LibQUAL+®

2008 Survey

Kanazawa University Library

Association of Research Libraries / Texas A&M University

www.libqual.org

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2008 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2008.

The LibQUAL+® project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+® team for their key roles in the development of this service. From Texas A&M University, the qualitative leadership of Yvonna Lincoln has been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative in the early years. From the Association of Research Libraries, we are appreciative of the past contributions of Consuella Askew, Richard Groves, Amy Hoseth, Mary Jackson, Jonathan Sousa, and Benny Yu.

A New Measures initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+® would not have been possible. We would like to extend a special thank you to all administrators at the participating consortia and libraries that are making this project happen effectively across various institutions.

We would like to acknowledge the role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education, which provided grant funds of $498,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of $245,737 over a three-year period (2002-04) to adapt the LibQUAL+® instrument for use in the science, math, engineering, and technology education digital library community, an assessment tool in development now called DigiQUAL. We would like to express our thanks for the financial support that has enabled the researchers engaged in this project to exceed all of our expectations in stated goals and objectives and deliver a remarkable assessment tool to the library community.

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1.2 LibQUAL+®: A Project from StatsQUAL®

I would personally like to say a word about the development of LibQUAL+® over the last few years and to thank the people that have been involved in this effort. LibQUAL+® would not have been possible without the many people who have offered their time and constructive feedback over the years for the cause of improving library services. In a sense, LibQUAL+® has built three kinds of partnerships: one between ARL and Texas A&M University, a second one among the participating libraries and their staff, and a third one comprising the thousands of users who have provided their valuable survey responses over the years.

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. Each year since 2003, we have had more than 200 libraries conduct LibQUAL+®, more than 100,000 users respond, and annually more than 50,000 users provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL®. Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6).

LibQUAL+® findings have engaged thousands of librarians in discussions with colleagues and ARL on what these findings mean for local libraries, for their regions, and for the future of libraries across the globe. Consortia have supported their members' participation in LibQUAL+® in order to offer an informed understanding of the changes occurring in their shared environment. Summary highlights have been published on an annual basis showcasing the rich array of information available through LibQUAL+®:

LibQUAL+® 2007 Survey Highlights
<**http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full_Supplemental.pdf**>
<**http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full.pdf**>

LibQUAL+® 2006 Survey Highlights
<**http://www.libqual.org/documents/admin/LibQUALHighlights2006.pdf**>

LibQUAL+® 2005 Survey Highlights
<http://www.libqual.org/documents/admin/LibQUALHighlights20051.pdf>

LibQUAL+® 2004 Survey Highlights
<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>

LibQUAL+® 2003 Survey Highlights
<http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf>

Summary published reports have also been made available:

<http://www.arl.org/pubscat/libqualpubs.html>

The socio-economic and technological changes that are taking place around us are affecting the ways users interact with libraries. We used to think that libraries could provide reliable and reasonably complete access to published and scholarly output, yet we now know from LibQUAL+® that users have an insatiable appetite for content. No library can ever have sufficient information content that would come close to satisfying this appetite.

The team at ARL and beyond has worked hard to nurture the community that has been built around LibQUAL+®. We believe that closer collaboration and sharing of resources will bring libraries nearer to meeting the ever changing needs of their demanding users. It is this spirit of collaboration and a willingness to view the world of libraries as an organic, integrated, and cohesive environment that can bring forth major innovations and break new ground. Innovation and aggressive marketing of the role of libraries in benefiting their communities strengthen libraries.

In an example of collaboration, LibQUAL+® participants are sharing their results within the LibQUAL+® community with an openness that nevertheless respects the confidentiality of each institution and its users. LibQUAL+® participants are actively shaping our Share Fair gatherings, our in-person events, and our understanding of how the collected data can be used. LibQUAL+® offers a rich resource that can be viewed using many lenses, should be interpreted in multiple ways, and is a powerful tool libraries can use to understand their environment.

LibQUAL+® is a community mechanism for improving libraries and I hope we see an increasing number of libraries utilizing it successfully in the years to come. I look forward to your continuing active involvement in helping us understand the many ways we can improve library services.

With warm regards,

Martha Kyrillidou
Director, ARL Statistics and Service Quality Programs

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+® are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of 2007, more than 1,000 libraries have participated in the LibQUAL+® survey, including Canadian government libraries, colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, public libraries, and secondary school libraries---some through various consortia, others as independent participants. LibQUAL+® has expanded internationally, with participating institutions in Canada, the U.K. and other European countries as well as Australia and South Africa. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Japanese, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+® benefit your library?

Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for participants
- Access to an online library of LibQUAL+® research articles
- The opportunity to become part of a community interested in developing excellence in library services

LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. You can develop services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

How is the LibQUAL+® survey conducted?

Conducting the LibQUAL+® survey requires little technical expertise on your part. You invite your users to take

the survey by distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+® survey?

The LibQUAL+® survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. 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).

1.4 Web Access to Data

Data summaries from the 2008 iteration of the LibQUAL+® survey will be available to project participants online via the LibQUAL+® survey management site:

<http://www.libqual.org/Manage/Results/index.cfm>

1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+® results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

<http://www.libqual.org/Information/Tools/index.cfm>

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

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.

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 is a measure of the spread of data around their mean. The standard deviation (SD) depends on calculating the average distance of each score from the mean.

In this notebook, standard deviations are provided for every mean presented in the tables.

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.

Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

In consortia notebooks, institution type summaries are not shown if there is only one library for an institution type. Individual library notebooks are produced separately for each participant.

1.6 A Few Words about LibQUAL+® 2008

Libraries today confront escalating pressure to demonstrate impact. As Cullen (2001) has noted,

> Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+® service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002).

Within a service-quality assessment model, "only customers judge quality; all other judgments are **essentially irrelevant**" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+® was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+® items were developed through several iterations of studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+® survey has been grounded in the *users' perspective* as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+® is **not** just a list of 22 standardized items. First, LibQUAL+® offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. *Almost half of the people responding to the LibQUAL+® survey provide valuable feedback through the comments box.* These open-ended comments are helpful for not only (a) understanding **why** users provide certain ratings, but also (b) understanding **what policy changes** users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think outside of the box and develop innovative ways for improving library services.

LibQUAL+® is one of 11 ways of listening to users, called a *total market survey*. As Berry (1995) explained,

> When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires

> using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard to peer institutions can provide important insights Berry recommended using multiple listening methods and emphasized that "Ongoing data collection... is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

Score Scaling

"Perceived" scores on the 22 LibQUAL+® core items, the three subscales, and the total score, are all scaled 1 to 9, with 9 being the most favorable. Both the gap scores ("Adequacy" = "Perceived" - "Minimum"; "Superiority" = "Perceived" - "Desired") are scaled such that higher scores are more favorable. Thus, an *adequacy* gap score of +1.2 on an item, subscale, or total score is better than an adequacy gap score of +1.0. A *superiority* gap score of -0.5 on an item, subscale, or total score is better than a superiority gap score of -1.0.

Using LibQUAL+® Data

In some cases LibQUAL+® data may confirm prior expectations and library staff will readily formulate action plans to remedy perceived deficiencies. But in many cases library decision-makers will seek additional information to corroborate interpretations or to better understand the dynamics underlying user perceptions.

For example, once an interpretation is formulated, library staff might review recent submissions of users to suggestion boxes to evaluate whether LibQUAL+® data are consistent with interpretations, and the suggestion box data perhaps also provide user suggestions for remedies. User focus groups also provide a powerful way to explore problems and potential solutions. A university-wide retreat with a small-group facilitated discussion to solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+® participating libraries.

Indeed, the open-ended comments gathered as part of LibQUAL+® are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+® is not 22 items. LibQUAL+® is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+®. Heath, Kyrillidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+® data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. These publications can be ordered by sending an email to libqual@arl.org.

2008 Data Screening

The 22 LibQUAL+® core items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work"); and (c) *Library as Place* (5 items, such as "a getaway for study, learning, or research").

However, as happens in any survey, in 2008 some users provided incomplete data, inconsistent data, or both. In

compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, 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 leave the Web page presenting the 22 core items, 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 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

2. Excessive "N/A" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a iPod) for completing the survey, some users might have selected "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. *In this survey it was decided that records containing more than 11 "N/A" responses should be eliminated from the summary statistics.*

3. Excessive Inconsistent Responses. On the LibQUAL+® survey, user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating of 7.5 on the 1-to-9 (9 is highest) scale might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such 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. For each user a count of such inconsistencies, ranging from "0" to "22," was made. *Records containing more than 9 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all

individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90 percent of institutions had service-adequacy gap scores lower than -0.5 (e.g., -0.7, -1.1), a mean gap score of -0.5 might actually be quite good. Users simply may have quite high expectations in this area. They may also communicate their dissatisfaction by rating both (a) "perceived" lower and (b) "minimum" higher.

This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

Only norms give us insight into this comparative perspective. And a local user-satisfaction survey (as against a total market survey) can never provide this insight.

Common Misconception Regarding Norms. An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make $25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in the United States.

But if you love the outdoors, you do not care very much about money, and you are very service-oriented, this fact statement might not be relevant to you. Or, in the context of your values, you might interpret this fact as being quite satisfactory.

LibQUAL+® Norms Tables. Of course, the fact statements made by the LibQUAL+® norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+® norms is provided by Cook and Thompson (2001), and Cook, Heath and B. Thompson (2002). We do not publish norms on an annual basis any more as research indicates a remarkable stability of norms over time (see Thompson, Cook and Kyrillidou, 2005). LibQUAL+® norms for earlier years are available on the Web at the following URLs:

<http://www.coe.tamu.edu/~bthompson/libq2005.htm>
<http://www.coe.tamu.edu/~bthompson/libq2004.htm>

Response Rates

At the American Library Association (ALA) Midwinter Meeting in San Antonio in January 2000, participants were cautioned that response rates on the final LibQUAL+® survey would probably range from 25-33 percent. Higher response rates can be realized (a) with shorter surveys that (b) are directly action-oriented (Cook, Heath & R.L. Thompson, 2000). For example, a very high response rate could be realized by a library director administering the following one-item survey to users:

> Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes**.
>
> Should we close the library at?
>
> (A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

Lower response rates will be expected for total market surveys measuring general perceptions of users across institutions, and when an intentional effort is made to solicit perceptions of both users and non-users. Two considerations should govern the evaluation of LibQUAL+® response rates.

Minimum Response Rates. Response rates are computed by dividing the number of completed surveys at an institution by the number of persons asked to complete the survey. However, we do not know the actual response rates on LibQUAL+®, because we do not know the correct denominators for these calculations.

For example, given inadequacy in records at schools, we are not sure how many e-mail addresses for users are accurate. And we do not know how many messages to invite participation were actually opened. In other words, what we know for LibQUAL+® is the "lower-bound estimate" of response rates.

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 e-mail addresses were correct or that 800 e-mail messages were opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

Representativeness Versus Response Rate. If 100 percent of the 800 people we randomly selected to complete our survey did so, then we can be assured that the results are representative of all users. But if only 25 percent of the 800 users complete the survey, the representativeness of the results is not assured. Nor is unrepresentativeness assured.

Representativeness is actually a matter of degree. And several institutions each with 25 percent response rates may have data with different degrees of representativeness.

We can never be sure about how representative our data are as long as not everyone completes the survey. But we can at least address this concern by comparing the demographic profiles of survey completers with the population (Thompson, 2000). At which university below would one feel more confident that LibQUAL+® results were reasonably representative?

Alpha University

Completers (n=200 / 800)	Population (N=16,000)
Gender	Gender
Students 53% female	Students 51% female
Faculty 45% female	Faculty 41% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 35%
Science 15%	Science 20%
Other 45%	Other 45%

Omega University

Completers (n=200 / 800)	Population (N=23,000)
Gender	Gender
Students 35% female	Students 59% female
Faculty 65% female	Faculty 43% female
Disciplines	Disciplines
Liberal Arts 40%	Liberal Arts 15%
Science 20%	Science 35%
Other 40%	Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+® software has been expanded to automate these comparisons and to output side-by-side graphs and tables comparing sample and population profiles for given institutions. Show these to people who question result representativeness.

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers.

LibQUAL+® Interactive Statistics

In addition to the institution and group notebooks and the norms, LibQUAL+® had provided an experimental interactive environment for data analysis where institutions could mine institutional data for peer comparisons in 2003 and 2004. The LibQUAL+® Interactive Statistics for these years includes graphing capabilities for all LibQUAL+® scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either JPEG format for presentation purposes or flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. **Our goal is to integrate this capability into the LibQUAL+® Analytics.**

LibQUAL+® Analytics

The LibQUAL+® Analytics is a new tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. The current interface grants access to 2004 to the most current statistical data and has two sections:

(a) Institution Explorer includes a summary of all questions and dimension means for any combination of user groups and disciplines.

(b) Longitudinal Analysis allows participants to perform longitudinal comparisons of their data across survey years.

These two functionalities are only the beginning of our effort to provide more customized analysis. More features are in development based on feedback we receive from our participants.

Survey Data

In addition to the notebooks, the norms, the Interactive Statistics, and the Analytics, LibQUAL+® also makes available (a) raw survey data in SPSS at the request of participating libraries, (b) raw survey data in Excel for all participating libraries, and (c) survey comments that can be downloaded to Excel or text format from the Web site.. Additional training using the SPSS data file is available as a follow-up workshop and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data.

We continually analyze and publish findings from these data that highlight important aspects of the findings (see Thompson, Kyrillidou & Cook, 2008) as well as new communities and types of libraries that have joined the project (see Thompson, Kyrillidou & Cook, 2007).

ARL Service Quality Evaluation Academy

LibQUAL+® is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+® initiative is more than a single tool. LibQUAL+® is an effort to create a culture of data-driven service quality assessment and service quality improvement within libraries.

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+® data, the Association of Research Libraries has created the ARL Service Quality Evaluation Academy. For more information about the Academy, see the LibQUAL+® events page at

<http://www.libqual.org/Events/index.cfm>

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

For more information, about LibQUAL+® or the Association of Research Libraries' Statistics and Measurement program, see:

<http://www.libqual.org/>
<http://www.statsqual.org/>
<http://www.arl.org/stats/>

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1.7 Library Statistics for KU

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.

Volumes held June 30, 2007:	**1,758,256**
Volumes added during year - Gross:	**30,972**
Total number of current serials received:	**8,031**
Total library expenditures (in USD):	**$2,176,592**
Personnel - professional staff, FTE:	**27**
Personnel - support staff, FTE:	**15**

1.8 Contact Information for KU

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

Name:	**Mr. Hideki Uchijima**
Title:	**Librarian**
Address:	**kakuma-machi Kanazawa 920-1192 Japan**
Phone:	**+81-76-264-5217**
Email:	**uchijima@ad.kanazawa-u.ac.jp**

2 Demographic Summary for KU

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
学部生		
1年生	390	24.98%
2年生	265	16.98%
3年生	291	18.64%
4年生	236	15.12%
5年生以上	40	2.56%
科目履修生ほか	4	0.26%
Sub Total:	1,226	78.54%
大学院生		
修士課程	214	13.71%
博士課程	40	2.56%
科目履修生ほか	3	0.19%
Sub Total:	257	16.46%
教員		
非常勤講師	0	0.00%
助教または助手	21	1.35%
准教授	24	1.54%
講師	5	0.32%
教授	27	1.73%
その他の教員・研究員	1	0.06%
Sub Total:	78	5.00%
図書館スタッフ		
図書館経営層	0	0.00%
図書館管理職	0	0.00%
図書館利用者サービススタッフ	0	0.00%
図書館システムスタッフ	0	0.00%
図書館テクニカルサービススタッフ	0	0.00%
その他の図書館スタッフ	0	0.00%
Sub Total:	0	0.00%
職員		
研究員	0	0.00%
その他の職員	0	0.00%
Sub Total:	0	0.00%
Total:	**1,561**	**100.00%**

