



**LibQUAL<sup>+</sup>**  
*2017 Survey*

**University of the Incarnate Word**

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# 1 Introduction

## 1.1 LibQUAL+: Defining and Promoting Library Service Quality

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

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

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

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

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

## 1.2 Web Access to Data

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

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

## 1.3 Interpreting Your Data

### Means

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

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

### Standard Deviation

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

### Service Adequacy

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

### Service Superiority

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

### Radar Charts

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

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

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

### How to read a radar chart

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

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

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

### Data Screening

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

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

### LibQUAL+ Analytics

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

### LibQUAL+ Norms

LibQUAL+ norms are available online at:

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

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## 1.4 Library Statistics for University of the Incarnate Word

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

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

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Total library expenditures (in U.S. \$):	<b>\$2,675,033</b>
Personnel - professional staff, FTE:	<b>475</b>
Personnel - support staff, FTE:	<b>193</b>
Total library materials expenditures (in U.S. \$):	<b>930,942</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>25,866,171</b>

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## 1.5 Contact Information for University of the Incarnate Word

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

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Name:	<b>Cheryl Anderson</b>
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## 1.6 Survey Protocol and Language for University of the Incarnate Word

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

		Lite	Total <i>(by Language)</i>
<b>English (American)</b>	Count	1,172	<b>1,172</b>
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00
<b>Total (by Survey Protocol)</b>	Count	<b>1,172</b>	<b>1,172</b>
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

## 2 Demographic Summary for University of the Incarnate Word

### 2.1 Respondents by User Group

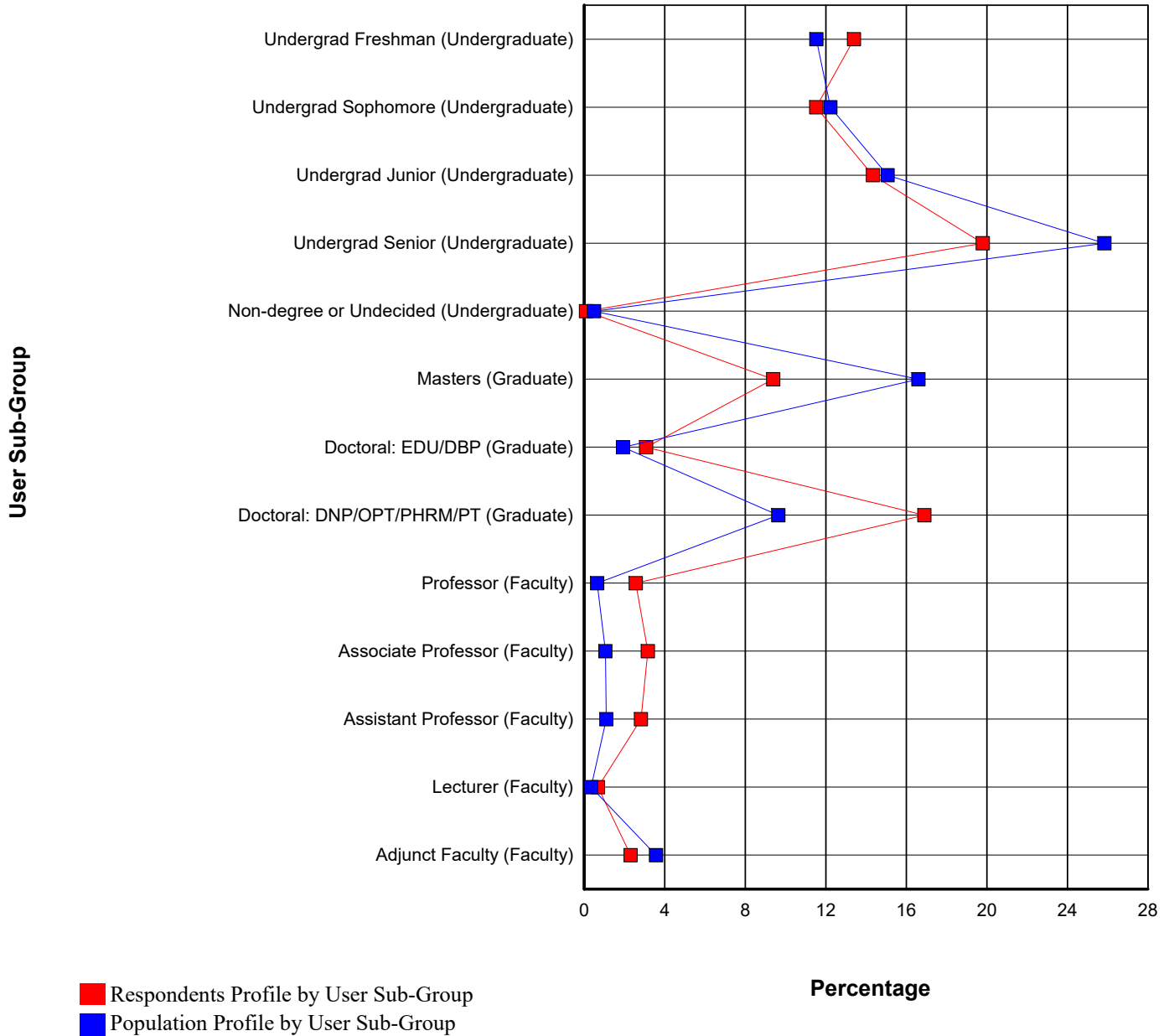
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
Undergrad Freshman	157	13.40%
Undergrad Sophomore	135	11.52%
Undergrad Junior	168	14.33%
Undergrad Senior	232	19.80%
Non-degree or Undecided	1	0.09%
<b>Sub Total:</b>	693	59.13%
<b>Graduate</b>		
Masters	110	9.39%
Doctoral: EDU/DBP	36	3.07%
Doctoral: DNP/OPT/PHRM/PT	198	16.89%
<b>Sub Total:</b>	344	29.35%
<b>Faculty</b>		
Professor	30	2.56%
Associate Professor	37	3.16%
Assistant Professor	33	2.82%
Lecturer	8	0.68%
Adjunct Faculty	27	2.30%
<b>Sub Total:</b>	135	11.52%
<b>Total:</b>	<b>1,172</b>	<b>100.00%</b>

## 2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Undergrad Freshman (Undergraduate)	1,042	11.53	157	13.40	-1.87
Undergrad Sophomore (Undergraduate)	1,105	12.23	135	11.52	0.71
Undergrad Junior (Undergraduate)	1,362	15.07	168	14.33	0.74
Undergrad Senior (Undergraduate)	2,335	25.84	232	19.80	6.04
Non-degree or Undecided (Undergraduate)	44	0.49	1	0.09	0.40
Masters (Graduate)	1,500	16.60	110	9.39	7.21
Doctoral: EDU/DBP (Graduate)	174	1.93	36	3.07	-1.15
Doctoral: DNP/OPT/PHRM/PT (Graduate)	871	9.64	198	16.89	-7.26
Professor (Faculty)	58	0.64	30	2.56	-1.92
Associate Professor (Faculty)	95	1.05	37	3.16	-2.11
Assistant Professor (Faculty)	99	1.10	33	2.82	-1.72
Lecturer (Faculty)	31	0.34	8	0.68	-0.34
Adjunct Faculty (Faculty)	322	3.56	27	2.30	1.26
<b>Total:</b>	<b>9,038</b>	<b>100.00</b>	<b>1,172</b>	<b>100.00</b>	<b>0.00</b>

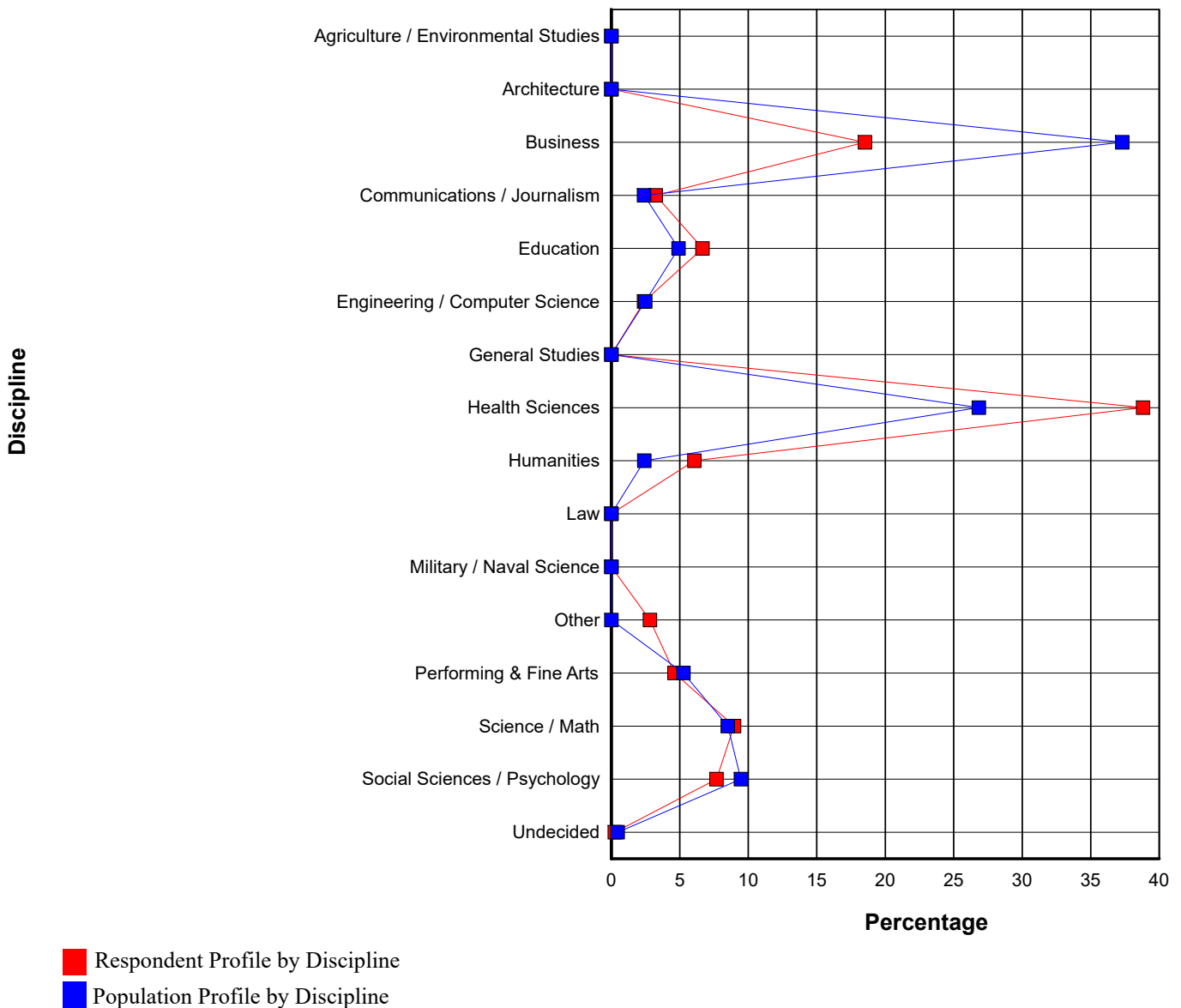
Language: English (American)  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff, Staff)

### 2.3 Population and Respondents by Standard Discipline

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

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

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



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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	3,376	37.31	217	18.52	18.79
Communications / Journalism	216	2.39	38	3.24	-0.86
Education	444	4.91	78	6.66	-1.75
Engineering / Computer Science	224	2.48	28	2.39	0.09
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,428	26.83	455	38.82	-11.99
Humanities	218	2.41	71	6.06	-3.65
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	33	2.82	-2.82
Performing & Fine Arts	476	5.26	54	4.61	0.65
Science / Math	769	8.50	105	8.96	-0.46
Social Sciences / Psychology	856	9.46	90	7.68	1.78
Undecided	42	0.46	3	0.26	0.21
<b>Total:</b>	<b>9,049</b>	<b>100.00</b>	<b>1,172</b>	<b>100.00</b>	<b>0.00</b>

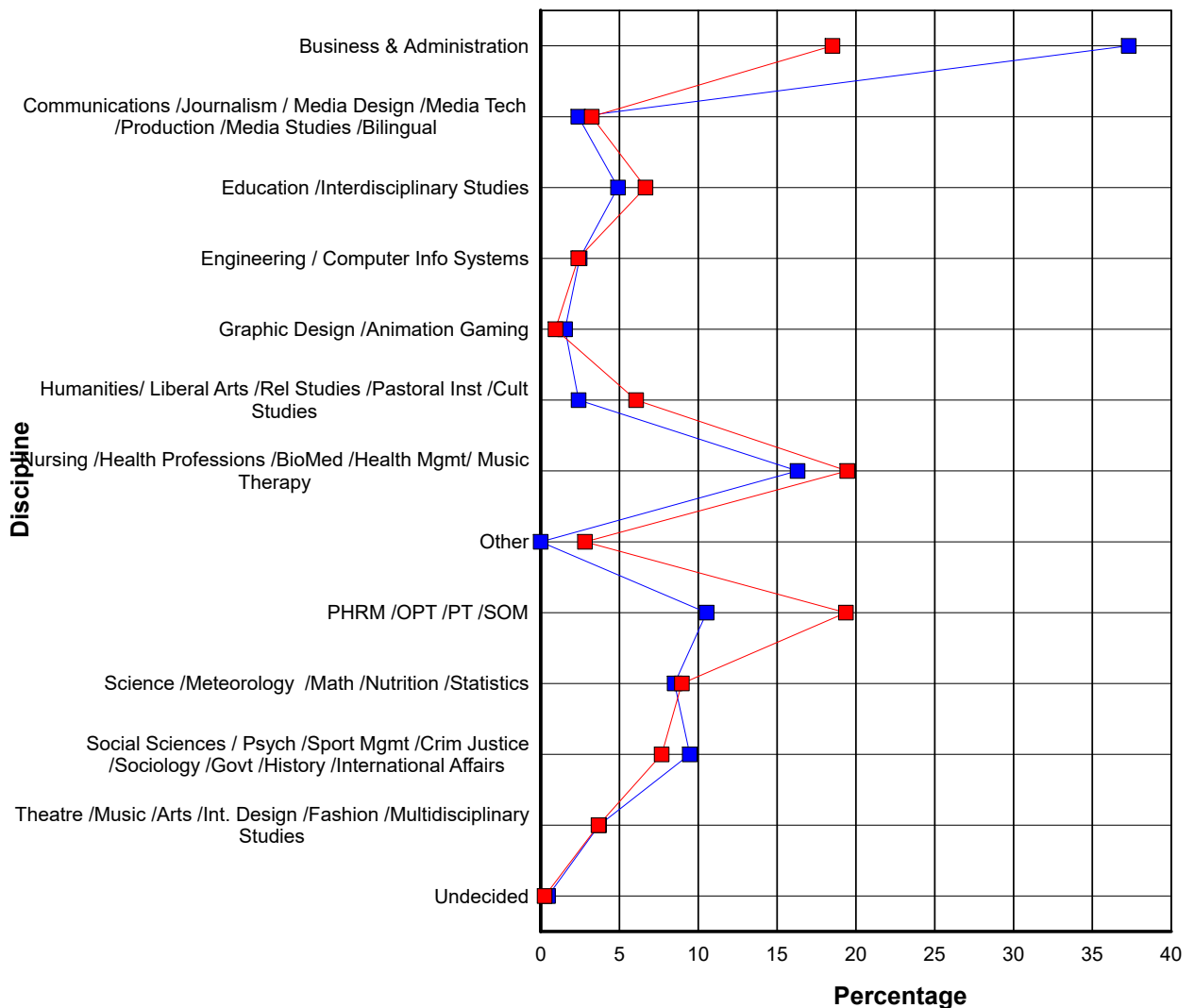
Language: English (American)  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff, Staff)

