Analysis of the Libraries of the Pennsylvania State System of Higher Education

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PREFACE

This report was prepared by the West Chester Statistics Institute for the Keystone Library Network, Office of the Chancellor, Pennsylvania State System of Higher Education. The West Chester Statistics Institute is a non-profit organization at West Chester University of Pennsylvania. The Institute provides collaborative statistical services by partnering West Chester University faculty members with current students in the Graduate Program in Applied Statistics at West Chester University. The data analysis and presentation for this particular project was performed by Kelley Romyn, current MS student in Applied Statistics, under the supervision of Randall Rieger, Professor of Statistics at West Chester University. Additional information about the West Chester Statistics Institute can be found at www.wcupa.edu/wcsi. The Institute can be contacted directly by e-mail at wcsi@wcupa.edu or by phone at 610-436-3234.

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Summary

This analysis used data from the Academic Library Survey (ALS) and the LIBQUAL Survey to assess the strengths, weaknesses, and trends over time for the libraries of the Pennsylvania State System of Higher Education (PASSHE). Whenever possible, these libraries were compared to all pre-assigned peer institutions. Thus, this analysis was able to compare both the overall performance of PASSHE libraries, as well as the performance versus libraries at similar institutions. The report is divided into four sections. Section I used ALS data from 1998, 2000, 2002, and 2004 to investigate trends over time at PASSHE Universities. Sections II and III investigated perceived service performance at each PASSHE University and within subgroups across all PASSHE Universities. Finally, Section IV investigated the performance of the State Library of Pennsylvania.

In Section I, using the ALS data, the 'number of librarians per 1,000 FTE' and 'expenditures per FTE' were calculated and graphed for each PASSHE university over a time period from 1998 to 2004. Each PASSHE university was compared directly to peer institutions over the same time period. There was a great deal of variability from university to university in relative performance versus peer institutions over time. However, it does appear that many PASSHE universities are lagging behind their peers in 'librarians per 1,000 FTE' and in 'expenditures per FTE'. Most of the PASSHE universities also seemed to perform worse relative to peers in 2004 than in previous years. These graphs, ordered alphabetically by university, can be found in Section I.

In the 2006 LIBQUAL survey, users of libraries were asked to rate the 'perceived service performance' of three dimensions -Affect of Service, Information Control, and Library as Place. Survey takers rated the perceived service performance on each of 22 core questions from 1 (low) to 9 (high). The average for each dimension and for each question at each PASSHE university was analyzed in this report to highlight areas of relative strength and weakness in library services at PASSHE libraries. The results of these rankings can be seen in Sections II, III and IV.

In Section II, services from each PASSHE university library were compared to library services at select peer universities, to the Keystone Library Network (KLN), and to the Association of Research Libraries – Colleges and Universities (ARL). The number of peer universities for PASSHE universities ranged from two peers (for Bloomsburg, East Stroudsburg, and Edinboro) to eight peers (for Clarion). Tables 2 – 15 on pages 32 - 45 show the comparison of each PASSHE university to its peers, to the KLN and to the ARL for each dimension and for each core question. Perhaps the most apparent overall message of these comparisons was that there is a great deal of deviation from university to university in terms of perceived service performance. Some universities like California and Mansfield consistently scored above the three reference groups in analysis of the three service dimensions, as well as above peer institutions on each individual question. However, other universities, like Edinboro and Indiana, scored consistently below the other three cohorts and below peer institutions on most individual core questions.

In Section III, the perceived service performance was compared across subgroups of the populations at each PASSHE university. These subgroups included faculty, all students, freshmen & sophomores, juniors & seniors, and masters students. The average for each core question was calculated and used to rate each service assessed. The five best and five worst services were found for each of these subgroups. While Tables 1 – 11 on pages 49 – 69 display the full results, in general, several services were consistently ranked in the top five. These were:

- Willingness to help users
- Employees have knowledge to answer user questions
- Employees who are consistently courteous

Additionally, there were several services consistently ranking in the bottom five. They were:

- Employees who instill confidence in users
- Giving users individual attention

The final task of this analysis was to assess the services provided by the State Library of Pennsylvania. In order to do so, in Section IV, perceived services at the State Library of Pennsylvania were compared to the State Library of Connecticut, the only other state library with data available. The methodology use to rate the services was the same as in Section II and Section III. For both State Libraries, the following service indicators ranked in the top five:

- Employees who are consistently courteous
- Willingness to help users
- Employees have knowledge to answer user questions
- Readiness to respond to users' questions

Three of the same core questions were among the five least satisfactory services at both libraries:

- Web site enabling me to locate information on my own
- Making electronic resources accessible from home or office
- Community space for group learning and group study.

(See Table 2 on page 73 for full rankings of all services at both state libraries).

In addition, the overall cohort of library users at the State Library of PA were stratified by age of user and directly compared to these subgroups at the PASSHE universities. The results can be seen in Tables 3 and 4 on pages 74 - 75

Section I: Trend Analysis of Library Expenditures and Employees

In this section, using data from the Academic Library Survey (ALS), trends over time in expenditures and librarians at PASSHE universities were compared to pre-determined peer institutions. Two variables - 'Librarians per 1,000 FTE' and 'Library Expenditures per FTE' - were created and used to investigate trends for each Pennsylvania State System University. The first variable derived from the original data represented 'Librarians per 1,000 FTE'. At the request of the Keystone Library Coordinator, the original variable in the raw data representing the *number of librarians* was used, rather than *librarians plus other library staff*. For the second derived variable, the variable representing *total expenses* was used.

In the 1998 and 2000 ALS survey, there was no measure of full time equivalent students (FTEs). However, the number of enrolled students (full and part-time) was collected. In the 2002 and 2004 surveys, the number of FTEs was collected. Thus, in order to study trends over time using consistent measurement, the number of full-time and part-time enrolled students was converted to full time equivalent students (FTEs) for 1998 and 2000. The conversion was done using a methodology provided by the National Center for Education Statistics. The following formula was used to convert enrollment to FTEs for 1998 and 2000:

FTE = # full time students + (0.403543 * # of part time students).

After converting from enrollment to FTEs, the estimated FTEs were checked for accuracy via both linear regression analysis and comparison to some publicly accessible FTE values. There did seem to be a tendency for slight underestimation of actual FTEs. However, this should not cause any bias in results, as it will be consistent across all universities. Therefore, the comparison of changes over time should not be systematically altered in any way due to using estimated FTE, rather than actual FTE for these two years.

For librarians, to be consistent with the National Center for Education Statistics methodology, the denominator used the variable representing the number of undergraduate FTE's multiplied by 1,000. Table 1 below displays the 'number of librarians per 1,000 FTE' for each State System University at each of the four years considered. Similarly, Table 2 displays the 'expenditures per FTE' for each year at each of the State System Universities.

Cheyney has the highest number of 'librarians per 1,000 FTE' for each year. Mansfield has the 2nd highest value in all years. California, Indiana, Shippensburg, Slippery Rock, and West Chester consistently have among the lowest number of 'librarians per 1,000 FTE'. All universities have had a decline over the course of this study in the number of 'librarians per 1,000 FTE'. In 1998, the average at all State System Universities was 2.20 'librarians per 1,000 FTE' (with a standard deviation of 0.836). By 2004, the average at all State System Universities had fallen to 1.61 'librarians per 1,000 FTE' (with a standard deviation of 0.414). The sharp decline of variance also shows that, on average,

the State System Universities have gotten appreciably closer to each other by 2004 in terms of 'librarians per 1,000 FTE'.

Table 1: Librarians per 1,000 FTE at State System Universities				
	YEAR			
University	**1998**	**2000**	**2002**	**2004**
Bloomsburg	2.20	2.24	2.03	1.42
California	1.96	1.98	1.74	1.19
Cheyney	4.84	4.98	3.30	2.82
Clarion	2.12	1.95	1.67	1.51
East Stroudsburg	2.02	2.03	2.00	1.74
Edinboro	2.40	2.08	1.73	1.65
Indiana	1.59	1.54	1.38	1.33
Kutztown	2.02	1.87	1.83	1.51
Lock Haven	2.39	2.01	2.14	1.88
Mansfield	2.76	3.20	2.30	1.90
Millersville	2.02	2.03	1.88	1.68
Shippensburg	1.63	1.62	1.58	1.44
Slippery Rock	1.69	1.54	1.41	1.22
West Chester	1.53	1.49	1.38	1.30

Table 2: Library Expenditures per FTE at State System Universities				
	YEAR			
University	**1998**	**2000**	**2002**	**2004**
Bloomsburg	447.89	393.87	328.19	301.17
California	430.15	445.41	334.15	259.13
Cheyney	899.56	698.14	597.91	436.55
Clarion	386.62	390.41	620.43	312.02
East Stroudsburg	362.20	369.60	393.14	334.08
Edinboro	296.60	302.28	296.62	291.26
Indiana	319.56	338.41	358.84	350.57
Kutztown	336.43	343.21	320.62	255.64
Lock Haven	355.01	309.57	379.84	333.25
Mansfield	504.42	502.65	487.00	408.08
Millersville	403.53	400.46	401.66	360.71
Shippensburg	346.86	345.73	328.30	292.24
Slippery Rock	283.34	283.61	280.49	248.34
West Chester	313.61	326.07	314.05	334.05

The values in Table 2 tell a similar story to Table 1. Cheyney, followed by Mansfield, tend to have the highest 'expenditures per FTE'. These values have trended towards becoming closer to the other State System Universities. Slippery Rock consistently showed the lowest 'expenditures per FTE'. All universities have decreased 'expenditures

per FTE' over time. In 1998, the average at all State System Universities was $406.13 'expenditures per FTE' (with a standard deviation of 154.89). By 2004, the average at all State System Universities had fallen to $322.65 'expenditures per FTE' (with a standard deviation of 55.05). The sharp decline of variance also shows that, on average, the State System Universities have gotten appreciably closer to each other by 2004 in terms of 'expenditures per FTE'.

Primary interest in this analysis was to compare the 'librarians per 1,000 FTE' and 'expenditures per FTE' with peer institutions over the 6 year interval. Thus, the 'number of librarians per 1,000 FTE' were plotted over time (at years 1998, 2000, 2002, and 2004) for each of the fourteen State System Universities. These trend lines were then compared to the combined trend line for each university's specific peers. Analysis was then repeated for 'library expenditures per FTE'.

For each State System University's comparison group, the average 'number of librarians per 1,000 FTE' and average 'library expenditures per FTE' were computed by calculating the mean of all peer institutions. Each peer institution was given equal weight in the calculation of the mean. The number of peer institutions ranged between 14 peers (Cheyney, East Stroudsburg, Kutztown, Mansfield and Millersville) up to 16 peers (California). All State System Universities had complete data for all years. All peer institutions had complete data, with the exception of Penn State Erie – Behrend (a peer institution for Lock Haven University) in 2004. Therefore, this university was not included as a peer for any year for Lock Haven. Please refer to Appendix A for a complete list of peers for each State System University.

In addition to computing the mean for each peer institution at each year, 95% confidence intervals were also computed. Without confidence intervals (or some other measure of variability), one cannot assess consistency among the means of peer institutions. Wider confidence intervals signal greater variability among peer institutions. Narrow confidence intervals indicate strong consistency among all peer institutions. Additionally, the 95% confidence intervals allow one to extend inference to all institutions of similar categorization. They can be interpreted by noting that we can be 95% confident that the true average value for all similar institutions lies within the calculated interval. Therefore, any university falling outside of this interval shows strong evidence of a systematic difference from peer institutions.

The graphs of the trend lines explained above, including 95% confidence bands, are displayed below. A brief summary of each graph is provided for additional clarification.

- Bloomsburg University (Graphs 1A & B) – 'Librarians per 1,000 FTE' were below the peer averages for all years. However, they did remain within the lower bounds of the 95% confidence intervals. 'Expenditures per FTE' were above the peer average (and 95% confidence band) in 1998, slipped to about even with peer averages in 2000, and fell below peer averages (while remaining within the confidence bands) in 2002 and 2004.

- California University (Graphs 2A & B) – In each year, 'Librarians per 1,000 FTE' for California was below the peer institutions' average and below the lower 95% confidence band. 'Expenditures per FTE' were above the peer average in 1998 and 2000. In 2002, California was about equal to peer's average 'Expenditure per FTE', but fell below peer averages (and below the lower confidence band) in 2004.

- Cheyney University (Graphs 3A & B) – 'Librarians per 1,000 FTE' were well above peer averages (and above the 95% confidence bands) in 1998 and 2000. In 2002 and 2004, Cheyney remained above the peer average, but got much closer and fell within the 95% confidence bands. 'Expenditures per FTE' for Cheyney were appreciably higher than peer averages for 1998, 2000, and 2002, appearing well above the upper 95% confidence bands. However, there is a trend of decline, falling closer to the peer averages at each point of measure, until finally falling within the 95% bands in 2004.

- Clarion University (Graphs 4A & B) –'Librarians per 1,000 FTE' were slightly above peer averages in 1998, but fell slightly below peer averages in the other years, while remaining within the 95% interval. In 1998 and 2000, 'Expenditures per FTE' were above peer averages. In 2002, there was a sharp increase at Clarion, such that the value moved above the 95% band for peers. Conversely, in 2004, there was a sharp decrease, putting Clarion below the peers' average.

- East Stroudsburg University (Graphs 5A & B) – 'Librarians per 1,000 FTE' remained below the peer averages for all 4 years. In 1998 and 2000, ESU was outside of the 95% bands, but moved much closer to peer averages in 2000 and 2002. In 1998 and 2000, 'Expenditures per FTE' were slightly below the peer averages, but climbed above the peers' average (and outside of the 95% confidence bands) in 2002. In 2004, 'Expenditures per FTE' for ESU remained above peers' average, but fell within the confidence bands.

- Edinboro University (Graphs 6A & B) – In 1998, Edinboro University was above peer averages (and above the 95% confidence band) for 'Librarians per 1,000 FTE'. In 2000, 2002, and 2004, 'Librarians per 1,000 FTE' remained above its peer averages but within the 95% bands. 'Expenditures per FTE' were below peer averages for all four years, but got increasingly closer to peers averages in 2002 and 2004.

- Indiana University of Pennsylvania (Graphs 7A & B) – 'Librarians per 1,000 FTE' is fairly constant over time for IUP. IUP's average remained below the 95% confidence bands of peer averages for all four years. However, IUP's 'Librarians per 1,000 FTE' has gotten increasingly closer

to peers' averages over time, as they have declined slightly. 'Expenditures per FTE' show a similar trend of consistency and lag below peer averages. However, in 2002 and 2004, the averages at IUP have moved within the lower bounds of the 95% confidence bands.

- Kutztown University (Graphs 8A & B)– Kutztown showed consistently similar values to its peers for 'Librarians per 1,000 FTE', slightly above the peers' averages in 1998 and 2002, and approximately equal to peers' averages in 2000 and 2004. Kutztown was below its peers for 'Expenditures per FTE'. 'Expenditures per FTE' started slightly below the peers' average in 1998 and remained below in 2000 and 2002. By 2004, 'Expenditures per FTE' had fallen below the 95% confidence bands of peers' average.

- Lock Haven University (Graphs 9A & B) – 'Librarians per 1,000 FTE' were above the peers' averages for all years with the exception of 2000. In 2000, LHU experienced a dip, placing it slightly below the peers' average. 'Librarians per 1,000 FTE' were within the 95% confidence bands for all years. 'Expenditures per FTE' shows a similar trend, starting above the peers' average in 1998 and experiencing a dip in 2000. In 2002, LHU rebounded above the peers' average and stayed above in 2004. For 2002 and 2004, LHU remained within the 95% confidence bands of peers' average.

- Mansfield University (Graphs 10A & B) – 'Librarians per 1,000 FTE' were above the mean in 1998. In 2000, there was a sharp increase, putting 'Librarians per 1,000 FTE' well above the peers' average and outside of the 95% confidence bands. In 2002 and 2004, Mansfield's value decreased, moving just slightly above peers' average in 2002, then just slightly below peers' average in 2004. 'Expenditures per FTE' were well above the peers' averages (and outside of the 95% confidence bands) for all four years.

- Millersville University (Graphs 11A & B) –For 'Librarians per 1,000 FTE', the values were fairly constant. While Millersville's average remained within the 95% bands for all four years, it moved above peers averages in 2002 and 2004. 'Expenditures per FTE' were also fairly constant for Millersville. Because of decline in peers' averages throughout the years, Millersville moves well above peer averages in 2002 and 2004, just outside of the 95% confidence bands.

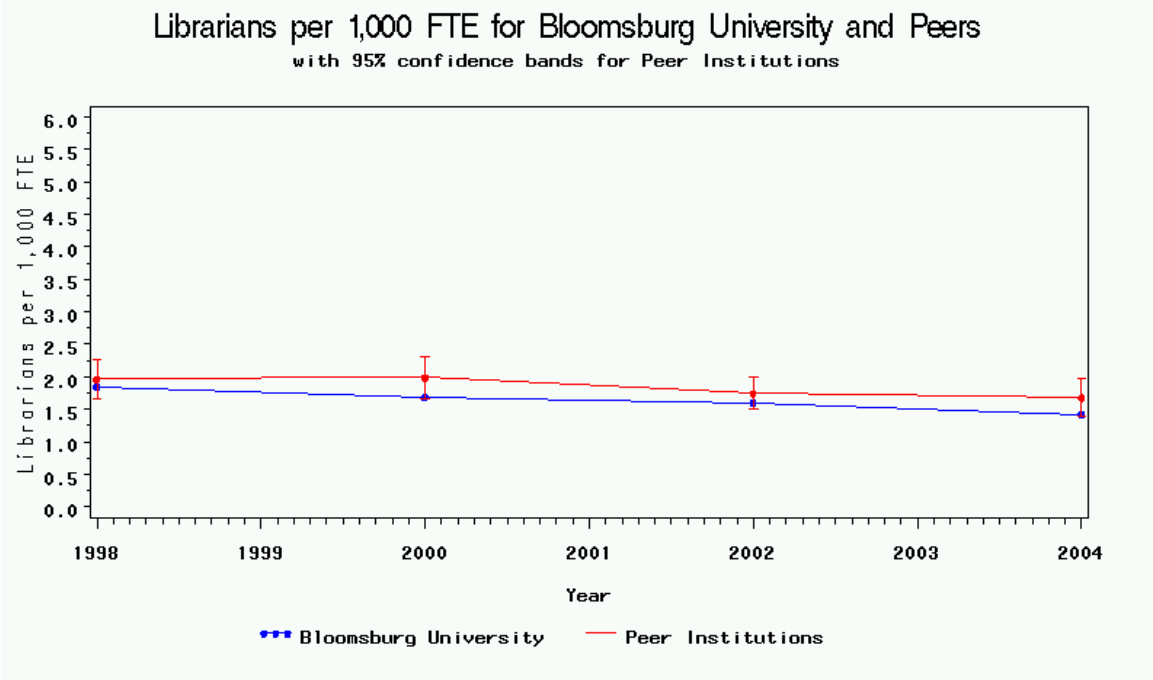
- Shippensburg University (Graphs 12A & B) – 'Librarians per 1,000 FTE' were fairly constant over time for Shippensburg. The value for Shippensburg was well below peer averages in 1998 and 2000. Due to decline in peer averages, Shippensburg's 'Librarians per 1,000 FTE' moved closer to peers averages, falling ever so slightly below the 95%

confidence bands in 2002 and 2004. 'Expenditures per FTE' were also fairly constant for Shippensburg and below its peers for all years, while remaining within the lower bound of the 95% confidence bands.

