

University of Connecticut Libraries
USER Team
LibQual+ 2004 Report • August 16, 2004

Introduction

The LibQual+ survey is a Web-based assessment of library service quality. The survey is part of an ongoing endeavor developed by the Association of Research Libraries to help libraries gather users' evaluations of library service quality.

As detailed by ARL, the goals of this survey are to:

- foster a culture of excellent in providing library service
- help libraries better understand user perceptions of library service quality
- collect and interpret library user feedback systematically over time
- provide libraries with comparable assessment information from peer institutions
- identify best practices in library service
- enhance library staff members analytical skills for interpreting and acting on data

The 2004 survey consisted of 22 items and an optional 5 additional questions, to measure *Affect of Service* (AS), *Information Control* (IC), *Library as Place* (LP). A blank box is provided to gather user comments. Survey results provide libraries with data that assist efforts to assess and interpret the quality of library services and to suggest areas of improvement in order to meet user needs.

Institutional participants in the 2004 survey included: 57 consortium, college and university, academic law, health sciences, and community college libraries for a total of 31, 494 respondents.

Methodology for UConn LibQual+ 2004 Survey

During April and May 2004, the University of Connecticut Libraries conducted the LibQual+ survey. Using a random sample generated by university mailing lists, the survey was administered system-wide to approximately 600 faculty 2000, graduate and 3000 undergraduate students. The average time it took respondents to complete the survey was just under 11 minutes with a median time of about 7.5 minutes. The vast majority of survey respondents reported Homer Babbidge Library as their library of use. Surveys were completed by 100 faculty, 199 graduate and 320 undergraduate students, 5 library staff, and 7 university staff for a grand total of 631 completed and 607 usable surveys.

Who Responded

The demographics of the survey mirrored the university population fairly well with respect to user group, discipline, and campus affiliation and very well with respect to gender.

- Respondents by *user groups* included:

50.08%	(304)	.....	Undergraduate students
32.13%	(195)	.....	Graduate students
15.82%	(96)	.....	Faculty
- Top respondents by *discipline* included:

48.07%	(286)	.....	Liberal Arts and Sciences
12.94%	(77)	.....	Education
8.07%	(48)	.....	Business
5.55%	(33)	.....	Agriculture.
- Respondents by *gender* included:

42.76%	(257)	.....	males
57.24%	(344)	.....	females.

Survey Results

Core Survey Questions

The LibQual+ survey contains 22 core questions focusing on service affect, information control and the library as place. Questions related to *Affect of Service* focus on library staff attributes such as warmth, empathy, reliability and assurance. *Information Control* questions focus on users' ability to manage the information world in an efficient, effective way. *Library as Place* questions focus on the Libraries' physical environment. Using a 1 (low) –9 (high) point scale, survey respondents were asked to rate service levels for questions on 3 scales to measure the acceptable *Minimum Service Level*, their *Desired Service Level*, and their current *Perceived Service Level*. The LibQual+ 2004 Survey document is included as an appendix to this report.

Means for each dimension as reported for each user group are indicated in the tables below.

Affect of Service (AS)

User Group	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Undergraduate Students	6.19	7.59	7.11	0.92	– 0.48	304
Graduate Students	6.54	8.00	7.14	0.61	– 0.86	194
Faculty	6.73	8.00	7.29	0.56	– 0.70	96
All Users	6.41	7.80	7.15	0.75	– 0.65	601

Information Control (IC)

User Group	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Undergraduate Students	6.57	7.91	7.17	0.60	– 0.73	304
Graduate Students	7.07	8.45	7.08	0.01	– 1.37	195
Faculty	7.07	8.40	6.86	– 0.21	– 1.54	96
All Users	6.82	8.17	7.09	0.27	– 1.08	602

Library as Place (LP)

User Group	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Undergraduate Students	6.58	8.01	7.23	0.66	– 0.78	304
Graduate Students	6.20	7.70	6.90	0.71	– 0.80	194
Faculty	5.97	7.21	7.00	1.03	– 0.21	95
All Users	6.37	7.79	7.09	0.73	– 0.70	600

Desired Ratings

The minimum service ratings indicate users lowest acceptable service level while desired ratings indicate the service level preferred. Overall, the highest desired services are focused on information control for graduate students and faculty and library as place for undergraduate students. Using a scale of 1 (low) to 9 (high), the top desired means are reported in rank order for each user group in the tables below.

