



*Report of the Results of Participation in the
LibQUAL+ Assessment Project*

Seattle Pacific University

J. Ray Doerksen
University Librarian

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Executive Summary

All Seattle Pacific University students and faculty were invited to participate in the LibQUAL+ survey in April 2004. The response rate was about one-third of the population. The number of surveys submitted was 1,208, but a number were rejected as invalid responses for various reasons. Thus, only 1,165 responses are included in the summary statistics for students and faculty.

The survey was composed of several parts: 22 standardized items measuring satisfaction levels with library service quality, a comment box, 8 general satisfaction questions, and several demographic questions. It addressed perceptions of three major dimensions of library service quality: **Affect of service**, which measures satisfaction with personal interactions with library personnel, **Library as Place**, which measures satisfaction with the physical environment, and **Information Control**, which measures satisfaction with quantity, quality, and access to learning resources. All items scored three perceptions (minimum, desired, and perceived levels of quality) on a scale of 1 to 9, with 9 being the most favorable.

The survey revealed that two dimensions are considered strengths by students and faculty: **Affect of Service** and **Library as Place**. These dimensions had the smallest gap between desired and perceived levels of service. These ratings speak well of the service given by library staff and the quality of the environment presented.

The greatest area of weakness is in the dimension of **Information Control**. The least satisfied segments of the SPU population with respect to Information Control were graduate students and faculty. Specifically, both graduate students and faculty reported that the library fell short of minimum expectations on two items: 1) provision of print learning resources and 2) provision of print and/or electronic journals. This is a response that must be of concern to both the library and the university as increasing emphasis is being placed on graduate education at Seattle Pacific University.

The 442 comments submitted with the survey communicate similar information to that revealed by the 22 standardized items; the only major addition being the introduction of comments regarding library hours (which were not addressed on the survey). The value of the comments is that they enable the library to respond to specific, yet widespread, concerns in concrete ways. It is impossible to respond to every concern expressed by a survey respondent, especially since the anonymity of the respondent precludes answering personal concerns, but comments will be mentioned in this report when they help communicate views of library service that are widely held by SPU students and faculty.

Introduction

LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece

is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service

As a public service enterprise, the library must rely, in part, on the perceptions of its users when evaluating its services. Although service satisfaction is not the sole determiner of library quality, user perceptions serve a vitally important function in communicating to the library how it is performing.

As of spring 2004, more than 500 libraries have participated in the LibQUAL+™ survey since its inception, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries—some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and Europe, and has been translated into a number of languages, including French, Swedish, and Dutch.

There are limits to using this type of assessment tool. The survey communicates *what* students/faculty think; it does not communicate *why* they think that way (except as can be ascertained through comments). Also, it must be remembered that the survey measures *perceptions* not reality. That is, a high (or low) rating is not, by itself, necessarily an accurate barometer of actual library performance. It is probably not unfair to compare survey responses to elements of judging figure skating performance in the Olympic Games. Not only are different numbers assigned by different people, the same number may mean different things to different persons.

This phenomenon also suggests that comparisons with other libraries must be done cautiously. There are undoubtedly variations from campus to campus in student expectations with respect to library services. Thus it is unwarranted to conclude that because students/faculty give the SPU library higher (or lower) ratings than other students/faculty give their libraries, the SPU library is superior (or inferior).

Demographics: Who took the survey?

All Seattle Pacific University students and faculty were invited to participate in the LibQUAL+ survey in April 2004. The response rate was about one-third of the population. The number of surveys submitted was 1,208, but a number were rejected as invalid responses for various reasons. Thus, only 1,165 responses are included in the summary statistics for students and faculty.

By user sub-group

The first table reveals the distribution of survey respondents by student or faculty sub-group. The first column shows the number of persons in each category on campus as reported by the Office of Information and Data Management. The third column shows the number in each category that completed the survey. The percentages in the other columns reveal the representativeness of the self-selected sample. For example, fewer masters' students took the survey (8.33%) than their number on campus (13.79%) would suggest.

User Sub-Group	Population N	Population %	Respondents n	Respondents %
First year (Undergraduate)	648	16.55%	211	18.11%
Second year (Undergraduate)	573	14.64%	187	16.05%
Third year (Undergraduate)	712	18.19%	261	22.40%
Fourth year (Undergraduate)	794	20.28%	214	18.37%
Fifth year and above (Undergraduate)	82	2.09%	49	4.21%
Non-degree (Undergraduate)	39	1.00%	4	0.34%
Masters (Graduate)	540	13.79%	97	8.33%
Doctoral (Graduate)	178	4.55%	60	5.15%
Non-degree or Undecided (Graduate)	45	1.15%	4	0.34%
Adjunct Faculty (Faculty)	104	2.66%	14	1.20%
Assistant Professor (Faculty)	40	1.02%	15	1.29%
Associate Professor (Faculty)	61	1.56%	18	1.55%
Lecturer (Faculty)	19	0.49%	2	0.17%
Professor (Faculty)	59	1.51%	22	1.89%
Other Academic Status (Faculty)	21	0.54%	7	0.60%
Total:	3,915	100.00%	1,165	100.00%

By discipline

The second table (on the next page) shows the distribution of survey respondents by discipline. Again, the actual number of respondents is compared with the numbers in each discipline identified by the Office of Information and Data Management. This sample demonstrates that more survey respondents identified themselves with a specific discipline than is the case in institutional data. The latter shows over 40% as “undecided,” yet only 37 respondents identified themselves in that manner on the survey. As a result of this discrepancy, only Education appears to be underrepresented in the final tally.

