



**LibQUAL<sup>+</sup>**  
*2017 Survey*

**University of Bath**

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Association of Research Libraries / Texas A&M University

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# 1 Introduction

## 1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2017 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 2016, there have been 3,004 institutional surveys implemented across 1,361 institutions in 34 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 2017 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

## 1.3 Interpreting Your Data

### Means

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

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

### Standard Deviation

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

### Service Adequacy

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

### Service Superiority

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

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

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

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

### How to read a radar chart

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

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

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

### Data Screening

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

- 1. Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*
- 2. "N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
- 3. Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

### LibQUAL+ Analytics

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

### LibQUAL+ Norms

LibQUAL+ norms are available online at:

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

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## 1.4 Library Statistics for University of Bath

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.*

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Total library expenditures (in U.S. \$):	<b>\$7,371,779</b>
Personnel - professional staff, FTE:	<b>33</b>
Personnel - support staff, FTE:	<b>17</b>
Total library materials expenditures (in U.S. \$):	<b>4,060,010</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>1,987,084</b>

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## 1.5 Contact Information for University of Bath

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

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Name:	<b>Hannah South</b>
Title:	
Address:	<b>University of Bath Library Claverton Down BATH, BA2 7AY United Kingdom</b>
Phone:	<b>44 01225 386589</b>
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## 1.6 Survey Protocol and Language for University of Bath

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

		Lite	Total (by Language)
<b>English (British)</b>	Count	1,509	<b>1,509</b>
	% of Protocol	100.00%	100.00%
	% of Language	100.00%	100.00%
	% of Total Cases	100.00	100.00
<b>Total</b> (by Survey Protocol)	Count	<b>1,509</b>	<b>1,509</b>
	% of Protocol	100.00%	100.00%
	% of Language	100.00%	100.00%
	% of Total Cases	100.00	100.00

## 2 Demographic Summary for University of Bath

### 2.1 Respondents by User Group

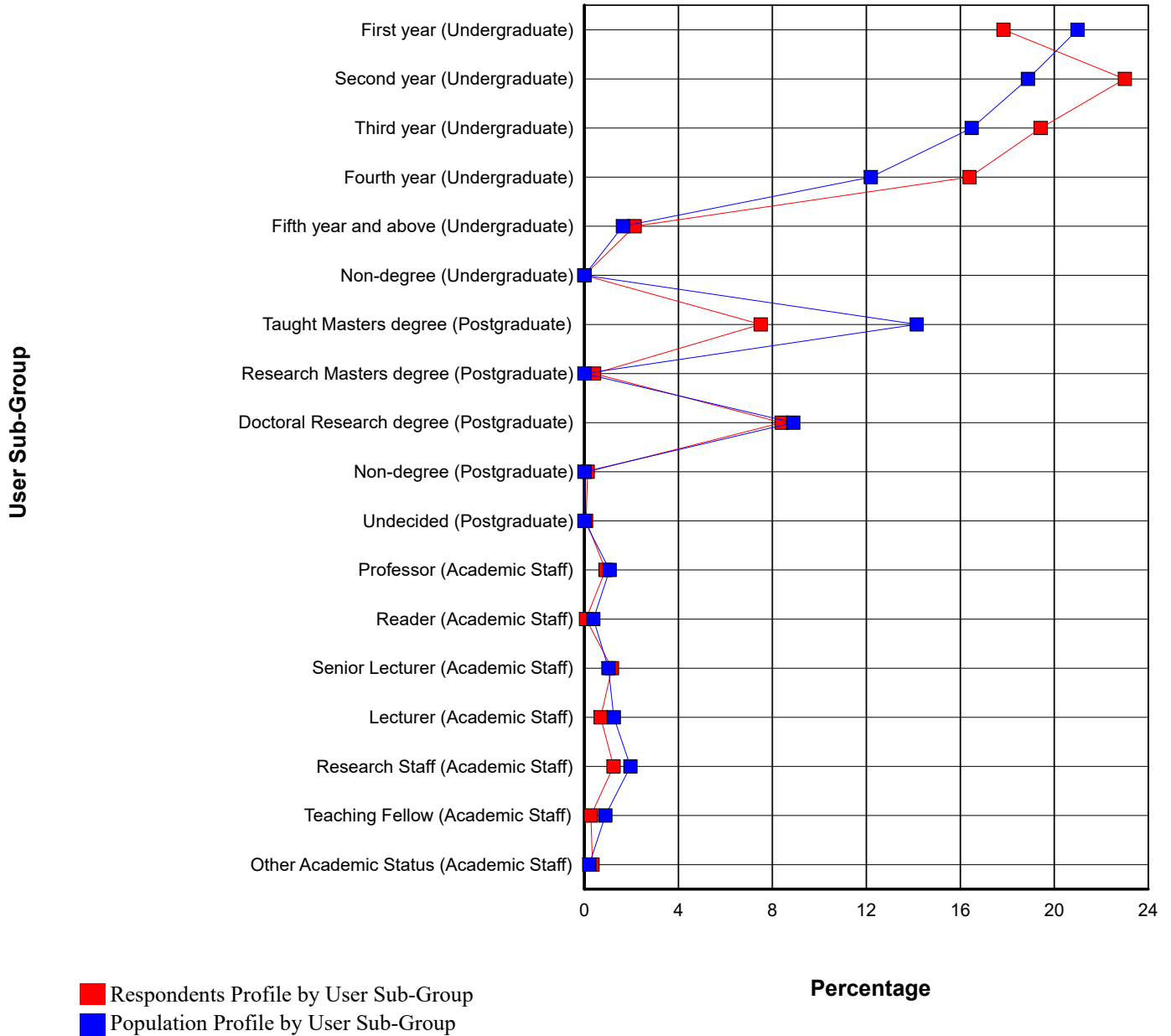
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	259	17.16%
Second year	334	22.13%
Third year	282	18.69%
Fourth year	238	15.77%
Fifth year and above	31	2.05%
Non-degree	0	0.00%
<b>Sub Total:</b>	<b>1,144</b>	<b>75.81%</b>
<b>Postgraduate</b>		
Taught Masters degree	109	7.22%
Research Masters degree	6	0.40%
Doctoral Research degree	122	8.08%
Non-degree	2	0.13%
Undecided	1	0.07%
<b>Sub Total:</b>	<b>240</b>	<b>15.90%</b>
<b>Academic Staff</b>		
Professor	13	0.86%
Reader	1	0.07%
Senior Lecturer	17	1.13%
Lecturer	10	0.66%
Research Staff	18	1.19%
Teaching Fellow	4	0.27%
Other Academic Status	5	0.33%
<b>Sub Total:</b>	<b>68</b>	<b>4.51%</b>
<b>Library Staff</b>		
Senior Management	0	0.00%
Professional Staff	5	0.33%
Support Staff	2	0.13%
Other	0	0.00%
<b>Sub Total:</b>	<b>7</b>	<b>0.46%</b>
<b>Staff</b>		
Management, Specialist or Administration	39	2.58%
Other staff positions	11	0.73%
<b>Sub Total:</b>	<b>50</b>	<b>3.31%</b>
<b>Total:</b>	<b>1,509</b>	<b>100.00%</b>

## 2.2 Population and Respondents by User Sub-Group

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

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

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



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

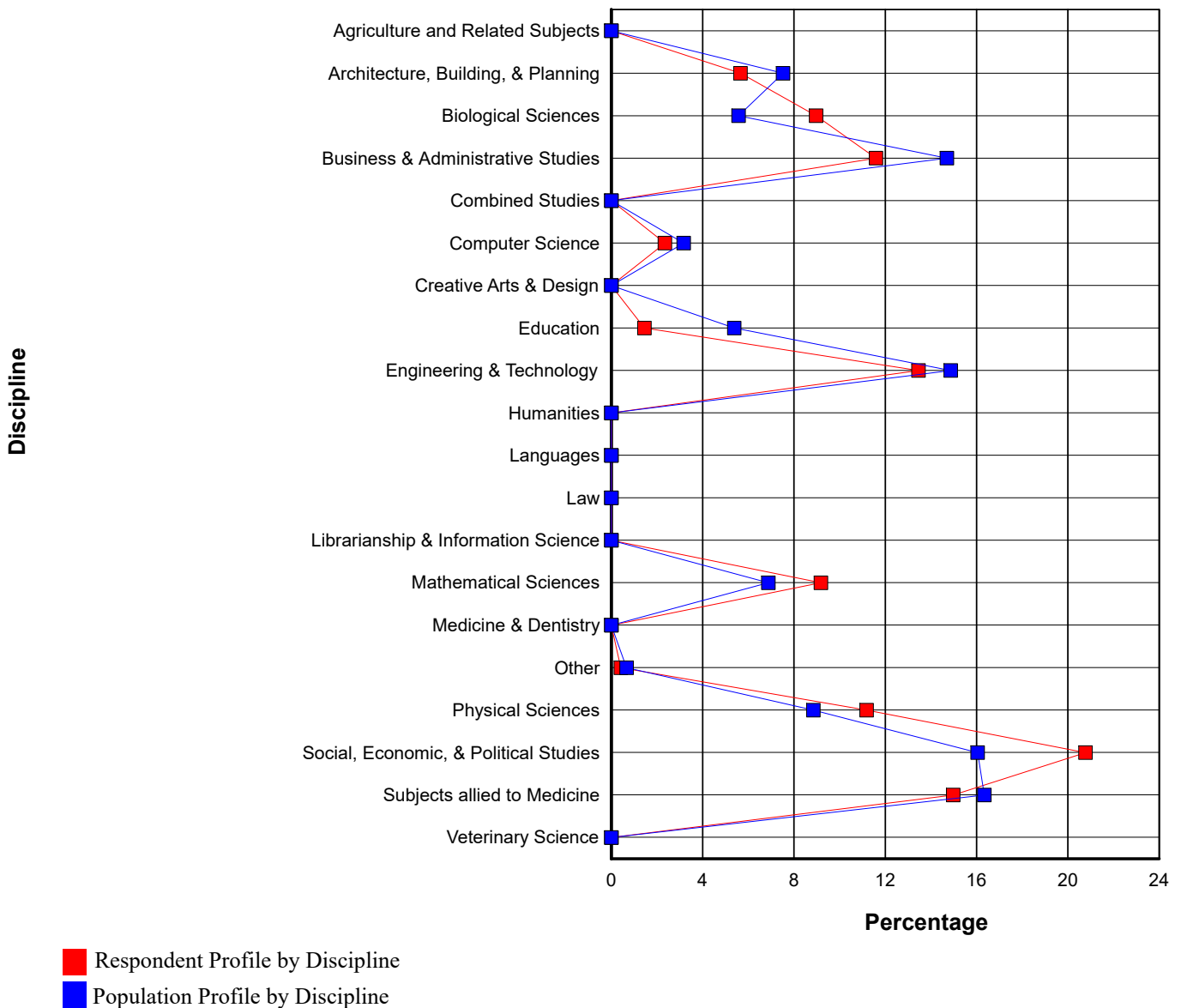
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	3,903	20.99	259	17.84	3.15
Second year (Undergraduate)	3,510	18.88	334	23.00	-4.13
Third year (Undergraduate)	3,065	16.48	282	19.42	-2.94
Fourth year (Undergraduate)	2,266	12.19	238	16.39	-4.20
Fifth year and above (Undergraduate)	305	1.64	31	2.13	-0.49
Non-degree (Undergraduate)	0	0.00	0	0.00	0.00
Taught Masters degree (Postgraduate)	2,630	14.14	109	7.51	6.64
Research Masters degree (Postgraduate)	0	0.00	6	0.41	-0.41
Doctoral Research degree (Postgraduate)	1,653	8.89	122	8.40	0.49
Non-degree (Postgraduate)	0	0.00	2	0.14	-0.14
Undecided (Postgraduate)	0	0.00	1	0.07	-0.07
Professor (Academic Staff)	200	1.08	13	0.90	0.18
Reader (Academic Staff)	71	0.38	1	0.07	0.31
Senior Lecturer (Academic Staff)	190	1.02	17	1.17	-0.15
Lecturer (Academic Staff)	233	1.25	10	0.69	0.56
Research Staff (Academic Staff)	364	1.96	18	1.24	0.72
Teaching Fellow (Academic Staff)	166	0.89	4	0.28	0.62
Other Academic Status (Academic Staff)	38	0.20	5	0.34	-0.14
<b>Total:</b>	<b>18,594</b>	<b>100.00</b>	<b>1,452</b>	<b>100.00</b>	<b>0.00</b>

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



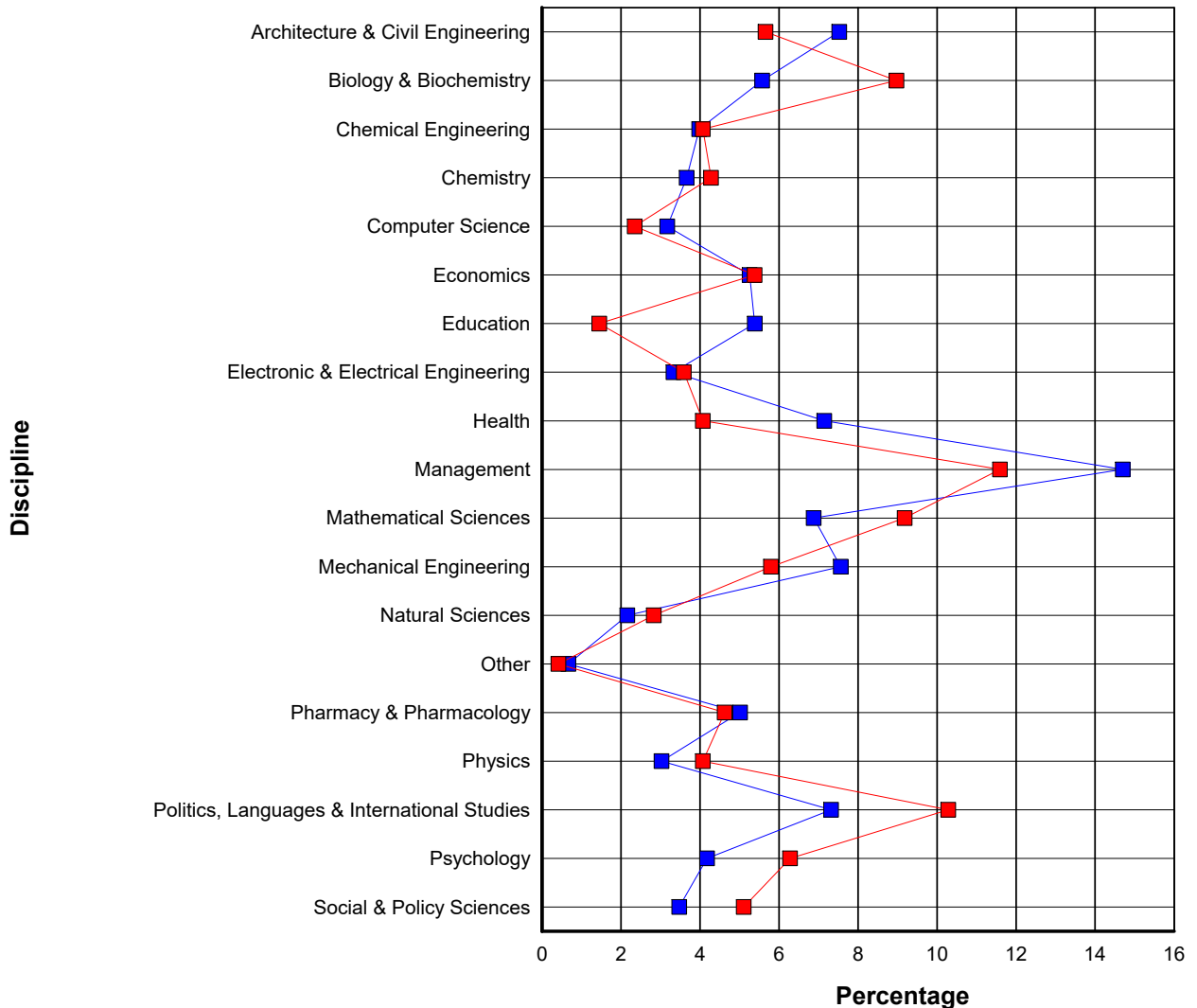
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	1,397	7.52	82	5.66	1.86
Biological Sciences	1,035	5.57	130	8.97	-3.40
Business & Administrative Studies	2,730	14.70	168	11.59	3.11
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	589	3.17	34	2.35	0.83
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	1,000	5.39	21	1.45	3.94
Engineering & Technology	2,761	14.87	195	13.46	1.41
Humanities	0	0.00	0	0.00	0.00
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	1,277	6.88	133	9.18	-2.30
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	124	0.67	6	0.41	0.25
Physical Sciences	1,643	8.85	162	11.18	-2.33
Social, Economic, & Political Studies	2,980	16.05	301	20.77	-4.73
Subjects allied to Medicine	3,034	16.34	217	14.98	1.36
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>18,570</b>	<b>100.00</b>	<b>1,449</b>	<b>100.00</b>	<b>0.00</b>

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture & Civil Engineering	1,397	7.52	82	5.66	1.86
Biology & Biochemistry	1,035	5.57	130	8.97	-3.40
Chemical Engineering	739	3.98	59	4.07	-0.09
Chemistry	680	3.66	62	4.28	-0.62
Computer Science	589	3.17	34	2.35	0.83
Economics	976	5.26	78	5.38	-0.13
Education	1,000	5.39	21	1.45	3.94
Electronic & Electrical Engineering	618	3.33	52	3.59	-0.26
Health	1,327	7.15	59	4.07	3.07
Management	2,730	14.70	168	11.59	3.11
Mathematical Sciences	1,277	6.88	133	9.18	-2.30
Mechanical Engineering	1,404	7.56	84	5.80	1.76
Natural Sciences	401	2.16	41	2.83	-0.67
Other	124	0.67	6	0.41	0.25
Pharmacy & Pharmacology	931	5.01	67	4.62	0.39
Physics	562	3.03	59	4.07	-1.05
Politics, Languages & International Studies	1,359	7.32	149	10.28	-2.96
Psychology	776	4.18	91	6.28	-2.10
Social & Policy Sciences	645	3.47	74	5.11	-1.63
<b>Total:</b>	<b>18,570</b>	<b>100.00</b>	<b>1,449</b>	<b>100.00</b>	<b>0.00</b>

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

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	16,454	88.49	1,345	89.85
Part-time	2,140	11.51	41	2.74
Does not apply / NA		0.00	111	7.41
<b>Total:</b>	<b>18,594</b>	<b>100.00</b>	<b>1,497</b>	<b>100.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

