



LibQUAL⁺
2019 Survey

Eastern Washington University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 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 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 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 2019 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 in the appendix of the following conference paper:

http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf

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1.4 Library Statistics for Eastern Washington University

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. \$):	\$5,711,599
Personnel - professional staff, FTE:	16
Personnel - support staff, FTE:	20
Total library materials expenditures (in U.S. \$):	1,393,915
Total salaries and wages for professional staff (in U.S. \$):	1,498,366

1.5 Contact Information for Eastern Washington University

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

Name: **Rose Knight**
Title:
Address:
Phone:
Email: **rknight@ewu.edu**

1.6 Survey Protocol and Language for Eastern Washington University

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	361	361
	<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	361	361
	<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 Eastern Washington University

2.1 Respondents by User Group

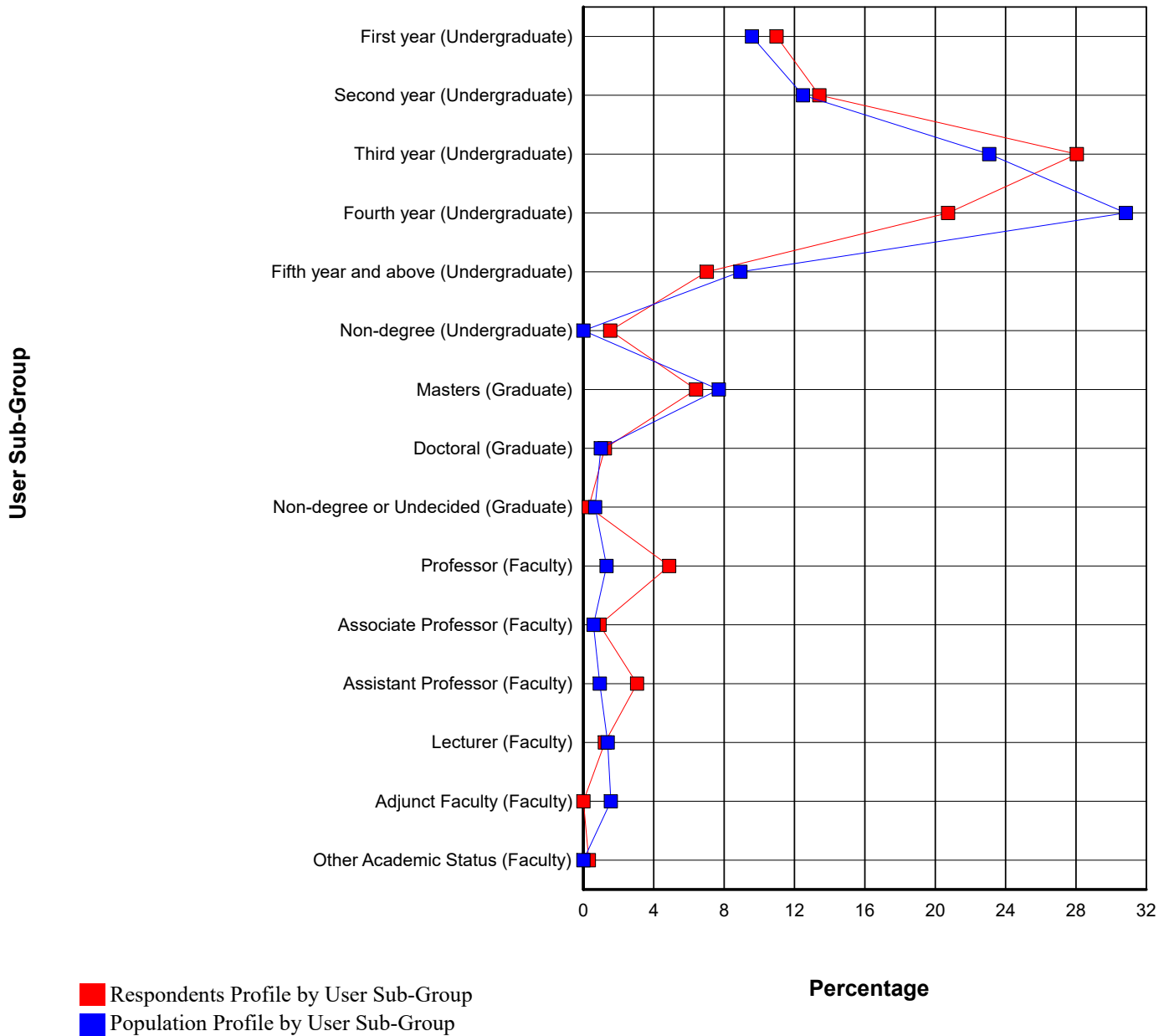
User Group	Respondent n	Respondent %
Undergraduate		
First year	36	9.97%
Second year	44	12.19%
Third year	92	25.48%
Fourth year	68	18.84%
Fifth year and above	23	6.37%
Non-degree	5	1.39%
Sub Total:	268	74.24%
Graduate		
Masters	21	5.82%
Doctoral	4	1.11%
Non-degree or Undecided	1	0.28%
Sub Total:	26	7.20%
Faculty		
Professor	16	4.43%
Associate Professor	3	0.83%
Assistant Professor	10	2.77%
Lecturer	4	1.11%
Adjunct Faculty	0	0.00%
Other Academic Status	1	0.28%
Sub Total:	34	9.42%
Staff		
Research Staff	2	0.55%
Administrative Exempt	8	2.22%
Classified	23	6.37%
Sub Total:	33	9.14%
Total:	361	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: None
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	1,063	9.58	36	10.98	-1.40
Second year (Undergraduate)	1,385	12.48	44	13.41	-0.93
Third year (Undergraduate)	2,560	23.07	92	28.05	-4.98
Fourth year (Undergraduate)	3,422	30.84	68	20.73	10.11
Fifth year and above (Undergraduate)	990	8.92	23	7.01	1.91
Non-degree (Undergraduate)	0	0.00	5	1.52	-1.52
Masters (Graduate)	854	7.70	21	6.40	1.29
Doctoral (Graduate)	110	0.99	4	1.22	-0.23
Non-degree or Undecided (Graduate)	74	0.67	1	0.30	0.36
Professor (Faculty)	146	1.32	16	4.88	-3.56
Associate Professor (Faculty)	64	0.58	3	0.91	-0.34
Assistant Professor (Faculty)	103	0.93	10	3.05	-2.12
Lecturer (Faculty)	153	1.38	4	1.22	0.16
Adjunct Faculty (Faculty)	173	1.56	0	0.00	1.56
Other Academic Status (Faculty)	0	0.00	1	0.30	-0.30
Total:	11,097	100.00	328	100.00	0.00

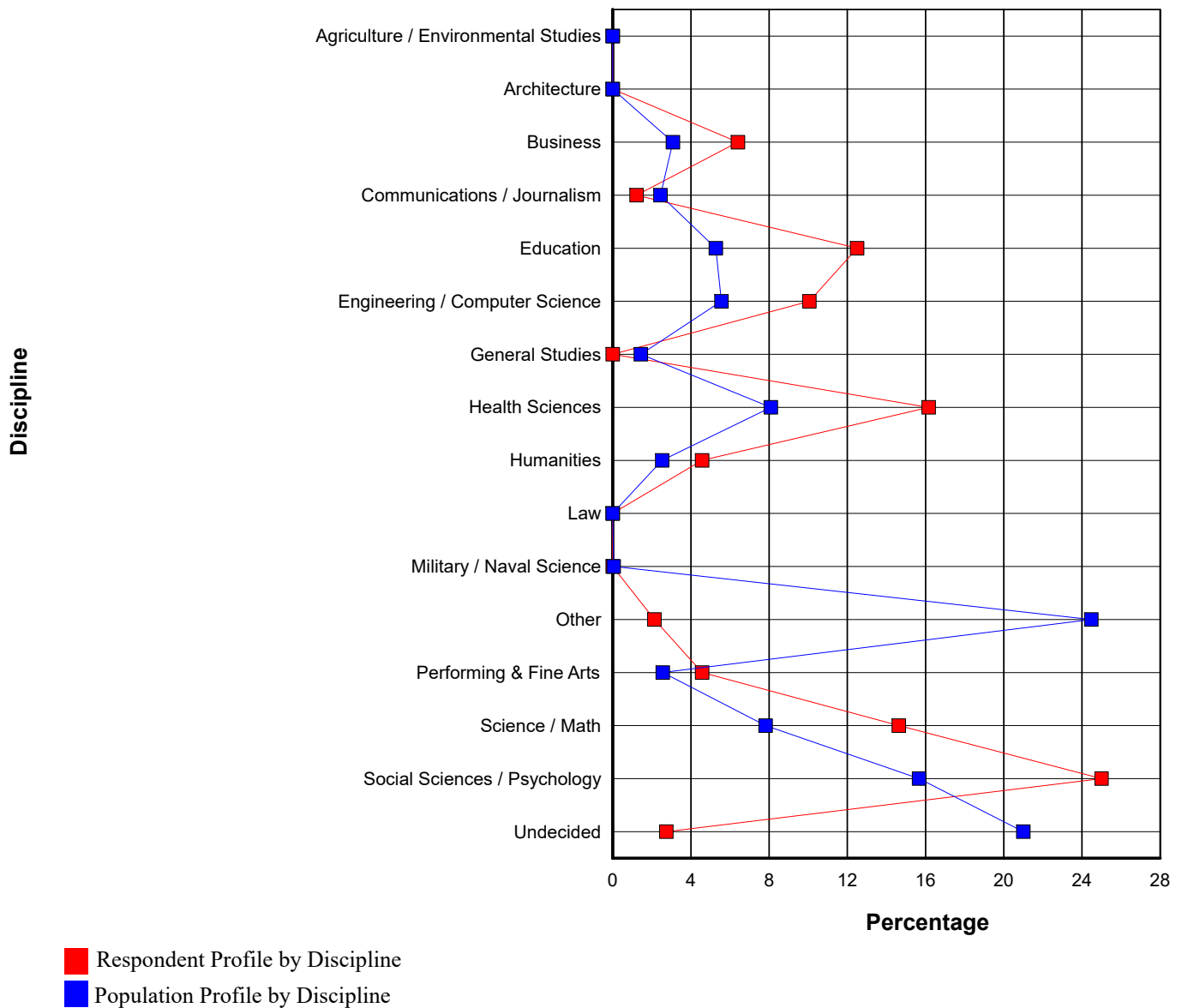
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	398	3.08	21	6.40	-3.32
Communications / Journalism	316	2.44	4	1.22	1.22
Education	682	5.27	41	12.50	-7.23
Engineering / Computer Science	719	5.56	33	10.06	-4.50
General Studies	186	1.44	0	0.00	1.44
Health Sciences	1,046	8.09	53	16.16	-8.07
Humanities	327	2.53	15	4.57	-2.04
Law	0	0.00	0	0.00	0.00
Military / Naval Science	7	0.05	0	0.00	0.05
Other	3,165	24.48	7	2.13	22.35
Performing & Fine Arts	331	2.56	15	4.57	-2.01
Science / Math	1,011	7.82	48	14.63	-6.81
Social Sciences / Psychology	2,026	15.67	82	25.00	-9.33
Undecided	2,715	21.00	9	2.74	18.26
Total:	12,929	100.00	328	100.00	0.00

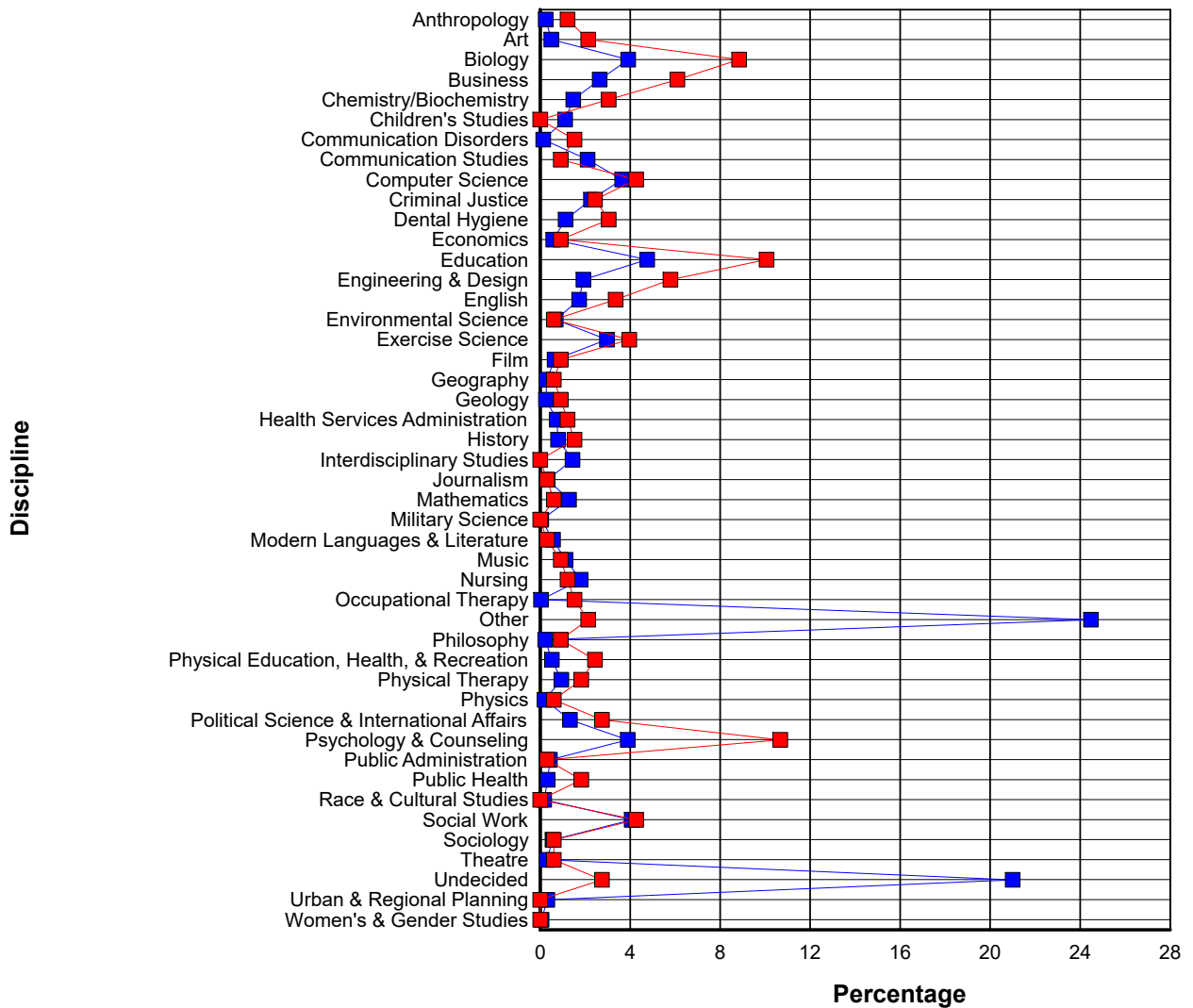
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Anthropology	32	0.25	4	1.22	-0.97
Art	64	0.50	7	2.13	-1.64
Biology	506	3.91	29	8.84	-4.93
Business	342	2.65	20	6.10	-3.45
Chemistry/Biochemistry	190	1.47	10	3.05	-1.58
Children's Studies	144	1.11	0	0.00	1.11
Communication Disorders	18	0.14	5	1.52	-1.39
Communication Studies	273	2.11	3	0.91	1.20
Computer Science	471	3.64	14	4.27	-0.63
Criminal Justice	292	2.26	8	2.44	-0.18
Dental Hygiene	146	1.13	10	3.05	-1.92
Economics	75	0.58	3	0.91	-0.33
Education	615	4.76	33	10.06	-5.30
Engineering & Design	248	1.92	19	5.79	-3.87
English	224	1.73	11	3.35	-1.62
Environmental Science	90	0.70	2	0.61	0.09
Exercise Science	384	2.97	13	3.96	-0.99
Film	83	0.64	3	0.91	-0.27
Geography	37	0.29	2	0.61	-0.32
Geology	33	0.26	3	0.91	-0.66
Health Services Administration	95	0.73	4	1.22	-0.48
History	103	0.80	5	1.52	-0.73
Interdisciplinary Studies	186	1.44	0	0.00	1.44
Journalism	43	0.33	1	0.30	0.03
Mathematics	166	1.28	2	0.61	0.67
Military Science	7	0.05	0	0.00	0.05
Modern Languages & Literature	74	0.57	1	0.30	0.27
Music	146	1.13	3	0.91	0.21
Nursing	233	1.80	4	1.22	0.58
Occupational Therapy	5	0.04	5	1.52	-1.49
Other	3,165	24.48	7	2.13	22.35
Philosophy	29	0.22	3	0.91	-0.69
Physical Education, Health, & Recreation	67	0.52	8	2.44	-1.92
Physical Therapy	122	0.94	6	1.83	-0.89
Physics	26	0.20	2	0.61	-0.41
Political Science & International Affairs	171	1.32	9	2.74	-1.42

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

Psychology & Counseling	503	3.89	35	10.67	-6.78
Public Administration	56	0.43	1	0.30	0.13
Public Health	43	0.33	6	1.83	-1.50
Race & Cultural Studies	23	0.18	0	0.00	0.18
Social Work	526	4.07	14	4.27	-0.20
Sociology	71	0.55	2	0.61	-0.06
Theatre	38	0.29	2	0.61	-0.32
Undecided	2,715	21.00	9	2.74	18.26
Urban & Regional Planning	41	0.32	0	0.00	0.32
Women's & Gender Studies	8	0.06	0	0.00	0.06
Total:	12,929	100.00	328	100.00	0.00

