



LibQUAL+ Survey 2007 Results
Compiled by Agnes Tatarka
Assessment Director
University of Chicago Library
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Summary

As part of the "business of higher education," students will increasingly view themselves as "customers" of the academic library and will demand high-quality facilities, resources, and services attuned to their needs and concerns.

[Environmental Scan 2007](#)
ACRL Research Committee
January 2008

Introduction

The University of Chicago Library made the LibQUAL+ survey available from April 9-23, 2007 and, unlike the sampling approach of 2004, was open anyone who wished to participate. 1,334 faculty and students completed valid surveys- a 75% increase over the 2004 results. 69% identified the Regenstein as the library they use most often; 20% were doctoral students in the social sciences and humanities divisions.

The survey, comprised of "27 questions and a box," asks respondents to rate library services on a scale of 1-9 on three measures: minimum acceptable level, desired level, and perceived level. In an effort to simplify comparing these scores, the three scores were converted into a number that reflects where the library falls on the continuum from minimum to desired – the D-M score. D-M scores below 15 highlight areas needing immediate attention.

Almost 45% of the respondents took the time to submit comments which ranged from the laudatory ("The library is perhaps the most important academic resource of the university and deserves high priority") to the critical (the library's search engine is terrible! Sometimes even if I type the exact name of a book, it won't show up even if the library has it").

Results

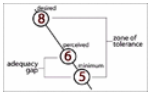
- **Affect of service:** The high D-M scores for these items reflect the low expectations users have in this area. However, the comments coded "Bibliographer/reference" and "Staff" underscore how staff encounters (both positive and negative) tend to be remembered.
- **Information control:** The high average scores for both the minimum and desired levels in the area of information control make it very difficult to achieve high D-M scores. Scores may also reflect changes in how users were accessing restricted resources from off campus.
- **Library as place:** The D-M scores had the most significant losses since 2004. Given the renovation projects in Regenstein and D'Angelo libraries, as well as the change from the Regenstein to the Crerar as the all-night study space, this was not unexpected.
- **Local questions:** The D-M scores for the five locally-selected questions were all comfortably above 15. However, there are clearly areas for improvement – particularly in making people aware of resources and services, and providing better tools for self-navigation in the library.
- **Library use:** Around 63% of the respondents use the library resources onsite AND via the web at least weekly, this is down from the 68% of core users in 2004. Just over 92% report having visited the library premises OR website at least weekly.
- **Information literacy outcomes:** These scores, on a scale of 1-9, show opportunities for improvement, particularly in helping our users distinguish between trustworthy and untrustworthy information and providing them with the needed information skills.
- **Satisfaction:** The scores regarding treatment, overall quality, and the support of learning, teaching, and research needs are above the ARL averages for faculty and undergraduates, slightly lower for graduate students.

Conclusions

The results clearly show that our patrons value the following:

- Library has the print/electronic journal collection required for my work (IC-8)
- Making electronic resources accessible from home/office (IC-1)
- Library website enables me to locate information on my own (IC-2)
- The electronic resources I need for my work (IC-4)

The Library's strategic planning process has already recognized the need to improve discovery and access to our resources (a virtual wayfinding study is planned and Lens, the faceted browser was implemented). The Library will undertake follow-up studies to understand why users perceive collection inadequacies. The Library will ensure that they understand the nature of any remaining facilities-related issues. The Library has already completed a number of initiatives in response to service issues raised in the comments. The Library can truly say that LibQUAL+ drives change.



1. Introduction

1.1 Report objectives

This report analyzes results of the LibQUAL+ survey from April 9 – 23, 2007, focusing primarily on the 1,334 responses by faculty and students. In addition to providing some summary data organized in ways not available in the [data notebook](#) provided by the Association of Research Libraries, this report looks for differences between the 2004 and 2007 results and compares our results with the aggregate results of 41 ARL libraries that participated in LibQUAL+ in 2007.

Report conventions: 1) When reporting data by discipline, the following are combined into an “other” category: alumni, Graham, other, and undecided. 2). When reporting [2004 results](#), this report does not include data from the separate survey conducted by the D’Angelo Law Library.

1.2 Survey objectives

- Better understand the respondents' expectations and perceptions about library service quality and help identify areas for improvement.
- Provide a benchmark against which we can measure service quality improvements over time.
- Provide a tool that allows us to benchmark against other institutions.

1.3 Survey design

The survey [[Appendix III](#)] presents 27 “When it comes to...” statements about library services. Each statement has three parts that ask respondents to indicate, on a scale of 1-9, (a) the number that represents the **minimum** level of service that they would find acceptable; (b) the number that represents the level of service that they personally **desire** for the item; and (c) the number that represents the level of service that they **perceive** the library currently provides.

