

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>](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 Kyrrillidou, 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, Kyriallidou & Cook, 2008) as well as new communities and types of libraries that have joined the project (see Thompson, Kyriallidou & 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 Keio University Library

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, 2006:	4,356,296
Volumes added during year - Gross:	80,473
Total number of current serials received:	17,222
Total library expenditures (in USD):	\$16,350,000
Personnel - professional staff, FTE:	95
Personnel - support staff, FTE:	138

1.8 Contact Information for Keio University Library

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

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2 Demographic Summary for Keio University Library

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
学部生		
1年生	238	21.64%
2年生	238	21.64%
3年生	232	21.09%
4年生	219	19.91%
5年生以上	1	0.09%
科目履修生ほか	3	0.27%
Sub Total:	931	84.64%
大学院生		
修士課程	75	6.82%
博士課程	28	2.55%
科目履修生ほか	2	0.18%
Sub Total:	105	9.55%
教員		
非常勤講師	9	0.82%
助教または助手	3	0.27%
准教授	4	0.36%
講師	6	0.55%
教授	9	0.82%
その他の教員・研究員	13	1.18%
Sub Total:	44	4.00%
図書館スタッフ		
図書館経営層	0	0.00%
図書館管理職	1	0.09%
図書館利用者サービススタッフ	4	0.36%
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	1	0.09%
その他の図書館スタッフ	0	0.00%
Sub Total:	6	0.55%
職員		
研究員	6	0.55%
その他の職員	8	0.73%
Sub Total:	14	1.27%
Total:	1,100	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

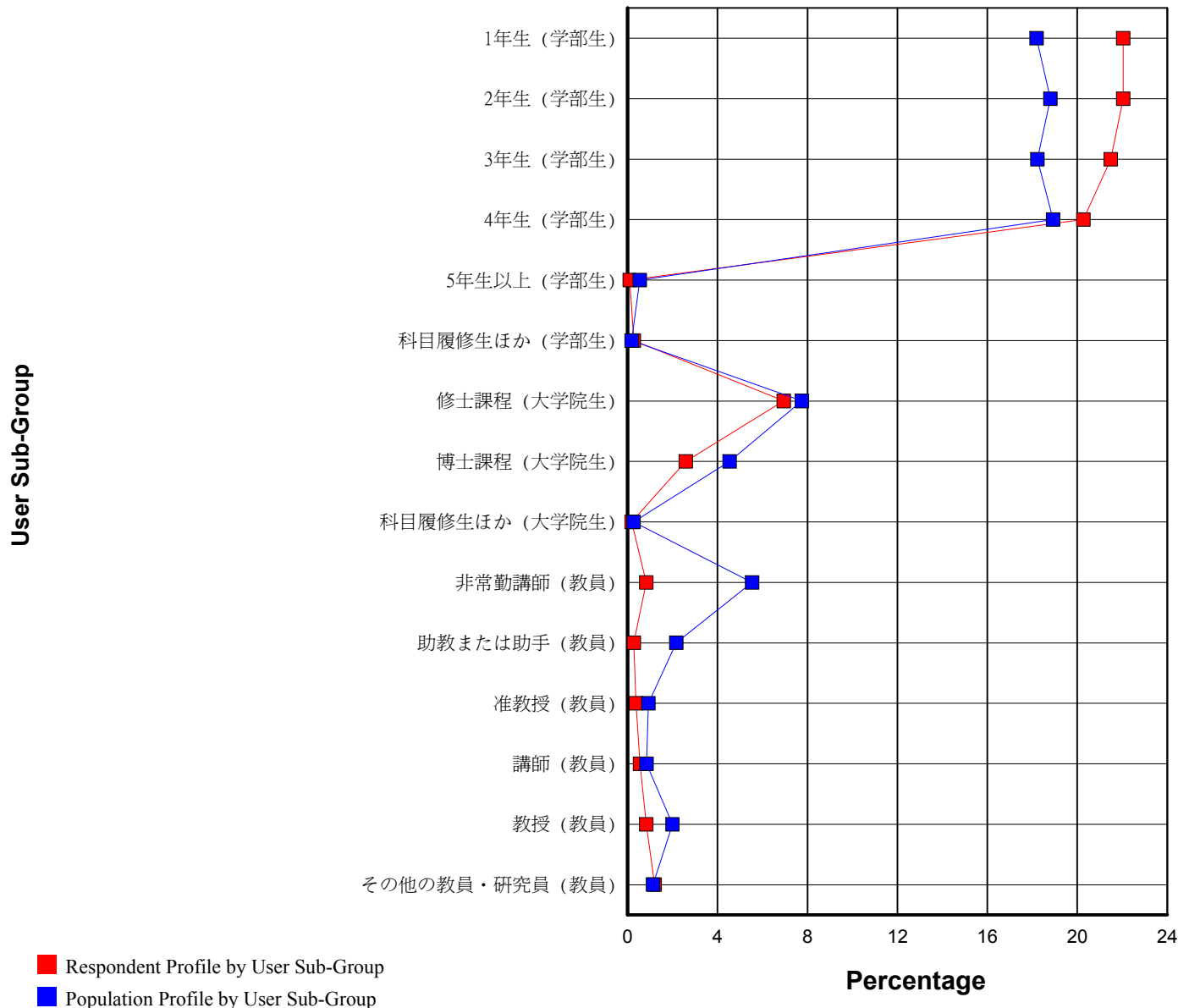
User Group: A11

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
 Library Branch: 湘南藤沢メディアセンター
 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)	6,901	18.19%	238	22.04%	-3.85%
2年生 (学部生)	7,132	18.80%	238	22.04%	-3.24%
3年生 (学部生)	6,915	18.23%	232	21.48%	-3.25%
4年生 (学部生)	7,178	18.92%	219	20.28%	-1.36%
5年生以上 (学部生)	204	0.54%	1	0.09%	0.45%
科目履修生ほか (学部生)	67	0.18%	3	0.28%	-0.10%
修士課程 (大学院生)	2,940	7.75%	75	6.94%	0.81%
博士課程 (大学院生)	1,723	4.54%	28	2.59%	1.95%
科目履修生ほか (大学院生)	99	0.26%	2	0.19%	0.08%
非常勤講師 (教員)	2,102	5.54%	9	0.83%	4.71%
助教または助手 (教員)	820	2.16%	3	0.28%	1.88%
准教授 (教員)	351	0.93%	4	0.37%	0.55%
講師 (教員)	319	0.84%	6	0.56%	0.29%
教授 (教員)	756	1.99%	9	0.83%	1.16%
その他の教員・研究員 (教員)	430	1.13%	13	1.20%	-0.07%
Total:	37,937	100.00%	1,080	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

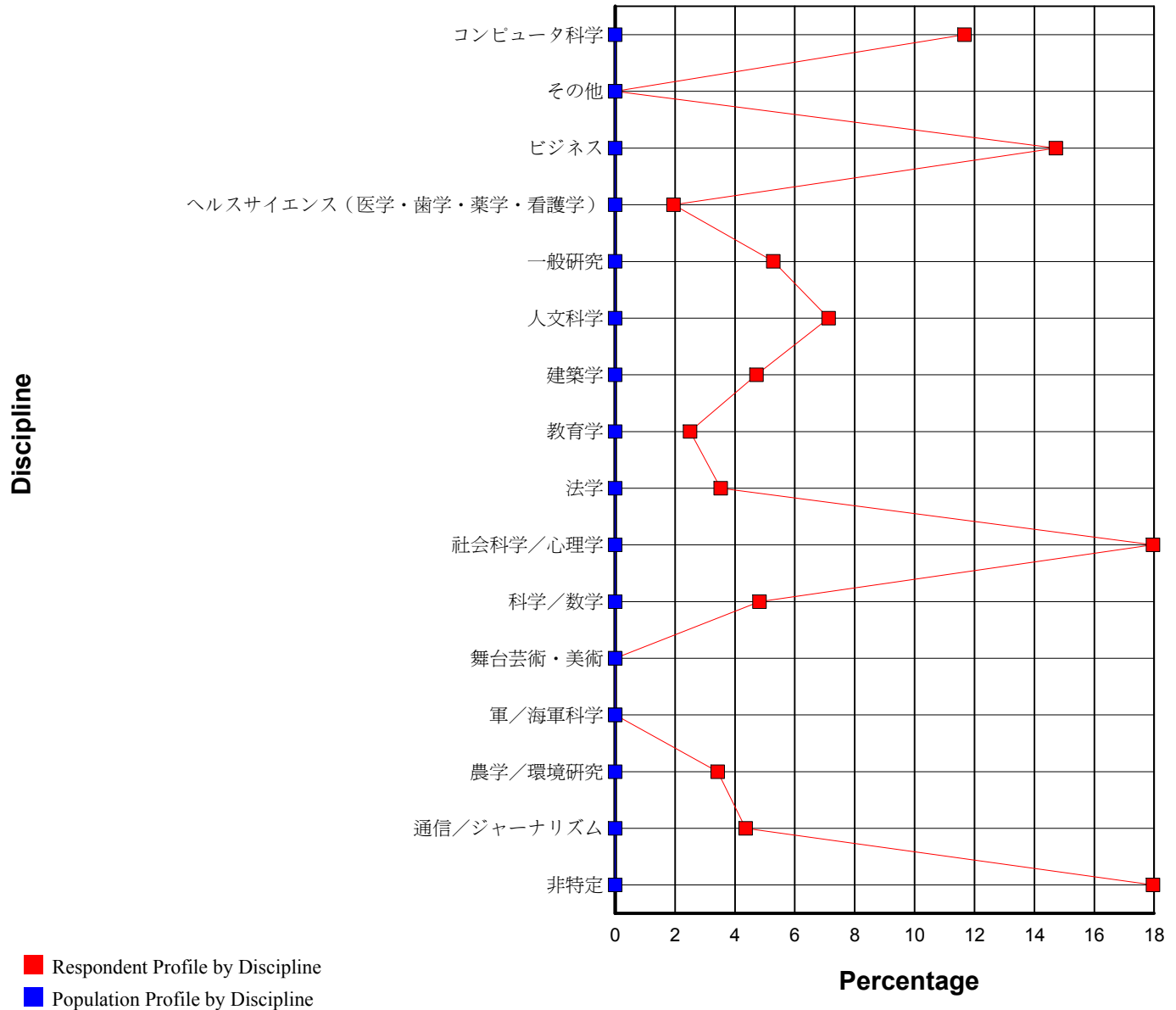
User Group: All (Excluding 図書館スタッフ、職員)

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
 Library Branch: 湘南藤沢メディアセンター
 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	0	0.00%	126	11.67%	-11.67%
その他	0	0.00%	0	0.00%	0.00%
ビジネス	0	0.00%	159	14.72%	-14.72%
ヘルスサイエンス（医学・歯学・薬学・看護学）	0	0.00%	21	1.94%	-1.94%
一般研究	0	0.00%	57	5.28%	-5.28%
人文科学	0	0.00%	77	7.13%	-7.13%
建築学	0	0.00%	51	4.72%	-4.72%
教育学	0	0.00%	27	2.50%	-2.50%
法学	0	0.00%	38	3.52%	-3.52%
社会科学／心理学	0	0.00%	194	17.96%	-17.96%
科学／数学	0	0.00%	52	4.81%	-4.81%
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%	37	3.43%	-3.43%
通信／ジャーナリズム	0	0.00%	47	4.35%	-4.35%
非特定	0	0.00%	194	17.96%	-17.96%
Total:	0	100.00%	1,080	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

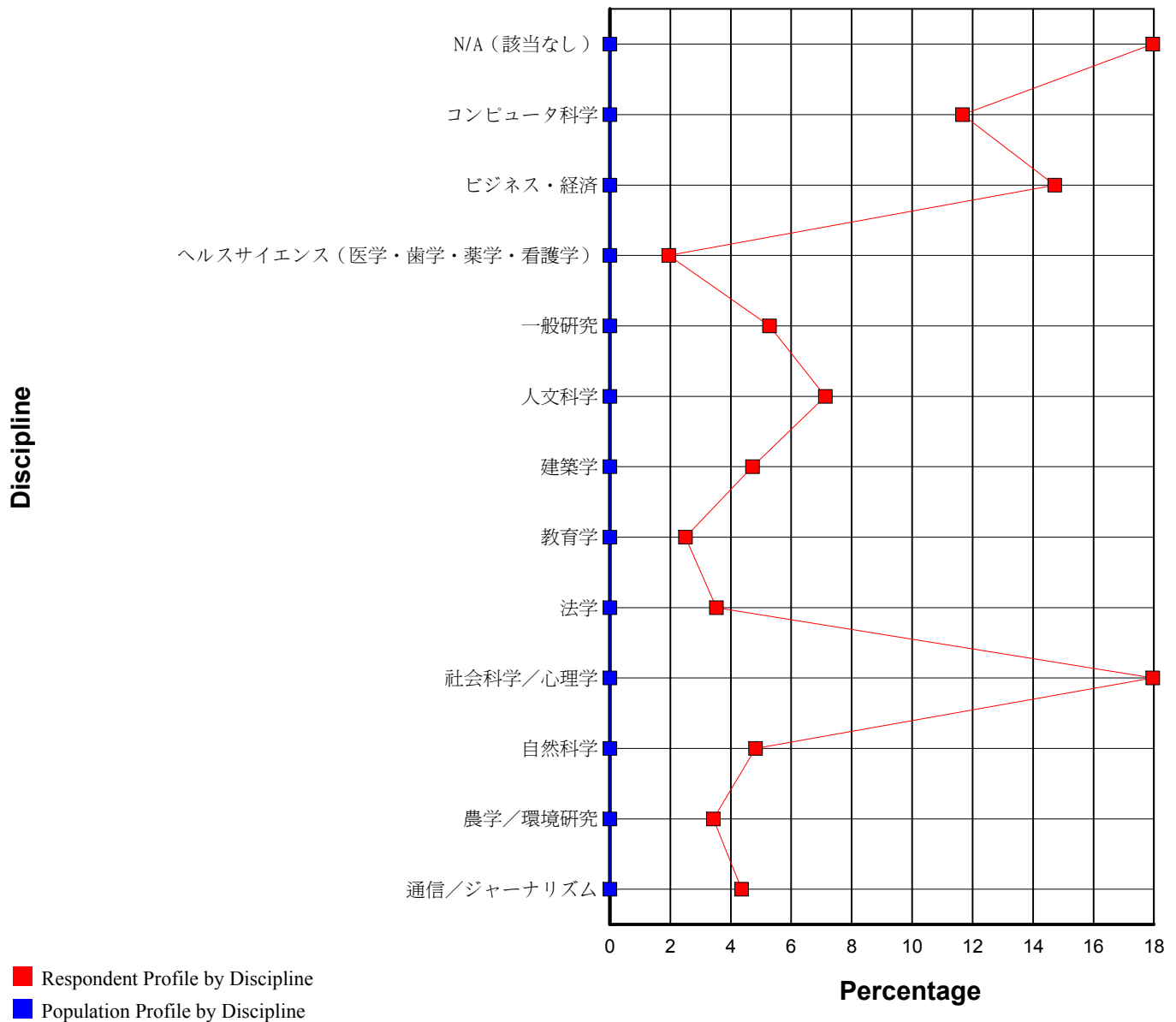
User Group: All (Excluding 図書館スタッフ、職員)

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: All (Excluding 図書館スタッフ, 職員)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
N/A (該当なし)	0	0.00%	194	17.96%	-17.96%
コンピュータ科学	0	0.00%	126	11.67%	-11.67%
ビジネス・経済	0	0.00%	159	14.72%	-14.72%
ヘルスサイエンス (医学・歯学・薬学・看護学)	0	0.00%	21	1.94%	-1.94%
一般研究	0	0.00%	57	5.28%	-5.28%
人文科学	0	0.00%	77	7.13%	-7.13%
建築学	0	0.00%	51	4.72%	-4.72%
教育学	0	0.00%	27	2.50%	-2.50%
法学	0	0.00%	38	3.52%	-3.52%
社会科学/心理学	0	0.00%	194	17.96%	-17.96%
自然科学	0	0.00%	52	4.81%	-4.81%
農学/環境研究	0	0.00%	37	3.43%	-3.43%
通信/ジャーナリズム	0	0.00%	47	4.35%	-4.35%
Total:	0	100.00%	1,080	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	1	0.09%
18～22歳	853	77.97%
23～30歳	174	15.90%
31～45歳	48	4.39%
46～65歳	17	1.55%
65歳以上	1	0.09%
Total:	1,094	100.00%

2.6 Population and Respondent Profiles by Sex

Sex	Population N	Population %	Respondents n	Respondents %
男性	26,327	69.40%	653	59.69%
女性	11,610	30.60%	441	40.31%
Total:	37,937	100.00%	1,094	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: All (Excluding 図書館スタッフ)

