



LibQUAL⁺
2018 Survey

University of Limerick

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2018 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 2017, there have been 3,085 institutional surveys implemented across 1,383 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2018 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 Library Statistics for University of Limerick

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

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

Total library expenditures (in U.S. \$):	\$5,107,798
Personnel - professional staff, FTE:	22
Personnel - support staff, FTE:	25
Total library materials expenditures (in U.S. \$):	1,481,457
Total salaries and wages for professional staff (in U.S. \$):	2,420,999

1.5 Contact Information for University of Limerick

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

Name:	Ciara McCaffrey
Title:	Deputy Librarian
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Phone:	00353 61 202168
Email:	ciara.mccaffrey@ul.ie

1.6 Survey Protocol and Language for University of Limerick

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

		Lite	Total (by Language)
English (British)	Count	1,449	1,449
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00
Total (by Survey Protocol)	Count	1,449	1,449
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

2 Demographic Summary for University of Limerick

2.1 Respondents by User Group

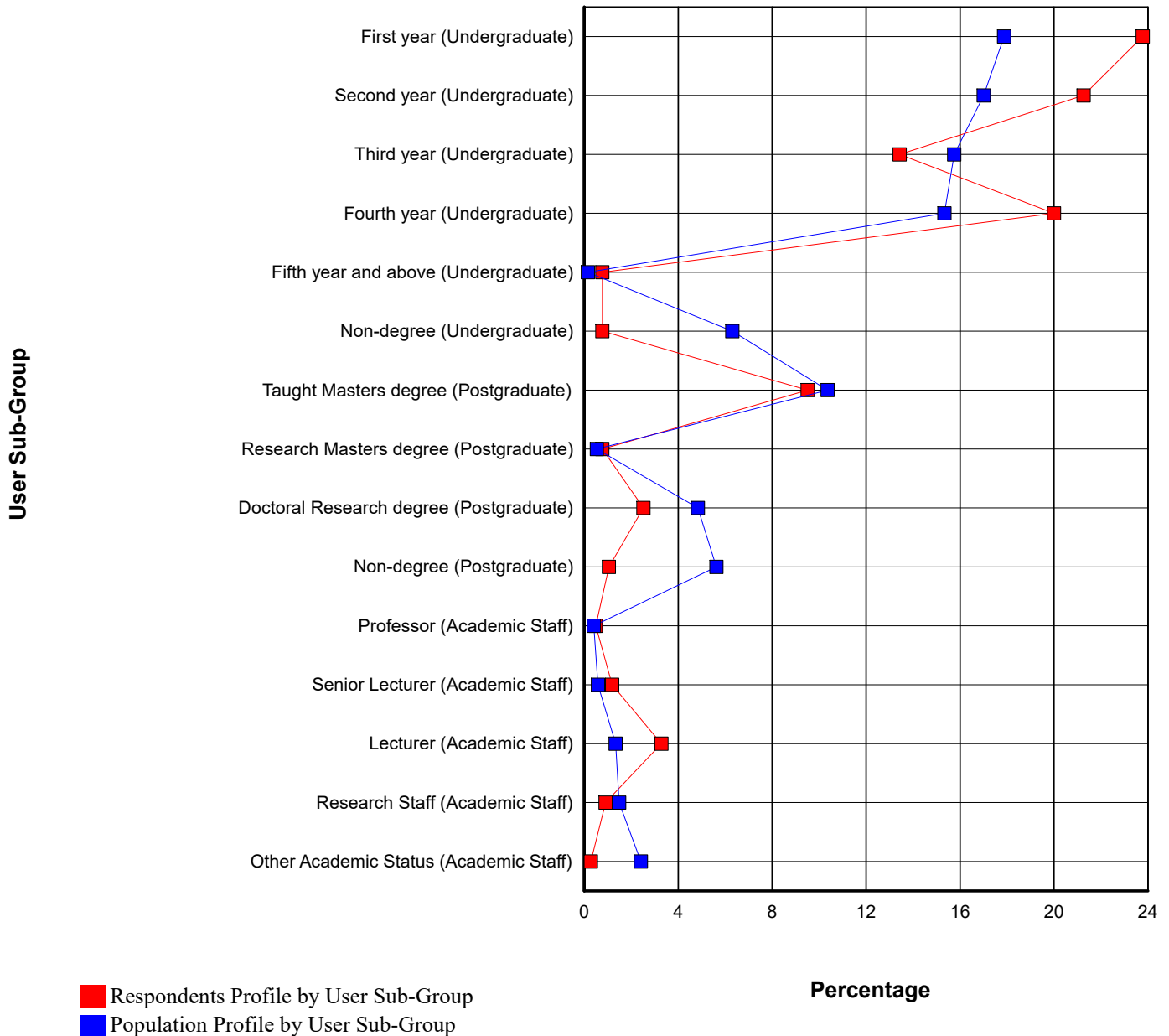
User Group	Respondent n	Respondent %
Undergraduate		
First year	340	23.46%
Second year	304	20.98%
Third year	192	13.25%
Fourth year	286	19.74%
Fifth year and above	11	0.76%
Non-degree	11	0.76%
Sub Total:	1,144	78.95%
Postgraduate		
Taught Masters degree	136	9.39%
Research Masters degree	11	0.76%
Doctoral Research degree	36	2.48%
Non-degree	15	1.04%
Sub Total:	198	13.66%
Academic Staff		
Professor	7	0.48%
Senior Lecturer	17	1.17%
Lecturer	47	3.24%
Research Staff	13	0.90%
Other Academic Status	4	0.28%
Sub Total:	88	6.07%
Staff		
Administrative or Academic Related Staff	19	1.31%
Sub Total:	19	1.31%
Total:	1,449	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	2,907	17.87	340	23.78	-5.90
Second year (Undergraduate)	2,766	17.01	304	21.26	-4.25
Third year (Undergraduate)	2,562	15.75	192	13.43	2.33
Fourth year (Undergraduate)	2,494	15.33	286	20.00	-4.67
Fifth year and above (Undergraduate)	25	0.15	11	0.77	-0.62
Non-degree (Undergraduate)	1,025	6.30	11	0.77	5.53
Taught Masters degree (Postgraduate)	1,685	10.36	136	9.51	0.85
Research Masters degree (Postgraduate)	87	0.53	11	0.77	-0.23
Doctoral Research degree (Postgraduate)	787	4.84	36	2.52	2.32
Non-degree (Postgraduate)	915	5.63	15	1.05	4.58
Professor (Academic Staff)	66	0.41	7	0.49	-0.08
Senior Lecturer (Academic Staff)	95	0.58	17	1.19	-0.60
Lecturer (Academic Staff)	217	1.33	47	3.29	-1.95
Research Staff (Academic Staff)	242	1.49	13	0.91	0.58
Other Academic Status (Academic Staff)	392	2.41	4	0.28	2.13
Total:	16,265	100.00	1,430	100.00	0.00

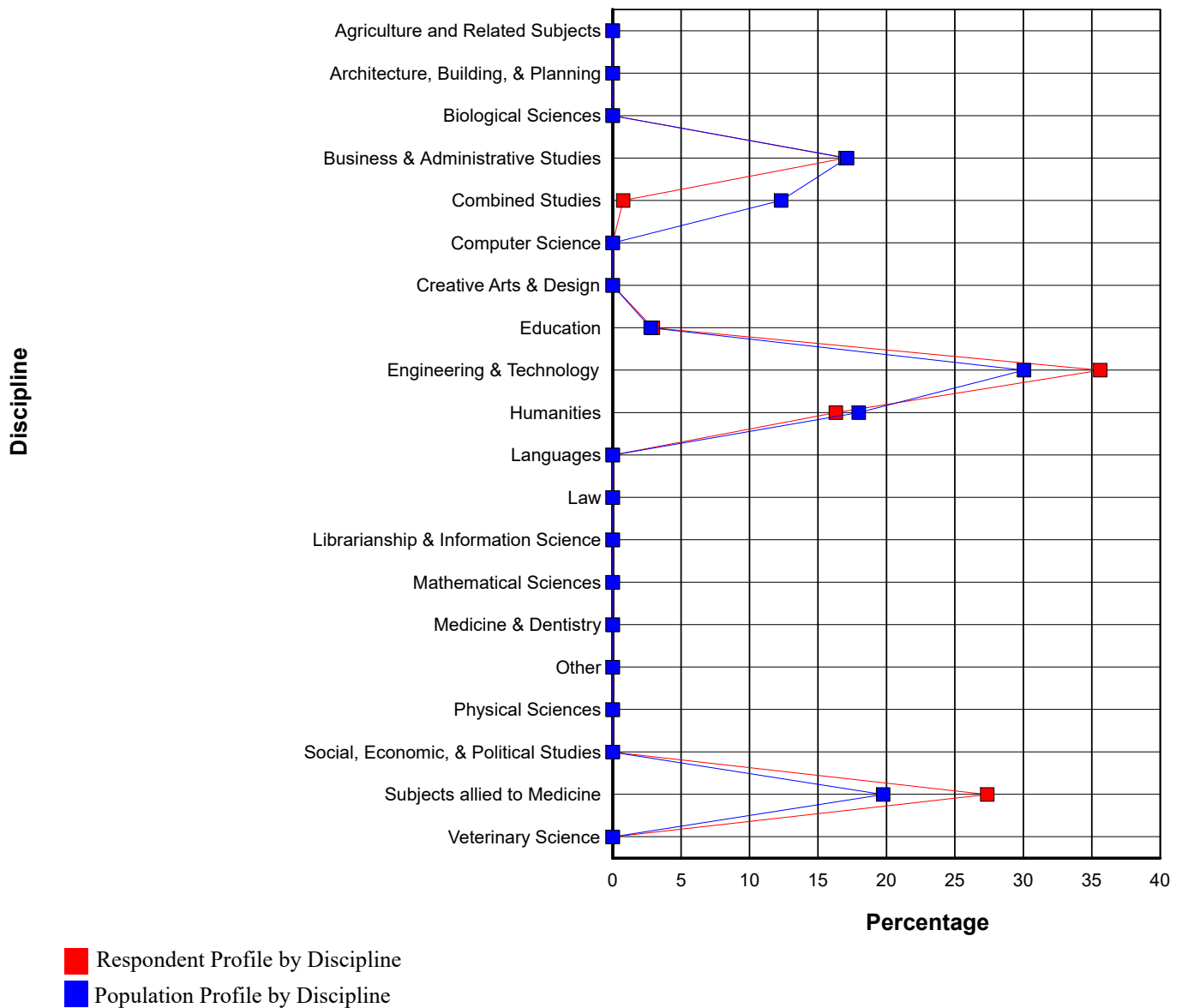
Language: English (British)
Institution Type: College or University
Consortium: SCONUL
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



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

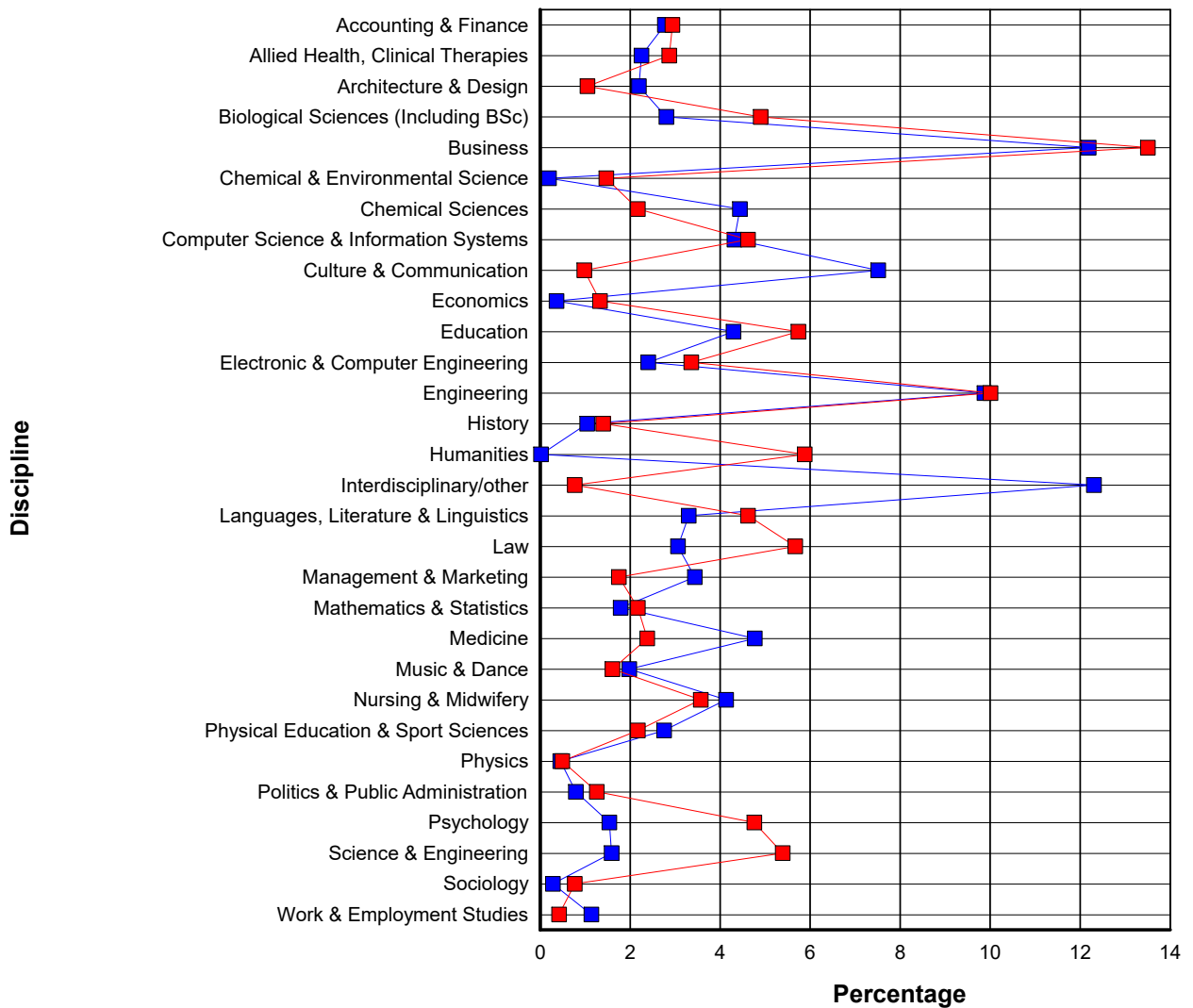
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	0	0.00	0	0.00	0.00
Business & Administrative Studies	2,786	17.13	243	17.00	0.12
Combined Studies	2,002	12.31	11	0.77	11.54
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	451	2.77	42	2.94	-0.17
Engineering & Technology	4,888	30.05	509	35.62	-5.57
Humanities	2,924	17.98	233	16.31	1.67
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	0	0.00	0	0.00	0.00
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Physical Sciences	0	0.00	0	0.00	0.00
Social, Economic, & Political Studies	0	0.00	0	0.00	0.00
Subjects allied to Medicine	3,214	19.76	391	27.36	-7.60
Veterinary Science	0	0.00	0	0.00	0.00
Total:	16,265	100.00	1,429	100.00	0.00

2.4 Population and Respondents by Customized Discipline

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

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

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



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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting & Finance	451	2.77	42	2.94	-0.17
Allied Health, Clinical Therapies	366	2.25	41	2.87	-0.62
Architecture & Design	357	2.19	15	1.05	1.15
Biological Sciences (Including BSc)	456	2.80	70	4.90	-2.09
Business	1,983	12.19	193	13.51	-1.31
Chemical & Environmental Science	32	0.20	21	1.47	-1.27
Chemical Sciences	722	4.44	31	2.17	2.27
Computer Science & Information Systems	702	4.32	66	4.62	-0.30
Culture & Communication	1,222	7.51	14	0.98	6.53
Economics	59	0.36	19	1.33	-0.97
Education	699	4.30	82	5.74	-1.44
Electronic & Computer Engineering	391	2.40	48	3.36	-0.96
Engineering	1,606	9.87	143	10.01	-0.13
History	170	1.05	20	1.40	-0.35
Humanities	3	0.02	84	5.88	-5.86
Interdisciplinary/other	2,002	12.31	11	0.77	11.54
Languages, Literature & Linguistics	537	3.30	66	4.62	-1.32
Law	498	3.06	81	5.67	-2.61
Management & Marketing	559	3.44	25	1.75	1.69
Mathematics & Statistics	291	1.79	31	2.17	-0.38
Medicine	776	4.77	34	2.38	2.39
Music & Dance	322	1.98	23	1.61	0.37
Nursing & Midwifery	672	4.13	51	3.57	0.56
Physical Education & Sport Sciences	448	2.75	31	2.17	0.59
Physics	73	0.45	7	0.49	-0.04
Politics & Public Administration	129	0.79	18	1.26	-0.47
Psychology	250	1.54	68	4.76	-3.22
Science & Engineering	258	1.59	77	5.39	-3.80
Sociology	46	0.28	11	0.77	-0.49
Work & Employment Studies	185	1.14	6	0.42	0.72
Total:	16,265	100.00	1,429	100.00	0.00

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

2.5 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	18	1.24
18 - 22	985	67.98
23 - 30	228	15.73
31 - 45	132	9.11
46 - 65	81	5.59
Over 65	5	0.35
Total:	1,449	100.00

2.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	13,665	84.00	1,283	89.53
Part-time	2,597	15.96	58	4.05
Does not apply / NA	6	0.04	92	6.42
Total:	16,268	100.00	1,433	100.00

