LibQUAL+®

2019 Survey

University of Central Oklahoma

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 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 int he 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 University of Central Oklahoma

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. $):	**$5,204,220**
Personnel - professional staff, FTE:	**16**
Personnel - support staff, FTE:	**25**
Total library materials expenditures (in U.S. $):	**2,100,796**
Total salaries and wages for professional staff (in U.S. $):	**638,250**

1.5 Contact Information for University of Central Oklahoma

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

Name:	**Nicole Willard**
Title:	**Asst. Executive Director**
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Phone:	**405-974-2885**
Email:	**nwillard@uco.edu**

1.6 Survey Protocol and Language for University of Central Oklahoma

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

		Lite	**Total** *(by Language)*
English (American)	Count	262	**262**
	% of Protocol	*100.00%*	*100.00%*
	% of Language	*100.00%*	*100.00%*
	% of Total Cases	*100.00*	*100.00*
Total *(by Survey Protocol)*	Count	**262**	**262**
	% of Protocol	*100.00%*	*100.00%*
	% of Language	*100.00%*	*100.00%*
	% of Total Cases	*100.00*	*100.00*

2 Demographic Summary for University of Central Oklahoma

2.1 Respondents by User Group

User Group		Respondent n	Respondent %
Undergraduate			
First year		21	8.02%
Second year		24	9.16%
Third year		29	11.07%
Fourth year		39	14.89%
Fifth year and above		28	10.69%
Non-degree		0	0.00%
	Sub Total:	141	53.82%
Graduate			
Masters		36	13.74%
Doctoral		4	1.53%
Non-degree or Undecided		4	1.53%
	Sub Total:	44	16.79%
Faculty			
Professor		23	8.78%
Associate Professor		11	4.20%
Assistant Professor		8	3.05%
Lecturer		5	1.91%
Adjunct Faculty		3	1.15%
Other Academic Status		0	0.00%
	Sub Total:	50	19.08%
Library Staff			
Administrator		3	1.15%
Manager, Head of Unit		0	0.00%
Public Services		2	0.76%
Systems		1	0.38%
Technical Services		5	1.91%
Other		4	1.53%
	Sub Total:	15	5.73%
Staff			
Research Staff		1	0.38%
Other Staff Positions		11	4.20%
	Sub Total:	12	4.58%
Total:		**262**	**100.00%**

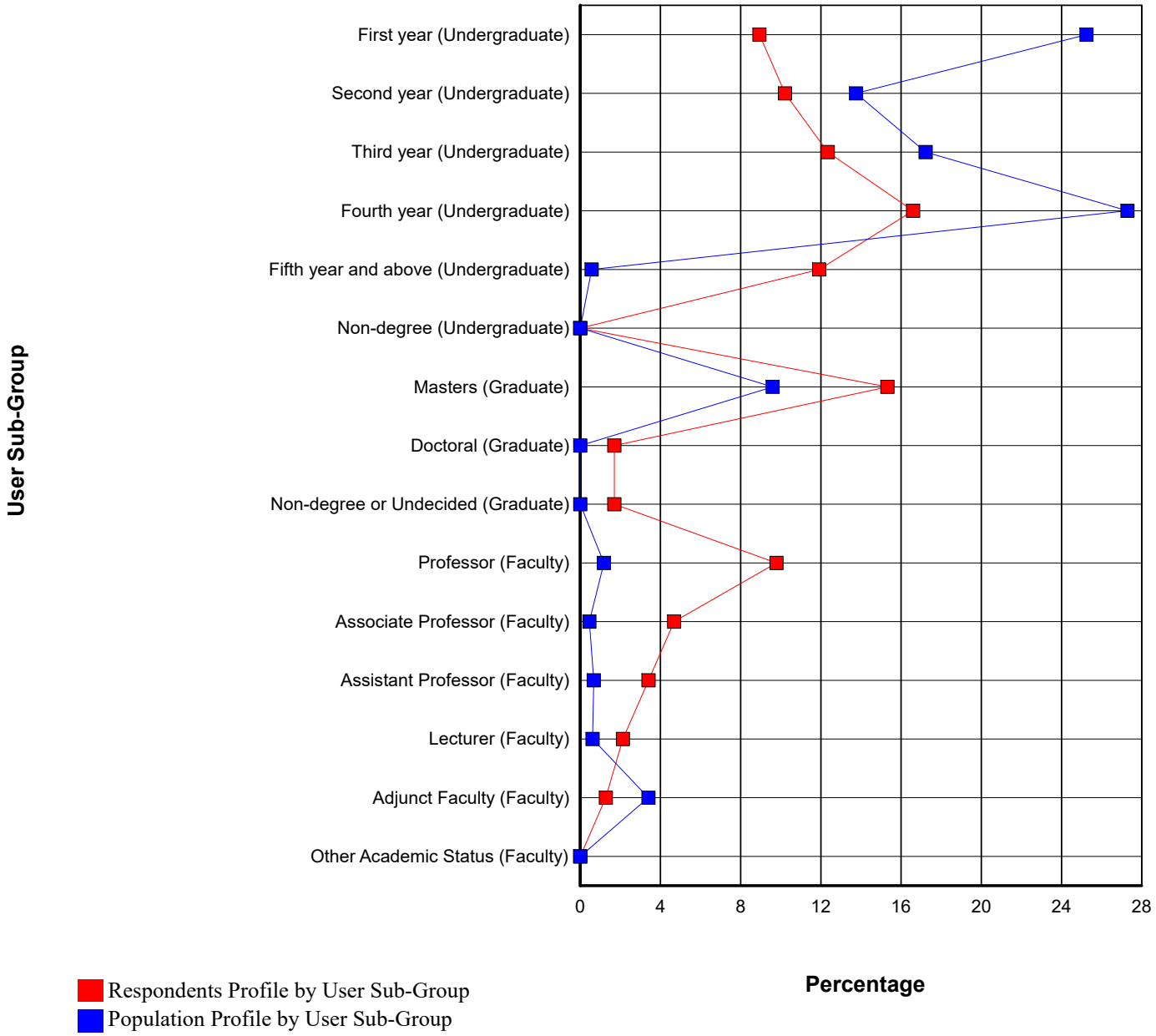
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All

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)	4,306	25.24	21	8.94	16.31
Second year (Undergraduate)	2,346	13.75	24	10.21	3.54
Third year (Undergraduate)	2,938	17.22	29	12.34	4.88
Fourth year (Undergraduate)	4,655	27.29	39	16.60	10.69
Fifth year and above (Undergraduate)	97	0.57	28	11.91	-11.35
Non-degree (Undergraduate)	0	0.00	0	0.00	0.00
Masters (Graduate)	1,637	9.60	36	15.32	-5.72
Doctoral (Graduate)	0	0.00	4	1.70	-1.70
Non-degree or Undecided (Graduate)	0	0.00	4	1.70	-1.70
Professor (Faculty)	201	1.18	23	9.79	-8.61
Associate Professor (Faculty)	78	0.46	11	4.68	-4.22
Assistant Professor (Faculty)	115	0.67	8	3.40	-2.73
Lecturer (Faculty)	105	0.62	5	2.13	-1.51
Adjunct Faculty (Faculty)	580	3.40	3	1.28	2.12
Other Academic Status (Faculty)	0	0.00	0	0.00	0.00
Total:	**17,058**	**100.00**	**235**	**100.00**	**0.00**

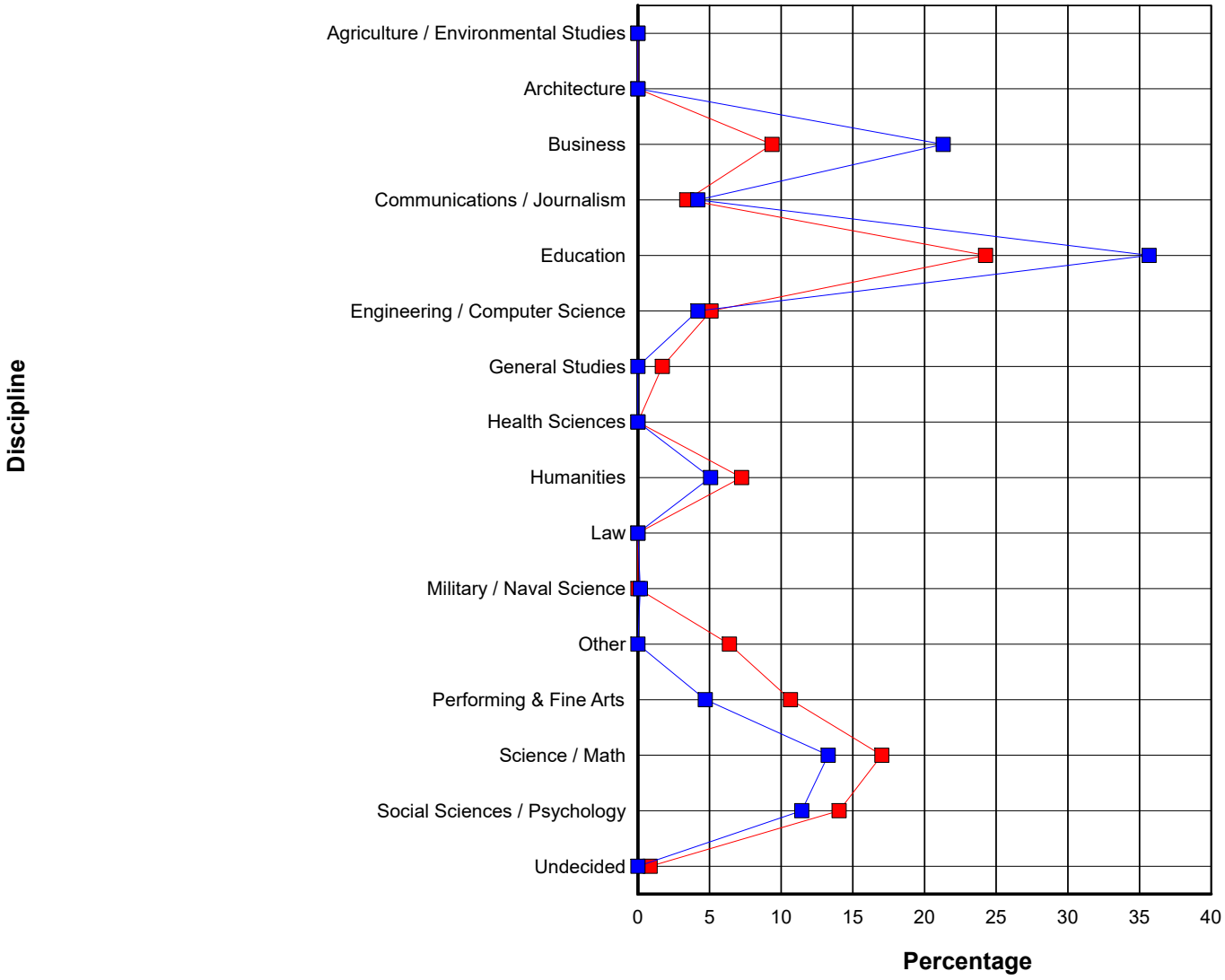
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

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	36,143	21.30	22	9.36	11.94
Communications / Journalism	7,089	4.18	8	3.40	0.77
Education	60,523	35.67	57	24.26	11.42
Engineering / Computer Science	7,108	4.19	12	5.11	-0.92
General Studies	0	0.00	4	1.70	-1.70
Health Sciences	0	0.00	0	0.00	0.00
Humanities	8,602	5.07	17	7.23	-2.16
Law	0	0.00	0	0.00	0.00
Military / Naval Science	290	0.17	0	0.00	0.17
Other	0	0.00	15	6.38	-6.38
Performing & Fine Arts	7,977	4.70	25	10.64	-5.94
Science / Math	22,530	13.28	40	17.02	-3.74
Social Sciences / Psychology	19,397	11.43	33	14.04	-2.61
Undecided	0	0.00	2	0.85	-0.85
Total:	**169,659**	**100.00**	**235**	**100.00**	**0.00**

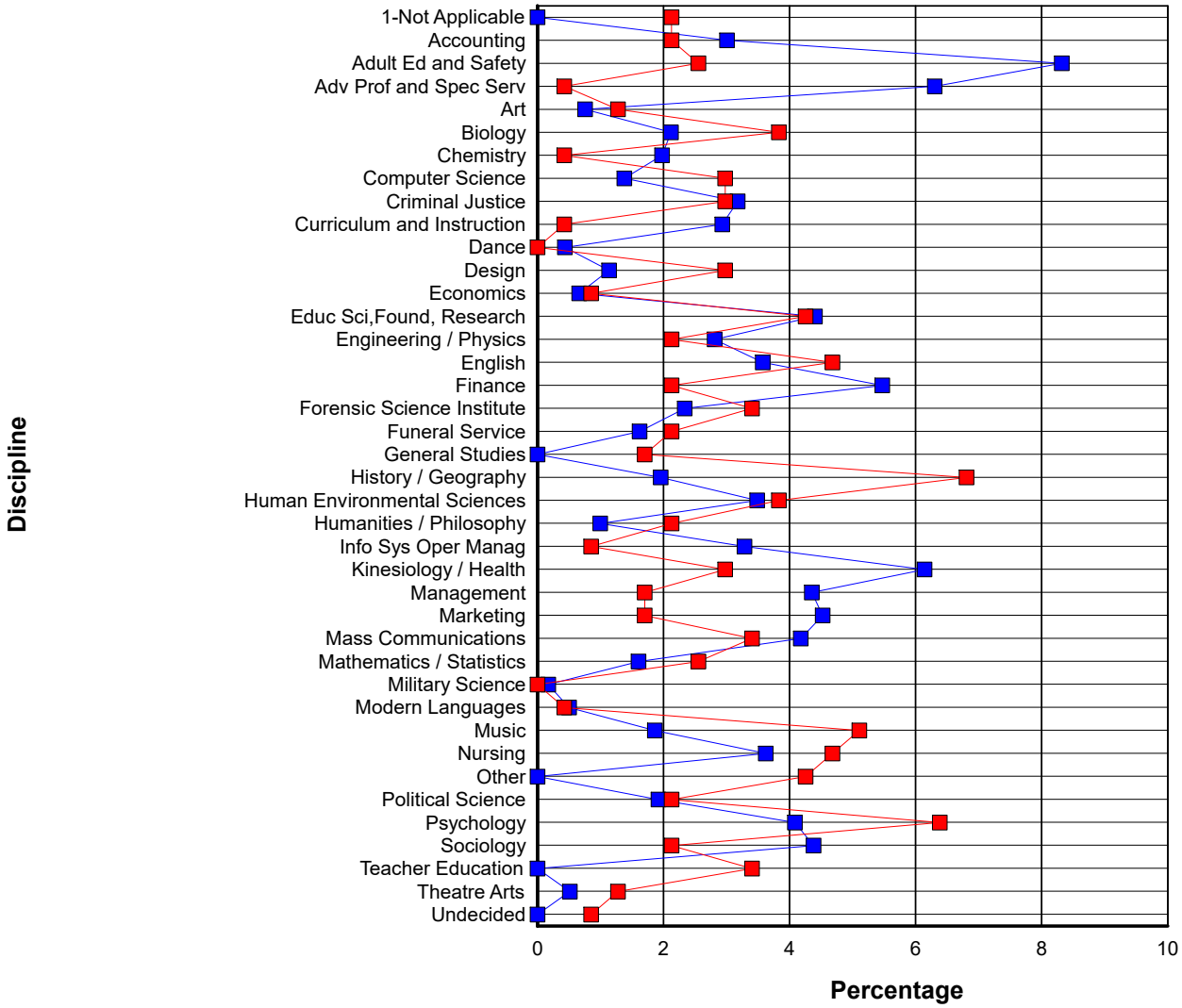
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

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
1-Not Applicable	0	0.00	5	2.13	-2.13
Accounting	5,102	3.01	5	2.13	0.88
Adult Ed and Safety	14,115	8.32	6	2.55	5.77
Adv Prof and Spec Serv	10,697	6.31	1	0.43	5.88
Art	1,282	0.76	3	1.28	-0.52
Biology	3,595	2.12	9	3.83	-1.71
Chemistry	3,353	1.98	1	0.43	1.55
Computer Science	2,340	1.38	7	2.98	-1.60
Criminal Justice	5,391	3.18	7	2.98	0.20
Curriculum and Instruction	4,975	2.93	1	0.43	2.51
Dance	738	0.43	0	0.00	0.43
Design	1,927	1.14	7	2.98	-1.84
Economics	1,123	0.66	2	0.85	-0.19
Educ Sci,Found, Research	7,471	4.40	10	4.26	0.15
Engineering / Physics	4,768	2.81	5	2.13	0.68
English	6,064	3.57	11	4.68	-1.11
Finance	9,284	5.47	5	2.13	3.34
Forensic Science Institute	3,964	2.34	8	3.40	-1.07
Funeral Service	2,749	1.62	5	2.13	-0.51
General Studies	0	0.00	4	1.70	-1.70
History / Geography	3,319	1.96	16	6.81	-4.85
Human Environmental Sciences	5,914	3.49	9	3.83	-0.34
Humanities / Philosophy	1,689	1.00	5	2.13	-1.13
Info Sys Oper Manag	5,572	3.28	2	0.85	2.43
Kinesiology / Health	10,420	6.14	7	2.98	3.16
Management	7,385	4.35	4	1.70	2.65
Marketing	7,677	4.52	4	1.70	2.82
Mass Communications	7,089	4.18	8	3.40	0.77
Mathematics / Statistics	2,722	1.60	6	2.55	-0.95
Military Science	290	0.17	0	0.00	0.17
Modern Languages	849	0.50	1	0.43	0.07
Music	3,160	1.86	12	5.11	-3.24
Nursing	6,147	3.62	11	4.68	-1.06
Other	0	0.00	10	4.26	-4.26
Political Science	3,255	1.92	5	2.13	-0.21
Psychology	6,931	4.09	15	6.38	-2.30

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

Sociology	7,432	4.38	5	2.13	2.25
Teacher Education	0	0.00	8	3.40	-3.40
Theatre Arts	870	0.51	3	1.28	-0.76
Undecided	0	0.00	2	0.85	-0.85
Total:	**169,659**	**100.00**	**235**	**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 Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	9,939	59.90	160	64.78
Male	6,655	40.10	87	35.22
Total:	**16,594**	**100.00**	**247**	**100.00**

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	85	34.41
23 - 30	59	23.89
31 - 45	44	17.81
46 - 65	49	19.84
Over 65	10	4.05
Under 18	0	0.00
Total:	**247**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	12	4.86
Norman Public Library	2	0.81
OCCC Library	0	0.00
OKC Metropolitan Library System	15	6.07
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	6	2.43
OU Library	1	0.40
Rose State Library	0	0.00
UCO Library	211	85.43
Total:	**247**	**100.00**

2.8 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	65	26.53
Full-time	11,646	68.57	146	59.59
Part-time	5,338	31.43	34	13.88
Total:	**16,984**	**100.00**	**245**	**100.00**

