



**LibQUAL<sup>+</sup>**  
*2024 Survey*

**University of Cyprus**

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# 1 Introduction

## 1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2024 administration of the LibQUAL protocol and provides background information in addition to suggestions for interpreting the data.

LibQUAL is a tool that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The protocol is a rigorously tested web-based survey that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The goals of LibQUAL are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyrillidou, former senior director of statistics and service quality programs at ARL. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

Since 2000, more than 1,350 libraries have participated in LibQUAL, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2023, there have been 3,402 institutional surveys implemented across 1,353 institutions in 37 countries, 20 language translations, and over 3 million respondents. About 38% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL community of participants and its extensive dataset are rich resources for improving library services.

## 1.2 Web Access to Data

Data summaries from the 2024 iteration of the LibQUAL survey will be available to project participants online in the Data Repository via the LibQUAL survey management site:

**<<http://www.libqual.org/repository>>**

## 1.3 Interpreting Your Data

### Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number.

In this notebook, means are provided for users' minimum, desired, and perceived levels of service quality for each item on the LibQUAL survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

### Standard Deviation

Standard deviation (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

### Service Adequacy

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

### Service Superiority

The service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

### How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents' minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL radar charts. The resulting gaps between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users' perceptions of service fall within the "zone of tolerance"; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users' perceptions fall outside the "zone of tolerance," the graph will include areas of red and green shading. If the distance between users' minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

**Note: Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.**

### Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

- 1. Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*
- 2. "N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
- 3. Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

### LibQUAL Analytics

LibQUAL Analytics is a tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. Participants can refine the data by selecting specific years, user groups, and disciplines; view and save the selection in various tables and charts; and download their datasets for further manipulation in their preferred software. As a benefit of registration, libraries have access to their own data in LibQUAL Analytics, as well as to the data for other institutions participating in the same year. Expanded access to LibQUAL data, encompassing all libraries in all years from 2000 to the present, is available for an additional fee through a LibQUAL membership subscription.

### LibQUAL Norms

LibQUAL norms are available in the following conference paper:

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

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## 1.4 Library Statistics for University of Cyprus

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

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

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Total library expenditures (in U.S. \$):	<b>\$2,444,652</b>
Personnel - professional staff, FTE:	<b>29</b>
Personnel - support staff, FTE:	<b>17</b>
Total library materials expenditures (in U.S. \$):	<b>2,303,135</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>0</b>

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## 1.5 Contact Information for University of Cyprus

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

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Title:	
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## 1.6 Survey Protocol and Language for University of Cyprus

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

		Long	Lite	Total (by Language)
<b>English (British)</b>	Count	25	60	<b>85</b>
	<i>% of Protocol</i>	10.37%	9.58%	9.80%
	<i>% of Language</i>	29.41%	70.59%	100.00%
	<i>% of Total Cases</i>	2.88	6.92	9.80
<b>Greek</b>	Count	216	566	<b>782</b>
	<i>% of Protocol</i>	89.63%	90.42%	90.20%
	<i>% of Language</i>	27.62%	72.38%	100.00%
	<i>% of Total Cases</i>	24.91	65.28	90.20
<b>Total</b> (by Survey Protocol)	Count	<b>241</b>	<b>626</b>	<b>867</b>
	<i>% of Protocol</i>	100.00%	100.00%	100.00%
	<i>% of Language</i>	27.80%	72.20%	100.00%
	<i>% of Total Cases</i>	27.80	72.20	100.00

## 2 Demographic Summary for University of Cyprus

### 2.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	115	13.26%
Second year	126	14.53%
Third year	117	13.49%
Fourth year	170	19.61%
Fifth year and above	56	6.46%
Non-degree	5	0.58%
Alumni	39	4.50%
<b>Sub Total:</b>	<b>628</b>	<b>72.43%</b>
<b>Postgraduate</b>		
Taught Masters degree	54	6.23%
Research Masters degree	23	2.65%
Doctoral Research degree	42	4.84%
Non-degree	1	0.12%
Alumni	17	1.96%
<b>Sub Total:</b>	<b>137</b>	<b>15.80%</b>
<b>Academic Staff</b>		
Professor	10	1.15%
Senior / Principal Lecturer	8	0.92%
Reader	3	0.35%
Lecturer	6	0.69%
Visiting Professor	2	0.23%
Special Teaching Staff	8	0.92%
Research Staff	10	1.15%
Other Academic Status	4	0.46%
<b>Sub Total:</b>	<b>51</b>	<b>5.88%</b>
<b>Administrative Staff</b>		
Administrative Staff	39	4.50%
Other staff positions	12	1.38%
<b>Sub Total:</b>	<b>51</b>	<b>5.88%</b>
<b>Total:</b>	<b>867</b>	<b>100.00%</b>

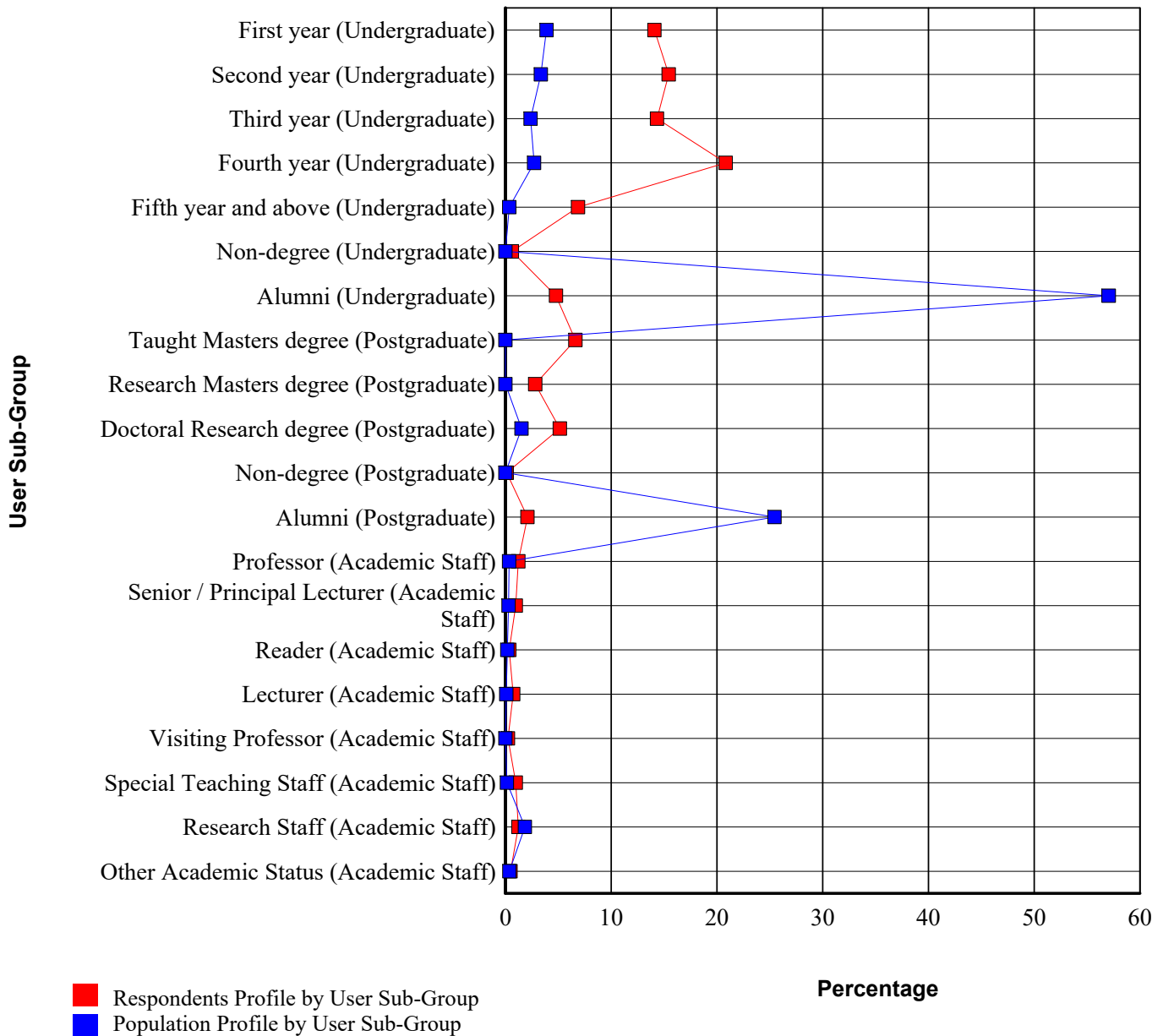
Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: All

## 2.2 Population and Respondents by User Sub-Group

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	1,532	3.88	115	14.09	-10.21
Second year (Undergraduate)	1,323	3.35	126	15.44	-12.09
Third year (Undergraduate)	938	2.38	117	14.34	-11.96
Fourth year (Undergraduate)	1,071	2.71	170	20.83	-18.12
Fifth year and above (Undergraduate)	144	0.36	56	6.86	-6.50
Non-degree (Undergraduate)	0	0.00	5	0.61	-0.61
Alumni (Undergraduate)	22,510	57.06	39	4.78	52.28
Taught Masters degree (Postgraduate)	0	0.00	54	6.62	-6.62
Research Masters degree (Postgraduate)	0	0.00	23	2.82	-2.82
Doctoral Research degree (Postgraduate)	601	1.52	42	5.15	-3.62
Non-degree (Postgraduate)	0	0.00	1	0.12	-0.12
Alumni (Postgraduate)	10,040	25.45	17	2.08	23.36
Professor (Academic Staff)	139	0.35	10	1.23	-0.87
Senior / Principal Lecturer (Academic Staff)	118	0.30	8	0.98	-0.68
Reader (Academic Staff)	73	0.19	3	0.37	-0.18
Lecturer (Academic Staff)	33	0.08	6	0.74	-0.65
Visiting Professor (Academic Staff)	0	0.00	2	0.25	-0.25
Special Teaching Staff (Academic Staff)	56	0.14	8	0.98	-0.84
Research Staff (Academic Staff)	727	1.84	10	1.23	0.62
Other Academic Status (Academic Staff)	148	0.38	4	0.49	-0.12
<b>Total:</b>	<b>39,453</b>	<b>100.00</b>	<b>816</b>	<b>100.00</b>	<b>0.00</b>

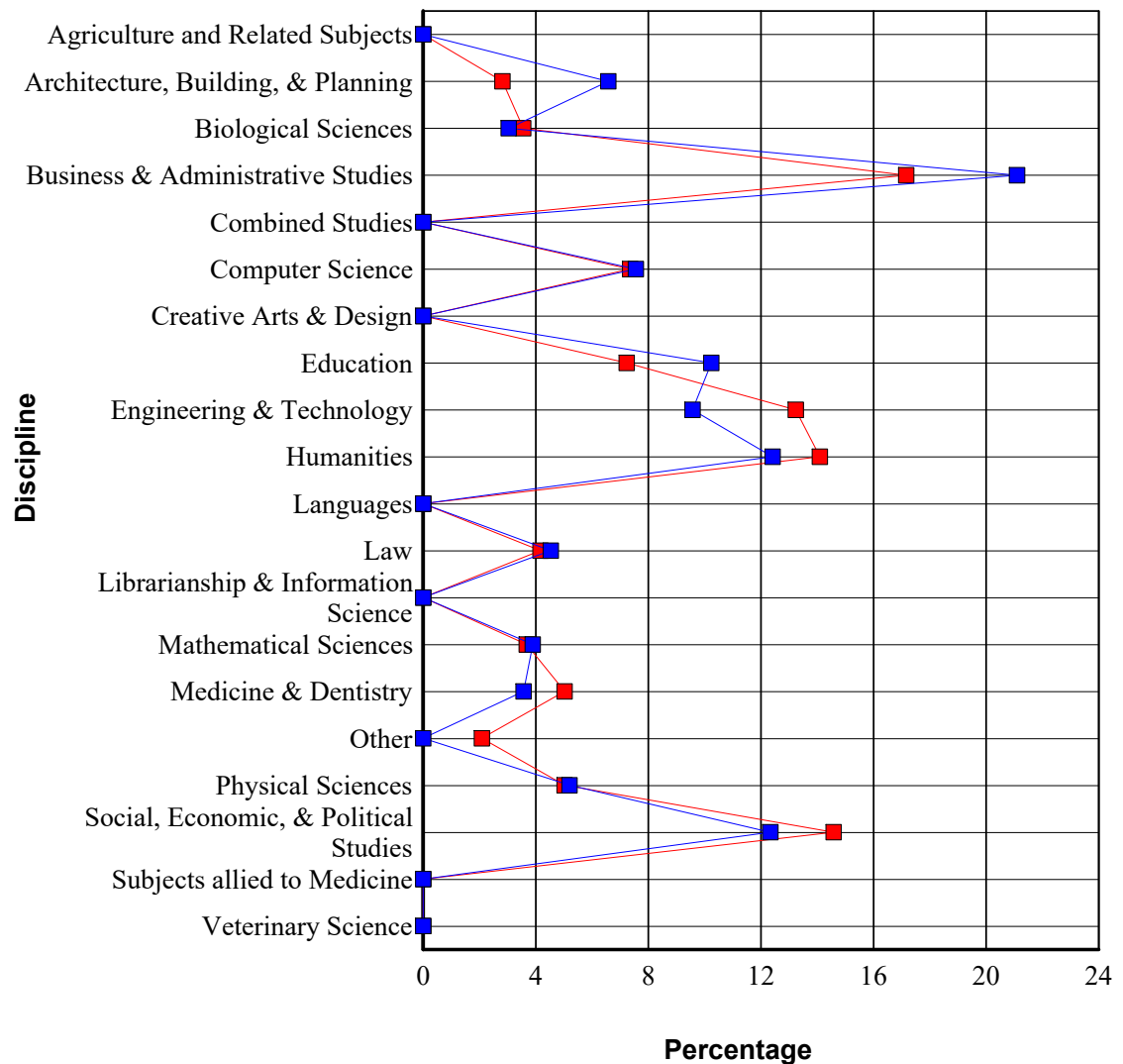
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff, Staff)

### 2.3 Population and Respondents by Standard Discipline

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

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

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: All (Excluding Library Staff, Staff)



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	483	6.57	23	2.82	3.76
Biological Sciences	223	3.04	29	3.55	-0.52
Business & Administrative Studies	1,550	21.10	140	17.16	3.94
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	555	7.55	60	7.35	0.20
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	752	10.24	59	7.23	3.01
Engineering & Technology	703	9.57	108	13.24	-3.67
Humanities	912	12.41	115	14.09	-1.68
Languages	0	0.00	0	0.00	0.00
Law	333	4.53	34	4.17	0.37
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	286	3.89	30	3.68	0.22
Medicine & Dentistry	262	3.57	41	5.02	-1.46
Other	0	0.00	17	2.08	-2.08
Physical Sciences	382	5.20	41	5.02	0.17
Social, Economic, & Political Studies	906	12.33	119	14.58	-2.25
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>7,347</b>	<b>100.00</b>	<b>816</b>	<b>100.00</b>	<b>0.00</b>

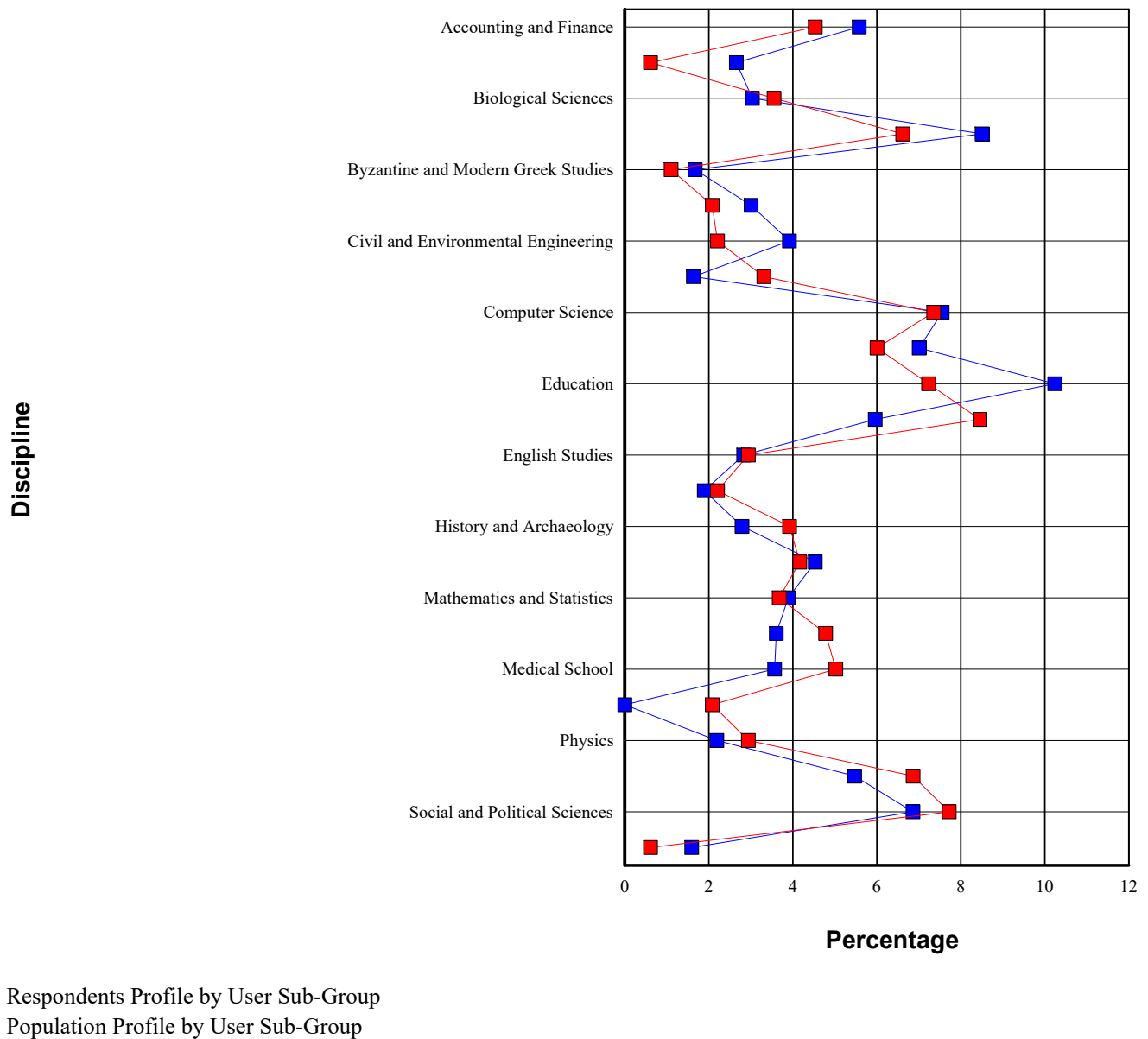
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff, Staff)

