



**LibQUAL+**<sup>®</sup>

***2016 Survey***

**Anglia Ruskin University – *Short version***

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

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

## 1.1 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 1,300 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. LibQUAL+ has expanded internationally, with participating institutions in Africa, Asia, Australia and Europe. It has been translated into a number of languages, including Arabic, Afrikaans, Chinese (Traditional), Danish, Dutch, Estonian, Finnish, French, German, Greek, Hebrew, Japanese, Korean, Norwegian, Spanish, Swahili, 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 LibQUAL+ 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.

### How is the LibQUAL+ survey conducted?

Conducting the LibQUAL+ survey requires little technical expertise on your part. Use our online Management Center to set up and track the progress of your survey. You invite your users to take the survey by distributing the URL for your library's Web form via e-mail or posting a link to your survey on the library's Web site. Respondents complete the survey form and their answers are sent to the LibQUAL+ database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

## 1.2 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://www.libqual.org/about/about\\_survey/tools](http://www.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.

## **1.3A Few Words about LibQUAL+ 2016**

Libraries today confront escalating pressure to demonstrate value and impact. As Cullen (2001) has noted,

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+ service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrillidou & Thompson, 2002; Kyrillidou & Cook, 2008; Kyrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrillidou & Cook, 2007a, 2007b, 2008).

Within a service-quality assessment model, "only customers judge quality; all other judgments are essentially irrelevant" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+® was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+ items were developed through several iterations of studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+ survey has been grounded in the users' perspective as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+ is not just a list of 22 standardized items. First, LibQUAL+ offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. Almost half of the people responding to the LibQUAL+ survey provide valuable feedback through the comments box. These open-ended comments are helpful for not only (a) understanding why users provide certain ratings, but also (b) understanding what policy changes users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think outside of the box and develop innovative ways for improving library services.

LibQUAL+ is one of 11 ways of listening to users, called a total market survey. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users, and (b) collecting perceptions data with regard to peer institutions can provide important insights Berry recommended using multiple listening methods and emphasized that "Ongoing data collection... is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

### **LibQUAL+ Lite**

In 2010, the LibQUAL+ Lite customization feature was introduced: a shorter version of the survey that takes less time to fill in. The Lite protocol uses item sampling methods to gather data on all 22 LibQUAL+ core items, while only requiring a given single user to respond to a subset of the 22 core questions. Every Lite user responds to one "linking" item from each of the subscales (Affect of Service, Information Control, and Library as Place), and to a randomly-selected subset of five items from the remaining 19 core LibQUAL+ items. However, all 22 core items are completed by at least some users on a given campus. As a consequence, because individual Lite users only complete a subset of the core items, survey response times are roughly cut in half, while the library still receives

data on every survey question. Each participating library sets a "Lite-view Percentage" to determine what percentage of individuals will randomly receive the Lite versus the long version of the survey.

The mechanics of item sampling strategy and results from pilot testing are described in Martha Kyrillidou's dissertation, *Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The "LibQUAL+® Lite" Randomized Control Trial (RCT)*. Findings indicate that LibQUAL+ Lite is the preferred and improved alternative to the long form of 22 core items that has been established since 2003. The difference between the long and the Lite version of the survey is enough to result in higher participation rates ranging from 3.1 to 10.6 percent more for surveys that reduce average response times from 10 to 6 minutes (Kyrillidou, 2009, Thompson, Kyrillidou & Cook, 2009a; Thompson, Kyrillidou & Cook, 2009b).

### Score Scaling

"Perceived" scores on the 22 LibQUAL+ core items, the three subscales, and the total score, are all scaled 1 to 9, with 9 being the most favorable. Both the gap scores ("Adequacy" = "Perceived" - "Minimum"; "Superiority" = "Perceived" - "Desired") are scaled such that higher scores are more favorable. Thus, an *adequacy* gap score of +1.2 on an item, subscale, or total score is better than an adequacy gap score of +1.0. A *superiority* gap score of -0.5 on an item, subscale, or total score is better than a superiority gap score of -1.0.

### Using LibQUAL+ Data

In some cases LibQUAL+ data may confirm prior expectations and library staff will readily formulate action plans to remedy perceived deficiencies. But in many cases library decision-makers will seek additional information to corroborate interpretations or to better understand the dynamics underlying user perceptions.

For example, once an interpretation is formulated, library staff might review recent submissions of users to suggestion boxes to evaluate whether LibQUAL+ data are consistent with interpretations, and the suggestion box data perhaps also provide user suggestions for remedies. User focus groups also provide a powerful way to explore problems and potential solutions. A university-wide retreat with a small-group facilitated discussion to solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+ participating libraries.

Indeed, the open-ended comments gathered as part of LibQUAL+ are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+ is not 22 items. LibQUAL+® is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+. Heath, Kyrillidou, and Askew edited a special issue of the *Journal of Library Administration* (Vol. 40, No. 3/4) reporting additional case studies on the use of LibQUAL+ data to aid the improvement of library service quality. This special issue has also been published by Hayworth Press as a monograph. Kyrillidou (2008) edited a compilation of articles that complements and provides an updated perspective on these earlier special issues. These publications can be ordered by sending an email to [libqual@arl.org](mailto:libqual@arl.org). Numerous other articles have been published in the literature; a bibliography can be found in the Publications section of the LibQUAL+ website under 'Related articles.'

