



LibQUAL⁺
2018 Survey

Clarion University of Pennsylvania

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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 Clarion University of Pennsylvania

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. \$):	\$1,872,426
Personnel - professional staff, FTE:	9
Personnel - support staff, FTE:	10
Total library materials expenditures (in U.S. \$):	324,107
Total salaries and wages for professional staff (in U.S. \$):	814,742

1.5 Contact Information for Clarion University of Pennsylvania

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

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Title:

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Email: **lhorner@clarion.edu**

1.6 Survey Protocol and Language for Clarion University of Pennsylvania

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

		Lite	Total <i>(by Language)</i>
English (American)	Count	788	788
	<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 <i>(by Survey Protocol)</i>	Count	788	788
	<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 Clarion University of Pennsylvania

2.1 Respondents by User Group

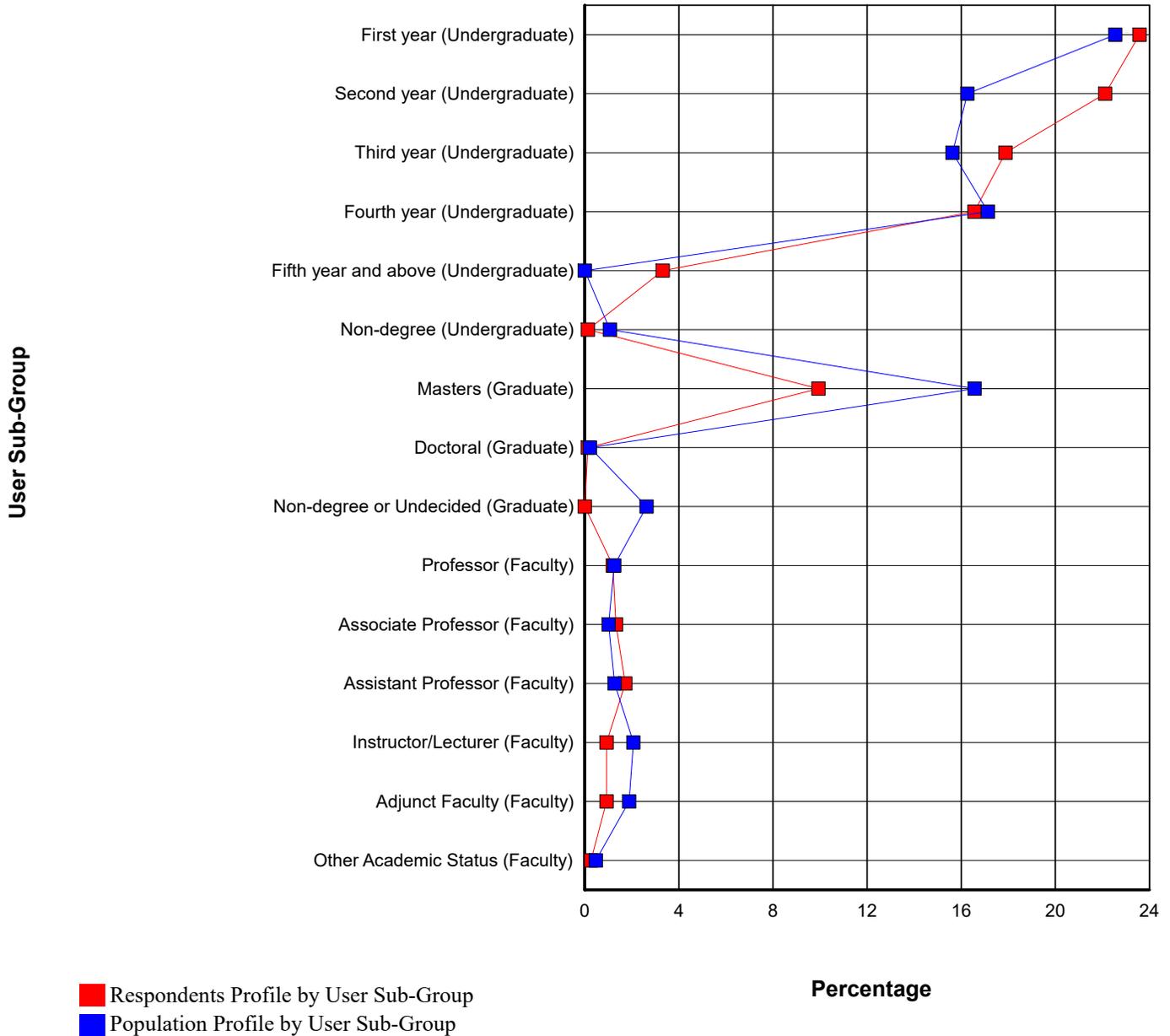
User Group	Respondent n	Respondent %
Undergraduate		
First year	178	22.59%
Second year	167	21.19%
Third year	135	17.13%
Fourth year	125	15.86%
Fifth year and above	25	3.17%
Non-degree	1	0.13%
Sub Total:	631	80.08%
Graduate		
Masters	75	9.52%
Doctoral	1	0.13%
Non-degree or Undecided	0	0.00%
Sub Total:	76	9.64%
Faculty		
Professor	9	1.14%
Associate Professor	10	1.27%
Assistant Professor	13	1.65%
Instructor/Lecturer	7	0.89%
Adjunct Faculty	7	0.89%
Other Academic Status	2	0.25%
Sub Total:	48	6.09%
Library Staff		
Administrator	1	0.13%
Manager, Head of Unit	0	0.00%
Public Services	2	0.25%
Systems	0	0.00%
Technical Services	3	0.38%
Other	1	0.13%
Sub Total:	7	0.89%
Staff		
Research Staff	0	0.00%
Other Staff Positions	26	3.30%
Sub Total:	26	3.30%
Total:	788	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: Keystone Library Network
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	1,245	22.55	178	23.58	-1.03
Second year (Undergraduate)	898	16.26	167	22.12	-5.86
Third year (Undergraduate)	863	15.63	135	17.88	-2.25
Fourth year (Undergraduate)	946	17.13	125	16.56	0.58
Fifth year and above (Undergraduate)	0	0.00	25	3.31	-3.31
Non-degree (Undergraduate)	59	1.07	1	0.13	0.94
Masters (Graduate)	915	16.57	75	9.93	6.64
Doctoral (Graduate)	12	0.22	1	0.13	0.08
Non-degree or Undecided (Graduate)	145	2.63	0	0.00	2.63
Professor (Faculty)	69	1.25	9	1.19	0.06
Associate Professor (Faculty)	56	1.01	10	1.32	-0.31
Assistant Professor (Faculty)	70	1.27	13	1.72	-0.45
Instructor/Lecturer (Faculty)	114	2.06	7	0.93	1.14
Adjunct Faculty (Faculty)	104	1.88	7	0.93	0.96
Other Academic Status (Faculty)	26	0.47	2	0.26	0.21
Total:	5,522	100.00	755	100.00	0.00

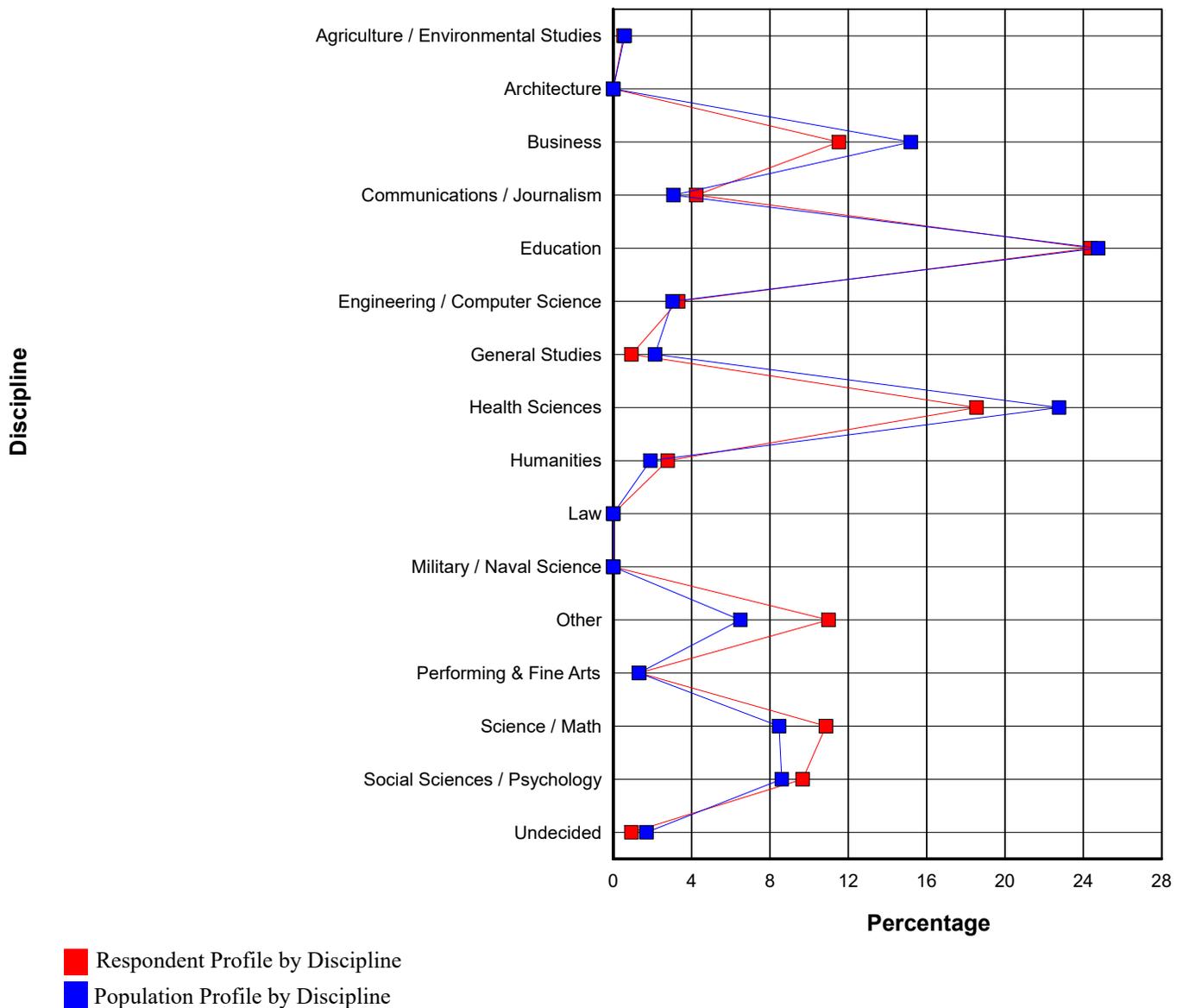
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: All (Excluding Library Staff, Staff)

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: Keystone Library Network
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	30	0.59	4	0.53	0.06
Architecture	0	0.00	0	0.00	0.00
Business	777	15.19	87	11.52	3.67
Communications / Journalism	157	3.07	32	4.24	-1.17
Education	1,266	24.76	184	24.37	0.38
Engineering / Computer Science	155	3.03	25	3.31	-0.28
General Studies	109	2.13	7	0.93	1.20
Health Sciences	1,164	22.76	140	18.54	4.22
Humanities	97	1.90	21	2.78	-0.88
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	332	6.49	83	10.99	-4.50
Performing & Fine Arts	67	1.31	10	1.32	-0.01
Science / Math	433	8.47	82	10.86	-2.39
Social Sciences / Psychology	440	8.60	73	9.67	-1.07
Undecided	87	1.70	7	0.93	0.77
Total:	5,114	100.00	755	100.00	0.00

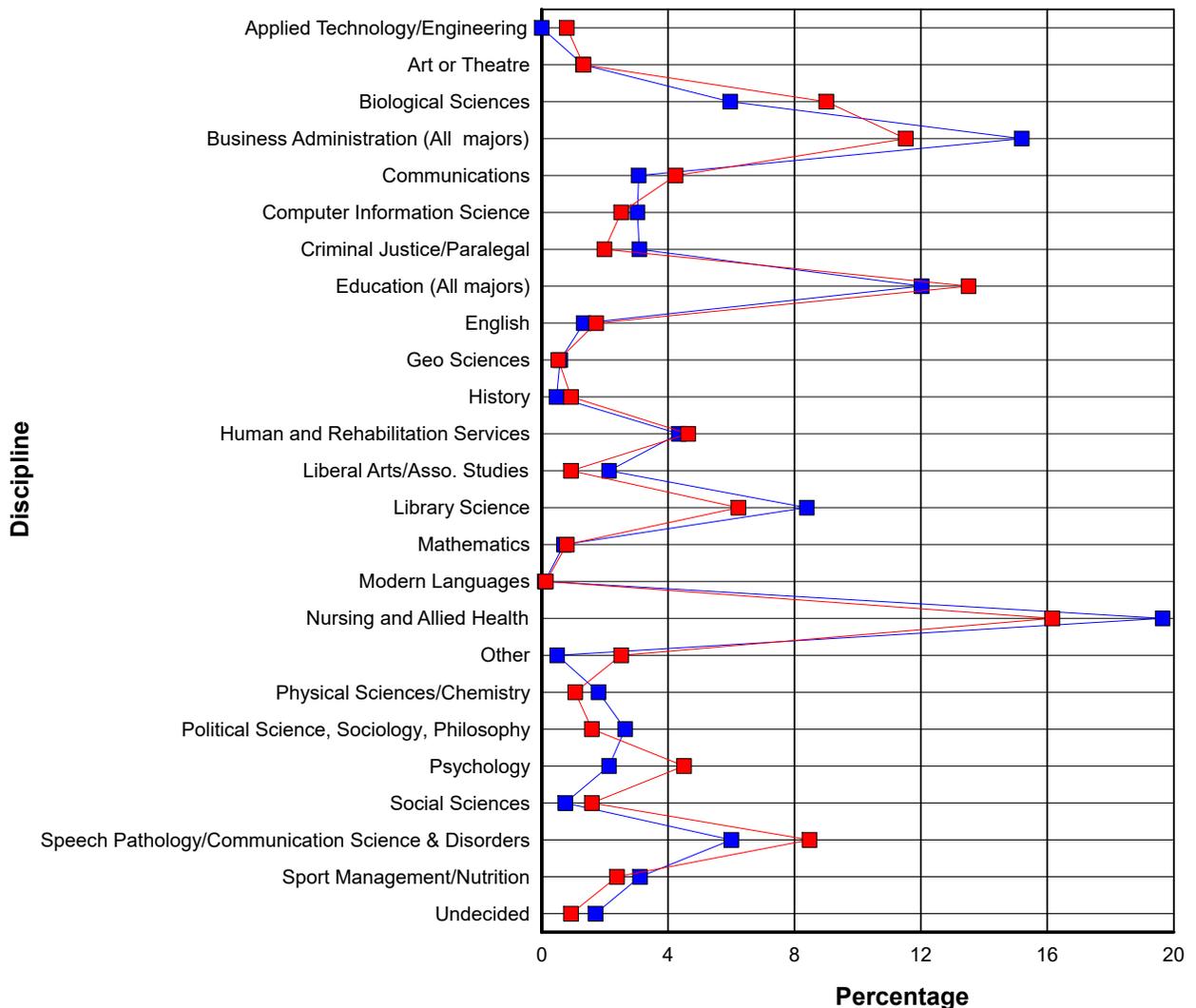
Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: All (Excluding Library Staff, Staff)

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: Keystone Library Network
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Applied Technology/Engineering	0	0.00	6	0.79	-0.79
Art or Theatre	67	1.31	10	1.32	-0.01
Biological Sciences	305	5.96	68	9.01	-3.04
Business Administration (All majors)	777	15.19	87	11.52	3.67
Communications	157	3.07	32	4.24	-1.17
Computer Information Science	155	3.03	19	2.52	0.51
Criminal Justice/Paralegal	158	3.09	15	1.99	1.10
Education (All majors)	615	12.03	102	13.51	-1.48
English	68	1.33	13	1.72	-0.39
Geo Sciences	30	0.59	4	0.53	0.06
History	24	0.47	7	0.93	-0.46
Human and Rehabilitation Services	222	4.34	35	4.64	-0.29
Liberal Arts/Asso. Studies	109	2.13	7	0.93	1.20
Library Science	429	8.39	47	6.23	2.16
Mathematics	36	0.70	6	0.79	-0.09
Modern Languages	5	0.10	1	0.13	-0.03
Nursing and Allied Health	1,005	19.65	122	16.16	3.49
Other	25	0.49	19	2.52	-2.03
Physical Sciences/Chemistry	92	1.80	8	1.06	0.74
Political Science, Sociology, Philosophy	135	2.64	12	1.59	1.05
Psychology	109	2.13	34	4.50	-2.37
Social Sciences	38	0.74	12	1.59	-0.85
Speech Pathology/Communication Science & Disorders	307	6.00	64	8.48	-2.47
Sport Management/Nutrition	159	3.11	18	2.38	0.73
Undecided	87	1.70	7	0.93	0.77
Total:	5,114	100.00	755	100.00	0.00

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
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 %
Clarion (Carlson)	620	79.49
Venango (Suhr)	61	7.82
Online only	99	12.69
Total:	780	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	2	0.26
18 - 22	571	73.11
23 - 30	83	10.63
31 - 45	62	7.94
46 - 65	59	7.55
Over 65	4	0.51
Total:	781	100.00

2.7 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	3,531	68.17	598	76.57
Male	1,649	31.83	183	23.43
Total:	5,180	100.00	781	100.00

2.8 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	3,414	70.12	643	82.54
Part-time	1,455	29.88	59	7.57
Does not apply / NA		0.00	77	9.88
Total:	4,869	100.00	779	100.00

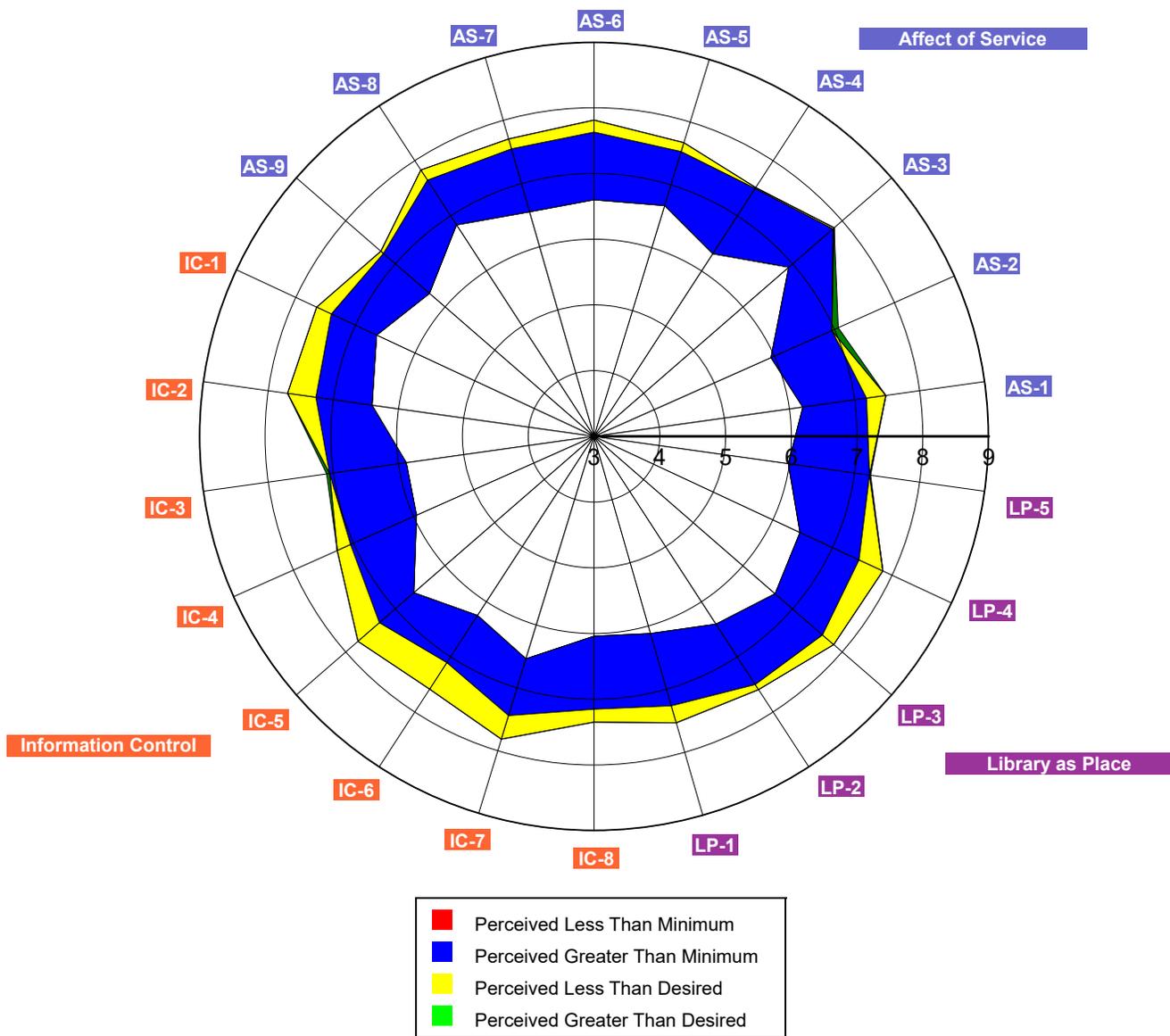
3. Survey Item Summary for Clarion University of Pennsylvania

