



**LibQUAL<sup>+</sup>**  
*2010 Survey*

## **Anglia Ruskin University – Summary**

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**Association of Research Libraries / Texas A&M University**

**[www.libqual.org](http://www.libqual.org)**

## 1.3 LibQUAL+®: Defining and Promoting Library Service Quality

### What is LibQUAL+®?

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

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- 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

Since 2000, more than 1,000 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. LibQUAL+® has expanded internationally, with participating institutions in Africa, Asia, Australia and Europe. It has been translated into a number of languages, including Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Greek, Hebrew, Japanese, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

### How will LibQUAL+® benefit your library?

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

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

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

## 1.5 Explanation of Charts and Tables

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

< [http://libqual.org/about/about\\_survey/tools](http://libqual.org/about/about_survey/tools) >

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

### **Radar Charts**

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

#### **What is a radar chart?**

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

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

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

#### **How to read a radar chart**

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

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

## **Means**

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

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

## **Standard Deviation**

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

In this notebook, standard deviations are provided for every mean presented in the tables. In a very real sense, the SD indicates how well a given numerical mean does at representing all the data. If the SD of the scores about a given mean was zero, the mean perfectly represents everyone's scores, and all the scores and the mean are all identical!

## **Service Adequacy**

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

## **Service Superiority**

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

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

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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	5,706	24.47	254	28.00	-3.54
Second year (Undergraduate)	4,566	19.58	195	21.50	-1.92
Third year (Undergraduate)	5,027	21.55	231	25.47	-3.91
Fourth year (Undergraduate)	3,343	14.33	16	1.76	12.57
Fifth year and above (Undergraduate)	0	0.00	16	1.76	-1.76
Non-degree (Undergraduate)	0	0.00	13	1.43	-1.43
Taught Masters degree (Postgraduate)	3,462	14.84	85	9.37	5.47
Research Masters degree (Postgraduate)	20	0.09	13	1.43	-1.35
Doctoral Research degree (Postgraduate)	85	0.36	14	1.54	-1.18
Non-degree (Postgraduate)	0	0.00	27	2.98	-2.98
Undecided (Postgraduate)	0	0.00	6	0.66	-0.66
Professor (Academic Staff)	24	0.10	1	0.11	-0.01
Reader (Academic Staff)	20	0.09	2	0.22	-0.13
Senior / Principal Lecturer (Academic Staff)	476	2.04	23	2.54	-0.49
Lecturer (Academic Staff)	504	2.16	6	0.66	1.50
Research Staff (Academic Staff)	17	0.07	2	0.22	-0.15
Other Academic Status (Academic Staff)	72	0.31	3	0.33	-0.02
<b>Total:</b>	<b>23,322</b>	<b>100.00</b>	<b>907</b>	<b>100.00</b>	<b>0.00</b>