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

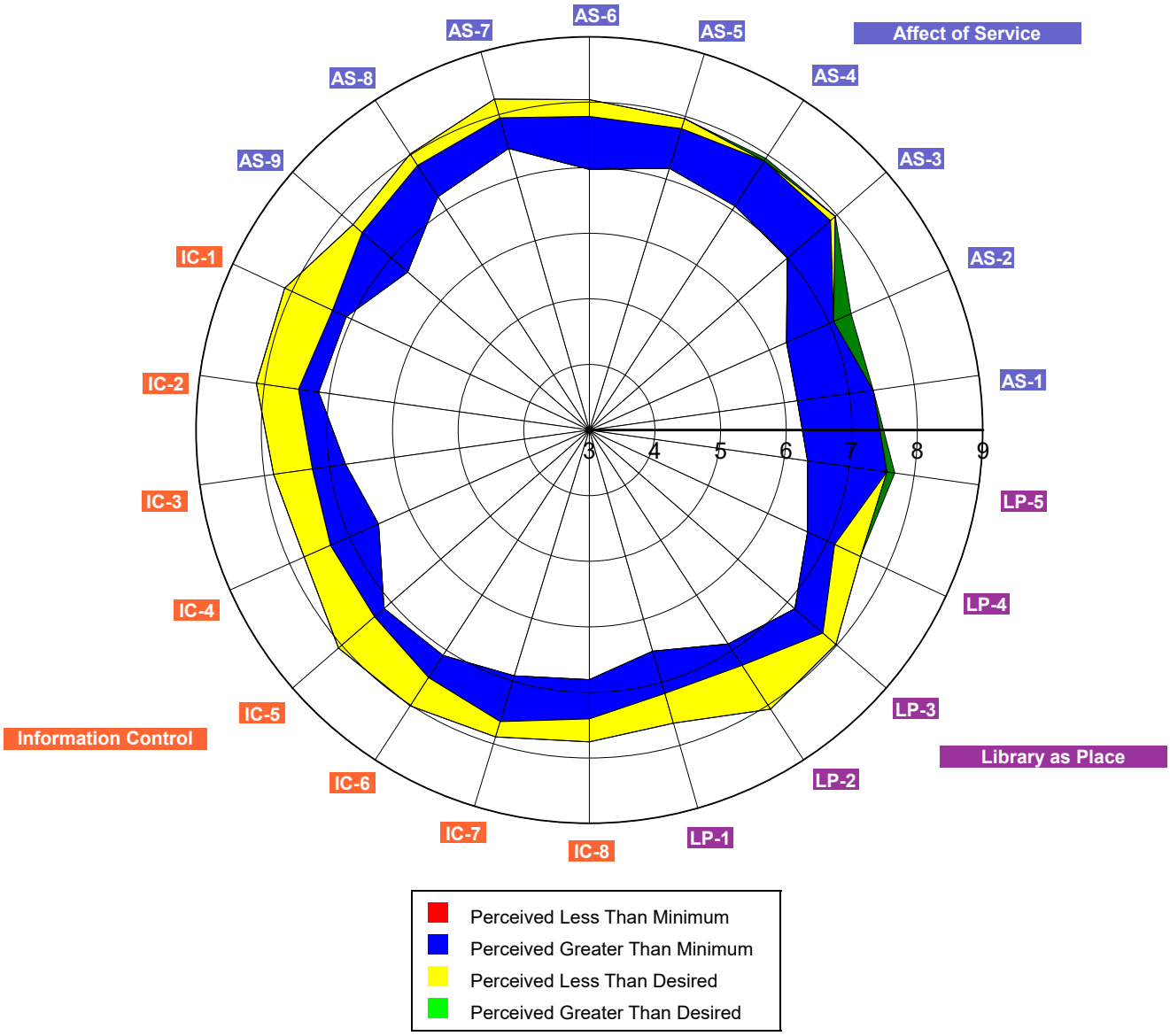
3. Survey Item Summary for University of Central Oklahoma

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	6.20	7.37	7.37	1.17	0.00	54
AS-2	Giving users individual attention	6.29	7.08	7.37	1.08	0.29	52
AS-3	Employees who are consistently courteous	7.00	7.97	7.87	0.87	-0.10	62
AS-4	Readiness to respond to users' questions	7.08	7.89	7.94	0.86	0.05	66
AS-5	Employees who have the knowledge to answer user questions	7.18	7.96	7.81	0.63	-0.16	57
AS-6	Employees who deal with users in a caring fashion	6.97	8.04	7.78	0.81	-0.26	239
AS-7	Employees who understand the needs of their users	7.47	8.25	7.95	0.48	-0.30	64
AS-8	Willingness to help users	7.24	8.02	7.81	0.57	-0.21	58
AS-9	Dependability in handling users' service problems	6.67	7.78	7.59	0.92	-0.18	49
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.09	8.13	7.32	0.23	-0.80	56
IC-2	A library Web site enabling me to locate information on my own	7.17	8.13	7.48	0.31	-0.65	71
IC-3	The printed library materials I need for my work	6.75	7.86	7.26	0.51	-0.60	57
IC-4	The electronic information resources I need	6.52	7.76	7.32	0.80	-0.44	237
IC-5	Modern equipment that lets me easily access needed information	7.15	8.07	7.34	0.19	-0.73	74
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	8.01	7.50	0.40	-0.51	72
IC-7	Making information easily accessible for independent use	6.92	7.89	7.65	0.73	-0.24	74
IC-8	Print and/or electronic journal collections I require for my work	6.81	7.75	7.40	0.60	-0.35	57
Library as Place							
LP-1	Library space that inspires study and learning	6.51	7.65	7.18	0.67	-0.47	231
LP-2	Quiet space for individual activities	6.89	8.07	7.28	0.39	-0.80	54
LP-3	A comfortable and inviting location	7.15	7.98	7.72	0.57	-0.26	53
LP-4	A getaway for study, learning, or research	6.67	7.56	7.13	0.45	-0.44	64
LP-5	Community space for group learning and group study	6.36	7.58	7.70	1.34	0.12	50
Overall:		6.83	7.87	7.51	0.68	-0.35	247

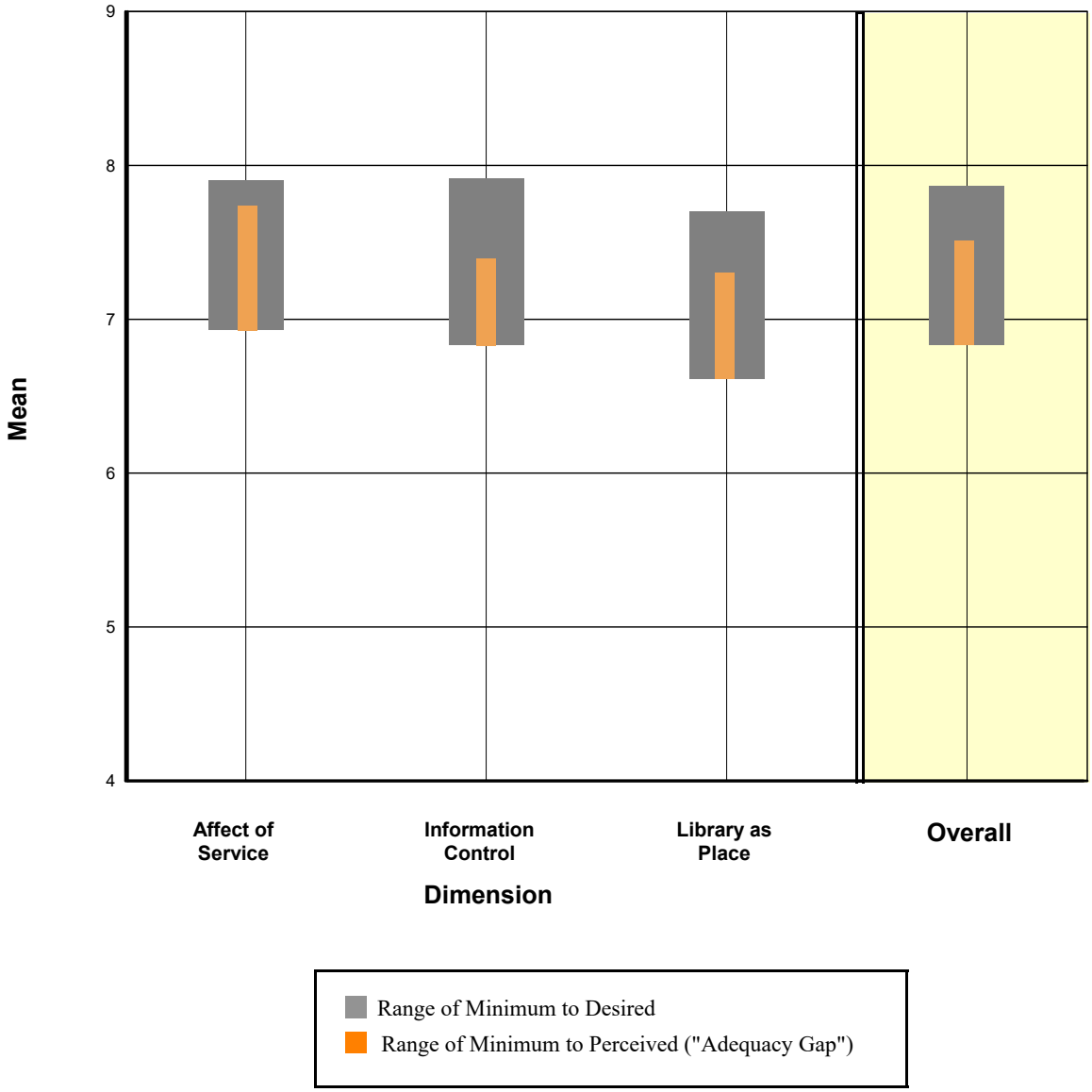
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

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	1.97	1.53	1.51	2.19	1.60	54
AS-2	Giving users individual attention	2.11	1.80	1.68	1.47	1.19	52
AS-3	Employees who are consistently courteous	2.18	1.46	1.40	2.13	1.40	62
AS-4	Readiness to respond to users' questions	1.94	1.37	1.26	1.67	1.29	66
AS-5	Employees who have the knowledge to answer user questions	1.86	1.48	1.42	1.37	1.25	57
AS-6	Employees who deal with users in a caring fashion	1.96	1.38	1.52	1.82	1.46	239
AS-7	Employees who understand the needs of their users	1.37	1.10	1.06	1.27	1.06	64
AS-8	Willingness to help users	1.59	1.38	1.16	1.38	1.47	58
AS-9	Dependability in handling users' service problems	2.07	1.50	1.66	1.78	1.73	49
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.79	1.29	1.64	1.57	1.62	56
IC-2	A library Web site enabling me to locate information on my own	1.74	1.33	1.78	1.88	1.75	71
IC-3	The printed library materials I need for my work	2.26	1.87	2.13	1.76	2.17	57
IC-4	The electronic information resources I need	1.89	1.48	1.70	1.97	1.87	237
IC-5	Modern equipment that lets me easily access needed information	1.81	1.19	1.67	1.88	1.60	74
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.29	1.47	1.52	1.34	72
IC-7	Making information easily accessible for independent use	1.76	1.46	1.31	1.87	1.89	74
IC-8	Print and/or electronic journal collections I require for my work	1.90	1.70	1.61	2.13	2.11	57
Library as Place							
LP-1	Library space that inspires study and learning	2.00	1.68	1.83	2.01	2.02	231
LP-2	Quiet space for individual activities	1.93	1.34	1.75	1.71	1.85	54
LP-3	A comfortable and inviting location	1.95	1.51	1.51	1.83	1.76	53
LP-4	A getaway for study, learning, or research	1.76	1.74	1.66	1.98	2.03	64
LP-5	Community space for group learning and group study	2.18	1.90	1.62	1.86	1.91	50
Overall:		1.54	1.09	1.17	1.39	1.21	247

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.



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.93	7.90	7.74	0.81	-0.16	244
Information Control	6.83	7.91	7.40	0.57	-0.52	245
Library as Place	6.61	7.70	7.30	0.69	-0.40	233
Overall	6.83	7.87	7.51	0.68	-0.35	247

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.77	1.24	1.28	1.55	1.19	244
Information Control	1.65	1.20	1.42	1.58	1.48	245
Library as Place	1.80	1.50	1.61	1.75	1.82	233
Overall	1.54	1.09	1.17	1.39	1.21	247

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
Comfortable furniture for individual or group study	6.83	8.15	7.72	0.89	-0.43	46
Food services in the library	5.68	6.96	6.28	0.60	-0.68	47
Online tutorials and other learning tools that help me use library resources and services independently	6.27	7.22	6.93	0.66	-0.29	41
Space that facilitates quiet study	7.08	8.00	6.79	-0.28	-1.21	39
Teaching me how to access, evaluate, and use information	6.41	7.69	7.45	1.04	-0.24	51

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
Comfortable furniture for individual or group study	1.98	1.25	1.52	1.73	1.53	46
Food services in the library	2.21	2.26	2.05	2.06	2.42	47
Online tutorials and other learning tools that help me use library resources and services independently	2.19	1.97	2.00	1.48	1.08	41
Space that facilitates quiet study	2.22	1.69	2.25	2.52	2.27	39
Teaching me how to access, evaluate, and use information	2.10	1.52	1.53	1.90	1.49	51

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.	8.17	1.22	110
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.65	1.40	136
How would you rate the overall quality of the service provided by the library?	7.91	1.28	246

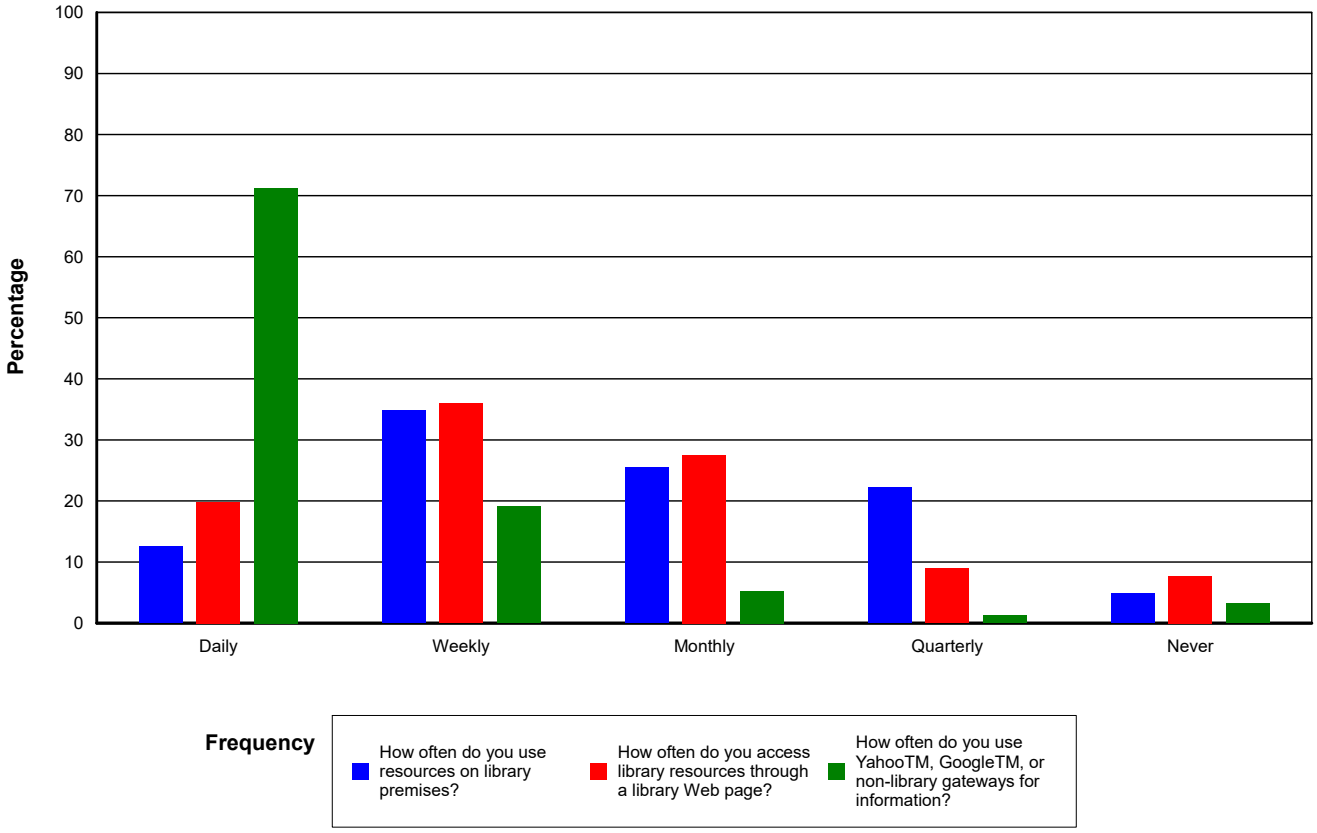
3.5 Information Literacy Outcomes Questions Summary

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.	6.90	2.20	70
The library aids my advancement in my academic discipline or work.	7.45	1.62	95
The library enables me to be more efficient in my academic pursuits or work.	7.76	1.28	109
The library helps me distinguish between trustworthy and untrustworthy information.	7.10	1.79	128
The library provides me with the information skills I need in my work or study.	7.47	1.54	90

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.



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	31 12.55%	86 34.82%	63 25.51%	55 22.27%	12 4.86%	247 100.00%
How often do you access library resources through a library Web page?	49 19.84%	89 36.03%	68 27.53%	22 8.91%	19 7.69%	247 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	176 71.26%	47 19.03%	13 5.26%	3 1.21%	8 3.24%	247 100.00%

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

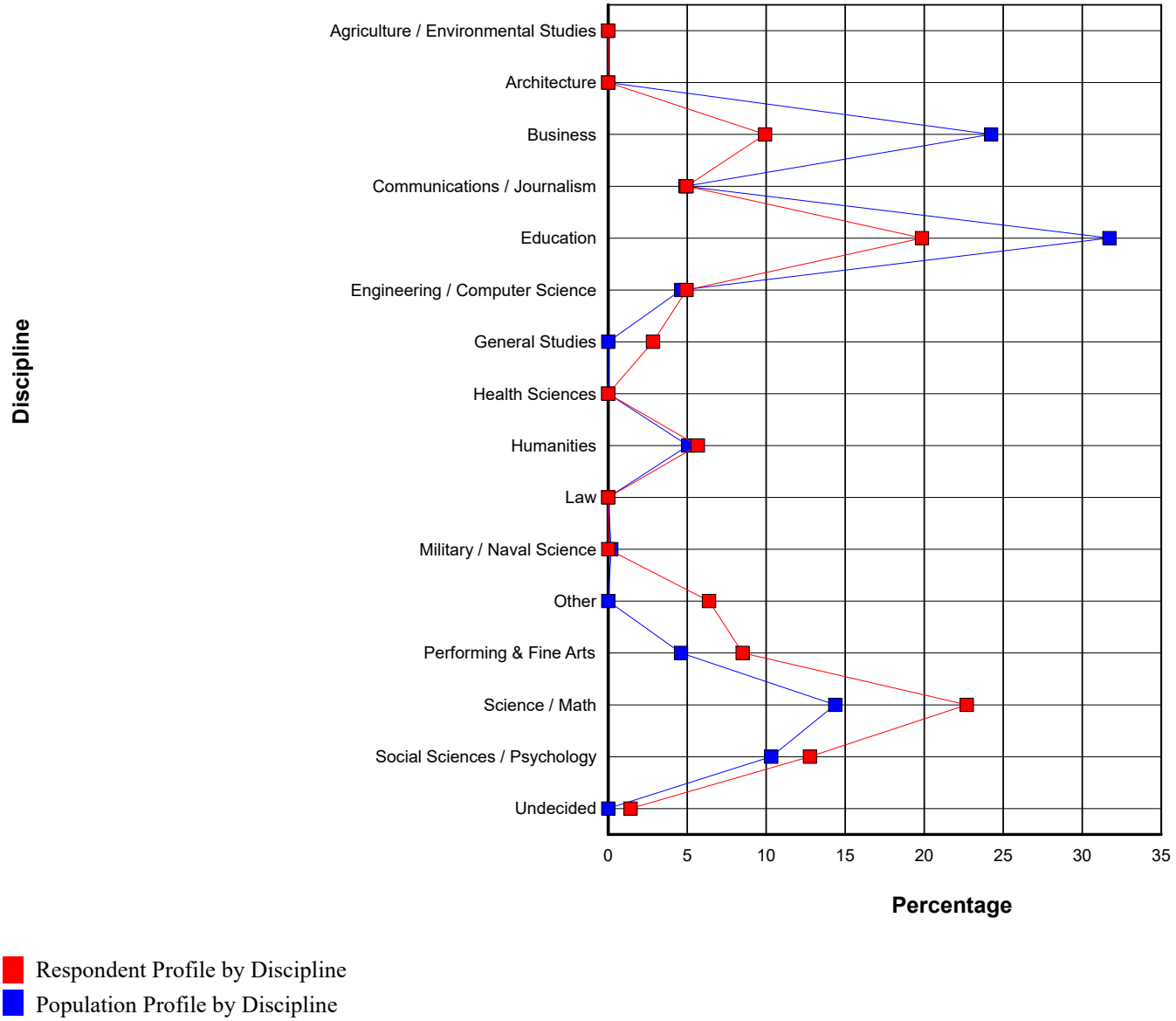
4 Undergraduate Summary for University of Central Oklahoma