## 2.4 Population and Respondents by Customized Discipline

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

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

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



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

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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Business & Administration	3,376	37.31	217	18.52	18.79
Communications /Journalism / Media Design /Media Tech /Production /Media Studies /Bilingual	216	2.39	38	3.24	-0.86
Education /Interdisciplinary Studies	444	4.91	78	6.66	-1.75
Engineering / Computer Info Systems	224	2.48	28	2.39	0.09
Graphic Design /Animation Gaming	140	1.55	11	0.94	0.61
Humanities/ Liberal Arts /Rel Studies /Pastoral Inst /Cult Studies	218	2.41	71	6.06	-3.65
Nursing /Health Professions /BioMed /Health Mgmt/ Music Therapy	1,475	16.30	228	19.45	-3.15
Other	0	0.00	33	2.82	-2.82
PHRM /OPT /PT /SOM	953	10.53	227	19.37	-8.84
Science /Meteorology /Math /Nutrition /Statistics	769	8.50	105	8.96	-0.46
Social Sciences / Psych /Sport Mgmt /Crim Justice /Sociology /Govt /History /International Affairs	856	9.46	90	7.68	1.78
Theatre /Music /Arts /Int. Design /Fashion /Multidisciplinary Studies	336	3.71	43	3.67	0.04
Undecided	42	0.46	3	0.26	0.21
<b>Total:</b>	<b>9,049</b>	<b>100.00</b>	<b>1,172</b>	<b>100.00</b>	<b>0.00</b>

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

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

<b>The library that you use most often:</b>	<b>Respondents n</b>	<b>Respondents %</b>
Mabee Library Main Campus	819	70.66
Pharmacy Library	64	5.52
Optometry Library	67	5.78
Access From Off Campus	147	12.68
Physical Therapy Library	62	5.35
<b>Total:</b>	<b>1,159</b>	<b>100.00</b>

## 2.6 Respondent Profile by Age:

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

<b>Age:</b>	<b>Respondents n</b>	<b>Respondents %</b>
Under 18	2	0.17
18 - 22	493	42.06
23 - 30	319	27.22
31 - 45	200	17.06
46 - 65	142	12.12
Over 65	16	1.37
<b>Total:</b>	<b>1,172</b>	<b>100.00</b>

## 2.7 Respondent Profile by Sex:

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

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

<b>Sex:</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Female	5,230	57.78	824	70.31
Male	3,821	42.22	348	29.69
<b>Total:</b>	<b>9,051</b>	<b>100.00</b>	<b>1,172</b>	<b>100.00</b>

## 2.8 Respondent Profile by Full or part-time student?

<b>Full or part-time student?</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	3,275	35.53	938	80.65
Part-time	5,943	64.47	99	8.51
Does not apply / NA		0.00	126	10.83
<b>Total:</b>	<b>9,218</b>	<b>100.00</b>	<b>1,163</b>	<b>100.00</b>

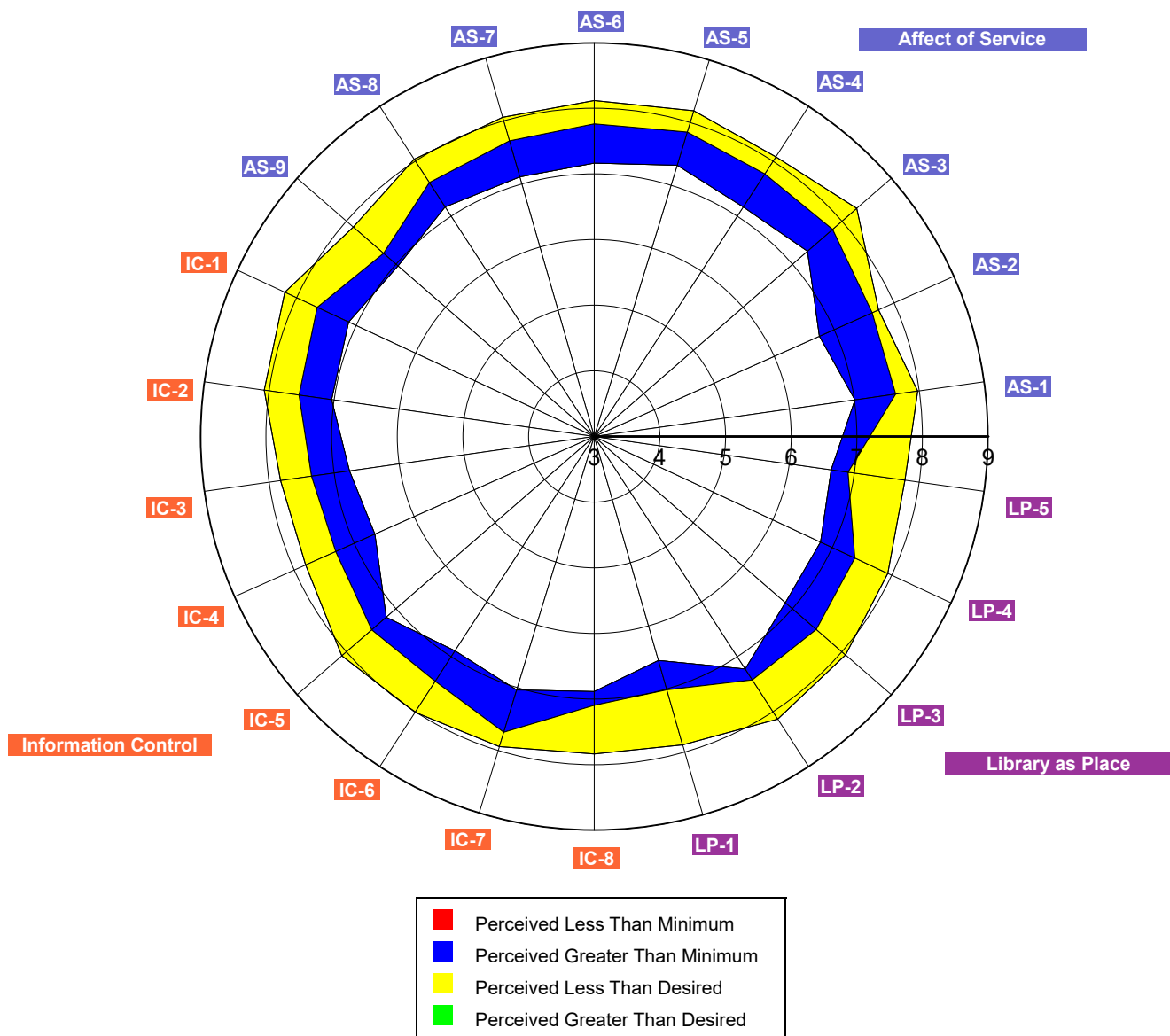
### 3. Survey Item Summary for University of the Incarnate Word

#### 3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.01	7.98	7.64	0.63	-0.34	246
AS-2	Giving users individual attention	6.76	7.74	7.64	0.88	-0.11	307
AS-3	Employees who are consistently courteous	7.31	8.30	7.81	0.51	-0.49	291
AS-4	Readiness to respond to users' questions	7.17	8.08	7.77	0.60	-0.31	275
AS-5	Employees who have the knowledge to answer user questions	7.32	8.19	7.85	0.53	-0.34	286
AS-6	Employees who deal with users in a caring fashion	7.17	8.12	7.76	0.60	-0.35	1,128
AS-7	Employees who understand the needs of their users	7.11	8.06	7.69	0.57	-0.37	306
AS-8	Willingness to help users	7.17	8.04	7.61	0.44	-0.42	280
AS-9	Dependability in handling users' service problems	6.96	7.86	7.25	0.29	-0.61	228
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.13	8.20	7.66	0.53	-0.54	274
IC-2	A library Web site enabling me to locate information on my own	7.04	8.07	7.54	0.50	-0.53	374
IC-3	The printed library materials I need for my work	6.76	7.83	7.35	0.59	-0.48	292
IC-4	The electronic information resources I need	6.66	7.81	7.31	0.65	-0.50	1,139
IC-5	Modern equipment that lets me easily access needed information	7.20	8.09	7.49	0.29	-0.60	359
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.01	7.45	0.55	-0.56	367
IC-7	Making information easily accessible for independent use	7.04	7.94	7.71	0.67	-0.23	336
IC-8	Print and/or electronic journal collections I require for my work	6.88	7.84	7.10	0.21	-0.74	252
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.55	7.89	7.02	0.47	-0.87	1,113
LP-2	Quiet space for individual activities	7.22	8.13	7.42	0.20	-0.71	277
LP-3	A comfortable and inviting location	6.86	8.07	7.48	0.62	-0.59	284
LP-4	A getaway for study, learning, or research	6.80	7.93	7.38	0.58	-0.55	292
LP-5	Community space for group learning and group study	6.65	7.78	6.90	0.26	-0.87	262
<b>Overall:</b>		6.93	7.99	7.46	0.52	-0.53	1,172

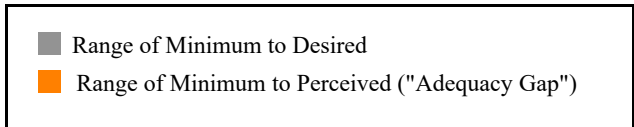
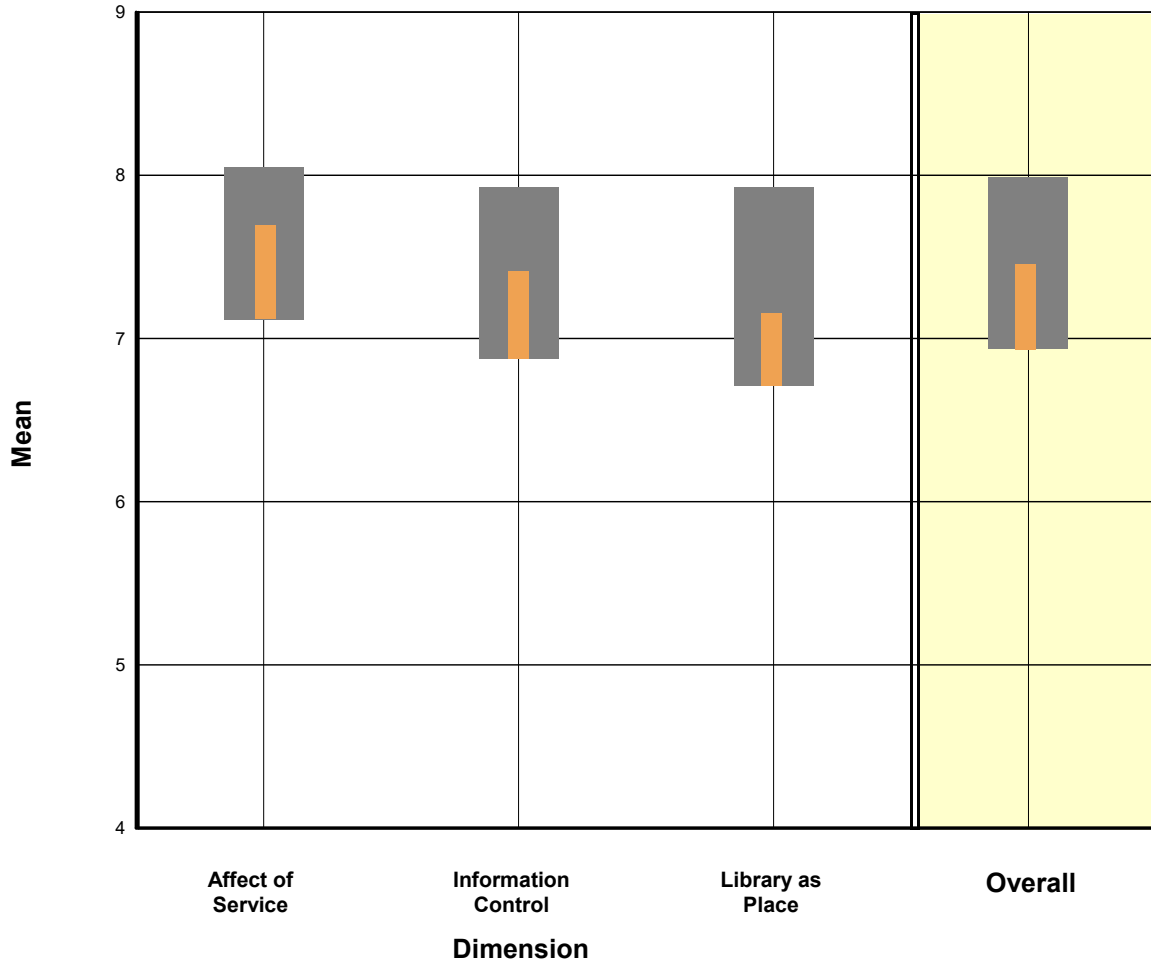
Language: English (American)  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.04	1.48	1.61	1.86	1.62	246
AS-2	Giving users individual attention	2.09	1.64	1.64	2.02	1.80	307
AS-3	Employees who are consistently courteous	1.90	1.21	1.59	1.93	1.46	291
AS-4	Readiness to respond to users' questions	1.81	1.28	1.43	1.76	1.33	275
AS-5	Employees who have the knowledge to answer user questions	1.81	1.22	1.52	1.64	1.41	286
AS-6	Employees who deal with users in a caring fashion	1.87	1.33	1.56	1.85	1.53	1,128
AS-7	Employees who understand the needs of their users	1.89	1.27	1.51	1.77	1.51	306
AS-8	Willingness to help users	1.88	1.34	1.82	1.92	1.62	280
AS-9	Dependability in handling users' service problems	1.91	1.53	1.79	2.08	1.79	228
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.96	1.43	1.69	1.90	1.66	274
IC-2	A library Web site enabling me to locate information on my own	1.88	1.29	1.55	1.88	1.57	374
IC-3	The printed library materials I need for my work	2.00	1.55	1.81	2.03	1.86	292
IC-4	The electronic information resources I need	1.94	1.55	1.70	1.92	1.79	1,139
IC-5	Modern equipment that lets me easily access needed information	1.81	1.37	1.60	1.65	1.48	359
IC-6	Easy-to-use access tools that allow me to find things on my own	1.88	1.27	1.49	1.75	1.39	367
IC-7	Making information easily accessible for independent use	1.85	1.44	1.47	1.75	1.38	336
IC-8	Print and/or electronic journal collections I require for my work	1.80	1.46	1.81	2.12	2.06	252
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.04	1.55	1.92	2.23	2.07	1,113
LP-2	Quiet space for individual activities	1.79	1.34	1.91	2.07	1.90	277
LP-3	A comfortable and inviting location	2.04	1.47	1.70	2.11	1.83	284
LP-4	A getaway for study, learning, or research	2.02	1.45	1.72	2.01	1.79	292
LP-5	Community space for group learning and group study	2.00	1.69	1.94	2.25	2.05	262
<b>Overall:</b>		1.60	1.07	1.31	1.50	1.22	1,172



