



LibQUAL⁺

Spring 2004 Survey

University of Wisconsin System

Association of Research Libraries / Texas A&M University

www.libqual.org



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1 Introduction

1.1 Acknowledgements

This notebook contains information from the February - May 2004 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2004.

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

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

We would like to acknowledge the role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education, which provided grant funds of \$498,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of \$245,737 over a three-year period (2002-04) to adapt the LibQUAL+™ instrument for use in the science, math, engineering, and technology education digital library community, an assessment tool in development now called e-QUAL. As we move towards the conclusion of these grant funding activities, 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+™: Defining and Promoting Library Service Quality

What is LibQUAL+™?

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

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

As of spring 2004, more than 500 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries-some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and Europe, and has been translated into a number of languages, including French, Swedish, and Dutch. The growing LibQUAL+™ community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+™ benefit your library?

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 specifically for LibQUAL+™ participants
- Access to an online library of LibQUAL+™ research articles
- Opportunity to become part of a community interested in developing excellence in library services

How does LibQUAL+™ benefit your library users?

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.

How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take the survey, distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+™ survey?

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

1.3 Web Access to Data

Data summaries from the 2004 iteration of the LibQUAL+™ survey will be available to project participants online via the LibQUAL+™ survey management site:

<http://www.libqual.org/Manage/Results/index.cfm>

1.4 Explanation of Charts and Tables

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. A working knowledge of how to read and derive relevant information from these charts is essential. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called “spider charts” or “polar charts”, radar charts feature multiple axes or “spokes” along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

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

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

How to read a radar chart

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

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

Means

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

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

outcomes questions.

Standard Deviation

Standard deviation 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.

Service Adequacy

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

Service Superiority

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

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

In the consortium 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.

1.5 A Few Words about LibQUAL+™ 2004

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

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

In this environment, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181).

These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures, such as assessments of service quality and satisfaction.

One New Measures initiative is the LibQUAL+™ project (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002). The book by Cook, Heath and Thompson (forthcoming) details much of the related history and research.

Within a service-quality assessment model, "only customers judge quality; all other judgments are **essentially irrelevant**" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+™ was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+™ items were developed through several iterations of quantitative studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+™ survey has been grounded in the *users' perspective* as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+™ is **not** just a list of 22 standardized items. First, LibQUAL+™ offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments "box" soliciting open-ended user views. *Almost half of the people responding to the LibQUAL+™ survey provide valuable feedback through the comments box.* These open-ended comments are helpful for (a) understanding **why** users provide certain ratings, but also (b) understanding **what policy changes** users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think 'out of the box' and develop innovative ways for improving library services.

LibQUAL+™ is a "way of listening" to users called a *total market survey*. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for 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, LibQUAL+™ is only one of 11 "ways of listening" to customers, a "total market survey." 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).

Score Scaling

"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.

Using LibQUAL+™ Data

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 on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+™ is not 22 items. LibQUAL+™ is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+™. Heath, Kyrillidou, and Askew (in press) edited a special issue of the Journal of Library Administration reporting additional case studies on the use of LibQUAL+™ data to aid the improvement of library service quality.

2004 Data Screening

The 22 LibQUAL+™ core quantitative items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b)

Library as Place (5 items, such as "a getaway for study, learning, or research"); and (c) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work").

However, as happens in any survey, in 2004 some users provided incomplete data, or inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

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

2. Excessive "NA" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a Palm PDA) for completing the survey, some users might have selected "NA" choices for all or most of the items rather than reporting their actual perceptions. Or some users may have views on such a narrow range of quality issues that their data are not very informative. *In this survey it was decided that records containing more than 11 "NA" responses should be eliminated from the summary statistics.*

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

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies 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.*

LibQUAL+™ Norms

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 2003, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users 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 give us this insight.

Common Misconception Regarding Norms. 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.

LibQUAL+™ Norms Tables. 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 for earlier years are available on the Web at the following URL:

<http://www.coe.tamu.edu/~bthompson/libq2003.htm>

Response Rates

At the American Library Association mid-winter 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 **we will close at**

whatever time receives the most votes.

Should we close the library at?

(A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

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.

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

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

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

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

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

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

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Population (N=23,000)

Gender

Students 35% female
 Faculty 65% female
 Disciplines
 Liberal Arts 40%
 Science 20%
 Other 40%

Students 59% female
 Faculty 43% female
 Disciplines
 Liberal Arts 15%
 Science 35%
 Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+™ software has been expanded to 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.

LibQUAL+™ Interactive Statistics

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. The LibQUAL+™ Interactive Statistics web page includes graphing capabilities for all LibQUAL+™ scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either jpeg format for presentation purposes or flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. Additional development aims at delivering norms in an interactive environment. To access the LibQUAL+™ Interactive Statistics online, go to:

<<http://www.libqual.org/Manage/Results/index.cfm>>

Survey Data

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

ARL Service Quality Evaluation Academy

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

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+™ data, the Association of Research Libraries has created the annual *ARL Service Quality Evaluation Academy*. For more information about the Academy, see the LibQUAL+™ events page at

<<http://www.libqual.org/Events/index.cfm>>

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 second cohort of Academy participants graduated in May, 2003. 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.org/>>

<<http://www.arl.org/stats/>>

<<http://www.arl.org/>>

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2 Respondents by Institution for University of Wisconsin System

Below is a listing of all the consortium institutions that participated in the 2004 LibQUAL+™ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution		Respondents n	Respondents %
Academic Law			
1)	University of Wisconsin Law Library	226	3.15%
Sub Total:		226	3.15%
College or University			
2)	University of Wisconsin - Eau Claire	614	8.56%
3)	University of Wisconsin - Green Bay	427	5.95%
4)	University of Wisconsin - La Crosse Murphy Library	461	6.43%
5)	University of Wisconsin - Madison	1,086	15.14%
6)	University of Wisconsin - Milwaukee Libraries	680	9.48%
7)	University of Wisconsin - Oshkosh	1,054	14.69%
8)	University of Wisconsin - Platteville	248	3.46%
9)	University of Wisconsin - River Falls	768	10.70%
10)	University of Wisconsin - Stevens Point University Library	248	3.46%
11)	University of Wisconsin - Stout	254	3.54%
12)	University of Wisconsin - Superior Hill Library	438	6.10%
13)	University of Wisconsin - Whitewater	266	3.71%
14)	University of Wisconsin Madison - Wendt Engineering Library	405	5.64%
Sub Total:		6,949	96.85%
Grand Total:		7,175	100.00%

Language: American English
 Institution Type: All
 Consortium: University of Wisconsin System
 User Group: All

3 College or University Libraries Demographic Summary for University of Wisconsin System

3.1 Respondents by User Group

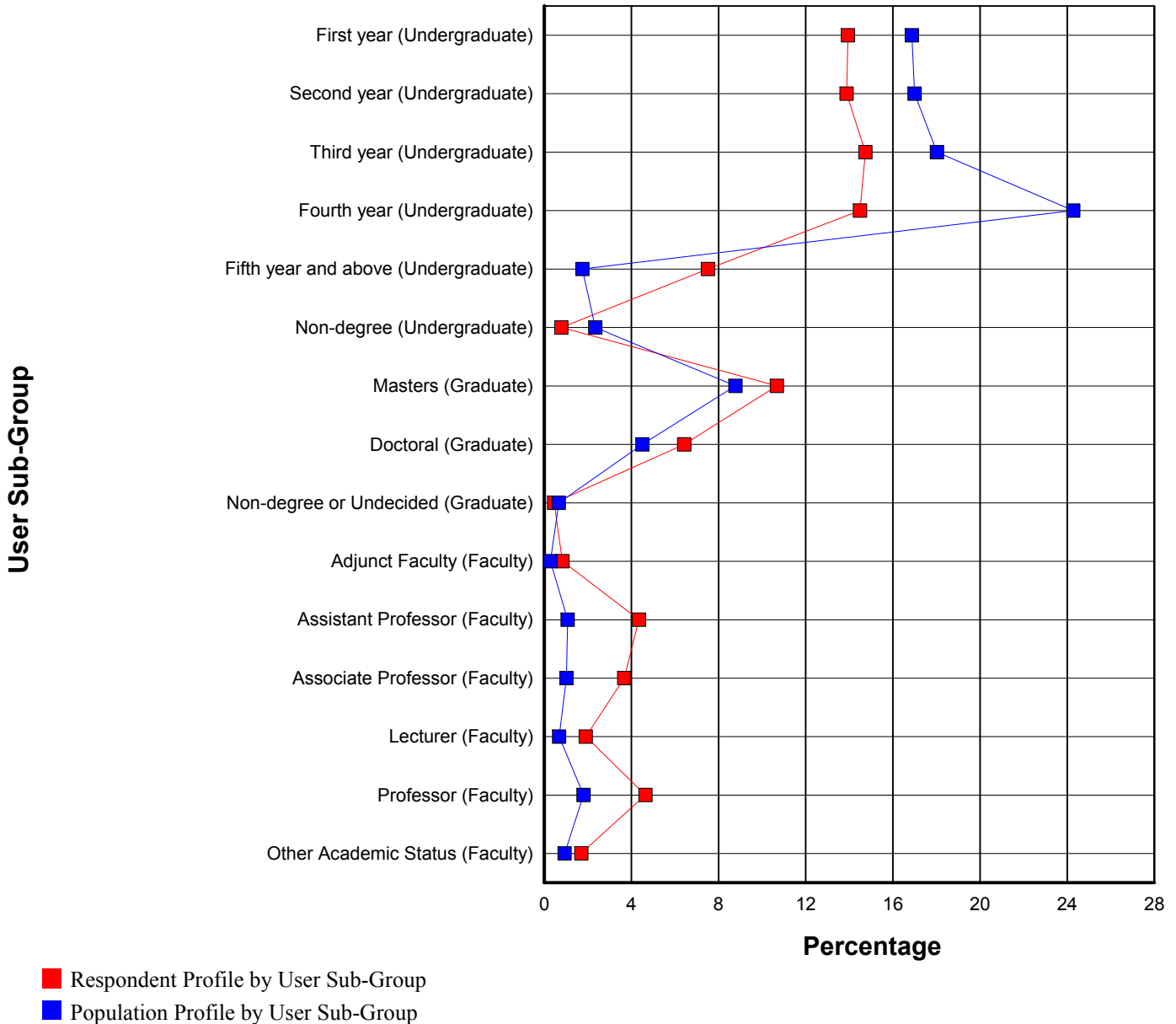
User Group	Respondent n	Respondent %
Undergraduate		
First year	885	12.74%
Second year	881	12.68%
Third year	936	13.47%
Fourth year	920	13.24%
Fifth year and above	477	6.86%
Non-degree	50	0.72%
Sub Total:	4,149	59.71%
Graduate		
Masters	678	9.76%
Doctoral	408	5.87%
Non-degree or Undecided	29	0.42%
Sub Total:	1,115	16.05%
Faculty		
Adjunct Faculty	53	0.76%
Assistant Professor	276	3.97%
Associate Professor	233	3.35%
Lecturer	121	1.74%
Professor	295	4.25%
Other Academic Status	108	1.55%
Sub Total:	1,086	15.63%
Library Staff		
Administrator	6	0.09%
Manager, Head of Unit	29	0.42%
Public Services	59	0.85%
Systems	2	0.03%
Technical Services	26	0.37%
Other	25	0.36%
Sub Total:	147	2.12%
Staff		
Research Staff	118	1.70%
Other staff positions	334	4.81%
Sub Total:	452	6.50%
Total:	6,949	100.00%

3.2 Population and Respondent Profiles by User Sub-Group

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	25,243	16.87%	885	13.94%	2.93%
Second year (Undergraduate)	25,425	16.99%	881	13.87%	3.12%
Third year (Undergraduate)	26,965	18.02%	936	14.74%	3.28%
Fourth year (Undergraduate)	36,322	24.28%	920	14.49%	9.79%
Fifth year and above (Undergraduate)	2,618	1.75%	477	7.51%	-5.76%
Non-degree (Undergraduate)	3,502	2.34%	50	0.79%	1.55%
Masters (Graduate)	13,126	8.77%	678	10.68%	-1.90%
Doctoral (Graduate)	6,737	4.50%	408	6.43%	-1.92%
Non-degree or Undecided (Graduate)	1,002	0.67%	29	0.46%	0.21%
Adjunct Faculty (Faculty)	426	0.28%	53	0.83%	-0.55%
Assistant Professor (Faculty)	1,607	1.07%	276	4.35%	-3.27%
Associate Professor (Faculty)	1,525	1.02%	233	3.67%	-2.65%
Lecturer (Faculty)	1,019	0.68%	121	1.91%	-1.22%
Professor (Faculty)	2,700	1.80%	295	4.65%	-2.84%
Other Academic Status (Faculty)	1,398	0.93%	108	1.70%	-0.77%
Total:	149,615	100.00%	6,350	100.00%	0.00%

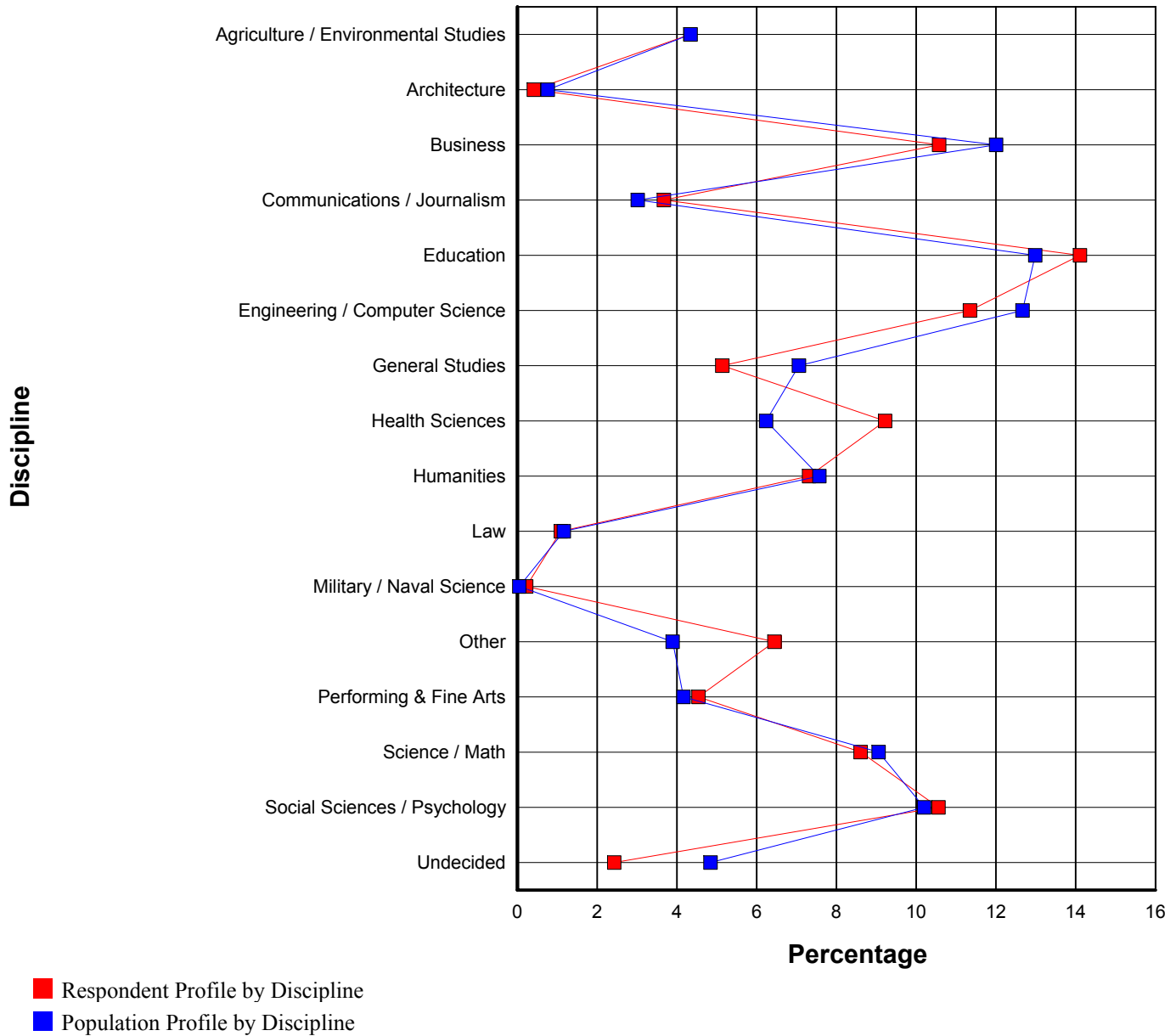
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff, Staff)

3.3 Population and Respondent Profiles by Standard Discipline

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

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 both the general population (N) and survey respondents (n).

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



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	6,264	4.34%	275	4.33%	0.01%
Architecture	1,095	0.76%	26	0.41%	0.35%
Business	17,315	12.00%	671	10.58%	1.43%
Communications / Journalism	4,351	3.02%	233	3.67%	-0.66%
Education	18,729	12.98%	895	14.11%	-1.12%
Engineering / Computer Science	18,271	12.67%	720	11.35%	1.32%
General Studies	10,181	7.06%	326	5.14%	1.92%
Health Sciences	8,994	6.24%	585	9.22%	-2.98%
Humanities	10,920	7.57%	464	7.31%	0.26%
Law	1,678	1.16%	69	1.09%	0.08%
Military / Naval Science	67	0.05%	14	0.22%	-0.17%
Other	5,615	3.89%	409	6.45%	-2.55%
Performing & Fine Arts	6,006	4.16%	288	4.54%	-0.38%
Science / Math	13,064	9.06%	546	8.61%	0.45%
Social Sciences / Psychology	14,711	10.20%	670	10.56%	-0.36%
Undecided	6,982	4.84%	154	2.43%	2.41%
Total:	144,243	100.00%	6,345	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff, Staff)

3.4 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	11	0.16%
18 - 22	3,315	48.76%
23 - 30	1,428	21.01%
31 - 45	1,062	15.62%
46 - 65	949	13.96%
Over 65	33	0.49%
Total:	6,798	100.00%

3.5 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.

Sex	Population N	Population %	Respondents n	Respondents %
Male	72,591	46.55%	2,492	36.67%
Female	83,345	53.45%	4,304	63.33%
Total:	155,936	100.00%	6,796	100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

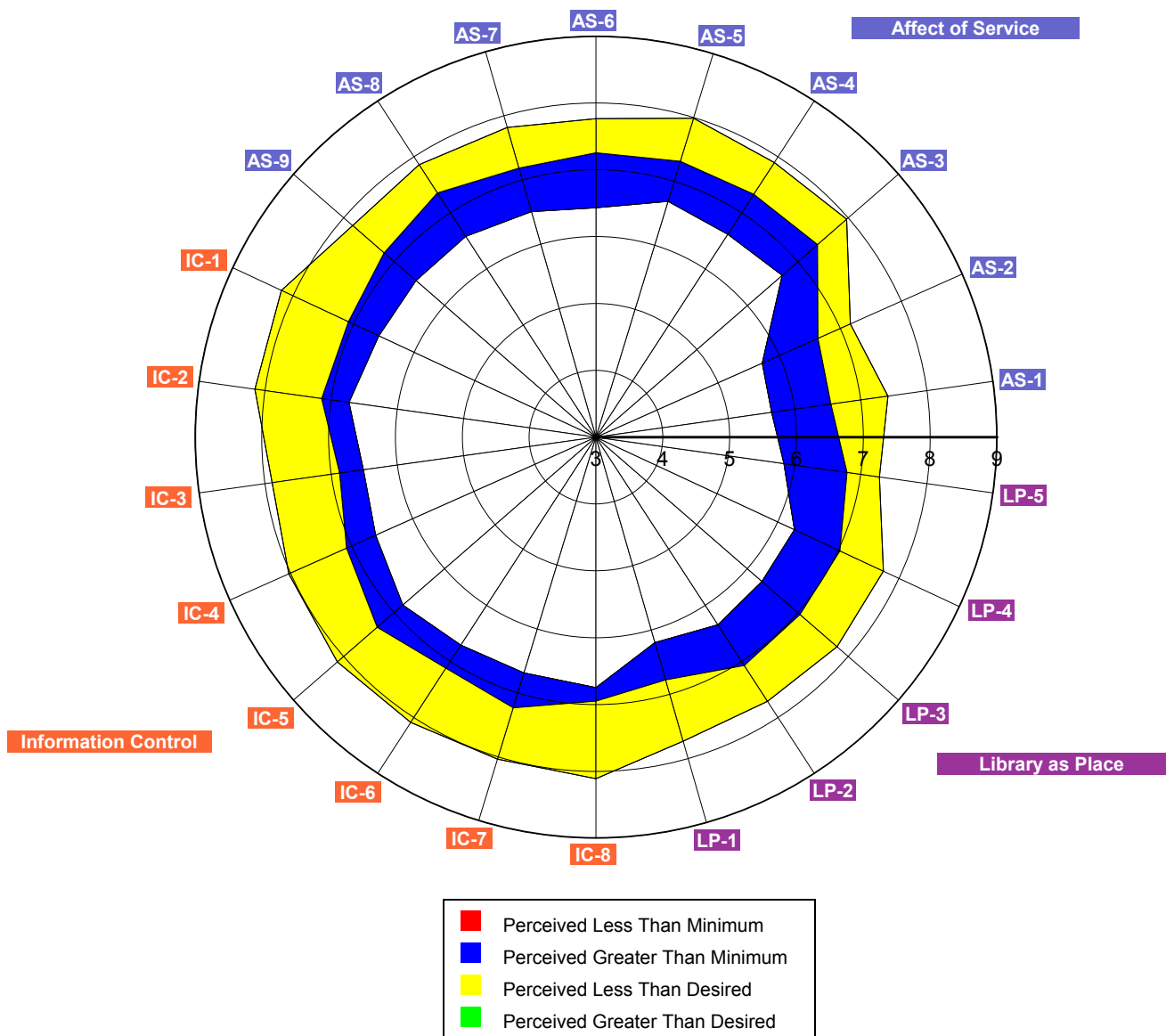
4 College or University Libraries Survey Item Summary for University of Wisconsin System