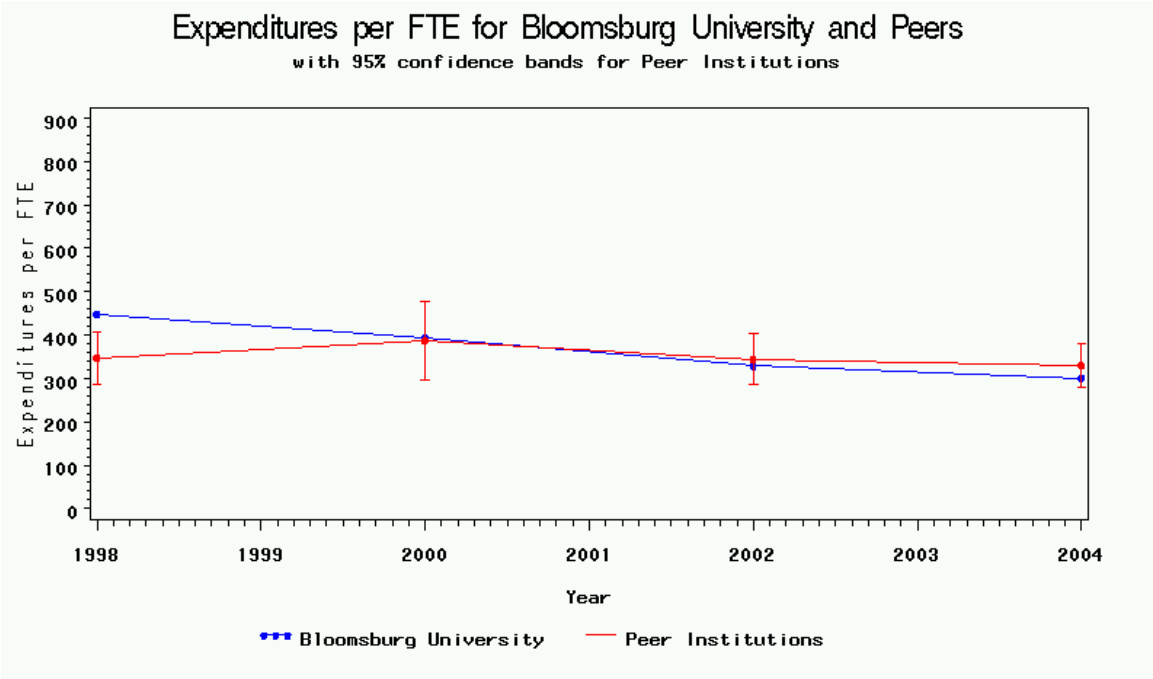
- Slippery Rock University (Graphs 13A & B) – For both 'Librarians per 1,000 FTE' and 'Expenditures per FTE', Slippery Rock was below peer averages and below the lower 95% confidence bands for all years.

- West Chester University (Graphs 14A & B) – 'Librarians per 1,000 FTE' was below peer averages (and below 95% confidence bands) for all years. 'Expenditures per FTE' were below peer averages in 1998, 2000, and 2002. However, in 2004, there was a slight increase in WCU's Expenditures, propelling WCU's 'Expenditures per FTE' above the peers' average, while remaining within the 95% confidence band.

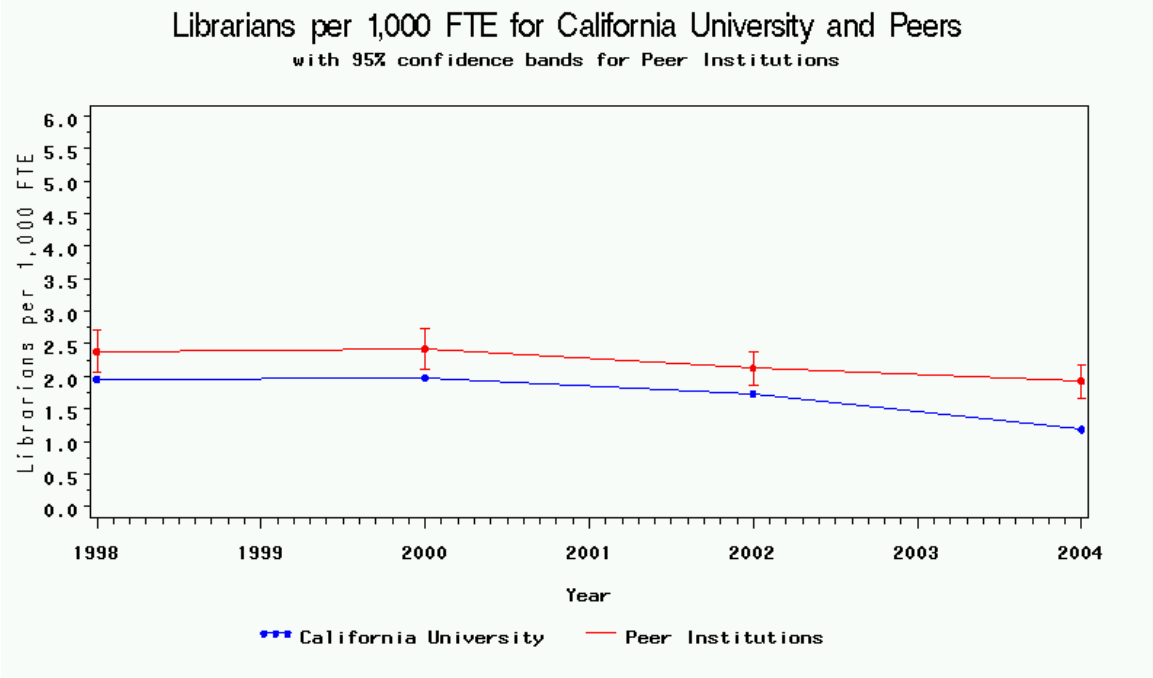
Graph 1A: Librarians per 1,000 FTE for Bloomsburg



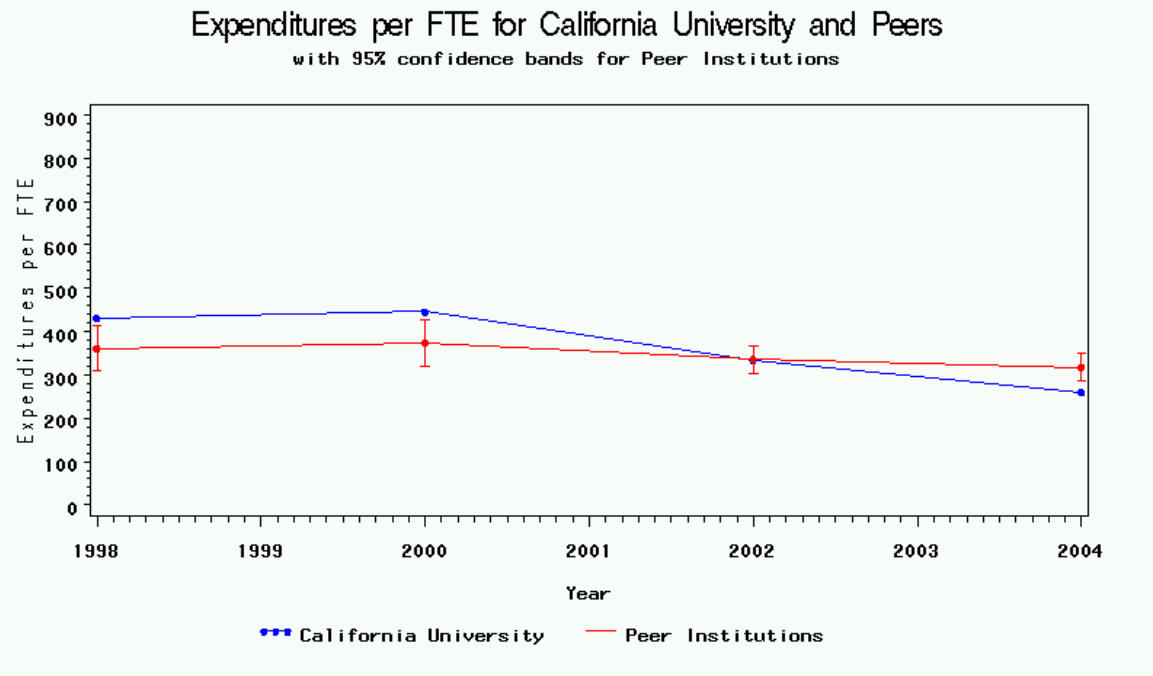
Graph 1B: Expenditures per FTE for Bloomsburg



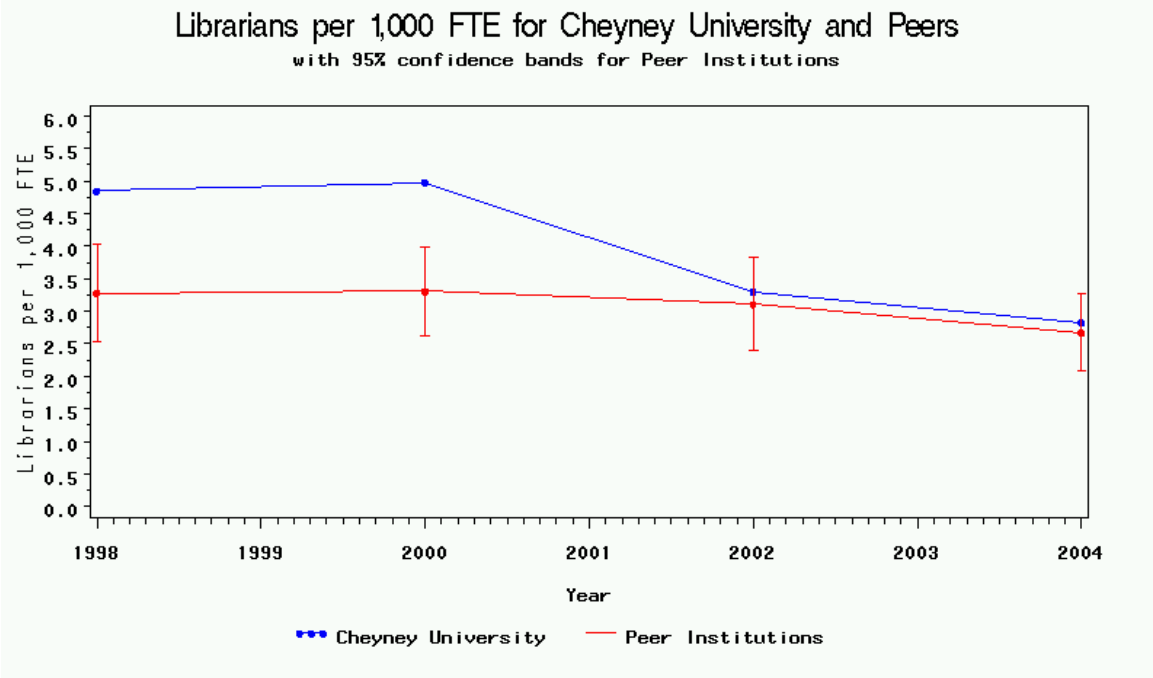
Graph 2A: Librarians per 1,000 FTE for California



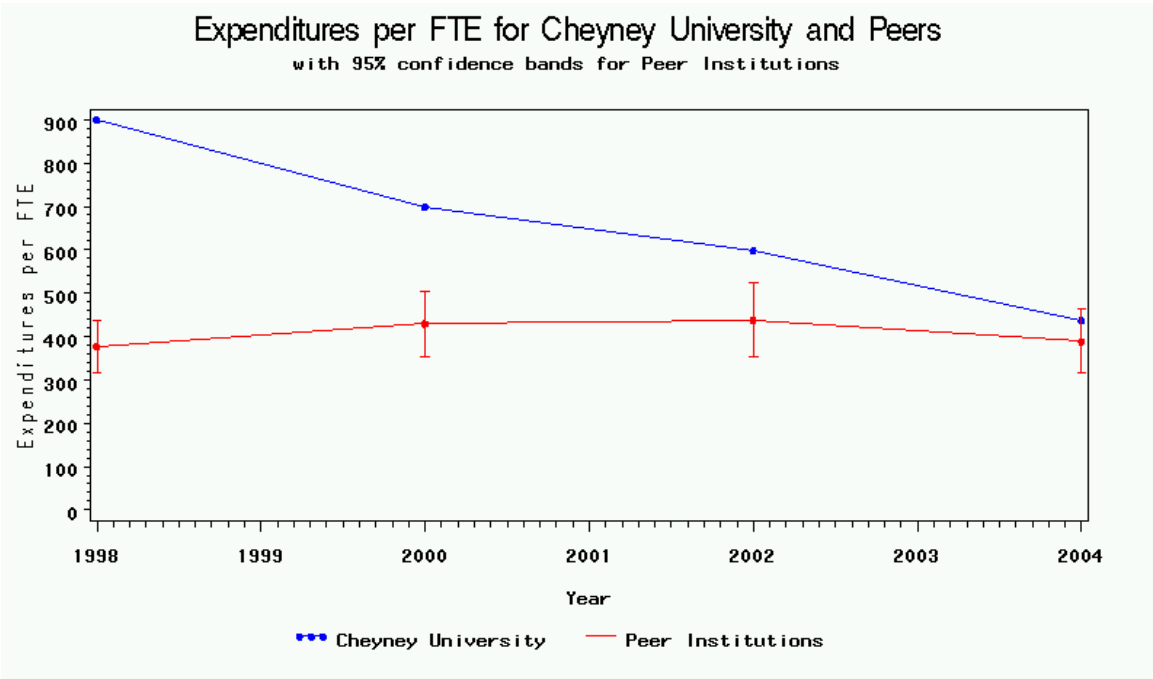
Graph 2B: Expenditures per FTE for California



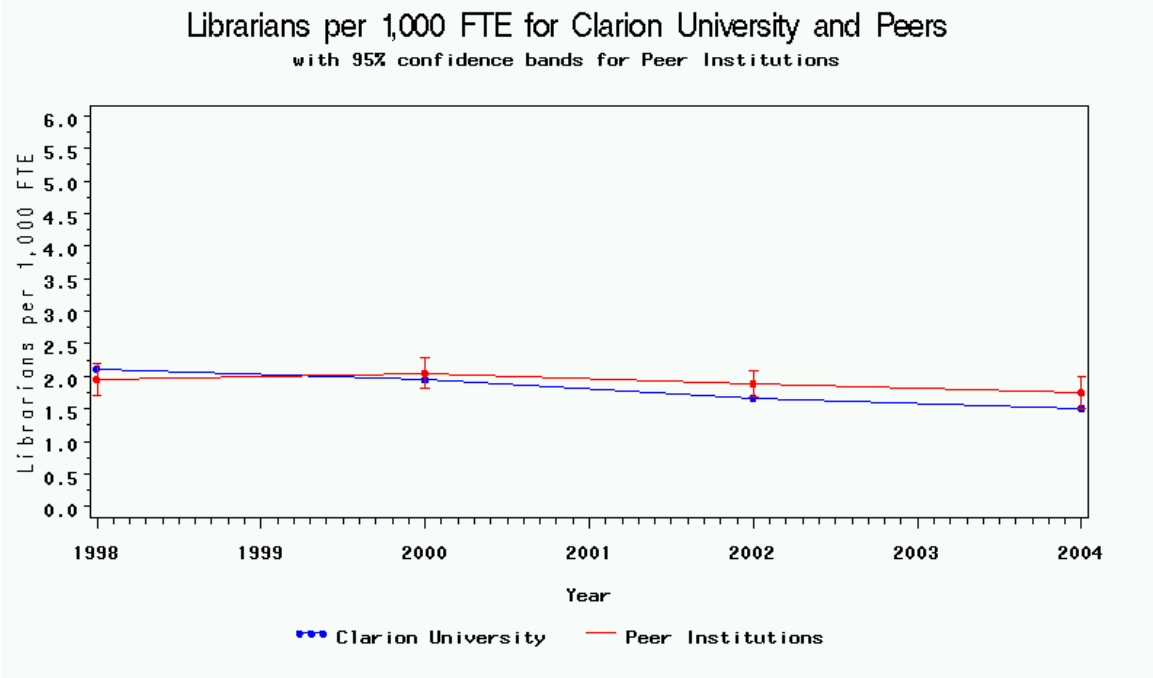
Graph 3A: Librarians per 1,000 FTE for Cheyney



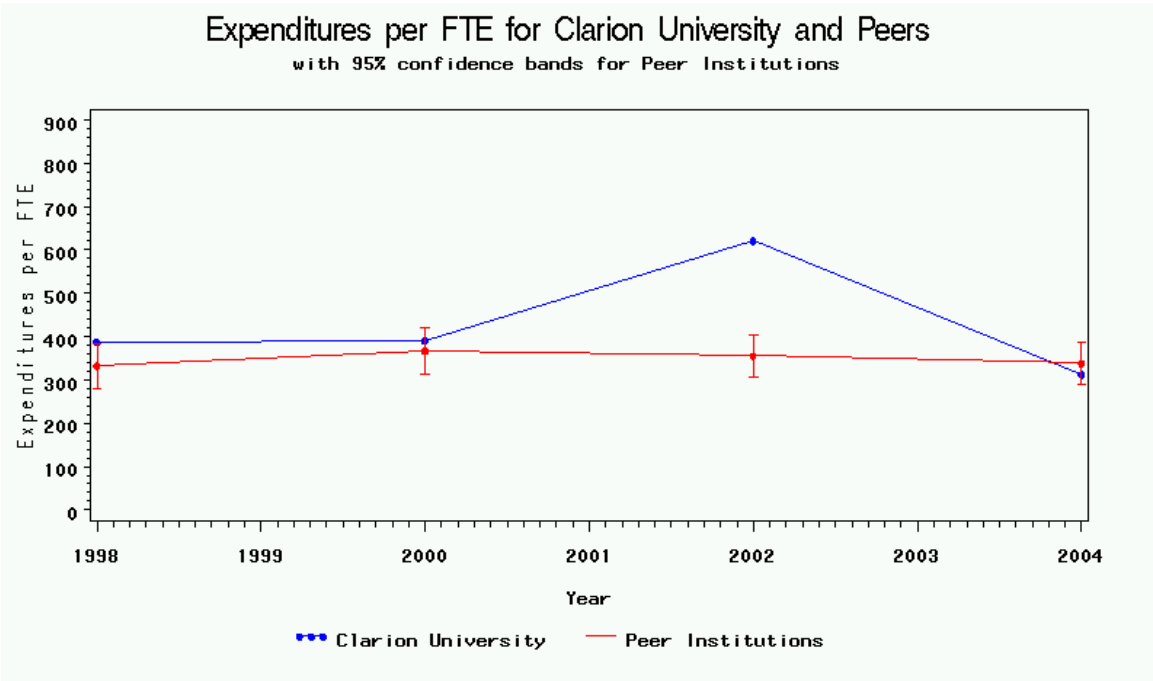
Graph 3B: Expenditures per FTE for Cheyney



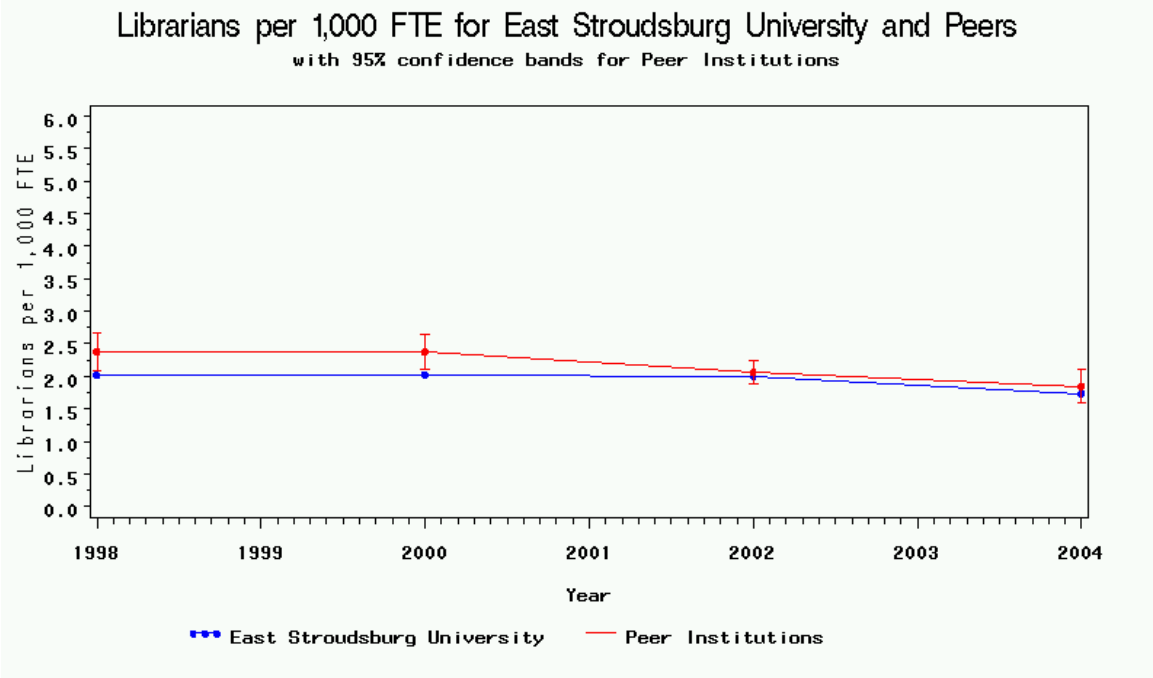
Graph 4A: Librarians per 1,000 FTE for Clarion



