



the  
Library



# **LibQUAL+™ Survey 2007**

## **The University of Western Australia Library**

### **Part 1: Analysis of Library-wide Results**

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## 1. Executive Summary

In October 2007 The University of Western Australia (UWA) Library surveyed its readers using the LibQUAL+™ Survey instrument for the second time. It had previously used the survey instrument in October 2005.

LibQUAL+™ was designed by the Association of Research Libraries (ARL) to assist libraries in assessing the quality of their services and identifying areas for improvement. UWA also selected this survey instrument in order to compare results directly with its benchmarking partner Queen's University in Canada.

The survey was posted on the UWA Library Web site and readers invited to complete it. 2,019 completed surveys were returned from undergraduates, postgraduates, academic and general staff, and library staff. Of these 1,520 were from undergraduates and 365 from postgraduates.

The survey consisted of 22 core questions and five locally selected questions addressing a range of service quality issues. For each question, respondents were asked to indicate, on scales of 1 to 9, their minimum acceptable service level, their desired service level, and their perception of the level of service currently provided by the Library. In addition there were three general satisfaction questions, and five questions relating to information literacy outcomes. Respondents were also asked how frequently they used library buildings, the Library's online services, and other non-library online information gateways.

The core survey questions were organised into three dimensions:

1. **Affect of Service** (customer service)
2. **Information Control** (collections, resources, and ability to find information independently and remotely)
3. **Library as Place** (buildings and amenities)

Survey respondents were also invited to add free-text comments. The Library received comments from 927 individuals (46% of all respondents).

The survey provided the UWA Library with direct feedback from readers and a vital source of information about strengths and weaknesses – both in the context of the UWA community and in comparison with the University's benchmarking partner Queen's University, and over 200 ARL libraries which undertook the survey at the same time.

The survey results provided mean scores for each of the three measures of service quality for each question. Results were analysed by user group and by 'home' library. This report summarises the results for user groups. The "LibQUAL+™ Survey 2007 The University of Western Australia Library: Part 2 Analysis of Subject Library Results" summarises the results by home library.

### General findings

Analysis of the data produced the following key findings:

**Affect of Service** - UWA's sound overall ratings were supported by numerous positive comments regarding customer service. With the exception of academic staff all other user groups reported that this was the dimension in which the Library performed best. For academic staff **Affect of Service** was rated just behind **Library as Place**. As in 2005 the results also indicated that undergraduates did not value personal services as highly as did academics and postgraduates. Comments highlighted some specific areas for improvement throughout the Library.

**Information Control** - As in 2005 this dimension ranked highest in importance for all user groups. At the same time it was the area with the largest gap between the desired and the perceived levels of service provision.

**Library as Place** - Undergraduates rated this as the second most important service dimension, in particular *Quiet space for individual work* and *A haven for study, learning, or research*. There were however large standard deviations for some items in undergraduate responses indicating a wide range of opinions regarding the extent to which their minimum requirements for **Library as Place** were being met. Postgraduate students, academic and general staff all rated **Library as Place** as the least important service dimension.

### Frequency of use

With the exception of general staff all user groups reported a significantly higher frequency of use of library services than their counterparts at Queen's and ARL.

### The most significant findings

The survey results and comments highlight the following:

- For undergraduates the most important service was *Making electronic resources accessible from my home or office*. This service was also equal first in importance for postgraduates and second in importance for academic staff.
- Postgraduates and academic staff rated *Print and/or electronic journal collections I require for my work* as the most important service provided by the Library. This service was rated third in importance by undergraduates.
- For the two largest groups of respondents - undergraduates and postgraduates - the Library failed to meet minimum expectations for *Ready access to computers/Internet/software*. For both groups the standard deviation of the adequacy gap score was high (2.10 and 2.05) suggesting a wide variety of views.
- For academic staff the Library failed to meet the minimum requirements for 6 of the 8 items in **Information Control** and barely met the minimum expectations on a seventh. For postgraduates the Library failed to meet minimum requirements on two of the items in the same dimension and barely met minimum requirements in two others.

## The undergraduate and postgraduate experience of the Library

Top five priorities (in order of importance)	
Undergraduates 2007	Undergraduates 2005
1. <i>Making electronic resources accessible from my home or office</i>	1. <i>Making electronic resources accessible from my home or office</i>
2. <i>Ready access to computers/Internet/software</i>	2. <i>Modern equipment that lets me easily access needed information</i>
3. <i>Print and/or electronic journal collections I require for my work</i>	3. <i>Ready access to computers/Internet/software</i>
4. <i>The electronic information resources I need</i>	4. <i>Print and/or electronic journal collections I require for my work</i>
5. <i>A library Web site enabling me to locate information on my own</i>	5. <i>A library Web site enabling me to locate information on my own</i>
Postgraduates 2007	Postgraduates 2005
1. <i>Print and/or electronic journal collections I require for my work</i> <i>Making electronic resources accessible from my home or office (a tie)</i>	1. <i>Print and/or electronic journal collections I require for my work</i>
2. <i>The electronic information resources I need</i>	2. <i>Making electronic resources accessible from my home or office</i>
3. <i>A library Web site enabling me to locate information on my own</i>	3. <i>The electronic information resources I need</i>
4. <i>Easy-to-use access tools that allow me to find things on my own</i> <i>Making information accessible for independent use</i>	4. <i>A library Web site enabling me to locate information on my own</i>
	5. <i>Modern equipment that lets me easily access needed information</i>

Table 1: Undergraduates and Postgraduates - Top five priorities

As in 2005, the 2007 responses illustrate the importance of electronic services and infrastructure to students at both undergraduate and postgraduate levels. *Modern equipment that lets me easily access needed information* has disappeared from the Top 5 priorities for 2007 for both undergraduates and postgraduates. New priorities identified in 2007 include *The electronic information resources I need* (undergraduates), *Easy-to-use access tools that allow me to find things on my own* (postgraduates), and *Making information accessible for independent use* (postgraduates).

Students believed the Library performed best in	
Undergraduates 2007	Undergraduates 2005
1. <i>Readiness to respond to users' enquiries</i>	1. <i>A library Web site enabling me to locate information on my own</i>
2. <i>Adequate hours of service</i>	2. <i>Modern equipment that lets me easily access needed information</i>
3. <i>Library staff who have the knowledge to answer user questions</i>	3. <i>Readiness to respond to users' enquiries</i>
4. <i>Library staff who are consistently courteous</i>	4. <i>Making information easily accessible for independent use</i>
5. <i>A library Web site enabling me to locate information on my own</i>	5. <i>Easy-to-use access tools that allow me to find things on my own</i>
Postgraduates 2007	Postgraduates 2005
1. <i>Readiness to respond to users' enquiries</i>	1. <i>Readiness to respond to users' enquiries</i>
2. <i>Library staff who are consistently courteous</i>	2. <i>Library staff who are consistently courteous</i>
3. <i>Willingness to help users</i>	3. <i>Modern equipment that lets me easily access needed information</i>
4. <i>A library Web site enabling me to locate information on my own</i>	4. <i>A library Web site enabling me to locate information on my own</i>
5. <i>Making information easily accessible for independent use</i>	5. <i>Willingness to help users</i>

Table 2: Highest rated performance items

A notable difference in performance between 2005 and 2007 is the addition of *Adequate hours of service* in 2007 to the list above for undergraduates. After making changes to opening hours based on feedback from the 2005 LibQUAL+ Survey, the Library's performance has improved in this dimension.

It is also interesting to note that in 2005 both undergraduates and postgraduates believed the Library performed best in *Modern equipment that lets me easily access needed information* but this is not ranked in the top 5 in 2007. Such a result corresponds with this service no longer being a top priority for undergraduates or postgraduates (Table 1).

Students believed the Library fell furthest short of the desired levels of service in	
Undergraduates 2007	Undergraduates 2005
1. <i>Ready access to computers/Internet/software (where the Library does not meet minimum requirements)</i>	1. <i>Ready access to computers/Internet/software (where the Library does not meet minimum requirements)</i>
2. <i>Making electronic resources accessible from my home or office</i>	2. <i>Library space that inspires study and learning</i>
3. <i>Library space that inspires study and learning</i>	3. <i>Making electronic resources accessible from my home or office</i>
4. <i>Print and/or electronic journal collections I require for my work</i>	4. <i>Availability of subject specialist assistance</i>
5. <i>Online course support (readings, links, references)</i>	5. <i>Print and/or electronic journal collections I require for my work</i>
Postgraduates 2007	Postgraduates 2005
1. <i>Print and/or electronic journal collections I require for my work (where the Library does not meet minimum requirements)</i>	1. <i>Print and/or electronic journal collections I require for my work (where the Library does not meet minimum requirements)</i>
2. <i>Making electronic resources accessible from my home or office</i>	2. <i>Making electronic resources accessible from my home or office</i>
3. <i>The electronic information resources I need (where the Library does not meet minimum requirements)</i>	3. <i>The electronic information resources I need</i>
4. <i>Ready access to computers/Internet/software</i>	4. <i>Ready access to computers/Internet/software</i>
5. <i>Easy-to-use tools that allow me to find things on my own</i>	5. <i>Availability of subject specialist assistance</i>

Table 3: Lowest rated performance items

Undergraduates still believed the Library fell furthest short of the desired levels of service in *Ready access to computers/Internet/software* since 2005. *Availability of subject specialist assistance* has been replaced by *Online course support (readings, links, references)* in 2007 as another area undergraduates felt the library underperforms in. This option was not available as a local question in 2005 so no comparison on performance in this area can be made.

Postgraduates still believed the Library fell furthest short of the desired levels of service in the same 4 areas in 2007 as in 2005. *Availability of subject specialist assistance* has been replaced by *Easy-to-use tools that allow me to find things on my own* in 2007 as another area in which postgraduates felt the library underperforms.

The number of responses from academic staff (89) and general staff (30) were not sufficient to support confident generalizations about the Library experience of these groups.

## LIBRARY WIDE RECOMMENDATIONS FOR FUTURE ACTION

### LIBRARY WIDE RECOMMENDATIONS

1. Given that 64% of all respondents reported that they used non-library gateways for information on a daily basis, an investigation is made into how the Library can better position its information in the places where users are
2. Given the poor result for *Print and/or electronic journal collections I require for my work* the information needs of academic staff and postgraduates are more closely investigated
3. The needs of academic staff in relation to *Making electronic resources accessible from my home or office* requires further investigation
4. That the annual Building and Space Survey data are carefully analysed to identify areas for action
5. As a result of not meeting minimum expectations in *Providing ready access to computers/Internet/software* and the high number of associated comments priority is given to investigating and improving the key areas highlighted including:
  - Numbers of PCs
  - Queues and waiting times for PCs
  - Access to power points
  - Quick access to catalogue information via Express Terminals
  - SNAP / wireless connectivity
6. In response to the relatively low mean scores for *In general, I am satisfied with library support for my learning, research, and/or teaching needs* priority is given to actioning:
  - the recently approved UWA Library Information Literacy Directions Statement
  - the Library's Strategic Plan 2008-2010
7. In order to ensure respondents understand the concept of "trustworthy and untrustworthy information" the Library adopts the language of the Survey across all Information Literacy programmes and refer to "Authoritative and trustworthy sources" when instructing on recognising authoritative sources
8. That an implementation plan is drawn up in order to address these Library wide recommendations

## 2. Introduction

LibQUAL+™ is a web-based survey developed by the Association of Research Libraries (ARL). Its purpose is to provide libraries with a standardised, effective method to measure the quality of library services based on the perceptions of students, academic staff and general staff. While a popular survey tool in North America LibQUAL+™ is not used extensively in Australia, although the number of Australian universities using the survey is growing. In addition to UWA nine other Australian libraries have recently used the survey. They are:

- Curtin University of Technology
- Queensland University of Technology
- Royal Melbourne Institute of Technology
- Swinburne University of Technology
- Sydney College of Divinity
- University College, University of New South Wales
- University of Queensland
- University of South Australia
- University of Technology, Sydney

To enable us to assess the quality of our services and identify areas for improvement the UWA Library first used the LibQUAL+™ Survey in 2005. The survey allowed us to:

- understand better how the UWA community rated its library services
- benchmark UWA results against other libraries to determine best practices
- determine where we could concentrate service improvements

Following the analysis of the survey results the Library put in place a program of improvements based on the feedback. A summary of these improvements can be found at:

[http://www.library.uwa.edu.au/about\\_the\\_uwa\\_library/feedback\\_and\\_surveys/2005\\_survey/our\\_response\\_to\\_your\\_feedback](http://www.library.uwa.edu.au/about_the_uwa_library/feedback_and_surveys/2005_survey/our_response_to_your_feedback)

A continued focus on understanding and addressing the needs of readers is a key part of the Library's strategic direction and to this end the Library chose to repeat the LibQUAL+™ Survey in 2007.

As in 2005 it was useful to compare UWA Library to its benchmarking partner Queen's University and also their benchmarking partner the Association of Research Libraries (ARL). The Queen's survey was conducted in 2007 with 1,594 respondents and the ARL Survey was conducted in 2007 with 27,560 respondents from the College and University Libraries sector.