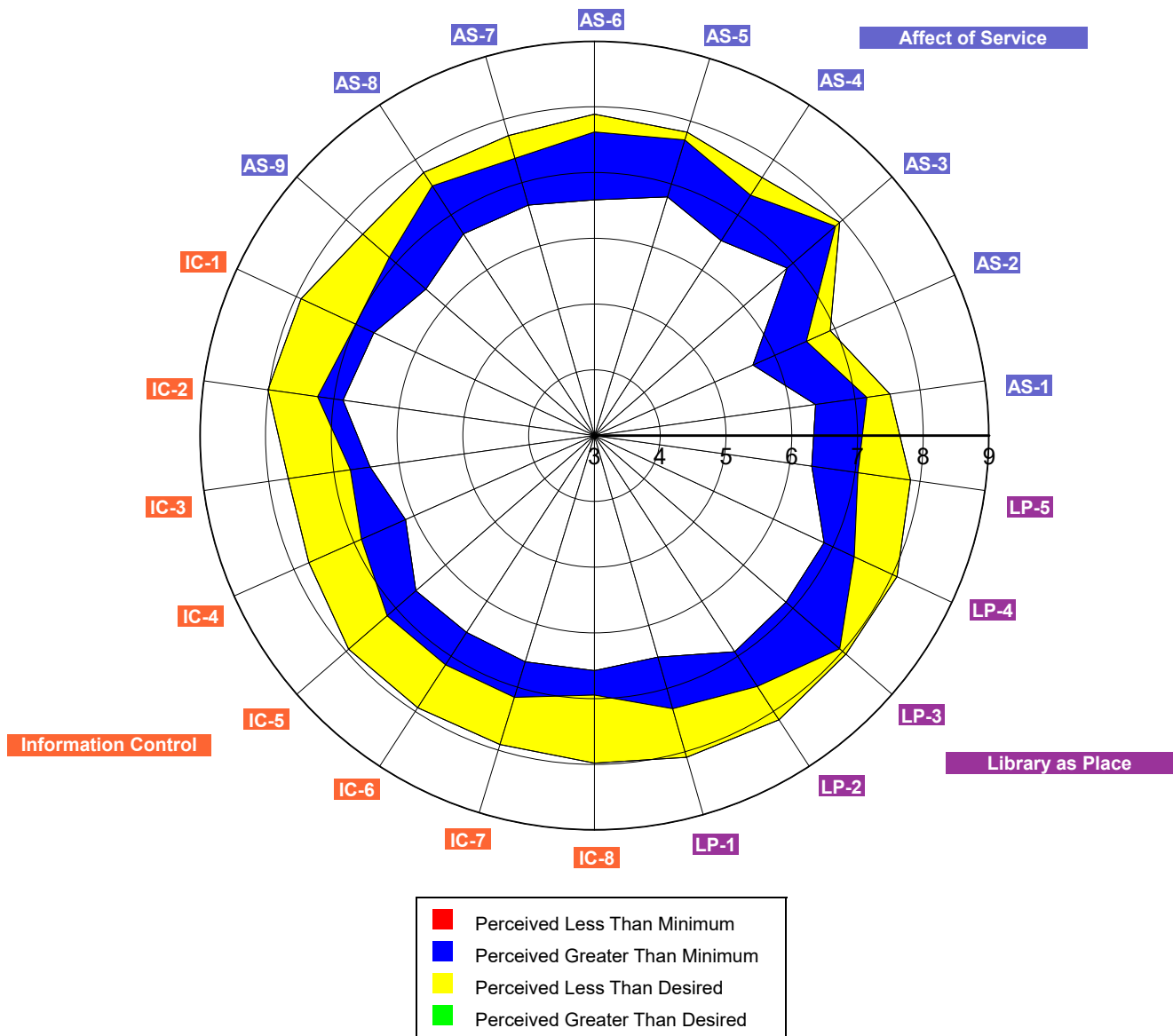
3. Survey Item Summary for University of Limerick

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
Affect of Service							
AS-1	Library staff who instill confidence in users	6.40	7.54	7.18	0.79	-0.35	310
AS-2	Giving users individual attention	5.64	6.93	6.53	0.89	-0.40	364
AS-3	Library staff who are consistently courteous	6.88	7.94	7.86	0.97	-0.09	294
AS-4	Readiness to respond to users' enquiries	6.54	7.68	7.36	0.82	-0.32	329
AS-5	Library staff who have the knowledge to answer user questions	6.80	7.83	7.70	0.90	-0.12	356
AS-6	Library staff who deal with users in a caring fashion	6.59	7.89	7.62	1.03	-0.27	1,368
AS-7	Library staff who understand the needs of their users	6.65	7.75	7.39	0.74	-0.36	315
AS-8	Willingness to help users	6.66	7.77	7.53	0.87	-0.24	343
AS-9	Dependability in handling users' service problems	6.40	7.67	7.13	0.74	-0.54	310
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.70	7.92	7.01	0.31	-0.91	393
IC-2	A library Web site enabling me to locate information on my own	6.86	8.01	7.25	0.39	-0.76	447
IC-3	The printed library materials I need for my work	6.44	7.70	6.75	0.30	-0.95	360
IC-4	The electronic information resources I need	6.15	7.75	6.88	0.73	-0.88	1,396
IC-5	Modern equipment that lets me easily access needed information	6.60	7.95	7.18	0.58	-0.78	436
IC-6	Easy-to-use access tools that allow me to find things on my own	6.57	7.93	7.16	0.59	-0.78	434
IC-7	Making information easily accessible for independent use	6.60	7.91	7.16	0.56	-0.75	365
IC-8	Print and/or electronic journal collections I require for my work	6.58	7.98	6.95	0.37	-1.03	360
Library as Place							
LP-1	Library space that inspires study and learning	6.51	8.09	7.32	0.82	-0.77	1,422
LP-2	Quiet space for individual work	6.92	8.15	7.55	0.63	-0.61	343
LP-3	A comfortable and inviting location	6.86	8.07	7.94	1.08	-0.12	387
LP-4	A haven for study, learning, or research	6.85	8.08	7.36	0.51	-0.72	341
LP-5	Space for group learning and group study	6.34	7.85	7.05	0.71	-0.81	347
Overall:		6.52	7.86	7.25	0.73	-0.62	1,449

Language: English (British)

Institution Type: College or University

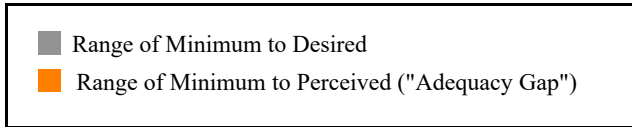
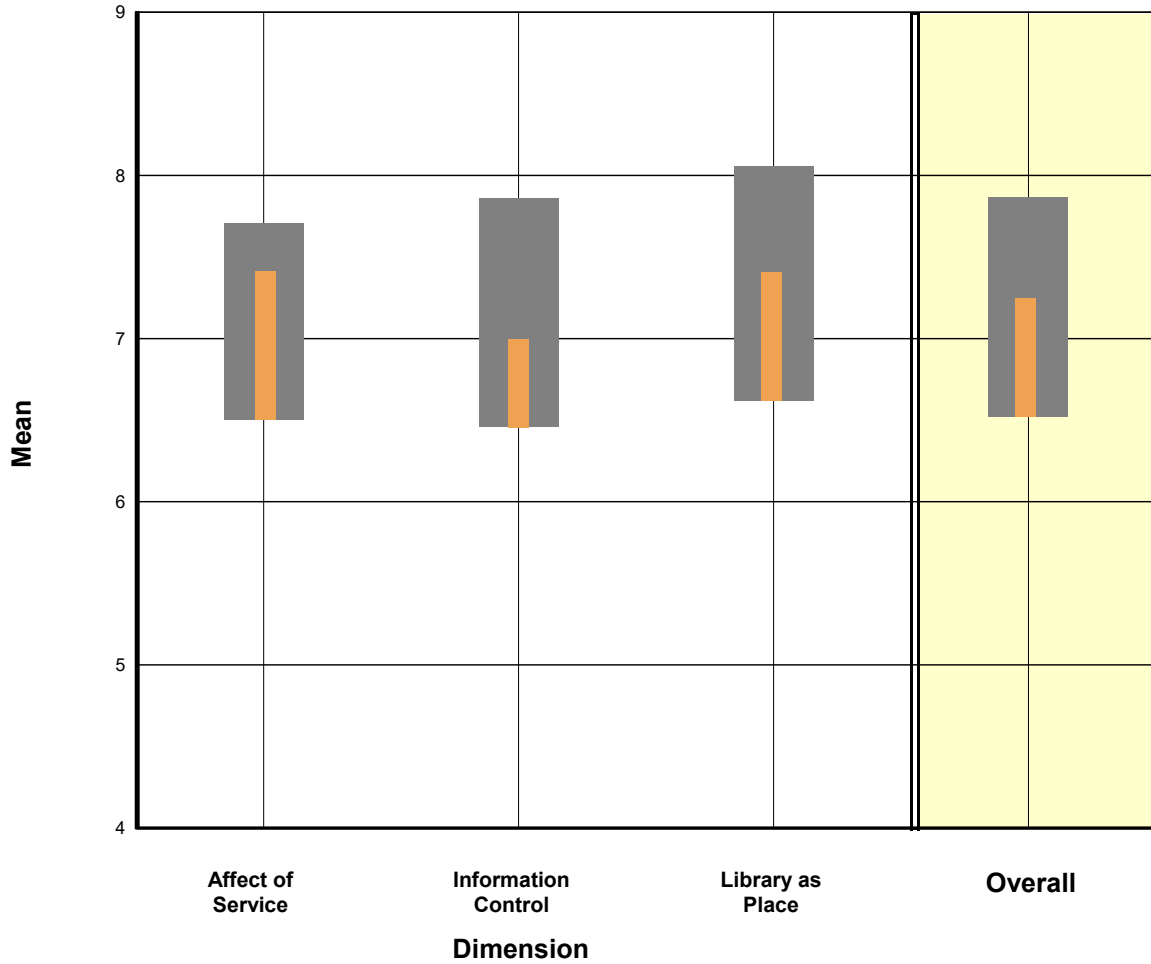
Consortium: SCONUL

User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.93	1.55	1.70	1.85	1.72	310
AS-2	Giving users individual attention	2.13	1.88	1.83	1.96	1.88	364
AS-3	Library staff who are consistently courteous	1.84	1.33	1.41	1.74	1.47	294
AS-4	Readiness to respond to users' enquiries	1.76	1.42	1.62	1.92	1.83	329
AS-5	Library staff who have the knowledge to answer user questions	1.79	1.42	1.40	1.77	1.49	356
AS-6	Library staff who deal with users in a caring fashion	1.93	1.40	1.61	1.97	1.71	1,368
AS-7	Library staff who understand the needs of their users	1.86	1.40	1.72	2.02	1.65	315
AS-8	Willingness to help users	1.79	1.38	1.46	1.61	1.43	343
AS-9	Dependability in handling users' service problems	1.80	1.46	1.62	1.91	1.72	310
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.41	1.80	2.20	1.91	393
IC-2	A library Web site enabling me to locate information on my own	1.68	1.27	1.67	1.93	1.69	447
IC-3	The printed library materials I need for my work	1.84	1.57	1.84	2.26	2.19	360
IC-4	The electronic information resources I need	1.82	1.48	1.68	2.06	1.99	1,396
IC-5	Modern equipment that lets me easily access needed information	1.71	1.25	1.78	2.21	1.92	436
IC-6	Easy-to-use access tools that allow me to find things on my own	1.77	1.33	1.77	2.07	1.98	434
IC-7	Making information easily accessible for independent use	1.75	1.25	1.56	1.94	1.76	365
IC-8	Print and/or electronic journal collections I require for my work	1.84	1.36	1.75	2.15	1.89	360
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.29	1.67	2.12	1.87	1,422
LP-2	Quiet space for individual work	1.91	1.32	1.57	2.02	1.79	343
LP-3	A comfortable and inviting location	1.81	1.35	1.45	1.95	1.65	387
LP-4	A haven for study, learning, or research	1.74	1.34	1.68	2.25	1.97	341
LP-5	Space for group learning and group study	1.86	1.58	1.93	2.31	2.35	347
Overall:		1.44	1.00	1.25	1.53	1.32	1,449

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	6.50	7.70	7.41	0.91	-0.29	1,412
Information Control	6.46	7.86	7.00	0.54	-0.86	1,448
Library as Place	6.62	8.06	7.41	0.79	-0.65	1,432
Overall	6.52	7.86	7.25	0.73	-0.62	1,449

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	1.69	1.26	1.42	1.65	1.43	1,412
Information Control	1.52	1.14	1.44	1.75	1.58	1,448
Library as Place	1.67	1.17	1.50	1.91	1.70	1,432
Overall	1.44	1.00	1.25	1.53	1.32	1,449

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Accessing library resources via the VLE	6.33	7.42	6.96	0.62	-0.46	183
Adequate hours of service	7.04	8.07	7.77	0.74	-0.30	300
Availability of subject specialist assistance	5.88	7.26	6.34	0.47	-0.92	256
Provision of information skills training	6.15	7.16	6.87	0.72	-0.29	240
The main texts and readings I need for my work	7.02	8.09	7.30	0.28	-0.79	257

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
Accessing library resources via the VLE	2.04	1.69	1.86	2.01	1.92	183
Adequate hours of service	1.71	1.34	1.54	2.10	1.84	300
Availability of subject specialist assistance	2.02	1.75	2.11	2.35	2.25	256
Provision of information skills training	1.96	1.65	1.63	1.85	1.65	240
The main texts and readings I need for my work	1.78	1.42	1.59	2.03	1.77	257

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.79	1.48	755
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.33	1.63	691
How would you rate the overall quality of the service provided by the library?	7.57	1.44	1,447

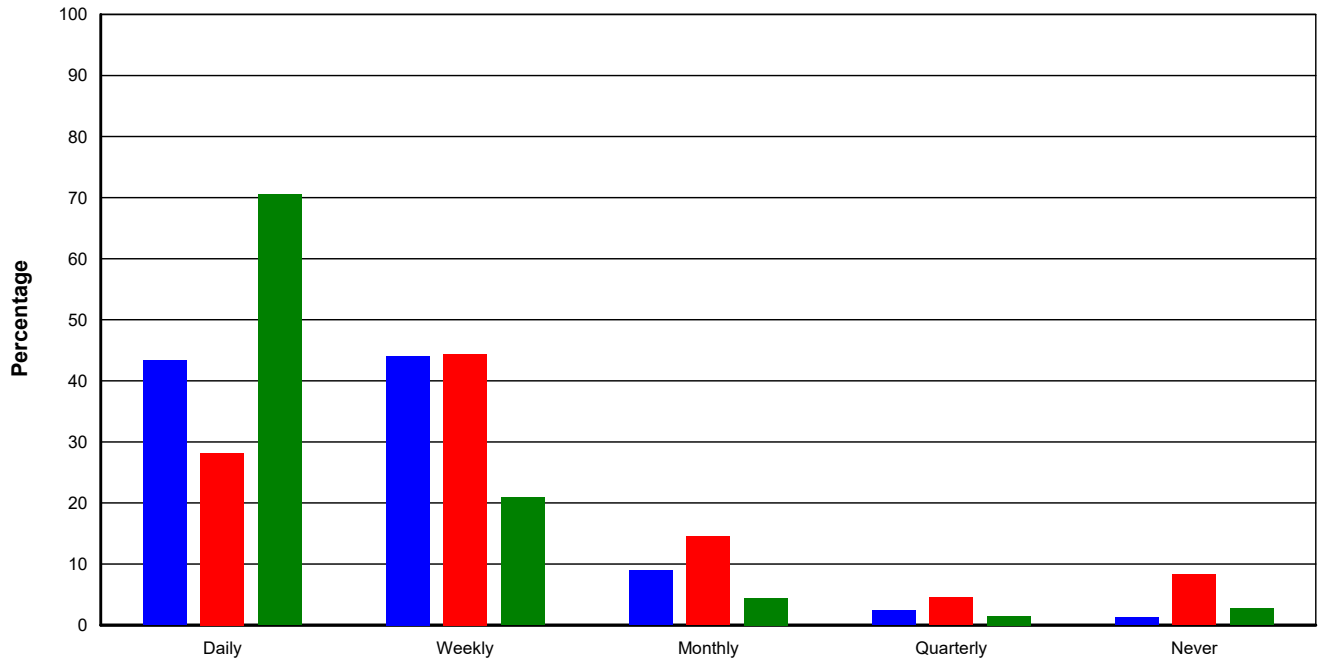
3.5 Information Literacy Outcomes Questions Summary

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.	6.68	1.77	544
The library aids my advancement in my academic discipline or work.	7.62	1.33	625
The library enables me to be more efficient in my academic pursuits or work.	7.55	1.47	597
The library helps me distinguish between trustworthy and untrustworthy information.	6.50	1.84	630
The library provides me with the information skills I need in my work or study.	7.05	1.60	500

3.6 Library Use Summary

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



Frequency

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	628 43.34%	639 44.10%	129 8.90%	35 2.42%	18 1.24%	1,449 100.00%
How often do you access library resources through a library Web page?	408 28.18%	643 44.41%	211 14.57%	66 4.56%	120 8.29%	1,448 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,021 70.46%	302 20.84%	64 4.42%	22 1.52%	40 2.76%	1,449 100.00%