22 items comprise the core of the survey and address these broad service categories:

- Scope and accessibility of the library’s collections (Information Control)
- Interactions with staff(Affect of Service)
- Adequacy of library facilities (Library as Place)

5 locally-chosen items were included to gather data on issues not covered by the core.

The survey also asks about their library use, their satisfaction levels, and the role the library plays in their ability to use and evaluate information (information literacy outcomes).



2. Response

2.1 Respondents and representativeness

In 2004, a sample of the University community was invited to participate in the survey. The 2007, the survey was open to anyone wishing to participate. 1,334 faculty and students submitted valid* surveys.

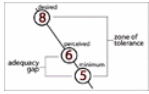
- 69% of the surveys were completed by those who listed Regenstein as the library they use most often
- 67% of the respondents were 30 or younger
- 48% of the respondents were in the social sciences or humanities
- 37% of the surveys were completed by doctoral students
- 20% of the surveys were completed by doctoral students in the social sciences and humanities divisions

*ARL screens out incomplete or inconsistent responses

Figure 2.1a: survey respondents by status, 2007 and 2004

| Faculty & students | completed surveys | % survey respondents | % of est user population |
|--------------------|-------------------|----------------------|--------------------------|
| TOTAL 2007 | 1,334 | 100% | 7.3% |
| 2004 | 762 | 100% | 5.7% |
| Faculty 2007 | 204 | 15.30% | 4.60% |
| 2004 | 142 | 26.80% | 6.3%** |
| PhD/MD 2007 | 477 | 35.80% | 14.50% |
| 2004 | 257 | 33.70% | 8.10% |
| MA 2007 | 228 | 17.10% | 4.00% |
| 2004 | 157 | 20.60% | 4.60% |
| Undergrad 2007 | 417 | 31.30% | 9.10% |
| 2004 | 204 | 26.80% | 4.70% |

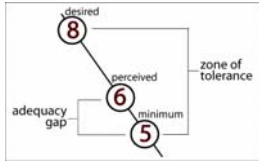
**Faculty were counted differently in 2004, using numbers supplied by the Provost's Office. The 2007 survey was based on Chicago Card data that included a broader range of individuals (including non-tenured and visiting persons) as faculty.



3. Quantitative results

3.1. Service quality

3.1.1 D-M Scores



In order to more easily compare survey results over time or institution, the three measures (minimum, desired, and perceived) were converted into a single score – the D-M score – using a methodology developed by Tom Bower and Bradford Dennis at Western Michigan University. The formula for calculating the D-M score is (adequacy gap/zone of tolerance) * 100. Using the numbers in the graphic to the left, with an adequacy gap (perceived – minimum) of 1, a zone of tolerance (desired – minimum) of 3, the D-M score would be 33.3. Thus, the D-M score represents “the

location of the perceived level of service in relation to the minimum acceptable level of service (represented by “0”) and the desired levels of service (represented by “100”).”¹ D-M scores will be negative when the perceived score is below the minimum. D-M scores below 15 signal areas that should be reviewed.

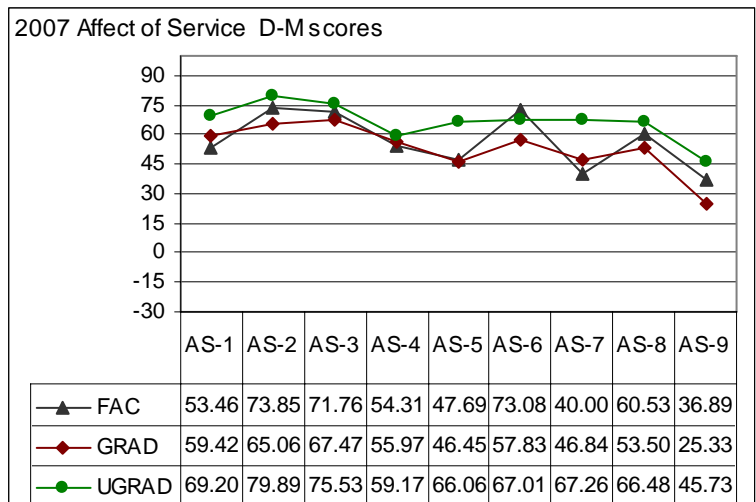
3.1.2 Affect of service

There are nine questions that look at how well the library is doing in the area of user interaction with staff:

- Employees instill confidence in users (AS-1)
- Giving users individual attention (AS-2)
- Employees are consistently courteous (AS-3)
- Readiness to respond to users’ questions (AS-4)
- Employees have the knowledge to answer my questions (AS-5)
- Employees deal with users in a caring fashion (AS-6)
- Employees understand the needs of users (AS-7)
- Willingness to help users (AS-8)
- Dependability in handling users’ service problems (AS-9)

The affect of service scores are mostly 50 or higher and are fairly consistent across the user groups. When analyzing the most improved D-M scores by status, “Employees have the knowledge to answer users’ questions” and “Dependability in handling users’ service problems” show up in the top-five for all patron groups. Undergraduate scores showed the most improvement (see [Appendix I](#)).