## 2.4 Population and Respondents by Customized Discipline

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting and Finance	410	5.58	37	4.53	1.05
Architecture	195	2.65	5	0.61	2.04
Biological Sciences	223	3.04	29	3.55	-0.52
Business and Public Administration	625	8.51	54	6.62	1.89
Byzantine and Modern Greek Studies	123	1.67	9	1.10	0.57
Chemistry	221	3.01	17	2.08	0.92
Civil and Environmental Engineering	288	3.92	18	2.21	1.71
Classics and Philosophy	120	1.63	27	3.31	-1.68
Computer Science	555	7.55	60	7.35	0.20
Economics	515	7.01	49	6.00	1.00
Education	752	10.24	59	7.23	3.01
Electrical and Computer Engineering	438	5.96	69	8.46	-2.49
English Studies	208	2.83	24	2.94	-0.11
French and European Studies	139	1.89	18	2.21	-0.31
History and Archaeology	205	2.79	32	3.92	-1.13
Law	333	4.53	34	4.17	0.37
Mathematics and Statistics	286	3.89	30	3.68	0.22
Mechanical and Manufacturing Engineering	265	3.61	39	4.78	-1.17
Medical School	262	3.57	41	5.02	-1.46
Other	0	0.00	17	2.08	-2.08
Physics	161	2.19	24	2.94	-0.75
Psychology	402	5.47	56	6.86	-1.39
Social and Political Sciences	504	6.86	63	7.72	-0.86
Turkish and Middle Eastern Studies	117	1.59	5	0.61	0.98
<b>Total:</b>	<b>7,347</b>	<b>100.00</b>	<b>816</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff, Staff)

## 2.5 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
18 - 22	507	58.48
23 - 30	195	22.49
31 - 45	117	13.49
46 - 65	44	5.07
Over 65	2	0.23
Under 18	2	0.23
<b>Total:</b>	<b>867</b>	<b>100.00</b>

## 2.6 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Archaeological Research Unit Library	24	2.79
Learning Resource Center - "Stelios Ioannou" Library	817	95.11
Shacolas Educational Centre for Clinical Medicine (SECCM) Library	18	2.10
<b>Total:</b>	<b>859</b>	<b>100.00</b>

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

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	130	15.26
Full-time	5,863	91.31	686	80.52
Part-time	558	8.69	36	4.23
<b>Total:</b>	<b>6,421</b>	<b>100.00</b>	<b>852</b>	<b>100.00</b>

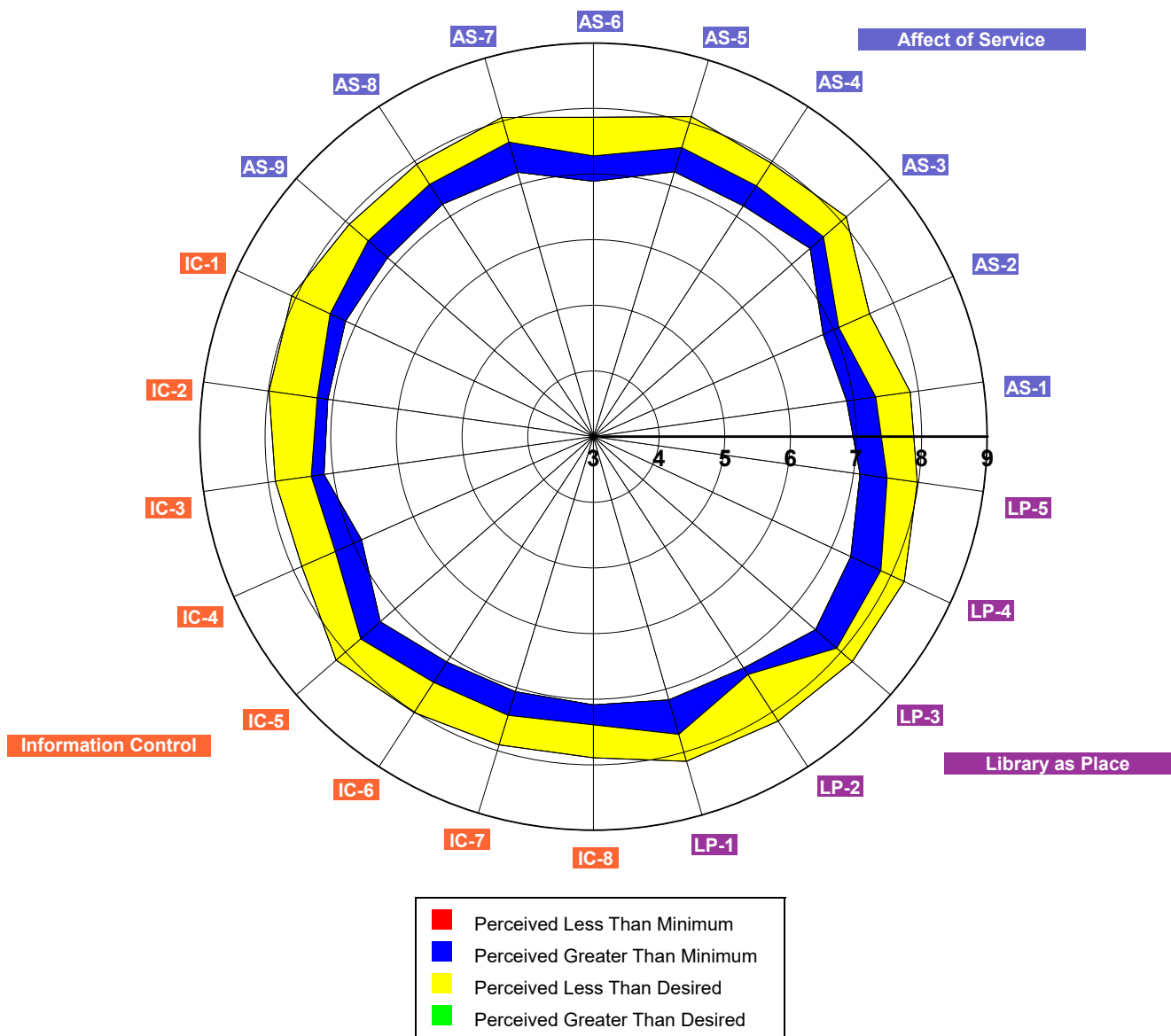
### 3. Survey Item Summary for University of Cyprus

#### 3.1 Core Questions Summary

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.90	7.87	7.34	0.45	-0.53	382
AS-2	Giving users individual attention	6.83	7.60	7.09	0.26	-0.51	406
AS-3	Library staff who are consistently courteous	7.37	8.10	7.64	0.27	-0.46	417
AS-4	Readiness to respond to users' enquiries	7.19	7.97	7.56	0.36	-0.41	384
AS-5	Library staff who have the knowledge to answer user questions	7.22	8.10	7.61	0.39	-0.49	364
AS-6	Library staff who deal with users in a caring fashion	6.89	7.86	7.28	0.39	-0.59	857
AS-7	Library staff who understand the needs of their users	7.19	8.06	7.67	0.48	-0.39	387
AS-8	Willingness to help users	7.22	7.95	7.58	0.36	-0.36	418
AS-9	Dependability in handling users' service problems	7.16	7.93	7.55	0.39	-0.38	365
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.17	8.07	7.42	0.26	-0.64	393
IC-2	A library Web site enabling me to locate information on my own	7.08	7.99	7.25	0.16	-0.74	425
IC-3	The printed library materials I need for my work	7.14	7.89	7.34	0.20	-0.55	402
IC-4	The electronic information resources I need	6.87	7.86	7.30	0.44	-0.56	840
IC-5	Modern equipment that lets me easily access needed information	7.30	8.19	7.70	0.40	-0.50	422
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	8.01	7.47	0.37	-0.55	406
IC-7	Making information easily accessible for independent use	7.06	7.91	7.44	0.38	-0.47	416
IC-8	Print and/or electronic journal collections I require for my work	7.09	7.89	7.39	0.31	-0.50	357
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.17	8.14	7.72	0.55	-0.43	863
LP-2	Quiet space for individual work	7.20	8.17	7.32	0.12	-0.84	418
LP-3	A comfortable and inviting location	7.48	8.22	7.91	0.43	-0.31	389
LP-4	A haven for study, learning, or research	7.33	8.22	7.83	0.51	-0.39	378
LP-5	Space for group learning and group study	7.10	7.98	7.52	0.42	-0.47	389
<b>Overall:</b>		6.98	7.94	7.41	0.42	-0.53	867

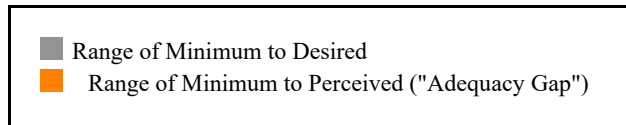
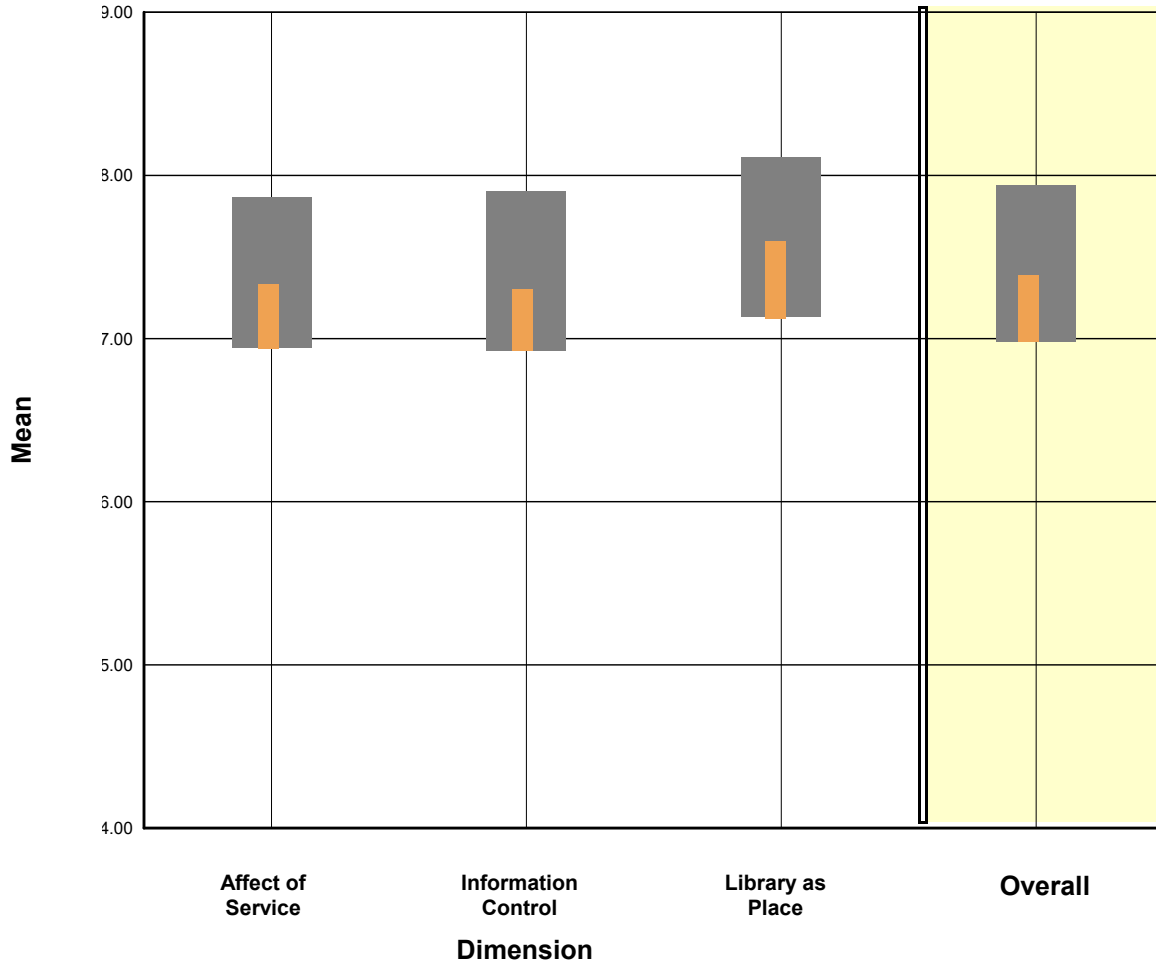
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.04	1.43	1.73	1.78	1.52	382
AS-2	Giving users individual attention	2.03	1.62	1.82	1.60	1.35	406
AS-3	Library staff who are consistently courteous	1.90	1.44	1.67	1.66	1.41	417
AS-4	Readiness to respond to users' enquiries	1.92	1.36	1.51	1.61	1.27	384
AS-5	Library staff who have the knowledge to answer user questions	1.91	1.17	1.51	1.71	1.24	364
AS-6	Library staff who deal with users in a caring fashion	2.06	1.50	1.80	1.88	1.50	857
AS-7	Library staff who understand the needs of their users	1.95	1.25	1.47	1.79	1.27	387
AS-8	Willingness to help users	1.85	1.40	1.54	1.67	1.28	418
AS-9	Dependability in handling users' service problems	1.93	1.36	1.57	1.65	1.26	365
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.87	1.32	1.65	1.76	1.61	393
IC-2	A library Web site enabling me to locate information on my own	1.91	1.35	1.73	1.78	1.59	425
IC-3	The printed library materials I need for my work	1.93	1.46	1.66	1.70	1.52	402
IC-4	The electronic information resources I need	1.99	1.46	1.62	1.88	1.40	840
IC-5	Modern equipment that lets me easily access needed information	1.92	1.23	1.46	1.76	1.29	422
IC-6	Easy-to-use access tools that allow me to find things on my own	1.91	1.37	1.55	1.82	1.35	406
IC-7	Making information easily accessible for independent use	1.94	1.40	1.60	1.86	1.37	416
IC-8	Print and/or electronic journal collections I require for my work	1.88	1.35	1.50	1.67	1.32	357
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.07	1.37	1.57	1.96	1.42	863
LP-2	Quiet space for individual work	2.11	1.43	1.89	2.09	1.85	418
LP-3	A comfortable and inviting location	1.80	1.16	1.45	1.49	1.20	389
LP-4	A haven for study, learning, or research	1.94	1.22	1.53	1.83	1.29	378
LP-5	Space for group learning and group study	2.02	1.42	1.63	1.89	1.53	389
<b>Overall:</b>		1.75	1.12	1.28	1.53	1.02	867

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff)

### 3.2 Core Question Dimensions Summary

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





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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.94	7.87	7.35	0.41	-0.51	867
Information Control	6.93	7.91	7.32	0.39	-0.59	865
Library as Place	7.13	8.11	7.62	0.49	-0.49	867
<b>Overall</b>	6.98	7.94	7.41	0.42	-0.53	867

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.89	1.27	1.53	1.66	1.18	867
Information Control	1.79	1.20	1.37	1.61	1.15	865
Library as Place	1.92	1.21	1.45	1.76	1.25	867
<b>Overall</b>	1.75	1.12	1.28	1.53	1.02	867

### 3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ability to navigate library Web pages easily	7.35	8.01	7.49	0.14	-0.52	366
Accuracy in the catalog, borrowing, and overdue records	7.32	8.03	7.75	0.43	-0.29	355
Comprehensive collections of fulltext articles online	7.07	7.87	7.29	0.22	-0.57	352
Comprehensive print collections	7.19	7.84	7.44	0.25	-0.40	298
Instruction in library use, when requested	7.30	8.03	7.70	0.40	-0.33	359

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	1.81	1.35	1.60	1.70	1.34	366
Accuracy in the catalog, borrowing, and overdue records	2.01	1.37	1.47	1.73	1.09	355
Comprehensive collections of fulltext articles online	1.93	1.54	1.65	1.75	1.46	352
Comprehensive print collections	1.84	1.43	1.58	1.54	1.25	298
Instruction in library use, when requested	1.96	1.38	1.57	1.74	1.34	359

### 3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.60	1.62	522
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.53	586
How would you rate the overall quality of the service provided by the library?	7.61	1.41	867

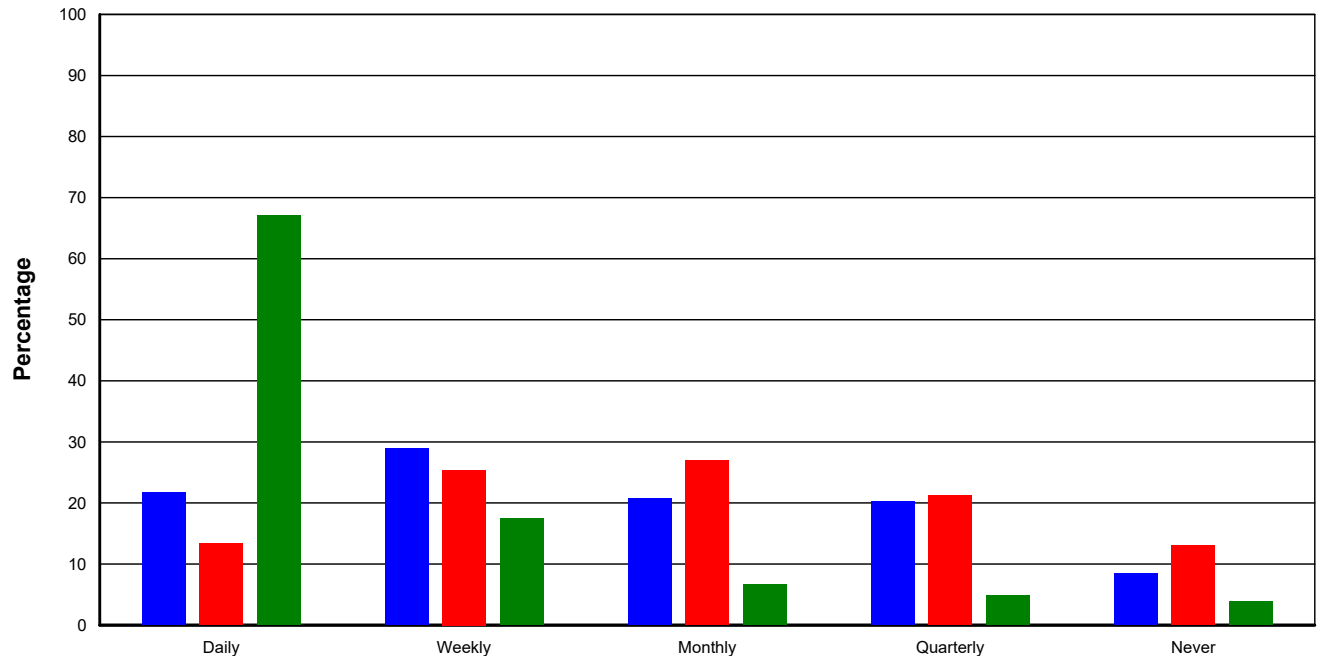
### 3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.02	1.93	459
The library aids my advancement in my academic discipline or work.	7.57	1.53	529
The library enables me to be more efficient in my academic pursuits or work.	7.72	1.47	481
The library helps me distinguish between trustworthy and untrustworthy information.	6.91	1.85	505
The library provides me with the information skills I need in my work or study.	7.48	1.61	483

