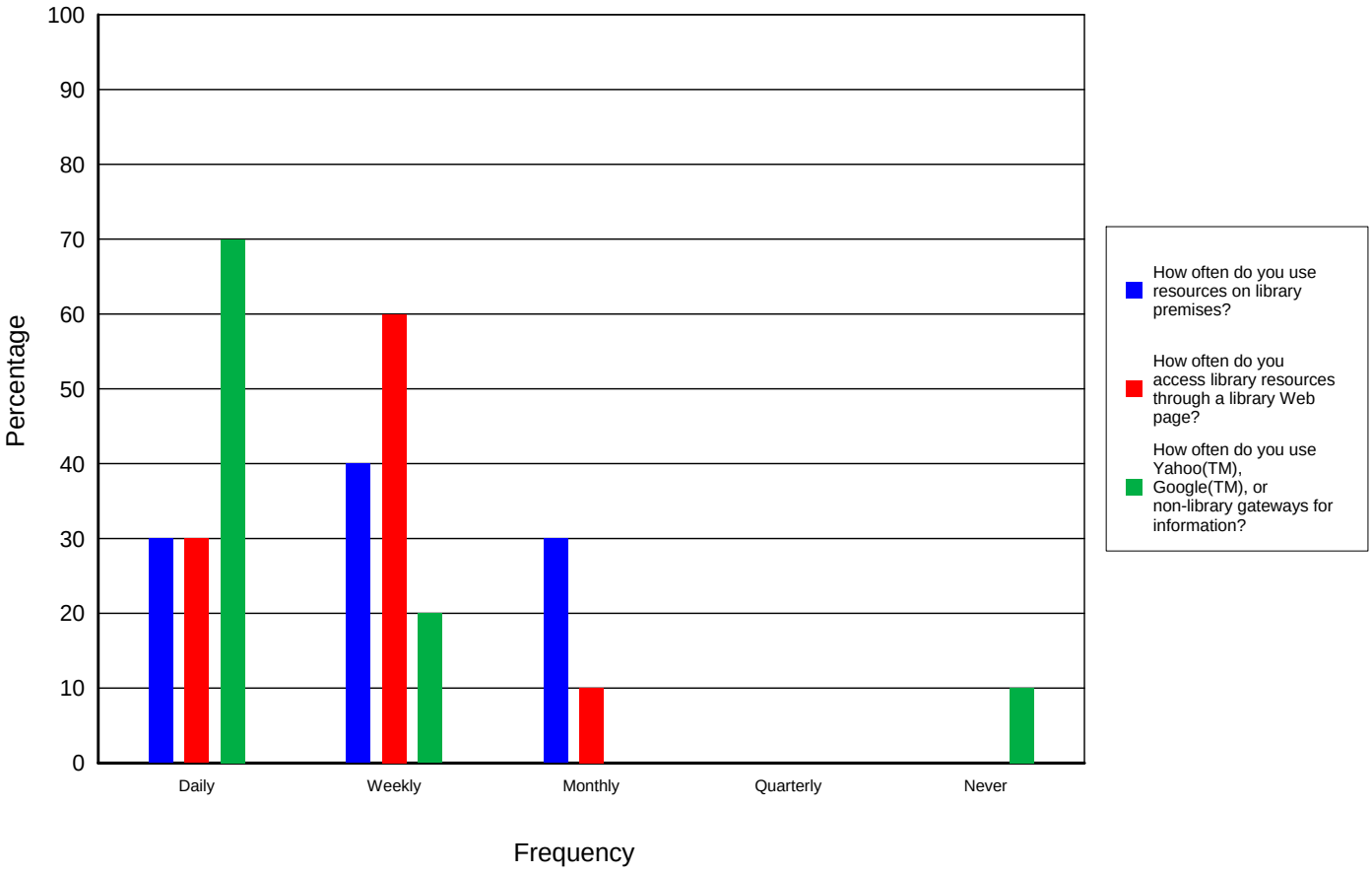
i io	i i u	i	i	qua	up io it	
Affect of Service	1.61	1.07	1.03	1.72	1.61	10
Information Control	1.74	1.08	1.15	2.03	1.64	10
Library as Place	1.52	1.16	1.36	2.19	1.97	10
all:	1.61	1.06	1.00	1.87	1.57	10

15.5 General Satisfaction Questions Summary for Other or Undeclared

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.63	10
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.80	2.20	10
How would you rate the overall quality of the service provided by the library?	7.40	1.65	10

15.7 Library Use Summary for Other or Undeclared

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.



	ail	l	o thl	ua t l		/
How often do you use resources on library premises?	3 30.00%	4 40.00%	3 30.00%	0 0.00%	0 0.00%	.
How often do you access library resources through a library Web page?	3 30.00%	6 60.00%	1 10.00%	0 0.00%	0 0.00%	.
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	7 70.00%	2 20.00%	0 0.00%	0 0.00%	1 10.00%	.