“Giving users individual attention” and “Employees instilling confidence in users” have the lowest desired scores for Many respondents did use the comment box to tell about both positive and negative interactions they had with staff.



¹ Brower, Tim and Dennis Bradford. "How to Get More from Your Quantitative LibQUAL+™ Dataset: Making Results Practical." *Performance Measurement and Metrics* 8, no. 2 (2007): 110-126

3.1.3 Information control

The survey includes 8 statements that ask users to provide their minimum, perceived, and desired scores on the following information issues:

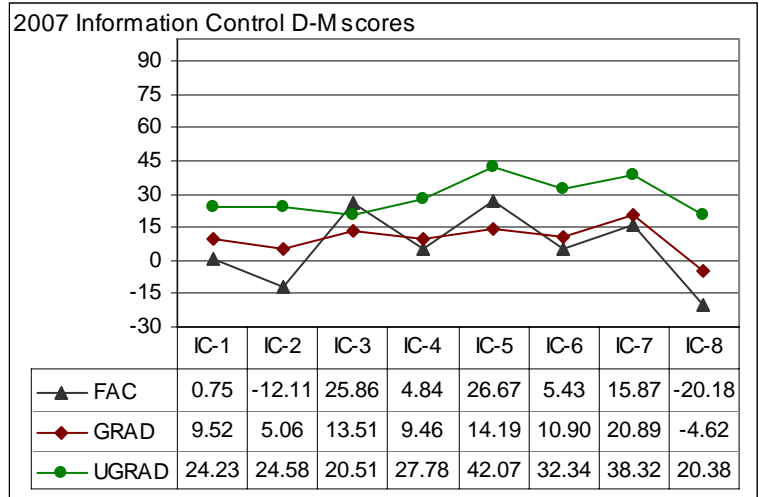
- Making electronic resources accessible from home/office (IC-1)
- Library website enables me to locate information on my own (IC-2)
- Library has the printed materials I need for my work (IC-3)
- Library the electronic resources I need for my work (IC-4)
- Modern equipment to easily access needed information (IC-5)
- Easy-to-use access tools permit me to find things on my own (IC-6)
- Library makes information easily accessible for independent use (IC-7)
- Library has the print/electronic journal collection required for my work (IC-8)

High average minimum and desired scores for these items make it very difficult to achieve high D-M scores. As the chart at right highlights, the user groups have differing expectations and perceptions about the collection and tools the library provides. At the time of the survey, the process for getting to restricted content from off-campus had recently changed and this may have an effect on their responses.

In 2004 and 2007, faculty and graduate students didn't see the library meeting their minimum needs for journal collections (IC-8). Faculty also gave a negative score to the effectiveness of the library website (IC-2) in 2004 and 2007.

Faculty in the ARL aggregate results gave negative scores to all but two items, modern equipment (IC-5) and easily accessible information (IC-7). Graduates gave a negative score for journal collections (IC-8),

See "[User priorities](#)" for a more detailed look at the most desired items.



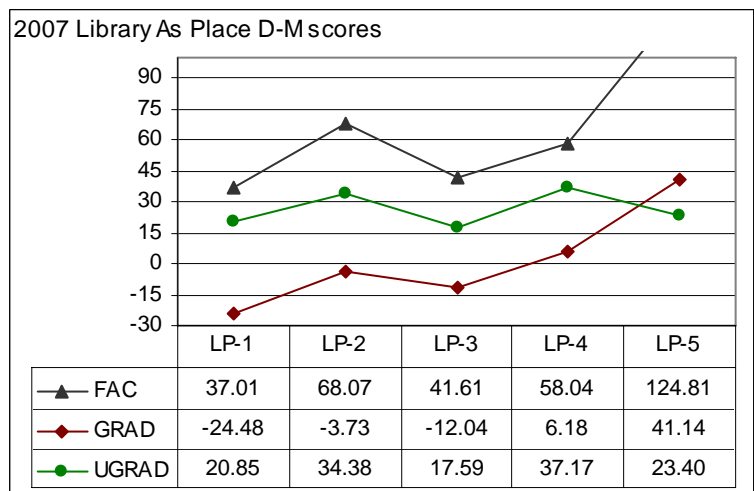
3.1.4 Library as place

Respondents are asked to look at the library as a physical place and rate the service levels relative to these statements:

- Library space that inspires study/learning (LP-1)
- Quiet space for individual activities (LP-2)
- Library is a comfortable and inviting location (LP-3)
- Library is a getaway for study, learning and research (LP-4)
- Community space for group learning and study (LP-5)

At the time of the survey, both the Regenstein and D'Angelo Law libraries were in the midst of multi-year renovation projects, and the location of the all-night study space had recently been changed. The D-M scores reflect the students' reaction to those disruptions, and underscore the import role the library plays for many of them.