### 3.6 Library Use Summary

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



**Frequency**

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	188 21.68%	251 28.95%	180 20.76%	175 20.18%	73 8.42%	867 100.00%
How often do you access library resources through a library Web page?	116 13.38%	220 25.37%	234 26.99%	184 21.22%	113 13.03%	867 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	582 67.13%	151 17.42%	58 6.69%	42 4.84%	34 3.92%	867 100.00%

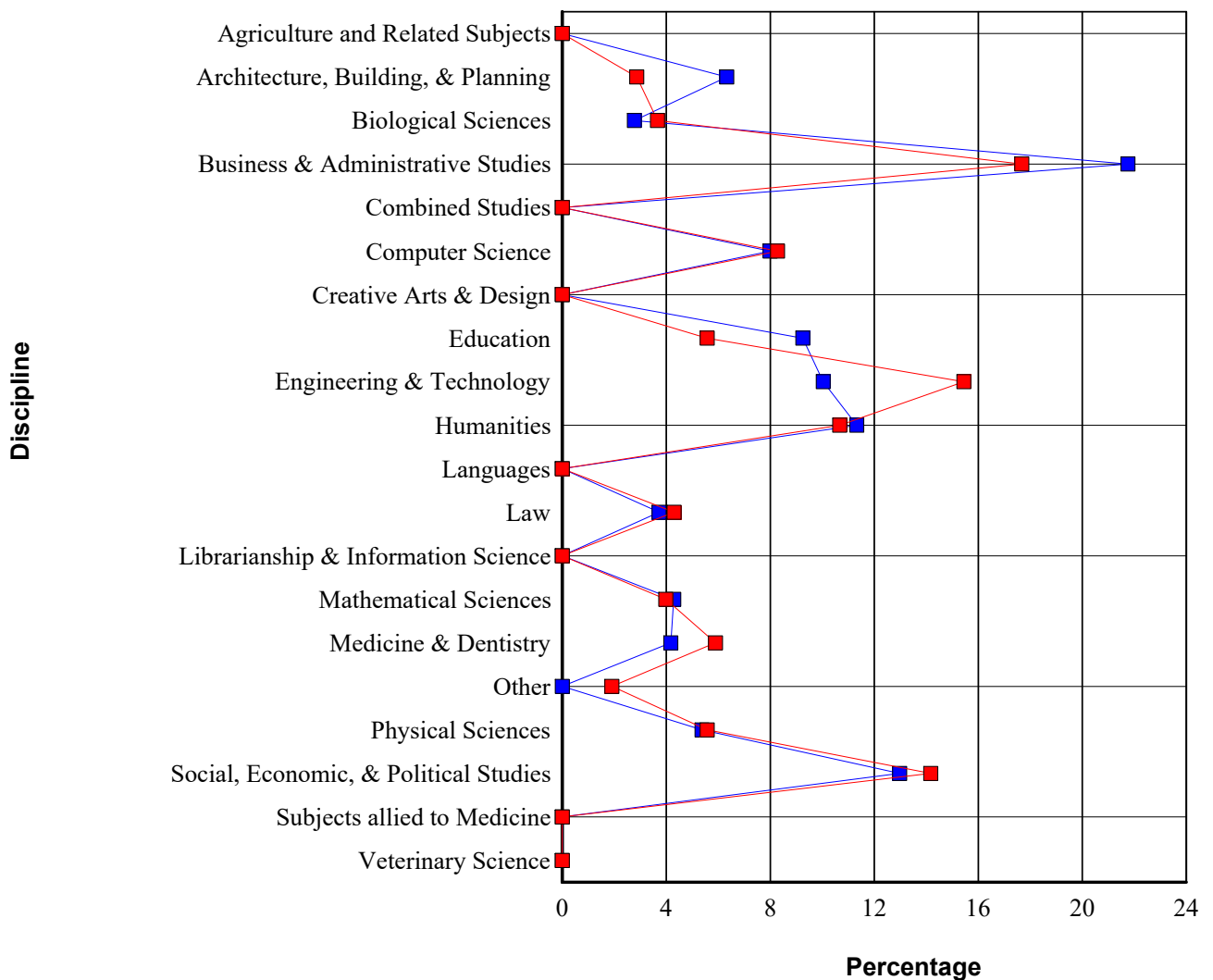
## 4 Undergraduate Summary for University of Cyprus

### 4.1 Demographic Summary for Undergraduate

#### 4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Undergraduate

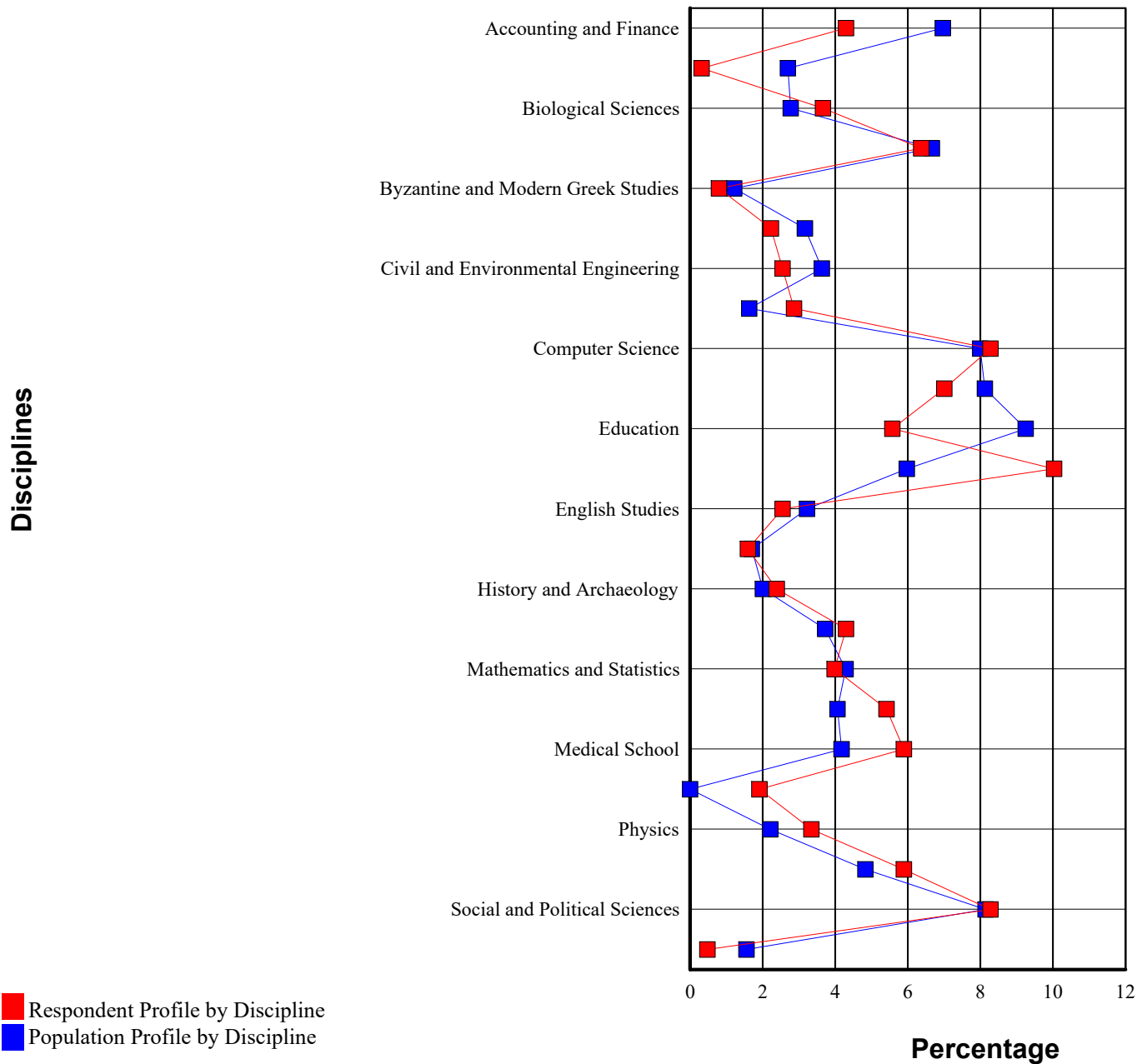
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	338	6.33	18	2.87	3.46
Biological Sciences	148	2.77	23	3.66	-0.89
Business & Administrative Studies	1,162	21.76	111	17.68	4.08
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	427	7.99	52	8.28	-0.29
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	494	9.25	35	5.57	3.68
Engineering & Technology	536	10.04	97	15.45	-5.41
Humanities	605	11.33	67	10.67	0.66
Languages	0	0.00	0	0.00	0.00
Law	199	3.73	27	4.30	-0.57
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	229	4.29	25	3.98	0.31
Medicine & Dentistry	223	4.18	37	5.89	-1.72
Other	0	0.00	12	1.91	-1.91
Physical Sciences	287	5.37	35	5.57	-0.20
Social, Economic, & Political Studies	693	12.98	89	14.17	-1.20
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>5,341</b>	<b>100.00</b>	<b>628</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Undergraduate

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting and Finance	372	6.96	27	4.30	2.67
Architecture	144	2.70	2	0.32	2.38
Biological Sciences	148	2.77	23	3.66	-0.89
Business and Public Administration	356	6.67	40	6.37	0.30
Byzantine and Modern Greek Studies	65	1.22	5	0.80	0.42
Chemistry	169	3.16	14	2.23	0.93
Civil and Environmental Engineering	194	3.63	16	2.55	1.08
Classics and Philosophy	87	1.63	18	2.87	-1.24
Computer Science	427	7.99	52	8.28	-0.29
Economics	434	8.13	44	7.01	1.12
Education	494	9.25	35	5.57	3.68
Electrical and Computer Engineering	319	5.97	63	10.03	-4.06
English Studies	172	3.22	16	2.55	0.67
French and European Studies	91	1.70	10	1.59	0.11
History and Archaeology	107	2.00	15	2.39	-0.39
Law	199	3.73	27	4.30	-0.57
Mathematics and Statistics	229	4.29	25	3.98	0.31
Mechanical and Manufacturing Engineering	217	4.06	34	5.41	-1.35
Medical School	223	4.18	37	5.89	-1.72
Other	0	0.00	12	1.91	-1.91
Physics	118	2.21	21	3.34	-1.13
Psychology	258	4.83	37	5.89	-1.06
Social and Political Sciences	435	8.14	52	8.28	-0.14
Turkish and Middle Eastern Studies	83	1.55	3	0.48	1.08
<b>Total:</b>	<b>5,341</b>	<b>100.00</b>	<b>628</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Undergraduate



#### 4.1.3 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
18 - 22	491	78.18
23 - 30	113	17.99
31 - 45	20	3.18
46 - 65	2	0.32
Over 65	1	0.16
Under 18	1	0.16
<b>Total:</b>	<b>628</b>	<b>100.00</b>

#### 4.1.4 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Archaeological Research Unit Library	16	2.58
Learning Resource Center - “Stelios Ioannou” Library	590	95.01
Shacolas Educational Centre for Clinical Medicine (SECCM) Library	15	2.42
<b>Total:</b>	<b>621</b>	<b>100.00</b>

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

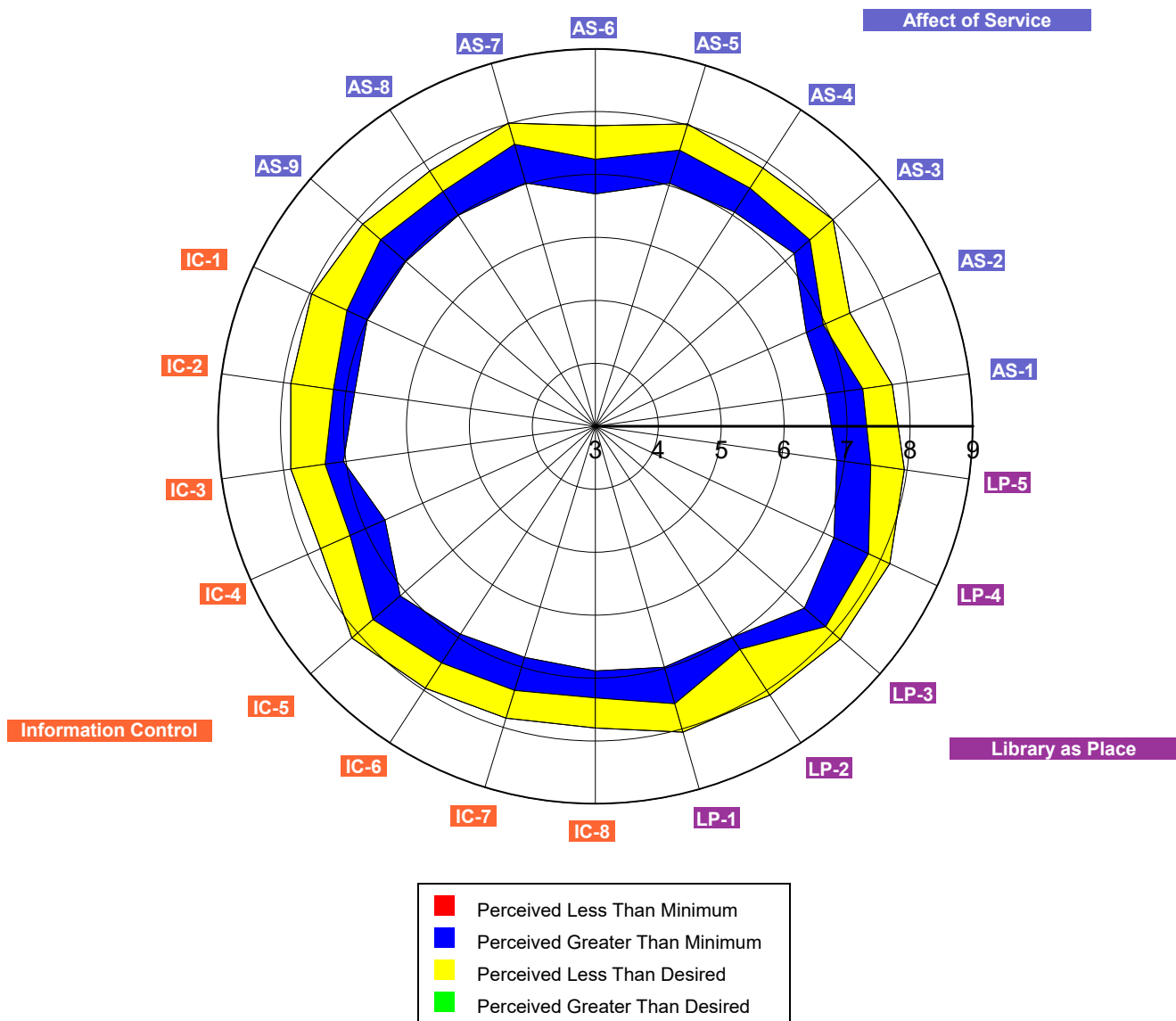
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	22	3.57
Full-time	5,008	100.00	582	94.33
Part-time		0.00	13	2.11
<b>Total:</b>	<b>5,008</b>	<b>100.00</b>	<b>617</b>	<b>100.00</b>

## 4.2 Core Questions Summary for Undergraduate

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	6.71	7.76	7.29	0.59	-0.47	280
AS-2	Giving users individual attention	6.67	7.43	6.97	0.30	-0.46	300
AS-3	Library staff who are consistently courteous	7.19	8.00	7.52	0.33	-0.49	306
AS-4	Readiness to respond to users' enquiries	7.06	7.89	7.51	0.45	-0.38	283
AS-5	Library staff who have the knowledge to answer user questions	7.04	8.02	7.59	0.55	-0.44	264
AS-6	Library staff who deal with users in a caring fashion	6.69	7.78	7.24	0.55	-0.53	621
AS-7	Library staff who understand the needs of their users	7.02	8.01	7.66	0.64	-0.35	277
AS-8	Willingness to help users	7.00	7.83	7.45	0.45	-0.39	311
AS-9	Dependability in handling users' service problems	6.99	7.90	7.52	0.53	-0.38	269
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.00	7.97	7.36	0.36	-0.62	289
IC-2	A library Web site enabling me to locate information on my own	6.86	7.89	7.20	0.34	-0.68	314
IC-3	The printed library materials I need for my work	7.04	7.89	7.34	0.30	-0.55	298
IC-4	The electronic information resources I need	6.66	7.78	7.27	0.61	-0.51	611
IC-5	Modern equipment that lets me easily access needed information	7.11	8.13	7.68	0.57	-0.45	309
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	7.96	7.48	0.55	-0.48	300
IC-7	Making information easily accessible for independent use	6.84	7.85	7.39	0.55	-0.46	309
IC-8	Print and/or electronic journal collections I require for my work	6.89	7.79	7.31	0.43	-0.48	264
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.98	8.05	7.59	0.60	-0.47	625
LP-2	Quiet space for individual work	7.00	8.09	7.22	0.23	-0.87	310
LP-3	A comfortable and inviting location	7.40	8.16	7.85	0.45	-0.30	282
LP-4	A haven for study, learning, or research	7.18	8.16	7.79	0.61	-0.37	276
LP-5	Space for group learning and group study	6.88	7.96	7.42	0.55	-0.54	288
<b>Overall:</b>		6.78	7.86	7.35	0.57	-0.51	628