4.1 Core Questions Summary

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 and 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: University of Wisconsin System
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.65	7.41	6.55	0.90	-0.86	6,373
AS-2	Giving users individual attention	5.72	7.16	6.63	0.91	-0.53	6,480
AS-3	Employees who are consistently courteous	6.69	7.97	7.39	0.70	-0.58	6,646
AS-4	Readiness to respond to users' questions	6.62	7.90	7.33	0.72	-0.56	6,478
AS-5	Employees who have the knowledge to answer user questions	6.69	7.99	7.32	0.63	-0.67	6,503
AS-6	Employees who deal with users in a caring fashion	6.43	7.76	7.25	0.82	-0.51	6,492
AS-7	Employees who understand the needs of their users	6.51	7.82	7.19	0.68	-0.63	6,413
AS-8	Willingness to help users	6.58	7.86	7.36	0.78	-0.50	6,481
AS-9	Dependability in handling users' service problems	6.57	7.82	7.20	0.63	-0.62	5,640
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.59	8.19	7.09	0.50	-1.11	6,571
IC-2	A library Web site enabling me to locate information on my own	6.73	8.15	7.15	0.41	-1.01	6,722
IC-3	The printed library materials I need for my work	6.51	7.89	6.87	0.36	-1.02	6,286
IC-4	The electronic information resources I need	6.61	8.03	7.09	0.48	-0.94	6,623
IC-5	Modern equipment that lets me easily access needed information	6.83	8.13	7.34	0.51	-0.79	6,642
IC-6	Easy-to-use access tools that allow me to find things on my own	6.71	8.09	7.12	0.41	-0.97	6,690
IC-7	Making information easily accessible for independent use	6.69	8.04	7.24	0.55	-0.80	6,612
IC-8	Print and/or electronic journal collections I require for my work	6.75	8.11	6.95	0.20	-1.16	6,221
Library as Place							
LP-1	Library space that inspires study and learning	6.20	7.73	6.78	0.58	-0.95	6,508
LP-2	Quiet space for individual activities	6.35	7.71	7.07	0.73	-0.64	6,385
LP-3	A comfortable and inviting location	6.29	7.78	7.04	0.75	-0.74	6,622
LP-4	A getaway for study, learning, or research	6.28	7.74	7.03	0.75	-0.72	6,384
LP-5	Community space for group learning and group study	5.84	7.28	6.79	0.95	-0.49	5,791
Overall:		6.45	7.85	7.08	0.63	-0.77	6,802

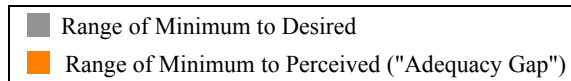
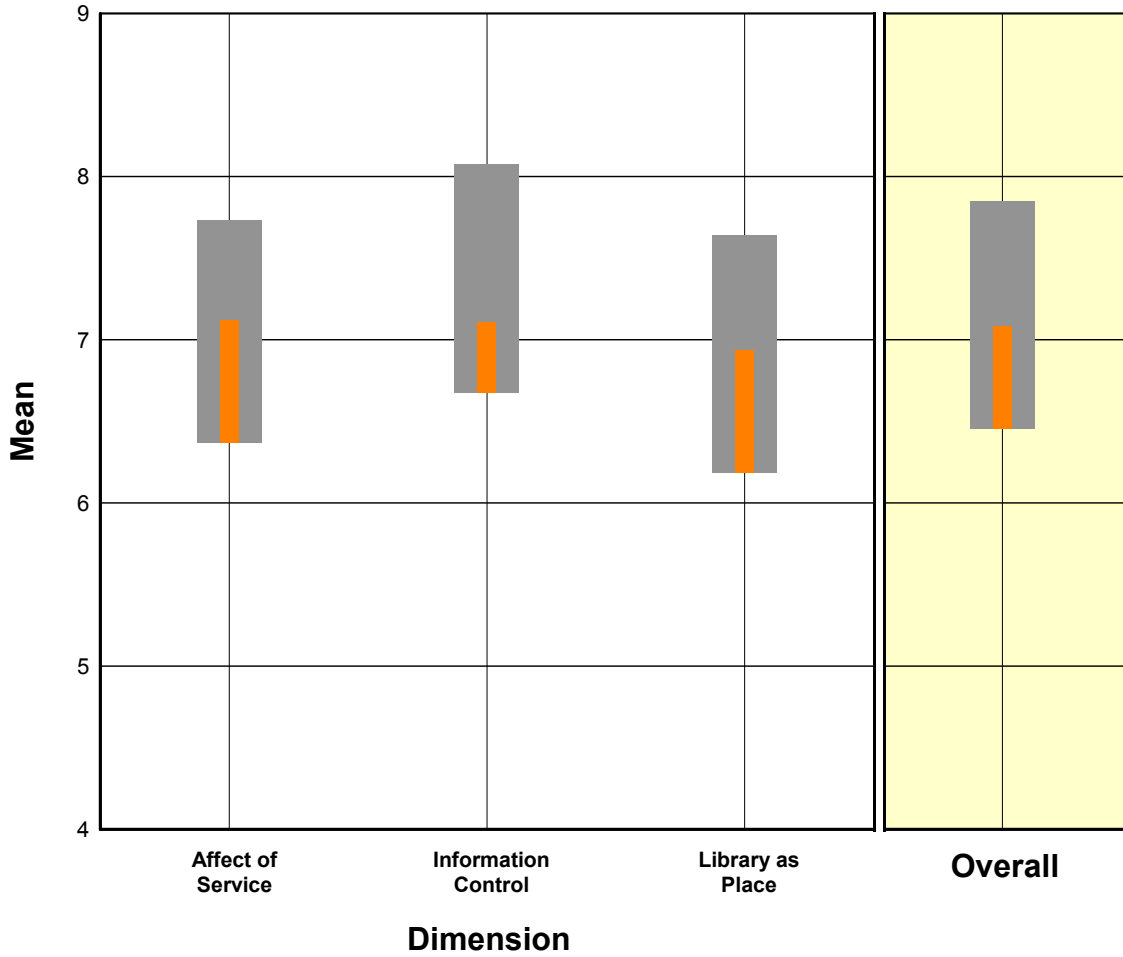
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.83	1.57	1.62	1.85	1.66	6,373
AS-2	Giving users individual attention	1.93	1.73	1.74	1.83	1.71	6,480
AS-3	Employees who are consistently courteous	1.82	1.36	1.52	1.90	1.58	6,646
AS-4	Readiness to respond to users' questions	1.68	1.30	1.45	1.74	1.46	6,478
AS-5	Employees who have the knowledge to answer user questions	1.71	1.29	1.46	1.79	1.52	6,503
AS-6	Employees who deal with users in a caring fashion	1.81	1.43	1.45	1.82	1.53	6,492
AS-7	Employees who understand the needs of their users	1.77	1.36	1.46	1.81	1.52	6,413
AS-8	Willingness to help users	1.78	1.37	1.45	1.77	1.47	6,481
AS-9	Dependability in handling users' service problems	1.73	1.39	1.49	1.79	1.54	5,640
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.79	1.25	1.67	2.07	1.79	6,571
IC-2	A library Web site enabling me to locate information on my own	1.72	1.24	1.57	1.95	1.65	6,722
IC-3	The printed library materials I need for my work	1.69	1.36	1.60	1.95	1.78	6,286
IC-4	The electronic information resources I need	1.65	1.26	1.44	1.88	1.60	6,623
IC-5	Modern equipment that lets me easily access needed information	1.66	1.20	1.39	1.79	1.49	6,642
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.20	1.44	1.87	1.57	6,690
IC-7	Making information easily accessible for independent use	1.65	1.22	1.37	1.77	1.47	6,612
IC-8	Print and/or electronic journal collections I require for my work	1.76	1.29	1.65	2.14	1.87	6,221
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.56	1.74	2.15	2.04	6,508
LP-2	Quiet space for individual activities	1.95	1.61	1.66	2.16	1.98	6,385
LP-3	A comfortable and inviting location	1.86	1.45	1.65	2.09	1.87	6,622
LP-4	A getaway for study, learning, or research	1.92	1.58	1.60	2.07	1.86	6,384
LP-5	Community space for group learning and group study	2.06	1.85	1.72	2.23	2.08	5,791
Overall:		1.36	0.95	1.08	1.39	1.10	6,802

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff)

4.2 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.



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.37	7.73	7.12	0.75	-0.61	6,785
Information Control	6.68	8.08	7.11	0.43	-0.97	6,801
Library as Place	6.19	7.64	6.94	0.75	-0.70	6,740
Overall:	6.45	7.85	7.08	0.63	-0.77	6,802

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.12	1.23	1.46	1.20	6,785
Information Control	1.39	0.96	1.15	1.51	1.22	6,801
Library as Place	1.63	1.30	1.36	1.74	1.55	6,740
Overall:	1.36	0.95	1.08	1.39	1.10	6,802

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

4.3 Local Questions Summary

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.17	7.64	6.98	0.81	-0.65	323
Availability of online help when using my library's electronic resources	5.79	7.41	6.31	0.53	-1.10	1,286
Ease of use of electronic resources	6.35	7.95	6.87	0.52	-1.08	627
Teaching me how to access, evaluate, and use information	6.20	7.50	7.02	0.82	-0.48	1,039
Making me aware of library services	5.96	7.29	6.55	0.59	-0.74	234
Online course support (readings, links, references)	6.53	7.56	6.72	0.19	-0.84	217
Collections of online full-text articles sufficient to meet my needs	6.57	8.14	5.95	-0.62	-2.19	594
Electronic resources matching my information needs	6.76	8.05	7.04	0.28	-1.02	228
Access to rare and historical materials	5.23	6.63	6.24	1.01	-0.39	425
Contribution to the intellectual atmosphere of the campus	6.57	7.84	6.83	0.26	-1.00	415
Library staff teaching me how to find information	5.85	7.30	6.77	0.92	-0.53	561
Library keeping me informed about all of its services	6.16	7.04	6.50	0.34	-0.55	242
The magazine / periodical collections I need	6.37	7.93	6.50	0.14	-1.43	553
The multimedia (CD / DVD / video / audio) collections I need	5.13	6.75	6.18	1.05	-0.57	885
An environment conducive to learning through classes, programs, activities, and meetings	6.01	7.39	7.13	1.12	-0.26	686
Availability of subject specialist assistance	5.52	7.10	6.33	0.82	-0.76	806
Helpfulness in dealing with users' IT problems	6.61	7.65	6.96	0.36	-0.69	523
Informing me of useful library services	5.28	6.84	6.46	1.19	-0.37	385
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.24	7.66	7.17	0.93	-0.49	221
A library environment that is hospitable and conducive to finding and using information	6.35	7.84	7.14	0.79	-0.70	382
Making me aware of library resources and services	6.09	7.49	6.67	0.59	-0.81	2,718
Teaching me how to locate, evaluate, and use information	5.97	7.42	6.89	0.92	-0.53	2,336
Efficient interlibrary loan / document delivery	6.37	7.76	7.25	0.88	-0.51	2,976
Convenient service hours	6.60	7.99	7.29	0.68	-0.71	2,536
Ability to navigate library Web pages easily	6.70	8.03	7.13	0.43	-0.90	1,040
A secure and safe place	7.24	8.24	7.97	0.73	-0.27	1,044
Access to archives, special collections	5.91	7.26	6.90	1.00	-0.36	1,142
Accuracy in the catalog, borrowing, and overdue records	6.90	8.06	7.44	0.53	-0.63	530

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

Enabling me to find information myself 24 hours a day	6.62	8.02	6.53	-0.09	-1.49	613
Having the user's best interest at heart	6.72	7.96	7.38	0.66	-0.58	391
Instruction in library use, when requested	6.36	7.69	7.33	0.97	-0.36	922
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.40	7.67	7.12	0.71	-0.55	242
Performing services right the first time	6.52	7.92	7.55	1.04	-0.37	723
Timely document delivery / interlibrary loan	6.51	7.89	7.06	0.55	-0.83	878

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.94	1.55	1.84	2.17	1.94	323
Availability of online help when using my library's electronic resources	1.85	1.67	1.72	2.05	2.01	1,286
Ease of use of electronic resources	1.70	1.29	1.52	1.90	1.69	627
Teaching me how to access, evaluate, and use information	2.07	1.74	1.70	2.21	1.92	1,039
Making me aware of library services	1.94	1.58	1.76	2.12	1.93	234
Online course support (readings, links, references)	1.78	1.61	1.55	1.99	1.64	217
Collections of online full-text articles sufficient to meet my needs	1.74	1.31	1.95	2.47	2.29	594
Electronic resources matching my information needs	1.69	1.14	1.62	2.04	1.71	228
Access to rare and historical materials	2.19	2.22	1.92	2.36	2.37	425
Contribution to the intellectual atmosphere of the campus	1.86	1.47	1.78	2.09	2.00	415
Library staff teaching me how to find information	1.92	1.75	1.63	1.94	1.86	561
Library keeping me informed about all of its services	1.87	1.79	1.79	2.03	2.01	242
The magazine / periodical collections I need	1.86	1.41	1.79	2.36	2.11	553
The multimedia (CD / DVD / video / audio) collections I need	2.00	1.95	1.62	2.07	2.06	885
An environment conducive to learning through classes, programs, activities, and meetings	1.87	1.56	1.41	1.78	1.49	686
Availability of subject specialist assistance	1.91	1.79	1.70	1.97	1.92	806
Helpfulness in dealing with users' IT problems	1.87	1.57	1.62	2.02	1.85	523
Informing me of useful library services	2.03	1.80	1.71	2.02	1.84	385
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.91	1.45	1.62	2.00	1.78	221
A library environment that is hospitable and conducive to finding and using information	1.68	1.37	1.41	1.75	1.53	382
Making me aware of library resources and services	1.87	1.56	1.74	2.11	1.97	2,718
Teaching me how to locate, evaluate, and use information	1.94	1.69	1.58	1.92	1.79	2,336
Efficient interlibrary loan / document delivery	1.84	1.51	1.58	1.91	1.62	2,976
Convenient service hours	1.78	1.35	1.61	2.07	1.81	2,536
Ability to navigate library Web pages easily	1.66	1.26	1.52	1.90	1.59	1,040
A secure and safe place	1.82	1.28	1.26	1.71	1.27	1,044
Access to archives, special collections	1.94	1.68	1.58	1.92	1.71	1,142
Accuracy in the catalog, borrowing, and overdue records	1.79	1.38	1.60	1.92	1.61	530

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

Enabling me to find information myself 24 hours a day	1.89	1.56	1.90	2.27	2.09	613
Having the user's best interest at heart	1.91	1.29	1.49	2.02	1.55	391
Instruction in library use, when requested	1.92	1.48	1.48	1.86	1.59	922
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.74	1.44	1.72	1.91	1.74	242
Performing services right the first time	1.77	1.26	1.32	1.83	1.31	723
Timely document delivery / interlibrary loan	1.84	1.50	1.79	2.13	1.87	878

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

4.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.46	1.47	6,801
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.61	6,802
How would you rate the overall quality of the service provided by the library?	7.18	1.34	6,802

4.5 Information Literacy Outcomes Questions Summary

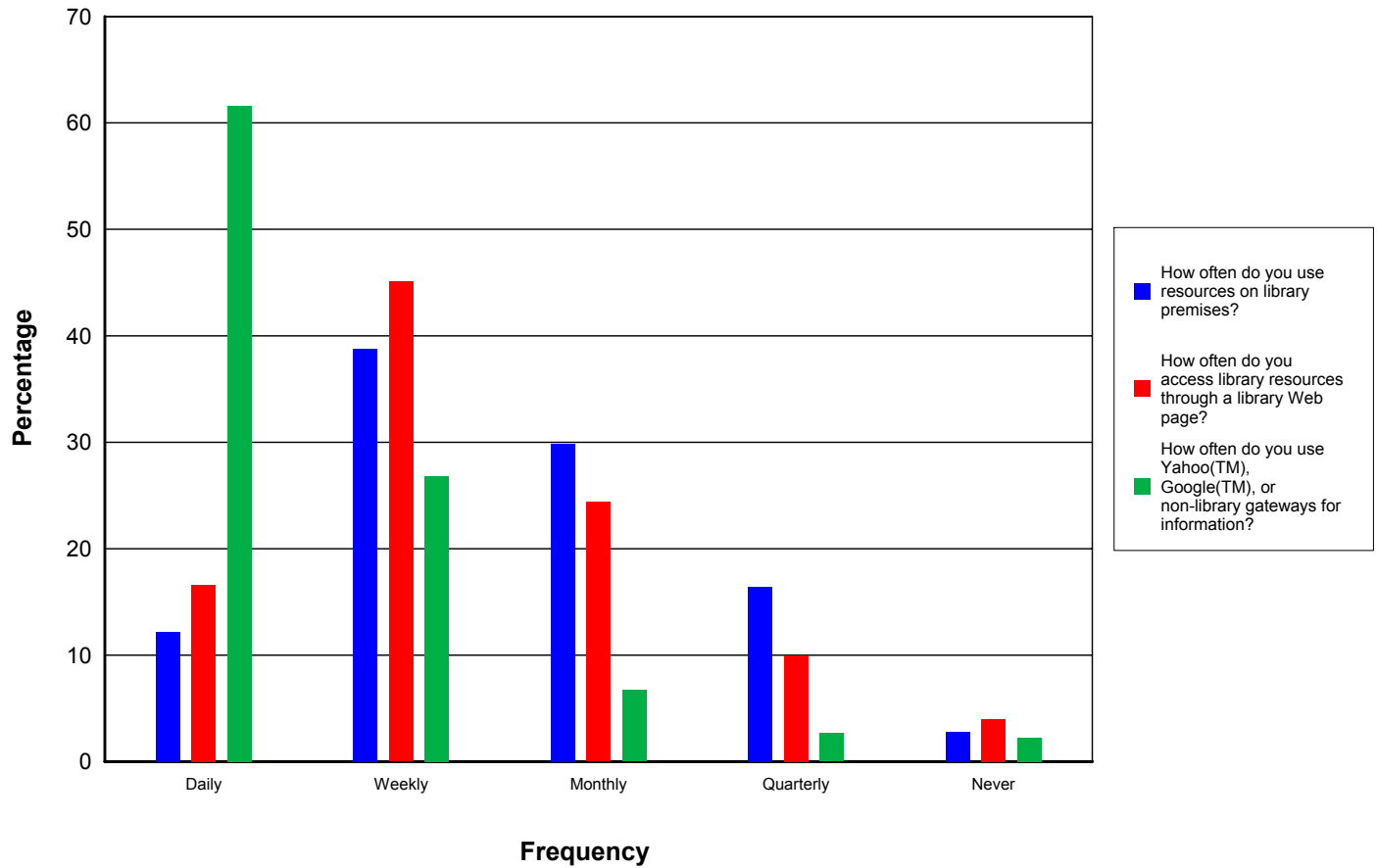
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.96	1.77	6,802
The library aids my advancement in my academic discipline.	6.59	1.69	6,802
The library enables me to be more efficient in my academic pursuits.	6.77	1.66	6,800
The library helps me distinguish between trustworthy and untrustworthy information.	5.92	1.87	6,797
The library provides me with the information skills I need in my work or study.	6.39	1.72	6,800

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

4.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	827 12.16%	2,637 38.79%	2,028 29.83%	1,117 16.43%	190 2.79%	6,799 100.00%
How often do you access library resources through a library Web page?	1,127 16.58%	3,066 45.09%	1,657 24.37%	677 9.96%	272 4.00%	6,799 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	4,187 61.58%	1,823 26.81%	455 6.69%	181 2.66%	153 2.25%	6,799 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