The Library exceeds the faculty's need for community space, yet the Library is in negative territory when it comes to meeting the graduate students' needs for an inspiring (LP-1), a quiet (LP-2), and a comfortable and inviting space (LP-3).



3.2 Local questions

The Library opted to include these optional questions:

- **Teaching** me how to access, evaluate, and use information. [2004 and 2007].
- Access to **rare and historical** materials. [2004: Access to archives, special collections.]
- **Contribution** to the intellectual atmosphere of the campus.
- Making me **aware** of library resources and services.
- Providing **direction** to self-navigate the library.

The tables below compare the 2007 and 2004 scores for those repeat questions as well as comparing with other ARL library responses when available. There were no other libraries that selected the question regarding self-navigation which we detail by library used.

Figure 3.3a Local questions by status, UofC and ARL

| | 2004 UofC D-M score | 2007 UofC D-M score | 2007 ARL |
|----------------------------|------------------------|------------------------|----------|
| Teaching | | | |
| faculty | 56.0 | 56.4 | 57.1 |
| graduate | 49.0 | 53.1 | 48.6 |
| undergraduate | 70.4 | 69.3 | 50.6 |
| Rare/ historical materials | | | |
| faculty | 51.6 | 67.4 | 80.5 |
| graduate | 65.2 | 75.5 | 70.5 |
| undergraduate | 82.1 | 111.6 | 70.5 |
| Contribution | | | |
| faculty | | 64.2 | 38.9 |
| graduate | | 53.4 | 41.8 |
| undergraduate | | 73.9 | 64.5 |
| Aware | | | |
| faculty | | 27.4 | 41.5 |
| graduate | | 31.3 | 38.3 |
| undergraduate | | 56.5 | 64.5 |

Figure 3.3b Direction by library used most often

| Providing direction to self-navigate the library | n | 2007 UofC D-M score |
|--|-----|------------------------|
| Crerar | 184 | 37.7 |
| D'Angelo Law | 57 | 15.2 |
| Eckhart | 36 | 27.6 |
| Harper | 32 | 40.3 |
| Regenstein | 878 | 35.7 |
| SSA | 43 | 28.6 |

3.4 Information literacy outcomes

The LibQUAL+ survey included five questions that ask whether the respondent strongly disagreed (1) or strongly agreed (9) with the following statements:

- The library helps me stay abreast of **developments** in my field(s) of interest.
- The library aids my **advancement** in my academic discipline.
- The library enables me to be more **efficient** in my academic pursuits.
- The library helps me **distinguish** between trustworthy and untrustworthy information.
- The library provides me with the information **skills** I need in my work or study.

Figure 3.4a: Average (on scale of 1-9) for information literacy outcomes by status, UofC and ARL

| | 2007 UofC faculty | 2007 ARL faculty | 2007 UofC grad | 2007 ARL grad | 2007 UofC ugrad | 2007 ARL ugrad |
|--------------|----------------------|---------------------|-------------------|------------------|--------------------|-------------------|
| developments | 6.78 | 6.57 | 5.86 | 6.3 | 5.6 | 6.01 |
| advancement | 7.47 | 6.99 | 6.98 | 7.12 | 6.83 | 6.81 |
| efficient | 7.48 | 7.14 | 6.93 | 7.13 | 6.97 | 6.96 |
| distinguish | 5.22 | 5.56 | 5.27 | 5.79 | 5.66 | 6.19 |
| skills | 5.8 | 6.1 | 6.01 | 6.37 | 6.19 | 6.43 |

3.5 Satisfaction

Respondents were asked whether they strongly disagreed (1) or strongly agreed (9) with the following statements:

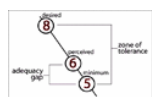
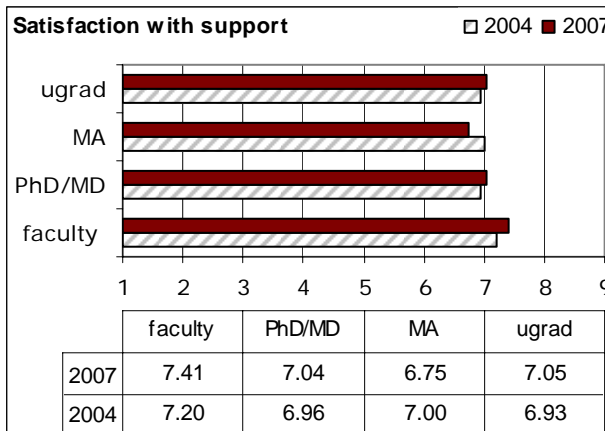
- In general, I am satisfied with the way in which I am **treated** at the library.
- In general, I am satisfied with library **support** for my learning, research, and/or teaching needs.
- How would you rate the overall **quality** of the service provided by the library?

