



LibQUAL+[®]
2019 Survey

JULAC

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2019 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a

high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

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

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

Data Screening

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

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

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available online at:

<http://www.libqual.org/resources/norms_tables>

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1.4 Consortium Contact Information for JULAC

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

Name:

Title:

Organization:

Address:

Phone:

Email:

1.5 Survey Protocol and Language for JULAC

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

		Long	Total <i>(by Language)</i>
Chinese (Traditional)	<i>Count</i>	4,453	4,453
	<i>% of Language</i>	100.00	100.00
	<i>% of Protocol</i>	51.80	
	<i>% of Total Cases</i>	51.80	51.80
English (British)	<i>Count</i>	4,143	4,143
	<i>% of Language</i>	100.00	100.00
	<i>% of Protocol</i>	48.20	
	<i>% of Total Cases</i>	48.20	48.20
Total <i>(by Survey Protocol)</i>	<i>Count</i>	8,596	8,596
	<i>% of Language</i>		
	<i>% of Protocol</i>	100.00	
	<i>% of Total Cases</i>	100.00	100.00

2 Respondents by Institution for JULAC

Below is a listing of all the consortium institutions that participated in the 2019 LibQUAL+ survey. Where applicable, they have been separated out by library type (e.g. Academic Health Sciences, College or University, Community College). The number of respondents from each institution and the percentage of the total number of consortium respondents that they represent are provided.

Institution	Respondents n	Respondents %
College or University		
1) Education University of Hong Kong	1,225	14.25%
2) Hong Kong Baptist University	1,403	16.32%
3) Hong Kong Polytechnic University	2,063	24.00%
4) Lingnan University	327	3.80%
5) The Hong Kong University of Science and Technology	3,578	41.62%
Sub Total	8,596	100.00%
Grand Total:	8,596	100.00%

3 College or University Summary for JULAC

3.1 Demographic Summary for College or University

3.1.1 Respondents by User Group

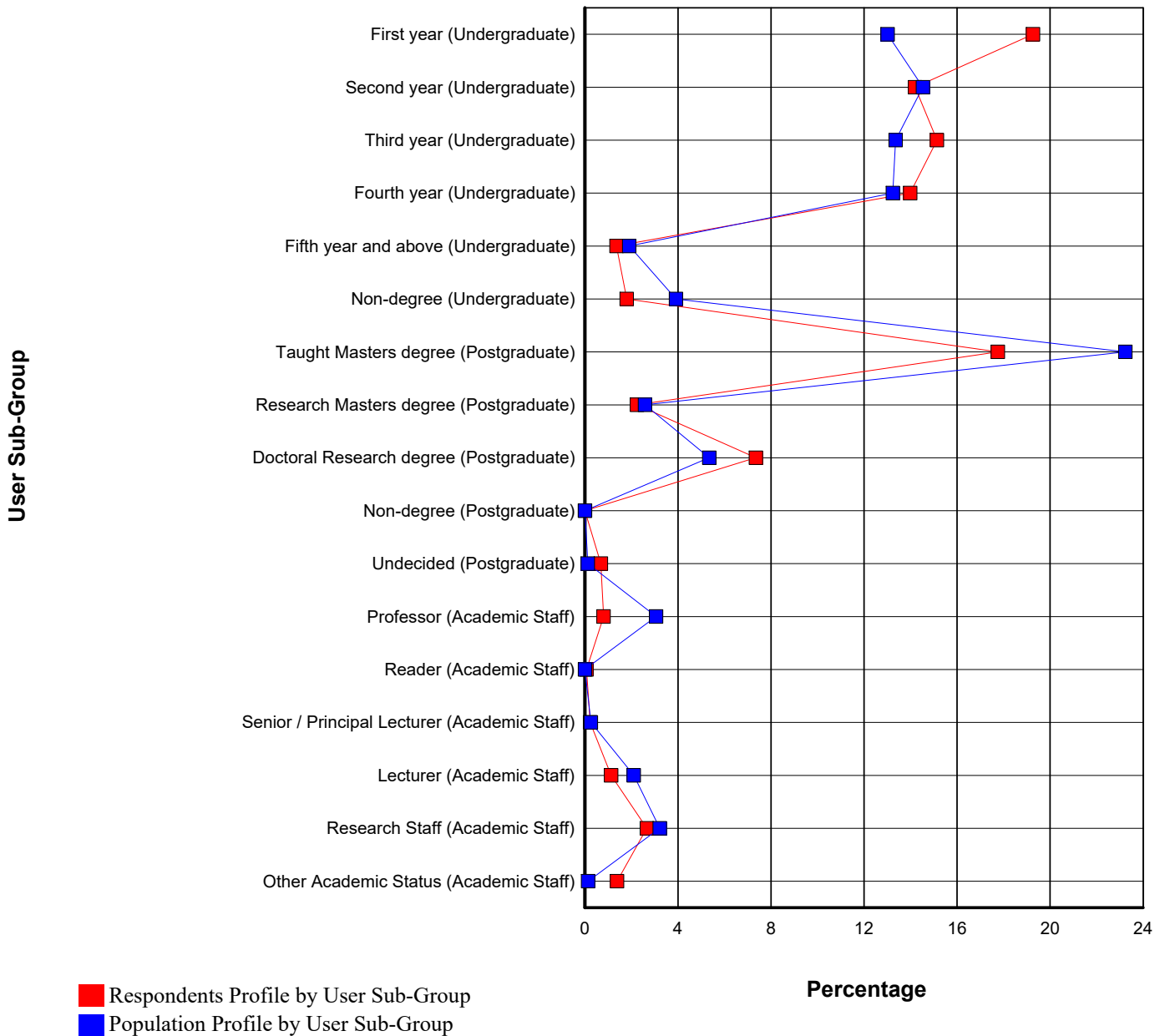
User Group	Respondent n	Respondent %
Undergraduate		
First year	1,492	17.36%
Second year	1,099	12.79%
Third year	1,172	13.63%
Fourth year	1,083	12.60%
Fifth year and above	105	1.22%
Non-degree	139	1.62%
Sub Total:	5,090	59.21%
Postgraduate		
Taught Masters degree	1,375	16.00%
Research Masters degree	173	2.01%
Doctoral Research degree	569	6.62%
Non-degree	0	0.00%
Undecided	53	0.62%
Sub Total:	2,170	25.24%
Academic Staff		
Professor	62	0.72%
Reader	5	0.06%
Senior / Principal Lecturer	17	0.20%
Lecturer	87	1.01%
Research Staff	206	2.40%
Other Academic Status	107	1.24%
Sub Total:	484	5.63%
Library Staff		
Senior Management	0	0.00%
Department Head / Team Leader	0	0.00%
Professional Staff	2	0.02%
Support Staff	8	0.09%
Other	12	0.14%
Sub Total:	22	0.26%
Staff		
Administrative or Academic Related Staff	393	4.57%
Other staff positions	437	5.08%
Sub Total:	830	9.66%
Total:	8,596	100.00%

3.1.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	12,083	13.01	1,492	19.27	-6.25
Second year (Undergraduate)	13,492	14.53	1,099	14.19	0.34
Third year (Undergraduate)	12,402	13.36	1,172	15.13	-1.78
Fourth year (Undergraduate)	12,289	13.24	1,083	13.99	-0.75
Fifth year and above (Undergraduate)	1,767	1.90	105	1.36	0.55
Non-degree (Undergraduate)	3,633	3.91	139	1.79	2.12
Taught Masters degree (Postgraduate)	21,575	23.24	1,375	17.76	5.48
Research Masters degree (Postgraduate)	2,397	2.58	173	2.23	0.35
Doctoral Research degree (Postgraduate)	4,960	5.34	569	7.35	-2.01
Non-degree (Postgraduate)	0	0.00	0	0.00	0.00
Undecided (Postgraduate)	114	0.12	53	0.68	-0.56
Professor (Academic Staff)	2,839	3.06	62	0.80	2.26
Reader (Academic Staff)	0	0.00	5	0.06	-0.06
Senior / Principal Lecturer (Academic Staff)	238	0.26	17	0.22	0.04
Lecturer (Academic Staff)	1,949	2.10	87	1.12	0.98
Research Staff (Academic Staff)	2,986	3.22	206	2.66	0.56
Other Academic Status (Academic Staff)	125	0.13	107	1.38	-1.25
Total:	92,849	100.00	7,744	100.00	0.00

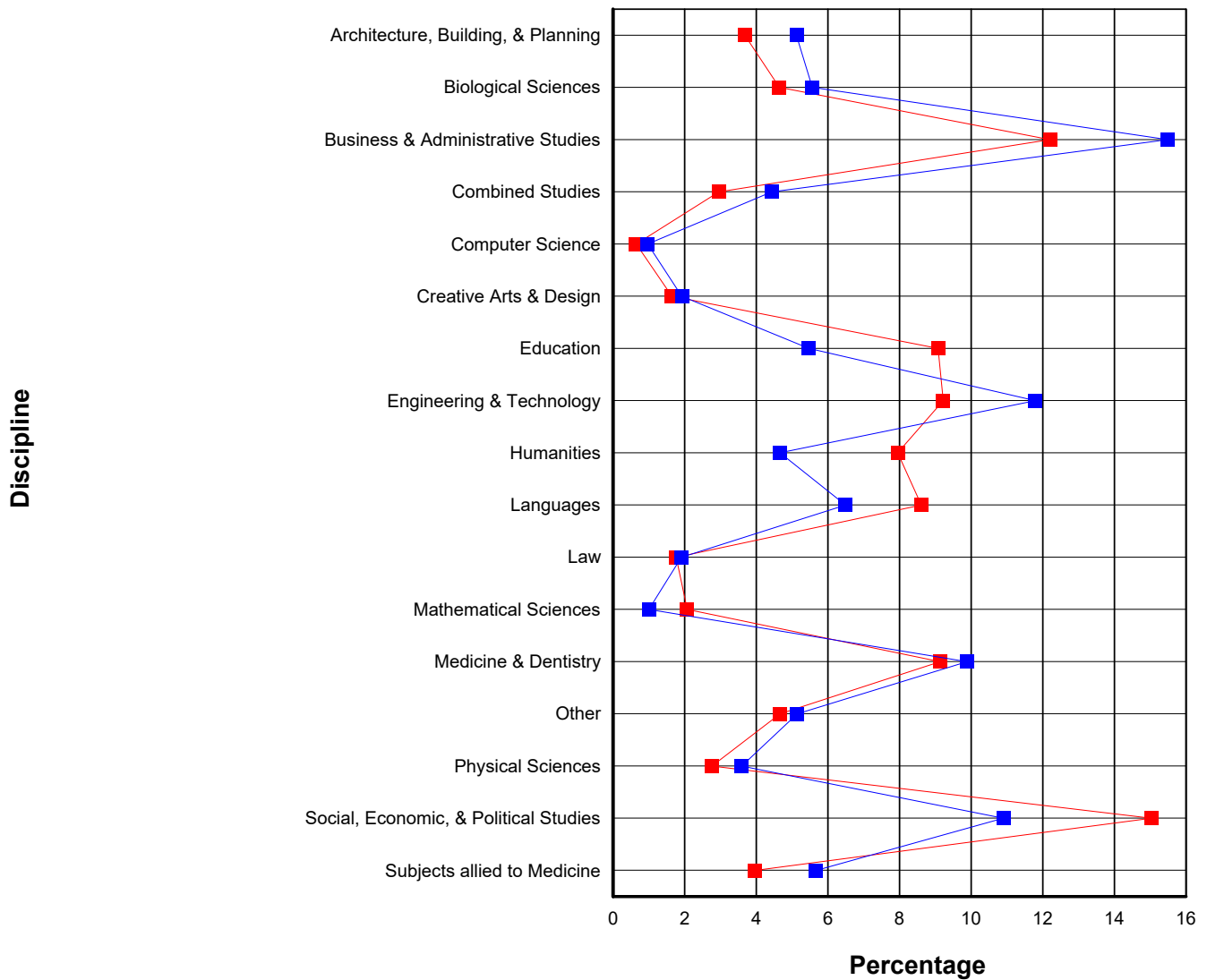
Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
User Group: All (Excluding Library Staff, Staff)

3.1.3 Population and Respondents by Standard Discipline

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

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

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



■ Respondent Profile by Discipline
■ Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	4,003	5.12	336	3.68	1.44
Biological Sciences	4,350	5.57	424	4.64	0.92
Business & Administrative Studies	12,107	15.49	1,114	12.20	3.29
Combined Studies	3,465	4.43	270	2.96	1.48
Computer Science	757	0.97	59	0.65	0.32
Creative Arts & Design	1,502	1.92	150	1.64	0.28
Education	4,274	5.47	829	9.08	-3.61
Engineering & Technology	9,219	11.79	842	9.22	2.57
Humanities	3,642	4.66	726	7.95	-3.29
Languages	5,076	6.49	786	8.61	-2.11
Law	1,491	1.91	161	1.76	0.14
Mathematical Sciences	781	1.00	189	2.07	-1.07
Medicine & Dentistry	7,726	9.88	834	9.13	0.75
Other	4,021	5.14	426	4.66	0.48
Physical Sciences	2,806	3.59	252	2.76	0.83
Social, Economic, & Political Studies	8,519	10.90	1,373	15.04	-4.14
Subjects allied to Medicine	4,426	5.66	361	3.95	1.71
Total:	78,165	100.00	9,132	100.00	0.00

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

3.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	97	1.49
18 - 22	3,816	58.57
23 - 30	1,710	26.25
31 - 45	663	10.18
46 - 65	222	3.41
Over 65	7	0.11
Total:	6,515	100.00

3.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	49,972	52.13	3,912	60.66
Male	45,882	47.87	2,537	39.34
Total:	95,854	100.00	6,449	100.00

3.1.6 Respondent Profile by Full or part-time student?

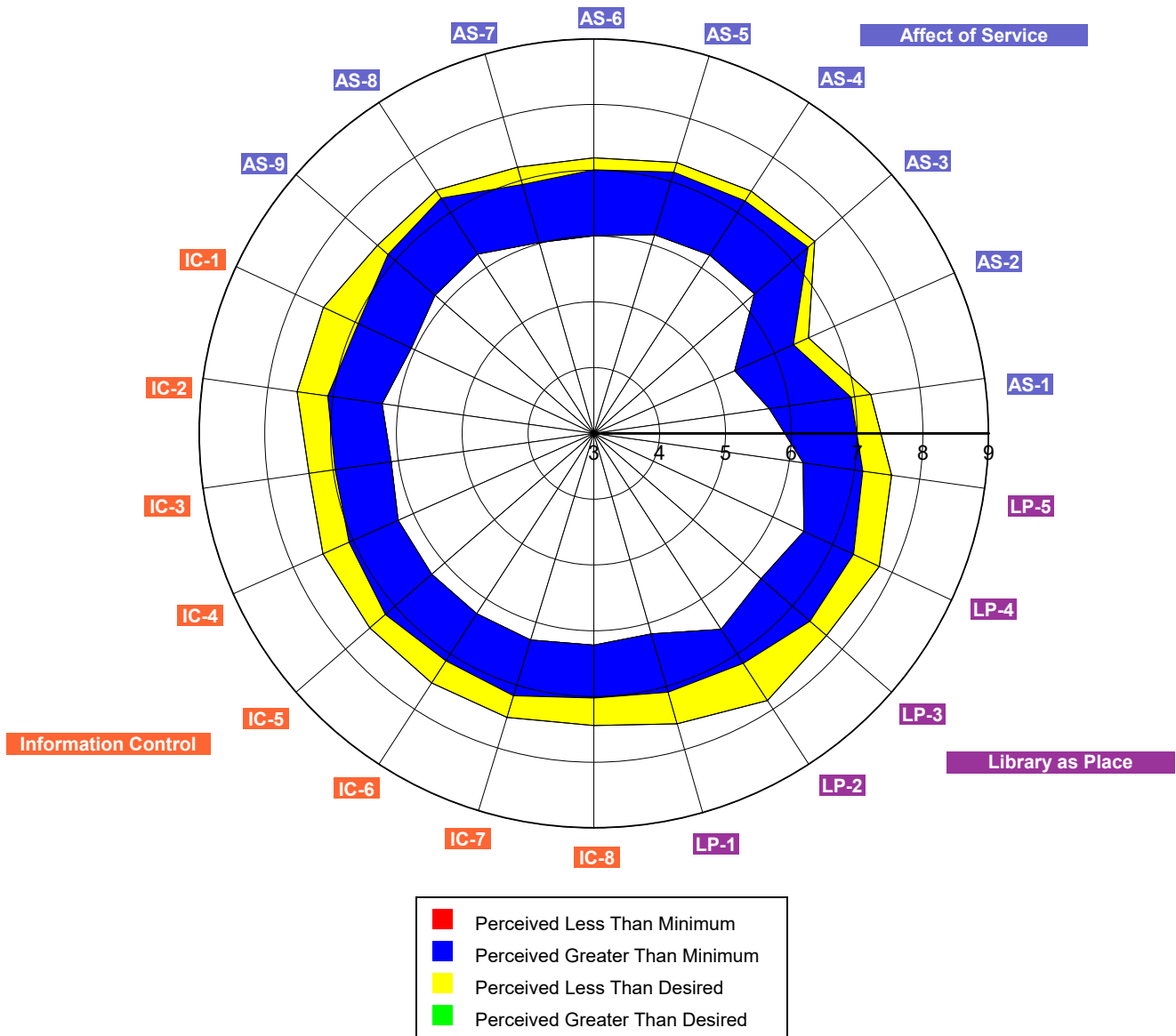
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	80,720	84.37	6,816	79.97
Part-time	14,849	15.52	490	5.75
Does not apply / NA	110	0.11	1,217	14.28
Total:	95,679	100.00	8,523	100.00