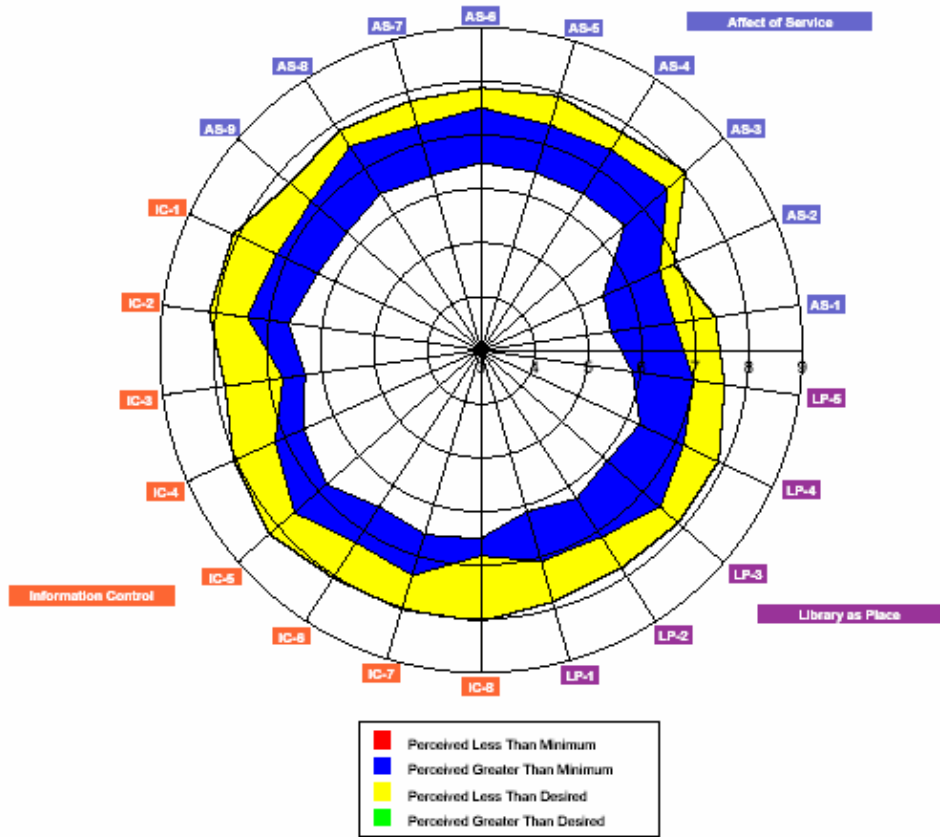
Discipline	Population N	Population %	Respondents n	Respondents %
Business	355	9.63%	150	12.88%
Education	421	11.42%	125	10.73%
Health Sciences	175	4.75%	142	12.19%
Humanities	226	6.13%	113	9.70%
Other	18	0.49%	88	7.55%
Performing & Fine Arts	114	3.09%	75	6.44%
Psychology	342	9.27%	145	12.45%
Science / Math	212	5.75%	140	12.02%
Social Sciences	254	6.89%	97	8.33%
Theology	76	2.06%	53	4.55%
Undecided	1,495	40.54%	37	3.18%
Total:	3,688	100.00%	1,165	100.00%

Aggregate SPU Responses

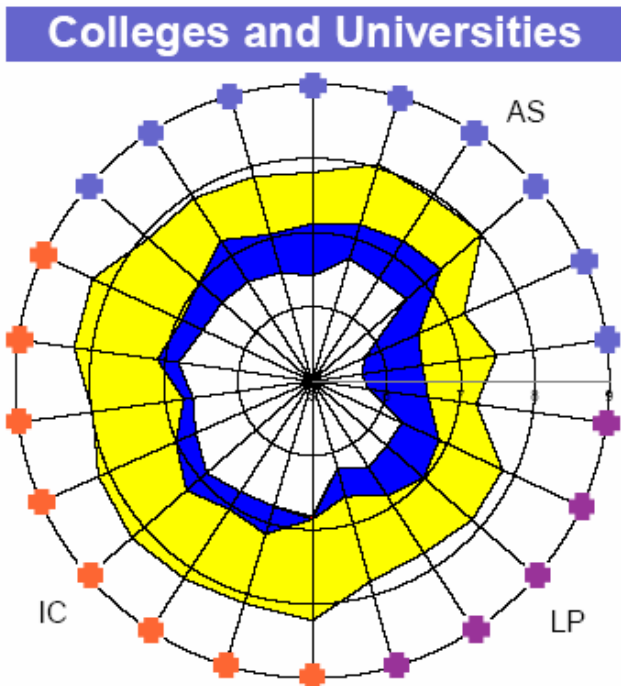
On the pages that follow, there will be two kinds of graphical representations of the survey data: radar charts and bar charts. There will be radar charts for 1) all respondents, 2) graduate students, and 3) faculty. This report will not show the undergraduate chart, because it is practically identical to the aggregate chart. The reason for this is that almost 80% of the survey respondents were undergraduate students. (See Appendix 2 for undergraduate item responses.)

To aid in interpretation, here is a note about radar 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. In the case of the LibQUAL+ survey results, each axis represents a different survey question. Questions (which are listed in the Appendices) are identified by a code at the end of each axis. Respondents’ minimum, desired, and perceived levels of service quality are plotted on each axis. 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 user perceptions of service fall within the Zone of Tolerance, which is the zone between the minimum acceptable service level and the desired service level.

Radar charts are an effective way to graphically show strengths and weaknesses. The radar chart on the next page shows aggregate results (all respondents) for the 22 core survey questions. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control. This chart shows that the survey respondents, as a whole, are happy with library services; that is, blue is more dominant than yellow, and there are no red areas at all.

