



LibQUAL+[®]
2009 Survey

SCONUL - Session I



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SCONUL

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the 2009 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2009.

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

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

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

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1.2 LibQUAL+®: a Project from StatsQUAL®

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

LibQUAL+® was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries. It matured quickly into a standard assessment tool that has been applied at more than 1,000 libraries, collecting information on more than half a million library users. As of February 2009, we have had 1,176 libraries participating, 17 language translations, 1,050,432 surveys completed, and implementations in 23 different countries. About 40% of the users who respond to the survey provide rich comments about the ways they use their libraries.

There have been numerous advancements over the years. In 2005, libraries were able to conduct LibQUAL+® over a two session period (Session I: January to May and Session II: July to December). The LibQUAL+® servers were moved from Texas A&M University to an external hosting facility under the ARL brand known as StatsQUAL®. Through the StatsQUAL® gateway we will continue to provide innovative tools for libraries to assess and manage their environments in the coming years. In 2006, we added the LibQUAL+® Analytics (for more information, see Section 1.6). Between 2007 and 2009 we incorporated additional languages including Chinese, Japanese and currently working on a Hebrew version for 2010. In 2008, we launched an experimental platform that tests a shorter version of the LibQUAL+® survey known as LibQUAL+® Lite, which we expect to roll out on an operational basis in the coming months.

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

LibQUAL+® 2008 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf>

<http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf>

LibQUAL+® 2007 Survey Highlights

<http://www.libqual.org/documents/admin/LibQUALHighlights2007_Full1.pdf>

<http://www.libqual.org/documents/admin/2007_Highlights_Supplemental.pdf>

LibQUAL+® 2006 Survey Highlights

<<http://www.libqual.org/documents/admin/LibQUALHighlights2006.pdf>>

LibQUAL+® 2005 Survey Highlights

<<http://www.libqual.org/documents/admin/LibQUALHighlights20051.pdf>>

LibQUAL+® 2004 Survey Highlights

<<http://www.libqual.org/documents/admin/ExecSummary%201.3.pdf>>

LibQUAL+® 2003 Survey Highlights

<http://www.libqual.org/documents/admin/ExecSummary1.1_locked.pdf>

Summary published reports have also been made available:

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

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

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

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

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

With warm regards,

Martha Kyrillidou

Director, ARL Statistics and Service Quality Programs

1.3 LibQUAL+®: Defining and Promoting Library Service Quality

What is LibQUAL+®?

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey paired with training that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The goals of LibQUAL+® are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Facilitate the on-going collection and interpretation of library user feedback
- Provide comparable information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting, and acting on data

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

How will LibQUAL+® benefit your library?

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

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

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

How is the LibQUAL+® survey conducted?

Conducting the LibQUAL+® survey requires little technical expertise on your part. You invite your users to take the survey by distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to the LibQUAL+® database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+® survey?

The LibQUAL+® survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

1.4 Web Access to Data

Data summaries from the 2009 iteration of the LibQUAL+® survey will be available to project participants online via the LibQUAL+® survey management site:

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

1.5 Explanation of Charts and Tables

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

[<http://www.libqual.org/Information/Tools/index.cfm>](http://www.libqual.org/Information/Tools/index.cfm)

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

Radar Charts

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

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called “spider charts” or “polar charts”, radar charts feature multiple axes or “spokes” along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+® survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart’s overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents’ minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+® radar charts. The resulting “gaps” between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users’ perceptions of service fall within the “zone of tolerance”; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users’ perceptions fall outside the “zone of tolerance,” the graph will include areas of red and green shading. If the distance between users’ minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number.

In this notebook, means are provided for users' minimum, desired, and perceived levels of service quality for each item on the LibQUAL+® survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

Standard Deviation

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

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

Service Adequacy

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

Service Superiority

The service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

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

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

1.6 A Few Words about LibQUAL+® 2009

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

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

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+® service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Kyrillidou & Cook, 2008; Kyrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrillidou & Cook, 2007a, 2007b, 2008).

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

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

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

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

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for

using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

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

Score Scaling

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

Using LibQUAL+® Data

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

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

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

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+®. Heath, Kyrillidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+® data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. Kyrillidou (2008) edited a compilation of articles that complements and provides an updated perspective on these earlier special issues. These publications can be ordered by sending an email to libqual@arl.org.

2009 Data Screening

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

However, as happens in any survey, in 2009 some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

2. Excessive "N/A" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a IPOD) for completing the survey, some users might have selected "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *In this survey it was decided that records containing more than 11 "N/A" responses should be eliminated from the summary statistics.*

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

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a count of such inconsistencies, ranging from "0" to "22," was made. *Records containing more than 9 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+® Norms

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

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

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

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords the

opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

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

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

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

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

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

LibQUAL+® Norms Tables. Of course, the fact statements made by the LibQUAL+® norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+® norms is provided by Cook and Thompson (2001), and Cook, Heath and B. Thompson (2002). LibQUAL+® norms are available on the Web at the following URLs:

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

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

Response Rates

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

Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes.**

Should we close the library at?

(A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

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

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

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

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

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

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

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

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Faculty 65% female

Disciplines

Liberal Arts 40%

Science 20%

Other 40%

Population (N=23,000)

Gender

Students 59% female

Faculty 43% female

Disciplines

Liberal Arts 15%

Science 35%

Other 50%

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

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

LibQUAL+® Interactive Statistics

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

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

LibQUAL+® Analytics

The LibQUAL+® Analytics is a new tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. The current interface grants access to 2004-2006 statistical data and has two sections:

- (a) **Institution Explorer** includes a summary of all questions and dimension means for any combination of user groups and disciplines.
- (b) **Longitudinal Analysis** allows participants to perform longitudinal comparisons of their data across survey years.

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

Survey Data

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

ARL Service Quality Evaluation Academy

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

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to

users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+® data, the Association of Research Libraries has created the ARL Service Quality Evaluation Academy. For more information about the Academy, see the LibQUAL+® events page at

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

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

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

<http://www.libqual.org>

<http://www.statsqual.org>

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

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2 Respondents by Institution for SCONUL

Below is a listing of all the consortium institutions that participated in the 2009 LibQUAL+® survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution		Respondents n	Respondents %
College or University			
1)	Aberdeen University Library	642	5.61%
2)	Bradford university	326	2.85%
3)	Cranfield University	656	5.73%
4)	Institute of Technology Tallaght Dublin	477	4.17%
5)	Royal Holloway University of London	646	5.64%
6)	SGUL	703	6.14%
7)	STA	883	7.71%
8)	UL	1,620	14.15%
9)	Ulster	2,308	20.15%
10)	University of Bath	959	8.37%
11)	University of Glasgow Library	1,117	9.75%
12)	University of Manchester	459	4.01%
13)	UnivYork	656	5.73%
Sub Total:		11,452	100.00%
Grand Total:		11,452	100.00%

Language: British English

Institution Type: All

Consortium: SCONUL

User Group: All

3 College or University Libraries Demographic Summary for SCONUL

3.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	2,236	19.52%
Second year	2,063	18.01%
Third year	1,794	15.67%
Fourth year	1,133	9.89%
Fifth year and above	161	1.41%
Non-degree	65	0.57%
Sub Total:	7,452	65.07%
Postgraduate		
Taught Masters degree	1,209	10.56%
Research Masters degree	172	1.50%
Doctoral Research degree	896	7.82%
Non-degree	75	0.65%
Undecided	30	0.26%
Sub Total:	2,382	20.80%
Academic Staff		
Professor	121	1.06%
Reader	30	0.26%
Senior / Principal Lecturer	156	1.36%
Lecturer	399	3.48%
Research Staff	248	2.17%
Other Academic Status	92	0.80%
Sub Total:	1,046	9.13%
Library Staff		
Senior Management	15	0.13%
Department Head / Team Leader	19	0.17%
Professional Staff	46	0.40%
Support Staff	90	0.79%
Other	17	0.15%
Sub Total:	187	1.63%
Staff		
Administrative or Academic Related Staff	277	2.42%
Other staff positions	108	0.94%
Sub Total:	385	3.36%
Total:	11,452	100.00%

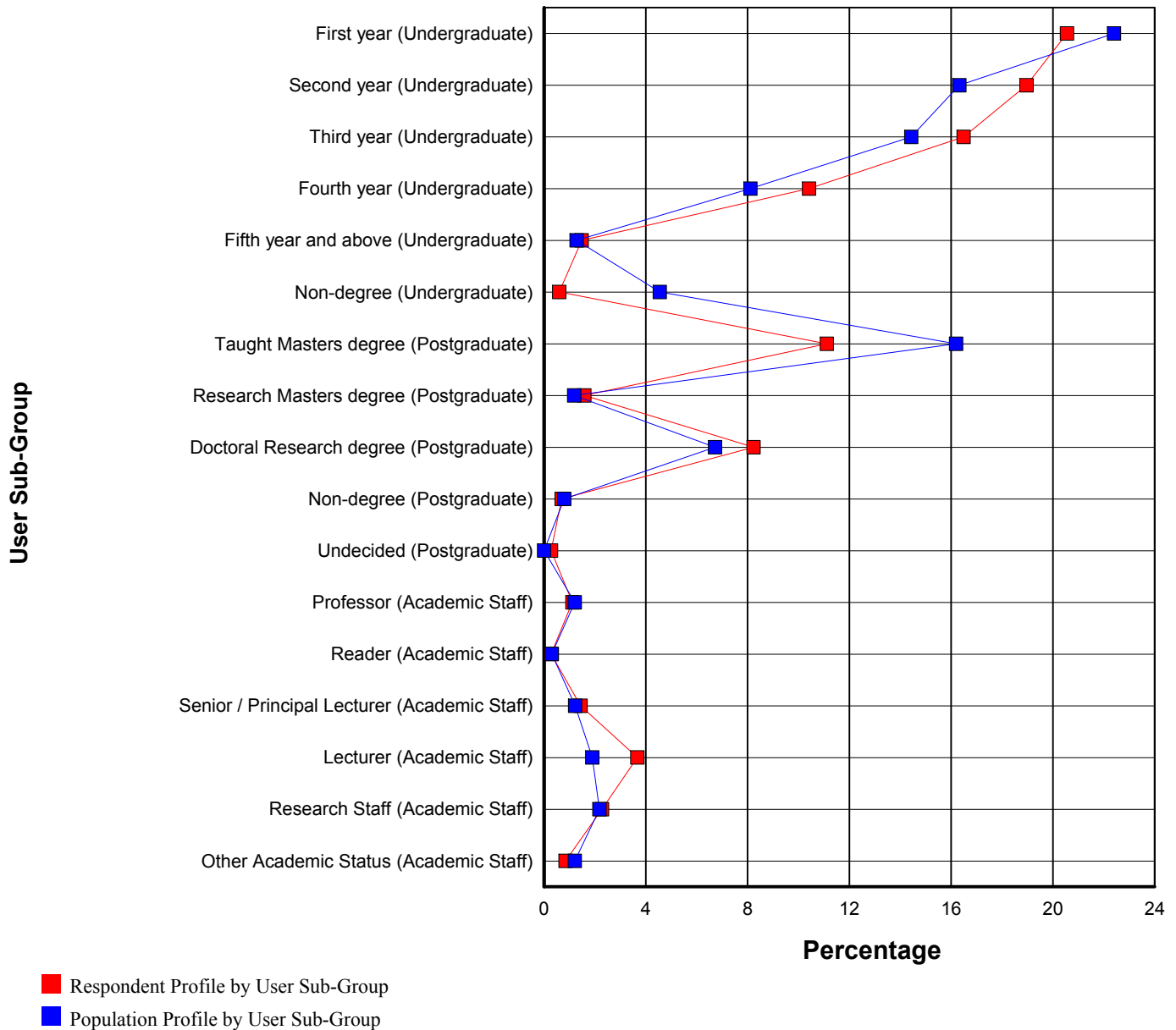
Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All

3.2 Population and Respondent Profiles by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group (e.g. First year, Masters, Professor), based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions in the online Representativeness section*.

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user sub-group for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	51,114	22.40%	2,236	20.55%	1.85%
Second year (Undergraduate)	37,246	16.32%	2,063	18.96%	-2.64%
Third year (Undergraduate)	32,928	14.43%	1,794	16.49%	-2.06%
Fourth year (Undergraduate)	18,510	8.11%	1,133	10.41%	-2.30%
Fifth year and above (Undergraduate)	2,922	1.28%	161	1.48%	-0.20%
Non-degree (Undergraduate)	10,382	4.55%	65	0.60%	3.95%
Taught Masters degree (Postgraduate)	36,952	16.19%	1,209	11.11%	5.08%
Research Masters degree (Postgraduate)	2,701	1.18%	172	1.58%	-0.40%
Doctoral Research degree (Postgraduate)	15,335	6.72%	896	8.24%	-1.51%
Non-degree (Postgraduate)	1,810	0.79%	75	0.69%	0.10%
Undecided (Postgraduate)	0	0.00%	30	0.28%	-0.28%
Professor (Academic Staff)	2,750	1.21%	121	1.11%	0.09%
Reader (Academic Staff)	699	0.31%	30	0.28%	0.03%
Senior / Principal Lecturer (Academic Staff)	2,785	1.22%	156	1.43%	-0.21%
Lecturer (Academic Staff)	4,324	1.89%	399	3.67%	-1.77%
Research Staff (Academic Staff)	4,968	2.18%	248	2.28%	-0.10%
Other Academic Status (Academic Staff)	2,759	1.21%	92	0.85%	0.36%
Total:	228,185	100.00%	10,880	100.00%	0.00%

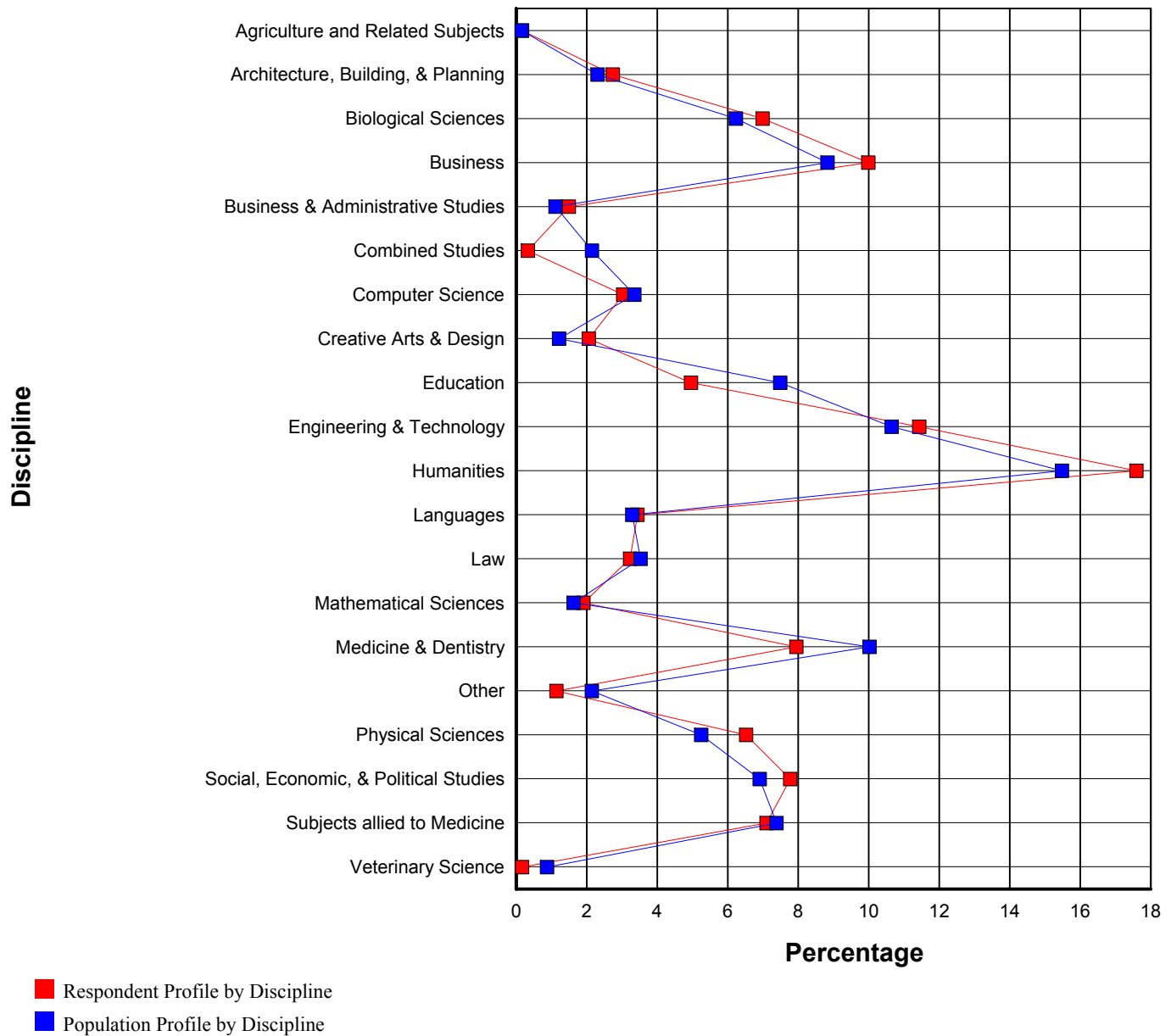
Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff, Staff)

3.3 Population and Respondent Profiles by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	357	0.16%	18	0.17%	-0.01%
Architecture, Building, & Planning	5,270	2.31%	298	2.74%	-0.43%
Biological Sciences	14,235	6.23%	760	6.99%	-0.76%
Business	20,170	8.83%	1,086	9.99%	-1.16%
Business & Administrative Studies	2,542	1.11%	162	1.49%	-0.38%
Combined Studies	4,908	2.15%	36	0.33%	1.82%
Computer Science	7,659	3.35%	330	3.04%	0.32%
Creative Arts & Design	2,773	1.21%	224	2.06%	-0.85%
Education	17,107	7.49%	539	4.96%	2.53%
Engineering & Technology	24,325	10.65%	1,243	11.43%	-0.78%
Humanities	35,365	15.48%	1,913	17.59%	-2.11%
Languages	7,520	3.29%	374	3.44%	-0.15%
Law	8,057	3.53%	351	3.23%	0.30%
Mathematical Sciences	3,713	1.63%	207	1.90%	-0.28%
Medicine & Dentistry	22,895	10.02%	864	7.95%	2.08%
Other	4,900	2.15%	124	1.14%	1.00%
Physical Sciences	11,987	5.25%	709	6.52%	-1.27%
Social, Economic, & Political Studies	15,775	6.91%	845	7.77%	-0.87%
Subjects allied to Medicine	16,867	7.38%	772	7.10%	0.28%
Veterinary Science	1,996	0.87%	18	0.17%	0.71%
Total:	228,421	100.00%	10,873	100.00%	0.00%

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff, Staff)

3.4 Respondent Profile by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	38	0.34%
18 - 22	5,923	52.59%
23 - 30	2,576	22.87%
31 - 45	1,820	16.16%
46 - 65	870	7.72%
Over 65	36	0.32%
Total:	11,263	100.00%

3.5 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	105,173	46.54%	4,785	42.48%
Female	120,800	53.46%	6,479	57.52%
Total:	225,973	100.00%	11,264	100.00%

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

3.6 Respondent Profile by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

Full/Part-time Student	Respondents n	Respondents %
Full-time	9,078	80.62%
Part-time	859	7.63%
Does not apply / NA	1,323	11.75%
Total:	11,260	100.00%

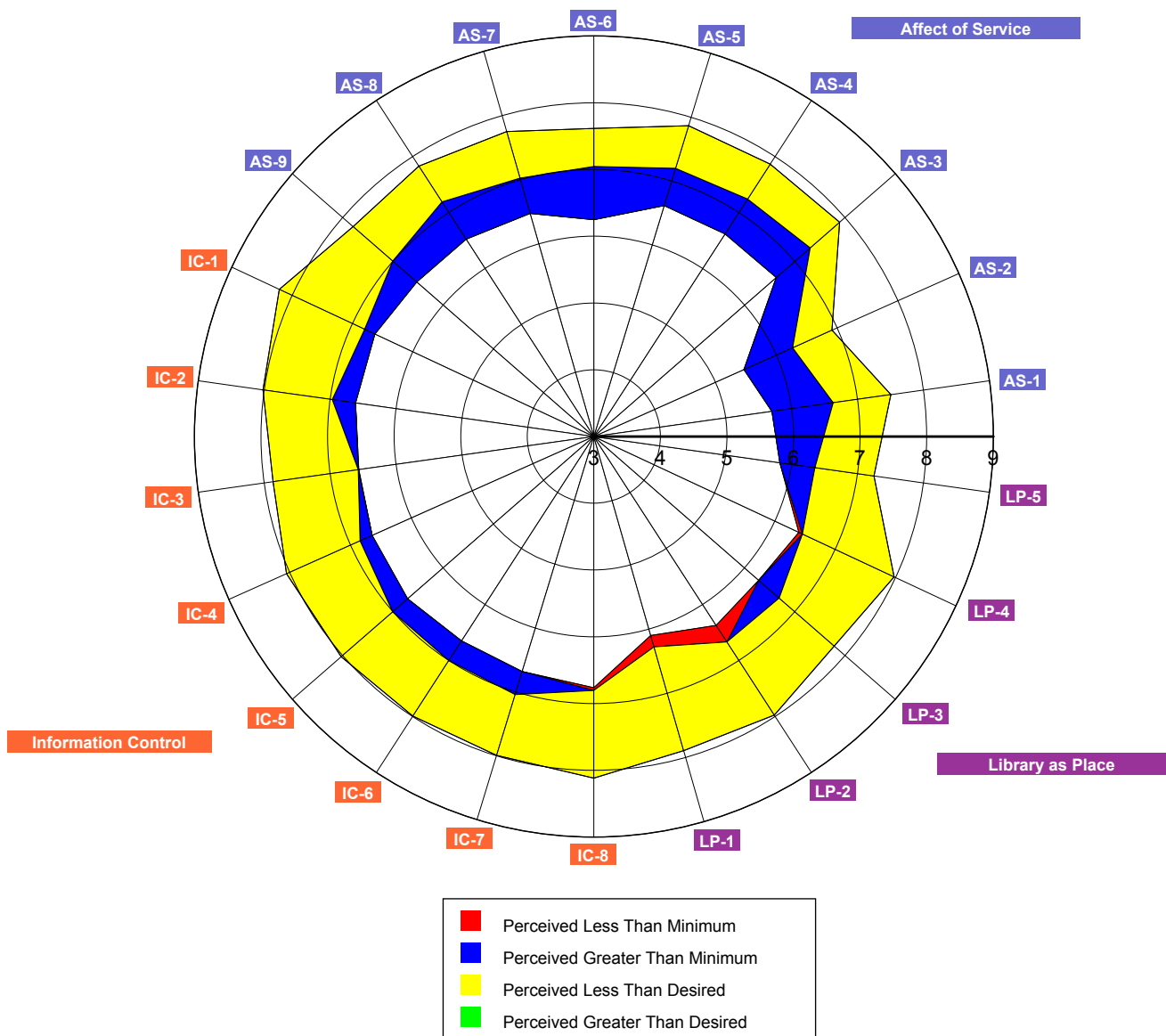
4 College or University Libraries Survey Item Summary for SCONUL