The results of the survey have again provided the Library with a rich source of information about areas of strength and areas which require some improvement. Analysis of the survey results and respondents' comments have helped the Library to identify specific areas for improvement and/or specific areas where additional service quality information may be needed.

### 3. Survey Description

The LibQUAL+™ survey ([Appendix 1](#)) consisted of 22 core questions and 5 local questions selected by the UWA Library from a list provided by ARL, together with questions regarding information literacy outcomes and general satisfaction.

The core questions were grouped into three dimensions of service:

**Affect of Service (AS)** - customer services provided by library staff

**Information Control (IC)** - library resources/collections and access to resources

**Library as Place (LP)** - library spaces and amenities (i.e. for study, meetings, etc.)

Survey participants were asked to rate each of the 22 core questions and 5 local questions on a scale of 1 to 9 to reflect their:

**Minimum** expected level of service

**Desired** level of service

**Perceived** actual level of service

An NA category was provided for questions that were not applicable to the respondent or those that the respondent did not wish to answer.

The survey gathered demographic data for each respondent:

<b>User Group</b>	<ul style="list-style-type: none"> <li>▪ Undergraduate</li> <li>▪ Postgraduate</li> <li>▪ Academic staff</li> <li>▪ General staff</li> <li>▪ Library staff</li> </ul>
<b>Discipline Group</b>	e.g. Engineering, Education, Agriculture, Humanities
<b>Academic Department</b>	e.g. Economics and Commerce, Law
<b>Status</b>	e.g. Associate professor, 2nd year undergraduate, doctoral student, research staff
<b>Most Used Library</b>	<ul style="list-style-type: none"> <li>▪ Biological Sciences</li> <li>▪ Business</li> <li>▪ Education Fine Arts and Architecture</li> <li>▪ Humanities and Social Sciences</li> <li>▪ Law</li> <li>▪ Mathematics and Physical Sciences</li> <li>▪ Medical and Dental</li> <li>▪ Music</li> <li>▪ Scholars' Centre</li> <li>▪ Undergraduate Mathematics and Physical Sciences</li> </ul>

As well as answering the survey questions, respondents had the opportunity to make comments on any aspect of the Library they chose.

The analysis of results was provided by ARL in the form of a notebook. The raw data was also provided and this was used to analyse the results by subject library. It remains available for any further analysis which may be required.

## 4. Scoring

### Mean Scores

The scores for each question and group of questions are mean scores from all the completed UWA surveys. Library staff responses were not counted in the aggregated mean scores since the focus was on the users of the Library.

### Service Adequacy Gap = Perceived Score – Minimum Score

Service adequacy is an indicator of the extent to which the Library is meeting or exceeding the minimum expectations of its users. A negative adequacy gap indicates that the perceived level of service quality is below the minimum expected level. Higher adequacy gap scores indicate the extent to which the Library exceeds minimum expectations so an adequacy gap of +1.2 is better than an adequacy gap of +0.7.

### Service Superiority Gap = Perceived Score – Desired Score

Service superiority is an indicator of the extent to which the Library is exceeding the desired expectations of its users. A positive superiority gap indicates that the perceived level of service quality is above the desired level of service quality. A superiority gap of -0.5 is better than a superiority gap of -1.0.

A Perceived score below the Minimum score indicates that the service does not meet minimum expectations - a cause for concern. A Perceived score above the Desired score indicates that the service exceeds highest expectations.

### Adequacy Gap vs. Superiority Gap

The Adequacy Gap is cited more frequently than the Superiority Gap by most libraries participating in the LibQUAL+™ survey. The Superiority Gap is almost always negative since it measures the difference between the Perceived and Desired or ideal level of service.

### Scores + Comments

In addition to providing valuable insights and suggestions for improvements, the open-ended user comments are an essential component in evaluating survey scores and understanding the reasons behind them. Throughout this report comments have been selected to reflect the range of opinions in a qualitative rather than quantitative way.

### Home Libraries

An important LibQUAL+™ feature is the ability to break down the results by each respondent's home library. References to individual libraries in this report always mean home library.

### Benchmarking

Throughout this report perspective on the 2007 UWA results is provided by a comparison with three other sets of results. The first is the set of results from the survey undertaken in 2005 by the University of Western Australia Library. The second is the set of results from the survey undertaken in 2007 by the University's Canadian benchmarking partner, Queen's University. The third is the combined set of results for all the members of the Association of Research Libraries (ARL) that undertook the LibQUAL+™ survey in 2007. There were over 200 of these libraries.

## Terminology

Within the context of this report:

- **Importance** has been measured by **Minimum Mean**
  - low minimum mean = low importance
  - high minimum mean = high importance
- **Performance** has been measured by considering the difference between **Minimum Mean** and **Perceived Mean** as indicated by the **Adequacy Gap**
  - low positive adequacy gap = perceived mean is close to minimum mean i.e. minimum expectations just met
  - high positive adequacy gap = perceived mean is materially higher than minimum expectations i.e. minimum expectations exceeded
  - negative adequacy gap = perceived mean is lower than minimum mean i.e. minimum expectations not met

## 5. Who Completed the UWA Library Survey?

A total of 2,019 completed surveys were submitted by 1,520 undergraduates, 365 postgraduates, 89 academic staff, 30 general staff and 15 Library staff at The University of Western Australia. This represents 10% of all undergraduates, 9% of all postgraduates, 6% of academic staff, and 1.6% of general staff.

Compared to the 2005 survey there were 1,141 fewer responses, however it is quite common for libraries to experience a reduction in response rate the second time they conduct the LibQUAL+ Survey.

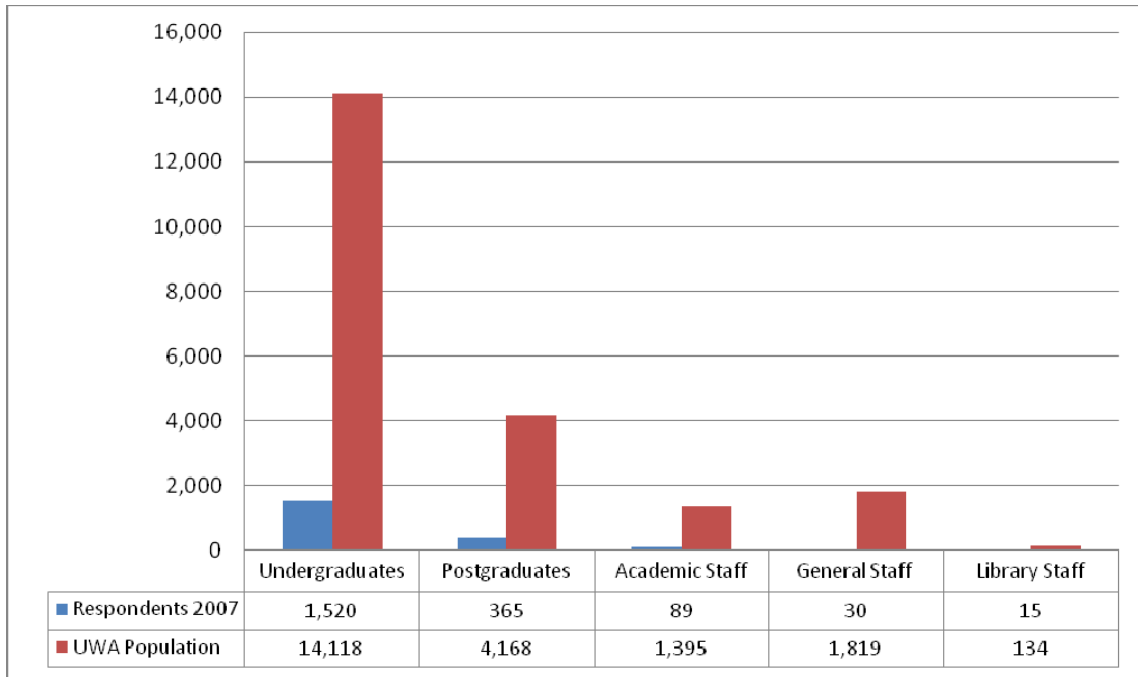


Table 4: Respondents by User Group

The respondent profiles for UWA in 2007 remained much the same as in 2005 with a slight increase in the percentage of academic and general staff responding.

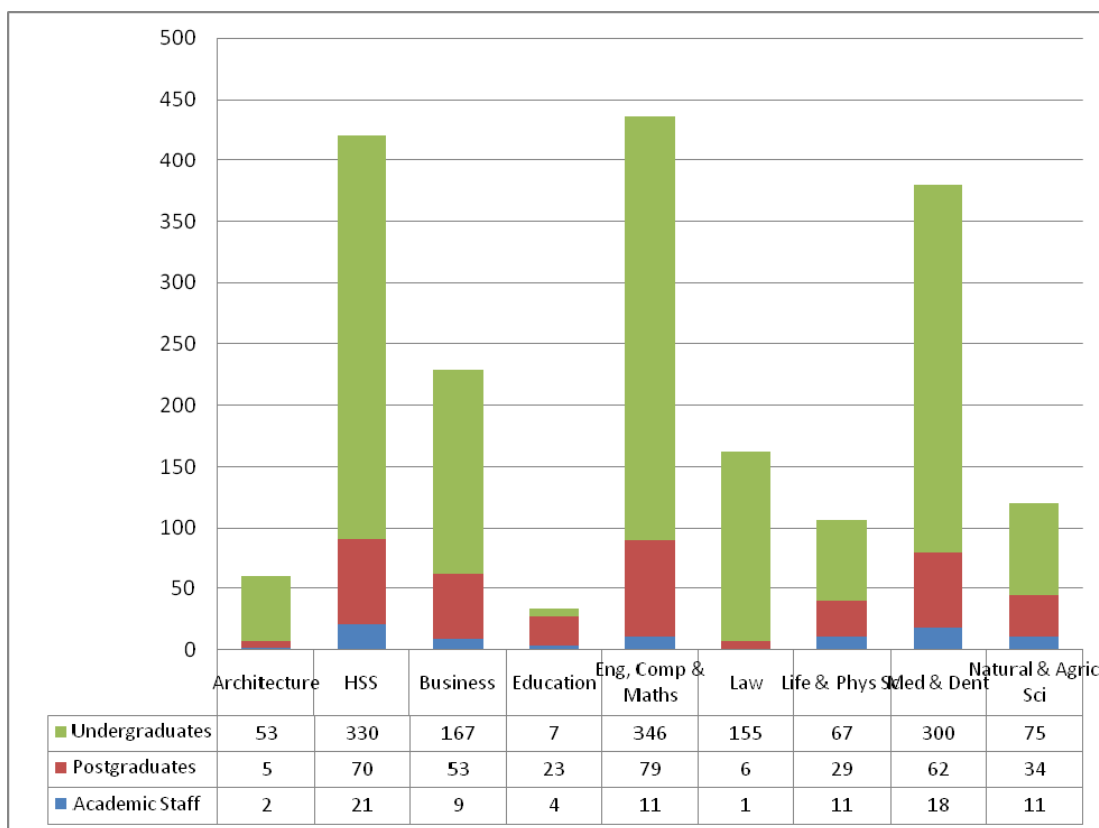


Table 5: Respondents by Discipline

Survey responses were received from each of the University's discipline groups with large numbers from the faculties of Arts Humanities and Social Sciences, Engineering Computing and Mathematics, Business, and Medicine Dentistry and Health Sciences. This pattern is similar to the 2005 survey except that in 2005 Business did not have a significantly large response rate whereas Life and Physical Sciences did.

#### Benchmarking with Queen's and ARL

	UWA 2007		UWA 2005		Queen's 2007		ARL 2007	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total
<b>Undergraduates</b>	1,520	76%	2472	79%	662	42%	12,218	45%
<b>Postgraduates</b>	365	18%	519	17%	662	42%	8,529	31.5%
<b>Academic staff</b>	89	4.5%	86	3%	177	11%	5,002	18.5%
<b>General staff</b>	30	1.5%	43	1%	80	5%	1,378	5%
<b>Overall</b>	<b>2,004</b>	<b>100%</b>	<b>3123</b>	<b>100%</b>	<b>1,581</b>	<b>100%</b>	<b>27,127</b>	<b>100%</b>

Table 6: Respondents by User Group (excluding library staff) UWA, Queen's &amp; ARL

The profiles of both the Queen's and ARL respondents were quite different to that of UWA, with much lower proportions of undergraduate responses and higher proportions of postgraduate responses. Responses from academics were higher at Queens' and ARL than at UWA. The difference in the profile of the respondents should be borne in mind when making benchmarking comparisons.

## 6. Frequency of Use

Data on frequency of use reflected the different patterns of each user group. The survey asked three questions related to frequency of use.

