



LibQUAL⁺
2019 Survey

**The Hong Kong University of Science and
Technology**

Association of Research Libraries / Texas A&M University

www.libqual.org

Association of Research Libraries

21 Dupont Circle, Suite 800

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 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 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 countries, 19 language translations, and over 2.8 million respondents. About 37% 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 2019 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 in the appendix of the following conference paper:

http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf

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1.4 Library Statistics for The Hong Kong University of Science and Technology

The statistical data below were provided by the participating institution in the online Representativeness* section. Definitions for these items can be found in the *ARL Statistics*: <<http://www.arl.org/stats/>>.

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

Total library expenditures (in U.S. \$):	\$0
Personnel - professional staff, FTE:	0
Personnel - support staff, FTE:	0
Total library materials expenditures (in U.S. \$):	0
Total salaries and wages for professional staff (in U.S. \$):	0

1.5 Contact Information for The Hong Kong University of Science and Technology

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

Name: **Alice Ho**

Title: **Administrative Services Manager**

Address: **Lee Shau Kee Library**
Clear Water Bay
Kowloon
Hong Kong, 00
China

Phone: **852 2358-6707**

Email: **lbalice@ust.hk**

1.6 Survey Protocol and Language for The Hong Kong University of Science and Technology

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

		Long	Total (by Language)
Chinese (Traditional)	Count	2,318	2,318
	<i>% of Protocol</i>	64.78%	64.78%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	64.78	64.78
English (British)	Count	1,260	1,260
	<i>% of Protocol</i>	35.22%	35.22%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	35.22	35.22
Total (by Survey Protocol)	Count	3,578	3,578
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

2 Demographic Summary for The Hong Kong University of Science and Technology

2.1 Respondents by User Group

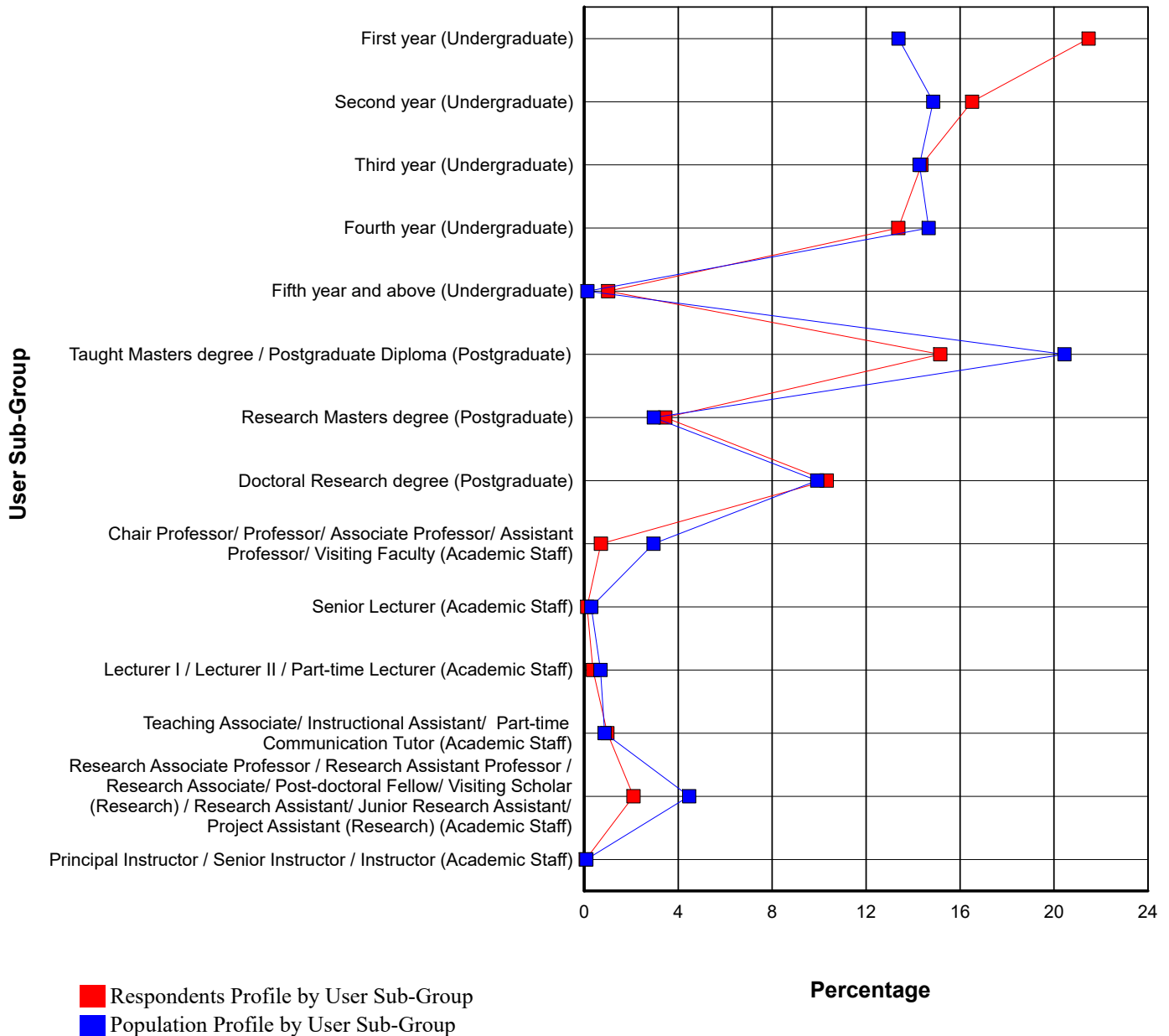
User Group	Respondent n	Respondent %
Undergraduate		
First year	697	19.48%
Second year	536	14.98%
Third year	466	13.02%
Fourth year	434	12.13%
Fifth year and above	33	0.92%
Sub Total:	2,166	60.54%
Postgraduate		
Taught Masters degree / Postgraduate Diploma	492	13.75%
Research Masters degree	112	3.13%
Doctoral Research degree	335	9.36%
Sub Total:	939	26.24%
Academic Staff		
Chair Professor/ Professor/ Associate Professor/ Assistant Professor/ Visiting Faculty	23	0.64%
Senior Lecturer	4	0.11%
Lecturer I / Lecturer II / Part-time Lecturer	12	0.34%
Teaching Associate/ Instructional Assistant/ Part-time Communication Tutor	32	0.89%
Research Associate Professor / Research Assistant Professor / Research Associate/ Post-doctoral Fell	68	1.90%
Principal Instructor / Senior Instructor / Instructor	2	0.06%
Sub Total:	141	3.94%
Staff		
Academic Administrator / Senior Managerial	17	0.48%
Management / Senior Professional (Salary Band 7-9)	12	0.34%
Other Staff (Salary Band 1-6)	303	8.47%
Sub Total:	332	9.28%
Total:	3,578	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	2,363	13.38	697	21.47	-8.09
Second year (Undergraduate)	2,624	14.86	536	16.51	-1.66
Third year (Undergraduate)	2,521	14.27	466	14.36	-0.08
Fourth year (Undergraduate)	2,590	14.66	434	13.37	1.29
Fifth year and above (Undergraduate)	24	0.14	33	1.02	-0.88
Taught Masters degree / Postgraduate Diploma (Postgraduate)	3,611	20.45	492	15.16	5.29
Research Masters degree (Postgraduate)	523	2.96	112	3.45	-0.49
Doctoral Research degree (Postgraduate)	1,752	9.92	335	10.32	-0.40
Chair Professor/ Professor/ Associate Professor/ Assistant Professor/ Visiting Faculty (Academic Staff)	521	2.95	23	0.71	2.24
Senior Lecturer (Academic Staff)	53	0.30	4	0.12	0.18
Lecturer I / Lecturer II / Part-time Lecturer (Academic Staff)	122	0.69	12	0.37	0.32
Teaching Associate/ Instructional Assistant/ Part-time Communication Tutor (Academic Staff)	153	0.87	32	0.99	-0.12
Research Associate Professor / Research Assistant Professor / Research Associate/ Post-doctoral Fellow/ Visiting Scholar (Research) / Research Assistant/ Junior Research Assistant/ Project Assistant (Research) (Academic Staff)	789	4.47	68	2.09	2.37
Principal Instructor / Senior Instructor / Instructor (Academic Staff)	16	0.09	2	0.06	0.03
Total:	17,662	100.00	3,246	100.00	0.00

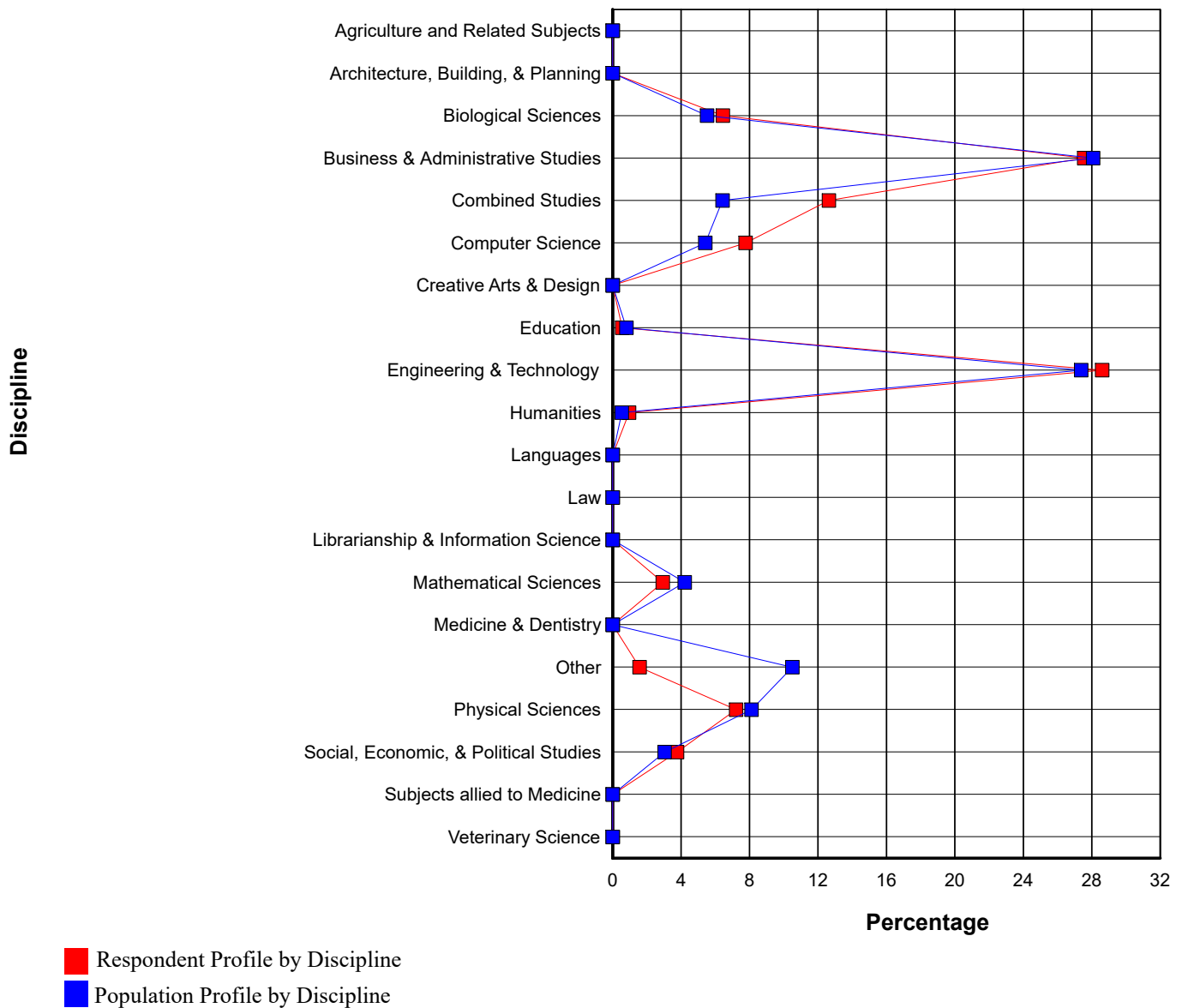
Language: English (British), Chinese (Traditional)
Institution Type: College or University
Consortium: JULAC
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	1,089	5.52	209	6.44	-0.92
Business & Administrative Studies	5,541	28.08	894	27.56	0.52
Combined Studies	1,267	6.42	410	12.64	-6.22
Computer Science	1,068	5.41	252	7.77	-2.36
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	158	0.80	18	0.55	0.25
Engineering & Technology	5,403	27.38	928	28.61	-1.23
Humanities	105	0.53	31	0.96	-0.42
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	831	4.21	95	2.93	1.28
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	2,072	10.50	51	1.57	8.93
Physical Sciences	1,601	8.11	234	7.21	0.90
Social, Economic, & Political Studies	599	3.04	122	3.76	-0.73
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
Total:	19,734	100.00	3,244	100.00	0.00

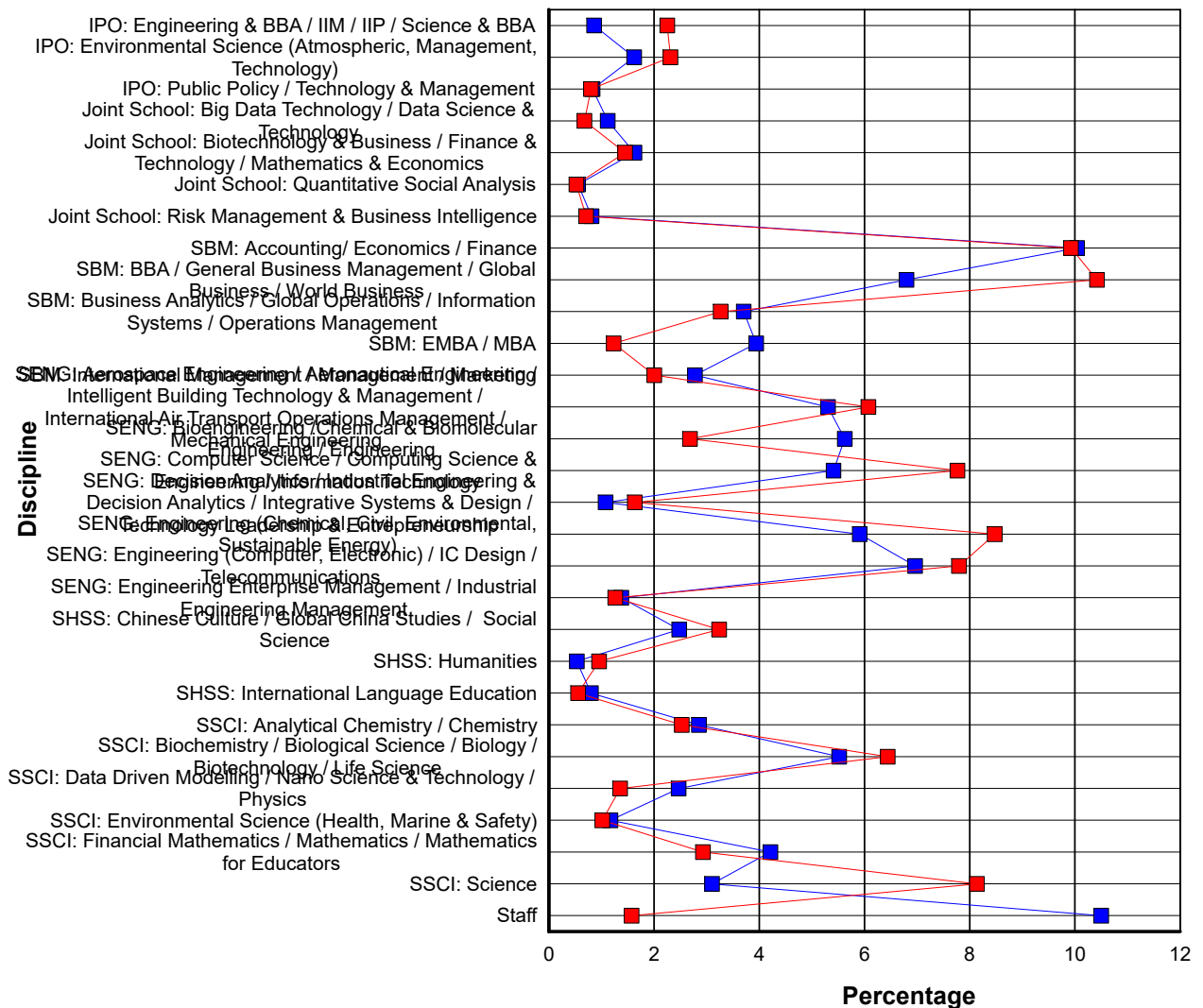
Language: English (British), Chinese (Traditional)
Institution Type: College or University
Consortium: JULAC
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