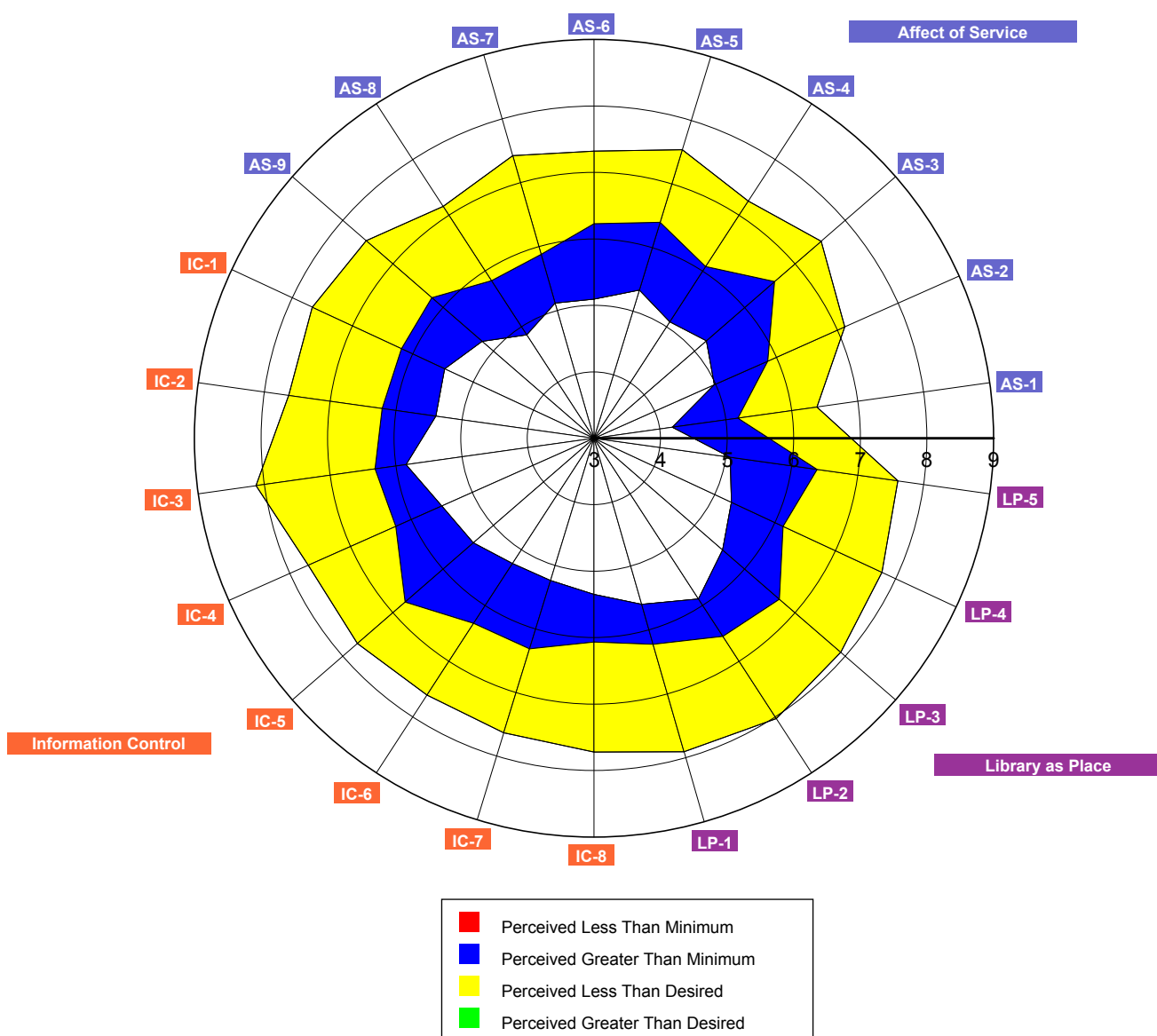
3 Survey Item Summary for Keio University Library

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
 Library Branch: 湘南藤沢メディアセンター
 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	4.19	6.38	5.18	0.99	-1.20	1,041
AS-2	図書館は利用者一人一人を大事にしている	4.98	7.13	5.86	0.88	-1.27	1,087
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.24	7.52	6.60	1.36	-0.92	1,092
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	5.09	7.26	6.08	0.99	-1.18	1,065
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	5.33	7.54	6.40	1.06	-1.14	1,027
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	5.09	7.32	6.23	1.13	-1.09	1,078
AS-7	図書館スタッフは利用者のニーズを理解している	5.11	7.42	5.88	0.77	-1.54	1,064
AS-8	図書館は進んで利用者に協力してくれる	4.85	7.16	5.83	0.97	-1.33	1,069
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	5.22	7.53	6.23	1.00	-1.30	1,051
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	5.48	7.67	6.19	0.72	-1.48	1,053
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	7.63	6.21	0.82	-1.42	1,079
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	5.85	8.12	6.32	0.47	-1.80	1,086
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	5.50	7.69	6.26	0.76	-1.43	1,044
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	5.40	7.71	6.76	1.36	-0.95	1,079
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	5.25	7.61	6.32	1.07	-1.29	1,079
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	5.24	7.64	6.31	1.08	-1.32	1,081
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	5.35	7.72	6.07	0.72	-1.65	1,040
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	5.60	7.91	6.23	0.63	-1.68	1,089
LP-2	ひとりで学習・研究するための、静かな空間がある	5.88	8.03	6.56	0.67	-1.47	1,090
LP-3	快適で、また行きたくなるような場所である	5.56	7.91	6.69	1.13	-1.22	1,089
LP-4	学習、研究、調査のためのとっておきの場所である	5.28	7.77	6.13	0.86	-1.64	1,082

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: All (Excluding 図書館スタッフ)

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	5.07	7.61	6.39	1.32	-1.22	1,077
Overall:		5.27	7.56	6.21	0.94	-1.35	1,094

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	1.78	1.77	1.72	1.85	1.83	1,041
AS-2	図書館は利用者一人一人を大事にしている	1.77	1.65	1.68	1.93	1.86	1,087
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.72	1.42	1.66	2.06	1.90	1,092
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	1.84	1.56	1.71	1.93	1.80	1,065
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	1.73	1.42	1.54	1.80	1.60	1,027
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	1.71	1.46	1.61	2.00	1.85	1,078
AS-7	図書館スタッフは利用者のニーズを理解している	1.73	1.49	1.64	2.01	1.92	1,064
AS-8	図書館は進んで利用者に協力してくれる	1.83	1.63	1.72	1.98	1.91	1,069
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	1.74	1.42	1.61	1.94	1.79	1,051
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	1.84	1.54	1.85	2.10	2.03	1,053
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	1.76	1.46	1.66	2.02	1.88	1,079
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	1.65	1.30	1.69	2.09	1.90	1,086
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	1.72	1.49	1.73	2.08	1.90	1,044
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	1.71	1.34	1.56	1.97	1.70	1,079
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	1.74	1.41	1.61	1.96	1.76	1,079
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	1.73	1.41	1.62	1.98	1.84	1,081
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	1.77	1.48	1.74	2.18	2.00	1,040
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	1.79	1.38	1.84	2.23	2.06	1,089
LP-2	ひとりで学習・研究するための、静かな空間がある	1.84	1.37	1.97	2.41	2.13	1,090
LP-3	快適で、また行きたくなるような場所である	1.70	1.31	1.70	2.09	1.93	1,089

Language: Japanese

Institution Type: College or University

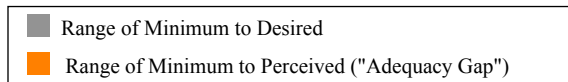
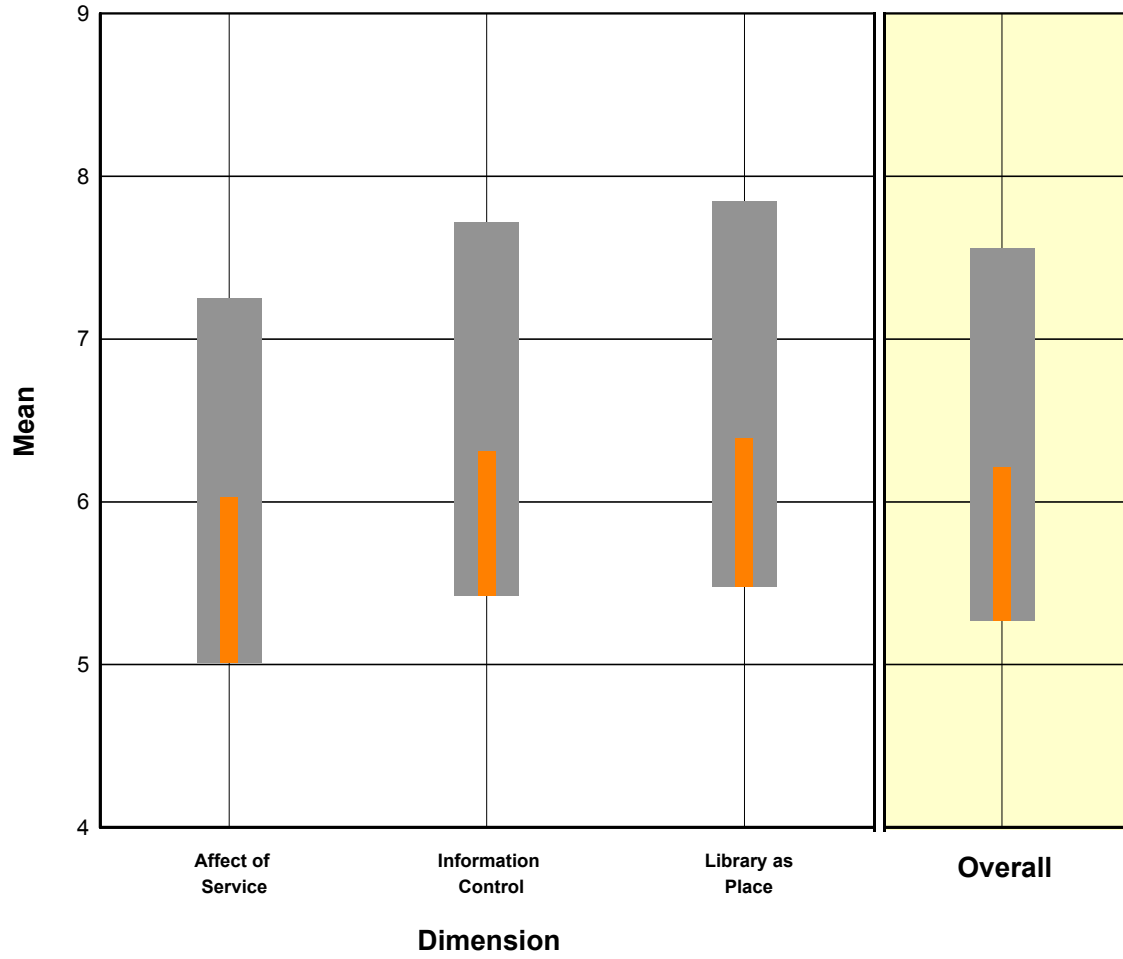
Library Branch: 湘南藤沢メディアセンター

User Group: All (Excluding 図書館スタッフ)

LP-4	学習、研究、調査のためのとっておきの場所である	1.87	1.46	1.83	2.18	2.03	1,082
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	1.53	1.76	2.24	2.09	1,077
Overall:		1.37	1.02	1.10	1.50	1.30	1,094

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.



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	5.01	7.25	6.03	1.02	-1.22	1,094
Information Control	5.42	7.72	6.31	0.88	-1.41	1,094
Library as Place	5.48	7.85	6.39	0.91	-1.45	1,094
Overall:	5.27	7.56	6.21	0.94	-1.35	1,094

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	1.44	1.16	1.22	1.53	1.40	1,094
Information Control	1.42	1.09	1.17	1.57	1.37	1,094
Library as Place	1.47	1.08	1.40	1.81	1.59	1,094
Overall:	1.37	1.02	1.10	1.50	1.30	1,094

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: All (Excluding 図書館スタッフ)

3.3 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	6.53	1.78	1,094
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	6.15	1.78	1,094
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	6.57	1.44	1,094

3.4 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	5.67	1.67	1,094
この図書館は、私が自分の研究領域において優位であるための助けとなっている	5.67	1.74	1,094
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	5.93	1.70	1,094
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	5.25	1.77	1,094
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	5.96	1.69	1,094

Language: Japanese

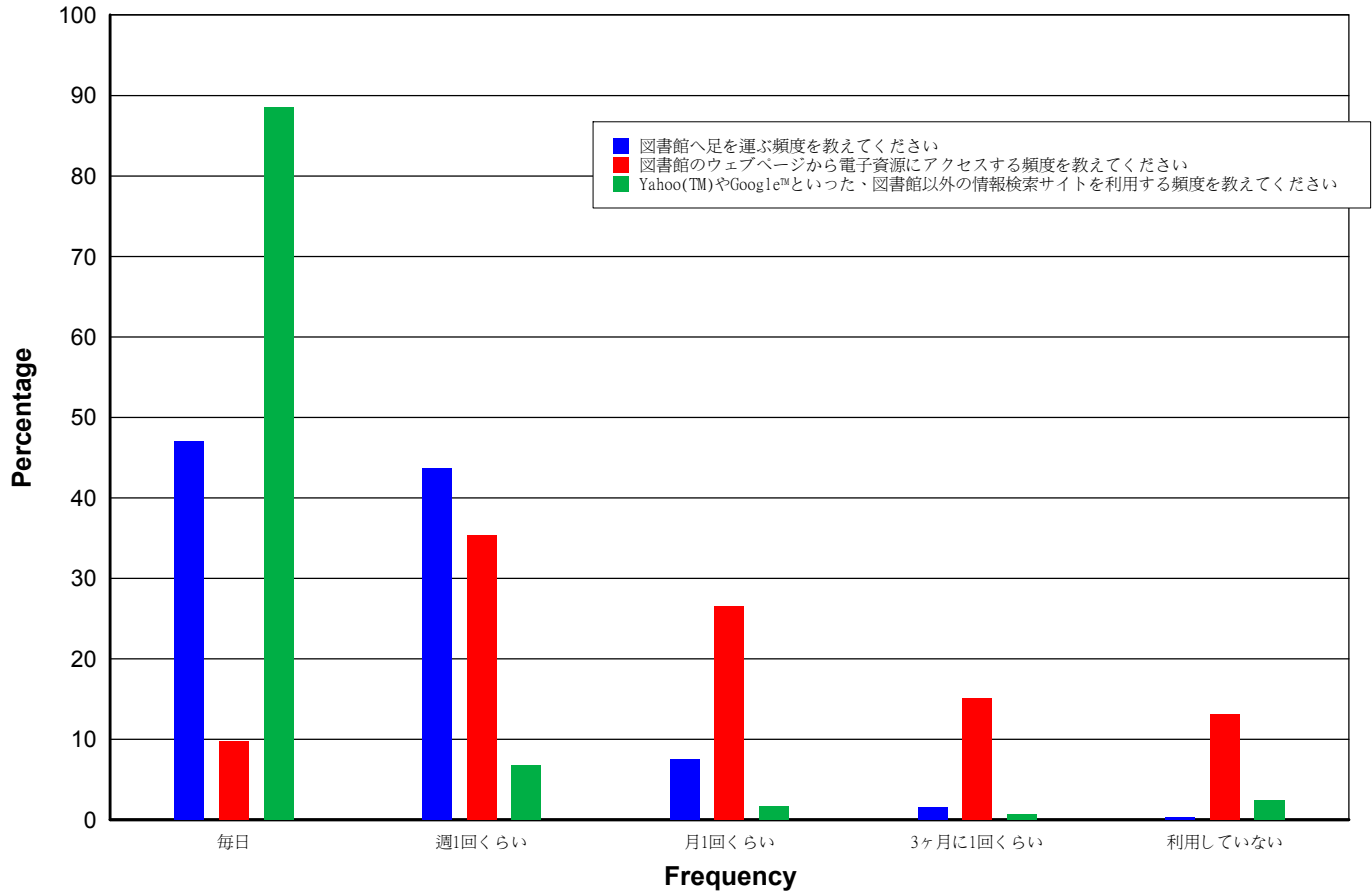
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: All (Excluding 図書館スタッフ)

3.5 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	514 46.98%	478 43.69%	82 7.50%	17 1.55%	3 0.27%	1,094 100.00%
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	107 9.78%	387 35.37%	291 26.60%	166 15.17%	143 13.07%	1,094 100.00%
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	968 88.48%	74 6.76%	18 1.65%	7 0.64%	27 2.47%	1,094 100.00%

Language: Japanese
 Institution Type: College or University
 Library Branch: 湘南藤沢メディアセンター
 User Group: All (Excluding 図書館スタッフ)

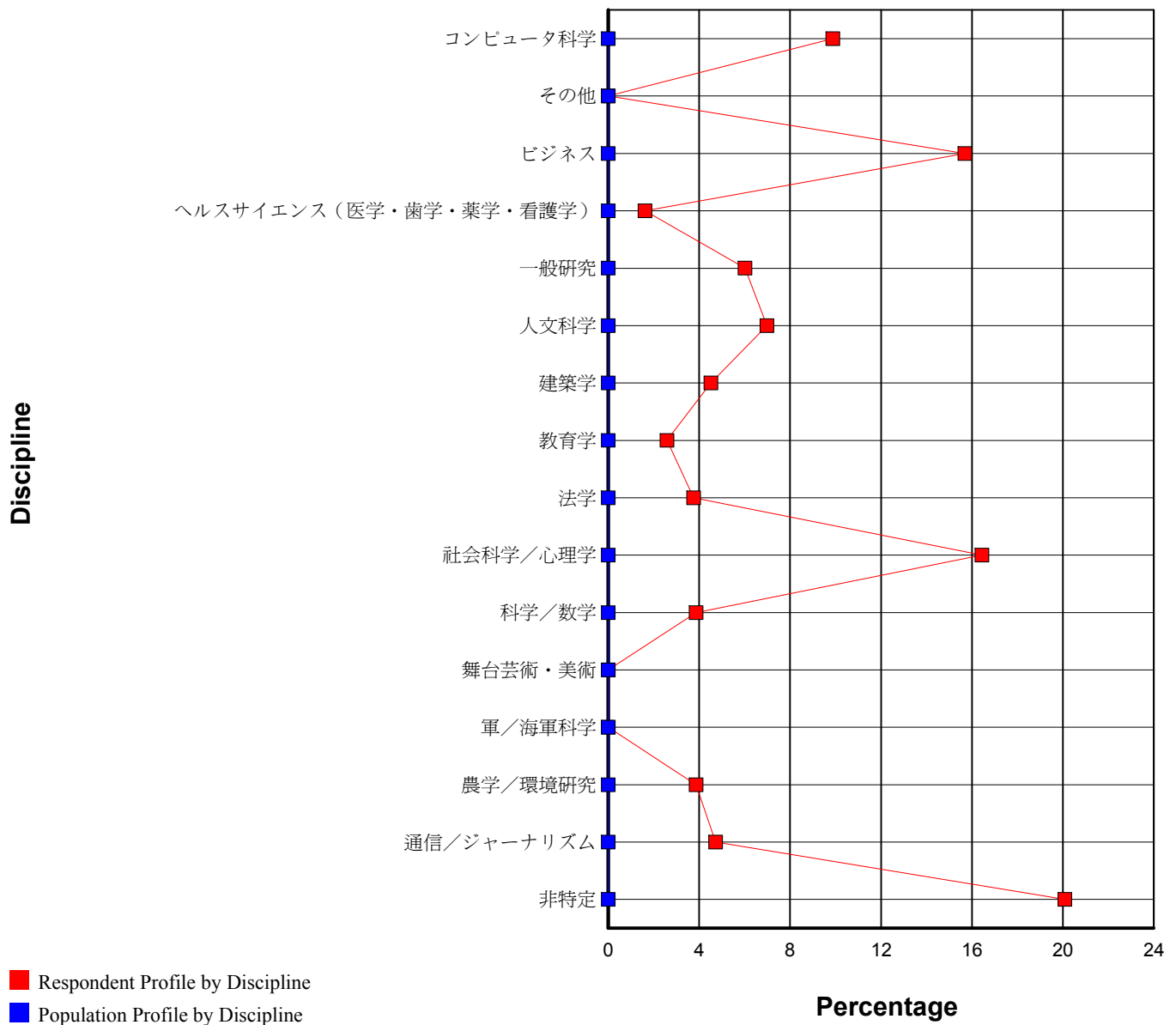
4 学部生 Summary

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 学部生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	0	0.00%	92	9.88%	-9.88%
その他	0	0.00%	0	0.00%	0.00%
ビジネス	0	0.00%	146	15.68%	-15.68%
ヘルスサイエンス（医学・歯学・薬学・看護学）	0	0.00%	15	1.61%	-1.61%
一般研究	0	0.00%	56	6.02%	-6.02%
人文科学	0	0.00%	65	6.98%	-6.98%
建築学	0	0.00%	42	4.51%	-4.51%
教育学	0	0.00%	24	2.58%	-2.58%
法学	0	0.00%	35	3.76%	-3.76%
社会科学／心理学	0	0.00%	153	16.43%	-16.43%
科学／数学	0	0.00%	36	3.87%	-3.87%
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%	36	3.87%	-3.87%
通信／ジャーナリズム	0	0.00%	44	4.73%	-4.73%
非特定	0	0.00%	187	20.09%	-20.09%
Total:	0	100.00%	931	100.00%	0.00%

