

**LibQUAL+ Survey 2004 @ Queen's University Library
Analysis of Results**

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Executive Summary

Queen's University Library was one of 202 libraries, including 57 members of the Association of Research Libraries (ARL), to survey its users in spring 2004 using the LibQUAL+ survey instrument. LibQUAL+ was designed by ARL to assist libraries in assessing the quality of their services and identifying areas for improvement.

The Library e-mailed the survey to a sampling of undergraduate and graduate students and to the whole faculty. The survey consisted of 22 core questions and five locally selected questions addressing perceived service quality issues. For each question, respondents were asked to indicate, on a scale 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. The Library received 807 responses.

The base set of survey results provides mean (average) scores for each of the three measures of service quality for each question. To assess service quality throughout the library system, we analyzed the results by user group (faculty, graduate student, undergraduate, non-library staff) and most used library (Education, Engineering/Sciences, Health Sciences, Law, Stauffer). The data can also be analyzed by other demographic characteristics of the respondents such as: academic discipline, role (for example, 1st year, 2nd year, associate professor, professor, etc.), gender and age group.

ARL has organized the questions into four dimensions for analysis: *Affect of Service* (customer service); *Library as Place* (building amenities); and *Information Control* (collections, resources and ability to find information independently and remotely). Respondents were invited to add free -text comments after answering the questions. The library received comments from 361 individuals or an excellent 45% of respondents.

The results of the survey have provided the Library with a rich and interesting source of information about our many strengths and our weaknesses - in the context of the Queen's community and in comparison with our peer ARL institutions in Canada and the United States. Ongoing analysis of the survey scores and user comments is helping library staff identify areas for improvement and/or specific areas where additional service quality assessment may be needed (e.g. focus groups). Analysis of the data has produced the following key findings to date:

1. **Overall:** Queen's scored higher than the average for all ARL participants and 1st among the 2004 Canadian participants. This relatively high rating is due to very high scores in the dimensions of Library as Place and Affect of Service. However, there is considerable need for improvement in the area of Information Control where Queen's rated well below the ARL average.
2. **Affect of Service:** Queen's strong overall ratings are supported by the many respondent comments praising customer service throughout the system. The ratings and survey comments indicate greatest appreciation by faculty and more experienced students (e.g. graduate students) for the instruction and on-site services provided by the libraries. The ratings also indicate that undergraduates, growing up with the web, want and expected to be able to access library resources independently and do not value these services as highly. The comments also indicated some specific areas for improvement throughout the library system.
3. **Library as Place:** All Queen's libraries except for Law ranked well above the ARL and Canadian averages. Overall, Library as Place ranked lowest in importance among the service dimensions

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for all ARL participants including Queen's. Comparative analysis of LibQUAL results since the survey began shows a decline in "desired" ratings for Library as Place. However, undergraduates continue to give strong "desired" ratings to certain aspects of Library as Place and a relatively high rating for "minimum expected" service. The comments from Queen's survey respondents and ARL's analyses of focus groups indicate that undergraduates value the library much more as a place to study and work with peers rather than for its on-site resources and services.

Most common complaints relate to lack of seating during exams, insufficient and old computer equipment, insufficient printers, expensive copying/printing charges, need for longer hours, and for more variety of study space (quiet spaces, discussion spaces, informal spaces, etc.). Most Law Library comments complained about the high noise levels.

Community space for group learning and group study received the lowest desired rating, by far, among all ARL participants including Queen's. However, Stauffer focus groups and some survey comments indicated a need for group study space. Faculty and graduate students at Queen's and among the overall ARL participants gave this service a very high satisfaction rating. These mixed signals clearly indicate a need for further investigation to discover what exactly users mean by "group study". For faculty, high satisfaction ratings may be based on the availability of wired classroom facilities provided by the libraries such as Stauffer 121, Douglas Electronic Classroom, Graham George Room, etc.

4. **Information Control:** This is the area in greatest need of attention. While it ranked highest in importance for all user groups by a wide margin, Queen's performed poorly in this category. Overall, Queen's ranked far below both the ARL average and the top three Canadian scores. However, the major dissatisfaction was concentrated in the humanities/social sciences (Stauffer primary users) and the health sciences (Bracken primary users) where the overall rating of perceived service quality ranked below the minimum expected service rating.

Primary users of the Education, Engineering/Science and Law libraries rated this service dimension higher than the ARL average. The great success of the Canadian National Site License Program (CNSLP) is reflected in the high overall rating generated by Engineering/Science Library users. The low ratings from the humanities and social sciences are supported by respondents' comments and are generally consistent with other ARL participants.

The very low service performance ratings from health sciences respondents was considerably below the average rating for other participating health sciences libraries. Close review of the respondents' comments and further investigation may assist in better addressing the needs of this community.

Consistent with overall ARL results, faculty tend to give the lowest ratings to this service dimension while undergraduates tend to rate this area most positively. While faculty and graduate students have more demanding research needs, for many undergraduates, retrieving sufficient data to fulfill an assignment may be "good enough" even if they do not always discover the best available resources.

System-wide needs reflected in the comments and scores include:

- o Need to market existing services and collections more effectively. Users, particularly undergraduates seemed unaware of certain resources and services, e.g. how to access library resources from off-campus, availability of specific databases, document delivery, etc. The library has acquired and continues to acquire major full-text resources which should be publicized more effectively to the target communities

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- Self-directed, remote access to more full-text electronic resources. This was predominant theme among the respondents' comments and the highest rated area in the survey in overall importance. All user groups, from undergraduates (used to quick easy web access with Google, etc.) to older faculty, want easy-to-use access tools that allow them to find library material on their own. While an ideal federated search and discovery system for all library resources may be far down the road, a good federated search tool and link resolver for Queen's library resources may be a worthwhile long-term investment. A more immediate form of assistance might be a set of brief, function-specific online tutorials for the full range of services and databases on the library web site.

User comments and the survey results indicate that library instruction is well received by users who have experienced these services. However, these services were not highly rated in importance indicating that many library users do not recognize the value of library instruction – either in a formal class or at the reference desk - another challenge for the library.

- Need for better print collections. While the desire for more electronic resources was the dominant theme among respondent comments, having necessary print material ranked high in importance and low in perceived service delivery, especially in the humanities and social sciences. These results suggest a continuing need to maintain a strong budget for the acquisition of print materials. Enhancing catalogue access through methods such as the recent addition of tables of contents for new titles will help maximize the utility of print collections.

1. Introduction

In developing and delivering library services, it is important that we understand our users' perceptions and expectations so that we can continue to be as responsive as possible to our users' needs and focus our resources in areas that matter the most to them. To help us meet this goal, the Library chose to participate in the spring 2004 **LibQUAL+** survey.

Queen's University Library was one of 202 libraries, including 57 members of the Association of Research Libraries, to survey its users in spring 2004 using the **LibQUAL+** survey instrument. **LibQUAL+** is a web-based survey developed by the Association of Research Libraries (ARL). Its purpose is to provide libraries with a standardized, effective method to measure the quality of library services based on the perceptions of faculty, students and staff. As of spring 2003, more than 400 institutions throughout North America and Europe have participated in **LibQUAL+**, including colleges and universities, community colleges, health sciences libraries, law libraries, and public libraries. The growing community of participants and its extensive data set are rich resources for improving library services.

The results of the survey have provided the Library with a rich and interesting source of information about our many strengths and our weaknesses - within the Queen's community and in comparison with our peer ARL institutions in Canada and the United States. Analysis of the survey scores and user comments has helped us identify specific areas for needed improvement and/or specific areas where additional service quality information may be needed (e.g. focus groups).

Complete background information regarding the survey and Queen's participation are available on the Queen's LibQUAL+ web site: <http://library.queensu.ca/webir/libqual.htm>

2. Survey Description

The survey ([Appendix B](#)) consisted of: 27 questions, 22 core questions, 5 optional questions selected by Queen's LibQUAL Working Group from a list provided by ARL), a general satisfaction section, users' demographics and a free text comments box.

Survey participants were asked to rate each of the 27 questions on a scale of 1 to 9, in three criteria: (1) **Minimum** expected level of service, (2) **Desired** or ideal expected level of service, (3) **Perceived** or actual level of service. An "NA" category is provided for questions that are not applicable to the respondent or those, which the respondent does not wish to answer.

Dimensions:

ARL groups the core questions into three dimensions of service:

- a. **Affect of Service (AS)** - customer services provided by library staff
- b. **Library as Place (LP)** - library spaces and amenities - for study, meeting, etc.
- c. **Information Control (IC)** - library resources/collections and access to resources

Demographics:

The survey includes the following demographic data for each respondent: **User Group** (e.g. faculty, graduate student, etc.), **Discipline Group** (e.g. health sciences, humanities, social sciences, etc.), **Academic Department** (e.g. Art, Biology, etc.), **Status** (e.g. associate professor, 2nd year undergraduate, doctoral student, research staff, etc.), **Most Used Library** (Bracken,

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Stauffer, etc.), **Library Use** (e.g. daily, weekly, etc.), **Age Group** (e.g. 18-22, 23-30, etc.), and **Gender**.

3. Respondents' Comments

The free text comments from all the surveys were loaded into a database for easy access. The 361 comments may be searched by keyword, descriptor, and respondent demographics: <http://db.library.queensu.ca/libqual/>. A compilation of common concerns and actions taken by the Library, to date, is posted on the Library's LibQUAL+ web site: <http://library.queensu.ca/webir/libqual/results-2004.htm>.

4. Scoring

Mean Scores

The scores for each question and groups of questions are averages or mean scores from all the completed Queen's surveys. Library Staff surveys are not counted by ARL in the aggregated mean scores since the focus is on the intended users of the library: faculty, students and research staff.

Service Adequacy Gap = Perceived Score – Minimum Score):

Service adequacy is an indicator of the extent to which the library is **meeting the expectations of our users**. A negative service adequacy gap score indicates that users' perceived level of service quality is below their minimum expected level and is printed in **red**. Higher scores are more favourable. So, an *adequacy gap* score of +1.2 on an item is better than a score of 1.0.

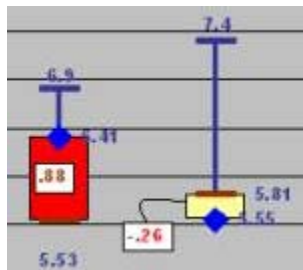
Service Superiority Gap = Perceived Score – Desired Score)

Service superiority is an indicator of the extent to which the library is **exceeding the desired expectations of our users**. A positive service superiority gap score indicates that users' perceived level of service quality is above their desired level of service quality and is printed in **green**. Higher scores are more favourable. So, a *superiority gap* score of -0.5 on an item is better than a score of -1.0.

Figure 1 illustrates how mean scores and adequacy gaps are displayed on the charts in this report:

- a. **Mean Desired Score** appears as a **dark blue** bar with the score, usually, located above.
- b. **Mean Minimum Score** appears as a **brown** bar with the score located below or beside it.
- c. **Mean Perceived Score** appears as a **blue** diamond with the score beside it.
- d. **Positive Adequacy Gap** appears in **red** with the score in **brown**.
- e. **Negative Adequacy Gap** appears in **yellow** with the score in **red**.

Figure 1



5. Representativeness & Validity

The Queen's survey respondents were largely representative of the overall Queen's discipline and user groups. Over and under represented discipline groups were not sufficiently significant to skew the results.

Faculty and graduate students are over represented compared to undergraduates. However, the proportion of undergraduate respondents rises significantly from 1st year to 4th year, with 1st year students most under represented and 4th year respondents being completely representative of the overall 4th year population ([Figure 19](#)).

No attempt has been made to analyze student and faculty perceptions at the level of detail where sample sizes are very small and where unrepresentative respondent populations may provide results of questionable validity.

Where a respondent user group is small, e.g. Law Library users (12) and Jordan Library users (8), they have been excluded from detailed analyses where each option may only represent a couple of people. For these small sample groups, further surveys or focus groups may be necessary.

6. Interpreting the Results

A Perceived score below the Minimum score indicates that the service does not meet the respondent's minimum expectation – a potential cause for concern. A Perceived score above the Desired indicates that the service exceeds the respondent's highest expectations.

Zone of Tolerance: This is the area between the Minimum and Desired expectations. A score within the zone of tolerance indicates **relative levels of satisfaction**. A narrow gap between Minimum and Desired expectation indicates a narrow zone of tolerance for the expected service. A wide gap indicates a larger zone of tolerance in expected service. To score below the minimum levels is to fall outside the zone and risk erosion of user confidence and support.

A high Desired score indicates that the respondent has high service expectations and places a relatively high value on the service. A high Desired score with a relatively narrow zone of tolerance presents the greatest challenge to the library in trying to satisfy user expectations.

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Adequacy Gap vs. Superiority Gap: The Adequacy Gap is cited more frequently by most libraries participating in the LibQUAL+ survey than the Superiority Gap. The Superiority Gap is almost always negative since it measures the difference between the Perceived and Desired or ideal expected service. A higher Adequacy Gap score will also mean a higher Superiority Gap score.

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. For example, Stauffer scored lower than other Queen's libraries in the *Library as Place* dimension although user comments are generally positive about Stauffer as a library building. A close review of the comments and the library use scores (see no. 6-7 below) indicate that the facilities are so heavily used by students from all disciplines that appropriate study space (individual and group) and equipment are in short supply. In another example, Queen's undergraduates generally rated access to resources lower than the aggregate scores for ARL libraries. However, the comments from undergraduates indicate that they are pleased to have electronic access to resources but they want more. (To view the whole Comments File, go to: <http://130.15.161.100/libqual/>)

Most Used Libraries: An important LibQUAL+ criterion for Queen's was the ability to break down the results by most used library demographic. References to individual libraries in this report always mean "*most used library*".