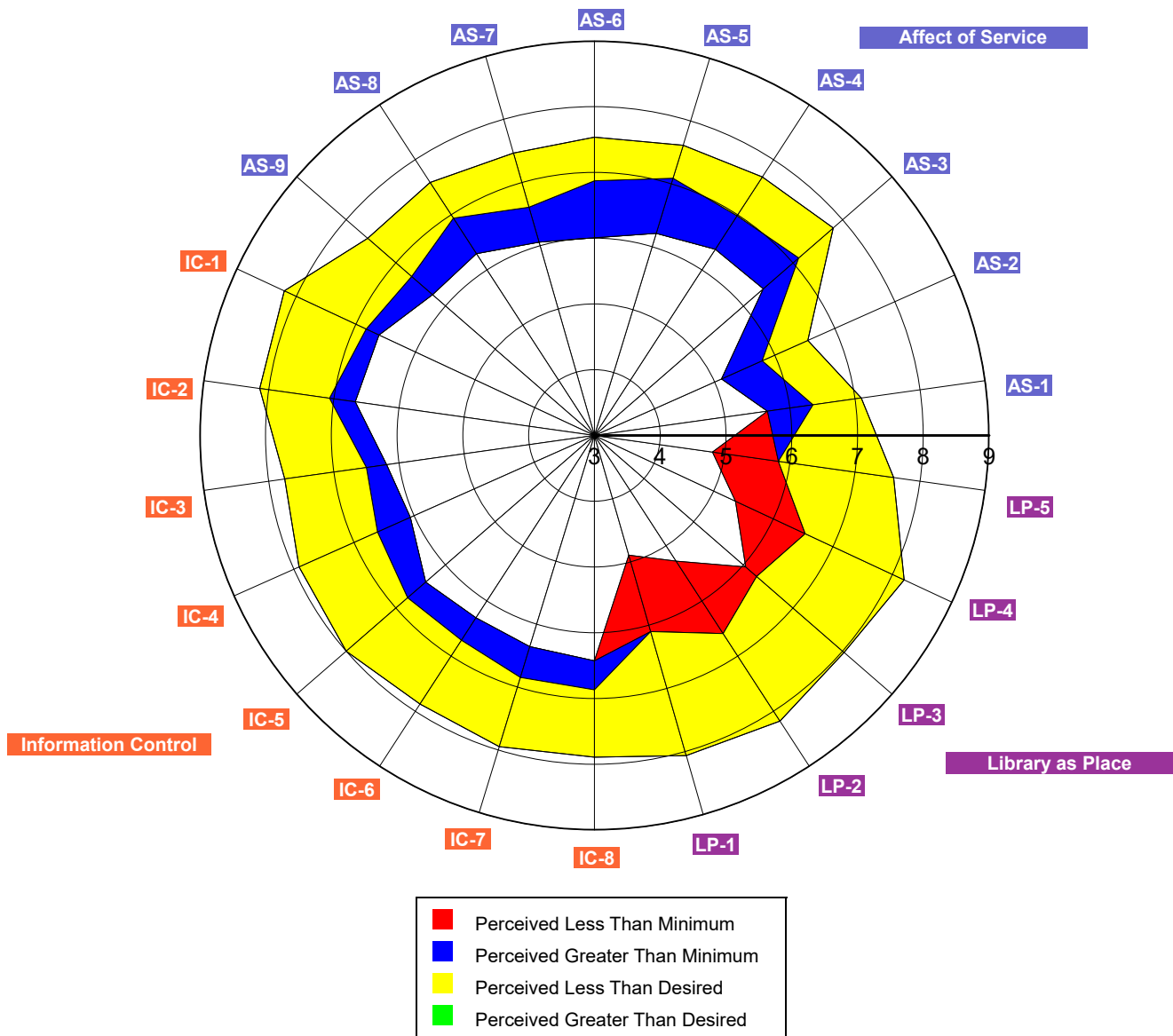
### 3. Survey Item Summary for University of Bath

#### 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.)



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.66	7.10	6.36	0.70	-0.74	288
AS-2	Giving users individual attention	5.12	6.55	5.79	0.68	-0.76	349
AS-3	Library staff who are consistently courteous	6.40	7.81	7.12	0.71	-0.69	318
AS-4	Readiness to respond to users' enquiries	6.38	7.69	6.98	0.61	-0.70	324
AS-5	Library staff who have the knowledge to answer user questions	6.21	7.62	7.09	0.88	-0.53	289
AS-6	Library staff who deal with users in a caring fashion	6.01	7.54	6.87	0.87	-0.66	1,368
AS-7	Library staff who understand the needs of their users	6.06	7.47	6.61	0.55	-0.85	317
AS-8	Willingness to help users	6.30	7.59	6.94	0.64	-0.65	351
AS-9	Dependability in handling users' service problems	6.26	7.57	6.68	0.42	-0.89	244
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.61	8.20	6.83	0.21	-1.38	392
IC-2	A library Web site enabling me to locate information on my own	6.67	8.14	7.07	0.39	-1.07	472
IC-3	The printed library materials I need for my work	6.19	7.75	6.50	0.31	-1.25	382
IC-4	The electronic information resources I need	6.06	7.92	6.61	0.55	-1.30	1,465
IC-5	Modern equipment that lets me easily access needed information	6.40	8.00	6.76	0.36	-1.24	453
IC-6	Easy-to-use access tools that allow me to find things on my own	6.31	7.87	6.71	0.41	-1.16	422
IC-7	Making information easily accessible for independent use	6.36	7.95	6.85	0.49	-1.10	421
IC-8	Print and/or electronic journal collections I require for my work	6.43	7.89	6.87	0.44	-1.02	290
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.10	8.06	4.89	-1.21	-3.17	1,446
LP-2	Quiet space for individual work	6.59	8.18	5.28	-1.31	-2.90	378
LP-3	A comfortable and inviting location	6.27	8.03	6.05	-0.22	-1.98	369
LP-4	A haven for study, learning, or research	6.54	8.20	5.37	-1.17	-2.83	346
LP-5	Space for group learning and group study	5.83	7.59	4.81	-1.01	-2.78	333
<b>Overall:</b>		6.19	7.81	6.31	0.13	-1.50	1,502

Language: English (British)

Institution Type: College or University

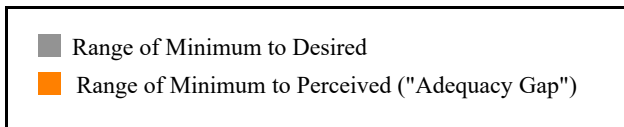
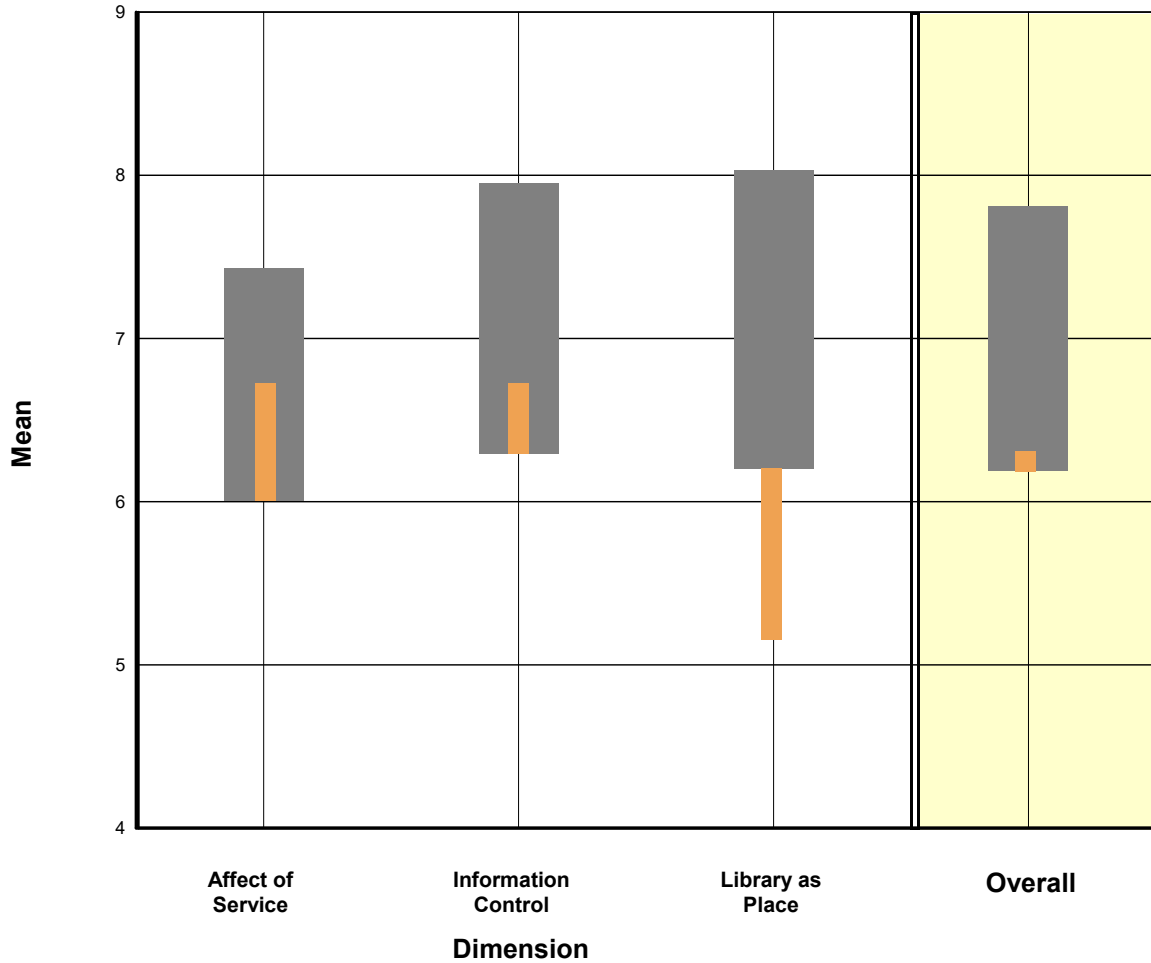
Consortium: SCONUL

User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.96	1.77	1.82	2.08	1.98	288
AS-2	Giving users individual attention	2.03	1.86	1.85	1.78	1.82	349
AS-3	Library staff who are consistently courteous	1.77	1.40	1.60	1.98	1.74	318
AS-4	Readiness to respond to users' enquiries	1.62	1.40	1.54	1.83	1.67	324
AS-5	Library staff who have the knowledge to answer user questions	1.78	1.62	1.58	1.70	1.61	289
AS-6	Library staff who deal with users in a caring fashion	1.81	1.49	1.67	1.92	1.74	1,368
AS-7	Library staff who understand the needs of their users	1.79	1.48	1.65	1.90	1.79	317
AS-8	Willingness to help users	1.70	1.37	1.63	1.78	1.50	351
AS-9	Dependability in handling users' service problems	1.60	1.50	1.51	1.72	1.56	244
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.74	1.17	1.65	1.98	1.64	392
IC-2	A library Web site enabling me to locate information on my own	1.58	1.26	1.53	1.75	1.50	472
IC-3	The printed library materials I need for my work	1.85	1.52	1.65	2.10	2.02	382
IC-4	The electronic information resources I need	1.68	1.35	1.57	1.81	1.70	1,465
IC-5	Modern equipment that lets me easily access needed information	1.56	1.28	1.54	1.84	1.74	453
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.33	1.60	1.84	1.63	422
IC-7	Making information easily accessible for independent use	1.53	1.22	1.52	1.84	1.63	421
IC-8	Print and/or electronic journal collections I require for my work	1.83	1.52	1.45	1.91	1.75	290
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.77	1.42	2.08	2.75	2.57	1,446
LP-2	Quiet space for individual work	1.73	1.35	2.28	2.91	2.80	378
LP-3	A comfortable and inviting location	1.58	1.28	1.87	2.44	2.26	369
LP-4	A haven for study, learning, or research	1.65	1.25	2.04	2.72	2.48	346
LP-5	Space for group learning and group study	2.09	1.87	1.97	2.93	2.83	333
<b>Overall:</b>		1.31	0.96	1.30	1.55	1.37	1,502

### 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	6.00	7.43	6.73	0.72	-0.70	1,418
Information Control	6.29	7.95	6.72	0.43	-1.23	1,499
Library as Place	6.21	8.03	5.15	-1.05	-2.88	1,458
<b>Overall</b>	6.19	7.81	6.31	0.13	-1.50	1,502

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	1.62	1.37	1.50	1.67	1.51	1,418
Information Control	1.41	1.09	1.33	1.55	1.38	1,499
Library as Place	1.60	1.26	1.91	2.53	2.35	1,458
<b>Overall</b>	1.31	0.96	1.30	1.55	1.37	1,502

### 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
Access to photocopying and printing facilities	6.48	7.89	7.03	0.55	-0.86	289
Availability of subject specialist assistance	5.80	7.38	6.24	0.44	-1.13	239
Helping me understand and publish in open access journals and books	5.46	6.65	5.73	0.27	-0.91	162
Provision of information skills training	5.52	7.02	6.39	0.87	-0.63	221
The main texts and readings I need for my work	6.78	8.19	6.87	0.09	-1.32	280

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
Access to photocopying and printing facilities	1.78	1.35	1.67	2.25	1.97	289
Availability of subject specialist assistance	1.91	1.74	1.93	2.04	2.13	239
Helping me understand and publish in open access journals and books	2.19	2.10	2.16	2.27	2.18	162
Provision of information skills training	2.04	1.81	1.74	2.15	1.91	221
The main texts and readings I need for my work	1.74	1.32	1.61	2.02	1.84	280

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

### 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.	6.85	1.76	757
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.19	1.93	745
How would you rate the overall quality of the service provided by the library?	6.16	1.86	1,501

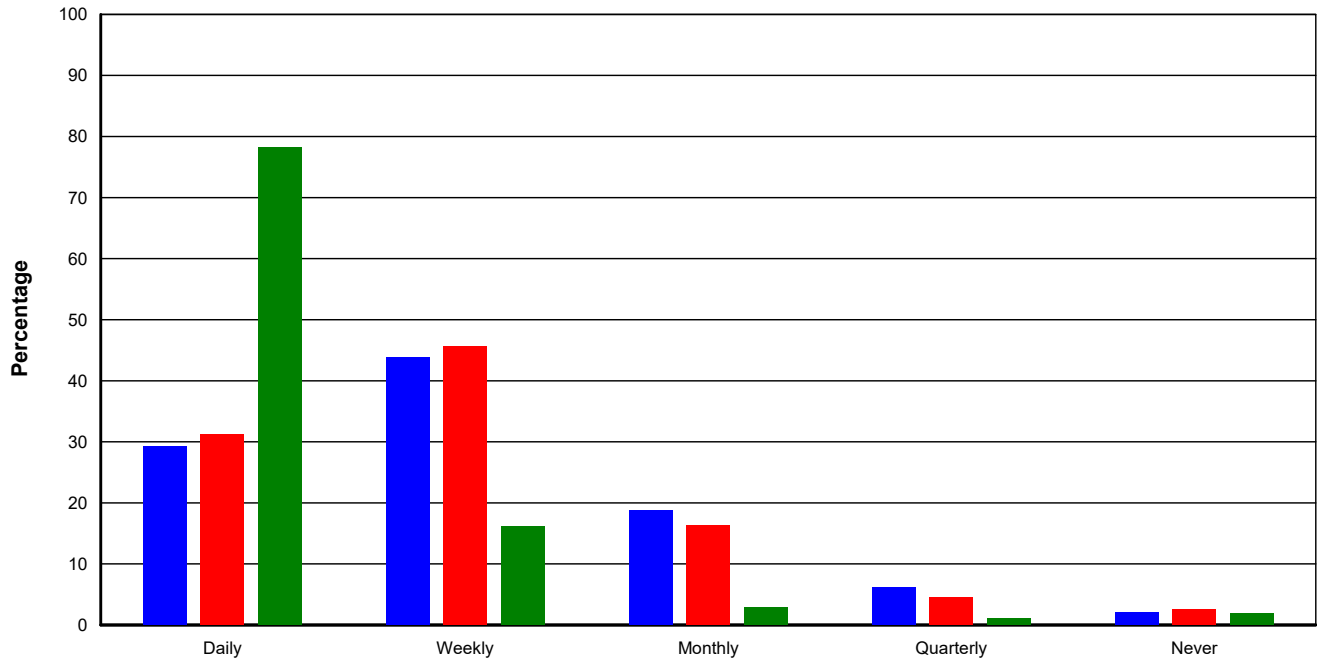
### 3.5 Information Literacy Outcomes Questions Summary

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.	5.92	1.78	518
The library aids my advancement in my academic discipline or work.	6.54	1.86	641
The library enables me to be more efficient in my academic pursuits or work.	6.30	1.96	649
The library helps me distinguish between trustworthy and untrustworthy information.	5.89	1.81	648
The library provides me with the information skills I need in my work or study.	6.58	1.67	548

### 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?	438 29.16%	659 43.87%	282 18.77%	92 6.13%	31 2.06%	1,502 100.00%
How often do you access library resources through a library Web page?	468 31.16%	684 45.54%	244 16.25%	67 4.46%	39 2.60%	1,502 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,174 78.21%	241 16.06%	43 2.86%	15 1.00%	28 1.87%	1,501 100.00%

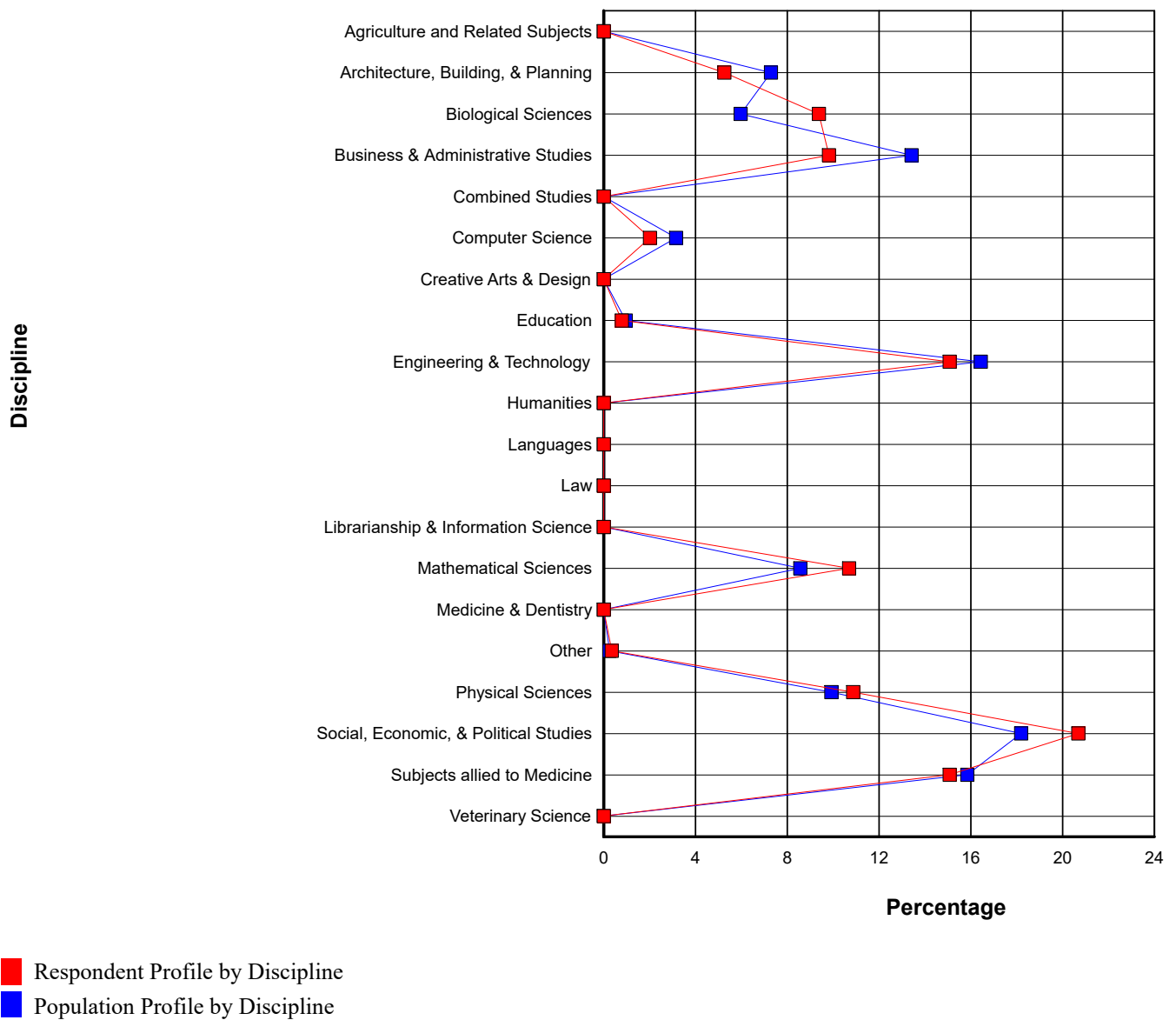
## 4 Undergraduate Summary for University of Bath

