



**LibQUAL<sup>+</sup>**  
*2022 Survey*

**University of Limerick**

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# 1 Introduction

## 1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2022 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 2021, there have been 3,321 institutional surveys implemented across 1,347 institutions in 37 countries, 20 language translations, and over 2.9 million respondents. About 38% 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 2022 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 in the appendix of the following conference paper:

[http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce\\_Thompson\\_pp52-60\\_.pdf](http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf)

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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.*

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Total library expenditures (in U.S. \$):	<b>\$528,590</b>
Personnel - professional staff, FTE:	<b>26</b>
Personnel - support staff, FTE:	<b>26</b>
Total library materials expenditures (in U.S. \$):	<b>1,378,430</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>0</b>

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## 1.5 Contact Information for University of Limerick

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

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Name:	<b>Ciara McCaffrey</b>
Title:	<b>Deputy Librarian</b>
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## 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 <i>(by Language)</i>
<b>English (British)</b>	Count	2,396	<b>2,396</b>
	<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
<b>Total</b> <i>(by Survey Protocol)</i>	Count	<b>2,396</b>	<b>2,396</b>
	<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

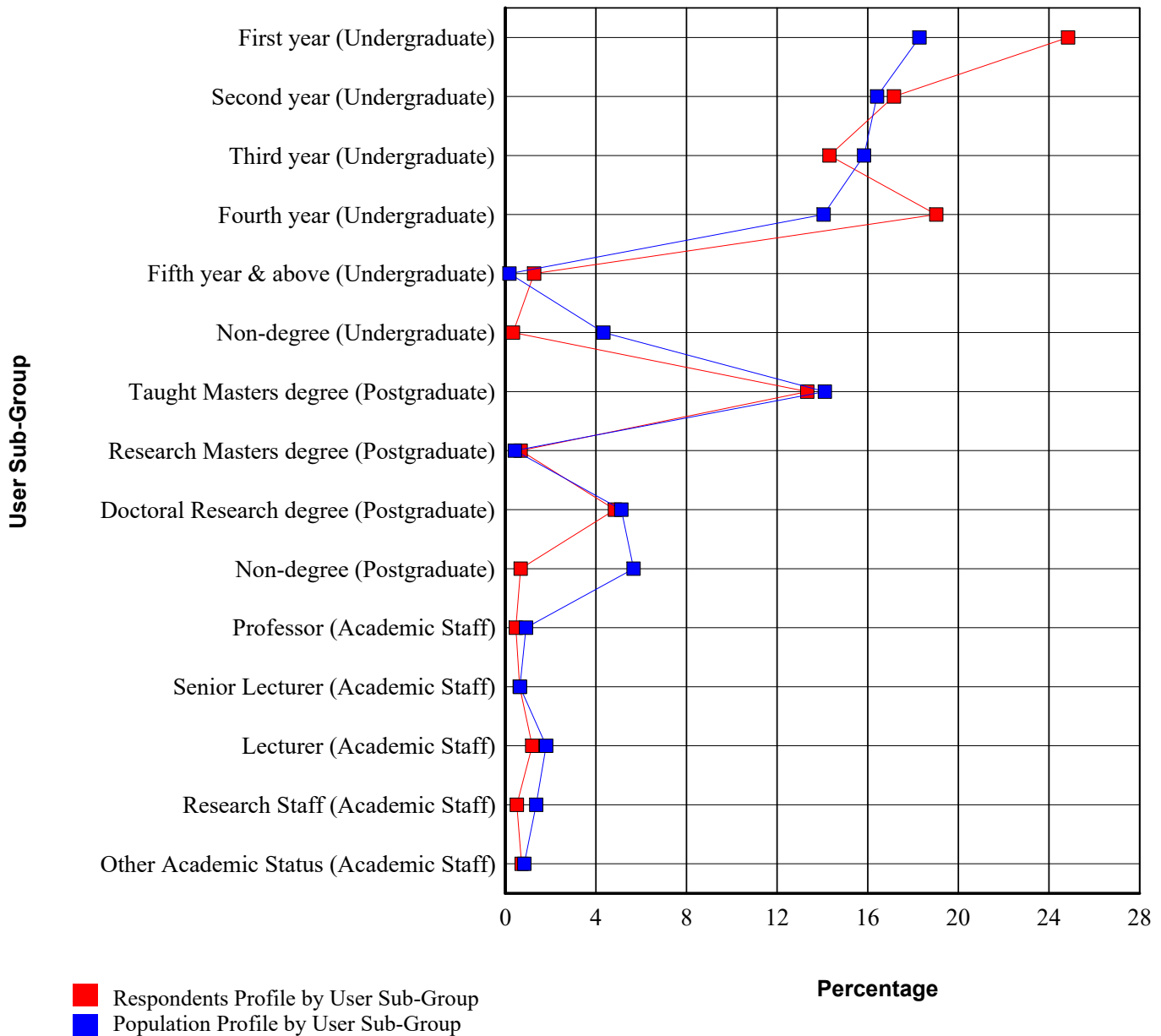
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	585	24.42%
Second year	404	16.86%
Third year	337	14.07%
Fourth year	448	18.70%
Fifth year & above	30	1.25%
Non-degree	8	0.33%
<b>Sub Total:</b>	<b>1,812</b>	<b>75.63%</b>
<b>Postgraduate</b>		
Taught Masters degree	314	13.11%
Research Masters degree	16	0.67%
Doctoral Research degree	114	4.76%
Non-degree	16	0.67%
<b>Sub Total:</b>	<b>460</b>	<b>19.20%</b>
<b>Academic Staff</b>		
Professor	11	0.46%
Senior Lecturer	15	0.63%
Lecturer	28	1.17%
Research Staff	12	0.50%
Other Academic Status	17	0.71%
<b>Sub Total:</b>	<b>83</b>	<b>3.46%</b>
<b>Professional Services &amp; Support Staff</b>		
Professional Services & Support Staff	41	1.71%
<b>Sub Total:</b>	<b>41</b>	<b>1.71%</b>
<b>Total:</b>	<b>2,396</b>	<b>100.00%</b>

## 2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	3,350	18.28	585	24.84	-6.56
Second year (Undergraduate)	3,007	16.41	404	17.15	-0.74
Third year (Undergraduate)	2,902	15.84	337	14.31	1.53
Fourth year (Undergraduate)	2,575	14.05	448	19.02	-4.97
Fifth year & above (Undergraduate)	34	0.19	30	1.27	-1.09
Non-degree (Undergraduate)	794	4.33	8	0.34	3.99
Taught Masters degree (Postgraduate)	2,585	14.11	314	13.33	0.77
Research Masters degree (Postgraduate)	78	0.43	16	0.68	-0.25
Doctoral Research degree (Postgraduate)	939	5.12	114	4.84	0.28
Non-degree (Postgraduate)	1,038	5.66	16	0.68	4.99
Professor (Academic Staff)	168	0.92	11	0.47	0.45
Senior Lecturer (Academic Staff)	119	0.65	15	0.64	0.01
Lecturer (Academic Staff)	331	1.81	28	1.19	0.62
Research Staff (Academic Staff)	250	1.36	12	0.51	0.85
Other Academic Status (Academic Staff)	154	0.84	17	0.72	0.12
<b>Total:</b>	<b>18,324</b>	<b>100.00</b>	<b>2,355</b>	<b>100.00</b>	<b>0.00</b>

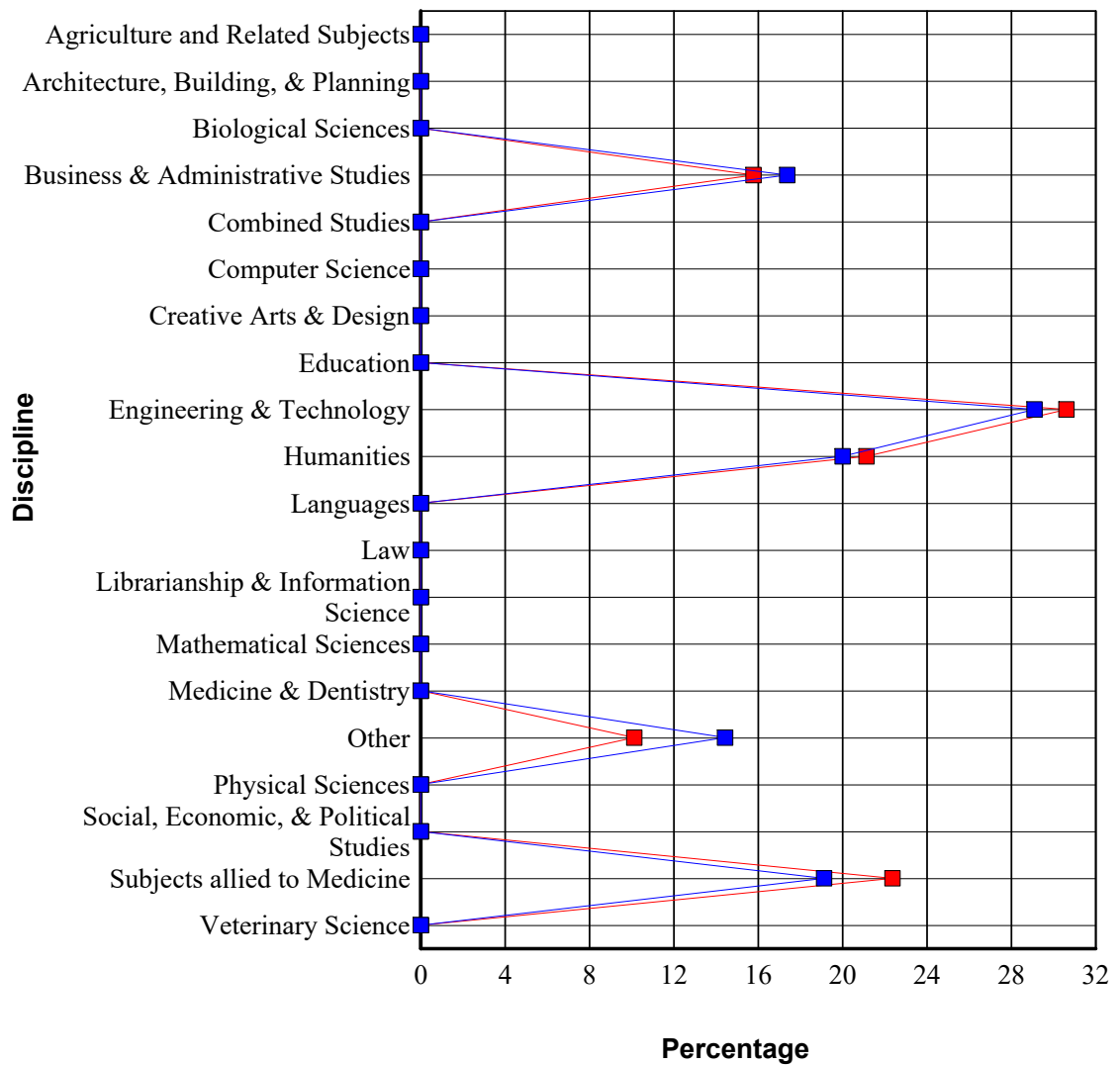
Language: English (British)  
Institution Type: College or University  
Consortium: SCONUL  
User Group: All (Excluding Library Staff, Staff)

### 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.*



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
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	3,183	17.37	371	15.77	1.60
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering & Technology	5,331	29.09	720	30.61	-1.52
Humanities	3,664	20.00	497	21.13	-1.14
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	2,643	14.42	238	10.12	4.30
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	3,503	19.12	526	22.36	-3.25
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>18,324</b>	<b>100.00</b>	<b>2,352</b>	<b>100.00</b>	<b>0.00</b>

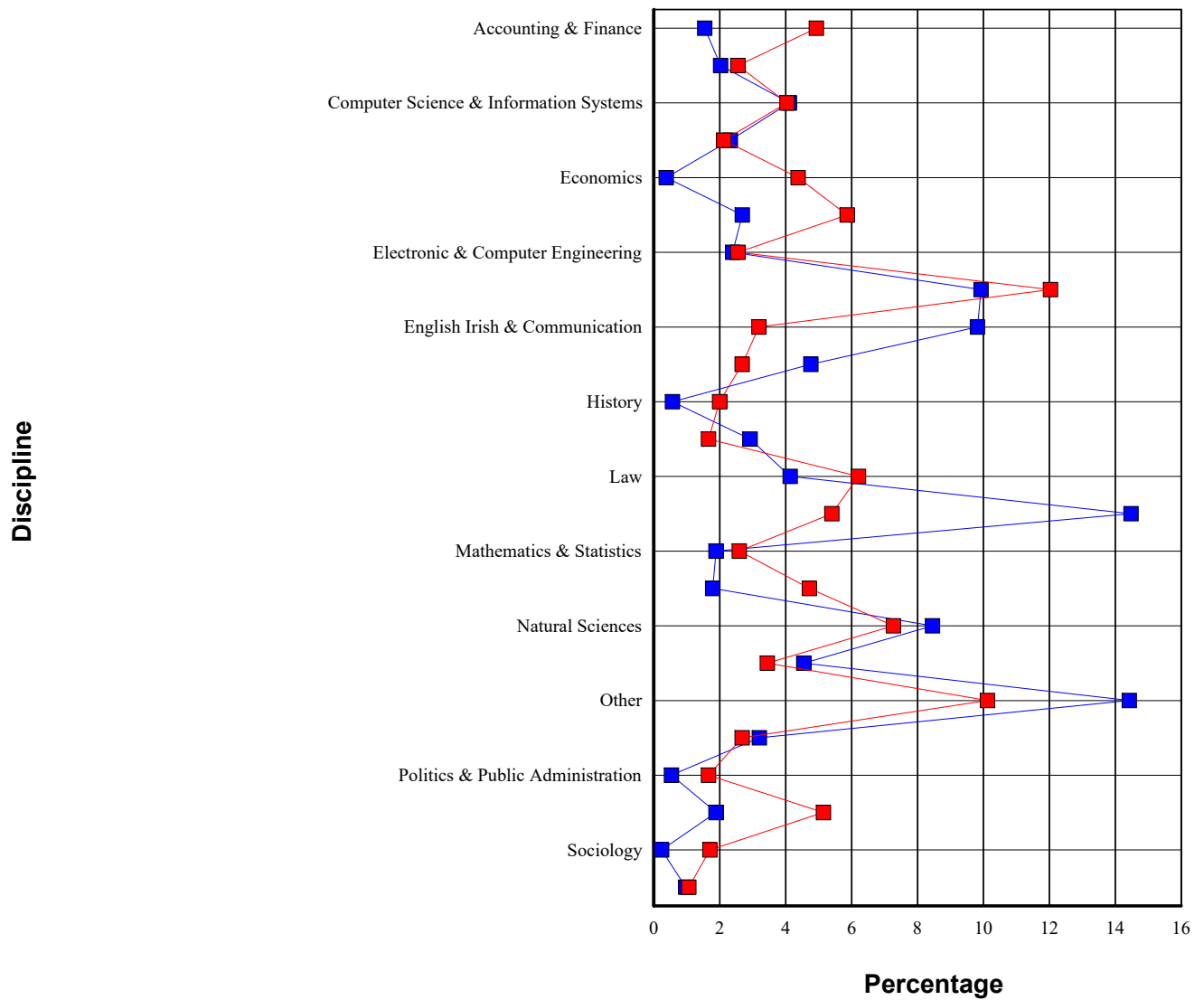
Language: English (British)  
Institution Type: College or University  
Consortium: SCONUL  
User Group: All (Excluding Library Staff, Staff)

## 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	283	1.54	116	4.93	-3.39
Allied Health	371	2.02	60	2.55	-0.53
Computer Science & Information Systems	754	4.11	95	4.04	0.08
Design & Architecture	425	2.32	50	2.13	0.19
Economics	69	0.38	103	4.38	-4.00
Education	492	2.69	138	5.87	-3.18
Electronic & Computer Engineering	438	2.39	60	2.55	-0.16
Engineering	1,819	9.93	283	12.03	-2.11
English Irish & Communication	1,799	9.82	75	3.19	6.63
Graduate Entry Medical School	873	4.76	63	2.68	2.09
History	104	0.57	47	2.00	-1.43
Irish World Academy of Music & Dance	535	2.92	39	1.66	1.26
Law	758	4.14	146	6.21	-2.07
Management & Marketing	2,653	14.48	127	5.40	9.08
Mathematics & Statistics	346	1.89	61	2.59	-0.71
Modern Languages & Applied Linguistics	327	1.78	111	4.72	-2.93
Natural Sciences	1,549	8.45	171	7.27	1.18
Nursing & Midwifery	834	4.55	81	3.44	1.11
Other	2,643	14.42	238	10.12	4.30
Physical Education & Sport Sciences	587	3.20	63	2.68	0.52
Politics & Public Administration	98	0.53	39	1.66	-1.12
Psychology	346	1.89	121	5.14	-3.26
Sociology	43	0.23	40	1.70	-1.47
Work & Employment Studies	178	0.97	25	1.06	-0.09
<b>Total:</b>	<b>18,324</b>	<b>100.00</b>	<b>2,352</b>	<b>100.00</b>	<b>0.00</b>