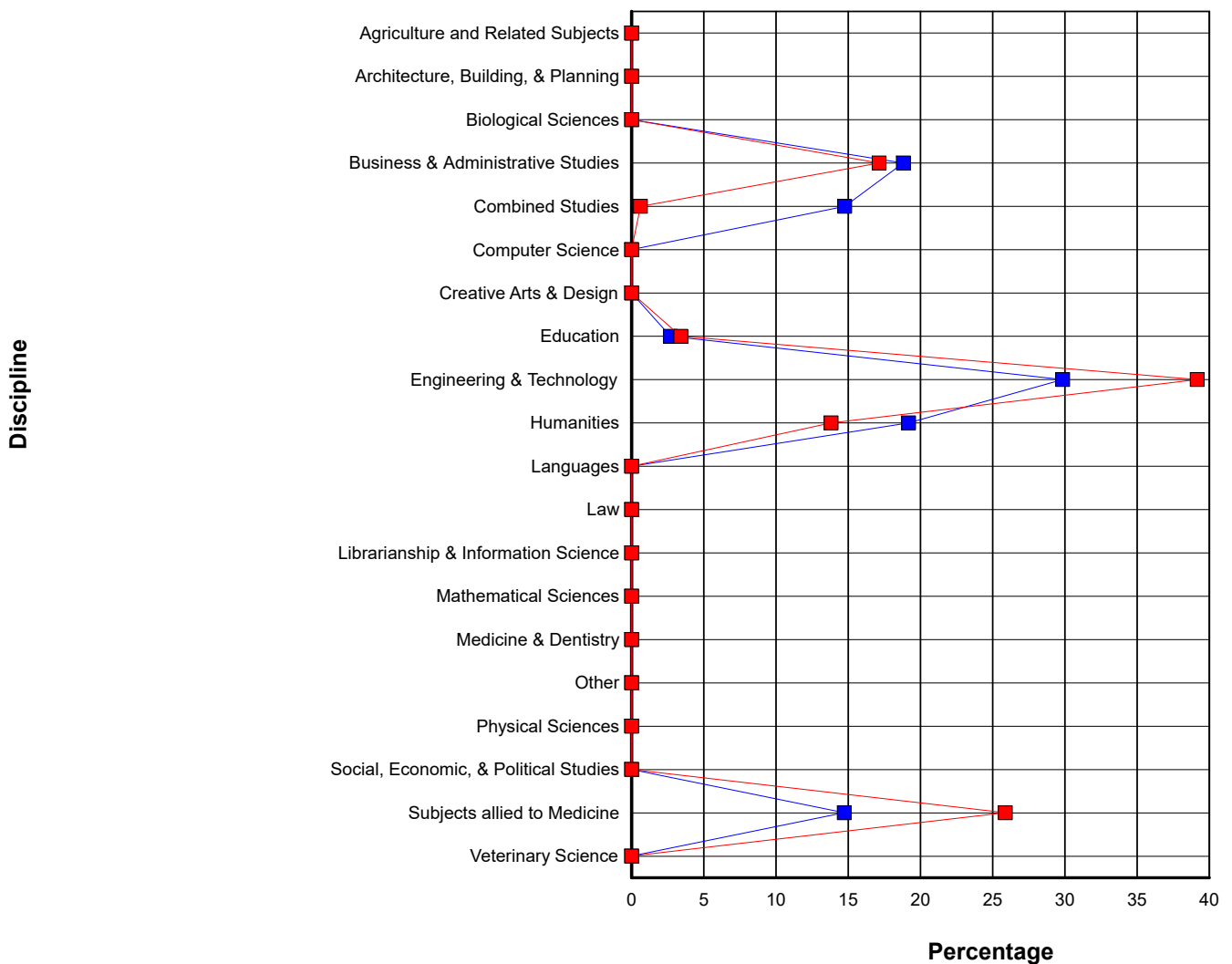
4 Undergraduate Summary for University of Limerick

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	0	0.00	0	0.00	0.00
Business & Administrative Studies	2,216	18.81	196	17.13	1.68
Combined Studies	1,738	14.76	7	0.61	14.14
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	317	2.69	39	3.41	-0.72
Engineering & Technology	3,515	29.84	448	39.16	-9.32
Humanities	2,259	19.18	158	13.81	5.37
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	0	0.00	0	0.00	0.00
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Physical Sciences	0	0.00	0	0.00	0.00
Social, Economic, & Political Studies	0	0.00	0	0.00	0.00
Subjects allied to Medicine	1,734	14.72	296	25.87	-11.15
Veterinary Science	0	0.00	0	0.00	0.00
Total:	11,779	100.00	1,144	100.00	0.00

Language: English (British)

Institution Type: College or University

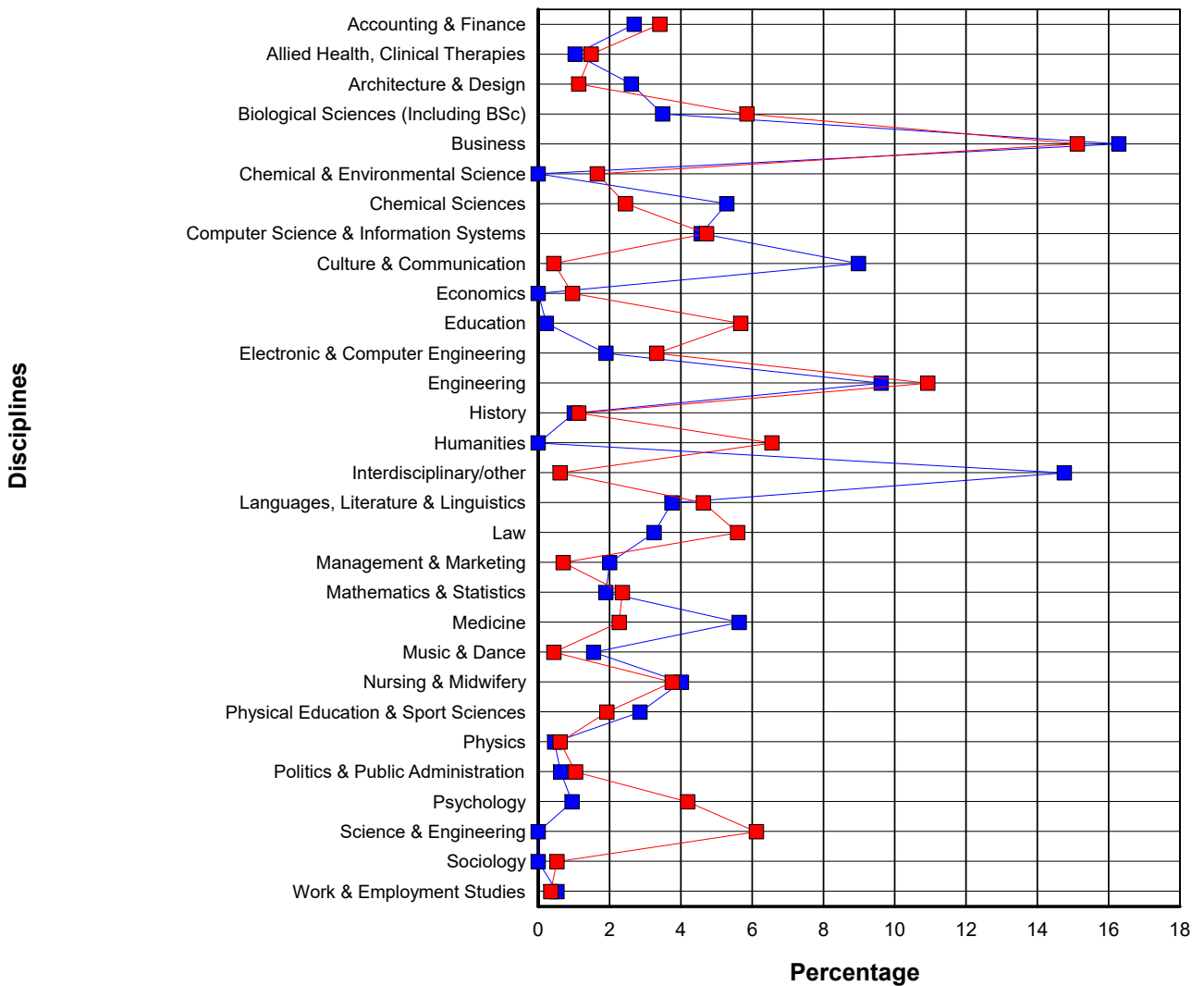
Consortium: SCONUL

User Group: Undergraduate

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting & Finance	317	2.69	39	3.41	-0.72
Allied Health, Clinical Therapies	122	1.04	17	1.49	-0.45
Architecture & Design	308	2.61	13	1.14	1.48
Biological Sciences (Including BSc)	411	3.49	67	5.86	-2.37
Business	1,918	16.28	173	15.12	1.16
Chemical & Environmental Science	0	0.00	19	1.66	-1.66
Chemical Sciences	623	5.29	28	2.45	2.84
Computer Science & Information Systems	539	4.58	54	4.72	-0.14
Culture & Communication	1,058	8.98	5	0.44	8.55
Economics	0	0.00	11	0.96	-0.96
Education	27	0.23	65	5.68	-5.45
Electronic & Computer Engineering	224	1.90	38	3.32	-1.42
Engineering	1,133	9.62	125	10.93	-1.31
History	119	1.01	13	1.14	-0.13
Humanities	0	0.00	75	6.56	-6.56
Interdisciplinary/other	1,738	14.76	7	0.61	14.14
Languages, Literature & Linguistics	442	3.75	53	4.63	-0.88
Law	383	3.25	64	5.59	-2.34
Management & Marketing	236	2.00	8	0.70	1.30
Mathematics & Statistics	223	1.89	27	2.36	-0.47
Medicine	664	5.64	26	2.27	3.36
Music & Dance	183	1.55	5	0.44	1.12
Nursing & Midwifery	473	4.02	43	3.76	0.26
Physical Education & Sport Sciences	336	2.85	22	1.92	0.93
Physics	54	0.46	7	0.61	-0.15
Politics & Public Administration	74	0.63	12	1.05	-0.42
Psychology	112	0.95	48	4.20	-3.24
Science & Engineering	0	0.00	70	6.12	-6.12
Sociology	0	0.00	6	0.52	-0.52
Work & Employment Studies	62	0.53	4	0.35	0.18
Total:	11,779	100.00	1,144	100.00	0.00

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

4.1.3 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	18	1.57
18 - 22	962	84.09
23 - 30	104	9.09
31 - 45	39	3.41
46 - 65	21	1.84
Over 65	0	0.00
Total:	1,144	100.00

4.1.4 Respondent Profile by Full or part-time student?

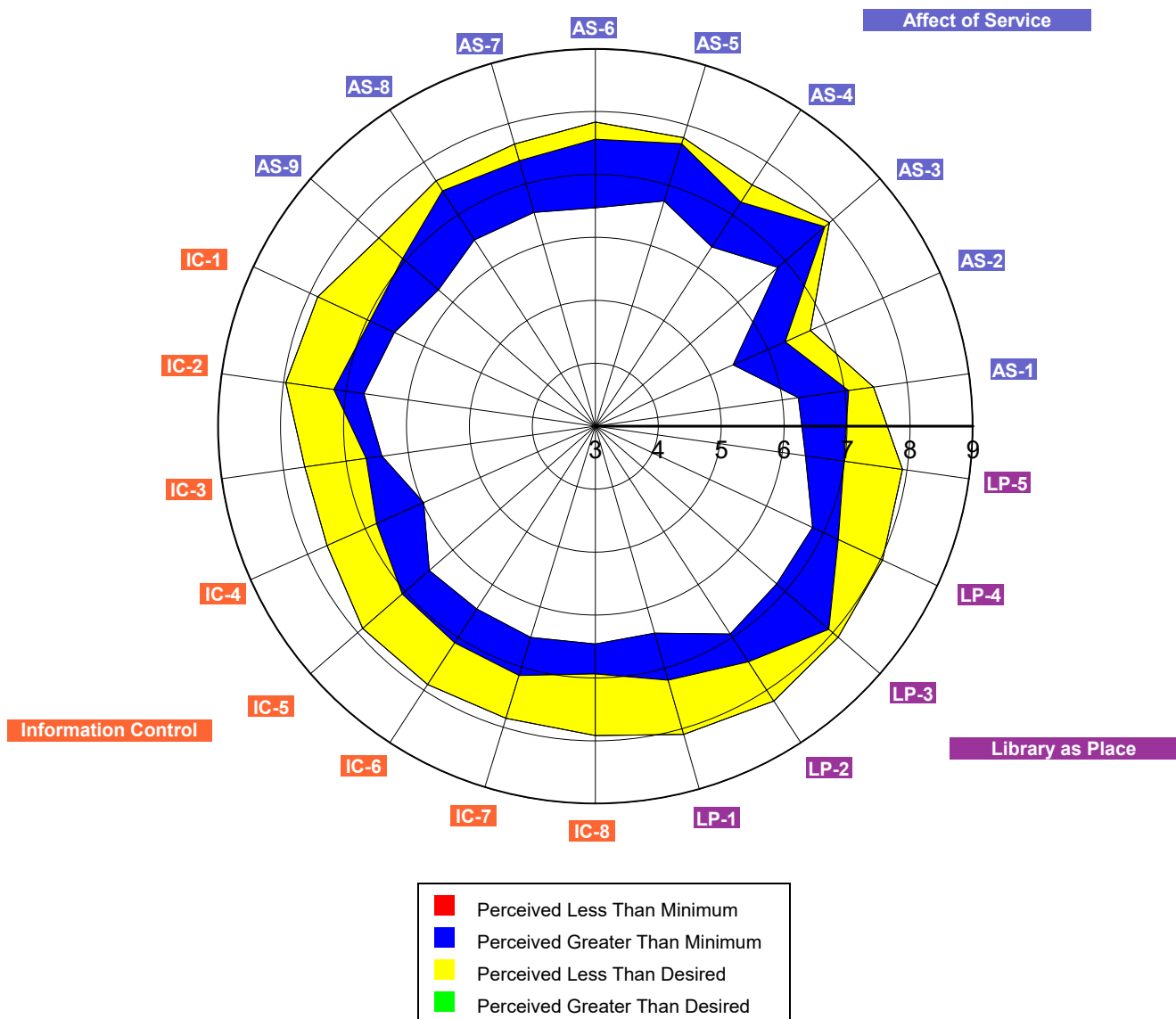
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	10,694	90.79	1,106	97.53
Part-time	1,085	9.21	25	2.20
Does not apply / NA		0.00	3	0.26
Total:	11,779	100.00	1,134	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.26	7.46	7.07	0.81	-0.40	241
AS-2	Giving users individual attention	5.40	6.74	6.30	0.91	-0.44	295
AS-3	Library staff who are consistently courteous	6.84	7.93	7.83	0.99	-0.10	244
AS-4	Readiness to respond to users' enquiries	6.40	7.57	7.25	0.85	-0.33	257
AS-5	Library staff who have the knowledge to answer user questions	6.74	7.80	7.69	0.95	-0.10	259
AS-6	Library staff who deal with users in a caring fashion	6.47	7.83	7.56	1.09	-0.27	1,076
AS-7	Library staff who understand the needs of their users	6.53	7.66	7.39	0.85	-0.27	255
AS-8	Willingness to help users	6.53	7.65	7.46	0.93	-0.19	261
AS-9	Dependability in handling users' service problems	6.30	7.56	7.06	0.76	-0.50	241
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.52	7.86	6.95	0.43	-0.91	302
IC-2	A library Web site enabling me to locate information on my own	6.71	7.97	7.20	0.48	-0.77	351
IC-3	The printed library materials I need for my work	6.42	7.66	6.68	0.26	-0.98	298
IC-4	The electronic information resources I need	5.98	7.66	6.81	0.82	-0.86	1,099
IC-5	Modern equipment that lets me easily access needed information	6.50	7.90	7.07	0.57	-0.83	349
IC-6	Easy-to-use access tools that allow me to find things on my own	6.46	7.89	7.10	0.64	-0.79	329
IC-7	Making information easily accessible for independent use	6.51	7.85	7.14	0.63	-0.71	287
IC-8	Print and/or electronic journal collections I require for my work	6.46	7.92	6.94	0.48	-0.98	284
Library as Place							
LP-1	Library space that inspires study and learning	6.42	8.09	7.20	0.78	-0.89	1,140
LP-2	Quiet space for individual work	6.94	8.21	7.46	0.53	-0.74	282
LP-3	A comfortable and inviting location	6.82	8.11	7.92	1.10	-0.19	314
LP-4	A haven for study, learning, or research	6.81	8.03	7.26	0.45	-0.77	271
LP-5	Space for group learning and group study	6.37	7.93	6.99	0.62	-0.94	269
Overall:		6.41	7.81	7.17	0.75	-0.65	1,144