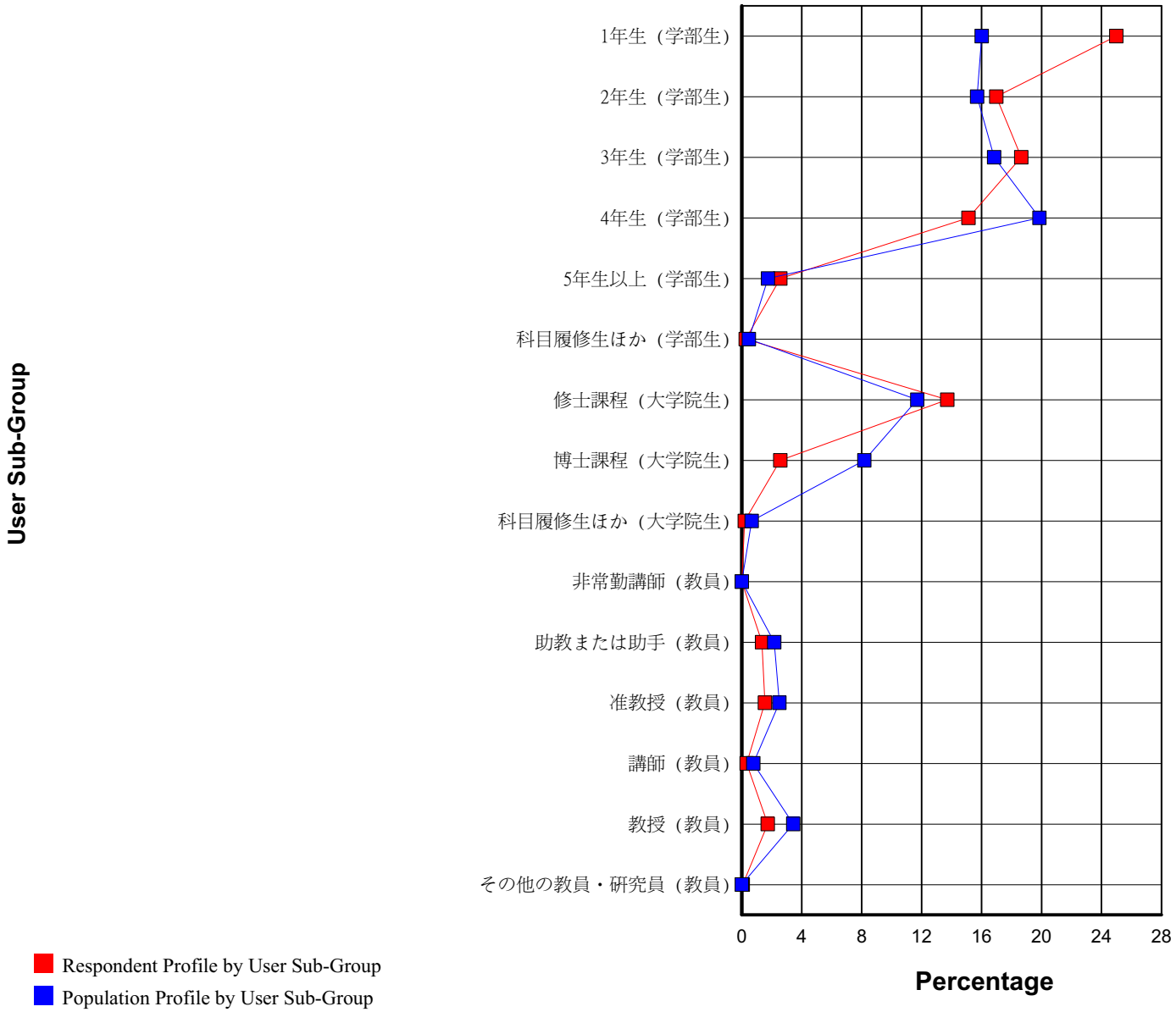
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ, 職員)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
1年生（学部生）	1,827	16.00%	390	24.98%	-8.98%
2年生（学部生）	1,792	15.70%	265	16.98%	-1.28%
3年生（学部生）	1,922	16.84%	291	18.64%	-1.81%
4年生（学部生）	2,267	19.86%	236	15.12%	4.74%
5年生以上（学部生）	199	1.74%	40	2.56%	-0.82%
科目履修生ほか（学部生）	53	0.46%	4	0.26%	0.21%
修士課程（大学院生）	1,336	11.70%	214	13.71%	-2.01%
博士課程（大学院生）	933	8.17%	40	2.56%	5.61%
科目履修生ほか（大学院生）	75	0.66%	3	0.19%	0.46%
非常勤講師（教員）	0	0.00%	0	0.00%	0.00%
助教または助手（教員）	247	2.16%	21	1.35%	0.82%
准教授（教員）	286	2.51%	24	1.54%	0.97%
講師（教員）	87	0.76%	5	0.32%	0.44%
教授（教員）	392	3.43%	27	1.73%	1.70%
その他の教員・研究員（教員）	0	0.00%	1	0.06%	-0.06%
Total:	**11,416**	**100.00%**	**1,561**	**100.00%**	**0.00%**

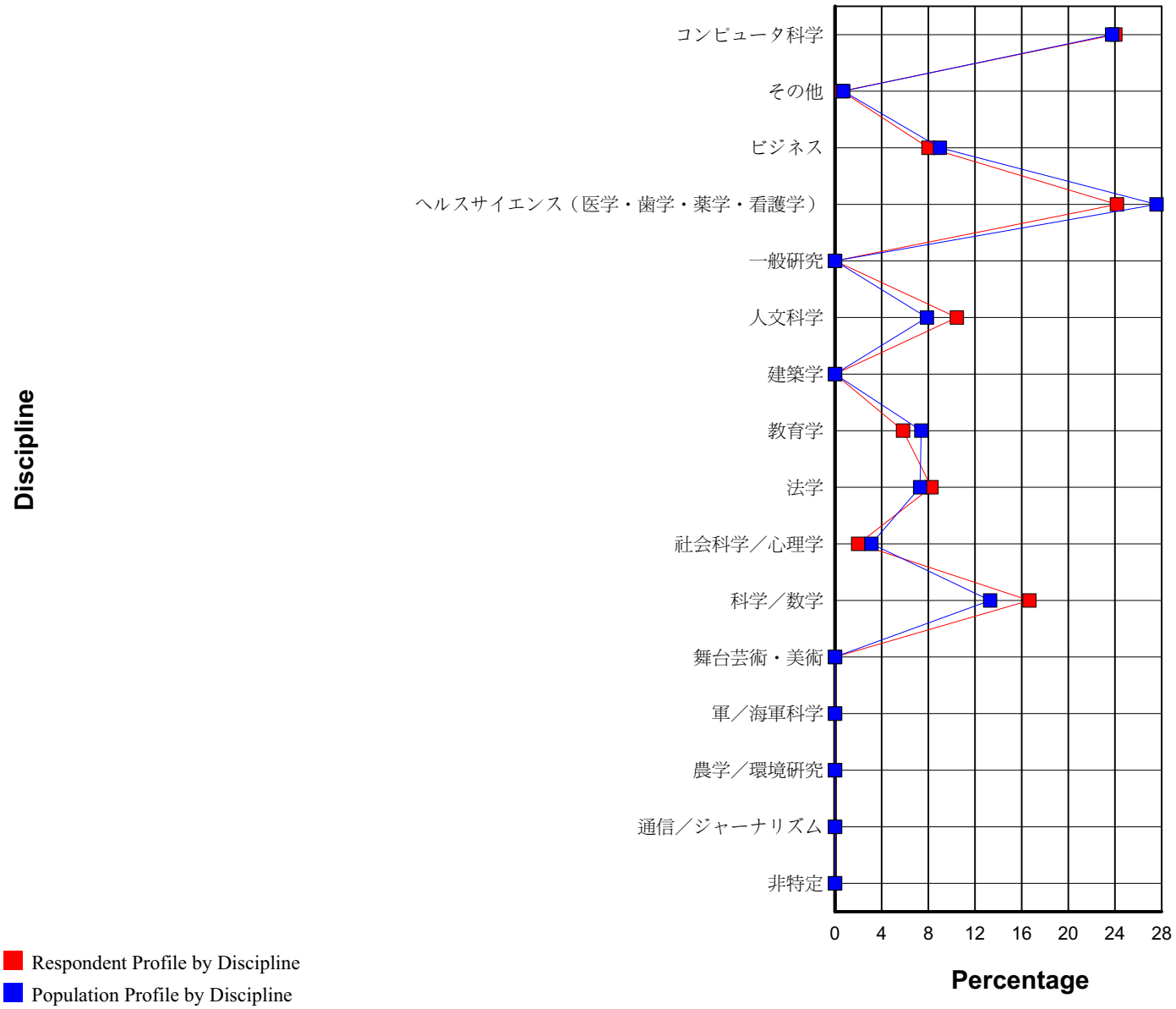
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ, 職員)

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ, 職員)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	2,697	23.75%	375	24.04%	-0.29%
その他	80	0.70%	9	0.58%	0.13%
ビジネス	1,021	8.99%	125	8.01%	0.98%
ヘルスサイエンス（医学・歯学・薬学・看護学）	3,130	27.56%	377	24.17%	3.40%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	895	7.88%	163	10.45%	-2.57%
建築学	0	0.00%	0	0.00%	0.00%
教育学	840	7.40%	91	5.83%	1.56%
法学	828	7.29%	129	8.27%	-0.98%
社会科学／心理学	354	3.12%	31	1.99%	1.13%
科学／数学	1,510	13.30%	260	16.67%	-3.37%
舞台芸術・美術	0	0.00%	0	0.00%	0.00%
軍／海軍科学	0	0.00%	0	0.00%	0.00%
農学／環境研究	0	0.00%	0	0.00%	0.00%
通信／ジャーナリズム	0	0.00%	0	0.00%	0.00%
非特定	0	0.00%	0	0.00%	0.00%
Total:	**11,355**	**100.00%**	**1,560**	**100.00%**	**0.00%**

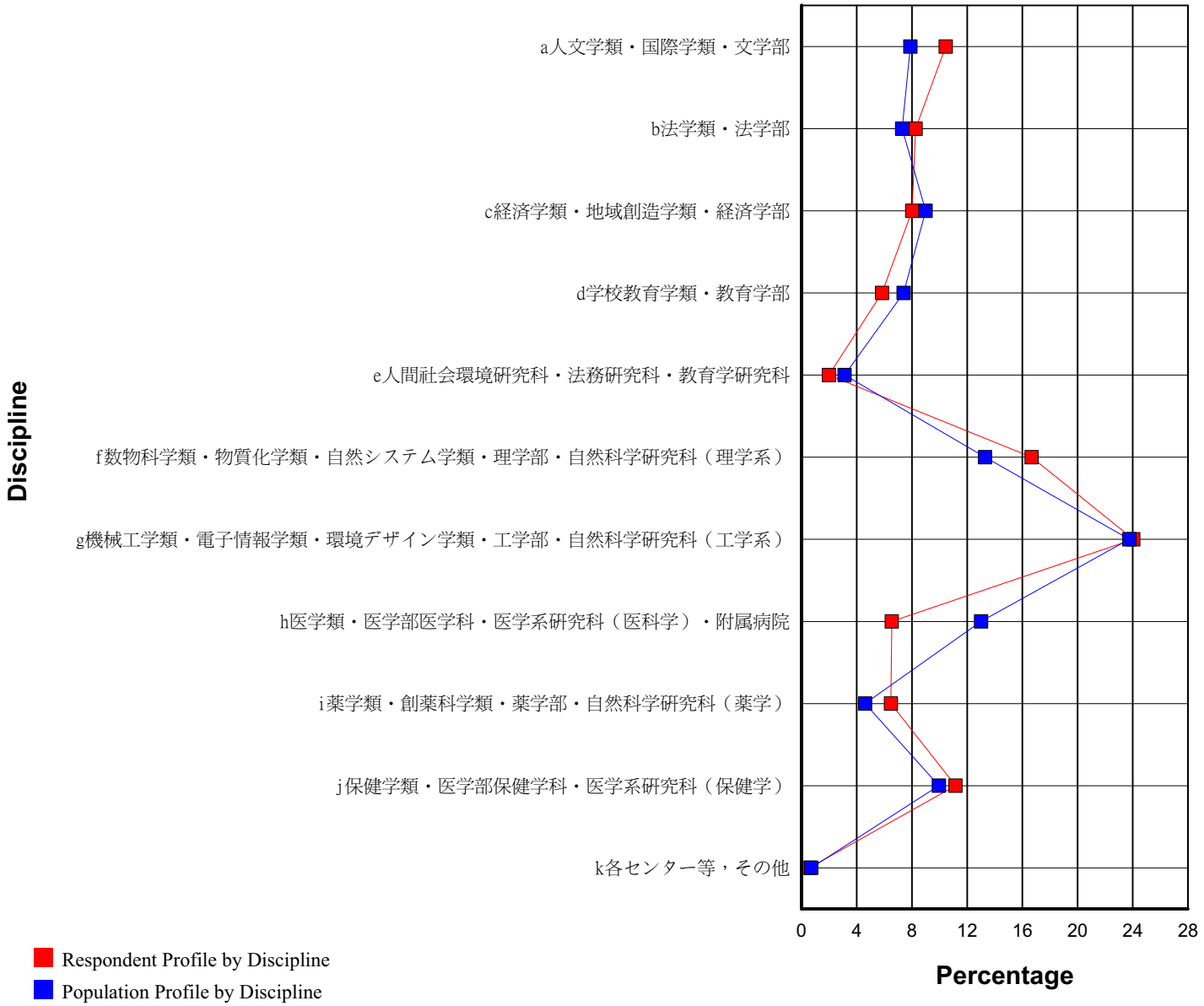
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ, 職員)

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.*



Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ, 職員)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
a人文学類・国際学類・文学部	895	7.88%	163	10.45%	-2.57%
b法学類・法学部	828	7.29%	129	8.27%	-0.98%
c経済学類・地域創造学類・経済学部	1,021	8.99%	125	8.01%	0.98%
d学校教育学類・教育学部	840	7.40%	91	5.83%	1.56%
e人間社会環境研究科・法務研究科・教育学研究科	354	3.12%	31	1.99%	1.13%
f数物科学類・物質化学類・自然システム学類・理学部・自然科学研究科（理学系）	1,510	13.30%	260	16.67%	-3.37%
g機械工学類・電子情報学類・環境デザイン学類・工学部・自然科学研究科（工学系）	2,697	23.75%	375	24.04%	-0.29%
h医学類・医学部医学科・医学系研究科（医科学）・附属病院	1,477	13.01%	102	6.54%	6.47%
i薬学類・創薬科学類・薬学部・自然科学研究科（薬学）	523	4.61%	101	6.47%	-1.87%
j保健学類・医学部保健学科・医学系研究科（保健学）	1,130	9.95%	174	11.15%	-1.20%
k各センター等，その他	80	0.70%	9	0.58%	0.13%
Total:	**11,355**	**100.00%**	**1,560**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ, 職員)

2.5 Respondent Profile by Age

Age	Respondents n	Respondents %
18歳未満	7	0.45%
18～22歳	1,169	74.89%
23～30歳	281	18.00%
31～45歳	61	3.91%
46～65歳	41	2.63%
65歳以上	2	0.13%
Total:	**1,561**	**100.00%**

2.6 Respondent Profile by Sex

Sex	Respondents n	Respondents %
男性	962	61.67%
女性	598	38.33%
Total:	**1,560**	**100.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

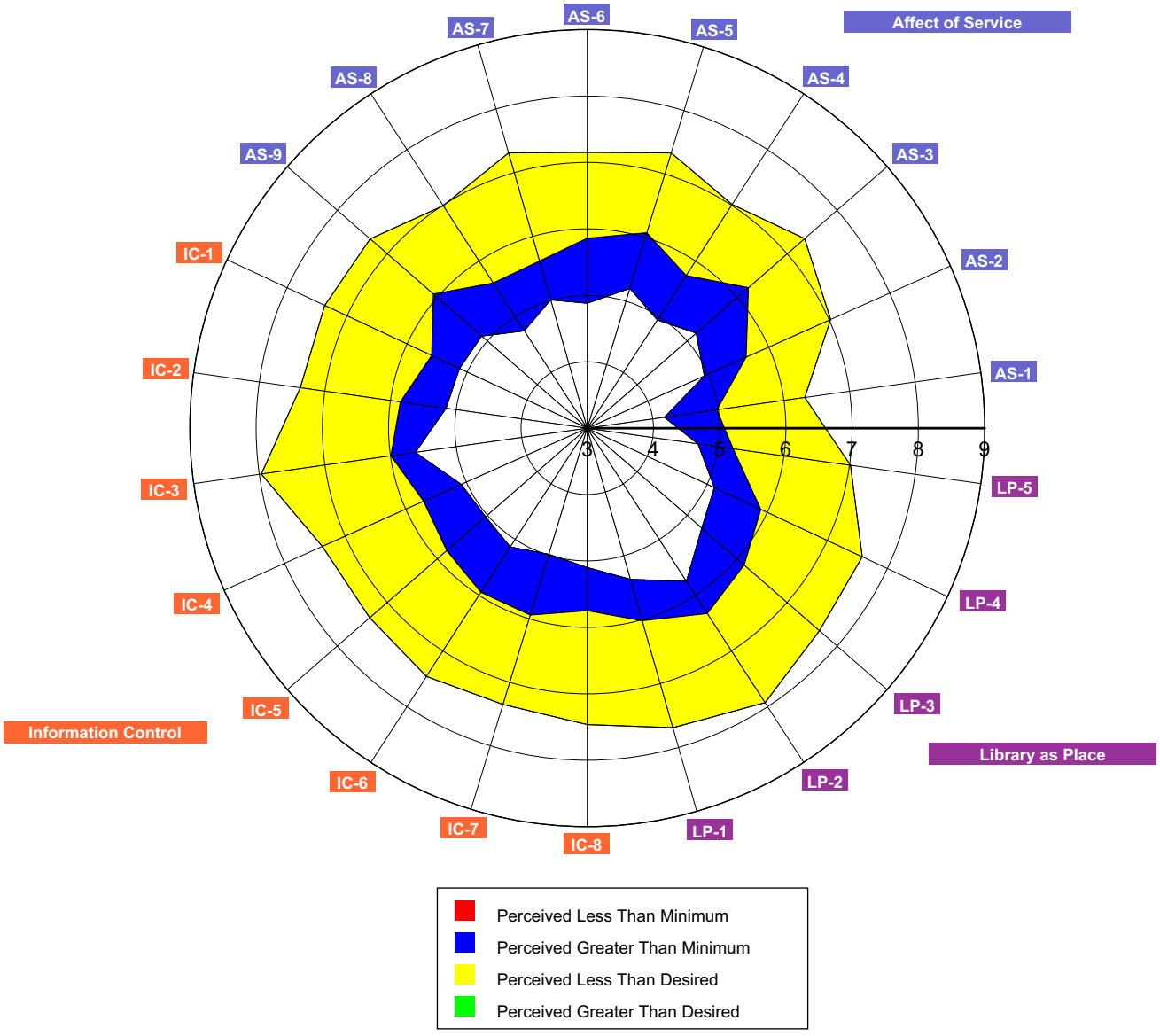
3 Survey Item Summary for KU

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	4.18	6.32	4.98	0.80	-1.34	1,515
AS-2	図書館は利用者一人一人を大事にしている	4.94	7.02	5.63	0.69	-1.40	1,551
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.18	7.35	6.22	1.04	-1.13	1,552
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	4.95	7.02	5.74	0.80	-1.27	1,532
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	5.20	7.33	6.08	0.88	-1.26	1,459
AS-6	図書館スタッフが利用者に気配りのある対応をしている	4.88	7.15	5.86	0.98	-1.29	1,538
AS-7	図書館スタッフは利用者のニーズを理解している	5.01	7.31	5.62	0.61	-1.69	1,516
AS-8	図書館は進んで利用者に協力してくれる	4.75	6.99	5.61	0.86	-1.39	1,524
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	5.12	7.34	6.08	0.97	-1.26	1,486
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	5.13	7.37	5.59	0.46	-1.78	1,508
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	5.15	7.38	5.85	0.70	-1.52	1,556
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	5.62	7.97	6.00	0.37	-1.97	1,553
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	5.08	7.38	5.71	0.62	-1.67	1,482
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	5.04	7.35	5.81	0.78	-1.54	1,535
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	5.13	7.46	5.95	0.81	-1.51	1,538
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	4.99	7.35	5.94	0.96	-1.41	1,544
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	5.10	7.46	5.75	0.65	-1.72	1,447
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	5.37	7.69	6.02	0.65	-1.67	1,556
LP-2	ひとりで学習・研究するための、静かな空間がある	5.75	7.93	6.33	0.58	-1.60	1,557
LP-3	快適で、また行きたくなるような場所である	5.29	7.65	6.14	0.85	-1.51	1,559
LP-4	学習、研究、調査のためのとっておきの場所である	5.12	7.58	5.89	0.77	-1.69	1,542
LP-5	グループ学習や共同研究のためのスペースが整っている	4.69	7.01	5.23	0.54	-1.79	1,495