3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.21	7.48	7.18	0.98	-0.30	179
AS-2	Giving users individual attention	5.95	6.96	7.06	1.12	0.11	171
AS-3	Employees who are consistently courteous	6.92	7.84	7.81	0.89	-0.03	199
AS-4	Readiness to respond to users' questions	6.32	7.52	7.50	1.18	-0.02	184
AS-5	Employees who have the knowledge to answer user questions	6.67	7.67	7.53	0.86	-0.14	190
AS-6	Employees who deal with users in a caring fashion	6.60	7.81	7.63	1.03	-0.18	746
AS-7	Employees who understand the needs of their users	6.56	7.71	7.55	0.99	-0.16	189
AS-8	Willingness to help users	6.84	7.83	7.65	0.81	-0.18	168
AS-9	Dependability in handling users' service problems	6.32	7.29	7.24	0.93	-0.05	187
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.65	7.65	7.41	0.76	-0.25	204
IC-2	A library Web site enabling me to locate information on my own	6.41	7.71	7.27	0.86	-0.44	238
IC-3	The printed library materials I need for my work	5.88	7.06	7.10	1.22	0.04	201
IC-4	The electronic information resources I need	5.95	7.27	7.05	1.10	-0.22	754
IC-5	Modern equipment that lets me easily access needed information	6.63	7.75	7.32	0.69	-0.43	224
IC-6	Easy-to-use access tools that allow me to find things on my own	6.25	7.59	7.11	0.85	-0.48	227
IC-7	Making information easily accessible for independent use	6.54	7.82	7.44	0.90	-0.37	230
IC-8	Print and/or electronic journal collections I require for my work	6.04	7.35	7.15	1.11	-0.19	190
Library as Place							
LP-1	Library space that inspires study and learning	6.12	7.54	7.27	1.14	-0.27	732
LP-2	Quiet space for individual activities	6.41	7.59	7.50	1.10	-0.09	177
LP-3	A comfortable and inviting location	6.65	7.83	7.60	0.95	-0.23	177
LP-4	A getaway for study, learning, or research	6.46	7.85	7.45	0.99	-0.40	188
LP-5	Community space for group learning and group study	5.98	7.23	7.25	1.26	0.02	182
Overall:		6.35	7.57	7.36	1.00	-0.21	781

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	2.11	1.69	1.80	1.77	1.62	179
AS-2	Giving users individual attention	2.18	2.03	1.78	1.51	1.34	171
AS-3	Employees who are consistently courteous	1.77	1.44	1.60	1.69	1.57	199
AS-4	Readiness to respond to users' questions	1.96	1.52	1.46	1.77	1.55	184
AS-5	Employees who have the knowledge to answer user questions	1.91	1.59	1.56	1.79	1.55	190
AS-6	Employees who deal with users in a caring fashion	1.87	1.43	1.54	1.77	1.56	746
AS-7	Employees who understand the needs of their users	1.84	1.41	1.47	1.69	1.29	189
AS-8	Willingness to help users	1.87	1.40	1.53	1.74	1.43	168
AS-9	Dependability in handling users' service problems	2.02	1.73	1.62	1.54	1.46	187
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.90	1.45	1.61	1.68	1.44	204
IC-2	A library Web site enabling me to locate information on my own	1.87	1.44	1.63	1.93	1.82	238
IC-3	The printed library materials I need for my work	2.34	2.17	1.88	2.12	2.05	201
IC-4	The electronic information resources I need	1.98	1.76	1.66	1.95	1.72	754
IC-5	Modern equipment that lets me easily access needed information	1.94	1.52	1.64	1.90	1.70	224
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.50	1.65	1.76	1.69	227
IC-7	Making information easily accessible for independent use	1.89	1.43	1.60	1.72	1.44	230
IC-8	Print and/or electronic journal collections I require for my work	2.29	2.00	1.71	1.92	1.87	190
Library as Place							
LP-1	Library space that inspires study and learning	2.14	1.75	1.70	1.95	1.81	732
LP-2	Quiet space for individual activities	2.11	1.72	1.61	2.02	1.69	177
LP-3	A comfortable and inviting location	1.94	1.45	1.46	1.96	1.66	177
LP-4	A getaway for study, learning, or research	1.93	1.40	1.69	1.94	1.69	188
LP-5	Community space for group learning and group study	2.23	1.93	1.76	2.08	1.99	182
Overall:		1.58	1.20	1.24	1.38	1.15	781

Language: English (American)

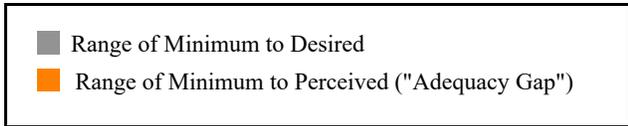
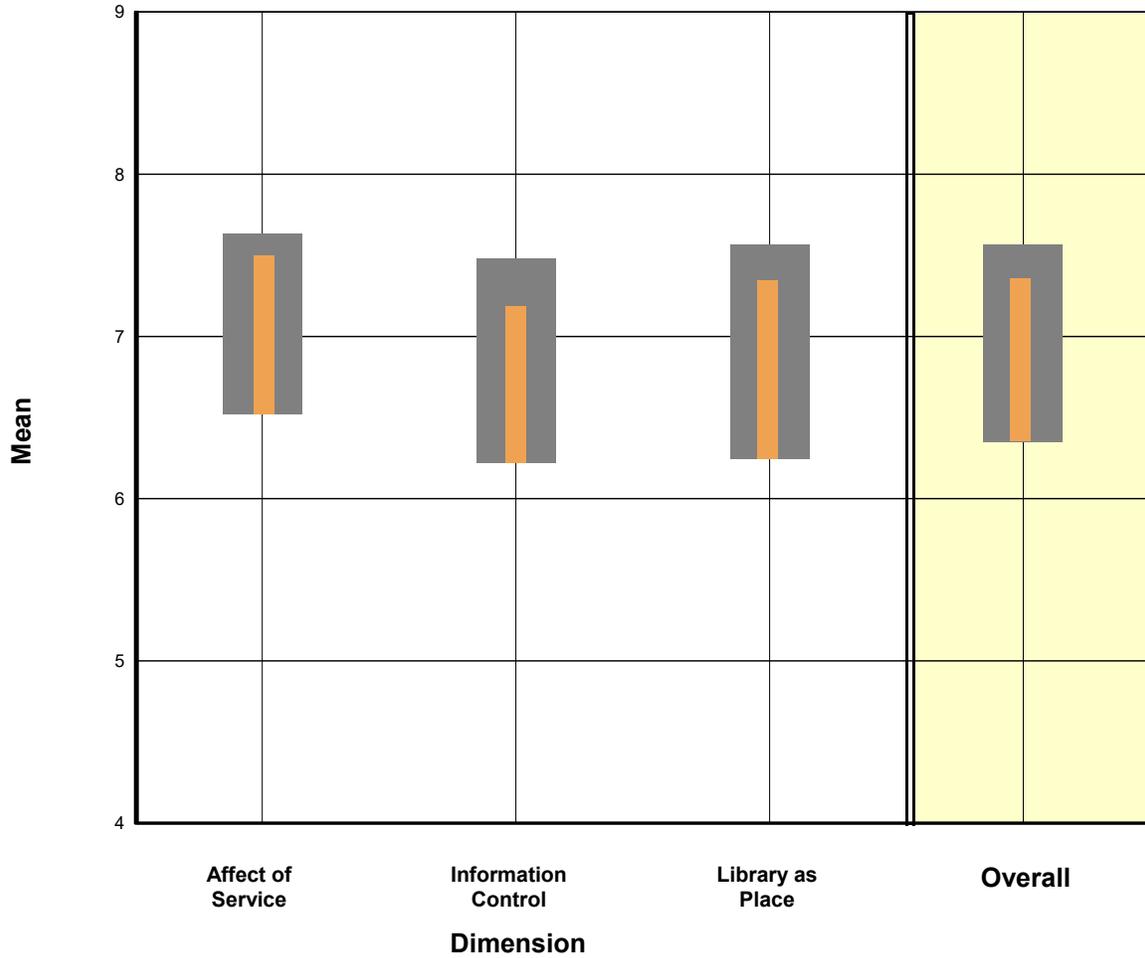
Institution Type: College or University

Consortium: Keystone Library Network

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	6.52	7.63	7.50	0.98	-0.14	770
Information Control	6.22	7.48	7.19	0.97	-0.29	781
Library as Place	6.24	7.57	7.35	1.10	-0.22	745
Overall	6.35	7.57	7.36	1.00	-0.21	781

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	1.73	1.33	1.40	1.49	1.27	770
Information Control	1.68	1.38	1.39	1.53	1.38	781
Library as Place	1.91	1.53	1.51	1.78	1.58	745
Overall	1.58	1.20	1.24	1.38	1.15	781

Language: English (American)

Institution Type: College or University

Consortium: Keystone Library Network

User Group: All (Excluding Library Staff)

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.06	7.21	7.24	1.18	0.03	131
Availability of assistance in addressing issues of copyright and plagiarism	6.35	7.31	7.03	0.68	-0.28	136
Availability of assistance to improve my research skills	5.94	7.26	7.30	1.36	0.04	129
Library materials available when and where I need them	6.43	7.79	7.50	1.07	-0.29	143
Reliable mix of technology to help me complete my work	6.42	7.55	7.47	1.05	-0.08	144

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.25	1.94	1.70	1.98	1.70	131
Availability of assistance in addressing issues of copyright and plagiarism	2.24	1.74	1.74	1.87	1.82	136
Availability of assistance to improve my research skills	2.19	1.84	1.69	1.94	1.67	129
Library materials available when and where I need them	1.90	1.33	1.54	1.85	1.42	143
Reliable mix of technology to help me complete my work	1.94	1.55	1.56	1.80	1.48	144

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.	8.19	1.16	385
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.66	1.48	396
How would you rate the overall quality of the service provided by the library?	7.82	1.26	781

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.	6.92	1.72	274
The library aids my advancement in my academic discipline or work.	7.50	1.51	334
The library enables me to be more efficient in my academic pursuits or work.	7.63	1.55	321
The library helps me distinguish between trustworthy and untrustworthy information.	7.18	1.78	370
The library provides me with the information skills I need in my work or study.	7.48	1.43	263

Language: English (American)

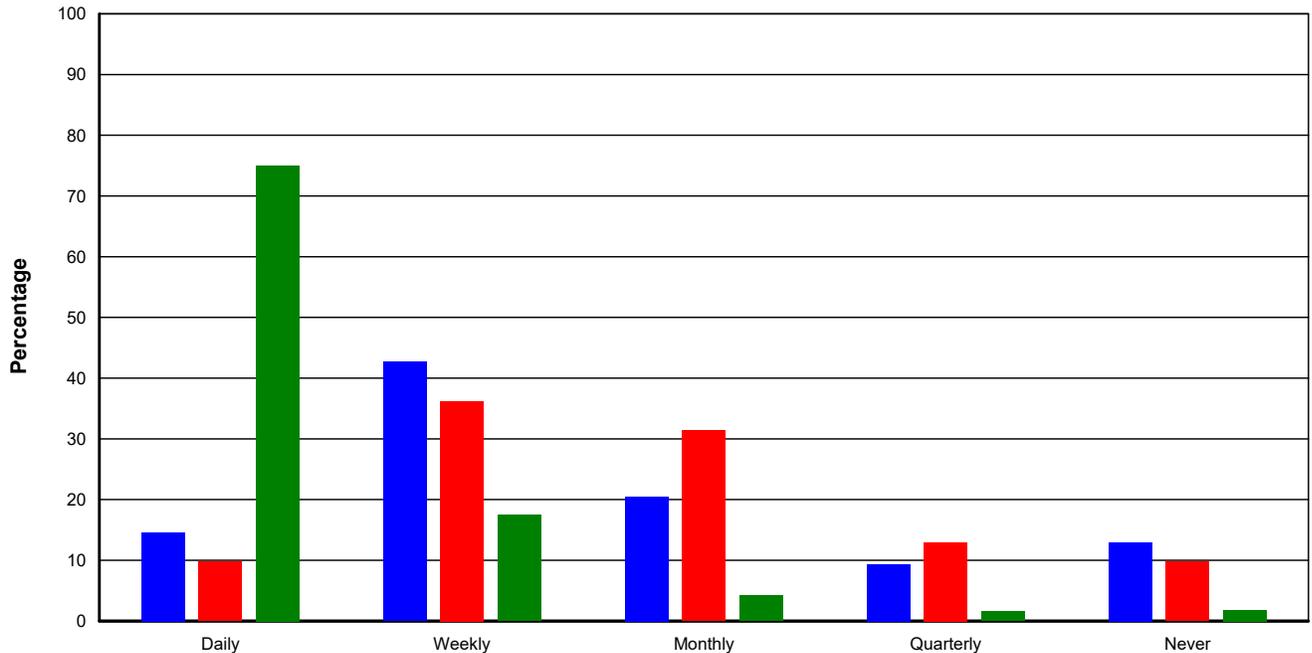
Institution Type: College or University

Consortium: Keystone Library Network

User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



Frequency

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	114 14.60%	333 42.64%	160 20.49%	73 9.35%	101 12.93%	781 100.00%
How often do you access library resources through a library Web page?	76 9.73%	283 36.24%	245 31.37%	101 12.93%	76 9.73%	781 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	585 75.00%	136 17.44%	33 4.23%	12 1.54%	14 1.79%	780 100.00%

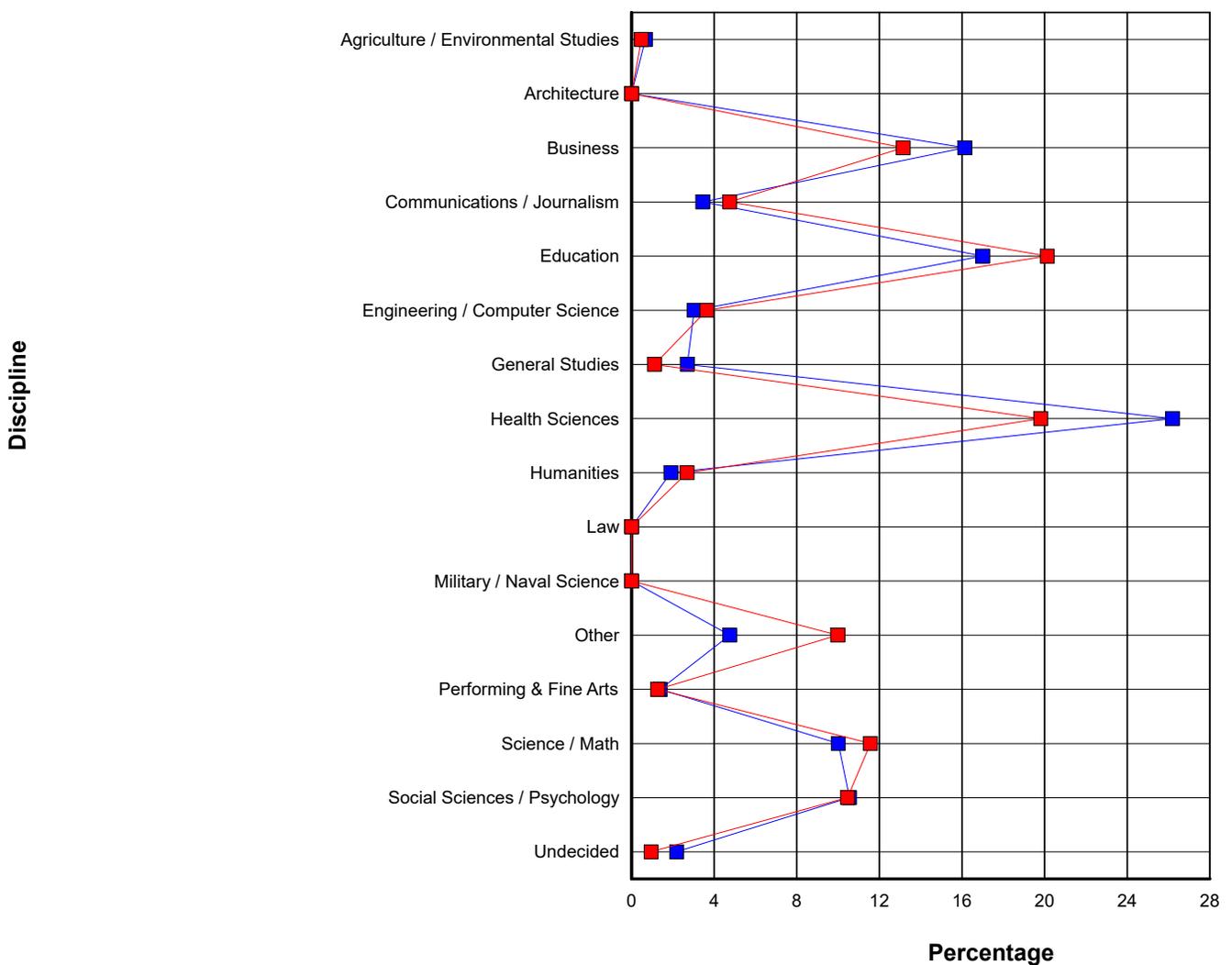
4 Undergraduate Summary for Clarion University of Pennsylvania

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: Keystone Library Network
 User Group: Undergraduate

