



LibQUAL⁺
2018 Survey

The University of South Dakota

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2018 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 2017, there have been 3,085 institutional surveys implemented across 1,383 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 2018 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>

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1.4 Library Statistics for The University of South Dakota

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

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

Total library expenditures (in U.S. \$):	\$3,818,435
Personnel - professional staff, FTE:	17
Personnel - support staff, FTE:	9
Total library materials expenditures (in U.S. \$):	2,364,288
Total salaries and wages for professional staff (in U.S. \$):	978,679

1.5 Contact Information for The University of South Dakota

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

Name:	Caroline Anderberg
Title:	Research, Assessment, and Diversity Librarian
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Phone:	605-658-3390
Email:	caroline.anderberg@usd.edu

1.6 Survey Protocol and Language for The University of South Dakota

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

		Lite	Total (by Language)
English (American)	Count	701	701
	<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
Total (by Survey Protocol)	Count	701	701
	<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 The University of South Dakota

2.1 Respondents by User Group

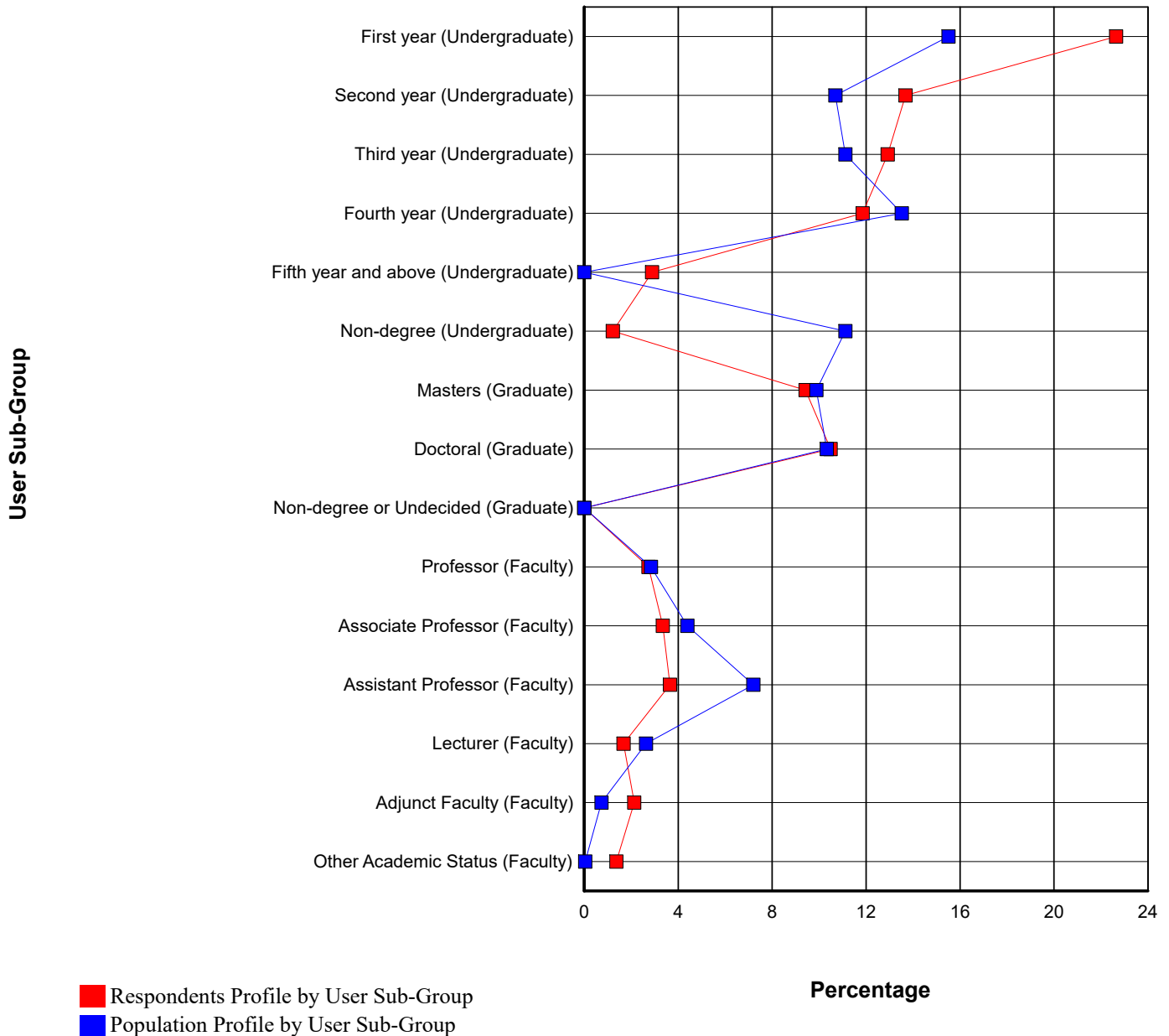
User Group	Respondent n	Respondent %
Undergraduate		
First year	149	21.26%
Second year	90	12.84%
Third year	85	12.13%
Fourth year	78	11.13%
Fifth year and above	19	2.71%
Non-degree	8	1.14%
Sub Total:	429	61.20%
Graduate		
Masters	62	8.84%
Doctoral	69	9.84%
Non-degree or Undecided	0	0.00%
Sub Total:	131	18.69%
Faculty		
Professor	18	2.57%
Associate Professor	22	3.14%
Assistant Professor	24	3.42%
Lecturer	11	1.57%
Adjunct Faculty	14	2.00%
Other Academic Status	9	1.28%
Sub Total:	98	13.98%
Staff		
Research Staff	7	1.00%
Other Staff Positions	36	5.14%
Sub Total:	43	6.13%
Total:	701	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	1,900	15.51	149	22.64	-7.14
Second year (Undergraduate)	1,310	10.69	90	13.68	-2.98
Third year (Undergraduate)	1,362	11.12	85	12.92	-1.80
Fourth year (Undergraduate)	1,656	13.52	78	11.85	1.66
Fifth year and above (Undergraduate)	0	0.00	19	2.89	-2.89
Non-degree (Undergraduate)	1,362	11.12	8	1.22	9.90
Masters (Graduate)	1,211	9.88	62	9.42	0.46
Doctoral (Graduate)	1,265	10.33	69	10.49	-0.16
Non-degree or Undecided (Graduate)	0	0.00	0	0.00	0.00
Professor (Faculty)	348	2.84	18	2.74	0.11
Associate Professor (Faculty)	538	4.39	22	3.34	1.05
Assistant Professor (Faculty)	882	7.20	24	3.65	3.55
Lecturer (Faculty)	322	2.63	11	1.67	0.96
Adjunct Faculty (Faculty)	90	0.73	14	2.13	-1.39
Other Academic Status (Faculty)	5	0.04	9	1.37	-1.33
Total:	12,251	100.00	658	100.00	0.00

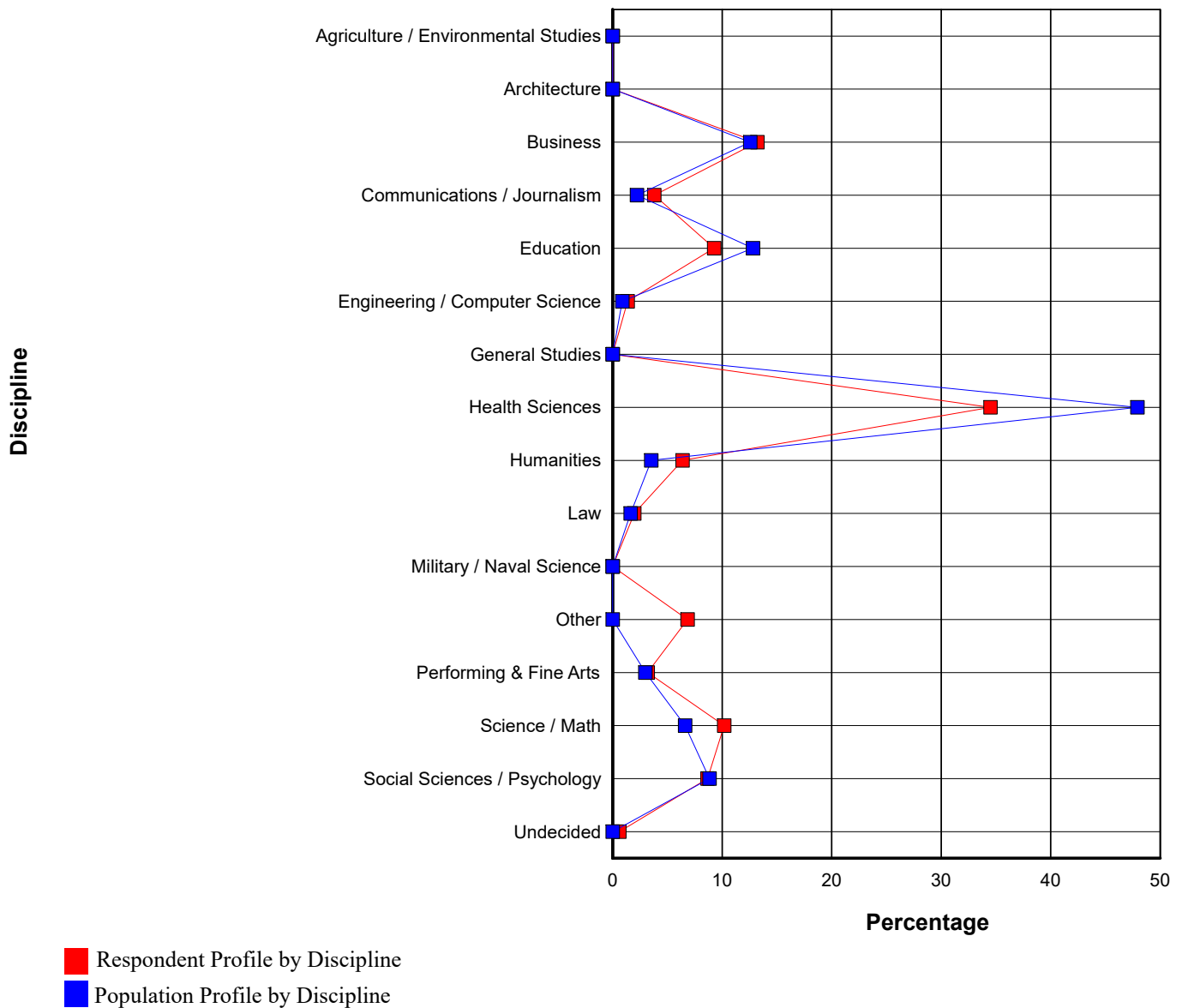
Language: English (American)
Institution Type: College or University
Consortium: AAHSL
User Group: All (Excluding Library Staff, Staff)

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: AAHSL
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	1,464	12.56	87	13.22	-0.66
Communications / Journalism	259	2.22	25	3.80	-1.58
Education	1,493	12.81	61	9.27	3.54
Engineering / Computer Science	102	0.88	9	1.37	-0.49
General Studies	0	0.00	0	0.00	0.00
Health Sciences	5,585	47.92	227	34.50	13.42
Humanities	411	3.53	42	6.38	-2.86
Law	191	1.64	13	1.98	-0.34
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	45	6.84	-6.84
Performing & Fine Arts	348	2.99	21	3.19	-0.21
Science / Math	771	6.62	67	10.18	-3.57
Social Sciences / Psychology	1,031	8.85	57	8.66	0.18
Undecided	0	0.00	4	0.61	-0.61
Total:	11,655	100.00	658	100.00	0.00

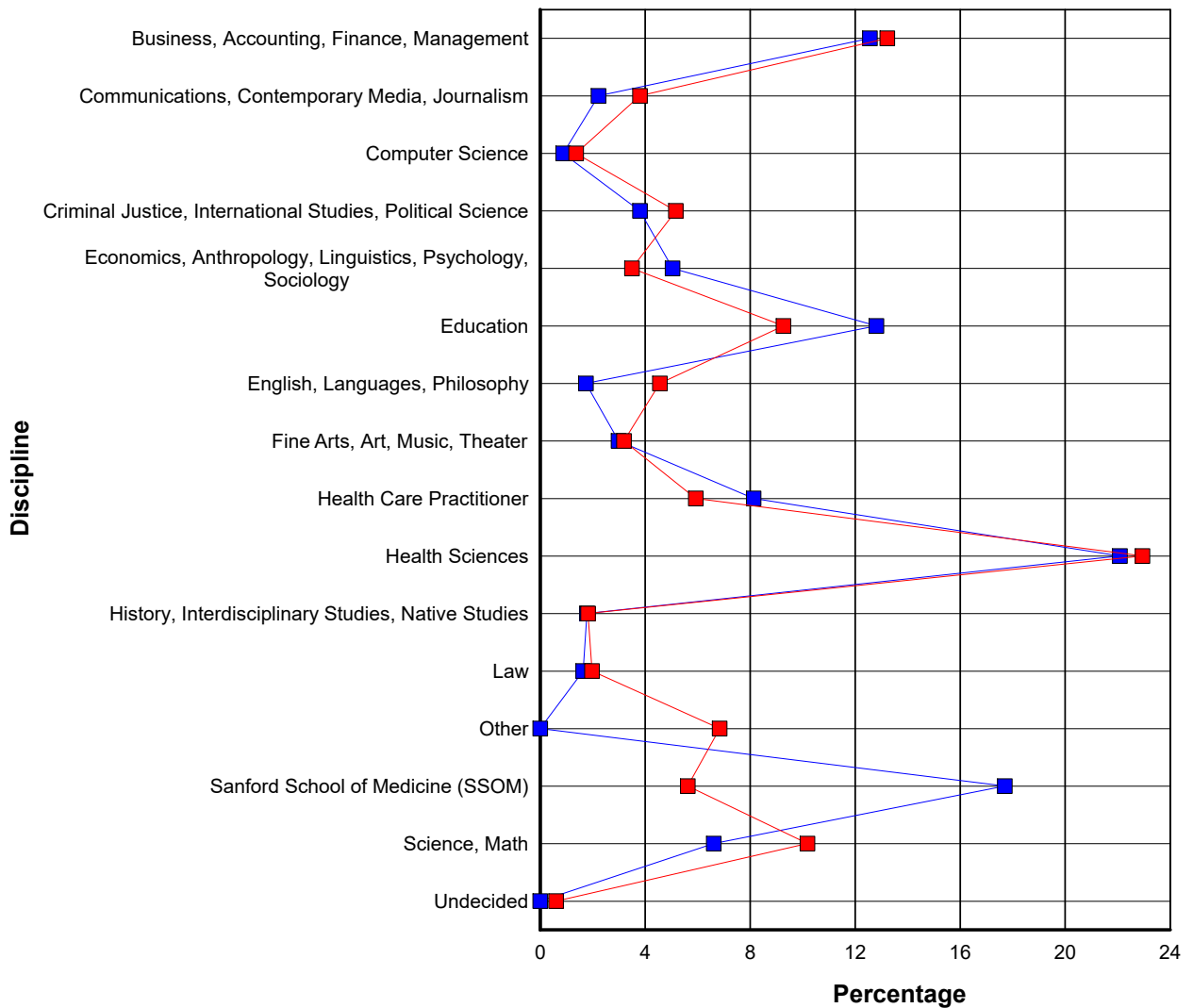
Language: English (American)
Institution Type: College or University
Consortium: AAHSL
User Group: All (Excluding Library Staff, Staff)

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: AAHSL
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Business, Accounting, Finance, Management	1,464	12.56	87	13.22	-0.66
Communications, Contemporary Media, Journalism	259	2.22	25	3.80	-1.58
Computer Science	102	0.88	9	1.37	-0.49
Criminal Justice, International Studies, Political Science	443	3.80	34	5.17	-1.37
Economics, Anthropology, Linguistics, Psychology, Sociology	588	5.05	23	3.50	1.55
Education	1,493	12.81	61	9.27	3.54
English, Languages, Philosophy	203	1.74	30	4.56	-2.82
Fine Arts, Art, Music, Theater	348	2.99	21	3.19	-0.21
Health Care Practitioner	948	8.13	39	5.93	2.21
Health Sciences	2,574	22.08	151	22.95	-0.86
History, Interdisciplinary Studies, Native Studies	208	1.78	12	1.82	-0.04
Law	191	1.64	13	1.98	-0.34
Other	0	0.00	45	6.84	-6.84
Sanford School of Medicine (SSOM)	2,063	17.70	37	5.62	12.08
Science, Math	771	6.62	67	10.18	-3.57
Undecided	0	0.00	4	0.61	-0.61
Total:	11,655	100.00	658	100.00	0.00

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

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

The library that you use most often:	Respondents n	Respondents %
I.D. Weeks Library	594	85.59
Wegner Health Science Information Center	100	14.41
Total:	694	100.00

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	402	57.35
23 - 30	133	18.97
31 - 45	74	10.56
46 - 65	81	11.55
Over 65	11	1.57
Total:	701	100.00

2.7 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	6,685	62.37	528	75.75
Part-time	4,034	37.63	21	3.01
Does not apply / NA		0.00	148	21.23
Total:	10,719	100.00	697	100.00