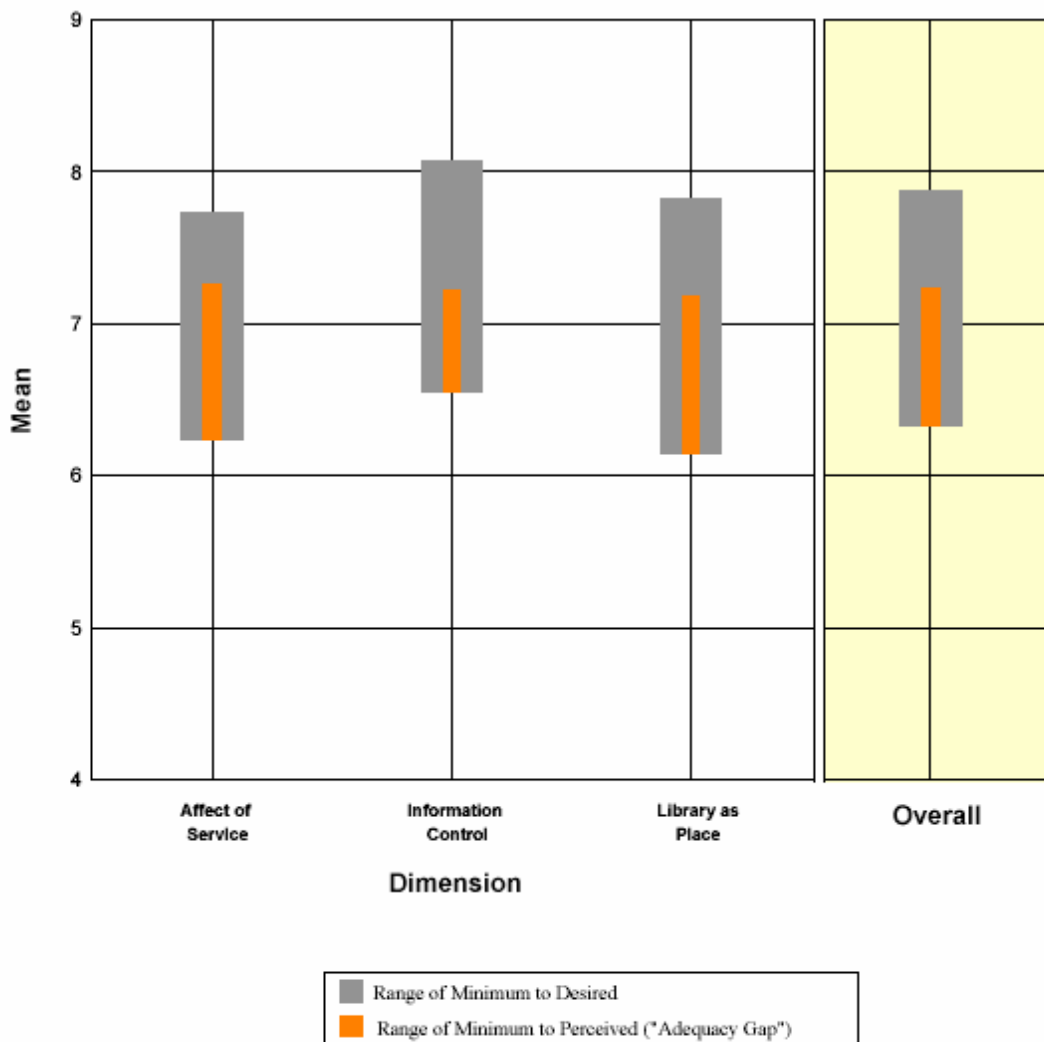


For the purpose of comparison, the next chart shows the aggregated results of 121 American colleges and universities in the 2004 survey. The chart displays less blue and more yellow than does the SPU chart for most of the questions, thus indicating that the



perceived level of service at the Seattle Pacific University library seems to compare well with that at other American college and university libraries.

A second form of graphical representation of results in this report will be seen in the bar charts that follow. These charts organize the data not by individual questions, but solely on the basis of the three major dimensions. That is, these charts aggregate the data elicited by the individual questions and present it as three dimensions of library service.



This first bar chart represents results for all SPU survey respondents. It provides scores for each major dimension of library service quality. The exterior bars represent the range of mean minimum to mean desired scores for each dimension—the Zone of Tolerance. The interior bars (orange) represent the range between mean minimum and mean perceived scores for each dimension. Note that satisfaction levels are quite good, falling in the upper half of the Zone of Tolerance for all but the Information Control dimension. It is notable that for Affect of Service, the library meets its own assessment criterion for

excellence as described in the Blueprint for Excellence—service is perceived as falling within the top third of the Zone of Tolerance.

Strengths

The survey revealed that two dimensions are considered strengths by students and faculty: **Affect of Service** and **Library as Place**. These dimensions had the smallest gap between desired and perceived levels of service. (See Appendix 1 for the full survey item results.) The specific items that had the smallest gaps were clustered in the Affect of Service dimension (survey average=.65):

- *Giving users individual attention (gap of .29)*
- *Willingness to help users (gap of .35)*
- *Employees who deal with users in a caring fashion (gap of .37)*
- *Readiness to respond to users' questions (gap of .38)*

The item with the next smallest gap was in the dimension Library as Place:

- *A comfortable and inviting location (gap of .44)*

The item with the smallest gap in the dimension Information Control was:

- *Modern equipment that lets me easily access needed information (gap of .61)*

Weaknesses

The greatest area of weakness is in the dimension **Information Control**, where the gaps between minimum and perceived levels of service were small. The specific items on the survey that had the smallest gaps (given a survey average of .90) were:

- *Print and/or electronic journal collections I require for my work (gap of .32)*
- *The printed library materials I need for my work (gap of .42)*
- *The electronic information resources I need (gap of .58)*

And all these items were in Information Control.

Priorities

It is interesting to note what the survey respondents value the most. An indication of importance, or priority, can be deduced from the desired levels of service that are articulated. The survey items with the highest desired means are:

- *Modern equipment that lets me easily access needed information (8.23)*
- *A library Web site enabling me to locate information on my own (8.13)*
- *Making electronic resources accessible from my home or office (8.11)*

Of the eight items in Information Control, only one had a desired mean lower than 8. On the other hand, only one item in Affect of Service had a desired mean higher than 8; no items in Library as Place reached this level. Although the variances are not large, it is apparent that students and faculty regard Information Control as the highest priority.