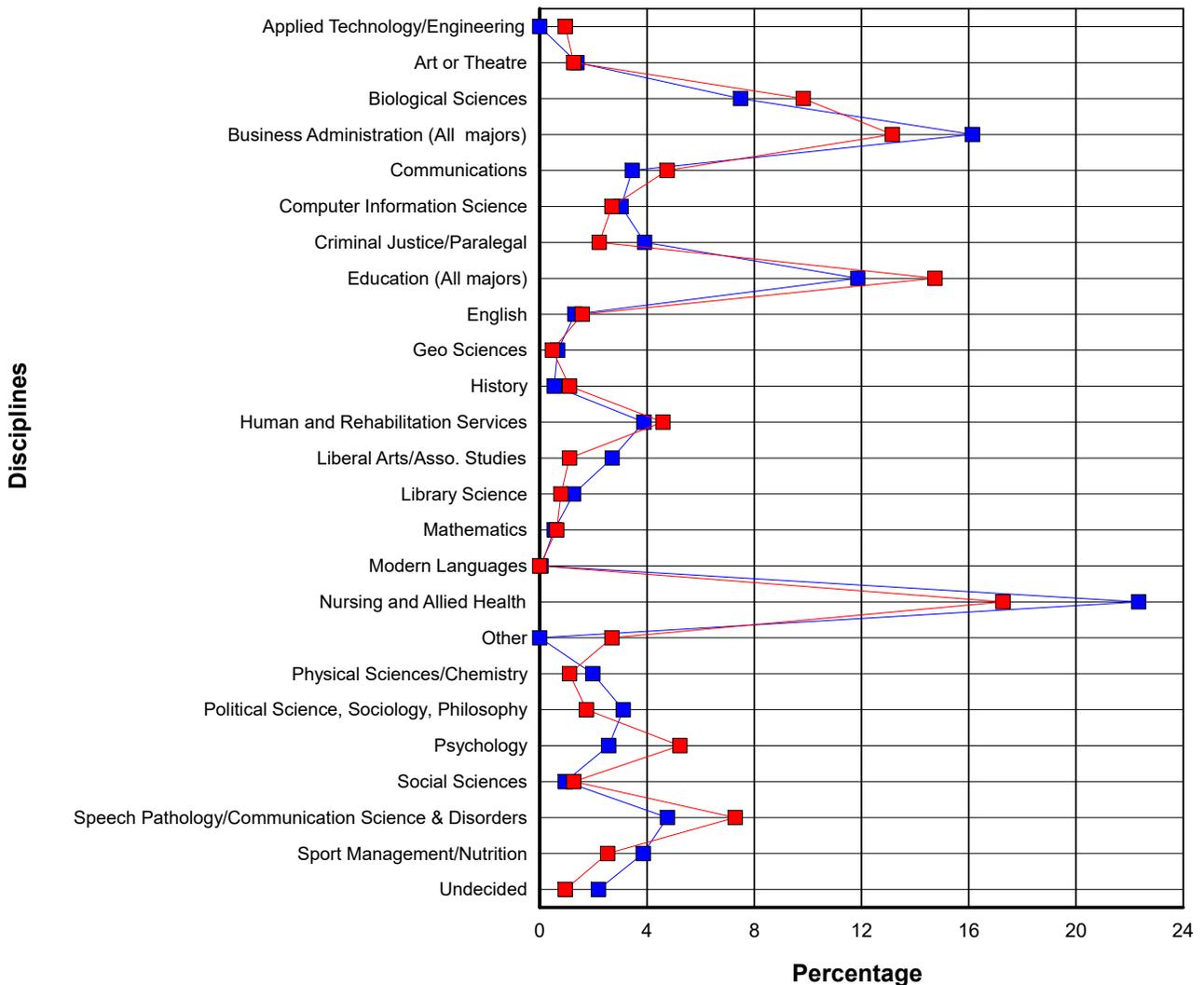
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	26	0.67	3	0.48	0.19
Architecture	0	0.00	0	0.00	0.00
Business	627	16.13	83	13.15	2.98
Communications / Journalism	134	3.45	30	4.75	-1.31
Education	661	17.01	127	20.13	-3.12
Engineering / Computer Science	118	3.04	23	3.65	-0.61
General Studies	105	2.70	7	1.11	1.59
Health Sciences	1,018	26.20	125	19.81	6.39
Humanities	74	1.90	17	2.69	-0.79
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	185	4.76	63	9.98	-5.22
Performing & Fine Arts	54	1.39	8	1.27	0.12
Science / Math	389	10.01	73	11.57	-1.56
Social Sciences / Psychology	410	10.55	66	10.46	0.09
Undecided	85	2.19	6	0.95	1.24
Total:	3,886	100.00	631	100.00	0.00

Language: English (American)
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American)
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Applied Technology/Engineering	0	0.00	6	0.95	-0.95
Art or Theatre	54	1.39	8	1.27	0.12
Biological Sciences	291	7.49	62	9.83	-2.34
Business Administration (All majors)	627	16.13	83	13.15	2.98
Communications	134	3.45	30	4.75	-1.31
Computer Information Science	118	3.04	17	2.69	0.34
Criminal Justice/Paralegal	152	3.91	14	2.22	1.69
Education (All majors)	461	11.86	93	14.74	-2.88
English	51	1.31	10	1.58	-0.27
Geo Sciences	26	0.67	3	0.48	0.19
History	21	0.54	7	1.11	-0.57
Human and Rehabilitation Services	151	3.89	29	4.60	-0.71
Liberal Arts/Asso. Studies	105	2.70	7	1.11	1.59
Library Science	49	1.26	5	0.79	0.47
Mathematics	21	0.54	4	0.63	-0.09
Modern Languages	2	0.05	0	0.00	0.05
Nursing and Allied Health	868	22.34	109	17.27	5.06
Other	0	0.00	17	2.69	-2.69
Physical Sciences/Chemistry	77	1.98	7	1.11	0.87
Political Science, Sociology, Philosophy	121	3.11	11	1.74	1.37
Psychology	100	2.57	33	5.23	-2.66
Social Sciences	37	0.95	8	1.27	-0.32
Speech Pathology/Communication Science & Disorders	185	4.76	46	7.29	-2.53
Sport Management/Nutrition	150	3.86	16	2.54	1.32
Undecided	85	2.19	6	0.95	1.24
Total:	3,886	100.00	631	100.00	0.00

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 %
Clarion (Carlson)	540	85.71
Venango (Suhr)	55	8.73
Online only	35	5.56
Total:	630	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	2	0.32
18 - 22	552	87.48
23 - 30	46	7.29
31 - 45	26	4.12
46 - 65	5	0.79
Over 65	0	0.00
Total:	631	100.00

4.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	2,654	67.29	481	76.23
Male	1,290	32.71	150	23.77
Total:	3,944	100.00	631	100.00

4.1.6 Respondent Profile by Full or part-time student?

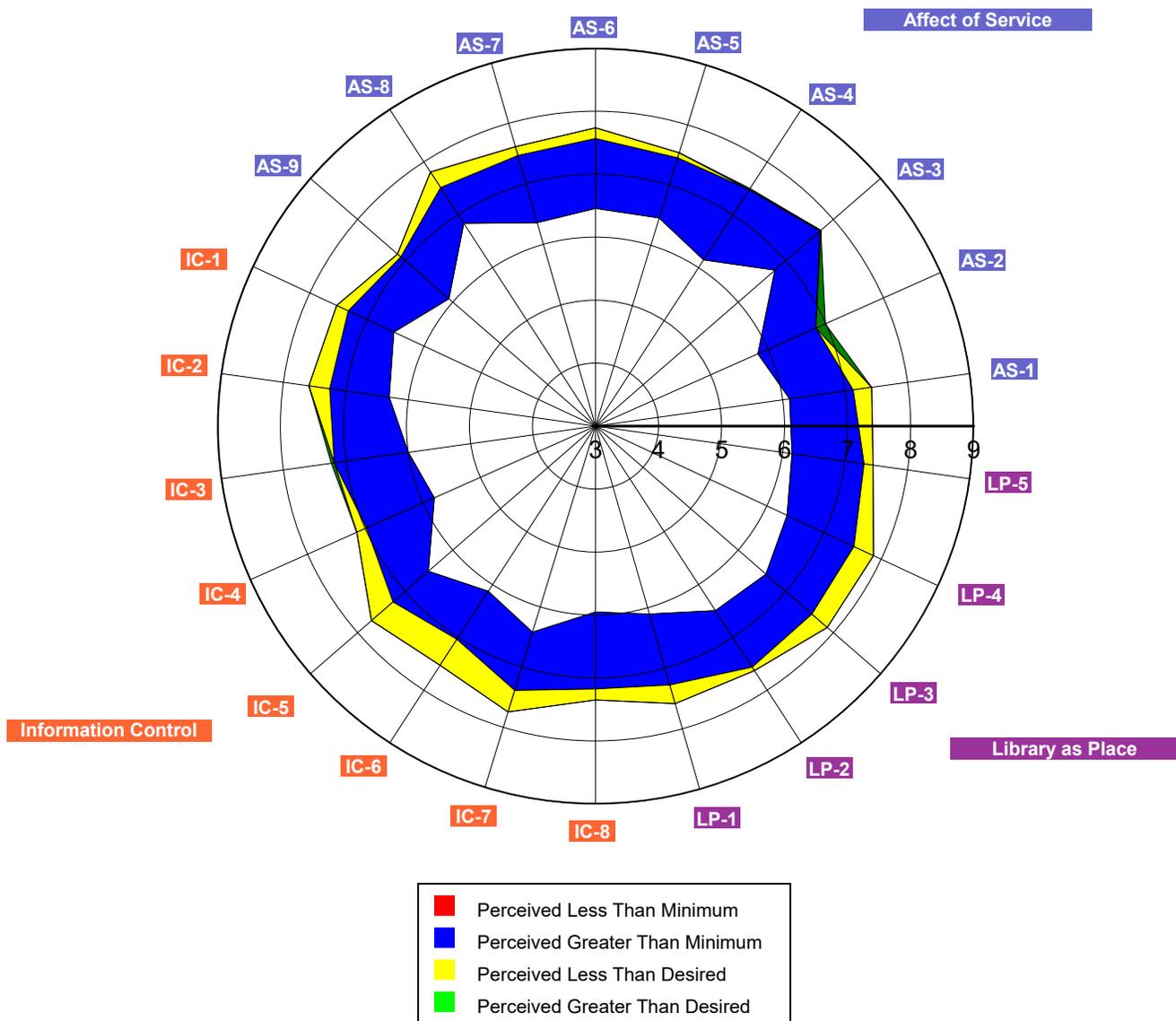
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	3,132	79.45	597	94.91
Part-time	810	20.55	29	4.61
Does not apply / NA		0.00	3	0.48
Total:	3,942	100.00	629	100.00

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	6.11	7.42	7.13	1.02	-0.29	153
AS-2	Giving users individual attention	5.82	6.83	6.99	1.17	0.16	135
AS-3	Employees who are consistently courteous	6.77	7.74	7.72	0.95	-0.02	164
AS-4	Readiness to respond to users' questions	6.15	7.48	7.50	1.35	0.02	142
AS-5	Employees who have the knowledge to answer user questions	6.46	7.54	7.46	1.00	-0.08	156
AS-6	Employees who deal with users in a caring fashion	6.46	7.74	7.57	1.11	-0.17	605
AS-7	Employees who understand the needs of their users	6.36	7.61	7.47	1.11	-0.14	153
AS-8	Willingness to help users	6.84	7.81	7.51	0.68	-0.29	136
AS-9	Dependability in handling users' service problems	6.08	7.16	7.10	1.01	-0.07	147
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.53	7.53	7.33	0.80	-0.20	173
IC-2	A library Web site enabling me to locate information on my own	6.31	7.60	7.26	0.96	-0.34	200
IC-3	The printed library materials I need for my work	6.00	7.19	7.23	1.23	0.05	166
IC-4	The electronic information resources I need	5.80	7.15	6.98	1.18	-0.17	609
IC-5	Modern equipment that lets me easily access needed information	6.51	7.71	7.26	0.74	-0.45	179
IC-6	Easy-to-use access tools that allow me to find things on my own	6.13	7.53	7.04	0.91	-0.49	189
IC-7	Making information easily accessible for independent use	6.42	7.75	7.39	0.97	-0.36	178
IC-8	Print and/or electronic journal collections I require for my work	5.95	7.35	7.17	1.22	-0.17	149
Library as Place							
LP-1	Library space that inspires study and learning	6.11	7.58	7.28	1.17	-0.31	618
LP-2	Quiet space for individual activities	6.49	7.63	7.56	1.07	-0.06	154
LP-3	A comfortable and inviting location	6.58	7.87	7.55	0.97	-0.32	149
LP-4	A getaway for study, learning, or research	6.35	7.87	7.53	1.17	-0.34	158
LP-5	Community space for group learning and group study	6.15	7.45	7.30	1.15	-0.14	152
Overall:		6.24	7.52	7.31	1.06	-0.21	631

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	2.14	1.74	1.86	1.79	1.72	153
AS-2	Giving users individual attention	2.27	2.12	1.86	1.51	1.45	135
AS-3	Employees who are consistently courteous	1.76	1.46	1.66	1.74	1.67	164
AS-4	Readiness to respond to users' questions	1.96	1.49	1.39	1.73	1.48	142
AS-5	Employees who have the knowledge to answer user questions	1.97	1.66	1.52	1.79	1.53	156
AS-6	Employees who deal with users in a caring fashion	1.91	1.47	1.54	1.76	1.60	605
AS-7	Employees who understand the needs of their users	1.86	1.46	1.50	1.69	1.32	153
AS-8	Willingness to help users	1.89	1.36	1.60	1.75	1.45	136
AS-9	Dependability in handling users' service problems	1.99	1.71	1.60	1.56	1.44	147
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.91	1.47	1.63	1.73	1.47	173
IC-2	A library Web site enabling me to locate information on my own	1.91	1.49	1.64	1.96	1.85	200
IC-3	The printed library materials I need for my work	2.30	2.03	1.84	1.95	1.81	166
IC-4	The electronic information resources I need	2.00	1.79	1.66	1.90	1.72	609
IC-5	Modern equipment that lets me easily access needed information	1.97	1.60	1.61	1.89	1.70	179
IC-6	Easy-to-use access tools that allow me to find things on my own	1.88	1.52	1.62	1.74	1.71	189
IC-7	Making information easily accessible for independent use	1.96	1.48	1.60	1.72	1.46	178
IC-8	Print and/or electronic journal collections I require for my work	2.27	1.98	1.63	1.81	1.85	149
Library as Place							
LP-1	Library space that inspires study and learning	2.12	1.67	1.66	1.88	1.77	618
LP-2	Quiet space for individual activities	2.07	1.72	1.65	1.96	1.72	154
LP-3	A comfortable and inviting location	1.94	1.36	1.48	1.96	1.63	149
LP-4	A getaway for study, learning, or research	1.97	1.40	1.55	1.88	1.65	158
LP-5	Community space for group learning and group study	2.13	1.71	1.70	1.85	1.72	152
Overall:		1.60	1.21	1.22	1.36	1.16	631

Language: English (American)

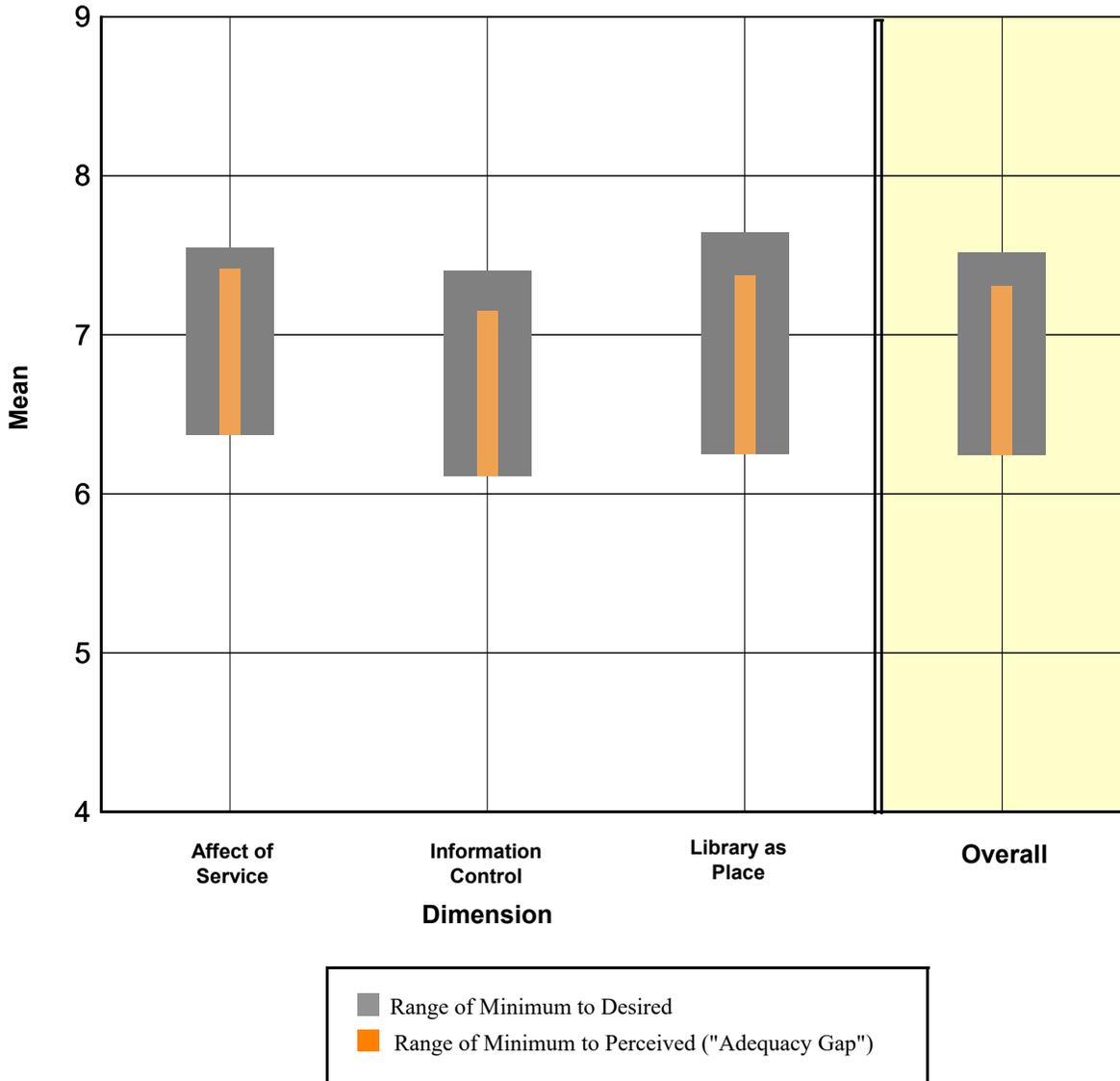
Institution Type: College or University

Consortium: Keystone Library Network

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	6.37	7.55	7.41	1.04	-0.13	622
Information Control	6.11	7.40	7.15	1.04	-0.26	631
Library as Place	6.25	7.64	7.37	1.12	-0.27	624
Overall	6.24	7.52	7.31	1.06	-0.21	631

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	1.75	1.35	1.41	1.49	1.30	622
Information Control	1.70	1.39	1.36	1.50	1.36	631
Library as Place	1.87	1.44	1.44	1.68	1.49	624
Overall	1.60	1.21	1.22	1.36	1.16	631

Language: English (American)

Institution Type: College or University

Consortium: Keystone Library Network

User Group: Undergraduate

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.07	7.17	7.06	0.99	-0.10	108
Availability of assistance in addressing issues of copyright and plagiarism	6.31	7.35	7.03	0.72	-0.32	108
Availability of assistance to improve my research skills	5.90	7.17	7.25	1.36	0.08	107
Library materials available when and where I need them	6.35	7.78	7.53	1.19	-0.25	118
Reliable mix of technology to help me complete my work	6.30	7.51	7.46	1.15	-0.06	123