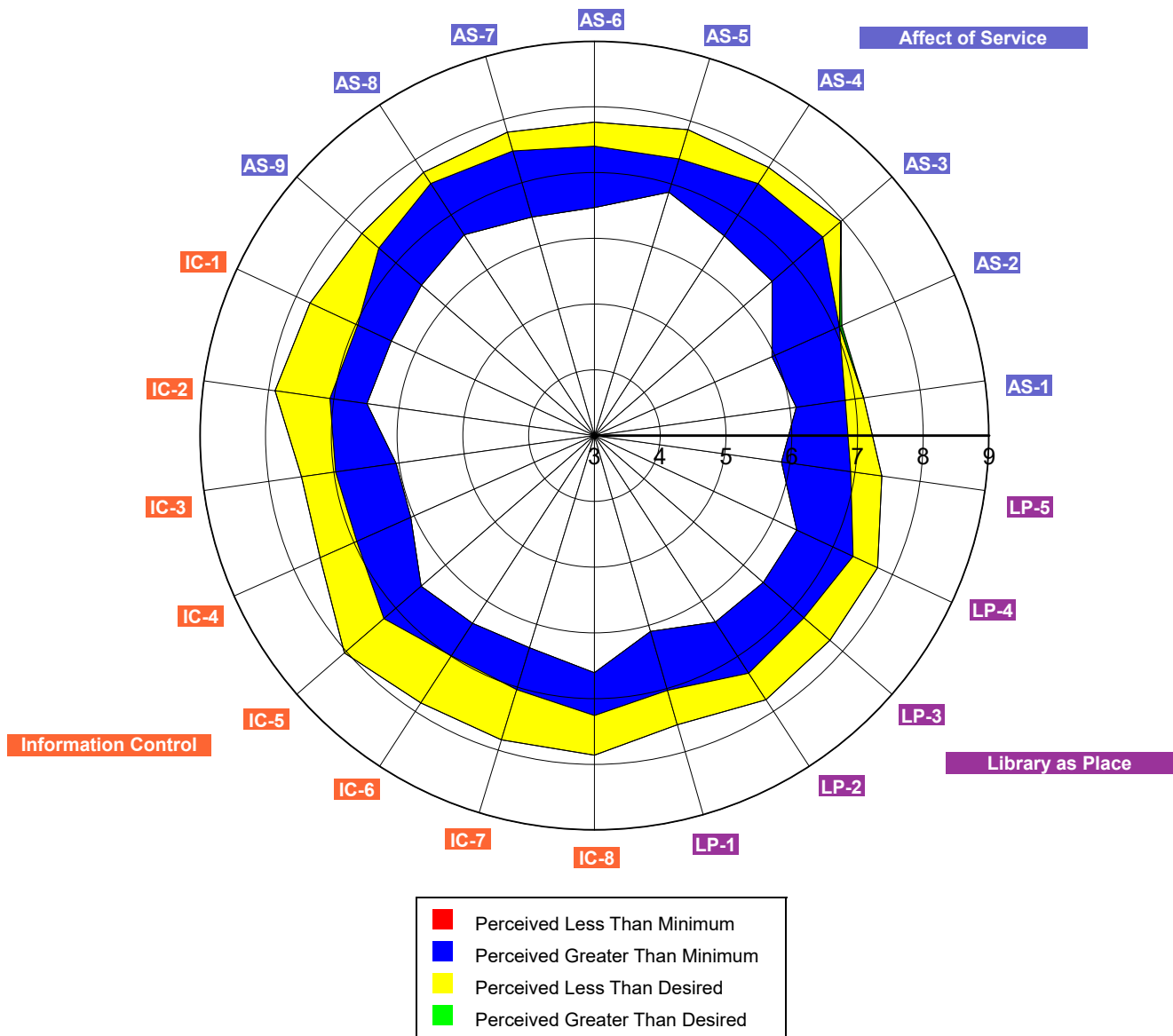
3. Survey Item Summary for The University of South Dakota

3.1 Core Questions Summary

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

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

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



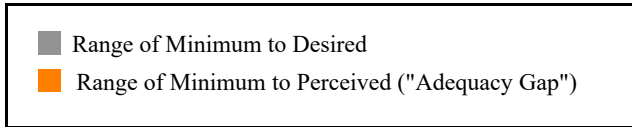
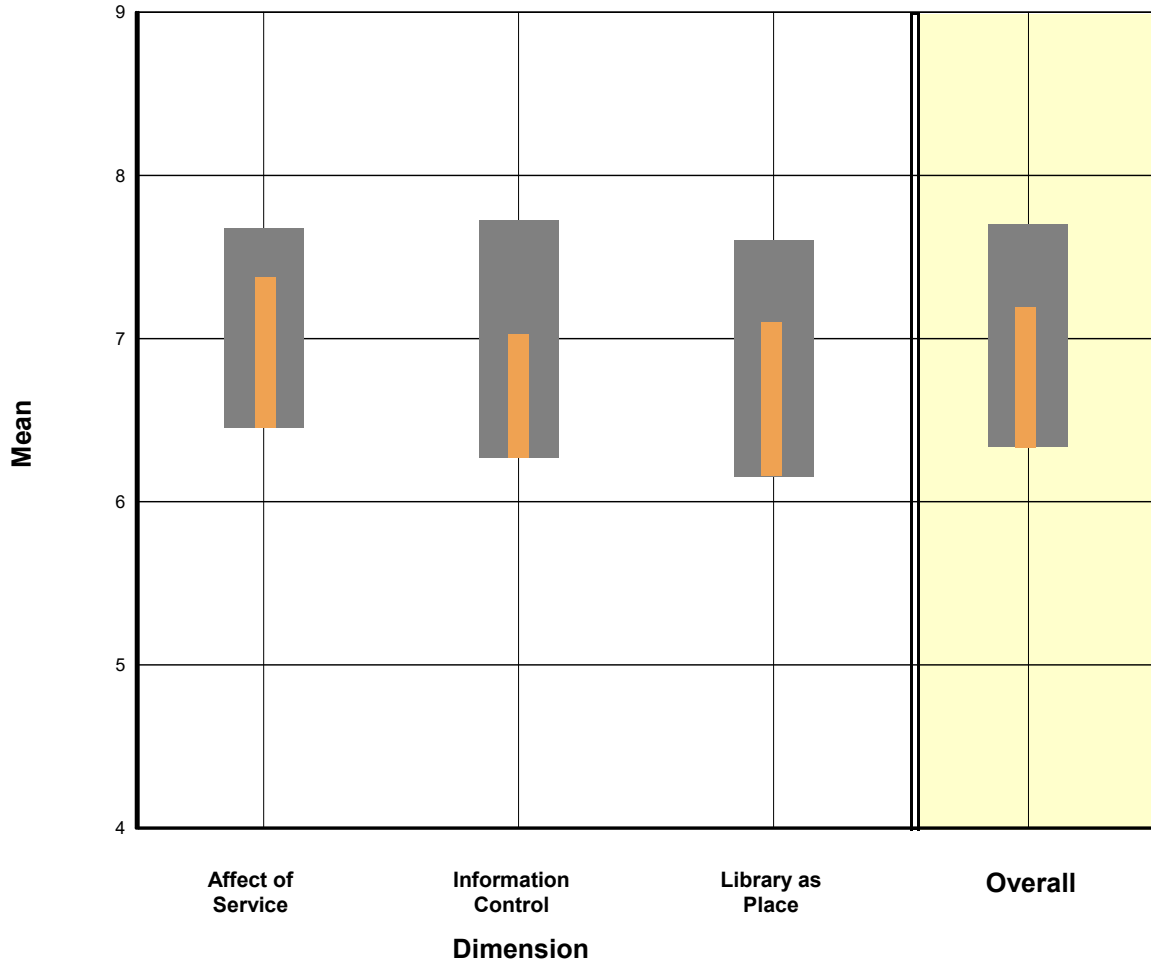
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.10	7.13	6.85	0.75	-0.28	150
AS-2	Giving users individual attention	5.96	7.08	7.12	1.16	0.04	158
AS-3	Employees who are consistently courteous	6.58	7.97	7.60	1.02	-0.36	179
AS-4	Readiness to respond to users' questions	6.63	7.86	7.57	0.95	-0.29	168
AS-5	Employees who have the knowledge to answer user questions	6.87	7.87	7.40	0.53	-0.47	187
AS-6	Employees who deal with users in a caring fashion	6.47	7.77	7.40	0.93	-0.36	681
AS-7	Employees who understand the needs of their users	6.46	7.80	7.50	1.05	-0.30	155
AS-8	Willingness to help users	6.64	7.77	7.57	0.93	-0.20	159
AS-9	Dependability in handling users' service problems	6.49	7.69	7.35	0.86	-0.34	162
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.41	7.77	6.97	0.57	-0.80	184
IC-2	A library Web site enabling me to locate information on my own	6.49	7.90	7.06	0.57	-0.84	227
IC-3	The printed library materials I need for my work	6.04	7.50	6.97	0.93	-0.52	157
IC-4	The electronic information resources I need	6.06	7.57	6.96	0.90	-0.61	669
IC-5	Modern equipment that lets me easily access needed information	6.49	8.04	7.24	0.75	-0.79	185
IC-6	Easy-to-use access tools that allow me to find things on my own	6.40	7.85	7.00	0.59	-0.85	208
IC-7	Making information easily accessible for independent use	6.38	7.84	7.04	0.67	-0.80	192
IC-8	Print and/or electronic journal collections I require for my work	6.61	7.86	7.26	0.65	-0.60	163
Library as Place							
LP-1	Library space that inspires study and learning	6.10	7.57	7.03	0.93	-0.54	641
LP-2	Quiet space for individual activities	6.38	7.79	7.31	0.93	-0.48	152
LP-3	A comfortable and inviting location	6.40	7.75	7.22	0.82	-0.52	161
LP-4	A getaway for study, learning, or research	6.40	7.75	7.34	0.94	-0.41	161
LP-5	Community space for group learning and group study	5.87	7.41	6.94	1.06	-0.48	157
Overall:		6.33	7.70	7.19	0.86	-0.51	701

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.08	1.80	1.73	1.96	1.86	150
AS-2	Giving users individual attention	2.20	1.82	1.81	2.10	1.78	158
AS-3	Employees who are consistently courteous	1.84	1.33	1.50	1.84	1.47	179
AS-4	Readiness to respond to users' questions	1.94	1.37	1.45	1.93	1.47	168
AS-5	Employees who have the knowledge to answer user questions	2.07	1.47	1.69	2.02	1.62	187
AS-6	Employees who deal with users in a caring fashion	1.93	1.47	1.62	1.83	1.48	681
AS-7	Employees who understand the needs of their users	1.74	1.24	1.39	1.73	1.38	155
AS-8	Willingness to help users	1.77	1.38	1.34	1.55	1.22	159
AS-9	Dependability in handling users' service problems	1.92	1.47	1.59	1.92	1.65	162
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.02	1.40	1.85	2.07	1.88	184
IC-2	A library Web site enabling me to locate information on my own	1.90	1.45	1.86	2.12	2.02	227
IC-3	The printed library materials I need for my work	2.13	1.72	1.73	2.07	1.90	157
IC-4	The electronic information resources I need	1.97	1.60	1.73	1.97	1.77	669
IC-5	Modern equipment that lets me easily access needed information	1.84	1.26	1.59	2.06	1.68	185
IC-6	Easy-to-use access tools that allow me to find things on my own	1.87	1.45	1.72	1.99	1.84	208
IC-7	Making information easily accessible for independent use	1.92	1.49	1.70	1.90	1.67	192
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.44	1.47	1.91	1.60	163
Library as Place							
LP-1	Library space that inspires study and learning	2.17	1.79	1.74	2.16	1.97	641
LP-2	Quiet space for individual activities	2.10	1.71	1.57	2.18	1.86	152
LP-3	A comfortable and inviting location	1.89	1.52	1.72	2.21	2.03	161
LP-4	A getaway for study, learning, or research	2.17	1.71	1.65	2.15	1.59	161
LP-5	Community space for group learning and group study	2.12	1.73	1.81	2.16	2.06	157
Overall:		1.57	1.11	1.29	1.53	1.22	701

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

3.2 Core Question Dimensions Summary

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



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	6.45	7.68	7.37	0.92	-0.30	699
Information Control	6.27	7.72	7.03	0.76	-0.70	697
Library as Place	6.16	7.60	7.10	0.94	-0.51	653
Overall	6.33	7.70	7.19	0.86	-0.51	701

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	1.77	1.32	1.44	1.63	1.29	699
Information Control	1.70	1.25	1.53	1.77	1.53	697
Library as Place	1.96	1.61	1.60	1.99	1.76	653
Overall	1.57	1.11	1.29	1.53	1.22	701

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
Availability of online help when using my library's electronic resources	6.41	7.63	6.94	0.53	-0.70	142
Comfortable furniture for individual or group study	6.61	7.96	6.43	-0.18	-1.53	114
Feeling like I belong in the library	6.01	7.23	7.24	1.23	0.01	126
Helpful online guides and tutorials	5.68	6.94	6.58	0.90	-0.36	119
The library offers sufficient individual study space	6.43	7.90	6.95	0.53	-0.95	129

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
Availability of online help when using my library's electronic resources	2.08	1.59	2.03	2.21	2.17	142
Comfortable furniture for individual or group study	1.98	1.47	1.97	2.56	2.18	114
Feeling like I belong in the library	2.28	1.96	1.66	1.81	1.74	126
Helpful online guides and tutorials	2.02	1.75	1.84	1.76	1.60	119
The library offers sufficient individual study space	2.06	1.55	2.05	2.26	2.16	129

Language: English (American)

Institution Type: College or University

Consortium: AAHSL

User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.78	1.36	336
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.46	1.66	365
How would you rate the overall quality of the service provided by the library?	7.59	1.36	701

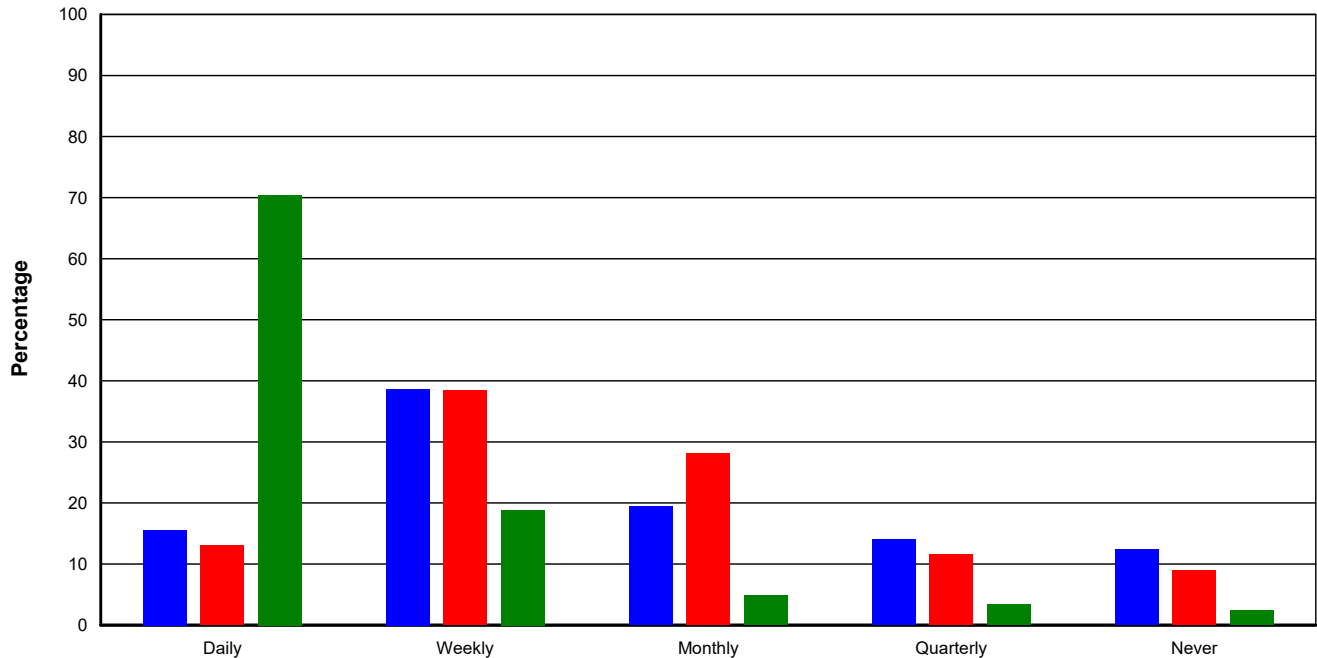
3.5 Information Literacy Outcomes Questions Summary

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.	6.60	1.91	234
The library aids my advancement in my academic discipline or work.	7.33	1.66	343
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.61	300
The library helps me distinguish between trustworthy and untrustworthy information.	6.83	1.87	303
The library provides me with the information skills I need in my work or study.	7.26	1.63	222

3.6 Library Use Summary

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



Frequency

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	109 15.55%	271 38.66%	136 19.40%	98 13.98%	87 12.41%	701 100.00%
How often do you access library resources through a library Web page?	91 12.98%	269 38.37%	197 28.10%	81 11.55%	63 8.99%	701 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	493 70.43%	132 18.86%	34 4.86%	24 3.43%	17 2.43%	700 100.00%