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

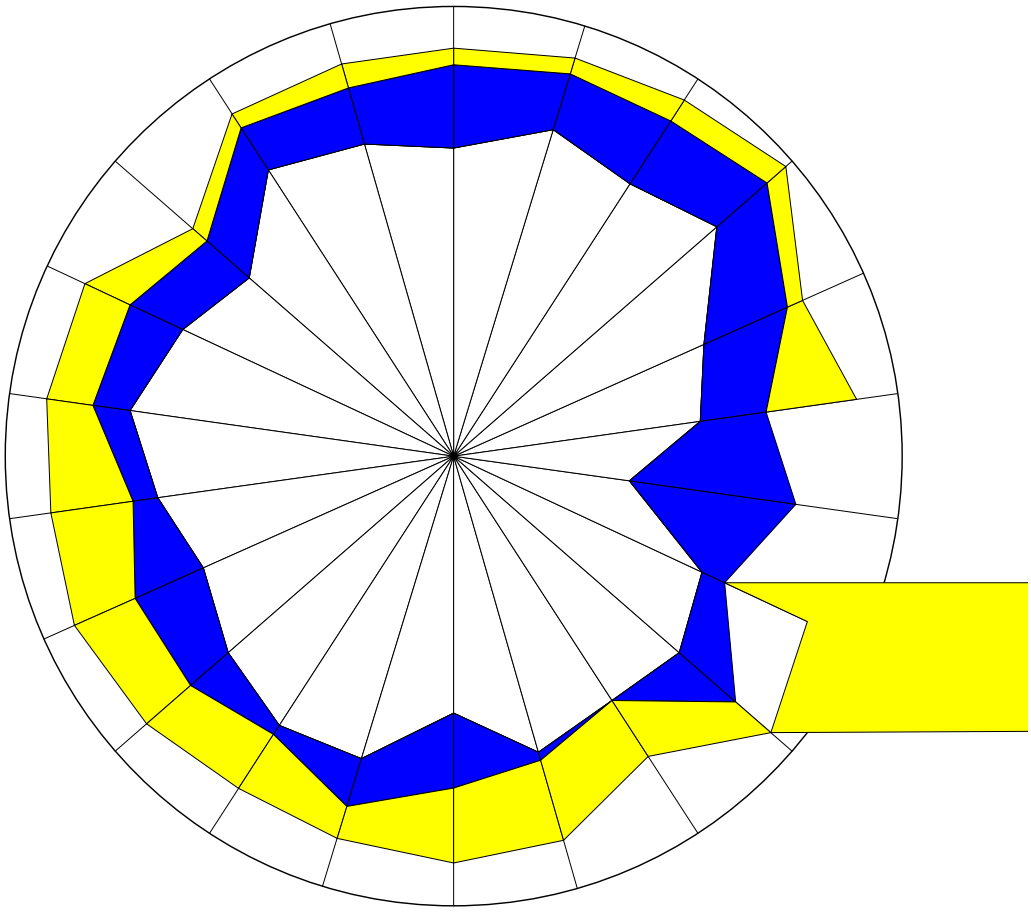
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Other or Undeclared (Excludes Library Staff)

16.2 Core Questions Summary for Philosophy/Theology/RS

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

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

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



u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	6.33	8.44	7.22	0.89	-1.22	9
AS-2 Giving users individual attention	6.67	8.11	7.89	1.22	-0.22	9
AS-3 Employees who are consistently courteous	7.67	8.89	8.56	0.89	-0.33	9
AS-4 Readiness to respond to users' questions	7.33	8.67	8.33	1.00	-0.33	9
AS-5 Employees who have the knowledge to answer user questions	7.56	8.56	8.33	0.78	-0.22	9
AS-6 Employees who deal with users in a caring fashion	7.11	8.44	8.22	1.11	-0.22	9
AS-7 Employees who understand the needs of their users	7.33	8.44	8.11	0.78	-0.33	9
AS-8 Willingness to help users	7.56	8.44	8.22	0.67	-0.22	9
AS-9 Dependability in handling users' service problems	6.63	7.63	7.38	0.75	-0.25	8
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	7.00	8.44	7.78	0.78	-0.67	9
IC-2 A library Web site enabling me to locate information on my own	7.38	8.50	7.88	0.50	-0.63	8
IC-3 The printed library materials I need for my work	7.00	8.44	7.33	0.33	-1.11	9
IC-4 The electronic information resources I need	6.67	8.56	7.67	1.00	-0.89	9
IC-5 Modern equipment that lets me easily access needed information	7.00	8.44	7.67	0.67	-0.78	9
IC-6 Easy-to-use access tools that allow me to find things on my own	7.29	8.29	7.43	0.14	-0.86	7
IC-7 Making information easily accessible for independent use	7.22	8.33	7.89	0.67	-0.44	9
IC-8 Print and/or electronic journal collections I require for my work	6.43	8.43	7.43	1.00	-1.00	7
ib a a la						
LP-1 Library space that inspires study and learning	7.11	8.33	7.22	0.11	-1.11	9
LP-2 Quiet space for individual activities	6.89	7.78	6.89	0.00	-0.89	9
LP-3 A comfortable and inviting location	7.00	8.63	8.00	1.00	-0.63	8
LP-4 A getaway for study, learning, or research	6.67	8.22	7.00	0.33	-1.22	9
LP-5 Community space for group learning and group study	5.38	7.63	7.63	2.25	0.00	8
all:	7.01	8.35	7.75	0.74	-0.60	9

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Philosophy/Theology/RS (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Philosophy/Theology/RS (Excludes Library Staff)