Satisfaction scores show improvement since 2004 and faculty and undergraduate scores are higher than the ARL average, while the graduate scores are slightly lower than the ARL average.

Figure 3.5a. Average satisfaction scores, UofC and ARL

| Treatment | 2007 UofC | 2004 UofC | 2007 ARL |
|---------------|-----------|-----------|----------|
| faculty | 7.7 | 7.51 | 7.57 |
| graduate | 7.32 | 7.22 | 7.45 |
| undergraduate | 7.4 | 7.25 | 7.33 |
| Support | | | |
| faculty | 7.41 | 7.2 | 7.04 |
| graduate | 6.96 | 6.97 | 7.1 |
| undergraduate | 7.05 | 6.93 | 7.03 |
| Quality | | | |
| faculty | 7.57 | 7.38 | 7.29 |
| graduate | 7.04 | 7.05 | 7.21 |
| undergraduate | 7.22 | 7.18 | 7.17 |

Figure 3.5b. Average satisfaction levels by status, UofC



4. User priorities

In order to focus on the issues that are most highly valued by the respondents, both the minimum and desired mean scores were ranked and then averaged to come up with an overall ranking. The issues that were included in the top-five lists of each user group (faculty, graduate, and college students) are all associated with information control.

The tables below compare our D-M scores with the aggregate scores from the 41 ARL libraries that participated in LibQUAL+ in 2007. Our faculty scores, while very low, show that we are doing better than average at meeting their high demands; that we have somewhat mixed success meeting those of our graduate students compared to the average; and while our D-M scores for undergraduates are all above 15, there is room for improving how well we are meeting their desired levels.

Figure 4.2: Faculty D-M scores

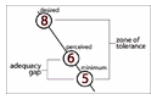
| | UofC faculty (n~190) | ARL faculty (n~5,000) | difference |
|---|----------------------|-----------------------|------------|
| Print and/or electronic journal collections I require for my work (IC-8) | -20.18 | -49.54 | 29.36 |
| Making electronic resources easily accessible from my home or office (IC-1) | 6.38 | -6.5 | 12.89 |
| The electronic information resources I need (IC-4) | 4.84 | -12.82 | 17.66 |
| The Library Web site enabling me to locate info on my own (IC-2) | -11.93 | -24.14 | 12.21 |

Figure 4.3: Graduate student D-M scores

| | UofC grad (n~700) | ARL grad (n~8,500) | difference |
|---|-------------------|--------------------|------------|
| Print and/or electronic journal collections I require for my work (IC-8) | -4.62 | -14.4 | 9.78 |
| Making electronic resources easily accessible from my home or office (IC-1) | 9.52 | 15.89 | -6.37 |
| The electronic information resources I need (IC-4) | 8.78 | 5.19 | 3.6 |
| The Library Web site enabling me to locate info on my own (IC-2) | 5.06 | 5.26 | -0.2 |

Figure 4.4: Undergraduate D-M scores

| | UofC ugrad (n~400) | ARL ugrad (n~12,000) | difference |
|---|-----------------------|-------------------------|------------|
| Print and/or electronic journal collections I require for my work (IC-8) | 20.38 | 24.64 | -4.26 |
| Making electronic resources easily accessible from my home or office (IC-1) | 24.23 | 30.95 | -6.73 |
| The electronic information resources I need (IC-4) | 27.16 | 37.41 | -10.25 |
| The Library Web site enabling me to locate info on my own (IC-2) | 24.58 | 32.24 | -7.66 |



5. Qualitative data

The 696 [comments](#) that accompanied valid surveys, along with an additional 38 comments that came from non-valid surveys, were reviewed, tagged, and organized by a team of coders and placed, either in whole or part, into as many of the categories that were deemed applicable.