### 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).



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	951	7.29	60	5.26	2.03
Biological Sciences	779	5.97	107	9.38	-3.41
Business & Administrative Studies	1,751	13.42	112	9.82	3.60
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	412	3.16	23	2.02	1.14
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	125	0.96	9	0.79	0.17
Engineering & Technology	2,145	16.44	172	15.07	1.36
Humanities	0	0.00	0	0.00	0.00
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	1,118	8.57	122	10.69	-2.13
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	33	0.25	4	0.35	-0.10
Physical Sciences	1,295	9.92	124	10.87	-0.95
Social, Economic, & Political Studies	2,374	18.19	236	20.68	-2.49
Subjects allied to Medicine	2,068	15.85	172	15.07	0.77
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>13,051</b>	<b>100.00</b>	<b>1,141</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

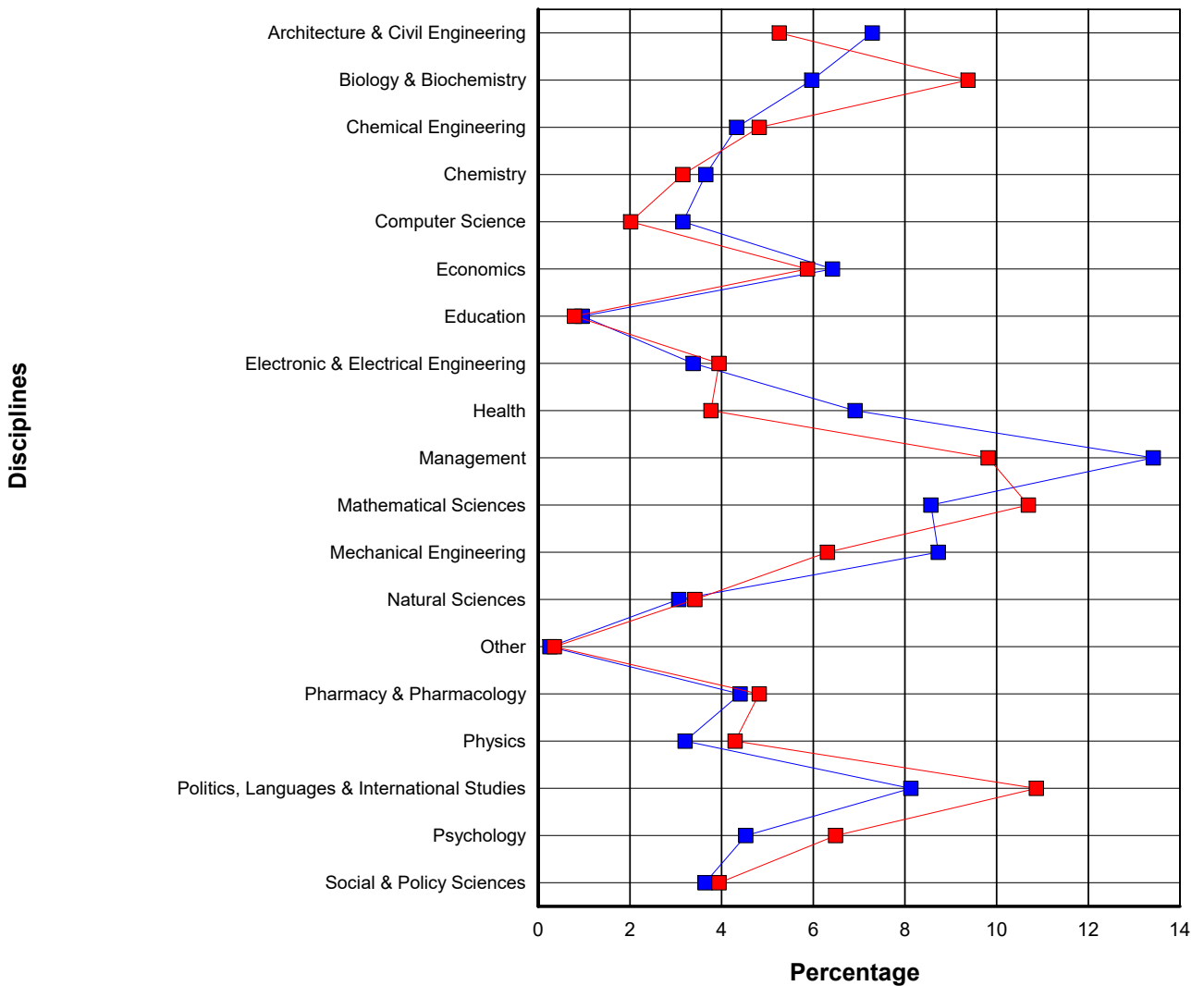
Consortium: SCONUL

User Group: Undergraduate

### 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)  
 Institution Type: College or University  
 Consortium: SCONUL  
 User Group: Undergraduate

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Architecture & Civil Engineering	951	7.29	60	5.26	2.03
Biology & Biochemistry	779	5.97	107	9.38	-3.41
Chemical Engineering	565	4.33	55	4.82	-0.49
Chemistry	477	3.65	36	3.16	0.50
Computer Science	412	3.16	23	2.02	1.14
Economics	838	6.42	67	5.87	0.55
Education	125	0.96	9	0.79	0.17
Electronic & Electrical Engineering	441	3.38	45	3.94	-0.56
Health	902	6.91	43	3.77	3.14
Management	1,751	13.42	112	9.82	3.60
Mathematical Sciences	1,118	8.57	122	10.69	-2.13
Mechanical Engineering	1,139	8.73	72	6.31	2.42
Natural Sciences	400	3.06	39	3.42	-0.35
Other	33	0.25	4	0.35	-0.10
Pharmacy & Pharmacology	575	4.41	55	4.82	-0.41
Physics	418	3.20	49	4.29	-1.09
Politics, Languages & International Studies	1,061	8.13	124	10.87	-2.74
Psychology	591	4.53	74	6.49	-1.96
Social & Policy Sciences	475	3.64	45	3.94	-0.30
<b>Total:</b>	<b>13,051</b>	<b>100.00</b>	<b>1,141</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate



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

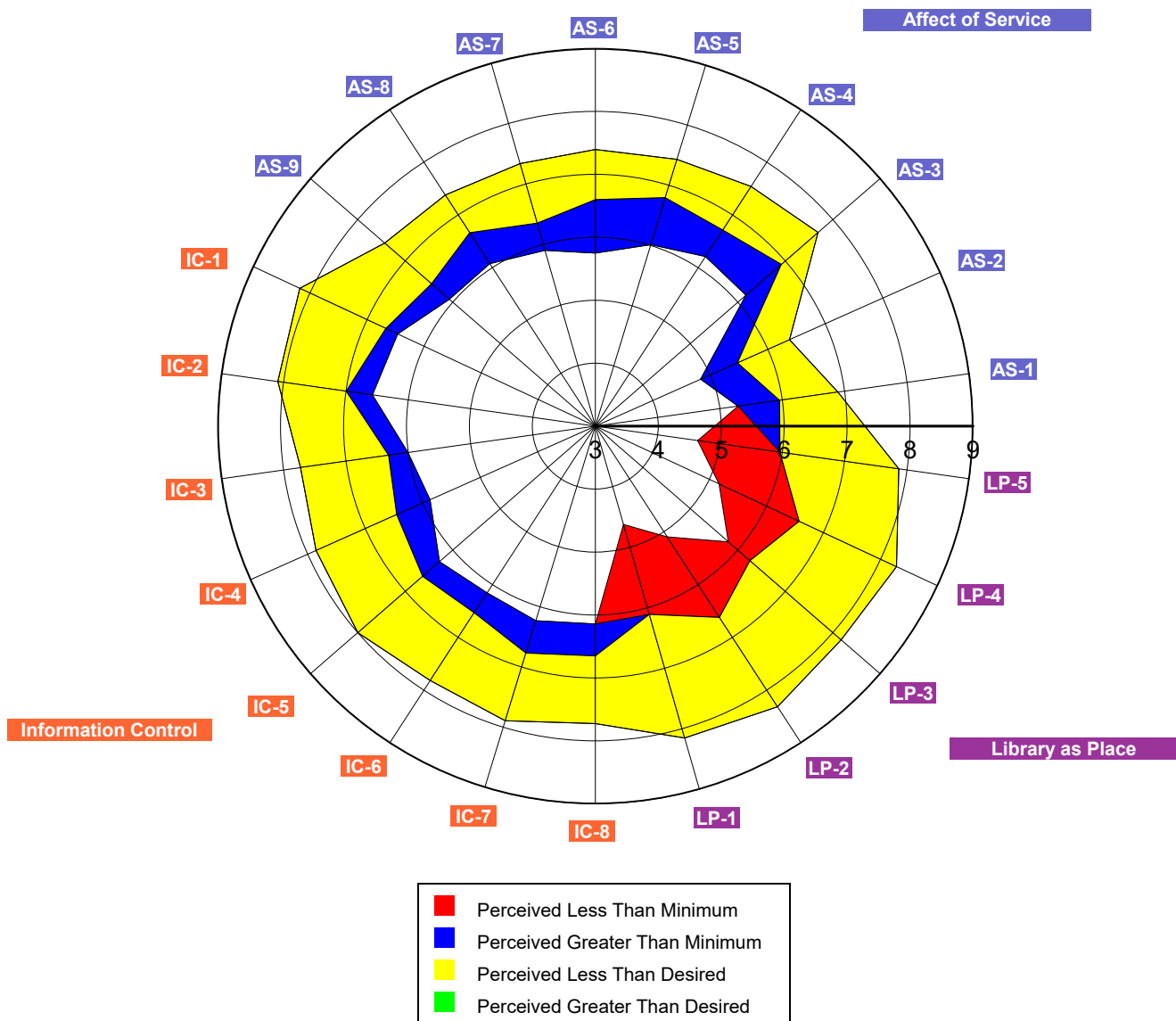
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	13,013	99.72	1,139	99.65
Part-time	36	0.28	2	0.17
Does not apply / NA		0.00	2	0.17
<b>Total:</b>	<b>13,049</b>	<b>100.00</b>	<b>1,143</b>	<b>100.00</b>

## 4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.29	6.89	5.96	0.67	-0.93	213
AS-2	Giving users individual attention	4.83	6.38	5.47	0.64	-0.90	279
AS-3	Library staff who are consistently courteous	6.17	7.69	6.92	0.74	-0.77	226
AS-4	Readiness to respond to users' enquiries	6.21	7.54	6.72	0.50	-0.82	244
AS-5	Library staff who have the knowledge to answer user questions	6.02	7.43	6.80	0.78	-0.63	197
AS-6	Library staff who deal with users in a caring fashion	5.75	7.39	6.60	0.85	-0.79	1,028
AS-7	Library staff who understand the needs of their users	5.90	7.34	6.35	0.45	-0.98	240
AS-8	Willingness to help users	6.08	7.38	6.67	0.59	-0.71	260
AS-9	Dependability in handling users' service problems	6.07	7.43	6.45	0.38	-0.98	178
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.47	8.18	6.67	0.21	-1.51	305
IC-2	A library Web site enabling me to locate information on my own	6.58	8.09	7.00	0.42	-1.10	357
IC-3	The printed library materials I need for my work	6.01	7.73	6.32	0.31	-1.41	289
IC-4	The electronic information resources I need	5.87	7.86	6.46	0.58	-1.40	1,115
IC-5	Modern equipment that lets me easily access needed information	6.28	8.00	6.64	0.36	-1.36	349
IC-6	Easy-to-use access tools that allow me to find things on my own	6.16	7.82	6.53	0.38	-1.28	316
IC-7	Making information easily accessible for independent use	6.23	7.89	6.77	0.54	-1.12	327
IC-8	Print and/or electronic journal collections I require for my work	6.14	7.73	6.65	0.51	-1.07	215
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.11	8.15	4.62	-1.49	-3.53	1,142
LP-2	Quiet space for individual work	6.62	8.31	5.10	-1.53	-3.22	315
LP-3	A comfortable and inviting location	6.26	8.18	5.80	-0.46	-2.38	280
LP-4	A haven for study, learning, or research	6.58	8.28	5.17	-1.41	-3.11	264
LP-5	Space for group learning and group study	5.96	7.87	4.64	-1.32	-3.23	265
<b>Overall:</b>		6.04	7.77	6.07	0.03	-1.70	1,144

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.88	1.78	1.83	2.22	2.07	213
AS-2	Giving users individual attention	1.96	1.86	1.77	1.83	1.91	279
AS-3	Library staff who are consistently courteous	1.83	1.50	1.64	2.10	1.83	226
AS-4	Readiness to respond to users' enquiries	1.64	1.45	1.57	1.91	1.75	244
AS-5	Library staff who have the knowledge to answer user questions	1.80	1.72	1.60	1.67	1.63	197
AS-6	Library staff who deal with users in a caring fashion	1.77	1.50	1.68	1.98	1.79	1,028
AS-7	Library staff who understand the needs of their users	1.71	1.49	1.62	1.84	1.75	240
AS-8	Willingness to help users	1.65	1.42	1.62	1.81	1.56	260
AS-9	Dependability in handling users' service problems	1.59	1.51	1.53	1.79	1.59	178
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.70	1.16	1.64	2.03	1.63	305
IC-2	A library Web site enabling me to locate information on my own	1.59	1.29	1.54	1.75	1.50	357
IC-3	The printed library materials I need for my work	1.84	1.49	1.65	2.12	1.98	289
IC-4	The electronic information resources I need	1.63	1.37	1.55	1.80	1.67	1,115
IC-5	Modern equipment that lets me easily access needed information	1.55	1.29	1.59	1.89	1.77	349
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.32	1.61	1.89	1.64	316
IC-7	Making information easily accessible for independent use	1.46	1.19	1.48	1.74	1.59	327
IC-8	Print and/or electronic journal collections I require for my work	1.74	1.57	1.46	1.88	1.81	215
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.72	1.29	2.00	2.73	2.41	1,142
LP-2	Quiet space for individual work	1.66	1.11	2.29	2.91	2.71	315
LP-3	A comfortable and inviting location	1.57	1.09	1.88	2.52	2.12	280
LP-4	A haven for study, learning, or research	1.52	1.13	2.02	2.63	2.43	264
LP-5	Space for group learning and group study	1.94	1.50	1.93	2.81	2.50	265
<b>Overall:</b>		1.27	0.95	1.24	1.57	1.33	1,144

Language: English (British)

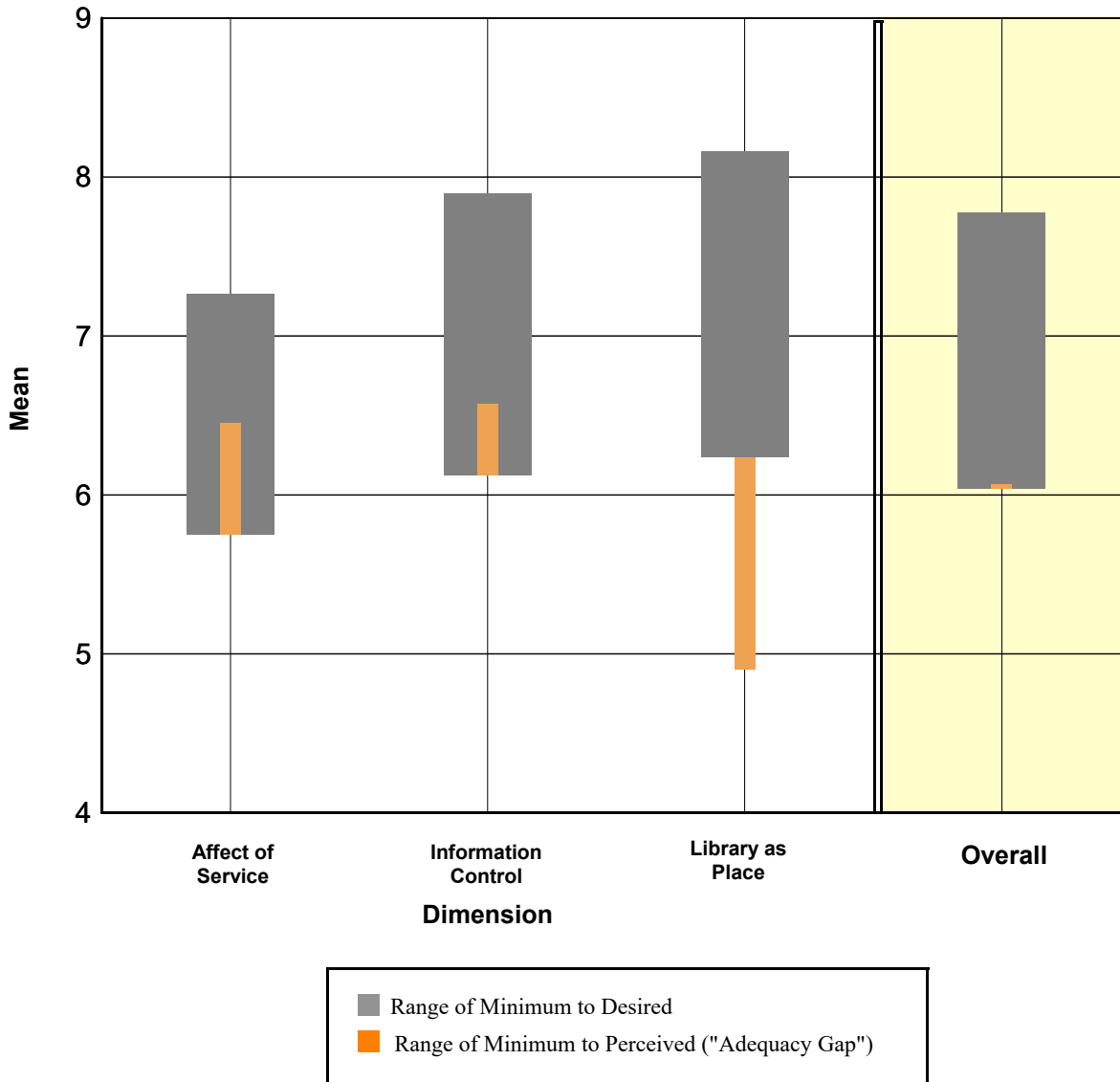
Institution Type: College or University

Consortium: SCONUL

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	5.75	7.27	6.45	0.70	-0.81	1,067
Information Control	6.12	7.90	6.58	0.45	-1.32	1,144
Library as Place	6.23	8.16	4.90	-1.34	-3.26	1,142
<b>Overall</b>	6.04	7.77	6.07	0.03	-1.70	1,144