4.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.70	7.51	6.63	0.93	-0.87	10,983
AS-2	Giving users individual attention	5.47	6.92	6.27	0.80	-0.65	10,897
AS-3	Library staff who are consistently courteous	6.63	7.89	7.31	0.68	-0.58	11,116
AS-4	Readiness to respond to users' enquiries	6.62	7.87	7.24	0.62	-0.62	10,877
AS-5	Library staff who have the knowledge to answer user questions	6.62	7.87	7.20	0.58	-0.67	10,706
AS-6	Library staff who deal with users in a caring fashion	6.25	7.61	7.05	0.80	-0.57	10,827
AS-7	Library staff who understand the needs of their users	6.48	7.75	7.03	0.55	-0.72	10,773
AS-8	Willingness to help users	6.52	7.83	7.19	0.67	-0.64	10,895
AS-9	Dependability in handling users' service problems	6.53	7.79	7.01	0.48	-0.79	9,912
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.63	8.21	6.80	0.17	-1.41	11,066
IC-2	A library Web site enabling me to locate information on my own	6.62	8.02	6.97	0.35	-1.05	11,157
IC-3	The printed library materials I need for my work	6.58	7.87	6.57	-0.01	-1.30	10,502
IC-4	The electronic information resources I need	6.65	8.05	6.84	0.20	-1.21	11,031
IC-5	Modern equipment that lets me easily access needed information	6.71	8.03	7.00	0.30	-1.02	11,041
IC-6	Easy-to-use access tools that allow me to find things on my own	6.65	7.99	7.00	0.35	-0.99	11,000
IC-7	Making information easily accessible for independent use	6.68	8.00	7.04	0.36	-0.95	10,956
IC-8	Print and/or electronic journal collections I require for my work	6.80	8.12	6.76	-0.04	-1.35	10,578
Library as Place							
LP-1	Library space that inspires study and learning	6.28	7.89	6.10	-0.18	-1.79	10,996
LP-2	Quiet space for individual work	6.67	7.98	6.37	-0.30	-1.60	10,832
LP-3	A comfortable and inviting location	6.28	7.78	6.69	0.41	-1.10	11,027
LP-4	A haven for study, learning, or research	6.46	7.98	6.40	-0.06	-1.58	10,891
LP-5	Space for group learning and group study	5.82	7.25	6.35	0.53	-0.89	9,907
Overall:		6.44	7.83	6.81	0.37	-1.02	11,265

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.78	1.49	1.67	1.90	1.76	10,983
AS-2	Giving users individual attention	1.96	1.78	1.89	1.92	1.84	10,897
AS-3	Library staff who are consistently courteous	1.82	1.37	1.70	2.05	1.80	11,116
AS-4	Readiness to respond to users' enquiries	1.63	1.29	1.55	1.79	1.59	10,877
AS-5	Library staff who have the knowledge to answer user questions	1.69	1.31	1.54	1.80	1.60	10,706
AS-6	Library staff who deal with users in a caring fashion	1.82	1.46	1.63	1.91	1.72	10,827
AS-7	Library staff who understand the needs of their users	1.74	1.36	1.58	1.88	1.66	10,773
AS-8	Willingness to help users	1.71	1.34	1.56	1.81	1.61	10,895
AS-9	Dependability in handling users' service problems	1.68	1.36	1.60	1.87	1.70	9,912
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.76	1.25	1.77	2.13	1.91	11,066
IC-2	A library Web site enabling me to locate information on my own	1.69	1.28	1.63	1.95	1.72	11,157
IC-3	The printed library materials I need for my work	1.73	1.42	1.72	2.11	1.98	10,502
IC-4	The electronic information resources I need	1.66	1.25	1.56	1.97	1.75	11,031
IC-5	Modern equipment that lets me easily access needed information	1.65	1.25	1.56	1.93	1.71	11,041
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.23	1.50	1.90	1.64	11,000
IC-7	Making information easily accessible for independent use	1.62	1.24	1.47	1.84	1.61	10,956
IC-8	Print and/or electronic journal collections I require for my work	1.72	1.29	1.71	2.17	1.93	10,578
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.49	1.98	2.48	2.36	10,996
LP-2	Quiet space for individual work	1.86	1.49	2.01	2.57	2.36	10,832
LP-3	A comfortable and inviting location	1.82	1.43	1.84	2.28	2.11	11,027
LP-4	A haven for study, learning, or research	1.80	1.41	1.85	2.36	2.17	10,891
LP-5	Space for group learning and group study	2.11	1.96	2.01	2.55	2.48	9,907
Overall:		1.31	0.93	1.17	1.44	1.23	11,265

Language: British English

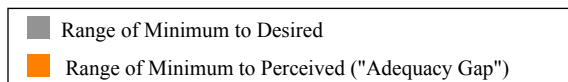
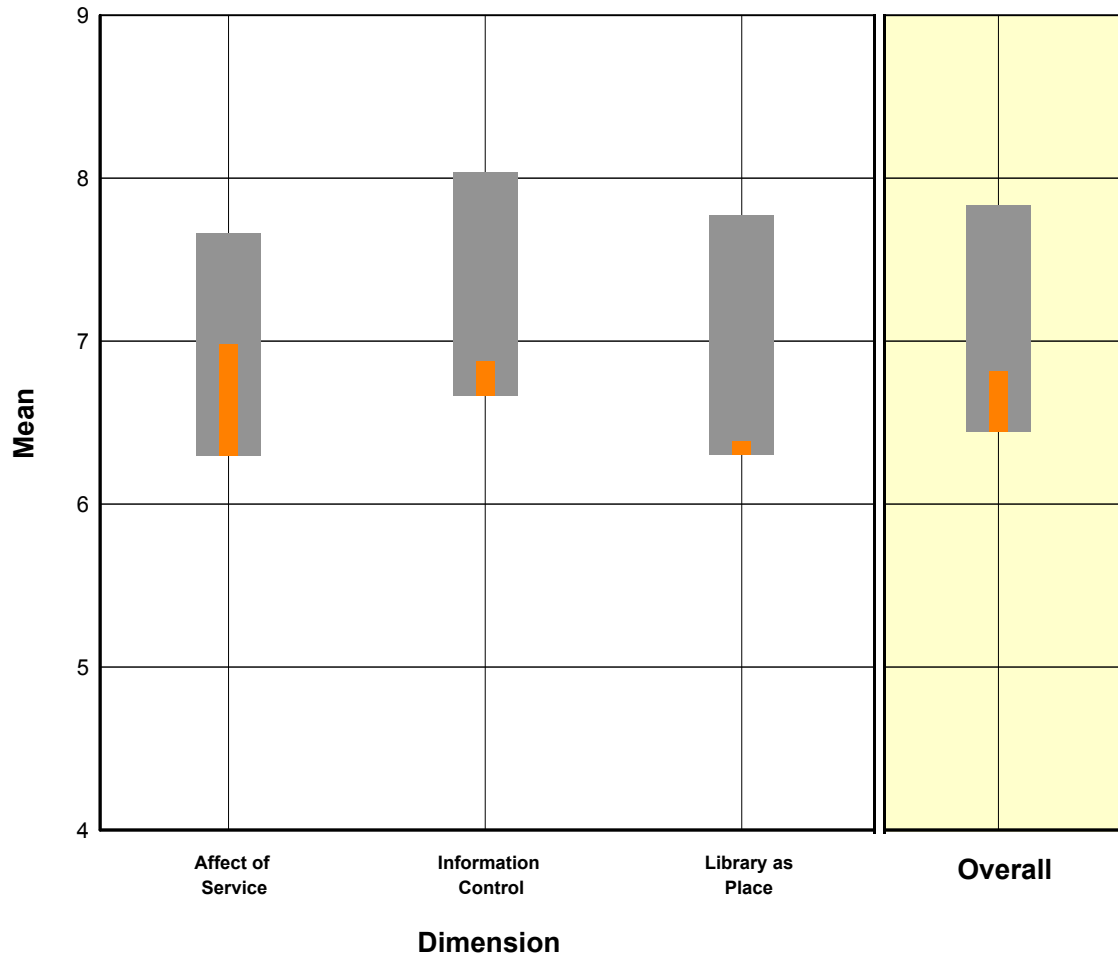
Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

4.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff)

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.30	7.66	6.98	0.69	-0.68	11,258
Information Control	6.66	8.04	6.88	0.21	-1.16	11,264
Library as Place	6.31	7.77	6.39	0.08	-1.39	11,180
Overall:	6.44	7.83	6.81	0.37	-1.02	11,265

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.09	1.31	1.48	1.31	11,258
Information Control	1.35	0.95	1.22	1.54	1.31	11,264
Library as Place	1.52	1.20	1.57	1.97	1.81	11,180
Overall:	1.31	0.93	1.17	1.44	1.23	11,265

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

4.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.20	6.99	5.67	0.47	-1.31	821
Librarians teaching me how to access or manage information	5.66	7.20	6.42	0.76	-0.79	1,859
Having comprehensive electronic resources	6.60	7.91	7.02	0.43	-0.89	2,262
Ease of use of electronic resources	6.56	8.11	6.43	-0.13	-1.68	2,119
Providing help when and where I need it	6.51	7.91	6.87	0.36	-1.04	607
Teaching me how to access, evaluate, and use information	5.94	7.32	6.50	0.55	-0.82	4,007
Making me aware of library services	5.50	7.03	6.23	0.73	-0.80	632
Library orientations / instruction sessions	5.89	7.14	7.25	1.36	0.11	603
Online course support (readings, links, references)	6.39	7.78	6.80	0.41	-0.98	1,486
Collections of online full-text articles sufficient to meet my needs	6.91	8.32	6.13	-0.78	-2.20	1,277
Access to rare and historical materials	5.42	6.92	6.04	0.62	-0.88	742
Using the library for research	6.86	8.34	6.29	-0.57	-2.05	790
Timely fulfillment of reserve requests / holds	6.46	7.81	7.00	0.55	-0.81	289
Access to photocopying and printing facilities	6.51	7.82	6.97	0.46	-0.85	5,065
The main texts and readings I need for my work	6.87	8.19	6.66	-0.21	-1.53	3,131
Provision of information skills training	5.81	7.01	6.47	0.66	-0.54	1,791
Availability of subject specialist assistance	6.02	7.42	6.40	0.38	-1.03	3,999
Helpfulness in dealing with users' IT problems	6.52	7.92	6.59	0.07	-1.34	1,479
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.74	7.24	6.68	0.94	-0.56	804
Making me aware of library resources and services	6.22	7.54	6.80	0.58	-0.74	310
Teaching me how to locate, evaluate, and use information	6.02	7.41	6.77	0.75	-0.64	2,749
Efficient interlibrary loan / document delivery	6.19	7.16	6.93	0.75	-0.23	408
Convenient service hours	6.76	8.11	6.99	0.22	-1.12	3,030
Ability to navigate library Web pages easily	6.68	8.02	6.96	0.28	-1.06	2,008
A secure and safe place	7.36	8.33	7.31	-0.05	-1.02	310
Access to archives, special collections	5.44	7.14	6.23	0.78	-0.92	589
Enabling me to find information myself 24 hours a day	6.78	7.95	7.25	0.47	-0.70	2,254
Facilitating self-directed research	6.38	7.90	6.63	0.26	-1.26	1,251
Interdisciplinary library needs being addressed	6.18	7.40	6.41	0.23	-0.99	469
Timely document delivery / interlibrary loan	6.45	7.91	6.96	0.52	-0.95	764
Personalization features in the electronic library	4.97	6.45	5.69	0.72	-0.77	500

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff)

Adequate hours of service	6.59	7.83	7.34	0.75	-0.49	2,704
An online catalog that is user-friendly for finding materials	6.99	8.39	6.76	-0.23	-1.63	1,068

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff)

This table displays the standard deviation for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.80	1.70	1.67	1.95	1.95	821
Librarians teaching me how to access or manage information	1.94	1.78	1.75	2.01	1.96	1,859
Having comprehensive electronic resources	1.67	1.30	1.55	1.90	1.69	2,262
Ease of use of electronic resources	1.65	1.21	1.71	2.18	1.93	2,119
Providing help when and where I need it	1.70	1.37	1.78	2.03	1.89	607
Teaching me how to access, evaluate, and use information	1.93	1.72	1.81	2.04	2.00	4,007
Making me aware of library services	1.77	1.64	1.58	1.88	1.78	632
Library orientations / instruction sessions	1.82	1.62	1.39	1.69	1.55	603
Online course support (readings, links, references)	1.70	1.41	1.52	1.79	1.66	1,486
Collections of online full-text articles sufficient to meet my needs	1.72	1.20	1.87	2.46	2.12	1,277
Access to rare and historical materials	2.17	2.11	1.90	2.43	2.41	742
Using the library for research	1.68	1.14	1.72	2.31	1.98	790
Timely fulfillment of reserve requests / holds	1.59	1.32	1.51	1.80	1.73	289
Access to photocopying and printing facilities	1.89	1.57	1.79	2.13	2.00	5,065
The main texts and readings I need for my work	1.62	1.22	1.64	2.14	1.89	3,131
Provision of information skills training	2.00	1.80	1.77	2.02	2.02	1,791
Availability of subject specialist assistance	1.86	1.58	1.84	2.03	1.92	3,999
Helpfulness in dealing with users' IT problems	1.83	1.42	1.91	2.27	2.12	1,479
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.93	1.67	1.65	1.97	1.79	804
Making me aware of library resources and services	1.84	1.50	1.78	1.96	1.86	310
Teaching me how to locate, evaluate, and use information	1.83	1.60	1.64	1.89	1.78	2,749
Efficient interlibrary loan / document delivery	2.06	1.84	1.98	2.03	1.88	408
Convenient service hours	1.67	1.24	1.82	2.37	2.09	3,030
Ability to navigate library Web pages easily	1.71	1.26	1.66	2.05	1.77	2,008
A secure and safe place	1.58	1.09	1.65	1.97	1.74	310
Access to archives, special collections	2.10	1.94	1.71	2.26	2.22	589
Enabling me to find information myself 24 hours a day	1.76	1.30	1.58	1.94	1.67	2,254
Facilitating self-directed research	1.67	1.32	1.54	1.91	1.72	1,251
Interdisciplinary library needs being addressed	1.78	1.61	1.57	2.06	1.89	469
Timely document delivery / interlibrary loan	1.71	1.29	1.62	1.94	1.70	764
Personalization features in the electronic library	2.15	2.07	1.80	2.11	2.04	500

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff)

Adequate hours of service	1.79	1.45	1.67	2.12	1.87	2,704
An online catalog that is user-friendly for finding materials	1.60	1.03	1.80	2.24	1.94	1,068

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff)

4.4 General Satisfaction Questions Summary

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.28	1.64	11,263
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.78	1.77	11,263
How would you rate the overall quality of the service provided by the library?	6.98	1.50	11,265

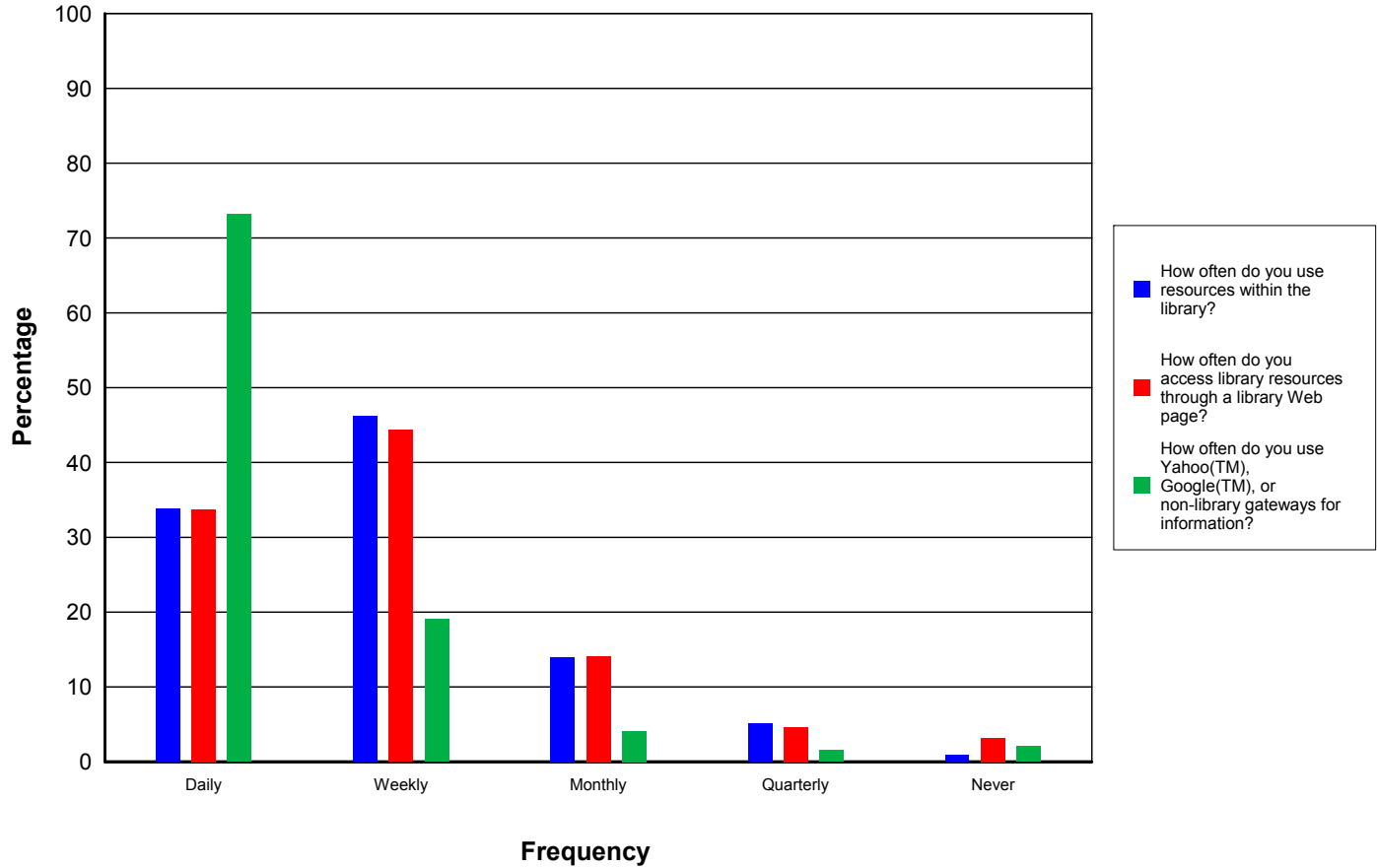
4.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1.81	11,263
The library aids my advancement in my academic discipline or work.	6.82	1.64	11,263
The library enables me to be more efficient in my academic pursuits or work.	6.75	1.72	11,262
The library helps me distinguish between trustworthy and untrustworthy information.	5.81	1.95	11,261
The library provides me with the information skills I need in my work or study.	6.23	1.83	11,261

4.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	3,805 33.78%	5,200 46.17%	1,578 14.01%	578 5.13%	102 0.91%	11,263 100.00%
How often do you access library resources through a library Web page?	3,801 33.75%	4,994 44.34%	1,586 14.08%	521 4.63%	361 3.21%	11,263 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	8,240 73.17%	2,147 19.06%	464 4.12%	175 1.55%	236 2.10%	11,262 100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: All (Excluding Library Staff)

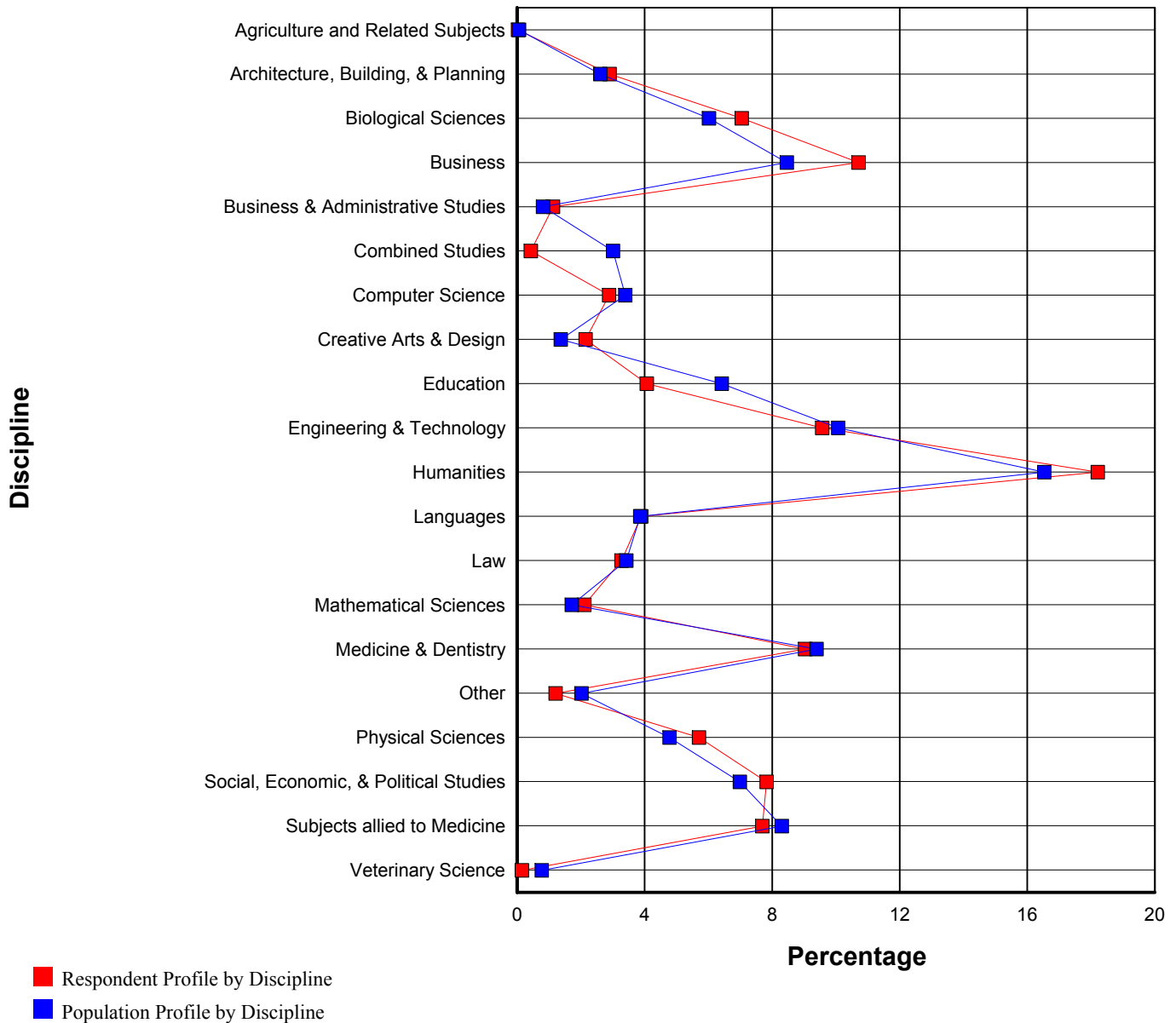
5 College or University Libraries Undergraduate Summary for SCONUL