### 3.2 Core Question Dimensions Summary

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



Language: English (American)  
 Institution Type: College or University  
 Consortium: None  
 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	7.12	8.05	7.69	0.58	-0.36	1,158
Information Control	6.88	7.93	7.42	0.54	-0.51	1,167
Library as Place	6.71	7.93	7.16	0.44	-0.77	1,144
<b>Overall</b>	6.93	7.99	7.46	0.52	-0.53	1,172

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	1.76	1.23	1.45	1.66	1.36	1,158
Information Control	1.68	1.21	1.42	1.58	1.37	1,167
Library as Place	1.86	1.34	1.72	1.95	1.78	1,144
<b>Overall</b>	1.60	1.07	1.31	1.50	1.22	1,172

### 3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.55	7.38	7.29	0.75	-0.08	170
Availability of assistance to improve my research skills	7.12	8.15	7.81	0.69	-0.33	221
Helpful online guides and tutorials	6.49	7.62	7.08	0.59	-0.54	207
Instruction in library use, when needed	6.98	7.67	7.52	0.54	-0.15	234
The multimedia (CD / DVD / video / audio) collections I need	6.08	7.03	7.10	1.02	0.07	155

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.10	1.91	1.72	1.93	1.65	170
Availability of assistance to improve my research skills	2.09	1.30	1.51	2.00	1.67	221
Helpful online guides and tutorials	2.14	1.62	1.86	2.01	1.80	207
Instruction in library use, when needed	1.90	1.56	1.67	1.82	1.57	234
The multimedia (CD / DVD / video / audio) collections I need	2.54	2.10	1.84	2.17	1.72	155

### 3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.91	1.48	591
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.61	581
How would you rate the overall quality of the service provided by the library?	7.69	1.50	1,172

### 3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.89	1.93	370
The library aids my advancement in my academic discipline or work.	7.42	1.77	527
The library enables me to be more efficient in my academic pursuits or work.	7.53	1.70	548
The library helps me distinguish between trustworthy and untrustworthy information.	7.33	1.76	534
The library provides me with the information skills I need in my work or study.	7.48	1.57	365

Language: English (American)

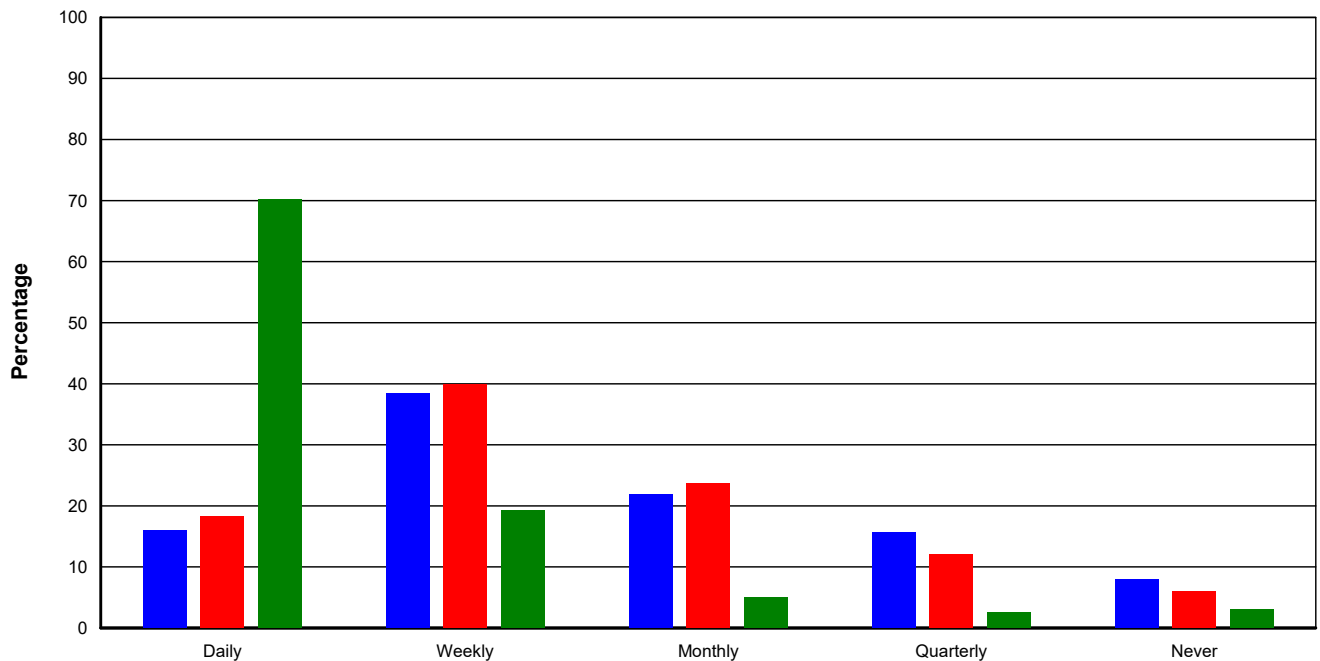
Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

### 3.6 Library Use Summary

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



**Frequency**

<span style="color: blue;">■</span> How often do you use resources on library premises?	<span style="color: red;">■</span> How often do you access library resources through a library Web page?	<span style="color: green;">■</span> How often do you use Yahoo™, Google™, or non-library gateways for information?
-----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	187 15.96%	450 38.40%	257 21.93%	184 15.70%	94 8.02%	1,172 100.00%
How often do you access library resources through a library Web page?	214 18.26%	468 39.93%	277 23.63%	142 12.12%	71 6.06%	1,172 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	823 70.22%	226 19.28%	58 4.95%	29 2.47%	36 3.07%	1,172 100.00%

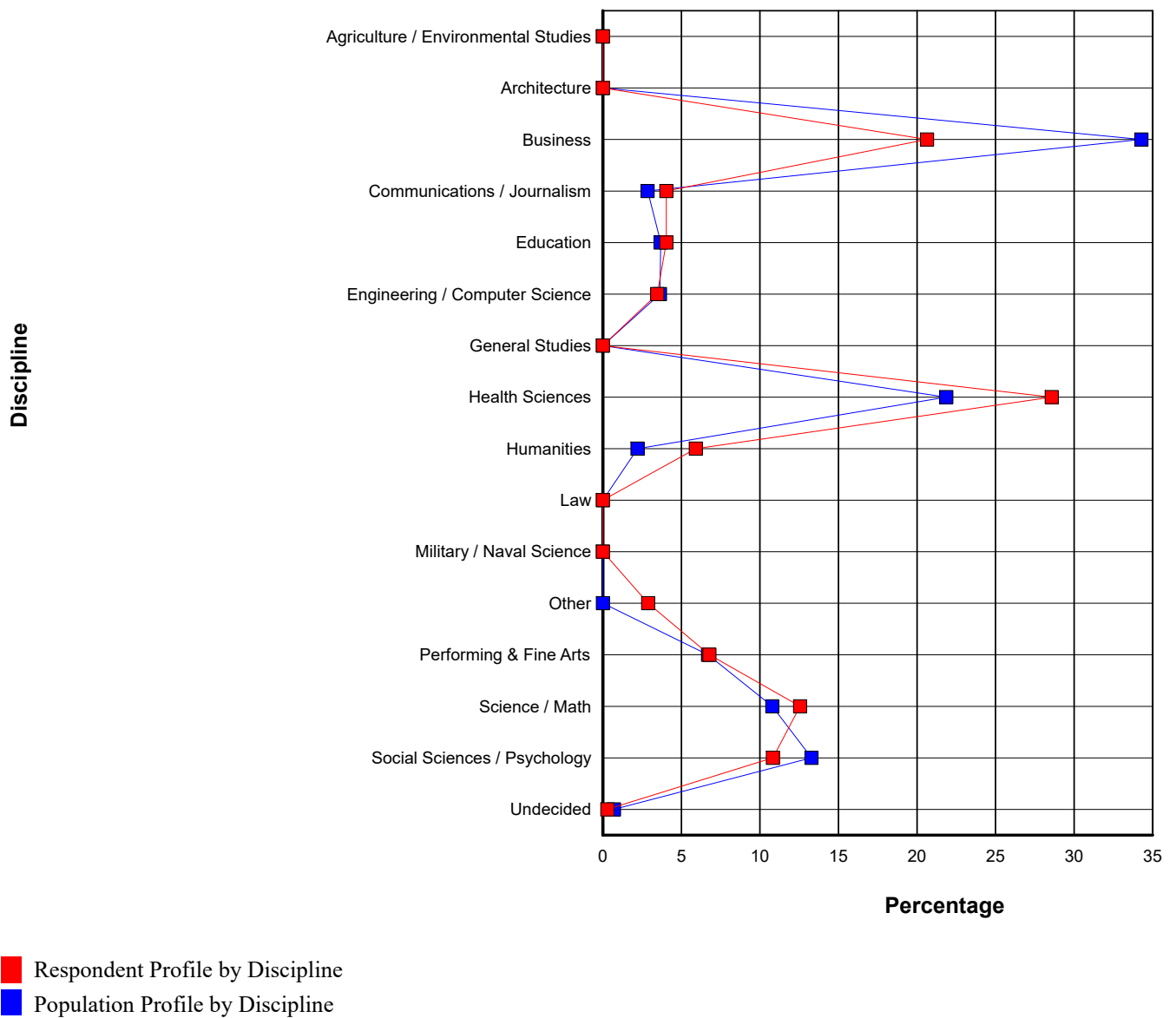
## 4 Undergraduate Summary for University of the Incarnate Word

### 4.1 Demographic Summary for Undergraduate

#### 4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



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

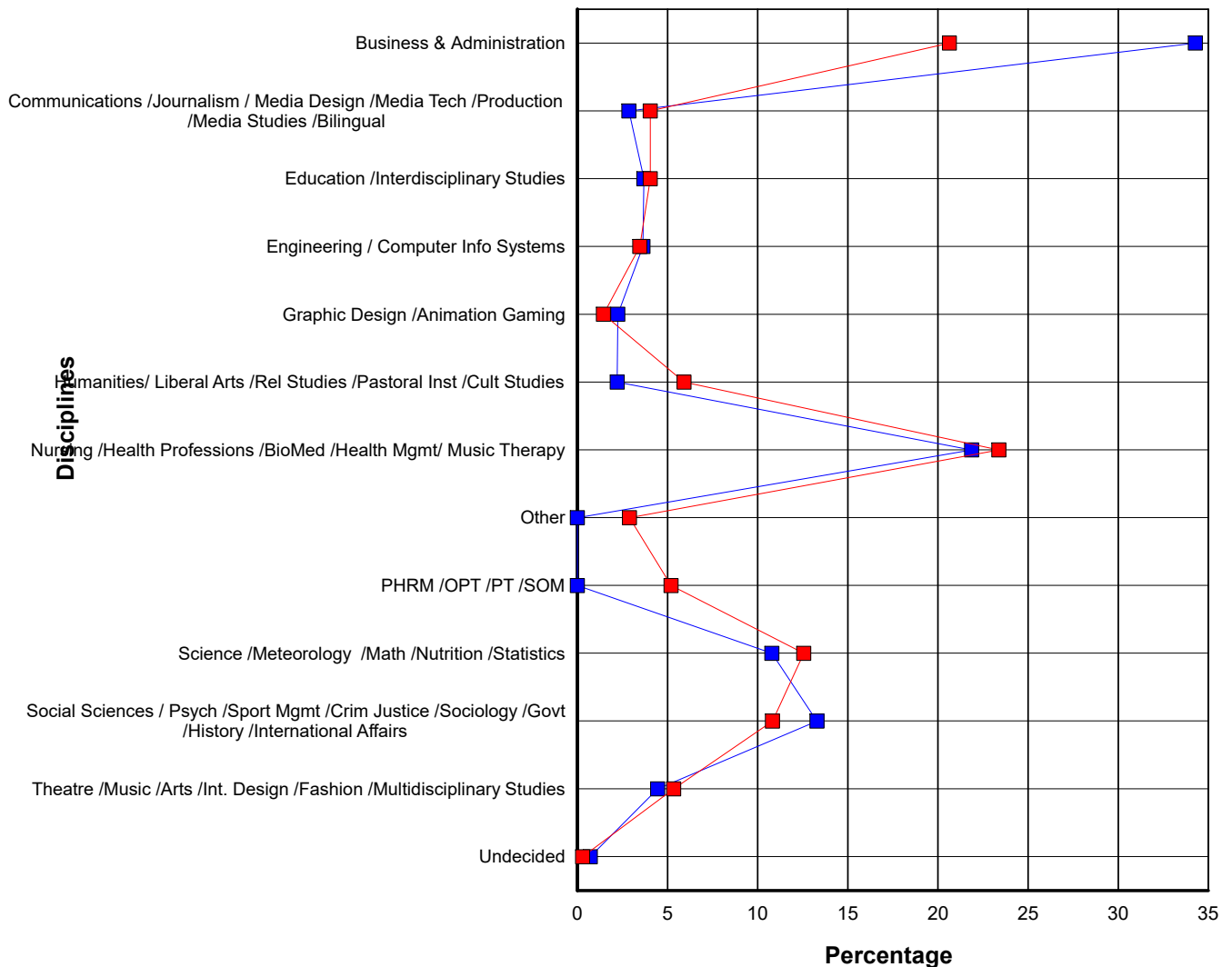
<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	2,018	34.28	143	20.63	13.64
Communications / Journalism	168	2.85	28	4.04	-1.19
Education	217	3.69	28	4.04	-0.35
Engineering / Computer Science	214	3.64	24	3.46	0.17
General Studies	0	0.00	0	0.00	0.00
Health Sciences	1,287	21.86	198	28.57	-6.71
Humanities	130	2.21	41	5.92	-3.71
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	20	2.89	-2.89
Performing & Fine Arts	394	6.69	47	6.78	-0.09
Science / Math	635	10.79	87	12.55	-1.77
Social Sciences / Psychology	782	13.28	75	10.82	2.46
Undecided	42	0.71	2	0.29	0.42
<b>Total:</b>	<b>5,887</b>	<b>100.00</b>	<b>693</b>	<b>100.00</b>	<b>0.00</b>

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

### 4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Business & Administration	2,018	34.28	143	20.63	13.64
Communications /Journalism / Media Design /Media Tech /Production /Media Studies /Bilingual	168	2.85	28	4.04	-1.19
Education /Interdisciplinary Studies	217	3.69	28	4.04	-0.35
Engineering / Computer Info Systems	214	3.64	24	3.46	0.17
Graphic Design /Animation Gaming	132	2.24	10	1.44	0.80
Humanities/ Liberal Arts /Rel Studies /Pastoral Inst /Cult Studies	130	2.21	41	5.92	-3.71
Nursing /Health Professions /BioMed /Health Mgmt/ Music Therapy	1,287	21.86	162	23.38	-1.51
Other	0	0.00	20	2.89	-2.89
PHRM /OPT /PT /SOM	0	0.00	36	5.19	-5.19
Science /Meteorology /Math /Nutrition /Statistics	635	10.79	87	12.55	-1.77
Social Sciences / Psych /Sport Mgmt /Crim Justice /Sociology /Govt /History /International Affairs	782	13.28	75	10.82	2.46
Theatre /Music /Arts /Int. Design /Fashion /Multidisciplinary Studies	262	4.45	37	5.34	-0.89
Undecided	42	0.71	2	0.29	0.42
<b>Total:</b>	<b>5,887</b>	<b>100.00</b>	<b>693</b>	<b>100.00</b>	<b>0.00</b>