Highest Desired Services — Undergraduate Students

Question		Undergraduate Students
IC-5	Modern equipment that lets me easily access needed information	8.13
LP-2	Quiet space for individual activities	8.12
LP-1	Library space that inspires study and learning	8.10
LP-3	A comfortable and inviting location	8.10
IC-2	A library Web site enabling me to locate information on my own	8.03
LP-4	A getaway for study, learning, or research	8.03

Highest Desired Services — Graduate Students

Question		Graduate Students
IC-8	Print and/or electronic journal collections that I require for my work	8.59
IC-1	Making electronic resources accessible from home or office	8.51
IC-4	The electronic information resources that I need	8.48
IC-2	A library Web site enabling me to locate information on my own	8.45
IC-7	Making information easily accessible for independent use	8.43

Highest Desired Services — Faculty

Question		Faculty
IC-1	Making electronic resources accessible from home or office	8.68
IC-2	A library Web site enabling me to locate information on my own	8.64
IC-8	Print and/or electronic journal collections that I require for my work	8.60
IC-4	The electronic information resources that I need	8.40
IC-6	Easy-to-use access tools that allow me to find things on my own	8.26

Adequacy Ratings

The adequacy rating is an important indication of how well the Libraries are meeting the minimum expectation levels of users. Service adequacy ratings are calculated by subtracting the minimum score from the perceived score. Using a scale of 1 (low) to 9 (high), the adequacy mean along with the standard deviation (SD) and sample size (n) are detailed in the table below for all users and user group assessments.

Highest Adequacy Means for All Users:

Largest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
AS-1 Employees who instill confidence in users	1.05	5.65	7.58	6.70	1.91	553
LP-3 A comfortable and inviting location	.99	6.49	7.93	7.48	1.94	590
AS-8 Willingness to help users	.92	6.47	7.80	7.39	1.75	567
LP-5 Community space for group learning and group study	.89	5.79	7.24	6.68	2.32	511
AS-2 Giving users individual attention	.86	5.85	7.32	6.71	1.88	576

Lowest Adequacy Means for All Users:

Smallest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
IC-8 Print and/or electronic journal collections I require for my work	.02	6.9	8.14	6.92	2.17	567
IC-3 The printed library materials I need for my work	.12	6.77	8.02	6.89	2.01	574
IC-1 Making electronic resources accessible from home/office	.17	6.73	8.30	6.90	2.25	580
IC-2 A Library Web site enabling me to locate information on my own	.18	6.95	8.28	7.13	2.07	595
IC-6 Easy-to-use access tools that allow me to find things on my own	.32	6.76	8.09	7.09	1.84	589

Highest Adequacy Means for Undergraduate Students:

Largest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
AS-1 Employees who instill confidence in users	1.38	5.38	7.41	6.76	1.94	277
AS-8 Willingness to help users	1.14	6.21	7.55	7.35	1.84	287
LP-3 A comfortable and inviting location	1.01	6.65	8.10	7.67	1.89	304
AS-2 Giving users individual attention	.99	5.52	7.00	6.50	2.03	288
AS-6 Employees who deal with users in a caring fashion	.99	6.21	7.62	7.20	1.86	293

Lowest Adequacy Means for Undergraduate Students:

Smallest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
IC-1 Making electronic resources accessible from my home or office	.18	6.39	8.01	6.88	2.25	288
LP-2 Quiet space for individual activities	.30	6.73	8.12	7.03	2.43	303
IC-2 A library Web site enabling me to locate information on my own	.32	6.65	8.03	7.19	2.10	298
IC-3 The printed library materials I need for my work	.48	6.52	7.74	7.00	1.98	281
IC-8 Print and/or electronic journal collections I require for my work	.48	6.47	7.66	6.95	2.08	275

Highest Adequacy Means for Graduate Students:

Largest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
LP-5 Community space for group learning and group study	1.25	5.38	6.88	6.63	2.02	154
LP-3 A comfortable and inviting location	.90	6.30	7.81	7.20	2.01	188
LP-4 A getaway for study, learning, or research	.80	6.30	7.89	7.10	1.86	178
AS-3 Employees who are consistently courteous	.77	6.66	8.14	7.43	2.04	192
AS-1 Employees who instill confidence in users	.74	5.87	7.71	6.62	1.62	180

Lowest Adequacy Means for Graduate Students:

Smallest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
IC-8 Print and/or electronic journal collections I require for my work	– .35*	7.34	8.59	6.99	2.15	191
IC-3 The printed library materials I need for my work	– .19*	6.99	8.33	6.81	1.96	194
IC-4 The electronic information resources I need	– .03*	7.11	8.48	7.09	2.10	191
IC-2 A library Web site enabling me to locate information on my own	– .02*	7.22	8.45	7.20	1.91	194
IC-1 Making electronic resources accessible from my home or office	0	6.97	8.51	6.97	1.66	192

* Perceived level of services is lower than minimum acceptable level of service

Highest Adequacy Means for Faculty:

Largest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
LP-5 Community space for group learning and group study	1.49*	4.65	5.95	6.14	2.08	92
LP-3 A comfortable and inviting location	1.14	6.26	7.55	7.41	2.00	91
LP-2 Quiet space for individual activities	1.02	6.24	7.32	7.26	1.77	85
LP-1 Library space that inspires study and learning	.95	6.14	7.59	7.09	2.08	92
LP-4 Giving users individual attention	.87	5.94	7.36	6.81	2.24	83

* Perceived level of services exceeds desired level of service

Lowest Adequacy Means for Faculty:

Smallest Differences Between Minimum Acceptable and Perceived Levels of Services (Adequacy Mean)

Question	Adequacy Mean (AM)	Minimum Acceptable Level of Service (Mean)	Desired Level of Service (Mean)	Perceived Level of Service (Mean)	AM SD	n
IC-8 Print and/or electronic journal collections I require for my work	-.53*	7.18	8.60	6.65	2.24	94
IC-2 A library Web site enabling me to locate information on my own	-.48*	7.31	8.64	6.83	2.11	96
IC-1 Making electronic resources accessible from my home or office	-.43*	7.23	8.68	6.80	2.47	95
IC-3 The printed library materials I need for my work.	-.35*	7.03	8.15	6.68	2.08	92
IC-6 Easy-to-use access tools that allow me to find things on my own	-.13*	6.99	8.26	6.86	1.61	94

* Perceived level of services is lower than minimum acceptable level of service

Local Question Summary

In order to gather additional information, institutions were offered an option to include five additional questions representing important local issues. The University of Connecticut Libraries selected questions corresponding to issues raised in prior user surveys and submitted as print or electronic comments. The table below includes minimum mean scores, using a scale of 1 (low) to 9 (high) scale for overall and specific user groups.

Question	All Users	Undergraduates	Graduates	Faculty
6. Availability of online help when using my library's resources	6.05	5.82	6.34	6.12
12. Library orientation / instruction sessions	5.22	5.01	5.41	5.35
14. Ready access to computers / Internet software	6.98	6.99	7.05	6.72
18. Access to photocopying and printing facilities	6.77	6.61	7.04	6.70
26. Convenient service hours	6.97	7.08	6.95	6.65

Information Literacy Outcomes Summary

The survey included 5 information literacy outcomes questions which ask respondents to rate their levels of general satisfaction on a scale from 1 –9 where 1 indicates “strongly disagree” and 9 indicates “strongly agree.” The table below includes mean scores for overall and specific user groups. [See Appendix D for comparison with other ARL Libraries.]

Question	All Users	Undergraduates	Graduates	Faculty
28. The library helps me stay abreast of developments in my field(s) of interest.	6.26	6.13	6.48	6.21
29. The library aids my advancement in my academic discipline.	7.04	7.09	7.18	6.65
30. The library enables me to be more efficient in my academic pursuits.	7.13	7.23	7.18	6.75
31. The library helps me distinguish between trustworthy and untrustworthy information.	5.77	6.02	5.62	5.25
32. The library provides me with the information skills I need in my work or study.	6.51	6.58	6.61	6.05

Frequency of Use

Survey respondents were asked to indicate how frequently they use resources on site, access Library resources via the Web, and use non-library gateways such as Google or Yahoo. The table below indicates the *highest frequency* by user group for each question.