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

Overall:	5.08	7.34	5.82	0.75	-1.52	1,561

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	1.71	1.68	1.63	1.72	1.71	1,515
AS-2	図書館は利用者一人一人を大事にしている	1.72	1.63	1.69	1.85	1.86	1,551
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.70	1.51	1.80	1.97	1.87	1,552
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	1.70	1.58	1.76	1.81	1.80	1,532
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	1.70	1.56	1.61	1.71	1.66	1,459
AS-6	図書館スタッフが利用者に気配りのある対応をしている	1.64	1.53	1.65	1.78	1.74	1,538
AS-7	図書館スタッフは利用者のニーズを理解している	1.68	1.54	1.69	1.86	1.93	1,516
AS-8	図書館は進んで利用者に協力してくれる	1.77	1.68	1.73	1.78	1.84	1,524
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	1.64	1.51	1.69	1.79	1.71	1,486
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	1.75	1.64	1.88	2.03	1.99	1,508
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	1.65	1.50	1.62	1.92	1.82	1,556
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	1.67	1.44	1.70	1.99	1.93	1,553
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	1.66	1.62	1.64	1.83	1.87	1,482
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	1.64	1.52	1.60	1.82	1.80	1,535
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	1.66	1.51	1.69	1.88	1.80	1,538
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	1.66	1.50	1.60	1.75	1.71	1,544
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	1.69	1.59	1.66	1.88	1.93	1,447
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	1.72	1.50	1.79	2.05	1.92	1,556
LP-2	ひとりで学習・研究するための、静かな空間がある	1.79	1.38	1.83	2.14	1.96	1,557
LP-3	快適で、また行きたくなるような場所である	1.70	1.52	1.82	2.09	2.05	1,559
LP-4	学習、研究、調査のためのとっておきの場所である	1.74	1.54	1.72	1.93	1.85	1,542
LP-5	グループ学習や共同研究のためのスペースが整っている	1.76	1.73	2.00	2.19	2.27	1,495

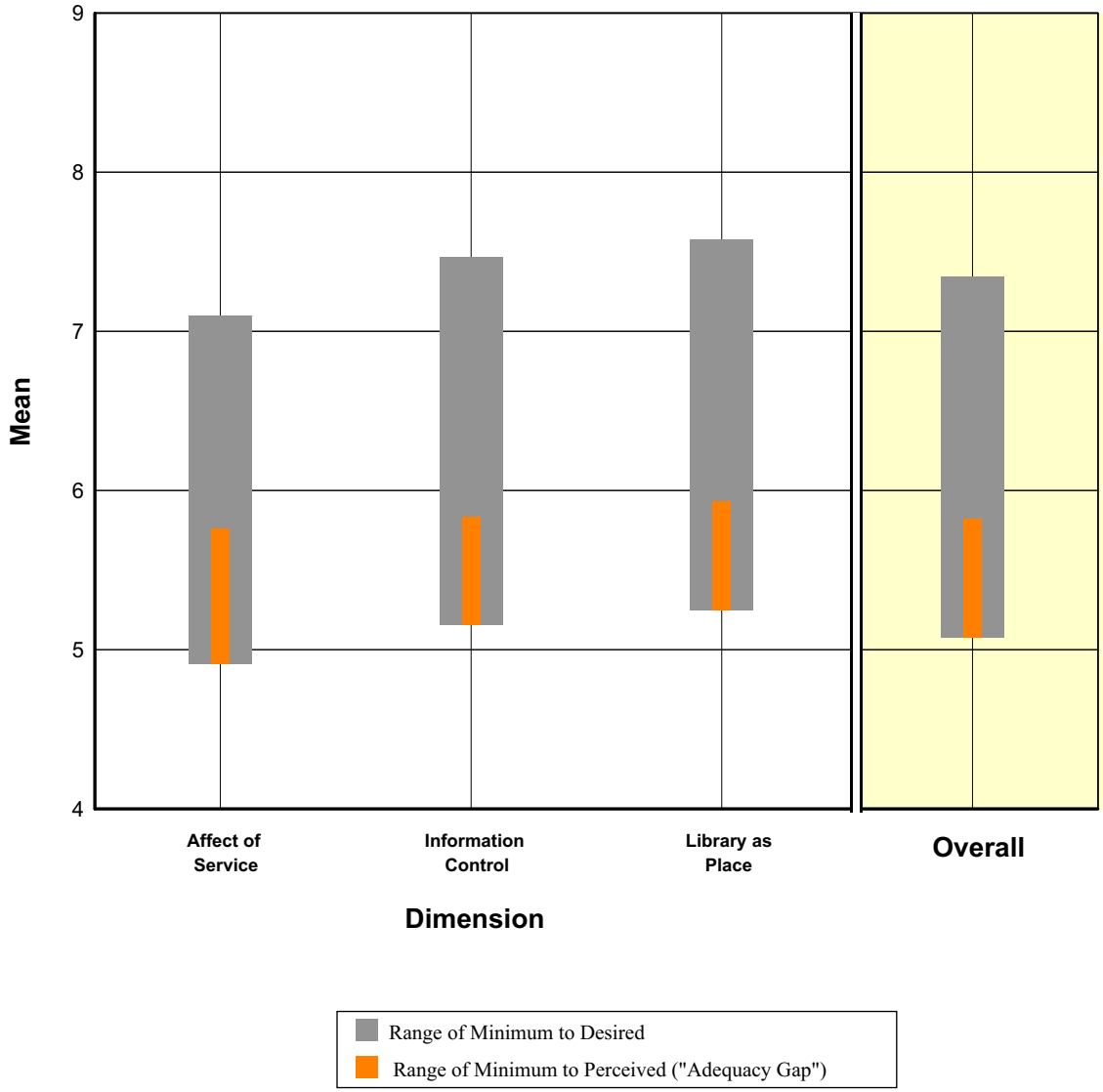
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

Overall:	1.33	1.13	1.18	1.36	1.29	1,561

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ)

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	All (Excluding 図書館スタッフ)

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	4.91	7.10	5.76	0.85	-1.34	1,561
Information Control	5.16	7.47	5.83	0.68	-1.63	1,561
Library as Place	5.25	7.58	5.93	0.68	-1.65	1,561
Overall:	5.08	7.34	5.82	0.75	-1.52	1,561

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	1.39	1.22	1.32	1.42	1.38	1,561
Information Control	1.37	1.21	1.22	1.42	1.37	1,561
Library as Place	1.43	1.20	1.37	1.63	1.55	1,561
Overall:	1.33	1.13	1.18	1.36	1.29	1,561

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

3.3 Local Questions Summary

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
図書館のオリエンテーションや利用ガイダンスは役にたっている	4.29	6.41	4.95	0.66	-1.46	1,498
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	4.96	7.11	5.75	0.80	-1.36	1,359
図書館の開館時間は満足できる	5.31	7.61	5.79	0.48	-1.82	1,556
図書館は安全で安心できる場所である	5.49	7.63	6.75	1.26	-0.87	1,555
使いやすいOPACが提供されている	5.13	7.50	6.16	1.03	-1.35	1,530

This table displays 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 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
図書館のオリエンテーションや利用ガイダンスは役にたっている	1.77	1.77	1.81	1.91	1.95	1,498
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	1.68	1.66	1.69	1.76	1.85	1,359
図書館の開館時間は満足できる	1.82	1.62	2.19	2.65	2.50	1,556
図書館は安全で安心できる場所である	1.80	1.54	1.62	1.77	1.58	1,555
使いやすいOPACが提供されている	1.68	1.51	1.76	1.88	1.79	1,530

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

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
この図書館の私に対する対応には、概ね満足している	6.11	1.73	1,561
この図書館の私の学習、研究、教育活動に対する支援体制には、概ね満足している	5.77	1.69	1,561
この図書館のサービスの質全般を評価し、点数をつけてください	6.13	1.52	1,561

3.5 Information Literacy Outcomes Questions Summary

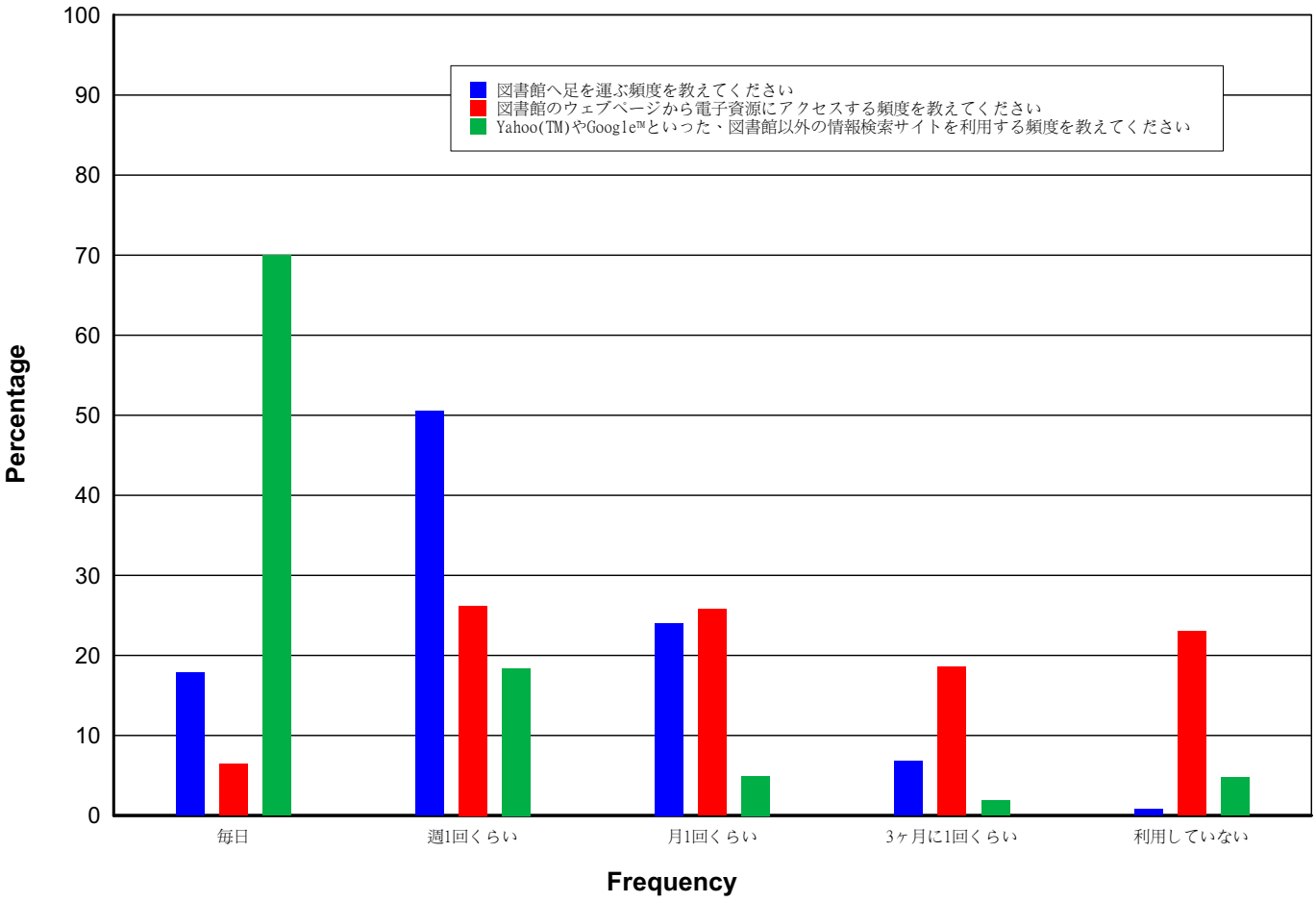
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents 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
この図書館は、自分の専門分野で遅れを取らないよう支援してくれる	5.36	1.60	1,561
この図書館は、私が自分の研究領域において優位でいるための助けとなっている	5.40	1.61	1,561
この図書館は、私がより効率的に学術研究が行なえるようにしてくれる	5.62	1.66	1,561
この図書館は、私が信頼性の高い情報とそうでない情報とを判別するうえで、役立っている	5.11	1.65	1,561
この図書館は、私の研究活動や学習において必要な情報スキルを提供してくれる	5.75	1.64	1,561

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

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.



	毎日	週1回くらい	月1回くらい	3ヶ月に1回くらい	利用していない	n / %
図書館へ足を運ぶ頻度を教えてください	278	789	375	106	13	**1,561**
	17.81%	50.54%	24.02%	6.79%	0.83%	**100.00%**
図書館のウェブページから電子資源にアクセスする頻度を教えてください	100	409	403	290	359	**1,561**
	6.41%	26.20%	25.82%	18.58%	23.00%	**100.00%**
Yahoo(TM)やGoogle™といった、図書館以外の情報検索サイトを利用する頻度を教えてください	1,092	287	77	29	75	**1,560**
	70.00%	18.40%	4.94%	1.86%	4.81%	**100.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: All (Excluding 図書館スタッフ)