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

## 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 %
18 - 22	1,579	65.90
23 - 30	442	18.45
31 - 45	204	8.51
46 - 65	127	5.30
Over 65	9	0.38
Under 18	35	1.46
<b>Total:</b>	<b>2,396</b>	<b>100.00</b>

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

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	125	5.25
Full-time	14,509	83.86	2,116	88.91
Part-time	2,793	16.14	139	5.84
<b>Total:</b>	<b>17,302</b>	<b>100.00</b>	<b>2,380</b>	<b>100.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: All (Excluding Library Staff)

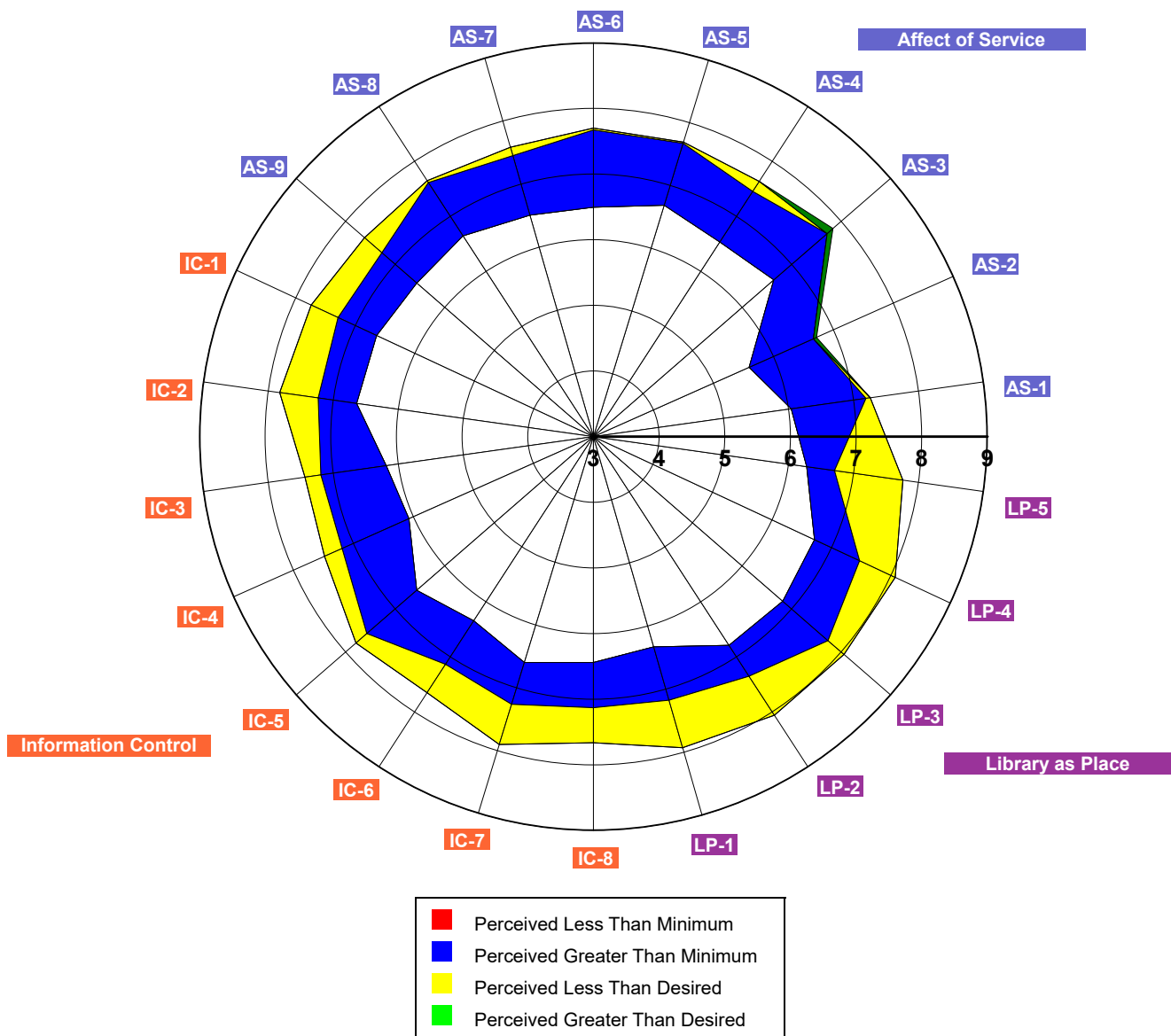
### 3. Survey Item Summary for University of Limerick

#### 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.)



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.04	7.26	7.19	1.15	-0.07	520
AS-2	Giving users individual attention	5.60	6.67	6.72	1.12	0.05	560
AS-3	Library staff who are consistently courteous	6.64	7.72	7.83	1.19	0.12	530
AS-4	Readiness to respond to users' enquiries	6.54	7.64	7.46	0.92	-0.18	533
AS-5	Library staff who have the knowledge to answer user questions	6.69	7.69	7.67	0.99	-0.02	604
AS-6	Library staff who deal with users in a caring fashion	6.50	7.70	7.67	1.18	-0.03	2,286
AS-7	Library staff who understand the needs of their users	6.51	7.59	7.45	0.94	-0.13	580
AS-8	Willingness to help users	6.65	7.65	7.62	0.97	-0.03	545
AS-9	Dependability in handling users' service problems	6.57	7.62	7.27	0.71	-0.35	550
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.64	7.74	7.29	0.65	-0.45	659
IC-2	A library Web site enabling me to locate information on my own	6.64	7.82	7.23	0.59	-0.59	690
IC-3	The printed library materials I need for my work	6.19	7.44	7.19	1.01	-0.24	558
IC-4	The electronic information resources I need	6.08	7.48	7.19	1.11	-0.29	2,309
IC-5	Modern equipment that lets me easily access needed information	6.57	7.79	7.57	1.01	-0.22	675
IC-6	Easy-to-use access tools that allow me to find things on my own	6.35	7.65	7.14	0.79	-0.51	744
IC-7	Making information easily accessible for independent use	6.60	7.90	7.26	0.67	-0.64	663
IC-8	Print and/or electronic journal collections I require for my work	6.44	7.66	7.13	0.69	-0.53	583
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.33	7.93	7.18	0.84	-0.75	2,345
LP-2	Quiet space for individual work	6.79	8.06	7.35	0.56	-0.71	591
LP-3	A comfortable and inviting location	6.82	8.06	7.74	0.91	-0.32	599
LP-4	A haven for study, learning, or research	6.72	8.07	7.47	0.76	-0.60	577
LP-5	Space for group learning and group study	6.28	7.76	6.71	0.43	-1.05	565
<b>Overall:</b>		6.41	7.69	7.33	0.92	-0.36	2,396

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

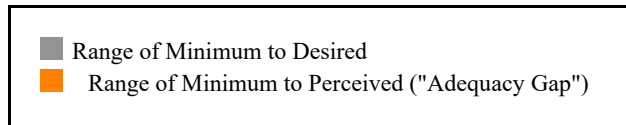
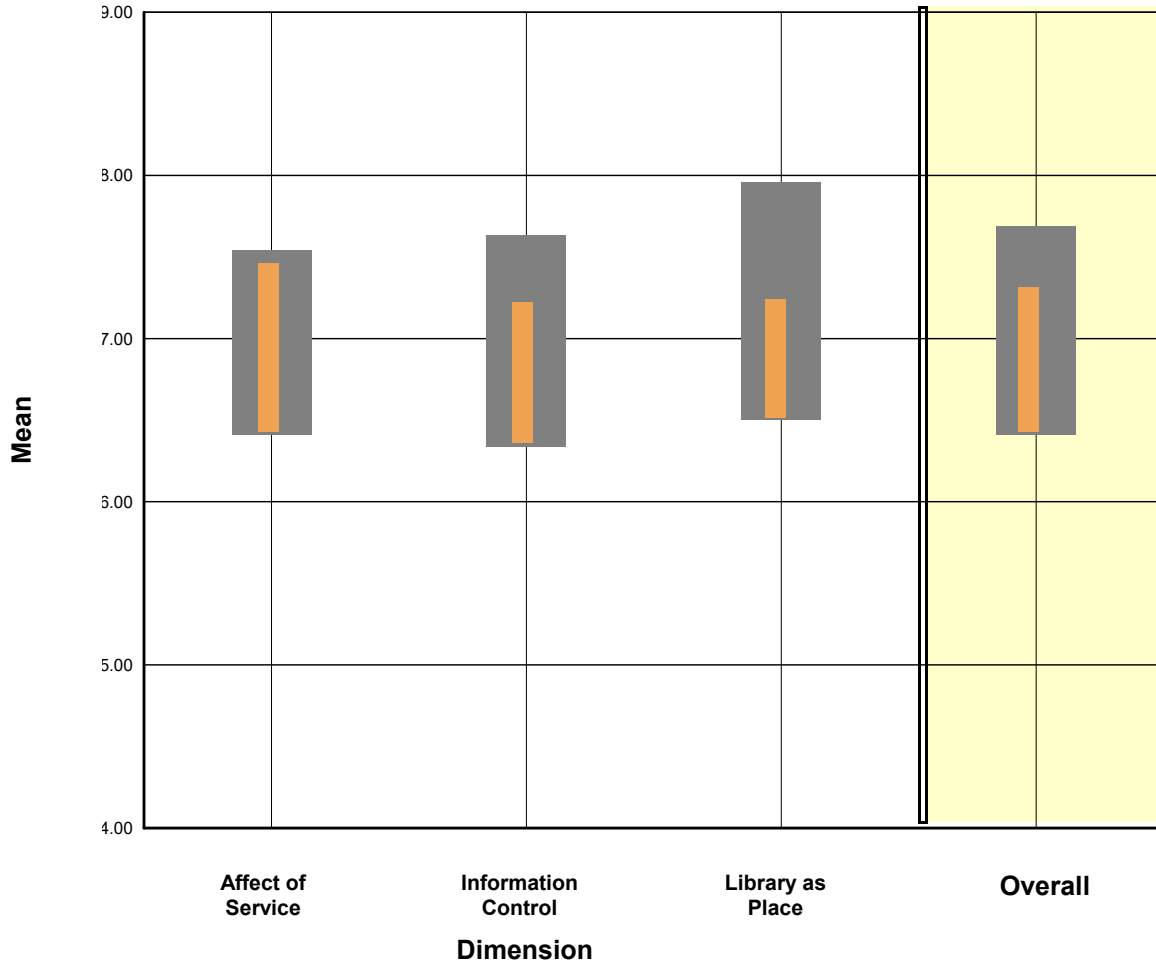
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.12	1.71	1.63	1.80	1.55	520
AS-2	Giving users individual attention	2.22	2.00	1.87	1.88	1.66	560
AS-3	Library staff who are consistently courteous	1.93	1.41	1.40	1.86	1.40	530
AS-4	Readiness to respond to users' enquiries	1.80	1.44	1.52	1.65	1.49	533
AS-5	Library staff who have the knowledge to answer user questions	1.88	1.42	1.41	1.66	1.41	604
AS-6	Library staff who deal with users in a caring fashion	1.97	1.49	1.49	1.89	1.54	2,286
AS-7	Library staff who understand the needs of their users	1.92	1.54	1.48	1.81	1.45	580
AS-8	Willingness to help users	1.82	1.42	1.44	1.72	1.38	545
AS-9	Dependability in handling users' service problems	1.73	1.35	1.49	1.66	1.50	550
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.76	1.42	1.60	1.71	1.67	659
IC-2	A library Web site enabling me to locate information on my own	1.79	1.36	1.50	1.80	1.64	690
IC-3	The printed library materials I need for my work	2.06	1.67	1.75	1.83	1.76	558
IC-4	The electronic information resources I need	1.88	1.57	1.50	1.87	1.73	2,309
IC-5	Modern equipment that lets me easily access needed information	1.80	1.38	1.41	1.79	1.62	675
IC-6	Easy-to-use access tools that allow me to find things on my own	1.76	1.40	1.58	1.77	1.63	744
IC-7	Making information easily accessible for independent use	1.77	1.29	1.52	1.74	1.55	663
IC-8	Print and/or electronic journal collections I require for my work	1.94	1.59	1.66	1.83	1.82	583
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.87	1.37	1.65	1.99	1.83	2,345
LP-2	Quiet space for individual work	1.82	1.36	1.65	1.99	1.85	591
LP-3	A comfortable and inviting location	1.78	1.24	1.43	1.81	1.55	599
LP-4	A haven for study, learning, or research	1.88	1.25	1.42	1.89	1.60	577
LP-5	Space for group learning and group study	1.90	1.50	1.91	2.31	2.28	565
<b>Overall:</b>		1.50	1.06	1.14	1.35	1.13	2,396

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

### 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	6.41	7.54	7.49	1.08	-0.05	2,359
Information Control	6.34	7.64	7.23	0.90	-0.40	2,383
Library as Place	6.50	7.96	7.26	0.75	-0.70	2,362
<b>Overall</b>	6.41	7.69	7.33	0.92	-0.36	2,396

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	1.75	1.33	1.30	1.56	1.27	2,359
Information Control	1.58	1.20	1.27	1.46	1.32	2,383
Library as Place	1.68	1.18	1.46	1.76	1.61	2,362
<b>Overall</b>	1.50	1.06	1.14	1.35	1.13	2,396

### 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	6.41	7.30	7.13	0.72	-0.17	333
Adequate hours of service	6.91	7.95	7.88	0.96	-0.07	498
Ease of use of library-provided electronic books	6.57	7.71	7.18	0.62	-0.53	449
Provision of information skills training	6.07	7.09	7.26	1.19	0.17	430
The main texts and readings I need for my work	6.68	7.87	7.30	0.62	-0.57	449

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	2.00	1.63	1.68	1.67	1.40	333
Adequate hours of service	1.79	1.39	1.38	1.92	1.58	498
Ease of use of library-provided electronic books	1.90	1.50	1.64	1.90	1.70	449
Provision of information skills training	2.04	1.76	1.53	1.89	1.76	430
The main texts and readings I need for my work	1.84	1.48	1.53	1.86	1.66	449

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.09	1.15	1,202
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.63	1.36	1,192
How would you rate the overall quality of the service provided by the library?	7.84	1.11	2,395

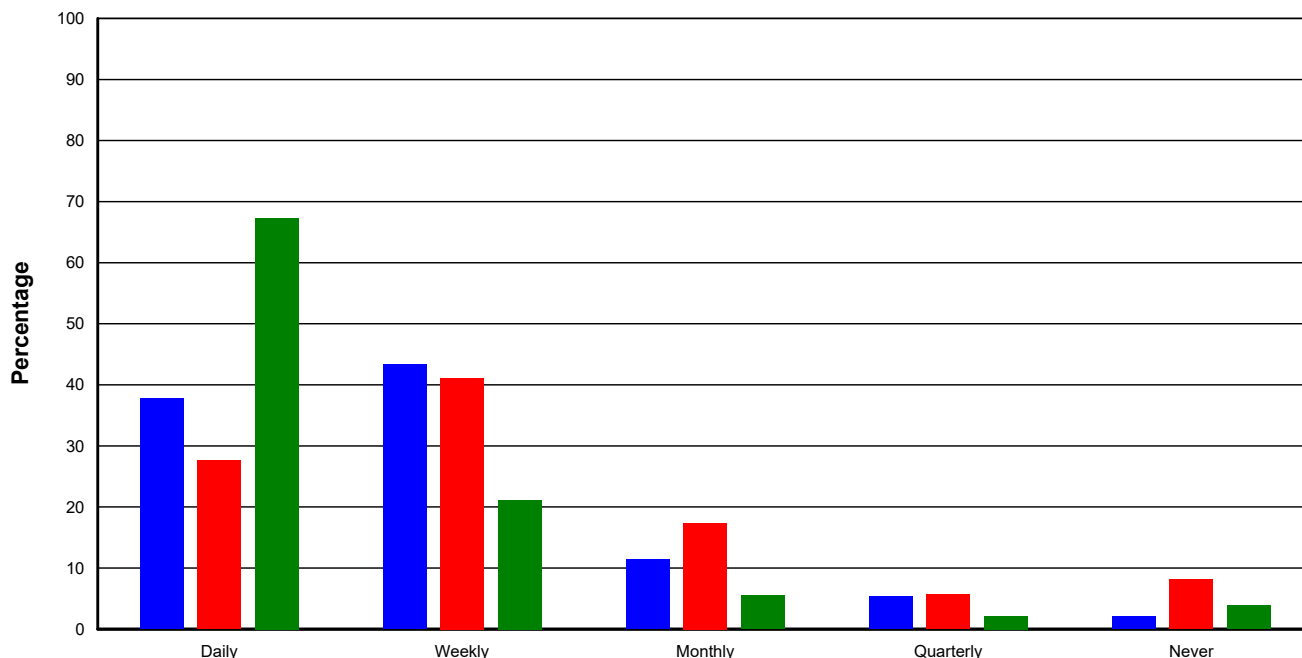
### 3.5 Information Literacy Outcomes Questions Summary

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 to 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.	6.97	1.72	894
The library aids my advancement in my academic discipline or work.	7.71	1.38	1,039
The library enables me to be more efficient in my academic pursuits or work.	7.84	1.27	1,032
The library helps me distinguish between trustworthy and untrustworthy information.	6.85	1.72	958
The library provides me with the information skills I need in my work or study.	7.42	1.35	867