Since this report does not contain a separate section for undergraduate responses, it might be useful here to see some undergraduate comments that corroborate the information

illustrated by the charts. The greatest library weakness noted in undergraduate comments echo that mentioned by faculty and graduate students—lack of sufficient journal articles (noted by 22 respondents). Another common message was that the library’s books are dated; more current material is needed (15). Several (7) also stated that they must use other libraries (especially UW) because resources are lacking at SPU. On the positive side, Summit was lauded (6), while a number (9) expressed satisfaction with the library’s resources. Here is a representative sample of undergraduate comments:

“I feel like many of the books and print information in our library is outdated. The collection could be much more extensive, but more importantly, updated.” [Business]

“The service in the library is fine, but the information available leaves a lot to be desired.” [Business]

“I accomplish my best studying at the library and am very impressed with the resources provided by the library. SPU library is one of the shining points of the SPU campus.” [Health Sciences]

“MORE journal articles need to be available in full text online.” [Health Sciences]

“We need more books!!!” [Humanities]

“What is disappointing on a regular basis is what a poor range of up to date resources the library has in terms of print materials, books, articles, etc.” [Humanities]

“The availability provided through the Orbis Union or consortium or whatnot is not at all the same as the efficiency of actually having the works on location.” [Other]

“I know that science publications are expensive for access, yet, it gets somewhat inconvenient when I constantly have to go to the University of Washington libraries to use printed OR online access to any article I need.” [Science]

“I love the Summit request thing!” [Science]

“I would like to have more of the journals more accessible online, which makes it easier for me to do homework from the convenience of my home.” [Social Science]

“The main problem with the library is not the people or the service but that all the books and written resources are old and out of date in some fashion. It seems that all the important ones I need for papers and such are at other libraries.” [Theology]

“It seems that the library’s selection could be expanded so that so many books do not have to come from Orbis and other outside sources.” [Undecided]

When one views all the comments—not just the ones addressing the Information Control dimension—several additional themes emerge. In addition to continuing the search for

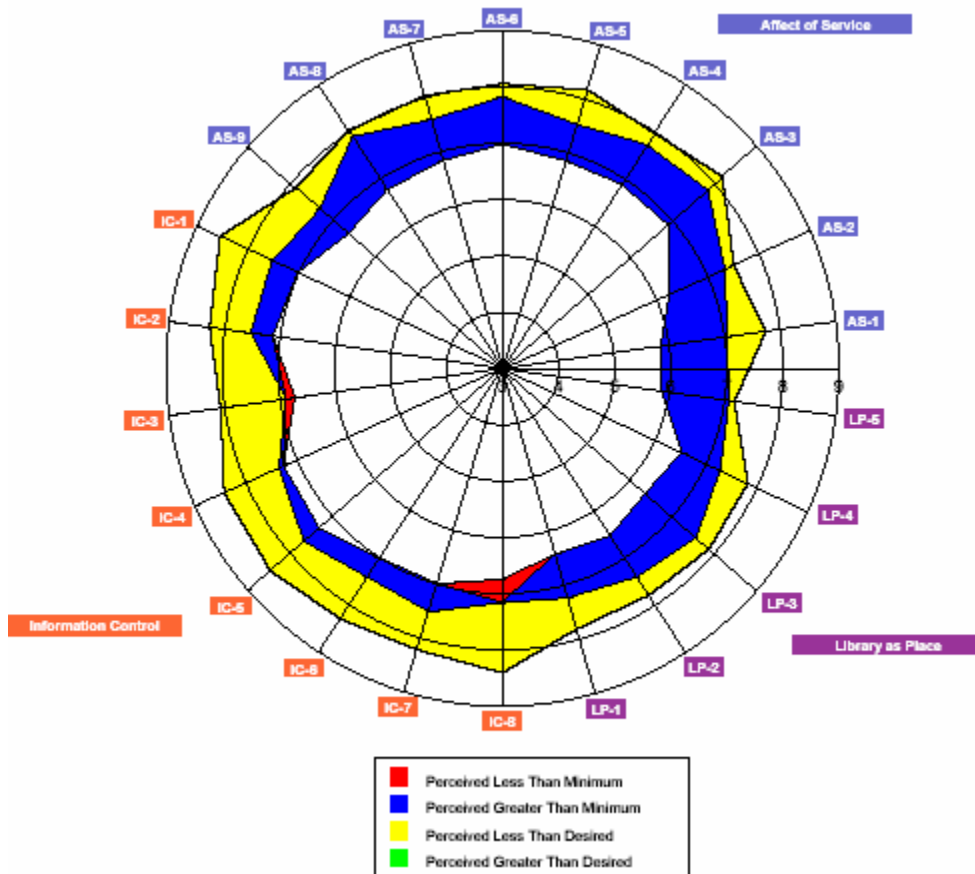
more library funding for the purchase of learning resources, the library must deal with the following requests, which are listed in descending order by the number of comments:

1. Longer library hours
2. More computers in the library
3. A quieter atmosphere for study
4. Adjustment of printing costs
5. Improvement of student worker attitudes at the public service desks
6. Clearer/more simple access to databases and electronic resources

Some of these issues can be addressed unilaterally by the library, but others require the cooperation of other segments of the university. Action plans arising from the concerns raised in the survey will be forthcoming at a later time following a discussion of the issues by the library administration.

Responses from Graduate Students

Most responses from graduate students came from students in Psychology (63) and Education (48). Also in double digits were Health Sciences (18) and Business (17). The radar chart representing graduate student responses is similar to that of undergraduates with respect to Affect of Service and Library as Place—that is, both are quite positive—but graduate students are not satisfied with the level of Information Control, especially in



relation to the availability of sufficient print learning resources (Question IC-3) and journals (Question IC-8). The red color demonstrates that performance of the library falls short of minimum expectations in these areas.

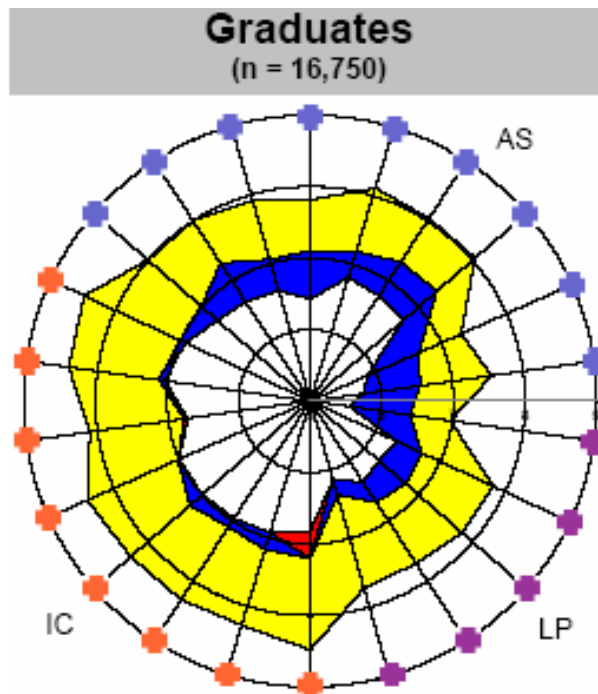
There were 30 graduate student comments that address Information Control. They resemble the results of the radar chart; that is, they express the desire for more learning resources, both on-site and electronic. The perceived lack of local resources elicited positive comments regarding interlibrary loan service and Summit Borrowing. Here are some representative comments:

“I wish there were more journals available onsite—or more full-text articles available online. Orbis/Cascade is fabulous.” [Psychology]

“It would be nice to have access to more electronic journals. However, I use ILL often and am very satisfied with this service.” [Health Sciences]

“I am concerned with the amount I have to inter library loan because the journals are not here.” [Psychology]

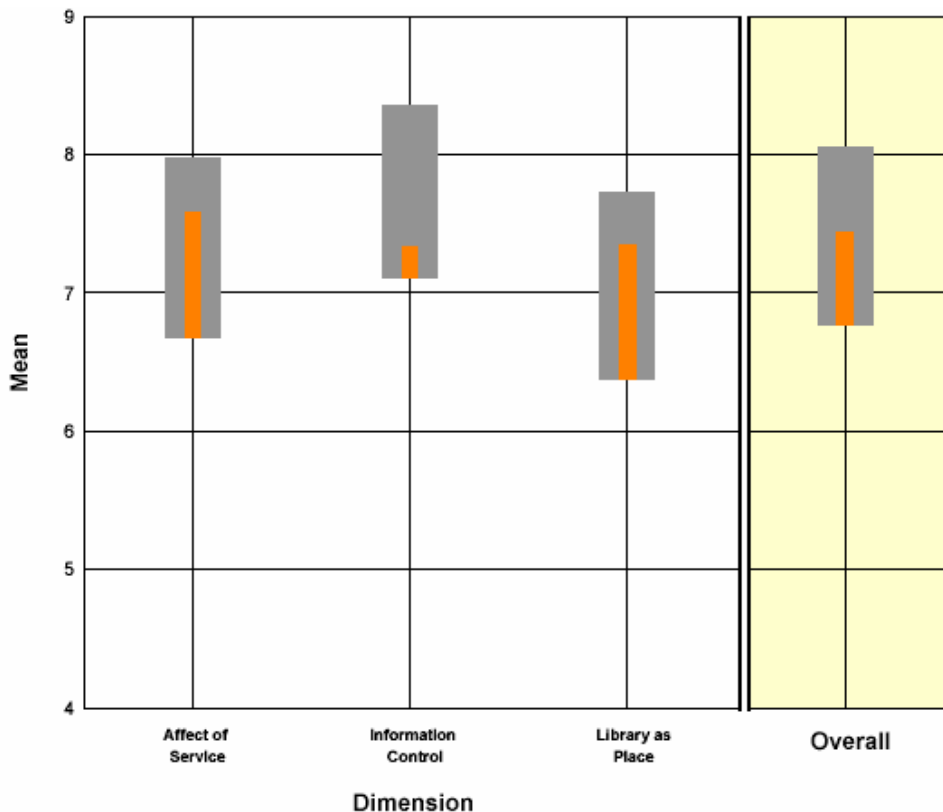
Not all the comments were as negative as the above sample might indicate. It is only fair to note that four positive comments each (out of 30 comments) were made by graduate students regarding 1) the amount of information available from the library and 2) existing access to online journals. Again, for comparison, here is a chart for all colleges and universities participating in the survey.



A common theme in all institutions is the desire for more learning resources. Seattle Pacific University is not unique in demonstrating this need. A superficial response to this universal need could be: “Since learning resources are in short supply at most institutions—even those with much larger libraries—there is no need to invest more money in purchasing such resources at SPU. The library is just a big black hole.”

A better way of looking at the situation is to admit that higher education demands extensive library resources for graduate students—and faculty—particularly, and no library will ever be self-sufficient. That is why participation in consortia such as the Orbis Cascade Alliance is so crucial; nothing will ever be enough, but providing more materials than those held locally requires cooperative efforts among libraries. Nevertheless, there should be a commitment on the part of each institution (including SPU) to meet the minimum requirements of its faculty and graduate students.

The bar chart for graduate students also demonstrates the weakness of the SPU library in the dimension of Information Control. Information Control is important to these students, as illustrated by the higher Zone of Tolerance compared to that of the other dimensions. Expectations are high, but performance is weak. Graduate students definitely think the library needs to provide more in the way of learning resources.



Strengths

The strengths reported by graduate students mirror those already reported in the aggregate responses (for graduate item responses, see Appendix 3). Those items with the smallest gap between desired and perceived levels are:

- *Community space for group learning and group study (gap of .10)*
- *Willingness to help users (gap of .13)*
- *Giving users individual attention (gap of .16)*

Major Weaknesses

This section is called “Major Weaknesses” rather than “Weaknesses” because the results on two items fall below the minimum acceptable requirements. That is, graduate students do not believe library services meet minimum requirements on the following items:

- *Print and/or electronic journal collections I require for my work (.42 below minimum)*
- *The printed library materials I need for my work (.16 below minimum)*

The mean gap for all items in the survey is .67 above the minimum. No items in Information Control scored this well.

Priorities

Graduate students have similar priorities to those mentioned in the aggregate responses, but in general their demands are greater (as seen in higher desired means). The survey items with the highest desired means are:

- *Making electronic resources accessible from my home or office (8.56)*
- *Modern equipment that lets me easily access needed information (8.48)*
- *The electronic information resources I need (8.44)*
- *Print and/or electronic journal collection I require for my work (8.41)*

Here are some representative comments from graduate students:

“I love the interlibrary loan process. It’s so easy for users to gain access to a much larger collection of materials.” [Business]

“SPU has a superb library and library staff. The library’s participation in Summit is particularly useful as an efficient method of sharing resources.” [Education]

“I have been impressed with the knowledge and helpfulness of resource librarians and those at the check out counters in explaining the library’s procedures and locating information...The areas where I can see need for improvement are user-friendliness of online library services (can be confusing where to go, how to submit a request for materials, etc.)...SPU’s library is excellent overall in service, provision of resources, and atmosphere.” [Education]

“I find that the personel [sic] at the library is great in trying to help me find the necessary resources that I need, but so often the resources are not in our library and can be difficult to find or sort through on the web or links.” [Health Sciences]

“I wish there were more computers stationed throughout the library (on every floor).”