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

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

The library that you use most often:	Respondents n	Respondents %
Mabee Library Main Campus	616	90.06
Pharmacy Library	1	0.15
Optometry Library	5	0.73
Access From Off Campus	61	8.92
Physical Therapy Library	1	0.15
<b>Total:</b>	<b>684</b>	<b>100.00</b>

#### 4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	2	0.29
18 - 22	455	65.66
23 - 30	124	17.89
31 - 45	80	11.54
46 - 65	32	4.62
Over 65	0	0.00
<b>Total:</b>	<b>693</b>	<b>100.00</b>

#### 4.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	3,780	61.10	495	71.43
Male	2,407	38.90	198	28.57
<b>Total:</b>	<b>6,187</b>	<b>100.00</b>	<b>693</b>	<b>100.00</b>

## 4.1.6 Respondent Profile by Full or part-time student?

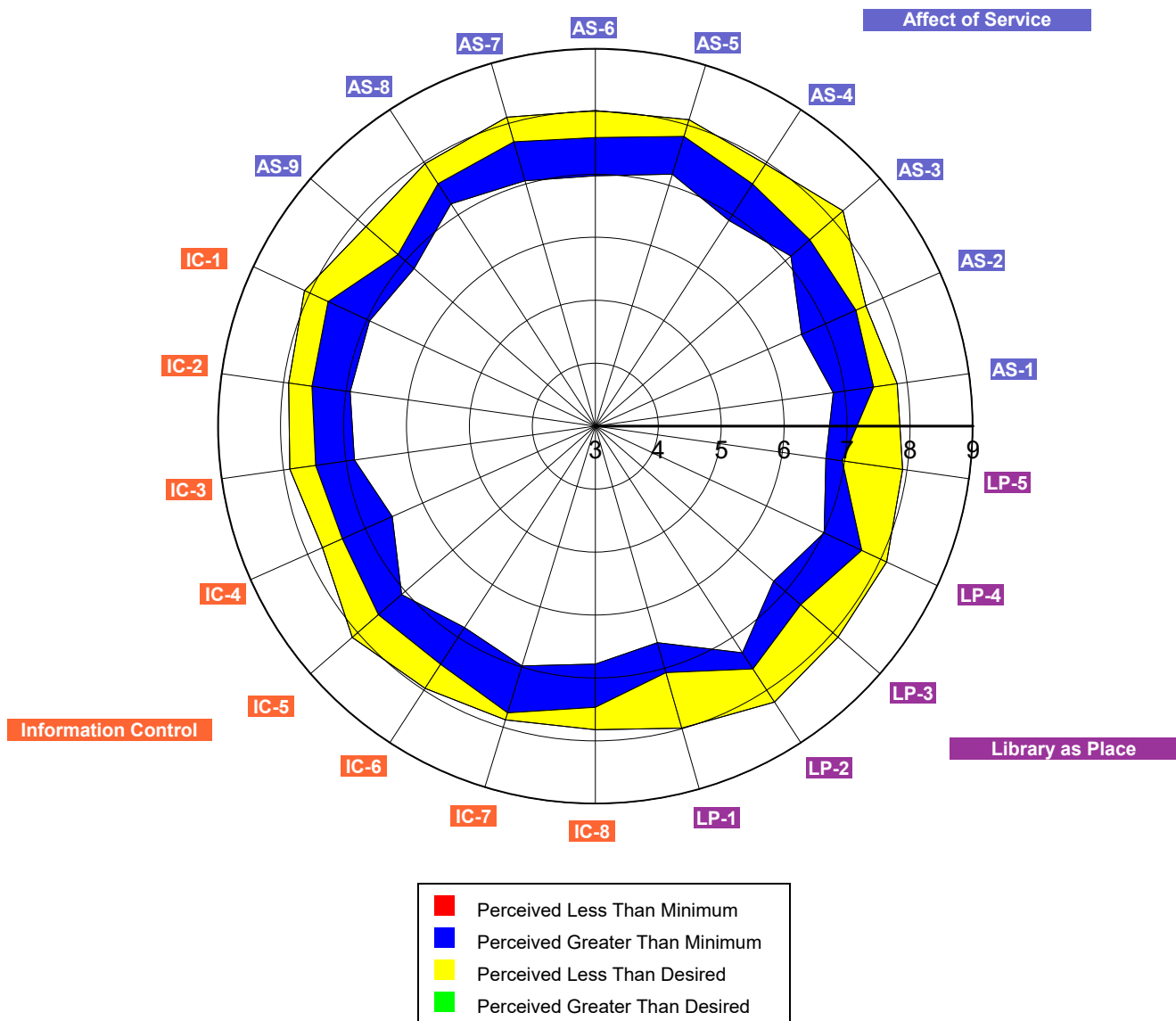
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	1,424	24.19	642	92.91
Part-time	4,463	75.81	43	6.22
Does not apply / NA		0.00	6	0.87
<b>Total:</b>	<b>5,887</b>	<b>100.00</b>	<b>691</b>	<b>100.00</b>

## 4.2 Core Questions Summary for Undergraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.82	7.84	7.47	0.65	-0.38	148
AS-2	Giving users individual attention	6.59	7.70	7.53	0.95	-0.17	186
AS-3	Employees who are consistently courteous	7.12	8.21	7.51	0.40	-0.70	177
AS-4	Readiness to respond to users' questions	6.90	7.96	7.59	0.69	-0.38	165
AS-5	Employees who have the knowledge to answer user questions	7.19	8.09	7.81	0.63	-0.28	167
AS-6	Employees who deal with users in a caring fashion	6.98	8.01	7.59	0.61	-0.43	669
AS-7	Employees who understand the needs of their users	7.05	8.10	7.70	0.64	-0.41	182
AS-8	Willingness to help users	7.21	7.97	7.59	0.38	-0.38	166
AS-9	Dependability in handling users' service problems	6.81	7.83	7.16	0.34	-0.67	135
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.96	8.10	7.68	0.73	-0.41	165
IC-2	A library Web site enabling me to locate information on my own	6.93	7.92	7.55	0.61	-0.37	227
IC-3	The printed library materials I need for my work	6.86	7.90	7.49	0.62	-0.41	191
IC-4	The electronic information resources I need	6.53	7.75	7.40	0.87	-0.35	669
IC-5	Modern equipment that lets me easily access needed information	7.08	8.12	7.57	0.49	-0.55	217
IC-6	Easy-to-use access tools that allow me to find things on my own	6.81	7.97	7.51	0.70	-0.45	205
IC-7	Making information easily accessible for independent use	6.98	7.88	7.76	0.78	-0.12	190
IC-8	Print and/or electronic journal collections I require for my work	6.78	7.82	7.47	0.68	-0.36	146
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.58	7.99	7.07	0.49	-0.92	674
LP-2	Quiet space for individual activities	7.29	8.23	7.60	0.31	-0.63	177
LP-3	A comfortable and inviting location	6.76	8.11	7.33	0.57	-0.78	172
LP-4	A getaway for study, learning, or research	7.01	8.11	7.67	0.66	-0.43	168
LP-5	Community space for group learning and group study	6.70	7.93	6.96	0.26	-0.97	160
<b>Overall:</b>		6.85	7.96	7.46	0.61	-0.51	693

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.09	1.57	1.67	1.79	1.72	148
AS-2	Giving users individual attention	2.14	1.64	1.70	2.21	1.90	186
AS-3	Employees who are consistently courteous	1.92	1.26	1.69	2.07	1.66	177
AS-4	Readiness to respond to users' questions	1.85	1.30	1.47	1.83	1.35	165
AS-5	Employees who have the knowledge to answer user questions	1.75	1.31	1.52	1.50	1.33	167
AS-6	Employees who deal with users in a caring fashion	1.88	1.40	1.60	1.88	1.58	669
AS-7	Employees who understand the needs of their users	1.85	1.13	1.50	1.71	1.53	182
AS-8	Willingness to help users	1.94	1.40	1.79	1.81	1.43	166
AS-9	Dependability in handling users' service problems	2.00	1.60	1.77	2.07	1.72	135
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.97	1.45	1.53	1.86	1.63	165
IC-2	A library Web site enabling me to locate information on my own	1.91	1.36	1.51	1.89	1.57	227
IC-3	The printed library materials I need for my work	1.98	1.55	1.70	2.05	1.67	191
IC-4	The electronic information resources I need	1.97	1.55	1.61	1.87	1.65	669
IC-5	Modern equipment that lets me easily access needed information	1.82	1.33	1.52	1.64	1.41	217
IC-6	Easy-to-use access tools that allow me to find things on my own	1.91	1.34	1.59	1.77	1.50	205
IC-7	Making information easily accessible for independent use	1.87	1.40	1.45	1.88	1.39	190
IC-8	Print and/or electronic journal collections I require for my work	1.95	1.51	1.64	2.04	1.80	146
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.99	1.49	1.91	2.24	2.06	674
LP-2	Quiet space for individual activities	1.67	1.20	1.78	2.01	1.77	177
LP-3	A comfortable and inviting location	1.93	1.39	1.81	2.24	1.91	172
LP-4	A getaway for study, learning, or research	1.79	1.19	1.42	1.89	1.57	168
LP-5	Community space for group learning and group study	2.07	1.59	2.02	2.24	1.95	160
<b>Overall:</b>		1.60	1.08	1.29	1.49	1.19	693

Language: English (American)

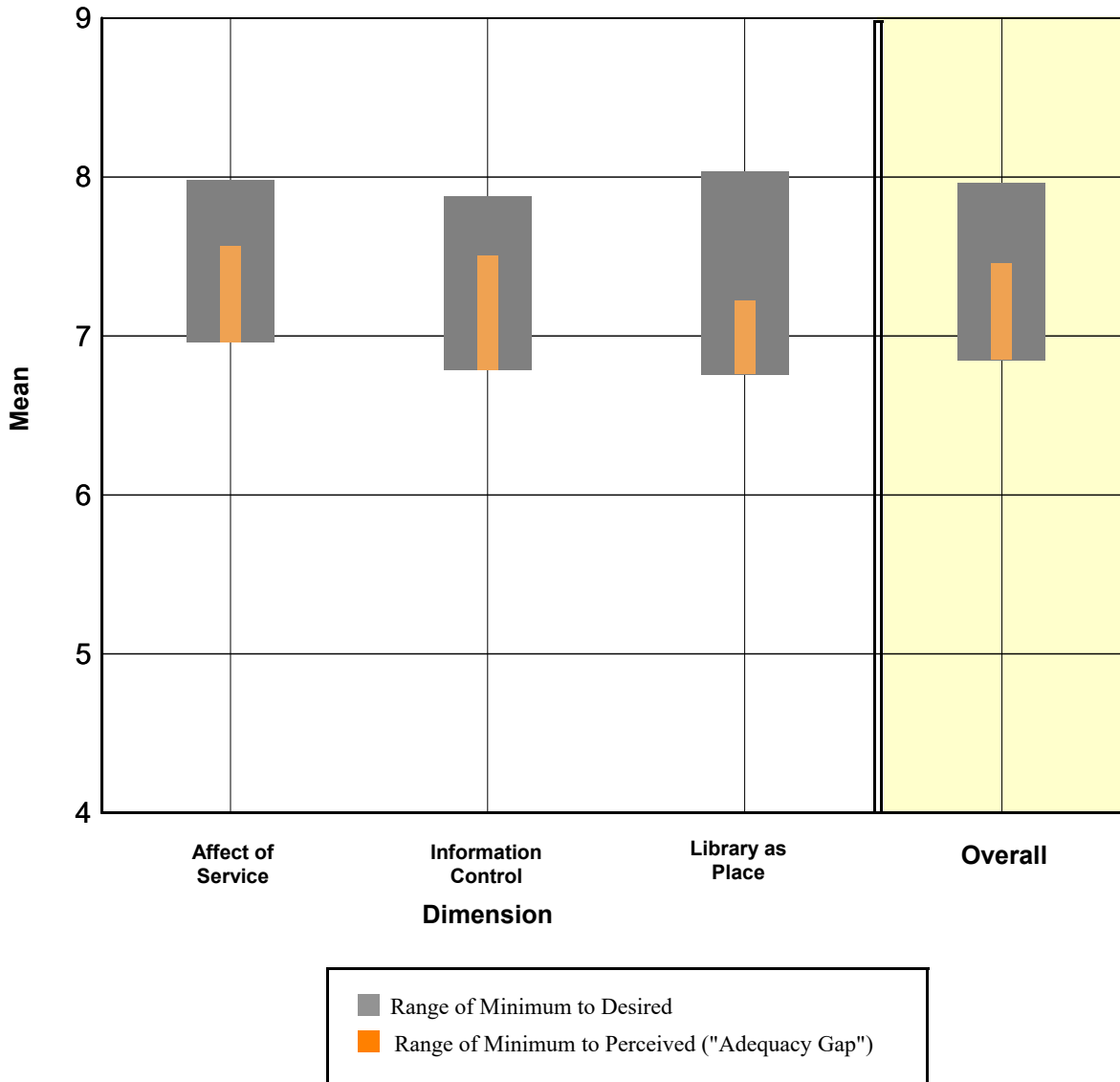
Institution Type: College or University

Consortium: None

User Group: Undergraduate

### 4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.96	7.98	7.56	0.60	-0.41	684
Information Control	6.79	7.88	7.50	0.72	-0.37	689
Library as Place	6.76	8.04	7.22	0.46	-0.82	687
<b>Overall</b>	6.85	7.96	7.46	0.61	-0.51	693

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	1.76	1.25	1.45	1.66	1.36	684
Information Control	1.69	1.20	1.33	1.56	1.27	689
Library as Place	1.76	1.23	1.68	1.93	1.70	687
<b>Overall</b>	1.60	1.08	1.29	1.49	1.19	693

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Undergraduate



#### 4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.58	7.32	7.26	0.68	-0.06	96
Availability of assistance to improve my research skills	7.04	8.02	7.84	0.81	-0.18	140
Helpful online guides and tutorials	6.32	7.57	6.99	0.67	-0.58	126
Instruction in library use, when needed	6.83	7.59	7.36	0.53	-0.23	140
The multimedia (CD / DVD / video / audio) collections I need	6.20	7.08	7.04	0.84	-0.04	101

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.13	2.01	1.78	1.81	1.78	96
Availability of assistance to improve my research skills	2.03	1.35	1.49	1.95	1.66	140
Helpful online guides and tutorials	2.17	1.67	1.94	1.88	1.74	126
Instruction in library use, when needed	1.93	1.56	1.74	1.99	1.60	140
The multimedia (CD / DVD / video / audio) collections I need	2.55	2.01	1.83	2.22	1.68	101

## 4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.86	1.47	344
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.53	349
How would you rate the overall quality of the service provided by the library?	7.72	1.38	693