5.1 Demographic Summary for Undergraduate

5.1.1 Population and Respondent Profiles for Undergraduate by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	92	0.06%	2	0.03%	0.03%
Architecture, Building, & Planning	4,096	2.61%	216	2.90%	-0.29%
Biological Sciences	9,451	6.02%	525	7.05%	-1.03%
Business	13,285	8.46%	798	10.71%	-2.25%
Business & Administrative Studies	1,278	0.81%	84	1.13%	-0.31%
Combined Studies	4,725	3.01%	32	0.43%	2.58%
Computer Science	5,329	3.39%	215	2.89%	0.51%
Creative Arts & Design	2,150	1.37%	160	2.15%	-0.78%
Education	10,081	6.42%	303	4.07%	2.35%
Engineering & Technology	15,815	10.07%	713	9.57%	0.50%
Humanities	25,968	16.53%	1,357	18.21%	-1.68%
Languages	6,067	3.86%	290	3.89%	-0.03%
Law	5,379	3.42%	244	3.27%	0.15%
Mathematical Sciences	2,690	1.71%	157	2.11%	-0.39%
Medicine & Dentistry	14,751	9.39%	673	9.03%	0.36%
Other	3,170	2.02%	90	1.21%	0.81%
Physical Sciences	7,505	4.78%	425	5.70%	-0.93%
Social, Economic, & Political Studies	10,972	6.99%	583	7.82%	-0.84%
Subjects allied to Medicine	13,035	8.30%	573	7.69%	0.61%
Veterinary Science	1,215	0.77%	11	0.15%	0.63%
Total:	157,054	100.00%	7,451	100.00%	0.00%

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

5.1.2 Respondent Profile for Undergraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	37	0.50%
18 - 22	5,718	76.74%
23 - 30	1,053	14.13%
31 - 45	495	6.64%
46 - 65	142	1.91%
Over 65	6	0.08%
Total:	7,451	100.00%

5.1.3 Population and Respondent Profiles for Undergraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	69,489	44.71%	2,847	38.20%
Female	85,925	55.29%	4,606	61.80%
Total:	155,414	100.00%	7,453	100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

5.1.4 Respondent Profile for Undergraduate by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

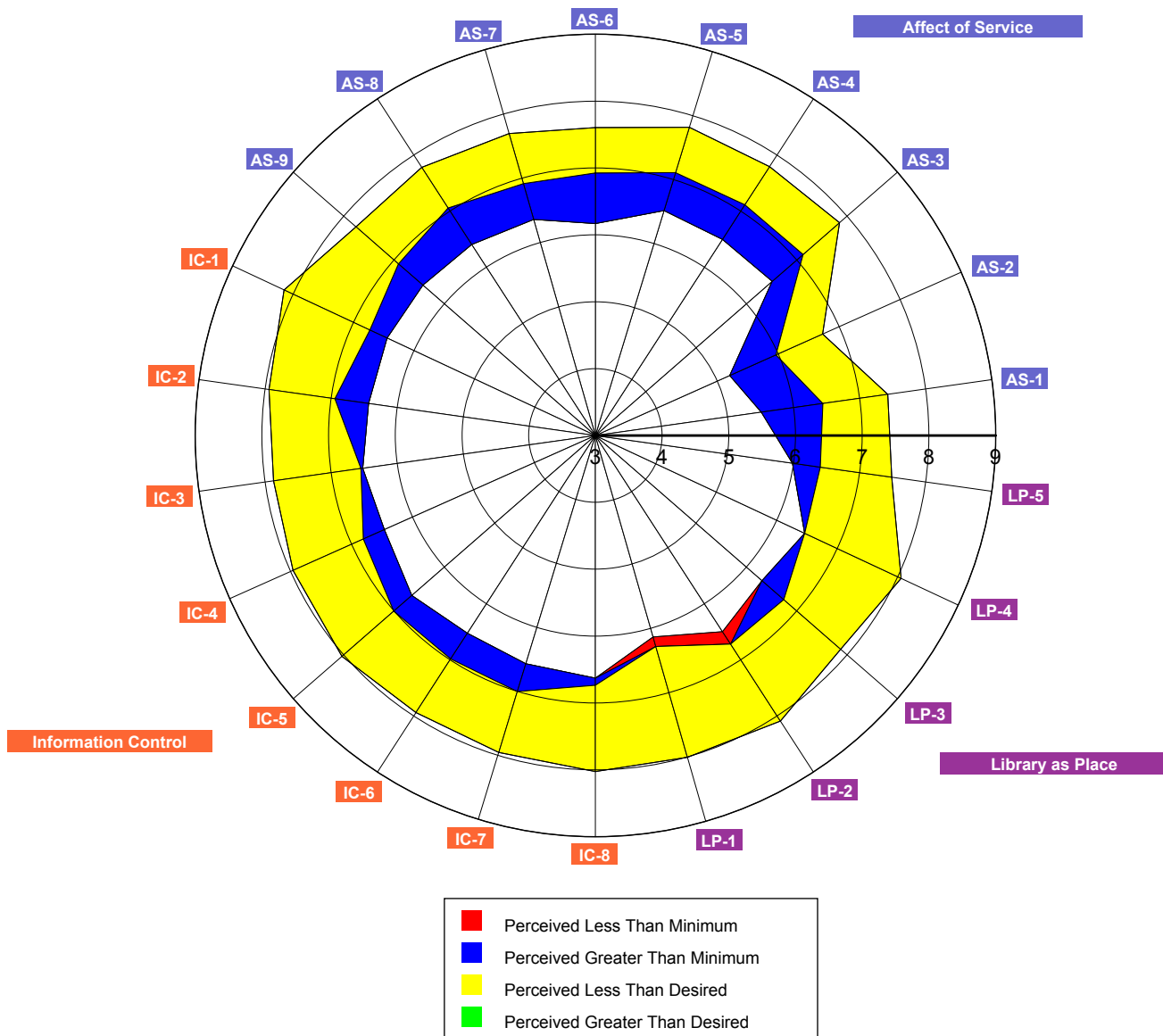
Full/Part-time Student	Respondents n	Respondents %
Full-time	7,112	95.44%
Part-time	323	4.33%
Does not apply / NA	17	0.23%
Total:	7,452	100.00%

5.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.51	7.43	6.45	0.93	-0.98	7,272
AS-2	Giving users individual attention	5.21	6.73	5.96	0.76	-0.76	7,202
AS-3	Library staff who are consistently courteous	6.51	7.85	7.13	0.61	-0.72	7,349
AS-4	Readiness to respond to users' enquiries	6.50	7.79	7.11	0.62	-0.68	7,143
AS-5	Library staff who have the knowledge to answer user questions	6.52	7.82	7.11	0.59	-0.71	7,051
AS-6	Library staff who deal with users in a caring fashion	6.17	7.60	6.93	0.76	-0.68	7,174
AS-7	Library staff who understand the needs of their users	6.36	7.70	6.92	0.56	-0.78	7,114
AS-8	Willingness to help users	6.41	7.78	7.06	0.65	-0.72	7,183
AS-9	Dependability in handling users' service problems	6.43	7.76	6.91	0.49	-0.84	6,541
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.45	8.15	6.73	0.29	-1.42	7,328
IC-2	A library Web site enabling me to locate information on my own	6.43	7.94	6.94	0.51	-1.00	7,379
IC-3	The printed library materials I need for my work	6.52	7.87	6.55	0.03	-1.32	7,030
IC-4	The electronic information resources I need	6.46	7.96	6.81	0.35	-1.15	7,280
IC-5	Modern equipment that lets me easily access needed information	6.65	8.04	7.01	0.36	-1.03	7,362
IC-6	Easy-to-use access tools that allow me to find things on my own	6.53	7.94	6.99	0.46	-0.96	7,285
IC-7	Making information easily accessible for independent use	6.57	7.96	7.00	0.43	-0.95	7,261
IC-8	Print and/or electronic journal collections I require for my work	6.63	8.03	6.74	0.11	-1.29	6,954
Library as Place							
LP-1	Library space that inspires study and learning	6.28	8.01	6.13	-0.15	-1.87	7,420
LP-2	Quiet space for individual work	6.72	8.09	6.50	-0.22	-1.59	7,397
LP-3	A comfortable and inviting location	6.31	7.87	6.74	0.43	-1.13	7,386
LP-4	A haven for study, learning, or research	6.46	8.06	6.46	0.00	-1.60	7,351
LP-5	Space for group learning and group study	5.98	7.49	6.41	0.42	-1.08	7,022
Overall:		6.34	7.81	6.75	0.41	-1.06	7,452

Language: British English

Institution Type: College or University

Consortium: SCONUL

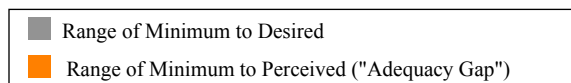
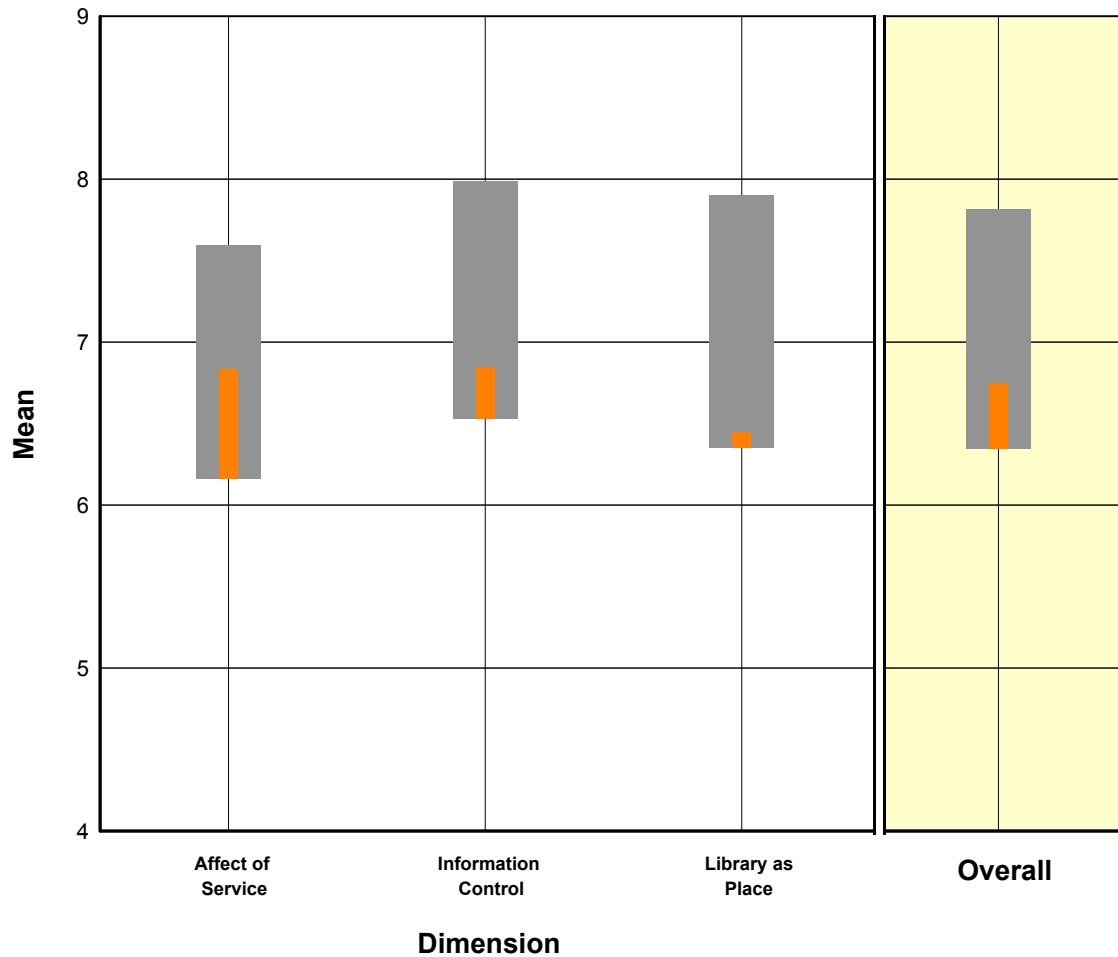
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.76	1.50	1.67	1.92	1.79	7,272
AS-2	Giving users individual attention	1.97	1.83	1.90	1.96	1.91	7,202
AS-3	Library staff who are consistently courteous	1.85	1.40	1.77	2.12	1.89	7,349
AS-4	Readiness to respond to users' enquiries	1.67	1.33	1.58	1.81	1.62	7,143
AS-5	Library staff who have the knowledge to answer user questions	1.73	1.35	1.58	1.85	1.65	7,051
AS-6	Library staff who deal with users in a caring fashion	1.82	1.46	1.66	1.95	1.77	7,174
AS-7	Library staff who understand the needs of their users	1.77	1.40	1.60	1.92	1.70	7,114
AS-8	Willingness to help users	1.74	1.37	1.58	1.85	1.65	7,183
AS-9	Dependability in handling users' service problems	1.71	1.39	1.62	1.90	1.73	6,541
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.78	1.30	1.78	2.13	1.94	7,328
IC-2	A library Web site enabling me to locate information on my own	1.73	1.33	1.66	1.97	1.73	7,379
IC-3	The printed library materials I need for my work	1.76	1.42	1.72	2.10	1.98	7,030
IC-4	The electronic information resources I need	1.68	1.29	1.55	1.94	1.74	7,280
IC-5	Modern equipment that lets me easily access needed information	1.68	1.26	1.57	1.95	1.72	7,362
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.25	1.53	1.92	1.65	7,285
IC-7	Making information easily accessible for independent use	1.66	1.25	1.50	1.86	1.63	7,261
IC-8	Print and/or electronic journal collections I require for my work	1.78	1.35	1.70	2.15	1.92	6,954
Library as Place							
LP-1	Library space that inspires study and learning	1.82	1.39	1.98	2.46	2.31	7,420
LP-2	Quiet space for individual work	1.83	1.36	1.99	2.52	2.28	7,397
LP-3	A comfortable and inviting location	1.81	1.38	1.84	2.27	2.10	7,386
LP-4	A haven for study, learning, or research	1.79	1.33	1.82	2.32	2.11	7,351
LP-5	Space for group learning and group study	2.02	1.76	2.04	2.57	2.46	7,022
Overall:		1.32	0.94	1.17	1.44	1.24	7,452

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Undergraduate

5.3 Core Question Dimensions Summary for Undergraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.16	7.59	6.83	0.67	-0.76	7,447
Information Control	6.53	7.99	6.85	0.32	-1.14	7,452
Library as Place	6.36	7.90	6.45	0.09	-1.46	7,447
Overall:	6.34	7.81	6.75	0.41	-1.06	7,452

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.10	1.31	1.49	1.34	7,447
Information Control	1.37	0.97	1.21	1.52	1.29	7,452
Library as Place	1.48	1.08	1.55	1.94	1.76	7,447
Overall:	1.32	0.94	1.17	1.44	1.24	7,452

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

5.4 Local Questions Summary for Undergraduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.03	6.96	5.61	0.58	-1.35	538
Librarians teaching me how to access or manage information	5.55	7.16	6.32	0.77	-0.84	1,329
Having comprehensive electronic resources	6.49	7.85	7.05	0.56	-0.80	1,705
Ease of use of electronic resources	6.43	8.06	6.40	-0.03	-1.65	1,565
Providing help when and where I need it	6.36	7.94	6.78	0.42	-1.17	320
Teaching me how to access, evaluate, and use information	5.89	7.34	6.43	0.54	-0.91	2,856
Making me aware of library services	5.29	6.99	6.07	0.78	-0.92	353
Library orientations / instruction sessions	5.41	6.63	6.56	1.16	-0.06	32
Online course support (readings, links, references)	6.38	7.88	6.85	0.47	-1.02	979
Collections of online full-text articles sufficient to meet my needs	6.85	8.28	6.16	-0.69	-2.12	1,012
Access to rare and historical materials	5.19	6.91	5.84	0.65	-1.07	440
Using the library for research	6.72	8.33	6.31	-0.41	-2.03	520
Timely fulfillment of reserve requests / holds	6.44	7.80	7.09	0.65	-0.71	179
Access to photocopying and printing facilities	6.57	7.93	7.04	0.47	-0.88	3,865
The main texts and readings I need for my work	6.80	8.23	6.59	-0.21	-1.63	1,844
Provision of information skills training	5.73	6.95	6.33	0.60	-0.62	1,386
Availability of subject specialist assistance	5.84	7.37	6.14	0.30	-1.23	2,363
Helpfulness in dealing with users' IT problems	6.49	7.92	6.60	0.11	-1.32	1,157
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.56	7.20	6.55	1.00	-0.65	526
Making me aware of library resources and services	6.19	7.59	6.99	0.80	-0.60	188
Teaching me how to locate, evaluate, and use information	5.87	7.41	6.53	0.66	-0.87	1,356
Efficient interlibrary loan / document delivery	6.04	6.99	6.70	0.66	-0.29	326
Convenient service hours	6.86	8.27	6.78	-0.08	-1.49	1,741
Ability to navigate library Web pages easily	6.49	7.91	6.96	0.47	-0.95	1,367
A secure and safe place	7.37	8.37	7.58	0.21	-0.79	189
Access to archives, special collections	5.12	7.11	6.03	0.91	-1.08	378
Enabling me to find information myself 24 hours a day	6.73	7.94	7.24	0.51	-0.70	1,711
Facilitating self-directed research	6.30	7.84	6.61	0.31	-1.24	998
Interdisciplinary library needs being addressed	6.04	7.33	6.43	0.40	-0.90	253
Timely document delivery / interlibrary loan	6.14	7.73	6.79	0.65	-0.93	446
Personalization features in the electronic library	4.87	6.51	5.73	0.86	-0.78	267
Adequate hours of service	6.58	7.85	7.36	0.78	-0.49	2,077

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

An online catalog that is user-friendly for finding materials	6.86	8.39	6.74	-0.11	-1.64	617
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Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Undergraduate

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.74	1.70	1.72	2.00	2.04	538
Librarians teaching me how to access or manage information	1.94	1.79	1.77	2.03	2.01	1,329
Having comprehensive electronic resources	1.67	1.30	1.53	1.87	1.65	1,705
Ease of use of electronic resources	1.67	1.24	1.72	2.15	1.94	1,565
Providing help when and where I need it	1.70	1.31	1.89	2.15	2.02	320
Teaching me how to access, evaluate, and use information	1.91	1.68	1.85	2.09	2.06	2,856
Making me aware of library services	1.80	1.67	1.61	1.99	1.91	353
Library orientations / instruction sessions	2.43	2.11	1.98	1.76	1.41	32
Online course support (readings, links, references)	1.68	1.30	1.50	1.79	1.64	979
Collections of online full-text articles sufficient to meet my needs	1.75	1.25	1.82	2.39	2.07	1,012
Access to rare and historical materials	2.11	2.05	1.92	2.38	2.41	440
Using the library for research	1.69	1.09	1.70	2.26	1.93	520
Timely fulfillment of reserve requests / holds	1.51	1.27	1.47	1.61	1.64	179
Access to photocopying and printing facilities	1.87	1.47	1.80	2.12	1.95	3,865
The main texts and readings I need for my work	1.67	1.21	1.67	2.24	1.91	1,844
Provision of information skills training	1.98	1.79	1.79	2.01	2.02	1,386
Availability of subject specialist assistance	1.86	1.58	1.85	2.11	1.99	2,363
Helpfulness in dealing with users' IT problems	1.80	1.40	1.92	2.26	2.10	1,157
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.89	1.69	1.68	1.93	1.82	526
Making me aware of library resources and services	1.84	1.47	1.68	2.03	1.88	188
Teaching me how to locate, evaluate, and use information	1.86	1.63	1.70	2.02	1.89	1,356
Efficient interlibrary loan / document delivery	2.07	1.85	1.98	2.03	1.92	326
Convenient service hours	1.69	1.19	1.96	2.51	2.21	1,741
Ability to navigate library Web pages easily	1.78	1.34	1.70	2.04	1.78	1,367
A secure and safe place	1.60	1.07	1.51	1.89	1.54	189
Access to archives, special collections	2.03	1.87	1.70	2.29	2.21	378
Enabling me to find information myself 24 hours a day	1.78	1.31	1.60	1.96	1.68	1,711
Facilitating self-directed research	1.70	1.37	1.56	1.92	1.74	998
Interdisciplinary library needs being addressed	1.86	1.65	1.49	1.88	1.74	253
Timely document delivery / interlibrary loan	1.75	1.36	1.61	1.98	1.76	446
Personalization features in the electronic library	2.22	2.07	1.81	2.10	1.93	267
Adequate hours of service	1.81	1.43	1.69	2.13	1.85	2,077

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

An online catalog that is user-friendly for finding materials	1.69	1.03	1.85	2.34	1.99	617
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Undergraduate**