### Question 1 - How often do you use resources within the Library?

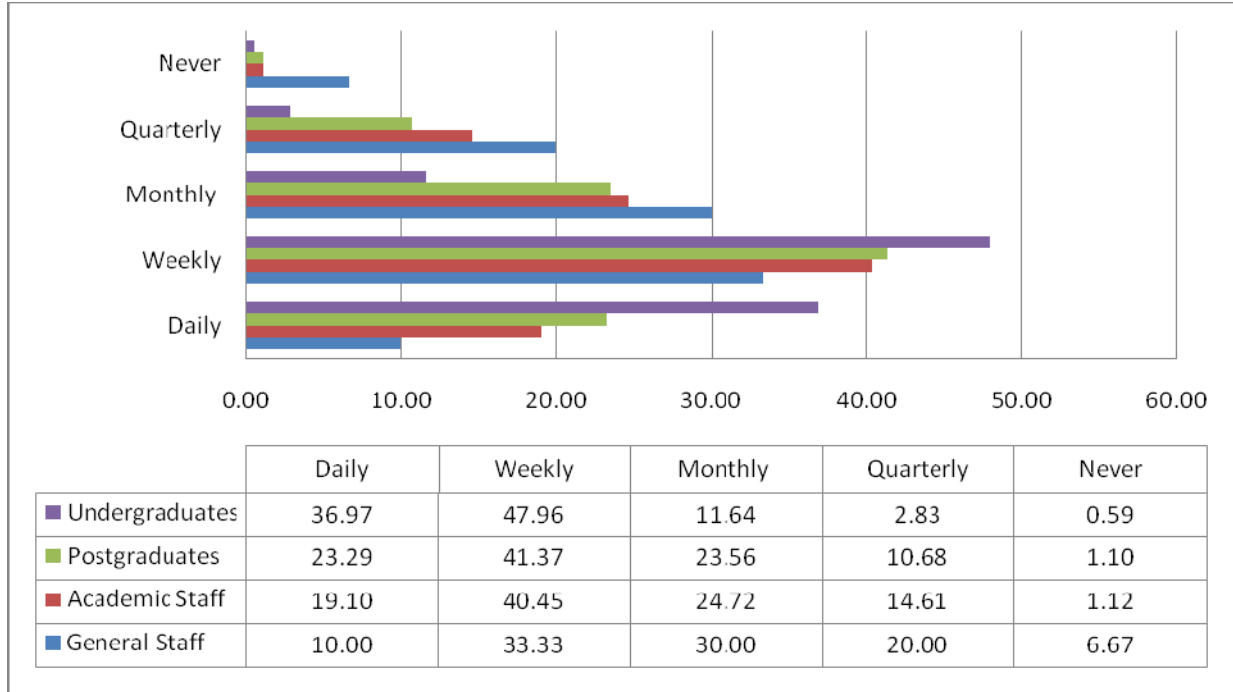


Table 7: Frequency of use of resources within the Library by percentage

A large percentage of respondents reported a high frequency of use of resources within the Library. 85% of all undergraduates, 64% of all postgraduates, and 59% of all academic staff who responded to the survey reported that they visited a library at least once a week.

A small percentage of respondents reported that they never use resources within the Library.

### Comparison with 2005 Survey Results and Benchmarking with Queen’s and ARL

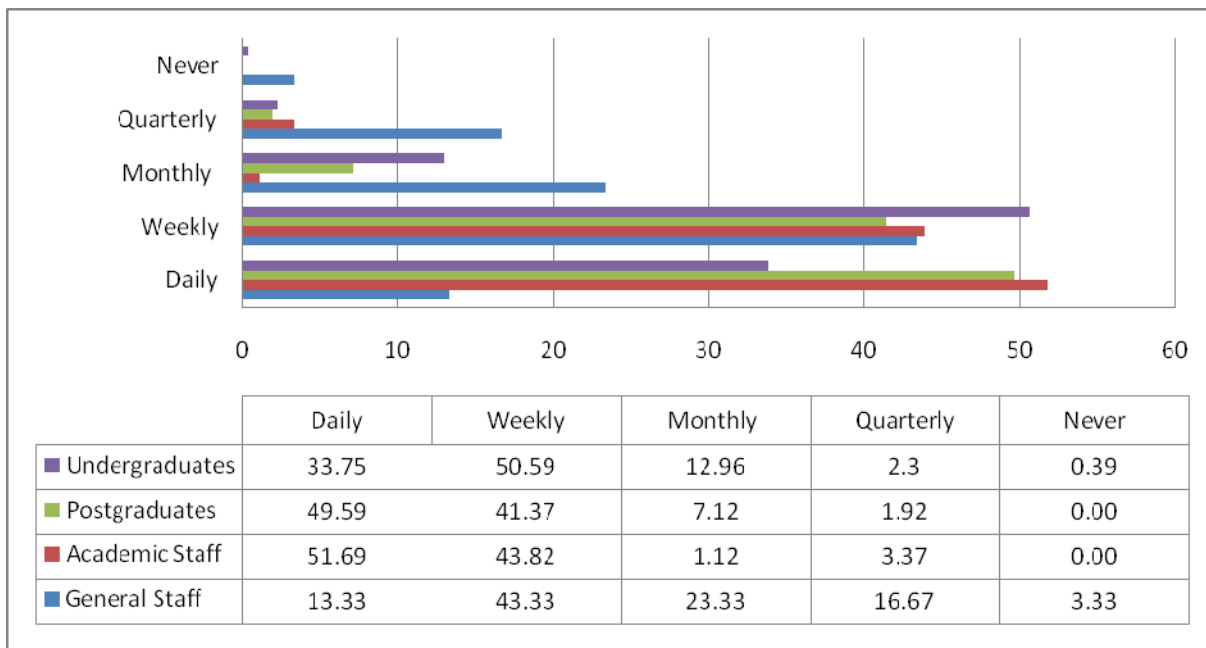
Overall results for UWA are similar to those reported in 2005. Undergraduates and postgraduates both reported a slight increase in daily visits over the 2005 figures. Daily visits to the Library by academic staff decreased by 7% (26% to 19%). However they also reported an increase in weekly and monthly visits.

<i>How often do you use resources within the library?</i>				
	UWA 2007	UWA 2005	Queen's 2007	ARL 2007
<b>Daily</b>	33.28%	32.03%	17.84%	16.49%
<b>Weekly</b>	46.21%	46.56%	42.31%	39.39%
<b>Monthly</b>	14.67%	16.30%	26.12%	25.34%
<b>Quarterly</b>	5.04%	4.45%	11.76%	15.45%
<b>Never</b>	0.80%	0.67%	1.96%	3.32%

**Table 8: Overall frequency of use of resources in the Library by UWA, Queen's & ARL**

85% of UWA undergraduate respondents reported that they visited the Library on a daily or weekly basis compared to 68% of undergraduates at Queen's and 64% at ARL. The 7% decrease in daily visits by academic staff at UWA was also evident at Queen's (3.95% decrease) and ARL (7.5% decrease).

**Question 2 - How often do you access library resources through a library Web page?**



**Table 9: Frequency of access of Library resources through Library Website by percentage**

All respondents indicated that they frequently accessed Library resources through a library Web page. Academic staff were the most frequent users with 95.51% reporting access on a daily or weekly basis. Academic staff also reported higher daily access than any other user group with undergraduates reporting access most frequently on a weekly basis.

**Comparison with 2005 Survey Results and Benchmarking with Queen’s and ARL**

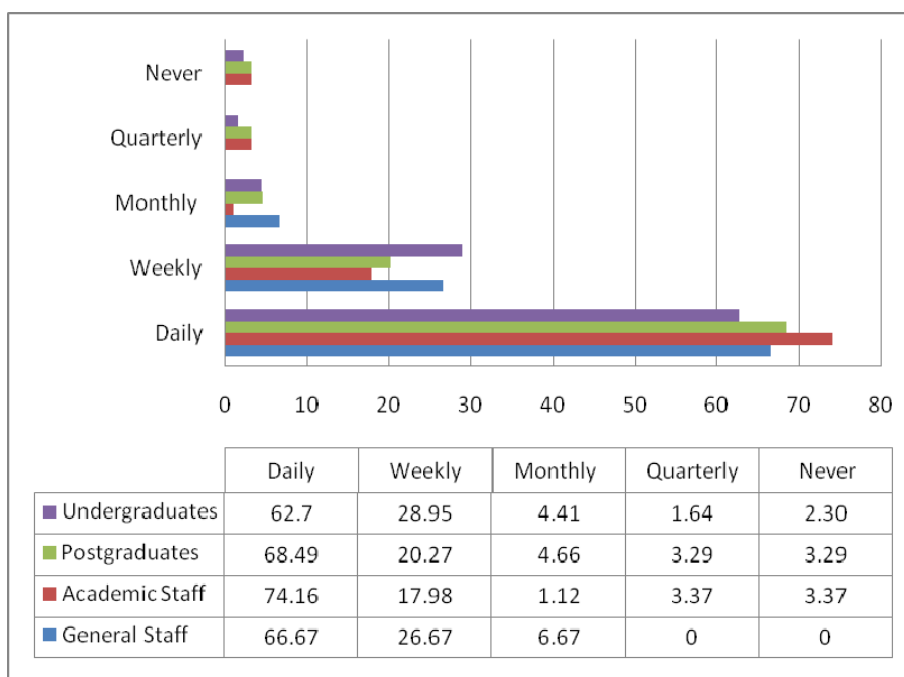
Overall results for UWA are similar to those reported in 2005. However, a larger percentage of postgraduates (49.59%) reported access on a daily basis compared with 44.89% in 2005.

<i>How often do you access library resources through a library Web page?</i>				
	UWA 2007	UWA 2005	Queen's 2007	ARL 2007
<b>Daily</b>	37.13%	33.30%	31.84%	28.45%
<b>Weekly</b>	48.50%	50.91%	49.49%	42.68%
<b>Monthly</b>	11.53%	12.81%	14.24%	17.89%
<b>Quarterly</b>	2.50%	2.31%	3.29%	8.00%
<b>Never</b>	0.35%	0.67%	1.14%	2.98%

**Table 10: Overall frequency of access of Library resources through Library Website by UWA, Queen's & ARL**

With the exception of general staff, daily access figures for all UWA user groups - particularly for undergraduates - were higher than for the equivalent groups at ARL and at Queen’s. 33.75% of UWA undergraduate respondents reported daily access in comparison with 13.30% at ARL and 15.41% at Queen’s.

**Question 3 - How often do you use Yahoo™, Google™ or non-library gateways for information?**



**Table 11: Frequency of use Yahoo, Google or non-library gateways for information by percentage**

Over 64% of all respondents reported that they used non-library gateways for information on a daily basis. This was significantly higher than their daily access to library resources through library Web pages or visits to the Library. On a daily or weekly basis this figure rose to over 91% for undergraduates, 88% for postgraduates, and 92% for academics. A small percentage of general staff reported that they never used Yahoo™, Google™, or other non-library gateways for information.

### Comparison with 2005 Survey Results and Benchmarking with Queen's and ARL

Overall results for UWA are similar to those reported in 2005. There was however an increase in daily use of non-library gateways by academic staff (68.54%, 2005).

<i>How often do you use Yahoo™, Google™ or non-library gateways for information?</i>				
	UWA 2007	UWA 2005	Queen's 2007	ARL 2007
<b>Daily</b>	64.32%	62.47%	74.57%	73.60%
<b>Weekly</b>	26.85%	26.87%	18.34%	18.80%
<b>Monthly</b>	4.34%	6.08%	3.73%	3.99%
<b>Quarterly</b>	2.00%	2.08%	1.71%	1.83%
<b>Never</b>	2.50%	2.50%	1.64%	1.79%

Table 12: Overall frequency of use of Yahoo, Google or non-library gateways for information by UWA, Queen's & ARL

Queen's and ARL undergraduates and postgraduates were more likely to use Yahoo™, Google™ or other non-library gateways on a daily basis than their UWA counterparts. The usage patterns for academics and general staff at Queen's and ARL were similar to those at UWA.

#### Recommendations

- Given that 64% of all respondents reported that they used non-library gateways for information on a daily basis, an investigation should be made into how the Library can better position its information in the places where our users are

## 7. Core Questions

The core questions are listed in [Appendix 1](#). The results of the survey indicated that the service dimensions of **Affect of Service**, **Information Control** and **Library as Place** varied in importance for the Library's different user groups.

Dimension		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<b>Affect of Service</b>	<b>2007</b>	6.06	7.48	6.87	0.81	-0.61
	<b>2005</b>	5.89	7.39	6.66	0.78	-0.72
<b>Information Control</b>	<b>2007</b>	6.67	8.12	6.96	0.29	-1.16
	<b>2005</b>	6.56	8.08	7.00	0.44	-1.07
<b>Library as Place</b>	<b>2007</b>	6.22	7.77	6.65	0.42	-1.12
	<b>2005</b>	6.02	7.62	6.66	0.63	-0.97

Table 13: Service dimensions overall

The importance placed on all three service dimensions increased overall compared to 2005, as demonstrated by the higher minimum expectations and desired service levels. At the same time performance in **Affect of Service** improved as indicated by higher adequacy and superiority gaps. While the Library met minimum expectations in all three service dimensions overall, there was no area where desired levels of service were exceeded.

**Information Control** consistently rated as the most important dimension for all user groups. While **Affect of Service** was the least important for undergraduates, **Library as Place** was least important for postgraduates, academics, and general staff.

### Comparison with 2005 Survey Results and Benchmarking with Queen's and ARL

The minimum level of service and desired level of service across all service dimensions have risen since 2005. Only for **Affect of Service** did respondents report that the Library's performance had improved.