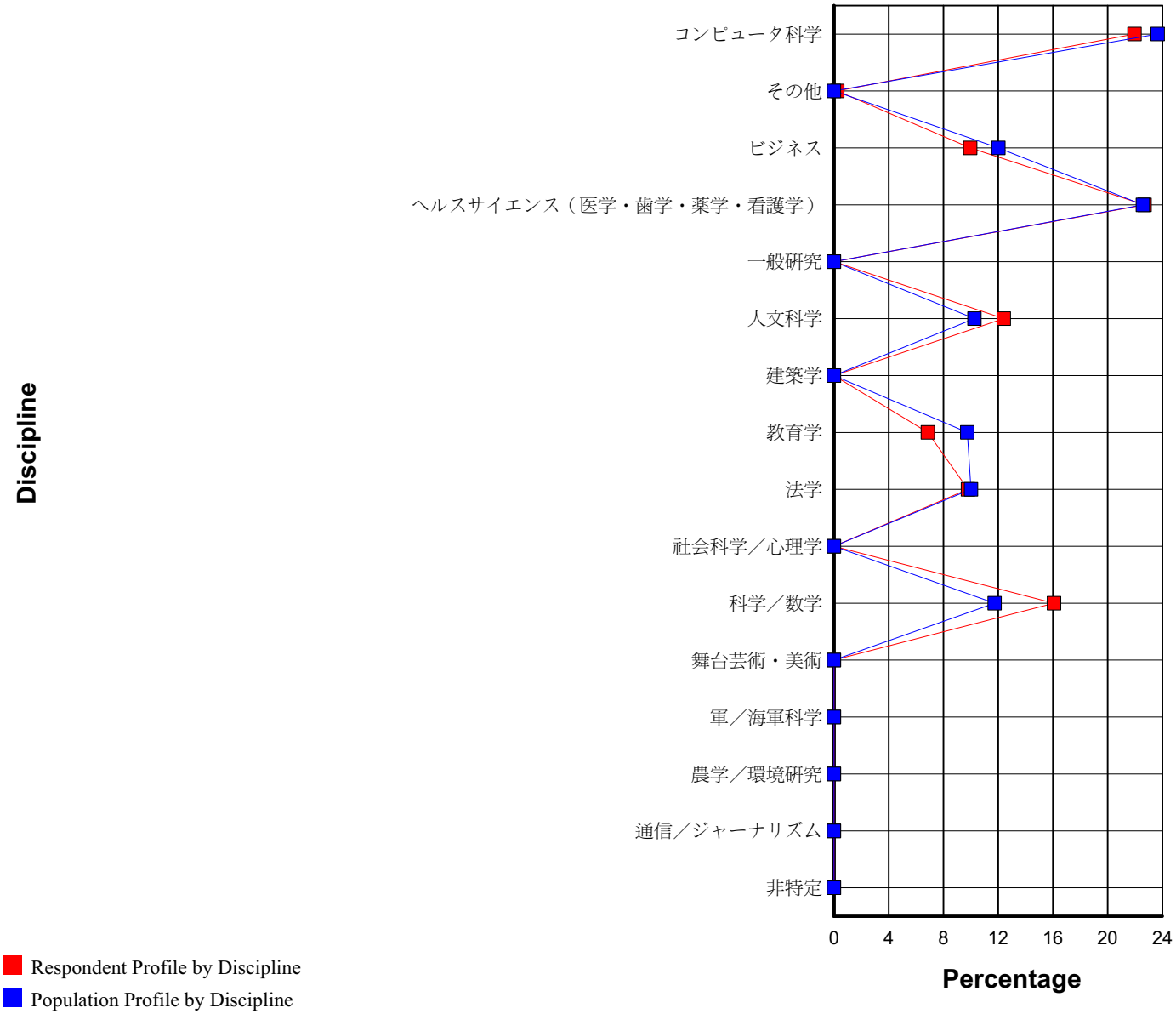
4 学部生 Summary

4.1 Demographic Summary for 学部生

4.1.1 Population and Respondent Profiles for 学部生 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

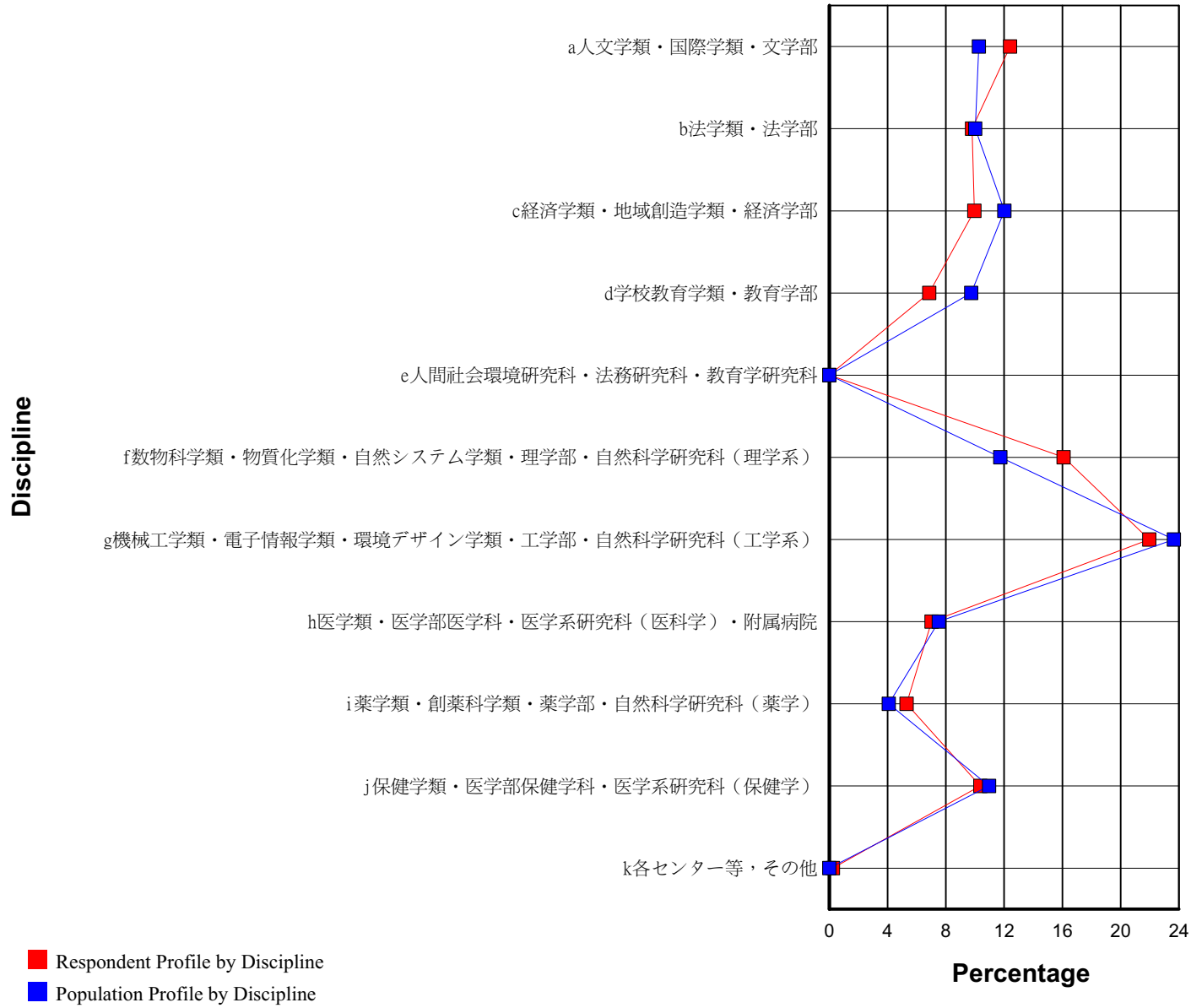
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	1,894	23.65%	269	21.96%	1.70%
その他	0	0.00%	3	0.24%	-0.24%
ビジネス	962	12.01%	122	9.96%	2.06%
ヘルスサイエンス（医学・歯学・薬学・看護学）	1,807	22.57%	278	22.69%	-0.13%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	822	10.27%	152	12.41%	-2.14%
建築学	0	0.00%	0	0.00%	0.00%
教育学	780	9.74%	84	6.86%	2.88%
法学	802	10.02%	120	9.80%	0.22%
社会科学／心理学	0	0.00%	0	0.00%	0.00%
科学／数学	940	11.74%	197	16.08%	-4.34%
舞台芸術・美術	0	0.00%	0	0.00%	0.00%
軍／海軍科学	0	0.00%	0	0.00%	0.00%
農学／環境研究	0	0.00%	0	0.00%	0.00%
通信／ジャーナリズム	0	0.00%	0	0.00%	0.00%
非特定	0	0.00%	0	0.00%	0.00%
Total:	**8,007**	**100.00%**	**1,225**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.1.2 Population and Respondent Profiles for 学部生 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).



Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
a人文学類・国際学類・文学部	822	10.27%	152	12.41%	-2.14%
b法学類・法学部	802	10.02%	120	9.80%	0.22%
c経済学類・地域創造学類・経済学部	962	12.01%	122	9.96%	2.06%
d学校教育学類・教育学部	780	9.74%	84	6.86%	2.88%
e人間社会環境研究科・法務研究科・教育学研究科	0	0.00%	0	0.00%	0.00%
f数物科学類・物質化学類・自然システム学類・理学部・自然科学研究科（理学系）	940	11.74%	197	16.08%	-4.34%
g機械工学類・電子情報学類・環境デザイン学類・工学部・自然科学研究科（工学系）	1,894	23.65%	269	21.96%	1.70%
h医学類・医学部医学科・医学系研究科（医科学）・附属病院	602	7.52%	86	7.02%	0.50%
i薬学類・創薬科学類・薬学部・自然科学研究科（薬学）	327	4.08%	65	5.31%	-1.22%
j保健学類・医学部保健学科・医学系研究科（保健学）	878	10.97%	127	10.37%	0.60%
k各センター等，その他	0	0.00%	3	0.24%	-0.24%
Total:	**8,007**	**100.00%**	**1,225**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.1.3 Respondent Profile for 学部生 by Age

Age	Respondents n	Respondents %
18歳未満	7	0.57%
18～22歳	1,122	91.52%
23～30歳	90	7.34%
31～45歳	5	0.41%
46～65歳	2	0.16%
65歳以上	0	0.00%
Total:	**1,226**	**100.00%**

4.1.4 Respondent Profile for 学部生 by Sex

Sex	Respondents n	Respondents %
男性	713	58.20%
女性	512	41.80%
Total:	**1,225**	**100.00%**

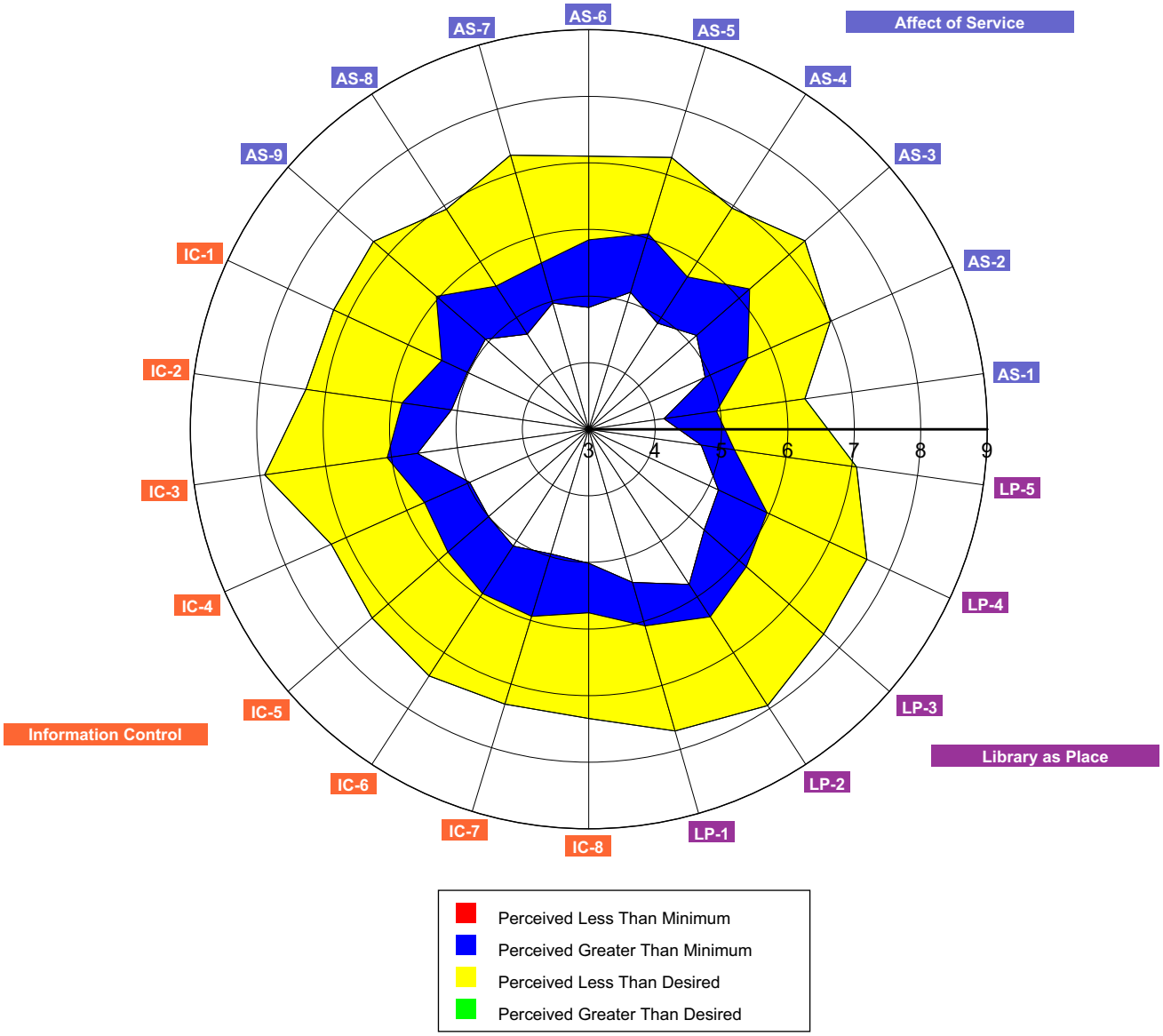
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.2 Core Questions Summary for 学部生

This radar chart shows 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, Library as Place, and Information Control.

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 two following 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	4.14	6.29	4.94	0.80	-1.34	1,197
AS-2	図書館は利用者一人一人を大事にしている	4.92	6.98	5.62	0.70	-1.36	1,221
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.15	7.31	6.21	1.06	-1.10	1,221
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	4.90	6.96	5.73	0.83	-1.23	1,208
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	5.15	7.27	6.07	0.92	-1.20	1,145
AS-6	図書館スタッフが利用者に気配りのある対応をしている	4.83	7.10	5.84	1.01	-1.26	1,211
AS-7	図書館スタッフは利用者のニーズを理解している	4.97	7.28	5.60	0.63	-1.68	1,192
AS-8	図書館は進んで利用者に協力してくれる	4.71	6.94	5.57	0.86	-1.37	1,201
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	5.06	7.30	6.05	0.98	-1.25	1,176
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	5.02	7.24	5.45	0.43	-1.80	1,182
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	5.09	7.30	5.84	0.75	-1.46	1,222
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	5.61	7.93	6.07	0.46	-1.86	1,218
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	4.96	7.25	5.71	0.74	-1.54	1,156
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	5.00	7.32	5.81	0.81	-1.51	1,206
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	5.09	7.42	5.94	0.85	-1.47	1,214
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	4.96	7.32	5.94	0.98	-1.38	1,214
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	5.01	7.34	5.76	0.74	-1.59	1,119
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	5.39	7.71	6.07	0.68	-1.64	1,225
LP-2	ひとりで学習・研究するための、静かな空間がある	5.78	7.95	6.36	0.58	-1.59	1,226
LP-3	快適で、また行きたくなるような場所である	5.30	7.69	6.15	0.84	-1.54	1,224
LP-4	学習、研究、調査のためのとっておきの場所である	5.16	7.62	5.96	0.81	-1.66	1,219
LP-5	グループ学習や共同研究のためのスペースが整っている	4.71	7.07	5.22	0.51	-1.86	1,184

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

Overall:	5.04	7.31	5.82	0.78	-1.49	1,226

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	1.72	1.67	1.59	1.70	1.67	1,197
AS-2	図書館は利用者一人一人を大事にしている	1.71	1.66	1.69	1.87	1.85	1,221
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.68	1.53	1.80	1.94	1.83	1,221
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	1.69	1.61	1.74	1.78	1.76	1,208
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	1.68	1.59	1.59	1.67	1.60	1,145
AS-6	図書館スタッフが利用者に気配りのある対応をしている	1.64	1.55	1.61	1.75	1.69	1,211
AS-7	図書館スタッフは利用者のニーズを理解している	1.67	1.56	1.70	1.87	1.92	1,192
AS-8	図書館は進んで利用者に協力してくれる	1.79	1.72	1.72	1.74	1.80	1,201
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	1.64	1.55	1.69	1.78	1.68	1,176
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	1.73	1.67	1.87	2.04	2.02	1,182
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	1.64	1.51	1.60	1.91	1.78	1,222
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	1.66	1.48	1.67	1.96	1.93	1,218
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	1.62	1.62	1.61	1.72	1.81	1,156
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	1.64	1.55	1.60	1.82	1.78	1,206
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	1.65	1.54	1.69	1.89	1.80	1,214
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	1.66	1.51	1.58	1.71	1.69	1,214
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	1.65	1.61	1.63	1.76	1.86	1,119
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	1.70	1.50	1.77	2.05	1.90	1,225
LP-2	ひとりで学習・研究するための、静かな空間がある	1.79	1.38	1.85	2.11	1.98	1,226
LP-3	快適で、また行きたくなるような場所である	1.69	1.52	1.81	2.08	2.03	1,224
LP-4	学習、研究、調査のためのとっておきの場所である	1.74	1.55	1.72	1.93	1.83	1,219
LP-5	グループ学習や共同研究のためのスペースが整っている	1.75	1.73	2.04	2.18	2.29	1,184