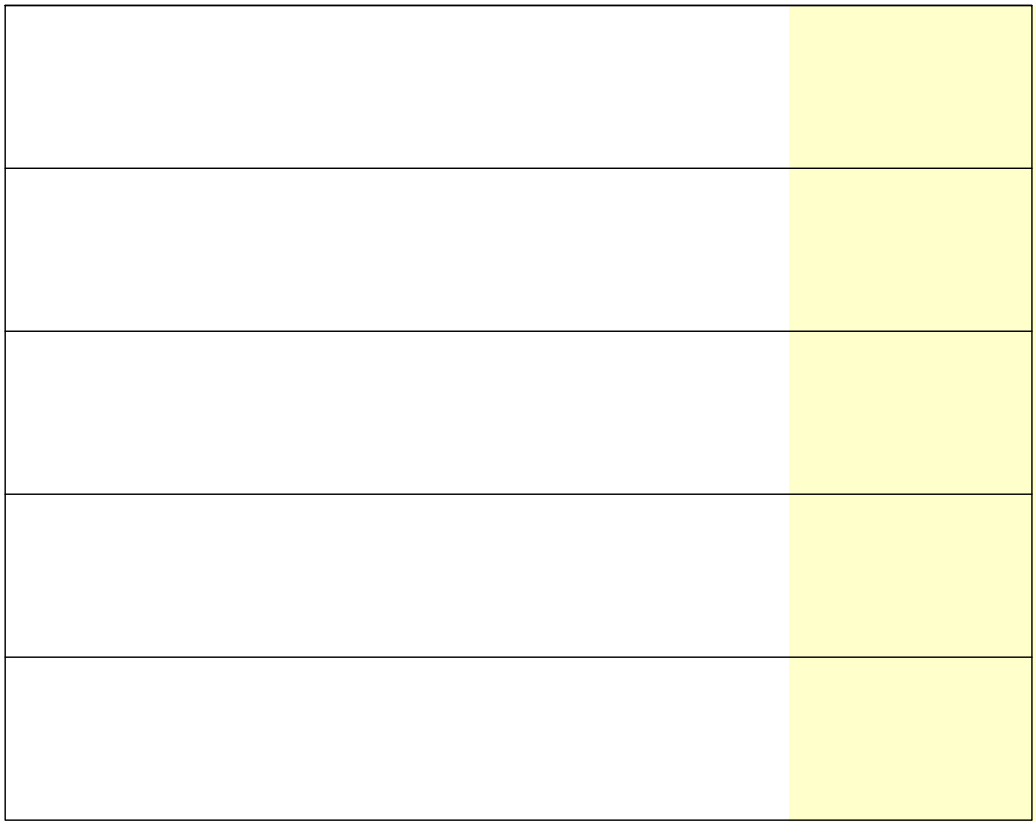
		i i u	i	i	qua	up io it	
	u tio t						
	t o i						
AS-1	Employees who instill confidence in users	1.87	0.73	1.64	2.03	1.30	9
AS-2	Giving users individual attention	1.41	0.93	0.93	1.39	0.67	9
AS-3	Employees who are consistently courteous	1.41	0.33	0.73	1.27	0.50	9
AS-4	Readiness to respond to users' questions	1.32	0.50	0.87	1.32	0.71	9
AS-5	Employees who have the knowledge to answer user questions	1.13	0.53	0.71	1.48	0.67	9
AS-6	Employees who deal with users in a caring fashion	1.36	0.53	0.97	1.62	0.83	9
AS-7	Employees who understand the needs of their users	1.41	0.53	1.05	1.09	0.71	9
AS-8	Willingness to help users	1.13	0.73	0.97	1.00	0.83	9
AS-9	Dependability in handling users' service problems	2.33	2.07	2.00	1.28	0.71	8
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	1.66	0.73	1.09	1.92	1.00	9
IC-2	A library Web site enabling me to locate information on my own	1.41	0.93	1.13	0.93	1.30	8
IC-3	The printed library materials I need for my work	1.00	0.88	1.32	2.00	1.27	9
IC-4	The electronic information resources I need	1.41	0.53	1.58	1.50	1.62	9
IC-5	Modern equipment that lets me easily access needed information	1.41	0.53	1.12	1.12	1.09	9
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	0.76	1.27	1.07	1.21	7
IC-7	Making information easily accessible for independent use	1.48	0.71	0.93	1.00	0.73	9
IC-8	Print and/or electronic journal collections I require for my work	0.98	0.79	0.98	1.15	1.29	7
	ib a a la						
LP-1	Library space that inspires study and learning	0.93	0.87	0.83	1.17	1.45	9
LP-2	Quiet space for individual activities	1.90	1.30	1.05	1.80	1.62	9
LP-3	A comfortable and inviting location	1.60	0.52	0.76	1.51	0.52	8
LP-4	A getaway for study, learning, or research	1.50	0.97	1.12	1.87	1.20	9
LP-5	Community space for group learning and group study	2.33	1.06	1.06	2.71	1.20	8
	all:	7.01	8.35	7.75	0.74	-0.60	9

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Philosophy/Theology/RS (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Philosophy/Theology/RS (Excludes Library Staff)

16.3 Core Question Dimensions Summary for Philosophy/Theology/RS

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.

i	io	i i u a	i a	i a	qua a

16.4 Local Questions Summary for Philosophy/Theology/RS

u tio t	i i u a	i a	i a	qua a	up io it a

16.5 General Satisfaction Questions Summary for Philosophy/Theology/RS

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.33	0.71	9
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.78	1.09	9
How would you rate the overall quality of the service provided by the library?	7.67	0.87	9