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

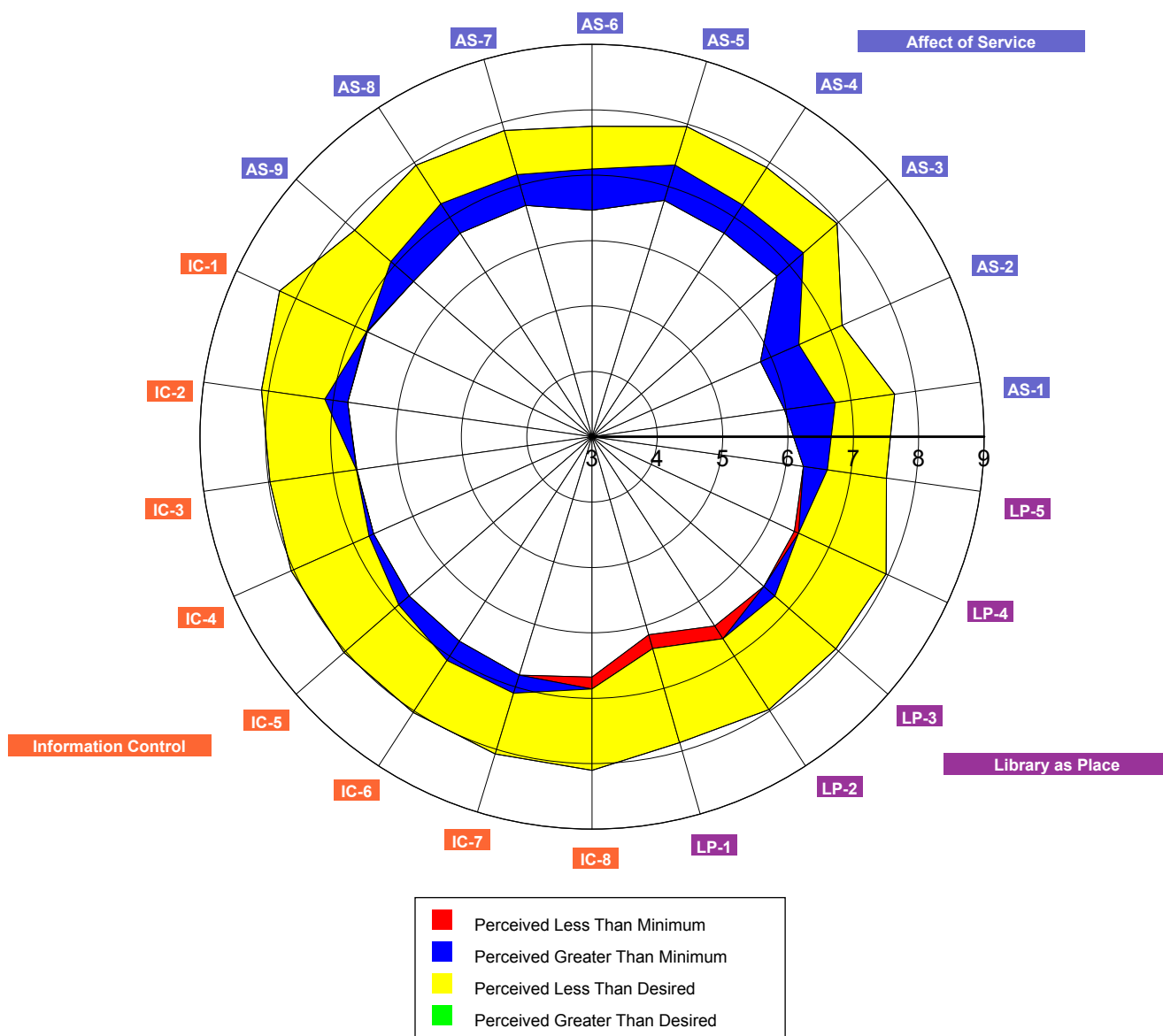
### 3. Survey Item Summary for Anglia Ruskin University