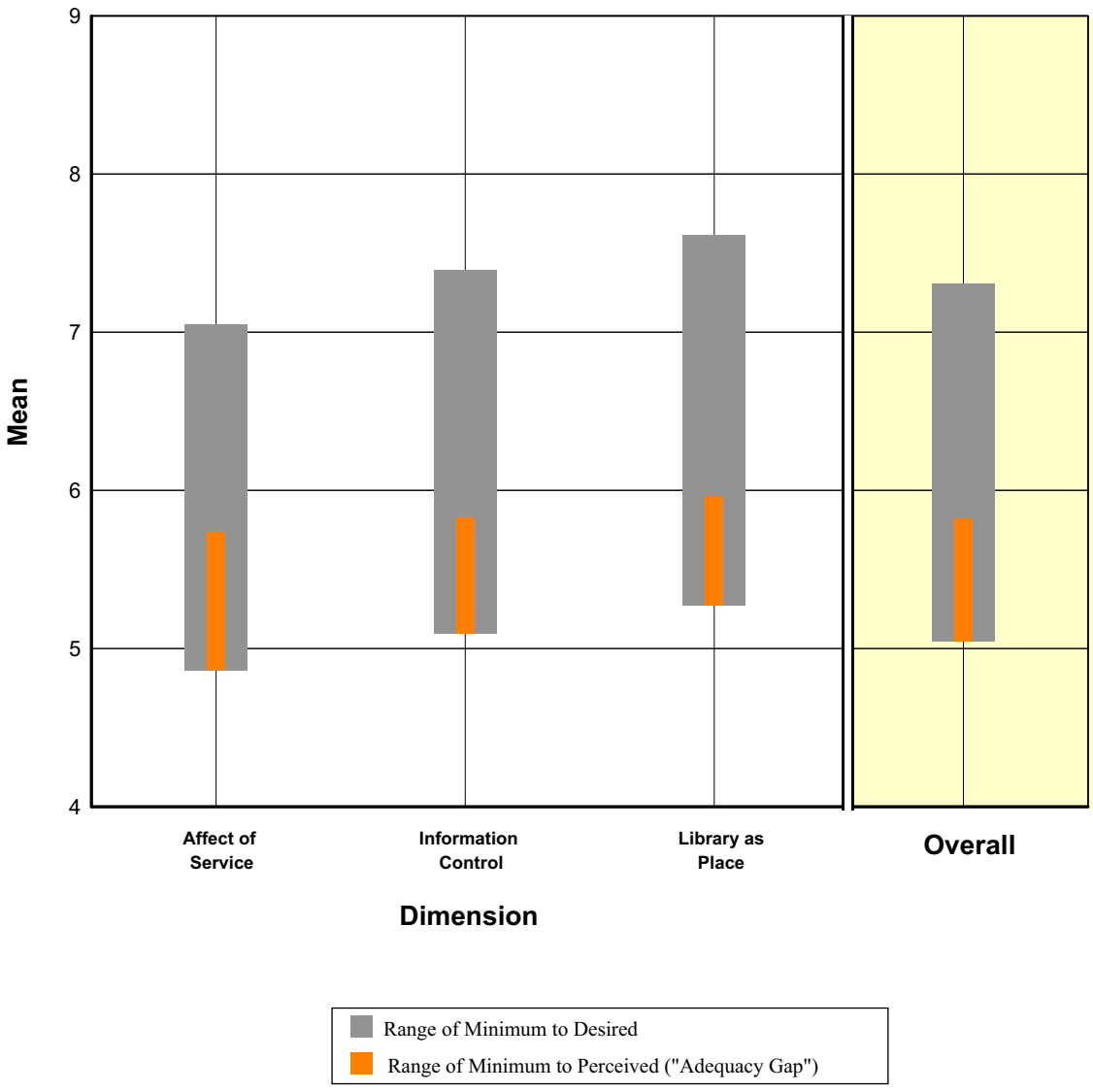
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

Overall:	1.31	1.15	1.17	1.33	1.27	1,226

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

4.3 Core Question Dimensions Summary for 学部生

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	学部生

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	4.87	7.05	5.73	0.87	-1.32	1,226
Information Control	5.09	7.39	5.83	0.73	-1.57	1,226
Library as Place	5.27	7.61	5.96	0.69	-1.65	1,226
Overall:	5.04	7.31	5.82	0.78	-1.49	1,226

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.37	1.24	1.29	1.38	1.33	1,226
Information Control	1.34	1.22	1.22	1.38	1.35	1,226
Library as Place	1.42	1.21	1.39	1.62	1.54	1,226
Overall:	1.31	1.15	1.17	1.33	1.27	1,226

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.4 Local Questions Summary for 学部生

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
図書館のオリエンテーションや利用ガイダンスは役にたっている	4.27	6.39	4.96	0.69	-1.43	1,201
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	4.84	6.96	5.59	0.75	-1.37	1,059
図書館の開館時間は満足できる	5.26	7.57	5.60	0.34	-1.97	1,223
図書館は安全で安心できる場所である	5.49	7.64	6.75	1.26	-0.89	1,223
使いやすいOPACが提供されている	5.07	7.46	6.11	1.04	-1.35	1,206

This table displays 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
図書館のオリエンテーションや利用ガイダンスは役にたっている	1.74	1.75	1.80	1.88	1.92	1,201
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	1.64	1.67	1.63	1.73	1.82	1,059
図書館の開館時間は満足できる	1.83	1.67	2.19	2.67	2.55	1,223
図書館は安全で安心できる場所である	1.79	1.53	1.63	1.77	1.55	1,223
使いやすいOPACが提供されている	1.67	1.53	1.77	1.87	1.79	1,206

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.5 General Satisfaction Questions Summary for 学部生

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
この図書館の私に対する対応には、概ね満足している	6.11	1.73	1,226
この図書館の私の学習、研究、教育活動に対する支援体制には、概ね満足している	5.78	1.68	1,226
この図書館のサービスの質全般を評価し、点数をつけてください	6.15	1.51	1,226

4.6 Information Literacy Outcomes Questions Summary for 学部生

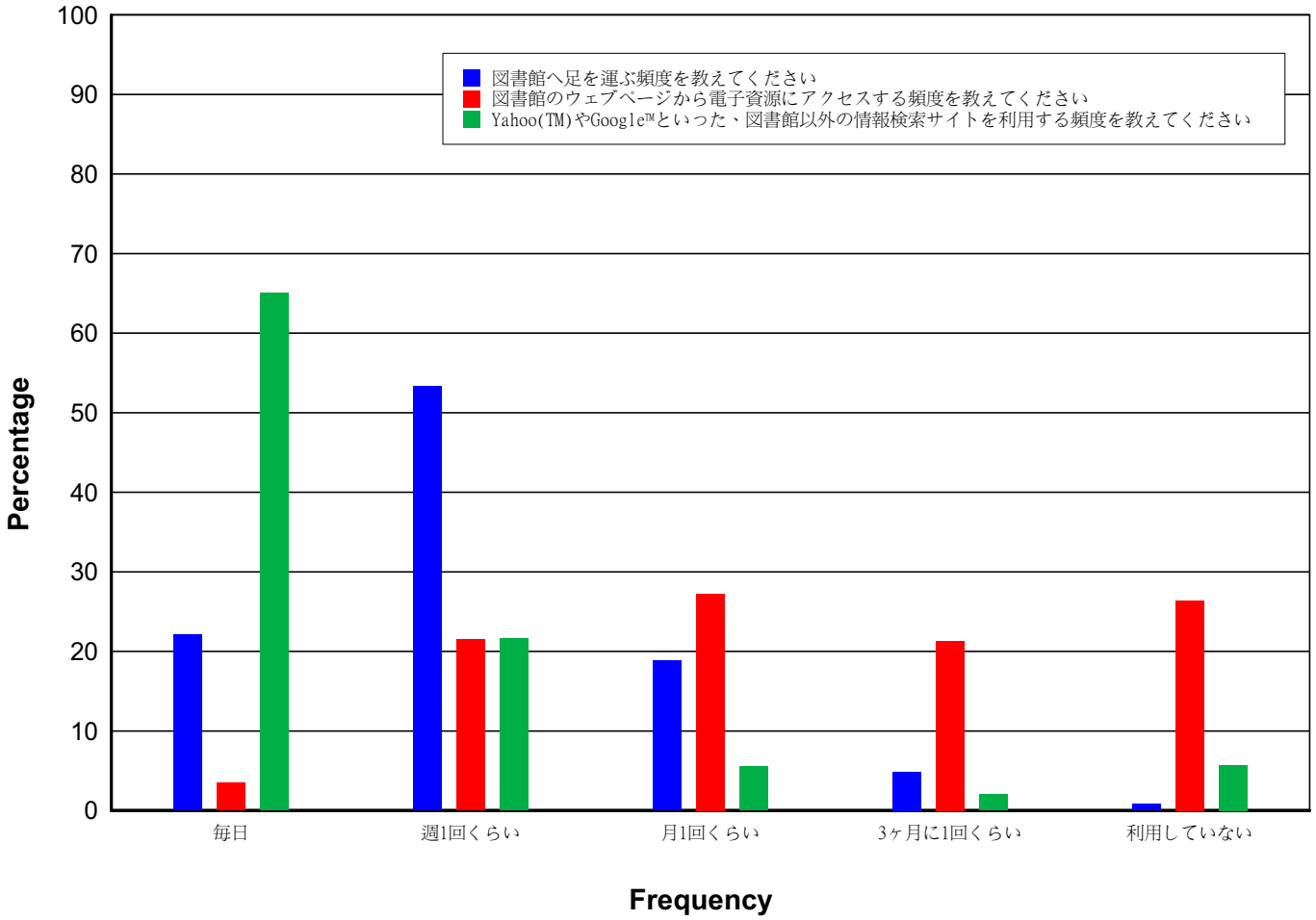
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents 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
この図書館は、自分の専門分野で遅れを取らないよう支援してくれる	5.41	1.57	1,226
この図書館は、私が自分の研究領域において優位でいるための助けとなっている	5.42	1.56	1,226
この図書館は、私がより効率的に学術研究が行なえるようにしてくれる	5.66	1.62	1,226
この図書館は、私が信頼性の高い情報とそうでない情報とを判別するうえで、役立っている	5.13	1.64	1,226
この図書館は、私の研究活動や学習において必要な情報スキルを提供してくれる	5.80	1.61	1,226

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

4.7 Library Use Summary for 学部生

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.



	毎日	週1回くらい	月1回くらい	3ヶ月に1回くらい	利用していない	n / %
図書館へ足を運ぶ頻度を教えてください	271	654	231	60	10	**1,226**
	22.10%	53.34%	18.84%	4.89%	0.82%	**100.00%**
図書館のウェブページから電子資源にアクセスする頻度を教えてください	43	264	334	261	324	**1,226**
	3.51%	21.53%	27.24%	21.29%	26.43%	**100.00%**
Yahoo(TM)やGoogle™といった、図書館以外の情報検索サイトを利用する頻度を教えてください	797	265	68	25	70	**1,225**
	65.06%	21.63%	5.55%	2.04%	5.71%	**100.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 学部生

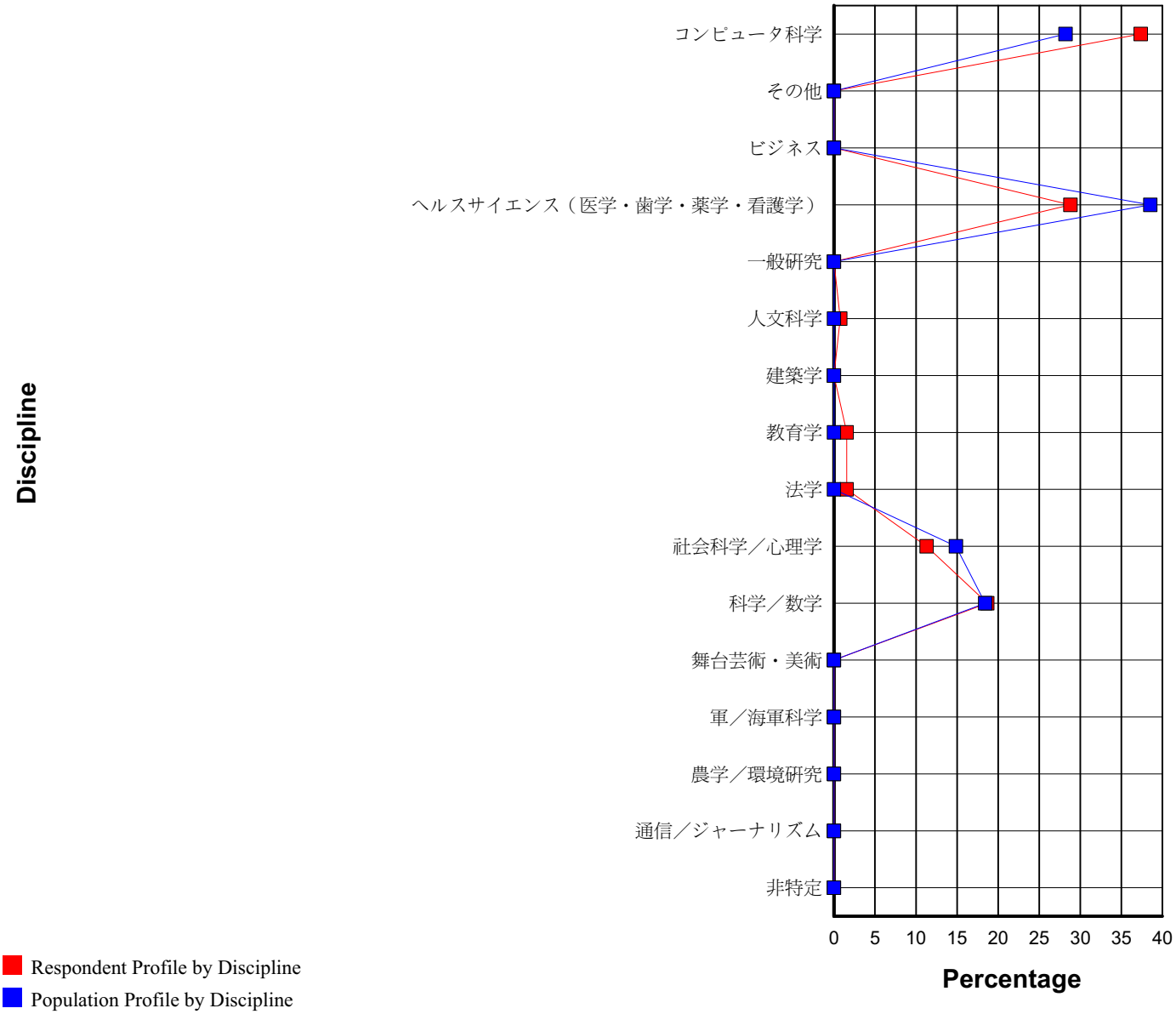
5 大学院生 Summary

5.1 Demographic Summary for 大学院生

5.1.1 Population and Respondent Profiles for 大学院生 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

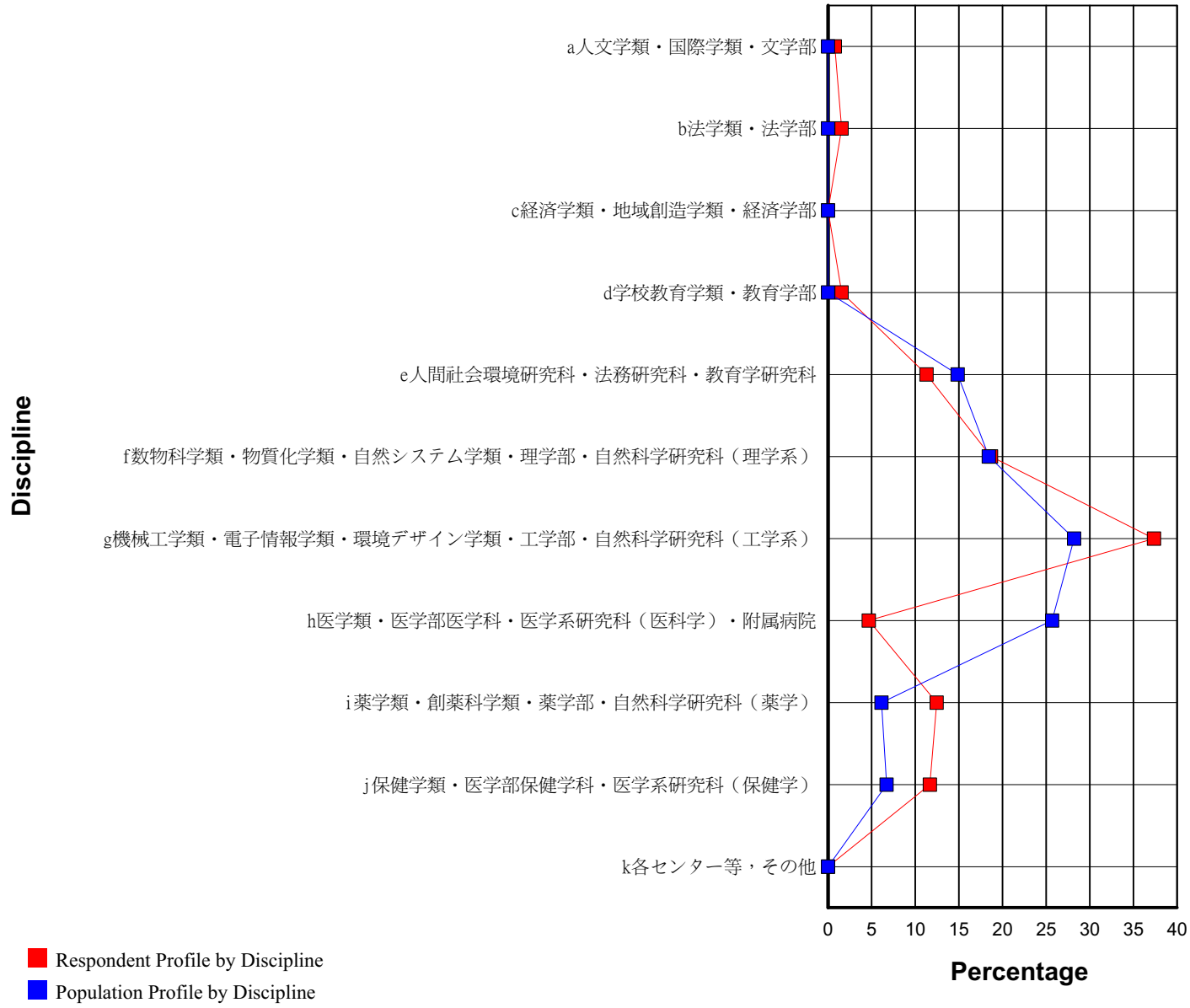
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	672	28.20%	96	37.35%	-9.15%
その他	0	0.00%	0	0.00%	0.00%
ビジネス	0	0.00%	0	0.00%	0.00%
ヘルスサイエンス（医学・歯学・薬学・看護学）	918	38.52%	74	28.79%	9.73%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	0	0.00%	2	0.78%	-0.78%
建築学	0	0.00%	0	0.00%	0.00%
教育学	0	0.00%	4	1.56%	-1.56%
法学	0	0.00%	4	1.56%	-1.56%
社会科学／心理学	354	14.86%	29	11.28%	3.57%
科学／数学	439	18.42%	48	18.68%	-0.25%
舞台芸術・美術	0	0.00%	0	0.00%	0.00%
軍／海軍科学	0	0.00%	0	0.00%	0.00%
農学／環境研究	0	0.00%	0	0.00%	0.00%
通信／ジャーナリズム	0	0.00%	0	0.00%	0.00%
非特定	0	0.00%	0	0.00%	0.00%
Total:	**2,383**	**100.00%**	**257**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.1.2 Population and Respondent Profiles for 大学院生 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).



Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
a人文学類・国際学類・文学部	0	0.00%	2	0.78%	-0.78%
b法学類・法学部	0	0.00%	4	1.56%	-1.56%
c経済学類・地域創造学類・経済学部	0	0.00%	0	0.00%	0.00%
d学校教育学類・教育学部	0	0.00%	4	1.56%	-1.56%
e人間社会環境研究科・法務研究科・教育学研究科	354	14.86%	29	11.28%	3.57%
f数物科学類・物質化学類・自然システム学類・理学部・自然科学研究科（理学系）	439	18.42%	48	18.68%	-0.25%
g機械工学類・電子情報学類・環境デザイン学類・工学部・自然科学研究科（工学系）	672	28.20%	96	37.35%	-9.15%
h医学類・医学部医学科・医学系研究科（医科学）・附属病院	612	25.68%	12	4.67%	21.01%
i薬学類・創薬科学類・薬学部・自然科学研究科（薬学）	146	6.13%	32	12.45%	-6.32%
j保健学類・医学部保健学科・医学系研究科（保健学）	160	6.71%	30	11.67%	-4.96%
k各センター等，その他	0	0.00%	0	0.00%	0.00%
Total:	**2,383**	**100.00%**	**257**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.1.3 Respondent Profile for 大学院生 by Age

Age	Respondents n	Respondents %
18歳未満	0	0.00%
18～22歳	47	18.29%
23～30歳	185	71.98%
31～45歳	18	7.00%
46～65歳	6	2.33%
65歳以上	1	0.39%
Total:	**257**	**100.00%**

5.1.4 Respondent Profile for 大学院生 by Sex

Sex	Respondents n	Respondents %
男性	186	72.37%
女性	71	27.63%
Total:	**257**	**100.00%**

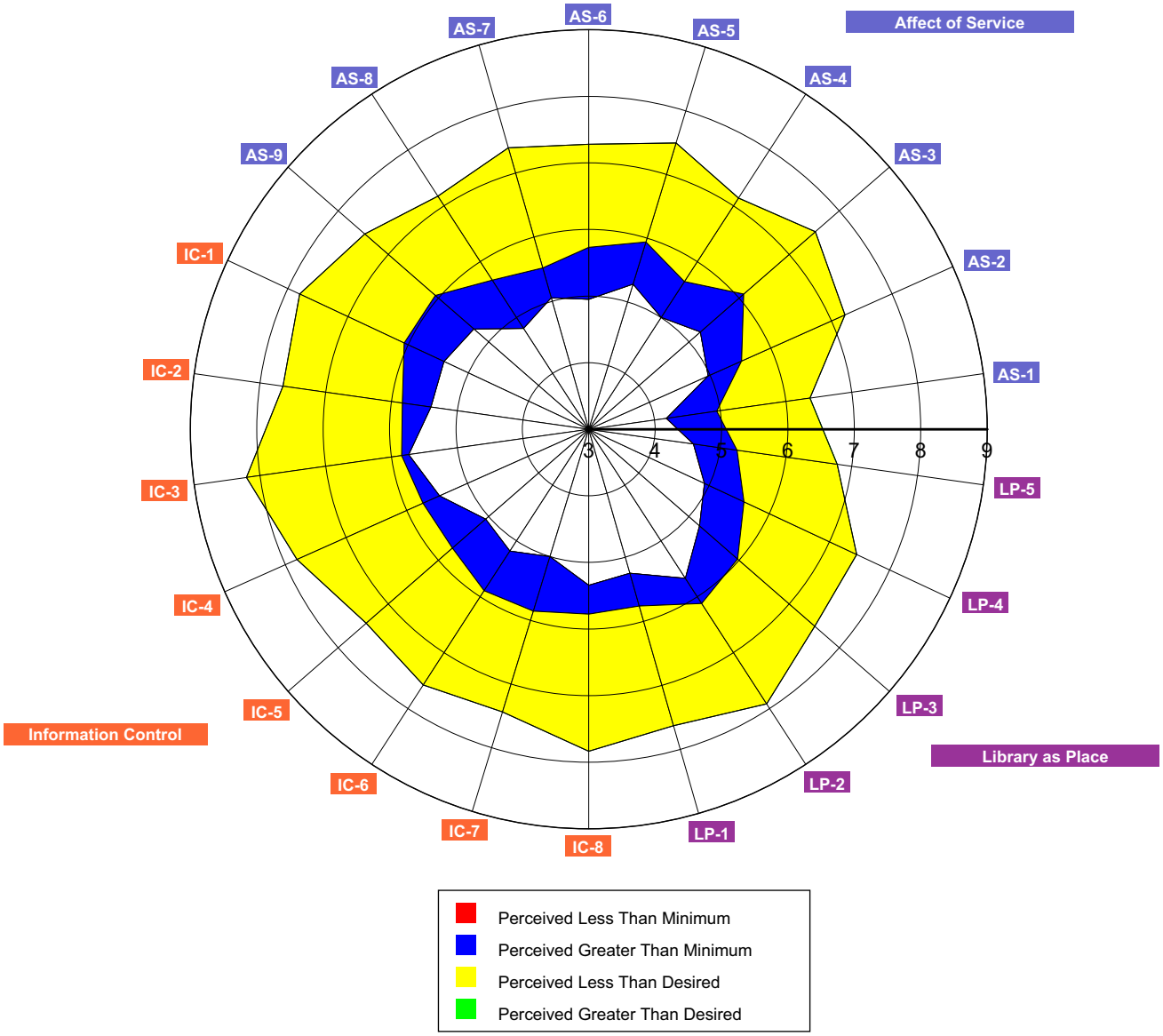
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.2 Core Questions Summary for 大学院生

This radar chart shows 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, Library as Place, and Information Control.

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 two following 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	4.18	6.37	4.95	0.77	-1.42	249
AS-2	図書館は利用者一人一人を大事にしている	4.97	7.22	5.52	0.55	-1.70	254
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.23	7.52	6.09	0.87	-1.43	255
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	5.00	7.14	5.65	0.64	-1.49	249
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	5.28	7.50	5.94	0.66	-1.55	240
AS-6	図書館スタッフが利用者に気配りのある対応をしている	4.95	7.28	5.73	0.78	-1.55	250
AS-7	図書館スタッフは利用者のニーズを理解している	5.06	7.40	5.52	0.46	-1.88	250
AS-8	図書館は進んで利用者に協力してくれる	4.81	7.17	5.67	0.86	-1.50	249
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	5.30	7.47	6.06	0.77	-1.41	240
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	5.41	7.81	6.07	0.66	-1.74	252
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	5.40	7.65	5.84	0.43	-1.82	256
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	5.74	8.21	5.85	0.11	-2.36	257
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	5.46	7.81	5.73	0.27	-2.08	249
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	5.06	7.44	5.72	0.66	-1.72	254
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	5.18	7.58	5.89	0.71	-1.69	252
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	5.00	7.44	5.86	0.86	-1.58	254
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	5.34	7.84	5.78	0.43	-2.06	250
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	5.25	7.63	5.76	0.51	-1.87	256
LP-2	ひとりで学習・研究するための、静かな空間がある	5.67	7.92	6.12	0.45	-1.80	256
LP-3	快適で、また行きたくなるような場所である	5.21	7.51	5.97	0.76	-1.54	257
LP-4	学習、研究、調査のためのとっておきの場所である	4.92	7.45	5.58	0.65	-1.87	252
LP-5	グループ学習や共同研究のためのスペースが整っている	4.59	6.78	5.26	0.66	-1.52	238

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

Overall:	5.15	7.46	5.75	0.61	-1.71	257

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	1.64	1.75	1.75	1.85	1.92	249
AS-2	図書館は利用者一人一人を大事にしている	1.77	1.55	1.70	1.81	1.91	254
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.77	1.47	1.86	2.15	2.10	255
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	1.74	1.49	1.87	1.95	1.96	249
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	1.78	1.44	1.70	1.89	1.90	240
AS-6	図書館スタッフが利用者に気配りのある対応をしている	1.57	1.46	1.75	1.91	1.97	250
AS-7	図書館スタッフは利用者のニーズを理解している	1.75	1.48	1.61	1.88	1.99	250
AS-8	図書館は進んで利用者に協力してくれる	1.72	1.49	1.75	1.90	1.99	249
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	1.67	1.34	1.71	1.86	1.83	240
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	1.76	1.43	1.72	1.86	1.79	252
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	1.72	1.38	1.70	1.95	1.90	256
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	1.68	1.21	1.74	2.07	1.81	257
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	1.73	1.46	1.64	2.02	1.94	249
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	1.67	1.44	1.60	1.90	1.88	254
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	1.73	1.40	1.66	1.90	1.82	252
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	1.65	1.43	1.65	1.89	1.81	254
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	1.75	1.39	1.69	2.17	2.03	250
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	1.76	1.49	1.84	2.07	2.01	256
LP-2	ひとりで学習・研究するための、静かな空間がある	1.80	1.35	1.81	2.34	1.94	256
LP-3	快適で、また行きたくなるような場所である	1.77	1.57	1.86	2.19	2.16	257
LP-4	学習、研究、調査のためのとっておきの場所である	1.72	1.47	1.65	1.96	1.90	252
LP-5	グループ学習や共同研究のためのスペースが整っている	1.84	1.67	1.83	2.34	2.20	238

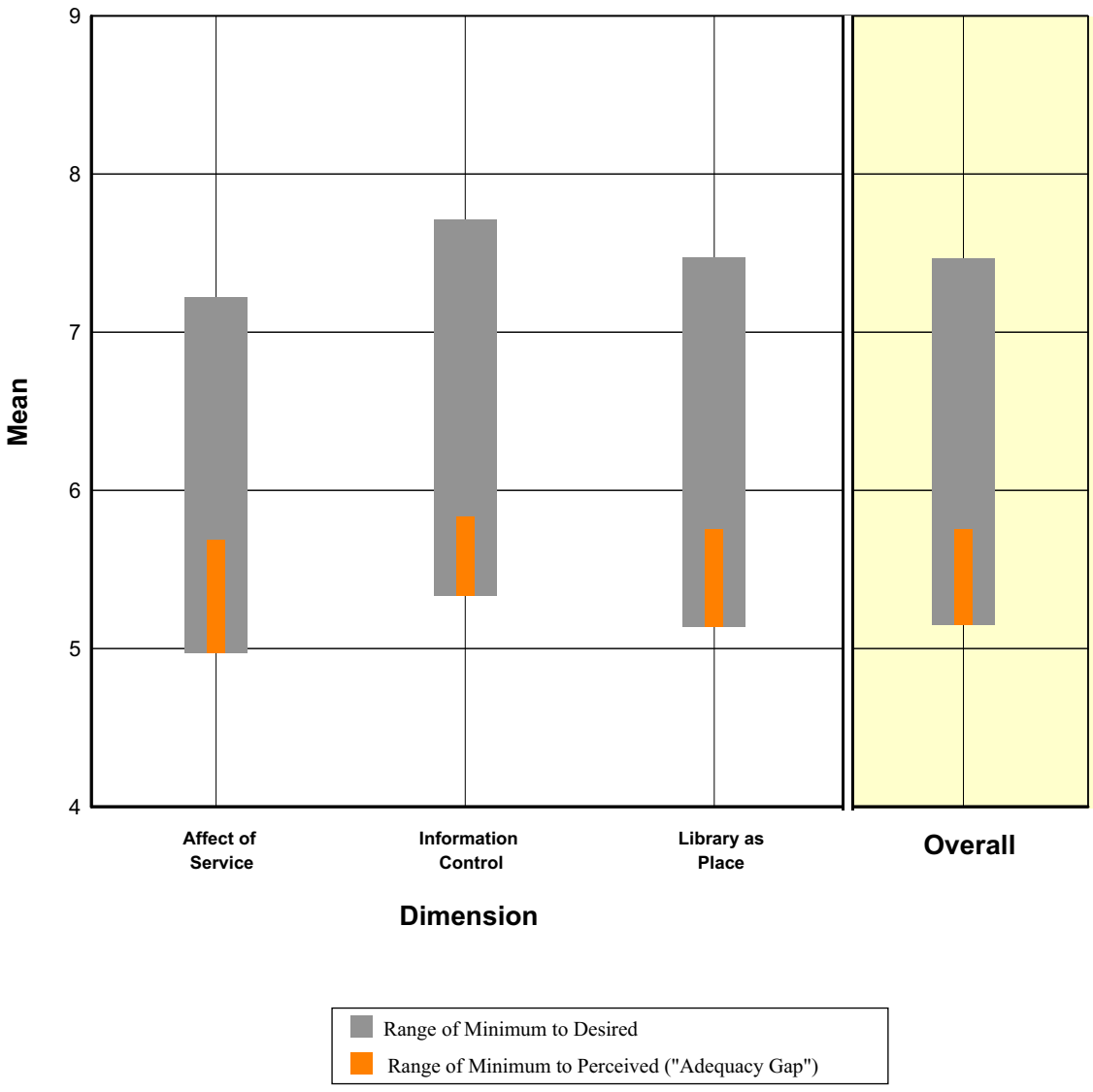
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

Overall:	1.39	1.04	1.18	1.46	1.36	257

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

5.3 Core Question Dimensions Summary for 大学院生

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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	大学院生

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	4.97	7.22	5.69	0.71	-1.53	257
Information Control	5.34	7.71	5.84	0.50	-1.88	257
Library as Place	5.14	7.47	5.75	0.62	-1.72	257
Overall:	5.15	7.46	5.75	0.61	-1.71	257

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	1.43	1.13	1.40	1.53	1.56	257
Information Control	1.44	1.10	1.22	1.51	1.37	257
Library as Place	1.45	1.15	1.30	1.72	1.56	257
Overall:	1.39	1.04	1.18	1.46	1.36	257

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.4 Local Questions Summary for 大学院生

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
図書館のオリエンテーションや利用ガイダンスは役にたっている	4.18	6.33	4.72	0.54	-1.61	238
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	5.24	7.53	6.08	0.84	-1.44	228
図書館の開館時間は満足できる	5.40	7.72	6.41	1.01	-1.32	256
図書館は安全で安心できる場所である	5.44	7.53	6.65	1.21	-0.88	255
使いやすいOPACが提供されている	5.28	7.64	6.23	0.94	-1.41	250

This table displays 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
図書館のオリエンテーションや利用ガイダンスは役にたっている	1.91	1.95	1.84	2.07	2.10	238
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	1.74	1.51	1.71	1.92	2.00	228
図書館の開館時間は満足できる	1.78	1.49	2.02	2.61	2.22	256
図書館は安全で安心できる場所である	1.86	1.61	1.64	1.86	1.78	255
使いやすいOPACが提供されている	1.73	1.40	1.69	1.92	1.78	250

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.5 General Satisfaction Questions Summary for 大学院生

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
この図書館の私に対する対応には、概ね満足している	5.95	1.70	257
この図書館の私の学習、研究、教育活動に対する支援体制には、概ね満足している	5.66	1.65	257
この図書館のサービスの質全般を評価し、点数をつけてください	6.02	1.48	257