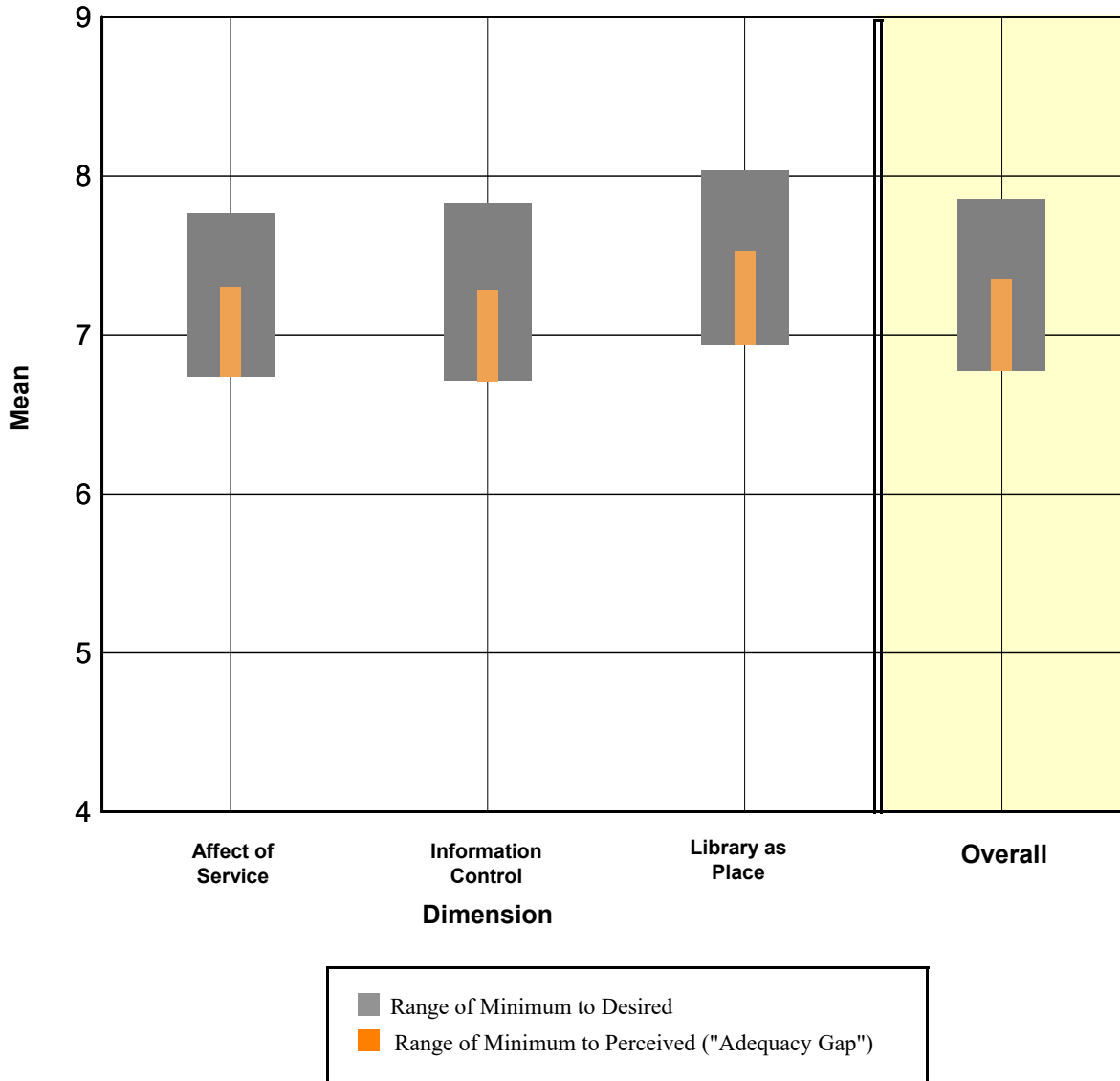
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	2.14	1.46	1.74	1.83	1.51	280
AS-2	Giving users individual attention	2.06	1.67	1.84	1.59	1.30	300
AS-3	Library staff who are consistently courteous	1.93	1.44	1.68	1.81	1.51	306
AS-4	Readiness to respond to users' enquiries	1.94	1.39	1.54	1.67	1.30	283
AS-5	Library staff who have the knowledge to answer user questions	1.98	1.23	1.48	1.78	1.20	264
AS-6	Library staff who deal with users in a caring fashion	2.12	1.52	1.76	1.98	1.49	621
AS-7	Library staff who understand the needs of their users	2.06	1.30	1.46	1.91	1.19	277
AS-8	Willingness to help users	1.96	1.49	1.58	1.79	1.30	311
AS-9	Dependability in handling users' service problems	2.00	1.33	1.51	1.75	1.22	269
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.96	1.40	1.70	1.79	1.67	289
IC-2	A library Web site enabling me to locate information on my own	1.99	1.40	1.73	1.77	1.54	314
IC-3	The printed library materials I need for my work	1.92	1.43	1.62	1.70	1.52	298
IC-4	The electronic information resources I need	2.06	1.48	1.62	1.99	1.42	611
IC-5	Modern equipment that lets me easily access needed information	2.03	1.29	1.46	1.91	1.27	309
IC-6	Easy-to-use access tools that allow me to find things on my own	2.03	1.44	1.55	1.87	1.29	300
IC-7	Making information easily accessible for independent use	2.04	1.46	1.63	1.98	1.34	309
IC-8	Print and/or electronic journal collections I require for my work	1.97	1.41	1.56	1.79	1.33	264
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.13	1.39	1.60	2.07	1.50	625
LP-2	Quiet space for individual work	2.17	1.47	1.84	2.12	1.87	310
LP-3	A comfortable and inviting location	1.85	1.19	1.41	1.42	1.19	282
LP-4	A haven for study, learning, or research	2.02	1.21	1.46	1.90	1.22	276
LP-5	Space for group learning and group study	2.13	1.47	1.66	1.97	1.51	288
<b>Overall:</b>		1.82	1.15	1.27	1.61	1.02	628

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Undergraduate

### 4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.74	7.76	7.30	0.56	-0.46	628
Information Control	6.71	7.83	7.28	0.57	-0.55	627
Library as Place	6.94	8.04	7.53	0.60	-0.51	628
<b>Overall</b>	6.78	7.86	7.35	0.57	-0.51	628

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.95	1.29	1.51	1.76	1.15	628
Information Control	1.86	1.23	1.37	1.68	1.14	627
Library as Place	1.97	1.23	1.42	1.83	1.29	628
<b>Overall</b>	1.82	1.15	1.27	1.61	1.02	628

#### 4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ability to navigate library Web pages easily	7.11	7.90	7.45	0.34	-0.45	271
Accuracy in the catalog, borrowing, and overdue records	7.15	7.91	7.68	0.53	-0.23	258
Comprehensive collections of fulltext articles online	6.89	7.75	7.25	0.35	-0.51	261
Comprehensive print collections	7.07	7.80	7.47	0.40	-0.34	223
Instruction in library use, when requested	7.09	7.96	7.60	0.51	-0.36	268

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	1.92	1.42	1.61	1.68	1.24	271
Accuracy in the catalog, borrowing, and overdue records	2.09	1.47	1.52	1.76	1.10	258
Comprehensive collections of fulltext articles online	2.00	1.58	1.63	1.81	1.39	261
Comprehensive print collections	1.86	1.43	1.51	1.53	1.16	223
Instruction in library use, when requested	2.04	1.42	1.59	1.86	1.38	268

## 4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.64	1.49	382
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.52	1.52	424
How would you rate the overall quality of the service provided by the library?	7.60	1.33	628

## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.94	1.90	323
The library aids my advancement in my academic discipline or work.	7.57	1.43	383
The library enables me to be more efficient in my academic pursuits or work.	7.73	1.42	354
The library helps me distinguish between trustworthy and untrustworthy information.	6.85	1.87	381
The library provides me with the information skills I need in my work or study.	7.43	1.61	349

Language: English (British), Greek

Institution Type: College or University

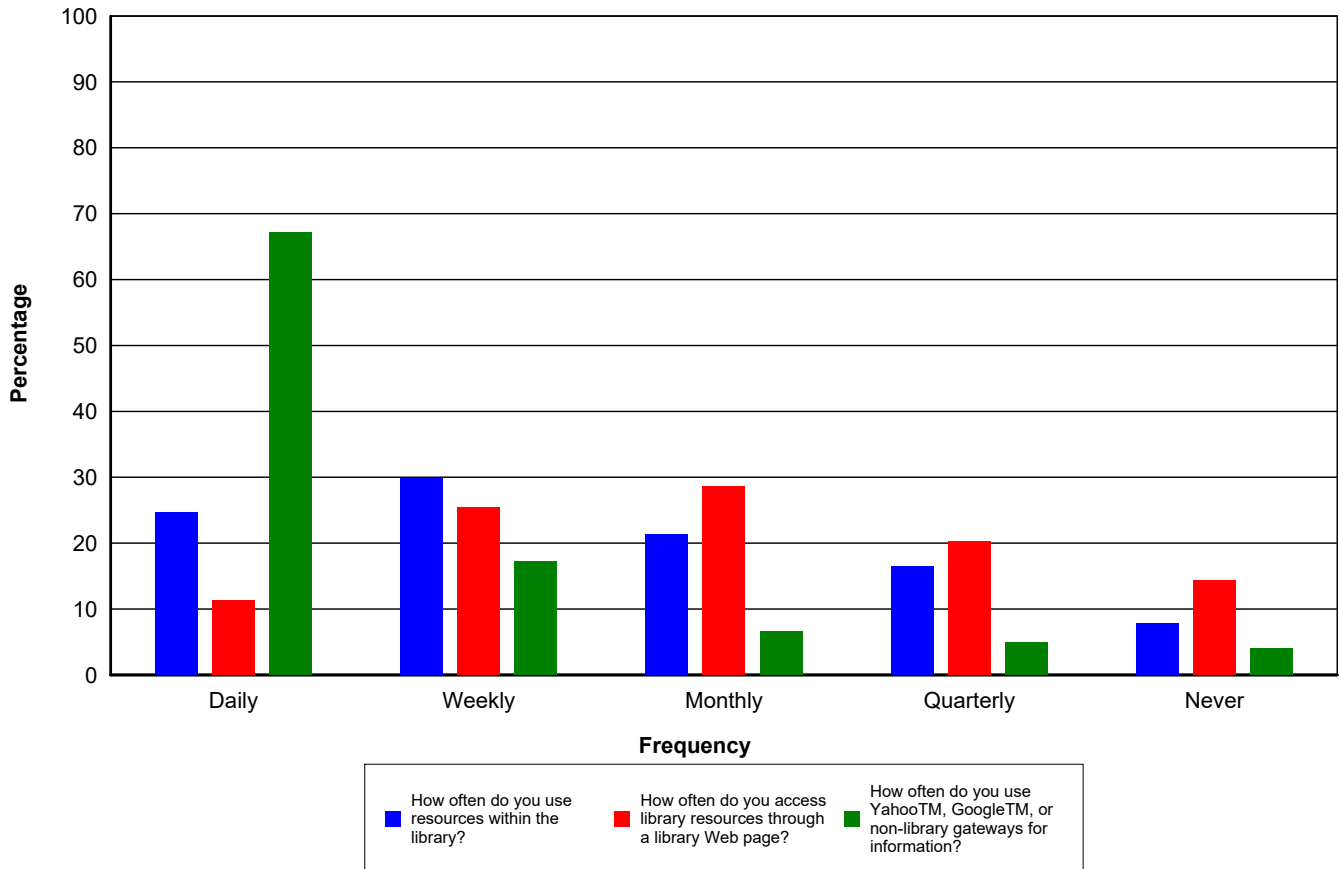
Consortium: None

User Group: Undergraduate



### 4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	155 24.68%	187 29.78%	134 21.34%	103 16.40%	49 7.80%	628 100.00%
How often do you access library resources through a library Web page?	71 11.31%	160 25.48%	180 28.66%	127 20.22%	90 14.33%	628 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	422 67.20%	108 17.20%	42 6.69%	31 4.94%	25 3.98%	628 100.00%

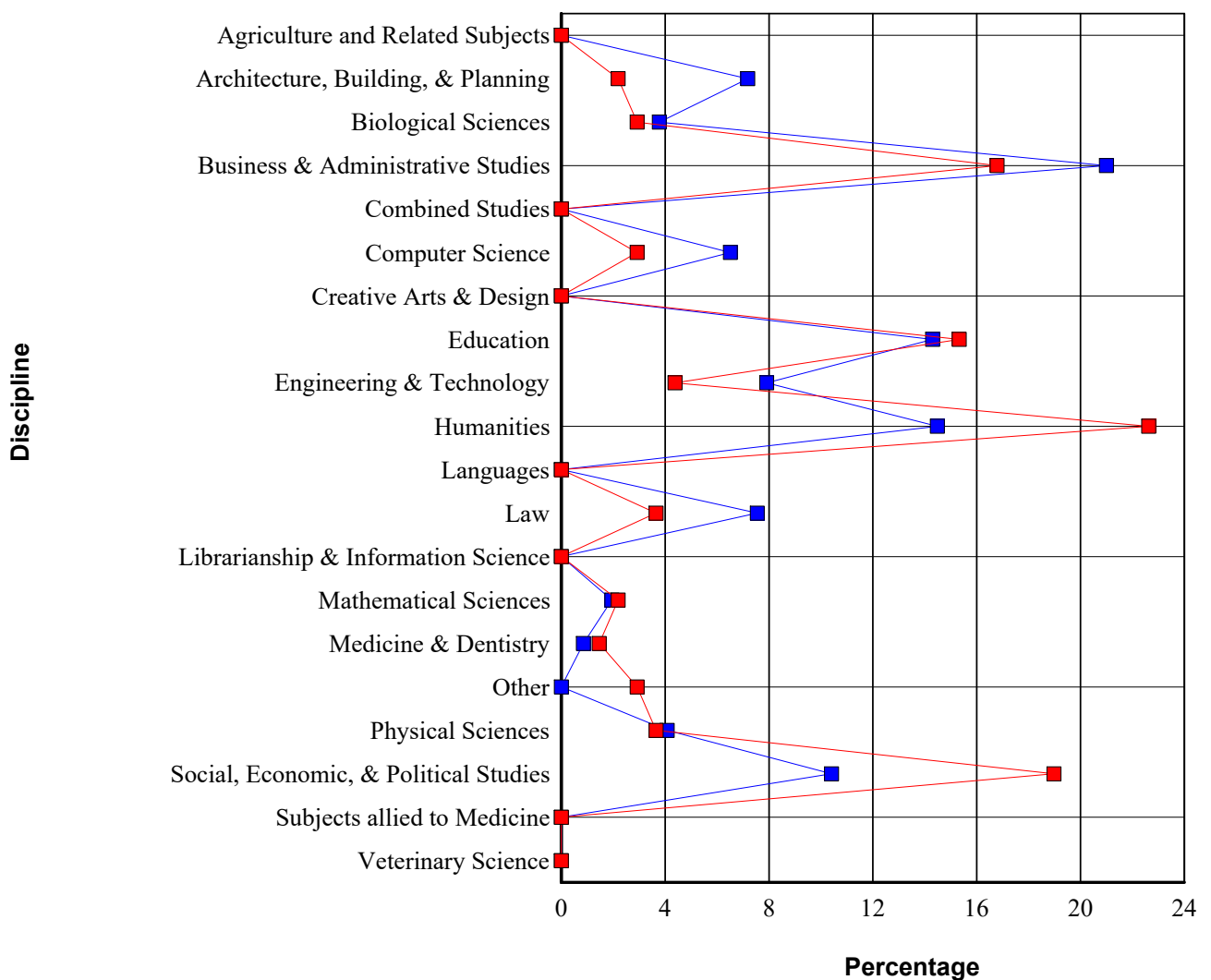
## 5 Postgraduate Summary for University of Cyprus

### 5.1 Demographic Summary for Postgraduate

#### 5.1.1 Population and Respondent Profiles for Postgraduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Postgraduate