“Overall the staff is wonderful but sometimes the student staff is unfriendly or not as helpful.” [Psychology]

“The library needs to be open later....I would like to see the library hours extended.” [Psychology]

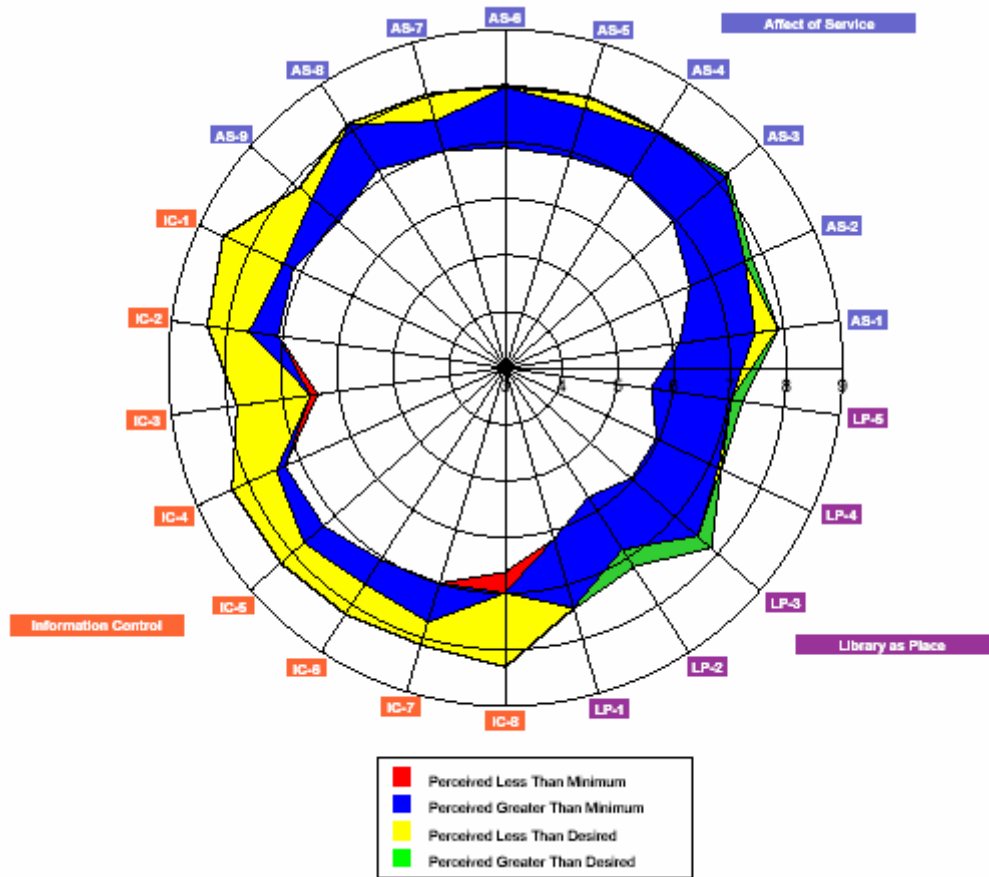
“I believe the noise level in the library is too high and uncontrolled (not condusive [sic] to a study environment). [Psychology]

Responses from Faculty

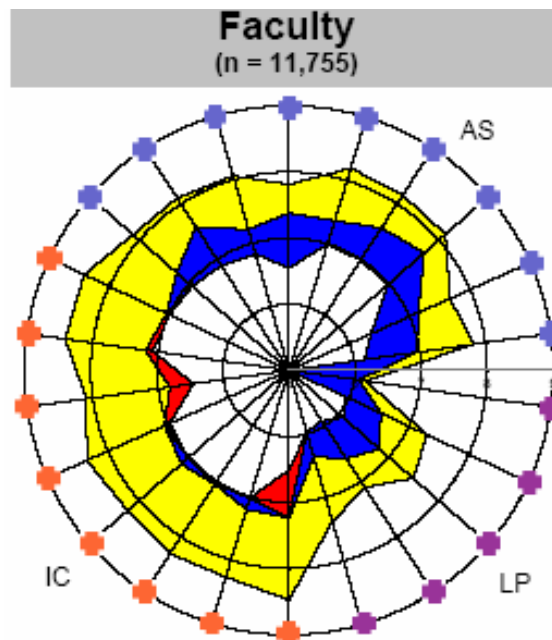
The following chart shows the distribution of faculty survey responses across disciplines. The best response rates were from faculty in Education, Health Sciences, Humanities, Performing & Fine Arts, Social Sciences, and Theology. Those academic units’ response rates all exceeded their percentage in the general population. Those falling short of matching their percentage of the population were Business, Psychology, and Science/Math. As a whole, though, the distribution of responses is fairly representative.

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Business	25	13.97%	4	5.13%	8.84%
Education	19	10.61%	11	14.10%	-3.49%
Health Sciences	11	6.15%	6	7.69%	-1.55%
Humanities	29	16.20%	13	16.67%	-0.47%
Other	18	10.06%	4	5.13%	4.93%
Performing & Fine Arts	14	7.82%	9	11.54%	-3.72%
Psychology	17	9.50%	7	8.97%	0.52%
Science / Math	20	11.17%	7	8.97%	2.20%
Social Sciences	10	5.59%	8	10.26%	-4.67%
Theology	16	8.94%	9	11.54%	-2.60%
Undecided	0	0.00%	0	0.00%	0.00%
Total:	179	100.00%	78	100.00%	0.00%

The radar chart for faculty shows similarities to that of the graduate student chart. The same weaknesses are noted. It is clear that faculty are not satisfied with the information (print materials and journals) that is available for their use. For faculty, the Library as Place is seen as exceeding expectations (the green areas), as are some of the areas of Affect of Service.



For comparison purposes, once again, the radar chart below shows the perceptions of faculty at all the American colleges and universities surveyed in 2004.