5.5 General Satisfaction Questions Summary for Undergraduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.19	1.66	7,450
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.74	1.74	7,451
How would you rate the overall quality of the service provided by the library?	6.95	1.49	7,452

5.6 Information Literacy Outcomes Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.96	1.76	7,451
The library aids my advancement in my academic discipline or work.	6.86	1.60	7,452
The library enables me to be more efficient in my academic pursuits or work.	6.80	1.68	7,450
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	1.93	7,450
The library provides me with the information skills I need in my work or study.	6.29	1.80	7,450

Language: British English

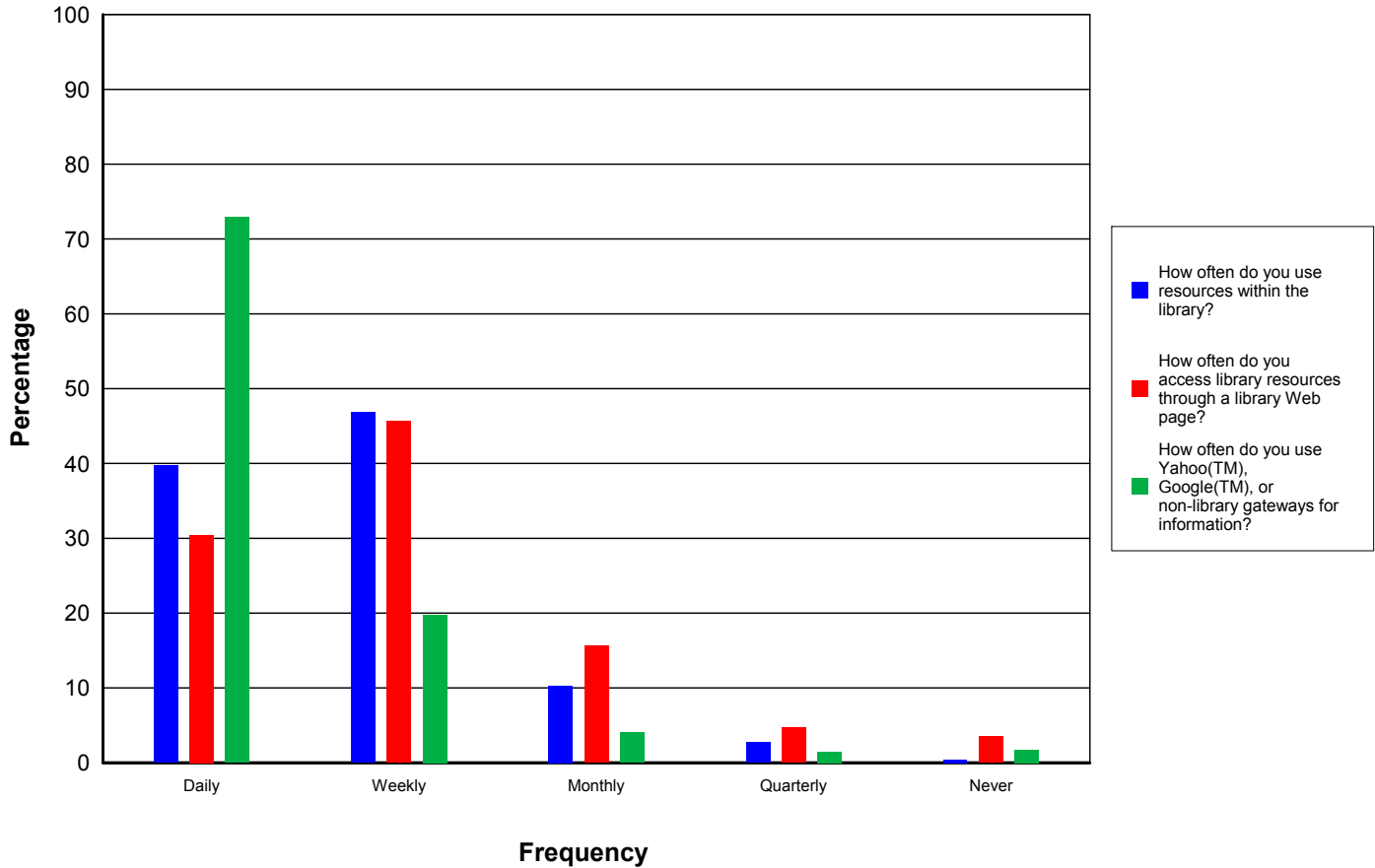
Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

5.7 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	2,958 39.70%	3,489 46.83%	770 10.33%	202 2.71%	32 0.43%	7,451 100.00%
How often do you access library resources through a library Web page?	2,268 30.44%	3,403 45.67%	1,166 15.65%	351 4.71%	263 3.53%	7,451 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	5,432 72.91%	1,475 19.80%	303 4.07%	110 1.48%	130 1.74%	7,450 100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Undergraduate

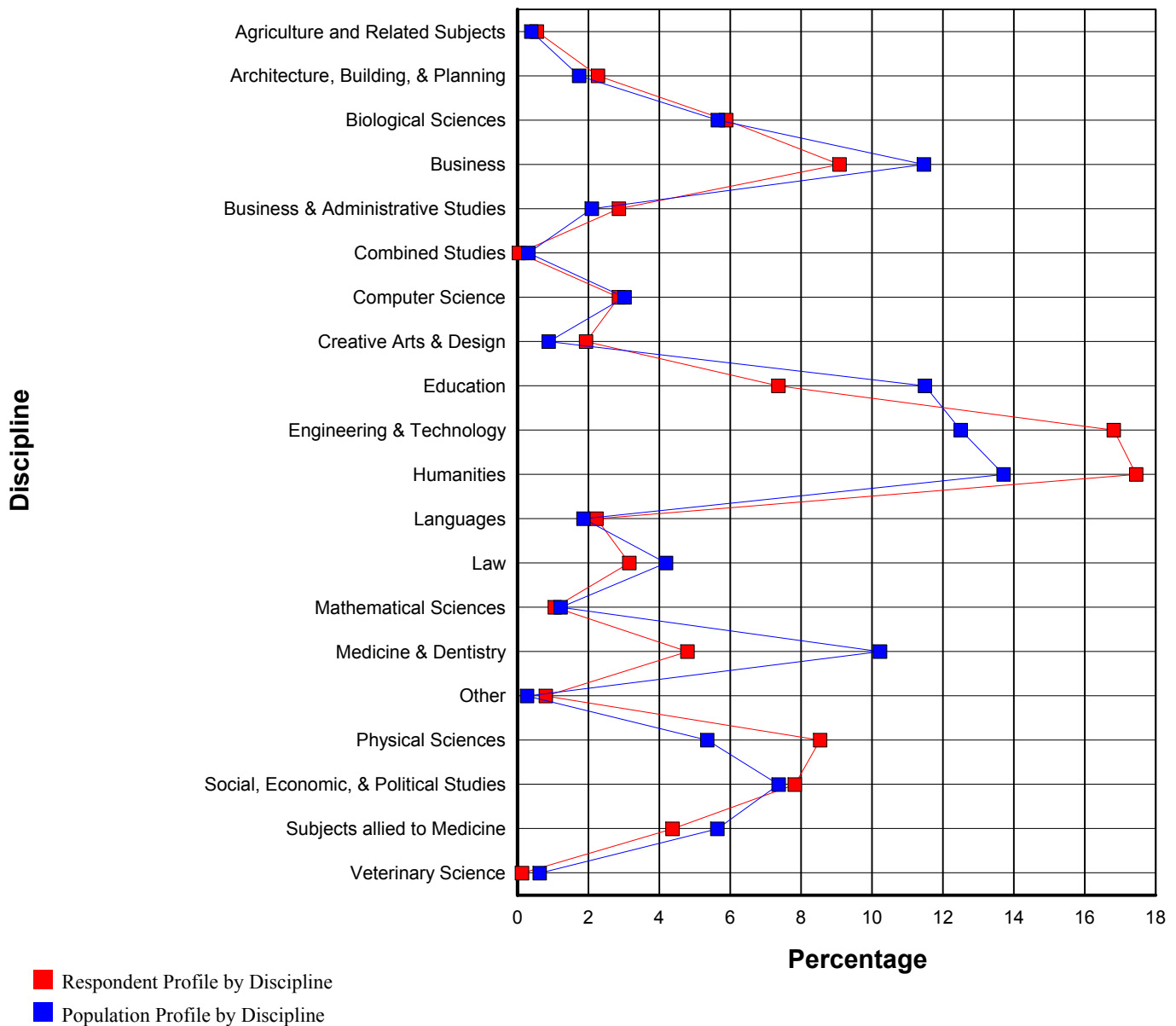
6 College or University Libraries Postgraduate Summary for SCONUL

6.1 Demographic Summary for Postgraduate

6.1.1 Population and Respondent Profiles for Postgraduate by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	208	0.39%	13	0.55%	-0.16%
Architecture, Building, & Planning	929	1.74%	54	2.27%	-0.53%
Biological Sciences	3,019	5.65%	140	5.89%	-0.23%
Business	6,123	11.46%	216	9.08%	2.38%
Business & Administrative Studies	1,120	2.10%	68	2.86%	-0.76%
Combined Studies	164	0.31%	1	0.04%	0.27%
Computer Science	1,613	3.02%	68	2.86%	0.16%
Creative Arts & Design	470	0.88%	46	1.93%	-1.05%
Education	6,138	11.49%	175	7.36%	4.13%
Engineering & Technology	6,677	12.50%	400	16.82%	-4.32%
Humanities	7,323	13.71%	415	17.45%	-3.74%
Languages	994	1.86%	53	2.23%	-0.37%
Law	2,238	4.19%	75	3.15%	1.04%
Mathematical Sciences	650	1.22%	25	1.05%	0.17%
Medicine & Dentistry	5,461	10.22%	114	4.79%	5.43%
Other	144	0.27%	19	0.80%	-0.53%
Physical Sciences	2,859	5.35%	203	8.54%	-3.18%
Social, Economic, & Political Studies	3,934	7.37%	186	7.82%	-0.46%
Subjects allied to Medicine	3,011	5.64%	104	4.37%	1.26%
Veterinary Science	334	0.63%	3	0.13%	0.50%
Total:	53,409	100.00%	2,378	100.00%	0.00%

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Postgraduate

6.1.2 Respondent Profile for Postgraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	194	8.14%
23 - 30	1,323	55.54%
31 - 45	670	28.13%
46 - 65	185	7.77%
Over 65	10	0.42%
Total:	2,382	100.00%

6.1.3 Population and Respondent Profiles for Postgraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	25,976	49.10%	1,160	48.70%
Female	26,930	50.90%	1,222	51.30%
Total:	52,906	100.00%	2,382	100.00%

6.1.4 Respondent Profile for Postgraduate by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

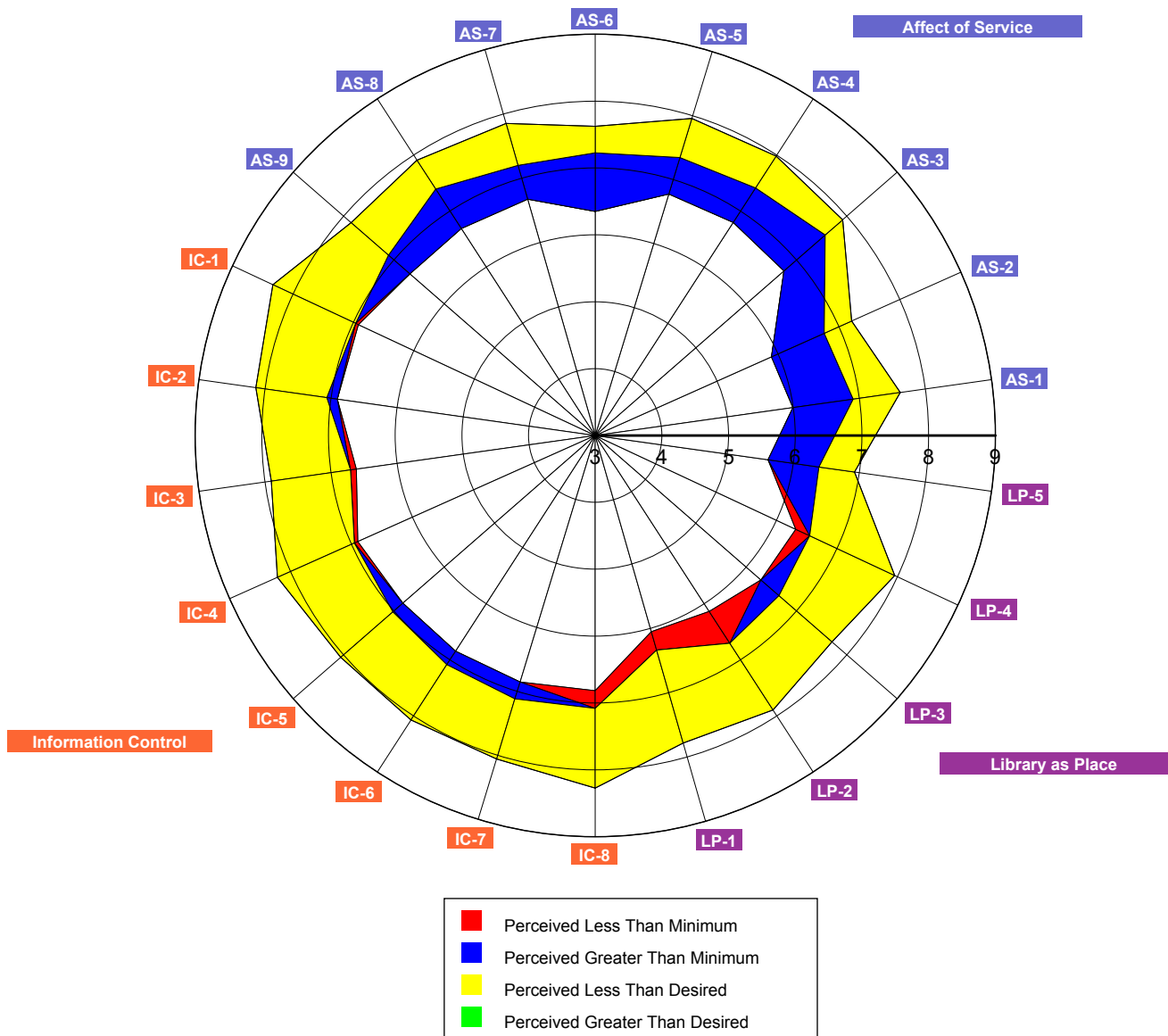
Full/Part-time Student	Respondents n	Respondents %
Full-time	1,890	79.35%
Part-time	458	19.23%
Does not apply / NA	34	1.43%
Total:	2,382	100.00%

6.2 Core Questions Summary for Postgraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.99	7.62	6.91	0.91	-0.71	2,319
AS-2	Giving users individual attention	5.89	7.21	6.76	0.87	-0.45	2,312
AS-3	Library staff who are consistently courteous	6.75	7.92	7.57	0.82	-0.35	2,348
AS-4	Readiness to respond to users' enquiries	6.80	7.98	7.41	0.62	-0.57	2,328
AS-5	Library staff who have the knowledge to answer user questions	6.78	7.96	7.35	0.57	-0.61	2,274
AS-6	Library staff who deal with users in a caring fashion	6.35	7.62	7.23	0.88	-0.40	2,282
AS-7	Library staff who understand the needs of their users	6.68	7.85	7.20	0.52	-0.65	2,283
AS-8	Willingness to help users	6.69	7.91	7.39	0.70	-0.51	2,321
AS-9	Dependability in handling users' service problems	6.68	7.85	7.11	0.43	-0.74	2,108
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.97	8.33	6.92	-0.05	-1.41	2,353
IC-2	A library Web site enabling me to locate information on my own	6.91	8.14	7.07	0.16	-1.07	2,363
IC-3	The printed library materials I need for my work	6.71	7.91	6.62	-0.09	-1.29	2,206
IC-4	The electronic information resources I need	6.95	8.22	6.90	-0.05	-1.32	2,359
IC-5	Modern equipment that lets me easily access needed information	6.82	8.06	7.02	0.20	-1.04	2,319
IC-6	Easy-to-use access tools that allow me to find things on my own	6.85	8.07	7.09	0.24	-0.99	2,332
IC-7	Making information easily accessible for independent use	6.86	8.06	7.12	0.26	-0.94	2,318
IC-8	Print and/or electronic journal collections I require for my work	7.08	8.27	6.82	-0.26	-1.46	2,291
Library as Place							
LP-1	Library space that inspires study and learning	6.34	7.79	6.05	-0.29	-1.73	2,278
LP-2	Quiet space for individual work	6.70	7.90	6.14	-0.57	-1.76	2,241
LP-3	A comfortable and inviting location	6.29	7.71	6.65	0.36	-1.05	2,296
LP-4	A haven for study, learning, or research	6.55	7.96	6.32	-0.23	-1.64	2,262
LP-5	Space for group learning and group study	5.62	6.93	6.39	0.77	-0.54	1,924
Overall:		6.61	7.88	6.92	0.30	-0.97	2,382

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Postgraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.72	1.44	1.61	1.87	1.70	2,319
AS-2	Giving users individual attention	1.85	1.62	1.78	1.82	1.69	2,312
AS-3	Library staff who are consistently courteous	1.74	1.32	1.55	1.92	1.59	2,348
AS-4	Readiness to respond to users' enquiries	1.54	1.19	1.52	1.79	1.55	2,328
AS-5	Library staff who have the knowledge to answer user questions	1.59	1.21	1.46	1.69	1.49	2,274
AS-6	Library staff who deal with users in a caring fashion	1.79	1.46	1.55	1.83	1.59	2,282
AS-7	Library staff who understand the needs of their users	1.65	1.26	1.51	1.78	1.56	2,283
AS-8	Willingness to help users	1.65	1.29	1.51	1.75	1.55	2,321
AS-9	Dependability in handling users' service problems	1.63	1.33	1.60	1.86	1.69	2,108
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	1.13	1.78	2.08	1.89	2,353
IC-2	A library Web site enabling me to locate information on my own	1.58	1.18	1.57	1.85	1.65	2,363
IC-3	The printed library materials I need for my work	1.65	1.38	1.74	2.14	2.00	2,206
IC-4	The electronic information resources I need	1.56	1.15	1.60	2.01	1.78	2,359
IC-5	Modern equipment that lets me easily access needed information	1.56	1.17	1.55	1.89	1.71	2,319
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.17	1.47	1.83	1.61	2,332
IC-7	Making information easily accessible for independent use	1.52	1.20	1.42	1.78	1.57	2,318
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.14	1.74	2.17	1.95	2,291
Library as Place							
LP-1	Library space that inspires study and learning	1.79	1.55	2.03	2.49	2.39	2,278
LP-2	Quiet space for individual work	1.82	1.53	2.04	2.65	2.47	2,241
LP-3	A comfortable and inviting location	1.80	1.45	1.83	2.26	2.08	2,296
LP-4	A haven for study, learning, or research	1.78	1.42	1.91	2.40	2.23	2,262
LP-5	Space for group learning and group study	2.20	2.11	1.91	2.46	2.39	1,924
Overall:		1.26	0.90	1.17	1.44	1.22	2,382

Language: British English

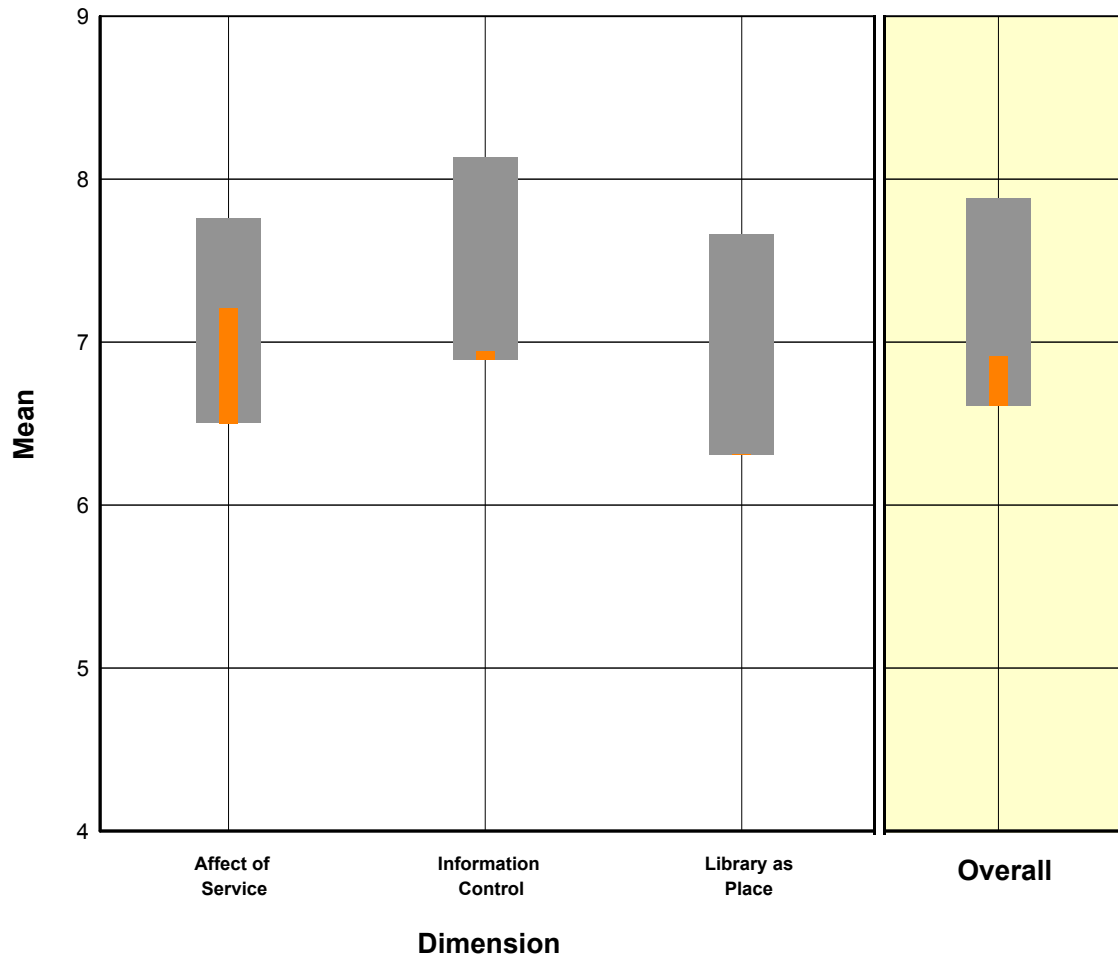
Institution Type: College or University

Consortium: SCONUL

User Group: Postgraduate

6.3 Core Question Dimensions Summary for Postgraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.50	7.76	7.21	0.71	-0.55	2,381
Information Control	6.89	8.13	6.95	0.05	-1.19	2,382
Library as Place	6.31	7.66	6.31	0.00	-1.35	2,346
Overall:	6.61	7.88	6.92	0.30	-0.97	2,382