7. Who Completed the Queen's Survey?

807 surveys were submitted. The scores represent 773 faculty, students and non-library staff who provided valid survey results. Invalid surveys and library staff surveys were excluded from the ARL's calculations. A valid survey was one where all core questions were answered, fewer than 12 NA answers, and fewer than 10 invalid answers - where the Desired level of service is marked lower than the Minimum level of service.

Response Rates: The response rates from the selected sample of Queen's community are comparable to past LibQUAL+ participants. Because this is an email survey, the response rates are greatly affected by the extent to which members of the sample group use the official email address on file at the university as well as attitudes toward unsolicited email.

Response Rates	
Total surveys submitted	16.4%
Faculty	22%
Graduate students	17%
Undergraduates	13%
Comments submitted with survey	45%

Distribution of Respondents ([Table 1 & Figure 2](#))

Among the users of all Queen's libraries, the proportion of graduate student respondents, relative to the total respondents, was relatively constant. The most significant difference were the proportions of faculty and undergraduate respondents. The number of undergraduate respondents using Bracken primarily was 26% compared to 50% for EngSci and Stauffer. Conversely, the proportion of faculty respondents was lowest for Stauffer (20%) and EngSci (23%) and highest for Bracken (39%). These differences may have had an impact on the individual library results since each user group has different needs and priorities.

Primary Users From Other Discipline Groups ([Table 2](#))

A number of respondents identified, as their most used library, a different library from the one normally use by their academic discipline group. Stauffer had the largest percentage of primary users from other discipline groups (18.71%), followed by Bracken (14.07%) and EngSci (8.67%). In the case of EngSci and Bracken, a significant number of these users represented disciplines whose collections are split among two or more libraries, notably biosciences (Bracken & EngSci) and psychology (Bracken, EngSci and Stauffer). This breakdown is also reflected in comments from these discipline groups complaining about having their research materials split among two libraries.

8. Frequency of Use

The library use scores reflect the different use patterns and needs of each user group (faculty, graduate and undergraduate students) and the major disciplines. The survey asked three questions related to frequency of use.

A. How often do you use resources on library premises?

This table shows the percentages of respondents who used the library daily or at least once a week:

Queen's total (56%) ARL total (56%)	
By Library:	By User Group:
Education (75%)	Faculty (44%)
EngSci (43%)	Graduate (63%)
Bracken (47%)	Undergraduate (63%)
Stauffer (63%)	Staff (76%)

The figures confirm the greater usage of physical library resources and on-site services in the humanities and social sciences, and the predominance of remote e-resources in the science, technology and health science fields. Faculty, while heavy users of library resources (see "B" below), tend to visit the libraries much less frequently than students. When they need print resources, some faculty may be relying on staff or graduate students to collect physical material. As indicated in the analyses below, use patterns have a marked impact on user perceptions of service quality as well as the relative importance of a service.

B.

How often do you access library resources through a library Web page?

This table shows percentage of respondents who used Queen's online library resources on a daily or weekly basis:

Queen's total (76%) ARL total (70%)	
By Library:	By User Group:
Education (86%)	Faculty (86%)
EngSci (72%)	Graduate (89%)
Bracken (86%)	Undergraduate (67%)
Stauffer (74%)	Staff (84%)

The figures are relatively high for all discipline groups. The higher figures for Education and Bracken may reflect the significant "virtual" health science and education communities using Queen's library resources. As expected, faculty and graduate students tend to use library resources much more frequently than undergraduates.

C. How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?

The results confirm that students search the internet far more frequently than library resources on the library's web sites. However, more unexpectedly, faculty scores were similar to those of the student groups. These results reflect the increasing popularity and utility of Google and other web search engines. These results may also reflect the growing richness of the internet as a reliable information resource. Unlike the charts in A & B above, this chart includes the "Daily" and "Weekly" figures to illustrate the frequency of daily internet searching.

Library	Daily	Weekly	Total	User Group	Daily	Weekly	Total
Education	54%	32%	86%	Faculty	66%	22%	86%
EngSci	77%	19%	96%	Graduate	68%	26%	94%
Bracken	65%	27%	92%	Undergraduate	69%	22%	91%
Stauffer	65%	24%	89%	Staff	67%	21%	88%
Queen's total	67%	23%	90%				
ARL total	68%	22%	90%				

Not surprising, EngSci Library users are the heaviest daily users of the internet for information. Among the reasons may be the greater instance of scholarly open access repositories in disciplines such as high-energy physics and mathematics.

9. Valued Services (highest & lowest “Desired” scores)

o **Affect of Service** (customer service by staff)

This dimension generally ranked between Information Control and Library as Place in desired level of service – except among undergraduates. Queen's results were very consistent with the overall ARL results.

“Giving users individual attention” was the second lowest desired individual question overall ([Table 20](#)), perhaps reflecting the increasing desire among users for unmediated electronic services and the expectations (fed by the success of Google) that library resources should be easy to use. The score may also reflect the lack of awareness among library users about the benefits of reference services in helping them work more effectively.

Among undergraduates, four of the five lowest desired features fell into this category ([Table 20](#)):

- **Employees who instill confidence in users**
- **Dependability in handling users' service problems**
- **Employees who understand the needs of their users**
- **Willingness to help users**

Affect of Service ranked lowest in importance for EngSci Library users, with the 7.43 “Desired” score ([Table 6](#)) possibly reflecting the range of available e-resources in this area and a generally high level of computer literacy skills among the faculty and students.

o **Library as Place**

Library as Place generally rated as least important, among the three dimensions, for all user groups. Comparative LibQUAL+ results, from Texas A&M University over the past three years ¹, have reflected the growing importance of electronic resources and the corresponding general decline in importance of Library as Place. However, the importance of the library as a place to study and work for undergraduates, is reflected in the high desired ratings ([Table 19](#)) for:

- o **A comfortable and inviting location**
- o **Modern equipment that lets me easily access needed information**

Library as Place was more highly valued by respondents using Stauffer as their primary library with a 7.54 “Desired” score ([Table 9](#)). This reflected both the large number of undergraduate respondents and the strong print orientation in humanities/social sciences. The Bracken Library, represented by a large proportion of faculty respondents, registered the lowest overall Desired score, 6.9 ([Table 9](#)). This score also reflects the predominant role of remote access to electronic resources in the Health Sciences.

Group Study: Interestingly, the single lowest desired feature among all the questions in the survey was **“Community space for group learning and group study”** ([Table 20](#)). This question received the lowest desired rating by a wide margin in both Queen's survey and the overall ARL results and probably merits further investigation. This low value rating was consistent across all user groups although undergraduates valued it more highly than the other user groups. This score seems to contradict preferences expressed by users in the 2004 Stauffer focus group studies and the LibQUAL+ free-text comments. Users, particularly undergraduates, may be differentiating between formal group study needs and need for

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space where they can talk without disturbing other students. The low value ratings may even be based on a lack of experience with the library's group study rooms by many students who either do not know that they are available or have never used them because they are always booked.

- **Information Control** (resources/collections & access)

This dimension of service received the highest Desired ratings by all user groups at Queen's and among all ARL libraries. The most highly rated questions for all user groups came from this dimension ([Table 19](#)):

- **Making electronic resources accessible from my home or office**
- **A library Web site enabling me to locate information on my own**
- **Print and/or electronic journal collections I require for my work**
- **Easy-to-use access tools that allow me to find things on my own**
- **Making information easily accessible for independent use**

Queen's undergraduates did not rate “**Print and/or electronic journal collections I require for my work**” among their most desired features. The lower rating may be more attributable to a difference in perspective or experience than a lower value. Undergraduates in their comments tended not to differentiate between accessibility and the resources themselves. They also tended to focus more on electronic than print resources.

10. Service Ratings

A. Overall Satisfaction ([Tables 15-16 & Figures 11-12](#))

As a validity check and to gather expressions of more general satisfaction with the library, respondents were asked three 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?**

Queen's performed well in this area of the survey – exceeding the average score for all ARL libraries in the first question ([Table 15](#)). Queen's also excelled in comparison with the other Canadian participants ([Table 24](#)). All of Queen's libraries yielded relatively high overall satisfaction ratings, with Education and Bracken respondents recording the highest scores ([Table 15](#)).

As expected, satisfaction ratings for customer service tended to be higher for the better informed, more experienced users: faculty (7.63), graduate (7.55), undergraduate (7.41). Conversely, satisfaction with library support for learning, teaching and research is lowest among the groups with the highest expectations: faculty (6.66), graduate (6.8), undergraduate (6.92) ([Table 16](#)). The high overall satisfaction ratings for customer service reflected in the free-text comments and the Affect of Service scores below.

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B. Information Literacy Outcomes ([Tables 17-18 & Figures 13-14](#))

Another general category in the survey measures general satisfaction with information literacy outcomes.

Overall, Queen's ranked below the ARL average in all the questions ([Table 17](#)). Queen's also ranked lower than other Canadian ARL participants in this category ([Table 25](#)). However, the highest rated individual libraries at Queen's, Education and Bracken, exceeded the ARL averages in all the questions ([Table 17](#)).

Users were asked five questions:

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

As is to be expected, performance ratings for the last two questions were higher among undergraduates than among graduate students or faculty with their greater research expertise and knowledge of their own fields. Conversely, undergraduates rated the 1st three questions lower than did faculty and graduate students with their specialized fields of research ([Table 18](#)).

C. Core Survey Questions

Note: Service performance ratings in this section are measured in Adequacy Gap scores

Queen's overall satisfaction rating of 0.49 exceeded the 0.47 rating for all ARL participants ([Table 3](#)) and the ratings for the eight other participating Canadian libraries ([Table 23](#)).

In general, undergraduates tended to be most critical in their service performance ratings. The highest rated survey question among undergraduate respondents had a much lower score than any of the top five faculty ratings ([Table 21](#)). Undergraduates also recorded the highest minimum expectation scores ([Table 5](#)).

▪ **Affect of Service ([Tables 6-8 & Figures 5-6](#))**

Queen's overall performance in this service dimension was a very strong 0.77, significantly exceeding the overall ARL average score of 0.67 ([Table 6](#)). Queen's rating in this area also exceeded the average for the Canadian participants ([Table 23](#)). Supporting these scores, the free-text comments are generally laudatory toward Queen's library staff across the system.

While customer service expectations are uniformly high across all Queen's user groups and libraries, performance ratings ranged widely from a high faculty rating of 0.96 to a low undergraduate rating of 0.71 ([Table 8](#)). The comments indicate a greater

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appreciation by faculty and more experienced students for the benefits of instruction and reference services provided by the libraries.

The five questions with the highest service quality ratings include four customer service questions ([Table 21](#)):

- **Employees who instill confidence in users**
- **Employees who deal with users in a caring fashion**
- **Giving users individual attention**
- **Employees who are consistently courteous**

Unfortunately, these questions also rated among the least important (desired), with the 1st and 3rd questions rating among the five lowest Desired scores ([Table 20](#)).

Education, Bracken and Law Libraries all recorded strong high scores in both Desired and service performance. Bracken also exceeded the average score for the ARL health sciences library participants ([Table 6](#)).

Engineering/Science Library recorded the lowest desired rating, 7.43 and one of the highest performance ratings of 1.01 ([Table 6](#)).

While **Stauffer Library** recorded the second lowest desired rating and the lowest performance rating (0.62) among Queen's libraries, this performance rating was in line with the average score for all ARL libraries of 0.67 ([Table 6](#)).

▪ **Library as Place ([Tables 9-11 & Figures 7-8](#))**

Queen's overall performance rating for this service dimension is excellent! At 0.82, it is almost twice as high as the ARL average of 0.47 ([Table 9](#)) and far exceeds the scores for the other Canadian participants ([Table 23](#)). With the exception of the Law Library, which recorded a negative overall Adequacy Gap score, each of the other libraries significantly exceeded the ARL average. The individual survey question generating the second highest performance score was: *A comfortable and inviting location* ([Table 21](#)).

Queen's performance ratings among the user groups were inversely proportionate to the Desired ratings. There was also considerable variance among faculty and student ratings. Faculty, who gave the lowest Desired rating to Library as Place (6.67), generated the highest performance score of 1.38 ([Table 11](#)). In contrast, undergraduates, who generated the highest Desired rating, 8.06, gave this dimension the lowest performance score, 0.42 ([Table 11](#)). This variance reflects, most significantly, how the different groups use the libraries.

Undergraduates tend to be the heaviest users of on-site library facilities and services. However, the scores on the individual questions and free-text comments corroborate the overall LibQUAL+ findings that undergraduates value the library more as a place to study, work on assignments and seek support from peers than for the library's physical collections and particular on-site services. Common undergraduate complaints about library as place were: insufficient study space during busy periods, too few copiers, printers and workstations, not enough quiet space for individual study and not enough space for group discussion.

These common undergraduate complaints do not seem to be notable concerns for graduate students and, particularly, for faculty who are much less reliant on the libraries

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results

for study space, workstations. In fact, faculty and, to lesser extent, graduate students gave high performance ratings to areas of particular undergraduate complaints. Among the five highest rated questions for faculty and graduate students ([Table 21](#)) were:

- **Community space for group learning and group study**
- **Quiet space for individual activities**

The extremely high rating from faculty for group study may reflect the library's successful efforts to provide faculty with suitable group learning facilities, such as Douglas Electronic Classroom, Stauffer 121, Graham George Room and smaller spaces in Education and Bracken .

Education Library: The high library use level ([Table 15](#)) and very high satisfaction rating of 1.34 ([Table 9](#)) indicate that the library has been very successful in meeting the physical environment needs of the Education community.

Engineering Science Library: This library recorded a relatively high satisfaction rating of 1.09 ([Table 9](#)) although respondents from the sci-tech disciplines recorded the lowest use levels ([Table 16](#)) among the respondent groups. User comments were generally favourable about the library facilities other than a few complaints about low lighting levels at study tables.