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



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

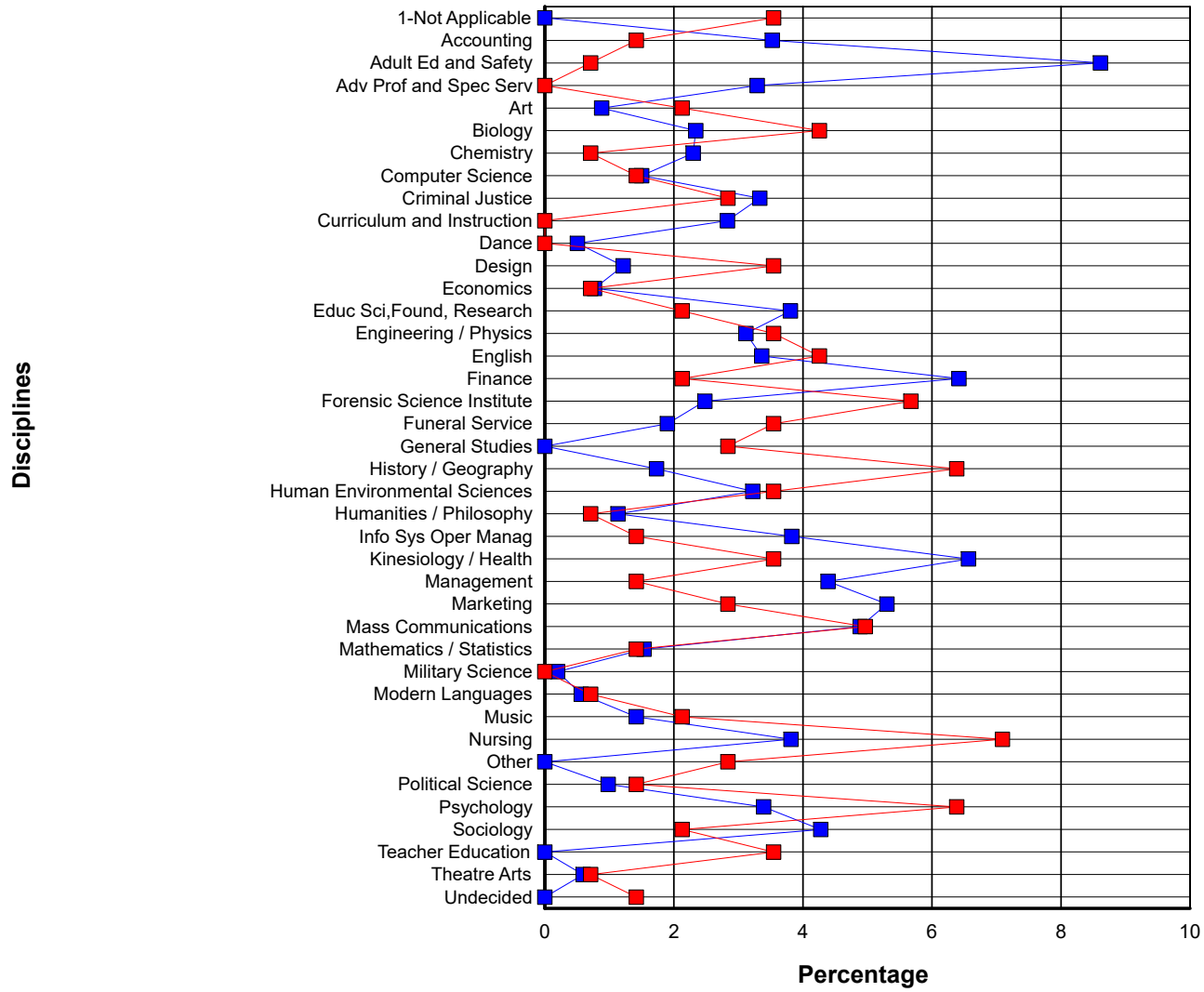
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	34,986	24.23	14	9.93	14.30
Communications / Journalism	7,055	4.89	7	4.96	-0.08
Education	45,801	31.72	28	19.86	11.86
Engineering / Computer Science	6,666	4.62	7	4.96	-0.35
General Studies	0	0.00	4	2.84	-2.84
Health Sciences	0	0.00	0	0.00	0.00
Humanities	7,305	5.06	8	5.67	-0.62
Law	0	0.00	0	0.00	0.00
Military / Naval Science	285	0.20	0	0.00	0.20
Other	0	0.00	9	6.38	-6.38
Performing & Fine Arts	6,654	4.61	12	8.51	-3.90
Science / Math	20,747	14.37	32	22.70	-8.33
Social Sciences / Psychology	14,905	10.32	18	12.77	-2.44
Undecided	0	0.00	2	1.42	-1.42
Total:	**144,404**	**100.00**	**141**	**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
1-Not Applicable	0	0.00	5	3.55	-3.55
Accounting	5,089	3.52	2	1.42	2.11
Adult Ed and Safety	12,435	8.61	1	0.71	7.90
Adv Prof and Spec Serv	4,754	3.29	0	0.00	3.29
Art	1,270	0.88	3	2.13	-1.25
Biology	3,378	2.34	6	4.26	-1.92
Chemistry	3,319	2.30	1	0.71	1.59
Computer Science	2,165	1.50	2	1.42	0.08
Criminal Justice	4,810	3.33	4	2.84	0.49
Curriculum and Instruction	4,087	2.83	0	0.00	2.83
Dance	729	0.50	0	0.00	0.50
Design	1,752	1.21	5	3.55	-2.33
Economics	1,110	0.77	1	0.71	0.06
Educ Sci,Found, Research	5,495	3.81	3	2.13	1.68
Engineering / Physics	4,501	3.12	5	3.55	-0.43
English	4,852	3.36	6	4.26	-0.90
Finance	9,267	6.42	3	2.13	4.29
Forensic Science Institute	3,580	2.48	8	5.67	-3.19
Funeral Service	2,742	1.90	5	3.55	-1.65
General Studies	0	0.00	4	2.84	-2.84
History / Geography	2,500	1.73	9	6.38	-4.65
Human Environmental Sciences	4,654	3.22	5	3.55	-0.32
Humanities / Philosophy	1,637	1.13	1	0.71	0.42
Info Sys Oper Manag	5,526	3.83	2	1.42	2.41
Kinesiology / Health	9,481	6.57	5	3.55	3.02
Management	6,338	4.39	2	1.42	2.97
Marketing	7,656	5.30	4	2.84	2.46
Mass Communications	7,055	4.89	7	4.96	-0.08
Mathematics / Statistics	2,220	1.54	2	1.42	0.12
Military Science	285	0.20	0	0.00	0.20
Modern Languages	816	0.57	1	0.71	-0.14
Music	2,046	1.42	3	2.13	-0.71
Nursing	5,508	3.81	10	7.09	-3.28
Other	0	0.00	4	2.84	-2.84
Political Science	1,419	0.98	2	1.42	-0.44

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

Psychology	4,895	3.39	9	6.38	-2.99
Sociology	6,176	4.28	3	2.13	2.15
Teacher Education	0	0.00	5	3.55	-3.55
Theatre Arts	857	0.59	1	0.71	-0.12
Undecided	0	0.00	2	1.42	-1.42
Total:	**144,404**	**100.00**	**141**	**100.00**	**0.00**

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

4.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	8,502	59.02	100	70.92
Male	5,904	40.98	41	29.08
Total:	**14,406**	**100.00**	**141**	**100.00**

4.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	82	58.16
23 - 30	31	21.99
31 - 45	17	12.06
46 - 65	10	7.09
Over 65	1	0.71
Under 18	0	0.00
Total:	**141**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	5	3.55
Norman Public Library	2	1.42
OCCC Library	0	0.00
OKC Metropolitan Library System	10	7.09
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	5	3.55
OU Library	0	0.00
Rose State Library	0	0.00
UCO Library	119	84.40
Total:	**141**	**100.00**

4.1.6 Respondent Profile by Full or part-time student?

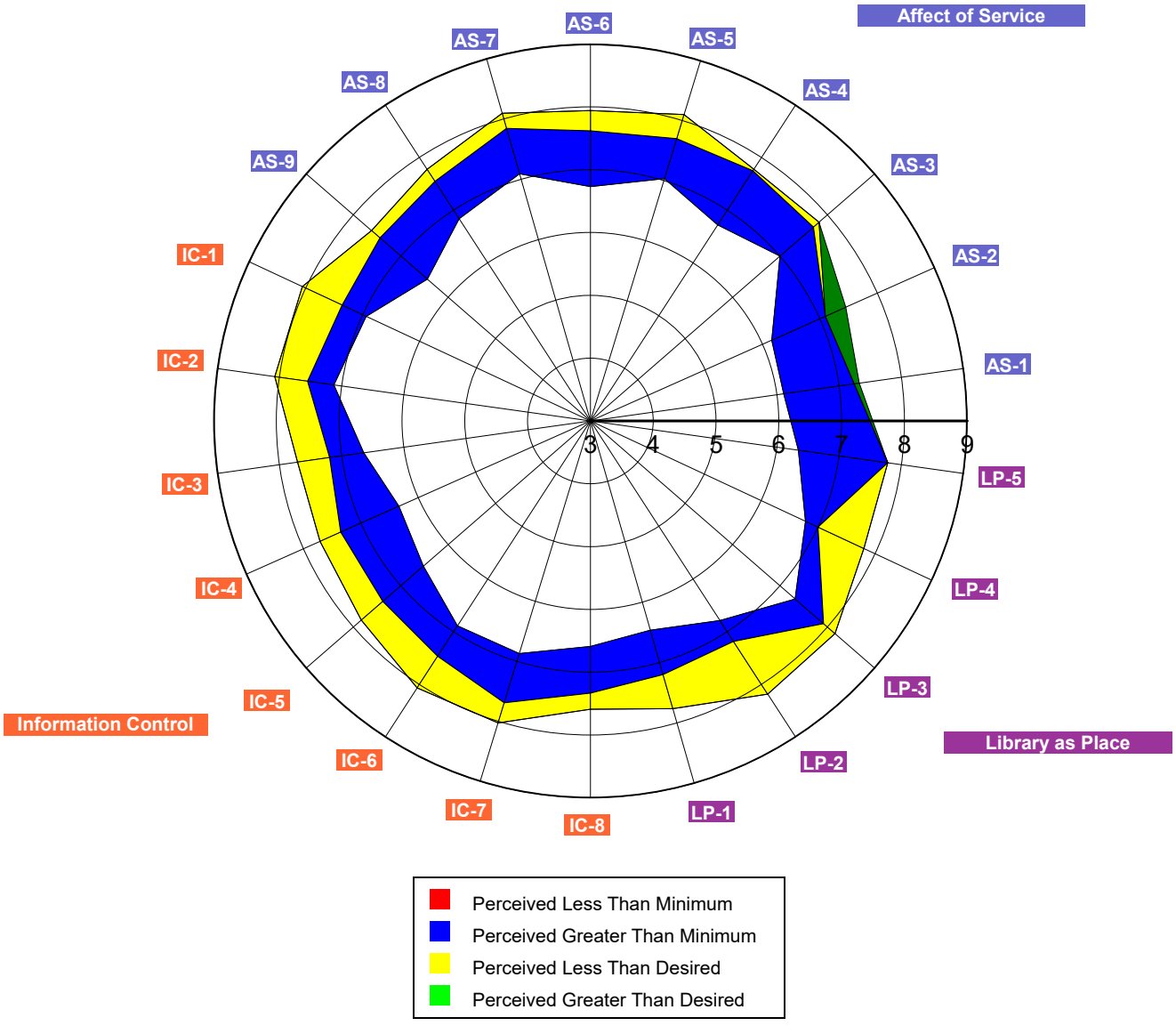
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	3	2.13
Full-time	10,448	72.52	117	82.98
Part-time	3,960	27.48	21	14.89
Total:	**14,408**	**100.00**	**141**	**100.00**

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	6.11	7.24	7.32	1.22	0.08	37
AS-2	Giving users individual attention	6.16	7.10	7.45	1.29	0.35	31
AS-3	Employees who are consistently courteous	7.00	7.82	7.71	0.71	-0.12	34
AS-4	Readiness to respond to users' questions	6.72	7.78	7.75	1.03	-0.03	36
AS-5	Employees who have the knowledge to answer user questions	7.03	8.10	7.70	0.67	-0.40	30
AS-6	Employees who deal with users in a caring fashion	6.73	7.94	7.62	0.89	-0.32	134
AS-7	Employees who understand the needs of their users	7.09	8.09	7.84	0.75	-0.25	32
AS-8	Willingness to help users	6.84	7.77	7.55	0.71	-0.23	31
AS-9	Dependability in handling users' service problems	6.44	7.62	7.44	1.00	-0.18	34
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.94	8.06	7.36	0.42	-0.70	33
IC-2	A library Web site enabling me to locate information on my own	7.13	8.08	7.55	0.43	-0.53	40
IC-3	The printed library materials I need for my work	6.65	7.71	7.19	0.55	-0.52	31
IC-4	The electronic information resources I need	6.34	7.71	7.35	1.01	-0.36	136
IC-5	Modern equipment that lets me easily access needed information	6.52	7.83	7.38	0.86	-0.45	42
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	8.07	7.47	0.58	-0.60	45
IC-7	Making information easily accessible for independent use	6.87	8.03	7.69	0.82	-0.33	39
IC-8	Print and/or electronic journal collections I require for my work	6.59	7.59	7.33	0.74	-0.26	39
Library as Place							
LP-1	Library space that inspires study and learning	6.46	7.76	7.20	0.74	-0.56	140
LP-2	Quiet space for individual activities	6.79	8.18	7.18	0.39	-1.00	38
LP-3	A comfortable and inviting location	7.32	8.16	7.92	0.60	-0.24	25
LP-4	A getaway for study, learning, or research	6.78	7.80	7.00	0.22	-0.80	41
LP-5	Community space for group learning and group study	6.34	7.78	7.78	1.44	0.00	32
Overall:		6.65	7.82	7.45	0.80	-0.37	141

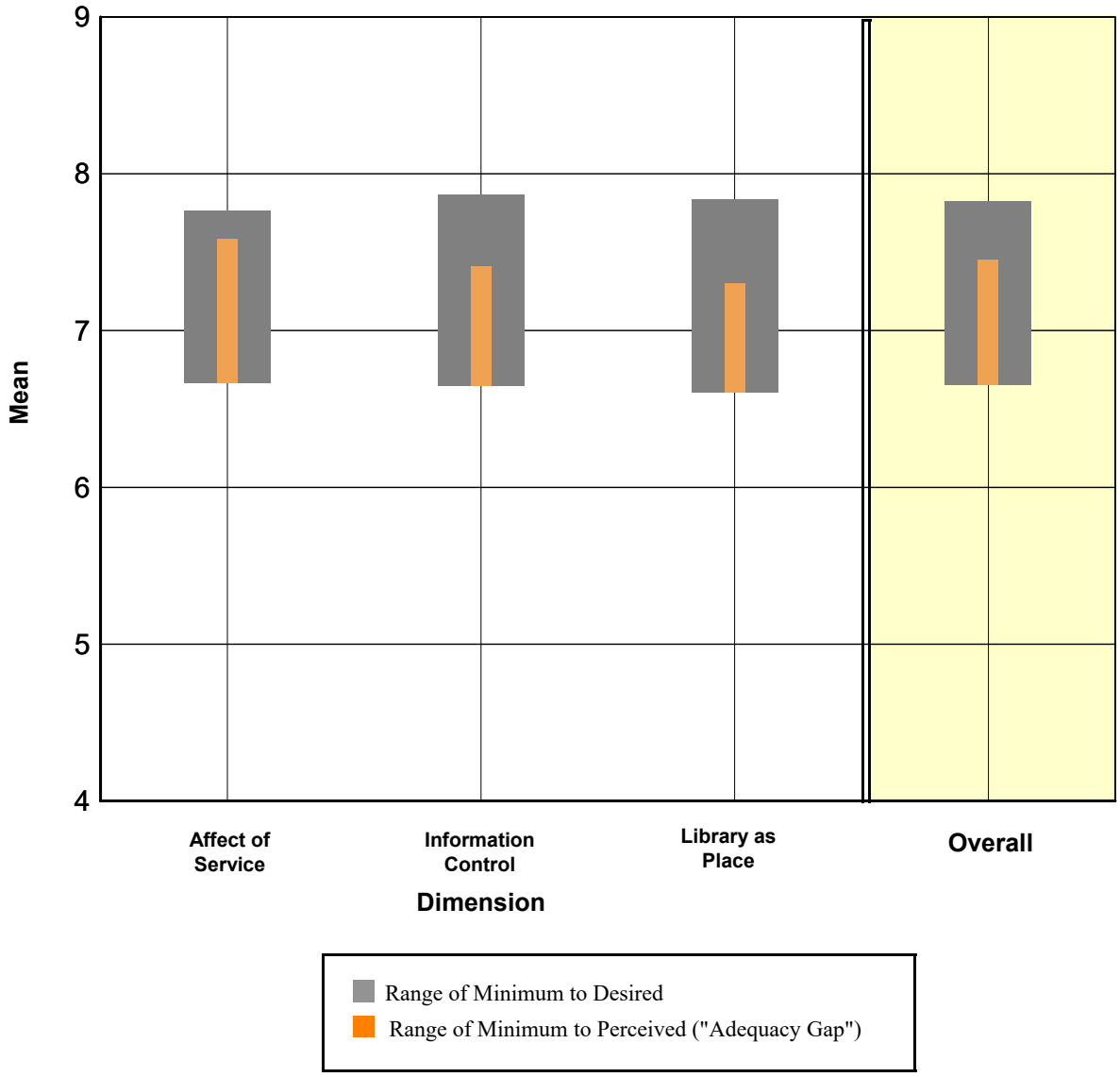
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Undergraduate

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	2.01	1.57	1.60	2.31	1.64	37
AS-2	Giving users individual attention	2.16	1.70	1.61	1.51	1.25	31
AS-3	Employees who are consistently courteous	2.15	1.53	1.64	2.11	1.43	34
AS-4	Readiness to respond to users' questions	2.04	1.33	1.36	1.58	1.34	36
AS-5	Employees who have the knowledge to answer user questions	2.09	1.52	1.58	1.12	0.97	30
AS-6	Employees who deal with users in a caring fashion	2.06	1.40	1.67	1.93	1.44	134
AS-7	Employees who understand the needs of their users	1.38	1.12	0.99	1.14	1.02	32
AS-8	Willingness to help users	1.59	1.41	1.29	1.66	1.65	31
AS-9	Dependability in handling users' service problems	2.09	1.54	1.74	1.65	1.80	34
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.92	1.46	1.62	1.64	1.53	33
IC-2	A library Web site enabling me to locate information on my own	1.70	1.38	1.81	2.09	1.75	40
IC-3	The printed library materials I need for my work	2.17	2.05	2.17	1.77	2.36	31
IC-4	The electronic information resources I need	1.90	1.52	1.75	1.97	1.88	136
IC-5	Modern equipment that lets me easily access needed information	1.93	1.29	1.59	1.30	1.40	42
IC-6	Easy-to-use access tools that allow me to find things on my own	1.73	1.23	1.49	1.59	1.34	45
IC-7	Making information easily accessible for independent use	1.82	1.48	1.17	1.47	1.61	39
IC-8	Print and/or electronic journal collections I require for my work	2.05	1.92	1.75	2.29	2.31	39
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.62	1.80	1.93	1.98	140
LP-2	Quiet space for individual activities	1.95	1.25	1.84	1.81	1.95	38
LP-3	A comfortable and inviting location	1.84	1.21	1.38	1.61	1.74	25
LP-4	A getaway for study, learning, or research	1.72	1.60	1.58	1.68	1.87	41
LP-5	Community space for group learning and group study	2.12	1.60	1.66	1.98	1.87	32
Overall:		1.58	1.13	1.24	1.37	1.23	141

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.