### 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 YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	904 37.73%	1,038 43.32%	274 11.44%	129 5.38%	51 2.13%	2,396 100.00%
How often do you access library resources through a library Web page?	661 27.63%	984 41.14%	416 17.39%	136 5.69%	195 8.15%	2,392 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,612 67.34%	506 21.14%	131 5.47%	52 2.17%	93 3.88%	2,394 100.00%

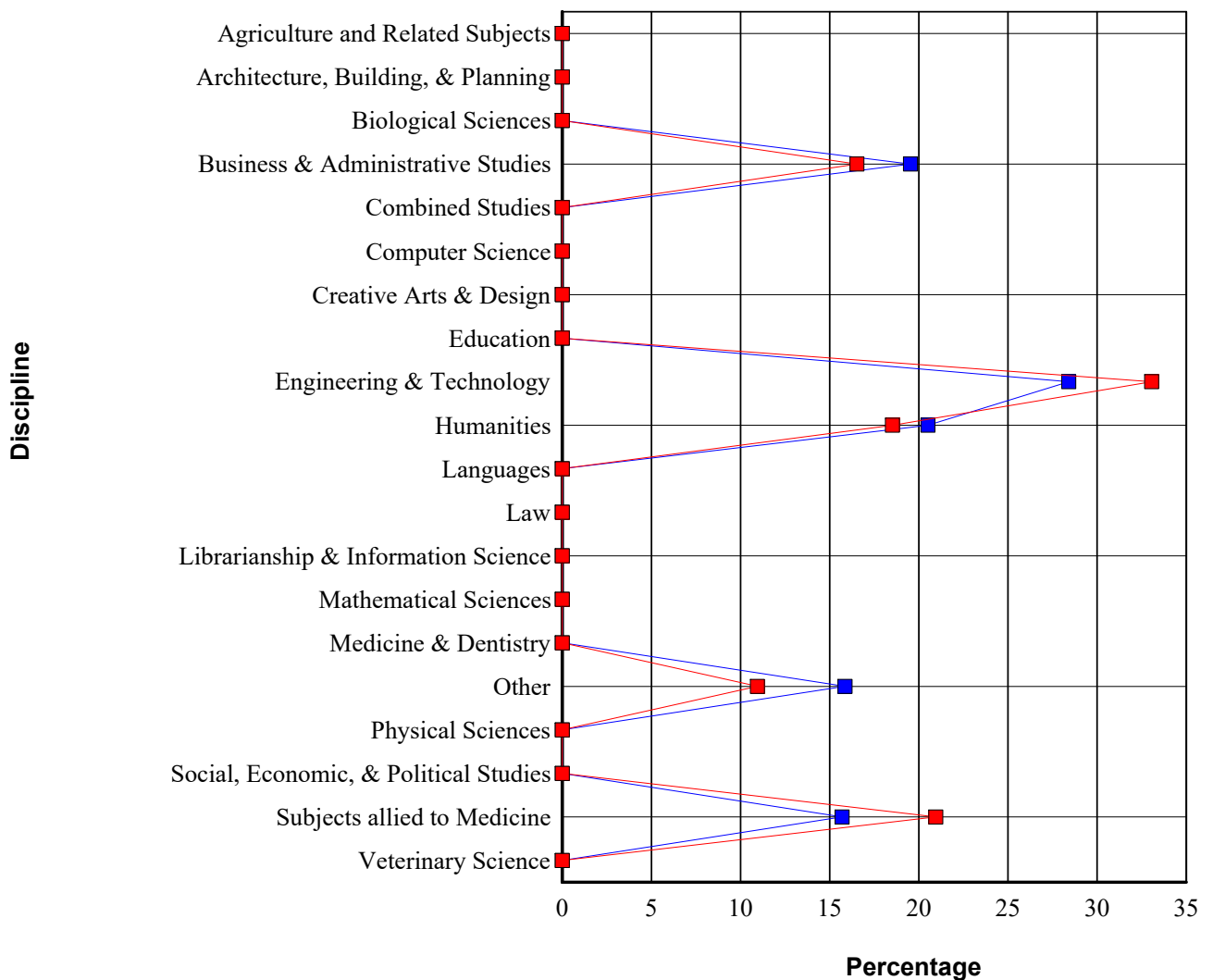
## 4 Undergraduate Summary for University of Limerick

### 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	2,473	19.53	299	16.53	3.00
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering & Technology	3,597	28.41	598	33.06	-4.65
Humanities	2,597	20.51	335	18.52	1.99
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	2,008	15.86	198	10.95	4.91
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	1,987	15.69	379	20.95	-5.26
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>12,662</b>	<b>100.00</b>	<b>1,809</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

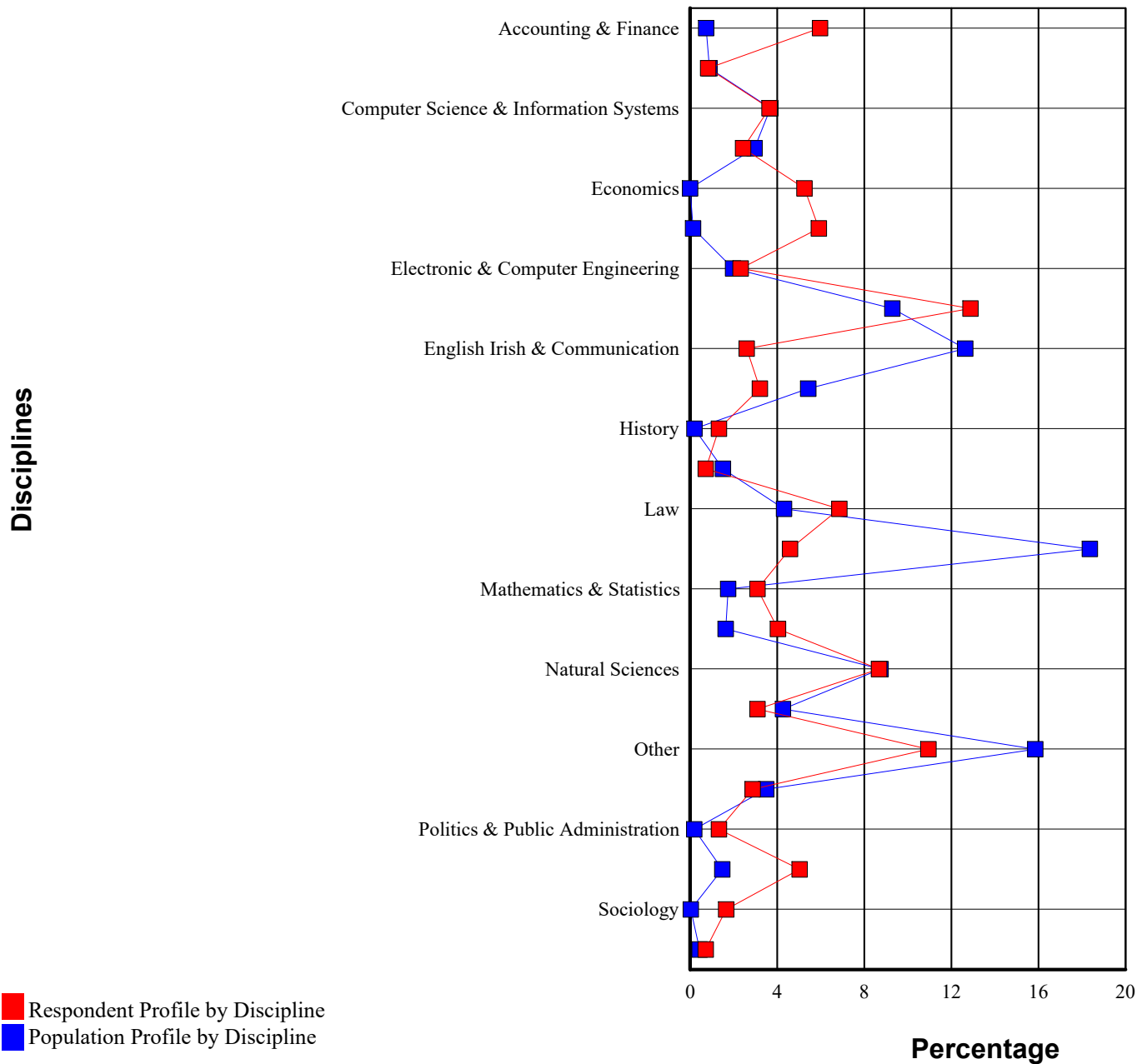
Consortium: SCONUL

User Group: Undergraduate

### 4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting & Finance	93	0.73	108	5.97	-5.24
Allied Health	113	0.89	15	0.83	0.06
Computer Science & Information Systems	467	3.69	66	3.65	0.04
Design & Architecture	375	2.96	44	2.43	0.53
Economics	0	0.00	95	5.25	-5.25
Education	17	0.13	107	5.91	-5.78
Electronic & Computer Engineering	250	1.97	42	2.32	-0.35
Engineering	1,176	9.29	233	12.88	-3.59
English Irish & Communication	1,600	12.64	47	2.60	10.04
Graduate Entry Medical School	687	5.43	58	3.21	2.22
History	25	0.20	24	1.33	-1.13
Irish World Academy of Music & Dance	191	1.51	13	0.72	0.79
Law	546	4.31	124	6.85	-2.54
Management & Marketing	2,325	18.36	83	4.59	13.77
Mathematics & Statistics	221	1.75	56	3.10	-1.35
Modern Languages & Applied Linguistics	207	1.63	73	4.04	-2.40
Natural Sciences	1,108	8.75	157	8.68	0.07
Nursing & Midwifery	540	4.26	56	3.10	1.17
Other	2,008	15.86	198	10.95	4.91
Physical Education & Sport Sciences	443	3.50	52	2.87	0.62
Politics & Public Administration	24	0.19	24	1.33	-1.14
Psychology	187	1.48	91	5.03	-3.55
Sociology	4	0.03	30	1.66	-1.63
Work & Employment Studies	55	0.43	13	0.72	-0.28
<b>Total:</b>	<b>12,662</b>	<b>100.00</b>	<b>1,809</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate



### 4.1.3 Respondent Profile by 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 %
18 - 22	1,535	84.71
23 - 30	167	9.22
31 - 45	62	3.42
46 - 65	14	0.77
Over 65	0	0.00
Under 18	34	1.88
<b>Total:</b>	<b>1,812</b>	<b>100.00</b>

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

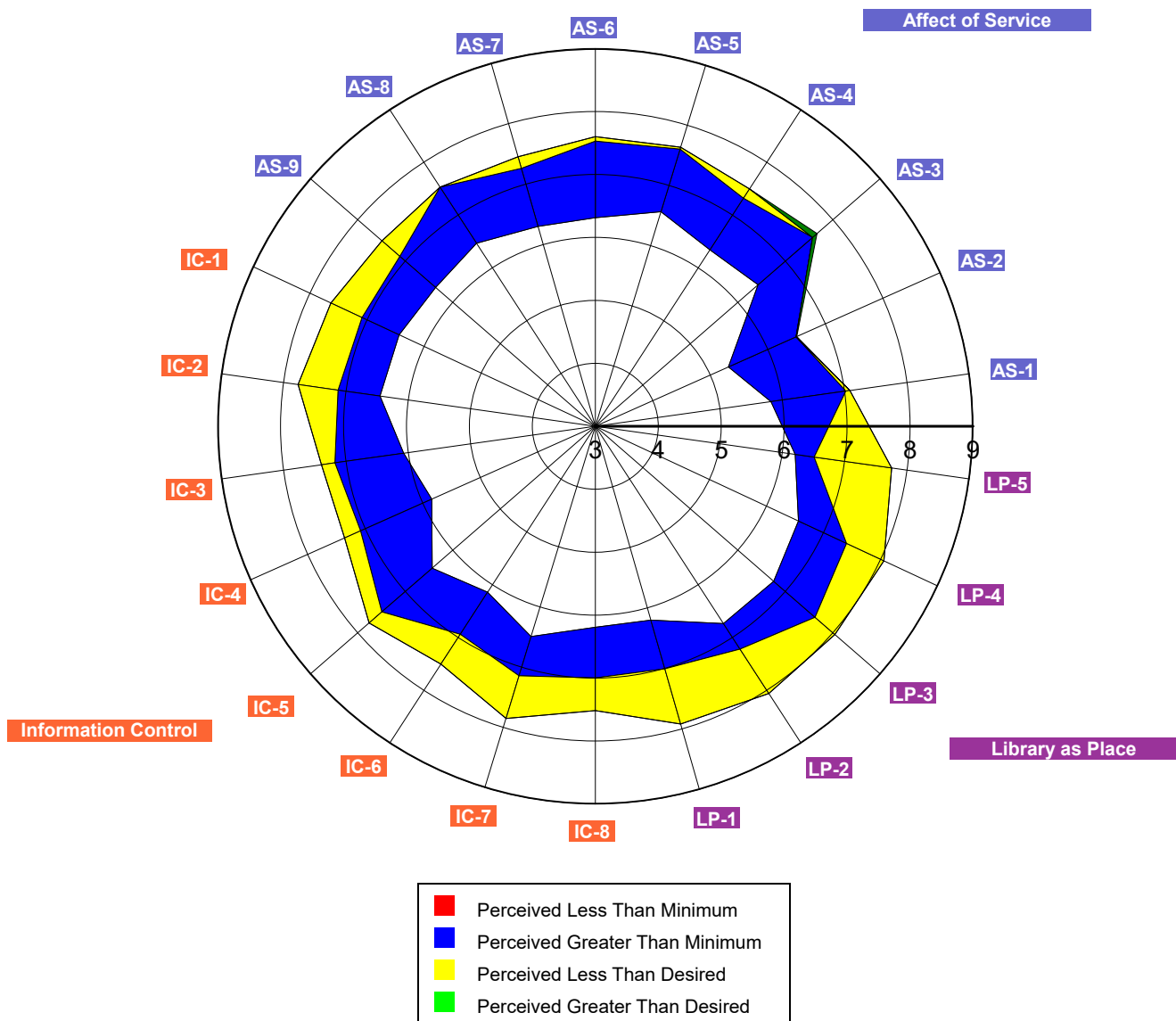
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	11	0.61
Full-time	11,769	92.95	1,744	96.84
Part-time	893	7.05	46	2.55
<b>Total:</b>	<b>12,662</b>	<b>100.00</b>	<b>1,801</b>	<b>100.00</b>

## 4.2 Core Questions Summary for Undergraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	5.82	7.08	7.02	1.20	-0.06	396
AS-2	Giving users individual attention	5.32	6.49	6.50	1.19	0.01	433
AS-3	Library staff who are consistently courteous	6.43	7.58	7.67	1.24	0.09	396
AS-4	Readiness to respond to users' enquiries	6.34	7.50	7.32	0.98	-0.18	404
AS-5	Library staff who have the knowledge to answer user questions	6.57	7.64	7.61	1.04	-0.03	451
AS-6	Library staff who deal with users in a caring fashion	6.31	7.60	7.53	1.22	-0.07	1,727
AS-7	Library staff who understand the needs of their users	6.30	7.45	7.26	0.96	-0.19	415
AS-8	Willingness to help users	6.47	7.53	7.53	1.06	0.00	439
AS-9	Dependability in handling users' service problems	6.36	7.49	7.12	0.75	-0.38	406
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.44	7.63	7.09	0.65	-0.54	501
IC-2	A library Web site enabling me to locate information on my own	6.46	7.77	7.13	0.67	-0.64	525
IC-3	The printed library materials I need for my work	6.08	7.39	7.18	1.10	-0.22	426
IC-4	The electronic information resources I need	5.84	7.36	7.08	1.24	-0.28	1,742
IC-5	Modern equipment that lets me easily access needed information	6.44	7.76	7.49	1.06	-0.27	503
IC-6	Easy-to-use access tools that allow me to find things on my own	6.14	7.50	6.94	0.80	-0.56	550
IC-7	Making information easily accessible for independent use	6.49	7.85	7.14	0.65	-0.71	504
IC-8	Print and/or electronic journal collections I require for my work	6.19	7.52	7.00	0.80	-0.52	454
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.20	7.92	7.01	0.80	-0.91	1,803
LP-2	Quiet space for individual work	6.74	8.06	7.22	0.48	-0.84	465
LP-3	A comfortable and inviting location	6.75	8.04	7.63	0.87	-0.42	440
LP-4	A haven for study, learning, or research	6.56	8.06	7.40	0.84	-0.66	438
LP-5	Space for group learning and group study	6.21	7.75	6.51	0.31	-1.24	455
<b>Overall:</b>		6.23	7.60	7.19	0.96	-0.41	1,812