Language: Japanese

Institution Type: College or University

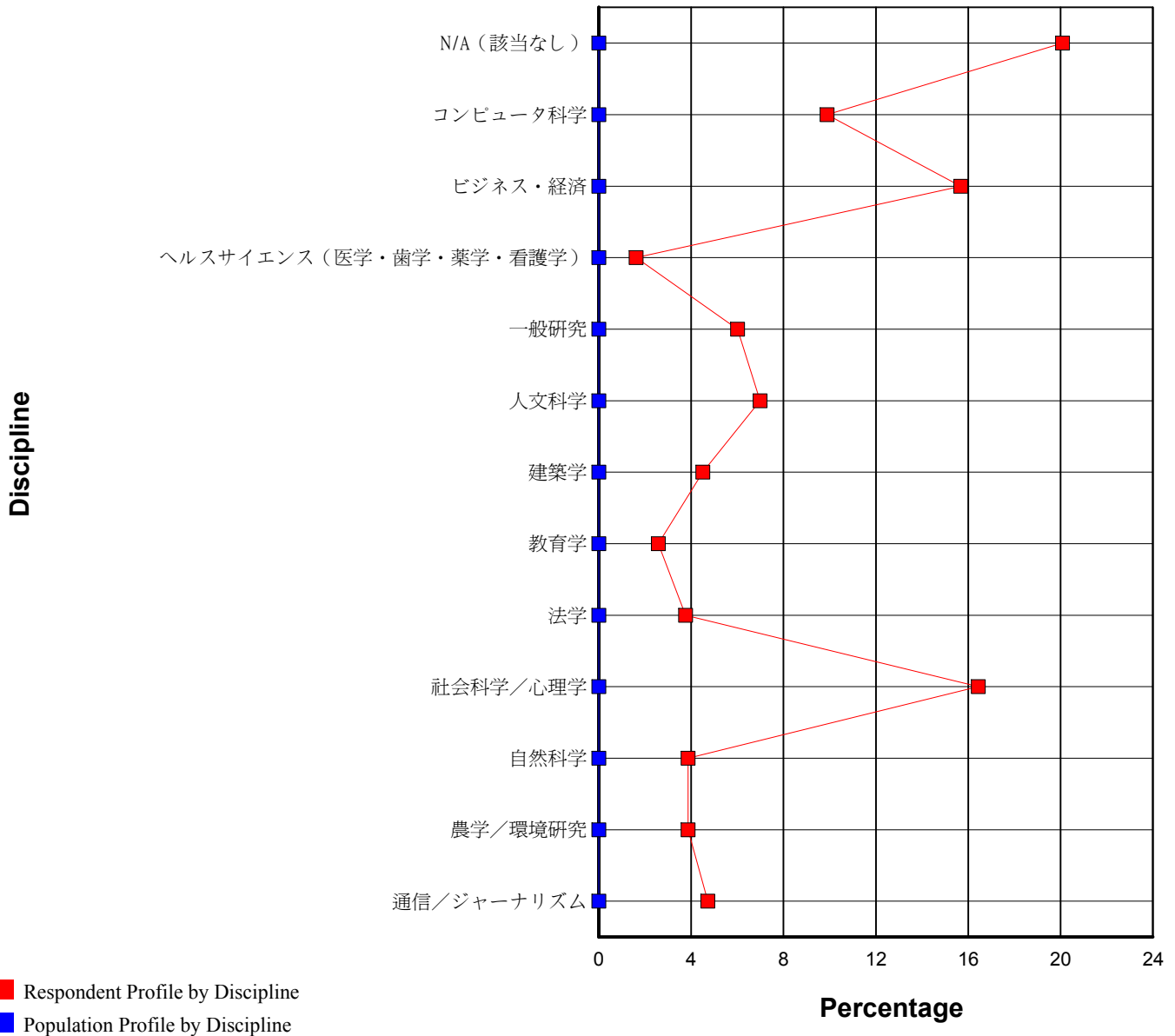
Library Branch: 湘南藤沢メディアセンター

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 学部生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
N/A (該当なし)	0	0.00%	187	20.09%	-20.09%
コンピュータ科学	0	0.00%	92	9.88%	-9.88%
ビジネス・経済	0	0.00%	146	15.68%	-15.68%
ヘルスサイエンス (医学・歯学・薬学・看護学)	0	0.00%	15	1.61%	-1.61%
一般研究	0	0.00%	56	6.02%	-6.02%
人文科学	0	0.00%	65	6.98%	-6.98%
建築学	0	0.00%	42	4.51%	-4.51%
教育学	0	0.00%	24	2.58%	-2.58%
法学	0	0.00%	35	3.76%	-3.76%
社会科学/心理学	0	0.00%	153	16.43%	-16.43%
自然科学	0	0.00%	36	3.87%	-3.87%
農学/環境研究	0	0.00%	36	3.87%	-3.87%
通信/ジャーナリズム	0	0.00%	44	4.73%	-4.73%
Total:	0	100.00%	931	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 学部生

4.1.3 Respondent Profile for 学部生 by Age

Age	Respondents n	Respondents %
18歳未満	1	0.11%
18～22歳	845	90.76%
23～30歳	82	8.81%
31～45歳	2	0.21%
46～65歳	1	0.11%
65歳以上	0	0.00%
Total:	931	100.00%

4.1.4 Population and Respondent Profiles for 学部生 by Sex

Sex	Population N	Population %	Respondents n	Respondents %
男性	19,119	67.33%	537	57.68%
女性	9,278	32.67%	394	42.32%
Total:	28,397	100.00%	931	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

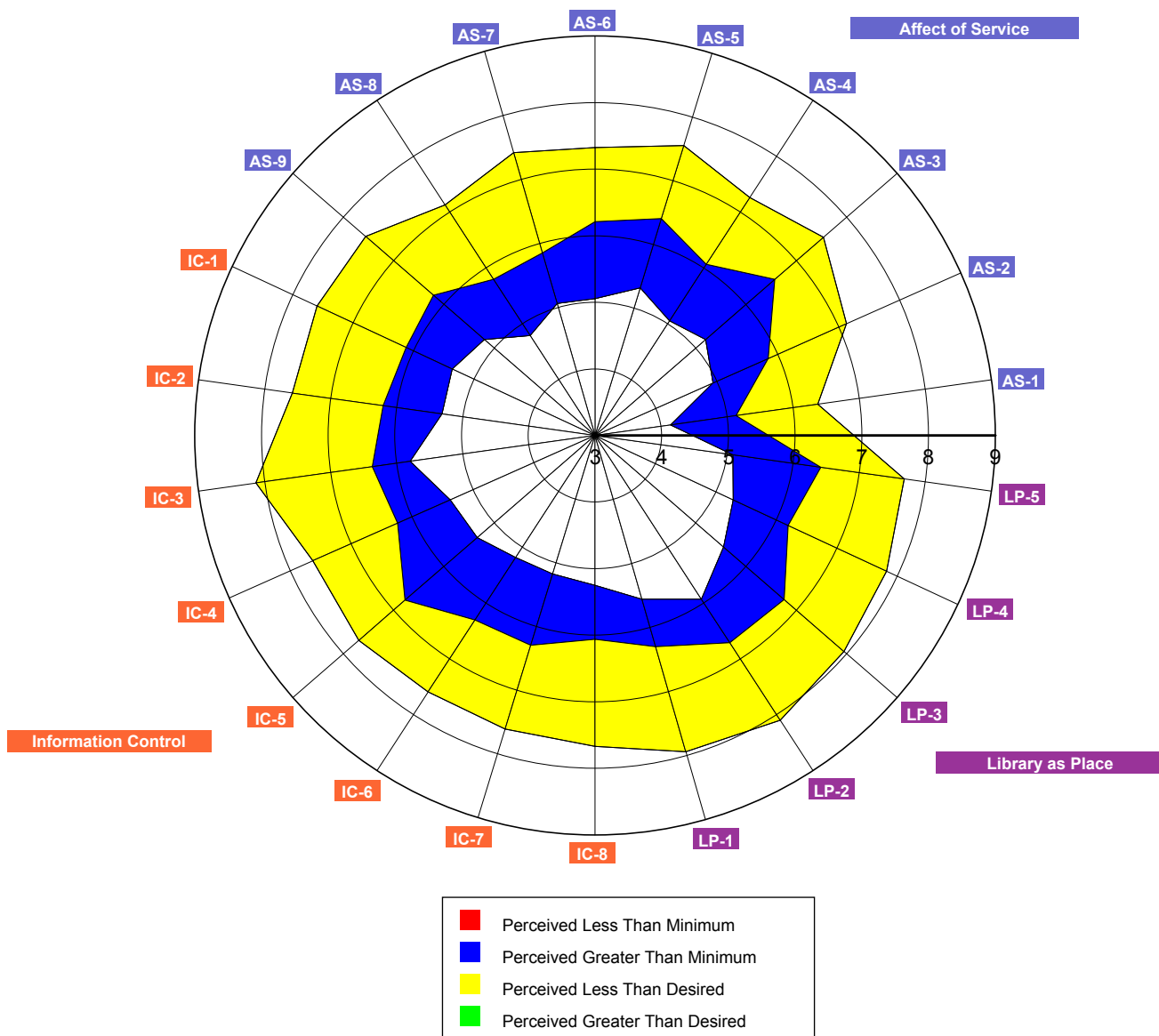
User Group: 学部生

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
 Library Branch: 湘南藤沢メディアセンター
 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	4.15	6.37	5.14	0.99	-1.24	896
AS-2	図書館は利用者一人一人を大事にしている	4.94	7.13	5.84	0.91	-1.28	926
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.20	7.54	6.57	1.37	-0.96	929
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	5.06	7.26	6.07	1.01	-1.20	907
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	5.32	7.55	6.41	1.09	-1.15	880
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	5.06	7.33	6.21	1.15	-1.12	920
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	7.42	5.85	0.79	-1.57	908
AS-8	図書館は進んで利用者に協力してくれる	4.79	7.13	5.80	1.01	-1.33	910
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	5.20	7.56	6.21	1.01	-1.34	896
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	5.36	7.60	6.12	0.76	-1.47	893
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	5.32	7.58	6.21	0.89	-1.38	917
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	5.80	8.13	6.37	0.57	-1.76	923
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	5.38	7.63	6.24	0.86	-1.39	886
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	5.34	7.69	6.77	1.43	-0.92	923
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	5.19	7.59	6.30	1.12	-1.29	919
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	5.18	7.61	6.30	1.12	-1.32	920
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	5.25	7.67	6.06	0.81	-1.61	881
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	5.56	7.94	6.30	0.74	-1.64	928
LP-2	ひとりで学習・研究するための、静かな空間がある	5.93	8.10	6.71	0.78	-1.39	928
LP-3	快適で、また行きたくなるような場所である	5.56	7.94	6.76	1.20	-1.19	929
LP-4	学習、研究、調査のためのとっておきの場所である	5.29	7.82	6.20	0.91	-1.63	922

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 学部生

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	5.09	7.68	6.42	1.33	-1.26	922
Overall:		5.23	7.56	6.22	1.00	-1.34	931

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	1.73	1.75	1.71	1.85	1.84	896
AS-2	図書館は利用者一人一人を大事にしている	1.73	1.66	1.69	1.90	1.86	926
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.69	1.40	1.68	2.05	1.90	929
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	1.81	1.56	1.72	1.94	1.83	907
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	1.41	1.55	1.76	1.61	880
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	1.69	1.45	1.62	1.99	1.85	920
AS-7	図書館スタッフは利用者のニーズを理解している	1.70	1.47	1.65	1.99	1.92	908
AS-8	図書館は進んで利用者に協力してくれる	1.79	1.65	1.72	1.98	1.94	910
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	1.69	1.41	1.61	1.93	1.79	896
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	1.56	1.85	2.10	2.01	893
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	1.73	1.48	1.66	1.97	1.87	917
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	1.61	1.28	1.65	2.01	1.84	923
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	1.67	1.49	1.72	2.02	1.89	886
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	1.35	1.57	1.94	1.72	923
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	1.70	1.42	1.63	1.96	1.79	919
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	1.69	1.42	1.62	1.96	1.85	920
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	1.74	1.48	1.73	2.13	2.02	881
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	1.74	1.34	1.82	2.15	2.02	928
LP-2	ひとりで学習・研究するための、静かな空間がある	1.78	1.26	1.90	2.32	2.07	928
LP-3	快適で、また行きたくなるような場所である	1.68	1.28	1.70	2.09	1.94	929
LP-4	学習、研究、調査のためのとっておきの場所である	1.83	1.41	1.86	2.15	2.02	922

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 学部生

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	1.81	1.48	1.78	2.26	2.12	922
Overall:		1.33	1.02	1.11	1.46	1.30	931

Language: Japanese

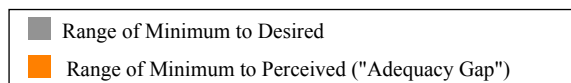
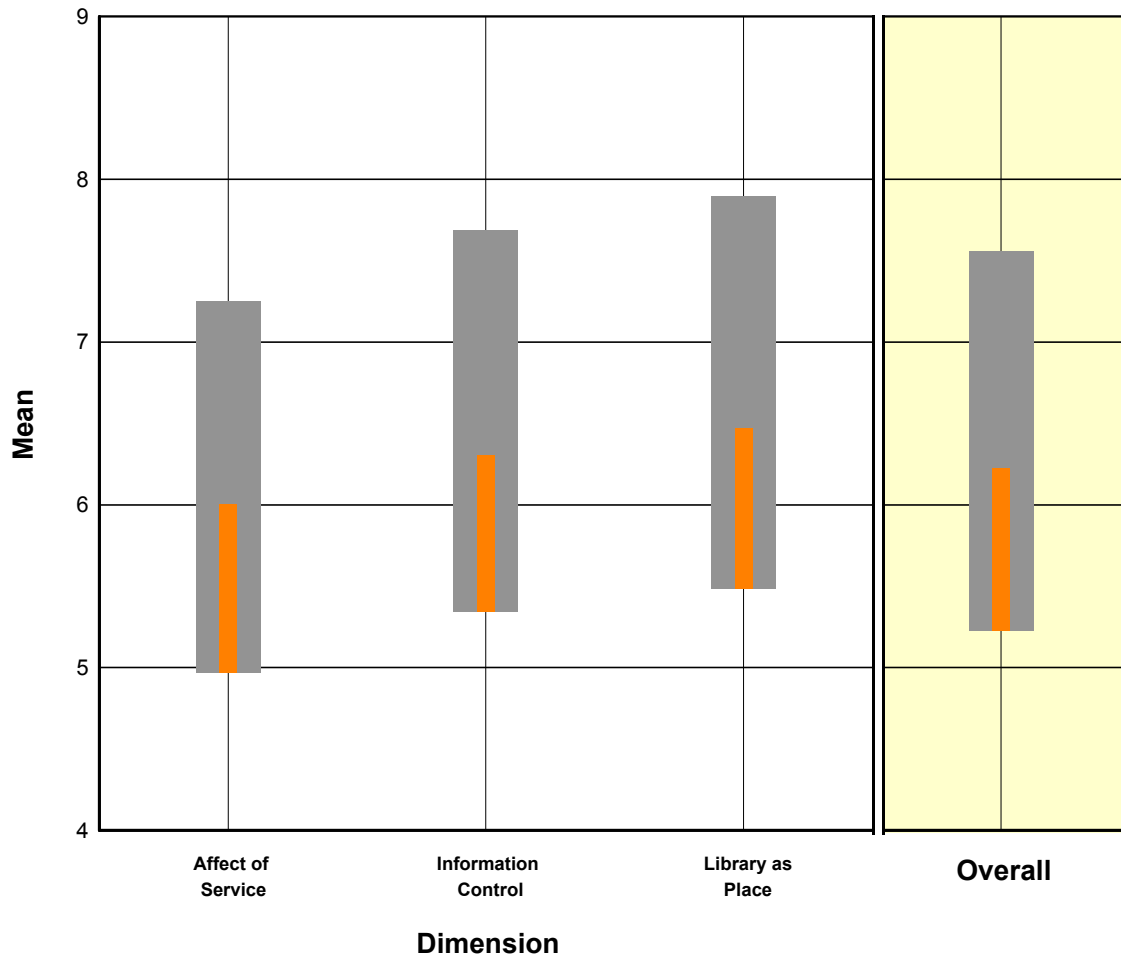
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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
 Library Branch: 湘南藤沢メディアセンター
 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	4.97	7.25	6.01	1.04	-1.24	931
Information Control	5.34	7.68	6.30	0.96	-1.38	931
Library as Place	5.49	7.90	6.47	0.99	-1.43	931
Overall:	5.23	7.56	6.22	1.00	-1.34	931