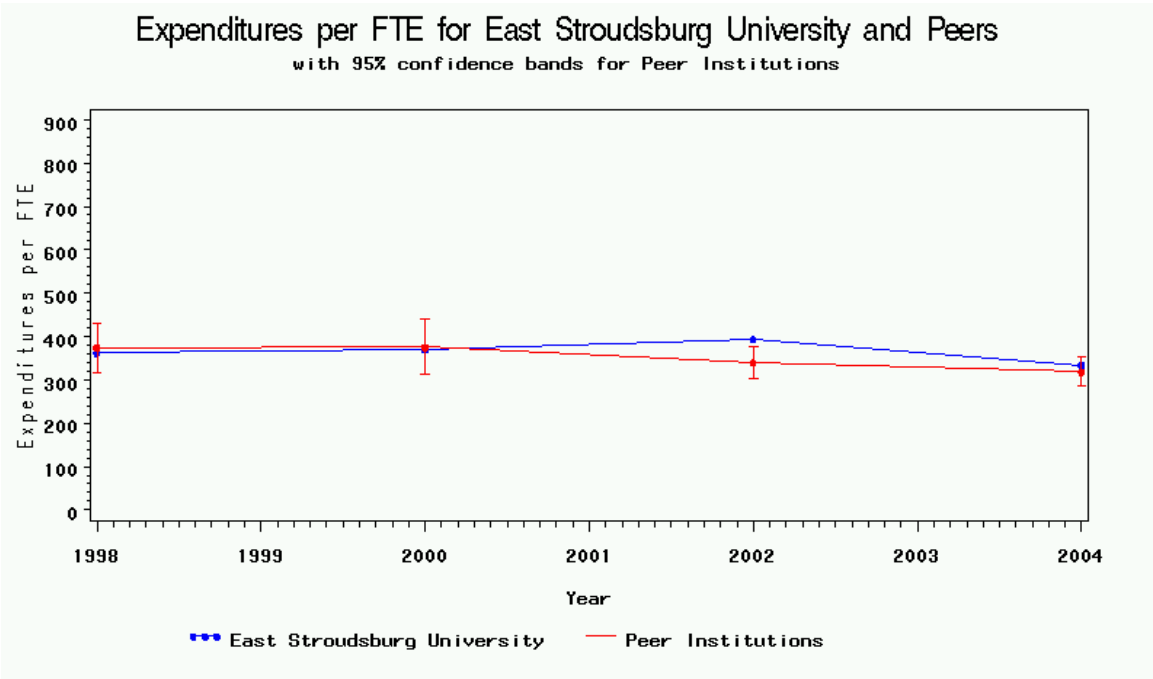
Graph 4B: Expenditures per FTE for Clarion



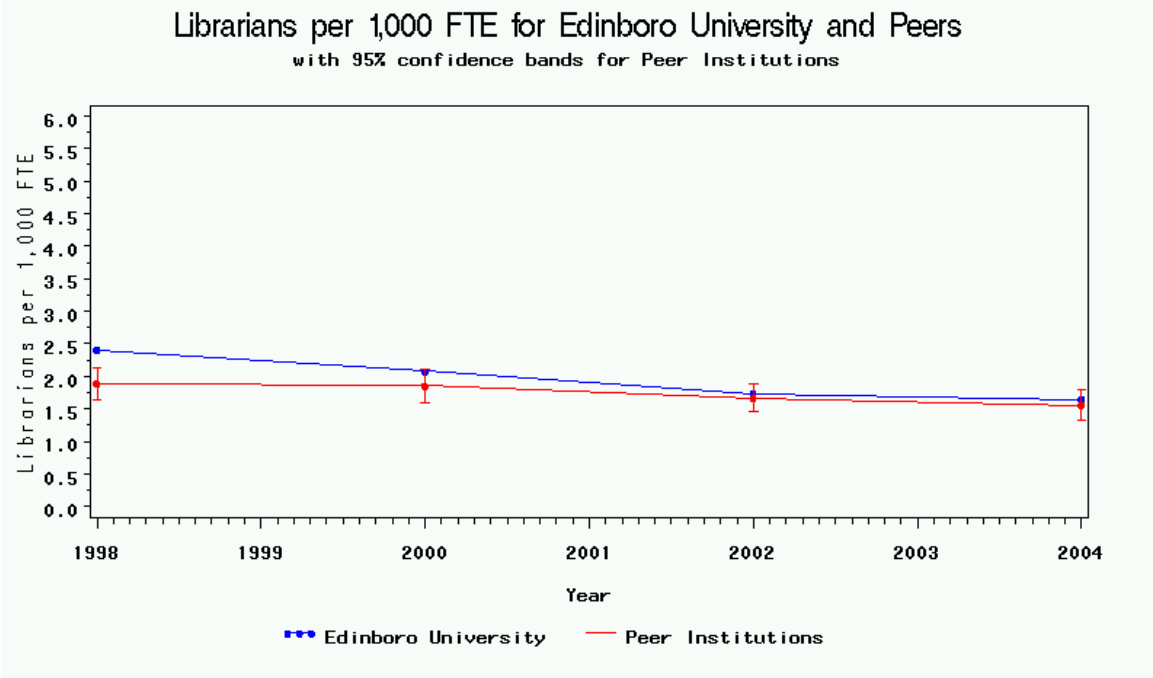
Graph 5A: Librarians per 1,000 FTE for East Stroudsburg



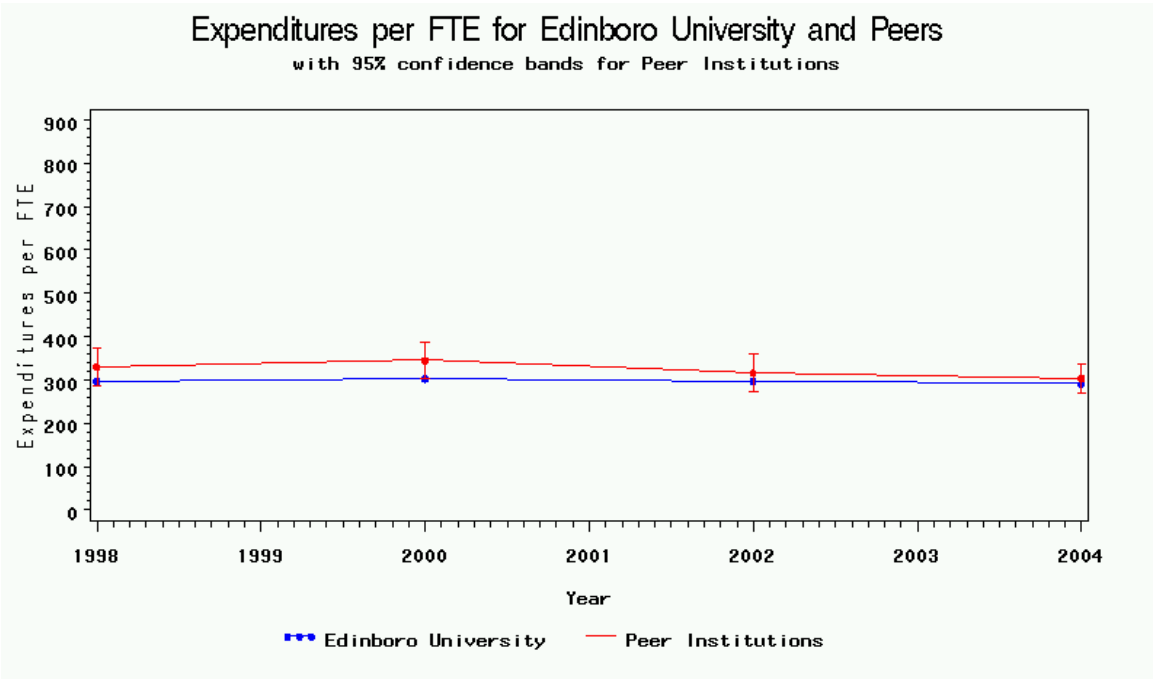
Graph 5B: Expenditures per FTE for East Stroudsburg



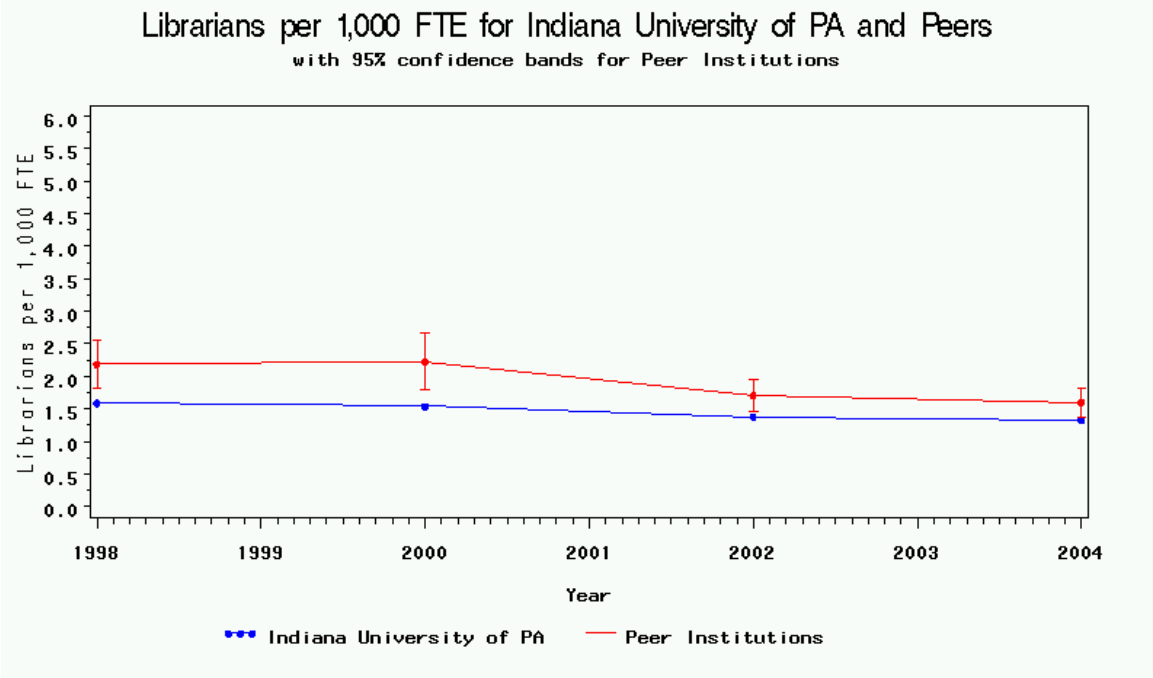
Graph 6A: Librarians per 1,000 FTE for Edinboro



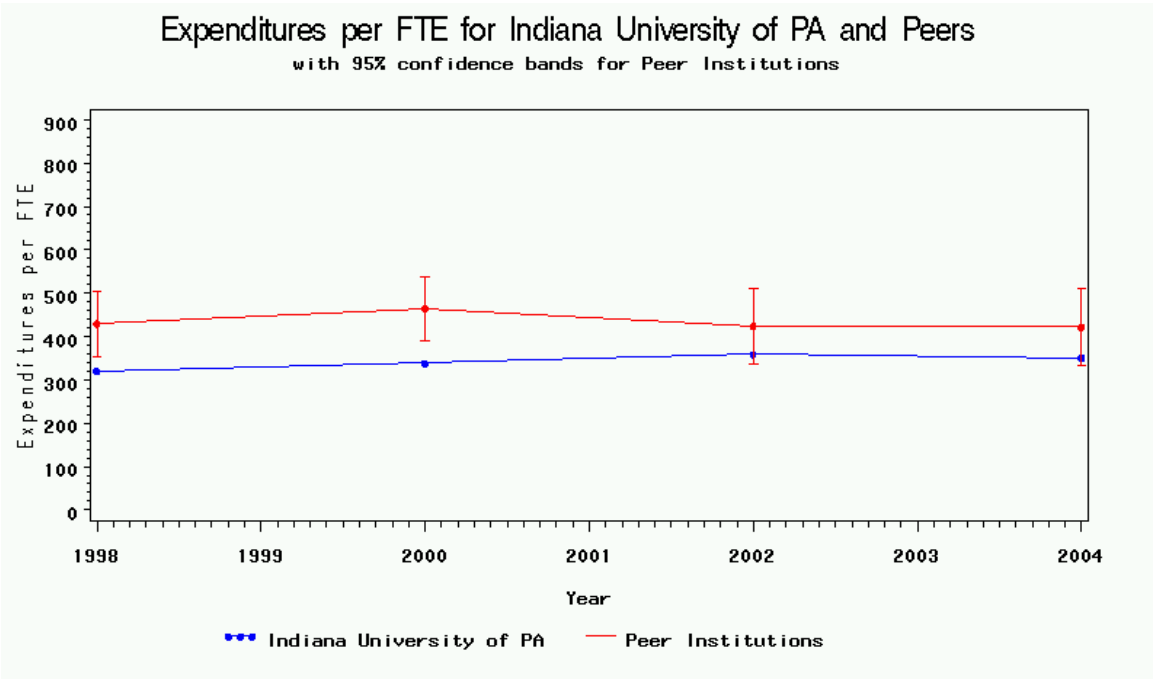
Graph 6B: Expenditures per FTE for Edinboro



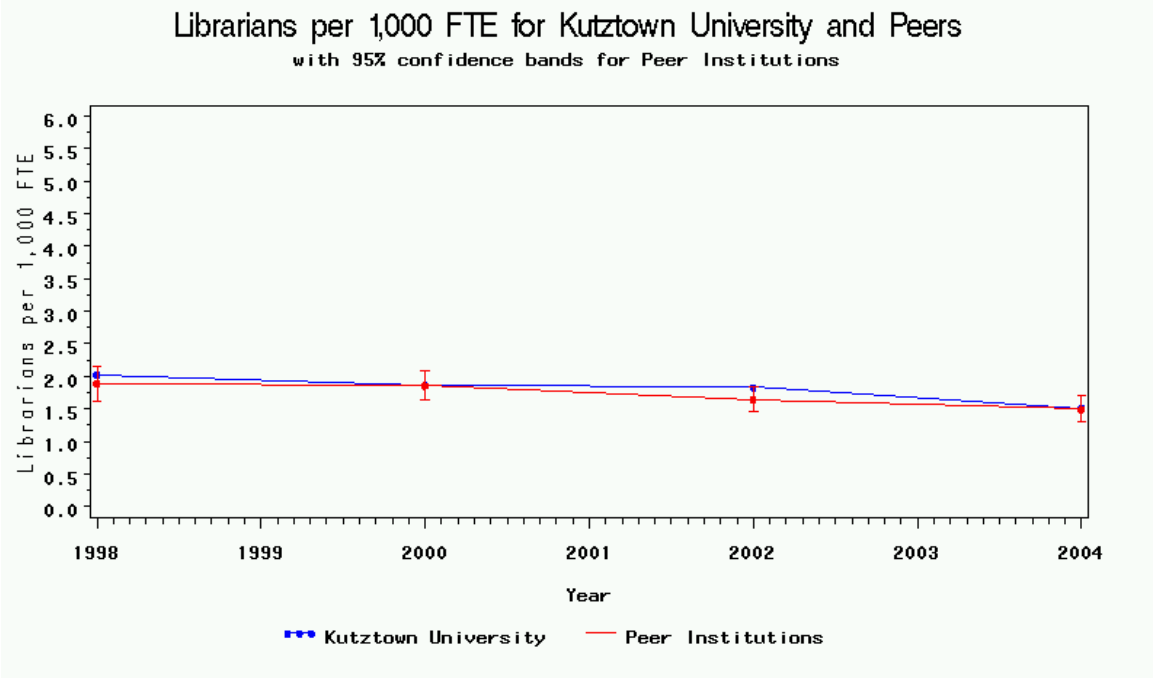
Graph 7A: Librarians per 1,000 FTE for Indiana University of Pennsylvania



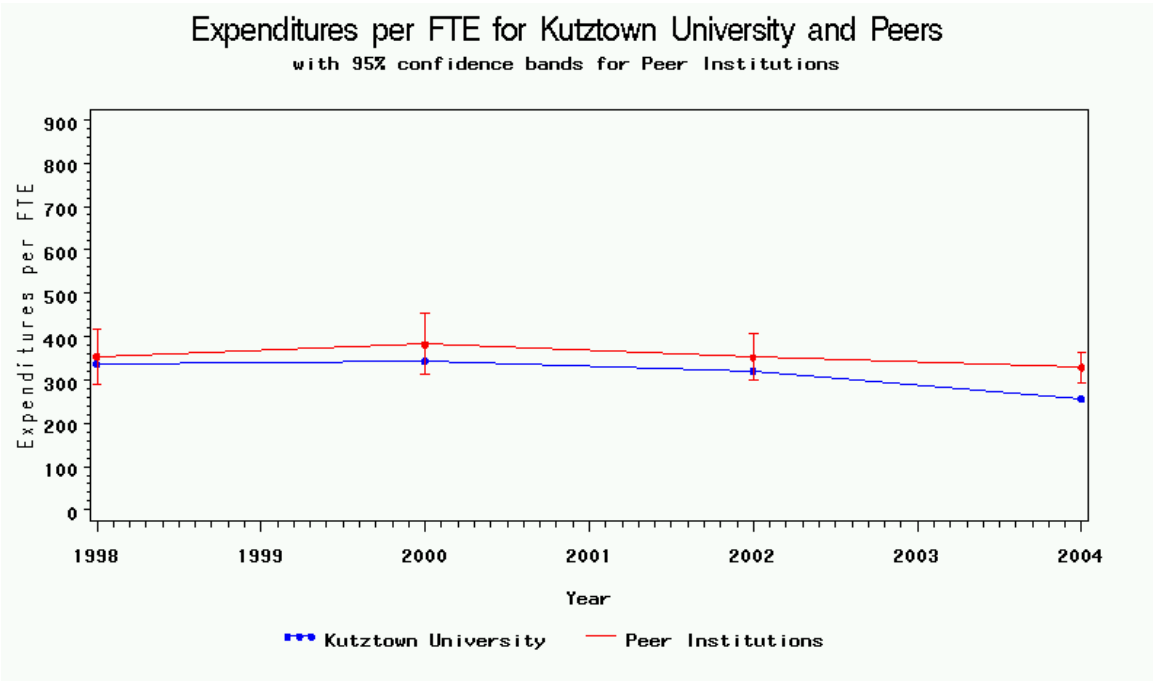
Graph 7B: Expenditures per FTE for Indiana University of Pennsylvania