Question	Undergraduates	Graduates	Faculty
36. How often do you use resources on library premises?	Weekly 44.08% (134)	Weekly 44.10% (86)	Monthly 39.58% (38)
37. How often do you access library resources through a library Web page?	Weekly 35.08% (109)	Weekly 45.88% (89)	Weekly 41.67% (40)
38. How often do you use Google™, Yahoo™ or non-library gateways for information?	Daily 70.07% (213)	Daily 70.62% (137)	Daily 78.13% (75)

General Satisfaction

Three questions asked survey respondents to assess their overall satisfaction with library service using a scale of 1 (strongly disagree) to 9 (strongly agree). Overall satisfaction ratings are positive. Undergraduate indicated the highest ratings. Faculty and graduate students indicated somewhat less positive ratings particularly with respect to library support for learning, research and/or teaching needs.

[See Appendix E for ARL General Satisfaction Comparisons.]

Question	Undergraduates	Graduates	Faculty	All Users
	Mean / SD / #(n)	Mean /SD / #(n)	Mean / SD / #(n)	Mean / SD/ #(n)
33. In general, I am satisfied with the way in which I am treated at the library.	7.46 1.35 (SD) 304 (n)	7.40 1.71 (SD) 195 (n)	7.41 1.79 (SD) 96 (n)	7.43 1.55 (SD) 602 (n)
34. In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.33 1.38 (SD) 304 (n)	7.09 1.71 (SD) 195 (n)	6.67 2.15 (SD) 96 (n)	7.14 1.65 (SD) 602 (n)
35. How would you rate the overall quality of service provided by the library? (extremely poor to extremely good)	7.40 1.14 (SD) 304 (n)	7.26 1.42 (SD) 195 (n)	7.00 1.74 (SD) 96 (n)	7.29 1.34 (SD) 602 (n)

Survey Results — Key Findings

- Respondents across all user groups indicate high satisfaction with overall library service. (7.29)
- Faculty, graduate and undergraduate students indicate high satisfaction ratings, 7.41, 7.40, and 7.46 respectively, for the way they are treated in the library.
- Undergraduate students (7.33) are the most satisfied user group with respect to library support for learning, research or teaching, followed by graduate students (7.09). Faculty (6.67) indicate less satisfaction with library support.
- Non-library gateways, such as Google™ are used daily across user groups. Library resources are accessed on site and electronically on a weekly basis by graduate and undergraduate students and on a monthly basis by faculty.
- Undergraduate students value modern equipment for easy access to information, quiet space for individual activities, a comfortable and inviting location, space that inspires study and learning, an easy to use library Web site, a gateway for study, learning, or research, and making electronic resources available from home/office. (Top results for desired level of service: range = 8.01 – 8.10. See Appendix B, *LibQUAL+ Spring 2004, Survey Results for University of Connecticut*, page 37 for details.)
- Graduate students value needed print and/or electronic journals, making electronic resources accessible from home/office, needed electronic information resources, an easy to use library Web site, making information easily accessible for independent use, access tools for independent use, modern equipment for easy access to information, and needed printed library materials. (Top results for desired level of service: range = 8.33 – 8.59. See Appendix B, *LibQUAL+ Spring 2004, Survey Results for University of Connecticut*, [page 50 for details.]
- Faculty value making electronic resource accessible from home/office, an easy to use library Web site, needed print and/or electronic journals, and needed electronic information resources. (Top results for desired level of service: range = 8.40 – 8.68. See Appendix B, *LibQUAL+ Spring 2004, Survey Results for University of Connecticut*, [link] page 63 for details.)
- For all user groups, information control represents the service dimension of the most importance and least satisfaction particularly with respect to print/electronic journals, library Web site, and electronic resources.
- Across user groups, respondents are most satisfied with interactions with staff in-person and with the library as place.
- Comments indicate appreciation for liaisons and the special services extended by the liaisons and the liaison program.
- Comments indicate issues with service provided by student employees i.e., users note the difference in service provided by student employees versus professional staff.
- Overall, user groups indicate moderate satisfaction with orientation/library instruction sessions.