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	1.59	1.39	1.49	1.71	1.56	1,067
Information Control	1.37	1.10	1.30	1.54	1.36	1,144
Library as Place	1.52	1.06	1.85	2.50	2.18	1,142
<b>Overall</b>	1.27	0.95	1.24	1.57	1.33	1,144

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

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
Access to photocopying and printing facilities	6.55	8.00	6.88	0.33	-1.12	230
Availability of subject specialist assistance	5.60	7.22	5.92	0.32	-1.29	172
Helping me understand and publish in open access journals and books	5.09	6.29	5.23	0.14	-1.06	108
Provision of information skills training	5.19	6.86	6.19	0.99	-0.68	155
The main texts and readings I need for my work	6.69	8.17	6.81	0.13	-1.36	232

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
Access to photocopying and printing facilities	1.63	1.20	1.73	2.22	1.93	230
Availability of subject specialist assistance	1.86	1.82	1.89	2.15	2.20	172
Helping me understand and publish in open access journals and books	2.22	2.11	2.22	2.20	2.11	108
Provision of information skills training	2.02	1.83	1.70	2.07	1.89	155
The main texts and readings I need for my work	1.80	1.40	1.59	2.04	1.82	232

## 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.	6.61	1.79	572
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	5.92	1.94	572
How would you rate the overall quality of the service provided by the library?	5.83	1.86	1,144

## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

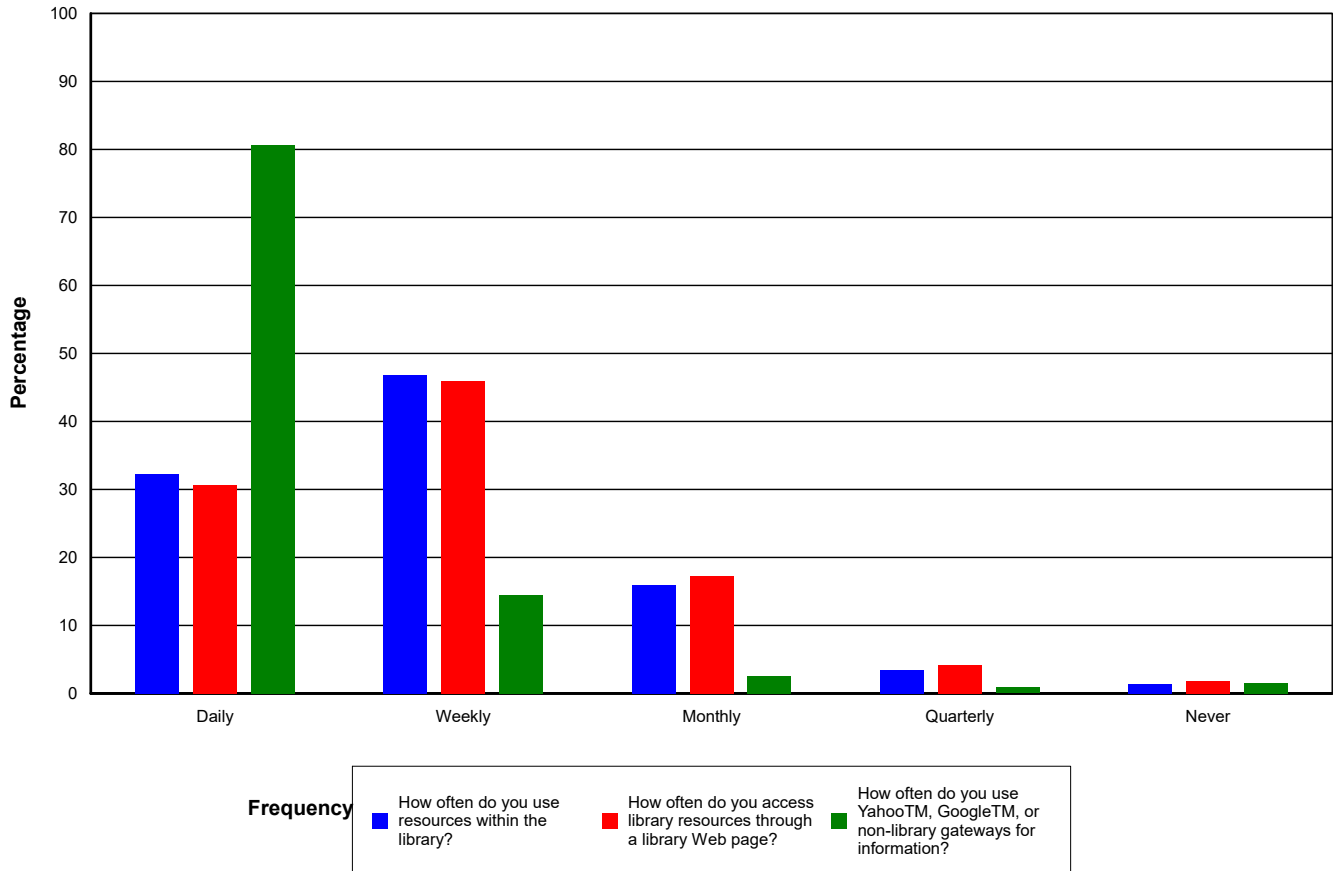
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents 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.	5.66	1.72	374
The library aids my advancement in my academic discipline or work.	6.37	1.87	508
The library enables me to be more efficient in my academic pursuits or work.	6.13	1.99	518
The library helps me distinguish between trustworthy and untrustworthy information.	5.81	1.81	485
The library provides me with the information skills I need in my work or study.	6.41	1.67	403



## 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?	370 32.34%	536 46.85%	182 15.91%	40 3.50%	16 1.40%	1,144 100.00%
How often do you access library resources through a library Web page?	351 30.68%	526 45.98%	198 17.31%	48 4.20%	21 1.84%	1,144 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	922 80.66%	165 14.44%	29 2.54%	10 0.87%	17 1.49%	1,143 100.00%

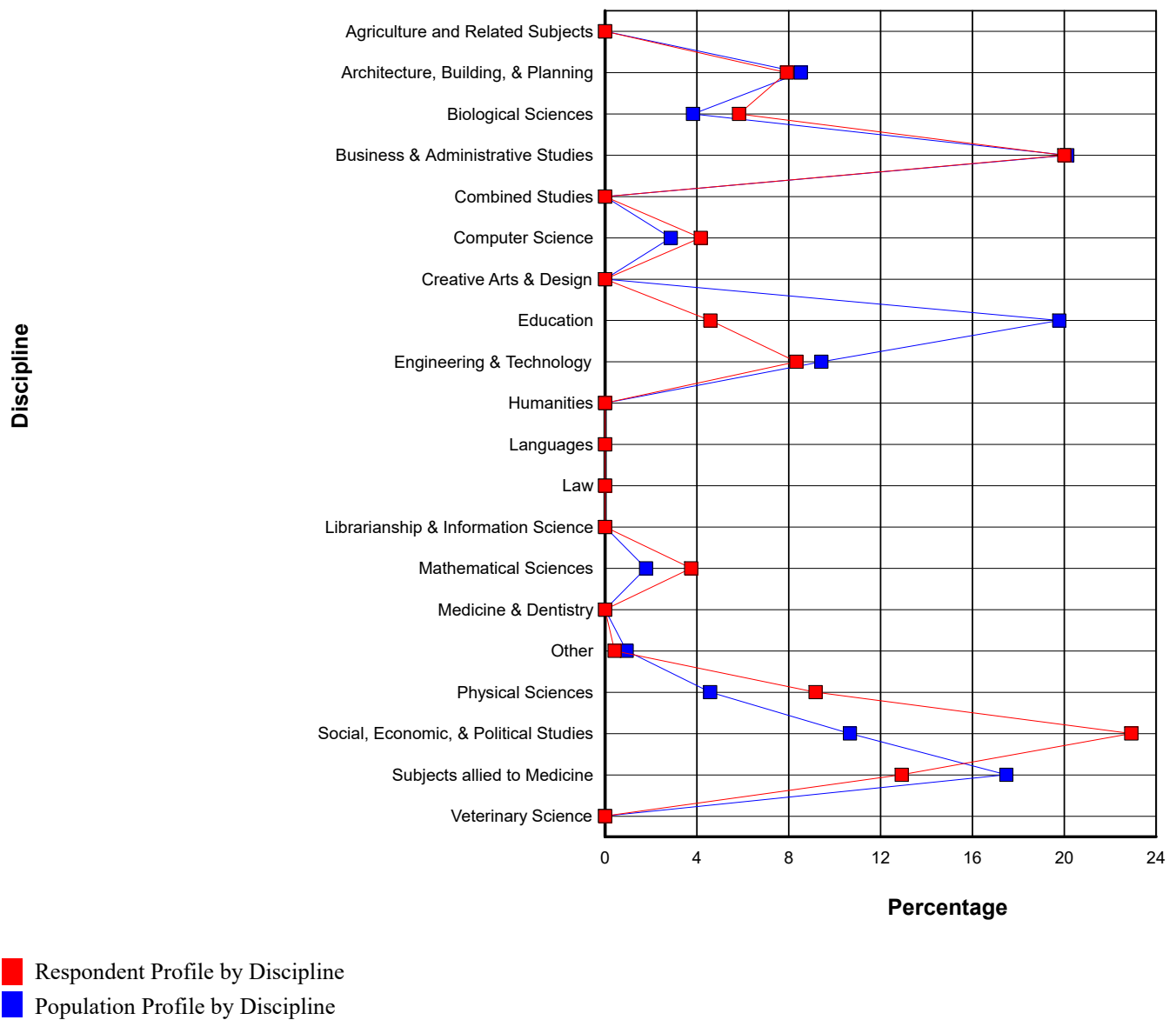
## 5 Postgraduate Summary for University of Bath

### 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).



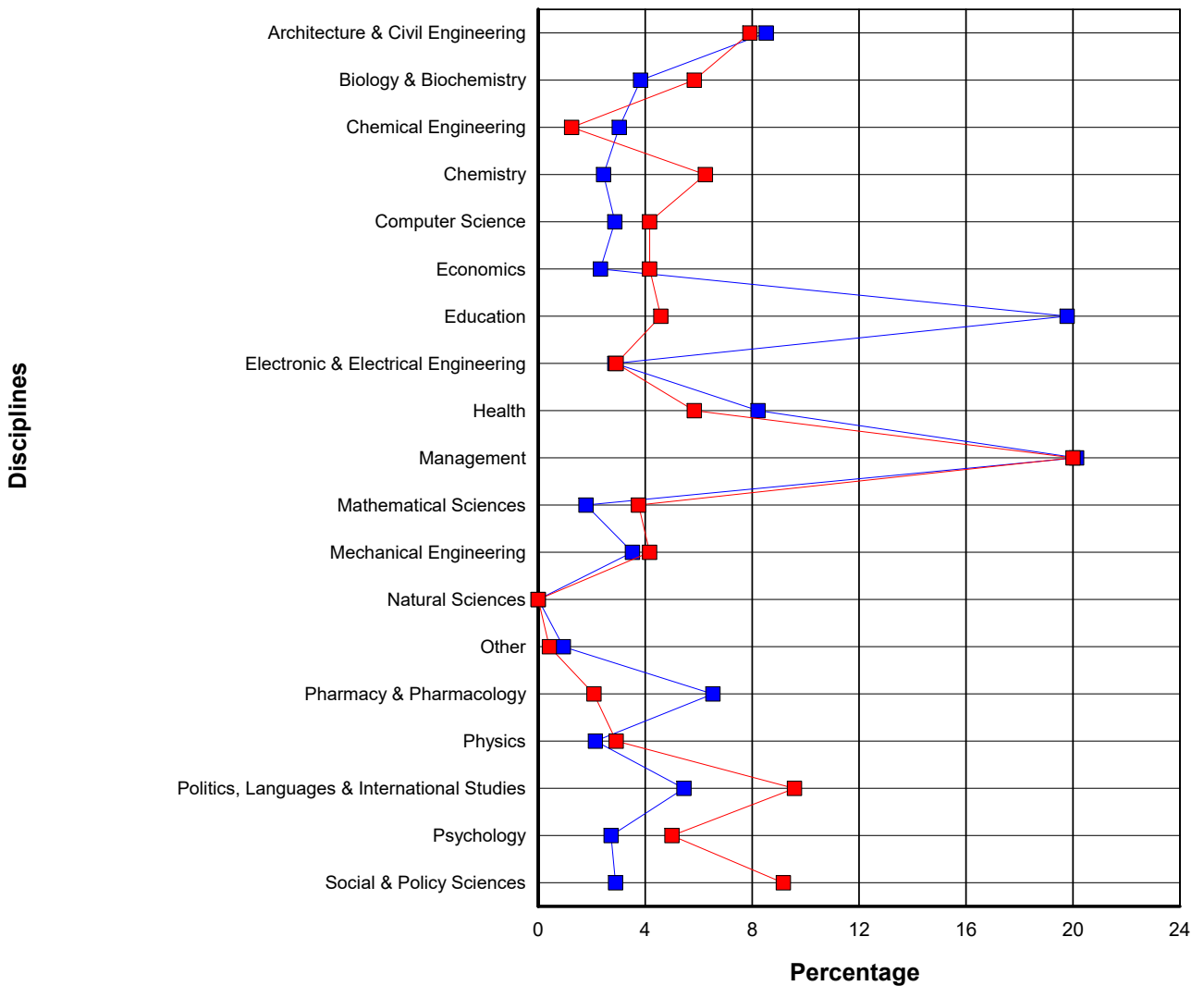
Language: English (British)  
 Institution Type: College or University  
 Consortium: SCONUL  
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	363	8.53	19	7.92	0.61
Biological Sciences	163	3.83	14	5.83	-2.00
Business & Administrative Studies	857	20.13	48	20.00	0.13
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	122	2.87	10	4.17	-1.30
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	842	19.78	11	4.58	15.20
Engineering & Technology	401	9.42	20	8.33	1.09
Humanities	0	0.00	0	0.00	0.00
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	76	1.79	9	3.75	-1.96
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	40	0.94	1	0.42	0.52
Physical Sciences	195	4.58	22	9.17	-4.59
Social, Economic, & Political Studies	454	10.66	55	22.92	-12.25
Subjects allied to Medicine	744	17.48	31	12.92	4.56
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>4,257</b>	<b>100.00</b>	<b>240</b>	<b>100.00</b>	<b>0.00</b>

### 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

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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Architecture & Civil Engineering	363	8.53	19	7.92	0.61
Biology & Biochemistry	163	3.83	14	5.83	-2.00
Chemical Engineering	129	3.03	3	1.25	1.78
Chemistry	104	2.44	15	6.25	-3.81
Computer Science	122	2.87	10	4.17	-1.30
Economics	99	2.33	10	4.17	-1.84
Education	842	19.78	11	4.58	15.20
Electronic & Electrical Engineering	122	2.87	7	2.92	-0.05
Health	350	8.22	14	5.83	2.39
Management	857	20.13	48	20.00	0.13
Mathematical Sciences	76	1.79	9	3.75	-1.96
Mechanical Engineering	150	3.52	10	4.17	-0.64
Natural Sciences	0	0.00	0	0.00	0.00
Other	40	0.94	1	0.42	0.52
Pharmacy & Pharmacology	278	6.53	5	2.08	4.45
Physics	91	2.14	7	2.92	-0.78
Politics, Languages & International Studies	232	5.45	23	9.58	-4.13
Psychology	116	2.72	12	5.00	-2.28
Social & Policy Sciences	123	2.89	22	9.17	-6.28
<b>Total:</b>	<b>4,257</b>	<b>100.00</b>	<b>240</b>	<b>100.00</b>	<b>0.00</b>

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

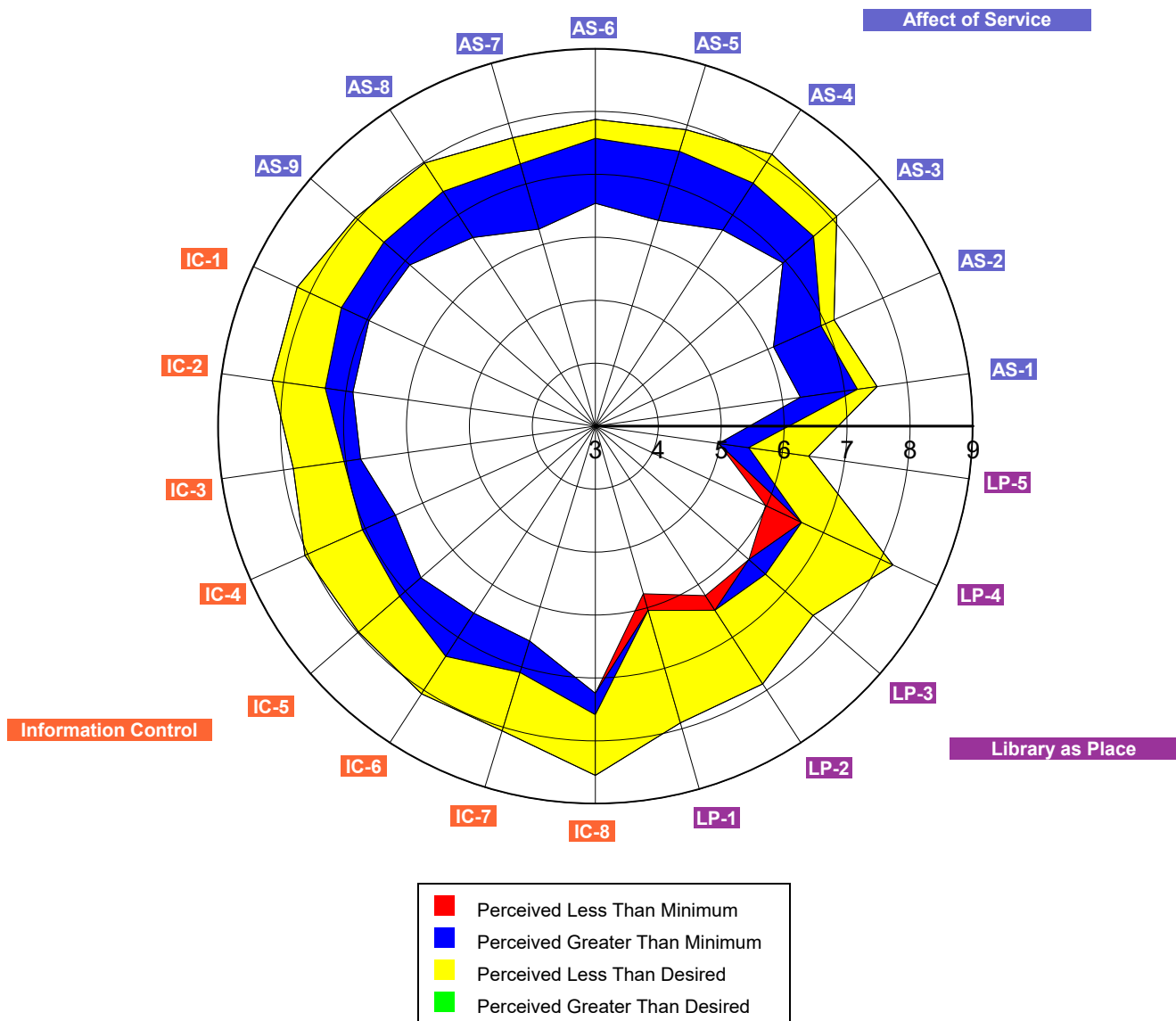
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,383	55.64	203	84.58
Part-time	1,900	44.36	36	15.00
Does not apply / NA		0.00	1	0.42
<b>Total:</b>	<b>4,283</b>	<b>100.00</b>	<b>240</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Postgraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.29	7.52	7.21	0.92	-0.31	48
AS-2	Giving users individual attention	6.10	7.15	6.93	0.83	-0.23	40
AS-3	Library staff who are consistently courteous	6.95	8.08	7.60	0.65	-0.48	62
AS-4	Readiness to respond to users' enquiries	6.72	8.15	7.60	0.89	-0.55	53
AS-5	Library staff who have the knowledge to answer user questions	6.42	7.93	7.57	1.15	-0.36	67
AS-6	Library staff who deal with users in a caring fashion	6.54	7.87	7.57	1.03	-0.30	228
AS-7	Library staff who understand the needs of their users	6.25	7.76	7.33	1.08	-0.43	51
AS-8	Willingness to help users	6.57	7.98	7.44	0.87	-0.54	63
AS-9	Dependability in handling users' service problems	6.90	8.05	7.45	0.55	-0.60	42
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.97	8.23	7.45	0.48	-0.77	62
IC-2	A library Web site enabling me to locate information on my own	6.89	8.19	7.33	0.44	-0.85	81
IC-3	The printed library materials I need for my work	6.77	7.84	7.03	0.27	-0.81	64
IC-4	The electronic information resources I need	6.48	8.05	7.05	0.57	-1.00	239
IC-5	Modern equipment that lets me easily access needed information	6.67	7.99	7.12	0.45	-0.87	67
IC-6	Easy-to-use access tools that allow me to find things on my own	6.54	8.07	7.36	0.82	-0.71	72
IC-7	Making information easily accessible for independent use	6.57	8.06	7.09	0.52	-0.97	65
IC-8	Print and/or electronic journal collections I require for my work	7.25	8.55	7.58	0.34	-0.96	53
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.05	7.90	5.77	-0.28	-2.13	218
LP-2	Quiet space for individual work	6.49	7.88	6.21	-0.28	-1.67	43
LP-3	A comfortable and inviting location	6.23	7.58	6.58	0.35	-1.00	65
LP-4	A haven for study, learning, or research	6.62	8.22	5.98	-0.63	-2.23	60
LP-5	Space for group learning and group study	4.98	6.42	5.46	0.48	-0.96	52
<b>Overall:</b>		6.50	7.93	6.99	0.49	-0.94	240