3.2 Core Questions Summary for College or University

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.69	7.25	6.95	1.26	-0.30	8,407
AS-2	Giving users individual attention	5.34	6.57	6.32	0.97	-0.25	8,146
AS-3	Library staff who are consistently courteous	6.23	7.45	7.32	1.08	-0.13	8,438
AS-4	Readiness to respond to users' enquiries	6.23	7.39	7.22	0.98	-0.17	7,985
AS-5	Library staff who have the knowledge to answer user questions	6.16	7.31	7.15	1.00	-0.15	7,871
AS-6	Library staff who deal with users in a caring fashion	6.00	7.19	7.01	1.00	-0.18	8,065
AS-7	Library staff who understand the needs of their users	6.02	7.21	6.94	0.92	-0.27	8,026
AS-8	Willingness to help users	6.25	7.40	7.26	1.02	-0.14	8,202
AS-9	Dependability in handling users' service problems	6.20	7.36	7.15	0.95	-0.21	7,907
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.06	7.53	6.95	0.89	-0.58	8,305
IC-2	A library Web site enabling me to locate information on my own	6.25	7.55	7.08	0.84	-0.47	8,458
IC-3	The printed library materials I need for my work	6.11	7.37	6.97	0.86	-0.40	7,939
IC-4	The electronic information resources I need	6.25	7.50	7.07	0.82	-0.43	8,302
IC-5	Modern equipment that lets me easily access needed information	6.26	7.51	7.20	0.93	-0.31	8,407
IC-6	Easy-to-use access tools that allow me to find things on my own	6.27	7.52	7.12	0.86	-0.40	8,380
IC-7	Making information easily accessible for independent use	6.29	7.52	7.17	0.89	-0.34	8,415
IC-8	Print and/or electronic journal collections I require for my work	6.22	7.44	7.02	0.81	-0.42	7,720
Library as Place							
LP-1	Library space that inspires study and learning	6.17	7.59	7.09	0.92	-0.50	8,470
LP-2	Quiet space for individual work	6.55	7.84	7.17	0.62	-0.67	8,460
LP-3	A comfortable and inviting location	6.37	7.68	7.35	0.98	-0.33	8,489
LP-4	A haven for study, learning, or research	6.52	7.79	7.35	0.83	-0.43	8,463
LP-5	Space for group learning and group study	6.21	7.57	7.13	0.91	-0.44	8,093
Overall:		6.16	7.44	7.09	0.92	-0.35	8,574

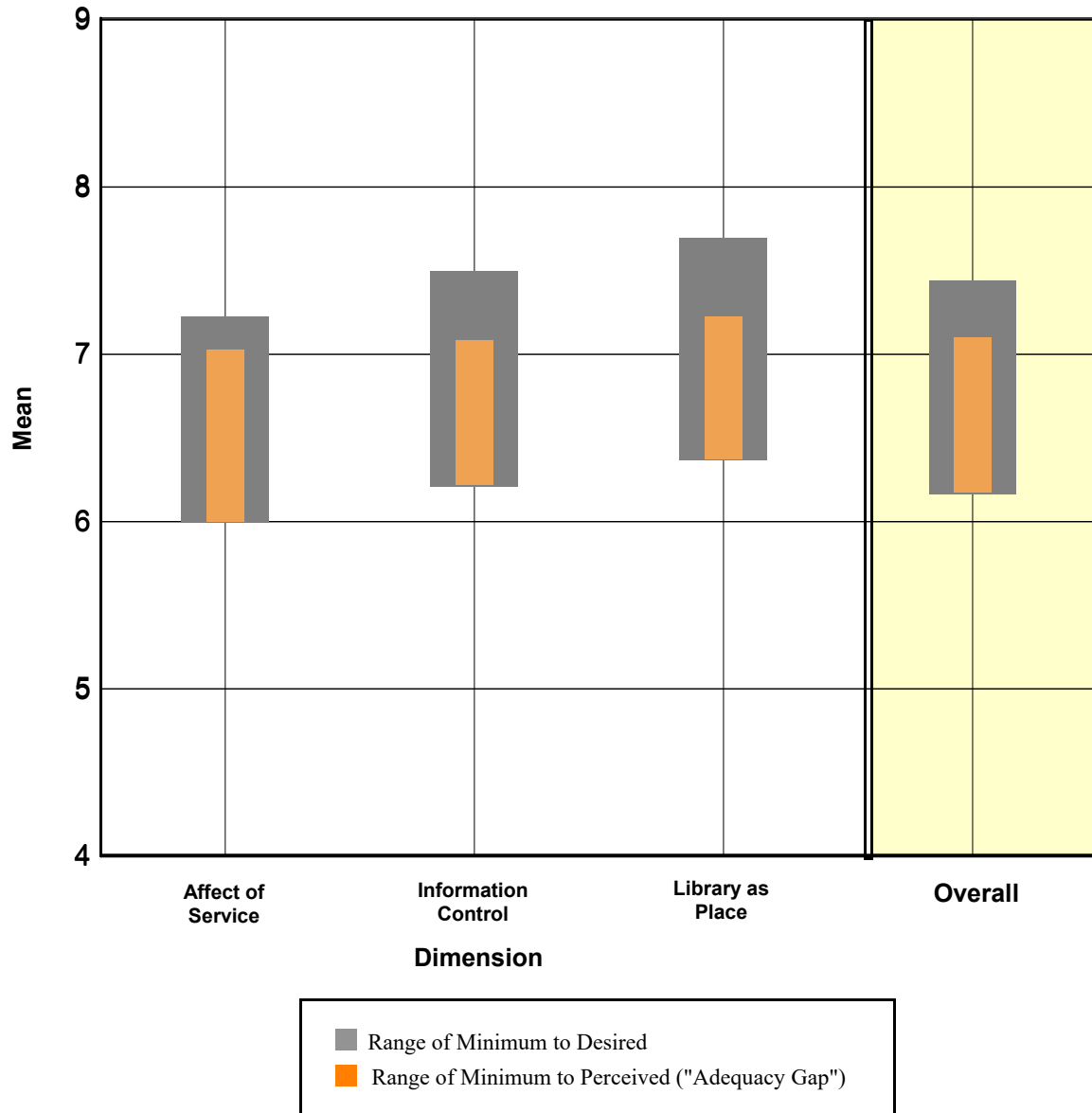
Language: Chinese (Traditional), English (British)
 Institution Type: College or University
 Consortium: JULAC
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.69	1.36	1.37	1.58	1.33	8,407
AS-2	Giving users individual attention	1.93	1.76	1.68	1.57	1.44	8,146
AS-3	Library staff who are consistently courteous	1.68	1.36	1.41	1.60	1.29	8,438
AS-4	Readiness to respond to users' enquiries	1.62	1.33	1.34	1.52	1.21	7,985
AS-5	Library staff who have the knowledge to answer user questions	1.68	1.41	1.40	1.54	1.25	7,871
AS-6	Library staff who deal with users in a caring fashion	1.72	1.47	1.47	1.58	1.32	8,065
AS-7	Library staff who understand the needs of their users	1.68	1.41	1.43	1.50	1.25	8,026
AS-8	Willingness to help users	1.68	1.36	1.37	1.52	1.20	8,202
AS-9	Dependability in handling users' service problems	1.63	1.34	1.34	1.49	1.19	7,907
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.66	1.37	1.44	1.63	1.48	8,305
IC-2	A library Web site enabling me to locate information on my own	1.63	1.35	1.41	1.60	1.39	8,458
IC-3	The printed library materials I need for my work	1.69	1.42	1.41	1.59	1.41	7,939
IC-4	The electronic information resources I need	1.61	1.34	1.34	1.57	1.36	8,302
IC-5	Modern equipment that lets me easily access needed information	1.59	1.30	1.31	1.53	1.27	8,407
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.31	1.34	1.53	1.31	8,380
IC-7	Making information easily accessible for independent use	1.58	1.29	1.29	1.48	1.22	8,415
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.40	1.40	1.62	1.42	7,720
Library as Place							
LP-1	Library space that inspires study and learning	1.67	1.35	1.44	1.68	1.48	8,470
LP-2	Quiet space for individual work	1.65	1.28	1.49	1.78	1.60	8,460
LP-3	A comfortable and inviting location	1.60	1.27	1.34	1.62	1.36	8,489
LP-4	A haven for study, learning, or research	1.62	1.27	1.35	1.64	1.36	8,463
LP-5	Space for group learning and group study	1.69	1.37	1.46	1.78	1.56	8,093
Overall:		1.35	1.05	1.05	1.21	0.94	8,574

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

3.3 Core Question Dimensions Summary for College or University

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.99	7.22	7.02	1.03	-0.20	8,564
Information Control	6.21	7.50	7.07	0.86	-0.42	8,574
Library as Place	6.37	7.69	7.22	0.85	-0.47	8,563
Overall	6.16	7.44	7.09	0.92	-0.35	8,574

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	1.45	1.15	1.16	1.25	0.98	8,564
Information Control	1.38	1.10	1.10	1.26	1.03	8,574
Library as Place	1.40	1.08	1.16	1.38	1.15	8,563
Overall	1.35	1.05	1.05	1.21	0.94	8,574

3.4 Local Question Summary for College or University

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.22	7.46	6.97	0.76	-0.49	1,302
Ease and timeliness in getting materials from other libraries	6.25	7.48	7.11	0.86	-0.37	1,620
The Library always adopting new technologies which facilitate my learning, teaching and research	5.98	7.28	6.87	0.88	-0.42	2,848
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.54	6.88	6.82	1.28	-0.06	3,414
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.73	7.05	6.88	1.15	-0.17	4,717
The various training programmes provided by the Library helping me to use and search information more effectively	5.89	7.05	6.95	1.06	-0.10	2,650

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
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.63	1.27	1.41	1.57	1.39	1,302
Ease and timeliness in getting materials from other libraries	1.61	1.26	1.37	1.56	1.37	1,620
The Library always adopting new technologies which facilitate my learning, teaching and research	1.68	1.37	1.43	1.58	1.42	2,848
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.90	1.67	1.51	1.71	1.50	3,414
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.79	1.54	1.47	1.61	1.43	4,717
The various training programmes provided by the Library helping me to use and search information more effectively	1.74	1.51	1.41	1.60	1.39	2,650

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

3.5 General Satisfaction Questions Summary for College or University

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.31	1.28	8,573
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.23	1.29	8,574
How would you rate the overall quality of the service provided by the library?	7.28	1.15	8,574

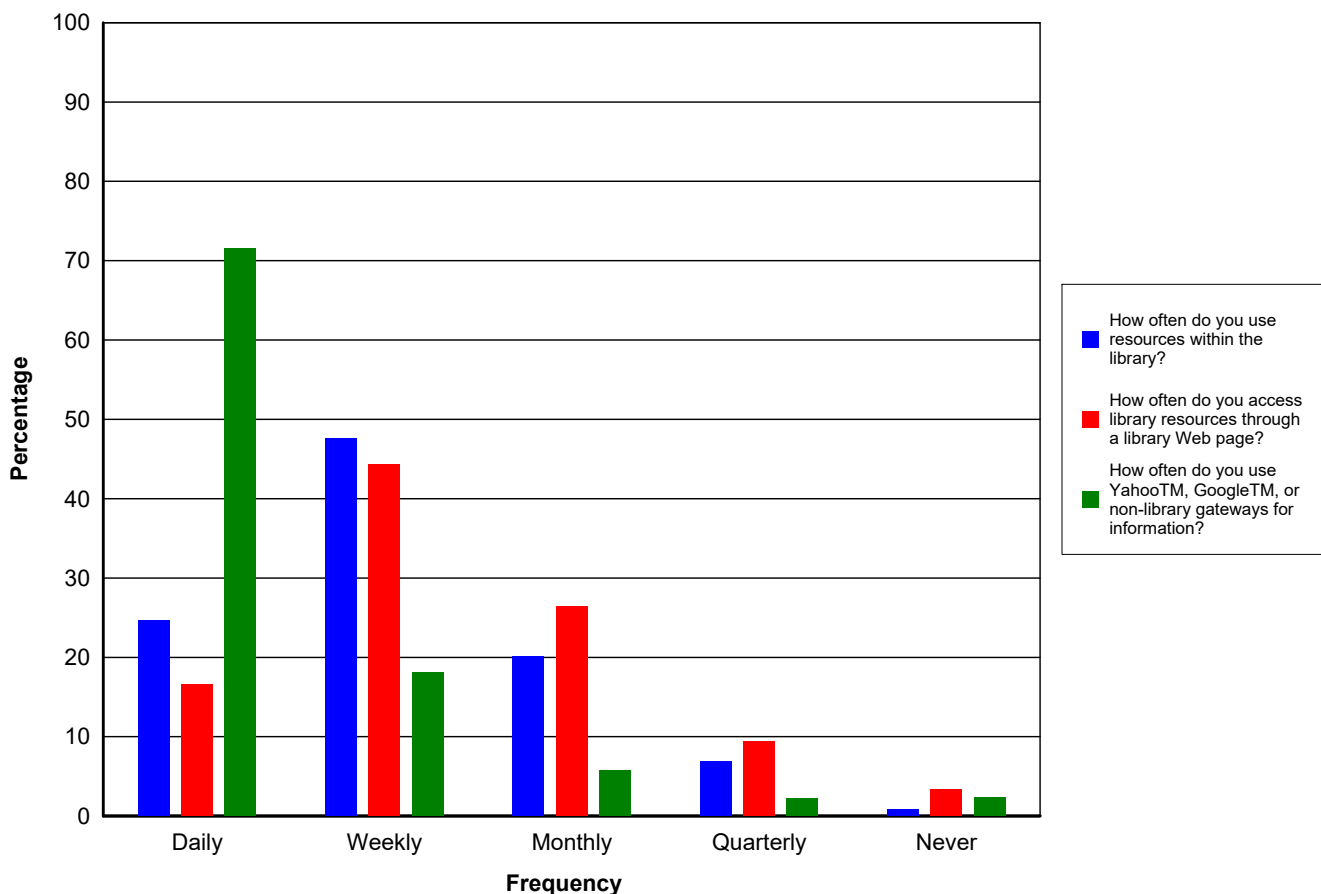
3.6 Information Literacy Outcomes Questions Summary for College or University

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 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.	6.70	1.40	8,574
The library aids my advancement in my academic discipline or work.	7.04	1.32	8,574
The library enables me to be more efficient in my academic pursuits or work.	7.15	1.34	8,574
The library helps me distinguish between trustworthy and untrustworthy information.	6.44	1.56	8,574
The library provides me with the information skills I need in my work or study.	6.87	1.43	8,574

3.7 Library Use Summary for College or University

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



	Daily	Weekly	Monthly	Quarterly	Never	n%
How often do you use resources within the library?	2,118 24.70%	4,079 47.57%	1,720 20.06%	590 6.88%	67 0.78%	8,574 100.00%
How often do you access library resources through a library Web page?	1,419 16.55%	3,801 44.33%	2,264 26.41%	802 9.35%	288 3.36%	8,574 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	6,134 71.54%	1,554 18.12%	492 5.74%	195 2.27%	199 2.32%	8,574 100.00%

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

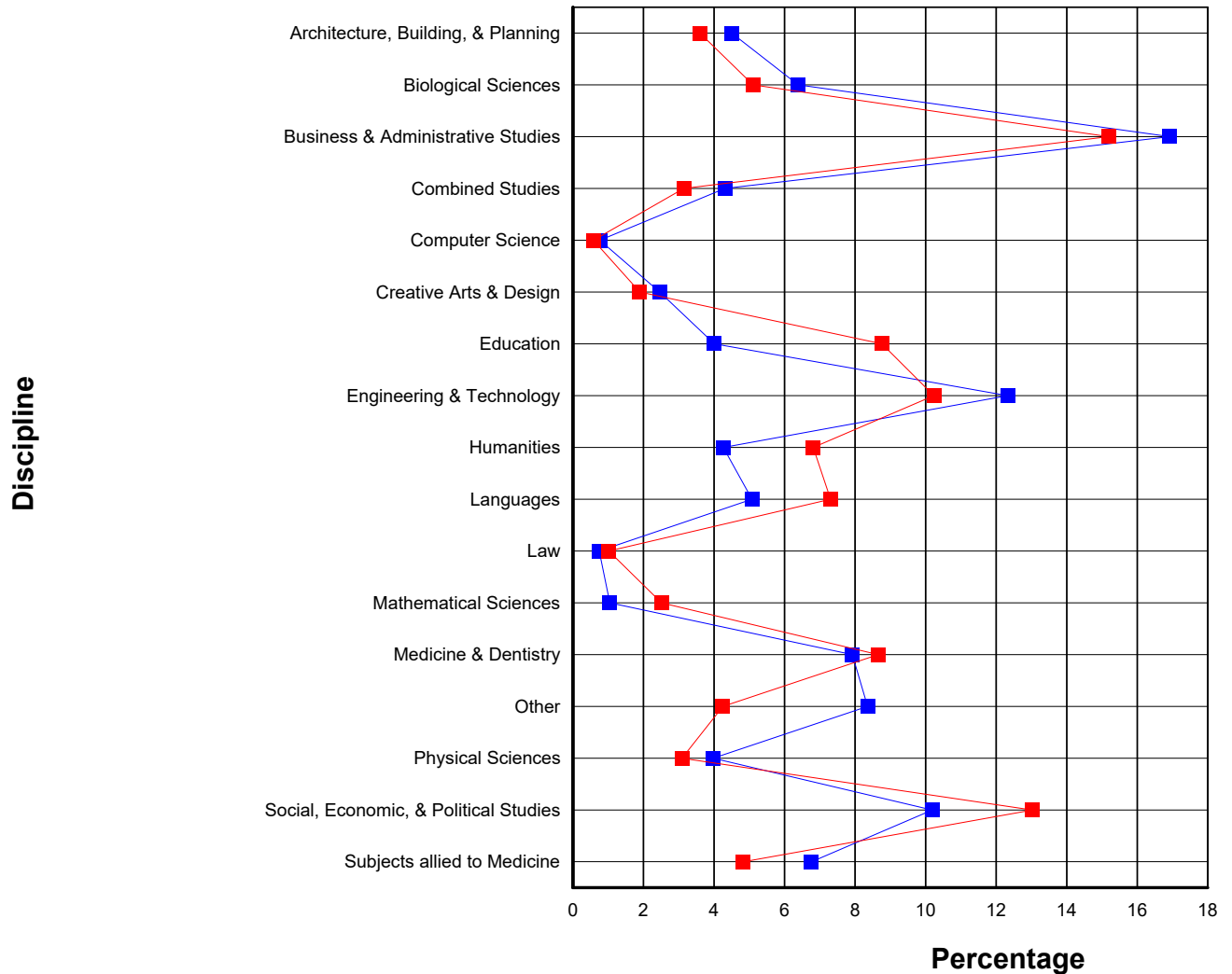
4 Summary for Undergraduate

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	2,001	4.50	205	3.60	0.90
Biological Sciences	2,839	6.38	291	5.11	1.27
Business & Administrative Studies	7,526	16.92	865	15.19	1.74
Combined Studies	1,915	4.31	179	3.14	1.16
Computer Science	340	0.76	33	0.58	0.19
Creative Arts & Design	1,094	2.46	108	1.90	0.56
Education	1,783	4.01	499	8.76	-4.75
Engineering & Technology	5,480	12.32	583	10.24	2.09
Humanities	1,896	4.26	388	6.81	-2.55
Languages	2,258	5.08	416	7.30	-2.23
Law	331	0.74	58	1.02	-0.27
Mathematical Sciences	466	1.05	143	2.51	-1.46
Medicine & Dentistry	3,524	7.92	493	8.66	-0.73
Other	3,716	8.36	242	4.25	4.11
Physical Sciences	1,768	3.98	176	3.09	0.89
Social, Economic, & Political Studies	4,530	10.19	742	13.03	-2.84
Subjects allied to Medicine	3,007	6.76	275	4.83	1.93
Total:	44,474	100.00	5,696	100.00	0.00