16.6 Information Literacy Outcomes Questions Summary for Philosophy/Theology/RS

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	6.89	1.54	9
The library aids my advancement in my academic discipline or work.	7.44	1.51	9
The library enables me to be more efficient in my academic pursuits or work.	7.67	1.00	9
The library helps me distinguish between trustworthy and untrustworthy information.	5.67	1.66	9
The library provides me with the information skills I need in my work or study.	6.56	1.24	9

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Philosophy/Theology/RS (Excludes Library Staff)

16.7 Library Use Summary for Philosophy/Theology/RS

This chart shows a graphic representation of library use (both

17 Physics/EE Summary

17.1 Demographic Summary for Physics/EE

17.1.2 Respondent Profile for Physics/EE 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.

	po t	po t
Under 18	0	0.00%
18 - 22	1	50.00%
23 - 30	0	0.00%
31 - 45	0	0.00%
46 - 65	1	50.00%
Over 65	0	0.00%
otal:		.

17.1.3 Respondent Profile for Physics/EE by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	1	50.00%
Female	1	50.00%
otal:		.

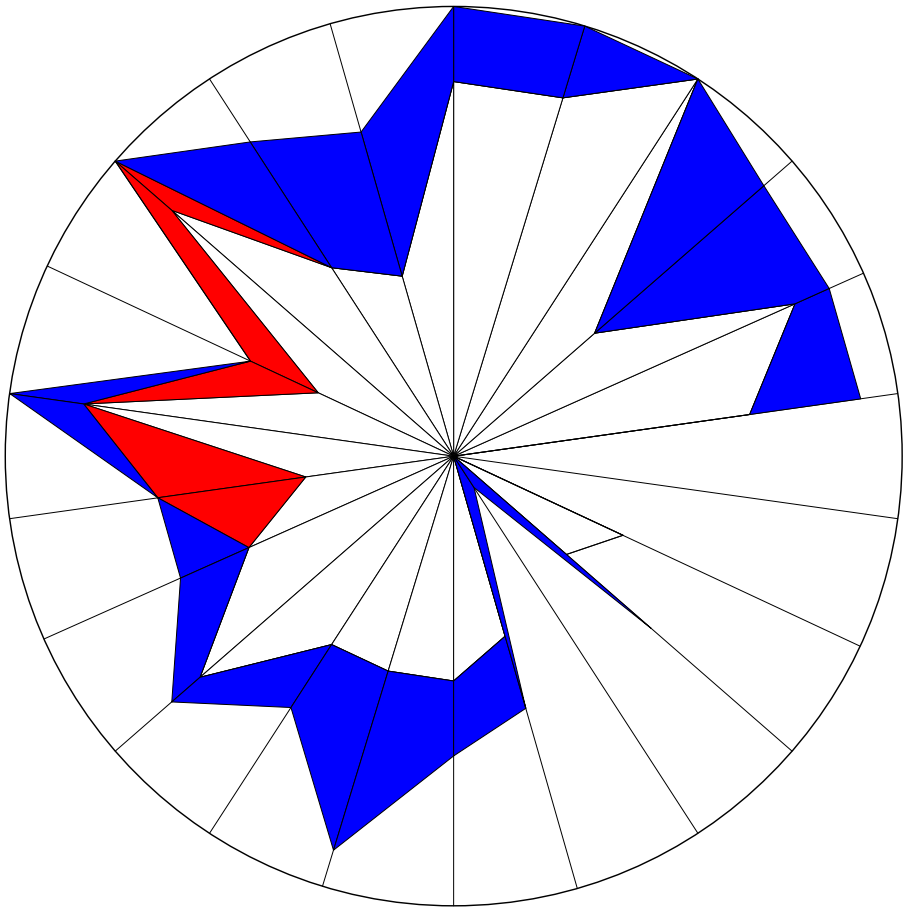
Language: American English
Institution Type: College or University
Consortium: None
Discipline: Physics/EE (Excludes Library Staff)

17.2 Core Questions Summary for Physics/EE

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

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

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



17.3 Core Question Dimensions Summary for Physics/EE

On

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	7.25	8.82	8.48	1.23	-0.34	2
Information Control	6.56	8.75	7.06	0.50	-1.69	2
Library as Place	4.30	6.10	7.40	3.10	1.30	2
all:	6.30	8.16	7.68	1.38	-0.48	2

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 bollo in Appendix A.

i io	i i u	i	i	qua	up io it	
Affect of Service	0.35	0.10	0.21	0.15	0.30	2
Information Control	0.80	0.00	2.56	1.77	2.56	2
Library as Place	0.14	0.14	0.00	0.14	0.14	2

17.4 Local Questions Summary for Physics/EE

	qua a

17.5 General Satisfaction Questions Summary for Physics/EE

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.50	0.71	2
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.50	2.12	2
How would you rate the overall quality of the service provided by the library?	7.00	0.00	2

