



Your library

LibQUAL Library Survey 2015

LibQUAL 2015

1 Introduction

LibQUAL is an international survey designed to define and measure the quality of library services. The survey measures users' perceptions of service quality and identifies gaps between desired, perceived and minimum service levels. The survey results can be benchmarked against the results from US and UK institutions who take part in the survey. Eight institutions from the UK took part at the same time as us; none are directly comparable with NTU. The survey is a fee based service and cost \$2,700; the full cost of the survey at NTU is available in Appendix E. The library has run the survey four times: 2007, 2011, 2013 and 2015.

2 Methodology

2.1 Survey questions

The LibQUAL Lite survey consists of 22 main questions, a box for free text comments and the opportunity to include up to five local questions, we included four. See Appendix A for a list of the questions. The 22 items measure user perceptions of Service Affect (staff support), Information Control (collection quality), and Library as Place (library environment). The survey secures open ended comments from users regarding their concerns and suggestions. The Lite protocol uses item sampling methods to gather data on all core items, while only requiring a given single user to respond to a subset of the core questions. However, all questions are completed by at least some users on a given campus.

2.2 Timing of the survey

The survey ran for three weeks, from Monday 16 November to Sunday 6 December 2015 and finished just a week before the start of the Christmas vacation. The date was allocated by the University Marketing Team, so that it did not clash with other activities occurring across the University. The survey started two weeks later than the previous survey in 2013, which ran from the 4 November to the 29 November 2013, which may have had an impact on our response rate.

2.3 Marketing of the survey

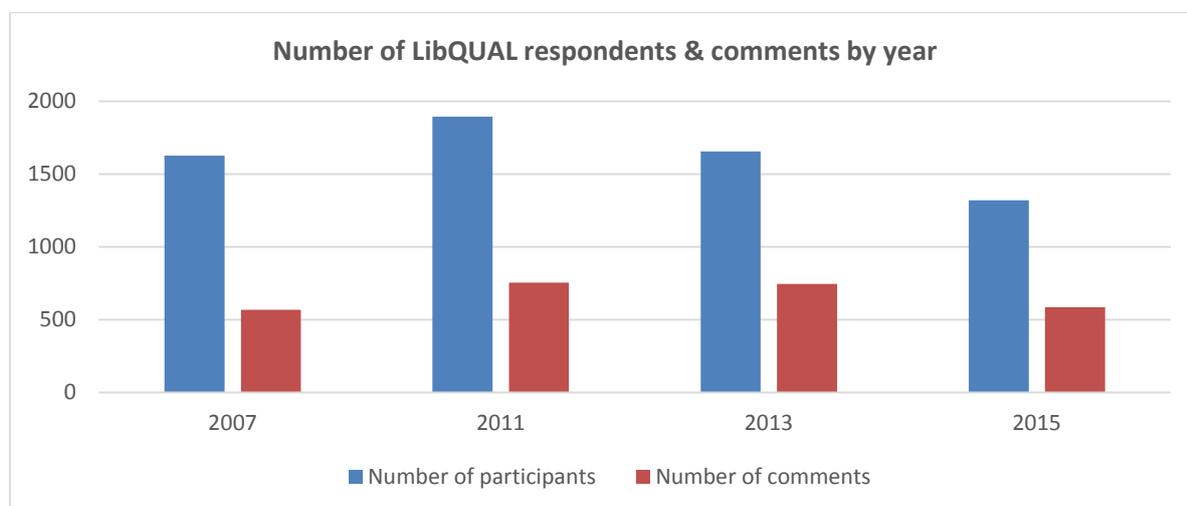
The University Marketing Team helped us draft the email advertisement that was used to promote the survey. There were several different marketing strands for LibQUAL, including: eNews articles (twice), posters, plasma screens, self-service machines, the [Library website](#), [Library Facebook page](#), Twitter and emails from the Learning & Teaching Librarians.

Incentives were offered to encourage participation with prizes of an iPad Mini and Amazon vouchers worth £40. There were five lucky winners: Emily Hoult, Kathryn Burton, Harriet Parkin, Julie Dexter, George Hadden and Niaomi Sales.



3 Survey Demographics

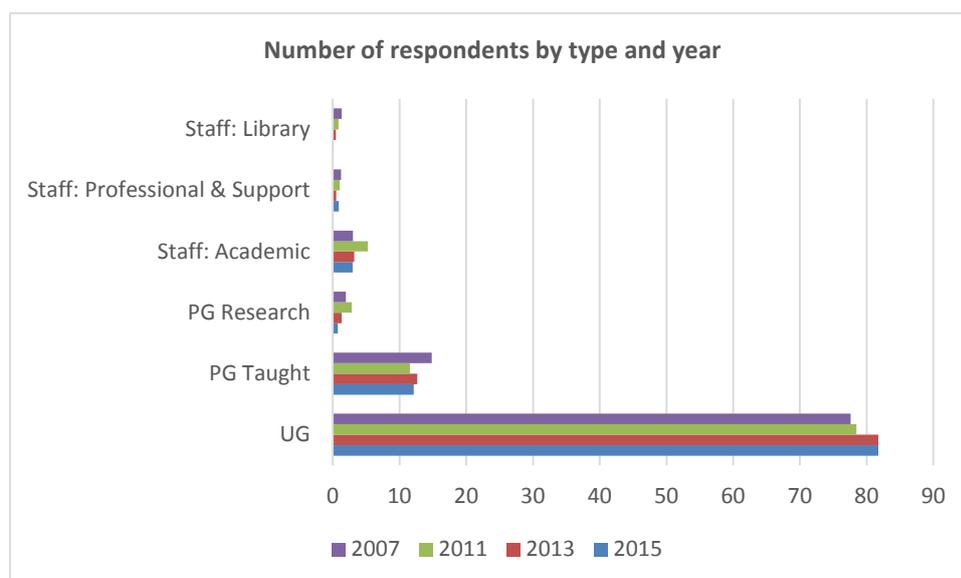
The entire University community was invited to participate in LibQUAL, and in total 1,319 surveys were completed. Of the respondents, 586 supplied additional free text comments that have been analysed and categorised. In 2011 we saw the greatest number of respondents and comments. Since then, there has been a slow decline in the participation rates for the survey.



3.1 Respondents by Customer Group

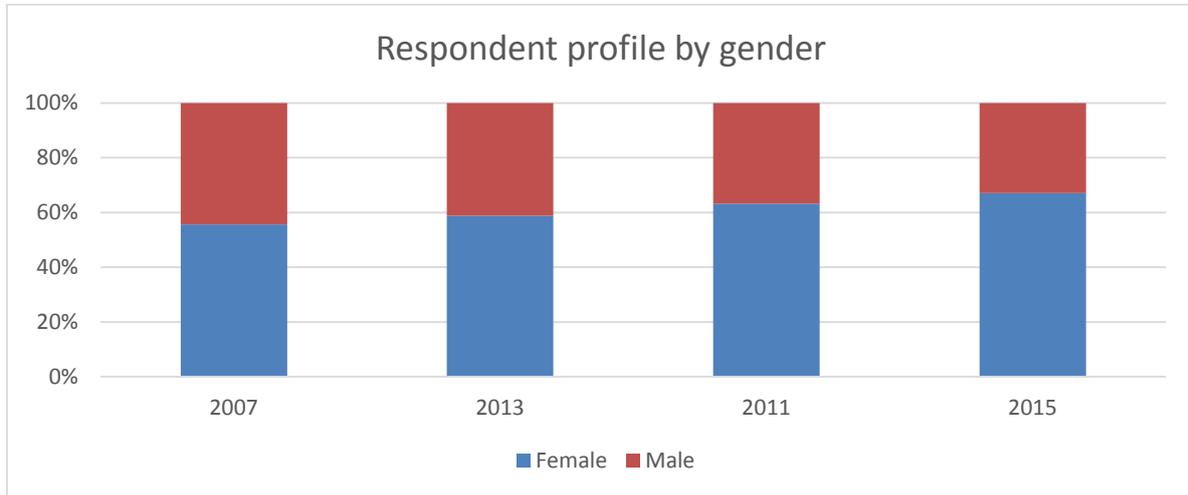
Customer Group excluding Library & Other Staff	Population %	Respondents %
Undergraduate	81.85	82.61
Postgraduate Taught	12.82	12.26
Postgraduate Research	0.74	2.15
Academic staff	4.59	2.98

As in previous years, Undergraduate students make up the largest group of respondents and there was a similar response rate from them in 2013 and 2015. Since 2011 there has been a slight decline in responses from Library Staff, Postgraduate Research Students and Academic Staff. There were a disproportionate number of PhD student respondents against the population and there was not a proportionate response from academic staff.