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

4.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	95	2.44
18 - 22	3,407	87.67
23 - 30	344	8.85
31 - 45	37	0.95
46 - 65	3	0.08
Over 65	0	0.00
Total:	3,886	100.00

4.1.3 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	28,940	53.01	2,332	60.62
Male	25,657	46.99	1,515	39.38
Total:	54,597	100.00	3,847	100.00

4.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	54,128	99.14	4,935	97.28
Part-time	468	0.86	118	2.33
Does not apply / NA		0.00	20	0.39
Total:	54,596	100.00	5,073	100.00

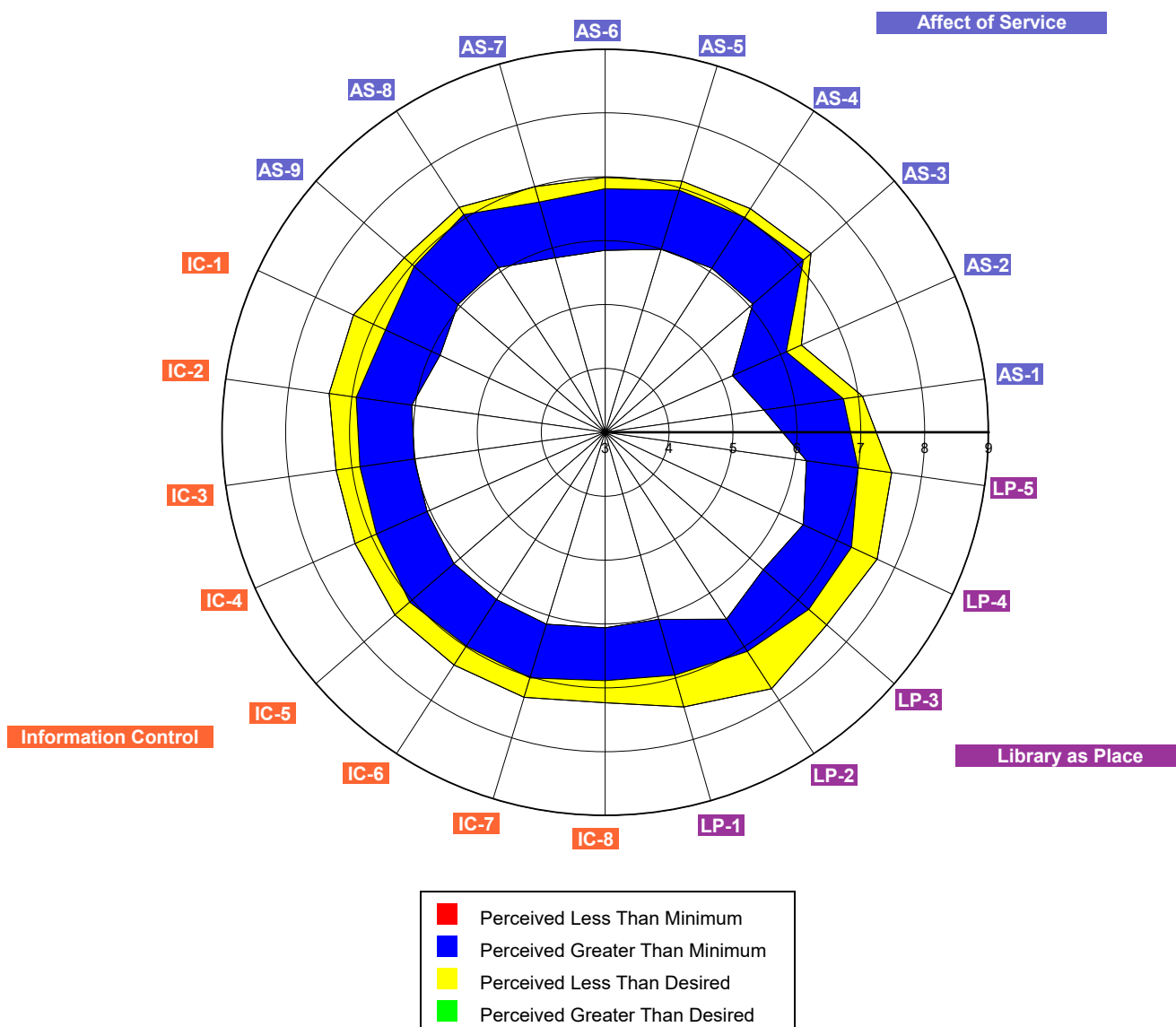
Language: Chinese (Traditional), English (British)
 Institution Type: College or University
 Consortium: JULAC
 User Group: Undergraduate

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.)



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.51	7.07	6.77	1.26	-0.30	4,990
AS-2	Giving users individual attention	5.18	6.36	6.10	0.92	-0.26	4,832
AS-3	Library staff who are consistently courteous	6.06	7.27	7.11	1.05	-0.16	4,984
AS-4	Readiness to respond to users' enquiries	6.07	7.17	7.01	0.95	-0.16	4,663
AS-5	Library staff who have the knowledge to answer user questions	6.00	7.11	6.96	0.97	-0.15	4,581
AS-6	Library staff who deal with users in a caring fashion	5.85	6.99	6.81	0.96	-0.18	4,712
AS-7	Library staff who understand the needs of their users	5.84	7.00	6.75	0.91	-0.25	4,696
AS-8	Willingness to help users	6.08	7.20	7.06	0.99	-0.13	4,821
AS-9	Dependability in handling users' service problems	6.05	7.16	6.96	0.91	-0.20	4,662
Information Control							
IC-1	Making electronic resources accessible from my home or office	5.85	7.35	6.79	0.94	-0.55	4,942
IC-2	A library Web site enabling me to locate information on my own	6.06	7.36	6.93	0.88	-0.43	5,013
IC-3	The printed library materials I need for my work	6.02	7.25	6.88	0.86	-0.37	4,768
IC-4	The electronic information resources I need	6.05	7.29	6.92	0.87	-0.37	4,905
IC-5	Modern equipment that lets me easily access needed information	6.14	7.36	7.05	0.92	-0.31	4,991
IC-6	Easy-to-use access tools that allow me to find things on my own	6.12	7.34	6.99	0.87	-0.35	4,954
IC-7	Making information easily accessible for independent use	6.14	7.34	7.02	0.88	-0.32	4,989
IC-8	Print and/or electronic journal collections I require for my work	6.06	7.23	6.89	0.83	-0.35	4,562
Library as Place							
LP-1	Library space that inspires study and learning	6.05	7.47	6.95	0.91	-0.52	5,061
LP-2	Quiet space for individual work	6.49	7.78	7.09	0.60	-0.69	5,070
LP-3	A comfortable and inviting location	6.28	7.59	7.22	0.94	-0.37	5,053
LP-4	A haven for study, learning, or research	6.42	7.70	7.25	0.83	-0.44	5,073
LP-5	Space for group learning and group study	6.18	7.53	7.00	0.82	-0.53	4,969
Overall:		6.02	7.28	6.93	0.91	-0.35	5,090

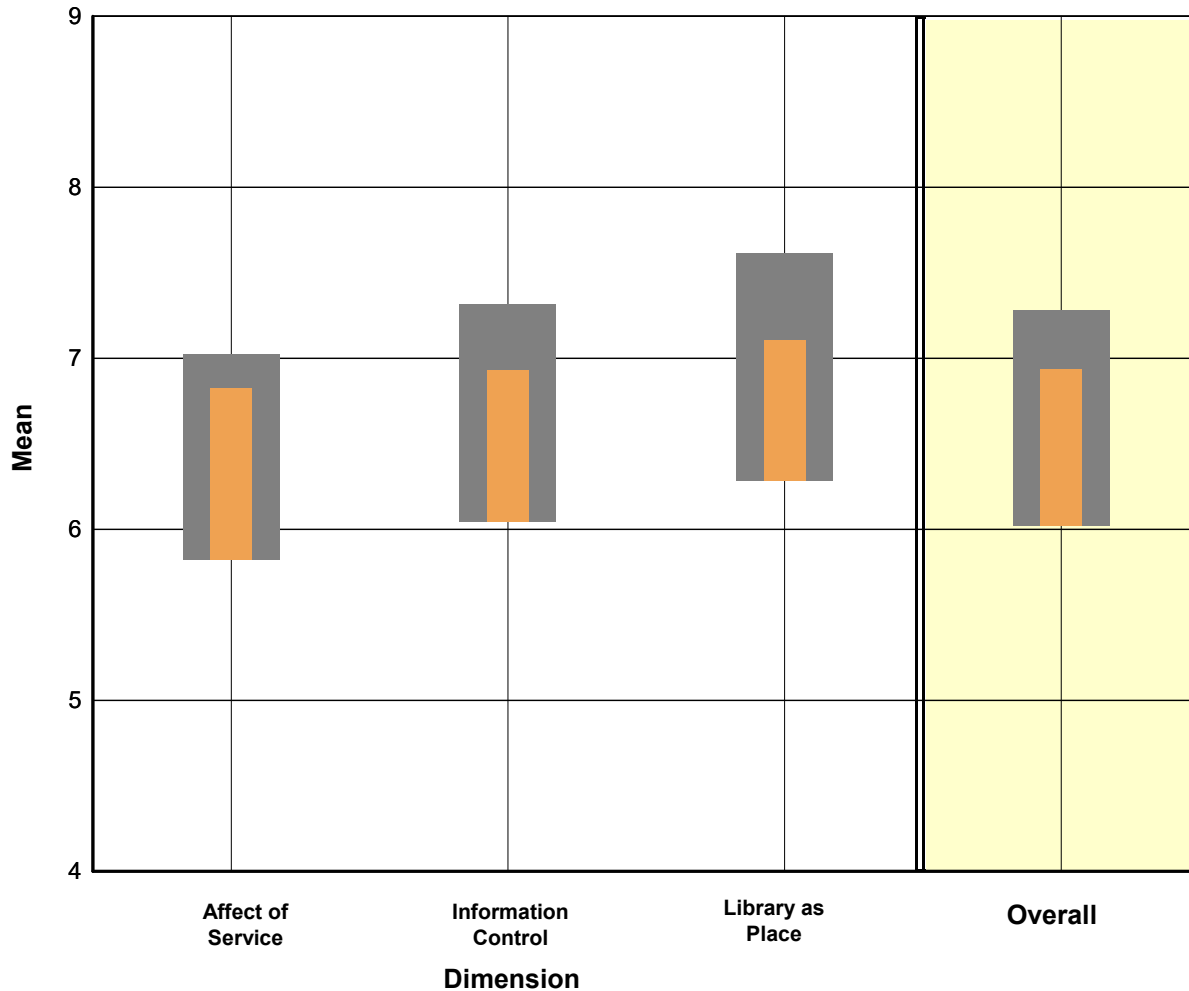
Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.67	1.37	1.35	1.56	1.31	4,990
AS-2	Giving users individual attention	1.91	1.77	1.68	1.54	1.42	4,832
AS-3	Library staff who are consistently courteous	1.66	1.38	1.43	1.61	1.32	4,984
AS-4	Readiness to respond to users' enquiries	1.60	1.35	1.35	1.49	1.21	4,663
AS-5	Library staff who have the knowledge to answer user questions	1.66	1.42	1.42	1.55	1.26	4,581
AS-6	Library staff who deal with users in a caring fashion	1.70	1.48	1.49	1.59	1.33	4,712
AS-7	Library staff who understand the needs of their users	1.66	1.43	1.44	1.50	1.24	4,696
AS-8	Willingness to help users	1.65	1.38	1.38	1.51	1.20	4,821
AS-9	Dependability in handling users' service problems	1.60	1.34	1.34	1.48	1.18	4,662
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.61	1.40	1.41	1.60	1.47	4,942
IC-2	A library Web site enabling me to locate information on my own	1.61	1.37	1.42	1.58	1.40	5,013
IC-3	The printed library materials I need for my work	1.66	1.40	1.39	1.55	1.38	4,768
IC-4	The electronic information resources I need	1.59	1.37	1.34	1.55	1.34	4,905
IC-5	Modern equipment that lets me easily access needed information	1.58	1.33	1.32	1.52	1.28	4,991
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	1.33	1.35	1.52	1.30	4,954
IC-7	Making information easily accessible for independent use	1.57	1.31	1.29	1.46	1.21	4,989
IC-8	Print and/or electronic journal collections I require for my work	1.68	1.43	1.40	1.57	1.40	4,562
Library as Place							
LP-1	Library space that inspires study and learning	1.66	1.39	1.44	1.68	1.49	5,061
LP-2	Quiet space for individual work	1.65	1.30	1.51	1.78	1.61	5,070
LP-3	A comfortable and inviting location	1.60	1.30	1.36	1.64	1.38	5,053
LP-4	A haven for study, learning, or research	1.62	1.29	1.36	1.65	1.37	5,073
LP-5	Space for group learning and group study	1.66	1.35	1.47	1.81	1.59	4,969
Overall:		1.31	1.04	1.04	1.19	0.93	5,090

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

4.3 Core Question Dimensions Summary for Undergraduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	5.82	7.03	6.83	1.00	-0.20	5,083
Information Control	6.05	7.32	6.93	0.89	-0.39	5,090
Library as Place	6.28	7.61	7.10	0.82	-0.51	5,090
Overall	6.02	7.28	6.93	0.91	-0.35	5,090

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	1.41	1.14	1.15	1.24	0.96	5,083
Information Control	1.35	1.11	1.09	1.23	1.01	5,090
Library as Place	1.37	1.09	1.16	1.39	1.15	5,090
Overall	1.31	1.04	1.04	1.19	0.93	5,090

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The Library always adopting new technologies which facilitate my learning, teaching and research	5.89	7.14	6.71	0.82	-0.42	1,673
The various training programmes provided by the Library helping me to use and search information more effectively	5.81	6.88	6.83	1.02	-0.05	1,547
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.54	6.80	6.70	1.16	-0.10	2,847
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.31	6.60	6.58	1.28	-0.02	2,015
Ease and timeliness in getting materials from other libraries	6.12	7.30	6.98	0.86	-0.33	977
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.09	7.29	6.90	0.81	-0.39	776

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The Library always adopting new technologies which facilitate my learning, teaching and research	1.69	1.39	1.44	1.54	1.41	1,673
The various training programmes provided by the Library helping me to use and search information more effectively	1.72	1.50	1.40	1.57	1.40	1,547
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.78	1.55	1.45	1.59	1.40	2,847
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.88	1.69	1.53	1.71	1.51	2,015
Ease and timeliness in getting materials from other libraries	1.61	1.27	1.34	1.50	1.32	977
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.63	1.27	1.38	1.53	1.33	776

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

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

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.14	1.29	5,089
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.07	1.29	5,090
How would you rate the overall quality of the service provided by the library?	7.13	1.15	5,090

