



**LibQUAL<sup>+</sup>**  
*2023 Survey*

**JULAC**

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# 1 Introduction

## 1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2023 administration of the LibQUAL protocol and provides background information in addition to suggestions for interpreting the data.

LibQUAL is a tool 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 protocol is a rigorously tested web-based survey 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
- Collect and interpret library user feedback systematically over time
- Provide comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. 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).

Since 2000, more than 1,300 libraries have participated in LibQUAL, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries-some through various consortia, others as independent participants. Through 2022, there have been 3,354 institutional surveys implemented across 1,349 institutions in 37 countries, 20 language translations, and over 3 million respondents. About 38% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL community of participants and its extensive dataset are rich resources for improving library services.

## 1.2 Web Access to Data

Data summaries from the 2023 iteration of the LibQUAL survey will be available to project participants online in the Data Repository via the LibQUAL survey management site:

**<<http://www.libqual.org/repository>>**

## 1.3 Interpreting Your Data

### 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 (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

### 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.

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. 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.

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

### Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

1. **Complete Data.** 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 submit the questionnaire, 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 presented core items and where respondents chose a user group were retained in summary statistics.*
2. **"N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "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. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
3. **Inconsistent Responses.** One appealing feature of 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. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

### LibQUAL Analytics

LibQUAL Analytics is a tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. Participants can refine the data by selecting specific years, user groups, and disciplines; view and save the selection in various tables and charts; and download their datasets for further manipulation in their preferred software. As a benefit of registration, libraries have access to their own data in LibQUAL Analytics, as well as to the data for other institutions participating in the same year. Expanded access to LibQUAL data, encompassing all libraries in all years from 2000 to the present, is available for an additional fee through a LibQUAL membership subscription.

## LibQUAL Norms

LibQUAL norms are available online at:

[<http://www.libqual.org/resources/norms\\_tables>](http://www.libqual.org/resources/norms_tables)

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## 1.4 Consortium Contact Information for JULAC

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

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## 1.5 Survey Protocol and Language for JULAC

The data below indicate the number of valid surveys collected by language and long/Lite breakdowns.

		Long	Lite	Total (by Language)
<b>Chinese (Traditional)</b>	<i>Count</i>	3,195	4,123	<b>7,318</b>
	<i>% of Language</i>	43.66	56.34	100.00
	<i>% of Protocol</i>	43.05	51.54	
	<i>% of Total Cases</i>	20.72	26.73	47.45
<b>English (British)</b>	<i>Count</i>	4,227	3,877	<b>8,104</b>
	<i>% of Language</i>	52.16	47.84	100.00
	<i>% of Protocol</i>	56.95	48.46	
	<i>% of Total Cases</i>	27.41	25.14	52.55
<b>Total (by Survey Protocol)</b>	<i>Count</i>	<b>7,422</b>	<b>8,000</b>	<b>15,422</b>
	<i>% of Language</i>			
	<i>% of Protocol</i>	100.00	100.00	
	<i>% of Total Cases</i>	48.13	51.87	100.00

## 2 Respondents by Institution for JULAC

Below is a listing of all the consortium institutions that participated in the 2022 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 %
<b>College or University</b>		
1) City University of Hong Kong	2,667	17.29%
2) Education University of Hong Kong	1,602	10.39%
3) Hong Kong Baptist University	1,013	6.57%
4) Hong Kong Polytechnic University	1,103	7.15%
5) Lingnan University	276	1.79%
6) The Chinese University of Hong Kong	3,755	24.35%
7) The Hong Kong University of Science and Technology	2,825	18.32%
8) University of Hong Kong	2,181	14.14%
<b>Sub Total</b>	<b>15,422</b>	<b>100.00%</b>
<b>Grand Total:</b>	<b>15,422</b>	<b>100.00%</b>

### 3 College or University Summary for JULAC

#### 3.1 Demographic Summary for College or University

##### 3.1.1 Respondents by User Group

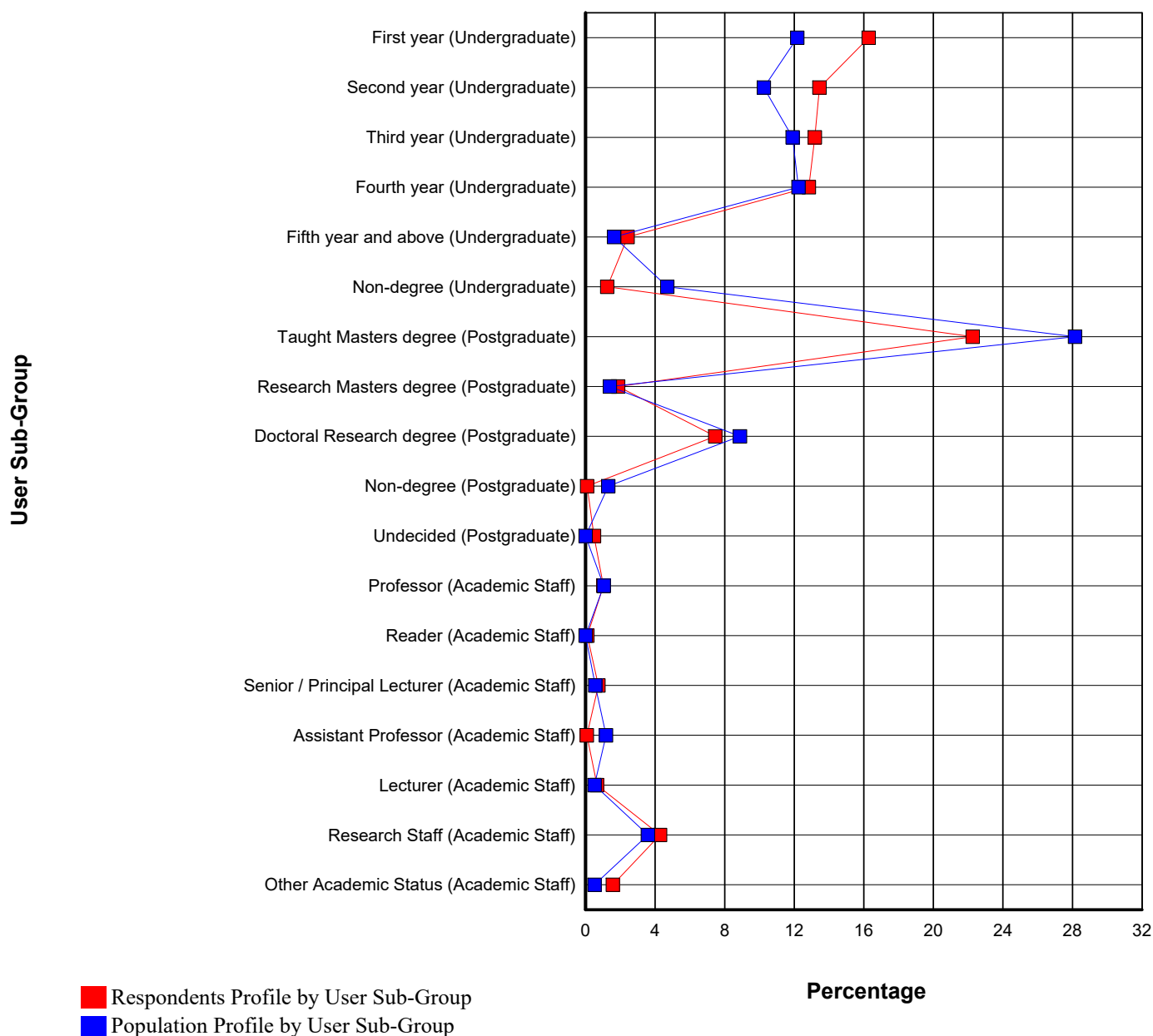
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	2,266	14.69%
Second year	1,872	12.14%
Third year	1,835	11.90%
Fourth year	1,787	11.59%
Fifth year and above	336	2.18%
Non-degree	173	1.12%
<b>Sub Total:</b>	<b>8,269</b>	<b>53.62%</b>
<b>Postgraduate</b>		
Taught Masters degree	3,099	20.09%
Research Masters degree	260	1.69%
Doctoral Research degree	1,038	6.73%
Non-degree	12	0.08%
Undecided	67	0.43%
<b>Sub Total:</b>	<b>4,476</b>	<b>29.02%</b>
<b>Academic Staff</b>		
Professor	143	0.93%
Reader	14	0.09%
Senior / Principal Lecturer	102	0.66%
Assistant Professor	10	0.06%
Lecturer	91	0.59%
Research Staff	596	3.86%
Other Academic Status	218	1.41%
<b>Sub Total:</b>	<b>1,174</b>	<b>7.61%</b>
<b>Library Staff</b>		
Senior Management	0	0.00%
Department Head / Team Leader	3	0.02%
Professional Staff	10	0.06%
Support Staff	35	0.23%
Other	37	0.24%
<b>Sub Total:</b>	<b>85</b>	<b>0.55%</b>
<b>Staff</b>		
Administrative or Academic Related Staff	788	5.11%
Other staff positions	630	4.09%
<b>Sub Total:</b>	<b>1,418</b>	<b>9.19%</b>
<b>Total:</b>	<b>15,422</b>	<b>100.00%</b>

### 3.1.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	9,512	12.17	2,266	16.28	-4.11
Second year (Undergraduate)	8,008	10.25	1,872	13.45	-3.20
Third year (Undergraduate)	9,301	11.90	1,835	13.18	-1.28
Fourth year (Undergraduate)	9,564	12.24	1,787	12.84	-0.60
Fifth year and above (Undergraduate)	1,275	1.63	336	2.41	-0.78
Non-degree (Undergraduate)	3,672	4.70	173	1.24	3.46
Taught Masters degree (Postgraduate)	21,990	28.15	3,099	22.26	5.88
Research Masters degree (Postgraduate)	1,090	1.40	260	1.87	-0.47
Doctoral Research degree (Postgraduate)	6,935	8.88	1,038	7.46	1.42
Non-degree (Postgraduate)	1,019	1.30	12	0.09	1.22
Undecided (Postgraduate)	0	0.00	67	0.48	-0.48
Professor (Academic Staff)	814	1.04	143	1.03	0.01
Reader (Academic Staff)	0	0.00	14	0.10	-0.10
Senior / Principal Lecturer (Academic Staff)	432	0.55	102	0.73	-0.18
Assistant Professor (Academic Staff)	917	1.17	10	0.07	1.10
Lecturer (Academic Staff)	401	0.51	91	0.65	-0.14
Research Staff (Academic Staff)	2,798	3.58	596	4.28	-0.70
Other Academic Status (Academic Staff)	400	0.51	218	1.57	-1.05
<b>Total:</b>	<b>78,128</b>	<b>100.00</b>	<b>13,919</b>	<b>100.00</b>	<b>0.00</b>

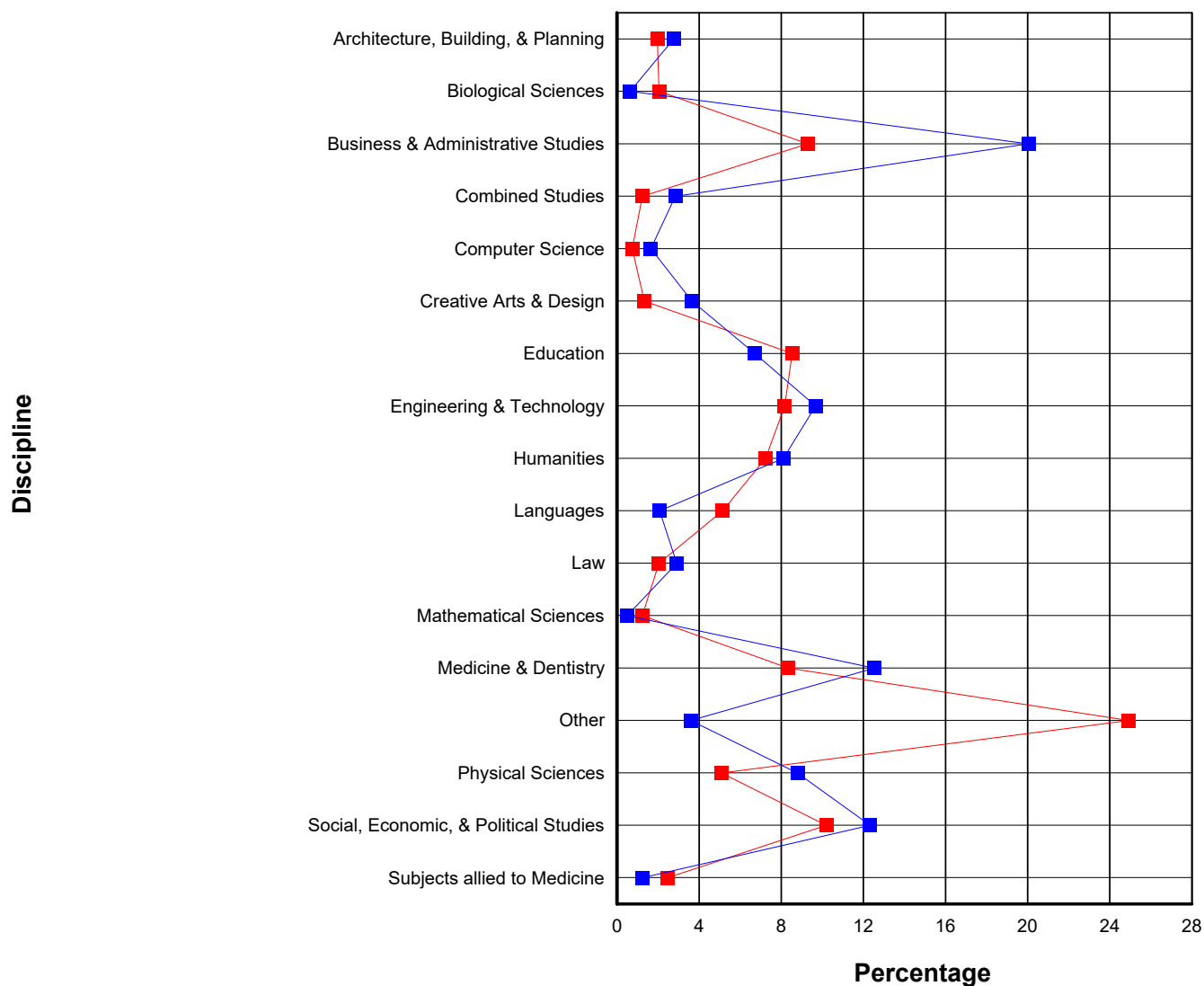


### 3.1.3 Population and Respondents by Standard Discipline

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

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

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	1,836	2.76	225	1.96	0.80
Biological Sciences	427	0.64	235	2.05	-1.41
Business & Administrative Studies	13,331	20.04	1,065	9.30	10.74
Combined Studies	1,891	2.84	142	1.24	1.60
Computer Science	1,097	1.65	85	0.74	0.91
Creative Arts & Design	2,432	3.66	153	1.34	2.32
Education	4,467	6.71	977	8.53	-1.82
Engineering & Technology	6,436	9.67	936	8.17	1.50
Humanities	5,392	8.10	829	7.24	0.87
Languages	1,381	2.08	589	5.14	-3.07
Law	1,934	2.91	234	2.04	0.86
Mathematical Sciences	329	0.49	141	1.23	-0.74
Medicine & Dentistry	8,337	12.53	956	8.35	4.18
Other	2,387	3.59	2,856	24.93	-21.35
Physical Sciences	5,846	8.79	583	5.09	3.70
Social, Economic, & Political Studies	8,200	12.32	1,167	10.19	2.14
Subjects allied to Medicine	812	1.22	281	2.45	-1.23
<b>Total:</b>	<b>66,535</b>	<b>100.00</b>	<b>11,454</b>	<b>100.00</b>	<b>0.00</b>

### 3.1.4 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	80	0.66
18 - 22	6,132	50.80
23 - 30	3,835	31.77
31 - 45	1,521	12.60
46 - 65	473	3.92
Over 65	31	0.26
<b>Total:</b>	<b>12,072</b>	<b>100.00</b>

### 3.1.5 Respondent Profile 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 %
Female	45,550	52.49	7,004	58.56
Male	41,236	47.51	4,957	41.44
<b>Total:</b>	<b>86,786</b>	<b>100.00</b>	<b>11,961</b>	<b>100.00</b>

### 3.1.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	72,581	83.63	11,940	78.15
Part-time	11,832	13.63	891	5.83
Does not apply / NA	2,373	2.73	2,448	16.02
<b>Total:</b>	<b>86,786</b>	<b>100.00</b>	<b>15,279</b>	<b>100.00</b>

Language: Chinese (Traditional), English (British)

Institution Type: College or University

Consortium: JULAC

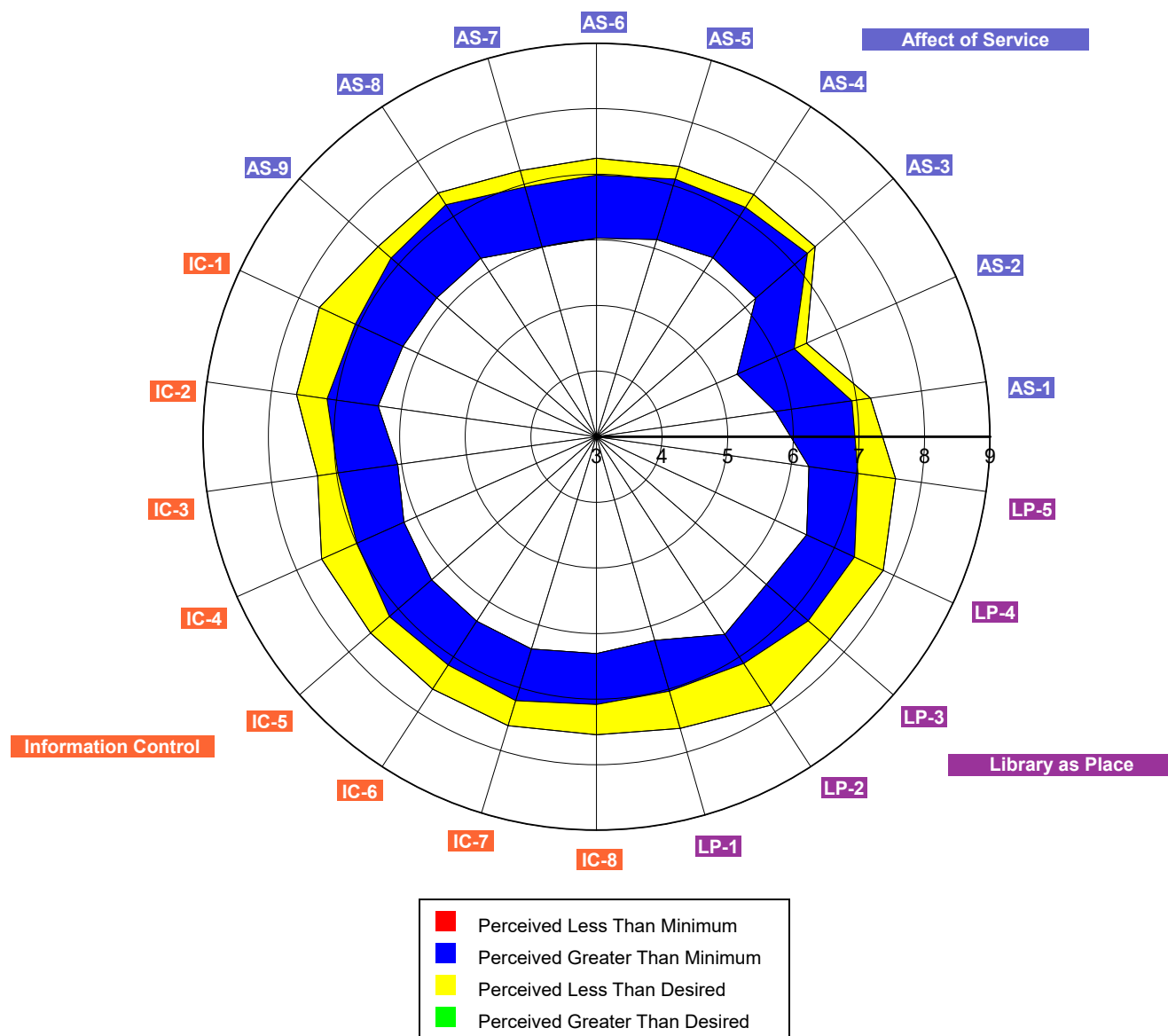
User Group: All (Excluding Library Staff)