#### 3.1 Core Questions Summary

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

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

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

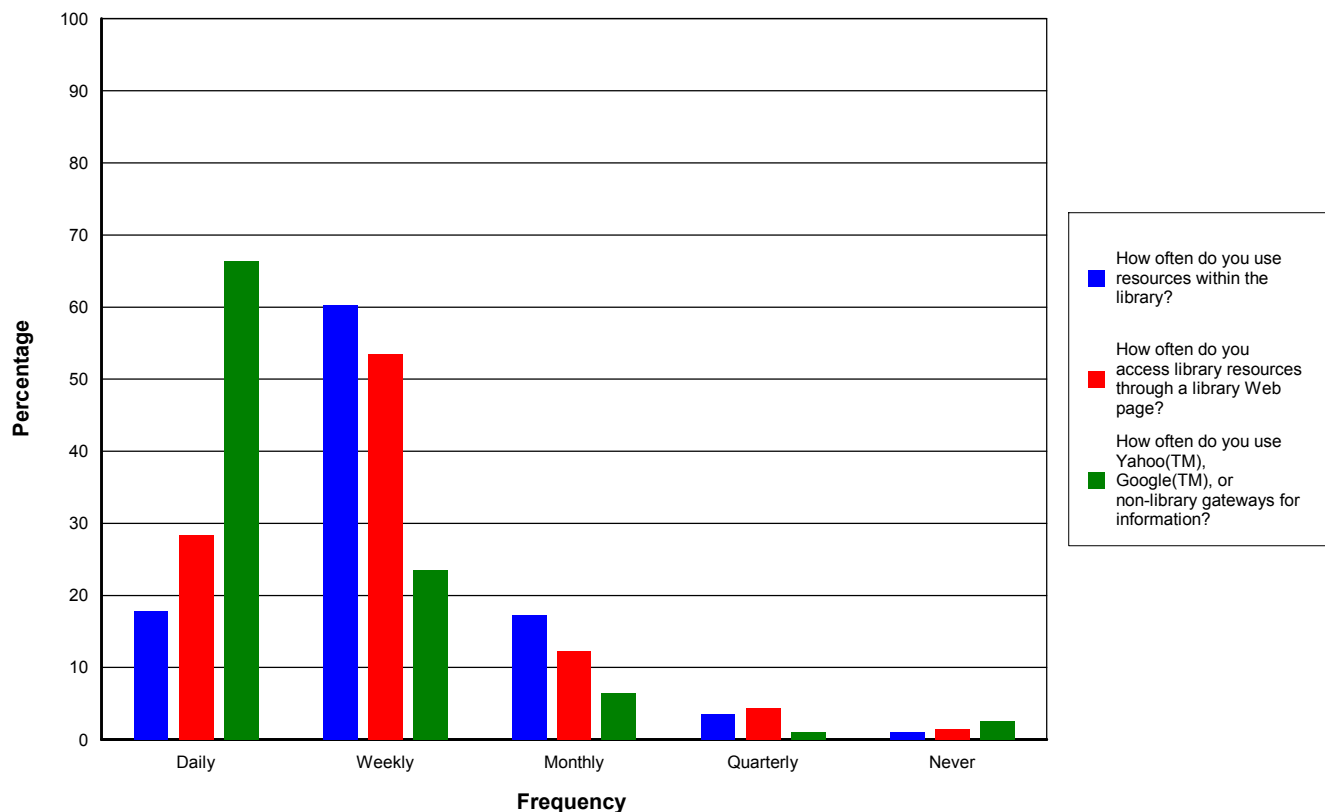


Language: English (British)  
 Institution Type: College or University  
 Consortium: SCONUL  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.98	7.67	6.76	0.79	-0.91	913
AS-2	Giving users individual attention	5.82	7.19	6.47	0.64	-0.73	903
AS-3	Library staff who are consistently courteous	6.75	7.97	7.29	0.54	-0.68	919
AS-4	Readiness to respond to users' enquiries	6.71	7.91	7.23	0.52	-0.68	899
AS-5	Library staff who have the knowledge to answer user questions	6.78	7.96	7.35	0.56	-0.61	891
AS-6	Library staff who deal with users in a caring fashion	6.46	7.75	7.09	0.63	-0.65	898
AS-7	Library staff who understand the needs of their users	6.68	7.87	7.17	0.49	-0.70	890
AS-8	Willingness to help users	6.71	7.95	7.25	0.54	-0.70	905
AS-9	Dependability in handling users' service problems	6.62	7.82	7.08	0.46	-0.73	845
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.81	8.28	6.79	-0.01	-1.49	923
IC-2	A library Web site enabling me to locate information on my own	6.78	8.11	7.13	0.35	-0.98	924
IC-3	The printed library materials I need for my work	6.64	7.98	6.63	-0.01	-1.34	861
IC-4	The electronic information resources I need	6.66	8.04	6.74	0.08	-1.31	913
IC-5	Modern equipment that lets me easily access needed information	6.71	8.03	6.92	0.21	-1.11	915
IC-6	Easy-to-use access tools that allow me to find things on my own	6.73	8.03	7.08	0.35	-0.95	912
IC-7	Making information easily accessible for independent use	6.81	8.07	7.10	0.29	-0.97	915
IC-8	Print and/or electronic journal collections I require for my work	6.86	8.10	6.67	-0.19	-1.43	864
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.37	7.87	6.15	-0.22	-1.72	917
LP-2	Quiet space for individual work	6.68	7.97	6.45	-0.23	-1.52	908
LP-3	A comfortable and inviting location	6.49	7.95	6.71	0.22	-1.24	911
LP-4	A haven for study, learning, or research	6.49	7.97	6.42	-0.07	-1.55	906
LP-5	Space for group learning and group study	6.27	7.55	6.64	0.37	-0.91	855
<b>Overall:</b>		6.57	7.91	6.90	0.32	-1.01	934

### 3.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	166 17.77%	563 60.28%	162 17.34%	33 3.53%	10 1.07%	934 100.00%
How often do you access library resources through a library Web page?	265 28.37%	499 53.43%	115 12.31%	41 4.39%	14 1.50%	934 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	619 66.35%	219 23.47%	61 6.54%	10 1.07%	24 2.57%	933 100.00%