- Respondents Profile by User Sub-Group
- Population Profile by User Sub-Group

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
IPO: Engineering & BBA / IIM / IIP / Science & BBA	170	0.86	73	2.25	-1.39
IPO: Environmental Science (Atmospheric, Management, Technology)	320	1.62	75	2.31	-0.69
IPO: Public Policy / Technology & Management	164	0.83	26	0.80	0.03
Joint School: Big Data Technology / Data Science & Technology	221	1.12	22	0.68	0.44
Joint School: Biotechnology & Business / Finance & Technology / Mathematics & Economics	321	1.63	47	1.45	0.18
Joint School: Quantitative Social Analysis	110	0.56	17	0.52	0.03
Joint School: Risk Management & Business Intelligence	160	0.81	23	0.71	0.10
SBM: Accounting/ Economics / Finance	1,982	10.04	322	9.93	0.12
SBM: BBA / General Business Management / Global Business / World Business	1,342	6.80	338	10.42	-3.62
SBM: Business Analytics / Global Operations / Information Systems / Operations Management	731	3.70	106	3.27	0.44
SBM: EMBA / MBA	778	3.94	40	1.23	2.71
SBM: International Management / Management / Marketing	548	2.78	65	2.00	0.77
SENG: Aerospace Engineering / Aeronautical Engineering / Intelligent Building Technology & Management / International Air Transport Operations Management / Mechanical Engineering	1,047	5.31	197	6.07	-0.77
SENG: Bioengineering /Chemical & Biomolecular Engineering / Engineering	1,110	5.62	87	2.68	2.94
SENG: Computer Science / Computing Science & Engineering / Information Technology	1,068	5.41	252	7.77	-2.36
SENG: Decision Analytics / Industrial Engineering & Decision Analytics / Integrative Systems & Design / Technology Leadership & Entrepreneurship	213	1.08	53	1.63	-0.55
SENG: Engineering (Chemical, Civil, Environmental, Sustainable Energy)	1,166	5.91	275	8.48	-2.57
SENG: Engineering (Computer, Electronic) / IC Design / Telecommunications	1,374	6.96	253	7.80	-0.84
SENG: Engineering Enterprise Management / Industrial Engineering Management	272	1.38	41	1.26	0.11
SHSS: Chinese Culture / Global China Studies / Social Science	489	2.48	105	3.24	-0.76
SHSS: Humanities	105	0.53	31	0.96	-0.42
SHSS: International Language Education	158	0.80	18	0.55	0.25
SSCI: Analytical Chemistry / Chemistry	563	2.85	82	2.53	0.33
SSCI: Biochemistry / Biological Science / Biology / Biotechnology / Life Science	1,089	5.52	209	6.44	-0.92
SSCI: Data Driven Modelling / Nano Science & Technology / Physics	487	2.47	44	1.36	1.11
SSCI: Environmental Science (Health, Marine & Safety)	231	1.17	33	1.02	0.15

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

SSCI: Financial Mathematics / Mathematics / Mathematics for Educators	831	4.21	95	2.93	1.28
SSCI: Science	612	3.10	264	8.14	-5.04
Staff	2,072	10.50	51	1.57	8.93
Total:	19,734	100.00	3,244	100.00	0.00

2.5 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	7,112	40.27	1,729	48.90
Male	10,550	59.73	1,807	51.10
Total:	17,662	100.00	3,536	100.00

2.6 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 %
18 - 22	2,235	62.47
23 - 30	884	24.71
31 - 45	292	8.16
46 - 65	108	3.02
Over 65	3	0.08
Under 18	56	1.57
Total:	3,578	100.00

2.7 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	446	12.54
Full-time	16,228	91.88	2,989	84.03
Part-time	1,434	8.12	122	3.43
Total:	17,662	100.00	3,557	100.00

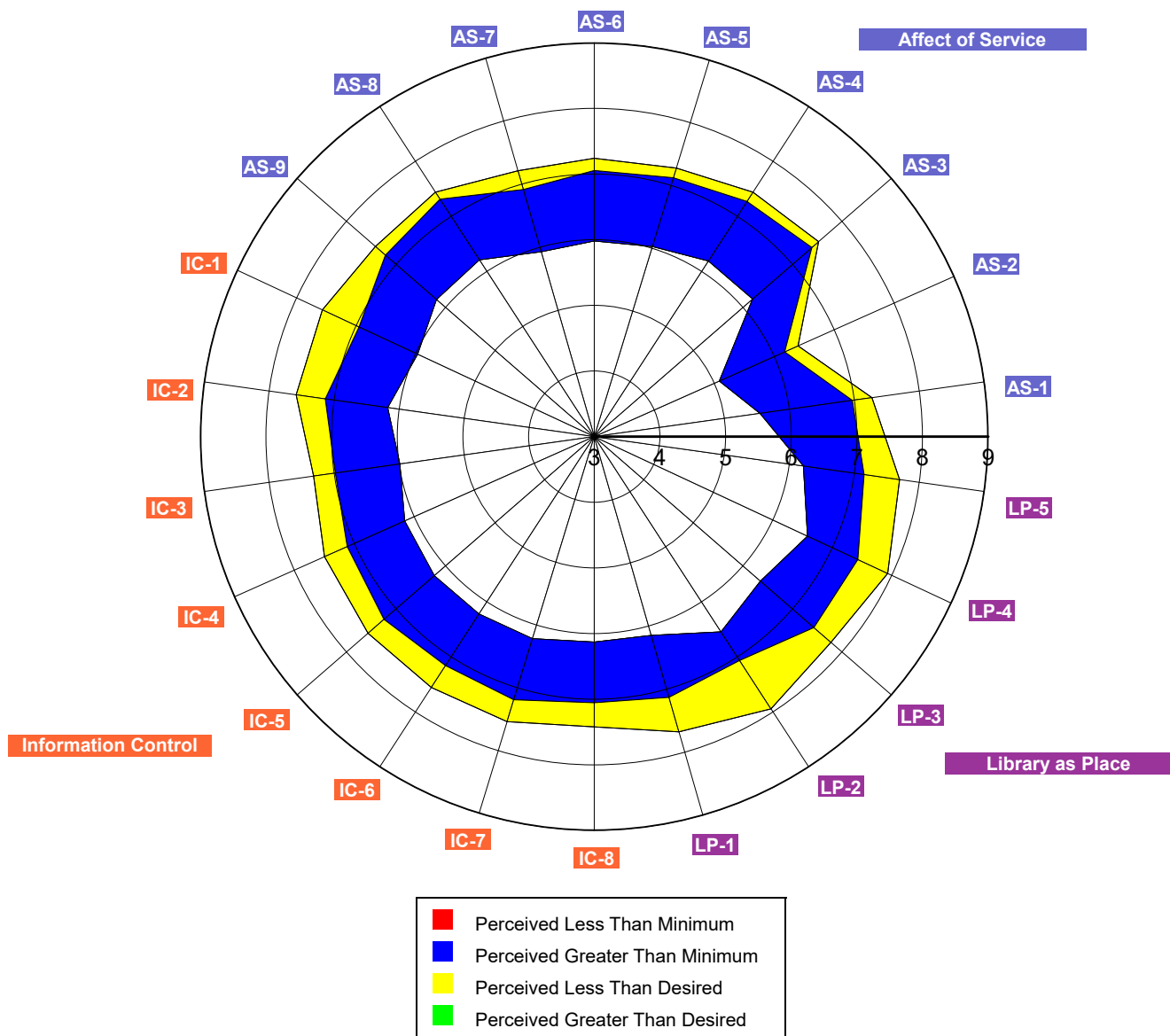
3. Survey Item Summary for The Hong Kong University of Science and Technology

3.1 Core Questions Summary

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

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

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



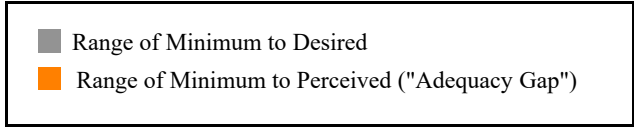
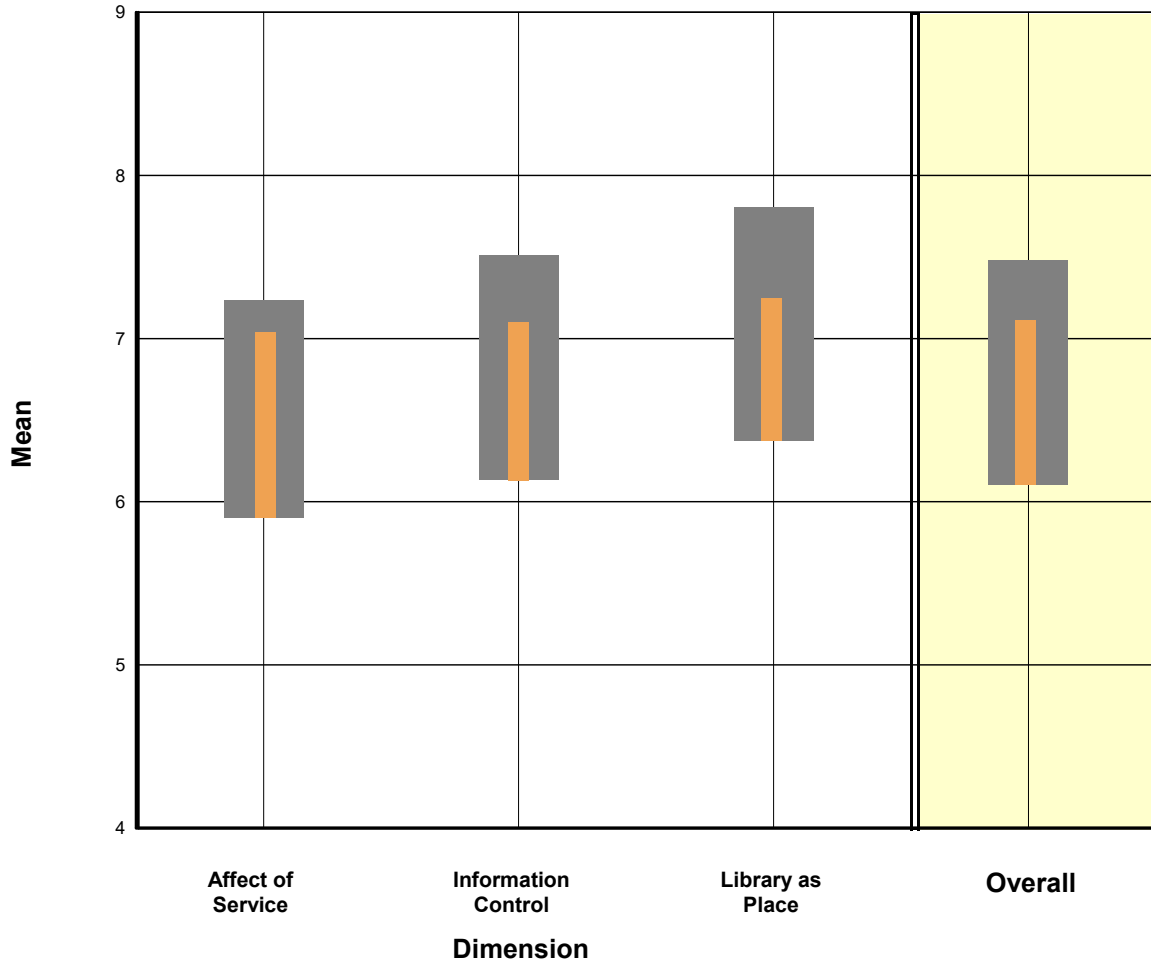
Language: English (British), Chinese (Traditional)
 Institution Type: College or University
 Consortium: JULAC
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.55	7.27	6.97	1.42	-0.30	3,503
AS-2	Giving users individual attention	5.09	6.40	6.18	1.09	-0.22	3,374
AS-3	Library staff who are consistently courteous	6.20	7.53	7.39	1.20	-0.14	3,537
AS-4	Readiness to respond to users' enquiries	6.19	7.44	7.27	1.08	-0.17	3,264
AS-5	Library staff who have the knowledge to answer user questions	6.03	7.28	7.13	1.10	-0.15	3,242
AS-6	Library staff who deal with users in a caring fashion	5.98	7.24	7.06	1.07	-0.19	3,370
AS-7	Library staff who understand the needs of their users	5.93	7.21	6.92	0.99	-0.30	3,333
AS-8	Willingness to help users	6.21	7.44	7.31	1.10	-0.13	3,395
AS-9	Dependability in handling users' service problems	6.19	7.42	7.22	1.03	-0.20	3,253
Information Control							
IC-1	Making electronic resources accessible from my home or office	5.97	7.57	6.95	0.98	-0.62	3,436
IC-2	A library Web site enabling me to locate information on my own	6.18	7.59	7.14	0.96	-0.45	3,509
IC-3	The printed library materials I need for my work	5.99	7.32	6.98	0.99	-0.33	3,200
IC-4	The electronic information resources I need	6.16	7.50	7.12	0.96	-0.38	3,422
IC-5	Modern equipment that lets me easily access needed information	6.23	7.57	7.24	1.02	-0.32	3,509
IC-6	Easy-to-use access tools that allow me to find things on my own	6.22	7.55	7.16	0.94	-0.40	3,485
IC-7	Making information easily accessible for independent use	6.22	7.54	7.19	0.97	-0.35	3,497
IC-8	Print and/or electronic journal collections I require for my work	6.13	7.42	7.05	0.92	-0.37	3,090
Library as Place							
LP-1	Library space that inspires study and learning	6.15	7.68	7.13	0.98	-0.55	3,540
LP-2	Quiet space for individual work	6.55	7.94	7.07	0.52	-0.88	3,549
LP-3	A comfortable and inviting location	6.36	7.78	7.44	1.08	-0.34	3,543
LP-4	A haven for study, learning, or research	6.59	7.93	7.43	0.85	-0.50	3,545
LP-5	Space for group learning and group study	6.22	7.70	7.15	0.93	-0.54	3,425
Overall:		6.10	7.48	7.11	1.01	-0.36	3,578

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.71	1.37	1.38	1.57	1.37	3,503
AS-2	Giving users individual attention	2.00	1.86	1.74	1.58	1.47	3,374
AS-3	Library staff who are consistently courteous	1.69	1.33	1.42	1.66	1.38	3,537
AS-4	Readiness to respond to users' enquiries	1.64	1.34	1.36	1.53	1.27	3,264
AS-5	Library staff who have the knowledge to answer user questions	1.71	1.45	1.44	1.56	1.32	3,242
AS-6	Library staff who deal with users in a caring fashion	1.70	1.49	1.49	1.58	1.35	3,370
AS-7	Library staff who understand the needs of their users	1.69	1.43	1.45	1.50	1.29	3,333
AS-8	Willingness to help users	1.68	1.37	1.38	1.53	1.24	3,395
AS-9	Dependability in handling users' service problems	1.63	1.34	1.34	1.49	1.20	3,253
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.67	1.37	1.45	1.66	1.52	3,436
IC-2	A library Web site enabling me to locate information on my own	1.65	1.35	1.41	1.59	1.36	3,509
IC-3	The printed library materials I need for my work	1.73	1.47	1.43	1.63	1.41	3,200
IC-4	The electronic information resources I need	1.61	1.36	1.31	1.57	1.34	3,422
IC-5	Modern equipment that lets me easily access needed information	1.59	1.29	1.32	1.52	1.27	3,509
IC-6	Easy-to-use access tools that allow me to find things on my own	1.62	1.31	1.36	1.53	1.31	3,485
IC-7	Making information easily accessible for independent use	1.57	1.28	1.28	1.46	1.21	3,497
IC-8	Print and/or electronic journal collections I require for my work	1.70	1.44	1.41	1.62	1.43	3,090
Library as Place							
LP-1	Library space that inspires study and learning	1.71	1.36	1.47	1.72	1.55	3,540
LP-2	Quiet space for individual work	1.65	1.25	1.55	1.86	1.70	3,549
LP-3	A comfortable and inviting location	1.61	1.25	1.35	1.65	1.41	3,543
LP-4	A haven for study, learning, or research	1.62	1.23	1.37	1.67	1.40	3,545
LP-5	Space for group learning and group study	1.68	1.34	1.49	1.82	1.62	3,425
Overall:		1.34	1.04	1.05	1.19	0.96	3,578

3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.90	7.24	7.04	1.13	-0.20	3,577
Information Control	6.13	7.51	7.10	0.97	-0.41	3,578
Library as Place	6.37	7.80	7.25	0.87	-0.56	3,576
Overall	6.10	7.48	7.11	1.01	-0.36	3,578

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.15	1.16	1.25	1.02	3,577
Information Control	1.38	1.11	1.10	1.24	1.03	3,578
Library as Place	1.39	1.05	1.17	1.40	1.20	3,576
Overall	1.34	1.04	1.05	1.19	0.96	3,578

Language: English (British), Chinese (Traditional)

Institution Type: College or University

Consortium: JULAC

User Group: All (Excluding Library Staff)

3.3 Local Question Summary

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.51	6.86	6.80	1.29	-0.05	3,140
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	5.60	6.98	6.83	1.23	-0.16	3,227

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.91	1.68	1.52	1.71	1.51	3,140
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	1.82	1.61	1.49	1.63	1.48	3,227

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.36	1.29	3,578
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.27	1.29	3,578
How would you rate the overall quality of the service provided by the library?	7.32	1.13	3,578