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

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

The library that you use most often:	Respondents n	Respondents %
Bellevue College (Bellevue)	1	0.28
JFK Library (Cheney)	323	89.72
Local public library	6	1.67
Other	5	1.39
Spokane Academic Library	25	6.94
Total:	360	100.00

2.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	64	17.93
Full-time	9,725	74.50	276	77.31
Part-time	3,328	25.50	17	4.76
Total:	13,053	100.00	357	100.00

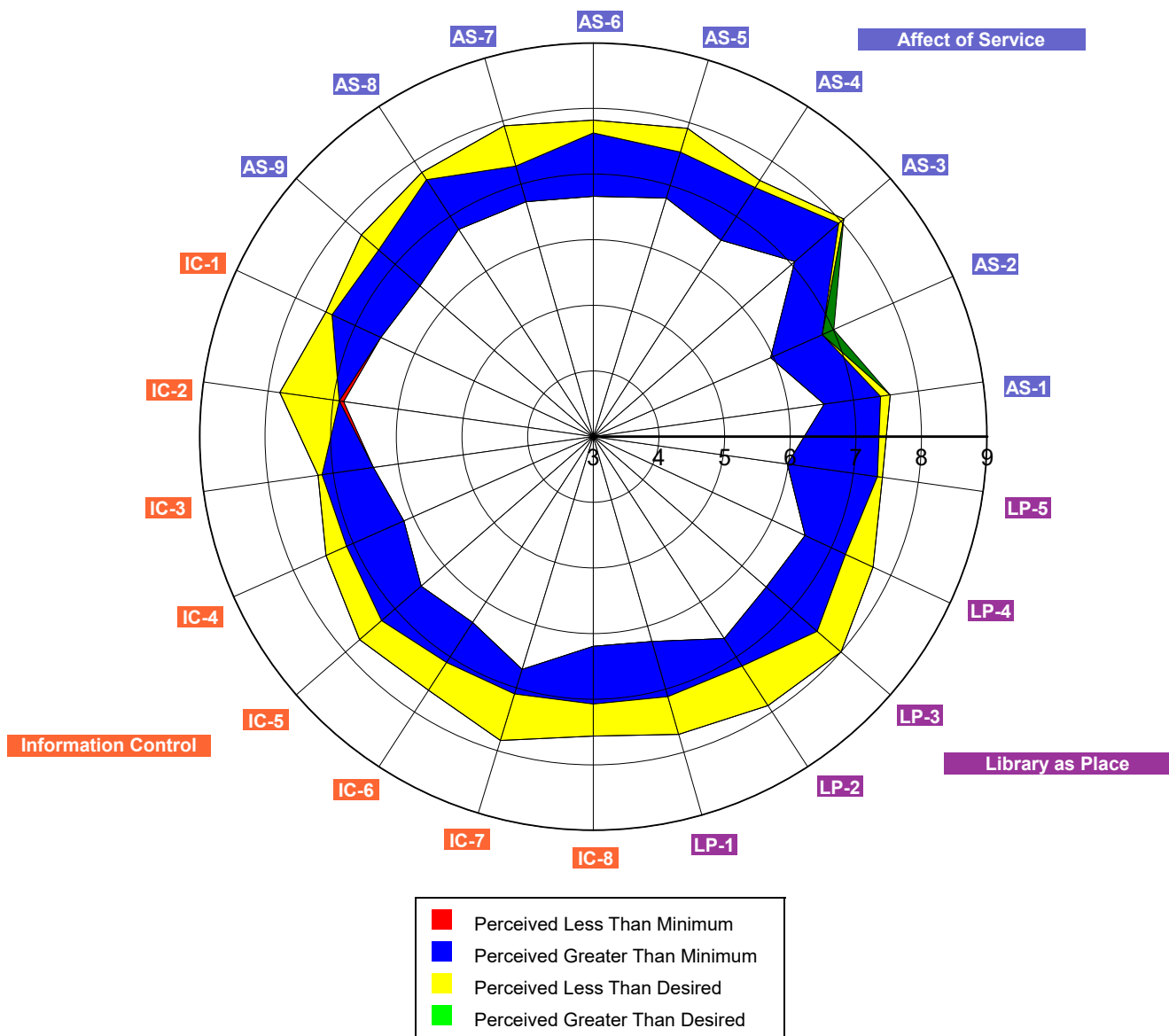
3. Survey Item Summary for Eastern Washington University

3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.55	7.57	7.42	0.86	-0.15	74
AS-2	Giving users individual attention	5.96	6.82	7.01	1.05	0.19	94
AS-3	Employees who are consistently courteous	7.07	8.06	7.96	0.89	-0.10	90
AS-4	Readiness to respond to users' questions	6.57	7.66	7.53	0.96	-0.13	93
AS-5	Employees who have the knowledge to answer user questions	6.80	7.91	7.53	0.73	-0.38	101
AS-6	Employees who deal with users in a caring fashion	6.66	7.82	7.63	0.97	-0.19	346
AS-7	Employees who understand the needs of their users	6.73	7.93	7.29	0.56	-0.64	80
AS-8	Willingness to help users	6.77	7.80	7.67	0.90	-0.13	90
AS-9	Dependability in handling users' service problems	6.50	7.68	7.33	0.83	-0.35	60
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.57	7.49	7.39	0.82	-0.10	89
IC-2	A library Web site enabling me to locate information on my own	6.91	7.82	6.84	-0.07	-0.98	119
IC-3	The printed library materials I need for my work	6.38	7.23	7.17	0.79	-0.06	81
IC-4	The electronic information resources I need	6.16	7.46	7.11	0.95	-0.34	354
IC-5	Modern equipment that lets me easily access needed information	6.47	7.72	7.27	0.80	-0.44	95
IC-6	Easy-to-use access tools that allow me to find things on my own	6.38	7.61	7.10	0.73	-0.50	117
IC-7	Making information easily accessible for independent use	6.71	7.84	7.10	0.39	-0.74	100
IC-8	Print and/or electronic journal collections I require for my work	6.20	7.56	7.07	0.88	-0.49	82
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.72	7.12	0.88	-0.60	346
LP-2	Quiet space for individual activities	6.67	7.89	7.17	0.50	-0.72	96
LP-3	A comfortable and inviting location	6.49	8.00	7.52	1.03	-0.48	77
LP-4	A getaway for study, learning, or research	6.56	7.70	7.24	0.68	-0.46	91
LP-5	Community space for group learning and group study	5.99	7.45	7.37	1.38	-0.08	78
Overall:		6.49	7.69	7.31	0.82	-0.38	361

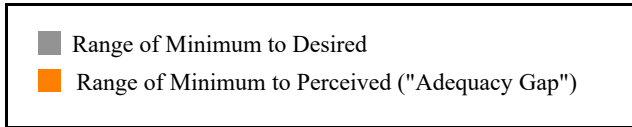
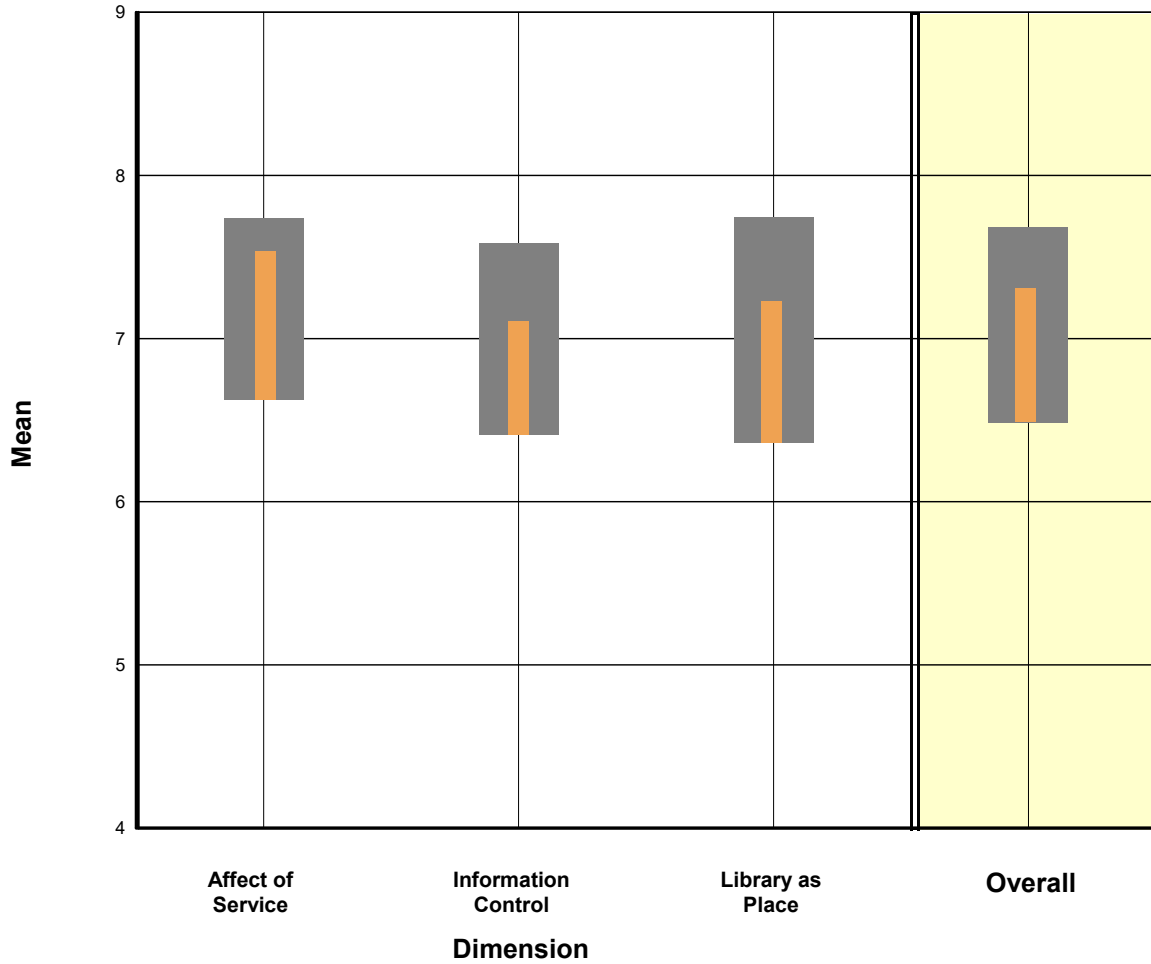
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.22	1.68	1.66	1.97	1.77	74
AS-2	Giving users individual attention	2.27	2.07	1.84	1.91	1.89	94
AS-3	Employees who are consistently courteous	1.84	1.31	1.40	1.72	1.23	90
AS-4	Readiness to respond to users' questions	2.04	1.51	1.63	1.90	1.45	93
AS-5	Employees who have the knowledge to answer user questions	1.54	1.32	1.49	1.64	1.37	101
AS-6	Employees who deal with users in a caring fashion	1.92	1.43	1.44	1.87	1.46	346
AS-7	Employees who understand the needs of their users	1.81	1.27	1.58	1.77	1.54	80
AS-8	Willingness to help users	1.94	1.47	1.50	1.69	1.26	90
AS-9	Dependability in handling users' service problems	1.88	1.48	1.51	1.92	1.72	60
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.15	1.90	1.66	2.21	1.76	89
IC-2	A library Web site enabling me to locate information on my own	1.91	1.71	1.88	1.96	1.90	119
IC-3	The printed library materials I need for my work	2.03	1.59	1.58	1.78	1.32	81
IC-4	The electronic information resources I need	1.98	1.69	1.64	1.86	1.78	354
IC-5	Modern equipment that lets me easily access needed information	1.64	1.39	1.32	1.79	1.52	95
IC-6	Easy-to-use access tools that allow me to find things on my own	1.92	1.56	1.83	1.60	1.66	117
IC-7	Making information easily accessible for independent use	1.85	1.35	1.82	1.62	1.57	100
IC-8	Print and/or electronic journal collections I require for my work	2.20	1.89	1.65	2.00	1.69	82
Library as Place							
LP-1	Library space that inspires study and learning	2.03	1.59	1.57	2.18	1.95	346
LP-2	Quiet space for individual activities	2.06	1.44	1.66	2.37	2.12	96
LP-3	A comfortable and inviting location	1.81	1.20	1.42	1.81	1.53	77
LP-4	A getaway for study, learning, or research	1.99	1.51	1.60	1.81	1.89	91
LP-5	Community space for group learning and group study	2.14	1.82	1.51	2.56	2.15	78
Overall:		1.57	1.17	1.19	1.43	1.18	361

Language: English (American)
Institution Type: College or University
Consortium: None
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	6.63	7.74	7.54	0.91	-0.20	359
Information Control	6.41	7.58	7.11	0.70	-0.47	360
Library as Place	6.36	7.74	7.23	0.86	-0.52	350
Overall	6.49	7.69	7.31	0.82	-0.38	361

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	1.71	1.28	1.33	1.57	1.25	359
Information Control	1.69	1.40	1.46	1.51	1.43	360
Library as Place	1.85	1.39	1.43	2.00	1.76	350
Overall	1.57	1.17	1.19	1.43	1.18	361

Language: English (American)

Institution Type: College or University

Consortium: None

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
A single search box that lets me access needed information	6.16	7.34	6.82	0.66	-0.52	62
Keeping me informed about all library services, news, and events	5.71	6.56	6.78	1.08	0.23	79
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.93	7.86	7.81	0.88	-0.05	58
Spaces and technology that support creativity	6.00	7.34	6.66	0.66	-0.68	65
Teaching me to find library resources myself	6.17	7.56	7.08	0.91	-0.48	77

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
A single search box that lets me access needed information	2.19	1.89	1.88	1.48	1.70	62
Keeping me informed about all library services, news, and events	2.67	2.12	1.78	2.31	2.14	79
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.98	1.48	1.37	1.52	1.37	58
Spaces and technology that support creativity	2.18	1.81	1.81	2.16	2.04	65
Teaching me to find library resources myself	2.21	1.59	1.75	1.91	1.80	77

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.	8.02	1.36	191
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.68	1.44	169
How would you rate the overall quality of the service provided by the library?	7.78	1.27	360

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.	6.71	1.86	122
The library aids my advancement in my academic discipline or work.	7.47	1.58	162
The library enables me to be more efficient in my academic pursuits or work.	7.48	1.44	160
The library helps me distinguish between trustworthy and untrustworthy information.	7.22	1.75	161
The library provides me with the information skills I need in my work or study.	7.40	1.51	115

Language: English (American)

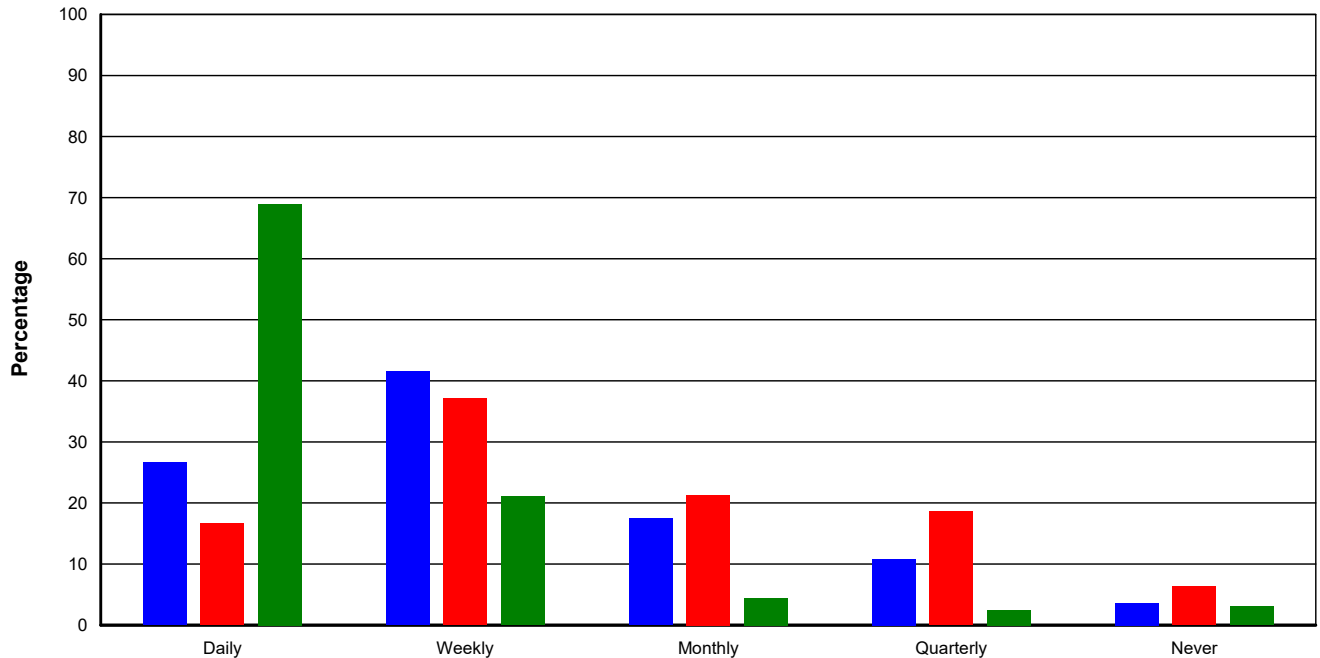
Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



Frequency

- 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?	96 26.59%	150 41.55%	63 17.45%	39 10.80%	13 3.60%	361 100.00%
How often do you access library resources through a library Web page?	60 16.62%	134 37.12%	77 21.33%	67 18.56%	23 6.37%	361 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	249 68.98%	76 21.05%	16 4.43%	9 2.49%	11 3.05%	361 100.00%