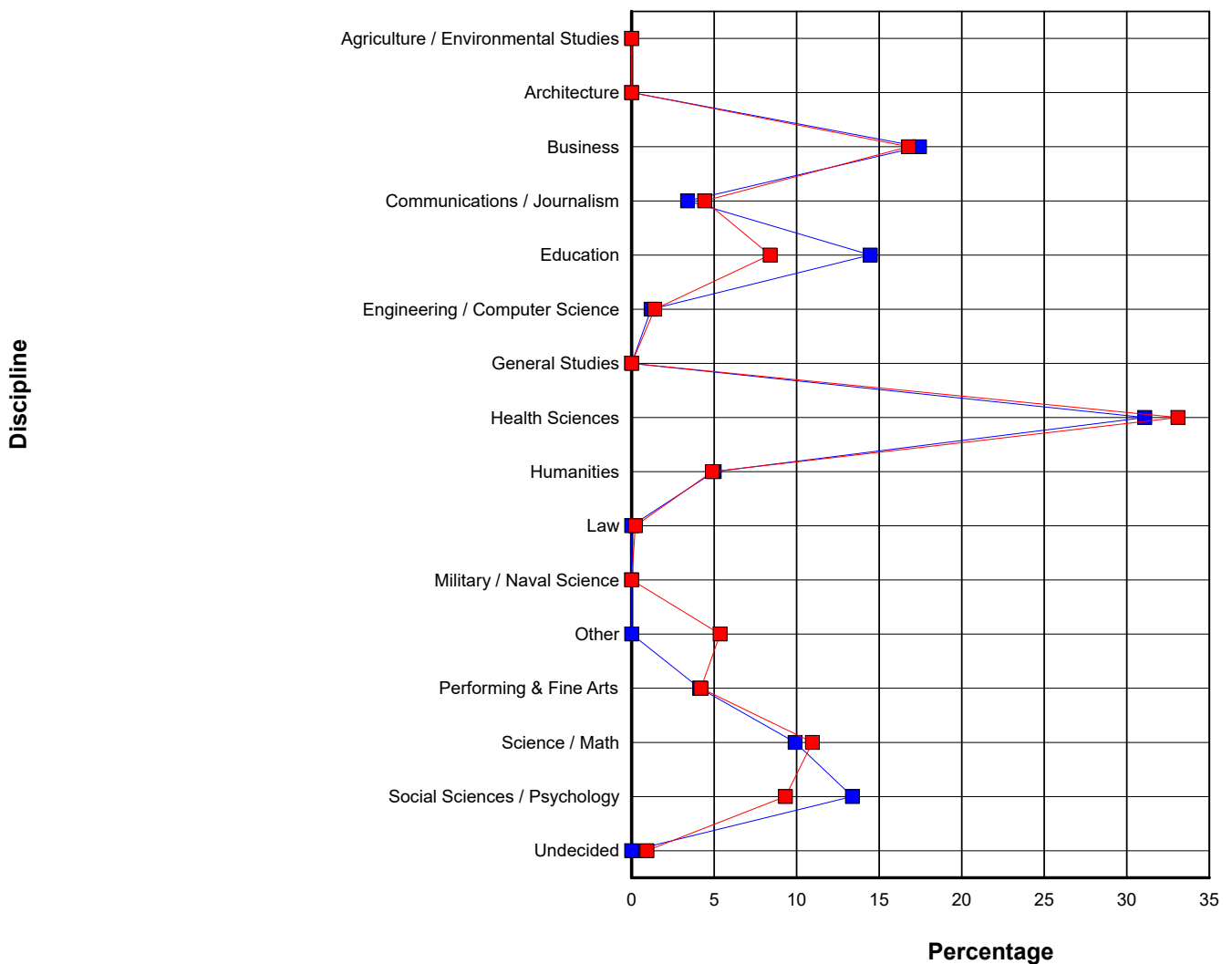
4 Undergraduate Summary for The University of South Dakota

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

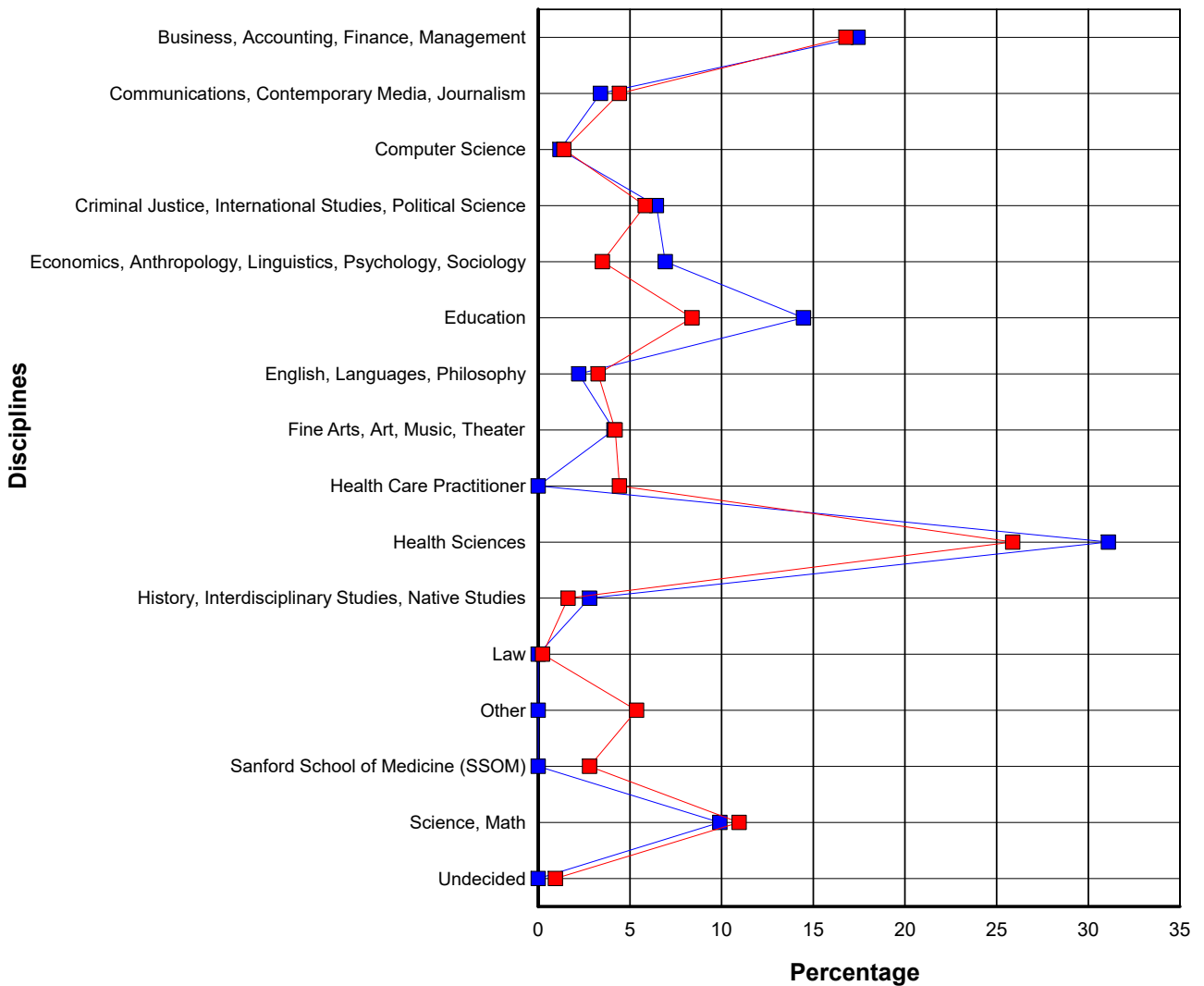
Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	1,090	17.44	72	16.78	0.66
Communications / Journalism	212	3.39	19	4.43	-1.04
Education	904	14.47	36	8.39	6.07
Engineering / Computer Science	74	1.18	6	1.40	-0.21
General Studies	0	0.00	0	0.00	0.00
Health Sciences	1,943	31.09	142	33.10	-2.01
Humanities	313	5.01	21	4.90	0.11
Law	0	0.00	1	0.23	-0.23
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	23	5.36	-5.36
Performing & Fine Arts	258	4.13	18	4.20	-0.07
Science / Math	619	9.91	47	10.96	-1.05
Social Sciences / Psychology	836	13.38	40	9.32	4.05
Undecided	0	0.00	4	0.93	-0.93
Total:	6,249	100.00	429	100.00	0.00

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Business, Accounting, Finance, Management	1,090	17.44	72	16.78	0.66
Communications, Contemporary Media, Journalism	212	3.39	19	4.43	-1.04
Computer Science	74	1.18	6	1.40	-0.21
Criminal Justice, International Studies, Political Science	403	6.45	25	5.83	0.62
Economics, Anthropology, Linguistics, Psychology, Sociology	433	6.93	15	3.50	3.43
Education	904	14.47	36	8.39	6.07
English, Languages, Philosophy	138	2.21	14	3.26	-1.06
Fine Arts, Art, Music, Theater	258	4.13	18	4.20	-0.07
Health Care Practitioner	0	0.00	19	4.43	-4.43
Health Sciences	1,943	31.09	111	25.87	5.22
History, Interdisciplinary Studies, Native Studies	175	2.80	7	1.63	1.17
Law	0	0.00	1	0.23	-0.23
Other	0	0.00	23	5.36	-5.36
Sanford School of Medicine (SSOM)	0	0.00	12	2.80	-2.80
Science, Math	619	9.91	47	10.96	-1.05
Undecided	0	0.00	4	0.93	-0.93
Total:	6,249	100.00	429	100.00	0.00

Language: English (American)

Institution Type: College or University

Consortium: AAHSL

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 %
I.D. Weeks Library	409	96.24
Wegner Health Science Information Center	16	3.76
Total:	425	100.00

4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	380	88.58
23 - 30	38	8.86
31 - 45	6	1.40
46 - 65	4	0.93
Over 65	1	0.23
Total:	429	100.00

4.1.5 Respondent Profile by Full or part-time student?

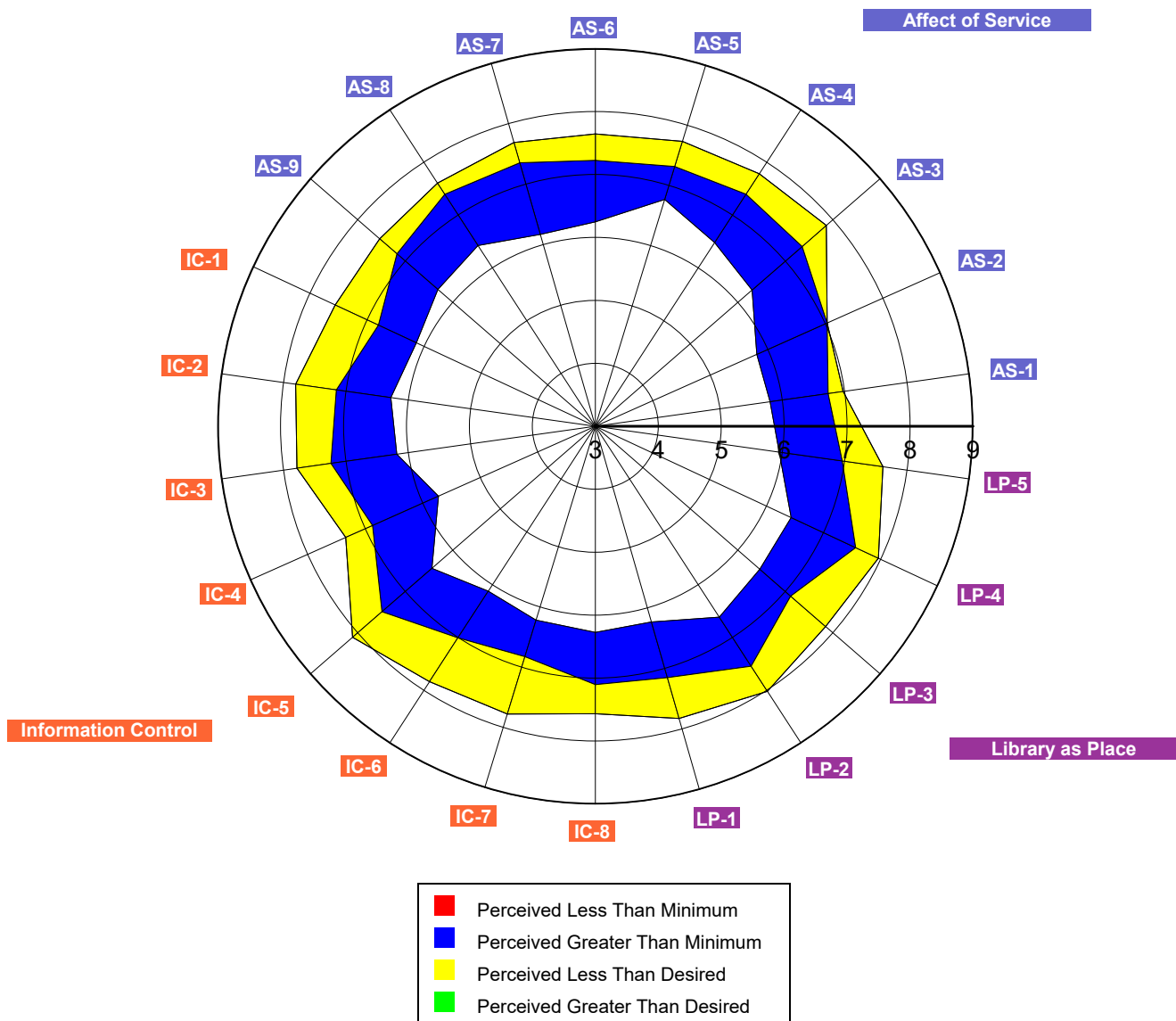
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	4,969	65.47	413	96.72
Part-time	2,621	34.53	10	2.34
Does not apply / NA		0.00	4	0.94
Total:	7,590	100.00	427	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.80	6.98	6.74	0.93	-0.24	87
AS-2	Giving users individual attention	5.81	7.03	7.03	1.22	0.00	95
AS-3	Employees who are consistently courteous	6.30	7.86	7.35	1.05	-0.51	110
AS-4	Readiness to respond to users' questions	6.48	7.78	7.40	0.92	-0.39	106
AS-5	Employees who have the knowledge to answer user questions	6.77	7.73	7.31	0.55	-0.42	108
AS-6	Employees who deal with users in a caring fashion	6.25	7.64	7.22	0.98	-0.42	419
AS-7	Employees who understand the needs of their users	6.17	7.69	7.35	1.18	-0.33	93
AS-8	Willingness to help users	6.42	7.61	7.39	0.97	-0.21	104
AS-9	Dependability in handling users' service problems	6.31	7.54	7.18	0.86	-0.36	102
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.14	7.56	6.80	0.66	-0.76	116
IC-2	A library Web site enabling me to locate information on my own	6.28	7.81	7.16	0.87	-0.65	135
IC-3	The printed library materials I need for my work	6.18	7.79	7.24	1.06	-0.54	103
IC-4	The electronic information resources I need	5.73	7.34	6.88	1.15	-0.46	409
IC-5	Modern equipment that lets me easily access needed information	6.44	8.11	7.49	1.05	-0.62	100
IC-6	Easy-to-use access tools that allow me to find things on my own	6.12	7.84	7.01	0.88	-0.83	129
IC-7	Making information easily accessible for independent use	6.22	7.78	6.83	0.61	-0.95	122
IC-8	Print and/or electronic journal collections I require for my work	6.27	7.57	7.10	0.83	-0.46	106
Library as Place							
LP-1	Library space that inspires study and learning	6.23	7.83	7.15	0.92	-0.67	423
LP-2	Quiet space for individual activities	6.62	8.02	7.55	0.93	-0.47	99
LP-3	A comfortable and inviting location	6.46	7.85	7.11	0.65	-0.74	106
LP-4	A getaway for study, learning, or research	6.43	7.96	7.57	1.13	-0.40	106
LP-5	Community space for group learning and group study	5.95	7.62	6.96	1.01	-0.65	104
Overall:		6.18	7.66	7.13	0.95	-0.52	429