### 3.2 Core Questions Summary for College or University

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

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

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



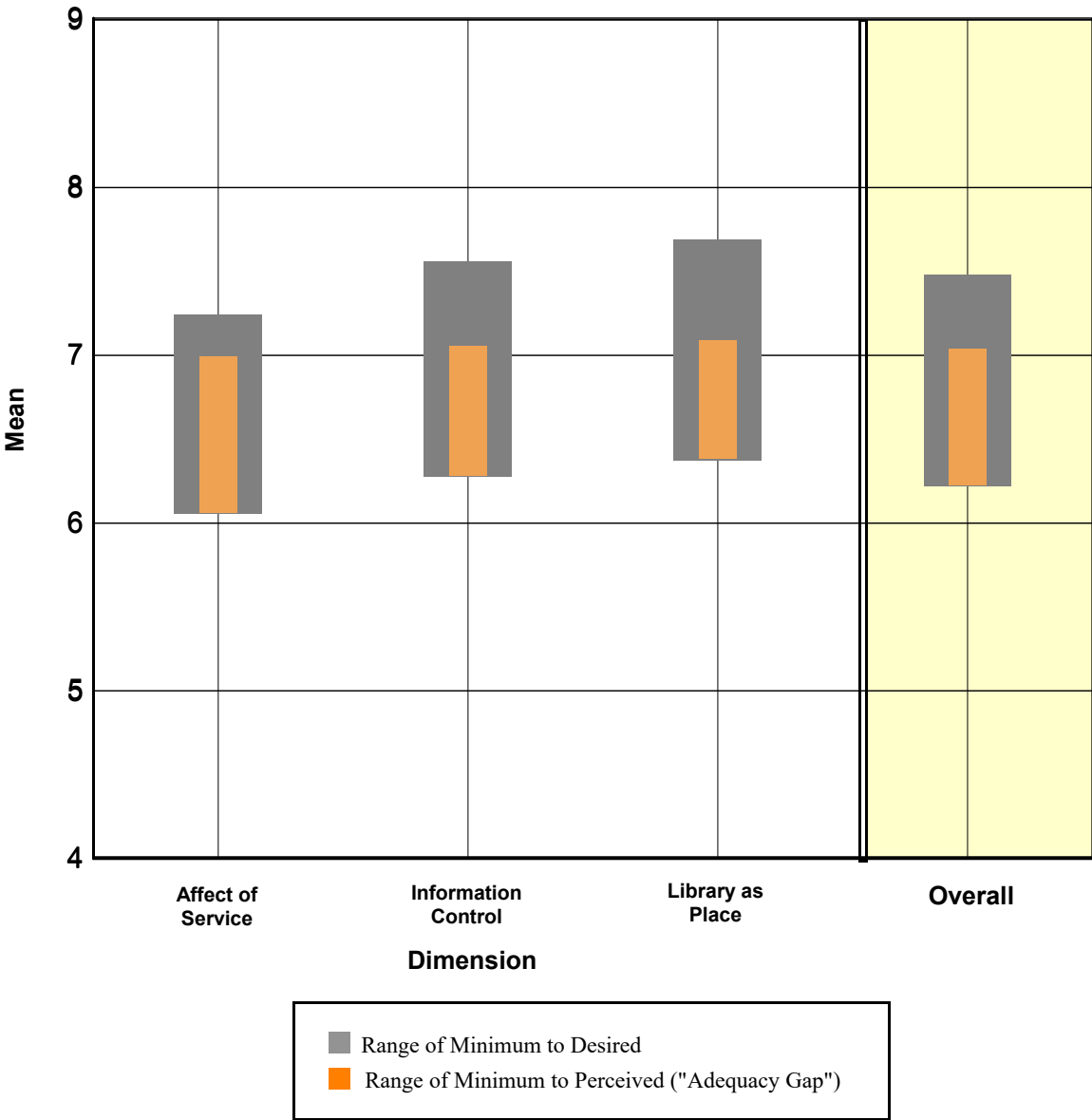
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.75	7.22	6.93	1.18	-0.28	8,747
AS-2	Giving users individual attention	5.35	6.50	6.30	0.96	-0.20	9,005
AS-3	Library staff who are consistently courteous	6.22	7.42	7.26	1.04	-0.16	9,165
AS-4	Readiness to respond to users' enquiries	6.26	7.40	7.17	0.91	-0.23	8,730
AS-5	Library staff who have the knowledge to answer user questions	6.14	7.31	7.11	0.96	-0.20	8,713
AS-6	Library staff who deal with users in a caring fashion	6.03	7.24	6.99	0.96	-0.26	14,550
AS-7	Library staff who understand the needs of their users	6.01	7.22	6.96	0.95	-0.26	8,800
AS-8	Willingness to help users	6.24	7.43	7.22	0.97	-0.21	8,987
AS-9	Dependability in handling users' service problems	6.23	7.41	7.15	0.92	-0.26	8,417
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.26	7.66	7.06	0.80	-0.60	9,028
IC-2	A library Web site enabling me to locate information on my own	6.36	7.62	7.15	0.78	-0.47	9,753
IC-3	The printed library materials I need for my work	6.06	7.29	6.98	0.92	-0.31	8,926
IC-4	The electronic information resources I need	6.21	7.58	7.00	0.78	-0.59	15,065
IC-5	Modern equipment that lets me easily access needed information	6.33	7.56	7.18	0.85	-0.38	9,606
IC-6	Easy-to-use access tools that allow me to find things on my own	6.35	7.59	7.15	0.80	-0.44	9,717
IC-7	Making information easily accessible for independent use	6.39	7.61	7.21	0.82	-0.40	9,572
IC-8	Print and/or electronic journal collections I require for my work	6.31	7.54	7.08	0.78	-0.46	8,588
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.23	7.63	7.03	0.81	-0.59	15,168
LP-2	Quiet space for individual work	6.59	7.88	7.12	0.53	-0.76	9,206
LP-3	A comfortable and inviting location	6.43	7.71	7.28	0.85	-0.43	9,256
LP-4	A haven for study, learning, or research	6.54	7.82	7.34	0.80	-0.48	9,293
LP-5	Space for group learning and group study	6.27	7.60	7.02	0.75	-0.58	8,919
<b>Overall:</b>		<b>6.22</b>	<b>7.48</b>	<b>7.03</b>	<b>0.81</b>	<b>-0.45</b>	<b>15,337</b>

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.84	1.48	1.53	1.65	1.41	8,747
AS-2	Giving users individual attention	2.11	1.93	1.85	1.66	1.49	9,005
AS-3	Library staff who are consistently courteous	1.75	1.43	1.50	1.68	1.43	9,165
AS-4	Readiness to respond to users' enquiries	1.71	1.40	1.44	1.56	1.32	8,730
AS-5	Library staff who have the knowledge to answer user questions	1.80	1.48	1.49	1.58	1.33	8,713
AS-6	Library staff who deal with users in a caring fashion	1.82	1.51	1.58	1.67	1.47	14,550
AS-7	Library staff who understand the needs of their users	1.79	1.49	1.51	1.58	1.37	8,800
AS-8	Willingness to help users	1.76	1.40	1.45	1.60	1.31	8,987
AS-9	Dependability in handling users' service problems	1.70	1.37	1.41	1.54	1.26	8,417
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.74	1.36	1.51	1.72	1.57	9,028
IC-2	A library Web site enabling me to locate information on my own	1.69	1.36	1.49	1.63	1.43	9,753
IC-3	The printed library materials I need for my work	1.82	1.57	1.51	1.69	1.53	8,926
IC-4	The electronic information resources I need	1.69	1.35	1.44	1.63	1.48	15,065
IC-5	Modern equipment that lets me easily access needed information	1.67	1.33	1.40	1.59	1.37	9,606
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.34	1.42	1.60	1.42	9,717
IC-7	Making information easily accessible for independent use	1.66	1.29	1.37	1.56	1.33	9,572
IC-8	Print and/or electronic journal collections I require for my work	1.76	1.43	1.46	1.70	1.50	8,588
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.75	1.40	1.57	1.80	1.66	15,168
LP-2	Quiet space for individual work	1.72	1.31	1.61	1.88	1.73	9,206
LP-3	A comfortable and inviting location	1.67	1.30	1.46	1.69	1.47	9,256
LP-4	A haven for study, learning, or research	1.67	1.29	1.43	1.69	1.45	9,293
LP-5	Space for group learning and group study	1.76	1.43	1.62	1.92	1.76	8,919
<b>Overall:</b>		<b>1.41</b>	<b>1.07</b>	<b>1.17</b>	<b>1.26</b>	<b>1.05</b>	<b>15,337</b>

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

3.3 Core Question Dimensions Summary for College or University

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





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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.06	7.24	6.99	0.93	-0.26	15,199
Information Control	6.28	7.56	7.05	0.77	-0.51	15,324
Library as Place	6.37	7.69	7.08	0.71	-0.61	15,293
<b>Overall</b>	<b>6.22</b>	<b>7.48</b>	<b>7.03</b>	<b>0.81</b>	<b>-0.45</b>	<b>15,337</b>

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	1.58	1.27	1.34	1.36	1.14	15,199
Information Control	1.46	1.13	1.22	1.34	1.17	15,324
Library as Place	1.50	1.17	1.35	1.53	1.39	15,293
<b>Overall</b>	<b>1.41</b>	<b>1.07</b>	<b>1.17</b>	<b>1.26</b>	<b>1.05</b>	<b>15,337</b>

### 3.4 Local Question Summary for College or University

This table shows mean scores of 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
A pleasant or productive place to spend time while on campus	6.49	7.77	7.31	0.82	-0.47	8,389
Acceptable service support from librarians, whether on campus or virtually	6.07	7.23	7.04	0.97	-0.19	7,803
Library Collections, print and online, sufficient to meet my research and learning needs	6.39	7.66	7.15	0.76	-0.50	7,729
Spaces and technology that support creativity	5.74	7.05	6.73	0.99	-0.32	8,034
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.87	7.10	7.00	1.13	-0.10	7,605

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A pleasant or productive place to spend time while on campus	1.69	1.32	1.48	1.73	1.53	8,389
Acceptable service support from librarians, whether on campus or virtually	1.79	1.49	1.48	1.60	1.34	7,803
Library Collections, print and online, sufficient to meet my research and learning needs	1.69	1.35	1.42	1.65	1.42	7,729
Spaces and technology that support creativity	1.90	1.60	1.59	1.76	1.59	8,034
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.90	1.58	1.49	1.66	1.42	7,605

### 3.5 General Satisfaction Questions Summary for College or University

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.32	1.34	11,300
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.36	11,408
How would you rate the overall quality of the service provided by the library?	7.29	1.25	15,334

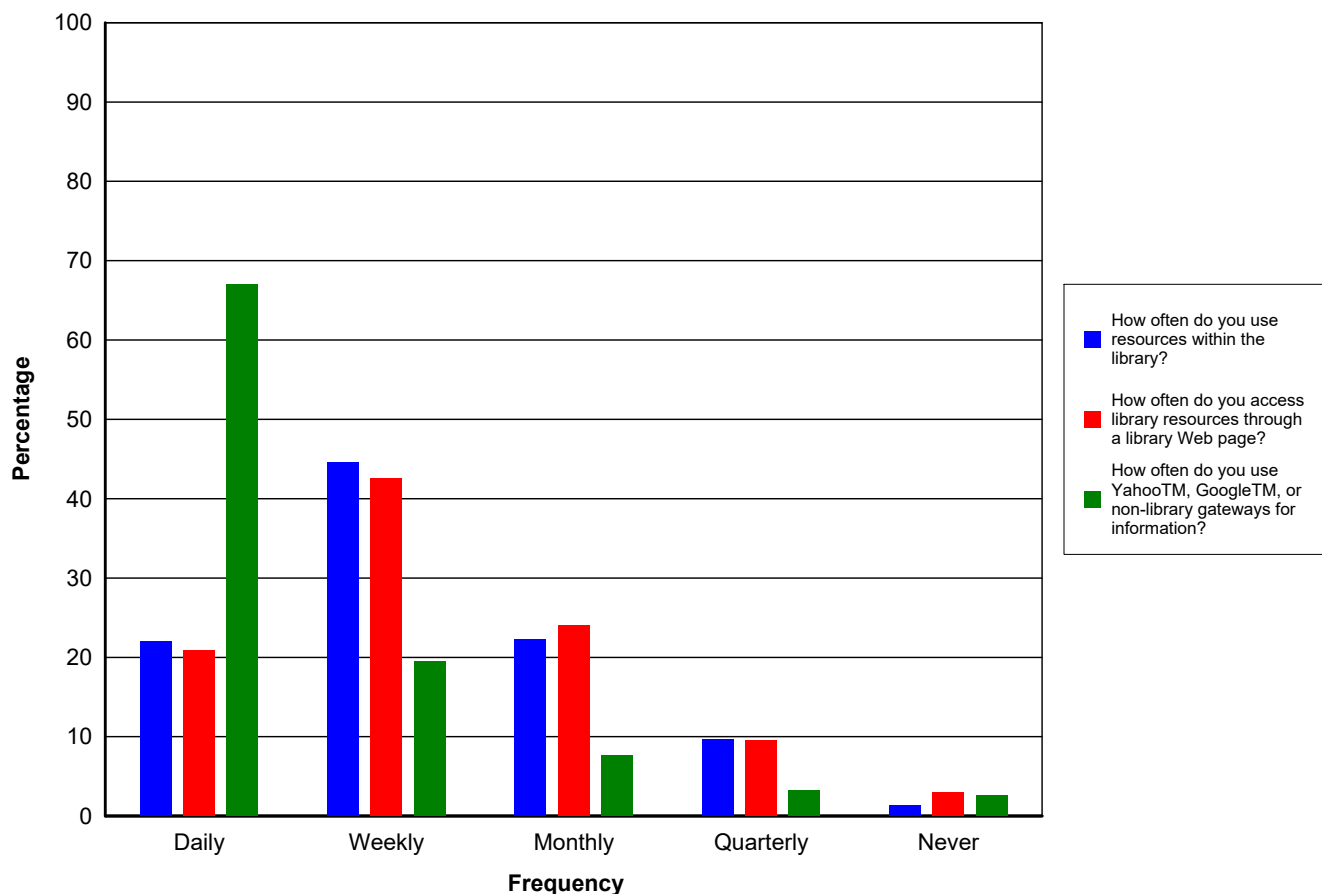
### 3.6 Information Literacy Outcomes Questions Summary for College or University

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL survey, in which respondents rated their levels of general satisfaction on a scale from 1 to 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.	6.86	1.48	10,021
The library aids my advancement in my academic discipline or work.	7.20	1.36	10,861
The library enables me to be more efficient in my academic pursuits or work.	7.31	1.36	10,957
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.64	10,959
The library provides me with the information skills I need in my work or study.	6.99	1.45	9,991

### 3.7 Library Use Summary for College or University

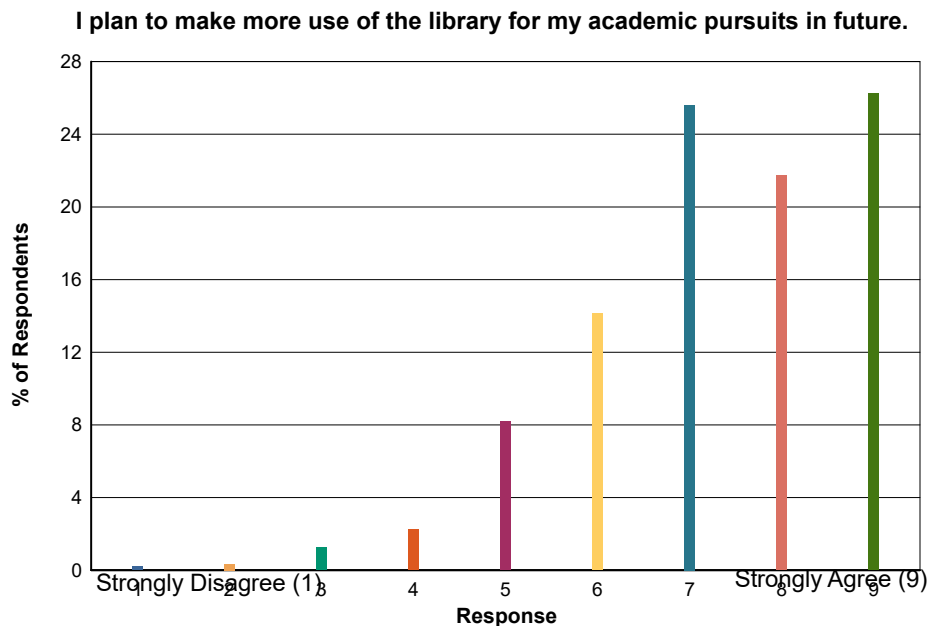
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. 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?	3,378 22.03%	6,843 44.62%	3,420 22.30%	1,487 9.70%	209 1.36%	15,337 100.00%
How often do you access library resources through a library Web page?	3,193 20.82%	6,529 42.57%	3,684 24.02%	1,466 9.56%	464 3.03%	15,336 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	10,278 67.01%	2,981 19.44%	1,176 7.67%	498 3.25%	404 2.63%	15,337 100.00%

### 3.8 Special Question Summary

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	6	0.23		
2	9	0.34		
3	33	1.24		
4	60	2.26		
5	218	8.20		
6	376	14.14		
7	681	25.61		
8	578	21.74		
9	698	26.25		
<b>Total:</b>	<b>2,659</b>	<b>100.00</b>	<b>Mean: 7.29</b>	<b>SD: 1.49</b>