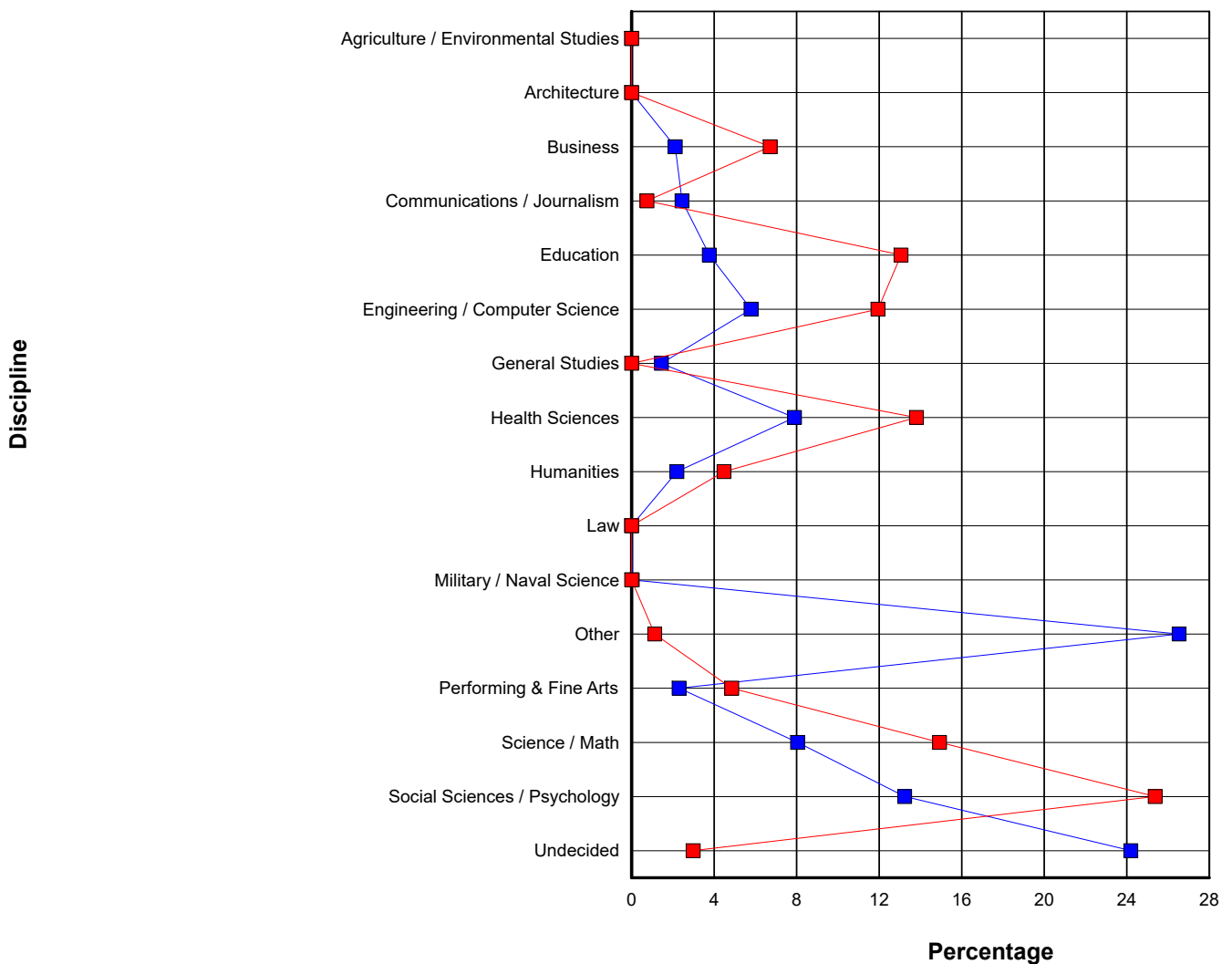
4 Undergraduate Summary for Eastern Washington University

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: None
 User Group: Undergraduate

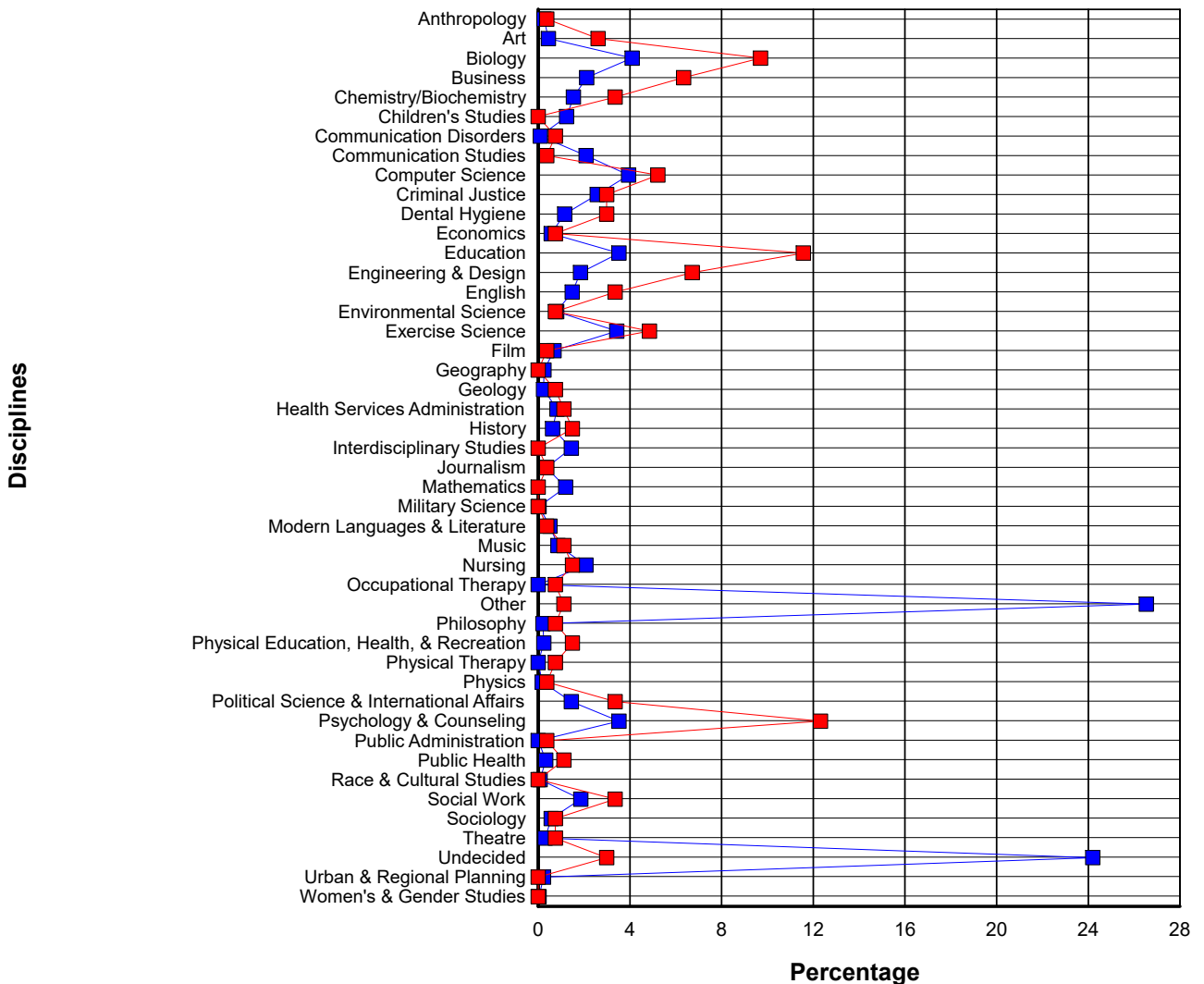
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	237	2.12	18	6.72	-4.60
Communications / Journalism	274	2.45	2	0.75	1.70
Education	422	3.77	35	13.06	-9.29
Engineering / Computer Science	649	5.79	32	11.94	-6.15
General Studies	162	1.45	0	0.00	1.45
Health Sciences	885	7.90	37	13.81	-5.91
Humanities	246	2.20	12	4.48	-2.28
Law	0	0.00	0	0.00	0.00
Military / Naval Science	4	0.04	0	0.00	0.04
Other	2,973	26.53	3	1.12	25.41
Performing & Fine Arts	258	2.30	13	4.85	-2.55
Science / Math	901	8.04	40	14.93	-6.88
Social Sciences / Psychology	1,483	13.24	68	25.37	-12.14
Undecided	2,711	24.19	8	2.99	21.21
Total:	11,205	100.00	268	100.00	0.00

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

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Anthropology	28	0.25	1	0.37	-0.12
Art	50	0.45	7	2.61	-2.17
Biology	459	4.10	26	9.70	-5.61
Business	237	2.12	17	6.34	-4.23
Chemistry/Biochemistry	172	1.54	9	3.36	-1.82
Children's Studies	139	1.24	0	0.00	1.24
Communication Disorders	10	0.09	2	0.75	-0.66
Communication Studies	234	2.09	1	0.37	1.72
Computer Science	442	3.94	14	5.22	-1.28
Criminal Justice	288	2.57	8	2.99	-0.41
Dental Hygiene	129	1.15	8	2.99	-1.83
Economics	63	0.56	2	0.75	-0.18
Education	395	3.53	31	11.57	-8.04
Engineering & Design	207	1.85	18	6.72	-4.87
English	166	1.48	9	3.36	-1.88
Environmental Science	90	0.80	2	0.75	0.06
Exercise Science	384	3.43	13	4.85	-1.42
Film	77	0.69	1	0.37	0.31
Geography	28	0.25	0	0.00	0.25
Geology	26	0.23	2	0.75	-0.51
Health Services Administration	92	0.82	3	1.12	-0.30
History	70	0.62	4	1.49	-0.87
Interdisciplinary Studies	162	1.45	0	0.00	1.45
Journalism	40	0.36	1	0.37	-0.02
Mathematics	134	1.20	0	0.00	1.20
Military Science	4	0.04	0	0.00	0.04
Modern Languages & Literature	57	0.51	1	0.37	0.14
Music	97	0.87	3	1.12	-0.25
Nursing	233	2.08	4	1.49	0.59
Occupational Therapy	0	0.00	2	0.75	-0.75
Other	2,973	26.53	3	1.12	25.41
Philosophy	23	0.21	2	0.75	-0.54
Physical Education, Health, & Recreation	27	0.24	4	1.49	-1.25
Physical Therapy	0	0.00	2	0.75	-0.75
Physics	20	0.18	1	0.37	-0.19

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

Political Science & International Affairs	162	1.45	9	3.36	-1.91
Psychology & Counseling	395	3.53	33	12.31	-8.79
Public Administration	0	0.00	1	0.37	-0.37
Public Health	37	0.33	3	1.12	-0.79
Race & Cultural Studies	9	0.08	0	0.00	0.08
Social Work	208	1.86	9	3.36	-1.50
Sociology	63	0.56	2	0.75	-0.18
Theatre	34	0.30	2	0.75	-0.44
Undecided	2,711	24.19	8	2.99	21.21
Urban & Regional Planning	26	0.23	0	0.00	0.23
Women's & Gender Studies	4	0.04	0	0.00	0.04
Total:	11,205	100.00	268	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 %
Bellevue College (Bellevue)	1	0.37
JFK Library (Cheney)	253	94.76
Local public library	4	1.50
Other	2	0.75
Spokane Academic Library	7	2.62
Total:	267	100.00

4.1.4 Respondent Profile by Full or part-time student?

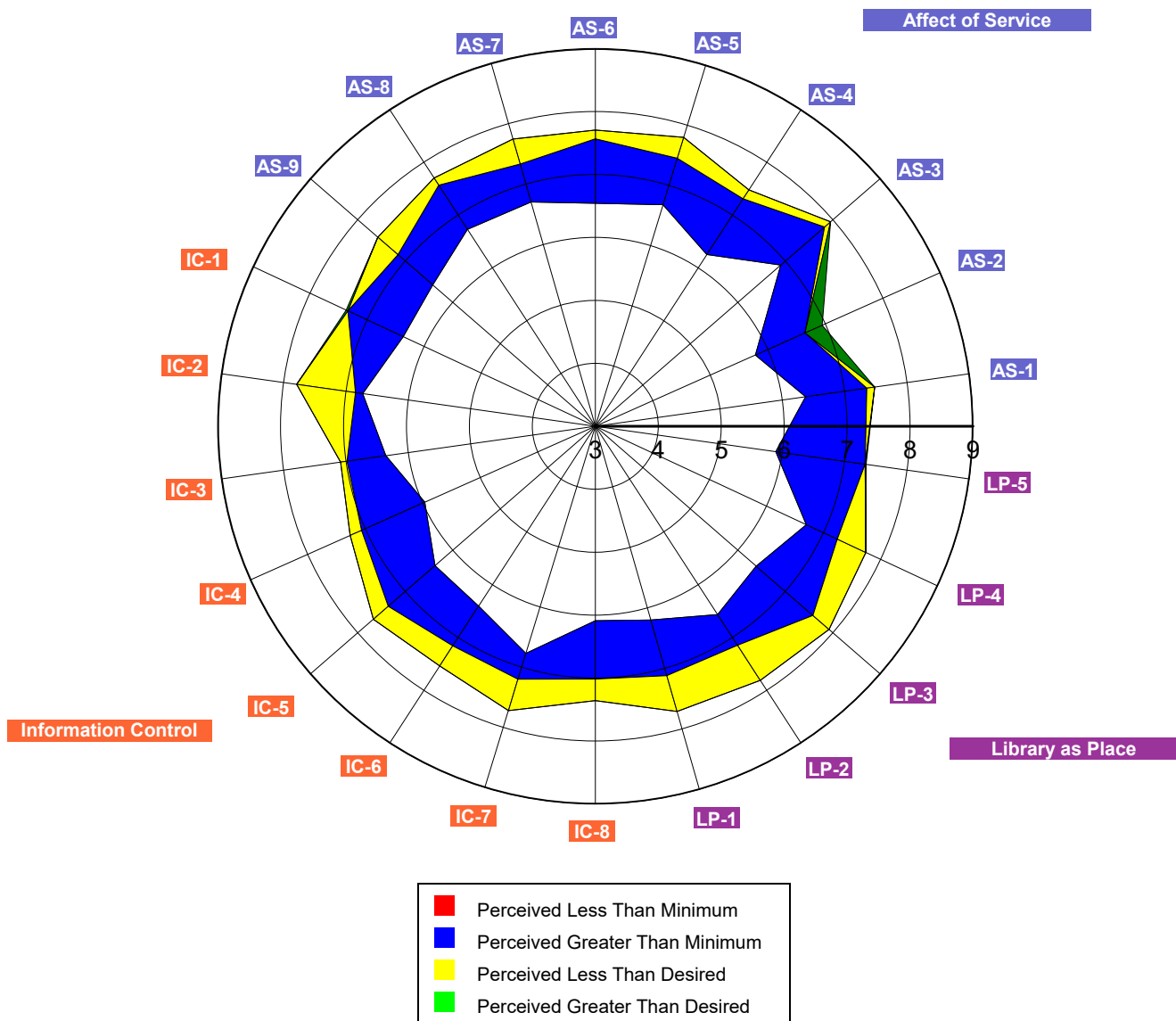
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	2	0.76
Full-time	8,443	74.80	251	95.08
Part-time	2,844	25.20	11	4.17
Total:	11,287	100.00	264	100.00

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.)