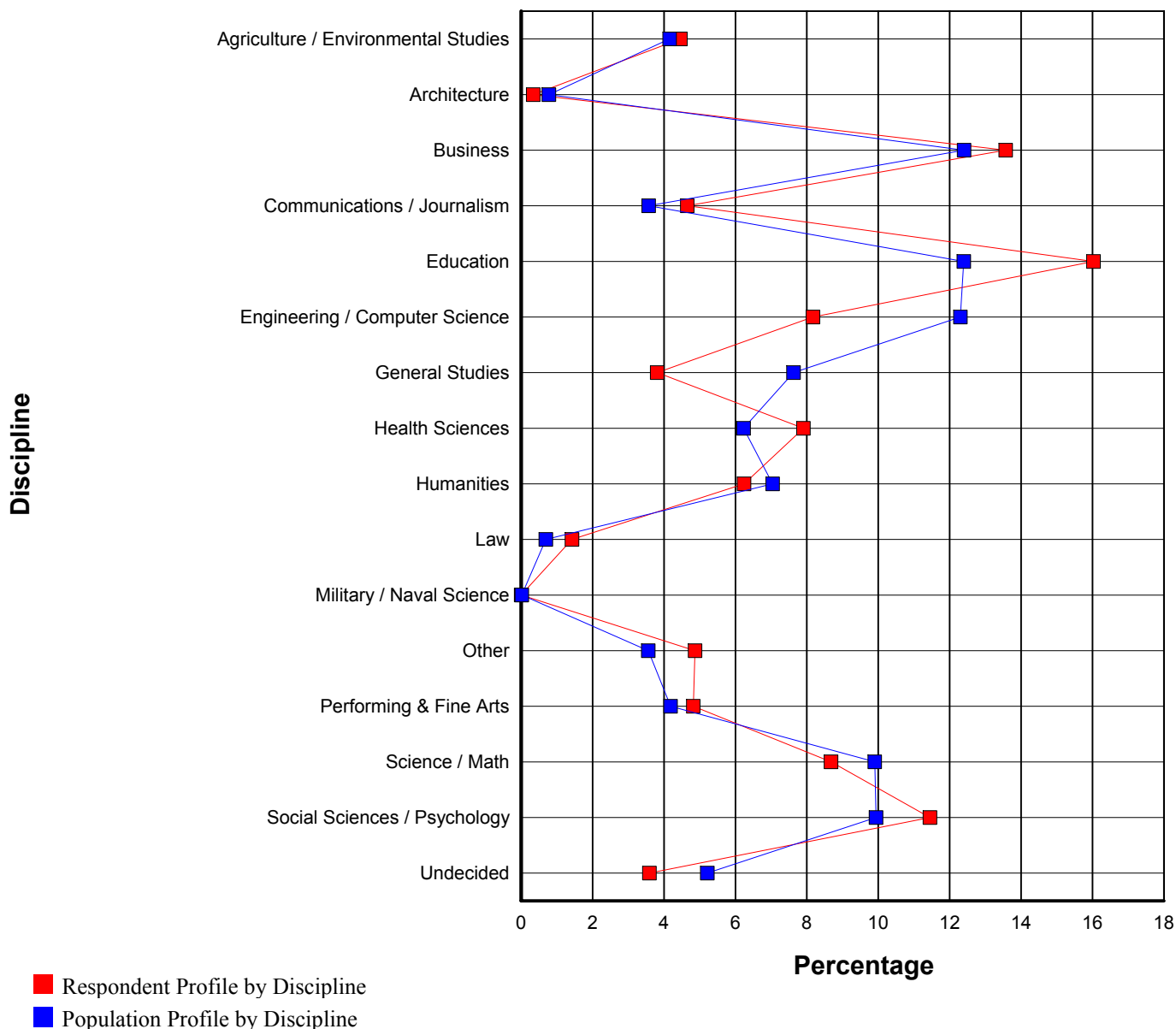
5 College or University Libraries Undergraduate Summary for University of Wisconsin System

5.1 Demographic Summary for Undergraduate

5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,802	4.16%	185	4.46%	-0.30%
Architecture	895	0.77%	14	0.34%	0.44%
Business	14,333	12.40%	563	13.57%	-1.17%
Communications / Journalism	4,125	3.57%	193	4.65%	-1.08%
Education	14,325	12.40%	665	16.03%	-3.63%
Engineering / Computer Science	14,214	12.30%	339	8.17%	4.13%
General Studies	8,813	7.63%	158	3.81%	3.82%
Health Sciences	7,197	6.23%	328	7.91%	-1.68%
Humanities	8,136	7.04%	259	6.24%	0.80%
Law	797	0.69%	59	1.42%	-0.73%
Military / Naval Science	19	0.02%	0	0.00%	0.02%
Other	4,112	3.56%	202	4.87%	-1.31%
Performing & Fine Arts	4,835	4.18%	200	4.82%	-0.64%
Science / Math	11,441	9.90%	360	8.68%	1.22%
Social Sciences / Psychology	11,484	9.94%	475	11.45%	-1.51%
Undecided	6,024	5.21%	149	3.59%	1.62%
Total:	115,552	100.00%	4,149	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

5.1.2 Respondent Profile for Undergraduate by Age

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

Age	Respondents n	Respondents %
Under 18	9	0.22%
18 - 22	3,238	78.04%
23 - 30	639	15.40%
31 - 45	195	4.70%
46 - 65	64	1.54%
Over 65	4	0.10%
Total:	4,149	100.00%

5.1.3 Population and Respondent Profiles for Undergraduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	57,718	45.46%	1,291	31.12%
Female	69,251	54.54%	2,858	68.88%
Total:	126,969	100.00%	4,149	100.00%

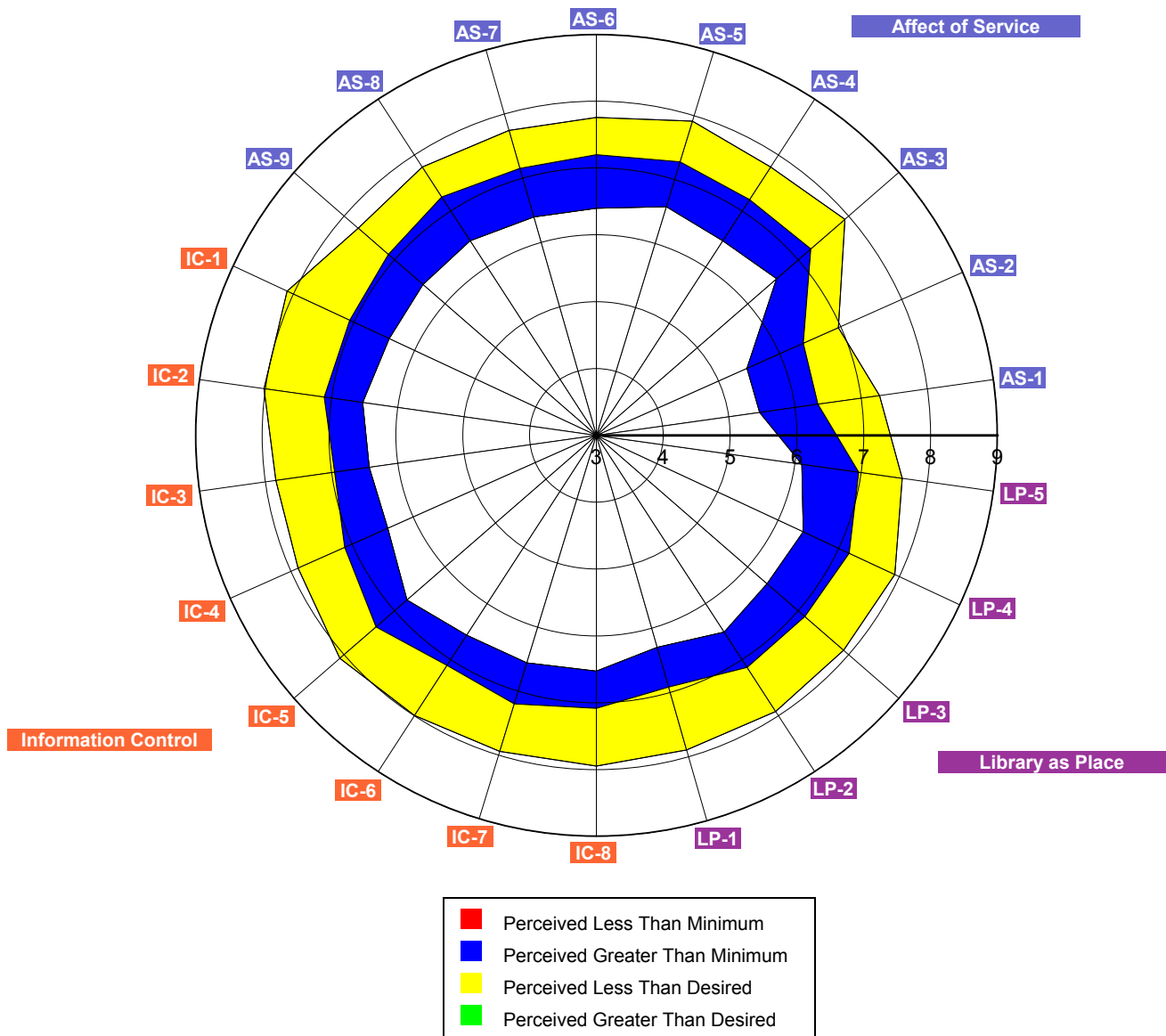
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

5.2 Core Questions Summary for Undergraduate

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 and 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: University of Wisconsin System
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.47	7.28	6.35	0.88	-0.93	3,861
AS-2	Giving users individual attention	5.47	6.96	6.39	0.92	-0.58	3,932
AS-3	Employees who are consistently courteous	6.57	7.93	7.25	0.68	-0.67	4,042
AS-4	Readiness to respond to users' questions	6.47	7.79	7.21	0.73	-0.58	3,912
AS-5	Employees who have the knowledge to answer user questions	6.58	7.91	7.28	0.70	-0.63	3,934
AS-6	Employees who deal with users in a caring fashion	6.40	7.76	7.20	0.80	-0.56	3,943
AS-7	Employees who understand the needs of their users	6.40	7.75	7.15	0.76	-0.59	3,892
AS-8	Willingness to help users	6.47	7.78	7.25	0.78	-0.53	3,926
AS-9	Dependability in handling users' service problems	6.44	7.72	7.12	0.68	-0.60	3,417
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.42	8.11	7.07	0.65	-1.03	4,014
IC-2	A library Web site enabling me to locate information on my own	6.53	8.02	7.11	0.58	-0.91	4,105
IC-3	The printed library materials I need for my work	6.43	7.84	6.96	0.52	-0.89	3,844
IC-4	The electronic information resources I need	6.42	7.88	7.12	0.70	-0.76	4,042
IC-5	Modern equipment that lets me easily access needed information	6.76	8.09	7.37	0.61	-0.72	4,085
IC-6	Easy-to-use access tools that allow me to find things on my own	6.57	8.00	7.10	0.54	-0.89	4,077
IC-7	Making information easily accessible for independent use	6.56	7.94	7.20	0.64	-0.74	4,042
IC-8	Print and/or electronic journal collections I require for my work	6.53	7.95	7.08	0.56	-0.86	3,769
Library as Place							
LP-1	Library space that inspires study and learning	6.30	7.90	6.92	0.62	-0.98	4,090
LP-2	Quiet space for individual activities	6.51	7.93	7.14	0.63	-0.78	4,080
LP-3	A comfortable and inviting location	6.38	7.90	7.13	0.75	-0.77	4,119
LP-4	A getaway for study, learning, or research	6.41	7.93	7.17	0.76	-0.75	4,035
LP-5	Community space for group learning and group study	6.10	7.62	6.96	0.86	-0.66	3,857
Overall:		6.37	7.82	7.07	0.69	-0.75	4,149

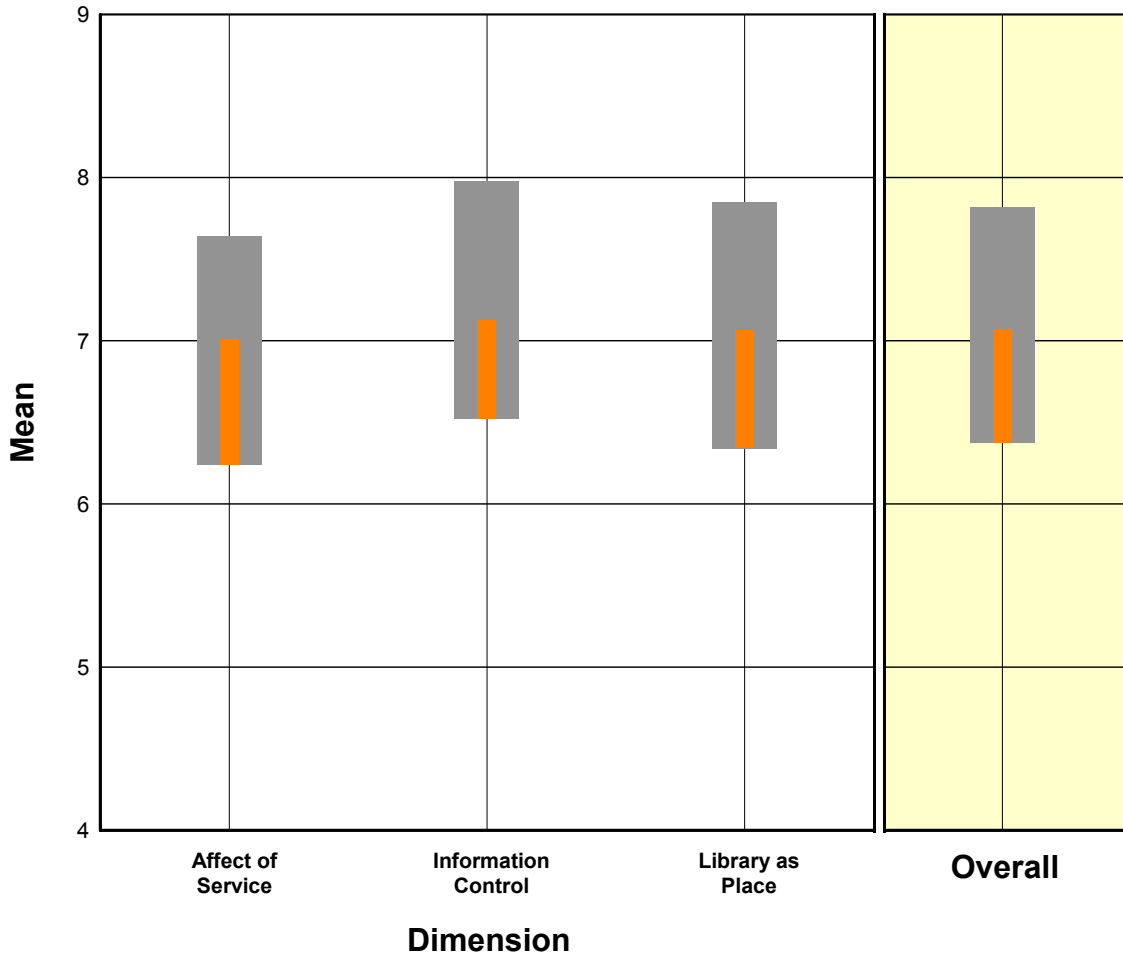
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.79	1.55	1.62	1.86	1.68	3,861
AS-2	Giving users individual attention	1.94	1.78	1.80	1.92	1.79	3,932
AS-3	Employees who are consistently courteous	1.84	1.38	1.58	1.97	1.63	4,042
AS-4	Readiness to respond to users' questions	1.71	1.34	1.49	1.80	1.50	3,912
AS-5	Employees who have the knowledge to answer user questions	1.77	1.35	1.48	1.85	1.55	3,934
AS-6	Employees who deal with users in a caring fashion	1.83	1.41	1.47	1.87	1.55	3,943
AS-7	Employees who understand the needs of their users	1.81	1.38	1.44	1.84	1.52	3,892
AS-8	Willingness to help users	1.82	1.40	1.48	1.81	1.48	3,926
AS-9	Dependability in handling users' service problems	1.79	1.44	1.53	1.86	1.56	3,417
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.81	1.29	1.68	2.05	1.77	4,014
IC-2	A library Web site enabling me to locate information on my own	1.77	1.32	1.61	1.98	1.67	4,105
IC-3	The printed library materials I need for my work	1.73	1.38	1.58	1.91	1.71	3,844
IC-4	The electronic information resources I need	1.69	1.30	1.40	1.79	1.50	4,042
IC-5	Modern equipment that lets me easily access needed information	1.72	1.22	1.41	1.81	1.46	4,085
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.25	1.47	1.91	1.60	4,077
IC-7	Making information easily accessible for independent use	1.72	1.27	1.40	1.82	1.50	4,042
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.35	1.56	2.04	1.72	3,769
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.39	1.71	2.13	1.93	4,090
LP-2	Quiet space for individual activities	1.87	1.39	1.67	2.15	1.89	4,080
LP-3	A comfortable and inviting location	1.82	1.32	1.62	2.09	1.81	4,119
LP-4	A getaway for study, learning, or research	1.86	1.38	1.57	2.04	1.73	4,035
LP-5	Community space for group learning and group study	1.92	1.51	1.69	2.19	1.91	3,857
Overall:		1.40	0.97	1.09	1.42	1.09	4,149

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

5.3 Core Question Dimensions Summary for Undergraduate

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



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

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.24	7.64	7.01	0.77	-0.64	4,134
Information Control	6.52	7.98	7.13	0.60	-0.85	4,149
Library as Place	6.34	7.85	7.06	0.72	-0.79	4,146
Overall:	6.37	7.82	7.07	0.69	-0.75	4,149

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.51	1.13	1.23	1.50	1.21	4,134
Information Control	1.43	1.00	1.15	1.49	1.18	4,149
Library as Place	1.54	1.08	1.31	1.71	1.42	4,146
Overall:	1.40	0.97	1.09	1.42	1.09	4,149

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

5.4 Local Questions Summary for Undergraduate

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.11	7.59	6.97	0.86	-0.62	269
Availability of online help when using my library's electronic resources	5.63	7.26	6.35	0.73	-0.90	554
Ease of use of electronic resources	5.97	7.69	6.67	0.70	-1.02	250
Teaching me how to access, evaluate, and use information	6.21	7.51	7.03	0.82	-0.48	837
Making me aware of library services	5.79	7.23	6.08	0.29	-1.14	119
Online course support (readings, links, references)	6.26	7.35	6.63	0.36	-0.72	107
Collections of online full-text articles sufficient to meet my needs	6.38	7.90	6.45	0.07	-1.44	201
Electronic resources matching my information needs	6.76	8.14	6.86	0.09	-1.29	118
Access to rare and historical materials	5.51	6.87	6.63	1.12	-0.23	156
Contribution to the intellectual atmosphere of the campus	6.48	7.70	6.70	0.22	-1.00	339
Library staff teaching me how to find information	5.64	7.22	6.63	0.99	-0.59	370
Library keeping me informed about all of its services	5.74	6.73	6.16	0.41	-0.58	116
The magazine / periodical collections I need	6.12	7.79	6.83	0.71	-0.96	365
The multimedia (CD / DVD / video / audio) collections I need	5.10	6.76	6.23	1.13	-0.54	651
An environment conducive to learning through classes, programs, activities, and meetings	5.99	7.39	7.10	1.11	-0.30	557
Availability of subject specialist assistance	4.98	6.85	6.20	1.22	-0.65	206
Helpfulness in dealing with users' IT problems	6.49	7.63	6.96	0.47	-0.67	364
Informing me of useful library services	4.92	6.58	6.21	1.29	-0.38	125
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.18	7.71	6.92	0.74	-0.78	116
A library environment that is hospitable and conducive to finding and using information	6.29	7.87	7.05	0.76	-0.82	129
Making me aware of library resources and services	5.98	7.45	6.58	0.60	-0.87	1,694
Teaching me how to locate, evaluate, and use information	5.80	7.34	6.77	0.96	-0.58	833
Efficient interlibrary loan / document delivery	5.98	7.40	7.02	1.05	-0.37	1,594
Convenient service hours	6.60	8.02	7.38	0.78	-0.64	1,507
Ability to navigate library Web pages easily	6.63	7.99	7.09	0.46	-0.90	930
A secure and safe place	7.19	8.22	7.95	0.76	-0.27	937
Access to archives, special collections	5.83	7.28	6.89	1.07	-0.39	796

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

Accuracy in the catalog, borrowing, and overdue records	6.78	8.09	7.41	0.63	-0.68	352
Enabling me to find information myself 24 hours a day	6.52	7.92	6.49	-0.03	-1.43	204
Having the user's best interest at heart	6.69	7.96	7.41	0.72	-0.55	335
Instruction in library use, when requested	6.30	7.67	7.27	0.98	-0.40	825
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.31	7.56	6.97	0.66	-0.59	163
Performing services right the first time	6.44	7.85	7.43	0.99	-0.42	582
Timely document delivery / interlibrary loan	6.31	7.73	6.97	0.66	-0.76	584

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.95	1.56	1.90	2.23	2.04	269
Availability of online help when using my library's electronic resources	1.92	1.70	1.67	2.03	1.98	554
Ease of use of electronic resources	1.78	1.38	1.49	1.81	1.65	250
Teaching me how to access, evaluate, and use information	2.05	1.69	1.70	2.22	1.92	837
Making me aware of library services	1.93	1.61	1.75	2.03	1.91	119
Online course support (readings, links, references)	1.76	1.73	1.63	1.91	1.52	107
Collections of online full-text articles sufficient to meet my needs	1.73	1.41	1.84	2.03	2.12	201
Electronic resources matching my information needs	1.82	1.07	1.75	2.21	1.80	118
Access to rare and historical materials	2.14	1.92	1.77	2.45	2.21	156
Contribution to the intellectual atmosphere of the campus	1.91	1.54	1.82	2.18	2.10	339
Library staff teaching me how to find information	1.94	1.77	1.64	1.93	1.87	370
Library keeping me informed about all of its services	1.93	2.03	1.81	2.02	1.99	116
The magazine / periodical collections I need	1.85	1.46	1.54	2.03	1.81	365
The multimedia (CD / DVD / video / audio) collections I need	2.00	1.90	1.61	2.12	2.02	651
An environment conducive to learning through classes, programs, activities, and meetings	1.89	1.54	1.42	1.82	1.52	557
Availability of subject specialist assistance	2.02	1.86	1.65	1.93	2.00	206
Helpfulness in dealing with users' IT problems	1.90	1.61	1.64	2.11	1.94	364
Informing me of useful library services	2.04	1.82	1.75	1.80	1.58	125
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.98	1.46	1.73	2.00	1.70	116
A library environment that is hospitable and conducive to finding and using information	1.60	1.29	1.41	1.56	1.43	129
Making me aware of library resources and services	1.92	1.57	1.77	2.19	2.01	1,694
Teaching me how to locate, evaluate, and use information	1.98	1.62	1.54	1.98	1.75	833
Efficient interlibrary loan / document delivery	1.92	1.63	1.62	1.92	1.64	1,594
Convenient service hours	1.82	1.35	1.64	2.09	1.82	1,507
Ability to navigate library Web pages easily	1.66	1.29	1.54	1.90	1.60	930
A secure and safe place	1.83	1.30	1.28	1.72	1.28	937
Access to archives, special collections	1.94	1.62	1.59	1.93	1.60	796
Accuracy in the catalog, borrowing, and overdue records	1.89	1.39	1.67	2.05	1.69	352