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	1.15	1.22	1.50	1.39	931
Information Control	1.37	1.10	1.17	1.51	1.37	931
Library as Place	1.44	1.04	1.41	1.76	1.58	931
Overall:	1.33	1.02	1.11	1.46	1.30	931

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 学部生

4.4 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	6.53	1.79	931
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	6.13	1.79	931
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	6.56	1.45	931

4.5 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	5.66	1.66	931
この図書館は、私が自分の研究領域において優位であるための助けとなっている	5.66	1.73	931
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	5.94	1.71	931
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	5.29	1.76	931
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	5.99	1.69	931

Language: Japanese

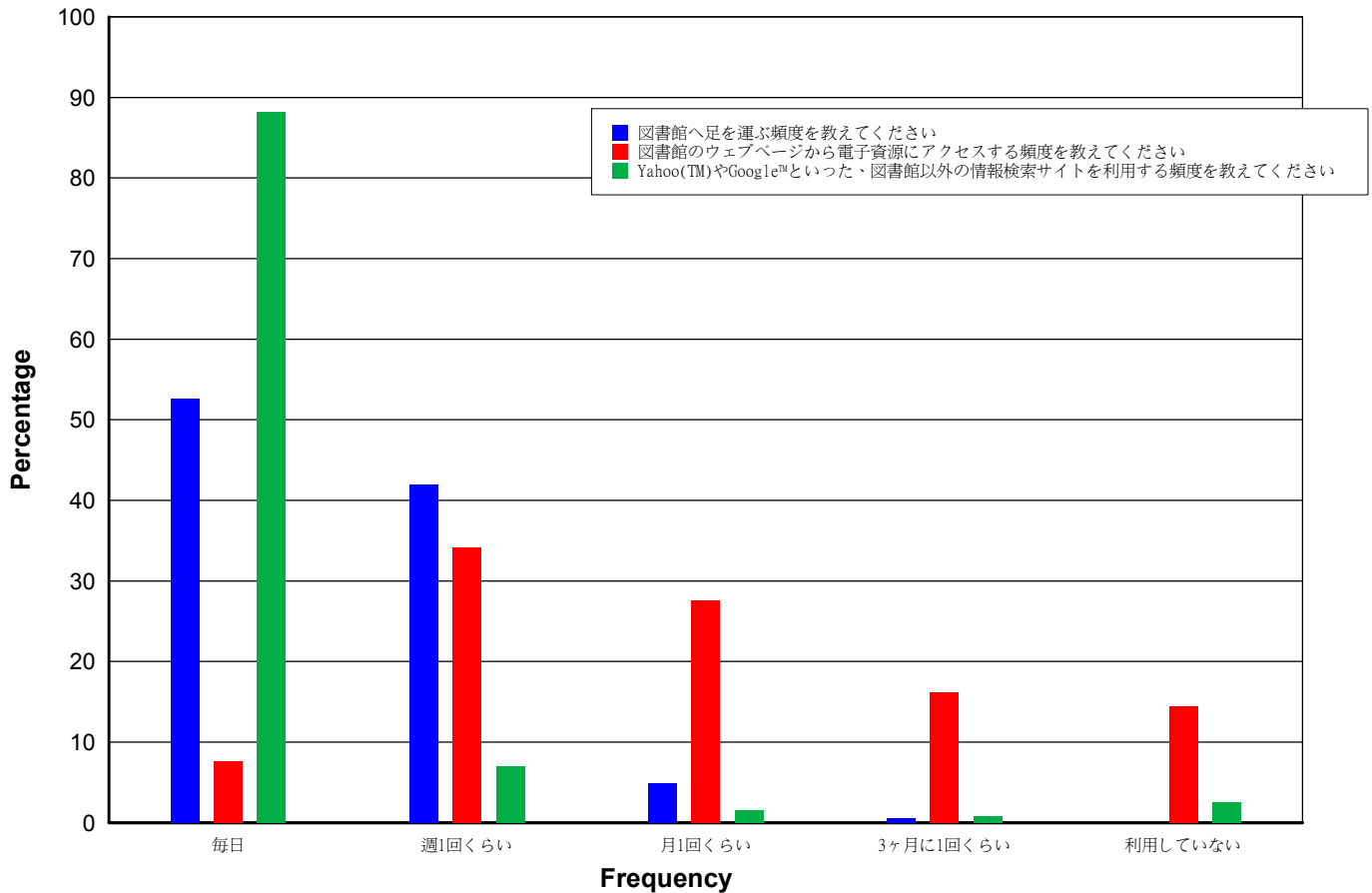
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 学部生

4.6 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	490	390	46	5	0	931
	52.63%	41.89%	4.94%	0.54%	0.00%	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	71	318	257	151	134	931
	7.63%	34.16%	27.60%	16.22%	14.39%	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	821	65	14	7	24	931
	88.18%	6.98%	1.50%	0.75%	2.58%	100.00%

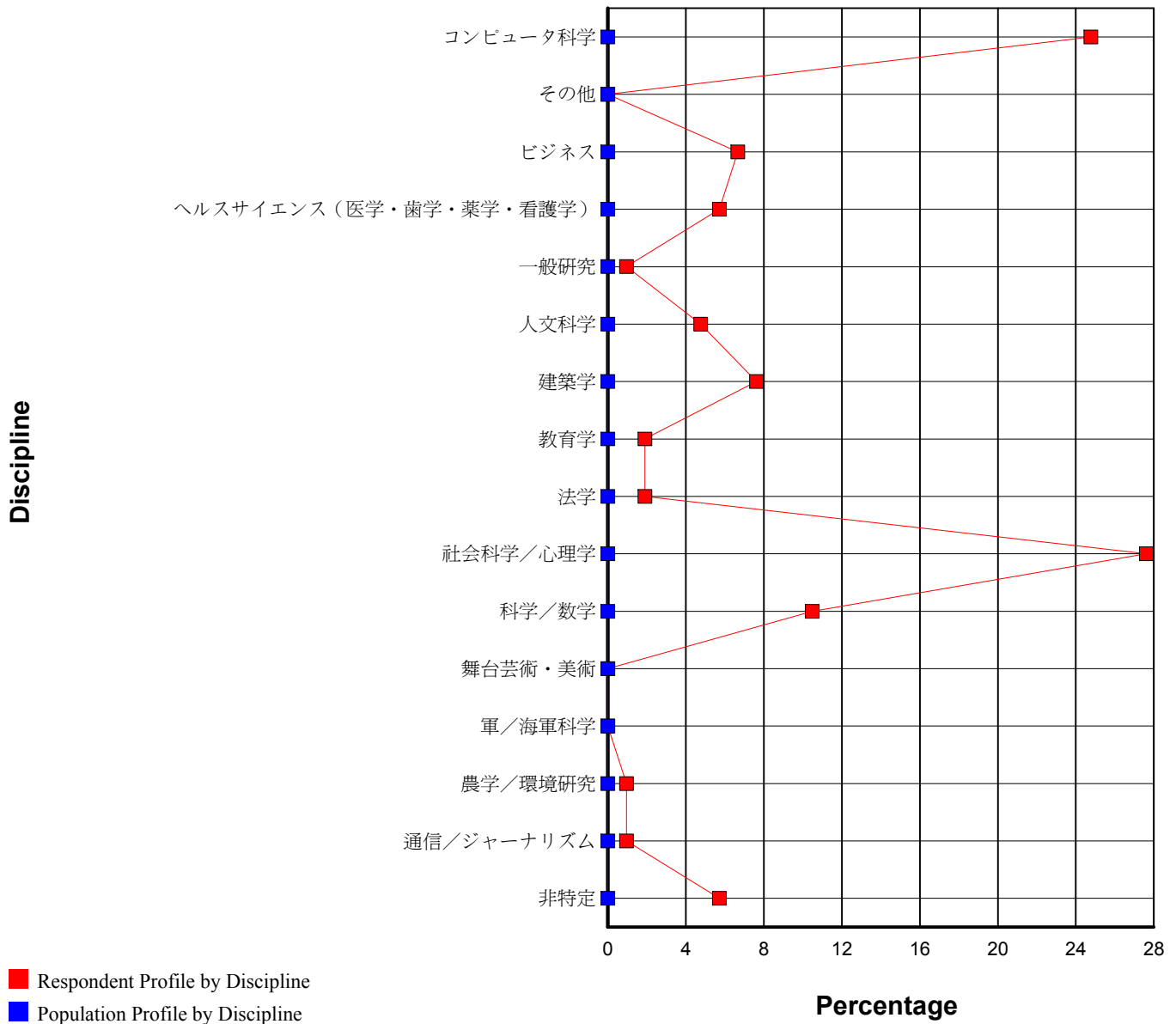
5 大学院生 Summary

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 大学院生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	0	0.00%	26	24.76%	-24.76%
その他	0	0.00%	0	0.00%	0.00%
ビジネス	0	0.00%	7	6.67%	-6.67%
ヘルスサイエンス（医学・歯学・薬学・看護学）	0	0.00%	6	5.71%	-5.71%
一般研究	0	0.00%	1	0.95%	-0.95%
人文科学	0	0.00%	5	4.76%	-4.76%
建築学	0	0.00%	8	7.62%	-7.62%
教育学	0	0.00%	2	1.90%	-1.90%
法学	0	0.00%	2	1.90%	-1.90%
社会科学／心理学	0	0.00%	29	27.62%	-27.62%
科学／数学	0	0.00%	11	10.48%	-10.48%
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%	1	0.95%	-0.95%
通信／ジャーナリズム	0	0.00%	1	0.95%	-0.95%
非特定	0	0.00%	6	5.71%	-5.71%
Total:	0	100.00%	105	100.00%	0.00%

Language: Japanese

Institution Type: College or University

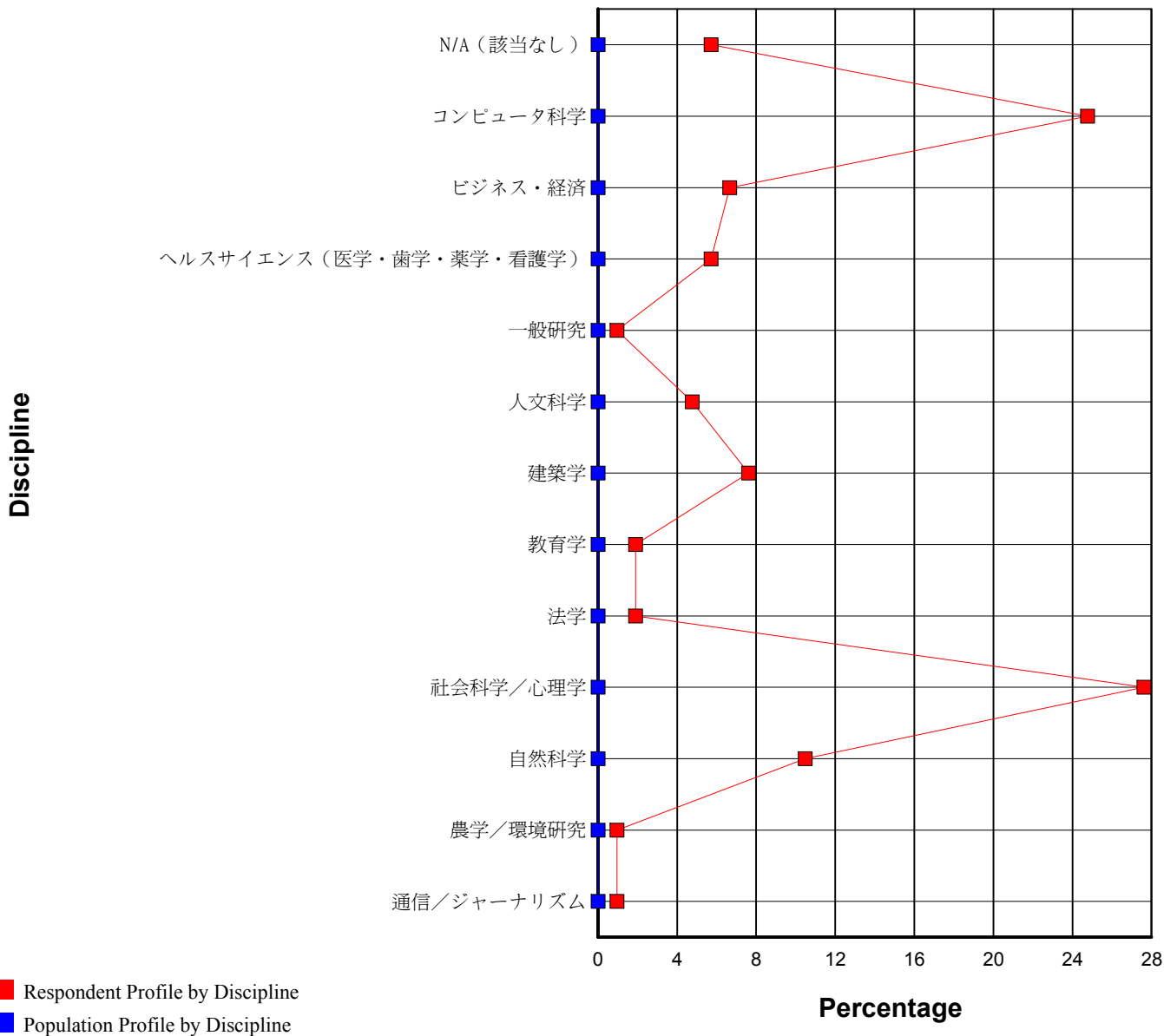
Library Branch: 湘南藤沢メディアセンター

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 大学院生

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
N/A (該当なし)	0	0.00%	6	5.71%	-5.71%
コンピュータ科学	0	0.00%	26	24.76%	-24.76%
ビジネス・経済	0	0.00%	7	6.67%	-6.67%
ヘルスサイエンス (医学・歯学・薬学・看護学)	0	0.00%	6	5.71%	-5.71%
一般研究	0	0.00%	1	0.95%	-0.95%
人文科学	0	0.00%	5	4.76%	-4.76%
建築学	0	0.00%	8	7.62%	-7.62%
教育学	0	0.00%	2	1.90%	-1.90%
法学	0	0.00%	2	1.90%	-1.90%
社会科学/心理学	0	0.00%	29	27.62%	-27.62%
自然科学	0	0.00%	11	10.48%	-10.48%
農学/環境研究	0	0.00%	1	0.95%	-0.95%
通信/ジャーナリズム	0	0.00%	1	0.95%	-0.95%
Total:	0	100.00%	105	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	7	6.67%
23～30歳	84	80.00%
31～45歳	12	11.43%
46～65歳	1	0.95%
65歳以上	1	0.95%
Total:	105	100.00%

5.1.4 Population and Respondent Profiles for 大学院生 by Sex

Sex	Population N	Population %	Respondents n	Respondents %
男性	3,388	71.15%	78	74.29%
女性	1,374	28.85%	27	25.71%
Total:	4,762	100.00%	105	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

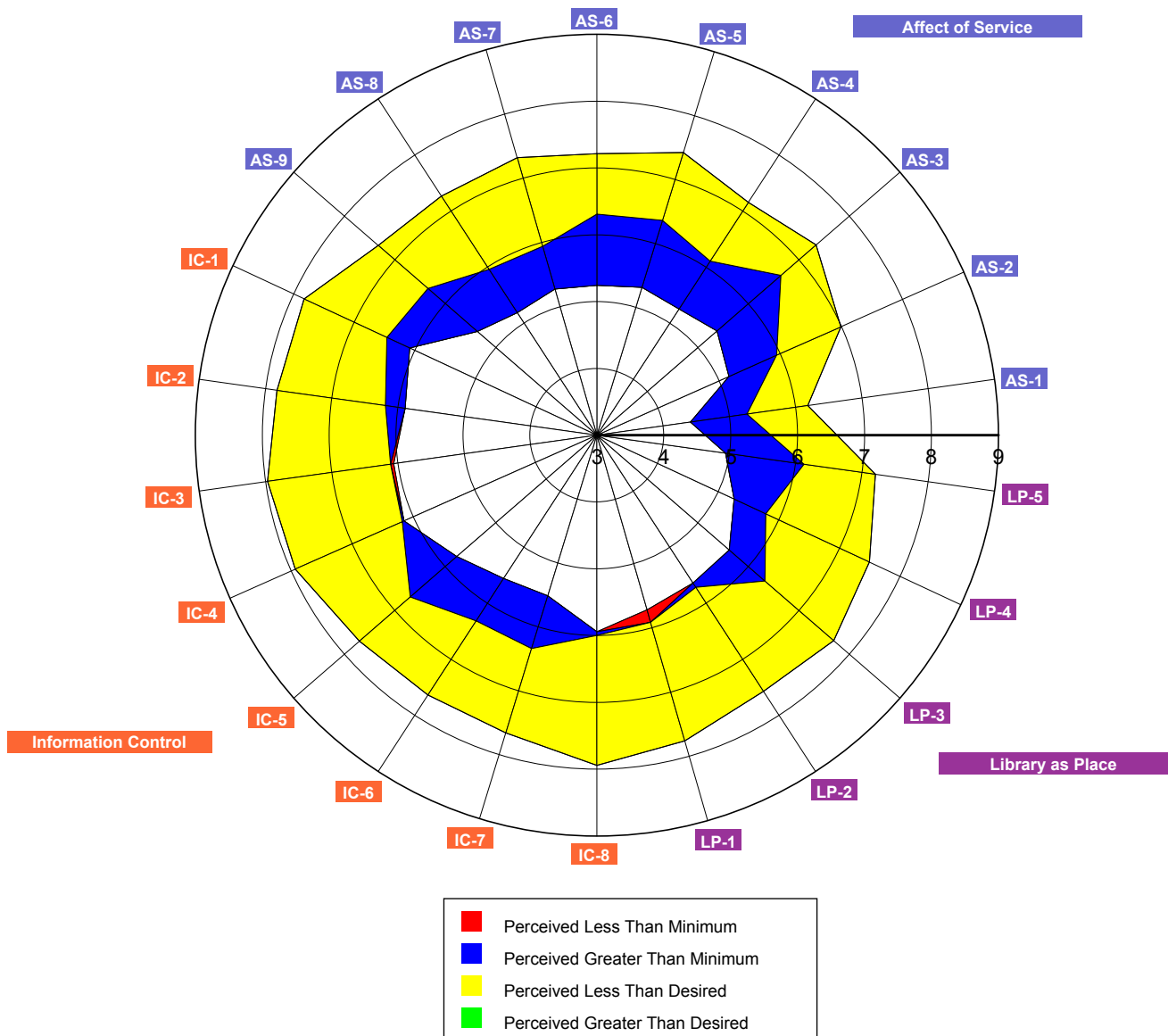
User Group: 大学院生

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
 Library Branch: 湘南藤沢メディアセンター
 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	4.41	6.19	5.27	0.86	-0.92	97
AS-2	図書館は利用者一人一人を大事にしている	5.16	6.99	5.94	0.78	-1.05	104
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.38	7.34	6.65	1.27	-0.70	105
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	5.25	7.16	6.11	0.85	-1.05	103
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	5.31	7.42	6.36	1.05	-1.06	99
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	5.24	7.21	6.31	1.07	-0.90	103
AS-7	図書館スタッフは利用者のニーズを理解している	5.27	7.32	5.94	0.67	-1.38	102
AS-8	図書館は進んで利用者に協力してくれる	5.19	7.27	5.96	0.77	-1.31	101
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	5.37	7.33	6.35	0.98	-0.98	101
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	6.09	7.83	6.46	0.38	-1.37	104
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	5.89	7.83	6.19	0.30	-1.63	104
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	6.11	7.97	6.07	-0.05	-1.90	105
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	6.16	7.93	6.18	0.03	-1.75	103
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	5.77	7.70	6.69	0.92	-1.01	101
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	5.56	7.64	6.31	0.75	-1.32	102
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	5.51	7.66	6.34	0.83	-1.32	103
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	5.94	7.94	6.00	0.06	-1.94	103
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	5.91	7.76	5.72	-0.19	-2.04	104
LP-2	ひとりで学習・研究するための、静かな空間がある	5.64	7.57	5.71	0.08	-1.86	105
LP-3	快適で、また行きたくなるような場所である	5.62	7.69	6.33	0.71	-1.36	103
LP-4	学習、研究、調査のためのとっておきの場所である	5.26	7.50	5.79	0.52	-1.71	103