17.6 Information Literacy Outcomes Questions Summary for Physics/EE

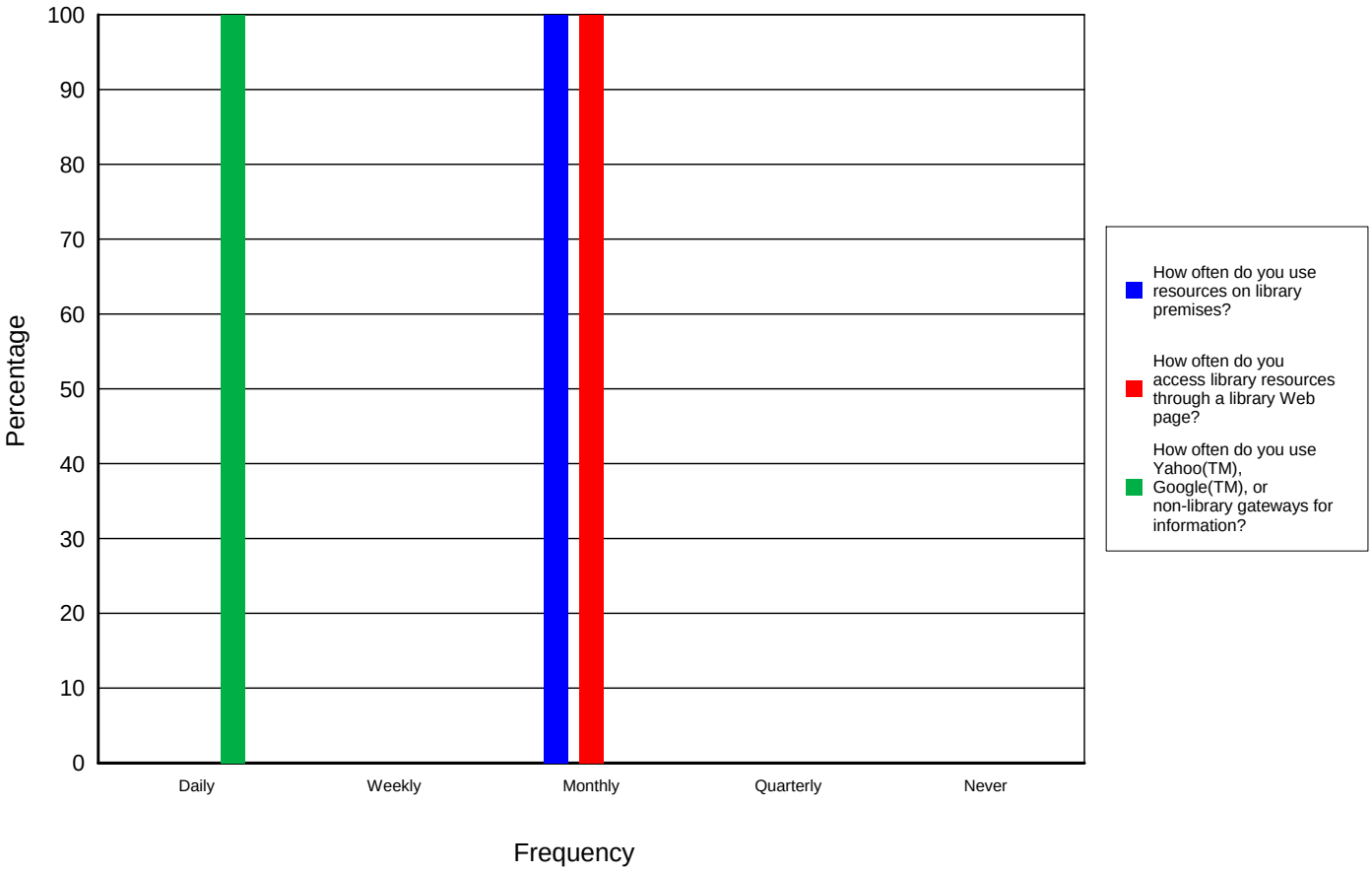
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	3.00	2.83	2
The library aids my advancement in my academic discipline or work.	2.00	1.41	2
The library enables me to be more efficient in my academic pursuits or work.	3.00	0.00	2
The library helps me distinguish between trustworthy and untrustworthy information.	6.00	1.41	2
The library provides me with the information skills I need in my work or study.	4.00	4.24	2

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Physics/EE (Excludes Library Staff)

17.7 Library Use Summary for Physics/EE

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.



	ail	l	o thl	ua t l		/
How often do you use resources on library premises?	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	.
How often do you access library resources through a library Web page?	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	.
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	.

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Physics/EE (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Physics/EE (Excludes Library Staff)

18 Psychology Summary

18.1 Demographic Summary for Psychology

18.1.2 Respondent Profile for Psychology 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.

	po t	po t
Under 18	0	0.00%
18 - 22	7	77.78%
23 - 30	1	11.11%
31 - 45	0	0.00%
46 - 65	0	0.00%
Over 65	1	11.11%
otal:		.

18.1.3 Respondent Profile for Psychology by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions. The number and percentage for each sex are given for survey respondents.

	po t	po t
Male	2	22.22%
Female	7	77.78%
otal:		.