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	2.20	1.87	1.75	1.78	1.57	108
Availability of assistance in addressing issues of copyright and plagiarism	2.24	1.68	1.76	1.79	1.80	108
Availability of assistance to improve my research skills	2.24	1.89	1.71	1.92	1.71	107
Library materials available when and where I need them	1.91	1.36	1.48	1.79	1.35	118
Reliable mix of technology to help me complete my work	1.99	1.59	1.59	1.85	1.51	123

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.	8.18	1.16	315
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.62	1.50	316
How would you rate the overall quality of the service provided by the library?	7.80	1.25	631

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.	6.94	1.70	228
The library aids my advancement in my academic discipline or work.	7.39	1.52	261
The library enables me to be more efficient in my academic pursuits or work.	7.65	1.51	265
The library helps me distinguish between trustworthy and untrustworthy information.	7.09	1.81	300
The library provides me with the information skills I need in my work or study.	7.43	1.40	208

Language: English (American)

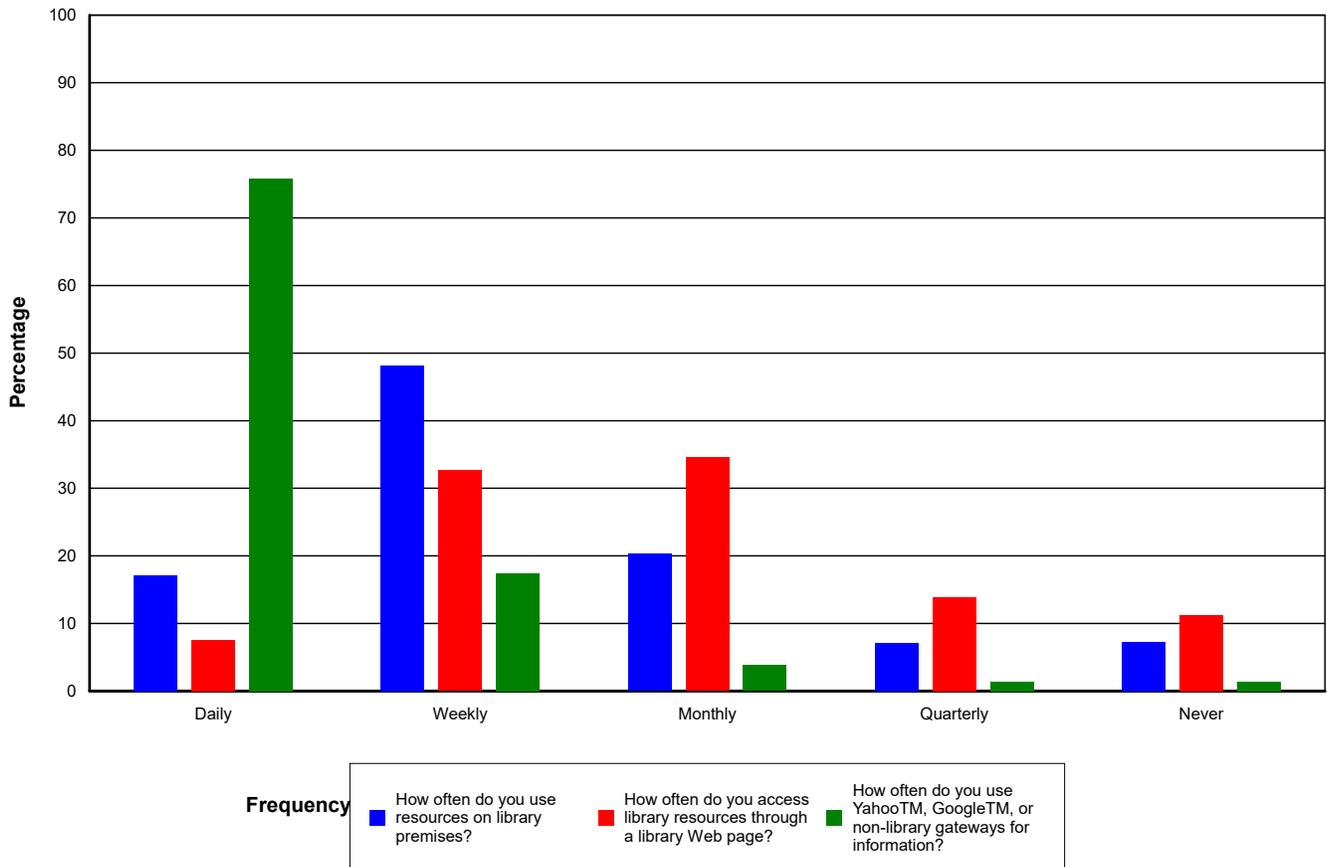
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Undergraduate

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?	108 17.12%	304 48.18%	128 20.29%	45 7.13%	46 7.29%	631 100.00%
How often do you access library resources through a library Web page?	48 7.61%	206 32.65%	218 34.55%	88 13.95%	71 11.25%	631 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	478 75.87%	110 17.46%	24 3.81%	9 1.43%	9 1.43%	630 100.00%

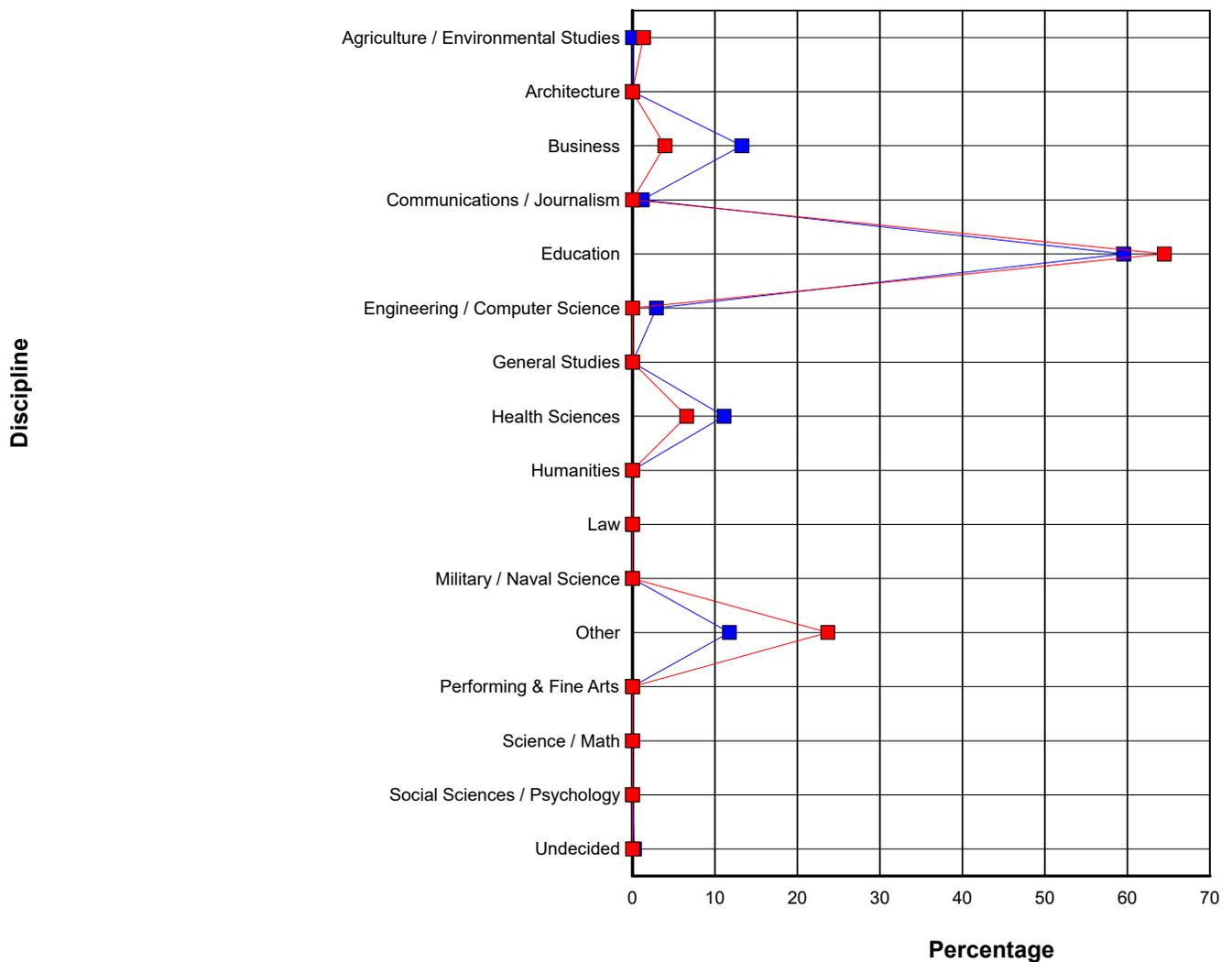
5 Graduate Summary for Clarion University of Pennsylvania

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

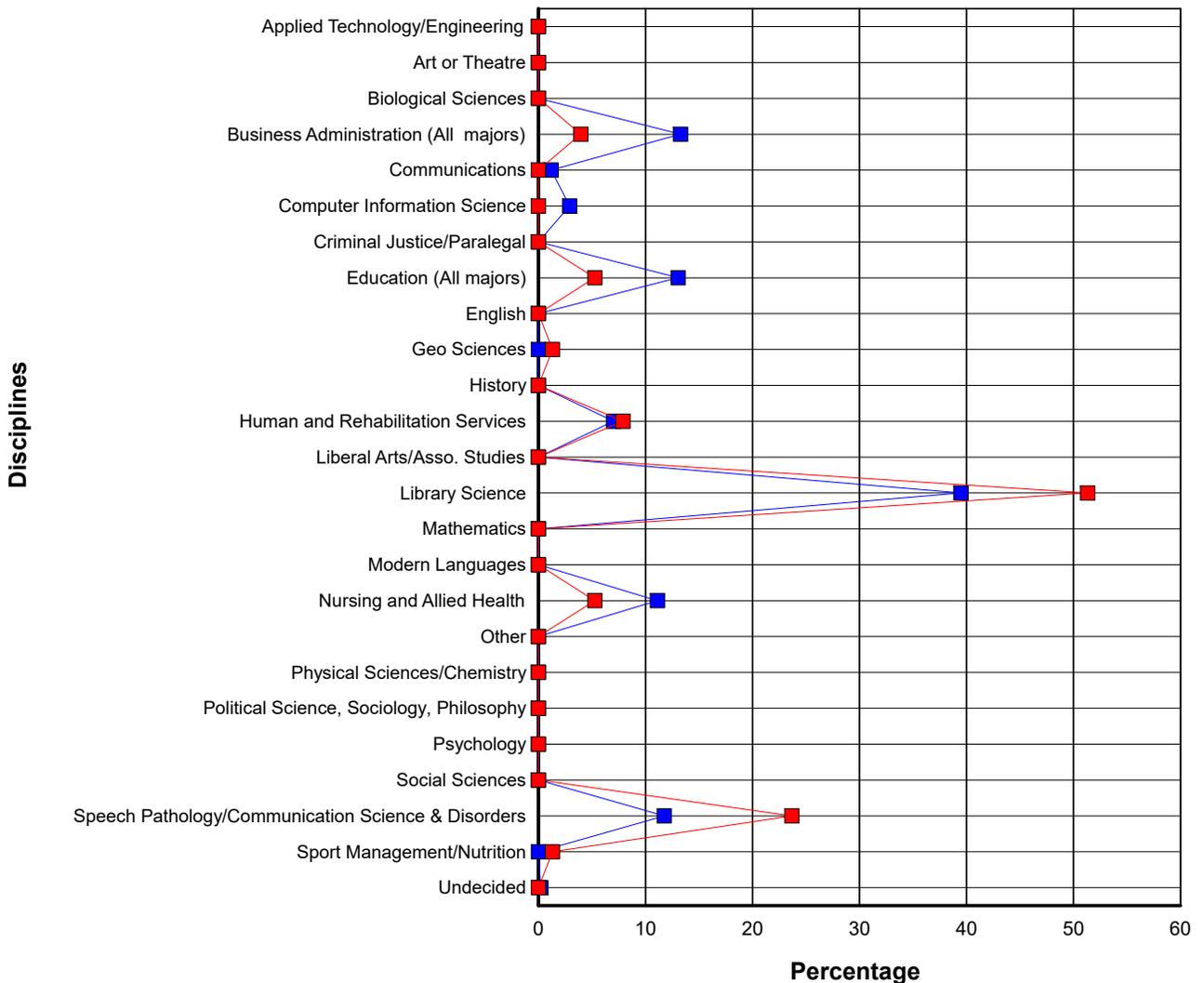
Language: English (American)
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	1	1.32	-1.32
Architecture	0	0.00	0	0.00	0.00
Business	123	13.27	3	3.95	9.32
Communications / Journalism	11	1.19	0	0.00	1.19
Education	552	59.55	49	64.47	-4.93
Engineering / Computer Science	27	2.91	0	0.00	2.91
General Studies	0	0.00	0	0.00	0.00
Health Sciences	103	11.11	5	6.58	4.53
Humanities	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	109	11.76	18	23.68	-11.93
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	0	0.00	0	0.00	0.00
Social Sciences / Psychology	0	0.00	0	0.00	0.00
Undecided	2	0.22	0	0.00	0.22
Total:	927	100.00	76	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: Keystone Library Network
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Applied Technology/Engineering	0	0.00	0	0.00	0.00
Art or Theatre	0	0.00	0	0.00	0.00
Biological Sciences	0	0.00	0	0.00	0.00
Business Administration (All majors)	123	13.27	3	3.95	9.32
Communications	11	1.19	0	0.00	1.19
Computer Information Science	27	2.91	0	0.00	2.91
Criminal Justice/Paralegal	0	0.00	0	0.00	0.00
Education (All majors)	121	13.05	4	5.26	7.79
English	0	0.00	0	0.00	0.00
Geo Sciences	0	0.00	1	1.32	-1.32
History	0	0.00	0	0.00	0.00
Human and Rehabilitation Services	65	7.01	6	7.89	-0.88
Liberal Arts/Asso. Studies	0	0.00	0	0.00	0.00
Library Science	366	39.48	39	51.32	-11.83
Mathematics	0	0.00	0	0.00	0.00
Modern Languages	0	0.00	0	0.00	0.00
Nursing and Allied Health	103	11.11	4	5.26	5.85
Other	0	0.00	0	0.00	0.00
Physical Sciences/Chemistry	0	0.00	0	0.00	0.00
Political Science, Sociology, Philosophy	0	0.00	0	0.00	0.00
Psychology	0	0.00	0	0.00	0.00
Social Sciences	0	0.00	0	0.00	0.00
Speech Pathology/Communication Science & Disorders	109	11.76	18	23.68	-11.93
Sport Management/Nutrition	0	0.00	1	1.32	-1.32
Undecided	2	0.22	0	0.00	0.22
Total:	927	100.00	76	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 %
Clarion (Carlson)	25	32.89
Venango (Suhr)	0	0.00
Online only	51	67.11
Total:	76	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	18	23.68
23 - 30	25	32.89
31 - 45	16	21.05
46 - 65	17	22.37
Over 65	0	0.00
Total:	76	100.00

5.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	741	79.94	68	89.47
Male	186	20.06	8	10.53
Total:	927	100.00	76	100.00

5.1.6 Respondent Profile by Full or part-time student?

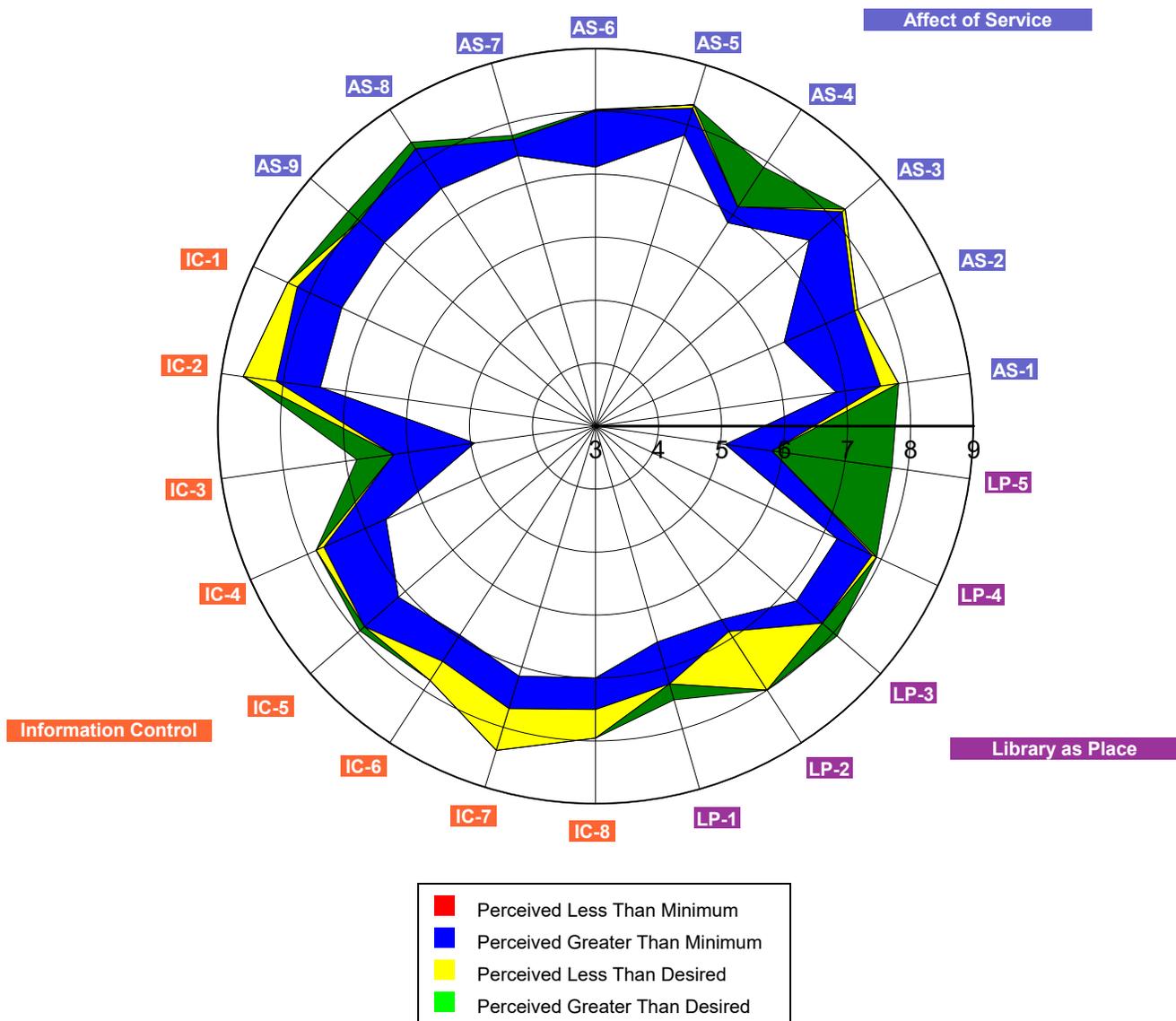
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	282	30.42	45	59.21
Part-time	645	69.58	29	38.16
Does not apply / NA		0.00	2	2.63
Total:	927	100.00	76	100.00