Bracken Library: The primary users of this library rated the importance of library as place lower than the other discipline groups ([Table 9](#)). This reflects the relatively high proportion of faculty respondents ([Table 1](#)) as well as the patterns of health science resource usage. The satisfaction rating was slightly above the average for the library system with a 0.88 score ([Table 9](#)) and above the average of the ARL health sciences library participants ([Table 10](#)).

Law Library: Although the total number of respondents was relatively small, the comments support the survey scores. This was the only library to register a negative rating of -0.26 in this service dimension - significantly below the minimum expected service level; ([Table 9](#)) . Most of the comments from the Law Library respondents complained about the noise levels in the library.

Stauffer Library: This library had a lower overall satisfaction rating than Bracken, but still a very strong 0.64 and the highest Library as Place desired rating ([Table 9](#)). It should also be noted that Stauffer users recorded a significantly higher minimum expectation score than the other Queen's libraries ([Table 9](#)). User comments were generally very positive about the library facilities while indicating the deficiencies to be addressed. Since the largest group of Stauffer respondents were undergraduates, the relatively low rating reflects undergraduate complaints already described above. The respondent demographics indicate that Stauffer is also the library of choice for many students from other disciplines, adding to the demands on the facilities ([Table 2](#)).

- **Information Control ([Tables 17-18 & Figures 13-14](#))**

Queen's overall performance in this service dimension was a weak 0.04 compared to the ARL average of 0.23 ([Table 12](#)) and compared to the top three scores recorded by the Canadian participants, 0.15 to 0.26 ([Table 23](#)). However, the Education (0.42), Engineering/Science (0.25) and the Law (0.27) libraries at Queen's all exceeded the ARL average ([Table 12](#)).

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results

This area is overwhelmingly the most valued service dimension by all user groups at Queen's and all the other participating libraries. It is also the lowest rated service dimension at all participating institutions. This conclusion is clearly demonstrated by the four survey questions with both the highest desired ratings ([Table 19](#)) and the lowest satisfaction ratings ([Table 22](#)):

- **Print and/or electronic journal collections I require for my work**
- **Making electronic resources accessible from my home or office**
- **A library Web site enabling me to locate information on my own**
- **Easy-to-use access tools that allow me to find things on my own**

The importance of this service dimension to all user groups is supported by the large number of free-text comments relating to collections and access. The most frequent comments called for *more and better access to full-text electronic journals*. Although faculty and graduate students gave **"The printed library materials I need for my work"** their fifth lowest satisfaction rating ([Table 22](#)), the greatest concern among all users seems to be better and more self-directed access to electronic resources from their own desktops. This need is further illustrated in the responses to the "local questions in Section D below. The lowest service rating on the entire survey, -0.39, was generated by the question: "Collections of online full-text articles sufficient to meet my needs" ([Table 27](#)).

The satisfaction ratings at Queen's vary considerably from library to library and among the different user groups.

The scores for the question **"Ability to navigate library Web pages"** may reflect the large gap in comfort levels between faculty and students in navigating the library's web pages. Faculty rated this service far below minimum expectations, -0.24, while graduate and undergraduate students provided more positive ratings for this service aspect ([Table 29](#)). Another possible interpretation of these scores is that faculty requirements are not being met by the organization of the library's web pages, or even that some faculty were disoriented by the reorganization of the library's web site, prior to the survey. This area may require more investigation.

Comments from faculty respondents are generally sympathetic to the library's efforts in managing a limited collection budget. However, general faculty dissatisfaction in retrieving material to support their research and teaching was very evident in the very low, negative satisfaction rating of -0.23 ([Table 14](#)). Undergraduates, whose research needs are usually less specialized, recorded a relatively high satisfaction rating of 0.21 ([Table 14](#)). The positive undergraduate satisfaction rating in this area combined with a relatively low desired or importance rating for customer service, may be useful in assessing service priorities. For many students, retrieving sufficient data to fulfill an assignment is "good enough" – even if they could perhaps have found a better selection of resources with some form of individual or group instruction.

As noted [above](#), the **Education, Engineering/Science and Law Libraries** all scored better than the average ARL satisfaction rating in this dimension of service. A comparison with the group of ARL law libraries who participated in the survey, indicates that law libraries generally seem to have a high overall satisfaction rating in this service dimension ([Table 13](#)). In the case **Engineering Science**, the strong score reflects the success of recent consortial purchases (notably CNSLP), in providing access to a much wider range of full-text journals in the sciences and applied sciences.

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Bracken Library respondents expressed marked dissatisfaction in this service dimension, recording a negative overall rating of -0.14 ([Table 12](#)). This score was markedly lower than the average rating for the other Queen's Libraries. It was also low compared to the 0.08 aggregate score for the ARL health science libraries participating in the survey ([Table 13](#)). The low Queen's score may reflect, in part, the relatively high proportion of faculty, among the health sciences respondents. The average faculty score, for this service dimension, among the ARL health science library participants was a very low -0.35. The low Bracken score also reflects the high service expectations of this user group. Bracken users recorded the highest minimum expectation score of all the Queen's libraries, 7.05 ([Table 12](#)).

Stauffer Library respondents also expressed dissatisfaction with collections and access with a slight negative overall rating of -0.02 ([Table 12](#)). This score reflects the free-text comments from users about the perceived lack of necessary resources in the humanities and social sciences. Like Bracken, the relatively low Stauffer score also reflects the high service expectations of this user group. Stauffer users recorded the second highest minimum expectation score among the Queen's libraries, 6.90 ([Table 12](#)).

D. Local Survey Questions ([Tables 26-29](#))

The Library selected five optional questions for the 2004 LibQUAL+ survey from a list provided by ARL. The questions were selected to gauge user perceptions about particular services. Three of the five local questions were closely related to the other questions in Affect of Service and Information Control. The scores for these optional questions corroborated the results in the core survey:

- **Collections of online full-text articles sufficient to meet my needs**
- **Ability to navigate library Web pages**
- **Timely document delivery / interlibrary loan**
- **Teaching me how to locate, evaluate, and use information**
- **The multimedia (CD / DVD / video / audio) collections I need**

Like the other Information Control questions, the first two questions above received both very high desired ratings, between 8.33 & 8.34, ([Table 26](#)) and low satisfaction ratings. In fact, "**Collections of online full-text articles sufficient to meet my needs**" received the lowest score of any question in the survey, -0.39 ([Table 27](#)).

While the second question received similar desired rating among all use groups, only the faculty expressed deep dissatisfaction with the ability to navigate library web pages, giving this question a low negative rating of -0.24 ([Table 29](#)).

The document delivery/ILL question received a relatively high desired rating of 8.01 and a relatively good satisfaction rating of 0.33 ([Table 29](#)).

The Affect of Service question, "**Teaching me how to locate, evaluate, and use information**", received a desired rating similar to the other customer service questions, 7.66 ([Table 26](#)) and a high satisfaction rating of 0.83 ([Table 27](#)). As might be expected, unlike faculty and graduate students, undergraduates rated the library instruction question as a more important than timely document delivery/ILL ([Table 28](#)).

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results

The fifth local question, "**The multimedia (CD / DVD / video / audio) collections I need**", was selected to gauge perceptions regarding multimedia collections needs. The importance and satisfaction scores varied widely among the libraries. The Education Library's long-standing practice of collecting of multimedia materials is reflected in the very high satisfaction rating of 1.55. Not surprisingly, Stauffer Library which is just beginning to respond to user demands for a multimedia service scored the only negative satisfaction rating for this question, -0.07 ([Table 27](#)).

1. [Texas A&M University 2002-2004 LibQUAL+™ Results](#) Colleen Cook, Texas A&M University Libraries, Presented at Orlando, FL, June 26, and Brighton, UK, July 7, 2004.

**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

Distribution of Respondents by User Group & Most Used Library

Table 1

Respondents by User Group & Most Used Library									
Library	Faculty	%	Graduates	%	Undergraduate	%	Staff	%	Total
ARL	5410	20%	9228	35%	10342	40%	1280	5%	26260
Queen's (All)	189	24%	170	22%	352	46%	62	8%	773
Education	9	32%	7	25%	11	39%	1	4%	28
EngSci	39	23%	42	24%	86	50%	6	3%	173
Bracken	52	39%	35	26%	35	26%	13	10%	135
Law	3	25%	2	17%	5	42%	2	17%	12
Stauffer	83	20%	84	20%	211	51%	39	9%	417

Figure 2

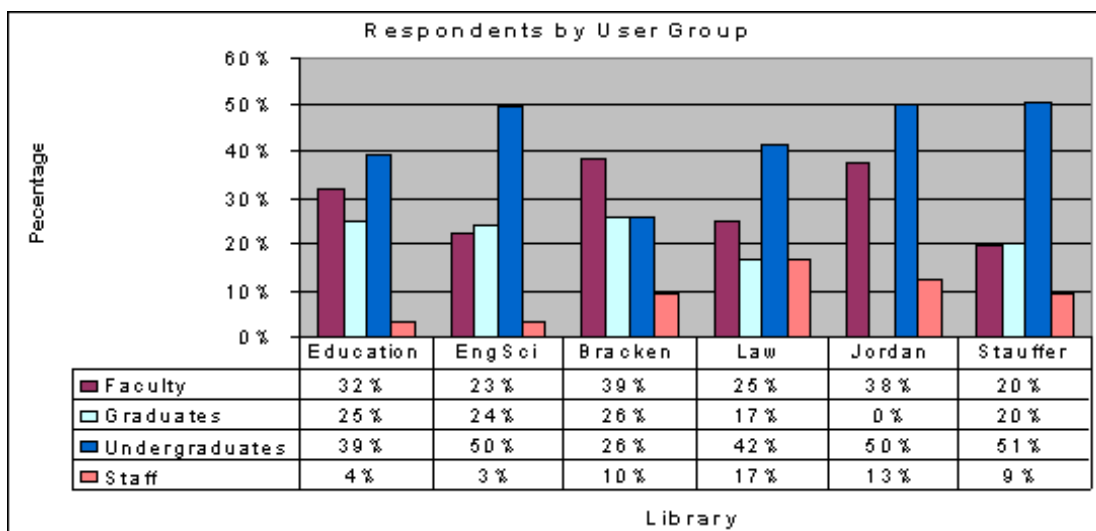


Table 2

Primary Users From Other Discipline Groups						
Library	Education	EngSci	HS	Law	HumSS	% of Library Total
All						100%
Education		1			1	7.14%
EngSci			7	1	7	8.67%
Bracken		11			8	14.07%
Stauffer	4	59	15			18.71%

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Core Question Summaries: By Library + By User Group

Table 3

LibQUAL+ 2004 - Core Question Summary - by Library						
Library	Total Responses	Minimum (Mean/Avg)	Desired MeanAvg)	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	26,260	6.44	7.93	6.92	0.47	-1.01
Queen's (All)	773	6.49	7.91	6.98	0.49	-0.93
Education	28	6.37	7.99	7.33	0.96	-0.66
EngSci	173	6.20	7.76	6.94	0.74	-0.81
Bracken	135	6.60	7.95	7.05	0.46	-0.89
Law	12	6.24	8.08	6.62	0.38	-1.46
Stauffer	417	6.59	7.95	6.96	0.37	-0.99

Figure 3

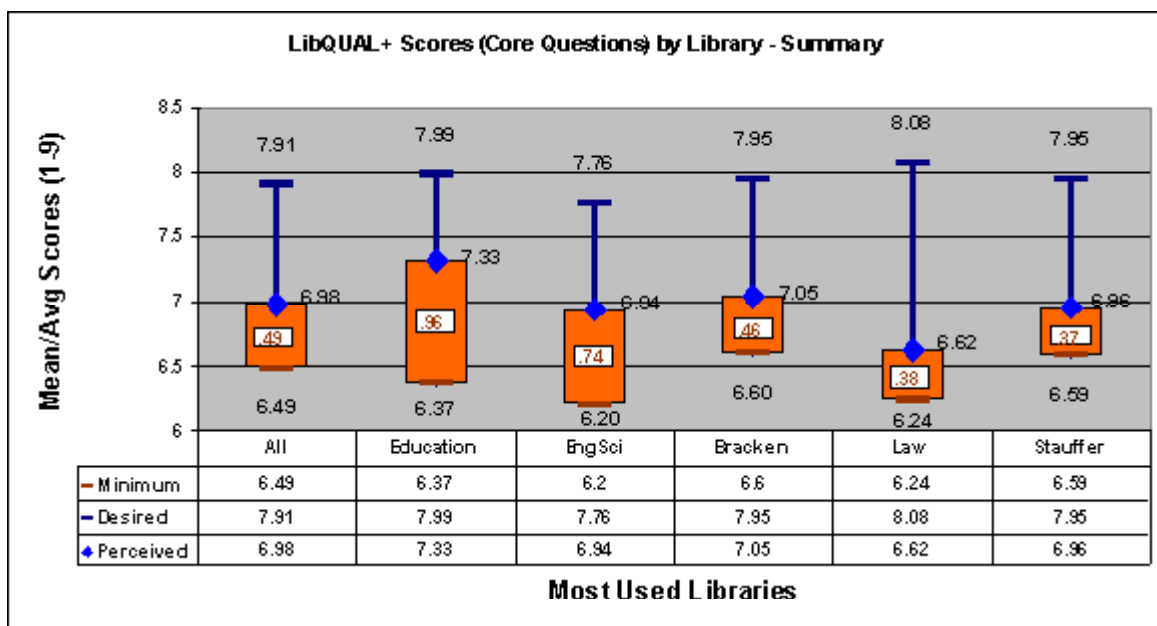


Table 4

LibQUAL+ 2004 - Core Question Summary – Health Sciences & Law Libraries						
Library	Total Responses	Minimum (Mean/Avg)	Desired MeanAvg)	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL (Health Sciences)†	2052	6.68	8.01	7.14	0.46	-0.87
Bracken	135	6.60	7.95	7.05	0.46	-0.89
ARL (Law)††	1629	6.29	8.02	7.26	0.97	-0.76
Lederman Law	12	6.24	8.08	6.62	0.38	-1.46