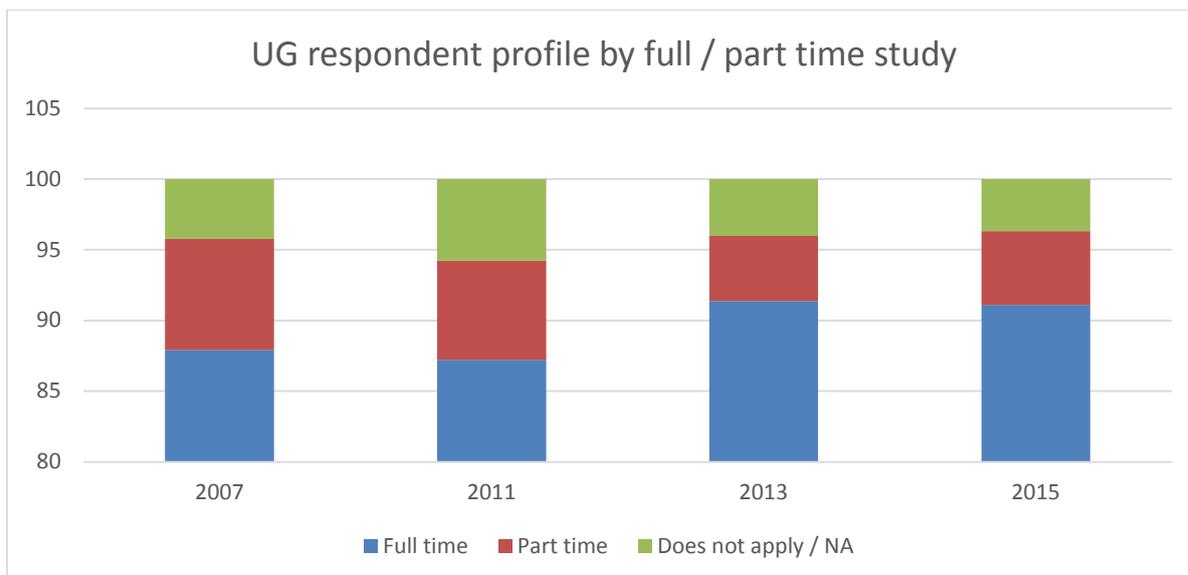
3.2 Respondents by gender

In 2015, the percentage of female respondents (67.05%) was higher than the female population as a whole (56.39%) and the number of male respondents (32.95%) was lower than male population (43.61%) of the university as a whole. Looking at previous survey results, it can be seen that the survey attracts more female respondents than male respondents. We recommend consideration is given to how to the library encourages greater participation from the male cohort.



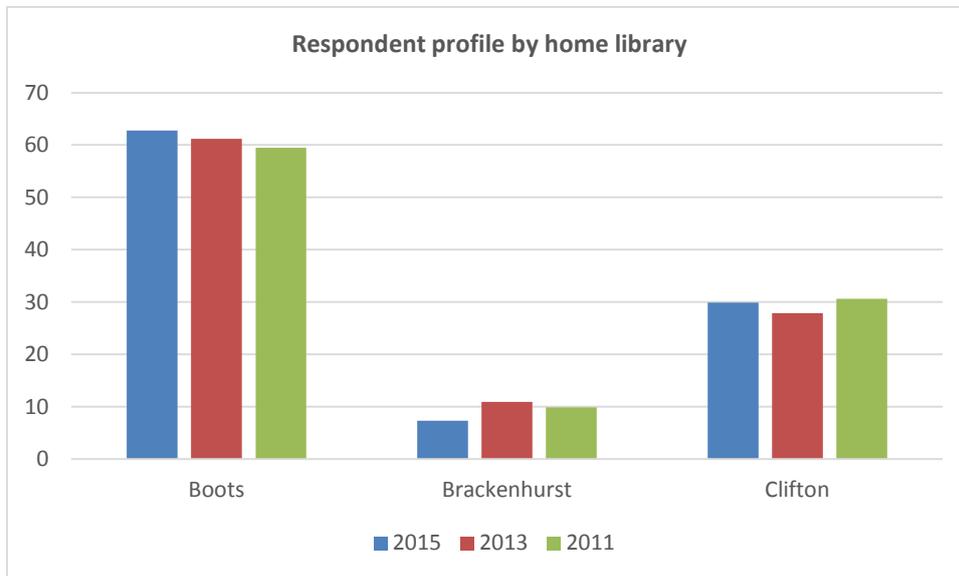
3.3 Respondent profiles by full / part-time student

The majority of students describe their mode of study as full time (91.10%) and 75% of the respondents were also aged between 18 – 22 years. This reflects the type of courses on offer from the university and the make-up of the student body. Between 2011 and 2015, there was a small decline in the number of part time students who completed the survey, but the number of part time student respondents increased slightly in 2015.



3.4 Respondent profile by site

It is not surprising that 62.78% of respondents classified Boots Library as their home library, followed by 29.90% for Clifton Library and 7.32% for Brackenhurst. This reflects the size of the campuses and to a certain extent the libraries.

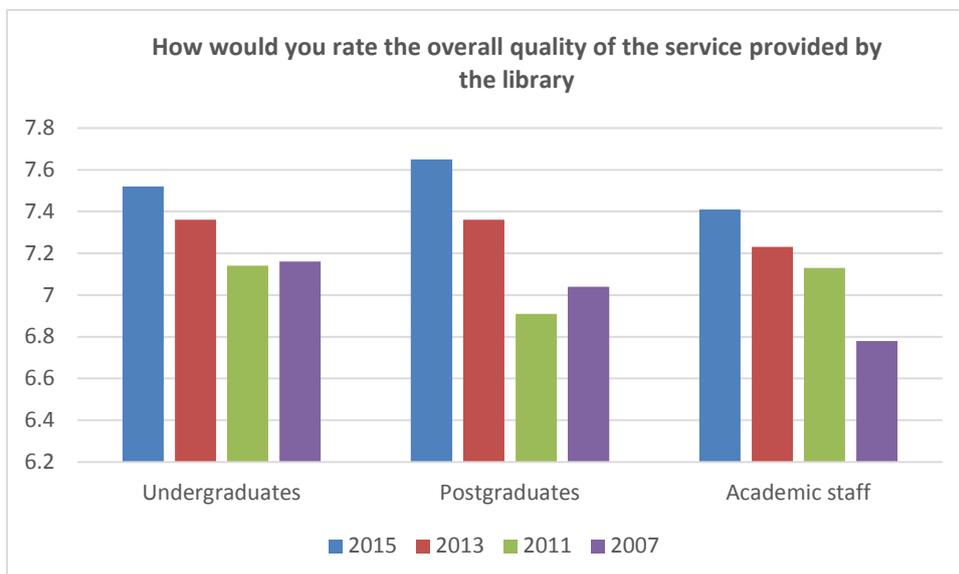


In summary, the percentage of female students and postgraduate research students that completed the survey were higher in comparison to the university population as a whole, while staff (both academic and professional services) are under-represented within the results. There has been a drop in the number of student respondents who state that Brackenhurst is their home library. Students studying Science with Sport Science and Animal Rural & Environmental Sciences are slightly over represented and Business and Law are slightly under represented in the results.

4.0 Results

4.1 All respondents

Pleasingly LLR yet again exceeded the minimum level of service that customers are willing to accept in all areas of the survey. This is the second time we have achieved this, the first being in 2013. In addition, since 2011 we have continued to see a steady rise in how our customers rate the overall quality of service provided by the library.



The areas that all the respondents are most happy with (based on perceived mean) are:

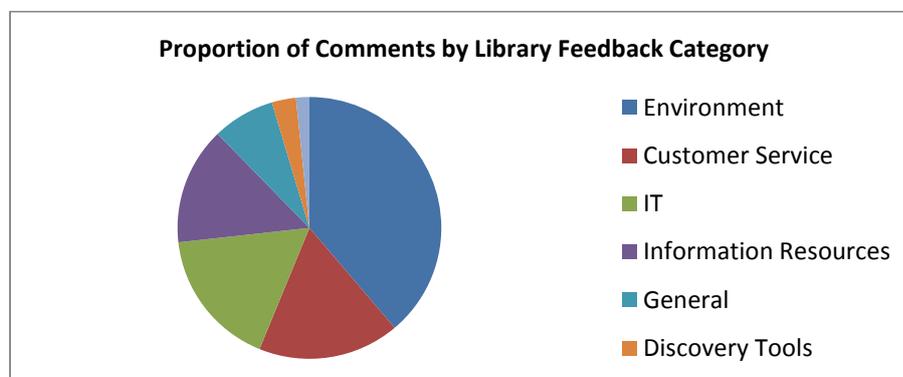
- Adequate hours of service; in fact LLR meets the respondents' desired mean for this area and we believe this is the first time that has occurred
- Library staff who are consistently courteous
- Library staff who deal with users in a caring fashion
- Willingness to help users
- Library staff who understand the needs of their users.