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Psychology (Excludes Library Staff)

u tio t	i i u a	i a	i a	qua a	up io it a	
t o i						
AS-1 Employees who instill confidence in users	4.88	7.75	6.63	1.75	-1.13	8
AS-2 Giving users individual attention	6.22	7.78	7.33	1.11	-0.44	9
AS-3 Employees who are consistently courteous	6.78	8.44	7.67	0.89	-0.78	9
AS-4 Readiness to respond to users' questions	6.33	8.11	8.00	1.67	-0.11	9
AS-5 Employees who have the knowledge to answer user questions	6.89	8.44	8.00	1.11	-0.44	9
AS-6 Employees who deal with users in a caring fashion	6.63	8.50	7.63	1.00	-0.88	8
AS-7 Employees who understand the needs of their users	6.00	7.88	7.50	1.50	-0.38	8
AS-8 Willingness to help users	6.38	8.63	7.88	1.50	-0.75	8
AS-9 Dependability in handling users' service problems	6.50	8.33	8.00	1.50	-0.33	6
o atio o t ol						
IC-1 Making electronic resources accessible from my home or office	6.44	8.56	7.00	0.56	-1.56	9
IC-2 A library Web site enabling me to locate information on my own	6.89	8.33	7.89	1.00	-0.44	9
IC-3 The printed library materials I need for my work	7.00	8.00	7.75	0.75	-0.25	8
IC-4 The electronic information resources I need	6.44	8.33	7.67	1.22	-0.67	9
IC-5 Modern equipment that lets me easily access needed information	6.88	8.63	7.75	0.88	-0.88	8
IC-6 Easy-to-use access tools that allow me to find things on my own	5.50	8.38	7.63	2.13	-0.75	8
IC-7 Making information easily accessible for independent use	6.13	8.38	7.25	1.13	-1.13	8
IC-8 Print and/or electronic journal collections I require for my work	6.00	8.13	7.00	1.00	-1.13	8
ib a a la						
LP-1 Library space that inspires study and learning	5.56	7.89	7.22	1.67	-0.67	9
LP-2 Quiet space for individual activities	5.78	7.44	8.00	2.22	0.56	9
LP-3 A comfortable and inviting location	5.56	8.00	7.33	1.78	-0.67	9
LP-4 A getaway for study, learning, or research	5.88	8.25	7.50	1.63	-0.75	8
LP-5 Community space for group learning and group study	5.38	7.38	6.63	1.25	-0.75	8
all:	6.21	8.10	7.55	1.34	-0.55	9

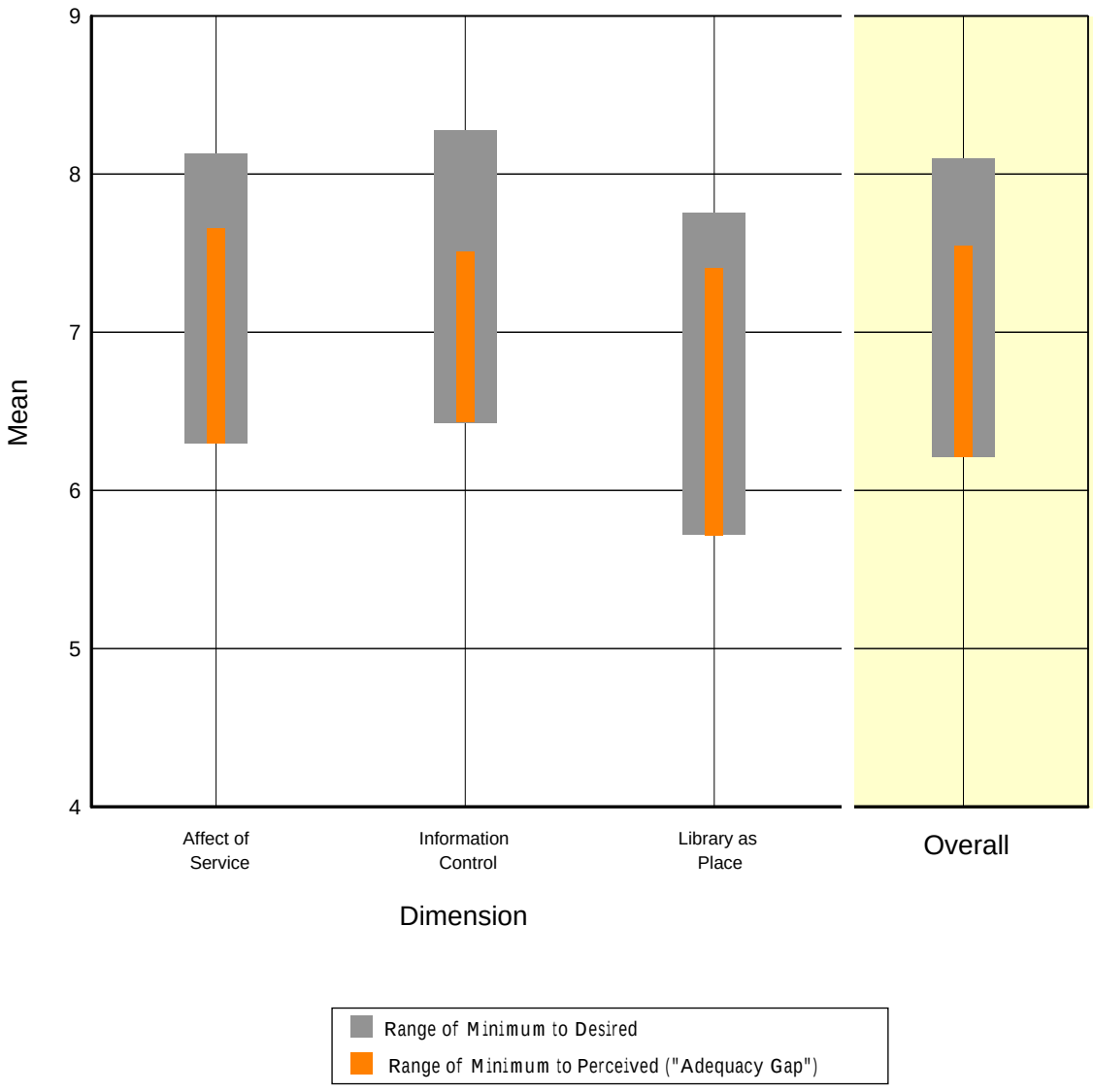
Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Psychology (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Psychology (Excludes Library Staff)