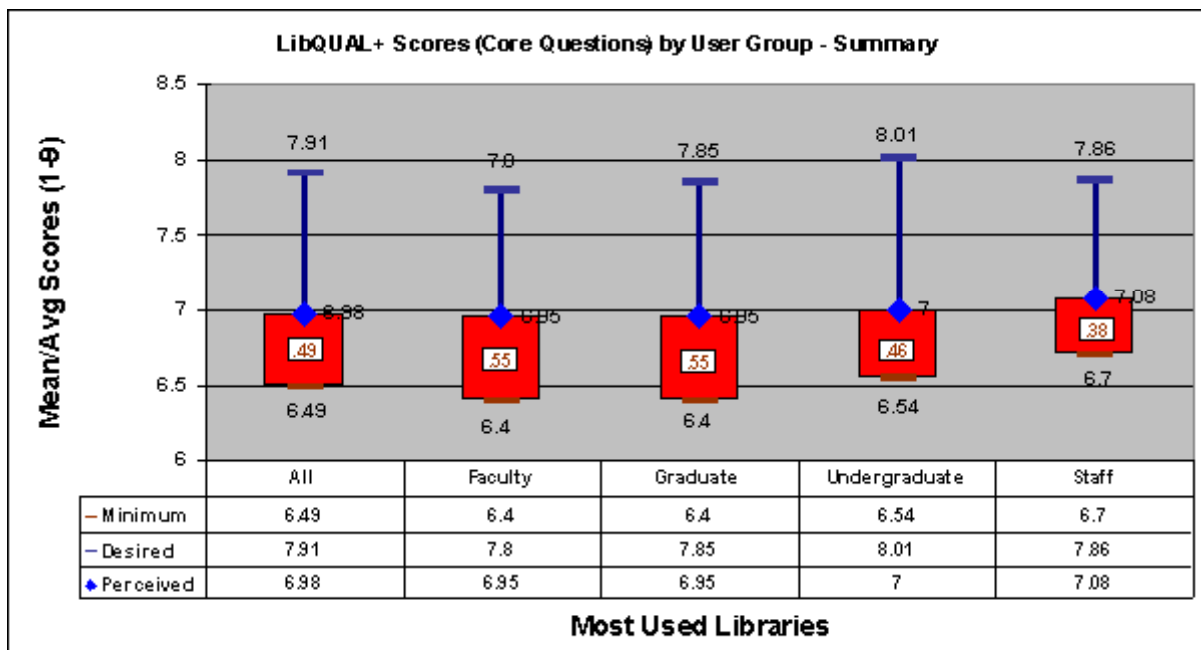
LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Core Question Summaries: By Library + By User Group

Table 5

LibQUAL+ 2004 - Core Question Summary - by User Group					
User Group	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap	Superiority Gap
ARL	6.44	7.93	6.92	0.47	-1.01
Queen's (All)	6.49	7.91	6.98	0.49	-0.93
Faculty	6.40	7.80	6.95	0.55	-0.85
Graduate	6.40	7.85	6.95	0.55	-0.9
Undergraduate	6.54	8.01	7.00	0.46	-1.01
Staff	6.70	7.86	7.08	0.38	-0.78

Figure 4



‡ Service Adequacy Gap = Perceived Score – Minimum Score

§ Service Superiority Gap = Perceived Score – Desired Score

† ARL (HS) = ARL academic health science libraries which conducted separate LibQUAL+ surveys

†† ARL (Law) = ARL academic law libraries which conducted separate LibQUAL+ surveys

**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

Affect of Service Summaries: By Library + By User Group

Table 6

LibQUAL+ 2004 – Affect of Service Summary - by Library						
Library	Total Responses	Minimum (Mean/Avg)	Desired (Mean/Avg)	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	26,193	6.30	7.78	6.97	0.67	-0.81
Queen's (All)	773	6.37	7.77	7.14	0.77	-0.63
Education	28	6.38	8.03	7.67	1.29	-0.35
EngSci	171	5.94	7.43	6.95	1.01	-0.48
Bracken	135	6.58	7.93	7.40	0.82	-0.53
Law	12	6.13	8.07	6.94	0.81	-1.13
Stauffer	416	6.43	7.78	7.05	0.62	-0.73

Figure 5

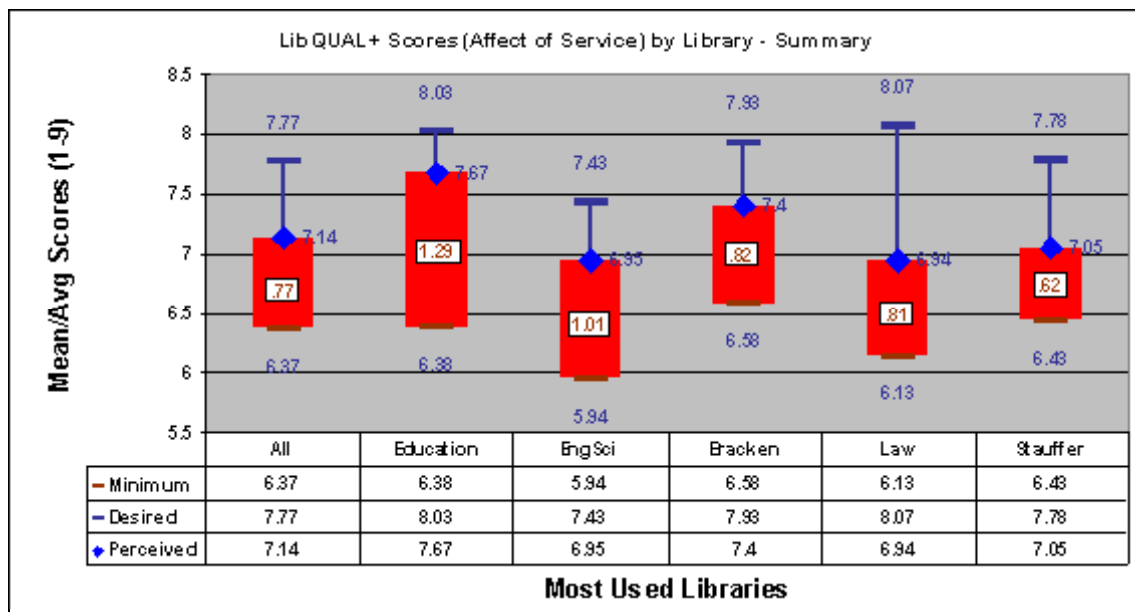


Table 7

LibQUAL+ 2004 – Affect of Service Summary – Health Sciences & Law Libraries						
Library	Total Responses	Minimum (Mean/Avg)	Desired Mean/Avg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL (Health Sciences)†	2,048	6.60	7.92	7.37	0.77	-0.54
Bracken	135	6.58	7.93	7.40	0.82	-0.53
ARL (Law)††	1624	6.23	7.95	7.55	1.32	-0.40
Lederman Law	12	6.13	8.07	6.94	0.81	-1.13

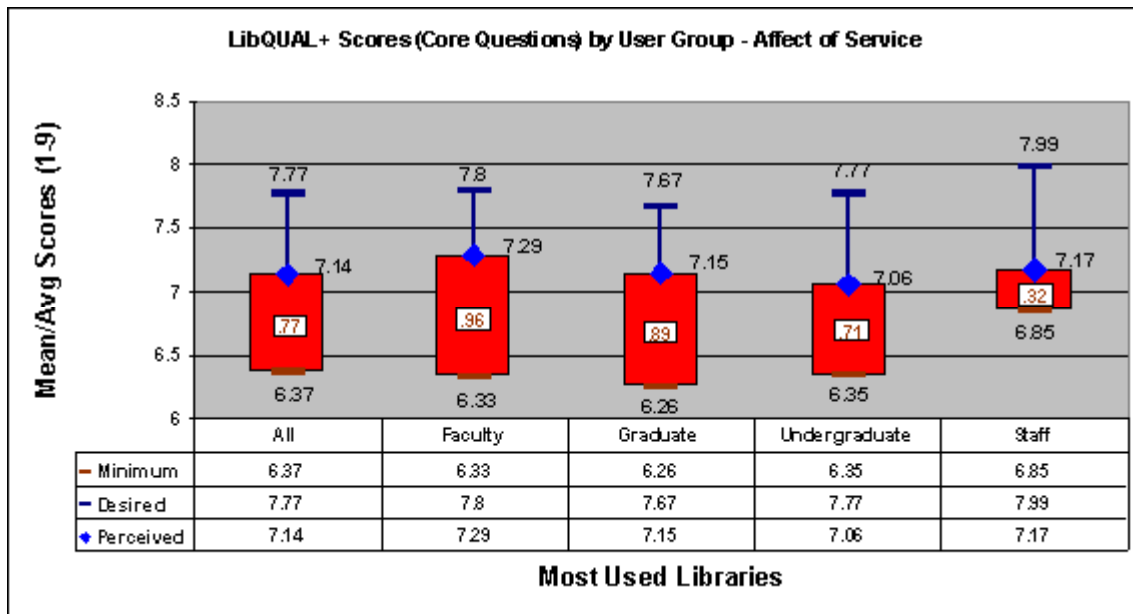
LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
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Affect of Service Summaries: By Library + By User Group

Table 8

LibQUAL+ 2004 – Affect of Service Summary - by User Group					
User Group	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	6.30	7.78	6.97	0.67	-0.81
All	6.37	7.77	7.14	0.77	-0.63
Faculty	6.33	7.80	7.29	0.96	-0.51
Graduate	6.26	7.67	7.15	0.89	-0.52
Undergraduate	6.35	7.77	7.06	0.71	-0.71
Staff	6.85	7.99	7.17	0.32	-0.82

Figure 6



‡ **Service Adequacy Gap** = Perceived Score – Minimum Score

§ **Service Superiority Gap** = Perceived Score – Desired Score

† **ARL (Health Sciences)** = ARL academic health science libraries which conducted separate LibQUAL+ surveys

†† **ARL (Law)** = ARL academic law libraries which conducted separate LibQUAL+ surveys

**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

Library as Place Summaries: By Library + By User Group

Table 9

LibQUAL+ 2004 – Library as Place Summary – by Library						
Library	Total Responses	Minimum (Mean/Avg)	Desired (Mean/Avg)	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	25,260	6.44	7.93	6.92	0.47	-1.01
Queen's (All)	773	6.00	7.48	6.82	0.82	-0.66
Education	27	5.51	7.19	6.85	1.34	-0.34
EngSci	172	5.67	7.31	6.76	1.09	-0.55
Bracken	131	5.53	6.90	6.41	0.88	-0.49
Law	12	5.81	7.40	5.55	-0.26	-1.85
Stauffer	411	6.16	7.54	6.80	0.64	-0.74

Figure 7

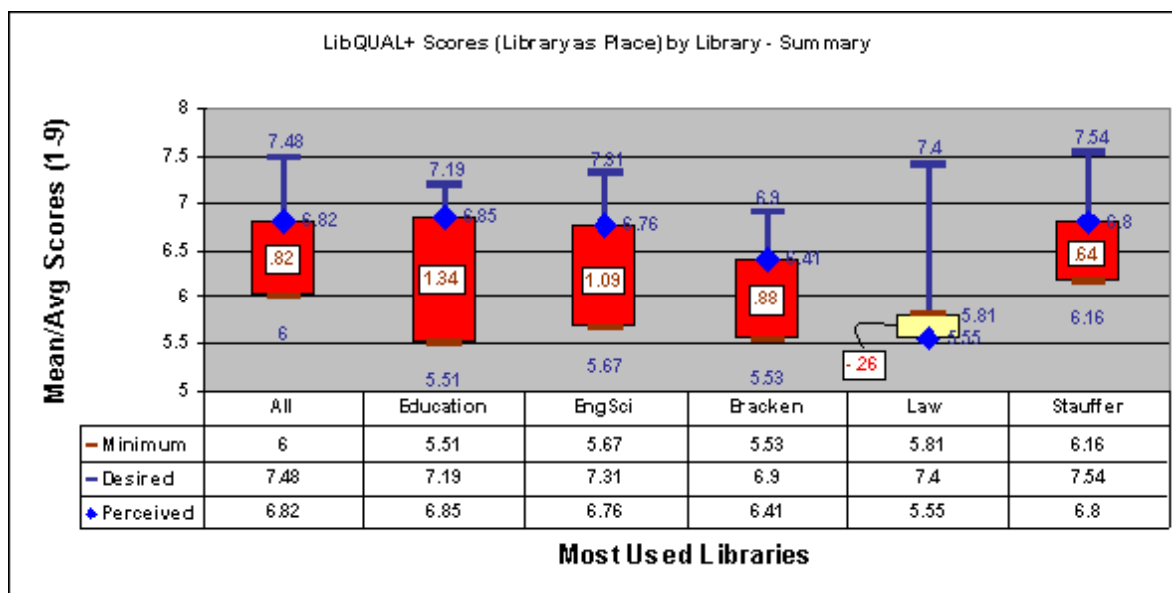


Table 10

LibQUAL+ 2004 – Library as Place Summary – Health Sciences & Law Libraries						
Library	Total Responses	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL (Health Sciences)†	1996	6.11	7.50	6.67	0.57	-0.83
Bracken	135	5.53	6.90	6.41	0.88	-0.49
ARL (Law)††	1612	6.03	7.91	6.59	0.56	-1.32
Lederman Law	12	5.81	7.40	5.55	-0.26	-1.85