Not only did these areas score well within the perceived mean, they also perform well in terms of the superiority mean, where zero would equate to hitting the desired service level of our customers. Our customer service, therefore, continues to receive positive feedback and be our biggest strength. However, as in previous surveys, only one of the seven customer service questions fall within the top ten priorities of our customers, which was 'Helpfulness in dealing with users' IT problems'.

The highest priority areas for our customers (ascertained by the top desired mean) varies from survey to survey. This may reflect the changing needs of the university, as well as the enhancement in services that have been offered over the last few years. For example, 'Adequate hours of service' is now priority seven, rather than priority three as in 2013, and this is due to the extended opening hours at all three campus libraries. In fact, as stated previously, we matched all the respondents' desired mean for this aspect of the service. 'Print and/or electronic journal collections I require for my work' did not appear in the top ten in 2013, although it was number three in 2011 and has returned to this position in 2015. Of the top desired means, six relate to information resources, one to customer service and three to the library environment. The top two priorities continue to be 'The main texts and readings I need for more work' and 'Making electronic resources accessible from my home or office' and sadly the adequacy mean for both these two areas, plus 'Quiet space to study', are low. This means for three key areas for our customers, we are not meeting their expectations. See Appendix B for more details.

Generally the expectations (minimum and desired) for all respondents in most areas continues to gently rise and so does our ability to meet them although, as mentioned above, there are three key areas that LLR should aim to enhance.

As in previous surveys, we received a large number of comments (586). These have been sifted into the library's key feedback categories. As can be seen by the graph below, the four key areas respondents commented on most were Environment (Library as space); Customer service (Affect of service); IT and Information Resources (Information Control). For a full picture of the different feedback themes see the graph in appendix D.

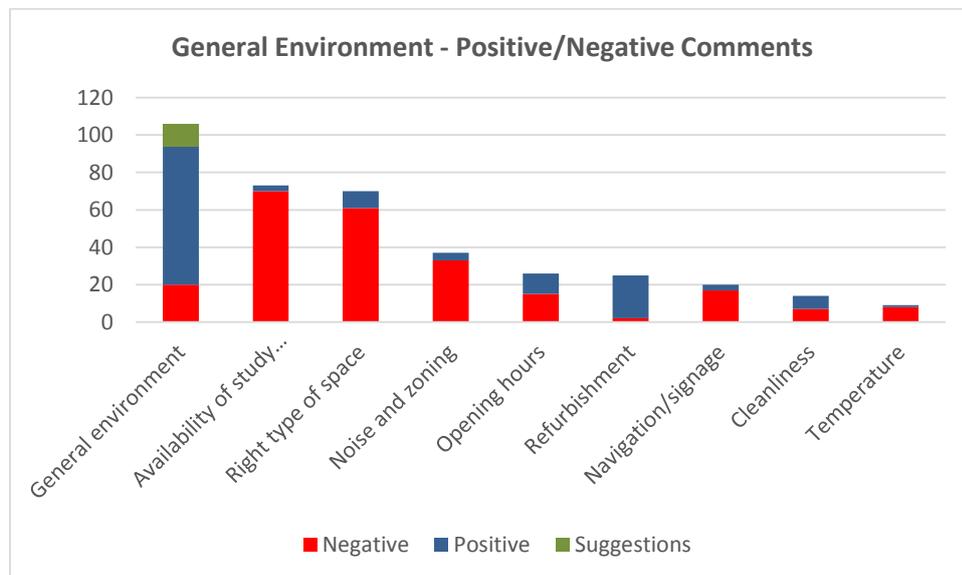


Pleasingly there were 84 general and all positive comments about the library. For example: "Provides everything you could possibly need from a library"; "By far, one of the best libraries I have been to "; The library here is extraordinary. I've not seen a better library ever" and "I think the

library services are excellent and always seem to be getting better, I use the library often and enjoy being there”.

Customer Services also received the highest proportion of positive comments of all the main categories, with 110 of the 170 comments made (65%) being positive. Here are just a few examples: “Library staff have been EXCELLENT in resolving problems”; “The library staff have always been very helpful and knowledgeable”; and “I always find that the staff are very helpful and polite, especially at night if I am working late”

There were more comments in relation to the library environment than any other category, but 63% were negative in nature. Most of the negative comments related to availability of study spaces, the right type of space and zoning of the library. Comments regarding the environment in general and the refurbishment were overwhelmingly positive, though.



The picture for IT and Information resources is more mixed. There are far more negative comments in relation to these two areas than positive comments. The information resources comments will be discussed in more detail when the results for undergraduate students, postgraduate students and academic staff are discussed. While there were 14 positive comments on the IT provision, there were five main themes for the negative comments, the majority from student respondents:

- Lack of computers – 100 comments, with representation from all sites
- Printing problems – 20 comments that can be divided into not enough machines, too slow, and one comment on poor print quality
- Requests for more plug sockets – eight comments, from Boots and Clifton
- Software problems – three comments in relation to machines crashing when using subject specific software
- PC reliability - There were also a couple of comments on machines running slowly and about problems with using the computer in a group study room.

The picture for the different types of respondents, both in the quantitative and qualitative data, is more varied than the generalised view and highlights that different customer groups have different expectations and experiences of the library.

4.2 Undergraduate respondents

Below is a table highlighting the student respondents' highest priorities; the top five and bottom five scores; and areas with the largest gap between what our customers desire and how they score the library. For the top ten, see Appendix C.

	Desired mean = Responders' highest priorities		Perceived mean = How responders score us: Highest scores		Perceived mean = How responders score us: Lowest scores		Adequacy mean = Largest gap between what customers want and how they score us	
Undergraduates								
1	8.28	Main texts & readings I need for my work	7.86	Adequate hours of service	6.55	Giving users individual attention	0.08	Main texts & readings I need for my work
2	8.11	Making e-resources accessible from my home or office	7.49	A comfortable & inviting location	6.78	Library space that inspires study & learning	0.18	Quiet space for individual work
3	8.00	Print and/or electronic journals I require for my work	7.48	Library staff who deal with users in a caring fashion	6.93	Quiet space for individual work	0.34	Making electronic resources available from my home or office
4	7.99	Quiet space for individual work	7.48	Library staff who understand the needs of their users	7.00	The electronic information resources I need	0.37	A haven for study, learning or research
5	7.99	A haven for study, learning or research	7.48	Library staff who are consistently courteous	7.02	Library keeping me informed about all of its services	0.47	Print and/or electronic journals I require for my work

Colour key:

Affect of service = customer service	Library as place = building/ spaces	Information control = books. Journals etc.	Service hours
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The areas that the undergraduate respondents are most happy with (based on perceived mean) are:

- Adequate hours of service – we are very close to meeting their desired mean
- Library staff who are consistently courteous
- Library staff who deal with users in a caring fashion
- Library staff who understand the needs of their users.
- Willingness to help users.

As with the results for all respondents, these areas score well within the perceived mean and in terms of the superiority mean, where zero would equate to hitting the desired service level of our customers. Our customer service, therefore, continues to receive positive feedback from our undergraduate respondents, but only one of the seven customer service questions fall within the top ten priorities of our undergraduate students, which was 'Helpfulness in dealing with users' IT problems'.

Out of the 140 comments from undergraduate students that fell into the customer service feedback category, the majority were positive, with comments like "The service level have always been of the highest calibre". The smaller number of negative comments related to some staff appearing to be brusque or rude; a need for some staff to have a more in-depth knowledge of IT so they can help with queries; a desire for staff to enforce rules more consistently, especially in relation to the study zones, and a need for more instructions/leaflets on how to use the services within the buildings.