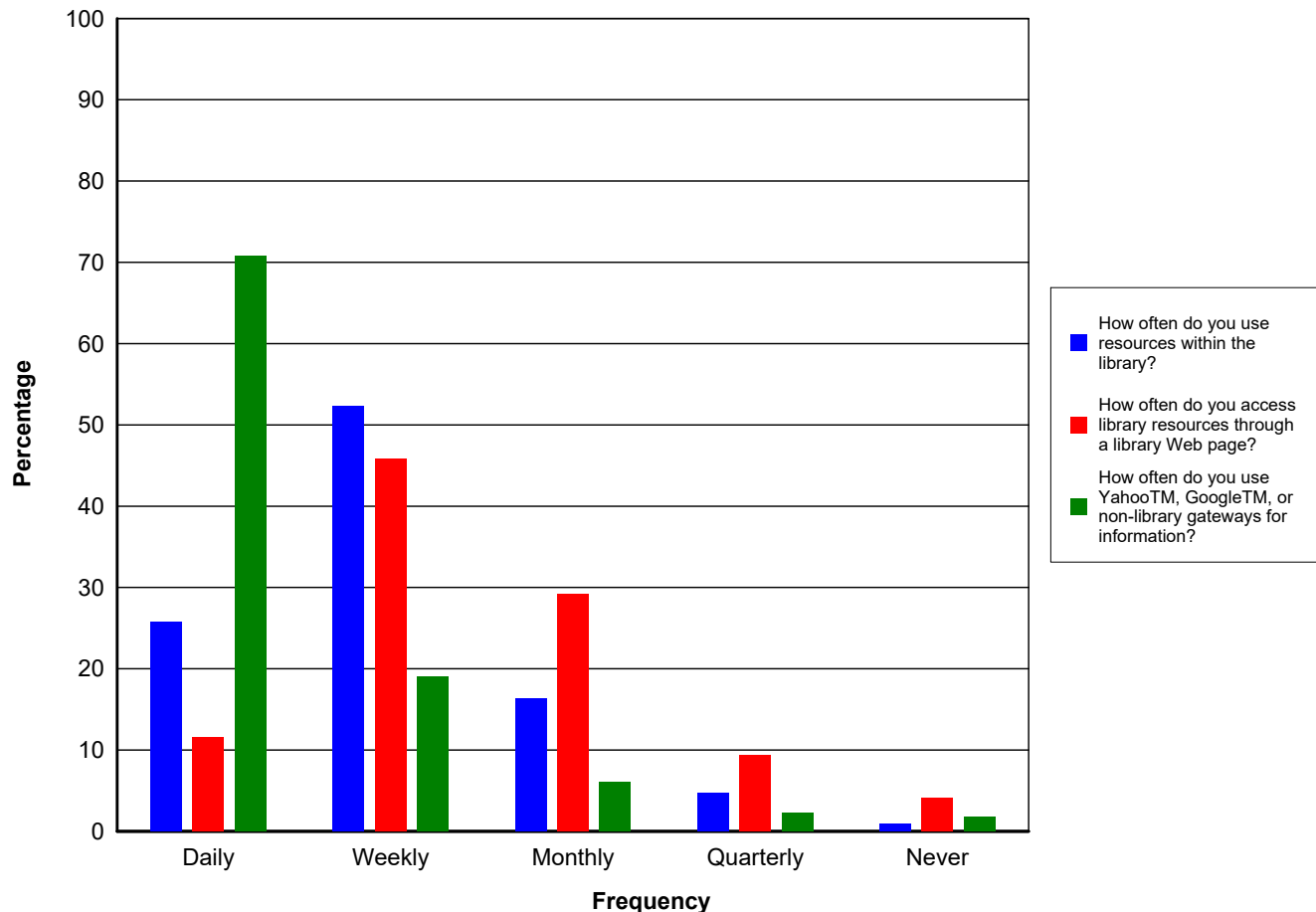
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.52	1.40	5,090
The library aids my advancement in my academic discipline or work.	6.92	1.31	5,090
The library enables me to be more efficient in my academic pursuits or work.	7.05	1.33	5,090
The library helps me distinguish between trustworthy and untrustworthy information.	6.38	1.54	5,090
The library provides me with the information skills I need in my work or study.	6.75	1.40	5,090

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n%
How often do you use resources within the library?	1,310 25.74%	2,662 52.30%	831 16.33%	239 4.70%	48 0.94%	5,090 100.00%
How often do you access library resources through a library Web page?	588 11.55%	2,330 45.78%	1,485 29.17%	479 9.41%	208 4.09%	5,090 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	3,604 70.81%	970 19.06%	310 6.09%	115 2.26%	91 1.79%	5,090 100.00%

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

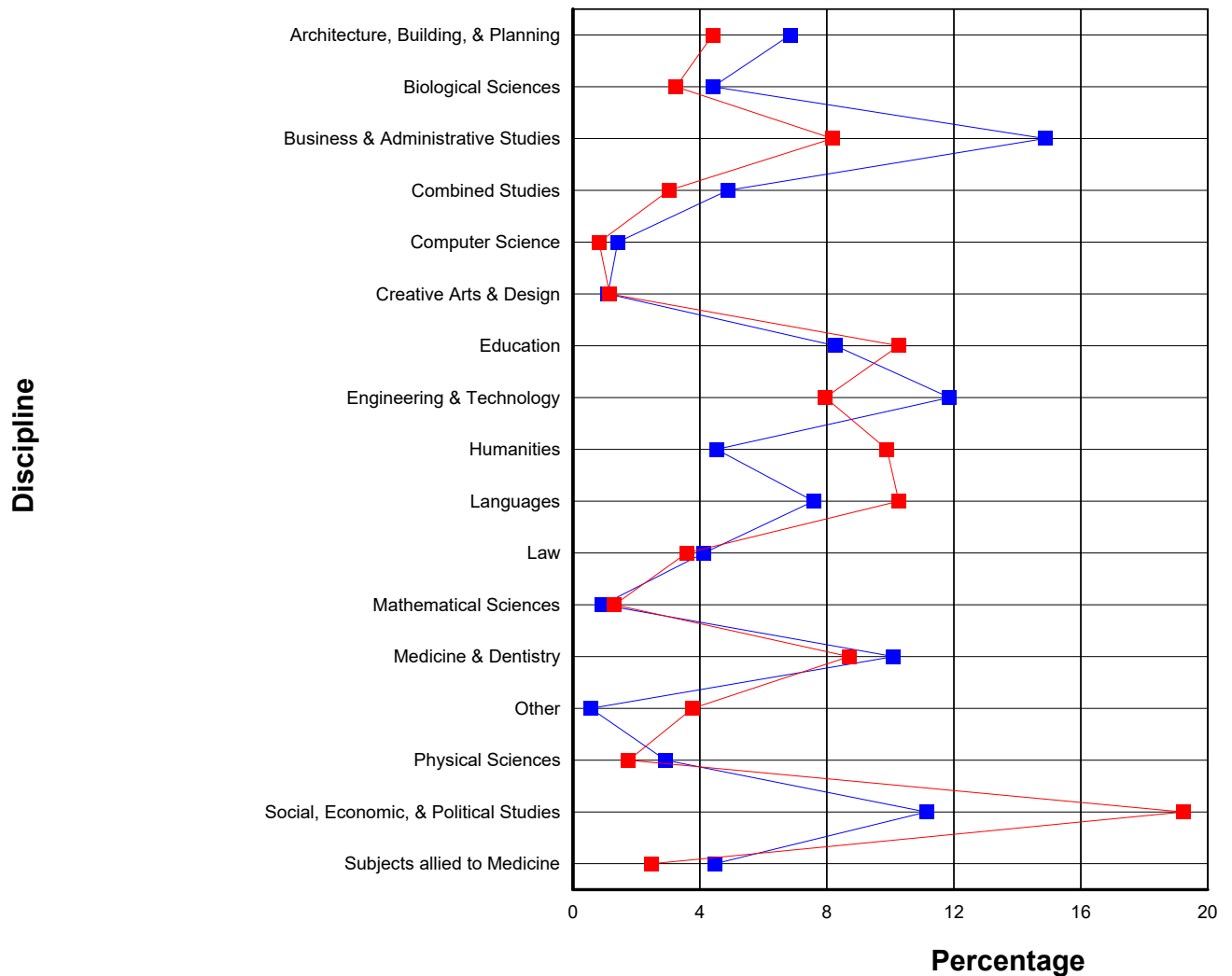
5 Summary for Postgraduate

5.1 Demographic Summary for Postgraduate

5.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	1,835	6.85	118	4.40	2.45
Biological Sciences	1,182	4.41	87	3.25	1.16
Business & Administrative Studies	3,983	14.87	219	8.17	6.69
Combined Studies	1,307	4.88	81	3.02	1.86
Computer Science	378	1.41	22	0.82	0.59
Creative Arts & Design	295	1.10	31	1.16	-0.06
Education	2,215	8.27	275	10.27	-2.00
Engineering & Technology	3,178	11.86	213	7.95	3.91
Humanities	1,211	4.52	265	9.89	-5.37
Languages	2,032	7.59	275	10.27	-2.68
Law	1,107	4.13	96	3.58	0.55
Mathematical Sciences	248	0.93	35	1.31	-0.38
Medicine & Dentistry	2,707	10.10	233	8.70	1.41
Other	149	0.56	101	3.77	-3.21
Physical Sciences	783	2.92	47	1.75	1.17
Social, Economic, & Political Studies	2,983	11.14	515	19.22	-8.09
Subjects allied to Medicine	1,196	4.46	66	2.46	2.00
Total:	26,789	100.00	2,679	100.00	0.00

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

5.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	384	23.82
23 - 30	1,032	64.02
31 - 45	174	10.79
46 - 65	22	1.36
Over 65	0	0.00
Total:	1,612	100.00

5.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	969	60.64
Male	629	39.36
Total:	1,598	100.00

5.1.4 Respondent Profile by Full or part-time student?

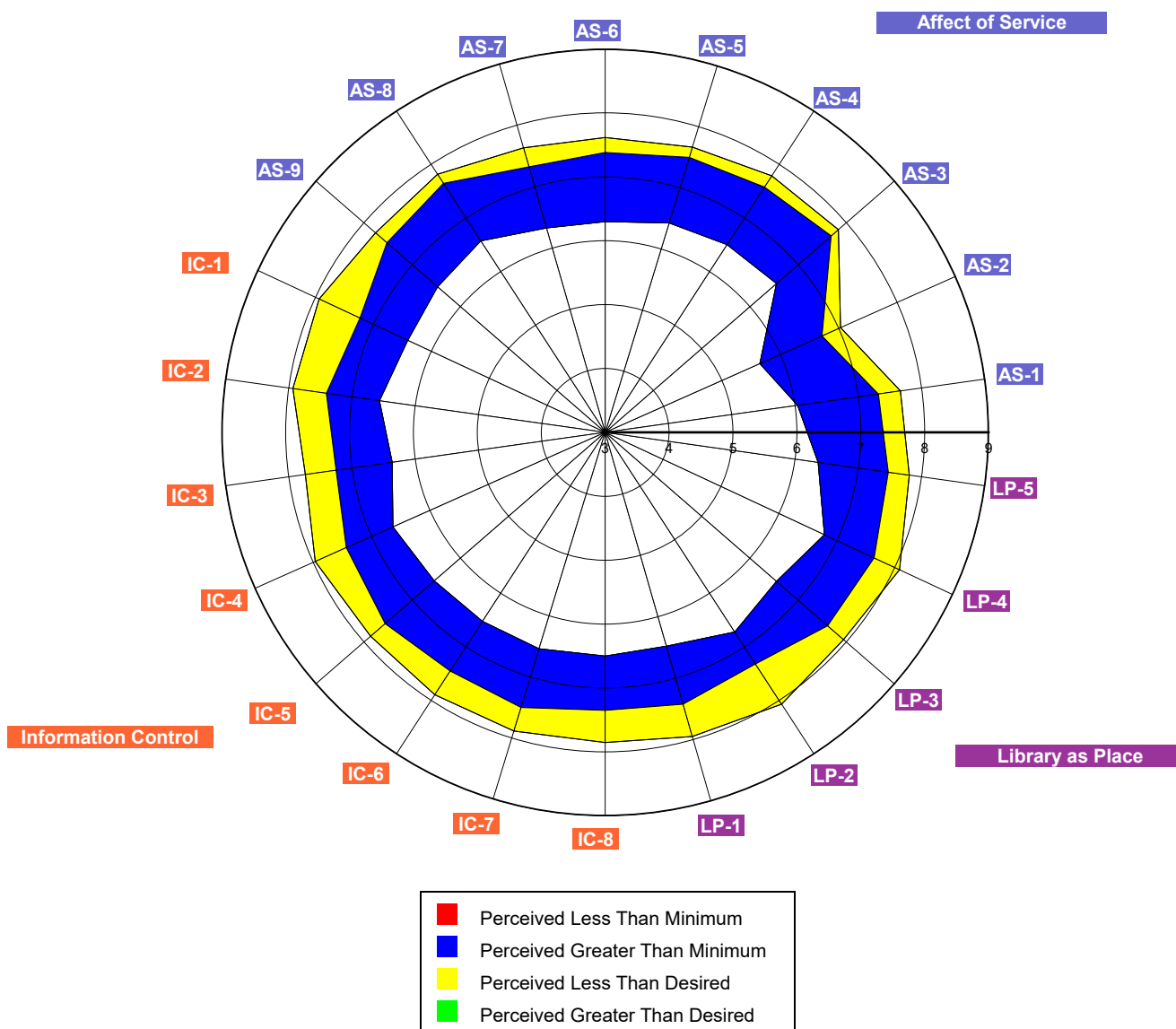
Full or part-time student?	Respondents n	Respondents %
Full-time	1,795	83.18
Part-time	351	16.27
Does not apply / NA	12	0.56
Total:	2,158	100.00

5.2 Core Questions Summary for Postgraduate

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.04	7.67	7.32	1.28	-0.35	2,131
AS-2	Giving users individual attention	5.65	7.03	6.71	1.06	-0.32	2,079
AS-3	Library staff who are consistently courteous	6.55	7.84	7.69	1.13	-0.15	2,151
AS-4	Readiness to respond to users' enquiries	6.50	7.79	7.58	1.07	-0.21	2,081
AS-5	Library staff who have the knowledge to answer user questions	6.43	7.67	7.50	1.08	-0.17	2,040
AS-6	Library staff who deal with users in a caring fashion	6.30	7.62	7.38	1.08	-0.23	2,082
AS-7	Library staff who understand the needs of their users	6.33	7.63	7.32	0.99	-0.31	2,070
AS-8	Willingness to help users	6.57	7.82	7.65	1.07	-0.17	2,107
AS-9	Dependability in handling users' service problems	6.47	7.76	7.52	1.05	-0.24	2,042
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.41	7.94	7.24	0.83	-0.70	2,105
IC-2	A library Web site enabling me to locate information on my own	6.57	7.93	7.41	0.84	-0.53	2,147
IC-3	The printed library materials I need for my work	6.36	7.74	7.25	0.89	-0.48	2,052
IC-4	The electronic information resources I need	6.64	7.96	7.43	0.80	-0.53	2,133
IC-5	Modern equipment that lets me easily access needed information	6.54	7.86	7.56	1.02	-0.30	2,143
IC-6	Easy-to-use access tools that allow me to find things on my own	6.53	7.90	7.45	0.93	-0.44	2,134
IC-7	Making information easily accessible for independent use	6.54	7.89	7.50	0.96	-0.38	2,137
IC-8	Print and/or electronic journal collections I require for my work	6.50	7.85	7.35	0.85	-0.50	2,046
Library as Place							
LP-1	Library space that inspires study and learning	6.48	7.95	7.42	0.94	-0.53	2,159
LP-2	Quiet space for individual work	6.72	8.07	7.32	0.60	-0.75	2,156
LP-3	A comfortable and inviting location	6.55	7.94	7.61	1.06	-0.33	2,149
LP-4	A haven for study, learning, or research	6.79	8.08	7.65	0.86	-0.44	2,150
LP-5	Space for group learning and group study	6.37	7.81	7.47	1.11	-0.33	2,099
Overall:		6.44	7.81	7.42	0.98	-0.39	2,170