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.20	1.80	1.76	1.92	1.78	87
AS-2	Giving users individual attention	2.17	1.77	1.72	1.83	1.39	95
AS-3	Employees who are consistently courteous	1.85	1.41	1.61	1.85	1.49	110
AS-4	Readiness to respond to users' questions	2.00	1.37	1.52	1.96	1.42	106
AS-5	Employees who have the knowledge to answer user questions	2.24	1.60	1.74	2.11	1.55	108
AS-6	Employees who deal with users in a caring fashion	1.96	1.52	1.67	1.85	1.56	419
AS-7	Employees who understand the needs of their users	1.87	1.29	1.39	1.89	1.48	93
AS-8	Willingness to help users	1.78	1.48	1.43	1.59	1.20	104
AS-9	Dependability in handling users' service problems	1.93	1.52	1.67	1.86	1.73	102
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.08	1.35	1.89	2.22	1.99	116
IC-2	A library Web site enabling me to locate information on my own	2.06	1.52	1.80	2.02	1.89	135
IC-3	The printed library materials I need for my work	2.11	1.51	1.69	2.18	1.96	103
IC-4	The electronic information resources I need	2.05	1.70	1.73	1.92	1.73	409
IC-5	Modern equipment that lets me easily access needed information	1.99	1.20	1.49	1.96	1.47	100
IC-6	Easy-to-use access tools that allow me to find things on my own	2.00	1.41	1.69	1.95	1.70	129
IC-7	Making information easily accessible for independent use	2.01	1.53	1.75	1.96	1.79	122
IC-8	Print and/or electronic journal collections I require for my work	1.89	1.54	1.47	1.82	1.50	106
Library as Place							
LP-1	Library space that inspires study and learning	2.08	1.42	1.73	2.12	1.76	423
LP-2	Quiet space for individual activities	1.89	1.32	1.43	2.00	1.51	99
LP-3	A comfortable and inviting location	1.88	1.35	1.87	2.33	1.98	106
LP-4	A getaway for study, learning, or research	2.19	1.57	1.52	2.18	1.43	106
LP-5	Community space for group learning and group study	2.09	1.48	1.87	2.15	1.94	104
Overall:		1.65	1.13	1.30	1.58	1.19	429

Language: English (American)

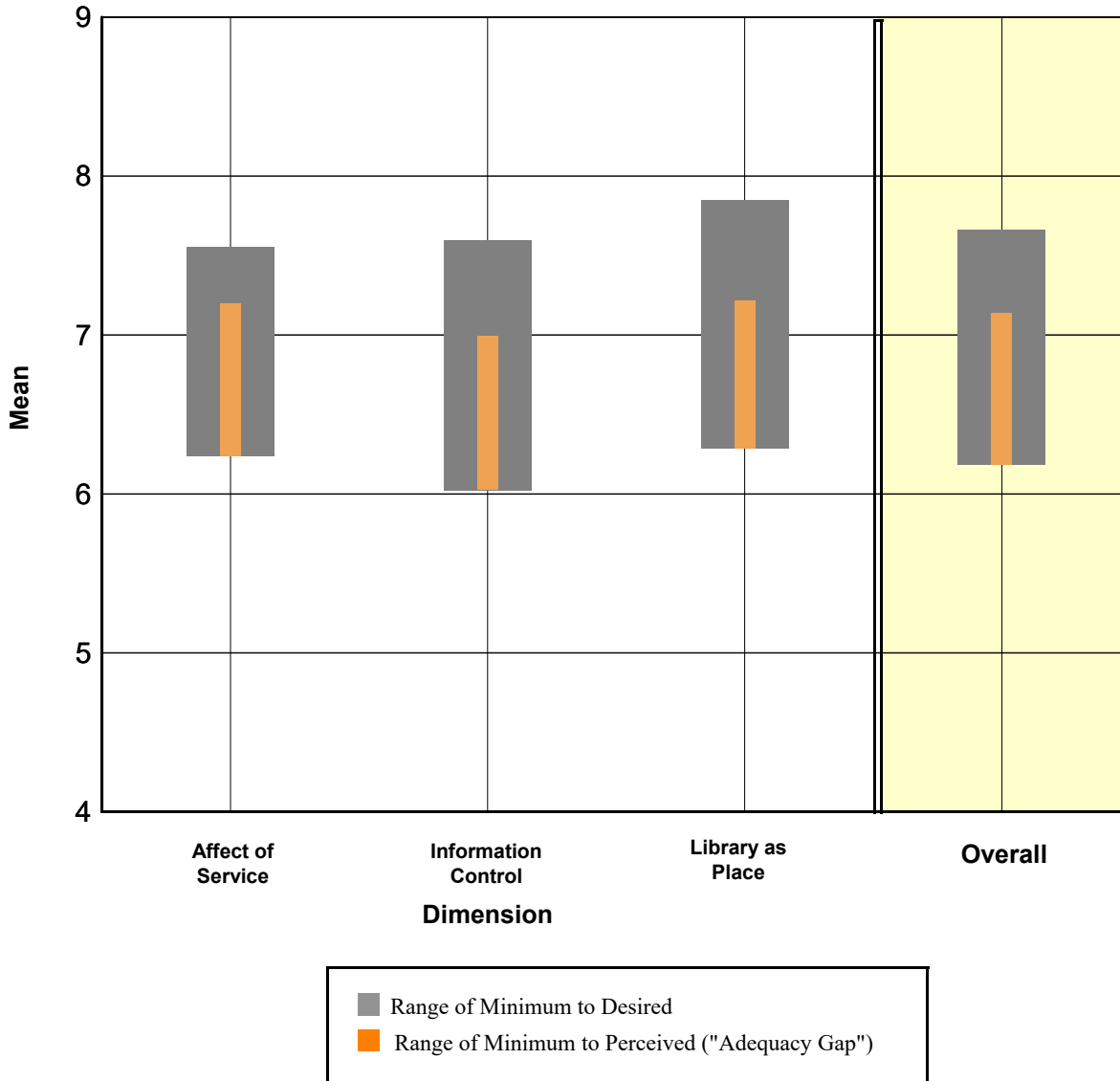
Institution Type: College or University

Consortium: AAHSL

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	6.24	7.55	7.20	0.96	-0.35	427
Information Control	6.02	7.60	6.99	0.97	-0.61	427
Library as Place	6.29	7.85	7.22	0.93	-0.63	424
Overall	6.18	7.66	7.13	0.95	-0.52	429

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	1.83	1.38	1.47	1.66	1.28	427
Information Control	1.79	1.29	1.52	1.74	1.47	427
Library as Place	1.86	1.24	1.59	1.97	1.59	424
Overall	1.65	1.13	1.30	1.58	1.19	429

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
Availability of online help when using my library's electronic resources	6.20	7.60	6.97	0.77	-0.64	91
Comfortable furniture for individual or group study	6.64	8.06	6.42	-0.22	-1.64	78
Feeling like I belong in the library	5.88	7.27	7.24	1.36	-0.03	75
Helpful online guides and tutorials	5.45	6.86	6.71	1.26	-0.14	77
The library offers sufficient individual study space	6.61	8.10	7.05	0.44	-1.05	82

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
Availability of online help when using my library's electronic resources	2.25	1.63	1.86	1.77	1.94	91
Comfortable furniture for individual or group study	2.11	1.45	2.15	2.94	2.37	78
Feeling like I belong in the library	2.17	1.75	1.84	1.81	1.82	75
Helpful online guides and tutorials	1.97	1.81	1.77	1.75	1.55	77
The library offers sufficient individual study space	1.90	1.23	2.08	2.16	2.07	82

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.	7.65	1.44	211
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.44	1.56	218
How would you rate the overall quality of the service provided by the library?	7.55	1.31	429

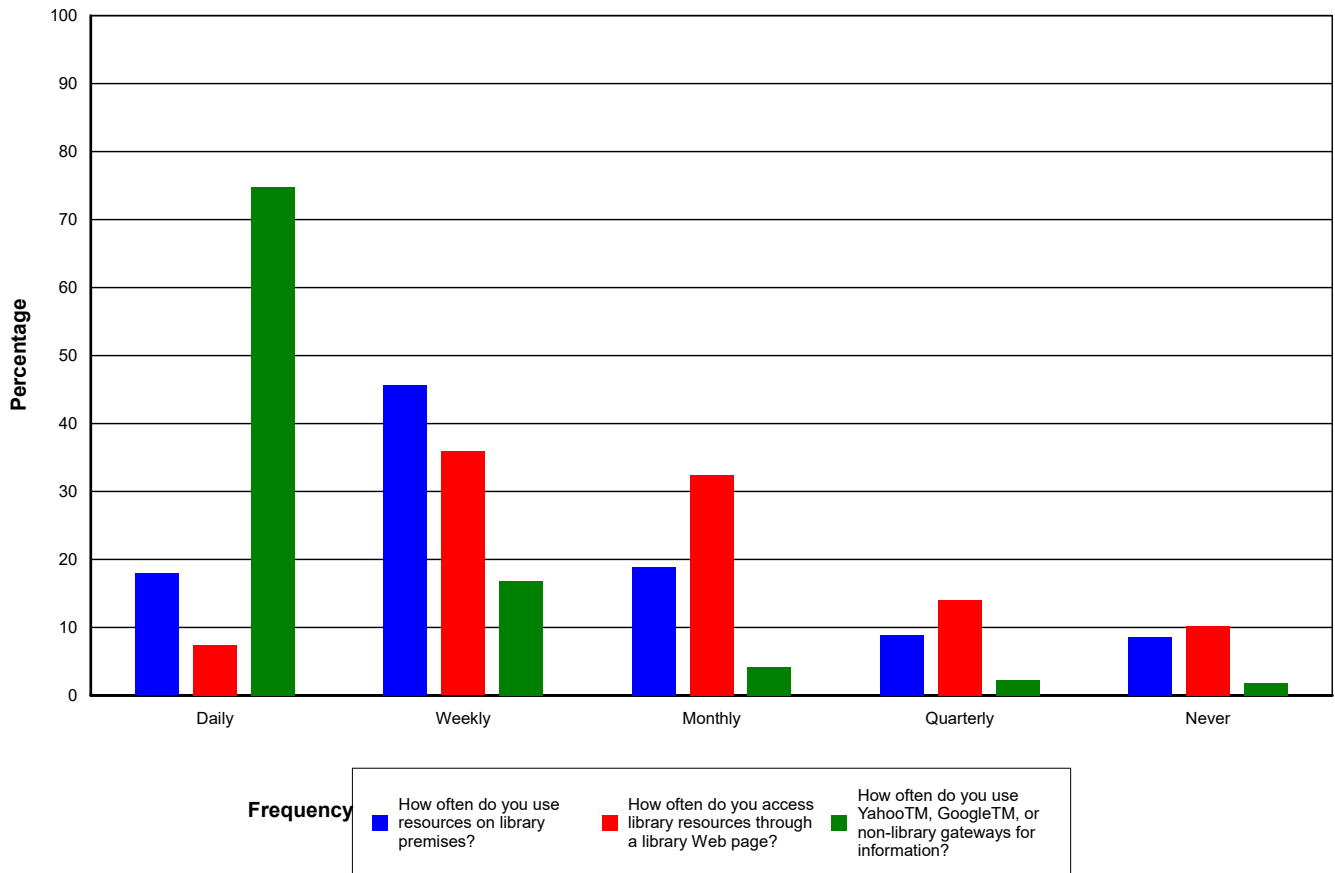
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.61	1.91	147
The library aids my advancement in my academic discipline or work.	7.36	1.51	212
The library enables me to be more efficient in my academic pursuits or work.	7.54	1.53	178
The library helps me distinguish between trustworthy and untrustworthy information.	6.75	1.92	184
The library provides me with the information skills I need in my work or study.	7.20	1.59	137

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?	77 17.95%	196 45.69%	81 18.88%	38 8.86%	37 8.62%	429 100.00%
How often do you access library resources through a library Web page?	32 7.46%	154 35.90%	139 32.40%	60 13.99%	44 10.26%	429 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	321 74.83%	72 16.78%	18 4.20%	10 2.33%	8 1.86%	429 100.00%

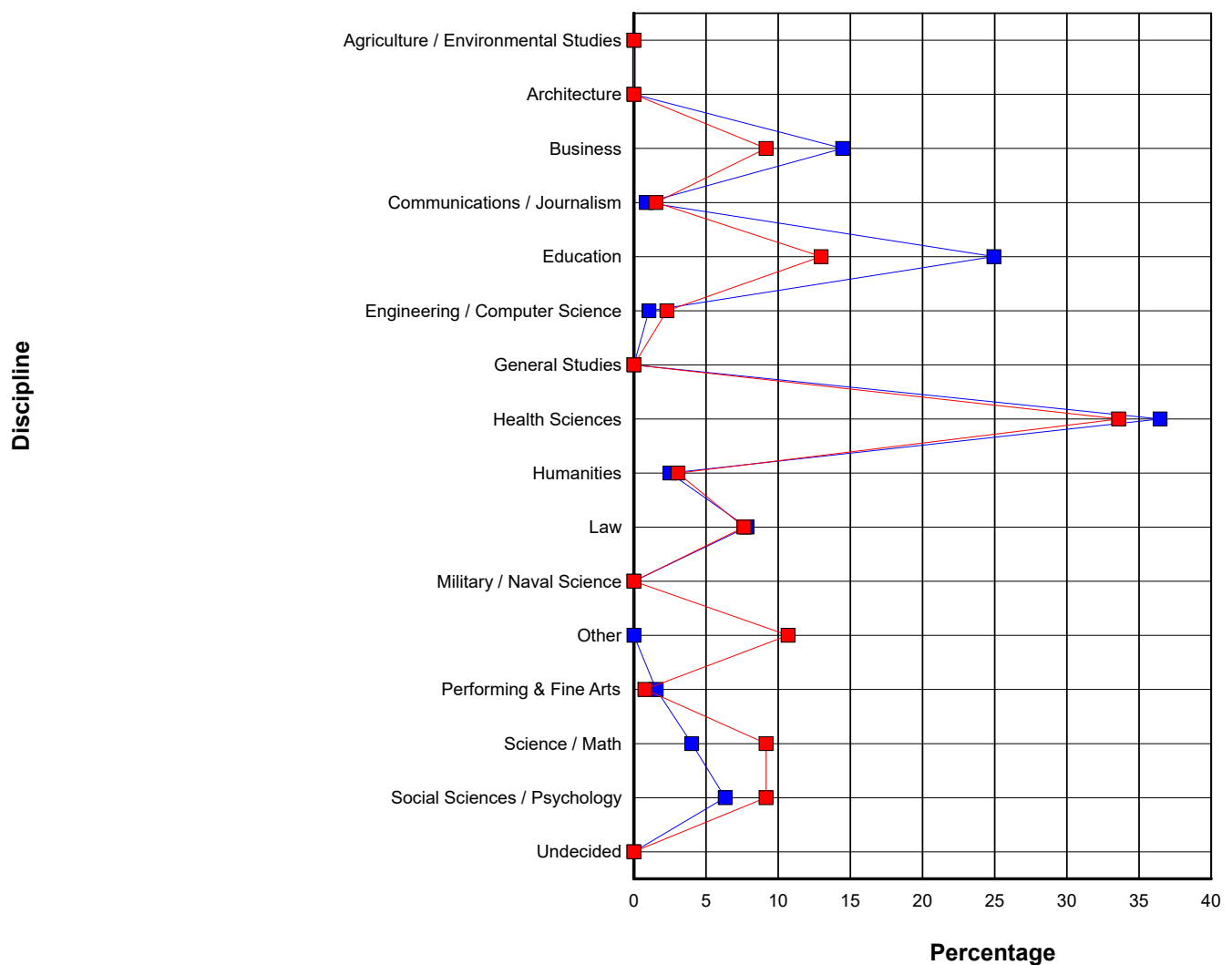
5 Graduate Summary for The University of South Dakota