### Data Screening

The 22 LibQUAL+ core items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work"); and (c) *Library as Place* (5 items, such as "a getaway for study, learning, or research").

However, as happens in any survey, some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

**1. Complete Data.** The Web software that presents the core items monitors whether a given user has completed all items. On each of these items, 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 leave the Web page presenting the core items, 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," if applicable, were retained in summary statistics.*

**2. "N/A" Responses.** Because some institutions provided access to a lottery drawing for an incentive for completing the survey, some users might have selected "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. *It was decided that 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 should be eliminated from the summary statistics.*

**3. Inconsistent Responses.** On the LibQUAL+® survey, user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating of 7.5 on the 1-to-9 (9 is highest) scale might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such 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. For each user a count of such inconsistencies was made. *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.*

## 1.4 Contact Information for Anglia Ruskin University

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

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Please enquire for a more detailed report if required

## 2 Demographic Summary for Anglia Ruskin University

### 2.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	357	22.97%
Second year	282	18.15%
Third year	281	18.08%
Fourth year	28	1.80%
Fifth year and above	19	1.22%
Non-degree	12	0.77%
<b>Sub Total:</b>	<b>979</b>	<b>63.00%</b>
<b>Postgraduate</b>		
Taught Masters degree	222	14.29%
Research Masters degree	27	1.74%
Doctoral Research degree	104	6.69%
Non-degree	35	2.25%
<b>Sub Total:</b>	<b>388</b>	<b>24.97%</b>
<b>Academic Staff</b>		
Lecturer	46	2.96%
Research Staff	12	0.77%
Other Academic Status	7	0.45%
<b>Sub Total:</b>	<b>65</b>	<b>4.18%</b>
<b>Library Staff</b>		
Support Staff	35	2.25%
<b>Sub Total:</b>	<b>35</b>	<b>2.25%</b>
<b>Staff</b>		
Administrative or Academic Related Staff	87	5.60%
<b>Sub Total:</b>	<b>87</b>	<b>5.60%</b>
<b>Total:</b>	<b>1,554</b>	<b>100.00%</b>



## 2.2 Respondent Profile by Answer to the Question: The library that you use most often:

<b>The library that you use most often:</b>	<b>Respondents n</b>	<b>Respondents %</b>
Cambridge	844	55.67
Chelmsford	514	33.91
Guild House - Peterborough	72	4.75
Other	86	5.67
<b>Total:</b>	<b>1,516</b>	<b>100.00</b>

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

<b>Full or part-time student?</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>
Full-time	24,410	80.09	1,078	71.20
Part-time	6,070	19.91	294	19.42
Does not apply / NA		0.00	142	9.38
<b>Total:</b>	<b>30,480</b>	<b>100.00</b>	<b>1,514</b>	<b>100.00</b>

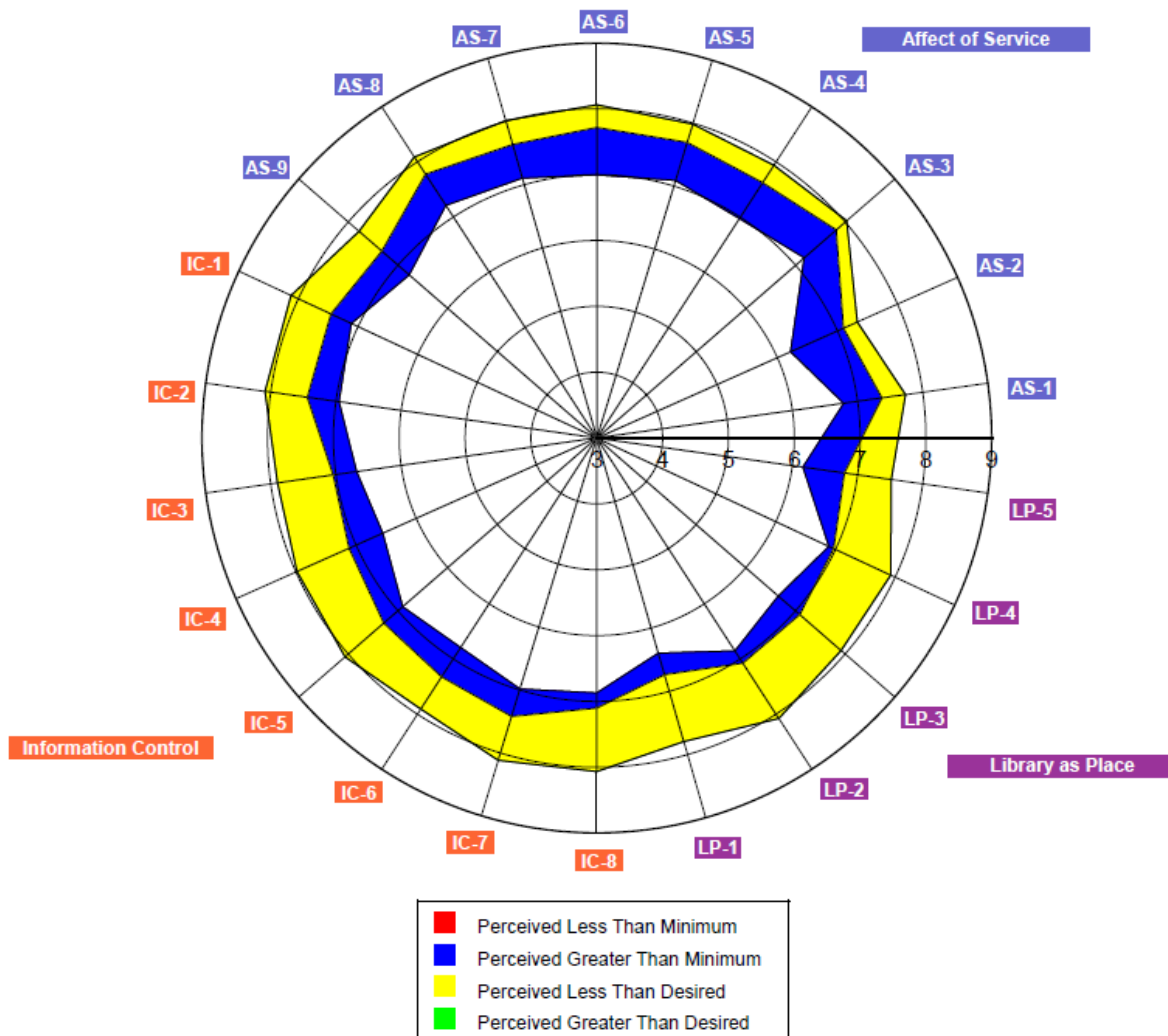
### 3. Survey Item Summary for Anglia Ruskin University