		i i u	i	i	qua	up io it	
u tio t							
t o i							
AS-1	Employees who instill confidence in users	1.96	1.16	1.41	1.16	1.89	8
AS-2	Giving users individual attention	2.22	0.97	1.87	1.17	2.55	9
AS-3	Employees who are consistently courteous	2.54	0.73	1.87	2.32	2.05	9
AS-4	Readiness to respond to users' questions	2.18	0.93	1.22	1.41	1.90	9
AS-5	Employees who have the knowledge to answer user questions	2.57	0.53	1.00	2.03	1.33	9
AS-6	Employees who deal with users in a caring fashion	2.45	0.53	1.51	1.93	1.73	8
AS-7	Employees who understand the needs of their users	2.27	1.36	1.41	1.69	1.77	8
AS-8	Willingness to help users	2.56				AS-8	8

18.3 Core Question Dimensions Summary for Psychology

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.



18.4 Local Questions Summary for Psychology

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the

u tio t	i i u a	i a	i a	qua a	up io it a	
Contribution to the intellectual atmosphere of the campus	6.22	8.00	7.22	1.00	-0.78	9
The multimedia (CD / DVD / video / audio) collections I need	6.29	7.57	7.86	1.57	0.29	7
Efficient interlibrary loan / document delivery	7.17	7.83	8.50	1.33	0.67	6
The library staff reflects and promotes the Jesuit ideals of social justice and respect for all persons	5.50	7.67	7.50	2.00	-0.17	6
The 24 by 7 live chat service provides information assistance when and where I need it	7.00	7.75	8.25	1.25	0.50	4

18.5 General Satisfaction Questions Summary for Psychology

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	7.67	1.32	9
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.59	9
How would you rate the overall quality of the service provided by the library?	7.33	1.66	9

18.6 Information Literacy Outcomes Questions Summary for Psychology

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	7.22	1.79	9
The library aids my advancement in my academic discipline or work.	7.44	1.81	9
The library enables me to be more efficient in my academic pursuits or work.	7.67	1.58	9
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.73	9
The library provides me with the information skills I need in my work or study.	6.89	1.36	9

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Psychology (Excludes Library Staff)

19 Sociology/Criminal Justice/Gerontology Summary

19.1 Demographic Summary for Sociology/Criminal Justice/Gerontology

19.1.2 Respondent Profile for Sociology/Criminal Justice/Gerontology 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.

	po t	po t
Under 18	0	0.00%
18 - 22	2	50.00%
23 - 30	0	0.00%
31 - 45	1	25.00%
46 - 65	1	25.00%
Over 65		

	u tio t	i i u a	i a	i a	qua a	up io it a	
	t o i						
AS-1	Employees who instill confidence in users	4.00	5.75	8.50	4.50	2.75	4
AS-2	Giving users individual attention	5.25	6.50	8.75	3.50	2.25	4
AS-3	Employees who are consistently courteous	5.75	7.00	8.75	3.00	1.75	4
AS-4	Readiness to respond to users' questions	5.25	6.75	8.75	3.50	2.00	4
AS-5	Employees who have the knowledge to answer user questions	5.25	6.50	8.75	3.50	2.25	4
AS-6	Employees who deal with users in a caring fashion	5.50	6.75	8.75	3.25	2.00	4
AS-7	Employees who understand the needs of their users	5.50	6.50	8.75	3.25	2.25	4
AS-8	Willingness to help users	4.33	6.00	8.67	4.33	2.67	3
AS-9	Dependability in handling users' service problems	4.33	6.00	8.67	4.33	2.67	3
	o atio o t ol						
IC-1	Making electronic resources accessible from my home or office	5.50	6.75	8.75	3.25	2.00	4
IC-2	A library Web site enabling me to locate information on my own	5.50	6.75	8.00	2.50	1.25	4
IC-3	The printed library materials I need for my work	4.00	5.50	7.25	3.25	1.75	4
IC-4	The electronic information resources I need	5.00	6.50	8.50	3.50	2.00	4
IC-5	Modern equipment that lets me easily access needed information	5.50	6.75	8.00	2.50	1.25	4
IC-6	Easy-to-use access tools that allow me to find things on my own	4.33	5.67	8.67	4.33	3.00	3
IC-7	Making information easily accessible for independent use	4.33	6.00	9.00	4.67	3.00	3
IC-8	Print and/or electronic journal collections I require for my work	5.50	6.50	8.50	3.00	2.00	4
	ib a a la						
LP-1	Library space that inspires study and learning	4.33	6.00	8.67	4.33	2.67	3
LP-2	Quiet space for individual activities	4.33	6.00	8.33	4.00	2.33	3
LP-3	A comfortable and inviting location	4.00	5.25	8.75	4.75	3.50	4
LP-4	A getaway for study, learning, or research	4.33	5.67	8.00	3.67	2.33	3
LP-5	Community space for group learning and group study	4.33	5.67	8.00	3.67	2.33	3
	all:	5.10	6.38	8.47	3.37	2.09	4