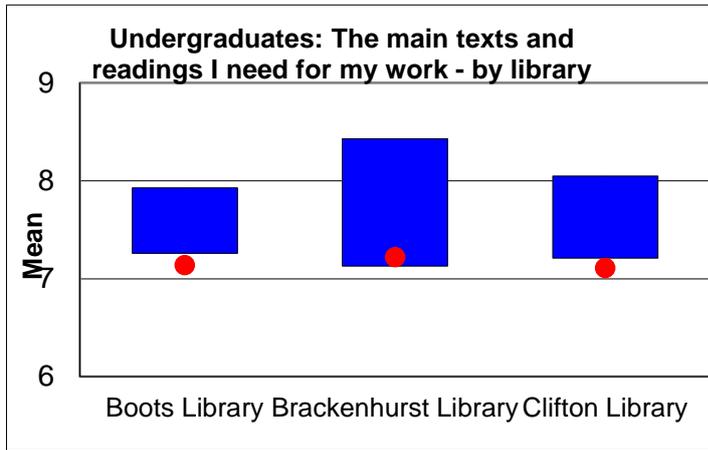
The highest priority areas for our undergraduate students (ascertained by the top desired mean) has changed since 2013. For example, 'Library space that inspires study and learning' and 'Library staff who have the knowledge to answer user questions' have just dropped out of the top ten priorities, while 'Print and /or electronic journals I require for my work', 'Quiet space for individual work' and 'Helpfulness in dealing with users' IT problems' have moved into the top ten. Several key priorities have also swapped places on the leader board, for example, 'Modern equipment that lets me easily access needed information' moved from third spot in 2013 to eighth spot in 2015. However, 'Main texts and readings for my work' continues to be the undergraduate student respondents' top priority. Of the top desired means, seven relate to information resources, one to customer service and three to the library environment. See Appendix C for more detail.

There are two main areas of concern raised by the undergraduate respondents: 'Main texts and readings for my work' and 'Quiet space for individual work'.

4.2.1 Undergraduate responses in relation to Main texts and readings for my work

'Main texts and readings for my work' continues to be the highest priority for the undergraduate respondents and we did not meet their minimum mean. This is disappointing, as in 2013 we just met it and since then we've under taken work to enhance both the book collection and access to stock. For example:

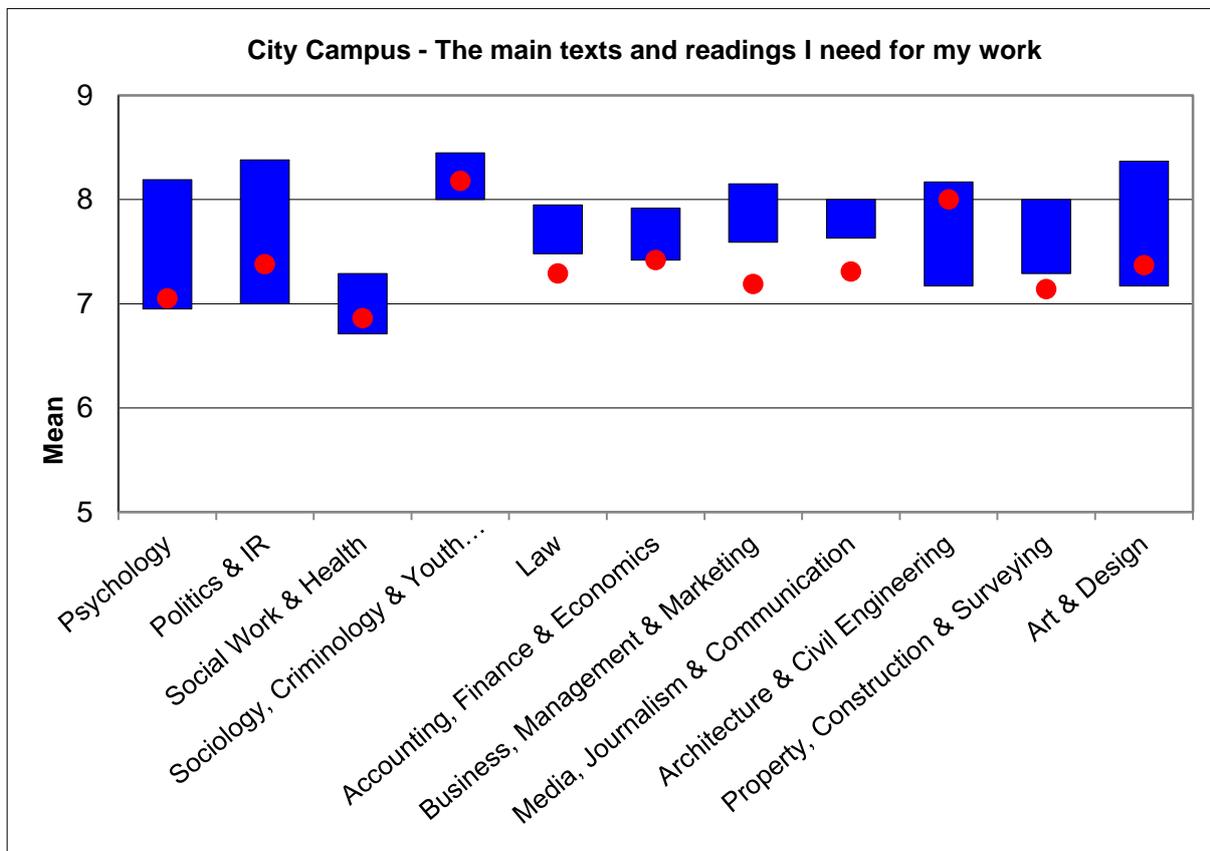
- Changes to the recall system, so when an item on loan is required by a customer they can request it and the current borrower is asked to return the item earlier than the initial return date. It is interesting to note though, that the number of reservations for a title on loan has dropped in the academic year 2015/16 compared to 2014/15 and so has the number of reservation items that have been collected. This implies the students are not making the most of this service. In addition, our reliance on reader behaviour, means we cannot guarantee that an item will be returned in time for the requester to use it, hence the large number of items that go uncollected.
- Review of high demand items on a weekly basis. This triggers the purchase of extra copies of a title when a weekly snapshot shows the ratio of the number of reservations to number of copies owned to be 2:1 or greater (for example where we have one copy in stock on loan, but there are two or more reservations on it).
- As part of the Your Books More Books (YBMBs) initiative, the introduction of five Evidence Based Acquisitions plans that made an addition 58,250 eBook titles available from the library catalogue - some of which have been now added to resource lists.
- Again, as part of the YBMBs initiative, we aim to obtain texts and readings required for third year students' dissertations. Although feedback from the recipients of the service illustrates it is highly valued, perhaps the LibQUAL respondents perceived it as being a way of filling the gaps in the library's holdings, rather than the library actually having what they want to start with.

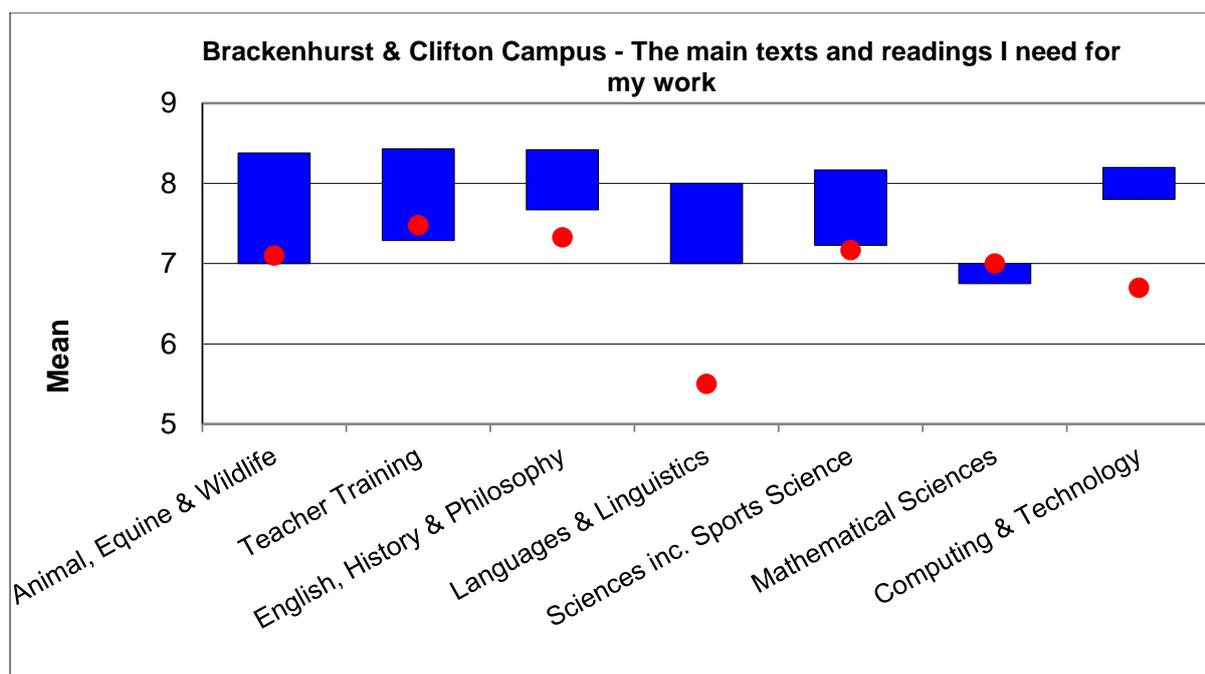


Looking in more detail into the results for the question, it is clear that we are not meeting the minimum mean for respondents based at both Boots and Clifton, but the perceived mean is also low for students based at Brackenhurst.