New categories were added in 2007: Study space - A level, Construction, and Library: Fisher. The comments appear to support the quantitative data: users are mostly happy with staff (with some exceptions), they have high expectations as to the breadth and accessibility (especially online) of the collections; they want better study spaces. The comments have been widely distributed since the coding project was completed on June 19 2007; they have been reviewed by various committees and groups and have driven many of the outcomes noted in section 6.

| Comments received | submitted with surveys | submitted w/o valid surveys | total comments | completed surveys | % that included comments |
|-------------------|------------------------|-----------------------------|----------------|-------------------|--------------------------|
| 2007 | 696 | 38 | 734 | 1558 | 44.7% |
| 2004 | 480 | | 480 | 848 | 56.6% |

6. Outcomes

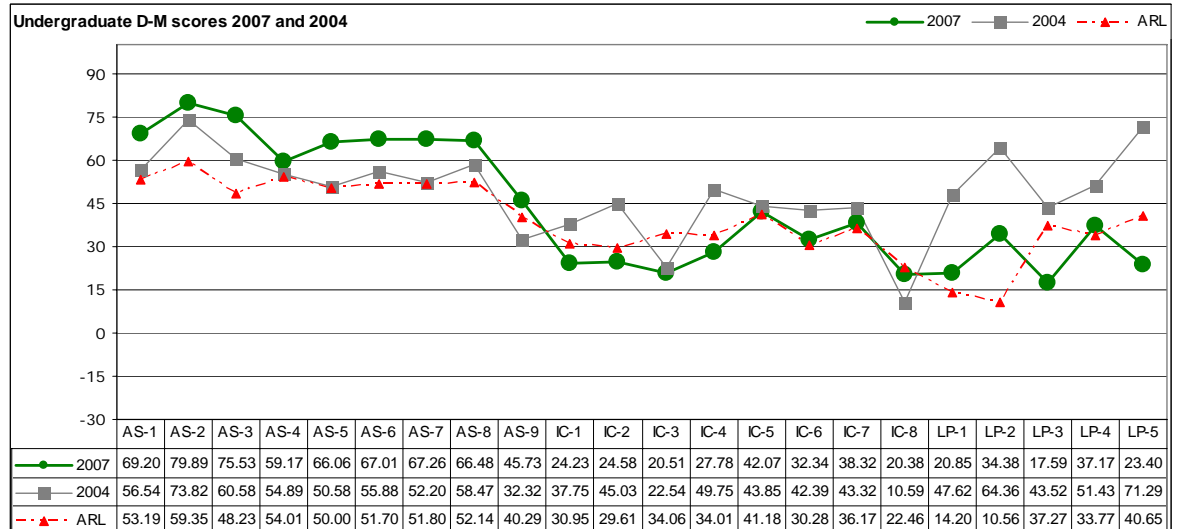
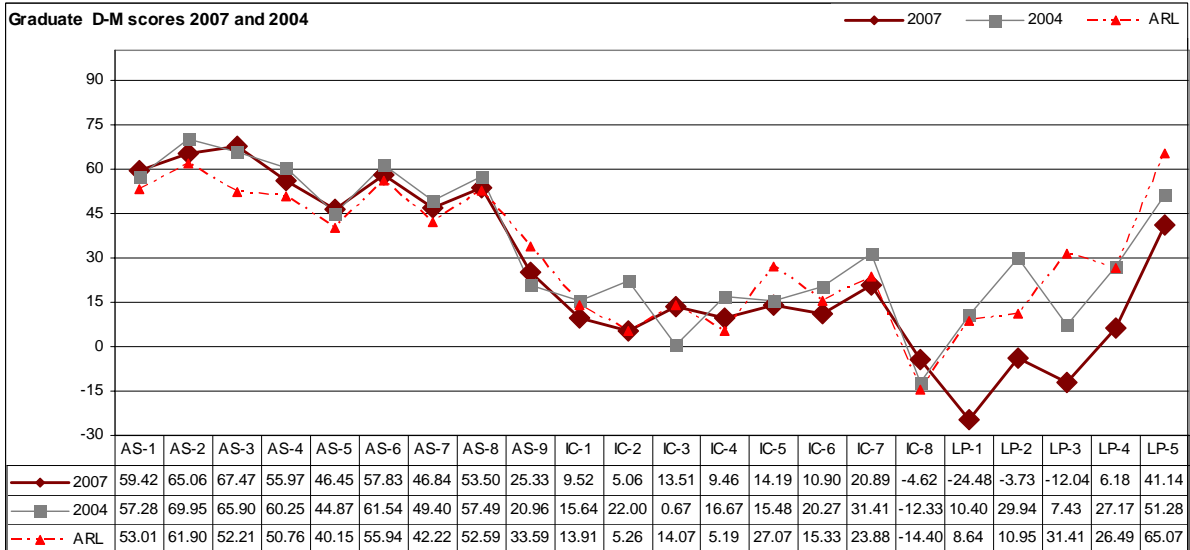
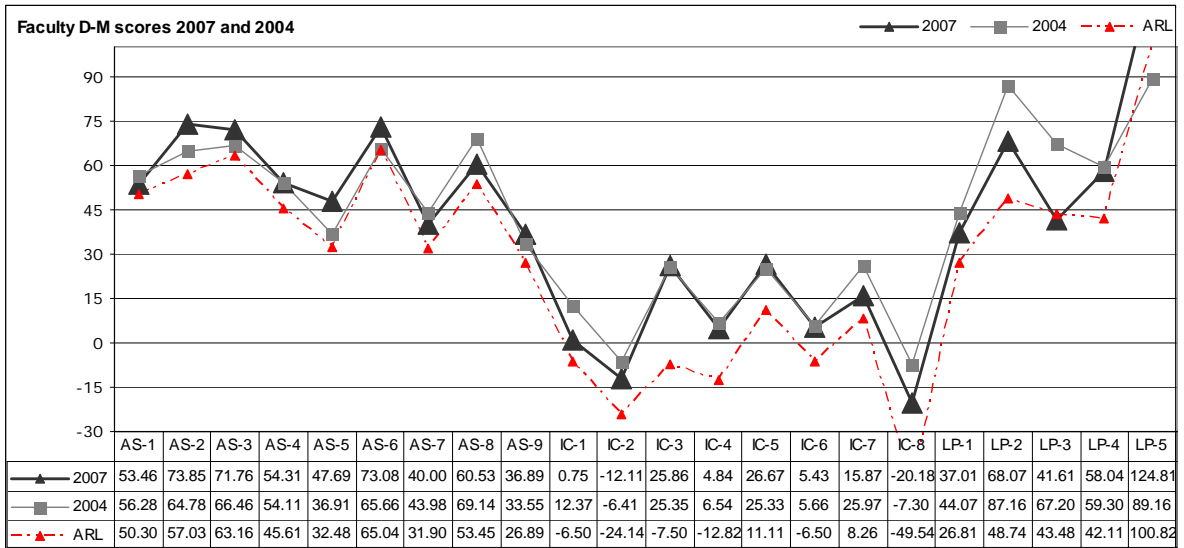
6.1 Current initiatives to address service issues