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

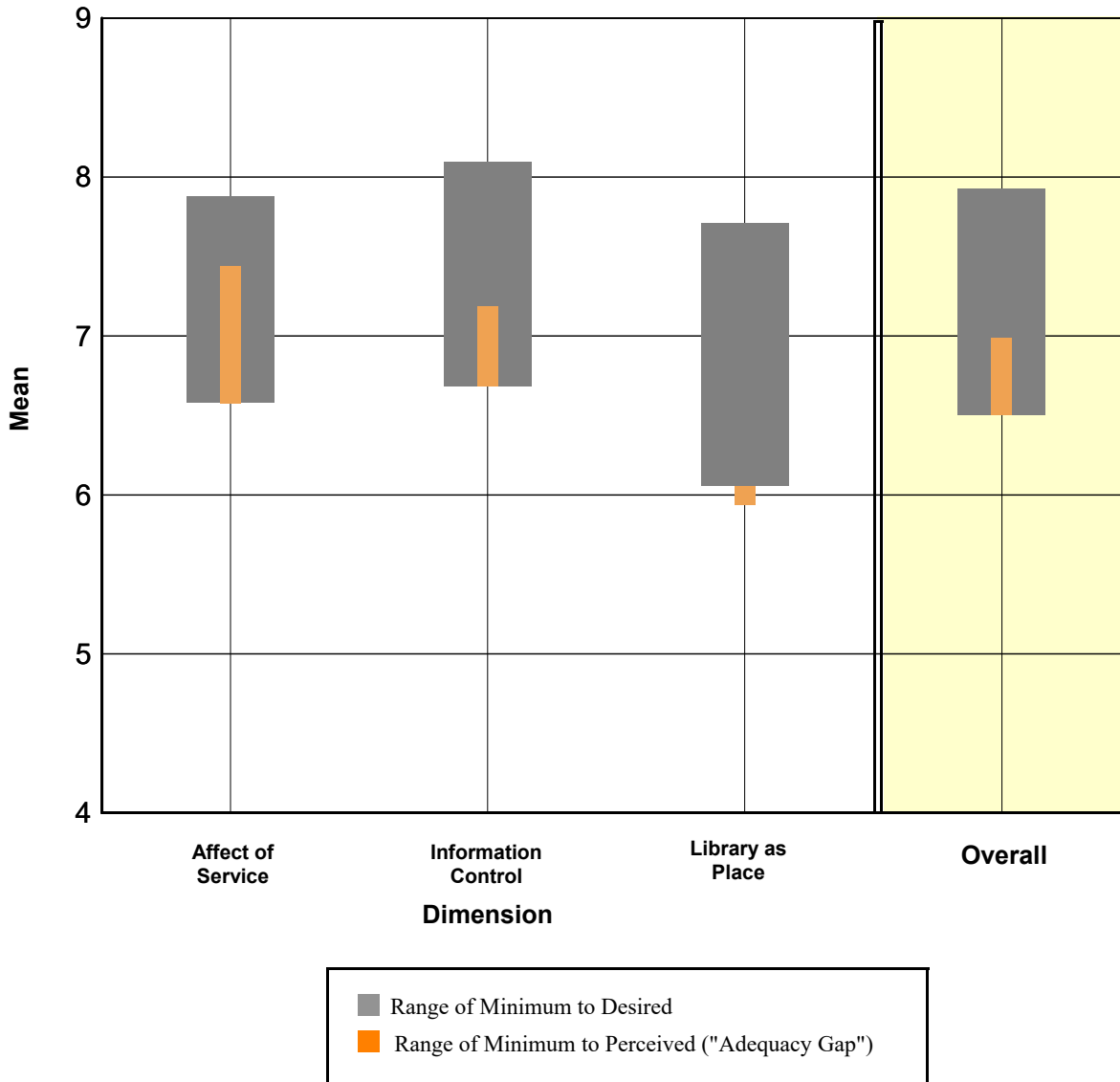
User Group: Postgraduate



ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.93	1.79	1.35	1.82	1.74	48
AS-2	Giving users individual attention	1.91	1.51	1.67	1.66	1.33	40
AS-3	Library staff who are consistently courteous	1.49	1.08	1.36	1.62	1.40	62
AS-4	Readiness to respond to users' enquiries	1.43	0.93	1.17	1.60	1.29	53
AS-5	Library staff who have the knowledge to answer user questions	1.72	1.31	1.44	1.90	1.68	67
AS-6	Library staff who deal with users in a caring fashion	1.78	1.37	1.40	1.85	1.60	228
AS-7	Library staff who understand the needs of their users	2.14	1.53	1.57	2.16	2.14	51
AS-8	Willingness to help users	1.81	1.10	1.51	1.92	1.43	63
AS-9	Dependability in handling users' service problems	1.43	1.17	1.25	1.27	1.08	42
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.87	1.30	1.64	1.83	1.55	62
IC-2	A library Web site enabling me to locate information on my own	1.54	1.19	1.52	1.78	1.50	81
IC-3	The printed library materials I need for my work	1.66	1.55	1.41	1.85	1.89	64
IC-4	The electronic information resources I need	1.75	1.35	1.54	1.95	1.77	239
IC-5	Modern equipment that lets me easily access needed information	1.66	1.30	1.37	1.69	1.50	67
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.34	1.52	1.67	1.53	72
IC-7	Making information easily accessible for independent use	1.79	1.41	1.74	2.37	1.95	65
IC-8	Print and/or electronic journal collections I require for my work	1.89	0.85	1.20	2.07	1.30	53
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.94	1.60	2.16	2.53	2.59	218
LP-2	Quiet space for individual work	1.89	1.69	2.05	2.53	2.25	43
LP-3	A comfortable and inviting location	1.51	1.57	1.66	1.91	2.14	65
LP-4	A haven for study, learning, or research	1.87	1.09	2.09	2.72	2.23	60
LP-5	Space for group learning and group study	2.65	2.70	2.04	3.07	3.36	52
<b>Overall:</b>		1.39	0.98	1.23	1.55	1.34	240

### 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	6.58	7.88	7.44	0.86	-0.44	233
Information Control	6.69	8.10	7.19	0.50	-0.91	240
Library as Place	6.06	7.71	5.94	-0.12	-1.77	226
<b>Overall</b>	6.50	7.93	6.99	0.49	-0.94	240

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.57	1.17	1.24	1.62	1.38	233
Information Control	1.46	1.06	1.33	1.64	1.41	240
Library as Place	1.85	1.59	1.92	2.35	2.34	226
<b>Overall</b>	1.39	0.98	1.23	1.55	1.34	240

## 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
Access to photocopying and printing facilities	6.35	7.68	7.63	1.28	-0.05	40
Availability of subject specialist assistance	6.06	7.68	6.87	0.81	-0.81	47
Helping me understand and publish in open access journals and books	6.00	7.26	7.09	1.09	-0.18	34
Provision of information skills training	6.50	7.50	6.78	0.28	-0.72	50
The main texts and readings I need for my work	7.13	8.26	7.16	0.03	-1.10	31

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
Access to photocopying and printing facilities	2.25	1.40	1.23	2.04	1.38	40
Availability of subject specialist assistance	2.10	1.53	1.92	1.75	2.04	47
Helping me understand and publish in open access journals and books	1.87	1.86	1.42	1.96	1.93	34
Provision of information skills training	1.68	1.56	1.80	2.27	1.90	50
The main texts and readings I need for my work	1.34	0.82	1.71	1.99	2.04	31

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Postgraduate

## 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.	7.46	1.47	123
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.88	1.67	117
How would you rate the overall quality of the service provided by the library?	7.00	1.59	239

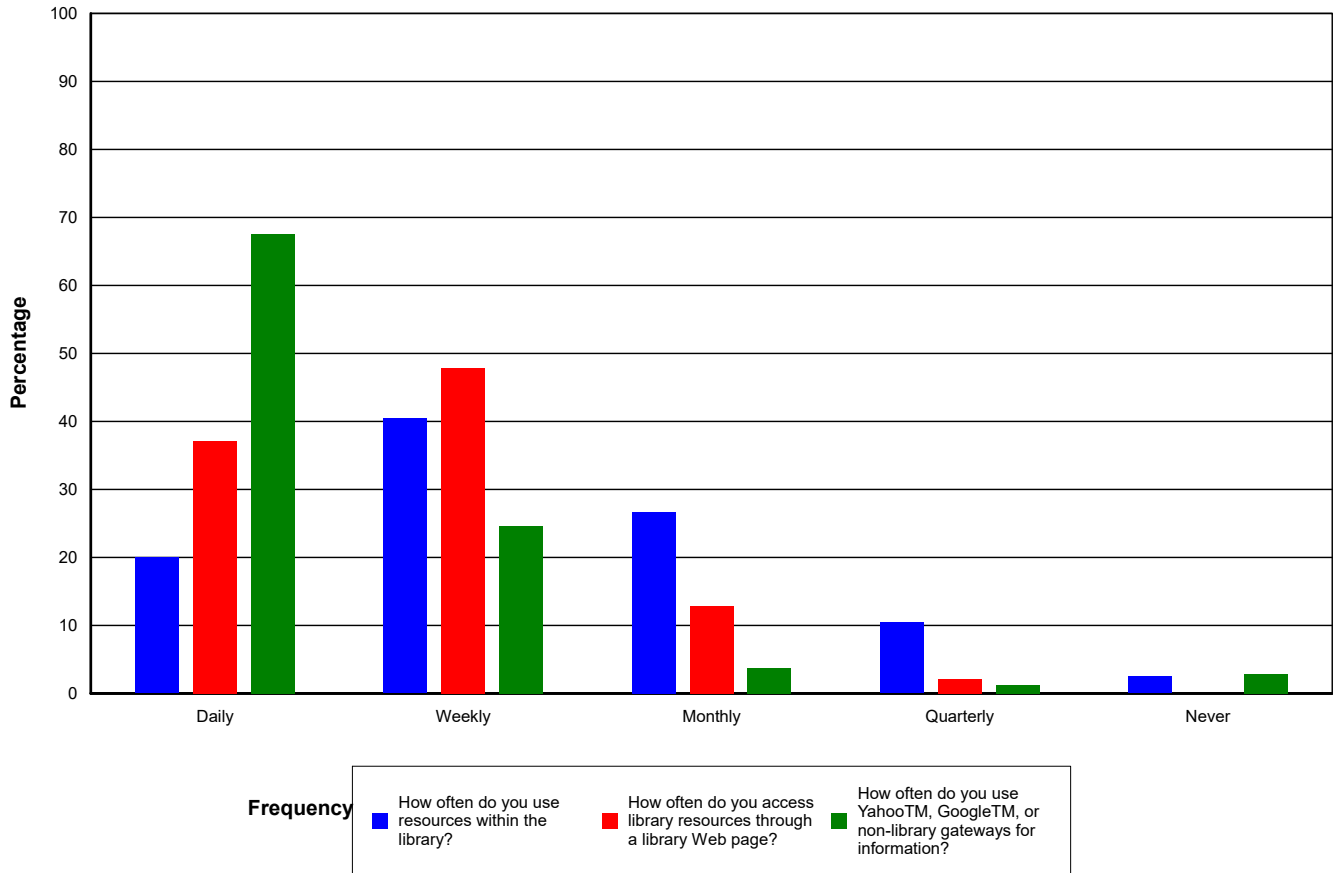
## 5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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.	6.48	1.71	95
The library aids my advancement in my academic discipline or work.	7.25	1.56	81
The library enables me to be more efficient in my academic pursuits or work.	6.98	1.70	84
The library helps me distinguish between trustworthy and untrustworthy information.	6.11	1.92	118
The library provides me with the information skills I need in my work or study.	6.97	1.69	102

## 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?	48 20.00%	97 40.42%	64 26.67%	25 10.42%	6 2.50%	240 100.00%
How often do you access library resources through a library Web page?	89 37.08%	115 47.92%	31 12.92%	5 2.08%	0 0%	240 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	162 67.50%	59 24.58%	9 3.75%	3 1.25%	7 2.92%	240 100.00%

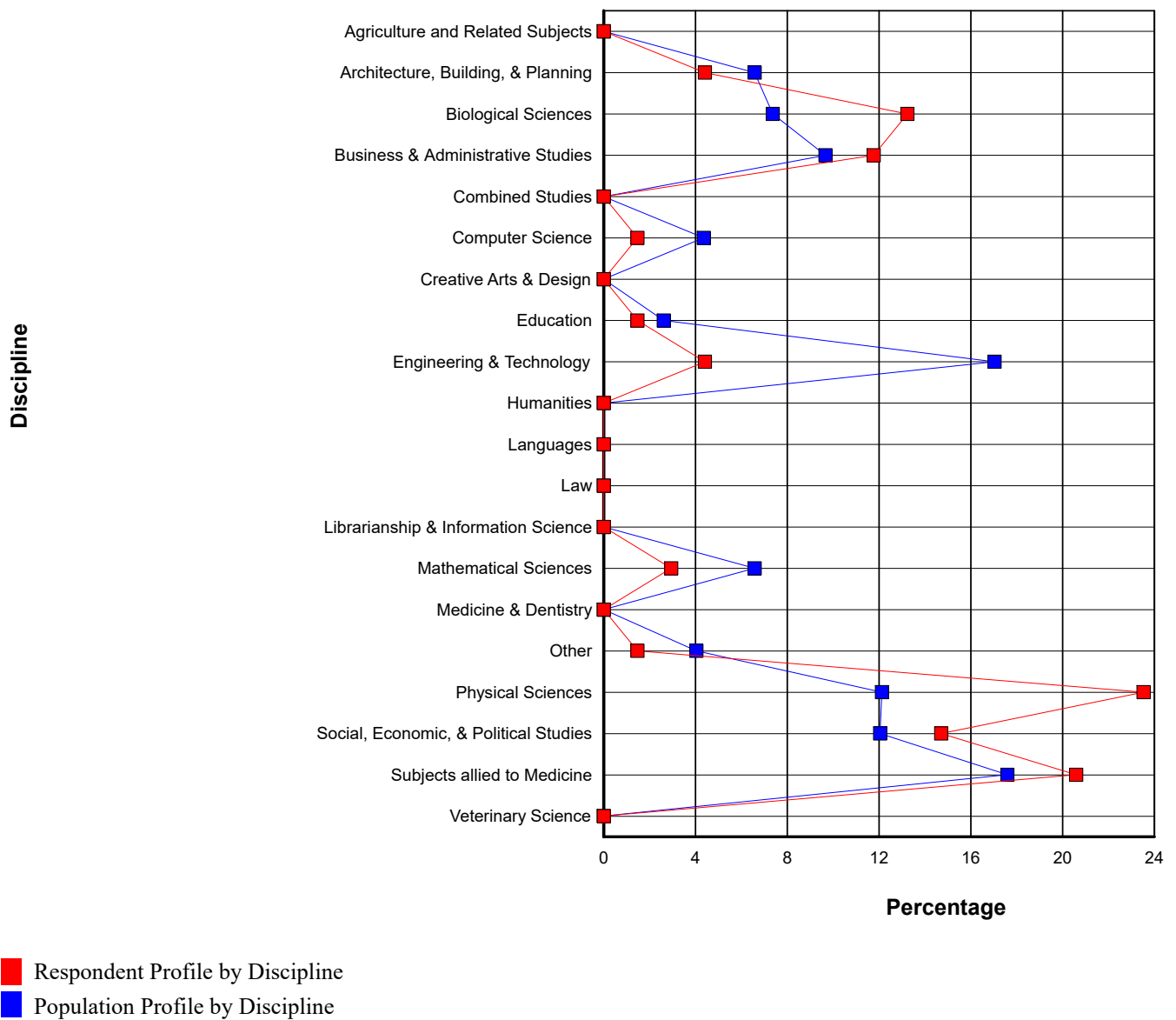
## 6 Academic Staff Summary for University of Bath