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Sociology/Criminal Justice/Gerontology (Excludes Library Staff)

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	Sociology/Criminal Justice/Gerontology (Excludes Library Staff)

		i i u	i	i	qua	up io it	
u tio t							
t o i							
AS-1	Employees who instill confidence in users	2.58	3.59	0.58	2.65	3.86	4
AS-2	Giving users individual attention	3.10	3.70	0.50	3.11	3.95	4
AS-3	Employees who are consistently courteous	3.59	4.00	0.50	3.56	4.19	4
AS-4	Readiness to respond to users' questions	3.10	3.86	0.50	3.11	4.08	4
AS-5	Employees who have the knowledge to answer user questions	3.10	3.70	0.50	3.42	3.86	4
AS-6	Employees who deal with users in a caring fashion	3.42	3.86	0.50	3.40	4.08	4
AS-7	Employees who understand the needs of their users	3.42	3.70	0.50	3.40	3.95	4
AS-8	Willingness to help users	3.06	4.36	0.58	3.21	4.73	3
AS-9	Dependability in handling users' service problems	3.06	4.36	0.58	3.21	4.73	3
o atio o t ol							
IC-1	Making electronic resources accessible from my home or office	3.42	3.86	0.50	3.40	4.08	4
IC-2	A library Web site enabling me to locate information on my own	3.42	3.86	0.82	4.04	4.50	4
IC-3	The printed library materials I need for my work	2.58	3.70	1.71	3.40	4.27	4
IC-4	The electronic information resources I need	2.83	3.79	0.58	3.32	4.08	4
IC-5	Modern equipment that lets me easily access needed information	3.42	3.86	0.82	4.20	4.57	4
IC-6	Easy-to-use access tools that allow me to find things on my own	3.06	4.16	0.58	3.51	4.36	3
IC-7	Making information easily accessible for independent use	3.06	4.36	0.00	3.06	4.36	3
IC-8	Print and/or electronic journal collections I require for my work	3.42	3.79	0.58	3.56	4.08	4
ib a a la							
LP-1	Library space that inspires study and learning	3.06	4.36	0.58	3.21	4.73	3
LP-2	Quiet space for individual activities	3.06	4.36	0.58	3.61	4.93	3
LP-3	A comfortable and inviting location	2.58	3.86	0.50	2.99	4.12	4
LP-4	A getaway for study, learning, or research	3.06	4.16	1.00	3.79	5.13	3
LP-5	Community space for group learning and group study	3.06	4.16	1.00	4.04	4.93	3
all:		5.10	6.38	8.47	3.37	2.09	4

Language:
Institution Type:
Consortium:
Discipline:

19.3 Core Question Dimensions Summary for Sociology/Criminal Justice/Gerontology

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

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.

i io	i i u a	i a	i a	qua a	up io it a	
Affect of Service	5.21	6.53	8.71	3.50	2.18	4
Information Control	5.17	6.45	8.26	3.09	1.81	4
Library as Place	4.00	5.15	8.50	4.50	3.35	4
all:	5.10	6.38	8.47	3.37	2.09	4

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.

i io	i i u	i	i	qua	up io it	
Affect of Service	3.04	3.71	0.42	3.12	3.96	4
Information Control	3.00	3.68	0.57	3.56	4.15	4
Library as Place	2.58	3.77	0.58	3.11	4.33	4
all:	2.93	3.64	0.37	3.24	4.00	4

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Sociology/Criminal Justice/Gerontology (Excludes Library Staff)

19.5 General Satisfaction Questions Summary for Sociology/Criminal Justice/Gerontology

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 particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

ati a tio u tio	a		
In general, I am satisfied with the way in which I am treated at the library.	8.75	0.50	4
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	0.82	4
How would you rate the overall quality of the service provided by the library?	8.50	0.58	4

19.6 Information Literacy Outcomes Questions Summary for Sociology/Criminal Justice/Gerontology

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

o atio it a ut o u tio	a		
The library helps me stay abreast of developments in my field(s) of interest.	7.75	0.96	4
The library aids my advancement in my academic discipline or work.	8.25	0.96	4
The library enables me to be more efficient in my academic pursuits or work.	8.00	0.82	4
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.83	4
The library provides me with the information skills I need in my work or study.	7.00	1.83	4

Language: American English
Institution Type: College or University
Consortium: None
Discipline: Sociology/Criminal Justice/Gerontology (Excludes Library Staff)

19.7 Library Use Summary for Sociology/Criminal Justice/Gerontology

This chart shows a graphic representation of library use (both

20 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.

ib i io

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

ib i io

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")

ib a i io

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

ib t i io

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All

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 2008 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.)*

to i

[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

o atio o t ol

[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

ib a a la

[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

Language: American English
Institution Type: College or University
Consortium: None
Discipline: All

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All

Language:	American English
Institution Type:	College or University
Consortium:	None
Discipline:	All