Students studying different subject areas have a very varied tolerance level between the minimum and desired means. For example, Mathematics has the smallest tolerance zone, with the lowest mean, but pleasingly we are just above their desired level of service. In contrast, Politics and international relations has a large tolerance range, with one of the highest desired means and we are perceived to be just reaching the middle their desired mean. The library is close to meeting the desired mean for Architecture & civil engineering and out of the four comments from the respondents in this subject grouping, three were positive, e.g. "The resources I have found in the library are amazing and have helped me with my research tasks so far."

There are nine subject areas where we are not meeting the undergraduate respondent's minimum level of service in relation to provision of main texts and readings. Two of the subject areas – Language & linguistics and English, history & philosophy also received poor feedback comments in the NSS in 2015. See the graphs below for the LibQUAL scores by subject.



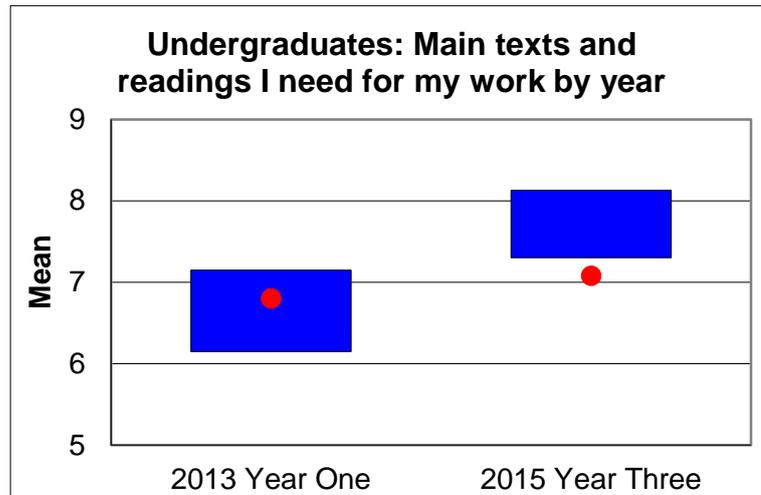


The comments for the lowest perceived mean scores by subject area provides a mixed picture and does not truly help explain the low perceived mean scores. See the table below.

Subject area	Summary of comments
Languages & linguistics	Two negative comments - Requests for more books and foreign language DVDs.
Computing and technology	Two negative comments - Request for more books and for books to be on the site where they live not study. One also expressed a preference for print books.
English, history & philosophy	14 comments - Two are highly positive of inter-library loans, one is a request for more primary resources, two relate to a request for specific journal titles, three respondents prefer print books to electronic books and five feel there are not enough titles and copies of books in stock. Four of the respondents also expressed a preference for print books.
Media, journalism & communication	Four comments - One positive comment stating we meet their information needs well, one preference for eBooks and two negative comments in relation to journals and finding books on the shelves.
Property, construction & surveying	There were no comments in relation to information resources.
Law	Five comments – Three positive in relation to information resources and two negative requesting more books.
Accounting, finance & economics	One negative comment in relation to lack of access to resources.
Business management & marketing	Eight comments – Four positive, one request for more eBooks, three negative comments in relation to not enough books, problems accessing eBooks, problems finding books on the shelves in physical library.
Science including sports science	14 comments – Three positive comments. Five negative comments in relation to access to journals and six feel there are not enough books. One also expressed a preference for print books.

In addition, there were 20 comments regarding print and electronic text books, with 14 expressing a preference for electronic books, while six preferred print books. There were also eight comments in relation to difficulties finding print books on the shelves – six at Boots and two at Clifton.

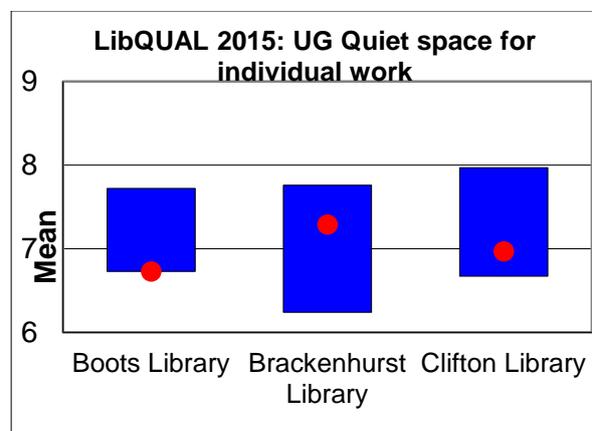
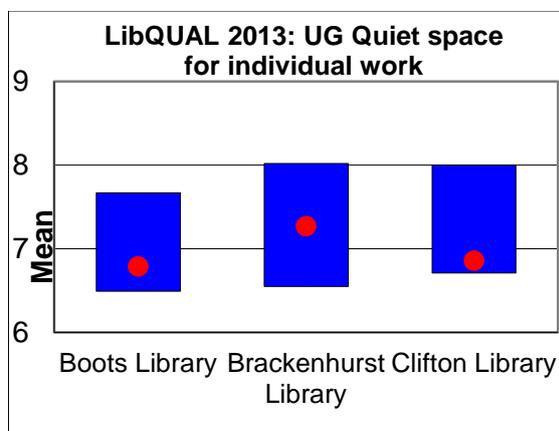
As in the LibQUAL 2013 survey, we are able to track the results of a cohort over a two year period. Matching the trend in 2013, there is a marked change in the perception of students in academic year one and year three. The respondents move from generally being happy with the provision of main texts and readings in year one to the library not meeting their minimum mean in year three. This may be because students are expected to undertake more independent research and use a greater variety of texts in year three.

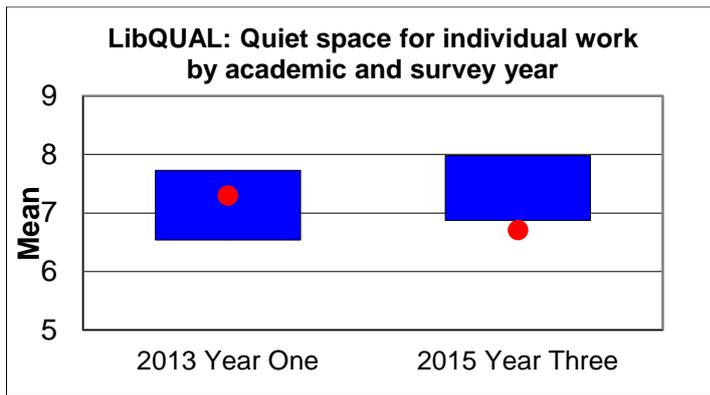


4.2.2 Undergraduate responses in relation to questions on Library as Place

'Quiet space for individual work' is the fourth highest priority for the undergraduate respondents. Unfortunately, this is also an area where the minimum mean was not met. This is surprising, as this has not been the case in previous surveys. In addition, LLR with Estates and IT have built a new library at Brackenhurst and undertaken large refurbishment projects at Boots and Clifton, delivering a substantial increase in study spaces in each library. During all three projects, student feedback was sought and the balance of the different study zones was carefully evaluated and designed to ensure that a variety of good quality study spaces were provided. Since the refurbishments, we have proactively reviewed the provision of the different study spaces and continued to enhance provision, for example, a new silent study area with 31 spaces at Clifton on level 0.

Looking into the survey data, it is clear that students' expectations have changed, especially at Boots. The perceived mean in relation to Clifton and Brackenhurst has increased marginally from 2013. However, Brackenhurst's minimum mean has lowered, therefore the respondents now appear to be more satisfied. Boots perceived mean has dropped from 6.79 in 2013 to 6.73 but as their minimum mean has also risen slightly, we are no longer meeting their minimum expectations.