Major Strengths

Faculty perceive several areas of major strength. A major strength is a survey item in which the perceived level of service exceeds the desired level. These are noted in green in the radar chart. The items of major strength are (see Appendix 4 for full faculty results):

- *Quiet space for individual activities (.36 above desired)*
- *A comfortable and inviting location (.31 over desired)*
- *Community space for group learning and group study (.20 over desired)*
- *Giving users individual attention (.13 over desired)*
- *Employees who are consistently courteous (.05 over desired)*
- *Employees who deal with users in a caring fashion (.04 over desired)*

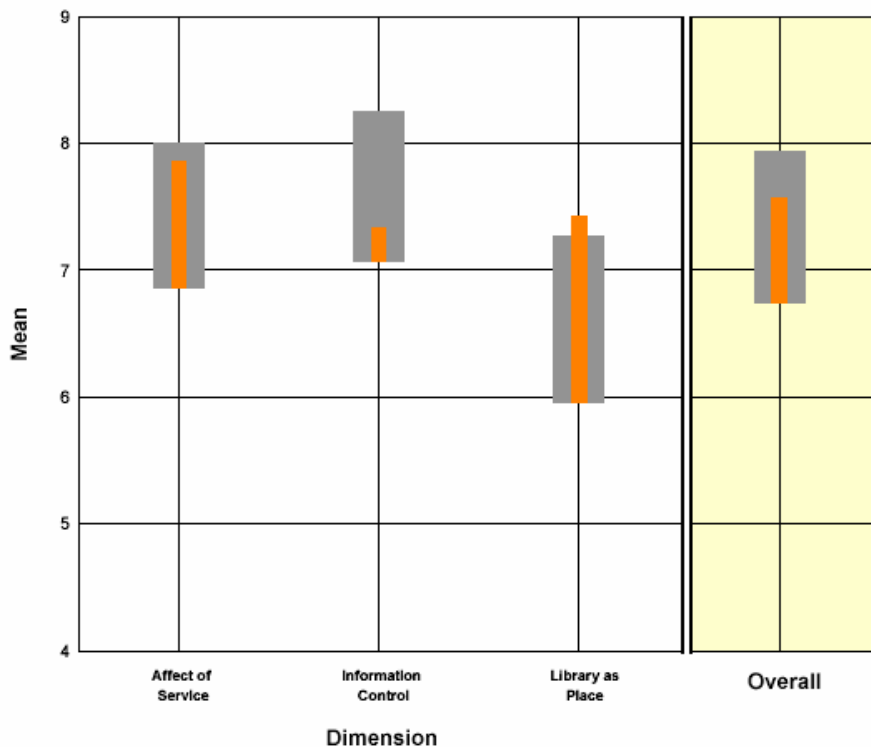
Major Weaknesses

Faculty perceive the same major weaknesses as graduate students:

- *Print and/or electronic journal collections I require for my work (.37 below minimum)*
- *The printed library materials I need for my work (.13 below minimum)*

Priorities

Faculty priorities for learning resources mimic those of graduate students, and far exceed faculty demands in the area of Library as Place.



Here are some representative faculty comments:

“Our library should probably have twice as big a collection, but that is simply not an option given the limited footprint of our physical plant. I feel that our libraries are doing the best they can within those limitations and have given lots of attention to user-friendliness and customer service, which goes a long way to compensate for collection deficiencies.” [Humanities]

“The big drawback with the SPU Library is simply budget. That’s why joining ORBIS is the greatest thing that’s happened in my time at SPU!” [Humanities]

“Superb staff, good electronic and interlibrary loan, small collection.” [Humanities]

“In general I do not perceive Graduate education as being supported. Everyone is very nice in the library but one would want to couple that with written and online resources.”

“Good library. Many important materials are missing. I am working on fixing that!”
[Performing & Fine Arts]

“I am most appreciative of the excellent Interlibrary Loan Service—books and articles have been easily accessible and probably one of the most helpful services that I utilize for teaching and research.” [Psychology]

“The SPU Library Staff are doing overall an excellent job within the constraints of their budget and other resources.” [Science]

“Increased access to research science journals is essential to carrying out effective undergraduate research at SPU.” [Science]

“The library has done a TERRIFIC job in increasing effective access to print resources through ORBIS/CASCADE. I think this is probably the single most important thing the library has done in my 10 years here as a professor. On the other hand, the weakest part of the library is probably access to print and electronic journals and electronic databases.” [Social Science]

“SPU has a longstanding pattern—a wise one—of being expertly and fully staffed, if necessary at the expense of holdings; but responsiveness on acquisitions recently has been impressive as well.” [Social Science]

“Overall, excellent job! I’m happy with and proud of our library and library staff.”
[Theology]

Summary

The message from the students and faculty of Seattle Pacific University in the LibQUAL+ survey is that the library offers excellent services, meeting the demands of Goal 5 in the Blueprint for Excellence: “Students will observe Christian character and professional competence in their interactions with library personnel.” The librarians and staff of the SPU library are to be congratulated. This is a good report of their work.

It is also evident that much remains to be done in providing sufficient learning resources to meet the demands of Goal 1 in the library’s Blueprint for Excellence: “Students will be highly successful (in terms of availability, access, and convenience) in obtaining the learning resources they need.” This area consistently shows up as the weakest area of library service, especially for graduate students and faculty.

It is recommended that the LibQUAL+ survey be given every three or four years. Spaced, systematic feedback will give the library opportunity to make operational changes between survey administrations, as well as allow it to gain the views of a new cohort of students each time. Such repeated use of the survey will also provide an historical record that traces the development of perceived library service quality at the Seattle Pacific University library.