#### 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.

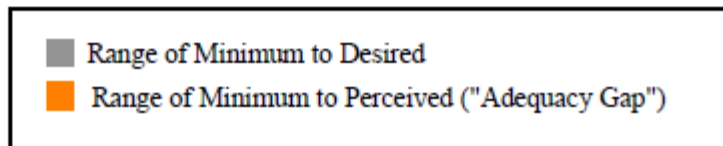
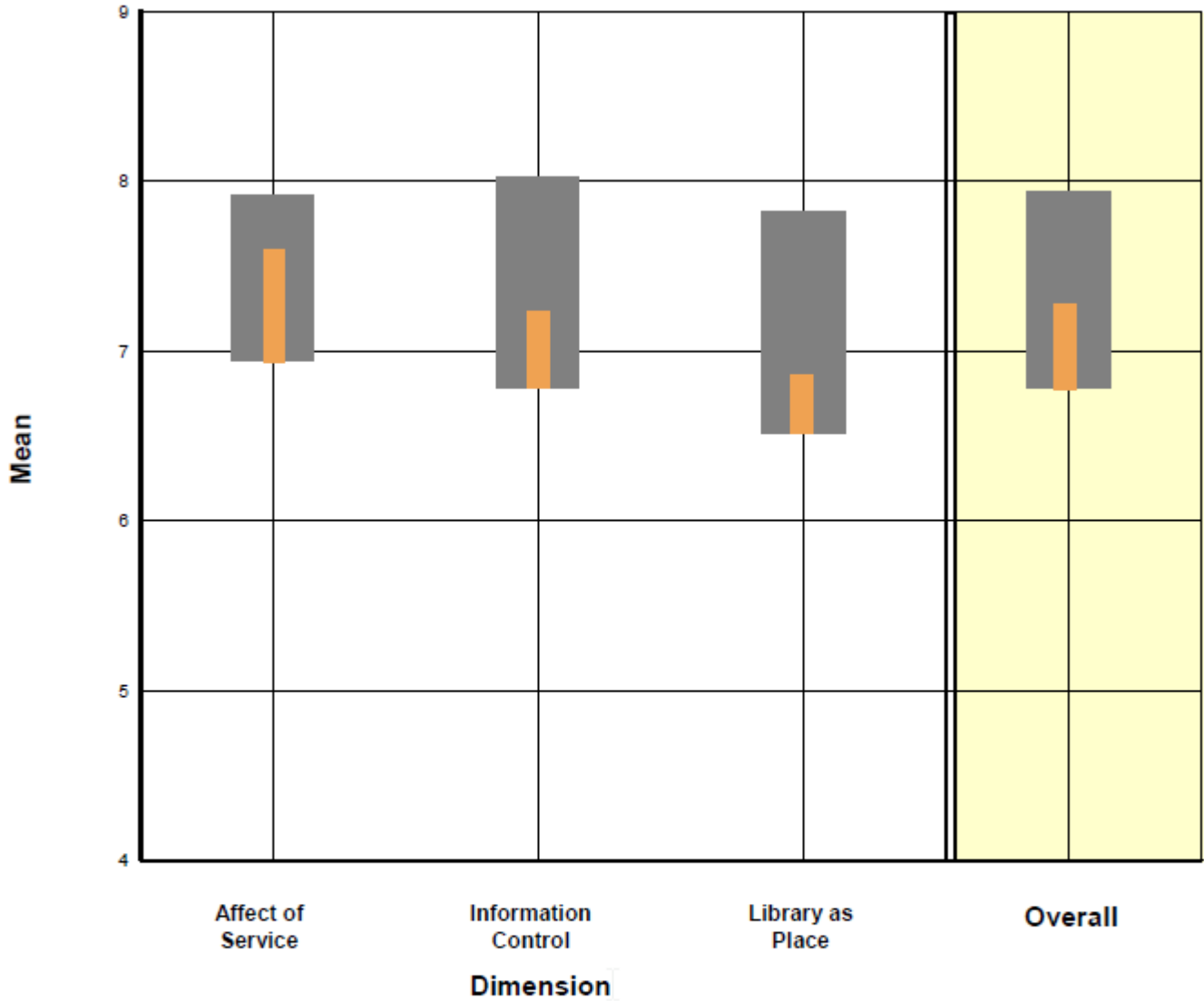
The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