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 大学院生

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	4.94	7.20	6.13	1.18	-1.08	103
Overall:		5.50	7.48	6.12	0.61	-1.37	105

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	2.00	1.87	1.74	1.82	1.74	97
AS-2	図書館は利用者一人一人を大事にしている	1.93	1.60	1.61	2.14	1.90	104
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.85	1.56	1.45	2.19	1.93	105
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	1.97	1.62	1.72	1.86	1.82	103
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	2.04	1.55	1.54	2.14	1.62	99
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	1.82	1.47	1.56	2.19	1.95	103
AS-7	図書館スタッフは利用者のニーズを理解している	1.85	1.73	1.56	2.07	1.99	102
AS-8	図書館は進んで利用者に協力してくれる	1.90	1.54	1.82	2.07	1.89	101
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	1.90	1.48	1.59	2.07	1.84	101
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	1.88	1.47	1.88	2.29	2.18	104
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	1.87	1.35	1.81	2.31	2.03	104
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	1.82	1.52	1.99	2.45	2.27	105
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	1.82	1.52	1.92	2.59	2.15	103
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	1.85	1.35	1.44	2.00	1.51	101
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	1.90	1.43	1.55	2.00	1.75	102
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	1.82	1.42	1.60	2.03	1.75	103
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	1.80	1.38	1.86	2.50	2.00	103
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	1.95	1.44	1.96	2.54	2.40	104
LP-2	ひとりで学習・研究するための、静かな空間がある	2.13	1.89	2.17	2.81	2.39	105
LP-3	快適で、また行きたくなるような場所である	1.76	1.43	1.68	2.12	2.03	103
LP-4	学習、研究、調査のためのとっておきの場所である	2.05	1.64	1.66	2.44	2.20	103

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 大学院生

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	1.92	1.73	1.65	2.08	1.90	103
Overall:		1.46	1.04	1.07	1.68	1.34	105

Language: Japanese

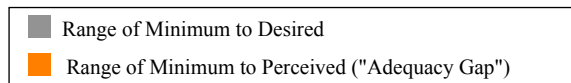
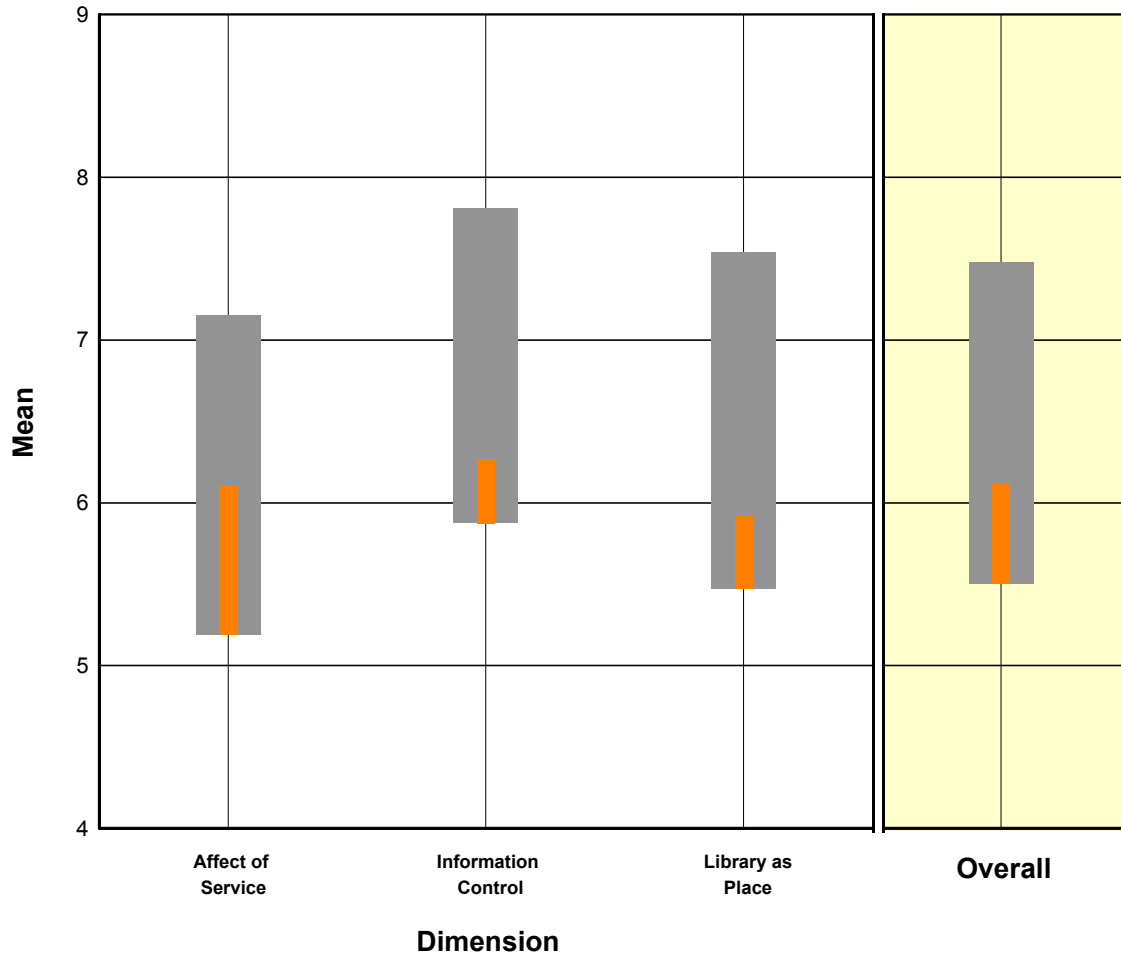
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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.



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	5.19	7.15	6.10	0.91	-1.05	105
Information Control	5.87	7.81	6.27	0.40	-1.54	105
Library as Place	5.47	7.54	5.92	0.45	-1.62	105
Overall:	5.50	7.48	6.12	0.61	-1.37	105

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	1.57	1.18	1.20	1.69	1.46	105
Information Control	1.52	1.09	1.20	1.80	1.41	105
Library as Place	1.52	1.15	1.35	1.98	1.67	105
Overall:	1.46	1.04	1.07	1.68	1.34	105

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 大学院生

5.4 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	6.49	1.85	105
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	6.18	1.78	105
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	6.57	1.42	105

5.5 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	5.85	1.74	105
この図書館は、私が自分の研究領域において優位であるための助けとなっている	5.76	1.88	105
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	5.92	1.70	105
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	1.88	105
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	5.93	1.75	105

Language: Japanese

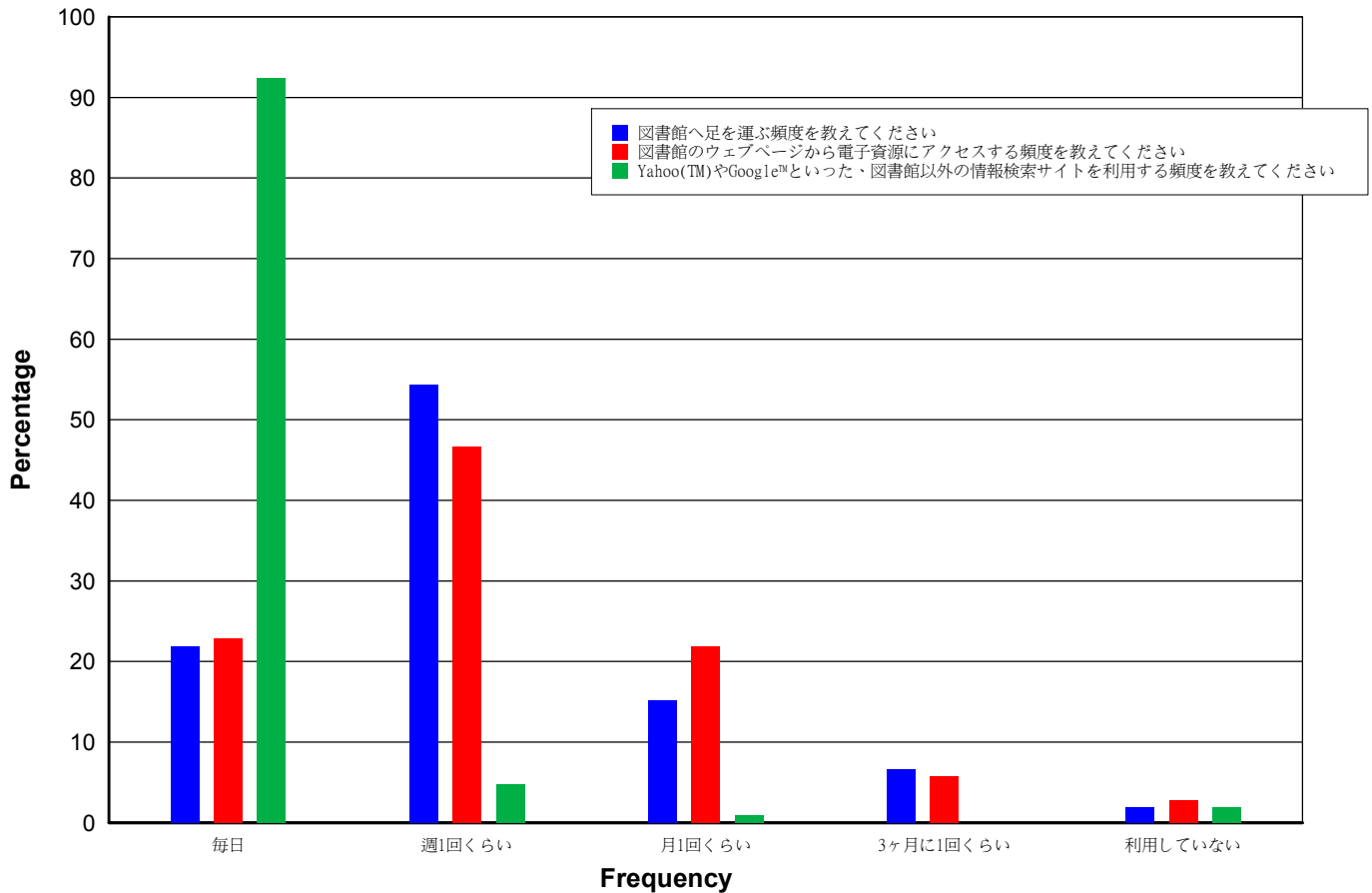
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 大学院生

5.6 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	23	57	16	7	2	105
	21.90%	54.29%	15.24%	6.67%	1.90%	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	24	49	23	6	3	105
	22.86%	46.67%	21.90%	5.71%	2.86%	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	97	5	1	0	2	105
	92.38%	4.76%	0.95%	0.00%	1.90%	100.00%

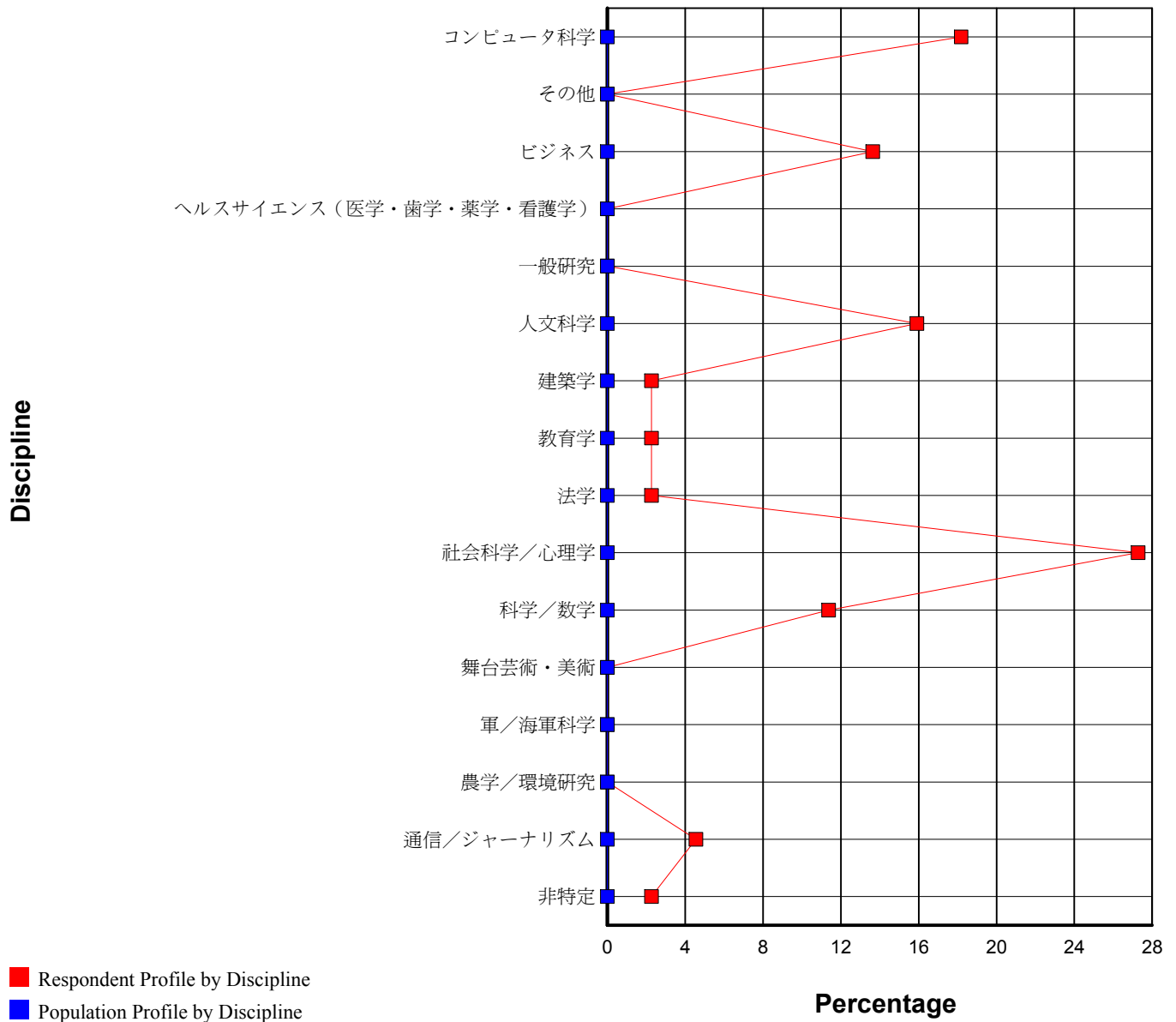
6 教員 Summary

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 教員

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
コンピュータ科学	0	0.00%	8	18.18%	-18.18%
その他	0	0.00%	0	0.00%	0.00%
ビジネス	0	0.00%	6	13.64%	-13.64%
ヘルスサイエンス（医学・歯学・薬学・看護学）	0	0.00%	0	0.00%	0.00%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	0	0.00%	7	15.91%	-15.91%
建築学	0	0.00%	1	2.27%	-2.27%
教育学	0	0.00%	1	2.27%	-2.27%
法学	0	0.00%	1	2.27%	-2.27%
社会科学／心理学	0	0.00%	12	27.27%	-27.27%
科学／数学	0	0.00%	5	11.36%	-11.36%
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%	2	4.55%	-4.55%
非特定	0	0.00%	1	2.27%	-2.27%
Total:	0	100.00%	44	100.00%	0.00%