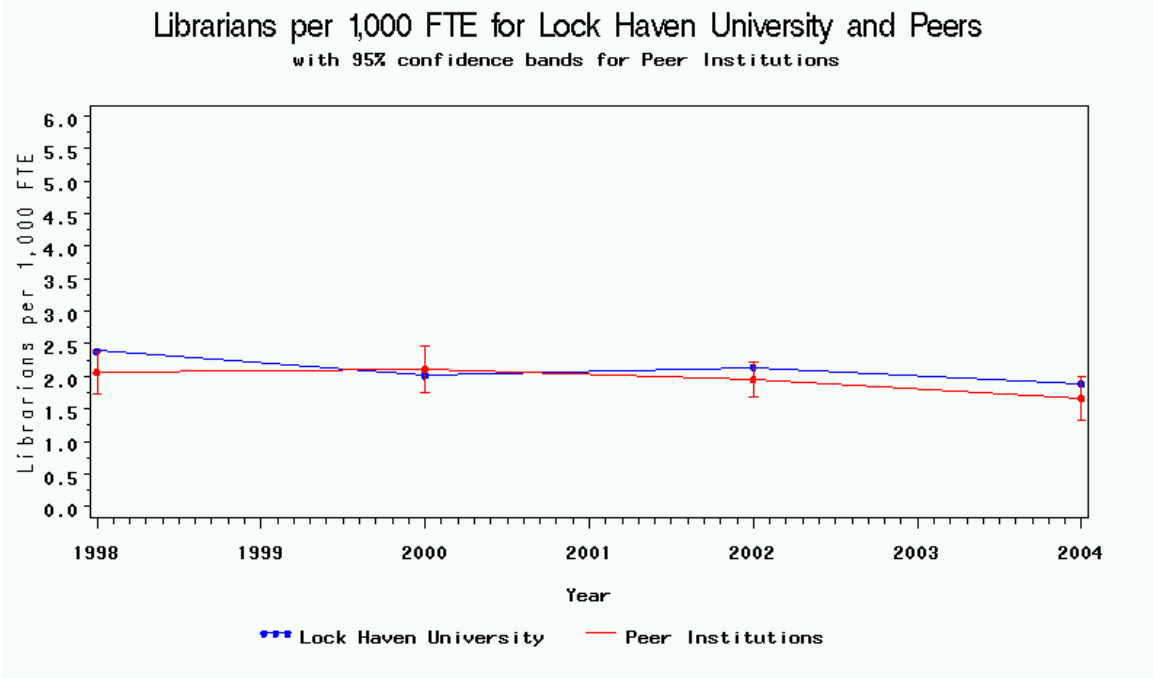
Graph 8A: Librarians per 1,000 FTE for Kutztown



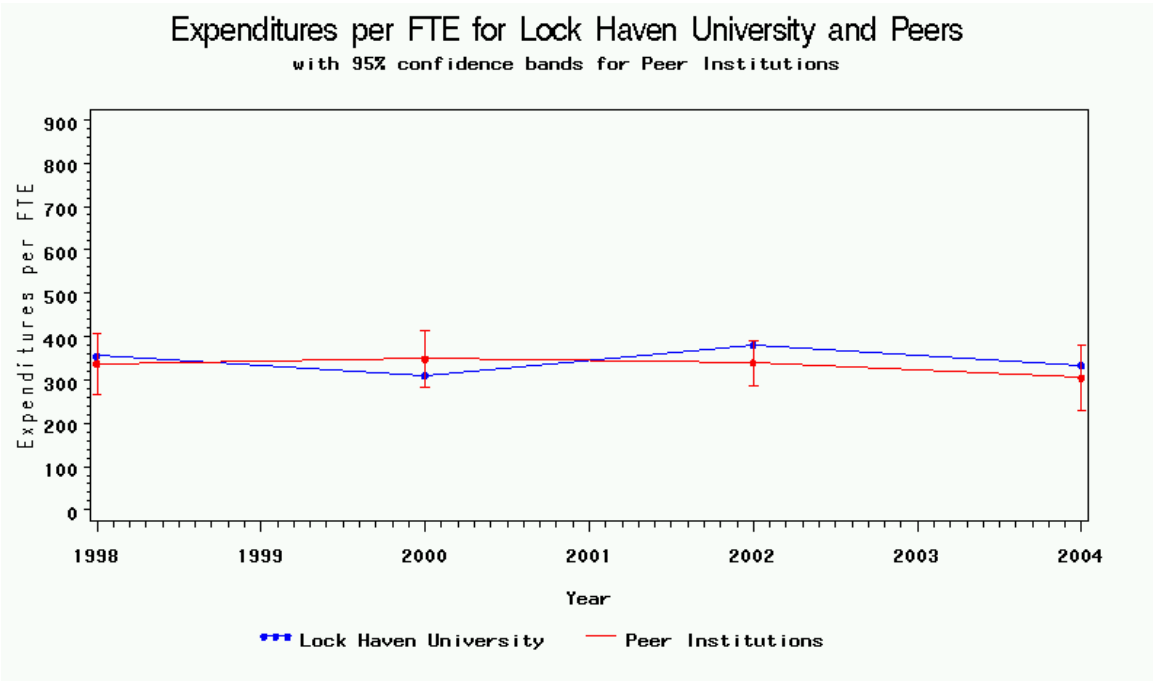
Graph 8B: Expenditures per FTE for Kutztown



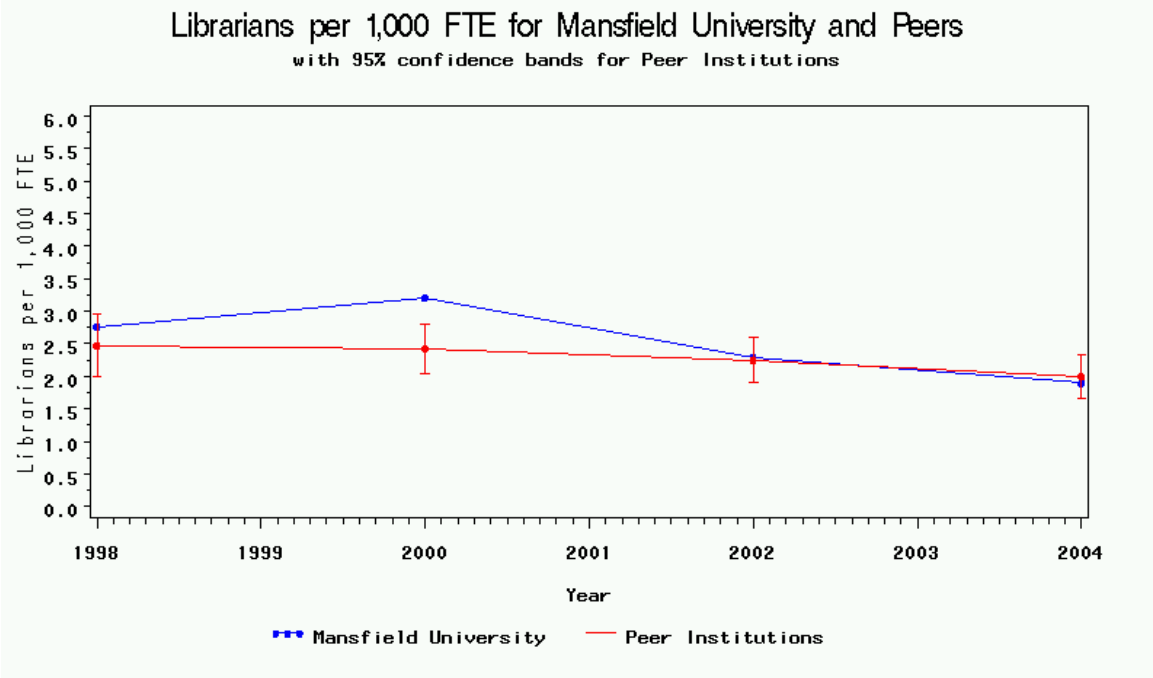
Graph 9A: Librarians per 1,000 FTE for Lock Haven



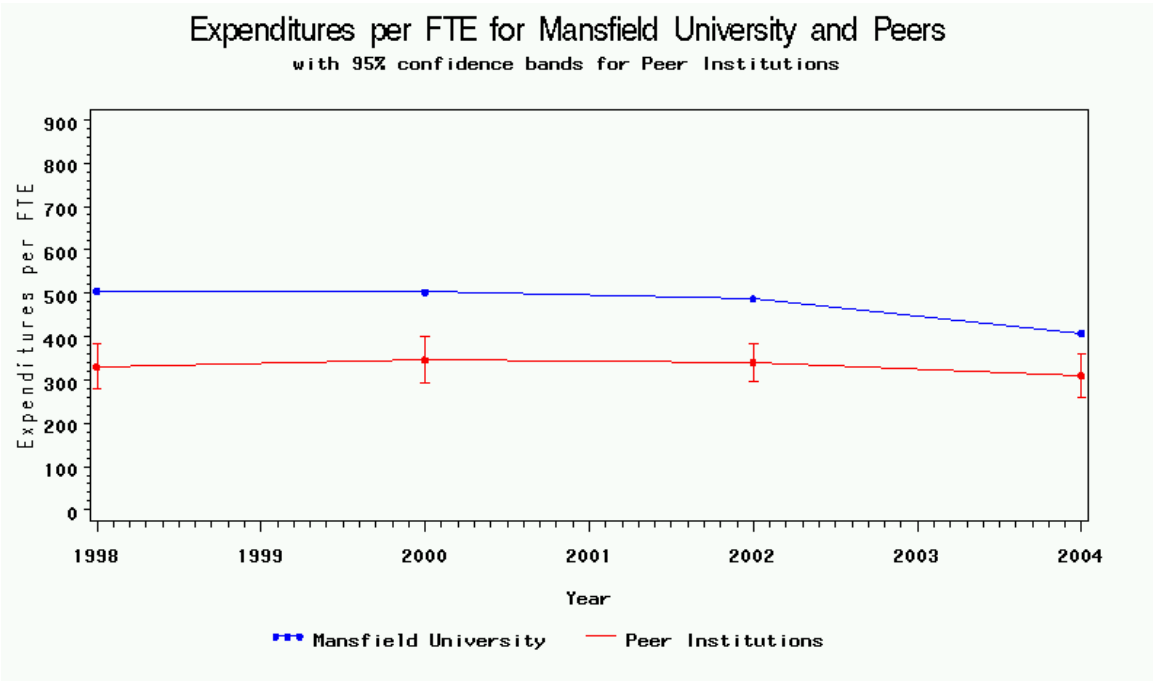
Graph 9B: Expenditures per FTE for Lock Haven



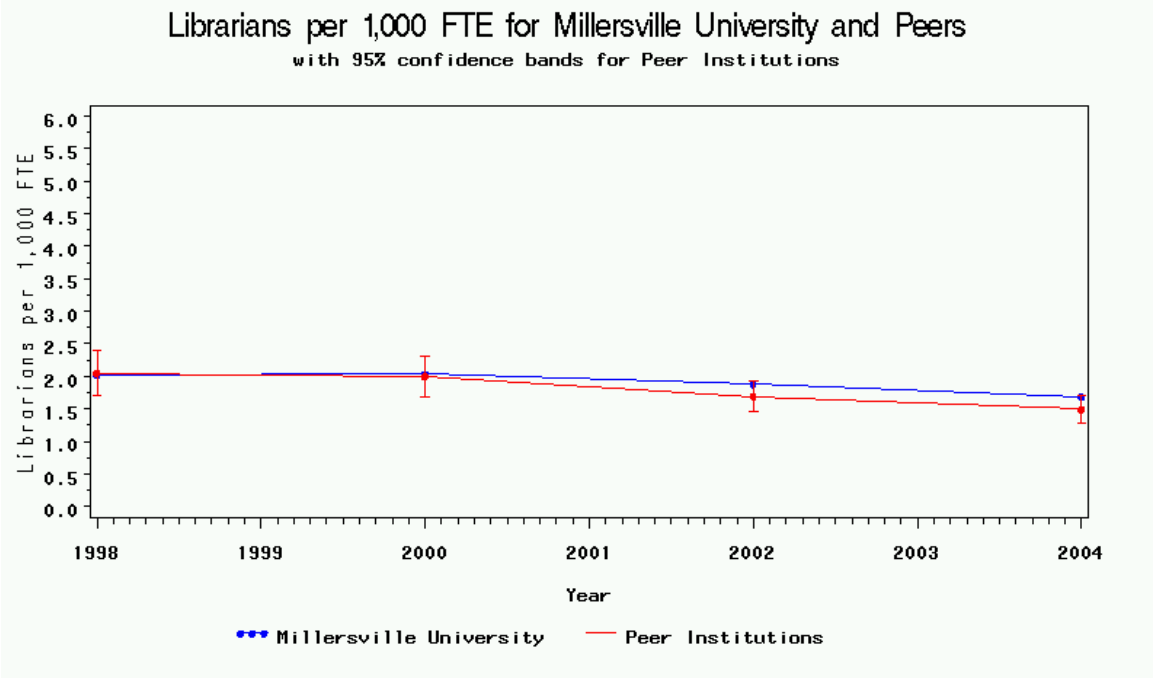
Graph 10A: Librarians per 1,000 FTE for Mansfield



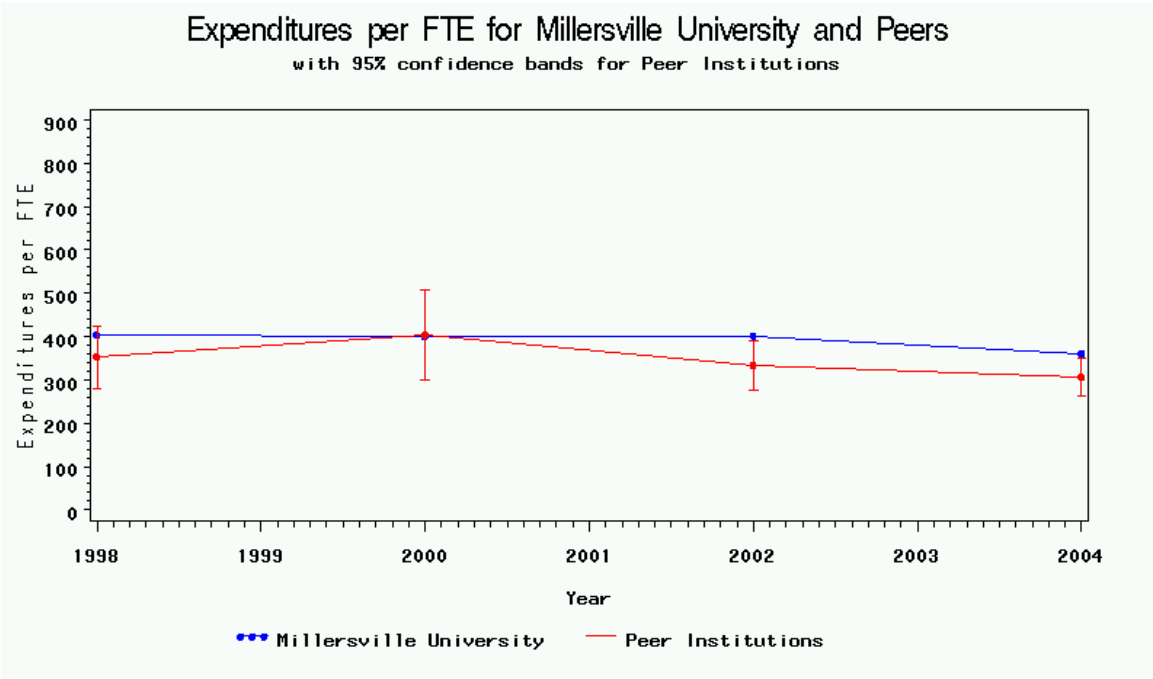
Graph 10A: Expenditures per FTE for Mansfield



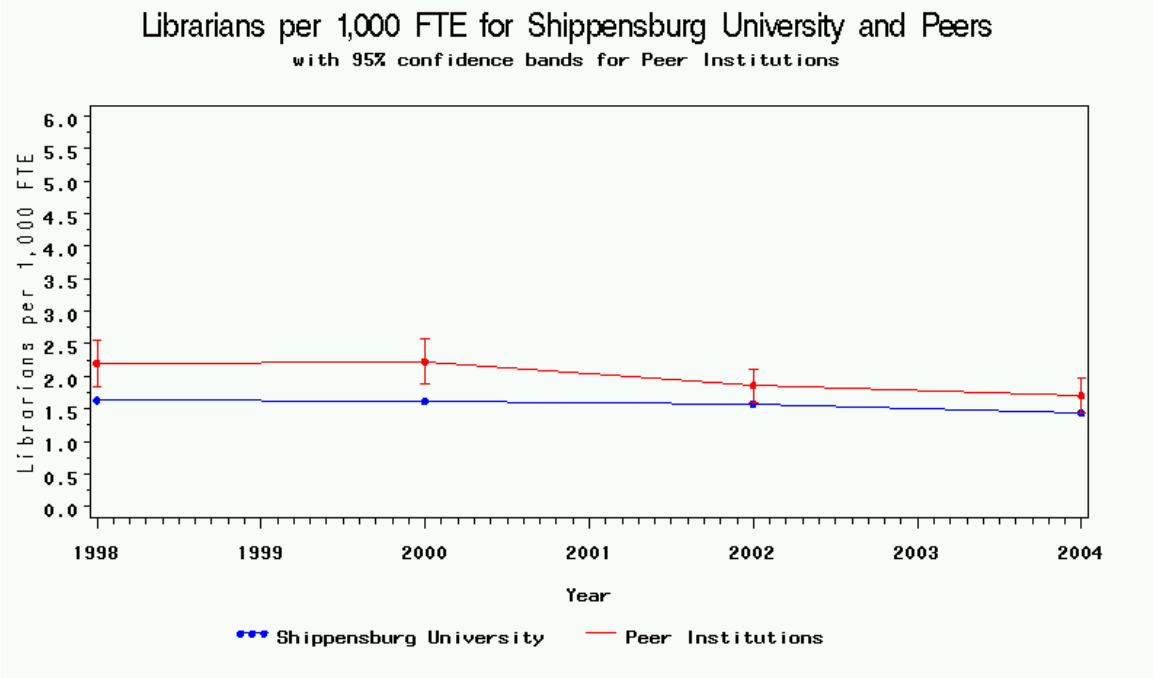
Graph 11A: Librarians per 1,000 FTE for Millersville



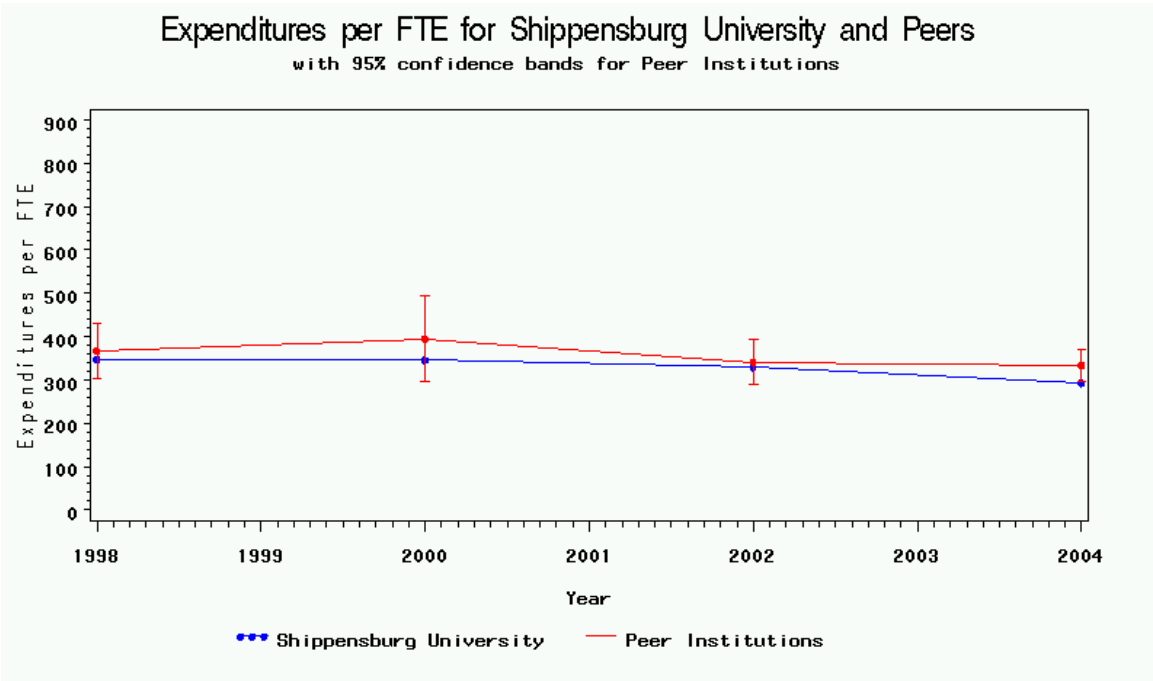
Graph 11B: Expenditures per FTE for Millersville