### 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).



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

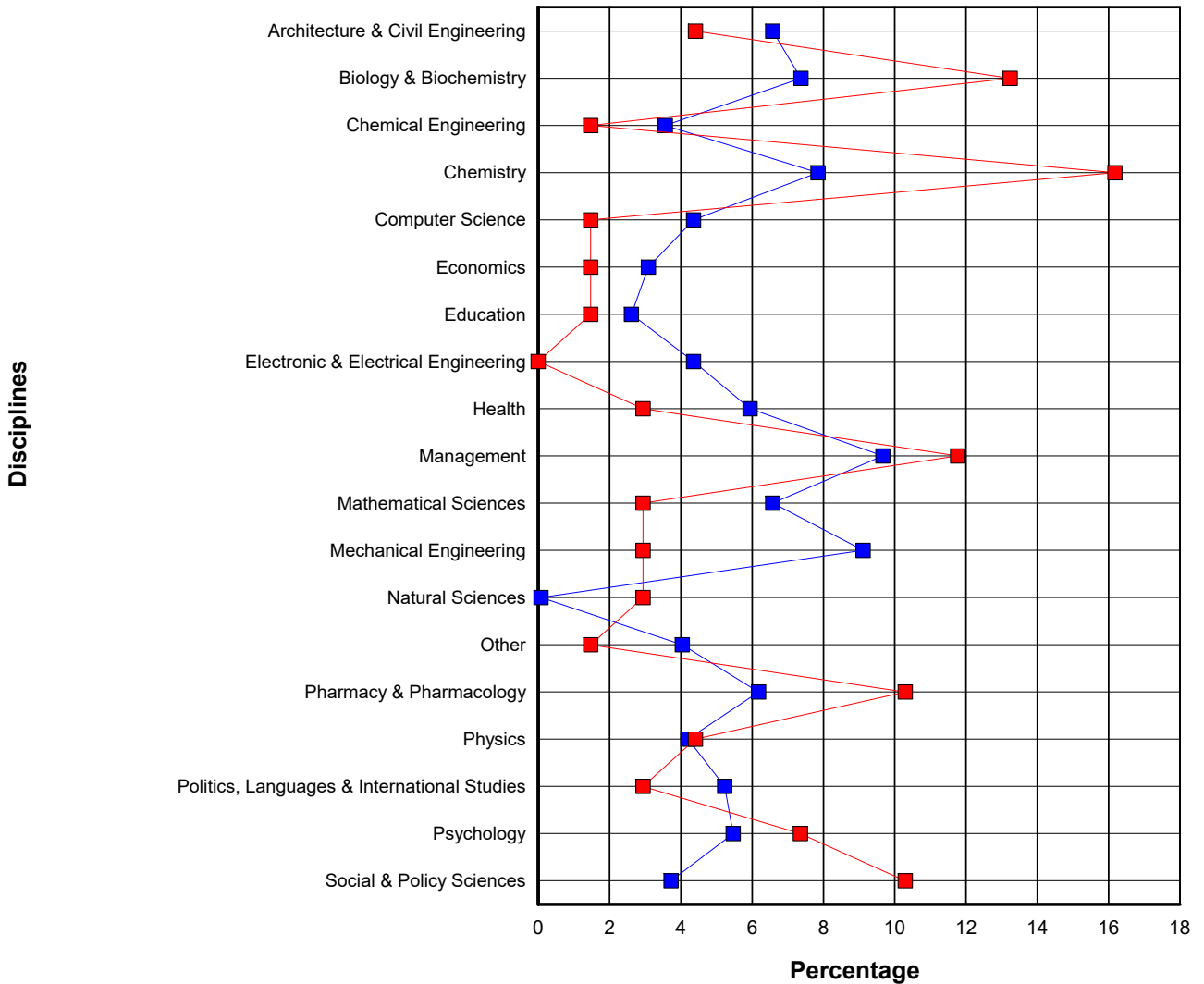
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	83	6.58	3	4.41	2.17
Biological Sciences	93	7.37	9	13.24	-5.87
Business & Administrative Studies	122	9.67	8	11.76	-2.10
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	55	4.36	1	1.47	2.89
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	33	2.61	1	1.47	1.14
Engineering & Technology	215	17.04	3	4.41	12.62
Humanities	0	0.00	0	0.00	0.00
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	83	6.58	2	2.94	3.64
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	51	4.04	1	1.47	2.57
Physical Sciences	153	12.12	16	23.53	-11.41
Social, Economic, & Political Studies	152	12.04	10	14.71	-2.66
Subjects allied to Medicine	222	17.59	14	20.59	-3.00
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>1,262</b>	<b>100.00</b>	<b>68</b>	<b>100.00</b>	<b>0.00</b>



### 6.1.2 Population and Respondent Profiles for Academic Staff 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)  
 Institution Type: College or University  
 Consortium: SCONUL  
 User Group: Academic Staff

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Architecture & Civil Engineering	83	6.58	3	4.41	2.17
Biology & Biochemistry	93	7.37	9	13.24	-5.87
Chemical Engineering	45	3.57	1	1.47	2.10
Chemistry	99	7.84	11	16.18	-8.33
Computer Science	55	4.36	1	1.47	2.89
Economics	39	3.09	1	1.47	1.62
Education	33	2.61	1	1.47	1.14
Electronic & Electrical Engineering	55	4.36	0	0.00	4.36
Health	75	5.94	2	2.94	3.00
Management	122	9.67	8	11.76	-2.10
Mathematical Sciences	83	6.58	2	2.94	3.64
Mechanical Engineering	115	9.11	2	2.94	6.17
Natural Sciences	1	0.08	2	2.94	-2.86
Other	51	4.04	1	1.47	2.57
Pharmacy & Pharmacology	78	6.18	7	10.29	-4.11
Physics	53	4.20	3	4.41	-0.21
Politics, Languages & International Studies	66	5.23	2	2.94	2.29
Psychology	69	5.47	5	7.35	-1.89
Social & Policy Sciences	47	3.72	7	10.29	-6.57
<b>Total:</b>	<b>1,262</b>	<b>100.00</b>	<b>68</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

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

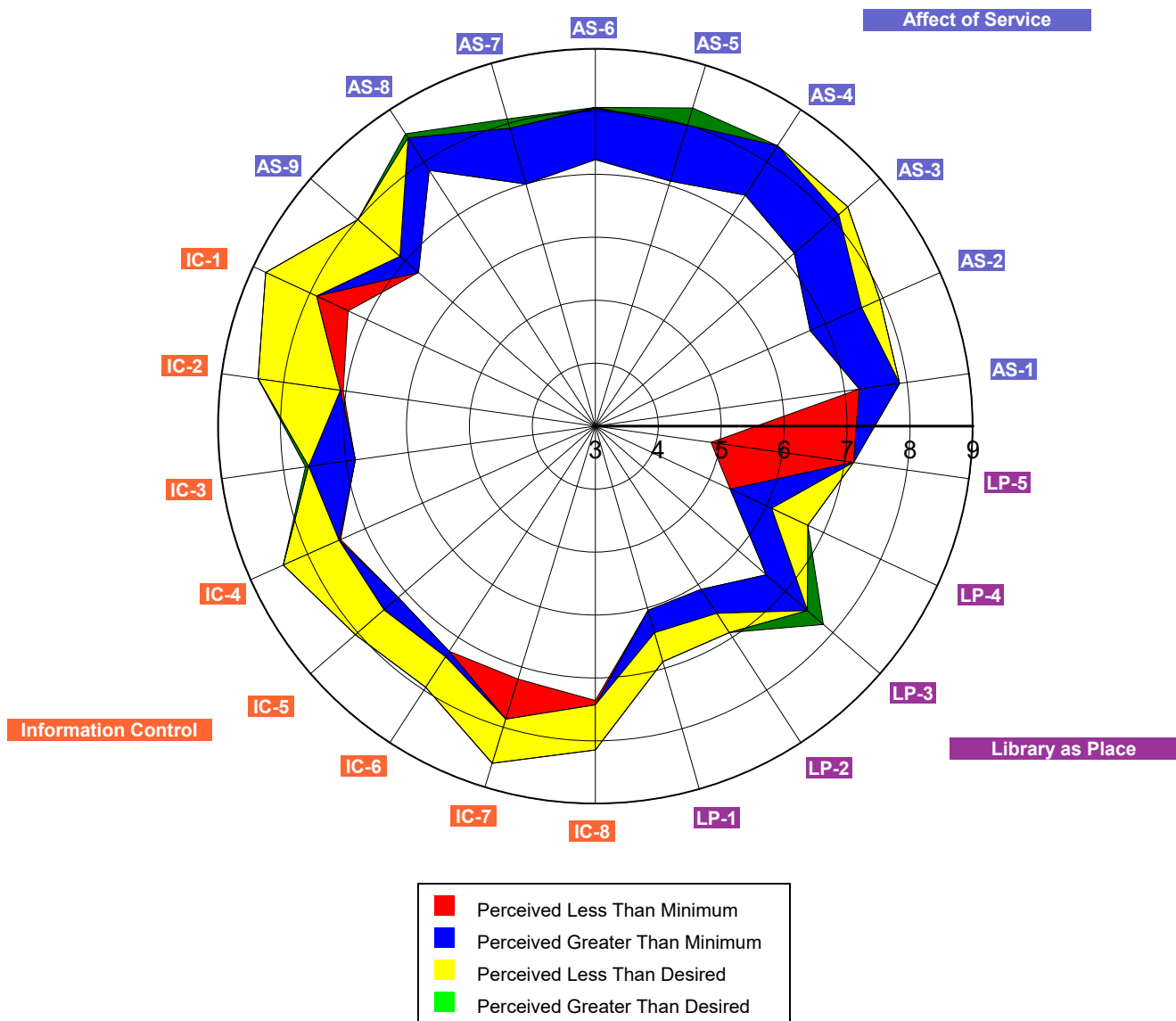
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	1,058	83.84	3	4.55
Part-time	204	16.16	1	1.52
Does not apply / NA		0.00	62	93.94
<b>Total:</b>	<b>1,262</b>	<b>100.00</b>	<b>66</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Academic Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.24	7.88	7.88	0.65	0.00	17
AS-2	Giving users individual attention	6.74	7.95	7.63	0.89	-0.32	19
AS-3	Library staff who are consistently courteous	7.19	8.31	8.13	0.94	-0.19	16
AS-4	Readiness to respond to users' enquiries	7.38	8.31	8.31	0.94	0.00	16
AS-5	Library staff who have the knowledge to answer user questions	7.07	8.00	8.29	1.21	0.29	14
AS-6	Library staff who deal with users in a caring fashion	7.23	8.06	8.05	0.81	-0.02	64
AS-7	Library staff who understand the needs of their users	7.00	7.92	8.08	1.08	0.15	13
AS-8	Willingness to help users	7.85	8.46	8.54	0.69	0.08	13
AS-9	Dependability in handling users' service problems	6.72	8.00	7.11	0.39	-0.89	18
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.89	8.78	7.33	-0.56	-1.44	18
IC-2	A library Web site enabling me to locate information on my own	7.09	8.41	7.05	-0.05	-1.36	22
IC-3	The printed library materials I need for my work	6.85	7.60	7.65	0.80	0.05	20
IC-4	The electronic information resources I need	7.46	8.43	7.43	-0.03	-1.00	68
IC-5	Modern equipment that lets me easily access needed information	7.15	8.05	7.45	0.30	-0.60	20
IC-6	Easy-to-use access tools that allow me to find things on my own	7.26	7.95	7.37	0.11	-0.58	19
IC-7	Making information easily accessible for independent use	7.87	8.60	7.20	-0.67	-1.40	15
IC-8	Print and/or electronic journal collections I require for my work	7.43	8.14	7.36	-0.07	-0.79	14
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.04	6.89	6.41	0.37	-0.48	46
LP-2	Quiet space for individual work	6.09	6.91	6.55	0.45	-0.36	11
LP-3	A comfortable and inviting location	6.60	7.47	7.80	1.20	0.33	15
LP-4	A haven for study, learning, or research	5.36	6.73	6.09	0.73	-0.64	11
LP-5	Space for group learning and group study	7.14	6.57	4.86	-2.29	-1.71	7
<b>Overall:</b>		7.07	7.96	7.45	0.37	-0.51	68

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.30	1.32	0.93	1.11	1.46	17
AS-2	Giving users individual attention	1.63	1.35	1.30	1.29	0.67	19
AS-3	Library staff who are consistently courteous	1.72	0.95	1.15	1.84	1.47	16
AS-4	Readiness to respond to users' enquiries	1.26	1.01	0.87	1.18	1.10	16
AS-5	Library staff who have the knowledge to answer user questions	1.38	1.47	0.61	1.25	1.20	14
AS-6	Library staff who deal with users in a caring fashion	1.42	1.46	1.12	1.33	1.15	64
AS-7	Library staff who understand the needs of their users	1.35	0.95	0.86	1.66	0.99	13
AS-8	Willingness to help users	1.21	0.78	0.78	1.32	0.86	13
AS-9	Dependability in handling users' service problems	1.32	1.24	1.32	1.50	1.32	18
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.49	0.43	1.37	1.34	1.29	18
IC-2	A library Web site enabling me to locate information on my own	1.57	1.22	1.36	1.81	1.71	22
IC-3	The printed library materials I need for my work	2.01	2.01	1.46	2.17	2.39	20
IC-4	The electronic information resources I need	1.26	0.97	1.34	1.45	1.54	68
IC-5	Modern equipment that lets me easily access needed information	1.23	1.19	1.47	1.89	2.04	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.31	1.12	1.45	1.39	19
IC-7	Making information easily accessible for independent use	0.99	0.63	1.42	1.23	1.40	15
IC-8	Print and/or electronic journal collections I require for my work	1.28	1.23	1.60	1.27	1.67	14
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.20	2.24	1.88	2.91	2.99	46
LP-2	Quiet space for individual work	2.51	2.43	1.81	3.24	3.29	11
LP-3	A comfortable and inviting location	2.10	2.00	0.94	2.24	2.26	15
LP-4	A haven for study, learning, or research	2.66	2.53	2.17	3.95	3.35	11
LP-5	Space for group learning and group study	1.07	2.64	2.19	2.50	3.64	7
<b>Overall:</b>		1.10	0.90	0.95	1.19	1.15	68

Language: English (British)

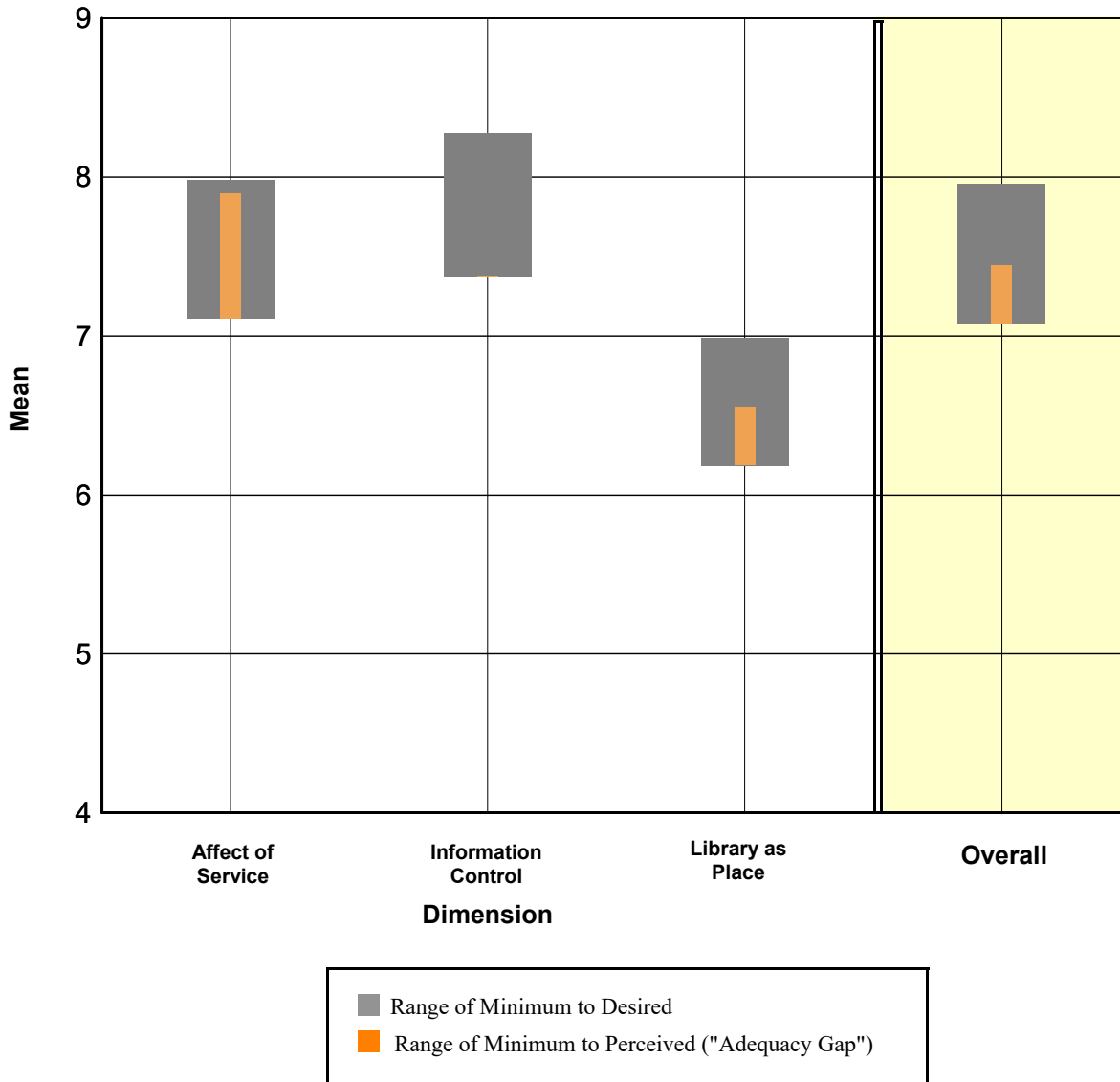
Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

### 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	7.11	7.98	7.89	0.78	-0.09	68
Information Control	7.37	8.27	7.38	0.01	-0.89	68
Library as Place	6.19	6.99	6.55	0.36	-0.44	48
<b>Overall</b>	7.07	7.96	7.45	0.37	-0.51	68

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	1.33	1.06	1.22	1.03	68
Information Control	1.12	0.95	1.13	1.20	1.35	68
Library as Place	2.04	2.00	1.78	2.74	2.68	48
<b>Overall</b>	1.10	0.90	0.95	1.19	1.15	68

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

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
Access to photocopying and printing facilities	6.38	7.88	8.25	1.88	0.38	8
Availability of subject specialist assistance	7.38	8.38	8.13	0.75	-0.25	8
Helping me understand and publish in open access journals and books	6.82	7.88	6.12	-0.71	-1.76	17
Provision of information skills training	5.73	7.45	7.82	2.09	0.36	11
The main texts and readings I need for my work	7.47	8.20	7.13	-0.33	-1.07	15

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
Access to photocopying and printing facilities	2.45	1.36	0.71	2.70	1.60	8
Availability of subject specialist assistance	1.19	1.06	0.83	0.89	0.71	8
Helping me understand and publish in open access journals and books	1.74	1.32	1.96	2.59	2.28	17
Provision of information skills training	2.37	1.63	0.87	1.87	0.92	11
The main texts and readings I need for my work	1.46	1.01	1.77	1.95	1.87	15

## 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.	7.85	1.23	34
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.42	34
How would you rate the overall quality of the service provided by the library?	7.65	1.03	68