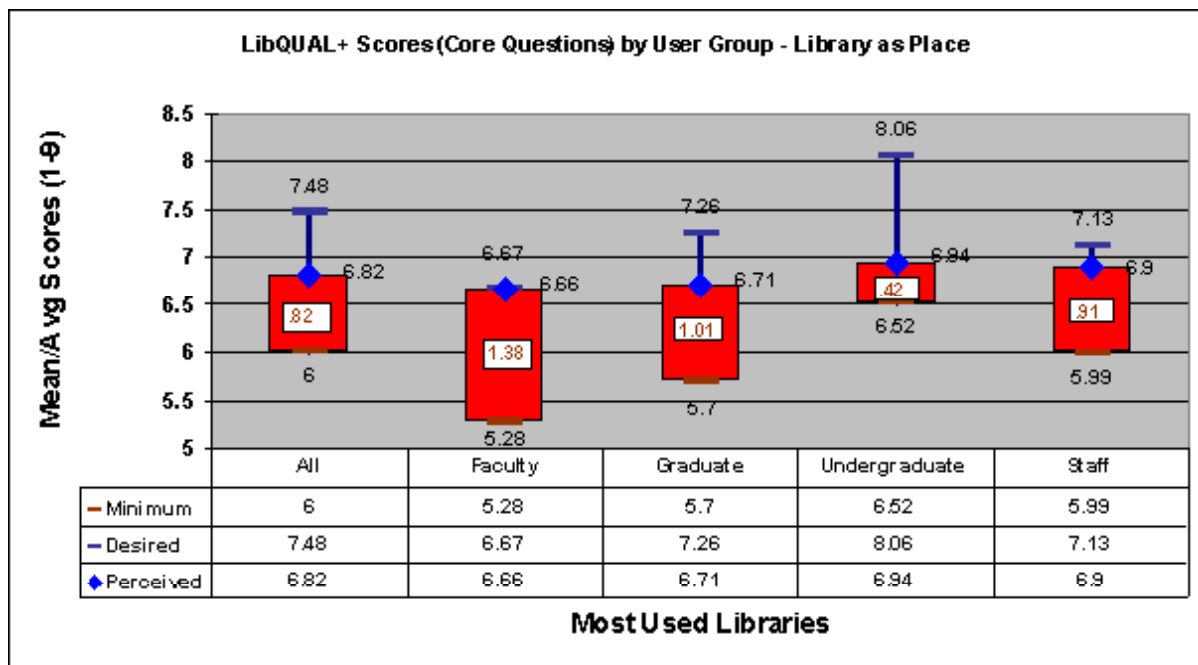
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Library as Place Summaries: By Library + By User Group

Table 11

LibQUAL+ 2004 – Library as Place Summary - by User Group					
User Group	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	6.44	7.93	6.92	0.47	-1.01
Queen's (All)	6.00	7.48	6.82	0.82	-0.66
Faculty	5.28	6.67	6.66	1.38	-0.01
Graduate	5.70	7.26	6.71	1.01	-0.55
Undergraduate	6.52	8.06	6.94	0.42	-1.12
Staff	5.99	7.13	6.90	0.91	-0.23

Figure 8



‡ **Service Adequacy Gap** = Perceived Score – Minimum Score

§ **Service Superiority Gap** = Perceived Score – Desired Score

† **ARL (Health Sciences)** = ARL academic health science libraries which conducted separate LibQUAL+ surveys

†† **ARL (Law)** = ARL academic law libraries which conducted separate LibQUAL+ surveys

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Appendix A. Tables & Charts

Information Control Summaries: By Library + By User Group

Table 12

LibQUAL+ 2004 – Information Control Summary – by Library						
Library	Total Responses	Minimum (Mean/Avg)	Desired (Mean/Avg)	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	26,255	6.79	8.25	7.02	0.23	-1.23
Queen's (All)	773	6.86	8.27	6.90	0.04	-1.37
Education	28	6.72	8.27	7.13	0.42	-1.14
EngSci	173	6.67	8.21	6.92	0.25	-1.29
Bracken	135	7.05	8.38	6.91	-0.14	-1.48
Law	12	6.62	8.53	6.89	0.27	-1.64
Stauffer	417	6.90	8.25	6.87	-0.02	-1.38

Figure 9

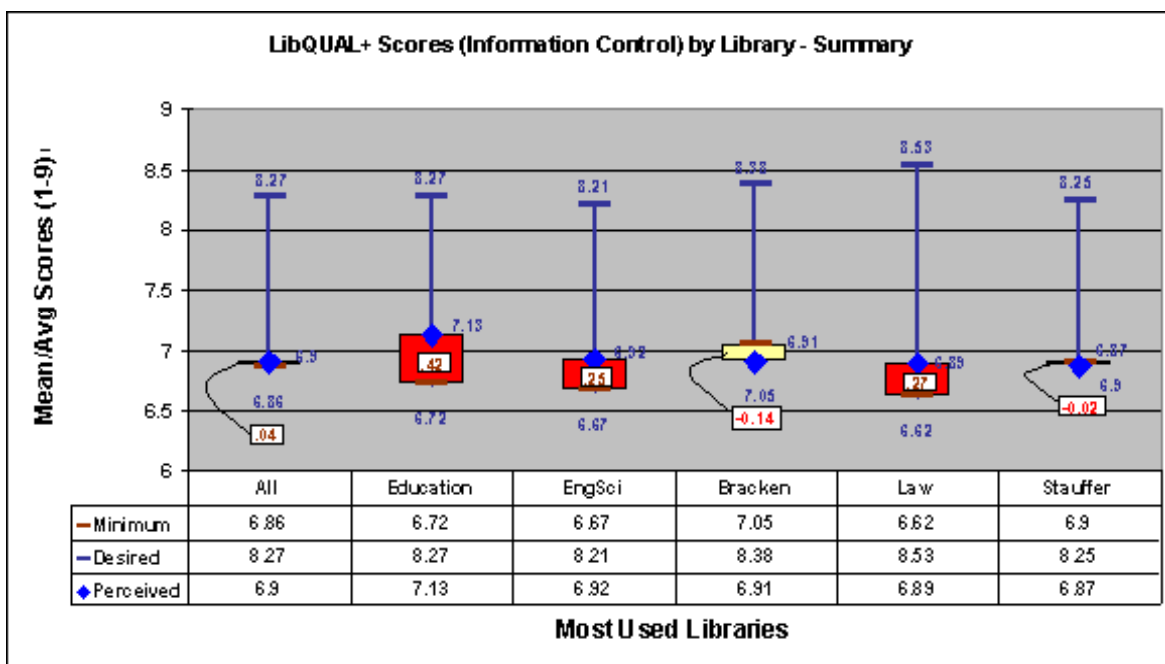


Table 13

LibQUAL+ 2004 - Information Control Summary – Health Sciences & Law Libraries						
Library	Total Responses	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL (Health Sciences)†	2052	7.06	8.36	7.14	0.08	-1.22
Bracken	135	6.86	8.27	6.90	-0.14	-1.48
ARL (Law) ††	1629	6.49	8.15	7.36	0.87	-0.79
Lederman Law	12	6.62	8.53	6.89	0.27	-1.64

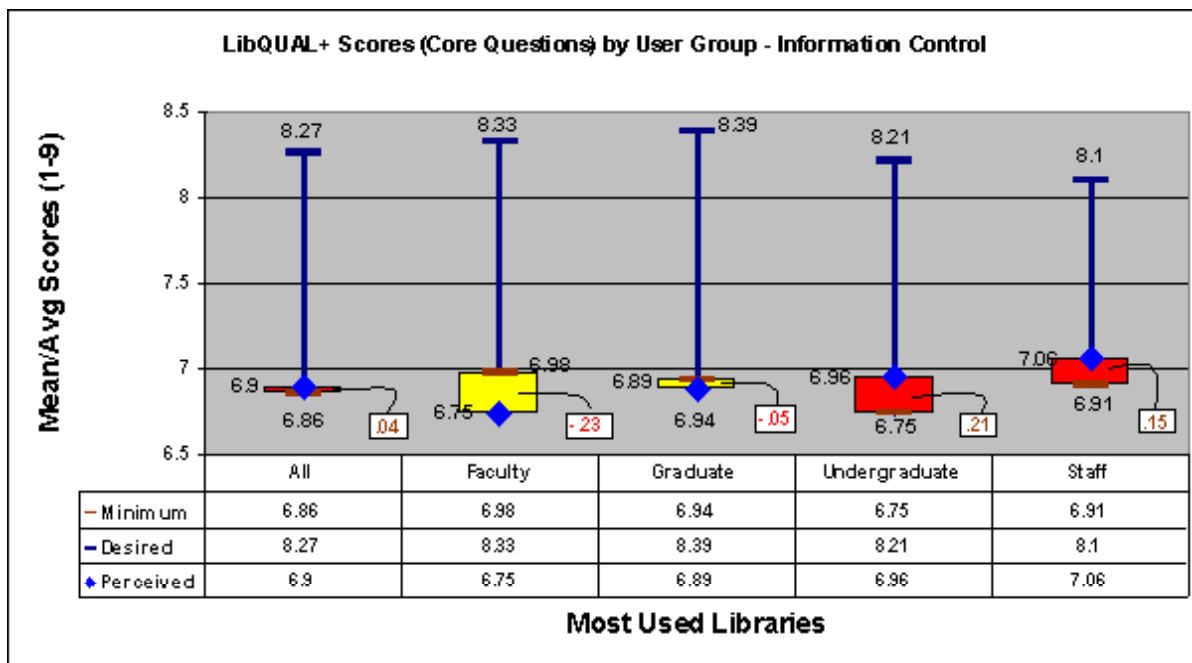
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Information Control Summaries: By Library + By User Group

Table 14

LibQUAL+ 2004 – Information Control Summary - by User Group					
User Group	Minimum (Mean/Avg)	Desired MeanAvg	Perceived (Mean/Avg)	Adequacy Gap ‡	Superiority Gap §
ARL	6.79	8.25	7.02	0.23	-1.23
Queen's (All)	6.86	8.27	6.90	0.04	-1.37
Faculty	6.98	8.33	6.75	-0.23	-1.58
Graduate	6.94	8.39	6.89	-0.05	-1.5
Undergraduate	6.75	8.21	6.96	0.21	-1.25
Staff	6.91	8.10	7.06	0.15	-1.04

Figure 10



‡ **Service Adequacy Gap** = Perceived Score – Minimum Score

§ **Service Superiority Gap** = Perceived Score – Desired Score

† **ARL (Health Sciences)** = ARL academic health science libraries which conducted separate LibQUAL+ surveys

†† **ARL (Law)** = ARL academic law libraries which conducted separate LibQUAL+ surveys

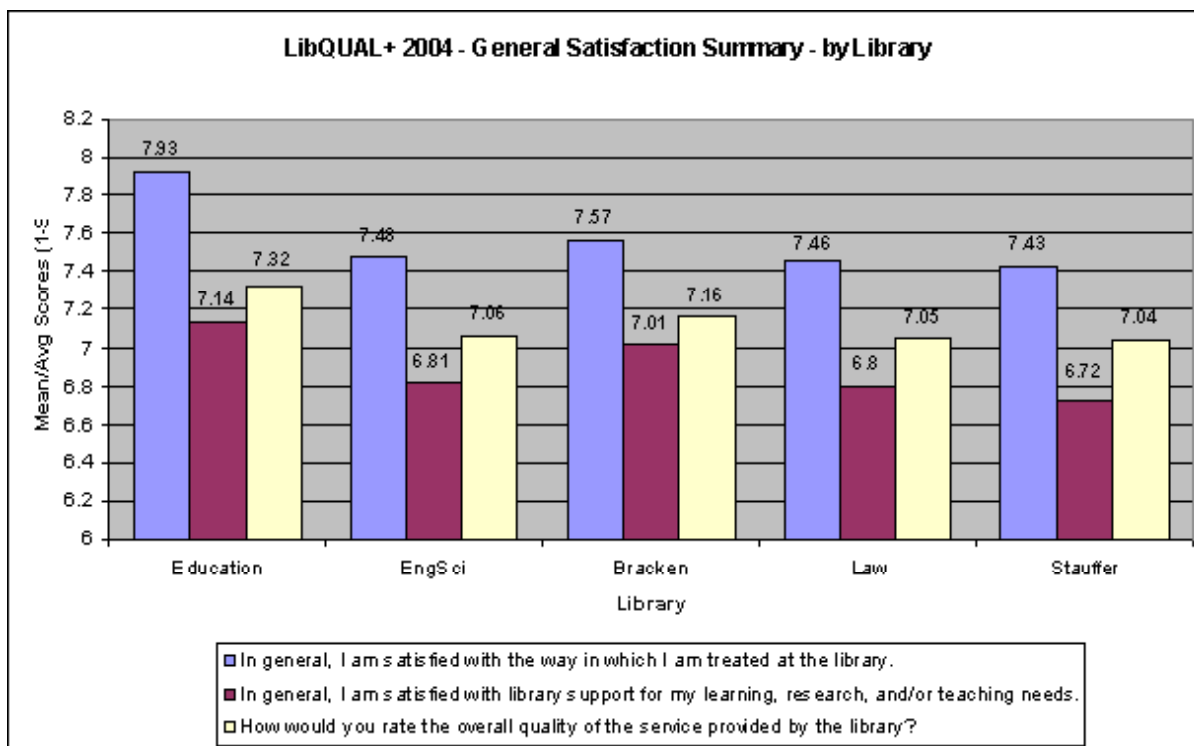
**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

**General Satisfaction Summaries
By Library**

Table 15

LibQUAL+ 2004 – General Satisfaction Summary – by Library							
Question	ARL	Queen's	Education	EngSci	Bracken	Law	Stauffer
In general, I am satisfied with the way in which I am treated at the library.	7.31	7.50	7.93	7.48	7.57	7.46	7.43
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.88	6.84	7.14	6.81	7.01	6.80	6.72
How would you rate the overall quality of the service provided by the library?	7.08	7.08	7.32	7.06	7.16	7.05	7.04