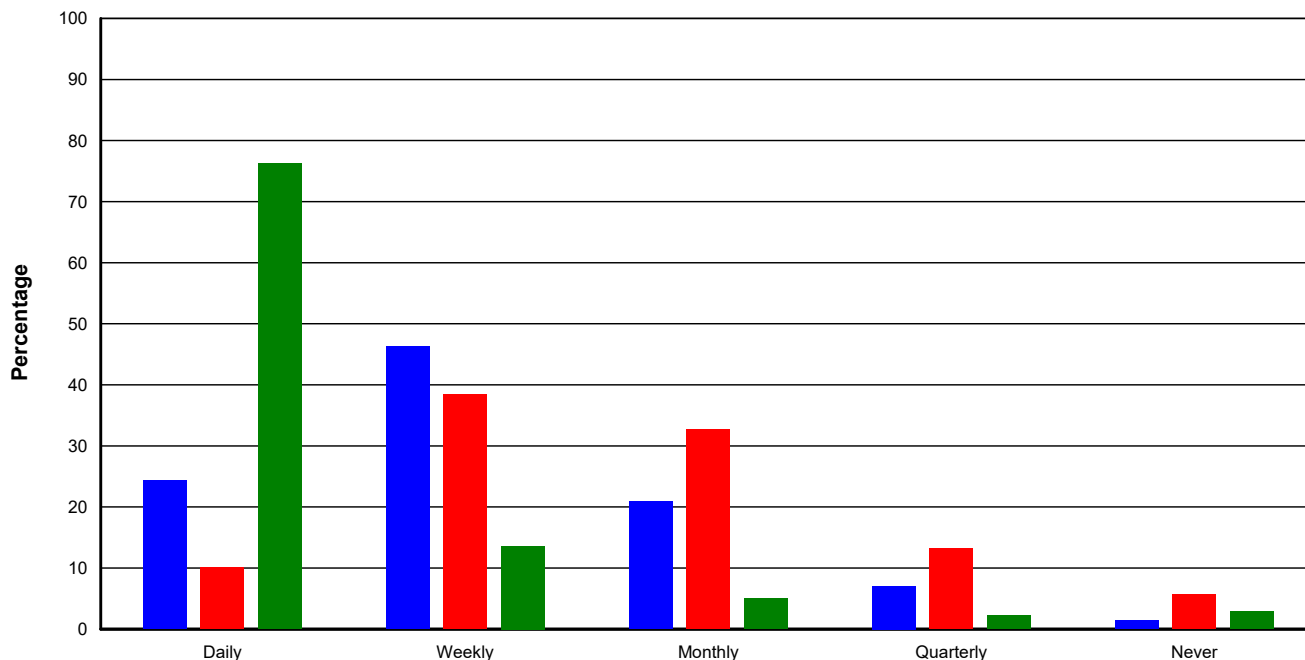
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.63	1.46	3,578
The library aids my advancement in my academic discipline or work.	7.04	1.33	3,578
The library enables me to be more efficient in my academic pursuits or work.	7.18	1.35	3,578
The library helps me distinguish between trustworthy and untrustworthy information.	6.34	1.60	3,578
The library provides me with the information skills I need in my work or study.	6.80	1.47	3,578

3.6 Library Use Summary

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



Frequency

- How often do you use resources within the library?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo™, Google™, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	872 24.37%	1,657 46.31%	747 20.88%	253 7.07%	49 1.37%	3,578 100.00%
How often do you access library resources through a library Web page?	363 10.15%	1,373 38.37%	1,170 32.70%	471 13.16%	201 5.62%	3,578 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	2,730 76.30%	487 13.61%	179 5.00%	79 2.21%	103 2.88%	3,578 100.00%

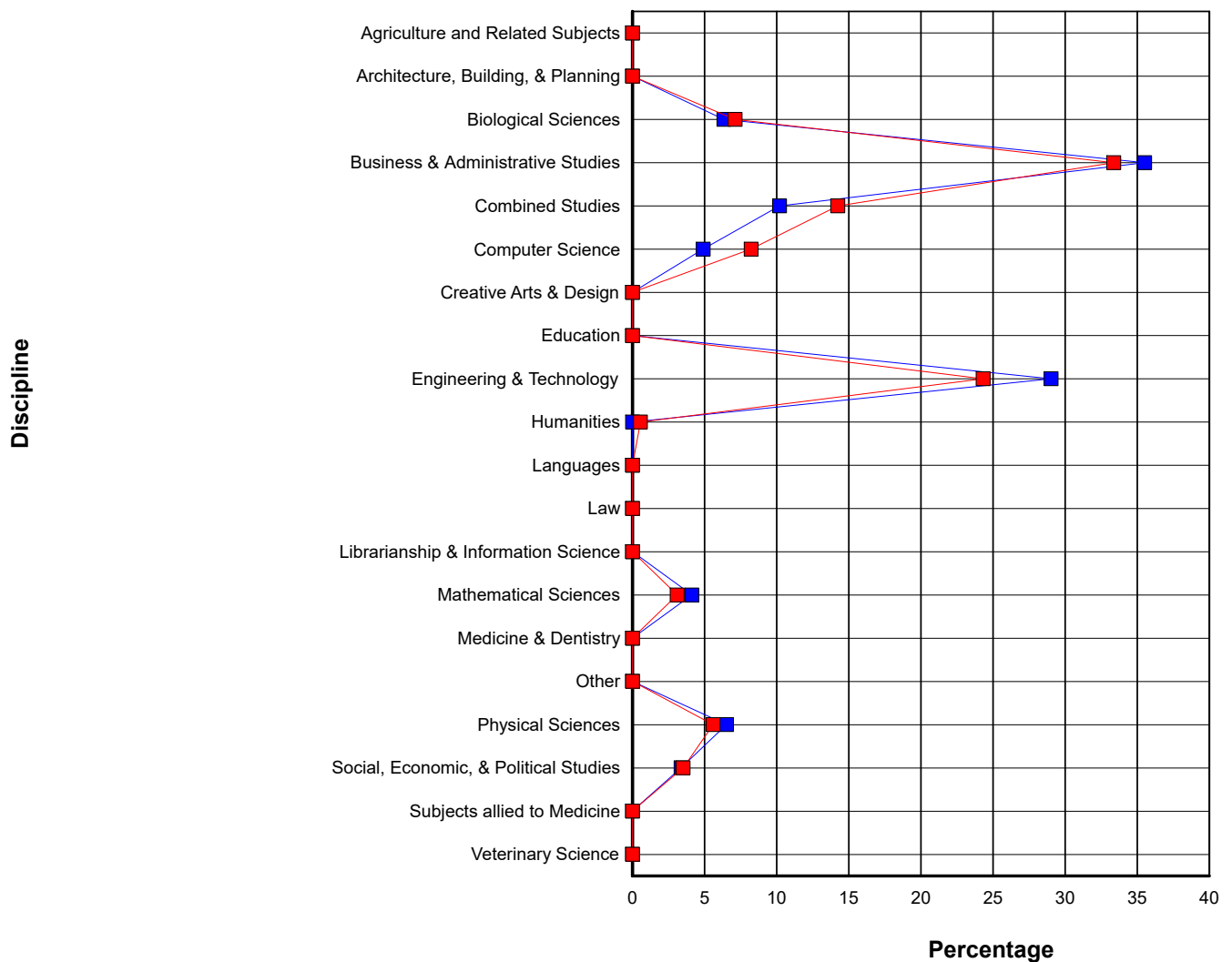
4 Undergraduate Summary for The Hong Kong University of Science and Technology

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate 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).



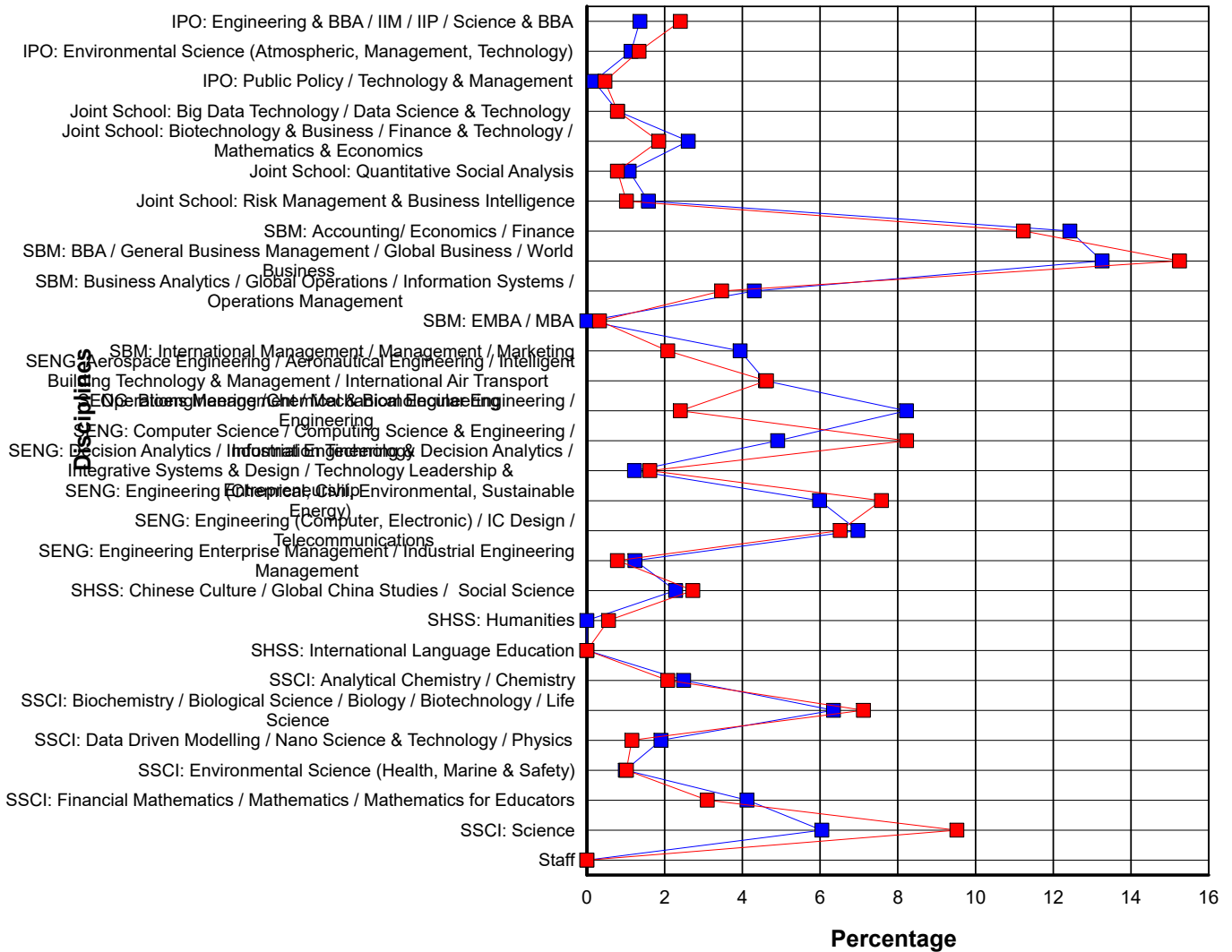
- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	642	6.34	154	7.12	-0.77
Business & Administrative Studies	3,595	35.52	722	33.36	2.15
Combined Studies	1,032	10.20	308	14.23	-4.04
Computer Science	497	4.91	178	8.23	-3.32
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering & Technology	2,938	29.03	526	24.31	4.72
Humanities	0	0.00	12	0.55	-0.55
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	417	4.12	67	3.10	1.02
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Physical Sciences	660	6.52	121	5.59	0.93
Social, Economic, & Political Studies	341	3.37	76	3.51	-0.14
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
Total:	10,122	100.00	2,164	100.00	0.00

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
IPO: Engineering & BBA / IIM / IIP / Science & BBA	138	1.36	52	2.40	-1.04
IPO: Environmental Science (Atmospheric, Management, Technology)	115	1.14	29	1.34	-0.20
IPO: Public Policy / Technology & Management	18	0.18	10	0.46	-0.28
Joint School: Big Data Technology / Data Science & Technology	80	0.79	17	0.79	0.00
Joint School: Biotechnology & Business / Finance & Technology / Mathematics & Economics	264	2.61	40	1.85	0.76
Joint School: Quantitative Social Analysis	110	1.09	17	0.79	0.30
Joint School: Risk Management & Business Intelligence	160	1.58	22	1.02	0.56
SBM: Accounting/ Economics / Finance	1,258	12.43	243	11.23	1.20
SBM: BBA / General Business Management / Global Business / World Business	1,342	13.26	330	15.25	-1.99
SBM: Business Analytics / Global Operations / Information Systems / Operations Management	436	4.31	75	3.47	0.84
SBM: EMBA / MBA	0	0.00	7	0.32	-0.32
SBM: International Management / Management / Marketing	399	3.94	45	2.08	1.86
SENG: Aerospace Engineering / Aeronautical Engineering / Intelligent Building Technology & Management / International Air Transport Operations Management / Mechanical Engineering	465	4.59	100	4.62	-0.03
SENG: Bioengineering /Chemical & Biomolecular Engineering / Engineering	832	8.22	52	2.40	5.82
SENG: Computer Science / Computing Science & Engineering / Information Technology	497	4.91	178	8.23	-3.32
SENG: Decision Analytics / Industrial Engineering & Decision Analytics / Integrative Systems & Design / Technology Leadership & Entrepreneurship	124	1.23	35	1.62	-0.39
SENG: Engineering (Chemical, Civil, Environmental, Sustainable Energy)	606	5.99	164	7.58	-1.59
SENG: Engineering (Computer, Electronic) / IC Design / Telecommunications	706	6.97	141	6.52	0.46
SENG: Engineering Enterprise Management / Industrial Engineering Management	125	1.23	17	0.79	0.45
SHSS: Chinese Culture / Global China Studies / Social Science	231	2.28	59	2.73	-0.44
SHSS: Humanities	0	0.00	12	0.55	-0.55
SHSS: International Language Education	0	0.00	0	0.00	0.00
SSCI: Analytical Chemistry / Chemistry	252	2.49	45	2.08	0.41
SSCI: Biochemistry / Biological Science / Biology / Biotechnology / Life Science	642	6.34	154	7.12	-0.77
SSCI: Data Driven Modelling / Nano Science & Technology / Physics	193	1.91	25	1.16	0.75
SSCI: Environmental Science (Health, Marine & Safety)	100	0.99	22	1.02	-0.03

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

SSCI: Financial Mathematics / Mathematics / Mathematics for Educators	417	4.12	67	3.10	1.02
SSCI: Science	612	6.05	206	9.52	-3.47
Staff	0	0.00	0	0.00	0.00
Total:	10,122	100.00	2,164	100.00	0.00

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	4,107	40.57	1,019	47.51
Male	6,015	59.43	1,126	52.49
Total:	10,122	100.00	2,145	100.00

4.1.4 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 %
18 - 22	1,974	91.14
23 - 30	125	5.77
31 - 45	12	0.55
46 - 65	0	0.00
Over 65	0	0.00
Under 18	55	2.54
Total:	2,166	100.00

4.1.5 Respondent Profile by Full or part-time student?

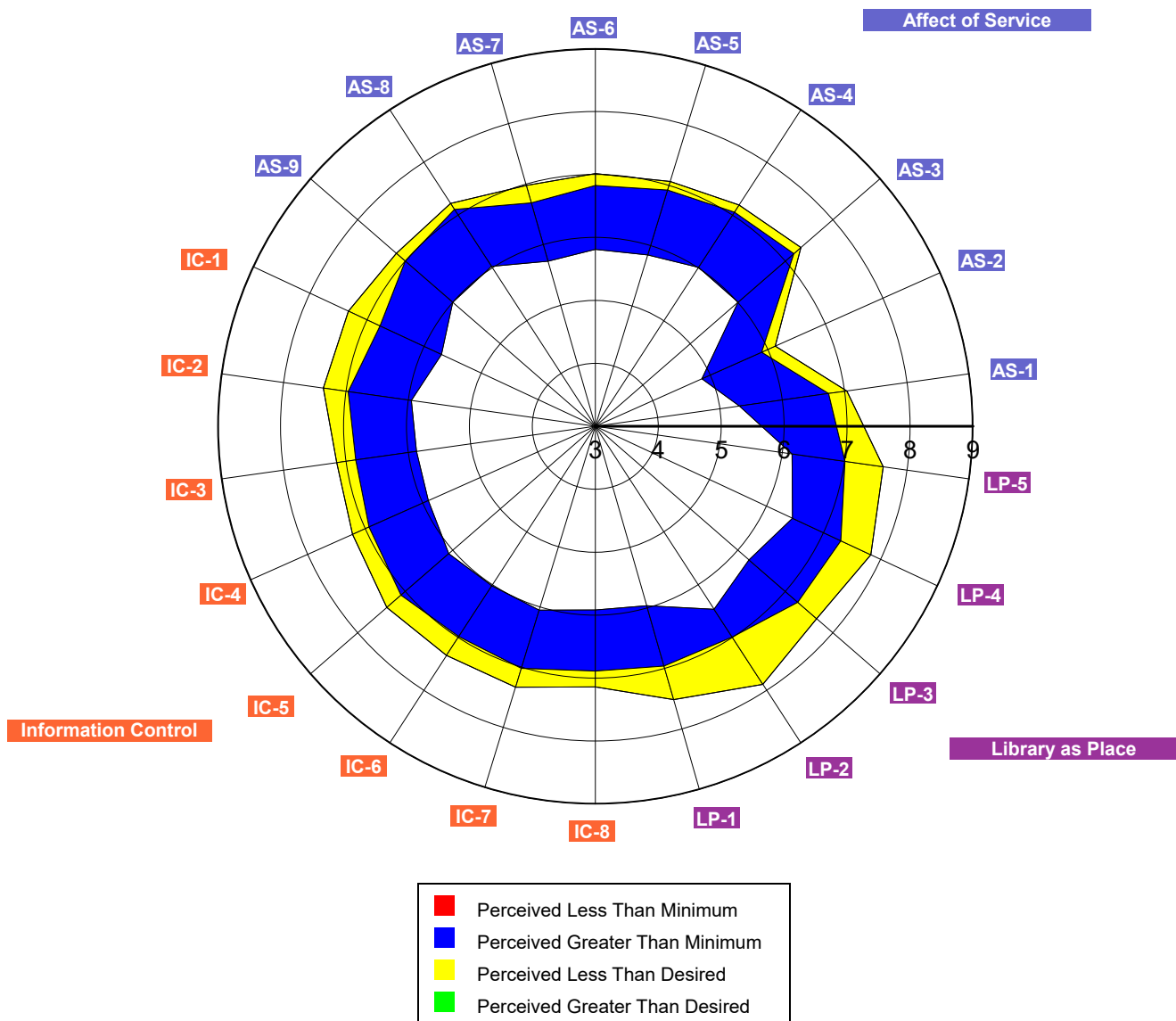
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	9	0.42
Full-time	10,122	100.00	2,122	98.33
Part-time		0.00	27	1.25
Total:	10,122	100.00	2,158	100.00