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	6.79	7.74	7.38	0.59	-0.36	337
AS-2	Giving users individual attention	6.22	7.33	7.10	0.88	-0.23	366
AS-3	Library staff who are consistently courteous	7.18	8.03	7.82	0.64	-0.21	351
AS-4	Readiness to respond to users' enquiries	6.98	7.94	7.63	0.65	-0.31	351
AS-5	Library staff who have the knowledge to answer user questions	7.09	7.99	7.70	0.60	-0.29	372
AS-6	Library staff who deal with users in a caring fashion	7.00	8.06	7.72	0.72	-0.34	1,460
AS-7	Library staff who understand the needs of their users	7.11	8.02	7.64	0.53	-0.38	376
AS-8	Willingness to help users	7.21	8.09	7.78	0.56	-0.31	360
AS-9	Dependability in handling users' service problems	6.78	7.78	7.33	0.55	-0.46	353
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.12	8.12	7.46	0.34	-0.67	372
IC-2	A library Web site enabling me to locate information on my own	6.96	8.09	7.44	0.49	-0.65	468
IC-3	The printed library materials I need for my work	6.68	7.90	7.04	0.36	-0.85	371
IC-4	The electronic information resources I need	6.56	7.99	7.12	0.56	-0.87	1,502
IC-5	Modern equipment that lets me easily access needed information	6.91	8.07	7.29	0.38	-0.78	450
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	7.91	7.33	0.53	-0.58	433
IC-7	Making information easily accessible for independent use	6.99	8.12	7.42	0.44	-0.70	454
IC-8	Print and/or electronic journal collections I require for my work	6.87	8.06	7.10	0.23	-0.96	385
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.40	7.80	6.74	0.34	-1.06	1,467
LP-2	Quiet space for individual work	6.85	8.08	7.08	0.22	-1.00	372
LP-3	A comfortable and inviting location	6.66	7.92	7.09	0.43	-0.83	347
LP-4	A haven for study, learning, or research	6.89	7.93	6.97	0.08	-0.95	355
LP-5	Space for group learning and group study	6.16	7.52	6.80	0.64	-0.72	367
<b>Overall:</b>		6.78	7.94	7.27	0.50	-0.67	1,519

### 3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.94	7.92	7.59	0.66	-0.32	1,500
Information Control	6.78	8.02	7.24	0.45	-0.79	1,514
Library as Place	6.51	7.82	6.86	0.34	-0.96	1,484
<b>Overall</b>	6.78	7.94	7.27	0.50	-0.67	1,519

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.54	1.14	1.31	1.46	1.23	1,500
Information Control	1.43	0.99	1.23	1.49	1.29	1,514
Library as Place	1.63	1.25	1.58	1.94	1.78	1,484
<b>Overall</b>	1.36	0.93	1.15	1.37	1.15	1,519

### 3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Priority Mean	n
Access to photocopying and printing facilities	6.56	7.73	7.16	0.60	-0.56	263
Availability of subject specialist assistance	6.62	7.64	7.12	0.50	-0.52	258
Helpfulness in dealing with users' IT problems	7.12	8.07	7.54	0.43	-0.53	269
Provision of information skills training	6.50	7.53	7.45	0.95	-0.08	265
The main texts and readings I need for my work	7.28	8.20	7.05	-0.23	-1.15	296

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 Superior SD	n
Access to photocopying and printing facilities	1.95	1.57	1.57	2.11	263
Availability of subject specialist assistance	1.83	1.53	1.67	1.85	258
Helpfulness in dealing with users' IT problems	1.49	1.21	1.64	1.88	269
Provision of information skills training	1.97	1.60	1.52	1.83	265
The main texts and readings I need for my work	1.65	1.30	1.79	1.93	296

### 3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.70	1.34	757
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.44	1.49	762
How would you rate the overall quality of the service provided by the library?	7.50	1.30	1,519