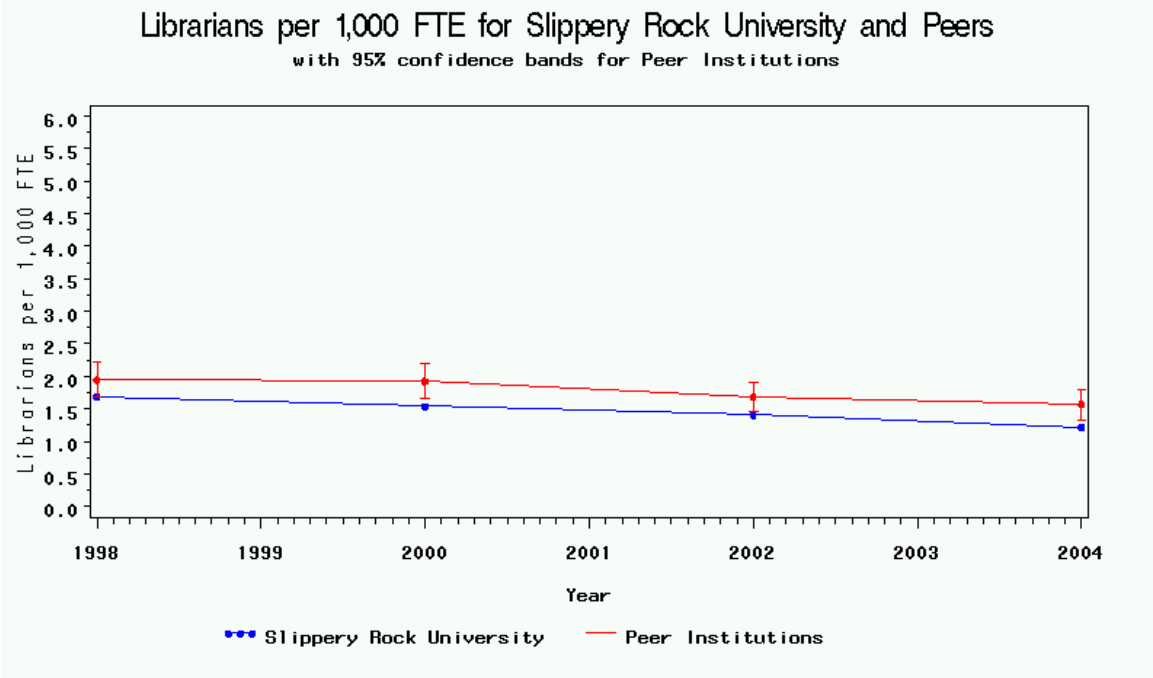
Graph 12A: Librarians per 1,000 FTE for Shippensburg



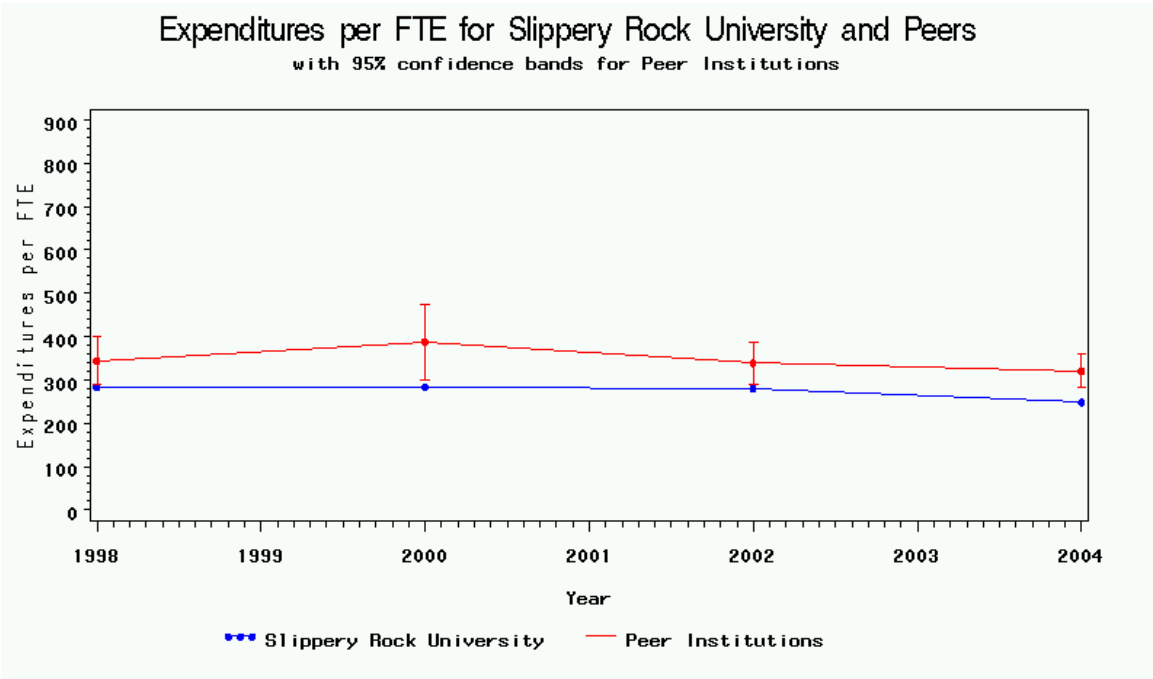
Graph 12B: Expenditures per FTE for Shippensburg



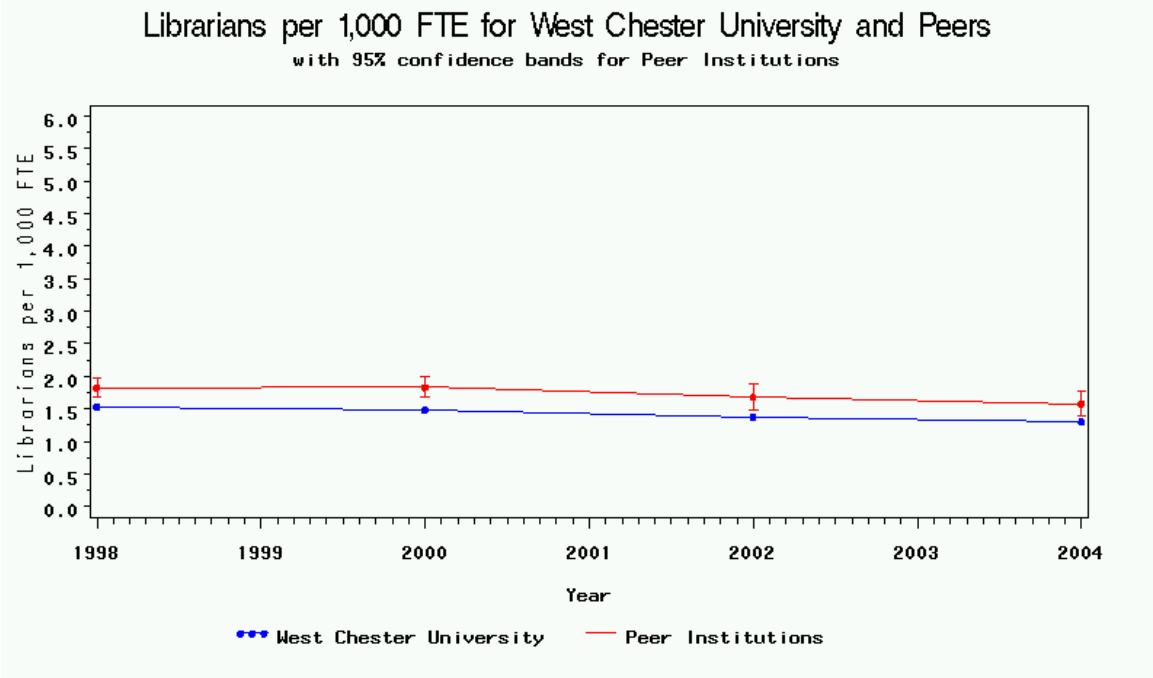
Graph 13A: Librarians per 1,000 FTE for Slippery Rock



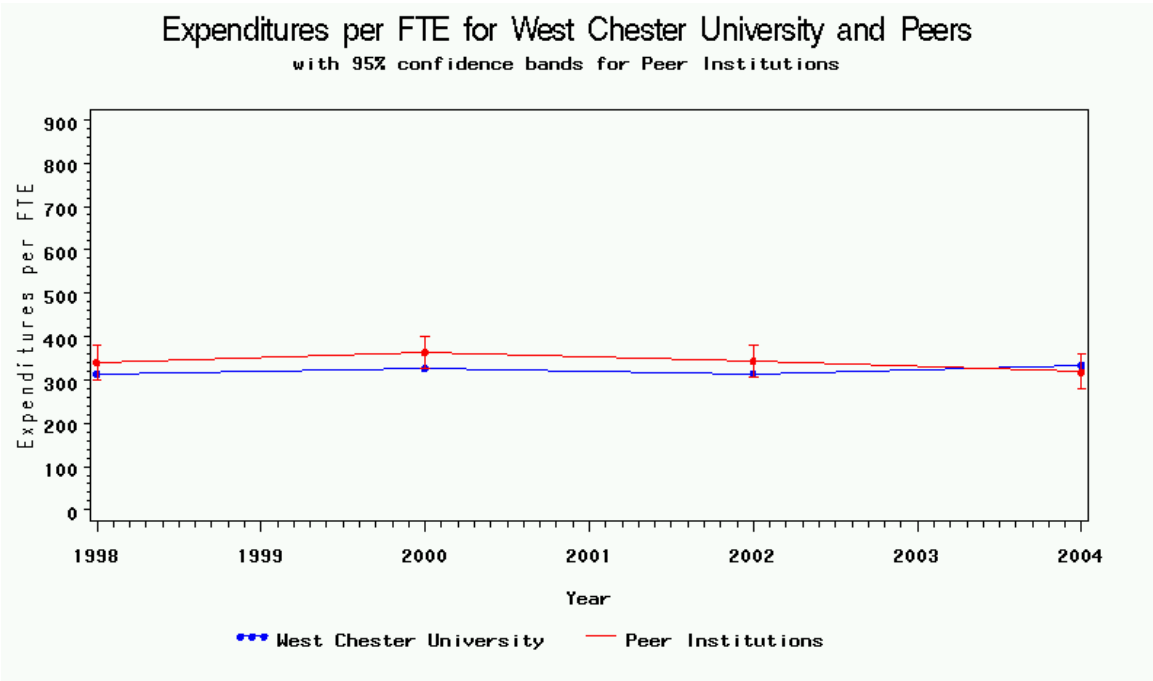
Graph 13B: Expenditures per FTE for Slippery Rock



Graph 14A: Librarians per 1,000 FTE for West Chester



Graph 14B: Expenditures per FTE for West Chester



Appendix A: PASSHE University and Peer Institutions for ALS Analysis

Institution	Peer Institutions
Bloomsburg	Humboldt University Minnesota State University – Moorhead Northwest Missouri State University Radford University Salisbury State University Sonoma State University SUNY College at Fredonia SUNY College at Oswego SUNY College at Plattsburgh The College of New Jersey University of Minnesota – Duluth University of Wisconsin – River Falls University of Wisconsin – Stevens Point University of Wisconsin – Whitewater Winona Sate University
California	Angelo State University California State University - Bakersfield Delta State University Fort Hays State University Fort Valley State University Frostburg State University Henderson State University Morehead State University Northwest Missouri State University Pittsburgh State University SUNY College at Cortland SUNY College at Oswego Tarleton State University University of North Alabama Winthrop University
Cheyney	Alcorn State University Bowie State University Central State University Coppin State College Delaware State University Elizabeth City State University Grambling State University Kentucky State University Langston University Lincoln University Mississippi Valley State University Southern University at New Orleans Virginia State University

	Winston-Salem State University
Clarion	Arkansas Tech University Black Hills State University Frostburg State University Humboldt State University Northwest Missouri State University Salisbury State University Southwestern Oklahoma State University SUNY College at Fredonia SUNY College at Oneonta SUNY College at Plattsburgh The College of New Jersey Truman State University University of Wisconsin - Stout Western Oregon University Winona State University
East Stroudsburg	California State University - Bakersfield Emporia State University Fort Hays State University Frostburg State University Henderson State University Midwestern State University Northwest Missouri State University Pittsburgh State University Southern Oregon University SUNY College at Cortland SUNY College at Oswego Wayne State University Winthrop University
Edinboro	Central Washington University Humboldt State University Minnesota State University – Moorhead Nicholls State University Northern Michigan University Northwest Missouri State University Radford University Salisbury State University SUNY College at Fredonia SUNY College at Plattsburgh University of Minnesota – Duluth University of Wisconsin – River Falls University of Wisconsin – Stevens Point University of Wisconsin – Stout Winona State University
Indiana	Bowling Green State University – Main Campus Idaho State University

	Illinois State University Indiana State University Louisiana Tech University Michigan technological University Middle Tennessee State University The University of Montana – Missoula The University of Texas at Arlington University of Louisiana at Lafayette University of Maryland – Baltimore County University of New Orleans University of North Carolina at Greensboro University of Northern Colorado University of Toledo
Kutztown	Angelo State University California State University – Bakersfield Central Washington University Eastern Illinois University Eastern Washington University Frostburg State University Humboldt State University Minnesota State University – Moorhead Northwest Missouri State University Radford University University of Minnesota – Duluth University of Wisconsin – Stout Wayne State University Winona State University
Lock Haven	Black Hills State University Christopher Newport University Coastal Carolina University Lake Superior State University Lander University Longwood College Mesa State University Mississippi University for Women Pennsylvania State University – Penn State Erie – Behrend College Ramapo College of New Jersey Southern Arkansas University Main Campus Southern Utah University University of Arkansas at Monticello University of South Carolina at Spartanburg University of Wisconsin – La Crosse
Mansfield	Arkansas Tech University Eastern New Mexico University – Main Campus Francis Marion University

	Henderson State University Keene State College Minot State University North Georgia College and State University Northwestern Oklahoma State University Southeastern Oklahoma State University Southwestern Oklahoma State University SUNY College at Plattsburgh University of Wisconsin – Platteville University of Wisconsin – River Falls Wayne State College
Millersville	Austin Peay State University California Sate University – Bakersfield Central Washington University Humboldt State University Minnesota State University – Moorhead Nicholls State University Northeastern State University Northwest Missouri State University Sonoma State University SUNY College at Cortland University of Wisconsin – River Falls University of Wisconsin – Stout William Paterson University of New Jersey Winona State University
Shippensburg	California State University - Bakersfield Eastern Washington University Frostburg State University Northwest Missouri State University Radford University Sonoma State University SUNY College at Cortland SUNY College at Oswego SUNY College at Plattsburgh University of Central Arkansas University of Wisconsin – La Crosse University of Wisconsin – River Falls University of Wisconsin – Stout Wayne State College Winthrop University
Slippery Rock	Angelo State University Central Washington University Humboldt State University Minnesota State University – Moorhead Northeastern State University Northwest Missouri State University

	Radford University Sonoma State University SUNY College at Oneonta SUNY College at Plattsburgh University of Minnesota – Duluth University of Wisconsin – River Falls University of Wisconsin – Stevens Point University of Wisconsin – Stout Winona State University
West Chester	Appalachian State University Arkansas State University – Main Campus California State University – Hayward Central Missouri State University Eastern Illinois University Eastern Kentucky University Georgia Southern University Radford University Saint Cloud State University Sam Houston State University Stephen F. Austin State University University of Central Oklahoma University of Northern Iowa Western Illinois University Youngstown State University

Section II: PASSHE Libraries' Services Comparison

In this section, the 2006 LibQual survey was analyzed to provide insight into the 'perceived service performance' provided by each Pennsylvania State System of Higher Education (PASSHE) library as compared to:

- that library's peers
- the Keystone Library Network (KLN)
- the Association of Research Libraries (ARL)

The 22 core questions were broken into three dimensions:

- Affect of Service
- Information Control
- Library as Place

The actual questions are shown in Table 1. For each question, survey responders were asked to rate the perceived service performance from 1 (lowest) to 9 (highest). They were also given the option to answer "N/A". (It should be noted that the actual data does not distinguish between questions that were skipped and questions that were answered "N/A". See Section III for a more detailed discussion of this issue.) For each PASSHE university, the averages for each core question were found, as were the averages of each dimension listed above. For the latter averages, each university was compared to an average of their peers, the average of the Keystone Library Network (KLN), and the average of the Association of Research Libraries (ARL). Each PASSHE university had between two peers (Bloomsburg, East Stroudsburg, and Edinboro) and eight peers (Clarion). The number of surveys taken was 29,732 for the ARL and 13,040 for the KLN. Each PASSHE university is analyzed separately below, beginning with Bloomsburg in Table 2 and concluding with West Chester in Table 14. Each table contains two subdivisions. Part A compares each individual PASSHE university's averages in each of the three dimensions to peer institution, KLN, and ARL averages. Part B compares the specified university to each individual peer institution on a question-by-question basis. Because of the large amount of information contained in each table, a color-coding scheme was developed to assist with ease of interpretation. Averages that were lower than the PASSHE universities are shown in red. Those averages that were higher than PASSHE universities are shown in green. (Averages equal to the PASSHE university are displayed in black.) Thus, for a particular table, if the numbers are primarily green, this would indicate that the particular PASSHE university tends to perform below comparison groups. A brief summary of these results for each school is shown below.

- Bloomsburg University (Table 2) – Bloomsburg scored above its peers for both Information Control and Library as Place, but below its peers for Affect of Service. Bloomsburg scored very close to the KLN for all three dimensions and was above the ARL for all three dimensions. Bloomsburg had two peers - Humbolt and Radford.

- California University (Table 3) - California scored higher than its peers, higher than the KLN and higher than the ARL for all three dimensions. California had five peers - Morehead State, Valdosta State, Auburn University of Montgomery, Augusta State, and Central Connecticut.

- Cheyney (Table 4) – Cheyney scored lower than its peers for Affect of Service and higher than its peers for Information Control and Library as Place. The university scored higher than the KLN for Affect of Service; it was equal to the KLN for Information Control; it was below the KLN for Library as Place. Cheyney also scored higher than the ARL for all three dimensions. There were four peers that took the survey - Delaware State, Juniata College, Franklin and Marshall, and Hartwick. (Information could not be found for Mississippi Valley State, one of Cheyney's proposed peers.)

- Clarion (Table 5) – Clarion scored lower than its peers for Affect of Service and Information Control. It scored higher for Library as Place. Clarion scored below the KLN for Affect of Service and Information Control and above the KLN for Library as Place. It also scored higher than the ARL for all three dimensions. This university had eight peers – Humbolt, Truman State, Western Oregon, Eastern Connecticut State, Morehead State, Southern Oregon, Valdosta State, and Western Connecticut State.

- East Stroudsburg (Table 6) – East Stroudsburg scored higher than its peers for Affect of Service but lower for Information Control and Library as Place. It scored lower than the KLN for all three dimensions. The university scored below the ARL for Information Control and above for Affect of Service and Library as Place. East Stroudsburg had two peers – Eastern Connecticut State and Humbolt.

- Edinboro (Table 7) – Edinboro scored below its peers and below the KLN for all three dimensions. It also scored below the ARL for Affect of Service and Information Control. Edinboro had two peers – Humbolt and Radford.

- Indiana (Table 8) – Like Edinboro, IUP scored below its peers and below the KLN for all three dimensions. It scored above the ARL for only Library as Place, but was below for Information Control and above for Affect of Service. IUP had three peers – Illinois State, Indiana State and University of Montana – Missoula.

- Kutztown (Table 9) – Kutztown scored above its peers, above the KLN, and above the ARL for Affect of Service, Information Control and Library as Place. Kutztown had two peers which took the 2006 survey – Humbolt and Radford. (Information could not be found for University of Minnesota, Wayne State and Winona State – proposed peers for Kutztown).

- Lock Haven (Table 10) – Lock Haven scored above its peers for Affect of Service and Information Control, but below its peers for Library as Place. Lock Haven scored above the ARL and the KLN for all three dimensions. Lock Haven had two peers – Southern Utah and University of South Carolina.

- Mansfield (Table 11) – Mansfield scored above its peers, above the KLN, and above the ARL for Affect of Service, Information Control and Library as Place.

It had seven peers – Augusta State, Dalton State, Montana University – Billings, Nevada State, North Georgia College and State, Savannah State, and Southern Oregon.

- Millersville (Table 12) – Millersville scored above its peers for all three dimensions. It scored below the KLN in all areas. Millersville also scored above the ARL for Affect of Service and Library as Place, but not for Information Control. There were three peers – Bloomsburg, Truman State, and West Chester.