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	1.95	1.58	1.68	1.94	1.77	241
AS-2	Giving users individual attention	2.12	1.90	1.83	1.97	1.90	295
AS-3	Library staff who are consistently courteous	1.86	1.34	1.42	1.79	1.49	244
AS-4	Readiness to respond to users' enquiries	1.80	1.47	1.60	1.95	1.82	257
AS-5	Library staff who have the knowledge to answer user questions	1.80	1.41	1.39	1.80	1.53	259
AS-6	Library staff who deal with users in a caring fashion	1.94	1.42	1.60	2.01	1.72	1,076
AS-7	Library staff who understand the needs of their users	1.90	1.46	1.66	1.98	1.59	255
AS-8	Willingness to help users	1.72	1.41	1.43	1.62	1.42	261
AS-9	Dependability in handling users' service problems	1.83	1.48	1.62	2.04	1.79	241
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.87	1.40	1.77	2.16	1.89	302
IC-2	A library Web site enabling me to locate information on my own	1.67	1.27	1.65	1.86	1.62	351
IC-3	The printed library materials I need for my work	1.85	1.60	1.85	2.35	2.25	298
IC-4	The electronic information resources I need	1.81	1.51	1.69	2.07	2.03	1,099
IC-5	Modern equipment that lets me easily access needed information	1.68	1.26	1.82	2.25	1.96	349
IC-6	Easy-to-use access tools that allow me to find things on my own	1.75	1.30	1.76	2.11	2.01	329
IC-7	Making information easily accessible for independent use	1.72	1.29	1.51	1.96	1.73	287
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.38	1.74	2.15	1.88	284
Library as Place							
LP-1	Library space that inspires study and learning	1.85	1.28	1.68	2.16	1.88	1,140
LP-2	Quiet space for individual work	1.87	1.24	1.57	2.04	1.72	282
LP-3	A comfortable and inviting location	1.81	1.29	1.42	2.03	1.67	314
LP-4	A haven for study, learning, or research	1.76	1.38	1.66	2.27	2.00	271
LP-5	Space for group learning and group study	1.73	1.42	1.97	2.27	2.34	269
Overall:		1.43	1.00	1.24	1.55	1.34	1,144

Language: English (British)

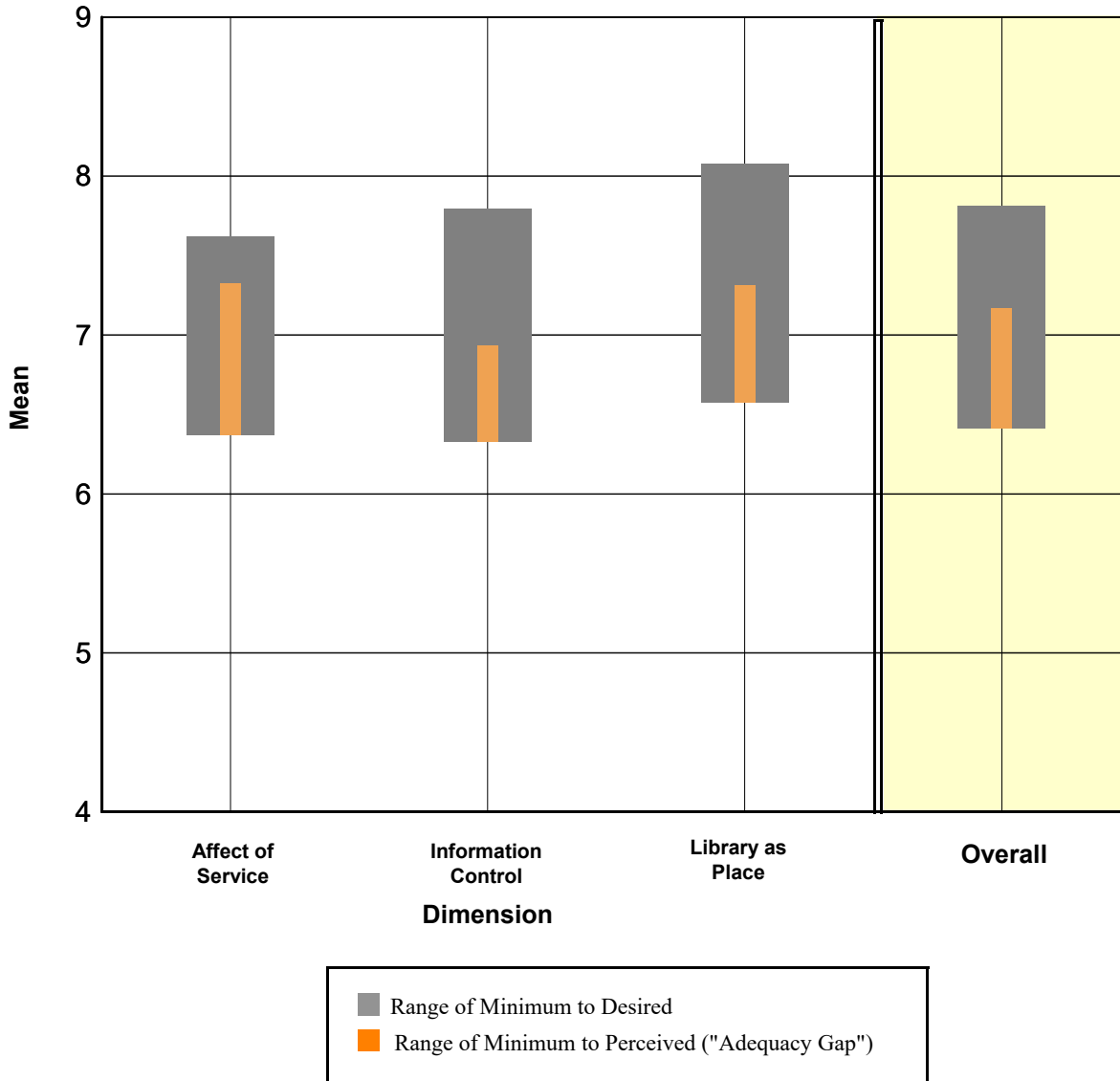
Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.37	7.62	7.33	0.96	-0.29	1,110
Information Control	6.33	7.79	6.93	0.61	-0.86	1,143
Library as Place	6.58	8.08	7.31	0.74	-0.77	1,144
Overall	6.41	7.81	7.17	0.75	-0.65	1,144

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.70	1.28	1.41	1.67	1.43	1,110
Information Control	1.50	1.14	1.42	1.74	1.57	1,143
Library as Place	1.63	1.11	1.49	1.93	1.68	1,144
Overall	1.43	1.00	1.24	1.55	1.34	1,144

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
Accessing library resources via the VLE	6.04	7.22	6.77	0.73	-0.45	132
Adequate hours of service	7.11	8.10	7.83	0.71	-0.27	236
Availability of subject specialist assistance	5.81	7.20	6.25	0.44	-0.96	205
Provision of information skills training	6.19	7.18	6.82	0.63	-0.36	188
The main texts and readings I need for my work	6.88	8.01	7.26	0.38	-0.76	205

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
Accessing library resources via the VLE	2.07	1.80	1.81	2.04	1.85	132
Adequate hours of service	1.61	1.24	1.41	1.95	1.76	236
Availability of subject specialist assistance	2.08	1.77	2.13	2.48	2.35	205
Provision of information skills training	1.94	1.59	1.68	1.81	1.56	188
The main texts and readings I need for my work	1.85	1.48	1.60	2.03	1.79	205

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.	7.76	1.43	615
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.31	1.62	526
How would you rate the overall quality of the service provided by the library?	7.53	1.44	1,142

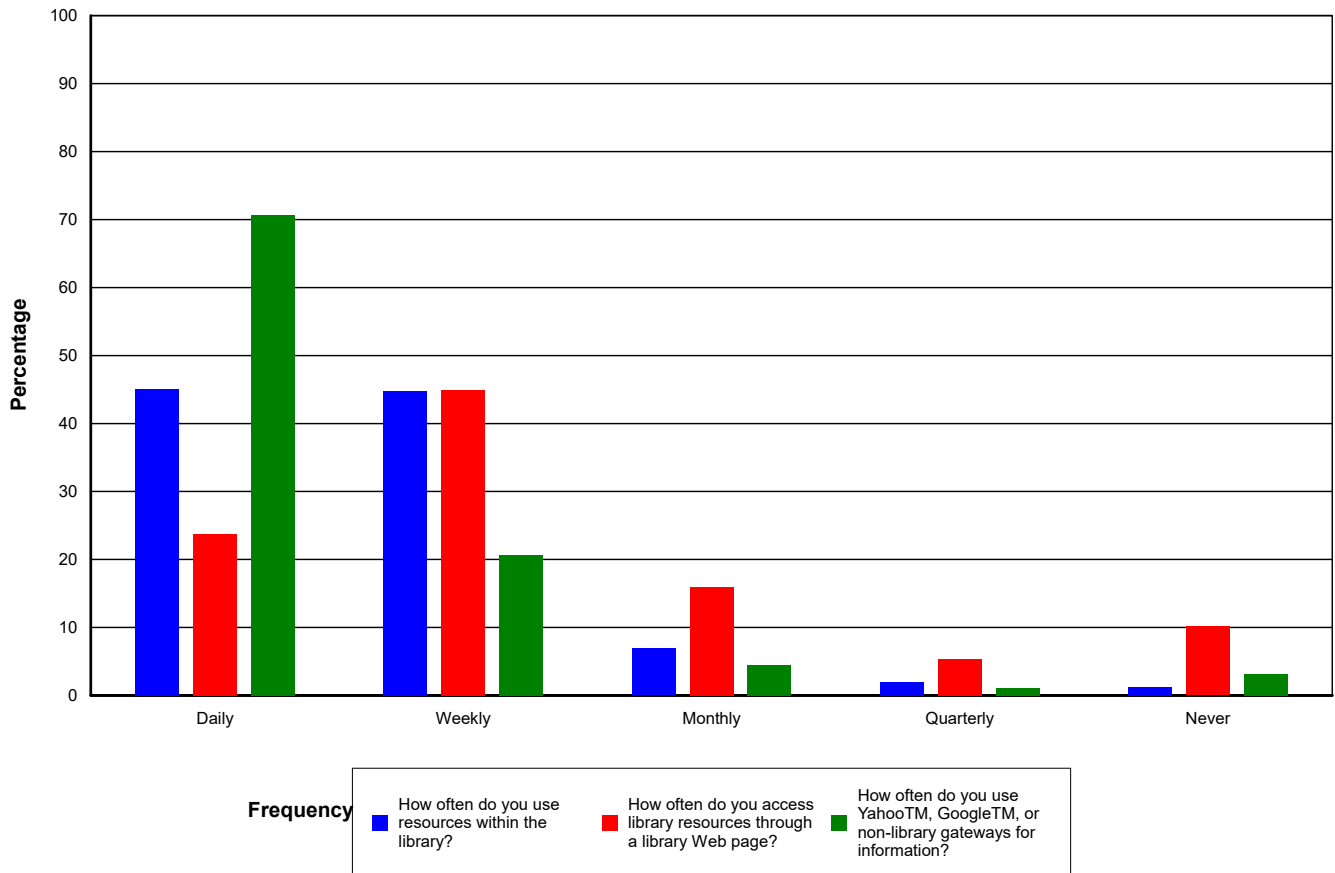
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.66	1.73	429
The library aids my advancement in my academic discipline or work.	7.59	1.31	498
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.48	484
The library helps me distinguish between trustworthy and untrustworthy information.	6.50	1.82	493
The library provides me with the information skills I need in my work or study.	6.98	1.60	382

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?	516 45.10%	512 44.76%	79 6.91%	23 2.01%	14 1.22%	1,144 100.00%
How often do you access library resources through a library Web page?	271 23.71%	513 44.88%	182 15.92%	61 5.34%	116 10.15%	1,143 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	808 70.63%	236 20.63%	51 4.46%	13 1.14%	36 3.15%	1,144 100.00%

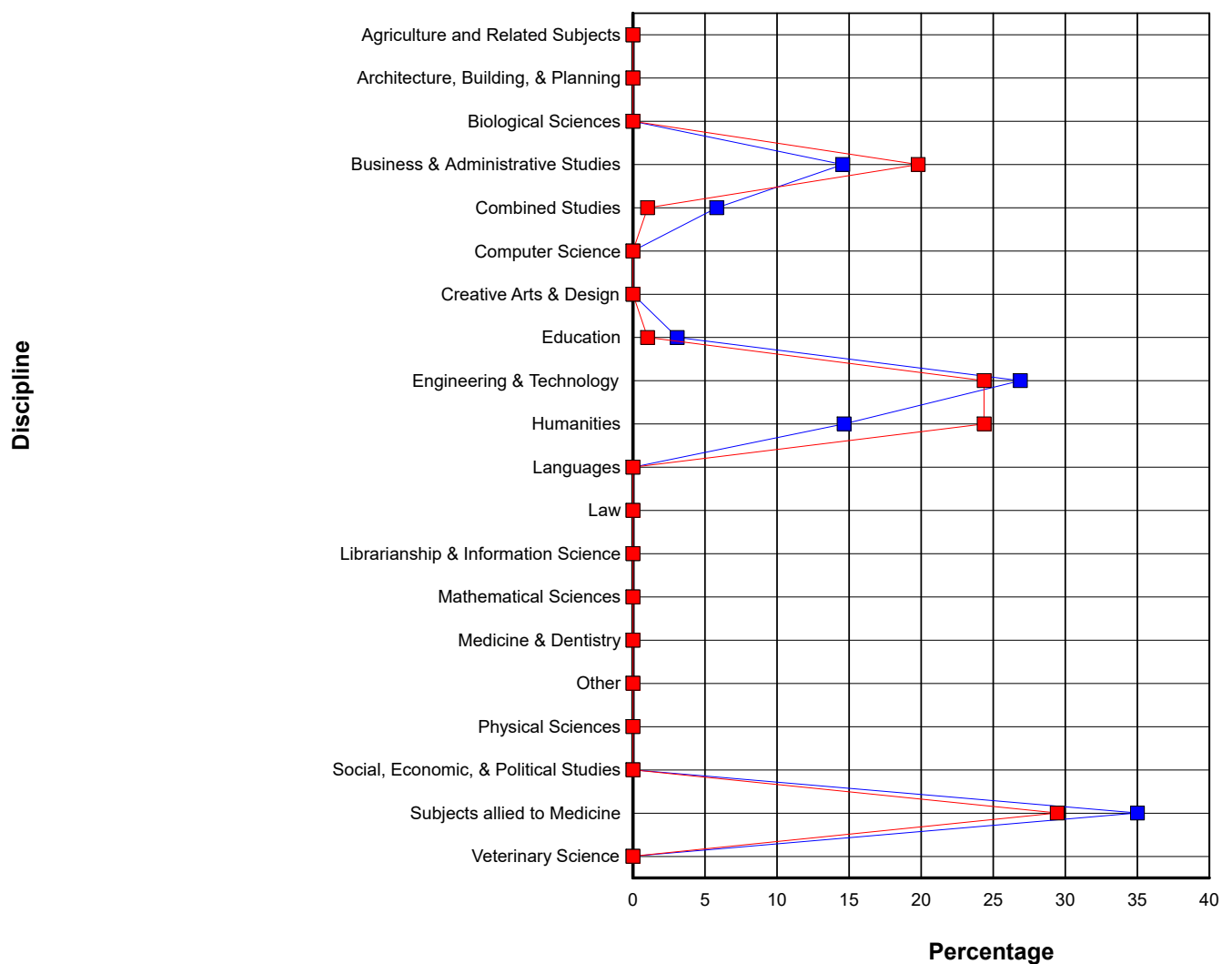
5 Postgraduate Summary for University of Limerick

5.1 Demographic Summary for Postgraduate

5.1.1 Population and Respondent Profiles for Postgraduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

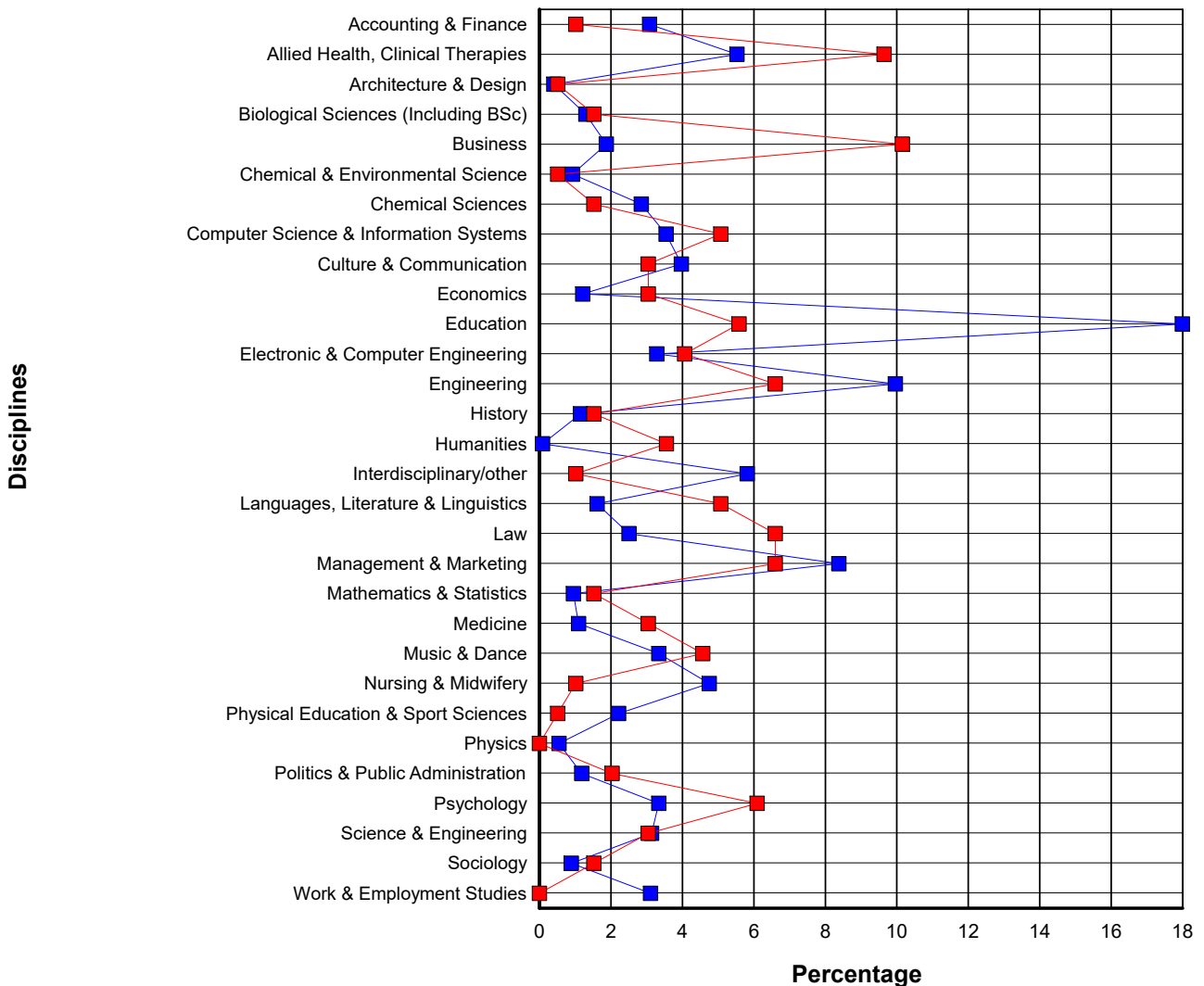
Language: English (British)
 Institution Type: College or University
 Consortium: SCONUL
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	0	0.00	0	0.00	0.00
Business & Administrative Studies	506	14.57	39	19.80	-5.23
Combined Studies	202	5.81	2	1.02	4.80
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	107	3.08	2	1.02	2.06
Engineering & Technology	934	26.89	48	24.37	2.52
Humanities	509	14.65	48	24.37	-9.71
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	0	0.00	0	0.00	0.00
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Physical Sciences	0	0.00	0	0.00	0.00
Social, Economic, & Political Studies	0	0.00	0	0.00	0.00
Subjects allied to Medicine	1,216	35.00	58	29.44	5.56
Veterinary Science	0	0.00	0	0.00	0.00
Total:	3,474	100.00	197	100.00	0.00