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

Enabling me to find information myself 24 hours a day	2.00	1.65	1.99	2.29	1.98	204
Having the user's best interest at heart	1.94	1.29	1.45	2.01	1.54	335
Instruction in library use, when requested	1.91	1.49	1.49	1.88	1.61	825
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.78	1.48	1.80	1.89	1.80	163
Performing services right the first time	1.80	1.30	1.36	1.88	1.37	582
Timely document delivery / interlibrary loan	1.90	1.59	1.76	2.12	1.85	584

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

5.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.38	1.49	4,148
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.03	1.54	4,149
How would you rate the overall quality of the service provided by the library?	7.14	1.31	4,149

5.6 Information Literacy Outcomes Questions Summary for Undergraduate

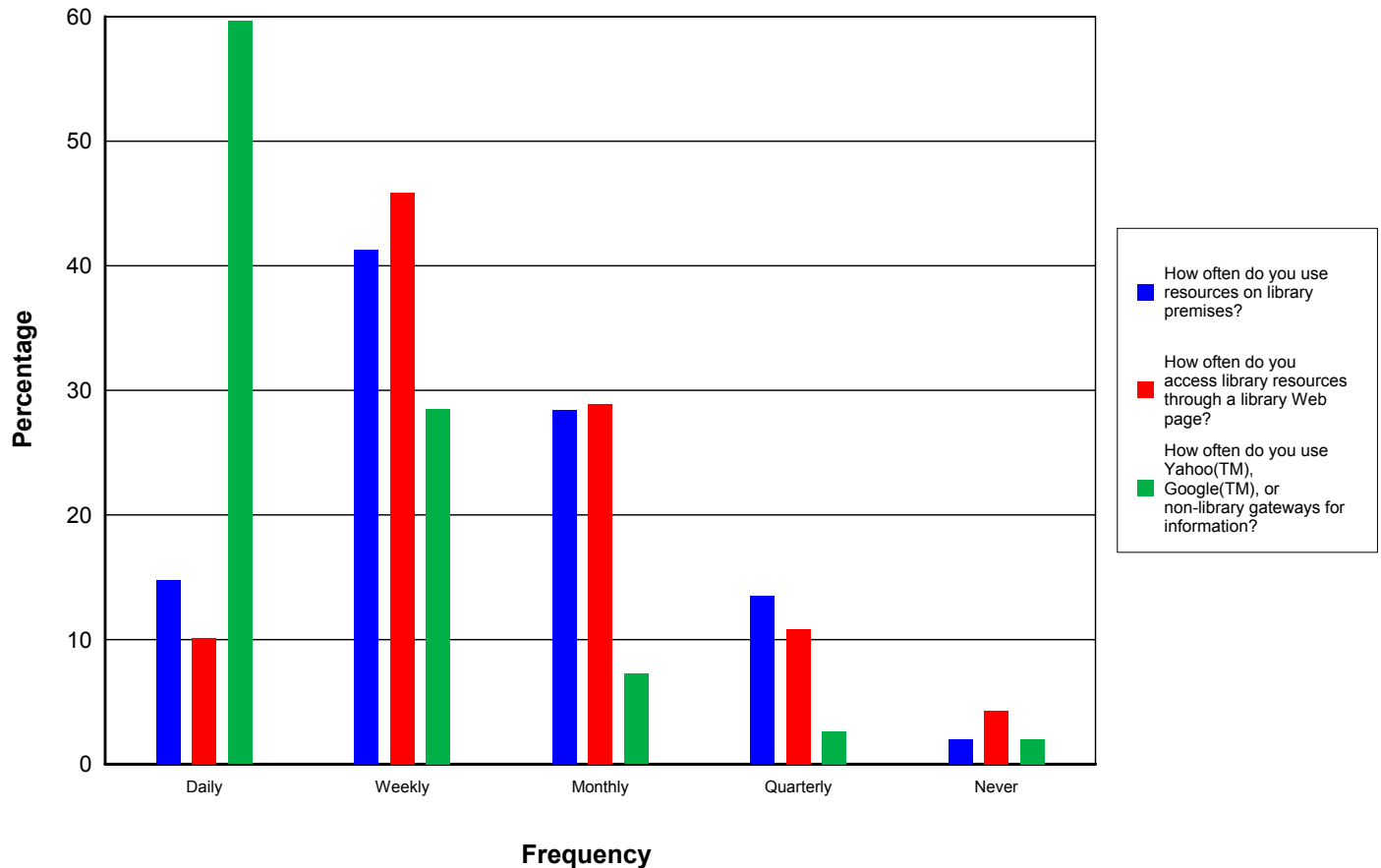
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.86	1.67	4,149
The library aids my advancement in my academic discipline.	6.52	1.65	4,149
The library enables me to be more efficient in my academic pursuits.	6.74	1.63	4,149
The library helps me distinguish between trustworthy and untrustworthy information.	6.12	1.80	4,149
The library provides me with the information skills I need in my work or study.	6.48	1.67	4,149

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

5.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	612 14.75%	1,713 41.30%	1,180 28.45%	559 13.48%	84 2.03%	4,148 100.00%
How often do you access library resources through a library Web page?	420 10.12%	1,903 45.87%	1,200 28.92%	449 10.82%	177 4.27%	4,149 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	2,474 59.63%	1,182 28.49%	301 7.25%	110 2.65%	82 1.98%	4,149 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

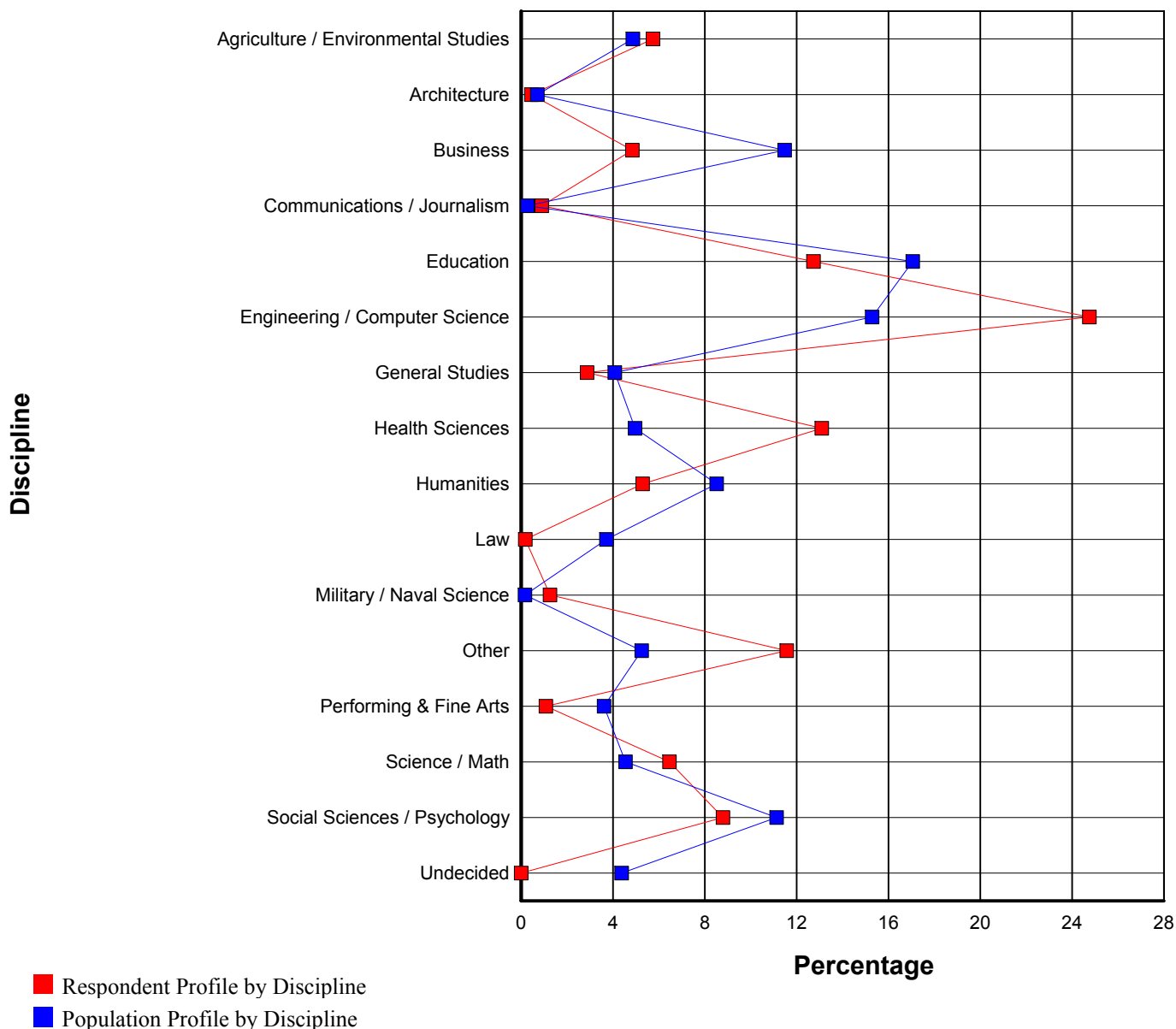
6 College or University Libraries Graduate Summary for University of Wisconsin System

6.1 Demographic Summary for Graduate

6.1.1 Population and Respondent Profiles for Graduate by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,065	4.86%	64	5.74%	-0.88%
Architecture	154	0.70%	5	0.45%	0.25%
Business	2,513	11.48%	54	4.84%	6.64%
Communications / Journalism	59	0.27%	10	0.90%	-0.63%
Education	3,735	17.06%	142	12.74%	4.32%
Engineering / Computer Science	3,347	15.29%	276	24.75%	-9.47%
General Studies	893	4.08%	32	2.87%	1.21%
Health Sciences	1,086	4.96%	146	13.09%	-8.13%
Humanities	1,864	8.51%	59	5.29%	3.22%
Law	813	3.71%	2	0.18%	3.53%
Military / Naval Science	36	0.16%	14	1.26%	-1.09%
Other	1,149	5.25%	129	11.57%	-6.32%
Performing & Fine Arts	790	3.61%	12	1.08%	2.53%
Science / Math	995	4.54%	72	6.46%	-1.91%
Social Sciences / Psychology	2,436	11.13%	98	8.79%	2.34%
Undecided	958	4.38%	0	0.00%	4.38%
Total:	21,893	100.00%	1,115	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

6.1.2 Respondent Profile for Graduate by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	74	6.64%
23 - 30	691	61.97%
31 - 45	259	23.23%
46 - 65	90	8.07%
Over 65	1	0.09%
Total:	1,115	100.00%

6.1.3 Population and Respondent Profiles for Graduate by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	9,824	47.05%	453	40.63%
Female	11,056	52.95%	662	59.37%
Total:	20,880	100.00%	1,115	100.00%

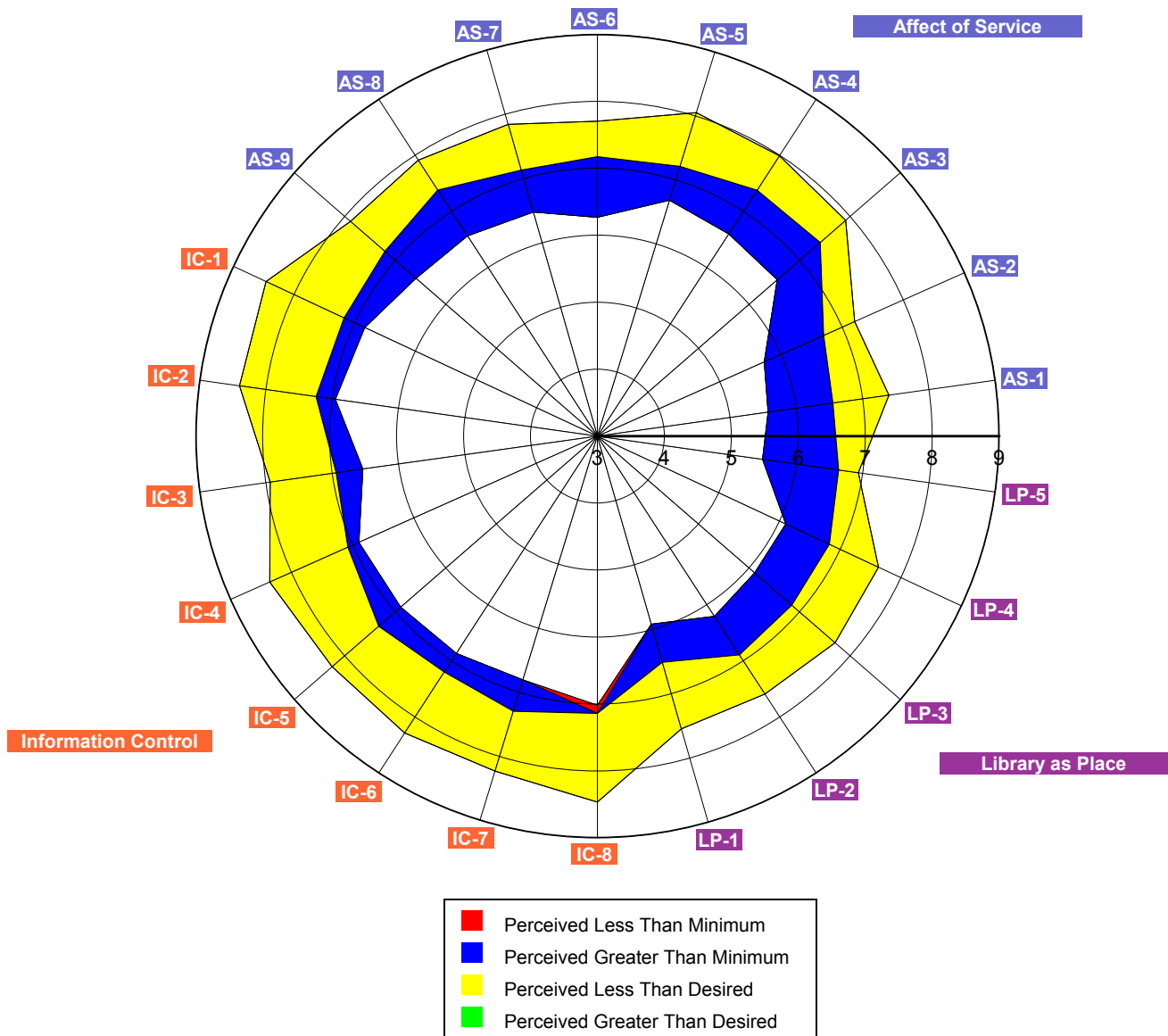
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

6.2 Core Questions Summary for Graduate

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 and 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: University of Wisconsin System
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.57	7.40	6.55	0.98	-0.84	1,042
AS-2	Giving users individual attention	5.73	7.21	6.70	0.97	-0.51	1,058
AS-3	Employees who are consistently courteous	6.56	7.91	7.41	0.85	-0.50	1,089
AS-4	Readiness to respond to users' questions	6.60	7.99	7.38	0.78	-0.61	1,068
AS-5	Employees who have the knowledge to answer user questions	6.68	8.05	7.21	0.53	-0.84	1,073
AS-6	Employees who deal with users in a caring fashion	6.27	7.70	7.17	0.91	-0.53	1,065
AS-7	Employees who understand the needs of their users	6.48	7.84	7.13	0.65	-0.71	1,045
AS-8	Willingness to help users	6.57	7.91	7.38	0.82	-0.53	1,070
AS-9	Dependability in handling users' service problems	6.59	7.89	7.21	0.61	-0.68	922
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.84	8.46	7.18	0.34	-1.29	1,086
IC-2	A library Web site enabling me to locate information on my own	6.95	8.40	7.24	0.29	-1.15	1,106
IC-3	The printed library materials I need for my work	6.54	7.94	6.94	0.40	-1.00	1,031
IC-4	The electronic information resources I need	6.90	8.36	7.08	0.18	-1.28	1,105
IC-5	Modern equipment that lets me easily access needed information	6.89	8.25	7.33	0.44	-0.92	1,084
IC-6	Easy-to-use access tools that allow me to find things on my own	6.87	8.29	7.20	0.33	-1.09	1,100
IC-7	Making information easily accessible for independent use	6.81	8.23	7.30	0.49	-0.93	1,087
IC-8	Print and/or electronic journal collections I require for my work	7.14	8.46	7.02	-0.12	-1.44	1,080
Library as Place							
LP-1	Library space that inspires study and learning	5.92	7.55	6.51	0.59	-1.03	1,049
LP-2	Quiet space for individual activities	6.21	7.59	6.90	0.69	-0.70	1,030
LP-3	A comfortable and inviting location	6.11	7.70	6.85	0.74	-0.86	1,064
LP-4	A getaway for study, learning, or research	6.11	7.63	6.82	0.72	-0.81	1,039
LP-5	Community space for group learning and group study	5.49	6.94	6.64	1.15	-0.30	916
Overall:		6.46	7.91	7.06	0.60	-0.86	1,115

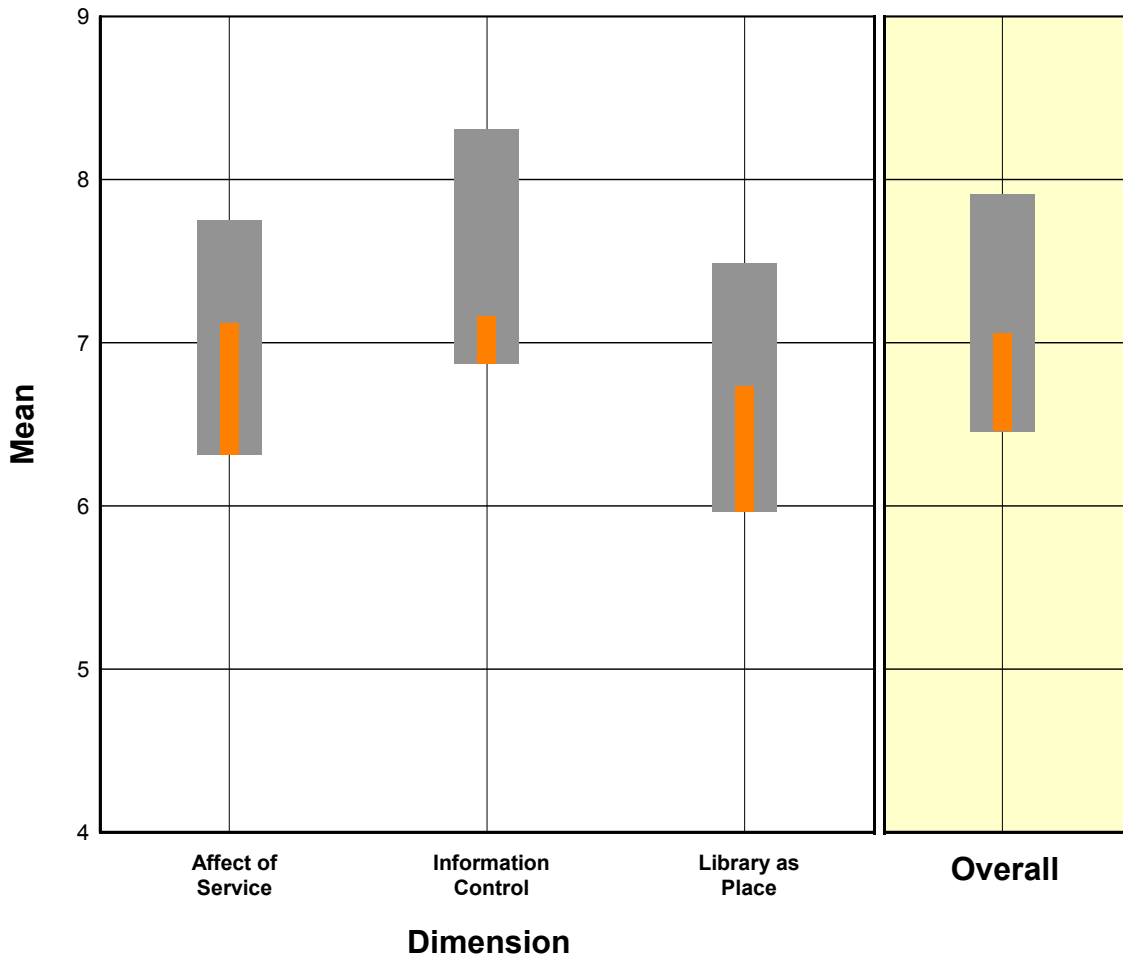
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.82	1.62	1.62	1.87	1.70	1,042
AS-2	Giving users individual attention	1.91	1.73	1.67	1.80	1.68	1,058
AS-3	Employees who are consistently courteous	1.87	1.39	1.49	1.90	1.59	1,089
AS-4	Readiness to respond to users' questions	1.65	1.27	1.40	1.75	1.48	1,068
AS-5	Employees who have the knowledge to answer user questions	1.65	1.21	1.48	1.70	1.47	1,073
AS-6	Employees who deal with users in a caring fashion	1.82	1.47	1.46	1.84	1.57	1,065
AS-7	Employees who understand the needs of their users	1.71	1.37	1.45	1.73	1.50	1,045
AS-8	Willingness to help users	1.75	1.35	1.42	1.78	1.51	1,070
AS-9	Dependability in handling users' service problems	1.63	1.34	1.43	1.73	1.54	922
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.06	1.58	2.01	1.72	1,086
IC-2	A library Web site enabling me to locate information on my own	1.60	1.02	1.48	1.82	1.54	1,106
IC-3	The printed library materials I need for my work	1.68	1.39	1.46	1.87	1.67	1,031
IC-4	The electronic information resources I need	1.55	1.09	1.46	1.96	1.66	1,105
IC-5	Modern equipment that lets me easily access needed information	1.57	1.13	1.33	1.77	1.49	1,084
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.06	1.40	1.83	1.51	1,100
IC-7	Making information easily accessible for independent use	1.55	1.08	1.30	1.70	1.37	1,087
IC-8	Print and/or electronic journal collections I require for my work	1.58	0.99	1.61	2.06	1.79	1,080
Library as Place							
LP-1	Library space that inspires study and learning	1.94	1.70	1.73	2.15	2.14	1,049
LP-2	Quiet space for individual activities	2.00	1.72	1.67	2.28	2.12	1,030
LP-3	A comfortable and inviting location	1.87	1.52	1.63	2.06	1.85	1,064
LP-4	A getaway for study, learning, or research	1.99	1.69	1.58	2.05	1.88	1,039
LP-5	Community space for group learning and group study	2.17	2.05	1.69	2.36	2.26	916
Overall:		1.34	0.92	1.04	1.36	1.08	1,115