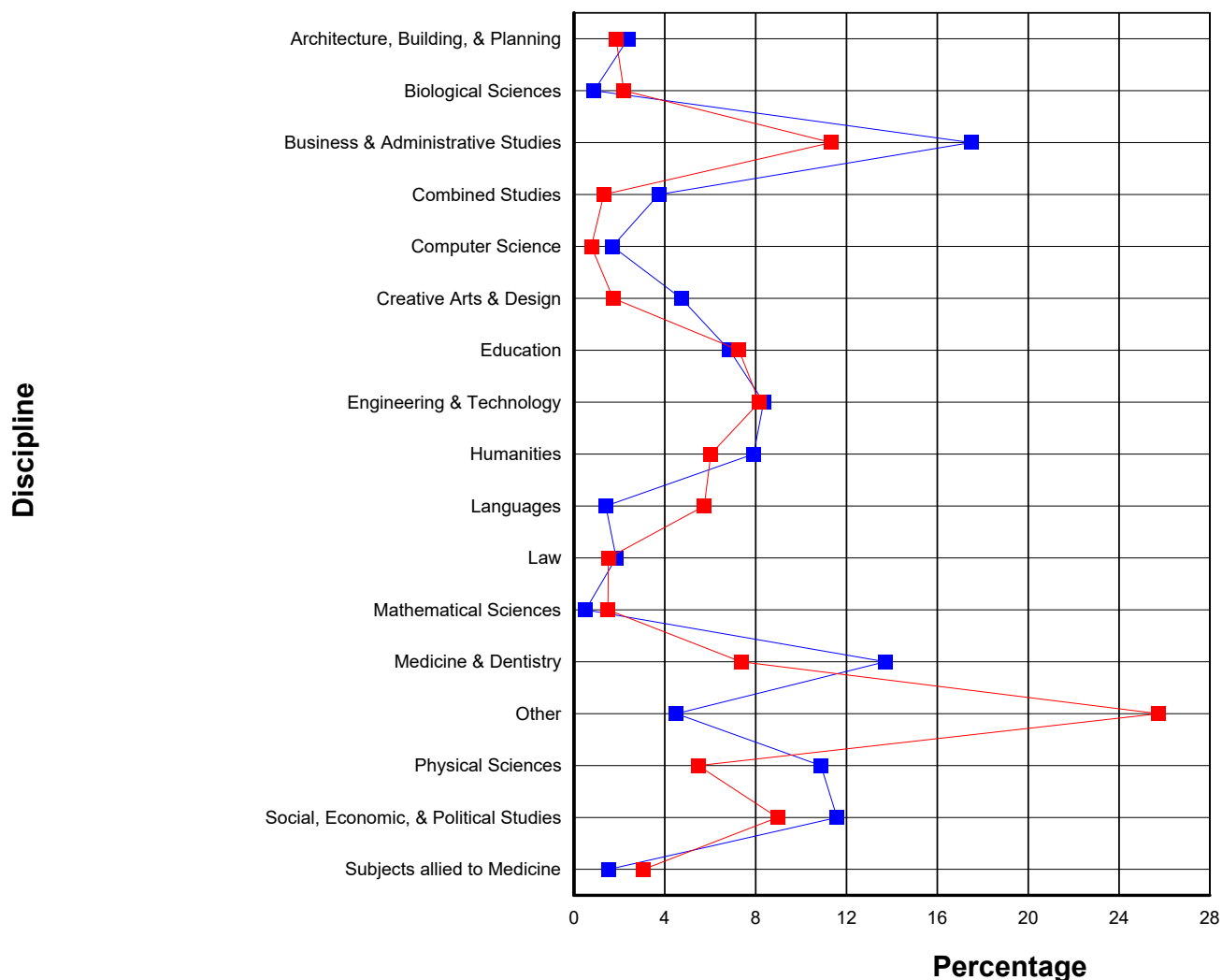
## 4 Summary for Undergraduate

### 4.1 Demographic Summary for Undergraduate

#### 4.1.1 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).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: Chinese (Traditional), English (British)  
 Institution Type: College or University  
 Consortium: JULAC  
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	730	2.38	121	1.85	0.53
Biological Sciences	271	0.89	144	2.20	-1.32
Business & Administrative Studies	5,354	17.49	741	11.33	6.15
Combined Studies	1,143	3.73	86	1.32	2.42
Computer Science	519	1.69	50	0.76	0.93
Creative Arts & Design	1,446	4.72	113	1.73	2.99
Education	2,098	6.85	475	7.27	-0.41
Engineering & Technology	2,558	8.35	534	8.17	0.19
Humanities	2,423	7.91	394	6.03	1.89
Languages	429	1.40	375	5.74	-4.33
Law	569	1.86	99	1.51	0.34
Mathematical Sciences	158	0.52	98	1.50	-0.98
Medicine & Dentistry	4,199	13.71	481	7.36	6.36
Other	1,379	4.50	1,683	25.74	-21.24
Physical Sciences	3,330	10.88	358	5.48	5.40
Social, Economic, & Political Studies	3,548	11.59	586	8.96	2.62
Subjects allied to Medicine	466	1.52	200	3.06	-1.54
<b>Total:</b>	<b>30,620</b>	<b>100.00</b>	<b>6,538</b>	<b>100.00</b>	<b>0.00</b>

#### 4.1.2 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	79	1.18
18 - 22	5,652	84.28
23 - 30	864	12.88
31 - 45	91	1.36
46 - 65	16	0.24
Over 65	4	0.06
<b>Total:</b>	<b>6,706</b>	<b>100.00</b>

#### 4.1.3 Respondent Profile 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 %
Female	21,494	52.00	3,834	57.69
Male	19,838	48.00	2,812	42.31
<b>Total:</b>	<b>41,332</b>	<b>100.00</b>	<b>6,646</b>	<b>100.00</b>

#### 4.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	40,238	97.35	7,975	96.73
Part-time	1,094	2.65	221	2.68
Does not apply / NA		0.00	49	0.59
<b>Total:</b>	<b>41,332</b>	<b>100.00</b>	<b>8,245</b>	<b>100.00</b>

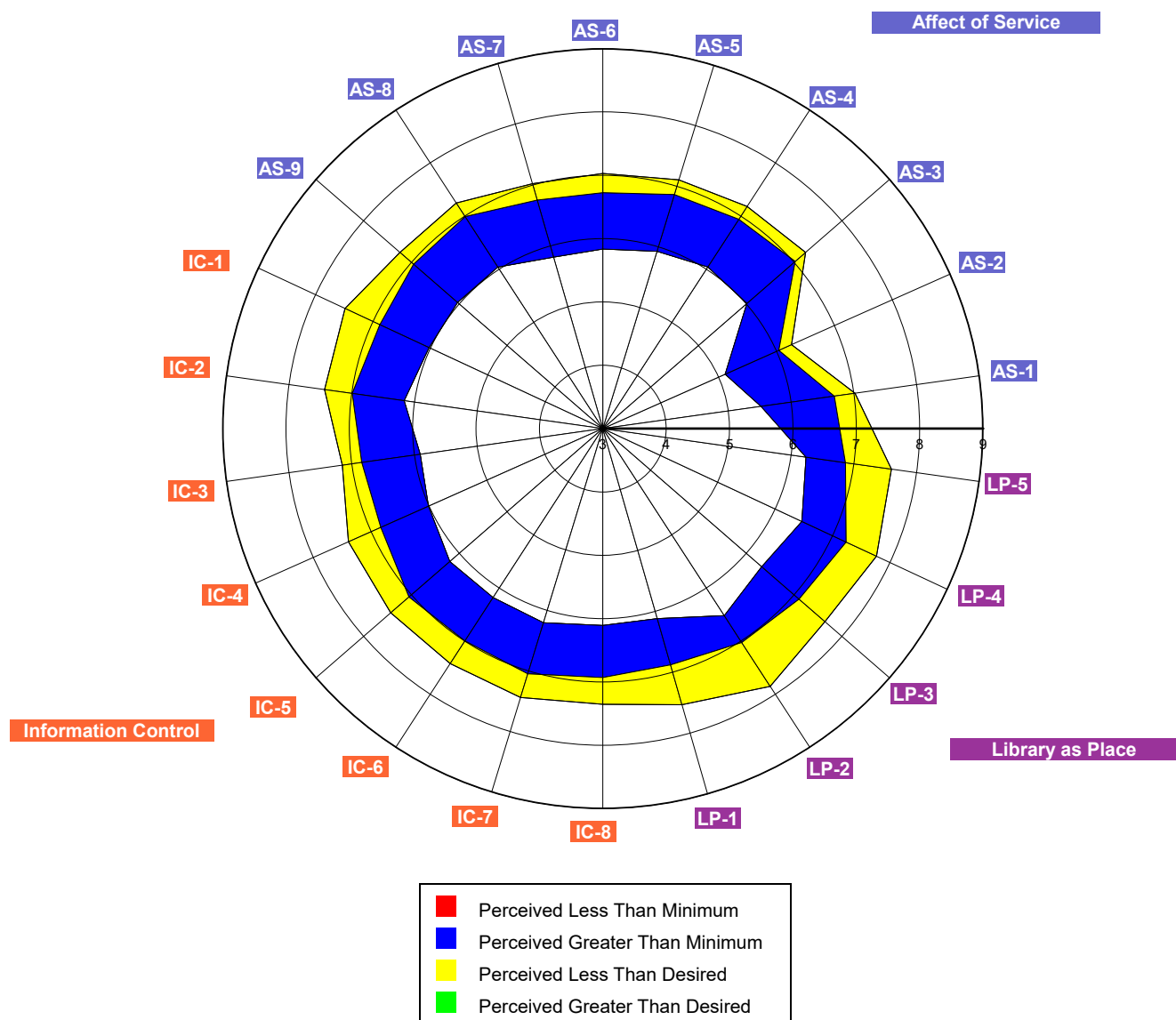


## 4.2 Core Questions Summary for Undergraduate

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

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

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

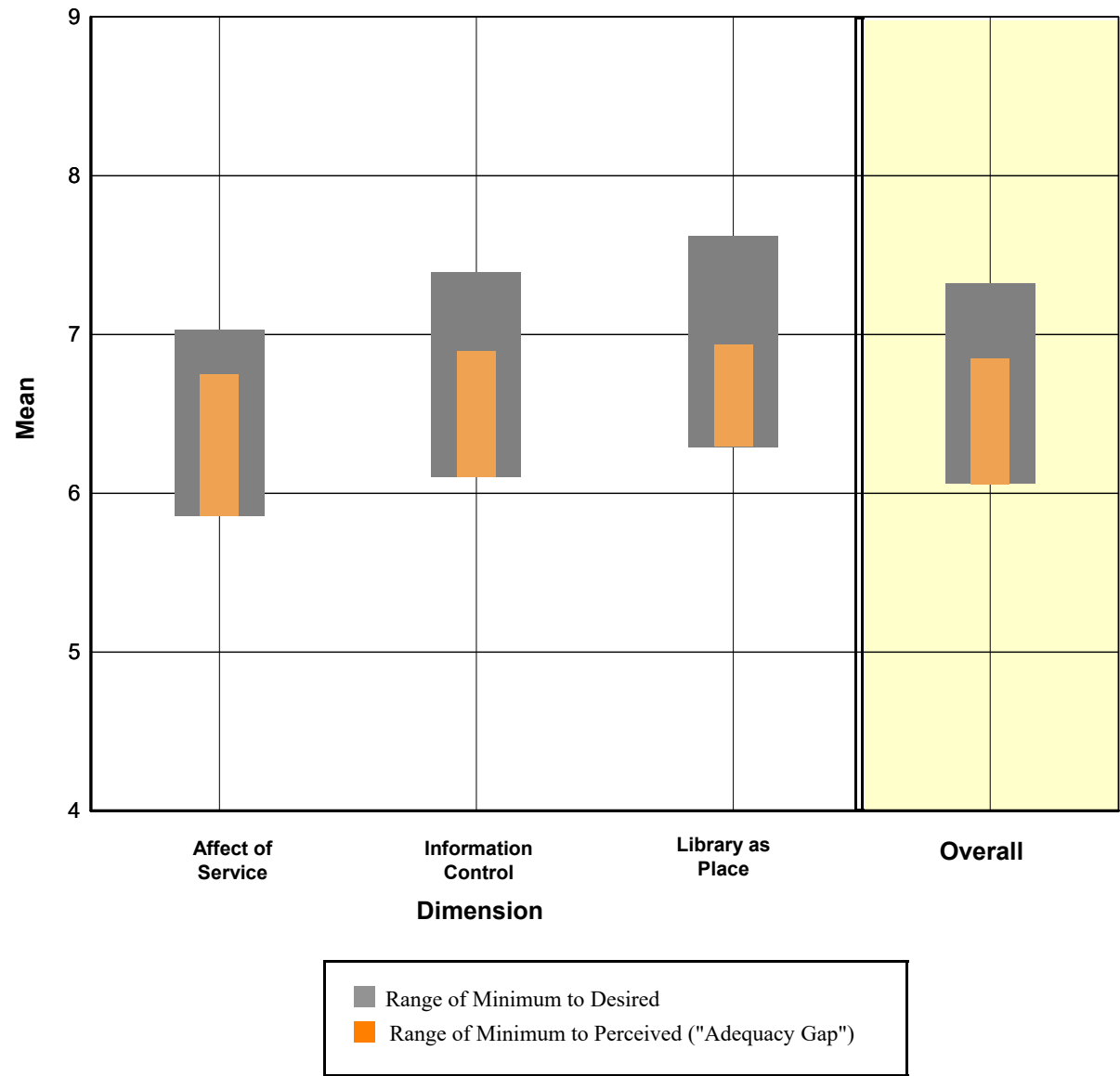


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.52	7.02	6.69	1.17	-0.33	4,673
AS-2	Giving users individual attention	5.11	6.26	6.04	0.93	-0.22	4,832
AS-3	Library staff who are consistently courteous	6.01	7.24	7.02	1.01	-0.22	4,929
AS-4	Readiness to respond to users' enquiries	6.04	7.18	6.94	0.90	-0.24	4,660
AS-5	Library staff who have the knowledge to answer user questions	5.93	7.11	6.87	0.94	-0.24	4,614
AS-6	Library staff who deal with users in a caring fashion	5.84	7.03	6.73	0.89	-0.30	7,738
AS-7	Library staff who understand the needs of their users	5.82	7.02	6.75	0.94	-0.27	4,732
AS-8	Willingness to help users	6.04	7.25	6.99	0.95	-0.25	4,841
AS-9	Dependability in handling users' service problems	6.04	7.24	6.96	0.92	-0.28	4,540
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.03	7.49	6.88	0.86	-0.61	4,826
IC-2	A library Web site enabling me to locate information on my own	6.17	7.43	6.99	0.83	-0.44	5,245
IC-3	The printed library materials I need for my work	5.91	7.15	6.84	0.93	-0.31	4,863
IC-4	The electronic information resources I need	6.01	7.39	6.83	0.82	-0.56	8,090
IC-5	Modern equipment that lets me easily access needed information	6.20	7.43	7.05	0.86	-0.38	5,200
IC-6	Easy-to-use access tools that allow me to find things on my own	6.18	7.42	7.00	0.82	-0.42	5,284
IC-7	Making information easily accessible for independent use	6.21	7.44	7.05	0.84	-0.39	5,173
IC-8	Print and/or electronic journal collections I require for my work	6.11	7.35	6.93	0.82	-0.42	4,649
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.12	7.54	6.88	0.76	-0.65	8,229
LP-2	Quiet space for individual work	6.52	7.85	7.03	0.51	-0.82	4,984
LP-3	A comfortable and inviting location	6.32	7.64	7.10	0.78	-0.54	5,015
LP-4	A haven for study, learning, or research	6.47	7.77	7.24	0.77	-0.53	5,099
LP-5	Space for group learning and group study	6.24	7.60	6.87	0.63	-0.73	5,032
<b>Overall:</b>		<b>6.06</b>	<b>7.32</b>	<b>6.85</b>	<b>0.79</b>	<b>-0.47</b>	<b>8,269</b>

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.82	1.49	1.55	1.67	1.47	4,673
AS-2	Giving users individual attention	2.12	1.97	1.88	1.65	1.49	4,832
AS-3	Library staff who are consistently courteous	1.73	1.46	1.54	1.70	1.49	4,929
AS-4	Readiness to respond to users' enquiries	1.71	1.44	1.47	1.56	1.35	4,660
AS-5	Library staff who have the knowledge to answer user questions	1.79	1.51	1.53	1.55	1.33	4,614
AS-6	Library staff who deal with users in a caring fashion	1.79	1.54	1.61	1.65	1.52	7,738
AS-7	Library staff who understand the needs of their users	1.77	1.51	1.52	1.57	1.37	4,732
AS-8	Willingness to help users	1.75	1.43	1.48	1.60	1.34	4,841
AS-9	Dependability in handling users' service problems	1.70	1.39	1.42	1.54	1.27	4,540
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.72	1.39	1.52	1.72	1.59	4,826
IC-2	A library Web site enabling me to locate information on my own	1.68	1.41	1.50	1.62	1.45	5,245
IC-3	The printed library materials I need for my work	1.84	1.59	1.55	1.72	1.58	4,863
IC-4	The electronic information resources I need	1.67	1.37	1.43	1.61	1.48	8,090
IC-5	Modern equipment that lets me easily access needed information	1.66	1.35	1.41	1.59	1.40	5,200
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.37	1.44	1.59	1.43	5,284
IC-7	Making information easily accessible for independent use	1.66	1.34	1.38	1.55	1.33	5,173
IC-8	Print and/or electronic journal collections I require for my work	1.80	1.49	1.49	1.72	1.53	4,649
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.72	1.40	1.60	1.84	1.70	8,229
LP-2	Quiet space for individual work	1.71	1.32	1.63	1.91	1.77	4,984
LP-3	A comfortable and inviting location	1.67	1.33	1.51	1.73	1.55	5,015
LP-4	A haven for study, learning, or research	1.67	1.30	1.46	1.71	1.48	5,099
LP-5	Space for group learning and group study	1.73	1.40	1.66	1.98	1.83	5,032
<b>Overall:</b>		<b>1.37</b>	<b>1.07</b>	<b>1.15</b>	<b>1.23</b>	<b>1.06</b>	<b>8,269</b>

4.3 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.



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.86	7.03	6.75	0.89	-0.28	8,168
Information Control	6.10	7.39	6.89	0.79	-0.50	8,262
Library as Place	6.29	7.62	6.94	0.64	-0.68	8,265
<b>Overall</b>	<b>6.06</b>	<b>7.32</b>	<b>6.85</b>	<b>0.79</b>	<b>-0.47</b>	<b>8,269</b>

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	1.54	1.27	1.33	1.32	1.15	8,168
Information Control	1.43	1.14	1.21	1.31	1.17	8,262
Library as Place	1.46	1.16	1.36	1.53	1.42	8,265
<b>Overall</b>	<b>1.37</b>	<b>1.07</b>	<b>1.15</b>	<b>1.23</b>	<b>1.06</b>	<b>8,269</b>

#### 4.4 Local Question Summary for Undergraduate

This table shows mean scores of 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
Spaces and technology that support creativity	5.58	6.91	6.54	0.96	-0.38	4,334
A pleasant or productive place to spend time while on campus	6.39	7.71	7.15	0.76	-0.56	4,556
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.66	6.88	6.79	1.14	-0.08	4,113
Acceptable service support from librarians, whether on campus or virtually	5.85	7.03	6.83	0.98	-0.19	4,152
Library Collections, print and online, sufficient to meet my research and learning needs	6.21	7.48	7.01	0.80	-0.47	4,187

This table displays the standard deviations of 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
Spaces and technology that support creativity	1.88	1.61	1.63	1.79	1.65	4,334
A pleasant or productive place to spend time while on campus	1.68	1.35	1.53	1.78	1.60	4,556
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.90	1.62	1.50	1.67	1.45	4,113
Acceptable service support from librarians, whether on campus or virtually	1.78	1.52	1.49	1.59	1.36	4,152
Library Collections, print and online, sufficient to meet my research and learning needs	1.70	1.38	1.44	1.65	1.44	4,187

#### 4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.15	1.38	6,090
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.12	1.38	6,194
How would you rate the overall quality of the service provided by the library?	7.12	1.26	8,268

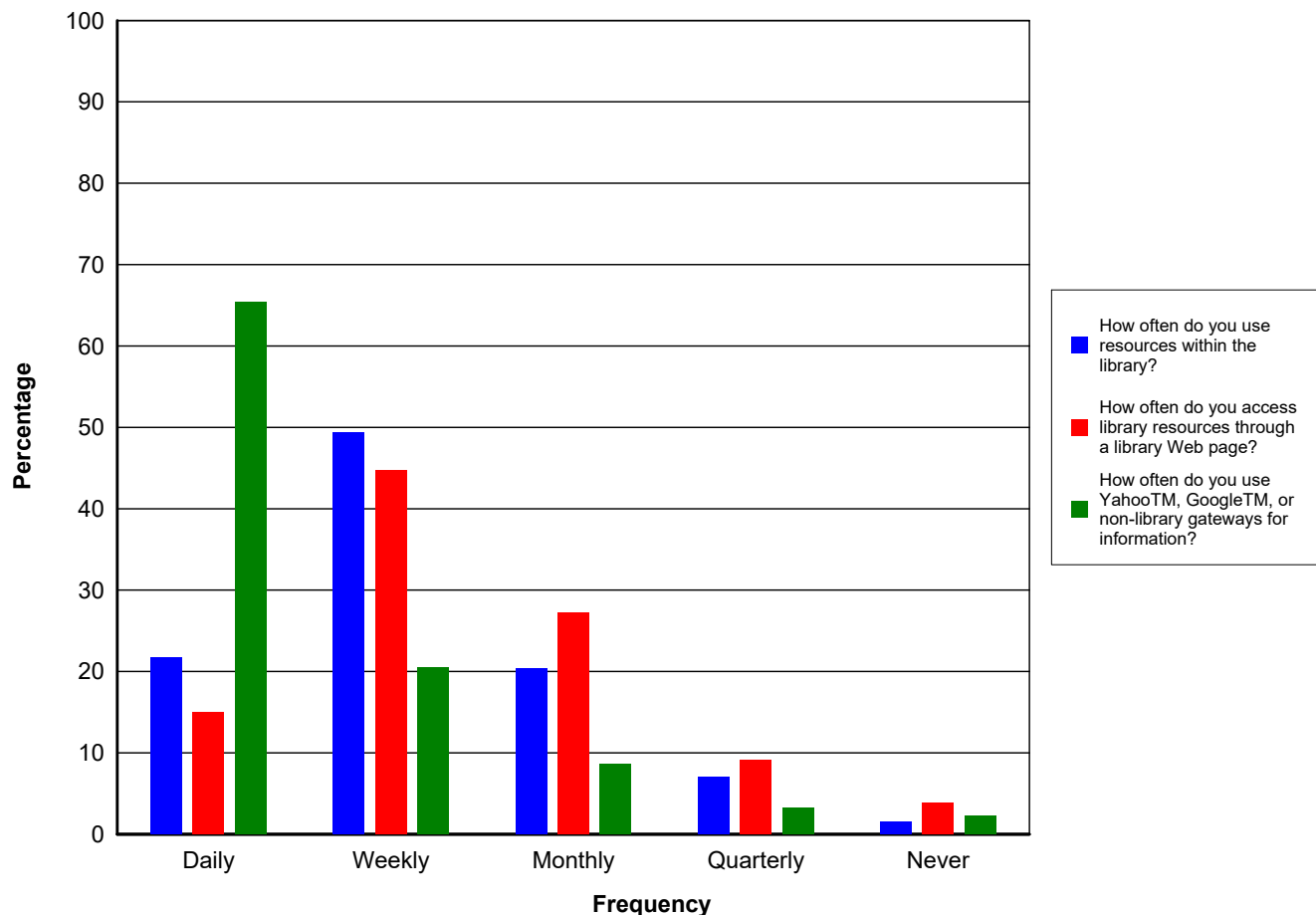
#### 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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 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 to 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.	6.64	1.50	5,364
The library aids my advancement in my academic discipline or work.	7.05	1.36	5,844
The library enables me to be more efficient in my academic pursuits or work.	7.19	1.39	5,951
The library helps me distinguish between trustworthy and untrustworthy information.	6.50	1.63	5,957
The library provides me with the information skills I need in my work or study.	6.83	1.47	5,466