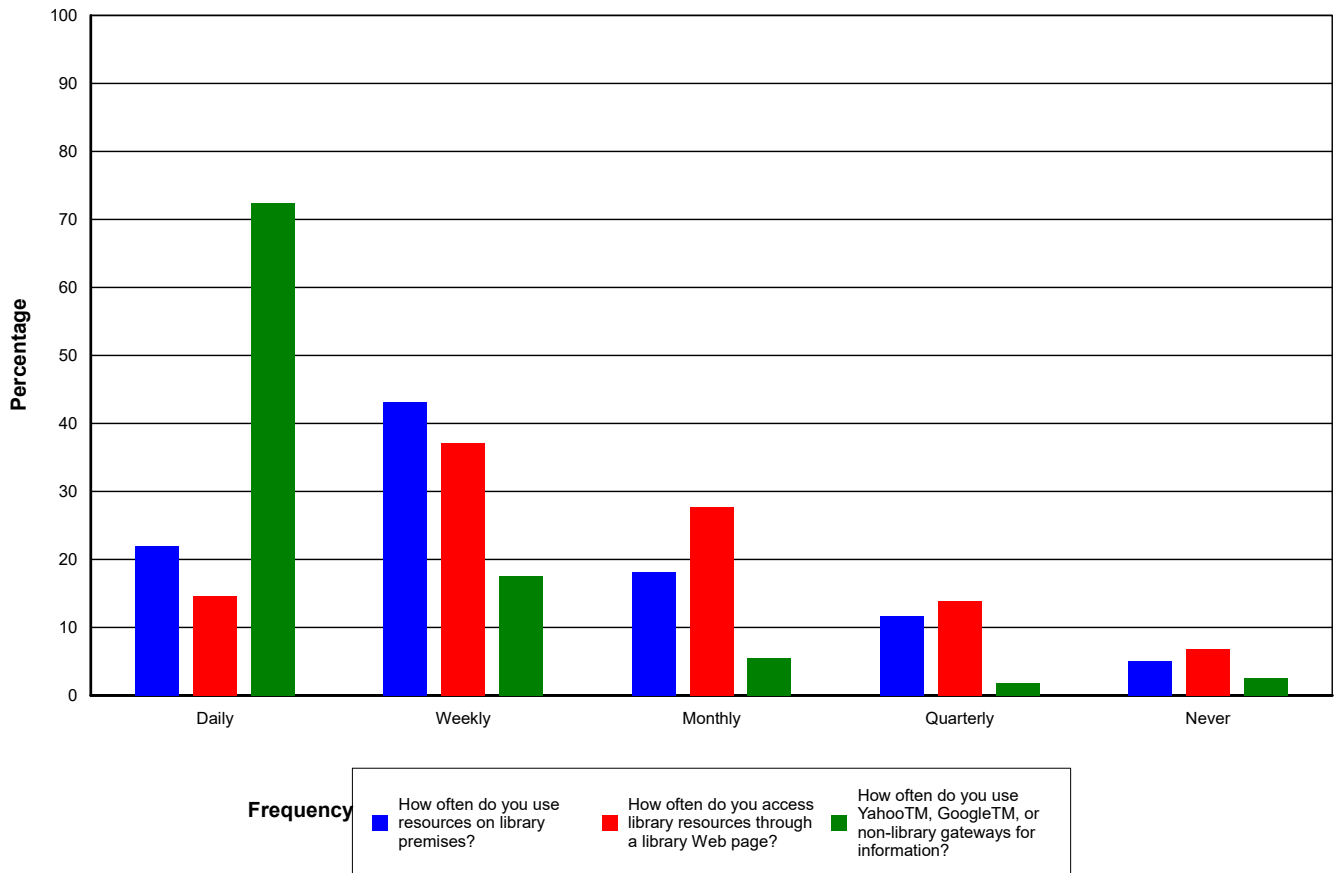
## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.92	1.89	204
The library aids my advancement in my academic discipline or work.	7.47	1.66	306
The library enables me to be more efficient in my academic pursuits or work.	7.67	1.53	337
The library helps me distinguish between trustworthy and untrustworthy information.	7.40	1.70	318
The library provides me with the information skills I need in my work or study.	7.56	1.49	221

### 4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	152 21.93%	299 43.15%	126 18.18%	81 11.69%	35 5.05%	693 100.00%
How often do you access library resources through a library Web page?	101 14.57%	257 37.09%	192 27.71%	96 13.85%	47 6.78%	693 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	502 72.44%	122 17.60%	38 5.48%	13 1.88%	18 2.60%	693 100.00%

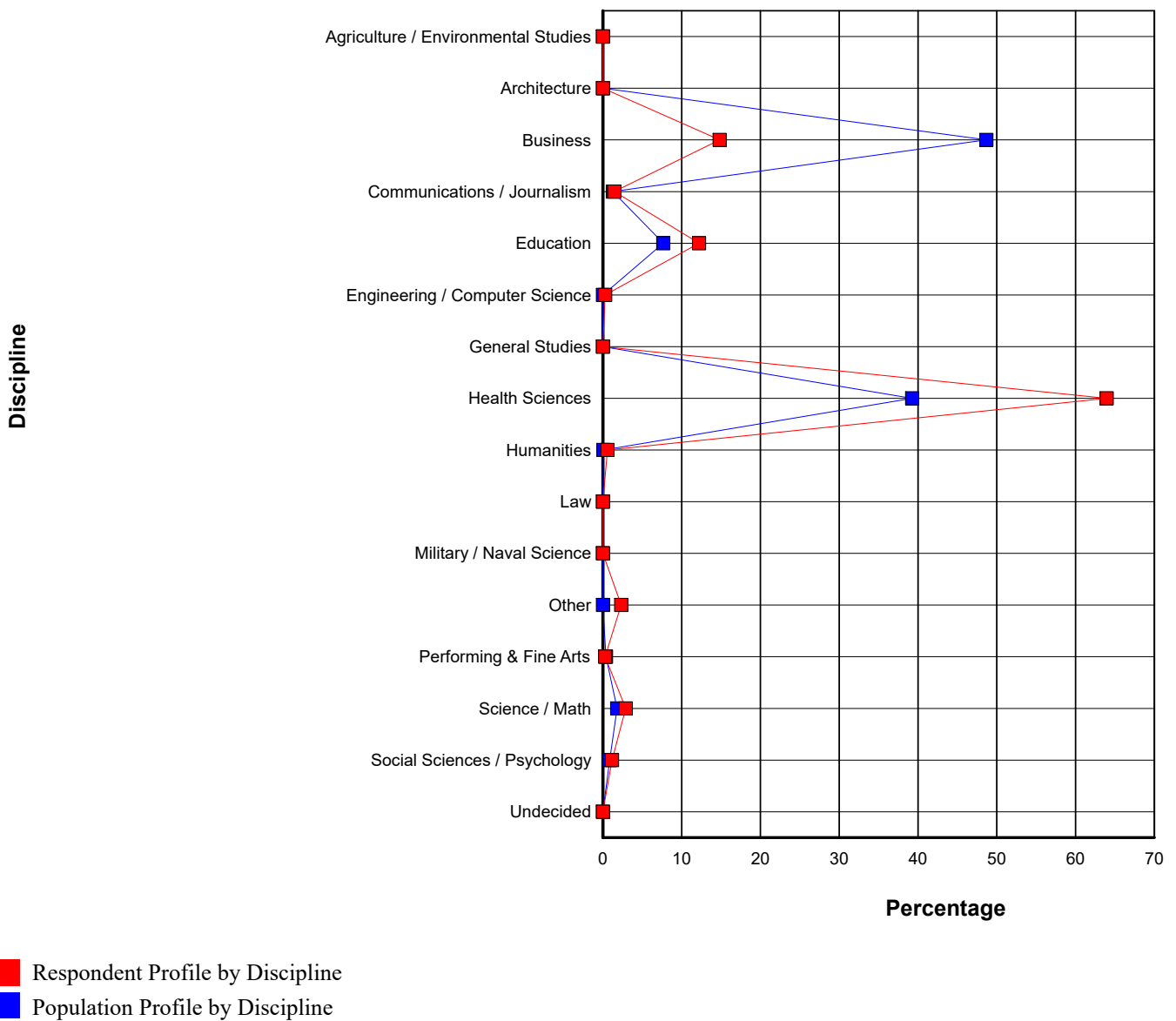
## 5 Graduate Summary for University of the Incarnate Word

### 5.1 Demographic Summary for Graduate

#### 5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



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

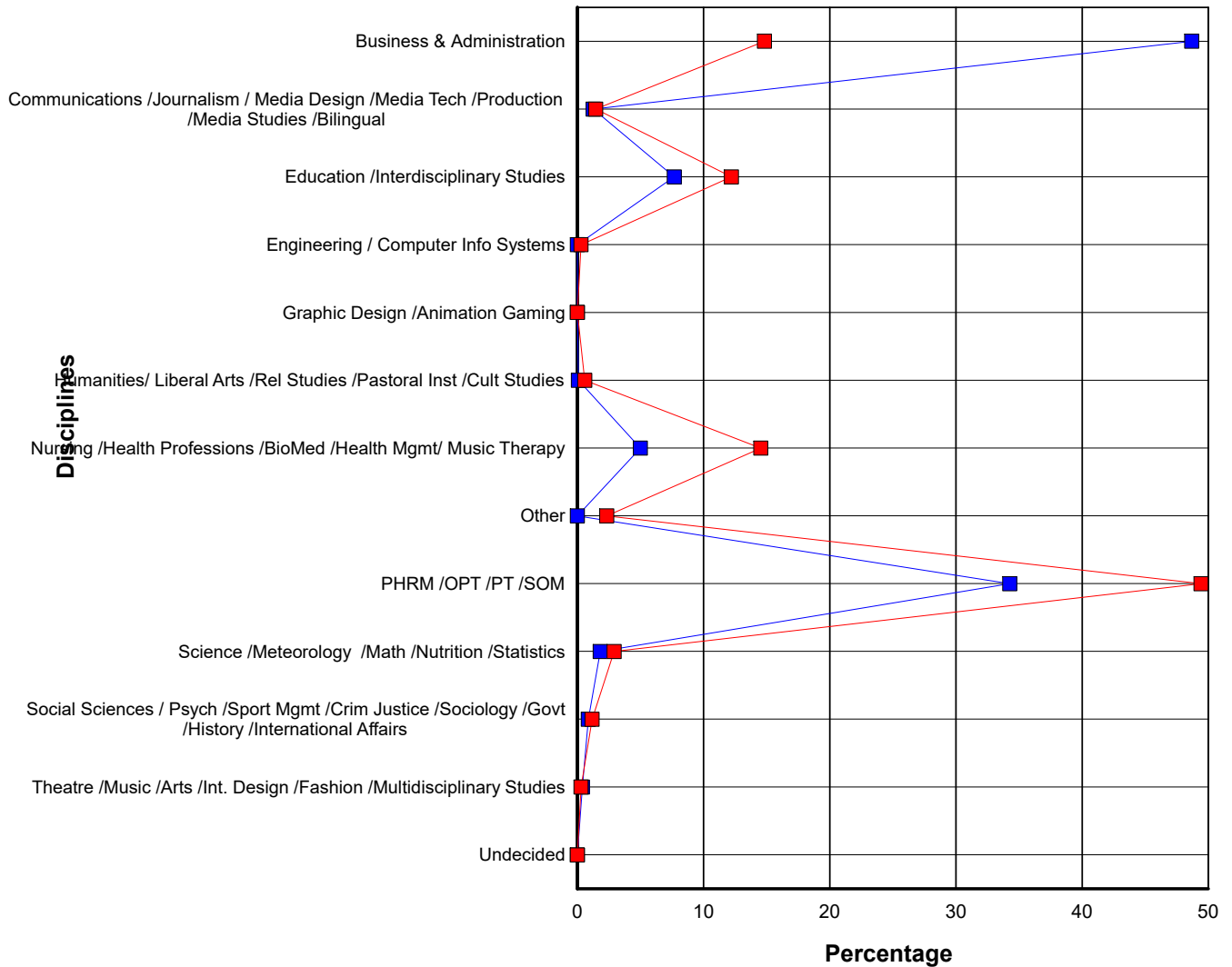
<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	1,238	48.68	51	14.83	33.86
Communications / Journalism	32	1.26	5	1.45	-0.20
Education	195	7.67	42	12.21	-4.54
Engineering / Computer Science	0	0.00	1	0.29	-0.29
General Studies	0	0.00	0	0.00	0.00
Health Sciences	998	39.24	220	63.95	-24.71
Humanities	2	0.08	2	0.58	-0.50
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	8	2.33	-2.33
Performing & Fine Arts	10	0.39	1	0.29	0.10
Science / Math	46	1.81	10	2.91	-1.10
Social Sciences / Psychology	22	0.87	4	1.16	-0.30
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>2,543</b>	<b>100.00</b>	<b>344</b>	<b>100.00</b>	<b>0.00</b>

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

### 5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Business & Administration	1,238	48.68	51	14.83	33.86
Communications /Journalism / Media Design /Media Tech /Production /Media Studies /Bilingual	32	1.26	5	1.45	-0.20
Education /Interdisciplinary Studies	195	7.67	42	12.21	-4.54
Engineering / Computer Info Systems	0	0.00	1	0.29	-0.29
Graphic Design /Animation Gaming	0	0.00	0	0.00	0.00
Humanities/ Liberal Arts /Rel Studies /Pastoral Inst /Cult Studies	2	0.08	2	0.58	-0.50
Nursing /Health Professions /BioMed /Health Mgmt/ Music Therapy	127	4.99	50	14.53	-9.54
Other	0	0.00	8	2.33	-2.33
PHRM /OPT /PT /SOM	871	34.25	170	49.42	-15.17
Science /Meteorology /Math /Nutrition /Statistics	46	1.81	10	2.91	-1.10
Social Sciences / Psych /Sport Mgmt /Crim Justice /Sociology /Govt /History /International Affairs	22	0.87	4	1.16	-0.30
Theatre /Music /Arts /Int. Design /Fashion /Multidisciplinary Studies	10	0.39	1	0.29	0.10
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>2,543</b>	<b>100.00</b>	<b>344</b>	<b>100.00</b>	<b>0.00</b>

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

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

The library that you use most often:	Respondents n	Respondents %
Mabee Library Main Campus	106	30.99
Pharmacy Library	54	15.79
Optometry Library	59	17.25
Access From Off Campus	65	19.01
Physical Therapy Library	58	16.96
<b>Total:</b>	<b>342</b>	<b>100.00</b>

### 5.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	37	10.76
23 - 30	194	56.40
31 - 45	70	20.35
46 - 65	42	12.21
Over 65	1	0.29
<b>Total:</b>	<b>344</b>	<b>100.00</b>

### 5.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	1,420	55.84	244	70.93
Male	1,123	44.16	100	29.07
<b>Total:</b>	<b>2,543</b>	<b>100.00</b>	<b>344</b>	<b>100.00</b>