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	6.86	7.86	7.57	0.71	-0.29	14
AS-2	Giving users individual attention	6.28	7.56	7.50	1.22	-0.06	18
AS-3	Employees who are consistently courteous	7.50	8.25	8.19	0.69	-0.06	16
AS-4	Readiness to respond to users' questions	6.85	7.15	7.90	1.05	0.75	20
AS-5	Employees who have the knowledge to answer user questions	7.83	8.33	8.28	0.44	-0.06	18
AS-6	Employees who deal with users in a caring fashion	7.11	8.01	8.03	0.91	0.01	70
AS-7	Employees who understand the needs of their users	7.47	7.73	7.80	0.33	0.07	15
AS-8	Willingness to help users	7.50	8.25	8.38	0.88	0.13	16
AS-9	Dependability in handling users' service problems	7.44	7.96	8.20	0.76	0.24	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.44	8.39	8.22	0.78	-0.17	18
IC-2	A library Web site enabling me to locate information on my own	7.41	8.65	8.12	0.71	-0.53	17
IC-3	The printed library materials I need for my work	4.94	6.24	6.82	1.88	0.59	17
IC-4	The electronic information resources I need	6.64	7.85	7.72	1.08	-0.13	75
IC-5	Modern equipment that lets me easily access needed information	7.14	7.86	7.95	0.81	0.10	21
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	7.82	7.45	0.50	-0.36	22
IC-7	Making information easily accessible for independent use	7.15	8.38	7.69	0.54	-0.69	26
IC-8	Print and/or electronic journal collections I require for my work	7.00	7.95	7.50	0.50	-0.45	22
Library as Place							
LP-1	Library space that inspires study and learning	6.57	7.26	7.52	0.96	0.26	46
LP-2	Quiet space for individual activities	6.67	8.00	6.89	0.22	-1.11	9
LP-3	A comfortable and inviting location	7.23	7.77	8.08	0.85	0.31	13
LP-4	A getaway for study, learning, or research	7.23	7.92	7.85	0.62	-0.08	13
LP-5	Community space for group learning and group study	5.08	5.83	7.75	2.67	1.92	12
Overall:		6.95	7.84	7.84	0.90	0	76

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	2.11	1.46	1.22	1.38	0.99	14
AS-2	Giving users individual attention	1.96	1.54	1.29	1.59	0.80	18
AS-3	Employees who are consistently courteous	1.86	1.24	1.17	1.20	0.68	16
AS-4	Readiness to respond to users' questions	2.01	1.98	1.17	1.76	1.68	20
AS-5	Employees who have the knowledge to answer user questions	1.04	0.91	0.83	0.78	0.73	18
AS-6	Employees who deal with users in a caring fashion	1.61	1.27	1.18	1.48	1.14	70
AS-7	Employees who understand the needs of their users	1.41	1.22	1.15	1.50	0.96	15
AS-8	Willingness to help users	1.32	1.06	1.02	0.89	0.72	16
AS-9	Dependability in handling users' service problems	1.76	1.67	0.87	1.48	1.33	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.89	1.04	1.11	1.48	1.20	18
IC-2	A library Web site enabling me to locate information on my own	1.37	0.61	0.93	1.53	1.18	17
IC-3	The printed library materials I need for my work	2.61	3.03	1.88	2.47	2.98	17
IC-4	The electronic information resources I need	1.82	1.56	1.23	1.92	1.67	75
IC-5	Modern equipment that lets me easily access needed information	1.80	1.11	1.12	1.66	1.04	21
IC-6	Easy-to-use access tools that allow me to find things on my own	1.50	1.50	1.60	1.30	1.43	22
IC-7	Making information easily accessible for independent use	1.49	0.98	1.52	1.63	1.41	26
IC-8	Print and/or electronic journal collections I require for my work	2.00	1.65	1.65	1.19	1.41	22
Library as Place							
LP-1	Library space that inspires study and learning	1.97	1.98	1.38	2.02	1.86	46
LP-2	Quiet space for individual activities	2.78	1.22	1.05	2.73	1.69	9
LP-3	A comfortable and inviting location	1.83	1.48	1.12	1.46	0.75	13
LP-4	A getaway for study, learning, or research	1.54	1.32	1.41	1.26	0.76	13
LP-5	Community space for group learning and group study	2.68	2.69	1.14	2.96	2.97	12
Overall:		1.45	1.15	0.99	1.20	1.01	76

Language: English (American)

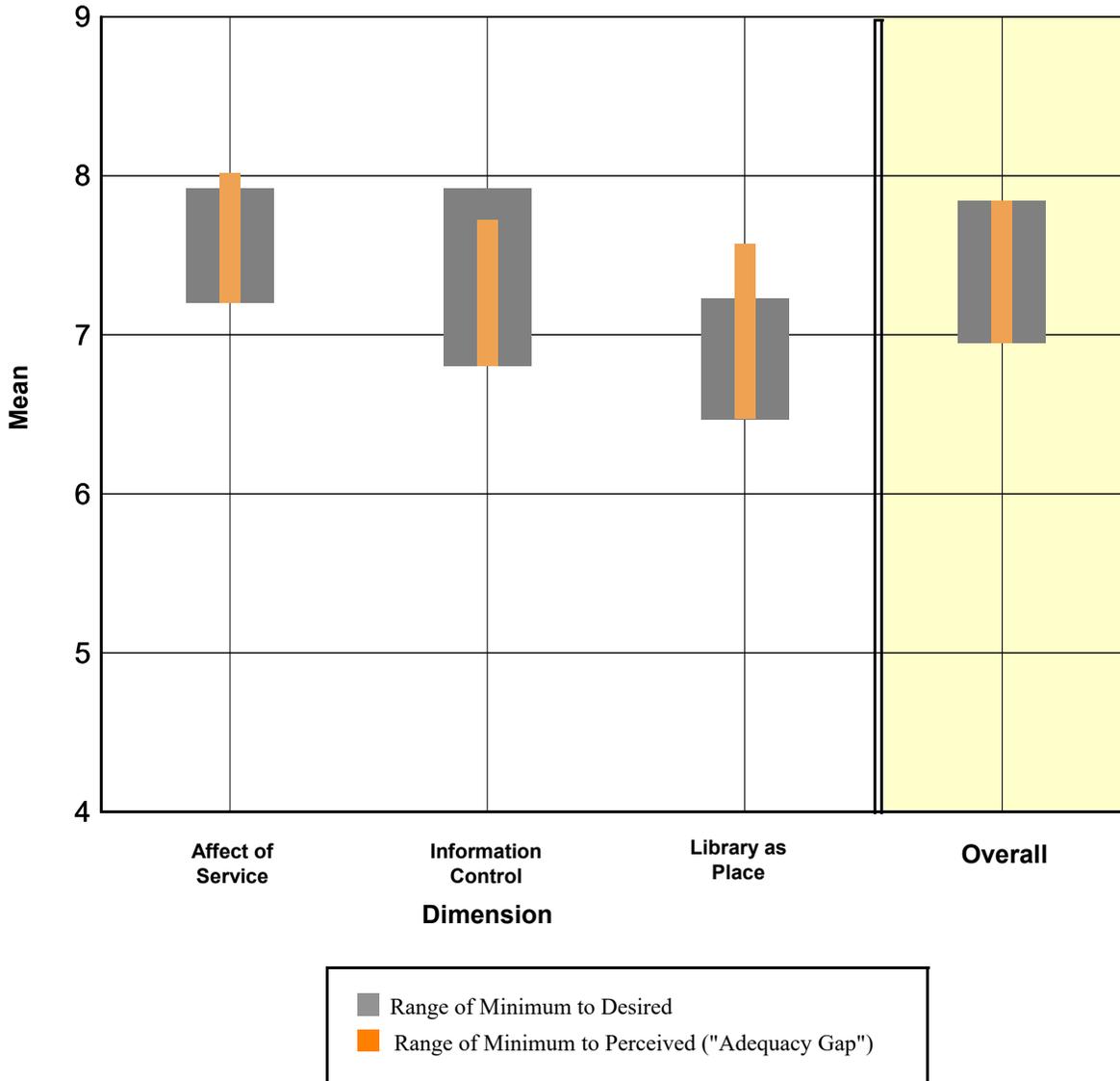
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Graduate

5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.20	7.92	8.02	0.82	0.10	75
Information Control	6.80	7.92	7.72	0.92	-0.20	76
Library as Place	6.47	7.23	7.57	1.10	0.34	50
Overall	6.95	7.84	7.84	0.90	0	76

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	1.52	1.24	1.01	1.20	0.93	75
Information Control	1.53	1.24	1.15	1.38	1.30	76
Library as Place	2.12	1.80	1.26	2.02	1.69	50
Overall	1.45	1.15	0.99	1.20	1.01	76

Language: English (American)

Institution Type: College or University

Consortium: Keystone Library Network

User Group: Graduate

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	6.29	7.50	8.00	1.71	0.50	14
Availability of assistance in addressing issues of copyright and plagiarism	6.64	7.21	7.50	0.86	0.29	14
Availability of assistance to improve my research skills	6.20	7.90	7.60	1.40	-0.30	10
Library materials available when and where I need them	7.00	7.64	8.00	1.00	0.36	11
Reliable mix of technology to help me complete my work	7.25	7.83	8.25	1.00	0.42	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
Access to materials from other libraries (Interlibrary Loan)	2.73	2.41	1.11	2.64	2.47	14
Availability of assistance in addressing issues of copyright and plagiarism	2.21	2.19	1.87	1.79	2.16	14
Availability of assistance to improve my research skills	2.10	1.52	1.65	2.72	2.16	10
Library materials available when and where I need them	1.48	1.29	1.00	1.73	1.21	11
Reliable mix of technology to help me complete my work	1.22	1.03	0.62	0.95	0.90	12

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.	8.38	0.89	37
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.90	1.29	39
How would you rate the overall quality of the service provided by the library?	8.17	0.99	76

5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.15	1.95	20
The library aids my advancement in my academic discipline or work.	8.39	0.90	33
The library enables me to be more efficient in my academic pursuits or work.	8.04	1.37	27
The library helps me distinguish between trustworthy and untrustworthy information.	8.07	1.01	41
The library provides me with the information skills I need in my work or study.	7.97	1.05	31

Language: English (American)

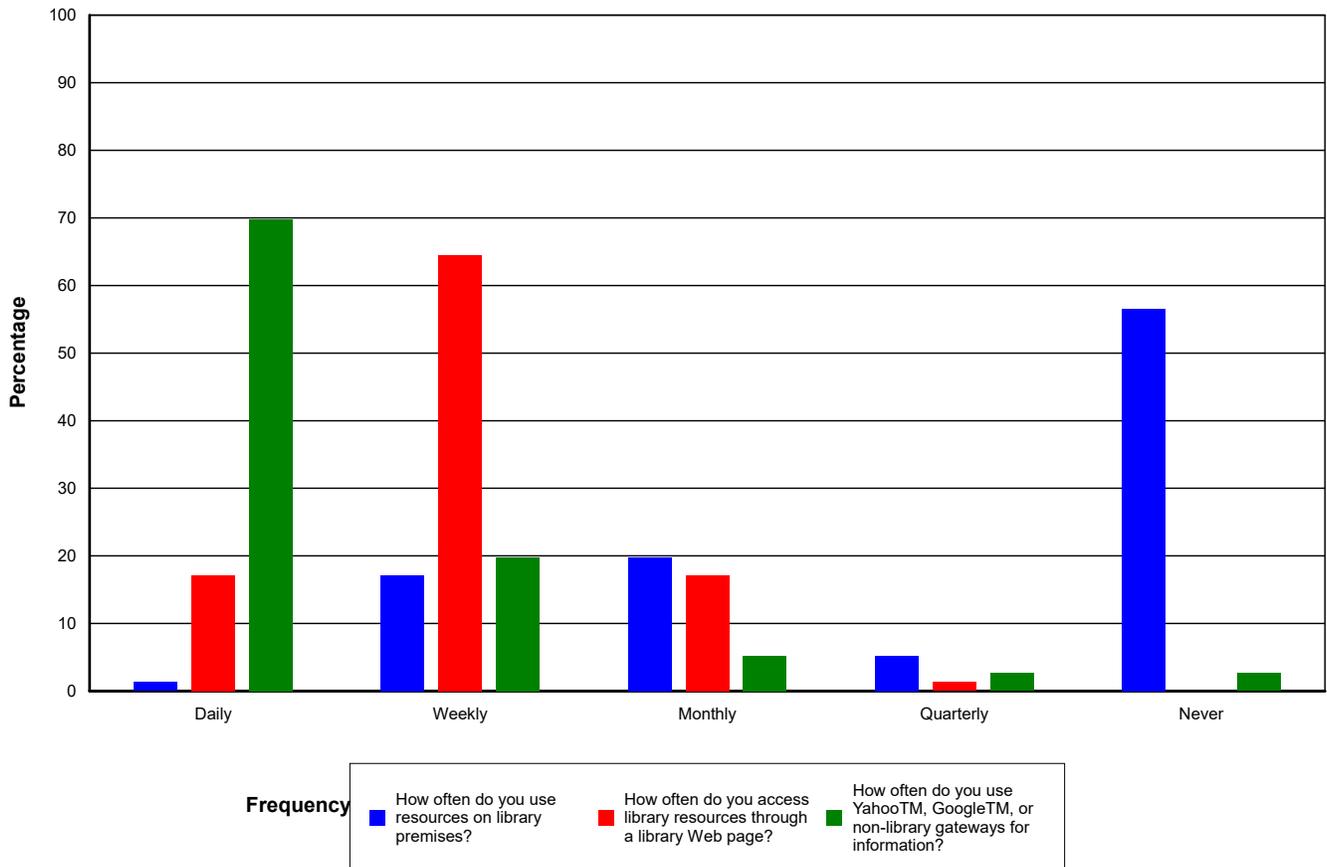
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Graduate

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?	1 1.32%	13 17.11%	15 19.74%	4 5.26%	43 56.58%	76 100.00%
How often do you access library resources through a library Web page?	13 17.11%	49 64.47%	13 17.11%	1 1.32%	0 0%	76 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	53 69.74%	15 19.74%	4 5.26%	2 2.63%	2 2.63%	76 100.00%

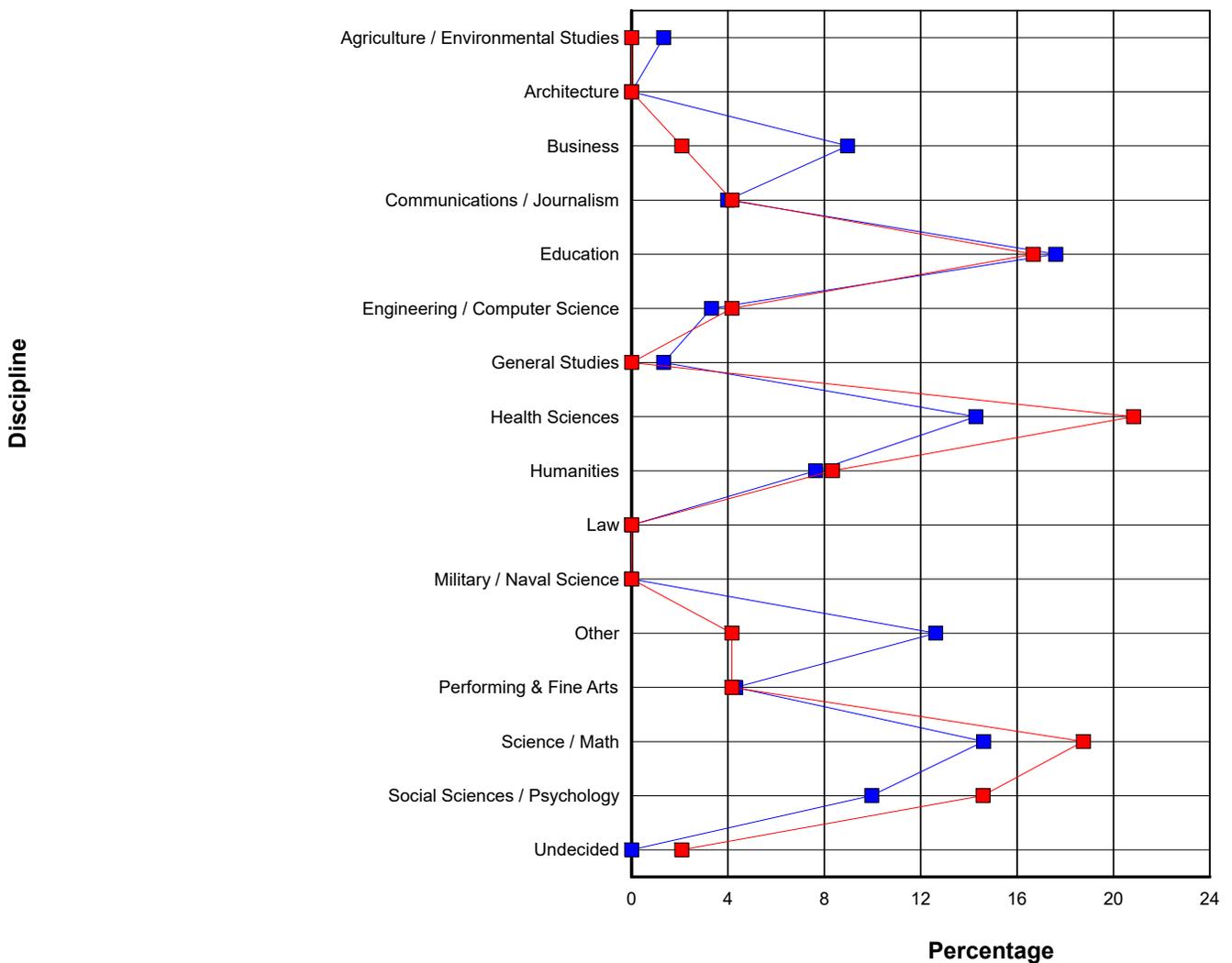
6 Faculty Summary for Clarion University of Pennsylvania