## 4.7 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.

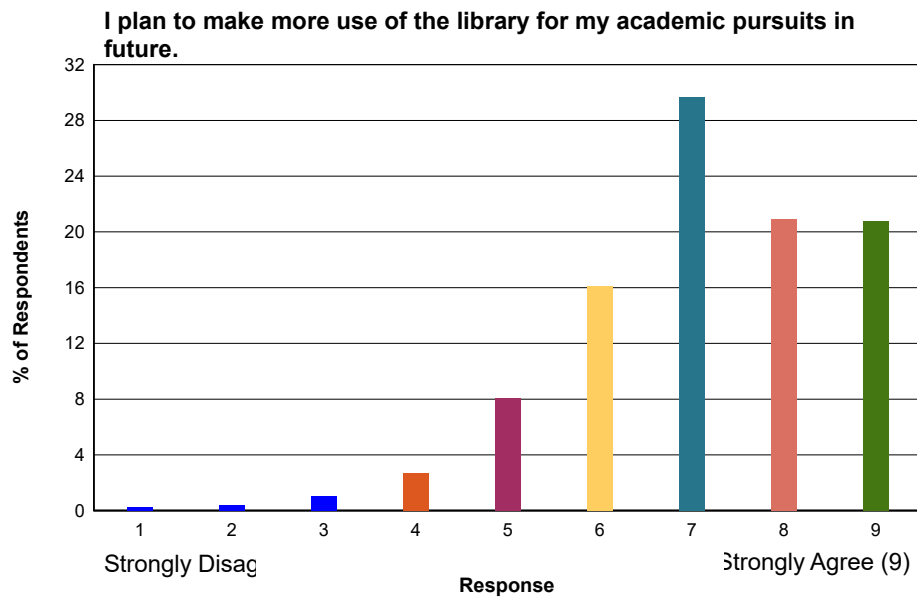


	Daily	Weekly	Monthly	Quarterly	Never	n%
How often do you use resources within the library?	1,795 21.71%	4,085 49.40%	1,685 20.38%	577 6.98%	127 1.54%	8,269 100.00%
How often do you access library resources through a library Web page?	1,239 14.99%	3,699 44.74%	2,253 27.25%	757 9.16%	320 3.87%	8,268 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	5,406 65.38%	1,691 20.45%	717 8.67%	267 3.23%	188 2.27%	8,269 100.00%



## 4.8 Special Question Summary for Undergraduate

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	4	0.26		
2	6	0.40		
3	16	1.06		
4	41	2.71		
5	122	8.06		
6	244	16.13		
7	449	29.68		
8	317	20.95		
9	314	20.75		
<b>Total:</b>	<b>1,513</b>	<b>100.00</b>	<b>Mean: 7.14</b>	<b>SD: 1.45</b>

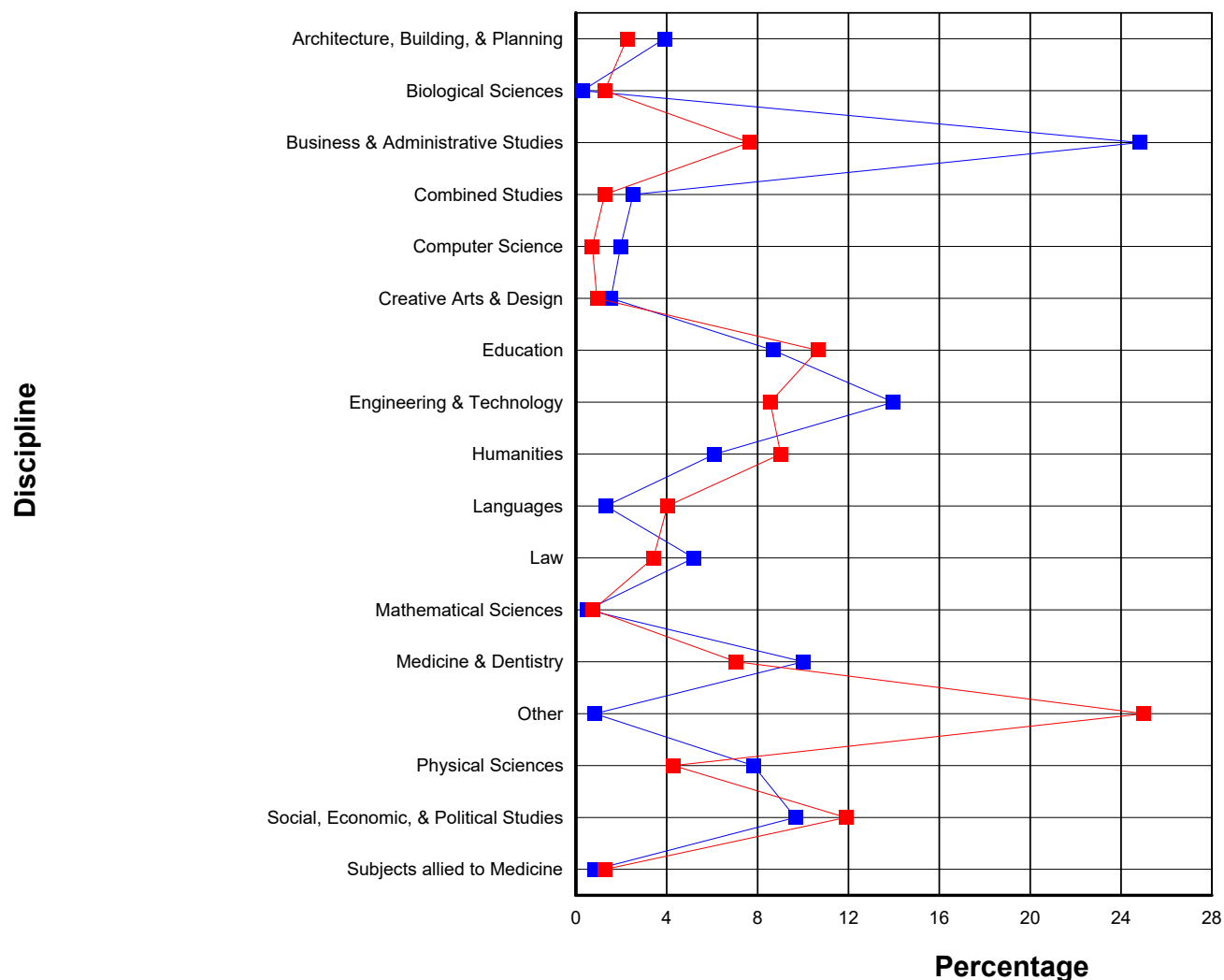
## 5 Summary for Postgraduate

### 5.1 Demographic Summary for Postgraduate

#### 5.1.1 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).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: Chinese (Traditional), English (British)  
 Institution Type: College or University  
 Consortium: JULAC  
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	931	3.90	87	2.25	1.65
Biological Sciences	68	0.28	49	1.27	-0.98
Business & Administrative Studies	5,930	24.83	296	7.65	17.18
Combined Studies	602	2.52	49	1.27	1.25
Computer Science	471	1.97	28	0.72	1.25
Creative Arts & Design	368	1.54	36	0.93	0.61
Education	2,074	8.68	412	10.65	-1.96
Engineering & Technology	3,338	13.98	331	8.55	5.42
Humanities	1,461	6.12	349	9.02	-2.90
Languages	315	1.32	156	4.03	-2.71
Law	1,241	5.20	132	3.41	1.78
Mathematical Sciences	118	0.49	29	0.75	-0.26
Medicine & Dentistry	2,392	10.01	273	7.05	2.96
Other	198	0.83	968	25.01	-24.18
Physical Sciences	1,867	7.82	166	4.29	3.53
Social, Economic, & Political Studies	2,308	9.66	460	11.89	-2.22
Subjects allied to Medicine	203	0.85	49	1.27	-0.42
<b>Total:</b>	<b>23,885</b>	<b>100.00</b>	<b>3,870</b>	<b>100.00</b>	<b>0.00</b>

### 5.1.2 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	1	0.03
18 - 22	441	13.54
23 - 30	2,310	70.90
31 - 45	438	13.44
46 - 65	66	2.03
Over 65	2	0.06
<b>Total:</b>	<b>3,258</b>	<b>100.00</b>

### 5.1.3 Respondent Profile 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 %
Female	2,016	62.36
Male	1,217	37.64
<b>Total:</b>	<b>3,233</b>	<b>100.00</b>

### 5.1.4 Respondent Profile by Full or part-time student?

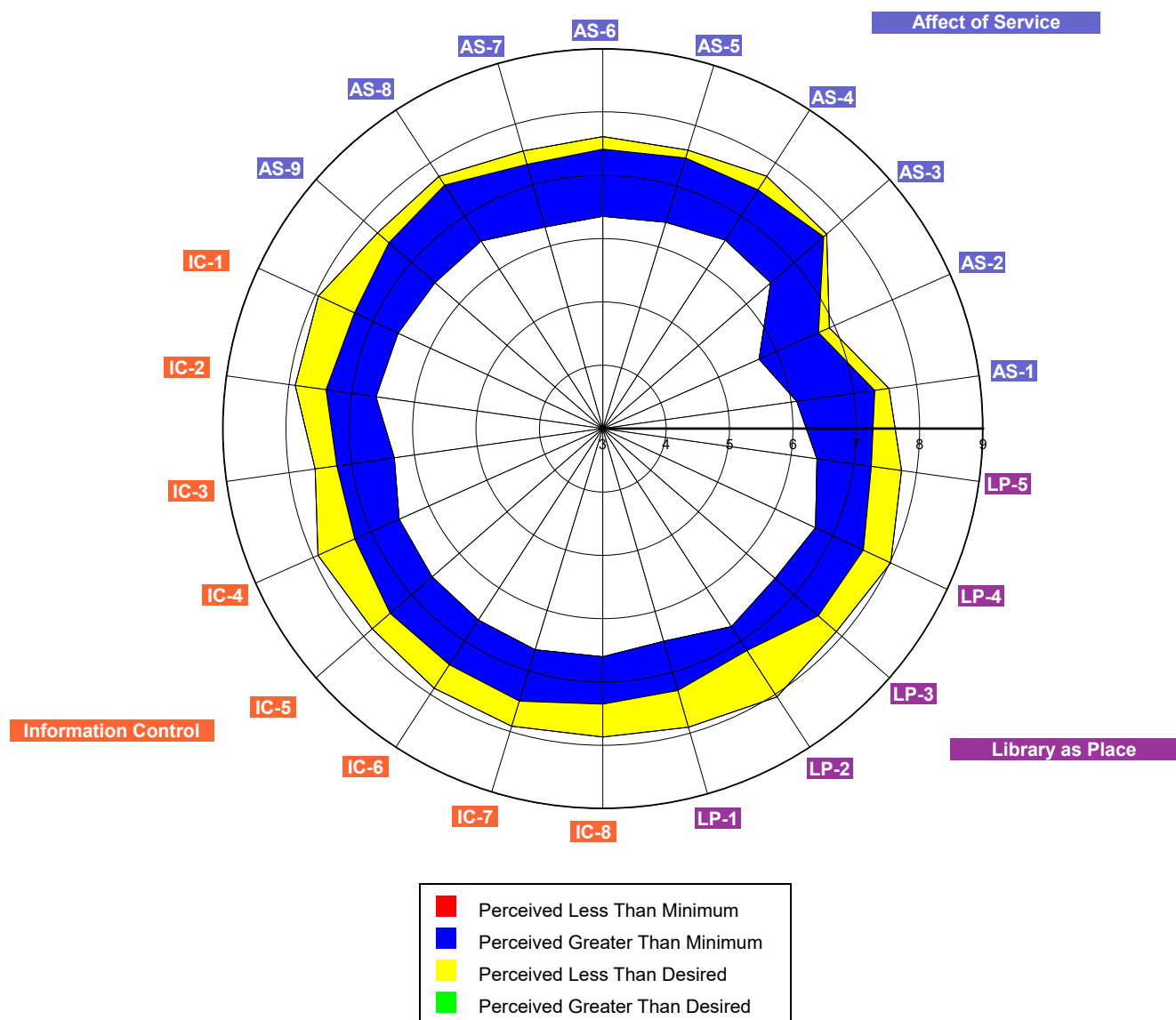
Full or part-time student?	Respondents n	Respondents %
Full-time	3,757	84.09
Part-time	628	14.06
Does not apply / NA	83	1.86
<b>Total:</b>	<b>4,468</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Postgraduate

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

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

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

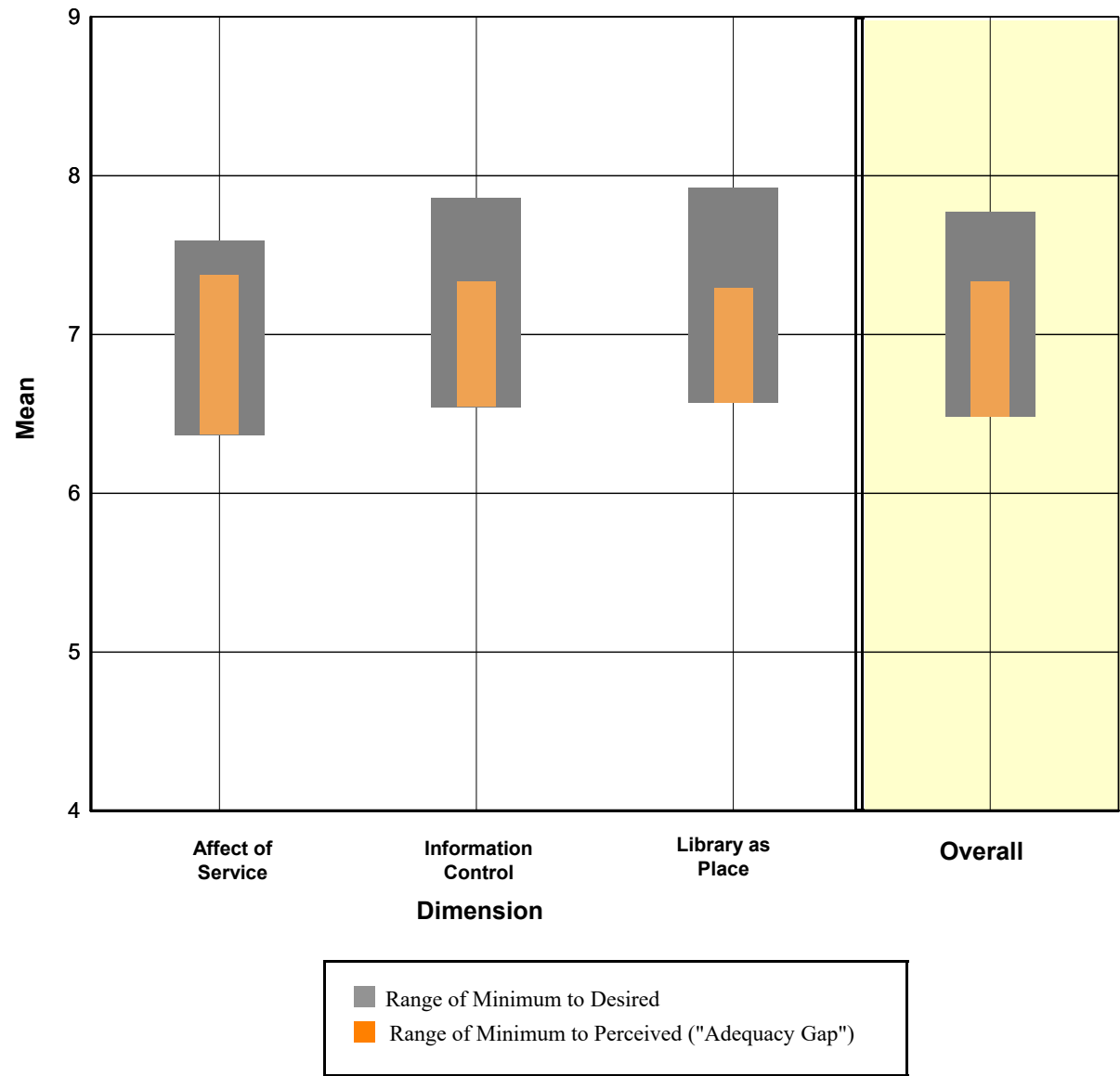


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.09	7.56	7.34	1.24	-0.23	2,434
AS-2	Giving users individual attention	5.70	6.91	6.73	1.03	-0.19	2,525
AS-3	Library staff who are consistently courteous	6.51	7.68	7.62	1.11	-0.06	2,504
AS-4	Readiness to respond to users' enquiries	6.55	7.75	7.50	0.95	-0.25	2,446
AS-5	Library staff who have the knowledge to answer user questions	6.41	7.60	7.47	1.06	-0.13	2,411
AS-6	Library staff who deal with users in a caring fashion	6.35	7.61	7.41	1.06	-0.20	4,334
AS-7	Library staff who understand the needs of their users	6.31	7.56	7.34	1.03	-0.22	2,388
AS-8	Willingness to help users	6.53	7.75	7.58	1.05	-0.16	2,434
AS-9	Dependability in handling users' service problems	6.51	7.71	7.47	0.96	-0.24	2,282
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.57	7.95	7.32	0.76	-0.63	2,522
IC-2	A library Web site enabling me to locate information on my own	6.61	7.90	7.41	0.80	-0.49	2,711
IC-3	The printed library materials I need for my work	6.32	7.58	7.24	0.92	-0.35	2,473
IC-4	The electronic information resources I need	6.52	7.92	7.28	0.77	-0.63	4,431
IC-5	Modern equipment that lets me easily access needed information	6.57	7.82	7.45	0.88	-0.37	2,636
IC-6	Easy-to-use access tools that allow me to find things on my own	6.60	7.89	7.45	0.84	-0.44	2,629
IC-7	Making information easily accessible for independent use	6.65	7.91	7.50	0.85	-0.41	2,625
IC-8	Print and/or electronic journal collections I require for my work	6.60	7.87	7.35	0.75	-0.52	2,382
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.49	7.90	7.30	0.81	-0.60	4,455
LP-2	Quiet space for individual work	6.73	8.05	7.18	0.45	-0.87	2,559
LP-3	A comfortable and inviting location	6.60	7.88	7.50	0.90	-0.38	2,526
LP-4	A haven for study, learning, or research	6.70	8.01	7.54	0.83	-0.48	2,491
LP-5	Space for group learning and group study	6.41	7.76	7.28	0.87	-0.48	2,425
<b>Overall:</b>		<b>6.48</b>	<b>7.78</b>	<b>7.34</b>	<b>0.85</b>	<b>-0.44</b>	<b>4,476</b>

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.90	1.43	1.45	1.64	1.33	2,434
AS-2	Giving users individual attention	2.13	1.87	1.79	1.67	1.52	2,525
AS-3	Library staff who are consistently courteous	1.78	1.38	1.43	1.69	1.38	2,504
AS-4	Readiness to respond to users' enquiries	1.73	1.30	1.38	1.56	1.29	2,446
AS-5	Library staff who have the knowledge to answer user questions	1.87	1.43	1.41	1.64	1.32	2,411
AS-6	Library staff who deal with users in a caring fashion	1.86	1.42	1.48	1.69	1.39	4,334
AS-7	Library staff who understand the needs of their users	1.86	1.44	1.47	1.61	1.35	2,388
AS-8	Willingness to help users	1.79	1.33	1.37	1.63	1.27	2,434
AS-9	Dependability in handling users' service problems	1.72	1.31	1.39	1.54	1.24	2,282
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.74	1.29	1.47	1.71	1.53	2,522
IC-2	A library Web site enabling me to locate information on my own	1.71	1.27	1.46	1.62	1.39	2,711
IC-3	The printed library materials I need for my work	1.84	1.50	1.46	1.68	1.49	2,473
IC-4	The electronic information resources I need	1.71	1.23	1.43	1.67	1.46	4,431
IC-5	Modern equipment that lets me easily access needed information	1.70	1.29	1.38	1.60	1.34	2,636
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.26	1.39	1.59	1.40	2,629
IC-7	Making information easily accessible for independent use	1.66	1.19	1.34	1.58	1.32	2,625
IC-8	Print and/or electronic journal collections I require for my work	1.72	1.31	1.43	1.70	1.47	2,382
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.77	1.31	1.54	1.79	1.61	4,455
LP-2	Quiet space for individual work	1.74	1.24	1.66	1.91	1.78	2,559
LP-3	A comfortable and inviting location	1.72	1.27	1.43	1.66	1.42	2,526
LP-4	A haven for study, learning, or research	1.70	1.25	1.43	1.71	1.48	2,491
LP-5	Space for group learning and group study	1.82	1.43	1.60	1.87	1.70	2,425
<b>Overall:</b>		<b>1.46</b>	<b>1.01</b>	<b>1.15</b>	<b>1.30</b>	<b>1.04</b>	<b>4,476</b>

5.3 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.