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

6.3 Core Question Dimensions Summary for Graduate

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



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

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.31	7.75	7.12	0.80	-0.63	1,115
Information Control	6.87	8.30	7.16	0.29	-1.14	1,115
Library as Place	5.96	7.49	6.73	0.77	-0.75	1,100
Overall:	6.46	7.91	7.06	0.60	-0.86	1,115

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.49	1.13	1.21	1.47	1.23	1,115
Information Control	1.31	0.82	1.10	1.49	1.19	1,115
Library as Place	1.70	1.42	1.38	1.78	1.64	1,100
Overall:	1.34	0.92	1.04	1.36	1.08	1,115

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

6.4 Local Questions Summary for Graduate

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.73	8.18	6.91	1.18	-1.27	11
Availability of online help when using my library's electronic resources	5.69	7.41	6.38	0.69	-1.03	384
Ease of use of electronic resources	6.42	8.08	7.01	0.59	-1.07	183
Teaching me how to access, evaluate, and use information	6.38	7.68	6.67	0.29	-1.02	66
Making me aware of library services	6.86	7.57	7.71	0.86	0.14	7
Online course support (readings, links, references)	7.25	8.23	6.92	-0.33	-1.31	52
Collections of online full-text articles sufficient to meet my needs	6.74	8.44	5.98	-0.75	-2.45	133
Electronic resources matching my information needs	6.83	7.67	8.33	1.50	0.67	6
Access to rare and historical materials	5.42	7.01	6.11	0.69	-0.90	88
Contribution to the intellectual atmosphere of the campus	6.62	7.95	7.33	0.71	-0.62	21
Library staff teaching me how to find information	6.02	7.58	6.88	0.87	-0.70	60
Library keeping me informed about all of its services	6.71	7.50	6.52	-0.20	-0.98	56
The magazine / periodical collections I need	6.74	8.39	6.21	-0.53	-2.18	57
The multimedia (CD / DVD / video / audio) collections I need	4.96	6.67	5.94	0.99	-0.73	70
An environment conducive to learning through classes, programs, activities, and meetings	6.19	7.50	7.15	0.96	-0.35	26
Availability of subject specialist assistance	5.57	7.12	6.36	0.79	-0.77	328
Helpfulness in dealing with users' IT problems	7.09	8.10	6.95	-0.14	-1.16	58
Informing me of useful library services	5.43	7.06	6.70	1.27	-0.36	173
Librarians teaching me how to effectively use the electronically available databases, journals, and books	7.14	7.86	8.00	0.86	0.14	7
A library environment that is hospitable and conducive to finding and using information	6.34	7.92	7.24	0.90	-0.68	171
Making me aware of library resources and services	6.17	7.60	6.40	0.23	-1.19	349
Teaching me how to locate, evaluate, and use information	6.01	7.55	6.97	0.96	-0.58	767
Efficient interlibrary loan / document delivery	6.65	8.15	7.43	0.78	-0.72	700
Convenient service hours	6.71	8.14	7.22	0.51	-0.92	506
Ability to navigate library Web pages easily	7.26	8.20	7.54	0.28	-0.65	46
A secure and safe place	7.76	8.43	7.91	0.15	-0.52	46
Access to archives, special collections	6.29	7.57	6.71	0.42	-0.86	133

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

Accuracy in the catalog, borrowing, and overdue records	6.78	7.82	7.40	0.62	-0.42	50
Enabling me to find information myself 24 hours a day	6.89	8.41	6.62	-0.28	-1.80	133
Having the user's best interest at heart	6.27	7.91	7.64	1.36	-0.27	11
Instruction in library use, when requested	6.86	7.80	7.73	0.86	-0.07	44
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.71	8.11	7.26	0.54	-0.86	35
Performing services right the first time	6.14	8.24	7.66	1.52	-0.59	29
Timely document delivery / interlibrary loan	6.61	8.05	7.01	0.40	-1.04	83

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	2.24	0.98	0.94	2.48	1.19	11
Availability of online help when using my library's electronic resources	1.83	1.72	1.69	2.02	1.98	384
Ease of use of electronic resources	1.59	1.22	1.56	1.96	1.73	183
Teaching me how to access, evaluate, and use information	2.00	1.70	1.79	2.37	2.09	66
Making me aware of library services	1.86	1.13	0.95	1.95	1.35	7
Online course support (readings, links, references)	1.47	1.02	1.48	1.89	1.57	52
Collections of online full-text articles sufficient to meet my needs	1.78	1.02	1.97	2.51	2.23	133
Electronic resources matching my information needs	2.14	1.63	0.52	1.76	1.37	6
Access to rare and historical materials	1.97	1.85	1.91	2.25	2.25	88
Contribution to the intellectual atmosphere of the campus	1.77	1.32	1.32	1.52	1.47	21
Library staff teaching me how to find information	1.90	1.52	1.69	2.35	2.14	60
Library keeping me informed about all of its services	1.76	1.60	1.81	2.10	2.10	56
The magazine / periodical collections I need	1.89	0.98	1.77	2.07	1.76	57
The multimedia (CD / DVD / video / audio) collections I need	1.91	1.98	1.64	1.97	2.30	70
An environment conducive to learning through classes, programs, activities, and meetings	2.12	1.70	1.71	2.05	1.74	26
Availability of subject specialist assistance	1.89	1.84	1.70	1.92	1.89	328
Helpfulness in dealing with users' IT problems	1.75	1.15	1.66	2.06	1.78	58
Informing me of useful library services	2.09	1.82	1.63	2.17	2.03	173
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.86	0.90	0.58	1.68	0.69	7
A library environment that is hospitable and conducive to finding and using information	1.67	1.32	1.39	1.79	1.50	171
Making me aware of library resources and services	1.82	1.56	1.77	2.05	1.95	349
Teaching me how to locate, evaluate, and use information	1.87	1.64	1.58	1.89	1.80	767
Efficient interlibrary loan / document delivery	1.66	1.23	1.53	2.01	1.63	700
Convenient service hours	1.68	1.20	1.52	2.05	1.73	506
Ability to navigate library Web pages easily	1.37	0.98	1.13	1.67	1.22	46
A secure and safe place	1.48	0.93	1.24	1.48	1.15	46
Access to archives, special collections	1.86	1.62	1.59	1.93	1.67	133
Accuracy in the catalog, borrowing, and overdue records	1.73	1.55	1.58	1.77	1.50	50

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

Enabling me to find information myself 24 hours a day	1.75	1.12	2.01	2.25	2.22	133
Having the user's best interest at heart	1.79	1.38	1.03	1.75	1.27	11
Instruction in library use, when requested	1.75	1.25	1.02	1.42	1.02	44
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.71	1.30	1.79	2.11	1.54	35
Performing services right the first time	2.13	1.21	1.54	2.29	0.91	29
Timely document delivery / interlibrary loan	1.92	1.60	1.95	2.14	1.87	83

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

6.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.44	1.45	1,115
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.57	1,115
How would you rate the overall quality of the service provided by the library?	7.22	1.30	1,115

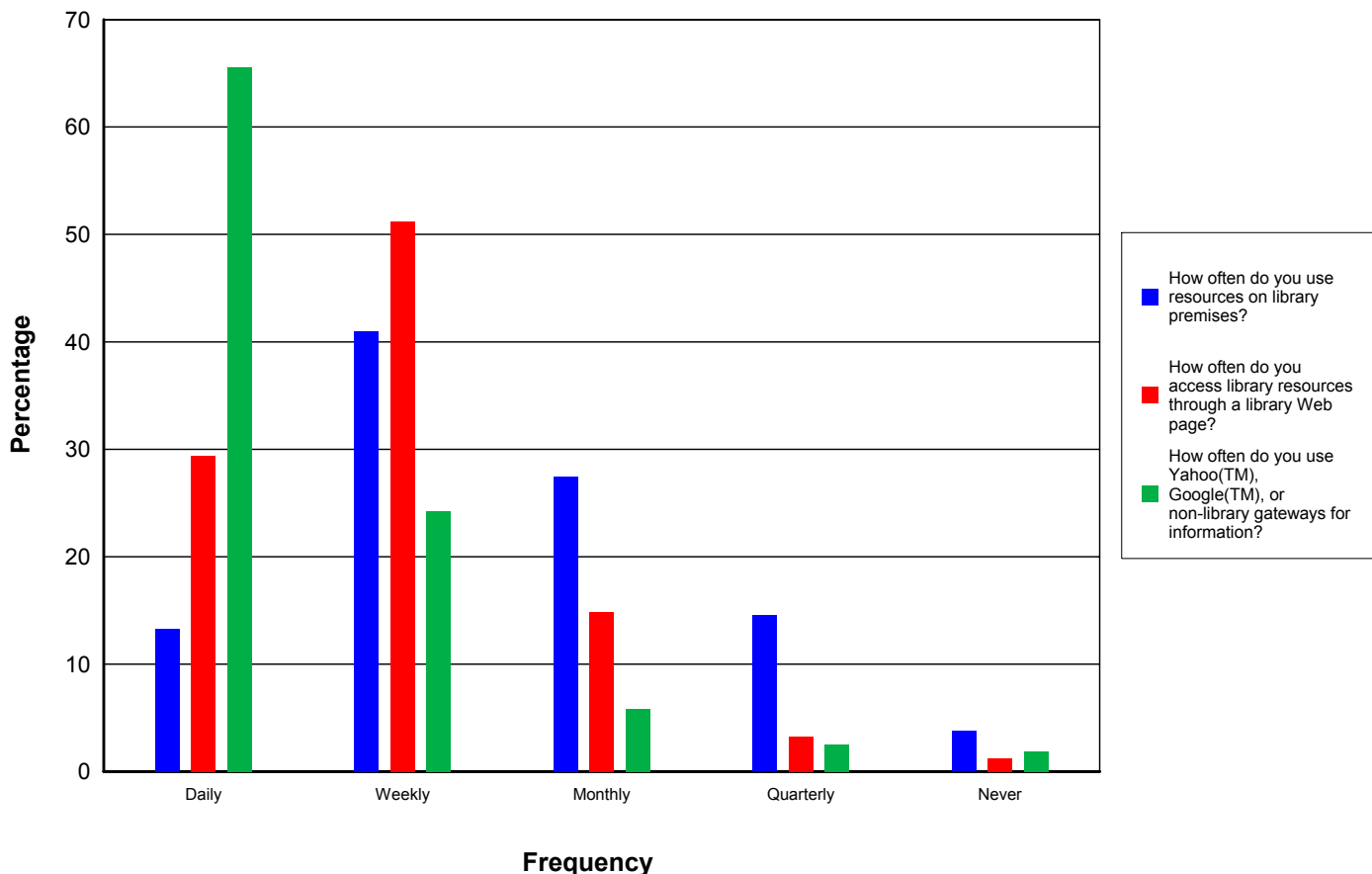
6.6 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each 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".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.19	1.81	1,115
The library aids my advancement in my academic discipline.	7.06	1.55	1,115
The library enables me to be more efficient in my academic pursuits.	7.06	1.60	1,115
The library helps me distinguish between trustworthy and untrustworthy information.	5.64	1.89	1,114
The library provides me with the information skills I need in my work or study.	6.38	1.73	1,115

6.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	148 13.27%	457 40.99%	306 27.44%	162 14.53%	42 3.77%	1,115 100.00%
How often do you access library resources through a library Web page?	328 29.42%	571 51.21%	166 14.89%	36 3.23%	14 1.26%	1,115 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	731 65.56%	270 24.22%	65 5.83%	28 2.51%	21 1.88%	1,115 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

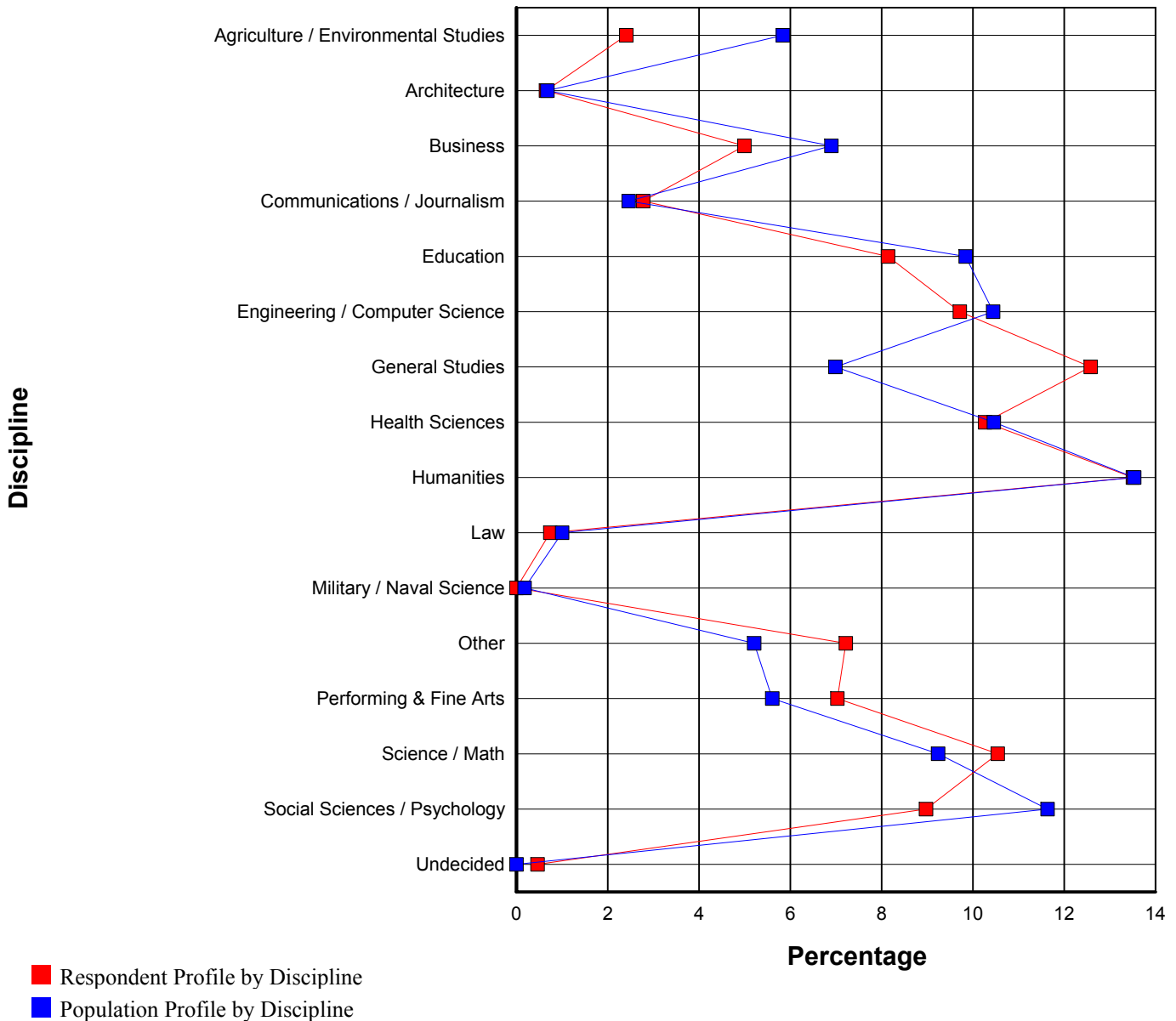
7 College or University Libraries Faculty Summary for University of Wisconsin System

7.1 Demographic Summary for Faculty

7.1.1 Population and Respondent Profiles for Faculty by Discipline

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

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 both the general population (N) and survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	397	5.84%	26	2.41%	3.43%
Architecture	46	0.68%	7	0.65%	0.03%
Business	469	6.90%	54	5.00%	1.90%
Communications / Journalism	167	2.46%	30	2.78%	-0.32%
Education	669	9.84%	88	8.14%	1.70%
Engineering / Computer Science	710	10.44%	105	9.71%	0.73%
General Studies	475	6.99%	136	12.58%	-5.59%
Health Sciences	711	10.46%	111	10.27%	0.19%
Humanities	920	13.53%	146	13.51%	0.03%
Law	68	1.00%	8	0.74%	0.26%
Military / Naval Science	12	0.18%	0	0.00%	0.18%
Other	354	5.21%	78	7.22%	-2.01%
Performing & Fine Arts	381	5.60%	76	7.03%	-1.43%
Science / Math	628	9.24%	114	10.55%	-1.31%
Social Sciences / Psychology	791	11.64%	97	8.97%	2.66%
Undecided	0	0.00%	5	0.46%	-0.46%
Total:	6,798	100.00%	1,081	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

7.1.2 Respondent Profile for Faculty by Age

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

Age	Respondents n	Respondents %
Under 18	2	0.18%
18 - 22	0	0.00%
23 - 30	31	2.86%
31 - 45	430	39.70%
46 - 65	596	55.03%
Over 65	24	2.22%
Total:	1,083	100.00%

7.1.3 Population and Respondent Profiles for Faculty by Sex

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

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

Sex	Population N	Population %	Respondents n	Respondents %
Male	5,049	62.43%	570	52.73%
Female	3,038	37.57%	511	47.27%
Total:	8,087	100.00%	1,081	100.00%

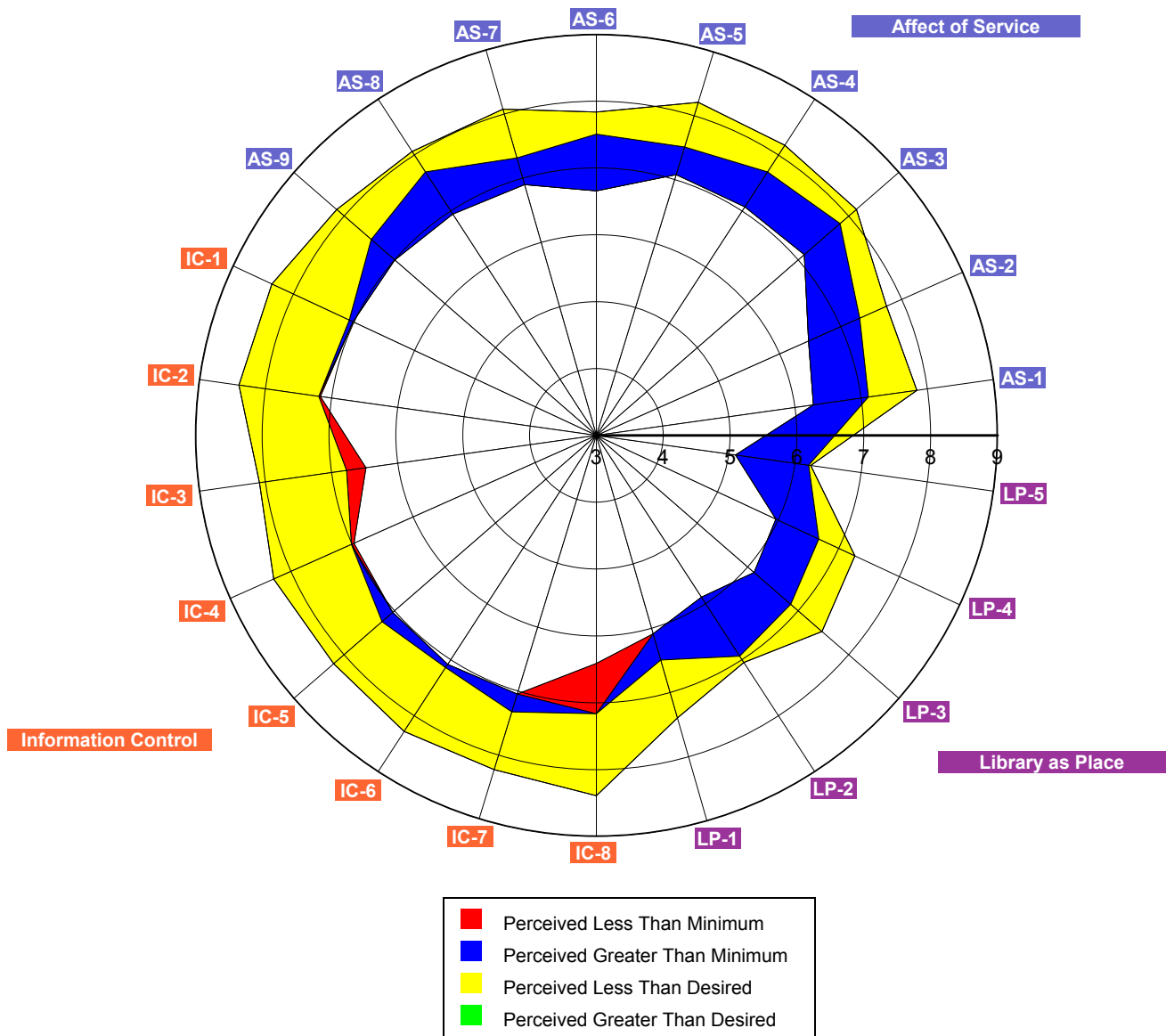
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