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

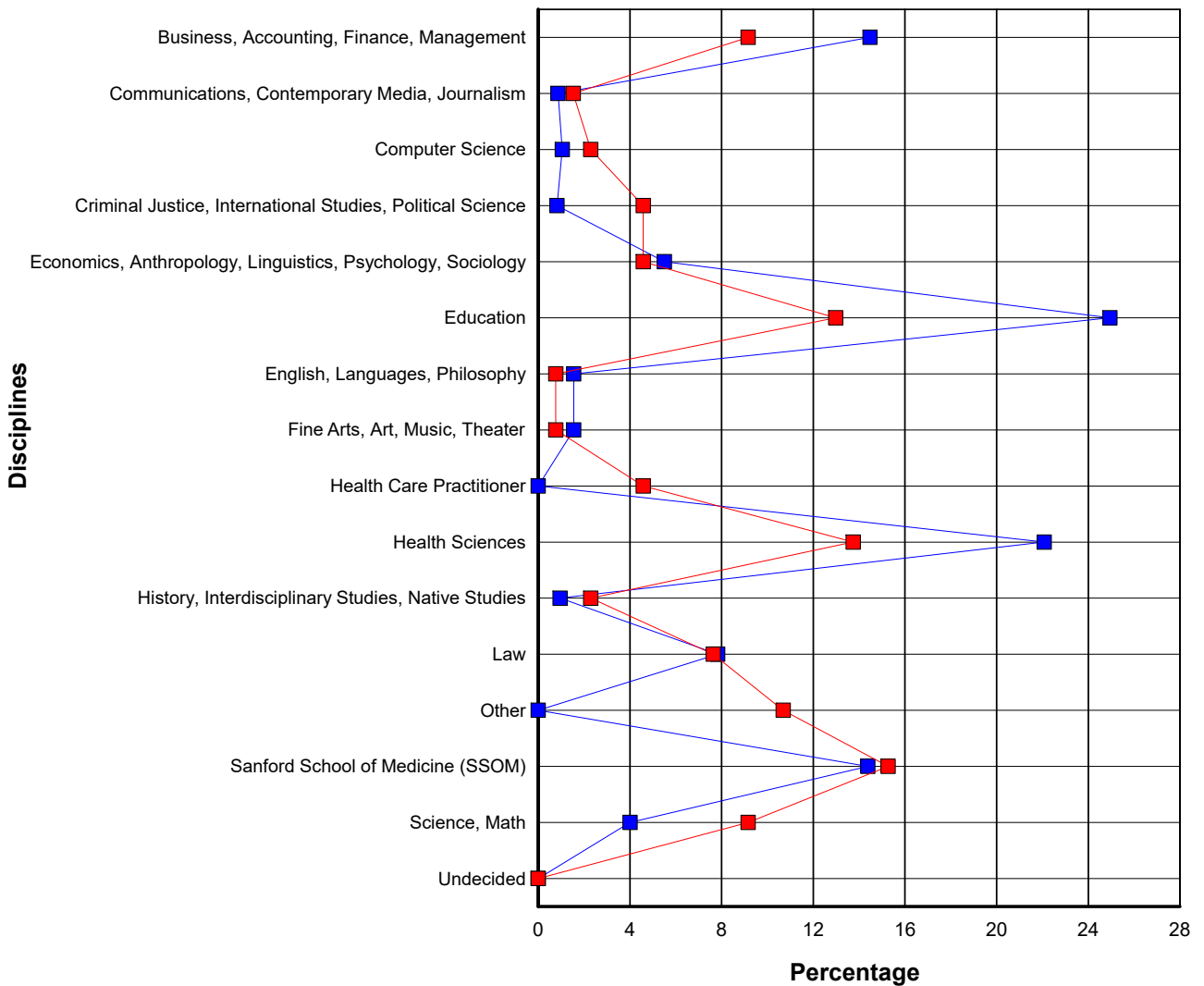
Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	318	14.47	12	9.16	5.31
Communications / Journalism	19	0.86	2	1.53	-0.66
Education	548	24.94	17	12.98	11.97
Engineering / Computer Science	23	1.05	3	2.29	-1.24
General Studies	0	0.00	0	0.00	0.00
Health Sciences	801	36.46	44	33.59	2.87
Humanities	55	2.50	4	3.05	-0.55
Law	172	7.83	10	7.63	0.20
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	14	10.69	-10.69
Performing & Fine Arts	34	1.55	1	0.76	0.78
Science / Math	88	4.01	12	9.16	-5.15
Social Sciences / Psychology	139	6.33	12	9.16	-2.83
Undecided	0	0.00	0	0.00	0.00
Total:	2,197	100.00	131	100.00	0.00

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Business, Accounting, Finance, Management	318	14.47	12	9.16	5.31
Communications, Contemporary Media, Journalism	19	0.86	2	1.53	-0.66
Computer Science	23	1.05	3	2.29	-1.24
Criminal Justice, International Studies, Political Science	18	0.82	6	4.58	-3.76
Economics, Anthropology, Linguistics, Psychology, Sociology	121	5.51	6	4.58	0.93
Education	548	24.94	17	12.98	11.97
English, Languages, Philosophy	34	1.55	1	0.76	0.78
Fine Arts, Art, Music, Theater	34	1.55	1	0.76	0.78
Health Care Practitioner	0	0.00	6	4.58	-4.58
Health Sciences	485	22.08	18	13.74	8.34
History, Interdisciplinary Studies, Native Studies	21	0.96	3	2.29	-1.33
Law	172	7.83	10	7.63	0.20
Other	0	0.00	14	10.69	-10.69
Sanford School of Medicine (SSOM)	316	14.38	20	15.27	-0.88
Science, Math	88	4.01	12	9.16	-5.15
Undecided	0	0.00	0	0.00	0.00
Total:	2,197	100.00	131	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
I.D. Weeks Library	107	82.95
Wegner Health Science Information Center	22	17.05
Total:	129	100.00

5.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	22	16.79
23 - 30	79	60.31
31 - 45	19	14.50
46 - 65	9	6.87
Over 65	2	1.53
Total:	131	100.00

5.1.5 Respondent Profile by Full or part-time student?

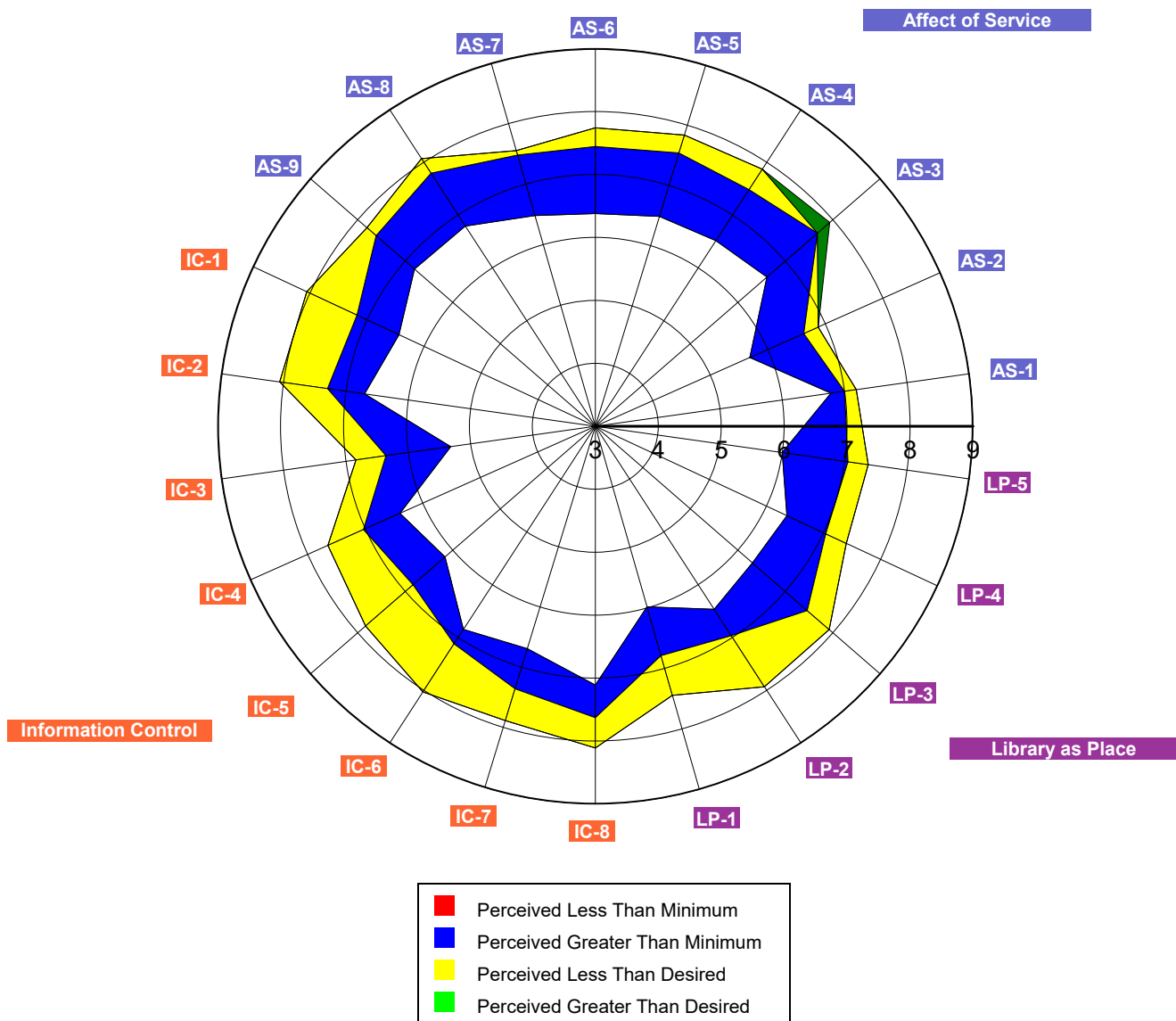
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	1,283	51.82	110	83.97
Part-time	1,193	48.18	11	8.40
Does not apply / NA		0.00	10	7.63
Total:	2,476	100.00	131	100.00

5.2 Core Questions Summary for Graduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.78	7.19	7.00	0.22	-0.19	32
AS-2	Giving users individual attention	5.69	6.88	6.63	0.94	-0.25	32
AS-3	Employees who are consistently courteous	6.61	7.68	7.94	1.32	0.26	31
AS-4	Readiness to respond to users' questions	6.52	7.87	7.48	0.97	-0.39	31
AS-5	Employees who have the knowledge to answer user questions	6.49	7.84	7.54	1.05	-0.30	37
AS-6	Employees who deal with users in a caring fashion	6.38	7.74	7.44	1.06	-0.30	124
AS-7	Employees who understand the needs of their users	6.48	7.56	7.48	1.00	-0.07	27
AS-8	Willingness to help users	6.79	8.07	7.79	1.00	-0.28	29
AS-9	Dependability in handling users' service problems	6.81	7.81	7.62	0.81	-0.19	26
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.44	8.06	7.18	0.74	-0.88	34
IC-2	A library Web site enabling me to locate information on my own	6.70	8.06	7.30	0.60	-0.77	47
IC-3	The printed library materials I need for my work	5.32	6.84	6.36	1.04	-0.48	25
IC-4	The electronic information resources I need	6.40	7.65	7.03	0.63	-0.62	126
IC-5	Modern equipment that lets me easily access needed information	6.16	7.84	6.84	0.67	-1.00	43
IC-6	Easy-to-use access tools that allow me to find things on my own	6.85	8.03	7.12	0.27	-0.91	33
IC-7	Making information easily accessible for independent use	6.69	7.89	7.36	0.67	-0.53	36
IC-8	Print and/or electronic journal collections I require for my work	7.11	8.11	7.63	0.52	-0.48	27
Library as Place							
LP-1	Library space that inspires study and learning	5.98	7.45	6.79	0.81	-0.66	119
LP-2	Quiet space for individual activities	6.47	7.93	6.97	0.50	-0.97	30
LP-3	A comfortable and inviting location	6.31	7.92	7.46	1.15	-0.46	26
LP-4	A getaway for study, learning, or research	6.36	7.40	7.04	0.68	-0.36	25
LP-5	Community space for group learning and group study	6.00	7.38	7.05	1.05	-0.32	37
Overall:		6.38	7.68	7.21	0.83	-0.47	131

Language: English (American)

Institution Type: College or University

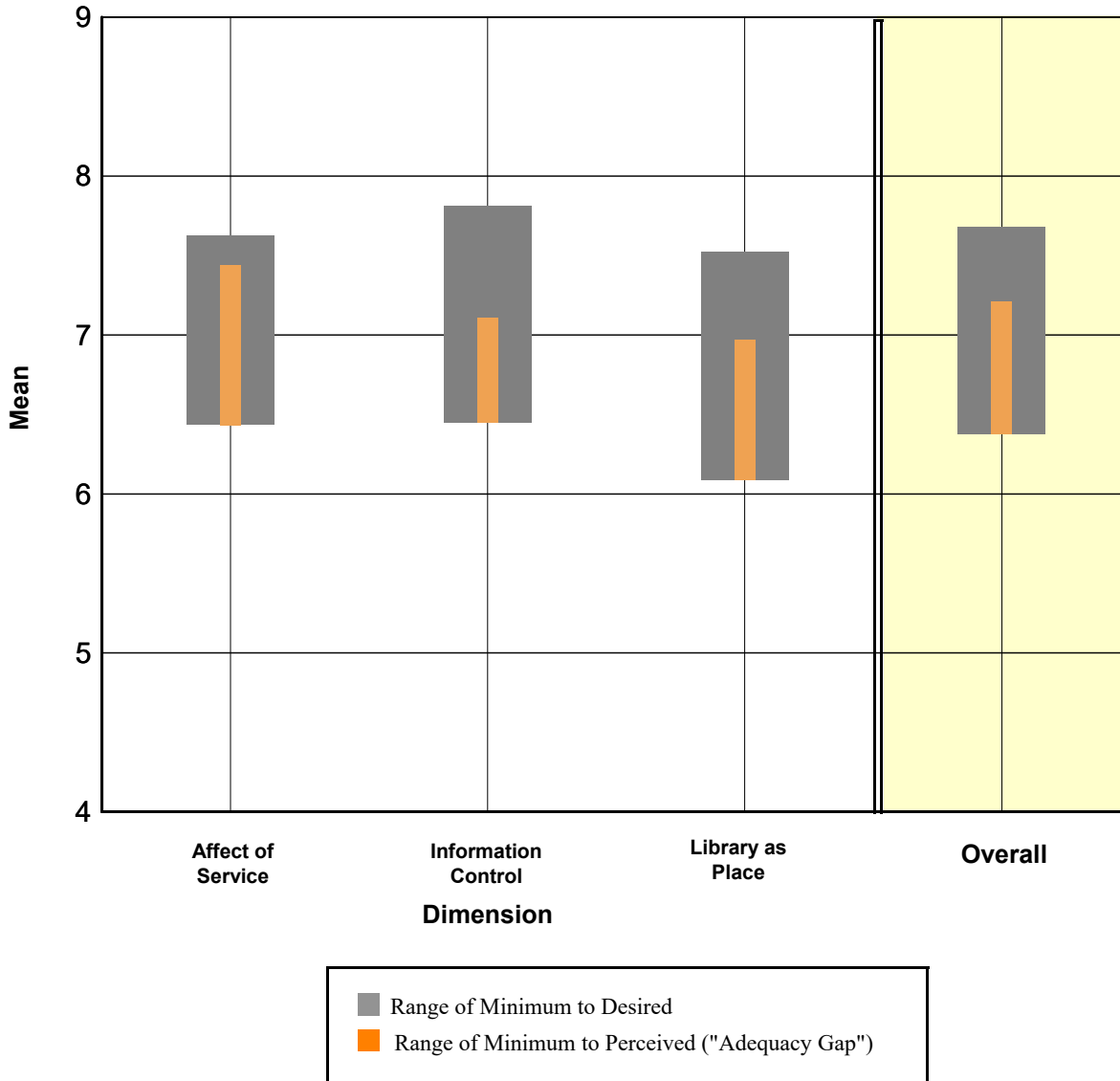
Consortium: AAHSL

User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.06	1.97	1.90	2.35	2.25	32
AS-2	Giving users individual attention	2.25	1.68	2.09	2.54	2.00	32
AS-3	Employees who are consistently courteous	1.94	1.30	1.00	1.72	1.32	31
AS-4	Readiness to respond to users' questions	1.79	1.12	1.29	1.82	1.05	31
AS-5	Employees who have the knowledge to answer user questions	2.02	1.40	1.46	1.88	1.71	37
AS-6	Employees who deal with users in a caring fashion	2.03	1.46	1.61	2.00	1.41	124
AS-7	Employees who understand the needs of their users	1.48	1.34	1.37	1.27	1.30	27
AS-8	Willingness to help users	1.97	1.07	1.18	1.60	1.19	29
AS-9	Dependability in handling users' service problems	1.58	1.33	1.39	1.88	1.52	26
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.89	1.32	1.62	2.15	1.81	34
IC-2	A library Web site enabling me to locate information on my own	1.67	1.13	1.55	1.69	1.34	47
IC-3	The printed library materials I need for my work	2.01	1.72	1.75	1.49	1.12	25
IC-4	The electronic information resources I need	1.76	1.39	1.49	1.81	1.64	126
IC-5	Modern equipment that lets me easily access needed information	1.85	1.45	1.85	2.16	1.96	43
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.16	1.63	1.53	1.59	33
IC-7	Making information easily accessible for independent use	1.49	1.39	1.36	1.45	1.21	36
IC-8	Print and/or electronic journal collections I require for my work	1.37	1.12	1.24	1.58	1.50	27
Library as Place							
LP-1	Library space that inspires study and learning	2.28	1.89	1.75	2.25	2.02	119
LP-2	Quiet space for individual activities	2.27	1.72	1.90	2.05	1.50	30
LP-3	A comfortable and inviting location	1.57	1.09	1.10	1.57	1.24	26
LP-4	A getaway for study, learning, or research	1.96	1.78	1.57	1.75	2.00	25
LP-5	Community space for group learning and group study	2.22	2.14	1.78	2.38	2.47	37
Overall:		1.54	1.07	1.27	1.54	1.23	131

5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.43	7.62	7.44	1.01	-0.18	131
Information Control	6.45	7.82	7.11	0.66	-0.70	131
Library as Place	6.09	7.52	6.97	0.88	-0.55	122
Overall	6.38	7.68	7.21	0.83	-0.47	131

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	1.80	1.26	1.40	1.81	1.38	131
Information Control	1.50	1.11	1.38	1.57	1.39	131
Library as Place	1.98	1.66	1.52	1.92	1.75	122
Overall	1.54	1.07	1.27	1.54	1.23	131

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
Availability of online help when using my library's electronic resources	6.50	7.65	6.85	0.35	-0.80	20
Comfortable furniture for individual or group study	6.29	7.58	6.25	-0.04	-1.33	24
Feeling like I belong in the library	5.85	6.81	7.15	1.31	0.35	26
Helpful online guides and tutorials	6.67	7.61	6.72	0.06	-0.89	18
The library offers sufficient individual study space	5.87	7.70	6.87	1.00	-0.83	30