5.6 Information Literacy Outcomes Questions Summary for 大学院生

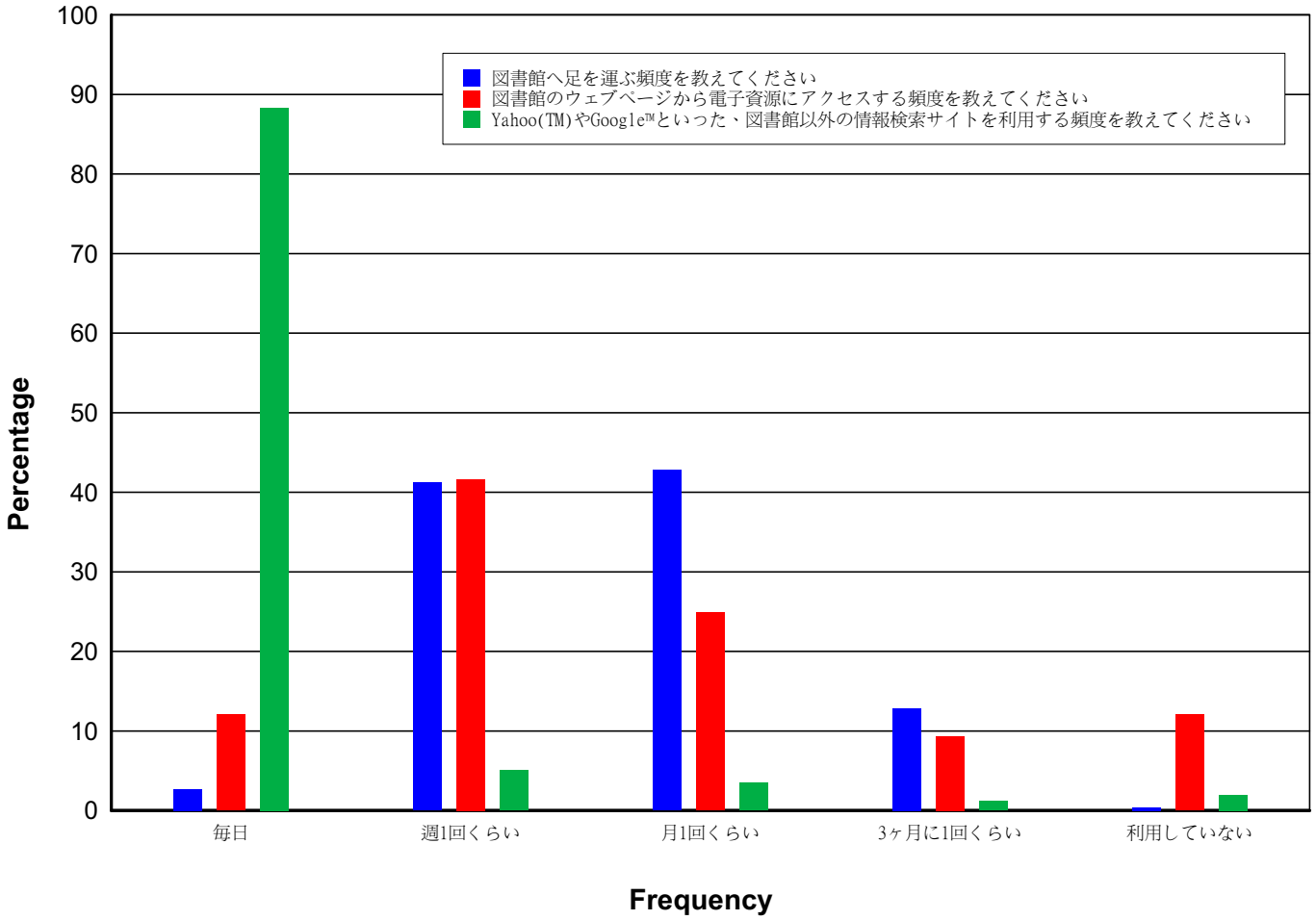
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents 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
この図書館は、自分の専門分野で遅れを取らないよう支援してくれる	5.15	1.64	257
この図書館は、私が自分の研究領域において優位でいるための助けとなっている	5.33	1.76	257
この図書館は、私がより効率的に学術研究が行なえるようにしてくれる	5.45	1.75	257
この図書館は、私が信頼性の高い情報とそうでない情報とを判別するうえで、役立っている	5.04	1.70	257
この図書館は、私の研究活動や学習において必要な情報スキルを提供してくれる	5.62	1.68	257

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

5.7 Library Use Summary for 大学院生

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.



	毎日	週1回くらい	月1回くらい	3ヶ月に1回くらい	利用していない	n / %
図書館へ足を運ぶ頻度を教えてください	7	106	110	33	1	**257**
	2.72%	41.25%	42.80%	12.84%	0.39%	**100.00%**
図書館のウェブページから電子資源にアクセスする頻度を教えてください	31	107	64	24	31	**257**
	12.06%	41.63%	24.90%	9.34%	12.06%	**100.00%**
Yahoo(TM)やGoogle™といった、図書館以外の情報検索サイトを利用する頻度を教えてください	227	13	9	3	5	**257**
	88.33%	5.06%	3.50%	1.17%	1.95%	**100.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 大学院生

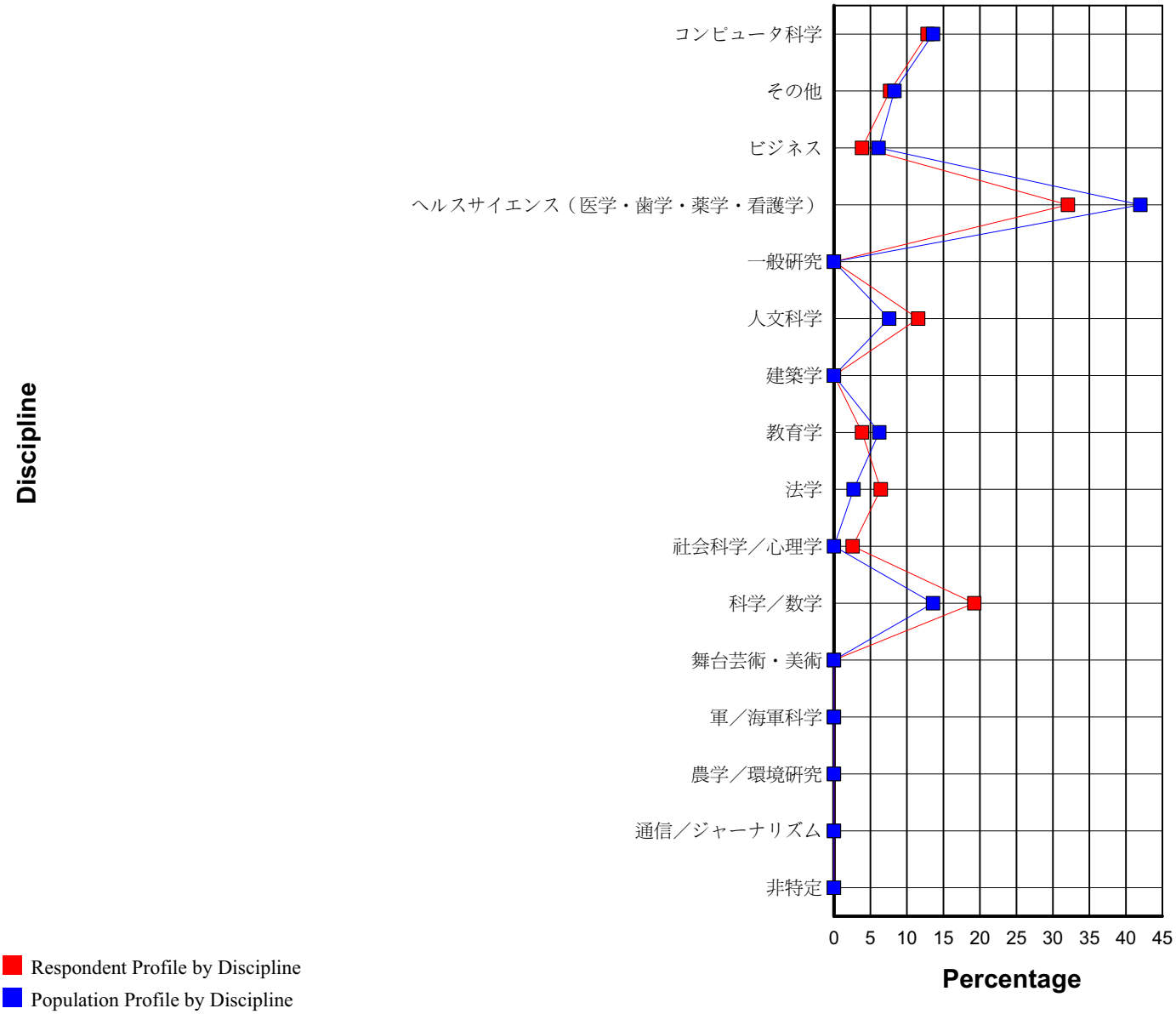
6 教員 Summary

6.1 Demographic Summary for 教員

6.1.1 Population and Respondent Profiles for 教員 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	教員

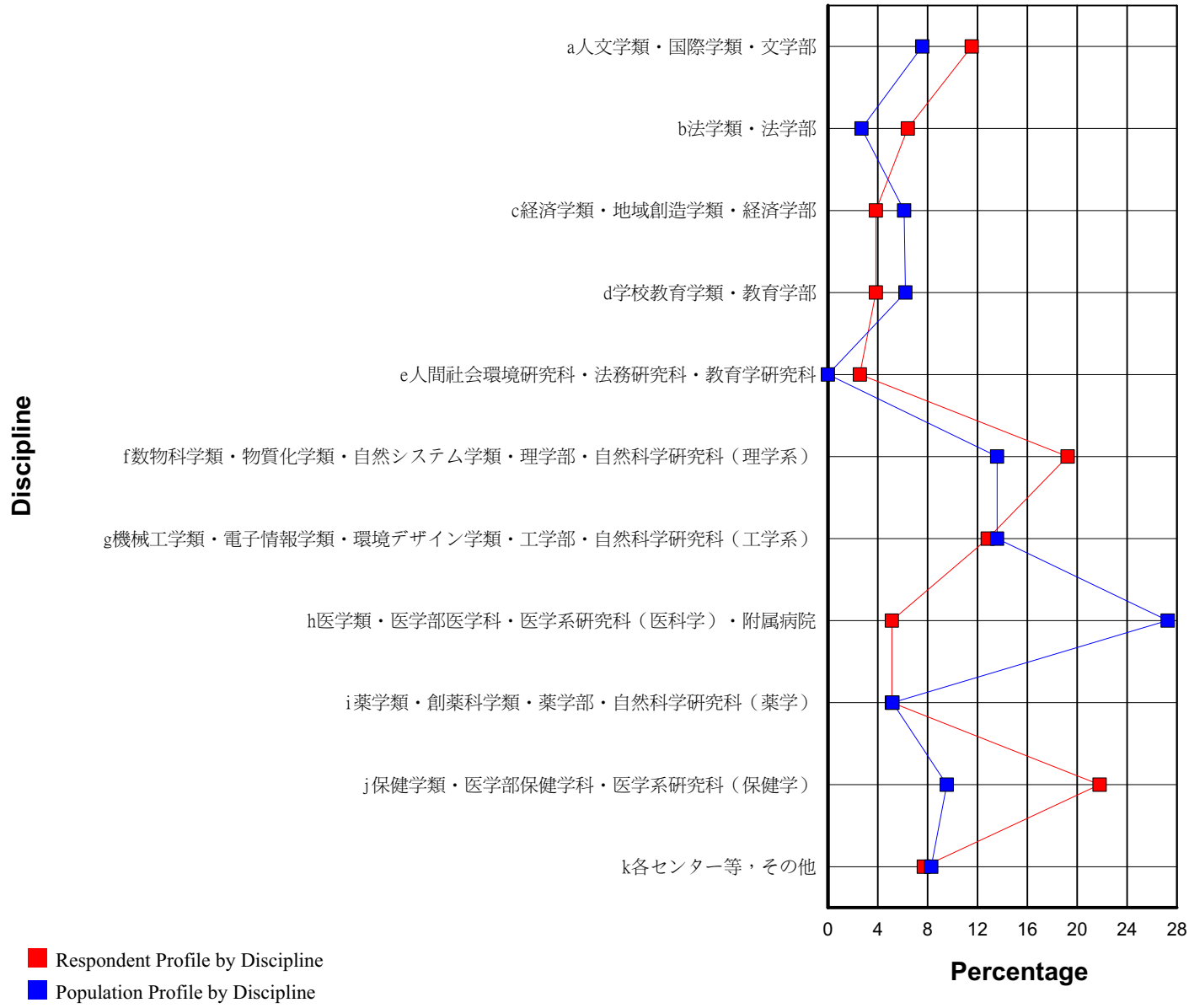
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	131	13.58%	10	12.82%	0.75%
その他	80	8.29%	6	7.69%	0.60%
ビジネス	59	6.11%	3	3.85%	2.27%
ヘルスサイエンス（医学・歯学・薬学・看護学）	405	41.97%	25	32.05%	9.92%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	73	7.56%	9	11.54%	-3.97%
建築学	0	0.00%	0	0.00%	0.00%
教育学	60	6.22%	3	3.85%	2.37%
法学	26	2.69%	5	6.41%	-3.72%
社会科学／心理学	0	0.00%	2	2.56%	-2.56%
科学／数学	131	13.58%	15	19.23%	-5.66%
舞台芸術・美術	0	0.00%	0	0.00%	0.00%
軍／海軍科学	0	0.00%	0	0.00%	0.00%
農学／環境研究	0	0.00%	0	0.00%	0.00%
通信／ジャーナリズム	0	0.00%	0	0.00%	0.00%
非特定	0	0.00%	0	0.00%	0.00%
Total:	**965**	**100.00%**	**78**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 教員

6.1.2 Population and Respondent Profiles for 教員 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).



Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	教員

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
a人文学類・国際学類・文学部	73	7.56%	9	11.54%	-3.97%
b法学類・法学部	26	2.69%	5	6.41%	-3.72%
c経済学類・地域創造学類・経済学部	59	6.11%	3	3.85%	2.27%
d学校教育学類・教育学部	60	6.22%	3	3.85%	2.37%
e人間社会環境研究科・法務研究科・教育学研究科	0	0.00%	2	2.56%	-2.56%
f数物科学類・物質化学類・自然システム学類・理学部・自然科学研究科（理学系）	131	13.58%	15	19.23%	-5.66%
g機械工学類・電子情報学類・環境デザイン学類・工学部・自然科学研究科（工学系）	131	13.58%	10	12.82%	0.75%
h医学類・医学部医学科・医学系研究科（医科学）・附属病院	263	27.25%	4	5.13%	22.13%
i薬学類・創薬科学類・薬学部・自然科学研究科（薬学）	50	5.18%	4	5.13%	0.05%
j保健学類・医学部保健学科・医学系研究科（保健学）	92	9.53%	17	21.79%	-12.26%
k各センター等，その他	80	8.29%	6	7.69%	0.60%
Total:	**965**	**100.00%**	**78**	**100.00%**	**0.00%**

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 教員

6.1.3 Respondent Profile for 教員 by Age

Age	Respondents n	Respondents %
18歳未満	0	0.00%
18～22歳	0	0.00%
23～30歳	6	7.69%
31～45歳	38	48.72%
46～65歳	33	42.31%
65歳以上	1	1.28%
Total:	**78**	**100.00%**

6.1.4 Respondent Profile for 教員 by Sex

Sex	Respondents n	Respondents %
男性	63	80.77%
女性	15	19.23%
Total:	**78**	**100.00%**

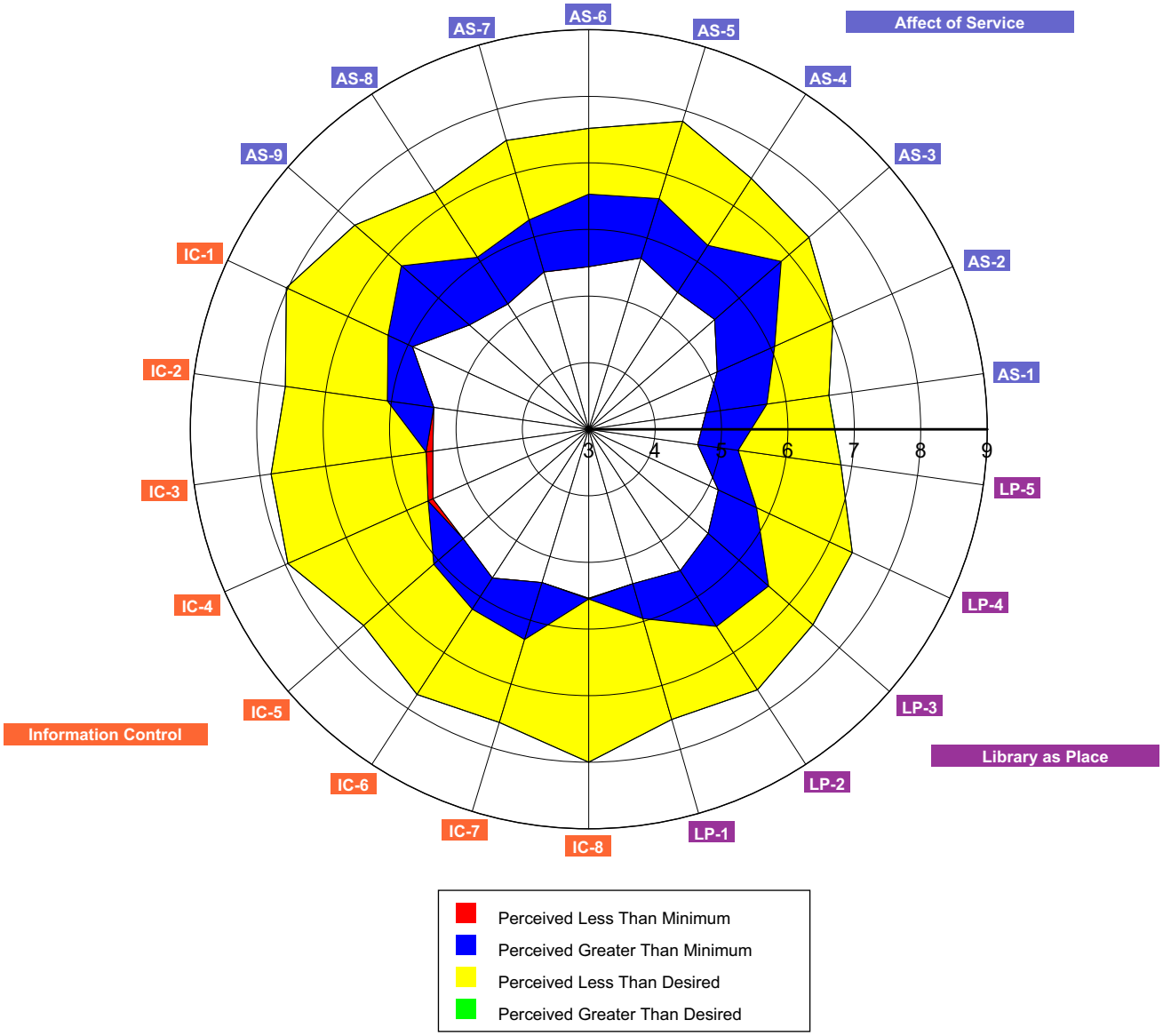
Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 教員

6.2 Core Questions Summary for 教員

This radar chart shows 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, Library as Place, and Information Control.