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

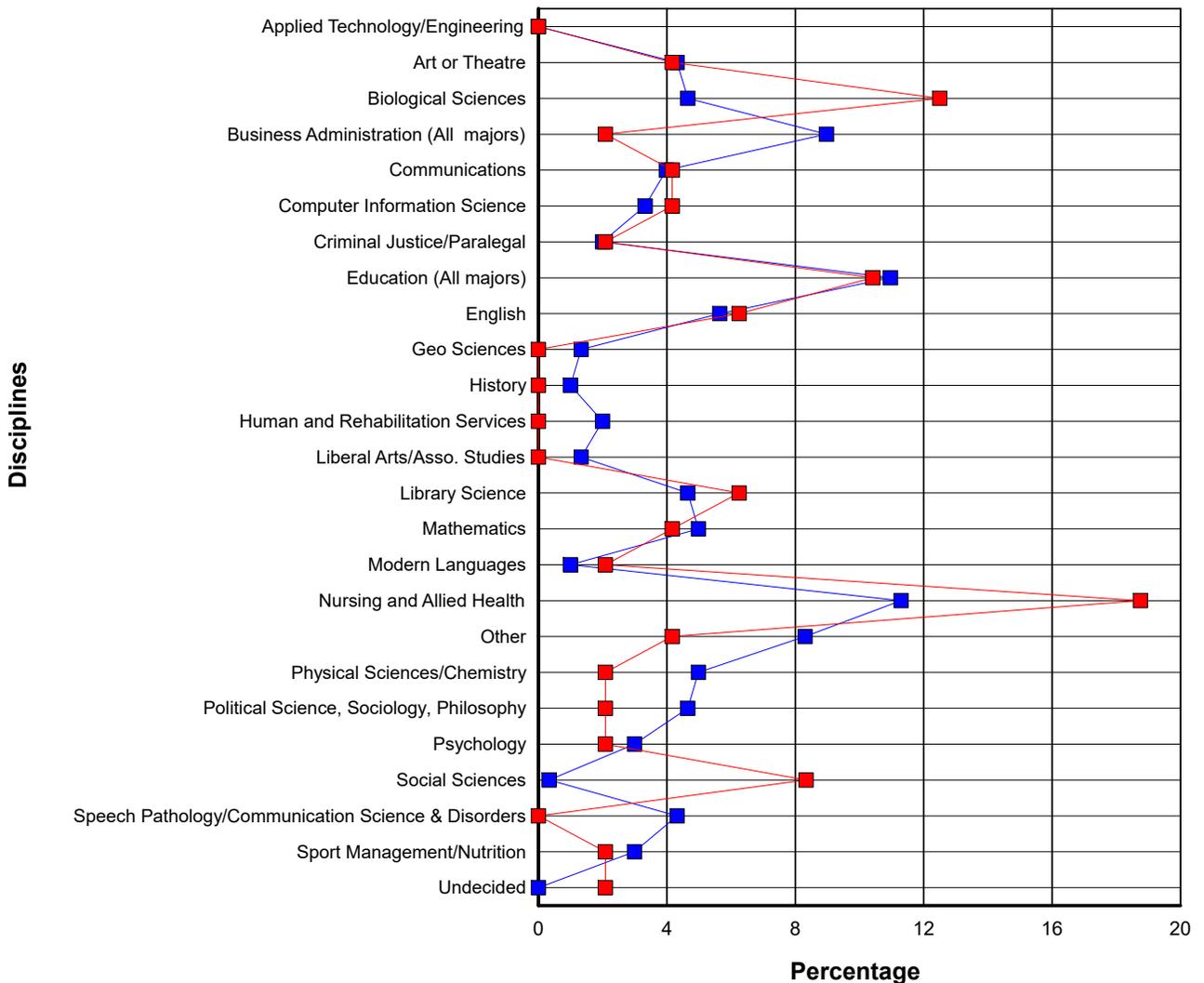
Language: English (American)
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4	1.33	0	0.00	1.33
Architecture	0	0.00	0	0.00	0.00
Business	27	8.97	1	2.08	6.89
Communications / Journalism	12	3.99	2	4.17	-0.18
Education	53	17.61	8	16.67	0.94
Engineering / Computer Science	10	3.32	2	4.17	-0.84
General Studies	4	1.33	0	0.00	1.33
Health Sciences	43	14.29	10	20.83	-6.55
Humanities	23	7.64	4	8.33	-0.69
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	38	12.62	2	4.17	8.46
Performing & Fine Arts	13	4.32	2	4.17	0.15
Science / Math	44	14.62	9	18.75	-4.13
Social Sciences / Psychology	30	9.97	7	14.58	-4.62
Undecided	0	0.00	1	2.08	-2.08
Total:	301	100.00	48	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: Keystone Library Network
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Applied Technology/Engineering	0	0.00	0	0.00	0.00
Art or Theatre	13	4.32	2	4.17	0.15
Biological Sciences	14	4.65	6	12.50	-7.85
Business Administration (All majors)	27	8.97	1	2.08	6.89
Communications	12	3.99	2	4.17	-0.18
Computer Information Science	10	3.32	2	4.17	-0.84
Criminal Justice/Paralegal	6	1.99	1	2.08	-0.09
Education (All majors)	33	10.96	5	10.42	0.55
English	17	5.65	3	6.25	-0.60
Geo Sciences	4	1.33	0	0.00	1.33
History	3	1.00	0	0.00	1.00
Human and Rehabilitation Services	6	1.99	0	0.00	1.99
Liberal Arts/Asso. Studies	4	1.33	0	0.00	1.33
Library Science	14	4.65	3	6.25	-1.60
Mathematics	15	4.98	2	4.17	0.82
Modern Languages	3	1.00	1	2.08	-1.09
Nursing and Allied Health	34	11.30	9	18.75	-7.45
Other	25	8.31	2	4.17	4.14
Physical Sciences/Chemistry	15	4.98	1	2.08	2.90
Political Science, Sociology, Philosophy	14	4.65	1	2.08	2.57
Psychology	9	2.99	1	2.08	0.91
Social Sciences	1	0.33	4	8.33	-8.00
Speech Pathology/Communication Science & Disorders	13	4.32	0	0.00	4.32
Sport Management/Nutrition	9	2.99	1	2.08	0.91
Undecided	0	0.00	1	2.08	-2.08
Total:	301	100.00	48	100.00	0.00

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 %
Clarion (Carlson)	35	72.92
Venango (Suhr)	2	4.17
Online only	11	22.92
Total:	48	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	1	2.08
23 - 30	5	10.42
31 - 45	13	27.08
46 - 65	25	52.08
Over 65	4	8.33
Total:	48	100.00

6.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	136	44.01	33	68.75
Male	173	55.99	15	31.25
Total:	309	100.00	48	100.00

6.1.6 Respondent Profile by Full or part-time student?

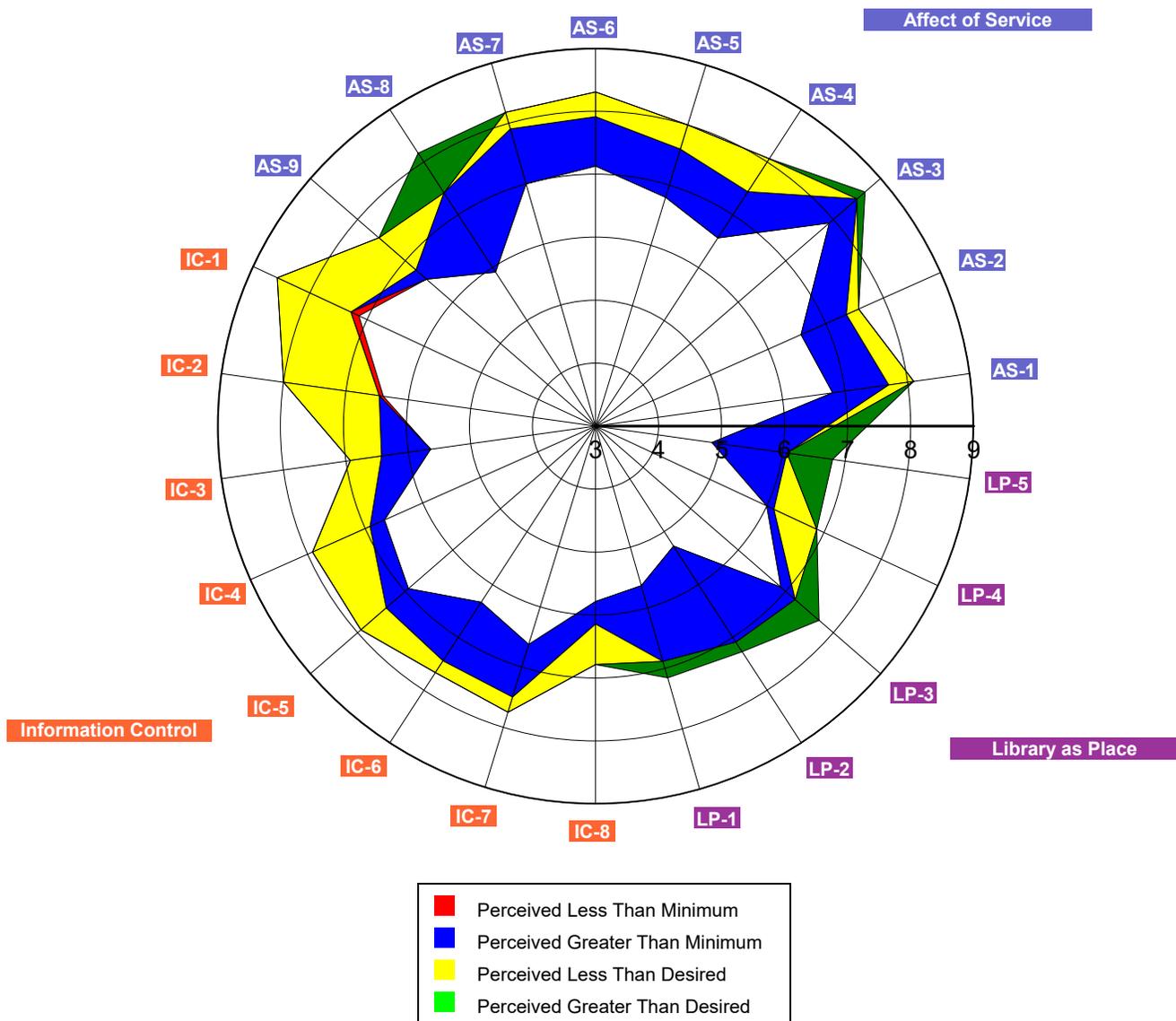
Full or part-time student?	Respondents n	Respondents %
Full-time	1	2.08
Part-time	1	2.08
Does not apply / NA	46	95.83
Total:	48	100.00

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	6.80	8.10	7.70	0.90	-0.40	10
AS-2	Giving users individual attention	6.57	7.57	7.36	0.79	-0.21	14
AS-3	Employees who are consistently courteous	7.92	8.50	8.67	0.75	0.17	12
AS-4	Readiness to respond to users' questions	6.56	8.06	7.44	0.88	-0.63	16
AS-5	Employees who have the knowledge to answer user questions	6.80	8.00	7.60	0.80	-0.40	5
AS-6	Employees who deal with users in a caring fashion	7.13	8.30	7.91	0.78	-0.39	46
AS-7	Employees who understand the needs of their users	7.00	8.18	7.91	0.91	-0.27	11
AS-8	Willingness to help users	5.92	7.42	8.17	2.25	0.75	12
AS-9	Dependability in handling users' service problems	6.56	7.56	6.78	0.22	-0.78	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.29	8.57	7.14	-0.14	-1.43	7
IC-2	A library Web site enabling me to locate information on my own	6.47	8.00	6.40	-0.07	-1.60	15
IC-3	The printed library materials I need for my work	5.64	6.93	6.43	0.79	-0.50	14
IC-4	The electronic information resources I need	6.67	7.92	6.92	0.25	-1.00	48
IC-5	Modern equipment that lets me easily access needed information	6.93	7.93	7.40	0.47	-0.53	15
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	7.67	7.44	1.11	-0.22	9
IC-7	Making information easily accessible for independent use	6.63	7.75	7.50	0.88	-0.25	16
IC-8	Print and/or electronic journal collections I require for my work	5.79	6.79	6.14	0.36	-0.64	14
Library as Place							
LP-1	Library space that inspires study and learning	5.64	6.89	7.16	1.52	0.27	44
LP-2	Quiet space for individual activities	5.27	7.09	7.27	2.00	0.18	11
LP-3	A comfortable and inviting location	6.90	7.20	7.70	0.80	0.50	10
LP-4	A getaway for study, learning, or research	6.00	6.88	6.13	0.13	-0.75	8
LP-5	Community space for group learning and group study	4.87	6.07	6.80	1.93	0.73	15
Overall:		6.44	7.63	7.28	0.84	-0.35	48

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	1.69	0.99	1.57	2.08	0.97	10
AS-2	Giving users individual attention	1.50	1.45	1.50	1.58	0.80	14
AS-3	Employees who are consistently courteous	1.31	0.90	0.65	1.22	0.94	12
AS-4	Readiness to respond to users' questions	1.82	1.12	1.67	1.45	1.09	16
AS-5	Employees who have the knowledge to answer user questions	1.64	1.00	1.67	0.84	1.14	5
AS-6	Employees who deal with users in a caring fashion	1.54	1.03	1.53	1.91	1.37	46
AS-7	Employees who understand the needs of their users	1.84	1.33	1.58	1.87	1.27	11
AS-8	Willingness to help users	2.15	2.23	1.11	1.86	1.60	12
AS-9	Dependability in handling users' service problems	2.55	1.74	2.54	1.86	2.28	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.25	0.79	1.35	1.21	1.40	7
IC-2	A library Web site enabling me to locate information on my own	1.55	0.93	1.80	2.12	1.99	15
IC-3	The printed library materials I need for my work	2.53	2.46	2.10	3.38	3.39	14
IC-4	The electronic information resources I need	1.74	1.30	1.84	2.50	1.85	48
IC-5	Modern equipment that lets me easily access needed information	1.98	1.03	1.80	2.23	2.10	15
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.41	1.51	1.90	1.30	9
IC-7	Making information easily accessible for independent use	1.86	1.34	2.07	2.16	1.57	16
IC-8	Print and/or electronic journal collections I require for my work	2.97	2.52	2.35	3.30	2.41	14
Library as Place							
LP-1	Library space that inspires study and learning	2.55	2.42	2.22	2.25	1.72	44
LP-2	Quiet space for individual activities	2.10	2.07	1.42	2.05	1.33	11
LP-3	A comfortable and inviting location	2.38	2.39	1.42	2.70	2.80	10
LP-4	A getaway for study, learning, or research	1.77	1.36	2.47	2.59	1.98	8
LP-5	Community space for group learning and group study	2.50	2.63	2.40	2.49	2.31	15
Overall:		1.35	1.14	1.40	1.56	1.10	48

Language: English (American)

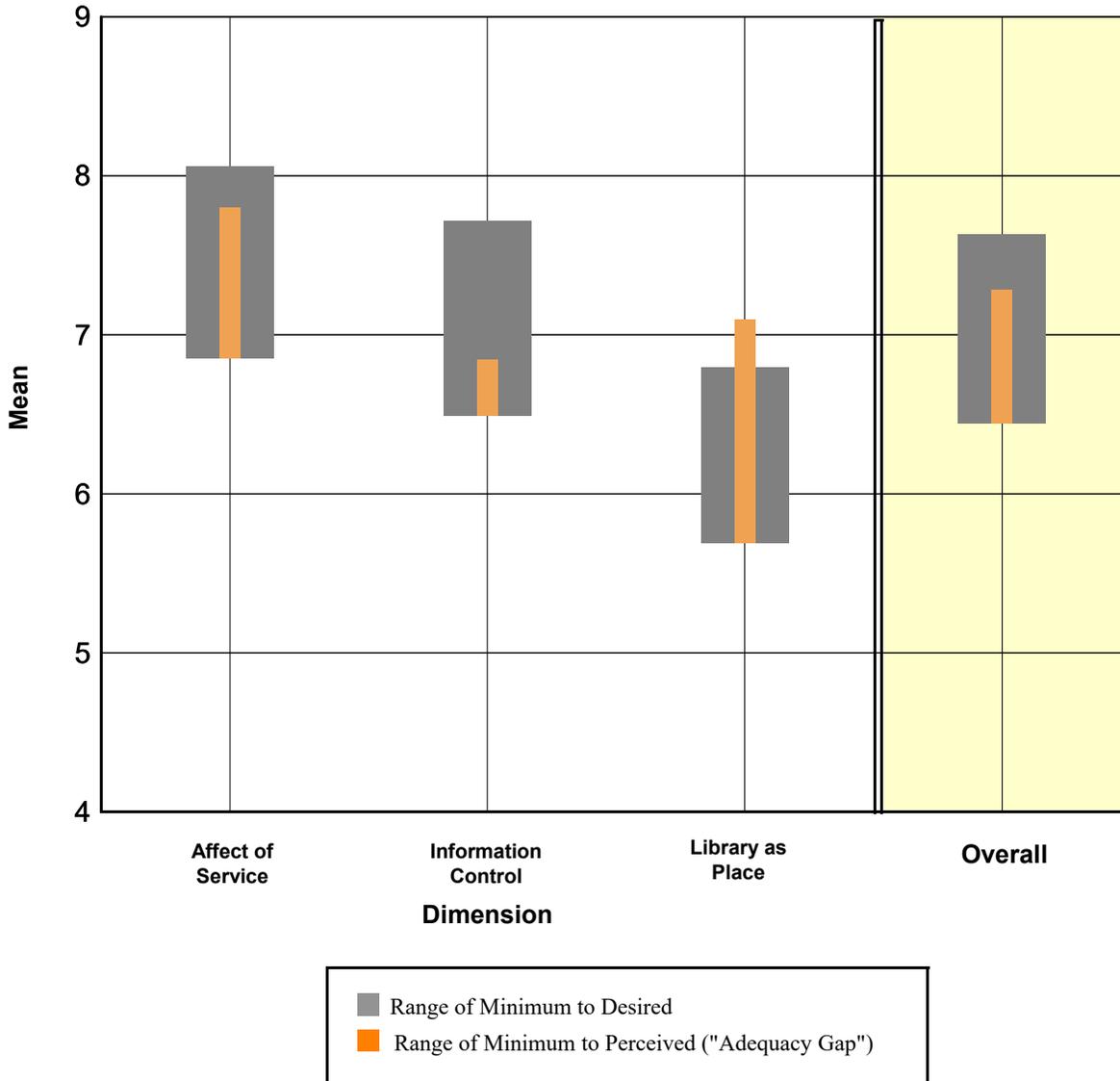
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.85	8.06	7.80	0.95	-0.26	47
Information Control	6.49	7.72	6.85	0.35	-0.87	48
Library as Place	5.69	6.80	7.10	1.40	0.30	47
Overall	6.44	7.63	7.28	0.84	-0.35	48

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	1.48	0.98	1.39	1.57	0.99	47
Information Control	1.54	1.25	1.61	1.99	1.65	48
Library as Place	2.24	2.17	2.01	2.18	1.82	47
Overall	1.35	1.14	1.40	1.56	1.10	48

Language: English (American)

Institution Type: College or University

Consortium: Keystone Library Network

User Group: Faculty

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	5.13	7.00	8.00	2.88	1.00	8
Availability of assistance in addressing issues of copyright and plagiarism	6.36	7.18	6.55	0.18	-0.64	11
Availability of assistance to improve my research skills	6.30	7.70	7.60	1.30	-0.10	10
Library materials available when and where I need them	5.67	7.83	6.50	0.83	-1.33	6
Reliable mix of technology to help me complete my work	6.83	7.67	6.17	-0.67	-1.50	6

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)	1.96	2.27	1.31	2.59	1.77	8
Availability of assistance in addressing issues of copyright and plagiarism	2.58	1.89	1.29	2.86	1.86	11
Availability of assistance to improve my research skills	2.06	1.49	1.65	1.25	0.74	10
Library materials available when and where I need them	2.80	1.60	3.08	3.13	2.16	6
Reliable mix of technology to help me complete my work	1.60	1.63	1.17	1.75	1.38	6

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.08	1.28	24
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.83	1.09	24
How would you rate the overall quality of the service provided by the library?	7.79	1.44	48