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
Availability of online help when using my library's electronic resources	1.88	1.69	2.32	2.87	2.65	20
Comfortable furniture for individual or group study	1.81	1.59	1.45	1.76	1.86	24
Feeling like I belong in the library	2.74	2.48	1.57	2.11	1.83	26
Helpful online guides and tutorials	1.78	1.29	2.24	1.39	1.68	18
The library offers sufficient individual study space	2.50	1.74	1.83	2.24	2.17	30

Language: English (American)

Institution Type: College or University

Consortium: AAHSL

User Group: Graduate

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.11	0.90	54
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.53	1.55	77
How would you rate the overall quality of the service provided by the library?	7.65	1.21	131

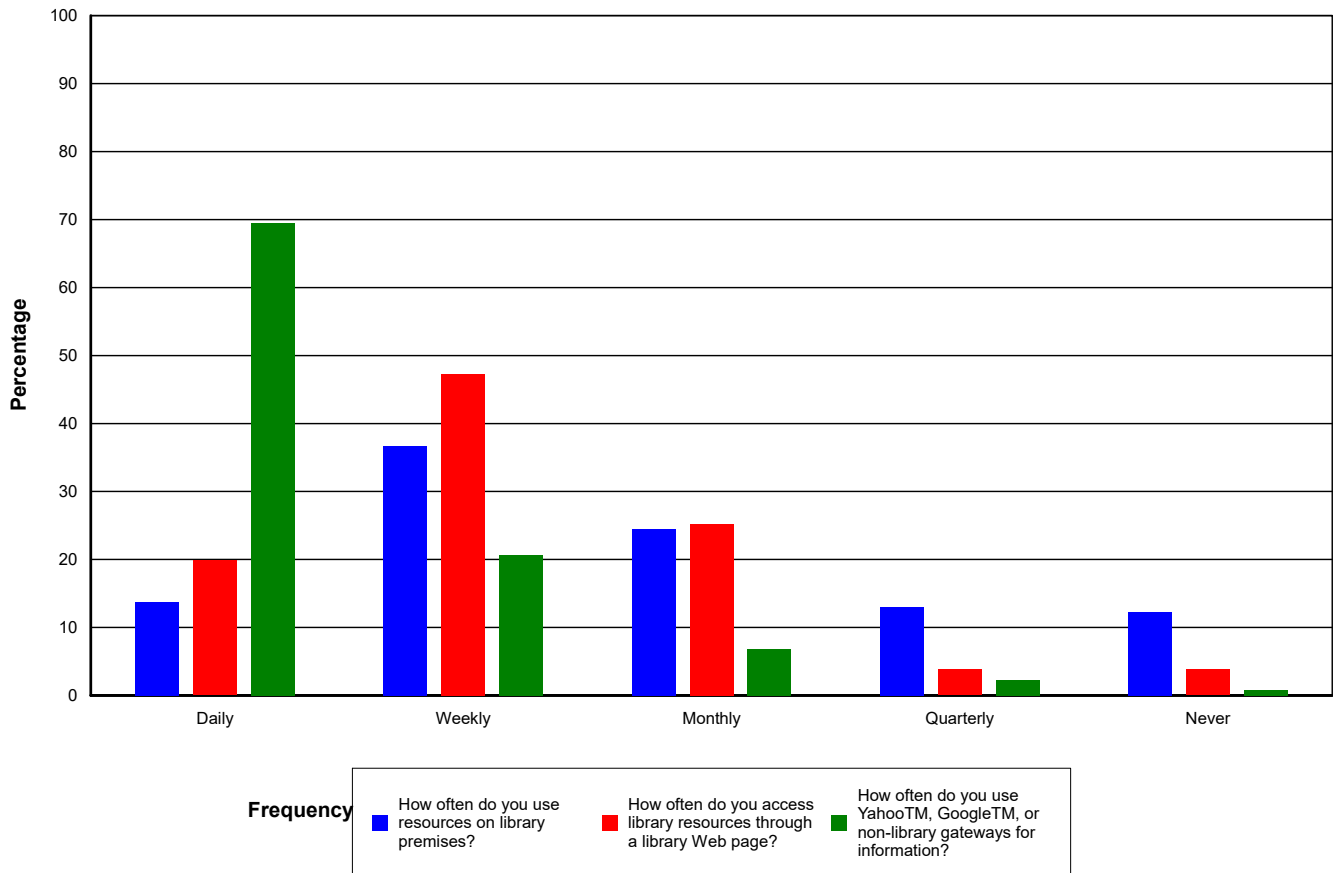
5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.63	1.97	40
The library aids my advancement in my academic discipline or work.	7.33	1.65	52
The library enables me to be more efficient in my academic pursuits or work.	7.32	1.48	59
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.66	63
The library provides me with the information skills I need in my work or study.	7.29	1.87	48

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?	18 13.74%	48 36.64%	32 24.43%	17 12.98%	16 12.21%	131 100.00%
How often do you access library resources through a library Web page?	26 19.85%	62 47.33%	33 25.19%	5 3.82%	5 3.82%	131 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	91 69.47%	27 20.61%	9 6.87%	3 2.29%	1 0.76%	131 100.00%

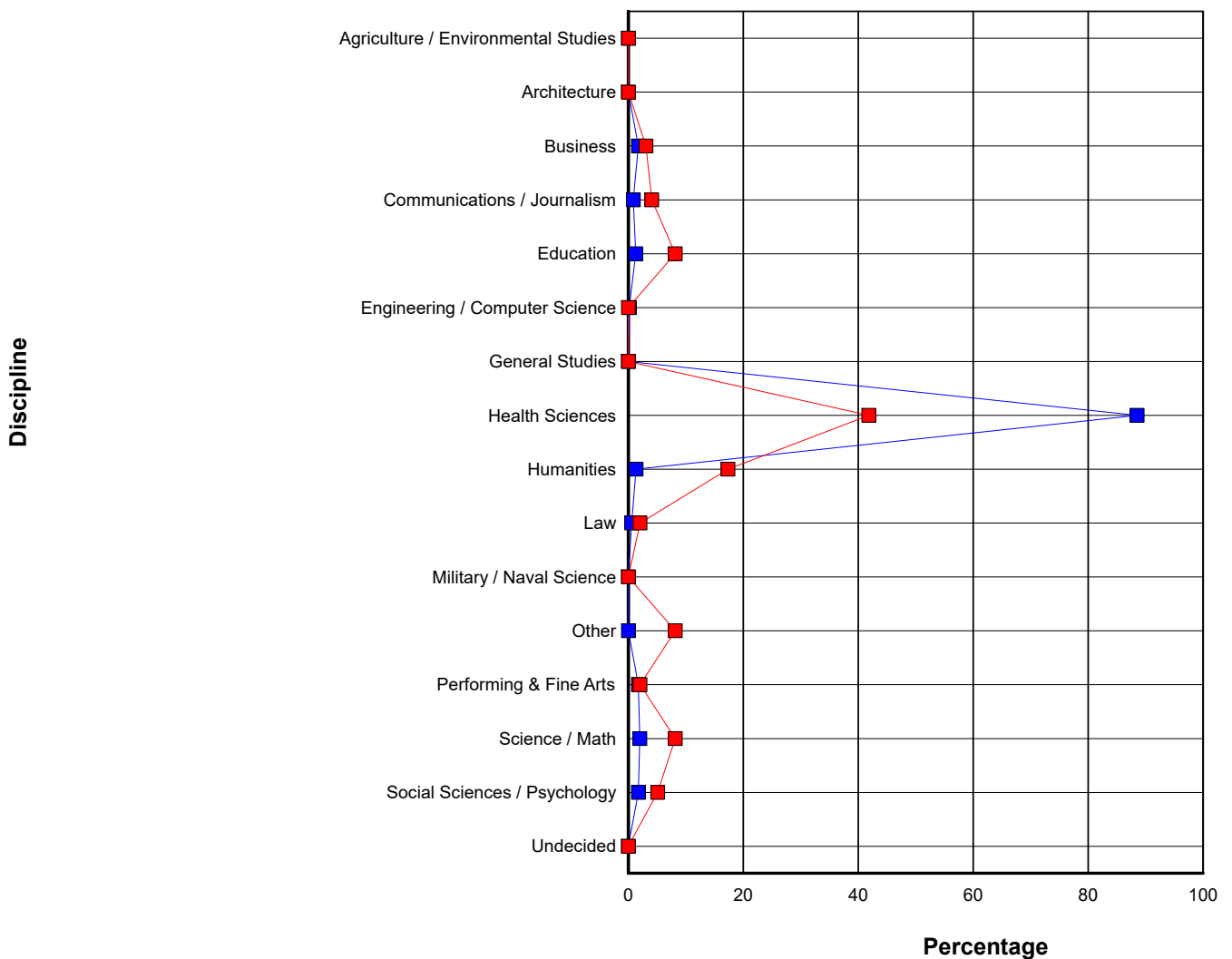
6 Faculty Summary for The University of South Dakota

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

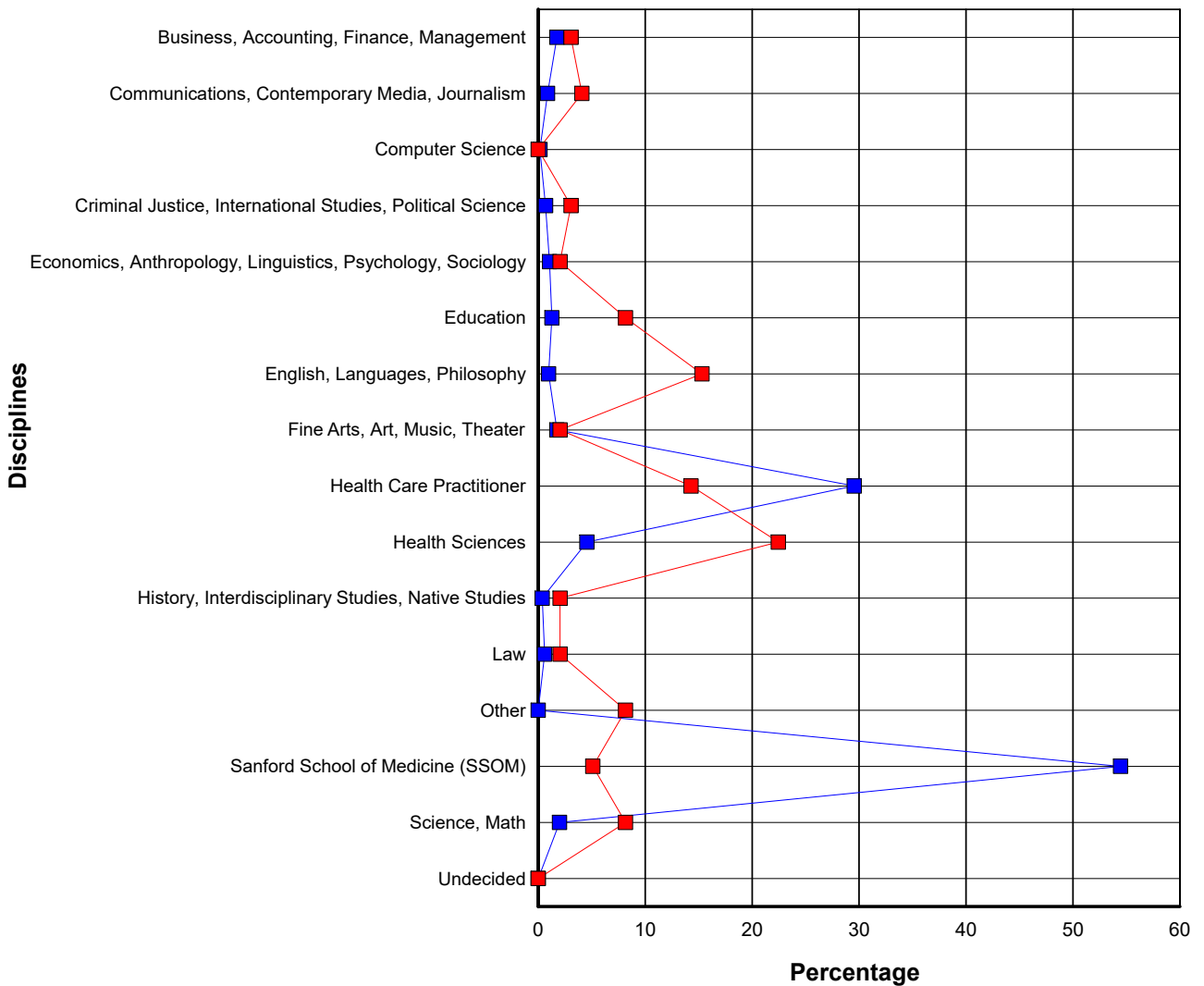
Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	56	1.75	3	3.06	-1.32
Communications / Journalism	28	0.87	4	4.08	-3.21
Education	41	1.28	8	8.16	-6.89
Engineering / Computer Science	5	0.16	0	0.00	0.16
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,841	88.53	41	41.84	46.70
Humanities	43	1.34	17	17.35	-16.01
Law	19	0.59	2	2.04	-1.45
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	8	8.16	-8.16
Performing & Fine Arts	56	1.75	2	2.04	-0.30
Science / Math	64	1.99	8	8.16	-6.17
Social Sciences / Psychology	56	1.75	5	5.10	-3.36
Undecided	0	0.00	0	0.00	0.00
Total:	3,209	100.00	98	100.00	0.00

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)
 Institution Type: College or University
 Consortium: AAHSL
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Business, Accounting, Finance, Management	56	1.75	3	3.06	-1.32
Communications, Contemporary Media, Journalism	28	0.87	4	4.08	-3.21
Computer Science	5	0.16	0	0.00	0.16
Criminal Justice, International Studies, Political Science	22	0.69	3	3.06	-2.38
Economics, Anthropology, Linguistics, Psychology, Sociology	34	1.06	2	2.04	-0.98
Education	41	1.28	8	8.16	-6.89
English, Languages, Philosophy	31	0.97	15	15.31	-14.34
Fine Arts, Art, Music, Theater	56	1.75	2	2.04	-0.30
Health Care Practitioner	948	29.54	14	14.29	15.26
Health Sciences	146	4.55	22	22.45	-17.90
History, Interdisciplinary Studies, Native Studies	12	0.37	2	2.04	-1.67
Law	19	0.59	2	2.04	-1.45
Other	0	0.00	8	8.16	-8.16
Sanford School of Medicine (SSOM)	1,747	54.44	5	5.10	49.34
Science, Math	64	1.99	8	8.16	-6.17
Undecided	0	0.00	0	0.00	0.00
Total:	3,209	100.00	98	100.00	0.00

Language: English (American)

Institution Type: College or University

Consortium: AAHSL

User Group: Faculty

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 %
I.D. Weeks Library	52	53.61
Wegner Health Science Information Center	45	46.39
Total:	97	100.00

6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	12	12.24
31 - 45	37	37.76
46 - 65	41	41.84
Over 65	8	8.16
Total:	98	100.00

6.1.5 Respondent Profile by Full or part-time student?

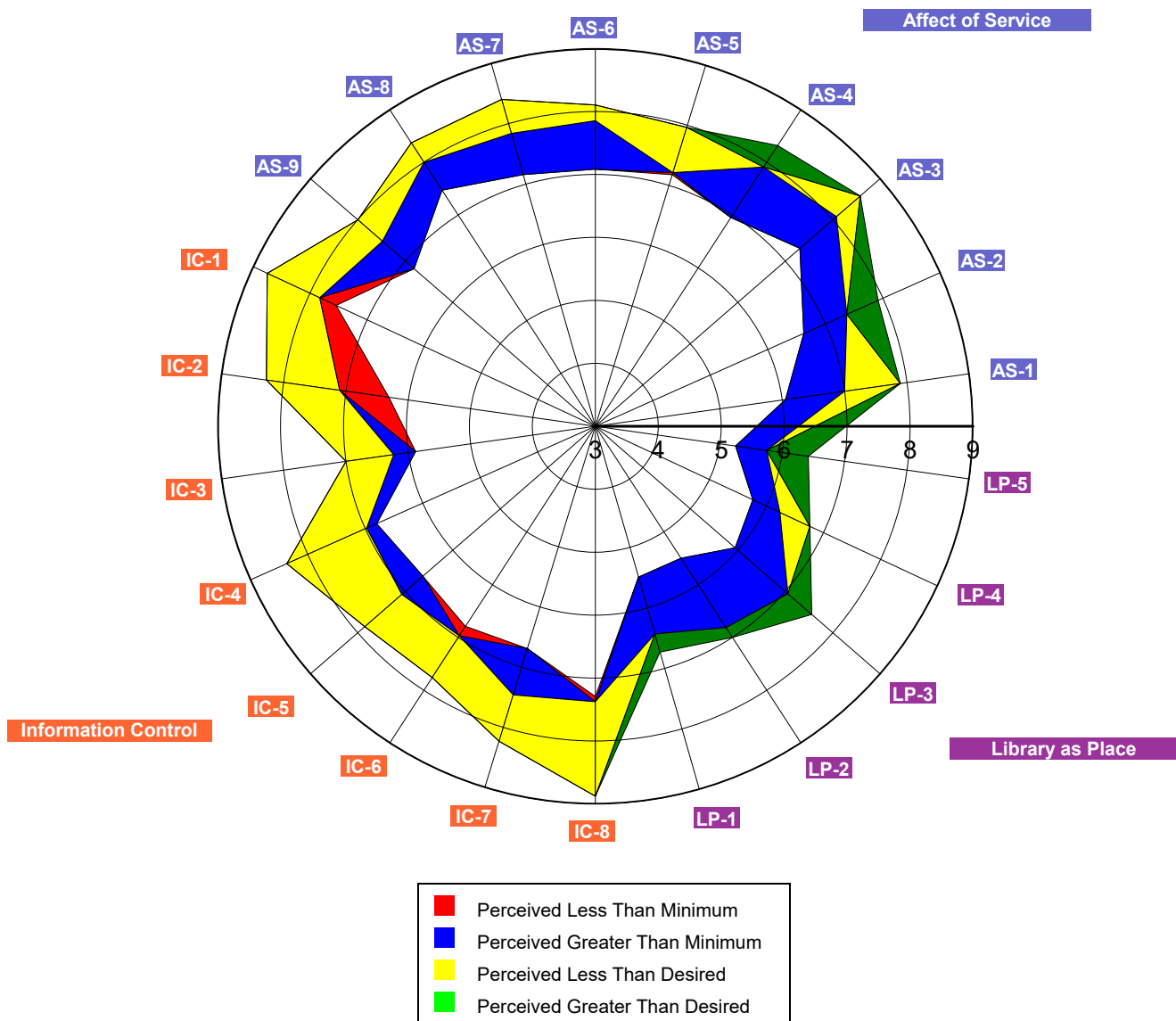
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	433	66.31	4	4.17
Part-time	220	33.69	0	0.00
Does not apply / NA		0.00	92	95.83
Total:	653	100.00	96	100.00