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.39	1.04	1.29	1.46	1.25	2,381
Information Control	1.27	0.90	1.23	1.54	1.33	2,382
Library as Place	1.53	1.24	1.61	2.00	1.84	2,346
Overall:	1.26	0.90	1.17	1.44	1.22	2,382

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Postgraduate

6.4 Local Questions Summary for Postgraduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.48	7.25	5.93	0.46	-1.31	138
Librarians teaching me how to access or manage information	6.05	7.45	6.71	0.66	-0.74	292
Having comprehensive electronic resources	6.85	8.13	6.97	0.12	-1.16	349
Ease of use of electronic resources	6.86	8.26	6.45	-0.41	-1.81	286
Providing help when and where I need it	6.75	8.08	7.13	0.37	-0.96	158
Teaching me how to access, evaluate, and use information	6.16	7.42	6.71	0.55	-0.71	703
Making me aware of library services	5.78	7.15	6.53	0.75	-0.62	189
Library orientations / instruction sessions	5.96	7.19	7.34	1.38	0.15	453
Online course support (readings, links, references)	6.47	7.66	6.67	0.21	-0.99	349
Collections of online full-text articles sufficient to meet my needs	7.34	8.54	5.69	-1.66	-2.85	145
Access to rare and historical materials	5.82	7.05	6.31	0.49	-0.74	197
Using the library for research	6.96	8.40	6.37	-0.60	-2.03	139
Timely fulfillment of reserve requests / holds	6.37	7.63	6.65	0.28	-0.98	65
Access to photocopying and printing facilities	6.53	7.79	6.81	0.28	-0.98	740
The main texts and readings I need for my work	6.99	8.16	6.74	-0.25	-1.42	904
Provision of information skills training	6.04	7.29	6.75	0.71	-0.53	238
Availability of subject specialist assistance	6.27	7.50	6.69	0.42	-0.82	1,104
Helpfulness in dealing with users' IT problems	6.55	8.00	6.41	-0.13	-1.59	225
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.35	7.49	6.97	0.62	-0.52	162
Making me aware of library resources and services	6.08	7.16	6.18	0.10	-0.99	73
Teaching me how to locate, evaluate, and use information	6.28	7.54	7.11	0.83	-0.43	958
Efficient interlibrary loan / document delivery	6.79	7.95	7.68	0.89	-0.26	19
Convenient service hours	6.74	7.99	7.24	0.50	-0.75	922
Ability to navigate library Web pages easily	6.98	8.23	7.06	0.07	-1.17	393
A secure and safe place	7.11	8.18	6.92	-0.20	-1.27	71
Access to archives, special collections	5.91	7.29	6.61	0.71	-0.68	109
Enabling me to find information myself 24 hours a day	6.98	8.07	7.29	0.31	-0.78	341
Facilitating self-directed research	6.79	8.13	6.67	-0.12	-1.46	138
Interdisciplinary library needs being addressed	6.36	7.54	6.46	0.10	-1.08	157
Timely document delivery / interlibrary loan	6.82	8.17	7.11	0.29	-1.06	193
Personalization features in the electronic library	5.27	6.65	5.67	0.40	-0.98	169
Adequate hours of service	6.68	7.91	7.13	0.44	-0.78	358

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

An online catalog that is user-friendly for finding materials	7.11	8.40	6.93	-0.17	-1.47	286
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Postgraduate**

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.75	1.39	1.60	1.91	1.68	138
Librarians teaching me how to access or manage information	1.91	1.62	1.76	2.00	1.80	292
Having comprehensive electronic resources	1.64	1.24	1.67	1.86	1.68	349
Ease of use of electronic resources	1.55	1.09	1.79	2.34	1.97	286
Providing help when and where I need it	1.55	1.19	1.64	2.07	1.80	158
Teaching me how to access, evaluate, and use information	1.86	1.62	1.68	1.95	1.74	703
Making me aware of library services	1.80	1.58	1.51	1.81	1.48	189
Library orientations / instruction sessions	1.77	1.57	1.27	1.66	1.52	453
Online course support (readings, links, references)	1.71	1.52	1.60	1.75	1.67	349
Collections of online full-text articles sufficient to meet my needs	1.57	0.94	2.25	2.82	2.46	145
Access to rare and historical materials	2.09	2.02	1.80	2.24	2.16	197
Using the library for research	1.52	0.97	1.74	2.28	2.00	139
Timely fulfillment of reserve requests / holds	1.74	1.53	1.67	2.15	2.13	65
Access to photocopying and printing facilities	1.86	1.55	1.76	2.16	2.07	740
The main texts and readings I need for my work	1.53	1.22	1.62	2.01	1.84	904
Provision of information skills training	2.06	1.78	1.68	2.02	1.99	238
Availability of subject specialist assistance	1.81	1.53	1.75	1.91	1.81	1,104
Helpfulness in dealing with users' IT problems	1.96	1.40	1.96	2.35	2.17	225
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.92	1.57	1.60	2.14	1.77	162
Making me aware of library resources and services	1.86	1.65	2.05	1.90	1.93	73
Teaching me how to locate, evaluate, and use information	1.73	1.47	1.53	1.78	1.65	958
Efficient interlibrary loan / document delivery	2.15	1.84	2.21	1.94	1.37	19
Convenient service hours	1.57	1.21	1.63	2.12	1.85	922
Ability to navigate library Web pages easily	1.52	1.06	1.59	1.99	1.70	393
A secure and safe place	1.60	1.13	1.88	2.24	2.03	71
Access to archives, special collections	2.07	1.94	1.54	2.08	2.15	109
Enabling me to find information myself 24 hours a day	1.68	1.16	1.55	1.91	1.59	341
Facilitating self-directed research	1.47	1.12	1.52	1.87	1.73	138
Interdisciplinary library needs being addressed	1.65	1.53	1.56	2.10	1.97	157
Timely document delivery / interlibrary loan	1.62	1.14	1.68	1.96	1.64	193
Personalization features in the electronic library	1.92	1.86	1.80	1.96	2.03	169
Adequate hours of service	1.71	1.38	1.68	2.11	1.97	358

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Postgraduate

An online catalog that is user-friendly for finding materials	1.48	1.03	1.70	2.10	1.88	286
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Postgraduate**

6.5 General Satisfaction Questions Summary for Postgraduate

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.37	1.63	2,382
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.82	1.83	2,382
How would you rate the overall quality of the service provided by the library?	6.98	1.54	2,382

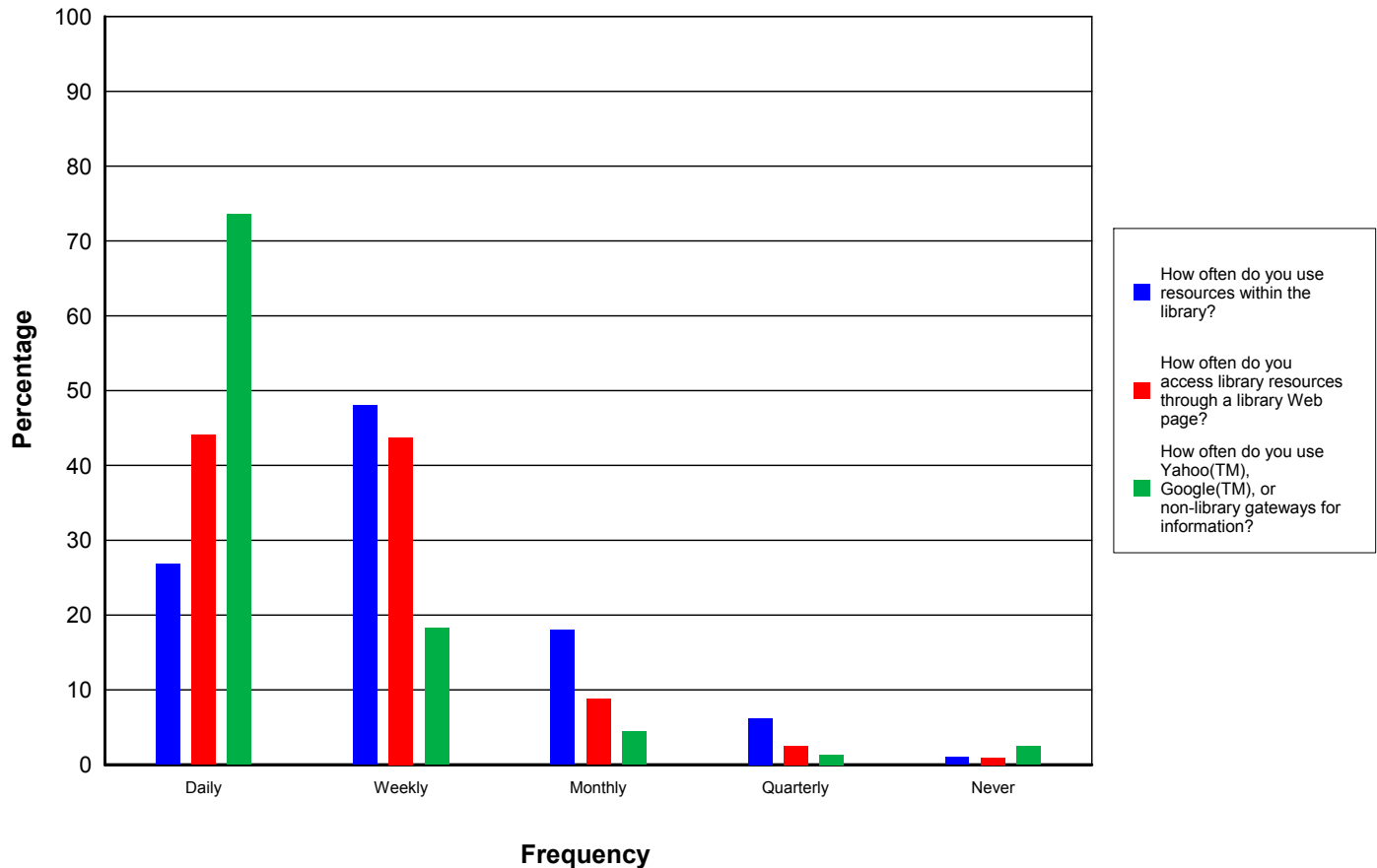
6.6 Information Literacy Outcomes Questions Summary for Postgraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.02	1.88	2,382
The library aids my advancement in my academic discipline or work.	6.81	1.68	2,382
The library enables me to be more efficient in my academic pursuits or work.	6.70	1.75	2,382
The library helps me distinguish between trustworthy and untrustworthy information.	5.81	1.95	2,381
The library provides me with the information skills I need in my work or study.	6.27	1.80	2,381

6.7 Library Use Summary for Postgraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	638 26.80%	1,143 48.01%	428 17.98%	148 6.22%	24 1.01%	2,381 100.00%
How often do you access library resources through a library Web page?	1,049 44.06%	1,041 43.72%	209 8.78%	60 2.52%	22 0.92%	2,381 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	1,752 73.58%	434 18.23%	105 4.41%	32 1.34%	58 2.44%	2,381 100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

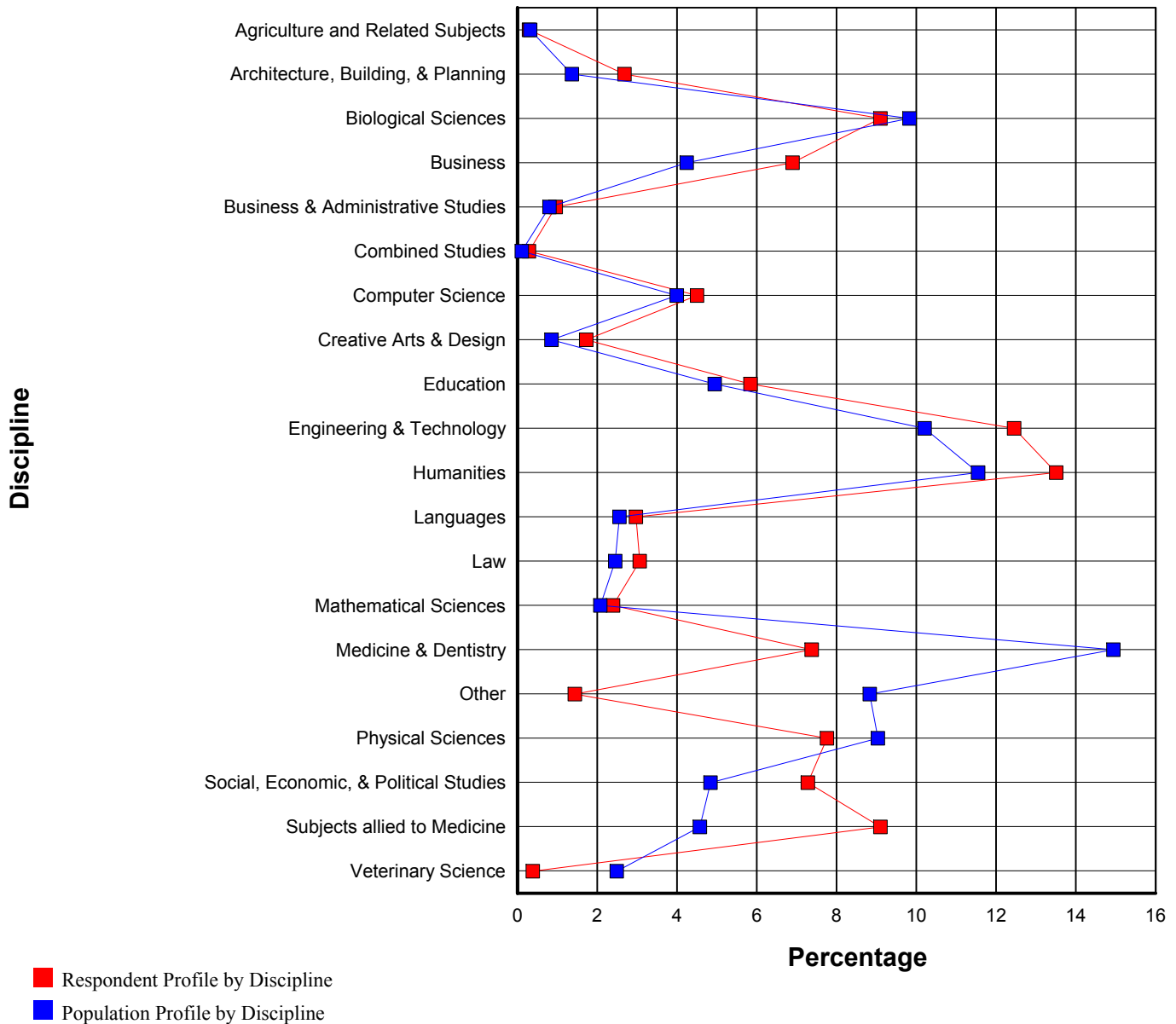
7 College or University Libraries Academic Staff Summary for SCONUL

7.1 Demographic Summary for Academic Staff

7.1.1 Population and Respondent Profiles for Academic Staff by Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+® standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Academic Staff

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	57	0.32%	3	0.29%	0.03%
Architecture, Building, & Planning	245	1.36%	28	2.68%	-1.32%
Biological Sciences	1,765	9.83%	95	9.10%	0.73%
Business	762	4.24%	72	6.90%	-2.65%
Business & Administrative Studies	144	0.80%	10	0.96%	-0.16%
Combined Studies	19	0.11%	3	0.29%	-0.18%
Computer Science	717	3.99%	47	4.50%	-0.51%
Creative Arts & Design	153	0.85%	18	1.72%	-0.87%
Education	888	4.94%	61	5.84%	-0.90%
Engineering & Technology	1,833	10.21%	130	12.45%	-2.24%
Humanities	2,074	11.55%	141	13.51%	-1.96%
Languages	459	2.56%	31	2.97%	-0.41%
Law	440	2.45%	32	3.07%	-0.61%
Mathematical Sciences	373	2.08%	25	2.39%	-0.32%
Medicine & Dentistry	2,683	14.94%	77	7.38%	7.56%
Other	1,586	8.83%	15	1.44%	7.39%
Physical Sciences	1,623	9.04%	81	7.76%	1.28%
Social, Economic, & Political Studies	869	4.84%	76	7.28%	-2.44%
Subjects allied to Medicine	821	4.57%	95	9.10%	-4.53%
Veterinary Science	447	2.49%	4	0.38%	2.11%
Total:	17,958	100.00%	1,044	100.00%	0.00%

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

7.1.2 Respondent Profile for Academic Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	0.10%
18 - 22	1	0.10%
23 - 30	131	12.52%
31 - 45	489	46.75%
46 - 65	405	38.72%
Over 65	19	1.82%
Total:	1,046	100.00%

7.1.3 Population and Respondent Profiles for Academic Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	9,708	54.99%	613	58.66%
Female	7,945	45.01%	432	41.34%
Total:	17,653	100.00%	1,045	100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Academic Staff

7.1.4 Respondent Profile for Academic Staff by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

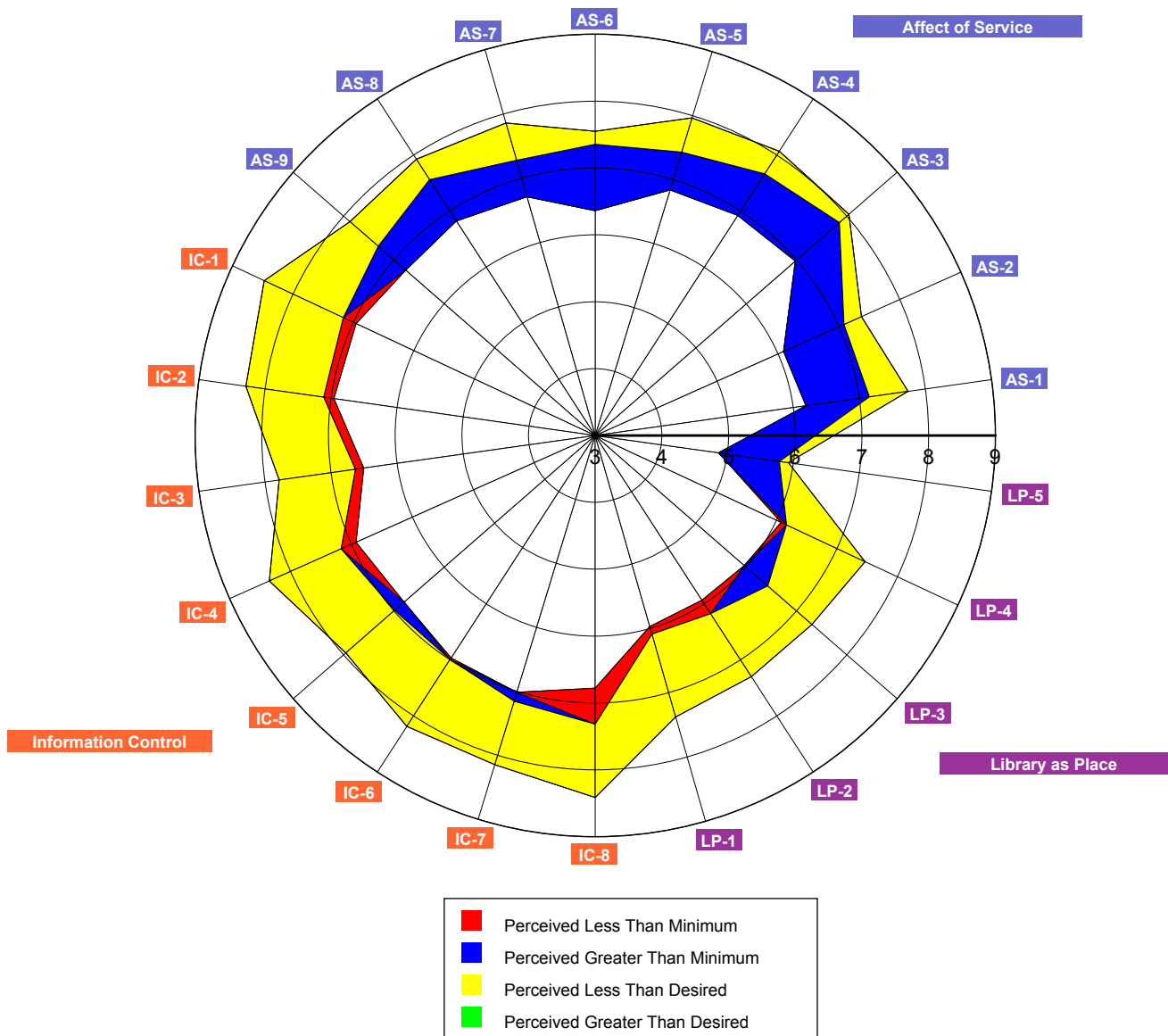
Full/Part-time Student	Respondents n	Respondents %
Full-time	61	5.85%
Part-time	48	4.60%
Does not apply / NA	934	89.55%
Total:	1,043	100.00%