## 5.1.6 Respondent Profile by Full or part-time student?

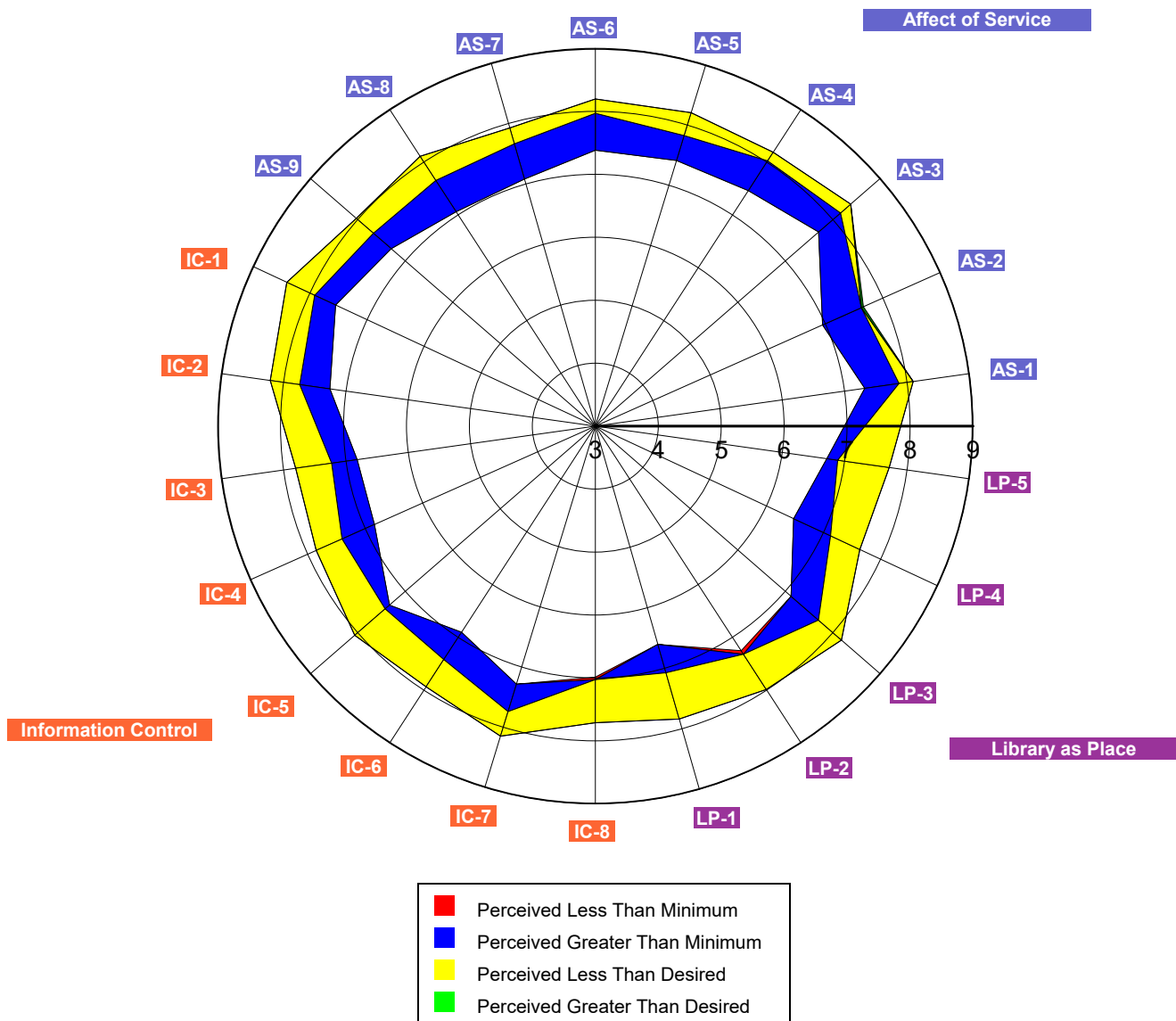
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	1,382	54.35	284	82.56
Part-time	1,161	45.65	55	15.99
Does not apply / NA		0.00	5	1.45
<b>Total:</b>	<b>2,543</b>	<b>100.00</b>	<b>344</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Graduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.32	8.10	7.87	0.55	-0.23	71
AS-2	Giving users individual attention	6.95	7.63	7.66	0.71	0.04	83
AS-3	Employees who are consistently courteous	7.70	8.38	8.16	0.46	-0.21	80
AS-4	Readiness to respond to users' questions	7.46	8.19	8.03	0.56	-0.16	80
AS-5	Employees who have the knowledge to answer user questions	7.41	8.21	7.83	0.41	-0.38	87
AS-6	Employees who deal with users in a caring fashion	7.38	8.20	7.97	0.59	-0.23	329
AS-7	Employees who understand the needs of their users	7.08	7.93	7.67	0.58	-0.26	96
AS-8	Willingness to help users	7.06	8.11	7.65	0.59	-0.46	81
AS-9	Dependability in handling users' service problems	7.30	8.03	7.67	0.38	-0.36	64
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.55	8.41	7.92	0.37	-0.49	76
IC-2	A library Web site enabling me to locate information on my own	7.26	8.22	7.74	0.48	-0.47	93
IC-3	The printed library materials I need for my work	6.82	7.81	7.23	0.41	-0.58	78
IC-4	The electronic information resources I need	6.84	7.85	7.41	0.56	-0.45	340
IC-5	Modern equipment that lets me easily access needed information	7.33	8.06	7.43	0.09	-0.64	108
IC-6	Easy-to-use access tools that allow me to find things on my own	6.90	7.94	7.42	0.52	-0.52	124
IC-7	Making information easily accessible for independent use	7.29	8.15	7.74	0.45	-0.41	108
IC-8	Print and/or electronic journal collections I require for my work	7.03	7.71	6.99	-0.04	-0.73	73
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.61	7.84	7.08	0.47	-0.76	325
LP-2	Quiet space for individual activities	7.32	7.99	7.25	-0.07	-0.73	75
LP-3	A comfortable and inviting location	7.12	8.18	7.70	0.58	-0.48	83
LP-4	A getaway for study, learning, or research	6.48	7.64	7.13	0.65	-0.51	88
LP-5	Community space for group learning and group study	6.72	7.72	6.89	0.17	-0.83	81
<b>Overall:</b>		7.07	8.00	7.54	0.46	-0.46	344

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.98	1.44	1.51	1.92	1.47	71
AS-2	Giving users individual attention	2.01	1.77	1.71	1.71	1.86	83
AS-3	Employees who are consistently courteous	1.71	1.24	1.44	1.53	1.10	80
AS-4	Readiness to respond to users' questions	1.86	1.35	1.39	1.75	1.35	80
AS-5	Employees who have the knowledge to answer user questions	1.94	1.16	1.64	1.95	1.65	87
AS-6	Employees who deal with users in a caring fashion	1.90	1.31	1.52	1.88	1.52	329
AS-7	Employees who understand the needs of their users	2.11	1.55	1.53	1.99	1.52	96
AS-8	Willingness to help users	1.95	1.33	2.00	2.31	2.07	81
AS-9	Dependability in handling users' service problems	1.82	1.32	1.51	1.75	1.37	64
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.98	1.28	1.61	1.80	1.36	76
IC-2	A library Web site enabling me to locate information on my own	1.74	1.21	1.53	1.67	1.40	93
IC-3	The printed library materials I need for my work	1.81	1.53	1.89	1.88	2.09	78
IC-4	The electronic information resources I need	1.93	1.58	1.67	1.88	1.74	340
IC-5	Modern equipment that lets me easily access needed information	1.90	1.49	1.64	1.59	1.47	108
IC-6	Easy-to-use access tools that allow me to find things on my own	1.88	1.24	1.33	1.60	1.12	124
IC-7	Making information easily accessible for independent use	1.82	1.34	1.44	1.53	1.18	108
IC-8	Print and/or electronic journal collections I require for my work	1.59	1.49	1.65	1.71	1.91	73
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.18	1.61	1.86	2.18	1.94	325
LP-2	Quiet space for individual activities	1.90	1.61	2.08	2.08	2.06	75
LP-3	A comfortable and inviting location	2.33	1.51	1.58	1.86	1.48	83
LP-4	A getaway for study, learning, or research	2.44	1.90	1.95	2.21	1.81	88
LP-5	Community space for group learning and group study	1.91	1.79	1.83	2.25	2.17	81
<b>Overall:</b>		1.66	1.13	1.34	1.48	1.21	344

Language: English (American)

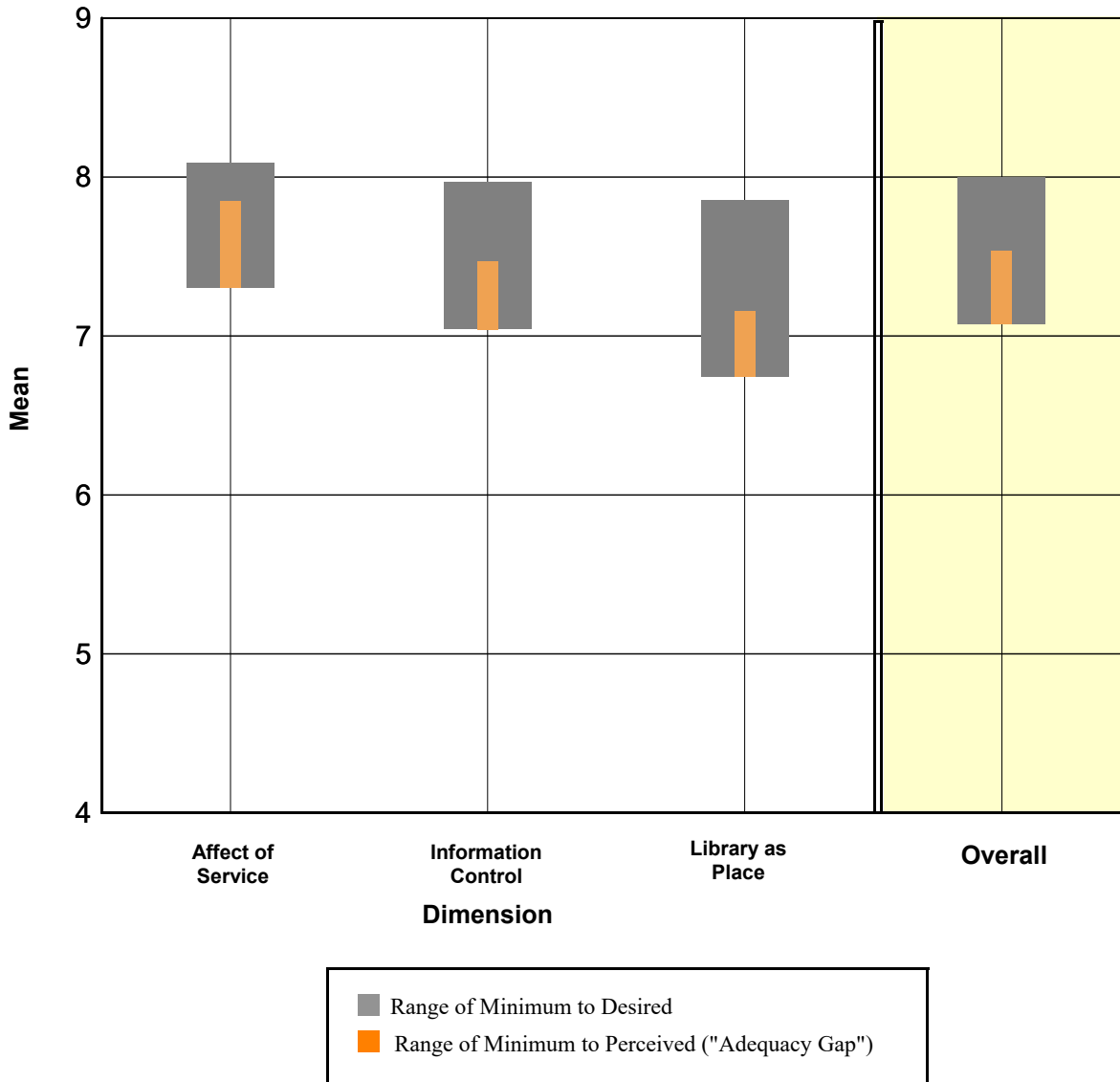
Institution Type: College or University

Consortium: None

User Group: Graduate

### 5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.30	8.09	7.85	0.55	-0.24	340
Information Control	7.04	7.97	7.47	0.43	-0.50	343
Library as Place	6.74	7.86	7.16	0.42	-0.70	336
<b>Overall</b>	7.07	8.00	7.54	0.46	-0.46	344

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	1.84	1.30	1.48	1.72	1.39	340
Information Control	1.68	1.24	1.41	1.48	1.27	343
Library as Place	2.06	1.49	1.73	1.96	1.76	336
<b>Overall</b>	1.66	1.13	1.34	1.48	1.21	344

## 5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.36	7.34	7.29	0.93	-0.05	58
Availability of assistance to improve my research skills	7.21	8.29	7.66	0.45	-0.64	58
Helpful online guides and tutorials	6.73	7.63	7.29	0.55	-0.34	56
Instruction in library use, when needed	7.27	7.80	7.76	0.48	-0.05	66
The multimedia (CD / DVD / video / audio) collections I need	5.80	6.80	7.18	1.39	0.39	44

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.13	1.86	1.74	2.00	1.36	58
Availability of assistance to improve my research skills	2.24	1.30	1.58	2.11	1.77	58
Helpful online guides and tutorials	2.23	1.69	1.72	2.11	1.89	56
Instruction in library use, when needed	1.89	1.51	1.55	1.38	1.28	66
The multimedia (CD / DVD / video / audio) collections I need	2.60	2.43	2.03	2.06	1.91	44

## 5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.97	1.43	174
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.61	1.68	170
How would you rate the overall quality of the service provided by the library?	7.70	1.59	344

## 5.6 Information Literacy Outcomes Questions Summary for Graduate

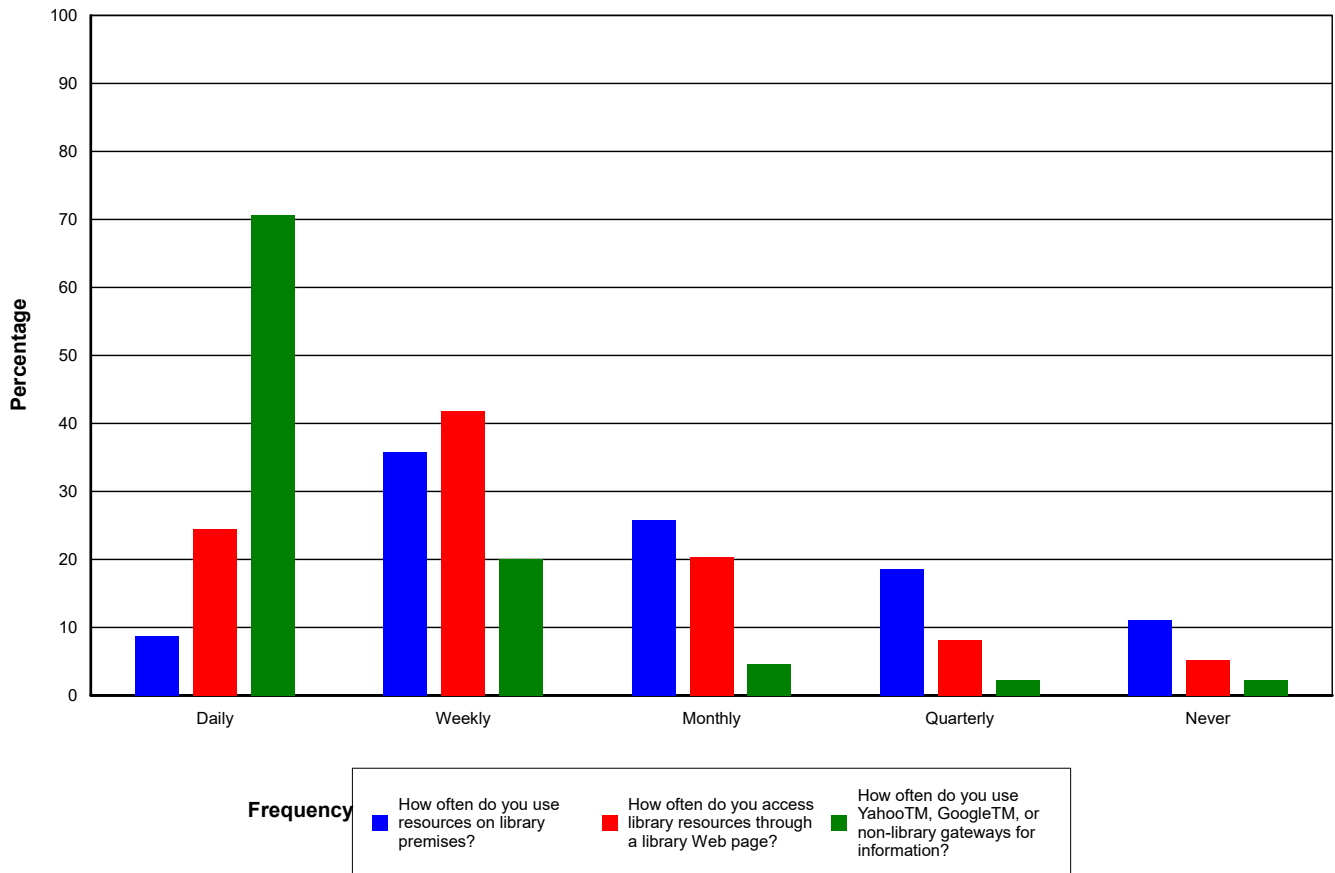
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.25	1.72	118
The library aids my advancement in my academic discipline or work.	7.45	1.67	154
The library enables me to be more efficient in my academic pursuits or work.	7.38	1.86	158
The library helps me distinguish between trustworthy and untrustworthy information.	7.29	1.85	154
The library provides me with the information skills I need in my work or study.	7.49	1.61	104