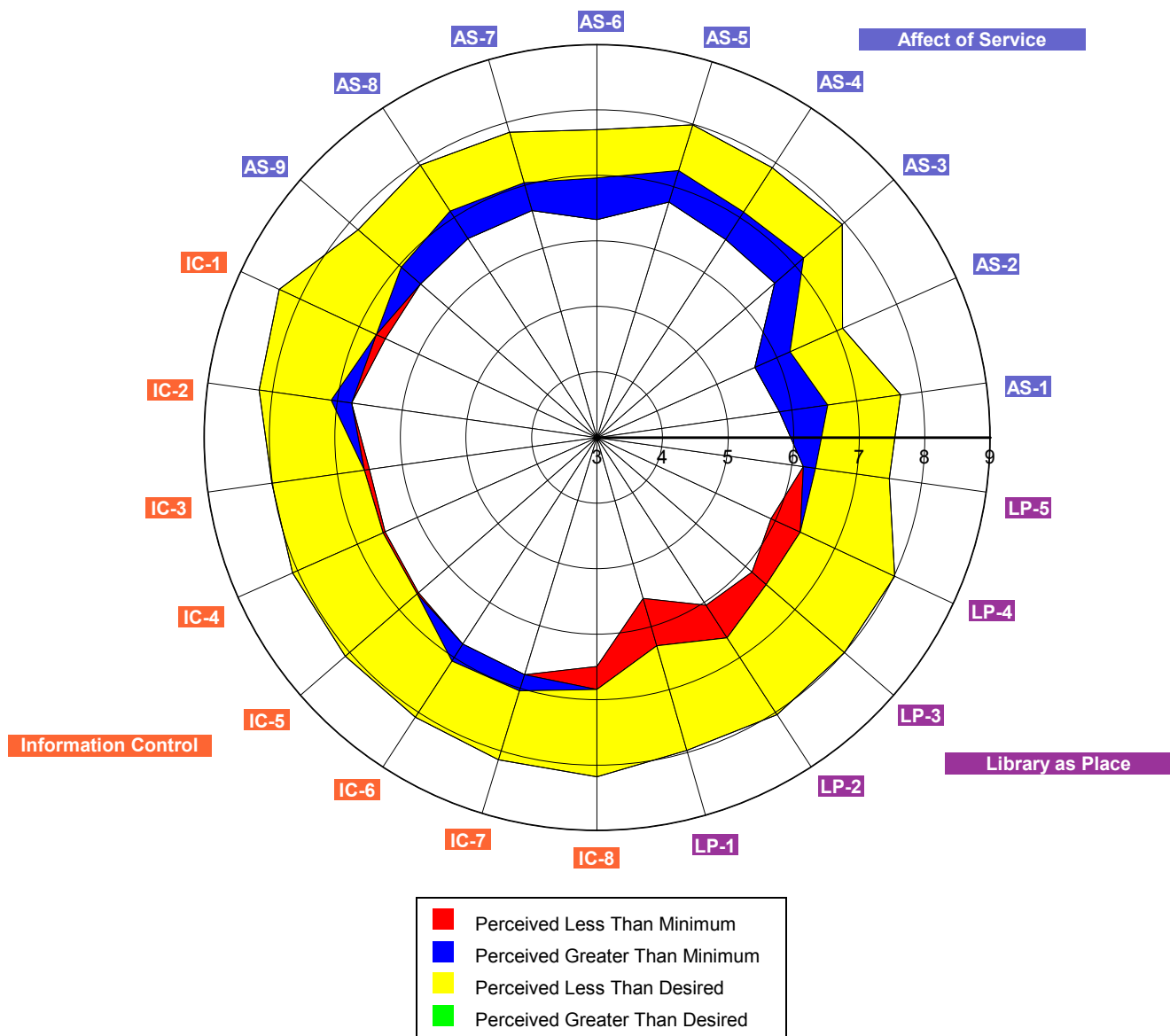
### 3. Survey Item Summary for Anglia Ruskin University - Cambridge

#### 3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.81	7.68	6.55	0.74	-1.12	447
AS-2	Giving users individual attention	5.63	7.10	6.22	0.59	-0.88	441
AS-3	Library staff who are consistently courteous	6.59	7.96	7.18	0.58	-0.78	455
AS-4	Readiness to respond to users' enquiries	6.61	7.91	7.11	0.50	-0.80	437
AS-5	Library staff who have the knowledge to answer user questions	6.76	7.99	7.26	0.50	-0.73	438
AS-6	Library staff who deal with users in a caring fashion	6.33	7.70	6.96	0.63	-0.74	440
AS-7	Library staff who understand the needs of their users	6.61	7.85	7.05	0.44	-0.80	438
AS-8	Willingness to help users	6.62	7.95	7.12	0.50	-0.84	443
AS-9	Dependability in handling users' service problems	6.57	7.83	6.96	0.39	-0.87	412
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.72	8.35	6.57	-0.15	-1.78	453
IC-2	A library Web site enabling me to locate information on my own	6.78	8.21	7.10	0.31	-1.11	453
IC-3	The printed library materials I need for my work	6.58	8.01	6.51	-0.08	-1.50	421
IC-4	The electronic information resources I need	6.58	8.09	6.54	-0.04	-1.54	446
IC-5	Modern equipment that lets me easily access needed information	6.64	8.09	6.61	-0.03	-1.48	453
IC-6	Easy-to-use access tools that allow me to find things on my own	6.76	8.09	7.07	0.31	-1.02	450
IC-7	Making information easily accessible for independent use	6.78	8.14	7.04	0.26	-1.10	449
IC-8	Print and/or electronic journal collections I require for my work	6.84	8.18	6.50	-0.35	-1.68	422
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.31	7.97	5.56	-0.75	-2.41	451
LP-2	Quiet space for individual work	6.65	8.05	6.05	-0.59	-1.99	448
LP-3	A comfortable and inviting location	6.42	8.00	6.13	-0.29	-1.87	451
LP-4	A haven for study, learning, or research	6.42	8.01	5.93	-0.49	-2.08	445
LP-5	Space for group learning and group study	6.18	7.50	6.37	0.19	-1.14	414
<b>Overall:</b>		6.50	7.93	6.71	0.20	-1.23	459