Survey Results for Review and Future Action

- Review lowest adequacy ratings for each user group and develop strategies for improvement.
- Expand statistical analysis of survey results using cross-tabulation to determine discipline-specific information and correlation, and/or regression methods to generate relational and/or predictive data.
Examples: Cross-tabulation: Survey results by major disciplines, e.g., School of Business.
Correlation data: Is there a relationship between overall satisfaction and electronic resources needed?
Predictive data: Does satisfaction with electronic resources predict overall satisfaction?
- Produce enhanced LibQUAL+ Spring 2004 Final Report and make this information available on the Libraries' Web site.
- Expand qualitative analysis of survey comments.
- Collaborate with Liaison Advisory Team (LAT) and library liaisons to develop strategy to investigate information control survey results.

Appendix A – LibQUAL Survey Instrument



University of Connecticut Libraries

Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+(TM) program.

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

Minimum -- the number that represents the *minimum* level of service that you would find acceptable

Desired -- the number that represents the level of service that *you personally want*

Perceived -- the number that represents the level of service that *you believe* our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

When it comes to...	My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A
	Low	High	Low	High	Low	High	
1) Employees who instill confidence in users	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
2) Making electronic resources accessible from my home or office	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
3) Library space that inspires study and learning	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
4) Giving users individual attention	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
5) A library Web site enabling me to locate information on my own	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
6) Availability of online help when using my library's electronic resources	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
7) Employees who are consistently courteous	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
8) The printed library materials I need for my work	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
9) Quiet space for individual activities	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
10) Readiness to respond to users' questions	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
11) The electronic information resources I need	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
12) Library orientations / instruction sessions	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
13) Employees who have the knowledge	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A

	to answer user questions				
14)	Ready access to computers / Internet / software	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
15)	A comfortable and inviting location	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
16)	Employees who deal with users in a caring fashion	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
17)	Modern equipment that lets me easily access needed information	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
18)	Access to photocopying and printing facilities	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
19)	Employees who understand the needs of their users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
20)	Easy-to-use access tools that allow me to find things on my own	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
21)	A getaway for study, learning, or research	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
22)	Willingness to help users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
23)	Making information easily accessible for independent use	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
24)	Print and/or electronic journal collections I require for my work	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
25)	Community space for group learning and group study	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
26)	Convenient service hours	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
27)	Dependability in handling users' service problems	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A

Please indicate the degree to which you agree with the following statements:

28)	The library helps me stay abreast of developments in my field(s) of interest.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
29)	The library aids my advancement in my academic discipline.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
30)	The library enables me to be more efficient in my academic pursuits.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
31)	The library helps me distinguish between trustworthy and untrustworthy information.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
32)	The library provides me with the information skills I need in my work or study.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
33)	In general, I am satisfied with the way in which I am treated at the library.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
34)	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
35)	How would you rate the overall quality of the service provided by the library?	1 2 3 4 5 6 7 8 9 <i>Extremely Poor</i> <i>Extremely Good</i>

Please indicate your library usage patterns:

36)	How often do you use resources on library premises?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never
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37)	How often do you access library resources through a library Web page?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never
38)	How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never

Please answer a few questions about yourself:

39)	The library that you use most often:	<input type="checkbox"/> Babbidge <input type="checkbox"/> Music <input type="checkbox"/> Pharmacy <input type="checkbox"/> Dodd <input type="checkbox"/> Avery Point <input type="checkbox"/> Hartford <input type="checkbox"/> Stamford <input type="checkbox"/> Torrington <input type="checkbox"/> Waterbury
40)	Age:	<input type="checkbox"/> Under 18 <input type="checkbox"/> 18 - 22 <input type="checkbox"/> 23 - 30 <input type="checkbox"/> 31 - 45 <input type="checkbox"/> 46 - 65 <input type="checkbox"/> Over 65
41)	Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female

- 42) Discipline: Agriculture & Natural Resources
 Allied Health
 Business
 Continuing Studies
 Education
 Engineering / Computer Science
 Family Studies
 General Studies
 Liberal Arts & Sciences
 Nursing
 Performing & Fine Arts
 Pharmacy
 Social Work
 Undecided

43) Position:
(Select the ONE option that best describes you.)