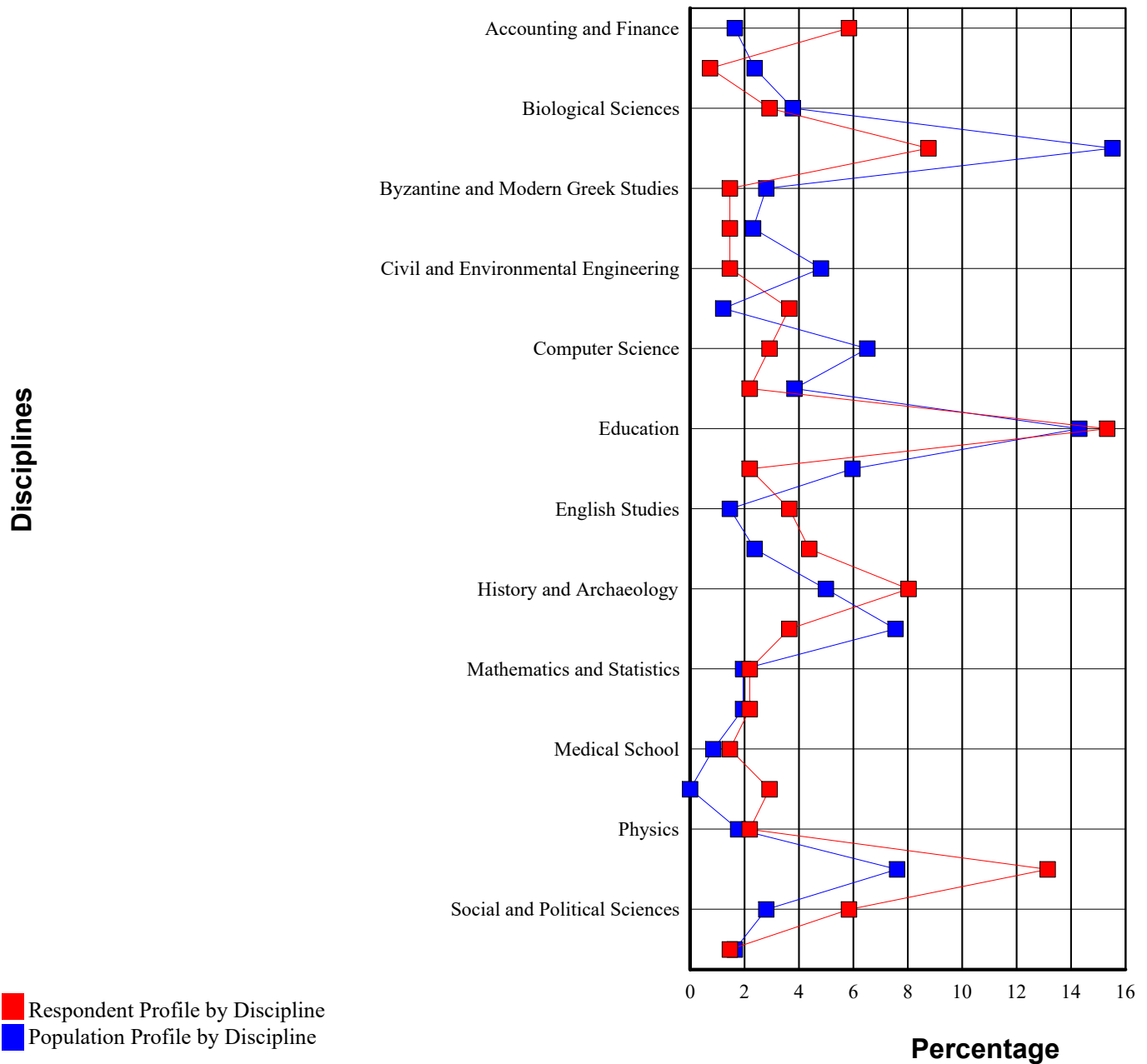
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	118	7.18	3	2.19	4.99
Biological Sciences	62	3.77	4	2.92	0.85
Business & Administrative Studies	345	21.00	23	16.79	4.21
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	107	6.51	4	2.92	3.59
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	235	14.30	21	15.33	-1.03
Engineering & Technology	130	7.91	6	4.38	3.53
Humanities	238	14.49	31	22.63	-8.14
Languages	0	0.00	0	0.00	0.00
Law	124	7.55	5	3.65	3.90
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	32	1.95	3	2.19	-0.24
Medicine & Dentistry	14	0.85	2	1.46	-0.61
Other	0	0.00	4	2.92	-2.92
Physical Sciences	67	4.08	5	3.65	0.43
Social, Economic, & Political Studies	171	10.41	26	18.98	-8.57
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>1,643</b>	<b>100.00</b>	<b>137</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Postgraduate

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Postgraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting and Finance	27	1.64	8	5.84	-4.20
Architecture	39	2.37	1	0.73	1.64
Biological Sciences	62	3.77	4	2.92	0.85
Business and Public Administration	255	15.52	12	8.76	6.76
Byzantine and Modern Greek Studies	46	2.80	2	1.46	1.34
Chemistry	38	2.31	2	1.46	0.85
Civil and Environmental Engineering	79	4.81	2	1.46	3.35
Classics and Philosophy	20	1.22	5	3.65	-2.43
Computer Science	107	6.51	4	2.92	3.59
Economics	63	3.83	3	2.19	1.64
Education	235	14.30	21	15.33	-1.03
Electrical and Computer Engineering	98	5.96	3	2.19	3.77
English Studies	24	1.46	5	3.65	-2.19
French and European Studies	39	2.37	6	4.38	-2.01
History and Archaeology	82	4.99	11	8.03	-3.04
Law	124	7.55	5	3.65	3.90
Mathematics and Statistics	32	1.95	3	2.19	-0.24
Mechanical and Manufacturing Engineering	32	1.95	3	2.19	-0.24
Medical School	14	0.85	2	1.46	-0.61
Other	0	0.00	4	2.92	-2.92
Physics	29	1.77	3	2.19	-0.42
Psychology	125	7.61	18	13.14	-5.53
Social and Political Sciences	46	2.80	8	5.84	-3.04
Turkish and Middle Eastern Studies	27	1.64	2	1.46	0.18
<b>Total:</b>	<b>1,643</b>	<b>100.00</b>	<b>137</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Postgraduate

### 5.1.3 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
18 - 22	15	10.95
23 - 30	70	51.09
31 - 45	42	30.66
46 - 65	10	7.30
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>137</b>	<b>100.00</b>

### 5.1.4 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Archaeological Research Unit Library	3	2.21
Learning Resource Center - "Stelios Ioannou" Library	132	97.06
Shacolas Educational Centre for Clinical Medicine (SECCM) Library	1	0.74
<b>Total:</b>	<b>136</b>	<b>100.00</b>

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

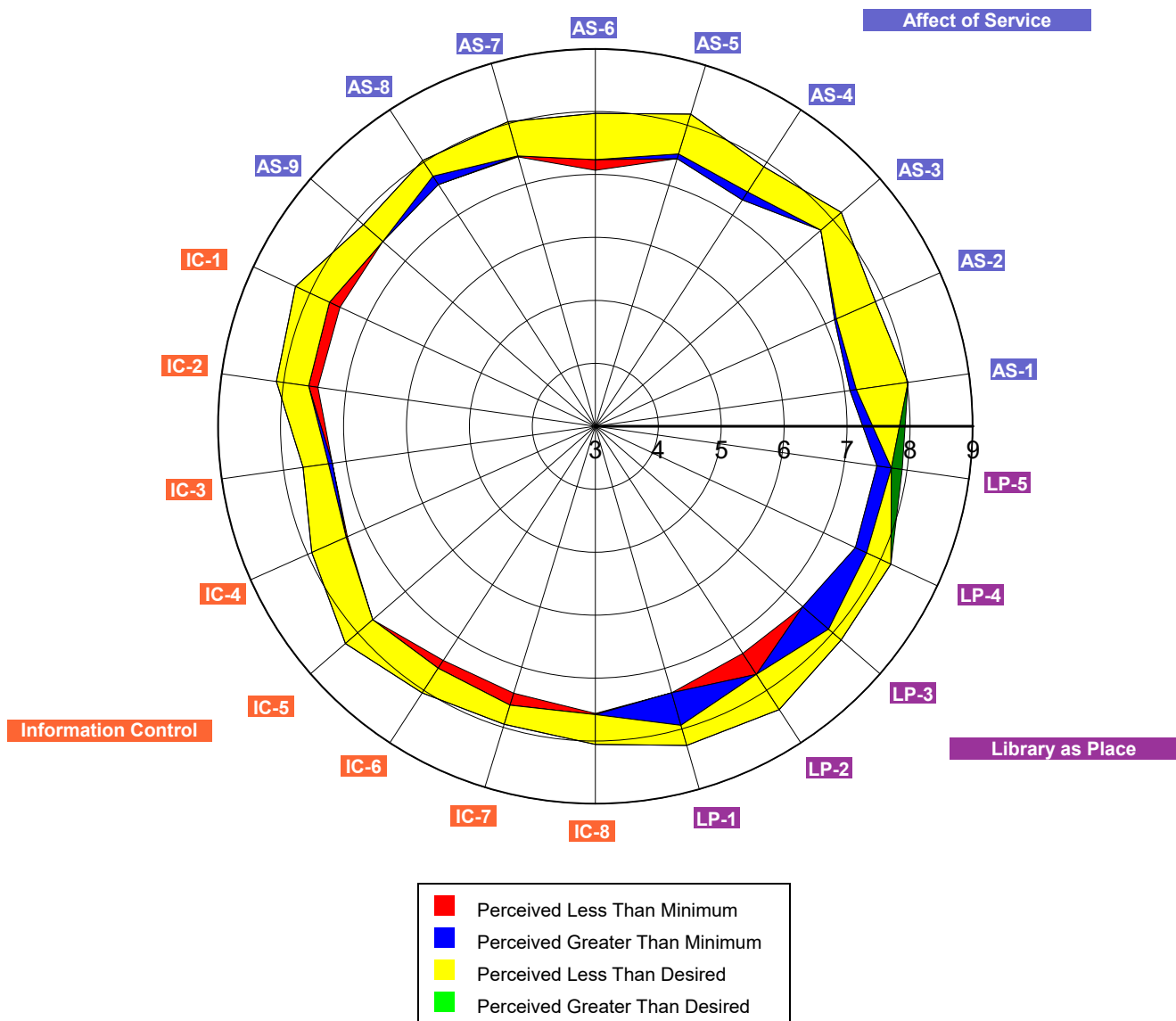
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	14	10.29
Full-time	855	60.51	99	72.79
Part-time	558	39.49	23	16.91
<b>Total:</b>	<b>1,413</b>	<b>100.00</b>	<b>136</b>	<b>100.00</b>

## 5.2 Core Questions Summary for Postgraduate

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Postgraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.09	8.02	7.19	0.10	-0.83	58
AS-2	Giving users individual attention	7.16	7.87	7.19	0.03	-0.68	62
AS-3	Library staff who are consistently courteous	7.75	8.18	7.75	0.00	-0.43	56
AS-4	Readiness to respond to users' enquiries	7.29	7.92	7.44	0.15	-0.47	59
AS-5	Library staff who have the knowledge to answer user questions	7.45	8.18	7.52	0.08	-0.66	65
AS-6	Library staff who deal with users in a caring fashion	7.24	7.97	7.07	-0.17	-0.90	136
AS-7	Library staff who understand the needs of their users	7.47	8.03	7.45	-0.02	-0.58	62
AS-8	Willingness to help users	7.58	8.04	7.74	0.16	-0.30	57
AS-9	Dependability in handling users' service problems	7.47	7.88	7.47	0.00	-0.41	59
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.66	8.25	7.47	-0.19	-0.78	59
IC-2	A library Web site enabling me to locate information on my own	7.60	8.12	7.45	-0.15	-0.67	60
IC-3	The printed library materials I need for my work	7.22	7.69	7.28	0.06	-0.41	64
IC-4	The electronic information resources I need	7.33	7.93	7.31	-0.02	-0.62	132
IC-5	Modern equipment that lets me easily access needed information	7.68	8.26	7.68	0.00	-0.58	73
IC-6	Easy-to-use access tools that allow me to find things on my own	7.58	8.05	7.43	-0.15	-0.62	60
IC-7	Making information easily accessible for independent use	7.63	7.95	7.43	-0.20	-0.52	60
IC-8	Print and/or electronic journal collections I require for my work	7.58	8.05	7.56	-0.02	-0.49	57
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.40	8.27	7.94	0.54	-0.33	136
LP-2	Quiet space for individual work	7.70	8.37	7.30	-0.40	-1.06	63
LP-3	A comfortable and inviting location	7.37	8.18	7.91	0.54	-0.26	57
LP-4	A haven for study, learning, or research	7.56	8.18	7.76	0.20	-0.42	66
LP-5	Space for group learning and group study	7.52	7.75	7.92	0.40	0.17	52
<b>Overall:</b>		7.36	8.04	7.37	0.01	-0.67	137

Language: English (British), Greek

Institution Type: College or University

Consortium: None

User Group: Postgraduate

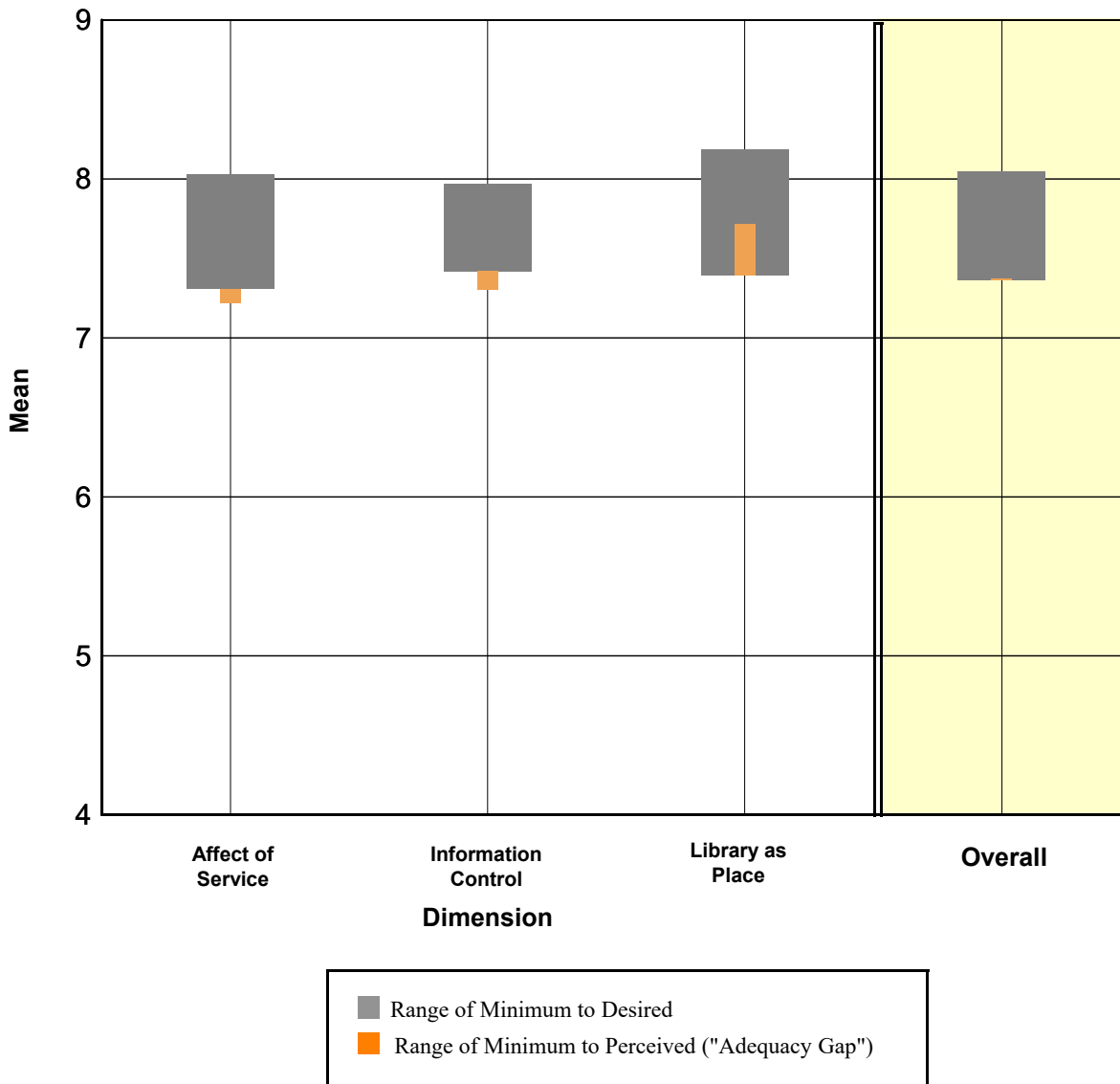


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.71	1.46	1.81	1.75	1.69	58
AS-2	Giving users individual attention	1.75	1.49	1.88	1.53	1.71	62
AS-3	Library staff who are consistently courteous	1.84	1.53	1.77	1.13	1.32	56
AS-4	Readiness to respond to users' enquiries	1.91	1.48	1.58	1.26	1.19	59
AS-5	Library staff who have the knowledge to answer user questions	1.88	1.00	1.74	1.49	1.52	65
AS-6	Library staff who deal with users in a caring fashion	1.85	1.53	2.07	1.65	1.79	136
AS-7	Library staff who understand the needs of their users	1.77	1.23	1.73	1.56	1.71	62
AS-8	Willingness to help users	1.39	1.16	1.58	1.44	1.52	57
AS-9	Dependability in handling users' service problems	1.80	1.59	1.92	1.40	1.55	59
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.40	1.06	1.67	1.61	1.60	59
IC-2	A library Web site enabling me to locate information on my own	1.58	1.32	1.77	1.58	1.72	60
IC-3	The printed library materials I need for my work	1.95	1.72	1.72	1.36	1.56	64
IC-4	The electronic information resources I need	1.66	1.50	1.69	1.31	1.42	132
IC-5	Modern equipment that lets me easily access needed information	1.60	1.08	1.59	1.28	1.46	73
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.29	1.69	1.56	1.56	60
IC-7	Making information easily accessible for independent use	1.46	1.24	1.76	1.36	1.62	60
IC-8	Print and/or electronic journal collections I require for my work	1.41	1.16	1.41	1.11	1.39	57
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.91	1.40	1.60	1.56	1.32	136
LP-2	Quiet space for individual work	1.85	1.11	2.12	2.08	2.06	63
LP-3	A comfortable and inviting location	1.79	1.18	1.48	1.60	1.17	57
LP-4	A haven for study, learning, or research	1.76	1.41	1.87	1.54	1.55	66
LP-5	Space for group learning and group study	1.64	1.40	1.31	1.42	1.25	52
<b>Overall:</b>		1.50	1.11	1.44	1.12	1.16	137

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Postgraduate

### 5.3 Core Question Dimensions Summary for Postgraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.31	8.03	7.22	-0.09	-0.81	137
Information Control	7.42	7.97	7.30	-0.12	-0.67	136
Library as Place	7.40	8.18	7.72	0.32	-0.47	137
<b>Overall</b>	7.36	8.04	7.37	0.01	-0.67	137

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	1.24	1.75	1.31	1.46	137
Information Control	1.43	1.17	1.46	1.14	1.25	136
Library as Place	1.79	1.23	1.62	1.44	1.22	137
<b>Overall</b>	1.50	1.11	1.44	1.12	1.16	137

## 5.4 Local Question Summary for Postgraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ability to navigate library Web pages easily	7.85	8.11	7.47	-0.38	-0.64	55
Accuracy in the catalog, borrowing, and overdue records	7.81	8.36	7.98	0.17	-0.37	59
Comprehensive collections of fulltext articles online	7.32	7.98	7.19	-0.13	-0.79	53
Comprehensive print collections	7.21	7.73	7.23	0.02	-0.50	48
Instruction in library use, when requested	7.69	8.08	7.88	0.20	-0.20	51