- Shippensburg (Table 13) – Shippensburg scored below its peers for Affect of Service, Information Control and Library as Place. Conversely, Shippensburg scored higher than the ARL for the three dimensions. It was equal to the KLN for Information Control, above for Affect of Service and below for Information Control. Shippensburg had two peers – Radford and Truman State.

- Slippery Rock (Table 14) – Slippery Rock scored above its peers for all three dimensions. The university scored below the KLN for Affect of Service and Library as Place, but below for Information Control. The university scored above the ARL for all three dimensions. It had two peers that took the 2006 survey – Humbolt and Radford. Slippery Rock's other peers (Central Washington, Northeastern State and Sonoma State) took the 2007 survey. Those results are not posted on the website as of 8/21/2007.

- West Chester (Table 15) – West Chester scored below its peers for Affect of Service, Information Control and Library as Place. It scored above the KLN for Affect of Service and below for Information Control and Library as Place. It scored above the ARL for all three dimensions. West Chester had three peers – Appalachian State, Towson and Western Illinois.

Table 1 – Question ID and Question Text

ID	Question Text
AS-1	Employees 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 have knowledge to answer user questions
AS-6	Employees deal with users in a caring fashion
AS-7	Employees understand the needs of their users
AS-8	Willingness to help users
AS-9	Dependability in handling users' service problems
IC-1	Making electronic resources access home or office
IC-2	Library Web site enabling locate info on my own
IC-3	The printed library materials I need for work
IC-4	The electronic information resources I need
IC-5	Modern equipment lets me easily access needed information
IC-6	Easy access tools allow find things on my own
IC-7	Making information easily access for independent use
IC-8	Print and/or electronic journal collections I require for my work
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

Table 2 – Bloomsburg

Table 2A - Means for Bloomsburg vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Bloomsburg**	**Peers**	**KLN**	**ARL**
Affect of Service	7.18	7.21	7.17	7.06
Information Control	7.19	7.10	7.19	7.11
Library as Place	7.13	7.04	7.16	6.61

Table 2B – Means for Bloomsburg vs. Each Peer by Question			
Question ID	**Bloomsburg**	**Humbolt State**	**Radford University**
AS-1	6.64	6.54	7.28
AS-2	6.64	6.45	7.60
AS-3	7.43	7.51	7.96
AS-4	7.35	7.24	7.89
AS-5	7.43	7.35	7.90
AS-6	7.33	7.31	7.82
AS-7	7.31	7.13	7.76
AS-8	7.39	7.35	7.97
AS-9	7.19	6.97	7.76
IC-1	7.15	6.99	7.69
IC-2	7.21	7.19	7.71
IC-3	7.02	6.60	7.11
IC-4	7.17	6.97	7.57
IC-5	7.24	7.06	7.79
IC-6	7.23	7.16	7.57
IC-7	7.32	7.33	7.69
IC-8	7.16	6.77	7.11
LP-1	6.97	6.76	7.07
LP-2	7.07	7.10	7.31
LP-3	7.46	7.08	7.52
LP-4	7.20	7.10	7.01
LP-5	6.95	7.07	6.58

Table 3 – California

Table 3A - Means for California vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**California**	**Peers**	**KLN**	**ARL**
Affect of Service	7.40	7.17	7.17	7.06
Information Control	7.39	7.24	7.19	7.11
Library as Place	7.20	7.14	7.16	6.61

Table 3B - Means for California vs. Each Peer by Question						
Question ID	**California**	**Morehead State University**	**Valdosta State University**	**Auburn University of Montgomery**	**Augusta State University**	**Central Connecticut State University**
AS-1	6.94	6.72	6.50	6.83	6.68	6.39
AS-2	6.96	6.96	6.67	6.99	6.92	6.47
AS-3	7.66	7.57	7.23	7.48	7.56	7.14
AS-4	7.46	7.53	7.27	7.60	7.49	7.01
AS-5	7.68	7.54	7.31	7.53	7.58	7.17
AS-6	7.55	7.55	7.24	7.46	7.44	6.97
AS-7	7.60	7.37	7.32	7.39	7.47	6.99
AS-8	7.56	7.61	7.38	7.64	7.56	7.01
AS-9	7.45	7.24	7.24	7.53	7.38	6.93
IC-1	7.42	7.10	7.06	7.67	7.10	7.03
IC-2	7.51	7.42	7.14	7.63	7.14	7.06
IC-3	7.01	7.10	7.35	7.18	7.20	6.76
IC-4	7.44	7.16	7.39	7.60	7.38	7.01
IC-5	7.52	7.38	7.64	7.61	7.65	6.94
IC-6	7.44	7.23	7.31	7.42	7.34	6.92
IC-7	7.52	7.37	7.45	7.60	7.49	6.99
IC-8	7.27	7.05	7.32	7.30	7.31	6.86
LP-1	6.90	7.14	7.18	7.21	7.07	6.35
LP-2	7.28	7.45	7.17	7.70	7.49	6.90
LP-3	7.33	7.30	7.71	7.57	7.23	6.25
LP-4	7.28	7.34	7.49	7.43	7.30	6.65
LP-5	7.19	7.06	7.55	7.32	7.16	6.34

Table 4 – Cheyney

Table 4A - Means for Cheyney vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Cheyney**	**Peers**	**KLN**	**ARL**
Affect of Service	7.18	7.32	7.17	7.06
Information Control	7.19	7.10	7.19	7.11
Library as Place	7.13	6.84	7.16	6.61

Table 4B - Means for Cheyney vs. Each Peer by Question					
Question ID	**Cheyney**	**Delaware State University**	**Juniata College**	**Franklin & Marshall College**	**Hartwick College**
AS-1	6.52	7.04	6.83	6.78	6.58
AS-2	6.75	7.15	6.92	6.83	6.69
AS-3	7.42	7.58	7.80	7.69	7.56
AS-4	7.41	7.58	7.55	7.63	7.37
AS-5	7.06	7.48	7.82	7.62	7.38
AS-6	7.34	7.54	7.67	7.49	7.35
AS-7	7.24	7.54	7.57	7.49	7.08
AS-8	7.49	7.46	7.81	7.66	7.33
AS-9	7.08	6.79	7.32	7.38	6.98
IC-1	6.41	7.12	6.97	6.90	6.92
IC-2	6.99	7.15	7.60	7.48	7.11
IC-3	6.83	5.92	6.53	6.93	6.93
IC-4	6.86	6.27	7.30	7.18	6.92
IC-5	7.00	6.81	7.11	7.38	7.01
IC-6	7.00	7.27	7.23	7.29	6.91
IC-7	7.17	7.31	7.38	7.44	7.13
IC-8	6.96	6.38	7.12	7.00	6.89
LP-1	6.60	6.54	6.16	6.68	6.87
LP-2	7.03	8.09	6.82	6.80	7.05
LP-3	6.95	7.46	6.43	7.10	7.27
LP-4	7.04	7.16	6.80	7.14	6.94
LP-5	6.88	7.87	6.88	6.26	6.95

Table 5 – Clarion University

Table 5A - Means for Clarion vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Clarion**	**Peers**	**KLN**	**ARL**
Affect of Service	7.12	7.21	7.17	7.06
Information Control	7.16	7.21	7.19	7.11
Library as Place	7.37	7.36	7.16	6.61

Table 5B - Means for Clarion vs. Each Peer by Question									
ID	**Clarion**	**Humbolt State**	**Truman State**	**W. Oregon**	**E. Conn. State**	**More-head State**	**S. Oregon**	**Val-dosta State**	**W. Conn. State**
AS-1	6.55	6.54	6.38	6.83	6.53	6.72	6.84	6.50	6.76
AS-2	6.60	6.45	6.48	7.02	6.79	6.96	6.87	6.67	6.95
AS-3	7.38	7.51	7.37	7.71	7.08	7.57	7.53	7.23	7.47
AS-4	7.20	7.24	7.31	7.54	7.28	7.53	7.46	7.27	7.49
AS-5	7.24	7.35	7.41	7.50	7.13	7.54	7.41	7.31	7.49
AS-6	7.33	7.31	7.22	7.55	7.08	7.55	7.51	7.24	7.40
AS-7	7.27	7.13	7.23	7.48	7.12	7.37	7.34	7.32	6.92
AS-8	7.36	7.35	7.31	7.63	7.26	7.61	7.52	7.38	7.24
AS-9	7.26	6.97	7.23	7.39	7.07	7.24	7.38	7.24	7.27
IC-1	6.96	6.99	6.83	7.02	7.21	7.10	7.11	7.06	7.25
IC-2	7.15	7.19	7.38	7.25	7.25	7.42	7.40	7.14	7.06
IC-3	6.88	6.60	7.02	7.06	6.66	7.10	6.83	7.35	6.90
IC-4	7.11	6.97	7.17	7.24	6.92	7.16	7.23	7.39	7.10
IC-5	7.50	7.06	7.46	7.64	7.58	7.38	7.81	7.64	7.04
IC-6	7.21	7.16	7.31	7.38	7.03	7.23	7.41	7.31	7.03
IC-7	7.32	7.33	7.37	7.44	7.19	7.37	7.56	7.45	7.09
IC-8	7.14	6.77	6.97	7.27	6.82	7.05	7.05	7.32	6.96
LP-1	7.16	6.76	7.07	7.40	7.33	7.14	7.94	7.18	7.08
LP-2	6.99	7.10	7.07	7.48	7.25	7.45	7.65	7.17	6.79
LP-3	7.89	7.08	7.51	7.92	7.64	7.30	8.28	7.71	7.40
LP-4	7.31	7.10	7.24	7.52	7.22	7.34	7.74	7.49	7.00
LP-5	7.52	7.07	6.73	7.63	7.35	7.06	7.86	7.55	6.82

Table 6 – East Stroudsburg University

Table 6A - Means for E. Stroudsburg vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**East Stroudsburg**	**Peers**	**KLN**	**ARL**
Affect of Service	7.14	7.09	7.17	7.06
Information Control	6.86	7.03	7.19	7.11
Library as Place	6.92	7.08	7.16	6.61

Table 6B - Means for East Stroudsburg vs. Each Peer by Question			
ID	**East Stroudsburg**	**E. Connecticut State**	**Humbolt State**
AS-1	6.57	6.53	6.54
AS-2	6.78	6.79	6.45
AS-3	7.31	7.08	7.51
AS-4	7.28	7.28	7.24
AS-5	7.50	7.13	7.35
AS-6	7.12	7.08	7.31
AS-7	7.28	7.12	7.13
AS-8	7.34	7.26	7.35
AS-9	7.12	7.07	6.97
IC-1	6.88	7.21	6.99
IC-2	7.05	7.25	7.19
IC-3	6.43	6.66	6.60
IC-4	6.91	6.92	6.97
IC-5	6.95	7.58	7.06
IC-6	6.94	7.03	7.16
IC-7	7.06	7.19	7.33
IC-8	6.60	6.82	6.77
LP-1	6.74	7.33	6.76
LP-2	7.06	7.25	7.10
LP-3	6.87	7.64	7.08
LP-4	6.98	7.22	7.10
LP-5	6.89	7.35	7.07

Table 7 – Edinboro University

Table 7A - Means for Edinboro vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Edinboro**	**Peers**	**KLN**	**ARL**
Affect of Service	6.93	7.21	7.17	7.06
Information Control	6.88	7.10	7.19	7.11
Library as Place	6.99	7.04	7.16	6.61

Table 7B - Means for Edinboro vs. Each Peer by Question			
ID	**Edinboro**	**Humbolt State**	**Radford University**
AS-1	6.39	6.54	7.28
AS-2	6.35	6.45	7.60
AS-3	7.20	7.51	7.96
AS-4	7.06	7.24	7.89
AS-5	7.19	7.35	7.90
AS-6	7.11	7.31	7.82
AS-7	7.12	7.13	7.76
AS-8	7.17	7.35	7.97
AS-9	6.90	6.97	7.76
IC-1	6.61	6.99	7.69
IC-2	6.77	7.19	7.71
IC-3	6.78	6.60	7.11
IC-4	6.89	6.97	7.57
IC-5	7.14	7.06	7.79
IC-6	6.88	7.16	7.57
IC-7	7.04	7.33	7.69
IC-8	6.97	6.77	7.11
LP-1	6.65	6.76	7.07
LP-2	6.84	7.10	7.31
LP-3	7.28	7.08	7.52
LP-4	7.05	7.10	7.01
LP-5	7.11	7.07	6.58

Table 8 – Indiana University of Pennsylvania

Table 8A - Means for IUP vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**IUP**	**Peers**	**KLN**	**ARL**
Affect of Service	6.84	7.20	7.17	7.06
Information Control	6.88	7.11	7.19	7.11
Library as Place	6.82	6.93	7.16	6.61

Table 8B - Means for IUP vs. Each Peer by Question				
ID	**IUP**	**Illinois State University**	**Indiana State University**	**University of Montana-Missoula**
AS-1	6.25	6.60	6.63	6.70
AS-2	6.40	6.70	6.87	6.81
AS-3	7.06	7.47	7.38	7.58
AS-4	7.01	7.35	7.46	7.43
AS-5	6.99	7.33	7.43	7.27
AS-6	7.01	7.32	7.34	7.33
AS-7	7.00	7.20	7.34	7.22
AS-8	7.03	7.34	7.51	7.42
AS-9	6.89	7.12	7.22	7.33
IC-1	6.95	7.06	7.26	7.12
IC-2	7.03	7.25	7.23	7.06
IC-3	6.53	6.91	6.91	6.68
IC-4	6.91	7.01	7.22	7.14
IC-5	7.01	7.27	7.48	7.19
IC-6	6.95	7.14	7.31	7.04
IC-7	6.96	7.17	7.30	7.22
IC-8	6.72	6.98	7.05	6.89
LP-1	6.56	6.60	7.02	6.40
LP-2	6.73	7.00	7.34	6.82
LP-3	7.09	6.86	7.54	7.02
LP-4	6.77	6.97	7.28	6.91
LP-5	6.99	6.68	7.39	6.44

Table 9– Kutztown University

Table 9A - Means for Kutztown vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Kutztown**	**Peers**	**KLN**	**ARL**
Affect of Service	7.31	7.21	7.17	7.06
Information Control	7.43	7.10	7.19	7.11
Library as Place	7.32	7.04	7.16	6.61

Table 9B - Means for Kutztown vs. Each Peer by Question			
ID	**Kutztown**	**Humbolt State**	**Radford University**
AS-1	6.85	6.54	7.28
AS-2	6.84	6.45	7.60
AS-3	7.57	7.51	7.96
AS-4	7.42	7.24	7.89
AS-5	7.43	7.35	7.90
AS-6	7.49	7.31	7.82
AS-7	7.48	7.13	7.76
AS-8	7.50	7.35	7.97
AS-9	7.36	6.97	7.76
IC-1	7.29	6.99	7.69
IC-2	7.44	7.19	7.71
IC-3	7.34	6.60	7.11
IC-4	7.40	6.97	7.57
IC-5	7.62	7.06	7.79
IC-6	7.44	7.16	7.57
IC-7	7.51	7.33	7.69
IC-8	7.43	6.77	7.11
LP-1	7.15	6.76	7.07
LP-2	7.07	7.10	7.31
LP-3	7.67	7.08	7.52
LP-4	7.44	7.10	7.01
LP-5	7.28	7.07	6.58

Table 10 – Lock Haven University

Table 10A - Means for Lock Haven vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Lock Haven**	**Peers**	**KLN**	**ARL**
Affect of Service	7.31	7.15	7.17	7.06
Information Control	7.43	7.22	7.19	7.11
Library as Place	7.32	7.34	7.16	6.61

Table 10B - Means for Lock Haven vs. Each Peer by Question			
ID	**Lock Haven**	**Southern Utah University**	**University of South Carolina**
AS-1	6.49	6.56	7.04
AS-2	6.36	6.54	7.15
AS-3	7.25	7.20	7.83
AS-4	7.07	7.21	7.77
AS-5	7.32	7.28	7.49
AS-6	7.22	7.19	7.57
AS-7	7.21	7.23	7.40
AS-8	7.24	7.31	7.69
AS-9	7.12	7.22	7.37
IC-1	6.95	6.98	7.08
IC-2	7.10	7.33	7.11
IC-3	7.09	6.98	6.98
IC-4	7.00	7.20	7.13
IC-5	7.39	7.61	7.18
IC-6	7.19	7.34	7.25
IC-7	7.30	7.39	7.29
IC-8	7.23	7.17	6.84
LP-1	7.04	7.48	6.27
LP-2	7.09	7.40	6.98
LP-3	7.39	7.74	6.80
LP-4	7.24	7.46	6.84
LP-5	7.26	7.42	6.57

Table 11 – Mansfield University

Table 11A - Means for Mansfield vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Mansfield**	**Peers**	**KLN**	**ARL**
Affect of Service	7.44	7.32	7.17	7.06
Information Control	7.50	7.25	7.19	7.11
Library as Place	7.81	7.31	7.16	6.61

Table 11B - Means for Mansfield vs. Each Peer by Question								
ID	**Mans-field**	**Augusta State**	**Dalton State**	**Montana – Billings**	**Nevada State**	**N. Georgia**	**Savannah State**	**S. Oregon**
AS-1	6.87	6.68	7.41	7.14	7.41	6.37	6.91	6.84
AS-2	6.98	6.92	7.54	7.15	7.83	6.45	7.03	6.87
AS-3	7.60	7.56	8.04	7.79	8.10	7.30	7.39	7.53
AS-4	7.58	7.49	8.09	7.72	7.88	7.08	7.34	7.46
AS-5	7.66	7.58	8.11	7.76	7.52	7.03	7.38	7.41
AS-6	7.58	7.44	7.96	7.71	7.91	7.10	7.29	7.51
AS-7	7.59	7.47	7.91	7.60	7.92	6.95	7.32	7.34
AS-8	7.64	7.56	8.08	7.71	7.82	7.13	7.42	7.52
AS-9	7.45	7.38	7.97	7.60	7.28	6.92	7.24	7.38
IC-1	7.51	7.10	7.64	7.45	7.44	6.53	7.18	7.11
IC-2	7.61	7.14	7.67	7.42	7.13	6.65	7.33	7.40
IC-3	7.15	7.20	7.82	7.44	7.14	6.52	7.04	6.83
IC-4	7.42	7.38	7.80	7.50	6.96	6.80	7.30	7.23
IC-5	7.75	7.65	8.36	7.72	7.69	6.73	7.29	7.81
IC-6	7.53	7.34	7.78	7.49	7.27	6.75	7.45	7.41
IC-7	7.64	7.49	7.99	7.61	7.49	6.91	7.45	7.56
IC-8	7.39	7.31	7.86	7.45	6.96	6.68	7.15	7.05
LP-1	7.76	7.07	7.96	7.26	6.27	6.35	7.18	7.94
LP-2	7.62	7.49	8.10	7.42	6.28	6.87	7.66	7.65
LP-3	8.15	7.23	8.32	7.65	6.76	6.79	7.45	8.28
LP-4	7.78	7.30	8.04	7.38	6.30	6.72	7.36	7.74
LP-5	7.68	7.16	8.08	7.22	5.71	6.60	7.33	7.86

Table 12 – Millersville University

Table 12A - Means for Millersville vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Millersville**	**Peers**	**KLN**	**ARL**
Affect of Service	7.06	7.21	7.17	7.06
Information Control	7.08	7.17	7.19	7.11
Library as Place	7.01	7.12	7.16	6.61

Table 12B - Means for Millersville vs. Each Peer by Question				
ID	**Millersville**	**Bloomsburg University**	**Truman State University**	**West Chester University**
AS-1	6.51	6.64	6.38	6.78
AS-2	6.54	6.64	6.48	6.73
AS-3	7.29	7.43	7.37	7.63
AS-4	7.21	7.35	7.31	7.47
AS-5	7.31	7.43	7.41	7.50
AS-6	7.25	7.33	7.22	7.46
AS-7	7.25	7.31	7.23	7.36
AS-8	7.32	7.39	7.31	7.49
AS-9	7.12	7.19	7.23	7.25
IC-1	7.00	7.15	6.83	7.06
IC-2	6.99	7.21	7.38	7.17
IC-3	6.95	7.02	7.02	7.04
IC-4	6.98	7.17	7.17	7.12
IC-5	7.28	7.24	7.46	7.14
IC-6	7.10	7.23	7.31	7.20
IC-7	7.21	7.32	7.37	7.34
IC-8	7.15	7.16	6.97	7.12
LP-1	6.72	6.97	7.07	6.91
LP-2	7.03	7.07	7.07	7.19
LP-3	7.10	7.46	7.51	7.16
LP-4	7.08	7.20	7.24	7.22
LP-5	7.15	6.95	6.73	7.10