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

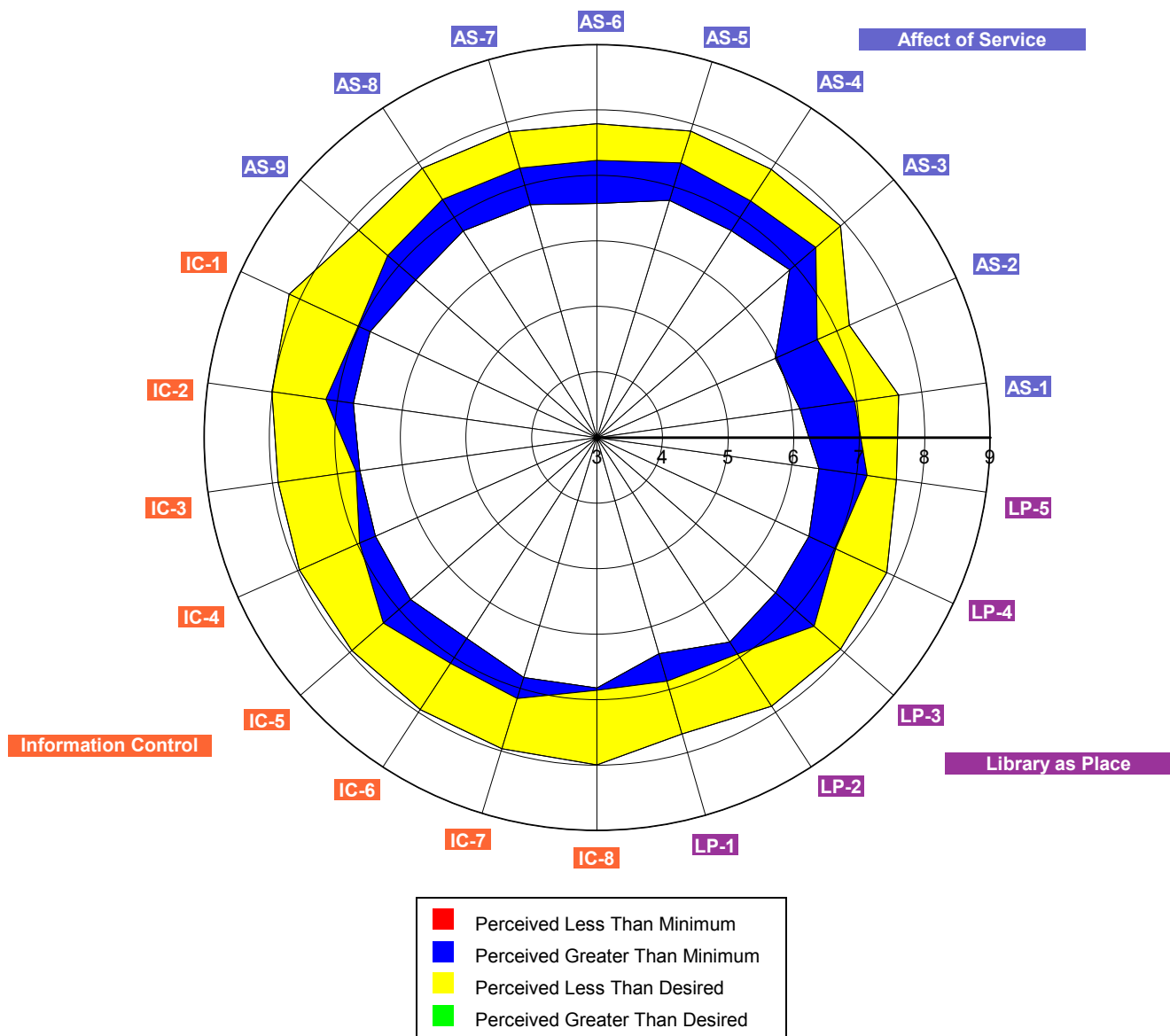
### 3. Survey Item Summary for Anglia Ruskin University - Chelmsford