As in 2005 the smallest adequacy gap was reported for the **Information Control** dimension. This reflects a continuing perception by respondents that the Library's performance in this dimension is not as strong as in **Affect of Service** or **Library as Place**.

CORE QUESTIONS SUMMARY – comparison with UWA 2005, Queen’s and ARL						
User Group		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Undergraduates	UWA 2007	6.22	7.76	6.79	0.58	-0.96
	UWA 2005	6.07	7.67	6.73	0.66	-0.94
	Queen’s 2007	6.40	7.96	7.05	0.65	-0.91
	ARL 2007	6.39	7.88	6.96	0.57	-0.92
Postgraduates	UWA 2007	6.65	7.88	6.99	0.35	-0.89
	UWA 2005	6.50	7.83	6.94	0.44	-0.88
	Queen’s 2007	6.52	7.98	7.13	0.61	-0.84
	ARL 2007	6.58	7.99	7.01	0.43	-0.99
Academic Staff	UWA 2007	6.90	7.98	7.26	0.36	-0.72
	UWA 2005	6.70	7.82	7.26	0.56	-0.56
	Queen’s 2007	6.75	7.88	7.31	0.56	-0.57
	ARL 2007	6.73	7.95	7.05	0.32	-0.91
General Staff	UWA 2007	6.69	7.87	7.18	0.49	-0.69
	UWA 2005	6.81	7.88	7.30	0.49	-0.58
	Queen’s 2007	6.95	7.97	7.45	0.50	-0.52
	ARL 2007	6.82	7.94	7.15	0.33	-0.79
Overall	UWA 2007	6.33	7.79	6.86	0.52	-0.94
	UWA 2005	6.17	7.70	6.79	0.62	-0.91
	Queen’s 2007	6.52	7.96	7.13	0.62	-0.82
	ARL 2007	6.53	7.93	7.00	0.47	-0.93

Table 14: Comparison with UWA 2005, Queen’s and ARL

UWA undergraduates reported lower minimum expectations than did their counterparts at Queen’s and ARL. However, a lower perceived mean in comparison with respondents at Queen’s resulted in UWA undergraduates rating their library’s performance as less satisfactory than Queen’s. UWA postgraduates also rated their library as performing less favourably than their Queen’s counterparts – a result equally attributable to higher minimum expectations and lower perceived performance.

#### Notable points

- For all user groups the most important service dimension was **Information Control**
- For all user groups the gap between the desired and perceived levels of service was greater for **Information Control** than for **Affect of Service** and **Library as Place**
- The Library's performance on **Information Control** has declined.

## 7.1 Affect of Service

Dimension		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Affect of Service	2007	6.06	7.48	6.87	0.81	-0.61
	2005	5.89	7.39	6.66	0.78	-0.72
Information Control	2007	6.67	8.12	6.96	0.29	-1.16
	2005	6.56	8.08	7.00	0.44	-1.07
Library as Place	2007	6.22	7.77	6.65	0.42	-1.12
	2005	6.02	7.62	6.66	0.63	-0.97

Table 15: Service dimensions overall highlighting Affect of Service

A full breakdown of **Affect of Service** core questions by User Group is available in [Appendix 2](#).

Overall the importance of this dimension, as measured by higher reported minimum expectations and higher desired levels of service, has increased since the 2005 survey. This was accompanied by slightly higher adequacy and superiority gaps indicating that the Library is doing better in this dimension than in 2005. Notably *Library staff who are consistently courteous* was judged by general staff to exceed desired performance providing the only positive superiority gap of the entire survey.

### Comparison with 2005 Survey Results

#### As in 2005:

- All user groups reported that the Library exceeded their minimum expectations for each of the nine **Affect of Service** items
- Undergraduates reported *Readiness to respond to users' enquiries* as the most important item in **Affect of Service**
- *Giving users individual attention* was the least important item for undergraduates
- For academic staff *Library staff who instill confidence in users* was the least important item, followed by *Giving users individual attention*
- The expectations of both undergraduates and postgraduates were exceeded to the greatest extent for *Library staff who instill confidence in users*
- The expectations of postgraduates were exceeded to the smallest extent for *Library staff who have the knowledge to answer user questions*

### Unlike in 2005:

- Academic staff reported that their desired performance was no longer exceeded for *Library staff who deal with users in a caring fashion*
- Academic staff and postgraduates reported *Library staff who have the knowledge to answer user questions* as the most important item in **Affect of Service** compared to *Readiness to respond to users' enquiries* in 2005
- For both postgraduates and general staff the least important item was *Giving users individual attention*, compared to *Library staff who instill confidence in users* in 2005
- The expectations of academic staff were exceeded to the greatest extent for *Library staff who instill confidence in users*, compared to *Library staff who deal with users in a caring fashion* in 2005
- The expectations of academic staff were exceeded to the smallest extent for *Library staff who understand the needs of their users*, compared to *Dependability in handling users' service problems* in 2005
- Undergraduates reported the smallest adequacy gaps for *Library staff who understand the needs of their users* and *Dependability in handling users' service problems* (equally), compared to *Library staff who have the knowledge to answer user questions* in 2005

Respondent satisfaction with **Affect of Service** was reflected in the 388 comments on service. Of these 322 were positive and 66 negative. A number of comments (14) referred to the unfriendly or begrudging service provided by some staff.

#### Some comments ...

*staff are always friendly, and helpful even helping or giving advice sometimes when you didn't know you needed it, but no overly so (Undergraduate, Humanities and Social Sciences Library)*

*Library staff that I deal with are very supportive and helpful (Staff, Business Library)*

*You mostly have great helpfully staff. But you do have couple of EXTREMELY unpleasant people working there, which can counteract all the good (Undergraduate, Humanities and Social Sciences Library)*

*The after hours library have a good helpful attitude but often do not possess the skill level of the regular 9 to 5 staff and this is a little frustrating for students who can only access the library after hours (Postgraduate, Humanities and Social Sciences Library)*

## Benchmarking with Queen's and ARL

AFFECT OF SERVICE SUMMARY – comparison with Queen's and ARL						
User Group		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Undergraduates	UWA 2007	5.89	7.38	6.76	0.87	-0.62
	UWA 2005	5.74	7.30	6.56	0.81	-0.75
	Queen's 2007	6.14	7.70	7.00	0.86	-0.70
	ARL 2007	6.18	7.65	6.94	0.76	-0.71
Postgraduates	UWA 2007	6.52	7.74	7.10	0.58	-0.64
	UWA 2005	6.35	7.68	6.99	0.64	-0.69
	Queen's 2007	6.34	7.82	7.24	0.90	-0.58
	ARL 2007	6.41	7.83	7.12	0.71	-0.71
Academic Staff	UWA 2007	6.83	7.93	7.45	0.62	-0.49
	UWA 2005	6.66	7.78	7.41	0.75	-0.37
	Queen's 2007	6.72	7.85	7.45	0.73	-0.40
	ARL 2007	6.74	7.97	7.33	0.59	-0.64
General Staff	UWA 2007	6.74	7.90	7.53	0.79	-0.37
	UWA 2005	6.86	7.90	7.32	0.46	-0.58
	Queen's 2007	7.03	8.04	7.59	0.56	-0.44
	ARL 2007	6.80	7.91	7.25	0.46	-0.66
Overall	UWA 2007	6.06	7.48	6.87	0.81	-0.61
	UWA 2005	5.89	7.39	6.66	0.78	-0.72
	Queen's 2007	6.33	7.78	7.18	0.85	-0.60
	ARL 2007	6.39	7.78	7.08	0.69	-0.70

Table 16: Affect of Service - Comparison with UWA 2005, Queen's and ARL

UWA undergraduates had lower minimum expectations for this service dimension than any user group at Queen's and ARL. UWA academic staff and postgraduates had slightly higher minimum expectations than their counterparts at Queen's and ARL. Compared to Queen's and ARL, UWA postgraduates reported a lower adequacy gap for **Affect of Service**.

Academic staff at UWA reported a slightly higher adequacy gap for this service dimension than ARL academic staff, but lower than that for Queen's.

#### Notable points

- All user groups reported that the Library exceeded their minimum expectations for each of the nine **Affect of Service** items
- **Affect of Service** was the least important dimension overall for undergraduates
- All user groups placed low importance on *Giving users individual attention*

## 7.2 Information Control

Dimension		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Affect of Service	2007	6.06	7.48	6.87	0.81	-0.61
	2005	5.89	7.39	6.66	0.78	-0.72
Information Control	2007	6.67	8.12	6.96	0.29	-1.16
	2005	6.56	8.08	7.00	0.44	-1.07
Library as Place	2007	6.22	7.77	6.65	0.42	-1.12
	2005	6.02	7.62	6.66	0.63	-0.97

Table 17: Service dimensions overall highlighting **Information Control**

A full breakdown of **Information Control** core questions by User Group is available in [Appendix 2](#).

**Information Control** was once again the most important service dimension for all user groups. While the importance placed on this dimension increased overall, as demonstrated by the higher minimum expectations and desired service levels, the lower adequacy gap indicates that the Library is doing less well in this dimension compared to 2005. This trend applied to all user groups. The only item for which ratings from all user groups improved compared to 2005 was *The printed library materials I need for my work*.

### Comparison with 2005 Survey Results

#### As in 2005:

- All groups rated **Information Control** as the most important service dimension
- Overall the Library exceeded minimum expectations for this service dimension
- The most important item of the 22 core questions for postgraduates was *Print and/or electronic journal collections I require for my work*, with this group again reporting that the Library failed to meet their minimum expectations
- The minimum expectations of undergraduates for *A library Web site enabling me to locate information on my own* and *Making information easily accessible for independent use* were exceeded to the greatest extent
- *The printed library materials I need for my work* was the least important item in this service dimension for undergraduates, postgraduates and academic staff

### Unlike in 2005:

- Academic staff indicated that the Library failed to meet their minimum requirements in 6 of the 8 items in **Information Control**. Minimum expectations were met only for *The printed library materials I need for my work* and *Modern equipment that lets me easily access needed information*. In 2005 only *Print and/or electronic journal collections I require for my work* failed to meet the minimum expectations of this group
- *Making electronic resources accessible from my home or office* was the most important item for academic staff, followed closely by *Print and/or electronic journal collections I require for my work*. In 2005 *Print and/or electronic journal collections I require for my work* was the most important item for this user group by quite a substantial margin
- Postgraduates indicated that the Library failed to meet minimum expectations for 2 of the 8 items in this service dimension, compared to one in 2005. However ratings improved slightly for *Making electronic resources accessible from my home or office*, *The printed library materials I need for my work*, and *Making information easily accessible for independent use*
- For undergraduates *Print and/or electronic journal collections I require for my work* was the most important item in this service dimension. In 2005 this group reported that *Modern equipment that lets me easily access needed information* was the most important item
- General staff reported that their minimum expectations were not met for *A library Web site enabling me to locate information on my own*. In 2005 minimum expectations of this user group were met for for all items in this service dimension

Respondent interest in the area of **Information Control** was reflected in the large number of comments received: 90 comments on collections generally, 182 on electronic collections and 48 on print collections. Computer facilities in the Library also prompted feedback, with 148 respondents indicating that more computers are required.

#### Some comments ...

*I'd like to see more subscriptions to journals, and to back issues of journals. Especially in the Humanities, often articles pre-1997 are essential readings too! (Postgraduate, Humanities and Social Sciences Library)*

*Overall good service but need more electronic resources (Undergraduate, Education, Fine Arts and Architecture Library)*

*The services provided are in general excellent. However many journal articles I need are not available through the library which is a bit of a disappointment. (Undergraduate, Medical and Dental Library)*

*Am very happy with library service, the only criticism I have is that scientific journal articles I want are often not available on line (Undergraduate, Biological Sciences Library)*

*A few more new books would be good to take home - these are usually only found in closed reserve (Undergraduate, Law Library)*

## Benchmarking with Queen's and ARL

INFORMATION CONTROL SUMMARY – comparison with Queen's and ARL						
User Group		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Undergraduates	UWA 2007	6.54	7.38	6.76	0.87	-0.62
	UWA 2005	6.45	8.02	6.97	0.52	-1.06
	Queen's 2007	6.68	8.20	7.08	0.40	-1.12
	ARL 2007	6.61	8.06	7.08	0.47	-0.98
Postgraduates	UWA 2007	7.06	8.28	7.10	0.05	-1.18
	UWA 2005	6.99	8.30	7.09	0.10	-1.21
	Queen's 2007	6.99	8.39	7.14	0.15	-1.25
	ARL 2007	6.99	8.35	7.15	0.15	-1.20
Academic Staff	UWA 2007	7.35	8.42	7.28	-0.07	-1.15
	UWA 2005	7.14	8.28	7.34	0.20	-0.94
	Queen's 2007	7.34	8.44	7.22	-0.12	-1.22
	ARL 2007	7.19	8.37	7.06	-0.13	-1.31
General Staff	UWA 2007	6.80	7.94	7.05	0.24	-0.89
	UWA 2005	7.10	8.16	7.41	0.30	-0.75
	Queen's 2007	7.12	8.15	7.38	0.26	-0.77
	ARL 2007	7.07	8.19	7.18	0.11	-1.01
Overall	UWA 2007	6.67	8.12	6.96	0.29	-1.16
	UWA 2005	6.56	8.08	7.00	0.44	-1.07
	Queen's 2007	6.91	8.31	7.14	0.23	-1.17
	ARL 2007	6.86	8.22	7.10	0.24	-1.11

Table 18: Information Control - Comparison with UWA 2005, Queen's and ARL

Once again the general pattern of high minimum expectations and large gaps between perceived and desired levels of performance is not unique to UWA and can be seen across the two benchmarked groups.