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

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	6.67	7.77	7.59	0.92	-0.18	138
Information Control	6.65	7.86	7.41	0.76	-0.46	141
Library as Place	6.61	7.84	7.30	0.69	-0.54	140
Overall	6.65	7.82	7.45	0.80	-0.37	141

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.84	1.28	1.43	1.60	1.24	138
Information Control	1.69	1.26	1.44	1.50	1.46	141
Library as Place	1.76	1.36	1.61	1.66	1.81	140
Overall	1.58	1.13	1.24	1.37	1.23	141

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
Comfortable furniture for individual or group study	6.76	8.17	7.66	0.90	-0.52	29
Food services in the library	6.00	7.32	7.00	1.00	-0.32	28
Online tutorials and other learning tools that help me use library resources and services independently	5.88	7.00	6.81	0.92	-0.19	26
Space that facilitates quiet study	7.33	8.08	7.13	-0.21	-0.96	24
Teaching me how to access, evaluate, and use information	6.11	7.56	7.26	1.15	-0.30	27

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
Comfortable furniture for individual or group study	2.12	1.26	1.56	1.93	1.62	29
Food services in the library	2.07	1.91	1.63	1.63	1.94	28
Online tutorials and other learning tools that help me use library resources and services independently	2.20	1.90	2.02	1.38	1.23	26
Space that facilitates quiet study	1.97	1.56	2.21	2.65	2.40	24
Teaching me how to access, evaluate, and use information	2.24	1.63	1.79	2.14	1.59	27

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.98	1.40	64
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.61	1.40	77
How would you rate the overall quality of the service provided by the library?	7.81	1.40	141

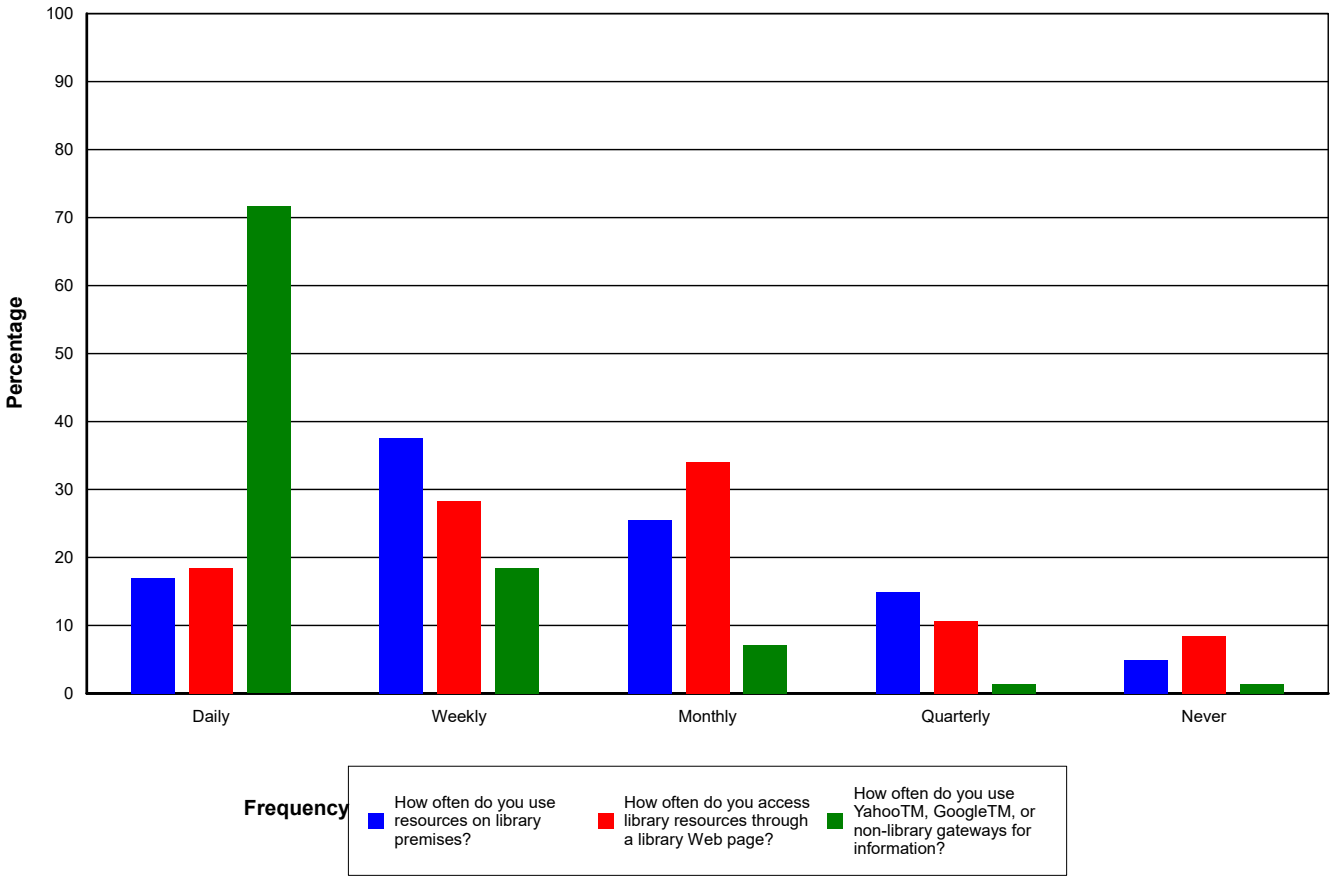
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.71	2.33	35
The library aids my advancement in my academic discipline or work.	7.36	1.70	55
The library enables me to be more efficient in my academic pursuits or work.	7.82	1.13	67
The library helps me distinguish between trustworthy and untrustworthy information.	7.05	1.72	73
The library provides me with the information skills I need in my work or study.	7.33	1.62	52

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?	24 17.02%	53 37.59%	36 25.53%	21 14.89%	7 4.96%	141 100.00%
How often do you access library resources through a library Web page?	26 18.44%	40 28.37%	48 34.04%	15 10.64%	12 8.51%	141 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	101 71.63%	26 18.44%	10 7.09%	2 1.42%	2 1.42%	141 100.00%

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

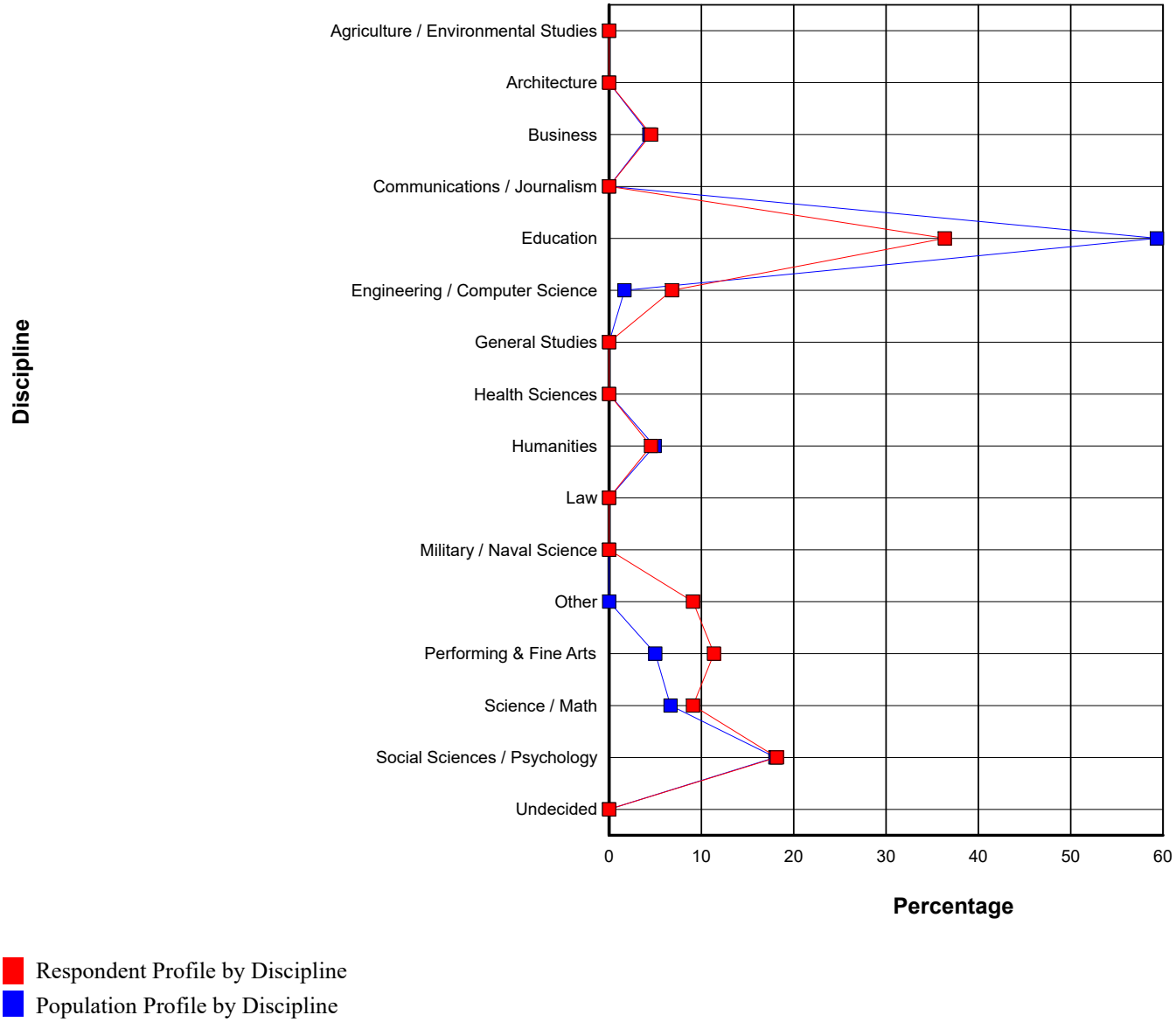
5 Graduate Summary for University of Central Oklahoma

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



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

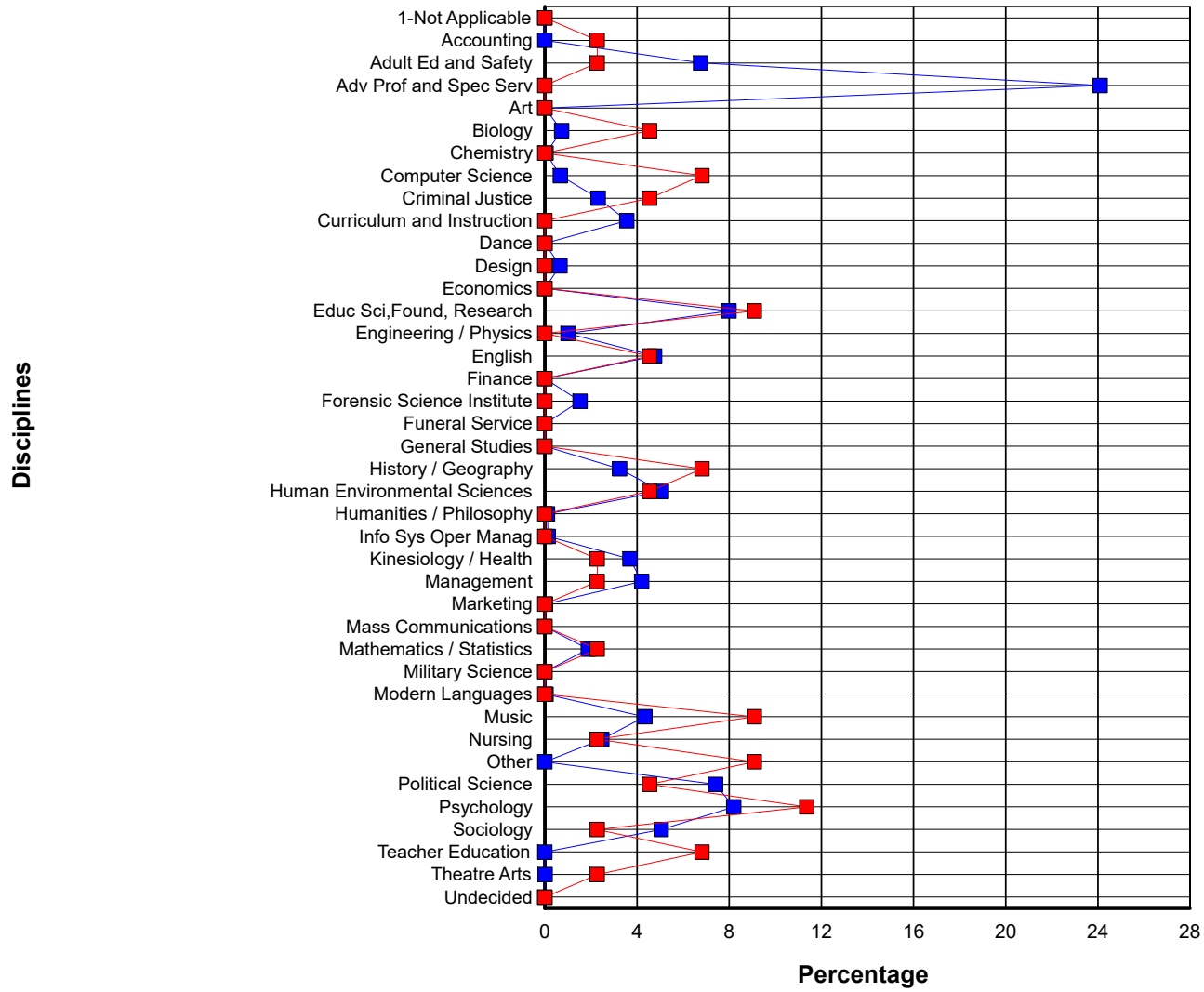
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	1,072	4.37	2	4.55	-0.18
Communications / Journalism	0	0.00	0	0.00	0.00
Education	14,575	59.35	16	36.36	22.99
Engineering / Computer Science	412	1.68	3	6.82	-5.14
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	1,210	4.93	2	4.55	0.38
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	4	9.09	-9.09
Performing & Fine Arts	1,231	5.01	5	11.36	-6.35
Science / Math	1,635	6.66	4	9.09	-2.43
Social Sciences / Psychology	4,423	18.01	8	18.18	-0.17
Undecided	0	0.00	0	0.00	0.00
Total:	**24,558**	**100.00**	**44**	**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
1-Not Applicable	0	0.00	0	0.00	0.00
Accounting	0	0.00	1	2.27	-2.27
Adult Ed and Safety	1,660	6.76	1	2.27	4.49
Adv Prof and Spec Serv	5,918	24.10	0	0.00	24.10
Art	0	0.00	0	0.00	0.00
Biology	179	0.73	2	4.55	-3.82
Chemistry	12	0.05	0	0.00	0.05
Computer Science	165	0.67	3	6.82	-6.15
Criminal Justice	568	2.31	2	4.55	-2.23
Curriculum and Instruction	873	3.55	0	0.00	3.55
Dance	2	0.01	0	0.00	0.01
Design	161	0.66	0	0.00	0.66
Economics	0	0.00	0	0.00	0.00
Educ Sci,Found, Research	1,962	7.99	4	9.09	-1.10
Engineering / Physics	247	1.01	0	0.00	1.01
English	1,170	4.76	2	4.55	0.22
Finance	0	0.00	0	0.00	0.00
Forensic Science Institute	375	1.53	0	0.00	1.53
Funeral Service	0	0.00	0	0.00	0.00
General Studies	0	0.00	0	0.00	0.00
History / Geography	797	3.25	3	6.82	-3.57
Human Environmental Sciences	1,242	5.06	2	4.55	0.51
Humanities / Philosophy	28	0.11	0	0.00	0.11
Info Sys Oper Manag	34	0.14	0	0.00	0.14
Kinesiology / Health	907	3.69	1	2.27	1.42
Management	1,032	4.20	1	2.27	1.93
Marketing	6	0.02	0	0.00	0.02
Mass Communications	0	0.00	0	0.00	0.00
Mathematics / Statistics	462	1.88	1	2.27	-0.39
Military Science	0	0.00	0	0.00	0.00
Modern Languages	12	0.05	0	0.00	0.05
Music	1,065	4.34	4	9.09	-4.75
Nursing	607	2.47	1	2.27	0.20
Other	0	0.00	4	9.09	-9.09
Political Science	1,818	7.40	2	4.55	2.86

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

Psychology	2,013	8.20	5	11.36	-3.17
Sociology	1,240	5.05	1	2.27	2.78
Teacher Education	0	0.00	3	6.82	-6.82
Theatre Arts	3	0.01	1	2.27	-2.26
Undecided	0	0.00	0	0.00	0.00
Total:	**24,558**	**100.00**	**44**	**100.00**	**0.00**

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

5.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	1,153	70.30	26	59.09
Male	487	29.70	18	40.91
Total:	**1,640**	**100.00**	**44**	**100.00**

5.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	3	6.82
23 - 30	26	59.09
31 - 45	9	20.45
46 - 65	5	11.36
Over 65	1	2.27
Under 18	0	0.00
Total:	**44**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	2	4.55
Norman Public Library	0	0.00
OCCC Library	0	0.00
OKC Metropolitan Library System	1	2.27
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	0	0.00
OU Library	0	0.00
Rose State Library	0	0.00
UCO Library	41	93.18
Total:	**44**	**100.00**

5.1.6 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	3	6.98
Full-time	650	39.63	28	65.12
Part-time	990	60.37	12	27.91
Total:	**1,640**	**100.00**	**43**	**100.00**

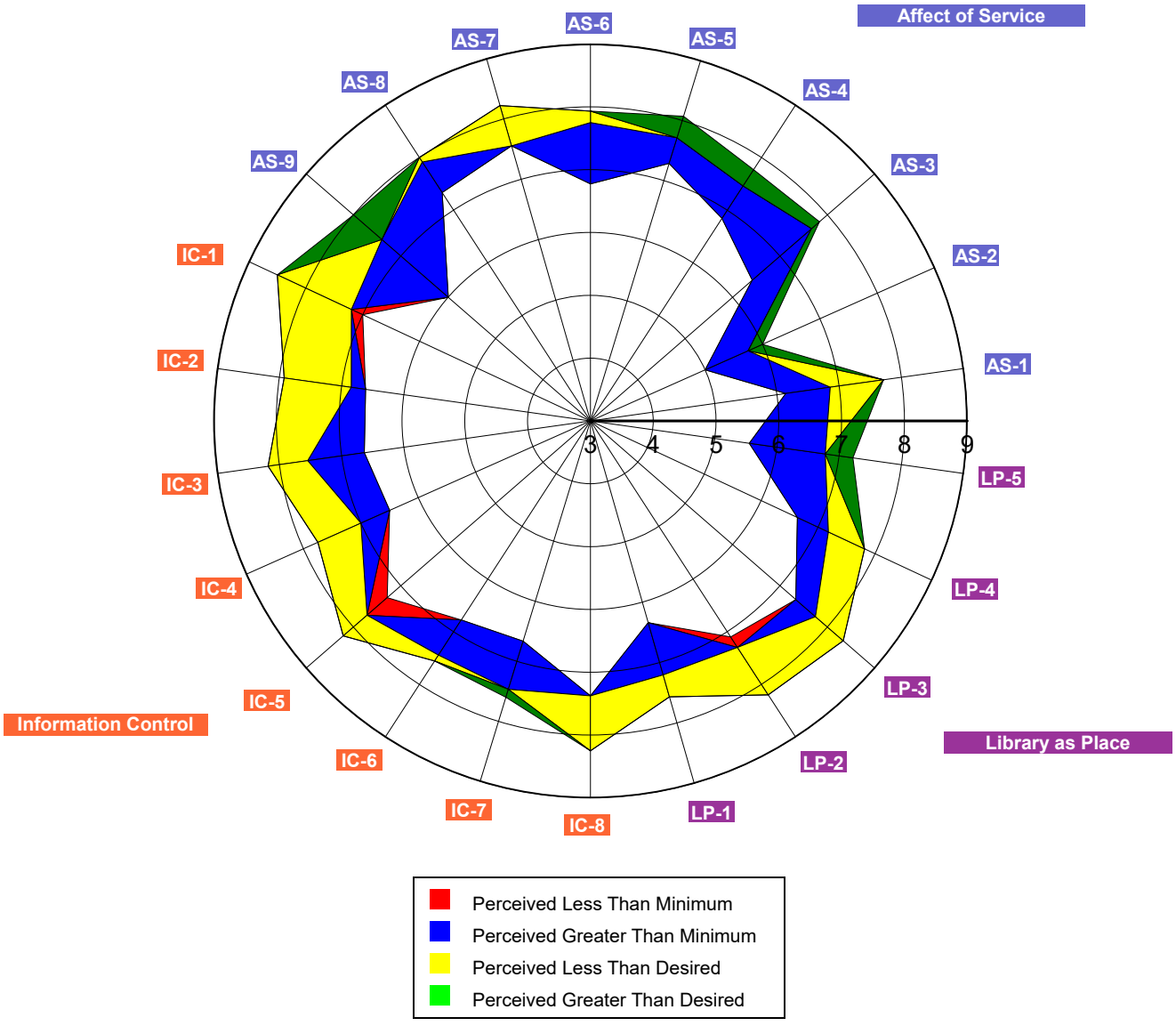
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Graduate

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.)