| Issue | Library action or response to date |
|--|---|
| Dependability in handling users' service problems. | <ul style="list-style-type: none"> Improvements made in managing responses to automated notices (recalls, overdue, etc) and requests for help with access issues. |
| Print and/or electronic journal collections I require for my work. | <ul style="list-style-type: none"> Effective spring quarter 2008, the renewal policy allows unlimited renewals for doctoral students (Jan 28 2008). Process put in place to identify frequently-recalled books for bibliographer to review and acquire as needed (Nov 2007). Purchased the Springer E-book collection (Nov 2007). Participating a number of digitization projects including google books. Continuing to work on exposing hidden collections. Including interlibrary loan option on search request form. |
| Making electronic resources accessible from my home or office | <ul style="list-style-type: none"> The Virtual Access Committee is formed to monitor the effectiveness of online content and resource delivery. As part of this mission, they are tasked with ensuring that Library users can access and effectively use Library resources online (Spring 2007). |
| The electronic information resources I need | <ul style="list-style-type: none"> Upgrade and testing of database finder and cross-search (MetaLib4)] to improve database and e-journal search and retrieval planned for 2008. "Soup up your laptop" events promote the use and integration of tools that help streamline research – FindIt links in GoogleScholar, citation management tools, LibX Library Search toolbar. |

| | |
|--|--|
| Library web site enabling me to locate information on my own | <ul style="list-style-type: none"> • Library implements Lens, a new search engine, to improve discovery and use of the Library's information assets (books, online resources, web pages, archives, etc) (Jan 2008). • Accessible interfaces created for library catalog and Lens (Oct 2007) |
| Library space that inspires study and learning | <ul style="list-style-type: none"> • Regenstein's A-level is re-opened as a second all-night study space (Jan 2008) • A group study room in the Regenstein has been converted into a technology-equipped seminar room (Feb 2008) • Regenstein Sunday opening hour changed to 10:00 (Aug 2007) • The Crerar library will open a technology-equipped teaching and learning space, the Kathleen Zar room (Winter Quarter 2008). |
| A comfortable and inviting location | <ul style="list-style-type: none"> • D'Angelo Law Library public spaces are renovated (completed Dec 2007) • Furniture is replaced or refinished/reupholstered in Regenstein and Eckhart libraries. • Electrical outlets are added at Crerar Library. • HVAC upgraded, fire suppression system installed, and ceiling tiles replaced in the Regenstein (completed Dec 2007) |