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	1.31	1.26	1.70	1.74	1.69	55
Accuracy in the catalog, borrowing, and overdue records	1.55	1.06	1.33	1.26	1.07	59
Comprehensive collections of fulltext articles online	1.73	1.63	1.88	1.51	1.79	53
Comprehensive print collections	1.98	1.65	1.81	1.18	1.30	48
Instruction in library use, when requested	1.71	1.31	1.58	1.55	1.44	51

## 5.5 General Satisfaction Questions Summary for Postgraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.20	2.13	84
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.59	1.57	88
How would you rate the overall quality of the service provided by the library?	7.54	1.69	137

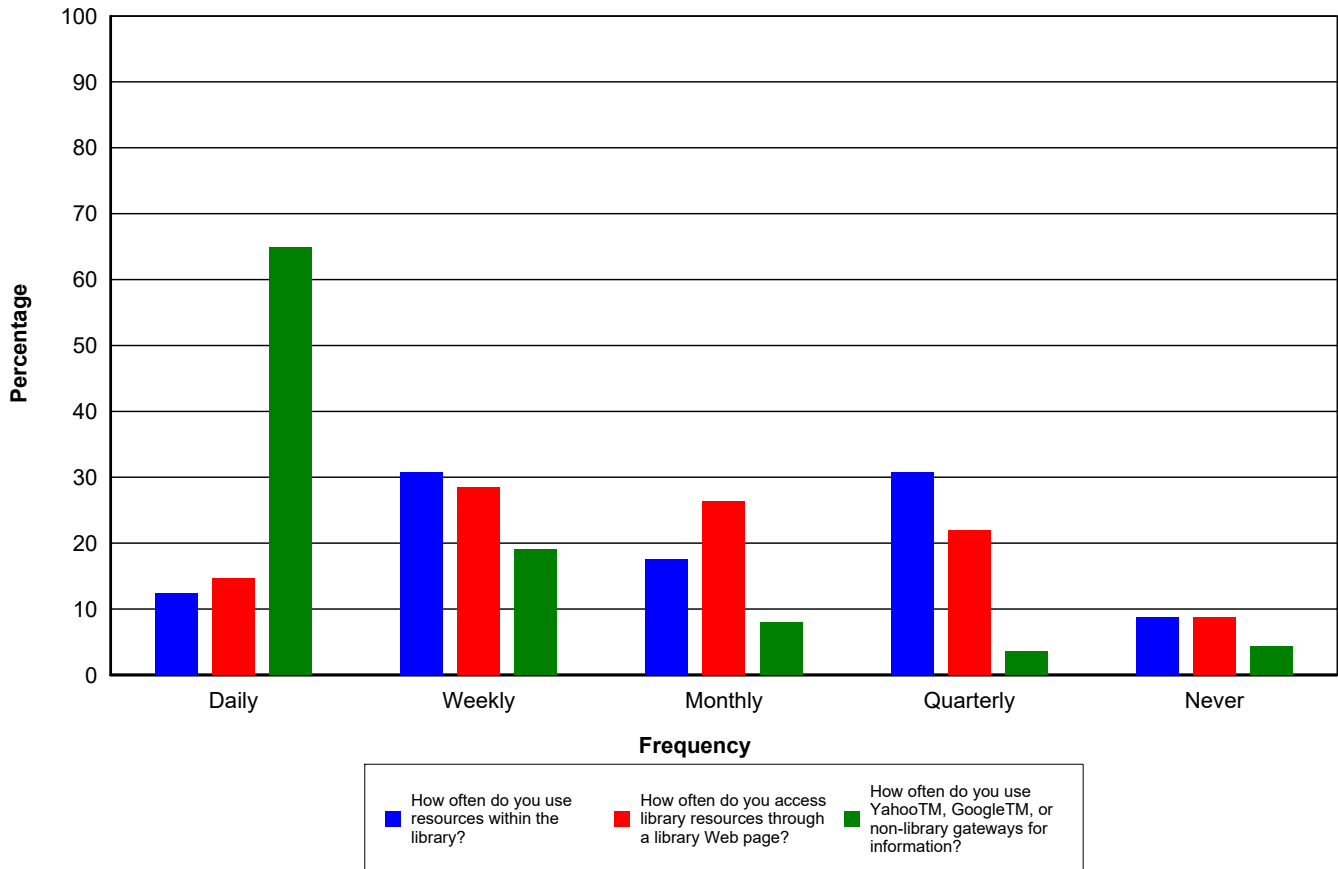
## 5.6 Information Literacy Outcomes Questions Summary for Postgraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.10	1.88	83
The library aids my advancement in my academic discipline or work.	7.62	1.62	82
The library enables me to be more efficient in my academic pursuits or work.	7.72	1.68	75
The library helps me distinguish between trustworthy and untrustworthy information.	7.05	1.83	66
The library provides me with the information skills I need in my work or study.	7.77	1.54	73

## 5.7 Library Use Summary for Postgraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	17 12.41%	42 30.66%	24 17.52%	42 30.66%	12 8.76%	137 100.00%
How often do you access library resources through a library Web page?	20 14.60%	39 28.47%	36 26.28%	30 21.90%	12 8.76%	137 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	89 64.96%	26 18.98%	11 8.03%	5 3.65%	6 4.38%	137 100.00%

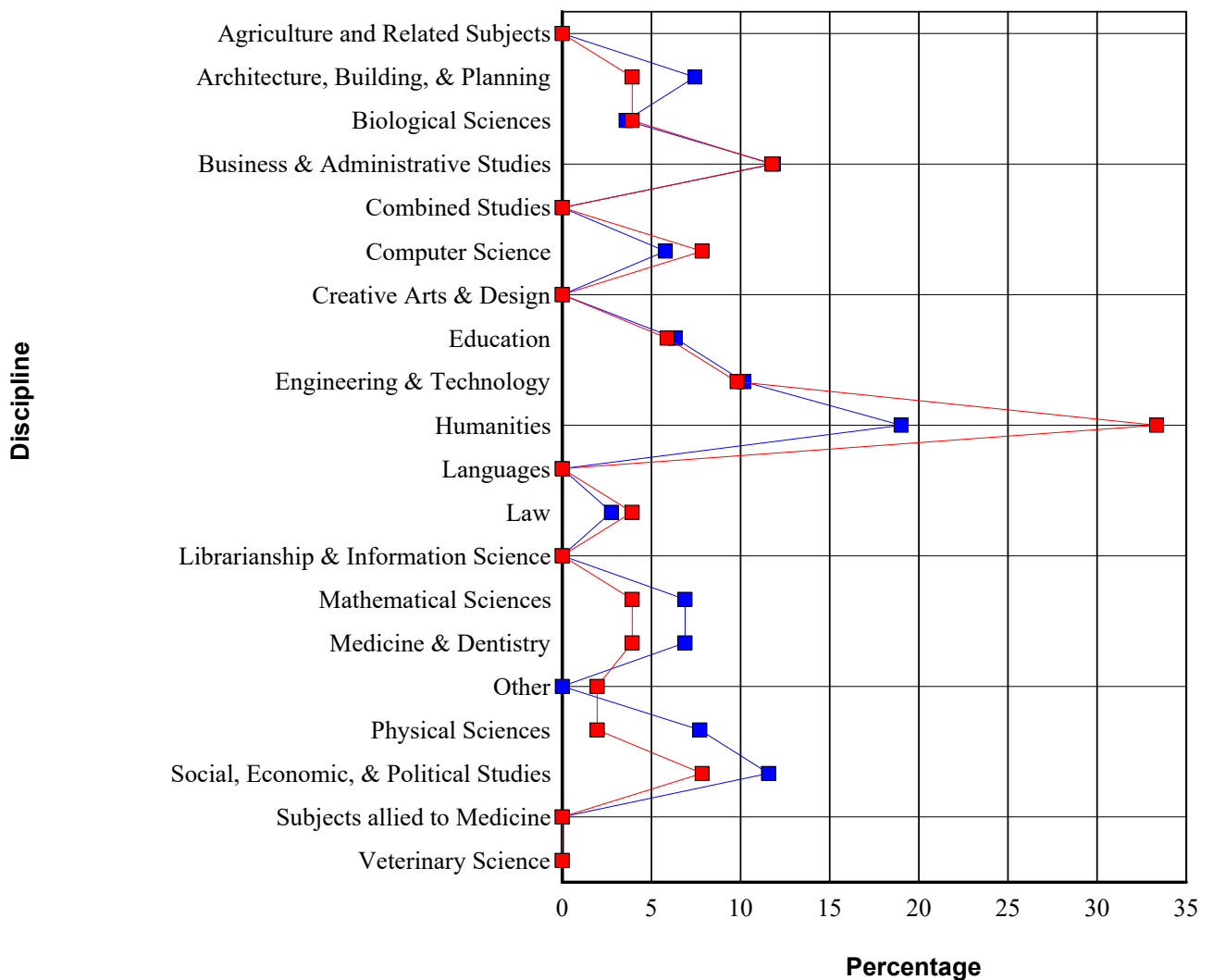
## 6 Academic Staff Summary for University of Cyprus

### 6.1 Demographic Summary for Academic Staff

#### 6.1.1 Population and Respondent Profiles for Academic Staff by Standard Discipline

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

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Academic Staff

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture and Related Subjects	0	0.00	0	0.00	0.00
Architecture, Building, & Planning	27	7.44	2	3.92	3.52
Biological Sciences	13	3.58	2	3.92	-0.34
Business & Administrative Studies	43	11.85	6	11.76	0.08
Combined Studies	0	0.00	0	0.00	0.00
Computer Science	21	5.79	4	7.84	-2.06
Creative Arts & Design	0	0.00	0	0.00	0.00
Education	23	6.34	3	5.88	0.45
Engineering & Technology	37	10.19	5	9.80	0.39
Humanities	69	19.01	17	33.33	-14.33
Languages	0	0.00	0	0.00	0.00
Law	10	2.75	2	3.92	-1.17
Librarianship & Information Science	0	0.00	0	0.00	0.00
Mathematical Sciences	25	6.89	2	3.92	2.97
Medicine & Dentistry	25	6.89	2	3.92	2.97
Other	0	0.00	1	1.96	-1.96
Physical Sciences	28	7.71	1	1.96	5.75
Social, Economic, & Political Studies	42	11.57	4	7.84	3.73
Subjects allied to Medicine	0	0.00	0	0.00	0.00
Veterinary Science	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>363</b>	<b>100.00</b>	<b>51</b>	<b>100.00</b>	<b>0.00</b>

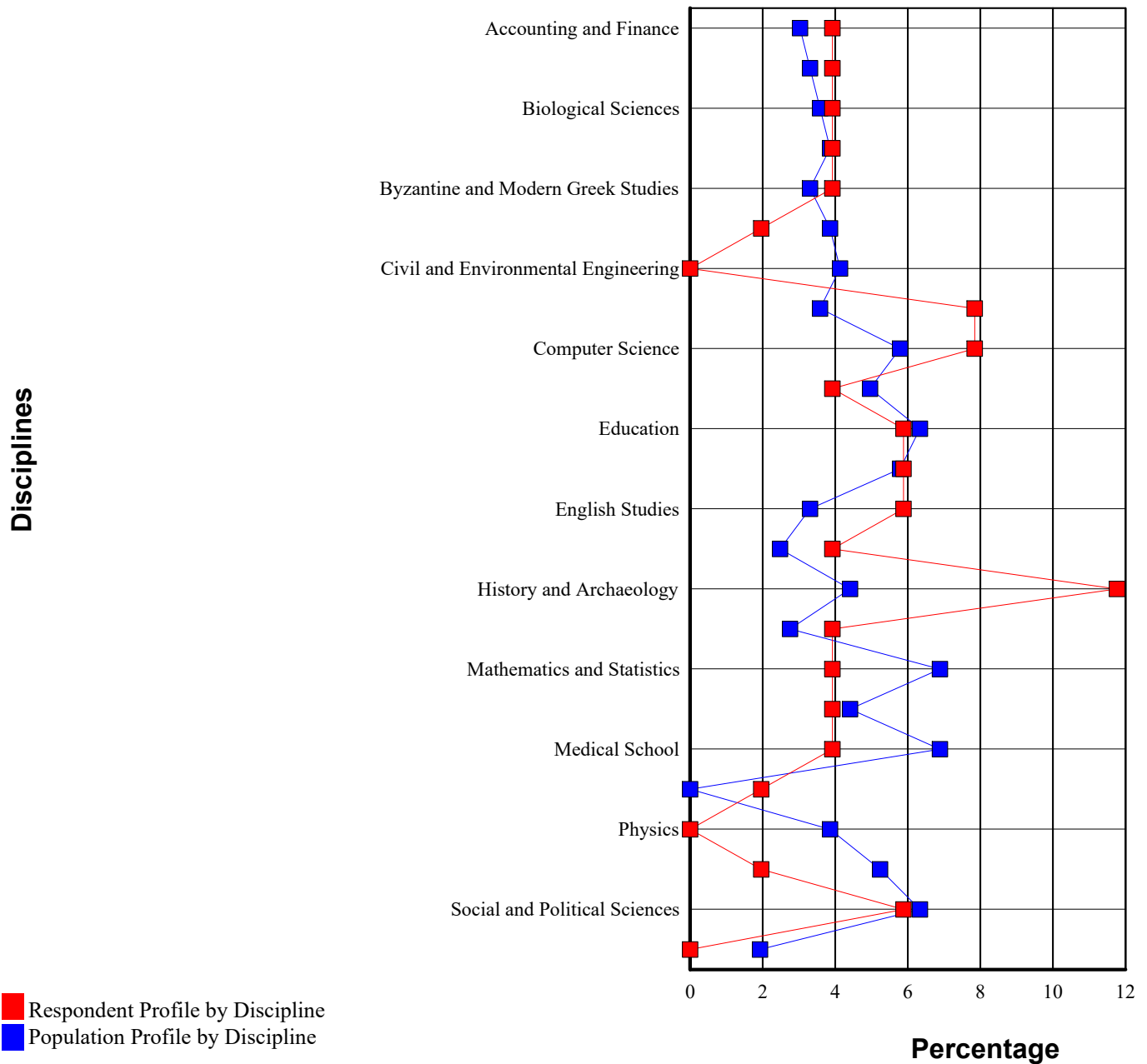
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Academic Staff



### 6.1.2 Population and Respondent Profiles for Academic Staff by Customized Discipline

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Academic Staff

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting and Finance	11	3.03	2	3.92	-0.89
Architecture	12	3.31	2	3.92	-0.62
Biological Sciences	13	3.58	2	3.92	-0.34
Business and Public Administration	14	3.86	2	3.92	-0.06
Byzantine and Modern Greek Studies	12	3.31	2	3.92	-0.62
Chemistry	14	3.86	1	1.96	1.90
Civil and Environmental Engineering	15	4.13	0	0.00	4.13
Classics and Philosophy	13	3.58	4	7.84	-4.26
Computer Science	21	5.79	4	7.84	-2.06
Economics	18	4.96	2	3.92	1.04
Education	23	6.34	3	5.88	0.45
Electrical and Computer Engineering	21	5.79	3	5.88	-0.10
English Studies	12	3.31	3	5.88	-2.58
French and European Studies	9	2.48	2	3.92	-1.44
History and Archaeology	16	4.41	6	11.76	-7.36
Law	10	2.75	2	3.92	-1.17
Mathematics and Statistics	25	6.89	2	3.92	2.97
Mechanical and Manufacturing Engineering	16	4.41	2	3.92	0.49
Medical School	25	6.89	2	3.92	2.97
Other	0	0.00	1	1.96	-1.96
Physics	14	3.86	0	0.00	3.86
Psychology	19	5.23	1	1.96	3.27
Social and Political Sciences	23	6.34	3	5.88	0.45
Turkish and Middle Eastern Studies	7	1.93	0	0.00	1.93
<b>Total:</b>	<b>363</b>	<b>100.00</b>	<b>51</b>	<b>100.00</b>	<b>0.00</b>

Language: English (British), Greek

Institution Type: College or University

Consortium: None

User Group: Academic Staff

### 6.1.3 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	8	15.69
31 - 45	21	41.18
46 - 65	21	41.18
Over 65	1	1.96
Under 18	0	0.00
<b>Total:</b>	<b>51</b>	<b>100.00</b>

### 6.1.4 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Archaeological Research Unit Library	5	9.80
Learning Resource Center - "Stelios Ioannou" Library	44	86.27
Shacolas Educational Centre for Clinical Medicine (SECCM) Library	2	3.92
<b>Total:</b>	<b>51</b>	<b>100.00</b>