6.2 Core Questions Summary for Faculty

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

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

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

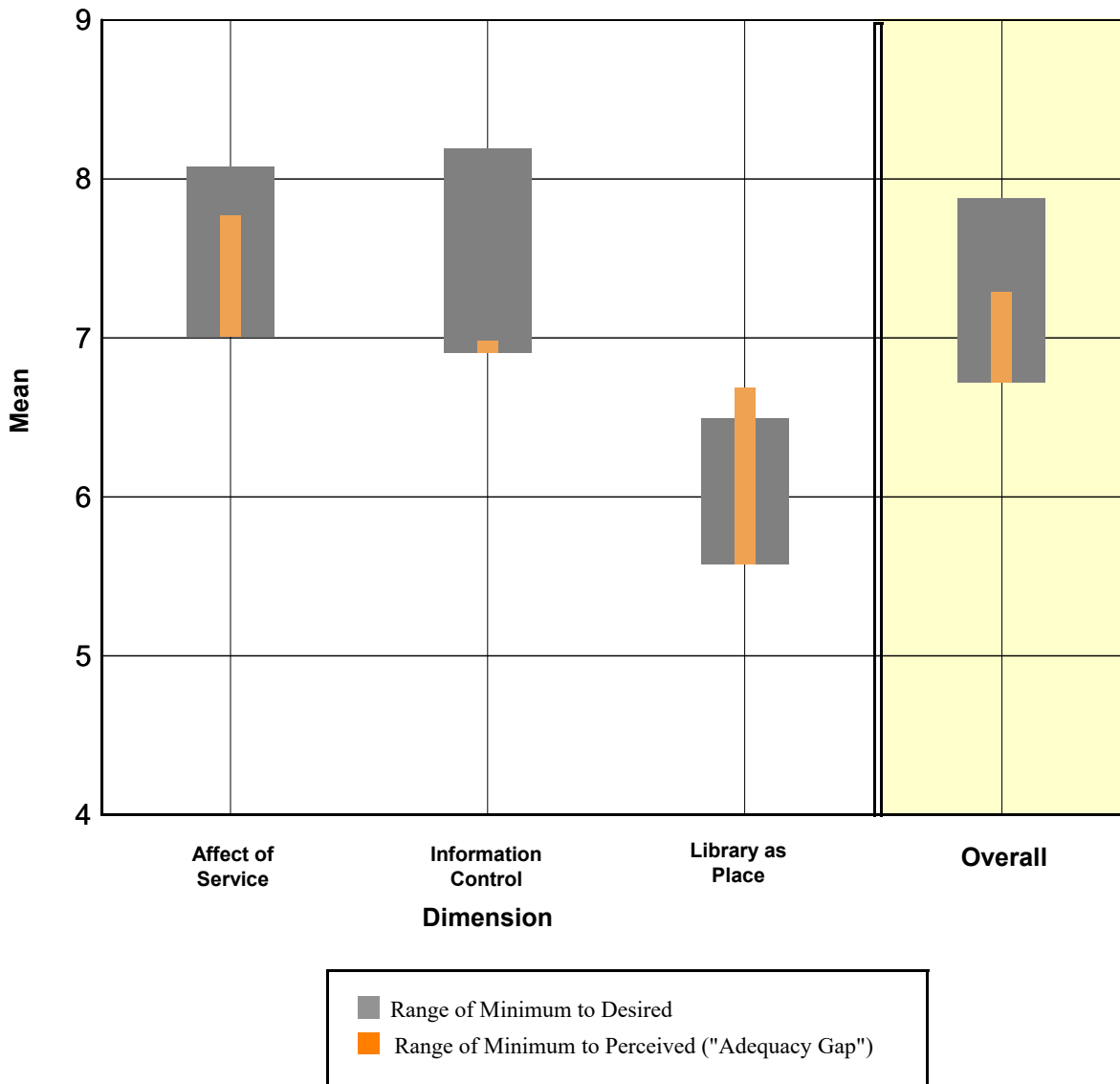


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.05	7.89	7.00	0.95	-0.89	19
AS-2	Giving users individual attention	6.63	7.38	7.92	1.29	0.54	24
AS-3	Employees who are consistently courteous	7.31	8.58	8.08	0.77	-0.50	26
AS-4	Readiness to respond to users' questions	6.95	7.91	8.32	1.36	0.41	22
AS-5	Employees who have the knowledge to answer user questions	7.21	7.96	7.18	-0.04	-0.79	28
AS-6	Employees who deal with users in a caring fashion	7.08	8.10	7.85	0.77	-0.25	96
AS-7	Employees who understand the needs of their users	7.16	8.40	7.84	0.68	-0.56	25
AS-8	Willingness to help users	7.47	8.37	8.00	0.53	-0.37	19
AS-9	Dependability in handling users' service problems	6.81	8.00	7.48	0.67	-0.52	27
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.83	8.75	7.54	-0.29	-1.21	24
IC-2	A library Web site enabling me to locate information on my own	7.10	8.28	6.31	-0.79	-1.97	29
IC-3	The printed library materials I need for my work	5.88	7.00	6.24	0.35	-0.76	17
IC-4	The electronic information resources I need	6.80	8.36	6.98	0.18	-1.39	96
IC-5	Modern equipment that lets me easily access needed information	6.63	7.85	7.07	0.44	-0.78	27
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	7.76	6.79	-0.18	-0.97	33
IC-7	Making information easily accessible for independent use	6.69	8.23	7.46	0.77	-0.77	26
IC-8	Print and/or electronic journal collections I require for my work	7.38	8.88	7.29	-0.08	-1.58	24
Library as Place							
LP-1	Library space that inspires study and learning	5.49	6.43	6.73	1.24	0.30	67
LP-2	Quiet space for individual activities	5.50	6.81	7.00	1.50	0.19	16
LP-3	A comfortable and inviting location	5.94	7.06	7.56	1.61	0.50	18
LP-4	A getaway for study, learning, or research	5.76	6.76	6.24	0.48	-0.52	21
LP-5	Community space for group learning and group study	5.25	5.75	6.42	1.17	0.67	12
Overall:		6.72	7.88	7.29	0.57	-0.59	98

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.58	1.63	1.45	1.72	1.79	19
AS-2	Giving users individual attention	2.18	2.30	1.69	2.71	2.80	24
AS-3	Employees who are consistently courteous	1.54	0.99	1.57	2.08	1.50	26
AS-4	Readiness to respond to users' questions	2.06	1.82	1.25	2.26	2.15	22
AS-5	Employees who have the knowledge to answer user questions	1.52	1.20	1.85	1.99	1.91	28
AS-6	Employees who deal with users in a caring fashion	1.57	1.27	1.47	1.62	1.20	96
AS-7	Employees who understand the needs of their users	1.37	0.82	1.52	1.70	1.23	25
AS-8	Willingness to help users	1.31	0.90	1.00	1.26	1.16	19
AS-9	Dependability in handling users' service problems	2.09	1.47	1.55	2.20	1.45	27
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.27	0.61	1.84	1.27	1.67	24
IC-2	A library Web site enabling me to locate information on my own	1.32	1.22	2.52	2.44	2.68	29
IC-3	The printed library materials I need for my work	2.18	2.06	1.71	2.50	2.59	17
IC-4	The electronic information resources I need	1.60	1.04	1.99	2.38	1.96	96
IC-5	Modern equipment that lets me easily access needed information	1.36	1.35	1.62	2.39	2.08	27
IC-6	Easy-to-use access tools that allow me to find things on my own	1.70	1.80	2.07	2.53	2.70	33
IC-7	Making information easily accessible for independent use	2.09	1.48	1.94	2.35	1.66	26
IC-8	Print and/or electronic journal collections I require for my work	1.69	0.34	1.71	2.39	1.69	24
Library as Place							
LP-1	Library space that inspires study and learning	2.46	2.74	1.94	2.26	2.59	67
LP-2	Quiet space for individual activities	2.25	2.64	1.59	2.92	3.17	16
LP-3	A comfortable and inviting location	2.51	2.58	1.79	2.66	3.11	18
LP-4	A getaway for study, learning, or research	2.43	2.10	2.05	2.69	2.02	21
LP-5	Community space for group learning and group study	1.86	1.82	1.73	1.40	1.44	12
Overall:		1.25	1.08	1.39	1.45	1.35	98

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	7.01	8.08	7.77	0.76	-0.31	98
Information Control	6.90	8.19	6.98	0.07	-1.21	97
Library as Place	5.58	6.49	6.69	1.11	0.19	72
Overall	6.72	7.88	7.29	0.57	-0.59	98

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	1.36	1.14	1.34	1.42	1.20	98
Information Control	1.47	1.07	1.86	2.13	1.88	97
Library as Place	2.29	2.52	1.90	2.16	2.34	72
Overall	1.25	1.08	1.39	1.45	1.35	98

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
Availability of online help when using my library's electronic resources	7.04	7.83	6.71	-0.33	-1.13	24
Comfortable furniture for individual or group study	7.25	8.00	6.88	-0.38	-1.13	8
Feeling like I belong in the library	6.71	7.29	7.35	0.65	0.06	17
Helpful online guides and tutorials	5.07	6.86	5.71	0.64	-1.14	14
The library offers sufficient individual study space	6.25	7.50	6.58	0.33	-0.92	12

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
Availability of online help when using my library's electronic resources	1.57	1.43	2.60	3.06	2.66	24
Comfortable furniture for individual or group study	1.58	1.41	1.96	0.74	1.64	8
Feeling like I belong in the library	2.14	2.17	1.27	1.32	1.48	17
Helpful online guides and tutorials	2.27	1.66	1.68	1.98	1.61	14
The library offers sufficient individual study space	2.09	2.28	1.93	2.31	2.97	12

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.85	1.58	48
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.26	2.22	50
How would you rate the overall quality of the service provided by the library?	7.57	1.79	98

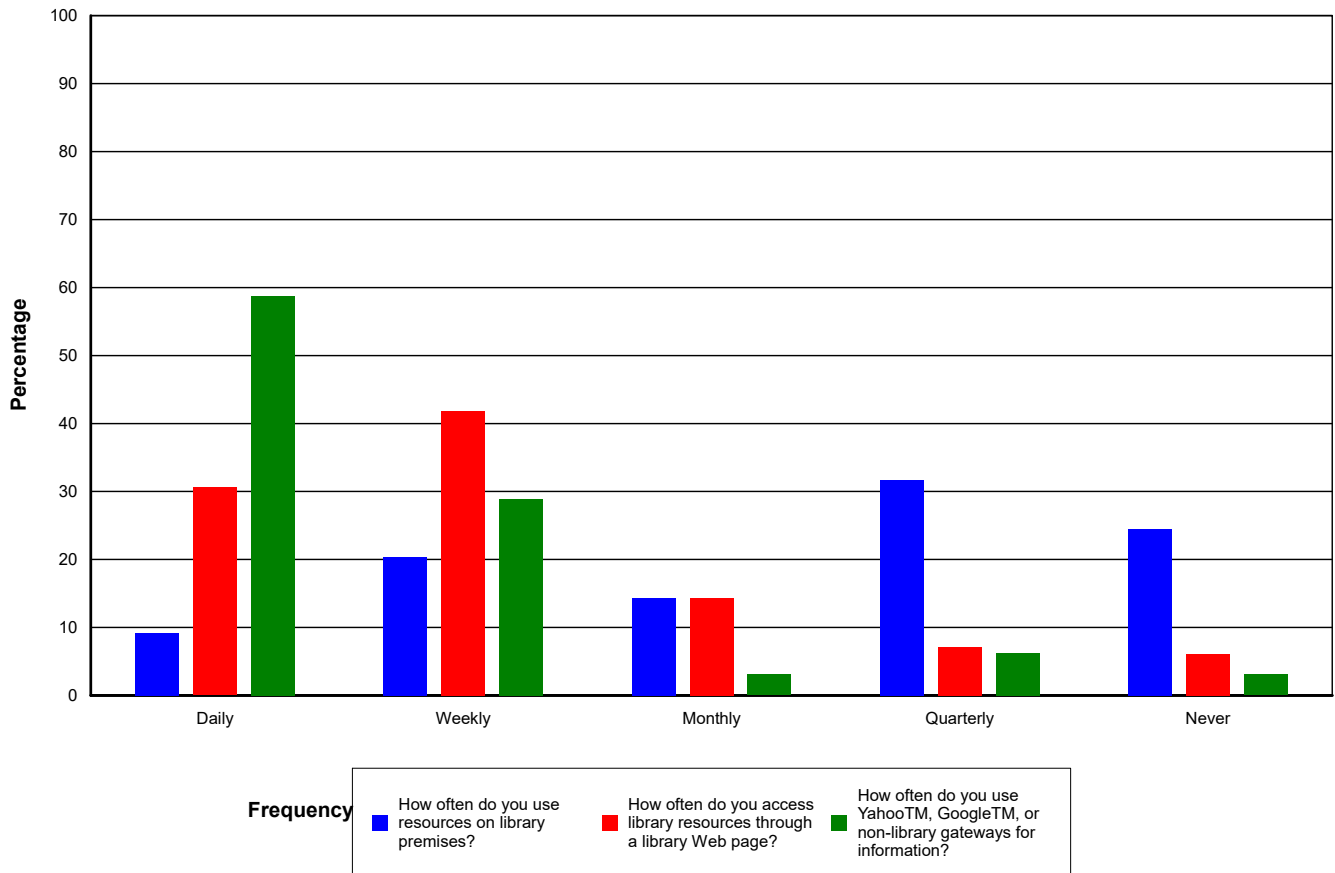
6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.70	1.64	30
The library aids my advancement in my academic discipline or work.	7.38	2.00	55
The library enables me to be more efficient in my academic pursuits or work.	7.38	2.10	45
The library helps me distinguish between trustworthy and untrustworthy information.	6.88	1.71	40
The library provides me with the information skills I need in my work or study.	7.12	1.48	26

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	9 9.18%	20 20.41%	14 14.29%	31 31.63%	24 24.49%	98 100.00%
How often do you access library resources through a library Web page?	30 30.61%	41 41.84%	14 14.29%	7 7.14%	6 6.12%	98 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	57 58.76%	28 28.87%	3 3.09%	6 6.19%	3 3.09%	97 100.00%

7 Staff Summary for The University of South Dakota

7.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
I.D. Weeks Library	26	60.47
Wegner Health Science Information Center	17	39.53
Total:	43	100.00

7.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	4	9.30
31 - 45	12	27.91
46 - 65	27	62.79
Over 65	0	0.00
Total:	43	100.00