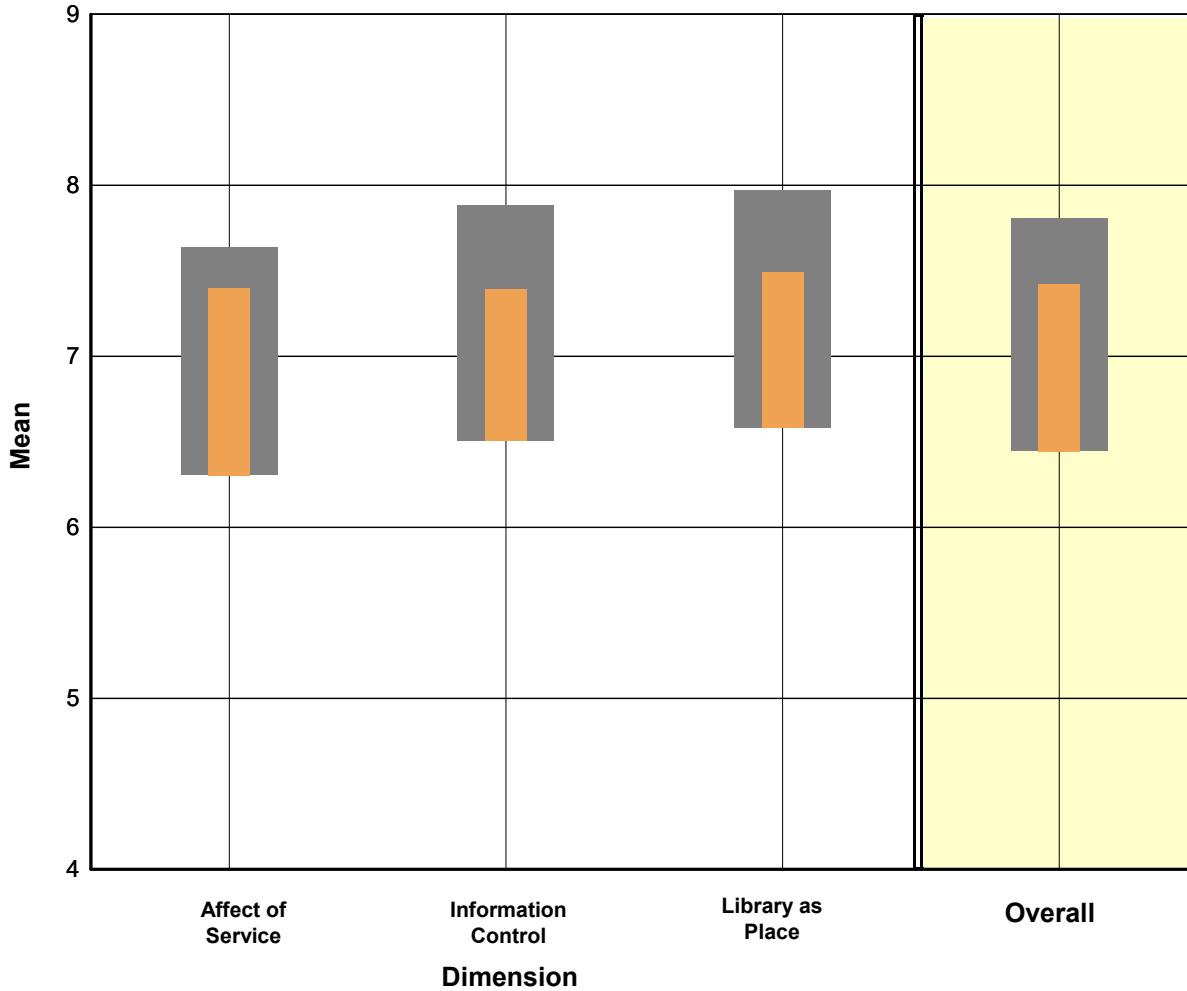
Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
User Group: Postgraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.74	1.29	1.32	1.61	1.34	2,131
AS-2	Giving users individual attention	2.01	1.70	1.63	1.64	1.48	2,079
AS-3	Library staff who are consistently courteous	1.70	1.25	1.31	1.64	1.25	2,151
AS-4	Readiness to respond to users' enquiries	1.69	1.24	1.28	1.59	1.21	2,081
AS-5	Library staff who have the knowledge to answer user questions	1.74	1.38	1.31	1.55	1.21	2,040
AS-6	Library staff who deal with users in a caring fashion	1.77	1.39	1.41	1.59	1.31	2,082
AS-7	Library staff who understand the needs of their users	1.73	1.33	1.35	1.54	1.26	2,070
AS-8	Willingness to help users	1.73	1.26	1.30	1.54	1.21	2,107
AS-9	Dependability in handling users' service problems	1.68	1.26	1.27	1.50	1.15	2,042
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.72	1.21	1.45	1.69	1.50	2,105
IC-2	A library Web site enabling me to locate information on my own	1.65	1.24	1.40	1.62	1.37	2,147
IC-3	The printed library materials I need for my work	1.74	1.36	1.39	1.63	1.42	2,052
IC-4	The electronic information resources I need	1.62	1.19	1.26	1.62	1.35	2,133
IC-5	Modern equipment that lets me easily access needed information	1.65	1.22	1.25	1.57	1.24	2,143
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.20	1.30	1.54	1.31	2,134
IC-7	Making information easily accessible for independent use	1.62	1.19	1.25	1.52	1.23	2,137
IC-8	Print and/or electronic journal collections I require for my work	1.71	1.29	1.35	1.68	1.41	2,046
Library as Place							
LP-1	Library space that inspires study and learning	1.68	1.22	1.38	1.69	1.45	2,159
LP-2	Quiet space for individual work	1.68	1.18	1.47	1.81	1.61	2,156
LP-3	A comfortable and inviting location	1.63	1.21	1.28	1.61	1.31	2,149
LP-4	A haven for study, learning, or research	1.65	1.18	1.31	1.63	1.32	2,150
LP-5	Space for group learning and group study	1.74	1.35	1.40	1.76	1.51	2,099
Overall:		1.41	0.99	1.01	1.25	0.95	2,170

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

5.3 Core Question Dimensions Summary for Postgraduate

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



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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.30	7.64	7.40	1.10	-0.24	2,168
Information Control	6.51	7.88	7.39	0.89	-0.49	2,170
Library as Place	6.58	7.97	7.49	0.91	-0.48	2,170
Overall	6.44	7.81	7.42	0.98	-0.39	2,170

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	1.52	1.09	1.09	1.30	0.98	2,168
Information Control	1.43	1.01	1.07	1.30	1.05	2,170
Library as Place	1.44	1.02	1.11	1.38	1.13	2,170
Overall	1.41	0.99	1.01	1.25	0.95	2,170

5.4 Local Question Summary for Postgraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The Library always adopting new technologies which facilitate my learning, teaching and research	6.29	7.69	7.23	0.94	-0.47	662
The various training programmes provided by the Library helping me to use and search information more effectively	6.20	7.53	7.33	1.12	-0.21	643
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	6.09	7.56	7.26	1.17	-0.29	1,221
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.90	7.38	7.22	1.33	-0.15	916
Ease and timeliness in getting materials from other libraries	6.55	7.91	7.44	0.89	-0.47	358
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.51	7.84	7.18	0.67	-0.67	301

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The Library always adopting new technologies which facilitate my learning, teaching and research	1.69	1.26	1.34	1.65	1.35	662
The various training programmes provided by the Library helping me to use and search information more effectively	1.81	1.42	1.34	1.65	1.25	643
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.87	1.47	1.49	1.65	1.46	1,221
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.97	1.60	1.44	1.72	1.53	916
Ease and timeliness in getting materials from other libraries	1.66	1.13	1.29	1.69	1.38	358
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.65	1.24	1.34	1.60	1.35	301

Language: Chinese (Traditional), English (British)
 Institution Type: College or University
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Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
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.	7.64	1.22	2,170
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.62	1.23	2,170
How would you rate the overall quality of the service provided by the library?	7.60	1.09	2,170

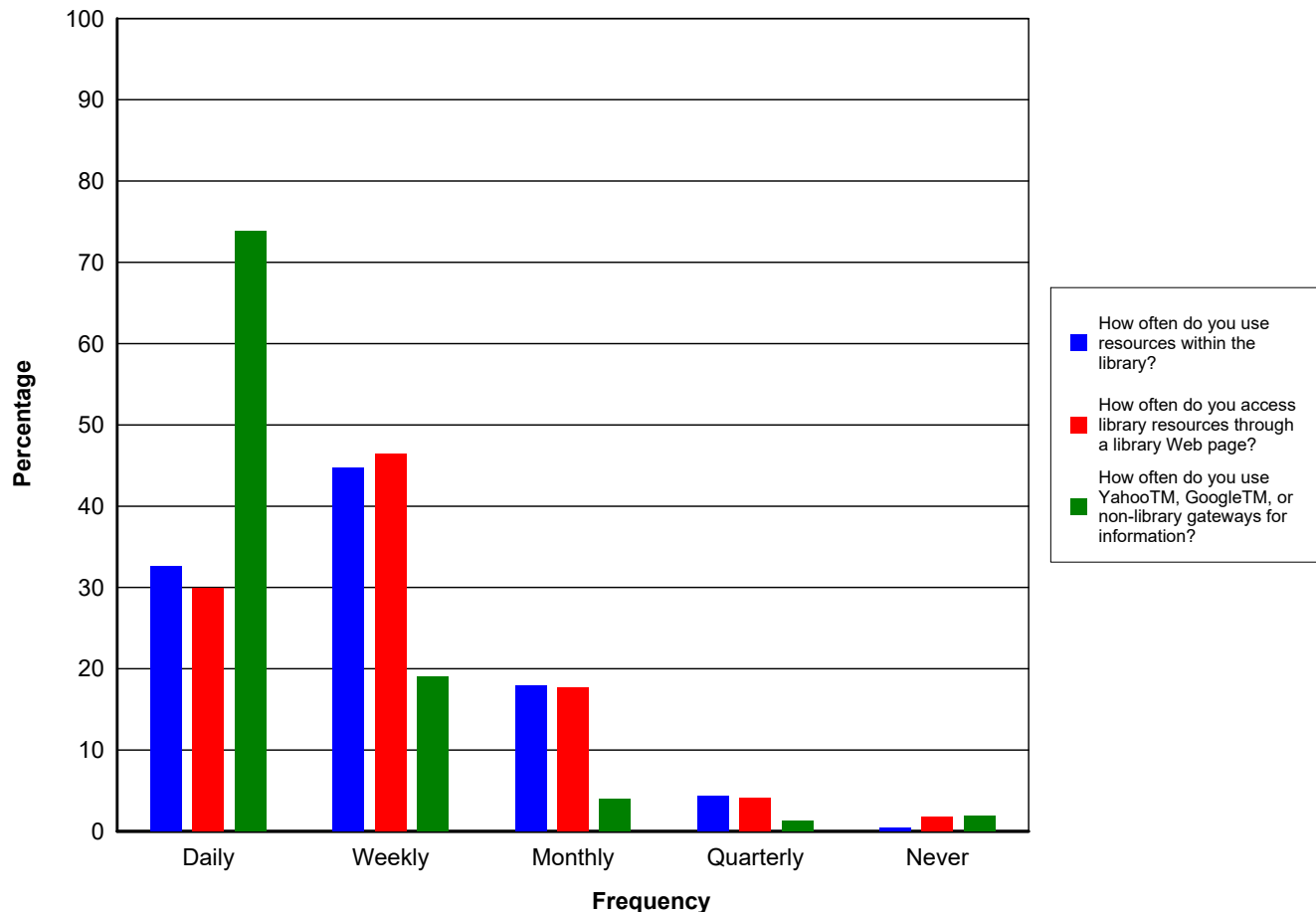
5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.07	1.36	2,170
The library aids my advancement in my academic discipline or work.	7.39	1.28	2,170
The library enables me to be more efficient in my academic pursuits or work.	7.51	1.28	2,170
The library helps me distinguish between trustworthy and untrustworthy information.	6.64	1.60	2,170
The library provides me with the information skills I need in my work or study.	7.23	1.40	2,170

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?	708 32.63%	970 44.70%	388 17.88%	95 4.38%	9 0.41%	2,170 100.00%
How often do you access library resources through a library Web page?	650 29.95%	1,008 46.45%	383 17.65%	90 4.15%	39 1.80%	2,170 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,602 73.82%	412 18.99%	86 3.96%	28 1.29%	42 1.94%	2,170 100.00%

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

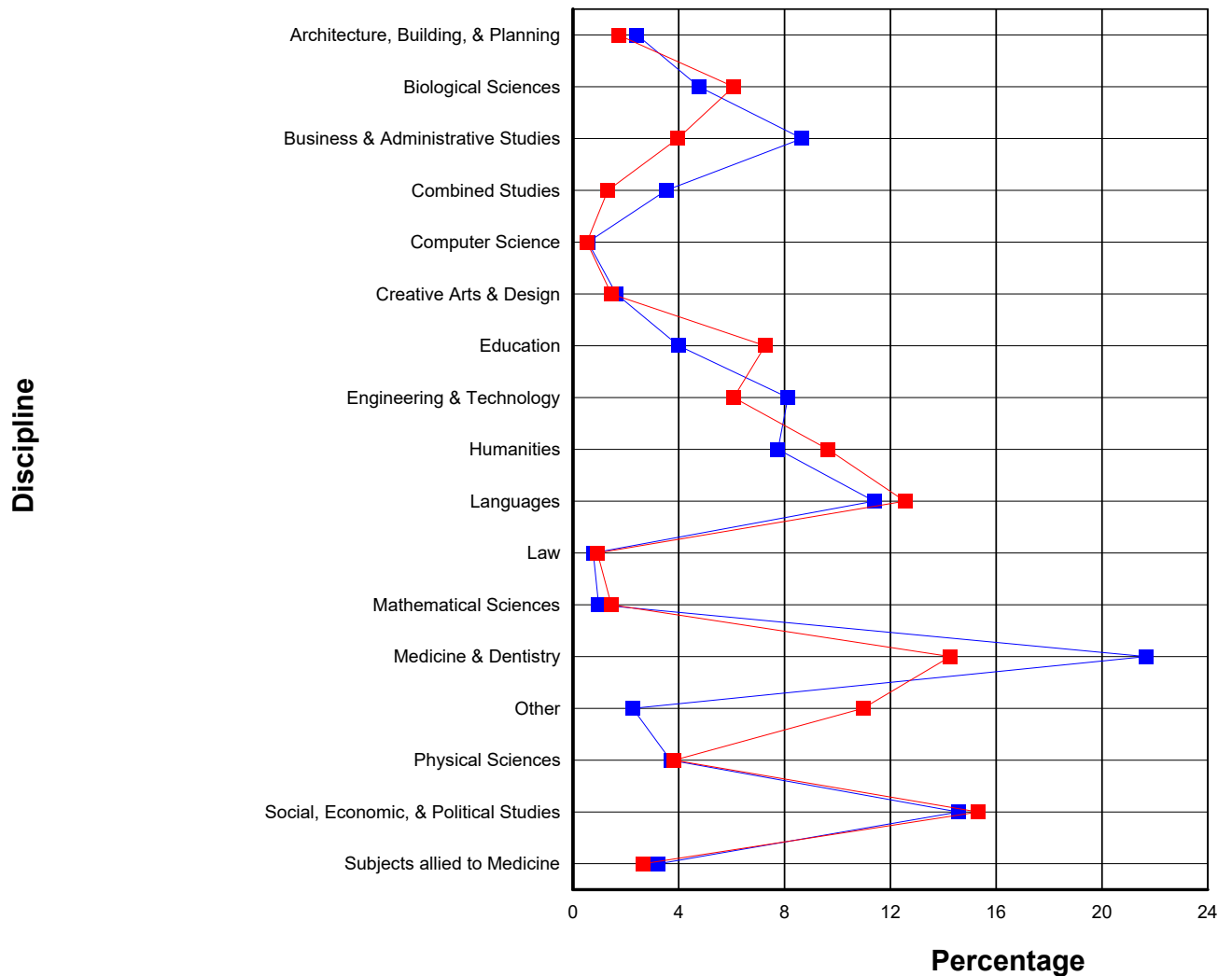
6 Summary for Academic Staff

6.1 Demographic Summary for Academic Staff

6.1.1 Population and Respondent Profiles by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Architecture, Building, & Planning	167	2.42	13	1.72	0.70
Biological Sciences	329	4.77	46	6.08	-1.31
Business & Administrative Studies	598	8.66	30	3.96	4.70
Combined Studies	243	3.52	10	1.32	2.20
Computer Science	39	0.57	4	0.53	0.04
Creative Arts & Design	113	1.64	11	1.45	0.18
Education	276	4.00	55	7.27	-3.27
Engineering & Technology	561	8.13	46	6.08	2.05
Humanities	535	7.75	73	9.64	-1.89
Languages	786	11.39	95	12.55	-1.16
Law	53	0.77	7	0.92	-0.16
Mathematical Sciences	67	0.97	11	1.45	-0.48
Medicine & Dentistry	1,495	21.66	108	14.27	7.39
Other	156	2.26	83	10.96	-8.70
Physical Sciences	255	3.69	29	3.83	-0.14
Social, Economic, & Political Studies	1,006	14.58	116	15.32	-0.75
Subjects allied to Medicine	223	3.23	20	2.64	0.59
Total:	6,902	100.00	757	100.00	0.00

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

6.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.28
18 - 22	9	2.54
23 - 30	112	31.64
31 - 45	158	44.63
46 - 65	68	19.21
Over 65	6	1.69
Total:	354	100.00

6.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	174	49.86
Male	175	50.14
Total:	349	100.00

6.1.4 Respondent Profile by Full or part-time student?

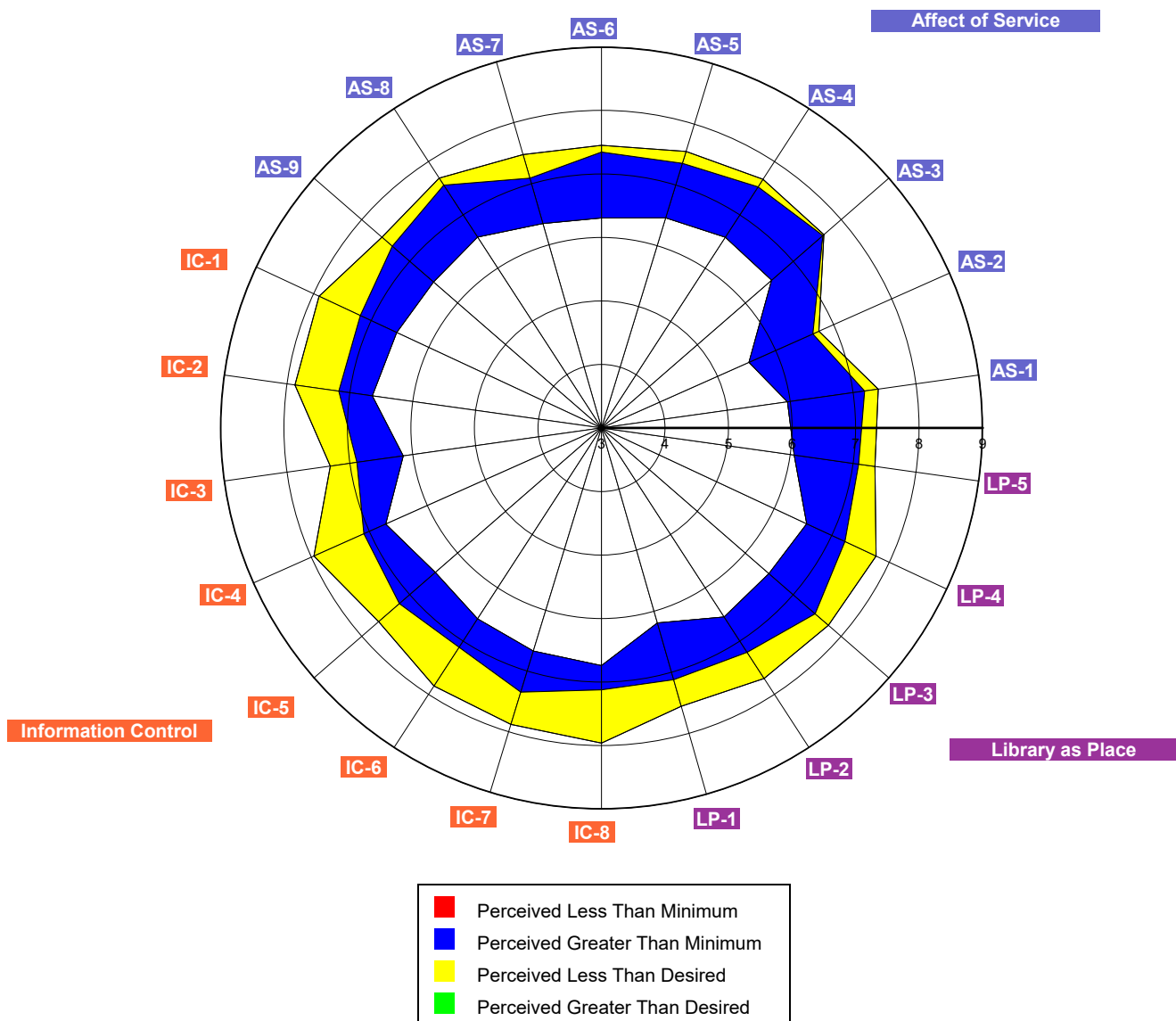
Full or part-time student?	Respondents n	Respondents %
Full-time	49	10.23
Part-time	11	2.30
Does not apply / NA	419	87.47
Total:	479	100.00