Compared to Queen's and ARL, UWA undergraduates and postgraduates reported lower adequacy gaps for **Information Control**.

In 2007 academic staff at UWA and both benchmarking groups reported that their libraries failed to meet their minimum expectations for this service dimension.

### Notable points

- **Information Control** was the most important service dimension for all user groups, and at the same time the one that left most to be desired
- The expectations of all user groups have increased since 2005
- Academic staff regarded this dimension as more important than did the other user groups, and at the same time reported that the Library failed to meet their minimum requirements for all but two items
- While *Making electronic resources accessible from my home or office* was the most important item for academic staff, the Library failed to meet their minimum expectations
- *Print and/or electronic journal collections I require for my work* was the most important item for postgraduates and the second most important for academic staff, with both groups indicating that the Library failed to meet their minimum expectations

### Recommendations

- Given the poor result for *Print and/or electronic journal collections I require for my work* the information needs of academic staff and postgraduates should be more closely investigated
- The needs of academic staff in relation to *Making electronic resources accessible from my home or office* requires further investigation

## 7.3 Library as Place

Dimension		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Affect of Service	2007	6.06	7.48	6.87	0.81	-0.61
	2005	5.89	7.39	6.66	0.78	-0.72
Information Control	2007	6.67	8.12	6.96	0.29	-1.16
	2005	6.56	8.08	7.00	0.44	-1.07
Library as Place	2007	6.22	7.77	6.65	0.42	-1.12
	2005	6.02	7.62	6.66	0.63	-0.97

Table 19: Service dimensions overall highlighting **Library as Place**

A full breakdown of **Library as Place** core questions by User Group is available in [Appendix 2](#).

While the importance placed on this dimension increased overall, as demonstrated by the higher minimum expectations and desired service levels, the lower adequacy gap indicates that the Library is doing less well in this dimension compared to 2005. The significant gap between perceived performance and desired performance for *Library space that inspires study and learning* indicates that there is still work to be done in this area.

### Comparison with 2005 Survey Results

#### As in 2005:

- Academics, postgraduates and general staff rated **Library as Place** as the least important service dimension
- Of the 22 core questions undergraduates, postgraduates and academic staff rated *Space for group learning and group study* as the least important
- Undergraduates placed a higher value on **Library as Place** generally than did postgraduates and academic staff
- Undergraduates, postgraduates and academic staff reported that the Library exceeded their minimum expectations on each of the five **Library as Place** questions
- Undergraduates rated *Quiet space for individual work* as the most important of the **Library as Place** items
- Standard deviations tended to be higher for **Library as Place** than for the other two service dimensions, indicating a wider range of opinions. This may be explained in part by differences in the respondents' home libraries and further analysis of this is required

#### Unlike in 2005:

- There were higher minimum expectations for each item in **Library as Place** for undergraduates, postgraduates and academic staff

## Comments

Respondents made 236 comments on space and facilities in the Library. Of these 69 were concerned about group study facilities and 64 about noise in the Library.

### Some comments ...

*I consider the facilities very good.... (Postgraduate, Humanities and Social Sciences Library)*

*More desks on the second/third floors of the Reid Library would be good, also more power points for laptops are needed (Undergraduate, Humanities and Social Sciences Library)*

*Overall, a few more couches and comfy reading areas would be great! Some more water fountains as well (Undergraduate, Humanities and Social Sciences Library)*

*One or two more study group rooms in each library.... would be useful (Undergraduate, Biological Sciences Library)*

*The desks are great, but if it were possible to include more couches or plush chairs in quiet, secluded locations for individuals that would greatly enhance the pleasantness of long study stints. Otherwise the library is excellent (Undergraduate, Education, Fine Arts and Architecture Library)*

*The major problem with the library is that there is no quiet working space. Even in the "quiet areas" of the library! When I go there to study I am consistently interrupted by people talking to each other, mobile phone conversations or incredibly loud I-pods. I'm not really sure how to deal with this problem given that there are always obvious signs etc in the places I'm studying. It drives me crazy! (Postgraduate, Humanities and Social Sciences Library)*

## Benchmarking with Queen's and ARL

LIBRARY AS PLACE SUMMARY – comparison with Queen's and ARL						
User Group		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Undergraduates	UWA 2007	6.25	7.88	6.65	0.40	-1.23
	UWA 2005	6.05	7.73	6.66	0.61	-1.07
	Queen's 2007	6.36	7.99	7.06	0.71	-0.92
	ARL 2007	6.40	7.96	6.83	0.43	-1.14
Postgraduates	UWA 2007	6.13	7.43	6.59	0.46	-0.83
	UWA 2005	5.93	7.25	6.58	0.66	-0.67
	Queen's 2007	5.97	7.51	6.90	0.93	-0.61
	ARL 2007	6.16	7.67	6.58	0.41	-1.10
Academic Staff	UWA 2007	6.20	7.28	6.83	0.63	-0.45
	UWA 2005	5.75	6.86	6.73	0.98	-0.13
	Queen's 2007	5.64	6.85	7.19	1.55	0.34
	ARL 2007	5.75	7.05	6.38	0.63	-0.67
General Staff	UWA 2007	6.23	7.54	6.57	0.34	-0.96
	UWA 2005	6.24	7.37	7.06	0.82	-0.31
	Queen's 2007	6.48	7.50	7.26	0.78	-0.24
	ARL 2007	6.34	7.51	6.85	0.51	-0.66
Overall	UWA 2007	6.22	7.77	6.65	0.42	-1.12
	UWA 2005	6.02	7.62	6.66	0.63	-0.97
	Queen's 2007	6.12	7.64	7.02	0.89	-0.62
	ARL 2007	6.22	7.71	6.68	0.46	-1.03

Table 20: Library as Place - Comparison with UWA 2005, Queen's and ARL

In comparison with Queen's, all user groups at UWA reported lower adequacy gaps for **Library as Place**. Results overall were similar to those reported by ARL respondents.

Compared to respondents at Queen's and ARL undergraduates at UWA reported that **Library as Place** was of less importance to them. However, they also rated the Library's performance on this dimension as lower than did respondents at Queen's and ARL.

#### Notable points

- While academics, postgraduates and general staff rated **Library as Place** as the least important service dimension, expectations of all user groups have increased since 2005
- While undergraduates considered *Quiet space for individual study* as the most important item in this dimension their minimum expectations were barely met
- *Space for group learning and group study* was identified as the least important **Library as Place** item by undergraduates

#### Recommendations

- The annual Building and Space Survey data should be carefully analysed to identify areas for action

## 8. Local Questions

The Library selected five optional questions for the 2007 LibQUAL+™ survey from a list provided by ARL. The questions were selected to gauge user perceptions about particular services:

1. *Online course support (readings, links, references)\**
2. *Ready access to computers/Internet software*
3. *Availability of subject specialist assistance*
4. *Making me aware of library resources and services*
5. *Adequate hours of service*

*\*This question was not asked in the 2005 survey as it replaced "Providing me with the information skills I need for my work or study"*

		LOCAL QUESTIONS SUMMARY				
Question		Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<i>Online course support (readings, links, references)</i>						
	<b>Undergraduates 2007</b>	6.24	7.97	6.62	0.38	-1.36
	<b>Postgraduates 2007</b>	6.39	7.72	6.61	0.22	-1.11
	<b>Academic Staff 2007</b>	6.69	7.80	6.97	0.28	-0.84
	<b>General Staff 2007</b>	6.58	7.58	6.89	0.32	-0.68
	<b>Overall 2007</b>	6.28	7.92	6.63	0.35	-1.29
<i>Ready access to computers/Internet/software</i>						
	<b>Undergraduates 2007</b>	6.64	8.25	6.35	-0.29	-1.90
	<b>Undergraduates 2005</b>	6.32	8.13	6.19	-0.13	-1.94
	<b>Postgraduates 2007</b>	6.75	7.93	6.68	-0.07	-1.25
	<b>Postgraduates 2005</b>	6.39	7.77	6.49	0.10	-1.28
	<b>Academic Staff 2007</b>	6.36	7.21	6.89	0.53	-0.33
	<b>Academic Staff 2005</b>	6.57	7.80	6.87	0.30	-0.92
	<b>General Staff 2007</b>	6.83	7.83	6.54	-0.29	-1.29
	<b>General Staff 2005</b>	6.62	7.59	6.95	0.33	-0.64
	<b>Overall 2007</b>	6.65	8.15	6.43	-0.22	-1.72
	<b>Overall 2005</b>	6.34	8.06	6.27	-0.08	-1.79

<i>Availability of subject specialist assistance</i>						
<b>Undergraduates</b>	<b>2007</b>	5.48	7.04	5.84	0.35	-1.20
	<b>2005</b>	5.41	7.04	5.78	0.37	-1.26
<b>Postgraduates</b>	<b>2007</b>	6.19	7.49	6.40	0.21	-1.09
	<b>2005</b>	5.91	7.36	6.12	0.22	-1.23
<b>Academic Staff</b>	<b>2007</b>	6.43	7.44	6.63	0.20	-0.81
	<b>2005</b>	6.08	7.27	6.44	0.36	-0.83
<b>General Staff</b>	<b>2007</b>	6.77	7.77	6.91	0.14	-0.86
	<b>2005</b>	6.41	7.38	6.95	0.54	-0.43
<b>Overall</b>	<b>2007</b>	5.68	7.15	6.00	0.32	-1.16
	<b>2005</b>	5.52	7.10	5.87	0.35	-1.23
<i>Making me aware of Library resources and services</i>						
<b>Undergraduates</b>	<b>2007</b>	5.63	7.15	6.39	0.77	-0.75
	<b>2005</b>	5.39	6.94	6.26	0.87	-0.68
<b>Postgraduates</b>	<b>2007</b>	6.23	7.48	6.54	0.31	-0.94
	<b>2005</b>	6.03	7.39	6.57	0.54	-0.83
<b>Academic Staff</b>	<b>2007</b>	6.59	7.66	6.91	0.32	-0.75
	<b>2005</b>	6.41	7.52	6.99	0.57	-0.53
<b>General Staff</b>	<b>2007</b>	6.26	7.44	6.56	0.30	-0.89
	<b>2005</b>	6.56	7.49	7.41	0.85	-0.07
<b>Overall</b>	<b>2007</b>	5.79	7.23	6.45	0.66	-0.79
	<b>2005</b>	5.54	7.04	6.35	0.81	-0.69
<i>Adequate hours of service</i>						
<b>Undergraduates</b>	<b>2007</b>	6.44	8.01	7.14	0.70	-0.87
	<b>2005</b>	6.51	8.04	6.95	0.44	-1.09
<b>Postgraduates</b>	<b>2007</b>	6.81	8.04	7.08	0.26	-0.97
	<b>2005</b>	6.82	8.09	7.05	0.23	-1.04
<b>Academic Staff</b>	<b>2007</b>	6.77	7.84	7.33	0.55	-0.52
	<b>2005</b>	6.71	7.62	7.26	0.55	-0.36
<b>General Staff</b>	<b>2007</b>	6.62	7.66	7.21	0.59	-0.45
	<b>2005</b>	6.76	7.95	7.73	0.98	-0.22
<b>Overall</b>	<b>2007</b>	6.53	8.00	7.14	0.61	-0.86
	<b>2005</b>	6.57	8.04	6.99	0.41	-1.05

Table 21: Local Questions Summary across User Groups

Undergraduates rated *Ready access to computers/Internet/software* as the most important item in **Local Questions** and the second most important item in the survey overall. For all user groups, with the exception of academics, respondents reported that the Library did not meet their minimum requirements for this service dimension.

As in 2005, this concern was reflected in the large number of negative comments made about access to computers. They suggested that the key issues are numbers of computers, access to power points, and wireless connection. Some comments noted the improvements the Library has made in this area since 2005.

*Adequate hours of service* declined in importance for undergraduates compared to 2005, falling from the 4<sup>th</sup> most important survey item to the 11<sup>th</sup> most important. Improved performance on this service dimension is explained by the review and extension of opening hours following the 2005 Survey. It remained relatively unimportant to other user groups. However, the number of negative comments about opening hours (95) suggests that for those respondents opening hours continued to be a source of irritation.

*Availability of subject specialist assistance* and *Making me aware of library resources and services* were the second and fourth least important service dimensions in the survey overall – a similar result to 2005.

The new item *Online course support (readings, links, references)* was the tenth most important in the survey overall.