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
Affect of Service							
AS-1	Library staff who instill confidence in users	5.31	7.04	6.74	1.43	-0.29	2,113
AS-2	Giving users individual attention	4.85	6.13	5.89	1.04	-0.24	2,030
AS-3	Library staff who are consistently courteous	6.01	7.33	7.18	1.17	-0.15	2,139
AS-4	Readiness to respond to users' enquiries	6.01	7.19	7.06	1.05	-0.13	1,937
AS-5	Library staff who have the knowledge to answer user questions	5.85	7.07	6.92	1.08	-0.14	1,928
AS-6	Library staff who deal with users in a caring fashion	5.81	7.01	6.83	1.02	-0.19	2,009
AS-7	Library staff who understand the needs of their users	5.73	6.98	6.69	0.96	-0.29	1,999
AS-8	Willingness to help users	6.03	7.22	7.11	1.08	-0.11	2,040
AS-9	Dependability in handling users' service problems	6.00	7.19	7.00	1.00	-0.19	1,946
Information Control							
IC-1	Making electronic resources accessible from my home or office	5.70	7.33	6.77	1.08	-0.55	2,082
IC-2	A library Web site enabling me to locate information on my own	5.95	7.36	6.97	1.01	-0.40	2,119
IC-3	The printed library materials I need for my work	5.87	7.15	6.84	0.97	-0.30	1,938
IC-4	The electronic information resources I need	5.90	7.22	6.93	1.03	-0.29	2,056
IC-5	Modern equipment that lets me easily access needed information	6.09	7.39	7.09	1.01	-0.30	2,123
IC-6	Easy-to-use access tools that allow me to find things on my own	6.02	7.34	6.98	0.96	-0.36	2,103
IC-7	Making information easily accessible for independent use	6.05	7.33	7.02	0.97	-0.31	2,114
IC-8	Print and/or electronic journal collections I require for my work	5.92	7.14	6.89	0.97	-0.25	1,832
Library as Place							
LP-1	Library space that inspires study and learning	5.97	7.52	6.96	1.00	-0.56	2,147
LP-2	Quiet space for individual work	6.47	7.89	6.99	0.53	-0.89	2,160
LP-3	A comfortable and inviting location	6.24	7.66	7.26	1.03	-0.40	2,148
LP-4	A haven for study, learning, or research	6.46	7.83	7.30	0.85	-0.52	2,161
LP-5	Space for group learning and group study	6.16	7.62	7.01	0.85	-0.61	2,127
Overall:		5.92	7.29	6.93	1.01	-0.35	2,166

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.67	1.40	1.38	1.54	1.37	2,113
AS-2	Giving users individual attention	1.96	1.87	1.72	1.54	1.43	2,030
AS-3	Library staff who are consistently courteous	1.64	1.35	1.44	1.68	1.41	2,139
AS-4	Readiness to respond to users' enquiries	1.61	1.38	1.37	1.50	1.28	1,937
AS-5	Library staff who have the knowledge to answer user questions	1.67	1.45	1.45	1.57	1.32	1,928
AS-6	Library staff who deal with users in a caring fashion	1.67	1.51	1.49	1.57	1.34	2,009
AS-7	Library staff who understand the needs of their users	1.67	1.47	1.49	1.52	1.28	1,999
AS-8	Willingness to help users	1.65	1.40	1.41	1.52	1.23	2,040
AS-9	Dependability in handling users' service problems	1.60	1.34	1.33	1.48	1.19	1,946
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.60	1.41	1.43	1.63	1.53	2,082
IC-2	A library Web site enabling me to locate information on my own	1.63	1.39	1.41	1.58	1.36	2,119
IC-3	The printed library materials I need for my work	1.69	1.47	1.44	1.60	1.38	1,938
IC-4	The electronic information resources I need	1.57	1.40	1.32	1.53	1.31	2,056
IC-5	Modern equipment that lets me easily access needed information	1.59	1.33	1.34	1.55	1.29	2,123
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.34	1.38	1.55	1.32	2,103
IC-7	Making information easily accessible for independent use	1.55	1.31	1.28	1.45	1.21	2,114
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.49	1.41	1.58	1.42	1,832
Library as Place							
LP-1	Library space that inspires study and learning	1.69	1.41	1.48	1.72	1.57	2,147
LP-2	Quiet space for individual work	1.64	1.27	1.55	1.86	1.69	2,160
LP-3	A comfortable and inviting location	1.60	1.30	1.39	1.68	1.46	2,148
LP-4	A haven for study, learning, or research	1.63	1.27	1.39	1.71	1.44	2,161
LP-5	Space for group learning and group study	1.66	1.35	1.51	1.89	1.69	2,127
Overall:		1.28	1.03	1.03	1.18	0.95	2,166

Language: English (British), Chinese (Traditional)

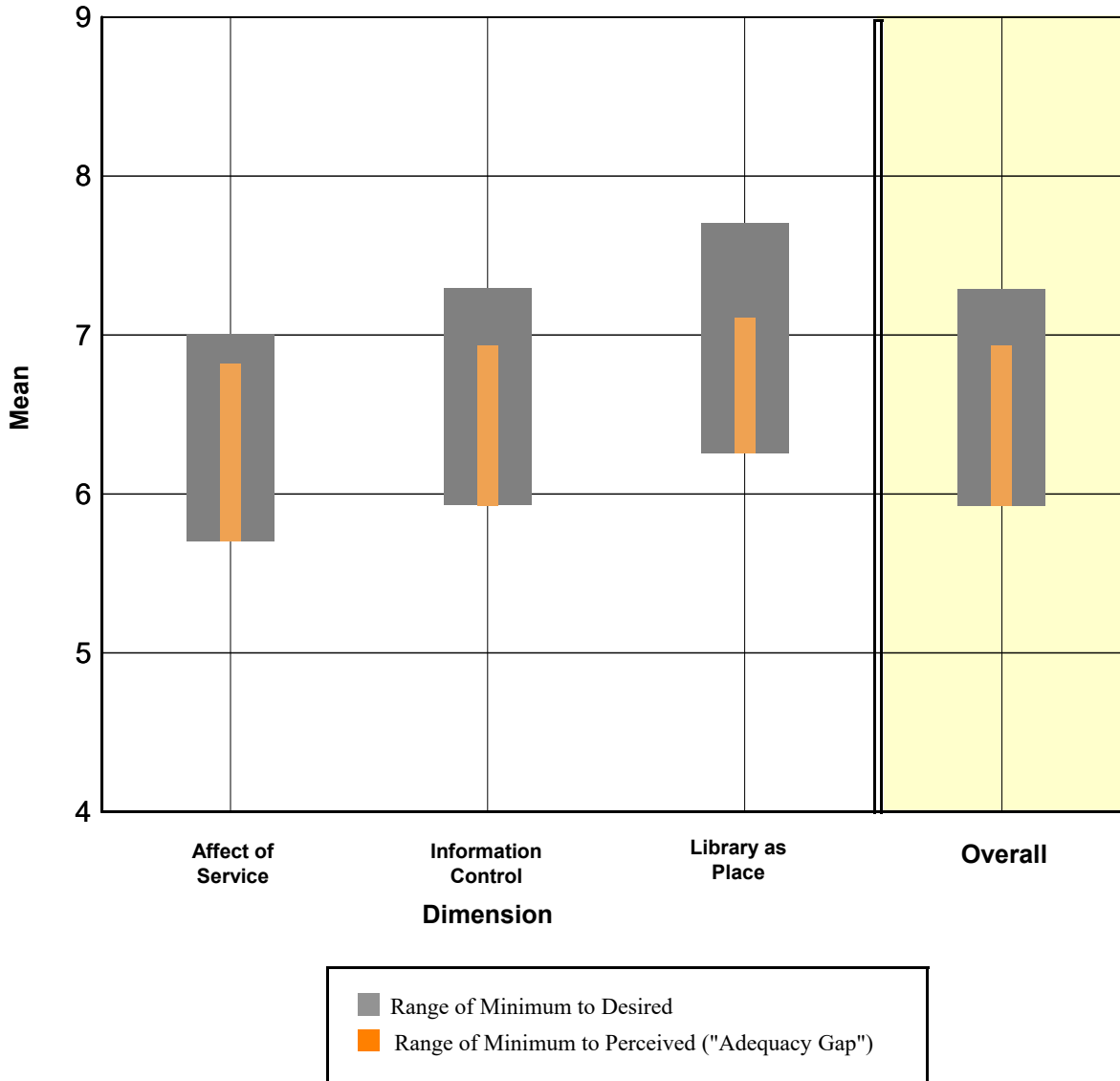
Institution Type: College or University

Consortium: JULAC

User Group: Undergraduate

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	5.70	7.01	6.82	1.11	-0.19	2,166
Information Control	5.93	7.29	6.94	1.01	-0.36	2,166
Library as Place	6.26	7.70	7.10	0.85	-0.60	2,166
Overall	5.92	7.29	6.93	1.01	-0.35	2,166

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	1.38	1.14	1.14	1.23	1.00	2,166
Information Control	1.34	1.12	1.09	1.22	1.00	2,166
Library as Place	1.36	1.07	1.18	1.42	1.22	2,166
Overall	1.28	1.03	1.03	1.18	0.95	2,166

Language: English (British), Chinese (Traditional)

Institution Type: College or University

Consortium: JULAC

User Group: Undergraduate

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.27	6.56	6.55	1.28	0	1,845
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	5.37	6.70	6.61	1.23	-0.10	1,951

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.88	1.70	1.55	1.71	1.52	1,845
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	1.80	1.63	1.47	1.62	1.46	1,951

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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.18	1.32	2,166
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.08	1.31	2,166
How would you rate the overall quality of the service provided by the library?	7.16	1.15	2,166

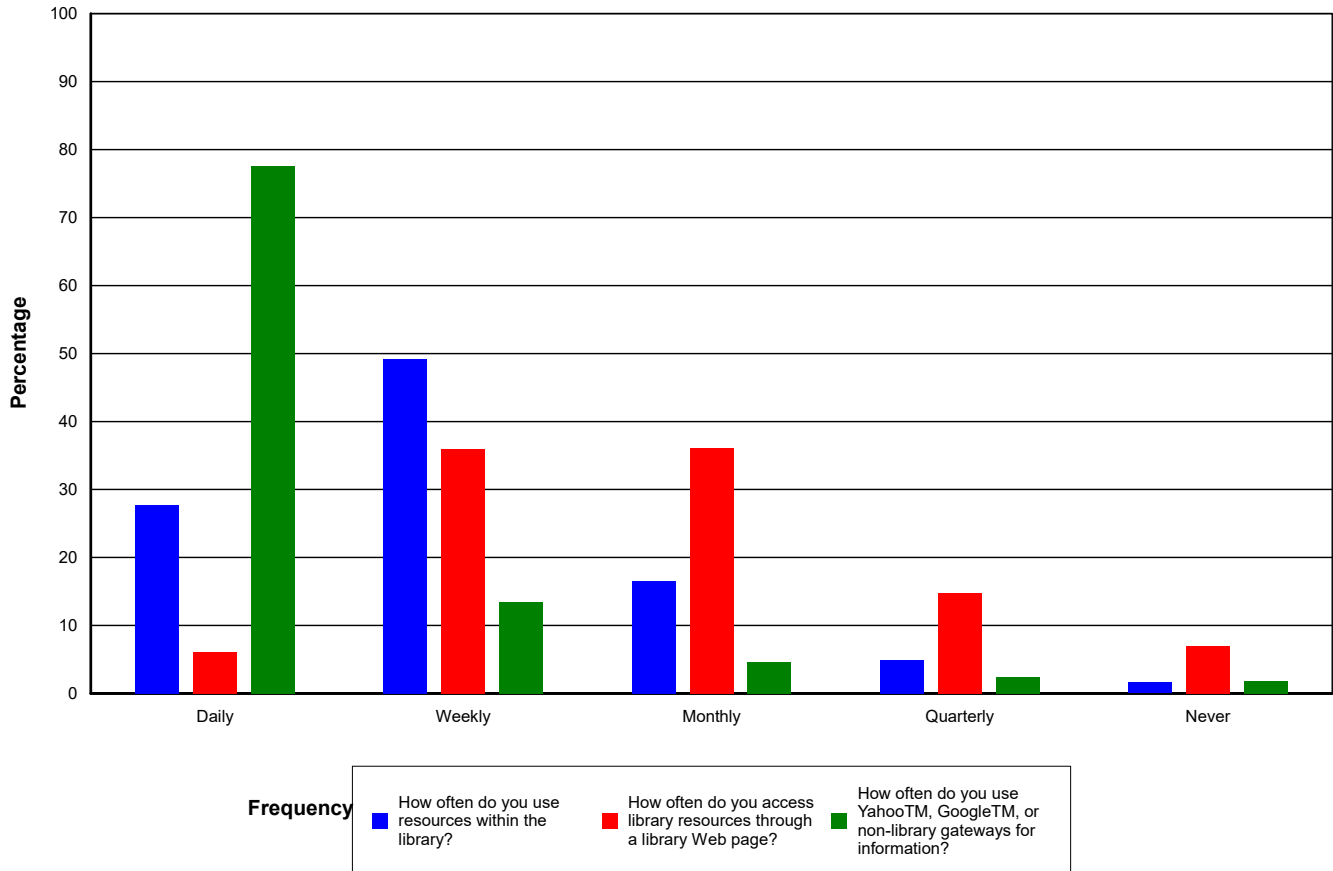
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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 1-9 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.	6.40	1.45	2,166
The library aids my advancement in my academic discipline or work.	6.88	1.33	2,166
The library enables me to be more efficient in my academic pursuits or work.	7.06	1.35	2,166
The library helps me distinguish between trustworthy and untrustworthy information.	6.24	1.59	2,166
The library provides me with the information skills I need in my work or study.	6.65	1.44	2,166

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?	600 27.70%	1,065 49.17%	359 16.57%	107 4.94%	35 1.62%	2,166 100.00%
How often do you access library resources through a library Web page?	133 6.14%	779 35.96%	783 36.15%	320 14.77%	151 6.97%	2,166 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,682 77.65%	291 13.43%	100 4.62%	52 2.40%	41 1.89%	2,166 100.00%

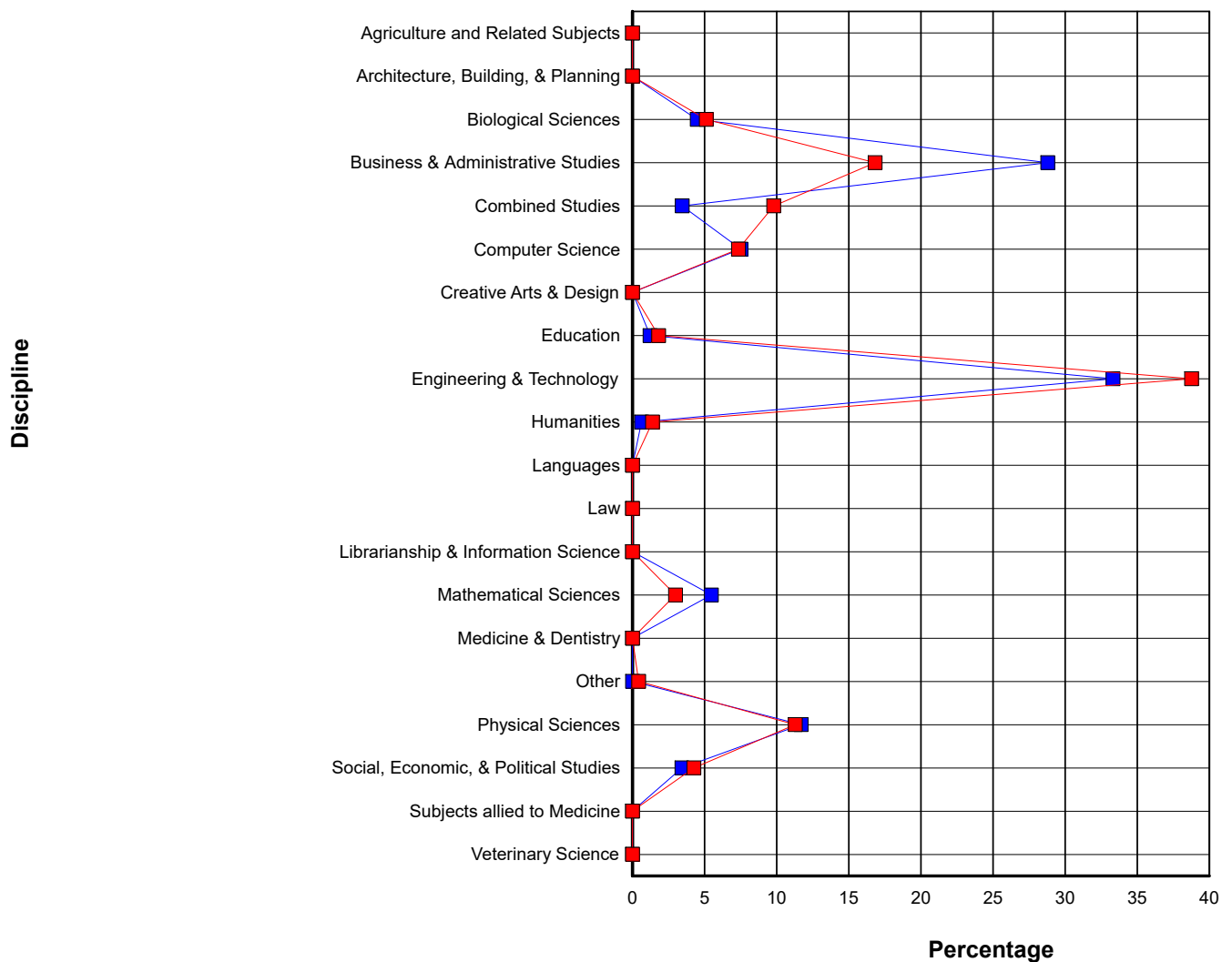
5 Postgraduate Summary for The Hong Kong University of Science and Technology