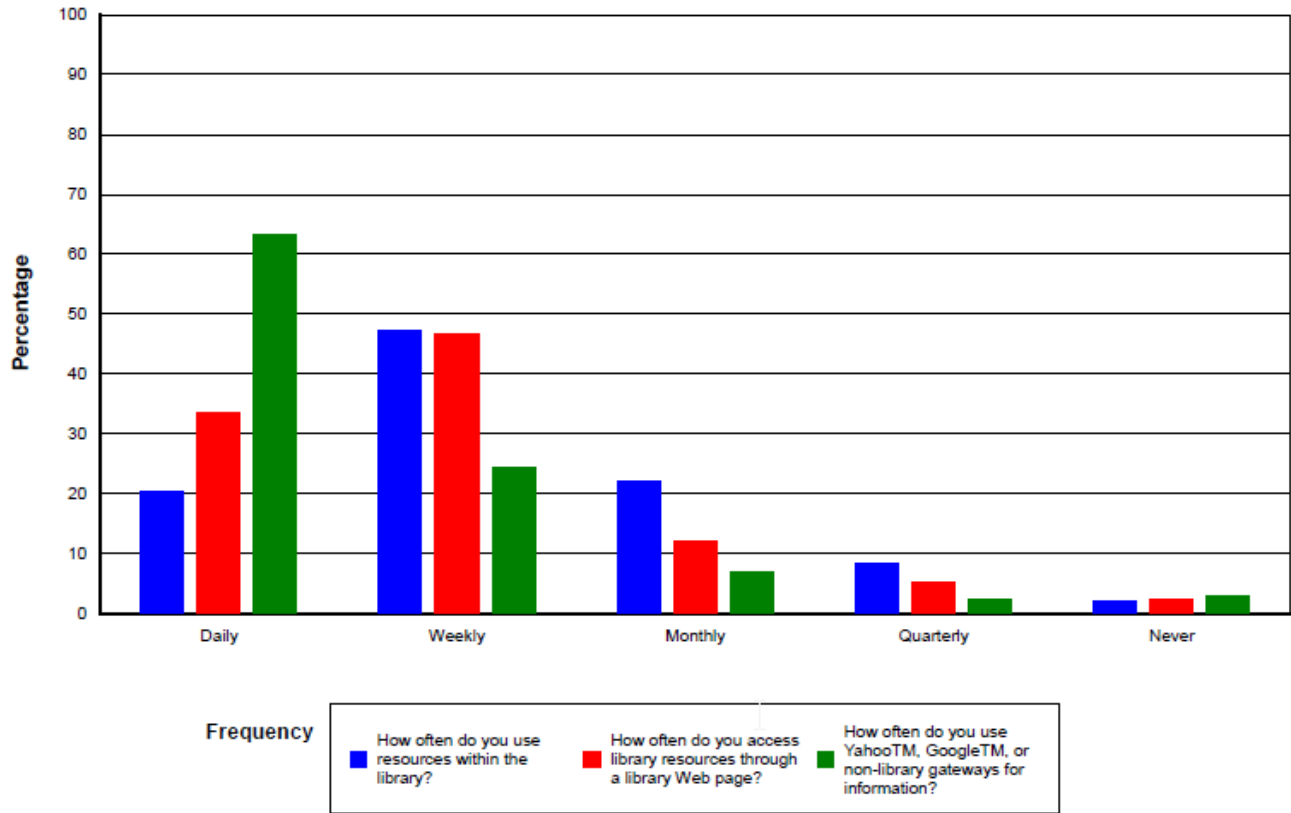
### 3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.76	1.64	493
The library aids my advancement in my academic discipline or work.	7.30	1.46	686
The library enables me to be more efficient in my academic pursuits or work.	7.28	1.61	659
The library helps me distinguish between trustworthy and untrustworthy information.	6.78	1.69	669
The library provides me with the information skills I need in my work or study.	7.34	1.44	531