5.1.2 Population and Respondent Profiles for Postgraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting & Finance	107	3.08	2	1.02	2.06
Allied Health, Clinical Therapies	192	5.53	19	9.64	-4.12
Architecture & Design	14	0.40	1	0.51	-0.10
Biological Sciences (Including BSc)	45	1.30	3	1.52	-0.23
Business	65	1.87	20	10.15	-8.28
Chemical & Environmental Science	32	0.92	1	0.51	0.41
Chemical Sciences	99	2.85	3	1.52	1.33
Computer Science & Information Systems	123	3.54	10	5.08	-1.54
Culture & Communication	138	3.97	6	3.05	0.93
Economics	42	1.21	6	3.05	-1.84
Education	625	17.99	11	5.58	12.41
Electronic & Computer Engineering	114	3.28	8	4.06	-0.78
Engineering	346	9.96	13	6.60	3.36
History	40	1.15	3	1.52	-0.37
Humanities	3	0.09	7	3.55	-3.47
Interdisciplinary/other	202	5.81	2	1.02	4.80
Languages, Literature & Linguistics	56	1.61	10	5.08	-3.46
Law	87	2.50	13	6.60	-4.09
Management & Marketing	291	8.38	13	6.60	1.78
Mathematics & Statistics	33	0.95	3	1.52	-0.57
Medicine	38	1.09	6	3.05	-1.95
Music & Dance	116	3.34	9	4.57	-1.23
Nursing & Midwifery	165	4.75	2	1.02	3.73
Physical Education & Sport Sciences	77	2.22	1	0.51	1.71
Physics	19	0.55	0	0.00	0.55
Politics & Public Administration	41	1.18	4	2.03	-0.85
Psychology	116	3.34	12	6.09	-2.75
Science & Engineering	109	3.14	6	3.05	0.09
Sociology	31	0.89	3	1.52	-0.63
Work & Employment Studies	108	3.11	0	0.00	3.11
Total:	3,474	100.00	197	100.00	0.00

5.1.3 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	22	11.11
23 - 30	110	55.56
31 - 45	48	24.24
46 - 65	16	8.08
Over 65	2	1.01
Total:	198	100.00

5.1.4 Respondent Profile by Full or part-time student?

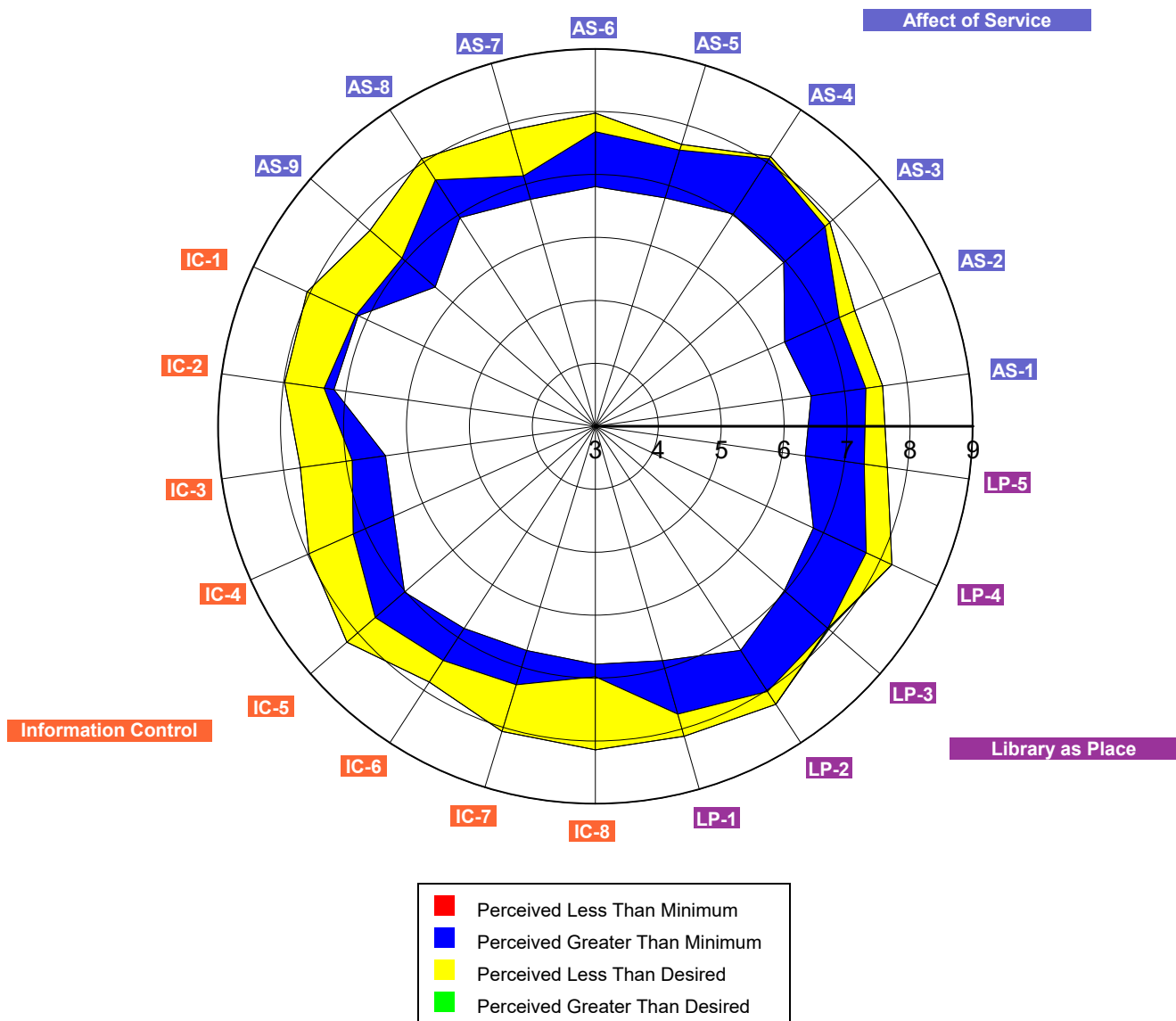
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	2,057	59.16	168	85.28
Part-time	1,417	40.75	28	14.21
Does not apply / NA	3	0.09	1	0.51
Total:	3,477	100.00	197	100.00

5.2 Core Questions Summary for Postgraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	6.46	7.61	7.34	0.88	-0.27	41
AS-2	Giving users individual attention	6.29	7.51	7.24	0.95	-0.27	41
AS-3	Library staff who are consistently courteous	6.97	7.94	7.84	0.87	-0.10	31
AS-4	Readiness to respond to users' enquiries	7.02	8.11	8.07	1.04	-0.04	45
AS-5	Library staff who have the knowledge to answer user questions	6.79	7.68	7.59	0.79	-0.10	63
AS-6	Library staff who deal with users in a caring fashion	6.81	7.97	7.68	0.87	-0.29	187
AS-7	Library staff who understand the needs of their users	6.75	7.89	7.14	0.39	-0.75	36
AS-8	Willingness to help users	6.95	8.07	7.67	0.72	-0.40	60
AS-9	Dependability in handling users' service problems	6.37	7.74	7.07	0.70	-0.67	43
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.16	8.05	7.19	0.04	-0.86	57
IC-2	A library Web site enabling me to locate information on my own	7.19	7.98	7.35	0.16	-0.63	57
IC-3	The printed library materials I need for my work	6.37	7.73	6.90	0.54	-0.83	41
IC-4	The electronic information resources I need	6.51	7.98	7.21	0.70	-0.77	193
IC-5	Modern equipment that lets me easily access needed information	7.02	8.23	7.63	0.61	-0.60	57
IC-6	Easy-to-use access tools that allow me to find things on my own	6.83	7.84	7.44	0.61	-0.41	64
IC-7	Making information easily accessible for independent use	6.72	8.07	7.29	0.57	-0.78	58
IC-8	Print and/or electronic journal collections I require for my work	6.78	8.14	6.98	0.20	-1.16	50
Library as Place							
LP-1	Library space that inspires study and learning	6.87	8.12	7.76	0.88	-0.37	189
LP-2	Quiet space for individual work	7.24	8.27	8.02	0.78	-0.24	45
LP-3	A comfortable and inviting location	6.98	7.90	7.92	0.94	0.02	48
LP-4	A haven for study, learning, or research	6.83	8.20	7.75	0.93	-0.45	40
LP-5	Space for group learning and group study	6.37	7.69	7.31	0.94	-0.37	54
Overall:		6.77	7.97	7.49	0.72	-0.48	198

Language: English (British)

Institution Type: College or University

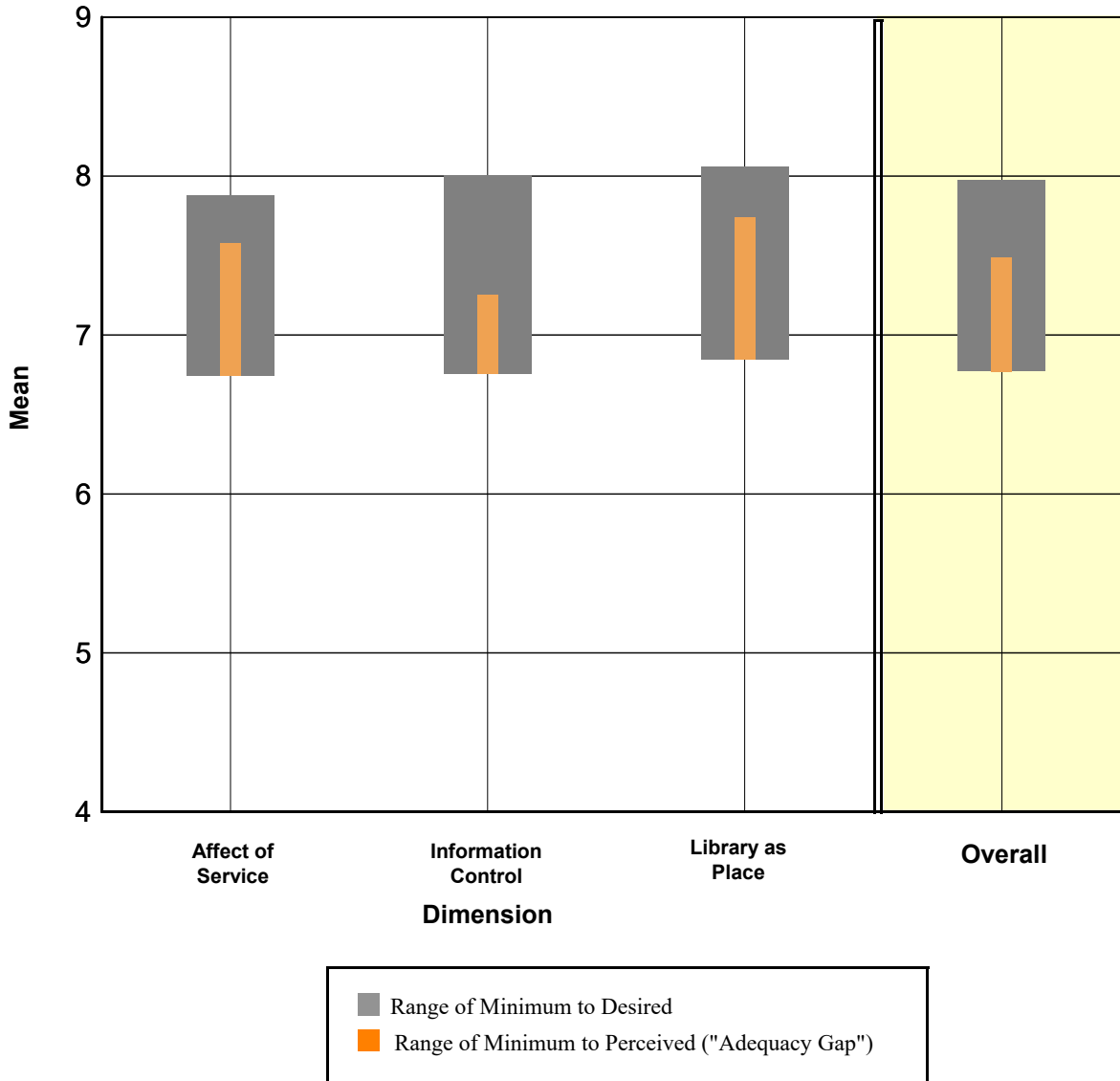
Consortium: SCONUL

User Group: Postgraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Library staff who instill confidence in users	1.94	1.55	1.98	1.75	1.92	41
AS-2	Giving users individual attention	1.95	1.68	1.67	2.20	1.96	41
AS-3	Library staff who are consistently courteous	1.85	1.48	1.49	1.63	1.37	31
AS-4	Readiness to respond to users' enquiries	1.56	1.09	1.23	1.64	1.26	45
AS-5	Library staff who have the knowledge to answer user questions	1.81	1.59	1.42	1.58	1.33	63
AS-6	Library staff who deal with users in a caring fashion	1.87	1.36	1.68	1.88	1.72	187
AS-7	Library staff who understand the needs of their users	1.71	1.14	2.04	2.35	1.79	36
AS-8	Willingness to help users	2.02	1.34	1.72	1.66	1.61	60
AS-9	Dependability in handling users' service problems	1.69	1.50	1.71	1.61	1.58	43
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.72	1.43	1.88	1.97	1.65	57
IC-2	A library Web site enabling me to locate information on my own	1.69	1.38	1.58	1.91	1.68	57
IC-3	The printed library materials I need for my work	1.97	1.52	1.77	1.66	1.76	41
IC-4	The electronic information resources I need	1.80	1.36	1.50	1.78	1.65	193
IC-5	Modern equipment that lets me easily access needed information	1.81	1.02	1.65	2.14	1.78	57
IC-6	Easy-to-use access tools that allow me to find things on my own	1.78	1.58	1.74	1.54	1.71	64
IC-7	Making information easily accessible for independent use	1.80	1.14	1.74	1.72	1.84	58
IC-8	Print and/or electronic journal collections I require for my work	1.69	1.37	1.66	1.47	1.56	50
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.24	1.52	1.84	1.60	189
LP-2	Quiet space for individual work	1.84	1.10	1.57	1.33	1.63	45
LP-3	A comfortable and inviting location	1.95	1.67	1.56	1.52	1.08	48
LP-4	A haven for study, learning, or research	1.62	1.18	1.72	2.02	1.71	40
LP-5	Space for group learning and group study	2.30	1.91	1.82	2.61	2.28	54
Overall:		1.50	1.04	1.27	1.39	1.20	198

5.3 Core Question Dimensions Summary for Postgraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.74	7.88	7.58	0.84	-0.30	195
Information Control	6.76	8.01	7.25	0.49	-0.76	198
Library as Place	6.84	8.06	7.74	0.89	-0.32	190
Overall	6.77	7.97	7.49	0.72	-0.48	198

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	1.67	1.23	1.50	1.62	1.44	195
Information Control	1.53	1.12	1.43	1.49	1.43	198
Library as Place	1.76	1.19	1.46	1.69	1.45	190
Overall	1.50	1.04	1.27	1.39	1.20	198

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
Accessing library resources via the VLE	7.09	7.72	7.38	0.28	-0.34	32
Adequate hours of service	7.07	8.22	7.76	0.68	-0.46	41
Availability of subject specialist assistance	5.93	7.43	6.33	0.40	-1.10	30
Provision of information skills training	6.03	6.95	7.08	1.05	0.14	37
The main texts and readings I need for my work	7.41	8.21	7.52	0.10	-0.69	29