7.2 Core Questions Summary for Faculty

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 and 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: University of Wisconsin System
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.28	7.84	7.11	0.83	-0.73	1,043
AS-2	Giving users individual attention	6.47	7.75	7.31	0.84	-0.44	1,056
AS-3	Employees who are consistently courteous	7.12	8.15	7.83	0.71	-0.32	1,071
AS-4	Readiness to respond to users' questions	7.08	8.18	7.70	0.62	-0.48	1,057
AS-5	Employees who have the knowledge to answer user questions	7.08	8.21	7.51	0.43	-0.70	1,060
AS-6	Employees who deal with users in a caring fashion	6.66	7.84	7.51	0.85	-0.33	1,047
AS-7	Employees who understand the needs of their users	6.90	8.08	7.32	0.42	-0.76	1,046
AS-8	Willingness to help users	6.95	8.06	7.70	0.75	-0.36	1,047
AS-9	Dependability in handling users' service problems	7.00	8.15	7.47	0.47	-0.68	919
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.02	8.36	7.08	0.06	-1.28	1,055
IC-2	A library Web site enabling me to locate information on my own	7.20	8.40	7.17	-0.02	-1.23	1,078
IC-3	The printed library materials I need for my work	6.78	8.09	6.48	-0.29	-1.61	1,039
IC-4	The electronic information resources I need	7.01	8.28	6.97	-0.04	-1.31	1,062
IC-5	Modern equipment that lets me easily access needed information	7.04	8.21	7.25	0.21	-0.96	1,044
IC-6	Easy-to-use access tools that allow me to find things on my own	7.09	8.28	7.14	0.06	-1.14	1,067
IC-7	Making information easily accessible for independent use	7.05	8.23	7.33	0.28	-0.90	1,045
IC-8	Print and/or electronic journal collections I require for my work	7.16	8.39	6.41	-0.75	-1.98	1,029
Library as Place							
LP-1	Library space that inspires study and learning	6.09	7.40	6.50	0.41	-0.90	988
LP-2	Quiet space for individual activities	5.89	7.05	6.94	1.05	-0.11	904
LP-3	A comfortable and inviting location	6.13	7.47	6.85	0.73	-0.62	1,017
LP-4	A getaway for study, learning, or research	5.96	7.27	6.67	0.71	-0.60	939
LP-5	Community space for group learning and group study	5.10	6.24	6.21	1.10	-0.03	730
Overall:		6.72	7.94	7.13	0.40	-0.82	1,086

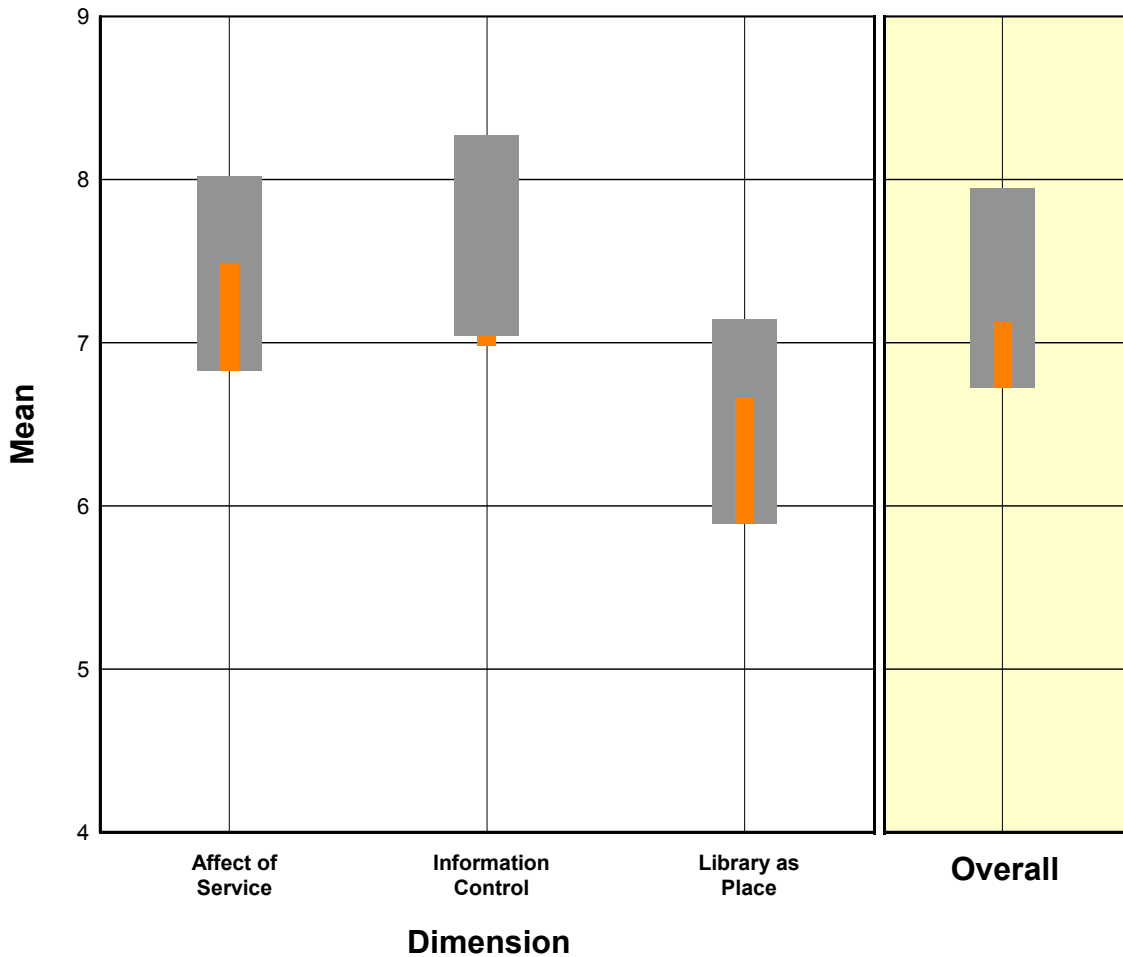
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.86	1.51	1.56	1.87	1.59	1,043
AS-2	Giving users individual attention	1.72	1.41	1.47	1.66	1.52	1,056
AS-3	Employees who are consistently courteous	1.65	1.26	1.31	1.77	1.46	1,071
AS-4	Readiness to respond to users' questions	1.52	1.15	1.34	1.59	1.33	1,057
AS-5	Employees who have the knowledge to answer user questions	1.55	1.11	1.42	1.73	1.48	1,060
AS-6	Employees who deal with users in a caring fashion	1.77	1.44	1.38	1.71	1.49	1,047
AS-7	Employees who understand the needs of their users	1.66	1.22	1.55	1.86	1.58	1,046
AS-8	Willingness to help users	1.67	1.28	1.36	1.72	1.44	1,047
AS-9	Dependability in handling users' service problems	1.56	1.17	1.43	1.70	1.51	919
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.71	1.17	1.74	2.14	1.90	1,055
IC-2	A library Web site enabling me to locate information on my own	1.57	1.10	1.59	1.95	1.70	1,078
IC-3	The printed library materials I need for my work	1.60	1.25	1.78	2.13	2.05	1,039
IC-4	The electronic information resources I need	1.52	1.16	1.61	2.05	1.84	1,062
IC-5	Modern equipment that lets me easily access needed information	1.54	1.16	1.40	1.77	1.58	1,044
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	1.10	1.41	1.78	1.55	1,067
IC-7	Making information easily accessible for independent use	1.49	1.13	1.37	1.70	1.50	1,045
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.14	1.93	2.27	2.16	1,029
Library as Place							
LP-1	Library space that inspires study and learning	2.00	1.87	1.84	2.34	2.35	988
LP-2	Quiet space for individual activities	2.14	2.04	1.64	2.13	2.14	904
LP-3	A comfortable and inviting location	1.98	1.71	1.82	2.24	2.16	1,017
LP-4	A getaway for study, learning, or research	2.08	2.03	1.71	2.28	2.35	939
LP-5	Community space for group learning and group study	2.30	2.39	1.84	2.38	2.53	730
Overall:		1.26	0.89	1.10	1.34	1.13	1,086

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

7.3 Core Question Dimensions Summary for Faculty

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



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

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.83	8.02	7.49	0.66	-0.53	1,084
Information Control	7.04	8.27	6.98	-0.06	-1.29	1,086
Library as Place	5.89	7.14	6.66	0.77	-0.48	1,059
Overall:	6.72	7.94	7.13	0.40	-0.82	1,086

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.39	1.00	1.19	1.41	1.16	1,084
Information Control	1.25	0.85	1.24	1.55	1.34	1,086
Library as Place	1.79	1.64	1.50	1.90	1.89	1,059
Overall:	1.26	0.89	1.10	1.34	1.13	1,086

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

7.4 Local Questions Summary for Faculty

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.81	7.97	7.39	0.58	-0.58	31
Availability of online help when using my library's electronic resources	6.18	7.69	6.07	-0.11	-1.62	188
Ease of use of electronic resources	6.72	8.28	6.93	0.21	-1.34	134
Teaching me how to access, evaluate, and use information	5.97	7.23	7.12	1.15	-0.11	109
Making me aware of library services	5.99	7.30	7.00	1.01	-0.30	87
Online course support (readings, links, references)	6.40	7.40	6.75	0.36	-0.64	53
Collections of online full-text articles sufficient to meet my needs	6.82	8.39	5.44	-1.38	-2.95	198
Electronic resources matching my information needs	6.65	7.95	7.18	0.53	-0.78	85
Access to rare and historical materials	4.81	6.17	5.76	0.95	-0.41	135
Contribution to the intellectual atmosphere of the campus	7.05	8.69	7.33	0.28	-1.36	39
Library staff teaching me how to find information	6.38	7.41	7.12	0.73	-0.29	130
Library keeping me informed about all of its services	6.54	7.30	7.06	0.52	-0.24	63
The magazine / periodical collections I need	6.90	8.16	5.71	-1.19	-2.45	129
The multimedia (CD / DVD / video / audio) collections I need	5.28	6.82	6.06	0.78	-0.76	116
An environment conducive to learning through classes, programs, activities, and meetings	6.17	7.32	7.31	1.14	-0.01	72
Availability of subject specialist assistance	6.10	7.46	6.33	0.23	-1.12	145
Helpfulness in dealing with users' IT problems	6.72	7.49	6.97	0.26	-0.51	78
Informing me of useful library services	5.40	6.96	6.55	1.15	-0.40	47
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.18	7.62	7.43	1.25	-0.19	79
A library environment that is hospitable and conducive to finding and using information	6.33	7.84	6.98	0.64	-0.87	45
Making me aware of library resources and services	6.31	7.52	7.08	0.77	-0.45	527
Teaching me how to locate, evaluate, and use information	6.11	7.40	6.95	0.84	-0.45	442
Efficient interlibrary loan / document delivery	7.17	8.37	7.66	0.50	-0.70	448
Convenient service hours	6.56	7.73	7.03	0.47	-0.70	345
Ability to navigate library Web pages easily	7.27	8.58	7.42	0.15	-1.16	62
A secure and safe place	7.73	8.42	8.29	0.56	-0.14	59
Access to archives, special collections	5.78	6.88	6.97	1.19	0.09	161

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

Accuracy in the catalog, borrowing, and overdue records	7.28	8.10	7.52	0.24	-0.58	126
Enabling me to find information myself 24 hours a day	6.76	8.08	6.52	-0.24	-1.56	200
Having the user's best interest at heart	7.04	8.19	7.07	0.04	-1.11	27
Instruction in library use, when requested	7.02	8.02	7.88	0.86	-0.14	51
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.52	7.70	7.55	1.02	-0.16	44
Performing services right the first time	7.12	8.29	8.30	1.18	0.01	77
Timely document delivery / interlibrary loan	7.07	8.30	7.32	0.26	-0.97	197

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.78	1.56	1.67	1.67	1.50	31
Availability of online help when using my library's electronic resources	1.65	1.63	1.96	2.21	2.32	188
Ease of use of electronic resources	1.69	1.19	1.55	1.96	1.71	134
Teaching me how to access, evaluate, and use information	2.31	2.09	1.62	2.09	1.82	109
Making me aware of library services	1.99	1.69	1.67	2.27	1.98	87
Online course support (readings, links, references)	1.92	1.60	1.41	2.10	1.78	53
Collections of online full-text articles sufficient to meet my needs	1.58	1.11	1.98	2.66	2.33	198
Electronic resources matching my information needs	1.58	1.22	1.42	1.74	1.45	85
Access to rare and historical materials	2.35	2.62	2.03	2.45	2.72	135
Contribution to the intellectual atmosphere of the campus	1.72	0.52	1.59	1.83	1.60	39
Library staff teaching me how to find information	1.79	1.76	1.56	1.77	1.66	130
Library keeping me informed about all of its services	1.71	1.42	1.61	1.92	1.92	63
The magazine / periodical collections I need	1.75	1.35	2.16	2.73	2.56	129
The multimedia (CD / DVD / video / audio) collections I need	2.19	2.21	1.69	2.08	2.31	116
An environment conducive to learning through classes, programs, activities, and meetings	1.66	1.69	1.34	1.40	1.36	72
Availability of subject specialist assistance	1.66	1.61	1.87	2.07	2.05	145
Helpfulness in dealing with users' IT problems	1.79	1.61	1.53	1.69	1.59	78
Informing me of useful library services	1.94	1.69	1.80	2.16	1.79	47
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.82	1.47	1.47	2.03	1.96	79
A library environment that is hospitable and conducive to finding and using information	1.92	1.30	1.41	2.14	1.60	45
Making me aware of library resources and services	1.75	1.50	1.52	1.93	1.81	527
Teaching me how to locate, evaluate, and use information	1.95	1.84	1.70	1.94	1.88	442
Efficient interlibrary loan / document delivery	1.52	1.08	1.47	1.78	1.48	448
Convenient service hours	1.78	1.57	1.66	2.10	1.95	345
Ability to navigate library Web pages easily	1.65	0.71	1.44	2.05	1.61	62
A secure and safe place	1.66	1.09	0.91	1.64	1.12	59
Access to archives, special collections	2.00	1.97	1.57	1.88	2.12	161
Accuracy in the catalog, borrowing, and overdue records	1.47	1.24	1.41	1.56	1.44	126

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

Enabling me to find information myself 24 hours a day	1.82	1.50	1.82	2.35	2.11	200
Having the user's best interest at heart	1.74	1.04	2.00	2.50	1.91	27
Instruction in library use, when requested	2.11	1.44	1.39	1.94	1.64	51
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.61	1.36	1.25	1.85	1.64	44
Performing services right the first time	1.39	0.96	0.73	1.37	1.06	77
Timely document delivery / interlibrary loan	1.51	1.11	1.78	2.16	1.96	197

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

7.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.76	1.41	1,086
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.78	1.91	1,086
How would you rate the overall quality of the service provided by the library?	7.25	1.48	1,086

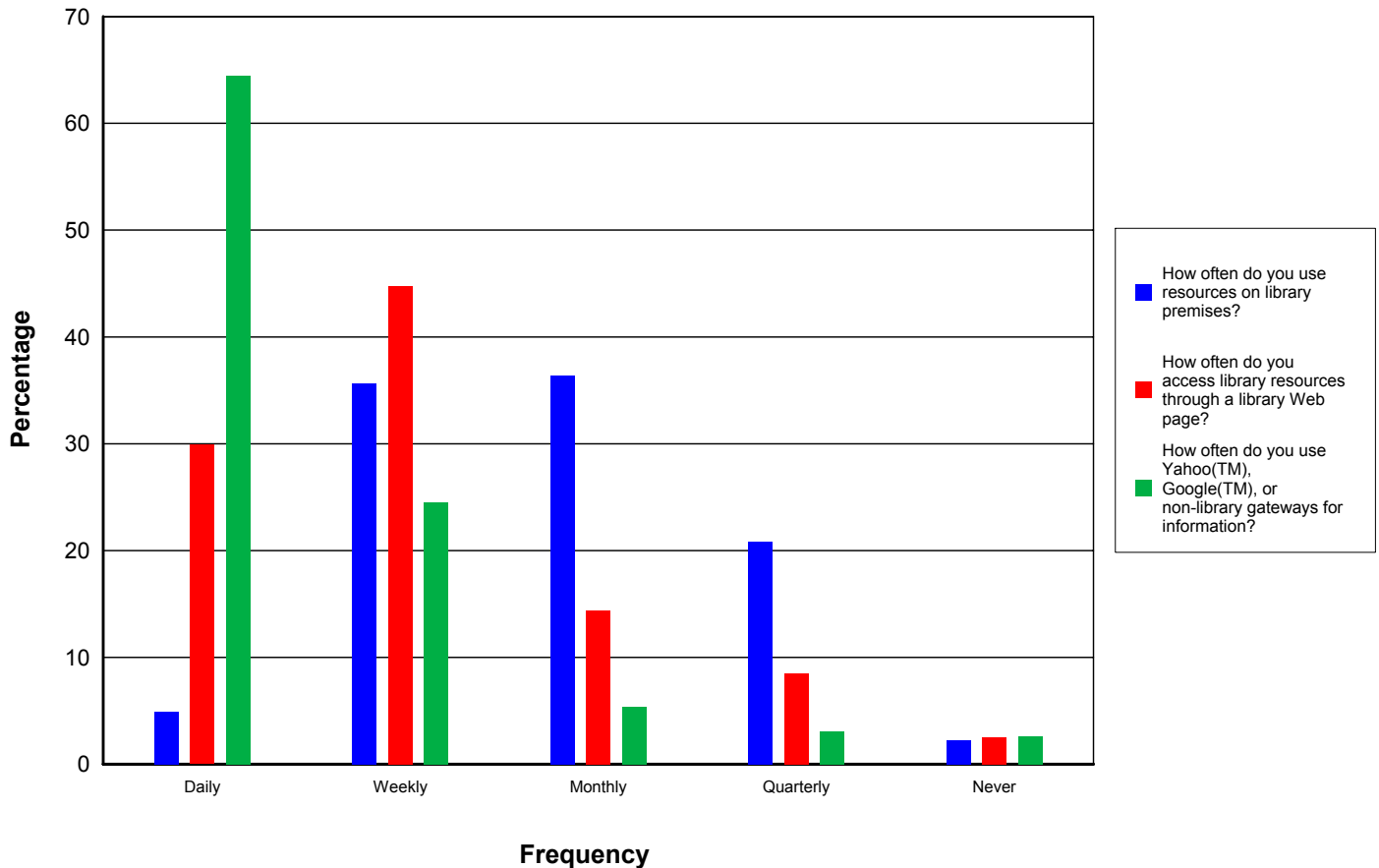
7.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each 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".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.99	2.03	1,086
The library aids my advancement in my academic discipline.	6.47	1.90	1,086
The library enables me to be more efficient in my academic pursuits.	6.68	1.84	1,085
The library helps me distinguish between trustworthy and untrustworthy information.	5.54	2.00	1,083
The library provides me with the information skills I need in my work or study.	6.13	1.87	1,084

7.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	53 4.88%	387 35.67%	395 36.41%	226 20.83%	24 2.21%	1,085 100.00%
How often do you access library resources through a library Web page?	324 29.89%	485 44.74%	156 14.39%	92 8.49%	27 2.49%	1,084 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	699 64.48%	266 24.54%	58 5.35%	33 3.04%	28 2.58%	1,084 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

8 College or University Libraries Library Staff Summary for University of Wisconsin System

8.1 Demographic Summary for Library Staff

8.1.1 Respondent Profile for Library Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	4	2.72%
23 - 30	15	10.20%
31 - 45	55	37.41%
46 - 65	73	49.66%
Over 65	0	0.00%
Total:	147	100.00%

8.1.2 Respondent Profile for Library Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	32	21.77%
Female	115	78.23%
Total:	147	100.00%

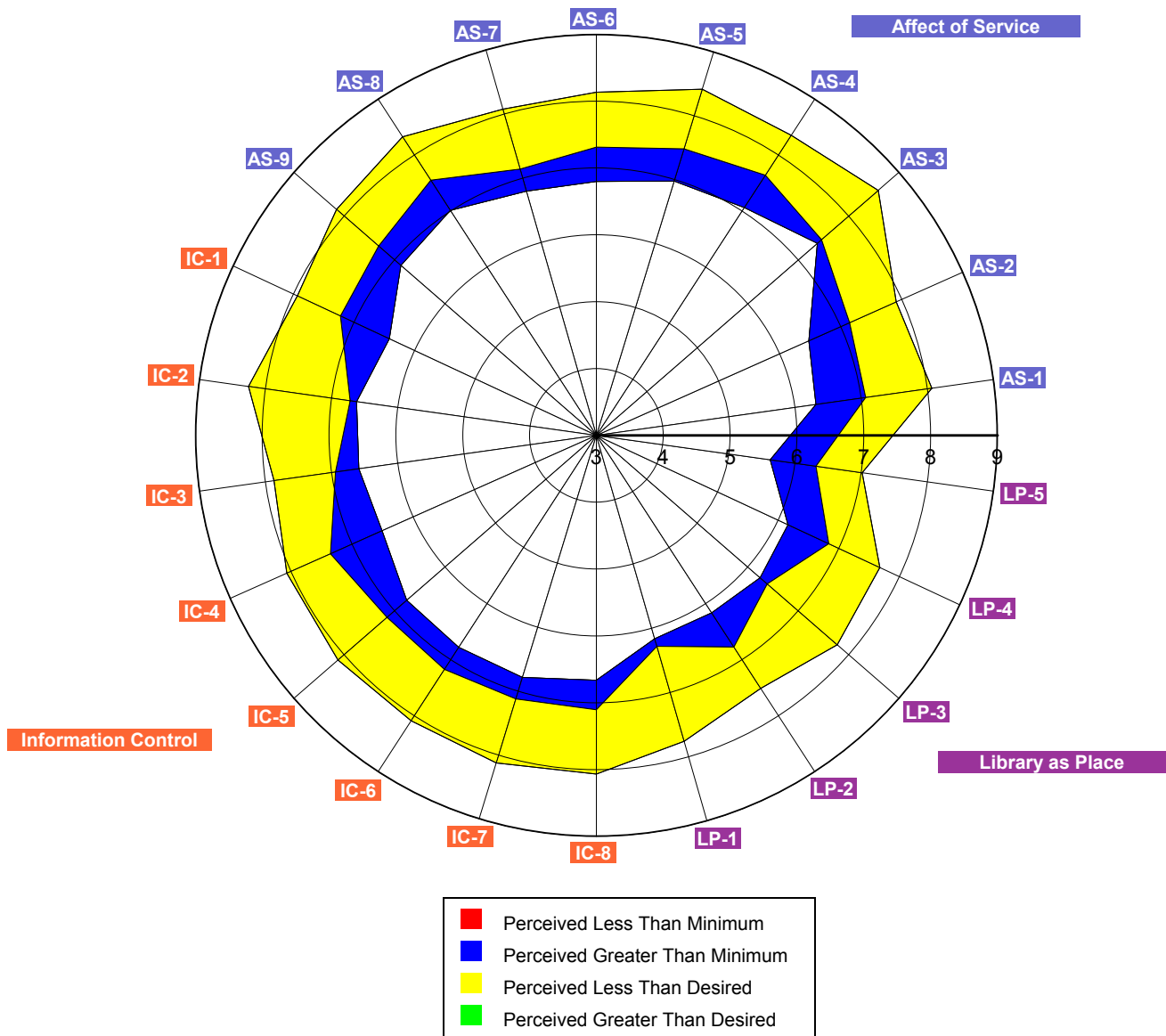
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