Figure 11



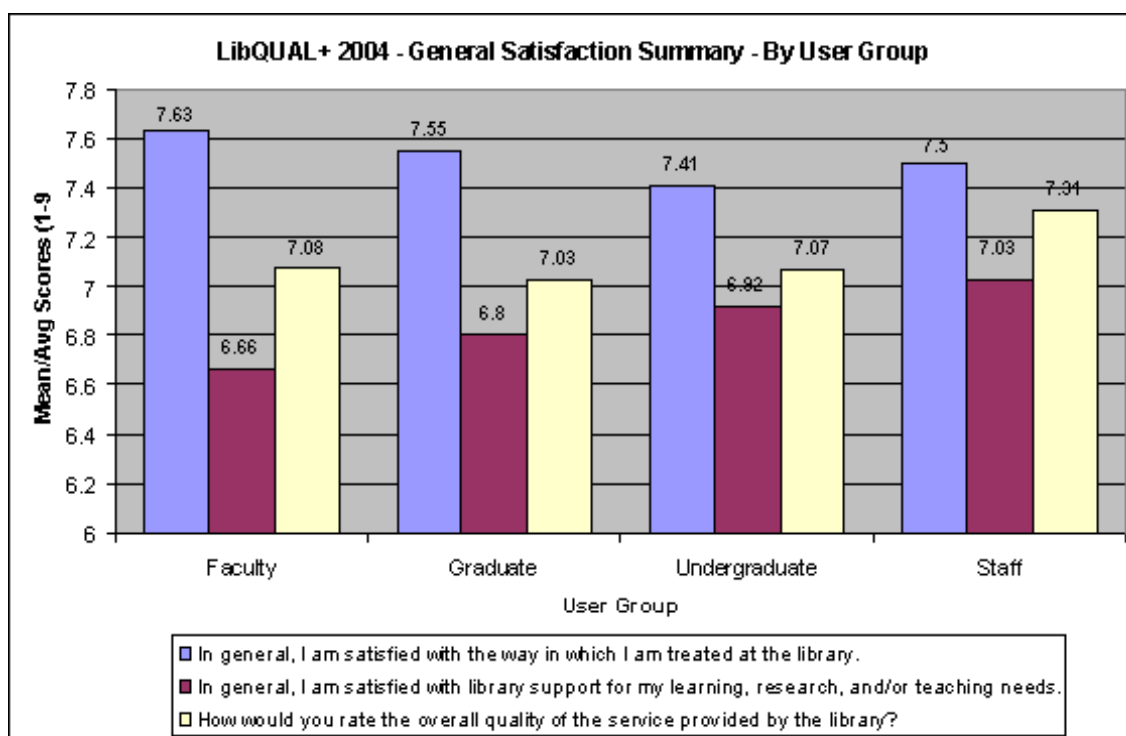
**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
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**General Satisfaction Summaries
By User Group**

Table 16

LibQUAL+ 2004 – General Satisfaction Summary – by User Group						
Question	ARL	Qu (All)	Faculty	Graduate	Undergraduate	Staff
In general, I am satisfied with the way in which I am treated at the library.	7.31	7.50	7.63	7.55	7.41	7.5
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.88	6.84	6.66	6.8	6.92	7.03
How would you rate the overall quality of the service provided by the library?	7.08	7.08	7.08	7.03	7.07	7.31

Figure 12



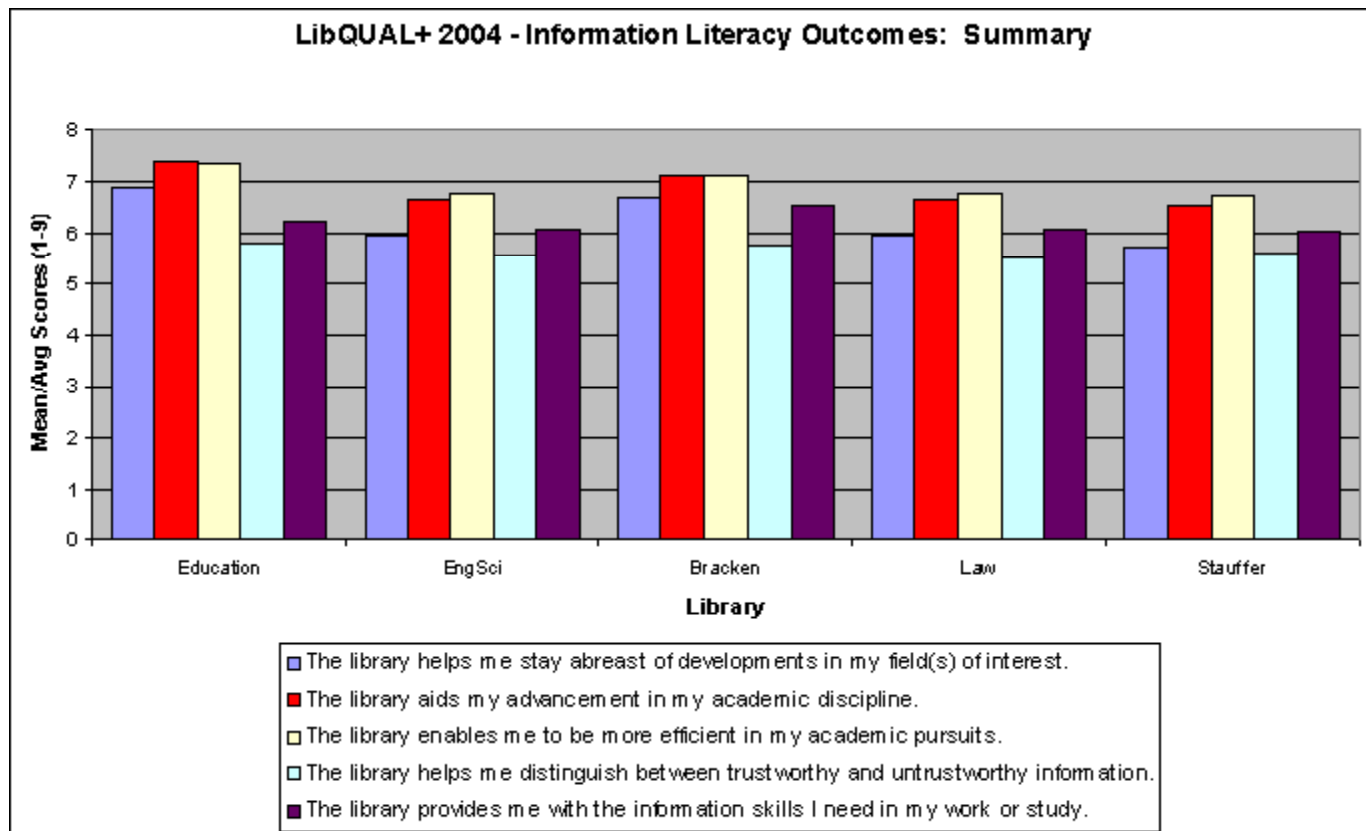
**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

**Information Literacy Outcomes
By Library**

Table 17

LibQUAL+ 2004 – Information Literacy Outcomes Summary – by Library							
Question	ARL	Queen's	Education	EngSci	Bracken	Law	Stauffer
The library helps me stay abreast of developments in my field(s) of interest.	6.04	6.00	6.89	5.97	6.69	5.97	5.71
The library aids my advancement in my academic discipline.	6.78	6.70	7.39	6.67	7.10	6.66	6.52
The library enables me to be more efficient in my academic pursuits.	6.88	6.80	7.36	6.77	7.14	6.77	6.72
The library helps me distinguish between trustworthy and untrustworthy information.	5.62	5.56	5.79	5.54	5.75	5.53	5.57
The library provides me with the information skills I need in my work or study.	6.20	6.09	6.25	6.06	6.54	6.06	6.02

Figure 13

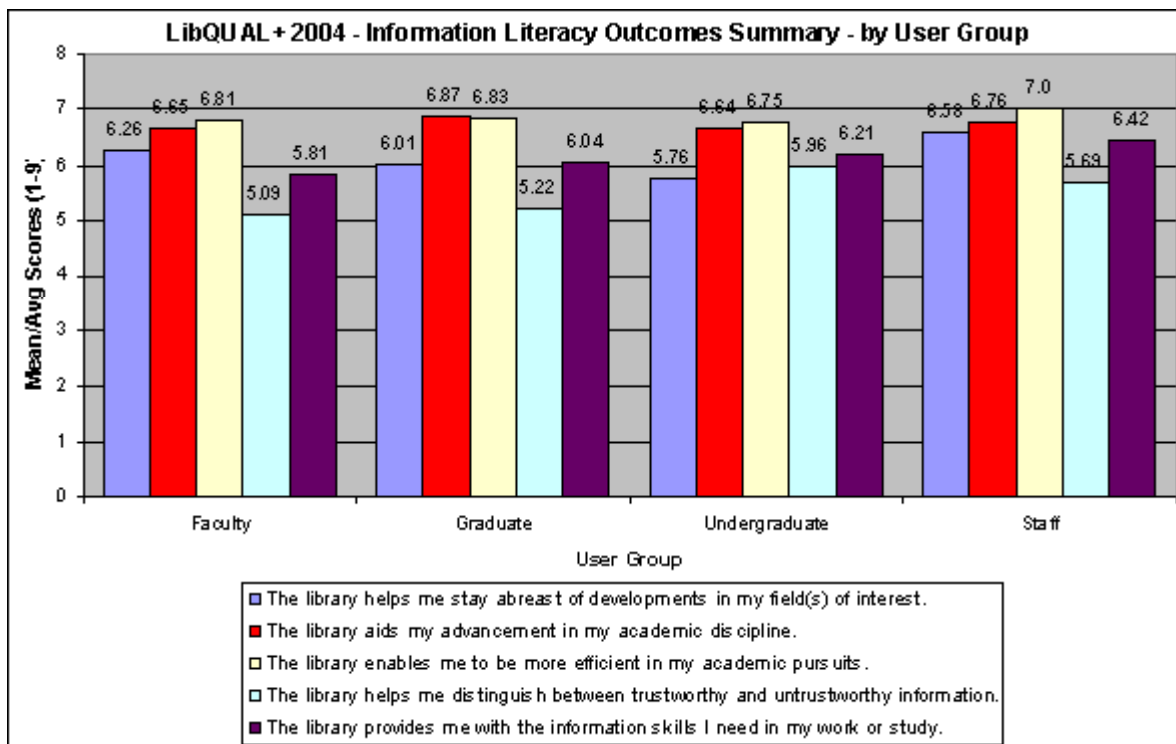


LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Information Literacy Outcomes
By User Group

Table 18

LibQUAL+ 2004 – Information Literacy Outcomes Summary – by User Group						
Question	ARL	Queens	Faculty	Graduate	Undergraduate	Staff
The library helps me stay abreast of developments in my field(s) of interest.	6.04	6.00	6.26	6.01	5.76	6.58
The library aids my advancement in my academic discipline.	6.78	6.70	6.65	6.87	6.64	6.76
The library enables me to be more efficient in my academic pursuits.	6.88	6.80	6.81	6.83	6.75	7.00
The library helps me distinguish between trustworthy and untrustworthy information.	5.62	5.56	5.09	5.22	5.96	5.69
The library provides me with the information skills I need in my work or study.	6.20	6.09	5.81	6.04	6.21	6.42

Figure 14



LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Library Use Summaries
« By Library »