5.1 Demographic Summary for Postgraduate

5.1.1 Population and Respondent Profiles for Postgraduate 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

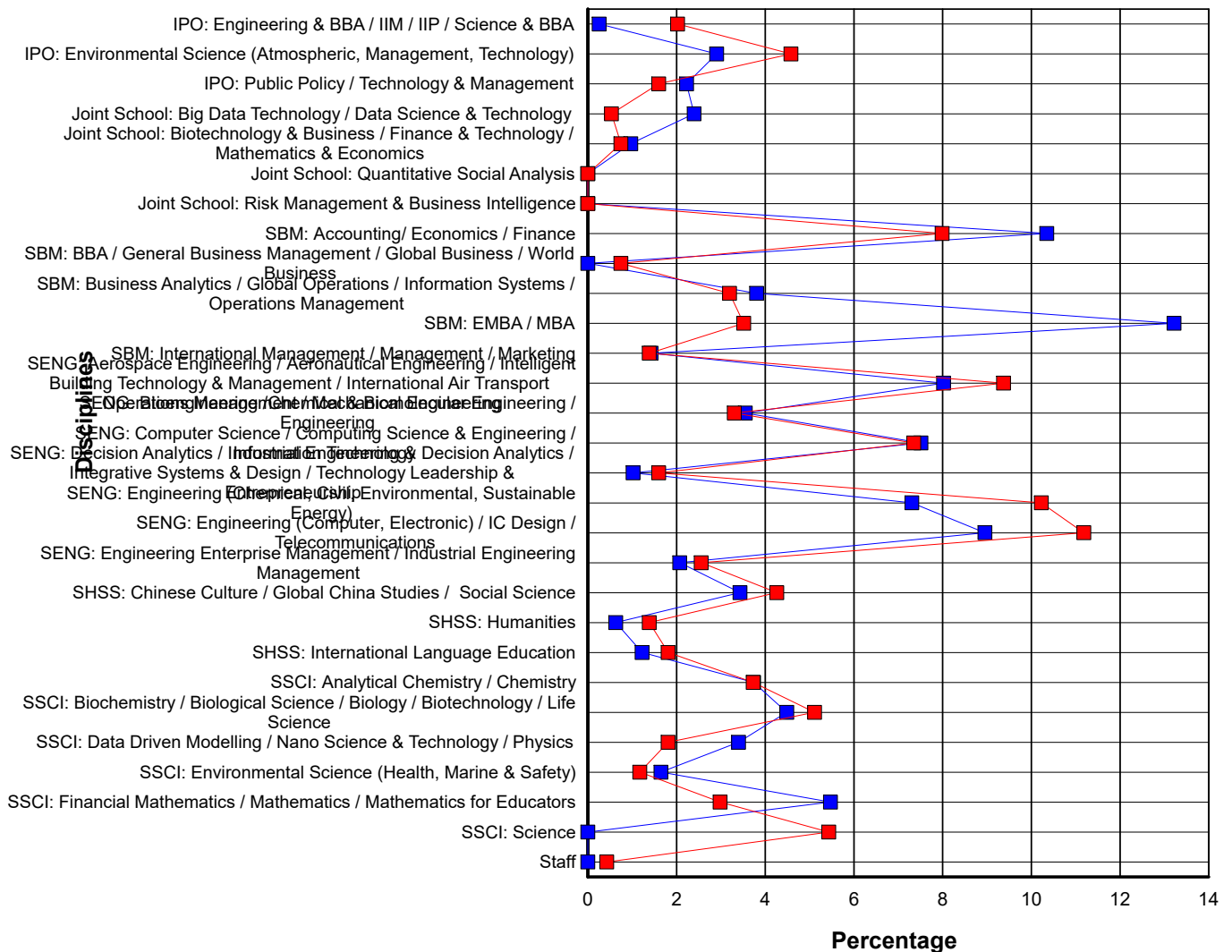
Language: English (British), Chinese (Traditional)
 Institution Type: College or University
 Consortium: JULAC
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	264	4.49	48	5.11	-0.63
Business & Administrative Studies	1,695	28.80	158	16.83	11.97
Combined Studies	203	3.45	92	9.80	-6.35
Computer Science	442	7.51	69	7.35	0.16
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	72	1.22	17	1.81	-0.59
Engineering & Technology	1,961	33.32	364	38.76	-5.45
Humanities	37	0.63	13	1.38	-0.76
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	322	5.47	28	2.98	2.49
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	4	0.43	-0.43
Physical Sciences	688	11.69	106	11.29	0.40
Social, Economic, & Political Studies	202	3.43	40	4.26	-0.83
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
Total:	5,886	100.00	939	100.00	0.00

5.1.2 Population and Respondent Profiles for Postgraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
IPO: Engineering & BBA / IIM / IIP / Science & BBA	15	0.25	19	2.02	-1.77
IPO: Environmental Science (Atmospheric, Management, Technology)	171	2.91	43	4.58	-1.67
IPO: Public Policy / Technology & Management	131	2.23	15	1.60	0.63
Joint School: Big Data Technology / Data Science & Technology	141	2.40	5	0.53	1.86
Joint School: Biotechnology & Business / Finance & Technology / Mathematics & Economics	57	0.97	7	0.75	0.22
Joint School: Quantitative Social Analysis	0	0.00	0	0.00	0.00
Joint School: Risk Management & Business Intelligence	0	0.00	0	0.00	0.00
SBM: Accounting/ Economics / Finance	609	10.35	75	7.99	2.36
SBM: BBA / General Business Management / Global Business / World Business	0	0.00	7	0.75	-0.75
SBM: Business Analytics / Global Operations / Information Systems / Operations Management	224	3.81	30	3.19	0.61
SBM: EMBA / MBA	778	13.22	33	3.51	9.70
SBM: International Management / Management / Marketing	84	1.43	13	1.38	0.04
SENG: Aerospace Engineering / Aeronautical Engineering / Intelligent Building Technology & Management / International Air Transport Operations Management / Mechanical Engineering	472	8.02	88	9.37	-1.35
SENG: Bioengineering /Chemical & Biomolecular Engineering / Engineering	209	3.55	31	3.30	0.25
SENG: Computer Science / Computing Science & Engineering / Information Technology	442	7.51	69	7.35	0.16
SENG: Decision Analytics / Industrial Engineering & Decision Analytics / Integrative Systems & Design / Technology Leadership & Entrepreneurship	60	1.02	15	1.60	-0.58
SENG: Engineering (Chemical, Civil, Environmental, Sustainable Energy)	430	7.31	96	10.22	-2.92
SENG: Engineering (Computer, Electronic) / IC Design / Telecommunications	527	8.95	105	11.18	-2.23
SENG: Engineering Enterprise Management / Industrial Engineering Management	122	2.07	24	2.56	-0.48
SHSS: Chinese Culture / Global China Studies / Social Science	202	3.43	40	4.26	-0.83
SHSS: Humanities	37	0.63	13	1.38	-0.76
SHSS: International Language Education	72	1.22	17	1.81	-0.59
SSCI: Analytical Chemistry / Chemistry	220	3.74	35	3.73	0.01
SSCI: Biochemistry / Biological Science / Biology / Biotechnology / Life Science	264	4.49	48	5.11	-0.63
SSCI: Data Driven Modelling / Nano Science & Technology / Physics	200	3.40	17	1.81	1.59
SSCI: Environmental Science (Health, Marine & Safety)	97	1.65	11	1.17	0.48

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

SSCI: Financial Mathematics / Mathematics / Mathematics for Educators	322	5.47	28	2.98	2.49
SSCI: Science	0	0.00	51	5.43	-5.43
Staff	0	0.00	4	0.43	-0.43
Total:	5,886	100.00	939	100.00	0.00

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:	Population N	Population %	Respondents n	Respondents %
Female	2,504	42.54	443	47.79
Male	3,382	57.46	484	52.21
Total:	5,886	100.00	927	100.00

5.1.4 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 %
18 - 22	254	27.05
23 - 30	609	64.86
31 - 45	70	7.45
46 - 65	6	0.64
Over 65	0	0.00
Under 18	0	0.00
Total:	939	100.00

5.1.5 Respondent Profile by Full or part-time student?

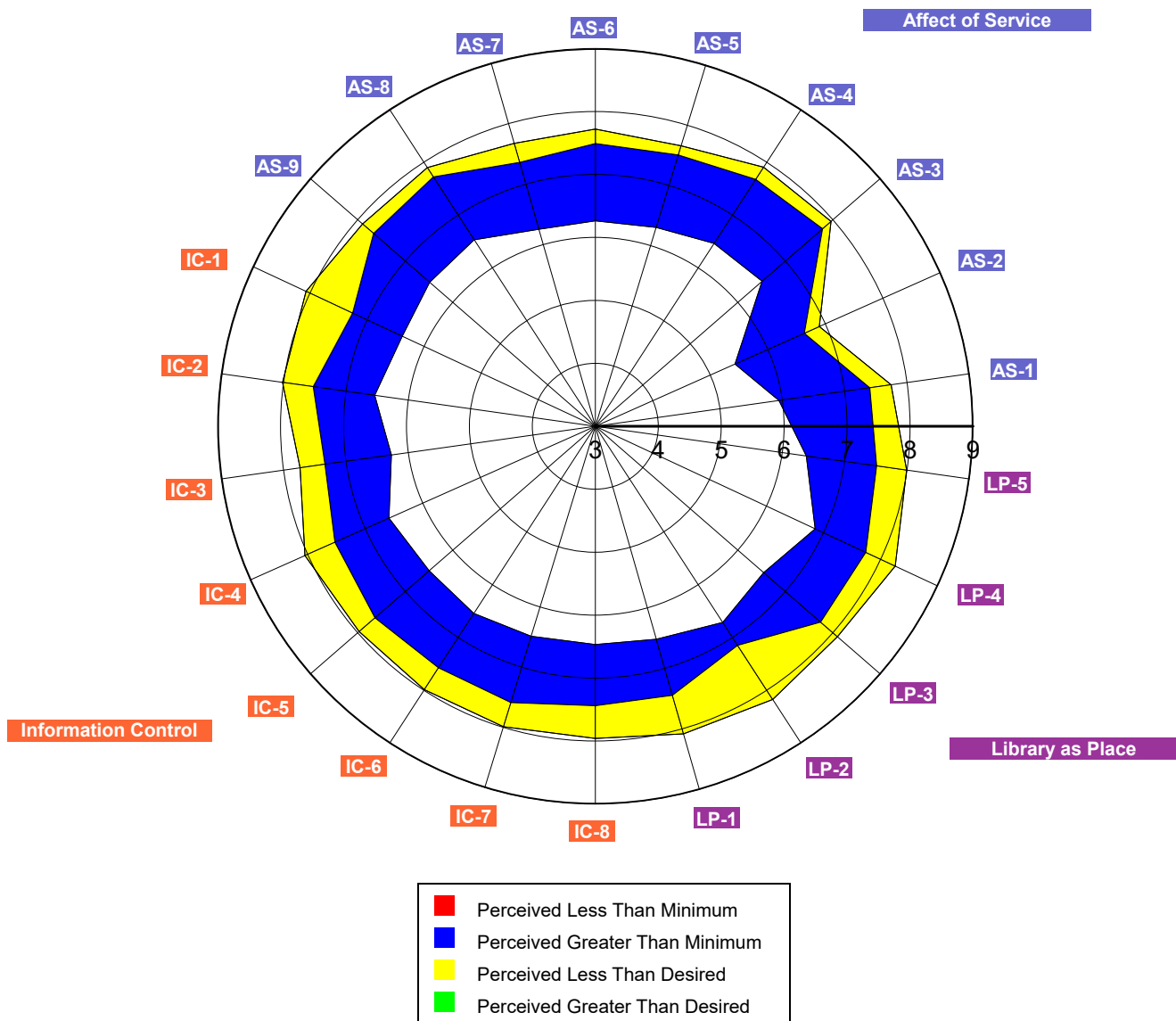
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	5	0.54
Full-time	4,596	78.08	840	89.94
Part-time	1,290	21.92	89	9.53
Total:	5,886	100.00	934	100.00

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
Affect of Service							
AS-1	Library staff who instill confidence in users	5.95	7.75	7.41	1.46	-0.34	923
AS-2	Giving users individual attention	5.43	6.90	6.63	1.20	-0.26	892
AS-3	Library staff who are consistently courteous	6.51	7.96	7.78	1.27	-0.18	929
AS-4	Readiness to respond to users' enquiries	6.47	7.91	7.68	1.21	-0.23	885
AS-5	Library staff who have the knowledge to answer user questions	6.30	7.66	7.51	1.20	-0.15	866
AS-6	Library staff who deal with users in a caring fashion	6.26	7.72	7.49	1.23	-0.23	903
AS-7	Library staff who understand the needs of their users	6.26	7.68	7.36	1.11	-0.32	885
AS-8	Willingness to help users	6.53	7.90	7.72	1.19	-0.18	900
AS-9	Dependability in handling users' service problems	6.49	7.90	7.67	1.18	-0.23	864
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.38	8.07	7.25	0.87	-0.82	901
IC-2	A library Web site enabling me to locate information on my own	6.54	8.02	7.53	0.99	-0.49	923
IC-3	The printed library materials I need for my work	6.27	7.74	7.34	1.07	-0.40	866
IC-4	The electronic information resources I need	6.59	8.05	7.53	0.94	-0.52	913
IC-5	Modern equipment that lets me easily access needed information	6.50	7.97	7.64	1.14	-0.33	928
IC-6	Easy-to-use access tools that allow me to find things on my own	6.54	7.99	7.58	1.03	-0.41	918
IC-7	Making information easily accessible for independent use	6.49	7.99	7.59	1.10	-0.40	920
IC-8	Print and/or electronic journal collections I require for my work	6.47	7.96	7.44	0.97	-0.52	871
Library as Place							
LP-1	Library space that inspires study and learning	6.52	8.08	7.45	0.93	-0.64	935
LP-2	Quiet space for individual work	6.72	8.17	7.15	0.43	-1.02	935
LP-3	A comfortable and inviting location	6.54	8.10	7.74	1.20	-0.35	927
LP-4	A haven for study, learning, or research	6.85	8.26	7.74	0.89	-0.52	931
LP-5	Space for group learning and group study	6.39	8.00	7.51	1.13	-0.48	915
Overall:		6.41	7.90	7.48	1.07	-0.42	939

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.78	1.25	1.32	1.64	1.32	923
AS-2	Giving users individual attention	2.12	1.83	1.72	1.65	1.55	892
AS-3	Library staff who are consistently courteous	1.78	1.19	1.31	1.71	1.35	929
AS-4	Readiness to respond to users' enquiries	1.72	1.17	1.26	1.61	1.24	885
AS-5	Library staff who have the knowledge to answer user questions	1.83	1.42	1.35	1.58	1.28	866
AS-6	Library staff who deal with users in a caring fashion	1.80	1.36	1.41	1.60	1.34	903
AS-7	Library staff who understand the needs of their users	1.76	1.31	1.33	1.53	1.31	885
AS-8	Willingness to help users	1.75	1.23	1.27	1.59	1.26	900
AS-9	Dependability in handling users' service problems	1.70	1.21	1.24	1.50	1.16	864
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.77	1.14	1.49	1.72	1.51	901
IC-2	A library Web site enabling me to locate information on my own	1.68	1.20	1.38	1.62	1.36	923
IC-3	The printed library materials I need for my work	1.83	1.38	1.39	1.68	1.43	866
IC-4	The electronic information resources I need	1.68	1.16	1.23	1.64	1.37	913
IC-5	Modern equipment that lets me easily access needed information	1.65	1.15	1.25	1.53	1.22	928
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.15	1.23	1.49	1.28	918
IC-7	Making information easily accessible for independent use	1.63	1.13	1.22	1.47	1.20	920
IC-8	Print and/or electronic journal collections I require for my work	1.74	1.21	1.36	1.68	1.40	871
Library as Place							
LP-1	Library space that inspires study and learning	1.75	1.16	1.44	1.79	1.53	935
LP-2	Quiet space for individual work	1.70	1.13	1.60	1.92	1.75	935
LP-3	A comfortable and inviting location	1.69	1.11	1.26	1.63	1.31	927
LP-4	A haven for study, learning, or research	1.65	1.04	1.33	1.66	1.37	931
LP-5	Space for group learning and group study	1.73	1.24	1.45	1.73	1.55	915
Overall:		1.44	0.93	1.00	1.24	0.96	939

Language: English (British), Chinese (Traditional)