### 5.7 Library Use Summary for Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	30 8.72%	123 35.76%	89 25.87%	64 18.60%	38 11.05%	344 100.00%
How often do you access library resources through a library Web page?	84 24.42%	144 41.86%	70 20.35%	28 8.14%	18 5.23%	344 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	243 70.64%	69 20.06%	16 4.65%	8 2.33%	8 2.33%	344 100.00%

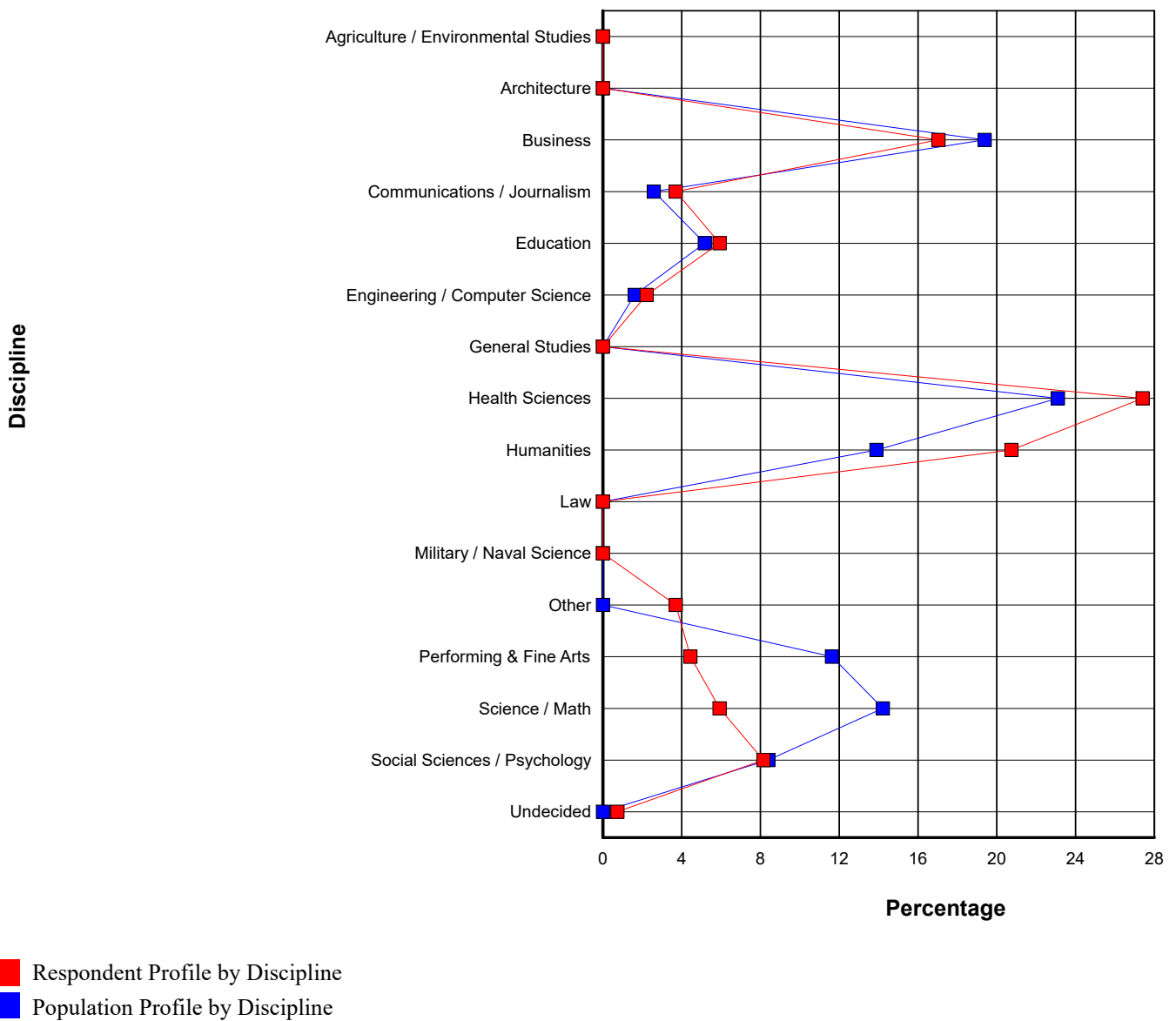
## 6 Faculty Summary for University of the Incarnate Word

### 6.1 Demographic Summary for Faculty

#### 6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



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

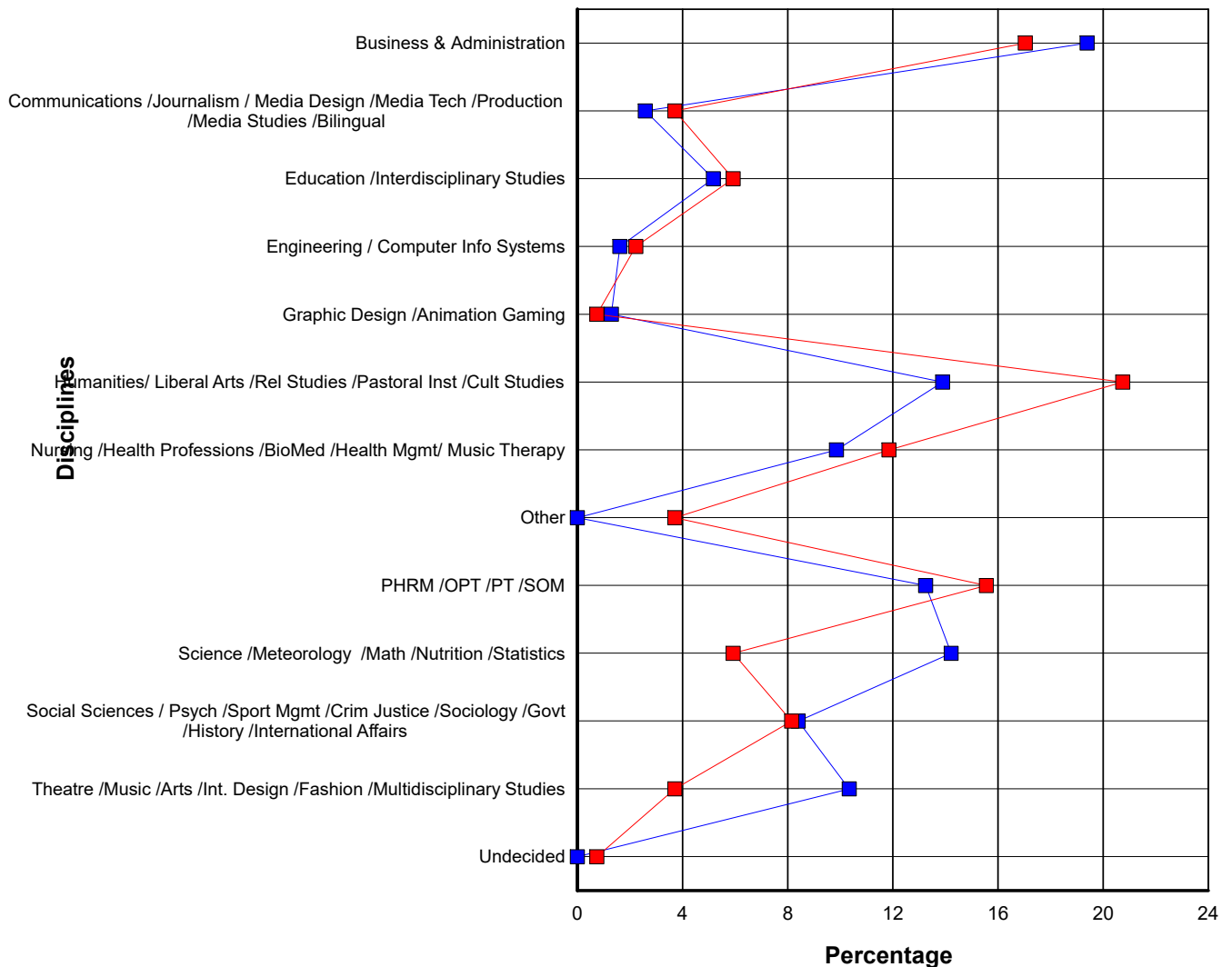
<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	120	19.39	23	17.04	2.35
Communications / Journalism	16	2.58	5	3.70	-1.12
Education	32	5.17	8	5.93	-0.76
Engineering / Computer Science	10	1.62	3	2.22	-0.61
General Studies	0	0.00	0	0.00	0.00
Health Sciences	143	23.10	37	27.41	-4.31
Humanities	86	13.89	28	20.74	-6.85
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	5	3.70	-3.70
Performing & Fine Arts	72	11.63	6	4.44	7.19
Science / Math	88	14.22	8	5.93	8.29
Social Sciences / Psychology	52	8.40	11	8.15	0.25
Undecided	0	0.00	1	0.74	-0.74
<b>Total:</b>	<b>619</b>	<b>100.00</b>	<b>135</b>	<b>100.00</b>	<b>0.00</b>

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

### 6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Business & Administration	120	19.39	23	17.04	2.35
Communications /Journalism / Media Design /Media Tech /Production /Media Studies /Bilingual	16	2.58	5	3.70	-1.12
Education /Interdisciplinary Studies	32	5.17	8	5.93	-0.76
Engineering / Computer Info Systems	10	1.62	3	2.22	-0.61
Graphic Design /Animation Gaming	8	1.29	1	0.74	0.55
Humanities/ Liberal Arts /Rel Studies /Pastoral Inst /Cult Studies	86	13.89	28	20.74	-6.85
Nursing /Health Professions /BioMed /Health Mgmt/ Music Therapy	61	9.85	16	11.85	-2.00
Other	0	0.00	5	3.70	-3.70
PHRM /OPT /PT /SOM	82	13.25	21	15.56	-2.31
Science /Meteorology /Math /Nutrition /Statistics	88	14.22	8	5.93	8.29
Social Sciences / Psych /Sport Mgmt /Crim Justice /Sociology /Govt /History /International Affairs	52	8.40	11	8.15	0.25
Theatre /Music /Arts /Int. Design /Fashion /Multidisciplinary Studies	64	10.34	5	3.70	6.64
Undecided	0	0.00	1	0.74	-0.74
<b>Total:</b>	<b>619</b>	<b>100.00</b>	<b>135</b>	<b>100.00</b>	<b>0.00</b>

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

The library that you use most often:	Respondents n	Respondents %
Mabee Library Main Campus	97	72.93
Pharmacy Library	9	6.77
Optometry Library	3	2.26
Access From Off Campus	21	15.79
Physical Therapy Library	3	2.26
<b>Total:</b>	<b>133</b>	<b>100.00</b>

### 6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	0.74
23 - 30	1	0.74
31 - 45	50	37.04
46 - 65	68	50.37
Over 65	15	11.11
<b>Total:</b>	<b>135</b>	<b>100.00</b>

### 6.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	30	9.35	85	62.96
Male	291	90.65	50	37.04
<b>Total:</b>	<b>321</b>	<b>100.00</b>	<b>135</b>	<b>100.00</b>

## 6.1.6 Respondent Profile by Full or part-time student?

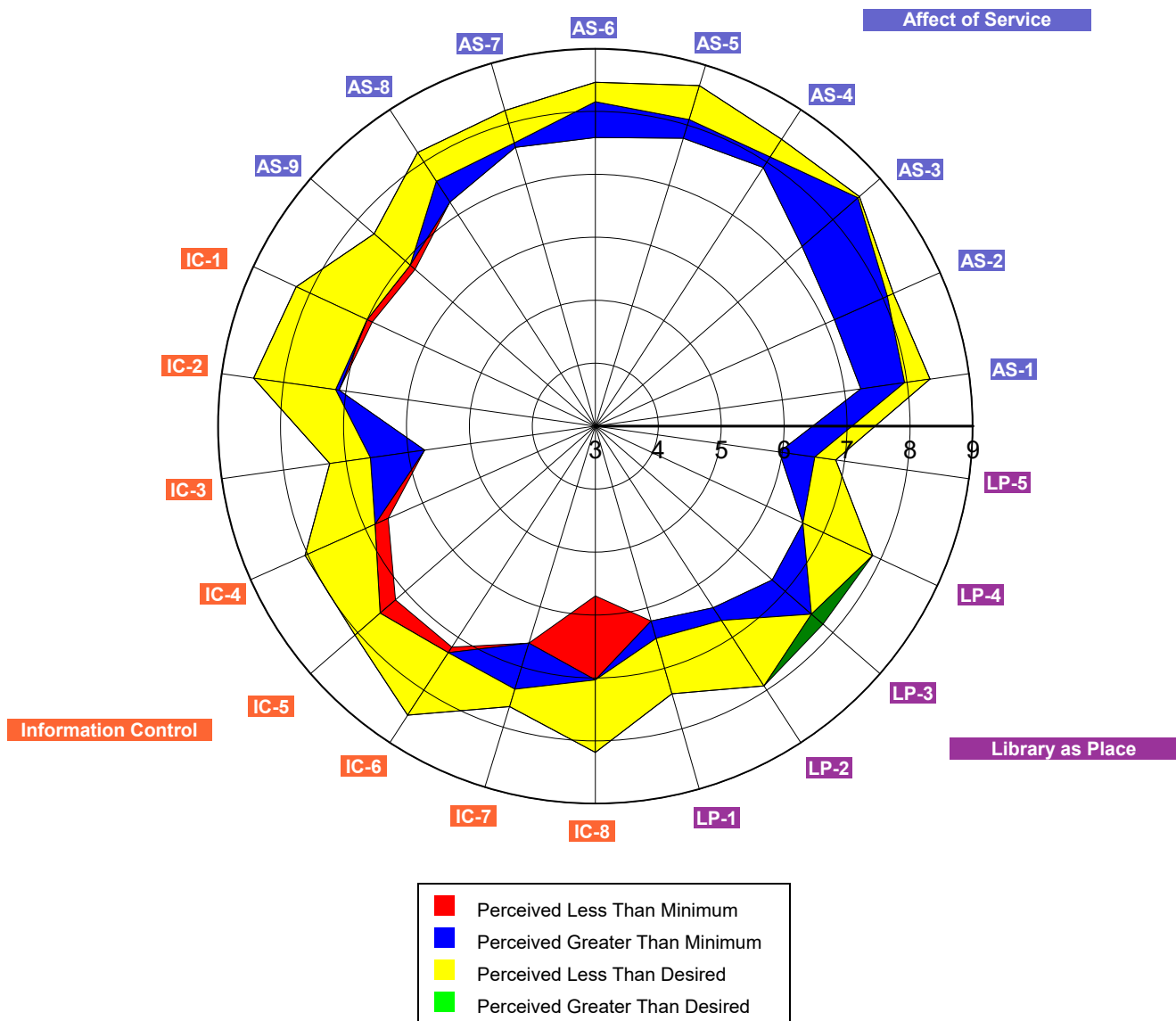
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	469	59.52	12	9.38
Part-time	319	40.48	1	0.78
Does not apply / NA		0.00	115	89.84
<b>Total:</b>	<b>788</b>	<b>100.00</b>	<b>128</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Faculty