#### Some comments ...

*There is always a lack of computers, with long waits (Undergraduate, Business Library)*

*I find the librarian very helpful if I ever have any problems but find it difficult to find a computer anywhere! Thus I often have to go to Murdoch Uni (where I previously studied) because I know I will get a computer there! (Undergraduate, Medical and Dental Library)*

*Computer terminals for five minute access - whilst convenient there is a tendency for several individuals lingering whilst one works making me feel as though I should rush and often leave without having found the necessary information. A solution: more terminals. Similarly on the second floor there are only two computers for general use and it becomes frustrating when one has to walk up and down flights of stairs to find a computer simply to check a books call number. (Undergraduate, Humanities and Social Sciences Library)*

*Also more desks with power points for laptop use, such as on the bottom floor of the law library would be good both in the law library, and in other libraries. They are always the first to be taken, as a large proportion of students use laptops.(Undergraduate, Law Library)*

*...everything is great, including the numerous powerpoints, SNAP and wired locations provided for laptop usage. (Undergraduate, Medical and Dental Library)*

*Thank you for installing more plugs in the Reid library so we can plug in our lap-tops! (Undergraduate, Humanities and Social Sciences Library)*

*In general I am happy with the libraries at UWA. Any problems that I have with space or lack of computer availability are being dealt with in the construction of a new library. (Undergraduate, Biological Sciences Library)*

### Notable points

- The Library failed to meet the minimum expectations of undergraduates, postgraduates and general staff in relation to *Ready access to computers/Internet/software*
- Respondents have noticed the improvements made in relation to access to computers
- While the Library met minimum expectations for *Online course support (readings, links, references)* there is considerable scope for improvement

### Recommendations

- That as a result of not meeting minimum expectations in *Providing ready access to computers/Internet/software* and the high number of associated comments priority is given to investigating and improving the key areas highlighted including:
  - Numbers of PCs
  - Queues and waiting times for PCs
  - Access to power points
  - Quick access to catalogue information via Express Terminals
  - SNAP / wireless connectivity

## 9. General Satisfaction Ratings

As a validity check and to gather expressions of more general satisfaction with the Library, respondents were asked to respond to three items:

1. *In general, I am satisfied with the way in which I am treated at the library*
2. *In general, I am satisfied with library support for my learning, research, and/or teaching needs*
3. *How would you rate the overall quality of the service provided by the library?*

General Satisfaction	Mean	% Satisfied*
<b><i>Q1 In general I am satisfied with the way in which I am treated in the library</i></b>		
Undergraduates	7.27	96.84%
Postgraduates	7.31	95.89%
Academic Staff	7.55	93.26%
General Staff	7.57	96.55%
Overall	7.29	96.53%
<b><i>Q2 In general, I am satisfied with library support for my learning, teaching, and/or research</i></b>		
Undergraduates	6.88	95.26%
Postgraduates	6.92	93.42%
Academic Staff	7.17	93.26%
General Staff	7.07	100%
Overall	6.90	94.94%
<b><i>Q3 How would you rate the overall quality of the service provided by the library</i></b>		
Undergraduates	7.10	97.76%
Postgraduates	7.14	97.81%
Academic Staff	7.36	95.51%
General Staff	7.47	100%
Overall	7.12	97.72%

**Table 22: General satisfaction across user groups**

\* % satisfied is percentage of respondents who answered with a 5 or more to the question

As in 2005 satisfaction was measured by the percentage of respondents who answered with a five or more to each of the three general satisfaction questions. Using this measure overall satisfaction with Library services has increased since 2005. It should be noted however that the responses to the more finely grained core questions provide better data on which to base improvement strategies in the Library.

For each item, the ratings of undergraduates and postgraduates were higher than in 2005. While reporting the lowest mean scores for each item, undergraduates were the most satisfied primary user group for the item *In general I am satisfied with the way in which I am treated in the library*, as measured by the percentage of respondents giving scores of five or more.

Academic staff reported lower mean scores for each item compared with 2005. As measured by the percentage of respondents giving scores of five or more, academic staff were least satisfied with *I am satisfied with library support for my learning, research, and/or teaching needs* and *In general I am satisfied with the way in which I am treated in the library* (equally). Postgraduates were also least satisfied with *In general, I am satisfied with library support for my learning, research, and/or teaching needs*, while undergraduates expressed least satisfaction with *How would you rate the overall quality of the service provided by the library?*

The Library's Service Charter target is that "95% of students and staff surveyed are satisfied with Library services". An analysis of respondents' individual ratings shows that this was achieved with 97.72% of respondents providing a rating of 5 or more for the item *How would you rate the overall quality of the service provided by the library?*

### Benchmarking with Queen's and ARL

GENERAL SATISFACTION QUESTIONS SUMMARY – comparison with Queen's and ARL												
QUESTION	Mean				SD				n			
	UWA 2007	UWA 2005	Queen's 2007	ARL 2007	UWA 2007	UWA 2005	Queen's 2007	ARL 2007	UWA 2007	UWA 2005	Queen's 2007	ARL 2007
<i>In general, I am satisfied with the way in which I am treated at the library</i>												
<b>Undergraduates</b>	7.27	7.07	7.51	7.33	1.35	1.45	1.34	1.51	1,520	2,470	662	12,218
<b>Postgraduates</b>	7.31	7.24	7.52	7.45	1.43	1.45	1.34	1.50	365	519	662	8,528
<b>Academic Staff</b>	7.55	7.81	7.74	7.57	1.55	1.19	1.25	1.51	89	89	177	5,006
<b>General Staff</b>	7.57	7.53	7.78	7.44	1.04	1.10	1.12	1.51	30	43	80	1,374
<b>Overall</b>	7.29	7.12	7.56	7.42	1.37	1.44	1.32	1.51	2,004	3,121	1,581	27,126
<i>In general, I am satisfied with library support for my learning, research, and/or teaching needs</i>												
<b>Undergraduates</b>	6.88	6.79	7.18	7.03	1.34	1.38	1.41	1.52	1,520	2,472	662	12,218
<b>Postgraduates</b>	6.92	6.87	7.09	7.10	1.44	1.55	1.53	1.59	365	519	662	8,528
<b>Academic Staff</b>	7.17	7.27	7.19	7.04	1.46	1.41	1.73	1.76	89	89	177	5,005
<b>General Staff</b>	7.07	7.35	7.41	7.15	1.01	1.21	1.24	1.56	30	43	80	1,373
<b>Overall</b>	6.90	6.82	7.15	7.06	1.36	1.41	1.49	1.59	2,004	3,123	1,581	27,124
<i>How would you rate the overall quality of the service provided by the library?</i>												
<b>Undergraduates</b>	7.10	7.01	7.35	7.17	1.10	1.13	1.14	1.26	1,519	2,472	662	12,216
<b>Postgraduates</b>	7.14	7.13	7.23	7.21	1.14	1.21	1.20	1.33	365	519	662	8,529
<b>Academic Staff</b>	7.36	7.53	7.41	7.29	1.36	1.07	1.24	1.42	89	89	177	5,005
<b>General Staff</b>	7.47	7.53	7.58	7.35	0.82	0.93	1.00	1.29	30	43	80	1,374
<b>Overall</b>	7.12	7.05	7.32	7.21	1.12	1.15	1.17	1.32	2,003	3,123	1,581	27,124

Table 23: General satisfaction questions - Comparison with UWA 2005, Queen's and ARL

Based on mean scores, UWA respondents were less satisfied overall in 2007 than ARL and Queen's respondents. However UWA respondents were more satisfied than they were in 2005.

UWA undergraduates, postgraduates and academic staff were less satisfied with the way they were treated in the Library than ARL or Queen's respondents. However general staff were more satisfied than their ARL equivalents.

UWA undergraduates, postgraduates and general staff were less satisfied with the Library's performance in *In general, I am satisfied with library support for my learning, research, and/or teaching needs* than their ARL or Queen's counterparts. Academic staff were slightly less satisfied than respondents at Queen's but more satisfied than those at ARL.

All user groups at UWA were less satisfied with the overall quality of service provided by the Library than were Queen's respondents. Academic staff and general staff were more satisfied than their ARL equivalents.

Overall respondents at UWA, ARL and Queen's are most satisfied with how they are treated in the library, and least satisfied with library support for learning, research and teaching needs.

#### Notable points

- Overall satisfaction with Library services has increased since 2005
- The Library Service Charter target of "95% of students and staff surveyed are satisfied with Library services" was achieved with 97.72% of respondents reporting satisfaction with the overall quality of the service provided by the Library
- Academic staff reported lower mean scores in 2007 than in 2005
- All user groups reported their lowest mean scores for *In general, I am satisfied with library support for my learning, research, and/or teaching needs*

#### Recommendations

- Responses from the questions associated with General Satisfaction Ratings are so non-specific that the Library needs to rely on more specific data, for example other sections of this survey report, the data sourced by the Marketing Research Team, and the annual Building and Space Survey.

## 10. Information Literacy Outcomes

Respondents were asked to rate their levels of general satisfaction with each of five Information Literacy Outcomes items:

1. *The library helps me stay abreast of developments in my field(s) of interest*
2. *The library aids my advancement in my academic discipline*
3. *The library enables me to be more efficient in my academic pursuits*
4. *The library helps me distinguish between trustworthy and untrustworthy information*
5. *The library provides me with the information skills I need in my work or study*

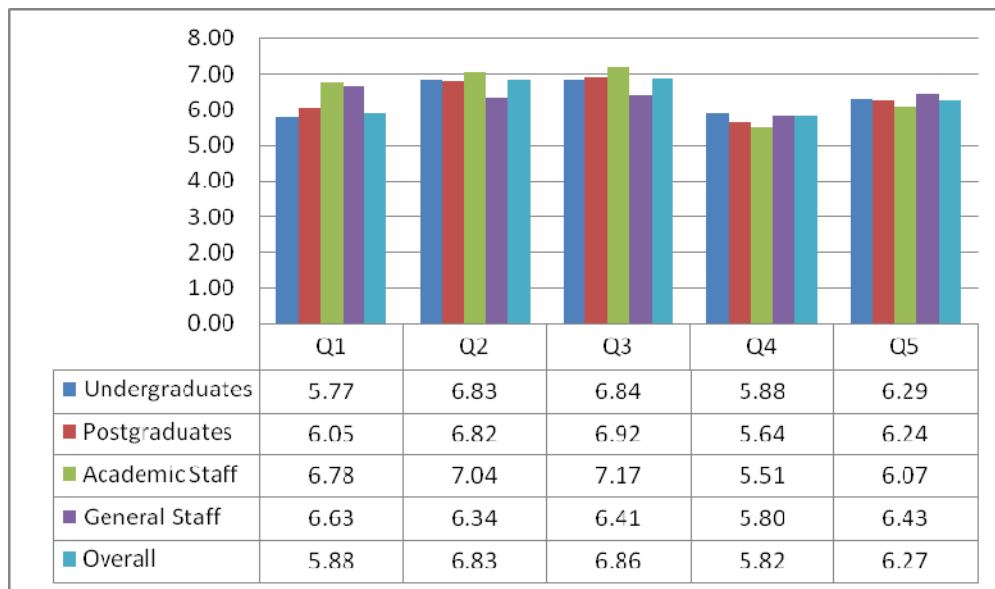


Table 24: Information literacy outcomes across User Groups

With mean scores greater than 5 each group of users was satisfied with the information literacy provided by the Library.

### Comparison with 2005 Survey Results

Compared to 2005 respondents overall were more satisfied with *The library helps me stay abreast of developments in my field(s) of interest*, *The library helps me distinguish between trustworthy and untrustworthy information*, and *The library provides me with the information skills I need in my work or study*.

As in 2005, respondents overall were most satisfied with the item *The library enables me to be more efficient in my academic pursuits*, but academic staff were less satisfied with this item in 2007 than in 2005.

All user groups and respondents overall continued to be least satisfied with *The library helps me distinguish between trustworthy and untrustworthy information* despite a slight increase in the level of satisfaction with this item compared to 2005 (5.82 compared with 5.65).

During 2007 the Library prepared an Information Literacy Strategic Direction Statement which outlines a variety of actions the Library will undertake to ensure best practise in the development and delivery of information literacy training, and on-going evaluation of all programmes to ensure continuous improvement.

The survey result may also be influenced by the terminology of the question and it may be worthwhile for the Library to adopt the language of the survey in referring to “authoritative and trustworthy sources” when instructing on how to recognise authoritative sources.