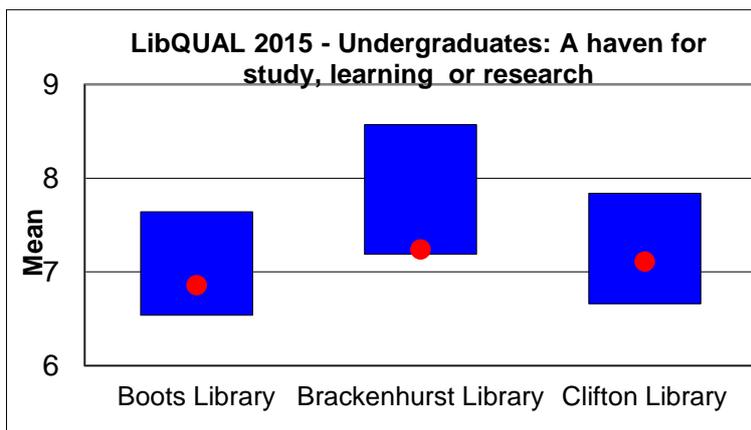




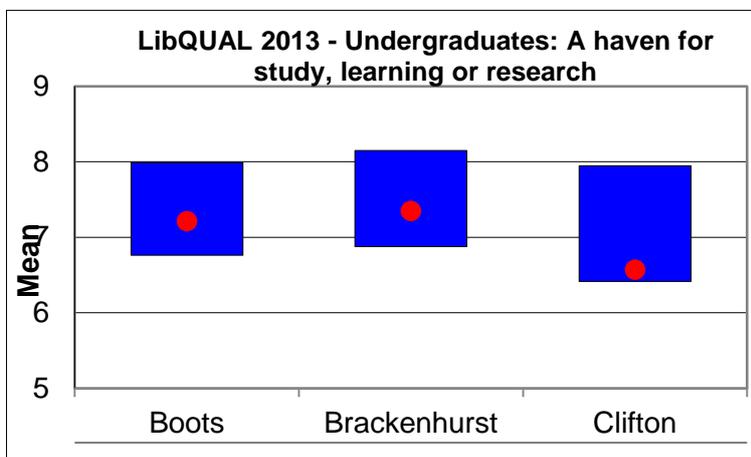
As with the main texts question, when we track the results of a cohort over a two year period, we see there is a marked change in the perception of students in year one and year three. The respondents move from generally being happy with the provision quiet study space in year one to the library not meeting their minimum mean in year three.

There were 62 comments from UG respondents noting that the libraries are busy – 41 about Boots, 12 about Clifton and five about Brackenhurst. In addition, there were 49 comments (Boots 32, Clifton 12 and Brackenhurst five) about the number and types of study spaces. All highlighted that they felt there were either not enough individual and/or group study spaces. Typical quotes are: “Not enough spaces to sit and work quietly.” “Sometimes finding a space to study can be difficult, especially for group study”.

Occupancy levels of all three libraries has risen since refurbishment and the data collected by Estates indicates that the libraries regularly have occupancy levels between 70 – 80% during key periods of the week and terms.



UG respondents that use Brackenhurst Library on a regular basis have far greater expectations (minimum and desired) of the building as ‘A haven for study, learning or research’, than other respondents. Thus, despite Brackenhurst receiving a higher perceived score (7.24), than Clifton (7.11) and Boots (6.86), we are only just meeting their minimum expectations in this regard.



Respondents’ perceptions of the libraries as a haven for study has changed between 2013 and 2015. Boots and Brackenhurst have seen a drop in score (7.214 to 6.86 and 7.35 to 7.24 respectively), while Clifton has seen an increase in score from 6.573 to 7.11.

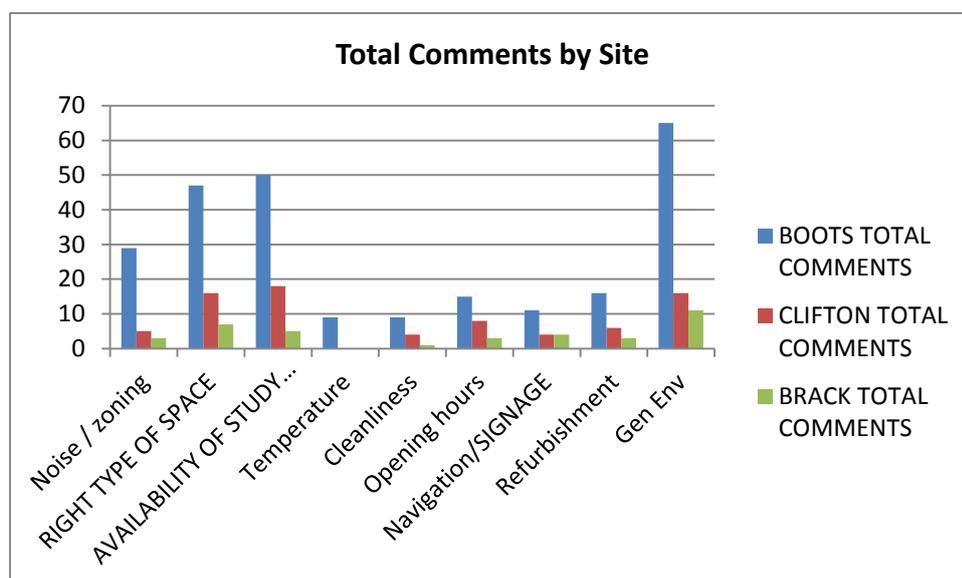
At the time of the LibQUAL survey, there was some confusion from students at Brackenhurst about how the library is divided up into study areas, this has been addressed with signage, so the different zones, including silent study are clearer. This may have influenced the students perception of the library as a haven for study which can be exemplified by the following comment: “Due to the lack of other locations to relax during, say, Lunch (Common room is too small, Orangery and Canteen both have limitations on being able to stay there if you're not explicitly eating lunch) the Brackenhurst library suffers from something of an identity crisis. Particularly during lunchtime hours the 'main' section of the library is half used as a place for individuals to relax or eat lunch as opposed to work, to the detriment of anyone actually attempting to work. The group study and silent rooms, typically remain quiet and suitable for work, however.”

Pleasingly the new library at Brackenhurst campus and the refurbished library buildings on the City (13) and Clifton (5) campus have generated a number of positive comments, for example:

- Boots: “I find the library an amazing space to study, the facilities are outstanding and the services have helped me with queries with my study. I find it added to the "wow factor" of when I visited NTU and now as a student I can confirm that the expectations became true. The library is so useful!!!! Love it “ and “Love the new library garden”
- Brackenhurst: “The new library is great, lots of good new things, clean, fresh and a good layout”
- Clifton – “The refurbished library is wonderful to work in, always clean and organised.”

The comments above and this one from an UG respondent from Clifton “I enjoy working in the library. The library helps me to be disciplined in terms of completing my work,” shows that the libraries can and do provide a good quality environment for study for UG students.

The undergraduate respondents provided a range of additional comments in relation to Library as Place. As well as types and availability of study spaces, they also commented on noise, temperature, cleanliness etc. The comments have been divided by site - see the graph below. Of the general comments, the vast majority were positive and were in relation to the libraries being a good place to study. In addition, there were 30 negative comments about noise - Boots 16, Brackenhurst 11 and Clifton 3. There were also ten negative comments about opening hours – six about Clifton (including one requesting that service hours being longer), three about Brackenhurst (one requesting 24/7 in term one and two regarding longer opening hours at weekends) and one for Boots – a request that the Roof garden be open 24/7. Pleasingly, there were also ten positive comments about opening hours – nine in relation to Boots and one for Clifton.



4.3 Postgraduate respondents

Below is a table highlighting the postgraduate respondents' highest priorities; the top five and bottom five scores; and areas with the largest gap between what our customers desire and how they score the library.