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

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	6.14	7.71	6.86	0.71	-0.86	7
AS-2	Giving users individual attention	5.00	5.75	6.00	1.00	0.25	8
AS-3	Employees who are consistently courteous	6.42	7.67	7.83	1.42	0.17	12
AS-4	Readiness to respond to users' questions	6.85	7.46	7.77	0.92	0.31	13
AS-5	Employees who have the knowledge to answer user questions	7.29	7.71	8.07	0.79	0.36	14
AS-6	Employees who deal with users in a caring fashion	6.77	7.93	7.75	0.98	-0.18	44
AS-7	Employees who understand the needs of their users	7.56	8.22	7.56	0.00	-0.67	9
AS-8	Willingness to help users	7.33	8.00	7.92	0.58	-0.08	12
AS-9	Dependability in handling users' service problems	6.00	7.40	8.00	2.00	0.60	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.20	8.50	7.00	-0.20	-1.50	10
IC-2	A library Web site enabling me to locate information on my own	6.62	7.92	6.85	0.23	-1.08	13
IC-3	The printed library materials I need for my work	6.64	8.18	7.55	0.91	-0.64	11
IC-4	The electronic information resources I need	6.50	7.75	7.00	0.50	-0.75	44
IC-5	Modern equipment that lets me easily access needed information	7.71	8.21	7.29	-0.43	-0.93	14
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	7.56	7.44	0.67	-0.11	9
IC-7	Making information easily accessible for independent use	6.67	7.47	7.60	0.93	0.13	15
IC-8	Print and/or electronic journal collections I require for my work	7.38	8.25	7.38	0.00	-0.88	8
Library as Place							
LP-1	Library space that inspires study and learning	6.34	7.57	7.20	0.86	-0.36	44
LP-2	Quiet space for individual activities	7.30	8.20	7.10	-0.20	-1.10	10
LP-3	A comfortable and inviting location	7.33	8.33	7.75	0.42	-0.58	12
LP-4	A getaway for study, learning, or research	6.64	7.82	7.18	0.55	-0.64	11
LP-5	Community space for group learning and group study	5.56	6.78	7.22	1.67	0.44	9
Overall:		6.70	7.78	7.37	0.67	-0.41	44

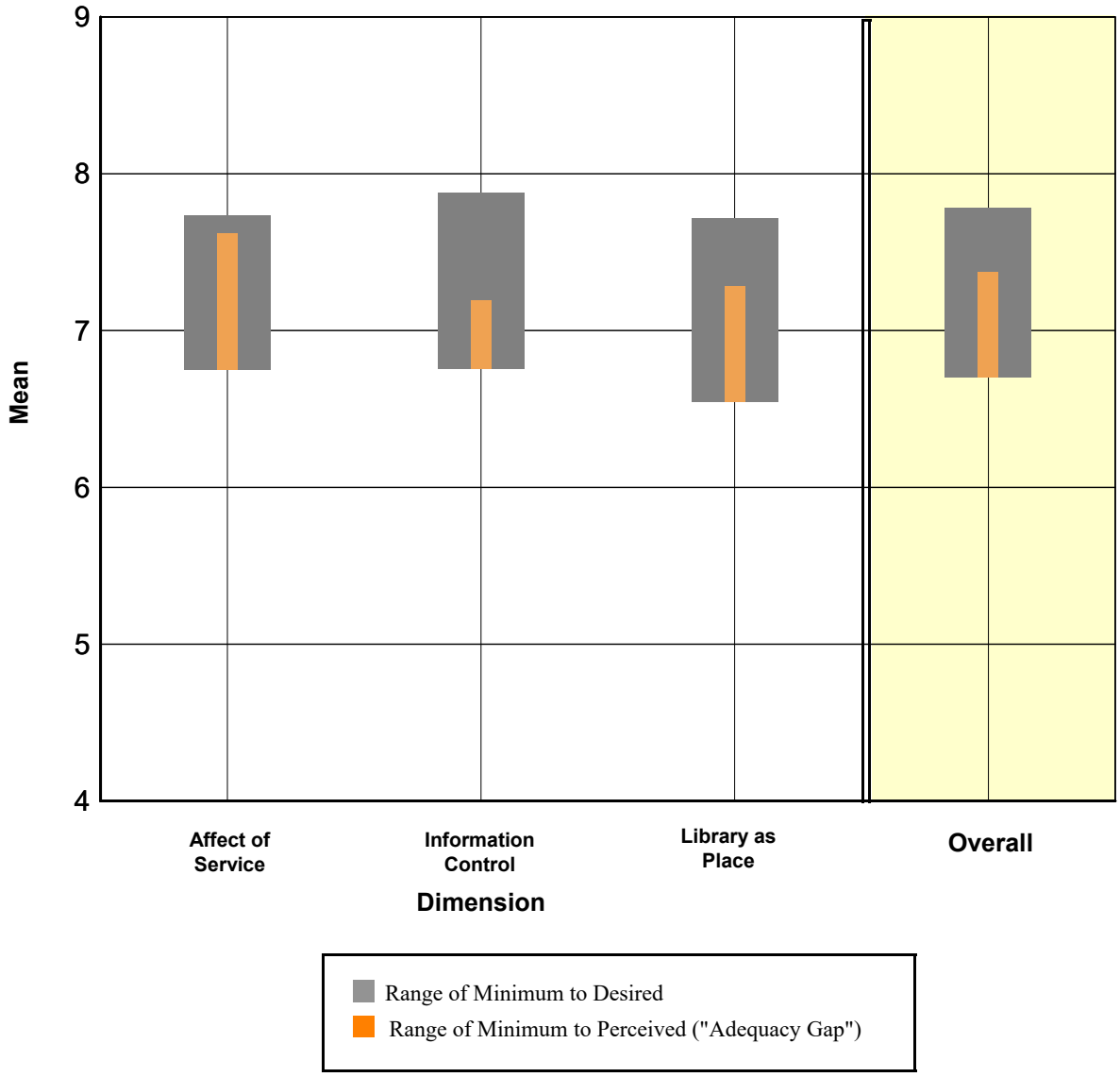
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.12	1.25	1.35	2.50	2.12	7
AS-2	Giving users individual attention	1.51	1.67	1.85	2.00	1.67	8
AS-3	Employees who are consistently courteous	2.87	1.87	1.27	2.81	2.04	12
AS-4	Readiness to respond to users' questions	2.15	1.66	1.42	2.22	1.18	13
AS-5	Employees who have the knowledge to answer user questions	1.73	1.59	1.27	1.37	1.39	14
AS-6	Employees who deal with users in a caring fashion	2.06	1.44	1.33	1.86	1.87	44
AS-7	Employees who understand the needs of their users	1.42	1.39	1.33	1.32	1.22	9
AS-8	Willingness to help users	1.67	1.76	1.08	1.08	1.51	12
AS-9	Dependability in handling users' service problems	2.24	1.52	1.22	2.55	2.07	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	0.53	2.11	1.48	2.17	10
IC-2	A library Web site enabling me to locate information on my own	2.14	1.55	2.23	1.79	2.29	13
IC-3	The printed library materials I need for my work	2.84	1.25	1.92	1.76	1.96	11
IC-4	The electronic information resources I need	1.84	1.38	1.57	1.99	1.79	44
IC-5	Modern equipment that lets me easily access needed information	1.49	1.12	1.82	2.06	1.27	14
IC-6	Easy-to-use access tools that allow me to find things on my own	1.39	1.59	1.13	1.12	1.05	9
IC-7	Making information easily accessible for independent use	1.95	1.55	1.50	2.43	2.26	15
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.16	1.41	1.77	1.81	8
Library as Place							
LP-1	Library space that inspires study and learning	2.16	1.73	1.71	1.98	2.00	44
LP-2	Quiet space for individual activities	1.83	1.03	1.60	1.48	1.29	10
LP-3	A comfortable and inviting location	2.15	1.37	1.48	1.38	1.31	12
LP-4	A getaway for study, learning, or research	1.57	1.25	1.78	2.73	1.91	11
LP-5	Community space for group learning and group study	2.70	2.86	1.99	1.87	2.55	9
Overall:		1.59	1.05	1.11	1.40	1.29	44

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.



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

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	6.75	7.73	7.62	0.87	-0.11	44
Information Control	6.75	7.88	7.19	0.44	-0.69	44
Library as Place	6.55	7.72	7.28	0.74	-0.43	44
Overall	6.70	7.78	7.37	0.67	-0.41	44

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	1.85	1.32	1.14	1.76	1.43	44
Information Control	1.73	1.19	1.41	1.67	1.52	44
Library as Place	1.94	1.60	1.56	1.76	1.78	44
Overall	1.59	1.05	1.11	1.40	1.29	44

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
Comfortable furniture for individual or group study	7.71	8.29	8.29	0.57	0	7
Food services in the library	5.08	6.33	5.92	0.83	-0.42	12
Online tutorials and other learning tools that help me use library resources and services independently	7.17	7.33	6.33	-0.83	-1.00	6
Space that facilitates quiet study	5.50	7.67	5.67	0.17	-2.00	6
Teaching me how to access, evaluate, and use information	6.22	7.67	7.00	0.78	-0.67	9

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
Comfortable furniture for individual or group study	1.80	1.50	1.25	1.40	1.00	7
Food services in the library	2.54	2.57	1.88	1.95	2.50	12
Online tutorials and other learning tools that help me use library resources and services independently	1.60	1.97	1.51	0.75	0.89	6
Space that facilitates quiet study	2.51	1.21	1.75	1.72	1.79	6
Teaching me how to access, evaluate, and use information	2.33	1.66	1.12	1.64	1.50	9

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

5.5 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.43	0.93	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.52	1.44	23
How would you rate the overall quality of the service provided by the library?	7.98	1.09	44

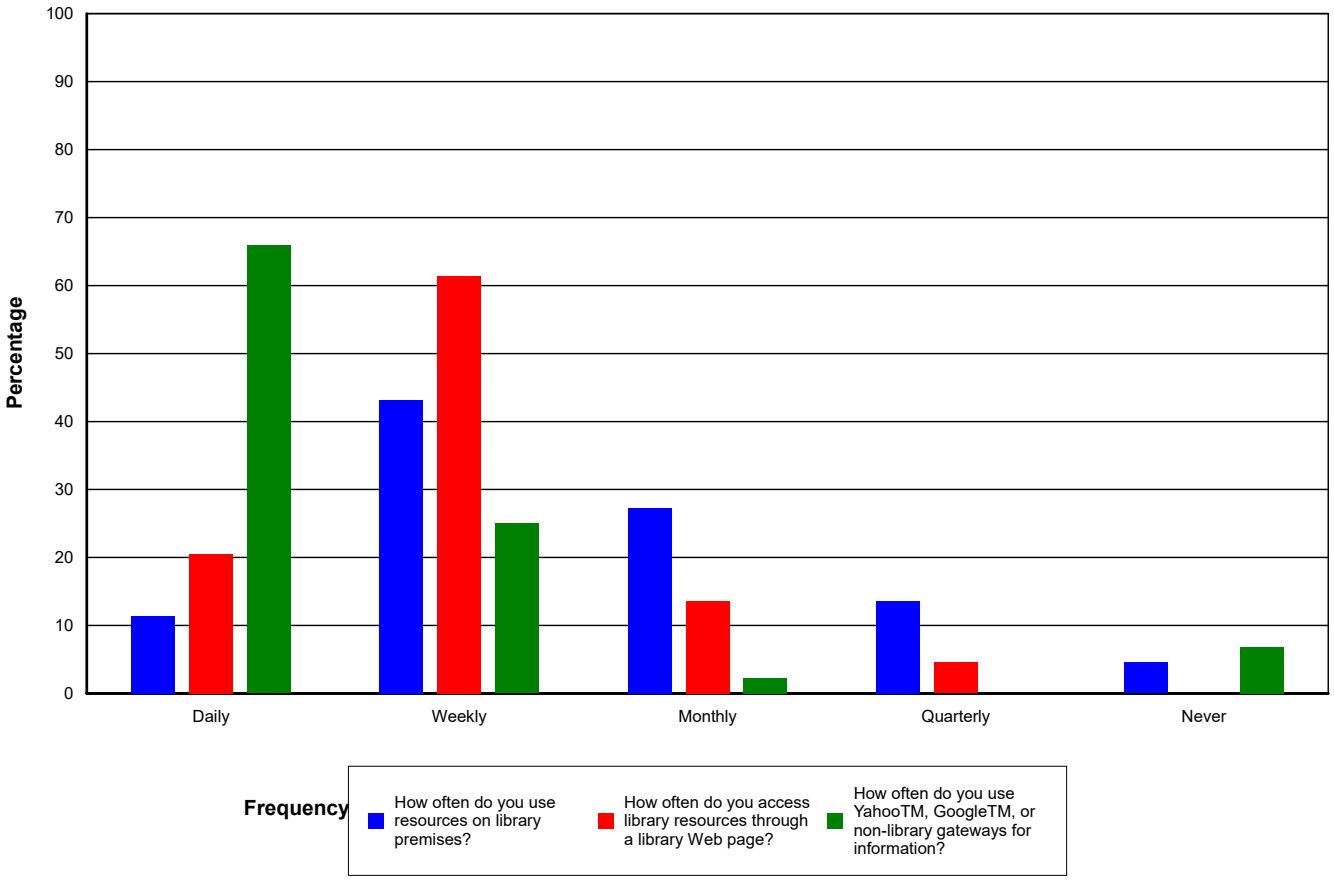
5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.79	2.52	14
The library aids my advancement in my academic discipline or work.	7.46	1.76	13
The library enables me to be more efficient in my academic pursuits or work.	7.78	1.24	23
The library helps me distinguish between trustworthy and untrustworthy information.	7.40	1.76	20
The library provides me with the information skills I need in my work or study.	7.89	1.02	18

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?	5 11.36%	19 43.18%	12 27.27%	6 13.64%	2 4.55%	44 100.00%
How often do you access library resources through a library Web page?	9 20.45%	27 61.36%	6 13.64%	2 4.55%	0 0 %	44 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	29 65.91%	11 25.00%	1 2.27%	0 0 %	3 6.82%	44 100.00%

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

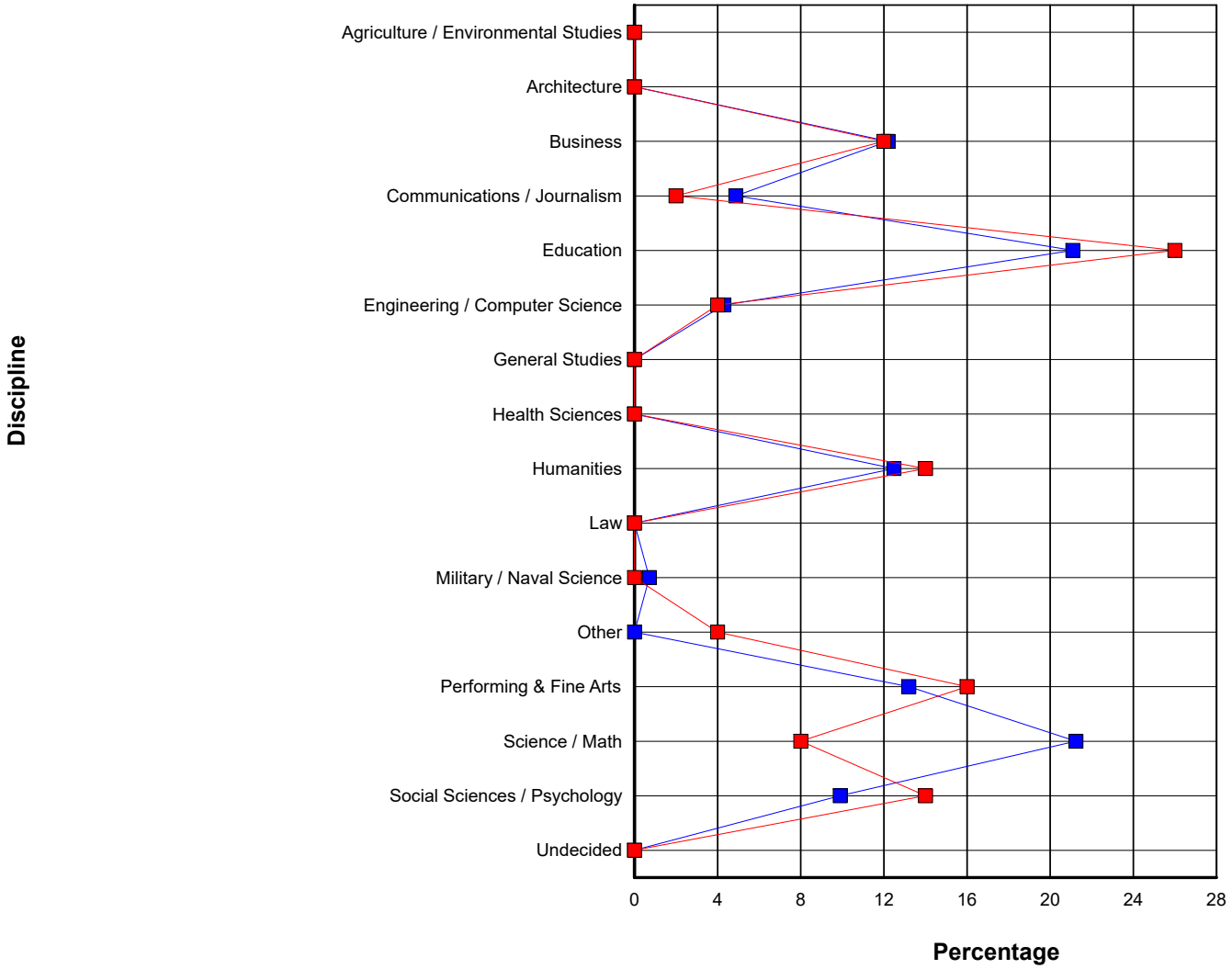
6 Faculty Summary for University of Central Oklahoma