- Undergraduate: First year
 Second year
 Third year
 Fourth year
 Fifth year and above
 Non-degree
- Graduate: Masters
 Doctoral
 Non-degree or Undecided
- Faculty: Adjunct Faculty
 Assistant Professor
 Associate Professor
 Lecturer
 Professor
 Other Academic Status
- Library Staff: Administrator
 Manager, Head of Unit
 Public Services
 Systems
 Technical Services
 Other
- Staff: Research Staff
 Other staff positions

44) Please enter any comments about library services in the box below:

Thank you for participating in this library service quality survey!

Appendix B – LibQUAL+ Spring 2004, Survey Results, ARL Report for University of Connecticut

<http://alectrona.lib.uconn.edu/Teams/Documents.cfm?Dir=User%5CDocuments\LibQUAL%2B%5FSpring%202004%5FUConn%20Libraries> → select, [LibQUAL+ 2004 Appendix B Survey Results ARL Report](#)

Appendix C – LibQUAL+ Spring 2004, Comments [Question 44]

<http://alectrona.lib.uconn.edu/Teams/Documents.cfm?Dir=User%5CDocuments\LibQUAL%2B%5FSpring%202004%5FUConn%20Libraries> → select, [LibQUAL+ 2004 Appendix C Comments](#)

Appendix D – ARL Information Literacy Comparisons

Information Literacy Outcomes Questions Summary for UConn

Question	All Users	Undergraduates	Graduates	Faculty
1. The library helps me stay abreast of developments in my field(s) of interest	6.26	6.13	6.48	6.21
2. The library aids my advancement in my academic discipline	7.04	7.09	7.18	6.65
3. The library enables me to be more efficient in my academic pursuits	7.13	7.23	7.18	6.75
4. The library helps me distinguish between trustworthy and untrustworthy information	5.77	6.02	5.62	5.25
5. The library provides me with the information skills I need in my work or study	6.51	6.58	6.61	6.05

Information Literacy Outcomes Questions Summary for All ARL Libraries

Institution	Q 1	Q 2	Q 3	Q 4	Q 5	Q 1	Q 2	Q 3	Q 4	Q 5
1	6.26	6.79	6.87	5.66	6.20	6.62	7.22	7.31	6.87	6.64
2	6.15	6.94	7.14	5.77	6.32	6.50	7.10	7.20	6.05	6.55
3	5.97	6.91	7.09	5.46	6.33	6.30	7.10	7.18	6.00	6.54
4	5.87	6.59	6.60	5.58	6.00	6.29	7.08	7.18	5.90	6.51
5	5.54	6.39	6.56	5.52	5.88	6.27	7.05	7.14	5.88	6.51
6	5.72	6.41	6.43	5.26	5.84	6.26	7.04	7.13	5.86	6.46
7	6.15	6.76	6.96	6.00	6.51	6.26	6.97	7.09	5.79	6.40
8	6.23	6.80	6.95	6.87	6.36	6.23	6.95	7.08	5.77	6.36
9	5.38	6.03	6.17	5.21	5.81	6.20	6.94	7.06	5.77	6.33
10	6.15	6.91	7.04	5.62	6.25	6.20	6.92	7.04	5.72	6.33
11	6.05	6.47	6.61	5.66	6.17	6.15	6.91	7.03	5.66	6.32
12	5.33	6.28	6.27	5.16	5.64	6.15	6.91	6.96	5.66	6.29
13	6.29	7.05	7.18	6.05	6.64	6.15	6.91	6.95	5.66	6.26
14	5.94	6.65	6.64	5.45	6.14	6.15	6.86	6.95	5.62	6.25
15	6.10	7.10	7.08	5.07	5.73	6.15	6.81	6.91	5.62	6.25
16	5.79	6.56	6.63	5.29	5.82	6.10	6.80	6.88	5.60	6.20
17	6.26	7.04	7.13	5.77	6.51	6.08	6.79	6.88	5.59	6.18
18	6.08	6.86	6.80	5.05	5.77	6.07	6.76	6.87	5.58	6.17
19	6.30	6.97	7.06	5.88	6.54	6.05	6.74	6.83	5.56	6.14
20	5.70	6.42	6.56	5.59	6.18	6.01	6.74	6.82	5.55	6.14
21	6.00	6.81	6.83	5.62	6.25	6.00	6.73	6.81	5.52	6.10
22	5.62	6.52	6.53	5.32	5.78	5.97	6.71	6.80	5.49	6.04
23	6.01	6.73	6.88	5.66	6.26	5.94	6.65	6.64	5.47	6.00
24	6.20	6.92	6.95	5.79	6.40	5.87	6.59	6.63	5.46	5.99
25	6.50	7.10	7.20	5.72	6.46	5.85	6.56	6.61	5.45	5.88
26	6.20	6.71	6.88	5.49	6.04	5.79	6.52	6.60	5.32	5.84
27	6.15	6.91	6.82	5.90	6.33	5.72	6.47	6.56	5.29	5.82
28	5.42	6.23	6.36	5.55	5.75	5.70	6.42	6.56	5.26	5.81
29	6.62	7.22	7.31	5.86	6.55	5.62	6.41	6.53	5.23	5.78
30	6.15	6.95	7.03	5.56	6.14	5.54	6.39	6.43	5.21	5.77
31	6.07	6.74	6.81	5.47	6.10	5.42	6.28	6.36	5.16	5.75
32	6.27	7.08	7.18	5.60	6.29	5.38	6.23	6.27	5.07	5.73
33	5.85	6.74	6.91	5.23	5.99	5.33	6.03	6.17	5.05	5.64