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

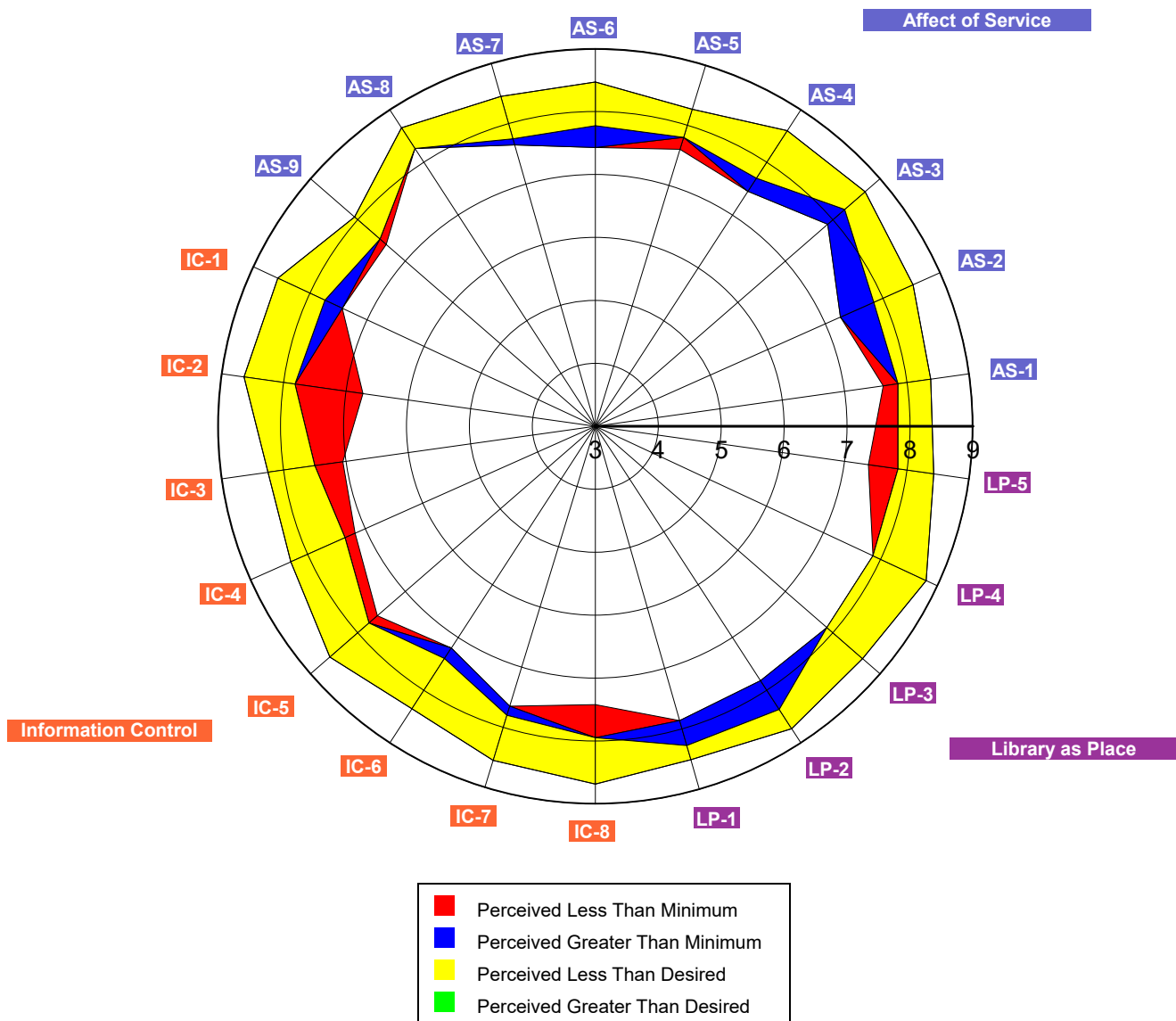
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	49	100.00
Full-time	0	0.00
Part-time	0	0.00
<b>Total:</b>	<b>49</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Academic Staff

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.86	8.38	7.62	-0.24	-0.76	21
AS-2	Giving users individual attention	7.26	8.53	7.84	0.58	-0.68	19
AS-3	Library staff who are consistently courteous	7.89	8.68	8.25	0.36	-0.43	28
AS-4	Readiness to respond to users' enquiries	7.45	8.60	7.70	0.25	-0.90	20
AS-5	Library staff who have the knowledge to answer user questions	7.80	8.27	7.60	-0.20	-0.67	15
AS-6	Library staff who deal with users in a caring fashion	7.43	8.47	7.78	0.35	-0.69	49
AS-7	Library staff who understand the needs of their users	7.65	8.45	7.75	0.10	-0.70	20
AS-8	Willingness to help users	8.26	8.65	8.26	0.00	-0.39	23
AS-9	Dependability in handling users' service problems	7.53	8.07	7.40	-0.13	-0.67	15
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.43	8.57	7.74	0.30	-0.83	23
IC-2	A library Web site enabling me to locate information on my own	7.82	8.64	6.73	-1.09	-1.91	22
IC-3	The printed library materials I need for my work	7.50	8.25	7.05	-0.45	-1.20	20
IC-4	The electronic information resources I need	7.35	8.29	7.18	-0.18	-1.12	51
IC-5	Modern equipment that lets me easily access needed information	7.76	8.59	7.59	-0.18	-1.00	17
IC-6	Easy-to-use access tools that allow me to find things on my own	7.20	8.35	7.40	0.20	-0.95	20
IC-7	Making information easily accessible for independent use	7.65	8.55	7.80	0.15	-0.75	20
IC-8	Print and/or electronic journal collections I require for my work	7.95	8.68	7.42	-0.53	-1.26	19
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.86	8.51	8.27	0.41	-0.24	51
LP-2	Quiet space for individual work	7.82	8.73	8.36	0.55	-0.36	22
LP-3	A comfortable and inviting location	7.88	8.63	7.88	0.00	-0.75	24
LP-4	A haven for study, learning, or research	7.87	8.80	7.87	0.00	-0.93	15
LP-5	Space for group learning and group study	7.86	8.43	7.38	-0.48	-1.05	21
<b>Overall:</b>		7.55	8.44	7.64	0.09	-0.79	51

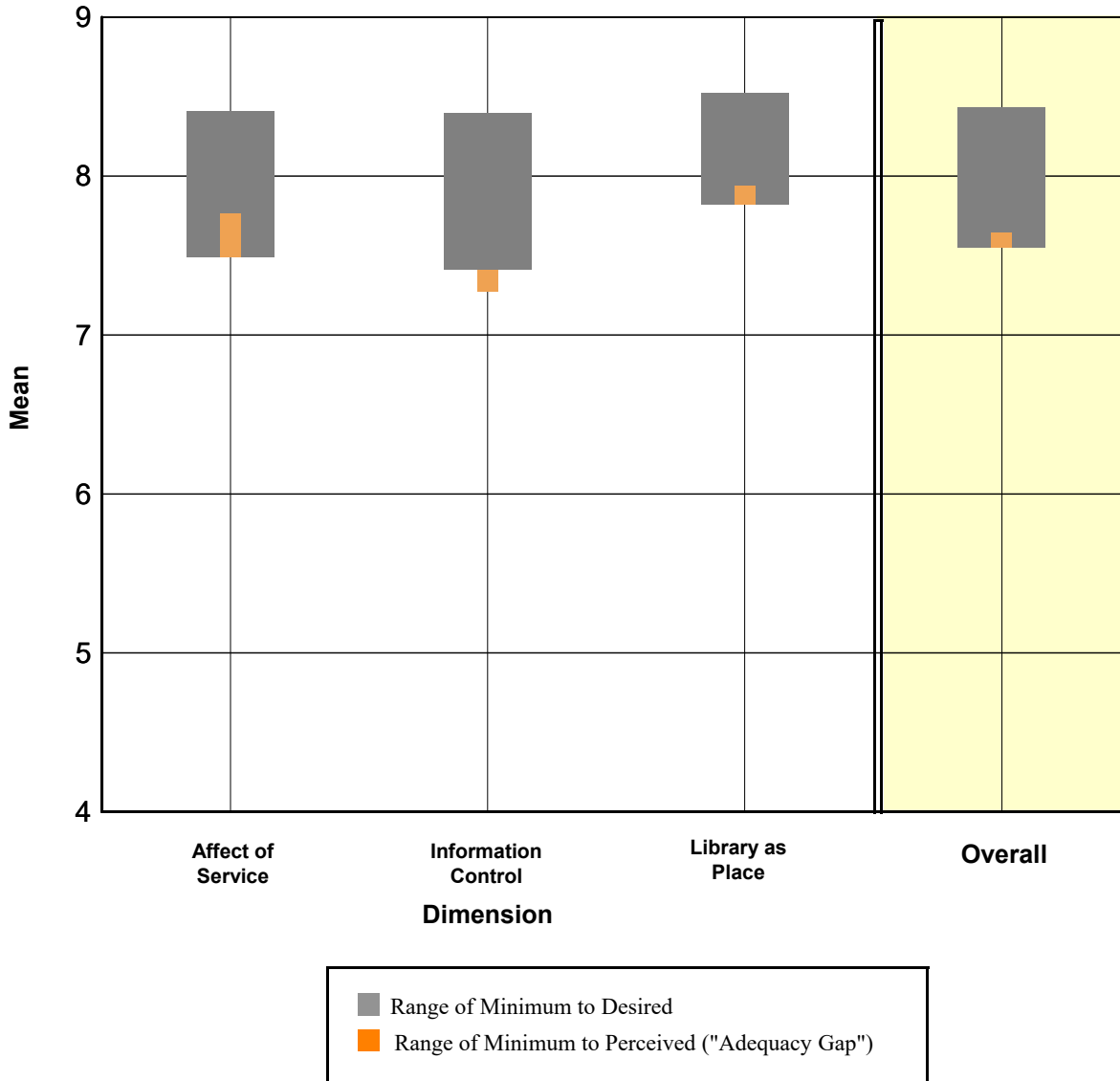
Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Academic Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.46	0.97	1.91	1.67	1.67	21
AS-2	Giving users individual attention	2.49	0.84	1.26	2.55	1.29	19
AS-3	Library staff who are consistently courteous	1.62	1.02	1.24	1.13	0.92	28
AS-4	Readiness to respond to users' enquiries	2.09	0.68	1.26	2.24	1.41	20
AS-5	Library staff who have the knowledge to answer user questions	0.94	1.33	1.55	1.61	0.98	15
AS-6	Library staff who deal with users in a caring fashion	1.80	0.84	1.42	1.65	1.31	49
AS-7	Library staff who understand the needs of their users	1.35	0.89	1.07	1.21	1.26	20
AS-8	Willingness to help users	1.21	0.57	0.96	1.04	0.89	23
AS-9	Dependability in handling users' service problems	1.36	0.88	1.35	1.41	1.35	15
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.88	0.66	1.14	2.12	1.07	23
IC-2	A library Web site enabling me to locate information on my own	1.56	0.58	1.98	2.35	1.90	22
IC-3	The printed library materials I need for my work	2.31	1.16	2.19	2.78	1.82	20
IC-4	The electronic information resources I need	1.96	1.04	1.57	2.02	1.45	51
IC-5	Modern equipment that lets me easily access needed information	1.30	0.87	1.23	1.01	1.22	17
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	0.81	1.35	1.96	1.54	20
IC-7	Making information easily accessible for independent use	1.46	0.69	1.11	1.50	1.16	20
IC-8	Print and/or electronic journal collections I require for my work	1.18	0.48	0.96	1.22	1.19	19
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.87	1.17	1.28	2.16	1.23	51
LP-2	Quiet space for individual work	1.89	0.55	1.05	2.15	1.18	22
LP-3	A comfortable and inviting location	1.62	1.01	2.05	2.15	1.57	24
LP-4	A haven for study, learning, or research	1.51	0.56	1.77	2.17	1.83	15
LP-5	Space for group learning and group study	1.53	0.87	2.04	2.04	2.09	21
<b>Overall:</b>		1.56	0.66	1.12	1.65	0.88	51

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Academic Staff

### 6.3 Core Question Dimensions Summary for Academic Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.49	8.41	7.77	0.28	-0.64	51
Information Control	7.41	8.40	7.27	-0.14	-1.12	51
Library as Place	7.82	8.52	7.94	0.12	-0.59	51
<b>Overall</b>	7.55	8.44	7.64	0.09	-0.79	51

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.67	0.87	1.28	1.60	1.07	51
Information Control	1.70	0.66	1.32	1.91	1.29	51
Library as Place	1.68	0.92	1.44	2.11	1.28	51
<b>Overall</b>	1.56	0.66	1.12	1.65	0.88	51



## 6.4 Local Question Summary for Academic Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ability to navigate library Web pages easily	8.26	8.79	7.32	-0.95	-1.47	19
Accuracy in the catalog, borrowing, and overdue records	7.18	8.41	7.65	0.47	-0.76	17
Comprehensive collections of fulltext articles online	7.95	8.52	7.62	-0.33	-0.90	21
Comprehensive print collections	8.40	8.60	7.10	-1.30	-1.50	10
Instruction in library use, when requested	7.86	8.21	7.71	-0.14	-0.50	14

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	1.05	0.54	1.80	1.75	1.74	19
Accuracy in the catalog, borrowing, and overdue records	2.48	0.71	1.41	2.90	1.35	17
Comprehensive collections of fulltext articles online	1.40	0.81	1.47	1.53	1.61	21
Comprehensive print collections	0.52	0.52	2.33	2.50	2.51	10
Instruction in library use, when requested	1.17	0.97	1.44	1.17	1.09	14

## 6.5 General Satisfaction Questions Summary for Academic Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.77	1.61	26
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.32	1.90	37
How would you rate the overall quality of the service provided by the library?	7.53	1.67	51

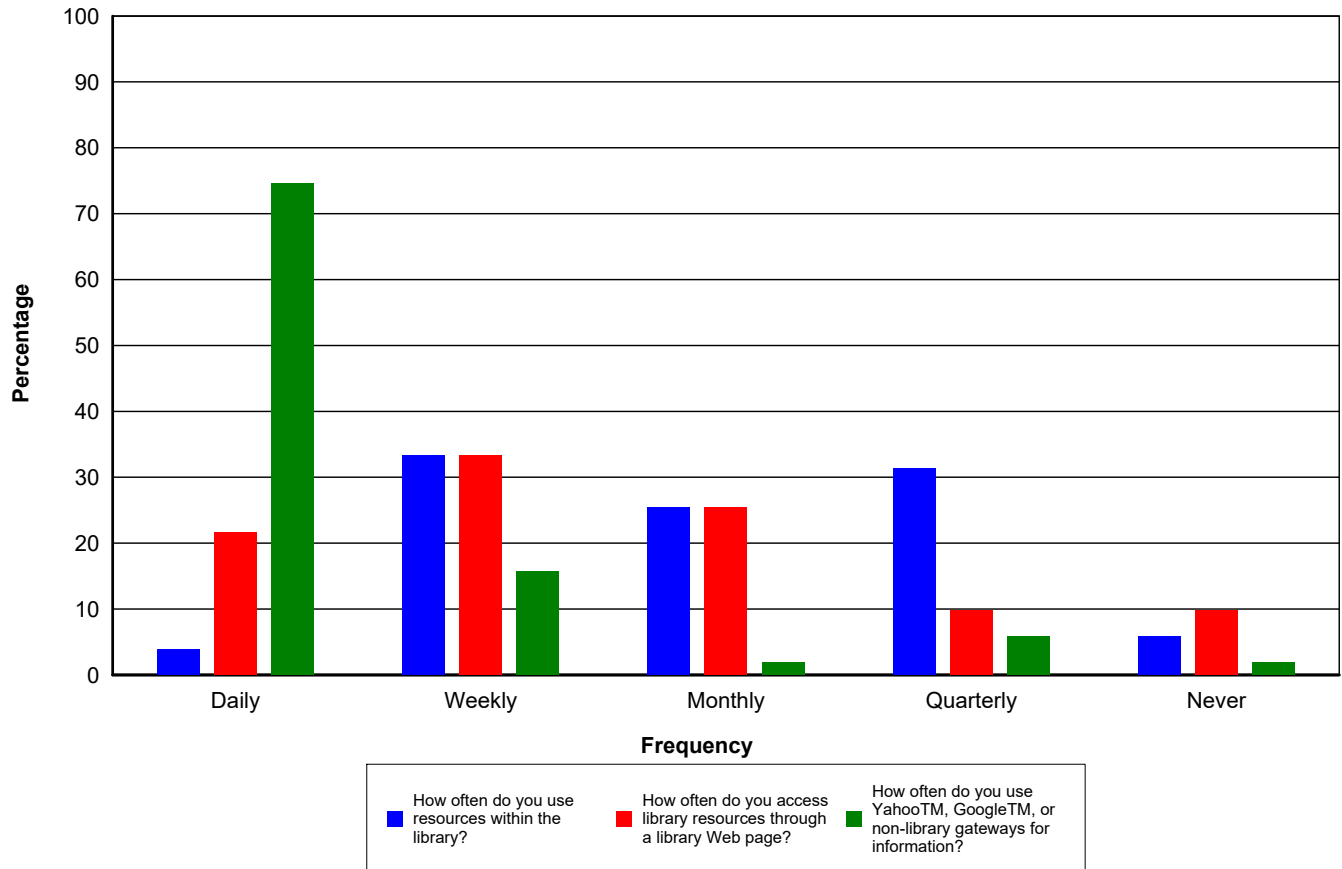
## 6.6 Information Literacy Outcomes Questions Summary for Academic Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.04	2.62	28
The library aids my advancement in my academic discipline or work.	7.39	2.32	31
The library enables me to be more efficient in my academic pursuits or work.	7.48	1.86	23
The library helps me distinguish between trustworthy and untrustworthy information.	6.66	2.00	29
The library provides me with the information skills I need in my work or study.	6.93	1.96	27

## 6.7 Library Use Summary for Academic Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	2 3.92%	17 33.33%	13 25.49%	16 31.37%	3 5.88%	51 100.00%
How often do you access library resources through a library Web page?	11 21.57%	17 33.33%	13 25.49%	5 9.80%	5 9.80%	51 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	38 74.51%	8 15.69%	1 1.96%	3 5.88%	1 1.96%	51 100.00%

## 7 Administrative Staff Summary for University of Cyprus

### 7.1 Demographic Summary for Administrative Staff

#### 7.1.1 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
18 - 22	1	1.96
23 - 30	4	7.84
31 - 45	34	66.67
46 - 65	11	21.57
Over 65	0	0.00
Under 18	1	1.96
<b>Total:</b>	<b>51</b>	<b>100.00</b>

#### 7.1.2 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %
Archaeological Research Unit Library	0	0.00
Learning Resource Center - "Stelios Ioannou" Library	51	100.00
Shacolas Educational Centre for Clinical Medicine (SECCM) Library	0	0.00
<b>Total:</b>	<b>51</b>	<b>100.00</b>