Language: Japanese

Institution Type: College or University

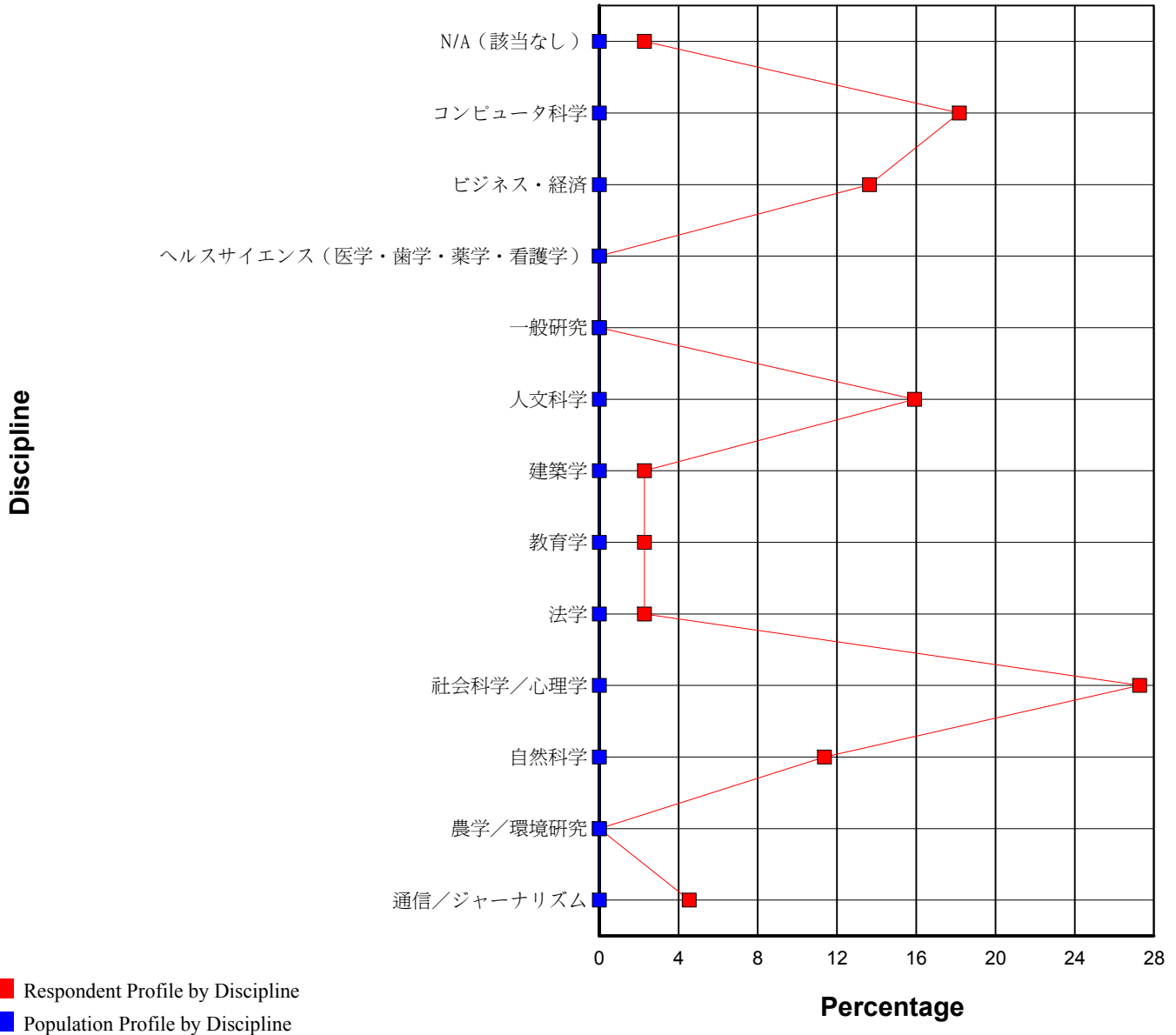
Library Branch: 湘南藤沢メディアセンター

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).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
N/A (該当なし)	0	0.00%	1	2.27%	-2.27%
コンピュータ科学	0	0.00%	8	18.18%	-18.18%
ビジネス・経済	0	0.00%	6	13.64%	-13.64%
ヘルスサイエンス (医学・歯学・薬学・看護学)	0	0.00%	0	0.00%	0.00%
一般研究	0	0.00%	0	0.00%	0.00%
人文科学	0	0.00%	7	15.91%	-15.91%
建築学	0	0.00%	1	2.27%	-2.27%
教育学	0	0.00%	1	2.27%	-2.27%
法学	0	0.00%	1	2.27%	-2.27%
社会科学/心理学	0	0.00%	12	27.27%	-27.27%
自然科学	0	0.00%	5	11.36%	-11.36%
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%	2	4.55%	-4.55%
Total:	0	100.00%	44	100.00%	0.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	1	2.27%
23～30歳	4	9.09%
31～45歳	25	56.82%
46～65歳	14	31.82%
65歳以上	0	0.00%
Total:	44	100.00%

6.1.4 Population and Respondent Profiles for 教員 by Sex

Sex	Population N	Population %	Respondents n	Respondents %
男性	3,820	79.95%	35	79.55%
女性	958	20.05%	9	20.45%
Total:	4,778	100.00%	44	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

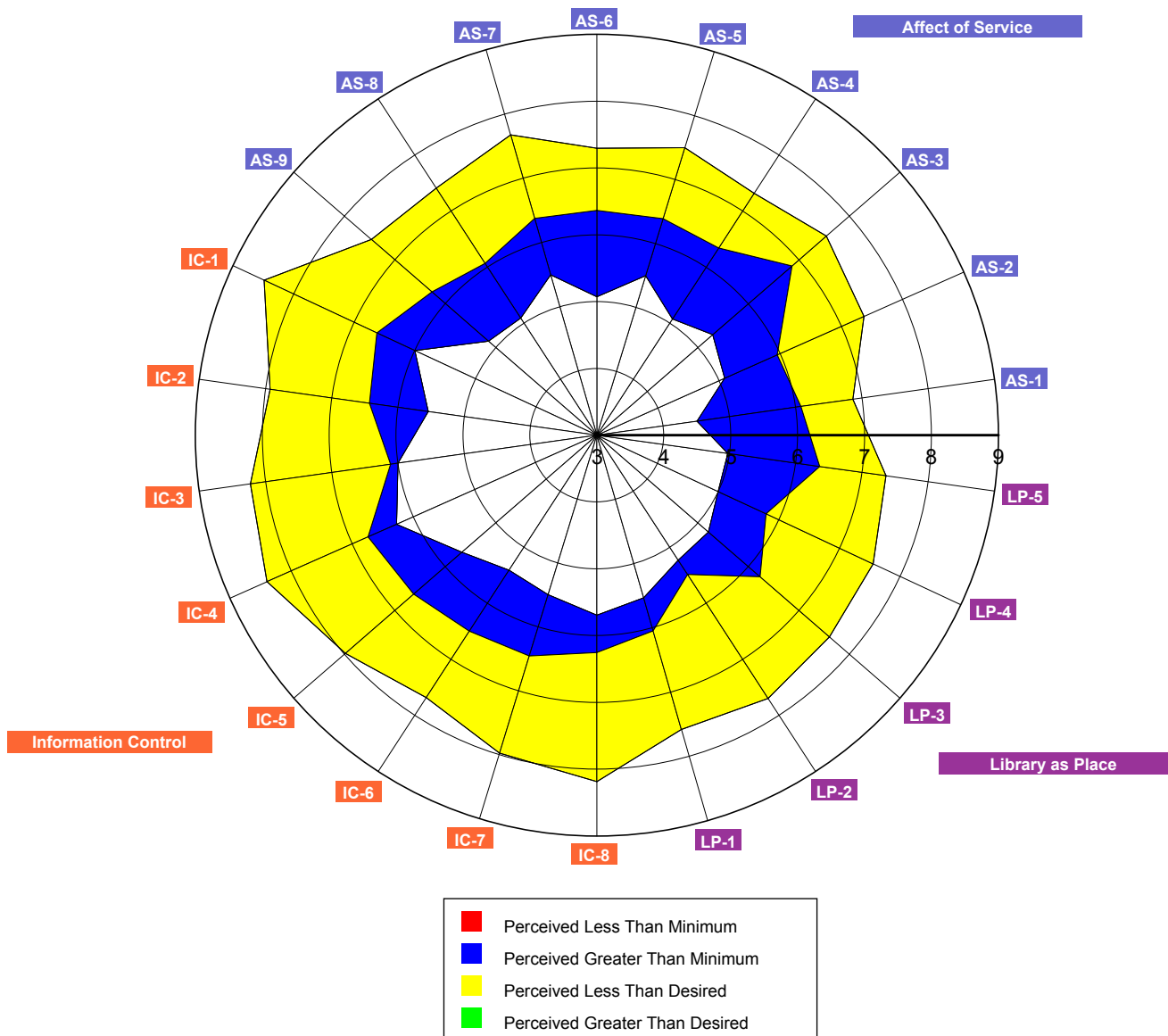
User Group: 教員

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
 Library Branch: 湘南藤沢メディアセンター
 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	4.51	6.86	6.08	1.57	-0.78	37
AS-2	図書館は利用者一人一人を大事にしている	5.09	7.37	5.95	0.86	-1.42	43
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.30	7.55	6.86	1.57	-0.68	44
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	5.07	7.32	6.34	1.27	-0.98	41
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	5.50	7.50	6.39	0.89	-1.11	36
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	5.07	7.29	6.37	1.29	-0.93	41
AS-7	図書館スタッフは利用者のニーズを理解している	5.50	7.68	6.38	0.88	-1.30	40
AS-8	図書館は進んで利用者に協力してくれる	5.09	7.41	6.07	0.98	-1.34	44
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	5.15	7.46	6.27	1.12	-1.20	41
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	6.00	8.49	6.63	0.63	-1.86	43
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	5.55	7.93	6.43	0.89	-1.50	44
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	6.00	8.23	6.11	0.11	-2.11	44
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	6.28	8.40	6.74	0.47	-1.65	43
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	5.67	7.98	6.63	0.95	-1.35	43
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	5.41	7.68	6.50	1.09	-1.18	44
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	5.50	7.98	6.45	0.95	-1.52	44
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	5.70	8.19	6.26	0.56	-1.93	43
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	5.53	7.58	6.05	0.51	-1.53	43
LP-2	ひとりで学習・研究するための、静かな空間がある	5.23	7.70	5.49	0.26	-2.21	43
LP-3	快適で、また行きたくなるような場所である	5.21	7.60	6.23	1.02	-1.37	43
LP-4	学習、研究、調査のためのとっておきの場所である	5.00	7.56	5.79	0.79	-1.77	43

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 教員

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	4.98	7.37	6.37	1.39	-1.00	41
Overall:		5.38	7.72	6.29	0.91	-1.43	44

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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	2.05	1.83	1.59	1.83	1.72	37
AS-2	図書館は利用者一人一人を大事にしている	1.90	1.50	1.73	1.97	1.89	43
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	1.80	1.45	1.62	1.87	1.80	44
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	2.03	1.46	1.42	1.80	1.25	41
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	1.90	1.56	1.27	1.89	1.30	36
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	1.89	1.49	1.55	1.78	1.51	41
AS-7	図書館スタッフは利用者のニーズを理解している	1.93	1.35	1.72	2.23	1.92	40
AS-8	図書館は進んで利用者に協力してくれる	2.10	1.54	1.66	1.98	1.60	44
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	1.99	1.45	1.69	2.06	1.85	41
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	1.83	0.96	1.93	1.90	2.17	43
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	1.82	1.19	1.44	1.85	1.50	44
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	1.99	1.31	1.54	2.49	1.98	44
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	0.88	1.26	1.58	1.43	43
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	2.07	1.10	1.62	2.16	1.59	43
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	1.97	1.33	1.28	1.67	1.43	44
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	2.04	1.17	1.68	1.99	1.82	44
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	1.87	1.50	1.65	1.86	1.71	43
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	2.21	1.88	1.80	2.36	1.97	43
LP-2	ひとりで学習・研究するための、静かな空間がある	2.15	1.71	2.03	2.90	2.44	43
LP-3	快適で、また行きたくなるような場所である	1.75	1.53	1.69	2.01	1.60	43
LP-4	学習、研究、調査のためのとっておきの場所である	1.95	1.68	1.42	1.92	1.66	43

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 教員

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	2.03	1.51	1.34	2.07	1.55	41
Overall:		1.65	0.98	1.04	1.69	1.24	44

Language: Japanese

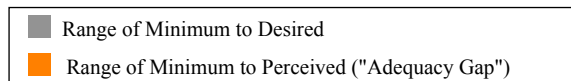
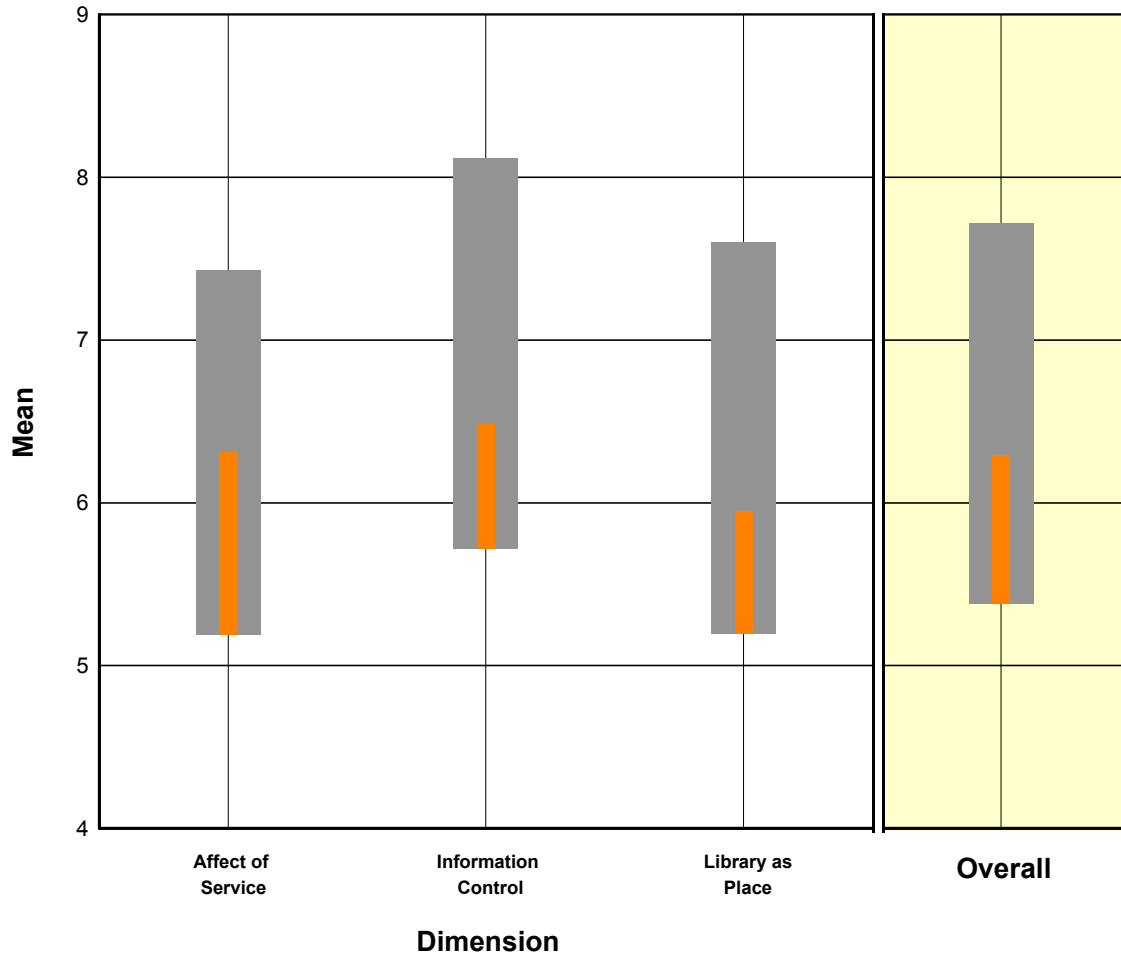
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

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.



Language: Japanese
 Institution Type: College or University
 Library Branch: 湘南藤沢メディアセンター
 User Group: 教員

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	5.19	7.43	6.31	1.12	-1.12	44
Information Control	5.72	8.11	6.48	0.77	-1.63	44
Library as Place	5.20	7.60	5.95	0.75	-1.65	44
Overall:	5.38	7.72	6.29	0.91	-1.43	44

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.72	1.20	1.24	1.73	1.42	44
Information Control	1.72	0.81	1.13	1.69	1.25	44
Library as Place	1.78	1.34	1.18	1.93	1.44	44
Overall:	1.65	0.98	1.04	1.69	1.24	44

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 教員

6.4 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	6.64	1.63	44
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	6.27	1.70	44
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	6.70	1.41	44

6.5 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	5.61	1.56	44
この図書館は、私が自分の研究領域において優位であるための助けとなっている	5.64	1.73	44
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	5.86	1.62	44
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	4.93	1.70	44
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	5.45	1.44	44