Appendix E -- ARL General Satisfaction Comparisons

Question	All Users	Undergraduates	Graduates	Faculty
1. In general, I am satisfied with the way in which I am treated at the library	7.43	7.46	7.4	7.41
2. In general, I am satisfied with library support for my learning, research, and/or teaching needs	7.14	7.33	7.09	6.67
3. How would you rate the overall quality of the service provided by the library	7.29	7.4	7.26	7.0

Overall Quality Means of All ARL Libraries (Question 3)	Overall Quality Means of All ARL Libraries (Question 3) Sorted by Populations (UConn is shaded)
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Code	All Users	Undergraduates	Graduates	Faculty	All Users	Undergraduates	Graduates	Faculty
1	7.13	6.90	7.32	7.07	7.49	7.53	7.47	7.72
2	7.49	7.53	7.45	7.66	7.48	7.40	7.45	7.69
3	7.29	7.18	7.20	7.69	7.36	7.39	7.36	7.66
4	6.63	6.89	6.46	6.43	7.36	7.33	7.32	7.66
5	6.80	6.84	6.66	6.86	7.34	7.33	7.32	7.60
6	6.87	6.94	6.93	6.59	7.32	7.32	7.28	7.45
7	7.34	7.19	7.47	7.72	7.29	7.23	7.26	7.38
8	7.01	6.91	7.02	7.32	7.29	7.20	7.22	7.38
9	6.44	6.65	6.17	6.22	7.29	7.19	7.20	7.32
10	7.19	7.20	7.20	7.19	7.24	7.18	7.20	7.23
11	6.94	7.15	6.60	6.93	7.19	7.18	7.20	7.21
12	6.26	6.22	6.17	6.30	7.19	7.16	7.17	7.20
13	7.29	7.39	7.20	7.11	7.16	7.15	7.15	7.19
14	6.94	7.00	6.84	6.76	7.13	7.09	7.12	7.11
15	7.16	7.18	7.05	7.38	7.10	7.08	7.05	7.09
16	6.73	6.76	6.84	6.55	7.09	7.00	7.03	7.09
17	7.29	7.40	7.26	7.00	7.07	6.97	7.03	7.08
18	6.72	6.59	6.68	6.86	7.05	6.94	7.02	7.07
19	7.32	7.32	7.12	7.60	7.02	6.91	6.96	7.00
20	6.74	6.75	6.56	6.95	7.01	6.90	6.93	6.95
21	7.09	6.97	6.84	7.38	6.99	6.89	6.84	6.94
22	6.69	6.88	6.46	6.71	6.94	6.89	6.84	6.93
23	7.07	7.08	7.22	6.74	6.94	6.88	6.84	6.86
24	7.19	7.33	7.15	7.21	6.87	6.84	6.76	6.86
25	7.36	7.33	7.36	7.23	6.80	6.84	6.68	6.76
26	7.10	6.53	7.17	7.20	6.74	6.84	6.66	6.74
27	7.05	7.23	6.96	6.94	6.73	6.76	6.60	6.71
28	6.41	6.68	6.36	5.73	6.72	6.75	6.56	6.59
29	7.48	6.89	7.32	7.66	6.69	6.68	6.46	6.55
30	7.24	7.09	7.28	7.45	6.63	6.65	6.46	6.43
31	7.02	6.84	7.03	7.09	6.44	6.59	6.36	6.30
32	7.36	6.84	7.03	7.09	6.41	6.53	6.17	6.22
33	6.99	7.16	6.76	7.08	6.26	6.22	6.17	5.73