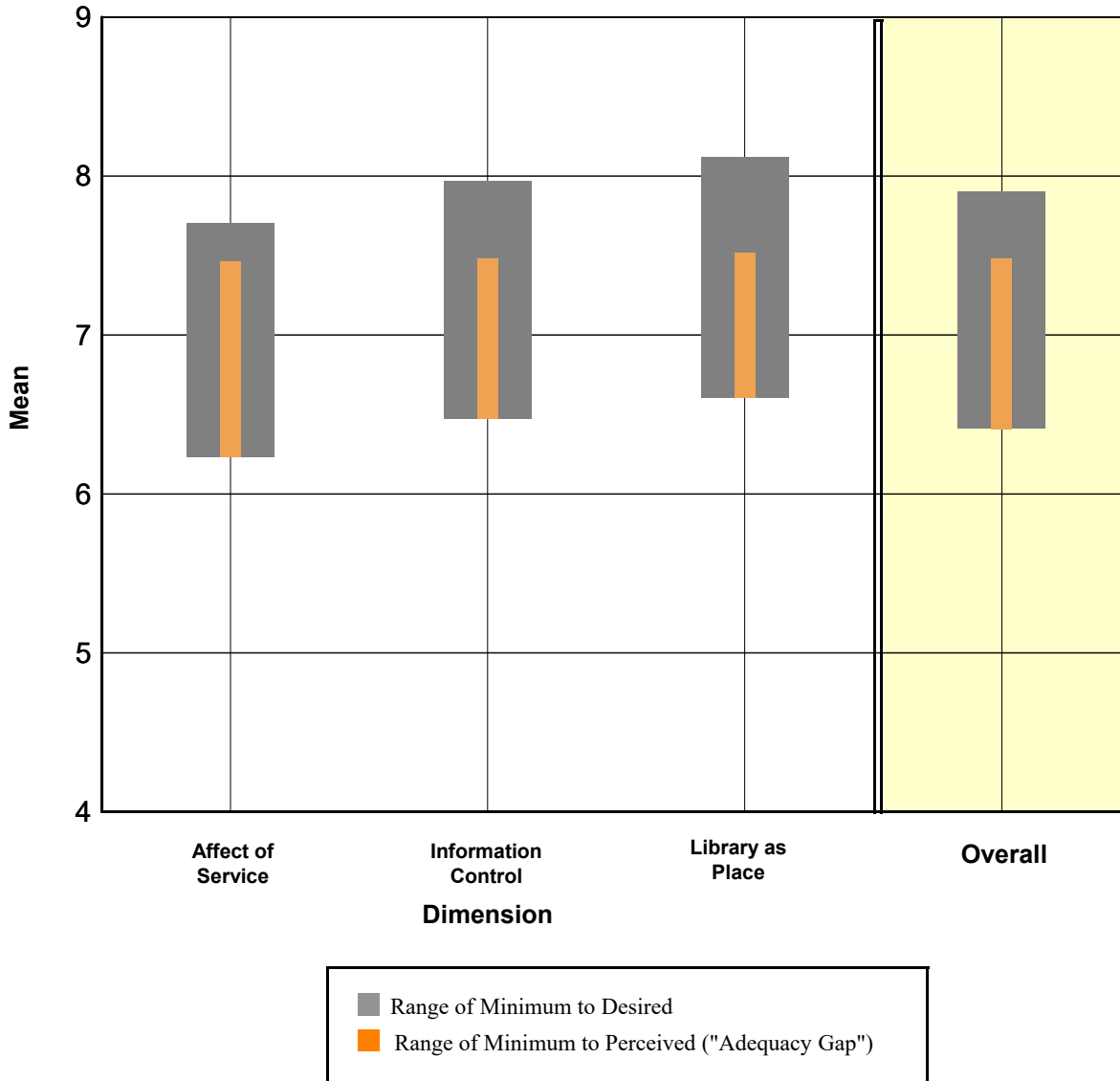
Institution Type: College or University

Consortium: JULAC

User Group: Postgraduate

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	6.23	7.70	7.46	1.23	-0.24	938
Information Control	6.47	7.97	7.48	1.01	-0.49	939
Library as Place	6.60	8.12	7.52	0.91	-0.60	939
Overall	6.41	7.90	7.48	1.07	-0.42	939

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	1.06	1.09	1.30	1.01	938
Information Control	1.46	0.97	1.05	1.28	1.04	939
Library as Place	1.45	0.93	1.14	1.39	1.17	939
Overall	1.44	0.93	1.00	1.24	0.96	939

Language: English (British), Chinese (Traditional)

Institution Type: College or University

Consortium: JULAC

User Group: Postgraduate

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.86	7.36	7.21	1.35	-0.15	863
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	5.99	7.52	7.23	1.24	-0.29	872

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.98	1.61	1.44	1.73	1.54	863
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	1.53	1.53	1.67	1.54	872

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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.73	1.18	939
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.71	1.15	939
How would you rate the overall quality of the service provided by the library?	7.67	1.03	939

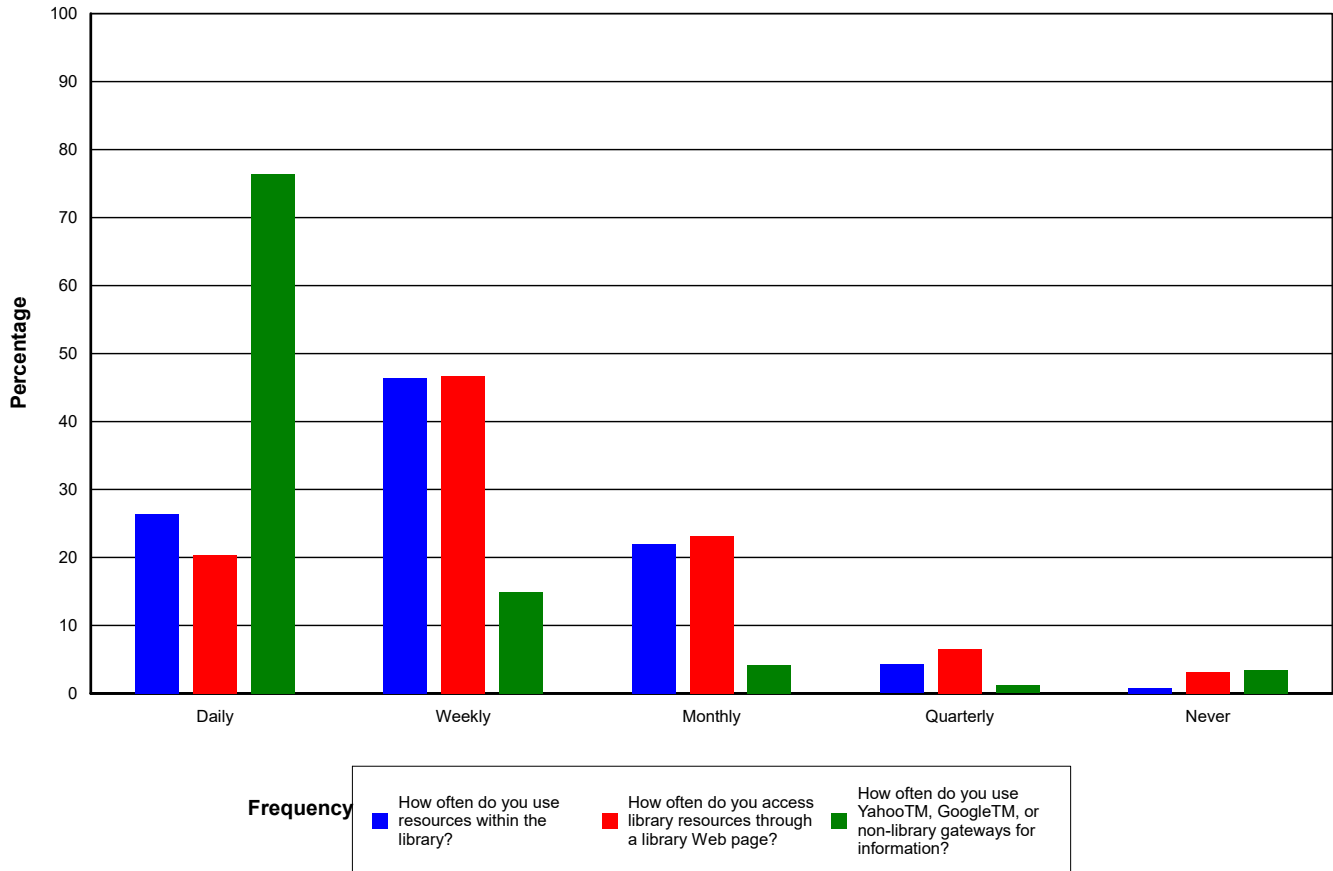
5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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 1-9 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.	7.09	1.39	939
The library aids my advancement in my academic discipline or work.	7.43	1.28	939
The library enables me to be more efficient in my academic pursuits or work.	7.53	1.28	939
The library helps me distinguish between trustworthy and untrustworthy information.	6.55	1.63	939
The library provides me with the information skills I need in my work or study.	7.18	1.44	939

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?	248 26.41%	436 46.43%	207 22.04%	40 4.26%	8 0.85%	939 100.00%
How often do you access library resources through a library Web page?	191 20.34%	439 46.75%	217 23.11%	62 6.60%	30 3.19%	939 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	717 76.36%	140 14.91%	39 4.15%	11 1.17%	32 3.41%	939 100.00%

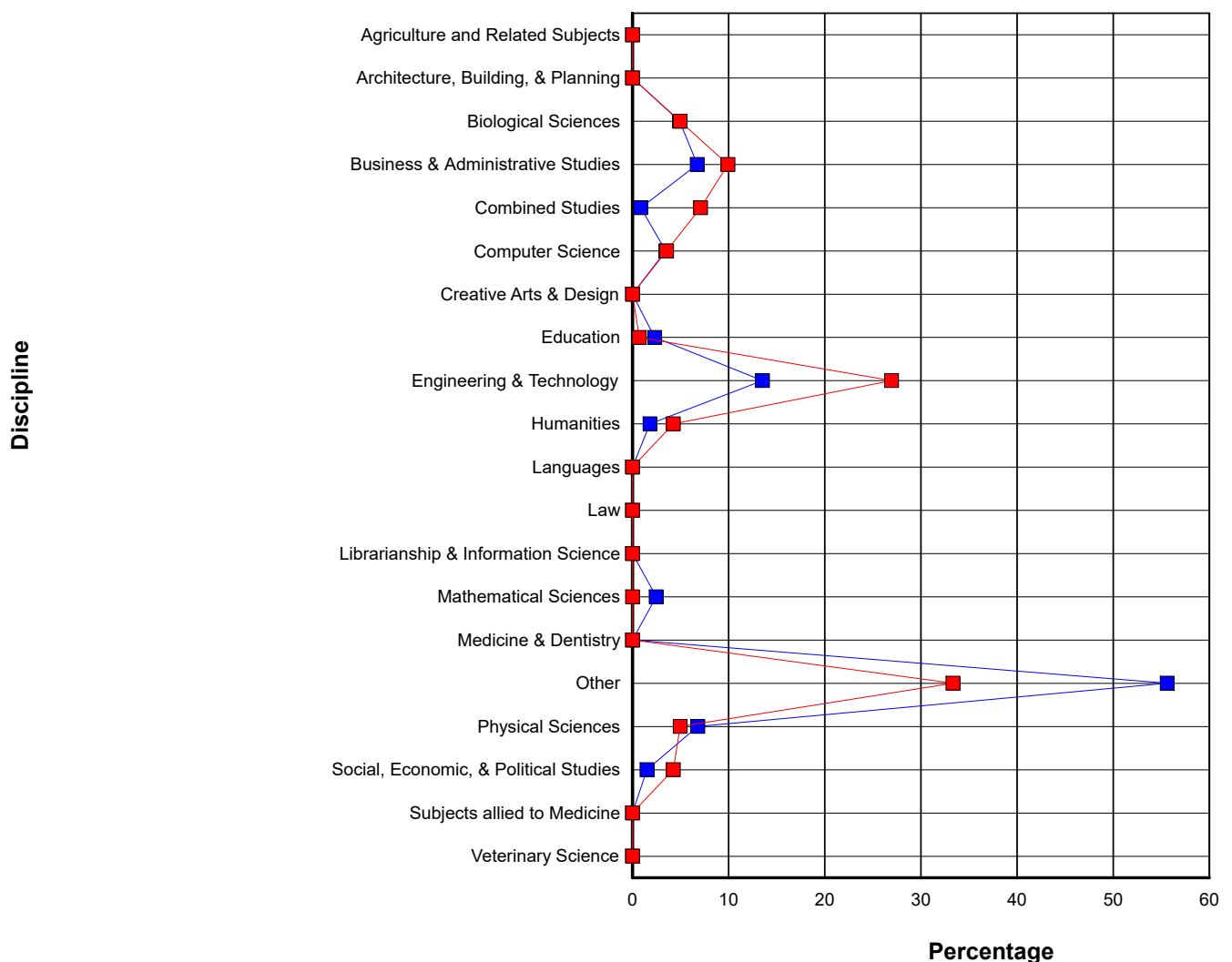
6 Academic Staff Summary for The Hong Kong University of Science and Technology

6.1 Demographic Summary for Academic Staff

6.1.1 Population and Respondent Profiles for Academic Staff 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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	183	4.91	7	4.96	-0.05
Business & Administrative Studies	251	6.74	14	9.93	-3.19
Combined Studies	32	0.86	10	7.09	-6.23
Computer Science	129	3.46	5	3.55	-0.08
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	86	2.31	1	0.71	1.60
Engineering & Technology	504	13.53	38	26.95	-13.42
Humanities	68	1.83	6	4.26	-2.43
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	92	2.47	0	0.00	2.47
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	2,072	55.61	47	33.33	22.28
Physical Sciences	253	6.79	7	4.96	1.83
Social, Economic, & Political Studies	56	1.50	6	4.26	-2.75
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
Total:	3,726	100.00	141	100.00	0.00

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
IPO: Engineering & BBA / IIM / IIP / Science & BBA	17	0.46	2	1.42	-0.96
IPO: Environmental Science (Atmospheric, Management, Technology)	34	0.91	3	2.13	-1.22
IPO: Public Policy / Technology & Management	15	0.40	1	0.71	-0.31
Joint School: Big Data Technology / Data Science & Technology	0	0.00	0	0.00	0.00
Joint School: Biotechnology & Business / Finance & Technology / Mathematics & Economics	0	0.00	0	0.00	0.00
Joint School: Quantitative Social Analysis	0	0.00	0	0.00	0.00
Joint School: Risk Management & Business Intelligence	0	0.00	1	0.71	-0.71
SBM: Accounting/ Economics / Finance	115	3.09	4	2.84	0.25
SBM: BBA / General Business Management / Global Business / World Business	0	0.00	1	0.71	-0.71
SBM: Business Analytics / Global Operations / Information Systems / Operations Management	71	1.91	1	0.71	1.20
SBM: EMBA / MBA	0	0.00	0	0.00	0.00
SBM: International Management / Management / Marketing	65	1.74	7	4.96	-3.22
SENG: Aerospace Engineering / Aeronautical Engineering / Intelligent Building Technology & Management / International Air Transport Operations Management / Mechanical Engineering	110	2.95	9	6.38	-3.43
SENG: Bioengineering /Chemical & Biomolecular Engineering / Engineering	69	1.85	4	2.84	-0.99
SENG: Computer Science / Computing Science & Engineering / Information Technology	129	3.46	5	3.55	-0.08
SENG: Decision Analytics / Industrial Engineering & Decision Analytics / Integrative Systems & Design / Technology Leadership & Entrepreneurship	29	0.78	3	2.13	-1.35
SENG: Engineering (Chemical, Civil, Environmental, Sustainable Energy)	130	3.49	15	10.64	-7.15
SENG: Engineering (Computer, Electronic) / IC Design / Telecommunications	141	3.78	7	4.96	-1.18
SENG: Engineering Enterprise Management / Industrial Engineering Management	25	0.67	0	0.00	0.67
SHSS: Chinese Culture / Global China Studies / Social Science	56	1.50	6	4.26	-2.75
SHSS: Humanities	68	1.83	6	4.26	-2.43
SHSS: International Language Education	86	2.31	1	0.71	1.60
SSCI: Analytical Chemistry / Chemistry	91	2.44	2	1.42	1.02
SSCI: Biochemistry / Biological Science / Biology / Biotechnology / Life Science	183	4.91	7	4.96	-0.05
SSCI: Data Driven Modelling / Nano Science & Technology / Physics	94	2.52	2	1.42	1.10
SSCI: Environmental Science (Health, Marine & Safety)	34	0.91	0	0.00	0.91

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

SSCI: Financial Mathematics / Mathematics / Mathematics for Educators	92	2.47	0	0.00	2.47
SSCI: Science	0	0.00	7	4.96	-4.96
Staff	2,072	55.61	47	33.33	22.28
Total:	3,726	100.00	141	100.00	0.00

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:	Population N	Population %	Respondents n	Respondents %
Female	501	30.29	58	41.73
Male	1,153	69.71	81	58.27
Total:	1,654	100.00	139	100.00

6.1.4 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 %
18 - 22	5	3.55
23 - 30	52	36.88
31 - 45	64	45.39
46 - 65	17	12.06
Over 65	2	1.42
Under 18	1	0.71
Total:	141	100.00