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.38	7.48	7.36	0.98	-0.13	56
AS-2	Giving users individual attention	5.78	6.65	6.95	1.16	0.30	74
AS-3	Employees who are consistently courteous	6.90	7.95	7.83	0.92	-0.13	63
AS-4	Readiness to respond to users' questions	6.25	7.48	7.31	1.06	-0.17	71
AS-5	Employees who have the knowledge to answer user questions	6.68	7.80	7.45	0.77	-0.35	75
AS-6	Employees who deal with users in a caring fashion	6.54	7.71	7.57	1.02	-0.14	258
AS-7	Employees who understand the needs of their users	6.71	7.75	7.33	0.63	-0.41	51
AS-8	Willingness to help users	6.73	7.70	7.57	0.84	-0.14	74
AS-9	Dependability in handling users' service problems	6.42	7.58	7.16	0.73	-0.42	45
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.37	7.34	7.37	1.00	0.03	68
IC-2	A library Web site enabling me to locate information on my own	6.73	7.79	6.85	0.12	-0.94	86
IC-3	The printed library materials I need for my work	6.36	7.09	6.98	0.62	-0.10	58
IC-4	The electronic information resources I need	5.97	7.26	7.06	1.10	-0.20	262
IC-5	Modern equipment that lets me easily access needed information	6.37	7.67	7.36	0.99	-0.31	67
IC-6	Easy-to-use access tools that allow me to find things on my own	6.40	7.54	7.16	0.75	-0.38	89
IC-7	Making information easily accessible for independent use	6.77	7.72	7.20	0.43	-0.52	79
IC-8	Print and/or electronic journal collections I require for my work	6.09	7.36	7.01	0.93	-0.34	67
Library as Place							
LP-1	Library space that inspires study and learning	6.20	7.71	7.12	0.92	-0.59	267
LP-2	Quiet space for individual activities	6.57	7.81	7.15	0.58	-0.66	74
LP-3	A comfortable and inviting location	6.39	7.92	7.58	1.19	-0.34	62
LP-4	A getaway for study, learning, or research	6.70	7.74	7.24	0.54	-0.50	70
LP-5	Community space for group learning and group study	5.90	7.33	7.34	1.45	0.02	58
Overall:		6.37	7.58	7.26	0.88	-0.32	268

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.20	1.60	1.48	2.08	1.81	56
AS-2	Giving users individual attention	2.29	2.08	1.72	1.70	1.83	74
AS-3	Employees who are consistently courteous	1.92	1.41	1.55	1.85	1.31	63
AS-4	Readiness to respond to users' questions	2.08	1.55	1.73	2.00	1.44	71
AS-5	Employees who have the knowledge to answer user questions	1.53	1.34	1.50	1.70	1.44	75
AS-6	Employees who deal with users in a caring fashion	1.96	1.48	1.48	1.90	1.48	258
AS-7	Employees who understand the needs of their users	1.89	1.38	1.49	1.75	1.43	51
AS-8	Willingness to help users	2.04	1.52	1.57	1.73	1.32	74
AS-9	Dependability in handling users' service problems	2.05	1.56	1.58	2.06	1.75	45
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.14	1.83	1.58	2.32	1.76	68
IC-2	A library Web site enabling me to locate information on my own	1.92	1.65	1.80	1.92	1.84	86
IC-3	The printed library materials I need for my work	2.06	1.69	1.64	1.76	1.41	58
IC-4	The electronic information resources I need	2.02	1.74	1.64	1.94	1.85	262
IC-5	Modern equipment that lets me easily access needed information	1.70	1.42	1.37	1.89	1.61	67
IC-6	Easy-to-use access tools that allow me to find things on my own	2.03	1.69	1.86	1.61	1.62	89
IC-7	Making information easily accessible for independent use	1.87	1.41	1.77	1.46	1.45	79
IC-8	Print and/or electronic journal collections I require for my work	2.27	2.00	1.66	2.14	1.75	67
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.55	1.58	2.16	1.86	267
LP-2	Quiet space for individual activities	2.11	1.45	1.61	2.39	2.06	74
LP-3	A comfortable and inviting location	1.84	1.19	1.39	1.82	1.50	62
LP-4	A getaway for study, learning, or research	2.00	1.51	1.64	1.82	1.98	70
LP-5	Community space for group learning and group study	2.21	1.97	1.65	2.68	2.43	58
Overall:		1.59	1.19	1.18	1.46	1.18	268

Language: English (American)

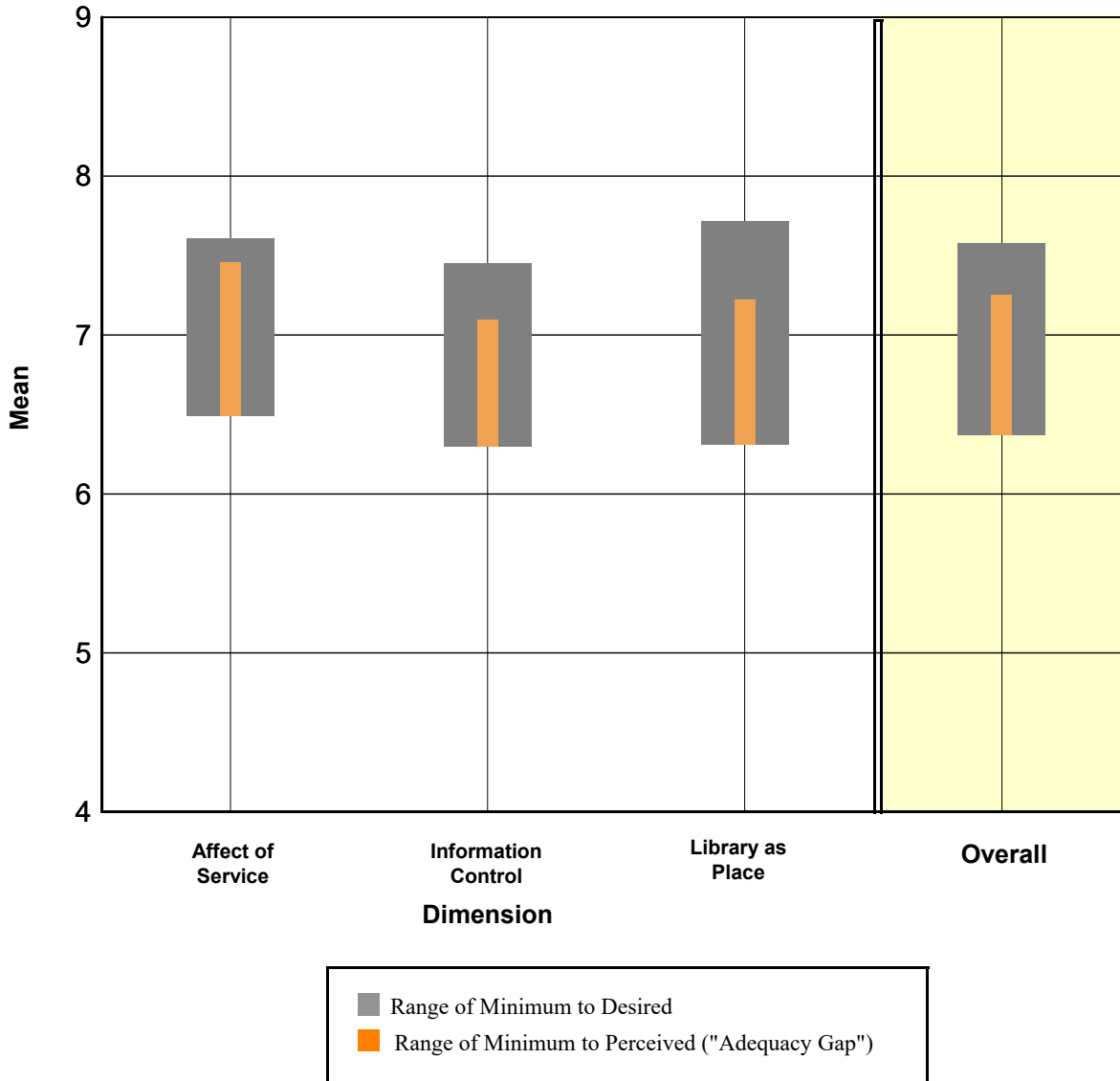
Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.49	7.60	7.45	0.96	-0.15	267
Information Control	6.30	7.45	7.09	0.80	-0.36	267
Library as Place	6.31	7.71	7.22	0.91	-0.49	267
Overall	6.37	7.58	7.26	0.88	-0.32	268

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	1.74	1.30	1.33	1.61	1.24	267
Information Control	1.70	1.41	1.43	1.53	1.42	267
Library as Place	1.86	1.36	1.41	1.97	1.71	267
Overall	1.59	1.19	1.18	1.46	1.18	268

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A single search box that lets me access needed information	5.95	7.19	6.64	0.69	-0.55	42
Keeping me informed about all library services, news, and events	5.73	6.58	6.91	1.18	0.33	66
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.80	7.83	7.76	0.95	-0.07	41
Spaces and technology that support creativity	5.94	7.21	6.79	0.85	-0.42	48
Teaching me to find library resources myself	6.21	7.61	7.05	0.84	-0.56	61

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
A single search box that lets me access needed information	2.29	1.84	1.81	1.39	1.70	42
Keeping me informed about all library services, news, and events	2.67	2.11	1.74	1.98	1.86	66
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.96	1.55	1.34	1.63	1.46	41
Spaces and technology that support creativity	2.14	1.71	1.76	2.17	2.10	48
Teaching me to find library resources myself	2.14	1.58	1.80	1.74	1.71	61

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.	8.10	1.19	150
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.42	117
How would you rate the overall quality of the service provided by the library?	7.77	1.17	267

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.	6.67	1.96	89
The library aids my advancement in my academic discipline or work.	7.41	1.52	112
The library enables me to be more efficient in my academic pursuits or work.	7.59	1.27	125
The library helps me distinguish between trustworthy and untrustworthy information.	7.27	1.75	122
The library provides me with the information skills I need in my work or study.	7.34	1.57	86

Language: English (American)

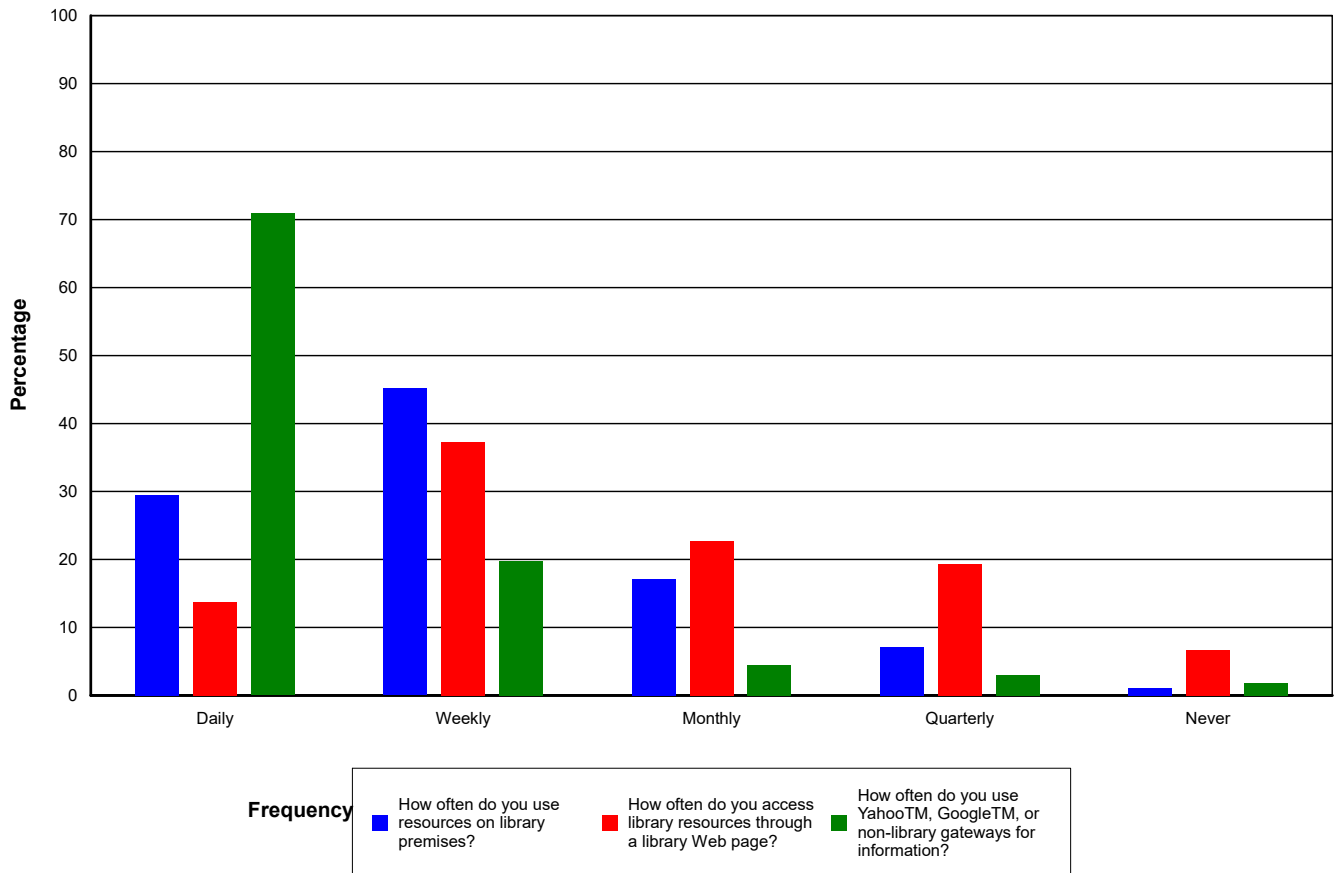
Institution Type: College or University

Consortium: None

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?	79 29.48%	121 45.15%	46 17.16%	19 7.09%	3 1.12%	268 100.00%
How often do you access library resources through a library Web page?	37 13.81%	100 37.31%	61 22.76%	52 19.40%	18 6.72%	268 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	190 70.90%	53 19.78%	12 4.48%	8 2.99%	5 1.87%	268 100.00%

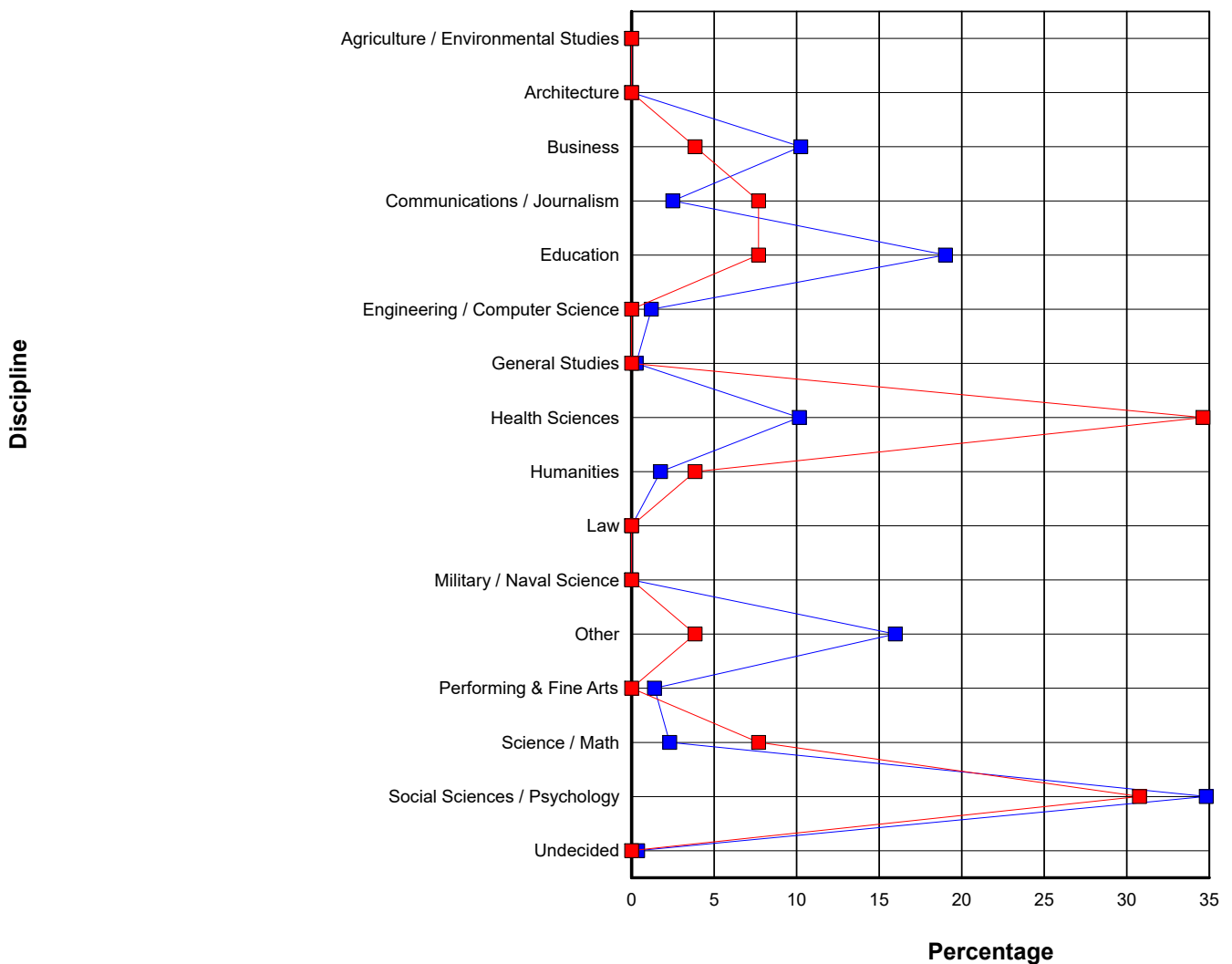
5 Graduate Summary for Eastern Washington University

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: None
 User Group: Graduate

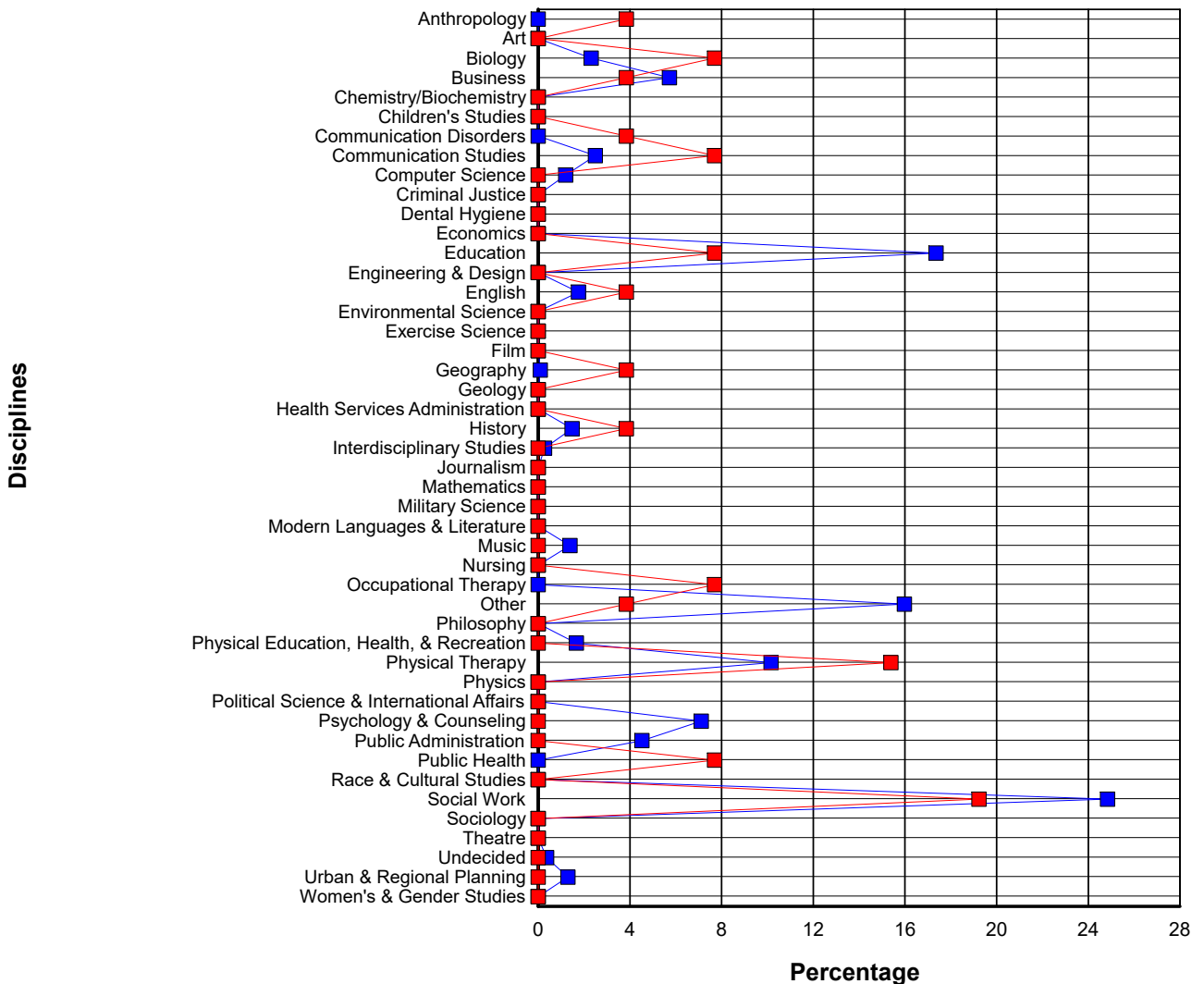
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	111	10.25	1	3.85	6.40
Communications / Journalism	27	2.49	2	7.69	-5.20
Education	206	19.02	2	7.69	11.33
Engineering / Computer Science	13	1.20	0	0.00	1.20
General Studies	3	0.28	0	0.00	0.28
Health Sciences	110	10.16	9	34.62	-24.46
Humanities	19	1.75	1	3.85	-2.09
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	173	15.97	1	3.85	12.13
Performing & Fine Arts	15	1.39	0	0.00	1.39
Science / Math	25	2.31	2	7.69	-5.38
Social Sciences / Psychology	377	34.81	8	30.77	4.04
Undecided	4	0.37	0	0.00	0.37
Total:	1,083	100.00	26	100.00	0.00