Appendix F – First Survey Letter

April 6, 2004

To: Faculty, Graduate and Undergraduate Students of the
University of Connecticut

From: Brinley Franklin
Director, University Libraries

Subject: LibQual+ Survey

The University of Connecticut Libraries are one of more than 200 libraries currently conducting the LibQUAL+™ Survey, a Web-based user survey administered by the Association of Research Libraries. This well-tested survey instrument is now in its fifth year of use, has been conducted internationally at 568 libraries to date, and has been translated into several languages. LibQUAL+™ is administered to give you, the library user, an opportunity to tell your library where services need improvement so we can respond to and have a better understanding of your expectations.

You were selected as part of a random sample of the academic community. The survey takes approximately 10 minutes. Please help us obtain the information needed for our assessment. Only you can tell us how well we are providing library services. Responses will be tabulated in Washington, D.C. and are anonymous, so please answer this survey as honestly as possible.

Please complete the survey no later than **April 23, 2004**.

MAC users need Netscape 4.0 or higher.

PC users need Internet Explorer or Netscape 4.0 or higher.

If you need assistance, contact Francine.DeFranco@uconn.edu, Chair of the Libraries USER Team, or phone 486-0911.

Optional: Submit your email address on the completed survey to enter a drawing for one of 20 chances to win a \$20.00 gift certificate from the UConn Co-op. Entering this drawing will not affect the anonymity of the survey.

To proceed, double click on the following URL: <http://survey.libqual.org/index.cfm?ID=223981>

Thank you for your assistance.

Appendix G – Survey Reminder Letter

April 19, 2004

To: Faculty, Graduate and Undergraduate Students of the
University of Connecticut

From: Brinley Franklin
Director, University Libraries

Subject: LibQual+ Survey

If you have already completed this survey, thank you very much. If not, would you take a few minutes to help us by completing this survey.

The survey deadline has been extended until **April 30, 2004**.

The University of Connecticut Libraries are one of more than 200 libraries currently conducting the LibQUAL+™ Survey, a Web-based user survey administered by the Association of Research Libraries. This well-tested survey instrument is now in its fifth year of use, has been conducted internationally at 568 libraries to date, and has been translated into several languages. LibQUAL+™ is administered to give you, the library user, an opportunity to tell your library where services need improvement so we can respond to and have a better understanding of your expectations.

You were selected as part of a random sample of the academic community. The survey takes approximately 10 minutes. Please help us obtain the information needed for our assessment. Only you can tell us how well we are providing library services. Responses will be tabulated in Washington, D.C. and are anonymous, so please answer this survey as honestly as possible.

Please complete the survey no later than **April 30, 2004**.

MAC users need Netscape 4.0 or higher.
PC users need Internet Explorer or Netscape 4.0 or higher.

If you need assistance, contact Francine.DeFranco@uconn.edu, Chair of the Libraries USER Team, or phone 486-0911.

Optional: Submit your email address on the completed survey to enter a drawing for one of 20 chances to win a \$20.00 gift certificate from the UConn Co-op. Entering this drawing will not affect the anonymity of the survey.

To proceed, double click on the following URL:

<http://survey.libqual.org/index.cfm?ID=223981>

Thank you for your assistance.