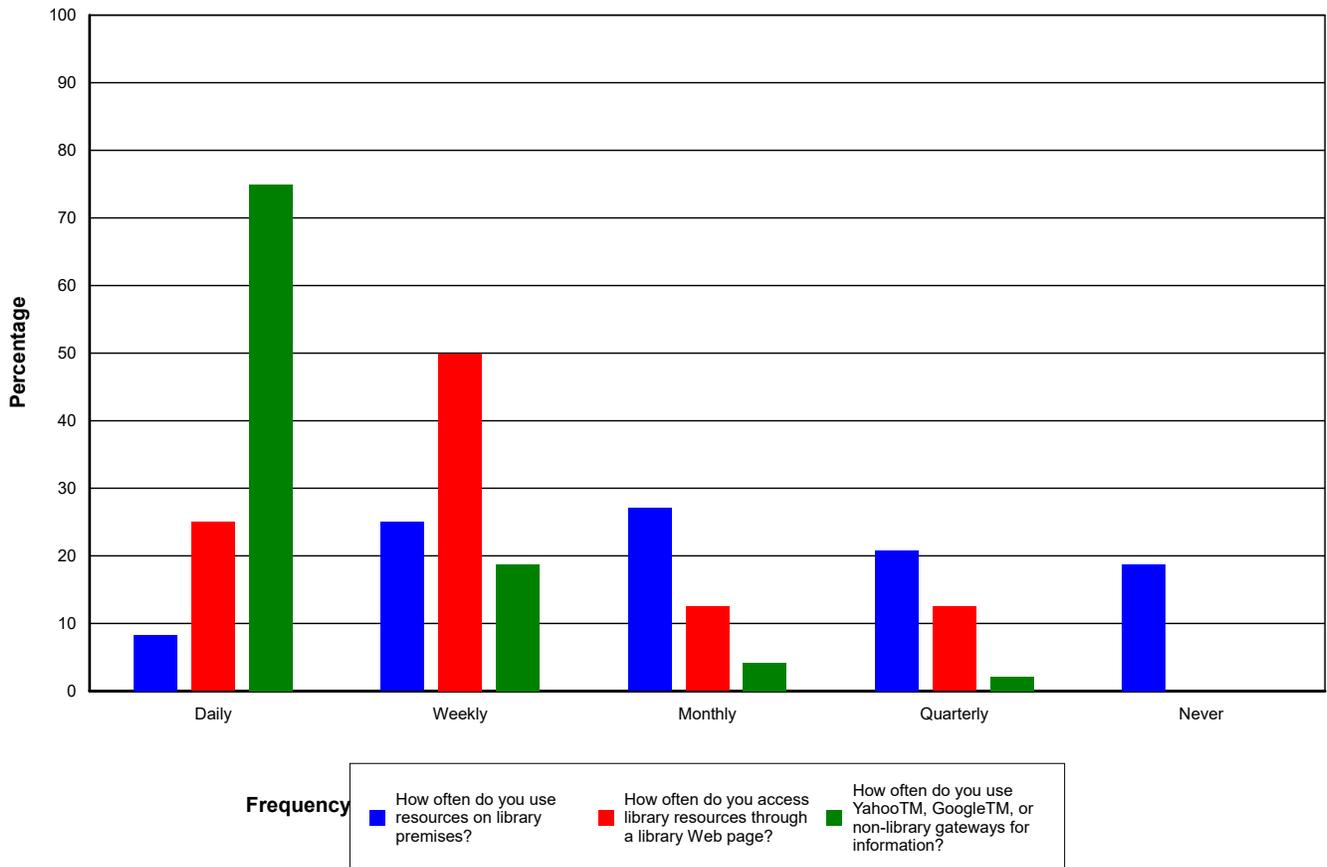
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.59	1.70	17
The library aids my advancement in my academic discipline or work.	7.55	1.59	29
The library enables me to be more efficient in my academic pursuits or work.	7.15	1.69	20
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	1.73	15
The library provides me with the information skills I need in my work or study.	7.27	1.91	15

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?	4 8.33%	12 25.00%	13 27.08%	10 20.83%	9 18.75%	48 100.00%
How often do you access library resources through a library Web page?	12 25.00%	24 50.00%	6 12.50%	6 12.50%	0 0%	48 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	36 75.00%	9 18.75%	2 4.17%	1 2.08%	0 0%	48 100.00%

7 Library Staff Summary for Clarion University of Pennsylvania

7.1 Demographic Summary for Library 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 %
Clarion (Carlson)	7	100.00
Venango (Suhr)	0	0.00
Online only	0	0.00
Total:	7	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	2	28.57
23 - 30	1	14.29
31 - 45	3	42.86
46 - 65	1	14.29
Over 65	0	0.00
Total:	7	100.00

7.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	5	71.43
Male	2	28.57
Total:	7	100.00

7.1.4 Respondent Profile by Full or part-time student?

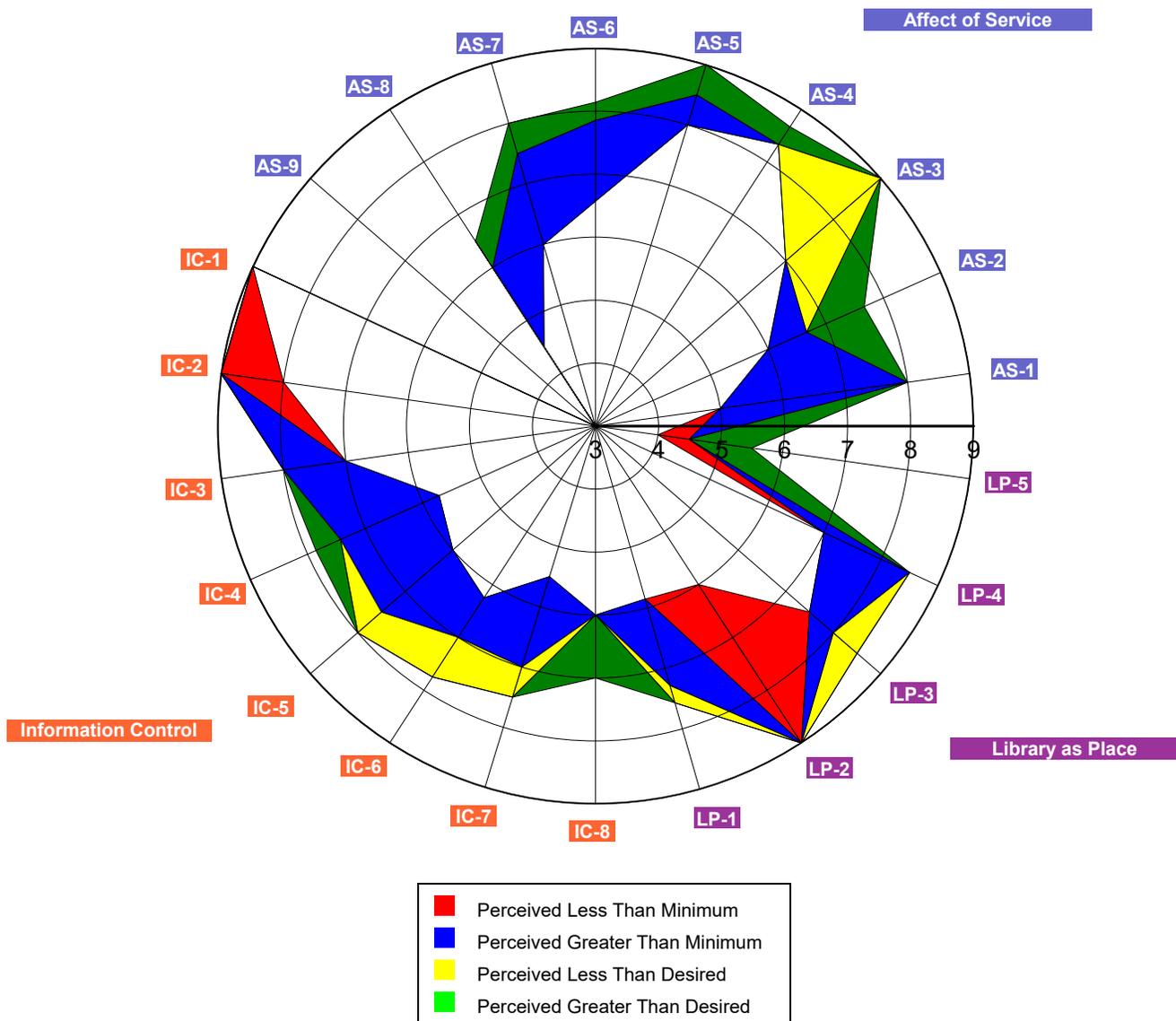
Full or part-time student?	Respondents n	Respondents %
Full-time	3	42.86
Part-time	0	0.00
Does not apply / NA	4	57.14
Total:	7	100.00

7.2 Core Questions Summary for Library Staff

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

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

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

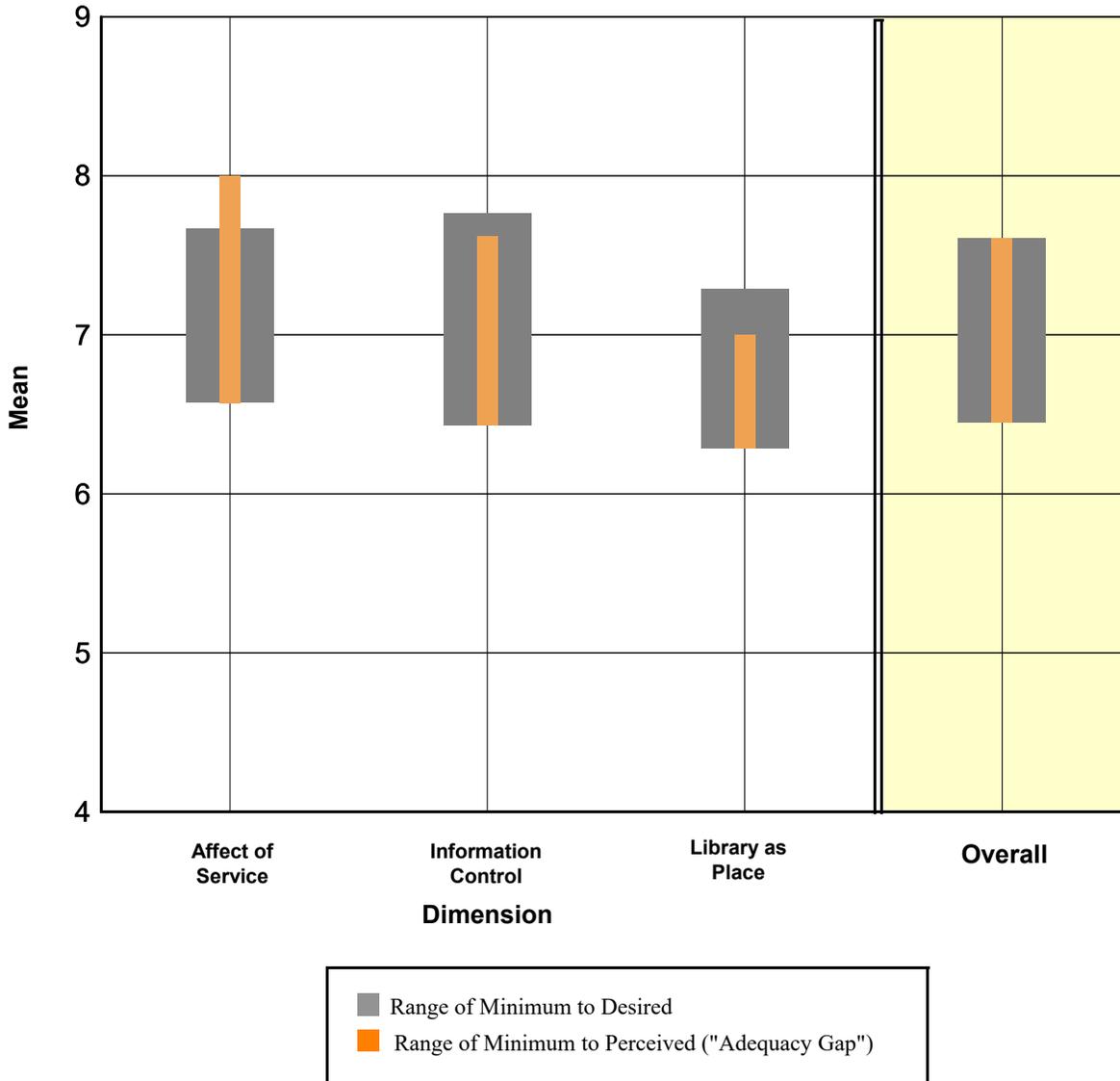


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.00	8.00	8.00	3.00	0.00	1
AS-2	Giving users individual attention	6.00	6.67	7.67	1.67	1.00	3
AS-3	Employees who are consistently courteous	7.00	9.00	7.00	0.00	-2.00	1
AS-4	Readiness to respond to users' questions	8.33	8.33	8.67	0.33	0.33	3
AS-5	Employees who have the knowledge to answer user questions	8.00	8.50	9.00	1.00	0.50	2
AS-6	Employees who deal with users in a caring fashion	6.57	7.86	8.14	1.57	0.29	7
AS-7	Employees who understand the needs of their users	6.00	7.50	8.00	2.00	0.50	2
AS-8	Willingness to help users	4.50	6.00	6.50	2.00	0.50	2
AS-9	Dependability in handling users' service problems						0
Information Control							
IC-1	Making electronic resources accessible from my home or office	9.00	9.00	9.00	0.00	0.00	1
IC-2	A library Web site enabling me to locate information on my own	9.00	9.00	8.00	-1.00	-1.00	2
IC-3	The printed library materials I need for my work	7.00	8.00	8.00	1.00	0.00	2
IC-4	The electronic information resources I need	5.71	7.43	7.86	2.14	0.43	7
IC-5	Modern equipment that lets me easily access needed information	6.00	8.00	7.50	1.50	-0.50	2
IC-6	Easy-to-use access tools that allow me to find things on my own	6.25	7.75	7.00	0.75	-0.75	4
IC-7	Making information easily accessible for independent use	5.50	7.50	7.00	1.50	-0.50	2
IC-8	Print and/or electronic journal collections I require for my work	6.00	6.00	7.00	1.00	1.00	1
Library as Place							
LP-1	Library space that inspires study and learning	5.86	7.57	7.29	1.43	-0.29	7
LP-2	Quiet space for individual activities	9.00	9.00	6.00	-3.00	-3.00	1
LP-3	A comfortable and inviting location	7.50	8.50	8.00	0.50	-0.50	2
LP-4	A getaway for study, learning, or research	7.00	8.50	8.50	1.50	0.00	2
LP-5	Community space for group learning and group study	4.50	3.00	4.00	-0.50	1.00	2
Overall:		6.45	7.61	7.61	1.16	0	7

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
AS-2	Giving users individual attention	1.73	2.52	2.31	0.58	1.00	3
AS-3	Employees who are consistently courteous						1
AS-4	Readiness to respond to users' questions	1.15	1.15	0.58	0.58	0.58	3
AS-5	Employees who have the knowledge to answer user questions	1.41	0.71	0	1.41	0.71	2
AS-6	Employees who deal with users in a caring fashion	1.90	1.77	0.90	1.51	1.50	7
AS-7	Employees who understand the needs of their users	1.41	0.71	0	1.41	0.71	2
AS-8	Willingness to help users	2.12	1.41	0.71	1.41	0.71	2
AS-9	Dependability in handling users' service problems						0
Information Control							
IC-1	Making electronic resources accessible from my home or office						1
IC-2	A library Web site enabling me to locate information on my own	0	0	1.41	1.41	1.41	2
IC-3	The printed library materials I need for my work	2.83	1.41	1.41	1.41	0	2
IC-4	The electronic information resources I need	1.50	1.40	1.07	1.35	1.51	7
IC-5	Modern equipment that lets me easily access needed information	1.41	1.41	0.71	2.12	2.12	2
IC-6	Easy-to-use access tools that allow me to find things on my own	2.06	2.50	1.83	0.96	1.71	4
IC-7	Making information easily accessible for independent use	0.71	0.71	1.41	2.12	0.71	2
IC-8	Print and/or electronic journal collections I require for my work						1
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.72	1.11	1.99	1.11	7
LP-2	Quiet space for individual activities						1
LP-3	A comfortable and inviting location	2.12	0.71	1.41	0.71	0.71	2
LP-4	A getaway for study, learning, or research	2.83	0.71	0.71	2.12	0	2
LP-5	Community space for group learning and group study	0.71	1.41	0	0.71	1.41	2
Overall:		1.63	1.50	1.00	1.02	0.75	7

7.3 Core Question Dimensions Summary for Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.57	7.67	8.00	1.43	0.33	7
Information Control	6.43	7.76	7.62	1.19	-0.14	7
Library as Place	6.29	7.29	7.00	0.71	-0.29	7
Overall	6.45	7.61	7.61	1.16	0	7

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	1.60	1.02	1.05	0.75	7
Information Control	1.50	1.30	1.01	1.09	1.00	7
Library as Place	1.91	1.82	1.32	1.41	0.99	7
Overall	1.63	1.50	1.00	1.02	0.75	7

7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)						0
Availability of assistance in addressing issues of copyright and plagiarism	8.00	9.00	8.00	0	-1.00	2
Availability of assistance to improve my research skills	4.00	5.00	6.50	2.50	1.50	2
Library materials available when and where I need them	5.00	7.00	7.00	2.00	0	1
Reliable mix of technology to help me complete my work	7.00	7.00	7.50	0.50	0.50	2

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)						0
Availability of assistance in addressing issues of copyright and plagiarism	1.41	0	1.41	0	1.41	2
Availability of assistance to improve my research skills	1.41	2.83	0.71	0.71	2.12	2
Library materials available when and where I need them						1
Reliable mix of technology to help me complete my work	1.41	0	0.71	2.12	0.71	2

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.15	4
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.67	0.58	3
How would you rate the overall quality of the service provided by the library?	8.43	0.53	7

7.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 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.			0
The library aids my advancement in my academic discipline or work.	8.00	1.00	3
The library enables me to be more efficient in my academic pursuits or work.	7.00	2.00	3
The library helps me distinguish between trustworthy and untrustworthy information.	8.00	1.15	4
The library provides me with the information skills I need in my work or study.	8.75	0.50	4

Language: English (American)

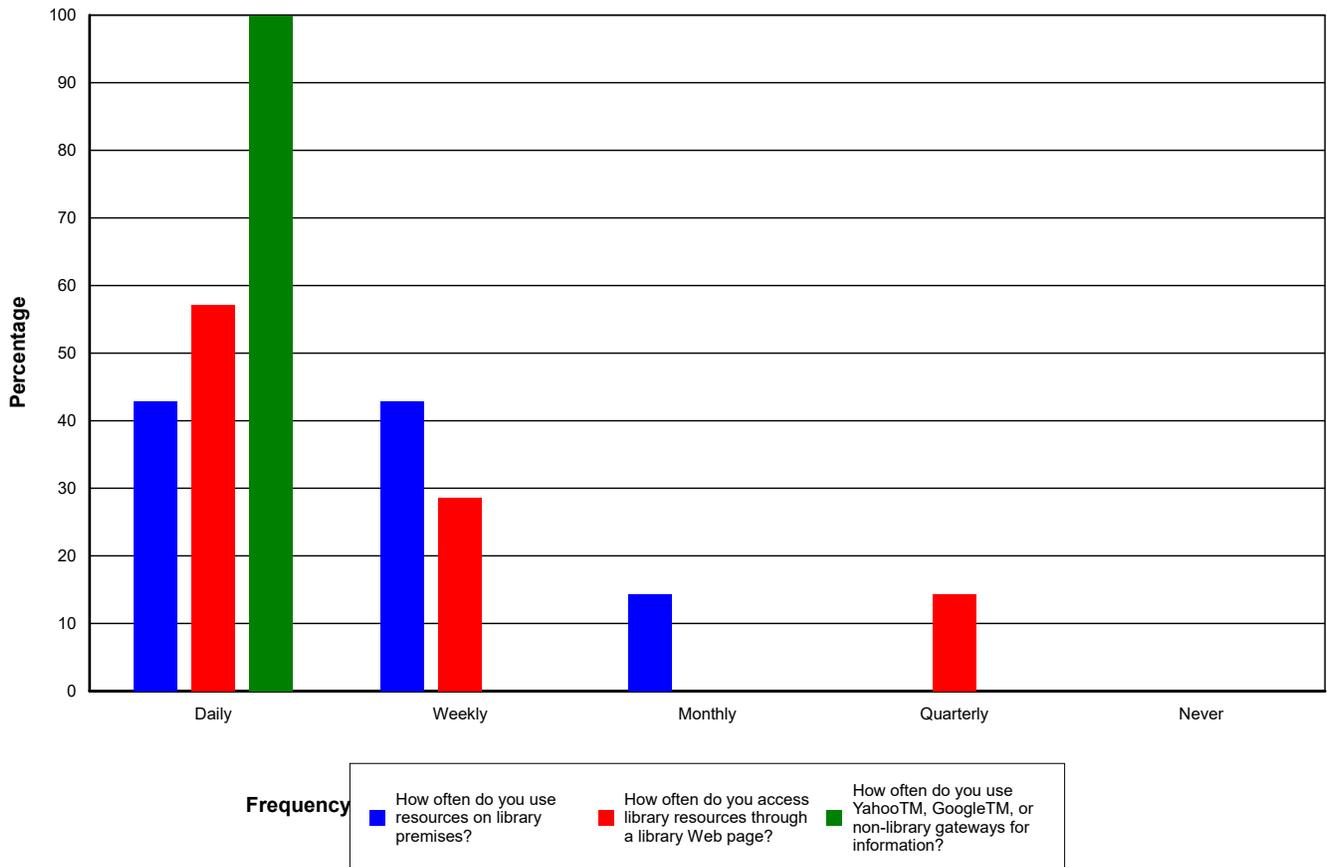
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Library Staff