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.11	1.76	1.66	1.80	1.57	396
AS-2	Giving users individual attention	2.19	2.00	1.90	1.87	1.67	433
AS-3	Library staff who are consistently courteous	1.99	1.47	1.49	1.97	1.49	396
AS-4	Readiness to respond to users' enquiries	1.84	1.51	1.52	1.65	1.50	404
AS-5	Library staff who have the knowledge to answer user questions	1.88	1.41	1.42	1.70	1.45	451
AS-6	Library staff who deal with users in a caring fashion	1.98	1.55	1.55	1.94	1.60	1,727
AS-7	Library staff who understand the needs of their users	1.93	1.57	1.49	1.85	1.54	415
AS-8	Willingness to help users	1.85	1.48	1.44	1.73	1.42	439
AS-9	Dependability in handling users' service problems	1.74	1.42	1.51	1.68	1.58	406
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.78	1.49	1.66	1.75	1.78	501
IC-2	A library Web site enabling me to locate information on my own	1.78	1.39	1.54	1.85	1.71	525
IC-3	The printed library materials I need for my work	2.07	1.70	1.70	1.82	1.75	426
IC-4	The electronic information resources I need	1.88	1.62	1.53	1.92	1.79	1,742
IC-5	Modern equipment that lets me easily access needed information	1.78	1.34	1.42	1.71	1.57	503
IC-6	Easy-to-use access tools that allow me to find things on my own	1.76	1.47	1.63	1.82	1.73	550
IC-7	Making information easily accessible for independent use	1.78	1.32	1.54	1.78	1.56	504
IC-8	Print and/or electronic journal collections I require for my work	1.99	1.64	1.73	1.89	1.90	454
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.85	1.36	1.68	2.03	1.87	1,803
LP-2	Quiet space for individual work	1.77	1.31	1.67	1.97	1.85	465
LP-3	A comfortable and inviting location	1.81	1.22	1.48	1.83	1.60	440
LP-4	A haven for study, learning, or research	1.86	1.21	1.44	1.94	1.65	438
LP-5	Space for group learning and group study	1.90	1.52	1.98	2.39	2.36	455
<b>Overall:</b>		1.48	1.07	1.15	1.36	1.15	1,812

Language: English (British)

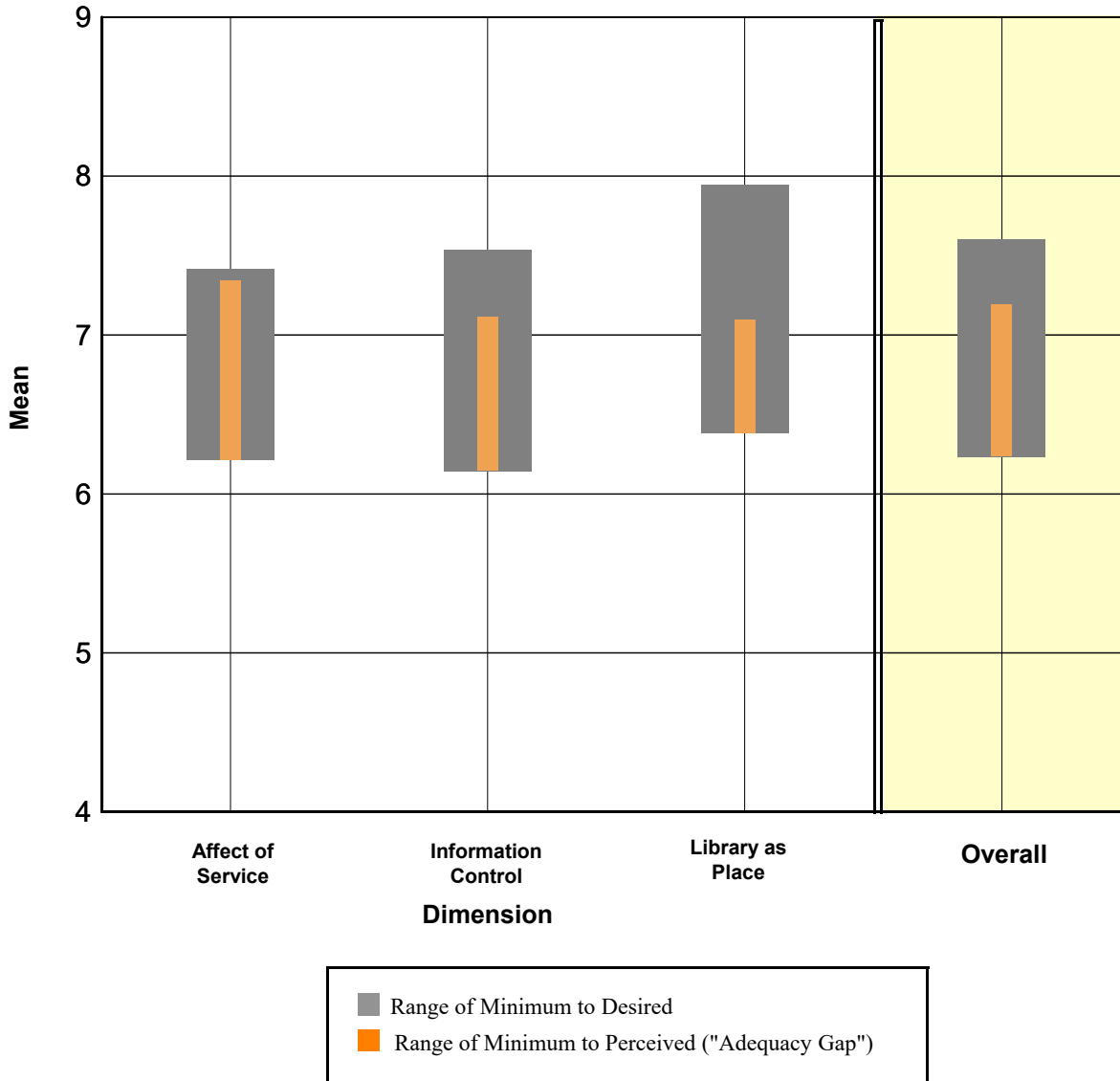
Institution Type: College or University

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	6.22	7.41	7.34	1.13	-0.07	1,787
Information Control	6.14	7.54	7.11	0.97	-0.42	1,800
Library as Place	6.38	7.95	7.10	0.71	-0.85	1,808
<b>Overall</b>	6.23	7.60	7.19	0.96	-0.41	1,812

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	1.74	1.37	1.33	1.57	1.30	1,787
Information Control	1.57	1.22	1.29	1.47	1.35	1,800
Library as Place	1.65	1.15	1.49	1.79	1.64	1,808
<b>Overall</b>	1.48	1.07	1.15	1.36	1.15	1,812

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Undergraduate

## 4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Accessing library resources via the VLE	6.20	7.16	7.00	0.80	-0.17	246
Adequate hours of service	6.84	7.94	7.86	1.02	-0.08	376
Ease of use of library-provided electronic books	6.34	7.60	7.10	0.76	-0.50	345
Provision of information skills training	5.91	7.00	7.12	1.21	0.12	328
The main texts and readings I need for my work	6.52	7.79	7.24	0.72	-0.55	333

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	1.97	1.65	1.70	1.68	1.40	246
Adequate hours of service	1.82	1.41	1.40	2.01	1.70	376
Ease of use of library-provided electronic books	1.94	1.59	1.66	1.93	1.75	345
Provision of information skills training	2.04	1.80	1.57	1.87	1.79	328
The main texts and readings I need for my work	1.87	1.51	1.51	1.94	1.68	333

## 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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.04	1.15	921
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.54	1.39	889
How would you rate the overall quality of the service provided by the library?	7.76	1.13	1,811

## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

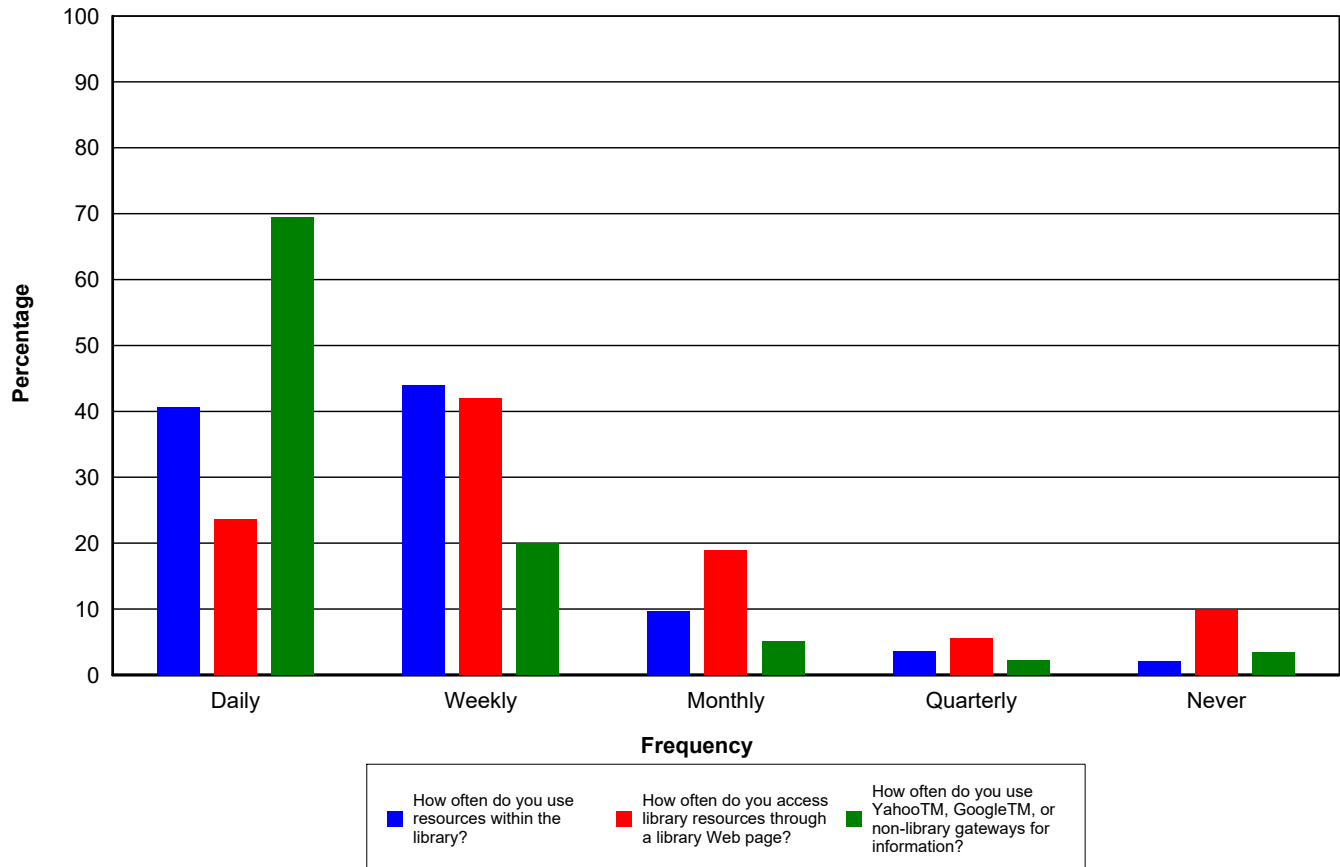
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL survey, in which respondents rated their levels of general satisfaction on a scale from 1 to 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.	6.91	1.70	679
The library aids my advancement in my academic discipline or work.	7.66	1.41	779
The library enables me to be more efficient in my academic pursuits or work.	7.81	1.31	776
The library helps me distinguish between trustworthy and untrustworthy information.	6.70	1.73	723
The library provides me with the information skills I need in my work or study.	7.33	1.37	666



## 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?	736 40.62%	796 43.93%	176 9.71%	66 3.64%	38 2.10%	1,812 100.00%
How often do you access library resources through a library Web page?	428 23.67%	760 42.04%	342 18.92%	100 5.53%	178 9.85%	1,808 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,256 69.39%	361 19.94%	91 5.03%	39 2.15%	63 3.48%	1,810 100.00%

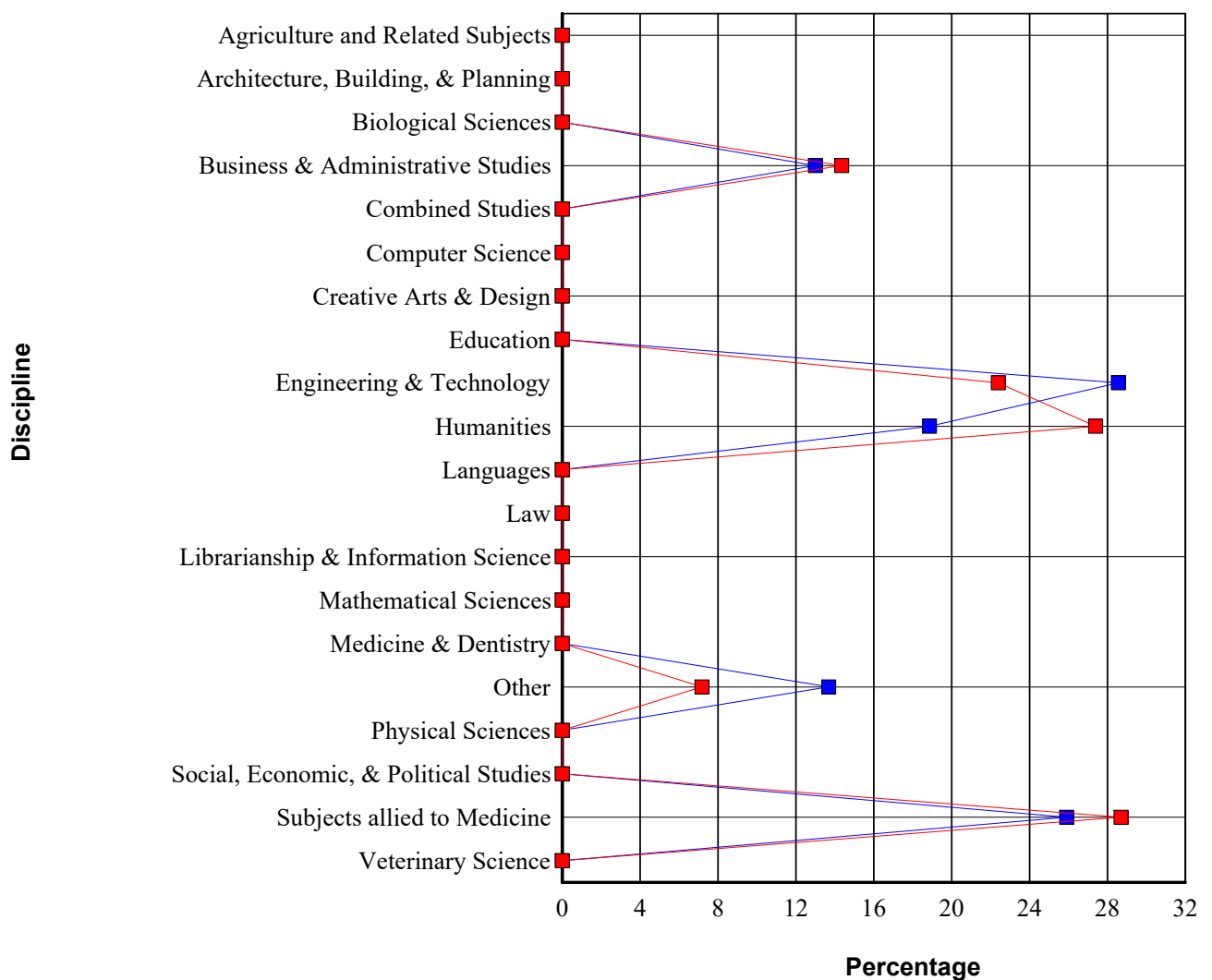
## 5 Postgraduate Summary for University of Limerick

### 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

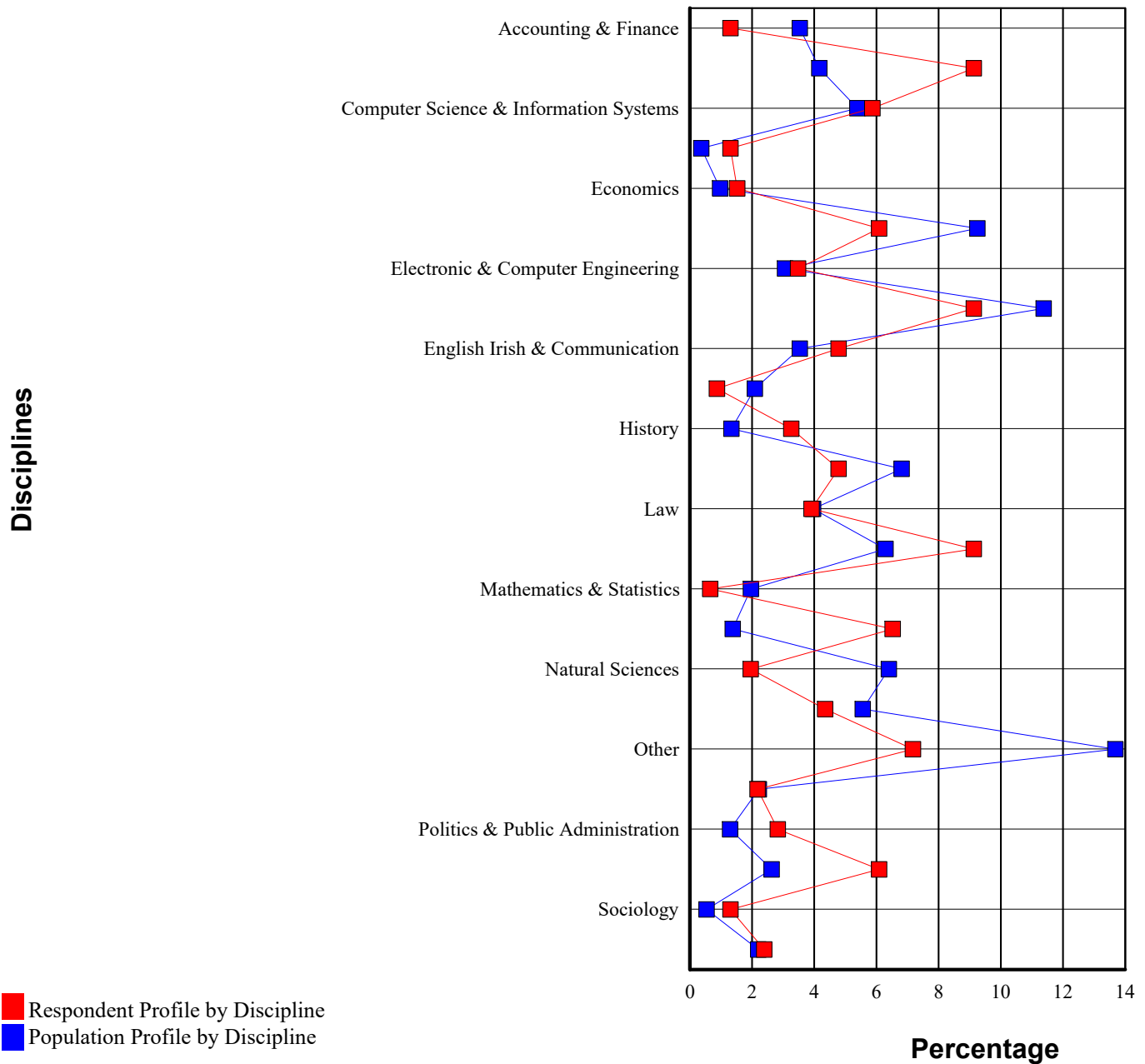
Language: English (British)  
 Institution Type: College or University  
 Consortium: SCONUL  
 User Group: Postgraduate