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

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Anthropology	0	0.00	1	3.85	-3.85
Art	0	0.00	0	0.00	0.00
Biology	25	2.31	2	7.69	-5.38
Business	62	5.72	1	3.85	1.88
Chemistry/Biochemistry	0	0.00	0	0.00	0.00
Children's Studies	0	0.00	0	0.00	0.00
Communication Disorders	0	0.00	1	3.85	-3.85
Communication Studies	27	2.49	2	7.69	-5.20
Computer Science	13	1.20	0	0.00	1.20
Criminal Justice	0	0.00	0	0.00	0.00
Dental Hygiene	0	0.00	0	0.00	0.00
Economics	0	0.00	0	0.00	0.00
Education	188	17.36	2	7.69	9.67
Engineering & Design	0	0.00	0	0.00	0.00
English	19	1.75	1	3.85	-2.09
Environmental Science	0	0.00	0	0.00	0.00
Exercise Science	0	0.00	0	0.00	0.00
Film	0	0.00	0	0.00	0.00
Geography	1	0.09	1	3.85	-3.75
Geology	0	0.00	0	0.00	0.00
Health Services Administration	0	0.00	0	0.00	0.00
History	16	1.48	1	3.85	-2.37
Interdisciplinary Studies	3	0.28	0	0.00	0.28
Journalism	0	0.00	0	0.00	0.00
Mathematics	0	0.00	0	0.00	0.00
Military Science	0	0.00	0	0.00	0.00
Modern Languages & Literature	0	0.00	0	0.00	0.00
Music	15	1.39	0	0.00	1.39
Nursing	0	0.00	0	0.00	0.00
Occupational Therapy	0	0.00	2	7.69	-7.69
Other	173	15.97	1	3.85	12.13
Philosophy	0	0.00	0	0.00	0.00
Physical Education, Health, & Recreation	18	1.66	0	0.00	1.66
Physical Therapy	110	10.16	4	15.38	-5.23
Physics	0	0.00	0	0.00	0.00

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

Political Science & International Affairs	0	0.00	0	0.00	0.00
Psychology & Counseling	77	7.11	0	0.00	7.11
Public Administration	49	4.52	0	0.00	4.52
Public Health	0	0.00	2	7.69	-7.69
Race & Cultural Studies	0	0.00	0	0.00	0.00
Social Work	269	24.84	5	19.23	5.61
Sociology	0	0.00	0	0.00	0.00
Theatre	0	0.00	0	0.00	0.00
Undecided	4	0.37	0	0.00	0.37
Urban & Regional Planning	14	1.29	0	0.00	1.29
Women's & Gender Studies	0	0.00	0	0.00	0.00
Total:	1,083	100.00	26	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 %
Bellevue College (Bellevue)	0	0.00
JFK Library (Cheney)	16	61.54
Local public library	0	0.00
Other	3	11.54
Spokane Academic Library	7	26.92
Total:	26	100.00

5.1.4 Respondent Profile by Full or part-time student?

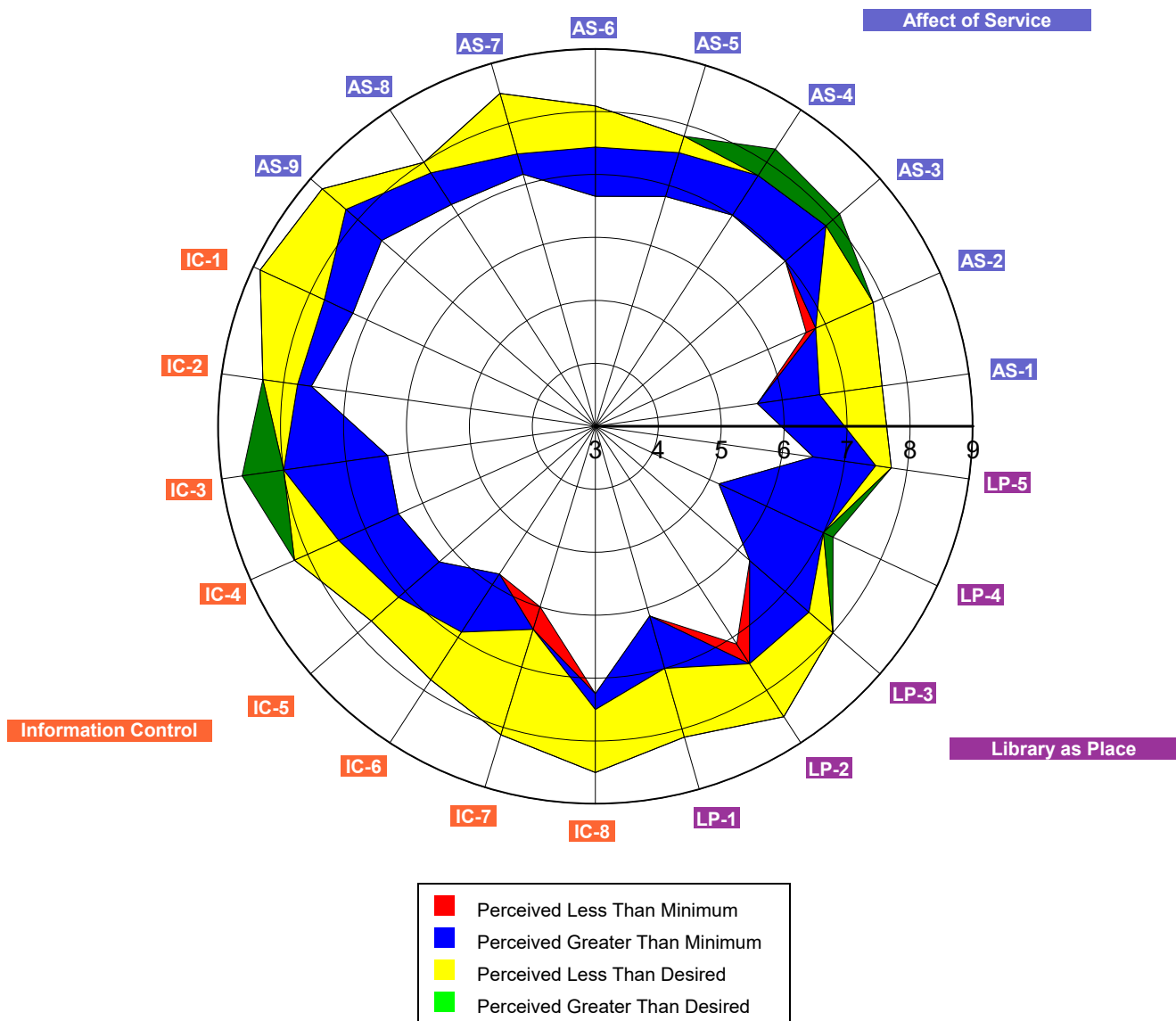
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	1	3.85
Full-time	833	73.91	23	88.46
Part-time	294	26.09	2	7.69
Total:	1,127	100.00	26	100.00

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	5.60	7.60	6.60	1.00	-1.00	5
AS-2	Giving users individual attention	6.83	7.83	6.67	-0.17	-1.17	6
AS-3	Employees who are consistently courteous	7.00	7.86	8.14	1.14	0.29	7
AS-4	Readiness to respond to users' questions	7.00	7.75	8.25	1.25	0.50	4
AS-5	Employees who have the knowledge to answer user questions	6.82	7.82	7.55	0.73	-0.27	11
AS-6	Employees who deal with users in a caring fashion	6.65	8.09	7.43	0.78	-0.65	23
AS-7	Employees who understand the needs of their users	7.17	8.50	7.50	0.33	-1.00	6
AS-8	Willingness to help users	7.20	8.00	7.80	0.60	-0.20	5
AS-9	Dependability in handling users' service problems	7.50	8.75	8.25	0.75	-0.50	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.25	8.88	7.75	0.50	-1.13	8
IC-2	A library Web site enabling me to locate information on my own	7.56	8.33	7.78	0.22	-0.56	9
IC-3	The printed library materials I need for my work	6.33	8.00	8.67	2.33	0.67	3
IC-4	The electronic information resources I need	6.42	8.23	7.46	1.04	-0.77	26
IC-5	Modern equipment that lets me easily access needed information	6.29	7.71	7.14	0.86	-0.57	7
IC-6	Easy-to-use access tools that allow me to find things on my own	5.80	7.80	6.90	1.10	-0.90	10
IC-7	Making information easily accessible for independent use	6.38	8.13	6.00	-0.38	-2.13	8
IC-8	Print and/or electronic journal collections I require for my work	7.25	8.50	7.50	0.25	-1.00	4
Library as Place							
LP-1	Library space that inspires study and learning	6.14	8.14	7.00	0.86	-1.14	22
LP-2	Quiet space for individual activities	7.50	8.50	7.13	-0.38	-1.38	8
LP-3	A comfortable and inviting location	6.25	8.00	7.50	1.25	-0.50	4
LP-4	A getaway for study, learning, or research	5.17	7.00	7.17	2.00	0.17	6
LP-5	Community space for group learning and group study	6.50	7.75	7.50	1.00	-0.25	4
Overall:		6.69	8.09	7.42	0.73	-0.67	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	2.07	1.52	2.51	2.83	3.00	5
AS-2	Giving users individual attention	2.40	1.17	2.88	4.31	3.49	6
AS-3	Employees who are consistently courteous	1.63	1.07	1.07	1.46	0.76	7
AS-4	Readiness to respond to users' questions	1.83	0.96	0.96	1.26	0.58	4
AS-5	Employees who have the knowledge to answer user questions	1.47	1.66	1.51	1.85	1.49	11
AS-6	Employees who deal with users in a caring fashion	1.64	1.24	1.59	2.19	1.90	23
AS-7	Employees who understand the needs of their users	1.83	0.84	1.64	0.52	1.26	6
AS-8	Willingness to help users	1.64	1.41	1.30	0.89	0.45	5
AS-9	Dependability in handling users' service problems	0.58	0.50	0.50	0.50	0.58	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.58	0.35	1.04	1.20	0.83	8
IC-2	A library Web site enabling me to locate information on my own	1.01	0.87	0.67	0.67	0.88	9
IC-3	The printed library materials I need for my work	2.31	1.00	0.58	2.08	0.58	3
IC-4	The electronic information resources I need	1.98	1.11	1.30	2.05	1.11	26
IC-5	Modern equipment that lets me easily access needed information	1.70	1.70	1.21	1.35	1.51	7
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.23	1.91	1.10	1.37	10
IC-7	Making information easily accessible for independent use	2.26	1.13	2.51	2.77	2.47	8
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.00	2.38	0.96	1.41	4
Library as Place							
LP-1	Library space that inspires study and learning	1.81	1.64	1.54	2.05	1.70	22
LP-2	Quiet space for individual activities	1.41	1.07	2.10	2.67	2.56	8
LP-3	A comfortable and inviting location	1.50	1.41	1.73	2.06	1.73	4
LP-4	A getaway for study, learning, or research	2.04	1.67	1.83	2.10	0.98	6
LP-5	Community space for group learning and group study	1.29	0.50	0.58	1.41	0.50	4
Overall:		1.35	0.86	1.30	1.52	1.23	26

Language: English (American)

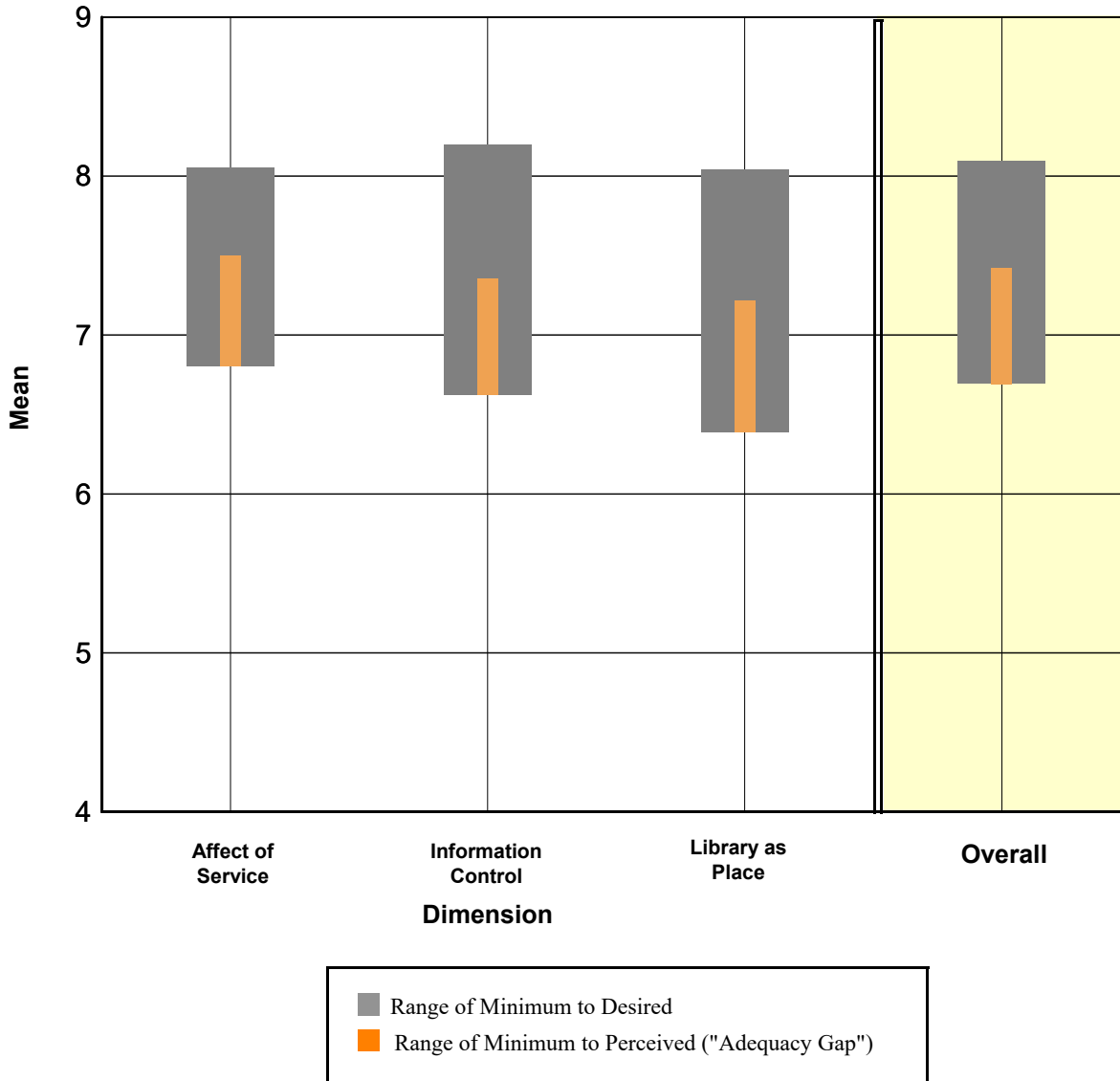
Institution Type: College or University

Consortium: None

User Group: Graduate

5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.81	8.05	7.50	0.69	-0.55	25
Information Control	6.62	8.20	7.35	0.73	-0.85	26
Library as Place	6.39	8.04	7.22	0.83	-0.83	23
Overall	6.69	8.09	7.42	0.73	-0.67	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	1.38	0.94	1.50	1.78	1.60	25
Information Control	1.55	0.93	1.38	1.35	1.14	26
Library as Place	1.63	1.22	1.53	1.92	1.45	23
Overall	1.35	0.86	1.30	1.52	1.23	26