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

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

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



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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.26	8.37	7.96	0.70	-0.41	27
AS-2	Giving users individual attention	7.16	8.18	8.08	0.92	-0.11	38
AS-3	Employees who are consistently courteous	7.35	8.56	8.53	1.18	-0.03	34
AS-4	Readiness to respond to users' questions	7.90	8.43	8.10	0.20	-0.33	30
AS-5	Employees who have the knowledge to answer user questions	7.78	8.66	8.09	0.31	-0.56	32
AS-6	Employees who deal with users in a caring fashion	7.58	8.46	8.15	0.57	-0.31	130
AS-7	Employees who understand the needs of their users	7.61	8.21	7.68	0.07	-0.54	28
AS-8	Willingness to help users	7.24	8.18	7.64	0.39	-0.55	33
AS-9	Dependability in handling users' service problems	6.90	7.66	6.79	-0.10	-0.86	29
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.00	8.24	6.91	-0.09	-1.33	33
IC-2	A library Web site enabling me to locate information on my own	7.11	8.48	7.17	0.06	-1.31	54
IC-3	The printed library materials I need for my work	5.74	7.26	6.61	0.87	-0.65	23
IC-4	The electronic information resources I need	6.83	8.05	6.60	-0.23	-1.45	130
IC-5	Modern equipment that lets me easily access needed information	7.53	8.06	7.21	-0.32	-0.85	34
IC-6	Easy-to-use access tools that allow me to find things on my own	7.29	8.47	7.18	-0.11	-1.29	38
IC-7	Making information easily accessible for independent use	6.61	7.66	7.37	0.76	-0.29	38
IC-8	Print and/or electronic journal collections I require for my work	7.03	8.18	5.70	-1.33	-2.48	33
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.22	7.42	6.51	0.29	-0.91	114
LP-2	Quiet space for individual activities	6.44	7.92	6.68	0.24	-1.24	25
LP-3	A comfortable and inviting location	6.72	7.55	7.79	1.07	0.24	29
LP-4	A getaway for study, learning, or research	6.64	7.86	6.64	0.00	-1.22	36
LP-5	Community space for group learning and group study	5.95	6.86	6.52	0.57	-0.33	21
<b>Overall:</b>		7.01	8.07	7.26	0.25	-0.81	135

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.85	0.97	1.45	2.13	1.53	27
AS-2	Giving users individual attention	1.94	1.25	1.05	1.67	0.95	38
AS-3	Employees who are consistently courteous	2.14	0.75	0.83	1.98	0.67	34
AS-4	Readiness to respond to users' questions	1.06	0.82	1.21	1.37	1.18	30
AS-5	Employees who have the knowledge to answer user questions	1.74	0.70	1.15	1.38	1.08	32
AS-6	Employees who deal with users in a caring fashion	1.59	0.92	1.28	1.61	1.26	130
AS-7	Employees who understand the needs of their users	1.17	0.99	1.52	1.30	1.40	28
AS-8	Willingness to help users	1.32	1.07	1.52	1.39	1.28	33
AS-9	Dependability in handling users' service problems	1.61	1.61	2.32	2.74	2.71	29
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.79	1.70	2.35	2.20	2.15	33
IC-2	A library Web site enabling me to locate information on my own	1.99	0.99	1.70	2.17	1.68	54
IC-3	The printed library materials I need for my work	2.53	1.63	2.31	2.36	2.48	23
IC-4	The electronic information resources I need	1.81	1.49	2.01	2.04	2.27	130
IC-5	Modern equipment that lets me easily access needed information	1.40	1.25	1.95	1.68	1.91	34
IC-6	Easy-to-use access tools that allow me to find things on my own	1.69	0.80	1.41	1.98	1.37	38
IC-7	Making information easily accessible for independent use	1.76	1.86	1.63	1.60	1.77	38
IC-8	Print and/or electronic journal collections I require for my work	1.61	1.18	2.20	2.45	2.61	33
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.89	1.67	2.07	2.33	2.48	114
LP-2	Quiet space for individual activities	2.18	1.44	2.10	2.49	2.26	25
LP-3	A comfortable and inviting location	1.81	1.76	1.15	2.00	2.01	29
LP-4	A getaway for study, learning, or research	1.84	1.17	2.11	2.01	2.46	36
LP-5	Community space for group learning and group study	1.77	1.82	1.72	2.40	2.33	21
<b>Overall:</b>		1.42	0.82	1.38	1.52	1.40	135

Language: English (American)

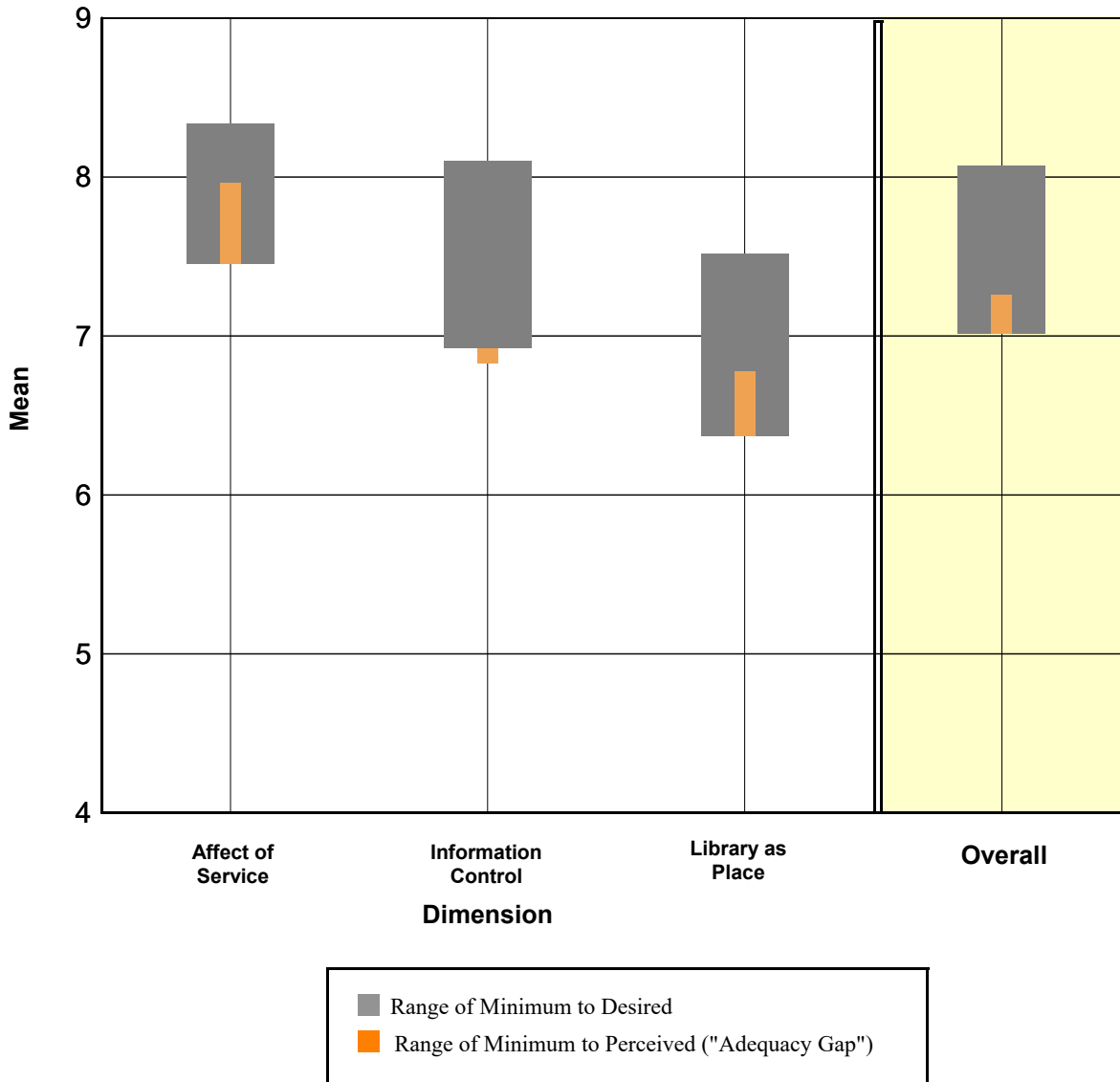
Institution Type: College or University

Consortium: None

User Group: Faculty

### 6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.45	8.33	7.96	0.51	-0.37	134
Information Control	6.92	8.10	6.83	-0.10	-1.27	135
Library as Place	6.37	7.52	6.78	0.40	-0.74	121
<b>Overall</b>	7.01	8.07	7.26	0.25	-0.81	135

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	1.46	0.85	1.30	1.57	1.21	134
Information Control	1.60	1.12	1.70	1.76	1.78	135
Library as Place	1.76	1.40	1.82	2.08	2.20	121
<b>Overall</b>	1.42	0.82	1.38	1.52	1.40	135

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Faculty

## 6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	7.00	7.81	7.50	0.50	-0.31	16
Availability of assistance to improve my research skills	7.43	8.57	8.04	0.61	-0.52	23
Helpful online guides and tutorials	6.84	7.88	7.08	0.24	-0.80	25
Instruction in library use, when needed	7.04	7.79	7.79	0.75	0	28
The multimedia (CD / DVD / video / audio) collections I need	6.20	7.60	7.40	1.20	-0.20	10

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	1.90	1.42	1.37	2.45	1.96	16
Availability of assistance to improve my research skills	2.11	0.79	1.46	2.04	1.41	23
Helpful online guides and tutorials	1.77	1.20	1.75	2.44	1.94	25
Instruction in library use, when needed	1.71	1.66	1.47	1.90	2.04	28
The multimedia (CD / DVD / video / audio) collections I need	2.15	1.35	1.07	2.10	0.92	10

## 6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.03	1.62	73
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.35	1.86	62
How would you rate the overall quality of the service provided by the library?	7.47	1.81	135

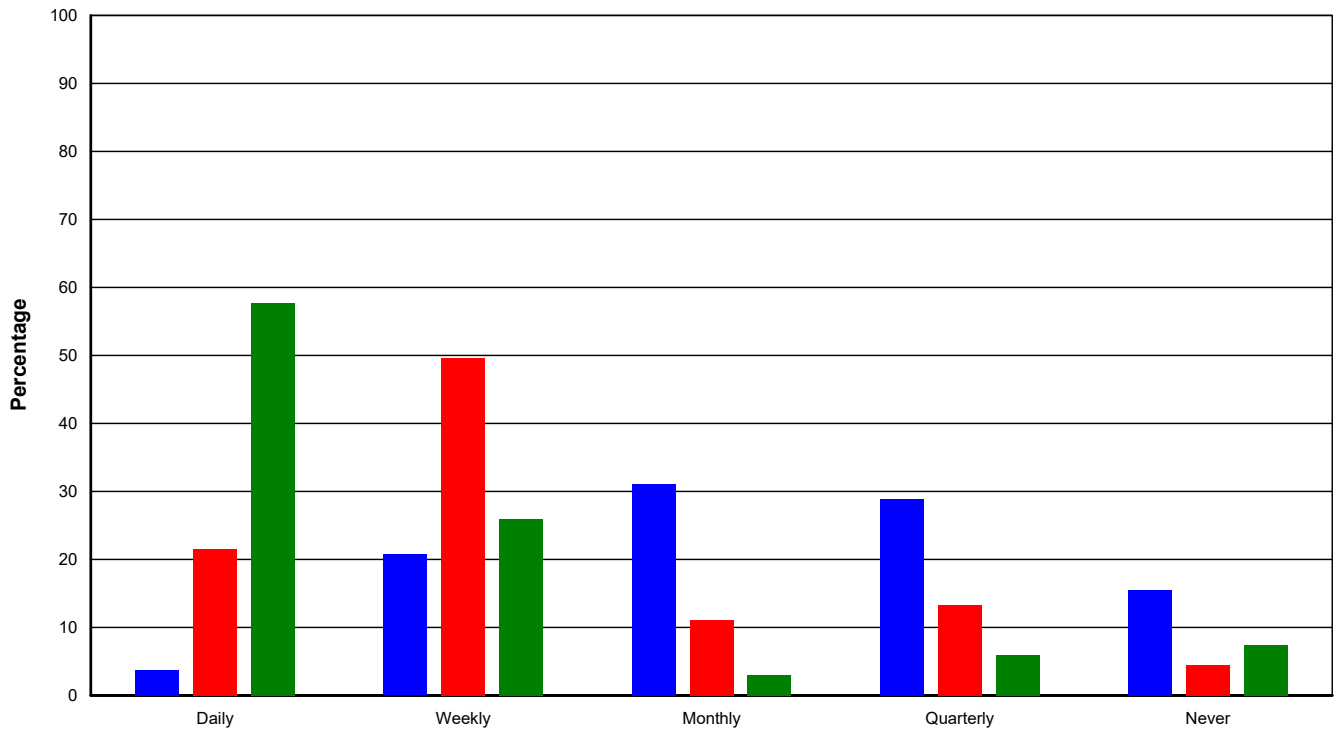
## 6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.88	2.24	48
The library aids my advancement in my academic discipline or work.	7.09	2.40	67
The library enables me to be more efficient in my academic pursuits or work.	7.08	2.09	53
The library helps me distinguish between trustworthy and untrustworthy information.	7.06	1.82	62
The library provides me with the information skills I need in my work or study.	7.05	1.81	40

## 6.7 Library Use Summary for Faculty

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



**Frequency**

- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo™, Google™, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	5 3.70%	28 20.74%	42 31.11%	39 28.89%	21 15.56%	135 100.00%
How often do you access library resources through a library Web page?	29 21.48%	67 49.63%	15 11.11%	18 13.33%	6 4.44%	135 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	78 57.78%	35 25.93%	4 2.96%	8 5.93%	10 7.41%	135 100.00%

## Appendix A: LibQUAL+® Dimensions

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

### **LibQUAL+ 2000 Dimensions**

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

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

### **LibQUAL+ 2001 Dimensions**

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

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

### **LibQUAL+ 2002 and 2003 Dimensions**

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

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

### **LibQUAL+ 2004 - Present Dimensions**

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



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

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

**Affect of Service**

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

**Information Control**

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

**Library as Place**

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







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