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	603	13.00	66	14.35	-1.35
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering & Technology	1,325	28.56	103	22.39	6.16
Humanities	875	18.86	126	27.39	-8.53
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	635	13.69	33	7.17	6.51
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	1,202	25.91	132	28.70	-2.79
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>4,640</b>	<b>100.00</b>	<b>460</b>	<b>100.00</b>	<b>0.00</b>

### 5.1.2 Population and Respondent Profiles for Postgraduate by Customized Discipline

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

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



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Accounting & Finance	164	3.53	6	1.30	2.23
Allied Health	193	4.16	42	9.13	-4.97
Computer Science & Information Systems	250	5.39	27	5.87	-0.48
Design & Architecture	17	0.37	6	1.30	-0.94
Economics	45	0.97	7	1.52	-0.55
Education	429	9.25	28	6.09	3.16
Electronic & Computer Engineering	142	3.06	16	3.48	-0.42
Engineering	528	11.38	42	9.13	2.25
English Irish & Communication	164	3.53	22	4.78	-1.25
Graduate Entry Medical School	97	2.09	4	0.87	1.22
History	62	1.34	15	3.26	-1.92
Irish World Academy of Music & Dance	316	6.81	22	4.78	2.03
Law	184	3.97	18	3.91	0.05
Management & Marketing	292	6.29	42	9.13	-2.84
Mathematics & Statistics	91	1.96	3	0.65	1.31
Modern Languages & Applied Linguistics	64	1.38	30	6.52	-5.14
Natural Sciences	297	6.40	9	1.96	4.44
Nursing & Midwifery	258	5.56	20	4.35	1.21
Other	635	13.69	33	7.17	6.51
Physical Education & Sport Sciences	103	2.22	10	2.17	0.05
Politics & Public Administration	60	1.29	13	2.83	-1.53
Psychology	122	2.63	28	6.09	-3.46
Sociology	25	0.54	6	1.30	-0.77
Work & Employment Studies	102	2.20	11	2.39	-0.19
<b>Total:</b>	<b>4,640</b>	<b>100.00</b>	<b>460</b>	<b>100.00</b>	<b>0.00</b>

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

### 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 %
18 - 22	42	9.13
23 - 30	262	56.96
31 - 45	103	22.39
46 - 65	50	10.87
Over 65	3	0.65
Under 18	0	0.00
<b>Total:</b>	<b>460</b>	<b>100.00</b>

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

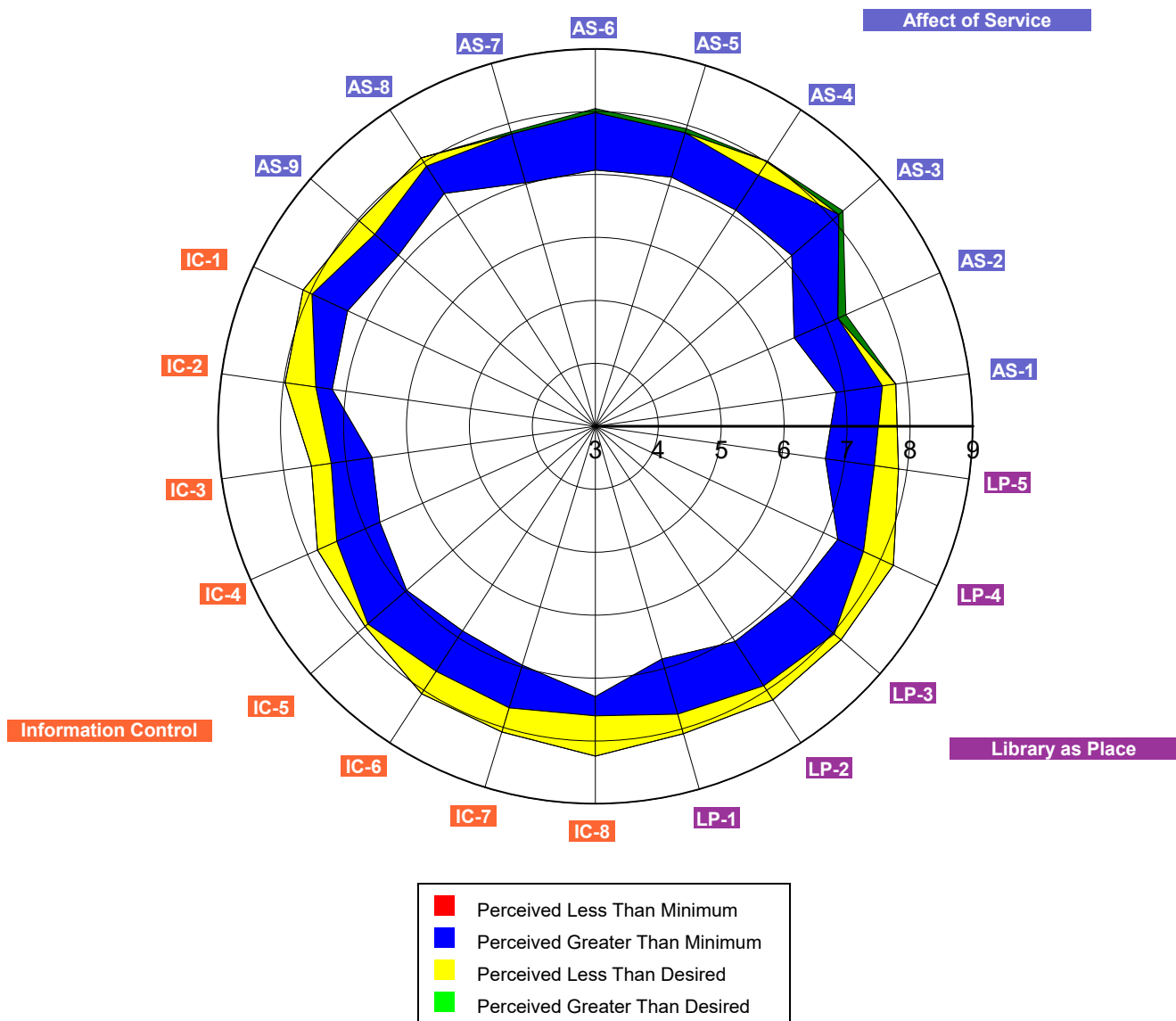
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	5	1.09
Full-time	2,740	59.05	364	79.48
Part-time	1,900	40.95	89	19.43
<b>Total:</b>	<b>4,640</b>	<b>100.00</b>	<b>458</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Postgraduate

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.87	7.82	7.61	0.74	-0.21	89
AS-2	Giving users individual attention	6.46	7.22	7.36	0.90	0.14	109
AS-3	Library staff who are consistently courteous	7.14	8.13	8.22	1.08	0.09	102
AS-4	Readiness to respond to users' enquiries	7.10	8.02	7.76	0.66	-0.26	103
AS-5	Library staff who have the knowledge to answer user questions	7.14	7.88	7.94	0.80	0.07	122
AS-6	Library staff who deal with users in a caring fashion	7.07	7.98	8.05	0.98	0.06	438
AS-7	Library staff who understand the needs of their users	7.02	7.83	7.87	0.84	0.03	126
AS-8	Willingness to help users	7.41	8.08	7.93	0.52	-0.16	83
AS-9	Dependability in handling users' service problems	7.15	7.97	7.65	0.50	-0.33	110
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.34	8.12	7.97	0.63	-0.15	123
IC-2	A library Web site enabling me to locate information on my own	7.22	7.98	7.48	0.26	-0.49	126
IC-3	The printed library materials I need for my work	6.58	7.55	7.24	0.66	-0.31	105
IC-4	The electronic information resources I need	6.75	7.83	7.50	0.75	-0.34	448
IC-5	Modern equipment that lets me easily access needed information	6.97	7.85	7.79	0.82	-0.06	142
IC-6	Easy-to-use access tools that allow me to find things on my own	6.87	8.07	7.64	0.77	-0.42	151
IC-7	Making information easily accessible for independent use	6.97	8.08	7.68	0.71	-0.40	127
IC-8	Print and/or electronic journal collections I require for my work	7.30	8.24	7.60	0.30	-0.64	105
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.85	8.08	7.76	0.91	-0.32	435
LP-2	Quiet space for individual work	7.08	8.18	7.91	0.84	-0.27	105
LP-3	A comfortable and inviting location	7.14	8.17	8.03	0.89	-0.14	128
LP-4	A haven for study, learning, or research	7.25	8.23	7.70	0.45	-0.52	111
LP-5	Space for group learning and group study	6.69	7.86	7.48	0.78	-0.39	88
<b>Overall:</b>		6.98	7.97	7.74	0.76	-0.23	460

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

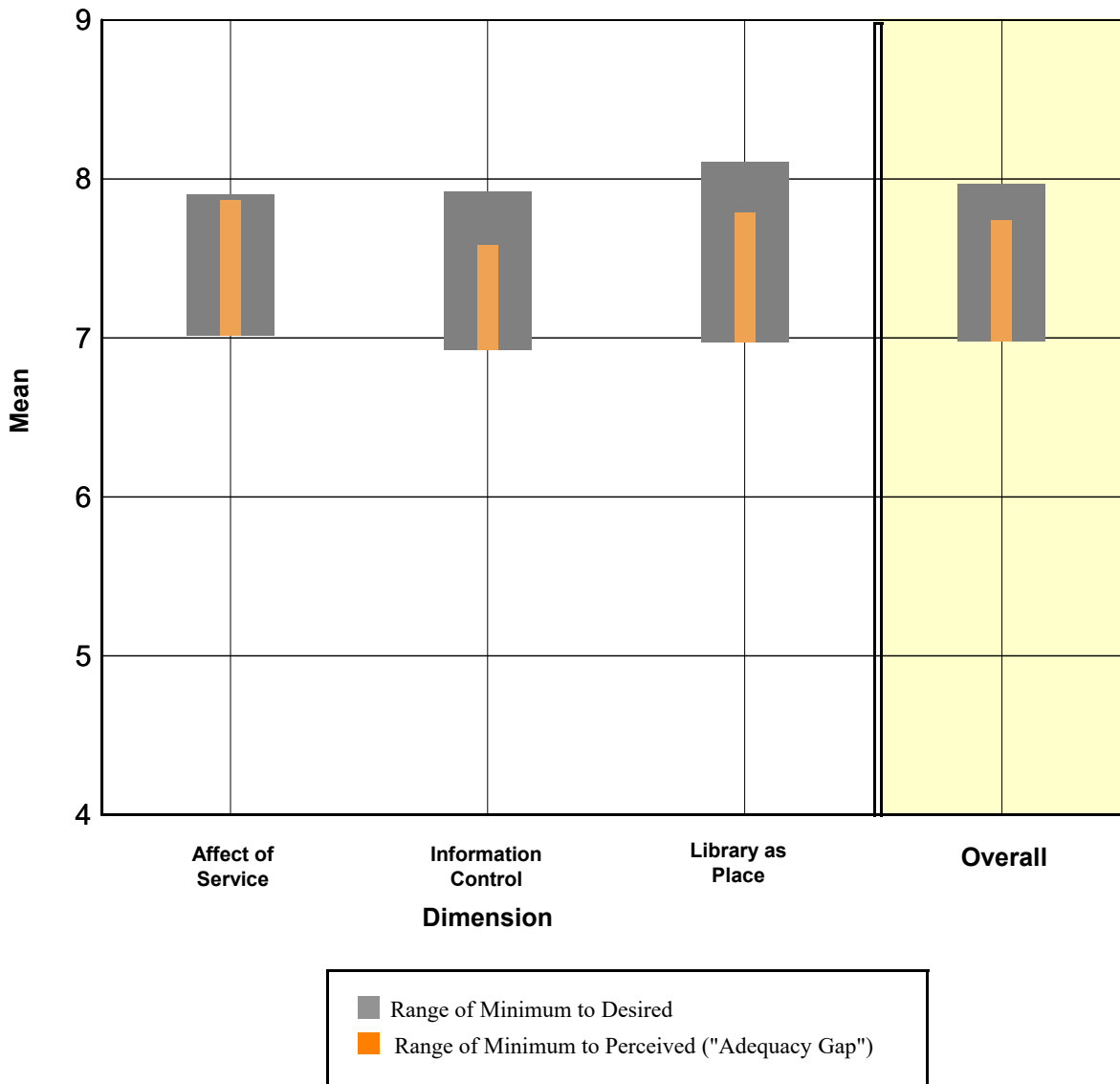
User Group: Postgraduate



ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.90	1.50	1.50	1.53	1.58	89
AS-2	Giving users individual attention	2.05	1.86	1.61	1.85	1.53	109
AS-3	Library staff who are consistently courteous	1.65	1.08	1.01	1.55	1.09	102
AS-4	Readiness to respond to users' enquiries	1.56	1.08	1.55	1.73	1.55	103
AS-5	Library staff who have the knowledge to answer user questions	1.75	1.41	1.30	1.58	1.37	122
AS-6	Library staff who deal with users in a caring fashion	1.77	1.27	1.18	1.67	1.28	438
AS-7	Library staff who understand the needs of their users	1.81	1.47	1.43	1.68	1.18	126
AS-8	Willingness to help users	1.51	1.12	1.34	1.42	1.08	83
AS-9	Dependability in handling users' service problems	1.66	1.07	1.38	1.64	1.17	110
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.54	1.08	1.18	1.54	1.17	123
IC-2	A library Web site enabling me to locate information on my own	1.61	1.14	1.35	1.51	1.30	126
IC-3	The printed library materials I need for my work	2.02	1.60	1.99	1.86	1.78	105
IC-4	The electronic information resources I need	1.66	1.34	1.38	1.66	1.48	448
IC-5	Modern equipment that lets me easily access needed information	1.81	1.59	1.40	2.01	1.76	142
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.09	1.35	1.64	1.31	151
IC-7	Making information easily accessible for independent use	1.61	1.19	1.33	1.43	1.38	127
IC-8	Print and/or electronic journal collections I require for my work	1.41	1.14	1.31	1.42	1.33	105
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.84	1.26	1.43	1.84	1.51	435
LP-2	Quiet space for individual work	2.00	1.43	1.46	2.08	1.73	105
LP-3	A comfortable and inviting location	1.54	1.10	1.27	1.67	1.25	128
LP-4	A haven for study, learning, or research	1.77	1.21	1.34	1.66	1.31	111
LP-5	Space for group learning and group study	1.89	1.41	1.38	1.85	1.69	88
<b>Overall:</b>		1.38	0.95	1.02	1.25	1.01	460

### 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	7.01	7.90	7.87	0.85	-0.03	448
Information Control	6.93	7.92	7.58	0.66	-0.34	459
Library as Place	6.97	8.11	7.79	0.82	-0.32	442
<b>Overall</b>	6.98	7.97	7.74	0.76	-0.23	460

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.62	1.14	1.13	1.44	1.10	448
Information Control	1.40	1.09	1.15	1.34	1.19	459
Library as Place	1.63	1.12	1.24	1.58	1.30	442
<b>Overall</b>	1.38	0.95	1.02	1.25	1.01	460

## 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	7.04	7.75	7.49	0.45	-0.25	67
Adequate hours of service	7.26	8.04	7.94	0.68	-0.10	101
Ease of use of library-provided electronic books	7.34	8.11	7.40	0.06	-0.71	80
Provision of information skills training	6.53	7.24	7.66	1.13	0.42	76
The main texts and readings I need for my work	7.11	8.05	7.45	0.34	-0.61	94