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



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

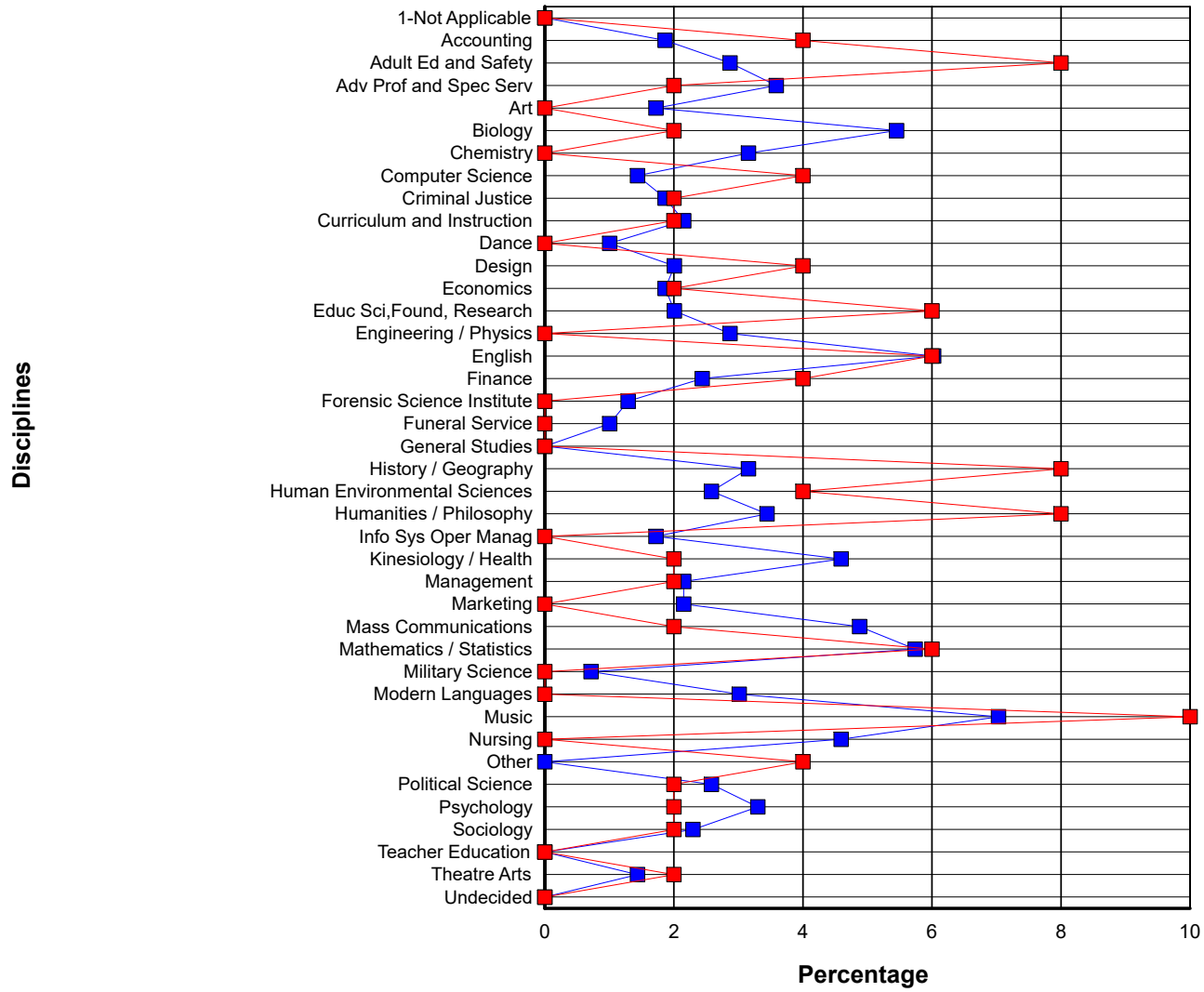
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	85	12.20	6	12.00	0.20
Communications / Journalism	34	4.88	1	2.00	2.88
Education	147	21.09	13	26.00	-4.91
Engineering / Computer Science	30	4.30	2	4.00	0.30
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	87	12.48	7	14.00	-1.52
Law	0	0.00	0	0.00	0.00
Military / Naval Science	5	0.72	0	0.00	0.72
Other	0	0.00	2	4.00	-4.00
Performing & Fine Arts	92	13.20	8	16.00	-2.80
Science / Math	148	21.23	4	8.00	13.23
Social Sciences / Psychology	69	9.90	7	14.00	-4.10
Undecided	0	0.00	0	0.00	0.00
Total:	**697**	**100.00**	**50**	**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
1-Not Applicable	0	0.00	0	0.00	0.00
Accounting	13	1.87	2	4.00	-2.13
Adult Ed and Safety	20	2.87	4	8.00	-5.13
Adv Prof and Spec Serv	25	3.59	1	2.00	1.59
Art	12	1.72	0	0.00	1.72
Biology	38	5.45	1	2.00	3.45
Chemistry	22	3.16	0	0.00	3.16
Computer Science	10	1.43	2	4.00	-2.57
Criminal Justice	13	1.87	1	2.00	-0.13
Curriculum and Instruction	15	2.15	1	2.00	0.15
Dance	7	1.00	0	0.00	1.00
Design	14	2.01	2	4.00	-1.99
Economics	13	1.87	1	2.00	-0.13
Educ Sci,Found, Research	14	2.01	3	6.00	-3.99
Engineering / Physics	20	2.87	0	0.00	2.87
English	42	6.03	3	6.00	0.03
Finance	17	2.44	2	4.00	-1.56
Forensic Science Institute	9	1.29	0	0.00	1.29
Funeral Service	7	1.00	0	0.00	1.00
General Studies	0	0.00	0	0.00	0.00
History / Geography	22	3.16	4	8.00	-4.84
Human Environmental Sciences	18	2.58	2	4.00	-1.42
Humanities / Philosophy	24	3.44	4	8.00	-4.56
Info Sys Oper Manag	12	1.72	0	0.00	1.72
Kinesiology / Health	32	4.59	1	2.00	2.59
Management	15	2.15	1	2.00	0.15
Marketing	15	2.15	0	0.00	2.15
Mass Communications	34	4.88	1	2.00	2.88
Mathematics / Statistics	40	5.74	3	6.00	-0.26
Military Science	5	0.72	0	0.00	0.72
Modern Languages	21	3.01	0	0.00	3.01
Music	49	7.03	5	10.00	-2.97
Nursing	32	4.59	0	0.00	4.59
Other	0	0.00	2	4.00	-4.00
Political Science	18	2.58	1	2.00	0.58

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

Psychology	23	3.30	1	2.00	1.30
Sociology	16	2.30	1	2.00	0.30
Teacher Education	0	0.00	0	0.00	0.00
Theatre Arts	10	1.43	1	2.00	-0.57
Undecided	0	0.00	0	0.00	0.00
Total:	**697**	**100.00**	**50**	**100.00**	**0.00**

6.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	284	51.82	27	54.00
Male	264	48.18	23	46.00
Total:	**548**	**100.00**	**50**	**100.00**

6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	0	0.00
31 - 45	14	28.00
46 - 65	28	56.00
Over 65	8	16.00
Under 18	0	0.00
Total:	**50**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	3	6.00
Norman Public Library	0	0.00
OCCC Library	0	0.00
OKC Metropolitan Library System	4	8.00
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	0	0.00
OU Library	1	2.00
Rose State Library	0	0.00
UCO Library	42	84.00
Total:	**50**	**100.00**

6.1.6 Respondent Profile by Full or part-time student?

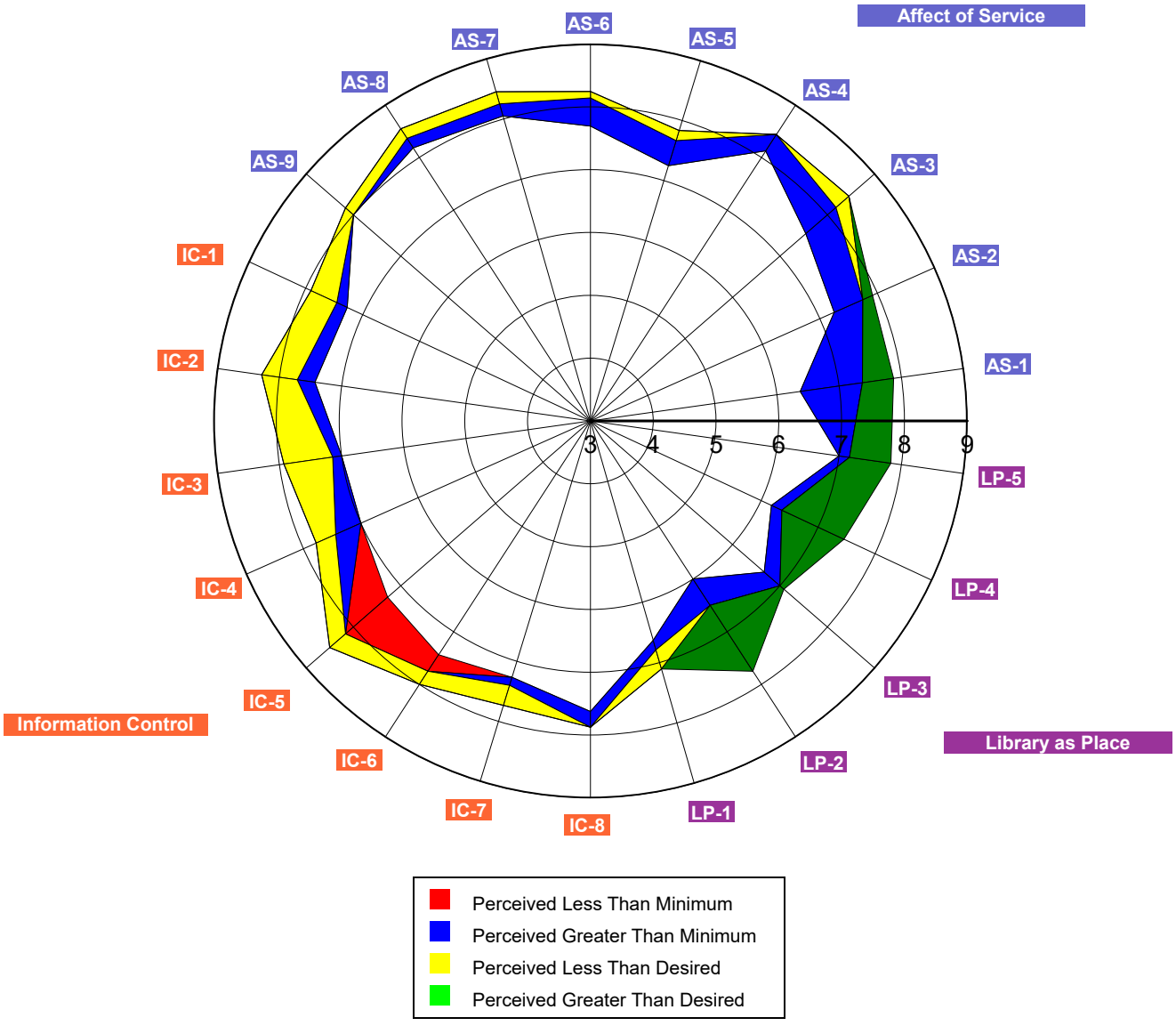
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	48	97.96
Full-time	548	58.55	1	2.04
Part-time	388	41.45	0	0.00
Total:	**936**	**100.00**	**49**	**100.00**

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	6.38	7.38	7.88	1.50	0.50	8
AS-2	Giving users individual attention	7.25	7.75	7.92	0.67	0.17	12
AS-3	Employees who are consistently courteous	7.55	8.45	8.18	0.64	-0.27	11
AS-4	Readiness to respond to users' questions	8.13	8.44	8.44	0.31	0.00	16
AS-5	Employees who have the knowledge to answer user questions	7.25	7.83	7.67	0.42	-0.17	12
AS-6	Employees who deal with users in a caring fashion	7.69	8.24	8.14	0.45	-0.10	49
AS-7	Employees who understand the needs of their users	8.05	8.45	8.25	0.20	-0.20	20
AS-8	Willingness to help users	8.18	8.55	8.36	0.18	-0.18	11
AS-9	Dependability in handling users' service problems	8.00	8.17	8.00	0.00	-0.17	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.27	7.91	7.45	0.18	-0.45	11
IC-2	A library Web site enabling me to locate information on my own	7.43	8.29	7.71	0.29	-0.57	14
IC-3	The printed library materials I need for my work	7.00	7.93	7.14	0.14	-0.79	14
IC-4	The electronic information resources I need	7.00	7.78	7.44	0.44	-0.34	50
IC-5	Modern equipment that lets me easily access needed information	8.17	8.50	7.28	-0.89	-1.22	18
IC-6	Easy-to-use access tools that allow me to find things on my own	7.75	8.00	7.44	-0.31	-0.56	16
IC-7	Making information easily accessible for independent use	7.27	7.73	7.40	0.13	-0.33	15
IC-8	Print and/or electronic journal collections I require for my work	7.63	7.88	7.88	0.25	0.00	8
Library as Place							
LP-1	Library space that inspires study and learning	6.63	7.11	6.79	0.16	-0.32	38
LP-2	Quiet space for individual activities	6.00	6.50	7.75	1.75	1.25	4
LP-3	A comfortable and inviting location	6.67	7.00	7.08	0.42	0.08	12
LP-4	A getaway for study, learning, or research	6.18	6.36	7.45	1.27	1.09	11
LP-5	Community space for group learning and group study	7.00	7.17	7.83	0.83	0.67	6
Overall:		7.33	7.88	7.64	0.31	-0.24	50

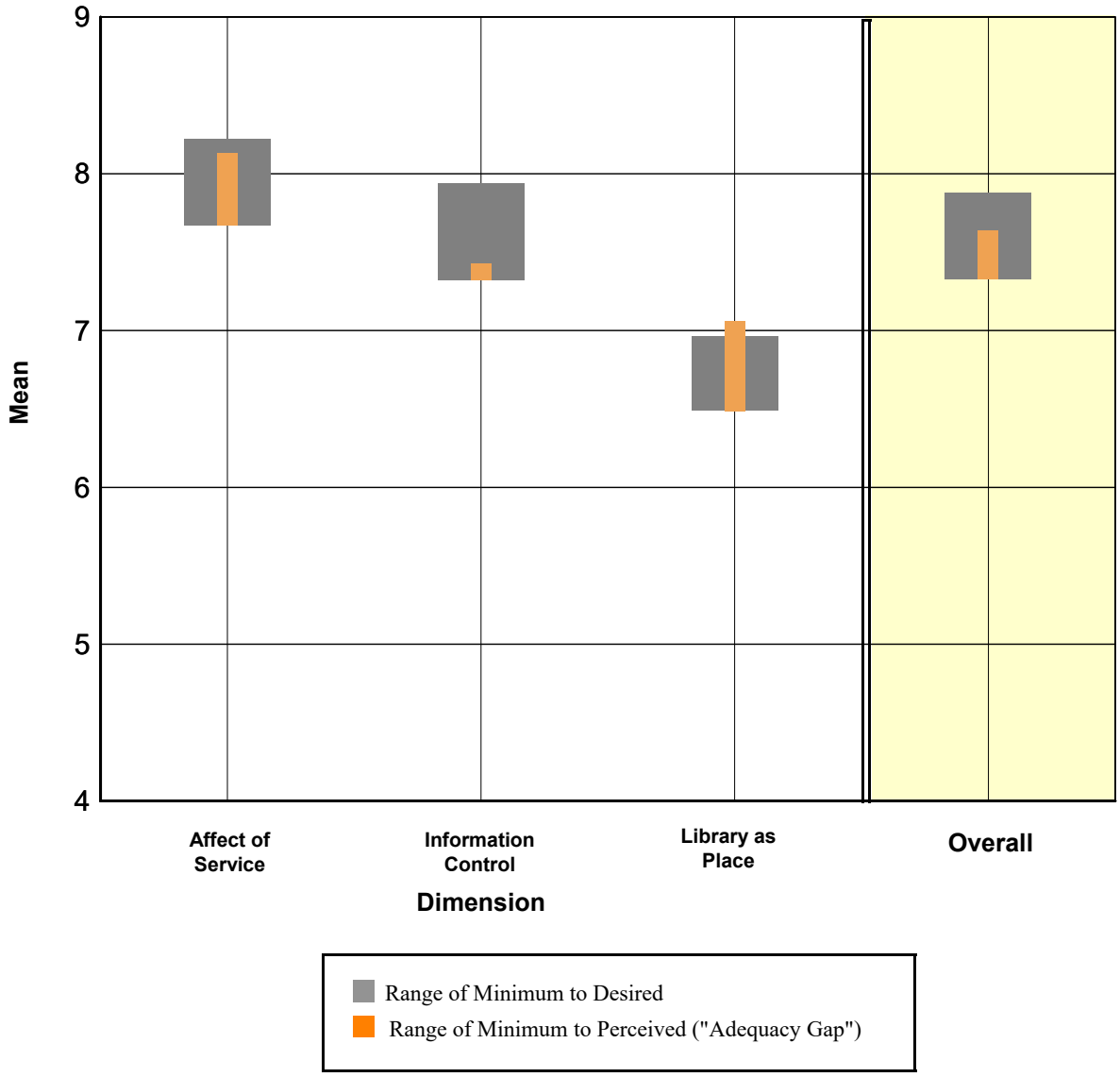
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Faculty

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	2.00	1.77	1.36	1.69	0.76	8
AS-2	Giving users individual attention	1.86	1.82	1.38	0.89	0.72	12
AS-3	Employees who are consistently courteous	1.69	0.82	0.87	1.36	0.65	11
AS-4	Readiness to respond to users' questions	1.15	1.09	0.73	1.30	1.37	16
AS-5	Employees who have the knowledge to answer user questions	1.48	1.34	1.23	1.98	1.64	12
AS-6	Employees who deal with users in a caring fashion	1.54	1.36	1.31	1.47	1.23	49
AS-7	Employees who understand the needs of their users	1.28	1.00	1.07	1.44	1.15	20
AS-8	Willingness to help users	1.33	0.93	0.81	0.98	1.25	11
AS-9	Dependability in handling users' service problems	1.55	1.60	1.55	0.63	0.41	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.74	1.38	1.51	1.60	1.37	11
IC-2	A library Web site enabling me to locate information on my own	1.50	1.14	1.38	1.54	1.40	14
IC-3	The printed library materials I need for my work	2.18	1.98	2.41	1.88	2.08	14
IC-4	The electronic information resources I need	1.90	1.53	1.75	1.98	2.04	50
IC-5	Modern equipment that lets me easily access needed information	1.04	0.86	1.81	2.27	2.13	18
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.37	1.67	1.40	1.59	16
IC-7	Making information easily accessible for independent use	1.62	1.49	1.59	2.26	2.44	15
IC-8	Print and/or electronic journal collections I require for my work	1.06	1.13	0.83	1.39	1.31	8
Library as Place							
LP-1	Library space that inspires study and learning	2.07	1.91	2.17	2.40	2.41	38
LP-2	Quiet space for individual activities	2.31	2.38	1.50	0.96	0.96	4
LP-3	A comfortable and inviting location	2.15	2.04	1.88	2.47	2.39	12
LP-4	A getaway for study, learning, or research	2.14	2.29	1.97	2.24	2.26	11
LP-5	Community space for group learning and group study	1.90	1.94	1.17	1.60	1.63	6
Overall:		1.33	1.10	1.05	1.38	1.21	50

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

6.3 Core Question Dimensions Summary for Faculty

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



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

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	7.67	8.22	8.13	0.46	-0.09	50
Information Control	7.32	7.94	7.43	0.11	-0.51	50
Library as Place	6.49	6.96	7.06	0.58	0.10	39
Overall	7.33	7.88	7.64	0.31	-0.24	50

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	1.35	1.07	0.92	1.16	0.86	50
Information Control	1.42	1.13	1.45	1.65	1.61	50
Library as Place	1.88	1.76	1.79	2.13	2.08	39
Overall	1.33	1.10	1.05	1.38	1.21	50

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
Comfortable furniture for individual or group study	6.00	7.75	7.25	1.25	-0.50	8
Food services in the library	5.00	6.17	4.50	-0.50	-1.67	6
Online tutorials and other learning tools that help me use library resources and services independently	7.40	8.20	8.20	0.80	0	5
Space that facilitates quiet study	7.25	7.88	6.63	-0.63	-1.25	8
Teaching me how to access, evaluate, and use information	6.92	7.85	8.08	1.15	0.23	13

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
Comfortable furniture for individual or group study	1.51	1.16	1.67	1.49	1.85	8
Food services in the library	2.10	3.13	1.97	1.52	2.66	6
Online tutorials and other learning tools that help me use library resources and services independently	1.82	0.84	0.84	1.30	0	5
Space that facilitates quiet study	2.55	2.47	2.77	2.92	2.43	8
Teaching me how to access, evaluate, and use information	1.71	1.34	1.04	1.68	1.36	13

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.	8.43	0.81	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.86	1.51	28
How would you rate the overall quality of the service provided by the library?	8.10	1.10	49