Appendix

I. D-M score changes by user status, UofC 2007 and 2004, ARL 2007

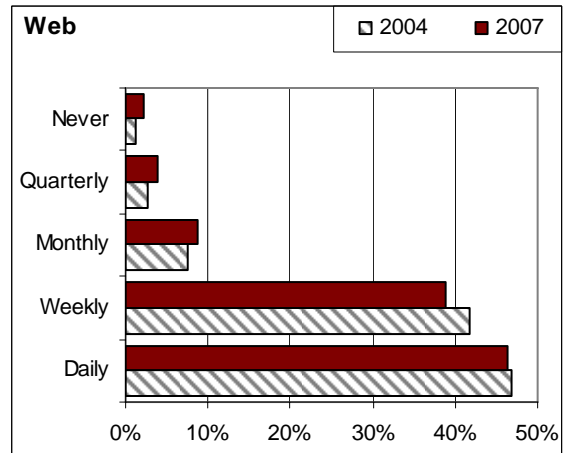
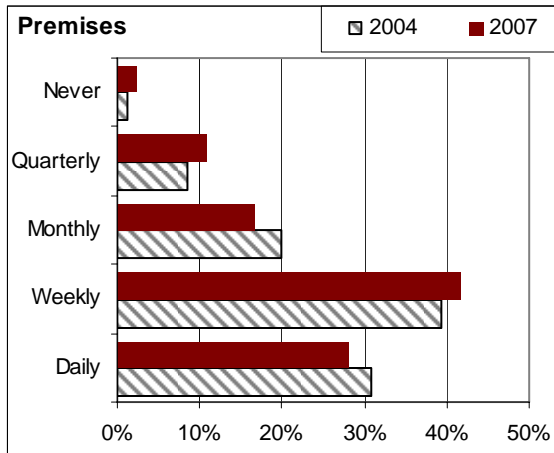


II. Library use

The library use patterns of the respondents provide useful context for the results and help identify trends. The survey asked:

- How often do you use resources on library **premises**?
- How often do you access library resources through a library **Web** page?

The charts below highlight the importance of the library's virtual presence:



IIa. Library use- core users

For the purposes of this report, core users are those who report using library resources onsite AND via the web at least weekly. The percentage of respondents that report such high use decreased from 68.8% in 2004 to 63.5% in 2007. The chart below details the disciplines and academic status of the 847 core users.

| | BSD | Div | GSB | Harris | Hum | Law | Other | Pritzker | PSD | SocSci | SSA | total | % of total |
|-----------------|------|------|------|--------|-------|------|-------|----------|------|--------|------|-------|------------|
| Faculty | 8 | 1 | 4 | 3 | 44 | 3 | 1 | 4 | 7 | 26 | 3 | 104 | 12.3% |
| PhD/MD | 18 | 19 | 1 | 2 | 103 | 26 | 2 | 19 | 27 | 98 | 5 | 320 | 37.8% |
| MA | 1 | 22 | 14 | 4 | 18 | 8 | 6 | 0 | 3 | 29 | 13 | 118 | 13.9% |
| Grad: undecided | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 6 | 0.7% |
| Undergrad | 24 | 2 | 0 | 0 | 68 | 0 | 56 | 0 | 37 | 112 | 0 | 299 | 35.3% |
| total | 52 | 44 | 19 | 9 | 234 | 38 | 67 | 23 | 75 | 265 | 21 | 847 | |
| % of total | 6.1% | 5.2% | 2.2% | 1.1% | 27.6% | 4.5% | 7.9% | 2.7% | 8.9% | 31.3% | 2.5% | | |

III. LibQUAL+ survey instrument

University of Chicago Library

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 | 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 | 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 | 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 | 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 | N/A |
| 6) | Teaching me how to access, evaluate, and use information | 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 | 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 | 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 | 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 | 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 | N/A |
| 12) | Access to rare and historical materials | 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 to answer user questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A |
| 14) | Contribution to the intellectual atmosphere of the campus | 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 | 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 | 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 | N/A |
| 18) | Making me aware of library resources and services | 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 | 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) | Providing direction to self-navigate the library | 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 |
| 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"/> D'Angelo Law Library <input type="checkbox"/> Eckhart Library <input type="checkbox"/> John Crerar Library <input type="checkbox"/> Joseph Regenstein Library <input type="checkbox"/> Social Service Administration Library <input type="checkbox"/> William Rainey Harper Library |
| 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:
- Biological Sciences Division
 - Divinity School
 - Graduate School of Business
 - Graham School of General Studies
 - Harris Graduate School of Public Policy Studies
 - Humanities Division
 - Law School
 - Other
 - Physical Sciences Division
 - Pritzker School of Medicine
 - School of Social Service Administration
 - Social Sciences Division
 - U of C Alumnus/Alumna
 - 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:

45) Enter your e-mail address in the box below if you would like to enter an optional drawing for a prize.
Your e-mail address will be kept confidential and will not be linked to your survey responses. (Not required)

Thank you for participating in this library service quality survey!