6.2 Core Questions Summary for Academic Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.96	7.40	7.18	1.23	-0.21	471
AS-2	Giving users individual attention	5.54	6.75	6.64	1.10	-0.10	453
AS-3	Library staff who are consistently courteous	6.55	7.64	7.62	1.07	-0.02	478
AS-4	Readiness to respond to users' enquiries	6.58	7.67	7.53	0.95	-0.14	464
AS-5	Library staff who have the knowledge to answer user questions	6.46	7.55	7.36	0.90	-0.20	459
AS-6	Library staff who deal with users in a caring fashion	6.31	7.45	7.35	1.04	-0.11	472
AS-7	Library staff who understand the needs of their users	6.35	7.48	7.09	0.74	-0.38	465
AS-8	Willingness to help users	6.58	7.69	7.56	0.97	-0.13	469
AS-9	Dependability in handling users' service problems	6.50	7.58	7.37	0.86	-0.21	446
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.56	7.91	7.19	0.63	-0.72	475
IC-2	A library Web site enabling me to locate information on my own	6.65	7.87	7.18	0.53	-0.70	482
IC-3	The printed library materials I need for my work	6.15	7.31	6.89	0.74	-0.42	442
IC-4	The electronic information resources I need	6.72	7.96	7.09	0.38	-0.86	476
IC-5	Modern equipment that lets me easily access needed information	6.47	7.65	7.22	0.75	-0.43	467
IC-6	Easy-to-use access tools that allow me to find things on my own	6.58	7.84	7.12	0.53	-0.73	477
IC-7	Making information easily accessible for independent use	6.67	7.88	7.35	0.68	-0.53	469
IC-8	Print and/or electronic journal collections I require for my work	6.74	7.96	7.12	0.38	-0.84	454
Library as Place							
LP-1	Library space that inspires study and learning	6.19	7.56	7.12	0.93	-0.44	449
LP-2	Quiet space for individual work	6.55	7.70	7.21	0.66	-0.49	444
LP-3	A comfortable and inviting location	6.49	7.73	7.46	0.97	-0.28	464
LP-4	A haven for study, learning, or research	6.57	7.77	7.23	0.66	-0.54	455
LP-5	Space for group learning and group study	6.07	7.35	7.09	1.02	-0.26	383
Overall:		6.44	7.64	7.23	0.80	-0.40	484

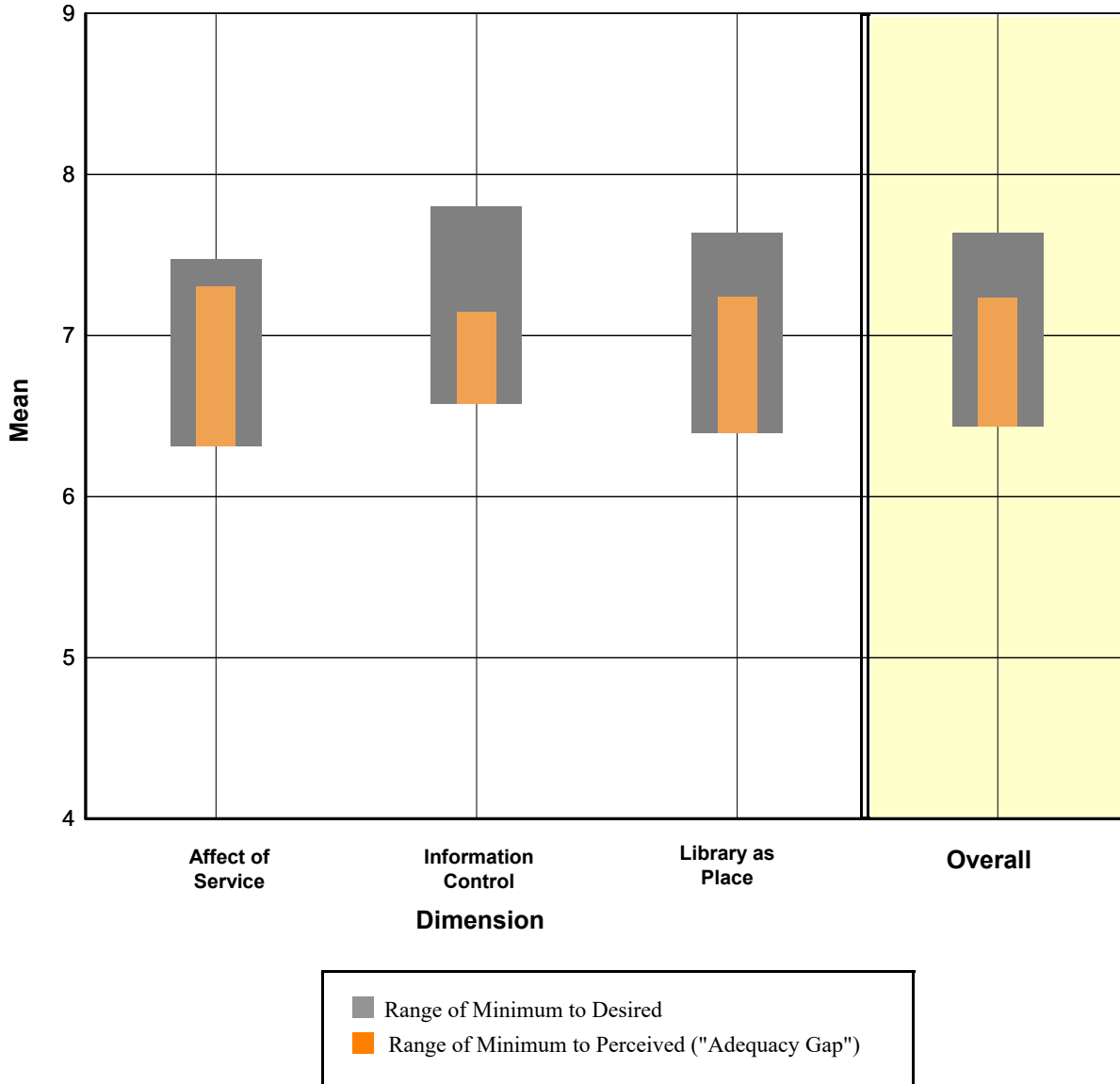
Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
User Group: Academic Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.68	1.40	1.41	1.67	1.41	471
AS-2	Giving users individual attention	1.95	1.74	1.68	1.66	1.45	453
AS-3	Library staff who are consistently courteous	1.66	1.37	1.34	1.57	1.34	478
AS-4	Readiness to respond to users' enquiries	1.58	1.29	1.35	1.53	1.27	464
AS-5	Library staff who have the knowledge to answer user questions	1.65	1.36	1.43	1.59	1.37	459
AS-6	Library staff who deal with users in a caring fashion	1.72	1.40	1.39	1.60	1.33	472
AS-7	Library staff who understand the needs of their users	1.62	1.37	1.43	1.54	1.31	465
AS-8	Willingness to help users	1.68	1.33	1.37	1.56	1.18	469
AS-9	Dependability in handling users' service problems	1.63	1.35	1.38	1.54	1.27	446
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.28	1.51	1.75	1.54	475
IC-2	A library Web site enabling me to locate information on my own	1.61	1.34	1.40	1.73	1.54	482
IC-3	The printed library materials I need for my work	1.78	1.67	1.55	1.77	1.72	442
IC-4	The electronic information resources I need	1.54	1.20	1.46	1.75	1.59	476
IC-5	Modern equipment that lets me easily access needed information	1.54	1.30	1.37	1.61	1.42	467
IC-6	Easy-to-use access tools that allow me to find things on my own	1.55	1.26	1.41	1.69	1.50	477
IC-7	Making information easily accessible for independent use	1.53	1.19	1.28	1.65	1.34	469
IC-8	Print and/or electronic journal collections I require for my work	1.62	1.20	1.42	1.84	1.63	454
Library as Place							
LP-1	Library space that inspires study and learning	1.74	1.42	1.50	1.89	1.73	449
LP-2	Quiet space for individual work	1.73	1.50	1.49	1.87	1.72	444
LP-3	A comfortable and inviting location	1.62	1.29	1.36	1.73	1.41	464
LP-4	A haven for study, learning, or research	1.54	1.34	1.36	1.67	1.46	455
LP-5	Space for group learning and group study	1.84	1.58	1.50	1.85	1.59	383
Overall:		1.30	1.03	1.05	1.25	1.02	484

Language: Chinese (Traditional), English (British)
 Institution Type: College or University
 Consortium: JULAC
 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	6.32	7.47	7.31	0.99	-0.17	484
Information Control	6.58	7.80	7.14	0.57	-0.66	484
Library as Place	6.40	7.64	7.24	0.84	-0.40	475
Overall	6.44	7.64	7.23	0.80	-0.40	484

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.44	1.15	1.15	1.30	1.05	484
Information Control	1.31	1.04	1.15	1.38	1.20	484
Library as Place	1.45	1.18	1.18	1.50	1.30	475
Overall	1.30	1.03	1.05	1.25	1.02	484

6.4 Local Question Summary for Academic Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
The Library always adopting new technologies which facilitate my learning, teaching and research	6.01	7.36	6.94	0.93	-0.41	208
The various training programmes provided by the Library helping me to use and search information more effectively	5.89	7.06	6.96	1.07	-0.10	175
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.88	7.24	6.99	1.10	-0.25	204
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.56	7.16	6.95	1.39	-0.21	138
Ease and timeliness in getting materials from other libraries	6.71	7.83	7.34	0.63	-0.50	109
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.56	7.78	7.07	0.51	-0.71	85

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The Library always adopting new technologies which facilitate my learning, teaching and research	1.74	1.38	1.55	1.70	1.72	208
The various training programmes provided by the Library helping me to use and search information more effectively	1.78	1.48	1.55	1.80	1.67	175
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.72	1.56	1.52	1.89	1.69	204
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.89	1.58	1.35	1.93	1.58	138
Ease and timeliness in getting materials from other libraries	1.33	1.24	1.55	1.69	1.68	109
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.41	1.14	1.65	1.79	1.84	85

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

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

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.	7.51	1.35	484
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.37	1.37	484
How would you rate the overall quality of the service provided by the library?	7.44	1.20	484

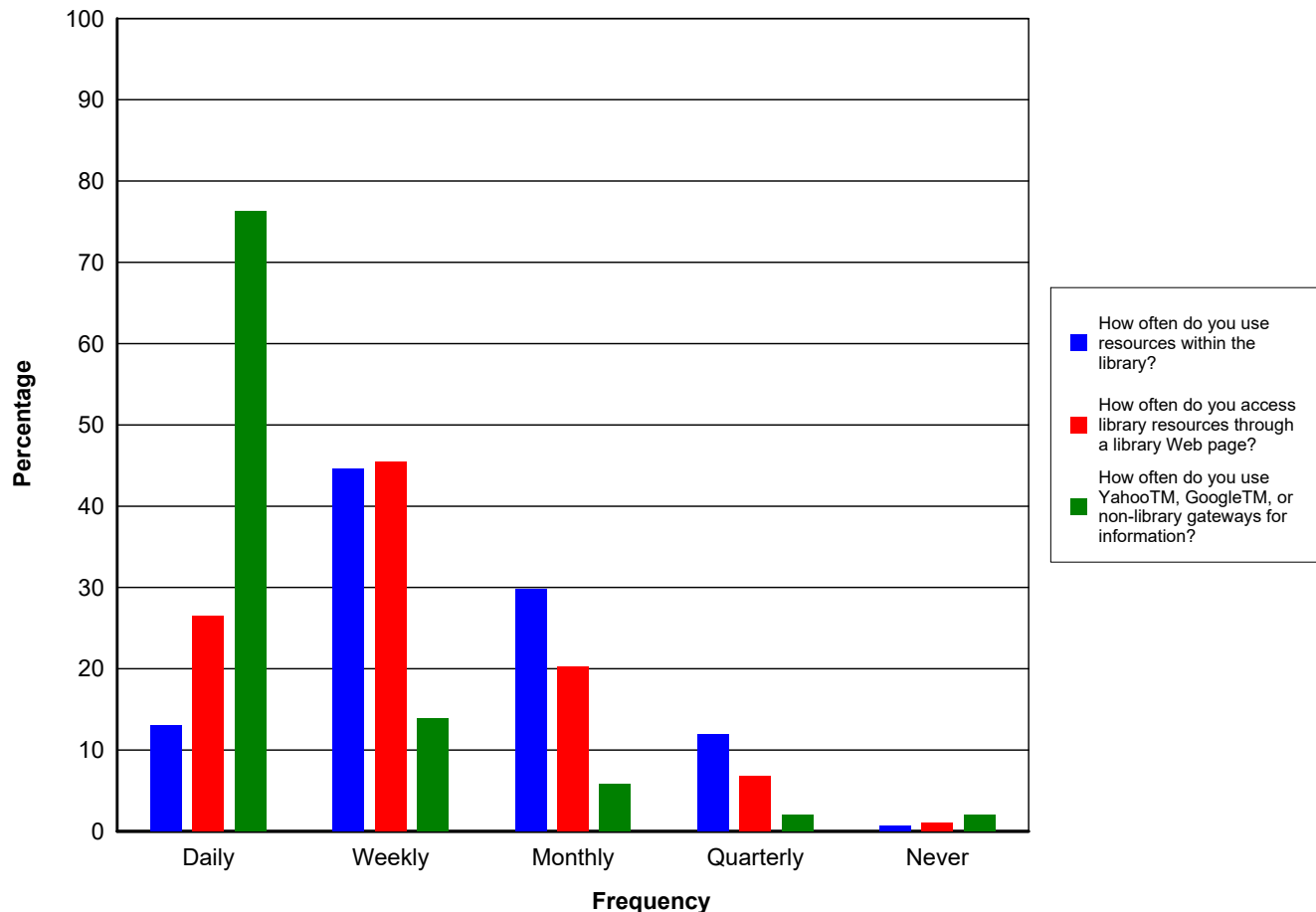
6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.79	1.54	484
The library aids my advancement in my academic discipline or work.	7.07	1.47	484
The library enables me to be more efficient in my academic pursuits or work.	7.15	1.46	484
The library helps me distinguish between trustworthy and untrustworthy information.	6.30	1.65	484
The library provides me with the information skills I need in my work or study.	6.73	1.65	484

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?	63 13.02%	216 44.63%	144 29.75%	58 11.98%	3 0.62%	484 100.00%
How often do you access library resources through a library Web page?	128 26.45%	220 45.45%	98 20.25%	33 6.82%	5 1.03%	484 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	369 76.24%	67 13.84%	28 5.79%	10 2.07%	10 2.07%	484 100.00%

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

7 Summary for Library Staff

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	7	43.75
31 - 45	7	43.75
46 - 65	2	12.50
Over 65	0	0.00
Total:	16	100.00

7.1.2 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	10	62.50
Male	6	37.50
Total:	16	100.00

7.1.3 Respondent Profile by Full or part-time student?

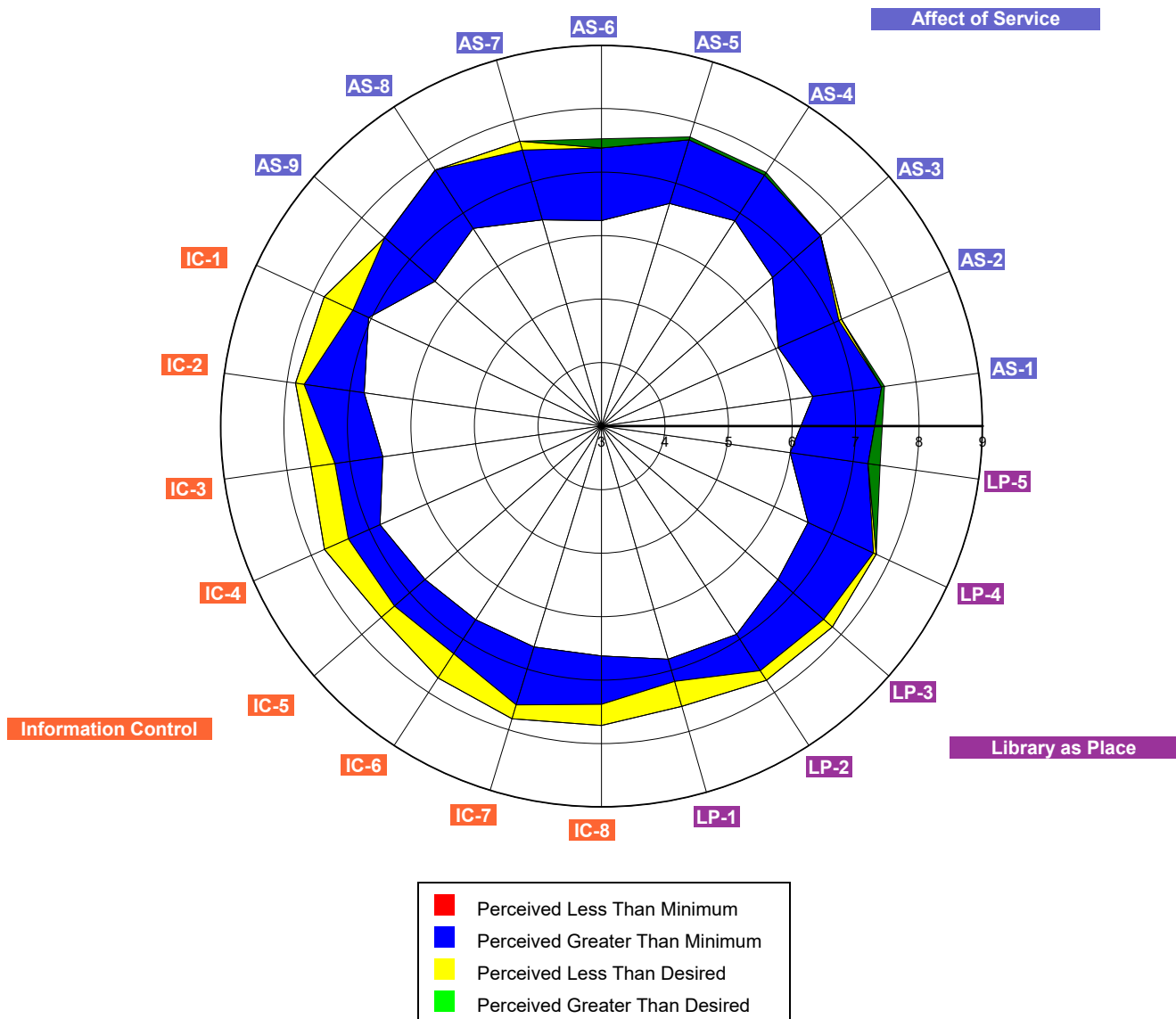
Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	0	0.00
Does not apply / NA	21	100.00
Total:	21	100.00

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.)