Table 13 – Shippensburg University

Table 13A - Means for Shippensburg vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Shippensburg**	**Peers**	**KLN**	**ARL**
Affect of Service	7.19	7.32	7.17	7.06
Information Control	7.19	7.41	7.19	7.11
Library as Place	7.06	7.16	7.16	6.61

Table 13B - Means for Shippensburg vs. Each Peer by Question			
ID	**Shippensburg**	**Radford University**	**Truman State University**
AS-1	6.63	7.28	6.38
AS-2	6.70	7.60	6.48
AS-3	7.43	7.96	7.37
AS-4	7.35	7.89	7.31
AS-5	7.39	7.90	7.41
AS-6	7.33	7.82	7.22
AS-7	7.30	7.76	7.23
AS-8	7.41	7.97	7.31
AS-9	7.23	7.76	7.23
IC-1	7.19	7.69	6.83
IC-2	7.31	7.71	7.38
IC-3	6.84	7.11	7.02
IC-4	7.22	7.57	7.17
IC-5	7.43	7.79	7.46
IC-6	7.18	7.57	7.31
IC-7	7.28	7.69	7.37
IC-8	7.02	7.11	6.97
LP-1	6.92	7.07	7.07
LP-2	7.03	7.31	7.07
LP-3	7.14	7.52	7.51
LP-4	7.18	7.01	7.24
LP-5	7.09	6.58	6.73

Table 14 – Slippery Rock University

Table 14A - Means for Slippery Rock vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**Slippery Rock**	**Peers**	**KLN**	**ARL**
Affect of Service	7.10	7.21	7.17	7.06
Information Control	7.22	7.10	7.19	7.11
Library as Place	7.01	7.04	7.16	6.61

Table 14B - Means for Slippery Rock vs. Each Peer by Question			
ID	**Slippery Rock**	**Humbolt State**	**Radford University**
AS-1	6.57	6.54	7.28
AS-2	6.40	6.45	7.60
AS-3	7.34	7.51	7.96
AS-4	7.21	7.24	7.89
AS-5	7.28	7.35	7.90
AS-6	7.31	7.31	7.82
AS-7	7.26	7.13	7.76
AS-8	7.33	7.35	7.97
AS-9	7.23	6.97	7.76
IC-1	6.88	6.99	7.69
IC-2	7.16	7.19	7.71
IC-3	7.30	6.60	7.11
IC-4	7.14	6.97	7.57
IC-5	7.44	7.06	7.79
IC-6	7.26	7.16	7.57
IC-7	7.36	7.33	7.69
IC-8	7.25	6.77	7.11
LP-1	6.65	6.76	7.07
LP-2	6.76	7.10	7.31
LP-3	7.29	7.08	7.52
LP-4	7.15	7.10	7.01
LP-5	7.21	7.07	6.58

Table 15 – West Chester University

Table 15A - Means for West Chester vs. Peers vs. KLN vs. ARL by Dimension				
Dimension	**West Chester**	**Peers**	**KLN**	**ARL**
Affect of Service	7.29	7.34	7.17	7.06
Information Control	7.14	7.22	7.19	7.11
Library as Place	7.10	7.25	7.16	6.61

Table 15B - Means for West Chester vs. Each Peer by Question				
ID	**West Chester University**	**Appalachian State University**	**Towson University**	**Western Illinois University**
AS-1	6.78	7.05	7.16	6.66
AS-2	6.73	7.14	7.21	6.80
AS-3	7.63	7.75	7.82	7.52
AS-4	7.47	7.61	7.78	7.36
AS-5	7.50	7.56	7.69	7.37
AS-6	7.46	7.67	7.61	7.38
AS-7	7.36	7.56	7.49	7.29
AS-8	7.49	7.72	7.69	7.47
AS-9	7.25	7.43	7.49	7.21
IC-1	7.06	7.24	7.27	7.08
IC-2	7.17	7.45	7.34	7.09
IC-3	7.04	7.16	6.97	7.04
IC-4	7.12	7.41	7.31	7.12
IC-5	7.14	7.91	7.66	7.13
IC-6	7.20	7.50	7.23	7.12
IC-7	7.34	7.50	7.42	7.28
IC-8	7.12	7.27	7.03	7.02
LP-1	6.91	7.70	7.00	6.99
LP-2	7.19	7.46	7.00	7.18
LP-3	7.16	8.11	7.29	7.30
LP-4	7.22	7.67	7.04	7.14
LP-5	7.10	7.47	7.03	6.88

Section III: Services in the Keystone Library Network

In this section, the 2006 LibQual survey was analyzed to provide insight into the relative ordering of satisfaction with various services provided by each library. As part of this survey, library users were asked to score the 'perceived service performance' for 22 core questions. For each question, survey responders rated performances from 1 (low) to 9 (high). They were also given the option to answer "N/A".

There were 13,588 respondents to the survey within the Keystone Library Network. However, not all respondents answered every question. The number of non-responses ranged from a minimum of 199 for Question #5 (IC-2) to a maximum of 1,623 for Question #22 (AS-9). The average number of non-responses to a question was 551. There was no way to differentiate between missing responses and 'N/A' responses due to the way the data were recorded. Therefore, for this analysis, an "N/A" response was treated equivalently to a question that was skipped. The last three questions ("Print and/or electronic journal collections I require for my work", "Community space for group learning and group study", and "Dependability in handling users' service problems") were the questions with the most non-responses, with 1065, 1223, and 1623 missing values, respectively. This may indicate an issue with the length of the survey affecting user response.

For each core question in the survey, the average perceived level of satisfaction was calculated. Greater averages indicate a higher level of satisfaction than lower averages. Table 1 shows all services ranked from best to worst in terms of average level of perceived satisfaction for all library users at all State System Universities combined. For this cohort of library users, the top five services were:

1. Employees who are consistently courteous (AS-3)
2. Willingness to help users (AS-8)
3. Employees have knowledge to answer user questions (AS-5)
4. Modern equipment lets me easily access needed information (IC-5)
5. Employees deal with users in a caring fashion (AS-6)

The lowest five scoring services were:

1. Quiet space for individual activities (LP-2)
2. The printed library materials I need for work (IC-3)
3. Library space that inspires study and learning (LP-1)
4. Giving users individual attention (AS-2)
5. Employees instill confidence in users (AS-1)

In addition to the overall average for each core question, subgroup comparisons were also conducted. Average perceived levels of satisfaction were calculated stratified by the following groups:

- faculty (n = 1,010)
- all students as a group (n = 11,660)
- freshmen & sophomores (n = 4,502)
- juniors & seniors (n = 5,937)
- Master's students (n = 1,012)

These results are displayed in Tables 2-5, which identify the highest and lowest scoring services.

For faculty members, the highest perceived levels of satisfaction were found for:

1. Employees who are consistently courteous
2. Willingness to help users
3. Readiness to respond to users' questions
4. Employees have knowledge to answer user questions
5. Employees deal with users in a caring fashion

The lowest scoring five services for the same cohort of users were:

1. A getaway for study, learning, or research,
2. Community space for group learning and group study,
3. Library space that inspires study and learning,
4. Print and/or electronic journal collections I require for my work
5. The printed library materials I need for work

Table 2 shows all twenty-two services ranked from highest to lowest perceived level of satisfaction for all faculty members responding to the survey.

The best five scoring services among all students can be seen in Tables 3 and 4. The services were:

1. A comfortable and inviting location
2. Modern equipment lets me easily access needed information
3. Employees who are consistently courteous
4. Willingness to help users
5. Employees have knowledge to answer user questions

The lowest ranking five services for all students are seen in Tables 3 and 5. These lowest services were:

1. Employees instill confidence in users
2. Giving users individual attention
3. Library space that inspires study and learning
4. The printed library materials I need for work
5. Quiet space for individual activities

Additional subgroup analysis included comparing the highest and lowest rated five services for freshmen & sophomores, juniors & seniors, and Master's students. Tables 6 and 7 compare these subgroups across all State System Universities. Tables 8 and 9 display this comparison within each individual university. Table 8 displays the five highest rated services for each subgroup at each university while Table 9 shows the five lowest rated services for each subgroup at each university. Table 10 displays the best and worst five services for doctoral students at Indiana University. Overall, many of the same services appear to be most satisfactory across all subgroups and universities. In other words, there seem to be consistent qualities that are satisfactory (or disappointing) for all individuals across the state, regardless of student classification or university.

Finally, the Keystone Library Network (KLN) average was compared to Association of Research Libraries (ARL) College and University average for each core question. The goal was to determine how KLN institutions compare to similar schools nationally. The results of these comparisons can be seen in Table 11. The average KLN score was consistently better then the ARL score. In fact, the only question where the KLN average score was below the ARL average score was Question IC-1 ("making electronic resources accessible from home or office"). For most of the Affect of Service (AS) and Information Control (IC) questions, the KLN average was just slightly above the ARL average. However, on each of the Learning as Place (LP) Questions, the KLN average was appreciably greater.

Table 1 – Ranking of Services for all users at all schools

Services (Ranked Highest to Lowest)	
1.	Employees who are consistently courteous
2.	Willingness to help users
3.	Employees have knowledge to answer user questions
4.	Mod. equip. lets me easily access needed info.
5.	Employees deal with users in a caring fashion
6.	A comfortable and inviting location
7.	Employees understand the needs of their users
8.	Readiness to respond to users' questions
9.	Making info easily access for independent use
10.	Easy access tools allow me to find things on my own
11.	Lib. web site enabling me locate info on my own
12.	Dependability in handling users' service problems
13.	A getaway for study, learning, or research
14.	The elec. info. resources I need
15.	Print and/or electronic journal collections I require for my work
16.	Making elec. resources accessible from home or office
17.	Community space for group learning and group study
18.	Quiet space for individual activities
19.	The printed lib. materials I need for work
20.	Lib. space that inspires study and learning
21.	Giving users individual attention
22.	Employees instill confidence in users

Table 2 – Ranking of Services for Faculty at all schools

Services (Ranked Highest to Lowest)	
1.	Employees who are consistently courteous
2.	Willingness to help users
3.	Readiness to respond to users' questions
4.	Employees have knowledge to answer user questions
5.	Employees deal with users in a caring fashion
6.	Employees understand the needs of their users
7.	Giving users individual attention
8.	Dependability in handling users' service problems
9.	Making info easily access for independent use
10.	Mod. equip. lets me easily access needed info.
11.	Making elec. resources accessible from home or office
12.	Easy access tools allow me to find things on my own
13.	A comfortable and inviting location
14.	Employees instill confidence in users
15.	Lib. web site enabling me locate info on my own
16.	The elec. info. resources I need
17.	Quiet space for individual activities
18.	A getaway for study, learning, or research
19.	Community space for group learning and group study
20.	Lib. space that inspires study and learning
21.	Print and/or electronic journal collections I require for my work
22.	The printed lib. materials I need for work

Table 3 – Ranking of services for students at all schools

Services (Ranked Highest to Lowest)	
1.	A comfortable and inviting location
2.	Mod. equip. lets me easily access needed info.
3.	Employees who are consistently courteous
4.	Willingness to help users
5.	Employees have knowledge to answer user questions
6.	Making information easily accessible for independent use
7.	Employees deal with users in a caring fashion
8.	Employees understand the needs of their users
9.	A getaway for study, learning, or research
10.	Readiness to respond to users' questions
11.	Library web site enabling me to locate information on my own
12.	Easy access tools allow me to find things on my own
13.	Community space for group learning and group study
14.	Print and/or electronic journal collections I require for my work
15.	Dependability in handling users' service questions
16.	The electronic information resources I need
17.	Making electronic resources access home or office
18.	Quiet space for individual activities
19.	The printed lib. materials I need for work
20.	Lib. space that inspires study and learning
21.	Giving users individual attention
22.	Employees instill confidence in users

Table 4 – Top 5 services for students and faculty

Top 5 Services All Students	Top 5 Services All Faculty
1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Employees who are consistently courteous 4. Willingness to help users 5. Employees have knowledge to answer user questions	1. Employees who are consistently courteous 2. Willingness to help users 3. Readiness to respond to users' questions 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion

Table 5 – Lowest 5 services for students and faculty

Lowest 5 Services All Students	Lowest 5 Services All Faculty
1. Employees instill confidence in users 2. Giving users individual attention 3. Lib. space that inspires study and learning 4. The printed lib. materials I need for work 5. Quiet space for individual activities	1. The printed lib. materials I need for work 2. Print and/or electronic journal collections I require for my work 3. Lib. space that inspires study and learning 4. Community space for group learning and group study 5. A getaway for study, learning, or research

Table 6 – Top 5 Services by group at all PASSHE schools

Freshmen & Sophomores	Juniors & Seniors	Masters	Faculty
1. A comfortable and inviting location 2. Mod equip lets me easily access needed info 3. A getaway for study, learning, or research 4. Community space for group learning and group study 5. Employees who are consistently courteous	1. A comfortable and inviting location 2. Employees who are consistently courteous 3. Willingness to help users 4. Mod equip lets me easily access needed info 5. Employees have knowledge to answer user questions	1. Employees who are consistently courteous 2. Willingness to help users 3. Employees have knowledge to answer user questions 4. Readiness to respond to users' questions 5. Employees deal with users in a caring fashion	1. Employees who are consistently courteous 2. Willingness to help users 3. Readiness to respond to users' questions 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion

Table 7 – Lowest 5 Services by Group at all PASSHE schools

Freshmen & Sophomores	Juniors & Seniors	Masters	Faculty
1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec resources access home or office 4. The printed lib materials I need for work 5. The elec info resources I need	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib space that inspires study and learning 4. Quiet space for individual activities 5. The printed lib materials I need for work	1. Lib space that inspires study and learning 2. Employees instill confidence in users 3. Quiet space for individual activities 4. The printed lib materials I need for work 5. Giving users individual attention	1. The printed lib materials I need for work 2. Print and/or electronic journal collections I require for my work 3. Lib space that inspires study and learning 4. Community space for group learning and group study 5. A getaway for study, learning, or research

Table 8 – Top 5 services for groups of students at each PASSHE school

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Bloomsburg	1. A comfortable and inviting location 2. A getaway for study, learning, or research 3. Employees have knowledge to answer user questions 4. Quiet space for individual activities 5. Employees who are consistently courteous	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Willingness to help users 4. Employees deal with users in a caring fashion 5. Employees understand the needs of their users	1. Employees deal with users in a caring fashion 2. Willingness to help users 3. Employees who are consistently courteous 4. Readiness to respond to users' questions 5. A comfortable and inviting location	1. Employees who are consistently courteous 2. A comfortable and inviting location 3. Employees have knowledge to answer user questions 4. Willingness to help users 5. Employees deal with users in a caring fashion
California	1. Employees have knowledge to answer user questions 2. Employees understand the needs of their users 3. Employees deal with users in a caring fashion 4. Quiet space for individual activities 5. Employees who are consistently courteous	1. Mod. equip. lets me easily access needed info. 2. Lib. web site enabling me locate info on my own 3. Employees understand the needs of their users 4. Making info easily access for independent use 5. Employees have knowledge to answer user questions	1. Willingness to help users 2. Employees have knowledge to answer user questions 3. Print and/or electronic journal collections I require for my work 4. Making elec. resources accessible from home or office 5. Employees deal with users in a caring fashion	1. Employees have knowledge to answer user questions 2. Mod. equip. lets me easily access needed info. 3. Employees understand the needs of their users 4. Employees who are consistently courteous 5. Lib. web site enabling me locate info on my own

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Cheyney	1. Readiness to respond to users' questions 2. Willingness to help users 3. Employees who are consistently courteous 4. A comfortable and inviting location 5. Making info easily access for independent use	1. Willingness to help users 2. Readiness to respond to users' questions 3. Employees deal with users in a caring fashion 4. Employees who are consistently courteous 5. Employees have knowledge to answer user questions	No Masters Students	1. Willingness to help users 2. Readiness to respond to users' questions 3. Employees who are consistently courteous 4. Employees deal with users in a caring fashion 5. Employees understand the needs of their users
Clarion	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Community space for group learning and group study 4. Employees who are consistently courteous 5. A getaway for study, learning, or research	1. A comfortable and inviting location 2. Community space for group learning and group study 3. Mod. equip. lets me easily access needed info. 4. Employees who are consistently courteous 5. Willingness to help users	1. A comfortable and inviting location 2. Community space for group learning and group study 3. Employees who are consistently courteous 4. Mod. equip. lets me easily access needed info. 5. A getaway for study, learning, or research	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Community space for group learning and group study 4. Employees who are consistently courteous 5. Willingness to help users

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
East Stroudsburg	1. Employees have knowledge to answer user questions 2. Willingness to help users 3. Quiet space for individual activities 4. Employees who are consistently courteous 5. Readiness to respond to users' questions	1. Employees have knowledge to answer user questions 2. Employees understand the needs of their users 3. Willingness to help users 4. Readiness to respond to users' questions 5. Employees who are consistently courteous	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Easy access tools allow me to find things on my own 4. Readiness to respond to users' questions 5. Dependability in handling users' service problems	1. Employees have knowledge to answer user questions 2. Willingness to help users 3. Employees understand the needs of their users 4. Employees who are consistently courteous 5. Readiness to respond to users' questions
Edinboro	1. A comfortable and inviting location 2. Community space for group learning and group study 3. Employees have knowledge to answer user questions 4. Employees who are consistently courteous 5. Employees understand the needs of their users	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Community space for group learning and group study 4. Employees who are consistently courteous 5. Employees have knowledge to answer user questions	1. Employees have knowledge to answer user questions 2. Employees understand the needs of their users 3. Employees who are consistently courteous 4. Willingness to help users 5. Mod. equip. lets me easily access needed info.	1. A comfortable and inviting location 2. Employees have knowledge to answer user questions 3. Employees who are consistently courteous 4. Mod. equip. lets me easily access needed info. 5. Community space for group learning and group study

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Indiana	1. A comfortable and inviting location 2. Community space for group learning and group study 3. Quiet space for individual activities 4. Employees deal with users in a caring fashion 5. Lib. space that inspires study and learning	1. Lib. web site enabling me locate info on my own 2. A comfortable and inviting location 3. Community space for group learning and group study 4. Mod. equip. lets me easily access needed info. 5. Employees have knowledge to answer user questions	1. Employees who are consistently courteous 2. Mod. equip. lets me easily access needed info. 3. Readiness to respond to users' questions 4. A comfortable and inviting location 5. Lib. web site enabling me locate info on my own	1. A comfortable and inviting location 2. Community space for group learning and group study 3. Lib. web site enabling me locate info on my own 4. Mod. equip. lets me easily access needed info. 5. Easy access tools allow me to find things on my own
Kutztown	1. A comfortable and inviting location 2. A getaway for study, learning, or research 3. Mod. equip. lets me easily access needed info. 4. Community space for group learning and group study 5. Employees who are consistently courteous	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Employees who are consistently courteous 4. Making info easily access for independent use 5. Employees understand the needs of their users	1. Mod. equip. lets me easily access needed info. 2. The elec. info. resources I need 3. Print and/or electronic journal collections I require for my work 4. Making info easily access for independent use 5. Making elec. resources accessible from home or office	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Employees who are consistently courteous 4. Making info easily access for independent use 5. Willingness to help users