7.2 Core Questions Summary for Academic Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Academic Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.19	7.74	7.15	0.96	-0.59	1,016
AS-2	Giving users individual attention	6.09	7.37	7.08	0.99	-0.29	1,008
AS-3	Library staff who are consistently courteous	6.98	8.04	7.85	0.87	-0.19	1,036
AS-4	Readiness to respond to users' enquiries	6.92	8.07	7.67	0.74	-0.40	1,030
AS-5	Library staff who have the knowledge to answer user questions	6.84	7.97	7.43	0.59	-0.53	1,009
AS-6	Library staff who deal with users in a caring fashion	6.36	7.55	7.36	0.99	-0.19	996
AS-7	Library staff who understand the needs of their users	6.71	7.86	7.28	0.57	-0.58	1,007
AS-8	Willingness to help users	6.82	7.93	7.56	0.74	-0.36	1,015
AS-9	Dependability in handling users' service problems	6.77	7.87	7.31	0.55	-0.56	919
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.17	8.48	6.96	-0.21	-1.52	1,031
IC-2	A library Web site enabling me to locate information on my own	7.11	8.29	6.96	-0.16	-1.33	1,040
IC-3	The printed library materials I need for my work	6.63	7.79	6.51	-0.13	-1.28	955
IC-4	The electronic information resources I need	7.17	8.35	6.93	-0.24	-1.42	1,039
IC-5	Modern equipment that lets me easily access needed information	6.80	7.96	6.99	0.19	-0.97	995
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	8.19	6.97	-0.03	-1.22	1,019
IC-7	Making information easily accessible for independent use	7.02	8.15	7.16	0.14	-0.99	1,008
IC-8	Print and/or electronic journal collections I require for my work	7.32	8.41	6.78	-0.54	-1.63	1,022
Library as Place							
LP-1	Library space that inspires study and learning	6.09	7.38	5.97	-0.12	-1.41	941
LP-2	Quiet space for individual work	6.18	7.30	5.94	-0.24	-1.36	869
LP-3	A comfortable and inviting location	5.96	7.31	6.43	0.47	-0.88	969
LP-4	A haven for study, learning, or research	6.17	7.47	6.08	-0.09	-1.39	929
LP-5	Space for group learning and group study	4.87	5.92	5.79	0.92	-0.13	705
Overall:		6.64	7.84	6.96	0.31	-0.88	1,046

Language: British English

Institution Type: College or University

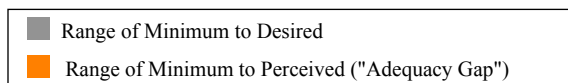
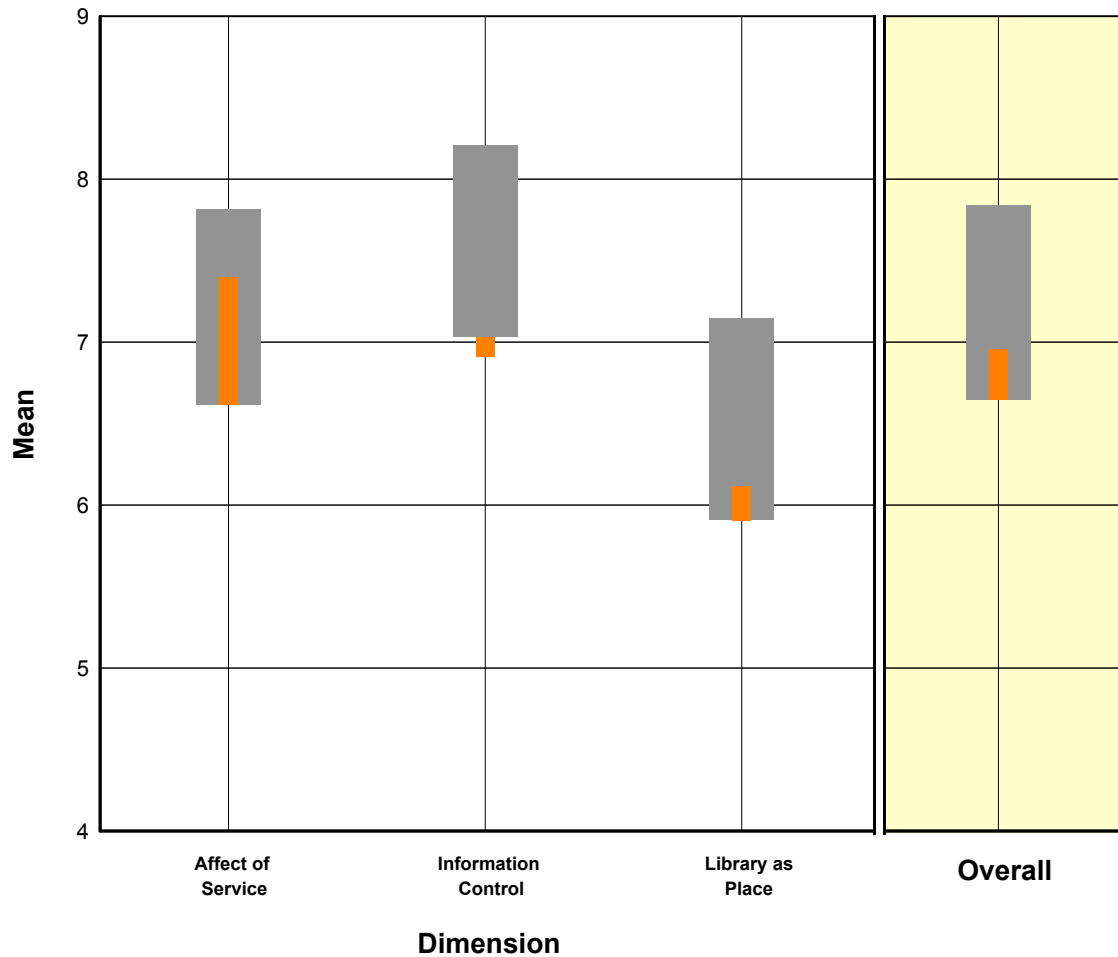
Consortium: SCONUL

User Group: Academic Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.79	1.47	1.57	1.87	1.66	1,016
AS-2	Giving users individual attention	1.82	1.60	1.64	1.82	1.64	1,008
AS-3	Library staff who are consistently courteous	1.79	1.32	1.40	1.87	1.55	1,036
AS-4	Readiness to respond to users' enquiries	1.53	1.18	1.34	1.69	1.43	1,030
AS-5	Library staff who have the knowledge to answer user questions	1.62	1.26	1.47	1.78	1.51	1,009
AS-6	Library staff who deal with users in a caring fashion	1.88	1.58	1.55	1.88	1.62	996
AS-7	Library staff who understand the needs of their users	1.70	1.35	1.56	1.91	1.65	1,007
AS-8	Willingness to help users	1.65	1.32	1.42	1.70	1.46	1,015
AS-9	Dependability in handling users' service problems	1.57	1.31	1.43	1.73	1.58	919
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	0.97	1.70	2.15	1.85	1,031
IC-2	A library Web site enabling me to locate information on my own	1.51	1.09	1.53	1.89	1.71	1,040
IC-3	The printed library materials I need for my work	1.73	1.54	1.70	2.19	2.07	955
IC-4	The electronic information resources I need	1.54	1.10	1.55	2.06	1.77	1,039
IC-5	Modern equipment that lets me easily access needed information	1.67	1.38	1.52	1.90	1.72	995
IC-6	Easy-to-use access tools that allow me to find things on my own	1.51	1.19	1.43	1.89	1.67	1,019
IC-7	Making information easily accessible for independent use	1.51	1.15	1.39	1.79	1.61	1,008
IC-8	Print and/or electronic journal collections I require for my work	1.53	1.07	1.71	2.24	1.97	1,022
Library as Place							
LP-1	Library space that inspires study and learning	1.95	1.83	1.93	2.63	2.58	941
LP-2	Quiet space for individual work	2.16	2.05	2.02	2.86	2.73	869
LP-3	A comfortable and inviting location	1.91	1.75	1.84	2.42	2.26	969
LP-4	A haven for study, learning, or research	1.99	1.86	1.90	2.55	2.46	929
LP-5	Space for group learning and group study	2.42	2.55	1.99	2.53	2.58	705
Overall:		1.25	0.94	1.13	1.41	1.21	1,046

7.3 Core Question Dimensions Summary for Academic Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.82	7.40	0.78	-0.41	1,046
Information Control	7.03	8.21	6.91	-0.12	-1.30	1,046
Library as Place	5.91	7.15	6.12	0.21	-1.03	1,007
Overall:	6.64	7.84	6.96	0.31	-0.88	1,046

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.42	1.09	1.24	1.48	1.26	1,046
Information Control	1.22	0.84	1.21	1.56	1.35	1,046
Library as Place	1.72	1.61	1.62	2.12	2.03	1,007
Overall:	1.25	0.94	1.13	1.41	1.21	1,046

7.4 Local Questions Summary for Academic Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	5.24	6.64	5.38	0.13	-1.27	90
Librarians teaching me how to access or manage information	5.86	7.14	6.61	0.75	-0.53	160
Having comprehensive electronic resources	7.16	8.10	6.95	-0.21	-1.15	162
Ease of use of electronic resources	7.07	8.30	6.51	-0.55	-1.79	166
Providing help when and where I need it	6.60	7.63	6.87	0.27	-0.77	98
Teaching me how to access, evaluate, and use information	5.84	6.92	6.54	0.70	-0.37	353
Making me aware of library services	5.48	6.74	6.23	0.74	-0.52	66
Library orientations / instruction sessions	5.81	7.18	7.19	1.38	0.01	84
Online course support (readings, links, references)	6.24	7.51	6.72	0.48	-0.79	141
Collections of online full-text articles sufficient to meet my needs	7.04	8.49	6.10	-0.95	-2.40	73
Access to rare and historical materials	5.77	6.64	6.32	0.56	-0.31	77
Using the library for research	7.40	8.40	5.81	-1.58	-2.58	91
Timely fulfillment of reserve requests / holds	6.73	8.13	7.27	0.53	-0.87	30
Access to photocopying and printing facilities	5.86	6.91	6.59	0.72	-0.32	348
The main texts and readings I need for my work	6.89	8.19	6.77	-0.13	-1.43	294
Provision of information skills training	6.02	7.06	7.18	1.16	0.12	123
Availability of subject specialist assistance	6.20	7.50	6.91	0.71	-0.59	423
Helpfulness in dealing with users' IT problems	6.73	7.80	6.99	0.26	-0.81	70
Library staff teaching me how to effectively use the electronically available databases, journals, and books	5.55	6.95	6.78	1.23	-0.17	82
Making me aware of library resources and services	6.56	7.97	7.22	0.66	-0.75	32
Teaching me how to locate, evaluate, and use information	5.84	7.15	6.79	0.95	-0.36	310
Efficient interlibrary loan / document delivery	6.75	7.93	7.93	1.18	0.00	44
Convenient service hours	6.23	7.54	7.27	1.05	-0.27	248
Ability to navigate library Web pages easily	7.20	8.35	6.72	-0.48	-1.62	210
A secure and safe place	7.69	8.38	7.19	-0.50	-1.19	32
Access to archives, special collections	6.20	7.11	6.43	0.23	-0.69	61
Enabling me to find information myself 24 hours a day	6.87	7.80	7.31	0.44	-0.49	157
Facilitating self-directed research	6.62	8.14	6.77	0.14	-1.38	69
Interdisciplinary library needs being addressed	6.39	7.30	6.09	-0.30	-1.20	44
Timely document delivery / interlibrary loan	6.92	8.16	7.31	0.39	-0.85	119
Personalization features in the electronic library	4.52	5.52	5.62	1.10	0.10	50
Adequate hours of service	6.50	7.49	7.38	0.88	-0.11	202

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Academic Staff

An online catalog that is user-friendly for finding materials	7.37	8.41	6.41	-0.95	-1.99	123
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Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Academic Staff

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	2.16	2.13	1.57	1.77	1.88	90
Librarians teaching me how to access or manage information	1.95	1.84	1.66	1.91	1.88	160
Having comprehensive electronic resources	1.52	1.39	1.61	2.07	2.00	162
Ease of use of electronic resources	1.63	1.17	1.65	2.17	1.82	166
Providing help when and where I need it	1.92	1.69	1.71	1.74	1.70	98
Teaching me how to access, evaluate, and use information	2.18	2.07	1.82	1.97	1.98	353
Making me aware of library services	1.44	1.73	1.43	1.53	1.75	66
Library orientations / instruction sessions	1.55	1.53	1.28	1.33	1.49	84
Online course support (readings, links, references)	1.88	1.67	1.52	1.92	1.79	141
Collections of online full-text articles sufficient to meet my needs	1.58	1.03	1.85	2.53	2.20	73
Access to rare and historical materials	2.45	2.49	1.89	3.08	2.85	77
Using the library for research	1.86	1.58	1.78	2.50	2.15	91
Timely fulfillment of reserve requests / holds	1.76	1.07	1.20	2.03	1.38	30
Access to photocopying and printing facilities	2.12	2.12	1.65	2.15	2.22	348
The main texts and readings I need for my work	1.50	1.09	1.51	1.95	1.80	294
Provision of information skills training	2.14	1.99	1.60	2.17	2.02	123
Availability of subject specialist assistance	1.93	1.76	1.80	1.85	1.71	423
Helpfulness in dealing with users' IT problems	1.90	1.82	1.60	2.20	2.23	70
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.99	1.80	1.63	1.86	1.61	82
Making me aware of library resources and services	1.88	1.28	1.29	1.56	1.39	32
Teaching me how to locate, evaluate, and use information	1.87	1.80	1.49	1.67	1.57	310
Efficient interlibrary loan / document delivery	1.88	1.56	1.69	2.29	1.99	44
Convenient service hours	1.77	1.50	1.43	2.06	1.75	248
Ability to navigate library Web pages easily	1.43	0.94	1.55	2.07	1.80	210
A secure and safe place	1.28	1.10	1.23	1.48	1.49	32
Access to archives, special collections	2.37	2.39	1.76	2.58	2.57	61
Enabling me to find information myself 24 hours a day	1.64	1.43	1.44	1.88	1.72	157
Facilitating self-directed research	1.49	1.02	1.51	1.92	1.68	69
Interdisciplinary library needs being addressed	1.73	1.73	2.06	2.75	2.45	44
Timely document delivery / interlibrary loan	1.45	1.11	1.46	1.71	1.55	119
Personalization features in the electronic library	2.31	2.51	1.85	2.47	2.41	50
Adequate hours of service	1.71	1.57	1.42	2.03	1.94	202

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

An online catalog that is user-friendly for finding materials	1.39	1.02	1.80	2.08	1.96	123
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7.5 General Satisfaction Questions Summary for Academic Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.60	1.49	1,046
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.89	1.85	1,046
How would you rate the overall quality of the service provided by the library?	7.12	1.55	1,046

7.6 Information Literacy Outcomes Questions Summary for Academic Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.22	2.00	1,046
The library aids my advancement in my academic discipline or work.	6.74	1.78	1,046
The library enables me to be more efficient in my academic pursuits or work.	6.67	1.84	1,046
The library helps me distinguish between trustworthy and untrustworthy information.	5.35	2.14	1,046
The library provides me with the information skills I need in my work or study.	5.80	1.99	1,046

Language: British English

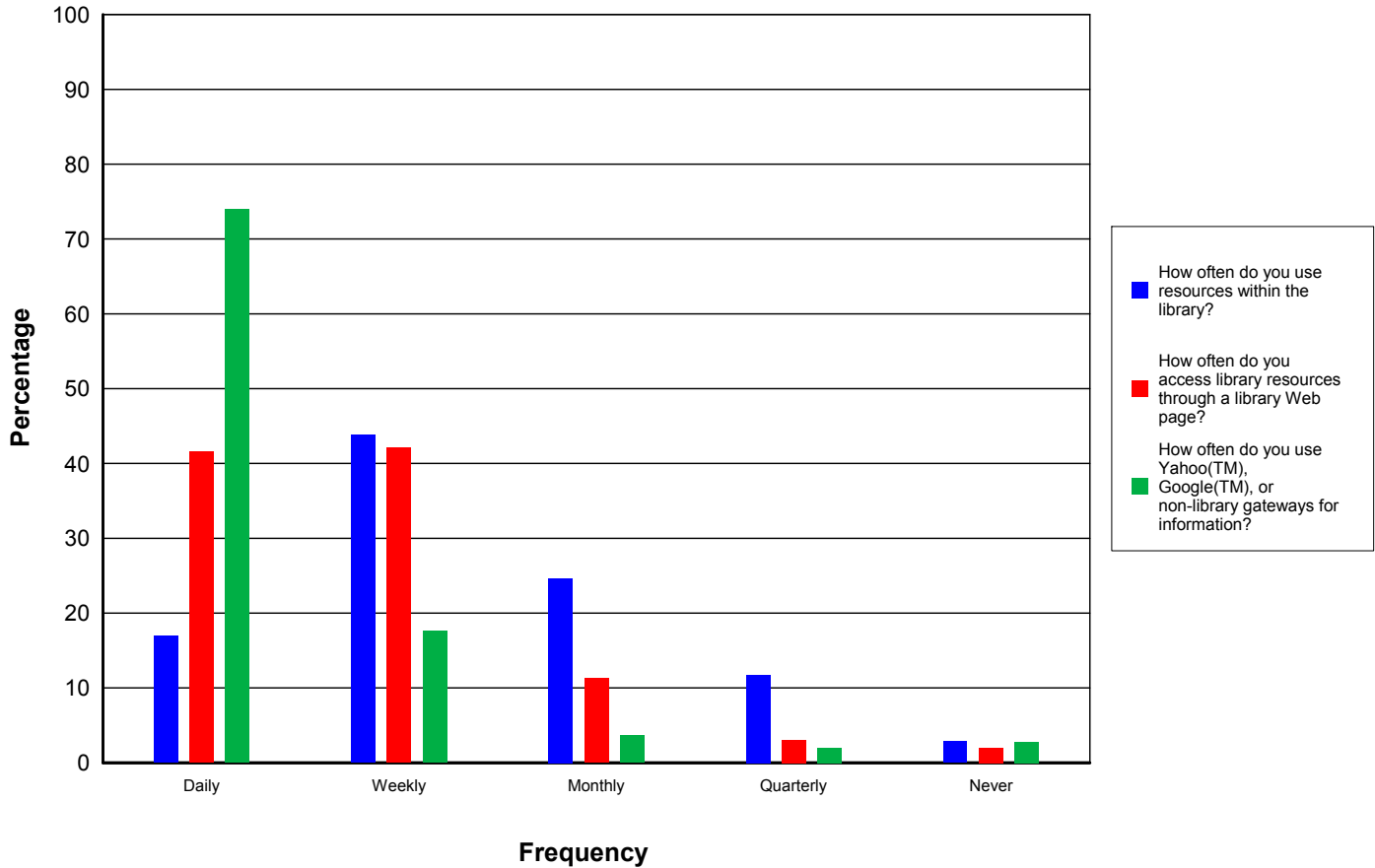
Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

7.7 Library Use Summary for Academic Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	177	458	258	123	30	1,046
	16.92%	43.79%	24.67%	11.76%	2.87%	100.00%
How often do you access library resources through a library Web page?	435	440	118	32	21	1,046
	41.59%	42.07%	11.28%	3.06%	2.01%	100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	774	184	38	21	29	1,046
	74.00%	17.59%	3.63%	2.01%	2.77%	100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Academic Staff

8 College or University Libraries Library Staff Summary for SCONUL

8.1 Demographic Summary for Library Staff

8.1.1 Respondent Profile for Library Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	19	10.16%
31 - 45	74	39.57%
46 - 65	93	49.73%
Over 65	1	0.53%
Total:	187	100.00%

8.1.2 Respondent Profile for Library Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	49	26.34%
Female	137	73.66%
Total:	186	100.00%

8.1.3 Respondent Profile for Library Staff by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

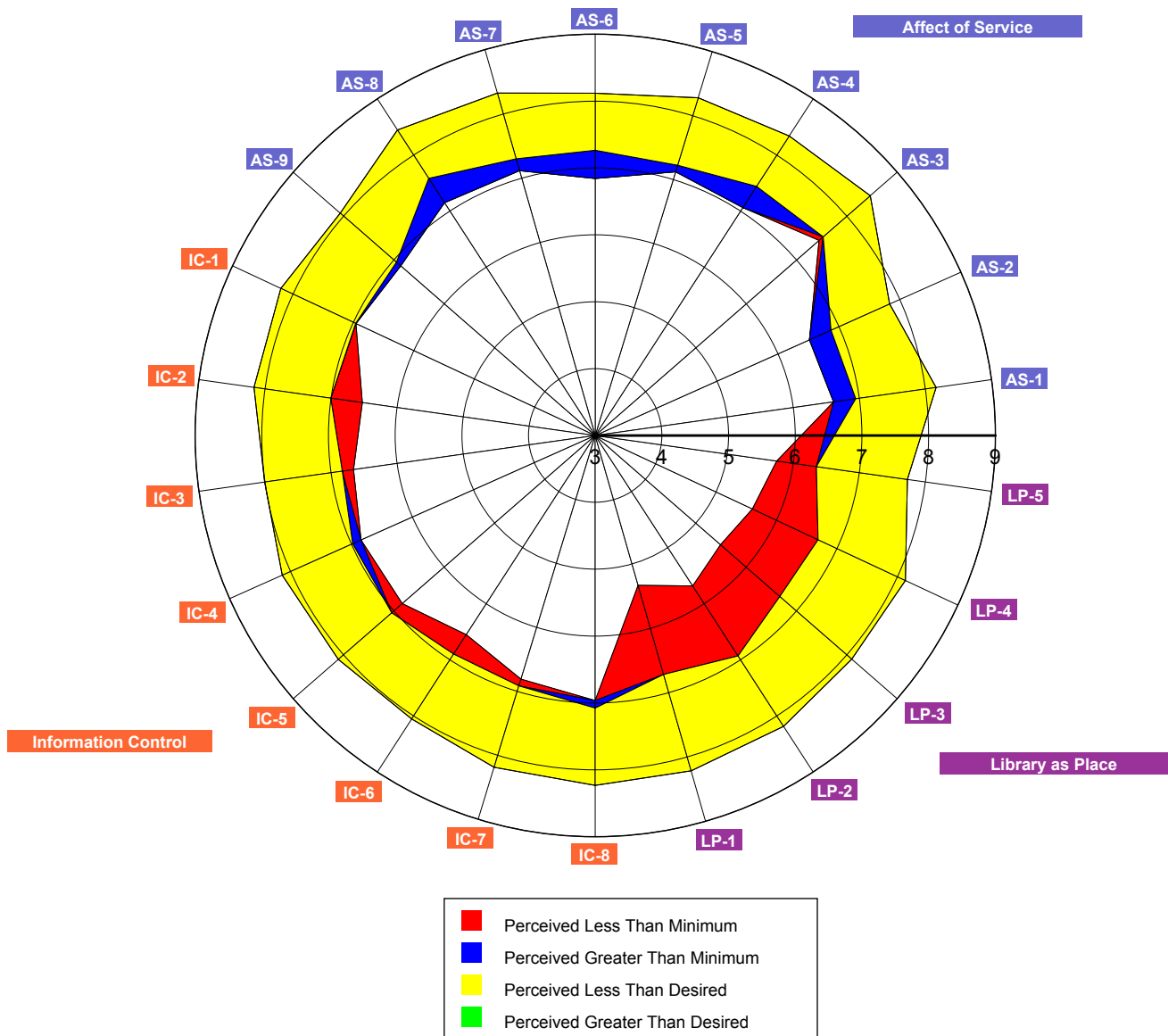
Full/Part-time Student	Respondents n	Respondents %
Full-time	5	2.69%
Part-time	5	2.69%
Does not apply / NA	176	94.62%
Total:	186	100.00%