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	2.03	1.54	1.64	1.71	1.22	67
Adequate hours of service	1.63	1.30	1.36	1.64	1.14	101
Ease of use of library-provided electronic books	1.56	1.10	1.67	1.78	1.60	80
Provision of information skills training	2.08	1.71	1.39	2.08	1.72	76
The main texts and readings I need for my work	1.72	1.41	1.67	1.66	1.68	94

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.25	1.12	226
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.90	1.25	234
How would you rate the overall quality of the service provided by the library?	8.07	0.98	460

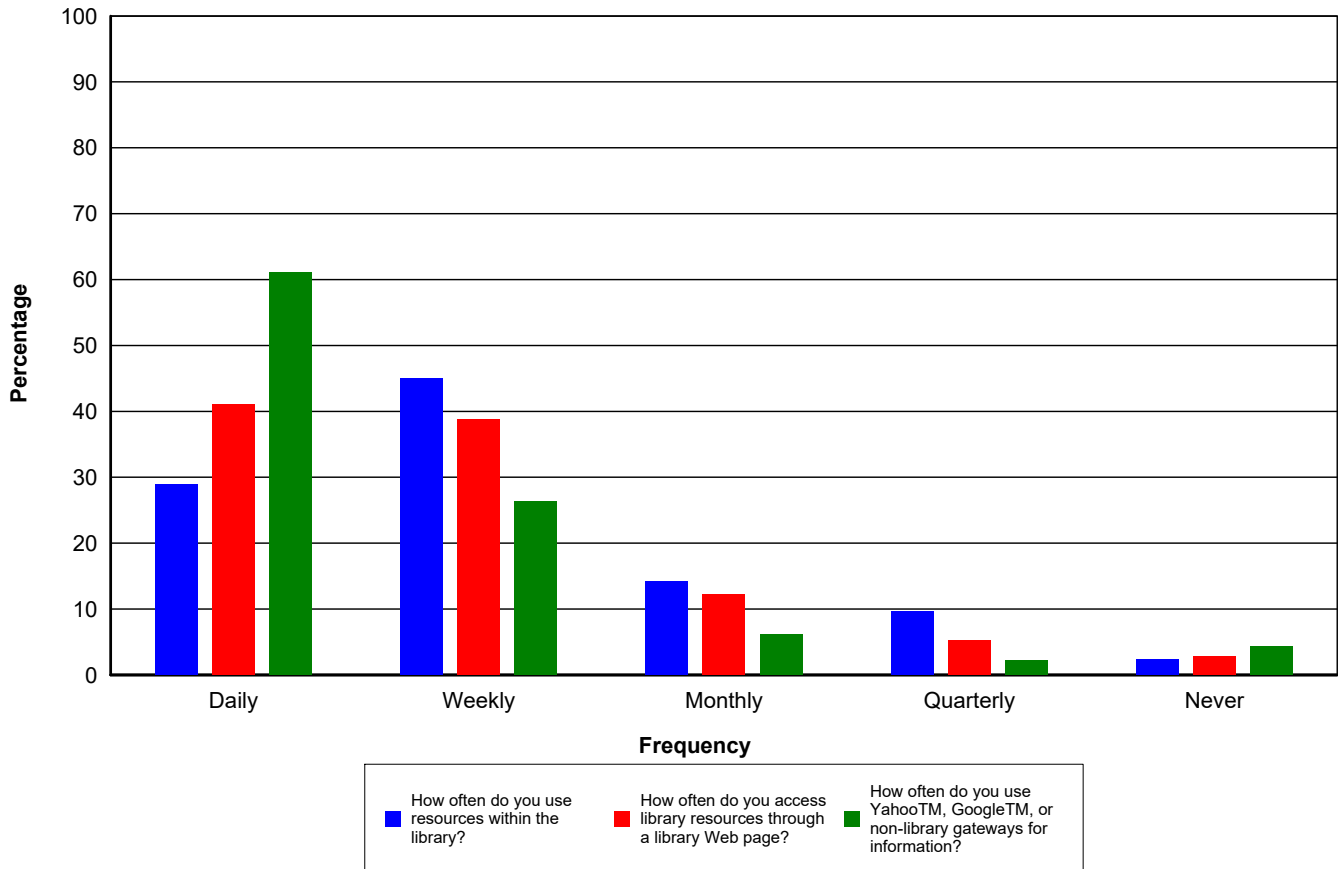
## 5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.24	1.75	165
The library aids my advancement in my academic discipline or work.	7.90	1.34	205
The library enables me to be more efficient in my academic pursuits or work.	8.02	1.15	203
The library helps me distinguish between trustworthy and untrustworthy information.	7.30	1.59	185
The library provides me with the information skills I need in my work or study.	7.77	1.26	162

### 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?	133 28.91%	207 45.00%	65 14.13%	44 9.57%	11 2.39%	460 100.00%
How often do you access library resources through a library Web page?	189 41.09%	178 38.70%	56 12.17%	24 5.22%	13 2.83%	460 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	281 61.09%	121 26.30%	28 6.09%	10 2.17%	20 4.35%	460 100.00%

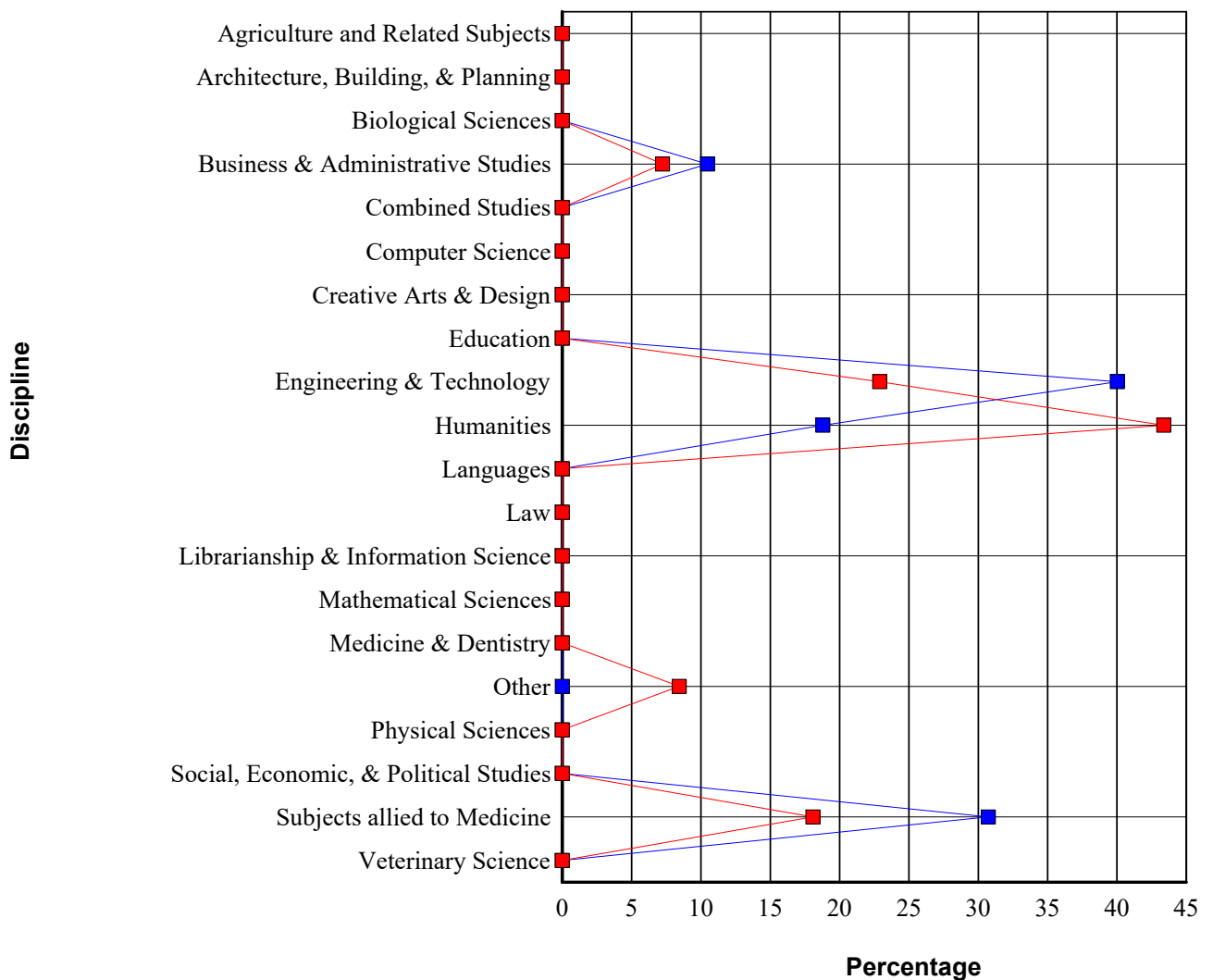
## 6 Academic Staff Summary for University of Limerick

### 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	107	10.47	6	7.23	3.24
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	0	0.00	0	0.00	0.00
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering & Technology	409	40.02	19	22.89	17.13
Humanities	192	18.79	36	43.37	-24.59
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	7	8.43	-8.43
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	314	30.72	15	18.07	12.65
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>1,022</b>	<b>100.00</b>	<b>83</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

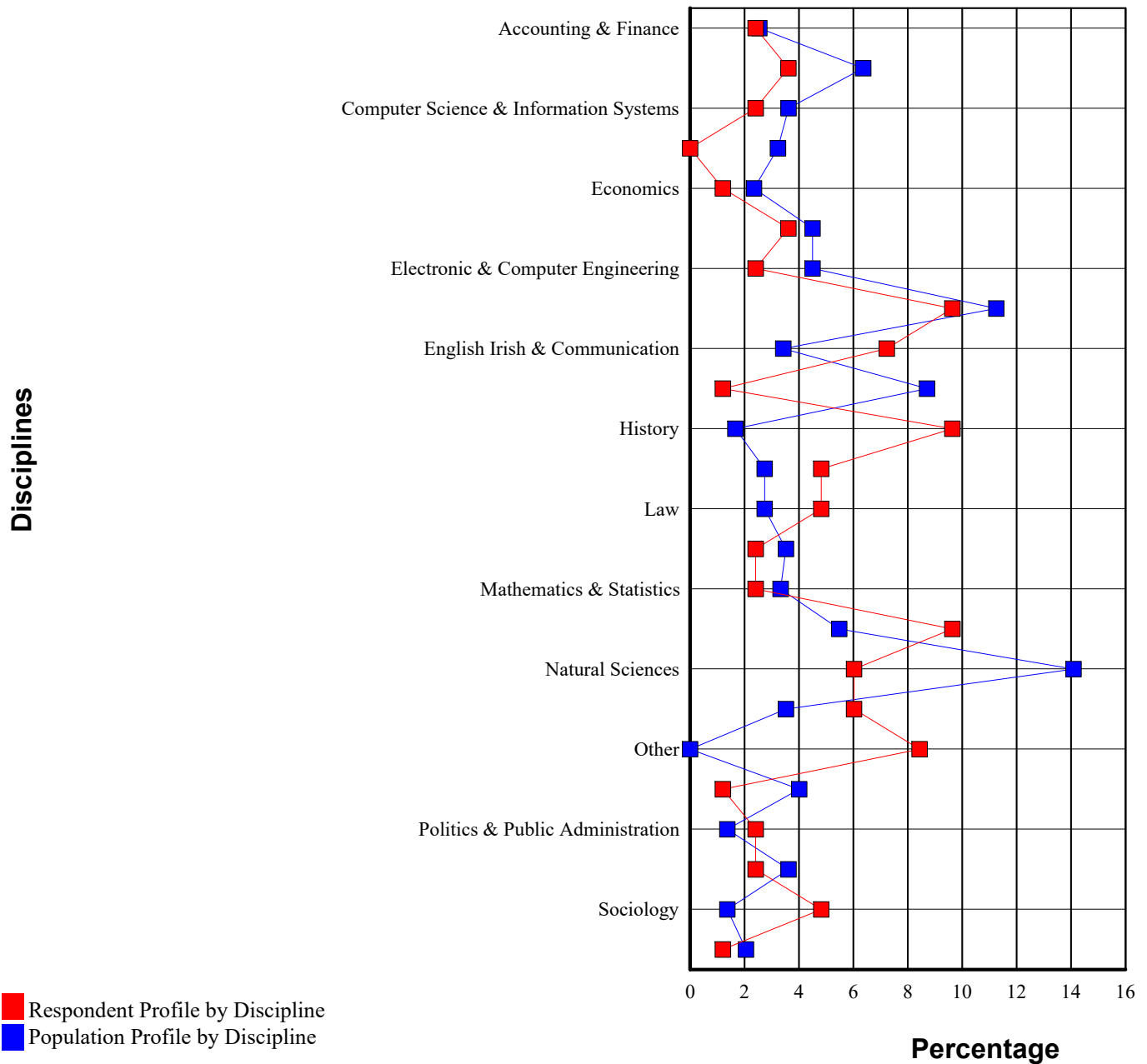
User Group: Academic Staff



### 6.1.2 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).



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	26	2.54	2	2.41	0.13
Allied Health	65	6.36	3	3.61	2.75
Computer Science & Information Systems	37	3.62	2	2.41	1.21
Design & Architecture	33	3.23	0	0.00	3.23
Economics	24	2.35	1	1.20	1.14
Education	46	4.50	3	3.61	0.89
Electronic & Computer Engineering	46	4.50	2	2.41	2.09
Engineering	115	11.25	8	9.64	1.61
English Irish & Communication	35	3.42	6	7.23	-3.80
Graduate Entry Medical School	89	8.71	1	1.20	7.50
History	17	1.66	8	9.64	-7.98
Irish World Academy of Music & Dance	28	2.74	4	4.82	-2.08
Law	28	2.74	4	4.82	-2.08
Management & Marketing	36	3.52	2	2.41	1.11
Mathematics & Statistics	34	3.33	2	2.41	0.92
Modern Languages & Applied Linguistics	56	5.48	8	9.64	-4.16
Natural Sciences	144	14.09	5	6.02	8.07
Nursing & Midwifery	36	3.52	5	6.02	-2.50
Other	0	0.00	7	8.43	-8.43
Physical Education & Sport Sciences	41	4.01	1	1.20	2.81
Politics & Public Administration	14	1.37	2	2.41	-1.04
Psychology	37	3.62	2	2.41	1.21
Sociology	14	1.37	4	4.82	-3.45
Work & Employment Studies	21	2.05	1	1.20	0.85
<b>Total:</b>	<b>1,022</b>	<b>100.00</b>	<b>83</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Academic Staff

### 6.1.3 Respondent Profile by 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 %
18 - 22	1	1.20
23 - 30	8	9.64
31 - 45	28	33.73
46 - 65	39	46.99
Over 65	6	7.23
Under 18	1	1.20
<b>Total:</b>	<b>83</b>	<b>100.00</b>