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
Accessing library resources via the VLE	1.89	1.37	2.12	2.19	2.40	32
Adequate hours of service	1.78	1.17	1.84	2.59	1.94	41
Availability of subject specialist assistance	1.98	1.83	2.15	1.83	1.60	30
Provision of information skills training	2.23	2.12	1.61	2.20	2.04	37
The main texts and readings I need for my work	1.27	1.32	1.50	1.78	1.56	29

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Postgraduate

5.5 General Satisfaction Questions Summary for Postgraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.95	1.51	87
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.57	1.53	111
How would you rate the overall quality of the service provided by the library?	7.76	1.40	198

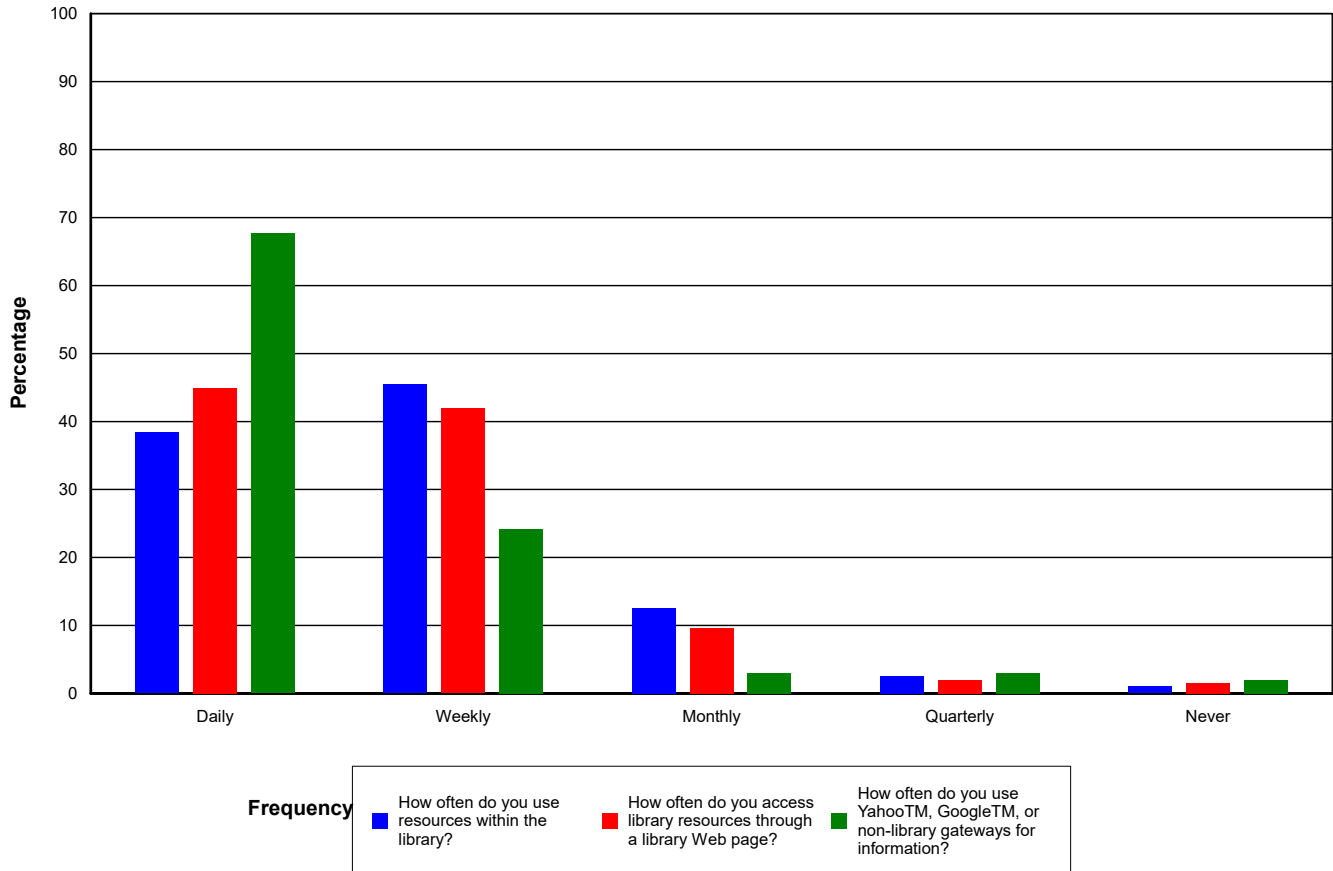
5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.59	1.94	78
The library aids my advancement in my academic discipline or work.	7.67	1.31	79
The library enables me to be more efficient in my academic pursuits or work.	7.78	1.47	68
The library helps me distinguish between trustworthy and untrustworthy information.	6.68	1.85	92
The library provides me with the information skills I need in my work or study.	7.30	1.45	79

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?	76 38.38%	90 45.45%	25 12.63%	5 2.53%	2 1.01%	198 100.00%
How often do you access library resources through a library Web page?	89 44.95%	83 41.92%	19 9.60%	4 2.02%	3 1.52%	198 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	134 67.68%	48 24.24%	6 3.03%	6 3.03%	4 2.02%	198 100.00%

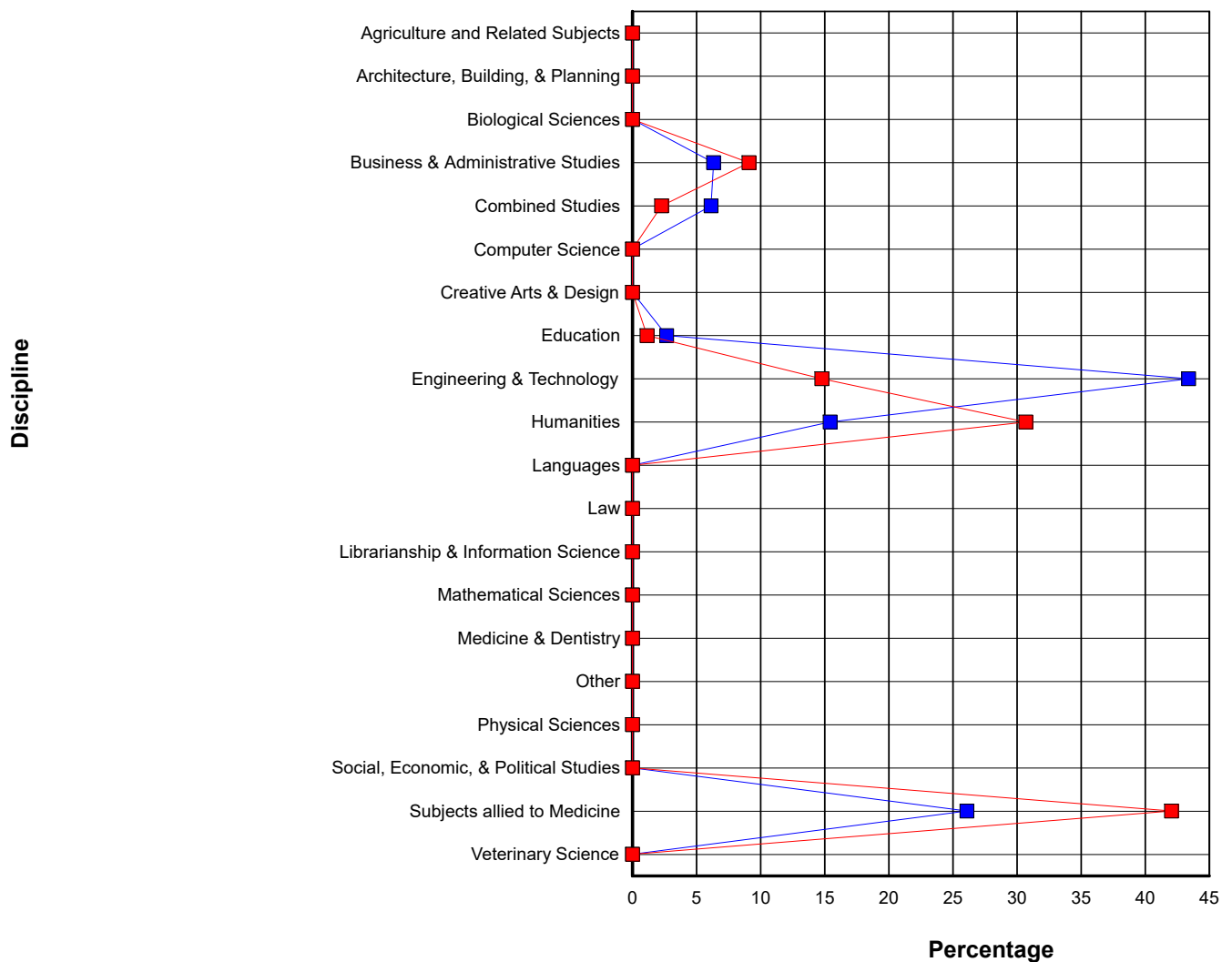
6 Academic Staff Summary for University of Limerick

6.1 Demographic Summary for Academic Staff

6.1.1 Population and Respondent Profiles for Academic Staff by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	0	0.00	0	0.00	0.00
Biological Sciences	0	0.00	0	0.00	0.00
Business & Administrative Studies	64	6.32	8	9.09	-2.77
Combined Studies	62	6.13	2	2.27	3.85
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	27	2.67	1	1.14	1.53
Engineering & Technology	439	43.38	13	14.77	28.61
Humanities	156	15.42	27	30.68	-15.27
Languages	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	0	0.00	0	0.00	0.00
Medicine & Dentistry	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Physical Sciences	0	0.00	0	0.00	0.00
Social, Economic, & Political Studies	0	0.00	0	0.00	0.00
Subjects allied to Medicine	264	26.09	37	42.05	-15.96
Veterinary Science	0	0.00	0	0.00	0.00
Total:	1,012	100.00	88	100.00	0.00

Language: English (British)

Institution Type: College or University

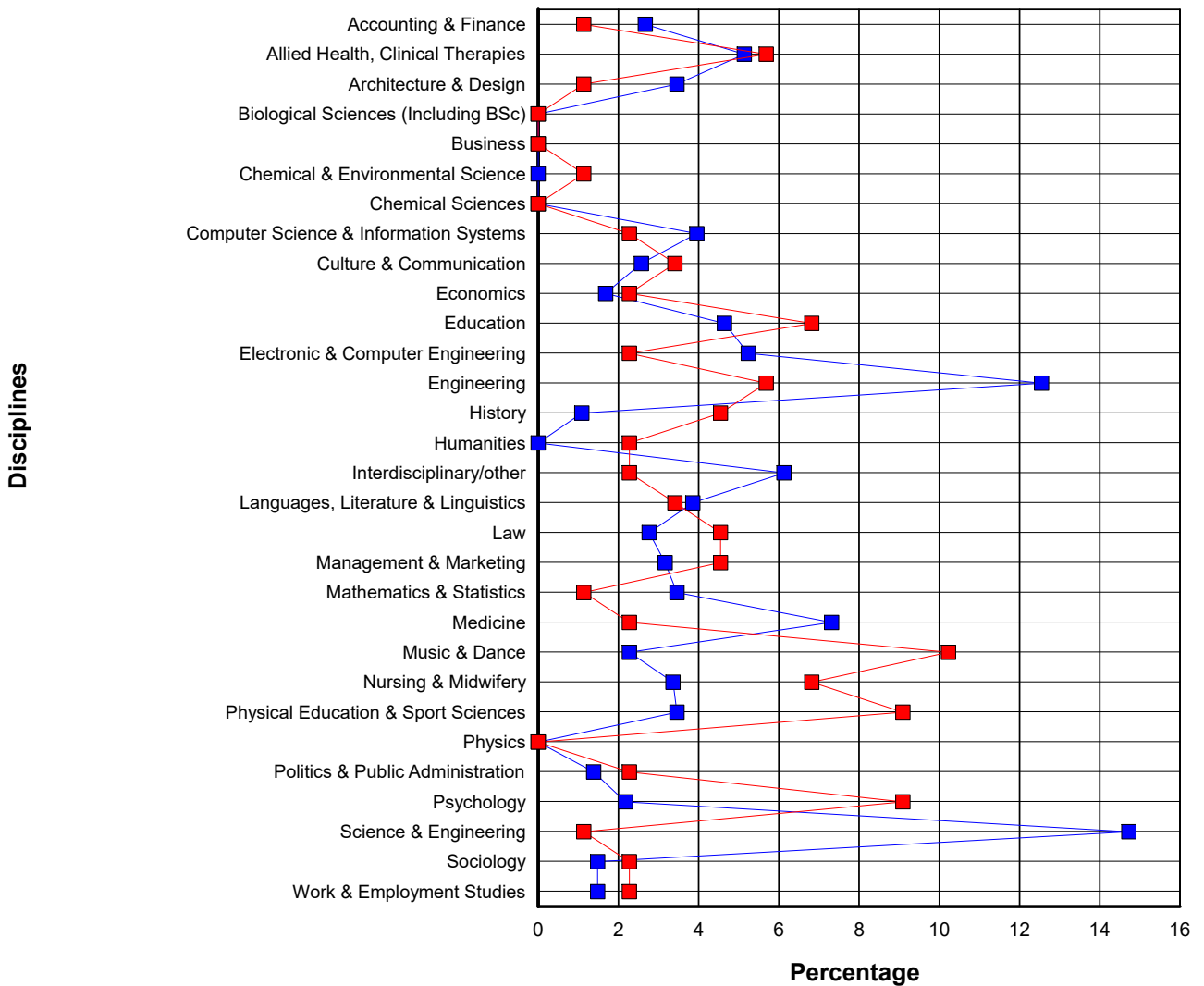
Consortium: SCONUL

User Group: Academic Staff

6.1.2 Population and Respondent Profiles for Academic Staff by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting & Finance	27	2.67	1	1.14	1.53
Allied Health, Clinical Therapies	52	5.14	5	5.68	-0.54
Architecture & Design	35	3.46	1	1.14	2.32
Biological Sciences (Including BSc)	0	0.00	0	0.00	0.00
Business	0	0.00	0	0.00	0.00
Chemical & Environmental Science	0	0.00	1	1.14	-1.14
Chemical Sciences	0	0.00	0	0.00	0.00
Computer Science & Information Systems	40	3.95	2	2.27	1.68
Culture & Communication	26	2.57	3	3.41	-0.84
Economics	17	1.68	2	2.27	-0.59
Education	47	4.64	6	6.82	-2.17
Electronic & Computer Engineering	53	5.24	2	2.27	2.96
Engineering	127	12.55	5	5.68	6.87
History	11	1.09	4	4.55	-3.46
Humanities	0	0.00	2	2.27	-2.27
Interdisciplinary/other	62	6.13	2	2.27	3.85
Languages, Literature & Linguistics	39	3.85	3	3.41	0.44
Law	28	2.77	4	4.55	-1.78
Management & Marketing	32	3.16	4	4.55	-1.38
Mathematics & Statistics	35	3.46	1	1.14	2.32
Medicine	74	7.31	2	2.27	5.04
Music & Dance	23	2.27	9	10.23	-7.95
Nursing & Midwifery	34	3.36	6	6.82	-3.46
Physical Education & Sport Sciences	35	3.46	8	9.09	-5.63
Physics	0	0.00	0	0.00	0.00
Politics & Public Administration	14	1.38	2	2.27	-0.89
Psychology	22	2.17	8	9.09	-6.92
Science & Engineering	149	14.72	1	1.14	13.59
Sociology	15	1.48	2	2.27	-0.79
Work & Employment Studies	15	1.48	2	2.27	-0.79
Total:	1,012	100.00	88	100.00	0.00

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

6.1.3 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	1	1.14
23 - 30	11	12.50
31 - 45	36	40.91
46 - 65	37	42.05
Over 65	3	3.41
Total:	88	100.00