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 two following 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:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	教員

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	4.78	6.65	5.71	0.93	-0.94	69
AS-2	図書館は利用者一人一人を大事にしている	5.12	7.03	6.07	0.95	-0.96	76
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.51	7.39	6.84	1.33	-0.55	76
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	5.45	7.49	6.29	0.84	-1.20	75
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	5.69	7.84	6.62	0.93	-1.22	74
AS-6	図書館スタッフが利用者に気配りのある対応をしている	5.44	7.52	6.53	1.09	-0.99	77
AS-7	図書館スタッフは利用者のニーズを理解している	5.46	7.51	6.27	0.81	-1.24	74
AS-8	図書館は進んで利用者に協力してくれる	5.24	7.26	6.08	0.84	-1.18	74
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	5.39	7.67	6.74	1.36	-0.93	70
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	5.93	8.03	6.34	0.41	-1.69	74
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	5.36	7.62	6.06	0.71	-1.55	78
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	5.47	7.83	5.37	-0.10	-2.46	78
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	5.65	7.96	5.57	-0.08	-2.39	77
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	5.51	7.49	6.09	0.59	-1.40	75
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	5.67	7.75	6.22	0.56	-1.53	72
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	5.41	7.61	6.30	0.89	-1.30	76
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	5.55	8.00	5.54	-0.01	-2.46	78
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	5.41	7.53	5.96	0.55	-1.57	75
LP-2	ひとりで学習・研究するための、静かな空間がある	5.53	7.67	6.53	1.00	-1.13	75
LP-3	快適で、また行きたくなるような場所である	5.38	7.47	6.59	1.21	-0.88	78
LP-4	学習、研究、調査のためのとっておきの場所である	5.15	7.38	5.79	0.63	-1.59	71
LP-5	グループ学習や共同研究のためのスペースが整っている	4.66	6.84	5.27	0.62	-1.56	73

Language: Japanese
Institution Type: College or University
Consortium: LibQUAL Japan
User Group: 教員

Overall:	5.40	7.53	6.14	0.73	-1.39	78

Language:	Japanese
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	教員

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	図書館スタッフは利用者に自信を持たせてくれる	1.84	1.64	1.75	1.61	1.56	69
AS-2	図書館は利用者一人一人を大事にしている	1.83	1.52	1.59	1.68	1.78	76
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.62	1.35	1.57	1.72	1.42	76
AS-4	図書館には利用者の質問に進んで答えようとする姿勢がある	1.72	1.34	1.61	1.98	1.81	75
AS-5	図書館スタッフは利用者の質問に回答できる知識を持っている	1.64	1.28	1.62	1.76	1.65	74
AS-6	図書館スタッフが利用者に気配りのある対応をしている	1.73	1.38	1.71	1.88	1.68	77
AS-7	図書館スタッフは利用者のニーズを理解している	1.63	1.38	1.67	1.69	1.89	74
AS-8	図書館は進んで利用者に協力してくれる	1.53	1.49	1.73	1.89	1.83	74
AS-9	図書館利用において利用者が困っている事について、信頼できる対処の仕方をしている	1.51	1.29	1.62	1.68	1.67	70
Information Control							
IC-1	自宅または研究室からデータベースや電子ジャーナルなどの電子資源にアクセスできる	1.82	1.60	2.20	2.39	2.17	74
IC-2	図書館のウェブサイトは、利用者が自力で情報を見つけられるように作られている	1.64	1.59	1.64	1.91	1.99	78
IC-3	私の学習・研究のために必要な本や雑誌（紙）の資料が揃っている	1.71	1.57	1.87	2.15	2.14	78
IC-4	私が必要とする電子情報資源（電子ジャーナルやデータベース）が揃っている	1.79	1.72	2.04	2.35	2.26	77
IC-5	必要な情報に容易にアクセスできるような最新の機器・設備を備えている	1.53	1.43	1.54	1.46	1.76	75
IC-6	私自身の力で必要なものが探せるような、使いやすいアクセスツールがある	1.63	1.32	1.67	1.79	1.73	72
IC-7	人に頼らず簡単にアクセスできるように、情報が提供されている	1.64	1.55	1.75	1.89	1.68	76
IC-8	私の研究に必要な雑誌が、印刷版または電子ジャーナルとして収集されている	1.81	1.74	2.06	2.34	2.31	78
Library as Place							
LP-1	図書館は学習・研究意欲をかきたてられるような場所である	1.77	1.48	1.73	1.89	2.02	75
LP-2	ひとりで学習・研究するための、静かな空間がある	1.76	1.39	1.60	1.82	1.73	75
LP-3	快適で、また行きたくなるような場所である	1.72	1.38	1.75	1.91	1.89	78
LP-4	学習、研究、調査のためのとっておきの場所である	1.65	1.47	1.81	1.88	2.00	71
LP-5	グループ学習や共同研究のためのスペースが整っている	1.69	1.88	1.80	1.87	2.05	73

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Overall:	1.35	1.07	1.20	1.43	1.37	78

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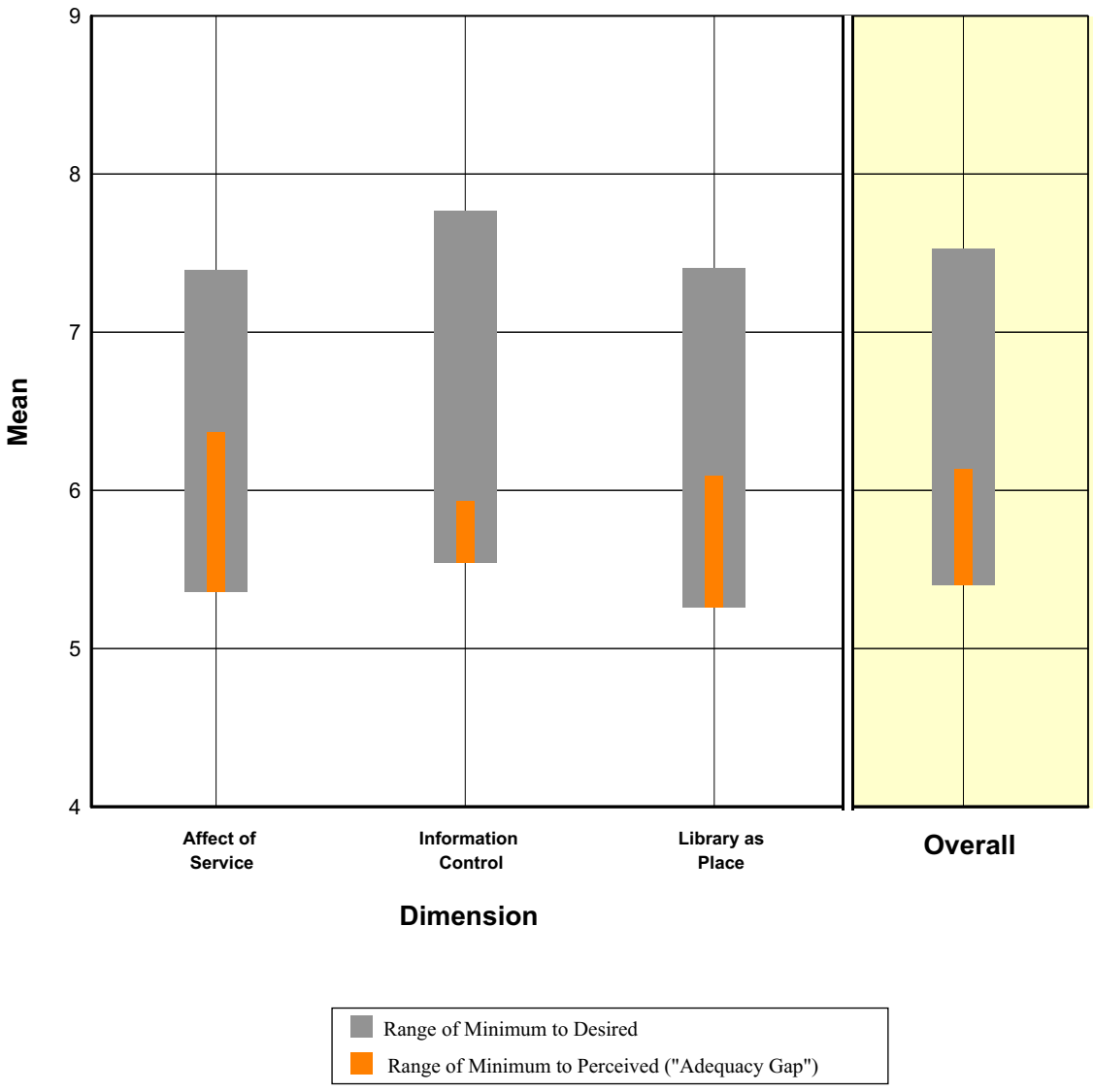
Institution Type:	College or University
Consortium:	LibQUAL Japan
User Group:	教員

6.3 Core Question Dimensions Summary for 教員

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.



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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	5.36	7.39	6.37	1.01	-1.02	78
Information Control	5.54	7.77	5.93	0.39	-1.84	78
Library as Place	5.26	7.41	6.09	0.83	-1.32	78
Overall:	5.40	7.53	6.14	0.73	-1.39	78

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	1.52	1.14	1.39	1.55	1.43	78
Information Control	1.42	1.29	1.34	1.56	1.53	78
Library as Place	1.48	1.20	1.35	1.47	1.56	78
Overall:	1.35	1.07	1.20	1.43	1.37	78

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6.4 Local Questions Summary for 教員

This table shows mean scores 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 Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
図書館のオリエンテーションや利用ガイダンスは役にたっている	5.19	7.31	5.85	0.66	-1.46	59
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	5.81	8.07	7.15	1.35	-0.92	72
図書館の開館時間は満足できる	5.68	7.73	6.65	0.97	-1.08	77
図書館は安全で安心できる場所である	5.70	7.66	7.09	1.39	-0.57	77
使いやすいOPACが提供されている	5.55	7.77	6.73	1.18	-1.04	74

This table displays 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
図書館のオリエンテーションや利用ガイダンスは役にたっている	1.63	1.34	1.67	1.89	1.83	59
他の図書館からの文献複写・貸借サービスは迅速で役にたっている	1.75	1.30	1.74	1.75	1.69	72
図書館の開館時間は満足できる	1.82	1.36	2.09	2.26	2.37	77
図書館は安全で安心できる場所である	1.81	1.40	1.40	1.54	1.34	77
使いやすいOPACが提供されている	1.61	1.49	1.69	1.74	1.74	74

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6.5 General Satisfaction Questions Summary for 教員

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
この図書館の私に対する対応には、概ね満足している	6.56	1.90	78
この図書館の私の学習、研究、教育活動に対する支援体制には、概ね満足している	5.87	1.97	78
この図書館のサービスの質全般を評価し、点数をつけてください	6.33	1.76	78

6.6 Information Literacy Outcomes Questions Summary for 教員

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
この図書館は、自分の専門分野で遅れを取らないよう支援してくれる	5.44	1.89	78
この図書館は、私が自分の研究領域において優位でいるための助けとなっている	5.27	1.95	78
この図書館は、私がより効率的に学術研究が行なえるようにしてくれる	5.64	1.92	78
この図書館は、私が信頼性の高い情報とそうでない情報とを判別するうえで、役立っている	5.03	1.70	78
この図書館は、私の研究活動や学習において必要な情報スキルを提供してくれる	5.29	1.80	78

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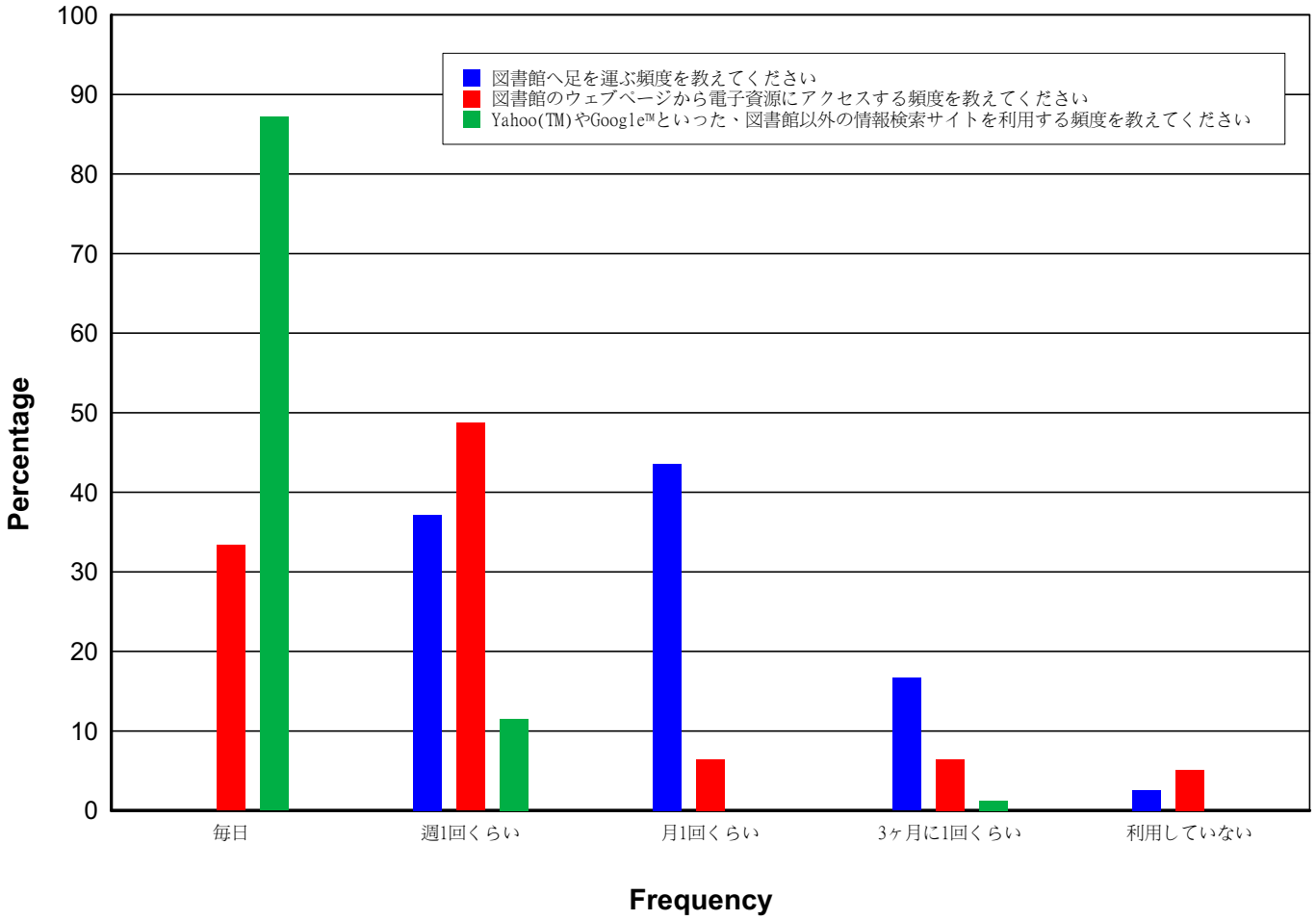
6.7 Library Use Summary for 教員

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.



	毎日	週1回くらい	月1回くらい	3ヶ月に1回くらい	利用していない	n / %
図書館へ足を運ぶ頻度を教えてください	0	29	34	13	2	**78**
	0.00%	37.18%	43.59%	16.67%	2.56%	**100.00%**
図書館のウェブページから電子資源にアクセスする頻度を教えてください	26	38	5	5	4	**78**
	33.33%	48.72%	6.41%	6.41%	5.13%	**100.00%**
Yahoo(TM)やGoogle™といった、図書館以外の情報検索サイトを利用する頻度を教えてください	68	9	0	1	0	**78**
	87.18%	11.54%	0.00%	1.28%	0.00%	**100.00%**

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7 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 - 2008 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 2008 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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