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

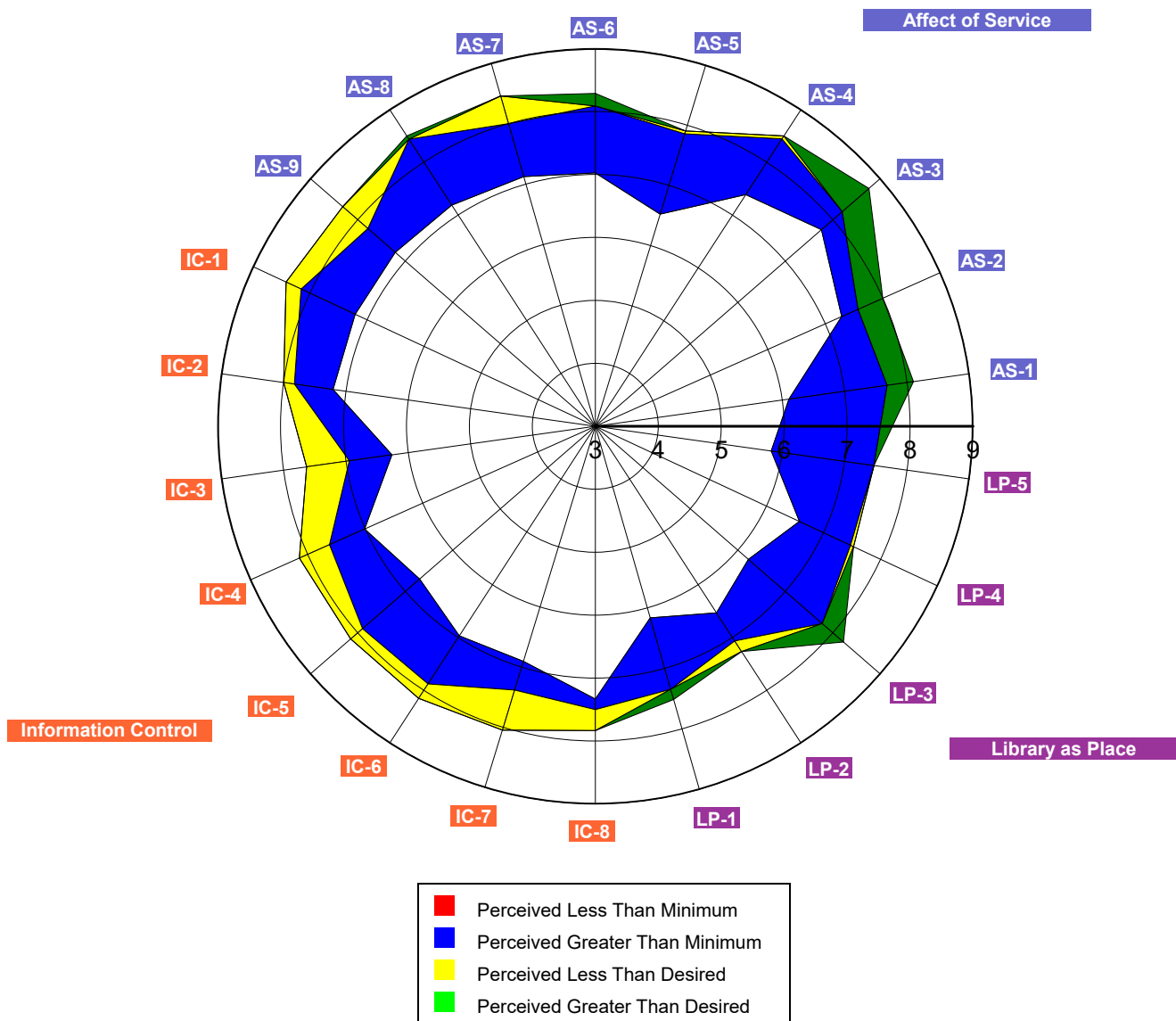
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	71	87.65
Full-time	7	8.64
Part-time	3	3.70
<b>Total:</b>	<b>81</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Academic Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.11	7.68	8.11	2.00	0.42	19
AS-2	Giving users individual attention	7.29	7.57	8.00	0.71	0.43	14
AS-3	Library staff who are consistently courteous	7.76	8.20	8.76	1.00	0.56	25
AS-4	Readiness to respond to users' enquiries	7.39	8.50	8.44	1.06	-0.06	18
AS-5	Library staff who have the knowledge to answer user questions	6.52	7.90	7.86	1.33	-0.05	21
AS-6	Library staff who deal with users in a caring fashion	7.03	8.09	8.29	1.26	0.20	80
AS-7	Library staff who understand the needs of their users	7.13	8.46	8.00	0.88	-0.46	24
AS-8	Willingness to help users	7.19	8.44	8.50	1.31	0.06	16
AS-9	Dependability in handling users' service problems	7.21	8.32	7.79	0.58	-0.53	19
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.21	8.42	8.16	0.95	-0.26	19
IC-2	A library Web site enabling me to locate information on my own	7.21	8.00	7.83	0.62	-0.17	29
IC-3	The printed library materials I need for my work	6.26	7.63	6.95	0.68	-0.68	19
IC-4	The electronic information resources I need	7.01	8.15	7.62	0.61	-0.52	82
IC-5	Modern equipment that lets me easily access needed information	6.70	8.15	7.90	1.20	-0.25	20
IC-6	Easy-to-use access tools that allow me to find things on my own	6.97	8.15	7.88	0.91	-0.27	33
IC-7	Making information easily accessible for independent use	6.90	8.05	7.38	0.48	-0.67	21
IC-8	Print and/or electronic journal collections I require for my work	7.33	7.83	7.50	0.17	-0.33	18
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.17	7.35	7.51	1.35	0.17	72
LP-2	Quiet space for individual work	6.53	7.27	7.07	0.53	-0.20	15
LP-3	A comfortable and inviting location	6.22	7.78	8.22	2.00	0.44	18
LP-4	A haven for study, learning, or research	6.58	7.53	7.47	0.89	-0.05	19
LP-5	Space for group learning and group study	5.82	7.47	7.47	1.65	0.00	17
<b>Overall:</b>		6.84	7.97	7.87	1.03	-0.10	83

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.16	1.49	0.99	2.11	1.35	19
AS-2	Giving users individual attention	2.33	2.17	1.11	2.33	2.28	14
AS-3	Library staff who are consistently courteous	1.30	1.19	0.66	1.15	1.12	25
AS-4	Readiness to respond to users' enquiries	1.38	0.71	0.62	1.30	0.73	18
AS-5	Library staff who have the knowledge to answer user questions	2.34	1.61	1.56	1.49	1.02	21
AS-6	Library staff who deal with users in a caring fashion	1.99	1.42	1.28	1.91	1.55	80
AS-7	Library staff who understand the needs of their users	1.70	0.93	1.18	1.65	0.83	24
AS-8	Willingness to help users	1.38	0.73	0.73	1.58	0.77	16
AS-9	Dependability in handling users' service problems	1.51	0.82	1.51	1.43	1.54	19
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.81	1.07	0.83	1.65	1.10	19
IC-2	A library Web site enabling me to locate information on my own	1.99	1.75	1.07	1.99	1.83	29
IC-3	The printed library materials I need for my work	1.82	1.61	1.65	1.73	2.11	19
IC-4	The electronic information resources I need	1.79	1.33	1.34	1.78	1.81	82
IC-5	Modern equipment that lets me easily access needed information	1.89	0.93	1.33	2.19	1.71	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.12	0.93	1.63	1.38	33
IC-7	Making information easily accessible for independent use	1.87	1.32	1.60	1.81	1.98	21
IC-8	Print and/or electronic journal collections I require for my work	1.94	2.04	1.04	2.12	2.25	18
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.99	1.99	1.31	1.94	2.09	72
LP-2	Quiet space for individual work	2.20	2.22	1.53	2.20	2.34	15
LP-3	A comfortable and inviting location	2.18	2.24	0.73	2.17	2.31	18
LP-4	A haven for study, learning, or research	2.46	2.09	1.22	1.73	1.72	19
LP-5	Space for group learning and group study	1.98	1.59	1.12	1.90	1.77	17
<b>Overall:</b>		1.54	1.15	0.86	1.41	1.27	83

Language: English (British)

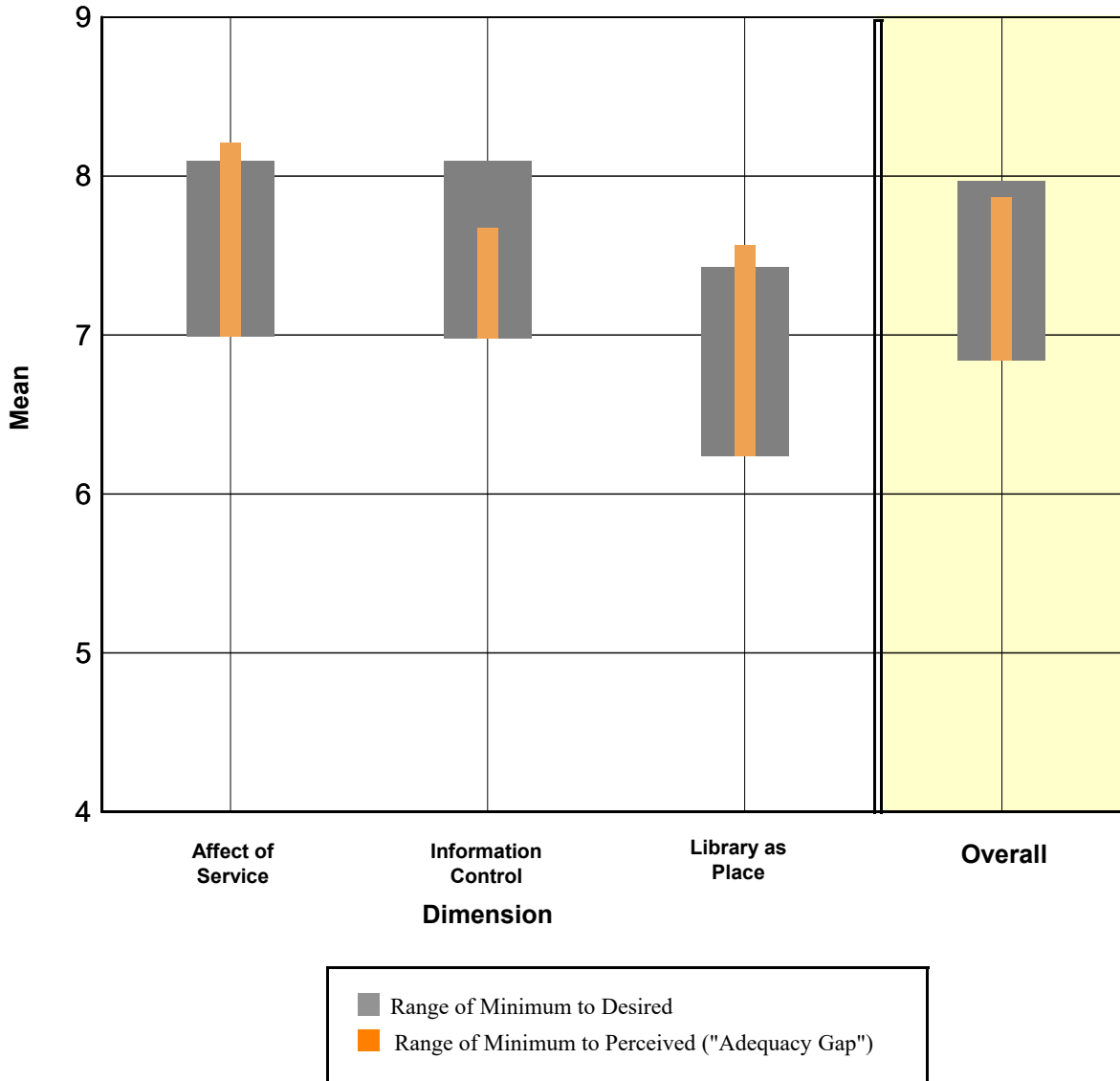
Institution Type: College or University

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	6.99	8.10	8.21	1.22	0.11	83
Information Control	6.98	8.09	7.67	0.70	-0.42	83
Library as Place	6.24	7.43	7.57	1.33	0.14	75
<b>Overall</b>	6.84	7.97	7.87	1.03	-0.10	83

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	1.79	1.25	1.05	1.69	1.42	83
Information Control	1.60	1.16	1.01	1.58	1.44	83
Library as Place	2.02	1.90	1.12	1.90	1.90	75
<b>Overall</b>	1.54	1.15	0.86	1.41	1.27	83



## 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	6.64	7.43	7.50	0.86	0.07	14
Adequate hours of service	6.23	7.54	7.77	1.54	0.23	13
Ease of use of library-provided electronic books	7.57	8.50	7.57	0	-0.93	14
Provision of information skills training	6.63	7.89	7.84	1.21	-0.05	19
The main texts and readings I need for my work	7.53	8.67	7.73	0.20	-0.93	15

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Accessing library resources via the VLE	2.13	1.50	1.51	1.10	1.82	14
Adequate hours of service	1.92	1.56	1.09	1.66	1.48	13
Ease of use of library-provided electronic books	1.45	0.76	1.22	1.36	1.27	14
Provision of information skills training	1.83	1.24	1.17	1.90	1.65	19
The main texts and readings I need for my work	1.25	0.62	1.10	1.42	1.16	15

## 6.5 General Satisfaction Questions Summary for Academic Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.13	1.40	38
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.80	1.16	45
How would you rate the overall quality of the service provided by the library?	7.95	1.11	83

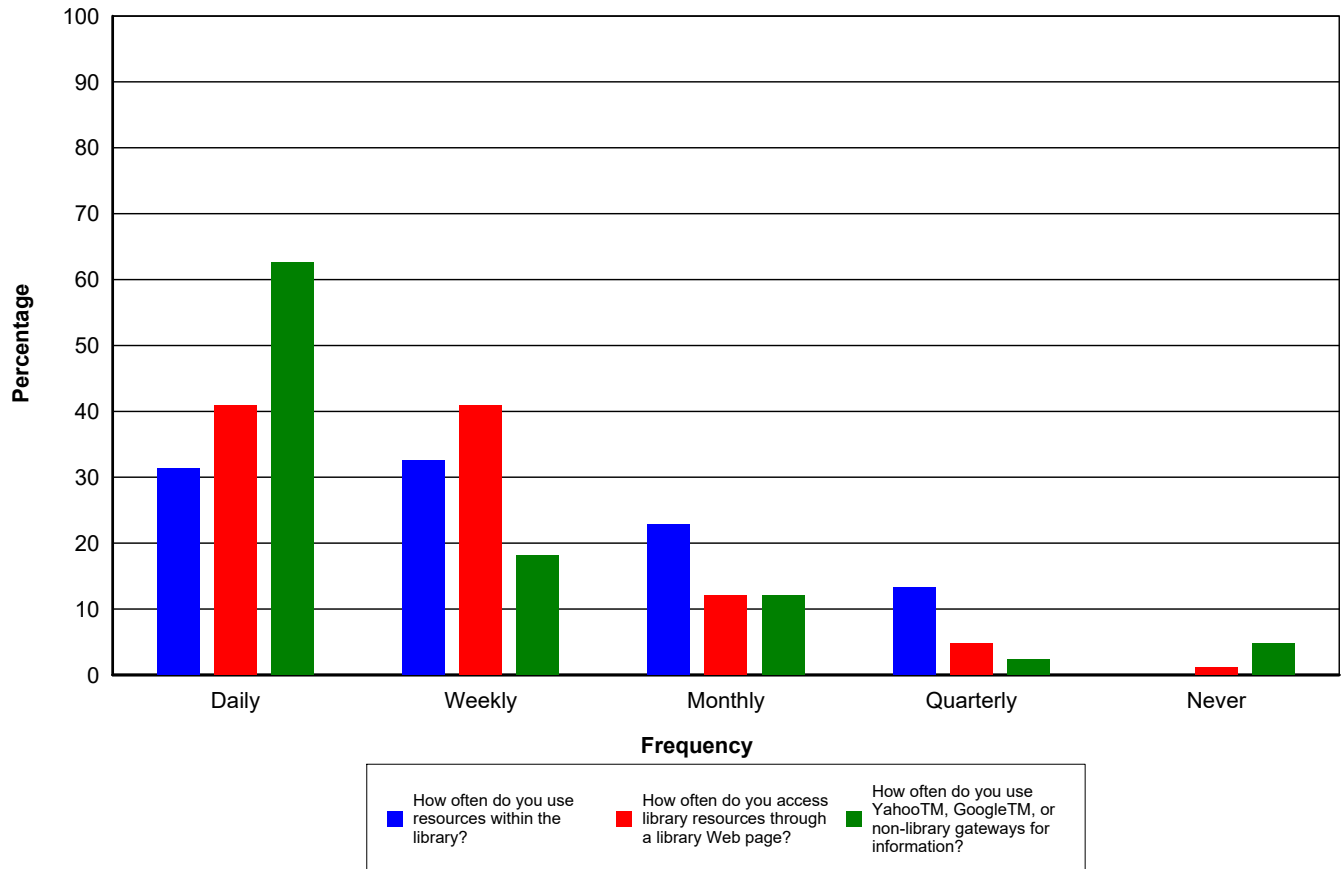
## 6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.70	1.81	37
The library aids my advancement in my academic discipline or work.	7.63	1.14	35
The library enables me to be more efficient in my academic pursuits or work.	7.46	1.27	35
The library helps me distinguish between trustworthy and untrustworthy information.	7.21	1.59	34
The library provides me with the information skills I need in my work or study.	7.42	1.41	24

## 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 31.33%	27 32.53%	19 22.89%	11 13.25%	0 0 %	83 100.00%
How often do you access library resources through a library Web page?	34 40.96%	34 40.96%	10 12.05%	4 4.82%	1 1.20%	83 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	52 62.65%	15 18.07%	10 12.05%	2 2.41%	4 4.82%	83 100.00%

## 7 Professional Services & Support Staff Summary for University of Limerick

### 7.1 Demographic Summary for Professional Services & Support 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 %
18 - 22	1	2.44
23 - 30	5	12.20
31 - 45	11	26.83
46 - 65	24	58.54
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>41</b>	<b>100.00</b>