### Benchmarking with Queen’s and ARL

INFORMATION LITERACY OUTCOMES SUMMARY – comparison with Queen’s and ARL												
QUESTION	Mean				SD				n			
	UWA 2007	UWA 2005	Queen’s 2007	ARL 2007	UWA 2007	UWA 2005	Queen’s 2007	ARL 2007	UWA 2007	UWA 2005	Queen’s 2007	ARL 2007
<i>The library helps me stay abreast of developments in my field(s) of interest</i>												
<b>Undergraduates</b>	5.77	5.72	6.05	6.01	1.49	1.56	1.69	1.76	1,520	2,472	662	12,218
<b>Postgraduates</b>	6.05	6.01	6.02	6.30	1.78	1.84	1.91	1.88	365	519	662	8,529
<b>Academic Staff</b>	6.78	6.16	6.81	6.57	1.88	1.85	1.89	1.99	89	89	177	5,005
<b>General Staff</b>	6.63	6.23	6.83	6.50	1.40	1.52	1.61	1.76	30	43	80	1,372
<b>Overall</b>	5.88	5.78	6.16	6.23	1.58	1.62	1.83	1.85	2,004	3,123	1,581	27,124
<i>The library aids my advancement in my academic discipline</i>												
<b>Undergraduates</b>	6.83	6.83	6.87	6.81	1.39	1.39	1.55	1.61	1,520	2,471	662	12,218
<b>Postgraduates</b>	6.82	6.90	7.03	7.12	1.57	1.54	1.56	1.59	365	519	662	8,528
<b>Academic Staff</b>	7.04	6.75	6.99	6.99	1.71	1.61	1.75	1.81	89	89	177	5,003
<b>General Staff</b>	6.34	6.56	6.96	6.78	1.37	1.58	1.50	1.64	29	43	80	1,372
<b>Overall</b>	6.83	6.83	6.96	6.94	1.44	1.43	1.58	1.65	2,003	3,122	1,581	27,121
<i>The library enables me to be more efficient in my academic pursuits</i>												
<b>Undergraduates</b>	6.84	6.84	7.07	6.96	1.43	1.40	1.52	1.63	1,520	2,472	662	12,128
<b>Postgraduates</b>	6.92	6.92	6.99	7.13	1.46	1.51	1.57	1.62	365	519	662	8,528
<b>Academic Staff</b>	7.17	7.24	7.14	7.14	1.71	1.34	1.73	1.76	89	89	177	5,003
<b>General Staff</b>	6.41	6.81	7.18	6.96	1.40	1.40	1.50	1.60	29	43	80	1,372
<b>Overall</b>	6.86	6.87	7.05	7.05	1.45	1.42	1.56	1.65	2,003	3,123	1,581	27,121
<i>The library helps me distinguish between trustworthy and untrustworthy information</i>												
<b>Undergraduates</b>	5.88	5.69	6.20	6.19	1.75	1.81	1.90	1.88	1,520	2,472	662	12,218
<b>Postgraduates</b>	5.64	5.46	5.71	5.79	1.94	1.93	1.89	1.96	365	519	662	8,529
<b>Academic Staff</b>	5.51	5.49	5.13	5.56	2.27	1.70	1.96	2.13	89	89	177	5,004
<b>General Staff</b>	5.80	5.72	5.70	5.94	1.65	1.59	1.78	1.90	30	43	80	1,372
<b>Overall</b>	5.82	5.65	5.85	5.94	1.81	1.82	1.93	1.97	2,004	3,123	1,581	27,123

<i>The library provides me with the information skills I need in my work or study</i>												
<b>Undergraduates</b>	6.29	6.24	6.48	6.43	1.55	1.54	1.63	1.73	1,520	2,472	662	12,218
<b>Postgraduates</b>	6.24	6.14	6.31	6.37	1.74	1.71	1.74	1.82	365	519	662	8,528
<b>Academic Staff</b>	6.07	6.22	6.06	6.10	1.91	1.68	2.01	1.99	89	89	177	5,002
<b>General Staff</b>	6.43	6.56	6.49	6.47	1.61	1.61	1.57	1.79	30	43	80	1,372
<b>Overall</b>	6.27	6.23	6.36	6.35	1.60	1.57	1.72	1.82	2,004	3,123	1,581	27,120

Table 25: Information Literacy Outcomes - Comparison with UWA 2005, Queen's and ARL

The UWA results for each item were, in general, similar but lower than the results from Queen's and ARL.

#### Notable points

- Respondents continued to be least satisfied with the extent to which *The library helps me distinguish between trustworthy and untrustworthy information*

#### Recommendations

- The Library should adopt the language of the Survey in all of its Information Literacy programmes ie "Authoritative and trustworthy sources"
- Priority is given to actioning the UWA Library Information Literacy Strategic Direction Statement

## 11. Comments

In addition to the survey questions respondents were given the opportunity to add free-text comments. The Library received comments from 927 individuals (46% of all respondents). For ease of analysis the comments were assigned to one of 29 categories. In addition to the 26 categories used in 2005 an additional 3 were added:

- Computers (Performance)
- SuperSearch / FindIt
- Promotion / Marketing

The table below is based on comments by User Group. For comments by Subject Library see the separate report "LibQUAL+™ Survey 2007 The University of Western Australia Library: Analysis of Subject Library Results".

The top five areas attracting comments overall were:

1. Service (Positive) - 322
2. Collections (Electronic) - 182
3. Computers (More) – 148
4. Space/Buildings (General) – 102
5. Environment (Noise) – 101

<b>Comments</b>			
<b>CIRCULATION</b>	<b>General</b>	<b>Reserve</b>	<b>Penalties</b>
<b>Undergraduates</b>	<b>33</b>	<b>68</b>	<b>11</b>
<b>Postgraduates</b>	<b>10</b>	<b>7</b>	<b>5</b>
<b>Academic staff</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>General staff</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>	<b>47</b>	<b>78</b>	<b>16</b>
<b>COLLECTIONS</b>	<b>General</b>	<b>Electronic</b>	<b>Print</b>
<b>Undergraduates</b>	<b>58</b>	<b>111</b>	<b>31</b>
<b>Postgraduates</b>	<b>25</b>	<b>49</b>	<b>12</b>
<b>Academic staff</b>	<b>4</b>	<b>21</b>	<b>5</b>
<b>General staff</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>	<b>90</b>	<b>182</b>	<b>48</b>

COMPUTERS			
	More	Laptops	Wireless
Undergraduates	134	20	25
Postgraduates	12	1	4
Academic staff	2	1	1
General staff	0	0	0
<b>TOTAL</b>	<b>148</b>	<b>22</b>	<b>30</b>
COMPUTERS			
	Power Points	Performance	Internet access
Undergraduates	26	21	35
Postgraduates	1	7	5
Academic staff	0	1	7
General staff	0	0	1
<b>TOTAL</b>	<b>27</b>	<b>29</b>	<b>42</b>
ENVIRONMENT			
	Food/Drink	Mobile Phone	Noise
Undergraduates	7	10	90
Postgraduates	1	2	8
Academic staff	0	0	2
General staff	0	1	1
<b>TOTAL</b>	<b>8</b>	<b>13</b>	<b>101</b>
SPACE/BUILDINGS			
	General	Group Study	Quiet Study
Undergraduates	85	73	50
Postgraduates	13	4	4
Academic staff	2	2	0
General staff	2	1	1
<b>TOTAL</b>	<b>102</b>	<b>80</b>	<b>55</b>
OTHER			
	Equipment	Photocopying / Printing/Scanners	Web site
Undergraduates	49	46	25
Postgraduates	7	7	14
Academic staff	1	0	2
General staff	1	1	1
<b>TOTAL</b>	<b>58</b>	<b>54</b>	<b>42</b>

OTHER	Service (negative)	Service (positive)	Reference / Information literacy
Undergraduates	40	216	32
Postgraduates	18	74	20
Academic staff	7	24	2
General staff	1	8	1
<b>TOTAL</b>	<b>66</b>	<b>322</b>	<b>55</b>
OTHER	Opening hours	ILL / Document delivery	SuperSearch / Findit
Undergraduates	77	6	22
Postgraduates	16	16	7
Academic staff	1	7	3
General staff	1	0	1
<b>TOTAL</b>	<b>95</b>	<b>29</b>	<b>33</b>
OTHER	LibQUAL survey	Promotion / marketing	
Undergraduates	13	6	
Postgraduates	10	5	
Academic staff	1	1	
General staff	1	0	
<b>TOTAL</b>	<b>25</b>	<b>12</b>	

Table 26: Comments by User Group

## Appendix One - Survey Questions

<b>CORE QUESTIONS</b>	
<b>Affect of Service</b>	
AS-1	Library staff who instill confidence in users
AS-2	Giving users individual attention
AS-3	Library staff who are consistently courteous
AS-4	Readiness to respond to users' enquiries
AS-5	Library staff who have the knowledge to answer user questions
AS-6	Library staff who deal with users in a caring fashion
AS-7	Library staff who understand the needs of their users
AS-8	Willingness to help users
AS-9	Dependability in handling users' service problems
<b>Information Control</b>	
IC-1	Making electronic resources available 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
<b>Library as Place</b>	
LP-1	Library space that inspires study and learning
LP-2	Quiet space for individual work
LP-3	A comfortable and inviting location
LP-4	A haven for study, learning or research
LP-5	Space for group learning and group study
<b>LOCAL QUESTIONS</b>	
	Online course support (readings, links, references)
	Ready access to computers / internet / software
	Availability of subject specialist assistance
	Making me aware of library resources and services
	Adequate hours of service

### GENERAL SATISFACTION QUESTIONS

	In general, I am satisfied with the way in which I am treated at the library
	In general, I am satisfied with library support for my learning, research, and/or teaching needs
	How would you rate the overall quality of the service provided by the library?

### INFORMATION LITERACY OUTCOMES QUESTIONS

<b>IL-1</b>	The library helps me stay abreast of developments in my field(s) of interest
<b>IL-2</b>	The library aids my advancement in my academic discipline
<b>IL-3</b>	The library enables me to be more efficient in my academic pursuits
<b>IL-4</b>	The library helps me distinguish between trustworthy and untrustworthy information
<b>IL-5</b>	The library provides me with the information skills I need in my work or study

## Appendix Two – Responses to Individual Questions by User Group

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<b>Affect of Service</b>					
<i>AS1 Library staff who instill confidence in users</i>					
Undergraduates	5.16	7.09	6.24	1.07	-0.86
Postgraduates	5.81	7.43	6.61	0.79	-0.82
Academic Staff	6.29	7.79	7.14	0.85	-0.66
General Staff	6.10	7.72	7.38	1.28	-0.34
Overall	5.35	7.20	6.36	1.01	-0.83
<i>AS2 Giving users individual attention</i>					
Undergraduates	4.87	6.42	5.87	1.00	-0.55
Postgraduates	5.75	6.99	6.53	0.78	-0.45
Academic Staff	6.38	7.34	6.97	0.58	-0.37
General Staff	6.03	7.27	6.97	0.93	-0.30
Overall	5.12	6.58	6.06	0.94	-0.52
<i>AS3 Library staff who are consistently courteous</i>					
Undergraduates	6.17	7.66	7.09	0.91	-0.57
Postgraduates	6.88	8.04	7.41	0.53	-0.63
Academic Staff	7.10	8.09	7.83	0.73	-0.26
General Staff	7.07	8.03	8.07	1.00	0.03
Overall	6.36	7.75	7.19	0.84	-0.56
<i>AS4 Readiness to respond to users' enquiries</i>					
Undergraduates	6.42	7.69	7.20	0.78	-0.50
Postgraduates	6.93	8.06	7.49	0.56	-0.57
Academic Staff	7.14	8.19	7.83	0.69	-0.36
General Staff	7.23	8.17	7.87	0.63	-0.30
Overall	6.56	7.79	7.29	0.73	-0.50
<i>AS5 Library staff who have the knowledge to answer user questions</i>					
Undergraduates	6.39	7.73	7.11	0.73	-0.61
Postgraduates	6.97	8.02	7.30	0.33	-0.72
Academic Staff	7.16	8.18	7.65	0.49	-0.53
General Staff	7.07	8.11	7.57	0.50	-0.54

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<b>Overall</b>	6.54	7.81	7.18	0.64	-0.63
<b><i>AS6 Library staff who deal with users in a caring fashion</i></b>					
Undergraduates	5.86	7.38	6.86	1.00	-0.52
Postgraduates	6.35	7.60	7.09	0.74	-0.51
Academic Staff	6.52	7.65	7.32	0.80	-0.33
General Staff	6.87	8.13	7.67	0.80	-0.47
<b>Overall</b>	6.00	7.45	6.94	0.94	-0.51
<b><i>AS7 Library staff who understand the needs of their users</i></b>					
Undergraduates	5.99	7.36	6.72	0.72	-0.64
Postgraduates	6.58	7.81	6.97	0.39	-0.83
Academic Staff	6.89	7.97	7.13	0.24	-0.84
General Staff	6.93	8.19	7.41	0.48	-0.78
<b>Overall</b>	6.16	7.48	6.79	0.64	-0.69
<b><i>AS8 Willingness to help users</i></b>					
Undergraduates	6.08	7.57	6.96	0.88	-0.61
Postgraduates	6.73	7.86	7.36	0.63	-0.50
Academic Staff	7.04	8.12	7.75	0.71	-0.37
General Staff	6.80	8.03	7.73	0.93	-0.30
<b>Overall</b>	6.25	7.66	7.08	0.83	-0.58
<b><i>AS9 Dependability in handling users' service problems</i></b>					
Undergraduates	6.19	7.62	6.92	0.72	-0.71
Postgraduates	6.76	7.87	7.14	0.38	-0.73
Academic Staff	7.06	8.08	7.52	0.46	-0.57
General Staff	6.50	7.67	7.04	0.54	-0.63
<b>Overall</b>	6.34	7.69	6.99	0.65	-0.70
<b>Information Control</b>					
<b><i>IC1 Making electronic resources available from my home or office</i></b>					
Undergraduates	6.57	8.34	6.88	0.31	-1.46
Postgraduates	7.01	8.51	7.20	0.20	-1.30
Academic Staff	7.67	8.71	7.56	-0.10	-1.15
General Staff	6.75	8.07	7.14	0.39	-0.93
<b>Overall</b>	6.70	8.38	6.97	0.27	-1.41