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Lock Haven	1. Mod. equip. lets me easily access needed info. 2. A comfortable and inviting location 3. A getaway for study, learning, or research 4. Community space for group learning and group study 5. Print and/or electronic journal collections I require for my work	1. A comfortable and inviting location 2. Employees have knowledge to answer user questions 3. Mod. equip. lets me easily access needed info. 4. Making info easily access for independent use 5. Print and/or electronic journal collections I require for my work	1. Employees deal with users in a caring fashion 2. Employees understand the needs of their users 3. Making info easily access for independent use 4. Willingness to help users 5. Employees have knowledge to answer user questions	1. A comfortable and inviting location 2. Mod. equip. lets me easily access needed info. 3. Making info easily access for independent use 4. Employees have knowledge to answer user questions 5. Community space for group learning and group study
Mansfield	1. A comfortable and inviting location 2. Lib. space that inspires study and learning 3. A getaway for study, learning, or research 4. Community space for group learning and group study 5. Mod. equip. lets me easily access needed info.	1. A comfortable and inviting location 2. A getaway for study, learning, or research 3. Mod. equip. lets me easily access needed info. 4. Community space for group learning and group study 5. Lib. space that inspires study and learning	1. A comfortable and inviting location 2. Employees who are consistently courteous 3. Employees understand the needs of their users 4. Employees deal with users in a caring fashion 5. Willingness to help users	1. A comfortable and inviting location 2. A getaway for study, learning, or research 3. Lib. space that inspires study and learning 4. Mod. equip. lets me easily access needed info. 5. Community space for group learning and group study

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Millersville	1. Mod. equip. lets me easily access needed info. 2. A comfortable and inviting location 3. Employees have knowledge to answer user questions 4. Quiet space for individual activities 5. A getaway for study, learning, or research	1. Employees who are consistently courteous 2. Willingness to help users 3. Print and/or electronic journal collections I require for my work 4. Readiness to respond to users' questions 5. Employees deal with users in a caring fashion	1. Making elec. resources accessible from home or office 2. Easy access tools allow me to find things on my own 3. Willingness to help users 4. Community space for group learning and group study 5. Employees deal with users in a caring fashion	1. Mod. equip. lets me easily access needed info. 2. Willingness to help users 3. Employees have knowledge to answer user questions 4. Employees who are consistently courteous 5. Employees understand the needs of their users
Shippensburg	1. Mod. equip. lets me easily access needed info. 2. Employees who are consistently courteous 3. A getaway for study, learning, or research 4. Employees have knowledge to answer user questions 5. A comfortable and inviting location	1. Willingness to help users 2. Employees who are consistently courteous 3. Mod. equip. lets me easily access needed info. 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion	1. Willingness to help users 2. Readiness to respond to users' questions 3. Employees understand the needs of their users 4. Employees have knowledge to answer user questions 5. Lib. web site enabling me locate info on my own	1. Mod. equip. lets me easily access needed info. 2. Employees who are consistently courteous 3. Willingness to help users 4. Employees have knowledge to answer user questions 5. Lib. web site enabling me locate info on my own

School	Best 5 Services Freshmen & Sophomores	Best 5 Services Juniors & Seniors	Best 5 Services Masters	Best 5 Services All Students
Slippery Rock	1. Mod. equip. lets me easily access needed info. 2. A comfortable and inviting location 3. The printed lib. materials I need for work 4. Community space for group learning and group study 5. A getaway for study, learning, or research	1. Mod. equip. lets me easily access needed info. 2. Making info easily access for independent use 3. Willingness to help users 4. A comfortable and inviting location 5. The printed lib. materials I need for work	1. Employees who are consistently courteous 2. Mod. equip. lets me easily access needed info. 3. Employees understand the needs of their users 4. Employees deal with users in a caring fashion 5. Willingness to help users	1. Mod. equip. lets me easily access needed info. 2. Making info easily access for independent use 3. A comfortable and inviting location 4. The printed lib. materials I need for work 5. Willingness to help users
West Chester	1. Employees who are consistently courteous 2. A getaway for study, learning, or research 3. Quiet space for individual activities 4. Making info easily access for independent use 5. Employees have knowledge to answer user questions	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Employees deal with users in a caring fashion 4. Willingness to help users 5. Readiness to respond to users' questions	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Readiness to respond to users' questions 4. Willingness to help users 5. Employees deal with users in a caring fashion	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Willingness to help users 4. Employees deal with users in a caring fashion 5. Readiness to respond to users' questions

Table 9 – Lowest 5 services for types of students at each PASSHE school

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Bloomsburg	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Lib. web site enabling me locate info on my own 5. The printed lib. materials I need for work	1. Employees instill confidence in users 2. Giving users individual attention 3. Community space for group learning and group study 4. Lib. space that inspires study and learning 5. Quiet space for individual activities	1. Employees instill confidence in users 2. Community space for group learning and group study 3. Quiet space for individual activities 4. Lib. space that inspires study and learning 5. Giving users individual attention	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Community space for group learning and group study 5. Quiet space for individual activities
California	1. Giving users individual attention 2. Employees instill confidence in users 3. The printed lib. materials I need for work 4. Print and/or electronic journal collections I require for my work 5. Making elec. resources accessible from home or office	1. Lib. space that inspires study and learning 2. Giving users individual attention 3. The printed lib. materials I need for work 4. Employees instill confidence in users 5. Quiet space for individual activities	1. Lib. space that inspires study and learning 2. Quiet space for individual activities 3. A getaway for study, learning, or research 4. A comfortable and inviting location 5. Employees instill confidence in users	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. The printed lib. materials I need for work 5. Print and/or electronic journal collections I require for my work

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Cheyney	1. Making elec. resources accessible from home or office 2. Employees instill confidence in users 3. The elec. info. resources I need 4. Employees have knowledge to answer user questions 5. Lib. space that inspires study and learning	1. Employees instill confidence in users 2. Lib. space that inspires study and learning 3. Making elec. resources accessible from home or office 4. Community space for group learning and group study 5. Giving users individual attention	No Masters students	1. Making elec. resources accessible from home or office 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Giving users individual attention 5. The elec. info. resources I need
Clarion	1. Employees instill confidence in users 2. Giving users individual attention 3. Making elec. resources accessible from home or office 4. The printed lib. materials I need for work 5. Quiet space for individual activities	1. Giving users individual attention 2. Employees instill confidence in users 3. Quiet space for individual activities 4. Lib. space that inspires study and learning 5. Making elec. resources accessible from home or office	1. Employees instill confidence in users 2. The printed lib. materials I need for work 3. Lib. web site enabling me locate info on my own 4. Quiet space for individual activities 5. Making elec. resources accessible from home or office	1. Employees instill confidence in users 2. Giving users individual attention 3. Making elec. resources accessible from home or office 4. Quiet space for individual activities 5. The printed lib. materials I need for work

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
East Stroudsburg	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Easy access tools allow me to find things on my own 5. The printed lib. materials I need for work	1. The printed lib. materials I need for work 2. Employees instill confidence in users 3. Print and/or electronic journal collections I require for my work 4. Giving users individual attention 5. Lib. space that inspires study and learning	1. The printed lib. materials I need for work 2. Print and/or electronic journal collections I require for my work 3. A comfortable and inviting location 4. Making elec. resources accessible from home or office 5. Community space for group learning and group study	1. Employees instill confidence in users 2. The printed lib. materials I need for work 3. Giving users individual attention 4. Print and/or electronic journal collections I require for my work 5. Lib. space that inspires study and learning
Edinboro	1. Giving users individual attention 2. Employees instill confidence in users 3. Easy access tools allow me to find things on my own 4. Making elec. resources accessible from home or office 5. Lib. web site enabling me locate info on my own	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Lib. space that inspires study and learning 5. Quiet space for individual activities	1. Lib. space that inspires study and learning 2. Making elec. resources accessible from home or office 3. Employees instill confidence in users 4. Giving users individual attention 5. Quiet space for individual activities	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Lib. space that inspires study and learning 5. The printed lib. materials I need for work

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Indiana	1. Giving users individual attention 2. Employees instill confidence in users 3. Readiness to respond to users' questions 4. The printed lib. materials I need for work 5. The elec. info. resources I need	1. Employees instill confidence in users 2. Giving users individual attention 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. The printed lib. materials I need for work	1. Lib. space that inspires study and learning 2. A getaway for study, learning, or research 3. Quiet space for individual activities 4. Employees instill confidence in users 5. Dependability in handling users' service problems	1. Employees instill confidence in users 2. Giving users individual attention 3. Lib. space that inspires study and learning 4. The printed lib. materials I need for work 5. Quiet space for individual activities
Kutztown	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Quiet space for individual activities 5. Lib. space that inspires study and learning	1. Employees instill confidence in users 2. Giving users individual attention 3. Quiet space for individual activities 4. Lib. space that inspires study and learning 5. Community space for group learning and group study	1. Employees instill confidence in users 2. The printed lib. materials I need for work 3. Community space for group learning and group study 4. Lib. space that inspires study and learning 5. Giving users individual attention	1. Giving users individual attention 2. Employees instill confidence in users 3. Quiet space for individual activities 4. Lib. space that inspires study and learning 5. Making elec. resources accessible from home or office

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Lock Haven	1. Giving users individual attention 2. Employees instill confidence in users 3. Readiness to respond to users' questions 4. Making elec. resources accessible from home or office 5. The elec. info. resources I need	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Lib. space that inspires study and learning 5. The elec. info. resources I need	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. Easy access tools allow me to find things on my own	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. The elec. info. resources I need 5. Readiness to respond to users' questions
Mansfield	1. Giving users individual attention 2. Employees instill confidence in users 3. The printed lib. materials I need for work 4. The elec. info. resources I need 5. Print and/or electronic journal collections I require for my work	1. Employees instill confidence in users 2. Giving users individual attention 3. The printed lib. materials I need for work 4. Print and/or electronic journal collections I require for my work 5. Dependability in handling users' service problems	1. Quiet space for individual activities 2. Employees instill confidence in users 3. The printed lib. materials I need for work 4. Giving users individual attention 5. Lib. space that inspires study and learning	1. Employees instill confidence in users 2. Giving users individual attention 3. Quiet space for individual activities 4. Print and/or electronic journal collections I require for my work 5. The elec. info. resources I need

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Millersville	1. Employees instill confidence in users 2. Giving users individual attention 3. Making elec. resources accessible from home or office 4. The elec. info. resources I need 5. Lib. space that inspires study and learning	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. The printed lib. materials I need for work	1. The printed lib. materials I need for work 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. A getaway for study, learning, or research	1. Employees instill confidence in users 2. Giving users individual attention 3. Lib. space that inspires study and learning 4. Making elec. resources accessible from home or office 5. The printed lib. materials I need for work
Shippensburg	1. Employees instill confidence in users 2. Giving users individual attention 3. The printed lib. materials I need for work 4. Easy access tools allow me to find things on my own 5. Lib. space that inspires study and learning	1. Employees instill confidence in users 2. Giving users individual attention 3. The printed lib. materials I need for work 4. Lib. space that inspires study and learning 5. Quiet space for individual activities	1. Lib. space that inspires study and learning 2. The printed lib. materials I need for work 3. Employees instill confidence in users 4. Quiet space for individual activities 5. A comfortable and inviting location	1. Employees instill confidence in users 2. Giving users individual attention 3. The printed lib. materials I need for work 4. Lib. space that inspires study and learning 5. Quiet space for individual activities

School	Lowest 5 Services Freshmen & Sophomores	Lowest 5 Services Juniors & Seniors	Lowest 5 Services Masters	Lowest 5 Services All Students
Slippery Rock	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Making elec. resources accessible from home or office 5. Quiet space for individual activities	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. Making elec. resources accessible from home or office	1. Lib. space that inspires study and learning 2. Quiet space for individual activities 3. Giving users individual attention 4. Making elec. resources accessible from home or office 5. Employees instill confidence in users	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Quiet space for individual activities 5. Making elec. resources accessible from home or office
West Chester	1. Giving users individual attention 2. Employees instill confidence in users 3. Making elec. resources accessible from home or office 4. Lib. web site enabling me locate info on my own 5. The elec. info. resources I need	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Making elec. resources accessible from home or office 5. The printed lib. materials I need for work	1. Lib. space that inspires study and learning 2. Community space for group learning and group study 3. Employees instill confidence in users 4. Print and/or electronic journal collections I require for my work 5. Giving users individual attention	1. Giving users individual attention 2. Employees instill confidence in users 3. Lib. space that inspires study and learning 4. Making elec. resources accessible from home or office 5. The elec. info. resources I need

Table 10 – Top and Bottom 5 services for Doctoral students at Indiana

	Top 5 Services	Lowest 5 Services
Doctoral students at Indiana	1. Lib. web site enabling me locate info on my own 2. Making elec. resources accessible from home or office 3. Easy access tools allow me to find things on my own 4. Employees who are consistently courteous 5. Readiness to respond to users' questions	1. Lib. space that inspires study and learning 2. Employees instill confidence in users 3. Quiet space for individual activities 4. The printed lib. materials I need for work 5. A comfortable and inviting location

Table 11 – Keystone Library Network vs. ARL College and University Mean

Core Question	KLN Mean	ARL College & University Mean	KLN Better or Worse?	PASSHE with highest mean
AS-1	6.64	6.57	Better	
AS-2	6.65	6.56	Better	
AS-3	7.42	7.36	Better	
AS-4	7.31	7.30	Better	
AS-5	7.37	7.23	Better	
AS-6	7.34	7.15	Better	
AS-7	7.32	7.11	Better	
AS-8	7.39	7.30	Better	
AS-9	7.22	7.11	Better	
IC-1	7.09	7.16	Worse	Mansfield (7.51)
IC-2	7.22	7.09	Better	
IC-3	7.01	6.88	Better	
IC-4	7.16	7.13	Better	
IC-5	7.37	7.27	Better	
IC-6	7.22	7.10	Better	
IC-7	7.32	7.21	Better	
IC-8	7.15	7.02	Better	
LP-1	6.95	6.33	Better	
LP-2	7.05	6.71	Better	
LP-3	7.39	6.74	Better	
LP-4	7.23	6.81	Better	
LP-5	7.18	6.41	Better	

Table 12 – ID and Question Text

ID	Question Text
AS-1	Employees 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 have knowledge to answer user questions
AS-6	Employees deal with users in a caring fashion
AS-7	Employees understand the needs of their users
AS-8	Willingness to help users
AS-9	Dependability in handling users' service problems
IC-1	Making elec resources access home or office
IC-2	Lib Web site enabling locate info on my own
IC-3	The printed lib materials I need for work
IC-4	The elec info resources I need
IC-5	Mod equip lets me easily access needed info
IC-6	Easy access tools allow find things on my own
IC-7	Making info easily access for independent use
IC-8	Print and/or electronic journal collections I require for my work
LP-1	Lib 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

Section IV: Services at the State Library of Pennsylvania

The State Library of Pennsylvania services state government employees. In 2006, these employees were asked the same 22 core questions relating to the Affect of Service, Information Control, and Library as Place that have been previously discussed. These questions, in the order they were posed, are displayed in Table 1. As discussed in both Section II and Section III, each survey respondent was asked to rate the perceived service performance from 1 (low) to 9 (high). The survey takers were also given the option of marking N/A. The average for each question was computed so that the best and worst perceived services could be identified. There were 498 surveys taken at the State Library of Pennsylvania. The number of non-responses to each question varied, from a minimum of 13 (Question AS-3: Employees who are consistently courteous) to a maximum of 192 (Question LP-5: Community space for group learning and group study). The average number of non-responses per question was 46. As discussed in Section III, it was not possible to distinguish between a skipped response or an 'N/A' response due to the way the information was recorded.

The State Library of Pennsylvania was compared to the Connecticut State Library (the only other State Library to take the survey). The ranking of every service is displayed in Table 2. The following services were rated among the four most satisfactory for both libraries:

- Employees who are consistently courteous
- Willingness to help users
- Employees have knowledge to answer user questions
- Readiness to respond to users' questions.

Three of the same core questions were among the five least satisfactory services at both libraries. These three were:

- Web site enabling me to locate information on my own
- Making electronic resources accessible from home or office
- Community space for group learning and group study.

It was of interest to compare similarities and differences in satisfaction with services among age subgroups. The three age subgroups compared were:

- 30-45 Years of Age
- 46-65 Years of Age
- Over 65 Years of Age

These three age groups from the State Library were compared to their peers at PASSHE universities. The number of respondents for the State Library of PA and the PASSHE universities by age group can be seen in Table 1.

Table 1 – Number of respondents for State Library of PA and PASSHE universities		
Age Group	**State Library of PA**	**PASSHE Universities**
30 – 45	143	1,384
46 – 65	300	1,370
Over 65	11	40

The top five services for each category are displayed in Table 3. The lowest five services for each age group are displayed in Table 4. The services considered most satisfactory (and least satisfactory) seem to be consistent across age groups. There also was very little difference between State Library Users and users at the PASSHE universities.

Table 2 – Services ranked from highest scoring to lowest scoring for State Libraries

State Library of PA	Connecticut State Library
1. Employees who are consistently courteous	1. Employees who are consistently courteous
2. Willingness to help users	2. Readiness to respond to users' questions
3. Employees have knowledge to answer user questions	3. Employees have knowledge to answer user questions
4. Readiness to respond to users' questions	4. Willingness to help users
5. Employees deal with users in a caring fashion	5. Dependability in handling users' service problems
6. Giving users individual attention	6. Employees deal with users in a caring fashion
7. Employees understand the needs of their users	7. Employees understand the needs of their users
8. Dependability in handling users' service problems	8. Employees instill confidence in users
9. Employees instill confidence in users	9. Giving users individual attention
10. Quiet space for individual activities	10. The printed lib. materials I need for work
11. The printed lib. materials I need for work	11. A getaway for study, learning, or research
12. Making info. easily access for independent use	12. Making info. easily access for independent use
13. The elec. info. resources I need	13. Quiet space for individual activities
14. Mod. equip. lets me easily access needed info.	14. Print and/or electronic journal collections I require for my work
15. Easy access tools allow find things on my own	15. Easy access tools allow find things on my own
16. Print and/or electronic journal collections I require for my work	16. Lib. space that inspires study and learning
17. A getaway for study, learning, or research	17. A comfortable and inviting location
18. A comfortable and inviting location	18. The elec. info. resources I need
19. Making elec. resources access home or office	19. Mod. equip. lets me easily access needed info.
20. Lib. space that inspires study and learning	20. Lib. web site enabling locate info on my own
21. Lib. web site enabling locate info on my own	21. Making elec. resources access home or office
22. Community space for group learning and group study	22. Community space for group learning and group study

Table 3 – Top 5 Services by Age Group

Age Group	State Library of PA	PASSHE Schools
31 – 45	1. Employees who are consistently courteous 2. Employees have knowledge to answer user questions 3. Quiet space for individual activities 4. Giving users individual attention 5. Readiness to respond to users' questions	1. Employees who are consistently courteous 2. Willingness to help users 3. Employees deal with users in a caring fashion 4. Employees have knowledge to answer user questions 5. Readiness to respond to users' questions
46 – 65	1. Employees who are consistently courteous 2. Willingness to help users 3. Employees deal with users in a caring fashion 4. Employees have knowledge to answer user questions 5. Readiness to respond to users' questions	1. Employees who are consistently courteous 2. Willingness to help users 3. Readiness to respond to users' questions 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion
Over 65	1. Employees who are consistently courteous 2. Readiness to respond to users' questions 3. Willingness to help users 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion	1. Employees who are consistently courteous 2. Willingness to help users 3. Readiness to respond to users' questions 4. Employees have knowledge to answer user questions 5. Employees deal with users in a caring fashion

Table 4 – Lowest 5 Services by Age Group

Age Group	State Library of PA	PASSHE Schools
31 – 45	1. Community space for group learning and group study 2. Dependability in handling users' service problems 3. Easy access tools allow find things on my own 4. A getaway for study, learning, or research 5. Print and/or electronic journal collections I require for my work	1. Employees instill confidence in users 2. Lib. space that inspires study and learning 3. Giving users individual attention 4. Quiet space for individual activities 5. The printed lib. materials I need for work
46 – 65	1. Community space for group learning and group study 2. Making elec. Resources access home or office 3. Lib. space that inspires study and learning 4. Lib. web site enabling locate info on my own 5. Employees instill confidence in users	1. Community space for group learning and group study 2. Lib. space that inspires study and learning 3. The printed lib. materials I need for work 4. A getaway for study, learning, or research 5. Quiet space for individual activities
Over 65	1. Community space for group learning and group study 2. Lib. web site enabling locate info on my own 3. Lib. space that inspires study and learning 4. A comfortable and inviting location 5. Print and/or electronic journal collections I require for my work	1. Community space for group learning and group study 2. Lib. space that inspires study and learning 3. Quiet space for individual activities 4. The printed lib. materials I need for work 5. Print and/or electronic journal collections I require for my work