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
A single search box that lets me access needed information	6.50	7.00	6.25	-0.25	-0.75	4
Keeping me informed about all library services, news, and events	6.50	7.67	6.50	0	-1.17	6
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	5.80	7.40	7.40	1.60	0	5
Spaces and technology that support creativity	6.50	7.25	7.25	0.75	0	4
Teaching me to find library resources myself	4.60	6.80	6.80	2.20	0	5

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A single search box that lets me access needed information	1.91	4.00	3.59	2.63	0.96	4
Keeping me informed about all library services, news, and events	1.87	1.03	1.87	3.22	2.79	6
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	2.39	1.14	1.52	1.14	1.41	5
Spaces and technology that support creativity	2.65	2.36	2.36	0.50	0	4
Teaching me to find library resources myself	2.97	1.79	2.05	2.28	2.45	5

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.22	2.33	9
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	1.50	17
How would you rate the overall quality of the service provided by the library?	7.69	1.49	26

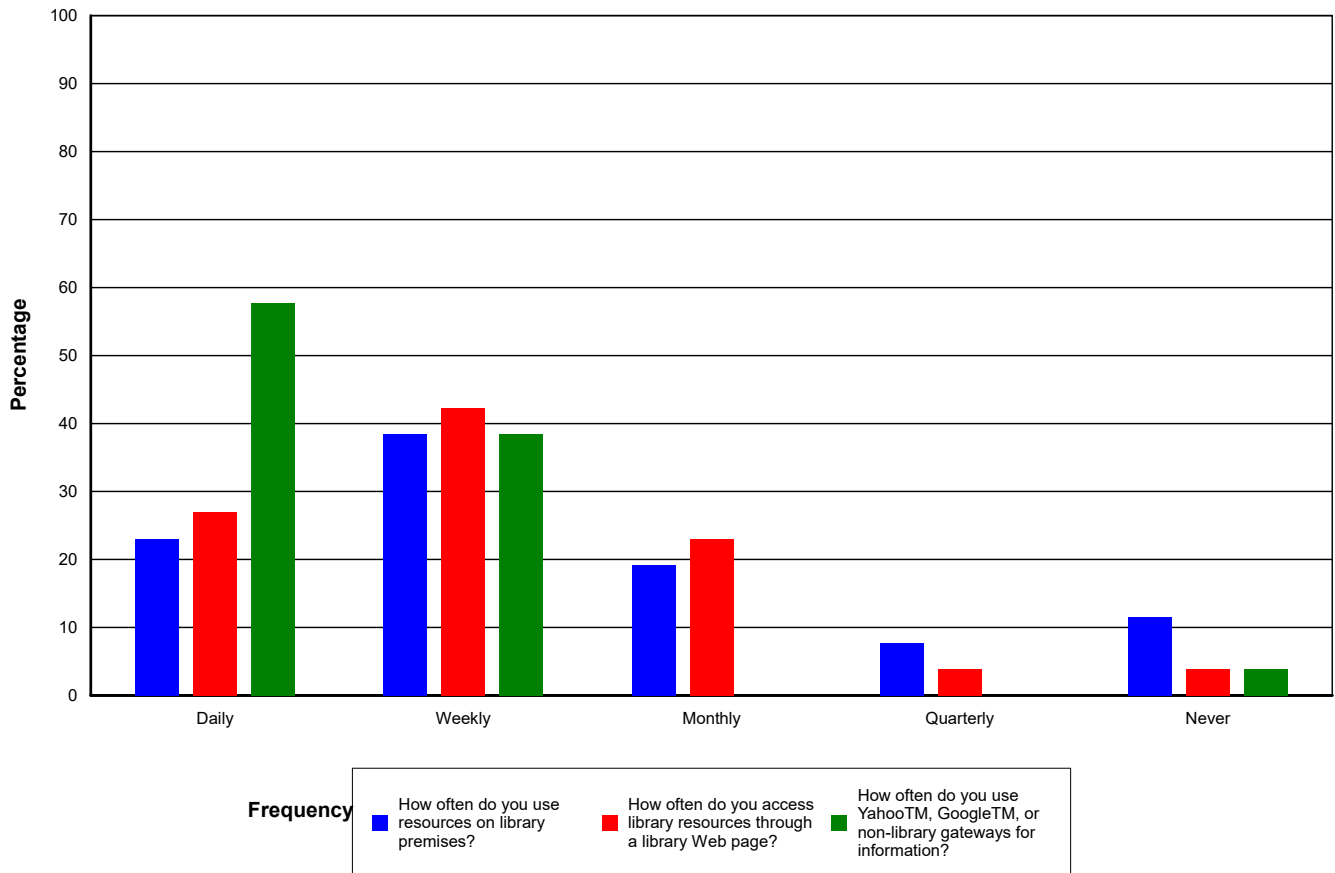
5.6 Information Literacy Outcomes Questions Summary for Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.88	1.46	8
The library aids my advancement in my academic discipline or work.	7.50	1.50	18
The library enables me to be more efficient in my academic pursuits or work.	6.89	1.76	9
The library helps me distinguish between trustworthy and untrustworthy information.	7.20	1.48	10
The library provides me with the information skills I need in my work or study.	6.57	1.13	7

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?	6 23.08%	10 38.46%	5 19.23%	2 7.69%	3 11.54%	26 100.00%
How often do you access library resources through a library Web page?	7 26.92%	11 42.31%	6 23.08%	1 3.85%	1 3.85%	26 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	15 57.69%	10 38.46%	0 0%	0 0%	1 3.85%	26 100.00%

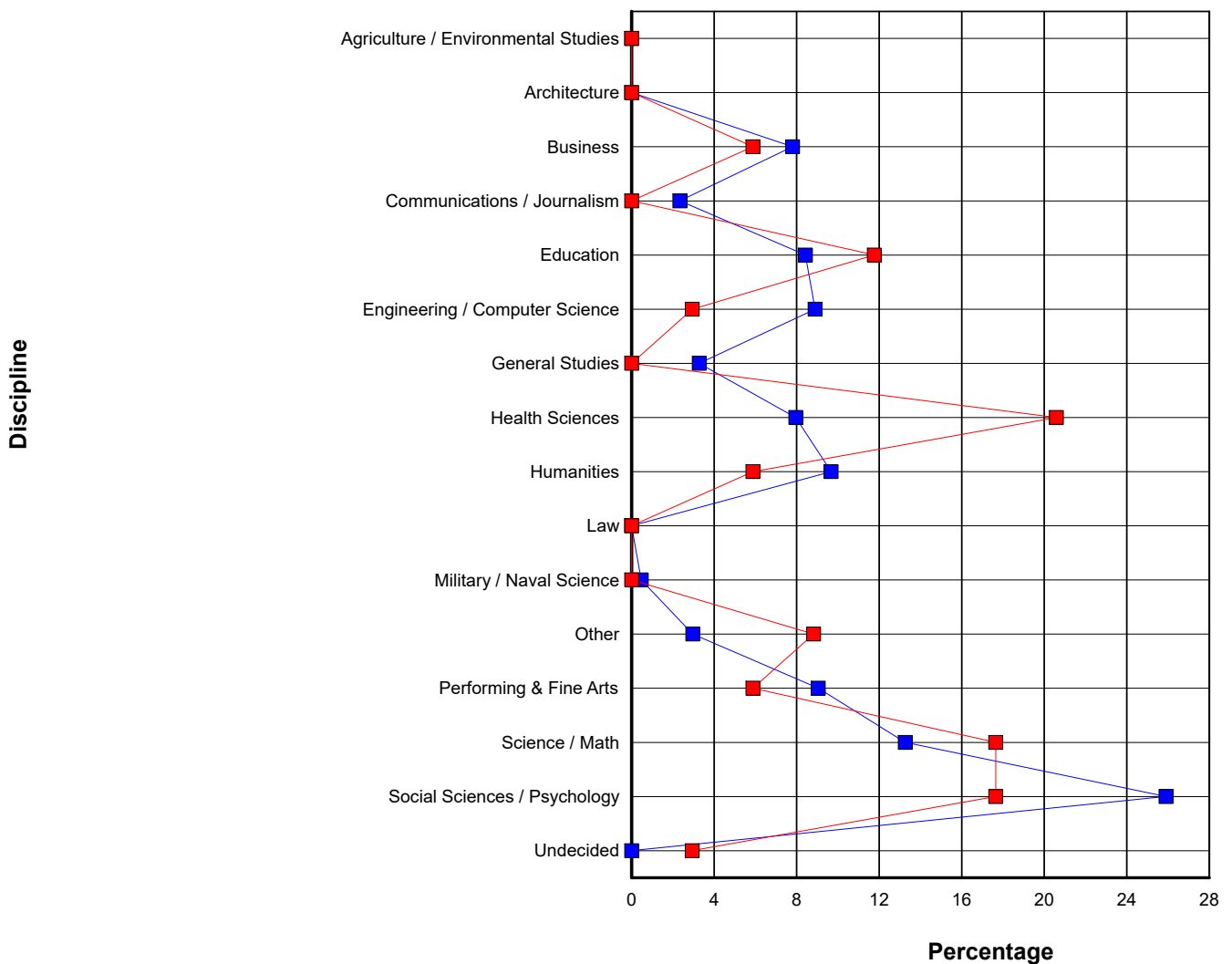
6 Faculty Summary for Eastern Washington University

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: None
 User Group: Faculty

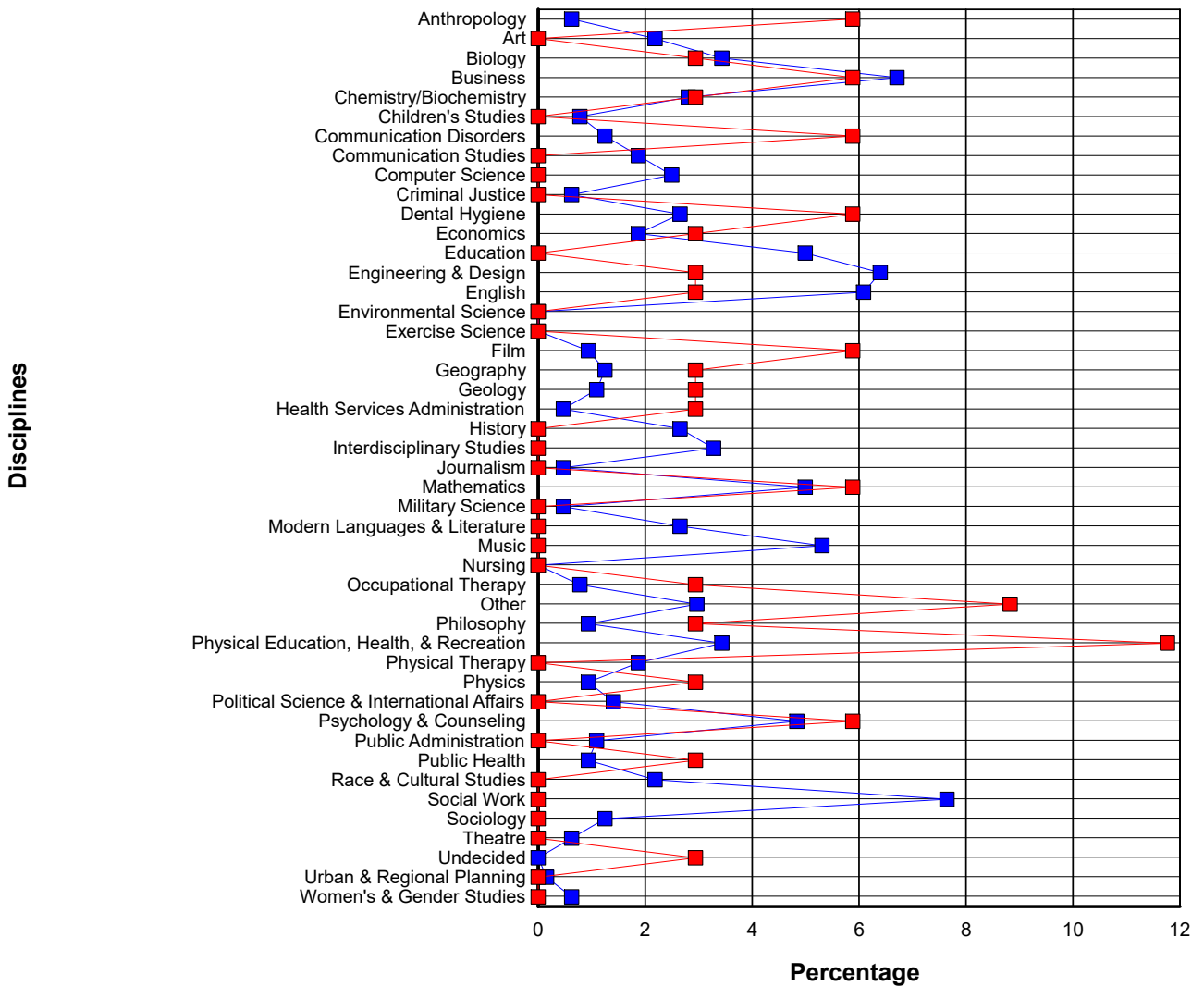
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	50	7.80	2	5.88	1.92
Communications / Journalism	15	2.34	0	0.00	2.34
Education	54	8.42	4	11.76	-3.34
Engineering / Computer Science	57	8.89	1	2.94	5.95
General Studies	21	3.28	0	0.00	3.28
Health Sciences	51	7.96	7	20.59	-12.63
Humanities	62	9.67	2	5.88	3.79
Law	0	0.00	0	0.00	0.00
Military / Naval Science	3	0.47	0	0.00	0.47
Other	19	2.96	3	8.82	-5.86
Performing & Fine Arts	58	9.05	2	5.88	3.17
Science / Math	85	13.26	6	17.65	-4.39
Social Sciences / Psychology	166	25.90	6	17.65	8.25
Undecided	0	0.00	1	2.94	-2.94
Total:	641	100.00	34	100.00	0.00

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

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Anthropology	4	0.62	2	5.88	-5.26
Art	14	2.18	0	0.00	2.18
Biology	22	3.43	1	2.94	0.49
Business	43	6.71	2	5.88	0.83
Chemistry/Biochemistry	18	2.81	1	2.94	-0.13
Children's Studies	5	0.78	0	0.00	0.78
Communication Disorders	8	1.25	2	5.88	-4.63
Communication Studies	12	1.87	0	0.00	1.87
Computer Science	16	2.50	0	0.00	2.50
Criminal Justice	4	0.62	0	0.00	0.62
Dental Hygiene	17	2.65	2	5.88	-3.23
Economics	12	1.87	1	2.94	-1.07
Education	32	4.99	0	0.00	4.99
Engineering & Design	41	6.40	1	2.94	3.46
English	39	6.08	1	2.94	3.14
Environmental Science	0	0.00	0	0.00	0.00
Exercise Science	0	0.00	0	0.00	0.00
Film	6	0.94	2	5.88	-4.95
Geography	8	1.25	1	2.94	-1.69
Geology	7	1.09	1	2.94	-1.85
Health Services Administration	3	0.47	1	2.94	-2.47
History	17	2.65	0	0.00	2.65
Interdisciplinary Studies	21	3.28	0	0.00	3.28
Journalism	3	0.47	0	0.00	0.47
Mathematics	32	4.99	2	5.88	-0.89
Military Science	3	0.47	0	0.00	0.47
Modern Languages & Literature	17	2.65	0	0.00	2.65
Music	34	5.30	0	0.00	5.30
Nursing	0	0.00	0	0.00	0.00
Occupational Therapy	5	0.78	1	2.94	-2.16
Other	19	2.96	3	8.82	-5.86
Philosophy	6	0.94	1	2.94	-2.01
Physical Education, Health, & Recreation	22	3.43	4	11.76	-8.33
Physical Therapy	12	1.87	0	0.00	1.87
Physics	6	0.94	1	2.94	-2.01

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

Political Science & International Affairs	9	1.40	0	0.00	1.40
Psychology & Counseling	31	4.84	2	5.88	-1.05
Public Administration	7	1.09	0	0.00	1.09
Public Health	6	0.94	1	2.94	-2.01
Race & Cultural Studies	14	2.18	0	0.00	2.18
Social Work	49	7.64	0	0.00	7.64
Sociology	8	1.25	0	0.00	1.25
Theatre	4	0.62	0	0.00	0.62
Undecided	0	0.00	1	2.94	-2.94
Urban & Regional Planning	1	0.16	0	0.00	0.16
Women's & Gender Studies	4	0.62	0	0.00	0.62
Total:	641	100.00	34	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 %
Bellevue College (Bellevue)	0	0.00
JFK Library (Cheney)	25	73.53
Local public library	0	0.00
Other	0	0.00
Spokane Academic Library	9	26.47
Total:	34	100.00