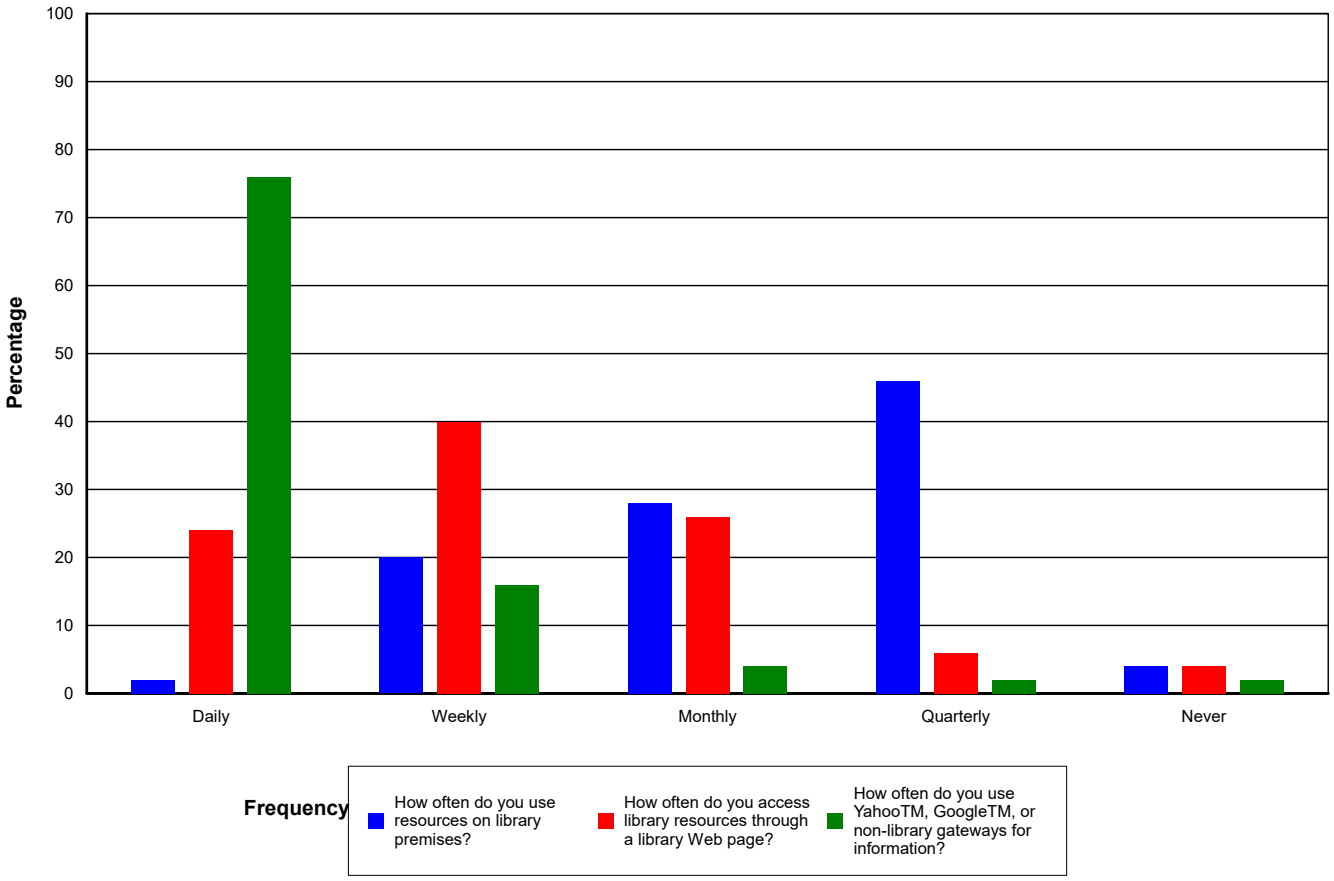
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	7.47	1.74	17
The library aids my advancement in my academic discipline or work.	7.95	0.90	22
The library enables me to be more efficient in my academic pursuits or work.	7.47	1.96	15
The library helps me distinguish between trustworthy and untrustworthy information.	6.89	1.97	28
The library provides me with the information skills I need in my work or study.	7.19	1.83	16

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?	1 2.00%	10 20.00%	14 28.00%	23 46.00%	2 4.00%	50 100.00%
How often do you access library resources through a library Web page?	12 24.00%	20 40.00%	13 26.00%	3 6.00%	2 4.00%	50 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	38 76.00%	8 16.00%	2 4.00%	1 2.00%	1 2.00%	50 100.00%

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

7 Library Staff Summary for University of Central Oklahoma

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	12	80.00
Male	3	20.00
Total:	**15**	**100.00**

7.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	2	13.33
31 - 45	6	40.00
46 - 65	6	40.00
Over 65	1	6.67
Under 18	0	0.00
Total:	**15**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	1	6.67
Norman Public Library	0	0.00
OCCC Library	0	0.00
OKC Metropolitan Library System	0	0.00
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	1	6.67
OU Library	0	0.00
Rose State Library	0	0.00
UCO Library	13	86.67
Total:	**15**	**100.00**

7.1.4 Respondent Profile by Full or part-time student?

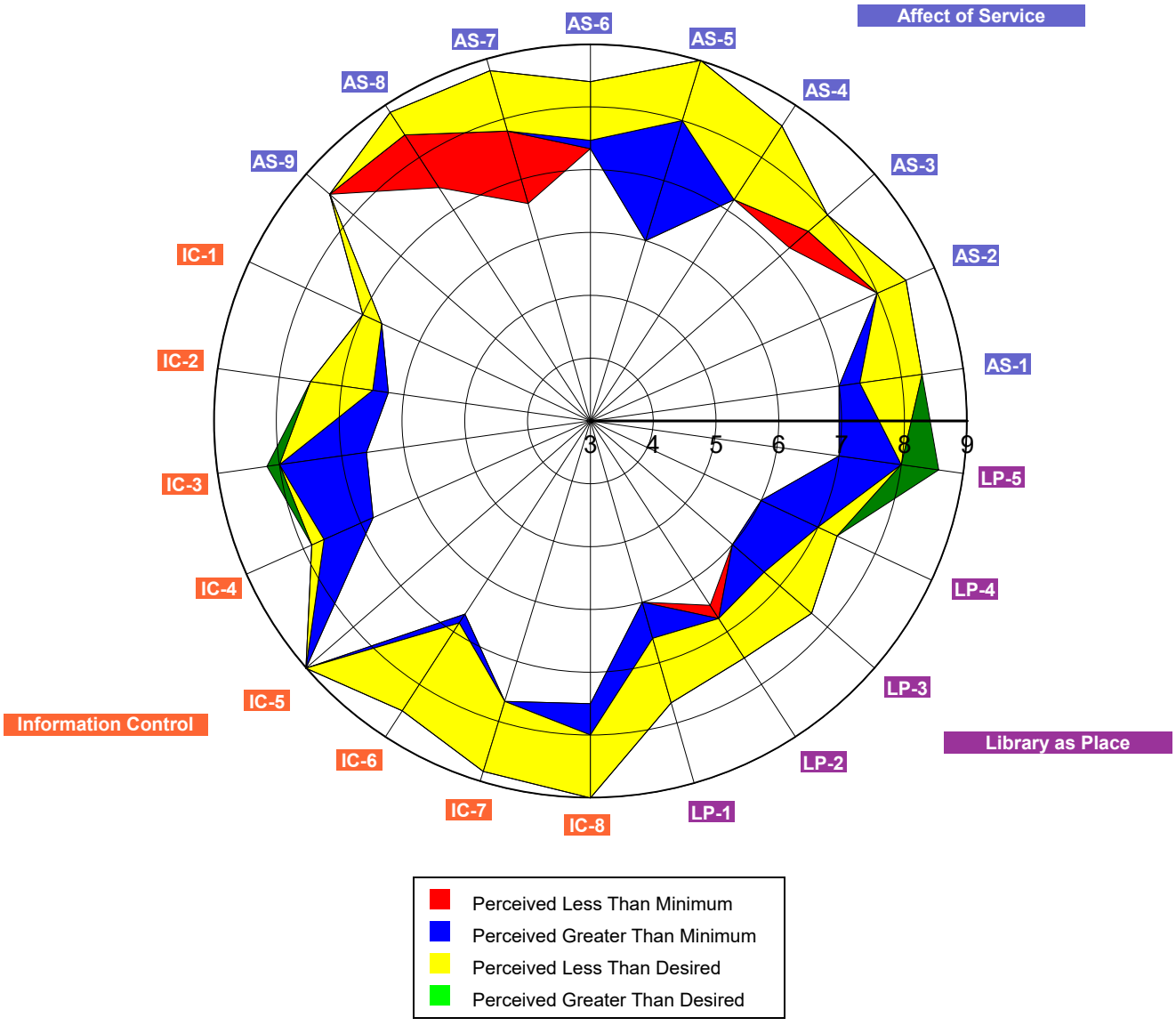
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	13	86.67
Full-time	2	13.33
Part-time	0	0.00
Total:	**15**	**100.00**

7.2 Core Questions Summary for Library Staff

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: None
User Group: 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	7.00	8.33	7.33	0.33	-1.00	3
AS-2	Giving users individual attention	8.00	8.50	8.00	0.00	-0.50	2
AS-3	Employees who are consistently courteous	7.60	8.00	7.20	-0.40	-0.80	5
AS-4	Readiness to respond to users' questions	7.20	8.60	7.20	0.00	-1.40	5
AS-5	Employees who have the knowledge to answer user questions	6.00	9.00	8.00	2.00	-1.00	1
AS-6	Employees who deal with users in a caring fashion	7.33	8.40	7.47	0.13	-0.93	15
AS-7	Employees who understand the needs of their users	7.80	8.80	6.60	-1.20	-2.20	5
AS-8	Willingness to help users	8.43	8.86	7.43	-1.00	-1.43	7
AS-9	Dependability in handling users' service problems	8.50	8.50	8.50	0.00	0.00	2
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.67	7.00	6.67	0.00	-0.33	3
IC-2	A library Web site enabling me to locate information on my own	6.25	7.50	6.50	0.25	-1.00	4
IC-3	The printed library materials I need for my work	6.60	8.00	8.20	1.60	0.20	5
IC-4	The electronic information resources I need	6.79	7.86	7.64	0.86	-0.21	14
IC-5	Modern equipment that lets me easily access needed information	9.00	9.00	9.00	0.00	0.00	1
IC-6	Easy-to-use access tools that allow me to find things on my own	6.67	8.50	6.83	0.17	-1.67	6
IC-7	Making information easily accessible for independent use	7.67	8.83	7.67	0.00	-1.17	6
IC-8	Print and/or electronic journal collections I require for my work	7.50	9.00	8.00	0.50	-1.00	2
Library as Place							
LP-1	Library space that inspires study and learning	6.00	7.67	6.60	0.60	-1.07	15
LP-2	Quiet space for individual activities	6.75	7.50	6.50	-0.25	-1.00	4
LP-3	A comfortable and inviting location	6.00	7.67	6.67	0.67	-1.00	3
LP-4	A getaway for study, learning, or research	6.00	7.33	7.00	1.00	-0.33	3
LP-5	Community space for group learning and group study	7.00	8.00	8.60	1.60	0.60	5
Overall:		7.04	8.15	7.32	0.28	-0.83	15

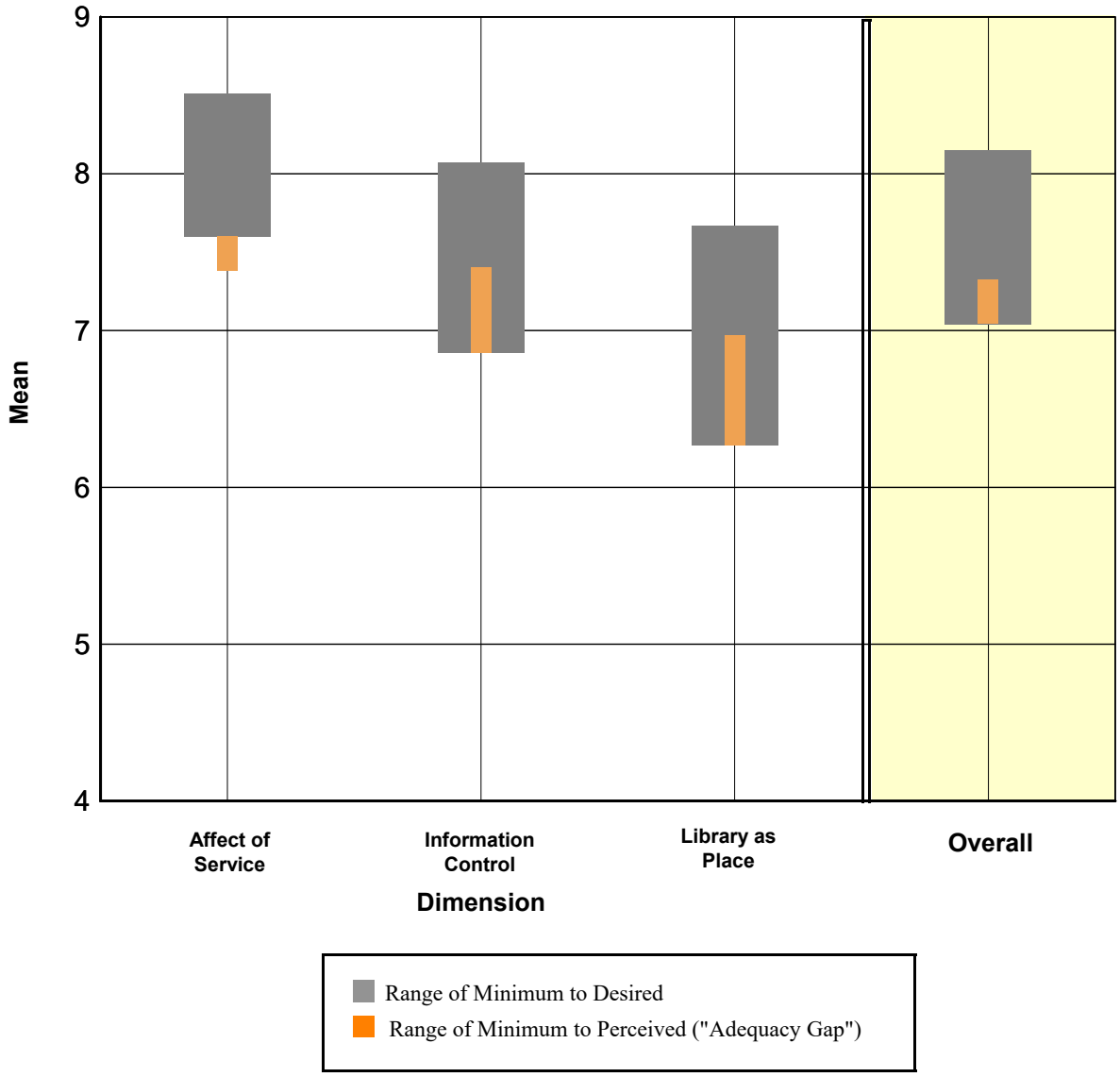
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Library Staff

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	1.00	1.15	0.58	0.58	1.00	3
AS-2	Giving users individual attention	0	0.71	0	0	0.71	2
AS-3	Employees who are consistently courteous	1.52	1.73	1.79	1.14	1.64	5
AS-4	Readiness to respond to users' questions	1.48	0.89	1.64	0.71	1.52	5
AS-5	Employees who have the knowledge to answer user questions						1
AS-6	Employees who deal with users in a caring fashion	1.40	1.12	1.41	1.64	1.10	15
AS-7	Employees who understand the needs of their users	0.45	0.45	1.82	1.92	2.17	5
AS-8	Willingness to help users	0.79	0.38	1.51	1.91	1.72	7
AS-9	Dependability in handling users' service problems	0.71	0.71	0.71	0	0	2
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.53	2.00	1.53	1.00	1.53	3
IC-2	A library Web site enabling me to locate information on my own	0.96	1.00	1.29	0.96	2.16	4
IC-3	The printed library materials I need for my work	1.82	1.73	0.84	1.34	1.79	5
IC-4	The electronic information resources I need	1.89	1.29	1.08	1.66	1.19	14
IC-5	Modern equipment that lets me easily access needed information						1
IC-6	Easy-to-use access tools that allow me to find things on my own	1.03	0.55	0.98	1.47	0.82	6
IC-7	Making information easily accessible for independent use	0.52	0.41	0.52	0.63	0.75	6
IC-8	Print and/or electronic journal collections I require for my work	0.71	0	0	0.71	0	2
Library as Place							
LP-1	Library space that inspires study and learning	1.73	1.54	1.64	1.40	1.98	15
LP-2	Quiet space for individual activities	0.96	1.73	0.58	0.50	1.83	4
LP-3	A comfortable and inviting location	1.73	2.31	2.08	0.58	1.73	3
LP-4	A getaway for study, learning, or research	1.00	2.08	1.00	1.73	3.06	3
LP-5	Community space for group learning and group study	2.12	1.41	0.55	2.07	1.52	5
Overall:		1.22	0.91	1.03	0.88	0.94	15

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

7.3 Core Question Dimensions Summary for Library Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.60	8.51	7.38	-0.22	-1.13	15
Information Control	6.86	8.07	7.40	0.55	-0.67	14
Library as Place	6.27	7.67	6.97	0.70	-0.70	15
Overall	7.04	8.15	7.32	0.28	-0.83	15

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	1.14	0.82	1.19	1.10	1.03	15
Information Control	1.34	0.94	0.98	1.13	0.92	14
Library as Place	1.50	1.48	1.25	0.98	1.52	15
Overall	1.22	0.91	1.03	0.88	0.94	15

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

7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comfortable furniture for individual or group study	6.33	7.00	5.33	-1.00	-1.67	3
Food services in the library	6.00	9.00	5.50	-0.50	-3.50	2
Online tutorials and other learning tools that help me use library resources and services independently	6.00	7.00	7.00	1.00	0	1
Space that facilitates quiet study	7.25	9.00	7.25	0	-1.75	4
Teaching me how to access, evaluate, and use information	7.00	7.67	8.00	1.00	0.33	3

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comfortable furniture for individual or group study	1.15	2.00	2.52	2.65	3.79	3
Food services in the library	2.83	0	0.71	3.54	0.71	2
Online tutorials and other learning tools that help me use library resources and services independently						1
Space that facilitates quiet study	1.26	0	1.71	0.82	1.71	4
Teaching me how to access, evaluate, and use information	1.73	2.31	0	1.73	2.31	3

7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.63	1.85	8
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	0.58	7
How would you rate the overall quality of the service provided by the library?	7.53	1.41	15

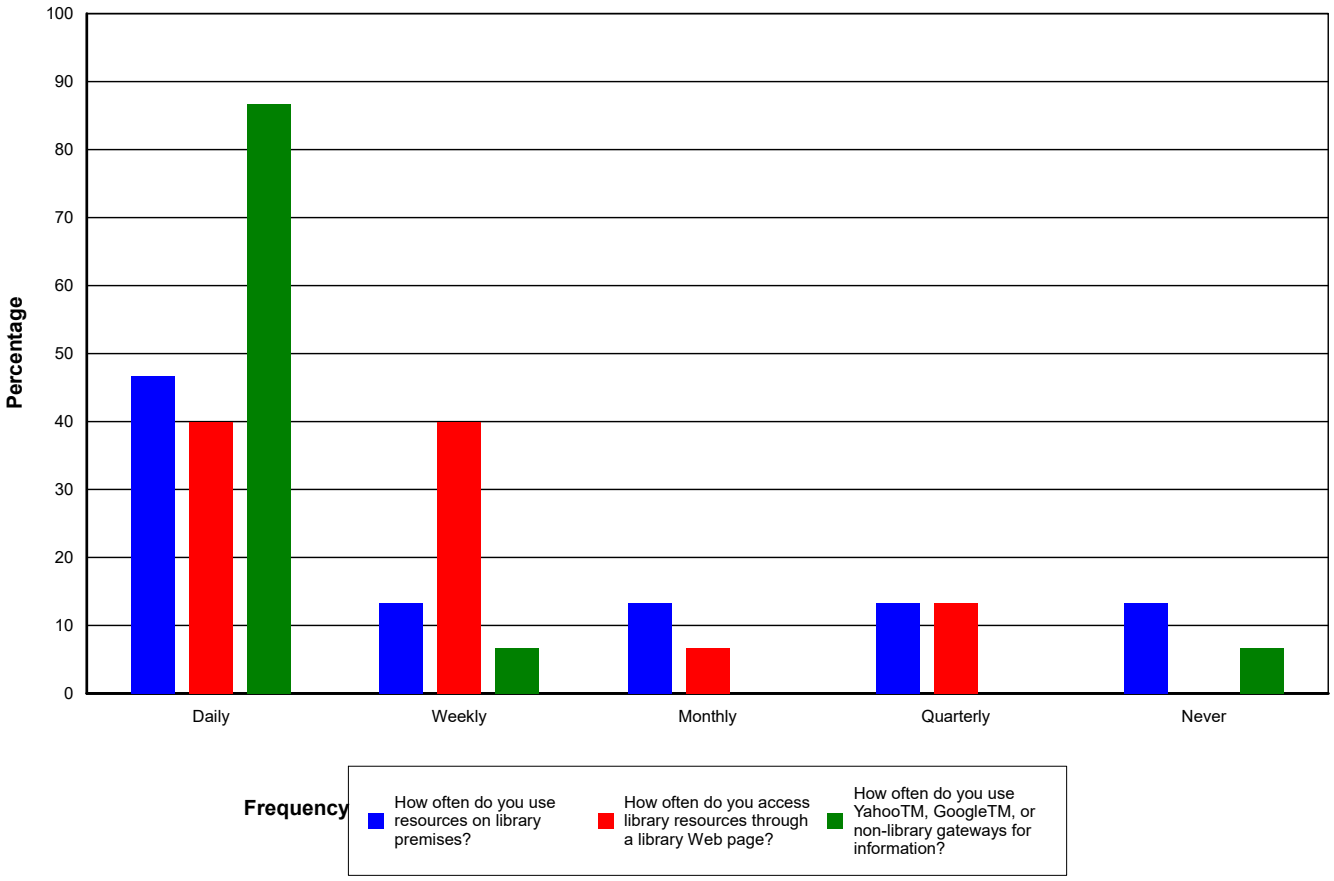
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.57	1.13	7
The library aids my advancement in my academic discipline or work.	7.71	0.95	7
The library enables me to be more efficient in my academic pursuits or work.	8.50	0.58	4
The library helps me distinguish between trustworthy and untrustworthy information.	7.71	1.11	7
The library provides me with the information skills I need in my work or study.	7.60	0.89	5