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<b>IC2 A library Web site enabling me to locate information on my own</b>					
Undergraduates	6.59	8.10	7.06	0.47	-1.04
Postgraduates	7.19	8.33	7.22	0.03	-1.11
Academic Staff	7.47	8.54	7.20	-0.27	-1.34
General Staff	7.00	8.03	6.76	-0.24	-1.28
Overall	6.74	8.16	7.09	0.35	-1.07
<b>IC3 The printed library materials I need for my work</b>					
Undergraduates	6.21	7.67	6.66	0.45	-1.00
Postgraduates	6.80	7.92	6.83	0.03	-1.09
Academic Staff	6.83	7.86	6.91	0.08	-0.95
General Staff	6.88	7.75	7.38	0.50	-0.38
Overall	6.35	7.72	6.71	0.36	-1.01
<b>IC4 The electronic information resources I need</b>					
Undergraduates	6.56	8.13	6.88	0.31	-1.25
Postgraduates	7.24	8.40	7.14	-0.10	-1.26
Academic Staff	7.43	8.57	7.39	-0.03	-1.18
General Staff	6.92	8.00	7.27	0.35	-0.73
Overall	6.73	8.20	6.95	0.22	-1.24
<b>IC5 Modern equipment that lets me easily access needed information</b>					
Undergraduates	6.61	8.06	7.04	0.42	-1.03
Postgraduates	6.91	8.11	7.01	0.10	-1.10
Academic Staff	7.05	8.05	7.36	0.31	-0.69
General Staff	6.79	7.96	7.11	0.32	-0.86
Overall	6.69	8.07	7.05	0.36	-1.02
<b>IC6 Easy-to-use access tools that allow me to find things on my own</b>					
Undergraduates	6.49	8.00	6.89	0.39	-1.11
Postgraduates	6.91	8.23	7.03	0.13	-1.20
Academic Staff	7.29	8.48	7.22	-0.07	-1.26
General Staff	6.79	8.14	7.00	0.21	-1.14
Overall	6.61	8.07	6.93	0.32	-1.13
<b>IC7 Making information easily accessible for independent use</b>					
Undergraduates	6.53	8.03	7.01	0.48	-1.01
Postgraduates	7.01	8.23	7.21	0.21	-1.02

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Academic Staff	7.29	8.37	7.24	-0.05	-1.12
General Staff	6.93	8.14	7.14	0.21	-1.00
Overall	6.66	8.08	7.06	0.40	-1.02
<b>IC8 Print and/or electronic journal collections I require for my work</b>					
Undergraduates	6.72	8.22	6.84	0.12	-1.38
Postgraduates	7.41	8.51	7.10	-0.31	-1.42
Academic Staff	7.64	8.72	7.22	-0.42	-1.50
General Staff	6.75	7.88	7.00	0.25	-0.88
Overall	6.89	8.29	6.91	0.02	-1.39
<b>Library as Place</b>					
<b>LP1 Library space that inspires study and learning</b>					
Undergraduates	6.07	7.86	6.41	0.34	-1.45
Postgraduates	6.00	7.52	6.32	0.32	-1.19
Academic Staff	6.16	7.24	6.59	0.43	-0.65
General Staff	5.93	7.59	6.41	0.48	-1.19
Overall	6.06	7.78	6.40	0.34	-1.37
<b>LP2 Quiet space for individual work</b>					
Undergraduates	6.75	8.12	6.87	0.12	-1.25
Postgraduates	6.61	7.71	6.69	0.07	-1.02
Academic Staff	6.17	6.92	6.63	0.45	-0.30
General Staff	6.64	7.72	6.64	0.00	-1.08
Overall	6.71	8.01	6.83	0.12	-1.18
<b>LP3 A comfortable and inviting location</b>					
Undergraduates	6.06	7.77	6.84	0.78	-0.93
Postgraduates	6.12	7.46	6.72	0.60	-0.74
Academic Staff	6.31	7.54	7.12	0.81	-0.42
General Staff	6.48	7.69	6.90	0.41	-0.79
Overall	6.09	7.70	6.83	0.75	-0.87
<b>LP4 A haven for study, learning or research</b>					
Undergraduates	6.39	8.06	6.78	0.38	-1.28
Postgraduates	6.39	7.74	6.66	0.27	-1.08
Academic Staff	6.39	7.42	6.80	0.41	-0.62
General Staff	6.67	7.81	6.44	-0.22	-1.37

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
<b>Overall</b>	6.40	7.98	6.75	0.35	-1.22
<b><i>LP5 Space for group learning and group study</i></b>					
Undergraduates	5.96	7.60	6.34	0.38	-1.26
Postgraduates	5.49	6.56	6.43	0.94	-0.13
Academic Staff	5.32	6.21	6.38	1.06	0.17
General Staff	6.06	6.94	6.00	-0.06	-0.94
<b>Overall</b>	5.88	7.41	6.35	0.47	-1.05
<b>Local Questions</b>					
<b><i>LQ1 Online Course Support (readings, links, references)</i></b>					
Undergraduates	6.24	7.97	6.62	0.38	-1.36
Postgraduates	6.39	7.72	6.61	0.22	-1.11
Academic Staff	6.69	7.80	6.97	0.28	-0.84
General Staff	6.58	7.58	6.89	0.32	-0.68
<b>Overall</b>	6.28	7.92	6.63	0.35	-1.29
<b><i>Q2 Ready access to computers / Internet / software</i></b>					
Undergraduates	6.64	8.25	6.35	-0.29	-1.90
Postgraduates	6.75	7.93	6.68	-0.07	-1.25
Academic Staff	6.36	7.21	6.89	0.53	-0.33
General Staff	6.83	7.83	6.54	-0.29	-1.29
<b>Overall</b>	6.65	8.15	6.43	-0.22	-1.72
<b><i>Q3 Availability of subject specialist assistance</i></b>					
Undergraduates	5.48	7.04	5.84	0.35	-1.20
Postgraduates	6.19	7.49	6.40	0.21	-1.09
Academic Staff	6.43	7.44	6.63	0.20	-0.81
General Staff	6.77	7.77	6.91	0.14	-0.86
<b>Overall</b>	5.68	7.15	6.00	0.32	-1.16
<b><i>Q4 Making me aware of library resources and services</i></b>					
Undergraduates	5.63	7.15	6.39	0.77	-0.75
Postgraduates	6.23	7.48	6.54	0.31	-0.94
Academic Staff	6.59	7.66	6.91	0.32	-0.75
General Staff	6.26	7.44	6.56	0.30	-0.89
<b>Overall</b>	5.79	7.23	6.45	0.66	-0.79
<b><i>LQ5 Adequate hours of service</i></b>					
Undergraduates	6.44	8.01	7.14	0.70	-0.87

	Minimum Mean (m)	Desired Mean (d)	Perceived Mean (p)	Adequacy Gap (p-m)	Superiority Gap (p-d)
Postgraduates	6.81	8.04	7.08	0.26	-0.97
Academic Staff	6.77	7.84	7.33	0.55	-0.52
General Staff	6.62	7.66	7.21	0.59	-0.45
Overall	6.53	8.00	7.14	0.61	-0.86

Information Literacy Outcomes	Mean	% Satisfied*
<b>Q1 The library helps me stay abreast of developments in my field/s of interest</b>		
Undergraduates	5.77	84.47%
Postgraduates	6.05	83.29%
Academic Staff	6.78	89.89%
General Staff	6.63	96.55%
Overall	5.88	84.78%
<b>Q2 The library aids my advancement in my academic discipline or work</b>		
Undergraduates	6.83	94.47%
Postgraduates	6.82	91.51%
Academic Staff	7.04	92.13%
General Staff	6.34	96.55%
Overall	6.83	93.90%
<b>Q3 The library enables me to be more efficient in my academic pursuits</b>		
Undergraduates	6.84	93.62%
Postgraduates	6.92	94.25%
Academic Staff	7.17	93.26%
General Staff	6.41	96.55%
Overall	6.86	93.80%
<b>Q4 The library helps me distinguish between trustworthy and untrustworthy information</b>		
Undergraduates	5.88	79.54%
Postgraduates	5.64	75.62%
Academic Staff	5.51	75.28%
General Staff	5.80	82.76%
Overall	5.82	78.78%
<b>Q5 The library provides me with the information skills I need in my work or study</b>		
Undergraduates	6.29	88.29%

Information Literacy Outcomes	Mean	% Satisfied*
Postgraduates	6.24	85.21%
Academic Staff	6.07	84.27%
General Staff	6.43	89.66%
Overall	6.27	87.65%

\* % satisfied is percentage of respondents who answered 5 or more to the question

General Satisfaction	Mean	% Satisfied*
<i>Q1 In general I am satisfied with the way in which I am treated in the library</i>		
Undergraduates	7.27	96.84%
Postgraduates	7.31	95.89%
Academic Staff	7.55	93.26%
General Staff	7.57	96.55%
Overall	7.29	96.53%
<i>Q2 In general, I am satisfied with library support for my learning, teaching, and/or research</i>		
Undergraduates	6.88	95.26%
Postgraduates	6.92	93.42%
Academic Staff	7.17	93.26%
General Staff	7.07	100%
Overall	6.90	94.94%
<i>Q3 How would you rate the overall quality of the service provided by the library</i>		
Undergraduates	7.10	93.29%
Postgraduates	7.14	97.81%
Academic Staff	7.36	95.51%
General Staff	7.47	100%
Overall	7.12	97.72%

\* % satisfied is percentage of respondents who answered 5 or more to the question

## Appendix Three - Priorities by User Group

Highest Importance (Desired Scores)					
[AS = Affect of Service]		[LP = Library as Place]	[IC = Information Control]	[LQ = Local Question]	
Dimension	Question	Score	Dimension	Question	Score
<b>UWA Overall 2007</b>			<b>UWA Overall 2005</b>		
IC1	Making electronic resources accessible from my home or office	<b>8.38</b>	IC1	Making electronic resources accessible from my home or office	<b>8.30</b>
IC8	Print and/or electronic journal collections I require for my work	<b>8.29</b>	IC8	Print and/or electronic journal collections I require for my work	<b>8.19</b>
IC4	The electronic information resources I need	<b>8.20</b>	IC2	A library Web site enabling me to locate information on my own	<b>8.15</b>
IC2	A library Web site enabling me to locate information on my own	<b>8.16</b>	IC5	Modern equipment that lets me easily access needed information	<b>8.14</b>
LQ2	Ready access to computers/Internet/ software	<b>8.15</b>	IC4	The electronic information resources I need	<b>8.12</b>
<b>UWA Academic Staff 2007</b>			<b>UWA Academic Staff 2005</b>		
IC8	Print and/or electronic journal collections I require for my work	<b>8.72</b>	IC1	Making electronic resources accessible from my home or office	<b>8.57</b>
IC1	Making electronic resources accessible from my home or office	<b>8.71</b>	IC8	Print and/or electronic journal collections I require for my work	<b>8.50</b>
IC4	The electronic information resources I need	<b>8.57</b>	IC2	A library Web site enabling me to locate information on my own	<b>8.45</b>
IC2	A library Web site enabling me to locate information on my own	<b>8.54</b>	IC4	The electronic information resources I need	<b>8.32</b>
IC6	Easy-to-use access tools that allow me to find things on my own	<b>8.48</b>	IC6	Making information easily accessible for independent use	<b>8.27</b>
<b>UWA Postgraduates 2007</b>			<b>UWA Postgraduates 2005</b>		
IC8	Print and/or electronic journal collections I require for my work	<b>8.51</b>	IC8	Print and/or electronic journal collections I require for my work	<b>8.55</b>
IC1	Making electronic resources accessible from my home or office	<b>8.51</b>	IC1	Making electronic resources accessible from my home or office	<b>8.45</b>
IC4	The electronic information resources I need	<b>8.40</b>	IC4	The electronic information resources I need	<b>8.42</b>
IC2	A library Web site enabling me to locate information on my own	<b>8.33</b>	IC2	A library Web site enabling me to locate information on my own	<b>8.39</b>
IC6/7	Easy-to-use access tools that allow me to find things on my own / Making information accessible for independent use	<b>8.23</b>	IC5	Modern equipment that lets me easily access needed information	<b>8.24</b>
<b>UWA Undergraduates 2007</b>			<b>UWA Undergraduates 2005</b>		
IC1	Making electronic resources accessible from my home or office	<b>8.34</b>	IC1	Making electronic resources accessible from my home or office	<b>8.26</b>
LQ2	Ready access to computers/Internet/ software	<b>8.25</b>	LQ1	Modern equipment that lets me easily access needed information	<b>8.13</b>
IC8	Print and/or electronic journal collections I require for my work	<b>8.22</b>	LP3	Ready access to computers/Internet/ software	<b>8.13</b>
IC4	The electronic information resources I need	<b>8.13</b>	IC5	Print and/or electronic journal collections I require for my work	<b>8.20</b>
IC2	Quiet space for individual work	<b>8.12</b>	IC6	A library Web site enabling me to locate information on my own	<b>8.08</b>