	Desired mean = Responders' highest priorities		Perceived mean = How responders score us: Highest scores		Perceived mean = How responders score us: Lowest scores		Adequacy mean = Largest gap between what users want and how they score us	
1	8.29	Making e-resources accessible from my home or office	8.27	Adequate hours of service	6.7	Quiet space for individual work	-0.18	Quiet space for individual work
2	8.18	A library website enabling me to locate information on my own	7.88	Library staff who are consistently courteous	6.95	Making electronic resources available from my home or office	-0.17	Making electronic resources available from my home or office
3	8.16	Making information easily accessible for independent use	7.77	Readiness to respond to users' enquiries	6.96	A haven for study, learning or research	-0.11	A library website enabling me to locate information on my own
4	8.16	The main texts and readings I need for my work	7.75	Library staff who have the knowledge to answer user questions	7.10	The printed library materials I need for my work	0.12	Print and/or electronic journal collections I require for my work
5	8.14	Library staff who are consistently courteous	7.68	Library staff who instil confidence in users	7.17	Library space that inspires study and learning	0.39	A haven for study, learning or research

Colour key:

Affect of service = customer service	Library as place = building/ spaces	Information control = books. Journals etc.	Service hours
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This table shows that Postgraduate respondents are happiest with our opening hours, where we score above their desired mean, and customer service. Postgraduate respondents supplied 22 comments, 19 of which were positive in relation to customer service. For example, "Highly satisfied, overall I find the staff are both knowledgeable and helpful."

As in 2013, the highest priority services for the postgraduate respondents are in relation to access to information resources. However, the order of the highest priority areas for the postgraduate respondents has changed since 2013. For example, 'Main texts and readings for my work' has

moved from the top slot to number four and 'Making electronic resources available from my home or office' has moved from third place to being their number one priority. Unfortunately, this is an area where we do not meet their minimum level of service. Despite this, there were only 23 comments in this category from Postgraduate students, 13 of which were positive in nature, with 5 complimenting the ILL service. The remaining ten negative comments were in relation to the range of books and journals available and the ease of accessing both print and electronic resources.

'A library website enabling me to locate information on my own' is the postgraduate respondents' second highest priority and again we are not meeting their desired level of service. There were seven comments in relation to discovery tools: one highlighting a perceived difficulty in navigating the library website, one indicating that NOW was difficult to use and five about Library OneSearch.

Outside the top five priorities for Postgraduates, we find other areas of concern. 'Quiet space for individual study' is number nine in the postgraduate respondents top ten priority list and we do not meet the minimum desired level of service. Reviewing the comments, there were 44 relating to the library environment: 10 related to the quiet and silent study areas at Boots being too noisy, 8 to the libraries (mainly Boots) being too busy and another 10 regarding lack of availability of the type of space the respondent wished to use, both group and individual. There were also requests for lockers, a microwave and for the café to be open at weekends.

'Print and/or electronic journal collections I require for my work' is number six on the top ten priority list and we are only just meeting their minimum mean. However, there were only four comments, all of which were negative, one about lack of access to journals and three in relation to difficulties experienced in accessing electronic journals.

4.4 Academic respondents

The response rate from the academic community is small and not representative of the population. Despite this, the results can be used to identify general themes, even though detailed analysis is not possible. We recommend further work is undertaken to develop a greater understanding of the academic community's needs and perceptions of the library

Below is a table highlighting the academic respondents' highest priorities; the top five and bottom five scores; and areas with the largest gap between what our customers desire and how they score the library.

	Desired mean = Responders' highest priorities		Perceived mean = How responders score us: Highest scores		Perceived mean = How responders score us: Lowest scores		Adequacy mean = Largest gap between what users want and how they score us	
1	9.00	Easy to access tools that allow me to find things on my own	8.64	Library staff who are consistently courteous	5.20	Quiet space for individual work	-0.74	Making information easily accessible for independent use
2	8.91	A library website enabling me to locate information on my own	8.57	Willingness to help users	5.62	The printed library materials I need for my work	-0.64	A library website enabling me to locate information on my own
3	8.80	Print and/or electronic journals I require for my work	8.44	Readiness to respond to users' enquiries	6.11	A comfortable & inviting location	-0.53	Library staff who understand the needs of their users
4	8.67	Readiness to respond to users' enquiries	8.32	Library staff who deal with users in a caring fashion	6.21	Library space that inspires study and learning	-0.40	Quiet space for individual work
5	8.61	Library staff who deal with users in a caring fashion	8.00	Helpfulness in dealing with users' IT problems	6.35	Dependability in handling users' service problems	-0.31	The printed library materials I need for my work

Colour key:

Affect of service = customer service	Library as place = building/ spaces	Information control = books. Journals etc.	Service hours
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Like the postgraduate respondents, the academic staff's top priorities relate to information resources and customer service. Pleasingly they perceive customer service to be of a high standard and we surpass their expectations for 'Library staff who are consistently courteous' and 'Willingness to help'. However, we do not meet their expectations for 'Library staff who understand the needs of their users'. The comments do not shed any light on the low score in this area, as the majority are positive, for example "Library staff are very good - pleasant and helpful".

We do not meet the minimum service level in nine of the questions surveyed; however this is an improvement on the 2013 survey, where it was 14 of the questions and in 2007, when it was 17 of the questions. Of the nine areas where we do not meet the academics expectations, six relate to information resources. On reviewing the comments, three relate to difficulties in searching Library OneSearch, three to lack of access to journals and two about the book stock and three with a preference for print rather than electronic books. There were two positive comments about ILL.

In general, the student response (undergraduate and postgraduate) is much more positive than that provided by the academic staff respondents.

5.0 Conclusion

As always, LibQUAL has been a rich source of data relating to our customers' perceptions of library services. It has highlighted some areas for concern, as well as areas where we are doing well in meeting expectations, and also allows us to track how these perceptions and expectations have changed over the years, both overall and within cohorts. It was especially pleasing to note that for the second year running LLR exceeded the minimum level of service that customers are willing to accept in all areas of the survey, and that we have continued to see a steady rise in how our customers rate the overall quality of service provided by the library.

As in previous years the vast majority of respondents have been Undergraduates, and the trend of Undergraduates' expectations of the library rising, and satisfaction decreasing, as they progress through to their final year continues. Academic satisfaction with the library appears lower than that of their students, but the number of academic respondents was not high enough for any meaningful conclusions to be drawn from this survey alone. The main concern for Postgraduates reflected their desire to be able to access resources independently, in their own home or office, with easy to use discovery tools, such as the library website.

Despite several initiatives undertaken in the library this year, access to texts, both electronic and print, is a continuing key area of concern for all our customers and this is also reflected in the results of the NSS, as well as previous LibQUAL surveys. Although satisfaction varied between departments, this is evidently an area where we must be continuously working to improve, in order to keep up with increasing expectation.

It is disappointing to note that while the library environment as a whole attracted many positive comments across all three sites, we do not seem to be keeping up with demand in terms of the number of study spaces available, and in providing the correct type of space for our users, particularly group study and quiet study spaces. It seems clear that, although the recent refurbishments have generally been seen as an improvement, we still have some work to do to meet student expectations.

On a positive note, our customers generally have a high opinion of the library staff, finding them courteous, helpful and knowledgeable. This is a credit to all staff in the face of increasing footfall and the rising expectations demonstrated in all parts of this survey.

Ruth Stubbings, Dorothy Atherton and Heather Shaw
1th April 2016

Appendix A: Survey questions

Core Questions	
Affect of Service	Library staff who instill confidence in users
	Giving users individual attention
	Library staff who are consistently courteous
	Readiness to respond to users' enquiries
	Library staff who have the knowledge to answer user questions
	Library staff who deal with users in a caring fashion
	Library staff who understand the needs of their users
	Willingness to help users
	Dependability in handling users' service problems
Information Control	Making electronic resources accessible from my home or office
	A library Web site enabling me to locate information on my own
	The printed library materials I need for my work
	The electronic information resources I need
	Modern equipment that lets me easily access needed information
	Easy-to-use access tools that allow me to find things on my own
	Making information easily accessible for independent use
	Print and/or electronic journal collections I require for my work
Library as Place	Library space that inspires study and learning
	Quiet space for individual work
	A comfortable and inviting location
	A haven for study, learning, or research
	Space for group learning and group study
Local questions	
	Adequate hours of service
	Helpfulness in dealing with users' IT problems
	Library keeping me informed about all of its services
	The main texts and readings I need for my work

Appendix B: Highest priorities for all respondents, based on 'desired mean'.