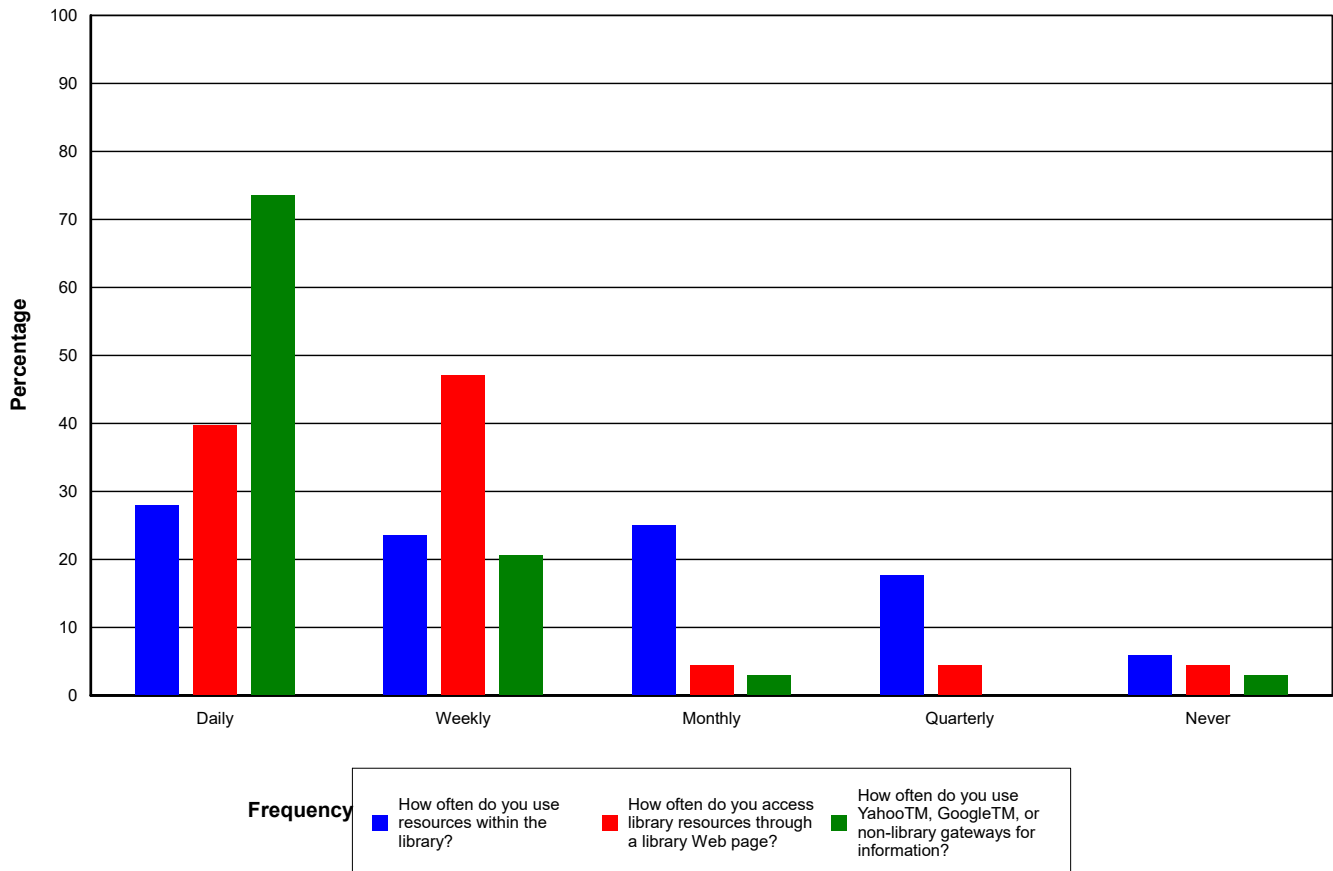
## 6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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.	7.22	1.63	27
The library aids my advancement in my academic discipline or work.	7.63	1.00	35
The library enables me to be more efficient in my academic pursuits or work.	7.26	1.43	27
The library helps me distinguish between trustworthy and untrustworthy information.	6.10	1.41	21
The library provides me with the information skills I need in my work or study.	7.50	1.10	26

## 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?	19 27.94%	16 23.53%	17 25.00%	12 17.65%	4 5.88%	68 100.00%
How often do you access library resources through a library Web page?	27 39.71%	32 47.06%	3 4.41%	3 4.41%	3 4.41%	68 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	50 73.53%	14 20.59%	2 2.94%	0 0%	2 2.94%	68 100.00%

## 7 Library Staff Summary for University of Bath

### 7.1 Demographic Summary for Library Staff

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

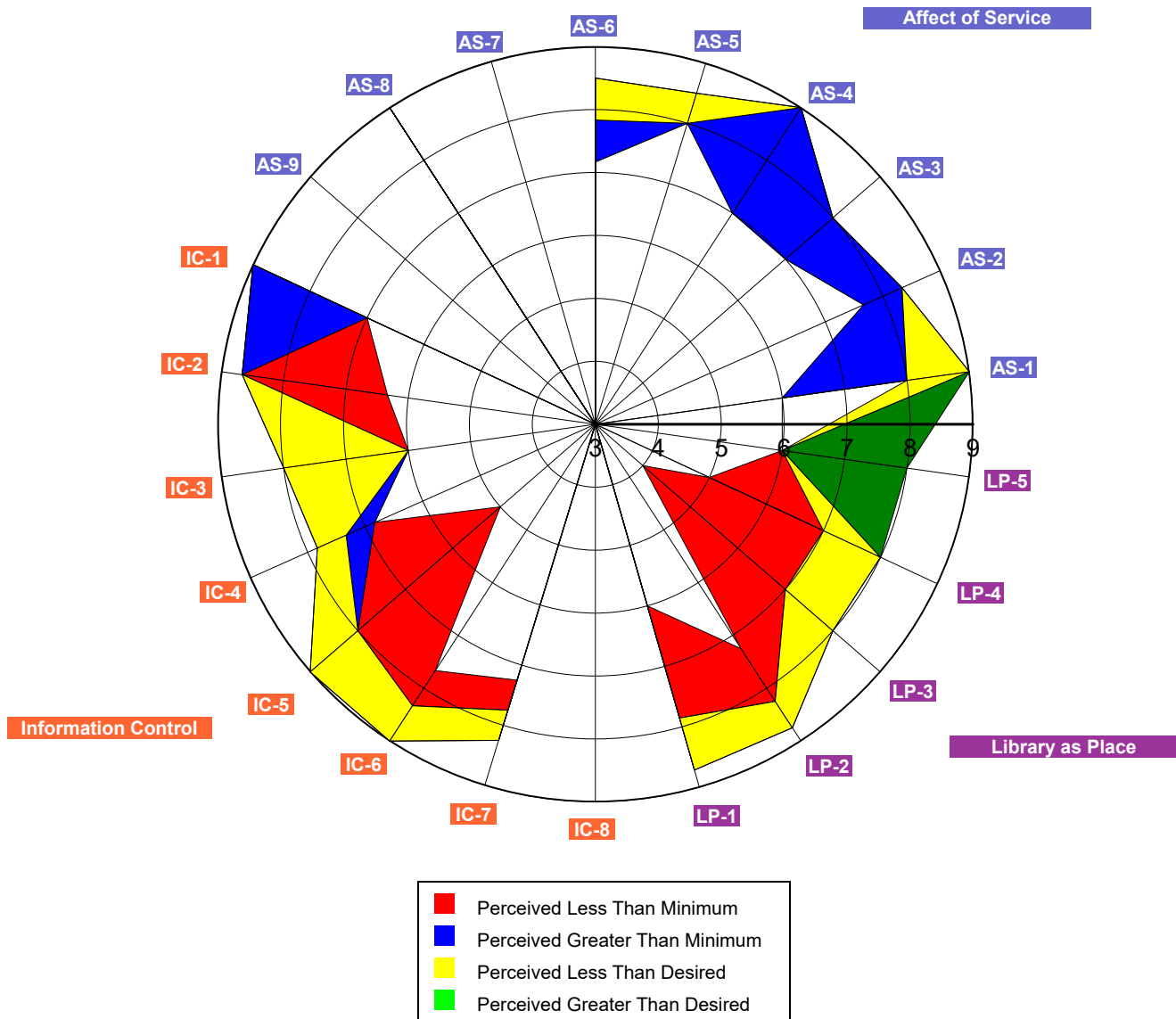
<b>Full or part-time student?</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	7	100.00
<b>Total:</b>	<b>7</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Library Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.00	9.00	8.00	2.00	-1.00	1
AS-2	Giving users individual attention	7.67	8.33	8.33	0.67	0.00	3
AS-3	Library staff who are consistently courteous	7.00	8.00	8.00	1.00	0.00	3
AS-4	Readiness to respond to users' enquiries	7.00	9.00	9.00	2.00	0.00	1
AS-5	Library staff who have the knowledge to answer user questions	8.00	8.50	8.00	0.00	-0.50	2
AS-6	Library staff who deal with users in a caring fashion	7.17	8.50	7.83	0.67	-0.67	6
AS-7	Library staff who understand the needs of their users						0
AS-8	Willingness to help users	9.00	9.00	8.50	-0.50	-0.50	2
AS-9	Dependability in handling users' service problems						0
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.00	9.00	9.00	2.00	0.00	1
IC-2	A library Web site enabling me to locate information on my own	8.67	8.67	6.33	-2.33	-2.33	3
IC-3	The printed library materials I need for my work	6.00	8.00	6.00	0.00	-2.00	1
IC-4	The electronic information resources I need	6.83	7.83	7.33	0.50	-0.50	6
IC-5	Modern equipment that lets me easily access needed information	8.00	9.00	5.00	-3.00	-4.00	1
IC-6	Easy-to-use access tools that allow me to find things on my own	8.33	9.00	7.67	-0.67	-1.33	3
IC-7	Making information easily accessible for independent use	7.75	8.25	7.25	-0.50	-1.00	4
IC-8	Print and/or electronic journal collections I require for my work						0
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.86	8.71	6.00	-1.86	-2.71	7
LP-2	Quiet space for individual work	8.25	8.75	7.25	-1.00	-1.50	4
LP-3	A comfortable and inviting location	7.00	8.00	4.00	-3.00	-4.00	1
LP-4	A haven for study, learning, or research	7.00	8.00	5.00	-2.00	-3.00	1
LP-5	Space for group learning and group study	6.00	5.00	7.00	1.00	2.00	1
<b>Overall:</b>		7.66	8.45	7.33	-0.33	-1.11	7

Language: English (British)

Institution Type: College or University

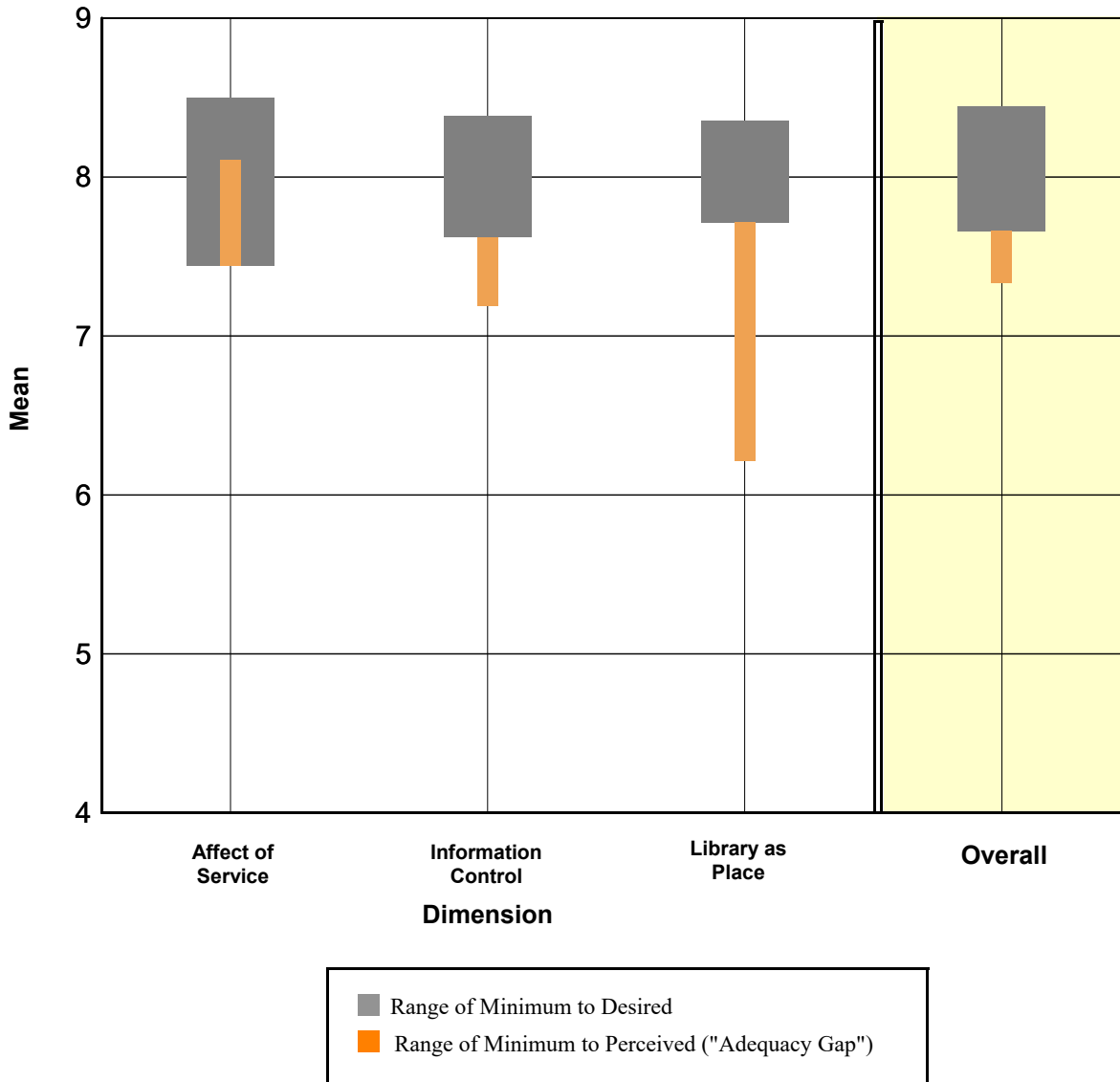
Consortium: SCONUL

User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users						1
AS-2	Giving users individual attention	1.15	1.15	1.15	1.15	2.00	3
AS-3	Library staff who are consistently courteous	0	0	1.00	1.00	1.00	3
AS-4	Readiness to respond to users' enquiries						1
AS-5	Library staff who have the knowledge to answer user questions	1.41	0.71	0	1.41	0.71	2
AS-6	Library staff who deal with users in a caring fashion	1.17	0.84	0.98	1.21	0.82	6
AS-7	Library staff who understand the needs of their users						0
AS-8	Willingness to help users	0	0	0.71	0.71	0.71	2
AS-9	Dependability in handling users' service problems						0
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office						1
IC-2	A library Web site enabling me to locate information on my own	0.58	0.58	2.08	2.52	2.52	3
IC-3	The printed library materials I need for my work						1
IC-4	The electronic information resources I need	1.33	1.17	0.82	1.38	1.05	6
IC-5	Modern equipment that lets me easily access needed information						1
IC-6	Easy-to-use access tools that allow me to find things on my own	1.15	0	1.53	2.08	1.53	3
IC-7	Making information easily accessible for independent use	1.50	0.96	1.26	1.29	1.15	4
IC-8	Print and/or electronic journal collections I require for my work						0
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.21	0.49	1.83	1.77	1.89	7
LP-2	Quiet space for individual work	0.96	0.50	1.26	0.82	1.29	4
LP-3	A comfortable and inviting location						1
LP-4	A haven for study, learning, or research						1
LP-5	Space for group learning and group study						1
<b>Overall:</b>		1.01	0.54	1.09	1.07	0.92	7

### 7.3 Core Question Dimensions Summary for Library Staff

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





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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.44	8.50	8.11	0.67	-0.39	6
Information Control	7.62	8.38	7.19	-0.43	-1.19	7
Library as Place	7.71	8.36	6.21	-1.50	-2.14	7
<b>Overall</b>	7.66	8.45	7.33	-0.33	-1.11	7

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	1.11	0.55	0.78	1.17	0.80	6
Information Control	0.99	0.65	1.27	1.41	1.17	7
Library as Place	0.99	0.75	1.63	1.04	1.49	7
<b>Overall</b>	1.01	0.54	1.09	1.07	0.92	7

## 7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to photocopying and printing facilities	9.00	9.00	9.00	0	0	2
Availability of subject specialist assistance	9.00	9.00	9.00	0	0	1
Helping me understand and publish in open access journals and books						0
Provision of information skills training	7.00	8.00	8.00	1.00	0	1
The main texts and readings I need for my work	7.00	8.50	8.00	1.00	-0.50	2

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
Access to photocopying and printing facilities	0	0	0	0	0	2
Availability of subject specialist assistance						1
Helping me understand and publish in open access journals and books						0
Provision of information skills training						1
The main texts and readings I need for my work	0	0.71	0	0	0.71	2

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Library Staff

## 7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.75	1.26	4
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	1.00	3
How would you rate the overall quality of the service provided by the library?	8.00	0.58	7

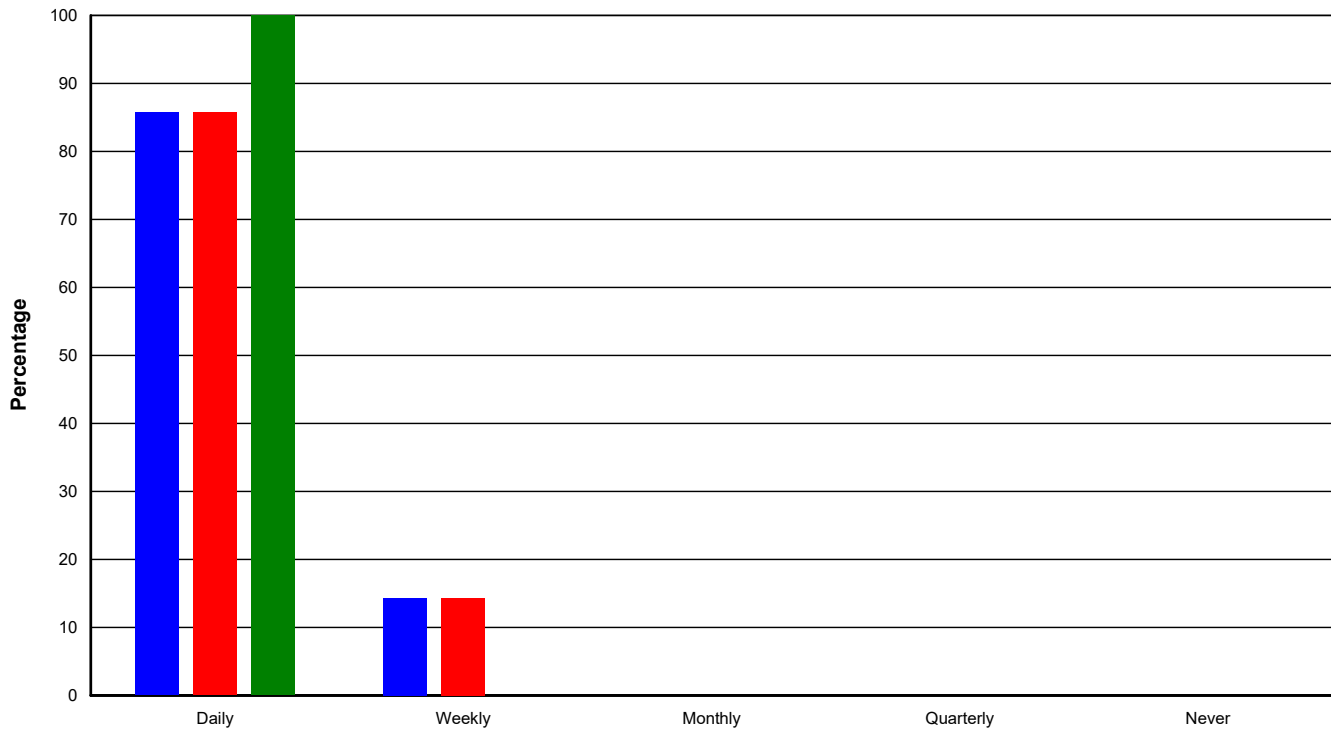
## 7.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 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.	7.75	0.50	4
The library aids my advancement in my academic discipline or work.	7.75	0.50	4
The library enables me to be more efficient in my academic pursuits or work.	7.50	0.71	2
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	0	3
The library provides me with the information skills I need in my work or study.	7.00		1