6.1.4 Respondent Profile by Full or part-time student?

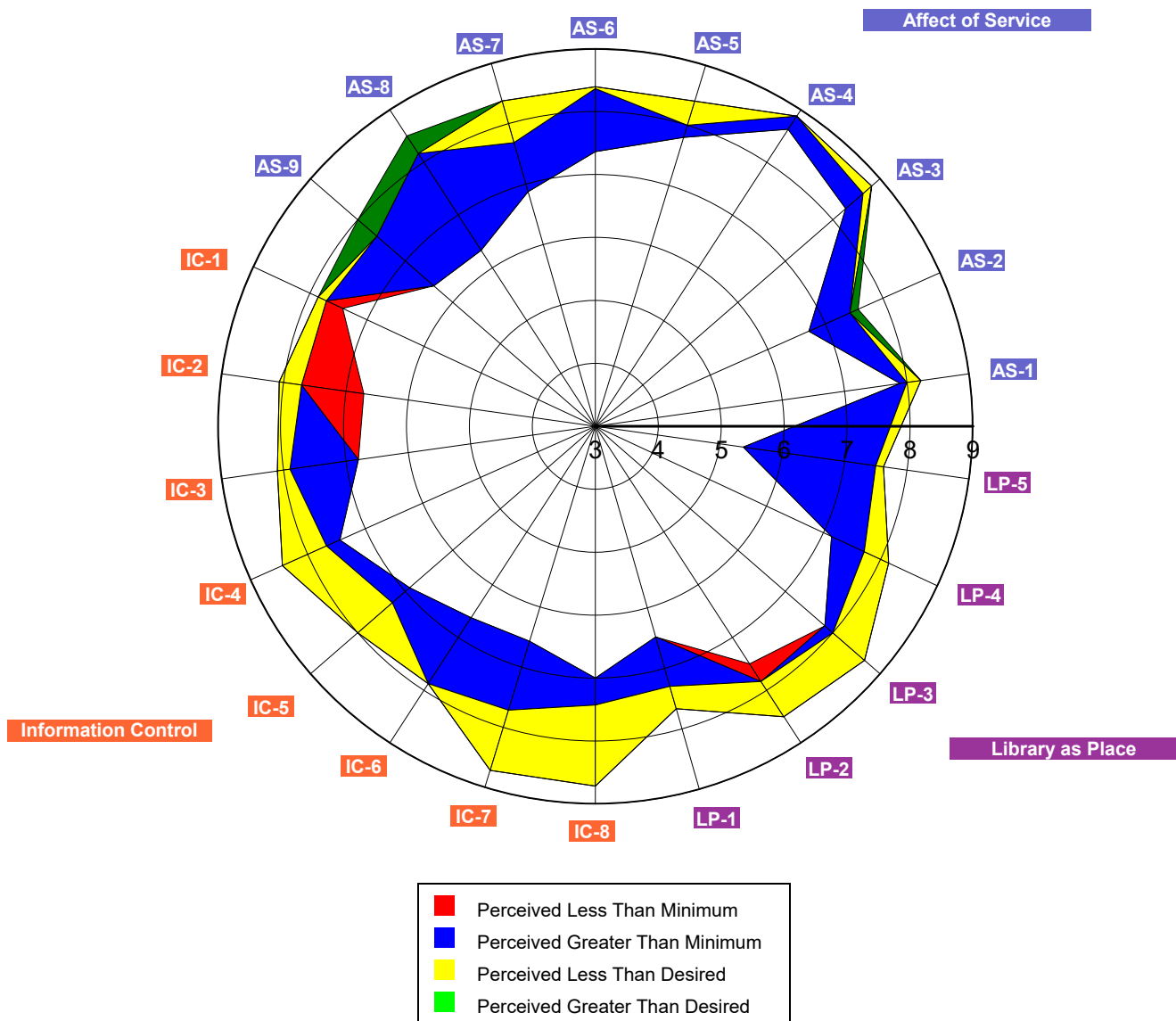
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	33	97.06
Full-time	449	70.27	1	2.94
Part-time	190	29.73	0	0.00
Total:	639	100.00	34	100.00

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.)



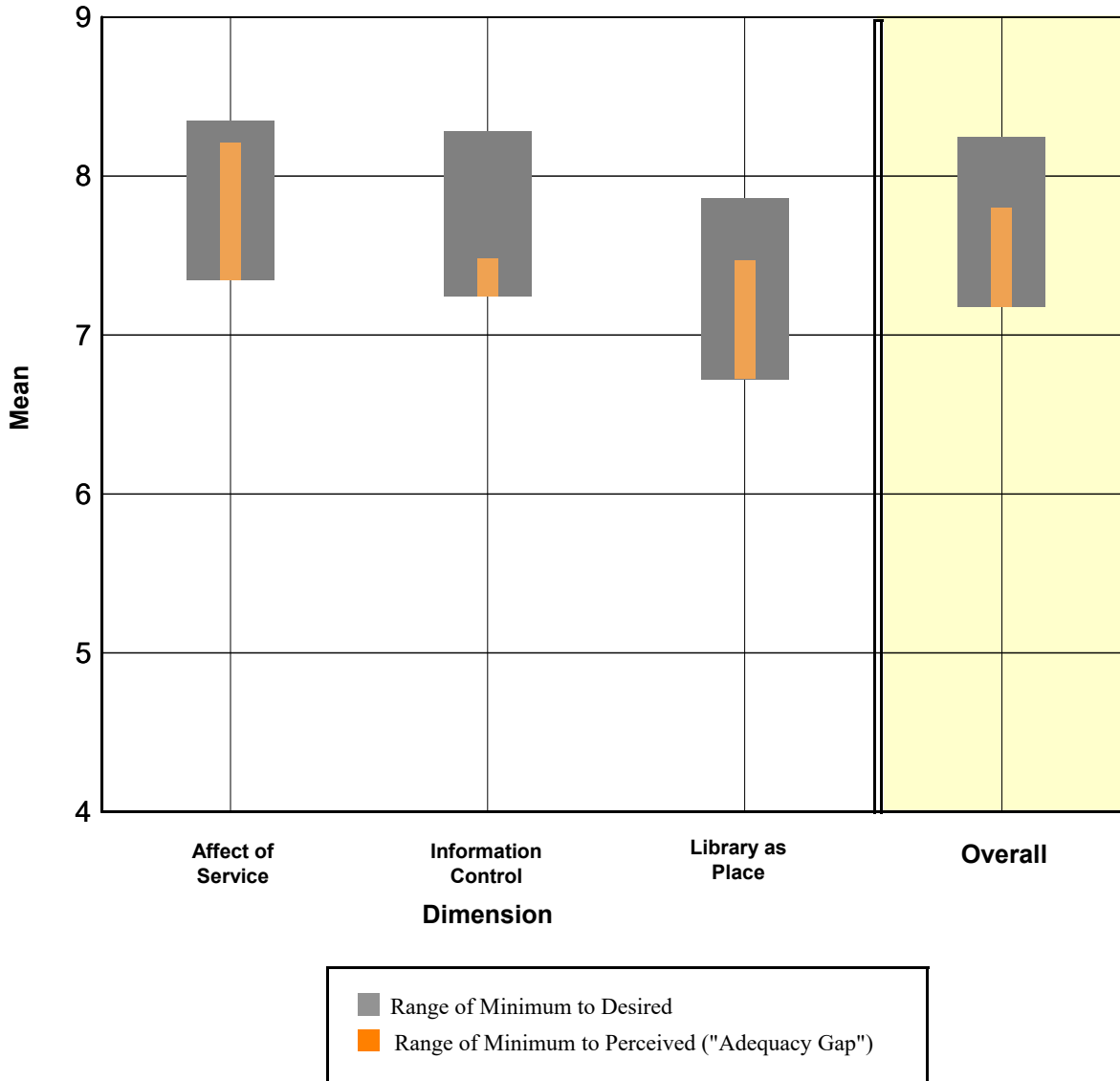
Language: English (American)
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.89	8.22	8.00	0.11	-0.22	9
AS-2	Giving users individual attention	6.71	7.43	7.57	0.86	0.14	7
AS-3	Employees who are consistently courteous	8.27	8.82	8.64	0.36	-0.18	11
AS-4	Readiness to respond to users' questions	8.63	8.88	8.88	0.25	0.00	8
AS-5	Employees who have the knowledge to answer user questions	7.80	8.40	8.00	0.20	-0.40	5
AS-6	Employees who deal with users in a caring fashion	7.36	8.39	8.36	1.00	-0.03	33
AS-7	Employees who understand the needs of their users	6.88	8.38	7.69	0.81	-0.69	16
AS-8	Willingness to help users	6.33	8.17	8.50	2.17	0.33	6
AS-9	Dependability in handling users' service problems	6.40	7.60	8.00	1.60	0.40	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.71	7.86	7.43	-0.29	-0.43	7
IC-2	A library Web site enabling me to locate information on my own	7.71	8.07	6.71	-1.00	-1.36	14
IC-3	The printed library materials I need for my work	6.80	8.10	7.90	1.10	-0.20	10
IC-4	The electronic information resources I need	7.44	8.44	7.68	0.24	-0.76	34
IC-5	Modern equipment that lets me easily access needed information	6.91	8.00	7.27	0.36	-0.73	11
IC-6	Easy-to-use access tools that allow me to find things on my own	6.63	7.88	7.88	1.25	0.00	8
IC-7	Making information easily accessible for independent use	6.57	8.71	7.71	1.14	-1.00	7
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.71	7.43	0.43	-1.29	7
Library as Place							
LP-1	Library space that inspires study and learning	6.48	7.67	7.30	0.81	-0.37	27
LP-2	Quiet space for individual activities	7.83	8.50	7.50	-0.33	-1.00	6
LP-3	A comfortable and inviting location	7.83	8.67	8.00	0.17	-0.67	6
LP-4	A getaway for study, learning, or research	7.14	8.14	7.71	0.57	-0.43	7
LP-5	Community space for group learning and group study	5.38	7.63	7.50	2.13	-0.13	8
Overall:		7.18	8.25	7.80	0.62	-0.45	34

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	2.32	2.33	2.35	0.78	0.67	9
AS-2	Giving users individual attention	2.75	2.94	2.70	1.46	0.69	7
AS-3	Employees who are consistently courteous	1.10	0.40	0.81	0.67	0.75	11
AS-4	Readiness to respond to users' questions	0.74	0.35	0.35	0.71	0	8
AS-5	Employees who have the knowledge to answer user questions	1.79	0.89	1.00	1.10	0.55	5
AS-6	Employees who deal with users in a caring fashion	1.85	1.22	1.06	1.52	0.92	33
AS-7	Employees who understand the needs of their users	1.86	0.81	1.30	1.76	1.30	16
AS-8	Willingness to help users	1.75	1.33	0.84	1.83	1.37	6
AS-9	Dependability in handling users' service problems	1.67	1.52	1.22	1.82	1.52	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.98	3.02	2.94	0.76	0.79	7
IC-2	A library Web site enabling me to locate information on my own	2.23	2.30	2.30	1.52	1.45	14
IC-3	The printed library materials I need for my work	1.93	1.10	1.29	2.33	1.40	10
IC-4	The electronic information resources I need	1.78	1.46	1.74	1.16	1.16	34
IC-5	Modern equipment that lets me easily access needed information	1.70	1.61	1.35	1.86	1.35	11
IC-6	Easy-to-use access tools that allow me to find things on my own	1.77	1.13	0.99	1.67	1.07	8
IC-7	Making information easily accessible for independent use	1.62	0.76	1.11	1.86	1.15	7
IC-8	Print and/or electronic journal collections I require for my work	2.00	0.49	1.62	1.40	1.50	7
Library as Place							
LP-1	Library space that inspires study and learning	2.47	1.96	1.64	2.99	2.72	27
LP-2	Quiet space for individual activities	1.33	0.84	2.35	1.86	2.19	6
LP-3	A comfortable and inviting location	1.60	0.52	1.10	1.94	0.82	6
LP-4	A getaway for study, learning, or research	2.34	1.46	1.38	1.40	0.53	7
LP-5	Community space for group learning and group study	2.56	1.85	1.20	2.85	1.25	8
Overall:		1.69	1.23	1.17	1.25	0.79	34

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.35	8.35	8.21	0.86	-0.14	34
Information Control	7.25	8.28	7.49	0.24	-0.80	34
Library as Place	6.72	7.86	7.47	0.74	-0.40	29
Overall	7.18	8.25	7.80	0.62	-0.45	34

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	1.79	1.34	1.26	1.29	0.85	34
Information Control	1.81	1.50	1.56	1.33	1.03	34
Library as Place	2.30	1.80	1.64	2.78	2.41	29
Overall	1.69	1.23	1.17	1.25	0.79	34

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Faculty

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A single search box that lets me access needed information	6.75	8.25	7.38	0.63	-0.88	8
Keeping me informed about all library services, news, and events	7.50	7.50	7.50	0	0	2
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	8.63	8.88	8.75	0.13	-0.13	8
Spaces and technology that support creativity	5.50	7.17	5.67	0.17	-1.50	6
Teaching me to find library resources myself	7.33	8.00	8.17	0.83	0.17	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
A single search box that lets me access needed information	2.25	1.39	1.85	0.74	2.03	8
Keeping me informed about all library services, news, and events	2.12	0.71	0.71	2.83	1.41	2
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	0.74	0.35	0.46	0.83	0.35	8
Spaces and technology that support creativity	3.15	2.56	2.25	3.31	1.97	6
Teaching me to find library resources myself	1.97	1.67	0.75	2.32	2.14	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.	8.00	2.11	14
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.35	1.04	20
How would you rate the overall quality of the service provided by the library?	8.12	1.53	34

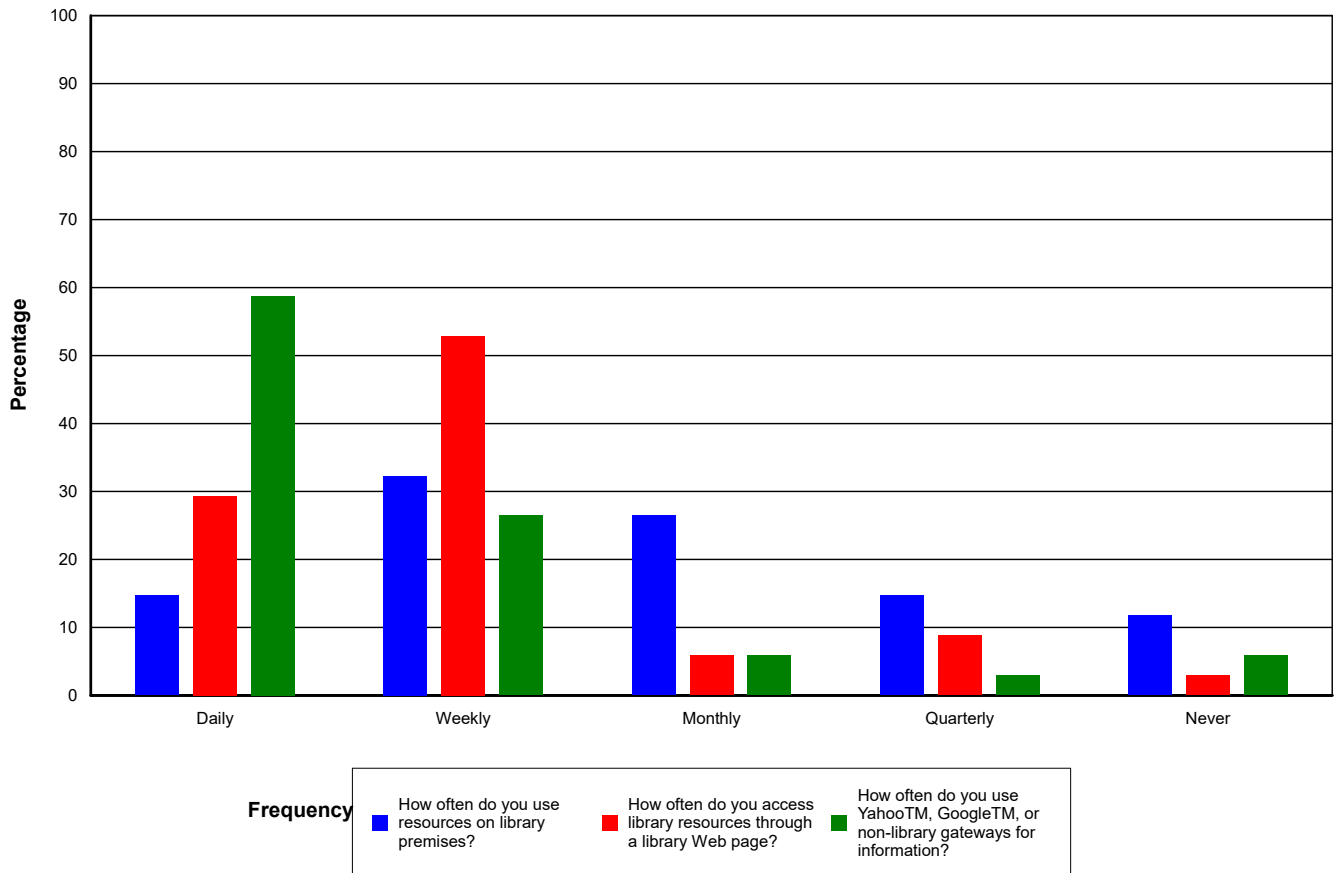
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	7.06	1.69	16
The library aids my advancement in my academic discipline or work.	8.06	2.02	16
The library enables me to be more efficient in my academic pursuits or work.	7.00	2.69	9
The library helps me distinguish between trustworthy and untrustworthy information.	7.29	2.02	14
The library provides me with the information skills I need in my work or study.	8.08	1.19	13

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?	5 14.71%	11 32.35%	9 26.47%	5 14.71%	4 11.76%	34 100.00%
How often do you access library resources through a library Web page?	10 29.41%	18 52.94%	2 5.88%	3 8.82%	1 2.94%	34 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	20 58.82%	9 26.47%	2 5.88%	1 2.94%	2 5.88%	34 100.00%

7 Staff Summary for Eastern Washington University

7.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Bellevue College (Bellevue)	0	0.00
JFK Library (Cheney)	29	87.88
Local public library	2	6.06
Other	0	0.00
Spokane Academic Library	2	6.06
Total:	33	100.00