- Service superiority gap score - zero would equate to hitting the desired service level of respondents
- Service adequacy gap score - anything below zero means that LLR is not reaching the minimum level of service of respondents

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Service adequacy gap score	Service superiority gap score
<i>Main texts and readings for my work 2015</i>	7.28	8.25	7.30	0.03	-0.94
2013	7.21	8.16	7.28	0.08	-0.88
2011	7.09	8.28	6.86	-0.22	-1.42
2007	6.85	8.08	6.81	-0.04	-1.26
<i>Making electronic resources available from my home or office 2015</i>	6.95	8.12	7.19	0.24	-0.93
2013	6.74	8.14	7.14	0.40	-1.00
2011	6.65	8.17	6.80	0.15	-1.37
2007	6.61	8.12	7.22	0.60	-1.91
<i>Print/and or electronic journal collections I require for my work 2015</i>	6.67	8.02	7.08	0.42	-0.94
2013	6.72	7.86	6.93	0.21	-0.93
2011	6.76	8.00	6.70	-0.06	-1.31
2007	6.71	7.92	6.87	0.17	-1.05
<i>Making information easily accessible for independent use 2015</i>	6.74	8.01	7.24	0.50	-0.77
2013	6.59	7.94	7.08	0.50	-0.86
2011	6.69	7.94	7.07	0.38	-0.87
2007	6.61	7.85	7.09	0.48	-0.76
<i>Quiet space for individual work 2015</i>	6.76	7.97	6.86	0.10	-1.11
2013	6.55	7.82	6.90	0.36	-0.92
2011	6.65	7.88	6.57	-0.08	-1.31
2007	6.60	7.78	6.90	0.30	-0.88
<i>A haven for study, learning, or research 2015</i>	6.71	7.97	7.06	0.36	-0.91
2013	6.65	7.96	7.00	0.34	-0.96
2011	6.50	7.91	6.54	0.04	-1.37
2007	6.32	7.78	6.77	0.45	-1.01
<i>Adequate hours of service 2015</i>	6.96	7.92	7.92	0.96	0
2013	7.02	8.09	7.93	0.91	-0.16
2011	6.70	7.87	7.49	0.80	-0.38
2007	NA	NA	NA	NA	NA
<i>Modern equipment that lets me easily access needed information 2015</i>	6.71	7.90	7.46	0.75	-0.44
2013	6.82	8.02	7.35	0.53	-0.67
2011	6.67	7.98	6.95	0.27	-1.04
2007	6.72	7.95	7.29	0.57	-0.66

<i>A library website enabling me to locate information on my own</i> 2015	6.67	7.89	7.22	0.55	-0.67
2013	6.71	7.99	7.23	0.52	-0.76
2011	6.50	7.86	6.95	0.45	-0.92
2007	6.73	8.09	7.15	0.42	-0.94
<i>Helpfulness in dealing with users' IT problems</i> 2015	6.72	7.88	7.24	0.52	-0.65
2013	6.82	8.02	7.35	0.53	-0.67
2011	6.59	7.71	6.9	0.31	-0.81
2007	6.38	7.64	6.91	0.54	-0.73

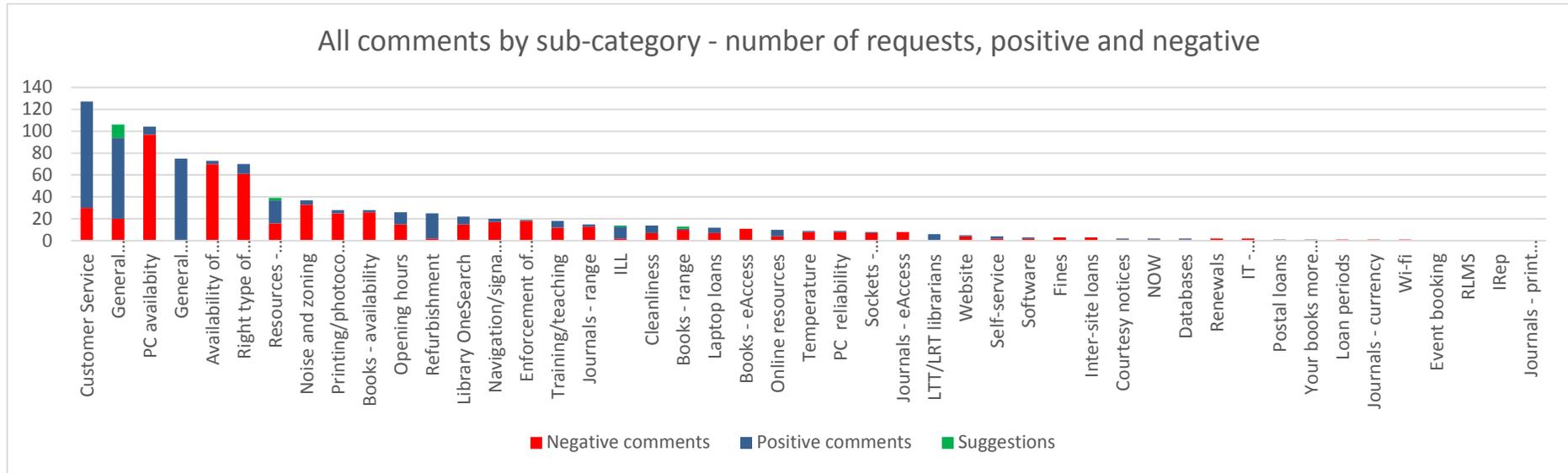
Appendix C: Highest priorities for undergraduates, based on 'desired mean'

- Service superiority gap score - zero would equate to hitting the desired service level of respondents
- Service adequacy gap score - anything below zero means that LLR is not reaching the minimum level of service of respondents

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Service adequacy gap score	Service superiority gap score
<i>Main texts and readings for my work 2015</i>	7.35	8.28	7.27	-0.8	-1.01
2013	7.27	8.19	7.28	0.01	-0.91
2011	7.03	8.27	6.85	-0.18	-1.41
2007	6.79	8.04	6.82	0.03	-1.22
<i>Making electronic resources accessible from my home or office 2015</i>	6.91	8.11	7.25	0.34	-0.85
2013	6.71	8.09	7.12	0.41	-0.98
2011	6.50	8.14	6.76	0.26	-1.378
2007	6.57	8.09	7.23	0.66	-0.87
<i>Print and/ or electronic journal collections I require for my work 2015</i>	6.58	8.00	7.04	0.47	-0.95
2013	6.69	7.86	6.89	0.20	-0.97
2011	6.04	7.92	6.19	0.15	-1.20
2007	6.64	7.87	6.90	0.26	-0.97
<i>Quiet space for individual work 2015</i>	6.75	7.99	6.93	0.18	-1.06
2013	6.64	7.89	6.92	0.28	-0.97
2011	6.62	7.90	6.62	0.00	-1.28
2007	6.61	7.79	7.00	0.39	-0.79
<i>A haven for study, learning, or research 2015</i>	6.70	7.99	7.07	0.37	-0.91
2013	6.64	7.98	7.05	0.40	-0.94
2011	6.41	7.89	6.57	0.16	-1.32
2007	6.30	7.78	6.84	0.53	-0.94
<i>Adequate hours of service* 2015</i>	6.92	7.96	7.86	0.94	-0.09
2013	7.00	8.11	7.95	0.95	-0.15
2011	6.64	7.87	7.52	0.88	-0.35
2007	NA	NA	NA	NA	NA
<i>Making information easily accessible for independent use 2015</i>	6.66	7.96	7.22	0.56	-0.75
2013	6.57	7.90	7.06	0.49	-0.84
2011	6.64	7.94	7.08	0.44	-0.86
2007	6.55	7.82	7.10	0.55	-0.72
<i>Modern equipment that lets me easily access needed information 2015</i>	6.72	7.89	7.44	0.73	-0.45

2013	6.76	8.03	7.39	0.63	-0.64
2011	6.62	7.98	6.95	0.32	-1.03
2007	6.68	7.92	7.29	0.61	-0.63
<i>Helpfulness in dealing with users' IT problems 2015</i>	6.65	7.88	7.15	0.50	-0.73
2013	6.60	7.83	7.05	0.45	-0.78
2011	6.52	7.67	6.84	0.32	-0.83
2007	NA	NA	NA	NA	NA
<i>A library website enabling me to locate information on my own 2015</i>	6.53	7.83	7.23	0.70	-0.60
2013	6.62	7.97	7.23	0.61	-0.74
2011	6.42	7.81	6.96	0.54	-0.85
2007	6.43	7.77	7.06	0.63	-0.71
<i>A comfortable and inviting location 2015</i>	6.47	7.83	7.49	1.02	-0.34
2013	6.61	7.93	7.48	0.87	-0.45
2011	6.35	7.83	6.93	0.58	-0.90
2007	6.36	7.75	7.20	0.84	-0.55

Appendix D: All comments by sub-category



Appendix E: Costs

Fee for survey	£1,889 (\$2,700)
Posters & flyers	£14
Incentives	
Mini iPad	£300
£40 Amazon vouchers x 4	£200
TOTAL	£2,403