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

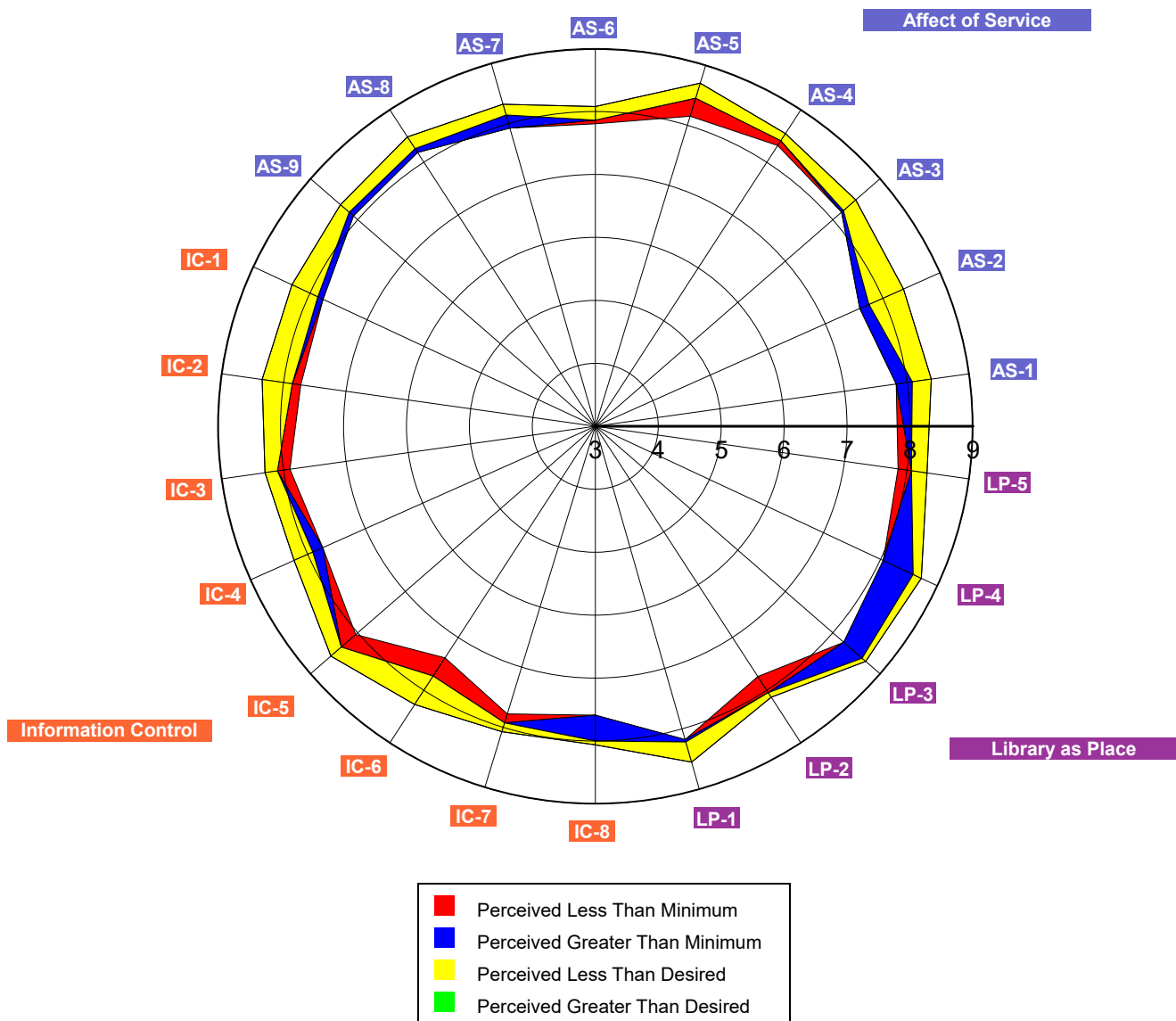
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	45	90.00
Full-time	5	10.00
Part-time	0	0.00
<b>Total:</b>	<b>50</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Administrative Staff

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

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

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



Language: English (British), Greek  
 Institution Type: College or University  
 Consortium: None  
 User Group: Administrative Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	7.83	8.39	8.09	0.26	-0.30	23
AS-2	Giving users individual attention	7.60	8.36	7.76	0.16	-0.60	25
AS-3	Library staff who are consistently courteous	8.19	8.48	8.22	0.04	-0.26	27
AS-4	Readiness to respond to users' enquiries	8.41	8.55	8.32	-0.09	-0.23	22
AS-5	Library staff who have the knowledge to answer user questions	8.45	8.70	8.15	-0.30	-0.55	20
AS-6	Library staff who deal with users in a caring fashion	7.86	8.08	7.80	-0.06	-0.27	51
AS-7	Library staff who understand the needs of their users	7.93	8.32	8.14	0.21	-0.18	28
AS-8	Willingness to help users	8.19	8.48	8.26	0.07	-0.22	27
AS-9	Dependability in handling users' service problems	8.09	8.36	8.18	0.09	-0.18	22
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.77	8.32	7.86	0.09	-0.45	22
IC-2	A library Web site enabling me to locate information on my own	7.86	8.34	7.72	-0.14	-0.62	29
IC-3	The printed library materials I need for my work	8.10	8.30	7.90	-0.20	-0.40	20
IC-4	The electronic information resources I need	7.74	8.24	7.91	0.17	-0.33	46
IC-5	Modern equipment that lets me easily access needed information	8.35	8.57	8.04	-0.30	-0.52	23
IC-6	Easy-to-use access tools that allow me to find things on my own	7.73	8.27	7.38	-0.35	-0.88	26
IC-7	Making information easily accessible for independent use	7.93	8.07	7.78	-0.15	-0.30	27
IC-8	Print and/or electronic journal collections I require for my work	7.59	8.06	8.00	0.41	-0.06	17
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	8.18	8.55	8.22	0.04	-0.33	51
LP-2	Quiet space for individual work	8.04	8.13	7.74	-0.30	-0.39	23
LP-3	A comfortable and inviting location	8.23	8.69	8.62	0.38	-0.08	26
LP-4	A haven for study, learning, or research	8.05	8.71	8.57	0.52	-0.14	21
LP-5	Space for group learning and group study	8.07	8.32	7.86	-0.21	-0.46	28
<b>Overall:</b>		7.92	8.23	7.96	0.04	-0.27	51

Language: English (British), Greek

Institution Type: College or University

Consortium: None

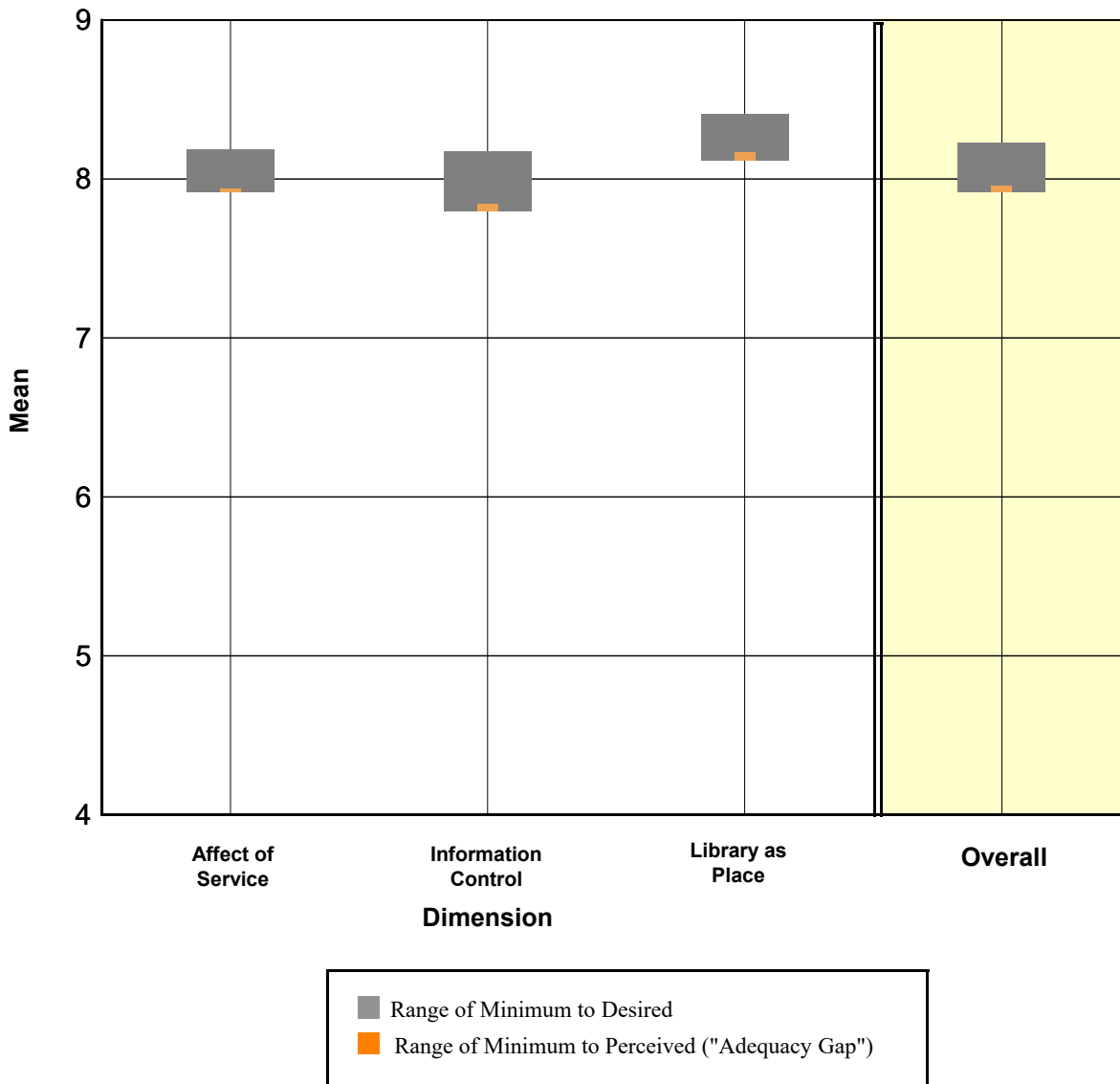
User Group: Administrative Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Library staff who instill confidence in users	1.50	1.03	1.04	1.01	0.93	23
AS-2	Giving users individual attention	1.61	1.08	1.48	0.85	1.08	25
AS-3	Library staff who are consistently courteous	1.49	1.58	1.48	1.09	0.76	27
AS-4	Readiness to respond to users' enquiries	1.01	0.80	0.95	0.75	0.69	22
AS-5	Library staff who have the knowledge to answer user questions	0.76	0.47	1.09	1.17	0.94	20
AS-6	Library staff who deal with users in a caring fashion	1.50	1.47	1.64	0.83	0.78	51
AS-7	Library staff who understand the needs of their users	1.18	0.94	1.01	0.83	0.82	28
AS-8	Willingness to help users	1.08	0.85	1.06	0.83	0.75	27
AS-9	Dependability in handling users' service problems	1.34	1.29	1.37	0.61	0.66	22
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.27	1.09	1.28	1.19	1.22	22
IC-2	A library Web site enabling me to locate information on my own	1.33	1.04	1.33	1.30	1.15	29
IC-3	The printed library materials I need for my work	1.37	1.17	1.55	1.06	0.94	20
IC-4	The electronic information resources I need	1.32	1.20	1.31	1.10	0.73	46
IC-5	Modern equipment that lets me easily access needed information	1.11	0.95	1.26	0.93	0.95	23
IC-6	Easy-to-use access tools that allow me to find things on my own	1.37	1.04	1.44	1.41	1.28	26
IC-7	Making information easily accessible for independent use	1.30	1.38	1.22	1.10	1.23	27
IC-8	Print and/or electronic journal collections I require for my work	1.91	1.34	1.22	1.23	0.66	17
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.31	1.05	1.17	1.20	0.77	51
LP-2	Quiet space for individual work	1.55	1.94	2.12	1.26	1.23	23
LP-3	A comfortable and inviting location	1.21	0.62	0.94	1.30	0.84	26
LP-4	A haven for study, learning, or research	1.40	0.56	0.68	1.40	0.79	21
LP-5	Space for group learning and group study	1.15	1.06	1.53	1.50	1.48	28
<b>Overall:</b>		1.04	0.97	1.05	0.75	0.64	51

Language: English (British), Greek  
Institution Type: College or University  
Consortium: None  
User Group: Administrative Staff

### 7.3 Core Question Dimensions Summary for Administrative Staff

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





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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.92	8.19	7.94	0.02	-0.24	51
Information Control	7.80	8.17	7.84	0.05	-0.33	51
Library as Place	8.11	8.41	8.16	0.05	-0.24	51
<b>Overall</b>	7.92	8.23	7.96	0.04	-0.27	51

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.20	1.15	1.22	0.72	0.67	51
Information Control	1.22	1.11	1.19	0.85	0.73	51
Library as Place	1.09	0.92	1.06	1.00	0.73	51
<b>Overall</b>	1.04	0.97	1.05	0.75	0.64	51

## 7.4 Local Question Summary for Administrative Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ability to navigate library Web pages easily	8.24	8.43	8.14	-0.10	-0.29	21
Accuracy in the catalog, borrowing, and overdue records	8.14	8.29	7.95	-0.19	-0.33	21
Comprehensive collections of fulltext articles online	7.94	8.41	7.94	0	-0.47	17
Comprehensive print collections	8.06	8.18	7.94	-0.12	-0.24	17
Instruction in library use, when requested	8.42	8.50	8.31	-0.12	-0.19	26

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	1.09	0.87	0.85	1.04	0.90	21
Accuracy in the catalog, borrowing, and overdue records	1.31	1.06	1.28	1.03	0.73	21
Comprehensive collections of fulltext articles online	1.39	0.94	1.20	1.41	1.12	17
Comprehensive print collections	1.03	1.13	1.03	1.27	0.97	17
Instruction in library use, when requested	1.17	1.17	1.32	0.82	0.85	26

## 7.5 General Satisfaction Questions Summary for Administrative Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.03	1.50	30
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.16	1.01	37
How would you rate the overall quality of the service provided by the library?	7.94	1.26	51

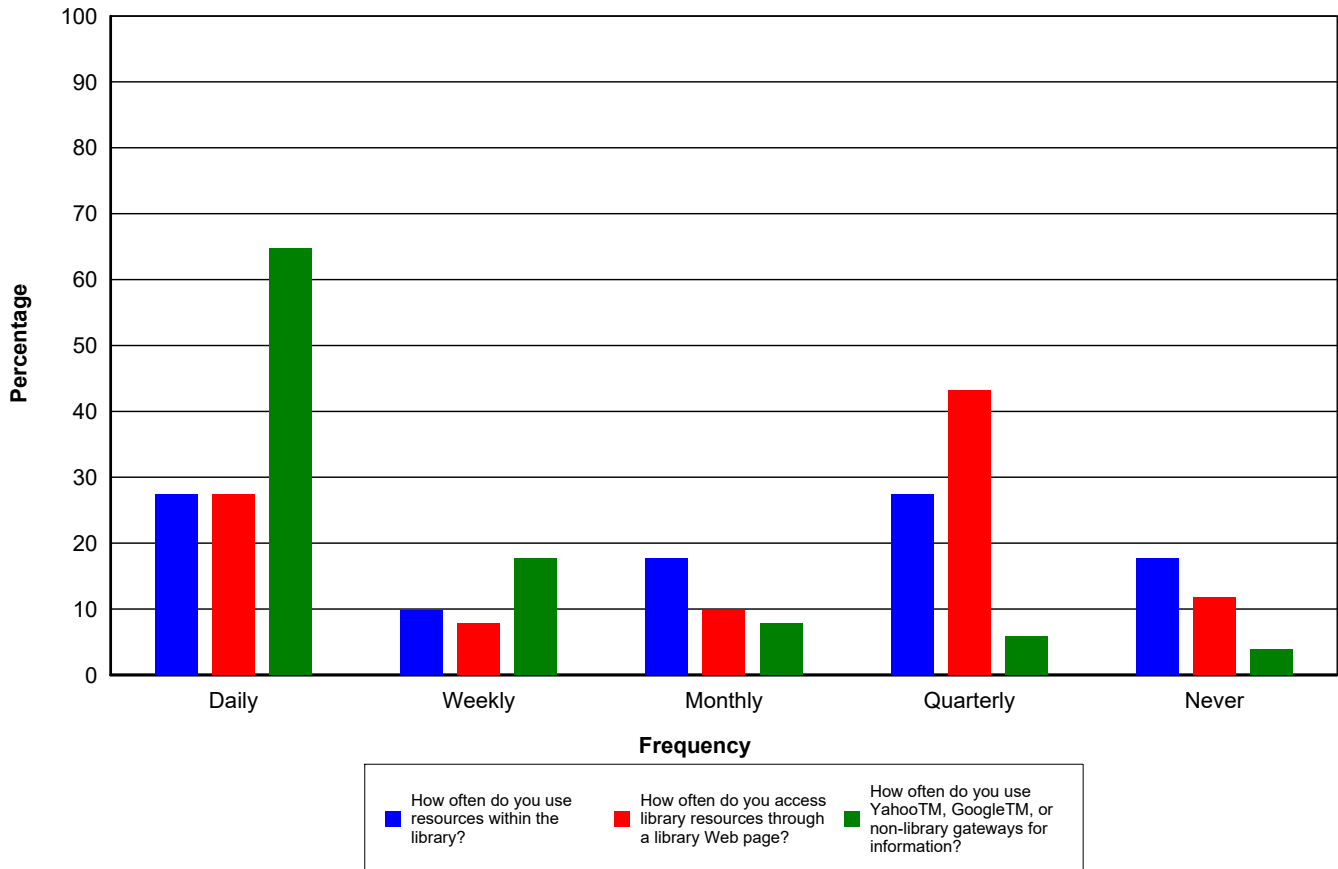
## 7.6 Information Literacy Outcomes Questions Summary for Administrative Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.64	1.66	25
The library aids my advancement in my academic discipline or work.	7.58	1.56	33
The library enables me to be more efficient in my academic pursuits or work.	7.83	1.17	29
The library helps me distinguish between trustworthy and untrustworthy information.	7.72	1.25	29
The library provides me with the information skills I need in my work or study.	7.88	1.17	34

## 7.7 Library Use Summary for Administrative Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources within the library?	14 27.45%	5 9.80%	9 17.65%	14 27.45%	9 17.65%	51 100.00%
How often do you access library resources through a library Web page?	14 27.45%	4 7.84%	5 9.80%	22 43.14%	6 11.76%	51 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	33 64.71%	9 17.65%	4 7.84%	3 5.88%	2 3.92%	51 100.00%

## Appendix A: LibQUAL Dimensions

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

### LibQUAL 2000 Dimensions

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

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

### LibQUAL 2001 Dimensions

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

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

### LibQUAL 2002 and 2003 Dimensions

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

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

### LibQUAL 2004 to Present Dimensions

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

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

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

**Affect of Service**

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

**Information Control**

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

**Library as Place**

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









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