8.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.61	8.16	6.95	0.34	-1.22	185
AS-2	Giving users individual attention	6.52	7.83	6.87	0.35	-0.96	186
AS-3	Library staff who are consistently courteous	7.53	8.46	7.45	-0.08	-1.02	185
AS-4	Readiness to respond to users' enquiries	7.06	8.34	7.44	0.38	-0.90	185
AS-5	Library staff who have the knowledge to answer user questions	7.12	8.28	7.23	0.10	-1.05	185
AS-6	Library staff who deal with users in a caring fashion	6.84	8.12	7.26	0.42	-0.85	185
AS-7	Library staff who understand the needs of their users	7.12	8.33	7.30	0.18	-1.02	184
AS-8	Willingness to help users	7.15	8.45	7.59	0.44	-0.86	186
AS-9	Dependability in handling users' service problems	6.87	8.07	6.95	0.08	-1.12	179
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.96	8.20	6.97	0.01	-1.24	177
IC-2	A library Web site enabling me to locate information on my own	7.01	8.17	6.53	-0.48	-1.64	184
IC-3	The printed library materials I need for my work	6.83	8.01	6.66	-0.17	-1.35	171
IC-4	The electronic information resources I need	6.85	8.14	6.98	0.14	-1.15	175
IC-5	Modern equipment that lets me easily access needed information	7.04	8.10	6.83	-0.21	-1.27	181
IC-6	Easy-to-use access tools that allow me to find things on my own	6.90	8.06	6.55	-0.35	-1.50	179
IC-7	Making information easily accessible for independent use	6.92	8.19	6.81	-0.11	-1.38	180
IC-8	Print and/or electronic journal collections I require for my work	6.96	8.23	7.08	0.11	-1.15	168
Library as Place							
LP-1	Library space that inspires study and learning	6.72	8.22	5.33	-1.39	-2.89	184
LP-2	Quiet space for individual work	6.93	8.19	5.68	-1.25	-2.50	177
LP-3	A comfortable and inviting location	6.67	8.10	5.49	-1.18	-2.61	185
LP-4	A haven for study, learning, or research	6.69	8.13	5.60	-1.09	-2.53	183
LP-5	Space for group learning and group study	6.35	7.73	5.75	-0.60	-1.98	172
Overall:		6.90	8.16	6.69	-0.21	-1.47	187

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.62	1.04	1.41	1.79	1.51	185
AS-2	Giving users individual attention	1.51	1.19	1.58	1.89	1.73	186
AS-3	Library staff who are consistently courteous	1.45	0.91	1.46	1.97	1.61	185
AS-4	Readiness to respond to users' enquiries	1.45	0.91	1.25	1.76	1.43	185
AS-5	Library staff who have the knowledge to answer user questions	1.43	1.00	1.38	1.88	1.47	185
AS-6	Library staff who deal with users in a caring fashion	1.57	1.08	1.35	1.83	1.47	185
AS-7	Library staff who understand the needs of their users	1.46	0.92	1.35	1.87	1.55	184
AS-8	Willingness to help users	1.45	0.76	1.27	1.79	1.40	186
AS-9	Dependability in handling users' service problems	1.44	1.04	1.44	1.88	1.60	179
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.58	1.18	1.48	1.94	1.67	177
IC-2	A library Web site enabling me to locate information on my own	1.44	1.08	1.61	2.09	1.86	184
IC-3	The printed library materials I need for my work	1.48	1.22	1.50	2.02	1.91	171
IC-4	The electronic information resources I need	1.45	1.05	1.34	1.89	1.58	175
IC-5	Modern equipment that lets me easily access needed information	1.40	1.06	1.52	1.95	1.68	181
IC-6	Easy-to-use access tools that allow me to find things on my own	1.43	1.02	1.51	2.06	1.75	179
IC-7	Making information easily accessible for independent use	1.49	0.98	1.47	2.06	1.66	180
IC-8	Print and/or electronic journal collections I require for my work	1.43	1.02	1.35	1.96	1.66	168
Library as Place							
LP-1	Library space that inspires study and learning	1.61	1.08	2.17	2.60	2.43	184
LP-2	Quiet space for individual work	1.66	1.29	2.14	2.61	2.57	177
LP-3	A comfortable and inviting location	1.55	1.00	2.18	2.72	2.44	185
LP-4	A haven for study, learning, or research	1.59	1.09	2.10	2.60	2.39	183
LP-5	Space for group learning and group study	1.67	1.29	2.10	2.54	2.39	172
Overall:		1.23	0.74	1.18	1.64	1.34	187

Language: British English

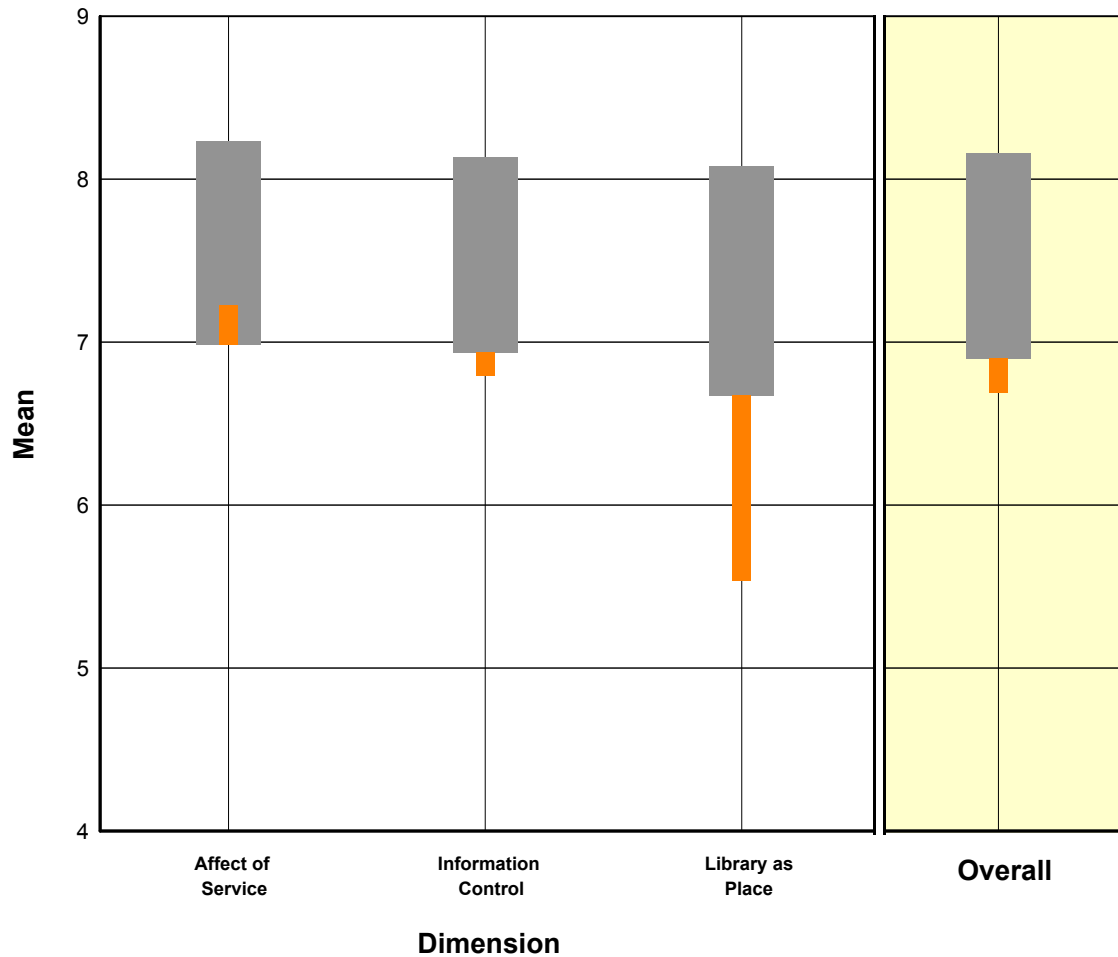
Institution Type: College or University

Consortium: SCONUL

User Group: Library Staff

8.3 Core Question Dimensions Summary for Library Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Library Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.98	8.23	7.22	0.24	-1.01	187
Information Control	6.93	8.13	6.79	-0.14	-1.34	187
Library as Place	6.67	8.08	5.53	-1.14	-2.55	187
Overall:	6.90	8.16	6.69	-0.21	-1.47	187

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.29	0.78	1.15	1.59	1.26	187
Information Control	1.25	0.81	1.17	1.68	1.38	187
Library as Place	1.37	0.90	1.84	2.30	2.11	187
Overall:	1.23	0.74	1.18	1.64	1.34	187

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Library Staff

8.4 Local Questions Summary for Library Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	6.30	7.91	6.02	-0.27	-1.89	44
Librarians teaching me how to access or manage information	6.63	7.80	7.14	0.51	-0.66	35
Having comprehensive electronic resources	6.86	7.48	7.33	0.48	-0.14	21
Ease of use of electronic resources	6.95	8.36	6.02	-0.93	-2.34	61
Providing help when and where I need it	6.81	8.19	7.06	0.25	-1.13	16
Teaching me how to access, evaluate, and use information	6.81	8.02	6.90	0.08	-1.12	59
Making me aware of library services	6.45	7.95	5.95	-0.50	-2.00	20
Library orientations / instruction sessions	5.75	7.50	7.25	1.50	-0.25	4
Online course support (readings, links, references)	6.71	7.71	5.86	-0.86	-1.86	14
Collections of online full-text articles sufficient to meet my needs	6.84	7.89	5.79	-1.05	-2.11	19
Access to rare and historical materials	6.00	7.29	6.71	0.71	-0.59	17
Using the library for research	7.38	8.44	6.74	-0.65	-1.71	34
Timely fulfillment of reserve requests / holds	7.00	8.27	7.27	0.27	-1.00	11
Access to photocopying and printing facilities	6.86	7.80	6.97	0.11	-0.83	66
The main texts and readings I need for my work	7.11	8.11	6.35	-0.76	-1.76	37
Provision of information skills training	6.43	7.63	7.10	0.68	-0.53	40
Availability of subject specialist assistance	6.88	8.06	7.06	0.18	-1.00	49
Helpfulness in dealing with users' IT problems	6.37	7.56	5.30	-1.07	-2.26	27
Library staff teaching me how to effectively use the electronically available databases, journals, and books	7.60	8.00	7.80	0.20	-0.20	5
Making me aware of library resources and services	6.67	7.92	7.08	0.42	-0.83	12
Teaching me how to locate, evaluate, and use information	6.59	7.86	6.97	0.38	-0.89	37
Efficient interlibrary loan / document delivery	6.00	7.75	7.75	1.75	0.00	12
Convenient service hours	6.67	8.00	7.24	0.58	-0.76	45
Ability to navigate library Web pages easily	6.07	8.13	7.00	0.93	-1.13	15
A secure and safe place	7.50	8.50	5.67	-1.83	-2.83	12
Access to archives, special collections	6.56	8.10	7.21	0.64	-0.90	39
Enabling me to find information myself 24 hours a day	7.05	7.90	7.19	0.14	-0.71	21
Facilitating self-directed research	6.84	7.89	6.53	-0.32	-1.37	19
Interdisciplinary library needs being addressed	6.33	7.47	6.33	0.00	-1.13	15
Timely document delivery / interlibrary loan	7.00	9.00	9.00	2.00	0.00	1
Personalization features in the electronic library	5.07	6.87	5.67	0.60	-1.20	15
Adequate hours of service	6.75	7.88	8.00	1.25	0.13	32

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Library Staff

An online catalog that is user-friendly for finding materials	6.94	8.44	6.28	-0.67	-2.17	18
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Library Staff**

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.69	1.24	1.58	1.66	1.43	44
Librarians teaching me how to access or manage information	1.24	0.93	1.06	1.46	1.16	35
Having comprehensive electronic resources	1.62	1.69	1.32	1.57	1.56	21
Ease of use of electronic resources	1.43	0.86	1.65	2.25	1.80	61
Providing help when and where I need it	1.28	0.83	1.34	1.48	1.09	16
Teaching me how to access, evaluate, and use information	1.70	1.20	1.49	1.99	1.62	59
Making me aware of library services	1.73	1.15	1.88	2.42	2.03	20
Library orientations / instruction sessions	0.96	1.00	1.50	0.58	1.26	4
Online course support (readings, links, references)	1.94	0.99	1.99	2.71	2.25	14
Collections of online full-text articles sufficient to meet my needs	1.50	1.10	1.55	2.22	2.00	19
Access to rare and historical materials	1.70	1.05	1.21	1.65	1.18	17
Using the library for research	1.23	0.61	1.26	1.55	1.43	34
Timely fulfillment of reserve requests / holds	1.26	1.19	1.01	1.56	0.89	11
Access to photocopying and printing facilities	1.59	1.28	1.54	2.07	1.76	66
The main texts and readings I need for my work	1.47	1.17	1.87	2.50	2.02	37
Provision of information skills training	1.93	1.76	1.55	2.07	1.62	40
Availability of subject specialist assistance	1.65	1.09	1.68	1.74	1.49	49
Helpfulness in dealing with users' IT problems	2.04	1.87	2.20	2.43	2.28	27
Library staff teaching me how to effectively use the electronically available databases, journals, and books	0.55	0.71	0.84	0.84	0.84	5
Making me aware of library resources and services	1.30	1.00	1.00	1.24	1.03	12
Teaching me how to locate, evaluate, and use information	1.12	1.25	1.40	1.42	1.52	37
Efficient interlibrary loan / document delivery	1.65	1.22	1.71	2.05	2.22	12
Convenient service hours	1.49	0.88	1.48	2.02	1.64	45
Ability to navigate library Web pages easily	2.15	1.13	1.20	2.43	1.81	15
A secure and safe place	1.45	1.24	2.27	1.53	1.85	12
Access to archives, special collections	1.73	0.99	1.34	1.69	1.52	39
Enabling me to find information myself 24 hours a day	1.43	1.18	1.63	1.93	1.87	21
Facilitating self-directed research	1.34	0.99	1.07	1.77	1.26	19
Interdisciplinary library needs being addressed	2.16	1.51	1.84	2.33	2.00	15
Timely document delivery / interlibrary loan						1
Personalization features in the electronic library	2.12	1.55	2.02	1.40	2.14	15
Adequate hours of service	1.57	1.13	0.80	1.55	1.24	32

Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Library Staff

An online catalog that is user-friendly for finding materials	1.47	0.86	1.78	1.91	2.15	18
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Library Staff**

8.5 General Satisfaction Questions Summary for Library Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.36	1.40	187
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.87	1.49	187
How would you rate the overall quality of the service provided by the library?	7.13	1.31	187

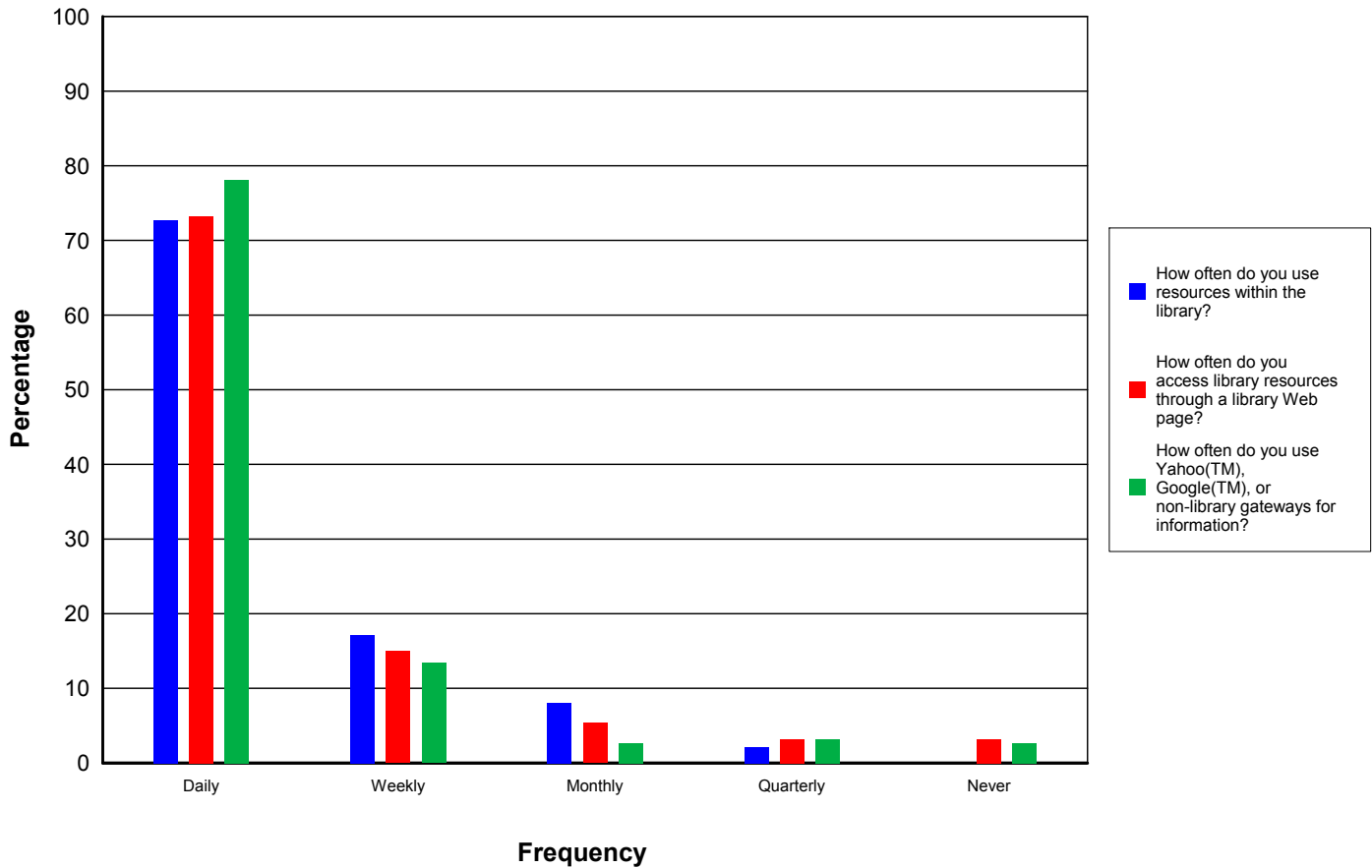
8.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.37	1.62	187
The library aids my advancement in my academic discipline or work.	6.68	1.50	187
The library enables me to be more efficient in my academic pursuits or work.	6.66	1.51	187
The library helps me distinguish between trustworthy and untrustworthy information.	6.56	1.73	187
The library provides me with the information skills I need in my work or study.	6.79	1.52	187

8.7 Library Use Summary for Library Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	136 72.73%	32 17.11%	15 8.02%	4 2.14%	0 0.00%	187 100.00%
How often do you access library resources through a library Web page?	137 73.26%	28 14.97%	10 5.35%	6 3.21%	6 3.21%	187 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	146 78.07%	25 13.37%	5 2.67%	6 3.21%	5 2.67%	187 100.00%

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Library Staff

9 College or University Libraries Staff Summary for SCONUL

9.1 Demographic Summary for Staff

9.1.1 Respondent Profile for Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	10	2.60%
23 - 30	69	17.97%
31 - 45	166	43.23%
46 - 65	138	35.94%
Over 65	1	0.26%
Total:	384	100.00%

9.1.2 Respondent Profile for Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	165	42.97%
Female	219	57.03%
Total:	384	100.00%

9.1.3 Respondent Profile for Staff by Full/Part-time Student

This table shows a breakdown of survey respondents by full/part-time student. The number of respondents (n) and the percentage of the total number of respondents represented by each group are displayed.