Figure 15

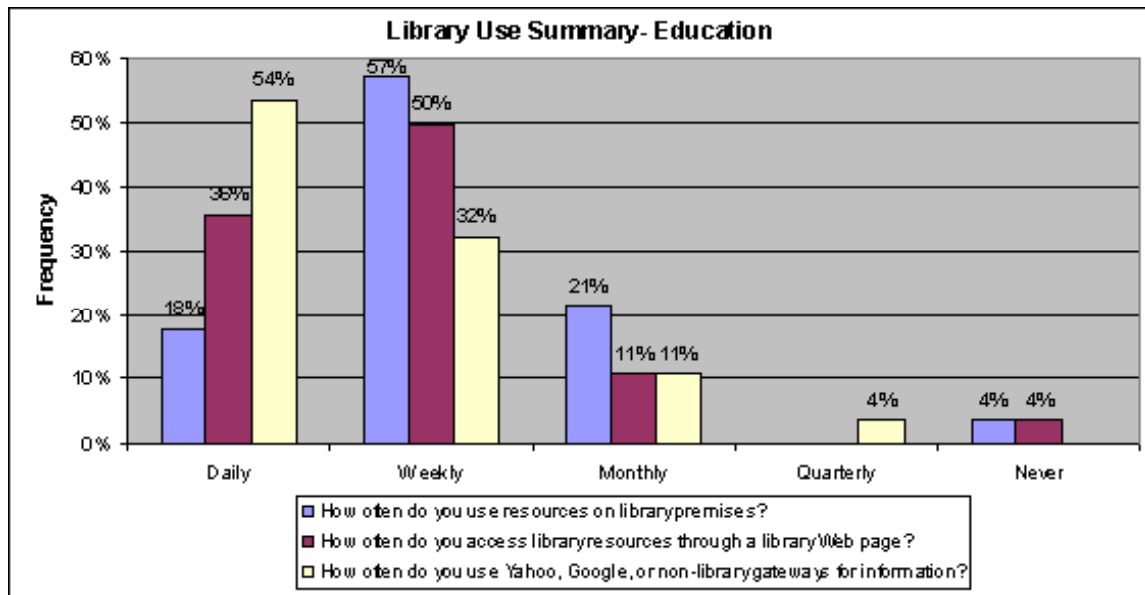
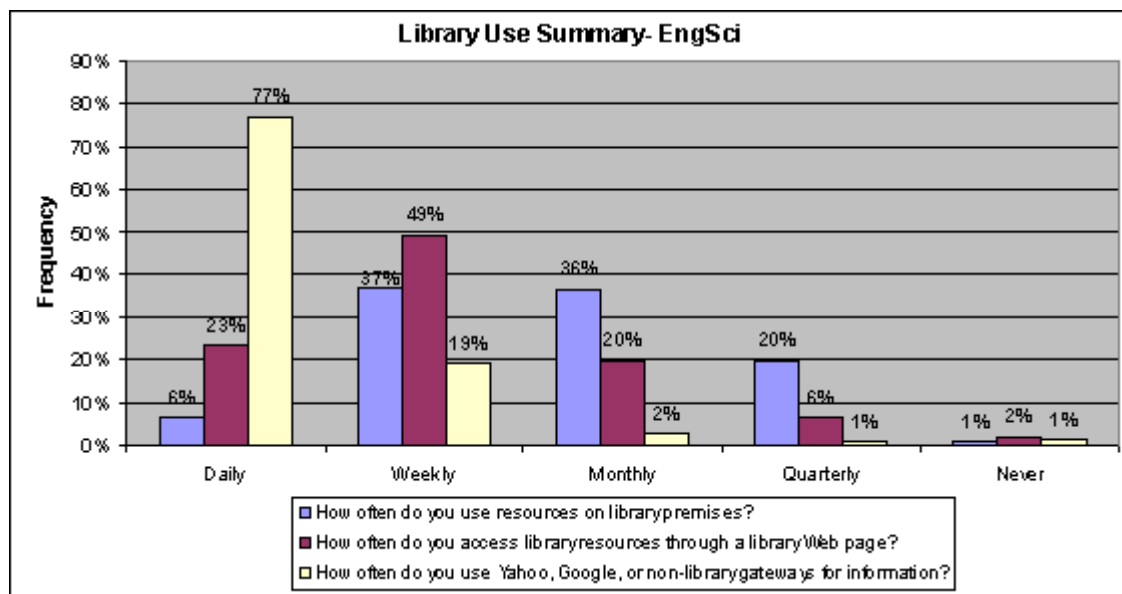


Figure 16



LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Library Use Summaries
« By Library »

Figure 17

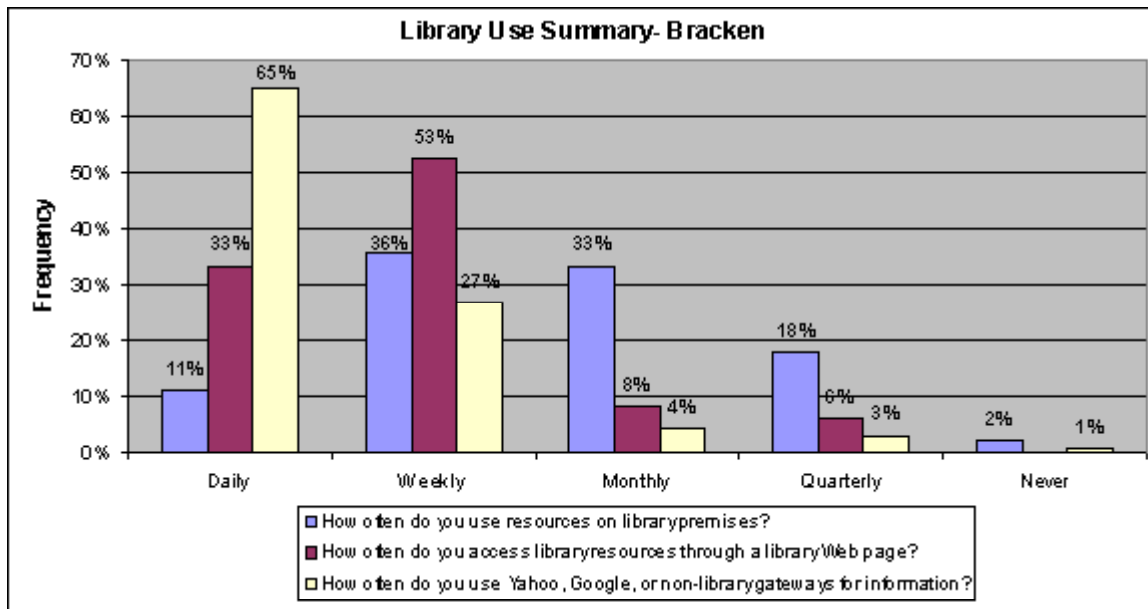
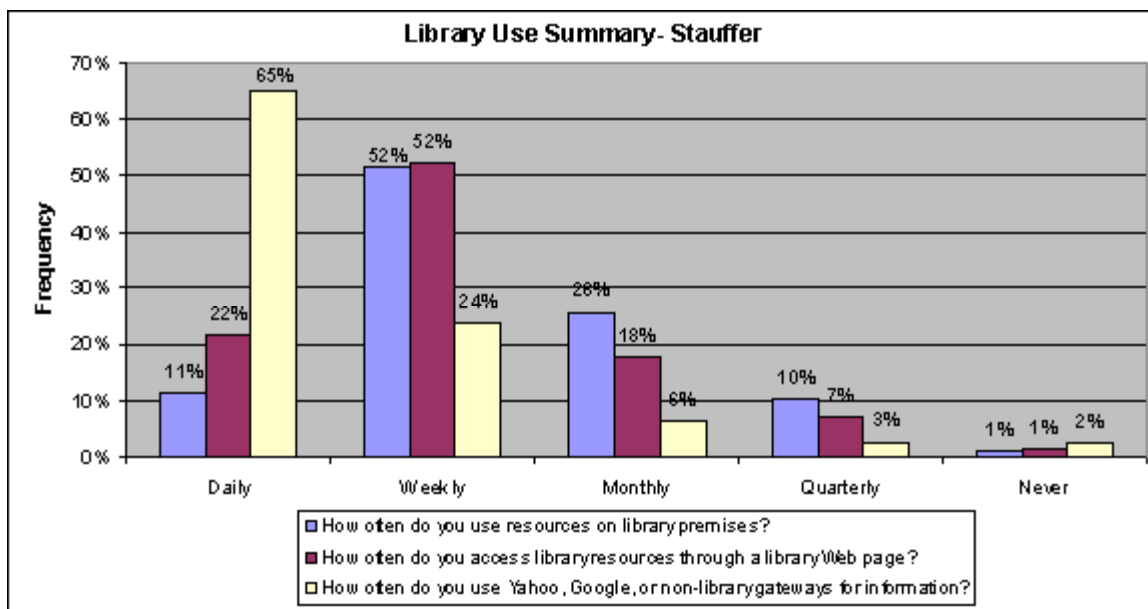
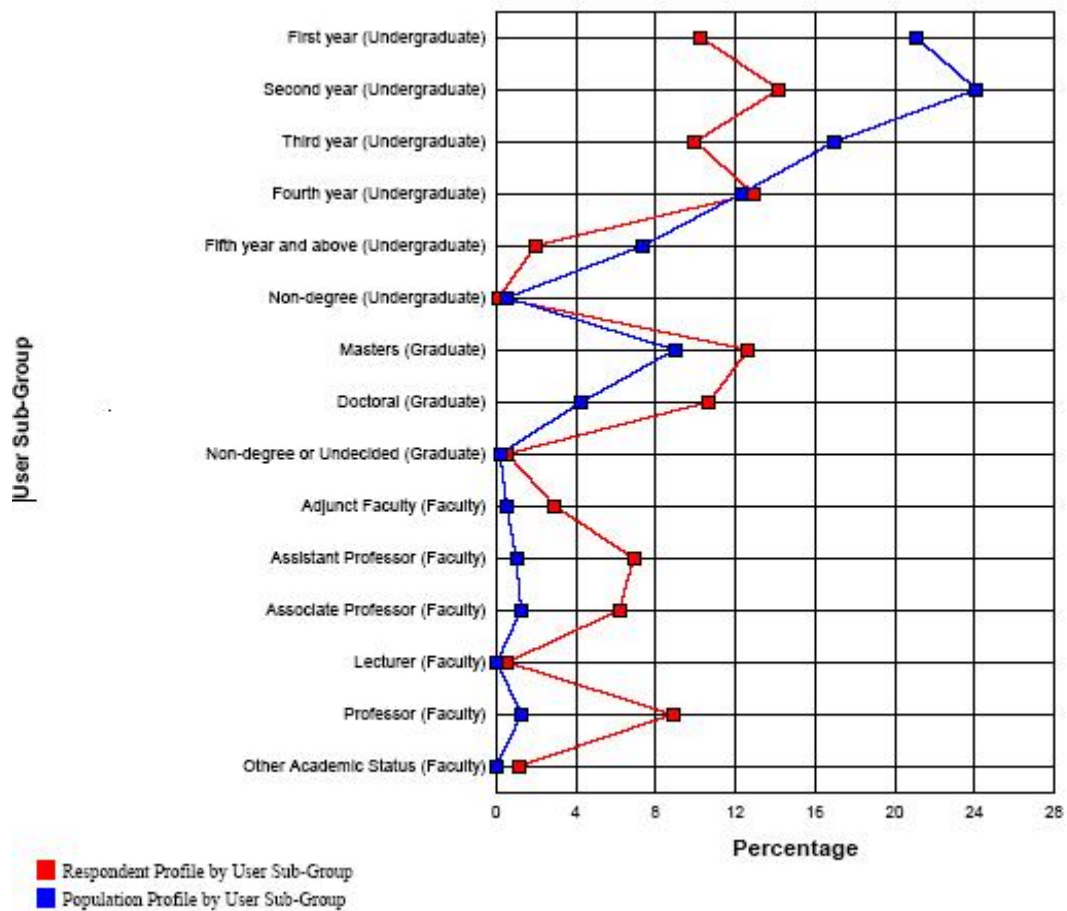


Figure 18



LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
 Appendix A. Tables & Charts
 User Group Representation in the Queen's Survey

Figure 19



LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Highest & Lowest Importance (Desired Scores)

Table 19

Highest Importance (Desired Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
Overall			Overall		
IC-1	Making electronic resources accessible from my home or office	8.51	IC-1	Making electronic resources accessible from my home or office	8.37
IC-2	A library Web site enabling me to locate information on my own	8.41	IC-8	Print and/or electronic journal collections I require for my work	8.36
IC-8	Print and/or electronic journal collections I require for my work	8.40	IC-2	A library Web site enabling me to locate information on my own	8.33
IC-6	Easy-to-use access tools that allow me to find things on my own	8.28	IC-5	Modern equipment that lets me easily access needed information	8.27
IC-7	Making information easily accessible for independent use	8.23	IC-4	The electronic information resources I need	8.26
Faculty			Faculty		
IC-1	Making electronic resources accessible from my home or office	8.57	IC-8	Print and/or electronic journal collections I require for my work	8.56
IC-8	Print and/or electronic journal collections I require for my work	8.49	IC-1	Making electronic resources accessible from my home or office	8.48
IC-2	A library Web site enabling me to locate information on my own	8.44	IC-2	A library Web site enabling me to locate information on my own	8.44
IC-6	Easy-to-use access tools that allow me to find things on my own	8.30	IC-4	The electronic information resources I need	8.40
IC-7	Making information easily accessible for independent use	8.30	IC-6	Easy-to-use access tools that allow me to find things on my own	8.33
Graduate Students			Graduate Students		
IC-8	Print and/or electronic journal collections I require for my work	8.66	IC-8	Print and/or electronic journal collections I require for my work	8.53
IC-1	Making electronic resources accessible from my home or office	8.60	IC-1	Making electronic resources accessible from my home or office	8.51
IC-2	A library Web site enabling me to locate information on my own	8.48	IC-4	The electronic information resources I need	8.45
IC-4	The electronic information resources I need	8.45	IC-2	A library Web site enabling me to locate information on my own	8.42
IC-6	Easy-to-use access tools that allow me to find things on my own	8.34	IC-6	Easy-to-use access tools that allow me to find things on my own	8.33
Undergraduate Students			Undergraduate Students		
IC-1	Making electronic resources accessible from my home or office	8.47	IC-5	Modern equipment that lets me easily access needed information	8.23

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Highest Importance (Desired Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
IC-2	A library Web site enabling me to locate information on my own	8.32	IC-1	Making electronic resources accessible from my home or office	8.22
LP-3	A comfortable and inviting location	8.29	IC-2	A library Web site enabling me to locate information on my own	8.18
IC-5	Modern equipment that lets me easily access needed information	8.20	IC-6	Easy-to-use access tools that allow me to find things on my own	8.11
IC-6	Easy-to-use access tools that allow me to find things on my own	8.18	IC-8	Print and/or electronic journal collections I require for my work	8.09

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Highest & Lowest Importance (Desired Scores)