Appendix 1: Aggregate Responses

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean
Affect of Service				
AS-1	Employees who instill confidence in users	5.46	7.42	6.66
AS-2	Giving users individual attention	5.50	6.94	6.65
AS-3	Employees who are consistently courteous	6.56	8.07	7.61
AS-4	Readiness to respond to users' questions	6.50	7.83	7.45
AS-5	Employees who have the knowledge to answer user questions	6.47	7.95	7.39
AS-6	Employees who deal with users in a caring fashion	6.49	7.89	7.52
AS-7	Employees who understand the needs of their users	6.39	7.83	7.35
AS-8	Willingness to help users	6.48	7.88	7.52
AS-9	Dependability in handling users' service problems	6.34	7.74	7.22
Information Control				
IC-1	Making electronic resources accessible from my home or office	6.38	8.11	7.22
IC-2	A library Web site enabling me to locate information on my own	6.64	8.13	7.43
IC-3	The printed library materials I need for my work	6.32	7.83	6.74
IC-4	The electronic information resources I need	6.64	8.07	7.22
IC-5	Modern equipment that lets me easily access needed information	6.82	8.23	7.62
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	8.06	7.29
IC-7	Making information easily accessible for independent use	6.60	8.05	7.39
IC-8	Print and/or electronic journal collections I require for my work	6.51	8.05	6.83
Library as Place				
LP-1	Library space that inspires study and learning	6.13	7.88	7.10
LP-2	Quiet space for individual activities	6.29	7.83	7.15
LP-3	A comfortable and inviting location	6.14	7.89	7.45
LP-4	A getaway for study, learning, or research	6.28	7.90	7.18
LP-5	Community space for group learning and group study	5.86	7.59	7.02
Overall:		6.33	7.88	7.23

Appendix 2: Undergraduate Responses

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean
Affect of Service				
AS-1	Employees who instill confidence in users	5.33	7.32	6.52
AS-2	Giving users individual attention	5.27	6.77	6.43
AS-3	Employees who are consistently courteous	6.47	8.03	7.51
AS-4	Readiness to respond to users' questions	6.37	7.79	7.36
AS-5	Employees who have the knowledge to answer user questions	6.36	7.89	7.32
AS-6	Employees who deal with users in a caring fashion	6.36	7.84	7.42
AS-7	Employees who understand the needs of their users	6.25	7.77	7.28
AS-8	Willingness to help users	6.35	7.82	7.40
AS-9	Dependability in handling users' service problems	6.23	7.69	7.16
Information Control				
IC-1	Making electronic resources accessible from my home or office	6.19	7.99	7.14
IC-2	A library Web site enabling me to locate information on my own	6.52	8.08	7.39
IC-3	The printed library materials I need for my work	6.22	7.79	6.77
IC-4	The electronic information resources I need	6.47	7.97	7.16
IC-5	Modern equipment that lets me easily access needed information	6.69	8.18	7.59
IC-6	Easy-to-use access tools that allow me to find things on my own	6.34	8.00	7.23
IC-7	Making information easily accessible for independent use	6.49	8.01	7.33
IC-8	Print and/or electronic journal collections I require for my work	6.36	7.96	6.87
Library as Place				
LP-1	Library space that inspires study and learning	6.08	7.93	7.04
LP-2	Quiet space for individual activities	6.31	7.92	7.10
LP-3	A comfortable and inviting location	6.11	7.92	7.39
LP-4	A getaway for study, learning, or research	6.27	7.97	7.16
LP-5	Community space for group learning and group study	5.89	7.70	6.99
Overall:		6.22	7.84	7.16

Appendix 3: Graduate Responses

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean
Affect of Service				
AS-1	Employees who instill confidence in users	5.85	7.75	7.04
AS-2	Giving users individual attention	6.27	7.51	7.35
AS-3	Employees who are consistently courteous	6.92	8.20	7.86
AS-4	Readiness to respond to users' questions	6.91	7.98	7.75
AS-5	Employees who have the knowledge to answer user questions	6.86	8.18	7.54
AS-6	Employees who deal with users in a caring fashion	6.99	8.06	7.84
AS-7	Employees who understand the needs of their users	6.85	8.04	7.61
AS-8	Willingness to help users	6.80	8.04	7.92
AS-9	Dependability in handling users' service problems	6.66	7.89	7.33
Information Control				
IC-1	Making electronic resources accessible from my home or office	7.04	8.56	7.54
IC-2	A library Web site enabling me to locate information on my own	7.15	8.28	7.54
IC-3	The printed library materials I need for my work	6.90	8.08	6.75
IC-4	The electronic information resources I need	7.28	8.44	7.37
IC-5	Modern equipment that lets me easily access needed information	7.34	8.48	7.70
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.31	7.43
IC-7	Making information easily accessible for independent use	7.00	8.23	7.52
IC-8	Print and/or electronic journal collections I require for my work	7.16	8.41	6.75
Library as Place				
LP-1	Library space that inspires study and learning	6.44	7.82	7.24
LP-2	Quiet space for individual activities	6.55	7.80	7.42
LP-3	A comfortable and inviting location	6.39	7.89	7.59
LP-4	A getaway for study, learning, or research	6.54	7.83	7.29
LP-5	Community space for group learning and group study	5.87	7.18	7.08
Overall:		6.77	8.06	7.44

Appendix 4: Faculty Responses

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean
Affect of Service				
AS-1	Employees who instill confidence in users	6.13	7.91	7.49
AS-2	Giving users individual attention	6.60	7.67	7.80
AS-3	Employees who are consistently courteous	6.96	8.19	8.24
AS-4	Readiness to respond to users' questions	7.06	8.01	7.97
AS-5	Employees who have the knowledge to answer user questions	6.92	8.04	7.82
AS-6	Employees who deal with users in a caring fashion	6.92	7.99	8.03
AS-7	Employees who understand the needs of their users	7.00	8.07	7.57
AS-8	Willingness to help users	7.19	8.17	8.14
AS-9	Dependability in handling users' service problems	6.96	7.88	7.58
Information Control				
IC-1	Making electronic resources accessible from my home or office	7.17	8.55	7.37
IC-2	A library Web site enabling me to locate information on my own	7.09	8.36	7.62
IC-3	The printed library materials I need for my work	6.52	7.83	6.39
IC-4	The electronic information resources I need	7.31	8.33	7.47
IC-5	Modern equipment that lets me easily access needed information	7.29	8.29	7.76
IC-6	Easy-to-use access tools that allow me to find things on my own	7.08	8.22	7.59
IC-7	Making information easily accessible for independent use	7.00	8.14	7.73
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.31	6.63
Library as Place				
LP-1	Library space that inspires study and learning	6.17	7.43	7.43
LP-2	Quiet space for individual activities	5.73	6.84	7.20
LP-3	A comfortable and inviting location	5.99	7.55	7.86
LP-4	A getaway for study, learning, or research	5.97	7.24	7.18
LP-5	Community space for group learning and group study	5.62	7.06	7.26
Overall:		6.74	7.93	7.56