7.1.3 Respondent Profile by Full or part-time student?

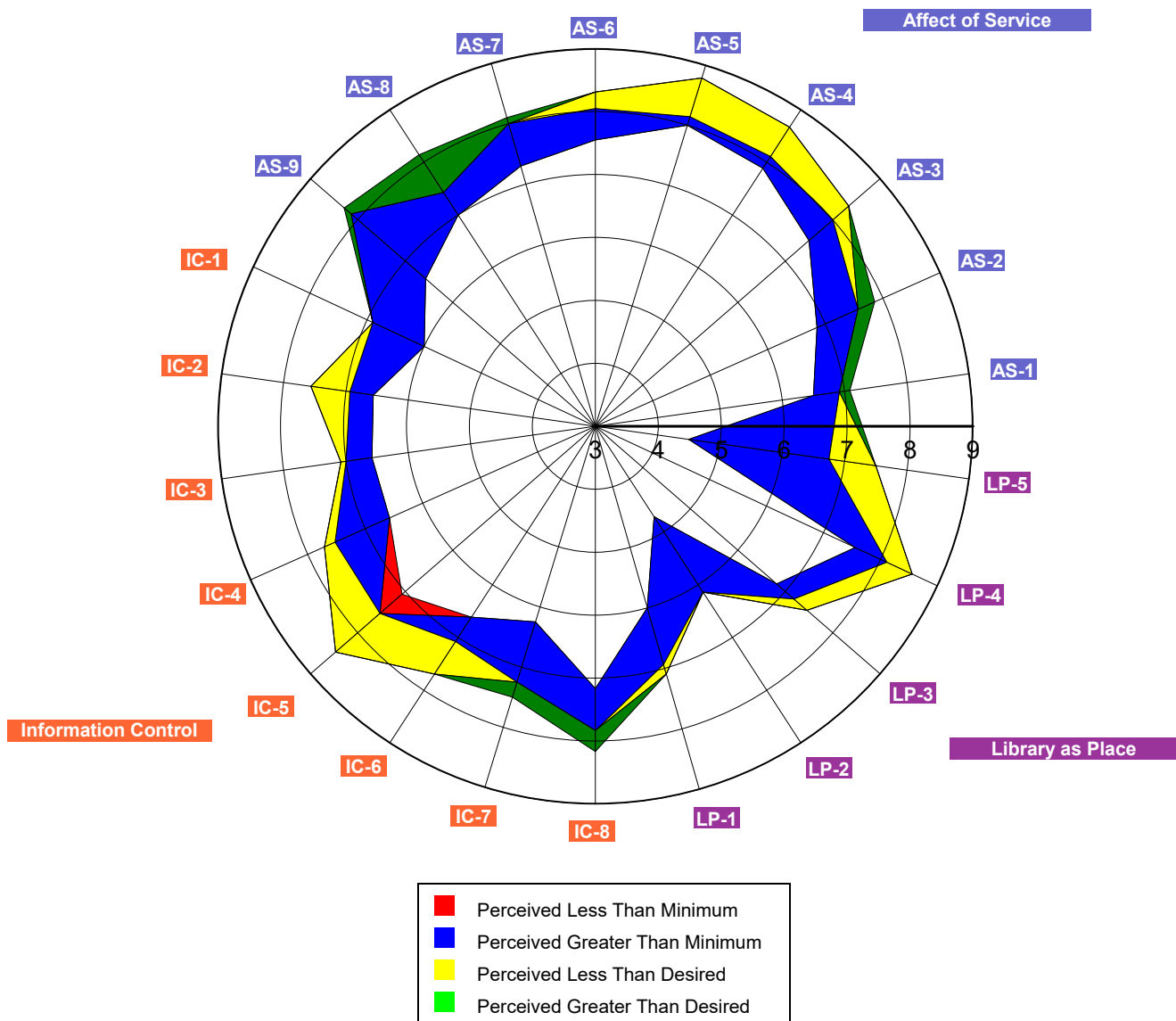
Full or part-time student?	Respondents n	Respondents %
Full-time	1	2.33
Part-time	0	0.00
Does not apply / NA	42	97.67
Total:	43	100.00

7.2 Core Questions Summary for Staff

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

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

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

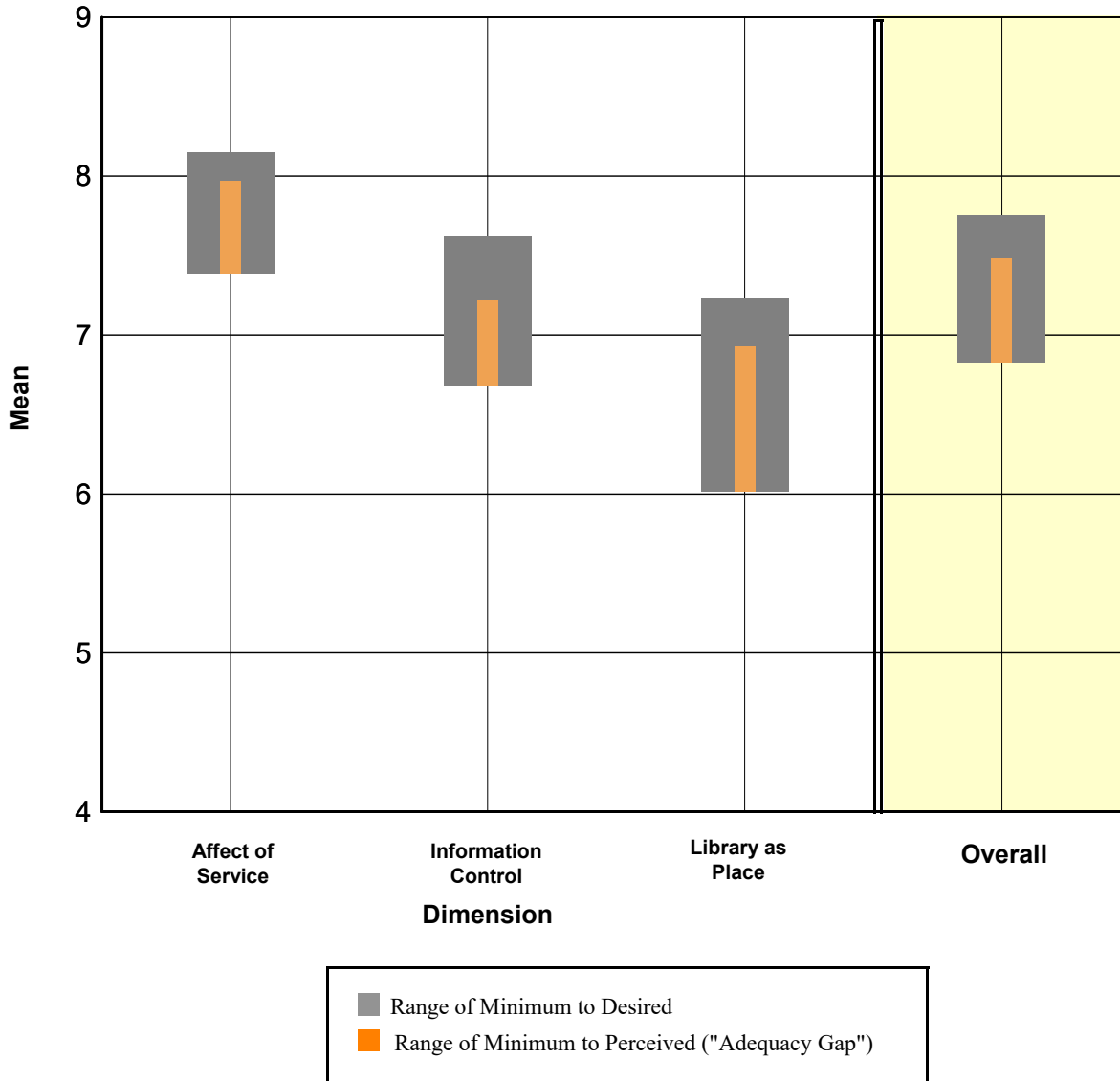


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.50	6.92	7.08	0.58	0.17	12
AS-2	Giving users individual attention	6.86	7.57	7.86	1.00	0.29	7
AS-3	Employees who are consistently courteous	7.50	8.33	8.00	0.50	-0.33	12
AS-4	Readiness to respond to users' questions	7.89	8.67	8.11	0.22	-0.56	9
AS-5	Employees who have the knowledge to answer user questions	8.00	8.79	8.14	0.14	-0.64	14
AS-6	Employees who deal with users in a caring fashion	7.55	8.31	8.05	0.50	-0.26	42
AS-7	Employees who understand the needs of their users	7.30	8.00	8.10	0.80	0.10	10
AS-8	Willingness to help users	7.00	7.43	8.14	1.14	0.71	7
AS-9	Dependability in handling users' service problems	6.57	8.14	8.29	1.71	0.14	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.00	6.90	6.90	0.90	0.00	10
IC-2	A library Web site enabling me to locate information on my own	6.56	7.56	6.94	0.38	-0.63	16
IC-3	The printed library materials I need for my work	6.58	7.08	7.00	0.42	-0.08	12
IC-4	The electronic information resources I need	6.58	7.71	7.53	0.95	-0.18	38
IC-5	Modern equipment that lets me easily access needed information	7.53	8.47	7.07	-0.47	-1.40	15
IC-6	Easy-to-use access tools that allow me to find things on my own	6.62	7.69	7.08	0.46	-0.62	13
IC-7	Making information easily accessible for independent use	6.25	7.25	7.50	1.25	0.25	8
IC-8	Print and/or electronic journal collections I require for my work	7.17	7.83	8.17	1.00	0.33	6
Library as Place							
LP-1	Library space that inspires study and learning	6.00	7.09	6.94	0.94	-0.16	32
LP-2	Quiet space for individual activities	4.71	6.14	6.14	1.43	0.00	7
LP-3	A comfortable and inviting location	6.82	7.45	7.18	0.36	-0.27	11
LP-4	A getaway for study, learning, or research	7.56	8.56	8.11	0.56	-0.44	9
LP-5	Community space for group learning and group study	4.50	7.50	6.75	2.25	-0.75	4
Overall:		6.83	7.76	7.48	0.65	-0.27	43

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.62	1.38	1.56	1.24	1.27	12
AS-2	Giving users individual attention	2.04	1.27	1.21	1.00	0.49	7
AS-3	Employees who are consistently courteous	1.51	0.78	1.04	1.57	1.23	12
AS-4	Readiness to respond to users' questions	1.05	0.50	0.93	0.67	1.01	9
AS-5	Employees who have the knowledge to answer user questions	1.41	0.58	1.35	1.46	1.39	14
AS-6	Employees who deal with users in a caring fashion	1.35	1.07	1.15	1.49	1.52	42
AS-7	Employees who understand the needs of their users	1.34	1.05	0.88	1.32	0.99	10
AS-8	Willingness to help users	1.41	1.72	1.07	1.46	1.70	7
AS-9	Dependability in handling users' service problems	2.23	1.21	0.76	1.98	1.68	7
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.94	2.18	1.97	1.10	0.94	10
IC-2	A library Web site enabling me to locate information on my own	1.82	1.97	1.61	2.63	2.83	16
IC-3	The printed library materials I need for my work	2.31	2.39	1.54	1.38	1.62	12
IC-4	The electronic information resources I need	1.88	1.66	1.72	1.41	1.64	38
IC-5	Modern equipment that lets me easily access needed information	1.06	0.74	1.16	1.25	1.18	15
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.55	1.38	1.39	1.26	13
IC-7	Making information easily accessible for independent use	1.49	1.28	0.93	1.04	1.16	8
IC-8	Print and/or electronic journal collections I require for my work	1.60	1.60	1.17	2.45	2.16	6
Library as Place							
LP-1	Library space that inspires study and learning	2.06	2.35	1.22	2.09	2.49	32
LP-2	Quiet space for individual activities	2.98	2.61	1.07	3.31	3.27	7
LP-3	A comfortable and inviting location	1.54	1.57	1.25	1.12	1.42	11
LP-4	A getaway for study, learning, or research	1.42	1.01	1.17	1.24	1.24	9
LP-5	Community space for group learning and group study	2.52	1.29	0.50	2.63	1.50	4
Overall:		1.19	1.06	0.96	1.05	1.19	43

7.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.39	8.15	7.97	0.58	-0.18	43
Information Control	6.68	7.62	7.22	0.54	-0.40	42
Library as Place	6.01	7.23	6.93	0.91	-0.30	35
Overall	6.83	7.76	7.48	0.65	-0.27	43

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	1.27	0.97	1.05	1.19	1.29	43
Information Control	1.30	1.32	1.23	1.23	1.37	42
Library as Place	2.09	1.90	1.21	2.06	2.09	35
Overall	1.19	1.06	0.96	1.05	1.19	43

7.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.71	7.29	7.57	0.86	0.29	7
Comfortable furniture for individual or group study	6.75	8.00	6.75	0	-1.25	4
Feeling like I belong in the library	6.25	8.13	7.25	1.00	-0.88	8
Helpful online guides and tutorials	6.50	6.50	6.50	0	0	10
The library offers sufficient individual study space	7.20	6.80	6.80	-0.40	0	5

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
Availability of online help when using my library's electronic resources	1.50	1.38	1.27	1.46	1.80	7
Comfortable furniture for individual or group study	0.96	1.41	1.26	0.82	0.96	4
Feeling like I belong in the library	1.98	1.25	0.89	1.69	0.99	8
Helpful online guides and tutorials	1.84	2.07	1.72	1.33	1.56	10
The library offers sufficient individual study space	1.30	2.49	3.35	3.91	1.41	5

7.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.04	0.71	23
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.90	1.41	20
How would you rate the overall quality of the service provided by the library?	7.95	1.21	43

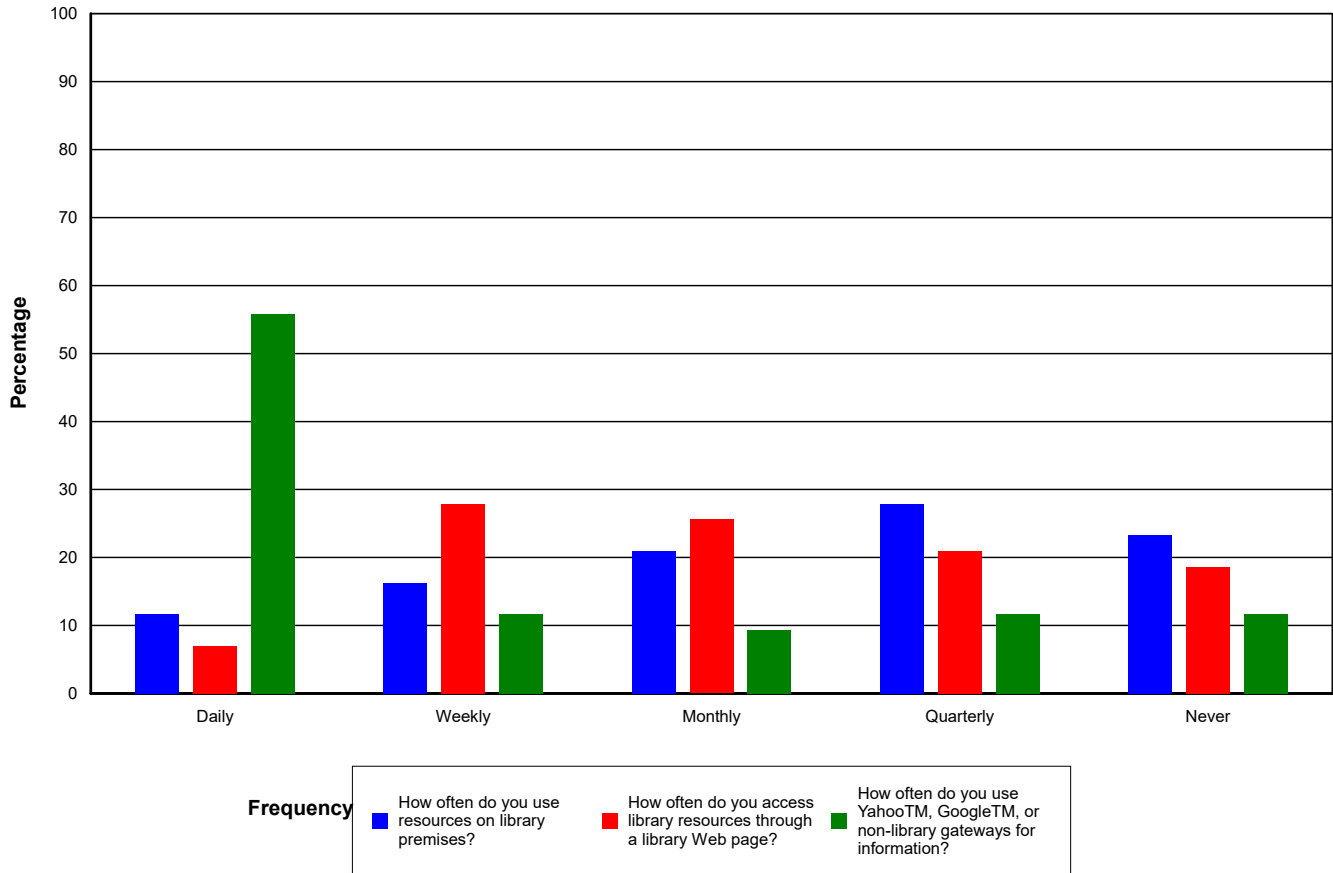
7.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.29	2.26	17
The library aids my advancement in my academic discipline or work.	6.92	2.06	24
The library enables me to be more efficient in my academic pursuits or work.	7.94	1.30	18
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	2.48	16
The library provides me with the information skills I need in my work or study.	8.18	1.08	11

7.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	5 11.63%	7 16.28%	9 20.93%	12 27.91%	10 23.26%	43 100.00%
How often do you access library resources through a library Web page?	3 6.98%	12 27.91%	11 25.58%	9 20.93%	8 18.60%	43 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	24 55.81%	5 11.63%	4 9.30%	5 11.63%	5 11.63%	43 100.00%

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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