6.1.5 Respondent Profile by Full or part-time student?

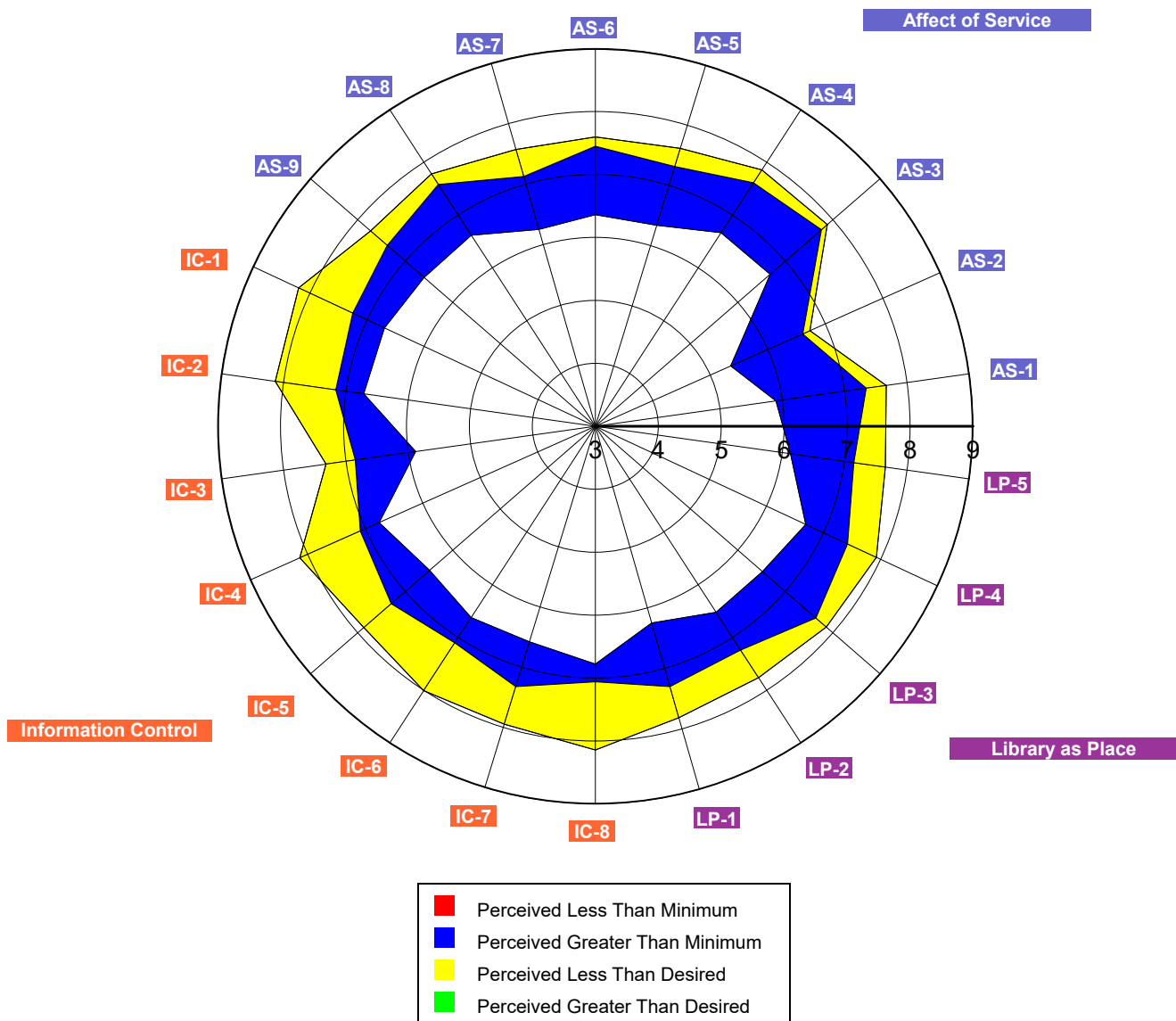
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	127	90.07
Full-time	1,510	91.29	12	8.51
Part-time	144	8.71	2	1.42
Total:	1,654	100.00	141	100.00

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.)

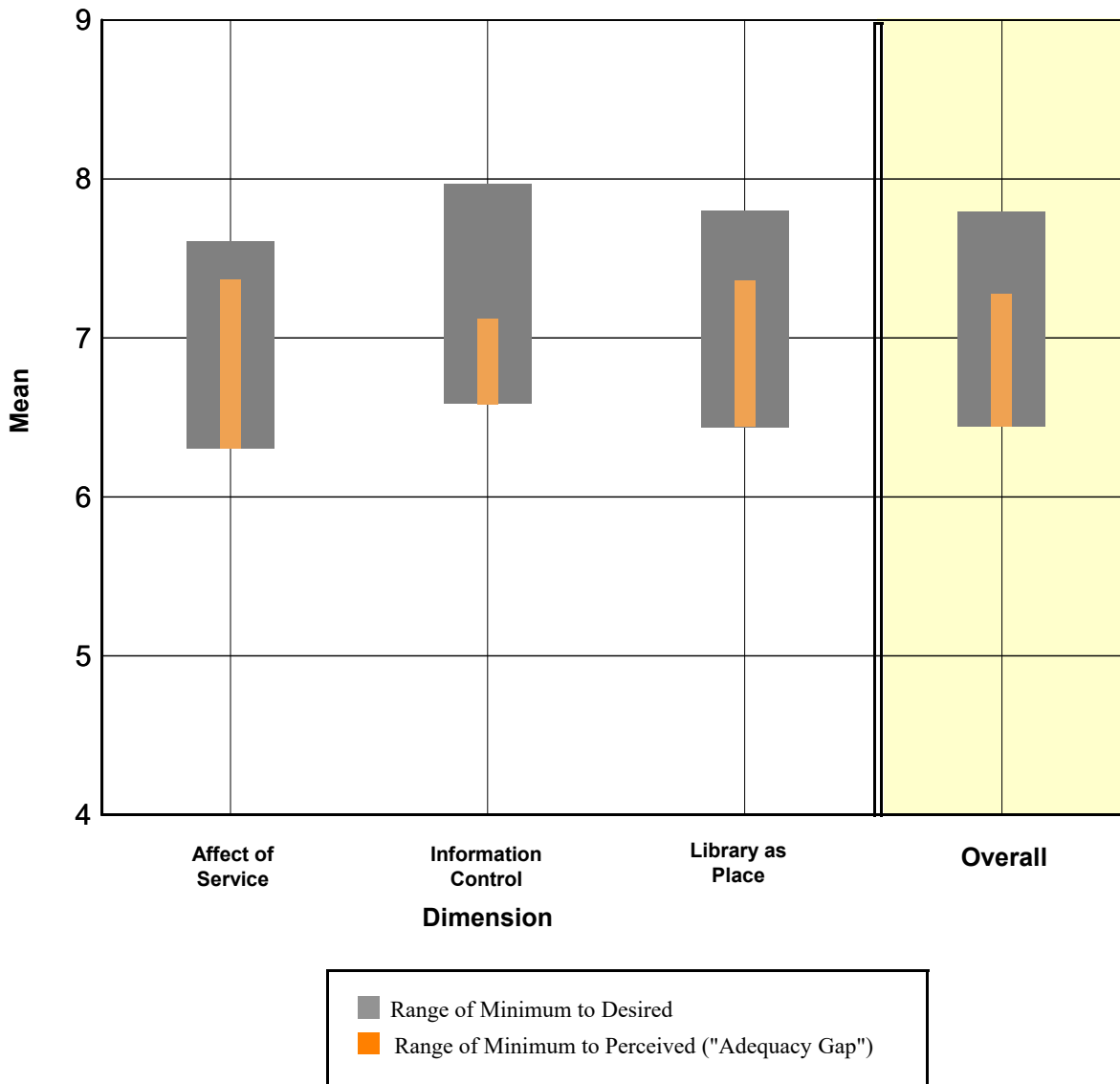


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.90	7.67	7.35	1.45	-0.32	138
AS-2	Giving users individual attention	5.36	6.73	6.61	1.25	-0.13	135
AS-3	Library staff who are consistently courteous	6.68	7.88	7.76	1.08	-0.12	138
AS-4	Readiness to respond to users' enquiries	6.67	7.86	7.61	0.95	-0.24	132
AS-5	Library staff who have the knowledge to answer user questions	6.34	7.62	7.32	0.98	-0.30	133
AS-6	Library staff who deal with users in a caring fashion	6.36	7.60	7.45	1.09	-0.15	136
AS-7	Library staff who understand the needs of their users	6.25	7.57	7.13	0.87	-0.45	134
AS-8	Willingness to help users	6.62	7.78	7.58	0.96	-0.20	136
AS-9	Dependability in handling users' service problems	6.60	7.73	7.38	0.78	-0.35	134
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.70	8.20	7.25	0.55	-0.95	139
IC-2	A library Web site enabling me to locate information on my own	6.72	8.13	7.16	0.45	-0.97	141
IC-3	The printed library materials I need for my work	5.88	7.32	6.85	0.97	-0.47	128
IC-4	The electronic information resources I need	6.76	8.14	7.09	0.33	-1.05	137
IC-5	Modern equipment that lets me easily access needed information	6.49	7.87	7.30	0.81	-0.58	135
IC-6	Easy-to-use access tools that allow me to find things on my own	6.62	8.01	7.10	0.48	-0.91	138
IC-7	Making information easily accessible for independent use	6.58	7.95	7.32	0.74	-0.63	136
IC-8	Print and/or electronic journal collections I require for my work	6.78	8.14	7.06	0.28	-1.08	135
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.82	7.30	1.05	-0.51	136
LP-2	Quiet space for individual work	6.52	7.76	7.24	0.72	-0.52	134
LP-3	A comfortable and inviting location	6.52	7.86	7.64	1.12	-0.22	137
LP-4	A haven for study, learning, or research	6.69	7.93	7.42	0.73	-0.50	135
LP-5	Space for group learning and group study	6.13	7.65	7.15	1.02	-0.50	121
Overall:		6.44	7.79	7.27	0.83	-0.52	141

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.68	1.40	1.36	1.67	1.47	138
AS-2	Giving users individual attention	2.04	1.90	1.73	1.62	1.52	135
AS-3	Library staff who are consistently courteous	1.61	1.35	1.48	1.58	1.39	138
AS-4	Readiness to respond to users' enquiries	1.42	1.22	1.28	1.44	1.24	132
AS-5	Library staff who have the knowledge to answer user questions	1.69	1.48	1.54	1.58	1.58	133
AS-6	Library staff who deal with users in a caring fashion	1.64	1.50	1.41	1.64	1.47	136
AS-7	Library staff who understand the needs of their users	1.63	1.48	1.35	1.51	1.31	134
AS-8	Willingness to help users	1.54	1.40	1.42	1.47	1.29	136
AS-9	Dependability in handling users' service problems	1.60	1.46	1.55	1.56	1.45	134
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.58	1.17	1.39	1.74	1.54	139
IC-2	A library Web site enabling me to locate information on my own	1.51	1.20	1.39	1.76	1.53	141
IC-3	The printed library materials I need for my work	1.89	1.89	1.52	1.81	1.78	128
IC-4	The electronic information resources I need	1.47	1.20	1.36	1.62	1.48	137
IC-5	Modern equipment that lets me easily access needed information	1.44	1.32	1.21	1.38	1.24	135
IC-6	Easy-to-use access tools that allow me to find things on my own	1.46	1.26	1.42	1.64	1.53	138
IC-7	Making information easily accessible for independent use	1.52	1.33	1.30	1.62	1.28	136
IC-8	Print and/or electronic journal collections I require for my work	1.56	1.19	1.40	1.81	1.66	135
Library as Place							
LP-1	Library space that inspires study and learning	1.64	1.56	1.40	1.69	1.73	136
LP-2	Quiet space for individual work	1.75	1.68	1.53	1.85	1.90	134
LP-3	A comfortable and inviting location	1.62	1.42	1.34	1.67	1.56	137
LP-4	A haven for study, learning, or research	1.49	1.47	1.22	1.53	1.44	135
LP-5	Space for group learning and group study	1.78	1.60	1.55	1.80	1.55	121
Overall:		1.17	1.11	1.03	1.18	1.08	141

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	6.30	7.61	7.37	1.06	-0.24	141
Information Control	6.58	7.97	7.12	0.54	-0.84	141
Library as Place	6.44	7.80	7.36	0.92	-0.44	139
Overall	6.44	7.79	7.27	0.83	-0.52	141

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.34	1.24	1.19	1.29	1.17	141
Information Control	1.23	1.09	1.10	1.36	1.19	141
Library as Place	1.42	1.34	1.16	1.40	1.38	139
Overall	1.17	1.11	1.03	1.18	1.08	141

Language: English (British), Chinese (Traditional)

Institution Type: College or University

Consortium: JULAC

User Group: Academic Staff

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.51	7.17	7.00	1.49	-0.17	121
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	5.67	7.22	6.94	1.27	-0.28	116

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.91	1.59	1.39	1.96	1.62	121
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	1.69	1.65	1.45	1.84	1.71	116

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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.52	1.27	141
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.46	1.30	141
How would you rate the overall quality of the service provided by the library?	7.48	1.19	141

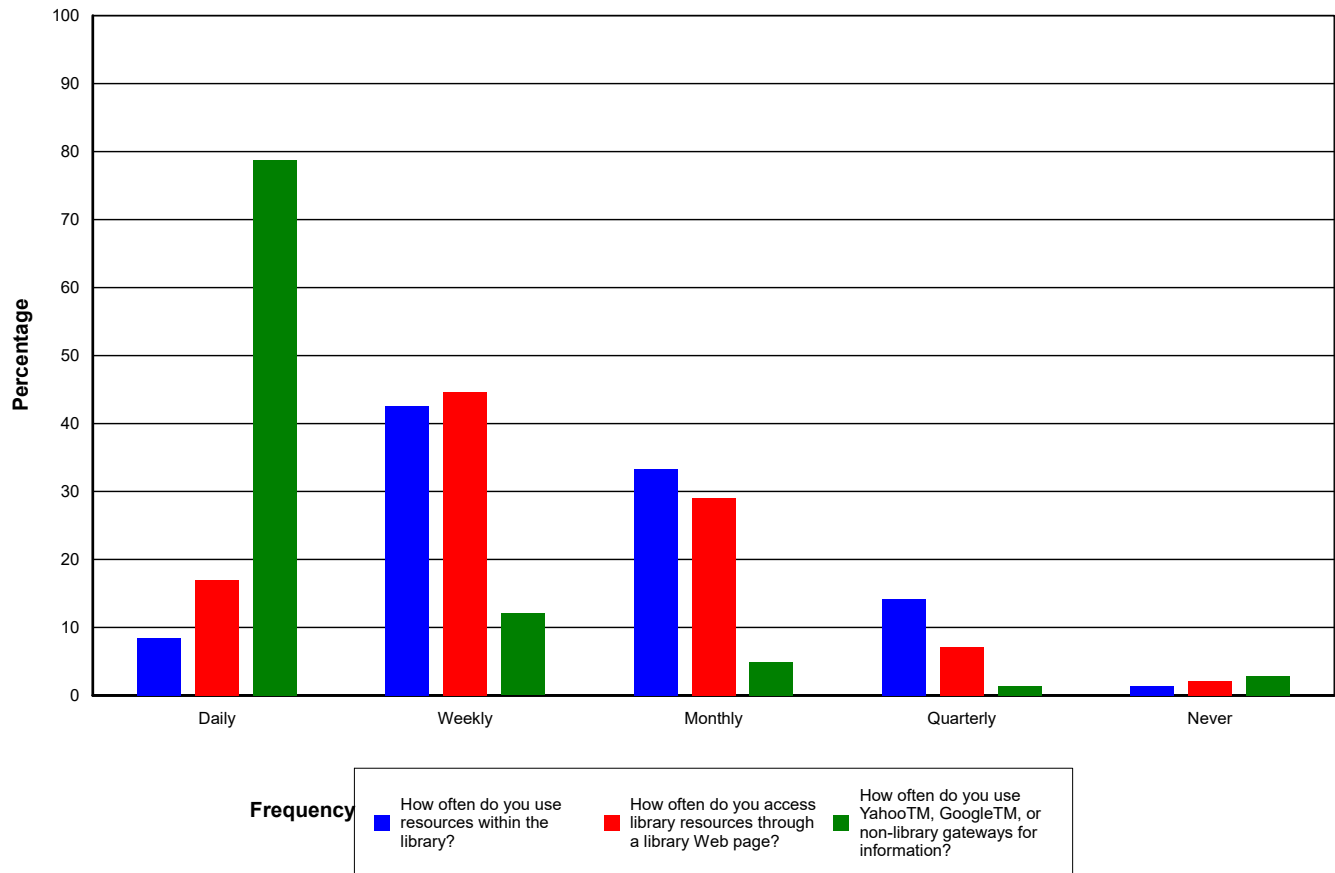
6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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 1-9 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.	6.84	1.53	141
The library aids my advancement in my academic discipline or work.	7.16	1.38	141
The library enables me to be more efficient in my academic pursuits or work.	7.25	1.38	141
The library helps me distinguish between trustworthy and untrustworthy information.	6.18	1.70	141
The library provides me with the information skills I need in my work or study.	6.63	1.77	141

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?	12 8.51%	60 42.55%	47 33.33%	20 14.18%	2 1.42%	141 100.00%
How often do you access library resources through a library Web page?	24 17.02%	63 44.68%	41 29.08%	10 7.09%	3 2.13%	141 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	111 78.72%	17 12.06%	7 4.96%	2 1.42%	4 2.84%	141 100.00%

7 Staff Summary for The Hong Kong University of Science and Technology

7.1 Demographic Summary for Staff

7.1.1 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	209	64.31
Male	116	35.69
Total:	325	100.00

7.1.2 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 %
18 - 22	2	0.60
23 - 30	98	29.52
31 - 45	146	43.98
46 - 65	85	25.60
Over 65	1	0.30
Under 18	0	0.00
Total:	332	100.00