### 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.

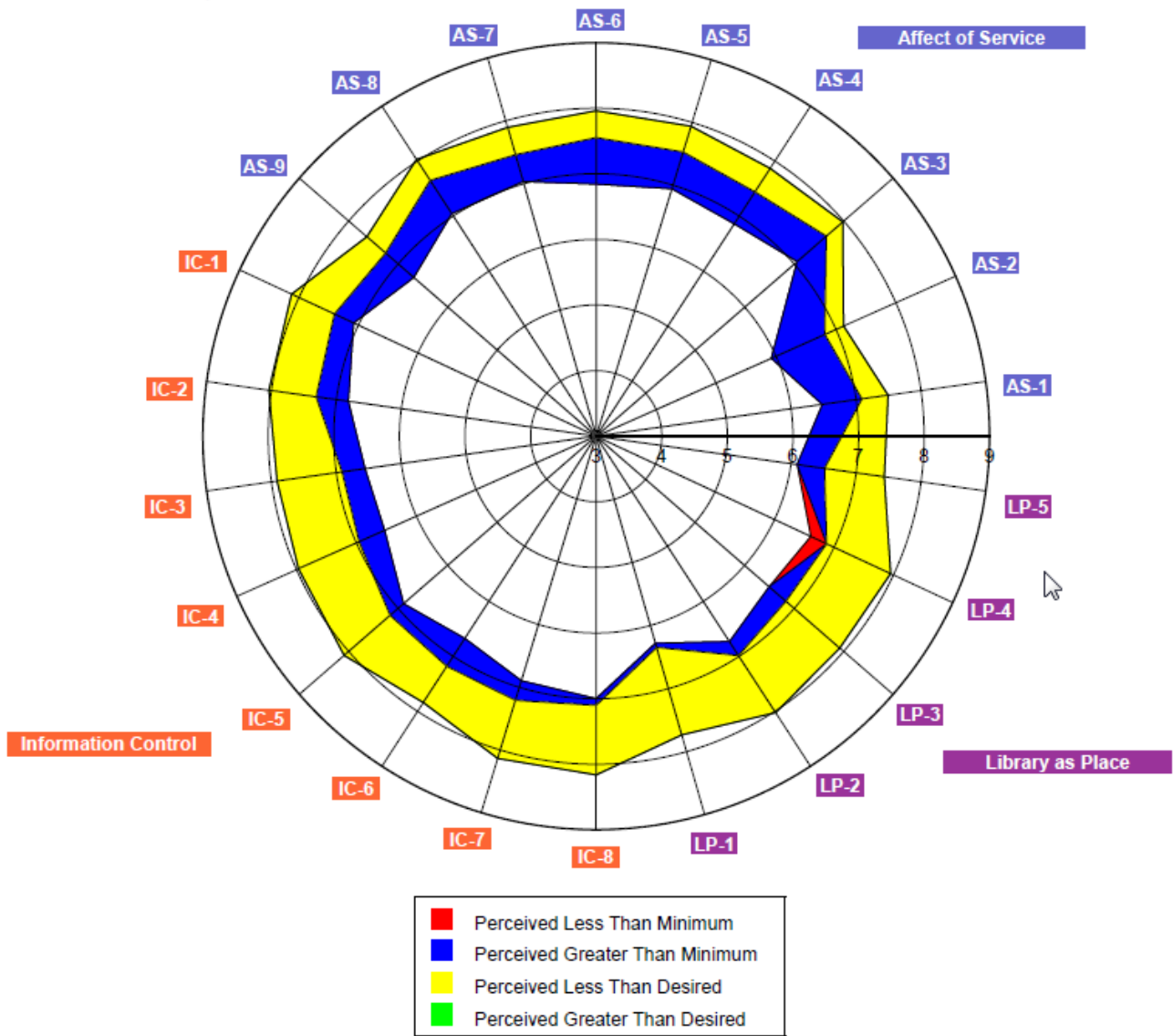


	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	310 20.41%	717 47.20%	334 21.99%	127 8.36%	31 2.04%	1,519 100.00%
How often do you access library resources through a library Web page?	508 33.47%	708 46.64%	186 12.25%	80 5.27%	36 2.37%	1,518 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	962 63.33%	371 24.42%	104 6.85%	37 2.44%	45 2.96%	1,519 100.00%