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	6.37	7.59	7.37	1.01	-0.22	4,445
Information Control	6.54	7.86	7.33	0.79	-0.53	4,473
Library as Place	6.57	7.92	7.29	0.72	-0.63	4,471
<b>Overall</b>	<b>6.48</b>	<b>7.78</b>	<b>7.34</b>	<b>0.85</b>	<b>-0.44</b>	<b>4,476</b>

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	1.64	1.20	1.28	1.41	1.11	4,445
Information Control	1.49	1.05	1.21	1.36	1.14	4,473
Library as Place	1.55	1.10	1.36	1.55	1.39	4,471
<b>Overall</b>	<b>1.46</b>	<b>1.01</b>	<b>1.15</b>	<b>1.30</b>	<b>1.04</b>	<b>4,476</b>

## 5.4 Local Question Summary for Postgraduate

This table shows mean scores of 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
Spaces and technology that support creativity	5.94	7.29	7.06	1.11	-0.23	2,176
A pleasant or productive place to spend time while on campus	6.69	7.98	7.53	0.84	-0.44	2,246
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	6.20	7.50	7.40	1.20	-0.10	2,080
Acceptable service support from librarians, whether on campus or virtually	6.37	7.56	7.38	1.01	-0.18	2,100
Library Collections, print and online, sufficient to meet my research and learning needs	6.65	7.96	7.40	0.75	-0.56	2,073

This table displays the standard deviations of 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
Spaces and technology that support creativity	2.00	1.60	1.54	1.76	1.55	2,176
A pleasant or productive place to spend time while on campus	1.70	1.23	1.42	1.64	1.46	2,246
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.94	1.51	1.46	1.70	1.42	2,080
Acceptable service support from librarians, whether on campus or virtually	1.85	1.41	1.47	1.64	1.33	2,100
Library Collections, print and online, sufficient to meet my research and learning needs	1.70	1.27	1.41	1.68	1.42	2,073

## 5.5 General Satisfaction Questions Summary for Postgraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.62	1.26	3,186
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.62	1.31	3,178
How would you rate the overall quality of the service provided by the library?	7.57	1.21	4,475

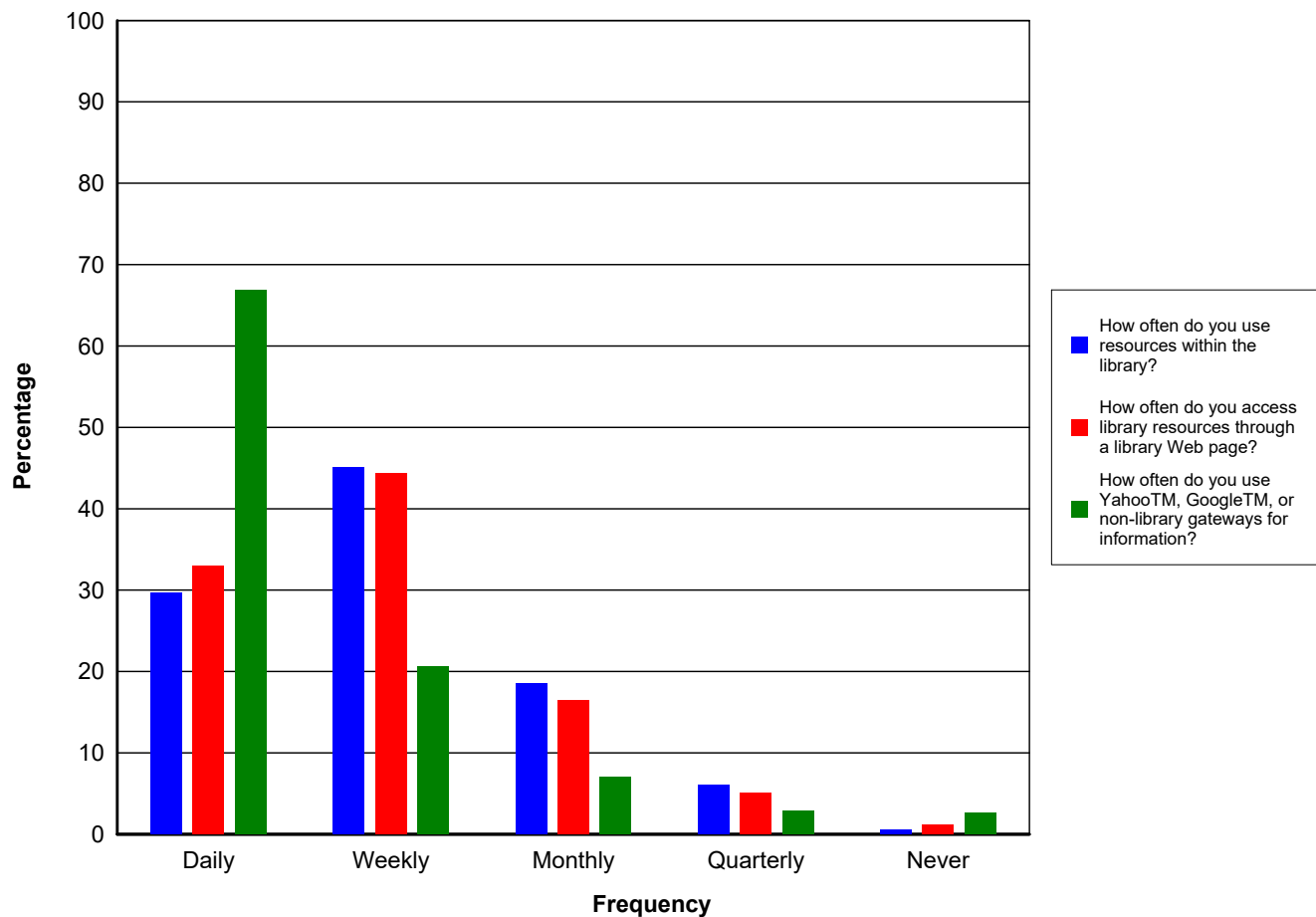
## 5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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 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 to 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.	7.25	1.43	2,782
The library aids my advancement in my academic discipline or work.	7.55	1.31	3,037
The library enables me to be more efficient in my academic pursuits or work.	7.63	1.29	3,047
The library helps me distinguish between trustworthy and untrustworthy information.	6.88	1.67	3,025
The library provides me with the information skills I need in my work or study.	7.34	1.40	2,728

## 5.7 Library Use Summary for Postgraduate

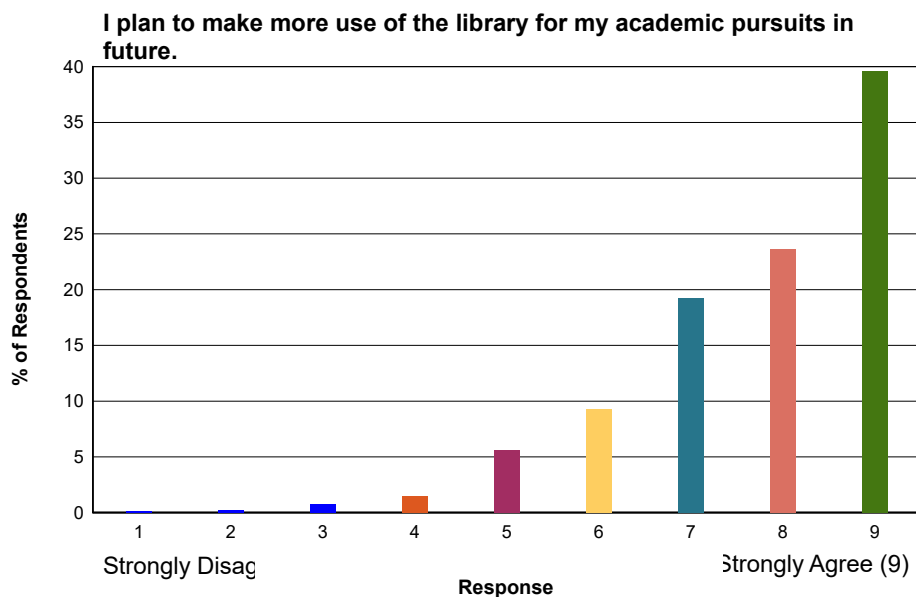
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. 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?	1,329 29.69%	2,018 45.08%	831 18.57%	272 6.08%	26 0.58%	4,476 100.00%
How often do you access library resources through a library Web page?	1,477 33.00%	1,986 44.37%	738 16.49%	225 5.03%	50 1.12%	4,476 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	2,990 66.80%	925 20.67%	313 6.99%	128 2.86%	120 2.68%	4,476 100.00%

## 5.8 Special Question Summary for Postgraduate

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	1	0.11		
2	2	0.23		
3	7	0.80		
4	13	1.49		
5	49	5.61		
6	81	9.28		
7	168	19.24		
8	206	23.60		
9	346	39.63		
<b>Total:</b>	<b>873</b>	<b>100.00</b>	<b>Mean: 7.73</b>	<b>SD: 1.40</b>

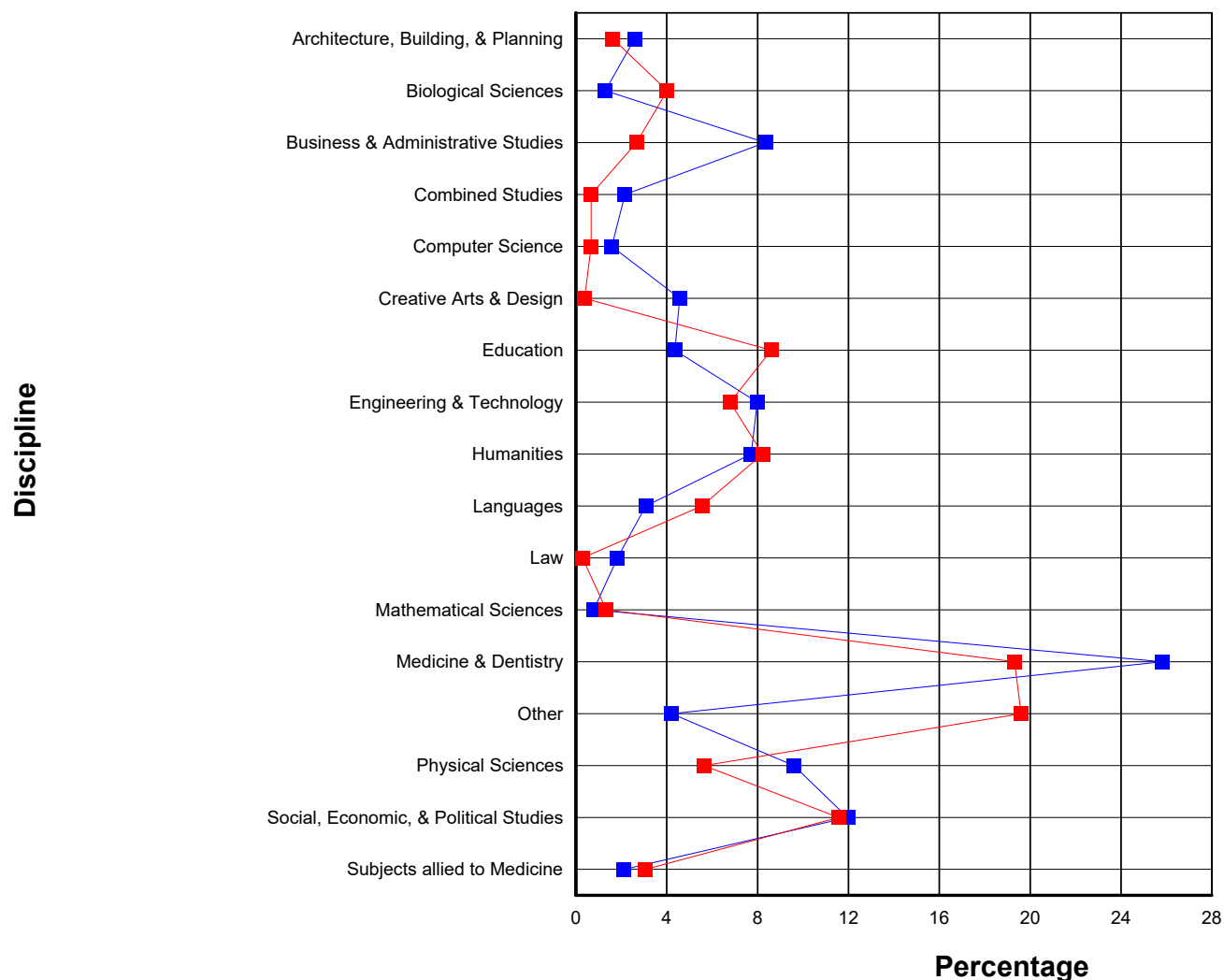
## 6 Summary for Academic Staff

### 6.1 Demographic Summary for Academic Staff

#### 6.1.1 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).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: Chinese (Traditional), English (British)  
 Institution Type: College or University  
 Consortium: JULAC  
 User Group: Academic Staff

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	175	2.59	17	1.63	0.96
Biological Sciences	88	1.30	42	4.02	-2.71
Business & Administrative Studies	564	8.34	28	2.68	5.66
Combined Studies	146	2.16	7	0.67	1.49
Computer Science	107	1.58	7	0.67	0.91
Creative Arts & Design	309	4.57	4	0.38	4.19
Education	295	4.36	90	8.60	-4.24
Engineering & Technology	540	7.98	71	6.79	1.20
Humanities	522	7.72	86	8.22	-0.50
Languages	208	3.08	58	5.54	-2.47
Law	124	1.83	3	0.29	1.55
Mathematical Sciences	53	0.78	14	1.34	-0.55
Medicine & Dentistry	1,746	25.82	202	19.31	6.51
Other	285	4.21	205	19.60	-15.38
Physical Sciences	649	9.60	59	5.64	3.96
Social, Economic, & Political Studies	809	11.96	121	11.57	0.39
Subjects allied to Medicine	143	2.11	32	3.06	-0.94
<b>Total:</b>	<b>6,763</b>	<b>100.00</b>	<b>1,046</b>	<b>100.00</b>	<b>0.00</b>

### 6.1.2 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	0	0.00
18 - 22	22	2.35
23 - 30	292	31.20
31 - 45	415	44.34
46 - 65	186	19.87
Over 65	21	2.24
<b>Total:</b>	<b>936</b>	<b>100.00</b>

### 6.1.3 Respondent Profile 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 %
Female	420	45.31
Male	507	54.69
<b>Total:</b>	<b>927</b>	<b>100.00</b>

### 6.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	144	12.39
Part-time	20	1.72
Does not apply / NA	998	85.89
<b>Total:</b>	<b>1,162</b>	<b>100.00</b>