7.1.2 Respondent Profile by Full or part-time student?

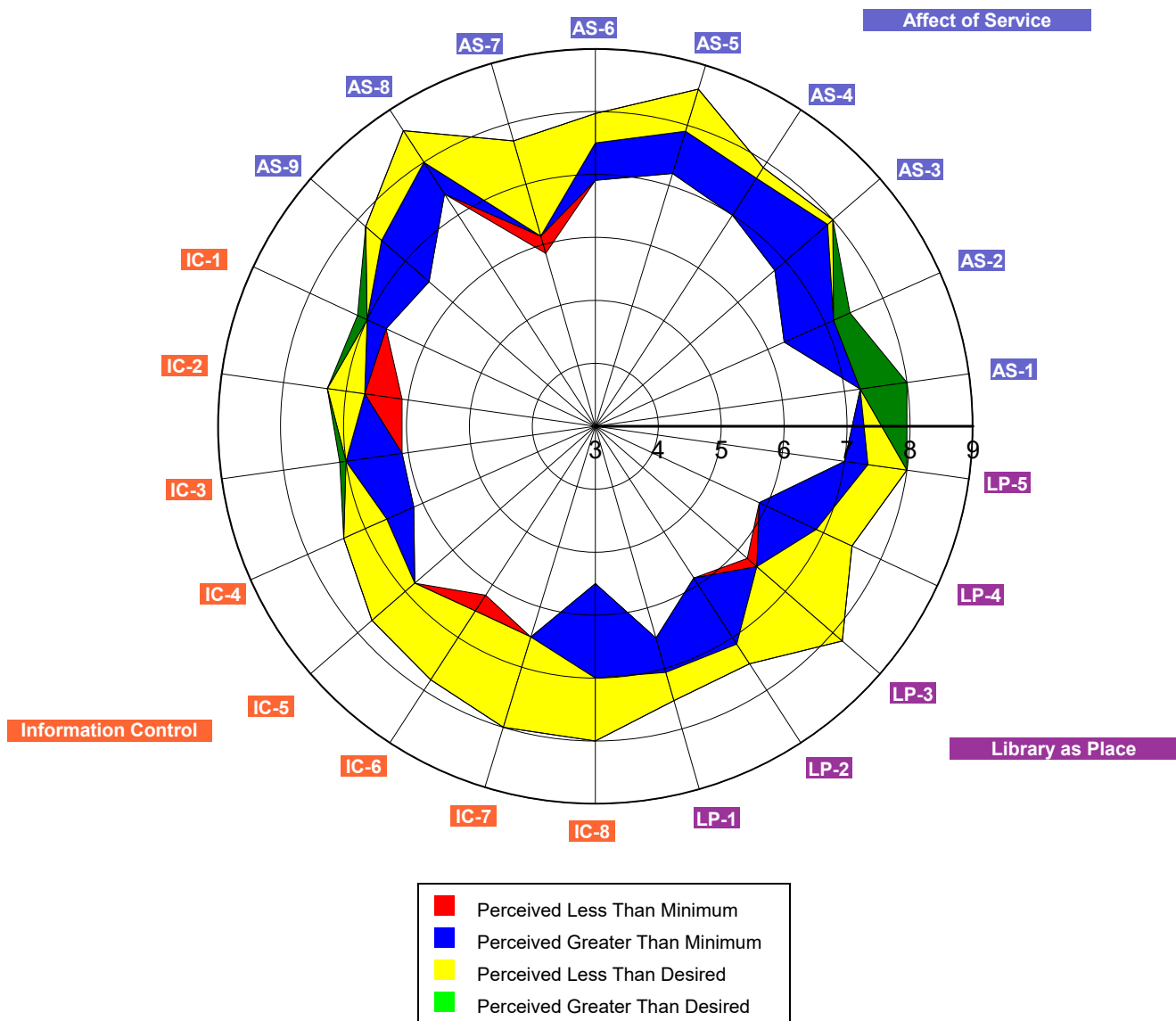
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	28	84.85
Full-time	1	3.03
Part-time	4	12.12
Total:	33	100.00

7.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.25	7.25	8.00	0.75	0.75	4
AS-2	Giving users individual attention	6.29	7.14	7.43	1.14	0.29	7
AS-3	Employees who are consistently courteous	6.78	8.00	7.89	1.11	-0.11	9
AS-4	Readiness to respond to users' questions	7.00	7.90	7.70	0.70	-0.20	10
AS-5	Employees who have the knowledge to answer user questions	7.20	8.60	7.90	0.70	-0.70	10
AS-6	Employees who deal with users in a caring fashion	6.91	7.97	7.50	0.59	-0.47	32
AS-7	Employees who understand the needs of their users	6.14	7.71	5.86	-0.29	-1.86	7
AS-8	Willingness to help users	7.40	8.60	8.00	0.60	-0.60	5
AS-9	Dependability in handling users' service problems	6.50	7.83	7.50	1.00	-0.33	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.67	7.00	7.17	0.50	0.17	6
IC-2	A library Web site enabling me to locate information on my own	6.70	7.30	6.10	-0.60	-1.20	10
IC-3	The printed library materials I need for my work	6.10	7.00	7.10	1.00	0.10	10
IC-4	The electronic information resources I need	6.16	7.38	6.63	0.47	-0.75	32
IC-5	Modern equipment that lets me easily access needed information	6.80	7.70	6.80	0.00	-0.90	10
IC-6	Easy-to-use access tools that allow me to find things on my own	6.50	7.80	6.20	-0.30	-1.60	10
IC-7	Making information easily accessible for independent use	6.50	8.00	6.50	0.00	-1.50	6
IC-8	Print and/or electronic journal collections I require for my work	5.50	8.00	7.00	1.50	-1.00	4
Library as Place							
LP-1	Library space that inspires study and learning	6.50	7.53	7.07	0.57	-0.47	30
LP-2	Quiet space for individual activities	5.88	7.50	7.13	1.25	-0.38	8
LP-3	A comfortable and inviting location	6.40	8.20	6.20	-0.20	-2.00	5
LP-4	A getaway for study, learning, or research	5.88	7.50	6.88	1.00	-0.63	8
LP-5	Community space for group learning and group study	7.00	8.00	7.38	0.38	-0.63	8
Overall:		6.54	7.67	7.11	0.56	-0.56	33

Language: English (American)

Institution Type: College or University

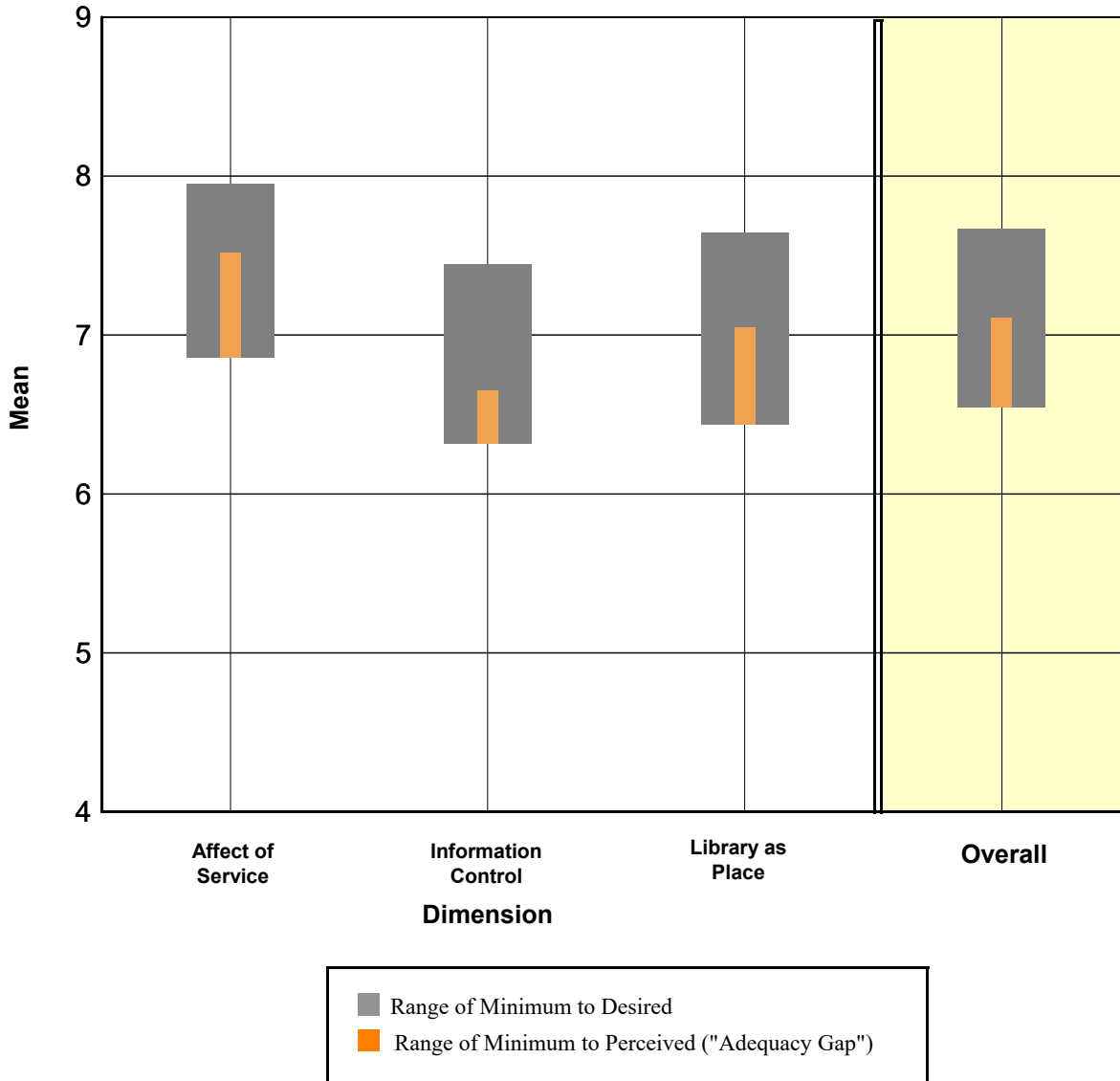
Consortium: None

User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.71	1.71	0.82	0.96	0.96	4
AS-2	Giving users individual attention	1.38	1.46	1.27	1.46	1.38	7
AS-3	Employees who are consistently courteous	1.86	1.32	0.78	1.90	1.45	9
AS-4	Readiness to respond to users' questions	1.56	1.60	1.06	2.06	2.20	10
AS-5	Employees who have the knowledge to answer user questions	1.62	0.70	1.73	1.25	1.06	10
AS-6	Employees who deal with users in a caring fashion	1.69	1.20	1.16	1.74	1.39	32
AS-7	Employees who understand the needs of their users	1.21	1.38	2.27	2.56	2.54	7
AS-8	Willingness to help users	0.55	0.55	1.00	1.14	0.55	5
AS-9	Dependability in handling users' service problems	1.22	1.17	1.52	1.67	2.25	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.63	1.90	1.60	2.95	2.99	6
IC-2	A library Web site enabling me to locate information on my own	1.77	1.89	2.51	3.10	3.36	10
IC-3	The printed library materials I need for my work	2.18	1.33	1.37	1.05	0.74	10
IC-4	The electronic information resources I need	1.25	1.39	1.58	1.39	2.06	32
IC-5	Modern equipment that lets me easily access needed information	1.14	0.67	1.14	0.94	1.10	10
IC-6	Easy-to-use access tools that allow me to find things on my own	1.18	0.79	1.87	1.64	2.27	10
IC-7	Making information easily accessible for independent use	1.64	1.10	1.87	1.41	1.05	6
IC-8	Print and/or electronic journal collections I require for my work	1.73	1.15	1.41	0.58	0.82	4
Library as Place							
LP-1	Library space that inspires study and learning	1.76	1.59	1.48	1.61	2.06	30
LP-2	Quiet space for individual activities	2.17	1.85	1.36	2.19	2.45	8
LP-3	A comfortable and inviting location	1.67	1.79	1.64	0.84	1.87	5
LP-4	A getaway for study, learning, or research	1.13	1.51	1.46	1.69	2.39	8
LP-5	Community space for group learning and group study	1.20	0.93	1.19	1.60	0.92	8
Overall:		1.18	1.03	1.10	1.26	1.48	33

7.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.86	7.95	7.52	0.66	-0.43	33
Information Control	6.32	7.44	6.65	0.33	-0.79	33
Library as Place	6.44	7.65	7.05	0.61	-0.60	31
Overall	6.54	7.67	7.11	0.56	-0.56	33

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	1.37	1.11	1.10	1.40	1.37	33
Information Control	1.33	1.19	1.51	1.50	1.87	33
Library as Place	1.34	1.31	1.39	1.33	1.79	31
Overall	1.18	1.03	1.10	1.26	1.48	33

7.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A single search box that lets me access needed information	6.50	7.38	7.50	1.00	0.13	8
Keeping me informed about all library services, news, and events	3.80	4.60	5.20	1.40	0.60	5
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.25	6.75	7.00	0.75	0.25	4
Spaces and technology that support creativity	6.57	8.43	6.29	-0.29	-2.14	7
Teaching me to find library resources myself	5.80	7.20	6.40	0.60	-0.80	5

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A single search box that lets me access needed information	1.85	1.19	1.20	1.93	1.73	8
Keeping me informed about all library services, news, and events	3.27	2.70	2.05	4.83	4.39	5
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	1.89	1.71	2.16	1.71	2.06	4
Spaces and technology that support creativity	1.51	1.51	1.38	1.38	1.57	7
Teaching me to find library resources myself	2.39	1.48	1.34	3.05	2.28	5

Language: English (American)

Institution Type: College or University

Consortium: None

User Group: Staff

7.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.78	1.40	18
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.20	1.74	15
How would you rate the overall quality of the service provided by the library?	7.52	1.50	33

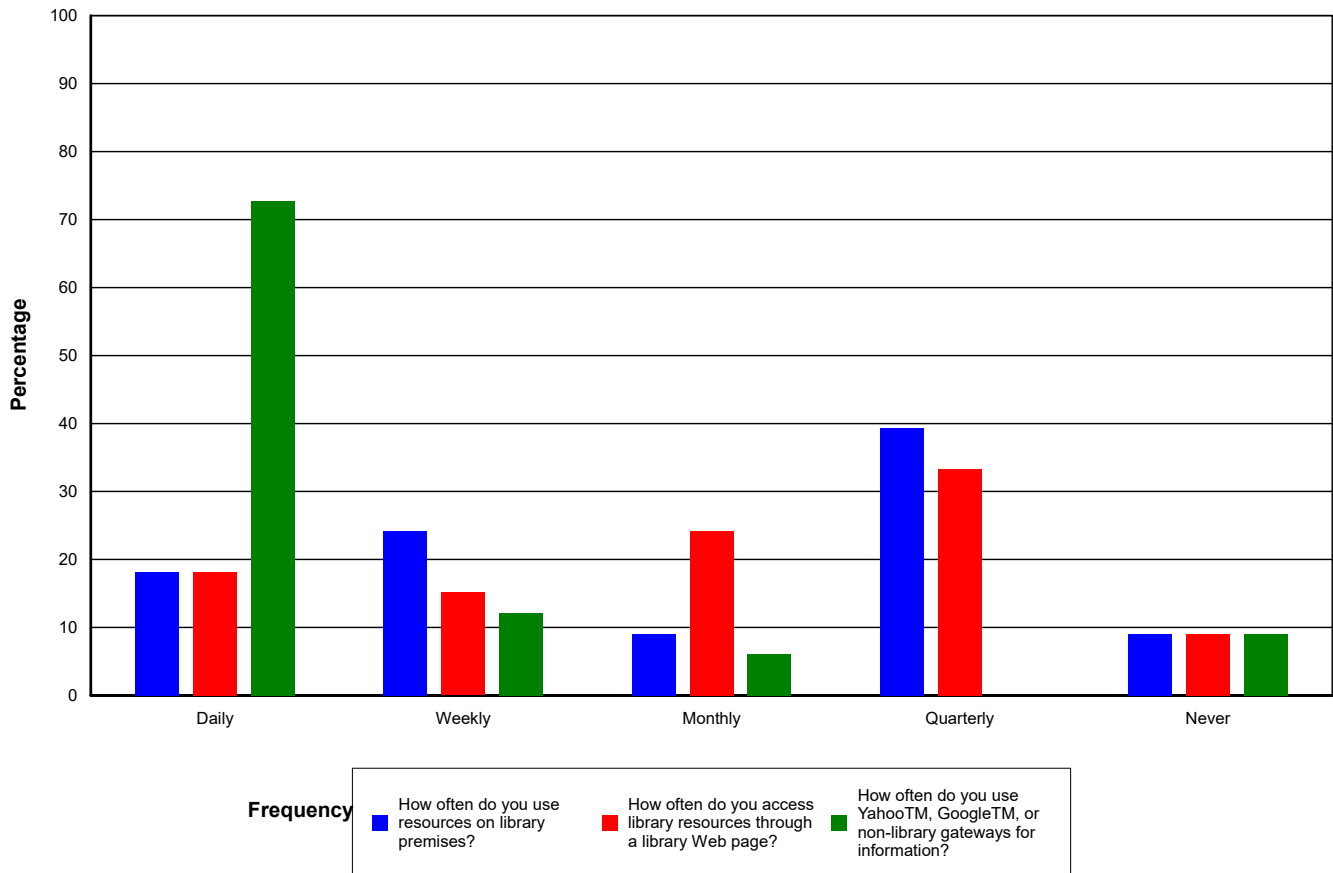
7.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.33	1.50	9
The library aids my advancement in my academic discipline or work.	7.25	1.65	16
The library enables me to be more efficient in my academic pursuits or work.	7.24	1.56	17
The library helps me distinguish between trustworthy and untrustworthy information.	6.73	1.75	15
The library provides me with the information skills I need in my work or study.	7.67	1.41	9

7.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	6 18.18%	8 24.24%	3 9.09%	13 39.39%	3 9.09%	33 100.00%
How often do you access library resources through a library Web page?	6 18.18%	5 15.15%	8 24.24%	11 33.33%	3 9.09%	33 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	24 72.73%	4 12.12%	2 6.06%	0 0%	3 9.09%	33 100.00%

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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