Language: Japanese

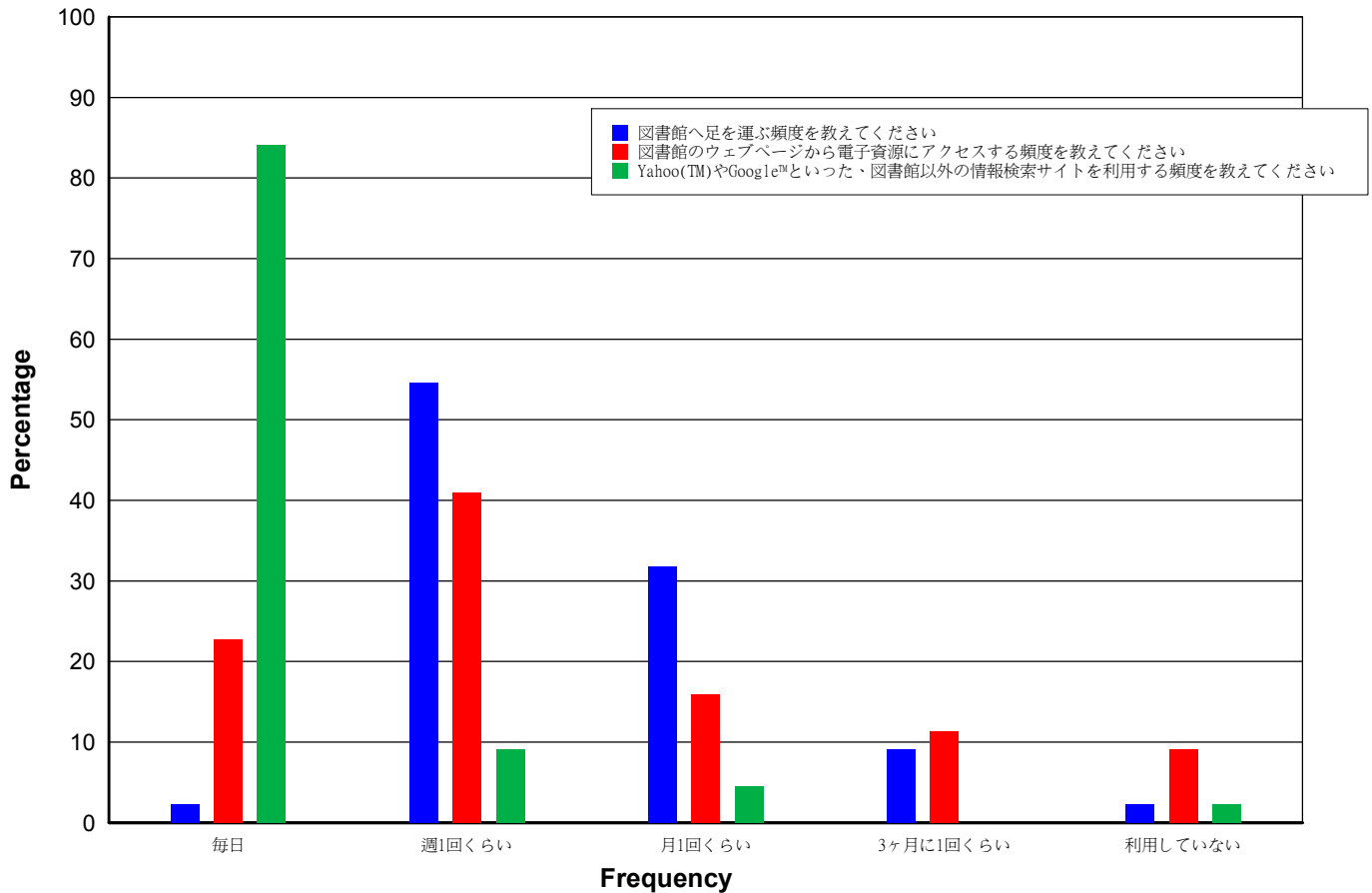
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 教員

6.6 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	1 2.27%	24 54.55%	14 31.82%	4 9.09%	1 2.27%	44 100.00%
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	10 22.73%	18 40.91%	7 15.91%	5 11.36%	4 9.09%	44 100.00%
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	37 84.09%	4 9.09%	2 4.55%	0 0.00%	1 2.27%	44 100.00%

7 図書館スタッフ Summary

7.1 Demographic Summary for 図書館スタッフ

7.1.1 Respondent Profile for 図書館スタッフ by Age

Age	Respondents n	Respondents %
18歳未満	0	0.00%
18～22歳	0	0.00%
23～30歳	1	16.67%
31～45歳	5	83.33%
46～65歳	0	0.00%
65歳以上	0	0.00%
Total:	6	100.00%

7.1.2 Respondent Profile for 図書館スタッフ by Sex

Sex	Respondents n	Respondents %
男性	1	16.67%
女性	5	83.33%
Total:	6	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

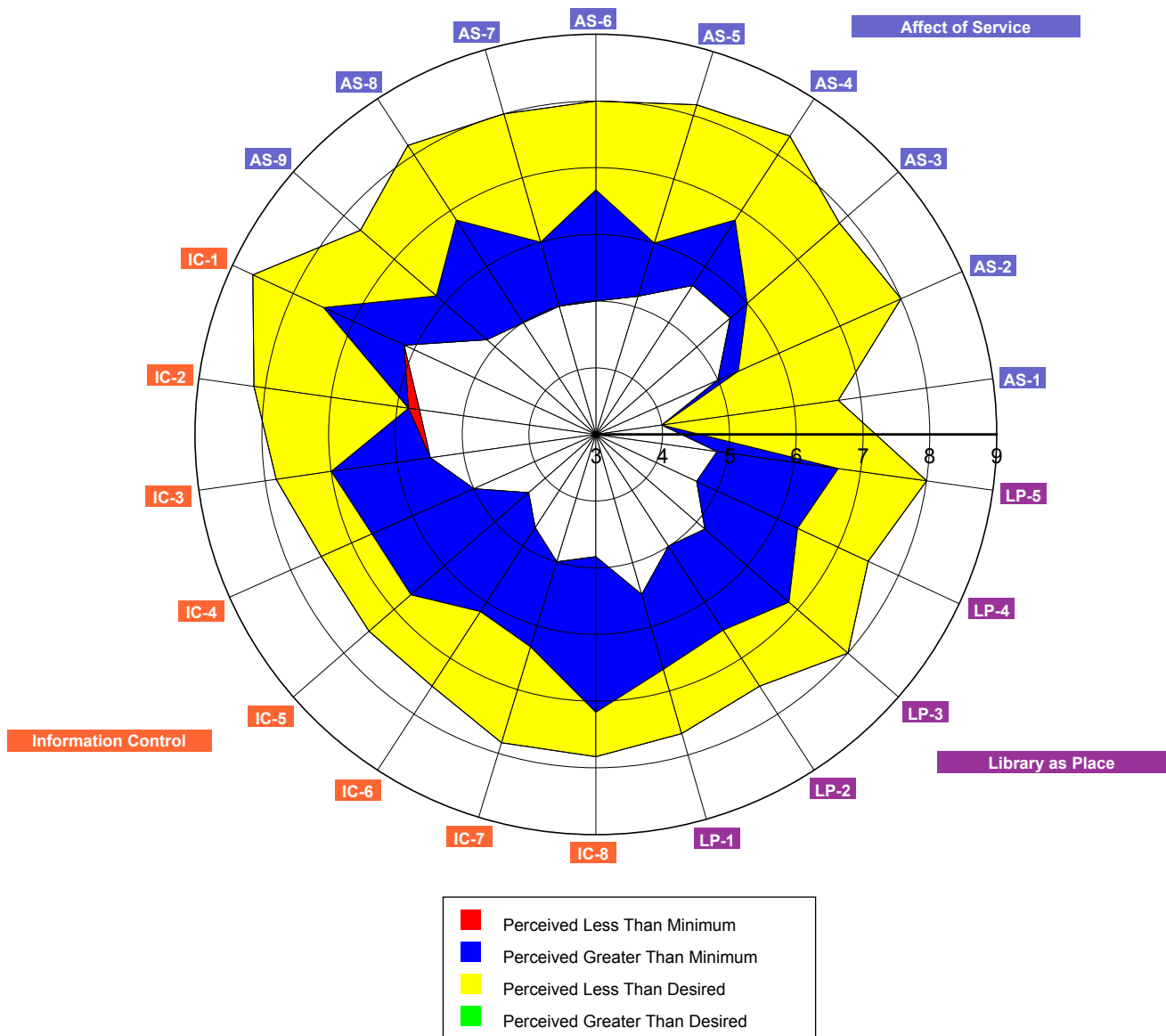
User Group: 図書館スタッフ

7.2 Core Questions Summary for 図書館スタッフ

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 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	4.00	6.67	4.00	0.00	-2.67	6
AS-2	図書館は利用者一人一人を大事にしている	5.00	8.00	5.33	0.33	-2.67	6
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	5.67	7.83	6.00	0.33	-1.83	6
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	5.67	8.33	6.83	1.17	-1.50	6
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	5.17	8.17	6.00	0.83	-2.17	6
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	5.00	8.00	6.67	1.67	-1.33	6
AS-7	図書館スタッフは利用者のニーズを理解している	5.00	8.00	6.00	1.00	-2.00	6
AS-8	図書館は進んで利用者に協力してくれる	5.00	8.17	6.83	1.83	-1.33	6
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	5.17	7.67	6.17	1.00	-1.50	6
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	6.17	8.67	7.50	1.33	-1.17	6
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	5.83	8.17	5.67	-0.17	-2.50	6
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	5.50	7.83	7.00	1.50	-0.83	6
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	5.00	7.50	6.67	1.67	-0.83	6
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	4.33	7.50	6.67	2.33	-0.83	6
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	4.67	7.50	6.17	1.50	-1.33	6
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	7.83	6.33	1.33	-1.50	6
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	4.83	7.83	7.17	2.33	-0.67	6
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	5.50	7.67	6.67	1.17	-1.00	6
LP-2	ひとりで学習・研究するための、静かな空間がある	5.00	7.50	6.50	1.50	-1.00	6
LP-3	快適で、また行きたくなるような場所である	5.17	8.00	6.83	1.67	-1.17	6
LP-4	学習、研究、調査のためのとっておきの場所である	4.67	7.50	6.33	1.67	-1.17	6

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 図書館スタッフ

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	4.83	8.00	6.67	1.83	-1.33	6
Overall:		5.10	7.83	6.36	1.27	-1.47	6

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 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	1.10	1.86	1.26	1.41	1.75	6
AS-2	図書館は利用者一人一人を大事にしている	1.10	1.26	1.37	1.75	1.75	6
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	0.52	0.75	0.89	1.03	1.17	6
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	0.52	1.21	1.17	1.47	0.55	6
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	1.17	0.75	0.89	0.98	0.75	6
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	1.10	1.26	1.21	1.03	1.03	6
AS-7	図書館スタッフは利用者のニーズを理解している	0.89	1.10	1.26	1.67	1.10	6
AS-8	図書館は進んで利用者に協力してくれる	1.55	0.98	1.33	1.17	0.82	6
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	0.41	1.51	1.17	1.10	1.38	6
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	1.60	0.82	1.05	1.63	0.75	6
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	1.17	1.60	0.82	1.47	1.97	6
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	1.22	1.60	0.63	1.52	1.47	6
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	1.10	1.38	1.03	0.82	0.98	6
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	1.63	1.05	1.03	1.51	1.17	6
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	0.82	1.52	1.17	0.84	1.21	6
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	1.10	1.60	1.37	0.52	1.38	6
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	0.98	1.60	1.17	1.63	1.37	6
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	1.05	1.03	1.03	0.98	0.63	6
LP-2	ひとりで学習・研究するための、静かな空間がある	1.10	1.52	1.64	1.05	1.26	6
LP-3	快適で、また行きたくなるような場所である	0.41	1.55	0.75	0.52	1.17	6
LP-4	学習、研究、調査のためのとっておきの場所である	1.97	1.87	1.37	1.97	0.98	6

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 図書館スタッフ

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	1.60	1.67	2.16	2.23	1.03	6
Overall:		0.55	1.16	0.52	0.66	0.69	6

Language: Japanese

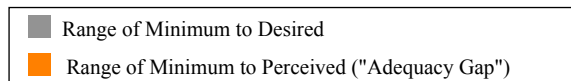
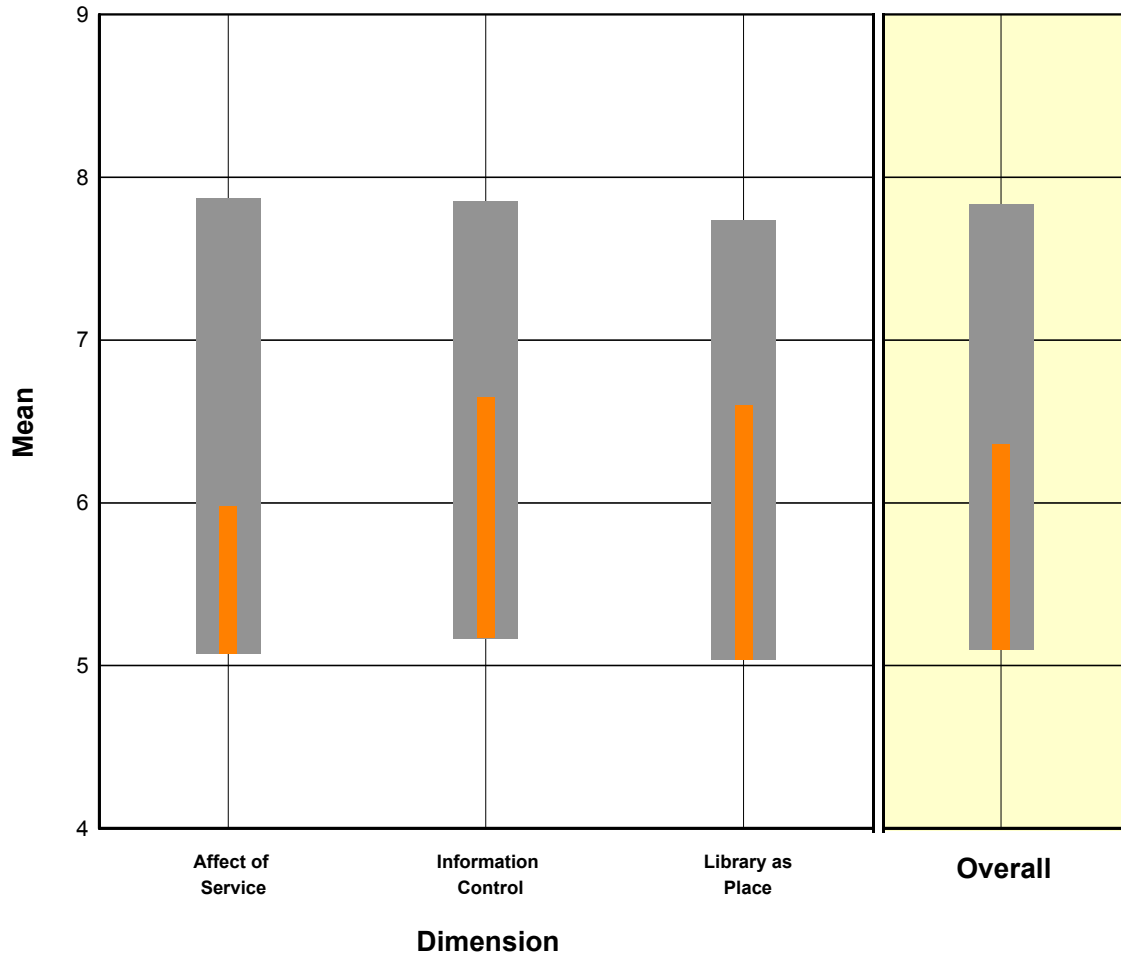
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 図書館スタッフ

7.3 Core Question Dimensions Summary for 図書館スタッフ

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.



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	5.07	7.87	5.98	0.91	-1.89	6
Information Control	5.17	7.85	6.65	1.48	-1.21	6
Library as Place	5.03	7.73	6.60	1.57	-1.13	6
Overall:	5.10	7.83	6.36	1.27	-1.47	6

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	0.54	1.04	0.74	0.75	0.79	6
Information Control	0.65	1.20	0.33	0.59	0.91	6
Library as Place	0.83	1.40	1.07	1.11	0.63	6
Overall:	0.55	1.16	0.52	0.66	0.69	6

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 図書館スタッフ

7.4 General Satisfaction Questions Summary for 図書館スタッフ

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	6.33	1.03	6
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	6.33	0.52	6
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	6.50	0.55	6

7.5 Information Literacy Outcomes Questions Summary for 図書館スタッフ

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	6.33	1.21	6
この図書館は、私が自分の研究領域において優位であるための助けとなっている	6.83	1.60	6
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	6.50	1.22	6
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	5.83	1.33	6
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	6.50	1.38	6

Language: Japanese

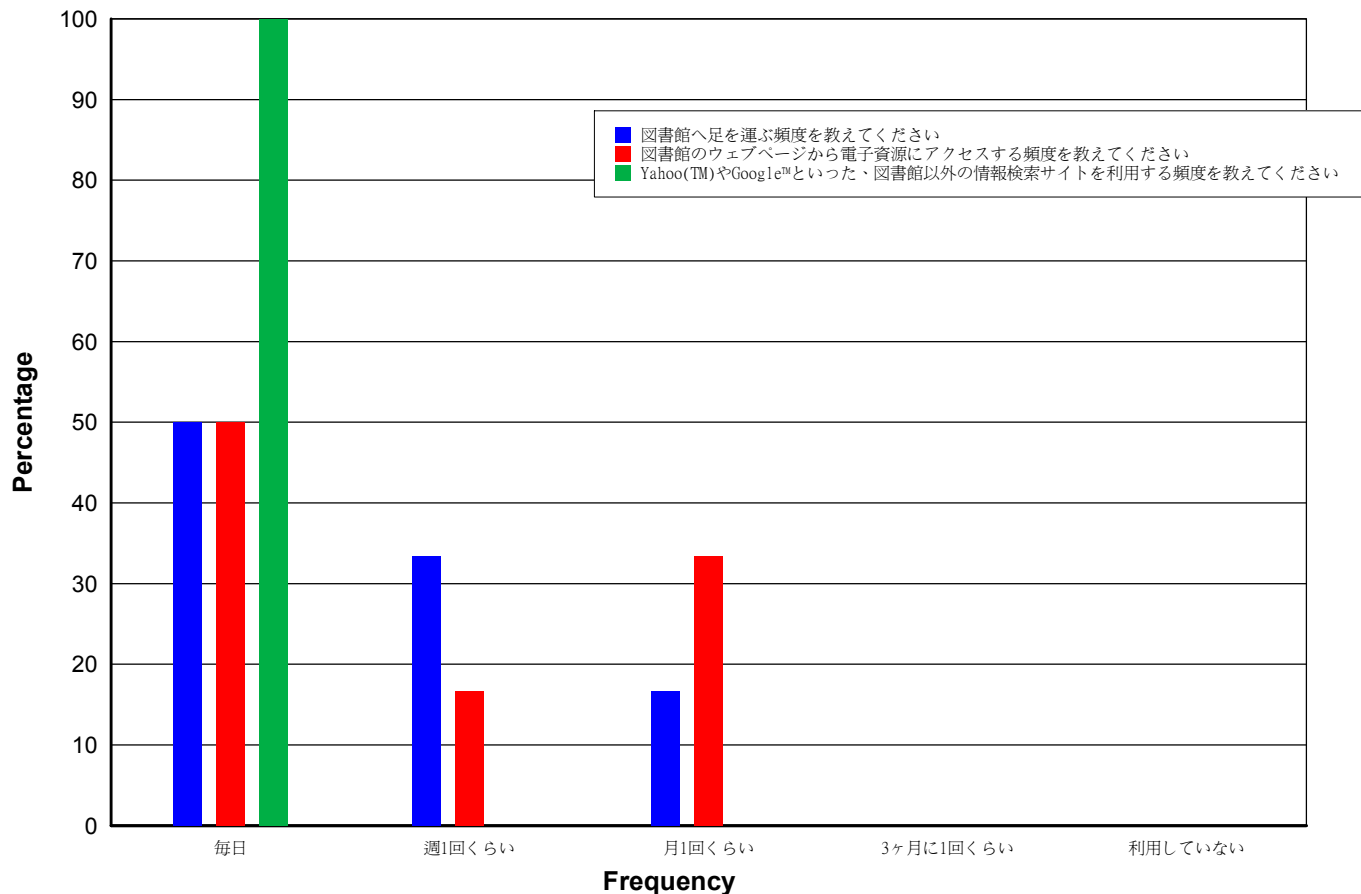
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 図書館スタッフ