6.1.4 Respondent Profile by Full or part-time student?

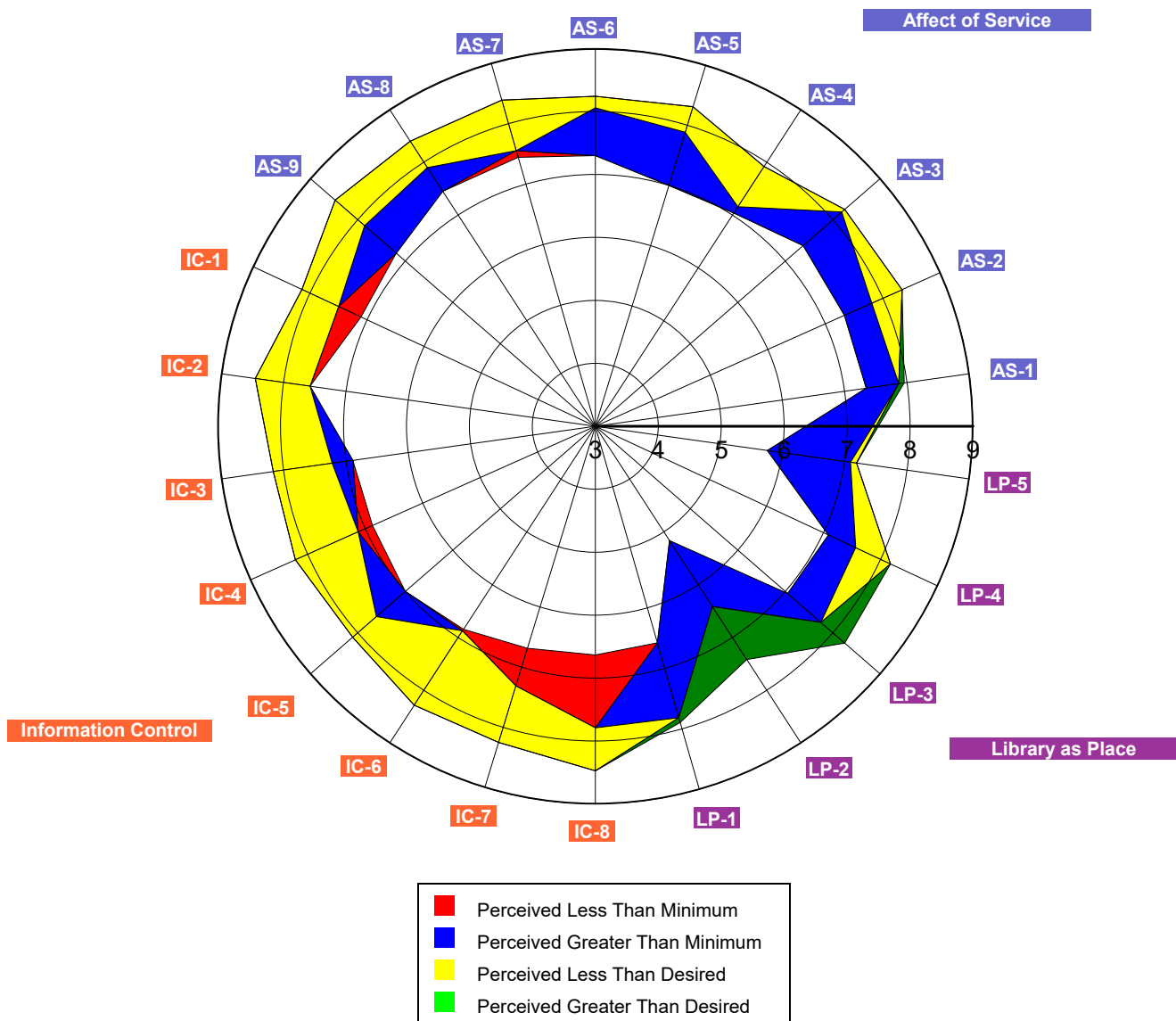
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	914	90.32	8	9.64
Part-time	95	9.39	3	3.61
Does not apply / NA	3	0.30	72	86.75
Total:	1,012	100.00	83	100.00

6.2 Core Questions Summary for Academic Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	7.35	7.87	7.96	0.61	0.09	23
AS-2	Giving users individual attention	7.33	8.33	7.81	0.48	-0.52	21
AS-3	Library staff who are consistently courteous	7.38	8.25	8.19	0.81	-0.06	16
AS-4	Readiness to respond to users' enquiries	7.04	7.92	7.16	0.12	-0.76	25
AS-5	Library staff who have the knowledge to answer user questions	7.00	8.31	7.88	0.88	-0.42	26
AS-6	Library staff who deal with users in a caring fashion	7.30	8.24	8.06	0.76	-0.18	87
AS-7	Library staff who understand the needs of their users	7.56	8.39	7.44	-0.11	-0.94	18
AS-8	Willingness to help users	7.45	8.40	7.90	0.45	-0.50	20
AS-9	Dependability in handling users' service problems	7.19	8.48	7.86	0.67	-0.62	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.50	8.14	7.11	-0.39	-1.04	28
IC-2	A library Web site enabling me to locate information on my own	7.58	8.45	7.58	0.00	-0.88	33
IC-3	The printed library materials I need for my work	6.89	8.17	7.22	0.33	-0.94	18
IC-4	The electronic information resources I need	7.13	8.22	6.88	-0.25	-1.34	88
IC-5	Modern equipment that lets me easily access needed information	7.00	8.11	7.61	0.61	-0.50	28
IC-6	Easy-to-use access tools that allow me to find things on my own	6.88	8.28	6.84	-0.03	-1.44	32
IC-7	Making information easily accessible for independent use	7.31	8.25	6.69	-0.63	-1.56	16
IC-8	Print and/or electronic journal collections I require for my work	7.79	8.47	6.63	-1.16	-1.84	19
Library as Place							
LP-1	Library space that inspires study and learning	6.58	7.82	7.89	1.32	0.08	76
LP-2	Quiet space for individual work	5.17	6.42	7.42	2.25	1.00	12
LP-3	A comfortable and inviting location	7.05	7.75	8.25	1.20	0.50	20
LP-4	A haven for study, learning, or research	7.09	8.17	7.57	0.48	-0.61	23
LP-5	Space for group learning and group study	5.76	7.19	7.10	1.33	-0.10	21
Overall:		7.09	8.11	7.53	0.43	-0.58	88

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	1.34	1.22	1.22	1.03	0.67	23
AS-2	Giving users individual attention	1.71	0.97	1.29	1.54	1.17	21
AS-3	Library staff who are consistently courteous	1.59	0.93	1.17	1.28	1.29	16
AS-4	Readiness to respond to users' enquiries	1.54	1.26	2.15	2.11	2.71	25
AS-5	Library staff who have the knowledge to answer user questions	1.72	1.09	1.53	2.10	1.53	26
AS-6	Library staff who deal with users in a caring fashion	1.61	1.17	1.54	1.64	1.65	87
AS-7	Library staff who understand the needs of their users	1.20	0.92	2.12	1.88	2.15	18
AS-8	Willingness to help users	1.79	0.88	1.07	1.32	0.89	20
AS-9	Dependability in handling users' service problems	1.36	0.93	1.28	1.15	1.32	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.62	1.53	2.15	2.87	2.67	28
IC-2	A library Web site enabling me to locate information on my own	1.50	1.12	1.79	2.22	2.07	33
IC-3	The printed library materials I need for my work	1.45	1.25	1.96	1.85	2.24	18
IC-4	The electronic information resources I need	1.61	1.36	1.92	2.34	2.24	88
IC-5	Modern equipment that lets me easily access needed information	1.78	1.52	1.29	2.02	1.77	28
IC-6	Easy-to-use access tools that allow me to find things on my own	1.86	1.25	1.92	2.62	2.31	32
IC-7	Making information easily accessible for independent use	2.06	1.00	1.89	2.31	2.16	16
IC-8	Print and/or electronic journal collections I require for my work	1.44	0.84	2.24	2.97	2.59	19
Library as Place							
LP-1	Library space that inspires study and learning	1.92	1.69	1.51	2.08	2.08	76
LP-2	Quiet space for individual work	2.55	2.47	1.38	3.14	3.05	12
LP-3	A comfortable and inviting location	1.57	1.52	1.65	1.74	2.28	20
LP-4	A haven for study, learning, or research	1.73	1.30	1.83	2.45	2.25	23
LP-5	Space for group learning and group study	2.23	2.36	1.55	1.93	2.36	21
Overall:		1.25	0.87	1.32	1.52	1.44	88

Language: English (British)

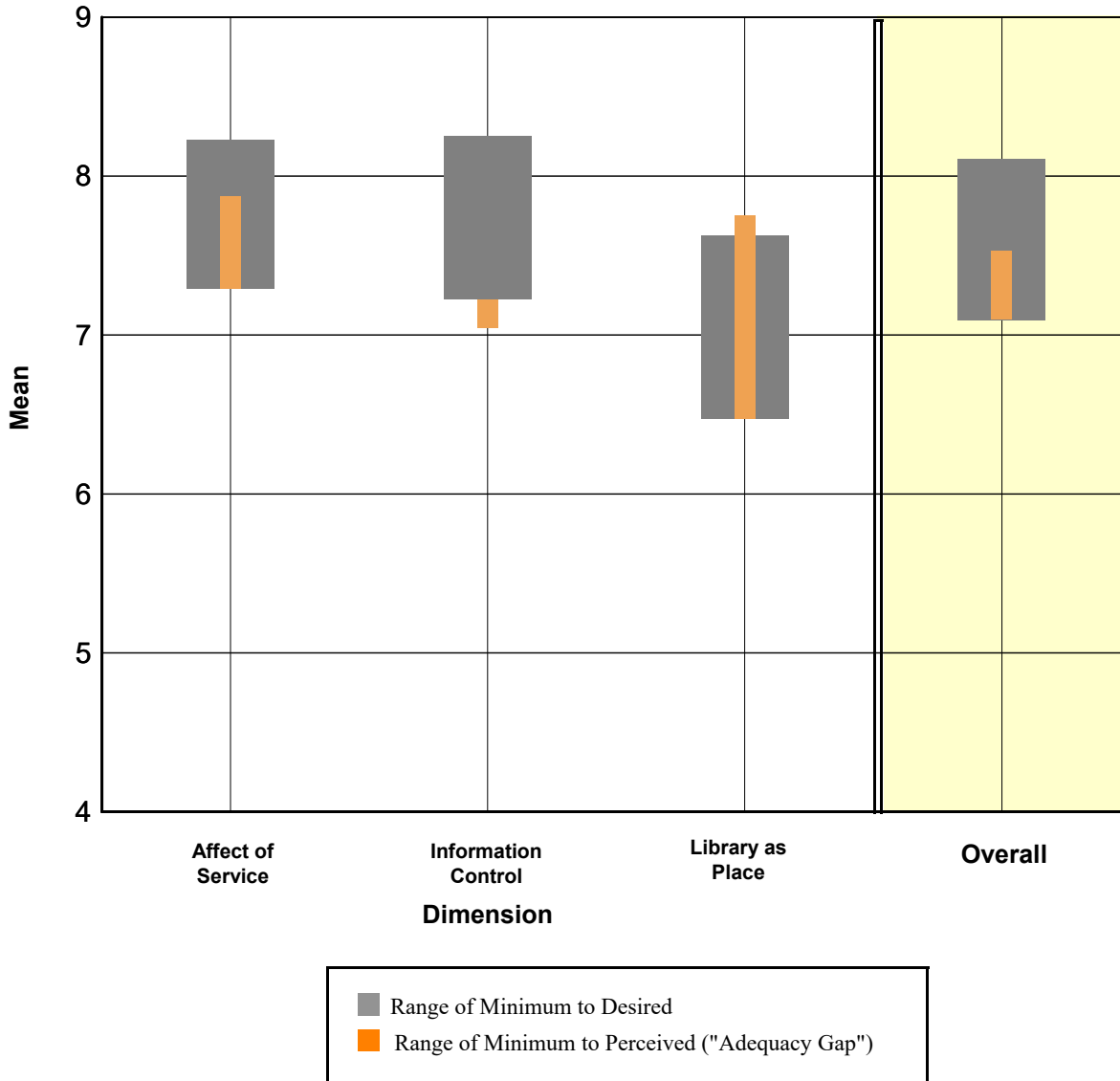
Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

6.3 Core Question Dimensions Summary for Academic Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.29	8.23	7.87	0.58	-0.36	88
Information Control	7.22	8.25	7.05	-0.18	-1.20	88
Library as Place	6.47	7.63	7.75	1.28	0.13	79
Overall	7.09	8.11	7.53	0.43	-0.58	88

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	1.42	0.95	1.36	1.43	1.44	88
Information Control	1.46	1.12	1.69	2.18	2.01	88
Library as Place	1.86	1.72	1.43	2.03	2.10	79
Overall	1.25	0.87	1.32	1.52	1.44	88

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
Accessing library resources via the VLE	7.14	8.29	7.21	0.07	-1.07	14
Adequate hours of service	5.56	7.28	7.06	1.50	-0.22	18
Availability of subject specialist assistance	6.47	7.74	7.21	0.74	-0.53	19
Provision of information skills training	5.93	7.43	6.86	0.93	-0.57	14
The main texts and readings I need for my work	8.00	8.89	7.37	-0.63	-1.53	19

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
Accessing library resources via the VLE	1.41	0.91	1.67	1.27	1.54	14
Adequate hours of service	2.18	2.47	2.24	2.87	2.73	18
Availability of subject specialist assistance	1.54	1.37	1.62	1.69	1.68	19
Provision of information skills training	1.77	1.09	1.17	1.44	1.65	14
The main texts and readings I need for my work	1.37	0.32	1.67	2.09	1.61	19

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.	7.78	1.96	41
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.91	1.89	47
How would you rate the overall quality of the service provided by the library?	7.57	1.53	88

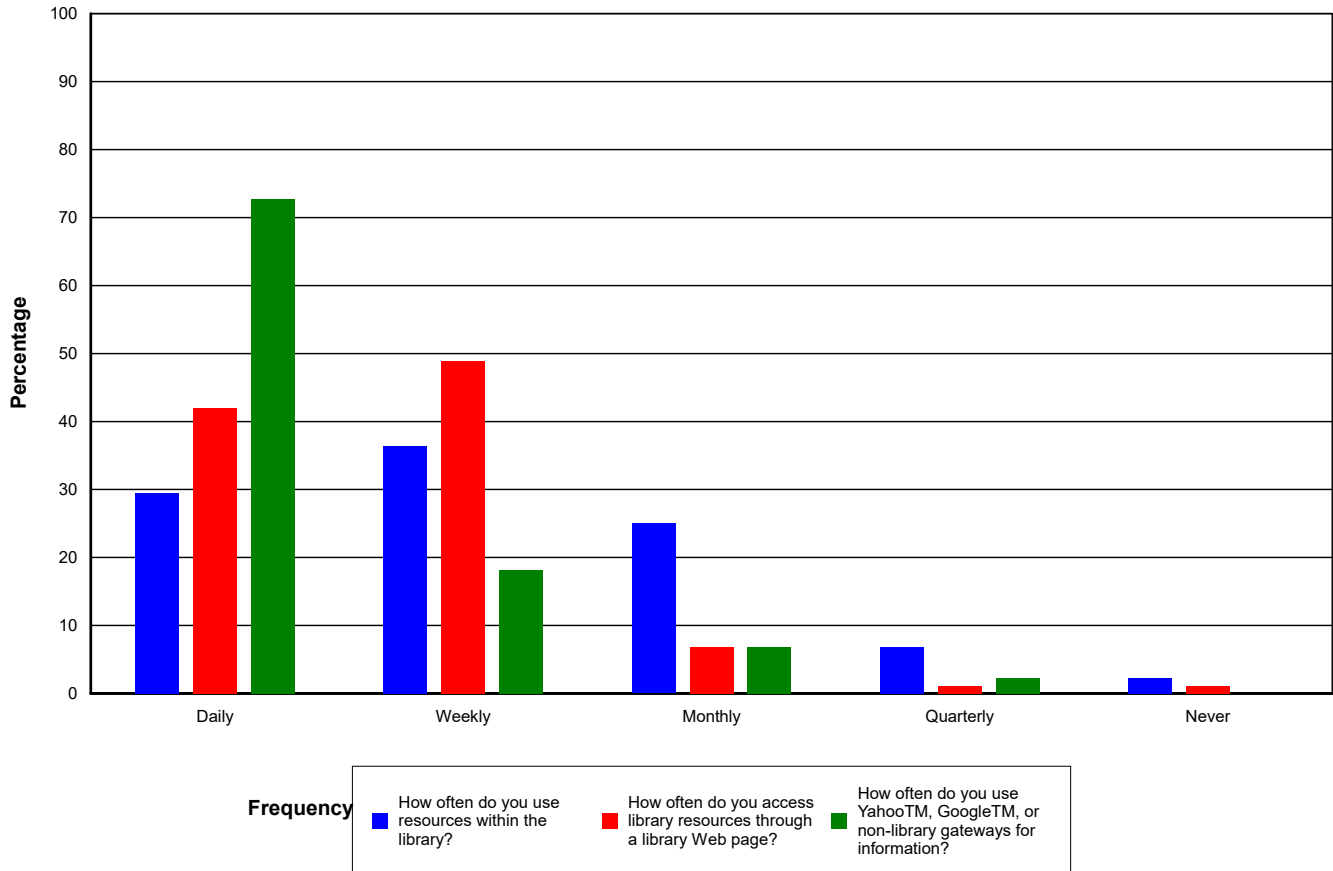
6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.84	1.92	32
The library aids my advancement in my academic discipline or work.	7.71	1.61	38
The library enables me to be more efficient in my academic pursuits or work.	7.76	1.36	37
The library helps me distinguish between trustworthy and untrustworthy information.	6.00	2.04	40
The library provides me with the information skills I need in my work or study.	6.83	1.98	29

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?	26 29.55%	32 36.36%	22 25.00%	6 6.82%	2 2.27%	88 100.00%
How often do you access library resources through a library Web page?	37 42.05%	43 48.86%	6 6.82%	1 1.14%	1 1.14%	88 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	64 72.73%	16 18.18%	6 6.82%	2 2.27%	0 0%	88 100.00%

7 Staff Summary for University of Limerick

7.1 Demographic Summary for 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	3	15.79
31 - 45	9	47.37
46 - 65	7	36.84
Over 65	0	0.00
Total:	19	100.00