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

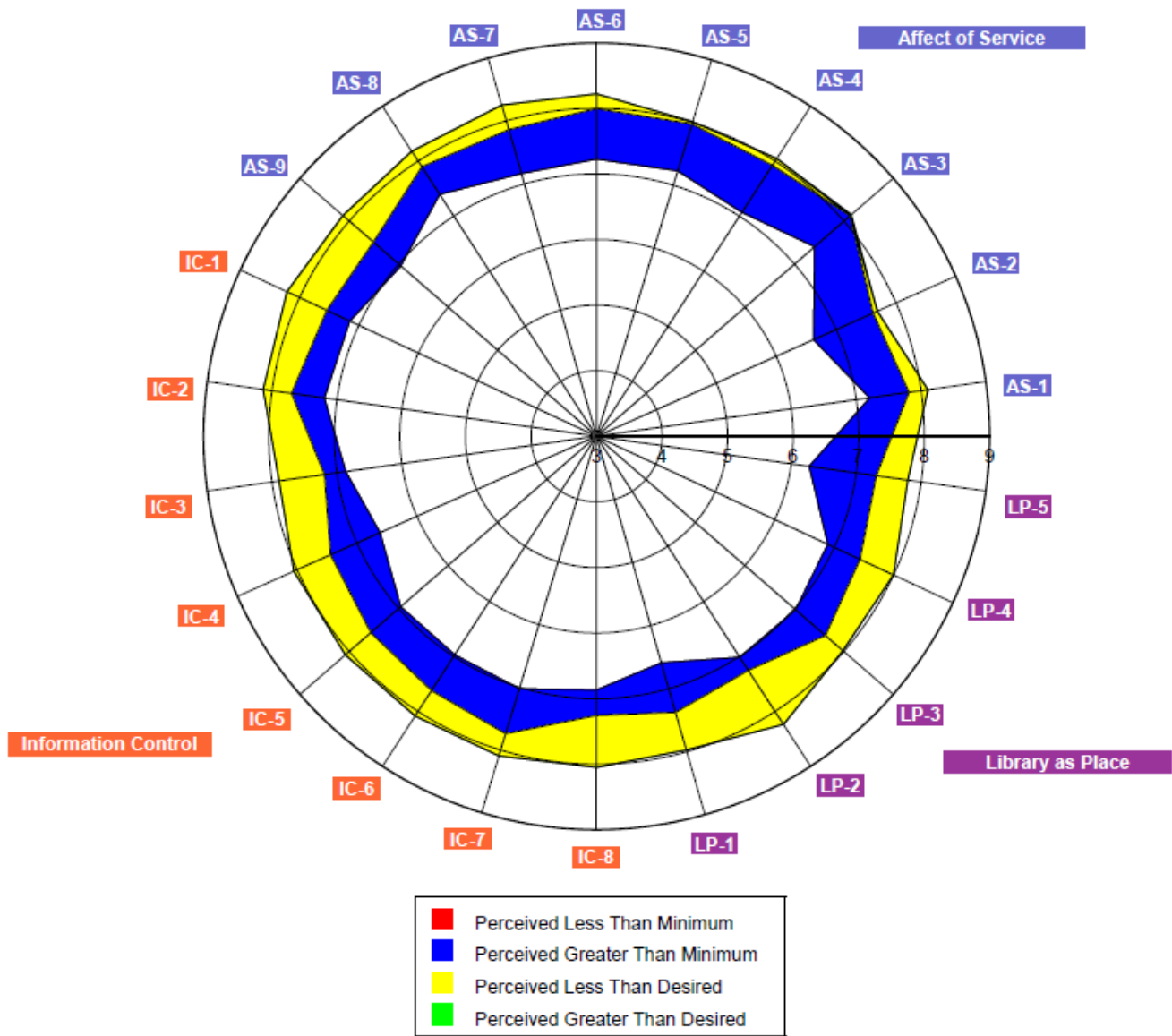
### 4.1 Core Questions Summary



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	6.48	7.49	7.09	0.61	-0.40	194
AS-2	Giving users individual attention	5.93	7.13	6.82	0.89	-0.31	201
AS-3	Library staff who are consistently courteous	7.06	7.98	7.65	0.59	-0.33	197
AS-4	Readiness to respond to users' enquiries	6.86	7.87	7.44	0.58	-0.43	190
AS-5	Library staff who have the knowledge to answer user questions	6.95	7.94	7.53	0.59	-0.41	203
AS-6	Library staff who deal with users in a caring fashion	6.85	7.96	7.55	0.71	-0.41	803
AS-7	Library staff who understand the needs of their users	7.04	7.90	7.46	0.42	-0.43	194
AS-8	Willingness to help users	7.05	8.03	7.65	0.60	-0.38	191
AS-9	Dependability in handling users' service problems	6.69	7.63	7.26	0.57	-0.38	196
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.08	8.13	7.40	0.32	-0.72	208
IC-2	A library Web site enabling me to locate information on my own	6.82	8.04	7.31	0.50	-0.73	272
IC-3	The printed library materials I need for my work	6.56	7.91	6.91	0.35	-1.00	218
IC-4	The electronic information resources I need	6.53	7.97	6.96	0.43	-1.01	839
IC-5	Modern equipment that lets me easily access needed information	6.89	8.09	7.16	0.27	-0.93	258
IC-6	Easy-to-use access tools that allow me to find things on my own	6.68	7.84	7.18	0.50	-0.66	226
IC-7	Making information easily accessible for independent use	6.90	8.14	7.21	0.31	-0.93	228
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.16	7.10	0.10	-1.06	223
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.28	7.74	6.35	0.07	-1.39	820
LP-2	Quiet space for individual work	6.73	8.02	6.99	0.25	-1.04	215
LP-3	A comfortable and inviting location	6.50	7.92	6.83	0.34	-1.09	205
LP-4	A haven for study, learning, or research	6.88	7.95	6.61	-0.26	-1.34	171
LP-5	Space for group learning and group study	6.09	7.44	6.52	0.42	-0.92	211
<b>Overall:</b>		6.67	7.89	7.08	0.41	-0.81	844