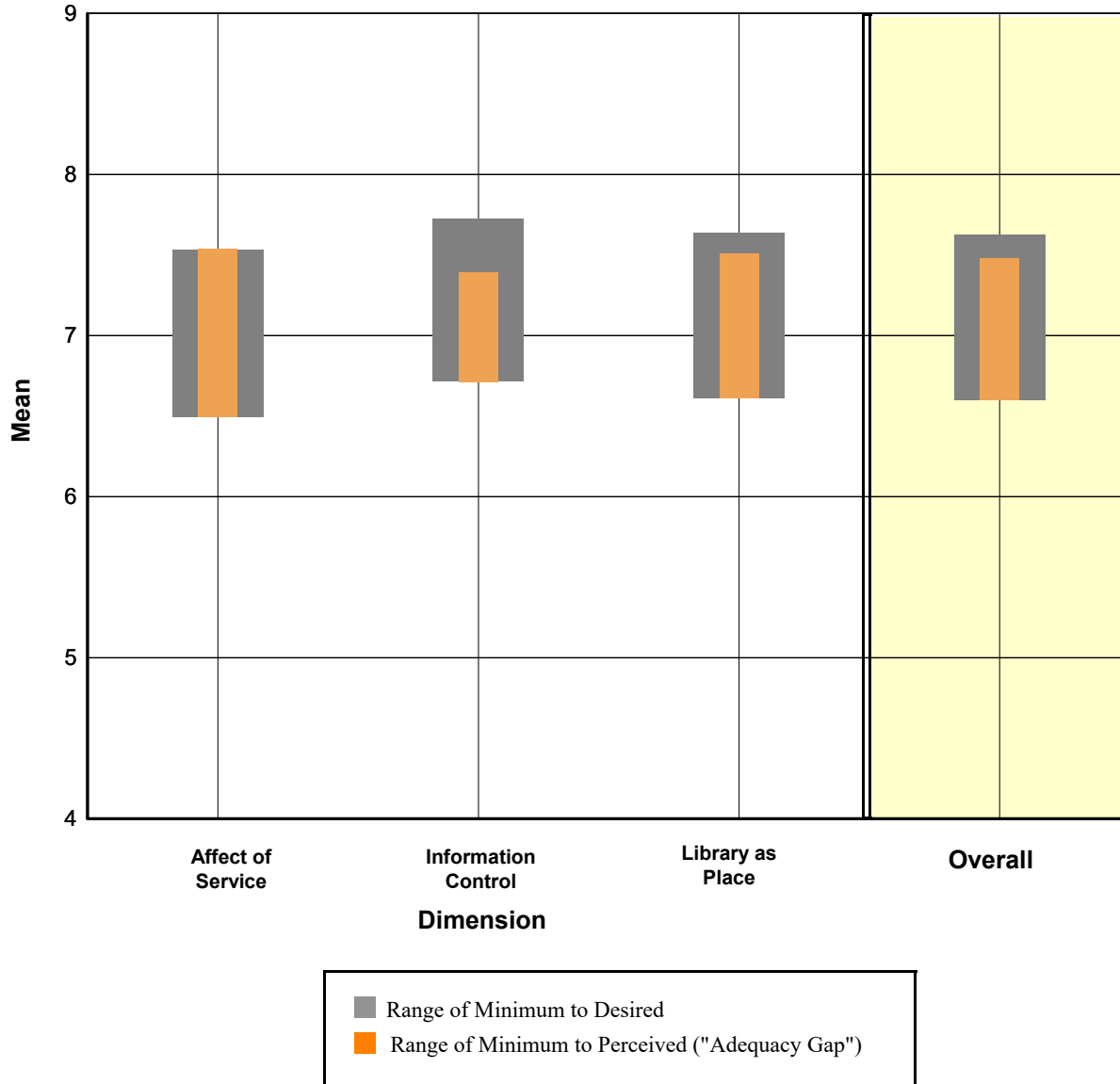
Language: Chinese (Traditional), English (British)
 Institution Type: College or University
 Consortium: JULAC
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.36	7.45	7.50	1.14	0.05	22
AS-2	Giving users individual attention	6.05	7.14	7.09	1.05	-0.05	22
AS-3	Library staff who are consistently courteous	6.57	7.57	7.57	1.00	0.00	21
AS-4	Readiness to respond to users' enquiries	6.86	7.71	7.76	0.90	0.05	21
AS-5	Library staff who have the knowledge to answer user questions	6.67	7.71	7.76	1.10	0.05	21
AS-6	Library staff who deal with users in a caring fashion	6.24	7.38	7.52	1.29	0.14	21
AS-7	Library staff who understand the needs of their users	6.38	7.67	7.52	1.14	-0.14	21
AS-8	Willingness to help users	6.71	7.81	7.81	1.10	0.00	21
AS-9	Dependability in handling users' service problems	6.48	7.52	7.52	1.05	0.00	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.05	7.82	7.32	0.27	-0.50	22
IC-2	A library Web site enabling me to locate information on my own	6.77	7.86	7.73	0.95	-0.14	22
IC-3	The printed library materials I need for my work	6.48	7.62	7.24	0.76	-0.38	21
IC-4	The electronic information resources I need	6.82	7.77	7.36	0.55	-0.41	22
IC-5	Modern equipment that lets me easily access needed information	6.68	7.59	7.32	0.64	-0.27	22
IC-6	Easy-to-use access tools that allow me to find things on my own	6.64	7.73	7.27	0.64	-0.45	22
IC-7	Making information easily accessible for independent use	6.64	7.82	7.59	0.95	-0.23	22
IC-8	Print and/or electronic journal collections I require for my work	6.62	7.71	7.38	0.76	-0.33	21
Library as Place							
LP-1	Library space that inspires study and learning	6.82	7.59	7.18	0.36	-0.41	22
LP-2	Quiet space for individual work	6.91	7.77	7.59	0.68	-0.18	22
LP-3	A comfortable and inviting location	6.68	7.82	7.64	0.95	-0.18	22
LP-4	A haven for study, learning, or research	6.59	7.77	7.73	1.14	-0.05	22
LP-5	Space for group learning and group study	6.00	7.24	7.43	1.43	0.19	21
Overall:		6.60	7.63	7.48	0.88	-0.15	22

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.53	1.14	1.14	1.36	1.05	22
AS-2	Giving users individual attention	1.94	1.21	1.23	1.50	1.05	22
AS-3	Library staff who are consistently courteous	1.54	0.98	0.98	1.30	0.63	21
AS-4	Readiness to respond to users' enquiries	1.31	0.85	0.94	1.37	0.74	21
AS-5	Library staff who have the knowledge to answer user questions	1.62	1.01	0.89	1.45	0.97	21
AS-6	Library staff who deal with users in a caring fashion	1.81	1.24	1.17	1.49	0.79	21
AS-7	Library staff who understand the needs of their users	1.75	0.91	0.81	1.39	0.85	21
AS-8	Willingness to help users	1.68	1.03	1.08	1.34	0.95	21
AS-9	Dependability in handling users' service problems	1.69	0.98	1.17	1.32	0.89	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.43	1.01	1.21	1.72	1.57	22
IC-2	A library Web site enabling me to locate information on my own	1.63	1.13	1.08	1.86	1.25	22
IC-3	The printed library materials I need for my work	1.57	1.07	1.61	1.81	1.47	21
IC-4	The electronic information resources I need	1.33	0.97	1.22	1.18	1.33	22
IC-5	Modern equipment that lets me easily access needed information	1.67	0.96	1.13	1.73	1.24	22
IC-6	Easy-to-use access tools that allow me to find things on my own	1.79	1.03	1.16	1.73	1.14	22
IC-7	Making information easily accessible for independent use	1.71	0.96	0.80	1.59	0.92	22
IC-8	Print and/or electronic journal collections I require for my work	1.50	0.90	0.97	1.26	1.24	21
Library as Place							
LP-1	Library space that inspires study and learning	1.26	1.10	1.40	1.14	1.33	22
LP-2	Quiet space for individual work	1.06	0.97	0.80	0.78	0.85	22
LP-3	A comfortable and inviting location	1.64	1.10	1.14	1.29	0.80	22
LP-4	A haven for study, learning, or research	1.59	1.02	1.08	1.42	0.90	22
LP-5	Space for group learning and group study	1.95	1.30	1.08	1.50	1.12	21
Overall:		1.35	0.81	0.81	1.12	0.72	22

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	6.49	7.53	7.54	1.05	0.01	22
Information Control	6.71	7.73	7.39	0.68	-0.33	22
Library as Place	6.61	7.64	7.51	0.90	-0.13	22
Overall	6.60	7.63	7.48	0.88	-0.15	22

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	1.48	0.88	0.84	1.21	0.65	22
Information Control	1.34	0.86	0.88	1.25	0.98	22
Library as Place	1.30	0.91	0.86	0.99	0.76	22
Overall	1.35	0.81	0.81	1.12	0.72	22

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
The Library always adopting new technologies which facilitate my learning, teaching and research	5.88	7.38	7.06	1.19	-0.31	16
The various training programmes provided by the Library helping me to use and search information more effectively	5.69	7.31	7.63	1.94	0.31	16
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	6.08	7.42	7.17	1.08	-0.25	12
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically						0
Ease and timeliness in getting materials from other libraries	6.42	7.75	7.08	0.67	-0.67	12
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.50	7.67	6.83	0.33	-0.83	12

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The Library always adopting new technologies which facilitate my learning, teaching and research	2.03	1.09	1.29	1.97	1.54	16
The various training programmes provided by the Library helping me to use and search information more effectively	1.85	1.08	0.96	1.77	1.08	16
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.62	1.16	1.19	1.51	0.75	12
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically						0
Ease and timeliness in getting materials from other libraries	1.44	1.06	1.62	1.23	1.44	12
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.51	1.30	1.90	0.98	1.11	12

Language: Chinese (Traditional), English (British)
Institution Type: College or University
Consortium: JULAC
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.	7.68	1.09	22
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.68	1.13	22
How would you rate the overall quality of the service provided by the library?	7.55	0.91	22

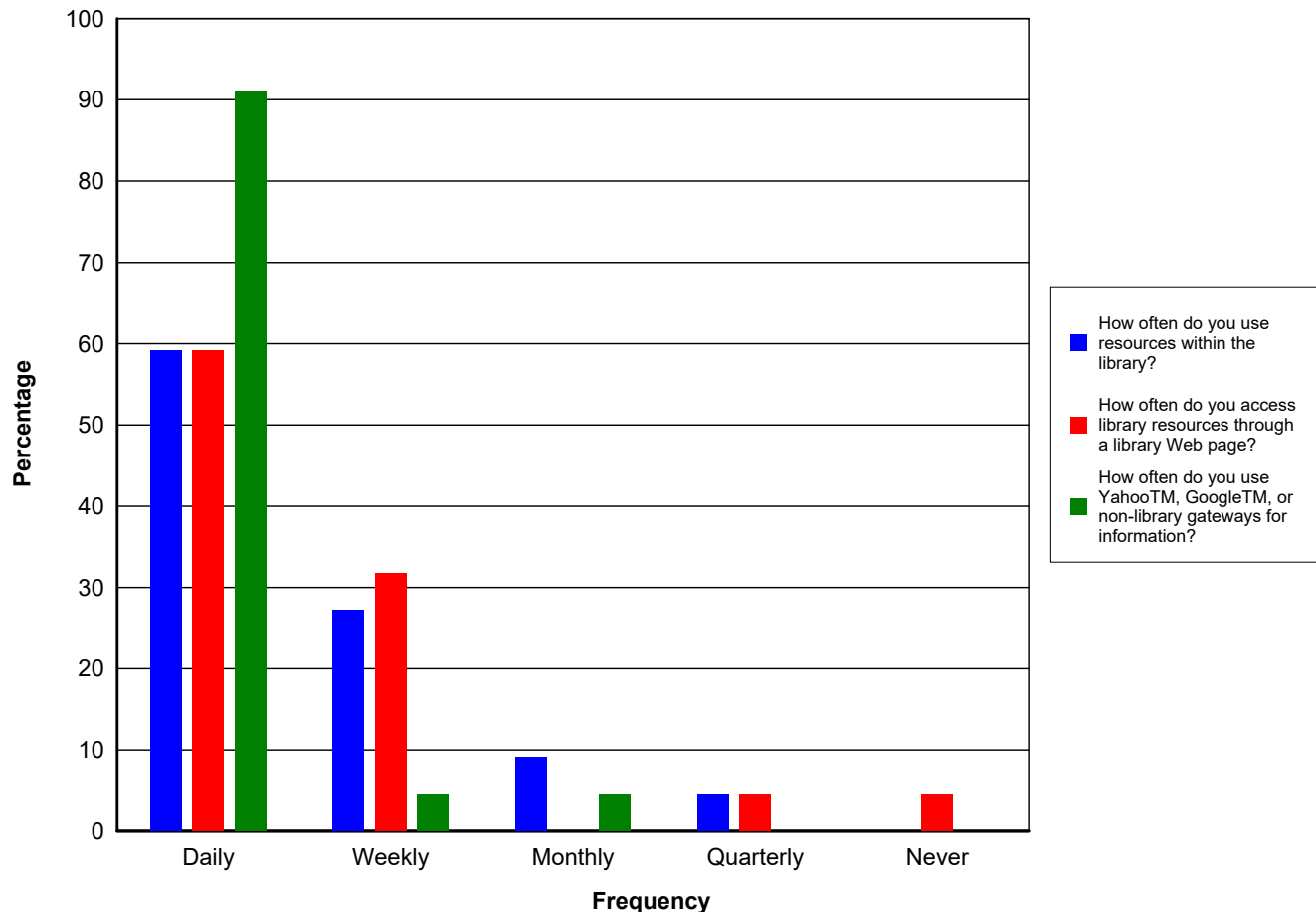
7.6 Information Literacy Outcomes Questions Summary for Library Staff

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.	7.41	1.01	22
The library aids my advancement in my academic discipline or work.	7.45	0.96	22
The library enables me to be more efficient in my academic pursuits or work.	7.73	1.03	22
The library helps me distinguish between trustworthy and untrustworthy information.	6.91	1.90	22
The library provides me with the information skills I need in my work or study.	7.41	1.37	22

7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n%
How often do you use resources within the library?	13 59.09%	6 27.27%	2 9.09%	1 4.55%	0 0.00%	22 100.00%
How often do you access library resources through a library Web page?	13 59.09%	7 31.82%	0 0.00%	1 4.55%	1 4.55%	22 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	20 90.91%	1 4.55%	1 4.55%	0 0.00%	0 0.00%	22 100.00%

8 Summary for Staff

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.15
18 - 22	16	2.41
23 - 30	222	33.48
31 - 45	294	44.34
46 - 65	129	19.46
Over 65	1	0.15
Total:	663	100.00

8.1.2 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	437	66.72
Male	218	33.28
Total:	655	100.00