7.6 Library Use Summary for 図書館スタッフ

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	3 50.00%	2 33.33%	1 16.67%	0 0.00%	0 0.00%	6 100.00%
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	3 50.00%	1 16.67%	2 33.33%	0 0.00%	0 0.00%	6 100.00%
Yahoo(TM)やGoogle(TM)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	6 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	6 100.00%

8 職員 Summary

8.1 Demographic Summary for 職員

8.1.1 Respondent Profile for 職員 by Age

Age	Respondents n	Respondents %
18歳未満	0	0.00%
18～22歳	0	0.00%
23～30歳	4	28.57%
31～45歳	9	64.29%
46～65歳	1	7.14%
65歳以上	0	0.00%
Total:	14	100.00%

8.1.2 Respondent Profile for 職員 by Sex

Sex	Respondents n	Respondents %
男性	3	21.43%
女性	11	78.57%
Total:	14	100.00%

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

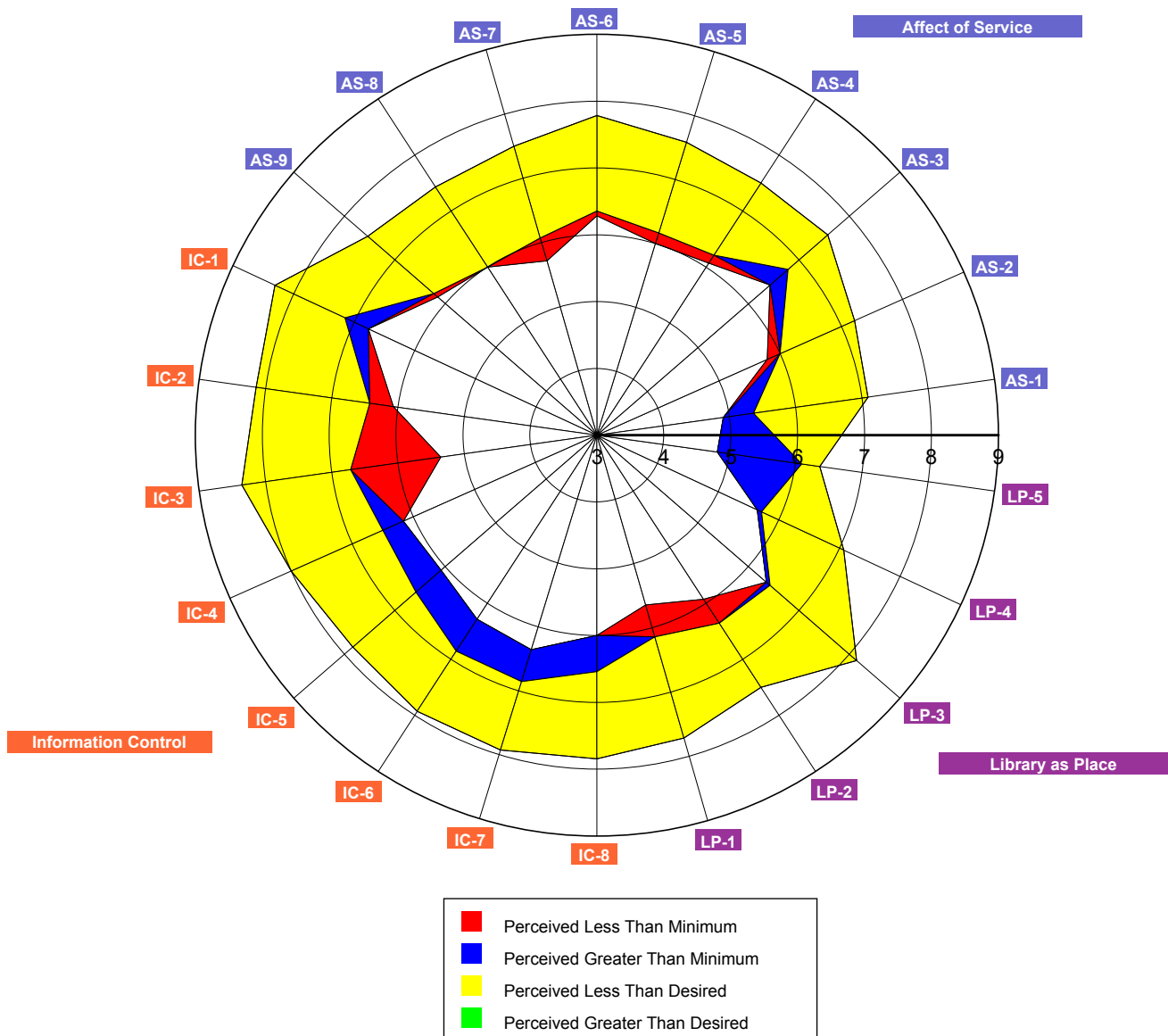
User Group: 職員

8.2 Core Questions Summary for 職員

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
 Library Branch: 湘南藤沢メディアセンター
 User Group: 職員

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	4.91	7.09	5.36	0.45	-1.73	11
AS-2	図書館は利用者一人一人を大事にしている	6.00	7.21	5.79	-0.21	-1.43	14
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	6.43	7.57	6.79	0.36	-0.79	14
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	6.21	7.50	6.07	-0.14	-1.43	14
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	6.17	7.58	6.00	-0.17	-1.58	12
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	6.36	7.79	6.29	-0.07	-1.50	14
AS-7	図書館スタッフは利用者のニーズを理解している	6.07	7.50	5.71	-0.36	-1.79	14
AS-8	図書館は進んで利用者に協力してくれる	6.00	7.43	6.00	0.00	-1.43	14
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	6.23	7.54	6.15	-0.08	-1.38	13
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	6.77	8.31	7.15	0.38	-1.15	13
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	6.43	8.14	6.07	-0.36	-2.07	14
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	6.71	8.36	5.36	-1.36	-3.00	14
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	6.17	8.00	6.50	0.33	-1.50	12
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	6.08	7.83	6.58	0.50	-1.25	12
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	6.29	7.93	6.86	0.57	-1.07	14
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	6.36	7.93	6.86	0.50	-1.07	14
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	6.00	7.85	6.54	0.54	-1.31	13
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	6.14	7.71	5.64	-0.50	-2.07	14
LP-2	ひとりで学習・研究するための、静かな空間がある	6.36	7.50	5.93	-0.43	-1.57	14
LP-3	快適で、また行きたくなるような場所である	6.36	8.14	6.43	0.07	-1.71	14
LP-4	学習、研究、調査のためのとっておきの場所である	5.64	7.07	5.71	0.07	-1.36	14

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 職員

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	4.82	6.36	6.09	1.27	-0.27	11
Overall:		6.17	7.69	6.17	0.00	-1.52	14

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	1.97	1.64	1.63	1.81	2.00	11
AS-2	図書館は利用者一人一人を大事にしている	2.42	2.01	1.72	2.01	1.74	14
AS-3	図書館スタッフはいつも礼儀正しく、丁寧である	2.21	1.55	1.85	2.21	1.63	14
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	1.89	1.56	1.33	1.66	1.70	14
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	1.85	1.31	1.65	1.47	1.62	12
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	1.91	1.48	1.14	1.86	1.70	14
AS-7	図書館スタッフは利用者のニーズを理解している	2.27	1.40	1.59	2.24	1.67	14
AS-8	図書館は進んで利用者に協力してくれる	2.15	1.50	1.36	1.62	1.28	14
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	2.24	1.71	1.72	1.44	1.45	13
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	1.69	0.95	1.34	1.61	1.41	13
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	1.95	1.03	1.86	2.73	2.06	14
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	1.64	0.74	1.82	1.60	1.88	14
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	2.29	1.76	1.62	1.83	1.31	12
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	2.02	1.34	1.68	2.61	2.30	12
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	2.23	1.27	1.46	2.38	1.49	14
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	2.02	1.27	1.17	2.31	1.69	14
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	2.35	1.52	1.85	2.70	1.89	13
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	2.21	1.77	1.65	3.03	2.13	14
LP-2	ひとりで学習・研究するための、静かな空間がある	1.60	1.83	2.13	2.79	2.65	14
LP-3	快適で、また行きたくなるような場所である	1.86	1.17	1.40	2.23	1.82	14
LP-4	学習、研究、調査のためのとっておきの場所である	2.37	1.86	1.64	2.92	2.71	14

Language: Japanese

Institution Type: College or University

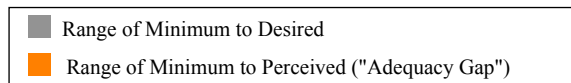
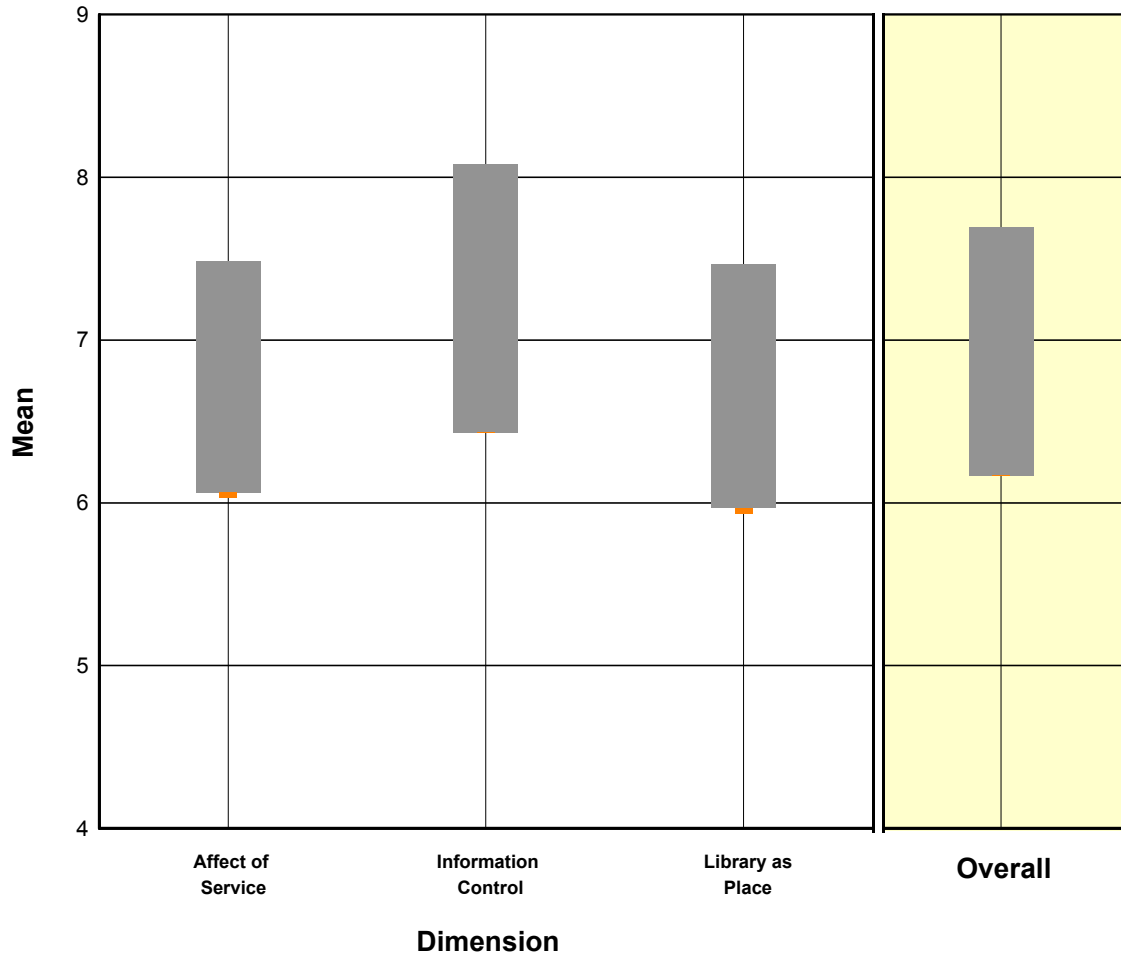
Library Branch: 湘南藤沢メディアセンター

User Group: 職員

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	3.03	2.62	1.81	3.17	3.17	11
Overall:		1.91	1.19	0.99	1.81	1.32	14

8.3 Core Question Dimensions Summary for 職員

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.



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.06	7.49	6.03	-0.03	-1.45	14
Information Control	6.43	8.08	6.43	0.01	-1.65	14
Library as Place	5.97	7.46	5.94	-0.03	-1.53	14
Overall:	6.17	7.69	6.17	0.00	-1.52	14

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	1.98	1.33	1.37	1.57	1.29	14
Information Control	1.88	1.06	1.13	1.95	1.43	14
Library as Place	1.97	1.47	1.14	2.55	2.05	14
Overall:	1.91	1.19	0.99	1.81	1.32	14

Language: Japanese

Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 職員

8.4 General Satisfaction Questions Summary for 職員

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	6.64	1.39	14
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	6.57	1.40	14
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	6.79	1.31	14

8.5 Information Literacy Outcomes Questions Summary for 職員

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	5.79	1.67	14
この図書館は、私が自分の研究領域において優位であるための助けとなっている	5.57	1.65	14
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	6.07	1.54	14
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	5.21	1.89	14
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	5.71	1.59	14

Language: Japanese

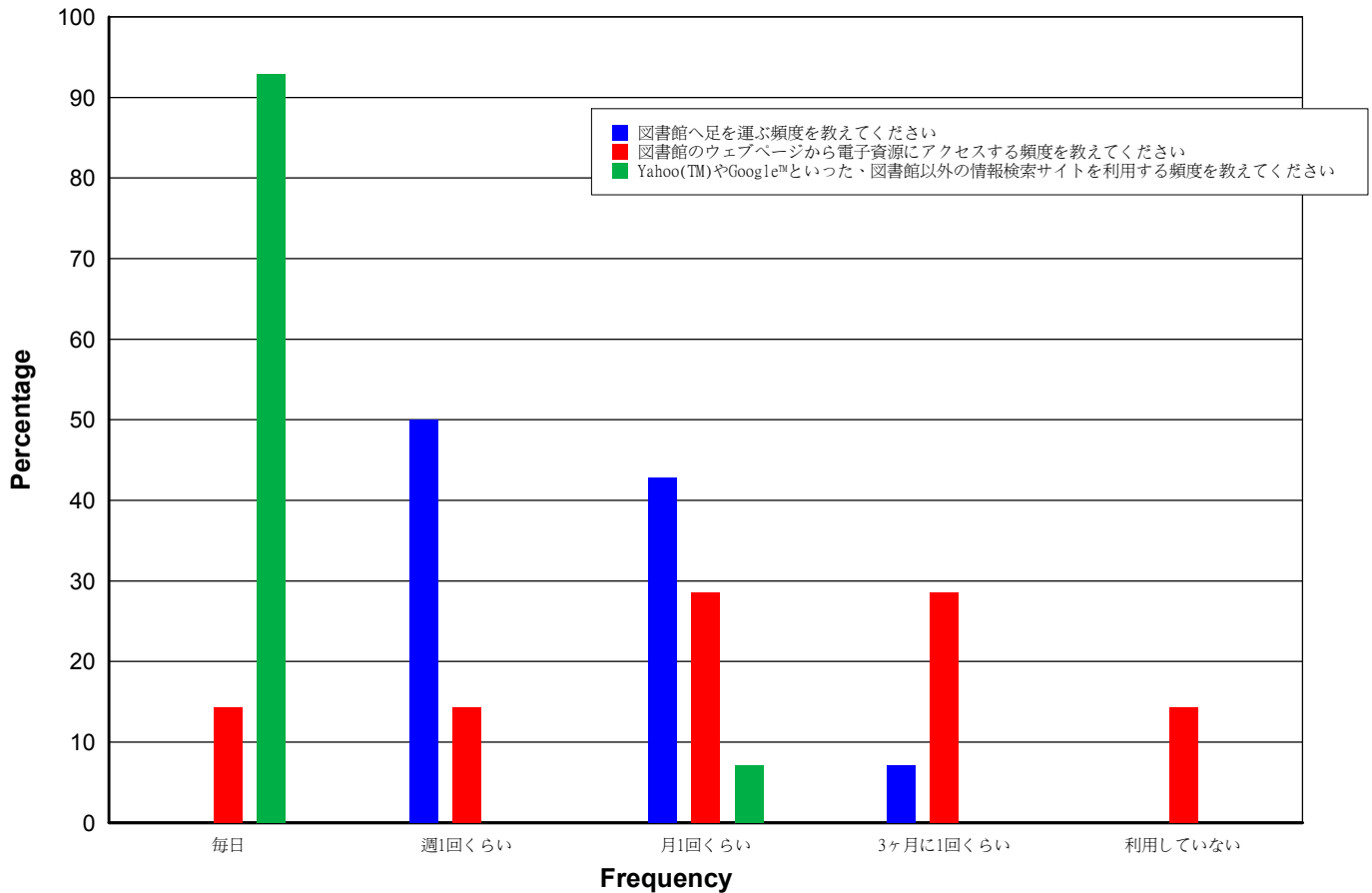
Institution Type: College or University

Library Branch: 湘南藤沢メディアセンター

User Group: 職員

8.6 Library Use Summary for 職員

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 0.00%	7 50.00%	6 42.86%	1 7.14%	0 0.00%	14 100.00%
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	2 14.29%	2 14.29%	4 28.57%	4 28.57%	2 14.29%	14 100.00%
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	13 92.86%	0 0.00%	1 7.14%	0 0.00%	0 0.00%	14 100.00%

9 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

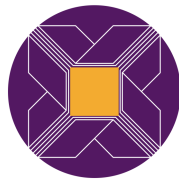
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in 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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