7.1.2 Respondent Profile by Full or part-time student?

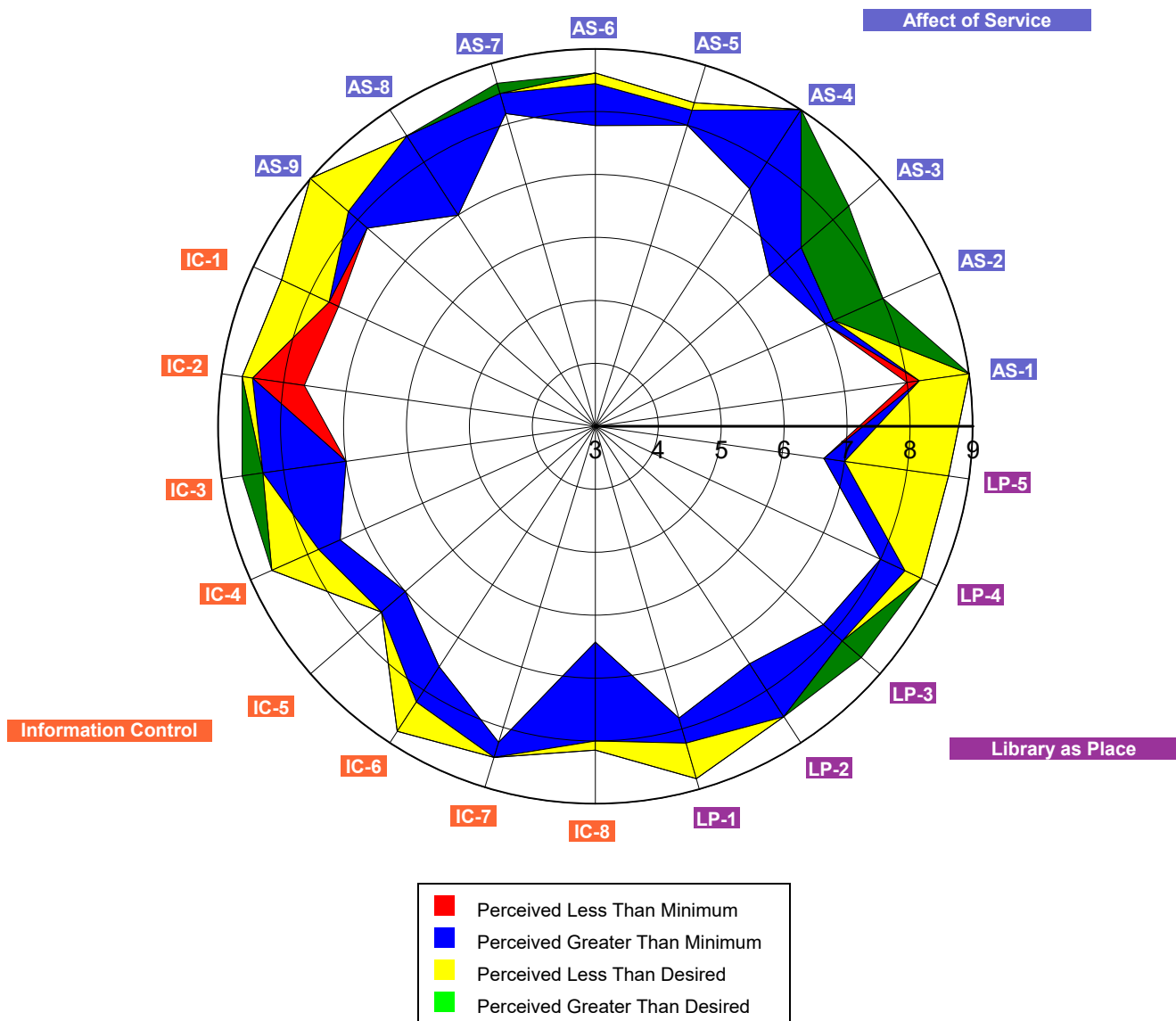
Full or part-time student?	Respondents n	Respondents %
Full-time	1	5.26
Part-time	2	10.53
Does not apply / NA	16	84.21
Total:	19	100.00

7.2 Core Questions Summary for Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Library staff who instill confidence in users	8.20	9.00	8.00	-0.20	-1.00	5
AS-2	Giving users individual attention	7.00	7.14	8.00	1.00	0.86	7
AS-3	Library staff who are consistently courteous	6.67	7.33	8.33	1.67	1.00	3
AS-4	Readiness to respond to users' enquiries	7.50	9.00	9.00	1.50	0.00	2
AS-5	Library staff who have the knowledge to answer user questions	8.00	8.38	8.25	0.25	-0.13	8
AS-6	Library staff who deal with users in a caring fashion	7.78	8.61	8.44	0.67	-0.17	18
AS-7	Library staff who understand the needs of their users	8.17	8.50	8.67	0.50	0.17	6
AS-8	Willingness to help users	7.00	8.50	8.50	1.50	0.00	2
AS-9	Dependability in handling users' service problems	7.80	9.00	8.20	0.40	-0.80	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.67	8.50	7.50	-0.17	-1.00	6
IC-2	A library Web site enabling me to locate information on my own	8.50	8.67	7.67	-0.83	-1.00	6
IC-3	The printed library materials I need for my work	7.00	8.33	8.67	1.67	0.33	3
IC-4	The electronic information resources I need	7.44	8.63	7.81	0.38	-0.81	16
IC-5	Modern equipment that lets me easily access needed information	7.00	7.50	7.50	0.50	0.00	2
IC-6	Easy-to-use access tools that allow me to find things on my own	7.56	8.78	8.22	0.67	-0.56	9
IC-7	Making information easily accessible for independent use	8.25	8.50	8.50	0.25	0.00	4
IC-8	Print and/or electronic journal collections I require for my work	6.43	8.14	8.00	1.57	-0.14	7
Library as Place							
LP-1	Library space that inspires study and learning	7.82	8.82	8.24	0.41	-0.59	17
LP-2	Quiet space for individual work	7.50	8.50	8.50	1.00	0.00	4
LP-3	A comfortable and inviting location	7.80	8.20	8.60	0.80	0.40	5
LP-4	A haven for study, learning, or research	8.00	8.71	8.43	0.43	-0.29	7
LP-5	Space for group learning and group study	6.67	8.67	7.00	0.33	-1.67	3
Overall:		7.60	8.46	8.18	0.58	-0.28	19

Language: English (British)

Institution Type: College or University

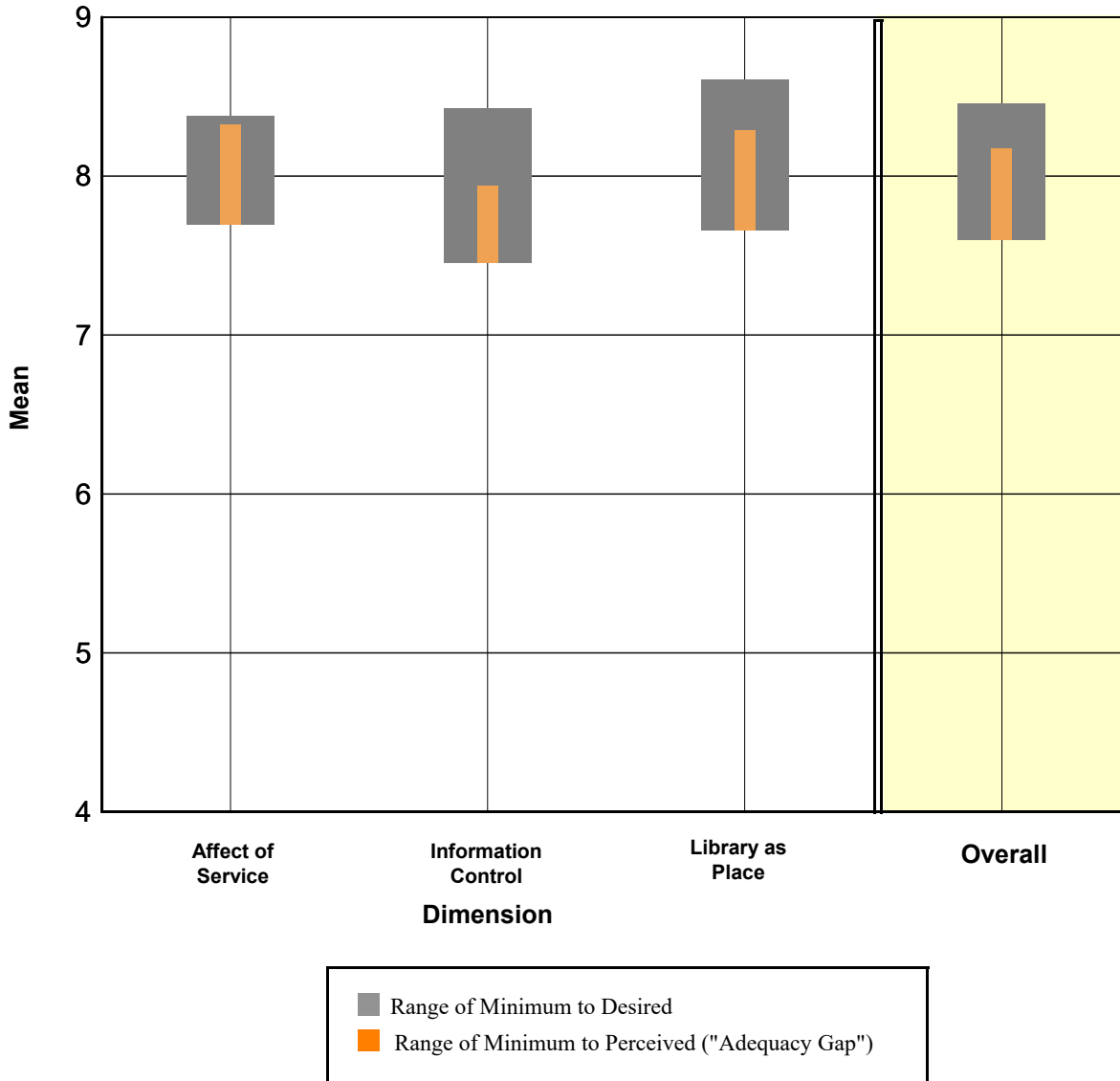
Consortium: SCONUL

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	1.10	0	0.71	1.30	0.71	5
AS-2	Giving users individual attention	1.29	1.77	1.00	1.63	2.27	7
AS-3	Library staff who are consistently courteous	1.53	1.15	0.58	2.08	1.73	3
AS-4	Readiness to respond to users' enquiries	2.12	0	0	2.12	0	2
AS-5	Library staff who have the knowledge to answer user questions	1.20	0.92	0.89	1.28	1.25	8
AS-6	Library staff who deal with users in a caring fashion	1.56	0.85	0.78	1.68	0.99	18
AS-7	Library staff who understand the needs of their users	1.17	0.84	0.52	1.38	0.98	6
AS-8	Willingness to help users	1.41	0.71	0.71	2.12	0	2
AS-9	Dependability in handling users' service problems	1.79	0	1.30	0.55	1.30	5
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.51	0.84	1.38	2.23	1.55	6
IC-2	A library Web site enabling me to locate information on my own	1.22	0.82	3.27	3.71	3.52	6
IC-3	The printed library materials I need for my work	1.73	1.15	0.58	1.53	0.58	3
IC-4	The electronic information resources I need	1.59	0.62	1.17	1.63	1.22	16
IC-5	Modern equipment that lets me easily access needed information	1.41	0.71	0.71	0.71	0	2
IC-6	Easy-to-use access tools that allow me to find things on my own	1.59	0.44	0.97	1.41	0.73	9
IC-7	Making information easily accessible for independent use	1.50	0.58	1.00	0.50	0.82	4
IC-8	Print and/or electronic journal collections I require for my work	1.99	1.46	1.15	2.15	2.12	7
Library as Place							
LP-1	Library space that inspires study and learning	1.51	0.39	1.30	1.80	1.37	17
LP-2	Quiet space for individual work	1.00	1.00	0.58	0.82	0.82	4
LP-3	A comfortable and inviting location	1.64	1.30	0.89	2.17	1.82	5
LP-4	A haven for study, learning, or research	1.73	0.49	1.13	2.15	1.25	7
LP-5	Space for group learning and group study	1.15	0.58	2.65	2.52	2.89	3
Overall:		1.38	0.77	0.80	1.53	1.15	19

7.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.69	8.38	8.32	0.63	-0.05	19
Information Control	7.46	8.43	7.94	0.48	-0.49	19
Library as Place	7.66	8.61	8.29	0.63	-0.32	19
Overall	7.60	8.46	8.18	0.58	-0.28	19

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	1.27	0.91	0.65	1.44	1.13	19
Information Control	1.54	0.80	1.28	1.88	1.48	19
Library as Place	1.43	0.76	1.27	1.81	1.57	19
Overall	1.38	0.77	0.80	1.53	1.15	19

7.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Accessing library resources via the VLE	7.00	8.20	8.40	1.40	0.20	5
Adequate hours of service	8.40	8.40	8.00	-0.40	-0.40	5
Availability of subject specialist assistance	6.00	6.00	8.00	2.00	2.00	2
Provision of information skills training	6.00	7.00	7.00	1.00	0	1
The main texts and readings I need for my work	7.00	7.50	7.75	0.75	0.25	4

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
Accessing library resources via the VLE	2.00	1.10	0.55	1.52	0.84	5
Adequate hours of service	1.34	1.34	1.41	0.89	0.89	5
Availability of subject specialist assistance	0	1.41	1.41	1.41	2.83	2
Provision of information skills training						1
The main texts and readings I need for my work	1.83	1.29	1.89	2.99	2.50	4

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Staff

7.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.08	1.73	12
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.86	1.77	7
How would you rate the overall quality of the service provided by the library?	8.11	1.29	19

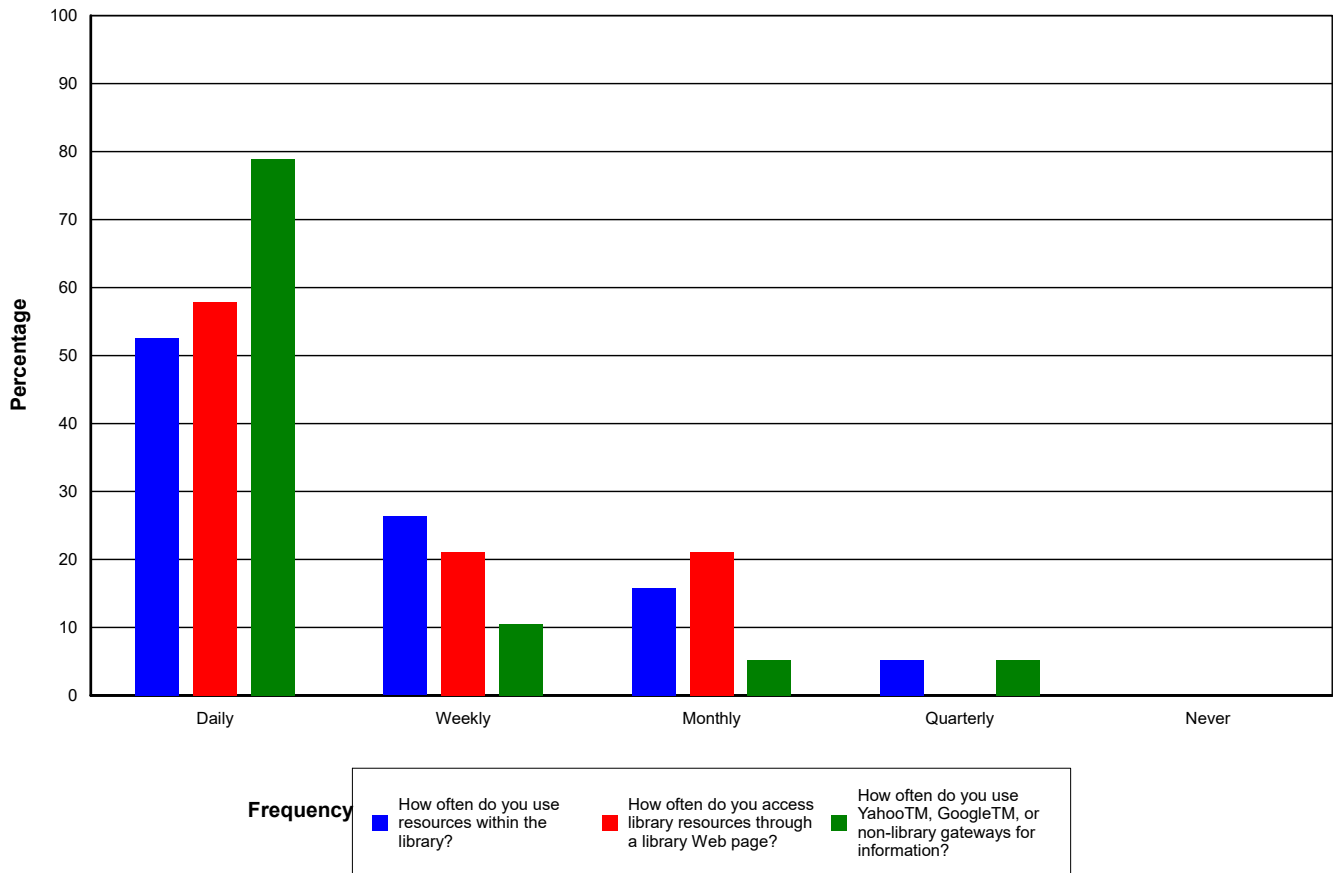
7.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	8.20	1.30	5
The library aids my advancement in my academic discipline or work.	8.10	1.29	10
The library enables me to be more efficient in my academic pursuits or work.	7.50	1.69	8
The library helps me distinguish between trustworthy and untrustworthy information.	7.60	1.67	5
The library provides me with the information skills I need in my work or study.	8.10	1.20	10

7.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	10 52.63%	5 26.32%	3 15.79%	1 5.26%	0 0 %	19 100.00%
How often do you access library resources through a library Web page?	11 57.89%	4 21.05%	4 21.05%	0 0 %	0 0 %	19 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	15 78.95%	2 10.53%	1 5.26%	1 5.26%	0 0 %	19 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

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

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

The list below displays the dimensions used to present the results in the 2012 notebooks, along with the questions that relate to each dimension. *(Note: The questions below are those used in the College and University implementation of the survey, American English version.)*

Affect of Service

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

Information Control

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

Library as Place

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



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