## 5 Survey Item Summary for Anglia Ruskin University – Chelmsford

### 5.1 Core Questions Summary

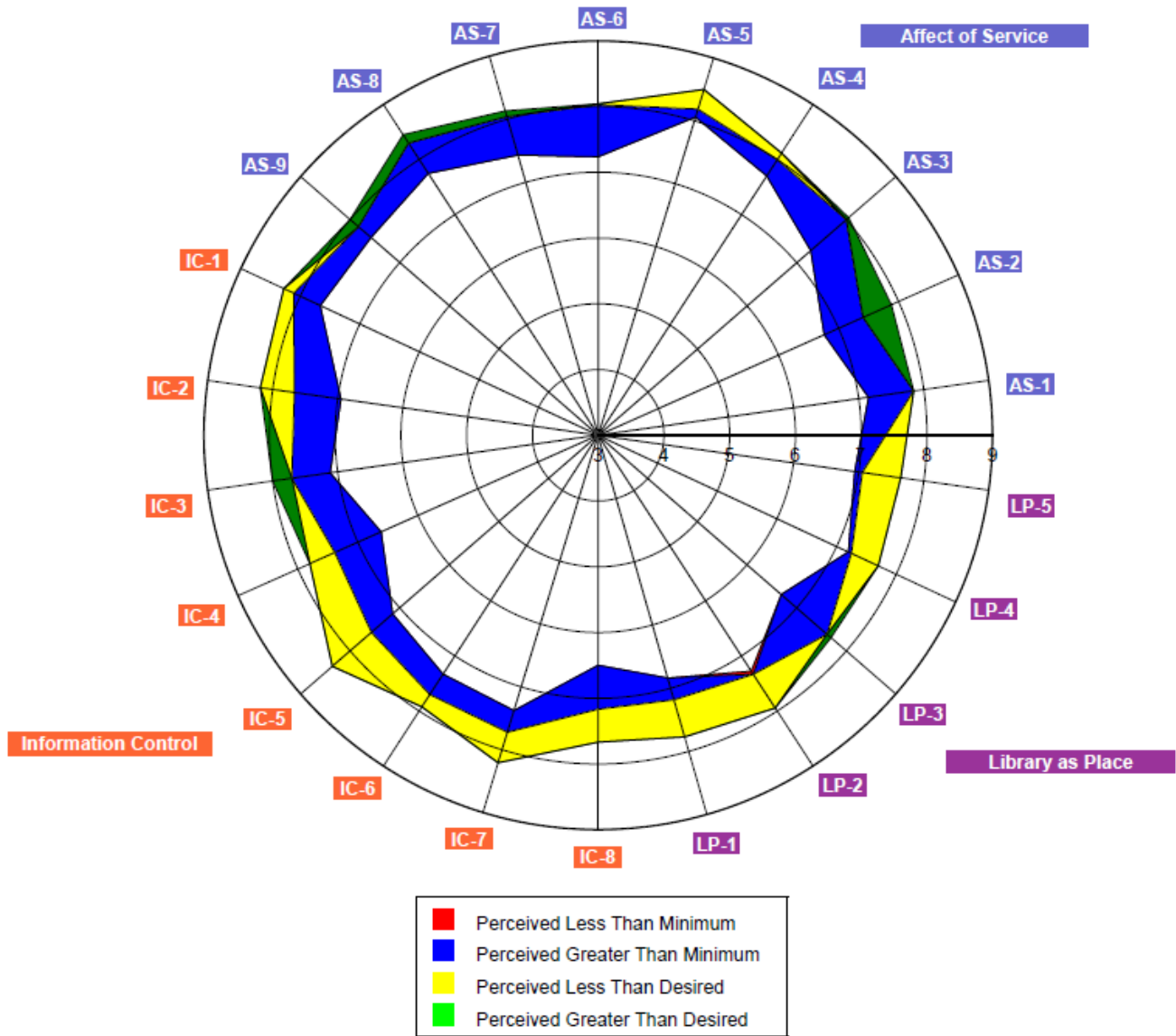


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.21	8.11	7.82	0.61	-0.29	114
AS-2	Giving users individual attention	6.63	7.69	7.62	0.99	-0.07	123
AS-3	Library staff who are consistently courteous	7.41	8.13	8.15	0.75	0.03	118
AS-4	Readiness to respond to users' enquiries	7.07	8.05	7.93	0.85	-0.12	123
AS-5	Library staff who have the knowledge to answer user questions	7.23	8.01	7.98	0.75	-0.04	138
AS-6	Library staff who deal with users in a caring fashion	7.23	8.22	8.00	0.77	-0.22	502
AS-7	Library staff who understand the needs of their users	7.17	8.25	7.86	0.69	-0.39	131
AS-8	Willingness to help users	7.40	8.18	7.90	0.50	-0.28	128
AS-9	Dependability in handling users' service problems	6.96	8.13	7.51	0.55	-0.62	123
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.16	8.21	7.54	0.39	-0.67	127
IC-2	A library Web site enabling me to locate information on my own	7.19	8.14	7.70	0.51	-0.44	154
IC-3	The printed library materials I need for my work	6.87	7.89	7.19	0.33	-0.70	119
IC-4	The electronic information resources I need	6.62	8.06	7.44	0.83	-0.61	507
IC-5	Modern equipment that lets me easily access needed information	6.96	8.08	7.57	0.61	-0.51	152
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.08	7.62	0.65	-0.46	154
IC-7	Making information easily accessible for independent use	7.03	8.09	7.74	0.72	-0.35	159
IC-8	Print and/or electronic journal collections I require for my work	6.87	8.05	7.26	0.39	-0.79	129
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.59	7.97	7.38	0.79	-0.60	503
LP-2	Quiet space for individual work	7.02	8.24	7.25	0.24	-0.98	122
LP-3	A comfortable and inviting location	7.03	7.98	7.63	0.60	-0.35	110
LP-4	A haven for study, learning, or research	6.89	8.00	7.44	0.54	-0.56	142
LP-5	Space for group learning and group study	6.28	7.80	7.31	1.03	-0.48	122
<b>Overall:</b>		6.94	8.07	7.62	0.67	-0.45	514

## 6 Survey Item Summary for Anglia Ruskin University –

## Guild House, Peterborough

### 6.1 Core Questions Summary



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.15	7.85	7.85	0.69	0.00	13
AS-2	Giving users individual attention	6.76	7.41	7.88	1.12	0.47	17
AS-3	Library staff who are consistently courteous	7.29	8.00	8.05	0.76	0.05	21
AS-4	Readiness to respond to users' enquiries	7.71	8.12	8.00	0.29	-0.12	17
AS-5	Library staff who have the knowledge to answer user questions	8.06	8.50	8.19	0.13	-0.31	16
AS-6	Library staff who deal with users in a caring fashion	7.24	8.04	8.03	0.79	-0.01	72
AS-7	Library staff who understand the needs of their users	7.43	8.04	8.13	0.70	0.09	23
AS-8	Willingness to help users	7.75	8.30	8.45	0.70	0.15	20
AS-9	Dependability in handling users' service problems	7.58	7.83	8.00	0.42	0.17	12
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.67	8.28	8.11	0.44	-0.17	18
IC-2	A library Web site enabling me to locate information on my own	6.95	8.19	7.67	0.71	-0.52	21
IC-3	The printed library materials I need for my work	7.12	7.71	8.00	0.88	0.29	17
IC-4	The electronic information resources I need	6.61	7.80	7.39	0.77	-0.41	70
IC-5	Modern equipment that lets me easily access needed information	7.14	8.36	7.57	0.43	-0.79	14
IC-6	Easy-to-use access tools that allow me to find things on my own	7.33	7.93	7.70	0.37	-0.22	27
IC-7	Making information easily accessible for independent use	7.38	8.21	7.72	0.34	-0.48	29
IC-8	Print and/or electronic journal collections I require for my work	6.50	7.67	7.17	0.67	-0.50	12
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.84	7.77	7.19	0.34	-0.59	70
LP-2	Quiet space for individual work	7.33	7.94	7.28	-0.06	-0.67	18
LP-3	A comfortable and inviting location	6.69	7.62	7.69	1.00	0.08	13
LP-4	A haven for study, learning, or research	7.20	7.70	7.25	0.05	-0.45	20
LP-5	Space for group learning and group study	6.94	7.65	7.06	0.12	-0.59	17
<b>Overall:</b>		7.15	7.94	7.68	0.54	-0.26	72



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