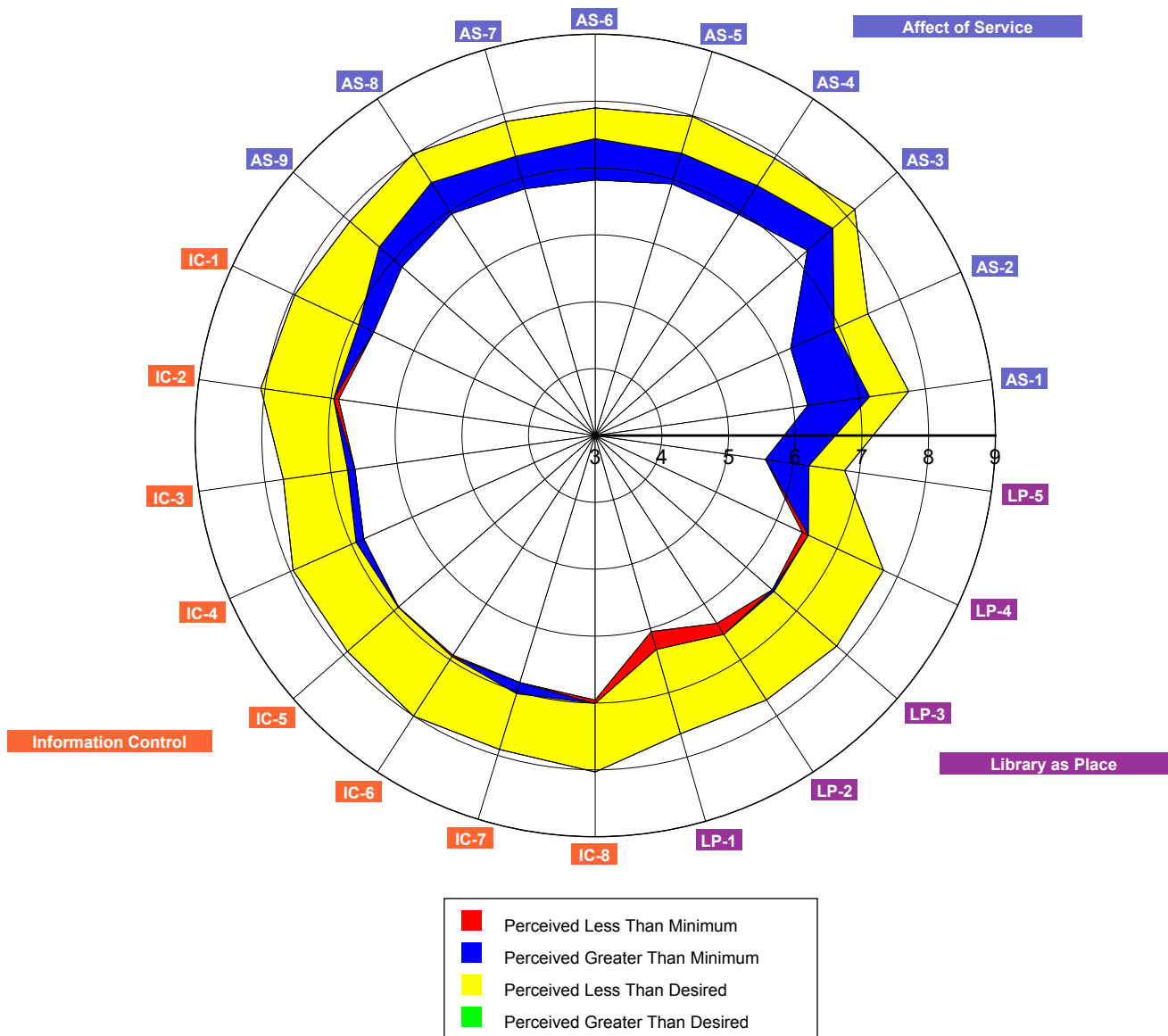
Full/Part-time Student	Respondents n	Respondents %
Full-time	15	3.92%
Part-time	30	7.83%
Does not apply / NA	338	88.25%
Total:	383	100.00%

9.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.22	7.75	7.16	0.94	-0.59	376
AS-2	Giving users individual attention	6.21	7.47	6.93	0.71	-0.55	375
AS-3	Library staff who are consistently courteous	7.22	8.16	7.72	0.50	-0.43	383
AS-4	Readiness to respond to users' enquiries	6.94	7.94	7.46	0.51	-0.48	376
AS-5	Library staff who have the knowledge to answer user questions	6.94	7.99	7.42	0.48	-0.58	372
AS-6	Library staff who deal with users in a caring fashion	6.82	7.90	7.44	0.62	-0.46	375
AS-7	Library staff who understand the needs of their users	6.84	7.88	7.34	0.50	-0.54	369
AS-8	Willingness to help users	6.95	8.02	7.51	0.56	-0.51	376
AS-9	Dependability in handling users' service problems	6.84	7.88	7.29	0.45	-0.58	344
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.67	7.97	6.92	0.25	-1.06	354
IC-2	A library Web site enabling me to locate information on my own	6.96	8.06	6.89	-0.07	-1.18	375
IC-3	The printed library materials I need for my work	6.64	7.72	6.75	0.11	-0.97	311
IC-4	The electronic information resources I need	6.80	7.96	6.93	0.12	-1.03	353
IC-5	Modern equipment that lets me easily access needed information	6.92	7.93	6.91	-0.01	-1.02	365
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.01	6.92	-0.03	-1.09	364
IC-7	Making information easily accessible for independent use	6.86	7.91	7.04	0.17	-0.87	369
IC-8	Print and/or electronic journal collections I require for my work	7.01	8.03	6.96	-0.05	-1.07	311
Library as Place							
LP-1	Library space that inspires study and learning	6.33	7.64	6.05	-0.28	-1.59	357
LP-2	Quiet space for individual work	6.55	7.72	6.35	-0.20	-1.37	325
LP-3	A comfortable and inviting location	6.52	7.80	6.55	0.03	-1.25	376
LP-4	A haven for study, learning, or research	6.53	7.77	6.43	-0.10	-1.34	349
LP-5	Space for group learning and group study	5.58	6.78	6.24	0.66	-0.54	256
Overall:		6.71	7.84	6.99	0.28	-0.85	385

Language: British English

Institution Type: College or University

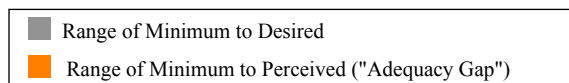
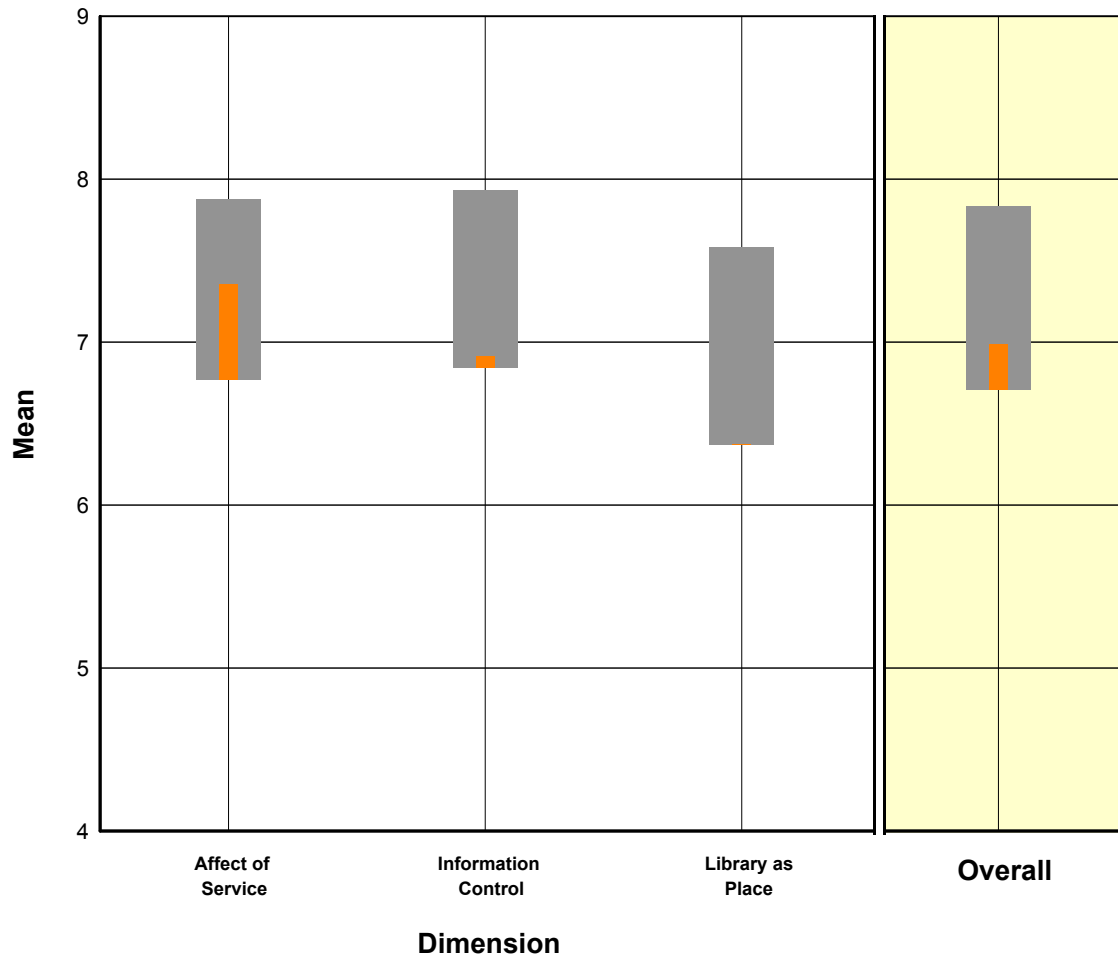
Consortium: SCONUL

User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.76	1.39	1.47	1.93	1.68	376
AS-2	Giving users individual attention	1.80	1.44	1.61	1.83	1.63	375
AS-3	Library staff who are consistently courteous	1.62	1.18	1.43	1.88	1.59	383
AS-4	Readiness to respond to users' enquiries	1.54	1.20	1.38	1.72	1.47	376
AS-5	Library staff who have the knowledge to answer user questions	1.58	1.20	1.37	1.71	1.45	372
AS-6	Library staff who deal with users in a caring fashion	1.65	1.27	1.36	1.76	1.53	375
AS-7	Library staff who understand the needs of their users	1.55	1.16	1.34	1.77	1.55	369
AS-8	Willingness to help users	1.56	1.19	1.37	1.67	1.50	376
AS-9	Dependability in handling users' service problems	1.53	1.27	1.34	1.56	1.44	344
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.78	1.39	1.64	1.99	1.74	354
IC-2	A library Web site enabling me to locate information on my own	1.53	1.24	1.57	1.91	1.81	375
IC-3	The printed library materials I need for my work	1.64	1.40	1.55	1.83	1.69	311
IC-4	The electronic information resources I need	1.61	1.28	1.43	1.83	1.62	353
IC-5	Modern equipment that lets me easily access needed information	1.50	1.24	1.50	1.75	1.61	365
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.17	1.40	1.78	1.54	364
IC-7	Making information easily accessible for independent use	1.52	1.23	1.38	1.71	1.58	369
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.27	1.52	1.91	1.73	311
Library as Place							
LP-1	Library space that inspires study and learning	1.80	1.64	1.93	2.41	2.32	357
LP-2	Quiet space for individual work	1.88	1.69	1.88	2.44	2.40	325
LP-3	A comfortable and inviting location	1.69	1.34	1.89	2.20	2.17	376
LP-4	A haven for study, learning, or research	1.73	1.46	1.83	2.16	2.11	349
LP-5	Space for group learning and group study	2.22	2.08	1.91	2.48	2.42	256
Overall:		1.26	0.97	1.15	1.40	1.24	385

9.3 Core Question Dimensions Summary for Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Staff

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.77	7.88	7.36	0.59	-0.52	384
Information Control	6.84	7.93	6.91	0.07	-1.02	384
Library as Place	6.37	7.58	6.37	0.00	-1.21	380
Overall:	6.71	7.84	6.99	0.28	-0.85	385

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.34	1.01	1.20	1.46	1.27	384
Information Control	1.29	1.01	1.20	1.49	1.32	384
Library as Place	1.53	1.31	1.60	1.92	1.85	380
Overall:	1.26	0.97	1.15	1.40	1.24	385

Language: British English
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Staff

9.4 Local Questions Summary for Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Informing me of useful library services	6.07	7.16	6.11	0.04	-1.05	55
Librarians teaching me how to access or manage information	5.68	7.17	6.58	0.90	-0.59	78
Having comprehensive electronic resources	6.89	8.00	6.76	-0.13	-1.24	46
Ease of use of electronic resources	6.94	8.20	6.68	-0.26	-1.52	102
Providing help when and where I need it	6.52	7.65	6.58	0.06	-1.06	31
Teaching me how to access, evaluate, and use information	6.37	7.44	6.79	0.42	-0.65	95
Making me aware of library services	6.42	7.54	6.38	-0.04	-1.17	24
Library orientations / instruction sessions	5.62	6.88	6.74	1.12	-0.15	34
Online course support (readings, links, references)	6.24	7.18	7.00	0.76	-0.18	17
Collections of online full-text articles sufficient to meet my needs	6.68	8.28	6.70	0.02	-1.57	47
Access to rare and historical materials	5.18	6.89	6.39	1.21	-0.50	28
Using the library for research	7.05	8.00	6.85	-0.20	-1.15	40
Timely fulfillment of reserve requests / holds	6.53	8.07	7.00	0.47	-1.07	15
Access to photocopying and printing facilities	6.30	7.25	6.84	0.54	-0.41	112
The main texts and readings I need for my work	6.93	7.71	6.88	-0.06	-0.83	89
Provision of information skills training	6.48	7.16	7.18	0.70	0.02	44
Availability of subject specialist assistance	6.61	7.50	7.14	0.52	-0.36	109
Helpfulness in dealing with users' IT problems	6.67	7.56	6.41	-0.26	-1.15	27
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.12	7.26	6.97	0.85	-0.29	34
Making me aware of library resources and services	6.59	7.76	6.65	0.06	-1.12	17
Teaching me how to locate, evaluate, and use information	6.06	7.14	6.67	0.61	-0.47	125
Efficient interlibrary loan / document delivery	6.79	7.58	7.95	1.16	0.37	19
Convenient service hours	6.66	7.91	7.45	0.79	-0.45	119
Ability to navigate library Web pages easily	7.18	7.84	6.95	-0.24	-0.89	38
A secure and safe place	7.61	8.39	6.33	-1.28	-2.06	18
Access to archives, special collections	6.10	7.10	6.68	0.59	-0.41	41
Enabling me to find information myself 24 hours a day	6.73	7.80	7.00	0.27	-0.80	45
Facilitating self-directed research	6.48	7.98	6.91	0.43	-1.07	46
Interdisciplinary library needs being addressed	6.07	7.40	6.33	0.27	-1.07	15
Timely document delivery / interlibrary loan	7.33	8.17	7.83	0.50	-0.33	6
Personalization features in the electronic library	4.79	6.36	5.29	0.50	-1.07	14
Adequate hours of service	6.76	7.70	7.70	0.94	0.00	67

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Staff

An online catalog that is user-friendly for finding materials	7.17	8.43	6.83	-0.33	-1.60	42
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Language: British English
Institution Type: College or University
Consortium: SCONUL
User Group: Staff

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Informing me of useful library services	1.65	1.50	1.44	1.84	1.75	55
Librarians teaching me how to access or manage information	2.00	1.94	1.52	1.78	1.66	78
Having comprehensive electronic resources	1.61	1.38	1.34	1.85	1.46	46
Ease of use of electronic resources	1.37	1.03	1.52	1.91	1.74	102
Providing help when and where I need it	1.55	1.52	1.50	1.48	1.50	31
Teaching me how to access, evaluate, and use information	1.83	1.74	1.48	1.74	1.66	95
Making me aware of library services	1.18	1.02	1.66	1.60	1.74	24
Library orientations / instruction sessions	2.32	1.89	2.14	2.64	2.16	34
Online course support (readings, links, references)	1.64	2.04	1.12	1.75	1.85	17
Collections of online full-text articles sufficient to meet my needs	1.55	1.06	1.33	1.78	1.53	47
Access to rare and historical materials	2.29	2.42	1.95	2.64	2.59	28
Using the library for research	1.40	1.24	1.56	2.00	1.75	40
Timely fulfillment of reserve requests / holds	1.73	1.28	1.65	1.85	1.58	15
Access to photocopying and printing facilities	1.89	1.78	1.56	2.19	2.10	112
The main texts and readings I need for my work	1.72	1.53	1.72	2.14	2.00	89
Provision of information skills training	1.64	1.46	1.33	1.89	1.75	44
Availability of subject specialist assistance	1.61	1.44	1.54	1.80	1.64	109
Helpfulness in dealing with users' IT problems	1.69	1.25	1.93	1.99	2.21	27
Library staff teaching me how to effectively use the electronically available databases, journals, and books	1.75	1.24	1.24	1.92	1.71	34
Making me aware of library resources and services	1.58	1.35	1.90	1.78	2.12	17
Teaching me how to locate, evaluate, and use information	1.88	1.62	1.61	1.83	1.73	125
Efficient interlibrary loan / document delivery	1.90	1.61	1.13	1.38	1.16	19
Convenient service hours	1.66	1.25	1.28	1.78	1.36	119
Ability to navigate library Web pages easily	1.45	1.24	1.71	1.68	1.41	38
A secure and safe place	1.79	1.29	2.17	1.96	2.39	18
Access to archives, special collections	1.77	1.88	1.93	1.77	1.86	41
Enabling me to find information myself 24 hours a day	1.74	1.59	1.38	1.70	1.66	45
Facilitating self-directed research	1.68	1.06	1.13	1.60	1.44	46
Interdisciplinary library needs being addressed	1.67	1.40	1.54	1.94	1.75	15
Timely document delivery / interlibrary loan	1.37	0.98	0.75	1.52	1.21	6
Personalization features in the electronic library	2.46	2.27	1.54	2.24	2.16	14
Adequate hours of service	1.92	1.63	1.26	1.66	1.47	67

Language: British English

Institution Type: College or University

Consortium: SCONUL

User Group: Staff

An online catalog that is user-friendly for finding materials	1.51	1.06	1.56	1.51	1.56	42
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Language: **British English**
Institution Type: **College or University**
Consortium: **SCONUL**
User Group: **Staff**

9.5 General Satisfaction Questions Summary for Staff

This table displays mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.57	1.40	385
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.99	1.67	384
How would you rate the overall quality of the service provided by the library?	7.28	1.36	385

9.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.11	1.77	384
The library aids my advancement in my academic discipline or work.	6.35	1.73	383
The library enables me to be more efficient in my academic pursuits or work.	6.40	1.78	384
The library helps me distinguish between trustworthy and untrustworthy information.	5.94	1.82	384
The library provides me with the information skills I need in my work or study.	6.20	1.82	384

Language: British English

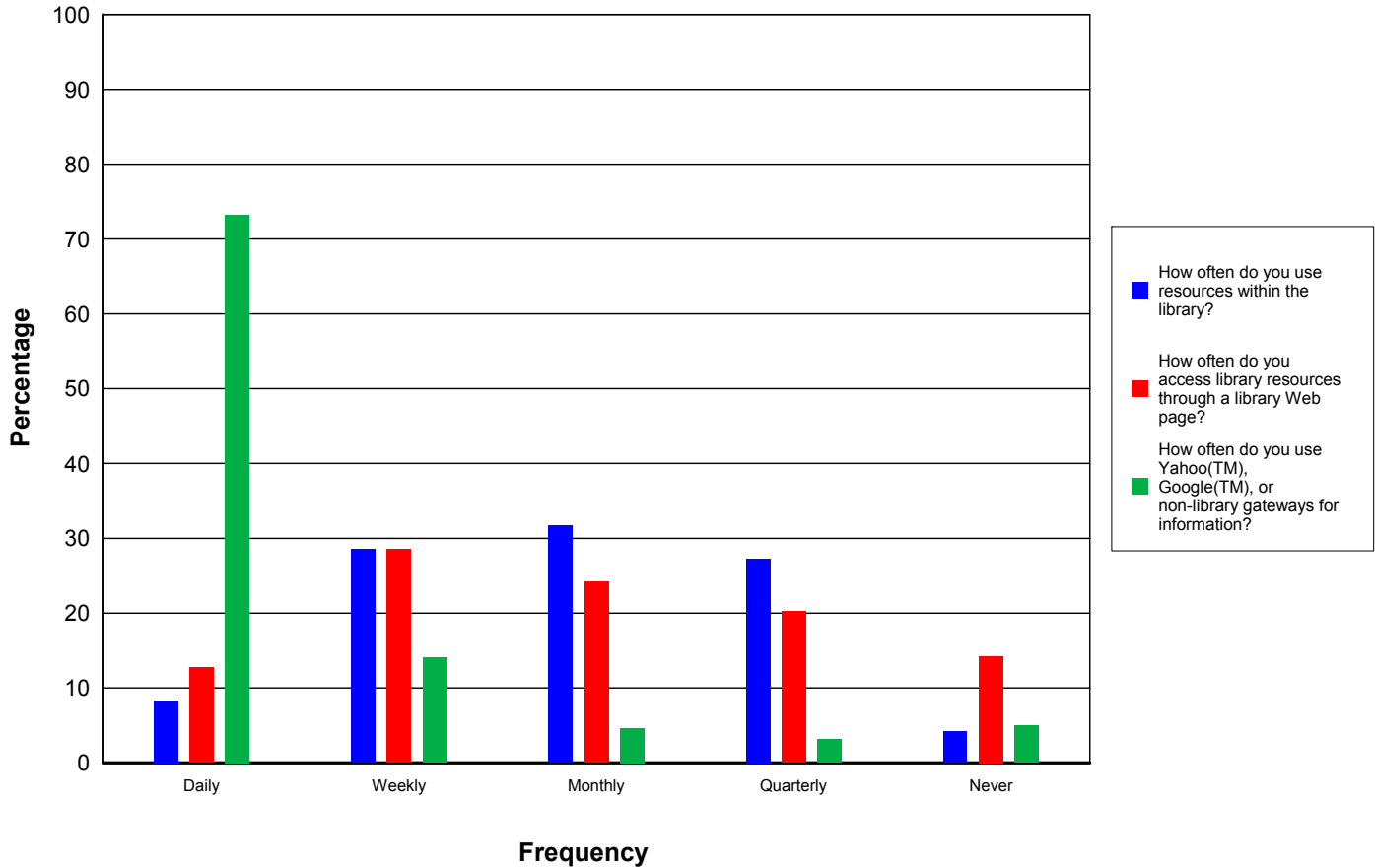
Institution Type: College or University

Consortium: SCONUL

User Group: Staff

9.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources within the library?	32 8.31%	110 28.57%	122 31.69%	105 27.27%	16 4.16%	385 100.00%
How often do you access library resources through a library Web page?	49 12.73%	110 28.57%	93 24.16%	78 20.26%	55 14.29%	385 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	282 73.25%	54 14.03%	18 4.68%	12 3.12%	19 4.94%	385 100.00%

10 Appendix A: LibQUAL+® Dimensions

LibQUAL+® measures dimensions of perceived library quality---that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL+® survey tool; for more information on the origins of LibQUAL+®, go to <http://www.libqual.org/Publications/>). The LibQUAL+® survey dimensions have evolved with each iteration, becoming more refined and focused for application to the library context. Dimensions for each iteration of the LibQUAL+® survey are outlined below.

LibQUAL+® 2000 Dimensions

The 2000 iteration of the LibQUAL+® survey, which had 41 questions, measured eight separate dimensions:

- Assurance (the knowledge and courtesy of employees, and their ability to convey trust and confidence)
- Empathy (caring, individual attention)
- Library as Place (library as a sanctuary/haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help customers and provide prompt service)
- Tangibles (appearance of physical facilities, equipment, personnel and communications materials)
- Instructions/Custom Items
- Self-Reliance

LibQUAL+® 2001 Dimensions

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:

- Service Affect (nine items, such as “willingness to help users”)
- Library as Place (five items, such as “a haven for quiet and solitude”)
- Personal Control (six items, such as “website enabling me to locate information on my own”), and
- Information Access (five items, such as “comprehensive print collections” and “convenient business hours”)

LibQUAL+® 2002 and 2003 Dimensions

For the 2002 iteration of the LibQUAL+® survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:

- Access to Information
- Affect of Service
- Library as Place
- Personal Control

LibQUAL+® 2004 - Present Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the

dimensions measured by the survey-Access to Information and Personal Control-had collapsed into one. The following three dimensions have been measured since then: Affect of Service, Information Control, and Library as Place. In addition, three core items were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2009 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

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

Information Control

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

Library as Place

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study



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