8.1.3 Respondent Profile by Full or part-time student?

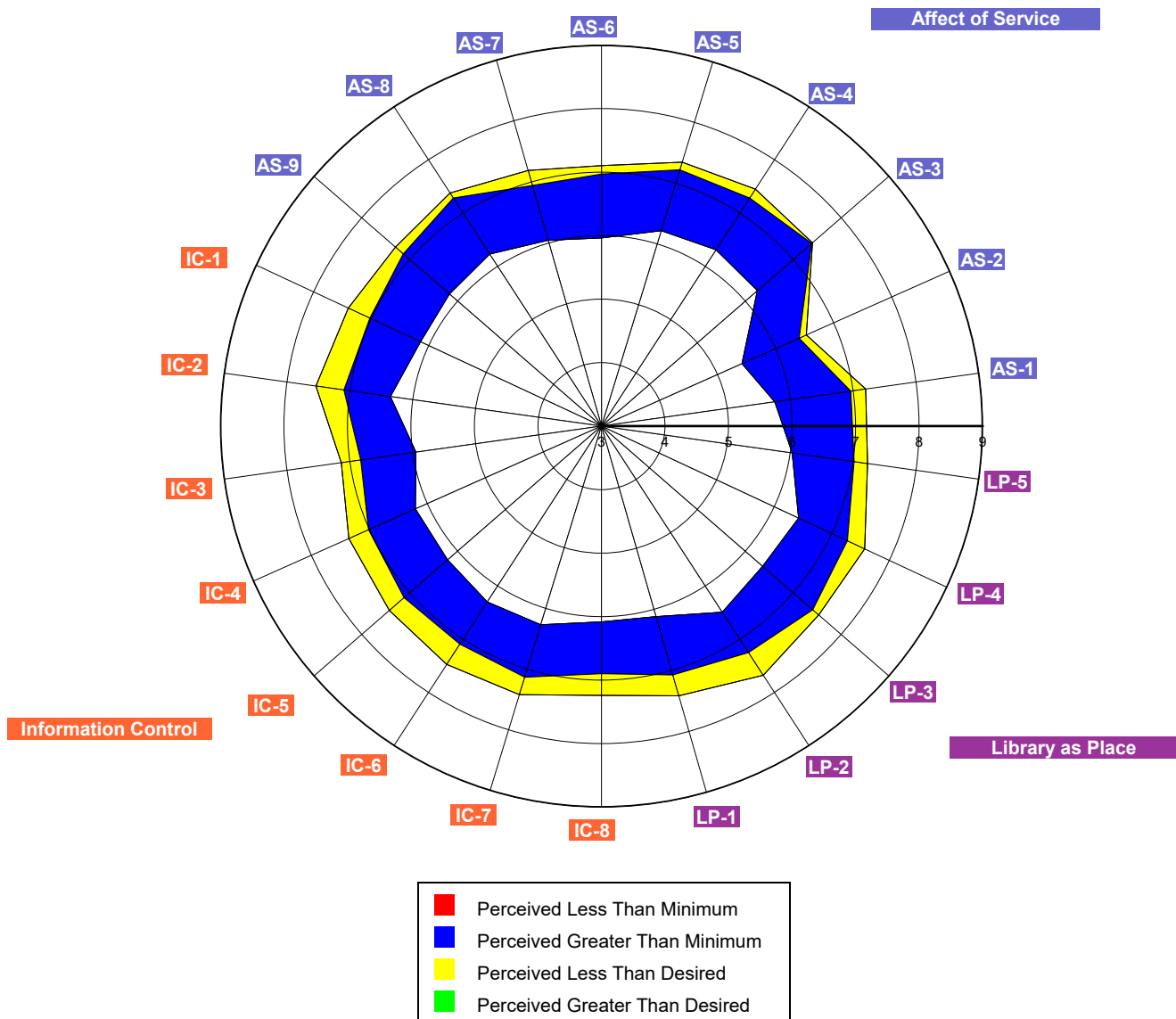
Full or part-time student?	Respondents n	Respondents %
Full-time	37	4.55
Part-time	10	1.23
Does not apply / NA	766	94.22
Total:	813	100.00

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.)



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

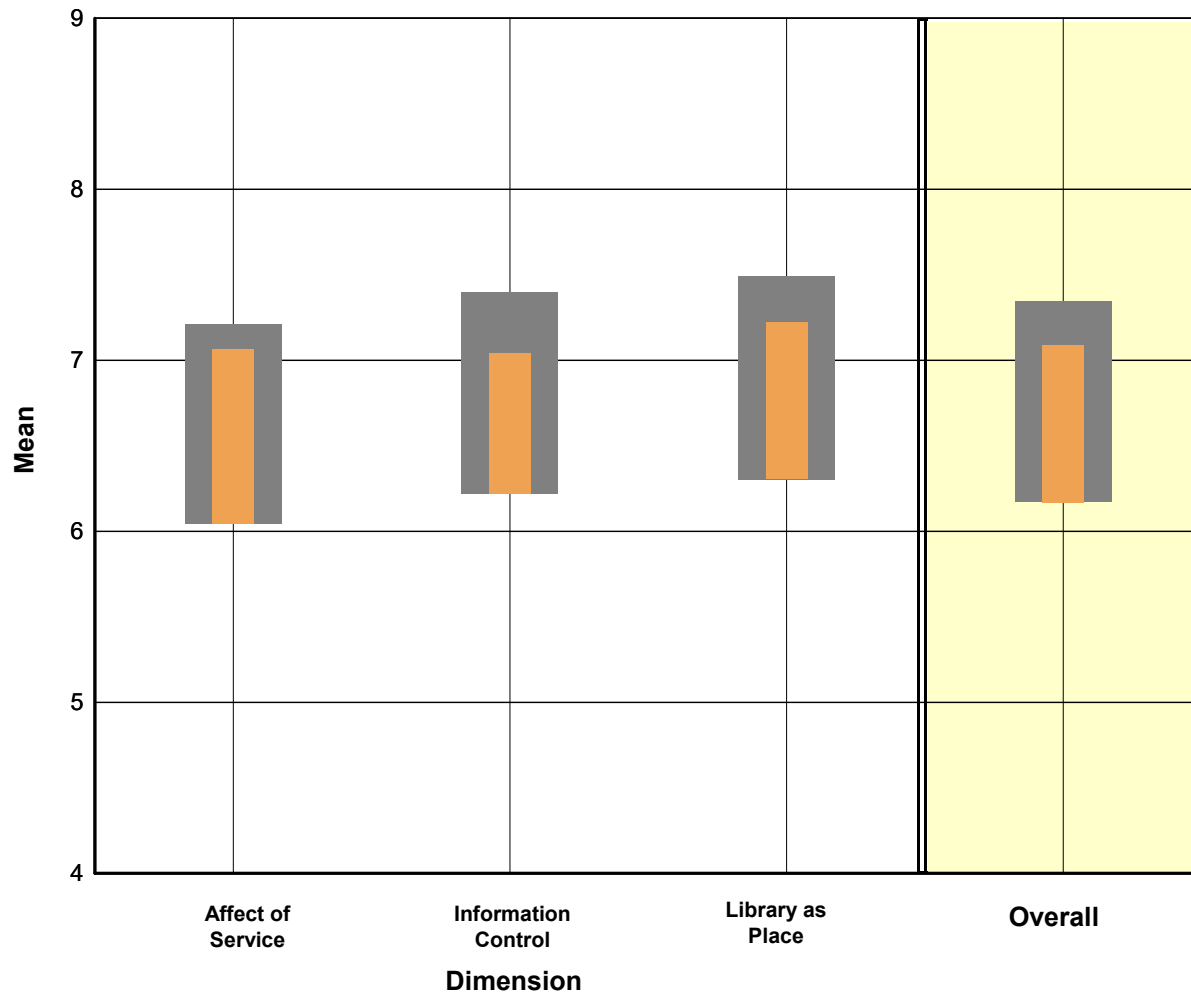
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	5.76	7.20	6.96	1.21	-0.24	815
AS-2	Giving users individual attention	5.42	6.53	6.41	0.98	-0.12	782
AS-3	Library staff who are consistently courteous	6.25	7.40	7.39	1.13	-0.02	825
AS-4	Readiness to respond to users' enquiries	6.31	7.45	7.28	0.97	-0.16	777
AS-5	Library staff who have the knowledge to answer user questions	6.22	7.35	7.22	1.00	-0.13	791
AS-6	Library staff who deal with users in a caring fashion	5.96	7.10	6.97	1.01	-0.13	799
AS-7	Library staff who understand the needs of their users	6.05	7.19	6.94	0.90	-0.25	795
AS-8	Willingness to help users	6.23	7.38	7.28	1.05	-0.09	805
AS-9	Dependability in handling users' service problems	6.17	7.30	7.13	0.96	-0.16	757
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.15	7.40	7.02	0.88	-0.37	783
IC-2	A library Web site enabling me to locate information on my own	6.36	7.54	7.10	0.74	-0.44	816
IC-3	The printed library materials I need for my work	5.95	7.14	6.83	0.88	-0.31	677
IC-4	The electronic information resources I need	6.21	7.35	7.01	0.81	-0.34	788
IC-5	Modern equipment that lets me easily access needed information	6.21	7.43	7.12	0.91	-0.31	806
IC-6	Easy-to-use access tools that allow me to find things on my own	6.30	7.47	7.09	0.79	-0.38	815
IC-7	Making information easily accessible for independent use	6.27	7.42	7.13	0.86	-0.29	820
IC-8	Print and/or electronic journal collections I require for my work	6.08	7.24	6.90	0.81	-0.34	658
Library as Place							
LP-1	Library space that inspires study and learning	6.12	7.42	7.08	0.96	-0.34	801
LP-2	Quiet space for individual work	6.49	7.68	7.25	0.76	-0.43	790
LP-3	A comfortable and inviting location	6.36	7.53	7.41	1.04	-0.12	823
LP-4	A haven for study, learning, or research	6.42	7.57	7.27	0.85	-0.30	785
LP-5	Space for group learning and group study	6.03	7.23	7.02	0.98	-0.21	642
Overall:		6.17	7.34	7.09	0.92	-0.25	830

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.53	1.29	1.32	1.54	1.35	815
AS-2	Giving users individual attention	1.76	1.61	1.57	1.55	1.44	782
AS-3	Library staff who are consistently courteous	1.59	1.27	1.31	1.50	1.21	825
AS-4	Readiness to respond to users' enquiries	1.44	1.16	1.22	1.43	1.18	777
AS-5	Library staff who have the knowledge to answer user questions	1.49	1.23	1.28	1.44	1.21	791
AS-6	Library staff who deal with users in a caring fashion	1.55	1.37	1.40	1.45	1.30	799
AS-7	Library staff who understand the needs of their users	1.49	1.28	1.34	1.37	1.26	795
AS-8	Willingness to help users	1.52	1.21	1.22	1.43	1.18	805
AS-9	Dependability in handling users' service problems	1.49	1.24	1.26	1.43	1.24	757
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.50	1.34	1.37	1.57	1.40	783
IC-2	A library Web site enabling me to locate information on my own	1.50	1.27	1.29	1.54	1.28	816
IC-3	The printed library materials I need for my work	1.58	1.33	1.35	1.58	1.34	677
IC-4	The electronic information resources I need	1.44	1.24	1.27	1.47	1.32	788
IC-5	Modern equipment that lets me easily access needed information	1.40	1.15	1.20	1.41	1.24	806
IC-6	Easy-to-use access tools that allow me to find things on my own	1.44	1.22	1.26	1.41	1.26	815
IC-7	Making information easily accessible for independent use	1.41	1.22	1.19	1.36	1.18	820
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.32	1.33	1.56	1.39	658
Library as Place							
LP-1	Library space that inspires study and learning	1.62	1.28	1.35	1.54	1.39	801
LP-2	Quiet space for individual work	1.53	1.18	1.39	1.63	1.38	790
LP-3	A comfortable and inviting location	1.49	1.18	1.26	1.48	1.27	823
LP-4	A haven for study, learning, or research	1.53	1.21	1.28	1.51	1.30	785
LP-5	Space for group learning and group study	1.59	1.33	1.34	1.59	1.33	642
Overall:		1.25	0.98	1.01	1.17	0.97	830

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.



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

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	6.04	7.21	7.06	1.02	-0.15	829
Information Control	6.22	7.40	7.04	0.82	-0.36	830
Library as Place	6.31	7.49	7.22	0.91	-0.27	828
Overall	6.17	7.34	7.09	0.92	-0.25	830

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	1.06	1.11	1.22	1.04	829
Information Control	1.25	1.02	1.05	1.23	1.03	830
Library as Place	1.34	1.02	1.11	1.29	1.08	828
Overall	1.25	0.98	1.01	1.17	0.97	830

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
The Library always adopting new technologies which facilitate my learning, teaching and research	5.80	7.13	6.85	1.05	-0.28	305
The various training programmes provided by the Library helping me to use and search information more effectively	5.58	6.88	6.74	1.15	-0.14	285
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	5.90	7.18	6.93	1.04	-0.24	445
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	5.97	7.10	7.05	1.08	-0.05	345
Ease and timeliness in getting materials from other libraries	6.13	7.41	7.06	0.93	-0.36	176
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	6.09	7.40	6.86	0.78	-0.54	140

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
The Library always adopting new technologies which facilitate my learning, teaching and research	1.55	1.32	1.36	1.53	1.35	305
The various training programmes provided by the Library helping me to use and search information more effectively	1.59	1.54	1.41	1.53	1.47	285
The Library's workshops and seminars helping me develop my ability to seek, find, use, create, and communicate research knowledge, information, and data effectively and ethically	1.50	1.26	1.31	1.48	1.36	445
The Library's exhibitions and talks helping me develop and grow intellectually, culturally, and artistically	1.63	1.34	1.30	1.59	1.30	345
Ease and timeliness in getting materials from other libraries	1.55	1.22	1.45	1.48	1.44	176
An electronic catalog where it's easy to identify printed and electronic documents offered by my institution	1.62	1.19	1.54	1.59	1.50	140

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

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

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.	7.31	1.12	830
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.10	1.19	830
How would you rate the overall quality of the service provided by the library?	7.25	1.07	830

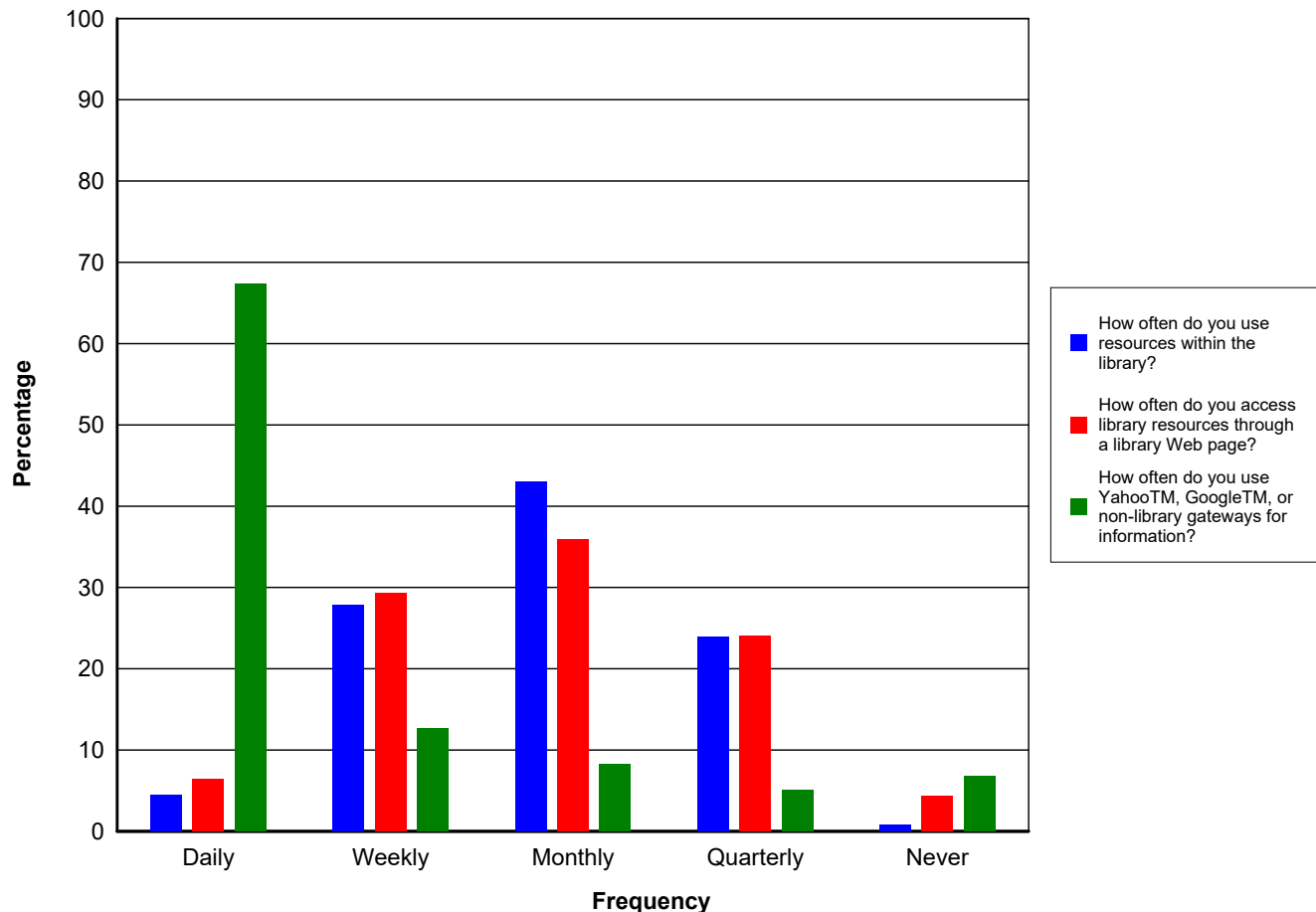
8.6 Information Literacy Outcomes Questions Summary for Staff

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.	6.79	1.27	830
The library aids my advancement in my academic discipline or work.	6.83	1.25	830
The library enables me to be more efficient in my academic pursuits or work.	6.84	1.27	830
The library helps me distinguish between trustworthy and untrustworthy information.	6.41	1.48	830
The library provides me with the information skills I need in my work or study.	6.77	1.33	830

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?	37 4.46%	231 27.83%	357 43.01%	198 23.86%	7 0.84%	830 100.00%
How often do you access library resources through a library Web page?	53 6.39%	243 29.28%	298 35.90%	200 24.10%	36 4.34%	830 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	559 67.35%	105 12.65%	68 8.19%	42 5.06%	56 6.75%	830 100.00%

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

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 2010 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

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

Information Control

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

Library as Place

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



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