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

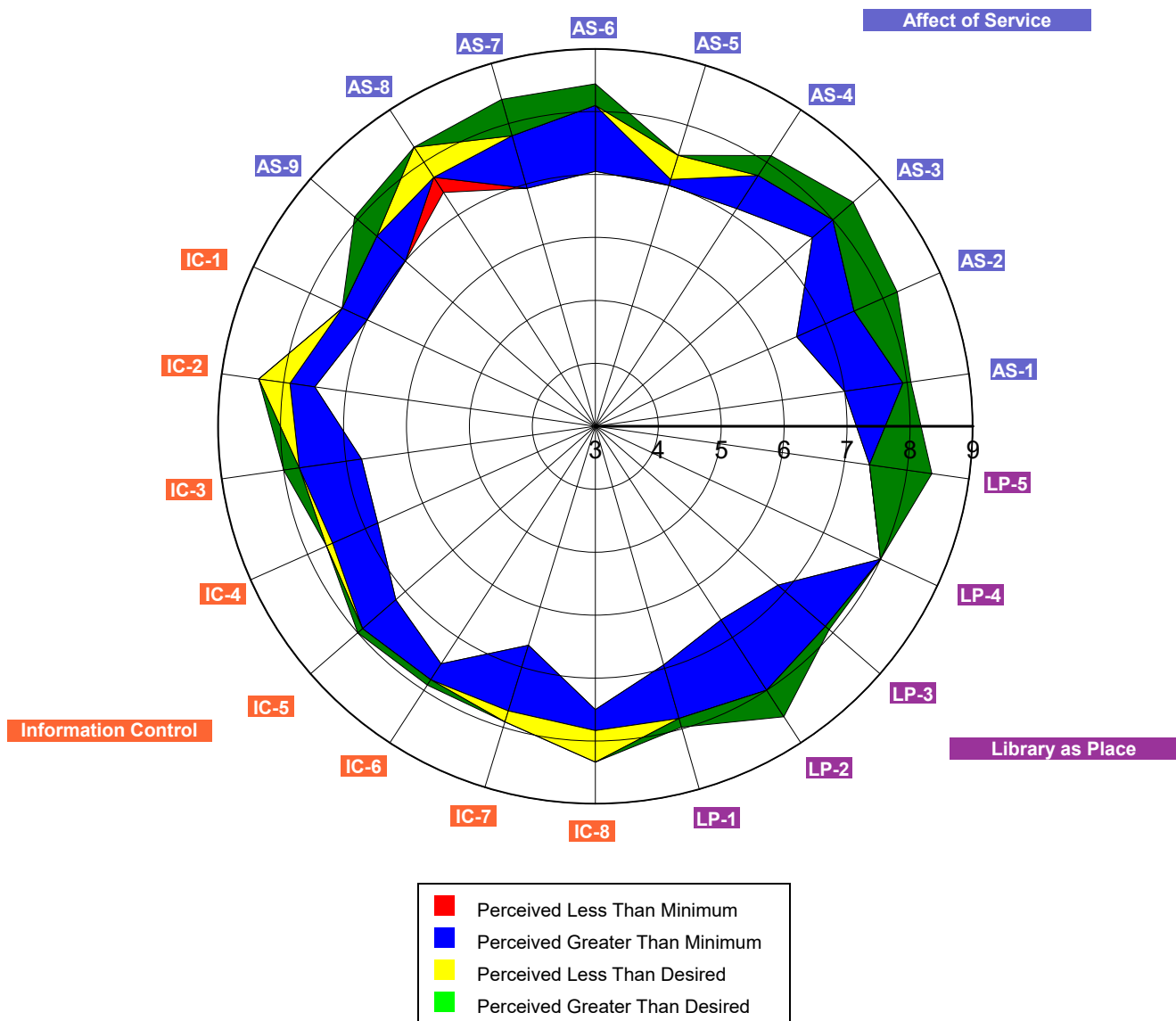
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	38	95.00
Full-time	1	2.50
Part-time	1	2.50
<b>Total:</b>	<b>40</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Professional Services & Support Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.00	7.94	8.06	1.06	0.13	16
AS-2	Giving users individual attention	6.50	7.50	8.25	1.75	0.75	4
AS-3	Library staff who are consistently courteous	7.57	8.00	8.43	0.86	0.43	7
AS-4	Readiness to respond to users' enquiries	7.13	7.75	8.13	1.00	0.38	8
AS-5	Library staff who have the knowledge to answer user questions	7.00	7.50	7.10	0.10	-0.40	10
AS-6	Library staff who deal with users in a caring fashion	7.05	8.10	8.44	1.39	0.34	41
AS-7	Library staff who understand the needs of their users	6.93	7.80	8.40	1.47	0.60	15
AS-8	Willingness to help users	7.71	8.29	7.43	-0.29	-0.86	7
AS-9	Dependability in handling users' service problems	7.00	7.60	8.07	1.07	0.47	15
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.00	7.44	7.44	0.44	0.00	16
IC-2	A library Web site enabling me to locate information on my own	7.50	8.40	7.90	0.40	-0.50	10
IC-3	The printed library materials I need for my work	6.75	7.75	8.00	1.25	0.25	8
IC-4	The electronic information resources I need	6.78	7.68	7.57	0.78	-0.11	37
IC-5	Modern equipment that lets me easily access needed information	7.20	7.90	8.00	0.80	0.10	10
IC-6	Easy-to-use access tools that allow me to find things on my own	7.50	7.80	7.90	0.40	0.10	10
IC-7	Making information easily accessible for independent use	6.64	7.91	7.73	1.09	-0.18	11
IC-8	Print and/or electronic journal collections I require for my work	7.50	8.33	7.83	0.33	-0.50	6
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.94	7.83	7.97	1.03	0.14	35
LP-2	Quiet space for individual work	6.67	8.00	8.50	1.83	0.50	6
LP-3	A comfortable and inviting location	6.85	7.85	7.92	1.08	0.08	13
LP-4	A haven for study, learning, or research	8.00	8.00	8.00	0.00	0.00	9
LP-5	Space for group learning and group study	7.40	7.40	8.40	1.00	1.00	5
<b>Overall:</b>		7.00	7.86	7.99	0.99	0.13	41

Language: English (British)

Institution Type: College or University

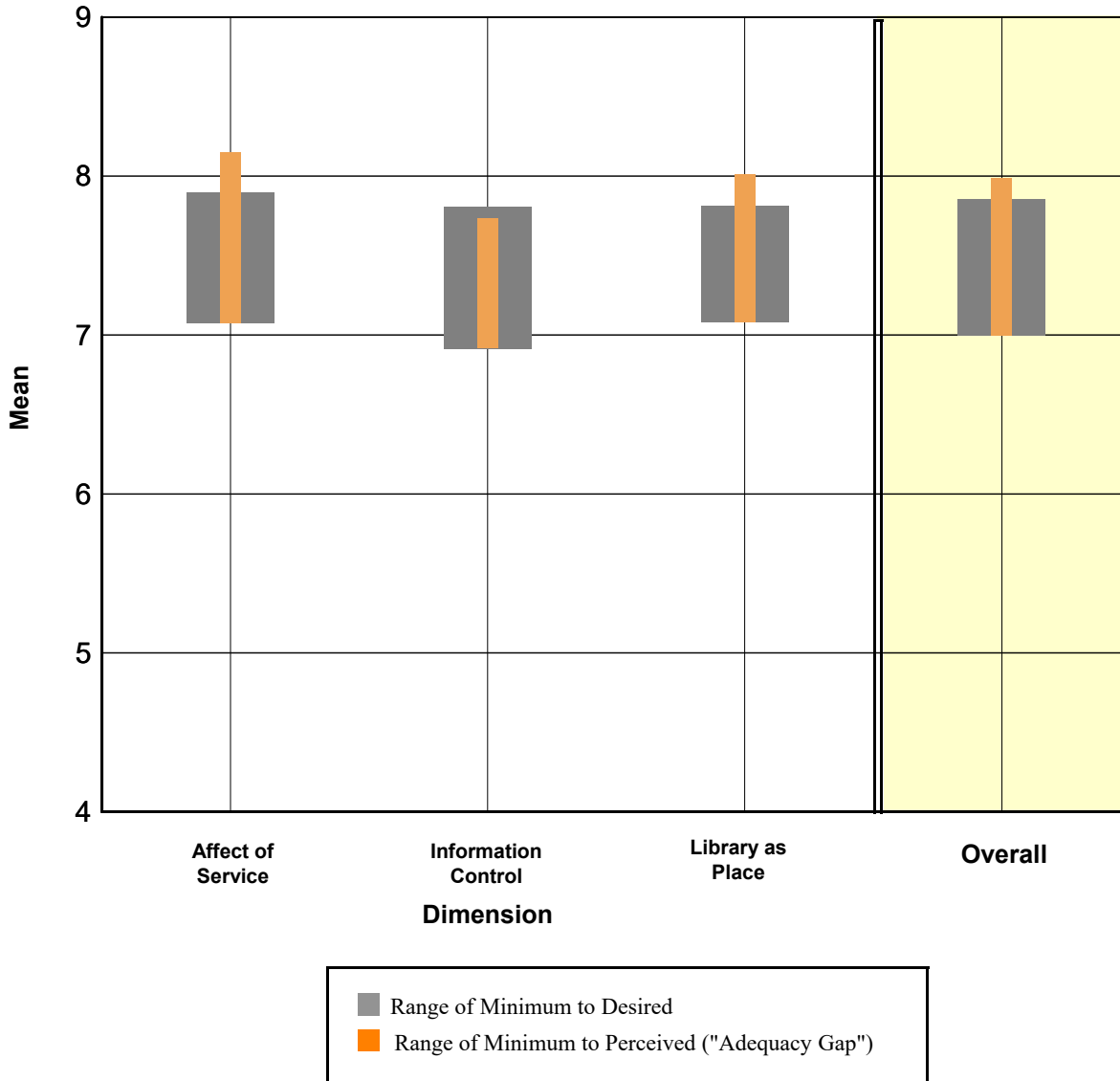
Consortium: SCONUL

User Group: Professional Services &amp; Support Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.37	1.12	1.06	2.41	1.15	16
AS-2	Giving users individual attention	1.91	1.29	0.50	1.50	0.96	4
AS-3	Library staff who are consistently courteous	1.40	0.82	0.79	1.57	0.79	7
AS-4	Readiness to respond to users' enquiries	1.46	1.28	0.83	1.20	0.92	8
AS-5	Library staff who have the knowledge to answer user questions	1.70	1.27	1.20	1.10	0.97	10
AS-6	Library staff who deal with users in a caring fashion	2.00	1.00	0.71	2.02	1.11	41
AS-7	Library staff who understand the needs of their users	2.05	1.21	0.83	2.23	1.45	15
AS-8	Willingness to help users	1.50	0.76	2.51	3.09	2.73	7
AS-9	Dependability in handling users' service problems	1.00	1.18	0.80	1.33	1.30	15
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.15	1.21	1.31	1.75	2.00	16
IC-2	A library Web site enabling me to locate information on my own	1.58	0.70	1.37	1.26	1.18	10
IC-3	The printed library materials I need for my work	2.05	1.28	1.20	1.67	0.46	8
IC-4	The electronic information resources I need	1.60	1.18	1.09	1.51	1.41	37
IC-5	Modern equipment that lets me easily access needed information	1.48	1.29	0.94	1.75	1.91	10
IC-6	Easy-to-use access tools that allow me to find things on my own	0.97	1.03	0.88	1.07	1.29	10
IC-7	Making information easily accessible for independent use	2.46	1.22	1.35	3.02	1.83	11
IC-8	Print and/or electronic journal collections I require for my work	1.87	0.82	1.17	2.42	1.52	6
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.85	1.29	1.42	1.87	1.61	35
LP-2	Quiet space for individual work	1.37	0.89	0.55	1.17	1.05	6
LP-3	A comfortable and inviting location	2.03	1.14	1.44	1.44	0.76	13
LP-4	A haven for study, learning, or research	1.50	1.32	1.66	1.94	1.58	9
LP-5	Space for group learning and group study	1.14	1.14	0.55	1.00	1.00	5
<b>Overall:</b>		1.62	0.90	0.83	1.65	1.01	41

### 7.3 Core Question Dimensions Summary for Professional Services & Support 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	7.07	7.89	8.15	1.07	0.25	41
Information Control	6.91	7.81	7.73	0.82	-0.08	41
Library as Place	7.08	7.81	8.01	0.93	0.20	37
<b>Overall</b>	7.00	7.86	7.99	0.99	0.13	41

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	1.68	0.97	0.79	1.75	1.09	41
Information Control	1.59	0.96	0.98	1.72	1.27	41
Library as Place	1.63	1.13	1.25	1.51	1.22	37
<b>Overall</b>	1.62	0.90	0.83	1.65	1.01	41

## 7.4 Local Question Summary for Professional Services & Support 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	7.33	7.67	7.50	0.17	-0.17	6
Adequate hours of service	7.25	8.00	8.25	1.00	0.25	8
Ease of use of library-provided electronic books	6.60	7.40	7.80	1.20	0.40	10
Provision of information skills training	6.57	7.14	7.57	1.00	0.43	7
The main texts and readings I need for my work	6.86	7.43	7.43	0.57	0	7

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	1.51	1.51	1.64	2.04	2.40	6
Adequate hours of service	1.75	1.41	1.04	1.31	0.71	8
Ease of use of library-provided electronic books	1.58	1.07	1.03	1.48	0.97	10
Provision of information skills training	0.98	0.90	1.27	1.00	0.98	7
The main texts and readings I need for my work	1.68	1.51	0.53	1.27	1.15	7

Language: English (British)

Institution Type: College or University

Consortium: SCONUL

User Group: Professional Services & Support Staff

## 7.5 General Satisfaction Questions Summary for Professional Services & Support 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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.53	0.62	17
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	1.02	24
How would you rate the overall quality of the service provided by the library?	8.27	0.92	41

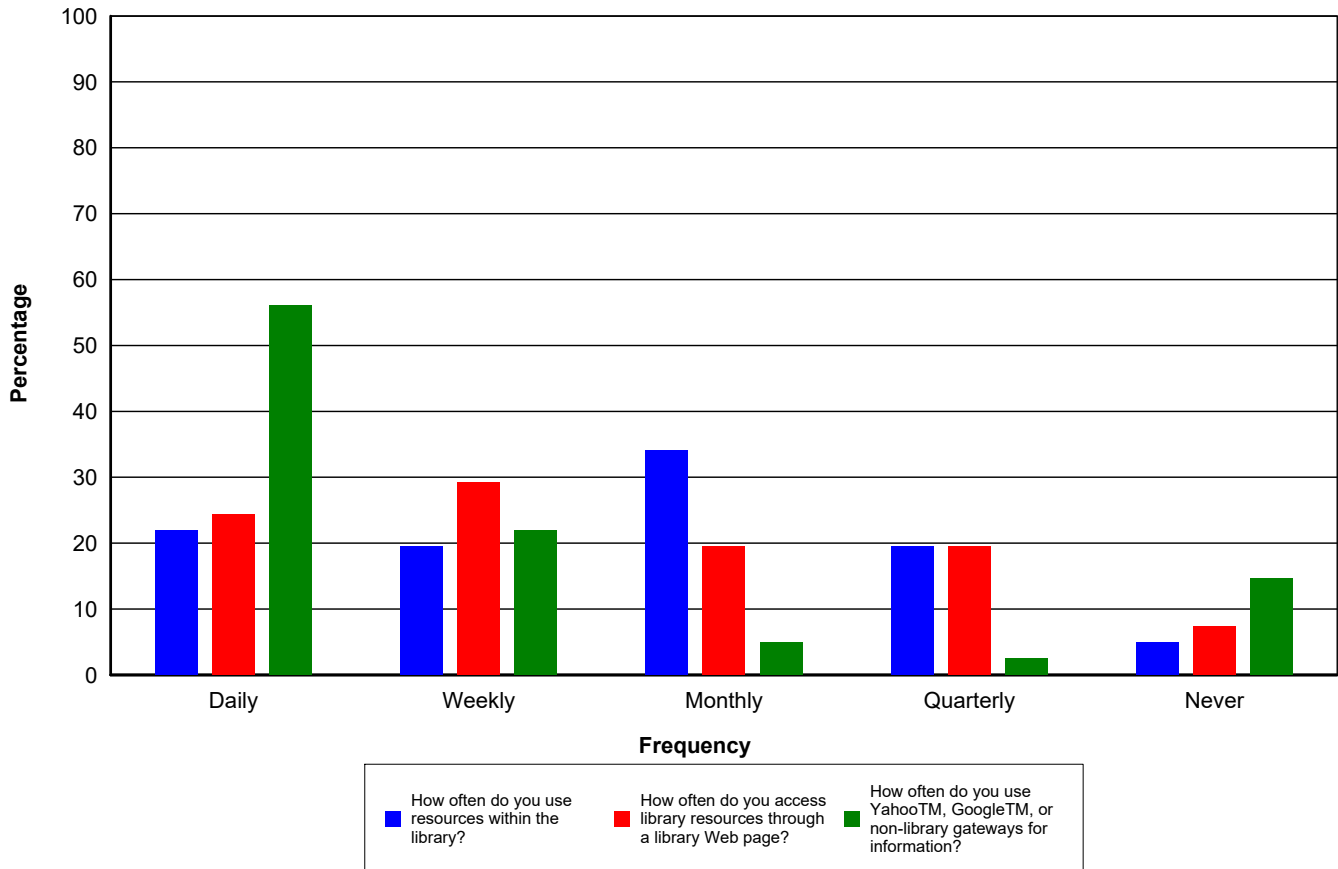
## 7.6 Information Literacy Outcomes Questions Summary for Professional Services & Support Staff

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 to 9 with 1 being "strongly disagree" and 9 representing "strongly agree."

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.69	1.25	13
The library aids my advancement in my academic discipline or work.	7.80	1.01	20
The library enables me to be more efficient in my academic pursuits or work.	7.56	0.86	18
The library helps me distinguish between trustworthy and untrustworthy information.	7.75	1.39	16
The library provides me with the information skills I need in my work or study.	7.60	1.12	15

## 7.7 Library Use Summary for Professional Services & Support 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?	9 21.95%	8 19.51%	14 34.15%	8 19.51%	2 4.88%	41 100.00%
How often do you access library resources through a library Web page?	10 24.39%	12 29.27%	8 19.51%	8 19.51%	3 7.32%	41 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	23 56.10%	9 21.95%	2 4.88%	1 2.44%	6 14.63%	41 100.00%

## 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 to 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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