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	7 46.67%	2 13.33%	2 13.33%	2 13.33%	2 13.33%	15 100.00%
How often do you access library resources through a library Web page?	6 40.00%	6 40.00%	1 6.67%	2 13.33%	0 0 %	15 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	13 86.67%	1 6.67%	0 0 %	0 0 %	1 6.67%	15 100.00%

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

8 Staff Summary for University of Central Oklahoma

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	7	58.33
Male	5	41.67
Total:	**12**	**100.00**

8.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	2	16.67
31 - 45	4	33.33
46 - 65	6	50.00
Over 65	0	0.00
Under 18	0	0.00
Total:	**12**	**100.00**

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

The library that you use most often:	Respondents n	Respondents %
Edmond Public Library	2	16.67
Norman Public Library	0	0.00
OCCC Library	0	0.00
OKC Metropolitan Library System	0	0.00
OKC-OSU Library	0	0.00
OSU Library	0	0.00
Other Library	1	8.33
OU Library	0	0.00
Rose State Library	0	0.00
UCO Library	9	75.00
Total:	**12**	**100.00**

8.1.4 Respondent Profile by Full or part-time student?

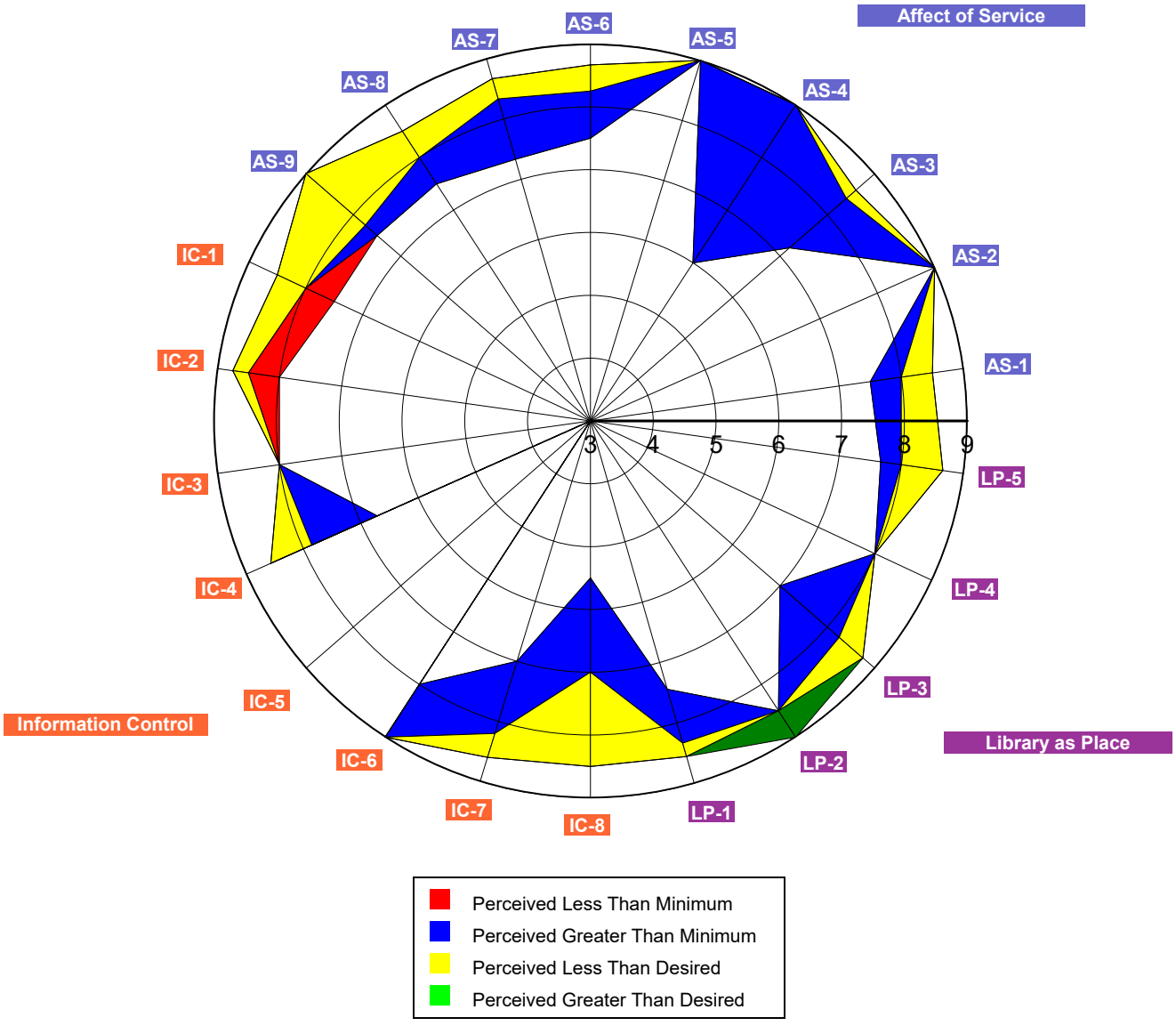
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	11	91.67
Full-time	0	0.00
Part-time	1	8.33
Total:	**12**	**100.00**

8.2 Core Questions Summary for Staff

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

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

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



Language: English (American)
Institution Type: College or University
Consortium: None
User Group: 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	7.50	8.50	8.00	0.50	-0.50	2
AS-2	Giving users individual attention	9.00	9.00	9.00	0.00	0.00	1
AS-3	Employees who are consistently courteous	7.20	8.60	8.40	1.20	-0.20	5
AS-4	Readiness to respond to users' questions	6.00	9.00	9.00	3.00	0.00	1
AS-5	Employees who have the knowledge to answer user questions	9.00	9.00	9.00	0.00	0.00	1
AS-6	Employees who deal with users in a caring fashion	7.50	8.67	8.25	0.75	-0.42	12
AS-7	Employees who understand the needs of their users	7.33	8.67	8.33	1.00	-0.33	3
AS-8	Willingness to help users	7.50	8.50	8.00	0.50	-0.50	4
AS-9	Dependability in handling users' service problems	7.50	9.00	7.75	0.25	-1.25	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.00	8.50	7.50	-0.50	-1.00	2
IC-2	A library Web site enabling me to locate information on my own	8.50	8.75	8.00	-0.50	-0.75	4
IC-3	The printed library materials I need for my work	8.00	8.00	8.00	0.00	0.00	1
IC-4	The electronic information resources I need	6.71	8.57	7.86	1.14	-0.71	7
IC-5	Modern equipment that lets me easily access needed information						0
IC-6	Easy-to-use access tools that allow me to find things on my own	8.00	9.00	9.00	1.00	0.00	2
IC-7	Making information easily accessible for independent use	7.00	8.60	8.20	1.20	-0.40	5
IC-8	Print and/or electronic journal collections I require for my work	5.50	8.50	7.00	1.50	-1.50	2
Library as Place							
LP-1	Library space that inspires study and learning	7.44	8.56	8.33	0.89	-0.22	9
LP-2	Quiet space for individual activities	8.50	8.50	9.00	0.50	0.50	2
LP-3	A comfortable and inviting location	7.00	8.75	8.25	1.25	-0.50	4
LP-4	A getaway for study, learning, or research	8.00	8.00	8.00	0.00	0.00	1
LP-5	Community space for group learning and group study	7.67	8.67	8.00	0.33	-0.67	3
Overall:		7.36	8.63	8.21	0.85	-0.41	12

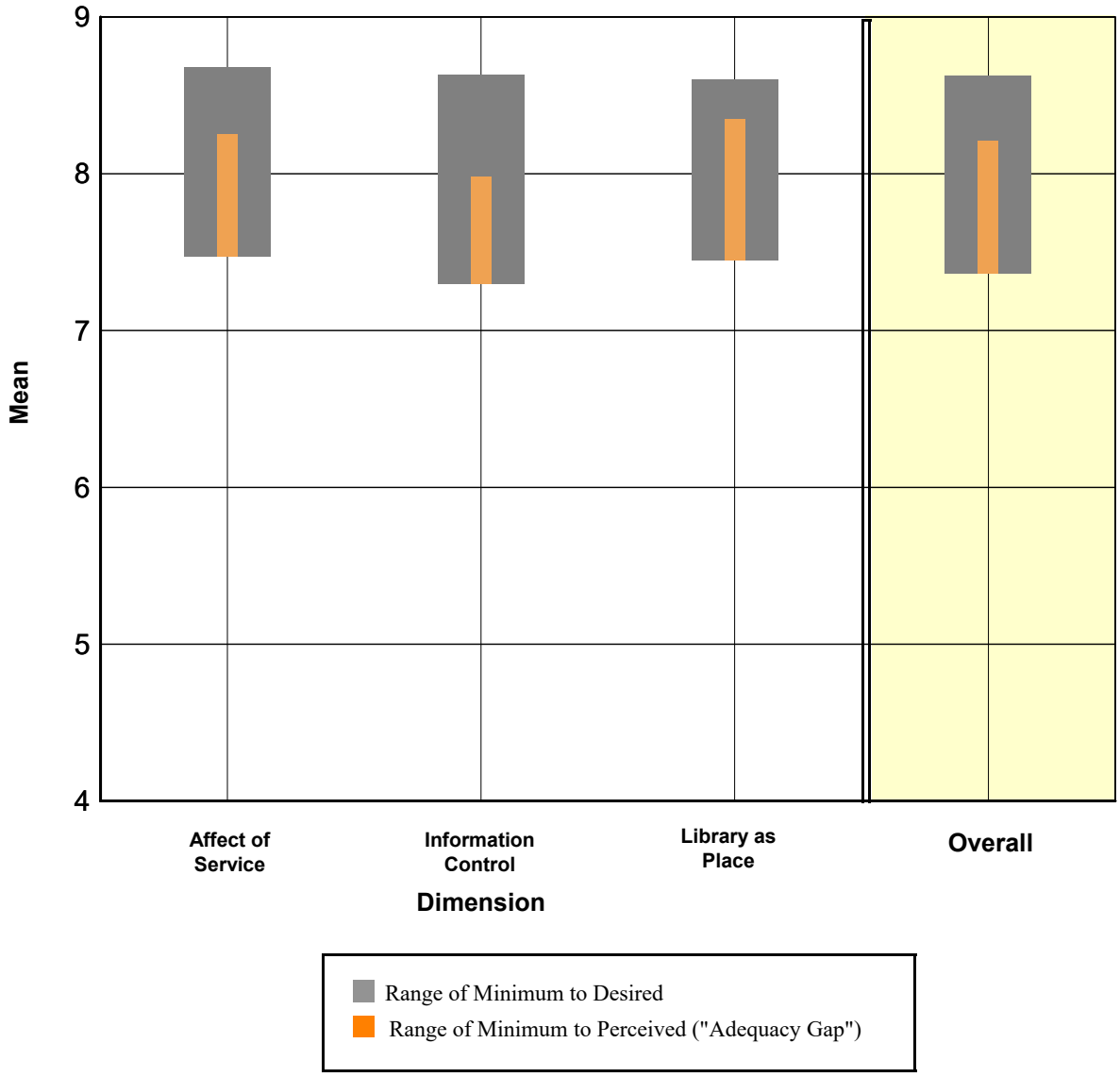
Language: English (American)
Institution Type: College or University
Consortium: None
User Group: Staff

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	0.71	0.71	0	0.71	0.71	2
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous	1.64	0.55	0.55	2.17	0.45	5
AS-4	Readiness to respond to users' questions						1
AS-5	Employees who have the knowledge to answer user questions						1
AS-6	Employees who deal with users in a caring fashion	1.31	0.49	0.75	1.60	0.79	12
AS-7	Employees who understand the needs of their users	0.58	0.58	0.58	1.00	0.58	3
AS-8	Willingness to help users	1.29	0.58	0.82	0.58	0.58	4
AS-9	Dependability in handling users' service problems	1.91	0	1.89	2.63	1.89	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	0	0.71	0.71	0.71	1.41	2
IC-2	A library Web site enabling me to locate information on my own	1.00	0.50	0.82	1.29	0.96	4
IC-3	The printed library materials I need for my work						1
IC-4	The electronic information resources I need	1.70	0.53	1.21	1.68	0.95	7
IC-5	Modern equipment that lets me easily access needed information						0
IC-6	Easy-to-use access tools that allow me to find things on my own	1.41	0	0	1.41	0	2
IC-7	Making information easily accessible for independent use	1.22	0.55	0.84	1.64	0.89	5
IC-8	Print and/or electronic journal collections I require for my work	0.71	0.71	2.83	3.54	2.12	2
Library as Place							
LP-1	Library space that inspires study and learning	1.51	0.53	0.71	1.36	0.44	9
LP-2	Quiet space for individual activities	0.71	0.71	0	0.71	0.71	2
LP-3	A comfortable and inviting location	1.83	0.50	0.96	2.75	1.00	4
LP-4	A getaway for study, learning, or research						1
LP-5	Community space for group learning and group study	1.53	0.58	1.00	0.58	0.58	3
Overall:		1.21	0.40	0.77	1.42	0.60	12

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

8.3 Core Question Dimensions Summary for Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.47	8.68	8.25	0.78	-0.43	12
Information Control	7.30	8.63	7.98	0.68	-0.65	10
Library as Place	7.45	8.60	8.35	0.90	-0.25	10
Overall	7.36	8.63	8.21	0.85	-0.41	12

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	1.23	0.44	0.73	1.51	0.71	12
Information Control	1.23	0.46	0.98	1.42	0.79	10
Library as Place	1.42	0.46	0.75	1.51	0.54	10
Overall	1.21	0.40	0.77	1.42	0.60	12

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

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Comfortable furniture for individual or group study	8.00	9.00	8.50	0.50	-0.50	2
Food services in the library	8.00	9.00	1.00	-7.00	-8.00	1
Online tutorials and other learning tools that help me use library resources and services independently	6.00	7.25	7.00	1.00	-0.25	4
Space that facilitates quiet study	9.00	9.00	7.00	-2.00	-2.00	1
Teaching me how to access, evaluate, and use information	8.00	8.50	8.00	0	-0.50	2

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Comfortable furniture for individual or group study	1.41	0	0.71	0.71	0.71	2
Food services in the library						1
Online tutorials and other learning tools that help me use library resources and services independently	3.16	3.50	3.37	2.16	0.50	4
Space that facilitates quiet study						1
Teaching me how to access, evaluate, and use information	0	0.71	1.41	1.41	0.71	2

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.50	1.00	4
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.75	1.04	8
How would you rate the overall quality of the service provided by the library?	8.00	1.04	12

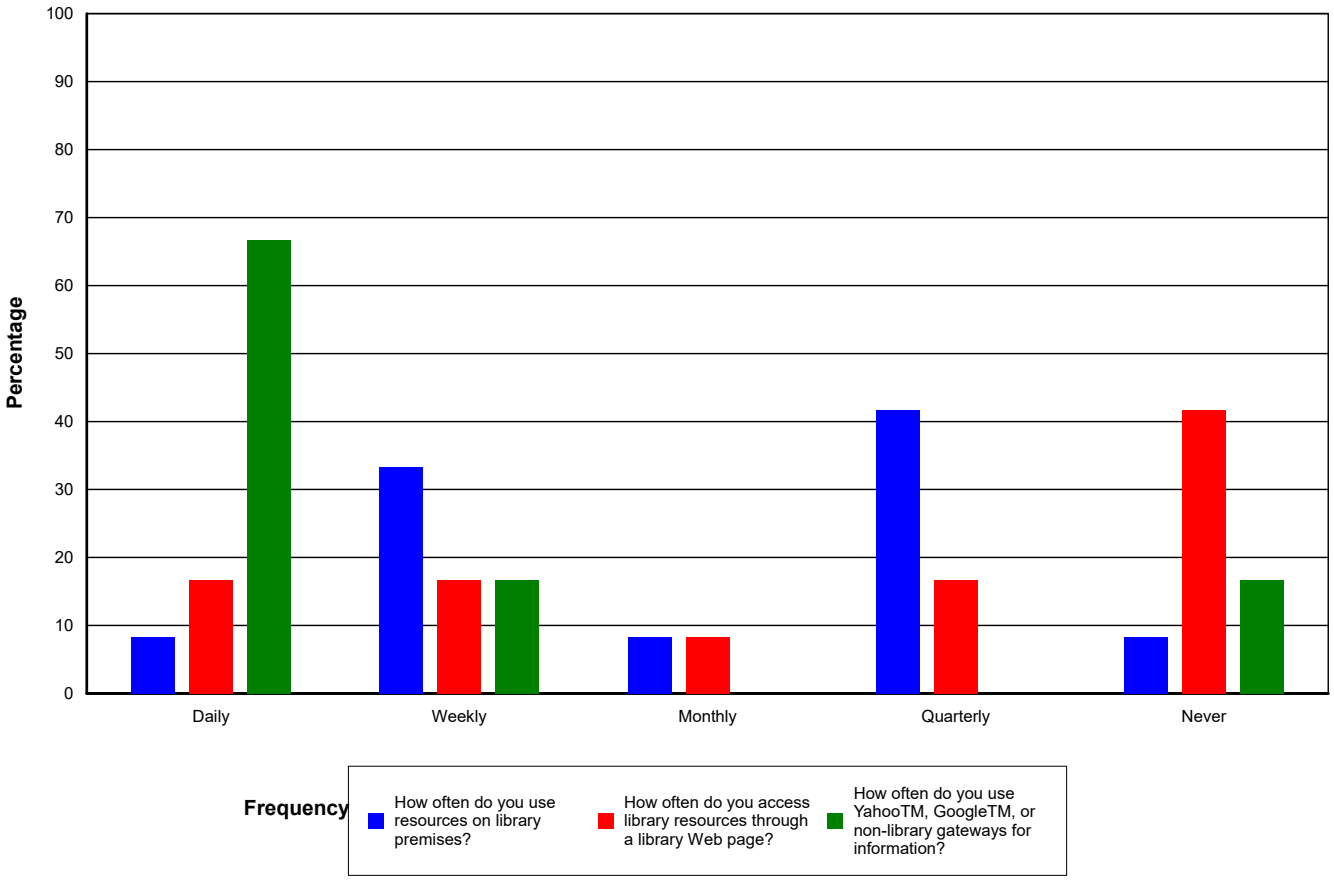
8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.50	1.91	4
The library aids my advancement in my academic discipline or work.	6.20	2.28	5
The library enables me to be more efficient in my academic pursuits or work.	7.75	0.96	4
The library helps me distinguish between trustworthy and untrustworthy information.	7.57	2.07	7
The library provides me with the information skills I need in my work or study.	8.50	0.58	4

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	1 8.33%	4 33.33%	1 8.33%	5 41.67%	1 8.33%	12 100.00%
How often do you access library resources through a library Web page?	2 16.67%	2 16.67%	1 8.33%	2 16.67%	5 41.67%	12 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	8 66.67%	2 16.67%	0 0 %	0 0 %	2 16.67%	12 100.00%

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

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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