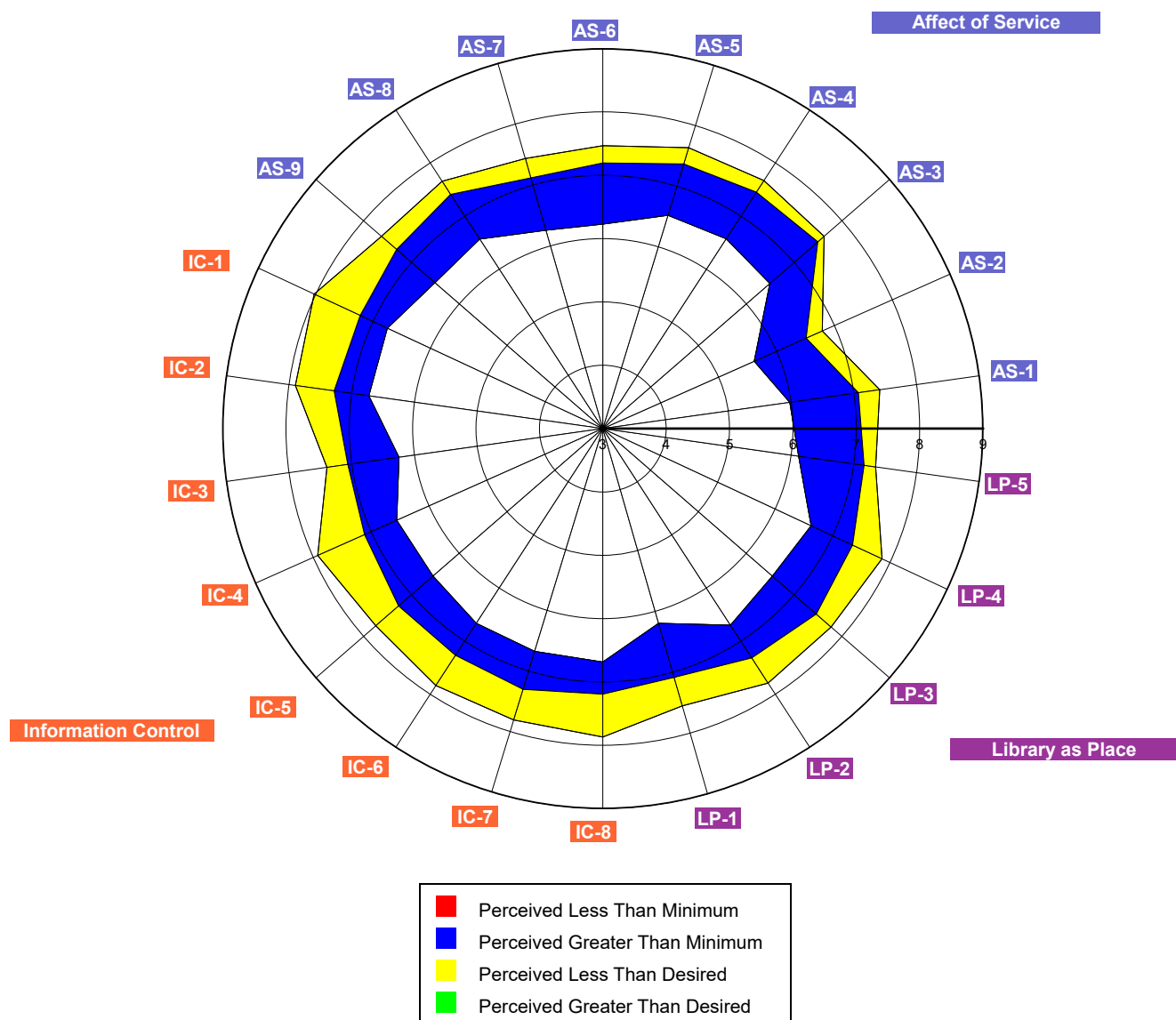


## 6.2 Core Questions Summary for Academic Staff

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

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

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

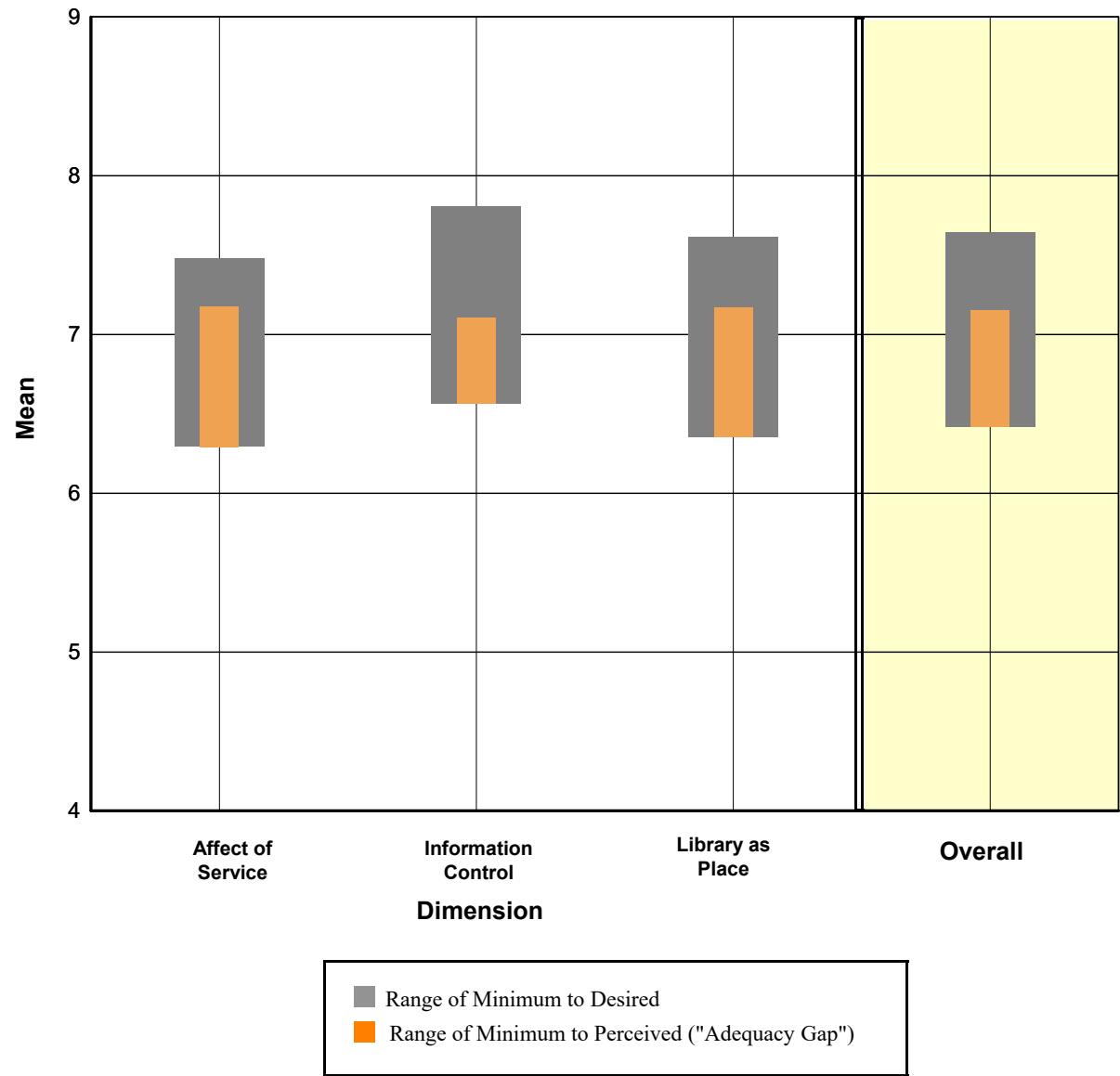


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.98	7.41	7.07	1.09	-0.34	733
AS-2	Giving users individual attention	5.62	6.79	6.51	0.90	-0.28	730
AS-3	Library staff who are consistently courteous	6.50	7.63	7.50	1.00	-0.13	779
AS-4	Readiness to respond to users' enquiries	6.57	7.67	7.45	0.88	-0.22	729
AS-5	Library staff who have the knowledge to answer user questions	6.52	7.64	7.37	0.85	-0.27	758
AS-6	Library staff who deal with users in a caring fashion	6.23	7.47	7.19	0.96	-0.27	1,120
AS-7	Library staff who understand the needs of their users	6.26	7.44	7.12	0.86	-0.32	760
AS-8	Willingness to help users	6.57	7.66	7.41	0.84	-0.25	777
AS-9	Dependability in handling users' service problems	6.51	7.63	7.31	0.80	-0.31	727
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.75	8.03	7.23	0.47	-0.80	766
IC-2	A library Web site enabling me to locate information on my own	6.73	7.90	7.28	0.55	-0.62	810
IC-3	The printed library materials I need for my work	6.25	7.39	7.06	0.82	-0.33	743
IC-4	The electronic information resources I need	6.56	7.92	7.11	0.56	-0.81	1,165
IC-5	Modern equipment that lets me easily access needed information	6.55	7.74	7.27	0.72	-0.48	784
IC-6	Easy-to-use access tools that allow me to find things on my own	6.67	7.84	7.27	0.60	-0.57	805
IC-7	Making information easily accessible for independent use	6.68	7.81	7.30	0.63	-0.51	801
IC-8	Print and/or electronic journal collections I require for my work	6.69	7.87	7.19	0.51	-0.68	767
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.20	7.55	7.08	0.89	-0.47	1,110
LP-2	Quiet space for individual work	6.70	7.79	7.32	0.62	-0.47	732
LP-3	A comfortable and inviting location	6.55	7.77	7.46	0.92	-0.31	758
LP-4	A haven for study, learning, or research	6.63	7.86	7.35	0.72	-0.51	762
LP-5	Space for group learning and group study	6.12	7.35	7.16	1.04	-0.18	673
<b>Overall:</b>		<b>6.42</b>	<b>7.64</b>	<b>7.15</b>	<b>0.74</b>	<b>-0.49</b>	<b>1,174</b>

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.82	1.49	1.59	1.68	1.45	733
AS-2	Giving users individual attention	2.03	1.84	1.83	1.70	1.50	730
AS-3	Library staff who are consistently courteous	1.72	1.38	1.44	1.66	1.37	779
AS-4	Readiness to respond to users' enquiries	1.67	1.33	1.38	1.61	1.32	729
AS-5	Library staff who have the knowledge to answer user questions	1.69	1.40	1.42	1.63	1.37	758
AS-6	Library staff who deal with users in a caring fashion	1.79	1.48	1.54	1.79	1.53	1,120
AS-7	Library staff who understand the needs of their users	1.74	1.46	1.48	1.63	1.42	760
AS-8	Willingness to help users	1.70	1.37	1.47	1.65	1.37	777
AS-9	Dependability in handling users' service problems	1.67	1.37	1.37	1.54	1.36	727
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.67	1.24	1.61	1.75	1.68	766
IC-2	A library Web site enabling me to locate information on my own	1.64	1.28	1.54	1.77	1.51	810
IC-3	The printed library materials I need for my work	1.81	1.64	1.51	1.68	1.56	743
IC-4	The electronic information resources I need	1.64	1.30	1.49	1.70	1.56	1,165
IC-5	Modern equipment that lets me easily access needed information	1.66	1.34	1.42	1.58	1.41	784
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.30	1.42	1.67	1.49	805
IC-7	Making information easily accessible for independent use	1.61	1.24	1.39	1.58	1.40	801
IC-8	Print and/or electronic journal collections I require for my work	1.67	1.32	1.45	1.74	1.58	767
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.82	1.53	1.53	1.82	1.67	1,110
LP-2	Quiet space for individual work	1.70	1.45	1.52	1.81	1.64	732
LP-3	A comfortable and inviting location	1.71	1.35	1.44	1.75	1.38	758
LP-4	A haven for study, learning, or research	1.68	1.32	1.43	1.73	1.39	762
LP-5	Space for group learning and group study	1.87	1.66	1.50	1.94	1.67	673
<b>Overall:</b>		<b>1.41</b>	<b>1.09</b>	<b>1.19</b>	<b>1.33</b>	<b>1.13</b>	<b>1,174</b>

6.3 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	6.29	7.48	7.18	0.88	-0.30	1,172
Information Control	6.56	7.81	7.11	0.54	-0.70	1,172
Library as Place	6.35	7.61	7.17	0.81	-0.44	1,153
<b>Overall</b>	<b>6.42</b>	<b>7.64</b>	<b>7.15</b>	<b>0.74</b>	<b>-0.49</b>	<b>1,174</b>

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	1.55	1.26	1.34	1.46	1.25	1,172
Information Control	1.43	1.12	1.28	1.44	1.31	1,172
Library as Place	1.59	1.30	1.34	1.57	1.37	1,153
<b>Overall</b>	<b>1.41</b>	<b>1.09</b>	<b>1.19</b>	<b>1.33</b>	<b>1.13</b>	<b>1,174</b>

## 6.4 Local Question Summary for Academic Staff

This table shows mean scores of 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
Spaces and technology that support creativity	6.04	7.24	6.83	0.79	-0.41	683
A pleasant or productive place to spend time while on campus	6.54	7.79	7.43	0.89	-0.36	710
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	6.12	7.30	7.08	0.96	-0.22	645
Acceptable service support from librarians, whether on campus or virtually	6.41	7.54	7.27	0.86	-0.26	702
Library Collections, print and online, sufficient to meet my research and learning needs	6.78	7.98	7.34	0.56	-0.64	695

This table displays the standard deviations of 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
Spaces and technology that support creativity	1.83	1.60	1.57	1.68	1.52	683
A pleasant or productive place to spend time while on campus	1.72	1.37	1.42	1.76	1.47	710
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.85	1.54	1.52	1.66	1.41	645
Acceptable service support from librarians, whether on campus or virtually	1.69	1.44	1.46	1.64	1.44	702
Library Collections, print and online, sufficient to meet my research and learning needs	1.61	1.22	1.36	1.69	1.45	695

## 6.5 General Satisfaction Questions Summary for Academic Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.45	1.37	918
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.33	1.46	916
How would you rate the overall quality of the service provided by the library?	7.37	1.31	1,174

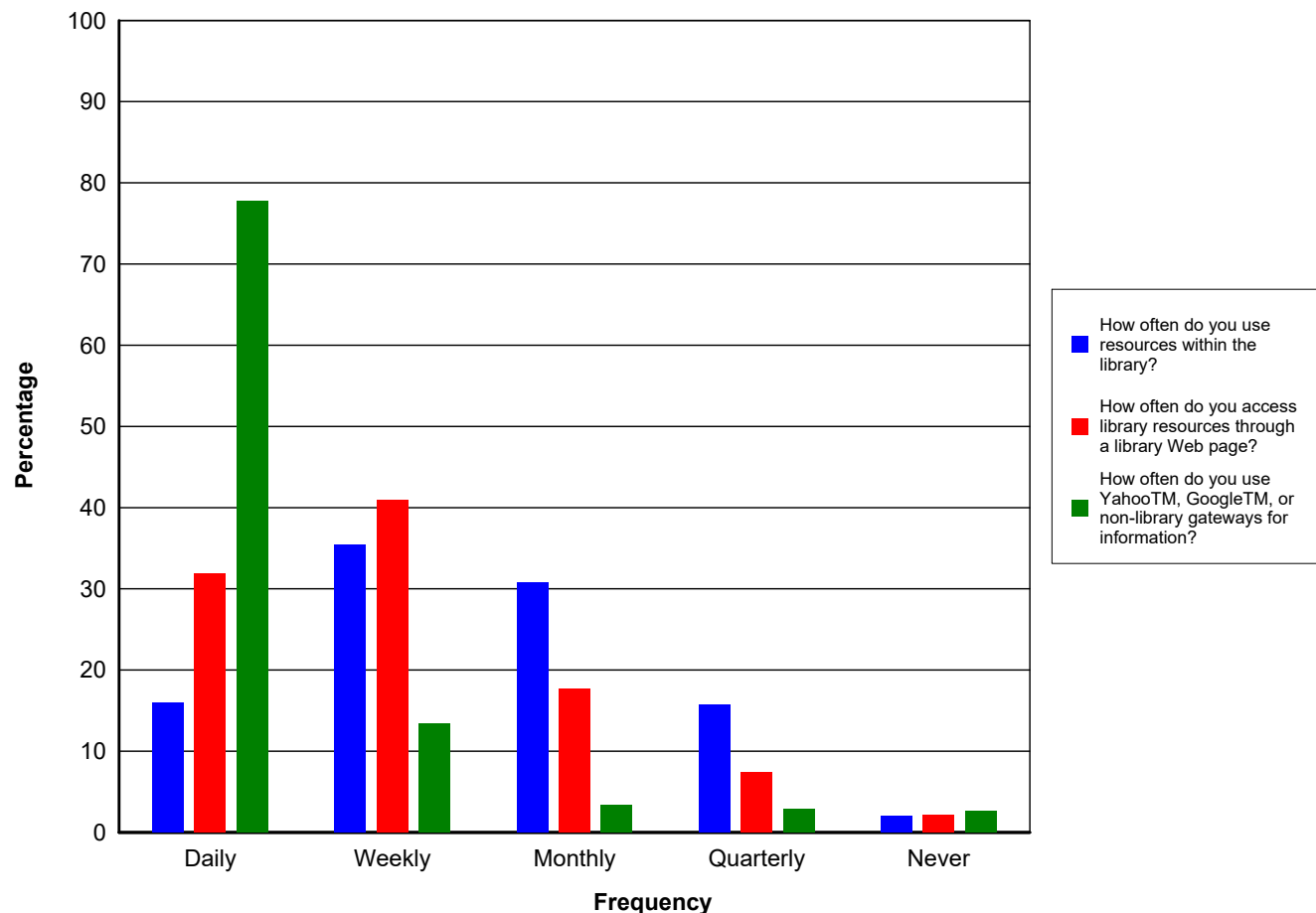
## 6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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 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 to 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.	6.96	1.46	849
The library aids my advancement in my academic discipline or work.	7.27	1.39	891
The library enables me to be more efficient in my academic pursuits or work.	7.33	1.41	879
The library helps me distinguish between trustworthy and untrustworthy information.	6.52	1.71	888
The library provides me with the information skills I need in my work or study.	6.98	1.54	821

## 6.7 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.

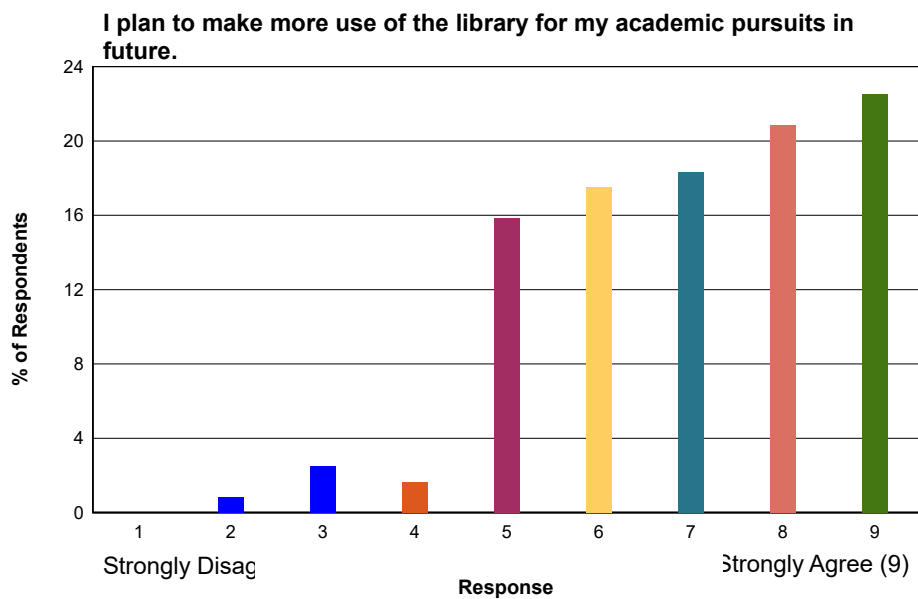


	Daily	Weekly	Monthly	Quarterly	Never	n%
How often do you use resources within the library?	188	416	361	185	24	1,174
	16.01%	35.43%	30.75%	15.76%	2.04%	100.00%
How often do you access library resources through a library Web page?	374	481	207	87	25	1,174
	31.86%	40.97%	17.63%	7.41%	2.13%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	913	157	40	33	31	1,174
	77.77%	13.37%	3.41%	2.81%	2.64%	100.00%



## 6.8 Special Question Summary for Academic Staff

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	0	0.00		
2	1	0.83		
3	3	2.50		
4	2	1.67		
5	19	15.83		
6	21	17.50		
7	22	18.33		
8	25	20.83		
9	27	22.50		
<b>Total:</b>	<b>120</b>	<b>100.00</b>	<b>Mean: 6.98</b>	<b>SD: 1.64</b>

## 7 Summary for Library Staff

### 7.1 Demographic Summary for Library Staff

#### 7.1.1 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	0	0.00
18 - 22	2	3.17
23 - 30	17	26.98
31 - 45	22	34.92
46 - 65	22	34.92
Over 65	0	0.00
<b>Total:</b>	<b>63</b>	<b>100.00</b>

#### 7.1.2 Respondent Profile 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 %
Female	42	67.74
Male	20	32.26
<b>Total:</b>	<b>62</b>	<b>100.00</b>

## 7.1.3 Respondent Profile by Full or part-time student?

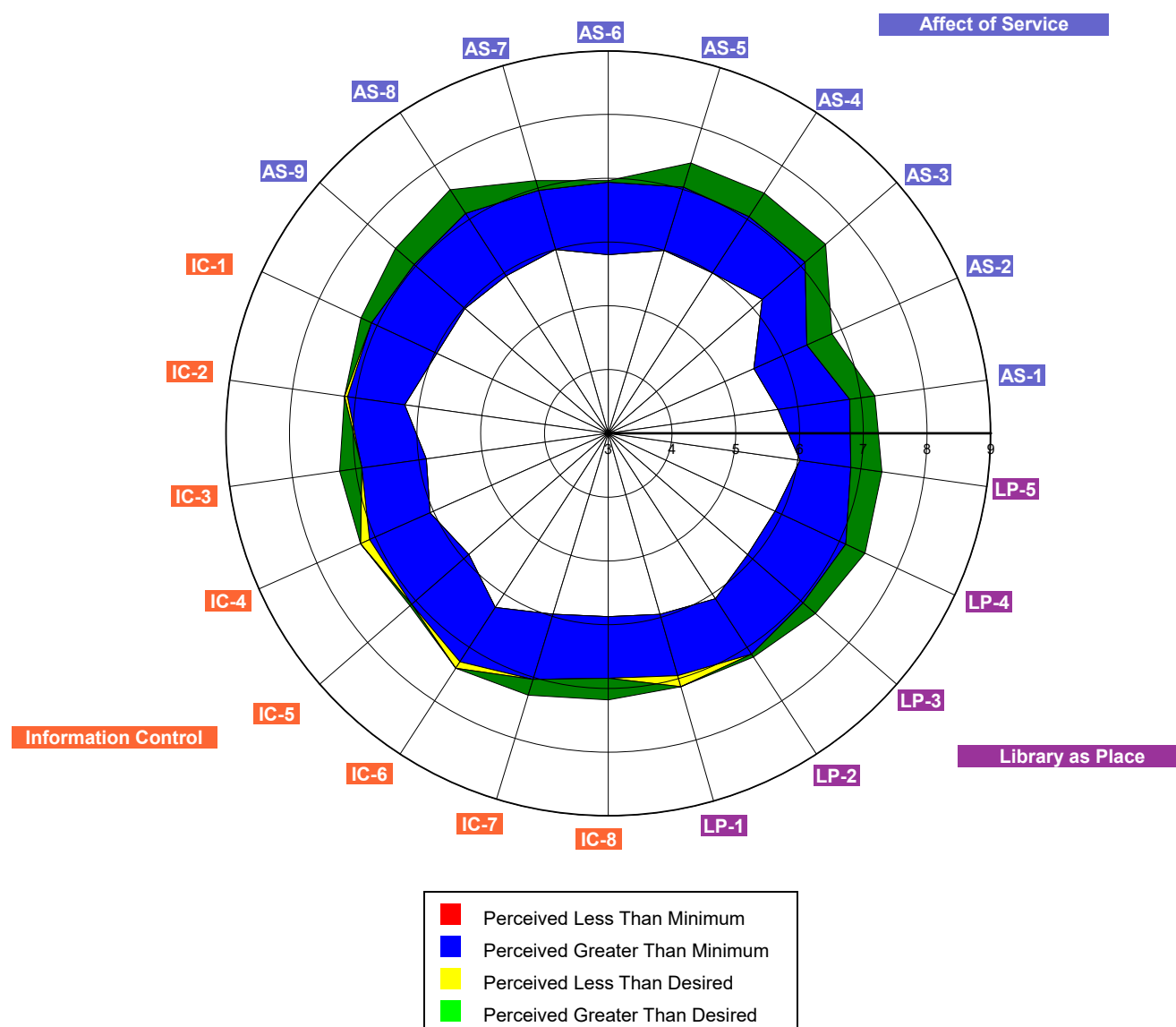
Full or part-time student?	Respondents n	Respondents %
Full-time	3	3.61
Part-time	0	0.00
Does not apply / NA	80	96.39
<b>Total:</b>	<b>83</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Library Staff