#### 3.1 Core Questions Summary

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.13	7.65	6.97	0.84	-0.68	341
AS-2	Giving users individual attention	5.98	7.21	6.68	0.70	-0.54	336
AS-3	Library staff who are consistently courteous	6.90	7.93	7.43	0.53	-0.50	338
AS-4	Readiness to respond to users' enquiries	6.76	7.88	7.30	0.54	-0.58	335
AS-5	Library staff who have the knowledge to answer user questions	6.78	7.89	7.38	0.60	-0.51	329
AS-6	Library staff who deal with users in a caring fashion	6.57	7.79	7.23	0.66	-0.56	334
AS-7	Library staff who understand the needs of their users	6.70	7.85	7.28	0.58	-0.57	328
AS-8	Willingness to help users	6.76	7.90	7.33	0.57	-0.57	335
AS-9	Dependability in handling users' service problems	6.67	7.82	7.23	0.57	-0.59	312
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.82	8.18	7.02	0.20	-1.16	341
IC-2	A library Web site enabling me to locate information on my own	6.76	8.01	7.18	0.43	-0.83	341
IC-3	The printed library materials I need for my work	6.65	7.92	6.72	0.06	-1.20	318
IC-4	The electronic information resources I need	6.70	7.97	6.97	0.26	-1.01	341
IC-5	Modern equipment that lets me easily access needed information	6.77	7.96	7.32	0.55	-0.64	337
IC-6	Easy-to-use access tools that allow me to find things on my own	6.65	7.95	7.11	0.45	-0.84	333
IC-7	Making information easily accessible for independent use	6.83	7.97	7.17	0.33	-0.80	339
IC-8	Print and/or electronic journal collections I require for my work	6.83	8.00	6.86	0.03	-1.14	316
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.43	7.71	6.87	0.44	-0.83	343
LP-2	Quiet space for individual work	6.73	7.89	6.94	0.22	-0.95	339
LP-3	A comfortable and inviting location	6.61	7.93	7.39	0.78	-0.54	339
LP-4	A haven for study, learning, or research	6.57	7.88	7.02	0.45	-0.86	338
LP-5	Space for group learning and group study	6.42	7.61	7.16	0.74	-0.45	322
<b>Overall:</b>		6.62	7.86	7.12	0.50	-0.74	345

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

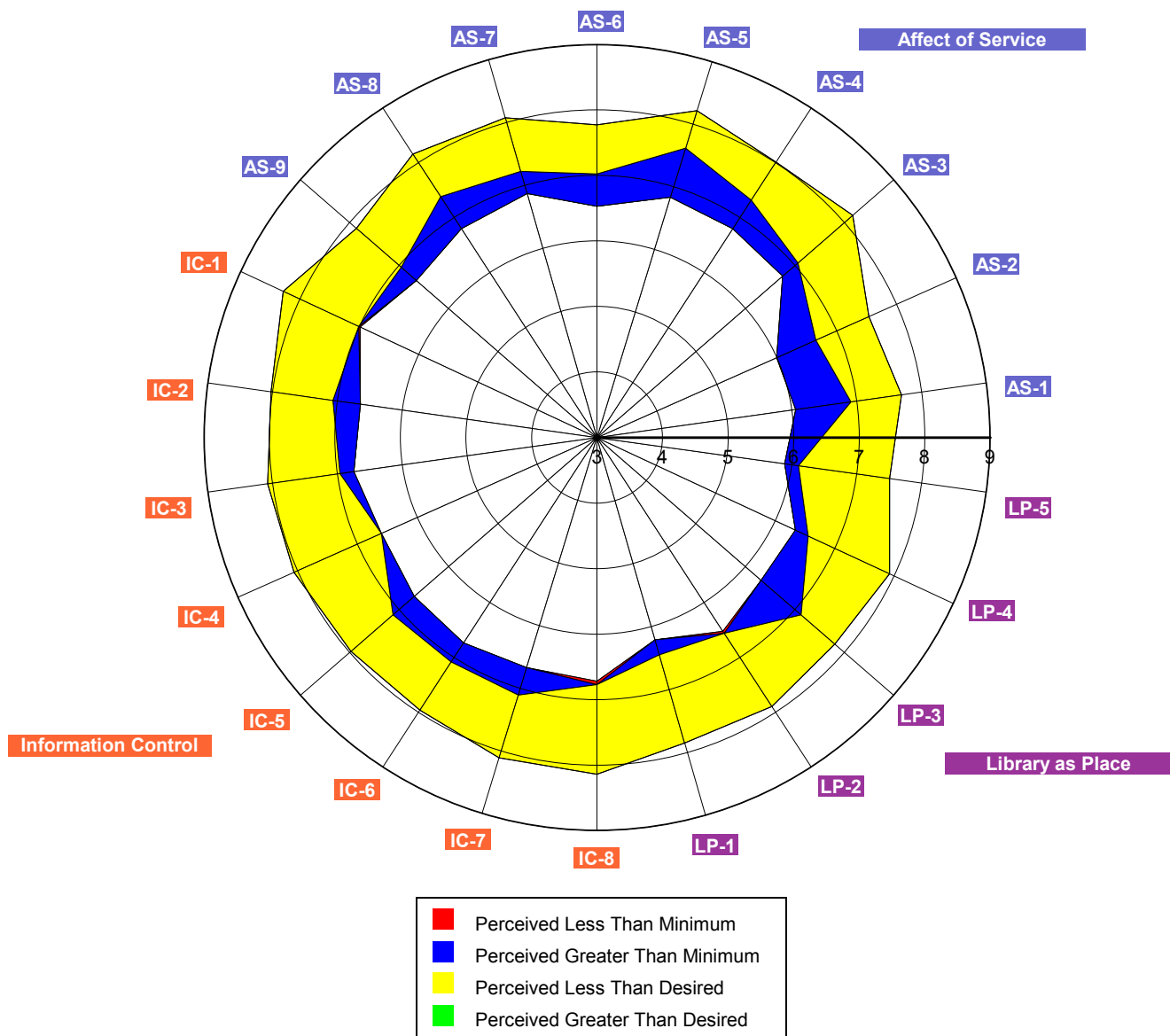
### 3. Survey Item Summary for Anglia Ruskin University - Fulbourn