## 7.7 Library Use Summary for Library Staff

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



**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?	6 85.71%	1 14.29%	0 0 %	0 0 %	0 0 %	7 100.00%
How often do you access library resources through a library Web page?	6 85.71%	1 14.29%	0 0 %	0 0 %	0 0 %	7 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	7 100.00%	0 0 %	0 0 %	0 0 %	0 0 %	7 100.00%

## 8 Staff Summary for University of Bath

### 8.1 Demographic Summary for Staff

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

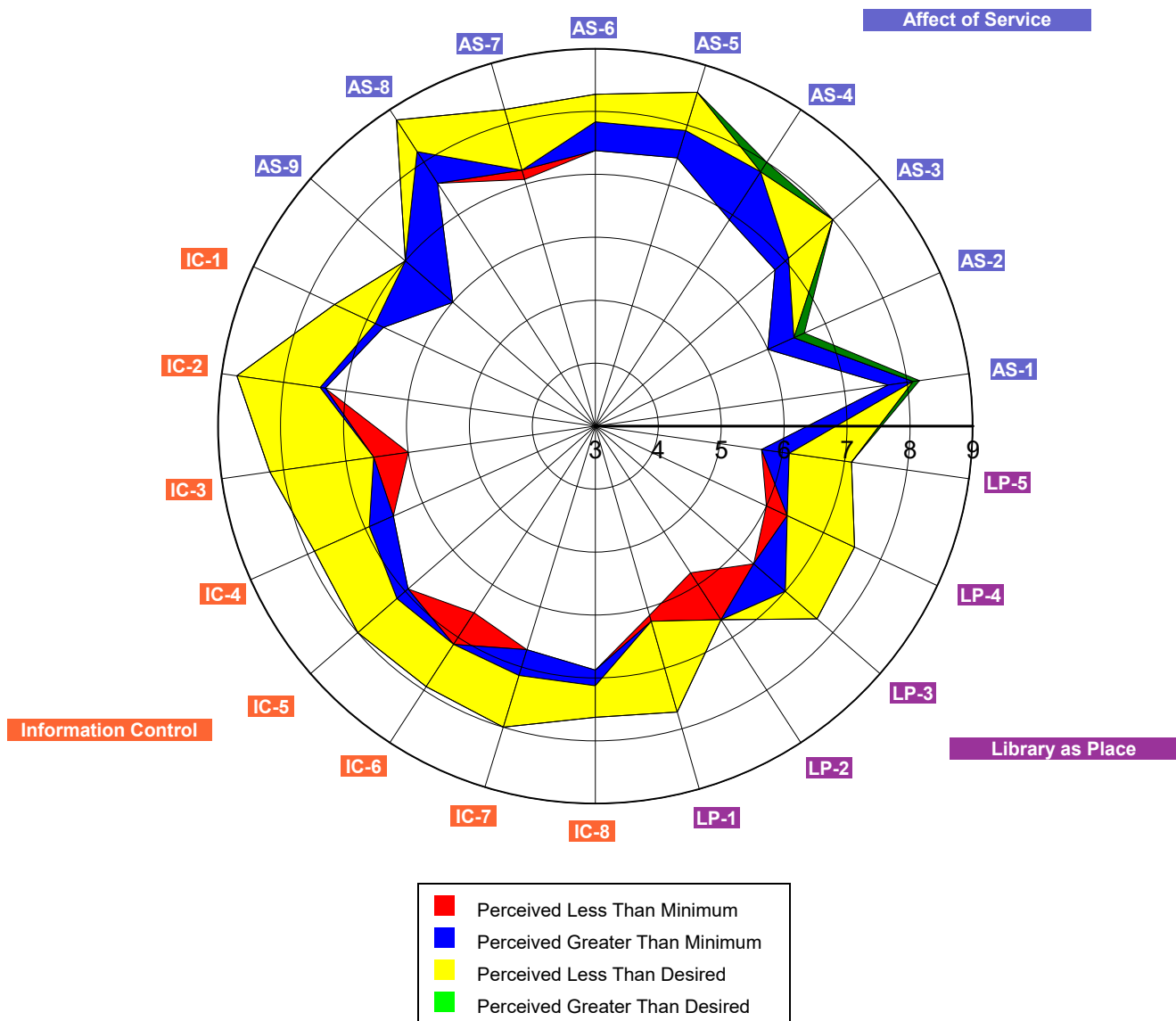
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	2	4.17
Does not apply / NA	46	95.83
<b>Total:</b>	<b>48</b>	<b>100.00</b>

## 8.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.70	8.10	8.20	0.50	0.10	10
AS-2	Giving users individual attention	6.00	6.45	6.64	0.64	0.18	11
AS-3	Library staff who are consistently courteous	6.79	8.00	7.07	0.29	-0.93	14
AS-4	Readiness to respond to users' enquiries	6.91	7.82	8.00	1.09	0.18	11
AS-5	Library staff who have the knowledge to answer user questions	7.45	8.55	7.91	0.45	-0.64	11
AS-6	Library staff who deal with users in a caring fashion	7.38	8.27	7.83	0.46	-0.44	48
AS-7	Library staff who understand the needs of their users	7.23	8.23	7.08	-0.15	-1.15	13
AS-8	Willingness to help users	7.60	8.80	8.20	0.60	-0.60	15
AS-9	Dependability in handling users' service problems	6.00	7.00	7.00	1.00	0.00	6
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.71	7.57	6.86	0.14	-0.71	7
IC-2	A library Web site enabling me to locate information on my own	7.33	8.75	7.42	0.08	-1.33	12
IC-3	The printed library materials I need for my work	6.56	8.22	6.00	-0.56	-2.22	9
IC-4	The electronic information resources I need	6.51	7.88	6.93	0.42	-0.95	43
IC-5	Modern equipment that lets me easily access needed information	6.94	8.00	7.18	0.24	-0.82	17
IC-6	Easy-to-use access tools that allow me to find things on my own	7.13	7.93	6.53	-0.60	-1.40	15
IC-7	Making information easily accessible for independent use	6.71	8.00	7.14	0.43	-0.86	14
IC-8	Print and/or electronic journal collections I require for my work	6.88	7.63	7.13	0.25	-0.50	8
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.23	7.73	6.13	-0.10	-1.60	40
LP-2	Quiet space for individual work	6.67	6.44	5.78	-0.89	-0.67	9
LP-3	A comfortable and inviting location	6.33	7.67	7.00	0.67	-0.67	9
LP-4	A haven for study, learning, or research	6.36	7.55	6.00	-0.36	-1.55	11
LP-5	Space for group learning and group study	5.67	7.11	6.11	0.44	-1.00	9
<b>Overall:</b>		6.83	7.90	7.09	0.26	-0.81	50

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.34	1.20	0.63	1.27	1.10	10
AS-2	Giving users individual attention	2.28	2.46	1.57	1.86	1.83	11
AS-3	Library staff who are consistently courteous	1.42	1.24	1.54	1.73	1.82	14
AS-4	Readiness to respond to users' enquiries	1.87	1.83	0.89	1.76	1.60	11
AS-5	Library staff who have the knowledge to answer user questions	1.29	1.04	1.30	1.21	1.03	11
AS-6	Library staff who deal with users in a caring fashion	1.66	1.41	1.24	1.66	1.29	48
AS-7	Library staff who understand the needs of their users	1.42	1.01	1.61	1.77	1.28	13
AS-8	Willingness to help users	1.06	0.41	0.77	0.83	0.83	15
AS-9	Dependability in handling users' service problems	2.53	3.03	1.10	2.97	3.29	6
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.25	1.51	1.86	2.12	2.43	7
IC-2	A library Web site enabling me to locate information on my own	1.37	0.45	1.31	1.31	1.23	12
IC-3	The printed library materials I need for my work	2.01	0.67	2.06	3.21	2.11	9
IC-4	The electronic information resources I need	1.58	1.43	1.50	1.82	1.90	43
IC-5	Modern equipment that lets me easily access needed information	1.09	1.17	0.88	1.20	1.24	17
IC-6	Easy-to-use access tools that allow me to find things on my own	0.92	1.39	1.41	1.59	1.72	15
IC-7	Making information easily accessible for independent use	1.33	1.11	1.35	1.34	1.41	14
IC-8	Print and/or electronic journal collections I require for my work	2.59	2.77	0.64	2.66	2.83	8
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.80	1.88	1.51	2.15	2.30	40
LP-2	Quiet space for individual work	2.35	3.00	1.64	2.93	3.84	9
LP-3	A comfortable and inviting location	1.73	1.94	1.32	2.35	2.65	9
LP-4	A haven for study, learning, or research	2.01	2.02	1.41	2.29	2.25	11
LP-5	Space for group learning and group study	2.00	2.57	1.45	2.96	3.46	9
<b>Overall:</b>		1.18	1.07	1.03	1.32	1.26	50

Language: English (British)

Institution Type: College or University

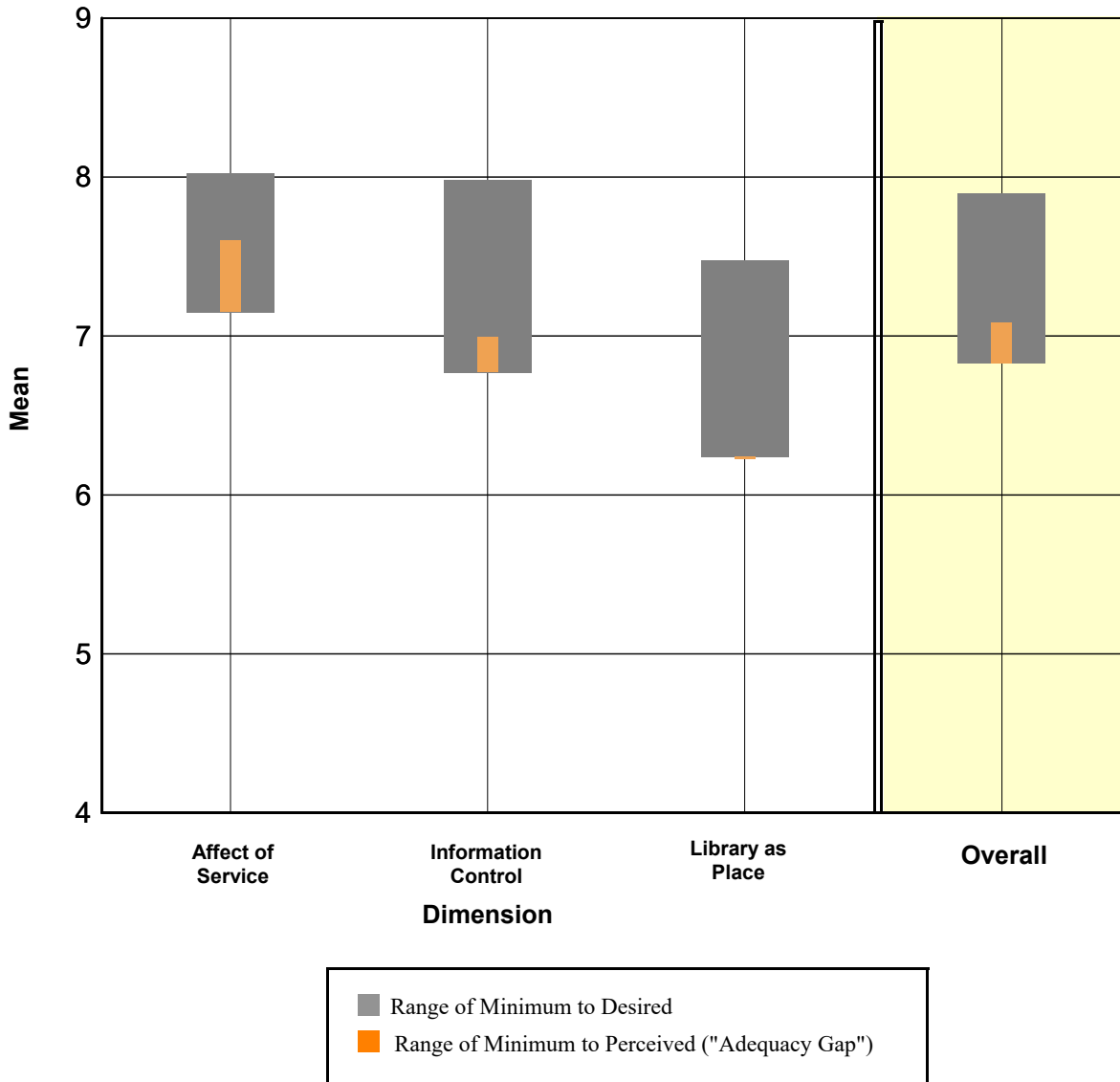
Consortium: SCONUL

User Group: Staff



### 8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.15	8.02	7.60	0.45	-0.42	50
Information Control	6.77	7.98	6.99	0.22	-0.99	47
Library as Place	6.24	7.48	6.23	-0.01	-1.25	42
<b>Overall</b>	6.83	7.90	7.09	0.26	-0.81	50

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	1.26	1.23	1.12	1.38	1.28	50
Information Control	1.23	1.06	1.23	1.51	1.43	47
Library as Place	1.78	1.93	1.30	2.14	2.24	42
<b>Overall</b>	1.18	1.07	1.03	1.32	1.26	50

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Staff

## 8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to photocopying and printing facilities	5.55	6.36	7.00	1.45	0.64	11
Availability of subject specialist assistance	6.50	7.83	7.08	0.58	-0.75	12
Helping me understand and publish in open access journals and books	5.00	5.67	6.33	1.33	0.67	3
Provision of information skills training	5.20	6.20	5.60	0.40	-0.60	5
The main texts and readings I need for my work	7.00	9.00	7.50	0.50	-1.50	2

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
Access to photocopying and printing facilities	2.21	2.77	1.55	2.46	3.07	11
Availability of subject specialist assistance	1.68	1.34	1.62	2.11	1.82	12
Helping me understand and publish in open access journals and books	3.46	4.16	1.15	4.16	4.62	3
Provision of information skills training	2.49	3.11	1.67	2.70	3.65	5
The main texts and readings I need for my work	0	0	0.71	0.71	0.71	2

## 8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.75	1.40	28
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.36	1.29	22
How would you rate the overall quality of the service provided by the library?	7.42	1.20	50

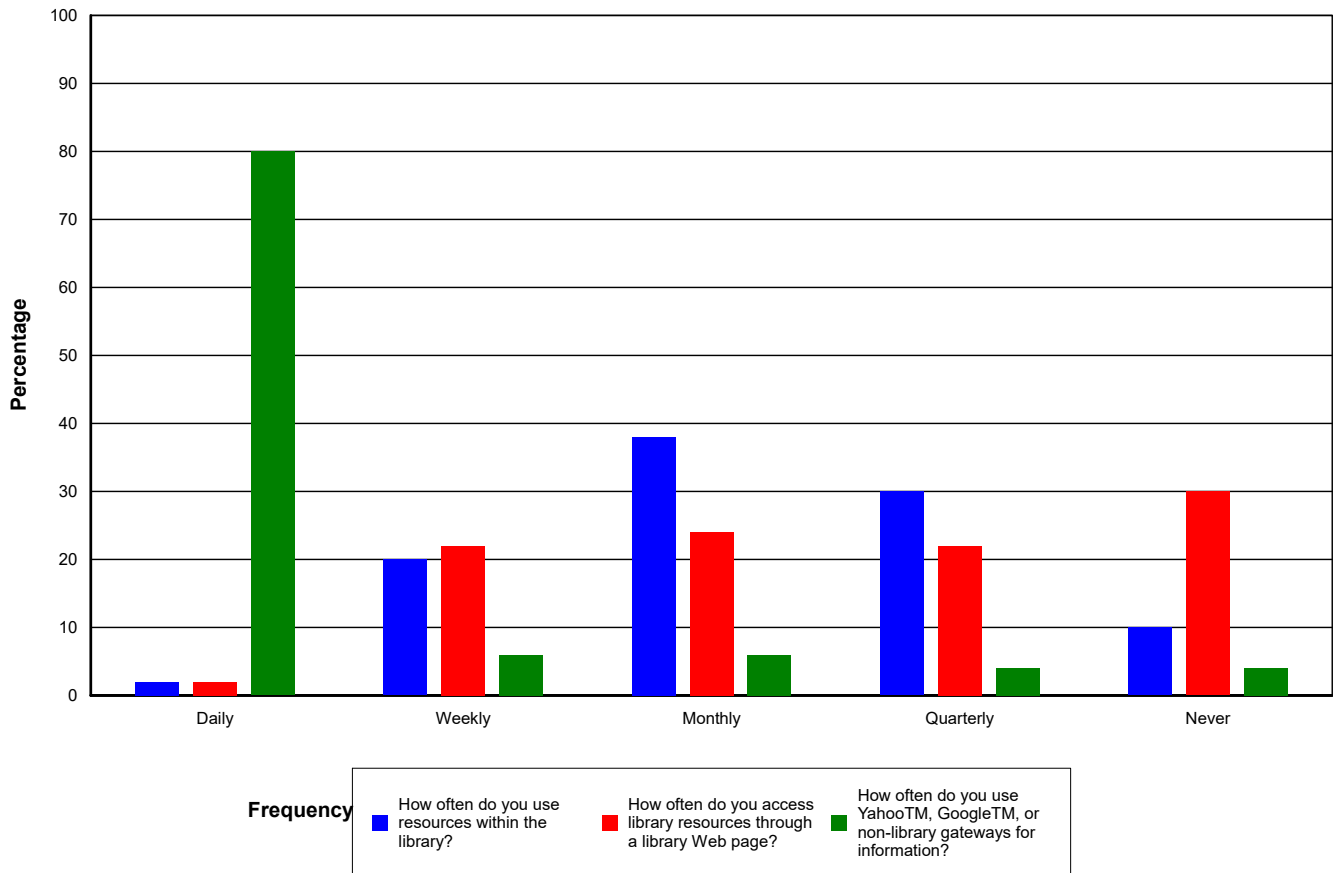
## 8.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 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.	6.27	1.96	22
The library aids my advancement in my academic discipline or work.	5.94	2.44	17
The library enables me to be more efficient in my academic pursuits or work.	6.45	2.01	20
The library helps me distinguish between trustworthy and untrustworthy information.	6.21	1.50	24
The library provides me with the information skills I need in my work or study.	6.76	1.60	17

## 8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	1 2.00%	10 20.00%	19 38.00%	15 30.00%	5 10.00%	50 100.00%
How often do you access library resources through a library Web page?	1 2.00%	11 22.00%	12 24.00%	11 22.00%	15 30.00%	50 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	40 80.00%	3 6.00%	3 6.00%	2 4.00%	2 4.00%	50 100.00%

## 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









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