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

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

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

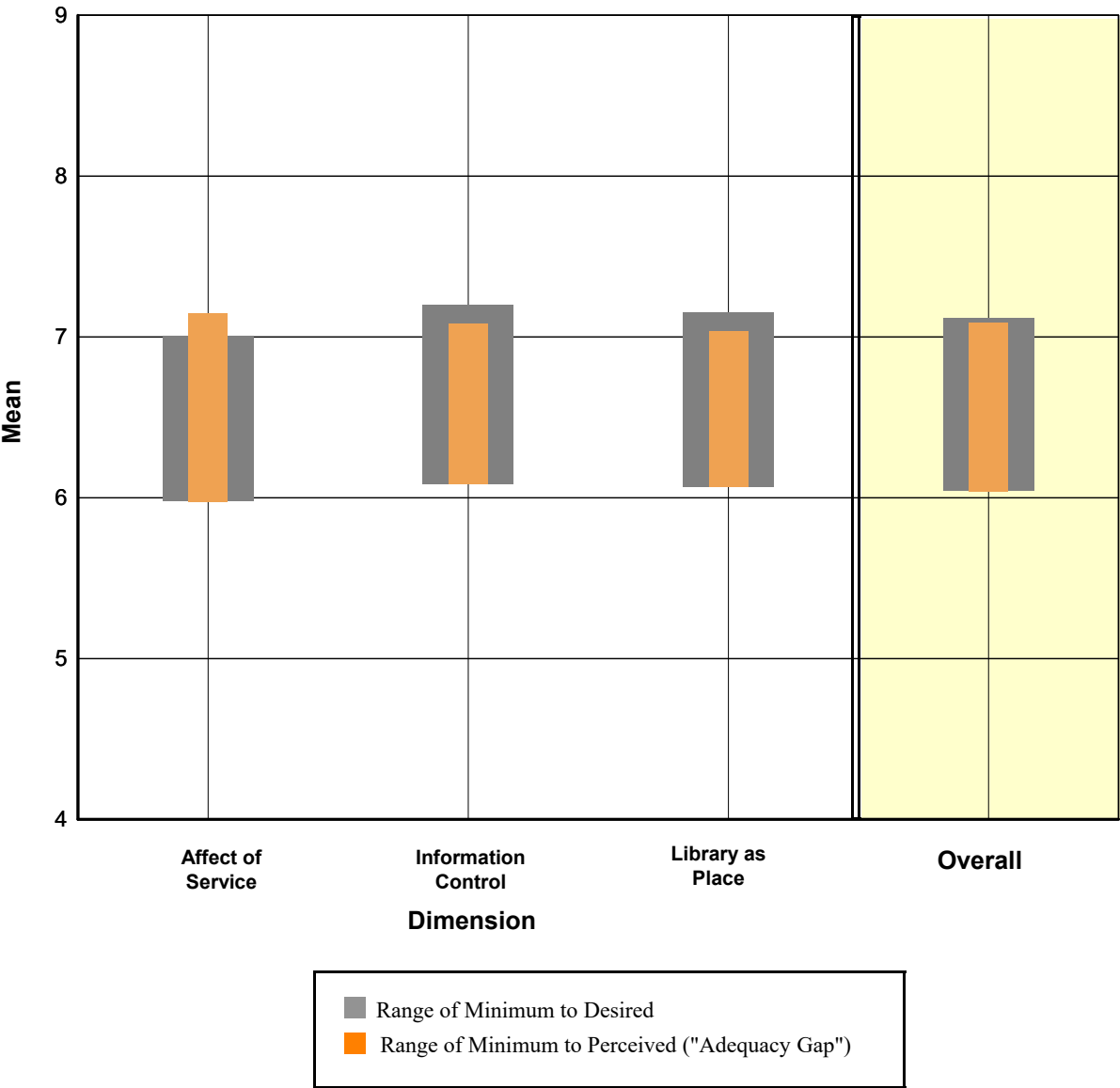


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.69	6.83	7.22	1.53	0.40	58
AS-2	Giving users individual attention	5.50	6.41	6.84	1.34	0.43	56
AS-3	Library staff who are consistently courteous	6.20	7.09	7.52	1.31	0.43	54
AS-4	Readiness to respond to users' enquiries	6.00	7.05	7.49	1.49	0.44	57
AS-5	Library staff who have the knowledge to answer user questions	6.00	7.04	7.43	1.43	0.40	53
AS-6	Library staff who deal with users in a caring fashion	5.80	6.94	6.96	1.16	0.02	81
AS-7	Library staff who understand the needs of their users	6.00	6.96	7.12	1.12	0.16	57
AS-8	Willingness to help users	5.94	7.11	7.56	1.61	0.44	54
AS-9	Dependability in handling users' service problems	5.98	7.04	7.42	1.44	0.39	57
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	5.97	7.10	7.28	1.31	0.18	61
IC-2	A library Web site enabling me to locate information on my own	6.23	7.18	7.13	0.90	-0.05	62
IC-3	The printed library materials I need for my work	5.88	6.90	7.25	1.37	0.35	51
IC-4	The electronic information resources I need	6.06	7.25	7.10	1.04	-0.16	83
IC-5	Modern equipment that lets me easily access needed information	5.90	7.09	7.12	1.22	0.03	58
IC-6	Easy-to-use access tools that allow me to find things on my own	6.25	7.39	7.27	1.02	-0.12	59
IC-7	Making information easily accessible for independent use	5.97	7.03	7.29	1.33	0.26	58
IC-8	Print and/or electronic journal collections I require for my work	5.88	6.84	7.18	1.30	0.34	56
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.95	7.13	6.95	1.00	-0.18	83
LP-2	Quiet space for individual work	6.09	7.13	7.18	1.09	0.05	55
LP-3	A comfortable and inviting location	5.90	7.05	7.31	1.41	0.25	59
LP-4	A haven for study, learning, or research	5.89	7.11	7.44	1.56	0.33	54
LP-5	Space for group learning and group study	6.04	6.84	7.33	1.29	0.49	51
<b>Overall:</b>		<b>6.04</b>	<b>7.12</b>	<b>7.09</b>	<b>1.05</b>	<b>-0.03</b>	<b>85</b>

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.76	1.44	1.41	2.10	1.59	58
AS-2	Giving users individual attention	1.78	1.57	1.57	2.00	1.48	56
AS-3	Library staff who are consistently courteous	1.70	1.25	1.27	1.88	1.37	54
AS-4	Readiness to respond to users' enquiries	1.61	1.19	1.28	1.83	1.36	57
AS-5	Library staff who have the knowledge to answer user questions	1.77	1.29	1.31	2.02	1.46	53
AS-6	Library staff who deal with users in a caring fashion	1.74	1.40	1.52	1.93	1.53	81
AS-7	Library staff who understand the needs of their users	1.89	1.53	1.56	1.95	1.39	57
AS-8	Willingness to help users	1.69	1.16	1.27	1.84	1.31	54
AS-9	Dependability in handling users' service problems	1.55	1.10	1.21	1.80	1.28	57
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.72	1.55	1.43	2.20	1.75	61
IC-2	A library Web site enabling me to locate information on my own	1.52	1.14	1.53	1.97	1.49	62
IC-3	The printed library materials I need for my work	1.66	1.35	1.43	1.77	1.34	51
IC-4	The electronic information resources I need	1.67	1.26	1.54	2.09	1.66	83
IC-5	Modern equipment that lets me easily access needed information	1.69	1.20	1.34	2.04	1.51	58
IC-6	Easy-to-use access tools that allow me to find things on my own	1.82	1.20	1.31	2.29	1.75	59
IC-7	Making information easily accessible for independent use	1.56	1.21	1.20	1.80	1.29	58
IC-8	Print and/or electronic journal collections I require for my work	1.73	1.35	1.42	1.82	1.31	56
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.71	1.45	1.57	2.04	1.68	83
LP-2	Quiet space for individual work	1.70	1.22	1.52	2.20	1.75	55
LP-3	A comfortable and inviting location	1.60	1.18	1.42	1.89	1.56	59
LP-4	A haven for study, learning, or research	1.63	1.33	1.37	1.89	1.37	54
LP-5	Space for group learning and group study	1.78	1.32	1.44	1.95	1.25	51
<b>Overall:</b>		<b>1.47</b>	<b>1.13</b>	<b>1.24</b>	<b>1.70</b>	<b>1.30</b>	<b>85</b>

7.3 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.



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.98	7.00	7.15	1.17	0.14	85
Information Control	6.08	7.20	7.08	1.00	-0.12	85
Library as Place	6.07	7.15	7.03	0.96	-0.12	84
<b>Overall</b>	<b>6.04</b>	<b>7.12</b>	<b>7.09</b>	<b>1.05</b>	<b>-0.03</b>	<b>85</b>

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	1.58	1.26	1.25	1.73	1.32	85
Information Control	1.51	1.14	1.28	1.78	1.40	85
Library as Place	1.58	1.24	1.43	1.84	1.50	84
<b>Overall</b>	<b>1.47</b>	<b>1.13</b>	<b>1.24</b>	<b>1.70</b>	<b>1.30</b>	<b>85</b>



## 7.4 Local Question Summary for Library Staff

This table shows mean scores of 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
Spaces and technology that support creativity	5.63	6.71	7.02	1.39	0.30	56
A pleasant or productive place to spend time while on campus	6.04	6.96	7.33	1.30	0.37	57
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.90	6.88	7.40	1.50	0.52	48
Acceptable service support from librarians, whether on campus or virtually	5.81	6.92	7.27	1.46	0.35	48
Library Collections, print and online, sufficient to meet my research and learning needs	6.02	7.10	7.37	1.35	0.27	52

This table displays the standard deviations of 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
Spaces and technology that support creativity	1.61	1.26	1.36	1.87	1.45	56
A pleasant or productive place to spend time while on campus	1.67	1.18	1.30	1.89	1.32	57
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.75	1.20	1.32	2.08	1.27	48
Acceptable service support from librarians, whether on campus or virtually	1.75	1.20	1.45	2.01	1.45	48
Library Collections, print and online, sufficient to meet my research and learning needs	1.69	1.22	1.22	2.02	1.52	52

## 7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.54	1.23	65
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.25	1.35	69
How would you rate the overall quality of the service provided by the library?	7.32	1.27	85

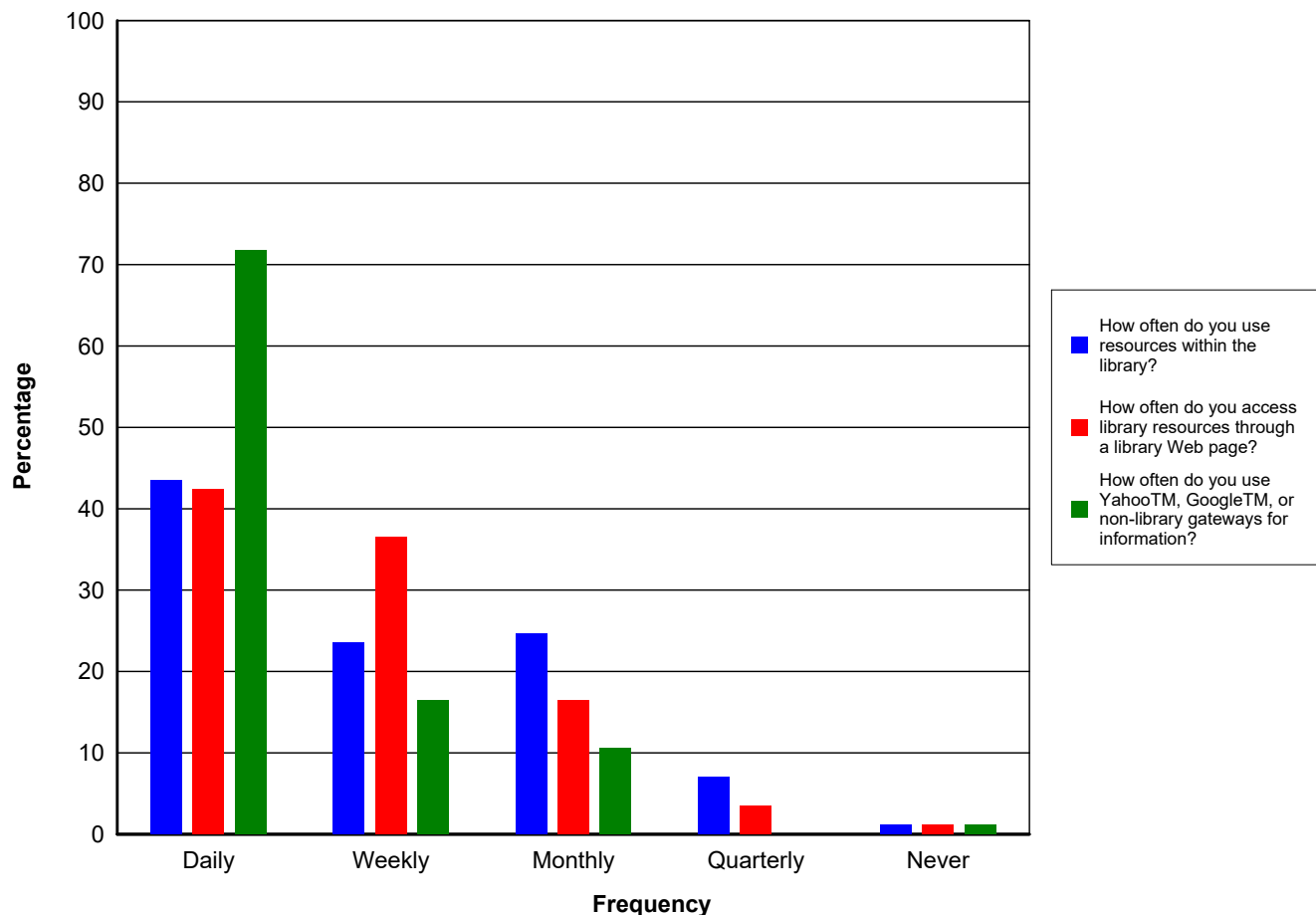
## 7.6 Information Literacy Outcomes Questions Summary for Library Staff

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 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 to 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.	7.12	1.31	57
The library aids my advancement in my academic discipline or work.	7.21	1.29	67
The library enables me to be more efficient in my academic pursuits or work.	7.25	1.26	61
The library helps me distinguish between trustworthy and untrustworthy information.	6.74	1.72	69
The library provides me with the information skills I need in my work or study.	7.22	1.31	63

## 7.7 Library Use Summary for Library Staff

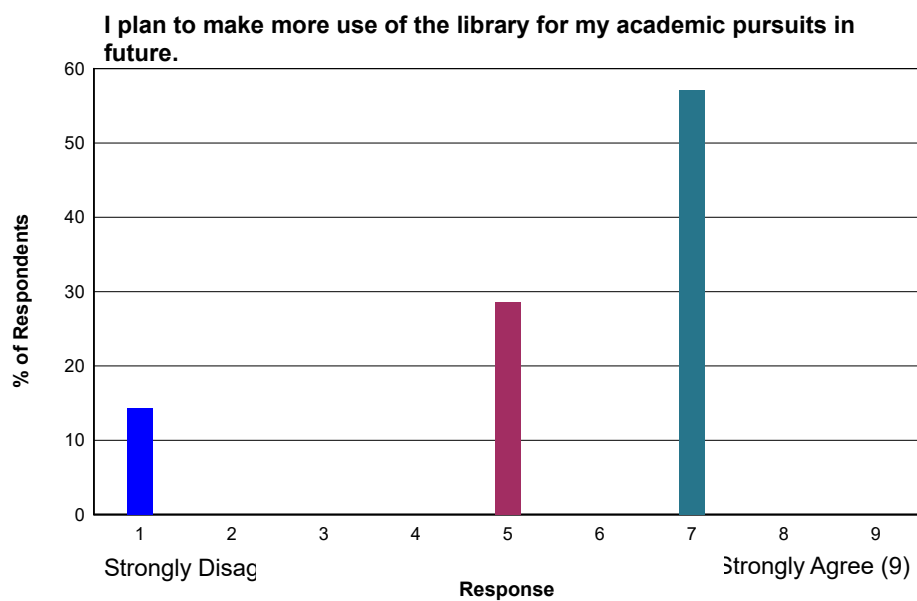
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. 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?	37 43.53%	20 23.53%	21 24.71%	6 7.06%	1 1.18%	85 100.00%
How often do you access library resources through a library Web page?	36 42.35%	31 36.47%	14 16.47%	3 3.53%	1 1.18%	85 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	61 71.76%	14 16.47%	9 10.59%	0 0.00%	1 1.18%	85 100.00%

## 7.8 Special Question Summary for Library Staff

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	1	14.29		
2	0	0.00		
3	0	0.00		
4	0	0.00		
5	2	28.57		
6	0	0.00		
7	4	57.14		
8	0	0.00		
9	0	0.00		
<b>Total:</b>	<b>7</b>	<b>100.00</b>	<b>Mean: 5.57</b>	<b>SD: 2.23</b>

## 8 Summary for Staff

### 8.1 Demographic Summary for Staff

#### 8.1.1 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	0	0.00
18 - 22	17	1.45
23 - 30	369	31.48
31 - 45	577	49.23
46 - 65	205	17.49
Over 65	4	0.34
<b>Total:</b>	<b>1,172</b>	<b>100.00</b>

#### 8.1.2 Respondent Profile 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 %
Female	734	63.55
Male	421	36.45
<b>Total:</b>	<b>1,155</b>	<b>100.00</b>