7.1.3 Respondent Profile by Full or part-time student?

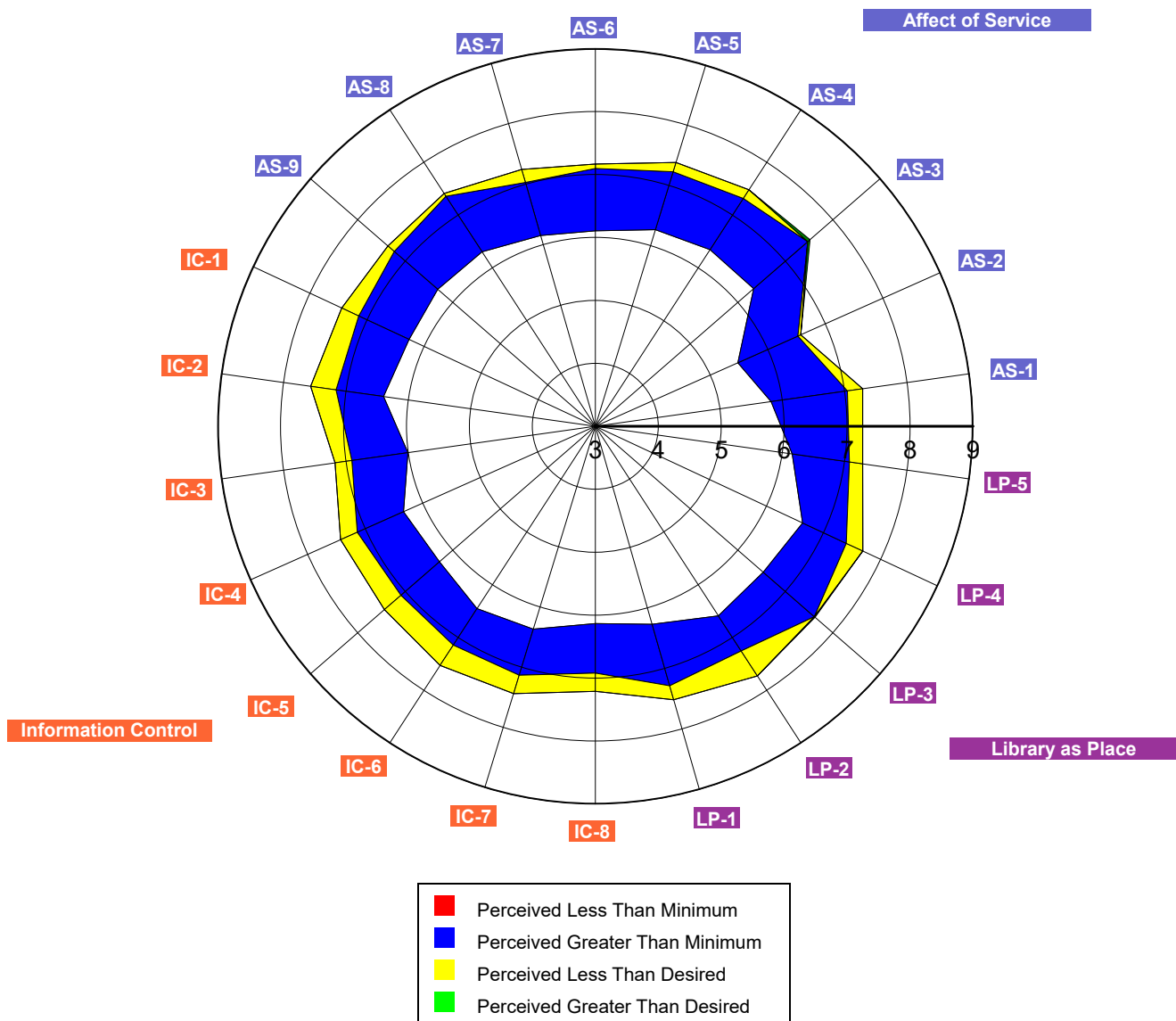
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	305	94.14
Full-time	15	4.63
Part-time	4	1.23
Total:	324	100.00

7.2 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
Affect of Service							
AS-1	Library staff who instill confidence in users	5.82	7.29	7.05	1.22	-0.24	329
AS-2	Giving users individual attention	5.48	6.57	6.52	1.04	-0.05	317
AS-3	Library staff who are consistently courteous	6.34	7.47	7.52	1.18	0.05	331
AS-4	Readiness to respond to users' enquiries	6.35	7.48	7.32	0.97	-0.16	310
AS-5	Library staff who have the knowledge to answer user questions	6.27	7.38	7.23	0.96	-0.15	315
AS-6	Library staff who deal with users in a caring fashion	6.11	7.16	7.10	0.99	-0.07	322
AS-7	Library staff who understand the needs of their users	6.15	7.24	7.03	0.88	-0.22	315
AS-8	Willingness to help users	6.30	7.41	7.36	1.05	-0.05	319
AS-9	Dependability in handling users' service problems	6.32	7.37	7.23	0.92	-0.13	309
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.26	7.45	7.15	0.88	-0.30	314
IC-2	A library Web site enabling me to locate information on my own	6.40	7.57	7.16	0.76	-0.41	326
IC-3	The printed library materials I need for my work	6.01	7.18	6.91	0.90	-0.27	268
IC-4	The electronic information resources I need	6.34	7.43	7.14	0.80	-0.29	316
IC-5	Modern equipment that lets me easily access needed information	6.28	7.44	7.09	0.81	-0.35	323
IC-6	Easy-to-use access tools that allow me to find things on my own	6.45	7.53	7.14	0.69	-0.38	326
IC-7	Making information easily accessible for independent use	6.37	7.44	7.13	0.76	-0.31	327
IC-8	Print and/or electronic journal collections I require for my work	6.13	7.21	6.92	0.79	-0.29	252
Library as Place							
LP-1	Library space that inspires study and learning	6.27	7.52	7.29	1.02	-0.23	322
LP-2	Quiet space for individual work	6.59	7.73	7.26	0.67	-0.47	320
LP-3	A comfortable and inviting location	6.53	7.61	7.63	1.09	0.02	331
LP-4	A haven for study, learning, or research	6.64	7.69	7.40	0.76	-0.29	318
LP-5	Space for group learning and group study	6.16	7.29	7.08	0.92	-0.21	262
Overall:		6.27	7.40	7.18	0.91	-0.22	332

Language: English (British), Chinese (Traditional)

Institution Type: College or University

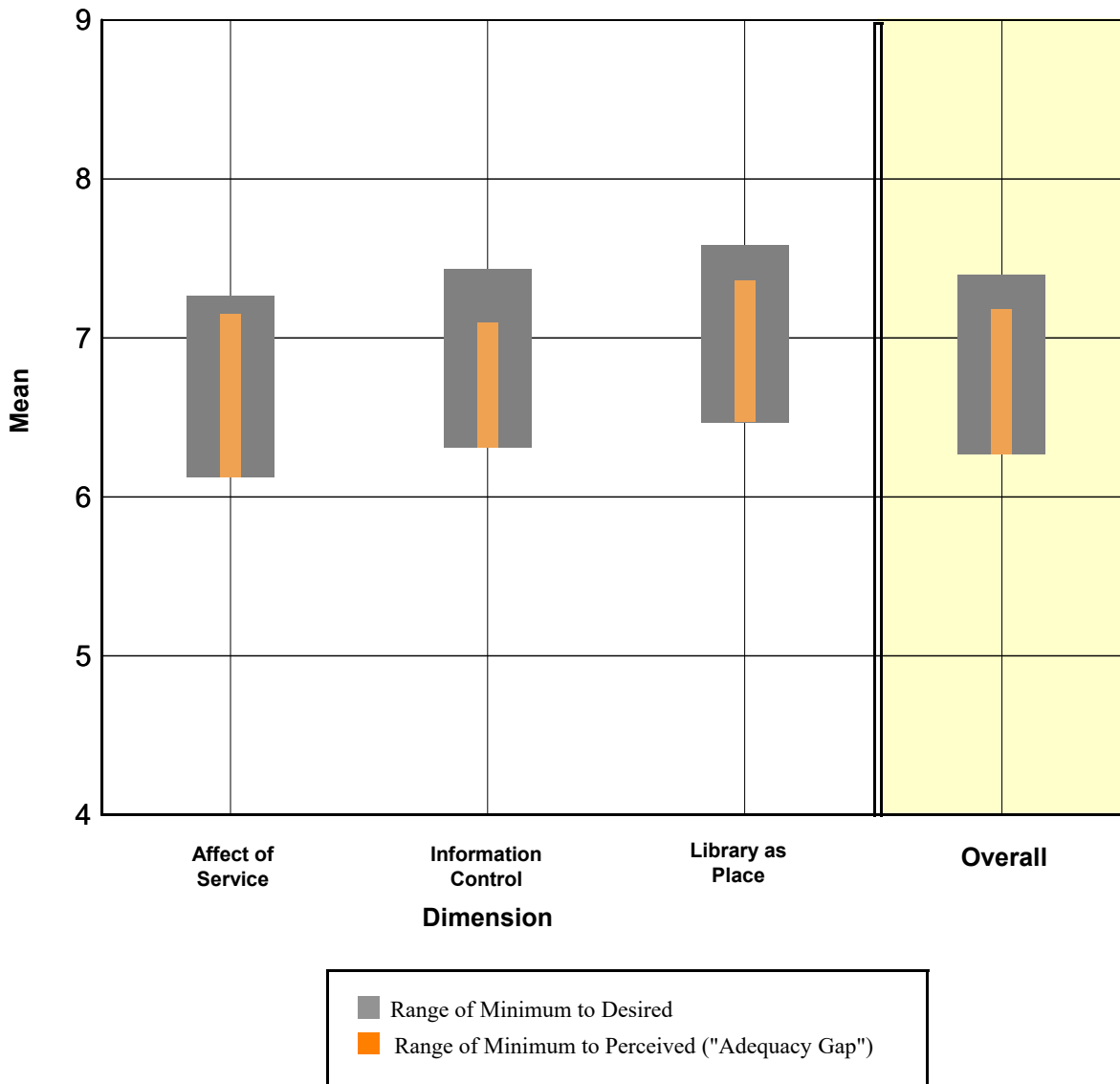
Consortium: JULAC

User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.52	1.17	1.22	1.54	1.42	329
AS-2	Giving users individual attention	1.76	1.54	1.54	1.58	1.45	317
AS-3	Library staff who are consistently courteous	1.59	1.26	1.25	1.47	1.22	331
AS-4	Readiness to respond to users' enquiries	1.51	1.13	1.22	1.51	1.28	310
AS-5	Library staff who have the knowledge to answer user questions	1.45	1.17	1.32	1.42	1.29	315
AS-6	Library staff who deal with users in a caring fashion	1.52	1.31	1.39	1.52	1.39	322
AS-7	Library staff who understand the needs of their users	1.43	1.17	1.28	1.35	1.25	315
AS-8	Willingness to help users	1.48	1.19	1.20	1.48	1.21	319
AS-9	Dependability in handling users' service problems	1.45	1.23	1.25	1.45	1.29	309
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.50	1.28	1.31	1.64	1.37	314
IC-2	A library Web site enabling me to locate information on my own	1.44	1.17	1.25	1.45	1.25	326
IC-3	The printed library materials I need for my work	1.48	1.26	1.24	1.57	1.30	268
IC-4	The electronic information resources I need	1.40	1.17	1.22	1.46	1.27	316
IC-5	Modern equipment that lets me easily access needed information	1.33	1.10	1.20	1.35	1.27	323
IC-6	Easy-to-use access tools that allow me to find things on my own	1.41	1.17	1.26	1.42	1.26	326
IC-7	Making information easily accessible for independent use	1.32	1.17	1.18	1.32	1.17	327
IC-8	Print and/or electronic journal collections I require for my work	1.49	1.28	1.31	1.55	1.32	252
Library as Place							
LP-1	Library space that inspires study and learning	1.58	1.18	1.25	1.49	1.30	322
LP-2	Quiet space for individual work	1.50	1.12	1.42	1.66	1.46	320
LP-3	A comfortable and inviting location	1.42	1.09	1.14	1.47	1.22	331
LP-4	A haven for study, learning, or research	1.44	1.14	1.29	1.49	1.24	318
LP-5	Space for group learning and group study	1.56	1.24	1.30	1.55	1.22	262
Overall:		1.23	0.92	0.96	1.15	0.97	332

7.3 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	6.12	7.26	7.15	1.03	-0.12	332
Information Control	6.31	7.43	7.10	0.79	-0.33	332
Library as Place	6.47	7.59	7.36	0.89	-0.23	332
Overall	6.27	7.40	7.18	0.91	-0.22	332

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	1.33	1.01	1.06	1.22	1.07	332
Information Control	1.22	0.96	1.03	1.20	1.01	332
Library as Place	1.28	0.93	1.04	1.23	1.03	332
Overall	1.23	0.92	0.96	1.15	0.97	332

7.4 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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.96	7.10	7.07	1.11	-0.03	311
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	7.15	7.03	1.10	-0.12	288

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
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.65	1.35	1.30	1.59	1.31	311
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	1.47	1.23	1.20	1.46	1.27	288

Language: English (British), Chinese (Traditional)

Institution Type: College or University

Consortium: JULAC

User Group: Staff

7.5 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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.39	1.13	332
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.17	1.24	332
How would you rate the overall quality of the service provided by the library?	7.36	1.03	332

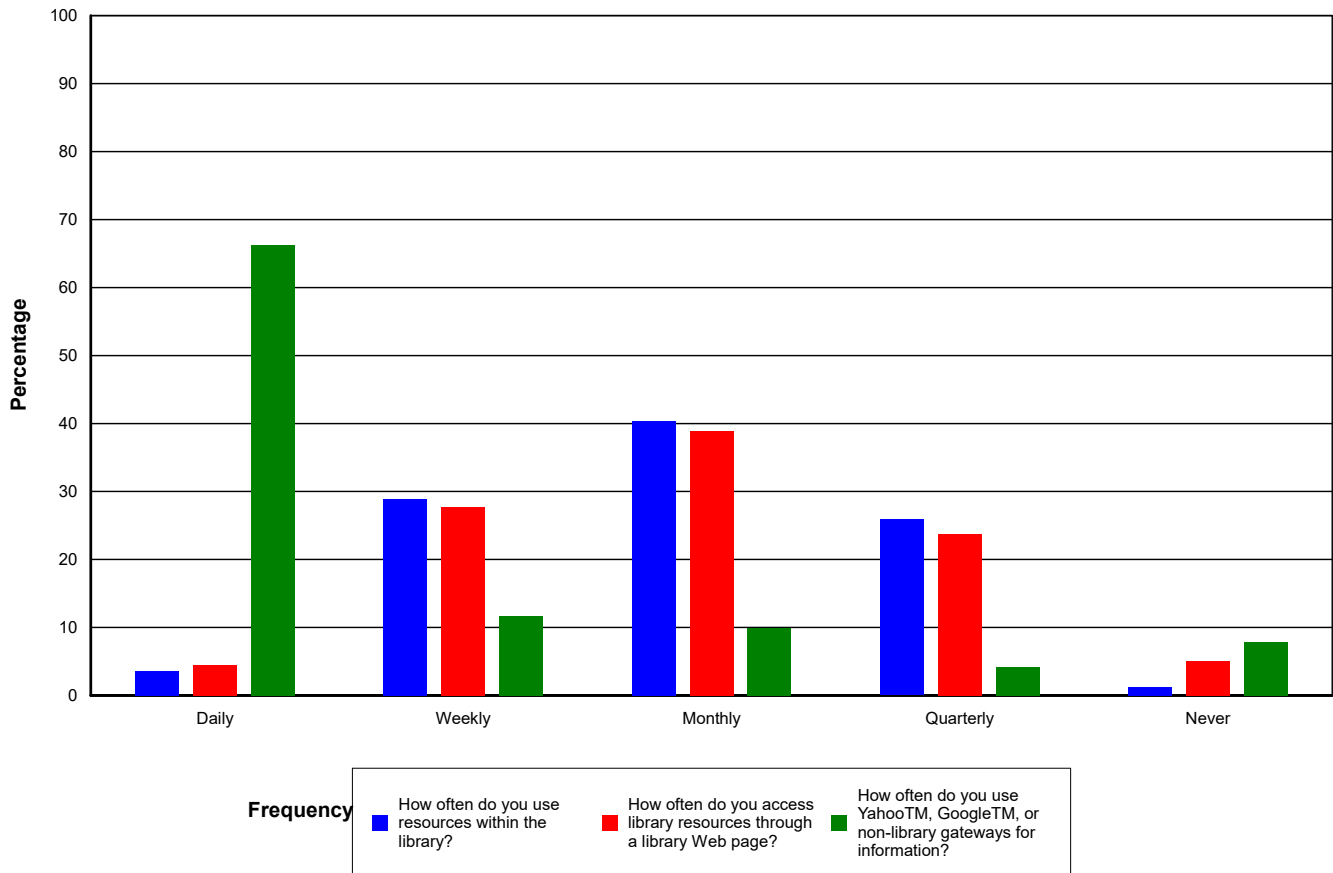
7.6 Information Literacy Outcomes Questions Summary for Staff

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 1-9 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.	6.81	1.30	332
The library aids my advancement in my academic discipline or work.	6.86	1.27	332
The library enables me to be more efficient in my academic pursuits or work.	6.90	1.28	332
The library helps me distinguish between trustworthy and untrustworthy information.	6.44	1.53	332
The library provides me with the information skills I need in my work or study.	6.80	1.41	332

7.7 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?	12 3.61%	96 28.92%	134 40.36%	86 25.90%	4 1.20%	332 100.00%
How often do you access library resources through a library Web page?	15 4.52%	92 27.71%	129 38.86%	79 23.80%	17 5.12%	332 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	220 66.27%	39 11.75%	33 9.94%	14 4.22%	26 7.83%	332 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

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

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

The list below displays the dimensions used to present the results in the 2012 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



**21 Dupont Circle NW, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
<http://www.libqual.org>**

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