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	3 42.86%	3 42.86%	1 14.29%	0 0 %	0 0 %	7 100.00%
How often do you access library resources through a library Web page?	4 57.14%	2 28.57%	0 0 %	1 14.29%	0 0 %	7 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	7 100.00%	0 0 %	0 0 %	0 0 %	0 0 %	7 100.00%

8 Staff Summary for Clarion University of Pennsylvania

8.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Clarion (Carlson)	20	76.92
Venango (Suhr)	4	15.38
Online only	2	7.69
Total:	26	100.00

8.1.2 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	7	26.92
31 - 45	7	26.92
46 - 65	12	46.15
Over 65	0	0.00
Total:	26	100.00

8.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	16	61.54
Male	10	38.46
Total:	26	100.00

8.1.4 Respondent Profile by Full or part-time student?

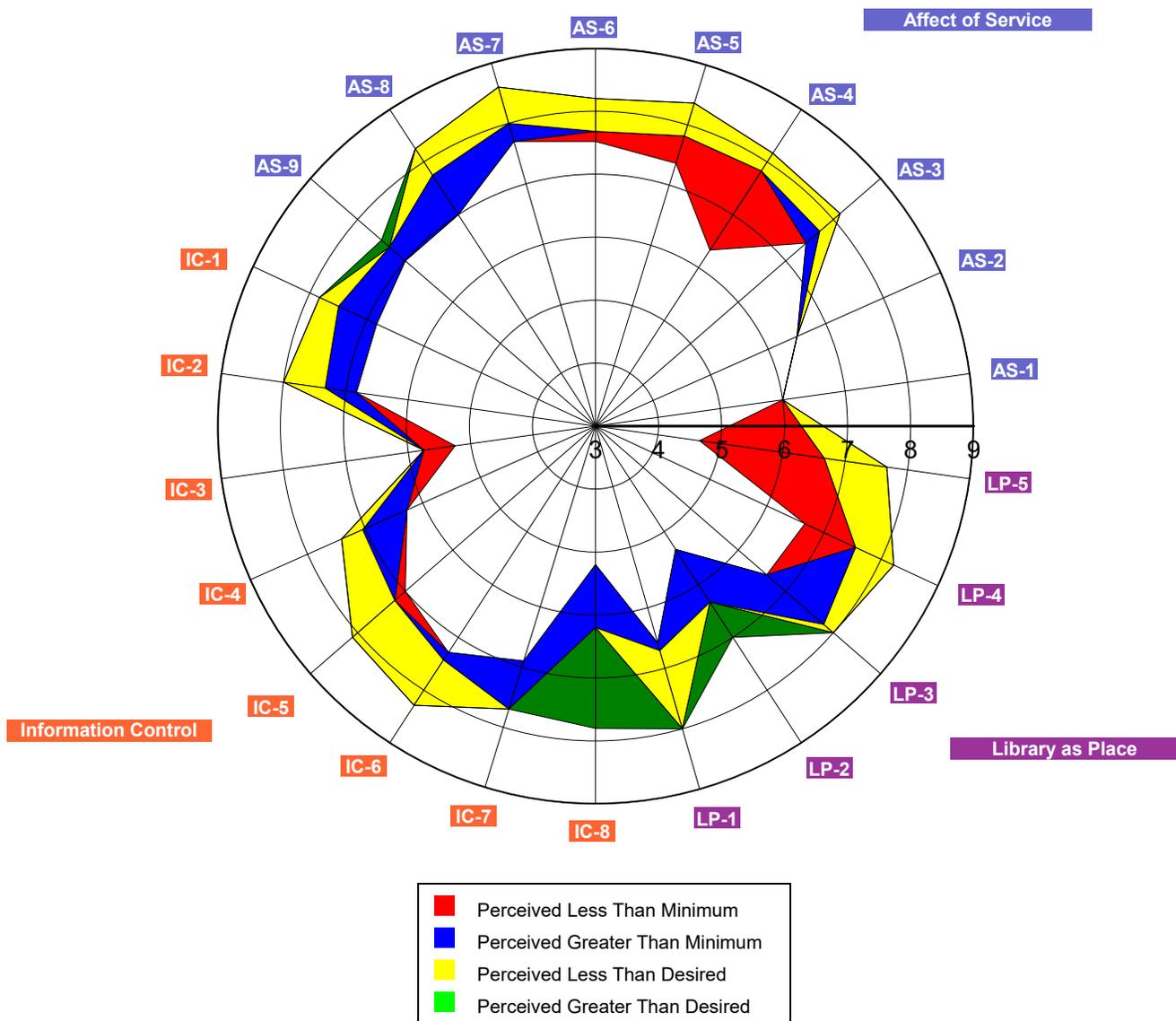
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	26	100.00
Total:	26	100.00

8.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.00	6.00	6.00	0.00	0.00	2
AS-2	Giving users individual attention	6.50	6.50	6.50	0.00	0.00	4
AS-3	Employees who are consistently courteous	7.43	8.14	7.71	0.29	-0.43	7
AS-4	Readiness to respond to users' questions	7.83	8.17	6.33	-1.50	-1.83	6
AS-5	Employees who have the knowledge to answer user questions	7.82	8.36	7.36	-0.45	-1.00	11
AS-6	Employees who deal with users in a caring fashion	7.68	8.20	7.52	-0.16	-0.68	25
AS-7	Employees who understand the needs of their users	7.70	8.60	8.00	0.30	-0.60	10
AS-8	Willingness to help users	7.00	8.25	7.75	0.75	-0.50	4
AS-9	Dependability in handling users' service problems	7.00	7.33	7.50	0.50	0.17	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.83	7.83	7.50	0.67	-0.33	6
IC-2	A library Web site enabling me to locate information on my own	6.83	8.00	7.33	0.50	-0.67	6
IC-3	The printed library materials I need for my work	5.75	5.75	5.25	-0.50	-0.50	4
IC-4	The electronic information resources I need	6.27	7.41	7.05	0.77	-0.36	22
IC-5	Modern equipment that lets me easily access needed information	7.22	8.11	7.00	-0.22	-1.11	9
IC-6	Easy-to-use access tools that allow me to find things on my own	7.29	8.29	7.43	0.14	-0.86	7
IC-7	Making information easily accessible for independent use	6.90	7.70	7.70	0.80	0.00	10
IC-8	Print and/or electronic journal collections I require for my work	5.20	6.20	7.80	2.60	1.60	5
Library as Place							
LP-1	Library space that inspires study and learning	6.58	8.00	6.71	0.13	-1.29	24
LP-2	Quiet space for individual activities	5.33	6.33	7.00	1.67	0.67	3
LP-3	A comfortable and inviting location	6.60	8.00	7.80	1.20	-0.20	5
LP-4	A getaway for study, learning, or research	7.56	8.22	6.67	-0.89	-1.56	9
LP-5	Community space for group learning and group study	6.67	7.67	4.67	-2.00	-3.00	3
Overall:		7.02	7.87	7.21	0.19	-0.66	26

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	1.41	1.41	1.41	0	0	2
AS-2	Giving users individual attention	1.91	1.91	1.91	0	0	4
AS-3	Employees who are consistently courteous	1.81	1.86	1.70	2.21	1.51	7
AS-4	Readiness to respond to users' questions	1.47	0.98	2.66	1.64	1.94	6
AS-5	Employees who have the knowledge to answer user questions	1.25	1.29	2.58	2.62	2.53	11
AS-6	Employees who deal with users in a caring fashion	1.41	1.26	2.14	2.08	1.95	25
AS-7	Employees who understand the needs of their users	1.25	0.52	1.33	1.57	1.26	10
AS-8	Willingness to help users	1.83	0.96	0.96	2.22	1.29	4
AS-9	Dependability in handling users' service problems	1.67	2.25	1.64	0.55	0.75	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.04	1.60	1.97	1.21	1.03	6
IC-2	A library Web site enabling me to locate information on my own	2.04	1.55	1.51	1.22	0.82	6
IC-3	The printed library materials I need for my work	2.22	2.22	1.89	0.58	0.58	4
IC-4	The electronic information resources I need	1.64	1.79	1.99	1.69	1.50	22
IC-5	Modern equipment that lets me easily access needed information	1.39	1.36	2.78	2.05	2.09	9
IC-6	Easy-to-use access tools that allow me to find things on my own	1.70	0.95	2.88	3.18	2.34	7
IC-7	Making information easily accessible for independent use	1.45	1.49	1.16	1.40	0.82	10
IC-8	Print and/or electronic journal collections I require for my work	1.10	2.17	1.64	1.67	2.19	5
Library as Place							
LP-1	Library space that inspires study and learning	1.72	1.32	2.26	2.79	2.22	24
LP-2	Quiet space for individual activities	1.53	1.15	1.73	2.08	0.58	3
LP-3	A comfortable and inviting location	1.67	1.73	1.79	1.79	0.45	5
LP-4	A getaway for study, learning, or research	1.24	1.39	3.00	2.26	2.74	9
LP-5	Community space for group learning and group study	2.52	1.15	1.53	2.65	2.65	3
Overall:		1.26	1.23	1.76	1.65	1.43	26

Language: English (American)

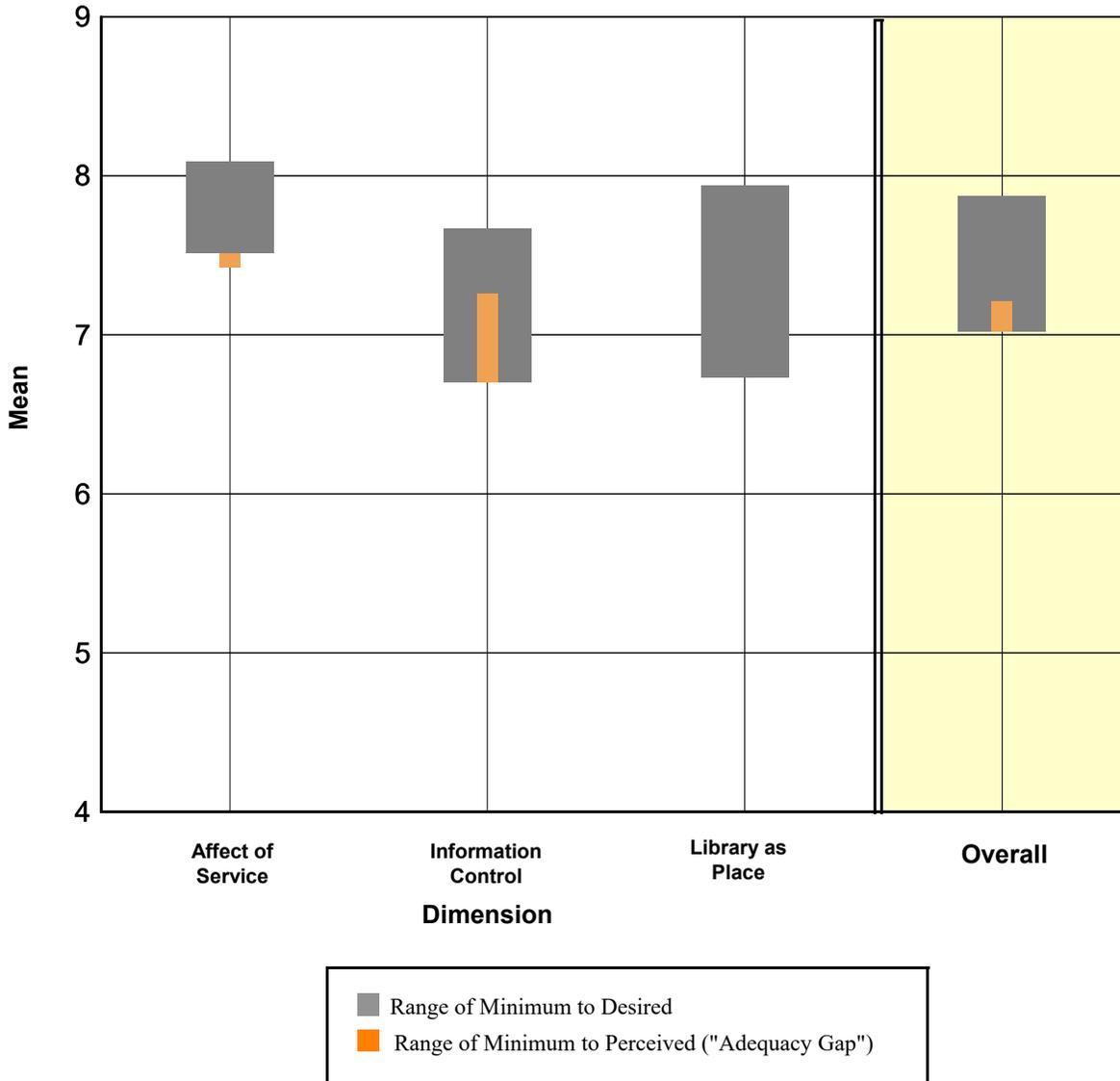
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Staff

8.3 Core Question Dimensions Summary for Staff

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



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	7.51	8.09	7.42	-0.09	-0.67	26
Information Control	6.70	7.67	7.26	0.56	-0.41	26
Library as Place	6.73	7.94	6.73	0	-1.21	24
Overall	7.02	7.87	7.21	0.19	-0.66	26

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	1.34	1.29	1.88	1.78	1.64	26
Information Control	1.50	1.41	1.77	1.63	1.29	26
Library as Place	1.57	1.17	2.26	2.52	2.19	24
Overall	1.26	1.23	1.76	1.65	1.43	26

Language: English (American)

Institution Type: College or University

Consortium: Keystone Library Network

User Group: Staff

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to materials from other libraries (Interlibrary Loan)	9.00	9.00	9.00	0	0	1
Availability of assistance in addressing issues of copyright and plagiarism	6.67	6.67	6.67	0	0	3
Availability of assistance to improve my research skills	5.00	7.00	7.00	2.00	0	2
Library materials available when and where I need them	7.50	8.13	7.13	-0.38	-1.00	8
Reliable mix of technology to help me complete my work	7.00	7.67	7.33	0.33	-0.33	3

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Access to materials from other libraries (Interlibrary Loan)						1
Availability of assistance in addressing issues of copyright and plagiarism	2.08	2.08	2.08	0	0	3
Availability of assistance to improve my research skills	0	2.83	2.83	2.83	0	2
Library materials available when and where I need them	1.07	0.83	1.46	1.51	1.69	8
Reliable mix of technology to help me complete my work	2.65	2.31	2.08	0.58	0.58	3

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.89	1.69	9
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.91	17
How would you rate the overall quality of the service provided by the library?	7.54	1.65	26

8.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 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.	6.67	1.73	9
The library aids my advancement in my academic discipline or work.	7.09	1.70	11
The library enables me to be more efficient in my academic pursuits or work.	6.89	2.37	9
The library helps me distinguish between trustworthy and untrustworthy information.	6.64	2.41	14
The library provides me with the information skills I need in my work or study.	7.11	2.26	9

Language: English (American)

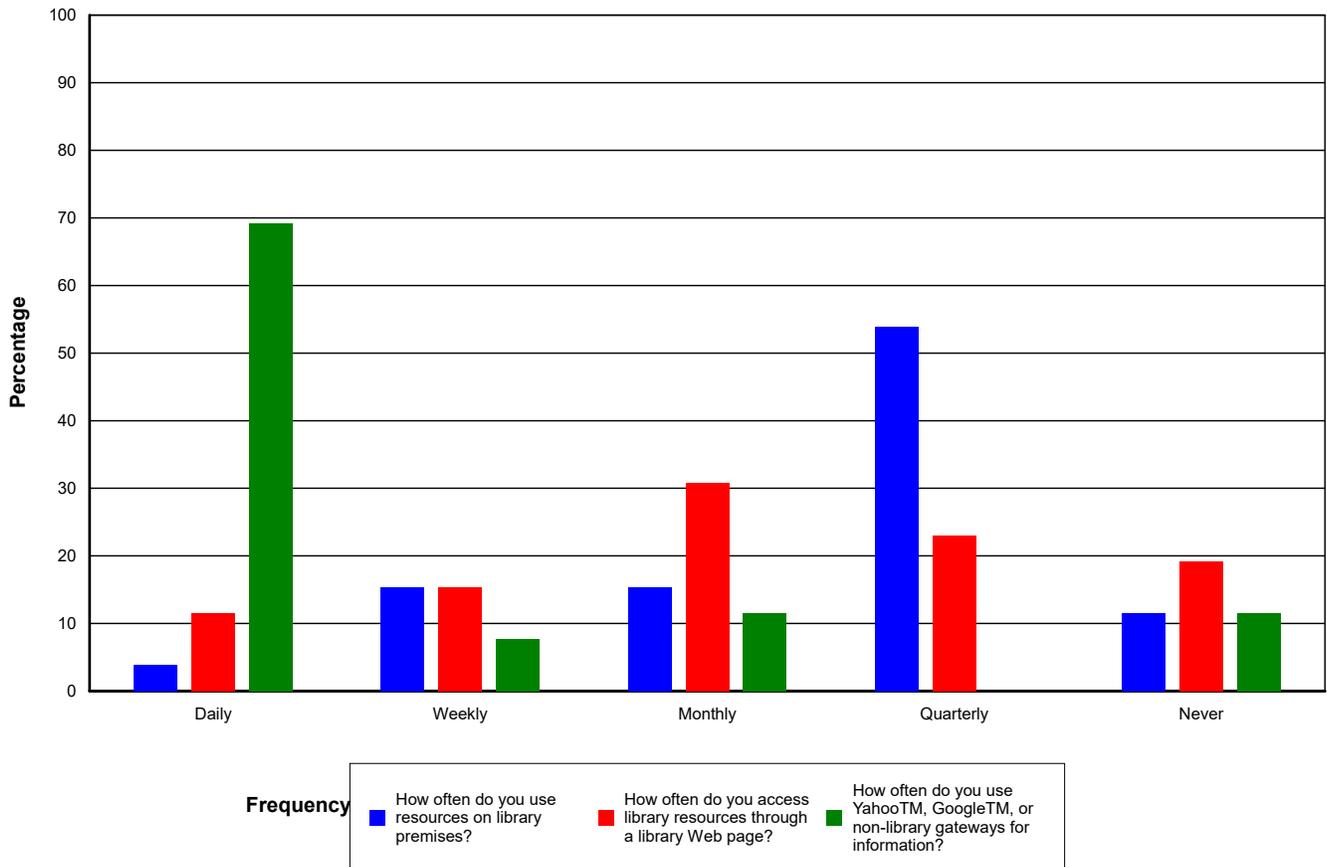
Institution Type: College or University

Consortium: Keystone Library Network

User Group: Staff

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	1 3.85%	4 15.38%	4 15.38%	14 53.85%	3 11.54%	26 100.00%
How often do you access library resources through a library Web page?	3 11.54%	4 15.38%	8 30.77%	6 23.08%	5 19.23%	26 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	18 69.23%	2 7.69%	3 11.54%	0 0 %	3 11.54%	26 100.00%

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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