## 8.1.3 Respondent Profile by Full or part-time student?

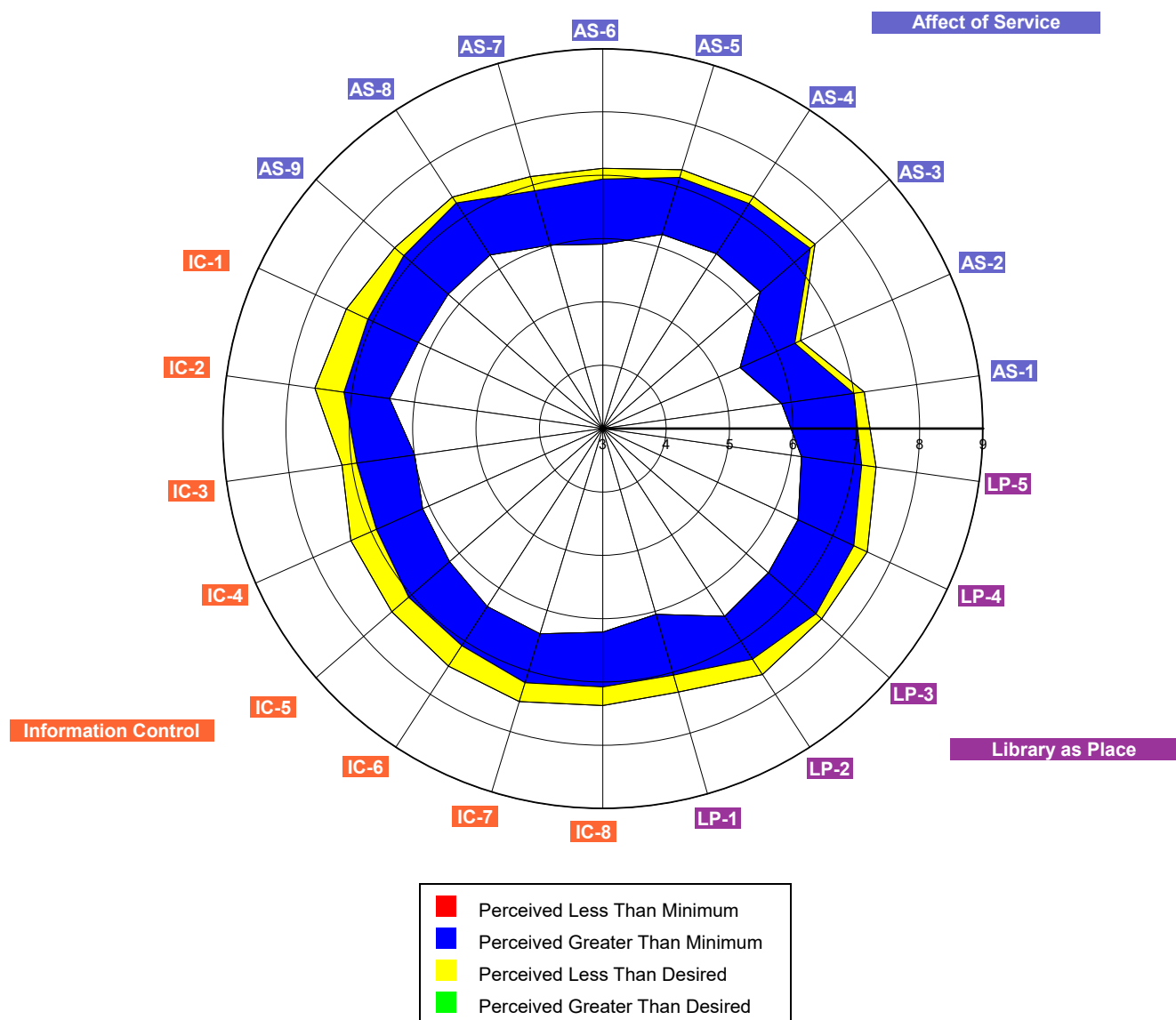
Full or part-time student?	Respondents n	Respondents %
Full-time	64	4.56
Part-time	22	1.57
Does not apply / NA	1,318	93.87
<b>Total:</b>	<b>1,404</b>	<b>100.00</b>

## 8.2 Core Questions Summary for Staff

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

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

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



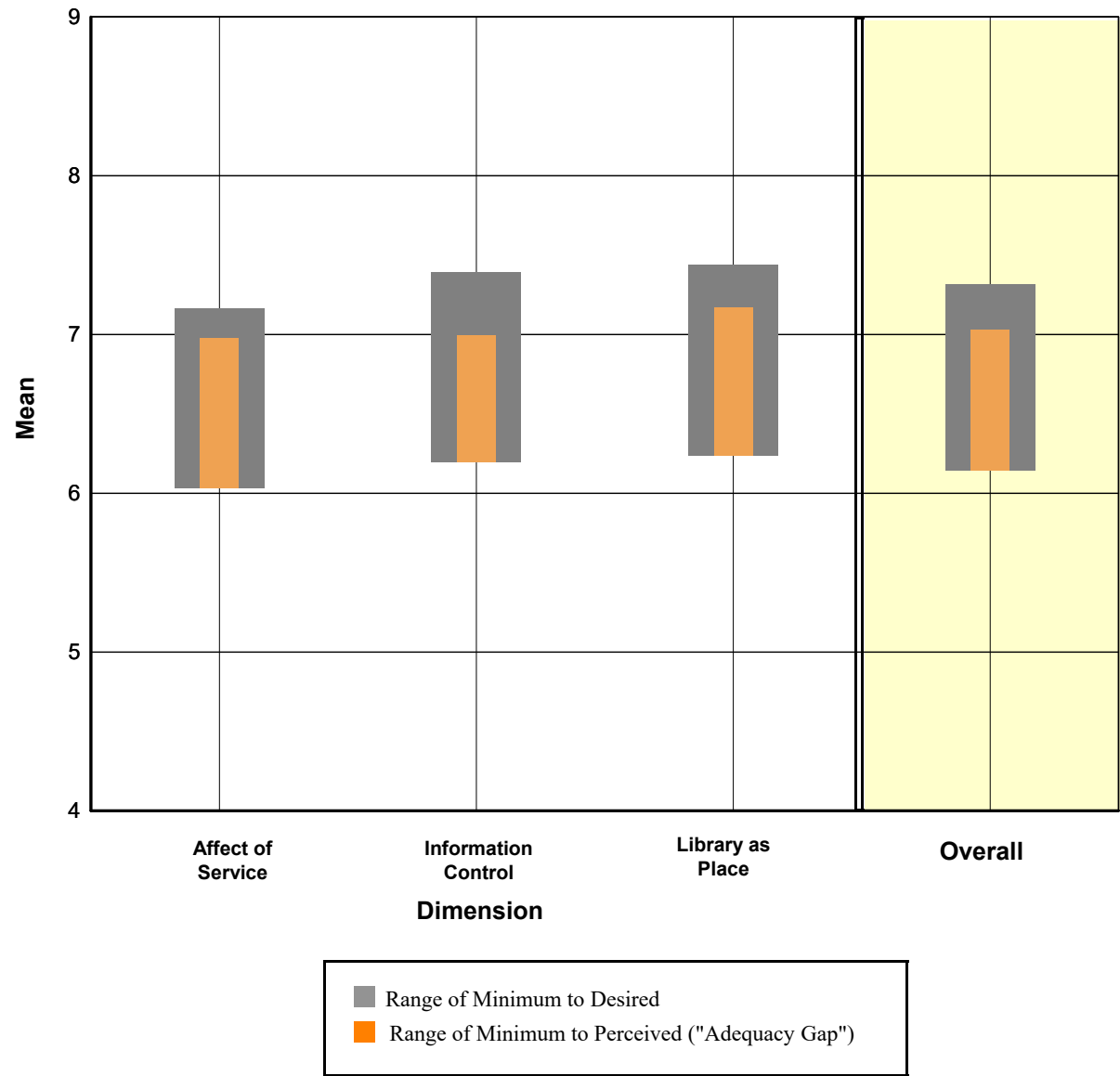
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.85	7.17	7.00	1.15	-0.17	907
AS-2	Giving users individual attention	5.37	6.42	6.32	0.94	-0.10	918
AS-3	Library staff who are consistently courteous	6.29	7.44	7.34	1.05	-0.10	953
AS-4	Readiness to respond to users' enquiries	6.29	7.37	7.24	0.95	-0.13	895
AS-5	Library staff who have the knowledge to answer user questions	6.21	7.27	7.15	0.94	-0.13	930
AS-6	Library staff who deal with users in a caring fashion	5.91	7.11	6.94	1.03	-0.17	1,358
AS-7	Library staff who understand the needs of their users	6.02	7.14	6.91	0.89	-0.23	920
AS-8	Willingness to help users	6.27	7.36	7.25	0.98	-0.11	935
AS-9	Dependability in handling users' service problems	6.23	7.35	7.16	0.93	-0.19	868
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.21	7.46	7.09	0.88	-0.38	914
IC-2	A library Web site enabling me to locate information on my own	6.40	7.59	7.12	0.73	-0.46	987
IC-3	The printed library materials I need for my work	6.00	7.16	6.92	0.92	-0.23	847
IC-4	The electronic information resources I need	6.11	7.35	6.91	0.80	-0.44	1,379
IC-5	Modern equipment that lets me easily access needed information	6.20	7.41	7.06	0.85	-0.35	986
IC-6	Easy-to-use access tools that allow me to find things on my own	6.35	7.47	7.09	0.74	-0.39	999
IC-7	Making information easily accessible for independent use	6.39	7.51	7.20	0.81	-0.31	973
IC-8	Print and/or electronic journal collections I require for my work	6.21	7.37	7.08	0.86	-0.29	790
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.05	7.33	7.05	1.00	-0.28	1,374
LP-2	Quiet space for individual work	6.53	7.63	7.34	0.80	-0.29	931
LP-3	A comfortable and inviting location	6.47	7.58	7.46	0.99	-0.12	957
LP-4	A haven for study, learning, or research	6.40	7.61	7.37	0.97	-0.23	941
LP-5	Space for group learning and group study	6.17	7.35	7.13	0.96	-0.23	789
<b>Overall:</b>		<b>6.14</b>	<b>7.32</b>	<b>7.03</b>	<b>0.88</b>	<b>-0.29</b>	<b>1,418</b>



ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.66	1.37	1.29	1.58	1.25	907
AS-2	Giving users individual attention	1.84	1.77	1.67	1.62	1.46	918
AS-3	Library staff who are consistently courteous	1.59	1.28	1.29	1.55	1.27	953
AS-4	Readiness to respond to users' enquiries	1.55	1.25	1.24	1.50	1.17	895
AS-5	Library staff who have the knowledge to answer user questions	1.60	1.36	1.31	1.51	1.26	930
AS-6	Library staff who deal with users in a caring fashion	1.68	1.44	1.41	1.61	1.37	1,358
AS-7	Library staff who understand the needs of their users	1.62	1.37	1.35	1.52	1.34	920
AS-8	Willingness to help users	1.62	1.32	1.30	1.48	1.24	935
AS-9	Dependability in handling users' service problems	1.56	1.25	1.22	1.50	1.15	868
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.64	1.33	1.28	1.67	1.39	914
IC-2	A library Web site enabling me to locate information on my own	1.55	1.23	1.29	1.61	1.34	987
IC-3	The printed library materials I need for my work	1.57	1.43	1.33	1.57	1.36	847
IC-4	The electronic information resources I need	1.58	1.34	1.30	1.58	1.41	1,379
IC-5	Modern equipment that lets me easily access needed information	1.56	1.24	1.29	1.53	1.31	986
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.25	1.28	1.60	1.36	999
IC-7	Making information easily accessible for independent use	1.54	1.22	1.23	1.50	1.29	973
IC-8	Print and/or electronic journal collections I require for my work	1.59	1.33	1.29	1.50	1.31	790
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.71	1.42	1.41	1.62	1.47	1,374
LP-2	Quiet space for individual work	1.65	1.31	1.36	1.70	1.30	931
LP-3	A comfortable and inviting location	1.52	1.17	1.21	1.47	1.20	957
LP-4	A haven for study, learning, or research	1.59	1.26	1.23	1.51	1.21	941
LP-5	Space for group learning and group study	1.69	1.40	1.36	1.60	1.34	789
<b>Overall:</b>		<b>1.36</b>	<b>1.06</b>	<b>1.08</b>	<b>1.27</b>	<b>1.02</b>	<b>1,418</b>

8.3 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.



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	6.03	7.16	6.97	0.94	-0.19	1,414
Information Control	6.20	7.39	7.00	0.80	-0.40	1,417
Library as Place	6.24	7.44	7.17	0.93	-0.27	1,404
<b>Overall</b>	<b>6.14</b>	<b>7.32</b>	<b>7.03</b>	<b>0.88</b>	<b>-0.29</b>	<b>1,418</b>

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	1.47	1.20	1.21	1.36	1.08	1,414
Information Control	1.39	1.11	1.12	1.34	1.14	1,417
Library as Place	1.50	1.19	1.19	1.40	1.17	1,404
<b>Overall</b>	<b>1.36</b>	<b>1.06</b>	<b>1.08</b>	<b>1.27</b>	<b>1.02</b>	<b>1,418</b>

## 8.4 Local Question Summary for Staff

This table shows mean scores of 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
Spaces and technology that support creativity	5.87	6.99	6.80	0.93	-0.19	841
A pleasant or productive place to spend time while on campus	6.39	7.55	7.42	1.03	-0.13	877
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.93	7.09	6.98	1.05	-0.11	767
Acceptable service support from librarians, whether on campus or virtually	6.09	7.17	7.02	0.93	-0.15	849
Library Collections, print and online, sufficient to meet my research and learning needs	6.29	7.47	7.09	0.79	-0.38	774

This table displays the standard deviations of 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
Spaces and technology that support creativity	1.71	1.46	1.33	1.65	1.40	841
A pleasant or productive place to spend time while on campus	1.58	1.26	1.27	1.56	1.25	877
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.66	1.38	1.29	1.56	1.28	767
Acceptable service support from librarians, whether on campus or virtually	1.64	1.37	1.27	1.46	1.20	849
Library Collections, print and online, sufficient to meet my research and learning needs	1.52	1.28	1.24	1.50	1.31	774

## 8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.33	1.12	1,106
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.21	1.14	1,120
How would you rate the overall quality of the service provided by the library?	7.27	1.11	1,417

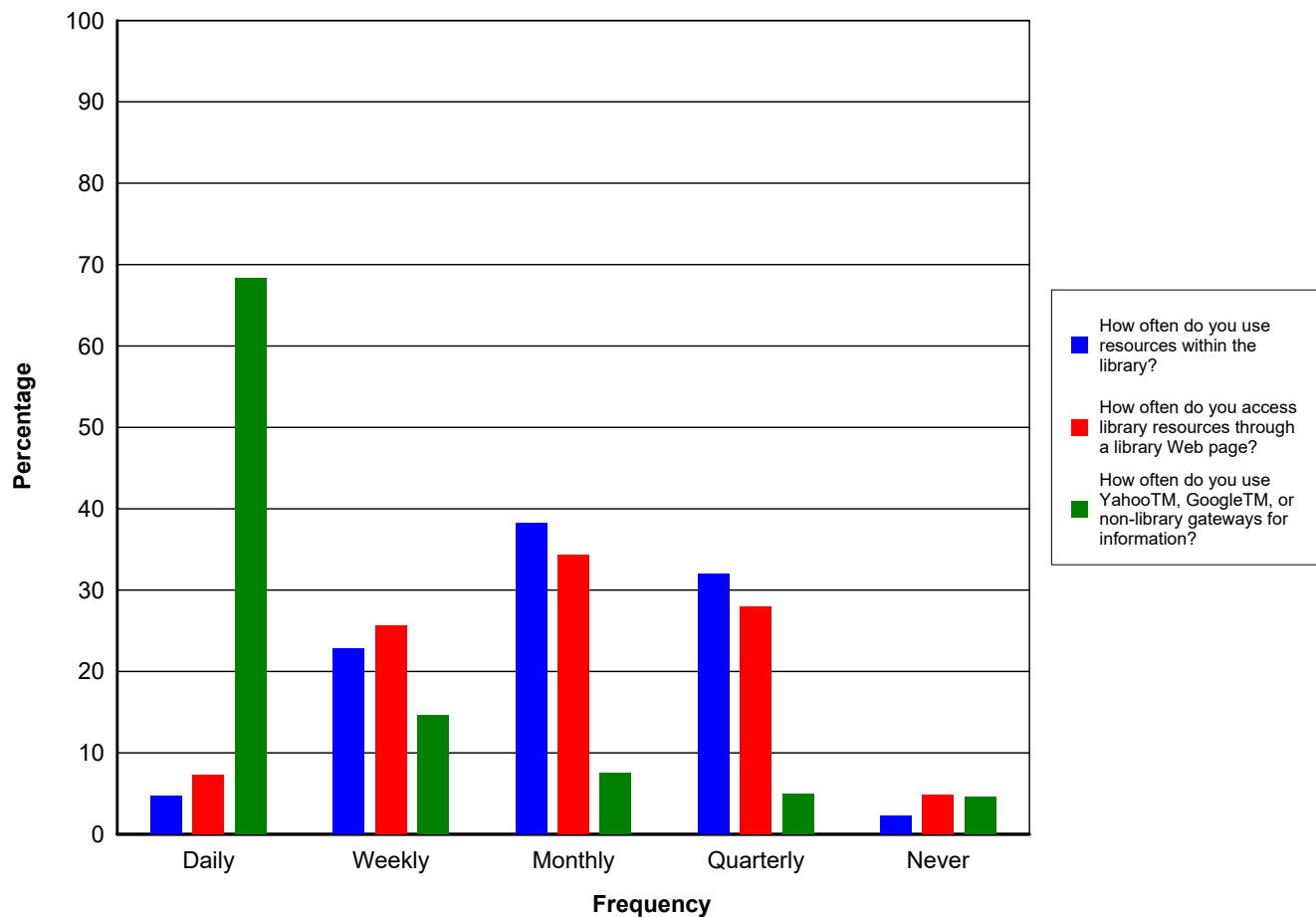
## 8.6 Information Literacy Outcomes Questions Summary for Staff

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 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 to 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.	6.88	1.28	1,026
The library aids my advancement in my academic discipline or work.	6.94	1.22	1,089
The library enables me to be more efficient in my academic pursuits or work.	7.03	1.20	1,080
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.44	1,089
The library provides me with the information skills I need in my work or study.	6.97	1.24	976

## 8.7 Library Use Summary for Staff

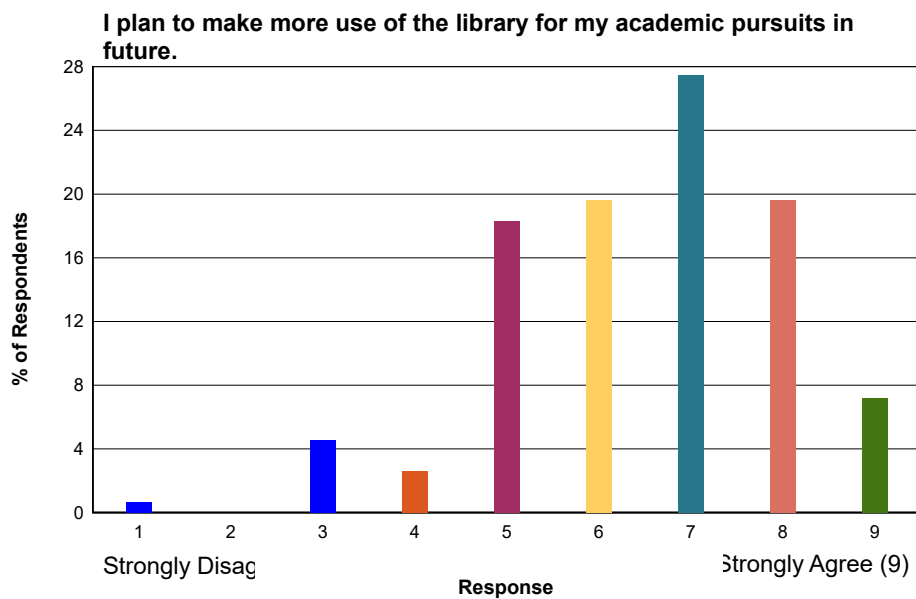
This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. 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?	66 4.65%	324 22.85%	543 38.29%	453 31.95%	32 2.26%	1,418 100.00%
How often do you access library resources through a library Web page?	103 7.26%	363 25.60%	486 34.27%	397 28.00%	69 4.87%	1,418 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	969 68.34%	208 14.67%	106 7.48%	70 4.94%	65 4.58%	1,418 100.00%

## 8.8 Special Question Summary for Staff

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.



	Respondents n	Respondents %	Range: Strongly Disagree (1) - Strongly Agree (9)	
1	1	0.65		
2	0	0.00		
3	7	4.58		
4	4	2.61		
5	28	18.30		
6	30	19.61		
7	42	27.45		
8	30	19.61		
9	11	7.19		
<b>Total:</b>	<b>153</b>	<b>100.00</b>	<b>Mean: 6.48</b>	<b>SD: 1.54</b>

## 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/>](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 2010 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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