#### 3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.06	7.69	6.91	0.85	-0.78	81
AS-2	Giving users individual attention	6.00	7.54	6.65	0.65	-0.89	81
AS-3	Library staff who are consistently courteous	6.76	8.17	7.06	0.30	-1.11	82
AS-4	Readiness to respond to users' enquiries	6.80	8.01	7.32	0.52	-0.69	81
AS-5	Library staff who have the knowledge to answer user questions	6.84	8.22	7.62	0.78	-0.59	79
AS-6	Library staff who deal with users in a caring fashion	6.53	7.77	7.03	0.49	-0.75	79
AS-7	Library staff who understand the needs of their users	6.88	8.08	7.23	0.35	-0.85	80
AS-8	Willingness to help users	6.80	8.16	7.38	0.58	-0.78	81
AS-9	Dependability in handling users' service problems	6.65	7.87	6.96	0.31	-0.91	75
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.01	8.28	6.99	-0.02	-1.30	81
IC-2	A library Web site enabling me to locate information on my own	6.65	8.02	7.07	0.43	-0.95	82
IC-3	The printed library materials I need for my work	6.75	8.08	6.96	0.22	-1.11	79
IC-4	The electronic information resources I need	6.60	8.06	6.60	0.00	-1.46	78
IC-5	Modern equipment that lets me easily access needed information	6.70	7.97	7.13	0.43	-0.85	79
IC-6	Easy-to-use access tools that allow me to find things on my own	6.74	7.96	7.09	0.35	-0.88	81
IC-7	Making information easily accessible for independent use	6.68	8.11	7.11	0.44	-1.00	80
IC-8	Print and/or electronic journal collections I require for my work	6.77	8.14	6.72	-0.05	-1.42	79
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.21	7.85	6.45	0.24	-1.40	80
LP-2	Quiet space for individual work	6.56	7.90	6.53	-0.04	-1.37	78
LP-3	A comfortable and inviting location	6.32	7.81	7.13	0.81	-0.68	78
LP-4	A haven for study, learning, or research	6.34	7.92	6.56	0.22	-1.37	79
LP-5	Space for group learning and group study	5.89	7.51	6.11	0.21	-1.40	75
<b>Overall:</b>		6.53	7.94	6.92	0.39	-1.02	82