8.2 Core Questions Summary for Library Staff

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 and 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: University of Wisconsin System
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.32	8.07	7.07	0.75	-1.00	145
AS-2	Giving users individual attention	6.48	7.91	7.15	0.67	-0.76	144
AS-3	Employees who are consistently courteous	7.38	8.59	7.46	0.08	-1.12	145
AS-4	Readiness to respond to users' questions	7.06	8.35	7.64	0.58	-0.71	142
AS-5	Employees who have the knowledge to answer user questions	6.98	8.41	7.48	0.50	-0.93	145
AS-6	Employees who deal with users in a caring fashion	6.80	8.13	7.31	0.51	-0.82	144
AS-7	Employees who understand the needs of their users	6.80	8.08	7.14	0.34	-0.93	146
AS-8	Willingness to help users	7.01	8.32	7.55	0.54	-0.77	145
AS-9	Dependability in handling users' service problems	6.88	8.15	7.32	0.44	-0.83	138
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.42	7.94	7.23	0.81	-0.71	141
IC-2	A library Web site enabling me to locate information on my own	6.63	8.26	6.72	0.10	-1.53	144
IC-3	The printed library materials I need for my work	6.59	7.87	6.94	0.35	-0.93	139
IC-4	The electronic information resources I need	6.51	8.07	7.36	0.85	-0.71	143
IC-5	Modern equipment that lets me easily access needed information	6.76	8.12	7.15	0.39	-0.97	146
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.09	7.18	0.39	-0.92	142
IC-7	Making information easily accessible for independent use	6.79	8.12	7.12	0.34	-1.00	145
IC-8	Print and/or electronic journal collections I require for my work	6.66	8.07	7.10	0.44	-0.96	134
Library as Place							
LP-1	Library space that inspires study and learning	6.17	7.76	6.28	0.12	-1.48	138
LP-2	Quiet space for individual activities	6.17	7.51	6.78	0.61	-0.74	138
LP-3	A comfortable and inviting location	6.25	7.77	6.39	0.14	-1.39	142
LP-4	A getaway for study, learning, or research	6.16	7.68	6.84	0.67	-0.84	134
LP-5	Community space for group learning and group study	5.63	7.02	6.32	0.69	-0.70	126
Overall:		6.61	8.02	7.06	0.45	-0.96	147

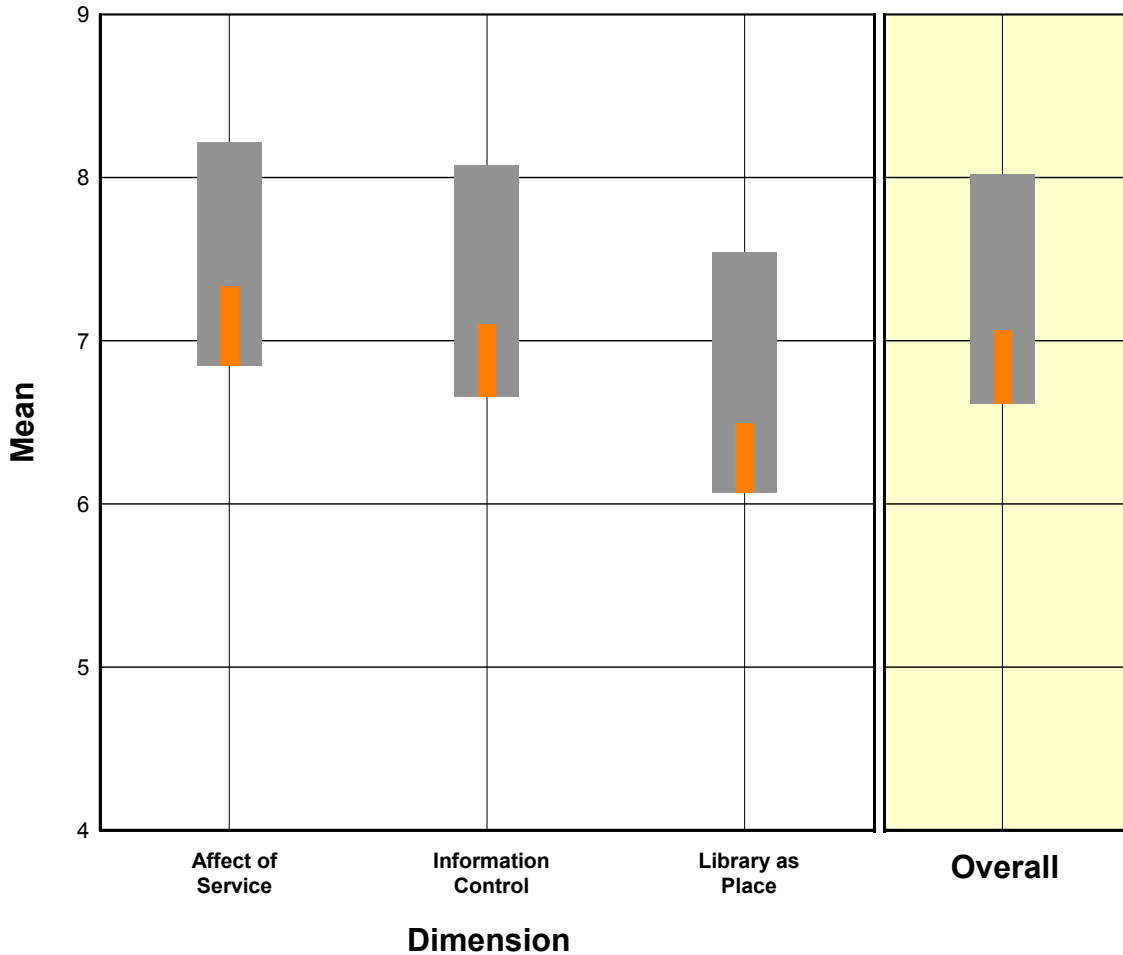
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.61	1.26	1.34	1.73	1.69	145
AS-2	Giving users individual attention	1.62	1.36	1.39	1.72	1.68	144
AS-3	Employees who are consistently courteous	1.46	0.72	1.42	1.83	1.51	145
AS-4	Readiness to respond to users' questions	1.44	0.99	1.28	1.78	1.51	142
AS-5	Employees who have the knowledge to answer user questions	1.45	1.03	1.28	1.65	1.30	145
AS-6	Employees who deal with users in a caring fashion	1.59	1.12	1.35	1.85	1.52	144
AS-7	Employees who understand the needs of their users	1.51	1.23	1.45	1.70	1.44	146
AS-8	Willingness to help users	1.46	1.03	1.32	1.80	1.42	145
AS-9	Dependability in handling users' service problems	1.52	1.17	1.21	1.53	1.33	138
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.75	1.49	1.49	1.87	1.41	141
IC-2	A library Web site enabling me to locate information on my own	1.59	0.95	1.72	2.08	1.82	144
IC-3	The printed library materials I need for my work	1.47	1.17	1.34	1.80	1.53	139
IC-4	The electronic information resources I need	1.40	1.07	1.11	1.48	1.21	143
IC-5	Modern equipment that lets me easily access needed information	1.51	1.18	1.49	1.93	1.55	146
IC-6	Easy-to-use access tools that allow me to find things on my own	1.34	1.14	1.19	1.65	1.45	142
IC-7	Making information easily accessible for independent use	1.33	0.99	1.25	1.78	1.34	145
IC-8	Print and/or electronic journal collections I require for my work	1.44	1.24	1.34	1.70	1.54	134
Library as Place							
LP-1	Library space that inspires study and learning	1.69	1.43	1.63	2.36	2.15	138
LP-2	Quiet space for individual activities	1.82	1.56	1.63	2.20	1.88	138
LP-3	A comfortable and inviting location	1.51	1.18	1.65	2.05	1.99	142
LP-4	A getaway for study, learning, or research	1.73	1.38	1.56	1.93	1.60	134
LP-5	Community space for group learning and group study	1.86	1.82	1.78	2.05	2.06	126
Overall:		1.16	0.79	0.97	1.34	1.03	147

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

8.3 Core Question Dimensions Summary for Library Staff

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



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

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.85	8.22	7.34	0.49	-0.88	147
Information Control	6.66	8.07	7.10	0.44	-0.97	147
Library as Place	6.07	7.55	6.49	0.42	-1.05	145
Overall:	6.61	8.02	7.06	0.45	-0.96	147

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.25	0.84	1.07	1.43	1.19	147
Information Control	1.16	0.84	0.99	1.36	0.99	147
Library as Place	1.36	1.11	1.33	1.68	1.48	145
Overall:	1.16	0.79	0.97	1.34	1.03	147

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

8.4 Local Questions Summary for Library Staff

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	5.63	8.00	7.63	2.00	-0.38	8
Availability of online help when using my library's electronic resources	5.94	7.25	6.42	0.47	-0.83	36
Ease of use of electronic resources	6.63	8.05	6.58	-0.05	-1.47	19
Teaching me how to access, evaluate, and use information	5.86	7.76	6.86	1.00	-0.90	21
Making me aware of library services	6.64	7.73	7.09	0.45	-0.64	11
Online course support (readings, links, references)	4.67	8.67	6.67	2.00	-2.00	3
Collections of online full-text articles sufficient to meet my needs	6.49	7.93	6.76	0.27	-1.17	41
Electronic resources matching my information needs	6.64	7.91	7.73	1.09	-0.18	11
Access to rare and historical materials	5.55	6.97	6.84	1.29	-0.13	38
Contribution to the intellectual atmosphere of the campus	7.25	8.75	7.75	0.50	-1.00	4
Library keeping me informed about all of its services	6.25	7.00	6.25	0.00	-0.75	4
The multimedia (CD / DVD / video / audio) collections I need	5.67	7.33	6.89	1.22	-0.44	9
An environment conducive to learning through classes, programs, activities, and meetings	5.75	7.25	7.13	1.38	-0.13	8
Availability of subject specialist assistance	5.84	7.03	6.44	0.59	-0.59	32
Helpfulness in dealing with users' IT problems	5.75	7.67	6.08	0.33	-1.58	12
Informing me of useful library services	5.14	7.43	7.00	1.86	-0.43	7
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.36	7.82	6.73	0.36	-1.09	11
A library environment that is hospitable and conducive to finding and using information	6.50	7.75	7.13	0.63	-0.63	8
Making me aware of library resources and services	6.36	7.87	6.51	0.15	-1.36	67
Teaching me how to locate, evaluate, and use information	6.50	7.70	7.10	0.60	-0.60	80
Efficient interlibrary loan / document delivery	6.67	8.02	7.48	0.81	-0.54	48
Convenient service hours	6.24	7.35	7.42	1.18	0.07	55
Access to archives, special collections	5.64	7.18	6.82	1.18	-0.36	11
Enabling me to find information myself 24 hours a day	5.84	7.67	6.65	0.81	-1.02	43
Having the user's best interest at heart	5.38	7.50	6.88	1.50	-0.63	8
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	6.70	8.20	7.00	0.30	-1.20	10

Language: American English
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 Consortium: University of Wisconsin System
 User Group: Library Staff

Performing services right the first time	6.22	7.78	7.67	1.44	-0.11	9
Timely document delivery / interlibrary loan	5.92	7.92	7.38	1.46	-0.54	13

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.77	1.07	1.30	2.27	1.85	8
Availability of online help when using my library's electronic resources	1.88	1.65	1.32	1.96	1.99	36
Ease of use of electronic resources	1.67	1.03	1.50	2.07	1.68	19
Teaching me how to access, evaluate, and use information	1.88	1.81	1.80	2.93	2.57	21
Making me aware of library services	1.21	1.19	1.22	1.86	1.57	11
Online course support (readings, links, references)	1.53	0.58	1.53	0.00	1.73	3
Collections of online full-text articles sufficient to meet my needs	1.57	1.10	1.11	1.45	1.36	41
Electronic resources matching my information needs	1.03	0.83	0.90	1.30	0.98	11
Access to rare and historical materials	1.97	1.72	1.39	1.94	1.79	38
Contribution to the intellectual atmosphere of the campus	0.96	0.50	1.26	1.91	1.41	4
Library keeping me informed about all of its services	1.26	1.83	2.22	3.37	1.26	4
The multimedia (CD / DVD / video / audio) collections I need	1.12	1.00	1.05	0.83	1.13	9
An environment conducive to learning through classes, programs, activities, and meetings	1.16	0.46	1.13	0.74	1.13	8
Availability of subject specialist assistance	2.23	1.96	1.92	2.59	2.64	32
Helpfulness in dealing with users' IT problems	1.48	1.72	1.93	1.50	1.00	12
Informing me of useful library services	1.57	1.51	0.58	1.95	1.72	7
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.69	1.33	2.49	3.67	2.98	11
A library environment that is hospitable and conducive to finding and using information	1.41	1.04	1.13	1.69	1.30	8
Making me aware of library resources and services	1.71	1.49	2.08	2.14	1.99	67
Teaching me how to locate, evaluate, and use information	1.82	1.43	1.35	2.05	1.66	80
Efficient interlibrary loan / document delivery	1.53	1.18	1.41	1.85	1.71	48
Convenient service hours	1.75	1.69	1.51	2.12	1.91	55
Access to archives, special collections	1.36	1.25	1.66	2.09	2.25	11
Enabling me to find information myself 24 hours a day	1.46	1.48	1.43	1.42	1.49	43
Having the user's best interest at heart	1.41	1.69	1.36	0.93	1.06	8
Librarians providing help that both assists in finding the information need now, but also improving skills useful in future information searches	1.16	0.79	1.41	2.26	1.40	10
Performing services right the first time	0.97	0.97	0.87	1.24	0.93	9

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

Timely document delivery / interlibrary loan	1.55	1.93	1.61	2.18	2.40	13
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Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

8.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.38	1.64	147
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.24	1.38	147
How would you rate the overall quality of the service provided by the library?	7.51	1.13	147

8.6 Information Literacy Outcomes Questions Summary for Library Staff

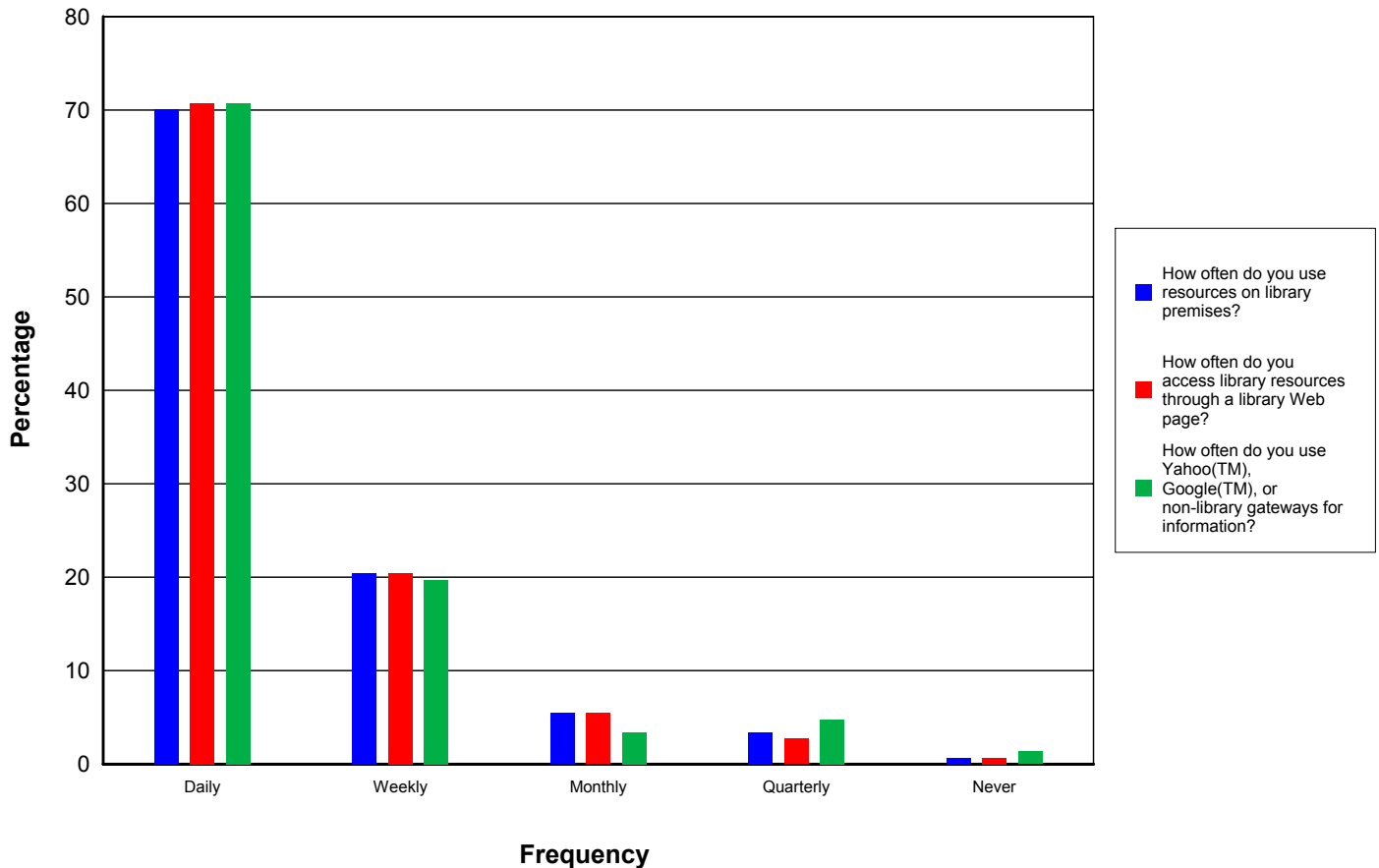
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.76	1.69	147
The library aids my advancement in my academic discipline.	6.91	1.60	147
The library enables me to be more efficient in my academic pursuits.	7.03	1.52	147
The library helps me distinguish between trustworthy and untrustworthy information.	6.82	1.72	147
The library provides me with the information skills I need in my work or study.	7.12	1.45	147

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

8.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	103 70.07%	30 20.41%	8 5.44%	5 3.40%	1 0.68%	147 100.00%
How often do you access library resources through a library Web page?	104 70.75%	30 20.41%	8 5.44%	4 2.72%	1 0.68%	147 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	104 70.75%	29 19.73%	5 3.40%	7 4.76%	2 1.36%	147 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

9 College or University Libraries Staff Summary for University of Wisconsin System

9.1 Demographic Summary for Staff

9.1.1 Respondent Profile for Staff by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	3	0.67%
23 - 30	67	14.86%
31 - 45	178	39.47%
46 - 65	199	44.12%
Over 65	4	0.89%
Total:	451	100.00%

9.1.2 Respondent Profile for Staff by Sex

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

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

Sex	Respondents n	Respondents %
Male	178	39.47%
Female	273	60.53%
Total:	451	100.00%