Table 20

Lowest Importance (Desired Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
Overall			Overall		
LP-5	Community space for group learning and group study	6.81	LP-5	Community space for group learning and group study	6.97
AS-2	Giving users individual attention	7.16	AS-2	Giving users individual attention	7.18
LP-2	Quiet space for individual activities	7.51	AS-1	Employees who instill confidence in users	7.48
AS-1	Employees who instill confidence in users	7.55	LP-2	Quiet space for individual activities	7.67
LP-1	Library space that inspires study and learning	7.58	LP-1	Library space that inspires study and learning	7.72
Faculty			Faculty		
LP-5	Community space for group learning and group study	5.20	LP-5	Community space for group learning and group study	5.86
LP-4	A getaway for study, learning, or research	6.60	LP-2	Quiet space for individual activities	7.02
LP-2	Quiet space for individual activities	6.63	LP-1	Library space that inspires study and learning	7.23
LP-1	Library space that inspires study and learning	6.84	LP-4	A getaway for study, learning, or research	7.25
LP-3	A comfortable and inviting location	7.23	LP-3	A comfortable and inviting location	7.40
Graduate Students			Graduate Students		
LP-5	Community space for group learning and group study	6.48	LP-1	Library space that inspires study and learning	6.20
AS-2	Giving users individual attention	7.09	LP-5	Community space for group learning and group study	6.28
LP-2	Quiet space for individual activities	7.10	AS-1	Employees who instill confidence in users	6.46
LP-1	Library space that inspires study and learning	7.34	LP-2	Quiet space for individual activities	6.56
LP-4	A getaway for study, learning, or research	7.51	AS-2	Giving users individual attention	6.56
Undergraduate Students			Undergraduate Students		
AS-1	Employees who instill confidence in users	7.47	AS-2	Giving users individual attention	6.93
LP-5	Community space for group learning and group study	7.55	AS-1	Employees who instill confidence in users	7.30

**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

Lowest Importance (Desired Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
AS-9	Dependability in handling users' service problems	7.84	LP-5	Community space for group learning and group study	7.51
AS-7	Employees who understand the needs of their users	7.86	AS-7	Employees who understand the needs of their users	7.75
AS-8	Willingness to help users	7.87	AS-6	Employees who deal with users in a caring fashion	7.76

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Highest & Lowest Rated (Adequacy Gap Scores)

Table 21

Highest Rated (Adequacy Gap Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
Overall			Overall		
AS-1	Employees who instill confidence in users	1.06	LP-5	Community space for group learning and group study	0.92
LP-3	A comfortable and inviting location	0.99	AS-1	Employees who instill confidence in users	0.86
AS-6	Employees who deal with users in a caring fashion	0.96	AS-2	Giving users individual attention	0.84
AS-2	Giving users individual attention	0.90	AS-6	Employees who deal with users in a caring fashion	0.77
LP-5	Community space for group learning and group study	0.86	AS-8	Willingness to help users	0.72
AS-3	Employees who are consistently courteous				
Faculty			Faculty		
LP-5	Community space for group learning and group study	2.00	LP-5	Community space for group learning and group study	1.22
LP-2	Quiet space for individual activities	1.50	AS-6	Employees who deal with users in a caring fashion	0.81
AS-6	Employees who deal with users in a caring fashion	1.47	AS-1	Employees who instill confidence in users	0.75
AS-3	Employees who are consistently courteous	1.43	AS-2	Giving users individual attention	0.75
LP-4	A getaway for study, learning, or research	1.38	AS-3	Employees who are consistently courteous	0.72
Graduate Students			Graduate Students		
LP-5	Community space for group learning and group study	1.23	LP-5	Community space for group learning and group study	0.94
AS-1	Employees who instill confidence in users	1.23	AS-2	Giving users individual attention	0.88
AS-6	Employees who deal with users in a caring fashion	1.09	AS-1	Employees who instill confidence in users	0.86
LP-3	A comfortable and inviting location	1.07	AS-6	Employees who deal with users in a caring fashion	0.78
LP-2	Quiet space for individual activities	1.05	AS-8	Willingness to help users	0.72
Undergraduate Students			Undergraduate Students		
AS-1	Employees who instill confidence in	1.08	AS-1	Employees who instill confidence	0.95

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Highest Rated (Adequacy Gap Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
	users			in users	
AS-2	Giving users individual attention	0.85	AS-2	Giving users individual attention	0.87
AS-6	Employees who deal with users in a caring fashion	0.77	AS-6	Employees who deal with users in a caring fashion	0.78
AS-7	Employees who are consistently courteous	0.71	LP-5	Community space for group learning and group study	0.77
AS-4	Readiness to respond to users' questions	0.68	AS-8	Willingness to help users	0.76

**LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts**

Highest & Lowest Rated (Adequacy Gap Scores)

Table 22

Lowest Rated (Adequacy Gap Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
Overall			Overall		
IC-8	Print and/or electronic journal collections I require for my work	-0.35	IC-8	Print and/or electronic journal collections I require for my work	-0.10
IC-1	Making electronic resources accessible from my home or office	-0.01	IC-3	The printed library materials I need for my work	0.11
IC-2	A library Web site enabling me to locate information on my own	0.00	IC-2	A library Web site enabling me to locate information on my own	0.22
IC-6	Easy-to-use access tools that allow me to find things on my own	0.05	IC-1	Making electronic resources accessible from my home or office	0.25
IC-3	The printed library materials I need for my work	0.03	IC-4	The electronic information resources I need	0.25
Faculty			Faculty		
IC-8	Print and/or electronic journal collections I require for my work	-0.70	IC-8	Print and/or electronic journal collections I require for my work	-0.68
IC-3	The printed library materials I need for my work	-0.54	IC-3	The printed library materials I need for my work	-0.30
IC-1	Making electronic resources accessible from my home or office	-0.35	IC-2	A library Web site enabling me to locate information on my own	-0.18
IC-2	A library Web site enabling me to locate information on my own	-0.21	IC-4	The electronic information resources I need	-0.08
IC-4	The electronic information resources I need	-0.15	IC-1	Making electronic resources accessible from my home or office	-0.07
Graduate Students			Graduate Students		
IC-8	Print and/or electronic journal collections I require for my work	-0.69	IC-8	Print and/or electronic journal collections I require for my work	-0.29
IC-4	The electronic information resources I need	-0.22	IC-3	The printed library materials I need for my work	0.02
IC-3	The printed library materials I need for my work	-0.05	IC-4	The electronic information resources I need	0.04
IC-1	Making electronic resources accessible from my home or office	-0.02	IC-2	A library Web site enabling me to locate information on my own	0.11
IC-2	A library Web site enabling me to locate information on my own	-0.02	IC-1	Making electronic resources accessible from my home or office	0.13
Undergraduate Students			Undergraduate Students		
IC-8	Print and/or electronic journal	-0.05	IC-8	Print and/or electronic journal	0.38

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts

Lowest Rated (Adequacy Gap Scores)					
[AS = Affect of Service] [LP = Library as Place] [IC = Information Control]					
Queen's			ARL		
Dim.	Question	Score	Dim.	Question	Score
	collections I require for my work			collections I require for my work	
IC-6	Easy-to-use access tools that allow me to find things on my own	0.02	IC-3	The printed library materials I need for my work	0.41
IC-2	A library Web site enabling me to locate information on my own	0.13	LP-1	Library space that inspires study and learning	0.44
IC-1	Making electronic resources accessible from my home or office	0.16	LP-2	Quiet space for individual activities	0.45
LP-2	Quiet space for individual activities	0.26	IC-6	Easy-to-use access tools that allow me to find things on my own	0.47

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Comparative Canadian Results

» **FOR LOCAL DISTRIBUTION ONLY** «

Table 23

LibQUAL+ Survey 2004: Core Questions (Adequacy Gap Scores) Canadian Libraries					
User Group	Total Respondents	Overall	Affect of Service	Library as Place	Information Control
ARL	26,255	0.47	0.67	0.47	0.23
Queen's	773	0.49	0.78	0.81	0.04
Western	277	0.48	0.78	0.39	0.23
Alberta	588	0.48	0.65	0.60	0.26
McGill	621	0.25	0.53	-0.01	0.15
Calgary	699	0.23	0.60	0.29	-0.19
UNB	871	0.18	0.47	-0.04	0.01
Windsor	775	0.07	0.12	0.09	0.02
Montreal	441	0.02	0.32	-0.23	-0.16
York	641	-0.11	0.23	-0.48	-0.26

Table 24

LibQUAL+ 2004 – General Satisfaction Summary – Canadian Libraries										
Question	ARL	Queen's	McGill	Montreal	Alberta	Calgary	UNB	Western	Windsor	York
In general, I am satisfied with the way in which I am treated at the library.	7.31	7.50	7.09	7.23	7.33	7.43	7.27	7.57	6.52	6.91
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.88	6.84	6.64	6.93	7.12	6.67	6.72	6.72	6.22	6.42
How would you rate the overall quality of the service provided by the library?	7.08	7.08	6.84	6.76	7.24	6.97	6.90	6.90	6.48	6.58

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Comparative Canadian Results

» **FOR LOCAL DISTRIBUTION ONLY** «

Table 25

LibQUAL+ 2004 – Information Literacy Outcomes Summary – Canadian Libraries										
Question	ARL	Queen's	McGill	Montreal	Alberta	Calgary	UNB	Western	Windsor	York
The library helps me stay abreast of developments in my field(s) of interest.	6.04	6.00	5.96	6.64	6.23	6.12	5.85	6.51	5.48	5.68
The library aids my advancement in my academic discipline.	6.78	6.70	6.82	6.89	7.11	6.70	6.66	7.13	6.16	6.42
The library enables me to be more efficient in my academic pursuits.	6.88	6.80	6.87	6.85	7.08	6.72	6.68	7.20	6.26	6.49
The library helps me distinguish between trustworthy and untrustworthy information.	5.62	5.56	5.36	5.68	5.86	5.61	5.78	5.81	5.67	5.38
The library provides me with the information skills I need in my work or study.	6.20	6.09	5.96	6.21	6.41	6.08	6.25	6.38	5.89	5.87

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Local Questions Summaries
« By Library + By User Group »

Table 26

LibQUAL+ 2004 – Local Questions: Importance Ratings (Desired Scores) – by Library						
Question	Queen's	Education	EngSci	Bracken	Law	Stauffer
Collections of online full-text articles sufficient to meet my needs	8.34	8.00	8.32	8.70	8.31	8.28
Ability to navigate library Web pages	8.34	8.43	8.31	8.51	8.29	8.34
Timely document delivery / interlibrary loan	8.01	8.21	8.06	8.24	8.10	7.99
Teaching me how to locate, evaluate, and use information	7.66	7.89	7.65	7.71	7.66	7.72
The multimedia (CD / DVD / video / audio) collections I need	6.85	7.50	7.09	6.61	7.24	7.05

Table 27

LibQUAL+ 2004 – Local Questions: Performance Ratings (Adequacy Gap Scores) – by Library						
Question	Queen's	Education	EngSci	Bracken	Law	Stauffer
Teaching me how to locate, evaluate, and use information	0.83	1.35	0.84	1.05	0.83	0.63
The multimedia (CD / DVD / video / audio) collections I need	0.44	1.55	0.43	0.86	0.46	-0.07
Timely document delivery / interlibrary loan	0.33	1.00	0.34	0.30	0.33	0.04
Ability to navigate library Web pages	0.05	0.25	0.06	0.03	0.06	-0.01
Collections of online full-text articles sufficient to meet my needs	-0.39	0.20	-0.37	-0.77	-0.38	-0.47

Table 28

LibQUAL+ 2004 – Local Questions: Importance Ratings (Desired Scores) – by User Group					
Question	Queen's	Faculty	Graduate	Undergraduate	Staff
Collections of online full-text articles sufficient to meet my needs	8.34	8.41	8.61	8.23	7.90
Ability to navigate library Web pages	8.34	8.38	8.37	8.30	8.37
Timely document delivery / interlibrary loan	8.01	8.28	8.27	7.68	7.59
Teaching me how to locate, evaluate, and use information	7.66	7.41	7.38	7.87	7.55
The multimedia (CD / DVD / video / audio) collections I need	6.85	6.97	6.55	6.99	6.54

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix A. Tables & Charts
Local Questions Summaries
« By Library + By User Group »

Table 29

LibQUAL+ 2004 – Local Questions: Performance Ratings (Adequacy Gap Scores) – by User Group					
Question	Queen's	Faculty	Graduate	Undergraduate	Staff
Teaching me how to locate, evaluate, and use information	0.83	0.97	1.17	0.68	0.52
The multimedia (CD / DVD / video / audio) collections I need	0.44	-0.16	0.86	0.64	0.23
Timely document delivery / interlibrary loan	0.33	0.00	0.41	0.49	0.63
Ability to navigate library Web pages	0.05	-0.24	0.20	0.14	0.08
Collections of online full-text articles sufficient to meet my needs	-0.39	-0.68	-0.76	-0.11	0.14

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results

Appendix B. LibQUAL+ 2004 Survey Questions

[\[Affect of Service\]](#) [\[Library as Place\]](#) [\[Information Control\]](#) [\[Optional Local Questions\]](#)

Affect of Service

[AS-1] Employees who instill confidence in users

[AS-2] Giving users individual attention

[AS-3] Employees who are consistently courteous

[AS-4] Readiness to respond to users' questions

[AS-5] Employees who have the knowledge to answer user questions

[AS-6] Employees who deal with users in a caring fashion

[AS-7] Employees who understand the needs of their users

[AS-8] Willingness to help users

[AS-9] Dependability in handling users' service problems

Library as Place

[LP-1] Library space that inspires study and learning

[LP-2] Quiet space for individual activities

[LP-3] A comfortable and inviting location

[LP-4] A getaway for study, learning or research

[LP-5] Community space for group learning and group study

Information Control

[IC-1] Making electronic resources accessible from my home or office

[IC-2] A library Web site enabling me to locate information on my own

[IC-3] The printed library materials I need for my work

[IC-4] The electronic information resources I need

[IC-5] Modern equipment that lets me easily access needed information

[IC-6] Easy-to-use access tools that allow me to find things on my own

[IC-7] Making information easily accessible for independent use

[IC-8] Print and/or electronic journal collections I require for my work

LibQUAL+ Survey 2004 @ Queen's University Library: Analysis of Results
Appendix B. LibQUAL+ 2004 Survey Questions

Optional Local Questions

[L074] Collections of online full-text articles sufficient to meet my needs

[L096] The multimedia (CD / DVD / video / audio) collections I need

[L172] Teaching me how to locate, evaluate, and use information

[L178] Ability to navigate library Web pages

[L224] Timely document delivery / interlibrary loan