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

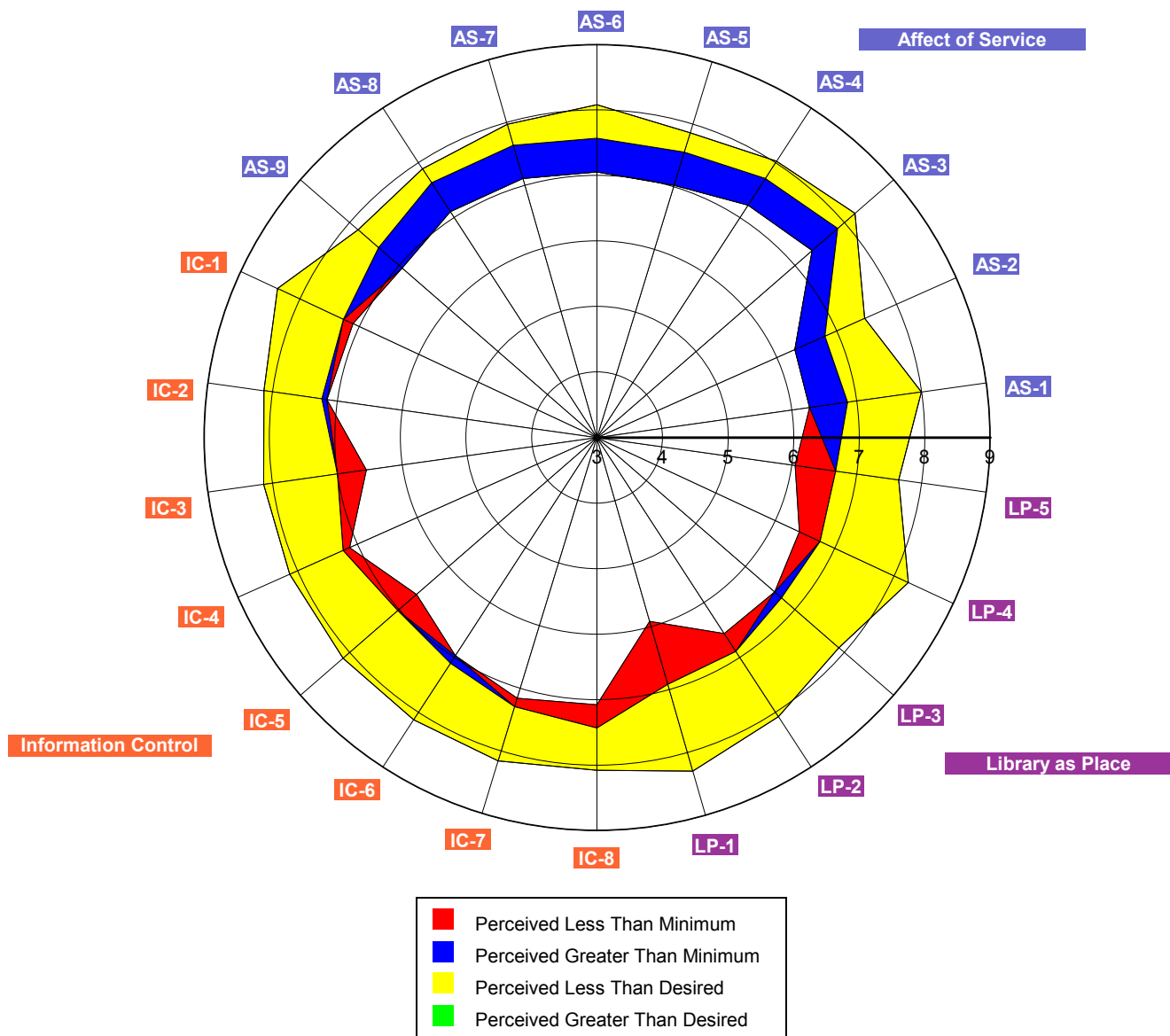
### 3. Survey Item Summary for Anglia Ruskin University - Peterborough

#### 3.1 Core Questions Summary

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.28	8.00	6.86	0.58	-1.14	36
AS-2	Giving users individual attention	6.31	7.47	6.81	0.50	-0.67	36
AS-3	Library staff who are consistently courteous	7.35	8.22	7.86	0.51	-0.35	37
AS-4	Readiness to respond to users' enquiries	7.23	8.03	7.71	0.49	-0.31	35
AS-5	Library staff who have the knowledge to answer user questions	7.03	7.86	7.56	0.53	-0.31	36
AS-6	Library staff who deal with users in a caring fashion	7.05	8.08	7.57	0.51	-0.51	37
AS-7	Library staff who understand the needs of their users	7.11	7.97	7.64	0.53	-0.33	36
AS-8	Willingness to help users	7.11	7.89	7.64	0.53	-0.25	36
AS-9	Dependability in handling users' service problems	6.94	7.83	7.42	0.47	-0.42	36
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.27	8.38	7.11	-0.16	-1.27	37
IC-2	A library Web site enabling me to locate information on my own	7.16	8.14	7.24	0.08	-0.89	37
IC-3	The printed library materials I need for my work	7.00	8.14	6.56	-0.44	-1.58	36
IC-4	The electronic information resources I need	7.24	8.14	7.14	-0.11	-1.00	37
IC-5	Modern equipment that lets me easily access needed information	7.03	8.14	6.65	-0.38	-1.49	37
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.14	7.11	0.14	-1.03	37
IC-7	Making information easily accessible for independent use	7.30	8.16	7.16	-0.14	-1.00	37
IC-8	Print and/or electronic journal collections I require for my work	7.43	8.08	7.08	-0.35	-1.00	37
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.92	8.30	5.92	-1.00	-2.38	37
LP-2	Quiet space for individual work	6.89	8.08	6.57	-0.32	-1.51	37
LP-3	A comfortable and inviting location	6.59	7.89	6.73	0.14	-1.16	37
LP-4	A haven for study, learning, or research	6.76	8.24	6.41	-0.35	-1.84	37
LP-5	Space for group learning and group study	6.68	7.65	6.05	-0.62	-1.59	37
<b>Overall:</b>		7.00	8.03	7.05	0.05	-0.98	37

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