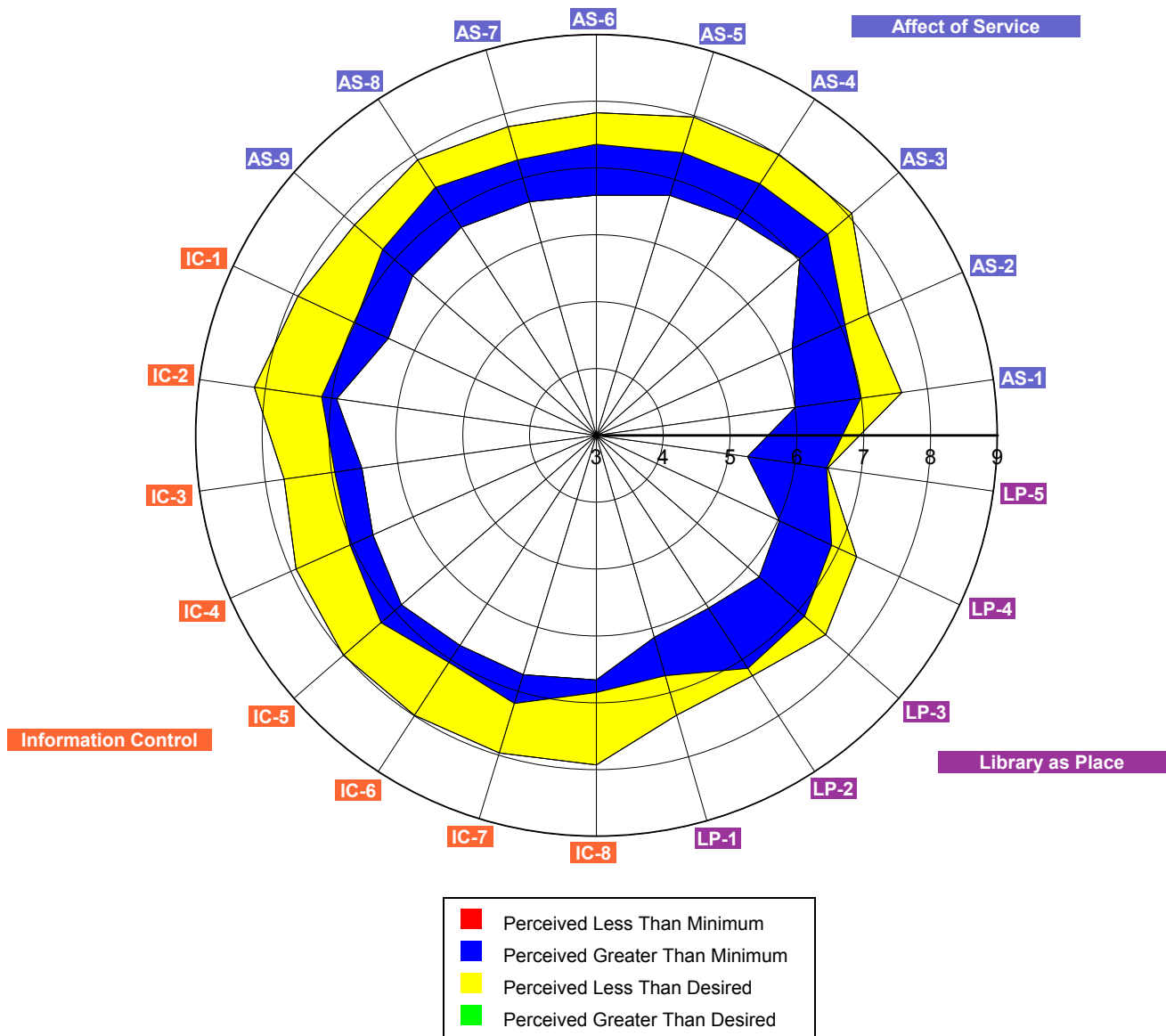
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

9.2 Core Questions Summary for Staff

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 and 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: University of Wisconsin System
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.00	7.61	7.00	0.99	-0.62	427
AS-2	Giving users individual attention	6.21	7.46	7.07	0.86	-0.38	434
AS-3	Employees who are consistently courteous	7.03	8.06	7.59	0.55	-0.48	444
AS-4	Readiness to respond to users' questions	6.86	8.01	7.49	0.63	-0.52	441
AS-5	Employees who have the knowledge to answer user questions	6.76	7.98	7.42	0.67	-0.56	436
AS-6	Employees who deal with users in a caring fashion	6.59	7.83	7.35	0.76	-0.47	437
AS-7	Employees who understand the needs of their users	6.64	7.80	7.29	0.65	-0.52	430
AS-8	Willingness to help users	6.71	7.91	7.42	0.71	-0.49	438
AS-9	Dependability in handling users' service problems	6.64	7.80	7.24	0.60	-0.56	382
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.44	7.93	6.99	0.55	-0.94	416
IC-2	A library Web site enabling me to locate information on my own	6.93	8.17	7.15	0.23	-1.02	433
IC-3	The printed library materials I need for my work	6.54	7.72	6.95	0.41	-0.76	372
IC-4	The electronic information resources I need	6.66	7.92	7.03	0.37	-0.88	414
IC-5	Modern equipment that lets me easily access needed information	6.86	8.02	7.27	0.41	-0.75	429
IC-6	Easy-to-use access tools that allow me to find things on my own	6.75	8.00	7.05	0.30	-0.94	446
IC-7	Making information easily accessible for independent use	6.74	7.97	7.19	0.45	-0.77	438
IC-8	Print and/or electronic journal collections I require for my work	6.66	7.93	6.85	0.19	-1.08	343
Library as Place							
LP-1	Library space that inspires study and learning	6.14	7.35	6.74	0.60	-0.61	381
LP-2	Quiet space for individual activities	6.08	7.29	7.16	1.08	-0.13	371
LP-3	A comfortable and inviting location	6.23	7.55	7.13	0.90	-0.42	422
LP-4	A getaway for study, learning, or research	6.02	7.29	6.88	0.86	-0.41	371
LP-5	Community space for group learning and group study	5.28	6.50	6.48	1.19	-0.02	288
Overall:		6.54	7.77	7.16	0.62	-0.62	452

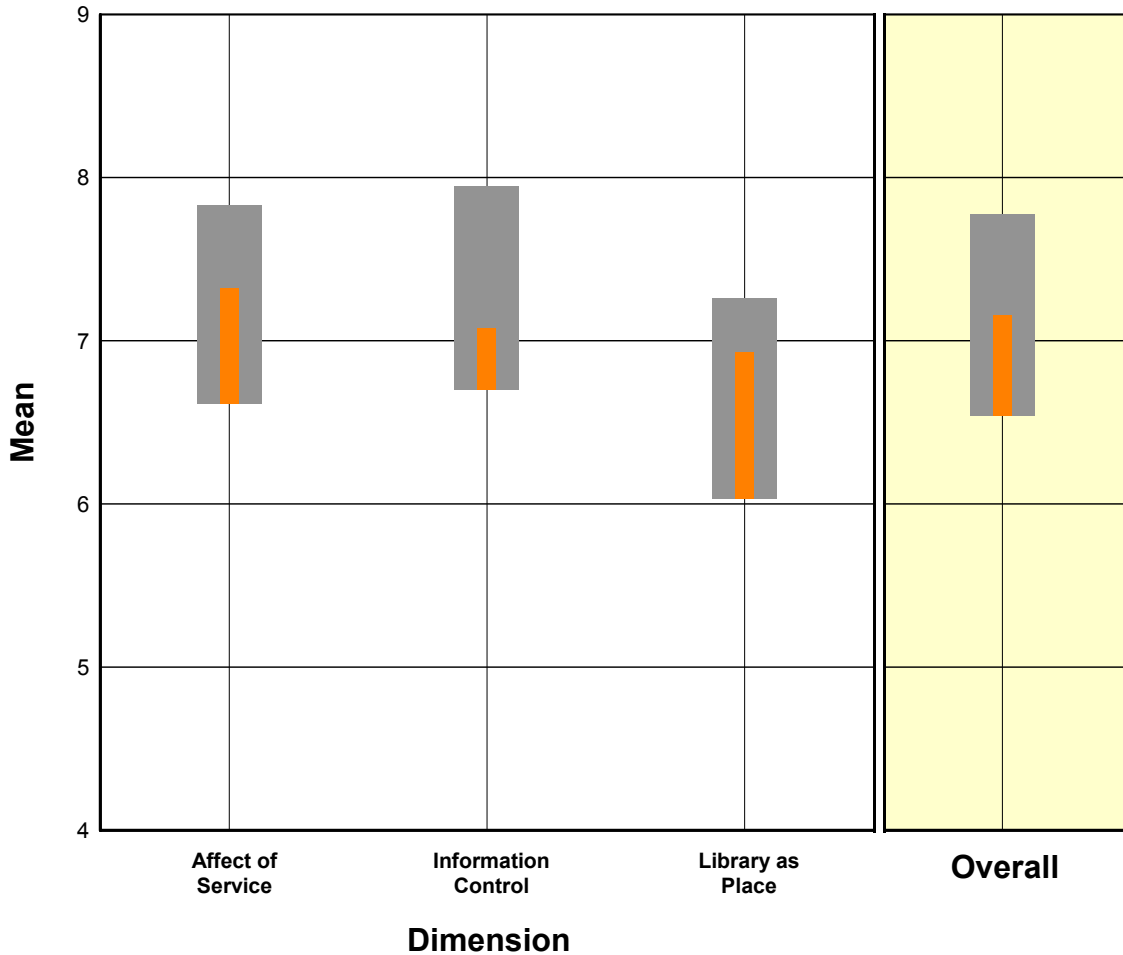
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.66	1.47	1.36	1.66	1.46	427
AS-2	Giving users individual attention	1.73	1.55	1.41	1.54	1.49	434
AS-3	Employees who are consistently courteous	1.69	1.28	1.29	1.59	1.31	444
AS-4	Readiness to respond to users' questions	1.56	1.21	1.32	1.48	1.38	441
AS-5	Employees who have the knowledge to answer user questions	1.56	1.28	1.27	1.48	1.31	436
AS-6	Employees who deal with users in a caring fashion	1.68	1.40	1.38	1.50	1.40	437
AS-7	Employees who understand the needs of their users	1.66	1.37	1.39	1.47	1.34	430
AS-8	Willingness to help users	1.57	1.28	1.34	1.47	1.35	438
AS-9	Dependability in handling users' service problems	1.57	1.40	1.29	1.50	1.49	382
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.85	1.43	1.65	1.99	1.88	416
IC-2	A library Web site enabling me to locate information on my own	1.57	1.12	1.41	1.72	1.57	433
IC-3	The printed library materials I need for my work	1.53	1.37	1.41	1.68	1.56	372
IC-4	The electronic information resources I need	1.59	1.30	1.33	1.68	1.53	414
IC-5	Modern equipment that lets me easily access needed information	1.50	1.15	1.30	1.63	1.45	429
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.22	1.31	1.68	1.50	446
IC-7	Making information easily accessible for independent use	1.51	1.17	1.26	1.60	1.37	438
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.39	1.59	1.99	1.85	343
Library as Place							
LP-1	Library space that inspires study and learning	1.90	1.76	1.55	1.92	1.99	381
LP-2	Quiet space for individual activities	1.95	1.80	1.44	1.84	1.91	371
LP-3	A comfortable and inviting location	1.87	1.60	1.49	1.77	1.77	422
LP-4	A getaway for study, learning, or research	1.79	1.66	1.49	1.76	1.78	371
LP-5	Community space for group learning and group study	2.11	2.19	1.55	1.94	2.08	288
Overall:		1.26	0.97	1.03	1.17	1.05	452

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Staff

9.3 Core Question Dimensions Summary for Staff

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



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

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.83	7.33	0.71	-0.51	452
Information Control	6.70	7.95	7.08	0.38	-0.87	451
Library as Place	6.03	7.26	6.93	0.90	-0.33	435
Overall:	6.54	7.77	7.16	0.62	-0.62	452

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.35	1.10	1.12	1.21	1.11	452
Information Control	1.29	0.96	1.11	1.36	1.21	451
Library as Place	1.63	1.47	1.25	1.47	1.49	435
Overall:	1.26	0.97	1.03	1.17	1.05	452

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

9.4 Local Questions Summary for Staff

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.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Convenience of borrowing books from other colleges	6.42	7.33	6.33	-0.08	-1.00	12
Availability of online help when using my library's electronic resources	6.12	7.64	6.33	0.21	-1.32	160
Ease of use of electronic resources	6.92	7.92	7.12	0.20	-0.80	60
Teaching me how to access, evaluate, and use information	6.44	7.67	7.11	0.67	-0.56	27
Making me aware of library services	6.52	7.52	6.95	0.43	-0.57	21
Online course support (readings, links, references)	6.00	6.80	6.20	0.20	-0.60	5
Collections of online full-text articles sufficient to meet my needs	6.05	7.53	5.90	-0.15	-1.63	62
Electronic resources matching my information needs	7.21	8.05	7.11	-0.11	-0.95	19
Access to rare and historical materials	5.13	6.46	6.59	1.46	0.13	46
Contribution to the intellectual atmosphere of the campus	7.25	8.50	7.75	0.50	-0.75	16
Library staff teaching me how to find information	5.00	5.00	7.00	2.00	2.00	1
Library keeping me informed about all of its services	5.14	6.14	6.86	1.71	0.71	7
The magazine / periodical collections I need	7.50	8.00	7.50	0.00	-0.50	2
The multimedia (CD / DVD / video / audio) collections I need	5.42	6.52	6.17	0.75	-0.35	48
An environment conducive to learning through classes, programs, activities, and meetings	5.94	7.32	7.19	1.26	-0.13	31
Availability of subject specialist assistance	5.57	7.02	6.47	0.90	-0.54	127
Helpfulness in dealing with users' IT problems	6.78	7.39	7.00	0.22	-0.39	23
Informing me of useful library services	5.58	6.53	6.15	0.58	-0.38	40
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.47	7.47	7.26	0.79	-0.21	19
A library environment that is hospitable and conducive to finding and using information	6.65	7.38	7.24	0.59	-0.14	37
Making me aware of library resources and services	6.36	7.53	7.00	0.64	-0.53	148
Teaching me how to locate, evaluate, and use information	6.16	7.36	6.98	0.82	-0.39	294
Efficient interlibrary loan / document delivery	6.69	7.86	7.45	0.76	-0.41	234
Convenient service hours	6.43	7.87	7.17	0.74	-0.70	178
Ability to navigate library Web pages easily	5.50	6.50	8.00	2.50	1.50	2
A secure and safe place	6.50	8.50	8.00	1.50	-0.50	2
Access to archives, special collections	6.50	7.33	7.35	0.85	0.02	52

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

Accuracy in the catalog, borrowing, and overdue records	7.00	7.00	7.00	0.00	0.00	2
Enabling me to find information myself 24 hours a day	6.09	7.45	6.53	0.43	-0.92	76
Having the user's best interest at heart	7.00	7.61	7.11	0.11	-0.50	18
Instruction in library use, when requested	5.50	7.50	8.00	2.50	0.50	2
Performing services right the first time	6.74	8.00	7.86	1.11	-0.14	35
Timely document delivery / interlibrary loan	6.57	8.00	7.71	1.14	-0.29	14

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Convenience of borrowing books from other colleges	1.93	1.67	1.37	1.68	1.13	12
Availability of online help when using my library's electronic resources	1.80	1.38	1.60	1.81	1.69	160
Ease of use of electronic resources	1.39	1.15	1.38	1.88	1.68	60
Teaching me how to access, evaluate, and use information	1.91	1.71	1.53	1.71	1.42	27
Making me aware of library services	1.66	1.12	1.72	1.83	1.57	21
Online course support (readings, links, references)	2.24	2.28	1.79	3.11	2.70	5
Collections of online full-text articles sufficient to meet my needs	2.02	1.72	1.76	2.39	1.99	62
Electronic resources matching my information needs	1.13	1.03	1.76	2.11	1.93	19
Access to rare and historical materials	2.13	2.41	1.77	1.95	1.87	46
Contribution to the intellectual atmosphere of the campus	1.00	0.63	1.34	1.21	1.18	16
Library staff teaching me how to find information						1
Library keeping me informed about all of its services	1.21	0.90	1.77	1.89	1.70	7
The magazine / periodical collections I need	0.71	1.41	0.71	0.00	0.71	2
The multimedia (CD / DVD / video / audio) collections I need	1.77	1.94	1.53	1.47	1.54	48
An environment conducive to learning through classes, programs, activities, and meetings	1.65	1.47	1.17	1.53	0.96	31
Availability of subject specialist assistance	1.81	1.72	1.58	1.86	1.70	127
Helpfulness in dealing with users' IT problems	1.98	1.64	1.65	1.09	1.27	23
Informing me of useful library services	1.69	1.71	1.73	1.82	1.86	40
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.90	1.54	1.63	1.90	1.51	19
A library environment that is hospitable and conducive to finding and using information	1.75	1.83	1.50	1.72	1.84	37
Making me aware of library resources and services	1.81	1.60	1.70	1.89	1.83	148
Teaching me how to locate, evaluate, and use information	1.94	1.74	1.52	1.75	1.72	294
Efficient interlibrary loan / document delivery	1.66	1.44	1.43	1.56	1.54	234
Convenient service hours	1.68	1.22	1.41	1.89	1.64	178
Ability to navigate library Web pages easily	0.71	0.71	0.00	0.71	0.71	2
A secure and safe place	0.71	0.71	0.00	0.71	0.71	2
Access to archives, special collections	1.63	1.61	1.28	1.54	1.59	52
Accuracy in the catalog, borrowing, and overdue records	2.83	2.83	2.83	0.00	0.00	2

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Staff

Enabling me to find information myself 24 hours a day	1.95	1.96	1.65	1.96	2.06	76
Having the user's best interest at heart	1.61	1.54	1.45	1.23	1.10	18
Instruction in library use, when requested	0.71	2.12	1.41	0.71	0.71	2
Performing services right the first time	1.56	1.11	0.85	1.37	0.94	35
Timely document delivery / interlibrary loan	1.40	1.11	1.44	1.41	1.20	14

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Staff

9.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.57	1.38	452
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.53	452
How would you rate the overall quality of the service provided by the library?	7.34	1.25	452

9.6 Information Literacy Outcomes Questions Summary for Staff

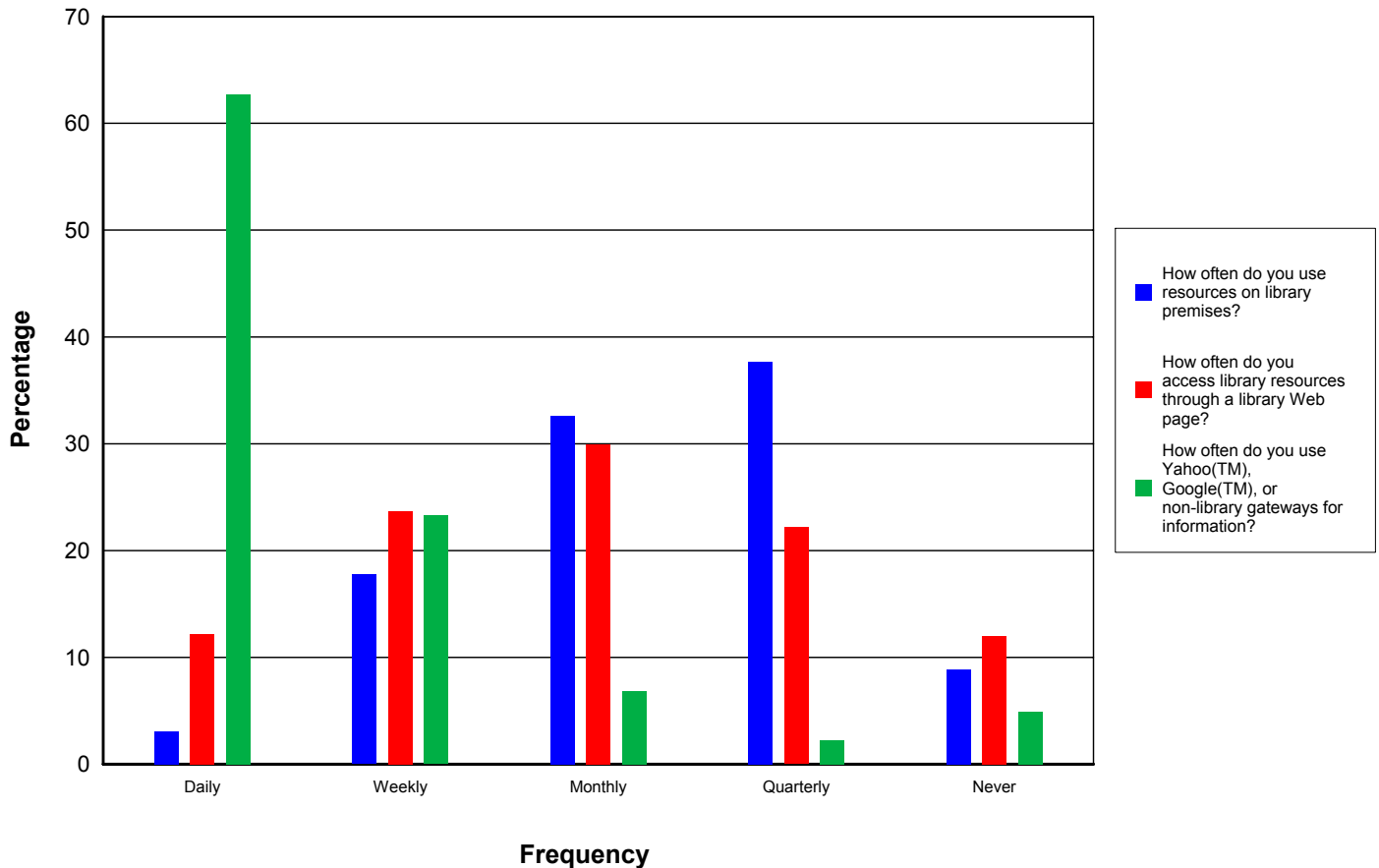
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.17	1.80	452
The library aids my advancement in my academic discipline.	6.35	1.69	452
The library enables me to be more efficient in my academic pursuits.	6.55	1.63	451
The library helps me distinguish between trustworthy and untrustworthy information.	5.72	1.84	451
The library provides me with the information skills I need in my work or study.	6.19	1.72	452

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

9.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	14 3.10%	80 17.74%	147 32.59%	170 37.69%	40 8.87%	451 100.00%
How often do you access library resources through a library Web page?	55 12.20%	107 23.73%	135 29.93%	100 22.17%	54 11.97%	451 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	283 62.75%	105 23.28%	31 6.87%	10 2.22%	22 4.88%	451 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

10 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. The 2004 iteration of the LibQUAL+™ survey has three dimensions. Dimensions for each iteration of the LibQUAL+™ survey are outlined below.

LibQUAL+™ 2000 Dimensions

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

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

LibQUAL+™ 2001 Dimensions

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

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

LibQUAL+™ 2002 and 2003 Dimensions

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

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

LibQUAL+™ 2004 Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey - Access to Information and Personal Control - had collapsed into one. The following three dimensions were measured by the 2004 instrument: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2004 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 2004 notebooks, along with the questions that relate to each dimension. (Note: the questions below are those used in the College and University implementation of the survey, American English version.)

Affect of Service

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

Information Control

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

Library as Place

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



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